

I – Theorie: Zum Stationenlernen	4
1. Einleitung: Stationenlernen, was ist das?	4
2. Besonderheiten des Stationenlernens im Fach Englisch in der Klassenstufe 7	7
II – Praxis: Materialbeiträge	8
1. Plans for the week	10
2. Come and visit Wales!	26
3. From Britain to Boston	43
4. Hobbies	60
5. Talking about people and their jobs	76
6. Stick to the rules	93
Abbildungsverzeichnis	112

VORSCHAU

Laufzettel

zum Stationenlernen für das Thema:
Plans for the week

Station 1 – Helen's Monday plans

Aussagen richtig zusammenfügen

Station 2 – Helen Honcamp's diary

Fragen und Antworten finden
Eine E-Mail vervollständigen

Station 3 – Free time and more

Dialoge der Gegenwart oder Zukunft
zuordnen, in Partnerarbeit selbst
Dialoge erstellen und zuordnen

Station 4 – Your diary for next week

Einen eigenen Wochenplan erstellen

Zusatzstation A –

Helen's tennis match

Sätze im *present progressive* oder im
will-future vervollständigen

Zusatzstation B –

Mike's weekend plans

Wochenendpläne auf Englisch
formulieren

Selfie – Test yourself!

Zusammenfassende Selbstkontrolle

3.30 p.m.
buy a present for
Grandma
8 p.m.
watch a tennis
match on TV

TUESDAY JUNE

Comments:

Station 3

Aufgabe

Free time and more: Dialoge der Gegenwart oder Zukunft zuordnen

1. Present or future?

Read the dialogues and find out: Are they about the present or the future?
Tick (✓) the correct answer.

2. Your turn

Make three or four dialogues for a partner and let him or her find out.

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Station 4

Aufgabe

Your diary for next week: Einen eigenen Wochenplan erstellen

1. My diary

Make your own diary for next week.

2. My activity with a classmate

Find a day and an activity that you can do with a partner.
Write full sentences, please.

Station 1

Material

Helen's Monday plans: Aussagen richtig zusammenfügen

Das *present progressive* als Zeitform der Zukunft

Du kennst das *present progressive* bislang als Zeitform, mit der du gerade ablaufende Ereignisse oder Handlungen beschreiben kannst. Gebildet wird das *present progressive* mit den Präsensformen von **to be + ing-Form des Verbs**.

Beispiele:

I **am just writing** a message.

Look, Helen **is playing** tennis.

We **aren't doing** a test at the moment.

Are you sleeping, Dad?

Mit dieser Zeitform kannst du aber auch ausdrücken, dass etwas für die Zukunft fest geplant oder vereinbart ist. Mit Zeitbestimmungen kannst du dabei verdeutlichen, dass du die Zukunft und nicht die Gegenwart meinst (z. B. on Tuesday, at 10 a.m., tomorrow, in the evening, next week).

Beispiele:

What are you doing **at the weekend**, Helen? – We're going to Cornwall.

And what about **next Monday**? – I'm playing a match with Sarah.

Helen Honcamp's Monday plans

- | | |
|------------------------------------|-----------------------------------|
| 1. In the morning Helen is | a) Sarah at the corner at 8.30. |
| 2. At 8.00 she is having | b) a tweet to her tennis team. |
| 3. She is meeting her friend | c) home with Sarah. |
| 4. They are arriving | d) breakfast in the kitchen. |
| 5. Helen is having her lunch | e) at school around 8.45. |
| 6. At 3.30 she is walking | f) interview with a tennis star. |
| 7. Later she is sending | g) break in the school cafeteria. |
| 8. After dinner she is watching an | h) having a shower at 7.45. |

1	2	3	4	5	6	7	8

Station 2

Material 2

Mail to a cousin: Eine E-Mail vervollständigen

On Monday Helen Honcamp writes an e-mail to her cousin Mike. He lives a few miles away and wants to invite Helen to a geocaching tour one afternoon this week.



Hi Mike,

Thank you very much for your idea!

You know I like geocaching very much, but I'm sorry, we can't take a tour, because I'm already very busy this week.

Tomorrow afternoon I _____ Grandma.

In the evening _____

TV.

On Wednesday _____

_____. At 7.15 p.m. _____

_____.

Will you be there, too? Maybe we can fix a tour for next week then. On Thursday afternoon

_____.

And on Friday at 2.30 p.m. we _____ on our weekend trip to Cornwall.

Have you ever been to Cornwall? What about your weekend? _____

_____ at home next weekend?

See you (on Wednesday?)

Helen

Zusatzstation A

Material

Helen's tennis match: Sätze im *present progressive* oder im *will-future* vervollständigen

Zur Erinnerung:

Für Vermutungen, Wünsche, Vorhersagen oder nicht beeinflussbare Ereignisse in der Zukunft benutzt du das *will-future*, das mit **will + Grundform des Verbs** (Infinitiv) gebildet wird: They **will play**.

Helen and Sarah's match

It is Thursday afternoon and Helen is on her way to the tennis court. First she (*collect*)

_____ her friend Sarah at the corner, and at 4 p.m. they (*play*)

_____ a match together. They hope the weather (*be*) _____ fine,

although the weather forecast says there (*be*) _____ some rain

later in the afternoon.

Sarah and Helen's school tennis coach (*watch*)

_____ their training, too. After the match he (*talk*)

_____ to the girls to help them improve their playing.

The girls (*surely/be*) _____ tired after that.

Sarah and Helen agree they (*have*) _____ another

match next week. Their coach (*not be*) _____ there

because he (*pick up*) _____ a friend at the station

at that time. They (*go*) _____ to an outdoor concert

in the evening. Of course they hope it (*not rain*)

_____ !



Station 4 – Lösung

My diary

(individuell)

My activity with a classmate

(Musterlösung)

Day: **Wednesday** Time: **4 p.m.**

Sandra and I are learning for the English test on Thursday.

Zusatzstation A – Lösung

Helen and Sarah's match

It is Thursday afternoon and Helen is on her way to the tennis court. First she **is collecting** her friend Sarah at the corner, and at 4 p.m. they **are playing** a match together. They hope the weather **will be** fine, although the weather forecast says there **will be** some rain later in the afternoon.

Sarah and Helen's school tennis coach **is watching** their training, too. After the match he **is talking** to the girls to help them improve their playing. The girls **will surely be** tired after that. Sarah and Helen agree they **are having** another match next week. Their coach **will not be** there because he **is picking up** a friend at the station at that time. They **are going** to an outdoor concert in the evening. Of course they hope it **will not rain!**

Zusatzstation B – Lösung

(Musterlösung)

Mike: **Are you staying at home** at the weekend?

Jacob: **Well, tomorrow evening I'm staying at home, because I'm watching a football match on TV, but on Saturday I'm going on a bike tour with Tim and William.**

Mike: **Oh, I hope the weather will be** fine!

Jacob: **The weather forecast says it'll be dry but windy. What are your plans** for the weekend?

Mike: **Jenny and I are taking the train to Brighton on Saturday morning. We are staying** there for two days.

Selfie – Test yourself! – Lösung

Present or future?

	Present	Future
1. Look at that boy, Sarah – he is smiling at you! Yes, he is. But why is he doing that?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Can we meet at the weekend? No, we can't. I'm sorry. I'm going to Cornwall with my family.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Where are you going next weekend? We're staying at home.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. What are you listening to? It's my favourite rap group. Do you like it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mike Honcamp's plans for the next two days

(Musterlösung)

1. On **Tuesday at 3.15 p.m. he is buying two** tickets for the cinema.
2. On **Tuesday he is playing football with his friends at 7 p.m.**
3. On **Wednesday at 2.30 p.m. he is talking to his football coach.**
4. On **Wednesday at 7.45 p.m. he is going to the cinema with Jenny.**

Your plans for two days

(individuell)

Laufzettel

zum Stationenlernen für das Thema:
Come and visit Wales!

Station 1 – Scrambled sentences
Sätze richtig zusammensetzen

Station 2 – What were they doing?
Sätze mithilfe von Stichwörtern bilden

Station 3 – Were they doing it?
Verneinte Sätze und Fragesätze bilden

Station 4 – Come and visit Wales!
Einen Hörtext verstehen, zwischen richtigen und falschen Aussagen unterscheiden und Sätze vervollständigen

Station 5 – Thunderstorm on Mount Snowdon
Sätze im *past progressive* bilden

Station 6 – A class trip to Cardiff
Verben in der richtigen Zeitform einsetzen

Zusatzstation A – Past progressive – looking at the rules
Sätze im *past progressive* den entsprechenden Regeln zuordnen

Selfie – Test yourself!
Zusammenfassende Selbstkontrolle

Comments:

Station 5

Aufgabe

Thunderstorm on Mount Snowdon: Sätze im *past progressive* bilden

Make sentences and use the *past progressive*.
Write two more sentences in 7 and 8, please.

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Station 6

Aufgabe

A class trip to Cardiff: Verben in der richtigen Zeitform einsetzen

Put in the correct form of the verbs. Use the *simple past* and the *past progressive*.

Station 4

Material

Come and visit Wales!: Einen Hörtext verstehen, zwischen richtigen und falschen Aussagen unterscheiden und Sätze vervollständigen

Listen and tick (✓)	right	wrong	not in the text
1. The Kendricks live in Barmouth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Barmouth is a big town in Wales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Barmouth hasn't got a beach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Wales is in the southwest of Britain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Over 100,000 people live in Cardiff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. You can't see "Bed & Breakfast" signs in North Wales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The hiking trails are never boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. There is snow on Mount Snowdon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Mount Snowdon isn't famous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. People in Wales can speak English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Facts about Wales

1. Barmouth is a perfect place for _____ activities.
2. The biggest industry in Wales is the _____.
3. _____ of people spend their _____ in Wales.
4. In the countryside there are small _____ and _____ farms.
5. You can take a _____ to reach the top of Mount Snowdon.
6. The Welsh language is very _____ to understand.

Station 6

Material

A class trip to Cardiff: Verben in der richtigen Zeitform einsetzen

Last month Cari Kendrick went on a class trip to the capital of Wales, Cardiff. First they took a guided bus tour around the city.

Then they went whitewater-rafting at the Cardiff White Water Centre.



While they *(take)* _____ the guide bus tour, Cari's friend Sara *(start)* _____ to look for her ticket. But while she *(look)* _____ under all the seats, Cari *(find)* _____ it in Sara's jacket pocket. When their bus *(pass)* _____ the National Museum, a lot of Chinese tourists *(leave)* _____ the building. A lot of pupils *(stand)* _____ in a long queue when they *(arrive)* _____ at the White Water Centre. So a few pupils *(not go)* _____ to the entrance, they *(decide)* _____ to have a look at the amazing Wales Millennium Centre nearby. While the other kids *(enjoy)* _____ the thrills of white water an hour later, they *(not notice)* _____ that they were wet over and over after a few minutes. When they finally *(stop)* _____ at the end of the rapids (Stromschnellen) their teachers *(have)* _____ tea at the café balcony.

Station 3

Aufgabe

„why – because“: Fragen mit dem *past perfect* beantworten

1. Friends' talk

Answer the questions and use the *past perfect*.

2. Your turn

Find two more “why-because dialogues”. Work with a partner.

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Station 4

Aufgabe

Free time gone wrong: Sätze mit Verben im *past perfect* vervollständigen

Complete the sentences 1–5 and use the *past perfect*.
Complete the sentence in 6.

Station 2

Material

A birthday present for Jacob O'Leary – Aussagen im *past perfect* vervollständigen

talk · lose · say · go · finish · order
bring · eat · arrive · open · spend

The Monday after Mike and Jenny _____ geocaching, Mike went to Jenny's house again. He had to wait a few minutes until Jenny _____ her homework. Then they cycled to a new outdoor shop which _____ the week before. After they _____ a long time in the shop, they bought a small rucksack for their friend Jacob. Then Jenny and Mike went to a restaurant where Jacob _____ a table and a nice dinner for his best friends. When they entered the restaurant, most of Jacobs friends _____ already _____. Of course Jacob was very pleased when he saw the rucksack. He _____ his old rucksack some time ago on a hiking tour. Then Jenny and Mike had a look at all the presents which Jacob's other guests _____. When they finally _____ huge lumberjack steaks with mixed vegetables and after they _____ about their next geocaching tour, it was time to go. When they _____ goodbye to Jacob, Mike took Jenny home and then he hurried home, too, because it was already late.



Station 5

Material

Jacob in Boston: Einen Hörtext verstehen und Aussagen dazu passend zusammensetzen

1. Jacob's aunt and uncle

most important sights.

2. They went to Boston 25

at the Boston Marathon.

3. Uncle Patrick takes his guests on

a city tour.

4. They drive to the

in 1636.

5. Boston is about

live in Boston.

6. Harvard University was created

a public park.

7. The American Revolution

near the harbor site.

8. The Freedom Trail starts at

started in Boston.

9. The State House has got

years ago.

10. In 2013 two bombs exploded

a golden dome.

11. The O'Learys' house is

400 years old.



Zusatzstation B

Aufgabe

What would you do?: Aufschreiben, was man in bestimmten Situationen tun würde

1. If the weather is fine, ...

What will you do if the weather is fine next weekend? What will you not do? Write five sentences.

2. If I won the prize, ...

What would you do if you won a million euro in a TV quiz? What would you not do? Write six sentences.

3. Comparing answers

Compare your answers with your partner's answers. How many are the same, similar and how many are very different?

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Selfie – Test yourself!

Aufgabe

Zusammenfassende Selbstkontrolle

1. Making sentences

Put the sentences together.

2. Completing sentences

Complete the sentences.



Station 5

Material

Daydreaming: Bedingungssätze (Typ II) vervollständigen



The Kendricks from Barmouth have just had a picnic on top of Carnedd Dafydd in Wales. They are a bit tired after the long way up. The weather is nice and warm now, and so they are lying in the sun, closing their eyes and day-dreaming for a few minutes.

Cari:

If I (*have*) _____ a boyfriend, I would try to teach him geocaching.

If he (*be*) _____ from Barmouth, I would see him every day.

He (*take*) _____ me for a ride at the weekends if he had a car.

Alan:

I (*ride*) _____ downhill if I had a mountain bike.

If it rained, it (*get*) _____ dangerous, but it (*be*) _____ even more fun!

Mr Kendrick:

I (*place*) _____ my own geocache here if I found a nice hideout.

If the kids (*not be*) _____ tired, they would probably run around and look for interesting stones.

Mrs Kendrick:

If it rained on our way down, we (*start*) _____ to run to reach our car.

I would surely stumble and fall if I (*not take*) _____ care.

But I know I (*be*) _____ careful if the path (*be*) _____ slippery and wet.

Zusatzstation A

Material

Type I or Type II?: Typen von Bedingungssätzen erkennen und bilden

Type I or II?	Type I	Type II
1. If the weather is fine, the Kendricks will go hiking.	<input type="checkbox"/>	<input type="checkbox"/>
2. Cari would climb the Großglockner if she had the chance.	<input type="checkbox"/>	<input type="checkbox"/>
3. If there were a storm, Mrs Kendrick would be afraid.	<input type="checkbox"/>	<input type="checkbox"/>
4. If Alan sees wild sheep, he will take a photo.	<input type="checkbox"/>	<input type="checkbox"/>
5. Mr Kendrick would be glad if he found a geocache.	<input type="checkbox"/>	<input type="checkbox"/>
6. They will have a hamburger if they find a snack bar.	<input type="checkbox"/>	<input type="checkbox"/>
7. If they didn't look out for a snack bar, they would get hungry soon.	<input type="checkbox"/>	<input type="checkbox"/>
8. The German couple will be happy if they get some help.	<input type="checkbox"/>	<input type="checkbox"/>

Your turn – Partner activity

Type I or II?	Type I	Type II
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>

Your score: _____ out of 8.



Laufzettel

zum Stationenlernen für das Thema:
Talking about people and their jobs

Station 1 – Alan Kendrick helps
Who und *which* verwenden

Station 2 – More help for Paul
Sätze mit *whose* zusammenstellen

Station 3 – People, jobs and things
Who, *which* und *whose* unterscheiden

Station 4 – What's the name?
Relativpronomen verwenden und
Begriffe finden

Station 5 –
Talking about jobs in Barmouth
Einen Hörtext verstehen

Zusatzstation A –
People and jobs in Barmouth
Relativpronomen einsetzen
oder auslassen

Zusatzstation B –
Facts about people from Barmouth
Sätze mit und ohne Relativpronomen
bilden

Selfie – Test yourself!
Zusammenfassende Selbstkontrolle

Comments:

Station 5

Aufgabe

Talking about jobs in Barmouth: Einen Hörtext verstehen

1. Aggie and Cari

Listen to the text. Then read the sentences and tick (✓) the five correct statements.

2. Information about a careers lesson

Listen again and find the missing words in the text to fill the gaps.

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Zusatzstation A

Aufgabe

People and jobs in Barmouth: Relativpronomen einsetzen oder auslassen

Fill in the relative pronoun *which* or *who* when necessary.

Station 1

Material

Alan Kendrick helps: *Who* und *which* verwenden

Relativsätze (*relative clauses*)

Wenn du Personen, Sachen oder Tiere genauer beschreiben möchtest, kannst du dazu Relativsätze verwenden, die du an den Hauptsatz anschließt.

Beispiele: Cari Kendrick is a girl **who likes jogging after work.**

Here is the new outdoor shop **which opened last week.**

A polar bear is an animal **which lives in the Arctic.**

Bonzo is the dog **who likes children.**

This is the boy **whose mother is from Liverpool.**

Wie du siehst, wird der Relativsatz mit den Relativpronomen **who**, **which** oder **whose** eingeleitet.

Für Personen benutzt du **who**, für Sachen und Tiere **which**.

Für Tiere, die einen Namen haben, kannst du ebenfalls **who** verwenden.

Mit **whose** (dessen, deren) drückst du aus, dass jemandem etwas gehört.

Anstelle von **who** und **which** kannst du auch **that** für Personen, Sachen und Tiere benutzen.

Beispiele: Cari is the girl **that** is from Barmouth.

Here is a shop **that** is specialized in outdoor equipment.

A cat is a pet **that** likes mice.

Paul is a German exchange pupil at Alan Kendrick's school in Barmouth. Alan helps him to understand a few words about jobs and work.

1. An assembly is a meeting _____ takes place before school starts.



2. A hairdresser is a man or woman _____ cuts your hair.

3. A screwdriver is a tool _____ can tighten or loosen screws.

4. A chef is a person _____ prepares food in a restaurant or café.

5. A nurse is a person _____ helps doctors in a hospital.

6. A saw is a tool _____ cuts wood.