

Unterrichten aus der Ferne

Kopiervorlagen im praktischen Soforthilfe-Set

Stand: 01/2021



Arbeitsblätter sind gerade in Fernlern-situationen nützliche Helfer.

Der *English G Access* G9-Klassenarbeitstrainer, Band 3 (ISBN 978-3-06-036449-7; 12,25 €) 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.

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Potenziale entfalten

| G9 |

access

3

KLASSENARBEITSTRAINER

für Schülerinnen und Schüler
mit Audios und Lösungen online

AUDIOS
online



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KLASSENARBEITSTRAINER

für Schülerinnen und Schüler
mit Audios und Lösungen online



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Here we go!

Vor dir liegt der **Klassenarbeitstrainer**.
Er hilft dir beim Üben für eine Klassenarbeit.

Wenn eine Klassenarbeit angekündigt wird, erstelle dir einen **Lernplan**.
Pläne zum Selbstausfüllen findest du am Anfang jeder Unit.

Datum 22. November

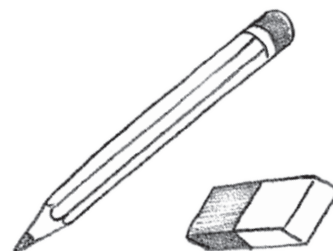
Was kommt dran?

Unit 2: Listening, Vokabeln, *will-future*, *if*-clauses, eine E-Mail schreiben

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

Ein **!** zeigt dir Hilfen an. Fühlst du dich bereits sicher, kannst du diese Hilfe auch zudecken.

Deine **Audios** findest du auf www.scook.de.
Sie enthalten alle Hörtexte für die Listeningaufgaben ?
und Mustertexte für die Speakingaufgaben .



Die **Lösungen** zu allen Aufgaben findest du auf www.scook.de.
Sie enthalten auch die Hörtexte und viele nützliche **LERNTIPPS**.

Der Punkteschlüssel auf Seite 62 hilft dir,
deinen Lernstand einzuschätzen.

Achte darauf, dass du in der Vorbereitung auf die Klassenarbeit
auch immer eine Aufgabe mit dem Schwerpunkt *Writing* einbindest.

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 zwei „Portionen“ aufteilen.

Ich wünsche dir viel Erfolg beim Lernen mit deinem Klassenarbeitstrainer.

Bärbel Schweitzer

A weekend in Liverpool



Mein Lernplan

Datum	

Was kommt dran?

Klassenarbeit A

Gesamtpunktzahl / 79

1 LISTENING Ideas for our school trip to Liverpool ?

/ 14

Class 8 AD are talking about their school trip to Liverpool.

 07 Part one:

Before you listen, look at these words:

(to) discuss [dɪ'skʌs] *diskutieren*; research [rɪ'sɜ:tʃ] *Recherche, Suche*

a) Listen to the first part of the conversation and tick (✓) the correct sentences.

/ 6

1 The students

- a) all worked on the same tasks.
- b) worked in groups of three with similar tasks.
- c) worked in groups with special rules.

☐
☐
☐

2 A group that needs more money per day per student

- a) must ask the other students for some money.
- b) will get some extra money from the class.
- c) might get the rest of the money from another group.

☐
☐
☐

3 Group 1

- a) found one of their clues hard.
- b) thinks that a tour on the Mersey is too long.
- c) will have to break one of the rules.

☐
☐
☐

4 Group 1's idea is

- a) to start the sightseeing tour on the ferry.
- b) to start and finish the sightseeing tour on the sightseeing bus.
- c) to start the sightseeing tour on the sightseeing bus and finish it on the ferry.

☐
☐
☐

5 The ticket for the bus

- a) is very expensive.
- b) is cheaper for students.
- c) is the same price as the ferry.

☐
☐
☐

6 The group has chosen this sightseeing tour because

- a) they can use the bus for a whole day and night.
- b) there is a guide on the bus.
- c) their tour is the longest.

☐
☐
☐


08 Part two:

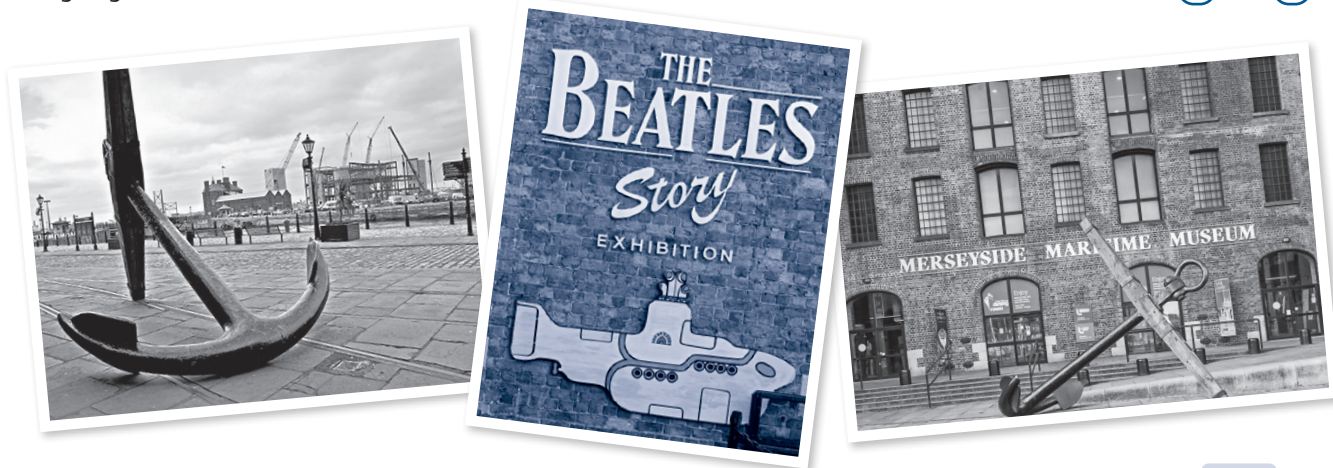
Before you listen, look at these words: unfortunately [ʌn'fɔ:tʃənətli] *leider*; can be used *können verwendet werden*, *sind gültig*; none [nʌn] *keine/r*; (to) ring up sb. = (to) phone sb.; uncomfortable [ʌn'kʌmftəbl] *unbequem*

b) Listen to the second part of the conversation and tick (✓) **Right** or **Wrong**.

/8

Right Wrong

- 1 Group 2 had a favourite clue. ☐ Right ☐ Wrong
- 2 Group 2 wants to go to a disco. ☐ Right ☐ Wrong
- 3 There is a good reason why the group has chosen the family ghost tour. ☐ Right ☐ Wrong
- 4 In the beginning the price for the tour was too expensive. ☐ Right ☐ Wrong
- 5 They think that there are only very few interesting museums in Liverpool. ☐ Right ☐ Wrong
- 6 They chose the museum because it's free. ☐ Right ☐ Wrong
- 7 In the museum they will talk to people who came to Liverpool from another country. ☐ Right ☐ Wrong
- 8 In the museum they will also learn about the bad travelling conditions of people going to other countries. ☐ Right ☐ Wrong



2 WORDS Visiting Liverpool

/8

Read the text and complete it with words from the box. There are more words than you need.

After that • think of • stadium • guidebook • equipment • success • goalkeeper • grew up • careers • scarf • room

We could visit Anfield. You know, the great _____ in Liverpool!

There is _____ for more than 45,000 fans. Sure, we can't go to a match because it's too expensive, but we could go on a tour and see the players' _____.

I'd like to buy a football _____ too. _____

we could go on a bus tour through Liverpool. I have a very good _____,

which is full of interesting places that we could go to. I would really like to see the house in which John Lennon

_____. What do you _____ my plan?

3 LANGUAGE Sorry, what's the name of ...

/ 10



Relativsätze – kurze Wiederholung:

He's the boy who visited Liverpool last week.

This is the tour that we want to go on.

What's the name of the boy who stayed with you last year?

- a) You don't remember the names of some people and places in Liverpool.
Ask questions and use relative pronouns. Start your questions like this:

/ 7

0

What's the name of the river that runs through Liverpool?

river – run – through Liverpool



1

stadium – Liverpool FC – play in



2

group – start – its career – in Liverpool

???

3

museum – tell – the story of the Titanic



4

name of the area – people – enter through – Chinese Gate



5

the name of the Beatle – Susan – like best

???

6

Liverpool football team – start playing – in 1892



7

other football team – play – in Liverpool



- b) Rewrite the sentences where you can leave out the relative pronoun.

/ 3

1

2

3

4 LANGUAGE A school trip to Liverpool

/6

John is telling his parents about the school trip. Read the sentences and make contact clauses.

- 1 The sightseeing bus tour was £5. (We found it on the internet.)

The sightseeing bus tour _____ was £5.

- 2 We found the information interesting. (Our tour guide gave it to us.)

We found the information _____ interesting.

- 3 The price for the ferry cruise was also £5. (We chose it.)

The price for the ferry cruise _____.

- 4 The ferry wasn't full. (We got on it.)

The ferry _____.

- 5 The "ghost tour" wasn't very scary. (We did it in the evening.)

The "ghost tour" _____.

- 6 The special price for the "ghost tour" was £10. (Our class got it.)

The special price _____.

5 LANGUAGE In Liverpool

/8

Anna is also talking to her parents about the school trip.

Read the sentences and tick (✓) the correct box. Sometimes two boxes are correct.

- 1 The museum ☐ that ☐ who ☐ — shows the UK's role in slavery is called the International Slavery Museum.

But we didn't go there.

- 2 The museum ☐ who ☐ which ☐ — we went to was the Maritime Museum.

- 3 The workshops ☐ that ☐ who ☐ — the museum offers were full, so we couldn't take part.

- 4 But we learned things about people ☐ who ☐ which ☐ — left Liverpool in the nineteenth century.

- 5 The things ☐ which ☐ who ☐ — I liked best in the Maritime Museum were the small model ships.

- 6 The museum ☐ that ☐ who ☐ — tells you everything about the Beatles is called the Beatles Story.

But we couldn't go there because it's quite expensive.

- 7 Another thing ☐ which ☐ who ☐ — we did on our school trip was a ferry tour.

- 8 The thing ☐ that ☐ who ☐ — I liked best on the whole school trip was the "ghost tour"

☐ which ☐ who ☐ — we did one evening.



6 MEDIATION At the tourist office

/ 18

Your grandma is a big Beatles fan. She has taken you on a trip to Liverpool.
You arrived yesterday. Today you are in the tourist information centre.
Help your grandma and the assistant talk to each other.



! Du brauchst hier nicht wörtlich zu übersetzen, sondern nur das Wesentliche wiederzugeben.

Assistant: Hello. How can I help you?

Grandma: Sag ihm doch bitte, dass wir gerne die Sehenswürdigkeiten von Liverpool besichtigen möchten.

You:

(1 p)

Assistant: OK, let's see. We have a few different tours, and I'm sure we'll find the right one for you.
We have boat tours and bus tours. We also have bike tours and walking tours.
Which would be best for you?

You:

(2 p)

Grandma: Also, bitte nicht mit dem Fahrrad, das ist zu gefährlich. Alles andere ist OK für mich.

You:

(2 p)

Assistant: Fine. Would you like to see anything special or do you just want to see the sights?

You:

(2 p)

Grandma: Sag ihm mal, dass ich ein großer Beatles Fan bin. Und dann frag ihn, ob es so etwas wie eine „Beatles Tour“ gibt.

You:

(2 p)

Assistant: Of course there is. You know, lots of Beatles fans come to Liverpool and want to see all the famous places. Well, this makes it easier. Let's see what tour I can offer you.

You:

(1 p)



Grandma: Das ist ja perfekt. Also dann fahren wir mit dem Bus und machen eine richtig große Tour.

You:

(1 p)

Assistant: Yes, that's fine. I can offer you a tour by taxi, just the two of you and a guide, that's for two hours, or you could go on a bus tour, that's for four hours. Both tours are special "Beatles tours" and you'll see many of the famous places.

You:

(3 p)

Grandma: Ich denke, mit dem Bus und mit anderen Leuten macht es mehr Spaß. Frag mal, was es kostet und wo und wann es losgeht. Außerdem möchte ich auf jeden Fall in den Cavern Club!

You:

(2 p)

Assistant: It's £17 for students and £23 for everybody else. It starts at the main station every day at 2 pm and the tour ends in the Cavern Club.

You:

(1 p)

Grandma: Super. Besser geht's nicht. Das machen wir gleich morgen. Also kauf zwei Tickets für uns für morgen.

You:

(1 p)

Assistant: Yes, here you are.

You: And here's your money. Bye and thank you very much.

Assistant: You're welcome. Enjoy your stay here in Liverpool. Bye.

7 SPEAKING Talking about the class trip

 / 15

 09 Class 8AD are talking about a trip to Germany. Some students have prepared talks about their favourite city or area in Germany. Listen to Phil, who talks about Hamburg.

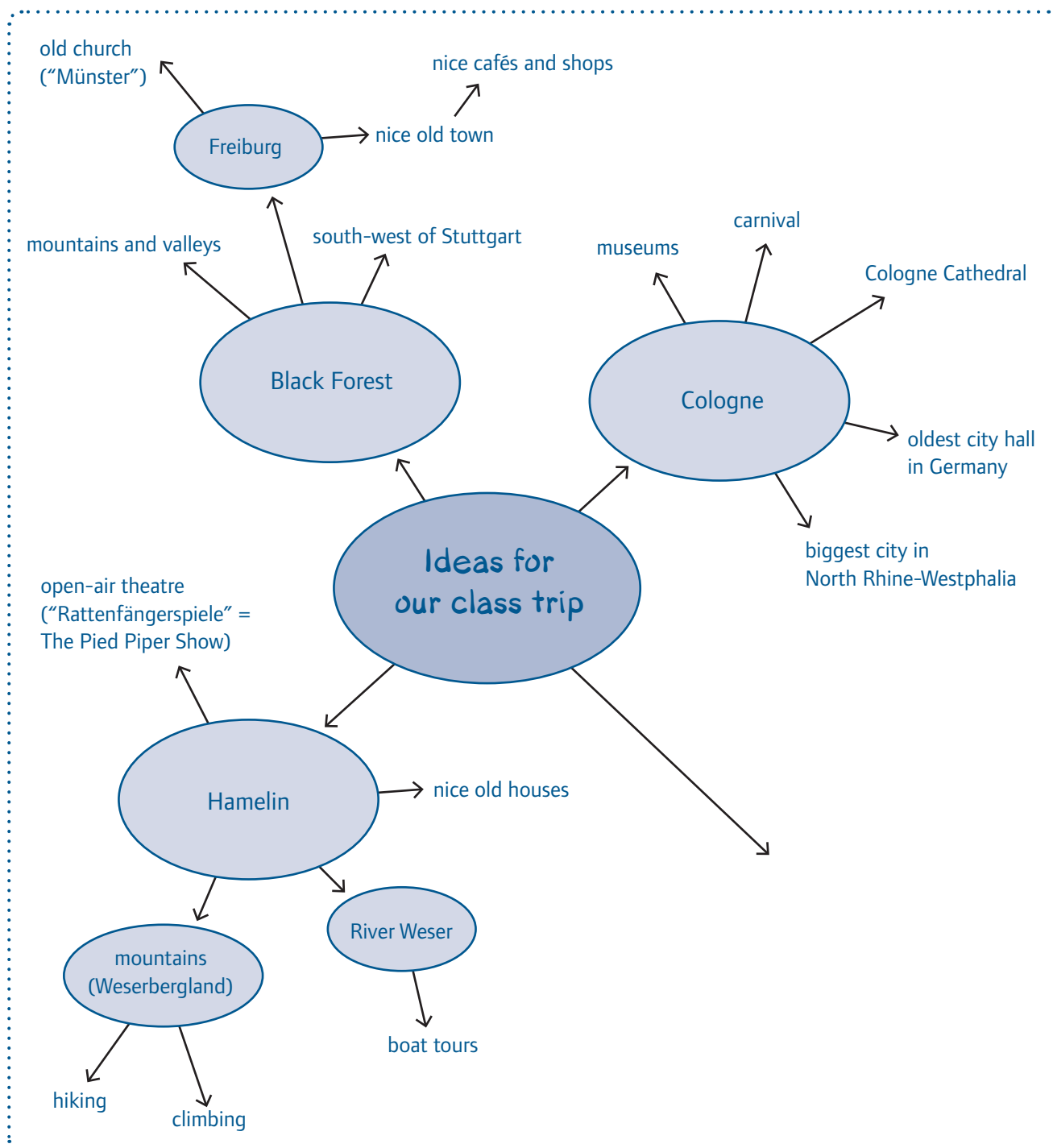
NOW YOU

Talk about another German city or area that you think would be a good place for an English class trip.

You can talk about the following points:

- general information
- what's special about the place
- interesting sights
- why you think it's a good place to go to

Use the mind map to collect your ideas.



1 READING A presentation

/ 15

Four students are talking about a presentation they have to do for school.

Mia: So, have we talked long enough now?
And do we all agree on our topic now?

Daniel: I think the Beatles are a good topic for our presentation.

5 **Jacob:** Yes, I think so, too. And I love their music, so I really want to do some research¹ on them.

Sophie: Well, I don't like their music very much, but I'm sure The Beatles would be a good topic to work on.

10 **Jacob:** Great, let's start, then. I'd like to work on John Lennon. Is that OK for you?

Daniel: Oh, that was my idea too.

Mia: And I want to do something on their time in Hamburg.

15 **Sophie:** Well, we should certainly present the lives of the four musicians, but how are we going to do it? I mean, we don't want our listeners to be bored during our presentation, do we?

Daniel: Yes, you're right. We'll need to have photos, too.

20 **Jacob:** And we should play some Beatles music. What do you think about that? With music it's not going to be boring. So let's play as many songs as possible². I'm going to choose all my favourite songs. You'll like them! I can bring all my CDs.

25 **Sophie:** OK, OK, I think we should discuss what we're going to work on first and then agree on the different parts for everybody, or we'll never be able to start. How about that?

30 **Jacob:** Sounds good. What about brainstorming our ideas first? Each of us writes his or her ideas on a piece of paper. Then we discuss our ideas and decide on the best ones. This way we can easily find a structure and then agree on the question "who does what?"

35 **Mia:** Hm, sounds like a perfect plan. Let's use a placemat, just the way we do it at school.

Half an hour later.

40 **Sophie:** OK, we have a lot of ideas now. Before we start discussing our ideas, let's remember what Mrs Greenfield always says: Whatever you do, always remember your topic and what you want to show with your presentation.

Jacob: OK. I like the idea of starting with something about the Beatles' lives when they were young.

50 **Sophie:** And we must be careful not to make this part too long, as it's not our topic.

Mia: ... the next part, then, is when they started playing together, you know the early years. That's the part I'm most interested in.

55 **Daniel:** And then we talk about their first big hit and describe the story of their success. We'll talk about their different albums. That was your idea, Jacob.

Jacob: At this point we should go into detail about their music styles, too, and how they changed over the years. And what about the people – I mean, the Beatles changed the lives of the young people of that time, didn't they? Just think of their hair and their clothes ... We should work on that, too.

60 **Daniel:** You're right. But that sounds very difficult to me. I think that part would need a lot of research. Maybe we can also interview people who were young at that time. I think my grandma is just the right age for an interview about that.

Jacob: What about saying something about the four Beatles after they split up³?

65 **Sophie:** In my opinion we should talk about it, but not for too long – it's not the main part of our topic, is it? Any other good ideas?

Mia: We could use a timeline to show their career. And we could explain the meaning of one or two songs.

70 **Jacob:** Two great ideas. The timeline will help our listeners to keep the different dates in mind⁴. And what about doing a quiz at the end of our presentation, you know, before we answer their questions?

75 **Mia:** Yes, that's a very good idea. Right, now let's write down our structure and then agree on who does which part.

¹(to) do some research [rɪ'sɜ:tʃ] Recherche betreiben ²possible ['pɒsəbl] möglich

³(to) split up [splɪt] sich trennen ⁴(to) keep sth. in mind ['maɪnd] etw. im Kopf behalten

a) Read the conversation and tick (✓) **Right**, **Wrong** or **Not in the text**.

12 / 12

	Right	Wrong	Not in the text
1 The students discussed the topic for two weeks.	☐	☐	☐
2 The four students are Beatles fans.	☐	☐	☐
3 Two of the four students want to work on the same part.	☐	☐	☐
4 One of the students has all the CDs by the Beatles.	☐	☐	☐
5 One of the students has an idea about how to start working on the presentation.	☐	☐	☐
6 Each of the students starts with his or her part right away.	☐	☐	☐
7 Their teacher has given them a lot of advice (<i>Ratschlag</i>).	☐	☐	☐
8 Half of the presentation will be about the Beatles' lives when they were young.	☐	☐	☐
9 They want to explain the meaning of the words of The Beatles' first hit.	☐	☐	☐
10 One of the students' grandmothers has offered to give an interview.	☐	☐	☐
11 The students want to ask questions at the end of their presentation.	☐	☐	☐
12 The students decide on what every student will work on.	☐	☐	☐

b) Correct three of the incorrect statements.

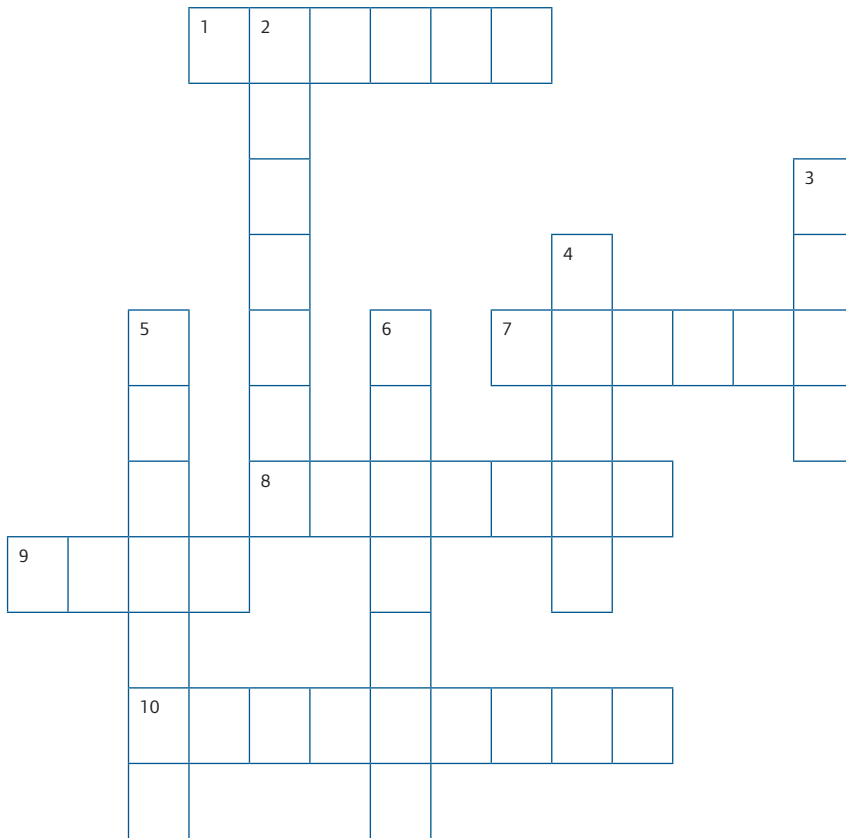
3

[illegible]

2 WORDS A crossword

/ 10

Find the words and write them in the crossword.



- 1 A holiday during which you travel on a ship or boat
- 2 At a football match there are two teams and a .
- 3 Sam is looking for a job where he can a lot of money.
- 4 I love John so much. I've decided to him.
- 5 Most songs by the Beatles were a great .
- 6 Beatles songs are very with people who were born in the 1950s and 1960s.
- 7 A person who works on a ship is called a .
- 8 I love sightseeing. It's exciting to new cities.
- 9 Part of a harbour
- 10 A ship that can travel under water

3 WORDS In English, please

/ 6

Was sagst du, wenn du sagen willst, ...

- 1 ... dass du dich nie an die deutsche Bedeutung von "actually" erinnerst? _____
- 2 ... dass du deinen Zeitplan checken musst? _____
- 3 ... dass du gestern Abend auf einem zwei-stündigen Konzert warst? _____
- 4 ... dass deine Eltern sehr stolz auf dich sind? _____
- 5 ... „Wie steht's“? _____?
- 6 ... dass das Wetter im August nicht besser war als im Juli? _____

4 LANGUAGE Questions for Grandma

/ 12

Daniel asked his grandma lots of questions about her life as a teenager.
Complete her answers. Use the *present perfect progressive* and *since* and *for*.



! Achte auf Hinweise im Satz, die dir helfen,
since und *for* richtig zu verwenden.

1 I'm from Liverpool. I _____ (live) here _____ I was born.

2 My parents were musicians. I _____ (listen) to music _____ I was a kid.

3 My brother also loves music. He _____ (support) young bands _____ years.

4 I really like the Beatles. I _____ (collect) stuff about them _____ I was 12.

5 I love their music. I _____ (sing) in a band that sings Beatles songs _____ 25 years.

6 I like Paul best. I _____ (write) fan letters to him _____ I was 14.

5 WRITING A prize for a fantastic student

/ 15

There is a competition in which your school wants to take part.
They are looking for a student who works hard, helps people and is a nice person.
He or she will get a nice prize. Think about a student that you would give the prize to.
First give some information about the student (age, class, home, hobbies).
Then write about the things that he/she did in the past.
Finish with a statement about why he/she should get the prize.
Write about 120 words. Use relative clauses when it's possible.

Diese Tabellen sollen dir bei der Bewertung deiner Übungsklassenarbeiten helfen.

Möglicherweise legt deine Lehrerin oder dein Lehrer einen anderen Bewertungsmaßstab zugrunde.

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Gesamtpunktzahl 58

Note	1	2	3	4	5	6
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Gesamtpunktzahl 60

Note	1	2	3	4	5	6
Punkte	64–54	53–45	44–36	35–27	26–15	14–0

Gesamtpunktzahl 65

Note	1	2	3	4	5	6
Punkte	65–59	58–49	48–39	38–25	24–16	15–0

Gesamtpunktzahl 67

Note	1	2	3	4	5	6
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