

GYMNASIUM



KLASSENA

**MEHR
ERFAHREN**

Englisch 7. Klasse

JOHANNA RESSEL



MP3-Dateien

STARK

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Vorwort

Liebe Schülerin, lieber Schüler,

mit diesem Heft kannst du dich selbstständig auf die Klassenarbeiten und Tests vorbereiten, die du in der 7. Klasse schreiben wirst.

Die Klassenarbeiten und Tests decken die wichtigsten Themen der Lehrpläne der 7. Klasse ab, so dass du die Arbeiten, die du in der Schule schreibst, gut vorbereitet angehen kannst. Mithilfe der Aufgaben in diesem Heft prüfst du dein **Hör- und Leseverstehen**, und du siehst, wie umfangreich dein **Wortschatz** ist oder wie gut du die **Grammatik** beherrschst. Außerdem musst du **eigene Texte** verfassen und **Sprachmittlungsaufgaben** bearbeiten. In einer Klassenarbeit kannst du auch die Situation einer **mündlichen Prüfung** trainieren.

Bei den **Hörverstehensaufgaben** steht dieses Symbol . Hier benötigst du jeweils die dazugehörige MP3-Datei. Auf der vorderen Umschlaginnenseite findest du einen Link sowie deinen persönlichen Zugangscode, mit dem du die **Hördateien** auf der Plattform **MyStark** freischalten kannst.

Versuche, die Aufgaben ohne Hilfe zu lösen, und vergleiche erst zum Schluss deine Ergebnisse mit den Lösungen im Lösungsheft. Damit du deine Leistung richtig einschätzen kannst, gibt es zu jeder Aufgabe weitere Hinweise: Im Aufgabenteil findest du einen **Notenschlüssel** und die **Punkte** der einzelnen Teilaufgaben.

Im **Lösungsheft** sind die **Hörverstehentexte** sowie die **Lösungen** zu allen Aufgaben enthalten. Zu den Aufgaben ist jeweils der Schwierigkeitsgrad angegeben, und die **Zeitangaben** verraten dir, wie lange du ungefähr zum Lösen der Aufgaben brauchen solltest. Die Lösungen zu den Schreibaufgaben können dir hilfreiche Ideen für deine eigenen Texte liefern. Lies sie gut durch, aber denke daran, dass sie nur als Vorschlag zu verstehen sind. Lass dich also nicht verunsichern, wenn deine Lösungen von den Vorschlägen abweichen.

Viel Erfolg bei deinen Klassenarbeiten wünscht dir
Johanna Ressel

- Kompetenzbereiche: Hörverstehen, Grammatik, Schreiben
- Inhalte: Grammatik: *if-clause types I, II, III, mixed if-clauses*
- Zeitbedarf: 40 Minuten



After the class trip

Track 4

1 Have a look at the pictures first. Then listen to the class discussion and put the events (A–G) into the order (1–7) in which they are mentioned.

___ von 6



1	2	3	4	5	6	7
D						

2 Listen to the discussion again.

___ von 4

a Steve likes to ...

- do sports after school.
- do sports every morning.
- go to the gym in the morning.

b The train ride took the class ...

- three hours.
- four hours.
- six hours.

c Sam was ...

- in the bookshop.
- waiting for the train.
- looking for a toilet.

d Mobile phones were ...

- allowed on the class trip.
- not allowed on the class trip.
- only allowed if anything happened.

- Kompetenzbereich: Sprechen
- Inhalte: *talking about yourself, describing pictures (monologue), talking about activities (dialogue)*
- Zeitbedarf: 15 Minuten (inkl. Vorbereitung)

1 Warm-up: Introduce yourself. Talk about yourself, your family and your hobbies. *(about 3 minutes)*

2 Monologue.
You show your friend the following pictures from your holiday in Scotland. Describe them and tell your friend about Scottish culture and traditions. *(about 5 minutes)*



3 Role play. Read the role cards so that you know what the role play is about. You can practise with a classmate. *(about 7 minutes)*

You

- You are spending your summer holidays with your parents in the Scottish Highlands.
- You have found a new friend (Chris).
- In the morning you talk about your plans for the day:
You want to see the mountains or visit an old castle.



Talk to your new friend about it and explain why this would be fun.

Zeichenerklärung:

 Zeitangabe;  Leichte Aufgabe;  Mittelschwere Aufgabe;  Schwere Aufgabe

Test 1

1  10 Minuten, 

In the photo I can see two teenage boys playing basketball on an outdoor basketball court. There is a basket at the top of the picture in the middle. The boy on the right is trying to get the ball from the boy on the left. They are facing each other. The boy on the right is wearing white shoes, black shorts and a white shirt. The boy on the left is wearing black and white shoes, jeans and a T-shirt. They both have short hair and they seem to be very focused on the game. (96 words)

2  4 Minuten, 

- a The two boys aren't playing basketball in a team, they are playing it by **themselves**.
- b I didn't get a basketball for my birthday, so I bought one **myself**.
- c My parents didn't help me put up a basket in front of our house, so my friend Rihanna and I did it **ourselves**.
- d My parents are always worried that we could be too noisy. That's why they didn't buy a drum set for my sister either. In the end, she bought one **herself** when she had saved up enough pocket money.
- e Our neighbours don't mind the noise. Their sons often come over so that we can play against **each other**.
- f I think my parents should talk more with our neighbours. If they talked more to **each other**, they could avoid misunderstandings.

3  6 Minuten, 

- a My brother plays soccer but I love **basketball**.
- b I **practise/practice** basketball every Saturday.
- c My **training** starts at 8 so I have to get up early on Saturday.
- d When we push each other during a game, our coach calls it a **foul**.

1 ⌚ 6 Minuten, 🧠🧠

Hörverstehenstext (Track 4)

After the class trip

Mrs Michaels: What did you like about our class trip? What was not so great? Let's talk about your experiences so that we can learn from them for next year's class trip. Yes, Steve.

Steve: If I'd known we'd have to walk so far every day, I wouldn't have gone on the trip!

Sarah: I thought you liked sport. You're so proud of your exercise routine every morning. You could've brought your running shoes. Well, I wouldn't have tried to get there by train. It took us six hours and it's usually just a three-hour trip by car.

Mrs Michaels: If we hadn't missed our connection, it would only have taken us four hours to get to the youth hostel. I don't think that's too long.

Amira: If Sarah hadn't looked for Sam in the bookshop, we wouldn't have missed the train.

Sarah: If Sam had told us that he needed to go to the toilet, I wouldn't have looked for him in the wrong place. It was his fault!

Sam: That's not true! If Steve hadn't started that coke drinking challenge, I wouldn't have needed to go to the toilet while we were waiting for the connecting train.

Steve: If Amira hadn't shown me a video of that stupid game on YouTube, I'd never have had the idea of starting it.

Mrs Michaels: If you'd listened to the "no-mobile-phone" rule for our class trip, Amira, you wouldn't have been able to show Steve the video.

Amira: I didn't pack my mobile phone – my mum did. She told me to use it if anything happened. It's all her fault, really. If she hadn't put it in my bag, I couldn't have shown anyone a video!

①	②	③	④	⑤	⑥	⑦
D	B	E	A	C	F	G

18 / 2 ⌚ 6 Minuten, 🧠🧠🧠

- a Steve likes to ...
- do sports after school.
- do sports every morning.
- go to the gym in the morning.
- b The train ride took the class ...
- three hours.
- four hours.
- six hours.
- c Sam was ...
- in the bookshop.
- waiting for the train.
- looking for a toilet.
- d Mobile phones were ...
- allowed on the class trip.
- not allowed on the class trip.
- only allowed if anything happened.

3 ⌚ 6 Minuten, 🧠🧠🧠

- a I wouldn't have been late for school if my brother hadn't taken the battery out of my alarm clock. /
If my brother hadn't taken the battery out of my alarm clock, I wouldn't have been late for school.
- b If my father had bought batteries for my brother's monster truck, my brother wouldn't have taken the battery out of my alarm clock. /
My brother wouldn't have taken the battery out of my alarm clock if my father had bought batteries for my brother's monster truck.
- c If my father had come home from work earlier, he would have gone shopping for batteries.
- d If his boss hadn't given him so much work to do, he would have come home earlier. / He would have come home earlier if his boss hadn't given him so much work to do.

4 ⌚ 8 Minuten, 🧠🧠🧠🧠

- a If I had given my friend Emma her bracelet back right away, she **wouldn't be** angry with me now.
- b If it **weren't** the holidays, I would meet her at school, and I could explain everything.
- c I could talk to her now – if she **answered** the phone.
- d If Steve **hadn't told** her lies about me, Emma would have believed me.
- e She **wouldn't think** / **wouldn't have thought** I had stolen her bracelet if I hadn't found it on the street.



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