

Gymnasium

Besser in

Englisch

6. Klasse

Mit Lösungsheft und
 Audio-CD

Cornelsen

SCRIPTOR

Ingrid Preedy

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Englisch

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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 denen im **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

Zum **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****Die Personalpronomen**

Man benutzt **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.

2 Sprache verstehen

Das musst du am Ende der Klasse 6 können:

- ▷ Neu gelernte grammatikalische Strukturen verstehen und anwenden
- ▷ Erkennen, wann welche Zeiten angewendet werden müssen
- ▷ Einfache Satzaussagen richtig konstruieren
- ▷ Erkennen, ob Subjekt und Verbform übereinstimmen
- ▷ Grammatische Regeln mit eigenen Worten formulieren und Beispiele geben

2.1 Wortart: Verb – Die Zeiten (*tenses*)

REMEMBER

Das *simple past*

Du benutzt das *simple past* (die einfache Vergangenheit), um über die Vergangenheit zu berichten oder eine Geschichte zu erzählen.

Signalwörter für das *simple past* sind z. B.: *yesterday, a month ago, in 1886, last week/last weekend/last Saturday.*

So bildest du das *simple past* von *be*: *am, is → was are → were*

I	was	we	were
you	were	you	were
he/she/it	was	they	were

1 Write the correct form of the past tense of *be*.

Setze die richtige Form der Vergangenheit von *be* ein. Schreibe in dein Heft.

EXAMPLE

Mary ill.

Mary was ill.

The boys very happy with the fireworks

The boys were very happy ...

1. I _____ at a Bonfire Party last year.
2. The weather _____ cold but dry.
3. My friend and I _____ very hungry after the bonfire.
4. My rockets _____ the best.

2 Write the correct form of the past tense of *be*.

Setze die richtige Form der Vergangenheit von *be* ein.

Last year our neighbours' bonfire (1) _____ very big. It (2) _____

_____ exciting. But soon I (3) _____ very hungry and cold.

It (4) _____ November and it (5) _____ dark outside. My mother

(6) _____ at work but my father (7) _____ at home. The doll at

the top of the neighbours' bonfire (8) _____ Guy Fawkes.

He _____ (9) a bad man and in 1605 he and his "gang" (10) _____

_____ under the Houses of Parliament with gunpowder

But the King and his men (11) _____ clever. They (12) _____

under the Houses of Parliament, too, and soon Guy Fawkes and his

men (13) _____ in trouble.

¹ gunpowder = Schießpulver.

3 Make sentences.

Bilde Sätze und schreibe sie in dein Heft.

EXAMPLE

The children _____ noisy *The children were noisy.*

1. The fireworks _____ expensive
2. The bonfire _____ big
3. The fireworks _____ dangerous
4. The night _____ cold

5. The party fun
6. The people friendly
7. The Guy good
8. The food good
9. The sausages great

4 Say it in English.

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

1. du am 5. November krank warst.
2. die Schule im Oktober geschlossen war.
3. dein Vater gestern zuhause war.
4. die Party großartig war.
5. die Feuerwerkskörper teuer waren.

REMEMBER



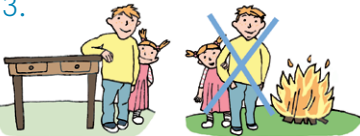
Simple past von be: Verneinung



Die Verneinung des Verbs **be** im *simple past* bildest du mit **not** hinter **was** oder **were**. (Die Kurzformen sind **wasn't** und **weren't**)

Beispiele: I was at home yesterday. I wasn't at school.
We were at a party last week. We weren't at the cinema.

5 Look at the pictures and write sentences.

Schreibe Sätze mithilfe der Bilder.

1.  2.  3. 

4.  5. 

Jack Peter Janet

REMEMBER

Simple past von *be*: Fragen

Bei Fragen im *simple past* mit *be* vertauschst du Subjekt und Verb.

Beispiele:

Tim was at home. The children were at the party.
↙ ↘
Was Tim at home? Were the children at the party?

6 Write the questions.

Schreibe die Fragen auf. Benutze keine Fragewörter.

EXAMPLE

The fireworks were expensive. Were the fireworks expensive?

1. Tina was at the party.
2. The party was great.
3. Guy Fawkes was a bad man.
4. There were lots of fireworks at the party.

REMEMBER

Das *simple past* bei anderen Verben

Bei der Bildung des *simple past* musst du zwischen den regelmäßigen und den unregelmäßigen Verben unterscheiden. Die unregelmäßigen Verben haben eine eigene Formen, die du auswendig lernen musst.

Beispiel: I go – I went

Bei den regelmäßigen Verben hängst du ein *-ed* an den Infinitiv an, und zwar bei allen Personen.

Es gibt bestimmte Schreibregeln, die du beim Anhängen von **-ed** beachten musst:

Die Buchstaben **b, d, m, p, s** und **t** verdoppeln sich, wenn die letzten drei Buchstaben Konsonant+Vokal+Konsonant sind.

Beispiel: stop → stopped

Bei **y** am Verbende wird das **y** zu **i**.

Beispiel: carry → carried

Beachte: play → played; stay → stayed

An ein stummes **-e** hängst du niemals **-ed** an. (Du schreibst nie **-eed** am Ende.)

Beispiel: phone → phoned

Merke: Im Deutschen verwenden wir oft das Perfekt, um auszudrücken, was z. B. gestern passiert ist. Im Englischen müssen wir immer das *simple past* benutzen, wenn wir sagen, wann in der Vergangenheit etwas passierte.

Beispiel: Yesterday I went to the cinema. – Gestern bin ich ins Kino gegangen.

7 Write the verbs in the simple past. They are all regular verbs.

Schreibe die Verben im *simple past* in dein Heft. Sie sind alle regelmäßig.

answer ask arrive believe call climb copy

cry drop hate invite swap tidy up try

8 Put the verbs in brackets in the right form of the simple past.

Trage die Verben in Klammern in der richtigen Form des *simple past* in die Lücken ein.

2.1 Wortart: Verb – Die Zeiten (*tenses*)

Guy Fawkes (1) _____ (plan) to kill King James I and to remove everyone in government. The men (2) _____ (be) Catholics who (3) _____ (want) to make all of England Catholic again. One of the men (4) _____ (have) a friend in the Houses of Parliament and he (5) _____ (send) a letter to him. He (6) _____ (tell) him to stay away from the House on the day of the attack.

One of the King's men (7) _____ (find) the letter and (8) _____ (give) it to the King.

Guy Fawkes and friends (9) _____ (put) a lot of gunpowder under the Houses of Parliament, and (10) _____ (wait) for the King to arrive. Suddenly the King's men (11) _____ (come) and (12) _____ (catch) Guy Fawkes and his men. They (13) _____ (kill) him and many of his friends.

9 Say it in English.

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

1. gestern jemand deinem Bruder einen Brief geschickt hat.
2. du den Brief gefunden hast.
3. du auf deinen Bruder gewartet hast.
4. du ihm den Brief gegeben hast.

REMEMBER

Simple past: Verneinung

Die Verneinung im *simple past* bildest du immer mit **didn't** und der Grundform des Verbs, wenn kein anderes Hilfsverb im Satz ist.

Beispiel: I **didn't** buy any fireworks for Bonfire Night.

He **didn't** have a Bonfire party last year.

10 Finish the sentences.

Vervollständige die Sätze.

EXAMPLE

John (write, not) a letter to his mother.

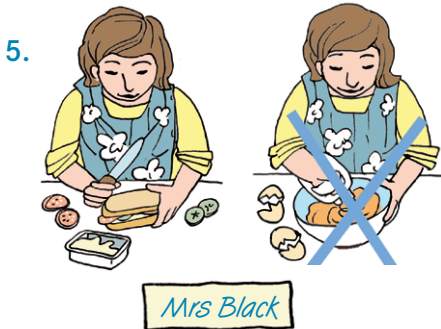
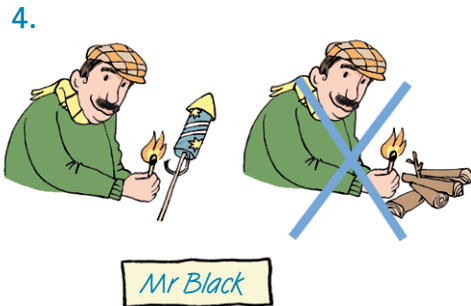
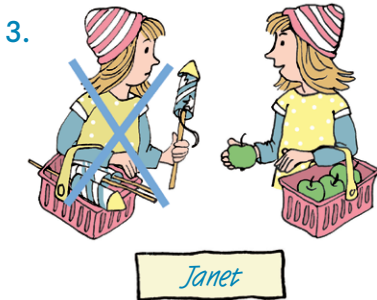
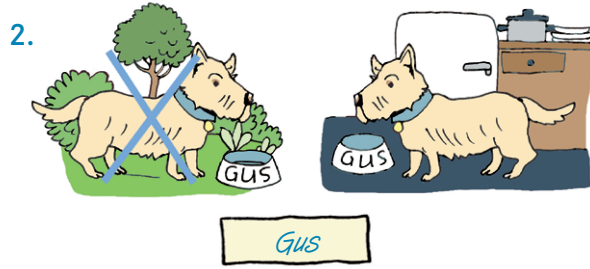
John didn't write a letter to his mother.

1. You (wash, not) the dishes.
2. John (buy, not) fireworks.
3. Jack and Jill (go, not) to the party.
4. Mary (light, not) the bonfire.
5. They (do, not) their homework last night.
6. They (eat, not) anything at the party.
7. Max (make, not) the Guy yesterday.
8. Max (do, not) his homework.
9. He (watch, not) TV yesterday.
10. He (go, not) out last night.

2.1 Wortart: Verb – Die Zeiten (tenses)

11 Look at the pictures and make two sentences. Use the simple past.

Schau dir die Bilder an und schreibe zu jedem Bildpaar zwei Sätze in dein Heft. Verwende das *simple past*.



12 Say it in English.

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

1. du gestern nicht zur Schule gegangen bist. *I didn't ...*
2. du Jack im Krankenhaus besucht hast.
3. Jack seine Hand beim Feuerwerk verletzt hat.
4. er nicht sofort ins Krankenhaus gegangen ist.

REMEMBER

Simple past: Fragen

Fragen im *simple past* bildest du mit **did**, wenn kein anderes Hilfsverb im Satz steht. Das Vollverb steht im Infinitiv. Das gilt für alle Personen. So können Fragen im *simple past* aussehen:

Fragewort	Hilfsverb	Subjekt	Vollverb	Objekt	andere Satzteile
When	did	Guy Fawkes	live?		
How much	did	the fireworks	cost?		
	Did	Tom	hurt	his hand	badly?

Wenn du Fragen im *simple past* mit **yes** oder **no** beantwortest, antwortest du mit einem ganzen Satz.

Beispiel:

Did you go to the party yesterday?

Yes, I did. No, I didn't.

13 Make questions.

Draw a table in your exercise book. Write the questions in it.

Zeichne eine Tabelle wie oben in dein Heft. Bilde Fragen und trage sie in die Tabelle ein.

EXAMPLE

Max ride a bicycle to the party yesterday

Did Max ride a bicycle to the party yesterday?

- they dance at the bonfire party last week
- John buy those fireworks

2.1 Wortart: Verb – Die Zeiten (tenses)

3. she make the bonfire yesterday
4. John and Mary come to your party last year
5. they go to the party by car
6. Max light the bonfire
7. I tell you to light the bonfire
8. it rain on 5th November last year
9. you have a bonfire when you were young

14 Make questions.

The underlined words are the answers. What are the questions?

Bilde Fragen. Die unterstrichenen Wörter und Wortgruppen sind die Antworten. Schreibe die Fragen in dein Heft.

EXAMPLE

Every year people in Britain celebrate “Guy Fawkes Night” on 5th November.

Question: *What do people in Britain celebrate every year on 5th November?*

Answer: “Guy Fawkes Night”.

1. Last week Linda got an invitation to Bob’s Bonfire Night party.
2. She bought fireworks for the party.
3. Linda’s mother took her to the party in the car because it was at the other side of town.
4. The party started at 7 o’clock.
5. Bob had a great Guy at the top of his bonfire.
6. His father lit the fire when all the people were there.
7. They put potatoes in the fire.
8. When the fireworks started the cat ran up a tree.
9. Bob’s mother used a bit of fish to try to get the cat down from the tree.
10. The party finished at 9.30.

15 Put in the right question words.

Ergänze die richtigen Fragewörter.

1. will you go to town? – By bus.
2. is he returning home? – Tomorrow afternoon.
3. are you going for your holiday? – I'm going to Turkey.
4. are you thinking about? – I'm thinking about my next test.
5. book is this? – It's mine.
6. picture do you like, this one or that one? – I like that one because it is nicer.
7. does your grandmother usually eat lunch? – At 12 o'clock.
8. don't you want to go swimming? – Because it's too cold.
9. is the boy in the photo? – That is my brother.
10. will you visit that museum? – Next week.

16 Use the verbs to finish the answers and then write the questions in the past tense.

Vervollständige die Antworten mithilfe der unten stehenden Wörter und schreibe sie dann zusammen mit den Fragen auf.

buy *eat* *get up* *go* *go* *learn*
leave *live* *start* *want* *travel*

2.1 Wortart: Verb – Die Zeiten (*tenses*)

1. Answer: He [] an apple.

Question: *What* [] ?

2. Answer: We [] to the cinema.

Question: *Where* [] ?

3. Answer: They [] by train.

Question: *How* [] ?

4. Answer: I [] school in 1990 when I was 16.

Question: *When* [] ?

5. Answer: I [] at 8 o'clock this morning.

Question: *When* [] ?

6. Answer: The film [] at 8 o'clock.

Question: *When* [] ?

7. Answer: He [] a new car last week.

Question: *What* [] ?

8. Answer: She [] to see a friend in hospital.

Question: *What* [] ?

9. Answer: My mother [] English at school.

Question: *What* [] ?

10. Answer: We [] in England when I was young.

Question: *Where* [] ?

11. Answer: Guy Fawkes [] to blow up the Houses of Parliament.

Question: *What* [] ?

17 Say it in English.

Schreibe in dein Heft. Frage auf Englisch, ...

1. ob Linda letztes Jahr eine Halloween-Party hatte.
2. ob Peter gestern Feuerwerkskörper gekauft hat.
3. wann die Party gestern anfang.
4. ob es während der Party regnete.

18 Bad photos!

Mrs MacIntosh took bad photos on Bonfire Night. You cannot see what the people on the photos did. Ask questions about what the people did. Write the answers, too.

Mrs MacIntosh hat schlechte Fotos gemacht. Man kann nicht erkennen, was die Menschen auf den Fotos gemacht haben. Schreibe Fragen dazu auf, was die Menschen gemacht haben. Antworte auch.

EXAMPLE

Mark buy fireworks → No buy drinks

Did Mark buy fireworks? No, he didn't, he bought drinks.

1. Janet hurt her head → No hurt her hand
2. John light fireworks → Yes
3. Peggy eat sandwiches → No cake
4. Max, the dog hide under the bed → Yes
5. Molly clean the kitchen → Yes
6. Fred and Tim collect paper for the bonfire → No
collect old chairs
7. Mark repair his bike → No repair the stereo equipment
for music for the party

19 Say it in English.

Schreibe in dein Heft.

a) Sage auf Englisch, dass ...

1. Guy Fawkes im Jahr 1605 lebte.
2. er versuchte, den König zu töten.
3. dein Vater letztes Jahr Feuerwerkskörper gekauft hat.
4. du letztes Jahr zum ersten Mal auf einer "Bonfire Night Party" warst.

b) Frage, ...

1. wo Guy Fawkes gelebt hat.
2. ob Guy Fawkes den König verletzte.
3. wie lange die Party gestern dauerte.
4. wie viele Feuerwerkskörper dein Vater gekauft hat.

REMEMBER

Das *past progressive*

Du benutzt das *past progressive*, um zu sagen, dass eine Handlung in der Vergangenheit gerade im Gange war, als plötzlich etwas anderes passierte.

Du bildest das *past progressive* mit **was/were** + verb + **-ing**

Beispiele: **I was watching the bonfire when the phone rang.** Ich beobachtete gerade das Freudenfeuer, als das Telefon klingelte.

She was eating a sandwich when a firework landed next to her. Sie aß gerade ein Butterbrot, als ein Feuerwerkskörper neben ihr landete.

We were taking photos when Tom hurt his hand. Wir machten gerade Fotos, als Tom sich an der Hand verletzte.

Achtung: Im Deutschen gibt es kein *past progressive*, stattdessen verwenden wir meistens „gerade als“.

1 Complete the sentences.

Ein Feuerwerkskörper landete auf einem Strohdach, welches Feuer fing. Schreibe auf, was die Bewohner des Hauses gerade taten, als es passierte. Ergänze die Sätze mit passenden Wörtern.

collect do make sleep tidy up wash watch work

1. Mr Clarke [] his car.
2. Simone [] her room.
3. Tim and Robert [] in the garden.
4. Clara and Emil [] wood for the bonfire.
5. Gus, the dog, [] on the sofa.
6. Mrs Dickson [] a cake.
7. Fred and Bob [] their homework.
8. Mr Dickson [] football on TV, as usual.

2 Put the verbs in the right form of the simple past or the past progressive.

Setze die angegebenen Verben in die richtige Form des *simple past* oder des *past progressive*.

When David (1) [] (walk) into the garden, Tim and Robert (2) [] (play) football. Mia (3) [] (sit) under the apple tree and she (4) [] (read). David's mother (5) [] (talk) on her mobile phone to one of her friends.

David (6) [] (put) his bag down and (7) [] (start) to collect some wood for a bonfire. It (8) [] (be)

2.1 Wortart: Verb – Die Zeiten (*tenses*)

5th November and the family always (9) (have) a party on that day.

While David (10) (collect) wood and leaves for the bonfire his father (11) (come) home with a big bag of fireworks.

He (12) (look) at the children and (13) (say), "Let's help David and then we will have a big bonfire." Tim and Robert (14) (stop) playing football and Mia (15) (put) her book down and everybody (16) (make) a big bonfire together. Everybody? No, the children's mother (17) (talk) on the phone still!!

3 Say it in English, please.

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

1. du (gerade) Fußball gespielt hast, als dein Vater nach Hause kam. / *was ...*
2. deine Mutter (gerade) am Telefon redete, als plötzlich eine Maus über ihre Füße lief.
3. du (gerade) deine Hausaufgaben machtest, als dein Computer kaputt ging.
4. du (gerade) einen Guy Fawkes basteltest, als dein Nachbar dir eine Tüte Feuerwerkskörper gab.

REMEMBER**Past progressive: Verneinung und Fragen**

Um einen Satz zu verneinen, fügst du das Wort **not** direkt hinter **was/ were** ein.

Beispiele: I was learning English → I was not learning German.
 You were doing your homework. → You were not making a bonfire.

Um eine Frage zu bilden, vertauschst du das Subjekt des Satzes und das Hilfsverb. Das ist genau wie in Deutschen.

Beispiele:

Bob was making a bonfire.

They were collecting wood.

Was Bob making a bonfire?

Were they collecting wood?

4 What were they doing while Mr Jackson was making a bonfire yesterday?

Was taten die Personen gerade, als Mr Jackson ein Feuer machte?
 Bilde jeweils zwei Sätze wie in dem Beispiel. Schreibe in dein Heft.

EXAMPLE

Tim (play with the dog ✗ / play computer games ✓)

Tim was not playing with the dog. He was playing computer games.

1. Mia (do the dishes ✗ / the cooking ✓)
2. Robert and Emil (collect wood ✓ / old paper ✗)
3. Mr Martin (buy fireworks ✓ / food for the party ✗)
4. Mrs Martin and Jenny (make a cake ✗ / sandwiches ✓)
5. Peter (tidy up the garden ✓ / his room ✗)

5 And what were the others doing?

Was taten die anderen gerade? Benutze die unterstrichenen Satzteile, um Fragen zu stellen. Schreibe in dein Heft.

EXAMPLE

Robert was helping his father all afternoon. Who was Robert helping?

1. Linda was choosing the music for the party.
2. Paul was doing his homework in his room.
3. Susan and Hannah were playing hockey for their school.
4. Mrs Jackson was working in the kitchen from 9 o'clock till 12 o'clock.

6 Which sentences/questions use the past progressive?

Welche Sätze/Fragen stehen im *past progressive*? Setze einen Haken (✓) in die richtigen Kästchen.

1. Last week my father was working in London. ☐
2. My mother went to visit him. ☐
3. It was 5th November when she was there. ☐
4. There were lots of people outside the Houses of Parliament. ☐
5. What were they doing there? ☐
6. They were waiting for the King. ☐
7. But the King knew about the plan to kill him. ☐
8. The King's men were waiting for Guy Fawkes. ☐
9. They caught him and killed him. ☐
10. Ah, yes, Guy Fawkes was my father's friend. ☐

7 Which sentences/questions use the simple past?

Welche Sätze/Fragen stehen im *simple past*? Setze einen Haken (✓) in die richtigen Kästchen.

1. Yesterday I went shopping for food for the party. ☐
2. John's Dad was driving to the hospital. ☐
3. Did you visit John in hospital yesterday? ☐

4. No, but I was thinking about it.
5. Well, I went two days ago.
6. He was lying in his bed.
7. Was he OK?
8. Yes, two young girls were talking to him.

8 Put the verbs into the correct tense (simple past or past progressive).

Setze die Verben in die richtige Zeit (*simple past* oder *past progressive*).

1. When I _____ (do) the washing-up after the bonfire party, I _____ (break) a plate.
2. While Tom _____ (play) in the garden, his mother _____ (do) the washing-up.
3. He was so hungry and thirsty that he _____ (drink) some juice and then he _____ (eat) two sandwiches before the party.
4. I _____ (have) dinner when I suddenly _____ (hear) a loud bang. It was an old firework.
5. While my father _____ (work) in the garden with the bonfire, an old friend _____ (stop) to talk to him.
6. Mary _____ (go) to school, _____ (take) out her textbook and _____ (begin) to read. She had a test about Guy Fawkes.
7. I _____ (not / understand) what the policemen _____ (talk) about. But one policeman said, "Little boys and fireworks are not a good mixture."

2.1 Wortart: Verb – Die Zeiten (*tenses*)

9 Put the verbs in the right tense – simple past or past progressive.

Setze die Verben in die richtige Zeit (*simple past* oder *past progressive*).

1. At seven o'clock, Bill _____ (*sit down*) at the table and _____ (*begin*) to eat dinner. At five past seven, Bill _____ (*eat*) dinner. While Bill _____ (*eat*) dinner, Mary _____ (*come*) home. In other words, when Mary _____ (*come*) home, Bill _____ (*eat*) dinner. Bill went to bed at 10:30. At eleven o'clock Bill _____ (*sleep*). While Bill _____ (*sleep*) the phone _____ (*ring*). In other words, when the phone _____ (*ring*), Bill _____ (*sleep*).
2. The next morning, Bill _____ (*leave*) the house at eight o'clock and _____ (*start*) to walk to school. While he _____ (*walk*) to school, he _____ (*see*) Mr Simms. When Bill _____ (*see*) him, Mr Simms _____ (*work*) in his front yard. He _____ (*collect*) leaves. Mr Simms _____ (*wave*) at Bob when he _____ (*see*) him.

10 Answer these questions.

Beantworte die Fragen in deinem Heft.

1. What were you doing yesterday at 2 o'clock in the afternoon? *I was ...*
2. What was your mother doing yesterday at 7 o'clock in the evening?

3. What were you doing last Saturday at 2 o'clock in the afternoon?
4. What were you doing at 12 o'clock at night last December 31st?
5. What were you doing last Monday at 8 o'clock when the teacher came into the class?

11 Say it in English.

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

1. es anfang zu regnen, während du die Stühle nach draußen getragen hast.
2. der Hund den Kuchen fraß, während ihr das Feuer beobachtet habt.
3. ihr laute Musik gehört habt, als der Nachbar nach Hause kam.
4. du geschlafen hast, als draußen ein Feuerwerkskörper explodierte.

REMEMBER

Das *present perfect*

Du bildest das *present perfect* mit **have/has** + *past participle* (Partizip Perfekt).

Bei regelmäßigen Verben besteht das Partizip Perfekt aus dem Infinitiv + **-ed**. Es ist die gleiche Form wie die des *simple past*.

Beispiel: clean + **-ed** → cleaned

Die Schreibregeln sind die gleichen wie beim *simple past* (siehe S. 18).

Bei den unregelmäßigen Verben hat das Partizip eine eigene Form, die du auswendig lernen musst.

Das *present perfect* wird benutzt, wenn du sagen willst, **dass** etwas geschehen oder nicht geschehen ist. Du benutzt es nicht, wenn du sagen willst, **wann** etwas geschehen oder nicht geschehen ist. Dann benutzt du das *simple past*.

Signalwörter für das *present perfect* sind z. B.: **already, just, ever, never, not ... yet, yet?** Sie stehen **vor** dem Vollverb.

Beispiel: I have **just** cleaned my room.

2.1 Wortart: Verb – Die Zeiten (*tenses*)

Die **Verneinung** bildest du, indem du das Wort für die Verneinung zwischen **have/has** und das Partizip setzt.

Beispiele: I **have not seen** the book **yet**.

He **has never been** to Spain.

1 Write sentences using the present perfect.

Bilde Sätze mit dem *present perfect* und schreibe sie in dein Heft.

- | | | |
|-----------------------|---------|----------------------------------|
| 1. Robert never | help | Anne with the bonfire. |
| 2. Tim just | visit | his grandmother. |
| 3. Jimmy already | play | on the computer. |
| 4. Susan and Gordon | wash | their car. |
| 5. Andy not | repair | his bike. |
| 6. Bob and Linda just | look at | the photos of last year's party. |
| 7. Tanya already | invite | her best friend to the party. |

2 Write sentences in the present perfect.

After the bonfire party everybody is tired. So they haven't done their jobs yet. Write in your exercise book what they have not done.

Nach der Party sind alle müde. Sie haben ihre Aufgaben noch nicht erledigt. Schreibe im *present perfect* auf, was sie noch nicht gemacht haben.

- | | | |
|-------------------|-----|------------------------|
| 1. Sarah | not | wash the dishes. |
| 2. Joseph | not | make his bed. |
| 3. David | not | buy milk. |
| 4. Lisa | not | be to the supermarket. |
| 5. Ben and Philip | not | tidy up their rooms. |
| 6. Ann | not | feed the cat. |
| 7. Mark | not | clean the kitchen. |
| 8. Hazel | not | empty the bin. |

REMEMBER*Present perfect: Fragen*

Fragen bildest du, indem du die das Subjekt und **have/has** vertauschst.

Beispiele:

Bob has done his homework.

They have collected wood.



Has Bob done his homework?



Have they collected wood?

3 Write questions using the present perfect.

Schreibe Fragen im *present perfect* auf.

1. you write that letter to Mum yet?
2. Jenny lock the door?
3. you see the photos of the party?
4. you read the letter from the neighbour about the noise yet?
5. Maureen watch that film about Halloween yet?
6. how many books about Guy Fawkes Bob read?
7. ever you be to London on 5th November?

4 Put the verbs into the correct tense (simple past or present perfect).

Setze die Verben in die korrekte Zeit. Schreibe die Sätze in dein Heft.

1. I (just finish) my homework.
2. Mary (already write) five invitations.
3. Tom (move) to this town in 1994.
4. My friend (be) in Canada two years ago at Halloween.
5. Last week Mary and Paul (go) to the cinema to see "Scary Movie".
6. I can't take any pictures because I (not buy) a new camera yet.
7. (you ever be) to a Bonfire Night party?

2.1 Wortart: Verb – Die Zeiten (*tenses*)

5 Now choose good verbs and finish the sentences in the correct tense (simple past or present perfect).

Wähle passende Verben und vervollständige die Sätze in der richtigen Zeit (*simple past* oder *present perfect*). Schreibe in dein Heft.

1. The girls not their lunch yet.
2. She a new bike in 2007.
3. Alex and Colin the book. Now they can watch the film.
4. They the car. It looks clean again.
5. Peter football yesterday.
6. I my friend two days ago. He was on a bus.
7. Last year we to Italy on holiday.

6 Put each of the following verbs into either the simple past or present perfect.

Setze die Verben in das *simple past* oder das *present perfect*.

1. Colin (play) tennis for five years when he (be) at school.
2. Gordon (live) in London for the past 15 years.
3. Dad, (you/finish) with the newspaper yet?
4. Mandy, can you help me? I (finish) my homework, but I still don't understand exercise 6.
5. Mum, I don't want any food. I (eat/already) at Paul's house.
6. Tom lives in Liverpool. Before he (move) there in 2000, he (live) in London.

7 Put the verbs in the right form – simple past or present perfect.

Setze die Verben in die richtige Form. Achte bei den Fragen auf die Satzstellung.

1. Colin (fall) off his bike three times this month and it is only the 15th.
2. John (live) in London for five years, but he left in 1993.
3. The Titanic (sink) in 1912.
4. Somebody (steal) my bike! Now I'll have to walk home.
5. Tim (start) school last July.
6. I (see) the movie *Titanic* three times. I'm going to see it again tonight.
7. Ouch! I (cut) my finger!
8. I (lose) my key yesterday, so I couldn't get into the house. After two hours I found it in my jacket pocket.
9. You ever (live) in London?
Yes, I (live) in London when I
 (be) eight years old.
10. You (see) the Queen when you
 (live) in London?
Yes, I (see) her many times.
No, I never (see) the Queen.

8 Say it in English.

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

1. du noch nicht deine Hausaufgaben gemacht hast. *I haven't ...*
2. du gerade gegessen hast.
3. dein Onkel in Florida noch nie Schnee gesehen hat.
4. du schon ein Buch über Guy Fawkes gelesen hast.
5. dein Freund noch nie auf einer Halloween-Party war.

REMEMBER

Will-future und going to-future

Du benutzt das *will-future*, um über **zukünftige Ereignisse** oder Zustände zu sprechen, auf die du keinen Einfluss hast.

Beispiel: *I will be 13 years old on my next birthday.*

Du benutzt das *will-future* auch, um eine **Vorhersage** zu machen oder eine **Vermutung** zu äußern.

Beispiel: *I think it will rain today, so take an umbrella.*

Du benutzt das *will-future* außerdem, um eine **spontane Entscheidung** zu äußern.

Beispiel: *That's the doorbell. I'll go.*

Die Verneinung wird mit *won't* (Langform: *will not*) gebildet.

Beispiel: *We won't see Kathy next week.*

Das *going to-future*

Merke: Das *going to-future* drückt dagegen aus, was jemand zu tun vor hat, also eine **Absicht**.

Beispiel: *Look! This is my plane ticket. I'm going to visit my uncle in Canada next week.*

Das *going to-future* drückt auch aus, dass etwas **unmittelbar passieren** wird.

Beispiele: *Look at those clouds. I think it's going to rain.
That boy is going to be sick if he runs around like that.*

- 1 At a Halloween party Jim asked Jill, a fortune teller, about his future. Here is what she told him. Put the right verbs into the correct form. Use *will*.

Bei einer Halloween-Party hat Jim Jill, eine Wahrsagerin, nach der Zukunft gefragt. Hier sind ihre Antworten. Verwende das *will*-Futur und die Verben aus dem Kasten.

be *earn* *only happen* *help* *love*
meet *not have* *travel*

1. You _____ a lot of money.
2. You _____ around the world.
3. You _____ lots of interesting people.
4. Everybody _____ you.
5. You _____ any problems.
6. Many people _____ you.
7. Everything _____ perfect.
8. But all these things _____ if you marry me.

- 2 Write *will* or *won't* in the sentences.

Ergänze *will* oder *won't* in den Sätzen.

1. Oh, that's the phone. I _____ answer it.
2. If you eat so much you _____ be able to run so fast.
3. Don't stay out too late, you _____ get up in time for school tomorrow.
4. I don't think she _____ pass the test because she isn't very good.

2.1 Wortart: Verb – Die Zeiten (*tenses*)

5. Go to bed and you feel better tomorrow.
6. It's Linda's birthday next month. She be 13.
7. Jack and Jill are on holiday for two weeks so they be here tomorrow.
8. A: I can't hear the television! B: I turn it up for you.
9. It is so hot in here! I open a window.
10. Italy be the next World Champions, I think. They are not very good at the moment.

3 Finish the sentences. Use *will* or *going to*.

Vervollständige die Sätze. Verwende *will* oder *going to*.

1. A: I've got a terrible headache.
B: Have you? I get an aspirin for you.
2. Do you think the test be easy or difficult?
3. A: What are your plans for next summer?
B: I visit some friends in England.
4. A: Did you buy any bread when you were in the supermarket?
B: Oh, no, I forgot. I buy some this afternoon.
5. Paul: Why are you waiting for Ann?
David: Because we watch a football game.

4 Read the sentences and tick (✓) the right form.

Lies die Sätze und setze einen Haken (✓) hinter die richtige Form.

1. Tonight, I ... stay in – I've hired a DVD.

am going to ☐ will ☐

2. I feel terrible. I think I ... be sick.

am going to ☐ will ☐

3. If you have any problems, ask Dad. He ... help you.

is going to ☐ will ☐

4. I forgot to buy bread. I ... go and buy some now.

am going to ☐ will ☐

5. Look at those clouds – it ... rain any minute now.

is going to ☐ will ☐

6. That's the phone – I ... answer it.

am going to ☐ will ☐

7. Thanks for the offer, but Colin ... help.

is going to ☐ will ☐

8. Where are you going?

I am going to see a friend. ☐ I'll see a friend. ☐

9. Would you like tea or coffee?

I'm going to have tea, please. ☐ I'll have tea, please. ☒

10. I think I ☐ get a good mark in my English test.

am going to ☐ will ☐

11. We ... to see "Shrek" tonight. We've got the tickets.

are going to will

12. Do you think Linda ... phone us today?

is going to will

5 Say it in English.

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

1. du glaubst, dass der Englischtest einfach sein wird. *I think ...*
2. vielleicht am 5. November eine tolle Party sein wird.
3. deine Mutter am 5. November 38 sein wird.
4. du hoffst, dass es am Tag der Party nicht regnen wird.

2.2 Die Steigerung von Adjektiven

REMEMBER

Adjektive

Du benutzt **Adjektive**, um Personen und Dinge zu beschreiben und zu vergleichen. Adjektive werden unterschiedlich gesteigert, je nachdem, aus wie vielen Silben sie bestehen.

Regelmäßige Steigerung auf **-er, -est**

Mit **-er** (Komparativ) und **-est** (Superlativ) werden gesteigert:

- ▶ alle Adjektive mit einer Silbe
- ▶ alle Adjektive mit zwei Silben, die auf **-y** enden, wobei aus dem **y** ein **i** wird.

Beispiele:	<i>adjective</i>	<i>comparative</i>	<i>superlative</i>
1 Silbe	small	smaller	smallest
2 Silben und Endung auf -y	happy dirty	happier dirtier	happiest dirtiest

Regelmäßige Steigerung mit **more** und **most**

Hat das Adjektiv zwei oder mehr Silben, dann wird es mit **more** (Komparativ) und **most** (Superlativ) gesteigert.

Beispiel:	<i>adjective</i>	<i>comparative</i>	<i>superlative</i>
2 Silben	careful	more careful	most careful
3 Silben	expensive	more expensive	most expensive

Beachte die Rechtschreibregeln:

Wenn der letzte Buchstabe ein **e** ist, fällt er weg.

Beispiel: nice – nicer – the nicest

Ein Konsonant nach einem kurzen Vokal wird verdoppelt.

Beispiel: hot – hotter – hottest

Wenn der letzte Buchstabe ein **y** ist, wird er zu **i**.

Beispiel: happy – happier – happiest

Unregelmäßige Steigerung

Einige Adjektive haben eine besondere Steigerungsform.

Hier sind einige Beispiele:

<i>adjective</i>	<i>comparative</i>	<i>superlative</i>
good	better	best
bad	worse	worst
little	less	least
much, many	more	most

1 Fill in the missing word.

Schreibe die fehlenden Wörter in dein Heft.

1. nice – nicer; bad – ?

2. angry – angrier; much – ?

2.2 Die Steigerung von Adjektiven

3. more interesting – most interesting; worse – ?
4. coldest – colder; happiest – ?
5. more boring – boring; sunnier – ?
6. strong – stronger; good – ?
7. shortest – short; most difficult – ?
8. most expensive – expensive; cleanest – ?
9. fast – fastest; old – ?
10. hard – hardest; new – ?

2 Fill in the table.

Übertrage die Tabelle in dein Heft. Trage die Wörter ein und vervollständige die Tabelle.

adjective	comparative	superlative
modern

modern hungry quiet bad heavy
poor cool flat long

3 Fill in the comparative or superlative forms of the adjectives.

Setze die Komparativ- oder Superlativformen der Adjektive ein.

1. Mr Green and Mrs White have bought fireworks but Mr Green has bought (many) fireworks than Mrs White.
– Yes, but Mrs White's fireworks are (good).
She always has the (good) fireworks in our street. But she found it (difficult) than last year to get good fireworks.
2. This year's bonfire is (big) than last year's bonfire.
– Well, it is my first bonfire party so I can say that it is the

[] (big) bonfire I have ever seen!

3. John had an accident with some fireworks last year. It was the []

[] (bad) accident that year.

– What happened? – Well, it was the [] (silly) thing.

He is usually [] (careful) than he was that time,

but I think he was just not paying attention. And that is how accidents happen.

REMEMBER

Vergleiche

Vergleichst du zwei Dinge, bei denen es keinen Unterschied gibt, benutzt du **as ... as**.

Beispiel: **This year's fire is as big as last year's fire.** Das Feuer dieses Jahr ist genau so groß wie das Feuer letztes Jahr.

Gibt es jedoch einen Unterschied, so benutzt du entweder **-er than** (Komparativ + **than**) oder **not as ... as**.

Beispiele: **This year's fire is bigger than last year's fire.** Das Feuer dieses Jahr ist größer als das Feuer im letzten Jahr.
This year's fire is not as big as last year's fire. Das Feuer dieses Jahr ist nicht so groß wie das Feuer im letzten Jahr.

Achtung: **then** = dann **than** = als

4 Choose the right word to complete the sentences.

Schreibe das passende Wort in die Lücken.

1. It's better [] I thought.

(as / then / than / like)

2.2 Die Steigerung von Adjektiven

2. Brazil is [] England.
(big than / bigger as / bigger than / bigger like)
3. She is [] in the class.
(best / the best / better than / as good as)
4. I am not as good [] she is.
(as / like / than / then)
5. They were [] expensive fireworks Dad has ever bought.
(more / the more / most / the most)
6. It is [] test that you have ever written.
(better / better / good / the best)
7. The fireworks were [] than in the other shop.
(cheaper / the cheapest / cheapest / cheap)
8. Which of these three bonfires is [] ?
(the biggest / bigger / the big / as big)
9. Fireworks are [] this year than last year.
(more expensive / most expensive / the most expensive / the more expensive)
10. We would be [] by car to the party than by bike.
(quick / quicker / quickest)
11. That bonfire was [] I have ever made.
(the biggest / bigger / big / bigger than)

5 Complete the sentences. Use the word in brackets.

Vervollständige die Sätze. Verwende die Wörter in Klammern.

EXAMPLE

Bob is Sean. (happy) *Bob is as happy as Sean.*

1. Rosa is girl in our class. (pretty)
2. The weather isn't it was yesterday. (hot)
3. The computers in my new school aren't the computers in my old school. (fast)
4. Tim is Robert. (friendly) I like them both.
5. Mandy is her sister. (tall) She is over two metres.
6. The sofa is not the bed. (comfortable)
7. My old bike was not my new bike. (expensive)
8. German is not English. (difficult)

6 Say it in English.

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

1. Feuerwerkskörper genauso gefährlich sind wie Freudenfeuer.
2. man älter sein muss, um Feuerwerkskörper zu kaufen. *You ...*
3. manche Raketen (= *rockets*) nicht so laut sind wie andere.
4. manche Raketen teurer sind als andere.
5. du findest, dass der November der blödeste Monat des Jahres ist.

2.3 Adverbien der Art und Weise

REMEMBER

Du benutzt **Adverbien**, um Verben näher zu beschreiben. Ein Adverb sagt, wie jemand etwas tut.

Adverbien werden meist gebildet, indem man dem Adjektiv ein **-ly** anfügt.

Beispiele:

<i>adjective</i>	<i>adverb</i>
careful	carefully
dangerous	dangerously
quick	quickly
slow	slowly

Endet das Adjektiv auf **y**, so verwandelt es sich in der Adverbform in ein **i**.

Beispiele: easy → easily happy → happily

Es gibt auch unregelmäßige Formen, z. B.:

fast → fast good → well hard → hard

Möchtest du **Adverbien steigern**, musst du Folgendes beachten:

- ▶ Haben Adverb und Adjektiv die gleiche Form, steigertest du mit **-er**, **-est**.
- ▶ Endet das Adverb auf **-ly** am Ende, steigertest du mit **more** – **most**.
- ▶ Die Adverbien **well** und **badly** haben Sonderformen:
 well – better – best
 badly – worse – worst

1 Fill in the table.

Vervollständige die Tabelle.

<i>adjective</i>	<i>adverb</i>	<i>adjective</i>	<i>adverb</i>
happy		heavy	
careful		clear	
fast		easy	
good		bad	
quick		hard	

2 Choose the right word – adverb or adjective – and tick ☒ the box.

Wähle das richtige Wort – Adjektiv oder Adverb – und setze einen Haken ☒ hinter die richtige Form.

1. She played . beautiful ☐ beautifully ☐
2. The TV's far too . loud ☐ loudly ☐
3. She speaks so very . quick ☐ quickly ☐
4. She's a learner. quick ☐ quickly ☐
5. I know them quite . good ☐ well ☐
6. Check your work . careful ☐ carefully ☐
7. He's a actor. terrible ☐ terribly ☐
8. He will pass the test . easy ☐ easily ☐
9. He's really lazy and doesn't try . hard ☐ hardly ☐
10. They messed things up . complete ☐ completely ☐
11. It was a day for us all. sad ☐ sadly ☐
12. The girl laughed when she won. happy ☐ happily ☐

3 Fill in the table.

Lege eine Tabelle nach folgendem Muster an. Vervollständige sie.

<i>adverb</i>	<i>comparative</i>	<i>superlative</i>
<i>happily</i>

loudly *quietly* *badly* *sadly* *fast*

hard *well* *beautifully* *easily*

4 Listen to track 1 on the CD and finish these sentences with the right words.



Track 1

Hör dir Track 1 auf der CD an und vervollständige die Sätze.

angrily *fast* *happily* *loudly* *quietly* *slowly*

- The person asked _____ .
- The car drove _____ .
- The tortoise moved _____ .
- The singer announced ¹ the song _____ .
- The boy shouted _____ .

¹ to announce = ansagen

5 Write the correct form of the adverb in the sentences.

Schreibe die richtige Form des Adverbs in die Lücken.

- Meg jumped _____ (*high*) than Bob but Tina jumped 2 cm _____ . In fact she jumped _____ in her class.
- The school football team played _____ (*badly*) than they did last year.

2.4 Mengenbezeichnungen bei zählbaren/nicht zählbaren Nomen

REMEMBER

Zählbare Nomen bezeichnen Dinge, die gezählt werden können.

Beispiele: ten books three children two schools

Nicht zählbare Nomen bezeichnen Dinge, die nicht gezählt werden können. Sie haben keine Pluralform.

Beispiele: water happiness music love

Die Mengenbezeichnungen richten sich danach, ob die Nomen zählbar oder nicht zählbar sind.

Bei zählbaren Nomen benutzt man: a lot of/lots of – (not) many – how many?

Beispiele: There are a lot of books on the table.
There are not many books on the table.
How many books are on the table?

Bei nicht zählbaren Nomen benutzt man a lot of/lots of – (not) much – how much?

Beispiele: There is a lot of water in the swimming pool.
There is not much water in the swimming pool.
How much water is in the swimming pool?

Beachte: Much und many werden meist in verneinten Aussagesätzen und in Fragesätzen verwendet.

In bejahten Aussagesätzen ist a lot of/lots of gebräuchlicher.

1 Underline all the words that you can't count.

Unterstreiche alle nicht zählbaren Wörter.

apple balloon bread butter cake car

cheese coffee drinks exercise fire friend

2.4 Mengenbezeichnungen bei zählbaren/nicht zählbaren Nomen

fun homework information juice money

neighbour noise paper people potato

sausage supermarket time water wood

2 Write the words in the table.

Trage die Wörter in die Tabelle ein.

CDs cheese children sausages cups dogs

euros fun juice lemonade milk money music

pencils people pizzas pupils time water

much (nicht zählbar)	many (zählbar)
...	...

3 Complete these sentences. Use *much*, *many* or *a lot of*.

Vervollständige die Sätze. Verwende *much*, *many* oder *a lot of*.

Before the Bonfire Night party Mrs Green is talking to Mrs White.

1. Mrs Green: Colin spends money on fireworks.
2. Mrs White: Do you spend money on fireworks?
3. Mrs Green: No, I don't usually buy fireworks,
just one or two boxes.
4. Mrs White: Well, I am going to the supermarket. I don't have
 bread or drinks for the party.
5. Mrs Green: You won't have time. The bonfire starts
in an hour. I'll take you to the supermarket in my car.

6. Mrs White: Thanks very much. Oh, wait a minute. I don't have [] money, only £15 and I need [] drinks.

I'll just go back into the house and get some more money.

4 Fill in *much*, *many* or *a lot of*.

Ergänze *much*, *many* oder *a lot of*.

1. [] people came to the school party.
2. On a farm you often see [] cows.
3. We have often got [] homework.
4. How [] bottles are there? 14.
5. How [] milk is there? A lot.
6. We had rain, snow and fog. We really had [] bad weather.
7. How [] elephants are there? Four.
8. How [] meat is there on that elephant?
9. In a factory there are [] machines.
10. How [] money do you need? 20 dollars.
11. How [] euros do you need? 20.
12. In the room there is [] furniture.
13. After dinner I ate [] cheese.
14. How [] cheese did you eat? About 150 grams.

2.5 Some und any und ihre Zusammensetzungen

REMEMBER

Wie **some** und **any** werden auch folgende Zusammensetzungen verwendet:

some (Aussagesätze)	some (Fragesätze, bei denen etwas erbeten oder gefragt wird)	any (Fragesätze, bei denen die Antwort nicht sicher ist)	not ... any (verneinte Sätze)
somebody/ someone	somebody/ someone	anybody/ anyone	not ... anybody/ anyone
something	something	anything	not ... anything
somewhere	somewhere	anywhere	not ... anywhere

Beispiele:

There is **somebody** in the house. Es ist **jemand** im Haus.

Can you hear **anybody**, Paul? Hörst du **jemanden**, Paul?

Yes, but I can't see **anybody**. Ja, aber ich kann **niemanden** sehen.

Perhaps it is a thief but I can't see him **anywhere**. Vielleicht ist es ein Dieb, aber ich kann ihn **nirgendwo** sehen.

Can **somebody** phone the police, please? Kann bitte jemand die Polizei anrufen?

Oh, you went shopping! Did you buy **something** for me?

O, du bist einkaufen gegangen! Hast du etwas für mich gekauft?

1 Finish the sentences with one of the words from the table above.

Ergänze die Sätze mit einem der Wörter aus der Tabelle.

Julia: Great party, Mum, but can I have [] to drink? I'm very thirsty.

Mum: Of course. Just go into the kitchen. You will find [] there.

Julia: I looked everywhere but I couldn't find [].

Mum: Well, I bought lots of drinks so [] has drunk it all.

Julia: Don't you have [] else to drink in the house?

Mum: Yes, I put some bottles [] but I can't remember where.

Julia: Oh, Mum! You can't remember [].
You always forget things.

Mum: You're right. I think [] will have to help me next year. You never do [] to help with these parties!

2 Fill in *some, any, something, anything, somewhere, anywhere, someone, anyone*.

Ergänze *some, any, something, anything, somewhere, anywhere, someone, anyone*.

1. Have you got [] to eat in your bag?

I'm so hungry.

2. I like [] pop music but not all.

3. I don't like [] pop music. I hate it all.

2.5 Some und any und ihre Zusammensetzungen

4. I love the Beatles. I love _____ of their songs but not all of them.
5. _____ people don't know who Angela Merkel is.
6. I'd love _____ milk with chocolate in it, please.
7. _____ told me the news but I cannot remember who it was.
8. It is a secret. You mustn't tell _____.
9. I don't drink _____ milk at all.
10. In fact, I don't eat _____ made of milk.
11. All the buses from here go to Big Ben. But _____ buses take a long time.
12. My grandmother never goes _____ these days.
She always stays at home.
13. A: I heard a noise. _____ is outside, perhaps the postman.
B: I looked but I couldn't see _____. Perhaps it was a cat.
14. _____ people think you are really stupid to try to swim across to England.
15. I don't like _____ in my office. They're all horrible.
16. I have lost my pen. I think I dropped it _____ here in the living room.

2.6 Modale Hilfsverben

REMEMBER

Must, needn't, mustn't, can, couldn't

Must (müssen), **needn't** (nicht müssen) und **mustn't** (nicht dürfen) kannst du nur im *simple present* verwenden. Für alle andere Zeiten verwendest du eine Form von **have to** oder **be allowed to**.

Can (kann) und **could** (konnte) haben auch eine Ersatzform, und zwar **be able to**. Diese Form muss manchmal benutzt werden, aber nicht immer.

Hier ist eine **Übersicht, wann welche Formen gebraucht werden:**

<i>simple present</i>	<i>simple past</i>
It is 8 o'clock. I must go home now.	
It is 8 o'clock. I have to go home now.	I had to go home at 8 o'clock.
You needn't walk. You can take the bus.	
You don't have to walk. There is a bus.	You didn't have to walk. There was a bus.
My sister can drive now.	My sister was already able to drive last year.
	My sister wasn't able to drive when she was 16, but she can now.
My mother can drive.	My mother could already drive when she was 18.
My father can't drive.	My father couldn't drive when he was 18, and he still can't.
You mustn't cross the road on your own.	When we were children we were not allowed to cross the road on our own.

2 Complete the sentences. Do not use *can* or *can't*.

Vervollständige die Sätze. Verwende NICHT *can* oder *can't*.

What parents say to their children:

1. You [] get a better mark in your next test or you will not go on holiday with us.
2. You [] come home later than 8 o'clock.
But you [] come home before 7 o'clock.
3. You [] be so noisy when we have visitors.
4. You look tired. You [] go to bed early tonight.
5. We [] do any homework today because there's no school tomorrow.
6. You [] watch so much TV. It's bad for your eyes.
7. We wanted to buy you a computer but we []
because we didn't have any money for that.
8. You [] feed the cat. I have already fed it.
9. You [] finish your homework before you go out.
10. Yesterday it was very cold. But I [] close the window because it was broken.
11. Please help your mother. She [] carry all that heavy shopping.
12. Turn down the music! You really [] make so much noise. The neighbours will phone the police.

2 Fill in *don't have to* or *mustn't*.

Ergänze *don't have to* oder *mustn't*.

1. You tell anybody. It is a big secret.
2. It's really important to remember the test tomorrow. You
 forget.
3. You have told me about the test six times. You
tell me again. I'm not stupid.
4. You can help me in the garden but you .
You can do your homework instead.
5. The headmaster is coming to the English lesson. You
 be late.
6. Dad, you park your car there. That's the
headmaster's place.
7. You talk to my English teacher, Mum. My
English mark is OK.
8. You to wear uniform at this school but the
teachers like you to.
9. You shout at David. He's doing the best he
can.
10. You drive to London. You can take the train.
It is quicker and more comfortable.
11. You play tennis to enjoy watching tennis
matches.

Test

1 Finish the sentences. Choose the right answer. Tick (✓) the box.

Vervollständige die Sätze. Setze einen Haken (✓) in das richtige Kästchen.

1. ... fireworks? Yes, I have.

☐ Did you ever buy

☐ Will you ever buy

☐ Do you ever buy

☐ Have you ever bought

2. He ... about everything!

☐ always talks

☐ is talking

☐ is always talking

☐ will always talk

3. He ... milk every day at school.

☐ drink

☐ is drinking

☐ drinks

☐ will drink

4. I ... English and Chinese at school at the moment.

☐ will learn

☐ learn

☐ learns

☐ am learning

5. I ... a great report about that film in the paper yesterday so I am going to see it.

☐ will read

☐ have read

☐ read

☐ can read

6. We ... that film, but I really want to see it again.

☐ already saw

☐ have already seen

☐ are already seeing

☐ will already see

7. I ... this exercise. What can I do now?

☐ am finishing

☐ finished

☐ have finished

☐ will finish

8. Jenny ... Max while she ... the shopping.

☐ was seeing ... did

☐ has seen ... has done

☐ has seen ... was doing

☐ saw ... was doing

9. Look! That cat ... from the milk bottle.

☐ drink

☐ is drinking

☐ drinks

☐ will drink

10. A lot of things ... at school this year, for example last month we got a new teacher.

☐ changed

☐ change

☐ didn't changed

☐ have changed

11. The man on the TV says that it ... sunny tomorrow. I hope he is right.

☐ is

☐ will be

☐ is being

☐ was

12. He thinks he ... his old school next Friday on his free day.

☐ has visited

☐ visited

☐ is visiting

☐ will visit

13. When ... to Germany on this year's school exchange?

☐ have you come

☐ do you come

☐ will you come

☐ were you coming

14. Which books ... to school yesterday?

☐ have you taken

☐ do you take

☐ did you take

☐ will you take

For each correct tense you get 1 point.

Your points: /14

2 Compare these people and things.

Bilde Sätze mit diesen Wörtern. Verändere dabei die Satzstellung nicht. Schreibe in dein Heft.

1. London – Bielefeld (big)

2. Volkswagen – Porsche (slow)

3. Dagobert Duck – Donald Duck (rich)

4. A 2nd class train ticket – a 1st class train ticket (expensive)

5. Robert – Tim (hungry)

6. The Simpsons – Lindenstrasse – (interesting)
7. English – maths (good)
8. FC Liverpool – Manchester United (bad)
9. A school chair – a sofa (comfortable)
10. tiger – tortoise (dangerous)

For each correct sentence you get 1 point. Your points: /10

3 Write the questions. The underlined words are the answers.

Schreibe die Fragen zu den Sätzen auf. Nach den unterstrichenen Satzteilen wird gefragt.

1. Tom's father went to a very big school when he was young.
2. He was 10 years old when he started there.
3. He liked his English teacher.
4. He didn't like his maths teacher because she always gave the class lots of homework.
5. Tom is going to go to that school, too.
6. He is going to start there next month.
7. It only takes 10 minutes by bus to the school.
8. He is going to have lunch in the canteen.

For each correct question you get 1 point. Your points: /8

4 Write the verbs in the correct tense – simple past or present perfect.

Schreibe die Sätze in der richtigen Zeit auf.

Paul (to meet) Marcel five years ago when his family (to come) to Germany.

He (to see) him on the bus every day this week. He (to play) tennis with him last Saturday. But yesterday something (to happen).

On the way home from school Paul's phone []
 (to ring) and he [] (to answer) it. He
 [] (to look) worried. He []
 (to get off) the bus and [] (to not say) goodbye.
 He [] (to not phone) Marcel yet. Marcel is worried.

You get 1 point for every correct verb form. Your points: [] / 11

5 Write *will-* or *going to-future* in the sentences.

Ergänze das Futur mit *will-* oder *going to*.

Mrs Benn: David has been late for school three times this week. He

[] have a problem with the teachers soon.

Mr Benn: I'm sure he [] not be late again.

Mrs Benn: Well, look at the time. The bus leaves in two minutes.

Mr Benn: Oh, yes! Well, [] take him to school in the car.

Mrs Benn: And tomorrow? What [] happen tomorrow?

Mr Benn: Well, I know that he [] get up earlier tomorrow.

Mrs Benn: And how do you know that?

Mr Benn: Because tomorrow is Saturday and we

[] watch Arsenal play against Liverpool. Oh, there

you are, David, you are so lucky! I take you to school in the car this morning.

For each correct tense you get 1 point. Your points: /7

6 Compare these vehicles by translating these sentences.

Vergleiche die Fahrzeuge miteinander, indem du die Sätze übersetzt. Schreibe in dein Heft.

1. Ein Zug ist schneller als ein Auto.
2. Ein Auto ist teurer als ein Fahrrad.
3. Ein Fahrrad ist nicht so bequem wie ein Bus.
4. Ein Bus ist schwerer als ein Motorrad.
5. Aber ein Flugzeug ist das schnellste, bequemste, teuerste und schwerste Fahrzeug.

For each correct sentence you get 1 point. Your points: /5

7 Now compare how these people drive.

Vergleiche nun, wie die Fahrer fahren. Übersetze die Sätze in deinem Heft.

1. Mr Brown fährt gefährlicher als Mr Jones.
2. Mr Jones fährt langsamer als Mrs Jones.
3. Mr Jones fährt am sichersten von allen.
4. Mr Martin fährt weiter als Mr Brown.
5. Nicola fährt gut.

For each correct sentence you get 1 point. Your points: /5

Your total points out of 60 points:

- ▶ More than 54? Very good.
- ▶ More than 44? Good.
- ▶ Less than 38? Have a look at the grammar pages again.
You CAN do better.

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? Do you have trouble reading the board?”

Sandra shook her head. “I'm fine, Mrs Jones,” she 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 just as beautiful with those glasses on as you do without them," 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 look great!" Sandra had forgotten that she was wearing the new 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 **BEST** describes Sandra?

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 | |

10 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.

11 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.



Track 3

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 ...

- du immer etwas in dem Geschäft kaufst. *I always ...*
- du ein Schild bemerkt hast.
- er die Tür geschlossen hat.
- etwas wahr ist.
- du wirklich Hunger hast.

Jack and the boys

1 Who was in the story?

Where did the story happen?

When did the story happen?

What did the big boys want?

Read the text and find out.

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

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.



Track 5

- 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 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.

1. 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.

2. Pelé is a famous ...

- ☐ soccer player. ☐ basketball player.
- ☐ baseball coach. ☐ baseball player.

You get 1 point for every correct answer.

Your points: / 2

2 Read the sentences from the story and answer the questions.

Lies die Sätze aus der Geschichte und beantworte dann die Fragen.

Setze einen Haken (✓) vor die richtige Antwort.

“With his fast footwork, dazzling speed, and great talent, Pelé played for many years in Brazil, and then later in New York.”

1. What does *dazzling* mean?

- ☐ amazing ☐ funny ☐ light ☐ difficult

2. What do you learn from this text?

- ☐ Sports are more popular in Brazil than in the U.S.
- ☐ Most sports involve kicking a ball.
- ☐ Sports can be very dangerous.
- ☐ Sports are popular in many different countries.

“Players wear baseball gloves to protect their hands.”

3. What is another word for the word *protect*?

- ☐ save ☐ hurt ☐ help ☐ warm

You get 1 point for every correct answer.

Your points: / 3

3 Answer the questions.

Beantworte die Fragen. Schreibe in dein Heft.

1. Why did Naismith invent basketball?
2. Why does basketball only have five players in each team?
3. When does the baseball season start in the United States?
4. Which sport did people play first – baseball or basketball?

You get 1 point for every correct answer.

Your points: /4

4 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

5 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

6 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

7 Go, 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

8 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 44 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

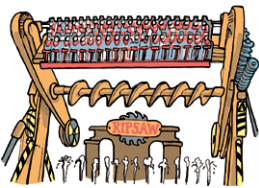
- 1 Look at the pictures and write the names of the rides next to them.



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.



Track 8

Hör dir die CD an und setze einen Haken (✓) hinter die Attraktionen, auf die die Kinder gegen wollen und ein Kreuz (✗) hinter die, auf die sie nicht wollen.

	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.

Listen to the CD again.

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

1. er es auf Deutsch versucht.
2. du vielleicht eine Fremdsprache lernen sollst.
3. er wegfährt.

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.



Track 10

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?

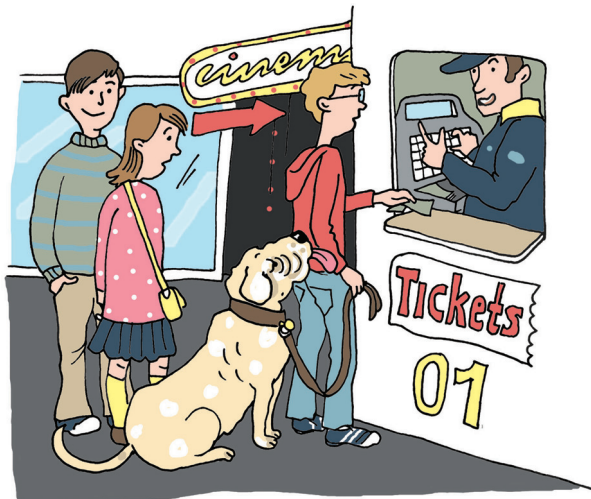
3 Listen to the CD again and ask in English.

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

1. We can hear loud sounds coming from the barn.
2. My best friend, Lara, always tells me that my bones will get .
3. "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.

Das musst du am Ende der Klasse 6 können:

- ▷ Einfache Sätze schreiben und sie mit *und*, *aber* oder *denn* verbinden
- ▷ Dich in einem Brief oder auf einer Postkarte bedanken, entschuldigen oder dem Empfänger etwas mitteilen
- ▷ Dich selbst, deine Familie, deine Hobbys, deine Schule usw. in vollständigen Sätzen vorstellen
- ▷ Kurze Notizen zu einem Thema, einem Bild usw. für andere Schüler in deiner Lerngruppe schreiben
- ▷ Auch ohne Vorlage einen Text schreiben
- ▷ Kurze Gedichte schreiben

New sentences from old**1 Take the first letter and change the words.**

Nimm den ersten Buchstaben und verwende ein anderes Wort, das mit dem gleichen Buchstaben beginnt. Schreibe in dein Heft.

EXAMPLE

Look at this sentence: *The house was for sale.*

Now look at this sentence: *Two helicopters were flying south.*

1. The man went to town.
2. My aunt can swim.
3. Boys play football as well as girls.
4. The children watch the silly monkeys.

One word from two**1 Look at the new words.**

Schau dir die neuen Wörter an.

campfire

daytime

fireman

fisherman

footsteps

houseboat

moonlight

pancake

rainbow

snowball

starfish

sunflower

workman

GOOD TO KNOW

Wörter erschließen

In einem Text stehen oft neue Wörter. Was bedeuten sie? Wie kannst du herausfinden, was sie bedeuten? Mithilfe eines Wörterbuches? Oder hilft es, das Wort noch einmal genau anzusehen? Die folgenden Übungen zeigen dir, was du tun kannst.

2 Write the words as two words and you can find out what they mean.

Schreibe die einzelnen Bestandteile der Wörter aus Exercise 1 getrennt auf. Dann kannst du herausfinden, was sie bedeuten.

EXAMPLE

campfire = camp + fire = Lager + Feuer = Lagerfeuer

3 Draw a picture for five of the words.

Zeichne zu fünf Wörtern ein Bild in dein Heft.

4 Write ten sentences with one of the new words in them.

Schreibe zehn Sätze, in denen einige der neuen Wörter vorkommen. Verwende auch *because, and, but, so, when*.

EXAMPLE

We had problems when we wanted to make a campfire because all the wood was wet.

Letters for school

1 What can you say if you didn't go to school?

Was kannst du sagen, wenn du nicht zur Schule gegangen bist? Hier ist eine einfache Lösung. Setze einen Haken in das Kästchen deiner Wahl, ergänze ein passendes Verb aus dem Kasten im *simple past* und schon hast du einen Entschuldigungsbrief.

be *break* *cut* *go* *have* *have* *miss* *have to*

Dear

Miss

☐

Sir

☐

I couldn't come to school

yesterday

☐

last week

☐

because

I

☐

my little sister

☐

my mother

☐

my dog

☐

ill.

☐

go to the doctor.

☐

the bus.

☐

a cold.

☐

go to my sister's wedding.

☐

an accident in the car.

☐

my / her finger with a knife.

☐

my / her arm.

☐

I'll be back at school as soon as I can.

2 Now write your letter in your exercise book.

Schreibe nun deinen Brief in dein Heft. Ergänze Adresse, Datum und Unterschrift.

- 3 And now a third policeman tells you how to get to the London Eye.
Ein dritter Polizist erklärt dir, wie du zum London Eye kommst.

A postcard from Alton Towers

- 1 Write a postcard from Alton Towers to your grandmother.

Schreibe eine Postkarte von Alton Towers an deine Großmutter. Schau dir dazu die Seiten 83–84 zu Alton Towers noch einmal an.

Diese Postkarte hat John an seinen Freund geschrieben. Tausche die unterstrichenen Wörter aus und schreibe eine eigene Karte in dein Heft.

Hi, Bob,

We are at Alton Towers. We went by train. It was slow. It didn't leave London on time. The tickets to Alton Towers are cheap. But the thrills are terrible. I went on the "Flume" and didn't get wet. I really hated "Nemesis". The worst thrill was "Ripsaw". This trip to Alton Towers is awful. I will be happy when we are on the train again.

See you,

John

An exchange trip to Germany

- 1 Fill in the missing words.

Brenda is on a school exchange trip to Berlin. In her letters home she tells her mother about how Germany is different from England.

Brenda ist zum Schüleraustausch in Berlin. Sie schreibt ihrer Mutter von den Unterschieden zwischen Deutschland und England.

Ergänze die fehlenden Wörter in ihrem Brief. Aber **Achtung!** Nur ein Wort passt genau zum Satz. Lies den Satz immer bis zum Ende. Lies ihn noch einmal, wenn du nicht sicher bist, ob du ihn verstanden hast.

At school the pupils don't wear (1) [] . They wear what they want. School (2) [] early, at 8 o'clock, not nice and (3) [] like in England. The class usually stays in the (4) [] except when they have sports, music or science. The (5) [] come to them. There is (6) [] assembly in the morning. Most people here in Germany live in a (7) [] with a balcony. They don't live in a (8) [] with a garden. They often have two (9) [] so there isn't a problem in the morning when everybody wants to (10) [] themselves.

People are not so polite here. They don't (11) [] for a bus, they just push. But they always (12) [] in a queue in the supermarkets when they want cheese or meat. And they always say "Good morning" when they go into a small (13) [] for bread.

People here have to buy their (14) [] at the supermarket because there is no milkman. And for breakfast they don't eat bacon and (15) [] . They eat brown (16) [] and butter and cheese or jam.

Two friends

1 Finish Joliet's poem.

Joliet and Svenja are penfriends. But they both like different things.
Finish the lines. Think about words that rhyme.

Schreibe Joliet's Gedicht zu Ende. Joliet und Svenja sind
Brieffreundinnen. Aber sie mögen unterschiedliche Dinge. Schreibe die
Zeilen zu Ende. Finde Reimwörter.

EXAMPLE

I like her and she like me

I like milk and she likes *tea*.

I like toast, she likes bread,

She likes blue and I like .

I hate jazz and she hates blues,

I hate boots and she hates .

I can't dance and she can't fight,

I can't draw and she can't .

I speak French and she speaks Swedish,

I learn German, she learns .

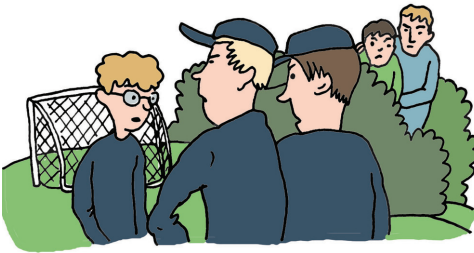
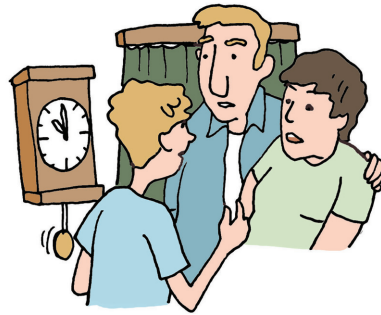
I like cars and she likes trains,

She hates boats and I hate .

Jack and the boys

1 Finish the story from page 80.

Schreibe ein Ende zu der Geschichte von S. 80. Lies die Geschichte noch einmal. Sieh dir die folgenden Bilder an. Schreibe in deinem Heft die Geschichte weiter.



Yes, Mrs Marley, please come and get your son. We do not want him at this school.

Test

1 Match the two parts of the sentences. Write the missing parts.

Verbinde die passenden Satzteile. Ergänze die fehlenden Satzteile und schreibe die vollständigen Sätze in dein Heft.

1. Paul couldn't do his homework	because they wanted to see the new film.
2. My mother slept for 12 hours	because ...
3. Janet wore her jacket in school	because he didn't have enough money.
4. The boys were late for school	because they were dirty.
5. Meg went to the doctor	because ...
6. The girls went to the cinema	because ...
7. Bob washed his hands	because ...
8. My mother was angry with me	because ...
9. Mandy had a party	because she broke her leg.
10. Paul didn't go to school	because ...
11. BVB lost the football match	because it was very cold.
12. Peter couldn't buy any chocolate bars	because it was her birthday.

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

2 Use the correct conjunction and find the right endings.

Verwende die korrekte Konjunktion und finde die richtigen Satzenden. Schreibe die Sätze in dein Heft.

and *but* *because* *before*

1. Peter was late for school I like oranges.
2. We went to the museum it was shut.

3. Wash your hands you have dinner.
 4. I don't like apples I play tennis.
 5. I play football the bus didn't come.

You get one point for every correct sentence. **Your points:** /5

3 Read these sentences and put them in the right order.

Lies die Sätze und bringe sie in die richtige Reihenfolge. Schreibe den Text in dein Heft.

In a shop

- | | |
|--|--|
| <input type="checkbox"/> <i>Can I help you?</i> | <input type="checkbox"/> Can I try it on? |
| <input type="checkbox"/> <i>What size are you?</i> | <input type="checkbox"/> <i>How is it?</i> |
| <input type="checkbox"/> Yes, that's nice. | <input type="checkbox"/> <i>Yes, here you are.</i> |
| <input type="checkbox"/> Yes, I'm looking for a T-shirt. | |
| <input type="checkbox"/> It's too large. Do you have a smaller T-shirt? | |
| <input type="checkbox"/> <i>Certainly, you can try it on over there.</i> | |
| <input type="checkbox"/> I wear extra large. | <input type="checkbox"/> Thank you. How much is it? |
| <input type="checkbox"/> <i>How about this one?</i> | <input type="checkbox"/> <i>It is £4.50</i> |
| <input type="checkbox"/> I'll take it, please. | <input type="checkbox"/> <i>OK, here you are.</i> |
| <input type="checkbox"/> <i>Thank you. Have a nice day!</i> | <input type="checkbox"/> Thank you, goodbye. |

You get ten points for a correct dialogue. **Your points:** /10

Your total points out of 27 points:

- ▶ More than 24? Very good.
- ▶ More than 22? Good.
- ▶ Less than 18? Have a look at the writing pages again.
You CAN do better.

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