Resource Section

Language Action Sheets (LAS)

Vocabulary Action Sheets (VAS)

Kopiervorlagen (KV) 1–54

REVISION: The simple past: positive statements

▸ *p. 12*

WIEDERHOLUNG: Die einfache Form der Vergangenheit: bejahte Aussagesätze

■ **1a** *Find the sentences in **1** (p. 12) and complete them. Then write the infinitives of the verbs in the chart.*

*Finde die Sätze in **1** (S. 12) und vervollständige sie. Dann schreib die Infinitive der Verben in die Tabelle.*

	Infinitive (Grundform)
Oh, Jack, it _____ so fantastic.	(to) *be*
We _____ with my aunt and uncle.	(to) _____
You _____ there with Dilip, right?	(to) _____
We _____ there together, but he _____ back a week before me.	(to) _____, (to) _____
I _____ that the underground is dangerous.	(to) _____

■ **1b** *One of the verbs in **1a** is **regular**. Which one? Draw a green box round it.*

*Eins der Verben in **1a** ist **regelmäßig**. Welches? Male ein grünes Kästchen drum herum.*

■ **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.

argue • drink • drop • grumble • know • like • shop • stop • take • tidy • try • worry

argue + -ed = argued	drop + -ed = dropped	tidy + -ed = tidied	**drink – drank** (irregular)

■ **3** *Which time phrases can you often find in simple past sentences? Underline them. Cross out the time phrases that you don't use with the simple past.*

Welche Zeitangaben kannst du oft in Simple past-Sätzen finden? Unterstreiche sie. Streiche die Zeitangaben durch, die man nicht mit dem Simple past verwendet.

yesterday • tomorrow • last summer • now • three weeks ago • next week • next year • last year • in 2003

■ **4** *And you? Write down what **you** did last Sunday.*

*Und du? Schreib auf, was **du** letzten Sonntag gemacht hast.*

Last Sunday I _____.

■ **5** *Now look at Grammar File **1** on p. 125.*

*Schau dir jetzt Grammar File **1** auf S. 125 an.*

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The simple past: negative statements

Die einfache Form der Vergangenheit: verneinte Aussagesätze

▸ *p. 13*

■ **1a** *Find the sentences in* ***2*** *(p. 13). Complete them.* — *Finde die Sätze in* ***2*** *(S. 13). Vervollständige sie.*

Simple present	Simple past
I _____ come from Bristol, Lesley.	I _____ _____ to come here.
She _____ like us, Sophie.	Well, she _____ say much.
	We _____ _____ much!

■ **1b** *What makes the statements negative? Draw a red box round that part.* — *Male ein rotes Kästchen um den Teil der Sätze, in dem die Verneinung steckt.*

■ **1c** *How do you make negative statements? Complete the rules.* — *Wie bildet man verneinte Sätze? Vervollständige die Regeln.*

To make a **negative statement in the** *simple present* you need _____ or _____.

Um einen **verneinten Satz im** *Simple present* zu bilden, braucht man _____ oder _____.

To make a **negative statement in the** *simple past* you need _____.

Um einen **verneinten Satz im** *Simple past* zu bilden, braucht man _____.

■ **2** *Change these positive statements into negative statements.* — *Verwandle diese bejahten Aussagesätze in verneinte Aussagesätze.*

Positive statement	Negative statement
The friends saw the new boy in the room.	The friends _____ _____ the new boy.
Lesley talked to Ananda and Sophie.	Lesley _____ _____ to Ananda and Sophie.

■ **3** *Make three* ***negative statements*** *about yourself. You can find some ideas in the box.* — *Bilde drei* ***verneinte Aussagesätze*** *über dich selbst. Im Kästchen findest du einige Ideen.*

make a chocolate cake • ride a horse • read a magazine • have dinner with my family • watch TV • do my homework

Yesterday I didn't _____.

And I _____.

And _____.

■ **4** *Now look at Grammar File* ***2*** *on p. 126.* — *Schau dir jetzt Grammar File* ***2*** *auf S. 126 an.*

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The simple past: questions
Die einfache Form der Vergangenheit: Fragen

▸ *p. 14*

■ **1a** *Find the questions in **4** (p. 14). Complete them.*

*Finde die Fragen in **4** (S. 14). Vervollständige sie.*

Simple present	Simple past
_____ you really _____ so?	_____ she _____ to be nice to Sophie?
	_____ she _____ to them?
	Why _____ Dan _____ so angry?

■ **1b** *How do you make questions? Complete the rules.*

Wie bildet man Fragen? Vervollständige die Regeln.

To make a **question in the** *simple present* you need _____ or _____.

Um eine **Frage im** *Simple present* zu bilden, braucht man _____ oder _____.

To make a **question in the** *simple past* you need _____.

Um eine **Frage im** *Simple past* zu bilden, braucht man _____.

■ **2a** *Change these positive statements into questions.*

Verwandle diese bejahten Aussagesätze in Fragen.

Positive statement	Question
The friends had lunch with Lesley.	_____ the friends _____ lunch with Lesley?
Jo talked to Lesley.	_____ Jo _____ to Lesley?

■ **2b** *Look again at the statements and questions in **2a**. Which words show you that it is the simple past? Draw a blue box round those words.*

*Sieh dir die Aussagen und Fragen in **2a** noch einmal an. Welche Wörter zeigen dir, dass es Simple past ist? Male ein blaues Kästchen um die Wörter.*

■ **3a** *Look at these two dialogues. Try to understand how **short answers** work.*

*Schau dir diese beiden Dialoge an. Versuche zu verstehen, wie **Kurzantworten** funktionieren.*

Did she talk to Sophie and Ananda?
– No, she didn't.

Did Dan and Jo argue?
– Yes, they did.

■ **3b** *Complete these questions and short answers.*

Vervollständige diese Fragen und Kurzantworten.

_____ Dan get angry with Jo?
– Yes, he _____.

_____ the friends eat with Lesley?
– No, _____ _____.

_____ you watch TV last night?
– _____, _____ _____.

■ **4** *Now look at Grammar File **3** on p. 126.*

*Schau dir jetzt Grammar File **3** auf S. 126 an.*

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The comparison of adjectives
Die Steigerung der Adjektive

▸ *p. 30*

■ **1a** *Find the sentences in **8** (p. 30) and complete them. Then complete the chart on the right.*

*Finde die Sätze in **8** (S. 30) und vervollständige sie. Dann vervollständige die Tabelle rechts.*

In the evenings it's even _____.

A birthday away frome home is _____.

Bristol is _____ than New York.

... and it's _____.

full	– _____ –	(the) _____
_____	– better –	(the) _____
_____	– _____ –	(the) nicest
pretty	– _____ –	(the) _____

■ **1b** *Which adjective is **irregular**? Draw a red box round it.*

*Welches Adjektiv ist **unregelmäßig**? Male ein rotes Kästchen drum herum.*

■ **2** *Look at the adjectives in the box. Write them in the right group.*

Sieh dir die Adjektive im Kasten an. Schreib sie in die richtige Gruppe.

bad • big • early • fine • funny • good • hot • late • mad • much/many • nice • pretty

fine – finer – finest	big – bigger – biggest	early – earlier – earliest	**bad – worse – worst**

■ **3a** *Look at these sentences.*

Sieh dir diese Sätze an.

She's older **than** me.

I'm **as** old **as** you.

Complete:

When you want to say that people or things are <u>different</u>, you use

older/bigger _____

Vervollständige:

When you want to say that people or things are <u>the same</u>, you use

_____ old/big _____

■ **3b** *Different or the same? Make correct sentences.*

Unterschiedlich oder gleich? Bilde korrekte Sätze.

(fast) A horse is _____ a hamster.

(old) Dan is _____ his brother Jo.

■ **4** *Now look at Grammar File **4a**, **4c** and **4d** on pp. 127–128.*

*Schau dir jetzt Grammar File **4a**, **4c** und **4d** auf S. 127–128 an.*

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The comparison of adjectives
Die Steigerung der Adjektive

▸ *p. 31*

■ **1a** *Find the sentences in **10** (p. 31) and complete them.*

*Finde die Sätze in **10** (S. 31) und vervollständige sie.*

Boring. – Then what about a poster?

– That's even _____.

I thought your other ideas were boring. But that one's _____.

■ **1b** *Make correct sentences.*

Bilde korrekte Sätze.

(expensive) A bike is _____.

A car is _____ _____ than a bike.

A plane is the _____ _____.

■ **2** *Look at the adjectives in the box. Write them in the right group.*

Sieh dir die Adjektive im Kasten an. Schreib sie in die richtige Gruppe.

awful • cheap • dark • difficult • easy • empty • exciting • expensive • fantastic • full • long • terrible

-er/-est	**more/most**

■ **3** *Look at these English and German sentences.*

Sieh dir diese englischen und deutschen Sätze an.

She's older than **me**.
Sie ist älter als **ich**.

I'm not as old as **her**.
Ich bin nicht so alt wie **sie**.

We're younger than **them**.
Wir sind jünger als **sie**.

Complete these sentences:

Vervollständige diese Sätze:

Emily is Sophie's sister. Sophie is nicer than _____. (netter als **sie**)

Sophie is Toby's sister. She is older than _____. (älter als **er**)

Look at those big cats! – My rabbit is bigger than _____. (größer als **sie**)

■ **4** *Now look at Grammar File **4b–d** on pp. 127–128.*

*Schau dir jetzt Grammar File **4b–d** auf S. 127–128 an.*

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The *will*-future
Das Futur mit *will*

▸ *p. 44*

■ **1a** *Find the sentences in **1** (p. 44) and complete them.*

*Finde die Sätze in **1** (S. 44) und vervollständige sie.*

You'_____ *be* very cold tonight without her.

_____ they _____ milk?

– No, they _____ need milk.

But they'_____ _____ water.

Sophie, _____ they _____?

– Yes, I think they _____.

■ **1b** *Draw a red box round the negative sentence. Draw a blue box round the questions.*

Male ein rotes Kästchen um den verneinten Aussagesatz. Male ein blaues Kästchen um die Fragen.

■ **1c** *Complete:*

Vervollständige:

Long form: I will – **Short form:** I'_____	**Long form:** I will not – **Short form:** I _____

■ **2** *Which time phrases can you often find in will-future sentences? Underline them. Cross out the time phrases that you don't use with the will-future.*

Welche Zeitangaben kannst du oft in Sätzen mit dem will-future finden? Unterstreiche sie. Streiche die Zeitangaben durch, die man nicht mit dem will-future verwendet.

tomorrow • last week • next month • two years ago • in a few weeks • next year • yesterday • soon • in 2024

■ **3** *Complete the sentences. Use the will-future.*

*Vervollständige die Sätze. Verwende das Futur mit **will**.*

Ananda thinks the babies *will be* hungry. (be)

Sophie says that the babies _____ water. (need)

Ananda _____ them milk. Milk is bad for them. (not – give)

What do you think? _____ the Animal Hotline _____ Ananda? (help?)

■ **4** *Be careful with **will** and **want to**! Which translation is correct: **a** or **b**?*

*Sei vorsichtig mit **will** und **want to**! Welche Übersetzung ist richtig: **a** oder **b**?*

I **will** help the hedgehogs.

a Ich **will** den Igeln helfen. ***b*** Ich **werde** den Igeln helfen.

I **want to** help the hedgehogs.

a Ich **will** den Igeln helfen. ***b*** Ich **werde** den Igeln helfen.

■ **5** *Now look at Grammar File **5** on p. 129.*

*Schau dir jetzt Grammar File **5** auf S. 129 an.*

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Conditional sentences (type 1)
Bedingungssätze (Type 1)

▸ *p. 45*

■ **1a** *Find the sentences in **4** (p. 45) and complete them.* *Finde die Sätze in **4** (S. 45) und vervollständige sie.*

If you _____ them food for young dogs or cats, they'_____ *be* happy.

If you _____ a hot-water bottle in their box, they'_____ _____ fine.

You'_____ _____ more help **if** you _____ our website.

■ **1b** *Underline the if-clauses with a red pen and the main clauses with a blue pen. Then look at all the sentences again. Which **tense** do you use in the if-clause? And in the main clause? Complete:*

*Unterstreiche die if-Sätze mit einem roten Stift und die Hauptsätze mit einem blauen Stift. Dann sieh dir alle Sätze noch einmal an. Welche **Zeit** verwendest du im if-Satz? Und im Hauptsatz? Vervollständige:*

if-clause: (*if*-Satz)	**If** you **keep** them warm,	main clause: (Hauptsatz)	they **will survive**.
	simple *p*_____		*w*_____ _____

■ **2** *Read the following sentences and underline the correct verb forms. Cross out the wrong verb forms.* *Lies die folgenden Sätze und unterstreiche die richtigen Verbformen. Streiche die falschen Verbformen durch.*

If Ananda **gives / will give** them milk, the hedgehogs **get / will get** very ill.

If Ananda **writes** / **will write** an e-mail to the Animal Hotline, they **help / will help** her.

The hedgehogs **survive / will survive** if they **get / will get** the right food.

■ **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*

understand the new grammar • be late for school • buy a new CD

If Mum gives me some money, I'll _____

_____.

If Dad helps me with my homework, I _____

_____.

If I get up too late tomorrow, I _____

_____.

■ **4** *Now look at Grammar File **6** on p. 130.* *Schau dir jetzt Grammar File **6** auf S. 130 an.*

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Adverbs of manner
Adverbien der Art und Weise

▸ *p. 46*

■ **1** *Find the sentences in **6** (p. 46) and complete them. Then complete the chart on the right.*

*Finde die Sätze in **6** (S. 46) und vervollständige sie. Dann vervollständige die Tabelle rechts.*

I took the box _____ and _____ back down to the yard.

I went out very _____ with some water.

She walked over to him _____.

'You horrible person,' she shouted _____.

Adjective	Adverb
slow	slowly
careful	
quiet	
quick	
angry	

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

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

angry • bad • funny • happy • horrible • nervous • quick • terrible

bad – badly	angry – angrily	horrible – horribly

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

Adjektiv oder Adverb? Sieh dir die folgenden Sätze an. Unterstreiche das richtige Wort. Streiche das falsche Wort durch.

'You killed Ananda's hedgehogs,' Sophie shouted **angry / angrily**.

Sophie was **angry / angrily**.

It was a very **bad / badly** hockey match.

'We played **bad / badly**,' Ananda said.

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

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

■ **4** *Now look at Grammar File **7a–b** on p. 131.*

*Schau dir jetzt Grammar File **7a–b** auf S. 131 an.*

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Adverbs of manner
Adverbien der Art und Weise

▸ *p. 47*

■ **1** *Find the sentences in **8** (p. 47) and complete them. Then complete the chart on the right.*

*Finde die Sätze in **8** (S. 47) und vervollständige sie. Dann vervollständige die Tabelle rechts.*

The babies will be fine – you did _____.

Is it hard work? – Well yes, I work _____.

You don't have to run _____.

Adjective	Adverb
_____	well
hard	_____
fast	_____

■ **2** *Complete the following sentences with the correct English word.*

Vervollständige die folgenden Sätze mit dem richtigen englischen Wort.

(gut) You did a _____ job with the hedgehogs.

(gut) You did _____. The babies will survive.

(schnell) Jo can run very _____.

(schnell) Jo is a _____ runner.

(hart) Work at the clinic is very _____.

(hart) The people there work _____.

■ **3a** *Look at the word order in these sentences. Complete the rules on the right.*

Sieh dir die Wortstellung in diesen Sätzen an. Vervollständige die Regeln rechts.

(1) Rabbits run **fast**.

(2) Steve fed the rabbit **carefully**.

(3) Dilip opened the door **quietly**.

S _____ – *V* _____ – adverb

subject – *V* _____ – *O* _____ – adverb

_____

■ **3b** *Write down the sentences in the correct word order.*

Schreib die Sätze in der richtigen Wortstellung auf.

opened / the door / Jack / carefully _____

slowly / cleaned / Sophie / the board _____

can't sing / Polly / very well _____

■ **4** *Now look at Grammar File **7c–d** on p. 131.*

*Schau dir jetzt Grammar File **7c–d** auf S. 131 an.*

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The present perfect: positive and negative statements

▸ *p. 61*

Das *present perfect:* bejahte und verneinte Aussagesätze

■ **1a** *Find the sentences in **4** and **6** (p. 61) and complete them. Then complete the chart.*

*Finde die Sätze in **4** und **6** (S. 61) und vervollständige sie. Dann vervollständige die Tabelle.*

I've _____ your breakfast!

And Grandpa _____ already _____ a picnic!

But we _____ n't _____ the twins yet.

Dan _____ n't _____ down because he doesn't feel well.

Infinitive (Grundform)
(to) cook
(to) _____
(to) _____
(to) _____

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

*Das Present perfect hat zwei Teile. Sieh dir die Sätze in **1a** noch einmal an und male ein blaues Kästchen um den ersten Teil (eine Form von **have**) und ein rotes Kästchen um den zweiten Teil.*

■ **1c** *Complete the rule:*

Vervollständige die Regel:

The present perfect is made with _____/_____ (negative: _____/_____) + the 3rd form of the verb (the past participle).

Das *Present perfect* bildet man mit _____/_____ (verneint: _____/_____) + der 3. Form des Verbs (dem Partizip Perfekt).

■ **2** *Complete the chart. (Be careful with irregular verbs. Look at pages 208–209 in your English book.)*

Vervollständige die Tabelle. (Vorsicht bei unregelmäßigen Verben. Sieh dir die Seiten 208–209 deines Englischbuches an.)

Infinitive	Simple past form	Past participle	Infinitive	Simple past form	Past participle
(to) clean	cleaned	_____	(to) phone	_____	_____
_____	dropped	_____	(to) see	_____	_____
(to) go	_____	_____	_____	_____	tried

■ **3** *Which is correct: **a**, **b** or **c**?*

*Was ist richtig: **a**, **b** oder **c**?*

I've made breakfast.

a **Breakfast will be ready soon.**

b **Breakfast is ready.**

c **Breakfast isn't ready yet.**

■ **4** *Now look at Grammar File **9**, **10a–b** and **11** on pp. 134–136.*

*Schau dir jetzt Grammar File **9**, **10a–b** und **11** auf S. 134–136 an.*

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The present perfect: questions
Das *present perfect:* Fragen

▸ *p. 63*

■ **1a** *Find the sentences in **10** (p. 63) and complete them.*

*Finde die Sätze in **10** (S. 63) und vervollständige sie.*

Jonah ... _____ you ever _____ software?

– Yes, of course I _____, Grandma.

_____ it _____?

– Yes, it _____.

■ **1b** *Compare:*

Vergleiche:

Statement: Jo has clicked on 'Download'.

Question: Has Jo clicked on 'Download'?

– Draw a red box round the subject in both sentences.

Male ein rotes Kästchen um das Subjekt in beiden Sätzen.

*– Draw a blue box round the form of **have**.*

*Male ein blaues Kästchen um die Form von **have**.*

– Complete the rule for present perfect questions:

Vervollständige die Regel für Present perfect-Fragen:

In present perfect questions you swap the S_____ and the form of _____.

In *Present perfect*-Fragen vertauscht man das S_____ und die Form von _____.

■ **1c** *Complete these questions. Do you need **has** or **have**?*

*Vervollständige diese Fragen. Brauchst du **has** oder **have**?*

_____ Grandma read the instructions?

_____ they chatted with Jo's mum?

_____ she ever installed software?

_____ you ever tried photo software?

■ **2** *Look at these questions and short answers.*

Sieh dir diese Fragen und Kurzantworten an.

Question	Short answer	Question	Short answer
Have you ever installed software?	**– Yes, I have.**	Has Grandma ever installed software?	**– No, she hasn't.**
Has Jo clicked on 'setup.exe'?	**– Yes, he has.**	Have they chatted with Jo's dad?	**– No, they haven't.**

– Now answer these questions.

Jetzt beantworte diese Fragen.

Has Grandpa packed a picnic?

– Yes, he _____.

Has he cleaned the car yet?

– No, _____.

Have you ever installed software?

_____.

■ **3** *Now look at Grammar File **10c** and **11** on pp. 135–136.*

*Schau dir jetzt Grammar File **10c** und **11** auf S. 135–136 an.*

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The *going to*-future
Das Futur mit *going to*

▸ *p. 76*

■ **1a** *Find the sentences in **1** (p. 76) and complete them.*

*Finde die Sätze in **1** (S. 76) und vervollständige sie.*

Ananda, you'_____ _____ _____ _____ the computer work.

Jo _____ _____ _____ _____ the photos.

And I'_____ _____ _____ _____ out about the Georgian House.

So what _____ we _____ _____ _____?

Well, I'_____ _____ _____ _____ check anything this afternoon.

■ **1b** *Draw a red box round the negative sentence. Draw a blue box round the question.*

Male ein rotes Kästchen um den verneinten Aussagesatz. Male ein blaues Kästchen um die Frage.

■ **1c** *Now complete the chart.*

Nun vervollständige die Tabelle.

+	–	?
I'm going to _____	I'm not _____	Am I _____?
He'_____	He _____	Is _____?
She'_____ _____	She _____ going to _____	Is _____?
It'_____	It _____	Is _____?
We'_____ _____	We _____ _____	_____?

■ **2** *Which translation is wrong? Cross it out.*

Welche Übersetzung ist falsch? Streiche sie durch.

I'm going to meet Ananda at the library.

a Ich werde mich mit Ananda in der Bücherei treffen.

b Ich habe vor, mich mit Ananda in der Bücherei zu treffen.

c Ich bin dabei, in die Bücherei zu gehen und Ananda zu treffen.

■ **3** *You use the going to-future for **plans**. What are your plans for the weekend? What are you going to do? You can use the ideas in the box.*

*Du verwendest das going to-future für **Pläne**. Was sind deine Pläne für das Wochenende? Was hast du vor? Du kannst die Ideen im Kästchen verwenden.*

do some work for school • listen to music • tidy my room • visit my grandparents • watch TV • ...

At the weekend I'm going to _____.

And I'm _____.

■ **4** *Now look at Grammar File **12** on p. 137.*

*Schau dir jetzt Grammar File **12** auf S. 137 an.*

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The past progressive
Die Verlaufsform der Vergangenheit

▸ *p. 96*

■ **1a** *Find the sentences in **5** (p. 96) and complete them.* — *Finde die Sätze in **5** (S. 96) und vervollständige sie.*

At 1.30 Miss White and her group **were** _____ through Bath.

Oh, er ... we _____ _____ past the theatre, and then Dan stopped.

She _____ just _____ a second time when Jo came round the corner.

I _____ _____ in a shop window, and suddenly you weren't there any more.

Ananda and some of other kids _____ _____ quietly.

■ **1b** *The past progressive has two parts. Look again at the sentences in **1a** and draw a blue box round the first part (a form of **be**) and a red box round the second part.* — *Das Past progressive hat zwei Teile. Sieh dir die Sätze in **1a** noch einmal an und male ein blaues Kästchen um den ersten Teil (eine Form von **be**) und ein rotes Kästchen um den zweiten Teil.*

■ **1c** *Complete the rule:* — *Vervollständige die Regel:*

The past progressive is made with _____/_____ + -ing form.

Das *Past progressive* bildet man mit _____/_____ + *-ing*-Form.

■ **2** *Which translation is best: **a**, **b** or **c**?* — *Welche Übersetzung passt am besten: **a**, **b** oder **c**?*

It was 1.45. Miss White was talking to her group.

a ... Miss White wollte gerade mit ihrer Gruppe sprechen.

b ... Miss White hatte gerade mit ihrer Gruppe gesprochen.

c ... Miss White sprach gerade mit ihrer Gruppe.

■ **3a** *What were they doing when ...? Complete:* — *Was taten sie gerade, als ...? Vervollständige:*

(watch) Dan and Jo _____ _____ TV when their father came home.

(help) Ananda _____ _____ her dad when Dilip left the shop.

■ **3b** *Simple past or past progressive? Underline the correct form. Cross out the wrong form.* — *Simple past oder Past progressive? Unterstreiche die richtige Form. Streiche die falsche Form durch.*

Yesterday afternoon we **played / were playing** football when suddenly it **started / was starting** to rain.
We **just had / were just having** dinner when Grandma **called / was calling**.

■ **4** *Now look at Grammar File **15** on p. 139.* — *Schau dir jetzt Grammar File **15** auf S. 139 an.*

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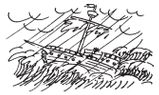
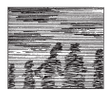
	Holidays	Context	Weather	Pictures	The fourth word	What we do	Simple past	German/ English
1	g__ o__ h_____	It was cold, but we went swimming an_____.	It's _____/ _____ing.	c_____ in the s_____	wait – waited read – _____	f_____/ g__ b__ p_____	drink _____	Wie war das Wetter? W_____ w____ the _____ _____?
2	c_____	We had a great v_____ from the top of the mou_____.	w_____ and s_____	t_____	in – a town ____ – the beach	tr_____ to other countries	eat _____	Die Lampe scheint. The lamp is _____ing.
3	po_____	I listened to music ____ I waited for the bus yesterday.	It's _____.	the _____	talk – talked put – _____	s_____ at home in the holidays	meet _____	ein Spaziergang a _____
4	b_____	Walk r_____ the classroom and talk to six partners.	 s_____ sea	_____	in – a room ____ – a plane	g__ f____ __ _____	ride _____	am Meer b__ _____ _____
5	i_____	It's 18 d_____ Celsius today.	s_____	a terrible _____	open – opened shine – _____	g__ b__ _____	swim _____	ins Ausland gehen/fahren ____ _____
6	l_____	I opened the door but there was n_____ there.	It's  f_____.	a s_____	present – presentation start – _____	talk or s_____ to other people	throw _____	auf dem Land ____ the _____
7	h_____	I've got my o_____ room.	not really cold _____	_____	play – played speak – _____	g__ o__ a t_____	fly _____	Ich war im Ausland. ___ _____ _____.

12.06.2007 12:01:22 Uhr

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	Definitions	Context	Talking about pictures	What we do	Pictures	Opposites	The fourth word	German/ English
1	American word for a lift – an _____	I *co* _____ swim when I was five.	Can you *de* _____ this picture, please?	_____ to people	_____	fast _____	somebody – nobody something – _____	gefährliche Gezeiten _____ _____
2	good, OK *a* _____ *r* _____	Why don't you come and *s* _____ us next Sunday?	present – presentation describe – _____	_____ _____	_____ _____	before we eat – _____ we eat	one book – two books one _____ – two people	sich beruhigen *c* _____ *d* _____
3	some, but not many _____ _____	We went swimming three *t* _____ last week.	*b* _____ the wall	*g* _____ presents from parents or friends	*l* _____	The tide is in. _____ _____ _____ _____.	go – went teach – _____	ein unglaubliches Happyend – an *a* _____ *h* _____ *e* _____
4	have problems be *i* _____ *t* _____	The teacher was *a* _____ *w* _____ me because I was late every day.	*b* _____ the girls	*s* _____ people	*b* _____	look right – look _____	see – saw get – _____	etwas unhöflich a *b* _____ *r* _____
5	about 1.6 km one _____	He walked *p* _____ cafés and shops.	opposite of 'at the front' *a* _____ *t* _____ *b* _____	*h* _____ *p* _____	*u* _____	top – _____	play – played give – _____	Das geht dich nichts an! *M* _____ *y* _____ *o* _____ *b* _____
6	American word for underground *s* _____	I can't do my homework when the radio *i* _____ *o* _____.	far away in a picture *i* _____ *t* _____ *b* _____	*g* _____ angry	a good _____	slow – _____ quick/ _____	eat – ate hear – _____	das Beste an the *b* _____ *t* _____ *a* _____
7	60 minutes an _____	On a clear day you can see *f* _____ *m* _____.	near you in a picture *i* _____ *t* _____ *f* _____	*g* _____ tickets for a show	The *t* _____ is _____.	after we sleep – _____ we sleep	meet – met know – _____	rechtzeitig von etwas wissen *k* _____ *a* _____ sth. *i* _____ *t* _____
8	a person between 13 and 19 a _____	It's 8.58. – That's *al* _____ nine o'clock.	*a* _____ the *b* _____	*d* _____ cars	He's climbing *t* _____ the window.	boring – *e* _____	rehearse – rehearsal fly – _____	Held, Heldin _____

12.06.2007 12:01:29 Uhr

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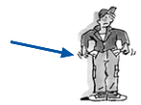
	Definitions	Context	Clothes	Pictures	Opposites	The fourth word	What we do	German/ English
1	good, OK fi_____	Be c_____ – this road is very dangerous.			spend money – _____ money	we – ours I – _____	a_____ with people's ideas	Umfrage über Mode s_____ o_____
2	very bad, terrible a_____	What's that red s_____ on your shirt? Ketchup?			put sth. on t_____ sth. o_____	good – better full –	 p_____ at/to pets/things	Was ist los? _____ _____ _____?
3	go away, often suddenly d_____	I saw Jo in the park and walked o_____ t___ him.			find money – _____ money	play – played buy –	jo___ clubs or teams	eine neue CD und zwei alte a new CD and two o_____ o_____
4	right now a___ t_____ m_____	There are ab_____ 900 kids at my school.			hate –	teach – teacher present –	 h_____ when we're late	Wofür? _____ _____?
5	Kids get this money every week or month. _____ _____	She waved a___ she got on train.	 t_____	 p_____	expensive	boring – more boring easy –	 de_____ new clothes	Wessen Sportsachen sind das? wh_____ sports _____ ___ this?
6	every person _____	Don't tell her about the present – it's a s_____.		 c_____	the best – the w_____	father – dad aunt –	_____ on chairs	wachsen _____
7	using old things again r_____g	Go away – I'm f_____ u___ w_____ you.	a _____ of _____	 She's p_____.	better – _____	play – football ___ – an exercise	prep_____ a show, report or a presentation	aus meiner Sicht _____ _____ _____ ___ _____
8	come down from the sky in a plane l_____	Bristol is not _____ big _____ London.	 b_____	 p_____	big – s_____	fuller – fullest more –	s_____ money or time	sogar mehr als ich _____ _____ _____ _____

13.06.2007 16:18:23 Uhr

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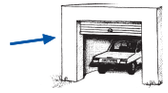
	Definitions	Context	Animals	Pictures	The fourth word	What we do	Simple past	German / English
1	not dangerous s_____	Dad has lots of extra work. He'll p_____ be home late.			feed – food explain –	_____ d_____ on chairs	bring	das Wetter von morgen weather
2	terrible h_____	Tigers don't live with people. They're w_____ animals.		 r_____	on – the beach _____ – the yard	c_____ dinner or lunch	choose	Es geht mir gut.
3	the colour of rain clouds	Put the drinks in the fridge if you want to k_____ them cool.			full – empty friend –	p_____ things u_____	feed	falls es wichtig ist _____ it's
4	difficult, not easy to do h_____	Sorry, I don't understand. Can you e_____ it, please?			slow – slowly good –	 v_____ friends	hide	Vielen Dank! _____ _____!
5	place where people go to see a doctor c_____	Camels can s_____ for 14 days without drinking.		_____- _____	fly – flight survive –	_____ suitcases	keep	das heutige Abendprogramm programme
6	do good work do a g_____ j_____	There are five books in the s_____. This is the first one.		The boy is i_____.	quick – quickly fast –		send	Leider muss ich jetzt gehen. I have to go now.
7	clean and tidy n_____	I don't know the answer, but I'll try to gu_____ it.		 a _____ plate	tennis – sport elephant –	c_____ people, money	sit	sobald, sowie

12.06.2007 12:01:42 Uhr

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	Definitions	Animals in Africa	Context	Pictures	People	The fourth word	Wild animals	German/ English
1	making words w_____ b_____		If you're a g_____ dog, I'll give you a biscuit.			good – bad happy –	 c_____	ein Kind bekommen _____ a _____
2	everything in the right place t_____		Be a sw_____ and help me in the kitchen!		This person collects things.	close – open move in –	 a _____	Suche die Zeilen 1–25 schnell nach Informationen ab. s_____ l_____ 1–25.
3	ticket for a trip to a place and back again		I'll come and visit you. Really! I p_____!			stand – stood leave –		schön ordentlich _____ and _____
4	go to live in a different home m_____		If you need money, you can a_____ dad f_____ £5.	 d_____		play – played sing –		ziemlich gute Nachrichten _____ good _____
5	go out, go away l_____		London's great, but I really m_____ my family at home.	 w_____	 s_____	Maths, PE – subjects BBC1, ZDF –		Oje! _____ _____!
6	At break, school kids play outside in this place. y_____		Take my hand. Can you f_____ how cold it is?	 A piece of	 ex_____	fly – flew sleep –		sich umdrehen
7	nervous when you meet other people s_____		The police s_____ed f_____ the little boy.	 a_____	 w_____	give – gave write –		tyrannisieren, mobben

12.06.2007 12:01:51 Uhr

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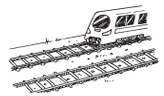
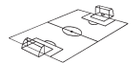
	Context	In the country	In a town	Pictures	The fourth word	What we do	Past participles	German/ English
1	Have you e_____ visited Wales?				England – English Wales –	s_____ letters, e-mails	*be* Where have you _____?	Satz, der in das Thema eines Absatzes einführt
2	Have you done your homework y_____?		 r_____		on – the beach _____ – the field	i_____ software on a computer	*see* I've never _____ a ghost.	Absatz
3	What's that awful s_____? Dead fish?	f_____	h_____		invite – invitation install –	d_____ music or pictures from the internet	*go* Jo has _____ to a friend's house.	nicken (mit)
4	First read the ins_____. Then install the so_____.	h_____	cars, buses, bikes, etc. on a road t_____	p_____	food – feed glue – _____	_____ in ICQ or other chat rooms	*do* I've _____ my homework.	aus ganz Wales _____ _____ Wales
5	You can't hear the 'k' in 'know' – it's a s_____ letter.	v_____	important or interesting things to see in a town at_____		danger – dangerous noise –	th_____ a_____ problems	*take* How many photos have you _____?	Akzent
6	They n_____d the baby John.		s_____ w_____	wh_____	stupid – clever dirty –	_____ things in our hands	*come* Mum has just _____ through the door.	Hier steht: ... . / Es heißt hier: ... _____ _____ _____: ...
7	Your room i_____ a m_____. Please tidy it.		the place where you play hockey h_____ p_____		full – empty strong –	_____ things	*send* I've _____ lots of postcards.	Dan ist noch nicht da. Dan isn't here _____.

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	Definitions	What's the matter?	Context	Pictures	The fourth word	Accidents	What people have done	German/ English
1	write things in a list *li*_____ things	He has a _____.	John is late. I *h*_____ he'll be back soon.	 *p*_____	7 am, 9 pm – times 18 °C, 72 °F – _____	 *d*_____	Rosie has _____ some apples.	ganz um den See herum *a*____ *a*_____ the lake
2	ask somebody questions for a newspaper *i*_____ sb	She has a *t*_____.	Listen – I think the phone is _____*ing*.	Tom is *s*_____.	man – woman husband – _____	 *p*_____	Jim has *m*_____ a cake.	Das war knapp. _____ _____ _____.
3	tell people about something *r*_____	She has a *s*_____ *th*_____.	What does 'railway' *m*_____ in German?	 _____	go – gone ring – _____	 *a*_____	John has _____ the dog.	anklicken und eingeben _____ _____ and _____
4	visit different websites on the internet _____	She has an _____.	He looks happy. There's a big *s*_____ on his face.	 *p*_____	next year – last year future – _____	The boy is _____*ing*.	Bill has _____ a newspaper.	Es ist schon 10 Uhr! It's *a*_____ ten o'clock!
5	a son of your child *g*_____	He has a *t*_____.	How can we get to the other *s*_____ of the river?	 two _____	boy – grandson girl – _____	 _____/ _____	Sue has _____ a letter.	sich 10 Meter bewegen *m*_____ 10 _____
6	say things to make people laugh *j*_____	I have a _____ _____.	John's back now. He has *j*_____ come through the door.	 _____	she – wife he – _____	He was badly *h*_____ in the accident.	Lucy has _____ some money.	bewusstlos _____
7	not ill *w*_____	He ____ __ _____.	Hans is very good at Maths. He got a 1 in the last *t*_____.	 *th*_____	in time – get the bus late – _____ the bus	 _____/ _____	Ted has _____.	ein Besuch ____ _____

12.06.2007 12:02:18 Uhr

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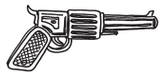
	Definitions	Context	People	Pictures	Opposites	What we do	The fourth word	German/ English
1	Keep your mouth closed! S_____ u___!	Please l_____ u___ before you leave the house.	 e_____	 d_____ and c_____	The shop is open. The shop is _____	 b_____ houses	Germany – German Britain – _____	ein Fall für die Polizei a c_____ for the police
2	This person looks after a school or other buildings. _____	Who does this jacket b_____ to? – It's mine.	 _____	 _____	poor _____	 g_____ carrots	fireman – firewoman waiter – _____	Wer ist an der Reihe? _____ _____ _____ _____?
3	act or move your body, but without speaking m_____	He w____ b_____ in 1896 and d_____ in 1977.	 th_____	 _____	leave home _____ home	 s_____	sun – sunny friend – _____	Du machst Witze, nicht wahr? You're _____, _____ _____
4	hair on a man's face b_____	I'm p_____ o___ my son. He works so hard at school.	 _____	 h_____	possible _____	was born in 1911 in a small village in Wales m_____ u____ information	jeans – clothes earring – j_____	Das ist auch ein Rätsel. That's a_____ a m_____.
5	try to find l_____ f____	Let's invite Kim. – Do you m_____ Kim Smith or Kim Brown?	 _____	 _____	a small house a l_____ house	c_____ balls or thieves	football – pitch ice skating – _____	Er ging in die falsche Richtung. He went t_____ w_____ w____.
6	You wear this on your finger. r_____	I've almost finished my homework. I'll do the r_____ later.	 _____	 st_____ with s_____	ill _____ h_____	l_____ a_____ babies or pets	police – catch thieves thieves – s_____ money	ein köstlicher Geschmack a _____ _____
7	a little book with information _____	At last, after six weeks at sea, they saw l_____.	 two s_____	 _____	He's right. He's _____.	 w_____	plane – flies ship – _____	ziemlich gute Beweise p_____ good p_____
8	the size between big and small _____	She loved music, so she b_____ a singer after she left school.	He/She buys things from a shop. c_____	 m_____	end b_____	 s_____	books – on a shelf money – in a p_____	berühmter Tabak f_____ t_____

12.06.2007 12:02:31 Uhr

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9783060313341 Inhalt_S245 245

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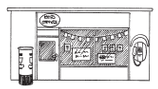
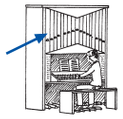
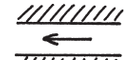
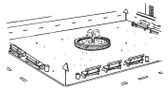
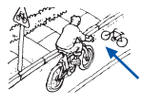
	Definitions	Context	In a town	Pictures	What we do	The fourth word	Giving directions	German/ English
1	like something a lot e_____	H_____ _____ _____? I'm fine, thank you.	 p_____ o_____	 a s_____ w_____	 _____ a _____	describe – description move –	 m_____	einen Streich spielen
2	opposite of dark b_____	You can go out, but you m_____ n't be back late.	 p_____ s_____	 p_____	c_____ to school	7 days – week 100 years –	Can you t_____ _____ the w_____ to the bank?	Trimester
3	right, not wrong t_____	I don't know i___ I can come to your party.	 r_____	 _____	t_____ people or things	Jack – British Julius Caesar –	 C_____ the street.	anders herum
4	a very big shop d_____ s_____	The moon is r_____, like a ball.	 ch_____	 _____	 y_____	can – can't must – n_____	 T_____ l_____ or r_____.	Ich frage mich, warum er fehlt. I w_____ why he is m_____.
5	This sound shows that you're happy. l_____	I lost my purse, but lu_____ly I found it again.	 _____	 t_____, l_____	 p_____ for things	January – month Saturn – p_____	Go  st_____ on.	Wir hatten Glück mit dem Publikum. We w_____ l_____ with the _____.
6	a trip j_____	I s_____ed because it was so cold.	 s_____	 _____	f_____ o____ horses or walls	red – colour guitar – j_____	Go a_____ Bond Street.	Hier spricht Jo. T_____ ____ Jo.
7	change something to make it right co_____	Columbus d_____ed America in 1492.	a house on the c_____	 _____	 ch_____ when our team wins	take – a photo _____ a sauna	It's o____ the c_____ o____ Bond St and Green St.	Was brauchen wir sonst noch? Wh____ e_____ do we need?
8	a place to have fun in your free time l_____ c_____	I l_____ tennis b_____ than football.	 c_____ p_____	 _____	r_____ after a hard day	go – gone fly – _____	 o_____ the bank	jn. nach dem Weg fragen _____ sb. _____

21.03.11 14:19

Vocabulary Action Sheet Lösungen

	Holidays	Context	Weather	Pictures	The fourth word	What we do	Simple past	German/ English
1	go on holiday	anyway	rainy/raining	clouds ... sky	read	fly/go by plane	drank	What was the weather like?
2	caravan	view ... mountain	warm ... sunny	theatre	on (the beach)	travel	ate	shin(ing)
3	postcard	as	cloudy	sun	put	stay	met	walk
4	beach	round	stormy	rain	on (a plane)	go for a walk	rode	by (the sea)
5	island	degrees	snow	fog	shone	go by car	swam	go abroad
6	lake	nobody	foggy	storm	start	speak	threw	in ... country
7	hotel	own	cool	clothes	spoke	go on a trip	flew	I was abroad.

Welcome back

	Definitions	Context	Talking about pictures	What we do	Pictures	Opposites	The fourth word	German/ English
1	elevator	could	describe	wave	surfboard	slow	nothing	dangerous tide
2	all right	see	description	go surfing	bunk beds	after	person	calm down
3	a few	times	behind	get	lift	The tide is out.	taught	amazing happy ending
4	in trouble	angry with	between	save	buildings	look left	got	bit rude
5	mile	past	at the back	have parties	underground	bottom	gave	Mind your own business.
6	subway	is on	in the background	get (angry)	swimmers	fast	heard	best thing about
7	hour	for miles	in the foreground	get (tickets)	The tide is in.	before	knew	know about ... in time
8	teenager	almost	at ... bottom	drive	through	exciting	flight	hero

Unit 1

	Definitions	Context	Clothes	Pictures	Opposites	The fourth word	What we do	German/ English
1	fine	careful	cap	bin/dustbin	save money	mine	agree	survey on fashion
2	awful	stuff	jacket	mirror	take sth. off	fuller	point	What's the matter?
3	disappear	over to	pullover	make-up	lose	bought	join	old ones
4	at the moment	about	skirt	letter	love	presenter	hurry	What for?
5	pocket money	as	trainers	pocket/s	cheap	easier	design	Whose ... gear is
6	everybody	surprise	hat	cinema	worst	auntie	stand	grow
7	recycling	fed up with	pair of trousers	puzzled	worse	do (an exercise)	prepare	from my point of view
8	land	(not) as ... as	blouse	point/s	small	most	spend	even more than me

Unit 2

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	Definitions	Context	Animals	Pictures	The fourth word	What we do	Simple past	German/ English
1	safe	probably	fox	moon	explanation	sit down	brought	tomorrow's
2	horrible	wild	deer	rubbish	in (the yard)	cook	chose	I'm fine.
3	grey	keep	woodpecker	garage	enemy	pick ... up	fed	if ... important
4	hard	explain	squirrel	fire	well	visit	hid	Thanks very much!
5	clinic	survive	mole	hot-water bottle	survival	pack	kept	tonight's
6	good job	series	hedgehog	ill	fast	jump	sent	I'm afraid
7	neat	guess	frog	broken	animal	count	sat	as soon as

Unit 3A

	Definitions	Animals in Africa	Context	Pictures	People	The fourth word	Wild animals	German/ English
1	word building	monkey	good	suitcase	dancer	sad	crocodile	have ... baby
2	tidy	camel	sweetheart	angel	collector	move out	wolf	scan lines
3	return ticket	zebra	promise	heart	runner	left	snake	neat ... tidy
4	move	giraffe	ask ... for	doctor	painter	sang	bear	quite good news
5	leave	lion	miss	woods	singer	channels	kangaroo	Oh dear!
6	yard	hippo	feel	wood	explorer	slept	tiger	turn
7	shy	rhino	searched for	actor	writer	wrote	elephant	bully

Unit 3B

	Context	In the country	In a town	Pictures	The fourth word	What we do	Past participles	German/ English
1	ever	farm	factory	soup	Welsh	send	been	topic sentence
2	yet	field	railway	football pitch	in ... field	install	seen	paragraph
3	smell	forest	hospital	river	installation	download	gone	nod
4	instructions ... software	hill	traffic	pie	glue	chat	done	from all around
5	silent	valley	attractions	popcorn	noisy	think about	taken	accent
6	named	cow	shop window	whisky	clean	hold	come	It says here
7	is ... mess	sheep	hockey pitch	castle	weak	smell	sent	yet

Unit 4A

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Vocabulary Action Sheet Lösungen

	Definitions	What's the matter?	Context	Pictures	The fourth word	Accidents	What people have done	German/ English
1	list	headache	hope	picnic	temperatures	driver	eaten	all around
2	interview	temperature	ring(ing)	strong	wife	paramedic	made	That was close.
3	report	sore throat	mean	helicopter	rung	accident	fed	click on ... enter
4	surf	earache	smile	pyjamas	past	fall(ing)	bought	already
5	grandson	toothache	side	sheep	grand-daughter	fireman/ firewoman	written	move ... metres
6	joke	stomach ache	just	thermometer	husband	hurt	found	unconscious
7	well	... has a cold.	test	throat	miss	policeman/ policewoman	fallen	a visit

Unit 4 B

	Definitions	Context	People	Pictures	Opposites	What we do	The fourth word	German/ English
1	shut up	lock up	engineer	dice ... counters	closed	build	British	case
2	caretaker	belong	photographer	statue	rich	grow	waitress	Whose turn is it?
3	mime	was born ... died	thieves	tunnel	arrive	skate	friendly	joking, aren't you?
4	beard	proud of	cleaner	harbour	impossible	mark up	jewellery	also ... mystery
5	look for	mean	waiter	fireworks	large	catch	ice rink	the wrong way
6	ring	rest	tourist	strawberry/ sugar	healthy	look after	steal	delicious flavour
7	booklet	land	slaves	gun	wrong	whistle	sails	pretty ... proof
8	medium	became	customer	market	beginning	smoke	purse	famous tobacco

Unit 5

	Definitions	Context	In a town	Pictures	What we do	The fourth word	Giving directions	German/ English
1	enjoy	How are you?	post office	stone wall	have ... bath	movement	map	play a trick
2	bright	must(n't)	police station	path	cycle	century	tell me ... way	term
3	true	if	restaurant	organ	touch	Roman	Cross	the other way round
4	department store	round	chemist	sauna	yawn	needn't	Turn left/right	wonder ... missing
5	laughter	luckily	supermarket	tomatoes, lettuce	pay	planet	straight on	were lucky ... audience
6	journey	shivered	square	bath	fall off	instrument	along	This is Jo.
7	correct	discovered	corner	stars	cheer	have a sauna	on ... corner of	What else
8	leisure centre	like ... better	cycle path	sandals	relax	flown	opposite	ask ... the way

Unit 6

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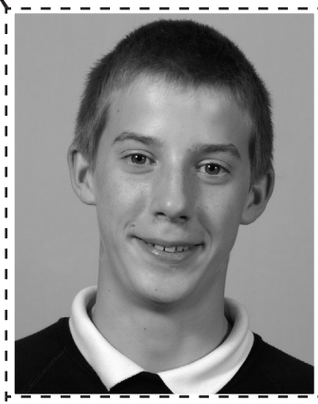
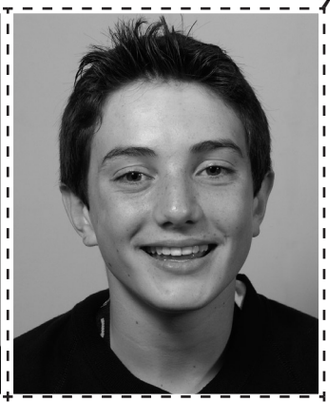


Jo

Dan



Jack

Sophie

Ananda

Prunella

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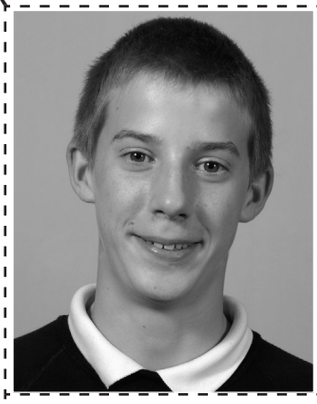

Jo

Dan

Jack

Sophie

Ananda

Prunella

0313342 Inhalt S250 250

1 *Make appointments with three classmates for 1, 2 and 3 o'clock like this:*
You: Can we meet at ... o'clock? **Your partner:** Yes, OK. / No, sorry.
Write their names in your chart.

2 *Answer the questions about your holidays.*

3 *Go to your appointments. Ask them questions about their holidays. Write down the answers.*

Your holidays	*Me:* _____	1 o'clock *Name:* _____	2 o'clock *Name:* _____	3 o'clock *Name:* _____
1 Where were you?				
2 Was it nice?				
3 What was the weather like?				
4 Were you in a hotel/holiday flat/ house/caravan				

4 *Tell your class about your partners like this:* This boy/girl went to .... He/She was in a ...

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12.06.2007 12:03:47 Uhr

1 *Cut out the words and pictures below and stick them in the correct places.*

2 *Colour the pictures.*

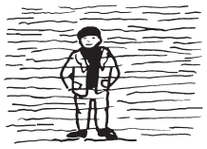
...	
It's windy.	...
	April
It's rainy.	
	...

...	
It's sunny.	...
	...
It's hot.	
	August

AUTUMN	
It's stormy.	...
	...
It's foggy.	
	...

...	
It's snowy.	December
	...
It's cold.	
	...

SUMMER	January	September	November	March
SPRING	July	June	February	October
WINTER	May			



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My holidays in Spain

1 *This is a holiday dossier. The sentences are not in the right order. Read them first.*

2 *Put the sentences into the correct order. Fill in the numbers into the circle ◯. The first and the last sentence are already correct.*

3 *Copy the text into your exercise book.*

(1) I went on holiday to Spain.
◯ It was always sunny, so we went to the beach every day.
◯ At the beach I met a nice girl from Sweden, Svea.
◯ My family and I went there by plane.
◯ We stayed in a small hotel by the sea.
◯ There were lots of lemon trees. They smelled great.
◯ One day Svea and I went to a beautiful park.
(8) You can see her on the photo between two lemon trees.

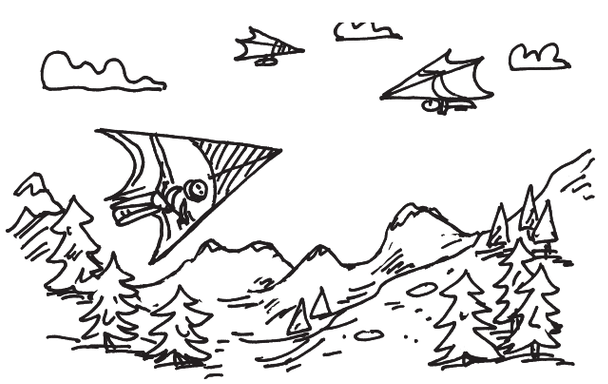
The Netherlands or Austria?

1 *These are two holiday dossiers. One is about the Netherlands. The other is about Austria. Read all the sentences. Find the correct sentences for the two dossiers.*

2 *Put the sentences for each dossier into the correct order. Use a different colour for each dossier.*

3 *Copy the two dossiers into your exercise book.*

◯ We were on an island and we went there by train and boat.
◯ We went there by car and stayed on a farm in the mountains.
◯ I fell into the cold sea a hundred times – yuck!
◯ It was usually a little bit cloudy and we climbed the mountains every day – yuck!
◯ One day we went windsurfing.
◯ We watched some people fly down from the top of the mountain with their kites.
◯ Last Friday we took a ski lift to the top of the mountains. A ski lift in the summer!
(1) I went on holiday to the Netherlands with a group of friends.
◯ We stayed in a youth hostel.
(1) My family and I went on holiday to Austria.
◯ There were people from England and Belgium.
◯ It was very windy, so we flew our kites every day.
◯ Up there we had a fantastic view of the mountains.
◯ It was a small farm with only 20 cows.



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1 *Complete the table with facts about your school.*

2 *Talk to your partner about Cotham School and your school.*

	Cotham School	Your School
School day	starts at 8.45 am finishes at 2.35 pm six lessons every day	
Breaks	morning break from 10.35 am to 10.50 am, lunch break from 12.40 pm to 1.40 pm	
Lunch	lunch in the school canteen	
Uniforms	all students wear uniforms	
Subjects	lots of subjects: Maths, PE, Art ...	
Activities	lots of school clubs: Art Club, Junior Choir, Junior Band ...	
Homework	students do homework at school, in the library or at home in the afternoon/evening	

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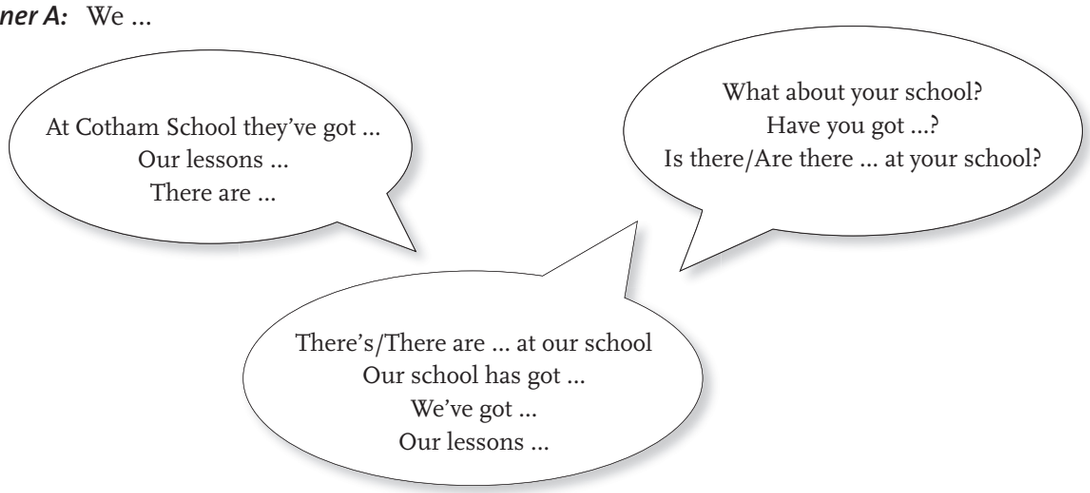
3 *Partner A is a student at Cotham School and Partner B is a student at your school. Write a dialogue and talk to your partner. Write questions and answers. You can start like this:*

Partner A: Wow, your website/brochure looks really interesting.

Partner B: Yes, it's new. We've got ... at our school. What about your school?

Partner A: We ...



1 *Colour your picture. You can draw more things.*

2 *Describe your picture to your partner.*

Partner A

In my picture there's ... / there are • In my picture there isn't ... / there aren't ...
I've got • behind/in front of • next to • in • on • over/under • between

Partner B

In my picture there's ... / there are • In my picture there isn't ... / there aren't ...
I've got • behind/in front of • next to • in • on • over/under • between

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1 *Cut out the cards with the verbs.*

2 *Put the 15 cards with the infinitives face down on your desk so that you can't read them.*

3 *Put the 15 cards with the simple past forms on your desk too. Don't mix them with the infinitive cards.*

4 *Player 1 turns one card with an infinitive.*

5 *Player 1 then turns one card with a simple past form. If it makes a pair Player 1 has another go. If it isn't a pair, Player 1 turns the cards over again. Take turns.*

The aim of the game is to find all the pairs. The player with the most pairs is the winner.

take	fly	ride	go	come
visit	hear	want	talk	give
get	say	make	do	have
took	flew	rode	went	came
visited	heard	wanted	talked	gave
got	said	made	did	had

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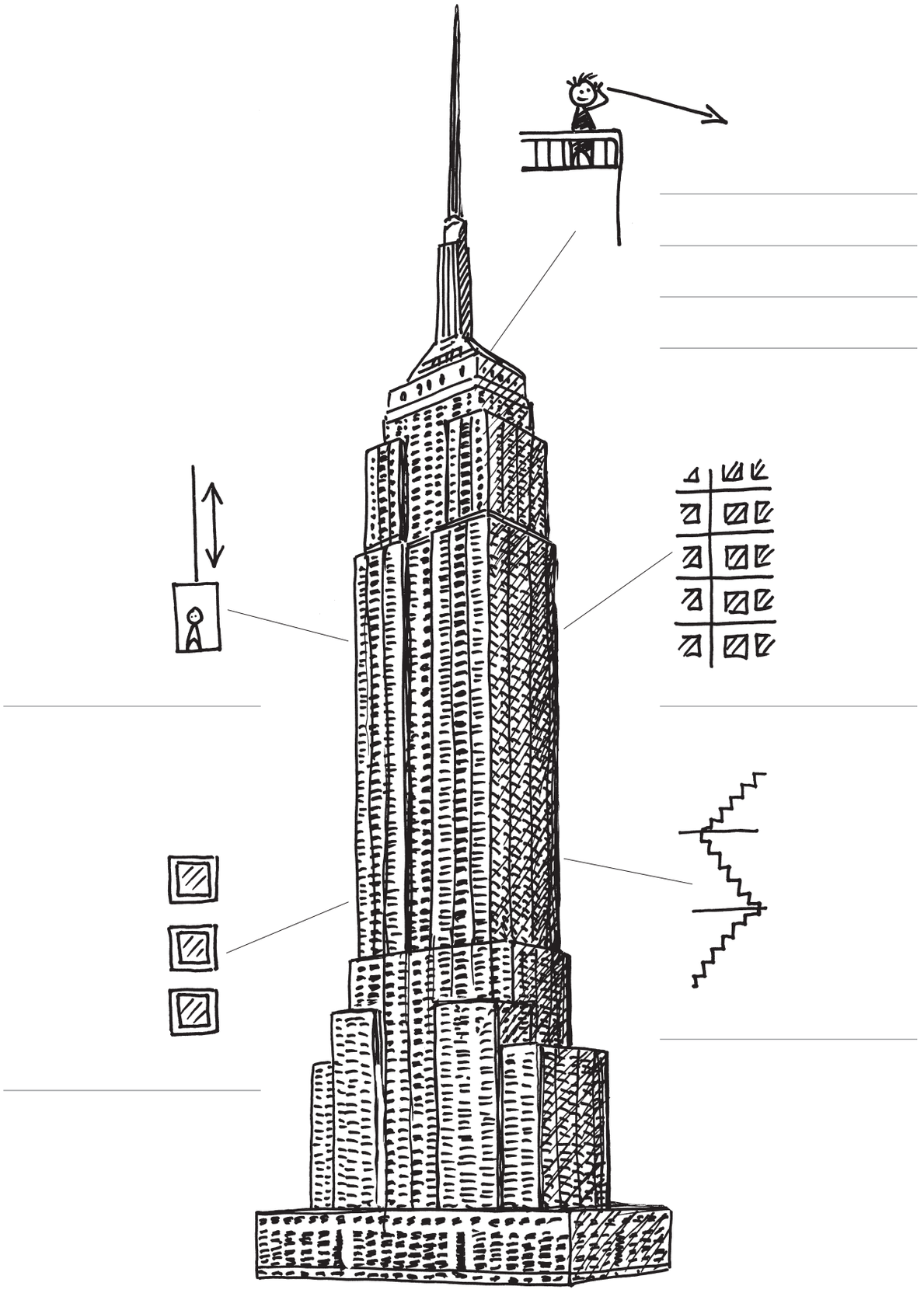
1 *Read the Background File and find the facts you need.*

2 *Label the Empire State Building with the missing facts.*



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1 *Work with a partner. Choose a role card and practise the dialogue with a partner.*

2 *Present it to the class.*

Role 1: You're Ben Scott. You're from Ashton and you're at Kingsway High School. Your family has got a house in Ashton. You like computer games. Your favourite teacher is Ms Hunt.	**Role 2:** You're Phil. You're from Bristol and you're at the comprehensive school. You live in a flat in Bristol. You do judo. Your favourite teacher is Mrs Miller.
Role 3: You're Sarah and you live with your family in a house in Cologne. You go to Willy Brandt School. You play handball for the school team.	**Role 4:** You're Luis Martin. You're at Werner von Siemens School in Düsseldorf. You live in a flat. You like to ride a horse. You like your teacher Mr Voss.
Role 5: You're Ron Weasley and at Hogwarts school. You live in an old house in England. You're good at quidditch. You don't like Professor Snape.	**Role 6:** You're Nemo and go to the Barrier Reef School. You live in a nice anemone. You like to ride a large fish called Manta.

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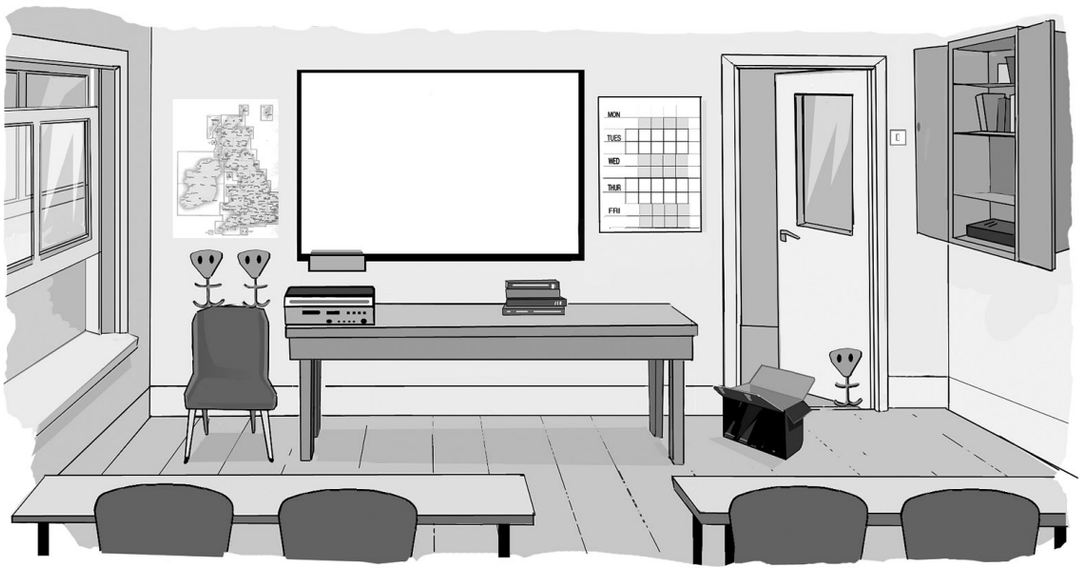


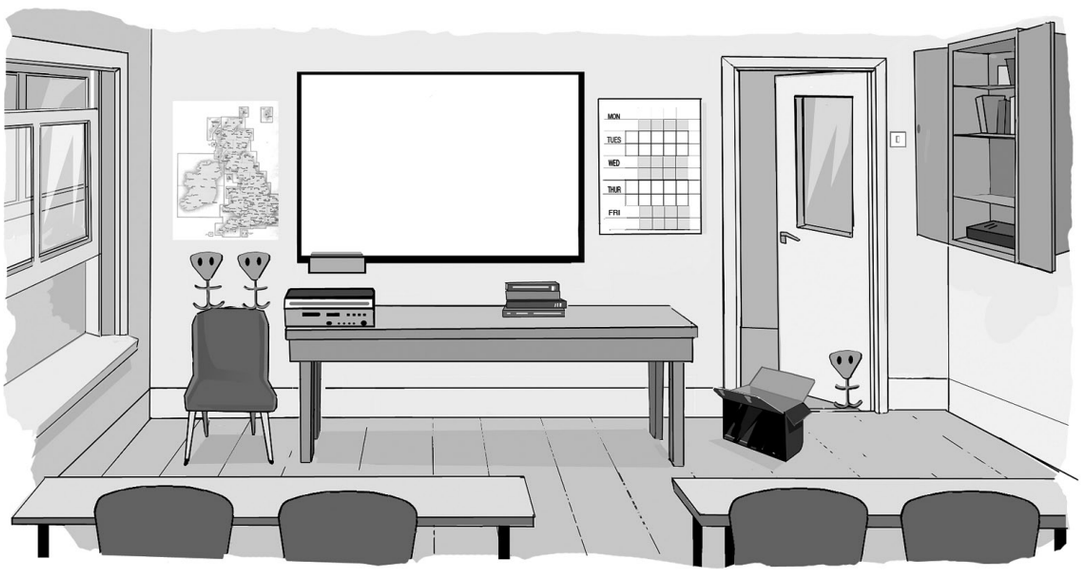
1 *Look at the picture. Say where you see aliens.*

There are two aliens on the ... There's one alien in front of to ...

2 *Your friend knows where there are more aliens. Listen to him on the CD and look.*

3 *Listen again. Draw the other aliens on the picture.*

4 *Check with a partner. Don't show your picture. Say:* There's an alien behind/in front of/in the ... There are two aliens behind/in front of/in the ...



1 *Look at the picture. Say where you see aliens.*

There are two aliens on the ... There's one alien in front of to ...

2 *Your friend knows where there are more aliens. Listen to him on the CD and look.*

3 *Listen again. Draw the other aliens on the picture.*

4 *Check with a partner. Don't show your picture. Say:* There's an alien behind/in front of/in the ... There are two aliens behind/in front of/in the ...

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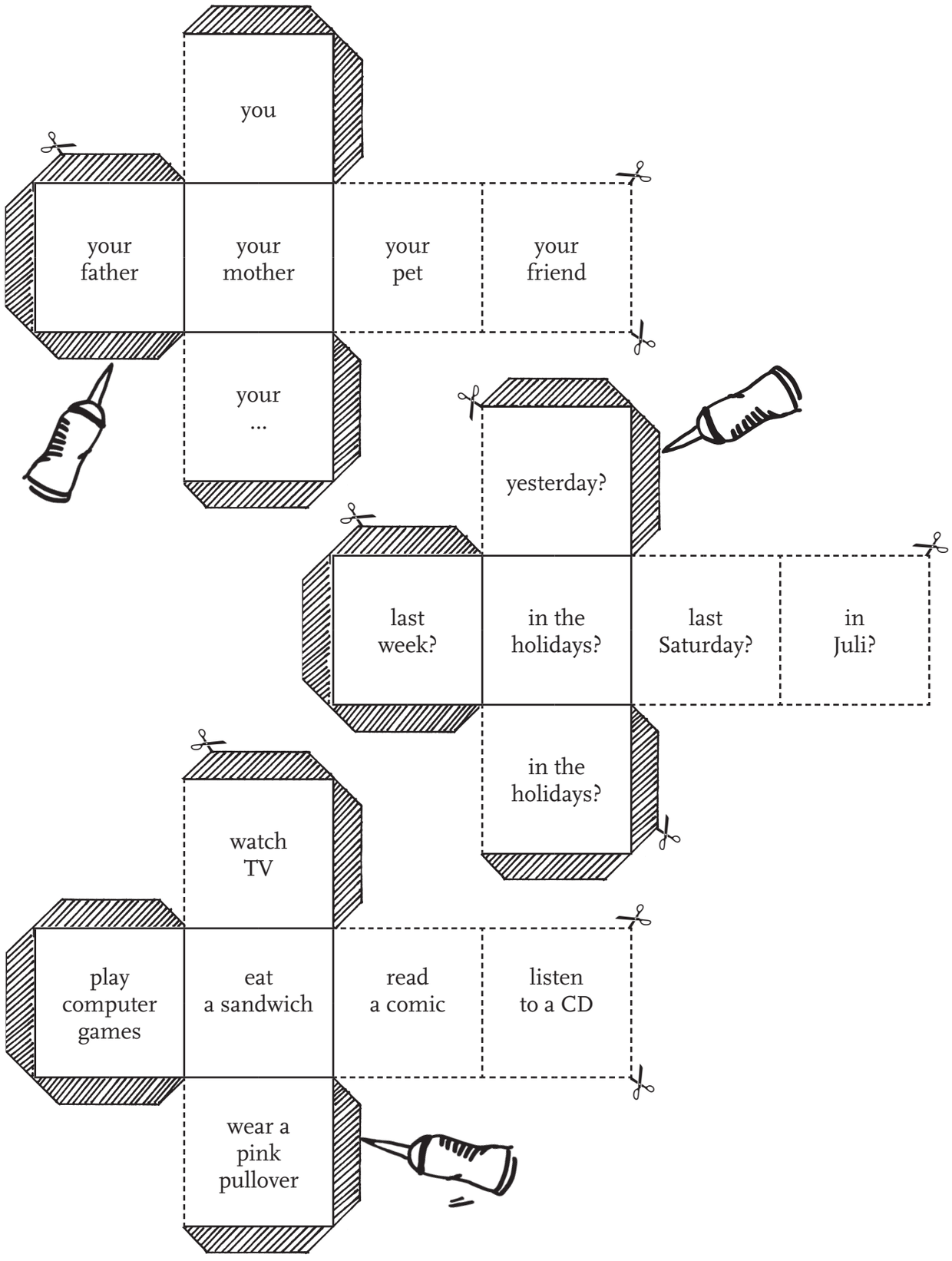
1 *Partner A: Throw the three dice.*

2 *Ask Partner B the question in the simple past.*

3 *Then Partner B throws the dice.*



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Unit 1 P14 Yesterday afternoon (Simple past: wh-questions)

Partner A (p. 21)

	Where did … go?	How … go?	What … do?	When … go to bed
Ananda		by bike	help her mum + watch TV	
Dan and Jo	the Downs	by bike		9.30
Jack				9.30
Sophie	the library		read a book	
You				
Your partner				

Partner B (p. 108)

	Where did … go?	How … go?	What … do?	When …go to bed
Ananda	home			10.00
Jo			play football	
Jack	home	by bus	do his homework + write a story	
Sophie		by car		9.15
You				
Your partner				

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Unit 2 P8 How many computer games, how much time? (much/many – more – most)

Partner A (p.34)

	Lennart	Christine	You	Your partner
computer games – know	10			
time – need for homework	60 minutes			
TV – watch every day	2 hours			
money – spend on sweets	€ 3 every week			
comics – buy every week	1			
books – read	one every month			

Partner B (p.109)

	Lennart	Christine	You	Your partner
computer games – know		15		
time – need for homework		90 minutes		
TV – watch every day		1 hour		
money – spend on sweets		€ 5 every week		
comics – buy every week		2		
books – read		one every week		

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Unit 3 P6 👥 What will they do if ...? (Conditional sentences)

Partner A (p.50)

	find a baby squirrel	get a 5 in English	need a new mobile
Maike		practise every day	
Jan	put it in a box		buy one with his pocket money
Christoph	ask the Biology teacher for help	talk to his English teacher	
You			
Your partner			

Partner B (p.109)

	find a baby squirrel	get a 5 in English	need a new mobile
Maike	take it to an animal clinic		ask her parents
Jan		get help from his dad	
Christoph			wait till his birthday
You			
Your partner			

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Unit 5 P6 What are you going to do?

Partner A (p. 82)

Name	Is/Are … going to do anything nice tomorrow?	What … going to do?	Where … going to do it?	Why … going to do it?
Jo				
Jack	Yes, he is.	read	in his room	loves books
Sophie and Ananda				
Mr and Mrs Hanson	No, they aren't.	clean cupboards	in the kitchen	they're dirty
You				
Your partner				

Partner B (p. 111)

Name	Is/Are … going to do anything nice tomorrow?	What … going to do?	Where … going to do it?	Why … going to do it?
Jo	Yes, he is.	play football	on the Downs	it's his hobby
Jack				
Sophie and Ananda	Yes, they are.	watch a DVD	at Sophie's house	love the actor
Mr and Mrs Hanson				
You				
Your partner				

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Unit 1 P15 *(p. 21)* GETTING BY IN ENGLISH At school today

B: Why? What happened?	**A:** Yes, I got really angry. But then I calmed down. Maybe the boy would like to play with us.
B: That was really rude.	**A:** I wanted to know his name. He said: 'Mind your own business.'
B: No way!	**A:** Hello, ... (name B). There's a new boy in our form. He isn't very nice..

Unit 2 P15 *(p. 37)* GETTING BY IN ENGLISH Shopping for a birthday present

A: OK.	**B:** I know a second-hand shop. Why don't we go there?
A: Why don't we buy a football for Emma? She likes sports.	**B:** I'm sure we can find something.
A: Mmm, I like that. But I haven't got much money right now.	**B:** What can Emma do with it? I think a bag is a better present for every day.

Unit 3 P16 *(p. 53)* GETTING BY IN ENGLISH The Maths test

A: Hi, ... (name B). Guess what happened?	**B:** I'm sure it's something exciting.
A: Well, I'll have to work hard again then.	**B:** Good luck!
A: Thanks very much for your help. Can you help me again next time?	**B:** Oh, great. Well done.
A: I got a 'ɪ' for my Maths test.	**B:** I'm afraid I haven't got the time.

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Unit 4 P 17 *(p. 53)* GETTING BY IN ENGLISH Are you all right?

A: Hi, ... (name B). Is Mike at home?	**B:** No, I haven't.
A: Would you like to watch a *Harry Potter* DVD with me?	**B:** I'm sorry, but I haven't got time.
A: What's wrong with him?	**B:** Yes, I'm fine.
A: Have you ever seen a *Harry Potter* film?	**B:** He has got a sore throat.
B: Are you all right?	**B:** Hi ... (name A). Yes, he is, but he doesn't feel well.

Unit 5 P 13 *(p. 85)* GETTING BY IN ENGLISH At a juice bar

A: The juice bar looks pretty good. Let's go there.	**B:** Well, I'd like strawberry, if they have that.
A: I don't know. (Don't ask me.)	**B:** OK, I will try some.
A: Small, medium or large?	**B:** You're joking, aren't you? Juice is healthy, but boring.
A: What would you like?	**B:** Medium, please.
A: I'm sorry, but I think you're wrong. Juice can be really delicious.	**B:** I'd like a smoothie, please. What flavours have they got?

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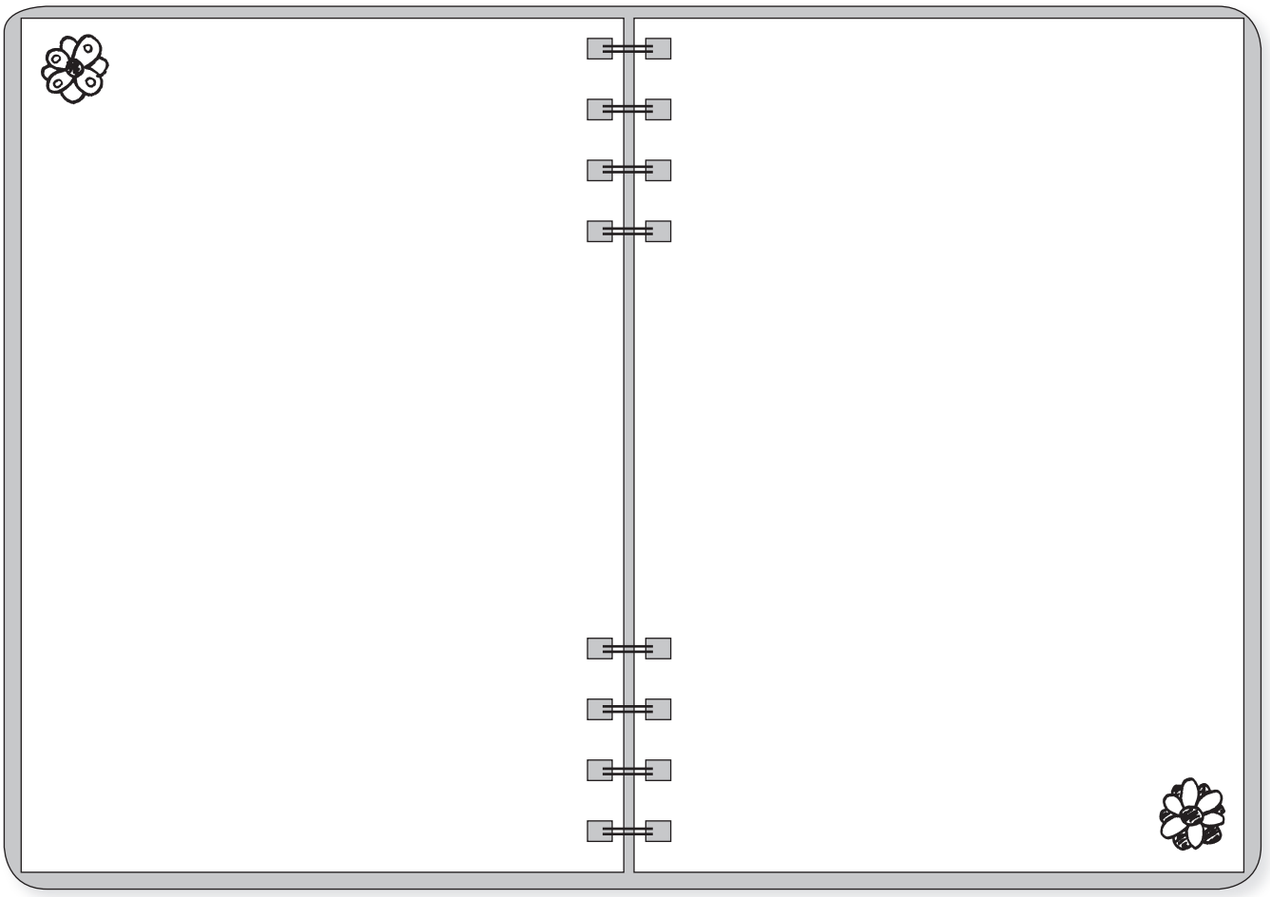
14 KV Jody's diary

1 *In the evening Jody wrote down what happened to her. The sentences are scrambled. Cut out the sentences, find the correct order and put them into the diary.*

2 *Write Jody's diary entry for August 21st.*



1 At the beginning it was really nice and the water was warm.	2 Erm, not they, Dan was nice.
3 I waited and waited and waited.	4 When I woke up in the morning the weather was really fine, so I went to the beach.
5 Suddenly the beach was far away.	6 Tuesday, 21st August Dear Diary,
7 When they started to play football, I went swimming.	8 Suddenly a lifeboat came and saved me.
9 Today was a really terrible day.	10 There I met Dan and Jo.
11 So the lifeboat men and Dan saved my life.	12 I was afraid that nobody saw me.
13 They were really nice.	14 Dan saw me and his dad phoned 999.
15 I was in trouble! The tide was going out!	16 I started to wave.

Lösung: 6 – 9 – 4 – 10 – 13 – 2 – 7 – 1 – 5 – 15 – 16 – 12 – 3 – 8 – 14 – 11

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1 *What's the text about? Tick the answer that describes the text best.*

a) Homework in Mr Kingsley's form ☐

b) Mr Kingsley's family ☐

c) Jamaica's weather ☐

d) Facts about Jamaica ☐

e) Flowers and birds ☐

2 *Answer the following multiple choice questions. Only one answer is correct.*

1. *a)* Mr Kingsley's parents came to England in 1959. ☐

   b) Mr Kingsley's parents came to England in 1995. ☐

   c) Mr Kingsley and his parents came to England in 1959. ☐

2. *a)* Mr Kingsley and his mum visited his aunt and uncle in Jamaica. ☐

   b) Mr Kingsley and his parents visited his aunt and uncle in Jamaica. ☐

   c) Mr Kingsley visited his aunt and uncle in Jamaica. ☐

3. *a)* When it rains in Jamaica, it rains for a long time; two or three days. ☐

   b) When it rains in Jamaica it doesn't rain long. ☐

   c) It never rains in Jamaica. ☐

4. *a)* A lot of people in Jamaica work in the hotels for tourists. ☐

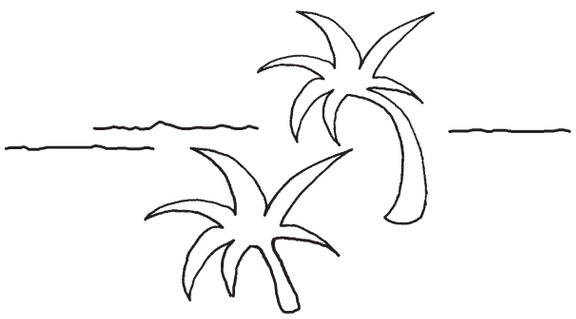
   b) A lot of tourists in Jamaica walk to the hotel. ☐

   c) A lot of people in Jamaica have got hotels. ☐

5. *a)* The people in Jamaica don't understand English. ☐

   b) The people in Jamaica speak English, but it isn't the same as British English. ☐

   c) The people in Jamaica don't speak English. ☐



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1 *Match the pictures with the group words in **1**.*

2 *Fill in/tick your answers.*

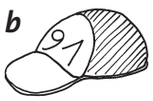
3 *Ask different students in your class. Use different colours.*

4 *Tell the class about your partner.*

5 *Make a class survey. What are the results?*

1 What do you buy with your pocket money?

a



b

c

d

◯ Food and drink	◯ clothes	◯ Free-time activities	◯ Other
you:			
your partner:			

2 Who goes shopping with you?

You:	☐ your friend	☐ your mother/father _____
Your partner:	☐ your friend	☐ your mother/father _____

3 What do your parent buy for you?

You:	☐ clothes	☐ food and drink _____
Your partner:	☐ clothes	☐ food and drink _____

4 Do you save any of your pocket money?

You:	☐ yes	☐ no
Your partner:	☐ yes	☐ no

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Just for fun

1 *Work with a partner. Put the two jokes together correctly.*

2 *Write them in your exercise book and practise one of them, your partner must practise the other.*

3 *Tell your joke in class.*

They're below C level[1].

You don't know your maths.

Under water.

One.

Well, how are your marks at school?

You don't know my mother.

What on earth[2] do you mean?

You have a pound and ask your mother for another pound, how many pounds do you have now?

[1] below C level: *Wortspiel: eigentlich* below sea level – *unter dem Meeresspiegel* below C level: *schlechter als 3*
[2] What on earth: *Was zum Teufel*

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Just for fun

1 *Work with a partner. Put the two jokes together correctly.*

2 *Write them in your exercise book and practise one of them, your partner must practise the other.*

3 *Tell your joke in class.*

They're below C level[1].

You don't know your maths.

Under water.

One.

Well, how are your marks at school?

You don't know my mother.

What on earth[2] do you mean?

You have a pound and ask your mother for another pound, how many pounds do you have now?

[1] below C level: *Wortspiel: eigentlich* below sea level – *unter dem Meeresspiegel* below C level: *schlechter als 3*
[2] What on earth: *Was zum Teufel*

1 *Keep a shopping diary for one week. Write down what you buy and how much it costs.*

2 *Compare your shopping diary with a partner.*

A: What did you buy on Monday?

B: I bought a magazine.

A: How much did it cost?

B: It was ... What did you buy on Tuesday/...?

A: I didn't buy anything. I bought a CD on ...

B: How much money did you spend in one week?

A: I spent ...

B: How much pocket money did you save?

A: I saved ... / I didn't save anything / any pocket money.

B: You spent/saved more money than me.

Day of the week	What I bought	How much it cost (in Euro)
Monday	a magazine	2,70
Tuesday		
Wednesday		
Thursday		
Friday		
All together		

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Play the game in groups of four. Every student gets a card. Don't look at your partners' cards! The oldest student (Partner A) starts and asks the first question, for example:

Partner A: "Is Carl older than Nancy?" *(The student with the card 'old/young' answers:)*

Partner B: "Yes, he is." → *Student A gets one point, writes down a sentence (Carl is older than Nancy) on the sentence sheet and asks the next question.*

"No, he isn't." → *Student A doesn't get a point. Student B asks the next question.*

Here are the adjectives you can use:

old • young • happy • sad • short • tall • fast • slow

The student with most points is the winner!

Ask questions:

Is	Carl	younger	than	...?
	Nancy	older		
	Peggy	taller		
	Timmy	shorter		
		happier		
		sadder		
		faster		
		slower		

Is ... the fastest/tallest/happiest/...?

happy/sad:

Carl	😐
Nancy	☺
Peggy	☹
Timmy	☺

old/young:

Carl	16 years old
Nancy	14 years old
Peggy	13 years old
Timmy	12 years old

fast/slow:

They can run 100 metres in ...

Carl	13 seconds
Nancy	15 seconds
Peggy	17 seconds
Timmy	16 seconds

tall/short:

Carl	1,57 m
Nancy	1,63 m
Peggy	1,60 m
Timmy	1,71 m

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When you ask a question (“Is Carl older than Nancy?”) *and the answer is* “Yes, he/she is.”, *write down a* ***sentence***.
Example: Carl is older than Nancy.

Name:	*Name:*	*Name:*	*Name:*

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1 *Read the poem in your textbook once again.*

2 *Write about an awful day. Think of people who were awful to you. Write about three of them.*

3 *Put the poem into the right order and think of people who shout at you, are loud or strict.*

some ideas: brother • sister • parents • teachers • kids • friends

Why is it?

Why is it some days

Your _____ is too loud

Nothing goes right?

Your _____ shout

Why is it some days

Your _____ are strict

Everything goes wrong?

There is too much homework

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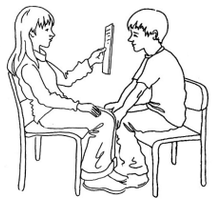
Partner A

Walk around the classroom. Find different Partners B and ask them questions about subjects at school.



Partner A: Which subject is better – English, PE or Art?

Partner B: Well, I think ... is **good**, but ... is **better** than .... But ... is **the best**.

Complete the chart. Then answer your partner's question and ask a new Partner B.

School subjects	*Good*	*Better*	*The best*	*Name of partner*
English, PE, Art				
Maths, German, Music				
Biology, English, Maths				
Geography, Art, Physics				

Now tell the class what you have found out:

"Jimmy thinks ... is **good**, but ... is **better**. But he thinks that ..."

Partner B

Walk around the classroom. Find different Partners A and ask them questions about subjects at school.

Partner A: Which subject is worse – Geography, Art or Physics?

Partner B: Well, I think ... is **bad**, but ... is **worse** than .... But ... is **the worst**.

Complete the chart. Then answer your partner's question and ask a new Partner A.

School subjects	*Bad*	*Worse*	*The worst*	*Name of partner*
Geography, Art, Physics				
Biology, English, Maths				
Maths, German, Music				
English, PE, Art				

Now tell the class what you have found out:

"Jimmy thinks ... is **bad**, but ... is **worse**. But he thinks that ..."

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Act out the dialogue.

Assistant	Hi! Can I help you?
You	Yes, please. My brother wants to buy some souvenirs for his best friend and for himself.
Assistant	Well, we've got T-shirts or baseball caps in the sports department on the second floor. There's a special offer at the moment. Most of them are only £3.99.
You	Es gibt T-Shirts und Baseball-Kappen für 3 Pfund 99 im Angebot.
Your brother	T-shirts sind langweilig. Ich brauche was Besonderes für Daniel.
You	My brother would like something really special for his friend.
Assistant	Hm ... let me see ... What about a model? We've got great models of Big Ben for example. Your brother's friend can put it together at home.
You	Wie wär's mit einem Modell von Big Ben zum Zusammenbauen?
Your brother	Jaa! Wieviel kostet das?
You	How much is the model?
Assistant	The normal price is 18 pounds, but it's on sale for 9 pounds this week, that's half price, a real bargain! Let me just check that. Yes, that's right: 9 pounds, half price.
You	Es kostet diese Woche 9 Pfund. Das ist zum halben Preis.
Your brother	Nicht gerade billig! Aber es würde David bestimmt gefallen. Wo gibt's die? Und für mich brauche ich dann noch etwas Kleines.
You	Where can we find the models? And are there any small presents?
Assistant	The models are in the hobby and games department. That's on the third floor.
You	Sorry, where was that?
Assistant	Hobby and games, third floor. You can also find small souvenirs like London pens and pencils or posters for 1 or 2 pounds there. The lifts are right there.
You	Die Modelle sind im 3. Stock. Da gibt's auch kleine Souvenirs für dich.
Your brother	Alles klar, auf geht's.
You	Thank you very much for your help.
Assistant	You're welcome!

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1 *Give your show a theme (a season, a colour, a special day, a motto, ...):*

_____

2 *You need students who are ...*

■ presenter(s) _____

■ models _____

_____

_____

_____

■ designer(s) _____

_____

You need students who do ...

■ the lights _____

■ music _____

You need students who make ...

■ a poster _____

3 *Make/borrow clothes:*

☐ old clothes ☐ party clothes ☐ boys'/girls' clothes ☐ ...

4 *Collect clothes words and useful adjectives (e.g. pretty blouse, long shirt):*

_____

_____

5 *Here are useful phrases for the show:*

Welcome to our fashion show. • We want to show you ... • Please, welcome our first model. • She/He is wearing ... • We made this ... out of ... • The ... match the ... • The ... is/are lovely, isn't it/aren't they? • Doesn't he/she look good in ... • Very pretty. • Look at that pretty ... • Wow, that was a ... • Next in our show is ...

6 *Rehearse.* When _____ Where _____

7 *Put on your show for your class/school.*

When _____ Where _____

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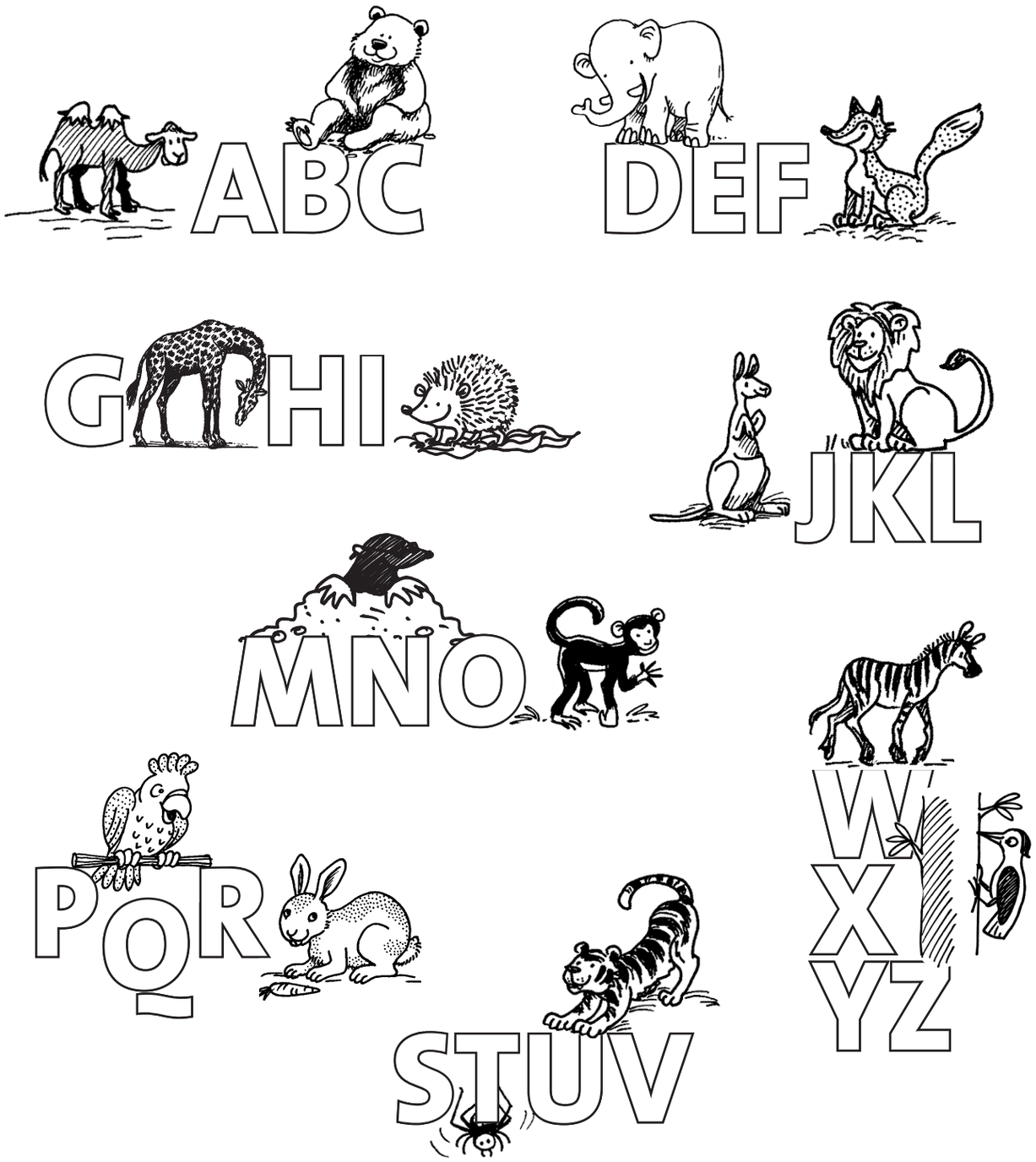
1 *Try and find at least one animal for each letter of the alphabet.*



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2 *How many animals do you have?*

30 animals or more = excellent, 24–29 animals = very good, 16–23 animals = quite good

---

Lösungsbeispiel:

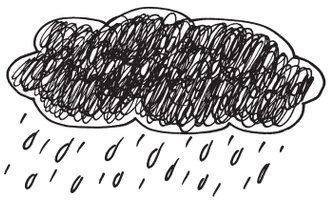
ape, bear, bird, budgie, camel, cat, chicken, cow, crocodile, deer, dog, dolphin, duck, elephant, fish, fly, fox, frog, giraffe, goat, gorilla, guinea pig, hamster, hedgehog, hen, hippo, horse, kangaroo, lion, mole, monkey, mouse, nightingale, owl, parrot, penguin, pig, pony, rabbit, rat, rhino, sheep, snake, spider, squirrel, tiger, tortoise, wolf, woodpecker, worm, zebra

1 *Make up groups of four to six. Cut out the cards. Put the cards face down on the desk. One of you begins and takes a card. Read the question to one of your group.*

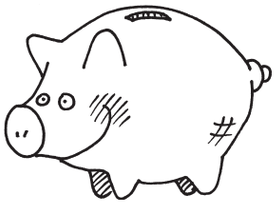
2 *Listen to his/her answer.*

3 *Now it's another classmate's turn to take a card and ask a question.*

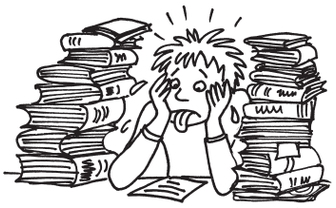
1 What will you do if it rains tomorrow?



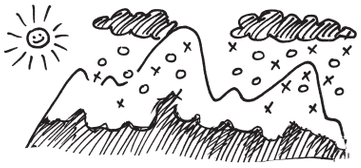
2 What will you buy/do if you have enough money next month?



3 Your friend has got problems with his/her homework. What will you do if he/she asks you for help?



4 Where will you go if it is snowy next weekend?

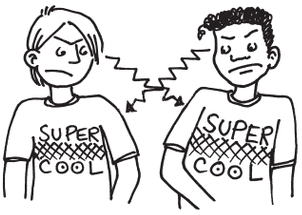


5 What will you do if your little sister takes all your sweets?

6 What will your parents say if your phone bill is too high this month?

7 You're going to the cinema, but you've forgotten your money. What will you do?

8 What will you do if your friend buys the same T-shirt as you?



9 What will you do if you meet your teacher in the supermarket?

10 What will you get from your parents if you get a good school report[1] next time?

11 Your bus doesn't come in the morning. What will you do?

12 What will you do if you don't like your friend's new hair style?

[1] school report: *Zeugnis*

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The fox

Foxes are members of the dog family. They look like medium-size dogs with long fur and a big, bushy tail.
They are about one metre long from head to tail and about 40 centimetres tall. They have small, pointed ears and short legs and they weigh about seven kilograms. They can run very fast, about 50 kilometres an hour.
There are different kinds of foxes in different parts of the world. Foxes can have white, yellow, brown, grey or red fur. Some foxes have different colours in summer and winter. In Europe most people know the red fox.
For food, red foxes like mice and rabbits. They also eat fruit and birds' eggs – and sometimes dead animals. They look for food alone, usually in a small area of about eight square kilometres.
They often live near farms, where they can find lots of food. A lot of farmers hate foxes, because they often eat their chickens. And farmers are not their only enemies. Some people kill foxes for sport or for their fur. People, not other animals, are the enemy of the fox.

Red foxes mate in winter. After about 50 days the female has babies (between one and ten). At first the babies cannot see, and they need help from their parents for about five weeks. Foxes live for about twelve years. People think that foxes are very clever animals. This is why you can often read about them in fables and other stories.

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Hedgehogs

There are 14 species of hedgehog. Some have hair; others have hard spines. An adult hedgehog is about 25 centimetres long and weighs about two kilograms.

Hedgehogs mate in spring when the temperature is over 10° C, and in late summer. Babies are born about 35 days later, four to five at a time. The babies are blind at first, but after a month they can leave their nest with their mother.

Hedgehogs in the wild can live for five years.
Hedgehogs sleep all winter, so they must eat enough in the summer and autumn to last until the spring. To survive the winter, young hedgehogs must weigh at least 500 grams.
European hedgehogs look for food at night. They go from garden to garden – often three kilometres in one night – and eat up to 200 grams of food. They like fruit or vegetables, but their favourite food is insects, birds' eggs or small birds. When the sun comes out, the hedgehog goes back to its nest and sleeps until it is dark again. People like hedgehogs in their gardens because they eat insects that are bad for plants. If you make a small hole in your garden fence, hedgehogs can come and go when they want.
Hedgehogs roll into a ball to protect themselves from their enemies – foxes, birds and other wild animals. But their biggest enemy is people: cars often hit hedgehogs or they die when people work in the garden.

The squirrel

There are three main kinds of squirrel: squirrels that live in trees, squirrels that live on the ground and squirrels that 'fly'.
European squirrels live in trees. They are usually red, but you can sometimes see grey squirrels. Most of the grey squirrels, which are from America originally, live in Britain. Some regions there have no more red squirrels.
Squirrels look for food in the daytime. They love nuts and can open them in a few seconds. And they like vegetables or birds' eggs too. They eat about 80 grams each day in spring, but only about 35 grams in winter. If they find extra food, they hide it in the ground or in a tree. Squirrels climb down to the ground if they have to look for food or hide it for winter. But most of the time they stay in the trees – their favourite place.
They are active in the early mornings and late afternoons. In hot weather they stay in their nests at midday.
Squirrels have five to seven babies, usually twice a year. New baby squirrels weigh 8–12 grams. They have no hair and are blind for the first 30 days.

After 45 days they can leave the nest. But only one baby in four survives to the age of one.
Red squirrels have a few natural enemies. Cats and some wild animals often kill the young ones. And some of the bigger birds are dangerous too. But the worst enemies are people. Everywhere they cut down trees and the squirrels lose their home. In some places people hunt squirrels too.

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1 *Find these 18 animals:*

tiger • hamster • bird • dog • pony • cat • chicken • bear • fox • tortoise • monkey • sheep • rabbit • lion • budgie • horse • pig • hen

E	B	I	R	D	F	H	O	F
A	E	U	H	O	R	S	E	L
C	A	T	I	G	U	G	I	L
H	R	A	B	B	I	T	M	U
I	T	O	R	T	O	I	S	E
C	B	I	M	P	I	G	H	O
K	S	T	O	S	H	E	E	P
E	H	E	N	I	A	R	O	N
N	Z	O	K	G	M	U	L	W
A	M	A	E	D	S	P	I	G
P	O	N	Y	V	T	F	O	X
B	U	D	G	I	E	B	N	F
T	N	O	A	C	R	A	P	U

2 *Write the words in three lists: wild animals, farm animals, pets*

Wild animals	Farm animals	Pets
tiger	horse	budgie

3 *Make a grid with animal words for your partner:*

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1 *Choose one or more of the ideas below for a "fortune". You can also make your own sentences. Fill in the correct forms of the will-future.*

2 *Cut out your "fortunes" and put them in a box.*

3 *Take a "fortune" from the box and read it out to the class.*

your mother (buy) you a new ...

(walk) your ... tomorrow

(win) a ... game

(not forget) your ... this week

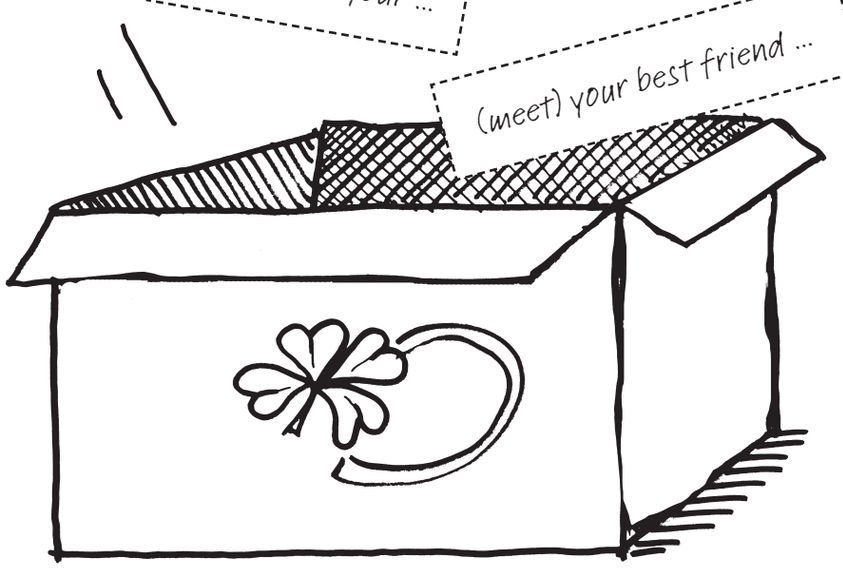
(know) every answer in the next ... test

(not have to) go to ...

(find) a/an/a lot of ... on your way to ...

(argue) with your ...

(meet) your best friend ...



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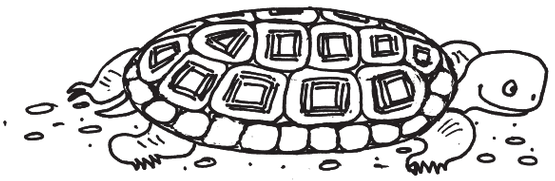
As flat as a pancake



Longleat is not only a safari park where you see wild animals like giraffes, tigers, lions or monkeys. It is also home to rabbits, guinea pigs, chinchillas or parrots, otters and tortoises. At Longleat Pets Corner you can feed and touch them!
Poppadum[1], the Pancake Tortoise is the new attraction in Pets Corner. Where did he get his name from? He is as flat as a pancake, about 15 cm long and only three cm high! Pancake Tortoises come from Kenya and Tanzania in Africa. They live in rocks there. Poppadum is twelve years old and is the only Pancake Tortoise in Pets Corner. He is a fascinating animal: His shell is flexible so he can hide between the rocks easily. He is much lighter than other tortoises and he is the fastest tortoise around. The people at Longleat hope to get more Pancake Tortoises. So Poppadum will have a family soon!

Read the text. Then answer the questions.

1. *Longleat Pets Corner is*
   - ***a)*** for little children only. ☐
   - ***b)*** a place where you can feed monkeys. ☐
   - ***c)*** is next to the Safari Park. ☐
   - ***d)*** a place where you can feed and touch small animals. ☐

2. *Poppadum*
   - ***a)*** is bigger than other tortoises. ☐
   - ***b)*** is longer than other tortoises. ☐
   - ***c)*** is the flattest tortoise. ☐
   - ***d)*** is the oldest tortoise. ☐

3. *Poppadum got his name because he*
   - ***a)*** likes to eat pancakes. ☐
   - ***b)*** is not very high. ☐
   - ***c)*** looks like a pancake. ☐
   - ***d)*** is as round as a pancake. ☐

4. *Pancake Tortoises*
   - ***a)*** live in the sea of Kenya and Tanzania. ☐
   - ***b)*** like the weather in Kenya and Tanzania. ☐
   - ***c)*** live in the rocks of Kenya and Tanzania. ☐
   - ***d)*** only live in Longleat Safari Park. ☐

5. *Poppadum*
   - ***a)*** came to Longleat Safari Park twelve years ago. ☐
   - ***b)*** is one of twelve tortoises in Longleat Safari Park. ☐
   - ***c)*** is new in Longleat Safari Park. ☐
   - ***d)*** is very heavy and slow. ☐

[1] Sehr dünnes, rundes Brot aus Indien.

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Scrambled poem

1 *Cut out the sentences and put them in the right order. Work with a partner.*

2 *Read out the poem to your partner. Check with your textbook.*

Partner A

He leaped in the pond
In a tree, tree, tree.
When the frog heard the owl
There once was a green
Who played in the wood
Came after the frog

Partner B

Little frog, frog, frog
A screech owl sitting
On a log, log, log!
With a splash, splash, splash
With a scree, scree, scree.
In a flash, flash, flash

1 *Cut out the sentences and put them in the right order. Work with a partner.*

2 *Read out the poem to your partner. Check with your textbook.*

Partner A

With a splash, splash, splash
Little frog, frog, frog
Heard the owl
A screech owl
In a tree, tree, tree
Who played
He leaped
In a flash, flash, flash
was a green

Partner B

With a scree, scree, scree
On a log, log, log!
In the pond
The frog
Sitting
There once
When the frog
Came after
in the wood

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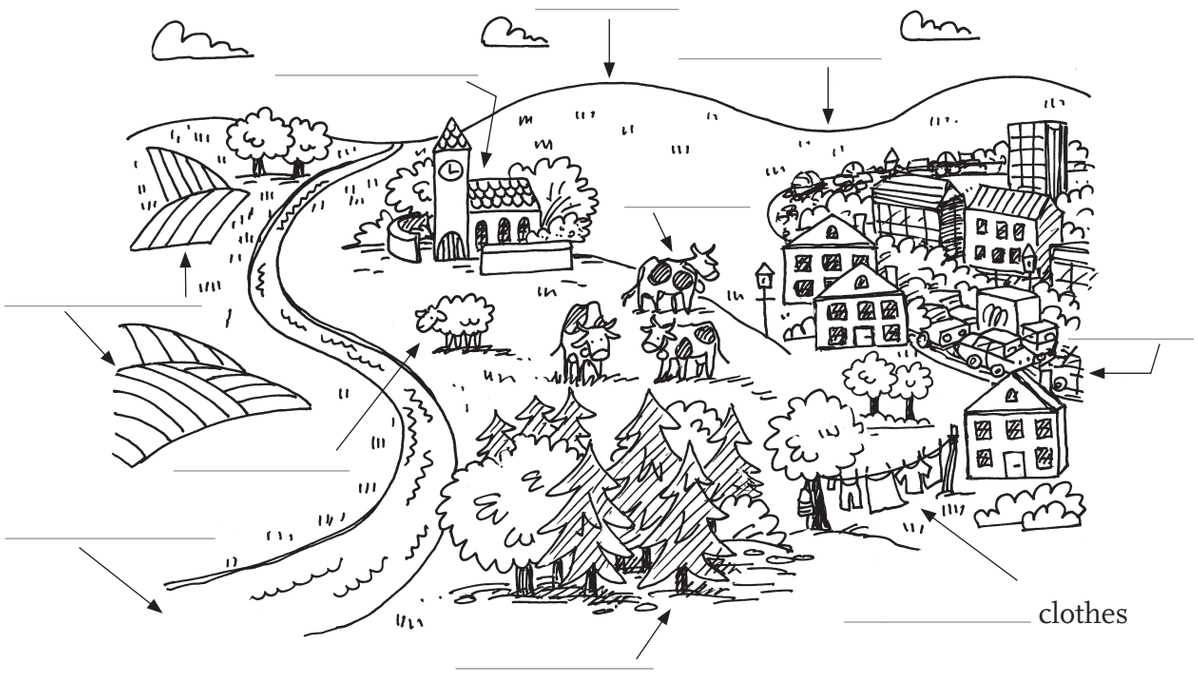
1 *Label the things in your picture.*

2 *Describe your picture to your partner. Find five differences.*

Partner A



fold here

hill • valley • forest • field • cow • sheep • river • church • traffic • clean

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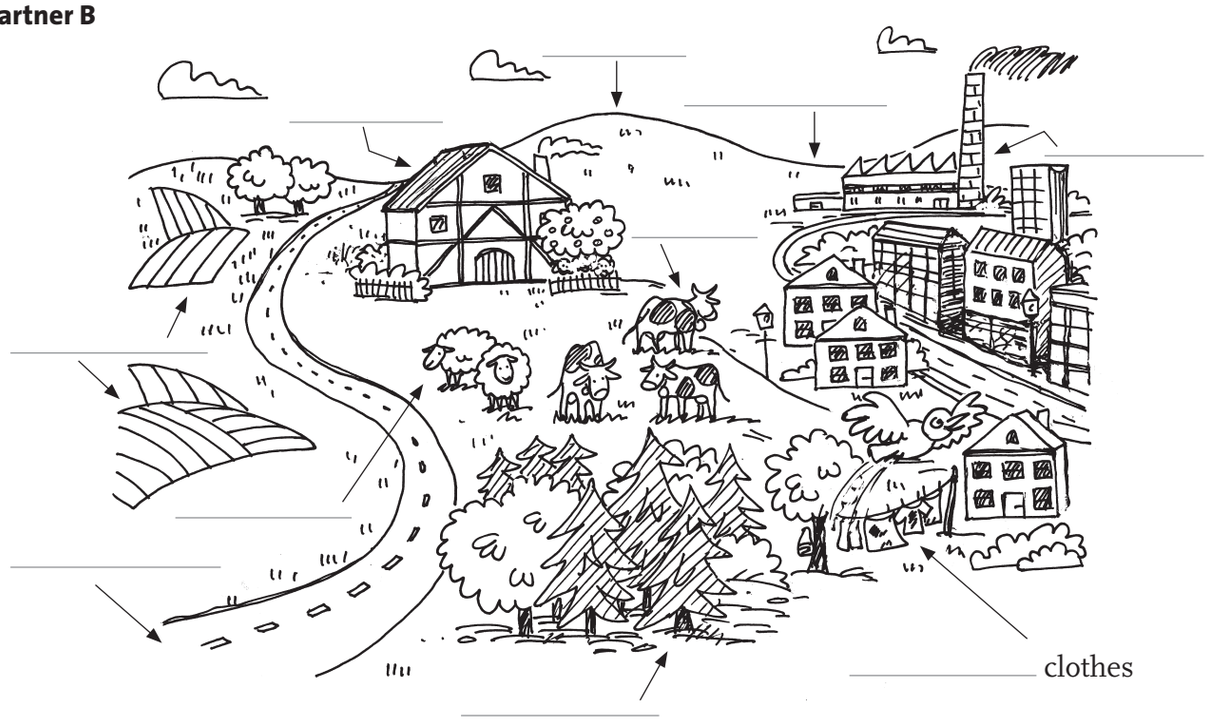
1 *Label the things in your picture.*

2 *Describe your picture to your partner. Find five differences.*

Partner B



fold here

hill • valley • forest • field • cow • sheep • road • farm • factory • dirty

1 *Label the parts of Billy's body.*

2 *What can you do with different parts of the body? Add English verbs to the body parts. You can use the words in the box.*

move • stretch • break • hurt • ache • hear • listen to • see • close • wash • smile • stand • walk • wave • shake • hold • bend • jump • clean • touch ...

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1 *Cut out the cards and put them face down on the table.*

2 *Turn over a card. Say what's wrong with the kid in the picture. If your sentence is correct, you can keep the card. If your sentence is wrong, it's the next student's turn.*

3 *The student with the most cards wins.*

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1 *Complete the questions with the past participle of the verb. The box can help you.*

2 *Find two more questions and write them down.*

cook • go • find • eat • buy • send

Question	Student 1	Student 2
Have you ever _____ dinner for your parents?		
Have you ever _____ an e-card?		
Have you ever _____ a lot of money in the street?		
Have you ever _____ on holiday by plane?		
Have you ever _____ Indian food?		
Have you ever _____ an animal?		
Have you ever ...		
Have you ever ...		

3 *Find two classmates who answer with "Yes, I have" and write their names in the chart. If the answer is "No, I haven't", try again. You can ask a student two questions.*

4 *Tell the class about your results: Julius and Lisa have already ...*

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cooked • gone • found • eaten • bought • sent

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Have you ever _____ a lot of money in the street?		
Have you ever _____ on holiday by plane?		
Have you ever _____ Indian food?		
Have you ever _____ an animal?		
Have you ever ...		

3 *Find two classmates who answer with "Yes, I have" and write their names in the chart. If the answer is "No, I haven't", try again. You can ask a student two questions.*

4 *Tell the class about your results: Julius and Lisa have already ...*

Part 1

Cut out the sentences and put them into the correct order.

Bryn put on his uniform and was in his car in four minutes.
'They didn't call me for this,' he thought.
The man had a broken leg, but the others were fine.
He looked at the clock. It was 6.25.
'We're here to help you,' Beth said. 'Is everybody OK?'
Bryn and Beth quickly climbed down to the car.
'We need you on the road to Tredegar – there has been a car accident.'
'We've got a car down there.'
When Bryn got to the accident, he saw a red car on its side.

Part 2

Answer the following multiple-choice questions. Tick the correct answer (✓).

1. When they got down to the car Bryn ...
   - ***a)*** ... worked on the man. ☐
   - ***b)*** ... helped the children first. ☐
   - ***c)*** ... saw that it was too dangerous for him. ☐

2. When Beth wanted to take the woman up ...
   - ***a)*** ... the woman didn't want to go. ☐
   - ***b)*** ... Bryn was inside the car. ☐
   - ***c)*** ... the men in the car wanted to go with her. ☐

3. Bryn had to get inside the car, because ...
   - ***a)*** ... the man inside wasn't hurt. ☐
   - ***b)*** ... the man couldn't get out. ☐
   - ***c)*** ... the trees didn't hold the car. ☐

4. When Bryn climbed out of the car ...
   - ***a)*** ... he closed the door. ☐
   - ***b)*** ... the helicopter came. ☐
   - ***c)*** ... the car fell. ☐

5. After the accident Bryn ...
   - ***a)*** ... went home. ☐
   - ***b)*** ... went to the hospital. ☐
   - ***c)*** ... had some more work to do. ☐

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1 *Put the text into the right order. Each student gets a part of the text. You can talk about your text to your group, but don't show it to anybody! Talk like this:*

I think this is the first/second/next part.

I'm afraid that's wrong. The text says that ...

Can you read out your sentences again?

I think you've got the next part.

Let's change the order of these two parts.

2 *Did you find the hidden word? It's a town in Wales:*

The wise men found a boy and took him to the king. His name was Merlin. 'They say I must kill you,' the king said to the boy. 'What do you think?'	**N**
'Now you can build your castle,' said Merlin to the king. 'The dragons will fight for years and years. But don't worry. The red Welsh dragon will win in the end. And the Saxons will leave Wales. And that is why the Welsh dragon is red.	**A**
'You must build a strong castle on top of that mountain,' they said. The king liked the idea. But there was a problem. Every night the walls of the new castle fell down. Again the king called his wise men.	**W**
'Your wise men are wrong,' said Merlin. 'You don't need my blood. Look under the mountain. You will find a cave there. In the cave there are two dragons. One is a red Welsh dragon and the other is a white Saxon dragon. They're fighting. You must open the cave. The dragons must leave. Then you can build your castle.'	**S**
The king's men found the cave. They opened it and two terrible dragons flew out. One was red and one was white.	**E**
'Maybe the mountain is angry,' they said. 'You must give the mountain something.' 'What?' said the king. 'Blood. You need the blood of a spezial child, ... a child without a father.' 'OK,' the king said. 'Find me this child. But be quick. Or I will give the mountain your blood!'	**A**
Merlin and the dragons This story happened more than 1000 years ago. A Saxon army was in Wales and the king was worried. He called his wise men.	**S**

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1 *Match the English and the German sentences.*

Gib mir bitte den Würfel!	*Move on one space.*
Nenne zwei Dinge und gehe dann zwei Felder weiter.	*Can I have the dice, please?*
Wer ist dran?	*You can start.*
Setze ein Mal aus.	*It's your turn.*
Toll, ich habe eine Sechs. Ich kann anfangen.	*Whose turn is it?*
Gehe ein Feld vorwärts.	*Move back two spaces.*
Würfele noch einmal.	*You had a three, not a four.*
Du kannst beginnen. / Fang an!	*Throw the dice again.*
Du bist dran!	*Miss one turn.*
Du hattest nur eine Drei gewürfelt, keine Vier.	*The person who throws a six first starts.*
Wer zuerst eine Sechs würfelt, darf beginnen.	*Great! I've got a six! I can start.*
Gehe zwei Felder zurück.	*Name two things. Then move on two spaces.*

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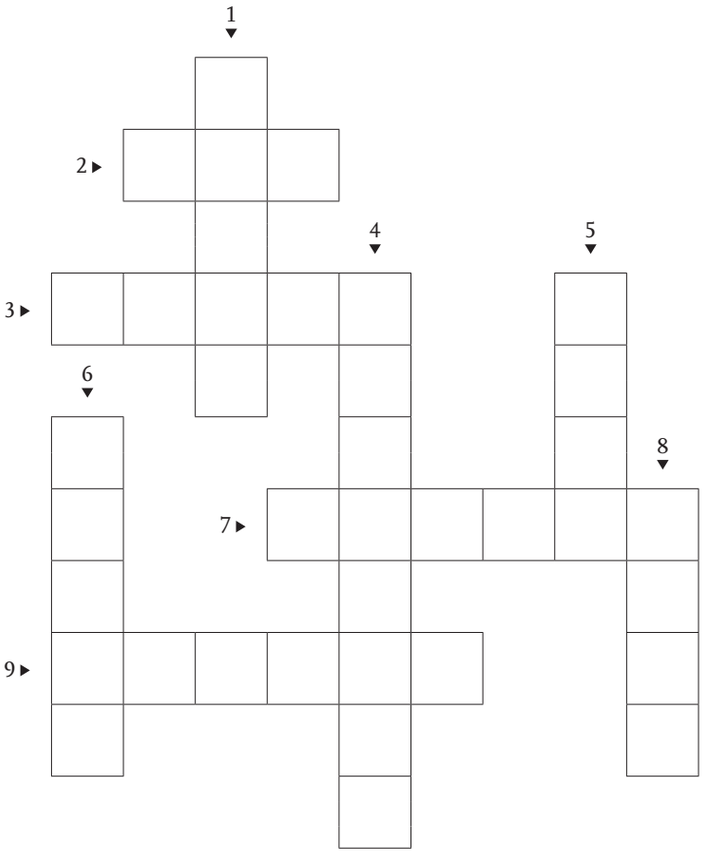
2 *Fill in the crossword.*



Across ▸:

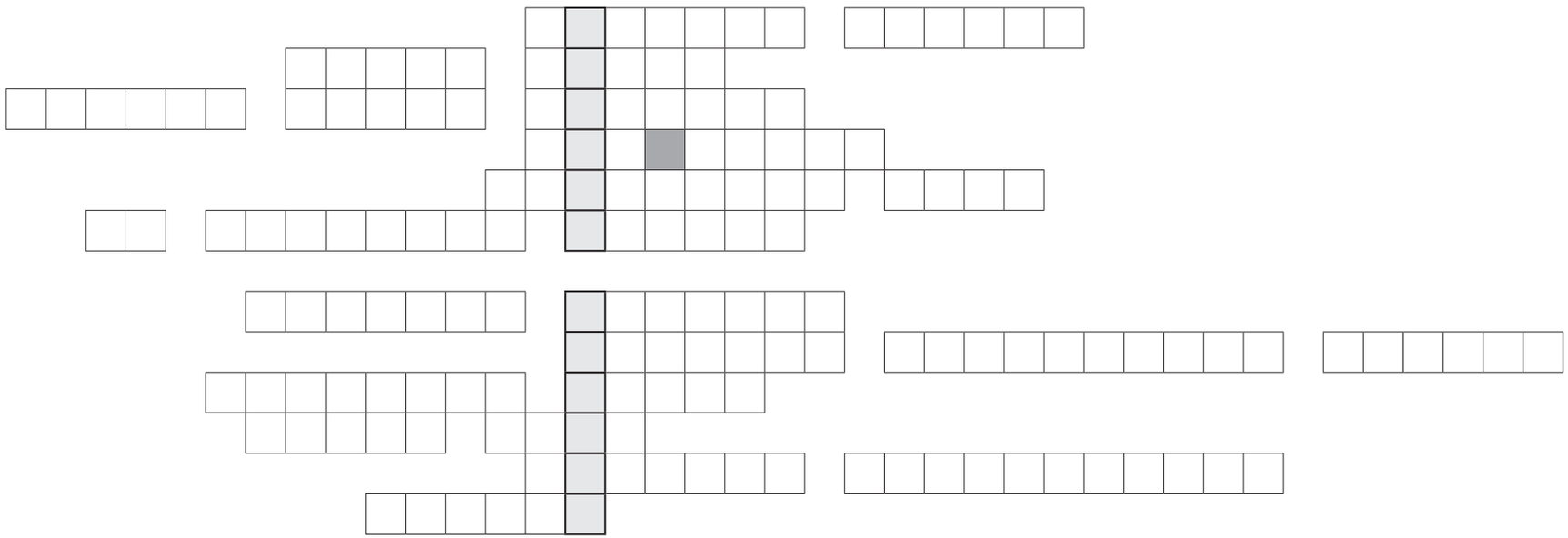
2 People go there to drink beer: ...
3 Somebody who has to work hard and is not free: ...
7 Somebody who is first in a game or in a race: ...
9 The opposite of open: ...

Down ▾:

1 It's sweet and you put it in tea or coffee: ...
4 Somebody who builds bridges: ...
5 You need it to play a game. There are points on it: ...
6 Something small that you eat between meals: ...
8 The opposite of poor: ...

Fill in the missing words and find the Bristol "sight".

1 What is 'Explore-at-Bristol'?
2 A famous tower in Bristol: ...
3 Where do you arrive when you go to Bristol by train?
4 What is the name of a famous park in Bristol?
5 Where did pirates meet a long time ago?
6 Where can you buy a healthy snack?
7 Where do they make the Wallace and Gromit films?
8 Where can you walk across the river?
9 Where can you get a free tour?
10 What is the name of the river in Bristol?
11 Where can you get information about Bristol?
12 Who built Bristol station?



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0313342 Inhalt S292 292
12.06.2007 12:07:43 Uhr

0313342 Inhalt S293 293

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1 *Write your report.*
2 *Hand it in to the teacher at the end of every group meeting.*

Date: _____

Group: _____

Names				
Who looks at the time?				
Who writes everything down?				
Who is doing what?				
Who collects which material/information?				
By when?				

Today:

What did we do today? _____

What went well? ⊕ _____

What went badly? ⊖ _____

... _____

... _____

12.06.2007 12:07:45 Uhr

Look at the pictures. Then listen to Binta's story and put the pictures in the right order.

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STUDY SKILLS Marking up a text

a) Read the text. What are the 3–4 most interesting statements
– about Wallace
– about Gromit
– about Nick Park?
Mark them up.

b) Write down key words in your exercise book.

c) Discuss different marked texts in class.

Wallace & Gromit

Wallance and Gromit are the stars of three famous short films and one long one by Aardman Studios. But the two aren't like most stars – they're plasticine models! Everybody in the Wallace and Gromit films is a plasticine model.

Wallace lives at 62 West Wallaby Street in Wigan. He usually wears the same clothes. He loves cheese. He invents things all the time, but many of his ideas aren't very good. Wallace is a very nice man, and he thinks everything will be fine in their future.

Gromit is a dog and lives with Wallace. He has no voice, his birthday is on 12th February, and he's very clever. He even studied - at 'Dogwarts University'! (Do you know 'Hogwarts' from the Harry Potter books?) Gromit is cleverer than Wallace and often helps him with his work.

Nick Park came to Aardman Studios in 1985, and he brought Wallace and Gromit with him. As a little boy Nick liked making models with plasticine. He even used his parents' camera to make a film with his models.

When he left school, Nick went to the National Film and Television School. He started his first Wallace and Gromit film, *A Grand Day Out*[1] (1989) there.

In 1993 he made *The Wrong Trousers*[2] and two years later *A Close Shave*[3].

In 2005 Wallace and Gromit came back in *The Curse of the Were-Rabbit*[4]. All three films won Oscars.

In October 2005 a fire destroyed an old warehouse, and Aardman lost lots of models from the old Wallace and Gromit films. The good news is: All the Aardman films were safe in another building. So Wallace and Gromit live on!

Deutsche Titel: [1] Alles Käse [2] Die Techno-Hose [3] Unter Schafen [4] Auf der Jagd nach dem Riesenkaninchen

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1 *Who does what? Answer the questions.*

a) Who thinks Lesley is the thief? _____

b) Who thinks that this is not fair? _____

c) Who wants to set a trap? _____

d) What does the key ring do when you whistle? _____

2 *Where is the purse? Tick (✓) the right statements.*

a) When the kids start to look for the purse, ...

... they hear a bleep in Mr Kingsley's bag. ☐

... Mr Kingsley comes into the room. ☐

b) During the lunch break ...

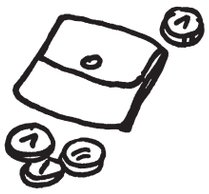
... they stop looking for the purse and have lunch. ☐

... the kids look in lots of places. ☐

c) When they get nearer to Mr Smith, ...

... the bleeps get louder. ☐

... he turns and talks to the kids. ☐



d) The caretaker tells Mr Kingsley that ...

... the cleaners found a purse on the floor the night before. ☐

... pupils in his form don't look after their things very well. ☐

3 *Put the sentence parts into the right order:*

Sophie/they have learned/that/something/says

_____

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1 *Who are 'he', 'it' and 'they' in the text?*

a) It came down on our small boat, and it threw us into the sea. _____

b) When I went to the ship for the last time, I found it in the captain's cabin. _____

c) I made clothes and candles from them. _____

d) I even taught him to talk. _____

e) I had to kill one of them before he could kill me. _____

f) He became a friend and I taught him to speak our language. _____

2 *Which word is described in the riddle? Find it and write down the page and line where you have found it.*

Page, line	*Word*	*Riddle*
		It's a country. Robinson had a farm there. He became rich, but he left the country again.
		It left on September 1, 1659. They left it in a small boat. He went to it eleven times in the first thirteen days.
		It is a pet. He taught him to talk. His name was Poll.
		Robinson did not want to be food for them. He killed one of them. Friday was one too.
		He took Robinson and Friday to England. He was a prisoner. He took control of his ship again.

3 *Fill in the missing letters – are they places or people?*

p__r__nts • __sl__nd • s__l__r • s__av__ • m__nt__n • __ngl__nd • f__rm__r • c__pt__n • h__s__ • c__nn__b__l • Br__z__l • pr__s__n__r • f__rt • fr__nd

Places	
People	

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1 *Read the story and find the correct order of the pictures.*

2 *Match the right headlines to the pictures.*

Shelter, finally!	Friday and Robinson	A man's footprint	A wave like a mountain
Friday and the cannibals		I wanted to be a sailor. My parents tried to stop me.	
On the way back to England		The captain and the mutineers	

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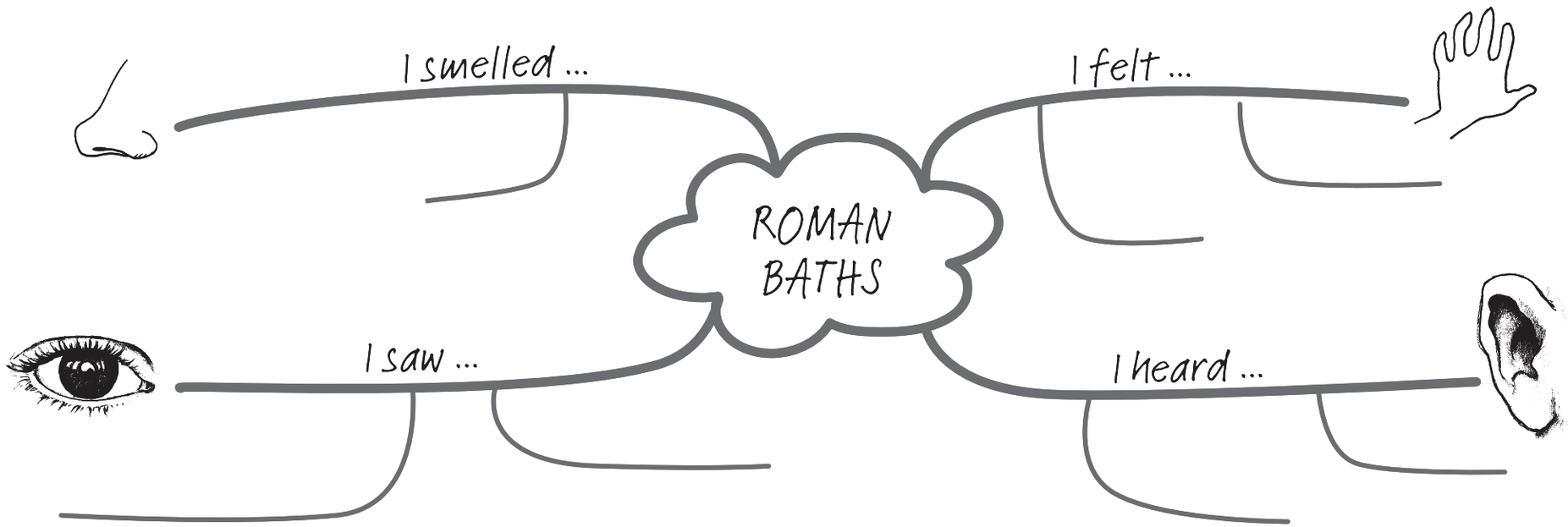
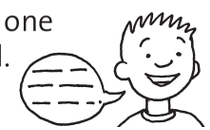
Make a mind map. You can use the keywords in the box.

water on the floor • music • lots of colours • cold water • people jumping into the water • the calendar • the Roman baths • perfume • big and beautiful buildings • wooden shoes • the warm room • the water • statues • the stairs • the mosaics on the walls • kids (children) playing • voices • flowers • another language (Latin) • water • people shouting • the warm sun • Roman clothes • the mosaic floor • warm water • the hot floor • icy water • the door into the baths • the pool • kids (children) playing • the pool in the cold room • the hot room



13.06.2007 15:50:32 Uhr

1. Say hello in a friendly way.	**2.** Answer with more than one word. 	**3.** Ask about the other person.	**4.** Talk about yourself.	**5.** Say goodbye in a friendly way.

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0313342 Inhalt S300 300
12.06.2007 12:08:08 Uhr

Act out the dialogue

You are at an ice cream place. An English-speaking girl/boy is sitting at a table. Sit down there and chat with her/him. Talk about your ice cream and drinks.

You are at a juice bar. An English-speaking girl/boy is sitting at a table. Sit down there and chat with her/him. Talk about your smoothies.

You are in hospital. An English-speaking girl/boy is in the bed next to you. Have a friendly talk with her/him. Talk about your accidents.

You are staying in England with a host family[1]. There is a 12-year-old boy/girl in your family. Chat with her/him. Talk about your hobbies.

You are staying in England with a host family[1]. There is a 12-year-old boy/girl in your family. Chat with her/him. Talk about your home and family.

You are staying in England with a host family[1]. There is a 12-year-old boy/girl in your family. Chat with her/him. Talk about your trip to England..

You are in the baths. You meet an English-speaking girl/boy. Chat with her/him. Talk about the baths and the weather.

You are at school. There is an English-speaking girl/boy at your school. Chat with her/him. Talk about your plans for the summer holidays.

You are at school. There is an English-speaking girl/boy at your school. Chat with her/him. Talk about your school.

You are at school. There is an English-speaking girl/boy at your school. Chat with her/him. Talk about pocket money.

[1] host family: *Gastfamilie*

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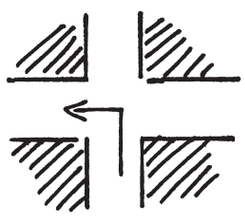
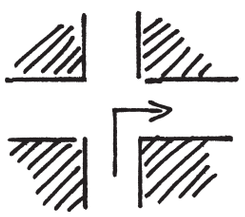
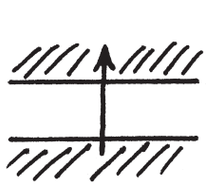
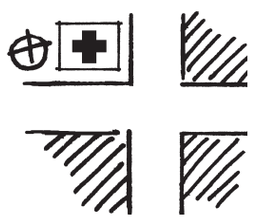
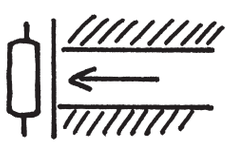
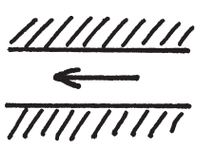
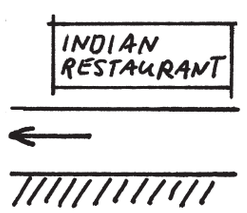
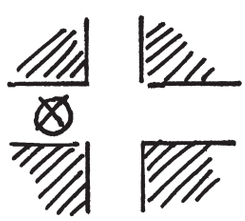
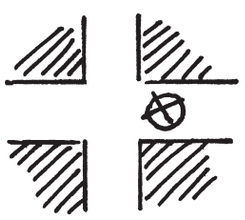
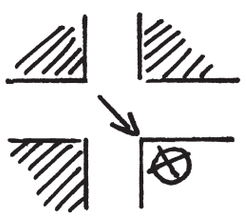
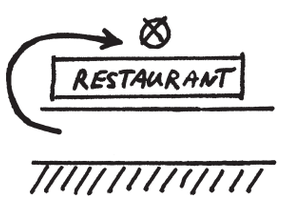
Pick a pair

1 *Cut out the cards. Put the cards with the sentences face down on your desk and mix them.*

2 *Put the cards with the pictures on your desk too. Don't mix them with the sentence cards.*

3 *Turn one card with a sentence and one card with a picture. If they match, you can have another go. If they don't, it's the next player's turn.*

Turn right into Church Street.	Turn left into King Street.	Go along York Street.	Walk to the end of station road.
Cross the street at the post office.	It's on the left.	It's on the right.	It's next to the hospital.
It's behind the restaurant.	Go straight on.	It's on the corner of Elm Street and Old Road.	Go past the Indian restaurant.
			
			
			

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1 *Take a time card and ask: What were you doing ...?*

2 *Take one of the activity cards and read it. Don't show it to the other people in your group.*

3 *Act out the activity. The others guess what you were doing.*

4 *Make sentences like this:* At ... o'clock you were ...

The student with the correct answer gets a point.

5 *The student with the most points is the winner.*

write an e-mail	watch TV	wash the dishes
read a book	play football	clean my teeth
clean the window	ride a bike	play the guitar
eat spaghetti		

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At this morning ...

At last night ...

At last Sunday afternoon ...

At on Saturday morning ...

When the telephone rang ...

When your dad came into your room ...

a) *What do these words mean? Check in the dictionary.*

instrument .....

play the organ .....

star .....

comet .....

astronomer .....

b) *Listen and answer.*

What two things most interested William and Caroline?

.....

Where did they work together? .....

How did they work together? .....

c) *Listen again and find the answer.*

Where were the Herschels born? .....

Was Caroline older or younger? .....

What were William's hobbies? .....

How old was he when he went to England? .....

What did William discover? .....

What did Caroline discover? .....

d) **Extra** *With the help of your answers write a short text about the Herschels.*

William and Caroline were born in .....

.....

William's hobbies .....

When he was .....

.....

.....

.....

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Du bist sicher froh, dass du es geschafft und den Text zu Ende gebracht hast.

Nimm dir nun noch etwas Zeit, damit es auch ein guter Text wird. Wenn du die folgenden Schritte erledigt hast, kannst du sie abhaken:

Inhalt (Vollständigkeit):

Mein Text hat eine interessante Überschrift. ☐

Mein Text ist gegliedert und hat Einleitung, Hauptteil und Schluss. ☐

Struktur

In der Einleitung habe ich nur geschrieben, wo wir waren, wann und mit wem. ☐

Im Hauptteil steht, was wir alles gemacht haben. ☐

Am Ende steht, ob es mir gefallen hat und was besonders gut/schlecht war. ☐

Stil

Nun lese ich den Text noch mal und achte auf

- *linking words (and, because, when ...)* ☐
- Zeitangaben *(first, then, next, later, after that ...)* ☐

Rechtschreibung

Jetzt werde ich noch mal Wort für Wort lesen, damit ich nicht so viele Fehler habe. ☐

Mal sehen, ob ich jemanden finde, der schon fertig ist und meinen Text noch einmal liest. ☐

Reinschrift

Jetzt schreibe ich den Text noch einmal sauber ab. ☐

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P 4 WORDS Where in Bristol?

Partner A (p. 99)

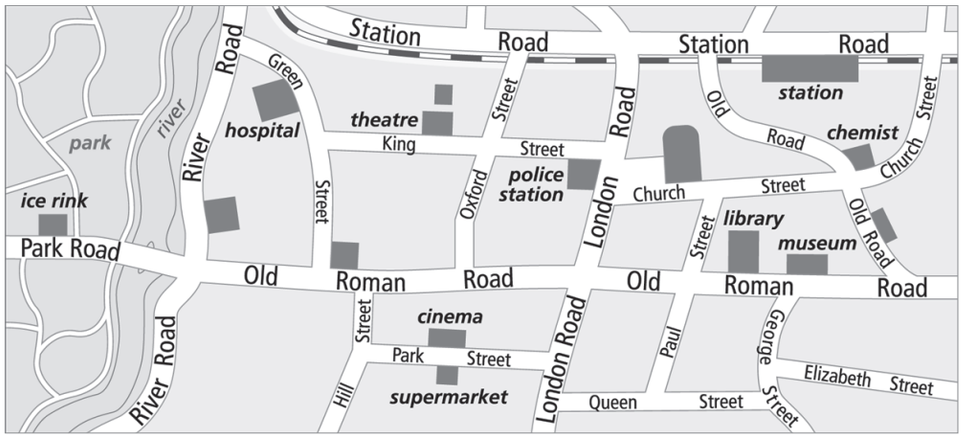
1 *Look at your map. The names of some places are missing. Ask your partner where they are:*

tourist information • internet café • department store • church • post office

2 *Now answer your partner's questions. Use these phrases.*

> It's in ... Street/Road/... • near/next to/... • opposite/in front of/behind ... • between ... and ... • on the corner of ... and ...

3 *Now label the places on the map. Compare your maps.*



Partner B (p. 111)

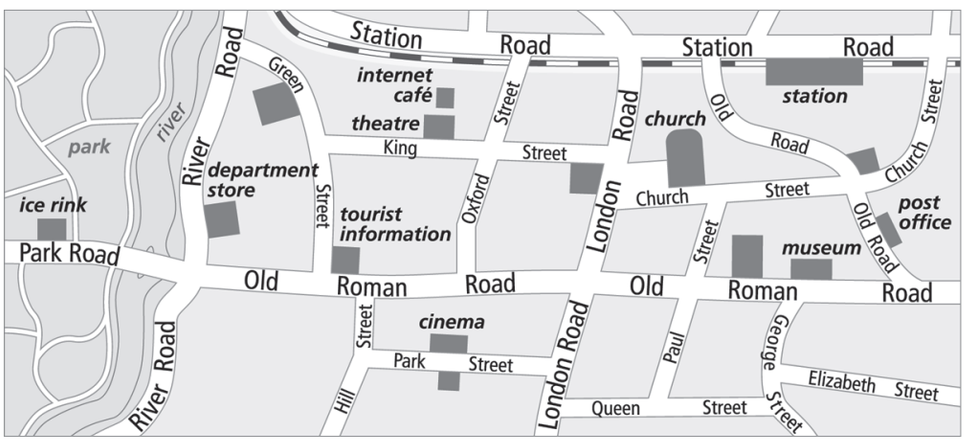
1 *Answer your partner's questions. The phrases in the box can help.*

> It's in ... Street/Road/... • near/next to/... • opposite/in front of/behind ... • between ... and ... • on the corner of ... and ...

2 *Then look at your map. The names of some buildings are missing:*

supermarket • hospital • police station • chemist • library

3 *Now label the places on the map. Compare your maps.*



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1 *Multiple choice-exercise*

Scene 1

1. *Who likes a shower better than a bath?*
   - *a)* Dan ☐
   - *b)* Ananda ☐
   - *c)* Jo ☐

2. *Where is Bath?*
   - *a)* 40 miles from Bristol ☐
   - *b)* 4 miles from Bristol ☐
   - *c)* 14 miles from Bristol ☐

Scene 2

3. *What's Miss White's first name?*
   - *a)* Isabel ☐
   - *b)* Elizabeth ☐
   - *c)* Jane ☐

4. *'Everybody here? Then let's go!' – Who says it?*
   - *a)* Mr Kingsley ☐
   - *b)* Miss White ☐
   - *c)* Dan ☐

Scene 3

5. *When did the Romans build the Roman Baths?*
   - *a)* 1000 years ago ☐
   - *b)* 2000 years ago ☐
   - *c)* 500 years ago ☐

6. *How long did form 8PK stay in the Roman baths?*
   - *a)* Three hours ☐
   - *b)* One hour ☐
   - *c)* Two hours ☑

Scene 4

7. *Where did they have lunch?*
   - *a)* At a burger place ☐
   - *b)* At a pizza place ☐
   - *c)* At a sandwich place ☐

8. *Which sandwich didn't they have*
   - *a)* Ham and tomato ☐
   - *b)* Tuna and mayonnaise ☐
   - *c)* Tomato, cheese and lettuce ☐

Scene 5

9. *When did the Romans build the Roman Baths?*
   - *a)* 1000 years ago ☐
   - *b)* 2000 years ago ☐
   - *c)* 500 years ago ☐

10. *What did women wear in the 18th century?*
   - *a)* bikinis ☐
   - *b)* corsets ☐
   - *c)* T-shirts ☐

Scene 6

11. *What's right?*
   - *a)* Lesley saves Jo. ☐
   - *b)* Dan saves Lesley. ☐
   - *c)* Lesley saves Dan. ☐

12. *After the museum they had ...*
   - *a)* ... popcorn. ☐
   - *b)* ... chocolate. ☐
   - *c)* ... ice cream. ☐

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2 *Correct the mistakes*

1 Ananda has a bath every evening.

2 Bath is eight miles from Warmley.

3 The children went from Bristol to Warmley by bus.

4 The Romans built swimming pools, saunas and whirlpools two thousand years ago.

5 After their visit to the museum they had lunch.

6 They had hamburgers and cheeseburgers for lunch.

7 After lunch they went to the Museum of Films.

8 The men wore corsets under their clothes.

9 Lesley took a photo of Dan in a corset.

10 After the museum they had chocolate and sweets.

11 They acted out the play at the end of the summer holidays.

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It's 14 miles from Bristol to Bath. A short trip by car, but a long walk for a Roman!

1 *On your way to Bath you must answer some questions and collect things that the Romans lost by the River Avon 2000 years ago: a helmet, a Roman sword, a pair of sandals.*

2 *You need a dice and a counter. You can move forwards or backwards.*

3 *If your answer is wrong, you will miss a turn.*

Questions:

Vocabulary

1. Find the fourth word: hot – cold; empty – ?
2. What is it? It's by the sea and there's a lot of sand.
3. What is it? A room at school. There are many books.
4. Find the fourth word: outside – inside; behind – ?
5. Find the odd one out: sad – rude – angry – happy
6. Find the odd one out: grey squirrel – mole – hedgehog – frog
7. What is it? It's between two mountains.

Grammar

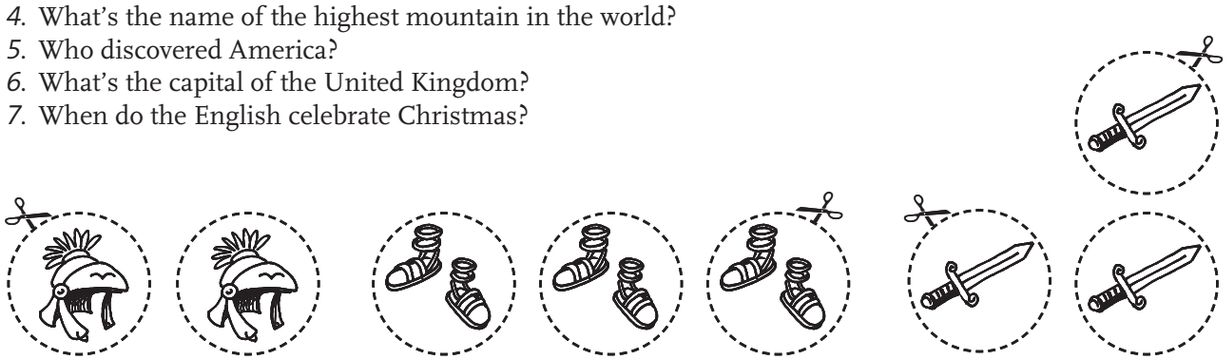
1. What's Peter's plan? Make a sentence. Peter – play – tennis – tomorrow
2. Make a present perfect sentence: Jo – take – photos
3. Make a present perfect sentence: We – not – cook dinner
4. Ask a present perfect question: you – paint – the classroom
5. Put the verb in brackets into the correct form. If you *(give)* a hedgehog water and dog food, it will be happy.
6. Find the fourth word: easy – easier, bad – ?
7. Much or many? _____ milk

Topics

1. Where is Mr Kingsley from?
2. Who lost her job? Mrs Kapoor or Mrs Hanson?
3. When can kids start work in Britain?
4. Who found two hedgehogs in the garden?
5. Where does Dan and Jo's grandma live?
6. What does Croeso i Cymru mean?
7. Did the Shaws spend their summer holidays in the mountains?

Other

1. What's the name of the river through London?
2. Who wrote the Harry Potter books?
3. What's the name of Donald Duck's girlfriend?
4. What's the name of the highest mountain in the world?
5. Who discovered America?
6. What's the capital of the United Kingdom?
7. When do the English celebrate Christmas?



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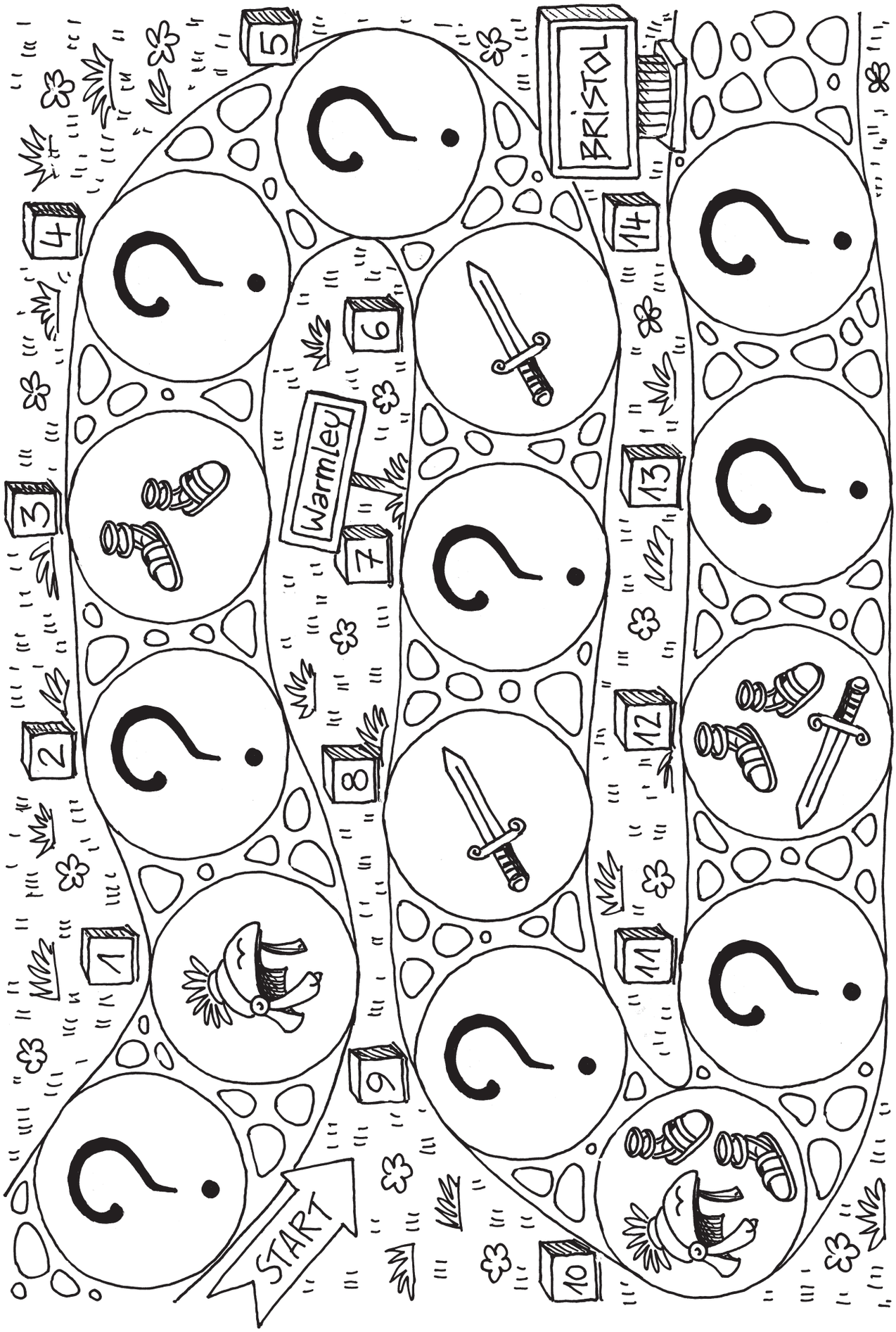

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1 *Complete the fact file about New Zealand.*

2 *Plan a holiday. Where are you going to go? What are you going to do? How are you going to get there? Make your own fact file about your favourite country.*

New Zealand

How to get there: _____

_____

Capital: _____

Interesting cities: _____

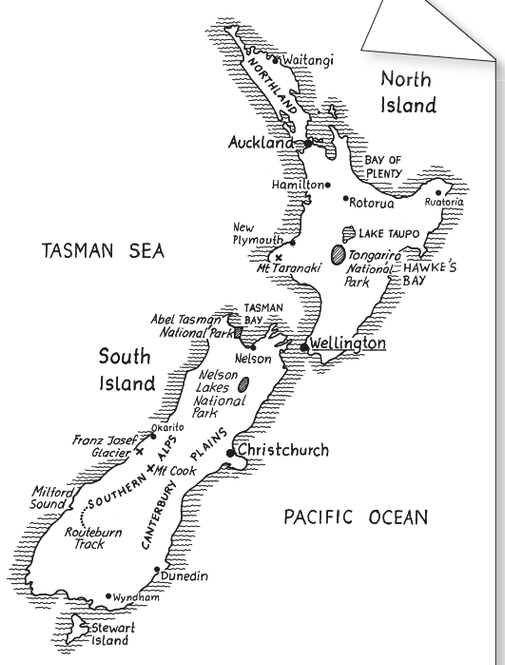
_____

Sports: _____

_____

Nature: _____

_____



Most important thing to do for Dan and Jo: _____

_____

Country: _____

How to get there: _____

_____

Capital: _____

Interesting cities: _____

_____

Sports: _____

_____

Nature: _____

_____

You can add photos or pictures here.

Most important thing to do _____

_____

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Bildquellen

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Linda Rogers Associates, London, UK: Gary Rees: KV 43

Yvonne Thron, Berlin: KV 3 *(windy, hot, snowy, foggy)*, KV 28, KV 47, VAS

Katherine Wells, Hamburg: KV 21, KV 40

Katharina Wieker, Berlin: KV 3 *(sunny, rainy, cold)*, KV 44, VAS

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Titelbild

Rob Cousins, Bristol; **IFA-Bilderteam**, Ottobrunn (Hintergrund Union Jack: **Jon Arnold Images**); **mpixel/Achim Meissner**, Krefeld (Himmel)

Textquellen

Ilo Orleans: *The frog on the log,* from *Prepositions* by **Ann Heinrichs**, published by The Child's World, Chanhassen 2004