access 2

HANDREICHUNGEN FÜR DEN UNTERRICHT
mit Kopiervorlagen und methodisch-didaktischem Glossar
Inhaltsübersicht VAS & LAS

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<td><strong>1. We went</strong></td>
<td>The Eden</td>
<td>🌿</td>
<td>to a different city</td>
<td>a big area with lots of trees:</td>
<td>What was the weather like in Turkey?</td>
<td>It was a boring day, so I did a handcraft with some of my friends.</td>
<td>Grüß Sue von mir.</td>
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<td><strong>2. I made lots of new friends on the campsite</strong></td>
<td>This is nothing new to learn, it's just</td>
<td>📜</td>
<td>their friends to a party</td>
<td>the time when you are not at school or work:</td>
<td>It is often very windy by the North Sea.</td>
<td>We all went down the river.</td>
<td>Ich kann es kaum erwarten, zu ...</td>
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<tr>
<td><strong>3. Lots of people on the campsite had their own tents</strong></td>
<td>Do you want to have a party with us this afternoon?</td>
<td>🎨</td>
<td>some paper for notes:</td>
<td>I don't like the weather, but it's good for the plants.</td>
<td>Sam brought a volleyball.</td>
<td>Wir war? Wie war es? Sam bringte einen Volleyball.</td>
<td></td>
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<td><strong>4. But we stayed in a big tent</strong></td>
<td>Lucy isn't able to stay at the party till twelve.</td>
<td>🎥</td>
<td>he or she lives next to you:</td>
<td>Yesterday was a sunny day, so we went to the beach.</td>
<td>I went some notes on the two teams.</td>
<td>Vor zwei Tagen war ...</td>
<td>Alles Liebe, Jack/Liebe Grüße, Jack</td>
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<td><strong>5. Every day, we did lots of activities.</strong></td>
<td>We don't have to buy tickets – the show is free.</td>
<td>🤖</td>
<td>100 years:</td>
<td>Then Sam hit the ball really hard.</td>
<td>Alles Liebe, Jack/Liebe Grüße, Jack</td>
<td>L., Jack</td>
<td></td>
</tr>
<tr>
<td><strong>6. There was also a great pool near the beach.</strong></td>
<td>“No mobile phones!” – that’s a rule at our school.</td>
<td>🎩</td>
<td>into the sky</td>
<td>The ball rolled into the river.</td>
<td>Großeltern gingen ins Wasser.</td>
<td>Heute Nachmittag ...</td>
<td></td>
</tr>
<tr>
<td><strong>7. And there were some high mountains near the sea.</strong></td>
<td>Last year I stayed in Australia with a very nice host.</td>
<td>🌟</td>
<td>at night</td>
<td>The ball was warm and sunny, but today it’s cold and cloudy.</td>
<td>No ball – this is the school.</td>
<td>Heute Nachmittag ...</td>
<td></td>
</tr>
<tr>
<td><strong>8. But we did not like them – it was too hot!</strong></td>
<td>Do you understand the meaning of this word?</td>
<td>📚</td>
<td>off their TVs</td>
<td>something that you remember from the past:</td>
<td>What a nice day! There are no clouds in the sky.</td>
<td>Now we all really bored!</td>
<td>Du Glückspilz!</td>
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### Vocabulary Action Sheet

**The fourth word**

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<td><strong>1. January – winter</strong></td>
<td><strong>Our planet is 70 % sea and 30 %</strong></td>
<td>You didn’t sleep last night? Then you [s] ______ [l] ______ be really tired!</td>
<td>London is always full [____] tourists.</td>
<td>You can ______ me tomorrow. Here’s my number.</td>
<td>I can’t do it today, but maybe [____]</td>
<td>Bitte sehr. / Hier bitte. [h] ______ [a] ______</td>
</tr>
<tr>
<td><strong>2. at home – (to) be in not at home – (to) be o</strong></td>
<td><strong>There are big [w] ______ in the ocean when it’s windy.</strong></td>
<td>Everyone can see that they’re sisters – they look so [s] ______ [s] ______</td>
<td>Goodbye, Maggie! Let’s stay [____] touch!</td>
<td>Tom, can you ______ the phone, please? I’m in the bathroom.</td>
<td>Am [____] warm, but later it got cold. [..., nicht wahr? [r] ______ [a] ______]</td>
<td></td>
</tr>
<tr>
<td><strong>3. good – bad</strong></td>
<td><strong>happy – u</strong></td>
<td>Is that your son? He really looks [i] ______ [l] ______!</td>
<td>Come on, you have to get up [____] school.</td>
<td>Can I use your mobile? I have to make a [p] ______</td>
<td>Little Joe can’t walk – he’s [____] six months old.</td>
<td>immer wieder [<strong><strong>] [</strong></strong>] [____]</td>
</tr>
<tr>
<td><strong>(to) mean – (to) invite – i</strong></td>
<td><strong>In the mountains, the land is often very [r] ______ [r] ______.</strong></td>
<td>The school year in Britain has three [t] ______</td>
<td>I don’t want to sit next [____] him. I don’t like him.</td>
<td>I’m sorry, but Jo is out. Do you want to [<strong><strong>] ______ [</strong></strong>] ______?</td>
<td>[...] a ______ know that story. [<strong><strong>] [</strong></strong>] [<strong><strong>] [</strong></strong>] [____]</td>
<td></td>
</tr>
<tr>
<td><strong>good – bad easy – d</strong></td>
<td><strong>There are lots of [p] ______ [m] ______ and animals in the Amazon [r] ______.</strong></td>
<td>I was so [sh] ______, he saw dark clouds in the sky.</td>
<td>Hello? Can I speak to Amy, please? – I’m sorry, but she’s not [____] ______</td>
<td>Come on, Abby! I’m [____] ______ [s] ______ you can do it!</td>
<td>jn. umarmen (to) sb. [____] [a] ______</td>
<td></td>
</tr>
<tr>
<td><strong>boy – son</strong></td>
<td><strong>girl – d</strong></td>
<td>You can see lots of [w] ______ [w] ______ animals in Africa.</td>
<td>Sorry, but you have to leave your dog [o] ______ the shop.</td>
<td>Hello, it’s Tim here. Is Katy in? – [H] ______ [____] ______, I think she’s upstairs.</td>
<td>Be [c] ____<strong>, this tea is very hot! [</strong>__] [l] ______</td>
<td></td>
</tr>
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<td><strong>soft – hard</strong></td>
<td><strong>push – p</strong></td>
<td>The USA is a big [c] ______ [t] ______.</td>
<td>Do it again, and [____] ______ be careful.</td>
<td>Don’t phone me. Send me a [____] ______.</td>
<td>Sorry, I have no time [____] ______, but maybe later.</td>
<td>Glück haben (to) [____] [l] ______</td>
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<td><strong>British – chips</strong></td>
<td><strong>American – f</strong></td>
<td>I’d like to travel around the [w] ______ ______!</td>
<td>Do you have your [o] ______ computer?</td>
<td>Please say hello to Abby [____] ______ you see her.</td>
<td>Lucy is really [b] ______ – all the boys love her! [____] [Text-, Satz-] Zusammenhang [c] ______</td>
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<td>1</td>
<td>They're having an a________ today to choose singers for the musical.</td>
<td>Did you read the a________ about our school in the paper?</td>
<td>I saw John and w________ed him a happy birthday.</td>
<td>,</td>
<td>Sorry, whose dog is this? – Oh, it's m________. Come here, Skipper!</td>
<td>How can we get t________ the other side of the river?</td>
</tr>
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<td>2</td>
<td>I really like acting. Is there a d________ club at this school?</td>
<td>This T-shirt looks nice, but it's b________ expensive.</td>
<td>Does your mobile b________ when you get a text?</td>
<td>-</td>
<td>Look, this is my pen, and that's y________. – Oh, I'm sorry.</td>
<td>Sam, you have to get u________! It's half past seven!</td>
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<tr>
<td>3</td>
<td>Are you a singer or a d________?</td>
<td>The castle is on the other s________ of the river.</td>
<td>Please be careful and don't d________ any food on the floor.</td>
<td>:</td>
<td>I think this is Leo's mobile. Let me see. Yes, it's h________.</td>
<td>My mum often gets r________ for school.</td>
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<td>4</td>
<td>In the audition you have to read a text a________.</td>
<td>The video is not very long – only f________ minutes.</td>
<td>Can you q________ four tickets for us?</td>
<td>?</td>
<td>Are these Lucy's sunglasses? – Yes, they're h________.</td>
<td>Hurry up! You have to get r________ for school.</td>
</tr>
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<td>5</td>
<td>I often feel very n________ when I speak in front of people.</td>
<td>The teacher gave us a w________ for homework.</td>
<td>It's raining – we have to c________ our plans for today.</td>
<td>!</td>
<td>Sorry, but we don't have a cat. So it can't be o________.</td>
<td>How are you getting o________ with your homework?</td>
</tr>
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<td>6</td>
<td>I have to read a d________ together with Leo.</td>
<td>You made a m________ here: it's 5, not 50.</td>
<td>Can you l________ all the lakes on this map?</td>
<td>Yes, it is.</td>
<td>Our caravan is over there. And where is f________?</td>
<td>We have to get o________ at the third stop.</td>
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<td>7</td>
<td>When you read, don't forget to p________ in the right places.</td>
<td>Can you help me? I can't do this o________.</td>
<td>Does your teacher c________ the names before the lesson starts?</td>
<td>1.5</td>
<td>The Millers have a funny car like this, so this car must be p________.</td>
<td>Is your car as big a________ ours?</td>
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<td>8</td>
<td>The musical has a lot of songs b________ Queen.</td>
<td>The models wore designer clothes in the f________ show.</td>
<td>Please m________ that you turn off your mobile on the plane.</td>
<td>New York is a large city, and l________ buildings are really tall.</td>
<td>Our car is even bigger t________ yours!</td>
<td>Jedenfalls,...; Aber egal,...</td>
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<tr>
<td><strong>1.</strong></td>
<td>Our class is very l_________. There are 40 students!</td>
<td>What s_________ is the T-shirt? – I think it’s L or XL.</td>
<td>(to) sing – singer</td>
<td>There’s a great c_________ by our school music group today.</td>
<td>Last evening I was a bit tired, so I l_________ on my bed.</td>
<td>das diesjährige Musical t_________ y_________ musical</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Five hours of homework? That sounds a_________!</td>
<td>Next year I want to travel r_________ the world.</td>
<td>yesterday – the past today – the p_________</td>
<td>They are playing in our village t_________.</td>
<td>I was almost asleep when my mobile r_________.</td>
<td>Ich werde ein Lied singen. l_________ g_________ s_________ sing a song.</td>
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<td><strong>3.</strong></td>
<td>Mike is very t_________. He’s almost two metres, I think.</td>
<td>There were lots of kids – m_________ o_________ were girls.</td>
<td>I – who? mine – w_________?</td>
<td>The village theatre has a very big s_________.</td>
<td>The sound of it w_________ me s_________.</td>
<td>Du solltest aufhören. You s_________ stop.</td>
</tr>
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<td><strong>4.</strong></td>
<td>That’s a br_________ idea! Let’s do it!</td>
<td>Some answers were c_________, but most of them were wrong.</td>
<td>nobody – everybody nothing – e_________</td>
<td>They are very good players – they’re all very t_________.</td>
<td>It was Tom. “Sorry, I said tomorrow, but I m_________ today! We’re at the disco!”</td>
<td>sich fertig machen für (to) g_________ r_________ f_________</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>It’s warm and sunny, and the birds are singing: What a l_________ day!</td>
<td>I don’t like the winter! I w_________ it was summer!</td>
<td>half – halves knife – k_________</td>
<td>I play the r_________ r_________.</td>
<td>I s_________ my head and got up.</td>
<td>ungefähr a_________</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>His voice is very c_________ – you can understand every word.</td>
<td>There were a_________ 1000 people at the concert.</td>
<td>big – bigger beautiful – u_________</td>
<td>Do you play an i_________ too?</td>
<td>Then I s_________ some money into my pocket and went out.</td>
<td>sogar c_________</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>I think Dave really likes Olivia, but he’s too s_________ to tell her.</td>
<td>Everybody stopped dancing – e_________ Leo.</td>
<td>long – the longest beautiful – b_________</td>
<td>It’s great when people c_________ after a concert.</td>
<td>I met Tom and Jane and we all q_________ outside the disco.</td>
<td>bis jetzt; bis hierher s_________ f_________</td>
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<tr>
<td><strong>8.</strong></td>
<td>Well, of course. Olivia is really g_________ or even beautiful.</td>
<td>You look tired. You s_________ go to bed.</td>
<td>boring – bored scary – s_________</td>
<td>Sometimes they even c_________ if they really liked it!</td>
<td>We f_________ there for almost 30 minutes before we got in!</td>
<td>Silbe s_________</td>
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<td>In town</td>
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<td>Which way?</td>
<td>The fourth word</td>
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| 1  
Maya is not at home.  
She is________ in Plymouth.  
________ a cat?  
--- No, I haven’t. | (to) go out  
(t) come home  
before – a______ | Excuse me, can you________ the museum? | (to) open – |  
Which bus goes to the station, please? |  
E________. |
| 2  
I want to send this letter.  
Where is the p______ o______?  
Can you help me with my computer?  
--- No, sorry. I don’t k______ a______ computers. | First, you have to  
(t) l______.  
(t) c______ | Then walk  
s______ o______ | (to) break – b______ |  
I have to buy a new s______ of pens. |  
S______, I don’t know.  
I’m not from here. |
| 3  
You don’t have to read every word –  
just s______ the text. | Then walk  
s______ o______ |  
(to) die – dead  
(to) break – b______ |  
Do they give you free p______ bags for your shopping? |  
I have to buy a new s______ of pens. |
| 4  
This new film could m______ the actor a star!  
Walk p______ the station and turn left again. | ______ o______ Church Road and Princess Street. |  
1,000 – kilo  
1 – g______ |  
Do you know the story of Aladdin and his m______ lamp?  
Do you know the story of Aladdin and his m______ lamp? |  
his m______ lamp? |
| 5  
Master Wu has to f______ another kung fu master.  
It’s o______ t______ Church Road and Princess Street.  
left – right down there –  
u______ h______  
f______ p______ |  
How can we c______ the river?  
Is there a ferry? |  
long – the longest  
far – the f______ |  
Have you got a dog?  
--- Yes, I ______. |  
I missed the bus.  
T______ ______ I was late. |
| 6  
You are not allowed to go by car into a p______ z______.  
Babies often c______ when they are tired. | There is a post office  
o______ the museum. |  
long – the longest  
far – the f______ |  
Have you got a dog?  
--- Yes, I ______. |  
I missed the bus.  
T______ ______ I was late. |
| 7  
Every year, there’s a bike r______ in town.  
Use the colour red to h______ important words. | How can we c______ the river?  
Is there a ferry? |  
good – bad regular –  
regular – |  
I missed the bus.  
T______ ______ I was late. |  
We aren’t home yet. We still have to go a bit f______. |
| 8  
Tourists often buy s______ s______.  
You can also u______ a word to show that it is important. | Yes, the ferry is down there, o______  
t______ r______ |  
slow – slowly  
good – w______ |  
We aren’t home yet. We still have to go a bit f______. |  
We aren’t home yet. We still have to go a bit f______. |
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<td>Hurry up! The shops are closed at 6 pm today.</td>
<td></td>
<td>Everybody liked the trip – thanks</td>
<td>Don’t worry about your daughter – she’s OK.</td>
<td>(to) speak in a very quiet voice:</td>
<td>Ich sah nach links.</td>
</tr>
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<td>I like this shop. The sales people are always friendly.</td>
<td></td>
<td>The water was too cold to Sam’s waist, and he couldn’t move.</td>
<td>You broke your leg? How did that happen?</td>
<td>a person who goes to see a place or another person:</td>
<td>jn. nach dem Weg fragen</td>
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<td>How much does this felt pen cost? – It’s £1.99.</td>
<td></td>
<td>From the tower you get a great view of the city.</td>
<td>What does he look like? Can you describe him to me?</td>
<td>a drink that you make from fruit or vegetables:</td>
<td>gleich nachdem: kurz nachdem</td>
</tr>
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<td>You gave me £5, so here’s your change.</td>
<td></td>
<td>Wait, I can describe the way to Sam’s waist, and he couldn’t move.</td>
<td>Be careful with that knife – don’t cut yourself!</td>
<td>something that you talk, write or learn about:</td>
<td>als, während</td>
</tr>
<tr>
<td>Let’s get some flowers from the flower shop at the market.</td>
<td></td>
<td>Do young people worry about their future?</td>
<td>It got a bit cold when the sun disappeared behind a cloud.</td>
<td>a first text or picture, but it’s not yet finished:</td>
<td>genau in dem Moment; gerade dann</td>
</tr>
<tr>
<td>And we need a pot of cornflakes.</td>
<td></td>
<td>Our teacher often speaks in a loud voice.</td>
<td>It’s all up! The film starts in ten minutes!</td>
<td>you shout it when you stop filming a scene:</td>
<td>ein braver Junge</td>
</tr>
<tr>
<td>Oh yes! And a litre of soup.</td>
<td></td>
<td>I live at the corner of Church Street and Castle Street.</td>
<td>Oh Tom, you’re really nice! Let me help you.</td>
<td>a braver Junge</td>
<td>der/die/das einzige ...; die einzigen ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What happened to your jeans? They’re wet!</td>
<td>Sam fell into the water. He couldn’t swim, so we had to tell him!</td>
<td>the top part of a house:</td>
<td>verantwortlich</td>
</tr>
</tbody>
</table>
### In the countryside

**Animals**

1. What plants does the farmer grow on this field?
2. Horses and cows like eating grass.
3. We stayed in a nice cottage in the English countryside.
4. From the mountain you can see all of the fields.
5. In the winter, we feed our cows hay from the fields.
6. A lot of ponies live on the open moor in Devon.
7. Farmers usually put their hay in a barn.
8. Don’t climb over the fence – maybe there’s a dog behind it!

**Context**

- There was some *m* over the fields, so you couldn’t see much.
- That’s Tom in this photo, but who’s that girl in the *b*?
- How often have you been to Dartmoor? – Only *o*.
- In the country, you need it to make chocolate: *c*.
- I have looked *e*, but I can’t find my keys.

**Verbs**

- Does your father’s name *b* with a ‘D’?
- I don’t *o* this car – it’s my brother’s.
- Don’t eat all the cake – please *l* some for Tom.
- I have never seen a tor *b* – it looks interesting!
- You should wear a *r* – it often starts to rain suddenly.
- You need it to make chocolate: *c*.
- How long does it *t* to walk to the station?
- I can’t walk any more – my feet are *h* so much!
- How long does it *t* to walk to the station?

**Definitions**

- the land outside towns and cities: *c*.
- a group of lines in a poem or song: *v*.
- soft and very wet ground: *m*.
- when something does not take long: *q*.
- you need it to make chocolate: *c*.
- it weighs a lot: *h*.
- you need it to make chocolate: *c*.

**Pictures**

- (to) tell –
- (to) make –
- (to) be –
- (to) come –
- (to) do –
- (to) eat –
- (to) go –
- (to) have –

**Past participles**

- usw. (und so weiter)
- Gedicht
- da/dort drüben
- zweimal pro Woche
- in die Richtung
dort entlang
- Oje!
- Hast du schon ...

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<td>Opposites</td>
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<td>background –</td>
<td>Hmm, very good!</td>
<td>![footprint]</td>
<td>Why did he</td>
<td>(to) see –</td>
<td></td>
<td>I have school</td>
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<td></td>
<td>This soup tastes</td>
<td></td>
<td>p__________you in the street without saying hello?</td>
<td></td>
<td></td>
<td>u__________two o'clock, so we can meet then.</td>
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<td>at the top – at the</td>
<td>We need a few s__________ men to help us with this heavy box.</td>
<td>![stamp]</td>
<td>One day we all have to d__________</td>
<td>(to) bring –</td>
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<td>(to) win – (to) l________</td>
<td>Ice cream tastes</td>
<td>![ice cream]</td>
<td>You have to t__________ a horse before you can ride it.</td>
<td>(to) buy –</td>
<td></td>
<td>I need a new pair b__________ socks.</td>
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<tr>
<td>(to) shake your head –</td>
<td>I can’t carry the box – it’s too heavy h__________.</td>
<td>![map]</td>
<td>You shouldn’t w__________ around the moor on your own.</td>
<td>(to) hear –</td>
<td></td>
<td>They were five c__________ cows on the field.</td>
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<td>(to) n________ your head</td>
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<td>(to) disappear – (to) d________</td>
<td>You saw me in town? That’s</td>
<td>![tulip]</td>
<td>That can’t be true! I don’t b__________ you!</td>
<td>(to) meet –</td>
<td></td>
<td>Hurry up! I can’t wait h__________ ever!</td>
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<tr>
<td>(to) clean – (to) k________</td>
<td>She lives in a n________ village – only ten minutes from here.</td>
<td>![village]</td>
<td>Let’s l________ a________ the town – maybe there’s a nice shop.</td>
<td>(to) write –</td>
<td></td>
<td>We need to put a fence c__________ our garden.</td>
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<td><strong>Celebrations</strong></td>
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<td><strong>Context</strong></td>
<td><strong>Two-part verbs</strong></td>
<td><strong>Definitions</strong></td>
<td><strong>Verbs</strong></td>
<td><strong>German/English</strong></td>
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<tr>
<td>1. Carnival is a big <strong>f</strong> ______ in some countries.</td>
<td>![Hat]</td>
<td>Your birthday is a <strong>s</strong> ______ day, so you should celebrate it.</td>
<td>You have to blow ______ all the candles on the cake.</td>
<td>a group of people who sing together: <strong>c</strong> ______</td>
<td>Can we use a candle to <strong>l</strong> ______ the fireworks?</td>
<td>Bürgermeister/in <strong>m</strong> ______</td>
</tr>
<tr>
<td>2. There is often a <strong>p</strong> ______ in town then.</td>
<td>![Skirt]</td>
<td>Some people give lots of money to <strong>c</strong> ______.</td>
<td>He dressed ______ as a monkey for Carnival.</td>
<td>a trip from one place to another: <strong>i</strong> ______</td>
<td>Our class wants to <strong>r</strong> ______ money for charity.</td>
<td>erst um drei, nicht vor drei <strong>n</strong> ______ three</td>
</tr>
<tr>
<td>3. And a lot of people wear silly <strong>c</strong>______s at Carnival.</td>
<td>![Hat]</td>
<td>We’ll have pizza because the <strong>t</strong> ______ of the party is ‘Italy’.</td>
<td>Can you help grandma to get ______ of the car, please?</td>
<td>a short form of a word: <strong>a</strong> ______</td>
<td>Did you <strong>t</strong> ______ part in your school’s theatre play?</td>
<td>wahrscheinlich <strong>p</strong> ______</td>
</tr>
<tr>
<td>4. New Year <strong>E</strong> ______ is on 31st December.</td>
<td>![Hat]</td>
<td>A heart is usually the <strong>s</strong> ______ of love.</td>
<td>Put ______ your coat. It’s cold outside.</td>
<td>a free ride in a car: <strong>l</strong> ______</td>
<td>I’ll never tell anybody what you have told me.</td>
<td>z. B. (zum Beispiel) ______</td>
</tr>
<tr>
<td>5. That’s the day when we have a pair of <strong>f</strong>______s at midnight.</td>
<td>![Hat]</td>
<td>Are you going to watch the kung fu <strong>d</strong> ______ at the festival?</td>
<td>Please take ______ your shoes before you come in.</td>
<td>very bad weather with strong winds and rain: <strong>s</strong> ______</td>
<td>Can you <strong>t</strong> ______ this text into English?</td>
<td>zumindest, wenigstens <strong>a</strong> ______</td>
</tr>
<tr>
<td>6. Gavin is going to <strong>c</strong>______ his birthday on Saturday.</td>
<td>![Sweater]</td>
<td>No, I’m going to take part in the art <strong>w</strong> ______.</td>
<td>The juggler passed ______ a hat after the show.</td>
<td>the air that goes in and comes out of your nose or mouth: <strong>b</strong> ______</td>
<td>Did anybody <strong>t</strong> ______ notes in class today?</td>
<td>besser als je zuvor <strong>b</strong> ______</td>
</tr>
<tr>
<td>7. There are fourteen <strong>c</strong>______s on Gavin’s birthday cake.</td>
<td>![Sweater]</td>
<td>There is a small parade at 10, but the <strong>m</strong> ______ parade is at 12.</td>
<td>Can you pick me _____ from school this afternoon?</td>
<td>what we throw away: <strong>r</strong> ______</td>
<td>Can I <strong>o</strong> ______ you a drink? There’s cola, juice and water.</td>
<td>..., weißt du. <strong>y</strong> ______</td>
</tr>
<tr>
<td>8. Did you listen to the Lord Mayor’s <strong>s</strong> ______? He spoke last night.</td>
<td>![Sweater]</td>
<td>The food is delicious – really <strong>t</strong> ______!</td>
<td>One candle is not enough to light ______ the whole room.</td>
<td>a talk with someone: <strong>c</strong> ______</td>
<td>Can a plane <strong>f</strong> ______ to Australia without a stop?</td>
<td>Wettbewerb <strong>c</strong> ______</td>
</tr>
<tr>
<td>The juggler's show</td>
<td>Past participles</td>
<td>Pictures</td>
<td>Verbs</td>
<td>Sir Francis Drake</td>
<td>The fourth word</td>
<td>Context</td>
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<tr>
<td><strong>1</strong> The juggler's show was a big <strong>c</strong> for all the children.</td>
<td>(to) begin –</td>
<td>![Picture of a bucket]</td>
<td>Didn't Michael <strong>i</strong> you to Jenny at the party?</td>
<td>Elizabeth I was <strong>a</strong> of England from 1558 to 1603.</td>
<td>Germany –</td>
<td>Fish and chips is <strong>t</strong> British food.</td>
</tr>
<tr>
<td><strong>2</strong> There were <strong>a</strong> s like jugglers and clowns.</td>
<td>(to) catch –</td>
<td>![Picture of a monkey]</td>
<td>I would like to <strong>p</strong> our house white.</td>
<td>She made Sir Francis Drake a <strong>k</strong></td>
<td>students – teacher actors –</td>
<td>It’s hard to say this phrase – it’s a real <strong>t</strong></td>
</tr>
<tr>
<td><strong>3</strong> There was a large <strong>c</strong> around John, the juggler.</td>
<td>(to) cut –</td>
<td>![Picture of a knife]</td>
<td>Could you <strong>r</strong> that, please? I didn’t hear you.</td>
<td>Sir Francis Drake was a <strong>f</strong> seaman.</td>
<td>100 – a hundred</td>
<td>Do you know how to make scones? – Yes, I can give you the <strong>r</strong>.</td>
</tr>
<tr>
<td><strong>4</strong> First he tried to <strong>j</strong> five torches.</td>
<td>(to) feel –</td>
<td>![Picture of a light bulb]</td>
<td>She left school and <strong>b</strong> a famous actor.</td>
<td>He <strong>d</strong> England against Spain.</td>
<td>lip – lips</td>
<td>Did you hear the <strong>t</strong>? There’s a storm coming.</td>
</tr>
<tr>
<td><strong>5</strong> Later, Leo helped him with seven <strong>gold r</strong>.</td>
<td>(to) fight –</td>
<td>![Picture of a sword]</td>
<td>I’ve dropped my pen. Could you <strong>p</strong> it for me, please?</td>
<td>In 1588, 130 <strong>s</strong> ships sailed to England.</td>
<td>bike – (to) ride car – (to) <strong>d</strong></td>
<td>You’re right, it is a storm. I’ve just seen some <strong>l</strong>!</td>
</tr>
<tr>
<td><strong>6</strong> The <strong>a</strong> clapped, shouted and whistled.</td>
<td>(to) forget –</td>
<td>![Picture of a heart]</td>
<td>Oh dear, I have no money. Could you <strong>p</strong> for the drinks today?</td>
<td>The ships tried to <strong>l</strong> England.</td>
<td>(to) plan – (to) present –</td>
<td>I had a <strong>p</strong> face at Carnival. I looked like a lion!</td>
</tr>
<tr>
<td><strong>7</strong> When the show was over, John <strong>b</strong> ed.</td>
<td>(to) get –</td>
<td>![Picture of a clock]</td>
<td>Please don’t <strong>i</strong> me when I’m talking.</td>
<td>But the English navy <strong>a</strong> the ships.</td>
<td>(to) swim – water (to) fly –</td>
<td>You have to swim – the water is too <strong>d</strong> here.</td>
</tr>
<tr>
<td><strong>8</strong> But two minutes later, he gave an <strong>c</strong>.</td>
<td>(to) give –</td>
<td>![Picture of a bottle]</td>
<td>Please <strong>p</strong> some more water into those glasses.</td>
<td>After a long fight, they <strong>d</strong> them.</td>
<td>milk – glass cornflakes –</td>
<td>There are 60 <strong>s</strong> in a minute.</td>
</tr>
</tbody>
</table>
The simple past: positive and negative statements
Die einfache Form der Vergangenheit:
bejahnte und verneinte Aussagesätze

1 a) Complete the sentences from 1 (p. 14). Write the infinitives of the verbs in the table on the right.

Sam walk into the kitchen. [...] Lucy ______ her mother.

But nobody ______ her.

She ______ back in and ______ the cake on the table.

She ______ her mobile and ______ a short text.

Infinitive (Grundform)

(to) walk (to) ______

(to) ______

(to) ______ (to) ______

(to) ______ (to) ______

b) Two of the verbs in 1a) are regular. Draw a green box around their simple past endings.

The other five verbs in 1a) are irregular. Mark them in yellow.

Zwei der Verben in 1a) sind regelmäßig. Male ein grünes Kästchen um ihre Simple past-Endungen.

Die anderen fünf Verben in 1a) sind unregelmäßig. Markiere sie gelb.

2 Look at the verbs in the box. Write their simple past forms in the right group.

Sieh dir die Verben im Kasten an. Schreib ihre Simple past-Formen in die richtige Gruppe.

arrive • buy • copy • hide • hurry • leave • move • plan • shop • smile • stop • try

arrive + -ed = arrived plan + -ed = planned copy + -ed = copied buy – bought (irregular)

3 Look at these two sentences. Which is the correct rule for negative statements in the simple past – a, b or c?

Sieh dir die beiden Sätze an. Was ist die richtige Regel für verneinte Aussagesätze im simple past – a, b oder c?

Sam didn’t talk to Mr Skinner, he talked to Mrs Skinner.
Justin didn’t go to New York in the summer holidays, he went to Boston.

You make negative statements in the simple past with …

a didn’t + infinitive.

b didn’t + ed-form of the verb.

c doesn’t + ed-form of the verb.


Schau dir jetzt Grammar File 4 auf S. 168 und 5.3 auf S. 170 an.
The simple past: questions
Die einfache Form der Vergangenheit: Fragen

1 Find the sentences in 1 (p. 18). Complete them.
Finde die Sätze in 1 (S. 18). Vervollständige sie.

"Hi, Sam. _____ you ___ my text?"

"Where _____ it, Lucy? " he asked.

"Hey, thanks!" said Sam. "______ _____ you _____ it?"

"Hi, Leo," said Sam. "______ _____ you _____ here?"

2 a) Which is the correct rule for questions in the simple past – a, b or c?
Was ist die richtige Regel für Fragen im simple past – a, b oder c?

You make questions in the simple past with …

- a did + subject + ed-form of the verb.
- b did + subject + infinitive.
- c do + subject + ed-form of the verb.

b) Look at the dialogue and complete partner B’s questions.
Sieh dir den Dialog an und vervollständige Partner Bs Fragen.

A: Sam went to Weston-super-Mare in the summer holidays.

B: And Justin? _____ he _____ there too? – A: No, he didn’t. – B: _____ _____ Justin _____?

A: He went to America. – B: What _____ he _____ there? – A: He visited his dad.

3 Complete and compare.
Use a green pen for the simple present and a red pen for the simple past.

Vervollständige und vergleiche.
Verwende einen grünen Stift für das simple present und einen roten Stift für das simple past.

**SIMPLE PRESENT**
Sam likes basketball. Which sport _____ Justin _____? _____ he play basketball too? And what about you? Which sport _____ you like?

**SIMPLE PAST**
Sam liked his holiday in Weston-super-Mare. Where _____ Justin _____? _____ he like his holiday too? And you? Where _____ you _____?

4 Now look at Grammar File 5.1 and 5.2 on p. 170.
Schau dir jetzt Grammar File 5.1 und 5.2 auf S. 170 an.
The going to-future

Das Futur mit going to

1 a) Look at 1 (p.34) and complete these sentences.

I’__ ________ ______ sing a Queen song at the auditions today.

They’__ ________ ______ a musical this year.

Which club ____ you ____ ______ join?

– I’__ not ________ ______ a new club. I’__ ________ ______ stay with basketball.

And Justin ________ ______ ______ basketball too.

___ your mum ________ ______ be at home this afternoon?

b) Draw a red box round the negative sentence. Male ein rotes Kästchen um die vermeinte Aussage.

Draw a blue box round the questions. Male ein blaues Kästchen um die Fragen.

c) Now complete this table. Vervollständige jetzt diese Tabelle.

<table>
<thead>
<tr>
<th>I’m going to</th>
<th>I’m not</th>
<th>Am I ?</th>
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<tbody>
<tr>
<td>He’________</td>
<td>He isn’t</td>
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<tr>
<td>She’________</td>
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<td>It’_________</td>
<td>It</td>
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<tr>
<td>We’_________</td>
<td>We</td>
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</tr>
<tr>
<td>They’_______</td>
<td>They</td>
<td></td>
</tr>
</tbody>
</table>

2 a) One of these translations is wrong. Cross it out.

I’m going to play football on the beach.

b) You use the going to-future for … a, b or c?

Mark the correct answer in yellow.

a hobbies b plans c activities

The comparison of adjectives (I)
Die Steigerung der Adjektive (I)

1. Find the sentences in 1 (p. 36) and complete them. Then complete the table on the right.
   
   I think Loch Lomond is _________ than Loch Ness.

   Loch Lomond is the _________ lake in Britain.

   Let’s look for _________ lakes on the map.
   – So what is the _________ lake?

   How _________ is the River Severn? – 354 kilometres.
   – OK, so it’s _________ than the Thames!

   All the other groups are _________ than ours.
   – And Lucy wants to be the _________, of course.

   Findie die Sätze in 1 (S. 36) und vervollständige sie.
   Dann vervollständige die Tabelle rechts.

<table>
<thead>
<tr>
<th>Komparativ</th>
<th>Superlativ</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>(the)</td>
</tr>
<tr>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>_______</td>
<td>(the)</td>
</tr>
<tr>
<td>_______</td>
<td>(the)</td>
</tr>
<tr>
<td>_______</td>
<td>(the)</td>
</tr>
</tbody>
</table>

2. Write the adjectives in the right group. Schreib die Adjektive in die richtige Gruppe.

   angry • fat • friendly • late • nice • sad • scary • strange • wet

   large – larger |
   big – bigger |
   easy – easier |

   __________________ |
   __________________ |
   __________________ |

3. Look at these sentences. Complete the rules.
   Sieh dir diese Sätze an. Vervollständige die Regeln.

   Lucy is as old as Maya.
   Holly is older than Maya.

   When you want to say that people or things are the same, you use
   ___ old/big/fast/… ___

   When you want to say that people or things are different, you use
   older/bigger/faster/… ___

   Schau dir jetzt Grammar file 7.1 auf S. 174 und 8.2 auf S. 176 an.
The comparison of adjectives (II)
Die Steigerung der Adjektive (II)

1 a) Find the sentences in 1 (p. 40) and complete them.

Lovely voice! – Yes, it’s even ______ ______ ______ the first girl’s!
This girl has the __________________ voice so far.
Not the best voice! – No, but it’s the ______ ______ ______ voice, I think.

b) Now complete the table.

<table>
<thead>
<tr>
<th>Komparativ</th>
<th>Superlativ</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>(the) ______</td>
</tr>
<tr>
<td>interesting</td>
<td>(the) ______</td>
</tr>
<tr>
<td>______</td>
<td>______ nervous</td>
</tr>
</tbody>
</table>

2 Look at the adjectives in the box and write them in the right group.

boring • careful • cheap • dangerous • dark • exciting • expensive • funny • happy • important • mad • silly

<table>
<thead>
<tr>
<th>-er/-est</th>
<th>more/most</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheap</td>
<td>boring</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

3 a) Compare:

taller than me – größer als ich
more excited than them – aufgeregt als sie

Vergleiche:

not as old as her – nicht so alt wie sie
not as clever as us – nicht so schlau wie wir

b) Now complete these sentences.

My mother is not very tall. I’m taller than ______. (größer als sie)
My brother is older than ______, but I’m cleverer than ______. (älter als ich … schlauer als er)

4 Now look at Grammar file 7 and 8 on p. 174 and p. 176.

Schau dir jetzt Grammar file 7 und 8 auf S. 174 und S. 176 an.
Relative clauses  
Relativsätze  

1 a) Complete the sentences from 1 (pp. 54–55).  
Vervollständige die Sätze aus 1 (S. 54–55).

Lucy and Maya had to do some shopping, so they took a bus _______ stopped in Royal Parade.

“Footloose Shoes – for boys and girls _______ want to have fun.”

It’s your grandma _______ likes chocolates, right?

Well, there’s the little shop _______ makes its own chocolates.

b) Look at these examples:  
Sieh dir diese Beispiele an:

There aren’t any shops which sell school things.

Now go back to the sentences in 1a):  
Jetzt gehe zurück zu den Sätzen in 1a):

Which words do the relative pronouns who, which, that refer to? Underline them.

Auf welche Wörter beziehen sich die Relativpronomene who, which, that? Unterstreiche sie.

c) Now complete the rule.

Nun vervollständige die Regel.

You use • _______ for people • _______ for things • _______ for people and things

2 “who”-words or “which”-words? Write the nouns from the box in the right group.

„who“-Wörter oder „which“-Wörter? Schreibe die Nomen aus dem Kasten in die richtige Gruppe.

assistant • building • dancer • felt pens • holiday • neighbours •

person • plant • project • roundabout • son • visitor

“who”-words: assistant,

“which”-words: building.

3 Complete the German relative clause. Then mark the verbs in the English and the German relative clause in yellow. What is different?

Vervollständige den deutschen Relativsatz. Dann markiere die Verben im englischen und im deutschen Relativsatz gelb. Was ist der Unterschied?

For boys and girls who have lots of money.

Für Jungen und Mädchen, _______ _______ _______.

Schau dir jetzt Grammar File 11 auf S. 180 an.
Adverbs of manner
Adverbien der Art und Weise

1 Look at 1 (p. 60) and complete these sentences. Then complete the table on the right.

Sieh dir 1 (S. 60) an und vervollständige diese Sätze. Dann vervollständige die Tabelle rechts.

<table>
<thead>
<tr>
<th>Adjektiv</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
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<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>

Sam shook his head **slowly**.

He looked at Sam and Justin and laughed __________.

You do that Spiderman trick very __________, Leo.

Leo looked at his mother __________.

Leo danced __________ up and down.

Mrs Cooper took her son __________ by the arm.

2 Look at the adjectives in the box and make adverbs. Then write the adjective/adverb-pairs in the right group.

Sieh die Adjektive im Kasten an und bilde Adverbien. Dann schreib die Adjektiv/Adverb-Paare in die richtige Gruppe.

angry • bad • comfortable • easy • excited • happy • noisy • quiet • sad • responsible • terrible

<table>
<thead>
<tr>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad – badly</td>
<td>angry – angrily</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>

3 Adjective or adverb? Look at the following sentences. Underline the correct word. Cross out the wrong word.


“**I’m so sad/sadly,**” she said quiet/quietly.

Stella answered the e-mail *quick/quickly*.

“Be quiet/quietly,” he shouted angry/angrily.

Here’s a *quick/quickly* answer to your e-mail.

4 Now look at Grammar file 13 on p. 182.

Schau dir jetzt Grammar file 13 auf S. 182 an.
**Subject and object questions**

1. a) Complete the sentences from 1 (p. 64).
   Then complete the translations on the right.

   Who ______ you *tell*? Not me!
   Who ______ me about Grandpa’s party?
   Who ______ me? – Leo Cooper, her son.
   Who ______ Sam *know*? – Leo!

   **Vervollständige die Sätze aus 1 (S. 64).**
   Dann vervollständige die Übersetzungen rechts.

   Who ______ you *told*? Not me!
   Who ______ me about Grandpa’s party?
   Who ______ me? – Leo Cooper, her son.
   Who ______ Sam *know*? – Leo!

   **b) Draw a red box around the forms of do.**
   Draw a blue box around the English and German question words. Then complete the rule.

   **Subject question:** who = German “wer” → question *w* ______ a form of do
   **Object question:** who = German “wen” or “wem” → question *w* ______ a form of do

2. Which translation is correct – a or b?
   **Welche Übersetzung ist richtig – a oder b?**

   a) Wer liebt Silky?
   b) Wen liebt Silky?

   Who loves Silky?  (answer: Abby)
   Who does Abby love? (answer: Silky)

3. Look at the sentences on the right.
   The underlined word is the answer.
   What was the question?

   Who ____________________________? – Lucy found a note on the table.
   Who ____________________________? – Lucy called her mum.
   Who ____________________________? – Lucy wanted to meet Sam.
   Who ____________________________? – The Coopers moved into number 37.

   **Sieh dir die Sätze rechts an.**
   **Das unterstrichene Wort ist die Antwort.**
   **Was war die Frage?**

   **Schau dir jetzt Grammar File 15 auf S. 184 an.**
The present perfect: positive and negative statements

Das present perfect: bejahte und verneinte Aussagesätze

1 a) Look at 1 (p. 74) and complete these sentences. Then complete the table on the right.

I’ve ________ you the time that we arrive.

No, Mum ________ n’t phoned me. Why?

Yes, we’ve ________ the times of the bus back.

I’ve just ________ some scones – they’re still warm.

I ________ ________ anything today.

I ________ ________ breakfast yet.

I’ ________ never ________ on a tractor before.

Infinitive (Grundform)

(to) text

(to) ________

(to) ________

(to) ________

(to) ________

(to) ________

(to) ________

Das present perfect has two parts. Look at the sentences in 1a) and draw a red box round the first part (= a form of have) and a blue box round the second part (= the past participle).

b) The present perfect has two parts. Look at the sentences in 1a) and draw a red box round the first part (= a form of have) and a blue box round the second part (= the past participle).

2 Complete the table. Be careful – four of the verbs are irregular. (Look at pp. 272–273 in your English book.)

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple past</th>
<th>Past participle</th>
<th>Infinitive</th>
<th>Simple past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>(to) arrive</td>
<td>________</td>
<td>________</td>
<td>(to) see</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>(to) do</td>
<td>________</td>
<td>________</td>
<td>(to) stop</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>(to) fall</td>
<td>________</td>
<td>________</td>
<td>(to) tell</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>(to) finish</td>
<td>________</td>
<td>________</td>
<td>(to) try</td>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>

Vervollständige die Tabelle. Sei vorsichtig – vier der Verben sind unregelmäßig. (Sieh dir S. 272–273 deines Englischbuches an.)

3 Which is correct – a, b or c?

Was ist richtig – a, b oder c?

a Breakfast is over.
b Breakfast is ready.
c Breakfast isn’t ready yet.

I’ve made breakfast.

4 Now look at Grammar file 16 on p. 186.

Schau dir jetzt Grammar file 16 auf S. 186 an.
The present perfect: questions and short answers
Das present perfect: Fragen und Kurzantworten

1 Complete the questions and short answers from 1 (p. 78).

_____ you ever _______ sheep’s milk, Maya? – No, I ________.

Maya, _____ you ever _______ to Tavistock Abbey? – No, ________.

_____ you _______ our new lambs yet? – No, ________.

_____ you _______ any other shoes with you, Maya?

2 a) Which is the correct rule for questions in the present perfect – a, b or c?

You make questions in the present perfect with …

b) Look at the dialogue and complete the questions.

_____ Lucy been to Tavistock Abbey before? – Yes, she has.

And Maya? _____ she _____ to Tavistock Abbey? – No, she hasn’t.

And Sam and Justin? _____ they _____ there? – I don’t know.

3 Now complete these questions and answer them.

(be) _____ you ever been to England? – Yes, I ______. / No, I _______.

do) _____ you _______ your homework yet? – ________________

(make) _____ you ever _______ a video film? – ________________

(clean) _____ you _______ your room yet? – ________________

4 Now look at Grammar File 17.1 and 17.2 on p. 188.

Schau dir jetzt Grammar File 17.1 und 17.2 auf S. 188 an.
Present perfect and simple past in contrast

1  a) Look at 1 (p. 82) and complete these dialogues.

☐ ______ you ever ______ that way before?
☐ – Of course. I ______ there last summer. I ______ right to the top of that hill.
☐ I ______ never ______ wild goats before.
☐ – Yes, you have. We ______ some yesterday.
☐ Look at those sheep over there. We ______ ______ them yet.
☐ – Yes, we have. We ______ ______ them an hour ago.

b) Colour the boxes in front of the sentences. Use a red pen for present perfect sentences and a blue pen for simple past sentences.

c) In simple past sentences you often find time phrases like “last summer”. Draw a blue box around them. Then draw a red box around the words “ever”, “never”, “yet” in your present perfect sentences.

2 Look at the words and phrases in the box and write them in the right group.

already • always • an hour ago • before • ever • in 2012 • just • last summer • last year • never • not … yet • often • on 5th May, 2003 • when I was born • yesterday • yet

often in present perfect sentences: already,

often in simple past sentences: an hour ago,
some and any and their compounds
some und any und ihre Zusammensetzungen

1 a) Complete these sentences from 1 (p. 76).

The moor goes on for ever and I can’t see _____ sheep.

I’ve never seen wild goats before. – Yes, you have. We saw _______ yesterday.

I can hear _________. It’s crying.

I can’t hear __________, Lucy … just the rain.

b) Complete these questions. (They’re all from unit 4.) Compare them with the sentences in 1a):

Are questions more like positive statements (some, something, …) or negative statements (any, anything, …)?

Have you brought _____ other shoes with you, Maya?

Can you see _______ thing, Lucy?

Does _____ body want to feed the rabbits with me?

2 Which are the correct rules – a or b?

You use some, somebody, something …

You use any, anybody, anything …

Was sind die richtigen Regeln – a oder b?

a in positive statements.

b in negative statements and questions.

3 Look at the German sentences. Then complete the English translations. What mistake do German learners often make?

Haben wir Kekse? Do we have _______ biscuits?

Gibt es Orangensaft? Is there _______ orange juice?

Sieh dir die deutschen Sätze an. Dann vervollständige die englischen Übersetzungen. Welchen Fehler machen deutsche Lerner oft?

4 Now look at Grammar File 19 on p. 190.

Schau dir jetzt Grammar File 19 auf S. 190 an.
The will-future
Das Futur mit will

1 a) Complete these sentences from 1 (p. 92).

I hope you’___ all ___ at Lord Mayor’s Day next Saturday.
You’___ _____ some tricks that I’ve never done before.
OK. Maybe he’___ _____ us something about his new tricks!
What about Maya then? – She probably ___’n’t ____ without Lucy.
Let’s go to the front – the view _____ _____ better there.
Now, this _____ be easy.
Come on, Sam! Hurry, or we’___ miss the girls.
When _____ the rehearsal _____ over?

b) Draw a red box round the negative sentences. Draw a blue box round the question.

We/You/They ___ see

Long form:
I/You/He/She/It _____ see
We/You/They _____ see

I/You/He/She/It ___ see
We/You/They _____ see

I/You/He/She/It _____ see
We/You/They _____ see

2 Be careful with will and want to!

Which translation is correct – a or b?

I’m sure he will tell us something about his new tricks.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Er will uns sicherlich etwas … erzählen.</td>
<td>Er wird uns sicherlich etwas … erzählen.</td>
</tr>
<tr>
<td>I’m sure he wants to tell us something about his new tricks.</td>
<td>Er will uns sicherlich etwas … erzählen.</td>
</tr>
<tr>
<td>Er will uns sicherlich etwas … erzählen.</td>
<td>Er wird uns sicherlich etwas … erzählen.</td>
</tr>
</tbody>
</table>

3 Now look at Grammar file 20 on p. 192.
Conditional sentences (type 1)  
Bedingungssätze (Typ 1)

1 a) Complete these sentences from 1 (p. 102).  
Vervollständige diese Sätze aus 1 (S. 102).

She’ ___ be hurt if you don’t ___.

If I _____, she’ ____ for hours.

If you ____ me anymore, I’ ____ Lucy.

If we ____ today, I ____ her till the summer holidays.

It ____ the same if you ____ come.

b) Underline the if-clauses with a red pen and the main clauses with a blue pen.  
Unterstreiche die if-Sätze mit einem roten Stift und die Hauptsätze mit einem blauen Stift.

Then draw a red box round the verb forms in the if-clauses and a blue box round the verb forms in the main clauses.

Then draw a red box round the verb forms in the if-clauses and a blue box round the verb forms in the main clauses.

2 Read these sentences. Underline the correct verb forms and cross out the wrong verb forms.  
Lies die folgenden Sätze. Unterstreiche die richtigen Verbformen und streiche die falschen Verbformen durch.

If Lucy goes / will go to Sam’s demonstration, she is / will be late for the children’s parade.

Justin: “If you like / will like, I film / will film it all.”

Your English is / will be better if you do / will do this exercise.

3 What will you do if ...? – Complete these sentences. You can use the ideas in the box.  
Was machst du, wenn ...? – Vervollständige diese Sätze. Du kannst die Ideen im Kästchen verwenden.

be late for school • buy a new DVD • have a big ice cream • miss the bus

If mum gives me some money, I’ll ________________________________

If I get up too late tomorrow, I’ll ________________________________

4 Now look at Grammar file 22 on p. 196.  
Schau dir jetzt Grammar file 22 auf S. 196 an.
## Vocabulary Action Sheets – Lösungen

### In the holidays

<table>
<thead>
<tr>
<th>In the holidays</th>
<th>Context</th>
<th>Pictures</th>
<th>What people do</th>
<th>Definitions</th>
<th>The weather</th>
<th>Yesterday</th>
<th>German/English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 camping</td>
<td>Project</td>
<td>stop</td>
<td>move</td>
<td>forest</td>
<td>weather</td>
<td>got</td>
<td>Say hello to ... for me.</td>
</tr>
<tr>
<td>2 campsite</td>
<td>revision</td>
<td>train</td>
<td>invite</td>
<td>holiday</td>
<td>windy</td>
<td>met</td>
<td>I can't wait to ...</td>
</tr>
<tr>
<td>3 caravan /</td>
<td>tea</td>
<td>building</td>
<td>hang</td>
<td>crib sheet</td>
<td>rain</td>
<td>brought</td>
<td>What was it like?</td>
</tr>
<tr>
<td>caravans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 tent</td>
<td>allowed</td>
<td>tear</td>
<td>look forward</td>
<td>neighbour</td>
<td>sunny</td>
<td>made</td>
<td>two days ago</td>
</tr>
<tr>
<td>5 outdoor</td>
<td>free</td>
<td>jacket</td>
<td>look up</td>
<td>century</td>
<td>clouds</td>
<td>hit</td>
<td></td>
</tr>
<tr>
<td>6 fun park</td>
<td>rule</td>
<td>pocket</td>
<td>asleep</td>
<td>boarding</td>
<td>wind</td>
<td>rolled</td>
<td></td>
</tr>
<tr>
<td>7 mountains</td>
<td>host family</td>
<td>litter bin</td>
<td>order</td>
<td>apartment</td>
<td>cloudy</td>
<td>meant</td>
<td></td>
</tr>
<tr>
<td>8 climb</td>
<td>meaning</td>
<td>screen</td>
<td>turn</td>
<td>memory</td>
<td>sky</td>
<td>felt</td>
<td>Lucky you.</td>
</tr>
</tbody>
</table>

### The fourth word

<table>
<thead>
<tr>
<th>The fourth word</th>
<th>Our planet</th>
<th>Context</th>
<th>Small words</th>
<th>On the phone</th>
<th>Pictures</th>
<th>Adverbs and adjectives</th>
<th>German/English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 summer</td>
<td>land</td>
<td>must</td>
<td>of</td>
<td>phone</td>
<td>pancake</td>
<td>tomorrow</td>
<td>Here you are.</td>
</tr>
<tr>
<td>2 out</td>
<td>waves</td>
<td>similar</td>
<td>in</td>
<td>answer</td>
<td>shadow</td>
<td>At first</td>
<td>... right?</td>
</tr>
<tr>
<td>3 unhappy</td>
<td>plants</td>
<td>just like</td>
<td>for</td>
<td>phone call</td>
<td>fire</td>
<td>only</td>
<td>(to) wash the dishes</td>
</tr>
<tr>
<td>4 invitation</td>
<td>rocky</td>
<td>terms</td>
<td>to</td>
<td>leave a message</td>
<td>torch</td>
<td>already</td>
<td>again and again</td>
</tr>
<tr>
<td>5 difficult</td>
<td>rainforest</td>
<td>shocked</td>
<td>up</td>
<td>in</td>
<td>mountains</td>
<td>sure</td>
<td>(to) give sb. a hug</td>
</tr>
<tr>
<td>6 daughter</td>
<td>wild</td>
<td>outside</td>
<td>to</td>
<td>Hold on</td>
<td>wave</td>
<td>careful</td>
<td>lake</td>
</tr>
<tr>
<td>7 pull</td>
<td>country</td>
<td>this time</td>
<td>on</td>
<td>text message</td>
<td>caravan</td>
<td>right now</td>
<td>(to) be lucky</td>
</tr>
<tr>
<td>8 fries</td>
<td>world</td>
<td>own</td>
<td>if</td>
<td>Turn off</td>
<td>tent</td>
<td>beautiful</td>
<td>context</td>
</tr>
</tbody>
</table>

### The musical

<table>
<thead>
<tr>
<th>The musical</th>
<th>Context</th>
<th>Pictures</th>
<th>Activities</th>
<th>Punctuation</th>
<th>Pronouns</th>
<th>Small words</th>
<th>German/English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 audition</td>
<td>article</td>
<td>earphones</td>
<td>wished</td>
<td>comma</td>
<td>mine</td>
<td>to</td>
<td>town hall</td>
</tr>
<tr>
<td>2 drama</td>
<td>a bit</td>
<td>label</td>
<td>beep</td>
<td>hyphen</td>
<td>yours</td>
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<td>What could be better?</td>
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<td>colon</td>
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<td>a few</td>
<td>(the) earth</td>
<td>get</td>
<td>question mark</td>
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<td>change</td>
<td>exclamation mark</td>
<td>ours</td>
<td>on</td>
<td>most people</td>
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<td>snow</td>
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<td>off</td>
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<td>on my own</td>
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<td>point</td>
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<td>as</td>
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### Adjectives

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<td>tall</td>
<td>most of them</td>
<td>fork</td>
<td>whose</td>
<td>stage</td>
<td>woke … up</td>
<td>You should stop,</td>
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<td>brilliant</td>
<td>correct</td>
<td>knife</td>
<td>everything</td>
<td>talented</td>
<td>meant</td>
<td>(to) get ready for</td>
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<td>lovely</td>
<td>wish</td>
<td>spoon</td>
<td>knives</td>
<td>recorder</td>
<td>shook</td>
<td>about</td>
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<td>6</td>
<td>clear</td>
<td>about</td>
<td>gel</td>
<td>more beautiful</td>
<td>instrument</td>
<td>stuck</td>
<td>even</td>
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<td>7</td>
<td>shy</td>
<td>except</td>
<td>sunglasses</td>
<td>the most beautiful</td>
<td>clap</td>
<td>queued</td>
<td>so far</td>
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<td>arm</td>
<td>scared</td>
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### Verbs

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<th>Context</th>
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<td>Have you got</td>
<td>tell me the way</td>
<td>after</td>
<td>post office</td>
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<tr>
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<td>know about</td>
<td>turn left</td>
<td>(to) close</td>
<td>chocolate</td>
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<td>3</td>
<td>station</td>
<td>scan</td>
<td>straight on</td>
<td>broken</td>
<td>flower</td>
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<tr>
<td>4</td>
<td>church</td>
<td>make</td>
<td>past</td>
<td>gram</td>
<td>stall</td>
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<td>roundabout</td>
<td>fight</td>
<td>on the corner of</td>
<td>up here</td>
<td>felt pen</td>
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<td>cry</td>
<td>opposite</td>
<td>the furthest</td>
<td>tin</td>
</tr>
<tr>
<td>7</td>
<td>race</td>
<td>highlight</td>
<td>cross</td>
<td>irregular</td>
<td>tomato</td>
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<td>8</td>
<td>souvenirs</td>
<td>underline</td>
<td>on the right</td>
<td>well</td>
<td>sock</td>
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### Shopping

<table>
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<th>Shopping</th>
<th>Pictures</th>
<th>Prepositions</th>
<th>Verbs</th>
<th>Definitions</th>
<th>German/English</th>
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<tbody>
<tr>
<td>1</td>
<td>close</td>
<td>wall</td>
<td>to</td>
<td>worry</td>
<td>(to) whisper</td>
<td>I looked left.</td>
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<tr>
<td>2</td>
<td>shop assistants</td>
<td>gate</td>
<td>up</td>
<td>happen</td>
<td>visitor</td>
<td>(to) ask sb. the way</td>
</tr>
<tr>
<td>3</td>
<td>cost</td>
<td>roof</td>
<td>of</td>
<td>describe</td>
<td>juice</td>
<td>just after</td>
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<tr>
<td>4</td>
<td>change</td>
<td>shore</td>
<td>to</td>
<td>cut</td>
<td>topic</td>
<td>as</td>
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<td>cash desk</td>
<td>hole</td>
<td>about</td>
<td>disappeared</td>
<td>draft</td>
<td>just then</td>
</tr>
<tr>
<td>6</td>
<td>stall</td>
<td>waist</td>
<td>in</td>
<td>Hurry</td>
<td>Cut!</td>
<td>a good boy</td>
</tr>
<tr>
<td>7</td>
<td>packet</td>
<td>wood</td>
<td>on</td>
<td>hug</td>
<td>prize</td>
<td>the only ...</td>
</tr>
<tr>
<td>8</td>
<td>tin</td>
<td>lip(s)</td>
<td>to</td>
<td>rescue</td>
<td>roof</td>
<td>responsible</td>
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### Vocabulary Action Sheets – Lösungen

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<th>In the countryside</th>
<th>Animals</th>
<th>Context</th>
<th>Verbs</th>
<th>Definitions</th>
<th>Pictures</th>
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<td>pony</td>
<td>mist</td>
<td>begin</td>
<td>countryside</td>
<td>foot</td>
<td>told</td>
<td>etc. (et cetera)</td>
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<tr>
<td>2 grass</td>
<td>cow</td>
<td>background</td>
<td>own</td>
<td>verse</td>
<td>key</td>
<td>made</td>
<td>poem</td>
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<td>sheep</td>
<td>once</td>
<td>leave</td>
<td>mud</td>
<td>bacon</td>
<td>been</td>
<td>over there</td>
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<tr>
<td>4 valley</td>
<td>goat</td>
<td>just</td>
<td>mark up</td>
<td>heavy</td>
<td>egg</td>
<td>come</td>
<td>twice a week</td>
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<tr>
<td>5 hay</td>
<td>lamb</td>
<td>anybody/anyone</td>
<td>lose</td>
<td>quick</td>
<td>boot</td>
<td>done</td>
<td>that way</td>
</tr>
<tr>
<td>6 moor</td>
<td>otter</td>
<td>everywhere</td>
<td>decide</td>
<td>(to) be missing</td>
<td>glass</td>
<td>eaten</td>
<td>(to) have a bath</td>
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<tr>
<td>7 barn</td>
<td>deer</td>
<td>before</td>
<td>take</td>
<td>cocoa</td>
<td>waterfall</td>
<td>gone</td>
<td>Oh dear!</td>
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<tr>
<td>8 fence</td>
<td>adder</td>
<td>raincoat</td>
<td>hurt</td>
<td>path</td>
<td>fence</td>
<td>had</td>
<td>Have you ... yet?</td>
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#### Opposites

<table>
<thead>
<tr>
<th>Opposites</th>
<th>Adjectives</th>
<th>Pictures</th>
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<th>Past participles</th>
<th>Prepositions</th>
<th>Context</th>
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<td>delicious</td>
<td>footprint</td>
<td>pass</td>
<td>seen</td>
<td>at</td>
<td>until</td>
<td>I’d love to ...</td>
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<tr>
<td>2 at the bottom</td>
<td>strong</td>
<td>stamp</td>
<td>die</td>
<td>brought</td>
<td>to</td>
<td>adventure</td>
<td>anything?</td>
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<td>3 (to) lose</td>
<td>sweet</td>
<td>coat</td>
<td>train</td>
<td>bought</td>
<td>of</td>
<td>Both</td>
<td>one more photo</td>
</tr>
<tr>
<td>4 (to) nod your head</td>
<td>heavy</td>
<td>jigsaw</td>
<td>wander</td>
<td>heard</td>
<td>in</td>
<td>ruin</td>
<td>for miles</td>
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<tr>
<td>5 (to) appear</td>
<td>impossible</td>
<td>tulip</td>
<td>believe</td>
<td>met</td>
<td>for</td>
<td>honour</td>
<td>not ... any more</td>
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<td>6 quick</td>
<td>pretty</td>
<td>fireplace</td>
<td>grow</td>
<td>run</td>
<td>across</td>
<td>instead</td>
<td>ground</td>
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<tr>
<td>7 not ... any more</td>
<td>kind</td>
<td>mug</td>
<td>plant</td>
<td>taken</td>
<td>of</td>
<td>either</td>
<td>one day</td>
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<tr>
<td>8 dirty</td>
<td>nearby</td>
<td>grave</td>
<td>look around</td>
<td>written</td>
<td>around</td>
<td>not even</td>
<td>(to) look closely</td>
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#### Celebrations

<table>
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<th>Celebrations</th>
<th>Clothes</th>
<th>Context</th>
<th>Two-part verbs</th>
<th>Definitions</th>
<th>Verbs</th>
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<td>caps</td>
<td>special</td>
<td>out</td>
<td>choir</td>
<td>light</td>
<td>mayor</td>
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<td>2 parade</td>
<td>skirt</td>
<td>charity</td>
<td>up</td>
<td>journey</td>
<td>raise</td>
<td>not till three</td>
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<td>3 costumes</td>
<td>hat</td>
<td>theme</td>
<td>out</td>
<td>abbreviation</td>
<td>take</td>
<td>probably</td>
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<td>4 New Year’s Eve</td>
<td>trousers</td>
<td>symbol</td>
<td>on</td>
<td>lift</td>
<td>promise</td>
<td>e.g.</td>
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<td>gloves</td>
<td>demonstration</td>
<td>off</td>
<td>storm</td>
<td>translate</td>
<td>at least</td>
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<td>6 celebrate</td>
<td>pullover</td>
<td>workshop</td>
<td>around</td>
<td>breath</td>
<td>take</td>
<td>better than ever</td>
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<td>shirt</td>
<td>main</td>
<td>up</td>
<td>rubbish</td>
<td>offer</td>
<td>..., you see.</td>
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<td>jacket</td>
<td>tasty</td>
<td>up</td>
<td>conversation</td>
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<td>competition</td>
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<td>Begun</td>
<td>Bucket</td>
<td>Introduce</td>
<td>Queen</td>
<td>Indian</td>
<td>Traditional</td>
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<td>Caught</td>
<td>Flags</td>
<td>Paint</td>
<td>Knight</td>
<td>Director</td>
<td>Tongue-Twister</td>
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<td>Cut</td>
<td>Torch</td>
<td>Repeat</td>
<td>Famous</td>
<td>Million</td>
<td>Recipe</td>
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<td>Became</td>
<td>Defended</td>
<td>Teeth</td>
<td>Thunder</td>
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<td>Rings</td>
<td>Fought</td>
<td>Mirror</td>
<td>Pick ... Up</td>
<td>Spanish</td>
<td>(To) Drive</td>
<td>Lightning</td>
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<td>Forgotten</td>
<td>Heart</td>
<td>Pay</td>
<td>Invade</td>
<td>Presentation</td>
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<td>Interrupt</td>
<td>Attacked</td>
<td>Air</td>
<td>Deep</td>
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<td>Given</td>
<td>Shoulder</td>
<td>Pour</td>
<td>Destroyed</td>
<td>Bowl</td>
<td>Seconds</td>
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</table>
LAS 1.1
1 a) She walked into the kitchen. Lucy called her mother. (to walk) (to call)
   But nobody heard her.
   She came back in and saw the cake on the table. (to come) (to see)
   She took her mobile and wrote a short text. (to take) (to write)
2 arrived planned copied buy – bought
   moved planned shopped hurried hide – hid
   smiled stopped tried leave – left
3 Lösung a ist korrekt: You make negative statements in the simple past with didn’t + infinitive.

LAS 1.2
1 "Hi, Sam. Did you get my text?"
   "Where did it go, Lucy?" he asked.
   "Hey, thanks!" said Sam. "Where did you find it?"
   "Hi, Leo," said Sam. "When did you move here?"
2 a) Lösung b ist korrekt: You make questions in the simple past with did + subject + infinitive.
   b) A: Sam went to Weston-super-Mare in the summer holidays. – B: And Justin? Did he go there too? –
      A: No, he didn’t. – B: Where did Justin go? – A: He went to America. – B: What did he do there? –
      A: He visited his dad.
3 SIMPLE PRESENT Sam likes basketball. Which sport does Justin do? Does he play basketball too?
   And what about you? Which sport do you like?
   SIMPLE PAST Sam liked his holiday in Weston-super-Mare. Where did Justin go? Did he like his
   holiday too? And you? Where did you go?

LAS 2.1
1 a) I’m going to sing a Queen song at the auditions today.
   They’re going to do a musical this year.
   Which club are you going to join?
   I’m not going to join a new club. I’m going to stay with basketball.
   And Justin is going to start basketball too.
   Is your mum going to be at home this afternoon?
   + – Am I going to?
   c) I’m going to He isn’t going to
      He’s going to She isn’t going to
      She’s going to Is she going to?
      It’s going to Is it going to?
      We’re going to Are we going to?
      They’re going to Are they going to?
2 a) Lösung c ist falsch: Ich bin dabei, zum Strand zu gehen, um Fußball zu spielen.
   b) Lösung b ist korrekt: You use the going to-future for plans.

LAS 2.2
1 I think Loch Lomond is bigger than Loch Ness.
   Loch Lomond is the biggest lake in Britain.
   Let’s look for large lakes on the map.
   – So what is the largest lake? large larger (the) largest
   How long is the River Severn? – 354 kilometres.
   – OK, so it’s longer than the Thames!
   All the other groups are faster than ours.
   – And Lucy wants to be the fastest, of course.
   big bigger (the) biggest
   large larger (the) largest
   long longer (the) longest
   fast faster (the) fastest
2  large – larger  big – bigger  easy – easier
late – later  fat – fatter  angry – angrier
nice – nicer  sad – sadder  friendly – friendlier
strange – stranger  wet – wetter  scary – scarier

3 When you want to say that people or things are the same, you use as old/big/fast/… as.
When you want to say that people or things are different, you use older/bigger/faster/… than.

LAS 2.3

1 a) Lovely voice! – Yes, it’s even more beautiful than the first girl’s!
This girl has the most beautiful voice so far.
Not the best voice! – No, but it’s the most interesting voice, I think.

b) beautiful  more beautiful  (the) most beautiful
interesting  more interesting  (the) most interesting
nervous  more nervous  (the) most nervous

2 -er/-est     more/most
cheap       happy       boring
dark        mad         careful
dark        mad         expensive
dark        mad         dangerous
funny       silly       important

3 b) My mother is not very tall. I’m taller than her.
My brother is older than me, but I’m cleverer than him.

LAS 3.1

1 a) Lucy and Maya had to do some shopping, so they took a bus which stopped in Royal Parade.
   “Footloose shoes – for boys and girls who want to have fun.”
   It’s your grandma that likes chocolates, right?
   Well, there’s the little shop that makes its own chocolates.

c) You use – who for people – which for things – that for people and things.

2 “who”-words: assistant, dancer, neighbours, person, son, visitor
“which”-words: building, felt pens, holiday, plant, project, roundabout

3 For boys and girls who have lots of money. Für Jungen und Mädchen, die viel Geld haben.

LAS 3.2

1 Sam shook his head slowly.
He looked at Sam and Justin and laughed loudly.
You do that Spiderman trick very nicely, Leo.
Leo looked at his mother sadly.
Leo danced happily up and down.
Mrs Cooper took her son carefully by the arm.

2 bad – badly  angry – angrily
careful – comfortably
excited – excitedly  easy – easily
quiet – quietly  happy – happily
sad – sadly  noisy – noisily

3 “I’m so sad,” she said quietly.
   “Be quiet,” he shouted angrily.
   Stella answered the e-mail quickly.
   Here’s a quick answer to your e-mail.
LAS 3.3

1 a) Who did you tell? Not me! 
   Who told me about Grandpa’s party? 
   Who knows me? – Leo Cooper, her son. 
   Who does Sam know? – Leo!

b) Subject question: who = German “wer” 
   → question without a form of do

Object question: who = German “wen” or “wem” 
   → question with a form of do

2 Who loves Silky? 
   a) Wer liebt Silky?
   b) Wen liebt Abby?

3 Who found a note on the table? – Lucy found a note on the table.
   Who did Lucy call? – Lucy called her mum.
   Who did Lucy want to meet? – Lucy wanted to meet Sam.
   Who moved into number 37? – The Coopers moved into number 37.

LAS 4.1

1 a) I’ve texted you the time that we arrive.
   (to text)
   No, Mum hasn’t phoned me. Why?
   (to phone)
   Yes, we’ve checked the times of the bus back.
   (to check)
   I’ve just made some scones – they’re still warm.
   (to make)
   I haven’t eaten anything today.
   (to eat)
   I haven’t had breakfast yet.
   (to have)
   I’ve never been on a tractor before.
   (to be)

2 Infinitive | Simple past | Past participle | Infinitive | Simple past | Past participle
-------------|-------------|-----------------|-----------|-------------|------------------
(to arrive)  | arrived     | arrived         | (to see)  | saw          | seen             
(to do)      | did         | done            | (to stop) | stopped      | stopped          
(to fall)    | fell         | fallen          | (to tell) | told         | told             
(to finish)  | finished    | finished        | (to try)  | tried        | tried            

3 Lösung b ist korrekt: I’ve made breakfast. Breakfast is ready.

LAS 4.2

1 Have you ever tried sheep’s milk, Maya? – No, I haven’t.
   Maya, have you ever been to Tavistock Abbey? – No, I haven’t.
   Have you seen our new lambs yet? – No, we haven’t.
   Have you brought any other shoes with you, Maya?

2 a) Lösung a ist korrekt: You make questions in the present perfect with have/has + subject + past participle.

b) Has Lucy been to Tavistock Abbey before? – Yes, she has.
   And Maya? Has she been to Tavistock Abbey? – No, she hasn’t.
   And Sam and Justin? Have they been there? – I don’t know.

3 Have you ever been to England? – Yes, I have. / No, I haven’t.
   Have you done your homework yet? – Yes, I have. / No, I haven’t.
   Have you ever made a video film? – Yes, I have. / No, I haven’t.
   Have you cleaned your room yet? – Yes, I have. / No, I haven’t.

LAS 4.3

1 a) Have you ever gone that way before?
   – Of course. I was there last summer. I went right to the top of that hill.
   I’ve never seen wild goats before.
   – Yes, you have. We saw some yesterday.
   Look at those sheep over there. We haven’t checked them yet.
   – Yes, we have. We passed them an hour ago.

   (present perfect)
   (simple past)
   (present perfect)
   (simple past)
Language Action Sheets – Lösungen

2 often in present perfect sentences: already, always, before, ever, just, never, not ... yet, often, yet 
on simple past sentences: an hour ago, in 2012, last summer, last year, on 5th May, 2003, 
when I was born, yesterday

LAS 4.4

1 a) The moor goes on for ever and I can’t see any sheep. 
I’ve never seen wild goats before. – Yes, you have. We saw some yesterday.
I can hear something. It’s crying.
I can’t hear anything, Lucy … just the rain.

b) Have you brought any other shoes with you. Maya? 
Can you see anything, Lucy?
Does anybody want to feed the rabbits with me?

2 You use some, somebody, something ... a in positive statements. 
You use any, anybody, anything ... b in negative statements and questions.

3 Haben wir Kekse? Do we have any biscuits? 
Gibt es Orangensaft? Is there any orange juice? 
German learners often forget to use the word “any” in questions like these.

LAS 5.1

1 a) I hope you’ll all be at Lord Mayor’s Day next Saturday. 
You’ll see some tricks that I’ve never done before.
OK. Maybe he’ll tell us something about his new tricks!
What about Maya then? – She probably won’t come without Lucy.
Let’s go to the front – the view will be better there.
Now, this won’t be easy. 
Come on, Sam! Hurry, or we’ll miss the girls. 
When will the rehearsal be over?

c) + – ?
I/You/He/She/It’ll see I/You/He/She/It won’t see
We/You/They’ll see We/You/They won’t see
Long form: Long form:
I/You/He/She/It will see I/You/He/She/It will not see
We/You/They will see We/You/They will not see

2 I’m sure he will tell us something about his new tricks. b Er wird uns sicherlich etwas … erzählen.
I’m sure he wants to tell us something about his new tricks.
a Er will uns sicherlich etwas … erzählen.

LAS 5.2

1 a) She’ll be hurt if you don’t answer. 
If I answer, she’ll talk for hours.
If you don’t need me anymore, I’ll call Lucy.
If we don’t meet today, I won’t see her till the summer holidays. 
It won’t be the same if you don’t come.

c) if-clause: If I practise hard, main clause: I’ll be better than ever. 
tense (Zeitform): simple present will-future

2 If Lucy goes to Sam’s demonstration, she will be late for the children’s parade. 
Justin: “If you like, I will film it all.”
Your English will be better if you do this exercise.

3 If mum gives me some money, I’ll buy a new DVD / I’ll have a big ice cream. 
If I get up too late tomorrow, I’ll be late for school / I’ll miss the bus.