



# ENGLISCH **4**

## Schularbeits-Trainer

ÖSTERREICHISCHER LEHRPLAN

# Kompetent AUFSTEIGEN...



- ☒ Kompetenzorientiert
- ☒ Bildungsstandards

4. Klasse AHS•NMS

# TEST 1

## READING COMPREHENSION

### The Story of St. Patrick

St. Patrick, the patron saint of Ireland, lived at the end of the 4<sup>th</sup> and the beginning of the 5<sup>th</sup> century. He was born in Wales. When he was fourteen years old he was taken to Ireland as a slave. For six years he had to work very hard on a farm. He often prayed to God and one night God told him that he had to escape. Patrick managed to get to a port where he asked the captain of a ship transporting wolfhounds to France to take him on board. The captain didn't want to have a slave on his ship and sent Patrick away. But when the ship was about to leave the pier the hounds began to bark and to behave like mad. So the ship had to return. When they tried again later the same thing happened. Now Patrick saw his chance. He told the captain that he would calm the dogs if the captain took him to France. The captain agreed and really, when Patrick boarded the ship the hounds became quiet. So Patrick got to France and from there back to his family in Wales.

Soon Patrick found out that he wanted to become a priest. Later he returned to Ireland to become a missionary. It was Easter when he arrived in Ireland. Patrick and the other priests, who had come with him, decided that they wanted to light a fire. That night was also a very special night for the Irish people who were no Christians. They were celebrating the coming of spring. Usually their king lit a fire as a sign for all the other people to light their fires. But now Patrick had lit his fire first. The Irish king was very angry and sent people to put out Patrick's fire but they couldn't. Only Patrick could do it.

Soon Patrick began to talk to the people. They were surprised that he could speak their language so well. He told them about the Christian God and about Jesus. So he brought Christianity to Ireland.

A legend says that Patrick drove the snakes from Ireland. He was standing on a hill and with a wooden stick drove the snakes into the sea. There are really no snakes in Ireland but this may be because Ireland is an island separated from the continent, so the snakes could not get there. Besides, snakes were a common symbol in many old Irish religions. The story of St. Patrick and the snakes is a symbol of Christianity replacing pagan (= heidnisch) religions in Ireland.

Each year on March 17<sup>th</sup> the Irish all over the world celebrate St. Patrick's Day.

Tick (✓) the correct answer.

1. St. Patrick was

A	<input type="checkbox"/>	English.
B	<input type="checkbox"/>	Irish.
C	<input type="checkbox"/>	Welsh.
D	<input type="checkbox"/>	French.

2. Patrick worked for a

A	<input type="checkbox"/>	farmer.
B	<input type="checkbox"/>	priest.
C	<input type="checkbox"/>	slave.
D	<input type="checkbox"/>	king.

3. The captain did not want Patrick on his ship because

A	<input type="checkbox"/>	it was full of dogs.
B	<input type="checkbox"/>	the dogs were too loud.
C	<input type="checkbox"/>	he didn't like Irish people.
D	<input type="checkbox"/>	Patrick was a slave.

4. Patrick came back to Ireland

A	<input type="checkbox"/>	on St. Patrick's Day.
B	<input type="checkbox"/>	at Easter.
C	<input type="checkbox"/>	because he was homesick.
D	<input type="checkbox"/>	to learn the language.

5. St. Patrick

A	<input type="checkbox"/>	brought Christianity to Ireland.
B	<input type="checkbox"/>	brought snakes to Ireland.
C	<input type="checkbox"/>	brought wolfhounds to Ireland.
D	<input type="checkbox"/>	brought the pagan religion to Ireland.

6. Snakes were a symbol of

A	<input type="checkbox"/>	Christianity.
B	<input type="checkbox"/>	the Irish king.
C	<input type="checkbox"/>	many pagan religions.
D	<input type="checkbox"/>	Ireland.

## LISTENING COMPREHENSION

### Crime

Listen to a radio news story about a robber and tick (✓) T (True) or F (False).

	T	F
1. A 24-year-old woman was attacked.	<input type="checkbox"/>	<input type="checkbox"/>
2. The woman was walking home from the theatre.	<input type="checkbox"/>	<input type="checkbox"/>
3. The robber wanted to steal her bag.	<input type="checkbox"/>	<input type="checkbox"/>
4. The woman ran away with the robber's phone.	<input type="checkbox"/>	<input type="checkbox"/>
5. The woman had a shock.	<input type="checkbox"/>	<input type="checkbox"/>
6. The robber telephoned the police.	<input type="checkbox"/>	<input type="checkbox"/>

## FOCUS ON GRAMMAR

### 1. Use comparisons to complete the text.

You write about your summer holidays which were not as nice as you had hoped they would be.

It took us \_\_\_\_\_ (long) to get to Venice \_\_\_\_\_ last year. The rooms were \_\_\_\_\_ (dirty) this year \_\_\_\_\_ last year. The food was not \_\_\_\_\_ (good) \_\_\_\_\_ we had thought it would be. The restaurants were \_\_\_\_\_ (crowded) and \_\_\_\_\_ (expensive) there \_\_\_\_\_ in Austria. The weather was \_\_\_\_\_ (bad) \_\_\_\_\_ in Salzburg. There were \_\_\_\_\_ (many) other tourists \_\_\_\_\_ we had expected. The people were not \_\_\_\_\_ (friendly) \_\_\_\_\_ we had expected.

### 2. Fill in the correct forms of past simple or continuous/progressive.

1. When the Inspector \_\_\_\_\_ (come) in they \_\_\_\_\_ (just try) to clean up the room.
2. We \_\_\_\_\_ (watch) a funny movie when suddenly the doorbell \_\_\_\_\_ (ring).
3. Tim \_\_\_\_\_ (ride) his bike in the park when he \_\_\_\_\_ (fall) and \_\_\_\_\_ (hurt) his arm.
4. I \_\_\_\_\_ (do) my homework when I \_\_\_\_\_ (notice) that I had forgotten my book at school.
5. Paula \_\_\_\_\_ (prepare) lunch while her son \_\_\_\_\_ (clean) the living room.

### 3. Underline the correct word.

1. I wanted to talk to the teacher **because of/so that** my grades.
2. **However/Although** I had studied the new words I could not answer all the questions.
3. **In order to/Because of** arrive in time they started early.
4. He prepared everything carefully **so that/in order to** he could start as soon as they arrived.
5. I don't like this film. **However/Although**, I'm going to watch it with my little sister.

### 4. Complete the sentences using the correct forms (past or past perfect) of the verbs.

1. After her friend \_\_\_\_\_ (leave) the café Susan \_\_\_\_\_ (take) out a book and \_\_\_\_\_ (start) reading.
2. When I \_\_\_\_\_ (open) my bag I \_\_\_\_\_ (notice) that I \_\_\_\_\_ (leave) my glasses at home.
3. The woman \_\_\_\_\_ (say) that she \_\_\_\_\_ (not see) the man before.

4. She \_\_\_\_\_ (hand) in the test book after she \_\_\_\_\_  
\_\_\_\_\_ (finish) the story.
5. The Inspector \_\_\_\_\_ (see) that the killer \_\_\_\_\_  
\_\_\_\_\_ (break) a window.

## VOCABULARY

### Underline the correct word.

Inspector Brown was **influencing/investigating** the crime. First he wanted to know everything about the **victim/victory**. Then he wanted to talk to the **witnesses/police**. He asked them many questions and soon he had a **mention/suspicion**. He examined the murder **weapon/toy** again and found the fingerprints of an office clerk. This man was now a **suspect/conclusion**. Now the police had to **expect/prove** that he was the **murderer/murder**.

## TEXT WRITING

**You have just returned from a holiday in Ireland. Now you are writing an e-mail to your friend in the USA telling him/her about this trip. Your e-mail should be about 120-150 words long.**

Write about

- where you went
- who went with you
- what you did and saw
- what you liked about Ireland
- what you did not like

# TEST 2

## READING COMPREHENSION

### Extreme Sports

Extreme sports are developed for everybody, not just crazy kids who want to test their limits. Now New Zealand once again leads the world in stupid things to do.

You may have tried bungee jumping, sky diving, white water rafting or other fun activities to feel energised but if you are willing to try something radical, completely different from other adventure sports, then you've got to try Sphereing®! You get the chance to take part in a totally bizarre and fun experience. You are protected by a massive cushion of air while screaming your lungs out.

Sphereing®, also called zorbing™ or globe-riding, is the latest trend sport. People roll down a hill in a sphere, generally made of transparent plastic. Sphereing is usually done on a gentle slope, but can also be done on a level surface or on water. There the rider has more control. Where there are no hills available people have begun constructing metal ramps.

Most spheres are constructed for a single rider, but some hold two or three. The longer runs are approximately half a mile. Globe-riding is very popular in New Zealand and the very first Zorb site was in Rotorua.

The sphere is a double-hulled sphere, with one ball inside the other with an air layer in between. This acts as a shock absorber for the rider.

Many spheres have straps to hold the rider in place, others leave the rider free to walk the sphere around or be tossed about freely by the rolling motion. A typical sphere is about 3 metres in diameter, with an inner sphere size of about 2 metres, leaving a 50 – 60 centimetre air cushion around the riders. Spheres usually have one or two tunnel-like entrances.

Mark the following statements true (T) or false (F).

	T	F
1. Spheres can only be used by one person at a time.		
2. Globe-riding is very popular in Australia.		
3. Spheres are usually made of transparent plastic.		
4. Longer runs are usually half a mile.		
5. Globe-riding can be done on water too.		
6. A sphere must at least be 4 metres in diameter.		
7. Inside a sphere you are well protected.		



## LISTENING COMPREHENSION

### Teenage Issues

Listen to a family therapist talking about teenage issues. Then tick (✓) T (True) or F (False).

	T	F
1. Teenagers often argue because they experience intense changes.		
2. Many teenagers only use their smart phone to call friends.		
3. Many parents limit their children's computer time.		
4. It's normal that teenagers focus more on friends than on family.		
5. Extremely rude behaviour should be tolerated or ignored.		
6. Parents should take their teenagers' problems seriously.		
7. Curfews (hier: Zeit, zu der man zuhause sein muss) should be age appropriate.		
8. Bad friends are always a cause for alarm.		

## FOCUS ON GRAMMAR

### 1. Complete the if-clauses.

- Tom is reading the newspaper. There is a lot about economic problems, war and violence. Tom is getting angry. He thinks, "If I \_\_\_\_\_ (be) an important politician, I \_\_\_\_\_ (try) to help people."
- Walking through town you notice a poster announcing a concert of your favourite pop-star. You say "If there \_\_\_\_\_ (be) still tickets available, I \_\_\_\_\_ (buy) tickets."
- Looking out of the window in the morning you are surprised by the nice weather. You say, "If the weather \_\_\_\_\_ (be) like that in the afternoon, I \_\_\_\_\_ (go) for a walk."
- Your friend asks you to take him to the airport. Unfortunately your car has broken down. You say, "I'm so sorry! If I \_\_\_\_\_ (have) a car, I \_\_\_\_\_ (take) you to the airport."

### 2. Circle the correct tense: past simple or past continuous/progressive.

- I **waited/was waiting** at the bus stop when it started to rain.
- She had a restless night and **woke up/was waking up** early this morning.
- Brian felt really tired, so he **turned/was turning off** the TV and went/was going to bed.
- Tina and Alex **walked/were walking** home from school when they saw the accident.
- They **wrote/were writing** a test when the fire alarm went off.
- Yesterday something strange **happened/was happening**. At 10 p.m. the telephone **rang/was ringing** but there was nobody on the phone when I picked up.
- When the storm broke we **closed/were closing** all the windows.
- I **didn't know/wasn't knowing** that you had a new smart phone. – Well, you never asked.

### 3. Use some/any + compounds (e.g. something, somewhere, anywhere, somebody ...).

1. Yesterday mum and I went shopping. I saw \_\_\_\_\_ nice T-shirts but I did not buy \_\_\_\_\_ because mum said they were too expensive.
2. I would like \_\_\_\_\_ to drink. Is there \_\_\_\_\_ orange juice left?
3. If you believe in yourself and work hard you can achieve (= erreichen) almost \_\_\_\_\_. – Well, \_\_\_\_\_ people are just lucky and are born rich.
4. Is there \_\_\_\_\_ I can do to help you? You look tired and exhausted. – Well, in fact there is \_\_\_\_\_ you can do for me. We need \_\_\_\_\_ milk and I am too tired to go out again.
5. Did \_\_\_\_\_ call while I was out? – Yes, a boy called Bob rang and wanted to know if your English teacher had given you \_\_\_\_\_ handouts last Monday.
6. In my last summer holidays I did not go \_\_\_\_\_. I had to study for my exam in autumn and did not have time for a summer job. Therefore I did not have \_\_\_\_\_ money. I did not even go on \_\_\_\_\_ daytrips.

## VOCABULARY

Complete the text with the words from the box.

investigation	solve	dead	suspect	evidence	witness	weapon
		victim	arrest	case		

The police called Mr Sherlock Holmes because they wanted him to help them with a murder \_\_\_\_\_. Mr Holmes agreed to help but said that he needed more \_\_\_\_\_ before the police could \_\_\_\_\_ anybody. Holmes wasn't sure if the \_\_\_\_\_ really was the murderer. Holmes talked to the \_\_\_\_\_ again, looked at the murder \_\_\_\_\_ and read the report about the \_\_\_\_\_. He found out that the witness had not watched the crime, but had only found the \_\_\_\_\_ body in front of his house. As Sherlock Holmes was very clever he could \_\_\_\_\_ the \_\_\_\_\_.

## TEXT WRITING

**You have an e-mail friend in the USA. At school he/she is doing a project about sports all over the world. He/She has asked you for information about sports in Austria and how teenagers feel about sports.**

- In your e-mail you must:
- tell him/her what sports you practice and/or are interested in
  - explain which sports are popular with teenagers in Austria
  - describe what kind of sports are offered at your school
  - give some information about your family and sports

**Your e-mail should be about 150 words.**



# TEST 3

## READING COMPREHENSION

### The Dangers of Fast Food

Every day, about one-quarter of American adults eat at a fast-food restaurant. Fast food is cheap, tasty and can be prepared quickly. Unfortunately fast food is high in saturated fat and calories, but it is low in fibre and nutrients. As a result half of America's adults and one-quarter of its children are obese (= fettsüchtig), double the rate of a generation ago. Some people think chicken nuggets are a healthier alternative, but even they are flavoured with beef extract and contain twice as much fat as an ordinary hamburger.

Although most people do not have health problems related to fast food until they are in their forties – obesity and diabetes are at the top of the list – the problems already start before children enter kindergarten. Children can be influenced quite easily and therefore fast-food chains target children in their advertising campaigns. About 96% of American school-aged children recognize Ronald McDonald, almost every American child eats at a fast food restaurant at least once a month.

Fast food uses cheap labour, usually supplied by teenagers. Although a part-time job can teach teenagers responsibility, teenage boys who work long hours are more likely to use drugs and get into trouble.

Working in a fast-food restaurant can also be dangerous. Each year about 20,000 teenagers are injured, about twice as many as adults.

To keep meat prices low, most slaughterhouses (= Schlachthäuser) have moved out of big cities and into small towns. Some people claim that instead of hiring skilled workers, meatpacking plants often employ immigrants who are willing to work hard for little money on assembly lines that turn living cattle into frozen hamburgers at record speed. Each year, at least one-third of all meatpackers are injured on the job.

To counteract the dangers of fast food and fast life the organization Slow Food was founded in 1989. Its members want to make sure that local food traditions do not disappear and they want people to know more about the food they eat, where it comes from, how it tastes and how our food choices affect the rest of the world.

They say "Slow Food" is good, clean and fair food. The organization believes that the food we eat should taste good, that it should be produced in a clean way that does not harm the environment, the animals or our health, and that food producers should receive fair compensation for their work.

Mark the following statements true (T) or false (F).

	T	F
1. Every day about one third of American adults eat at a fast food restaurant.		
2. Fast food is high in fat, fibre and nutrients.		
3. Chicken nuggets are healthier because they contain less fat than hamburgers.		
4. Most people do not have health problems until middle age.		
5. Fast food chains employ teenagers because they are often cheaper than adults.		
6. More teenagers than adults are injured while working in a fast-food place.		
7. Slaughterhouses have moved out of big cities and to small towns.		
8. The organization Slow Food was founded to help people who work for fast food chains.		
9. Slow Food wants people to be more interested in the food they eat.		
10. Slow Food believes that food producers should get a fair price for their products.		

## FOCUS ON GRAMMAR

### 1. Use reported speech to change the dialogue into a text.

Yesterday Tim had a test. After the test he and his mum talked about it:

- Mrs Johnson: How was your English test? (She asked ...)
- Tim: We had to make up an interview with Morgan Spurlock. He is the guy who only ate Mc Donald's food for a month. It was an experiment. (He answered ... He added ...)
- Mrs Johnson: Did Morgan like eating all that junk food? (She wanted to know ...)
- Tim: I don't really know. After 22 days his doctors told him to stop the experiment but he didn't listen to them. (He replied ...)
- Mrs Johnson: I hope Morgan didn't have any serious problems. (She said ...)

### 2. Make passive sentences.

1. Tim/ask/to leave the room/yesterday.
2. This newspaper/read/many people/every day.
3. The supermarket around the corner/close/next week.
4. You/ever/attack/dog?
5. A new government/elect/next Sunday.
6. Many Sioux/kill/at Wounded Knee/in 1890.

### 3. Fill in the correct tenses.

1. Sarah told us that she \_\_\_\_\_ (see) our teacher at the cinema the day before.
2. If I \_\_\_\_\_ (not miss) the train I will be on time.
3. Paul said that he \_\_\_\_\_ (never talk) to me again.
4. George isn't very good at playing squash because he \_\_\_\_\_ (not play) for a very long time.

#### 4. Fill in adjective or adverb.

1. You must go and see the show. It's \_\_\_\_\_ (absolute) terrific.
2. Paul speaks Russian \_\_\_\_\_ (fluent).
3. This is such an \_\_\_\_\_ (interesting) book. It has \_\_\_\_\_ (complete) changed my opinion on modern art.
4. You look so \_\_\_\_\_ (good) in this dress. You should always wear \_\_\_\_\_ (colourful) clothes.
5. Sam has been absent for a week now. I hope he is not \_\_\_\_\_ (serious) ill.
6. Don't give up so \_\_\_\_\_ (quick)! You have worked so \_\_\_\_\_ (hard), I'm sure you will pass the exam!
7. Let's go to the cinema! –Yeah, sounds \_\_\_\_\_ (good).

### VOCABULARY

#### 1. Complete the dialogue with the words and phrases in the box.

- loudly as I could
- shocked
- very helpful
- lying on the floor
- did you do
- just me
- are asking that
- you opened the door to the living room
- everywhere
- Mrs Brown's cousin

A: What did you see when \_\_\_\_\_?

B: It was terrible. Mrs Brown was \_\_\_\_\_.

There was blood \_\_\_\_\_.

A: Was anyone else in the room?

B: No, it was \_\_\_\_\_ and the dead woman.

A: So, what \_\_\_\_\_?

B: I shouted as \_\_\_\_\_.

A: I see. And who was the first person that came?

B: That was \_\_\_\_\_.

A: And was he as \_\_\_\_\_ to see the dead body as you were?

B: It's strange that you \_\_\_\_\_. He seemed unusually calm.

A: That's interesting. Thank you, you've been \_\_\_\_\_.

## 2. Put the dialogue into the correct order.

- ☐ A: Hi Tom, how are you?
- ☐ A: Then just forget about the two idiots!
- ☐ A: Why, what's the matter?
- ☐ A: See you.
- ☐ A: But that's unfair! I'm sure they would like to have good grades too. They are just not as intelligent as you.
- ☐ A: I know. But there are nice people in your class too.
  
- ☐ B: Maybe, but that doesn't make life easier for me.
- ☐ B: Yes, of course.
- ☐ B: Hi Mary, well, not so good.
- ☐ B: Well, I'll try. Thanks! See you!
- ☐ B: There are these two boys in my class who say I'm a nerd because I don't like parties and have good grades.

## WRITING TASK

**You have an e-mail friend in the USA. At school he/she is doing a project on food and eating habits all over the world. He/She has asked you for information about food in Austria.**

In your e-mail you must include information

- about the kind of food you like and what your eating habits are
- about your national cuisine (traditional Austrian food)
- about the kind of food teenagers and people your age prefer and why
- what you think about fast food, junk food or healthy food

**Your e-mail should be about 150 words.**

# TEST 4

## READING COMPREHENSION

### Native Americans today

Today there are about two million Native Americans in the United States and one million in Canada. The term "Native American" includes over 500 different groups. Not all of them live in similar situations. There are those who live in reservations but between one-third and one-half of the Indian population in the United States now lives in cities. On the whole Native Americans living in cities are better off than those spending their lives in reservations. But they are still among the poorest people. In 2004 21% of Native American families lived below the federal poverty line (= Armutsgrenze).

The main problems all Native American communities have to cope with are unemployment, high school drop out rates, alcoholism, high crime rates, health problems and discrimination. Some years ago statistics said that three of the ten poorest counties in the USA were Sioux reservations in South Dakota.

Today Native Americans are looking for ways to improve their difficult social and economic situation. One idea has proved quite successful. Some tribes founded casinos on Indian reservations. This meant jobs for a lot of people. The profit they made helped to build schools, improve the infrastructure and to preserve Native American traditions. Today there are about 400 Indian casinos in the United States.

There are many Native American languages but most children no longer learn the language of their fathers and so these languages may die out. Today there are already many Native Americans who have grown up without their native language, and it is difficult to learn a new language as an adult. Therefore some communities are trying to find older people who teach the youngest generation the language before it is too late.

Native American art, on the other hand, has become very popular over the years. Many Indian artists sell their products to both tourists and serious art collectors.

Mark the following statements true (T) or false (F).

	T	F
1. Most Native Americans live in cities.		
2. The situation in the reservations is better than in the cities.		
3. Many Native Americans are alcoholics.		
4. There are no Sioux in North Dakota.		
5. Lots of Native Americans lost their jobs because of the casinos.		
6. It is easier to learn a language when you are still a kid.		
7. Nobody wants to buy Native American art.		

# Kompetent AUFSTEIGEN



Kompetenzen erwerben und festigen



Bildungsstandards erreichen

Die neue Reihe *Kompetent AUFSTEIGEN* entspricht dem **neuen, aktuellen Unterricht** an österreichischen AHS und NMS. Schülerinnen und Schüler sollen den Lernstoff **wirklich verstehen** und das Gelernte **eigenständig anwenden** können.

*Kompetent AUFSTEIGEN* hilft den Lernenden, ihr **Wissen** und ihr **Können zu verbinden**. Die Reihe basiert auf den festgelegten **Bildungsstandards** und bietet Erfolgserlebnisse, **Sicherheit und Freude am Lernen!**

- Zahlreiche unterschiedliche Übungen, die Abwechslung bieten und das Denken anregen – kein „mechanisches Ausfüllen“
- Österreichischer Lehrplan
- Kann neben jedem Schulbuch verwendet werden
- Verfasst von erfahrenen, kompetenten österreichischen Pädagoginnen und Pädagogen
- Leicht verständliche Erklärungen, einprägsame Merksätze
- Ein ausführliches, beigelegtes Lösungsheft zur einfachen Selbstkontrolle

*Kompetent AUFSTEIGEN* Englisch 4 – Schularbeits-Trainer

**Jetzt mit Hörverständnis-CD!**

Kompetenz erlangen in den Bereichen:

- Listening
- Reading
- Grammar
- Text Writing
- Vocabulary

ISBN 978-3-7074-1892-7

€ 12,99



9 783707 418927

Infos und Musterseiten zu allen erschienenen Titeln unter  
[www.ggverlag.at](http://www.ggverlag.at)