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Die Benutzerhinweise zum Download des Zusatzmaterials und den entsprechenden Zusatzcode finden Sie am Ende des Buches.



Vorwort



Ständig hören wir in unserem Alltag Sprache und verstehen sie auch problemlos, sofern nicht Lärm, undeutliche Aussprache oder ein ungewohnter Dialekt uns daran hindern. Ca. 45% unserer sprachlichen Tätigkeit im Alltag nimmt das Hören ein (Feyten 1991), ohne verstehendes Hören ist daher Alltagskommunikation schlecht vorstellbar. Schwierigkeitsfaktoren wie hohe Sprechgeschwindigkeit, Eigentümlichkeiten der Aussprache (z. B. Nuscheln), unterschiedliche Akzente, durch Nebengeräusche überdeckte Wörter werden uns nur dann als Verstehenshindernisse bewusst, wenn diese Probleme sehr massiv auftreten, denn das Hörverstehen in der Muttersprache ist ein hoch automatisierter Prozess, den wir täglich üben und bei dem wir gelernt haben, Hörprobleme spontan und effektiv zu lösen.

Dies ist beim Erlernen einer Fremdsprache zumeist nicht der Fall. Deshalb fühlen sich Fremdsprachenlerner beim Hören häufig überfordert und dem Sprecher „machtlos ausgeliefert“, denn im Gegensatz zum Lesen von Texten ist das gesprochene Wort flüchtig und erlaubt kein langes Nachdenken oder wiederholtes Rezipieren der Information. Deswegen ist die Information verloren, wenn sie nicht sofort verstanden und gespeichert wird. Hörverstehen ist daher bei zahlreichen Lernern mit Angst verbunden, die jedoch durch den gezielten Einsatz von Hörstrategien in Verbindung mit sorgfältig gestuften Üben erheblich reduziert werden kann (Vogely 1998).

Die meisten Menschen begeistern sich für Aktivitäten, die mit Spaß, Spannung und Neugierde verknüpft sind. Daher zählen Kriminalromane zu den beliebtesten Freizeitlektüren, denn sie weisen genau diese Komponenten auf. Fremdsprachliche Kriminalhörspiele kombinieren diese motivierenden Merkmale mit einer sehr wichtigen Form des Hörens, bei dem wir ständig zwischen Globalverstehen und der Konzentration auf besonders relevante Einzelinformationen hin und her wechseln. Diese Art des Hörens dominiert im Alltag. Ist der Hörtext spannend und fordert zur Lösung eines interessanten Problems auf, so hören viele Schüler auch in der Fremdsprache „natürlich“, d. h. so wie in ihrer Muttersprache (solange sie der Hörtext nicht überfordert). Sie erschließen dabei unbekannte Wörter und konzentrieren sich auf die wesentlichen inhaltlichen Informationen.

Die Geschichten aus dem Band „Kriminell gut hören Englisch“ sollen daher nicht nur zu einem spannenden, mit Spaß und Freude verbundenen Hören führen, sondern auch, gleichsam nebenbei, wichtige Hörstrategien schulen, ohne dass dies die Freude an den Geschichten beeinträchtigt. Diese Art des Hörens ist das wesentliche Ziel der Hörverstehensschulung im Fremdsprachenunterricht.

Literatur:

Feyten, C. M. "The power of listening ability: an overlooked dimension in language acquisition". In: The Modern Language Journal 75, 1991, pp. 173–180.

Vogely, A. J. "Listening Comprehension Anxiety: Students' reported sources and solutions". In: Foreign Language Annals 1, 1/1998, pp. 67–80.

Inspector McInnes



Hello, nice to meet you! May I introduce myself – I'm Inspector Arthur McInnes. I'm an expert on difficult criminal cases. Whenever my colleagues in London or in other places of the UK get stuck, they call me. I detect all hidden clues; I know when people are not telling the truth; I see pieces of evidence other policemen overlook: And – I never give up! Never! So, don't worry, I will help you to solve even the trickiest cases. Just follow my advice and you will catch the bad guy or girl...



Case 1: The missing box



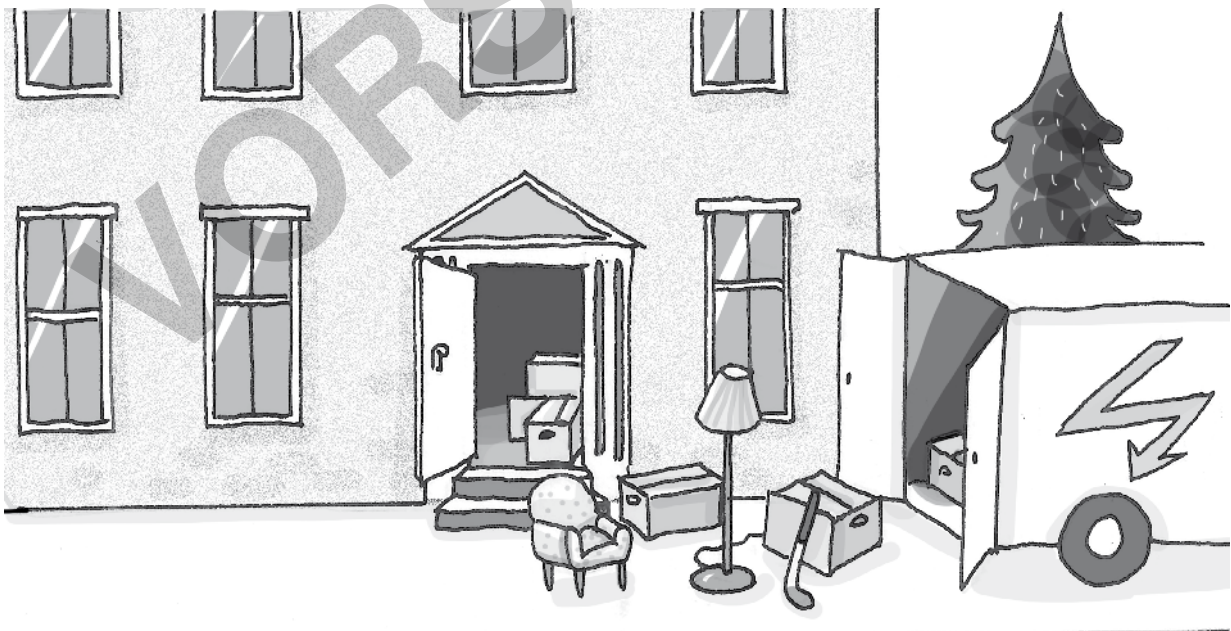
Mrs Simpson

Oliver Jenkins

Sarah Steel

Mr Thompson

David Thompson



Folgende Wörter sollten vorab geklärt werden, um das Textverständnis zu sichern: *moving day, pavement, collection of coins, to tamper with, to pee, hockey stick, to pretend, to push off*

**Case 1: The missing box****Listening Comprehension**

Hörtext

1. * Read the following sentences and cross out the parts which are wrong or not in the text.

- a) Die Thompsons sind nervös, weil sie heute umziehen und der Umzugswagen noch nicht da ist.
- b) Die Thompsons haben bereits viele Sachen auf dem Bürgersteig gelagert, um sie an die Nachbarn zu verschenken.
- c) Mrs Simpson hat eine sehr mutige Katze, die den Hund anfauchte, als dieser bei den Sachen der Thompsons das Bein hob.
- d) Mr Jenkins war stark erkältet und konnte deshalb dem jungen Mann nicht folgen, als dieser weglief.
- e) David kann Sarah Steel nicht leiden, weil sie zu viel Bier trinkt und raucht.

2. * Does the text mention these pieces of information? Tick the correct ones.

- David's father has got a new job in a different town.
- It began to rain before the Thompsons could put their things into the lorry.
- There was a pile of things on the pavement in front of the house.
- David and his father carried a heavy carpet to the lorry.
- The collection of coins was in a little brown box.
- Mrs Simpson's cat is afraid of dogs because a dog once bit her.
- Mr Jenkins often gets a cold, too, when his wife has got one.
- Mrs Steel smokes too many cigarettes when she watches TV.
- When Mrs Steel shouted at the boys they ran away.



3. ** A policeman is interviewing the Thompsons' neighbours. Write down their answers.

a) Mrs Simpson, who did you see when you were standing at the window with your cat?

b) All right, Mrs Simpson. And why did you suddenly leave the window?

c) I see, and could you see anybody when you went back to the window?

d) Mr Jenkins, you saw a man near the pile of things. Can you describe him?

e) Well, Mr Jenkins, why didn't you run after him?

f) Mrs Steel, what were you doing when you heard the noise in the street?

g) Did the boys steal anything?

h) Why did the boys run away so quickly?

Case 1: The missing box



Creative use of language

Mr Jenkins saw that Evan Thompson was very sad and depressed because his collection of coins was gone. He now feels guilty and sends the box with the coins back to Mr Thompson along with an anonymous letter.

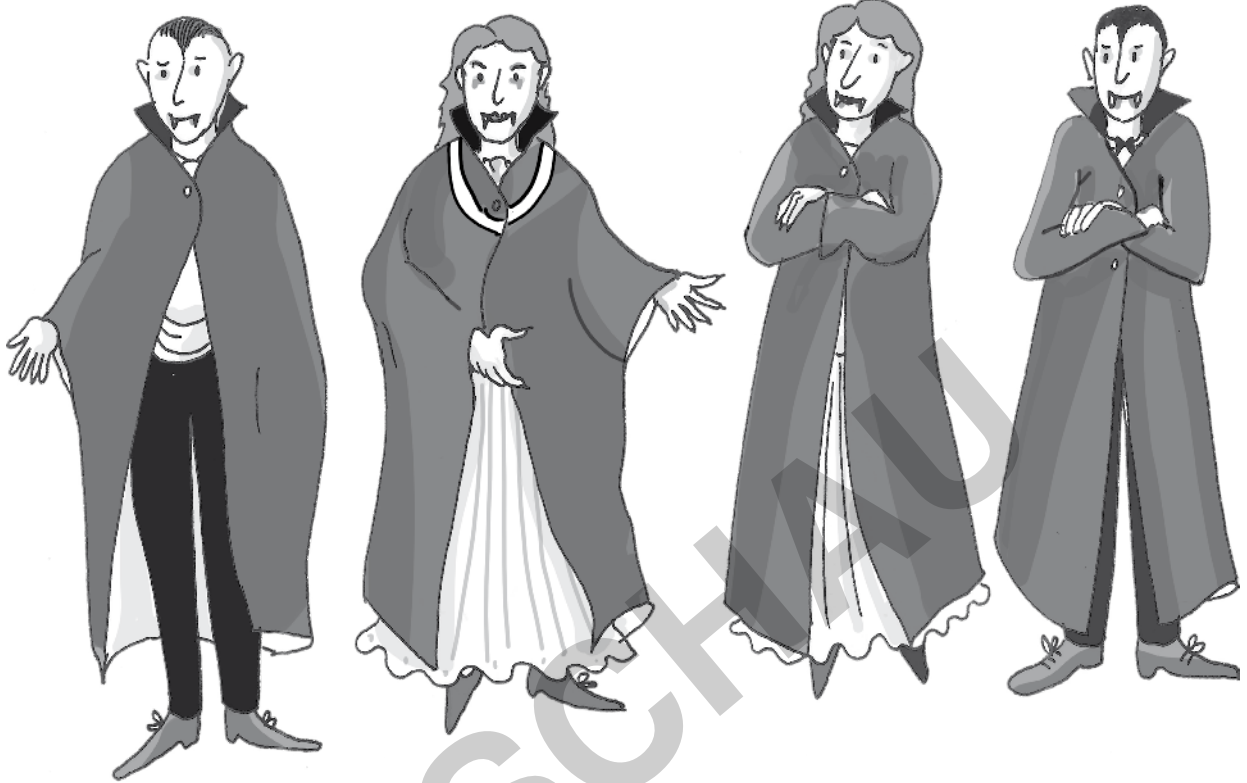
Write this letter and apologize for the theft, explain why you stole the box and why you are giving it back.

Dear Mr. Thompson,

Kind regards,
XXX

Case 2: A spy at the vampires' annual meeting

AB KLASSE 7

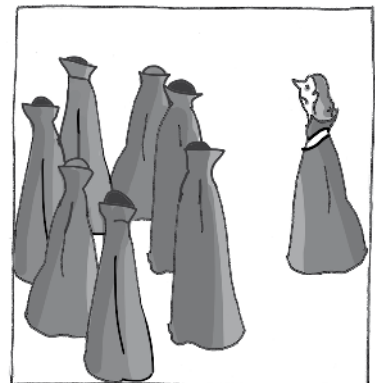
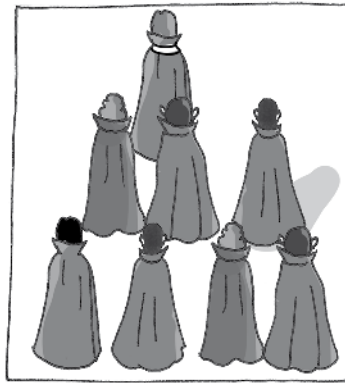


Roderick

President

Ludmilla

Edward



Folgende Wörter sollten vorab geklärt werden, um das Textverständnis zu sichern: *vampire, annual, human being, strategy, necklace, to disguise, garlic, holy water, bat, flyscreen, traitor, spy, cloak*

**Case 3: The kidnapped penguin – 3****– Solution –**

C. Fletcher:

What? But we don't have any...

Ch. I. Walker:

Well, look, the chap with the SUV, the painter – if he is a painter, I doubt it – had a ladder and some planks on the roof of his SUV. If you put a ladder across the ditch and put the planks on the ladder, you can walk across the ditch to the penguins' area and kidnap one of them – don't forget they are quite small, so it shouldn't be a problem to carry one when walking back across the ladder. Of course, you would have to be careful – if you fell into the ditch you'd be the polar bears' breakfast. As far as the music in the car is concerned, he didn't want to turn it down because he was afraid you might hear any noise the penguin might be making in the car... Ok, let's now search the "painter's" home! I'm sure we'll find Archibald there.





Case 3: The kidnapped penguin



Listening Comprehension



Hörtext

1. * Tick the correct ending of the sentence.

- a) You can't get to the penguins because...
 - there is a fence around their area.
 - there is a deep ditch.
 - there is water around their area.
- b) The three young men in the car...
 - were singing a song.
 - were very tired.
 - were drunk.
- c) The police stopped the sports car because...
 - one of the headlights was broken.
 - the driver was drunk.
 - the driver was transporting goldfish.
- d) There was a horrible smell in the young men's car because...
 - they were all drunk.
 - they were transporting fish food.
 - they had eaten fish and chips.
- e) The driver of the SUV needed the ladder because...
 - he was a painter.
 - wanted to repair his neighbour's roof.
 - wanted to climb up an apple tree.



2. * The reporter who wrote this article for the Newport Chronicle was not paying attention and got a number of facts wrong. Cross out the wrong information and correct it.

Mysterious kidnapping at Newport Zoo

Newport police reported this morning that two polar bear babies were kidnapped from Newport Zoo. As the lions' area is surrounded by a deep ditch in which the penguins live the police are sure they know who kidnapped them. They stopped three car drivers last night and one of them, a lorry driver, said he had bought fish and chips for his children. The police often carry out controls on the streets near the zoo because drunken drivers sometimes run over zoo animals.

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Abbeck: Kriminell gut hören Englisch 6-10 Auer Verlag

**Case 4: A message from prison****Detective's work**

Hello, nice to see you again.
Are you doing well? I'm afraid poor Chief Inspector Fletcher urgently needs our help, so let's get down to work at once. Work together with a partner and summarize what you know about this case!

1. What is the policemen's problem?

2. Why must the money be somewhere in Bud's house or garden?

3. Constable William thinks he knows the solution to the problem - and what about you? How can you find out where the money is? Write down your idea(s).

4. Now talk to another group – what do they think? Write down their idea(s).

5. Discuss all these theories with your partner and decide on the theory which is most convincing. Present it in class and explain your reasons for this decision.

Case 6: The best burger in town – 2



TRACK

11



[Out on the streets]

- Olga: Mmh, the stains are getting smaller and weaker ... and that's the end of them... Oh, look over there... Steve, didn't you put your burger into one of our paper bags?
- Steve: Yes, I did. I like the bags with our restaurant logo, I think they're...
- Olga: Yes, I know, they're very trendy and so on... Look, isn't this one of our paper bags near the litter bin?
- Andrew: So, he probably ate the burger and tried to throw the bag into the litter bin and missed it. He could have walked on into Roseberry Street ... but this is a dead end ... why I would he take a dead end?
- Olga: Oh, I've just found three green olives on the ground. There were green olives on my piece of pizza, I like green olives, I think they're better than the black ones – they taste fresh and slightly...
- Steve: That's ok, Olga! So, he went into this dead end, which means he probably lives there. Why would he walk into this dead end and then back again? That doesn't make sense. And you cannot walk on from there, look at the houses and gardens, there is no lane between them.
- Andrew: But where does he live? Yvonne, do you remember what he looked like?
- Yvonne: I'm sorry, no, I don't. I was in such a hurry, I only looked at him for a second and then ran back into the restaurant.
- Andrew: Oh God, what can we do? We can't ring the doorbells and say to all these people "Excuse me, did you steal my secret burger recipe?". They'll all think we're mad. And we can't call the police and ask them to search all these houses without the slightest evidence. They'd laugh at us.
- Olga: Mmh... I think I know which doorbell we should ring.



WORKSHEET 3

Case 6: The best burger in town



Creative use of language

Andrew wants to make his power burger more popular and invites people to provide ideas for a short video clip (20 sec.) which is to make people get interested in his "Unique Power Burger". Work together in groups of four and write a short movie script on a poster. Present it to your classmates during a gallery walk.

You can use a grid like this:



	Seconds	background/setting	actors or action/ objects as actors	sound/music	camera angle
0–5					
6–10					
11–15					
16–20					