

Inhaltsverzeichnis

Vorwort	3
LCT 1 - LCT 30	5
Texts	45
Story Introductions	55
Grammar Exercises	57
Pictures to go with the tests	66
Picture Stories	89

Zu den Hörverstehenstexten gibt es zwei CDs, auf der die Geschichten jeweils zweimal mit normalem und langsamem Sprechtempo von native speakers aufgelesen sind (Best. Nr. 304).

Best.Nr. 300 - ISBN 3-86131-300-6

© Alle Rechte vorbehalten



Verlag für Lehr-, Lern- & Arbeitsmittel

Postfach 1086 - 71610 Ludwigsburg

Tel: (07141) 87 16 70 • Fax: (07141) 87 17 53



**netzwerk
lernen**

zur Vollversion

Vorwort

Die vorliegenden Kopiervorlagen *Listening Comprehension & Talking Points* sollen Sie bei der Vorbereitung und Durchführung von mündlichen Unterrichtsphasen oder Überprüfungen von Hörverstehen und Sprechlesitung Ihrer Schüler unterstützen.

Das Material gliedert sich in folgende Teile:

1. 30 vorstrukturierte Sequenzen (mit Hörverstehenstexten auf CD, auch im Anhang abgedruckt)
2. HV-Texte (jeweils zweimal in deutlich unterschiedlichem Tempo auf CD aufgelesen)
3. Grammar-Exercises für die Überprüfung von wesentlichen grammatischen Strukturen
4. Sammlung der Bilder und Bildgeschichten als Kopiervorlagen für die Hand des Schülers
5. Anfänge von Geschichten zum Weitererzählen

Aufgrund der offenen Anlage der Materialien bieten Ihnen diese die Möglichkeit, mündliche Unterrichtsphasen oder Prüfungen auf unterschiedlichste Art und Weise zu gestalten. Die dreißig ausgearbeiteten Tests lassen sich sofort im Unterricht oder bei einer Prüfung umsetzen. Keinesfalls ist jedoch daran gedacht, dass die einzelnen Aufgaben „abgearbeitet“ werden. Sie stellen vielmehr ein Angebot dar, aus dem Sie je nach Leistungsfähigkeit Ihrer Schülerinnen und Schüler auswählen sollen. Des weiteren bieten die Aufgaben die Möglichkeit, flexibel auf den Schüler oder die Schülerin zu reagieren. Ziel ist es, ein Gespräch in der Fremdsprache zu führen, die Aufgaben sollen dabei lediglich als Stimulus verstanden werden. Auch die Abbildungen bei den Aufgaben, die den Schülern als Kopie vorgelegt werden können, sollen zum Sprechen anregen.

Die dreißig ausgeführten Aufgaben sind wie folgt gegliedert:

A. Pre-listening

Diese Phase dient der Einführung in die Situation, quasi als Zungenlöser und Vorbereitung auf das Hören.

B. Comprehension

Fragen zu den Hörverstehenstexten in unterschiedlicher Qualität:

Challenging questions, die teilweise über den Text hinausführen und Schlussfolgerungen verlangen. Sie sind für leistungsfähigere Schüler gedacht.

Guiding questions, die sich eng an der Textvorlage orientieren und den Schüler enger führen.

C. Transferanlässe

Diese sollen zum freien Sprechen anregen. Die Sprechkanäle lehnen sich dabei zunächst an die Grundsituation an, führen aber auch deutlich über diese hinaus. Mit Hilfe der im Anhang angebotenen Materialien können Sie jedoch auch den Prüfungsverlauf entsprechend Ihrer Unterrichtsgestaltung und den Zielen Ihres Unterrichts und der Leistungsfähigkeit der Prüflinge variieren bzw. völlig frei gestalten.

Möglicher Gesprächsverlauf:

1. Warming-up Phase

Begrüßung des Kandidaten und kurzer small talk ggf. mit einigen personal questions ...

2. Wahlthema

Kurzreferat über ein vom Schüler vorbereitetes Wahlthema mit anschließenden Fragen und ggf. erster Transferaufgabe.

3. Pre-listening

Hinführung auf die Hörverstehensaufgabe

4. Hörverstehensaufgabe

mit der Möglichkeit, sich zunächst möglichst frei zu äußern. Falls der Schüler den Text nicht vollständig verstanden hat bzw. Schwierigkeiten bei freien Äußerungen hat, sollten die gezielten Fragen (guiding questions) dabei helfen, das Textverständnis zu überprüfen.

5. Transfer

Hierbei ist eine Fülle unterschiedlicher Aufgabenstellungen und Aufgabenformen denkbar:

- ☐ picture story
- ☐ Bildstimulus (komplexes Bild, oder Bild als Ende eines Handlungsverlaufes)
- ☐ Situation
- ☐ key words
- ☐ small talk about any topic (hobbies, holidays, school, leisure ...)
- ☐ a report
- ☐ story telling - Fortsetzen von Erzählungen

VORSCHAU

LCT No 1

A. Pre-listening

Alternative A

Holidays are a time for travelling.
Where would you like to go on holiday?
What do you think about spending
a holiday in London?
What would you like to do/see there?

Alternative B

Look at these two pictures. What do they show?



What does this picture show?
How would you like to travel during your holiday?
Would you avoid going to your holiday destination by
car? Why? Why not?
What are the advantages of taking a plane?
Would you like to spend your holiday in the cottage
you can see in this picture? Why? Why not?

B. Comprehension

Challenging questions

1. Was it a nice trip?
2. Did everybody enjoy it?

Guiding questions

1. To which country did the family go?
2. When did they go there?
3. How did they get there?
4. What did they visit while they were there?
5. Did they only do some sightseeing?
6. What did the storyteller like best?

C. Transfer

Transfer I

1. Tell the story in your own words.
2. After the holiday, the boy/girl talks to a friend about London.

Transfer II

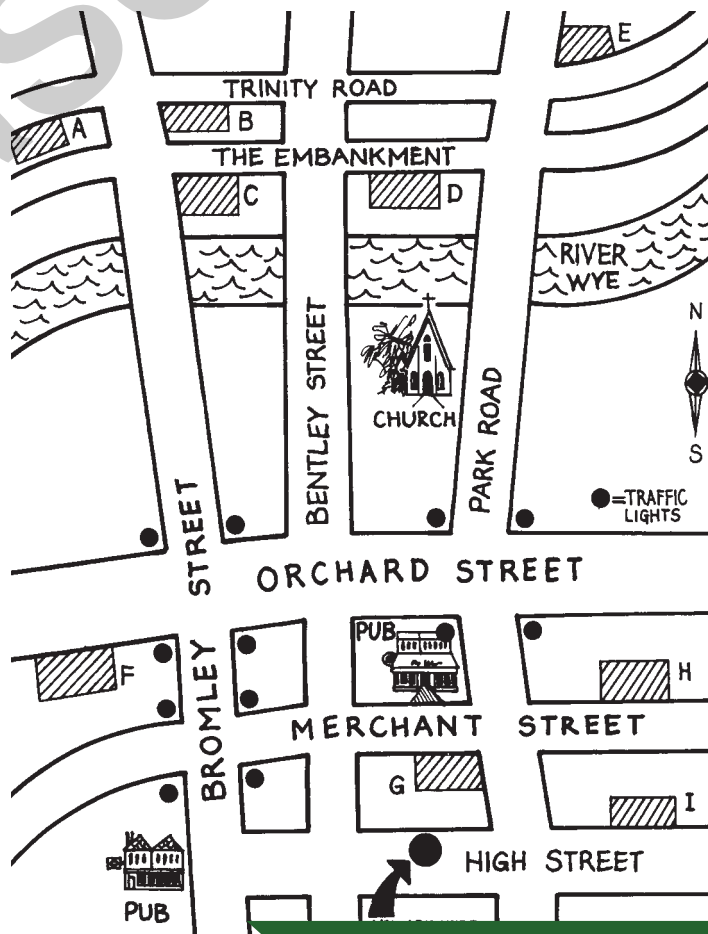
1. **Buy tickets** for the Tower Bridge Walkway
("The Tower Bridge Experience")
for your family (2 children, 2 adults).

Admission prices:
Adult: £5.50, Child (5-15): £3.75,
Under 5s: Free,
Ask for Special Family Discounts!



2. **Go shopping in London**
and buy a pair of trainers (= Turnschuhe) (eg. Nike, Air Jordan, size 9). Ask for special offers.
3. **Map work:** Asking the way.
 - You meet someone in the High Street (at the bottom of the map), she wants to go shopping in Trinity Road. Explain the way.
 - Explain the way to the cinema (marked A).

- A - Cinema
- B - Department store
- C - Boat trips
- D - Restaurant
- E - Pub
- F - Cathedral
- G - Shoe shop
- H - School
- I - Town Hall



LCT No 2

A. Pre-listening

Alternative A

What do you usually do during your summer holiday?

What did you do last year?

Have you ever been to the seaside?

What do people do on the beach?

Alternative B

Have you got a camera?

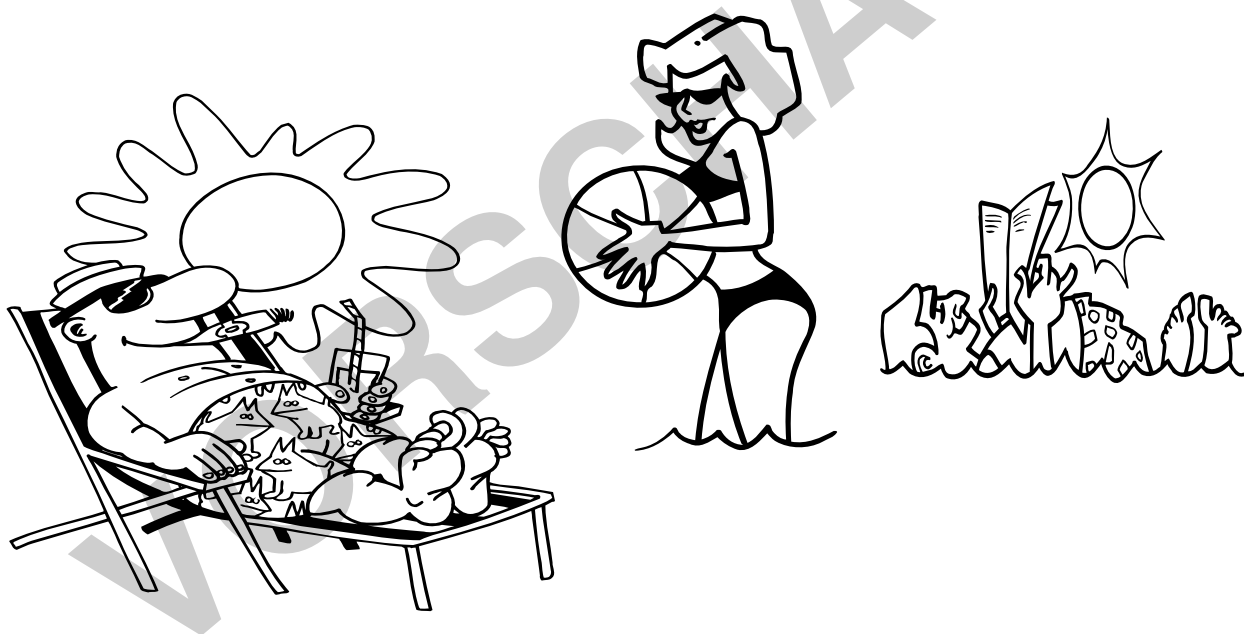
What kinds of pictures do you take?

Have you ever taken pictures of foreigners?

Would you just take the picture or would you talk to them before taking the photo? Why?

Alternative C

Look at the pictures. What do they show?



B. Comprehension

Challenging questions

1. Don't you think the man was silly?
2. Can you understand the man's reaction?
3. What should the photographer have done?

Guiding questions

1. Who are the persons in this story?
2. Describe the man the lady met on the beach.
3. What did the man look like the following day?
4. Why was the lady disappointed?

LCT No 20

A. Pre-listening

Look at Mr Miller's leg. What may have happened to him?

B. Comprehension

Challenging questions

1. The doctor planned everything in a clever way, didn't he?
2. How does the doctor want to pay for his new car?

Guiding questions

1. Who are the persons in this story?
2. Where does the conversation take place?
3. What does the patient need?
4. Who has to pay for the bill?
5. How can the patient pay the bill?
6. What does this form of payment remind the patient of?

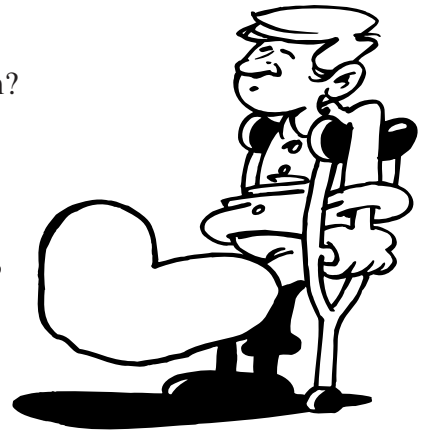
C. Transfer

Transfer I

1. Tell the story in your own words.
2. The doctor tells the story to his wife.
3. The doctor's receptionist tells the story to her husband.

Transfer II

1. Dialogue:
You want to buy a moped or a car but you can't pay the bill in cash. Ask the assistant about an instalment plan.
2. Dialogue:
You need money for a new bike. Ask your dad for the money. Maybe he can lend you the money and you can pay it back with your pocket money.
3. How to keep fit - a good piece of advice for people who want to stay healthy.



LCT No 23

A. Pre-listening

Look at the picture. What do you think has happened?



B. Comprehension

Challenging questions

1. A clever policeman? What do you think?
2. What should the policeman have done?

Guiding questions

1. Who are the persons in this text?
2. Why could the policeman arrest the car thief?
3. What happened when the two men walked towards the police station?
4. What did the car thief offer?
5. What did the policeman do?

C. Transfer

Transfer I

1. Tell the story in your own words.
2. The lady watched everything. She tells the story to a friend.
3. Can you finish the story?
4. Can you find a different title for the story?
5. Dialogue:
You are the lady. Report the car thief to the police station.

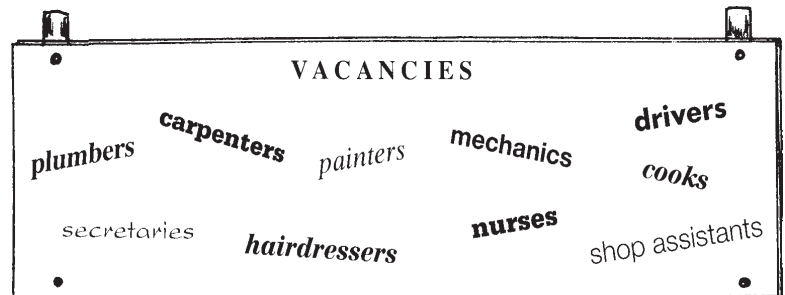
Transfer II

1. What would you do if your car was stolen in your holidays in Italy?
2. What should people do to prevent car thefts?

LCT No 25

A. Pre-listening

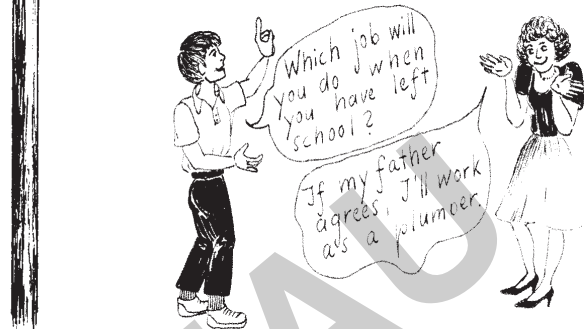
- Everybody has a dream job.
I always wanted to be a ...
Do you also have a dream job?
- What are the most important things for choosing a job?



B. Comprehension

Challenging questions

- John doesn't know much of today's world, does he?
- Were his parents disappointed or amused? What do you think?



Guiding questions

- How old is the boy?
- What is the boy's name?
- What do his parents do for a living?
- Is the boy very successful at school?
- What does the boy plan to become?
- Why are his parents disappointed when they hear about this?
- What was the boy's misunderstanding?

C. Transfer

Transfer I

- Tell the story in your own words.
- The parents tell the story at a party.

Transfer II

- Which jobs would you like to do? Which jobs wouldn't you like to do? Why? Why not?
- Have you ever had a job in your holidays or after school? What did you have to do?
- Look at the picture and choose a job. You want to apply for the job now. I'm the personnel officer. Let's act the job interview.

Why did you apply for this job?

Do you have any working experience?

Are you willing to work overtime?

Are you ready to work at the weekends?

Do you speak any foreign languages? Which?

Which are your favourite subjects and your best marks in your school report?

A. Pre-listening

What happened to this man? What should he have done before he started his trip?

B. Comprehension

Challenging questions

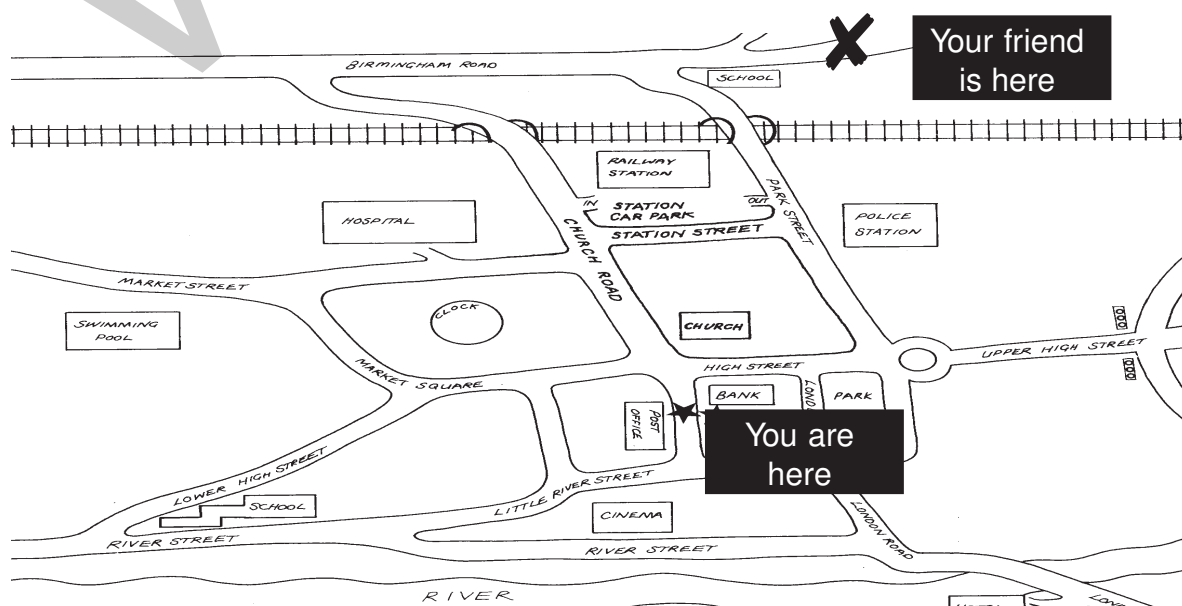
1. The man in the story was very unlucky. What should he have done in the first place?
2. Do you know how to find filling-stations along our motorways?

Guiding questions

1. What did Mr Garner want to do that evening?
2. When did he enjoy his drive?
3. What happened then?
4. What did he do first?
5. Why did he walk to the filling-station?

C. Transfer

1. Tell the story in your own words.
2. You are Mr Garner.
Talk to the filling-station attendant. Buy a spare tank and petrol and tell him what happened.
3. Look at the map, take your mobile phone and call your friend to pick you up. Explain him where you are. He doesn't know his way in the town too well. Explain.



Texts

1. A visit to London

Last year we spent our holidays in London. My family and I went by train and ferry. In London we visited some of the big museums. Then I had to look at all the famous sights like Piccadilly Circus, the Tower, Buckingham Palace and St. Paul's Cathedral. I liked the White Tower in the Tower of London best. My mother enjoyed the department stores in Oxford Street very much, but I wanted to see the souvenir shops around Piccadilly Circus. I bought some very nice souvenirs there for all my friends. When I had to return home to Germany, I was very sad.

2. On the beach

An artist friend of mine often photographs an eye-catching scene so she can paint it later. On the beach she saw a perfect picture, an old man digging for shellfish. He had ten-days' growth of beard and was wearing baggy trousers and a well-worn sweater. Engaging him in conversation, she learned that he'd been on the beach every day for the last 35 years. She asked him if she could come back the next day and take his picture. He was delighted.

The next morning they both arrived on the seashore; she with her camera and he clean-shaven and wearing a suit.

3. The most exciting video

A German tourist was visiting London last summer. He had just bought a new video camera and was putting everything on video tape. The Houses of Parliament, Buckingham Palace and all the other sights of London. He also wanted to film the busy traffic in the crowded streets. "The red double-decker buses will certainly look smashing on the television at home," he thought. When he suddenly saw two Rolls-Royce cars coming along the street, he got so excited that he wanted to get closer, fell into the road and broke his leg.

A few minutes later he was put into an ambulance. And you wouldn't believe it: he went on filming as they put him into the vehicle and at the hospital he insisted on filming the doctors examining him and putting plaster on his broken leg. No matter what might happen, he was determined to make an exciting holiday film.

4. The London Underground

Mr Benson was on his way home from work. He had had a very tiring day at the office and was looking forward to a quiet evening with his family. At that moment he was standing in an Underground train with hundreds of other people. The air was so stuffy he could hardly breathe and it was very hot. He counted off the stations with relief. "I will soon be out," he thought. "The next station is mine."

But when the train came to a halt and he wanted to get off quickly, he found he couldn't. Something was holding him back. Too late he realised that a fat lady was sitting on part of the raincoat he was wearing. New passengers rushed into the carriage and by the time the coat was free the train had started off again. Now he would have to get off at the next stop, wait and then take a train in the opposite direction - back to his station.

8. Store-robbery

A man whose store had been robbed during the night was talking to the detective in charge of the case. "Thank goodness the robber didn't break in the night before last," said the store-keeper. "Why?" asked the detective. "Because," explained the store-keeper, "it was yesterday morning that I marked everything down forty per cent."

9. Silly Harry

"What a terrible night outside," Harry said to his host at the end of the party as they stood at the door. "Just look at the rain." The other guests had already gone and Harry wanted to leave too. But his car wouldn't start. So he decided to walk home.

"You can't go home in that rain," said the host. "You'd better spend the night with us." "Thank you for the welcome invitation," replied Harry, "but I've got to get something first." He ran out into the rain. Two hours later he returned wet through. "Where have you been so long?" asked the host. "Home for my pyjamas," said Harry.

10. A very cheap hotel

When I was on holiday in Italy last summer, I stayed at a hotel. It was famous for its pizza and sea food, surprisingly all the drinks were included the price. On the first evening, I had a very good dinner.

The hotel was very cheap and I asked the manager, "Why isn't your hotel more expensive? In another town I paid as much for the meals as I pay here for the meals and the room."

"It's good to meet a guest who loves good food," the manager answered. "Most guests who come here have weak stomachs. I always give them my best food on the first evening. They are usually unwell afterwards, and, for the rest of their holiday ask only for soup. So I still make money - and because of my low prices, I have all my rooms full."

11. A very nice outing

A young music teacher planned a special day for her class. She organised that they would go to an afternoon concert at the Albert Hall in London.

To make it an unforgettable day, she stopped for a picnic on the way. She had baked some cakes and bought some lemonade for the pupils.

After the picnic they drove to the concert hall and listened to a programme of classical music. On the way home the children finished the cake and lemonade and the teacher bought them ices and chocolate.

When they finally arrived at the school in the evening, the music teacher asked one of the boys. "Have you enjoyed yourself today? Did you like the outing?"

"Oh yes," Michael answered happily, "It was a super day. It was so fantastic and I loved everything. Everything except the music."

3.3.2 If-Clauses - Part II

Complete the following sentences.

1. If you pass your exam we (have)..... a celebration.
2. What (happen) if you press this button?
3. If you go to Paris where you (stay)?
4. If someone offered you one of those rings, which you (choose) ?
5. You would play this game better if you (not/talk) so much.
6. If you (read) the instructions carefully you wouldn't have answered the wrong question.
7. We would have to walk a long way if we (run) out of petrol here.
8. You (not to have)so many accidents if you drove more slowly.
9. If she (leave) this fish there the cat will get it.
10. I (bring) you some water if I had known you were thirsty.
11. If the story hadn't been true the newspaper (not/print) it.
12. If someone attacked me my dog (jump) at his throat.
13. If he were in, he (answer) the phone.
14. I wouldn't have taken your umbrella if I (know) that it was the only one you had.
15. It would be very nice if you (can/help) me.
16. I (go) to the cinema if I had known that the film was so fantastic.
17. If she were older she (have) more sense.

3.3.3 If-Clauses - Part III

Complete the following sentences.

1. If it rains tomorrow
2. Your teacher wouldn't be very happy
3. If Mary doesn't come home early tonight
4. If we had gone to London last year
5. I'll come to your party if
6. If Mary goes out with Tom tonight
7. Sue would visit you
8. Robert will help you
9. If Jane didn't repair her bike
10. If you drink too much

