

 **LS 04** Once upon a time ... – Group jigsaw on the past tenses

		Zeitrichtwert	Lernaktivitäten	Material	Kompetenzen
1	PL	5'	L gibt einen Überblick über den Ablauf der Stunde und verweist auf die Arbeitsblätter M1, M2 und M3.	M1, M2, M3	<ul style="list-style-type: none"> – funktionalen Zusammenhang grammatischer Kategorien (Tempus) kennen und nutzen – Arbeitsaufträge erfassen und korrekt umsetzen – sinnerfassend lesen – Informationen entnehmen – zielgerichtet arbeiten und kooperieren – Entscheidungen treffen – Notizen machen – mithilfe von Stichwörtern Arbeitsergebnisse vortragen – anschaulich über Arbeitsergebnisse informieren – aufmerksam zuhören – Feedback geben
2	GA	5'	Zufallsgruppen werden die Aufgaben M2.A1-4 zugeordnet.	M3.A1-4	
3	EA	15'	S lesen ihren Text und entnehmen ihm Informationen zu den Zeitformen der Vergangenheit (<i>simple past, past progressive, present perfect, past perfect</i>).	M3.A1-4	
4	GA	20'	Wechsel in Expertengruppen. Zusammentragen des Expertenwissens, klären von Schwierigkeiten, beseitigen von Unklarheiten. Anschließend gemeinsames Erarbeiten einer Präsentation, die dann von jedem Experten in seiner Stammgruppe vorgetragen werden wird.	M3.A1-4	
5	GA/ PL	40'	S wechseln wieder in die Stammgruppen aus der ersten Gruppenarbeit und stellen nacheinander ihre Präsentationen vor. Alle machen sich Notizen, mit deren Hilfe sie abschließend einen Hefteintrag zu allen vier Teilthemen verfassen.	M3.A1-4	
6	PL	5'	Gemeinsame Reflexion der Stunde.		

Erläuterungen zur Lernspirale

Ziel der Doppelstunde ist, dass die Schüler die Zeitformen der Vergangenheit selbstständig arbeitend wiederholen. Sie erhalten Informationen zur Anwendung und zur Bildung der Verbformen sowie Beispiele. Die Erarbeitung erfolgt arbeitsteilig in Form eines Gruppenpuzzles. Die Schüler planen selbstständig den gesamten Prozess der Erarbeitung dieses Themas. In der 3. Phase der Gruppenarbeit, wie man Arbeitsergebnisse in der Experten-

Im 3. Arbeitsschritt lesen die Schüler ihren Text in Einzelarbeit und entnehmen ihm Informationen zu den Zeitformen der Vergangenheit (*simple past, past progressive, present perfect, past perfect*) mit dem Ziel, die anderen Gruppenmitglieder möglichst gut darüber informieren zu können.

Im 4. Arbeitsschritt begeben sich die Schüler in Expertengruppen, d.h. alle Schüler, die M3.A1 bearbeitet haben, begeben sich nun in die Experten-

✓ Merkposten

Für die Bildung der Zufallsgruppen sind geeignete Losgegenstände (Kartenspiel, Paar-, Ziffern- oder Buchstabenkarten) mitzubringen.

04 Once upon a time ... – Group jigsaw on the past tenses

How to do a group jigsaw

<p>Step 1: ☺☺☺☺ group work <i>in groups with four different texts</i> → mixed groups</p>	<p>Have a look at the texts given. Note down the names on the group jigsaw log (M2). Read your text. Look up words you do not understand. Underline important information and highlight keywords. Make a cheat sheet: → Which is the important information? (use, examples, rules, ...) → How can I explain it to my classmates? → How can they take notes? What do they have to note down?</p>	
<p>Step 2: ☺☺☺☺ group work <i>in groups with the same texts</i> → expert groups</p>	<p>Exchange and compare your results. Add information if necessary. Ask your questions and answer the questions of your groupmates. With the help of your cheat sheets prepare a presentation of your tense with all the information needed. Develop some questions on your tense which you can ask to make sure everyone has understood the information needed.</p>	
<p>Step 3: ☺☺☺☺ group work <i>in groups with four different texts</i> → mixed groups</p>	<p>IF YOU ARE THE EXPERT: → Explain the important information on your tense to your groupmates. (use, examples, rules, ...) → Answer your groupmates' questions. → Ask your prepared questions to make sure everyone has understood what you have talked about.</p>	<p>IF YOU ARE A LISTENER: → Listen, pay attention. → Take notes (M2: Group jigsaw log). → Ask questions if necessary. → Try to answer possible questions. → Be able to give feedback. (How is the information organized?, Did you understand everything?, ...)</p>
<p>Step 4: ☺☺☺☺ group work <i>in groups with the same texts</i> → expert groups</p>	<p>Now decide together what are the most important information of the four presentations and note everything down into your exercise books.</p>	

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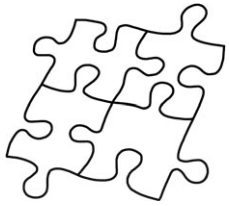
Group jigsaw log

Topic:	
A1:	Who?
Notes:	
A2:	Who?
Notes:	
A3:	Who?
Notes:	
A4:	Who?
Notes:	

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A1

Read the text carefully.



The simple past

Use

- (1) We use the simple past when we want to express that something happened at a certain point in time in the past (in 1995, last Monday, yesterday, ...) or in a completed period of time (from 1999 to 2000). We use time words like yesterday, last year/month/week, an hour/two days ago, on May 1st, etc. to make that clear. Some students know these time words as "signal words" or "tense markers" for the simple past.
- (2) We also use the simple past if we want to answer questions starting with the question word "When?".
- (3) In addition we can say that the simple past can also be used to tell a story or when we report about past events.

Examples

- (1) + (positive statement): I **went** to my friend last Monday.
Yesterday my dad **walked** to my grandma.
- (negative statement): I **didn't get up** at 8.30 yesterday.
My brother **didn't sleep** long last Sunday.
- ? (question): **Did** you **play** football last Saturday?
Did your sister **go** to the cinema last weekend?
- (2) + (positive statement): I **worked** as a teacher in Scotland from 1999 to 2000.
My grandmother **died** in 1994.
- (negative statement): Mr and Mrs Smith **didn't work** as teachers in Germany in 2006.
He **didn't want** to mark essays last Saturday.
- ? (question): When **did** you **finish** school?
When **did** you **paint** your picture?
- + (positive statement): Once upon a time there **was** a wonderful girl who **lived** in that house.
- (negative statement): She **wasn't** a princess and she **didn't have** blond hair.

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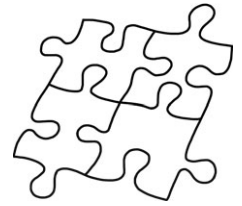
A2

Read the text carefully.

The past progressive

Use

- (1) We use the past progressive when we want to express that something was happening and going on in the past at a certain point in time.
- (2) The past progressive also describes an action which was going on in the past when suddenly a second action started. For the second action we use the simple past. The two actions are often connected with "when" or "while", so some students know these words as "signal words" or "tense markers" for the past progressive.



Examples

- (1) + (positive statement): I **was working** in the garden on Saturday afternoon.
 - (negative statement): Peter **wasn't sleeping** at midnight.
 ? (question): **Were** you **working** in the garden at the weekend, too?
- (2) + (positive statement): I **was teaching** English when suddenly the fire alarm **went off**.
 - (negative statement): Peter and Tim **weren't smoking** a cigarette when the teacher **came** into the classroom.
 ? (question): **Were** you **doing** your homework while your mum **did** the washing up?

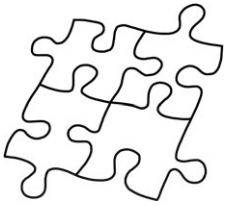
I was teaching English .

NOW

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A2

Read the text carefully.



The present perfect

Use

- (1) We use the present perfect when we want to express that something has happened or somebody has done something, but it is not important when. The exact point in time is unimportant or unknown. The results of the action can often be seen in the present. Some students know the following time words as "signal words" or "tense markers" for the present perfect: already, ever, just, never, up to now, (not ...) yet, ...
- (2) We also use the present perfect if we talk about events or actions in the past which are still going on in the present (always, all my life, all week, since 1991, for three weeks, ...).

Examples

- (1) + (positive statement): I **have painted** the garden fence. (Look, it really looks nice now!)
My dad **has done** the washing up. (So we can relax now!)
- (negative statement): I **haven't done** the ironing yet. (So there is still a lot to do!)
My brother **hasn't mown** the lawn. (I must do it now.)
- ? (question): **Have you had** an accident? (You have got a scratch in your face.)
Has your sister ever eaten a Nürnberger sausage? (No? She must try one!)
- (2) + (positive statement): I **have worked** as a teacher since 2002. (since + point in time!)
Mr Miller **has worked** as a teacher for 38 years. (for + span of time!)
- (negative statement): I **have not eaten** sushi yet.
He **hasn't** always **been** afraid of dogs. (But last year a dog bit him, so now he is afraid of dogs a lot.)
- ? (question): **Have you already done** the washing?
Has your sister fed the hamster? (If not, I must do it now!)

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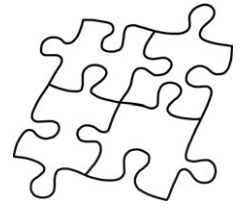
A4

Read the text carefully.

The past perfect

Use

We use the past perfect when we want to express that something had happened before something else happened. For the first event, which took place before the other event started, we use the past perfect, for the second event the simple past is used. So it is clear in which order the events took place. Often words like before or after are used to make clear which event took place first.



Examples

- + (positive statement): First Jill **had got up** and after that she **took** a shower.
Before Jill **took** a shower she **had got up**.



- (negative statement): James **had not done** his homework, so his teacher **gave** him a bad mark.
His teacher **gave** him a bad mark because James **had not done** his homework.



- ? (question): Why **hadn't** he done his homework before he went out to play?

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