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# Vorwort

Bei den vorliegenden Stationsarbeiten handelt es sich um eine Arbeitsform, bei der unterschiedliche Lernvoraussetzungen, unterschiedliche Zugänge und Betrachtungsweisen und unterschiedliche Lern- und Arbeitstempi der Schüler<sup>1</sup> 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 bedeutet, 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 bedeutet, 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 Stationsarbeit für die Klassen 9 und 10 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 die Kommunikation der Schüler untereinander werden durch die unterschiedlichen Übungsformen in den vier Themenbereichen trainiert:

- Fiction
- Factual media
- Vocational
- Career skills

<sup>1</sup> Aufgrund der besseren Lesbarkeit ist in diesem Buch mit Schüler auch immer Schülerin gemeint, ebenso verhält es sich mit Lehrer und Lehrerin etc.

**Station 1**


Name: \_\_\_\_\_

**A soldier's poem**

Nobody knows who wrote this poem, but it was probably a soldier. It was read for the first time at the funeral of Steven Cummins, a soldier who was killed in Northern Ireland. In a letter to his parents, Steven said that the poem had been written on a barrack room wall.

**Task 1**  **“Track 1”**

Listen to the poem and number the twelve lines below in the same order that you hear them. The first line is done for you.

I am the sunlight on ripened grain.	<input type="checkbox"/>	
Do not stand at my grave and cry;	<input type="checkbox"/>	
I am not there. I did not die.	<input type="checkbox"/>	
I am the diamond glints on snow.	<input type="checkbox"/>	
I am the swift uplifting rush	<input type="checkbox"/>	
I am the soft stars that shine at night.	<input type="checkbox"/>	
When you awaken in the morning's hush,	<input type="checkbox"/>	
Do not stand at my grave and weep;	<input type="checkbox"/>	
I am the gentle autumn rain.	<input type="checkbox"/>	
I am a thousand winds that blow.	<input type="checkbox"/>	
Of quiet birds in circled flight.	<input type="checkbox"/>	
I am not there. I do not sleep.	<input type="checkbox"/>	

**Task 2**

Find synonyms for these words in the poem. Give the line number of the word.

	SYNONYM	LINE
1. cry (verb)	_____	_____
2. sparkle, glitter (noun)	_____	_____
3. soft (adj.)	_____	_____
4. silence, calm (noun)	_____	_____
5. sudden, rapid (adj.)	_____	_____
6. heartening, inspiring (adj.)	_____	_____

## A stately home (1)

Task 1  "Track 2"

Listen to part 1 of the text and then tick the correct endings to the following statements.

1. The story takes place on a
  - a) Friday morning.
  - b) Saturday afternoon.
  - c) Saturday morning.
  
2. The weather is
  - a) foul.
  - b) overcast.
  - c) fine.
  
3. The narrator is
  - a) watching a cricket match.
  - b) visiting a stately home.
  - c) having a meal in a pub.
  
4. The narrator is with his
  - a) American colleague.
  - b) American friend.
  - c) American girlfriend.
  
5. The guide
  - a) talks too much.
  - b) talks too fast.
  - c) talks indistinctly.

Task 2  "Track 3"

Listen to part 2 of the text and then match these adjectives (1–5) to the narrator's feelings about parts of the guided tour (A–E).

- |                 |                                     |
|-----------------|-------------------------------------|
| 1. boring       | A) the empty niches and bare walls  |
| 2. cold-hearted | B) the first Earl and his wife      |
| 3. untruthful   | C) the formal gardens               |
| 4. avaricious   | D) the 120 rooms of the house       |
| 5. pretentious  | E) the village which was demolished |

1     2     3     4     5

## Station 4

Name: \_\_\_\_\_

## Limerick fun

## Task 1

Find the five limericks in this puzzle. Write them in your exercise book.

## Lines 1 and 2

There are stickers on Chester Zoo cars  
To keep children away from the bars:

A precocious young daughter from Slough  
Would harass her mum as to how

There was a loud woman from Louth  
Who had trouble shutting her mouth.

There was a young lady from Harrow  
Whose legs did resemble a sparrow.

There was a young maiden from York  
Who thought she could sing just like Bjork.

## Lines 3 and 4

"Our lions each day  
Love to work, rest and play,

It should be called Sluff;  
yelled her mum, "That's enough!"

She sang with a harp  
But went terribly sharp.

She looked such a ninny  
In her ultra-short mini

Oh, how she nattered  
And gossiped and chattered,

## Line 5

And your kids make a change from a Mars!"

So her long-suffering husband moved south.

So they bunged up her throat with a cork.

That her circle of friends was quite narrow.

Smiled the brat, "Don't you mean 'That's enow?'"

Task 2  "Track 5"

Now listen to the limericks and check your results.

## When romance ends

### Task

Simon tells us how his romance ended. Complete his story with the words in the box.

character    comfort    contemptuously    cow    impulsive  
cool    face    jaw    fault    several

After a bad motorbike accident I was in hospital with a broken \_\_\_\_\_<sup>1</sup> and a broken leg. I'd been lying there for six weeks or so when the door opened and Sharon walked in. She was the last person I expected to see. Our hot romance had cooled down \_\_\_\_\_<sup>2</sup> weeks before my accident. Well, she soon made it clear that she hadn't come to offer me love and \_\_\_\_\_<sup>3</sup>. She started straight in with my failings. I was immature and \_\_\_\_\_<sup>4</sup> and yada yada yada. She picked up the dish of nuts next to my bed and started eating them as she demolished my \_\_\_\_\_<sup>5</sup>. She wasn't a bit sympathetic about my injuries and never once asked how I was. She even told me that the accident was my own \_\_\_\_\_<sup>6</sup> and that I deserved what I got. "What a \_\_\_\_\_<sup>7</sup>!" I thought. And all the time she was talking, she was eating my nuts! Finally she told me that she had found a new boyfriend and she wouldn't be coming back again. "Well, thanks for coming," I tried to say. I was trying to be \_\_\_\_\_<sup>8</sup> and sarcastic, but that's difficult with a broken jaw and I don't think she noticed. As she stood up to go, she threw the empty dish onto my bed \_\_\_\_\_<sup>9</sup> and said, "Sorry about the nuts, Simon, but with a broken jaw you couldn't have eaten them anyway." I wrote a message on my notepad and held it up so that she could read it:

YOU'RE RIGHT. I CAN ONLY SUCK THE CHOCOLATE OFF.

Well, you should have seen her \_\_\_\_\_<sup>10</sup>! Ah, revenge is sweet!

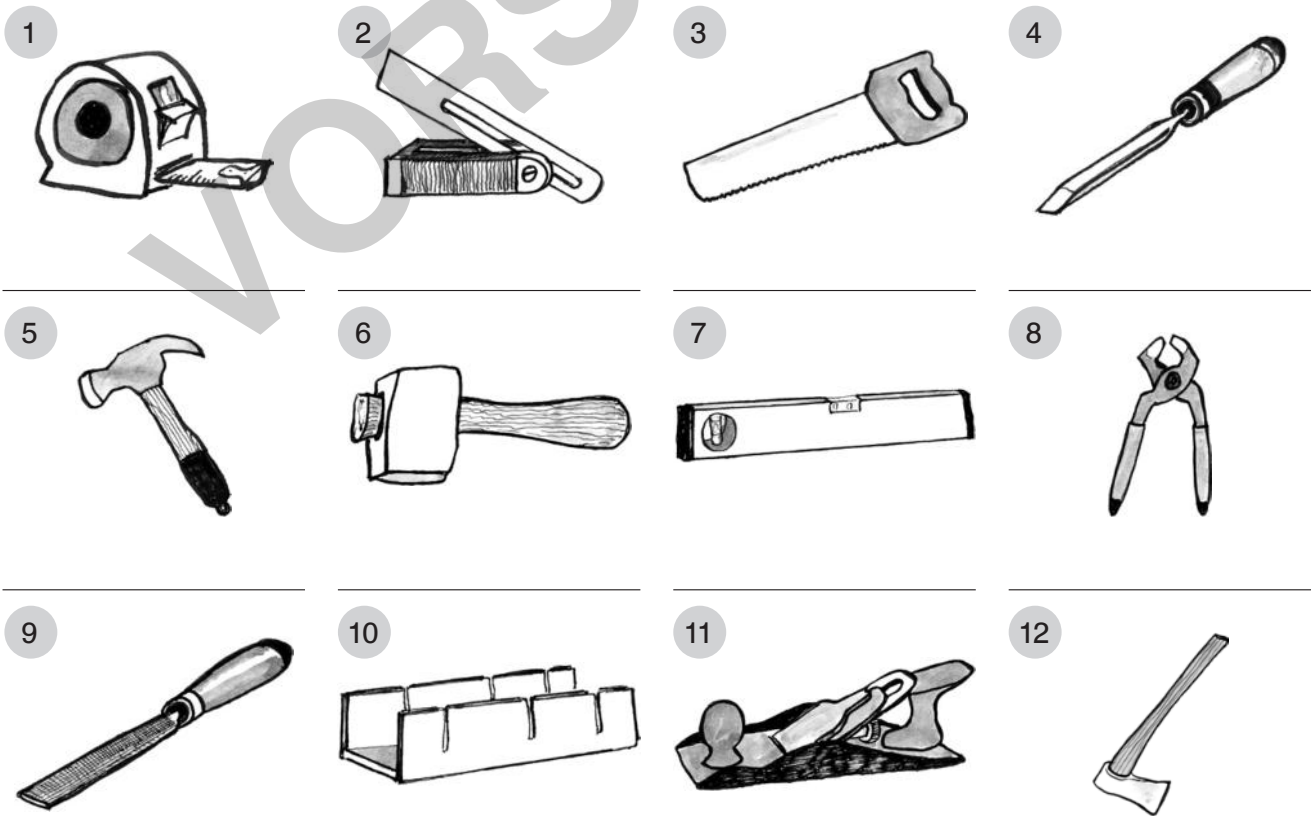


# A joiner's tools

## Task

Find the names of the tools in the word square.

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



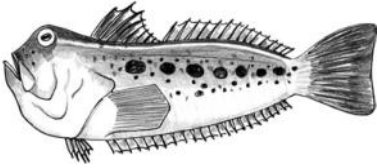


## A trainee paramedic (3)

### Task 2

Find the names for these nine things in the interview text.

1



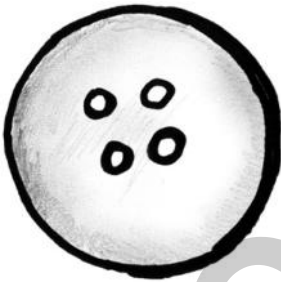
2



3



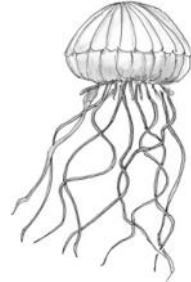
4



5



6



7



8



9



## A trainee paramedic (4)

### Task 3

Match the verbs (1–15) with the expressions (A–O).

- 1. become
- 2. make
- 3. stabilize
- 4. warn
- 5. initiate
- 6. work
- 7. clear
- 8. perform
- 9. cut
- 10. insert
- 11. use
- 12. inject
- 13. lose
- 14. neutralize
- 15. return to

- A) a hole
- B) emergency treatment
- C) a medication
- D) the obstruction
- E) conscious
- F) a tracheotomy
- G) the patient
- H) consciousness
- I) the hospital doctors
- J) a tube
- K) a fast diagnosis
- L) normal
- M) under supervision
- N) the poison
- O) a defibrillator

- |                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1 <input type="checkbox"/>  | 2 <input type="checkbox"/>  | 3 <input type="checkbox"/>  | 4 <input type="checkbox"/>  | 5 <input type="checkbox"/>  |
| 6 <input type="checkbox"/>  | 7 <input type="checkbox"/>  | 8 <input type="checkbox"/>  | 9 <input type="checkbox"/>  | 10 <input type="checkbox"/> |
| 11 <input type="checkbox"/> | 12 <input type="checkbox"/> | 13 <input type="checkbox"/> | 14 <input type="checkbox"/> | 15 <input type="checkbox"/> |

## Where to find jobs

### Task 1

Fill in the missing words in the text with the correct words from the box.

agencies schemes bodies resource vacancies per cent press  
 position effective speculative contacts journals

Many jobs are advertised as current \_\_\_\_\_<sup>1</sup>. They appear in the local and national \_\_\_\_\_<sup>2</sup> and in trade \_\_\_\_\_<sup>3</sup>. Some professional \_\_\_\_\_<sup>4</sup> and local Chambers of Commerce offer an appointments service which can help job seekers find a suitable \_\_\_\_\_<sup>5</sup> in a particular sector. Recruitment \_\_\_\_\_<sup>6</sup> have information about job vacancies and local training \_\_\_\_\_<sup>7</sup>. The Internet is a valuable \_\_\_\_\_<sup>8</sup> for finding both vacancies and background information on companies. But always remember that between 30 to 50 \_\_\_\_\_<sup>9</sup> of jobs are never advertised, they can only be found by approaching a company directly. This is called a \_\_\_\_\_<sup>10</sup> application. Finally, don't forget to use your personal \_\_\_\_\_<sup>11</sup>. Such networks can be very \_\_\_\_\_<sup>12</sup>.

You might know someone who knows someone who could help you.

### Task 2

For a typical selection process, match the verbs with a suitable expression.

- |              |                                     |
|--------------|-------------------------------------|
| 1. Advertise | A) appointments for interviews.     |
| 2. Examine   | B) the most suitable applicant.     |
| 3. Arrange   | C) a short list.                    |
| 4. Interview | D) the vacancy.                     |
| 5. Draw up   | E) a contract of employment.        |
| 6. Select    | F) written and online applications. |
| 7. Offer     | G) possible candidates.             |

1  2  3  4  5  6  7

## A letter of application (2)

### Task 2 "Track 14"

Now listen to the complete letter of application. Check and correct your solutions to Task 1.

### Task 3

Link the verbs (1–9) with a suitable expression.

- |              |                 |
|--------------|-----------------|
| 1. apply for | A) a challenge  |
| 2. sit       | B) a business   |
| 3. pursue    | C) an interview |
| 4. enjoy     | D) a group      |
| 5. attach    | E) a vacancy    |
| 6. set up    | F) references   |
| 7. work in   | G) an exam      |
| 8. attend    | H) a website    |
| 9. update    | I) a career     |

1  2  3  4  5  6  7  8  9

### Task 4 "Track 15"

Listen to the telephone call and take notes. Then listen again and fill in the following information.

**Interview call**

name: \_\_\_\_\_

department: \_\_\_\_\_

company: \_\_\_\_\_

date: \_\_\_\_\_

time: \_\_\_\_\_

place: \_\_\_\_\_