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Track 1 (1:28 min)

Word field puzzles – Station 6 A: Parts of the body, Task 1 (S. 15)

Track 2 (1:47 min)

Word field puzzles – Station 11: Food and drink, Task 1 (S. 21)

Track 3 (1:29 min)

Grammar – Station 7: Present perfect passive, Task 2 (S. 32)

Track 4 (1:43 min)

Grammar – Station 11: Past participles, Task 2 (S. 36)

Track 5 (1:06 min)

Grammar – Station 13 A: Reported speech 1, Tasks 1 and 2 (S. 39)

Track 6 (2:10 min)

Grammar – Station 14: Reported speech 2, Tasks 1 and 2 (S. 41)

Track 7 (2:44 min)

Text work – Station 4 A: Captain Cook, Task 2 (S. 45)

Track 8 (1:55 min)

Mediation and translation – Station 2: Attention all passengers, Task 1 (S. 55)

Track 9 (1:18 min)

Mediation and translation – Station 10: A poor artist, Task 2 (S. 63)

Vorwort

Bei den vorliegenden Stationsarbeiten handelt es sich um eine Arbeitsform, bei der unterschiedliche Lernvoraussetzungen, unterschiedliche Zugänge und Betrachtungsweisen und unterschiedliche Lern- und Arbeitstempos der Schüler¹ Berücksichtigung finden. Die Grundidee ist, den Schülern einzelne Arbeitsstationen anzubieten, an denen sie gleichzeitig selbstständig arbeiten können. Die Reihenfolge des Bearbeitens der Einzelstationen ist dabei ebenso frei wählbar wie das Arbeitstempo und meist auch die Sozialform.

Als dominierende Unterrichtsprinzipien sind bei allen Stationen die Schülerorientierung und Handlungsorientierung aufzuführen. Schülerorientierung meint, dass der Lehrer in den Hintergrund tritt und nicht mehr im Mittelpunkt der Interaktion steht. Er wird zum Beobachter, Berater und Moderator. Seine Aufgabe ist nicht das Strukturieren und Darbieten des Lerngegenstandes in kleinsten Schritten, sondern durch die vorbereiteten Stationen eine Lernatmosphäre zu schaffen, in der Schüler sich Unterrichtsinhalte eigenständig erarbeiten bzw. Lerninhalte festigen und vertiefen können.

Handlungsorientierung meint, dass das angebotene Material und die Arbeitsaufträge für sich selbst sprechen. Der Unterrichtsgegenstand und die zu gewinnenden Erkenntnisse werden nicht durch den Lehrer dargeboten, sondern mit der Auseinandersetzung mit dem Material und die eigene Tätigkeit gewonnen und begriffen.

Ziel der Veröffentlichung ist, wie bereits oben angesprochen, das Anknüpfen an unterschiedliche Lernvoraussetzungen der Schüler. Jeder Einzelne erhält seinen eigenen Zugang zum inhaltlichen Lernstoff. Die einzelnen Stationen ermöglichen das Lernen mit allen Sinnen bzw. den verschiedenen Eingangskanälen. Dabei werden sowohl visuelle (sehorientierte) als auch haptische (fühlorientierte) sowie intellektuelle Lerntypen angesprochen. An dieser Stelle werden auch gleichermaßen die Bruner'schen Repräsentationsebenen (enaktiv bzw. handelnd, ikonisch bzw. visuell und symbolisch) mit einbezogen. Aus Ergebnissen der Wissenschaft ist bekannt: Je mehr Eingangskanäle angesprochen werden, umso besser und langfristiger wird Wissen gespeichert und damit umso fester verankert. Das vorliegende Arbeitsheft unterstützt in diesem Zusammenhang das Erinnerungsvermögen, das nicht nur an Einzelheiten und Begriffe geknüpft ist, sondern häufig auch an die Lernsituation.

Ein Hauptmerkmal der Stationsarbeiten für Klasse 9 ist die verstärkte Heranführung der Schüler an die Textarbeit als Vorbereitung auf die Abschlussprüfung. Alle relevanten Bereiche der Prüfung wie Wortschatz, Grammatik, Leseverstehen, Hörverstehen und Sprachmittlung werden durch die unterschiedliche Übungsformen innerhalb der folgenden vier Themenbereiche trainiert:

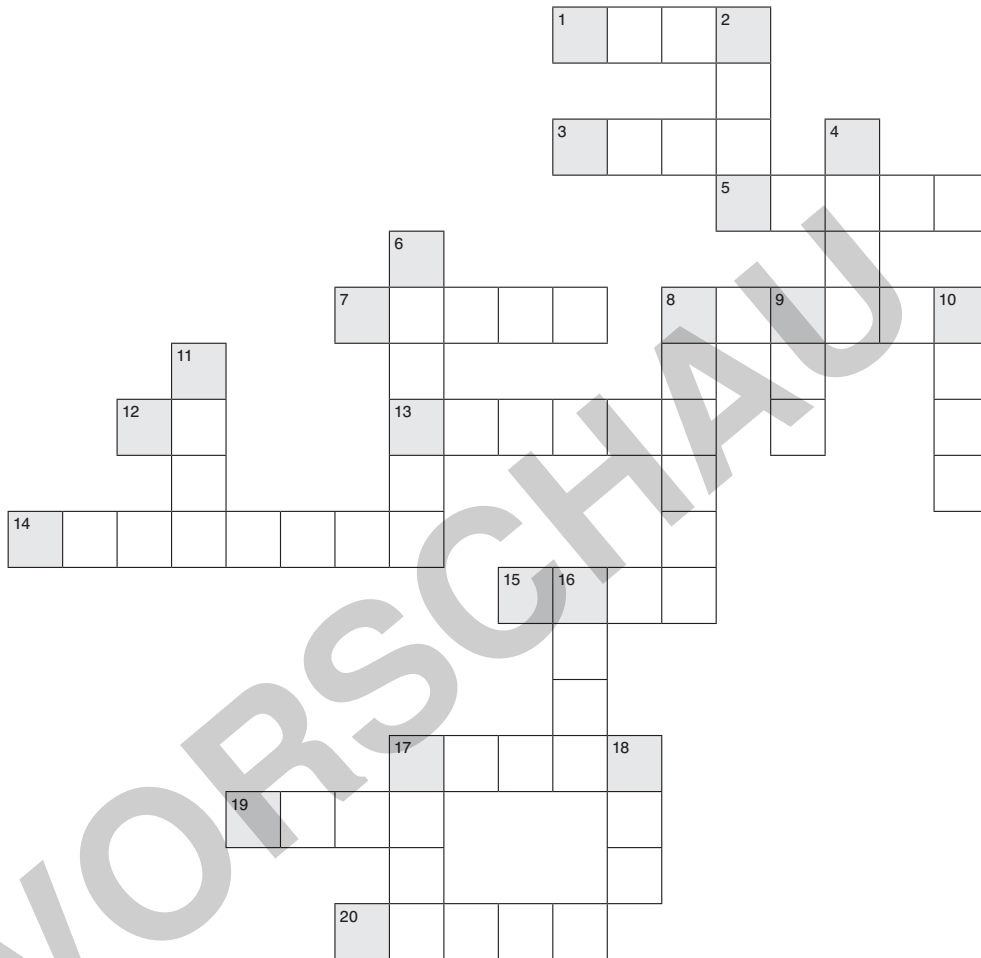
- Word field puzzles
- Grammar
- Text work
- Mediation and translation

¹ Wenn in diesem Arbeitsheft von Schüler gesprochen wird, ist auch immer die Schülerin gemeint. Ebenso verhält es sich mit Lehrer und Lehrerin usw.

Opposites: verbs

Task

Look at the verbs in the clues below. What verbs have an opposite meaning? Write the answers in the crossword puzzle. Look up any words you don't know in an English-German dictionary.



Across

- 1 catch
- 3 warm
- 5 teach
- 7 end
- 8 refuse
- 12 come
- 13 ask
- 14 forget
- 15 win
- 17 fall
- 19 love
- 20 wake

Down

- 2 push
- 4 waste
- 6 damage
- 8 leave
- 9 laugh
- 10 give
- 11 find
- 16 close
- 17 buy
- 18 live

Station 4

Name: _____

Pairs: verb – noun

Task

Link the verbs and the nouns that belong together as a pair. The first one is done for you. Look up any words you don't know in an English-German dictionary.

- | | |
|----------|-------------------------|
| 1 tell | A present |
| 2 do | B magazine |
| 3 draw | C question |
| 4 cook | D story |
| 5 drive | E tango |
| 6 give | F envelope |
| 7 stay | G homework |
| 8 make | H money |
| 9 read | I horse |
| 10 speak | J hands |
| 11 ask | K picture |
| 12 feed | L plane (AE*: airplane) |
| 13 open | M telephone call |
| 14 take | N pet |
| 15 write | O meal |
| 16 eat | P car (AE*: automobile) |
| 17 dance | Q Turkish |
| 18 ride | R hotel |
| 19 save | S photo |
| 20 drink | T sandwich |
| 21 shake | U e-mail |
| 22 fly | V coffee |

(* = American English)

Parts of the body A

Task 1  "Track 1"

Listen to the CD and mark off the separate words in the two word snakes. The first one is done for you. Look up any words you don't know in an English-German dictionary.

hair|elbowbellythighmouthfingerhiptoeeyechinshoulder
 neckwristwaistkneearhandchestanklenosethumbfoot

Task 2

Now organize the words into the four categories below.

HEAD

ARM

TORSO

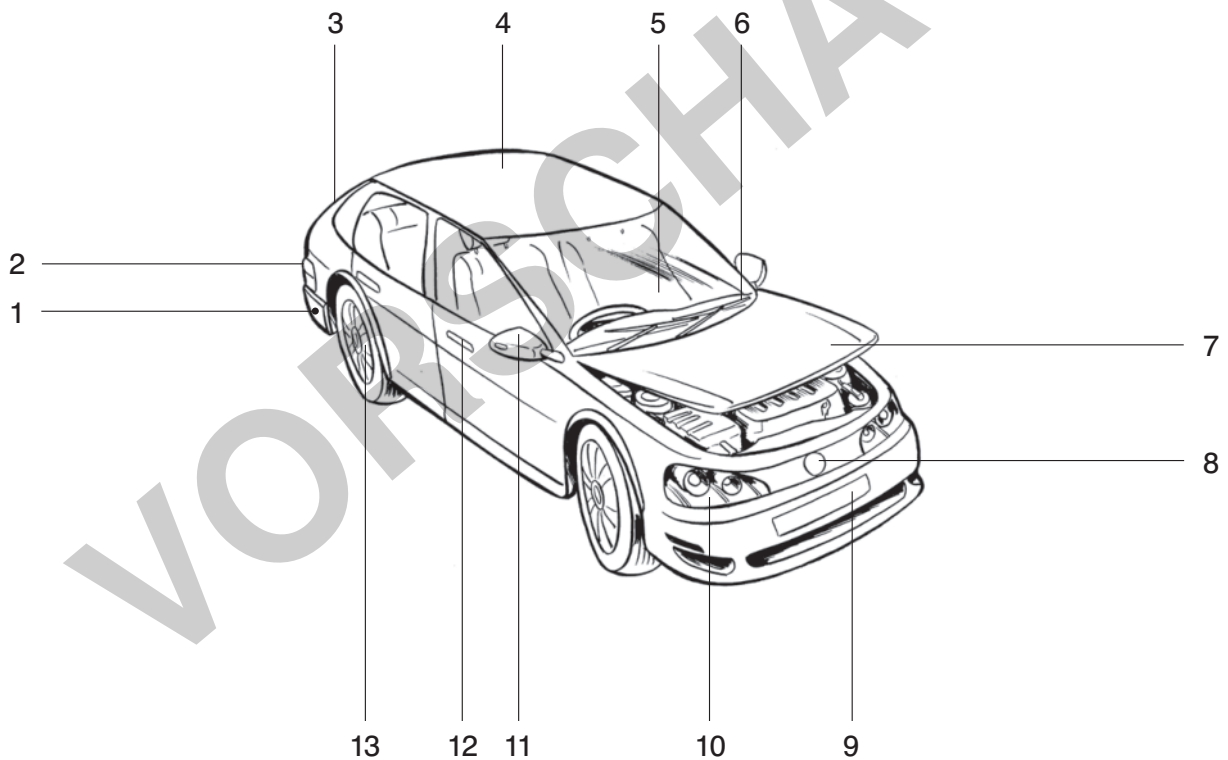
LEG

Parts of a car

Task

Label the illustration below with the terms in the box.

bonnet (AE: hood) • bumper • door handle • headlight • hubcap •
 number plate • badge • rear light • roof • side mirror •
 tailgate / rear door • windscreen (AE: windshield) • wiper



Present progressive passive

Task 1

The present progressive also has a passive form. Find the five examples in this text and highlight them.

When the zoo director answers his phone an angry voice says: "This party is out of control! My patience and my hospitality are being abused! I'm being treated like a servant. My wife is being kissed, my cigars are being smoked and my best whisky is being drunk!"
The zoo director is puzzled. "Why are you calling me? They're not my guests."
"Oh, yes they are!" the man shouts. "Your monkeys have escaped!"

Task 2

Complete the sentences with the present progressive passive forms of the verbs in brackets.

1. (report)

The following things _____ to the emergency operator:

2. (attack)

A man _____ by a gang of skinheads!

3. (rob)

A young boy _____ by four bigger kids!

4. (chase)

A teenage girl _____ by a vicious pitbull!

5. (sell)

Children at a local school _____ dangerous drugs.

6. (break into)

A computer shop _____!

7. (throw)

Stones _____ through my windows.

8. (follow)

I _____ by two strange men.

Past progressive passive

Task

Read the following grammatical explanation carefully and then fill in the past progressive passive forms of the verbs in the text below.

The active form of the past progressive is formed with **was/were** and the **ing-form** of the verb:

Ex.: *A man **was cutting** the grass.*

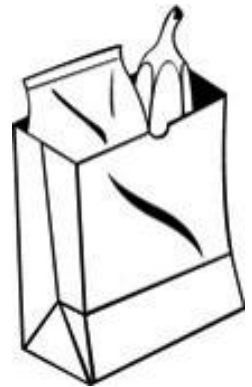
*We **were redecorating** the upstairs rooms.*

The passive form of the past progressive is formed with **was/were being** and the **perfect participle** (the third form of the verb).

Ex.: *The grass **was being cut**.*

*The upstairs rooms **were being redecorated**.*

A big advert in the local newspaper informed me that 'Green Week' (celebrate¹) _____
 _____ in a big local supermarket. When I went in I saw that
 customers (informed²) _____ by
 large posters about environmentally-friendly packaging and they (offer³) _____
 _____ samples of ecologically-grown food
 products. At the check-out customers (give⁴) _____
 _____ recycled paper carrier bags. The woman ahead of me
 didn't want a paper bag and she asked for a plastic bag. The sales
 assistant explained that all customers (encourage⁵) _____
 _____ to help the environment
 by using bio-degradable paper bags which were more easily disposable than
 the plastic ones. "But plastic bags are easily disposable," the woman said. "You
 just throw them into a bin!"



Reported speech 1

Task 1  "Track 5"

Listen to a shoe salesman and a lady customer on the audio-CD and then complete the dialogue below.

Mr Bundy: _____, madam?

Mrs Day: Yes, _____. I'm looking for a pair of _____,
open-toed _____.

Mr Bundy: What _____, madam?

Mrs Day: My size _____.

Mr Bundy: _____ sure? You look like a size _____
_____ to me!

Mrs Day: Oh! _____! I'm leaving here at once!

Task 2  "Track 5"

Now listen to the audio-CD again and check your answers.

Task 3

The following text is the dialogue from above in reported speech. The reporting verbs are in the simple present. What are the missing personal pronouns?

Mr Bundy asks the woman if _____¹ can help _____². The woman tells
_____³ that _____⁴ is looking for a pair of sandals. Mr Bundy asks what
_____⁵ shoe size is.

_____⁶ lies and tells _____⁷ that _____⁸ size is eight and a half. Mr Bundy
laughs and asks _____⁹ if _____¹⁰ is sure because _____¹¹ looks like a size
eighteen and a half to _____¹². Mrs Day is angry and tells Mr Bundy that _____¹³ is
very rude and that _____¹⁴ is leaving.

No alibi!**Task**

Who doesn't have an alibi? Mark the positions of the following people on the hotel floor plan below.

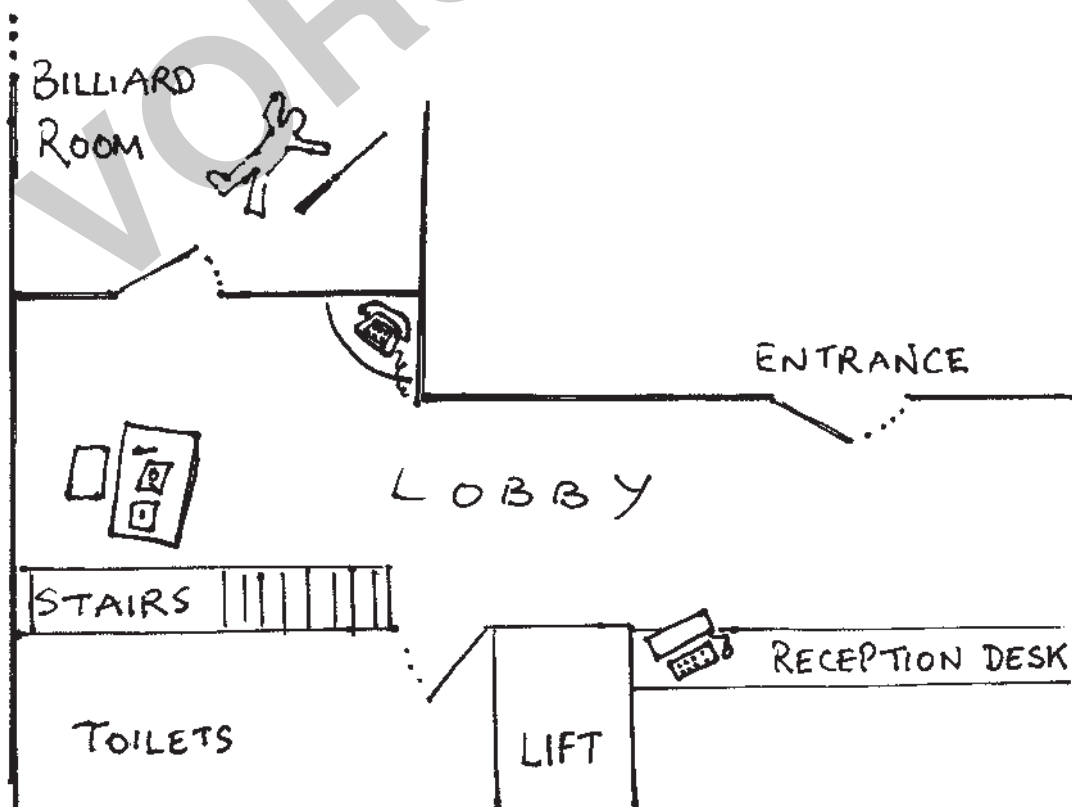
Last night there was a murder in the Albion Hotel in Edinburgh, Scotland. The dead man's name was Gideon Thornton and he was an American businessman. A detective talked to the people in the hotel.

"Good evening. I'm Chief Inspector Taggart. Just half an hour ago the body of Mr Thornton was discovered in the Billiard Room on the first floor. Somebody hit him on the back of the head with a billiard cue. That was at 8:45 pm. We know the time because his watch was smashed when he fell to the ground and it stopped. Since then nobody has entered or has left the hotel. I'm going to talk to all of you one at a time and I'm going to ask you where you were at 8:45 this evening."

Chief Inspector Taggart wrote their statements down in his notebook:

Mrs Karin Renner told me that she was making a phone call to a friend from the telephone in the hotel lobby. She remembers seeing a man sitting at the small table in the lobby. Mr Niels Holgersen said that he was sitting at a table in the lobby writing postcards. He saw a young woman using the phone. Mr Colin Ritter was Mr Thornton's personal assistant. He told me that he was standing on the stairs and that he noticed a man with a beard and dark glasses walking out of the Billiard Room. He told me that the man left the hotel by the main doors opposite the reception desk. Mrs Fiona McAllister is a receptionist here at the hotel. She told me that she was sitting in front of her computer. An Italian couple checked in and she gave them a room on the third floor and showed them where the lift was. She didn't see anyone leave the hotel. Both Mr Bellini and his wife said that they had checked in at the reception desk and were standing in front of the lift. They saw a woman talking on the telephone and they also saw a man sitting at a little table and writing postcards.

Chief Inspector Taggart drew a sketch of the hotel lobby and he marked the positions of the people he had talked to.



Mouse or moose?

Task

Read the German text carefully and then complete the English translation.

(1) Catriona Dewar ist aus Edinburgh und sie spricht mit einem starken schottischen Akzent. (2) Im letzten Sommer besuchte sie einen Freund in Edmonton, in Kanada. (3) Nach einigen Tagen in Edmonton gingen sie in den Wald zum Wandern. (4) Am ersten Abend zelteten sie an einem kleinen Fluss und zündeten ein Feuer an. (5) Plötzlich hörten sie ein sehr lautes Gebrüll und ein sehr großer dunkler Schatten preschte durch die Büsche neben ihrem Zelt. (6) „Mach dir nichts daraus. Es ist nur ein Elch*“, sagte Catrionas Freund. (7) „Um Himmels willen,“ sagte Catriona. „Wenn das nur eine Maus ist, wie groß sind dann eure Ratten?“



(* Viele Schotten sprechen *mouse* genau wie *moose* [mu:s] aus!)

1. _____
 _____ Scottish accent.
2. _____
3. _____
 hiking in the forest.
4. _____ by a
 small stream and _____
5. _____ roar
 and _____
6. “Don’t worry. _____,” Catriona’s
 friend _____.
7. “Good heavens,” _____ Catriona. “If that’s _____

 _____?”



Beach signs

Task

Translate these Australian beach signs into German. You can use an English-German dictionary.



reziart/stock.adobe.com

1.



naleen/stock.adobe.com

2.



enpup/stock.adobe.com

3.
