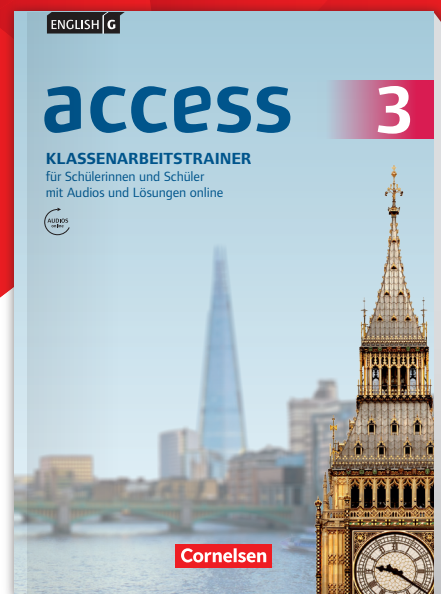


Unterrichten aus der Ferne

Kopiervorlagen im praktischen Soforthilfe-Set

Stand: 01/2021



Arbeitsblätter sind gerade in Fernlernsituationen nützliche Helfer.

Der *English G Access*-Klassenarbeitstrainer, Band 3 (ISBN 978-3-06-033088-1; 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.

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

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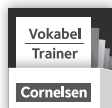
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Datum 22. November

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	✓	

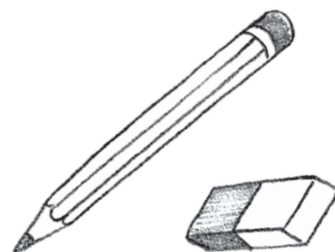
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Ich wünsche dir viel Erfolg beim Lernen mit deinem Klassenarbeitstrainer.

Bärbel Schweitzer

A weekend in Liverpool



Klassenarbeit A

 Gesamtpunktzahl / 66

1 LISTENING Ideas for our school trip to Liverpool

 / 14

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

a)  07 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.

☐

b)  08 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 Group 3's discussion

☐ / 9

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

community • manager • stadium • respect • equipment •
success • goalkeeper • well known • 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 book a tour and see the players' _____.

We could sit where normally only the _____ sits and we could feel what it's like to have so much _____. I'd like to buy a football _____.

I think it would look great and I want to be part of the Liverpool FC fan _____.

Liverpool FC is _____ – not just in Britain, but all over Europe and even all over the world, I think. Why don't we visit the Liverpool FC Museum? We could see all the trophies that the players won for Liverpool during their _____.

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 book.

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 – play – the song "Yesterday"

3

museum – tell – the story of slavery

4

club – the Beatles – play in

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 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 cycling 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-bye and thank you very much.

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



5 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.

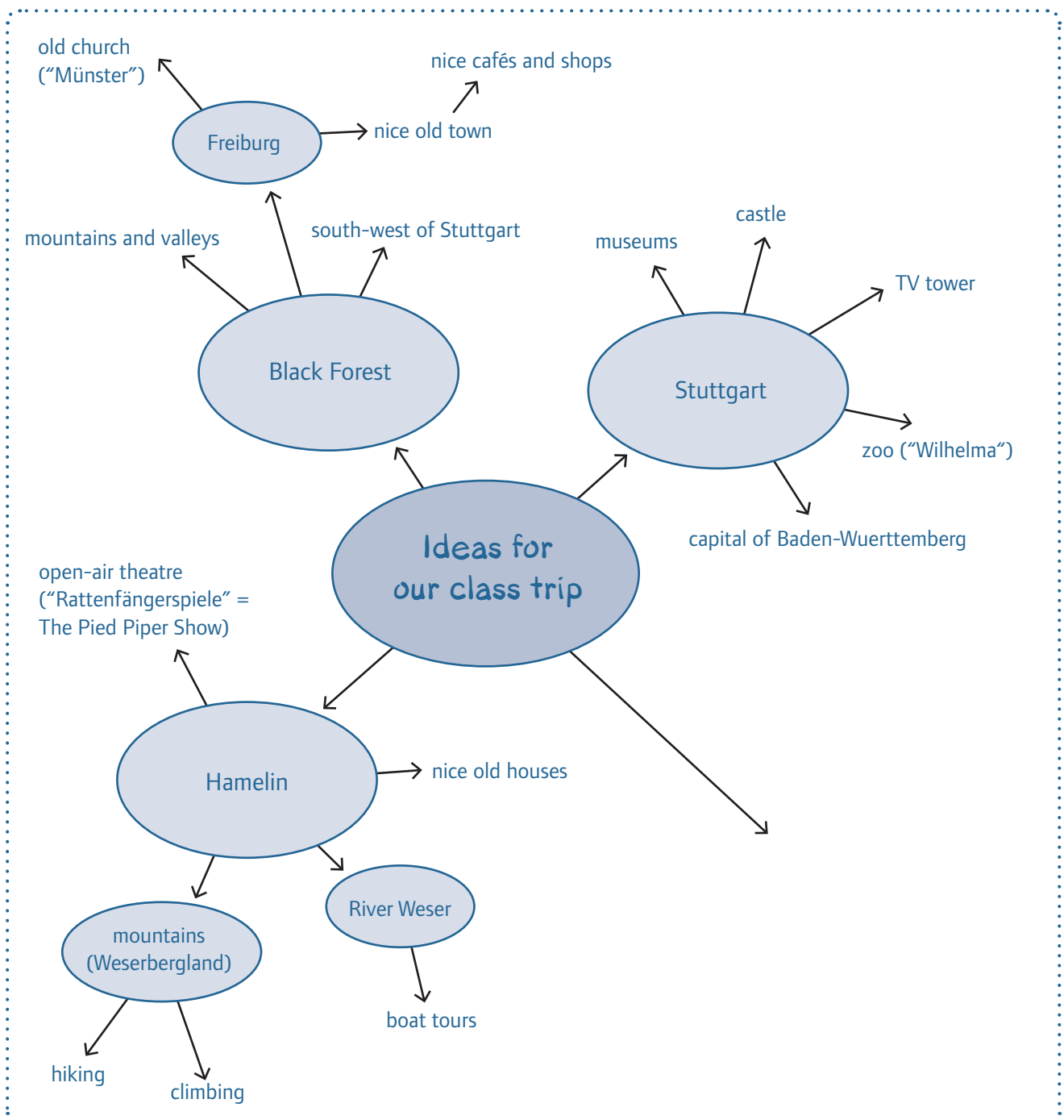
NOW YOU

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.



Klassenarbeit B

Gesamtpunktzahl / 511 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 research 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 members, but how are we going to do it? I mean, we don't want our listeners to be bored during our presentation, do we?

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

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 possible. 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?

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.

40 **Half an hour later.**

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.

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 up?

75 **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.

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

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

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

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.	☐	☐	☐
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.

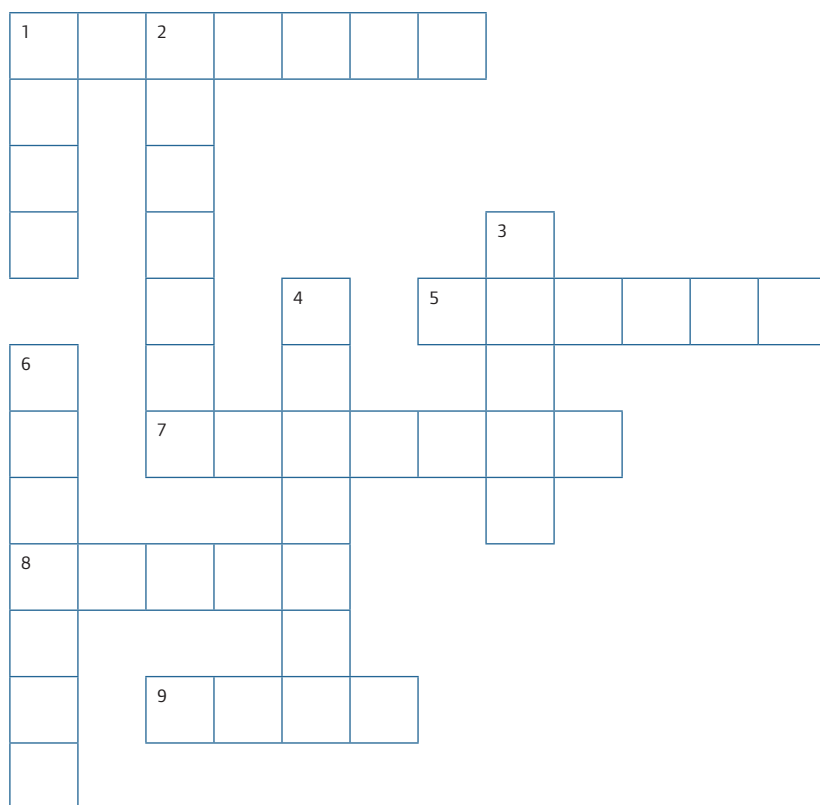
3

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

2 WORDS A crossword

/10

Find the words and write them in the crossword.



- 1 ↓ Look at those two boys over there. They to be Spanish.
→ It's very important to have water. People and animals need it to .
- 2 At a football match there are two teams and a .
- 3 I love John so much. Next year we're going to .
- 4 Beatles songs are very with people who were born in the 1950 and 1960s.
- 5 A person who works on a ship is called a .
- 6 Most songs by the Beatles were a great .
- 7 I love sightseeing. It's exciting to new cities.
- 8 Some people think that it's to put animals in cages at a zoo.
- 9 Sam is looking for a job where he can a lot of money.

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 Susan in vielerlei Hinsicht wie ihre Schwester ist? _____
- 3 ... dass du unter diesen Bedingungen nicht lernen kannst? _____
- 4 ... dass im Fahrstuhl nicht genügend Platz für zwanzig Leute ist? _____
- 5 ... „Wie steht's"? _____?
- 6 ... dass das Wetter im August nicht besser war als im Juli? _____

4 LANGUAGE Talking about the 60s

/5

Class 8AD are talking about the music of the 60s. Complete the sentences with passive forms. Choose the correct tense.



!
: Achte auf Hinweise im Satz, die dir helfen,
: die richtige Zeit herauszufinden.

1

My granddad wrote many songs at that time. Some of them _____ still
_____ by some bands today. (play)

2

I even have a record with one of his songs. It _____ in 1969. (publish)

3

I have a book about the Beatles from my grandma. It _____
by a friend of John Lennon's. (write)

4

Did you see the old Beatles films? They in the cinema last December. (show)

5

I think that some of the old songs can _____ at a concert in February. (hear)

5 WRITING A prize for a fantastic student

/ 15

There is a competition in which your school wants to take part.

The prize will be given to a student who works hard, helps people and is a nice person.

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 and passive sentences when it's possible.

[illegible]

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