

Realschule

Besser in

Englisch

6. Klasse

Mit Lösungsheft
und Audio-CD



Cornelsen

SCRIPTOR

Ingrid Preedy

Besser in

Englisch

6. Klasse

Realschule

Cornelsen

SCRIPTOR

Über die Autorin:

Ingrid Preedy ist Britin. Sie hat langjährige Erfahrung als Englischlehrerin und ist auch in der Lehrerfortbildung tätig. Sie ist Autorin mehrerer Schulbücher und Unterrichtsmaterialien.

Bildquelle:

Fotolia/beauregard: S. 83

Bibliografische Information der Deutschen Nationalbibliothek
Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der
Deutschen Nationalbibliografie; detaillierte bibliografische Daten
sind im Internet über <http://dnb.d-nb.de> abrufbar.

Das Wort **Cornelsen** ist für den Cornelsen Verlag GmbH als Marke geschützt.

Alle Rechte vorbehalten.

Nachdruck, auch auszugsweise, vorbehaltlich der Rechte, die sich aus den Schranken
des UrhG ergeben, nicht gestattet.

2. Auflage

© Cornelsen Scriptor 2012 D C B A

Bibliographisches Institut GmbH

Dudenstraße 6, 68167 Mannheim

Redaktionelle Leitung: Constanze Schöder

Redaktion: Iüra – Klemt & Mues GbR

Illustrationen: Dorina Teßmann

Herstellung: Annette Scheerer

Layoutkonzept: Horst Bachmann, Weinheim

Umschlaggestaltung: glas AG, Seeheim-Jugenheim

Satz/Layout: Carola Fuchs, Berlin

Druck und Bindung: orthdruk, Białystok

Printed in Poland


ISBN 978-3-411-87028-8

Vorwort	5
1 Revision	6
Das <i>simple present</i>	6
<i>Simple present</i> : Fragen	7
Das <i>present progressive</i>	8
Pronomen	11
Die modalen Hilfsverben <i>can, must, mustn't, needn't</i>	12
2 Sprache verstehen	14
2.1 Wortart: Verb – Die Zeiten (<i>tenses</i>)	14
Das <i>simple past</i>	14
<i>Simple past</i> von <i>be</i> : Verneinung	16
<i>Simple past</i> von <i>be</i> : Fragen	17
<i>Simple past</i> und alle anderen Verben	17
<i>Simple past</i> : Verneinung	20
<i>Simple past</i> : Fragen	22
Das <i>past progressive</i>	27
<i>Past progressive</i> : Verneinung und Fragen	30
Das <i>present perfect</i>	34
<i>Present perfect</i> : Fragen	36
<i>Will-future</i> und <i>going to-future</i>	39
2.2 Die Steigerung von Adjektiven	43
Verschiedene Steigerungsformen	43
Vergleichen	46
2.3 Adverbien der Art und Weise	49
2.4 Mengenbezeichnungen bei zählbaren/nicht zählbaren Nomen ..	52
2.5 <i>Some</i> und <i>any</i> und ihre Zusammensetzungen	55
2.6 Modale Hilfsverben	58
<i>Must, needn't, mustn't, can, could</i>	58
Test	61

3	Texte verstehen	66
3.1	Lesen und verstehen	66
	Richtig lesen	66
	<i>All clear</i>	67
	<i>Little Red Riding Hood</i>	72
	<i>The corner shop</i>	76
	<i>Jack and the boys</i>	80
	<i>A school trip to Alton Towers</i>	83
	Test	85
3.2	Hören und verstehen	91
	So gehst du vor	91
	<i>Regular past tenses</i>	91
	<i>Alton Towers</i>	92
	<i>Different languages</i>	93
	<i>Have you ever?</i>	95
	<i>Jack's super dog</i>	96
	Test	99
4	Schreiben	102
	<i>New sentences from old</i>	102
	<i>One word from two</i>	102
	<i>Letters for school</i>	104
	<i>A school trip to London</i>	105
	<i>A postcard from Alton Towers</i>	106
	<i>An exchange trip to Germany</i>	106
	<i>Two friends</i>	108
	<i>Jack and the boys</i>	109
	Test	110
	Stichwortverzeichnis	112

Liebe Schülerin, lieber Schüler,

du hast hier ein Buch zum **Lernen, Wiederholen und Üben** in der Hand.

- ▷ Die Themen sind in kleinen, verständlichen Schritten aufbereitet.
- ▷ Ein Lösungsheft hilft dir, deine Ergebnisse zu kontrollieren.
- ▷ Mit der beiliegenden Audio-CD und vielen Übungen dazu kannst du dein Hörverstehen trainieren. Folgender Hinweis zeigt dir, wo du die CD verwenden musst:  **Track**

Mit diesem Buch kannst du auf zweierlei Weise arbeiten:

1. Möglichkeit:

Wenn du dich im Fach Englisch insgesamt ein wenig unsicher fühlst, solltest du das Buch von vorn bis hinten durcharbeiten. Nimm dir aber nicht zu viel auf einmal vor. Bearbeite lieber kleinere Abschnitte und arbeite dafür regelmäßig, vielleicht sogar täglich.

2. Möglichkeit:

Vielleicht kommst du eigentlich gut zurecht, hast aber einige Lücken? Kläre genau, am besten mithilfe deiner Lehrerin oder deines Lehrers, wo deine Lücken sind. Sieh im Inhaltsverzeichnis nach, wähle einzelne Abschnitte aus und arbeite sie durch.

GOOD TO KNOW

Zum Arbeiten mit diesem Buch

- ▶ Manche Aufgaben kannst du im Buch lösen. Benutze ein **Arbeitsheft**, wenn du viel schreiben musst.
- ▶ Bist du beim Lösen der Übungsaufgaben unsicher, schau dir die **Beispiele** dazu noch einmal an.
- ▶ Vergleiche deine Ergebnisse immer sorgsam mit dem **Lösungsheft**. Überprüfe genau, was du falsch gemacht hast. Aus Fehlern kann man gut lernen.
- ▶ Bearbeite dieselben Aufgaben nach einigen Tagen noch einmal. Die **Wiederholung** schafft Sicherheit.

Prüfe, was du schon kannst!

Mit den Übungen in diesem Wiederholungsteil kannst du herausfinden, ob du mit diesem Band arbeiten kannst.

- ▷ Führe die Übungen durch.
- ▷ Für jede richtige Lösung bekommst du einen Punkt. Trage deine Punktzahl ein und zähle sie dann auf Seite 13 zusammen.
- ▷ Vielleicht zeigt dein Ergebnis, dass du besser erst einmal den Stoff von Klasse 5 wiederholen solltest.

REMEMBER**Das simple present**

Du benutzt das *simple present*, um zu sagen, dass etwas immer gleich ist oder normalerweise passiert, z. B. jeden Tag, manchmal, öfter.

Das *simple present* entspricht dem Infinitiv – der Grundform des Verbs – außer bei *he, she, it*. Hier musst du ein **s** an den Infinitiv anfügen:

Bei *he, she, it*, ein **s** muss mit.

Beispiel: to play (= Infinitiv) – I play, we play – he plays

Um die Sätze zu **verneinen**, benutzt du bei Vollverben **don't** bzw. **doesn't**.

Ausnahmen: is → isn't; are → aren't; can → can't; have → haven't; has → hasn't

1 Look at the table and write four sentences in the simple present.

Schau dir die Tabelle an und schreibe vier Sätze im *simple present*.

		✓ (= yes)	✗ (= no)
I	play/plays	hockey	football
Bill		the piano	basketball
John and Sally		cards	tennis
Harry		polo	rugby

EXAMPLE

I play hockey. I don't play football.

Your points: /3 (für jeden richtigen Satz 1 Punkt)

REMEMBER

Simple present: Fragen

Im *simple present* bildest du **Fragen** mit **do** bzw. bei *he, she, it* mit **does**.

Ausnahmen: am, is, are; can; have, has

Beispiel: Can you speak English? Are you English?
Do you learn English at your school?
Does he learn English at his school?

Die wichtigsten Fragewörter sind:

Who? – Wer?	What? – Was?	Where? – Wo?
When? – Wann?	Why? – Warum?	How? – Wie?
How many? – Wie viele?		How much? – Wie viel?

2 Read the answers and write the questions. The underlined words are the answer.

Lies die Antworten und schreibe die Fragen dazu auf. Nach den unterstrichenen Wörtern wird gefragt.

1. Q: ?

A: No, Tom's maths teacher doesn't go to school by bus.

2. Q: ?

A: School starts at 8 o'clock in Germany.

3. Q: ?

A: Jenny can't play football this afternoon because she must learn English for tomorrow's test.

4. Q: ?

A: Dennis eats lunch in the school canteen.

5. Q: ?

A: Pupils in Germany get a lot of homework.

6. Q: ?

A: Mark goes to school with his father.

7. Q: ?

A: He goes to school with his father because his father is a teacher at his school.

8. Q: ?

A: Jenny has got art on Friday.

Your points: /8

REMEMBER

Das *present progressive*

Du benutzt das *present progressive*, um zu sagen, dass etwas gerade in diesem Moment passiert.

Signalwörter sind z. B.: *now, at the moment, Look!, Listen!*

Du bildest das *present progressive* mit *am, is, are* + verb + *-ing*

Beispiele: *I am learning English at the moment.*

You are learning English now.

He/She is learning English at the moment.

We are learning English at the moment.

3 Use the correct form of the present progressive.

Trage die richtige Form des *present progressive* in die Lücken ein.

Janet: (do) What are you doing at the moment, Tim?

Tim: (stand/talk) Well, I [] here and
I [] to you on the phone.

Janet: Ha, ha. Very funny.

Tim: (do) OK, well, I [] my homework. What
about you?

Janet: (not do/cut/make/do) I [] my homework.

I [] pictures out of a magazine.

I [] a poster for my bedroom wall. What about
Robert? What [] he [] ?

Tim: (listen to/make/try) Oh, Robert! He [] a
CD with Mia. They [] a terrible noise. I think they
[] to sing!!

Janet: Your poor mother!

Tim: (sit/write/try) Yes, she [] in the living
room. She [] a letter. Well, she
[] to write a letter.

Your points: [] /13

4 Simple present or present progressive?

Unterstreiche die Signalwörter in den folgenden Sätzen und schreibe dann die Verben in der richtigen Form auf, im *simple present* oder im *present progressive*.

Every morning Colin [] (get up) at 6 o'clock and [] (have) breakfast. But look! Colin [] (sleep) and it is 9 o'clock. Of course, it is Saturday! Colin never [] (have) school on Saturdays. He always [] (play) football on Saturday afternoon. Now his mobile phone [] (ring). He [] (talk) to his trainer. "Right, Mr Morrison. There is no football today." Colin [] (look) out of the window. It [] (snow). He quickly [] (put on) his clothes and [] (go) downstairs. It is 11 o'clock. Colin and his father are outside. They [] (build) a snowman. It is nearly ready, they just need a hat.

Your points: [] /12

REMEMBER

Pronomen

Personalpronomen

Man benutzt diese **Pronomen** (Begleiter), um eintöniges Wiederholen von Namen zu vermeiden.

Beispiele: Tom is my friend. Tom is 11 years old. Tom is in my class.

Besser: Tom is my friend. He is 11 years old. He is in my class.

Possessivpronomen werden benutzt, um auszudrücken, wem etwas gehört. Hier ist eine Übersicht:

	Personal- pronomen Subjektform	Personal- pronomen Objektform	Possessiv- pronomen
1. Pers. Sg.	I	me	my
2. Pers. Sg.	you	you	your
3. Pers. Sg.	he	him	his
3. Pers. Sg.	she	her	her
3. Pers. Sg.	it	it	its
1. Pers. Pl.	we	us	our
2. Pers. Pl.	you	you	your
3. Pers. Pl.	they	them	their

5 Fill in the right pronoun.

Trage die richtigen Pronomen in die Lücken ein.

Mr Johnson: What class are in, Jeremy?

Jeremy: am in class 6 a. teacher is Mr Finch.

is a very friendly teacher.

Mr Johnson: Good. How many pupils are in class?

Jeremy: There are 14 boys and 15 girls. _____ are all very friendly, too. Well, _____ think _____ are, and _____ friend Jenny thinks _____ are, too. Don't _____, Jenny?

Jenny: Yes, and _____ have twins in _____ class.

_____ names are Julia and Angelina.

Mr Johnson: Tell _____, Jenny, are _____ and Jeremy in the same class?

Jenny: Yes, _____ are.

Your points: _____ /17

REMEMBER

Die modalen Hilfsverben *can, must, mustn't, needn't*

Wir benutzen **can**, um auszudrücken, dass jemand etwas kann oder zu etwas in der Lage ist.

Beispiel: I can speak English.

Mit **must** drückst du im Englischen aus, dass du etwas tun musst.

Beispiel: The boy must do his homework.

Achtung: **mustn't** (Langform: **must not**) bedeutet „nicht dürfen“.

Beispiel: You mustn't cross the road when the lights are red.

Mit **needn't** (Langform: **need not**) drückst du aus, dass jemand etwas nicht tun muss.

Beispiel: You needn't make any sandwiches.
I can buy some at the supermarket.

6 Choose the right modal verb.

Wähle das richtige Modalverb für die Sätze.

Today Mrs Brown is going to visit her sister in London. She is writing a list for her family.

John (mustn't/needn't) clean the windows.

They're not dirty. But Betty (must/can) go

shopping. There is no milk. The children

(must/needn't) tidy up their rooms this weekend. Their rooms are

a mess. John (mustn't/can't) make dinner.

The freezer is empty, so they (can/can't) get

a pizza. Yes, that is a good idea. Betty

(mustn't/can) eat lunch at her friend's house tomorrow. Philip

(mustn't/needn't) forget to practise for his

English test. And Betty (must/mustn't) feed

the cat. The grass? It is a bit long. Perhaps John

(can/must) cut it. Right, that is everything.

Now I (must/mustn't) go. My bus leaves in

ten minutes.

Your points: /10 Your total points: /61

- ▶ If you have less than 42 points you should look at the book for year 5 again. That will make it easier for you to do the exercises in this book.

Erreichst du weniger als 42 Punkte, solltest du dir noch einmal den Band für die Klasse 5 vornehmen. Das macht es dir leichter, später die Aufgaben in diesem Buch zu lösen.

3 Texte verstehen

Das musst du am Ende der Klasse 6 können:

im Bereich Lesen und verstehen:

- ▷ Texte, z. B. Erzählungen, verstehen, wenn darin vertraute Begriffe, Namen und Wörter verwendet werden
- ▷ Geschriebene Anweisungen verstehen und befolgen, z. B. Anweisungen zu Übungen
- ▷ Alle wesentlichen Informationen aus einem geschriebenen Text entnehmen, wenn der Sachverhalt bekannt ist
- ▷ Text auch dadurch entschlüsseln, dass auf andere Informationen, etwa Bilder, Überschriften und eigene Erfahrungen zurückgegriffen wird

im Bereich Hören und verstehen:

- ▷ Häufig gebrauchte Wörter und einzelne Sätze verstehen, z. B. kurze einfache Anweisungen, wenn sie etwas mit deiner eigenen Person, deiner Familie, mit Einkaufen, mit deiner Schule oder mit deinem Alltag zu tun haben
- ▷ Einzelheiten in einem Hörtext auch ohne Hilfe von Bildern verstehen
- ▷ Nach mehrmaligem Hören, z. B. von CD, auch Einzelheiten verstehen, wenn es um bereits bekannte Themen geht
- ▷ Aus dem, was jemand sagt, erschließen, worum es geht, auch wenn zu den vertrauten Themen nicht alle Wörter oder Sätze bekannt sind

3.1 Lesen und verstehen

GOOD TO KNOW

Richtig lesen

Auch wenn dir ein Text im ersten Moment schwierig vorkommt: Wenn du Schritt für Schritt vorgehst, wirst du ihn besser verstehen.

- ▶ Bevor du einen Text liest, frage dich, was die **Überschrift** bedeuten könnte. Sie kann dir einige Tipps zum Inhalt geben.
- ▶ Lies den ganzen Text durch und versuche zunächst, unbekannte **Wörter** aus dem Zusammenhang zu verstehen.

- ▶ W-Fragen helfen dir, den Text zu verstehen, z. B. *Who?, When?, Where?, Why?, What?*
- ▶ Beim zweiten Lesen suche die wichtigsten **Schlüsselwörter** heraus.
- ▶ Du sollst zeigen, dass du den Text verstanden hast. So gehst du vor:
 - a. Lies die **Aufgabenstellung** sorgfältig durch.
 - b. Suche die passende Textstelle im Text.
 - c. Lies die Stelle im Text und die Aufgabenstellung noch einmal sorgfältig durch – dann löse die Aufgabe.

All clear

- ① **Who is in the story?** **Where does the story happen?**
When does the story happen? **Why is the title “All clear”?**

Lies den Text und finde es heraus.

It all started at the beginning of sixth grade. At first, Sandra wasn't really sure what was happening. In class, she had to squint¹ to see the blackboard clearly. She had to do the same thing when she read street signs, or when she watched TV. She started to get worried.

It wasn't long before Sandra was squinting all the time, but she didn't want anyone to know that she was having a problem. In class, she asked for a desk that was closer to the blackboard. One day, her teacher said, “Sandra, are you all right? Can't you read the board?” “I'm fine, Mrs Jones,” Sandra said, but she knew people were noticing things.

At home, she had to sit closer and closer to the television. Her mother saw her squinting as she watched her favourite TV programmes and knew that there was a problem. “Tomorrow I'll call the eye doctor and make an appointment²,” she said. Sandra didn't want that, but her mother didn't listen.

Three days later, Sandra had new glasses³ and instructions from her doctor to wear them all the time. Sandra wasn't happy. “All the kids at

school will think I'm a nerd⁴," she said. Her mother smiled and shook her head. "You look good with those glasses on," she said. But Sandra didn't believe her.

The next day, Sandra kept the glasses in her pocket as she walked into the playground. She kept away from her friends and stood alone, feeling unhappy.

Suddenly, she heard her friend Jacky. She was shouting. Sandra ran over to the other girls. "What's wrong?" she asked. "My silver ring is gone!" Jacky cried. "My sister sent it to me from California. It's very special and I can't lose it!"

Sandra could tell that Jacky was very unhappy. They all looked for the ring in the grassy area of the playground.

Sandra realized that she could search better if she could see better. She took the glasses out of her pocket and put them on. Everything looked so different! Everything was so clear! She looked down at the ground and saw a glimmer of silver. It was the ring.

"Here it is," she shouted. "I've found it!" She handed it to Jacky.

"Thanks Sandra," she said. "I never thought we'd find it." She stopped and looked at Sandra. "Hey, I didn't know you had glasses. They are great!" Then Sandra remembered her glasses. "Thanks," she replied shyly⁵.

As they walked back towards the school building, two more girls from her class told her how great her glasses were. Sandra smiled. "Maybe glasses aren't so bad," she thought.

¹ to squint = hier: die Augen zusammenkneifen; ² appointment = Termin; ³ glasses = Brille;

⁴ nerd = Langweiler; ⁵ shyly (shy) = schüchtern

You can also listen to the CD.



Track 2

2 Why did the writer write this story?

Warum hat der Autor diese Geschichte geschrieben? Setze einen Haken (✓) hinter die richtige Antwort.

1. To explain how important it is to wear your glasses at school.
2. To show that sometimes we think things will be worse than they are.
3. To describe what it feels like to have to squint.
4. To warn people not to wear rings to school.

3 Answer the questions.

Beantworte die Fragen. Setze einen Haken (✓) vor die richtige Antwort.

1. BEFORE Sandra got glasses ...
 - she thought glasses were bad.
 - she wasn't able to see the blackboard clearly.
 - she found Jacky's missing ring.
 - she sat far away from the television.
2. Her mother noticed her squinting as she watched her favourite TV programmes. What did she do?
 - She made an appointment with the doctor.
 - She went to hospital.
 - She talked to Sandra's teacher.
 - She sat closer to the TV.
3. What did Sandra have to do in the beginning of the story in order to try to see better?
 - She had to watch TV.
 - Her teacher asked her to move closer to the board.
 - She moved to a desk closer to the board.
 - She stopped reading.

4. What do you think Sandra will do next?

- She won't tell her friends that she needs to wear glasses.
- She will keep her glasses in her pocket where no one can see them.
- She will wear her glasses all the time.
- She will wear her glasses only when she is with her family.

4 Which sentence describes Sandra BEST?

Welcher Satz beschreibt Sandra am besten?

1. She will do everything that she can to help her friends.
2. She doesn't worry about how well she does in school.
3. She doesn't think about her friends.
4. She worries a bit about what other people think of her.

5 Which words describe Sandra?

Welche Begriffe treffen auf Sandra zu?

1. a nerd or a good friend?
2. worried or relaxed?

6 Read this sentence from the story.

Lies den Satz aus dem Text.

In class, she had to squint to see the blackboard clearly.

What does *squint* mean?

1. to look with your eyes nearly closed
2. to move closer
3. to try hard
4. to concentrate

7 Which sentences tell us ...

Schreibe in dein Heft. Welche Sätze erklären ...

EXAMPLE

... Sandra had problems with her eyes?

Answer: The following sentences tell us Sandra had problems with her eyes:

- ▷ *In class, she had to squint to see the blackboard clearly.*
- ▷ *She had to do the same thing when she read street signs, or when she watched TV.*
- ▷ *It wasn't long before Sandra was squinting all the time.*

1. ... Sandra wasn't happy with her new glasses?
2. ... when Sandra noticed for the first time that her glasses were good?
3. ... Sandra was now happy with her glasses?

8 Find another word from the text for the following words.

Finde im Text ein anderes Wort für die folgenden Begriffe. Schreibe in dein Heft.

- | | |
|--|-----------------|
| 1. not see well | 5. to look for |
| 2. nearer | 6. not the same |
| 3. something that isn't right | 7. to give to |
| 4. a metal thing that you put on your finger | |

9 Find a word from the text that means the opposite.

Finde im Text ein Wort, welches das Gegenteil der folgenden Begriffe ausdrückt. Schreibe in dein Heft.

- | | |
|-----------------|--------------|
| 1. lose | 6. yesterday |
| 2. stopped | 7. ugly |
| 3. the same | 8. happy |
| 4. remembered | 9. worse |
| 5. further away | |

11 Say it in English.

Lies die Geschichte noch einmal und sage auf Englisch, dass ...

1. Sandra ihr nicht glaubte.
2. die Brille toll aussieht.
3. sie anfang, sich Sorgen zu machen.
4. alles so klar war.
5. Sandra nicht glücklich war.
6. sie wusste, dass es ein Problem gab.

12 Retell the story in two to three sentences.

Gib die Geschichte in zwei bis drei Sätzen wieder.

Think about ...

1. the beginning of the story. What was the problem?
2. what the people in the story did about the problem.
3. the end of the story. Was it a good end / an unhappy end / a bad end?
Why?

Little Red Riding Hood**1 Who is in the story?**

Where does the story happen?

When does the story happen?

What is the title in German?

Read the text and find out.

Lies den Text und finde es heraus. Schreibe in dein Heft.

One afternoon a big wolf was waiting in a dark forest. He was waiting for something to eat. A little girl came along. She was carrying a basket of food for her grandmother. "Are you carrying that basket to your grandmother?" asked the wolf. The little girl said "yes". So the wolf asked her where her grandmother lived. The girl told him and the wolf disappeared into the forest.

When the little girl opened the door of her grandmother's house, she saw that there was somebody in bed with a nightcap and nightgown on. She very quickly saw that it was not her grandmother but the wolf, because a wolf in a nightcap doesn't look like a grandmother. So the little girl took a gun¹ out of her basket and the wolf saw the gun. It jumped out of the bed and ran out of the house into the forest. Moral: It's not so easy to trick little girls today.

¹ gun = Gewehr

You can also listen to the CD.



2 Answer these questions.

Beantworte die Fragen in deinem Heft. Setze einen Haken (☑) hinter die richtige Antwort.

1. What was the wolf doing in the forest?
 - He was waiting for the little girl.
 - He was waiting for something to eat.
 - He was trying to hide from the police.

2. Why did the wolf talk to the little girl?
 - Because he wanted to know where she lived.
 - Because he wanted to know where her grandmother lived.
 - Because he was hungry and wanted to eat the food the little girl was carrying.

3. What did the little girl do after talking to the wolf?
 - She disappeared into the woods.
 - She went back home.
 - She went to her grandmother's house.

4. What did the wolf do to try to trick the girl?
 - He put on her grandmother's clothes and got into bed.
 - He put on her grandmother's clothes and hid under the bed.
 - He put on her grandmother's clothes and sat down beside the bed.

5. Was the girl tricked by the wolf's plan?
- No, she wasn't.
 - Yes, she was.
 - She was at first, but then she recognized him.
6. When the little girl saw that the wolf was in bed and not her grandmother, she ...
- took out a gun and scared the wolf.
 - took out a gun and killed the wolf.
 - called the police.

3 Match these words in the text with similar German words.

Verbinde die englischen Wörter mit den passenden deutschen Wörtern.

to disappear Nachthaube

scared Nachthemd

forest Gewehr

basket erschreckte

nightcap austricksen

nightgown verschwinden

gun Wald

to trick Korb

4 Match the stories to the fairy tales.

Ordne den Märchentiteln die passenden Geschichten zu.

- a. Cinderella b. Snow White c. Rapunzel
 d. Bremen Musicians e. Sleeping Beauty

- 1. This is the story of a princess who sleeps for 100 years until a prince wakes her with a kiss.

- 2. This is the story of a poor girl who goes to the dance when the Good Fairy makes her into a beautiful princess. She meets a prince and loses her glass shoe at midnight when she has to leave the dance.
- 3. This is the story of a beautiful princess. The Queen tries to kill her so she runs away into the woods where she stays with seven small people.
- 4. This is the story of a donkey¹, a dog, a cat and a rooster² who all have bad masters. The animals decide to run away and they meet on the road.
- 5. This is the story of a princess. A bad witch³ keeps her at the top of a tower with no stairs. She has very long hair and the bad witch climbs up her hair when she wants to get into the tower.

¹ donkey = Esel; ² rooster = Hahn; ³ witch = Hexe

5 Now match these words in the text with the definitions.

Verbinde die Begriffe mit den passenden Erklärungen.

to disappear

something you use to shoot with

scare

a lot of trees

forest

to make somebody believe something that isn't true

basket

something you wear in bed

nightcap

something you use to carry things in

nightgown

make somebody frightened

gun

to go away

to trick

something you wear on your head in bed

The corner shop

1 Before you read the story answer these questions.

Beantworte diese Fragen, bevor du die Geschichte liest. Schreibe in dein Heft.

1. Do you have a corner shop where you live?
2. What does a corner shop sell?
3. What is the difference between a corner shop and a big supermarket?
(Think about when it opens, what it sells, the shop assistants, the customers.)

2 Who is in the story?

Where does the story happen?

When does the story happen?

How does Maxine find the answer?

Read the text and find out.

Lies den Text und finde es heraus. Schreibe in dein Heft.

A My name is Maxine and Mr Maloney is my friend. He is 75 years old and he has a little shop at the corner of our street. It's my favourite shop. I always buy something on my way to school there. And I sometimes help Mr Maloney at the weekends. Yesterday, when I went in, I noticed a new sign which said that all the prices were going up by ten percent¹.

B "I put the sign up this morning," Mr. Maloney told me. "I had to. Everything is getting more expensive. And I have new things to pay for every day, like now. I need a new window for my back room. Somebody broke it when he tried to get into my shop last night."

"Have you called the police?" I asked.

"No. They didn't take anything." I went with Mr Maloney to a small room in the back. "I use this space as an office². I sat here and made my sign last night. When I finished, I left it on that old desk. When I went out, I locked the door to the main part of my shop. So the person

who got in could only get into this little room. And there is nothing here to steal.”

C I looked around. That was true. Mr Maloney doesn't even have a computer. He says he doesn't need one. “My father had this shop for twenty years and my grandfather before him and they didn't have a computer so why should I have one?” he always says when I ask him.

D When I left, I walked down to the river, where Mark and Jeremy were fishing. “Did you hear that somebody broke a window at the Shack?” I asked.

“Nope,” Mark said. “We've been here since 6 o'clock this morning. We haven't talked to anybody.” Jeremy pointed at the bucket³. “We've caught some big fish.” Mark got up. “But now I'm really hungry. I've got a pound left from my pocket money. If Mr Maloney is there now, I'm going up to the Shack to get a Mighty Chocolate Bar.”

Jeremy said to him: “That won't be enough. You need another ten pence. A pound is not enough any more. I'm hungry, too. I'm going home to get something to eat.”

E “I think we should all go to Mr Maloney's shop,” I said. “I know which one of you broke that window. You'd better think of a way to pay for it, because I'm going to tell Mr Maloney.”

¹ percent = Prozent; ² office = Büro; ³ bucket = Eimer

You can also listen to the CD.



Track 4

3 How did Maxine know who broke the window?

Wie fand Maxine heraus, wer das Fenster zerbrochen hat?

Look at what the boys say and find out:

- Was it Mark? Why? Why not?
- Was it Jeremy? Why? Why not?

4 Match the words with their definitions.

Verbinde die Begriffe mit den passenden Erklärungen.

prices go up

take and not pay

sign

a room for working in

expensive

a thing you can carry water in

back room

things cost more than before

office

a small poster with information

steal

a room behind the other room

bucket

cost a lot

5 Read the sentences and mark if they are right, wrong or not in the text.

Lies die Sätze und entscheide, ob sie richtig sind, falsch oder gar nicht im Text vorkommen. Setze einen Haken (✓) in das passende Kästchen.

	<i>right</i>	<i>wrong</i>	<i>not in the text</i>
Maxine is twelve years old.			
The story takes place in Germany.			
The name of the shop is the "Shack".			
Somebody broke the front window.			
Mr Maloney didn't call the police.			
There is a chair in the back room.			
Somebody took Mr Maloney's computer.			
Mr Maloney's grandfather had the shop for twenty years.			
Mark and Jeremy were fishing.			

	<i>right</i>	<i>wrong</i>	<i>not in the text</i>
Mark is good at fishing.			
The boys started to fish before 7 o'clock.			
There were a lot of fish in the bucket.			
The Mighty Chocolate Bar is Mark's favourite chocolate.			
The Mighty Chocolate Bar cost one pound last week.			
Jeremy went home for some sandwiches.			
Jeremy broke the window.			
Everything is ten percent cheaper now.			
Mr Maloney gave Maxine a Mighty Chocolate Bar.			

6 Match the titles to the parts A – E.

Ordne den Titeln die Teile A – E (Seite 76 – 77) zu.

1. The answer
2. My favourite shop
3. Fishing
4. The broken window
5. Computers are silly

7 Say it in English.

Lies die Geschichte noch einmal und sage auf Englisch, dass ...

1. du immer etwas in dem Geschäft kaufst. /...
2. du ein Schild bemerkt hast. /...
3. er die Tür geschlossen hat. *He ...*
4. etwas wahr ist. *That ...*
5. du wirklich Hunger hast. /...

Jack and the boys

1 Who was in the story?

When did the story happen?

Read the text and find out.

Lies den Text und finde es heraus. Schreibe in dein Heft.

Where did the story happen?

What did the big boys want?

Jack was in the playground at lunchtime. He was eleven years old and a very quiet boy. He was new at the school and didn't have any friends yet. When he heard someone call to him, "Hey kid," he turned around. There were two boys behind him. He didn't know the boys but they looked a lot older.

"What's your name, kid?" asked one of them.

"Jack Johnson," Jack said. The boy said, "Well, Jack. We've decided that you are going to give us £2 tomorrow. Now, if you don't, then we are going to hit you, hard." Jack believed what he heard.

"Why are you picking on¹ me?" he asked. The boys looked at him and said, "Because we don't like the way you look". Then the boys started to leave. But one of the boys turned around and said, "And if you tell anybody, we'll hit you even harder."

Jack stood there and thought about the boys. He thought about giving them money. Then he thought about not giving them money. Then he thought about them hitting him. He wondered² what was wrong with the way he looked. When Miss Dickson, his class teacher, told the children to come inside again, he wanted to tell her about the boys. But he remembered what they said. They would hit him even harder. All afternoon Jack couldn't think about maths and English. All he could think about was the big boys. At the end of the day Miss Dickson asked him if there was a problem. Jack told her that everything was OK.

That evening Jack said nothing during the meal. His mother asked him three times for the salt. But he was thinking about school and the boys and not the salad and the salt.

Jack's mother asked him if he felt ill. He said that he felt OK. She asked him if anything was a problem at school. He said that everything was fine at school. She looked at him.

¹pick on = jemanden ärgern, auf jemandem herumhacken, ²wonder = sich wundern oder fragen

You can also listen to the CD.



- 2 Put the pictures in the right order. There is one picture that does not belong to the story.



3 All these sentences are wrong. Correct them.

Diese Sätze sind nicht richtig. Lies sie und suche dann ähnliche Sätze im Text. Nun kannst du die richtigen Sätze in dein Heft schreiben.

1. Jack's school was new.
2. The older boys were standing in front of Jack.
3. The boys will hit Jack when he gives them the money.
4. Jack thought about the way the boys looked.
5. Jack told Miss Dickson about the boys.
6. Jack thought about Miss Dickson during the meal.

4 Read the sentences and say who thought it.

Lies die Sätze und schreibe auf, wer die Gedanken hat.

EXAMPLE

Look, there's a little boy over there. He is standing alone.

Let's get him.

That was one of the older boys.

1. My old school was smaller than this school.
2. I don't know anybody here.
3. We need money for cigarettes.
4. What's wrong with the way I look?
5. I hope Jack makes friends quickly.
6. Jack is very quiet this afternoon and he is not concentrating.
7. I'm sure he will bring the money.
8. I hope he doesn't tell his parents.
9. I think I will take Jack to the doctor tomorrow.
10. I'm going to tell Mum about the boys.
11. I hope it was not a mistake to move to this town and put Jack into a new school.

5 What do you think will happen? Why do you think that?

Was denkst du, wird passieren? Warum denkst du das?

1. Jack will tell his teacher and she will talk to the boys.
2. Jack will tell his teacher but the boys will hit Jack harder.
3. Jack will give the boys £2 and everything will be OK.
4. Jack will give the boys £2 and the boys will want more money.

A school trip to Alton Towers

1 Find information about Alton Towers on the internet.

Suche Informationen über Alton Towers.

1. Go to GOOGLE¹.
2. Type in "Alton Towers".
3. Click on the official website for Alton Towers.
4. Now you can click on the different pictures at the top.



2 Match these words.

Verbinde diese Begriffe von der Website von Alton Towers mit den passenden deutschen Begriffen.

- | | |
|------------------------|----------------------|
| 1. pricing | Anfahrt |
| 2. opening times | Karte des Parks |
| 3. getting there | deinen Besuch planen |
| 4. park map | Eintrittspreise |
| 5. planning your visit | Öffnungszeiten |

¹ bei Google → Voreinstellung: „Suche: Das Web“

3 Look at the web page again. How would YOU translate?

Schau dir noch einmal die Website an. Wie würdest du die Wörter übersetzen? Schreibe in dein Heft.

1. thrills
2. laughs and fun frights
3. offers and events
4. magic and young fun
5. new rides and attractions

4 Answer these questions.

Beantworte diese Fragen. Schreibe in dein Heft.

Click on “General Information”:

1. You want to go to Alton Towers in five days. What are the opening times?
2. Your parents want to take you and your 7 year-old brother to the park. How much will it cost?
3. And how much will it cost if you buy the tickets online?
4. Find out if there is a special offer (= Angebot) for a two-day stay.
5. What is the phone number to ring to book your visit with a class?
6. Alton Towers is close to Uttoxeter and what other towns?

Click on “Theme Park”:

7. How tall must you be to go on the “Ripsaw”? And if you are 1.90m tall can you go on it?
8. Fill in the missing vowels:
The names of the thrills are “Ripsaw”, “A ■ r”, “N ■ m ■ s ■ s”, “R ■ t ■” and “Obl ■ v ■ ■ n”.
9. Which thrill is the best? What do you think? Why?
10. Look at “Laughs and Frights”. Where do you find a haunted house?
11. You will get wet on two of the “Laughs and Frights”. Which are they?

Test

Do the exercises.

Führe die Übungen durch. Für jede richtige Lösung bekommst du einen Punkt. Trage deine Punktzahl unter den Übungen ein und zähle sie dann auf Seite 88 zusammen.

You can also listen to the text on the CD.



Track 6

Sports

A For many years people have played games with a ball. The game of soccer came from some of these early games. We think the English gave soccer its name and its first set of rules. In European countries, soccer is called football. Organized soccer games began in 1863. In soccer, two teams of eleven players try to kick or put the ball into the goal with their head. The goalie¹ tries to keep the ball out of the goal. He is the only player who is allowed to use his or her hands. The other players can only use their feet, heads, and bodies to control the ball. Every four years, soccer teams around the world play for the World Cup. The World Cup competition started in 1930.

B Brazil is the home of many great soccer players, like the most famous player of all, Pelé. Pelé was born in Brazil in 1941. His family was very poor. Pelé learned the game of soccer from his father, Dondinho, who was a professional football player until he broke his leg. Pelé's career started when he was 16. He scored his first goal against Corinthians football club. When he was only 17 years old he helped Brazil win its first World Cup 5-2 against Sweden and a legend was born. That was in 1958. With his fast footwork, dazzling speed, and great talent, Pelé played for many years in Brazil and then later in New York. During his 22 years in soccer, he scored 1,281 goals.

C People in more than 140 countries around the world play soccer. It is the national sport of most European and Latin American countries. Soccer is definitely the world's most popular sport!

D James Naismith, a PE² teacher in Massachusetts, invented basketball in 1891. Naismith's boss asked him to invent a game that students could play indoors during bad weather. He wanted to find a game that wasn't as rough³ as soccer, American football, or wrestling.

Naismith put peach⁴ baskets three metres up the walls at the two ends of the gym. The players used a soccer ball.

One person sat on a ladder next to each basket and threw out the balls that landed in the baskets. Naismith decided that five players on each team would stop the game from getting too brutal.

Two years later there were metal rings with net bags and not peach baskets on the walls.

In 1894, Naismith added the board behind each net and used a larger ball.

By the 1900s, basketball was the most popular indoor sport. People in about 130 countries now play the game. Basketball is really popular in the United States, China and Puerto Rico.

E Baseball began in the United States in the early 1800s. Some people believe that Abner Doubleday invented the game. Others think that baseball came from an old British sport called rounders⁵. Baseball and rounders are very similar.

Today's baseball players wear baseball gloves to protect their hands from injuries.

Every spring in the United States, people of all ages start again after the winter months to play baseball at local baseball parks. It's not surprising that people call baseball the national free time⁶ activity of the United States.

¹ goalie = Torwart; ² PE = Physical Education = Sportunterricht; ³ rough = hart;

⁴ peach = Pfirsich; ⁵ rounders = Schlagball; ⁶ free time = Freizeit

1 Tick the right answer.

Setze einen Haken (✓) vor die richtige Antwort.

- Which of the following events happened first?
 - basketball was invented.
 - World Cup competition was invented.
 - organized soccer games began.
 - baseball began in the U.S.
- Pelé is a famous ...
 - soccer player. basketball player.
 - baseball coach. baseball player.

You get 1 point for every correct answer.

Your points: /2

2 Answer these questions.

Beantworte die Fragen. Schreibe in dein Heft.

A

- Who gave soccer its name?
- What is soccer called in European countries?
- How can the players score a goal?
- What can only the goalie do?
- How often is the World Cup Competition?

B

- Where was Pelé born and when?
- Who taught him to play football?
- When did he play in his first World Cup Competition?
- How long was his football career?
- What year did he stop playing football?

D

1. What was James Naismith's job?
2. What was different about football and basketball?
3. How did the players get the ball out of the peach basket?
4. What balls were the first games played with?
5. Where is basketball really popular?

E

1. What sport is similar to baseball?
2. Why do the players wear gloves?
3. When does the season start?
4. What do the people in the U.S. call baseball?

You get 1 point for every correct answer. **Your points:** /19

3 What do these numbers mean? Look at the text and find out.

Was bedeuten die Zahlen? Lies den Text und finde es heraus. Schreibe die Antworten in dein Heft.

5 11 17 22 130 1,281
 1800s 1900s 1863 1891 1930 1941

You get 1 point for every correct answer. **Your points:** /12

4 Find titles for the different parts A-E

Finde passende Überschriften für die Teile A-E und schreibe sie in dein Heft.

You get 1 point for every good title. **Your points:** /5

5 Read these sports descriptions. What games are they?

Lies diese Beschreibungen von Sportarten. Um welche Sportarten geht es? Schreibe die Antworten in dein Heft.

1. You do this sport inside or outside. You can't do it alone. You play with a partner. You need a small ball. You can play with three other people.
2. You usually do this sport inside. You play in a team. There are six players in a team. You play with a ball. You mustn't use your feet.
3. You do this sport outside. You can do it alone. You must hit a little ball into a hole.
4. You do this sport inside in winter and outside in summer. You do it alone. You get wet.
5. You do this sport inside. You can't do it alone. You must roll a very big ball and the ball must hit nine or ten wooden things. You get points for the number of things that you knock over.
6. You do this sport outside. You play in a team. In this sport you must hit a ball with a bat and then run around in a circle.

You get 1 point for every correct answer.

Your points: /6

6 Go or play?

Put the right verb in the correct form in the sentence.

Go oder play? Ergänze das richtige Wort in der korrekten Form.

1. My father jogging every day.
2. I football in the afternoon.
3. In the summer we swimming every day.
4. He basketball, hockey and tennis.
5. My friend horse riding on Saturdays.
6. Bob climbing in the mountains every weekend.

7. My father is learning to golf.

8. Peter loves to kayaking in white water.

You get 1 point for every correct answer. **Your points:** /8

7 Say it in English.

Schreibe in dein Heft. Sage auf Englisch, dass ...

1. Fußball der beliebteste Sport ist.
2. der Torwart seine Hände benutzen darf.
3. du Basketball bei schlechtem Wetter drinnen spielen kannst.
4. Baseball und Basketball sich nicht ähneln.

You get 1 point for every correct sentence. **Your points:** /4

Your total points out of 56 points:

- ▶ More than 36? Very good.
- ▶ More than 31? Good.
- ▶ Less than 22? Have a look at the reading pages again.
You CAN do better.

3.2 Hören und verstehen

GOOD TO KNOW

So gehst du vor

- ▶ Bevor du einen Text anhörst, lies die **Überschrift**. Überlege, wovon der Text handeln könnte. Manchmal gibt es **Bilder**. Schau dir die Bilder an. Die Überschrift und die Bilder helfen dir beim Verstehen.
- ▶ Du kannst dir die CD mehrmals anhören. Hör dir den Text an. Worum geht es?
- ▶ Lies die **Aufgabe**. Hör dir den Text noch einmal an.
- ▶ Erledige nun die Aufgabe.
- ▶ Hör dir den Text noch einmal an. **Überprüfe deine Antworten.**

Regular past tenses

- 1 Listen to the CD. The verbs are in the past tense. Put them in the correct column according to how the ending is spoken.



Track 7

Hör dir die Wörter auf der CD an. Sie stehen im *past tense*. Achte auf die Endungen. Trage die Wörter in die richtige Spalte ein.

[-id]	[-t]	[-d]

Alton Towers

- 1 Look at the pictures and write the names of the rides next to them.



1.



2.



3.



4.

Ripsaw

Nemesis

Tea Cup Ride

Flume

- 2 Listen to the CD and tick the rides which the children are going to go on and which they are not going to go on. Hör dir die CD an und setze einen Haken (✓) hinter die Attraktionen, auf die die Kinder gehen wollen und ein Kreuz (✗) hinter die, auf die sie nicht wollen.



Track 8

	Ripsaw	Flume	Nemesis	Tea Cup Ride	golf	water park
John						
Barbara						

- 3 Listen to the CD again and answer these questions. Write your answers in your exercise book.

Hör dir die CD noch einmal an und beantworte die Fragen im Heft.

- How are the children going to get to Alton Towers?
- Who has been there before?
- Who mustn't get wet?

4. How much does a game of golf cost for a child?
5. How many holes are there?
6. How many golf courses are there?
7. Why didn't Barbara play golf last time?
8. How much is the water park for a child?
9. Who wants to go there?
10. What is he going to do with his money instead?

4 Listen to the CD again and mark the adjectives that you hear.

Hör dir die CD noch einmal an und setze einen Haken (✓) hinter die Adjektive, die du hörst.

great awful cheap true super best
 scary good small big fair wet
 angry old new extra different bad
 terrific expensive

Different languages

1 Before you listen to the CD, write the nationalities that go with these countries.

Bevor du dir die CD anhörst, schreibe die Nationalitäten zu den jeweiligen Ländern in dein Heft.

England *Spain* *Italy* *Turkey* *Poland* *Germany*
Russia *France* *Australia* *Switzerland*

2 Listen to the text and mark in your table the words you hear.



Track 9

Hör dir die CD an und setze einen Haken (✓) hinter die Wörter aus Aufgabe 1, die du hörst.

3 Listen to the CD again and tick (✓) the right answers.

Hör dir die CD noch einmal an und setze einen Haken (✓) vor die richtigen Antworten.

1. Where is the man?

- He is in Austria.
- He is in Germany.
- He is in Australia.

2. Where does he stop his car?

- He stops his car at the bus stop.
- He stops his car in Australia.
- He stops his car at the petrol station.

3. How many languages does he speak?

- He speaks three languages.
- He speaks two languages.
- He speaks four languages.

4. Why can't the two men help him?

- They can't understand him.
- He can't speak German.
- They don't want to.

5. Can the man in the car speak English?

- Yes, he can.
- No, he can't.
- Yes, he can. But he is not very good.

4 Say it in English.

Hör dir die CD noch einmal an. Sage auf Englisch, dass ...

1. er es auf Deutsch versucht. *He ...*
2. du vielleicht eine Fremdsprache lernen sollst. *You ...*
3. er wegfährt. *He ...*
4. sie dich einfach ansehen.
5. er sein Auto anhält.

Have you ever?

1 Before you listen to the CD answer these questions.

Bevor du dir den Text auf der CD anhörst, beantworte die Fragen.
Schreibe in dein Heft.

1. Have you ever lost any money?
2. Have you every found any money?
3. Imagine: You find € 100. What will you do with it?

2 Listen to the CD and write the answers to the questions.



Hör dir nun die CD an und schreibe die Antworten zu den Fragen.

1. How much money did Jack find?
2. Where did he find it?
3. Was Jack alone when he found it?
4. Who was he with?
5. Did he give his sister any of the money?
6. Where did he put it?
7. What did he spend it on?

3 Listen to the CD again and ask in English.

Hör dir die CD noch einmal an und frage dann deinen Freund auf Englisch, ...

1. ob er schon einmal Geld gefunden hat.
2. wie viel Geld er gefunden hat.
3. wo er das Geld gefunden hat.
4. was er damit gemacht hat.

Jack's super dog

- 1 Look at the picture. What do you think the text is about?



- 2 Listen to the text called "Jack's super dog" on the CD and tick the right answer.



Track 11

Hör dir den Text "Jack's super dog" auf der CD an und setze einen Haken (✓) vor die richtige Antwort.

1. When did the boy go to the cinema?
 - He went on Monday.
 - He went at the weekend.
 - He went in the morning.

2. What did the boy's dog look like?
 - It was very small.
 - It was very big.
 - It was very dangerous.

3. What cinema did the boy go to?
 - He went to the best cinema in town.
 - He went to the most expensive cinema in town.
 - He went to the worst cinema in town.

4. How many tickets did the boy buy?
 - He bought one ticket.
 - He bought three tickets.
 - He bought two tickets.

5. Why was this special?
 - Because the boy's dog was old.
 - Because the boy's dog was very well-trained.
 - Because the boy was frightened and needed his dog.

6. Who tried to stop the boy from entering the cinema?
 - A man tried to stop the boy.
 - A woman tried to stop the boy.
 - The manager tried to stop the boy.

7. Why could the boy take his dog into the cinema?
 - The cinema was empty.
 - The film was about dogs.
 - The cinema was almost empty.

8. What do you think the manager thought at the end of the story?
 - He thought that the dog was very clever.
 - He thought that the boy wasn't telling him the truth.
 - He thought that this was just a joke.

3 Listen to the text again and fill in the missing verbs.

Hör dir den Text noch einmal an und ergänze die fehlenden Wörter.

I'm going to tell you about a strange thing that (1) _____.

The day before yesterday, at about 8 o'clock at night, a boy

(2) _____ into the best cinema in the city.

He (3) _____ a very big dog with him.

He (4) _____ two tickets and went towards the door.

The dog (5) _____ him. The manager of the cinema (6) _____ him, and (7) _____, "I'm sorry, but you can't (8) _____ your dog into this cinema." "But, I have a ticket for him." "I'm very sorry, but animals aren't allowed in here." "You don't (9) _____.

This is a special dog. My dog is so well-trained, and so clever that he's almost a person."

"I (10) _____ that you have an exceptional animal. But ..." "I (11) _____ you that if there is any problem, we'll (12) _____ the cinema at once. My dog isn't like any other dog you've ever seen."

"Well OK. I'll let you go in because the cinema is almost empty tonight. But, your dog will (13) _____ be good, or you'll have to (14) _____."

After two hours the film (15) _____ and the people (16) _____ the cinema. The manager (17) _____ the boy with his dog.

"Well done. You were right. Your dog was very good. I (18) _____ him and it's amazing how quiet he was."

"I told you that he's well-trained and very clever."

"Yes, he really is. Did he (19) _____ the film?"

"Oh, yes. He enjoyed it. He liked the film very much, but he liked the book much better."

Test

- 1 All these words are in the story. Look at the definitions and write down the German words.**

Diese Worte kommen in der Geschichte vor. Schau dir die Erklärungen an und schreibe die deutschen Wörter in dein Heft.

- | | |
|-------------|--|
| 1. barn | a farm building where cows live |
| 2. breath | the air that you take into your body |
| 3. furry | a rabbit is furry and soft |
| 4. groaning | a noise you make when you are hurt |
| 5. haunted | full of ghosts |
| 6. neck | joins your head and shoulders |
| 7. sharp | you need a sharp knife to cut meat |
| 8. smile | when you like someone you smile at them |
| 9. weak | if you can't carry 2 kilos, you are weak |
| 10. whisper | to talk very quietly |

You get one point for every correct word. **Your points:** /10

- 2 Here are sentences from the CD. Fill in the words from exercise 1 in the sentences before you listen to the text.**

Hier stehen Sätze aus dem Text auf der CD. Bevor du den Text anhörst, trage die Wörter aus Übung 1 in die passenden Sätze ein. Setze die Verben in die richtige Form.

- We can hear loud sounds coming from the barn.
- My best friend, Lara, always tells me that my bones will get .
- "That's where that old man fell from the roof and broke his and died a year ago. Do you think it could be ?"

4. I take a deep _____ and go in quietly.
5. "What was that?" _____ Lara, quietly.
6. Then it reaches out one long, _____ arm.
7. I can see all of its _____ teeth.
8. The rat opens its mouth and _____ at me.
9. "My brother and his stupid friends saw lights coming from the old _____ last week when they were riding their bikes."

You get 1 point for every correct word.

Your points: _____ /9

3 Listen to the CD. Tick the correct answers.



Track 12

Hör dir den Text an. Setze einen Haken (✓) vor die richtige Antwort.

1. Who makes Colin breakfast?
 - Colin's mother makes him breakfast.
 - Colin makes his breakfast.
 - Colin's father makes the breakfast.
2. Colin never gets to play in the basketball team because ...
 - he has big feet. he is too young. he is not very good.
3. Colin hears about the barn ...
 - from Lara. from his teacher. from John and Matthew.
4. Lara and Colin go to the barn to ...
 - find out what the groaning is.
 - look for ghosts.
 - have a boring afternoon.
5. Colin ...
 - looks through the barn window.
 - goes in through the barn door.
 - goes back to Lara.

6. In the barn there are rows and rows of ...
 robots. rats. cows.
7. When Lara comes into the barn ...
 Colin and the rat are on the floor.
 Colin and the robots are on the floor.
 Colin is on the floor.
8. The aliens are ...
 sending milk from the barn around the universe.
 drinking the milk.
 sending the cows from the barn around the universe.

You get 1 point for every correct answer.

Your points: /8

4 Listen to the CD again. What's wrong here?

Hör dir die CD noch einmal an. Korrigiere die falschen Sätze.

1. Colin likes milk.
2. The barn is behind the school.
3. A man fell off the barn roof and broke his leg.
4. Lara and Colin sit down behind the barn.
5. Lara starts to move towards the barn.
6. There is a machine under each cow.
7. When Colin wakes up he sees cows.
8. Colin now drinks milk and plays basketball.

You get 2 points for every correct answer.

Your points: /16

Your total points out of 43 points:

- ▶ More than 38? Very good.
- ▶ More than 32? Good.
- ▶ Less than 22? Have a look at the listening pages again.
You CAN do better.