



**MEHR  
ERFAHREN**

**KLASSENARBEITEN**

# Englisch 9. Klasse

Liam Cleary

mit MP3-CD

**STARK**

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**Autor:** Liam Cleary

# Vorwort

Liebe Schülerin, lieber Schüler,

dieses Buch hilft dir, dich gründlich auf **Tests** und **Klassenarbeiten** im Fach Englisch vorzubereiten. Alle Tests und Klassenarbeiten sind mit **Zeitangaben** zur Orientierung, ausführlichen **Lösungsvorschlägen** und einem **Notenschlüssel** versehen, damit du deine Leistungen selbst kontrollieren kannst. Solltest du Schwierigkeiten bei Grammatikaufgaben haben, sieh dir die entsprechenden Bereiche in der **Kurzgrammatik** zu Beginn des Bandes an. Beim Überprüfen deiner Fortschritte solltest du außerdem einige Hinweise beachten:

- Bei den Textproduktionen (*composition*) ist immer eine Gesamtpunktzahl angegeben. Um deinen Text zu beurteilen kannst du von folgendem Bewertungsschema ausgehen: Die Gesamtpunktzahl verteilt sich meist zu 1/3 auf den Inhalt und zu 2/3 auf die Sprache. Bei den Punkten für die Sprache ziehst du dir für jeden Fehler einen Punkt ab. Angaben zur Punkteverteilung im inhaltlichen Teil findest du in den Hinweisen zu den Lösungen. Bei einer Aufgabe mit z. B. 21 Punkten, entfallen 14 auf Sprache und 7 auf Inhalt. Hast du z. B. 5 Grammatikfehler gemacht, musst du dir im sprachlichen Bereich 5 Punkte abziehen und erhältst 9 Punkte. Hast du im inhaltlichen Bereich z. B. 5 Punkte, dann bekommst du für die Aufgabe insgesamt 14 Punkte.

Beachte: Bei den Lösungen zu den Aufgaben in diesem Buch handelt es sich immer nur um Lösungsvorschläge. Sie dienen der Orientierung, denn hier gibt es kein einfaches „Richtig“ oder „Falsch“. Mithilfe der Lösungsvorschläge kannst du aber überprüfen, welche inhaltlichen Elemente in der Lösung enthalten sein müssen und wie ein Text aussehen könnte.

- Bei Mediationsaufgaben (*mediation*) bekommst du die volle Punktzahl, wenn du alle inhaltlichen Aspekte übertragen hast. Für sprachliche Fehler im Englischen oder Deutschen ziehst du dir Punkte ab.
- Bei Aufgaben zum Wortschatz (*vocabulary*) oder zur Grammatik (*grammar*) ist ebenfalls eine feste Punktzahl vorgegeben. Für Fehler musst du dir entsprechend Punkte abziehen. Meist erhältst du eine bestimmte Punktzahl pro Lücke, Multiple Choice Aufgabe oder pro Satz, den du umformen musst.

Du musst dieses Buch übrigens nicht von Anfang bis Ende durcharbeiten. Du kannst dir auch Aufgaben in den Bereichen herausuchen, die du besonders üben möchtest. Darüber hinaus empfehle ich dir, englische Internetseiten zu lesen, Podcasts anzuhören und Filme auf Englisch anzusehen. Du wirst schnell merken, dass schon wenige Minuten pro Tag etwas bewirken können.

Viel Erfolg bei der nächsten Klassenarbeit!

Liam Cleary



## 12 Relativsätze – *Relative Clauses*

Ein Relativsatz ist ein Nebensatz, der sich **auf eine Person oder Sache** des Hauptsatzes **bezieht** und diese **näher beschreibt**:

- Hauptsatz:
- Relativsatz:

The boy who looks like Jane is her brother.

*Der Junge, der Jane ähnlich sieht, ist ihr Bruder.*

The boy ... is her brother.  
... who looks like Jane ...

### Bildung

Haupt- und Nebensatz werden durch das Relativpronomen (*who, which, that*) verbunden.

- **who** bezieht sich auf **Personen**,
- **which** bezieht sich auf **Sachen**,
- **that** kann sich auf **Sachen** und auf **Personen** beziehen und wird nur verwendet, wenn die **Information** im Relativsatz **notwendig** ist, um den ganzen Satz zu verstehen.

Peter, who lives in London, likes travelling.

*Peter, der in London lebt, reist gerne.*

The film "Dark Moon", which we saw yesterday, was far too long.

*Der Film „Dark Moon“, den wir gestern sahen, war viel zu lang.*

The film that we saw last week was much better.

*Der Film, den wir letzte Woche sahen, war viel besser.*

### Verwendung

Mithilfe von Relativsätzen kann man **zwei Sätze miteinander verbinden**, wenn sie dasselbe Subjekt haben.

London is England's biggest city. London has about 7.2 million inhabitants.

*London ist Englands größte Stadt.*

*London hat etwa 7,2 Millionen Einwohner.*

London, which is England's biggest city, has about 7.2 million inhabitants.

*London, die größte Stadt Englands, hat etwa 7,2 Millionen Einwohner.*

### 13 Indirekte Rede – *Reported Speech*

Die indirekte Rede verwendet man, um **wiederzugeben, was ein anderer gesagt oder gefragt hat.**

#### **Bildung**

Um die indirekte Rede zu bilden, benötigt man ein **Einleitungsverb**. Häufig verwendete Einleitungsverben sind:

to say, to tell, to add, to mention, to think,  
to ask, to want to know, to answer

In der indirekten Rede verändern sich die **Pronomen**, in bestimmten Fällen auch die **Zeiten** und die **Orts- und Zeitangaben**.

- **Veränderung der Pronomen:**

Personalpronomen:  
Possessivpronomen:  
Demonstrativpronomen:

#### **direkte Rede**

I, you, we, you  
my, your, our, your  
this, these

#### **indirekte Rede**

he, she, they  
his, her, their  
that, those

- **Zeiten:**

Keine Veränderung, wenn das Einleitungsverb im *simple present* oder im *present perfect* steht:

#### **direkte Rede**

Bob says, "I love dancing."  
*Bob sagt: „Ich tanze sehr gerne.“*

#### **indirekte Rede**

Bob says (that) he loves dancing.  
*Bob sagt, er tanze sehr gerne.*

Die Zeit der direkten Rede wird in der indirekten Rede **um eine Zeitstufe zurückversetzt**, wenn das **Einleitungsverb** im *simple past* steht:

Bob said, "I love dancing."  
*Bob sagte: „Ich tanze sehr gerne.“*

Bob said (that) he loved dancing.  
*Bob sagte, er tanze sehr gerne.*

<b>direkte Rede</b>	<b>indirekte Rede</b>
<i>simple present</i>	<i>simple past</i>

<i>simple past</i>	<i>past perfect</i>
--------------------	---------------------

<i>present perfect</i>	<i>past perfect</i>
------------------------	---------------------

<i>will-future</i>	<i>conditional I</i>
--------------------	----------------------

Joe: "I like it."

Joe said he liked it.

Joe: "I liked it."

Joe said he had liked it.

Joe: "I 've liked it."

Joe said he had liked it.

Joe: "I will like it."

Joe said he would like it.





## Klassenarbeit 6

Schwerpunkte: *Listening comprehension, gerund/participle/infinitive, mediation*

45 minutes

### I Listening comprehension: What's it like being unemployed? (Track 9)

Listen to the following dialogue between Mark and his friend Susan, who is unemployed, and answer the questions.

#### A Multiple choice

(8 pts.)

1. Susan comes from ...
  - Manchester.
  - Liverpool.
  - Dartford.
  - Watford.
2. Susan is ... years of age.
  - 22
  - 32
  - 42
  - 44
3. Susan has recently been turned down for ...
  - a job she applied for.
  - two jobs she applied for.
  - one job she has applied for but hasn't heard about a second.
  - no job and has been offered a position.
4. Susan learned to play ...
  - the tin whistle and harp.
  - the tin whistle and guitar.
  - the guitar and flute.
  - the flute and tin whistle.

**B True or false?**

(8 pts.)

- |  | true                     | false                    |
|--|--------------------------|--------------------------|
| 1. Susan agrees with the critical reviews of Sting's new album.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Buskers earn good money at Christmas.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Some buskers earn up to £ 500 a day if they have a good spot.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Buskers often get into trouble with the police if they have no licence to play. | <input type="checkbox"/> | <input type="checkbox"/> |

**C Paraphrase the following sentence from the text**

(2 pts.)

“You have to be prepared for things like abuse.”

---

**II Vocabulary and grammar**

(14 pts.)

1. Complete the following sentences by using gerunds, participles and infinitives.

Long ago an Indian went hunting in the fields around his home. After some time he discovered a deer, which he shot and wounded. The deer ran off, \_\_\_\_\_ (*follow*) by the Indian. The Indian chased the deer for miles, \_\_\_\_\_ (*continue*) to shoot arrows at the poor animal. Suddenly, the animal stopped, turned and spoke to the astonished Indian. “Stop you fool, you will never kill me.” Come with me to where I live or the Great Spirit will strike you down dead”, the deer said, \_\_\_\_\_ (*point*) in the direction of deep woods far off in the distance. The Indian decided \_\_\_\_\_ (*do*) as the deer said. On the way the animal said they would live together, \_\_\_\_\_ (*share*) everything together, half and half. They travelled for miles, \_\_\_\_\_ (*turn*) left and right and then left again, until they came to where the deer lived with his family. The Indian got to like the animal and \_\_\_\_\_ (*show*) him this by \_\_\_\_\_ (*build*) a warm hut for the deer's young sons \_\_\_\_\_ (*play*) in. After a while, however, the deer noticed the Indian was not fully happy.



## Solution

### I Listening comprehension:

#### What's it like being unemployed? (Tapescript)

*Hinweis: Der Begriff „busker“ (= Straßenmusikant) könnte neu für dich sein.*

INTRO: What's it like being unemployed? Well, Susan O'Neill from Watford has no job, but she still manages to keep going and stay positive. Susan is 32 years of age, has two brothers and two sisters and loves travelling – if she can afford it of course. Her friend Mark is asking her a few questions.

MARK: Hi Susan, any news on the job front?

SUSAN: Well, I had two interviews last week and got turned down immediately after the first interview as “unsuitable for the position”. I'm still waiting to hear about the second one.

MARK: Well, don't let it get you down. Keep trying. Hey, that sounds good. What is it?

SUSAN: It's the new Sting album. The reviews of it haven't been good but I like it. I bought a couple of second-hand CDs as well. They were quite cheap, otherwise I couldn't have afforded them. In fact I've had to sell some of my best old stuff on e-Bay to keep new music coming in.

MARK: Music has always been important to you, hasn't it? What sort do you listen to most?

SUSAN: I like listening to Rock 'n' Roll music from the 50sto80s period, and Jamaican Reggae. I went through a hip-hop phase as well, but I've grown a bit tired of it to be honest. Music is very important to me. It soothes me when I'm under pressure or worrying because I have no job. And there's nothing I like better than a good concert, though I haven't been to one for some time. My mother always maintains that if she wants to relax she either has to go to the sea or listen to nice music. I suppose she passed the idea on to me! The major difference between us though is that I love the history of music and analysing or learning song lyrics. That's too serious and too much trouble for her. She sees music as a way of relaxing and being happy. Nothing more.

MARK: Say, I don't suppose you can play an instrument, can you?

SUSAN: Well I learned how to play the tin whistle and the guitar at school, but I gave up playing years ago. Why?

MARK: Well, you could do a bit of busking if you wanted to raise some money. Good buskers earn a lot in the summer and Christmas periods.

SUSAN: Really? Do you have any idea how much exactly?

MARK: I reckon they take home £ 100 to £ 200 each day if they are good and have a good spot. Some, of course, earn very little but it gets them out and

stops them sitting in front of the TV feeling sorry for themselves. The only thing is, you have to be prepared for things like abuse if you are no good, and trouble from fellow buskers. Of course you have to get a licence to play first.

SUSAN: You know, that's not a bad idea. I'd have to take lessons again but I reckon I could play a few songs. It might be worth trying. Thanks for the idea.

MARK: Don't mention it. Bye!

### A Multiple choice

1. Susan comes from ...
  - Manchester.
  - Liverpool.
  - Dartford.
  - Watford.
2. Susan is ... years of age.
  - 22
  - 32
  - 42
  - 44
3. Susan has recently been turned down for ...
  - a job she applied for.
  - two jobs she applied for.
  - one job she has applied for but hasn't heard about a second.
  - no job and has been offered a position.
4. Susan learned to play ...
  - the tin whistle and harp.
  - the tin whistle and guitar.
  - the guitar and flute.
  - the flute and tin whistle.

### B True or false?

- |   | true                                | false                               |
|---|-------------------------------------|-------------------------------------|
| 1. Susan agrees with the critical reviews of Sting's new album. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 2. Buskers earn good money at Christmas.                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

3. Some buskers earn up to £ 500 a day if they have a good spot.
4. Buskers often get into trouble with the police if they have no licence to play.

### C Paraphrase the following sentence from the text

***Hinweis:** Überlege dir zunächst Synonyme oder Umschreibungen für die Ausdrücke „to be prepared to“ und „abuse“. Beachte, dass der Satz aus dem Text stammt und „abuse“ mit der Bedeutung „Beschimpfung“ verwendet wird.*

It is necessary to brace oneself for insults. / Consider that passers-by might insult you. / You should expect some unfriendliness and bad language.

## II Vocabulary and grammar

1. Gerunds, participles and infinitives

***Hinweis:** Erklärungen und Beispiele zu Infinitiv, Gerundium und Partizipien findest du in der Kurzgrammatik (S. 8ff.).*

Long ago an Indian went hunting in the fields around his home. After some time he discovered a deer, which he shot and wounded. The deer ran off, **followed** by the Indian. The Indian chased the deer for miles, **continuing** to shoot arrows at the poor animal. Suddenly, the animal stopped, turned and spoke to the astonished Indian. “Stop you fool, you will never kill me.” Come with me to where I live or the Great Spirit will strike you down dead,” the deer said, **pointing** in the direction of deep woods far off in the distance.

The Indian decided **to do** as the deer said. On the way the animal said they would live together, **sharing** everything together, half and half. They travelled for miles, **turning** left and right and then left again, until they came to where the deer lived with his family. The Indian got to like the animal and **showed** him this by **building** a warm hut for the deer’s young sons **to play** in. After a while, however, the deer noticed the Indian was not fully happy. The Indian spent days **looking** towards the fields where he had come from and the deer had the feeling the Indian wanted **to go** back again.

Finally, the deer suggested to the Indian that their time together was over, and **handed** the Indian a magic stick, **telling** him, “If you hold this in your right hand it will lead you the whole way back to your people.”

This the Indian did and on **arriving** back among his people, he was greeted joyfully by all.



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[info@stark-verlag.de](mailto:info@stark-verlag.de)

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