



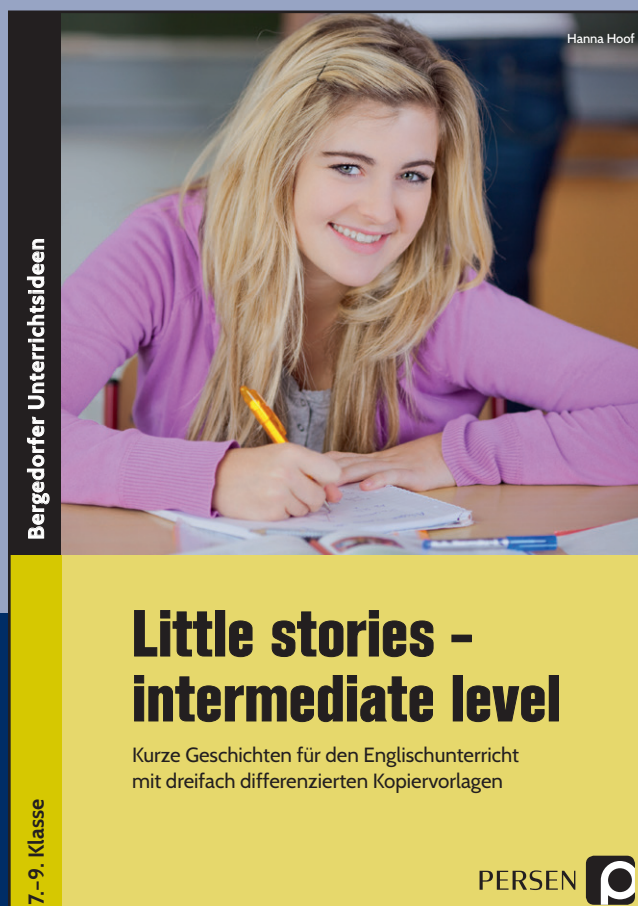
# DOWNLOAD

Hanna Hoof

## No one can help me

Little stories – intermediate level

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# Lehrerhinweise

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Sehr geehrte Kolleginnen und Kollegen,

bei den vorliegenden Unterrichtsmaterialien handelt es sich um eine Sammlung kurzer Geschichten, mit deren Hilfe Sie Ihre Schüler<sup>1</sup>, der siebten und achten Klasse zum Lesen englischer Texte motivieren können. Die Geschichten sind kurzweilig und inhaltlich an den für Jugendliche interessanten Themen orientiert. Um Ihnen die Unterrichtsvorbereitung zu erleichtern, enthält diese Materialsammlung dreifach differenzierte Aufgaben zu den jeweiligen Geschichten. Es gibt stets Leseverstehensaufgaben, die sich ausschließlich mit der Handlung befassen, und darüber hinaus kreativ angelegte Aufgaben. Hier sollen sich die Schüler mit den offenen Ausgängen der Geschichten auseinandersetzen, die behandelten Themen auf sich selbst beziehen oder kleine Rollenspiele, Comics sowie Tagebucheinträge zu den Geschichten erstellen.

## Zum Aufbau:

Die Geschichten sind anderthalb bis zwei Seiten lang. Im Anschluss an die Geschichten finden Sie die Aufgaben „Reading comprehension“ und „Creative tasks“ in drei mit entsprechenden Sternchen gekennzeichneten Niveaustufen. Die Niveauunterschiede ergeben sich in erster Linie durch die Vorgabe an Beispielen, die Vokabelhilfen und den Umfang. Die Vokabelhilfen sind immer oben bei den Leseverstehensaufgaben abgedruckt. Es ist darum sinnvoll, beides zusammen auszuteilen.

Das letzte Kapitel „Skills file“ soll die Schüler zum Verfassen eigener kleiner Geschichten einladen. Zu Beginn des Kapitels erhalten die Schüler zu diesem Zweck eine Reihe an Tipps für die Vorbereitung ihrer Geschichte und eine Art Anleitung für das anschließende Schreiben. Dann folgen die dreifach differenzierten Arbeitsbögen, mit deren Hilfe die Schüler ihre ersten Schreibversuche starten können. An dieser Stelle sei angemerkt, dass das Schreiben längerer Fließtexte in einer Fremdsprache eine äußerst anspruchsvolle Aufgabe ist und daher nicht für alle Lerngruppen geeignet ist.

Im Anhang finden Sie die Lösungen für die Leseverstehensaufgaben und zahlreiche Musterlösungen für die kreativ angelegten Aufgaben.

## Zum Einsatz im Unterricht:

Die Geschichten und die dazugehörigen Aufgaben können sowohl in heterogenen als auch in homogenen Lerngruppen eingesetzt werden. Für Klassen mit einem breiten Leistungsspektrum bietet es sich an, den leistungsschwächeren Schülern die \*-Aufgaben, den Schülern, die sich von ihrem Potenzial her im mittleren Bereich bewegen, die \*\*-Aufgaben und den leistungsstarken Schülern die \*\*\*-Aufgaben zu geben. Sie können die Geschichten gemeinsam lesen und die Schüler dann die Aufgaben auf ihren jeweiligen Niveaus bearbeiten lassen. Obwohl sich die Aufgaben in ihrem Anspruch unterscheiden, ist eine gemeinsame Besprechung und Sicherung der Ergebnisse ohne Weiteres möglich. Da die Differenzierung meist durch die Variation der Hilfestellung, der Beispiele oder der Vorgaben stattfindet, sind die angestrebten Ergebnisse überwiegend gleich und somit vergleichbar. Auch für äußerlich differenzierte Kurse sind die Geschichten gut einsetzbar. Teilen Sie in diesem Fall nur die für das Niveau des Kurses angemessenen Aufgaben aus.

Ich wünsche Ihren Schülern und Ihnen viel Freude und Erfolg bei der Arbeit mit den *Little Stories*.

Hanna Hoof

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<sup>1</sup> Der besseren Lesbarkeit halber spreche ich meist nur von Lehrern, Schülern usw. Natürlich sind damit auch die Lehrerinnen und Schülerinnen gemeint.

## No one can help me

“Mum, I don’t want to go to school,” Josh said to his mum at the breakfast table. He went on, “No one wants to sit with me and they call me names.” His mum looked up from her scrambled egg and asked, “But why is this, honey? You are such a lovely boy ... you’re funny, smart ...” Josh interrupted her angrily, “Oh come on, Mum. You can’t be that blind. I’m fat and ugly. Nobody cares about funny and smart at my school. Please let me stay home.” His mum cleared the table and didn’t say a word for a while. Then she said in a sensitive voice, “Josh, I’m sorry. You have to go to school. There’s no way around it. Maybe I could talk to your teachers. Those bullies have to be stopped.”

Josh gave her a hateful look and shouted, “Of course! Life is tough ... I know. Everything was better when Dad still lived with us. He would understand me!” Josh stormed out of the kitchen and left for school.

“Hey biggie, you look so sad this morning. Here! This donut will cheer you up! Catch it!” Luke shouted across the classroom before he threw an old and sticky donut at Josh’s head. Josh didn’t react. He sat down alone at his desk and unpacked his bag.



When the lesson was over, Josh went to the cafeteria. He bought a tuna sandwich – his favourite – and an apple juice. He sat down at an empty table and took out his French book. “There’s going to be a vocabulary test, isn’t it? Madame Monnière always does tests on Mondays,” a pale girl with yellow glasses asked him. Josh looked up from his book. “Excuse me. Do I know you?” The girl chuckled and said, “Probably not. You always sit in the front and I always sit in the back. I try to hide from Madame Monnière, you know. She’s a scary woman.” Josh looked at her for a while and asked, “What do you want from me? Homework? I don’t even know your name.” The girl looked puzzled and answered, “No, I ... no ... I just wanted to ask about the vocabulary test. I’ve got my homework – bien sûr! My name is Anna. You are Josh, right? I think we even live on the same street. Don’t you live in this lovely yellow house on Elm Street? Can I sit with you?” Josh looked at her and smiled shyly. He nodded and Anna sat down next to him. After some silence Josh whispered, “Madame Monnière is a French dragon. I’m afraid of her too. Do you want me to test you on your vocabulary?” Anna smiled and answered, “Well, yeah ... why not.”

Suddenly an apple hit Josh’s head hard. “Hey biggie! Have you found a girlfriend? Where’s her guide dog? A seeing person can’t possibly want to spend time with you!” Luke yelled across the cafeteria. Anna turned around and shouted back, “Guide dog? Are you nuts? And in case you don’t own a mirror: You aren’t Mister Universe yourself.” Luke and his friends only laughed at the two and threw another apple at Josh. This time it hit him on the back. Josh blushed, his eyes filled with tears and he ran out into the schoolyard. Anna followed him. She found him under a big tree. He was crying. “Hey Josh, don’t listen to these idiots,” she tried to cheer him up. “You seem like a nice girl, Anna. But you have no idea, what it’s like. They bully me every day. I hate my life. School means hell for me. I wish I could skip school or be homeschooled. My dad ... he’s so smart. He could be my teacher. But my mum hates him and won’t allow me to see him,” he sobbed. “Oh Josh, I had no idea that your life is this tough. Have you talked to the headmaster or a social worker? Maybe they can help,” Anna tried again. “I tried all this.

## No one can help me

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They can't do anything about it. The bullies play nice when the teachers are around and turn into monsters when no one is around. Nobody can help me. I'm going home now ... Can you tell Madame Monnière that I've got a terrible headache?" he asked Anna. "Yeah, sure ... I wish I could help you, Josh," she answered. Josh shook his head and mumbled, "No one can help me." He got up and left.

After school Anna didn't go home but went directly to Josh's house. She rang and after a moment Josh's mum opened the door. "Hello dear, how can I help you?" she asked Anna. "Hi. My name is Anna. I'm in Josh's French class ... and I would like to bring him the homework," Anna replied. Josh's mum looked puzzled. "But why? Wasn't he at school today? I haven't seen him yet. I came home five minutes ago from work. OK ... let's check. Come on, Anna. We'll go up into his room." Anna and Josh's mum went upstairs. They knocked on the door. Nothing. "Josh honey, your friend Anna is here. She wants to bring you the homework," Josh's mum called. Nothing. "Maybe he's sleeping," Anna suggested. Without paying attention to Anna Josh's mum called, "Josh, I'm coming in." She opened the door and: Nothing. No Josh. Anna looked around and spotted a folded note on the desk. It said, "For Mum". "I think this is for you," she said and handed the note to Josh's mum. Josh's mum unfolded it and started reading. She got a more and more shocked look on her face and shook her head while reading. When she put down the note tears were rolling down her cheeks. Anna asked nervously, "I don't mean to be curious ... but what does the note say?"

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<b>Vocabulary:</b> to interrupt = unterbrechen bully = Tyrann to cheer sb. up = jemanden aufmuntern pale = blass to chuckle = kichern guide dog = Blindenhund	Are you nuts? = Bist du verrückt? to blush = erröten hell = Hölle to be homeschooled = zu Hause unterrichtet werden to sob = schluchzen	to mumble = murmeln to suggest = vorschlagen a note = eine Notiz / Mitteilung to shake, shook, shaken = schütteln curious = neugierig
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## 1. Right or wrong?

Tick the correct box.

	Right	Wrong
a. Josh has breakfast with his parents.		
b. Josh doesn't like going to school.		
c. When he comes into the classroom Luke throws an apple at Josh.		
d. At the cafeteria Josh asks Anna if he can sit with her.		
e. Anna likes the French teacher.		
f. The bullies play nice when teachers are around.		

## 2. Where was it?

Do you know the place where the sentence was said? Draw lines.

- |                                       |                |
|---------------------------------------|----------------|
| a. ... what does the note say?        | 1. classroom   |
| b. This donut will cheer you up.      | 2. cafeteria   |
| c. No one can help me.                | 3. Josh's room |
| d. Madame Monnière is a French dragon | 4. schoolyard  |



## 3. Fill in the gaps.

Some words in the summary are missing. Fill them in.

The story “\_\_\_\_\_” is about a boy called Josh. Josh is unhappy because he gets bullied at school. He lives with his mum and misses his dad. At school a bully called \_\_\_\_\_ throws things at him and says mean things to him. At the cafeteria Josh meets Anna from his \_\_\_\_\_ class. She is nice to him. When Luke and his friends throw an apple at Josh, he runs out. Anna follows him and tries to help him. Josh doesn't believe that he can be helped and goes home. After school Anna goes to \_\_\_\_\_. Together with his \_\_\_\_\_ she looks for him in his room. All they find is a note for Josh's mum. The story ends with Anna asking Josh's mum what the note says.

# Creative tasks – No one can help me



## 1. What's next?

Think about what Josh's note could say. Write it down.  
You can use the words from the box. Write at least five sentences.

I skipped French today ...  
I'm so unhappy.  
I can't live like this.  
You didn't want to help me.  
I left today and I'm going to ...  
I'm sorry ...  
Love, Josh

Dear Mum,

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## 2. Help Josh.

Josh is an unhappy boy. Write him a nice letter.  
Give him at least three helpful tips.  
You can use the words from the box.

I heard that you are unhappy.  
I'd like to help you.  
I've got some ideas.  
Aks for help.  
Tell your mum / dad that ...

Hi Josh,

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<b>Vocabulary:</b> to interrupt = unterbrechen to cheer sb. up = jemanden aufmuntern pale = blass to chuckle = kichern	guide dog = Blindenhund Are you nuts? = Bist du verrückt? to blush = erröten hell = Hölle	to be homeschooled = zu Hause unterrichtet werden to sob = schluchzen to suggest = vorschlagen curious = neugierig
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## 1. Right or wrong?

Tick the correct box.

	Right	Wrong
a. Josh has breakfast with his parents.		
b. Josh doesn't like going to school.		
c. When he comes into the classroom Luke throws an apple at Josh.		
d. At the cafeteria Josh asks Anna if he can sit with her.		
e. Anna likes the French teacher.		
f. The bullies play nice when teachers are around.		
g. Josh's mum knows that Josh went home from school.		
h. In the end of the story Josh leaves his mum a note.		

## 2. Where was it?

Do you know the place where the sentence was said? Write it down.

Example: You can't be that blind.	the kitchen
a. ... what does the note say?	
b. This donut will cheer you up.	
c. No one can help me.	
d. Madame Monnière is a French dragon.	

## 3. Fill in the gaps.

Some words in the summary are missing. Fill them in.

The story "\_\_\_\_\_ " is about a boy called Josh. Josh is unhappy because he gets bullied at school. He lives with his \_\_\_\_\_ and misses his dad. At school a bully called \_\_\_\_\_ throws things at him and says mean things to him. At the cafeteria Josh meets Anna from his \_\_\_\_\_ class. She is nice to him. When Luke and his friends throw \_\_\_\_\_ at Josh, he runs out. Anna follows him and tries to help him. Josh doesn't believe that he can be helped and goes home. After school Anna goes to \_\_\_\_\_. Together with his \_\_\_\_\_ she looks for him in his room. All they find is a note for Josh's mum. The story ends with Anna asking Josh's mum what \_\_\_\_\_.



## 1. What's next?

- a. Think about what Josh's note could say. Write it down.  
Write at least five sentences.

Start like this:

Dear Mum,

I skipped French today.



- b. What do you think: Will there be a happy or an unhappy ending? Think of an ending and draw a picture with speech bubbles.



## 2. Help Josh.

Josh is an unhappy boy. Write him a nice letter. Give him at least three helpful tips. You can use the words from the box.

Start like this:

Hi Josh,

I heard that you are unhappy.

Ask ... for help  
Tell your mum / dad that ...  
When the bullies throw things at you, you could ...

**Vocabulary:** to cheer sb. up = jemanden aufmuntern      to blush = erröten  
 pale = blass      to be homeschooled = zu Hause unterrichtet werden  
 to chuckle = kichern      to sob = schluchzen  
 guide dog = Blindenhund      curious = neugierig

## 1. Right or wrong?

Some sentences are wrong. Underline the wrong parts and write down the corrected version of the sentence in your exercise book.

Example:

When the lesson was over, Josh went home.

When the lesson was over, Josh went to the cafeteria.



- Josh has breakfast with his parents.
- Josh doesn't like going to school.
- When he comes into the classroom, Luke throws an apple at Josh.
- At the cafeteria Josh asks Anna if he can sit with her.
- Anna likes the French teacher.
- The bullies play nice when teachers are around.
- Josh's mum knows that Josh went home from school.
- In the end of the story Josh leaves his mum a note.

## 2. Where was it?

Do you know the place where the sentence was said? Write it down.

	Example: You can't be that blind.	the kitchen
a.	... what does the note say?	
b.	This donut will cheer you up.	
c.	No one can help me.	
d.	Madame Monnière is a French dragon.	
e.	Hello dear, how can I help you?	

## 3. Fill in the gaps.

Some words in the summary are missing. Fill them in.

The story "\_\_\_\_\_ " is about a \_\_\_\_\_ called Josh. Josh is unhappy because he gets bullied at \_\_\_\_\_. He lives with his \_\_\_\_\_ and misses his dad. At school a bully called \_\_\_\_\_ throws things at him and says mean things to him. At the \_\_\_\_\_ Josh meets Anna from his \_\_\_\_\_ class. She is nice to him. When Luke and his friends throw \_\_\_\_\_ at Josh, he \_\_\_\_\_. Anna follows him and tries to help him. Josh doesn't believe that he can be helped and goes home. After school Anna goes to \_\_\_\_\_. Together with his \_\_\_\_\_ she looks for him in \_\_\_\_\_. All they find is a note for Josh's mum. The story ends with Anna asking Josh's mum what \_\_\_\_\_.

## 1. What's next?

a. Think about what Josh's note could say.

Write a note of six sentences or more in your exercise book.



b. What do you think: Will there be a happy or an unhappy ending? Think of an ending and draw a little comic with three pictures and speech bubbles.

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## 2. Help Josh.

a. Josh is an unhappy boy. Write him a nice letter in your exercise book. Give him at least three helpful tips. You can use the words from the box.

Start like this:

Hi Josh,

I heard that you are unhappy.

Ask ... for help  
Tell your mum / dad that ...  
When the bullies throw things at you, you could ...

b. Imagine you are a student at Josh's school and you sit in the cafeteria when Luke and his friends come in and throw the apple at Josh. What would you do?

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## No one can help me

### Reading comprehension

1. \*, \*\* Right: b, f – Wrong: a, c, d, e \*\*, \*\* Right: h – Wrong: g \*\*\* a. Josh has breakfast with **his mum**. c. When he comes into the classroom, Luke throws **a donut** at Josh. d. At the cafeteria **Anna** asks **Josh** if **she** can sit with **him**. e. Anna **doesn't like** the French teacher. g. Josh's mum **doesn't know** that Josh went home from school.
2. \* a3, b1, c4, d2 \*\*, \*\*\* a: Josh's room b: classroom c: schoolyard d: cafeteria \*\*\* e: Josh's house / at the door
3. \*, \*\* and \*\*\* The story "**No one can help me**" is about **a boy** called Josh. Josh is unhappy because he gets bullied at **school**. He lives with his **mum** and misses his dad. At school a bully called **Luke** throws things at him and says mean things to him. At the **cafeteria** Josh meets Anna from his **French** class. She is nice to him. When Luke and his friends throw **an apple** at Josh, he **runs out / storms out / cries**. Anna follows him and tries to help him. Josh doesn't believe that he can be helped and goes home. After school Anna goes to **Josh's house**. Together with his **mum / mother** she looks for him in **his room**. All they find is a note for Josh's mum. The story ends with Anna asking Josh's mum **what the note says**.

### Creative tasks

1. \* und 1a. \*\*, \*\*\* Musterlösung: Dear Mum, I skipped French today. You know that I'm a good boy, but I can't live like this anymore. I'm so unhappy. This morning I asked you to help me and you didn't want to help me. I'm sorry to leave like this, but I can't go back to this horrible school. I left because I want to live with Dad for a while. Love, Josh
- 1b. \*\*, \*\*\* Individuelle Lösung
2. \*, \*\* und 2a. \*\*\* Musterlösung: Hi Josh, I heard that you're unhappy. I really would like to help you: I've got some ideas. You could ask the social worker at your school for help. Another idea would be to tell your mum that you can't live like this anymore. My last tip is to find friends and to fight back when the bullies attack you. I'm sure that there are many students at your school who hate the bullies too.
- 2b. \*\*\* Musterlösung: I would tell Luke and his friends to stop bullying Josh. Maybe I would also throw something at them to show them that this can really hurt.



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