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In den bundesweit gültigen Bildungsstandards für die Fremdsprachen, die auf dem Gemeinsamen Europäischen Referenzrahmen für Sprachen basieren, wird für den mittleren Bildungsabschluss festgelegt, dass die Schülerinnen und Schüler sich mit verschiedenen Textsorten aus Themenfeldern beschäftigen sollen, die sie motivieren, da sich die Inhalte auf ihre Interessens- und Erfahrungsbereiche beziehen. Texte, insbesondere Lektüren, fördern auch im Englischunterricht den sprachlichen Zugewinn und bieten den Lernenden darüber hinaus vielfältige kulturelle und persönlichkeitsbildende Erfahrungsmöglichkeiten.

Neben geeigneter Textauswahl kommt dabei vor allem auch geeignetem Übungs- und Vertiefungsmaterial zunehmende Bedeutung zu. Mit dessen Hilfe können die Lernenden inhaltliche Aspekte zum einen besser erschließen. Zusätzlich werden sie zum anderen dazu angeregt, sich auch über den eigentlichen Inhalt einer Lektüre hinaus mit dem Thema des Werks auseinanderzusetzen.

Wenn Englischlehrkräfte eine geeignete Lektüre für ihre Lerngruppe auswählen, spielt daher die Verfügbarkeit von Zusatzmaterial eine wichtige Rolle. Die vielfach angebotenen *Exercises* im Anschluss an Lektüretexte reichen ihnen oft nicht aus, daher erstellen sie zusätzlich – und mit großem Zeitaufwand – eigenes Material, das den Bedürfnissen ihrer Lerngruppe gezielter Rechnung trägt. Viele Lehrkräfte wünschen sich aus diesem Grund nicht nur spannende Lektüren, sondern auch darauf abgestimmtes Zusatzmaterial mit bewährten Aufgabenformaten, die auch in den schriftlichen Prüfungen im Rahmen der Sekundarstufe I relevant sind.

Das vorliegende Arbeitsmaterial zu *Ivy and Robin: Adventures in the Middle Ages* ist auf die einzelnen Kapitel der Lektüre abgestimmt und leitet die Schüler nicht nur dazu an, sich systematisch mit dem Text auseinanderzusetzen, sondern enthält zusätzlich viele weiterführende Informationen und Aufgaben zum Themenbereich "Mittelalter".

Zu jedem der 9 Kapitel aus der Lektüre werden zwei Seiten mit unterschiedlichen Aufgabenformaten angeboten.

Auf der ersten Seite finden Sie immer bekannte und gängige Aufgabenformate, die das Textverständnis des jeweiligen Kapitels sichern. Hierzu gehören u.a.:

- Wortschatzsicherung: Find the correct expression for ...
- Fragen zum Text: Questions
- Aussagen, deren Richtigkeit bewertet werden soll: *True or false?*
- Satzteile inhaltlich sinnvoll zusammensetzen: *Matching sentences*
- Sätze inhaltlich in die richtige Reihenfolge bringen: *Find the right order.*
- Multiple-Choice-Formate: Which ending fits the best?
- Fehlerhafte Aussagen erkennen und berichtigen: *Can you get it right?*
- Angefangene Aussagen zum Text inhaltlich korrekt beenden: *Finish the sentences.*
- Eine kurze Zusammenfassungen mithilfe von *keywords* schreiben.

Auf der zweiten Seite gibt es jeweils weiterführende Aufgaben zum Thema "Mittelalter". Aufgegriffen werden Aspekte, die in den einzelnen Kapiteln erwähnt werden, und die nun zum vertiefenden Umgang mit dem mittelalterlichen Leben in England anregen sollen, z. B. *medieval feudal system, education, homes, transport, food and drink, outlaws, money, punishments* etc.

Je nach Leistungsniveau der Lerngruppe bzw. zu Differenzierungszwecken können Sie die Lernenden die Aufgaben selbstständig, z.B. durch Internetrecherche bearbeiten lassen oder Sie machen Gebrauch vom englischen *Glossary* am Ende dieses Heftes. Das *Glossary* ist alphabetisch nach relevanten Themen aufgebaut. Sie finden es ab Seite 23.

Sie können es Ihren Schülerinnen und Schülern zur Verfügung stellen und haben so zusätzliches Material zur Texterschließung.

Am Ende dieses Heftes finden Sie zu vielen Aufgaben Lösungen bzw. Lösungsvorschläge. Ausnahmen bilden Aufgaben, bei denen die Lernenden ihre eigene Meinung formulieren sollen. Auch für die auf einigen Seiten angeregten *Extra tasks* (erkennbar an diesem Symbol:) sind nur in seltenen Fällen Lösungsvorschläge angegeben, da die Bearbeitung dieser Aufgaben eigene Recherchen durch Ihre Schüler erfordert.

Ich wünsche Ihnen, liebe Englischlehrerinnen und -lehrer, viel Erfolg und Spaß bei der Arbeit mit der Lektüre und diesen Arbeitsmaterialien.

Anethe Ruberg - Neuser Anette Ruberg-Neuser





A Let's check.

1 Find the highlighted words in chapter 1 in the alphabetical list at the end of the reader and write them in your vocabulary book.

2 True or false?

truo folco

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③ Correct the sentences which are false.

④ Find the correct expression for ...

- a) the "bed" that Ivy and Robin slept on:
- b) someone who had to work for a lord in the Middle Ages:
- c) a small bag usually made of leather to put your money in:
- d) very important and worth a lot of money:
- e) a long piece of leather you put in slings at the top of your trousers:

5 Find the right order.

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	Ava had five hens that were very precious to her.
	So Ivy and Robin had to go and sell 30 eggs on the market.
	The children promised their mother to be careful on their way to Newbury and back.
1	Ava and Cedric were serfs.
	This week Ava could not go to the market because she had to work in the manor house.
	They lived with their children Ivy and Robin in a small hut.
	Every week she went to Newbury market to sell their eggs.
	The money helped them to have a better life.
	They all had to work for Lord Edmund de Wilford.

Now write the sentences in the correct order in your exercise book. You'll get a summary of chapter 1.

Chapter 1: Serfs

B Additional tasks

	In the <i>feudal system</i> of the Middle Ages people were put in social classes that we do not know today. Most of the people were poor and had to work for the richer classes.
	Find out where and how peasants and serfs lived and what they had to do. $\rightarrow \Rightarrow$
	king
	nobles (earls, lords)
	knights, craftsmen, merchants
	peasants, serfs
2	In medieval times the landlords used to live on manors. Find out more about manors.
3	What were the differences between a rich person's house and a peasant's or serf's house?
do	Extra task:
-V-	Choose one of the other social classes and compare their life to the life of a serf.

A Let's check.

① Find the highlighted words in chapter 2 in the alphabetical list at the end of the reader and write them in your vocabulary book.

2 Questions

- a) What did the children of serfs have to do at the age of six or seven?
- b) Why could Ivy and Robin only write their names and do simple sums?
- c) Why did most people in the Middle Ages die much earlier than people today?
- d) What were common goods that were sold on medieval markets?
- e) Which of these goods would you still find on modern open markets?

③ Matching sentences

1	When Ivy and Robin arrived at the town gate of Newbury	a lvy was knocked over by a panicking woman.		
2	Only after the children had given six eggs to the sentries	b	and only paid one penny for them.	
3	When a knight on his war horse galloped along the main street	с	ten eggs broke in her bag.	
4	As a result of this	d	a lot of merchants were already waiting to get into the town.	
5	The children counted the eggs which were still intact	е	to go home with just one penny.	
6	She took the eggs away from the children	f	they were allowed through the gate.	
7	Ivy and Robin were afraid	g	on the door step of an old woman's house.	

1	2	3	4	5	6	7

Now write the sentences in the correct order in your exercise book. You'll get a summary of chapter 2.

④ Find the correct expression for ...

- a) someone who stood guard at a medieval town gate:
- b) someone who rode a war horse:
- c) the opposite of strong:
- d) shutting a door loudly:

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e) an evil woman who can do harm to other people:

17. Town walls



Medieval towns were usually surrounded by strong walls to protect the people who lived there against intruders¹. Visitors, vehicles and goods could only enter the towns through the town gates built into the town walls. Smaller towns often only had one or two gates, bigger towns had more gates. Medieval London had as many as seven main gates. Sentries usually controlled every movement into and out of the towns. They usually had the authority to collect taxes; for example on market days when merchants² and peasants³ entered the towns to sell their goods. The town gates were often closed for the night, when dusk set in, and reopened at sunrise in the morning.

18. Transport



When common medieval people had to get from one place to another they usually travelled on foot. Unlike today, it was normal for most people to walk up to ten miles to the next town or village in the morning and the same distance back home in the evening.

Peasants or merchants who wanted to sell their goods at the market often transported them on two-wheeled carts drawn by oxen, donkeys, mules, ponies or horses. They also tied sacks to their animals or carried the sacks themselves. Horses were very expensive and were therefore mostly used by richer people, knights or members of the upper classes. Nobles often travelled on horseback, some also travelled in covered wagons or carriages pulled by horses. Except for a few paved⁴ roads that dated back to the Roman Empire, medieval roads were usually in a bad condition. They were muddy when it rained and dusty when it was dry. Potholes⁵ and stones made travelling slow and very hard, especially with carts.

Rich merchants often preferred to travel long distances by ship because it was cheaper and safer than travelling on the bad and often dangerous roads.

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merchant – Händler, Kaufmann peasant – Bauler **netzwerk**

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intruder – Eindringling

paved – gepflastert
 pothe

Chapter 1: Serfs

Seite 5, A Let's check.

- a) false; b) false; c) true; d) false; e) true; f) true; g) true; h) true;
 i) false
- a) The family lived in a single-room hut.
 - b) The land they worked on belonged to Lord Edmund de Wilford.
 - d) Ava never got any money, but often she was given food when she helped in the manor house.
 - i) Robin also had to help bring in the crops, and he often had to help in the stables of the manor house.
- a) straw mat; b) serf; c) purse; d) precious; e) belt

5 Ava and Cedric were serfs.

They lived with their children Ivy and Robin in a small hut. They all had to work for Lord Edmund de Wilford. Ava had five hens that were very precious to her.

Every week she went to Newbury market to sell their eggs.

The money helped them to have a better life.

This week Ava could not go to the market because she had to work in the manor house.

So Ivy and Robin had to go and sell 30 eggs on the market.

The children promised their mother to be careful on their way to Newbury and back.

Seite 6, B Additional tasks (Lösungsvorschläge)

- Peasants and serfs were at the bottom of the social order. Peasants often owned a small piece of land, while serfs worked on the land that belonged to a noble. They were almost treated like slaves because the serfs had to do whatever the noble wanted them to do. Apart from working on the fields serfs could do many other jobs on the lord's manor.
- A manor consisted of one or more villages and several thousands of acres of land. It belonged to a noble. The noble lived in the manor house. It was usually very big, sometimes even castle-like. The most important part of the manor house was the Great Hall. At night, some of those who worked on the manor slept on the floor in the Great Hall. It was also used as dining room. There were stables, a big kitchen, a chapel and usually different workshops of the craftspeople needed in and outside the manor house.
- Peasants or serfs often lived in single-room houses. They were very crowded because all family members lived, cooked and slept in the same room. There was usually an open cooking-fire, tables, stools, shelves, a chest and straw beds. Houses belonging to peasants or serfs were usually dark and smoky from the fireplaces.

The houses of the rich were much bigger and often had an upper floor and more rooms. The windows were bigger and had glass panes. There were wooden or tiled floors and tapestries or painted linen on the walls. The furniture was also basic with tables, stools, benches, chests and beds, but was more expensive and comfortable compared to the furniture in poorer households.

Chapter 2: Newbury

Seite 7, A Let's check.

- 2 a) The children of serfs had to help their parents in the fields, in the manor house or in the stables of the landlord.
 - b) Because there weren't any schools for the common people in the 13th century.
 - c) Because their lives were hard and medical treatment was bad.



- Common goods were ale, sheep skins, wool, living animals, fruit, vegetables, meat, eggs.
- e) On a modern market you can find fruit, vegetables, meat, eggs and sometimes wool.
- 3 1d; 2f; 3a; 4c; 5g; 6b; 7e
- a) sentry; b) knight; c) weak; d) to slam; e) witch

Seite 8, B Additional tasks (Lösungsvorschläge)

- a) Medieval people usually travelled on foot. They were used to walking long distances to the next town or village. Nobles often travelled on horseback or in carriages.
 - b) Merchants transported their goods on two-wheeled carts drawn by oxen, mules, donkeys, ponies or horses. Sometimes they even carried the sacks themselves. For long distance travels rich merchants preferred ships because this was cheaper and safer than travelling on the bad and dangerous roads.
 - c) Only rich merchants, knights or noblemen could afford and keep expensive horses.
- a) Most schools in the Middle Ages were monastic schools or grammar schools. Usually the sons of the rich visited a school because their parents had enough money to pay for it. The sons of the poorer classes usually did not go to school whereas the sons of rich merchants were sent to grammar schools in order to learn Latin. There were no real schools for girls. Daughters from noble families were taught domestic skills either at home or in the households of other nobles.
 - b) The most common medieval school subjects were Latin grammar, mathematics, logic and rhetoric.
 - c) Girls did not go to school because there were no schools for girls. Daughters from noble families had to learn to keep a household and be a good wife and mother. They were either taught at home or in the households of other nobles and often got married very young. Peasant girls often became servants to rich families.
 - d) For girls there were only two possible ways to live their lives. Either they got married and had children or their parents promised them to the church to become nuns.
- a) An open cooking-fire, tables, stools, shelves, chests and beds.

Chapter 3: Lucky Robin

Seite 9, A Let's check.

- 2 1b; 2c; 3c; 4a; 5b; 6c
- a) cloth; b) alley; c) illegal; d) tunic; e) cheater
- Robin: was very hungry / found the dark alley / was fascinated by the shell game / was watched by a fat man / bought four apple pies

 $\mathsf{lvy}:$ was interested in cloth / said that they had to eat their stale bread and cheese / was afraid of the sheriff / was happy and proud

5 (Musterlösung):

After they had sold their eggs, Ivy and Robin went to the market to have a look at the stalls. Robin was very hungry, but they didn't buy any food because they didn't have enough money. So they ate the rest of their own food. Then they wanted to go home. On their way to the town gate, Robin found a dark alley and went into it. There he saw a man operating a shell game, and Robin was fascinated by it. After he had watched for some time he spent their penny to take part in the game. He won the game and after that every other game, too. He won 28 pennies which was a fortune for a poor boy like Robin. He bought some apple pies for Ivy and himself. When the children were on their way home they were followed by a man who