

# Niveaubestimmende Aufgaben für die Grundschule



SACHSEN-ANHALT

Landesinstitut für Lehrerfortbildung,  
Lehrerweiterbildung und  
Unterrichtsforschung

# Englisch

An der Erarbeitung der niveaubestimmenden Aufgaben haben mitgewirkt:

Gebhardt, Ute	Blankenburg
Köhler, Antje	Kötzschau
Lehmann, Katrin	Magdeburg
Dr. Mackens, Angela	Halle (Leitung der Kommission)

Die niveaubestimmenden Aufgaben sind Bestandteil des Lehrplankonzeptes für die Grundschule in Sachsen-Anhalt.

## Inhaltsverzeichnis

	Seite
<b>1 Grundlagen .....</b>	<b>5</b>
<b>2 Aufgaben .....</b>	<b>7</b>
<b>2.1 Angaben zur eigenen Person .....</b>	<b>7</b>
<b>2.2 Tagesablauf .....</b>	<b>11</b>
<b>2.3 Natur .....</b>	<b>16</b>
<b>2.4 Kultur und Landeskunde .....</b>	<b>22</b>



# 1 Grundlagen

Unter dem Begriff niveaubestimmende Aufgaben werden im Folgenden differenzierte Aufgabenbeispiele zur Transformation und exemplarischen Illustration von Anforderungen der Lehrpläne in Leistungsanforderungen an Schülerinnen und Schüler verstanden. Die hier dargestellten niveaubestimmenden Aufgaben haben Beispielcharakter und sind nicht zur unreflektierten Übernahme in das Unterrichtsgeschehen, im Sinne von Kopiervorlagen, vorgesehen.

Sie zeigen die Kompetenzentwicklung der Schülerinnen und Schüler nach einem längeren Unterrichtsabschnitt auf, können auch zur individuellen Förderung der Schülerinnen und Schüler eingesetzt werden und sollen ohne spezielles Aufgabentraining lösbar sein.

Die durch die Arbeit mit den niveaubestimmenden Aufgaben entwickelten Kompetenzen befähigen zur Lösung vergleichbarer Aufgaben.

Die Aufgaben werden **Anforderungsbereichen (AFB)** zugeordnet. Es gelten folgende Definitionen für die Anforderungsbereiche:

## **Anforderungsbereich I (AFB I): Reproduktion**

Der Anforderungsbereich I umfasst die sprachlich angemessene Wiedergabe von Gelerntem auf der Grundlage von Sachverhalten und Kenntnissen aus einem Themenbereich, welcher im Lehrplan verbindlich vorgegeben und im Unterricht vermittelt worden ist.

## **Anforderungsbereich II (AFB II): Reorganisation und Transferleistungen**

Der Anforderungsbereich II umfasst das selbstständige Übertragen von Gelerntem auf vergleichbare Situationen und Themen.

## **Anforderungsbereich III (AFB III): Eigenständige Problemlösungen**

Der Anforderungsbereich III umfasst das selbstständige Lösen von Aufgabenstellungen, die nicht Teil des Unterrichtsprozesses waren, jedoch mit bekannten sprachlichen Mitteln und Arbeitstechniken gelöst werden können.

Die drei Anforderungsbereiche können in der Praxis nicht immer eindeutig voneinander getrennt werden, da die Sprachausübung ein komplexer Prozess ist, in dem in den meisten Fällen alle drei Anforderungsbereiche in unterschiedlichem Ausprägungsgrad vorhanden sind. Aus diesem Grund werden in den Aufgabenbeispielen die Anforderungsbereiche benannt, die bei der jeweiligen sprachlichen Tätigkeit dominieren.

Die Aufgaben berücksichtigen die inhalts- und prozessbezogenen Kompetenzen in ausgewogenem Maße. Wie in der didaktischen Konzeption des Lehrplanes ausgeführt, erfolgt die Entwicklung der kommunikativen Kompetenzen in einem situativ- themenbezogenen Unterricht. Aus diesem Grund wurden für die niveaubestimmenden Aufgaben die inhaltsbezogenen Kompetenzen als Gliederungskriterien genutzt.

## 2 Aufgaben

### 2.1 Angaben zur eigenen Person

#### 1. Janet and John

a) Read the text. (AFB I/II)

Janet and John live in London. Janet is ten years old. John is eleven years old. Janet's birthday is in May. She likes reading books and riding the bike. John's birthday is in March. He likes playing football.

b) Now answer the questions. The text will help you. (AFB I)

What's the girl's name?

What's the boy's name?

How old is she?

When is John's birthday?

What does Janet like to do?

What does John like to do?

#### 2. John wants to know something about you.

Answer the questions and tell something about yourself. (AFB I/II)

What's your name?

How old are you?

Have you got brothers or sisters?

What's his/her name?

Where do you live?

What's your hobby?

When is your birthday?

Have you got a pet?

What's his/ her name?

What's your favourite colour?

What's your favourite food?

What do you like for breakfast?

What do you like to drink?

3. Janet and John have got a lot of friends.

a) Look at the pictures and read the names. (AFB I/II)



**Susan**

**Jack**

**Mary**

**John**

**Rick**

Quelle: Logico Trainer: That's me and my family. Finken Verlag 2000, Blatt 15

b) Now spell the names. (AFB I)

S – U – S – A – N

J – A – C – K

M – A – R – Y

J – O – H – N

R – I – C – K

c) What's your name? Spell your name. (AFB II)



4. Jack is Janet's friend. Jack's birthday is in July. But Janet cannot come to the birthday party. So she writes a birthday card to Jack.

Look at the blackboard and make a birthday card with the help of these words. (AFB II)

**Dear**

**Best wishes**

**Happy Birthday**

**from**

5. Today Janet gets an email from a girl in Germany. But some words are missing. Can you help her?

Fill in the missing words in the right sentences. (AFB II)

Hello, my _____ is Susi Winter.  _____ from Halberstadt, in Germany.  I like _____ books.  _____ is your name?  _____, Susi	I come reading name Yours What

## 6. Phone numbers

a) Listen to the text. (AFB I/II)

Hi I'm Andrew. I live in Bristol and my mobile number is 2 2 0 9 1.

Hello, I'm Lucy. I'm ten years old and I live in Dessau. My number is 6 2 8 9 9.

Hi, I'm Steve. I like reading books, playing football and going by bike. My telephone number is 5 6 7 8 9. Call me, please.

Hello, I'm Mary. Sometimes I talk to my friend Andrew on phone because he lives far away. My telephone number is 4 3 3 0 1. I hope John will call me soon.

Hi, I'm Mark. My telephone number is 2 9 9 8 9. I often talk to Steve, because I also like reading books.

Hi, I'm Phil. My friends Janet and John often call me. My number is 3 8 4 5 1.

b) Now listen to the text again and write down the mobile numbers. (AFB I/II)

	<b>mobile number</b>
Andrew	
Lucy	
Steve	
Mary	
Mark	
Phil	

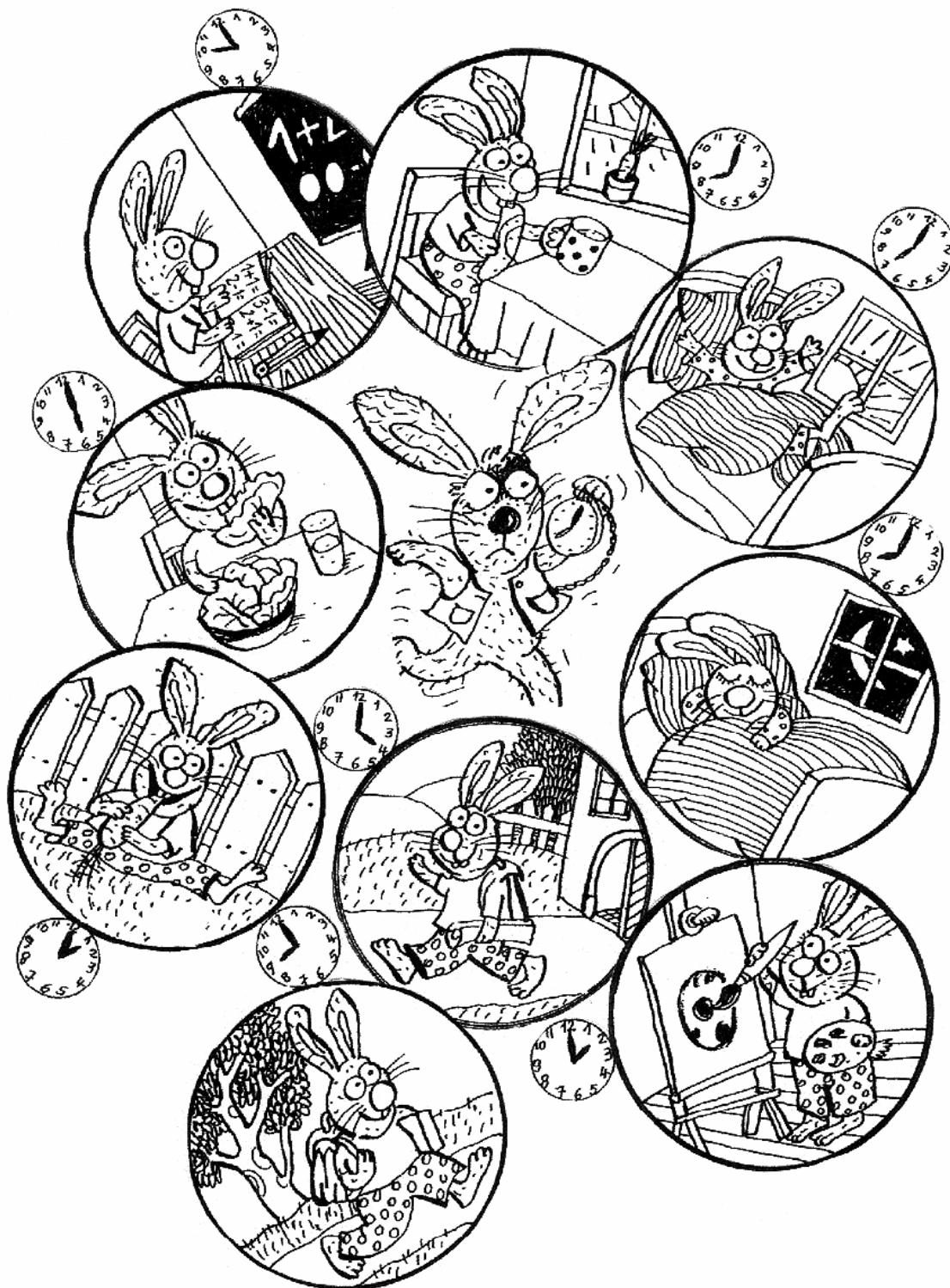
7. Now find a partner. One of you is Janet and one of you is Steve. Make a dialogue. Ask questions and give answers. (AFB III)

Look at the blackboard. The following words will help you:

- name
- how old
- brothers and sisters
- birthday
- live in
- pets
- telephone/mobile number
- favourite colour

## 2.2 Tagesablauf

### 1. A Day in the Life of Robbie Rabbit



Quelle: Kopiervorlagen aus Kowanda/SMALL TALK–Seasons and Festivals; © VERITAS-Verlag, Linz 2003, S. 91  
Illustrationen: Alena Schulz, Mariz.

At first listen to the sentences. Look at the pictures. Point to the right picture. (AFB I)

Listen carefully.

It's 7 o'clock. Robbie Rabbit gets up.

It's 8 o'clock. He has breakfast.

It's 9 o'clock. Robbie goes to school.

It's 10 o'clock. He does his maths.

It's 1 o'clock. Robbie has lunch.

It's 2 o'clock. He paints a picture.

It's 4 o'clock. He goes home.

It's 6 o'clock. Robbie has dinner.

It's 8 o'clock. Robbie goes to bed.

Good night Robbie.

And that's the end of my story.

2. Now let's answer some questions. Look at the pictures and answer my questions. (AFB II)

- a) When does Robbie get up?
- b) What does Robbie do at 10 o'clock?
- c) When does Robbie have dinner?
- d) What does Robbie do at 4 o'clock?
- e) What does Robbie do at 1 o'clock?

3. What's the time? Fill in the missing time. (AFB II)

Robbie goes to bed. It's \_\_\_\_\_ o'clock.

Robbie has his breakfast. It's \_\_\_\_\_ o'clock.

Robbie paints a picture. It's \_\_\_\_\_ o'clock.

Robbie goes to school. It's \_\_\_\_\_ o'clock.

## 4. Robbie's school day

a) Read the text about Robbie's school day. (AFB I/II)

Today is Tuesday. It's 9 o'clock now and Robbie is at school. He loves his school. It is a big house with a little garden. On Tuesday morning he has English, maths, music and PE. He has got a lot of things for these lessons in his school bag. Robbie works with his activity book in the English lesson. He has got a rubber and a pencil in his school bag for the maths lesson. For PE he has got a T-shirt, shorts and trainers. At 1 o'clock he has lunch.

b) Now read the text again. Tick ☒ the right answer. (AFB/II)

Today is

- ☐ Sunday.
- ☐ Thursday.
- ☐ Tuesday.
- ☐ Wednesday.

Robbie's school is in a

- ☐ small house.
- ☐ new house.
- ☐ red house.
- ☐ big house.

In his English lesson he works with

- ☐ an activity book.
- ☐ a colour book.
- ☐ an animal book.
- ☐ a Christmas book.

For his PE lesson he has

- ☐ a T-shirt, shorts and trainers.
- ☐ a skirt, new socks and a dress.
- ☐ a sweatshirt, a bathing costume and goggles.
- ☐ a pyjama, glasses and gloves.

5. Robbie and his friends learn a lot of new songs in their music lessons. Here is one of the songs:

Let's sit in a circle. Sing the song and do the actions. (AFB I)

### **One Finger**

One finger, one thumb keep moving. (3x)

Let's all be merry and bright.

One finger, one thumb, one arm keep moving. (3x)

Let's all be merry and bright.

One finger, one thumb, one arm, one leg keep moving. (3x)

Let's all be merry and bright.

One finger, one thumb, one arm, one leg, one nod of the head keep moving. (3x)

Let's all be merry and bright.

One finger, one thumb, one arm, one leg, one nod of the head, stand up, sit down, keep moving. (3x)

Let's all be merry and bright.

One finger, one thumb, one arm, one leg, one nod of the head, stand up, sit down, one slap of the thighs, keep moving (3x)

Let's all be merry and bright.

Quelle: „Fun 1“ Singing Picture Story Book with CD, Andy Reed (2003), ISBN 3-86500-003-7

[www.absolutelyENGLISH.de](http://www.absolutelyENGLISH.de) (06.06.2007)

Aufgabenstellung durch Lehrkraft:

6. After school Robbie goes to the market. He wants to buy something for lunch and dinner for the next day.

Find a partner. One of you is the shop assistant and one of you is Robbie. Ask Robbie what he wants to buy. Help him to find all the things he wants to buy.

Look at the blackboard. The beginning of the sentences will help you. (AFB II)

Shop assistant: Hello, how can I ..... (help you)?  
Robbie: I want to..... (buy some carrots).  
Shop assistant: Well, here are..... (the carrots).  
Robbie: How much..... (are they)?  
Shop assistant: They are..... (1 £). Anything else?  
Robbie: I want to buy..... (a bottle of milk, some tea, a bottle of orange juice).  
Shop assistant: O.K. Here are..... (the milk, the tea and the orange juice).  
Robbie: How..... (much is it)?  
Shop assistant: It is ..... (5 £).  
Robbie: Here you are. Goodbye.  
Shop assistant: Goodbye.

7. At eight o'clock Robbie goes to bed. He often dreams of monsters.

Listen to me, please. Draw the picture of the monster. (AFB II/III)

- a) The monster has a big head and a round body.
- b) It has five arms.
- c) It has three legs.
- d) The monster has three eyes.
- e) The monster has one big mouth.
- f) It has two ears on the right.
- g) It has three ears on the left.
- h) The monster has one big nose.
- i) The monster has one little tooth.

## 2.3 Natur

### 1. Ron the rabbit and his friends

a) Listen to the story and look at the pictures. (AFB I/II)

It's a nice, sunny day. Ron the rabbit meets his friends. There's Porky the pig, Sam the squirrel, Mike the monkey, Fred the frog, Candy the kangaroo, Dolly the dog, Helen the hippo and Gary the goose. "I'm so bored!" says Dolly the dog. "I'm so tired!" says Mike the monkey.

Suddenly Sam the squirrel has a good idea. "Let's do some sport," he says. "Yes, that's a brilliant idea!" the animals shout.

"I like climbing," says Sam the squirrel. "Climbing is fun. Let's find some trees!" But the other animals shake their heads. "We don't like climbing. Climbing is boring," they shout.

"I like ballet dancing," Helen the hippo says. "Dancing is fun. Let's find a CD with some good music!" But the other animals shake their heads. "We don't like ballet dancing. Dancing is boring," they shout.

"I like playing football," Mike the monkey says. "Playing football is fun. Let's find a football!" But the animals shake their heads. "We don't like playing football. That's boring," they shout.

"I like swimming," says Fred the frog. "Swimming is fun. Let's find some goggles!" But the animals shake their heads. "We don't like swimming. Swimming is boring."

"I like jumping," says Candy the kangaroo. "Jumping is fun. Let's find some trainers!" But the other animals shake their heads. "We don't like jumping. Jumping is boring," the animals shout.

"I like cycling," Dolly the dog says. "Cycling is fun. Let's find some bicycles!" But the other animals shake their heads. "We don't like cycling. That's boring," they shout.

"I like riding," Ron the rabbit says. "Riding is fun. Let's find some saddles." But the other animals shake their heads. "We don't like riding. Riding is boring," they shout.

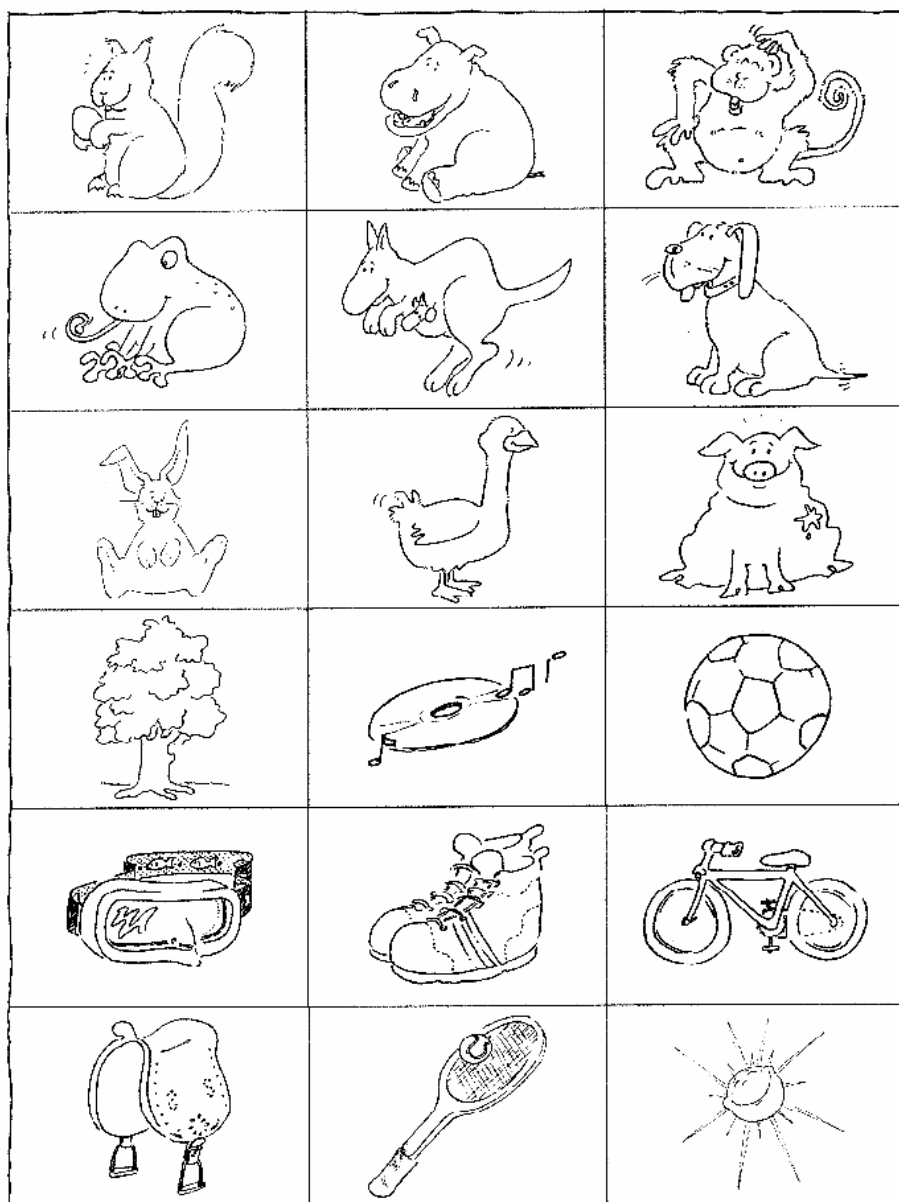
"I like playing tennis," Gary the goose says. "Playing tennis is fun. Let's find some rackets!" But the other animals shake their heads. "We don't like playing tennis. Playing tennis is boring."

Suddenly Porky the pig says: "I like lying in the sun. Lying in the sun is so much fun." The animals think for a moment. "Oh Porky, that's not a sport!" they shout.

"Yes, I know," Porky says, "but all like it!" The animals smile: "That's a brilliant idea, Porky!"

Quelle: Grundschulmagazin Englisch 2/2004, Oldenbourg Schulbuchverlag GmbH München 2004, S. 27





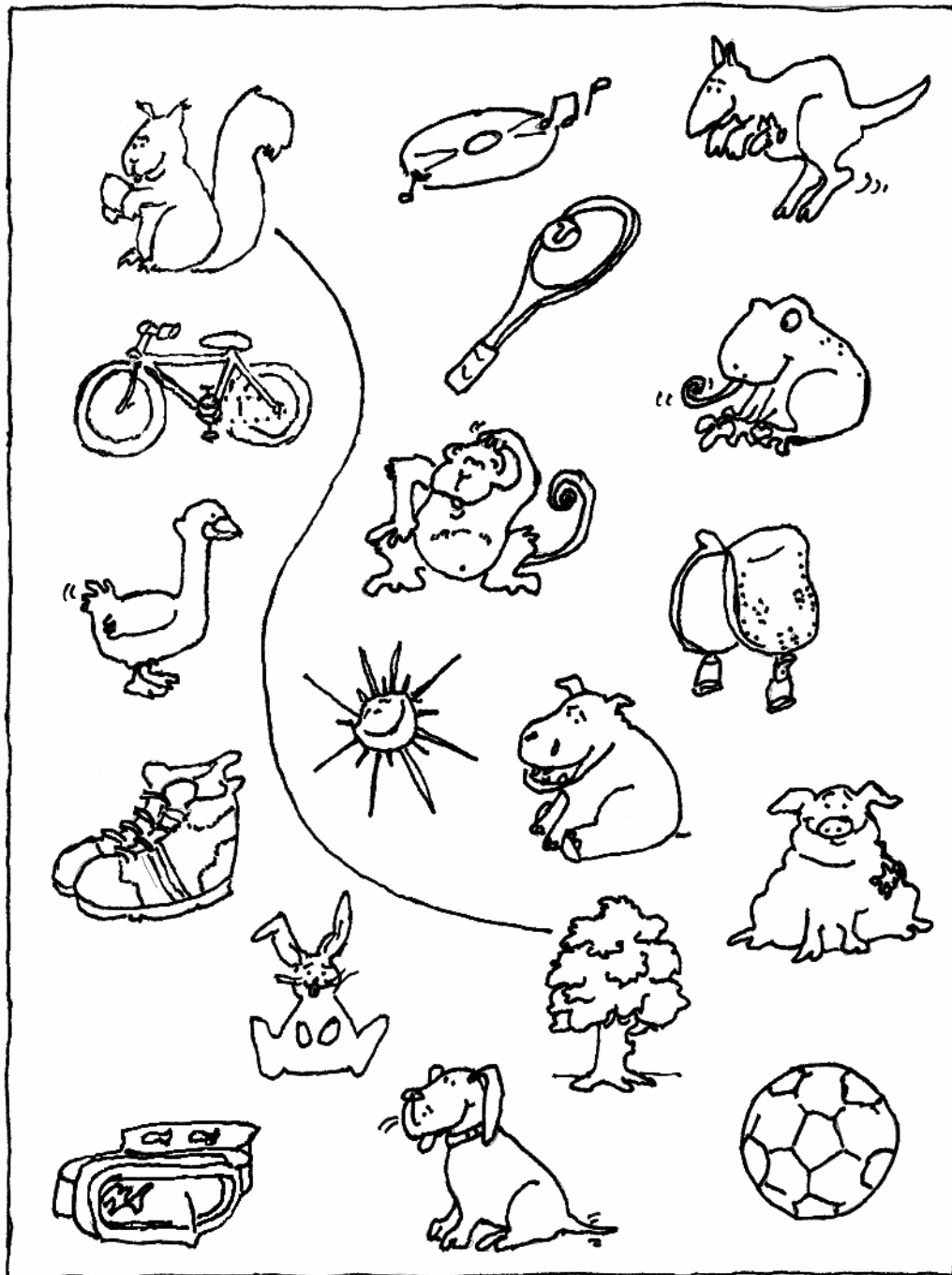
b) Now let's see. Who is talking? Look at the pictures. (AFB II)

Ron the	r _ _ _ _
Porky the	p _ _
Sam the	s _ _ _ _ _
Mike the	m _ _ _ _
Fred the	f _ _ _
Candy the	k _ _ _ _ _
Dolly the	d _ _
Gary the	g _ _ _ _
Helen the	h _ _ _ _

c) Now let's listen again to the story and do what the animals are doing. (AFB I/II)

2. Take your worksheet and look at it. Listen again to some sentences. Draw a line for what the animals like doing. (AFB I/II)

The squirrel likes climbing. Let's find the tree. The frog likes swimming. Let's find the goggles. The hippo likes dancing. Let's find the CD. The monkey likes playing football. Let's find the football. The kangaroo likes jumping. Let's find some trainers. The rabbit likes riding. Let's find a saddle. The goose likes playing tennis. Let's find the racket. The dog likes going by bike. Let's find a bicycle. The pig likes lying in the sun. Where is the sun?



Quelle: Grundschulmagazin Englisch 2/2004, Oldenburg Schulbuchverlag GmbH München 2004, S. 28-29

3. Okay and now let's find out what sports the animals like. Underline all the activities the animals want to do. (AFB II)

meetgoodclimbingsquirreluopsamjumpingswimmingmonkeyxyzplayingbnmztdridingbrilliant

4. There is something wrong in this text.

Read the text and then write it down in the correct form. (AFB I/II)

it's a nice, sunny day. ron the rabbit meets his friends. there are dolly the dog, fred the frog and porky the pig. they talk about what they can do in the afternoon. porky the pig says: "i like lying in the sun. it is so much fun." the animals think for a moment. then they say: "oh, porky that's a brilliant idea."

5. Finally the animals go into the garden. It's a very nice garden. Let's go there.

What does the garden look like?

- a) Be quiet. Close your eyes. Listen. (AFB I/II)

Today is a very fine day. The sun is shining. It is warm. We go into our garden. In our garden there are wonderful red roses and sunflowers. On the trees there are cherries. We lie down in the grass and look into the sky. We hear a bee zzzzzzz. It flies from rose to rose. And we listen to the birds. It's wonderful here. - (Sprechpause)

But our time is up.

Say good-bye to the garden now.

Come back with me into our house.

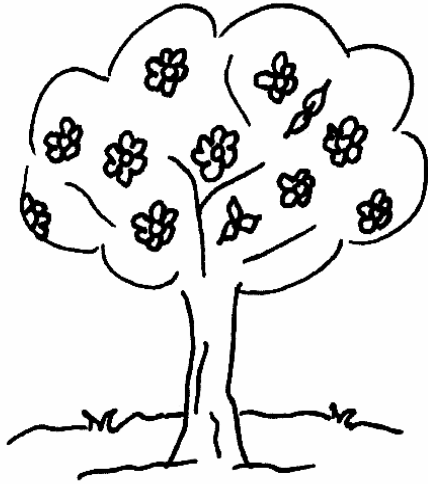
We come closer and closer and there is the door.

(Sprechpause)

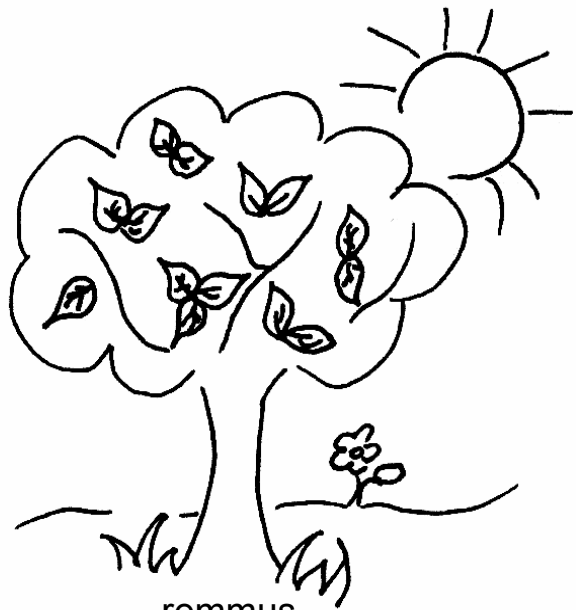
- b) Now draw a picture of the garden. (AFB III)

6. Our garden is always beautiful, in summer, in winter, in spring and in autumn.

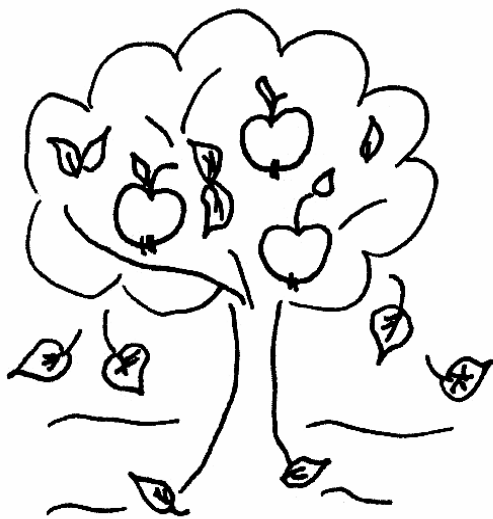
a) Look at the trees. What seasons can you see? (AFB I)



gnirps



remmus



nmutua



retniw

b) Now write down the words for the seasons. (AFB I)

gnirps: \_\_\_\_\_

remmus: \_\_\_\_\_

nmutua: \_\_\_\_\_

retniw: \_\_\_\_\_

c) Listen to me and colour the trees. (AFB III)

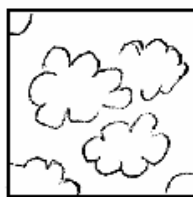
In spring the leaves are green and there are pink blossoms.

In winter there is a lot of snow. The tree doesn't have any leaves. The tree is brown.

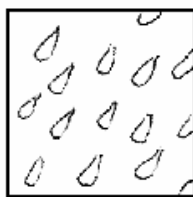
In autumn the leaves are yellow.

And in summer there are a lot of apples. All the apples are red.

d) Look at the pictures and the words. Write down the right word. (AFB I/II)



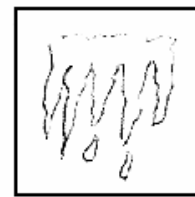
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



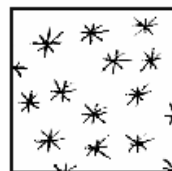
\_\_\_\_\_



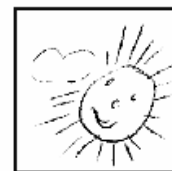
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

frosty - snowy - windy - warm - hot - cloudy - foggy - rainy

e) Think of seasons in the garden. Answer my questions. (AFB II)

What's the weather like in summer? Is it cold?

What's the weather like in spring?

And in autumn? What's the weather like in autumn?

And what's the weather like in winter?

## 2.4 Kultur und Landeskunde

### 1. A Wish for Christmas

a) Listen to the story. (AFB I/II)

Only two more days till Christmas. Laura can't wait. She is so excited.

"Mummy, Mummy, I want Santa Claus to come and bring lots of presents. Mummy I want to have a pet. I want a little dog. I want a sweet little dog."

"Oh Laura, I can't help you," her mummy says.

"You should tell Santa Claus. Write a letter and put it up the chimney."

So Laura writes a letter. *Dear Santa,*

*Please, come soon. Please, bring me a sweet pet.*

*I love dogs. I would love a little dog.*

*Your friend Laura*

Laura puts the letter into the fireplace and it goes up the chimney.

Mummy says: "Now the wind will take your letter to Santa."

"I hope Santa will get my letter," Laura says.

On Christmas Eve Laura hangs up her empty Christmas stocking on the mantelpiece before she goes to bed. That night she can't sleep. She is so excited.

In the morning she runs down to the living room.

She shouts: "It's the 25th of December, it's Christmas Day. Santa was here."

She looks around. There is the Christmas tree with lots of presents under it.

Laura looks at her stocking hanging on the mantelpiece. She can see that it is full and heavy. She looks inside. There are lots of sweets, some nuts and an orange.

Laura looks into the fireplace and up the chimney. There is no Santa Claus and there is no little dog. Laura is very sad.

She sits on the floor and cries. Suddenly she hears a soft "woof".

Laura looks around, and behind the curtain she finds another stocking with a sweet little sleepy dog in it. On its head the dog is wearing a Christmas hat.

She picks the dog up in her arms and sings the song "I love Santa".

Quelle: adapted from: Storyland 1, Finken Verlag GmbH 2004, S. 38, Best.-Nr. 1438,  
[www.finken.de](http://www.finken.de) (06.06.2007)  
(Finken-Programm nur direkt vom Verlag! Nicht im Handel erhältlich.)

- b) Now listen to the story again. Have a look at the pictures. Put them into the right order.  
Number the pictures. (AFB II)



c) You will listen to the story again. What is different? Answer in German. The words on the blackboard will help you. (AFB II)

Weihnachten in	
Großbritannien	Deutschland
Geschenke gibt es am .....	Geschenke gibt es am ... ..
Santa Claus kommt ... ..	Weihnachtsmann klopft ... ..
Santa Claus hat ein ... ..	Der Weihnachtsmann hat kein .....
Die Geschenke sind im .....	Die Geschenke sind unter ....

d) At the end of the story Laura sings the song "I love Santa Claus".

Let's sing this song together. Here are the words. (AFB I)

### I love Santa

(Tune: Bruder Jakob)

I love Santa, I love Santa,  
Very much, very much.

Thank you for the puppy,  
Thank you for the puppy.

Good old man,  
Good old man.

Quelle: Storyland 1, Finken Verlag GmbH 2004, S. 38, Best.-Nr. 1438, [www.finken.de](http://www.finken.de) (06.06.2007)

2. Let's talk about Christmas. Answer my questions. (AFB II)

Do you have a Christmas party at home?

What do you want for Christmas?

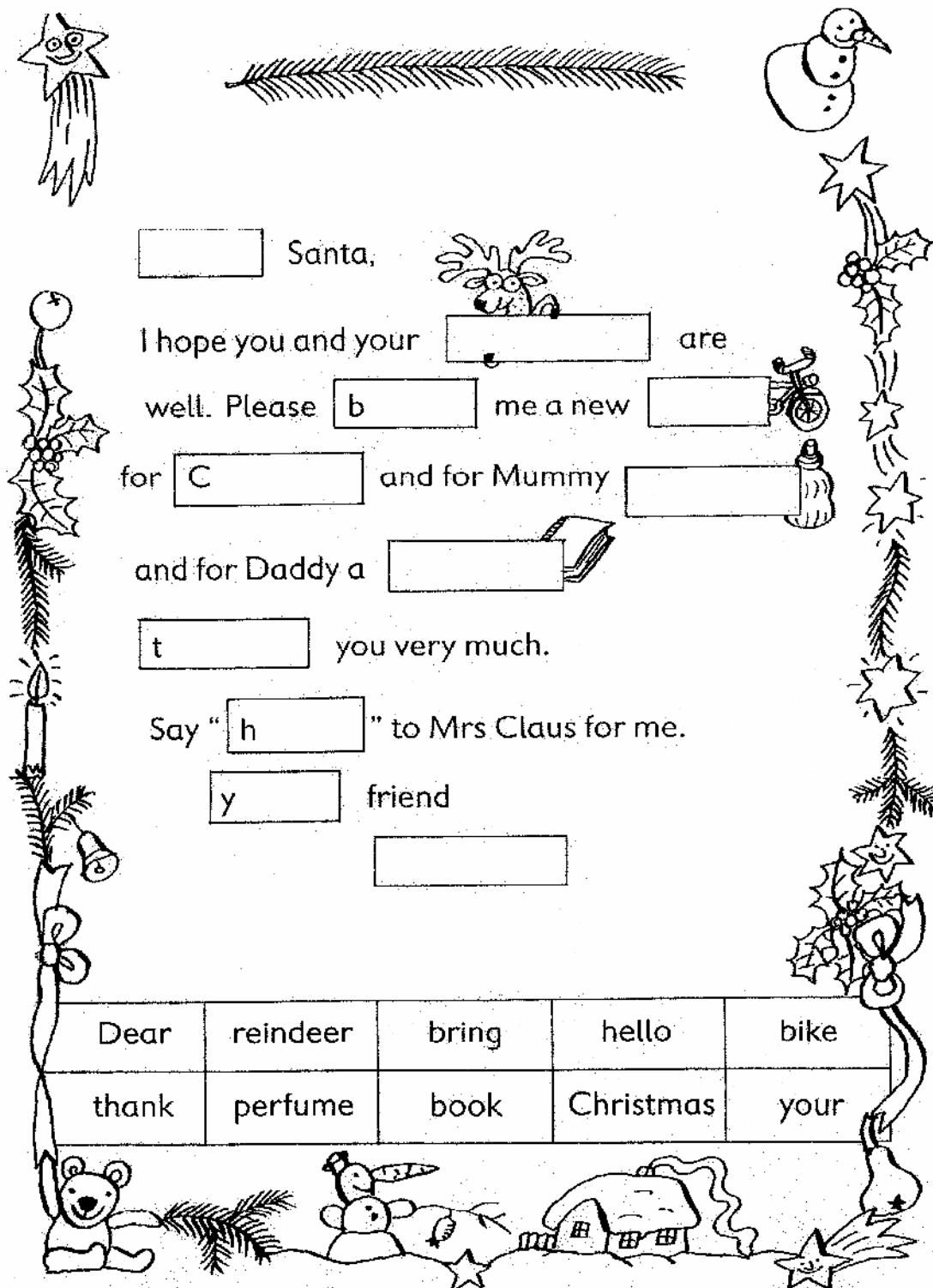
Do you write a letter to Santa Claus?

What do you eat at Christmas?

3. Now find a partner and ask questions about Christmas. The partner answers the questions. Then you change roles. (AFB III)



5. Look at this letter. There are some words missing. You find these words under the letter.  
Fill in the missing words. (AFB I/II)



Santa,  
 I hope you and your  are  
 well. Please b  me a new   
 for C  and for Mummy   
 and for Daddy a   
 t  you very much.  
 Say "h " to Mrs Claus for me.  
 y  friend

Dear	reindeer	bring	hello	bike
thank	perfume	book	Christmas	your

Quelle: Kopiervorlage aus Kowanda/SMALL TALK – Seasons and Festivals; © VERITAS-Verlag, Linz 2003,  
S. 70, Illustrationen: Alena Schulz, Mariz.