

3. Ergebnisse der Lernstandserhebungen (LSE) und deren Analyse

Es wird von folgendem Fall ausgegangen:

Der Englischlehrer Herr K. erhält ein paar Wochen nach den Lernstandserhebungen 2004 die Ergebnisse seiner Klasse für die Teilkompetenz „Leseverstehen“. Er richtet sein Augenmerk auf die Ergebnisse der Leseverstehensaufgaben zum Text „Stormy weather“ und „London Tour“, um die Ergebnisse für einen kontinuierlichen bzw. diskontinuierlichen Text zu haben.

Zunächst richtet Herr K. sein Augenmerk auf die Aufgabe Lesen *Stormy Weather*. Herr K. stellt dabei fest, dass seine Schülerinnen und Schüler besondere Schwierigkeiten bei der Bewältigung der Aufgaben 1, 4, 6 und 8 hatten.

Übersicht über Ergebnisse der Lernstandserhebungen 2004 Musterschule / Festgestellte Defizite / Mögliche Ursachen

Aufgabe	Problem	Leseleistung	Klasse des Herrn K. SuS in %	Jgst. in %	Hinweise im Text	Referenzniveau
1	„brave“	schlussfolgern	30	41		4
2			90	98	„Albert L., the lighthouse keeper“	1
3			78	88	not enough to <u>eat</u> → running out of <u>food</u>	2
4	„Wind was <u>less strong</u> “ = „wind not as bad as the day before“	schlussfolgern	21	30		4
5			68	70	Winds had gone stronger again → weather was <u>too bad</u>	3
6	Nicht alle 3 Gründe genannt		12	28		5
7			50	62	When? → „In the afternoon of the <u>third day</u> ...“	3
8	„warning ships of dangerous rocks“ – „saved probably a lot of lives“	schlussfolgern	42	42		4

Diese Aufgaben wurden von weniger als 50 % der Schülerinnen und Schüler gelöst. Woran lag das?



Anhand der Analyse der Aufgaben wird deutlich, dass die Schülerinnen und Schüler Schwierigkeiten hatten, sobald sich die Leseverstehenskompetenz auf den Anforderungsniveaus 3, 4 und 5 bewegt. Auf den unteren Niveaus 1 und 2 schienen die Schülerinnen und Schüler keinerlei Probleme gehabt zu haben.

Resümee

Die Schülerinnen und Schüler haben Probleme bei der Bearbeitung der Aufgaben, wenn ...

- sie die Lösungen nicht unmittelbar an der Textoberfläche erkennen können.
- sich die Aufgabe auf unterschiedliche Textstellen bezieht.
- sie schlussfolgern und bewerten müssen.

Die Vertrautheit mit bestimmten Aufgabenformaten scheint darüber hinaus auch eine Rolle gespielt zu haben.

Lesen 2

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that they must try to get
10 ashore¹ as soon as possible.



One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long,” her father shouted to her. „We'll be back soon. Take good care of yourself.”

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit². Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights³ that kept the lamp turning was also very hard,
25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

from: Skolverket (2001), *Diagnostiskt material i engelska för skolår 6-9*, Stockholm, S. 20:1 ff.

¹ *ashore* = an Land

² (to) *light*, *lit*, *lit* = anzünden

³ *weight* = Gewicht

Now do tasks 1 – 8.

- In tasks **1 – 5 and 8**, tick the correct answer (4).
- In tasks **6 and 7**, write the answer (.).

1) The story is about

- a) a brave girl.
- b) holidays at the seaside.
- c) a typical lighthouse keeper's day.
- d) family problems.

2) Albert Langton

- a) was a member of the coastguards.
- b) was in prison.
- c) was married to Ethel.
- d) was the lighthouse keeper.

3) Why did Mr and Mrs Langton leave the lighthouse? They ...

- a) didn't feel safe in the lighthouse.
- b) didn't have enough to eat.
- c) had found another job.
- d) wanted to go on an adventure trip.

4) What was the weather like when they left the lighthouse?

- a) The storm was getting stronger again.
- b) The sun was shining.
- c) The wind was not as bad as the day before.
- d) There was a terrible thunderstorm.

5) When the Langtons wanted to go back to the lighthouse, ...

- a) they couldn't find their own boat.
- b) the coastguards told them not to go.
- c) their boat was broken.
- d) the weather was too bad for them to go home.

6) In the evening Ethel had to light the lamp in the lighthouse. That was very difficult for her. Give three reasons why.

.

a) _____

b) _____

c) _____

7) When exactly did the Langtons get back to the lighthouse?

.

8) Which sentence summarizes the message of the story best?

- a) A 15-year-old girl and her parents survived a dangerous storm.
- b) A young girl probably saved a lot of lives.
- c) Coastguards saved young girl.
- d) Parents left daughter all alone on a small island.

Analyse der LSE Aufgaben zu „Stormy Weather“ (narativer Text)

Übersicht über die Ergebnisse der LSE 2004 / Musterschule / Festgestellte Defizite / mögliche Ursachen

Aufgaben zu „Stormy Weather“ unter dem Blickwinkel der Referenzniveaus zur Lesekompetenz¹

Stufe	Definition des Referenzniveaus	Mögliche Aufgaben	Lösung	Lesestil
1	<ul style="list-style-type: none"> Textinformation ist mit der Formulierung der Aufgabe identisch/ähnlich Auffinden der Information wird durch bestimmte Signale unterstützt (Zahlen, Eigennamen, Bilder) Information ist über eine oder mehrerer konkrete Textstellen erschließbar Detaillierte Verstehensleistung nicht erforderlich 	<p><i>Where did they get their supplies?</i></p> <p>Albert Langdon ... (MC= multiple choice)</p> <p><i>When were they taken back to the lighthouse?</i></p>	<p>... they got their supplies at the grocer's</p> <p>Albert Langdon, the lighthouse keeper</p> <p>„In the afternoon of the third day they were taken ...”</p>	suchend, selektiv
2	<ul style="list-style-type: none"> Auffinden und Erschließen einer Information, kleine Inferenzen notwendig nur über die Textoberfläche nicht möglich Information über eine oder mehrerer Textstellen erschließbar 	<p>Why did they leave the lighthouse? (MC) – didn't have enough to eat</p> <p><i>Where is the lighthouse located?</i></p> <p><i>How did Mr and Mrs Langdon get ashore?</i></p> <p><i>Who tried to help them?</i></p>	<p>„... were running out of food”</p> <p>„... near the Isle of Wight ...”</p> <p>„... jumped into their rowing-boat, ...”</p> <p>„The coastguards tried to cross the water ...”</p>	suchend, detailliert
3	<ul style="list-style-type: none"> Auffinden und Erschließen einer Information, kleine Inferenzen notwendig (Schlussfolgern, Verallgemeinern oder Selektieren) nur über die Textoberfläche nicht möglich erfordert Detailverstehen klar umgrenzter Textpassagen 	<p>When exactly did the Langdons get back to the lighthouse?</p> <p><i>Why were they not able to leave their home?</i></p>	<p>„In the afternoon of the third day they were taken back ...”</p> <p>„... the Bembridge coast was hit by a terrible storm ...”</p> <p>„For a whole week (...) couldn't leave ...”</p>	detailliert

¹ Wo es notwendig war wurden zum Text neue Teilaufgaben gestellt (kursiv gedruckt).

<p>4</p>	<ul style="list-style-type: none"> • Auffinden und inhaltliches Erschließen der Informationen häufig nur indirekt möglich, Inferenzen sind zu erbringen (Schlussfolgern, Verallgemeinern, Bewerten) • Sprachgebung der jeweiligen Textpassage unterscheidet sich häufig deutlich von der Sprachgebung der Aufgabe • Verstehen komplexerer und präziserer Informationen, die teilweise über den Text verteilt sind 	<p>Which sentence summarizes the message of the story best?</p> <p>What is the story about? (MC)</p> <p><i>How did the parents feel when they realized that they could not get back and why?</i></p> <p><i>How does the storm develop throughout the story?</i></p>	<p>A young girl probably saved a lot of lives. (siehe dazu die im Text unterlegten Stellen)</p> <p>The story is about a brave girl.</p> <p>„Mr and Mrs Langdon were worried about their daughter, who was all alone with very little to eat ...”</p> <ol style="list-style-type: none"> 1. terrible storm – not able to leave 2. one morning seemed less strong, set off 3. had already got stronger again, not able to return 4. got less strong or even stopped 	<p>detailliert, suchend</p>
<p>5</p>	<ul style="list-style-type: none"> • Auffinden und inhaltliches Erschließen von Informationen häufig nur indirekt möglich, Inferenzen erforderlich (Schlussfolgern, Bewerten) • Informationen müssen aus unterschiedlichen oder sprachlich und/oder inhaltlich komplexeren Textpassagen zusammengeführt werden • Sprachgebung der jeweiligen Textpassage unterscheidet sich deutlich von der Sprachgebung der Aufgabe • Komplexere Informationen müssen häufig sehr präzise verstanden werden • das präzise Verständnis von Teilaspekten muss in Stichworten oder Kurzworten wiedergegeben werden 	<p>What do you get to know about Bembridge Lighthouse? Take notes about all the information you can get.</p> <p>In the evening Ethel had to light the lamp of the lighthouse. That was very difficult for her. Give three reasons.</p>	<ul style="list-style-type: none"> – near Isle of Wight – built on a small rock – a quarter of a mile from the shore – can be reached in a boat – no bridge – a family lives there – climbed up the narrow ladder – managed to open the big iron door – to wind up the heavy weight was also very hard 	<p>suchend, detailliert</p>

Detaillierte Aufgabenanalyse (Aspekte des Lesens nach PISA / Kompetenzerwartungen KLP / Leseverstehensleistung / Lesestile / Lösung / Hinweise im Text / Lösungshäufigkeit / Probleme)

Lesen 2: Aufgabe 1

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.



- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that they must try to get
- 10 ashore as soon as possible.

One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long,” her father shouted to her. „We'll be back soon. Take good care of yourself.”

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

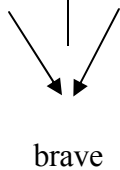
- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

1) The story is about

- a) a brave girl.
- b) holidays at the seaside.
- c) a typical lighthouse keeper's day.
- d) family problems.

Aufgabe 1	Referenzniveau: 3	
Aspekt des Lesens nach PISA	ein allgemeines Verständnis des Textes entwickeln	
Kompetenzerwartungen in KLP (Jgst. 8)	Jugendgemäße Texte zu vertrauten Themen verstehen <ul style="list-style-type: none"> • Längere adaptierte Erzähltexte bezogen auf das Thema verstehen • Aufgaben zum <u>globalen Lesen</u> bearbeiten • Vor- und Kontextwissen anwenden 	
Leseverstehensleistung	Globalverstehen, schlussfolgern	
Lesestil/Fertigkeit	Detailliertes Lesen	
Lösung	The story is about a <u>brave</u> girl.	
Hinweise im Text	<ul style="list-style-type: none"> • 15 years old • parents worried • all alone • anxiously • heavy door • had often watched her father 	<ul style="list-style-type: none"> • went out in the howling storm • she managed it • lighthouse lamp <u>had to be lit</u>  <p style="text-align: center;">brave</p>
Gelöst von	30 %	
Hinweise im Text für falsche Antworten, Probleme	family problems: <ul style="list-style-type: none"> • parents worried • daughter alone • couldn't get back • not enough food 	typical day of lighthouse keeper: <ul style="list-style-type: none"> • often watched her father • lamp has to be lit for ships • has to climb up, open the door, wind up the weights ...
Weitere Probleme	<ul style="list-style-type: none"> • S haben mangelndes Orientierungswissen: lighthouse, medals • S haben Probleme bei „Spurensuche“ im Text und diese Informationen dann zu kombinieren. • S kennen die Bedeutung von „brave“ nicht 	

Lesen 2: Aufgabe 2**Stormy weather**

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.



- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week **Albert Langton, the lighthouse keeper**, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that they must try to get
- 10 ashore as soon as possible.

One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long," her father shouted to her. „We'll be back soon. Take good care of yourself."

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

2) Albert Langton

- a) was a member of the coastguards.
- b) was in prison.
- c) was married to Ethel.
- d) was the lighthouse keeper.



Aufgabe 2	Referenzniveau: 1
Aspekt des Lesens nach PISA	Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelinformationen)
Kompetenzerwartungen in KLP (Jgst. 8)	Jugendgemäße Texte zu vertrauten Themen verstehen <ul style="list-style-type: none">• Längere adaptierte Erzähltexte bezogen auf das Thema verstehen• Aufgaben zum suchenden und selektiven Lesen bearbeiten
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Suchendes, detailliertes Lesen
Lösung	„lighthouse keeper“
Hinweise im Text	„Albert Langton, the lighthouse keeper“
Gelöst von	90 %
Hinweise im Text für falsche Antworten, Probleme	„Ethel“ und „coastguard“ werden im Zusammenhang mit Albert Langton genannt.

Lesen 2: Aufgabe 3**Stormy weather**

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. **They were running out of food**, and so Mr and Mrs Langton decided that they must try to get ashore as soon as possible.
- 10



One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long," her father shouted to her. „We'll be back soon. Take good care of yourself."

- 15 Mr and Mrs Langton **got their supplies at the grocer's** as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

3) Why did Mr and Mrs Langton leave the lighthouse? They ...

- a) didn't feel safe in the lighthouse.
- b) didn't have enough to eat.
- c) had found another job.
- d) wanted to go on an adventure trip.

Aufgabe 3	Referenzniveau: 2
Aspekt des Lesens nach PISA	Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelinformationen)
Kompetenzerwartungen in KLP (Jgst. 8)	Jugendgemäße Texte zu vertrauten Themen verstehen <ul style="list-style-type: none"> • Längere adaptierte Erzähltexte bezogen auf das Thema verstehen • Aufgaben zum suchenden und selektiven Lesen bearbeiten
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Detailliertes, suchendes Lesen
Lösung	„didn't have enough to eat“
Hinweise im Text	<ul style="list-style-type: none"> • „they were running out of food“ • „supplies at the grocer's“ • „impossible to return“
Gelöst von	78 %
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S kennen möglicherweise nicht den Ausdruck „to run out of sth.“ • S haben Probleme damit, Sachverhalte auf unterschiedliche Art und Weise auszudrücken und zu verstehen (Paraphrasieren)



Lesen 2: Aufgabe 4

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that
- 10 they must try to get ashore as soon as possible.



One morning, when **the storm seemed just a little less strong**, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long," her father shouted to her. „We'll be back soon. Take good care of yourself."

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

4) What was the weather like when they left the lighthouse?

- a) The storm was getting stronger again.
- b) The sun was shining.
- c) The wind was not as bad as the day before.
- d) There was a terrible thunderstorm.

Aufgabe 4	Referenzniveau: 3
Aspekt des Lesens nach PISA	Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelinformationen)
Kompetenzerwartungen in KLP (Jgst. 8)	Jugendgemäße Texte zu vertrauten Themen verstehen <ul style="list-style-type: none"> • Längere adaptierte Erzähltexte bezogen auf das Thema verstehen • Aufgaben zum suchenden und detaillierten Lesen bearbeiten
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Detailliertes, suchendes Lesen
Lösung	„The wind was not as bad as the day before“
Hinweise im Text	„the storm seemed just a little less strong“
Gelöst von	21 %
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S haben Probleme damit, Sachverhalte auf unterschiedliche Art und Weise auszudrücken und zu verstehen (Paraphrasieren) • S haben Probleme im Bereich der Grammatik: not as ... as / ... less than ... • S ist das Wort „less“ unbekannt



Lesen 2: Aufgabe 5

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that
- 10 they must try to get ashore as soon as possible.

One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long,“ her father shouted to her. „We'll be back soon. Take good care of yourself.“



- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to
- 20 cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the
- 25 work should be done. To wind up the heavy weights that kept the lamp turning was also very hard, but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Loyds Medal, the youngest woman ever to get such a medal.

5) When the Langtons wanted to go back to the lighthouse, ...

- a) they couldn't find their own boat.
- b) the coastguards told them not to go.
- c) their boat was broken.
- d) the weather was too bad for them to go home.

Aufgabe 5	Referenzniveau: 4
Aspekt des Lesens nach PISA	<ul style="list-style-type: none"> • Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelnformationen) • Eine textbezogene Interpretation entwickeln
Kompetenzerwartungen in KLP (Jgst. 8)	<p>Jugendgemäße Texte zu vertrauten Themen verstehen</p> <ul style="list-style-type: none"> • Aufgaben zum suchenden und detaillierten Lesen bearbeiten • Vorwissen und Kontextwissen nutzen, um auch implizit gegebene Informationen zu erschließen
Leseverstehensleistung	Detailverstehen und Schlussfolgern
Lesestil/Fertigkeit	Suchendes, detailliertes Lesen
Lösung	„the weather was too bad for them to go home“
Hinweise im Text	<ul style="list-style-type: none"> • „the wind had gone stronger again“ • „waves were even higher“ • „impossible in such a strong wind“ • „coastguard had to give up“
Gelöst von	68 %
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S folgern falsch: Coastguards könnten die Langtons gewarnt haben, da sie selbst gescheitert waren. S-Lösung würde auf falschen Annahmen basieren. • S haben Probleme damit, Sachverhalte auf unterschiedliche Art und Weise auszudrücken und zu verstehen (Paraphrasieren)



Lesen 2: Aufgabe 6

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.



5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that
10 they must try to get ashore as soon as possible.

One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long," her father shouted to her. „We'll be back soon. Take good care of yourself."

15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She **climbed up the narrow ladder** to the lamp-room and **managed to open the big iron door**. She had often seen her father light the oil lamp and knew how the work should be done. **To wind up the heavy weights** that kept the lamp turning **was also very hard**,
25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

- 6) In the evening Ethel had to light the lamp in the lighthouse. That was very difficult for her. Give three reasons why.

- a) _____
- b) _____
- c) _____

Aufgabe 6	Referenzniveau: 3						
Aspekt des Lesens nach PISA	<ul style="list-style-type: none"> • Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelinformationen) • Eine textbezogene Interpretation entwickeln 						
Kompetenzerwartungen in KLP (Jgst. 8)	<p>Jugendgemäße Texte zu vertrauten Themen verstehen</p> <ul style="list-style-type: none"> • Aufgaben zum suchenden und detaillierten Lesen bearbeiten • Vorwissen und Kontextwissen nutzen, um auch implizit gegebene Informationen zu erschließen 						
Leseverstehensleistung	Detailverstehen: 3 Gründe ermitteln						
Lesestil/Fertigkeit	Suchendes, detailliertes Lesen						
Lösung	<p>3 reasons:</p> <ul style="list-style-type: none"> • big iron door • narrow ladder • heavy weights 						
Hinweise im Text	<table border="0"> <tr> <td style="vertical-align: top;"> <p>adjectives:</p> <ul style="list-style-type: none"> • heavy • hard • narrow • big • iron </td> <td style="vertical-align: top;"> <p>nouns:</p> <ul style="list-style-type: none"> • weights • ladder • door </td> <td style="vertical-align: top;"> <p>verbs:</p> <ul style="list-style-type: none"> • managed • climb up </td> </tr> <tr> <td colspan="3" style="text-align: center;"> <p>difficult</p> </td> </tr> </table>	<p>adjectives:</p> <ul style="list-style-type: none"> • heavy • hard • narrow • big • iron 	<p>nouns:</p> <ul style="list-style-type: none"> • weights • ladder • door 	<p>verbs:</p> <ul style="list-style-type: none"> • managed • climb up 	<p>difficult</p>		
<p>adjectives:</p> <ul style="list-style-type: none"> • heavy • hard • narrow • big • iron 	<p>nouns:</p> <ul style="list-style-type: none"> • weights • ladder • door 	<p>verbs:</p> <ul style="list-style-type: none"> • managed • climb up 					
<p>difficult</p>							
Gelöst von	12 %						
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S haben mangelndes Orientierungswissen • S haben Wortschatzdefizite • Informationen erstrecken sich über 3 Zeilen • <u>Alle</u> 3 Informationen müssen gefunden werden 						



Lesen 2: Aufgabe 7

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that
- 10 they must try to get ashore as soon as possible.



One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long," her father shouted to her. „We'll be back soon. Take good care of yourself."

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and the time came when the lighthouse lamp had to be lit. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. Each night the lamp was lit, warning ships of dangerous rocks.

- 30 **In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat** and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the famous Lloyds Medal, the youngest woman ever to get such a medal.

7) When exactly did the Langtons get back to the lighthouse?

Aufgabe 7	Referenzniveau: 2
Aspekt des Lesens nach PISA	<ul style="list-style-type: none"> • Sich auf bestimmte Textteile konzentrieren – Informationen ermitteln (Einzelinformationen) • Beziehungen verstehen
Kompetenzerwartungen in KLP (Jgst. 8)	Jugendgemäße Texte zu vertrauten Themen verstehen <ul style="list-style-type: none"> • S können Aufgaben zum suchenden und detaillierten Lesen bearbeiten
Leseverstehensleistung	Detailverstehen: Auffinden der Textstelle
Lesestil/Fertigkeit	Suchendes, detailliertes Lesen
Lösung	„In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat ...”
Hinweise im Text	Exakte Angabe im Text.
Gelöst von	50 %
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S verstehen Paraphrasierungen nicht • S beherrschen aktivische und passivische Darstellung von Handlungen nicht • S haben Probleme beim Auffinden von Schlüsselwörter • S werden durch „motorboat“ verunsichert



Lesen 2: Aufgabe 8

Stormy weather

- First read the following text and then do the tasks on the next page.

The Bembridge lighthouse, near the Isle of Wight, is built on a small rock about a quarter of a mile from the shore. On a calm day even a child could take a boat across the water, but in a storm it is impossible for anyone to reach the lighthouse.

- 5 Many years ago the Bembridge coast was hit by a terrible storm. For a whole week Albert Langton, the lighthouse keeper, couldn't leave the lighthouse where he stayed together with his wife Mary and his fifteen-year-old daughter Ethel. They were running out of food, and so Mr and Mrs Langton decided that
- 10 they must try to get ashore as soon as possible.



One morning, when the storm seemed just a little less strong, they jumped into their rowing-boat, while Ethel was left in the lighthouse. „We won't be long,“ her father shouted to her. „We'll be back soon. Take good care of yourself.“

- 15 Mr and Mrs Langton got their supplies at the grocer's as fast as they could, but by the time they returned to their boat, the wind had already grown stronger again. The waves were even higher than before. Mr and Mrs Langton were worried about their daughter, who was all alone with very little to eat, but it was quite impossible for them to return in such a strong wind. The coastguards tried to cross the water but had to give up when the huge waves tossed the motorboat about as if it had been a small nutshell.

- 20 Back in the lighthouse, cut off from the rest of the world, Ethel sat anxiously waiting for her parents to return. There was no sign of them and **the time came when the lighthouse lamp had to be lit**. Finally she went out into the howling storm. She climbed up the narrow ladder to the lamp-room and managed to open the big iron door. She had often seen her father light the oil lamp and knew how the work should be done. To wind up the heavy weights that kept the lamp turning was also very hard,
- 25 but she managed that, too.

Mr and Mrs Langton were happy when they saw the lighthouse lamp burning, but their worries were not over. The wind continued to scream along the shore for two more days, and giant waves were crashing on the beaches. **Each night the lamp was lit, warning ships of dangerous rocks.**

- 30 In the afternoon of the third day Mr and Mrs Langton were taken back to the lighthouse on a motorboat and Ethel's lonely struggle was over. For her courage in keeping the lighthouse lamp going she was given the **famous Loyds Medal**, the youngest woman ever to get such a medal.

8) Which sentence summarizes the message of the story best?

- a) A 15-year-old girl and her parents survived a dangerous storm.
- b) A young girl probably saved a lot of lives.
- c) Coastguards saved young girl.
- d) Parents left daughter all alone on a small island.

Aufgabe 8	Referenzniveau: 4
Aspekt des Lesens nach PISA	<ul style="list-style-type: none"> • Sich auf bestimmte Textteile konzentrieren • Beziehungen verstehen und eine textbezogene Interpretation entwickeln
Kompetenzerwartungen in KLP (Jgst. 8)	<p>Jugendgemäße Texte zu vertrauten Themen verstehen</p> <ul style="list-style-type: none"> • S können Aufgaben zum detaillierten Lesen bearbeiten • S können Vorwissen und Kontextwissen nutzen, um implizit im Text gegebene Informationen zu erschließen
Leseverstehensleistung	Globalverstehen
Lesestil/Fertigkeit	Detailliertes Lesen
Lösung	A young girl probably saved a lot of lives.
Hinweise im Text	<ul style="list-style-type: none"> • Lloyds Medal • The time came when the lighthouse lamp had to be lit. • Each night the lamp was lit, warning ships of dangerous rocks.
Gelöst von	42 %
	<ul style="list-style-type: none"> • Orientierungswissen einbringen: Kenntnis über Funktion und Notwendigkeit von „lighthouses“
Hinweise im Text für falsche Antworten, Probleme	<ul style="list-style-type: none"> • S-verständnis: parents – child – storm: Lösung a) • S haben Probleme Schlüsselwörter aufzufinden und aus diesen zu folgern • Orientierungswissen nicht ausreichend: Kenntnis über Funktion und Notwendigkeit von „lighthouses“ nicht bekannt