

Station/page	! / *		materials
7	!		pen
7	!		pen, exercise book
9	!		pen, exercise book
9	*		pen
11	!		pen
13	!		pen
13	!		pen, ruler, exercise book
15	*		pen, ruler, paper
17	!		pen
17	*		pen
19	!		pen, exercise book
19	!		pen
21	!		pen
21	!		pen, paper
23	!		pen, paper
25	!		pen
27	*		pen, exercise book
27	*		pen, exercise book
29	*		pen, paper

Einsatz der Materialien

Sehr geehrte Kollegen und Kolleginnen,

dieses Werk zum Stationenlernen im Englischunterricht soll Ihnen ein wenig Ihre alltägliche Arbeit erleichtern. Dabei war es uns besonders wichtig, Stationen zu kreieren, die möglichst schüler- und handlungsorientiert sind und mehrere Lerneingangs-kanäle ansprechen. Denn nur so kann das Wissen langfristig gespeichert und auch wieder abgerufen werden. Die Reihenfolge der Stationen ist frei wählbar, so können die Schüler in ihrem individuellen Arbeits- und Lerntempo vorgehen. Die Materialien eignen sich durch die möglichen Hilfestellungen durch die Tippkarten auch hervorragend für die Selbstlernzeit.

Das Heft ist in zwei Bereiche aufgeteilt:

Zeit 1: **Past Perfect Simple**

Zeit 2: **Past Perfect Progressive**

Stationen:

Die Stationskarten enthalten bewusst keine Nummerierung, um einen flexiblen Einsatz zu gewährleisten. So kann jeder selbst entscheiden, welche Stationen er bearbeiten möchte. Dies können beispielsweise lediglich Stationen aus einem Bereich sein, ebenso gut können jedoch Stationskarten aus allen Bereichen vermischt werden. Es ist ebenso möglich, die anderen Zeiten der Reihe „Kohl's Stationenlernen Englische Zeiten“ gleichzeitig einzusetzen und gegebenenfalls zu ergänzen. Nach Belieben können Sie die Stationen auch nummerieren, um den Schülern die Zuordnung zu erleichtern.

Grund- und Expertenaufgaben:

Innerhalb der Bereiche gibt es Grundaufgaben, die mit einem Ausrufezeichen markiert sind und Expertenaufgaben, die mit einem Stern gekennzeichnet sind. Die Grundaufgaben sollten von allen Schülern bearbeitet werden. Hier kann zudem auf Tipp-Karten zurückgegriffen werden. Die Tipp-Karten liegen für einen Großteil der Grundaufgaben-Stationen vor.

Die Expertenaufgaben enthalten vertiefende oder weiterführende Inhalte. Je nach Leistungsstand können Sie jedoch problemlos Stationen anders kennzeichnen.

Tipp-Karten:

Im hinteren Bereich des Hefts finden Sie Tipp-Karten, die zur Unterstützung dienen sollen. Für viele Grundaufgaben liegen Tipp-Karten vor. Es empfiehlt sich die Tipp-Karten z.B. in Briefumschläge verpackt neben die ausgelegten Stationen zu legen oder sie sogar an einem separaten Ort zu platzieren. So überlegen die meisten Schüler, ob sie einen Tipp benötigen oder nicht und werden nicht so stark dazu verleitet, aus Bequemlichkeit einen Blick darauf zu werfen.

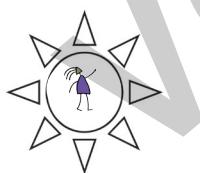
Lösungen:

Wer die Aufgaben der Schüler korrigiert, hängt zum einen von der Lerngruppe und zum anderen von den Vorlieben des unterrichtenden Lehrers ab. So kann dieser die Verbesserung der Schüleraufgaben selbst übernehmen, oder diese Aufgabe in die Verantwortung der Schüler übergeben. In diesem Fall haben Sie die Möglichkeit, die Karten einfach auszuschneiden und zu laminieren. Die passende Lösung befindet sich dann direkt auf der Rückseite der Aufgabe. Das fördert die einfache Selbstkontrolle. Alternativ können Sie die Seiten jedoch auch kopieren und die Lösungen, für die Schüler erkenntlich markiert, an einem anderen Ort positionieren.

Nach dieser kurzen Einführung wünschen Ihnen viel Spaß beim Einsatz der Materialien
Ihr Kohl-Verlag und

Barbara Hamblock

Tipp-Karten:



Einzelarbeit



Partnerarbeit



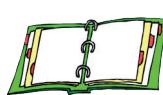
Grundaufgabe



Expertenaufgabe



pen



exercise book



ruler



paper



coloured pens



scissors



**netzwerk
lernen**

zur Vollversion

Name: _____

Datum: _____

Stationen-Laufzettel



Grundaufgaben !

Station	Stationsname	erledigt ✓	korrigiert ✓

Expertenaufgaben ★

Station	Stationsname	erledigt ✓	korrigiert ✓

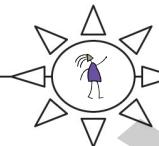


Station

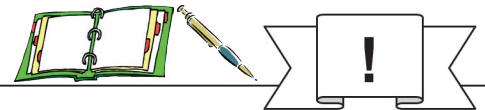


Complete the sentences in the past perfect with one of the verbs in the right-hand column.

1. He found the book after he **had searched** for ages.
2. The teacher had **not looked** at the list before she gave the pupils their grades, which caused problems.
3. The TV **had been** on for six hours when he returned home.
4. Michael brought her some flowers because Julie **had broken** her leg.
5. The girl **had refused** to tidy her room, so she was not allowed to go to the cinema.
6. By the time he went in for his tea, he **had worked** in the garden for three hours.
7. As soon as the bell **had rung**, the children ran out of the classroom.
8. The clock stopped after the boy **had dropped** it.
9. The family could not go on holiday before Dad **had packed** the car.
10. Jim still **had not finished** the test by the time the teacher told them to stop writing.



Station



Write out the sentences putting the verbs given in the past perfect.

The phone rang when Michael had gone out.

The phone rang after Laura had left.

The phone rang as soon as James had closed the door.

The phone rang because the lady had expected a call.



They went swimming when it had stopped raining.

They went swimming after they had finished lunch.

They went swimming as soon as the tide had come in.

They went swimming because the weather had been very hot.



Dad made the meal when he had finished reading the paper.

Dad made the meal after the children had come home.

Dad made the meal as soon as Helen had set the table.

Dad made the meal because Mum had gone out for the day.





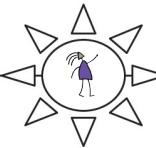
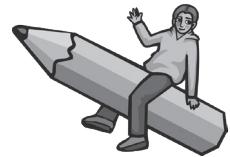
Station



Complete the sentences in the past perfect in the negative.

Example: The trainer exclaimed that Billy had removed the springboard.
But Billy had not removed the springboard; he had put it in the sports cupboard.

1. Father said Jim had broken the window. But Jim _____ it; his brother had broken it.
2. The teacher told the pupils that Sue had lost her homework.
But Sue _____ it; she had put it in her bag.
3. The taxi driver said the passenger forgot to pay. But the passenger _____ to pay; he had given the taxi driver a tip.
4. Mum said Angela had skipped class. But Angela _____ class; she had gone to school.
5. The referee said the football player had kicked his opponent.
But he _____ his opponent; it had been an accident.
6. Mrs Barlow told the cleaner that she _____ the floor.
But the cleaner had wiped the floor and she had put everything away.
7. The teacher told the caretaker that he _____ all the classroom doors. But the caretaker had locked all the classroom doors and had put the key in the box.



Station

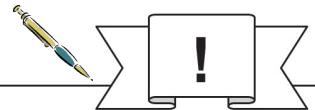


Match the first half of each sentence to a second half to make logical sentences. Put the verb in brackets in the past perfect.

1. They bought a house
 - a. before he showed it to his clients.
 - b. after the football player _____ (lie) on the ground for three minutes.
2. The architect _____ (draw) a plan of the building
 - c. after they _____ (live) in a caravan for years.
 - d. because the driver _____ (refuse) to pay the parking fee.
3. The man _____ (just begin) to drive off
 - e. as soon as he _____ (mow) the lawn.
 - f. when the dog ran out in front of his car.
4. The referee blew his whistle
 - g. after the customer _____ (complain) about the food.
5. The traffic warden _____ (go) to get the police
 - h. before he showed it to his clients.
6. The waiter took the plate back into the kitchen
 - i. before he showed it to his clients.
7. He got out the garden furniture
 - j. after the customer _____ (complain) about the food.



Station



In the following sentences two things happened at different times.

Which happened first and which happened second?

Number the sentences halves.

2

1

Example: Before Mrs Barlow became a teacher, she had worked as a nurse.



1. I wanted to go to the restaurant, but my friend had already eaten.

2. They bought a new car when they had saved enough money.



3. By the time he got to the station, the train had left.

4. After he had finished his homework, he went to play football.

5. I wanted to open my locker, but I had forgotten my key.

6. The film had started before I got to the cinema.



Station



Mr and Mrs Jones' evening out at the restaurant.

Complete the sentences using either the simple past or the past perfect of the verbs in brackets.

1. They _____ (order) the starter after they _____ (order) drinks.

2. The waiter _____ (serve) the main course after he _____ (serve) the starter.

3. Mrs Jones _____ (eat) a dessert after she _____ (eat) the main course.

4. Mr Jones _____ (decide) to have a brandy after he _____ (finish) his main course.



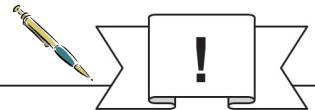
5. They both _____ (want) coffee after they _____ (end) the meal.

6. The waiter _____ (bring) the bill after he _____ (bring) the coffee.

7. Mr Jones _____ (pay) the bill after he _____ (drink) his coffee.



Station



In the following sentences two things happened at different times.

Which happened first and which happened second?

Number the sentences halves.

2

1

- I wanted to go to the restaurant, but my friend had already eaten.

2

1

- They bought a new car when they had saved enough money.

2

1

- By the time he got to the station, the train had left.

1

2

- After he had finished his homework, he went to play football.

2

1

- I wanted to open my locker, but I had forgotten my key.

1

2

- The film had started before I got to the cinema.



Station



Mr and Mrs Jones' evening out at the restaurant.

Complete the sentences using either the simple past or the past perfect of the verbs in brackets.

- They ordered the starter after they had ordered drinks.



- The waiter served the main course after he had served the starter.

- Mrs Jones ate a dessert after she had eaten the main course.

- Mr Jones decided to have a brandy after he had finished his main course.

- They both wanted coffee after they had ended the meal.

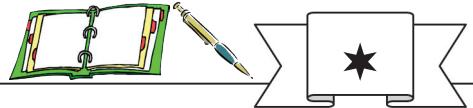
- The waiter brought the bill after he had brought the coffee.

- Mr Jones paid the bill after he had drunk his coffee.





Station

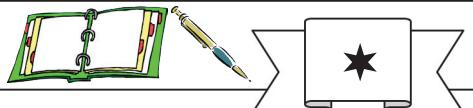


Put the words in the correct order to make sentences which contain the past perfect progressive.

1. door been an the choirboy hour preaching The of opened came for the and quarter had church when in. vicar
2. been two By the the playing for hours. time was over the violinist had concert
3. The was annoyed all had the because his fruit. eating birds very been gardener
4. been candle long it before burning blew time had a Janet for out. The
5. only door The minutes. knocking been for brother had opened the after her five girl
6. raining all had rivers had and been burst winter their banks. It many



Station



Translate the following sentences into English using either the simple past, past perfect or past perfect progressive.

1. Das Haus brannte bereits seit mehr als seiner Stunde, bevor die Feuerwehr eintraf.
2. Mrs Green arbeitete schon seit 5 Uhr morgens in der Küche, weil sie Freunde zum Abendessen eingeladen hatte.
3. Sie waren kaum mit dem Essen fertig, als jemand an der Tür klopfte.
4. Sobald Mr Jones die Tür geöffnet hatte, rannte sein Hund in den Garten.
5. Sie saßen schon den ganzen Nachmittag im Café, bevor sie bemerkten, dass sie ihr Geld vergessen hatten.
6. Nachdem sie drei Meilen gelaufen waren, waren sie wirklich erschöpft.

