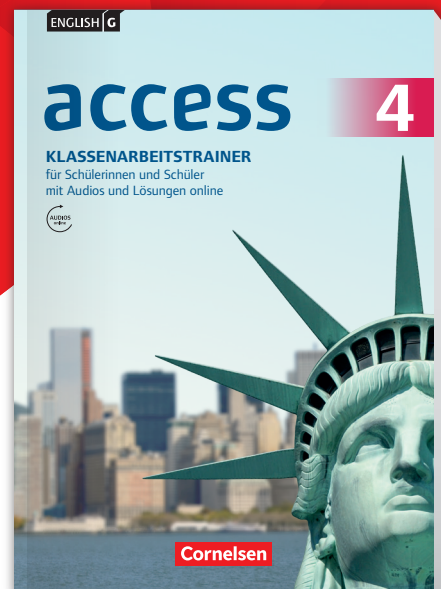


# Unterrichten aus der Ferne

## Kopiervorlagen im praktischen Soforthilfe-Set

Stand: 01/2021



Arbeitsblätter sind gerade in Fernlernsituationen nützliche Helfer.

Der *English G Access*-Klassenarbeitstrainer, Band 4 (ISBN 978-3-06-033089-8; 12,50 €) bietet einen Fundus an Übungen für Ihre Schüler/-innen zu unterschiedlichen Themen und Lerninhalten – mit je zwei Klassenarbeiten zu jeder Unit sowie Aufgaben zum Hörverstehen, Lesen und Schreiben. Die Audios und Lösungen dazu stehen online bereit.

Viel Erfolg beim Unterrichten aus der Ferne.

**Cornelsen**

Potenziale entfalten

# access

4

## KLASSENARBEITSTRAINER

für Schülerinnen und Schüler  
mit Audios und Lösungen online



**Cornelsen**

Diese Tabellen sollen dir bei der Bewertung deiner Übungsklassenarbeiten helfen.  
Möglicherweise legt deine Lehrerin oder dein Lehrer einen anderen Bewertungsmaßstab zugrunde.

#### Gesamtpunktzahl 59

| Note   | 1     | 2       | 3         | 4       | 5     | 6      |
|--------|-------|---------|-----------|---------|-------|--------|
| Punkte | 59–56 | 55,5–47 | 46,5–33,5 | 35–23,5 | 23–12 | 11,5–0 |

#### Gesamtpunktzahl 61

| Note   | 1     | 2       | 3         | 4       | 5     | 6      |
|--------|-------|---------|-----------|---------|-------|--------|
| Punkte | 61–58 | 57,5–49 | 48,5–36,5 | 36–24,5 | 24–12 | 11,5–0 |

#### Gesamtpunktzahl 62

| Note   | 1     | 2         | 3     | 4       | 5         | 6    |
|--------|-------|-----------|-------|---------|-----------|------|
| Punkte | 62–59 | 58,5–49,5 | 49–37 | 36,5–25 | 24,5–12,5 | 12–0 |

#### Gesamtpunktzahl 63

| Note   | 1     | 2         | 3     | 4       | 5         | 6    |
|--------|-------|-----------|-------|---------|-----------|------|
| Punkte | 63–60 | 59,5–50,5 | 50–38 | 37,5–25 | 24,5–12,5 | 12–0 |

#### Gesamtpunktzahl 64

| Note   | 1     | 2       | 3         | 4       | 5     | 6      |
|--------|-------|---------|-----------|---------|-------|--------|
| Punkte | 64–61 | 60,5–51 | 50,5–38,5 | 38–25,5 | 25–13 | 12,5–0 |

#### Gesamtpunktzahl 66

| Note   | 1       | 2     | 3         | 4       | 5     | 6      |
|--------|---------|-------|-----------|---------|-------|--------|
| Punkte | 66–62,5 | 62–53 | 52,5–39,5 | 39–26,5 | 26–13 | 12,5–0 |

#### Gesamtpunktzahl 70

| Note   | 1       | 2     | 3       | 4       | 5       | 6      |
|--------|---------|-------|---------|---------|---------|--------|
| Punkte | 70–66,5 | 66–56 | 55,5–42 | 41,5–28 | 27,5–14 | 13,5–0 |

#### Gesamtpunktzahl 73

| Note   | 1       | 2       | 3     | 4     | 5         | 6    |
|--------|---------|---------|-------|-------|-----------|------|
| Punkte | 73–69,5 | 69–58,5 | 58–44 | 43–29 | 28,5–14,5 | 14–0 |

# access

4

## KLASSENARBEITSTRAINER

für Schülerinnen und Schüler  
mit Audios und Lösungen online



Vokabeltrainer-App

Verfügbar für: iOS, Android  
und Windows Phone



Dein **Online-Angebot enthält: Audios und Lösungen.**

Du findest alles auf [scook.de](http://scook.de).

Dort gibst du den unten stehenden Zugangscode  
in die Box ein.

Dein Zugangscode auf

[www.scook.de](http://www.scook.de) | ezqhu-7pfdw

**Cornelsen**

# Inhalt

## Unit 1



## Inside New York

4

### Klassenarbeit A

Reading · Words · Language · Mediation · Writing

5

### Klassenarbeit B

Listening · Words · Language · Speaking

11

## Unit 2



## New Orleans

16

### Klassenarbeit A

Listening · Words · Language · Writing

17

### Klassenarbeit B

Reading · Words · Language · Mediation · Speaking

22

## Unit 3



## The Golden State

28

### Klassenarbeit A

Reading · Words · Language · Mediation · Speaking

29

### Klassenarbeit B

Listening · Words · Language · Writing

35

## Unit 4



## Faces of South Dakota

38

### Klassenarbeit A

Listening · Words · Language · Writing

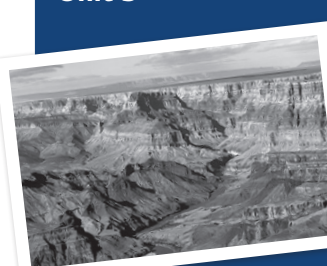
39

### Klassenarbeit B

Reading · Words · Language · Mediation · Speaking

43

## Unit 5



## In the Southwest

50

### Klassenarbeit A

Reading · Words · Language · Speaking · Study skills

51

### Klassenarbeit B

Listening · Words · Language · Mediation · Writing

57



## Here we go!

Vor dir liegt der **Klassenarbeitstrainer**, der dich bei der Vorbereitung auf die Klassenarbeit unterstützt.

Du findest zu jeder Unit zwei Klassenarbeiten, mit denen du alle Fertigkeiten (skills) trainieren kannst.



Wenn eine Klassenarbeit angekündigt wird, erstelle dir mithilfe der Pläne zum Selbstauffüllen zu Beginn jeder Unit einen Lernplan.  
Die **Lösungen**, die du auf [scook.de](http://scook.de) findest, enthalten ein Muster.

Datum 22. November

Was kommt dran?

**Unit 2:** Listening, Vokabeln, *conditional sentences*, *quantifiers*, eine Postkarte schreiben

| Datum  | Was ich lernen will                  | Erledigt? | Was ich noch einmal wiederholen muss/<br>wichtige Hinweise |
|--------|--------------------------------------|-----------|------------------------------------------------------------|
| 11.11. | Lernplan erstellen                   | ✓         |                                                            |
| 12.11. | Vokabeln Unit 2 wiederholen: 1. Teil | ✓         |                                                            |

Auf [scook.de](http://scook.de) findest du alle Hörtexte für die Listeningaufgaben und Mustertexte für die Speakingaufgaben 🎧.



Lege dir für die Arbeit mit dem Klassenarbeitstrainer ein Schreibheft an, in dem du Schreibaufgaben und andere Übungen notierst.

Vergleiche deine Lösungen mit den möglichen Lösungen sehr gründlich.  
Hole dir bei Unklarheiten Hilfe, sodass du erfolgreich üben und lernen kannst.  
Du kannst natürlich auch in den *Skills Files* und *Grammar Files* deines Schülerbuches nachschlagen, wenn du etwas nicht mehr genau weißt.  
Deine Punktezahl bei *Writing*-, *Speaking*- und *Mediation*-Aufgaben kannst du mithilfe der Bewertungsraster auf S. 63 in diesem Heft ermitteln.  
Der Punkteschlüssel vorn im Heft hilft dir, deinen Lernstand einzuschätzen.

**Übrigens:** Die Klassenarbeiten in diesem Heft prüfen das Gelernte sehr ausführlich ab. Du benötigst daher für die Bearbeitung länger als eine Schulstunde. Natürlich kannst du die Klassenarbeiten auch in „Portionen“ aufteilen oder gezielt Übungen auswählen.

Ich wünsche dir viel Erfolg beim Lernen mit deinem Klassenarbeitstrainer.

Katrin Häntzschel

# The Golden State



## Mein Lernplan

Datum

## Was kommt dran?

---

---

---

---

## Klassenarbeit A

Gesamtpunktzahl   / 641 READING Problems in California   / 12

Read the following article that you found in a students' magazine.

**Can fires, droughts, and earthquakes<sup>1</sup> be prevented?**

The Golden State might be a number-one vacation destination for many people, but it's not all glamour, movie stars, and sunny beaches. For some years the state has had to deal with a long list of environmental problems and natural disasters, many of them very bad. Below we describe what's happening and what can be done to improve things.

One of the worst weather changes that has affected California in the last few years is drought and water shortages<sup>3</sup>. In other words, the state is too dry and it isn't getting enough rain or snow. Especially in the Sierra Nevada mountains snow hasn't been falling. This affects how much water is available in the whole state, because a lot of California's water comes from the deep snow in the mountains. What usually happens is that this snow melts in the spring and flows into the state's rivers and lakes. Some time ago experts warned that if it didn't rain, California would only have enough usable water for one year! The government asked people to save<sup>4</sup> water by using less of it at home. That means being careful when watering the garden or cooking and cleaning, and taking shorter showers. But public places like golf courses use a lot of water too, and California's farms use 80 percent of the state's available water. It seems that saving water at home isn't enough – public places and farms must also try not to use too much water.

What happens when a sunny, dry state gets too hot?

That's right: Wildfires get out of control. Wildfires are common and happen every year, but they seem to be getting worse. The fire season of 2015 was one of the worst ever in California, mainly because of the drought in the west of the state. When there isn't enough water, the trees and plants get too dry and if they catch fire, they burn very fast. The summer of 2015 was also one of the hottest ever, so it's no wonder that so many wildfires became so dangerous so quickly. The government gives a lot

of information to people so that they can help to prevent wildfires. It's important to be very careful if you light a campfire in the countryside, because when a fire gets out of control it can be very difficult to stop it.

Another problem that California is known for is earthquakes. In 1906 there was one in San Francisco. Some of the city's buildings collapsed and many of them were destroyed in the fires that burned for days afterwards. It wasn't the falling buildings, but the fires that led to most of the deaths – about 500 people. In 1994 there was a big earthquake near Los Angeles. The streets looked terrible: Roads, car parks, and office buildings collapsed, and many apartment buildings were hit so badly that they weren't safe to live in anymore. But the 1994 earthquake showed that there had been some improvements since earlier earthquakes: Some of the buildings had been better prepared to survive the shaking, and the police, firefighters, and emergency doctors had all had good training, so they knew exactly what to do. The good news is that although we can't prevent earthquakes, we can plan for them. The most important thing is to be ready: All families should have an emergency kit – a big bag with all the things they might need, for example, medicine, blankets<sup>5</sup>, bottled water, tinned food (and something to open it with), a torch, a radio, batteries, toilet paper, and soap.

Whatever the problem – whether it's a drought, a fire, or an earthquake – being prepared is the first step.



<sup>1</sup>earthquake: a shaking of the ground caused by the moving earth    <sup>2</sup>noun: effect, verb: (to) affect

<sup>3</sup>shortage: if there is not enough of something    <sup>4</sup>(to) save: to use as little as possible

<sup>5</sup>blanket: something to cover yourself with in order to keep you warm



a) Now decide whether these statements are **Right** or **Wrong**.

8

**Right    Wrong**

- |   |                                                                                                                                                         |                       |                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 1 | California has experienced more and more environmental problems for some years.                                                                         | <input type="radio"/> | <input type="radio"/> |
| 2 | Because of very little rainfall there is not as much water these days as there was before.                                                              | <input type="radio"/> | <input type="radio"/> |
| 3 | What people can do at home to use less water is enough to solve the problem.                                                                            | <input type="radio"/> | <input type="radio"/> |
| 4 | Most of the wildfires start because people don't behave in a careful way when they are outdoors.                                                        | <input type="radio"/> | <input type="radio"/> |
| 5 | People are still allowed to make campfires if they take special care.                                                                                   | <input type="radio"/> | <input type="radio"/> |
| 6 | At the beginning of the 20th century the shaking of the earth was the reason why most buildings collapsed and people died in the city of San Francisco. | <input type="radio"/> | <input type="radio"/> |
| 7 | Earthquakes happen in California from time to time.                                                                                                     | <input type="radio"/> | <input type="radio"/> |
| 8 | People have learned from earthquakes how to be better prepared in case of an emergency.                                                                 | <input type="radio"/> | <input type="radio"/> |

b) Look at the wrong sentences again and correct them with information from the text. Write sentences using your own words.

4

[illegible]

## 2 WORDS After the holidays

 /7

Find the opposites.

- 1 legal                      ◀ ▶ \_\_\_\_\_
- 2 cause                     ◀ ▶ \_\_\_\_\_
- 3 dangerous               ◀ ▶ \_\_\_\_\_
- 4 impossible              ◀ ▶ \_\_\_\_\_
- 5 (to) be connected to sth. ◀ ▶ \_\_\_\_\_
- 6 seldom, unusual        ◀ ▶ \_\_\_\_\_
- 7 together                 ◀ ▶ \_\_\_\_\_

## 3 WORDS In English, please

 /7

Was sagst du, wenn du ausdrücken willst, ...

- 1 ... dass es dir leid tut, dass du zu spät bist? \_\_\_\_\_  
\_\_\_\_\_
- 2 ... dass du etwas nicht richtig verstanden hast, weil es so laut ist? \_\_\_\_\_  
\_\_\_\_\_
- 3 ... dass deine Eltern überhaupt keine Fremdsprachen sprechen? \_\_\_\_\_  
\_\_\_\_\_
- 4 ... dass du überhaupt kein Geld hast, um ins Kino zu gehen? \_\_\_\_\_  
\_\_\_\_\_
- 5 ... dass du möchtest, dass dein Freund deiner Schwester in Mathe hilft? \_\_\_\_\_  
\_\_\_\_\_
- 6 ... dass dir schwindlig ist? \_\_\_\_\_  
\_\_\_\_\_
- 7 ... dass jemand auf dem Laufenden bleiben soll? \_\_\_\_\_  
\_\_\_\_\_



## 4 LANGUAGE Sunny California

/ 11

- a) Read the text and complete it with the passive of the verbs in the box.  
Use the simple present or the simple past.  
There are more verbs in the box than you need.

/ 8

find • choose • visit • tell • call • attract •  
build • support • found • sell

- 1 California is a sunny and dry state with lots of sandy beaches and interesting landscapes.  
That's why it \_\_\_\_\_ the Golden State.
- 2 It \_\_\_\_\_ to the USA in 1848 by the Mexicans  
and became a state in 1850.
- 3 People needed another four years before Sacramento \_\_\_\_\_  
as the capital of the state.
- 4 So this is the place where the state capitol \_\_\_\_\_  
then and is located now.
- 5 At that time gold \_\_\_\_\_ in California.  
This was the reason why many towns along the west coast \_\_\_\_\_  
by people looking for gold.
- 6 Today cities like Los Angeles and San Francisco \_\_\_\_\_  
by thousands of American and foreign tourists each year.
- 7 Many national parks are especially interesting because of their beautiful landscapes.  
Visitors \_\_\_\_\_ by rangers to stay on the paths  
to protect the beauty and wildlife.

- b) Now look at the rest of the text and complete it with the passive forms of the verbs  
in the box and use the present perfect. There are more verbs in the box than you need.

/ 3

set up • tutor • change • ask

- 8 Although the environment \_\_\_\_\_ by drought,  
water shortage and wildfires, tourists still like to spend their vacation in California.
- 9 Signs \_\_\_\_\_ by the government to warn people of the dangers.
- 10 Guests \_\_\_\_\_ to be especially careful when making a campfire.

## 5 MEDIATION At the tourist information

/ 12

 **07** You're at the tourist information centre in Bamberg with your American guest student. It's about 10 o'clock in the morning. While you are looking at various brochures he reads the name Levi Strauss and wants to know whether the leaflet is about the inventor of the jeans.

Listen to what your guest and the lady at the tourist information centre say and help them to understand each other. You will hear a beep when it is your turn to help the lady or the American guest. Each time you hear the beep stop the recording so that you have enough time to give your answer.

**American guest:** Look, here it says Levi Strauss. Is he the inventor of the famous jeans almost everybody knows and likes?

**You:** I'm not sure. Let me ask the lady at the information desk.

Guten Tag. Können Sie mir bitte sagen, ob der Levi Strauss, der in dieser Broschüre erwähnt wird, der Erfinder der Jeans ist?

**Lady:** Oh, sehr gern. Ja, er ist tatsächlich dieser Levi Strauss.

**You:** She says this Levi Strauss is indeed the inventor of the jeans.

**American guest:** That's interesting! Strauss is American, so what does he have to do with this area?

**You:** 

**Lady:** Das kann ich euch erklären: Bis vor etwa 30 Jahren wussten die Menschen hier auch nicht, dass er ganz in der Nähe von Bamberg, in dem kleinen Ort Buttenheim geboren wurde. Er ist also eigentlich Deutscher, hat aber nur 18 Jahre hier gelebt, bevor er nach Amerika auswanderte.

**You:** 

**American guest:** I've never heard about that before. Does she also know when and why he emigrated to America?

**You:** 

**Lady:** Das muss 1847 gewesen sein. Die Familie war nicht sehr reich. Levis Vater war krank und ein Jahr zuvor gestorben, sodass die Mutter sich entschloss, mit den drei jüngsten Kindern nach Amerika auszuwandern. Viele Menschen folgten damals dem amerikanischen Traum, ein neues Leben zu beginnen und durch Arbeit zu Reichtum zu gelangen. Die Familie hatte insgesamt neun Kinder. Zwei Söhne waren diesem Traum von einem besseren Leben schon gefolgt und handelten in den USA bereits erfolgreich mit Textilien. So war es für die Mutter einfacher, die Familie zu ernähren.

**You:** 

**American guest:** This is how they started their business, isn't it?

**You:** 

**Lady:** Nicht ganz. Zunächst folgte Levi oder Löb, wie er damals noch hieß, dem Goldrausch nach San Francisco an die Westküste und handelte mit allem, was die Arbeiter dort brauchten. Aber warum besucht ihr nicht einfach sein Geburtshaus in Buttenheim, und findet in dem sehr informativen Museum selbst heraus, wie es schließlich zur Jeans kam.

**You:** 

**American guest:** Sounds like a good idea. Where is Butte... what was the name again?

**You:** Buttenheim?

**American guest:** Oh yes, Buttenheim. And how can we get there?

**You:** 

**Lady:** Buttenheim ist etwa 20 km entfernt von Bamberg. Ihr könnt einen Zug vom Bahnhof nehmen.

**You:** 

**American guest:** Brilliant. Is the museum open now?

**You:** Er möchte wissen, ob das Museum jetzt geöffnet hat?

**Lady:** Ich schau kurz nach. ... Es hat dienstags und donnerstags von 14 bis 18 Uhr geöffnet, von November bis Februar nur bis 17 Uhr. An den Wochenenden kann man es von 11 bis 17 Uhr besichtigen. Heute ist Dienstag, also auf geht's!

**You:** 

**American guest:** Fine, thanks a lot. Bye.

**You:** Vielen Dank und auf Wiedersehen!

**Lady:** Gern geschehen. Tschüss und viel Spaß!

6 SPEAKING Useful information 

/ 15

 08 Tom and his friend Manuel from Spain are on a trip around the Golden State. Tom has found out about different sights by phone and on the internet and gives the information to Manuel.

Listen to the conversation.

## NOW YOU

Tom has phoned another visitor centre and checked the internet for more information on points of interest. He took notes about his findings.

Look at his notes and imagine that you are Tom. Use these notes to tell Manuel about one more point of interest in a short one-minute talk.



- Universal Studios Hollywood
- 10 a.m. to 5 p.m. (sometimes open at 9, close at 6 or 7)
- tickets (online) one day: 10 + \$95 includes all rides and shows + Studio Tour
- check website: easy-to-follow Plan Your Day Guide
- get the most of our visit → arrive early
- first: Studio Tour - go behind-the-scenes:
- other shows: WaterWorld (experience firefights, explosions, plane crash)
- Shrek 4D: see, hear, feel the action, like in the middle of the fairytale adventure
- special effects show: secrets of making a movie
- Intel Museum
- Mo-Fri 9 to 6, Sat 10 to 5
- explore the history and production of silicon chips
- interactive exhibits
- learn about the inventor of the first practical microchip
- Silicon Valley
- digital revolution: computer - smartphone - social media
- home to the world's largest technology companies
- about 3,5 to 4 million people live in the area south of San Francisco: >25% work in high-tech industry



## Klassenarbeit B

Gesamtpunktzahl  / 591 LISTENING San Francisco for teens  / 10

 09 Students at an American high school are preparing for a visit from their German exchange students. Mr Marshall, their English teacher, asked them to discuss activities for the afternoon and Saturday programme and make suggestions.

Listen to the discussion between Abigail, José, Brooke and Mark. Then do the tasks.

a) Decide which of the following statements describes the situation best and tick (✓) the answer.  / 1

- 1 Some American high school students talk to their teacher about the programme for their German exchange students. ☐
- 2 Four American high school students discuss a programme for a visit from their German exchange students. ☐
- 3 American high school students prepare three suggestions for a visit from their German exchange students. ☐



b) Now listen again and decide whether these statements are **Right** or **Wrong**.  / 9

- |                                                                                                                           | Right                 | Wrong                 |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 1 The German students will go to classes when they are in the USA.                                                        | <input type="radio"/> | <input type="radio"/> |
| 2 The four teenagers will send their programme to the German students so that they can decide what they would like to do. | <input type="radio"/> | <input type="radio"/> |
| 3 One afternoon they would like to visit the island of Alcatraz because you can learn a lot about history there.          | <input type="radio"/> | <input type="radio"/> |
| 4 The students think they can buy the tickets on the ferry to Alcatraz.                                                   | <input type="radio"/> | <input type="radio"/> |
| 5 One of the students suggests a visit to a museum where you can touch things.                                            | <input type="radio"/> | <input type="radio"/> |
| 6 The Exploratorium is closed on Mondays.                                                                                 | <input type="radio"/> | <input type="radio"/> |
| 7 They want to ride their bikes across the Golden Gate Bridge if the weather is nice.                                     | <input type="radio"/> | <input type="radio"/> |
| 8 The German students can see how fortune cookies are made in Chinatown.                                                  | <input type="radio"/> | <input type="radio"/> |
| 9 One Saturday the students want to visit the cable car museum in the morning and spend the afternoon at the beach.       | <input type="radio"/> | <input type="radio"/> |

## 2 WORDS Are you going green?

/ 12

Some American students have created an advertisement for the school newspaper to help protect planet Earth. Read the text and complete it with the missing words from the box. There are more words than you need.

although • emergency • trash can • change • look out for • experience • power • environment • separately • unstoppable • effect • set up • climate • neutral • landscape

How can young people make a positive \_\_\_\_\_ in the world? It's easy.

Just \_\_\_\_\_ any project to protect the \_\_\_\_\_.

Even better: \_\_\_\_\_ your own project at school or in your community.

\_\_\_\_\_ you might think that there are already plenty of activities, you should

do something. Don't stay \_\_\_\_\_. Are there \_\_\_\_\_

at your school to collect paper, glass and plastic \_\_\_\_\_? Do you know

how much \_\_\_\_\_ your cell phone, your TV set or the computers at school

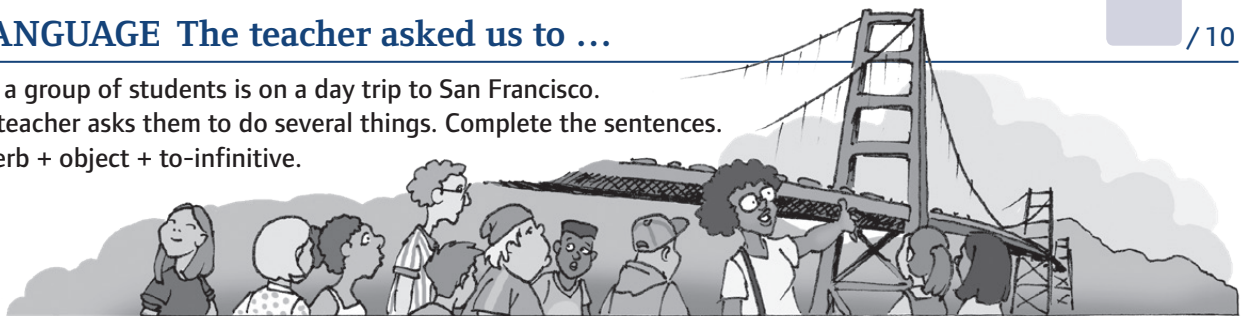
use and what \_\_\_\_\_ they have on our \_\_\_\_\_?

Take action now, make a difference and enjoy the \_\_\_\_\_!

## 3 LANGUAGE The teacher asked us to ...

/ 10

Today a group of students is on a day trip to San Francisco. Their teacher asks them to do several things. Complete the sentences. Use verb + object + to-infinitive.



1 Stay in groups of three. – She asks \_\_\_\_\_

\_\_\_\_\_.

2 Sarah, use the map to find your way around. – She tells \_\_\_\_\_

\_\_\_\_\_.

3 Sally and Pete, be careful with your bags when you are in a crowd. – She advises \_\_\_\_\_

\_\_\_\_\_.

4 Phone me in case of an emergency! – She wants \_\_\_\_\_

\_\_\_\_\_.

5 Meet me at Market Street at 5 o'clock in the afternoon! – She expects \_\_\_\_\_

\_\_\_\_\_.

#### 4 LANGUAGE At the visitor center

 / 12

At the Golden Gate Bridge Visitor Center Paul asks for information and later talks to his parents about it. He doesn't want to repeat the word 'ranger' and therefore uses the personal passive. Re-write his sentences.

Example: The ranger gave me really useful information.

I was given really useful information.

1 He told me to have a look at the different programmes.

---



---

2 The rangers give various talks.

---



---

3 The ranger promised that I would learn a lot about the history of the Golden Gate Bridge at the museum.

---



---

4 They are sending us to the theatre now.

---



---

5 They will show a film about the construction of the bridge there.

---



---

6 The ranger offered us the last three tickets for this show.

---



---



#### 5 WRITING A report

 / 15

Imagine you have travelled around California.  
Write a report about it for a competition in a youth magazine.

Before you start, prepare an outline to structure your ideas.  
You can check how to make an outline on page 157 of your student's book.



Mithilfe des Bewertungsrasters auf S. 63 in diesem Heft  
kannst du deinen Entwurf überprüfen und überarbeiten.

## Impressum

### English G Access Band 4, Klassenarbeitstrainer

Im Auftrag des Verlages herausgegeben von:  
Jörg Rademacher, Mannheim

Erarbeitet von:  
Katrin Häntzschel, Wiesa

In Zusammenarbeit mit der Englischredaktion:  
Dr. Christiane Kallenbach (Projektleitung)  
Ursula Fleischhauer (verantwortliche Redakteurin)

Beratende Mitwirkung:  
Jörg Rademacher, Mannheim

Illustrationen:  
Michael Fleischmann, Waldegg

Umschlaggestaltung:  
kleiner & bold, Berlin; hawemannundmosch, Berlin;  
Klein & Halm Grafikdesign, Berlin

Layout und technische Umsetzung:  
Ungermeyer, grafische Angelegenheiten

Tonaufnahmen: Clarity Studio, Berlin  
Regie/Aufnahmeleitung: Christian Schmitz  
Tontechnik: Hüseyin Dönertaş, Pascal Thinius  
Sprecher/innen: Shaunessy Ashdown, Tania Carlin,  
Mala Ghedia, Marianne Graffam, Manon Kahle, Jeffrey  
Mittleman, Kim Pfeiffer, Benjamin Plath, Helena Prince,  
Justin Reddig, Tomas Spencer, Lee White, Ian Wood

[www.cornelsen.de](http://www.cornelsen.de)  
[www.englishg.de/access](http://www.englishg.de/access)

1. Auflage, 5. Druck 2020

© 2016 Cornelsen Verlag GmbH, Berlin

Das Werk und seine Teile sind urheberrechtlich geschützt.  
Jede Nutzung in anderen als den gesetzlich zugelassenen  
Fällen bedarf der vorherigen schriftlichen Einwilligung des  
Verlages.

Hinweis zu §§ 60 a, 60 b UrhG: Weder das Werk noch  
seine Teile dürfen ohne eine solche Einwilligung an  
Schulen oder in Unterrichts- und Lehrmedien  
(§ 60 b Abs. 3 UrhG) vervielfältigt, insbesondere kopiert  
oder eingescannt, verbreitet oder in ein Netzwerk  
eingestellt oder sonst öffentlich zugänglich gemacht  
oder wiedergegeben werden.

Dies gilt auch für Intranets von Schulen.

Druck: Firmengruppe APPL, aprinta Druck, Wemding

ISBN 978-3-06-033089-8



PEFC zertifiziert  
Dieses Produkt stammt aus nachhaltig  
bewirtschafteten Wäldern und kontrollierten  
Quellen.  
[www.pefc.de](http://www.pefc.de)

**Titelbild:** mauritius images (Statue of Liberty (M): imageBROKER/Petra Wallner), Shutterstock (skyline (M): meunierd)

**Illustrationen:** Michael Fleischmann, Waldegg (S. 3; S. 11 Bild D; S. 13 Bild 1–5; S. 14 Bild 1–7; S. 15; S. 20 Bild 0–5; S. 22; S. 24;  
S. 25 Bild 0–6 li. u. 0–6 re.; S. 31; S. 35; S. 36; S. 41 Bild 1–4; S. 42; S. 44 Bild A–F; S. 45; S. 46; S. 47; S. 48 Bild 1–5; S. 49 Bild 6 u. 7,  
unten; S. 54; S. 58 Bild 0 u. 1; S. 59 Bild 2–7; **Lösungen:** S. 6; S. 14 rechts; S. 20; S. 21)

**Bildquellen:** akg-images (S. 11 Bild E, Bild F: Glasshouse Images); dpa picture alliance (S. 17 Bild C (u. S. 21): AP Photo); Fotolia  
(S. 2 Bild Unit 1 (u. S. 4): kmiragaya, Bild Unit 3 (u. S. 28): f11photo, Bild Unit 5 (u. S. 50): Wirepec; S. 6 Bild 2: Jan Becke, Bild  
3: ras-slava; S. 7 links: Marcel Sarkoezi; S. 8 oben: Tupungato, unten: vichie81; S. 9 rechts: Sergey Novikov; S. 11 Bild A: Rafael  
Ben-Ari, Bild C: Tupungato; S. 17 Bild A: Ed Metz; S. 18 Bild 6: BillionPhotos.com, Bild 8: ratmaner; S. 26 oben: travelidia, Mitte:  
Henry Czauderna, unten: Pixstore; S. 27 oben links: pia-pictures, oben rechts: Marco2811, Mitte: JR Photography, unten: VRD;  
S. 37 oben: Thierry GUIMBERT, unten: SeanPavonePhoto; S. 51: vitavalka; S. 53 paddle: Coprid, suit case: monticellllo; S. 56 li.:  
Francesco R Iacomino, Mitte: S Hagebusch, rechts: hit1912; S. hiking boots: BirgitKorber, mountain bikers: Alexander Rochau,  
concert: DWP); laif (S. 17 Bild F (u. S. 21): Polaris/Lafayette Advertiser); Chuck Lewis, Chelsea (S. 21 unten Mitte); mauritius  
images (S. 2 Bild Unit 2 (u. S. 16, S. 21): Alamy/RSBPhoto); Bildagentur Schapowalow (S. 17 Bild D (u. S. 21): Werner Bertsch);  
Shutterstock (S. 2 Bild Unit 4 (u. S. 38): Anton Foltin; S. 5: Songquan Deng; S. 6 Bild 1: Tobik, Bild 4: romakoma, Bild 5: Gemenacom,  
Bild 6: Bloomua, Bild 7: Anibal Trejo; S. 7 rechts: Songquan Deng; S. 9 links: Marco Rubino, Mitte: Vlad G, S. 11 Bild B: R.Babakin;  
S. 17 Bild B (u. S. 21): f11photo, Bild E (u. S. 21): rm; S. 18 Bild 1: topseller, Bild 2: Yasonya, Bild 3: andersphoto, Bild 4: topseller,  
Bild 8: Volosina, Bild 9: mayakova, Bild 10: Ekaterina Lin, Bild 15: Levent Konuk, Bild 16: Tim UR, Bild 17: Hurst Photo; S. 29:  
Joseph Sohm; S. 34: hellena13; S. 53 scales: Yanas; S. 57: Anna Morgan; S. 60: Christopher Boswell); **Lösungen:** Fotolia (S. 3:  
kmiragaya; S. 11 links: VRD, rechts: Marco2811; S. 12: f11photo; S. 17 Golden Gate Bridge: Thierry GUIMBERT, Yosemite National  
Park: lunamarina, cable car: Tupungato; S. 24 Grand Canyon: Wirepec, suit case: monticellllo, paddle: Coprid); mauritius images  
(S. 7: Alamy/RSBPhoto); Shutterstock (S. 4: Songquan Deng; S. 8 pumpkin: topseller, lemon: Volosina; S. 14 links: soulgems;  
S. 18: Anton Foltin; S. 24 scales: Yanas)

**Textquellen:** S. 43 *Revenge Is My Middle Name*. Adapted from: The Absolutely True Diary of a Part-Time Indian, Sherman Alexie,  
Andersen Press Ltd 2008

Für Lehrer  
und  
Lehrerinnen

- ☐ UNTERRICHTEN  
VORBEREITEN
- ☐ DIAGNOSTIZIEREN  
FÖRDERN  
PRÜFEN

Für Schüler und  
Schülerinnen

- ☒ ÜBEN  
VERTIEFEN  
NACHSCHLAGEN

### English G access | 4 Klassenarbeitstrainer

- gezielte Vorbereitung auf die Klassenarbeiten der 8. Klasse
- zwei Übungs-Klassenarbeiten zu jeder Unit
- interessante Lesetexte und Aufgaben
- Wortschatz- und Grammatikaufgaben
- Hilfen für das Schreiben eigener Texte
- Audio-Material online mit:
  - Hörverstehenstexten und
  - kurzen Texten zur Schulung der Sprechfähigkeit
- Lernpläne zum Ausfüllen
- Punkteschlüssel zur Selbsteinschätzung
- Lösungen zu allen Aufgaben und viele nützliche Lerntipps online

Die Cornelsen Vokabeltrainer-App zum Schulbuch.  
Jetzt in allen App Stores!

**Cornelsen**

ISBN 978-3-06-033089-8



9 783060 330898