

Gerngross • Puchta • Holzmann • Lewis-Jones • Stranks

# MORE!

1

Workbook



Workbook

# MORE! ①

Gerngross · Puchta  
Holzmann · Lewis-Jones · Stranks

Nur zu Prüfzwecken -  
Eigentum des Helbling Verlags

## Liebe Schülerin, lieber Schüler!

Neben vielen Übungen, mithilfe derer du deine Kenntnisse der englischen Sprache erweitern und festigen kannst, findest du im Workbook am Ende jeder Unit auch eine Auflistung des Lernvokabulars, also der wichtigsten Wörter und Phrasen aus der jeweiligen Unit.

Diese Wortlisten sind in zwei Abschnitte unterteilt:

### 1. Word File

Unter dieser Überschrift werden jene Wörter und Ausdrücke nochmals aufgelistet / dargestellt, die im Student's Book eingeführt werden.

### 2. MORE Words and Phrases

In diesem Abschnitt findest du die wichtigsten Wörter aus der jeweiligen Unit im Student's Book. Sie sind in der Reihenfolge aufgelistet, wie sie im Student's Book vorkommen, und zur leichteren Orientierung auch mit der jeweiligen Nummer einer Aktivität aus dem Student's Book gekennzeichnet.

1, 2 usw.

**Wichtig:** Jene Wörter und Wortgruppen, die hier gedruckt sind, werden im Englischen sehr häufig verwendet. Du solltest sie gut beherrschen.

### MORE! WORKBOOK 1

by Günter Gerngross, Herbert Puchta, Christian Holzmann, Peter Lewis-Jones, Jeff Stranks

Edited by Christina Freudenschuss, Johanna Schmoizer

Design and layout by Annalisa Hockin, Helmut Houschka

Illustrated by Roberto Battestini, Sergio Angeloni, Pietro Dichiera, Francesca Galmozzi, Svetlan Junaković, Roberta Maddalena, Mirella Mariani, Björn Pertoff, Giovanni Pierfranceschi, Laura Désirée Pozzi, Lorenzo Sabbatini, Matteo Settegrana

Printed by Athesia, Innsbruck

First published 2016, sixth printing 2020

Workbook:

ISBN 978-3-990470-7-5

Workbook + E-Book:

ISBN 978-3-990470-03-4

**Schulbuchnummer: 135.558 (Workbook)**

**Schulbuchnummer: 190.454 (Workbook + E-BOOK+)**

© Helbling Languages 2016

www.helbling.com

**Zusatzinformation:** Der Vollständigkeit halber soll auch noch darauf hingewiesen werden, dass es natürlich viele andere Wörter gibt, die im Student's Book eingeführt werden, die aber im Lernvokabular im Workbook nicht vorkommen. Der Grund dafür ist, dass sie im Alltag nicht so häufig gebraucht werden und daher nicht zum eigentlichen Lernvokabular gehören. Du findest sie alle – alphabetisch gereiht – in der Nachschlagliste am Ende deines Student's Book. Mithilfe dieser Liste kannst du schnell die Bedeutung neu vorgekommener Wörter nachschlagen.

**Noch ein Tipp:** Wenn eine Sprache gut beherrschen möchte, sollte darauf achten, dass sein Wortschatz ständig wächst. Das heißt aber auch, dass man schon gelernte Wörter und Phrasen regelmäßig wiederholen muss. Geh deshalb immer wieder die Liste mit den Wörtern und Phrasen der vergangenen Units durch – du solltest dir davon möglichst alles gut merken!

### Answers Key

Wenn du deine Ergebnisse überprüfen möchtest, findest du am Ende des Buches alle Lösungen für die Übungen im Workbook.

This publication is in copyright.

All rights reserved. This work is wholly and in each of its parts protected by copyright. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means (photocopies, processing in electronic media) or translated without the prior written permission of the publisher.

# Contents

Unit 1: Nice to meet you!	4
Unit 2: We love colours!	14
Unit 3: Where is it?	22
Unit 4: Pirates!	31
Unit 5: Are you happy?	40
Unit 6: She's our drummer	49
Unit 7: Sherlock Groans	57
Unit 8: I like noodles!	66
Unit 9: Clothes	75
Unit 10: Unusual pets	83
Unit 11: The horse can count!	92
Unit 12: What's the time?	102
Unit 13: What are you doing?	108
Unit 14: Happy Birthdays!	116
Unit 15: Robbery at Hanbury Hall	125
Unit 16: S.O.S.!	132
Unit 17: What are they watching?	140
Unit 18: My favourite story	148
Answer key	156

## Zeichenerklärung

- 1** Diese Übung enthält wichtige Inhalte und sollte nicht ausgelassen werden.
- 2** Diese Übung kann bei Zeitmangel im Sinne eines "Fast track" durch die Unit ohne Probleme ausgelassen werden.
- 3 CHOICES** Bei dieser Übung stehen dir zwei Varianten zur Verfügung.
- 6** Grammar
- SB p. 15** Diese Übung passt zur angegebenen Seite im Student's Book (Seite 15).
- SWYK Units 1–4** Hier gibt es im Internet ([www.helbling-ezone.com](http://www.helbling-ezone.com)) die Möglichkeit, deinen Lernfortschritt einzuschätzen (*Show what you know*).

## Essential Vocabulary

1 Schreib die Wörter unter die Bilder.

- band
- singer
- cowboy
- cornflakes
- bike
- camera
- baby
- basketball
- computer



1 ..... baby .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



9 .....



2 Verbinde die Wörter mit den Zahlen.

2 ..... two ..... 11  
 5 ..... twenty-five ..... 12  
 8 ..... eight ..... 15  
 10 ..... ten ..... 20  
 17 ..... seventeen ..... 24  
 25 ..... twenty-five ..... 17  
 20 ..... twenty ..... 11  
 12 ..... twelve ..... 25  
 15 ..... fifteen ..... 20  
 11 ..... eleven ..... 15  
 17 ..... three ..... 11  
 24 ..... twenty-four ..... 17  
 12 ..... fifteen ..... 12  
 20 ..... five ..... 20  
 15 ..... three ..... 15  
 24 ..... fifteen ..... 24

3 Nummeriere die Wörter in der Box.

- pelican
- fox
- fish
- rabbit
- gormia
- bear
- frog
- crocodile
- cow
- dog



## More Vocabulary

4 Suche die restlichen 13 Zahlen. Kreise sie ein und schreib sie auf. (↓ →)

F	0	U	R	T	E	E	N	B	H	W
I	N	L	A	H	U	W	Q	X	E	D
F	E	N	S	I	X	A	S	O	L	X
T	W	O	A	R	R	X	I	R	P	N
E	I	G	H	T	F	Y	X	T	K	I
E	X	B	D	E	C	X	T	G	P	N
N	V	T	W	E	L	V	E	B	Q	E
M	R	H	S	N	V	O	E	I	T	T
M	Y	R	W	Q	P	L	N	I	N	E
T	W	E	N	T	Y	X	Y	R	F	E
P	B	E	I	W	C	S	E	V	E	N

one

5 Schreib die Zahlwörter.



1



2



3



4



5



6



7



8



9



10



11



12

6 Welche Zahlen fehlen? Schreib die Zahlwörter.

16 13 10 7 4

ten

21 17 13 5

2 3 5 8 12 17

2 10 5 4 12 7 6

9 8

**7** Zähl und hake T (True/richtig) oder F (False/falsch) an.

- 9 dogs T  F   
 3 babies T  F   
 11 apples T  F   
 6 snakes T  F   
 10 ice creams T  F   
 2 balls T  F   
 2 frogs T  F



**8** Zähl und ergänze die fehlenden Wörter.



- one ..... fourteen .....  
 four ..... twenty-two .....  
 five ..... twenty-four .....  
 six .....

**9** Kreise die Wörter ein und schreib sie dann unter die Bilder.

cow rabbit fish insects grass pelican honey fox



1 .....

2 .....

3 .....

4 .....



5 ..... cow .....

6 .....

7 .....

8 .....

## Reading and Writing

10 Ergänze die Sätze in den Sprechblasen.

Note:

I'm = I am

What's = What is

I'm fine  
 crocodile  
 I'm a wide-mouthed frog  
 I'm Gordon  
 I eat honey  
 are you  
 bear  
 eat bananas  
 name  
 eat  
 eat insects  
 Bye

Hi, I'm Freddy.

What's your <sup>1</sup> ..... ?

Hi, <sup>3</sup> .....  
 I'm a gorilla.

And you?

Hi, how <sup>6</sup> ..... ?

thanks. What's your name <sup>7</sup> .....

I'm Freddy. And you?

I'm Betty  
 the <sup>8</sup> ....., and  
<sup>9</sup> .....

I'm a <sup>10</sup> .....,  
 and I <sup>11</sup> .....  
 wide-mouthed frogs.

I must go. <sup>12</sup> .....



**11** Bring den Dialog in die richtige Reihenfolge. Setze die Zahlen 1–7 ein.

- Boy Can you spell it, please?
- Boy Hi, Carina. What's your email address?
- 1 Boy Hi. I'm Sebastian. And what's your name?
- Boy Thank you.
- Girl c-a-r-i-n-a-9-at-s-w-a-p-n-e-t-dot-co-dot-uk.
- Girl I'm Carina.
- Girl It's carina9@swapnet.co.uk.

**12** Bring die Sätze in die richtige Reihenfolge. Setze die Zahlen 1–5 ein.

- Hello, Jenny. I'm fine, thanks. And you?
- Oh, I must go, Jenny. Bye!
- Bye, Dave!
- 1 Hi, Dave. How are you?
- Great, thanks.

**13 CHOICES**

**A** Ergänze den Dialog mit den Wörtern aus der Liste.

is  
How  
meet  
you

- Andy Hi, Julia. 1 ..... are you?
- Julia I'm fine, thanks, Andy. And 2 .....
- Andy I'm OK, thanks, Julia, this 3 .....
- Tim Hello, Julia.
- Julia Hi, Tim. Nice to 4 .....
- Tim Nice to meet you too.

**B** Ergänze den Dialog.

-  Hi, I'm Tony. What's your name?  3 .....
-  .....  Hi, Sue.
-  Nice to meet you, Sue. How are you?  Sorry, I must go. Bye-bye.
-  2 .....  4 .....
-  I'm great, thanks. Sue, this is Rick.  Bye-bye, Sue!

**14** Schreib, was der Gorilla sagt.



.....

.....

.....

.....

## Essential Grammar Plural nouns (Mehrzahlformen)

15 Schreib die Wörter im Plural unter das richtige Bild.

snake  
gorilla  
crocodile  
bear  
insect  
cat  
frog  
dog



1 ..... snakes



2 .....



3 .....



4 .....



5 .....



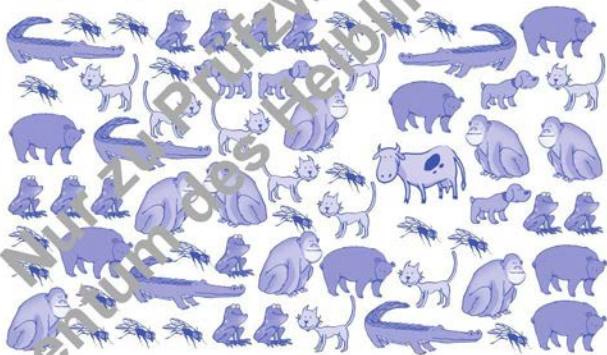
6 .....



7 .....



16 Hake an, was richtig ist. Kreuze an und bestimme aus, was falsch ist!



8 gorillas

11 frogs

9 cats

1 cow

5 bears

19 insects

7 dogs

6 crocodiles

17 Schreib die Pluralformen.

laptop (4) ..... four laptops

ball (25) .....

pelican (7) .....

banana (13) .....

baby (2) .....

child (19) .....

boy (21) .....

computer (11) .....

## More Practice

18 Was ist die nächste Zahl? Schreib das Zahlwort.

3	6	9	.....	.....
18	4	16	2	.....
25	21	24	20	.....
24	21	18	15	.....
2	4	7	11	.....

19 Finde die zehn Pluralwörter. Dann schreib sie auf. (↓ →)

C	R	O	C	O	D	I	L	E	S
C	B	R	B	A	B	I	E	S	S
O	O	C	I	S	N	A	K	E	S
W	Y	C	L	O	T	N	N	C	S
S	S	A	B	A	N	A	N	S	S
E	B	A	L	L	S	B	J	I	S
E	C	C	H	I	L	D	E	E	S
E	A	K	I	N	S	E	C	T	S
E	R	D	I	O	T	N	L	S	R
A	G	O	P	L	L	S	A	S	S

20 Ergänze den Dialog.

1  Hi, I'm Julia. 1 .....


 My email address?

2  I'm Emily. 2 .....

 Yes, for a list for school.


3  Hi, Emily. Nice to meet you. 3 .....


 OK. It's *em@quinet.co.uk*.

4  Nice to meet you, too. 4 .....

 5 .....

5  I'm fine. 5 ....., Em. 5 .....

 Yes. It's e-m-a-t-q-u-i-n-e-t-dot-co-dot-uk.

6  What's your email address?

 Thank you.

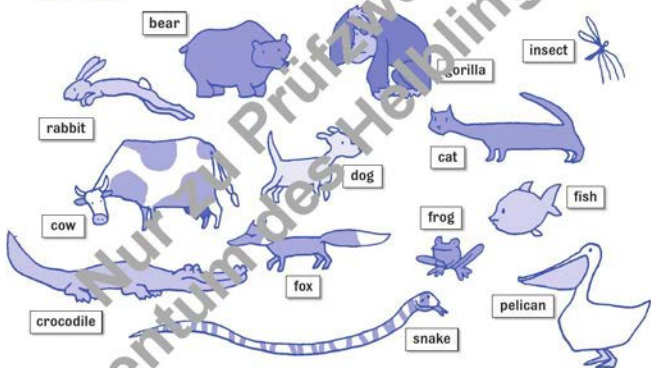
# WORD FILE

## Numbers

1 one	14 fourteen
2 two	15 fifteen
3 three	16 sixteen
4 four	17 seventeen
5 five	18 eighteen
6 six	19 nineteen
7 seven	20 twenty
8 eight	21 twenty-one
9 nine	22 twenty-two
10 ten	23 twenty-three
11 eleven	24 twenty-four
12 twelve	25 twenty-five
13 thirteen	



## Animals



## Food



# MORE Words and Phrases

	<b>meet</b>	<i>Nice to meet you!</i>	(sich) treffen, kennenlernen	
1	<b>a</b>	<i>Let's sing a song.</i>	ein/e	
	<b>and</b>	<i>One and one are two.</i>	und	
	<b>dance</b>	<i>Let's dance!</i>	tanzen	
	<b>Hello!</b>		Hallo!	
	<b>Let's sing!</b>		Lasst uns singen!	
	<b>listen</b>	<i>Let's listen to a song.</i>	zuhören	
	<b>more</b>	<i>I want more!</i>	mehr	
2	<b>the</b>	<i>Listen to the song.</i>	der/die/das	
4	<b>ask</b>	<i>Can I ask you to spell it, please?</i>	fragen; hier: bitten	
	<b>boy / girl</b>	<i>Sam is a name for a boy or a girl.</i>	Junge / Mädchen	
	<b>(email) address</b>	<i>My email address is ...</i>	(E-Mail-)Adresse	
	<b>I am (= I'm)</b>	<i>I'm Joanna.</i>	ich bin; ich heiÙe	
	<b>of</b>	<i>Look at one of the dialogues.</i>	von	
	<b>please</b>	<i>Spell it, please.</i>	bitte	
	<b>Thanks., Thank you.</b>		Danke., Dankeschön	
	<b>their</b>	<i>What's their address?</i>	ihr/e	
	<b>then</b>	<i>Listen to the dialogue. Then read ...</i>	dann, danach	
	<b>What's your name?</b>		Wie heißen Sie? / Wie heißen Sie?	
	<b>your</b>	<i>What's your email address?</i>	deine/r/e; euer, eure	
	5	<b>work</b>	<i>Work with a partner.</i>	arbeiten
	6	<b>write</b>	<i>Write the numbers.</i>	schreiben
7	<b>ball</b>	<i>This is a ball.</i>	Ball	
	<b>look</b>	<i>Look at the animals.</i>	sehen, schauen, Schau mal.	
	<b>or</b>	<i>Tick or correct the numbers.</i>	oder	
8	<b>bye</b>	<i>Bye, Anna!</i>	tschüss	
	<b>eat</b>	<i>I eat insects.</i>	essen; fressen	
	<b>go</b>	<i>I must go. Bye.</i>	gehen	
	<b>How are you?</b>		Wie geht es dir/ihnen/euch?	
	<b>I am (= I'm) fine.</b>		Es geht mir gut.	
	<b>is</b>	<i>Fredy is a frog.</i>	ist	
	<b>must</b>	<i>I must go.</i>	müssen	
	<b>wide-mouthed frog</b>	<i>I'm a wide-mouthed frog.</i>	Breitmaulfrosch	
	<b>you</b>	<i>I'm Freddy. And you?</i>	du, Sie; ihr	
	9	<b>how many</b>	<i>How many snakes can you see?</i>	wie viele
11	<b>picture</b>	<i>Look at the pictures.</i>	Bild	
12	<b>grass</b>	<i>I'm a cow. I eat grass.</i>	Gras	
13	<b>are</b>	<i>I'm Joanna. You are Tom.</i>	bist; sind; seid	
	<b>class</b>	<i>I'm in class 1A.</i>	(Schul-)Klasse	
14	<b>great</b>	<i>How are you? Great!</i>	groÙartig, wunderbar	
	<b>how</b>	<i>How are you, Tom?</i>	wie	
15	<b>they</b>	<i>They are Jenny and Dave.</i>	sie (Plural)	
	<b>this</b>	<i>This is Tom.</i>	das; diese/r/s	
	<b>too</b>	<i>I'm fine, too.</i>	auch, ebenfalls	
	<b>about</b>	<i>Talk about your class.</i>	über	
	<b>yourself</b>	<i>Write a text about yourself.</i>	du/Sie/ihr selbst	

## Hören und verstehen

**Englisch hörst du vermutlich schon sehr lange, oder?**

**Mache die Sätze an, die für dich stimmen.**

- Ich höre oft Lieder in englischer Sprache.
- Ich habe im Ausland schon oft Leute Englisch reden gehört.
- Wo ich wohne, hört man oft Touristen Englisch sprechen.
- Ich höre gelegentlich im Fernsehen Leute Englisch reden oder singen.
- Ich habe Computerspiele oder Videospiele in englischer Sprache.
- Ich höre gelegentlich meine Eltern, Freunde oder Bekannte Englisch sprechen.
- Ich habe schon mal einen Film im Kino/Fernsehen auf Englisch gesehen.

**Es kommt nun darauf an, dass du Englisch nicht nur hörst, sondern es auch verstehen lernst. Was kann dir dabei helfen?**

Das **MORE! ONLINE-ANGEBOT**:

**Dort gibt es:**

- **Online Progress Checks** nach allen drei Units zur selbstständigen Lernstandsfeststellung
  - umfangreiche Checklisten (**Start what you know**), die dir helfen, deine eigenen Lernfortschritt einzuschätzen
  - **MP3 Downloads** der Songs, Chants und Geschichten, die du bereits aus dem Unterricht kennst
  - interessante **Hörverstehensaufgaben** – du arbeitest mit ihrer Hilfe Englisch immer besser
  - unterhaltsame **Cartoons**, lebendige **Dialoge** und lustige **Gedichte** zum Englisch-Lernen
  - zusätzlich **Wortkabel- und Grammatikübungen**
- Und das alles für die Schule und für Zuhause!**

**Und hier noch ein paar Ratschläge:** Je öfter, desto besser! Versuch z. B. immer wieder dieselbe Geschichte anzuhören, mach dir wie von selbst Wörter und Ausdrücke.



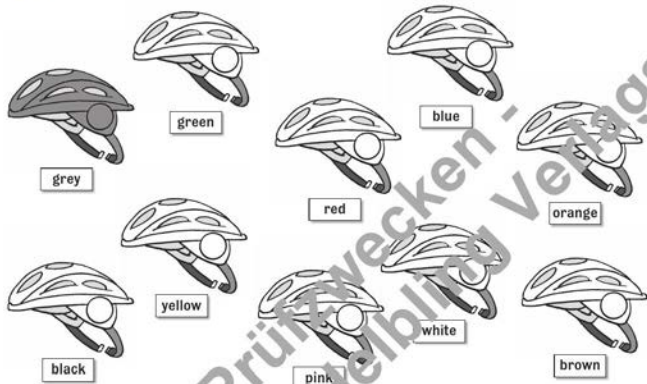
Imitieren, imitieren, imitieren! Sag dir Wörter oder Sätze immer wieder halblaut vor. Versuch dabei, Aussprache und Tonfall der englischen Sprecher/innen möglichst genau nachzuahmen.



Lass keine Gelegenheit aus, Englisch zu hören. Übung macht den Meister bzw. die Meisterin! Und denk dir: Je öfter ich Englisch höre, umso besser verstehe ich es! Und umso besser lerne ich Englisch zu sprechen!

### Essential Vocabulary

1 Mal acht weitere Helme an.



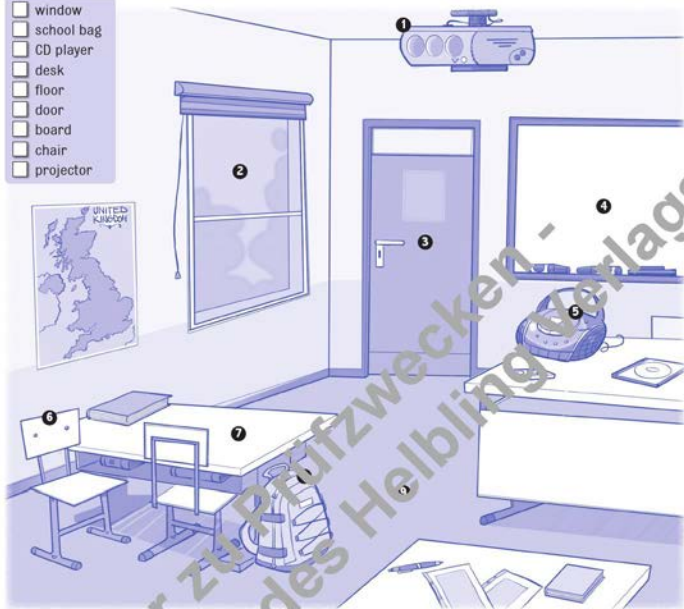
2 Schreib die Wörter unter die Zeichnungen.

glue stick  
ruler  
scissors  
pencil sharpener  
pen  
rubber  
pencil  
paintbrush  
exercise book  
pencil case



**3** Nummeriere die Gegenstände im Klassenzimmer.

- window
- school bag
- CD player
- desk
- floor
- door
- board
- chair
- projector



**More Vocabulary**

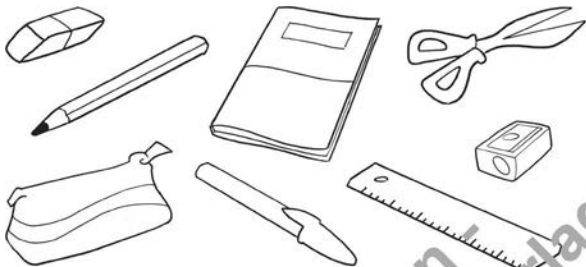
**4** Kreuze die Wörter an und schreib sie auf.

projector schoolbag window door chair CD player desk floor board

- |         |         |
|---------|---------|
| 1 ..... | 6 ..... |
| 2 ..... | 7 ..... |
| 3 ..... | 8 ..... |
| 4 ..... | 9 ..... |
| 5 ..... |         |



**5** Lies die Sätze und mal die Gegenstände an.



Colour the pencil sharpener blue.  
 Colour the rubber green and yellow.  
 Colour the pencil grey and blue.  
 Colour the exercise book orange and blue.

Colour the scissors pink and yellow.  
 Colour the pen blue and yellow.  
 Colour the ruler grey.  
 Colour the pencil case green, red and yellow.

**Reading and Writing**

**6** Schreibe je eine Farbe in die Lücken. Mal die Zeichnungen danach in den gleichen Farben an.



- 1 Hello, I'm Sandra. I'm from my school tie's \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- 2 Hello, I'm Alan. My pencil case is \_\_\_\_\_ and \_\_\_\_\_.
- 3 Hi, I'm Anna. My exercise book is \_\_\_\_\_ and \_\_\_\_\_.

**7** Setze die Wörter aus der Box in die Lücken ein.

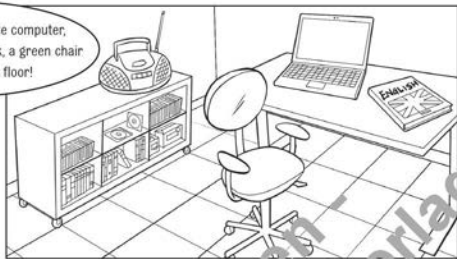
and  
 is  
 I'm  
 are  
 is  
 go  
 is  
 cool

1 I'm \_\_\_\_\_ James. I 2 \_\_\_\_\_ to Sandhurst Middle School. My school tie's blue, red,  
 green 3 \_\_\_\_\_ white. Blue and red 4 \_\_\_\_\_ my favourite colours. My pencil case  
 5 \_\_\_\_\_ red. My school bag 6 \_\_\_\_\_ red and blue. The floor in our classroom  
 7 \_\_\_\_\_ blue too. That's 8 \_\_\_\_\_ !

## 8 CHOICES

**A** Mal die Gegenstände so an, wie Fido sich das ausdenkt.

Cool! A grey CD player, a blue computer, a pink desk, a red English book, a green chair and a blue and yellow floor!



**B** Schreib vier kurze Dialoge über Fidos Vorstellungen

- 1 A What colour is the chair? 3 .....  
 B It's green. 6 .....
- 2 A ..... 4 A .....  
 B ..... 7 .....

## Essential Grammar Imperatives (Befehlsformen)

**9** Ordne die Sätze der Bildern zu. Setze die Zahlen 1-6 ein.

- Take out your scissors.  
 Open the window.  
 Stand up.

- Don't speak.  
 Don't sit down.  
 Don't take out your books.



## More Grammar Imperatives (Befehlsformen)

### 10 Vervollständige die Sätze.



1 ..... down.



2 ..... up.



3 ..... your books.



..... your books.

### 11 Kreuze die Bilder an, in denen die Anweisungen der Lehrerin nicht richtig befolgt werden.



### 12 Bring die Wörter in die richtige Reihenfolge und schreib die Sätze.

1 stand / blue / colour / chairs / the / and

2 the / close / don't / door.

3 pencil case / open / green / out / and / take / a / pencil. / your

4 your / don't / school bags. / open

**13** Schreib die Anweisungen.



1 Don't speak.....



2 .....



3 .....



4 .....



5 .....



6 .....

**More Practice**

**14** Schreib die Fragen. Beantworte sie dann.

1 colour? / is / what / favourite / your

2 is / favourite / hat / T-shirt? / you / colour

3 your / classroom / what / floor / colour / in / is

4 word / favourite / in / what's / English? / your

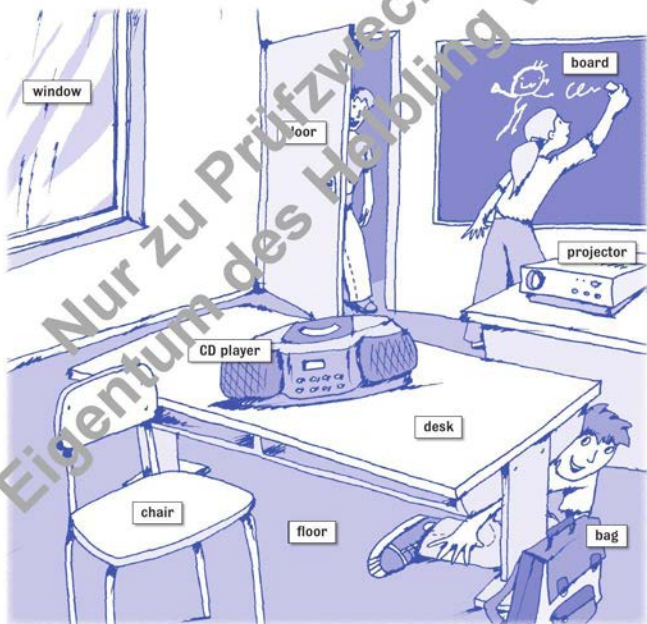
5 in / what / your / is / bag? / school

# WORD FILE

## Colours

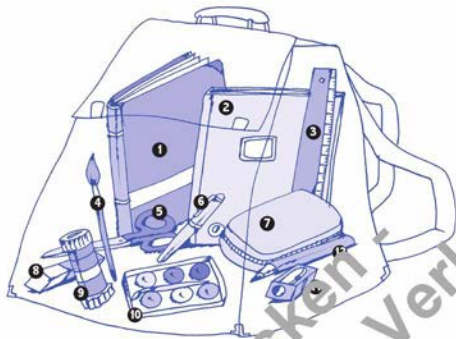


## In the classroom



## Things in my school bag

- 1 book
- 2 exercise book
- 3 ruler
- 4 paintbrush
- 5 scissors
- 6 pen
- 7 pencil case
- 8 rubber
- 9 glue stick
- 10 watercolours
- 11 pencil sharpener
- 12 pencil



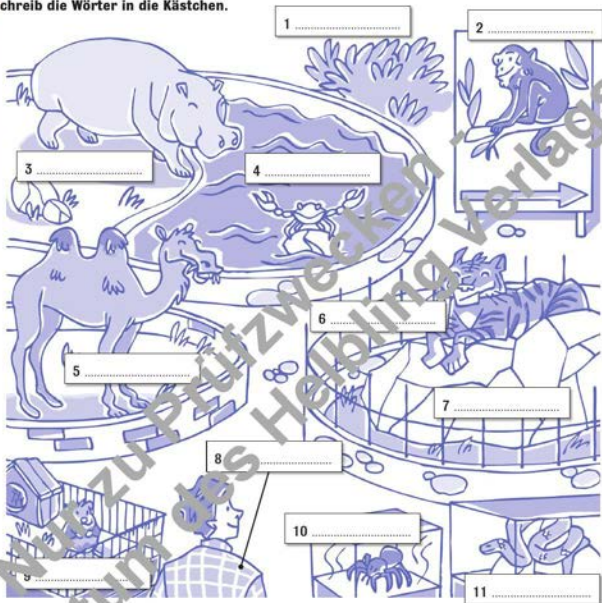
## MORE Words and Phrases

	<b>love</b>	<i>I love rainbows.</i>	lieben
	<b>we</b>	<i>We like our school.</i>	wir
<b>1</b>	<b>school bag</b>	<i>Your book is in your school bag.</i>	Rucksacktasche
<b>2</b>	<b>hate</b>	<i>I hate pink.</i>	hassen, nicht ausstehen können
	<b>midnight</b>	<i>It's twelve o'clock midnight.</i>	Mitternacht
	<b>our</b>	<i>This is our school.</i>	unser/e
<b>3</b>	<b>find</b>	<i>Can you find my schoolbag?</i>	finden
	<b>school</b>	<i>I walk to school.</i>	Schule
<b>4</b>	<b>Bye-bye.</b>		Tschüss.
	<b>give</b>	<i>Give me your school bag.</i>	geben
	<b>here</b>	<i>Here's a rainbow.</i>	hier
	<b>just</b>	<i>This is just for you.</i>	nur; einfach
<b>5</b>	<b>English book</b>	<i>This is an English book.</i>	Englisch-(Schul-)Buch
	<b>not (...n't)</b>	<i>It isn't pink.</i>	nicht
<b>6</b>	<b>it</b>	<i>It's yellow.</i>	es
<b>7</b>	<b>clean</b>	<i>Clean the board.</i>	sauber machen, putzen
	<b>close</b>	<i>Close the door.</i>	schließen, zumachen
	<b>open</b>	<i>Open the door.</i>	(sich) öffnen, aufmachen
	<b>sit down</b>	<i>Sit down.</i>	sich (hin-)setzen
	<b>speak</b>	<i>Don't speak.</i>	sprechen
	<b>stand up</b>	<i>Don't stand up.</i>	aufstehen
	<b>take out</b>	<i>Take out your books.</i>	(heraus-)nehmen
<b>8</b>	<b>favourite</b>	<i>Green is my favourite colour.</i>	Liebungs-
	<b>my</b>	<i>My name is John.</i>	mein/e
	<b>own</b>	<i>Write your own text.</i>	eigene/r/s

### Essential Vocabulary

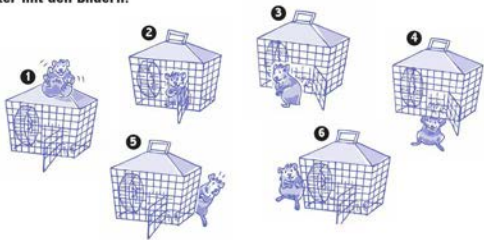
1 Schreib die Wörter in die Kästchen.

crab  
hippo  
camel  
tiger  
monkey  
hamster  
rock  
bush  
shoulder  
spider  
snake



2 Verbinde die Wörter mit den Bildern.

- 
- 
- behind
- under
- in front of
- next to



## More Vocabulary

3 Wo sind alle? Schreib die Zahlen in die Bilder.

- 1 She's under a tree.
- 2 It's behind the rock.
- 3 He's next to a bush.
- 4 They're on a car.
- 5 It's in the water.
- 6 She's on the chair.



4 Vervollständige die Dialoge. Verwende *behind* / *in* / *on* / *under*.

Note:  
there is = there's





## Reading and Writing

### 5 Schreib Sätze über die Kinder.



11 / Cambridge / 7A

Aileen is eleven. She  
is from Cambridge.  
She is in class 7A.



10 / Manchester / 6B

Mark .....



12 / Liverpool / 8C

Jenny and Ahmed .....



13 / London / 9B

Kylie .....



11 / Bradford / 7C

Anita and Rajit .....

### 6 Schreib einen Text über dich.

I'm ..... years old.

I'm from .....

I'm ..... (how old\*)

I'm in ..... (your class)

VOCABULARY: \*how old / how old

### 7 Bring die Sätze in die richtige Reihenfolge. Setze die Zahlen 1-6 ein.

- Aaaa! I can't help!
- And there's a cat behind you.
- 3 There's a frog on the sofa.
- Oh no! I love spiders.
- Great! I love frogs.
- 1 There's a spider under the chair.



### 8 Bring den Dialog in die richtige Reihenfolge. Setze die Zahlen 1-7 ein.

- A OK.
- B Next to the rock?
- A Yes ... Ah, now it's behind the rock.
- B I can't see a frog on the rock. Where is it?
- 1 A There's a frog on the rock.
- B I can't see it. Let's go and see the tigers.
- A Now it's next to the rock.



## Essential Grammar *there is / there are + Prepositions*

**11** Lies die Sätze. Schreib die Zahlen 1-6 daneben.

- |   |   |
|---|---|
| <input type="checkbox"/> There is a pencil on the chair.  | <input type="checkbox"/> There are two books next to the CD player. |
| <input type="checkbox"/> There is a frog on the board.    | <input type="checkbox"/> There are three cats in the desk.          |
| <input type="checkbox"/> There is a snake under the desk. | <input type="checkbox"/> There's a rabbit next to the door.         |



**2** Schau dir das Bild in **11** nochmals an und vervollständige die Sätze.

- There are two frogs .....
- There is a pelican .....
- There is a cat .....
- There are three books .....

**13** Schreib *is* oder *are* in die Lücken.

- 1 There ..... six hippos in the swimming pool.
- 2 There ..... a great café in the zoo.
- 3 There ..... a pets corner with rabbits.
- 4 There ..... sixteen rabbits in the pets corner.
- 5 There ..... pelicans from Africa.
- 6 There ..... a new elephant from India.

**Essential Grammar** *to be*

**14** Ergänze die Sätze.

1 ..... ten.

2 ..... happy.

3 ..... black and white.

4 ..... not happy.

5 ..... ten and fifteen.

6 ..... fine.

**More Grammar:** Preposition

**15** Schau dir *das* Bild an und ergänze die fehlenden Wörter.

**Note:**  
it's = it is  
they're = they are



- 1 Where is the frog?  
It's ..... the bus.
- 2 Where are the snakes?  
They're ..... the bus.
- 3 Where are the monkeys?  
They're ..... the bus.
- 4 Where is the hippo?  
It's ..... the bus.
- 5 Where is the dog?  
It's ..... the bus.
- 6 Where are the cats?  
They're ..... the bus.

## More Practice

- 16 Schau dir das Bild an. Schreib so viele Sätze mit *there is / there are* wie du kannst. Schreib auch, wo sich die Gegenstände/Tiere befinden.



.....

.....

.....

.....

.....

.....

- 17 Schau dich in deinem Zimmer um. Versuche so viele Sätze wie nur möglich über dein Zimmer zu schreiben, die mit *There is / there are* beginnen.

.....

.....

.....

- 18 Kreuze die sieben weiteren Wörter für Schulsachen. (↓ →) Dann sieh dir das Bild in 16 noch mal an. Zeichne die Schulsachen ins Bild und schreib dazu passende Sätze.

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

There are two pencils under the chair.

.....

.....

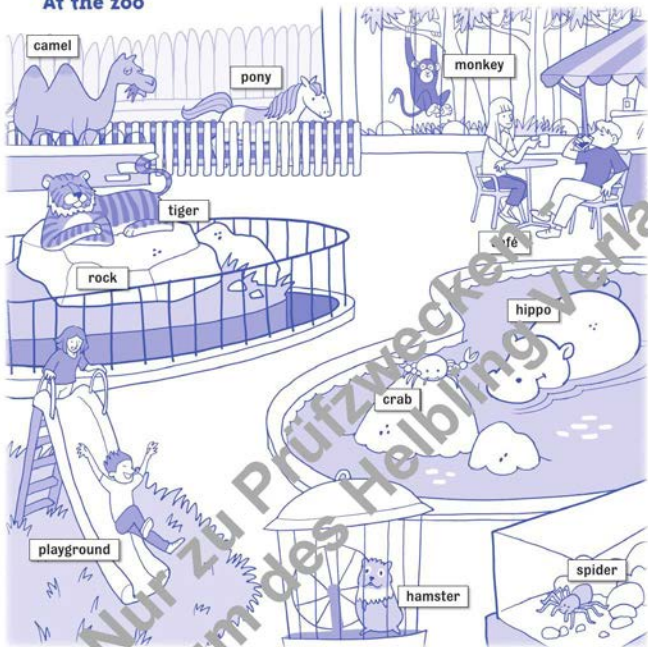
.....

.....

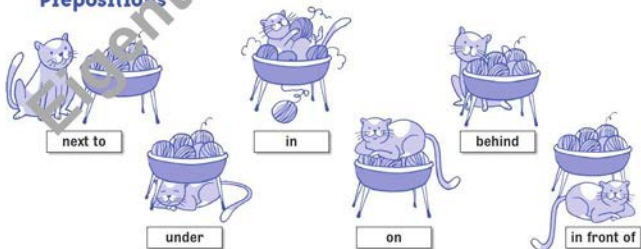
.....

# WORD FILE

## At the zoo



## Prepositions



## MORE Words and Phrases

	<b>where</b>	<i>Where is it?</i>	wo
<b>1</b>	<b>at</b>	<i>The children are at the zoo.</i>	bei, an; hier: in
	<b>behind</b>	<i>The desk is behind the door.</i>	hinter
	bush (pl bushes)	<i>The tigers are behind the bush.</i>	Busch
	over there	<i>There's a book over there.</i>	da/dort drüben
	<b>there is (there's)</b>	<i>There's a book on my desk.</i>	es gibt, da ist
	<b>there are</b>	<i>There are three books on my desk.</i>	es gibt, da sind
	<b>under</b>	<i>There's a book under my desk.</i>	unter
	<b>yes</b>	<i>There's a snake over there. Oh yes, it's beautiful.</i>	ja
	<b>zoo</b>	<i>Come to Brighton Zoo!</i>	Zoo
<b>4</b>	<b>adult</b>	<i>Adults are £12</i>	Erwachsene/r
	<b>café</b>	<i>There's a great café at the zoo.</i>	Kaffeehaus, Café
	<b>come</b>	<i>Come to the zoo!</i>	kommen
	corner	<i>The chair is in the corner.</i>	Ecke
	fantastic	<i>The pony rides are fantastic.</i>	toll, fantastisch
	<b>for</b>	<i>There is a new pool for the hippo.</i>	für
	free	<i>Children under 10 go free.</i>	frei, kostenlos
	<b>from</b>	<i>There are pelicans from California.</i>	aus
	kid	<i>There is a playground for the kids.</i>	Kind
	pets corner	<i>There is a pet corner with rabbits.</i>	Streichelzoo
	playground	<i>The playground for the kids is new.</i>	Spielplatz
	<b>ride</b>	<i>There are pony rides at the zoo.</i>	Ritt, Fahrt
	<b>send (in)</b>	<i>Send in the answers to the quiz!</i>	(ein-)schicken, (ein-)senden
	<b>to</b>	<i>Let's go to London!</i>	zu; bis; vor; an
	<b>no</b>	<i>Can you see the snake? No, I can't.</i>	nein
<b>5</b>	<b>year</b>	<i>I'm in Year 5.</i>	Jahr; Jahrgangsstufe
<b>6</b>	<b>he</b>	<i>He likes animals.</i>	er
	<b>she</b>	<i>She is from England.</i>	sie
	<b>talk</b>	<i>Talk about the boys and girls.</i>	sprechen, sich unterhalten
<b>7</b>	<b>happy</b>	<i>Tom is happy.</i>	glücklich; fröhlich; zufrieden
	let somebody go	<i>Let us out!</i>	jemanden herauslassen
	<b>us</b>	<i>Can you see us?</i>	uns
<b>8</b>	<b>car</b>	<i>The dog is in the car.</i>	Auto
<b>DVD</b>	at last		Endlich.
	how strange!		Wie komisch!
	let me see...		Lass mich mal schauen.
	stone	<i>Colour your stone.</i>	Stein

# UNIT 4 Pirates!

## Essential Vocabulary

1 Schreib die Wörter auf die Zeilen.

leg  
 foot / feet  
 arm  
 fingers  
 shoulder  
 hair  
 nose  
 eyes  
 ear  
 tooth / teeth  
 mouth



2 Schreib die Zahlen in die entsprechenden Kästchen.

- big
- small
- tall
- short
- long
- short





## More Vocabulary

- 3 Kreise die restlichen 13 Wörter für die Körperteile ein. (↓ →) Dann schreib sie auf.

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

beard

- 4 Finde die sechs Wörter in der Worteslänge. Schreibe sie dann auf die Zeilen.

hookshipiratewoodenlegtreasuresea



## Reading and Writing

### 5 Wer hat was? Hake T (True/richtig) oder F (False/falsch) an.

Greybeard

Tamara

Fred and Frank

- Tamara has got a big ice cream.
- Tamara has got a small crocodile.
- Greybeard hasn't got a snake.
- Greybeard has got a big ice cream.
- Fred and Frank have got two rabbits.
- Fred and Frank haven't got a laptop.
- Fred and Frank have got a new MP3 player.
- Tamara has got a laptop.

T  F

T  F

T  F

T  F

T  F

T  F

T  F

T  F

### 6 Vervollständige die Gedichte mit Hilfe der Bilder.

My name is Tamara,  
my friend is Sarah.  
my <sup>1</sup> ..... is a fox  
and he is very clever.  
He has got a <sup>2</sup> .....,  
he has got DVDs  
together\* we travel  
the Seven Seas.



My name is Sarah,  
my friend is Tamara,  
my pet is a fox.  
He has got black and <sup>3</sup> ..... socks.  
He has got a cool <sup>4</sup> .....  
and two PCs.  
Together we travel  
the Seven Seas.

#### VOCABULARY

\*together – zusammen;  
travel – bereisen;  
the Seven Seas – die  
Sieben Weltmeere

## 7 CHOICES

**A** Lies die Texte und ordne sie den Bildern zu. Mal dann die Bilder an.



**Mel** is 12 years old. She is from London. She has got long brown hair and green eyes. She has got a small mouth and a big nose.

**Steve** is 13 years old. He's from Chicago. He has got short brown hair and blue eyes. He has got a small mouth and a small nose.

**Sara** is 17 years old. She's from Berlin. She has got short hair and blue eyes. She has got a large mouth and a small nose.

**B** Schreib über einen/eine Freund(in).

My friend ..... is .....

He/She is from .....

He/She has got .....

He/She has got a .....

**8** Bring die Dialoge in die richtige Reihenfolge.

**Dialogue 1**

- 1 How old is he?
- 1 A Have you got a brother?
- A What's his name?
- B He's 12.
- 4 B Peter.
- B Yes, I have.

**Dialogue 2**

- A What's its\* name?
- 1 A Have you got a dog?
- A Blackie, hrrm. What colour is it?
- A And how old is it?
- B It is black.
- B Yes, we have.
- B Erm — eight.
- 4 B Blackie.

**VOCABULARY**

\*its — sein/ihr

## Essential Grammar *have got – haven't got*

### 9 Kreise in jedem Satz die richtige Form ein.



1 He *hasn't / haven't* got long hair.



2 She *hasn't / haven't* got a car.



3 It *hasn't / haven't* got legs.



4 I *hasn't / haven't* got a computer.



5 We *hasn't / haven't* got a big house.



6 He *hasn't / haven't* got apples. He has got bananas.

### 10 Schau dir die Bilder an und schreib die Sätze



1 She / black hair  
She has got black hair.



2 They / new car



3 You / laptop



4 We / big feet



5 He / bike



6 I / a skateboard

### 11 **P**ut the words in the richtige Reihenfolge und schreib die Fragen.

1 got / a / has / pen? / he

Has he got a pen?

2 they / laptop? / got / have / a

3 you / problem? / have / a / got

4 green / got / she / eyes? / has

5 you / have / a / dog? / big / got

6 he / hair? / long / got / has

7 she / hair? / got / red / has

8 house / your / garage? / a / got / has

## More Grammar *have got – haven't got*

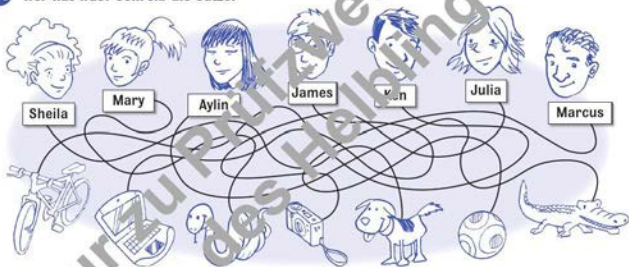
### 12 Schreib die Antworten.

- Has Ronald got black hair? (X) No, he hasn't.
- Have you got a dog? (✓) Yes, I have.
- Has Aileen got a cat? (X) .....
- Have they got a computer in their house? (X) .....
- Have they got hamburgers in this restaurant? (✓) .....
- Has the house got a garage? (✓) .....

### 13 Schreib die Antworten.

- |   |   |
|---|---|
| 1 A Has Peter got a cat?<br>B <u>Yes, he has.</u> It's black and white. | 4 A Have you got a new teacher?<br>B ..... she's great! |
| 2 A Have they got black hair?<br>B ..... It's brown.                    | 5 A Have we got apples?<br>B ..... We've got bananas.   |
| 3 A Has Mary got a laptop?<br>B ..... – and it's new!                   |   |

### 14 Wer hat was? Schreib die Sätze.



Sheila has got a bicycle.  
 .....  
 .....

### 15 Beantworte die Fragen zu deiner Person.

- |                                |                               |
|--------------------------------|-------------------------------|
| Have you got long hair? .....  | Have you got a sister*? ..... |
| Have you got short hair? ..... | Have you got a brother? ..... |
| Have you got blue eyes? .....  | Have you got a cat? .....     |
| Have you got brown eyes? ..... | Have you got a camera? .....  |

### 16 Schreib einen kurzen Text über dich selbst.

Hello, my name is .....

I have got .....

I haven't got .....

**VOCABULARY**  
 \*sister – Schwester

17 Mal die Piraten an. Beschreibe Ruby und Ronald.



Developing speaking competencies

18 Bring die Sätze in die richtige Reihenfolge.

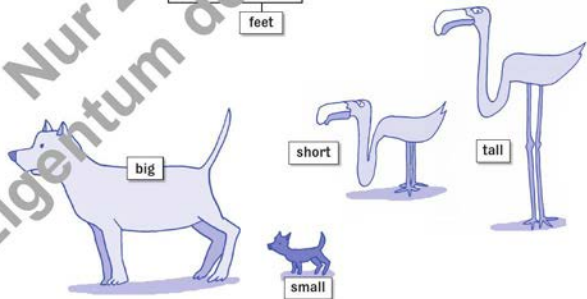
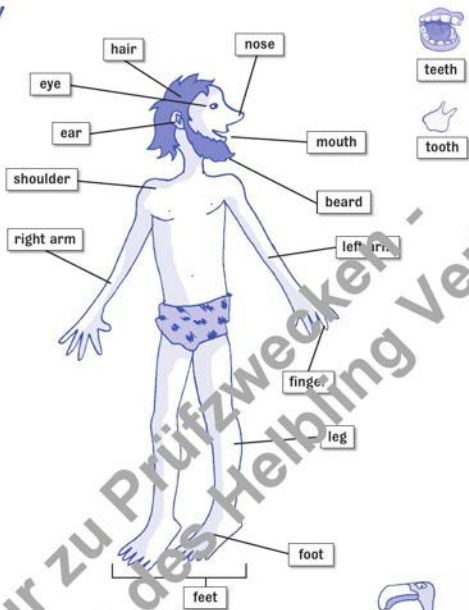
- Ben No, I hate skateboarding. Let's go bowling.
- Ben No, I hate pirate films. We could go swimming.
- Ben Let's go shopping.
- Mia OK, let's go to the swimming pool then.
- Ben Is there a good film on?
- Mia Yes, a pirate film.
- Mia Shopping? No, I hate shopping. Let's go skateboarding.
- Mia Yes, swimming is a good idea.
- Mia No, I hate bowling. Let's go to the cinema.

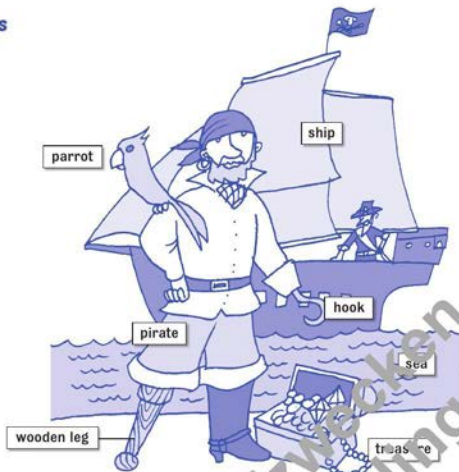
19 Ordne jeweils zwei Sätze einander zu.

- |                                      |  |
|--------------------------------------|--|
| 1 I'm bored.                         | <input type="checkbox"/> Pirates are boring.         |
| 2 There's a pirate film at the Roxy. | <input type="checkbox"/> OK, but what?               |
| 3 We could go shopping.              | <input type="checkbox"/> Good idea. What film is on? |
| 4 Let's do something.                | <input type="checkbox"/> Me too.                     |
| 5 Let's go to the cinema.            | <input type="checkbox"/> Yes, I love swimming.       |
| 6 We could go swimming.              | <input type="checkbox"/> Good idea. I like shopping. |

# WORD FILE

## The body





## MORE Words and Phrases

1	<b>also</b>	<i>Tamara is also a pirate.</i>	auch
	<b>famous</b>	<i>Greybeard is a famous pirate.</i>	berühmt
	<b>him</b>	<i>Peter is nice. We like him.</i>	ihm, ihn
	<b>his</b>	<i>His pirate name is Bluebeard.</i>	sein/e
	<b>ship</b>	<i>It's a big ship.</i>	Schiff
	<b>be scared (of)</b>	<i>The kids are scared of the ship.</i>	Angst haben (vor)
	<b>very</b>	<i>They are very scared.</i>	sehr
2	<b>note</b>	<i>Look at the note on page 24.</i>	Anmerkung
3	<b>strong</b>	<i>Greybeard hasn't got a strong left leg.</i>	stark; kräftig
4	<b>captain</b>	<i>The captain has got a blue ship.</i>	Kapitän
	<b>have got / has got</b>	<i>The brothers have got brown hair. Tamara has got red hair.</i>	haben, hat
5	<b>pretty</b>	<i>Polly is a pretty pirate.</i>	hübsch
	<b>purple</b>	<i>She has got purple hair.</i>	violett, lila
6	<b>brother</b>	<i>Fred is Frank's brother.</i>	Bruder
	<b>real</b>	<i>His left leg isn't real. It's wooden.</i>	wirklich; echt, real
	<b>short</b>	<i>Greybeard is short.</i>	klein
	<b>tall</b>	<i>Tamara is tall.</i>	groß
	<b>wrong</b>	<i>Say what's wrong.</i>	falsch, nicht in Ordnung
DVD	<b>Good idea.</b>		Gute Idee.
	<b>true</b>	<i>Is it true?</i>	wahr



## Essential Vocabulary

1 Circle the words and write them under the pictures.

angry bored cold happy hot hungry nervous scared proud



1 She is .....



2 She is .....



3 They are .....



4 He is .....



5 She is .....



6 They are .....



7 He is .....



8 He is .....



9 They are .....

- 2 Look at Tom's diary. Write the days of the week.



### More Vocabulary

- 3 Match to make dialogues.

- |               |                          |                   |
|---------------|--------------------------|-------------------|
| 1 I'm tired.  | <input type="checkbox"/> | Eat a sandwich.   |
| 2 I'm hungry. | <input type="checkbox"/> | Close the door.   |
| 3 I'm bored.  | <input type="checkbox"/> | Sit down.         |
| 4 I'm hot.    | <input type="checkbox"/> | Open the window.  |
| 5 I'm cold.   | <input type="checkbox"/> | Read a good book. |

- 4 Write dialogues.



William



Anna and Mary



Susan



Thomas



Louis and Rachel



Vicky

- |                           |           |
|---------------------------|-----------|
| 1 A How is William? ..... | 4 A ..... |
| B He is nervous.....      | B .....   |
| 2 A .....                 | 5 A ..... |
| B .....                   | B .....   |
| 3 A .....                 | 6 A ..... |
| B .....                   | B .....   |

**5** Write sentences about Mr Nibbs.



- 1 It's Monday. Mr Nibbs is sad.
- 2 It's Tuesday. Mr Nibbs .....
- 3 It's .....
- 4 .....
- 5 .....
- 6 .....

**6** Answer the questions with *yes, he is* or *No, he isn't*.

- 1 It's Saturday. Is Mr Nibbs hungry? No, he isn't.
- 2 It's Wednesday. Is Mr Nibbs happy? .....
- 3 It's Monday. Is Mr Nibbs sad? .....
- 4 It's Tuesday. Is Mr Nibbs angry? .....
- 5 It's Tuesday. Is Mr Nibbs excited? .....
- 6 It's Friday. Is Mr Nibbs cold? .....

**7** Write your answers to the questions.

- 1 What day of the week is it today?  
.....
- 2 What day is tomorrow?  
.....
- 3 Are you happy today?  
.....
- 4 Are you hungry?  
.....

## Reading and Writing

### 8 CHOICES

#### A 1 Put the dialogue in the correct order.

- A Great! Why?  
 A How are you today?  
 B There's no homework today!  
 B I'm very happy.

#### 2 Complete the dialogues.

Why not?  
 How are you today?  
 I'm very tired.

##### Dialogue 1

- A .....  
 B Not so good.  
 A .....  
 B I'm nervous. There's a test tomorrow.

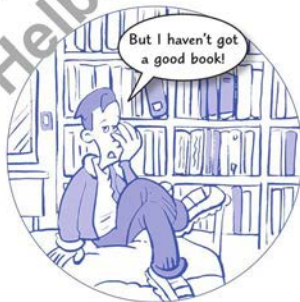


##### Dialogue 2

- A How are you today?  
 B .....  
 A Then go to bed.  
 B OK.

#### B 1 Put the dialogue in the correct order.

- A OK. Read a good book.  
 A How are you today?  
 A Oh dear! Why are you bored?  
 B But I haven't got a good book!  
 A There's nothing good on TV.  
 B I'm very bored.



#### 2 Write your own dialogue.

A How are you today?

.....

B .....

A .....

B .....

A .....

B .....

**VOCABULARY:** \*nothing – nichts

## Essential Grammar *to be* (negative) / questions with *to be*

### 9 Match.

- |                        |                                     |                             |
|------------------------|-------------------------------------|-----------------------------|
| 1 Is it cold?          | <input type="checkbox"/>            | Yes, we are.                |
| 2 Are you hungry, Sue? | <input type="checkbox"/>            | No, she isn't. She's bored. |
| 3 Are we late?         | <input checked="" type="checkbox"/> | Yes, it is.                 |
| 4 Is she angry?        | <input type="checkbox"/>            | Yes, he is.                 |
| 5 Are they excited?    | <input type="checkbox"/>            | No, I'm not.                |
| 6 Is he English?       | <input type="checkbox"/>            | Yes, they are.              |

### 10 Complete with the words from the box.

'm not  
isn't  
isn't  
aren't  
aren't  
aren't

- |                             |  |                           |   |
|-----------------------------|--|---------------------------|---|
| 1 A Look at that small dog! | B It <u>isn't</u> a dog. It's a cat!                       | 5 A Is today Wednesday?   | B No, it <u>isn't</u> Wednesday today. It's Thursday. |
| 2 A Hi James!               | B I <u>isn't</u> James. I'm Mike.                          | 6 A Yes - I'm right!      | B You <u>isn't</u> right. You are wrong.              |
| 3 A They are from London.   | B No, they <u>isn't</u> from London. They are from Vienna. | 7 A We <u>isn't</u> late! | B No, we <u>isn't</u> late. It's only* eight o'clock. |
| 4 A Alison is angry.        | B She <u>isn't</u> angry. She is bored.                    |                           |   |

\*VOCABULARY: \*only - erst

### 11 Complete the questions and short answers.

- |                                  |                           |                              |                          |
|----------------------------------|---------------------------|------------------------------|--------------------------|
| 1 A <u>Is</u> Nadia from London? | B No, she <u>isn't</u> .  | 5 A <u>Are</u> they excited? | B Yes, <u>they are</u> . |
| 2 A <u>Are</u> you nervous?      | B Yes, I <u>am</u> .      | 6 A <u>Are</u> we right?     | B No, <u>we aren't</u> . |
| 3 A <u>Am</u> I right?           | B No, you <u>aren't</u> . | 7 A <u>Is</u> Steve sixteen? | B No, <u>he isn't</u> .  |
| 4 A <u>Is</u> it a cat?          | B Yes, it <u>is</u> .     | 8 A <u>Is</u> you hot?       | B No, <u>I'm not</u> .   |

### 12 Complete the questions and short answers.



- 1 Is Jenny Italian?  
No, she isn't.



- 2 Is it Sarah's dog?  
Yes, it is.



- 3 Is Steve twelve?  
No, he isn't.



- 4 Are they hungry?  
Yes, they are.



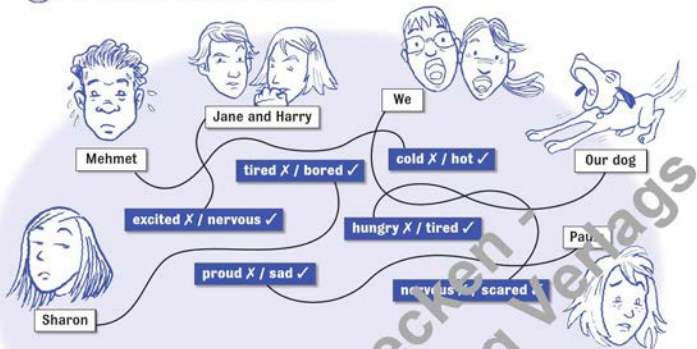
- 5 Are you nervous?  
Yes, I am.



- 6 Are we late?  
Yes, you are.

**More Grammar** *to be* (negative) / questions with *to be*

**13** Follow the lines and write the sentences.



- Sharon isn't tired. She's bored.
- .....
- .....
- .....
- .....
- .....

**14** Look at the story, *4 days in the life of Richard* on page 32 in the Student's Book and correct the sentences.

- It's early morning. Richard is hot. He isn't hot. He's cold.
- The tourists are bored. ....
- It's lunchtime. Richard is thirsty\*. ....
- The sun is out. Richard is angry. ....
- It's late. Richard is tired. ....
- Richard's in bed. He's sad. ....

**VOCABULARY:** \*thirsty – durstig

**15** Write short answers.

- Are Brian and Nadia here? (✓) .....
- Are you cold? (X) .....
- Is it your dog? (X) .....
- Is she busy? (✓) .....
- Is it Friday today? (✓) .....
- Am I right? (X) .....

**16 Complete the dialogue.**

Andy Hello, Tony. Hello, Emily. How <sup>1</sup> ..... you today?  
 Emily We' <sup>2</sup> ..... very excited.  
 Andy Great! Why <sup>3</sup> ..... you excited?  
 Tony Tomorrow <sup>4</sup> ..... the weekend!  
 Andy Oh, <sup>5</sup> ..... it Friday today?  
 Emily Yes, it <sup>6</sup> ..... you happy, Andy?  
 Andy No, I' <sup>7</sup> ..... I' <sup>8</sup> ..... very bored.  
 Tony Why?  
 Andy Saturday <sup>9</sup> ..... a good day for me.  
 Emily Why?  
 Andy Mum and I go shopping.



**17 Complete the dialogues with the sentences from the box. There are two extra sentences.**

No, I'm not. I'm angry. I'm tired. Are you OK? It's my birthday. No, she isn't.  
 I'm excited. She's from Spain. Yes, we are. We're from France. Oh, I'm sorry.

**1**



Paula Hi Toby. How are you?  
 Toby .....  
 Paula Why?  
 Toby .....  
 Paula Happy Birthday, Toby.  
 Toby Thank you.

**2**



Bob Are you happy, Olivia?  
 Olivia .....  
 Bob What's the problem?  
 Olivia You've got my sandwich in your mouth.  
 Bob .....

**3**



Clara .....  
 Ben No, I'm not.  
 Clara Oh dear. What's the problem?  
 Ben .....  
 Clara Go to bed.  
 Ben That's a good idea.

**4**



Oliver Is Claudia from Italy?  
 Tim .....  
 Oliver Where is she from?  
 Tim .....

# WORD FILE



## Feelings



cold



angry



happy



scared



excited



hot



sad



bored



hungry



tired



nervous



proud

## Times of the day



morning



lunchtime



afternoon



evening



night



## Days of the week



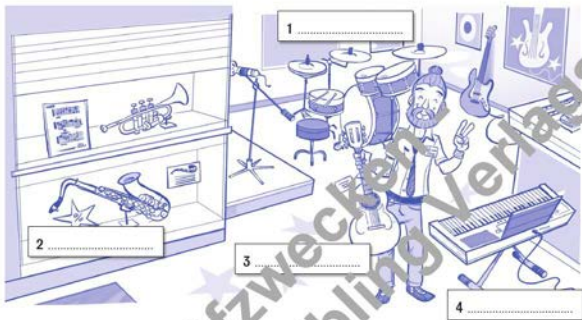
## MORE Words and Phrases

3	<b>after</b>	<i>After school I meet my friends.</i>	nach
	<b>a lot of</b>	<i>It's a lot of work.</i>	viel/e
	<b>day</b>	<i>On the big day, Mike is nervous.</i>	Tag
	<b>end</b>	<i>At the end of the play, Mike is very happy.</i>	Ende
	<b>fun</b>	<i>It's great fun.</i>	Spaß
	<b>Go away!</b>		Geh weg!
	<b>help</b>	<i>Let me help you.</i>	helfen
	<b>home</b>	<i>Mike is at home.</i>	zu/nach Hause, Zuhause
	It's no good.		Es hat keinen Zweck.
	<b>mum</b>	<i>She is his mum.</i>	Mutter, Mama, Mutti
<b>next</b>	<i>The next day.</i>	nächste/ste	
<b>still (not)</b>	<i>Miss Baker still isn't happy.</i>	immer noch (nicht)	
4	a day in the life of		ein Tag im Leben von
	(be) asleep	<i>He's asleep.</i>	schlafen
	<b>early</b>	<i>It's early. He's still in bed.</i>	früh
	It's lunchtime.		Es ist Mittagspause.
	<b>life (pl lives)</b>	<i>Elephants have a long life.</i>	Leben
	<b>sun</b>	<i>The sun is out.</i>	Sonne
	<b>5</b>	Are you OK?	
<b>homework (no pl)</b>	<i>We have got a lot of homework today.</i>		Hausaufgaben
<b>into</b>	<i>Go into the classroom!</i>		in
Oh dear!			Du meine Güte!
<b>room</b>	<i>There's a spider in our room.</i>		Zimmer, Raum
Why are you tired?			warum
6	<b>bad</b>	<i>Thursday and Friday aren't bad.</i>	schlecht, böse
	Don't be late.		Komm nicht zu spät. Sei pünktlich.
	<b>tomorrow</b>	<i>Tomorrow is Monday.</i>	morgen
7	<b>birthday</b>	<i>Happy birthday, David!</i>	Geburtstag
	<b>friend</b>	<i>Tom is his friend.</i>	Freund/in
10	<b>every day</b>	<i>Every day she feels different.</i>	jeden Tag
11	<b>because</b>	<i>I'm happy because it's the weekend.</i>	weil
12	<b>her</b>	<i>It's her shop.</i>	ihr/e
	I don't believe it.		Ich kann es kaum glauben.
	I'm in trouble.		Ich bin in Schwierigkeiten.
	It's your fault.		Es ist deine Schuld., Selber schuld.
	<b>See you later.</b>		Bis später.

## Essential Vocabulary

1 Look at the picture and write the names of the instruments.

guitar  
saxophone  
drums  
keyboards



2 Who plays the instruments? Write the words.

- 1 drums – drummer      3 guitar – \_\_\_\_\_  
2 saxophone – \_\_\_\_\_      4 keyboards – \_\_\_\_\_

3 Write the words from the box under the pictures.

walk on my hands  
wiggle my ears  
touch my nose with my tongue  
stand on my head  
write with my pen and my right hand



1 walk on my hands



2 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

## More Vocabulary

- 4 Complete the sentences about *Project 11*.

### Spotlight on *PROJECT 11*

1 James		is the		..... of the band.
2 Jessica		is the		.....
3 Ellie		is the		..... player.
4 Dan and Steve		play the		.....
5 Jack		is the		..... player.

- 5 Complete the text with the missing letters.

Proj\_ \_ \_ 11 ar\_ \_ a gre\_ \_ b\_ \_ . Th\_ \_ in\_ \_ o\_ th\_ \_  
 ba\_ \_ i\_ Jam\_ \_ . Jess\_ \_ i\_ th\_ dram\_ \_ . Sh\_ \_ i\_ ve\_ \_  
 go\_ \_ . Ell\_ \_ i\_ th\_ keyb\_ \_ \_ . Th\_ \_ an\_ Ja\_ \_ i\_ th\_  
 saxop\_ \_ \_ pla\_ \_ . Da\_ \_ and Ste\_ \_ pl\_ \_ th\_ gui\_ \_ \_ .

- 6 Follow the lines and write about the band *FourU*.



Mark

Tim and Kate

Emma

Sally

Joe

- 1 Sally is the drummer. ....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

**7 Match A with B and write the phrases under the pictures.**

- |                   |  |
|-------------------|--|
| <b>A</b>          | <b>B</b>                                   |
| 1 climb*          | <input type="checkbox"/> balls             |
| 2 stand on        | <input type="checkbox"/> with your tongue  |
| 3 touch your nose | <input checked="" type="checkbox"/> a tree |
| 4 juggle*         | <input type="checkbox"/> your ears         |
| 5 walk on         | <input type="checkbox"/> your head         |
| 6 wiggle          | <input type="checkbox"/> your hands        |

**VOCABULARY**

\*climb – klettern;  
juggle – jonglieren



1 ..... climb a tree



2 .....



3 .....



4 .....



5 .....



6 .....

**Reading and Writing**

**8 Read the dialogue and complete with the words from the box.**

sing  
I  
play  
am  
can't  
Bye  
you  
their

Lisa Are you in *Project 11*?

Pete Yes, I'm <sup>1</sup>.....

Lisa Wow, they're great.

Pete Thanks.

Lisa Are you <sup>2</sup>..... the singer?

Pete No, I'm not. I can't <sup>3</sup>.....

Lisa Are you the keyboard player?

Pete No, I <sup>4</sup>..... play the keyboards.

Lisa Are you the guitarist?

Pete No, I <sup>5</sup>..... can't play the guitar.

Lisa Are you the saxophone player?

Pete No, I can't <sup>6</sup>..... the saxophone.

Lisa What are you?

Pete Me? I carry <sup>7</sup>..... instruments.

Lisa Oh! Oh! Well, I must go. <sup>8</sup>.....

**9 Read the dialogue again and tick the correct sentences.**

1 Pete is in *Project 11*.

2 Lisa is in *Project 11*.

3 Pete is the keyboard player.

4 Pete can't play the guitar.

5 Pete can play the saxophone.

6 Pete can carry their instruments.

**10** Write the sentences under the pictures.

It's their guitar.  
It's her guitar.  
It's our guitar.  
It's his guitar.



1 .....



2 .....



3 .....



4 .....

**11 CHOICES**

**A** Look at the pictures and answer the questions.



1 Can James touch his nose with his tongue?

Yes, he can. ....



4 Can Dan climb the tree?

.....



2 Can Jessica juggle?

.....



5 Can Steve walk on his hands?

.....



3 Can Ellie wiggle her ears?

.....



6 Can Jack stand on his head?

.....

**B** Read the text. Then write a text about yourself.

**My talents**

I can touch my nose with my tongue. I can juggle and I can stand on my head.  
But I can't wiggle my ears, I can't climb trees and I can't walk on my hands.

## Essential Grammar Possessives

### 12 Circle the correct option.

- 1 This is *we / our* dog.
- 2 Is Susie *you / your* sister?
- 3 Have you got *he / his* book?
- 4 *He / His* is very happy today.
- 5 Are *they / their* brothers?
- 6 That's *she / her* bike.
- 7 *It / Its* is cold today
- 8 What's *it / its* name?
- 9 John is *I / my* brother
- 10 *We / Our* are twins.
- 11 Mr Smith is *they / their* favourite teacher.
- 12 *I / My* am Paul.

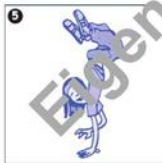
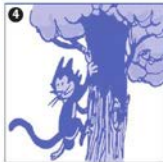
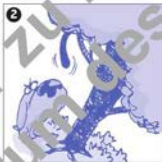
### 13 Complete with the words in the box.

they  
you  
she  
my  
your  
its  
his  
his  
our

Subject pronoun	Possives
1 I	<sup>1</sup> my .....
2 .....	your
he	<sup>3</sup> .....
4 .....	her
it	<sup>5</sup> .....
we	<sup>6</sup> .....
you	<sup>7</sup> .....
<sup>8</sup> .....	their

## Essential Grammar *can't can't*

### 14 Match the sentences and the pictures.



- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 3 He can't sing.  | <input type="checkbox"/> She can't play tennis. |
| <input type="checkbox"/> She can walk on her hands.   | <input type="checkbox"/> It can't climb trees.  |
| <input type="checkbox"/> It can climb trees.          | <input type="checkbox"/> She can play tennis.   |
| <input type="checkbox"/> She can't walk on her hands. | <input type="checkbox"/> He can sing.           |

## More Grammar Possessives

15 Complete with *my, your, his, her, our* or *their*.



1 Is that ..... cat?



2 This is ..... new school!



3 This is ..... bag.



4 We're Billy and Steve. And these are .....

dogs!



5 What's ..... name?



6 We're Jane and Melissa. And that's ..... mother\*.

**VOCABULARY:** \*mother – Mutter

16 Complete the dialogues with *his, her* or *their*.



1 Is it *his* cat? ?  
Yes, it is .....



2 ..... ? ?  
No, .....



3 ..... ? ?  
Yes, .....



4 ..... ? ?  
No, .....



5 ..... ? ?  
No, .....



6 ..... ? ?  
Yes, .....

## More Grammar *can – can't*

**17** Write the words in the correct order to make sentences.

1 you / stand / can / head / your / on / ?

Can you stand on your head?

2 can't / they / sing

3 play / you / tennis / can / ?

4 climb / he / trees / can't

5 count / 1 / can / from / you / 100 / to / ?

6 can't / her / hands / she / walk / on

7 hands / walk / you / can / on / your / ?

8 brother / my / guitar / play / the / can

**18** Look at the pictures. Write questions and answer them.



Can he play the guitar?

Yes, he can.



**19** Write questions and give answers that are true for you.

1 climb a tree

Can you climb a tree?

Yes, I can. / No, I can't.

2 name 2 cities\* in Europe

3 say the names of ten British\* singers

4 touch your nose with your tongue

5 play the guitar

6 juggle

7 play volleyball

**VOCABULARY:** \*city – Stadt, Großstadt;  
British – aus Großbritannien

**20** Write questions (see **19**) and give answers that are true for you.



# WORD FILE

## Musicians and instruments



## MORE Words and Phrases

2	<b>boyfriend</b>	Jack is her boyfriend.	festen Freund
	<b>its</b>	This is my band. Its name is Project X.	sein/e; ihr/e
	<b>play</b>	They play the guitar.	spielen
	<b>sister</b>	Jessica is my sister.	Schwester
3	<b>back</b>	Let's go back.	zurück
	<b>can; cannot / can't</b>	She can play the drums. She can't sing.	können; nicht können
	<b>concert</b>	Let's go to the concert tomorrow.	Konzert
	<b>Don't worry.</b>		Keine Sorge.
	Hi there!		Hallo ihr!
	<b>job</b>	She has a good job.	Aufgabe; Arbeit
	<b>know</b>	I know the answer.	wissen; kennen
	<b>perfect</b>	The job is perfect for you.	perfekt
	<b>sure</b>	I'm not sure.	sicher
	<b>try</b>	I can try.	versuchen
4	<b>who</b>	Who is the singer in the band?	wer
6	<b>enjoy</b>	Let's enjoy the music.	genießen
	<b>some</b>	Let's have some fun.	etwas
	<b>when</b>	When the music is good, you can dance.	wenn
7	<b>carry</b>	Can you carry my guitar?	tragen
8	<b>stand on</b>	I can stand on my head.	auf etwas stehen
	<b>tongue</b>	He can touch his nose with his tongue.	Zunge
	<b>touch</b>	Please don't touch my guitar.	berühren
	<b>walk</b>	Can you walk on your hands?	auf etwas gehen
	<b>wiggle</b>	He can wiggle his ears.	wackeln (mit)
9	<b>can</b>	Look, he carries fifteen cans.	Dose
	<b>drink</b>	I can't drink fifteen cans.	trinken
	<b>hundred</b>	Can you eat a hundred apples?	hundert
	<b>in one go</b>	Can you drink five cans in one go?	auf einmal
	<b>Is that so?</b>		Ach wirklich?
12	<b>This is me.</b>		Das bin ich.
DVD	<b>It's me.</b>		Ich bin's.
	<b>What's happening?</b>		Was ist (hier) los?








## Essential Vocabulary

1 Write the numbers next to the words.

- house
- umbrella
- cat
- river
- bridge
- phone
- wolf
- tree



2 Complete with the words.

Sherlock Groans is at home. The  rings. Lady Grey can't find her . Sherlock Groans leaves the . He looks for the cat. The cat is not under the . The cat is not in the . Groans find the cat in a . But under the tree there is a . Groans phones Lady Grey for help. She comes and puts the wolf with her . The wolf runs away and Groans gives the cat to Lady Grey.

3 Match the words and the pictures. There are four extra words.

- climb
- fall out of
- leave
- find
- go to
- look for
- pull
- burn



- 1 .....
- 2 .....
- 3 .....
- 4 .....

## More Vocabulary

- 4 Find and circle the five verbs and prepositions from the box in the wordsearch. Write a sentence for each one. (← → ↑ ↓)

fall out of  
go to  
fall into  
look for  
bump into

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

1 .....

2 .....

3 .....

4 .....

5 .....

- 5 Complete with the words from the box.

goes  
bumps into  
looks for  
leaves  
looks for

Sherlock Groans <sup>1</sup>..... the house  
at eight o'clock. He <sup>2</sup>.....  
his umbrella. Sherlock Groans thinks  
"Where is my umbrella? Is it in the woods?  
Is it in the park? Or is it at the café?"  
He <sup>3</sup>..... to the café. No umbrella.  
Then he goes to the park. No umbrella. Then he  
goes to the woods. He .....  
his umbrella under the bushes. No umbrella.  
Later he ..... a tree.  
And from the tree - falls his umbrella.  
Sherlock Groans is very happy.



- 6 Write a short story called *Sherlock Groans and the missing petticoat*. Use the verbs in the box and the picture to help you.

go to  
climb  
fall out of  
leave  
find  
bump  
look for  
fall into

.....

.....

.....

.....

.....

.....

.....



**7 CHOICES**

**A** Match the pictures with the sentences.

**Sherlock Groans and the garden gnome\***



- The garden gnome hits Groans with a little hammer.
- Today Groans wants to find a garden gnome.
- He looks for it in the park.
- Then the garden gnome runs away.
- He falls into the grass. There he sees the garden gnome.
- He bumps into a tree.

**VOCABULARY**

\*garden gnome – Gartenzwerg

**B** Sherlock Groans is on the phone with Lady Grey.

Put the dialogue into the correct order.

- Lady Grey: Where are you?
- Lady Grey: OK, Groans. Give me twenty minutes.
- Lady Grey: A tree?
- Lady Grey: Yes? Who is it?
- Lady Grey: OK, come home, Groans.
- Lady Grey: Is Pepper with you?
- Groans: In a tree.
- Groans: I can't, Lady Grey. There's a wolf under the tree. Help me, please.
- Groans: Yes, he is.
- Groans: Yes, a tree in the woods.
- Groans: Groans here, Lady Grey.



**8** Read the text on page 46 of the Student's Book again. Write the answers.

Name: Sherlock Holmes

Job: \_\_\_\_\_

Address: \_\_\_\_\_

Clothes: \_\_\_\_\_

Hobby: \_\_\_\_\_

Best friend: \_\_\_\_\_

**9** Read about these famous detectives. How many of the tasks can you do?



She is **GEORGINA** from *The Famous Five*, but she prefers\* the name George. Every summer holidays George and her friends Dick, Julian, Anne and her dog Timmy have adventures\* and solve cases\* in the countryside\*.



**MISS MARPLE** is a detective in a lot of books by the famous crime author Agatha Christie. Miss Marple is a little old lady. She lives in a small town in the English countryside. She watches people all the time. She is very clever and she always\* finds the killer.

**VOCABULARY:** \*prefer – lieber haben; adventure – Abenteuer; case – (Kriminal-)Fall; countryside – ländliche Gegend; always – immer

Choose the correct answers.

- 1 Georgina has a dog. Its name is  
 Dick.                       Anne.                       Timmy.
- 2 Agatha Christie is the author of books about  
 Miss Marple.                       Georgina.                       *The Famous Five*.

Circle T (True) or F (False).

- 3 There are four children in *The Famous Five*.      T / F
- 4 Miss Marple lives in London.                              T / F

Complete the sentences.

- 5 Georgina likes the name ..... best.
- 6 Agatha Christie is .....

**10** Check your answers.

## Essential Grammar Present simple

11 Choose the correct option. Then number the pictures.

- 1 My sister Sheila *play / plays* football every day.
- 2 In the afternoon, I *play / plays* computer games.
- 3 Dad *wash / washes\** his car on Saturdays.
- 4 We *clean / cleans* our bikes at the weekend.
- 5 My mum *leave / leaves* the office at five.
- 6 We all *love / loves* our dog.
- 7 On Sunday, Mike *go / goes* to the park with his dog.
- 8 On Sunday, Dawn and I *go / goes* to the cinema.

VOCABULARY: \*wash – waschen, reinigen



## More Grammar Present simple

12 Complete with the correct form of the verb.

- 1 Our cat ..... *plays* ..... football. (play)
- 2 I ..... computer games in the evening. (play)
- 3 I ..... my sister with her homework. (help)
- 4 And my sister ..... me to clean my bike. (help)
- 5 My father\* ..... to work at seven every morning. (go)
- 6 We ..... to the cinema on Friday. (go)
- 7 We ..... the car at the weekend. (wash)
- 8 And on Sunday, my sister ..... the dog! (wash)

VOCABULARY

\*father – Vater

**13** Read Alyssa's story. Put the verbs into their correct forms: *s* or *no s*.



My dog really <sup>1</sup>..... (like) ice cream. Every day we  
<sup>2</sup>..... (go) and <sup>3</sup>..... (buy\*) a big ice cream.  
 First I <sup>4</sup>..... (eat) half of\* the ice cream and then  
 my dog <sup>5</sup>..... (eat) the other half of the ice cream.  
 Our favourites are melon and chocolate. My dog also  
<sup>6</sup>..... (like) yogurt ice cream.

**VOCABULARY:** \*buy – kaufen; half of – die Hälfte von

**14** What do they do every day? Write the sentences below the pictures.



Tony / eat

1 Every day Tony eats  
 an apple.



Li Jun / play

2 .....



Mara and Lewis / watch

3 .....



Anna / go

4 .....



Red / climb

5 .....



Kathy / play

6 .....

**15** Complete the text with the missing letters.

Fiona is in bed. Suddenly\* she <sup>1</sup>he\_\_\_ something. She <sup>2</sup>ge\_\_\_ up and <sup>3</sup>go\_\_\_ to the window.  
 Nothing. She <sup>4</sup>re\_\_\_ to the door and <sup>5</sup>wai\_\_\_. Nothing. She <sup>6</sup>lis\_\_\_ for a minute. Nothing.  
 Then she <sup>7</sup>o\_\_\_ at her desk. There is a big teddy bear with a big red card\* on it.  
 The card says: "For Fiona. Love you, Mum and Dad."

**VOCABULARY:** \*suddenly – plötzlich; card – Karte

**16** Complete the text with the verbs from the box.

likes  
 go to  
 calls\*  
 say

Susan <sup>1</sup>..... basketball,  
 and volleyball too.  
 Everyone\* <sup>2</sup>..... her  
 'Volleyball Sue'.

And what about football?  
 She's good at that, too.  
 "OK," <sup>3</sup>..... her friends.  
 "You're Ballchampion Sue."

Her friends all love her and  
<sup>4</sup>..... every game.  
 You see, there's a lot  
 just in a name.

**VOCABULARY:** \*everyone – jeder; call – nennen

- 17** Put the words in order to make sentences.  
Use a verb from the box in the correct form to complete each one.

go  
play  
wash  
like  
climb  
watch  
help  
like

- |  |  |
|--|--|
| 1 cat / our / trees<br>Our cat climbs trees. | 5 the / my / kitchen / mum / I / in    |
| 2 the / every / Sunday / car / Mum           | 6 work / dad / bike / to / my / a / on |
| 3 day / TV / every / I                       | 7 Nicky / lot / Peters / Miss / a      |
| 4 for / my / football / sister / team / a    | 8 cars / my / model / brother          |

## Developing speaking competencies

### 18 CHOICES

**A** Put the dialogue in the correct order.

- Anna Can you help me?  
 Anna I can't find my cap.  
 Dan It's on your head.  
 Dan Yes, of course. What's the problem?

**B** Complete with the missing sentences.

Look under the sofa.  
My book. I can't find it.  
Can you help me?  
Can you help me, Beth?  
It's missing.



- Owen 1 Can you help me?  
 Beth 2 Sorry?  
 Owen 3 .....  
 Beth 4 Yes, of course. What's the problem?  
 Owen 5 .....  
 Beth 6 Pardon?  
 Owen 7 My book.  
 Beth 8 OK.  
 Owen 9 Ah, here it is.

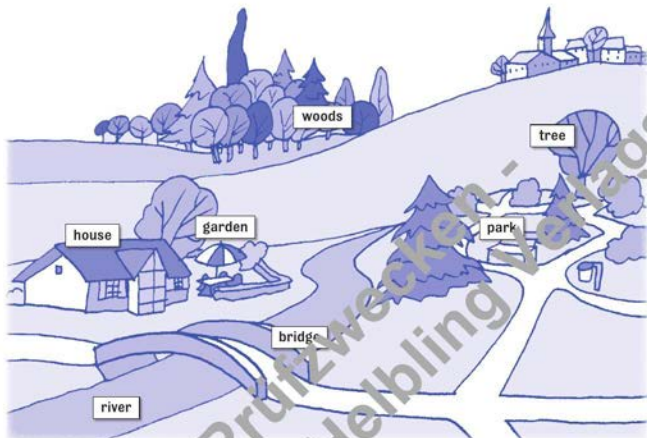
**9** Complete the dialogue using your own ideas.

- |  |                              |
|--|------------------------------|
| Tim .....                                | Ruth Pardon?                 |
| Ruth Sorry?                              | Tim .....                    |
| Tim .....                                | Ruth OK.                     |
| Ruth Yes, of course. What's the problem? | Tim .....                    |
| Tim .....                                | Ruth OK, but it's not there. |



# WORD FILE

## Around the house



## Action verbs



fall into the river



fall out of the tree



leave the office



look around



jump into a tree



jump



climb a tree



go to the park



sit in a tree



hear a noise



look for something



pull

# MORE Words and Phrases

<b>1</b>	<b>umbrella</b>	<i>I've got a green umbrella.</i>	Regenschirm
<b>2</b>	<b>arrive</b>	<i>Lady Grey arrives in the woods.</i>	ankommen
	<b>away</b>	<i>Go away!</i>	weg
	<b>best</b>	<i>He's the best detective.</i>	beste/r/s
	<b>branch</b>	<i>Sherlock Groans sits on the branch of a tree.</i>	Zweig; Ast
	<b>break</b>	<i>The branch breaks.</i>	brechen
	<b>come to</b>	<i>He comes to a bridge.</i>	(zu etwas) hinkommen
	<b>detective</b>	<i>He's the world's best detective.</i>	(Privat-)Detektiv/in
	<b>Help me!</b>		Hilf mir!
	<b>hit</b>	<i>She hits the wolf with her umbrella.</i>	schlagen
	<b>lost</b>	<i>Pepper, the cat, is lost.</i>	verloren
	<b>minute</b>	<i>Give me a minute.</i>	Minute
	<b>perhaps</b>	<i>Perhaps he is in the park.</i>	vielleicht
	<b>phone</b>	<i>Sherlock phones Lady Grey.</i>	anrufen
	<b>pick up</b>	<i>He picks up the cat.</i>	aufheben
	<b>ring</b>	<i>The telephone rings in the office.</i>	knallen, läuten
	<b>run away</b>	<i>The wolf runs away.</i>	weglaufen, wegrennen
	<b>telephone</b>	<i>Sherlock Groans has got a telephone.</i>	Telefon
	<b>wait</b>	<i>He phones Lady Grey and waits in the tree.</i>	warten
	<b>watch</b>	<i>He watches the wolf.</i>	beobachten, zuschauen
	<b>wolf (pl wolves)</b>	<i>He sees a wolf in the woods.</i>	Wolf
<b>wonderful</b>	<i>That's wonderful. Thank you.</i>	wunderbar, wundervoll	
<b>world</b>	<i>Sherlock is the best detective in the world.</i>	Welt, Erde	
<b>5</b>	<b>hospital</b>	<i>The world's best detective is in hospital.</i>	Krankenhaus
	<b>pull</b>	<i>The dog pulls Sherlock Groans out of the river.</i>	ziehen
<b>6</b>	<b>catch</b>	<i>He always catches the bad people.</i>	fangen; erwischen; festnehmen
	<b>clever</b>	<i>Sherlock is not really clever.</i>	klug, schlau
	<b>live</b>	<i>Peter lives in London.</i>	leben, wohnen
	<b>lots of</b>	<i>There are lots of beautiful flowers in the park.</i>	vielleicht, jede Menge
	<b>pipe</b>	<i>Sherlock often has a pipe in his mouth.</i>	Pfeife
	<b>smoke</b>	<i>Holmes smokes a pipe.</i>	rauchen
	<b>street</b>	<i>Anna lives in Park Street.</i>	Straße
	<b>violin</b>	<i>He can play the violin.</i>	Geige
	<b>wear</b>	<i>Trevor wears a black hat.</i>	tragen
<b>9</b>	<b>call</b>	<i>Sherlock Groans calls Lady Grey.</i>	(an-)rufen
	<b>Come on!</b>		Komm(t) jetzt!, Mach(t) schon!
	<b>solve</b>	<i>Detectives solve crimes.</i>	lösen
<b>6</b>	<b>bed</b>	<i>Sherlock Groans is in bed.</i>	Bett
	<b>get up</b>	<i>He gets up at 7 o'clock.</i>	aufstehen
<b>DVD</b>	<b>above</b>	<i>Look at the questions above.</i>	(dar-)über, oberhalb
	<b>get</b>	<i>Can you get some milk for me, please?</i>	holen, nehmen
	<b>nothing</b>	<i>There's nothing in the garden.</i>	nichts
	<b>Sorry?</b>		Entschuldigung?, Wie bitte?
	<b>think of</b>	<i>Think of a role play.</i>	sich ausdenken; denken an
	<b>understand</b>	<i>Do you understand this sentence?</i>	verstehen

## Essential Vocabulary

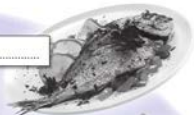
1 Write the words from the box under the pictures.

brown bread  
an orange  
an egg  
peppers  
an apple  
cucumber  
mineral water  
nuts  
ham  
cheese  
fish  
grapes  
sausages  
ice cream



1 .....

2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



10 .....



11 .....



9 .....



12 .....



13 .....



14 .....

2 Tick the sentences that are true for you.

- |   |  |   |
|---|--|---|
| 1 I love milk. <input type="checkbox"/>       | 5 I love pizza. <input type="checkbox"/>     | 9 I like mineral water. <input type="checkbox"/>    |
| 2 I don't like soup. <input type="checkbox"/> | 6 I don't like tea. <input type="checkbox"/> | 10 I don't like ice cream. <input type="checkbox"/> |
| 3 I hate hot dogs. <input type="checkbox"/>   | 7 I like apples. <input type="checkbox"/>    | 11 I like nuts. <input type="checkbox"/>            |
| 4 I like fish. <input type="checkbox"/>       | 8 I hate oranges. <input type="checkbox"/>   | 12 I don't like ham. <input type="checkbox"/>       |

## More Vocabulary

3 Read the text and complete with the missing words.

My favourite food is  1 ..... with  2 .....

 3 ....., and  4 ..... I love it. I always eat

it on Fridays. My mum sometimes makes it for us at home. And we sometimes go to a pizza

restaurant. I like  5 ..... ,  6 ..... and

 7 ..... But not on pizza!

4 Write about your favourite food. Say:

- what your favourite food is: .....
- how often you eat it: .....
- what other food you like: .....

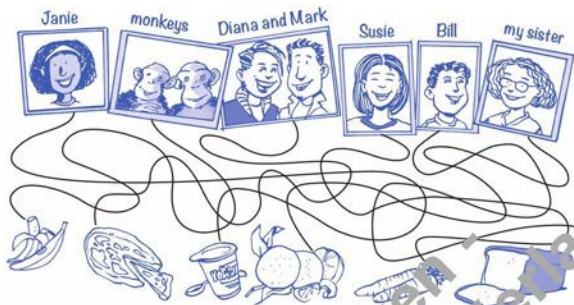
5 Find 14 more food words and write them in the table. (1)

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

Drinks	Vegetables	Fruit	Meat*	Others
			chicken	

VOCABULARY: \*meat – Fleisch

6 Follow the lines. Write the sentences and use the verb *like*.



- 1 Janie likes yogurt. \_\_\_\_\_ 4 \_\_\_\_\_  
 2 \_\_\_\_\_ 5 \_\_\_\_\_  
 3 \_\_\_\_\_ 6 \_\_\_\_\_

Reading and Writing

7 Read about two teenagers and what they eat. How many of the following tasks can you do?

Food and the British teenager

Two teenagers talk about what they usually eat.

My favourite food is fish and chips\*! It's delicious\*. My mum often goes fish and chips at home on Fridays, and I sometimes go to the fish and chips shop with my friends on Saturday, too!

But I like other things, too. I love spaghetti – spaghetti bolognese is one of my favourite things, with Parmesan cheese, mmm! In my town there's a really good pizza restaurant, and they make great spaghetti, too.



Harry (14, Manchester)



Jenny (15, Dorset)

I love fish, but not fish and chips. I like fish with rice or vegetables – tomatoes, spinach or potatoes. It's delicious!

I like fast food, too. I sometimes go to the pizza restaurant with my friends. There's a great hamburger restaurant here too, and we often go there for lunch on Saturday or Sunday.

I love oranges and kiwis, too – kiwis and ice cream is great! I eat it in the summer, it's wonderful.

VOCABULARY: \*chips – Pommes frites; delicious – köstlich

Choose the correct answer.

- 1 Harry says, "My favourite food is  
 spaghetti bolognese."  fish and chips."  pizza."
- 2 Jenny doesn't like  
 fish and rice.  fish and chips.  fish and vegetables.
- 3 Jenny goes to the pizza restaurant with her  
 best friend.  friends.  family.

Circle T (True) or F (False).

- 4 Harry sometimes has fish and chips at the weekend. T / F
- 5 Harry doesn't like the pizza at the restaurant in his town. T / F
- 6 Jenny's favourite vegetables are carrots and peas. T / F

Answer the questions.

- 7 Where does Harry eat fish and chips? .....
- 8 What does Harry like on his spaghetti? .....
- 9 What fruit does Jenny like? .....

### 8 Check your answers.

## 9 CHOICES

### A Complete with the words from the box

chicken  
favourite  
always  
loves  
apple  
hate  
love

- Billy It's Friday! Great. I <sup>1</sup> ..... Fridays.
- Annabel Really?
- Billy Yeah. We <sup>2</sup> ..... have fish and chips for dinner on Fridays. I think  
it's my <sup>3</sup> ..... food.
- Annabel What – fish and chips?
- Billy Yes, and then <sup>4</sup> ..... strudel and ice cream. Mmm!
- Annabel Well, that isn't my favourite food. My favourite food is curry.
- Billy Curry! Oh no! I <sup>5</sup> ..... curry. It's terrible!
- Annabel No, it isn't. I love it and my brother <sup>6</sup> ..... it too. <sup>7</sup> .....
- curry is wonderful!
- Billy I really don't like it.
- Annabel Bye, Billy. Go home and eat your fish and chips.

### B Put the dialogue in the correct order.

- Paul Well, come to my school on Tuesdays. You'll love it.
- Paul It's Tuesday. Oh no! I hate Tuesdays.
- Paul No, I'm not. And after the pizza we get ice cream.
- Paul We have pizza at school on Tuesdays. I hate pizza.
- Clare You hate pizza? Are you crazy?
- Clare I'd love to come. We always have fish and chips on Tuesday. I hate it.
- Clare Why? What's the problem with Tuesdays?
- Clare Pizza and ice cream. That's my perfect lunch.

## Essential Grammar Articles *a / an*

### 10 Circle the correct word.

- I've got *a / an* sister and three brothers.
- I don't want *a / an* apple, thanks.
- We live in *a / an* big city.
- Have you got *a / an* computer?
- Take *a / an* umbrella with you.
- Sue has got *a / an* orange bike.
- Bob's in *a / an* band.
- Let's watch *a / an* DVD.

## Essential Grammar Present simple negative

### 11 Complete with *don't* or *doesn't*.



- He ..... *doesn't* ..... like spinach.
- They ..... ..... live in a big house.
- I ..... ..... know the answer.
- She ..... ..... go to our school.
- We ..... ..... understand!
- It ..... ..... eat meat.
- He ..... ..... speak English.
- You ..... ..... play very well.

## Essential Grammar Adverbs of frequency

### 12 Use the words *always*, *usually*, *often*, *sometimes* and *never* to complete the sentences and make them true for you.

- I ..... have chicken for dinner.
- I ..... have eggs for breakfast.
- I ..... have chocolate for lunch.
- I ..... have soup for dinner.
- I ..... have potatoes for lunch.
- I ..... have orange juice for breakfast.
- I ..... have hot dogs for dinner.
- I ..... have fish for breakfast.

## More Grammar Articles a / an

### 13 Complete with a or an. Then colour the picture.

Spoilt\* Sally has got lots of things. She has got <sup>1</sup>..... rabbit and <sup>2</sup>..... angry cat,  
<sup>3</sup>..... orange laptop and <sup>4</sup>..... blue computer, <sup>5</sup>..... pink saxophone and  
<sup>6</sup>..... red keyboard. Yes, spoilt Sally has got everything\*!

**VOCABULARY:** \*spoilt – verwöhnt; everything – alles



## More Grammar Present simple negative

### 14 Complete with the negative form of the verb.

- 1 He likes apples, but he ..... oranges.
- 2 She speaks Italian, but she ..... English.
- 3 I like yogurt, but I ..... milk.
- 4 He eats chicken, but he ..... eggs.
- 5 I collect lots of things, but I ..... garden gnomes.
- 6 He plays football, but he ..... volleyball.
- 7 You watch DVDs, but you ..... television.
- 8 We go shopping on Saturdays, but we ..... on Sundays.

**VOCABULARY:** \*collect – sammeln

### 15 Write sentences that are true for you.

- 1 I don't like ..... I don't like fish.
- 2 I / like .....
- 3 My friend / not speak .....
- 4 My friends at school / not live .....
- 5 I / not play .....
- 6 My mother and father / not like .....
- 7 I / not watch .....



**16** Look at the pictures. Write sentences with *don't* and *doesn't*.



1 polar bears / live

Polar Bears don't live at the South Pole.



2 Emma / wear



3 I / like



4 cow / eat

**More Grammar** Adverbs of frequency

**17** Look at the table. Write sentences. Put the verbs in the correct forms.

✓✓✓ = always	✓✓X = usually	✓XX = often	✓XXX = sometimes	XXXX = never
--------------	---------------	-------------	------------------	--------------

1 My cat / ✓✓✓ / break things.

My cat always at Jasper. Jasper always breaks things.

2 He / be / ✓✓X / happy.

3 He / ✓XX / watch / TV.

4 He / ✓✓X / go / out all day.

5 He / be / ✓✓✓ / hungry.

6 He / XXXX / sleep\* / at night.

7 He / ✓✓X / play / with my dog.



**VOCABULARY**

\*sleep – schlafen

**18 Put the words in order to make sentences.**

1 never / Hammond / watches / TV. / Miss

.....

2 at / always / football / play / school. / I

.....

3 for / to / sometimes / Italy / we / holidays. / go / our

.....

4 friends. / plays / his / he / with / never / football

.....

5 school / on / usually / they / bikes. / go / to / their

.....

6 eggs / have / breakfast. / we / for / often

.....

7 at / always / it / the / rains / weekend.

.....

8 late / school. / arrive / sometimes / I / at

.....

**19 Complete the sentences so they are true for you.**

1 I sometimes .....

2 I never .....

3 I often .....

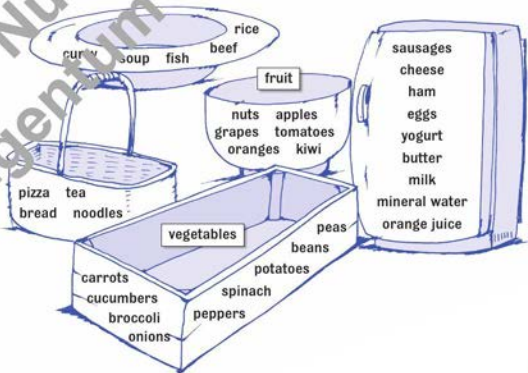
4 My mum usually .....

5 My dad always .....

6 My best friend never .....

**WORD FILE**

Food



## Eating



breakfast



have lunch



dinner



restaurant



junk food

## Adverbs of frequency

Mon	Tue	Wed	Thu	Fri	
✓	✓	✓	✓	✓	always
✓	✓	✓	✓		usually
	✓	✓		✓	often
✓				✓	sometimes
					never

## MORE Words and Phrases

	<b>like</b>	<i>I like noodles.</i>	mögen
3	<b>chicken</b>	<i>Let's have chicken for dinner.</i>	Huhn, Hähnchen
	<b>rice</b>	<i>Some more rice? Yes, please.</i>	Reis
	<b>That's nice.</b>		Das ist nett.
4	<b>always</b>	<i>They always have pizza for dinner.</i>	immer
	<b>breakfast</b>	<i>We have eggs for breakfast.</i>	Frühstück
	<b>bring</b>	<i>Peter brings his books to school.</i>	(mit-)bringen
	<b>family</b>	<i>My family and I live in Austria.</i>	Familie
	<b>fishing</b>	<i>Jennifer's dad loves fishing.</i>	Fischen, Angeln
	<b>French</b>	<i>Clouseau is a French detective.</i>	französisch, Französisch
	<b>fruit</b>	<i>Tom likes lots of fruit for breakfast.</i>	Frucht, Obst
	<b>granddad</b>	<i>He loves his granddad.</i>	Opa, Opi
	<b>grandma</b>	<i>She loves her grandma.</i>	Oma, Omi
	<b>lunch</b>	<i>We often have curry for lunch.</i>	Mittagessen
	<b>north</b>	<i>Anna lives in the north of England.</i>	Norden
	<b>often</b>	<i>They often have fruit for breakfast.</i>	oft, häufig
	<b>sometimes</b>	<i>They sometimes have fish for lunch.</i>	manchmal
	<b>usually</b>	<i>She usually has yogurt for breakfast.</i>	gewöhnlich, normalerweise
7	<b>missing</b>	<i>Find the missing words.</i>	fehlend
10	<b>best friend</b>	<i>I like John best. He's my best friend.</i>	beste/r Freund/in
11	<b>in</b>	<i>Sorry, sir.</i>	Herr (Anrede)
	<b>sorry</b>	<i>Please say sorry to your teacher.</i>	Verzeihung, Entschuldigung
	<b>teacher</b>	<i>At school Mr White is my favourite teacher.</i>	Lehrer/in
	<b>old</b>	<i>His skateboard isn't new. It's very old.</i>	alt
DVD	<b>become</b>	<i>Emma becomes a tiger.</i>	werden
	<b>But it's true!</b>		Aber es stimmt!
	<b>Go on.</b>		weitermachen; Erzähl weiter!
	<b>Well done.</b>		Gut gemacht.

## Essential Vocabulary

1 Write the words under the pictures.

dress  
trousers  
trainers  
skirt  
hat  
shoes  
sweater  
socks  
T-shirt  
cap  
shirt  
jacket



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



12 .....

## More Vocabulary

2 Colour the picture. Then write sentences about Sandy's and Adam's clothes.



Sandy's sweater is ...

.....

.....

.....

.....

3 Look at the pictures and write sentences.



In Maria's room there are five caps.

.....

.....

## Reading and writing

### 4 CHOICES

A Put the dialogue in the correct order.

- 1 A Does Pat often wear jeans with holes?
- 2 A What colour are they?
- 3 A So she has got lots of jeans with holes, right?
- 4 B Yes, she has.
- 5 B Pink, blue and black.
- 6 B Yes, she loves jeans with holes.

**B Complete the dialogue with the missing sentences from the box.**

And what does she wear with these jeans?

And shoes?

Does she wear jeans then?

No, she doesn't.

Green.

A Does your sister often wear skirts?

B 1 .....

A 2 .....

B Yes, she does.

A What colour are her favourite jeans?

B 3 .....

A 4 .....

B Usually yellow T-shirts.

A 5 .....

B She has only got red shoes.

A Oh dear!

**5 CHOICES**

**A** Read the texts. Then tick T (True) or F (False).

FASHION UK

## The clothes I like wearing



### Anna (12, Manchester)

I love clothes. I have got lots of blouses and shirts and jeans and T-shirts. I've also got a lot of shoes and trainers. From Monday to Friday, I usually wear blouses and skirts. My favourite skirt is blue and white and my favourite blouse is blue. At the weekend, I usually wear my red or my white jeans and a T-shirt. My favourite T-shirt is pink. I've also got a white dress, but I don't often wear it. Only when we go to see grandma.



### Rafi (13, Birmingham)

I think my clothes are cool. I usually wear blue jeans and white shirts. I change my shirt every day. When I go out, I take my leather\* jacket with me. It's old and black. I also like my yellow and green trainers. Sometimes I wear T-shirts – when I help my dad in the garden or clean my bike.

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1 Anna has got lots of clothes and shoes.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 On Saturdays, Anna always wears her dress. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 At the weekends, she usually wears jeans.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Her favourite T-shirt is pink and green.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Rafi never wears white shirts.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Rafi's leather jacket is cool and new.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Rafi doesn't like his trainers.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Rafi never wears T-shirts.                 | <input type="checkbox"/> | <input type="checkbox"/> |

**VOCABULARY**  
\*leather – Leder

## The clothes I like wearing



### Sandra (14, London)

From Monday to Friday, I wear school uniform\*. It's OK, but I don't like it a lot – it's a green skirt and a white blouse, with brown shoes. In the evenings, at home, I usually wear jeans and a T-shirt. It's comfortable! When I go to a party, or when I go out with my friends, I often wear a dress and black shoes. My favourite dress is black, with two or three yellow stars. I love it!



### Steve (14, Plymouth)

It's great – at my school, we haven't got a uniform. I usually wear jeans and a white shirt. I think that's cool. I also wear a pair of black shoes or trainers. I wear T-shirts at home. At the weekend, I go out with my friends and I wear trousers and a jacket. My jacket is my favourite thing. It's brown leather and I love it! And I often wear my baseball shirt – I like it a lot.



### Mandy (12, Kingstoke)

My favourite clothes are my white dress and my pink shoes – they're great together. We only\* wear them to parties, of course, or on special days. In the week, at school, I wear the school uniform. It's not bad – it's a grey skirt and a white shirt with black shoes. I think it's OK. I like white shirts, they're cool! And the grey skirt is OK too. At home, in the evening and at the weekend, I usually wear my jeans and a T-shirt.

- Who wears a grey skirt to school? .....
- Who sometimes wears trainers? .....
- Who wears brown shoes to school? .....
- Who wears pink shoes to parties? .....
- Who has got a black dress? .....
- Who wears trousers at the weekend? .....
- Who has got a yellow shirt? .....
- Who has got a jacket? .....
- Who wears jeans to school? .....
- Who thinks school uniform is OK? .....

Mandy

#### VOCABULARY

\*school uniform –  
Schuluniform;  
comfortable – bequem;  
only – nur

## Essential Grammar Present simple questions

### 6 Match the questions and answers.

- |   |   |
|---|---|
| 1 Does he like pizza?                   | <input type="checkbox"/> Yes, they do. They're my friends.  |
| 2 Do you speak Spanish?                 | <input type="checkbox"/> No, it doesn't. It hates it!       |
| 3 Does the shop always close at 4 p.m.? | <input type="checkbox"/> Yes, he does. He loves it!         |
| 4 Do they go to your school?            | <input type="checkbox"/> No, I don't. Let's ask!            |
| 5 Does your cat like cat food?          | <input type="checkbox"/> No, it doesn't. Only on Saturdays! |
| 6 Do you know his name?                 | <input type="checkbox"/> Yes, I do. And Italian, too!       |

### 7 Circle the correct options.



- 1 Do / Does Michael speak French?  
Yes, he does. / No, he doesn't.



- 2 Do / Does they like spaghetti?  
Yes, they do. / No, they don't.



- 3 Do / Does Sara eat meat?  
Yes, she does. / No, she doesn't.



- 4 Do / Does they know the way\*?  
Yes, they do. / No, they don't.



- 5 Do / Does they like football?  
Yes, they do. / No, they don't.

**VOCABULARY:** \*way – Weg

## More Grammar Present simple questions

### 8 What's true for you? Answer the questions.

- |  |  |
|--|--|
| 1 Do you like football?<br>Yes, I do. / No, I don't. | 4 Does your English teacher give you a lot of homework?<br>..... |
| 2 Do you eat meat?<br>.....                          | 5 Does your best friend speak English?<br>.....                  |
| 3 Do your mum and dad like sport?<br>.....           |  |



**9** Read the text and complete with **do**, **don't** or **does**.

John That boy next to George, is he new?

Sam Yes, he is. He's from Austria.

John <sup>1</sup> ..... you know his name?

Sam No, I <sup>2</sup> .....

John <sup>3</sup> ..... he speak English?

Sam Yes, he <sup>4</sup> ..... His English is very good.

John <sup>5</sup> ..... he play football?

Sam I <sup>6</sup> ..... know. Let's ask.

John Hi, I'm John. What's your name?

Peter I'm Peter.

John <sup>7</sup> ..... you play football, Peter?

Peter Yes, I <sup>8</sup> ..... I love football.

John Great. Can you play tomorrow afternoon?

Peter When <sup>9</sup> ..... you play?

John At four.

Peter OK. Tomorrow at four.



**10** Read the text again. Then tick **T** (True) or **F** (False).

- |   |                          |                            |
|---|--------------------------|----------------------------|
| 1 There's a new boy at John's school.         | <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 John is in Austria.                         | <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Sam knows the boy's name.                   | <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 The new boy's name is Sam.                  | <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Peter likes football.                       | <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 The football match is at four the next day. | <input type="checkbox"/> | F <input type="checkbox"/> |

**11** Write the words in the correct order to make questions.

1 shoes / clothes / do / how / you / your

2 holes / wear / you / jeans / do / with

3 shirts / like / pink / do / you / my

4 clothes / do / wear / orange / you

5 birthday / do / clothes / get / you / for / your

6 animals / wear / you / with / do / T-shirts / pictures of

**12 Write the questions for the answers.**

1 Does Kevin speak Italian?

No, he doesn't. Kevin doesn't speak a word of Italian.

2

No, I don't. I live in Liverpool.

3

Yes, they do. They like all sports.

4

No, we don't. Mum buys our clothes.

5

No, she doesn't. She never wears jeans.

6

No, I don't. I like junk food.

**Developing speaking competencies**

**13 Complete the speech bubbles.**

1

That dress r..... s..... you.  
You l..... really g..... in blue.



2

T..... k..... of you.

3

I..... I.....  
..... cap.



4

T..... y.....

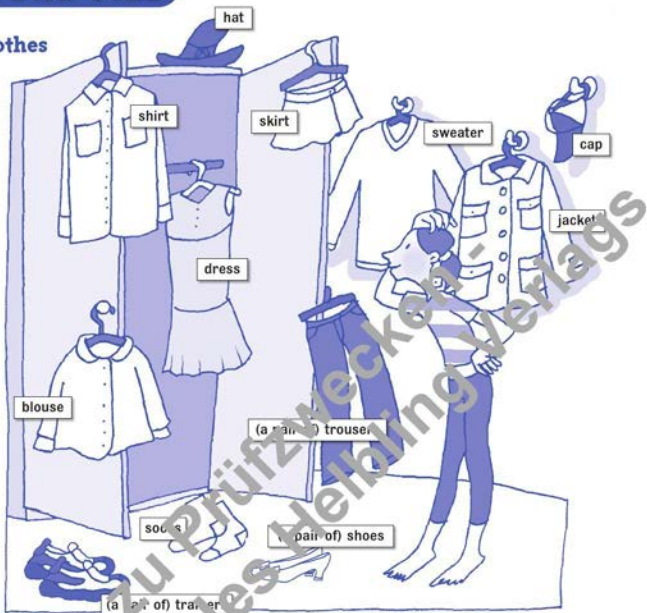
**14 Use the picture to write your own dialogue.**

- A .....
- B .....
- A .....
- B .....
- A .....
- B .....



# WORD FILE

## Clothes



## MORE Words and Phrases

3	hole	Have your jeans got holes in them?	Loch
1	anything	Is there anything in the cupboard?	etwas
	borrow	Can I borrow your bike tomorrow?	sich borgen/ausleihen
	fit	These jeans don't fit.	passen
	only	I only have three sweaters.	nur
	try on	Can I try these trousers on?	anprobieren
2	hurt	My head hurts!	wehtun, schmerzen
	poem	He likes to write poems.	Gedicht
	tickle	Please don't tickle me!	kitzeln
3	guessing game	It's a guessing game. Can you guess the answers?	Ratespiel
	somebody	There's somebody behind the bushes.	jemand
1	horse	She rides her horse at weekends.	Pferd
DVD	need	I really need your help.	brauchen

# UNIT 10 Unusual pets

## Essential Vocabulary

1 Write the names of the animals under the pictures.

lizard  
dog  
cat  
fish  
rabbit  
hamster  
pony  
mouse  
tortoise  
guinea pig  
mice  
budgie



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



12 .....

2 Tick T (True) or F (False).

- There is one cat. T  F
- There are two tortoises. T  F
- There are eight budgies. T  F
- There are five fish. T  F
- There are nine mice. T  F
- There are five ponies. T  F
- There are two dogs. T  F
- There are four rabbits. T  F



## More Vocabulary

3 Find eleven pet words in the wordsearch. (← → ↑ ↓)

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4 Write the words.

low  
khasr  
plaeetnh  
gfor  
mcale  
ziradl  
hheecta  
xof  
alligor  
capinel  
girte  
brac  
kanse  
ocw  
raeb



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5 Write the missing words.

My pet <sup>1</sup> ..... a lizard.  
Its name <sup>2</sup> ..... Claws.  
It <sup>3</sup> ..... in a big glass box.  
I <sup>4</sup> ..... it three times a week.  
It <sup>5</sup> ..... insects.



## Reading and Writing

**6** Write the words in the correct order to make sentences about Mr White's pet.

1 unusual / Mr White / got / pet / has / an

.....

2 shark / got / has / He / a

.....

3 shark's / The / is / Mr One-Eye / name

.....

4 keeps / swimming pool / He / him / the / in

.....

5 shark / eats / The / fish / beef / and

.....

6 Mr White / four times / feeds / a day / shark / the

.....



**7** Complete the sentences with the words in the box.

How often  
What  
Where  
What's

Interviewer Ms Priestly, tell me about your unusual pet.

Ms Priestly Sure. Ask me a question.

Interviewer 1..... is it?

Ms Priestly A crocodile.

Interviewer Wow. 2..... its name?

Ms Priestly Mr Big Tooth.

Interviewer Ha ha. 3..... do you feed him?

Ms Priestly Once a day.

Interviewer 4..... do you keep him?

Ms Priestly In my swimming pool.

**8** Imagine you have got an unusual pet. Choose one of the animals here. Write answers.



Interviewer Tell me about your unusual pet.

You Sure. Ask me a question.

Interviewer What is it?

You .....

Interviewer What's its name?

You .....

Interviewer What do you feed it?

You .....

Interviewer How often do you feed it?

You .....

Interviewer Where do you keep it?

You .....

## 9 CHOICES

### A Read Emma's text. Tick T (True) or F (False).

Hi, my name's Emma. I've got an unusual pet. It's an owl. Her name's Wise One. She lives in a big, old tree next to our house. In the evening, I open the window. Then Wise One comes into my room. She can speak and she tells me lots of stories. She is very clever. At midnight, Wise One flies\* away. Then she flies around and tries to find food. She eats mice. So I don't feed her. In the morning, Wise One flies back to her tree. She sleeps in the tree during\* the day.



#### VOCABULARY

\*fly – fliegen;  
during – während

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 Emma's pet is an owl.                        | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Her pet's name is Wally.                     | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Emma keeps the owl in a box in her room.     | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 The owl can juggle.                          | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 The owl is very clever.                      | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 The owl comes to Emma's room in the evening. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 She flies away again in the morning.         | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 8 Emma's owl eats chocolate.                   | T <input type="checkbox"/> | F <input type="checkbox"/> |

### B 1 Read the letter. Write answers to the questions.

Dear Aunt Olivia,  
I've got a problem. My name's Blackie. I'm a dog, and I'm very big. I live in a basket\* in a house. My owners are two boys, Dan and Matt. Dan is 12. He's very nice. He plays with me, feeds me twice a day and cleans my basket. Matt is six years old – and that's my big problem. Matt thinks I'm a pony. He wants to ride on me all the time. He feeds me hay\*, I don't like hay, and I'm not a pony. Sometimes Matt pulls my ears! What can I do?



Love,  
Blackie

**VOCABULARY:** \*basket – Korb; hay – Heu

- 1 What animal is Blackie? .....
- 2 Where does he live? .....
- 3 Who are his owners? .....
- 4 How old are they? .....
- 5 What does Dan do? .....
- 6 What does Matt do? .....

### 2 Write an answer to Blackie from Aunt Olivia. Write 80–100 words.

## Essential Grammar Question words

### 10 Match the questions and answers.

- |                                |  |
|--------------------------------|--|
| 1 Have you got a pet?          | <input type="checkbox"/> One year.                     |
| 2 What is it?                  | <input type="checkbox"/> In a big cage.                |
| 3 What's the name of your pet? | <input type="checkbox"/> Carrots, broccoli and apples. |
| 4 What does it eat?            | <input type="checkbox"/> Every day.                    |
| 5 Where do you keep it?        | <input type="checkbox"/> Its name is Nutcracker.       |
| 6 What colour is it?           | <input type="checkbox"/> Yes, I have.                  |
| 7 How old is it?               | <input type="checkbox"/> A hamster.                    |
| 8 How often do you feed it?    | <input type="checkbox"/> Brown.                        |

## Essential Grammar Possessive 's

### 11 Rewrite the sentences.

- 1 John has got a black and white dog.  
John's dog is black and white.
- 2 Lily has got three friends: Isabella, Olivia and Soha.  
.....
- 3 My brother has got a blue mountain bike.  
.....
- 4 Bob has got a sister. She's 15 years old.  
.....
- 5 Harry the hamster has got this email address: harry@hamster.co.uk  
.....
- 6 My dad has got a motorbike. It's a Suzuki.  
.....
- 7 Mr Roger has got an unusual pet: a lizard.  
.....

## Essential Grammar Object pronouns

### 12 Circle the correct sentence.

- 1 I like Sandra. I like her. / I like him.
- 2 I don't like Tony. I don't like them. / I don't like him.
- 3 Give the books to Nick and me. Give them to me. / Give them to us.
- 4 Where are you, John? I can't see you. / I can't see us.
- 5 Look at this mountain bike. I like it. / I like her.
- 6 Give the book to Nick and Sandra. Give it to us. / Give it to them.



## Essential Grammar Irregular plurals

### 13 Complete the sentences. Write numbers and plural nouns.

- 1 My friend Leonie has got ..... six hamsters ..... (hamster / 6)
- 2 My friend Elisabeth has got ..... (pony / 2)
- 3 My friend Sam has got ..... (guinea pig / 4)
- 4 My friend Emily has got ..... (budgie / 7)
- 5 My friend Tim has got ..... (fish / 13)
- 6 And my friends Jacob and Fred have got ..... (mouse / 3)

## More Grammar Question words

### 14 Complete the questions.

Does  
Can  
Where  
How often  
Is  
Do  
What  
How

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1 A ..... do you feed your hamster? | 5 A ..... your like pets?        |
| B Milk and corn.                    | B Yes, I do.                     |
| 2 A ..... do you feed your cat?     | 6 A ..... your sister like pets? |
| B Once a day.                       | B No, she doesn't.               |
| 3 A ..... do you keep it?           | 7 A ..... are you today?         |
| B In a basket in my room.           | B I'm fine, thanks.              |
| 4 A ..... you ride a pony?          | A ..... this your dog?           |
| B No, I can't.                      | B No, it isn't.                  |

### 15 Write the questions for the answers.

- 1 What's your pet's name? ..... – Billy.
- 2 ..... – He's a dog.
- 3 ..... – Dog food and carrots.
- 4 ..... – In my bedroom.
- 5 ..... – Two times a day.

## More Grammar Object pronouns

### 16 Complete the sentences with the words in the box.

it  
her  
it  
us  
me  
them  
him

- 1 This is my pet. Do you like ..... ?
- 2 There's Steve. Let's talk to ..... !
- 3 We play football on Sundays. Come and play with ..... !
- 4 Jennifer is in my class. Do you like ..... ?
- 5 Please phone ..... on Sunday. I'm home all day.
- 6 I don't like this game – I can't play ..... !
- 7 We haven't got cats at home – we don't like .....

**17 Match the sentences with the pictures.**

Give it to me!

I don't like them.

Don't touch it!

He loves her.

Please help us!

Let's ask him.



**More Grammar Irregular plurals**

**18 Look at the picture and write sentences about the pets.**



- 1 There are two dogs. ....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

- 19 Work in pairs. Student B looks at box A on this page. Student A looks at box B on page 64 in the Student's Book. Student B asks questions and completes the information about his/her partner's pet.

**B**

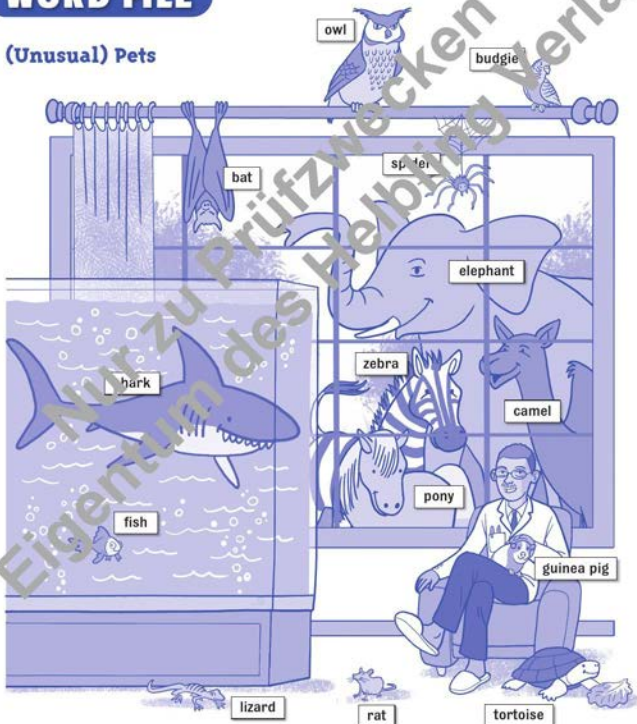
- Your pet is a crocodile.
- Its name is Snap.
- It lives in a big tank.
- You feed it five times a day.
- It eats fish and mice.

**A**

- ..... has got an unusual pet.
- It's a .....
- Its name is .....
- The pet lives in .....
- ..... feeds his/her pet ..... a week.
- It eats .....

**WORD FILE**

**(Unusual) Pets**



## Where you keep pets/animals



box



tank



cage

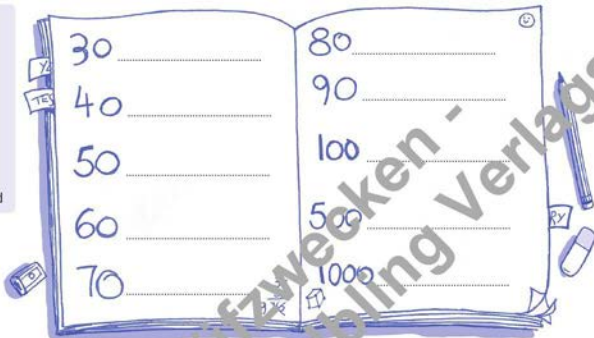
## MORE Words and Phrases

	<b>unusual</b>	<i>Have you got an unusual pet?</i>	ungewöhnlich, außergewöhnlich
1	<b>mouse (pl mice)</b>	<i>I have a mouse and a dog and my friend has four mice.</i>	Maus
2	(...) a day	<i>She walks her dog three times a day.</i>	(...) am Tag
	fish and chips	<i>We sometimes have fish and chips for dinner.</i>	Fish and Chips (Fisch mit Pommes)
	<b>once</b>	<i>He feeds his hamster once a day.</i>	einmal
	<b>twice</b>	<i>I only feed my spider twice a week.</i>	zweimal
	<b>welcome</b>	<i>Welcome to London.</i>	willkommen
3	<b>across (Britain)</b>	<i>There are lots of pets in homes across Britain.</i>	über ganz (Großbritannien)
	<b>bird</b>	<i>There are lots of birds in the forest.</i>	Vogel
	<b>dangerous</b>	<i>Crocodiles are dangerous animals.</i>	gefährlich
	<b>farm</b>	<i>She lives on a farm with horses and cows.</i>	Bauernhof
	<b>man (pl men)</b>	<i>The man's name is John.</i>	Mann
	<b>near</b>	<i>The Smith family lives near London.</i>	in der Nähe von
	<b>newspaper</b>	<i>My dad always reads the newspaper.</i>	Zeitung
4	(...) a week	<i>He feeds his spider once a week.</i>	(...) in der Woche
10	<b>aunt</b>	<i>Aunt John is Mum's sister.</i>	Tantchen
	<b>dear</b>	<i>Dear Aunt Olivia, ...</i>	liebe/r (Anrede)
	<b>letter</b>	<i>Thank you for your letter.</i>	Brief
	<b>much</b>	<i>We don't like him very much.</i>	viel; sehr
	<b>nice</b>	<i>She gives us nice food.</i>	nett; schön
	<b>owner</b>	<i>John is the owner of an unusual pet.</i>	Besitzer/in, Eigentümer/in
13	<b>bite</b>	<i>John doesn't like that dog. It bites!</i>	beißen
15	<b>beginning</b>	<i>The beginning of the film is really fantastic.</i>	Anfang
16	<b>begin</b>	<i>He always begins his emails with "Hi!"</i>	anfangen
	<b>best wishes</b>	<i>Best wishes to your mum and dad, Peter.</i>	herzliche Grüße
18	<b>ending</b>	<i>The ending of the book is very strange.</i>	Ende, Schluss
DVD	<b>It doesn't matter.</b>		Das ist nicht wichtig.
	<b>No way!</b>		Auf keinen Fall!
	<b>Poor guy.</b>		Armer Kerl.
	<b>What about?</b>		Worum geht's?

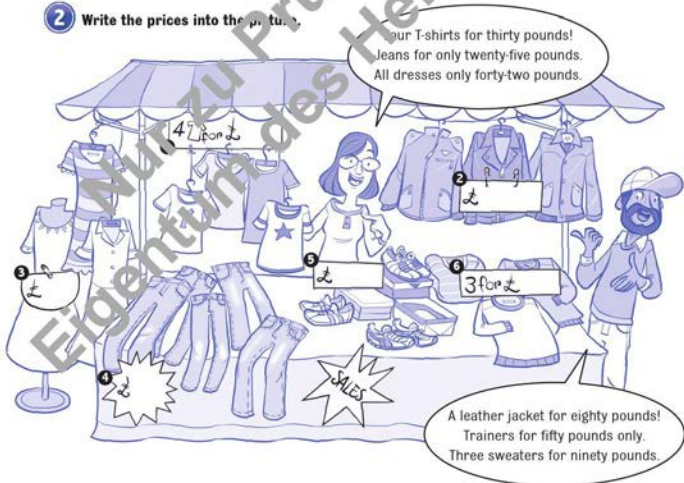
### Essential Vocabulary

1 Write the words from the box next to the numbers.

fifty  
eighty  
sixty  
forty  
seventy  
ninety  
one hundred  
thirty  
five hundred  
one thousand



2 Write the prices into the pictures.



## More Vocabulary

### 3 Match the sentences to the prices.

- 1 The book is seven pounds ninety-nine.
- 2 The T-shirt is five pounds eighty.
- 3 The shoes are thirty-five pounds ninety.
- 4 The trainers are sixty pounds seventy-five.
- 5 The laptop is three hundred and forty-five pounds.
- 6 The guitar is two hundred and seventy-six pounds.
- 7 The pen is three pounds ninety.
- 8 The jeans are twelve pounds fifty-five.

£60.75

£276

£3.90

£12.55

£35.90

£7.99

£345

£5.80

### 4 Write the words.

37

13

44

91

246

1,000

173

358

14

54

15

87

792

31

## Reading and Writing

5 Put the shopping dialogues in the correct order.

- A Bye.  
 A How much are the trainers?  
 A Are they good for running?  
 A OK. Here you are.  
 B Thank you.  
 B They're £34.90.  
 B Bye.  
 B Yes, they're very good.
- A Thank you.  
 A That's £4, please.  
 A That pen. It's £1.50. Or three for £4.  
 A Can I help you?  
 B Here you are.  
 B Yes, please. How much is this pen?  
 There's no price on it.  
 B OK. Three pens, please.



## Essential Grammar How much is / are ... ?

6 Complete with *is* or *are*.

- 1 How much ..... the pen? - It ..... £1.50.  
 2 How much ..... the scissors? - They ..... £1.90.  
 3 How much ..... the jeans? - They ..... £13.90.  
 4 How much ..... the book? - It ..... £4.50.  
 5 How much ..... the trainers? - They ..... £23.90.  
 6 How much ..... the pencil case? - It ..... £1.99.

7 Guess how much the objects are. Write the sentences in your exercise book.

I think the sweater is .....



£32.99

£4.50



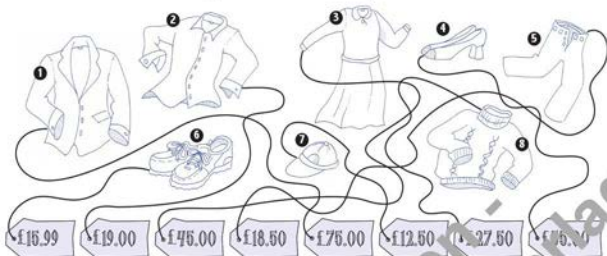
£25.50

£18.99



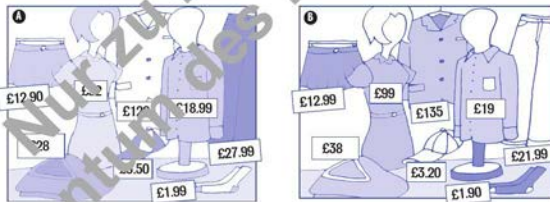
## 8 CHOICES

**A** Match the clothes with the prices. Then write the questions and the answers.



- 1 How much is the jacket? ..... £75.00
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....

**B** Look at the pictures. Write about the different prices.



In picture A, the cap is £3.50, in picture B it is £3.20.

.....

.....

.....

.....

.....



- 9 Read the story. How many of the tasks below can you do?

## Clever Joe

Joe rides into town on his horse Jolly again. He wants to buy a lot of things in Old Fred's shop. Old Fred has got everything. Joe thinks, "Jolly's strong. Jolly can carry a lot." And he sings a little song: "I am clever, I am so clever."

Joe goes into the shop. Jolly waits outside and eats some hay.

"Hi Fred," Joe shouts. "How are you?"

"I'm fine, Joe," Fred answers.

"What would you like, Joe?"

"Well, first I'd like beans."

"How many kilos?"

"Right. Beans ... four kilos."

Fred laughs. "What else would you like?"

"Two kilos of rice."

"OK," Fred says, and he laughs.

"And I'd like carrots for my rabbits. Three kilos, please."

"Sure," Fred says and laughs again. "No problem. Anything else?"

"Hmmm," Joe says, "let me think."



Jolly is outside, and he listens to Joe and Fred. He thinks:

"Four kilos of beans and two kilos of rice. That's six kilos. And three kilos of carrots ... hmm. That's nine kilos. That's not a problem for me!" Then he hears Joe. "And I'd like five kilos of potatoes." "14 kilos!" Jolly thinks. "No problem for me."



Ten minutes later, Joe and Fred come out of the shop. They have got 40 kilos of beans, 20 kilos of rice, 30 kilos of carrots and 50 kilos of potatoes. "Hi, Jolly," Joe shouts. "Come here!" Jolly wants to run, but it's too late.

When Joe gets back to the farm, he gives Jolly a carrot. "You're a strong horse," he says. "You're clever, but not clever enough for Joe." And he laughs.



- |  |                                       |                                      |   |
|--|---------------------------------------|--------------------------------------|---|
| 1 In his shop, Old Fred has got        | <input type="checkbox"/> only beans.  | <input type="checkbox"/> everything. | <input type="checkbox"/> only carrots and rice. |
| 2 Joe wants to buy carrots for         | <input type="checkbox"/> his rabbits. | <input type="checkbox"/> Jolly.      | <input type="checkbox"/> breakfast.             |
| 3 At the farm, Jolly gets              | <input type="checkbox"/> a carrot.    | <input type="checkbox"/> an apple.   | <input type="checkbox"/> two potatoes.          |
| 4 Jolly is not a strong horse.         | T / F                                 |                                      |   |
| 5 Jolly hears what Joe and Fred say.   | T / F                                 |                                      |   |
| 6 Joe is clever. He tricks* Jolly.     | T / F                                 |                                      |   |
| 7 How many kilos does Jolly pull home? | .....                                 |                                      |   |
| 8 How does Joe trick Jolly?            | .....                                 |                                      |   |
| 9 Why does Jolly not run away?         | .....                                 |                                      |   |

- 10 Check your answers.

VOCABULARY: \*trick – jemanden austricksen

## Essential Grammar *this / that – these / those*

### 11 Circle the correct word.

- How much are *that / those* shoes?
- Do you know *this / these* boys?
- She doesn't want *that / those* dress.
- Do you want *this / these* sandwich?
- How much are *this / these* bananas?
- I don't like *that / those* dog.
- I'd like *this / these* cap, please.
- That / Those* boys are in a band.

### 12 Complete with *this, that, these* or *those*.



1 Who are those girls?



2 I don't like this wicken.



3 Is this hamburger good?



4 Are those your trainers?



5 This is my favourite DVD!



6 Those shoes are too big!



7 Are those your dogs?



8 I really like these socks!



9 Is that your sister?

## More Grammar *this / that – these / those*

### 13 Complete with *this, that, these or those*.

- Shop assistant Can I help you?
- Boy Yes, please. I'd like running shoes. How much are 1..... trainers here?
- Shop assistant 2..... here aren't for running. They're for basketball.
- Boy Alright. Then give me 3..... green trainers over there.
- Shop assistant I'm sorry. 4..... over there are all for volleyball.
- Boy And 5..... blue shoes in the box here?
- Shop assistant Well, 6..... shoes here are for running in the woods, and 7..... shoes over there are ...
- Boy Alright. Stop it, please! Give me the blue running shoes. And I'd like a T-shirt.
- Shop assistant 8..... T-shirt here is for basketball. And 9..... T-shirt over there is for beach volleyball. And 10..... blue T-shirt over there is for running. What would you like?
- Boy The blue running shoes and the blue T-shirt, of course.

### 14 Complete the dialogue. There are two words missing in each line.

- Shop assistant Good 1..... Can I help you?
- Girl Yes. I want to 2..... shoes.
- Shop assistant I've got 3..... ones.
- Girl I don't like 4..... much. I don't like red.
- Shop assistant Ok. How 5..... green walking shoes in the window?
- Girl Yes, I like those shoes. How 6..... they?
- Shop assistant 7..... £32.
- Girl Great. I'll take them!
- Shop assistant Of course. Is there anything else?
- Girl 8..... see that cap up there behind you?
- Shop assistant Yes, here you are.
- Girl I like it. How much 9..... cap?
- Shop assistant It's £12.
- Girl Ok. Can I have this cap as well?
- Shop assistant Certainly. That 10....., please.



## Numbers

20 twenty

40 forty

60 sixty

80 eighty

100 one hundred

30 thirty

50 fifty

70 seventy

90 ninety

1000 one thousand

## MORE Words and Phrases

	count	<i>The horse can count.</i>	zählen	
3	Can I help you?		Kann ich dir/Ihnen behilflich sein?	
	<b>computer game</b>	<i>How much is the computer game?</i>	Computerspiel	
	dog food	<i>He buys three tins of dog food.</i>	Hundefutter	
	<b>how much</b>	<i>How much are the trainers?</i>	wie viel	
	<b>magazine</b>	<i>Can I buy this magazine?</i>	Zeitschrift, Magazin	
	<b>mobile phone</b>	<i>Can I have a new mobile phone?</i>	Mobiletelefon, Handy	
	<b>price</b>	<i>The price is six pounds ninety-nine.</i>	Preis	
	<b>sweets (pl)</b>	<i>The sweets are one ninety-nine.</i>	Süßigkeiten	
	tin	<i>A tin of chicken soup, please.</i>	Büchse, Dose	
4	<b>Congratulations!</b>		Herzlichen Glückwunsch!	
	<b>every</b>	<i>I watch the game every night.</i>	jedes/r	
	rule	<i>You know the rules.</i>	Regel	
5	Anything else?		Bar es noch etwas sein?	
	<b>Come here!</b>		Komm her!	
	<b>come out</b>	<i>Joe comes out of the shop.</i>	herauskommen	
	<b>everything</b>	<i>Have you got everything?</i>	alles	
	Good to see you.		Schön dich/Sie zu sehen.	
	hay	<i>John eats some hay.</i>	Heu	
	<b>I'd like</b>	<i>I'd like 20 kilos of rice.</i>	ich hätte gern, ich möchte	
	<b>kilometre</b>	<i>She walked five kilometres in five hours.</i>	Kilometer	
	<b>laugh</b>	<i>Don't laugh! It's not funny.</i>	lachen	
	<b>man</b>	<i>Man, that's slow!</i>	Mann, Mensch (Ausruf)	
	<b>outside</b>	<i>Jolly is in the shop. He's outside.</i>	außen, außerhalb	
	<b>ride</b>	<i>John rides on his horse.</i>	reiten; fahren	
	<b>shout</b>	<i>John shouts!</i>	schreien, rufen	
	<b>slow</b>	<i>His old car is very slow.</i>	langsam	
	<b>town</b>	<i>There's an old shop in the town.</i>	Stadt	
		What can I do for you?		Was kann ich für dich/Sie tun?
	10	<b>alright</b>	<i>Alright. Give me those shoes over there.</i>	in Ordnung; schön, na gut
<b>basketball</b>		<i>They're for basketball.</i>	Basketball	
<b>cycling</b>		<i>I like cycling.</i>	Radfahren, Radeln	
<b>not ...</b>			Auf Wiedersehen, Tschüss.	
<b>running</b>		<i>These shoes aren't for running.</i>	Laufen	
<b>Stop it!</b>			Hör(t) auf (damit)! Hören Sie auf (damit)!	
<b>these</b>		<i>I'd like these shoes here.</i>	diese	
<b>those</b>		<i>I'd like those trainers over there.</i>	jene	
11		<b>drawer</b>	<i>All my socks are in the drawer.</i>	Schublade
		<b>put</b>	<i>Put the milk in the fridge, please.</i>	legen, stellen
	That's better.		So ist es besser.	
DVD	Let's get out of here.		Lass(t) uns hier verschwinden.	

# Vokabeln lernen

**Das lustige Vokabellernquiz –  
kreuze deine Antworten an!**



	Stimmt	Bin mir nicht sicher	Blödsinn!
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Denk dir deine Antworten. Check mal, wie viele du richtig hast!**

1 Die Aussage ist leider ziemlich einfach ist's vermutlich nicht  
 2 Aber eines ist klar: Manche von uns haben die besseren Lernstrategien. Das hat aber eher wenig mit Begabung zu tun!  
 3 Wenn du meinst, dass du eben kein Genie bist, kannst du trotzdem ganz cool bleiben – lernstrategien kann man lernen. Ehrlich vor einem Test, einer Prüfung oder Schularbeit lernst, und dann noch dazu Riesensportarten Lernstoff auf einmal verschlingst, vergisst das Gelernte meist sehr schnell wieder. Wenn's dir darum geht, gute Noten zu haben, und du dir auch die Wörter so einprägen willst, dass du sie kaum mehr vergisst, dann musst du regelmäßig lernen – am besten jeden Tag (oder kannst du dir einen Spitzensportler vorstellen, der erst kurz vor dem Wettkampf mit dem Training beginnt?)  
 5 Stimmt leider nicht – aber du wurdest schon im Punkt 1 bestraft. Es ist wieder im Punkt 1 bestraft. Wer im Liegestuhl sitzt im Sport: Wer im Liegestuhl sitzt und vom Erfolg träumt, aber nie trainiert, wird vermutlich nur Traumweltmeister!  
 4 Totaler Blödsinn! Wer ausschließlich vor einem Test, einer Prüfung oder Schularbeit lernst, und dann paar Grundsätze hält! (Darüber glauben, wenn man sich an ein paar Grundsätze hält! (Darüber mehr auf der nächsten Seite ...))

Nur zu Prüfzwecken - Eigentum des Helbling Verlags

## Vokabeln lernen

**Und jetzt wird's ernst. Gute Ratschläge zum Vokabellernen – zum Nachmachen und Ausprobieren!**

Mein Tipp: alles halblaut vorsagen – und die Stimme verändern: schnell, langsam, leise, laut usw. Ich mach das wie ein Stimmenimitator!



Ich lese mir regelmäßig die Vokabeln durch, wenn wir mit einer Unit fertig sind. Und für schwierige Wörter hab ich einen Geheimitipp: jedes Wort auf einen Zettel schreiben. Diese kleinen Zettel hab ich immer bei mir – und wenn ich Zeit hab, wiederhol ich die Wörter.



Ich muss mich beim Lernen bewegen. Keiner Arzt – ich fahr nicht mit hoher Geschwindigkeit mit dem Fahrrad und lerne dazu Vokabeln. Nein, für mich ist das Wörterlernen ein Spaziergang. Glaubt du nicht? Dann geh doch mal spazieren. Im Zimmer auf und ab, während du Wörter lernst.



Und was fide macht, mach ich auch. Du belohnt sich gerne! Ich auch, und zwar immer dann, wenn ich eine Lernportion geschafft hab!

house  
apple  
car



Ich lerne portionenweise:  
20 Minuten – 5 Minuten Pause –  
15 Minuten – 5 Minuten Pause – und  
dann nochmals 10 Minuten. Dann mach  
ich ganz was Anderes! Nur nicht  
zu viel auf einmal!

# UNIT 12 What's the time?

## Essential Vocabulary

1 Match the sentences with the clocks. Write numbers 1-4 in the boxes.

It's seven o'clock.

It's half past two.

It's ten o'clock.

It's half past six.



2 Match the sentences with the clocks. Write numbers 1-8 in the boxes.

It's twenty to eleven.

It's a quarter to three.

It's a quarter past three.

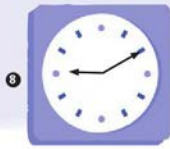
It's five past twelve.

It's twenty past eleven.

It's twenty five to ten.

It's ten to nine.

It's ten past nine.



## More Vocabulary

3 Write the times under the clocks.



1 It's five o'clock.

.....



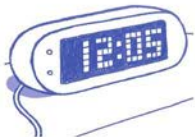
2

.....



3

.....



4

.....



5

.....



6

.....



7

.....



8

.....



9

.....



10

.....



11

.....



12

.....



## Reading and Writing

### 4 CHOICES

**A** Read the interview with Nick. Then tick the sentences **T** (True) or **F** (False).

**Interviewer** Nick, can I ask you some questions?

**Nick** Yes, of course.

**Interviewer** What time do you get up in the morning?

**Nick** At half past seven. I pack my things and have breakfast at a quarter to eight.

**Interviewer** When do you leave for school?

**Nick** At eight o'clock. I go by bus.

**Interviewer** What time does school begin?

**Nick** At a quarter to nine.

**Interviewer** And when do you get home?

**Nick** At about a quarter to four.

**Interviewer** When do you do your homework then?

**Nick** Well, I usually meet my friends and then at half past five I do my homework.

**Interviewer** And when's dinner?

**Nick** Dad comes home at seven and that's when we have dinner.

**Interviewer** When do you go to bed?

**Nick** At about ten.

**Interviewer** Thank you, Nick.



1 Nick gets up at



T  F

2 He has breakfast at



T  F

3 At \_\_\_\_\_ he takes the bus to school.



T  F

4 School starts at



T  F

5 Nick has dinner at



T  F

6 He goes to bed at



T  F

**B 1 Read and complete the interview.**

Interviewer Melanie, what <sup>1</sup> .....  
 .....  
 morning?

Melanie At  <sup>2</sup> .....

Interviewer <sup>3</sup> .....  
 ..... breakfast?

Melanie At  <sup>4</sup> .....

Interviewer <sup>5</sup> .....  
 ..... school?

Melanie At  <sup>6</sup> .....

Interviewer <sup>7</sup> .....  
 ..... begin.

Melanie At  <sup>8</sup> .....

Interviewer <sup>9</sup> .....  
 ..... home?

Melanie At  <sup>10</sup> .....

Interviewer When <sup>11</sup> .....  
 ..... homework then?

Melanie I usually don't at  <sup>12</sup> .....  
 I have a glass of  
 juice or an apple as start.

Interviewer And when's dinner?

Melanie Dad and I start cooking at

 <sup>13</sup> .....  
 and at

 <sup>14</sup> .....  
 we have dinner.

Interviewer When do you go to bed?

Melanie At  <sup>15</sup> .....

Interviewer Thanks for the interview.

**2 Now complete the sentences about Melanie.**

- 1 Melanie gets up at eight o'clock .....
- 2 She ..... breakfast at .....
- 3 She ..... for school at .....
- 4 School ..... at .....
- 5 She ..... home at .....
- 6 She ..... her homework at .....
- 7 Dad and Melanie ..... cooking at .....
- 8 They ..... dinner at .....
- 9 Melanie ..... to bed at .....

It's time to get up!



## More Practice

5 Put the words in the correct order to make questions.

1 get / what / in / do / up / morning / time / the / you

What time do you get up in the morning?

2 leave / school / what / do / for / time / you

3 time / start / school / does / what

4 time / finish / school / what / does

5 homework / do / do / your / you / when

6 to / do / bed / you / when / go

6 Write your answers to the questions in 5.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

## Developing speaking competencies

### 7 CHOICES

A Complete the sentences. Use the words in the box.

Hurry  
Get  
Come  
Wait  
Just

- 1 Mum ..... on, John. It's time to go.
- 2 John ..... a minute, Mum. I can't find my shoes.
- 3 Dad ..... up, Liam. The film starts in five minutes.
- 4 Liam ..... a minute. I don't know where my cap is.
- 5 Donna ..... a move on, Oliver. Mum's here.
- 6 Oliver: OK, OK. I'm ready.

B Fill in the missing words.

- 1 Paula ..... up, Mum. The bus is here.  
Mum ..... a minute. I don't know where my money is.
- 2 Betty ..... a move on, Trevor. Dad's here.  
Trevor: OK, OK. I'm nearly ready.
- 3 Dad ..... on, David. Let's go.  
David ..... a minute, Dad. I can't find my bag.

# WORD FILE

## Time



## MORE Words and Phrases

2	<b>What's the time?</b>		Wie spät ist es?
3	<b>Excuse me.</b>		Entschuldigen Sie bitte. Entschuldigung.
	<b>hurry</b>	<i>It's late. Let's hurry.</i>	sich beeilen
4	<b>clock</b>	<i>My clock shows the wrong time.</i>	Uhr
	<b>It's 10 a.m.</b>		Es ist 10 Uhr morgens/vormittags.
	<b>It's 8 p.m.</b>		Es ist 8 Uhr abends.
	<b>What time is it?</b>		Wie spät ist es?
5	<b>before</b>	<i>I read a book before I go to sleep.</i>	bevor; zuvor; vor
	<b>buffalo (pl buffaloes)</b>	<i>The water buffalo eats grass.</i>	Büffel
	<b>by bus</b>	<i>Let's go into town by bus.</i>	mit dem Bus
	<b>city</b>	<i>London is a big city.</i>	(Groß-)Stadt
	<b>cook</b>	<i>My mum cooks great spaghetti.</i>	kochen
	<b>cut</b>	<i>She cuts the grass at the weekends.</i>	schneiden
	<b>half an hour</b>	<i>I read for half an hour every evening.</i>	eine halbe Stunde
	<b>hut</b>	<i>Suresh lives in a hut with his mother.</i>	Hütte
	<b>mother</b>	<i>She lives at home with her mother.</i>	Mutter
	<b>shed</b>	<i>The buffalo lives in a shed.</i>	Schuppen; Stall
	<b>village</b>	<i>Their hut is in a village in India.</i>	Dorf
6	<b>go to school</b>	<i>Sarah goes to school at a quarter to eight.</i>	in die Schule gehen
DVD	<b>Just a minute.</b>		Einen Augenblick bitte.; Moment mal.

# UNIT 13 What are you doing?

## Essential Vocabulary

1 Write the verbs from the box under the pictures.

send  
ride  
play  
watch  
skate  
skateboard  
play  
ride  
cook  
play

1 ..... a horse



2 .....  
computer games



3 .....  
a bike



4 .....  
the piano



5 ..... TV



6 .....



7 .....



8 .....



9 .....  
a text message



10 .....  
football



## More Vocabulary

2 Choose five things from the box and write sentences that are true for you.

text messages  
horse  
computer game  
skate  
skateboard  
bike  
piano  
TV  
cook  
football

I send ten text messages a day.

I can't cook.

1 .....

2 .....

3 .....

4 .....

5 .....

## 3 CHOICES

**A** Look at the pictures and put the sentences in the correct order. Write the numbers 1-9.



- Rashmi arrives with a big umbrella.
- He calls Rashmi. "I can't come, there's a big dog in our garden. I'm scared!"
- Suddenly his phone rings. It's his friend Rashmi.
- The dog runs away and Rashmi and Bill go to Rashmi's house.
- Bill goes back into the house. He's scared.
- "Can you come to my place?" says Rashmi, "I've got a new computer game."
- Bill is alone in the house. He's watching TV.
- Bill opens the door. There's a big dog in the garden.
- "OK," says Rashmi. "Give me ten minutes."

**B Write the sentences under the pictures. There are four extra sentences.**

She phones her friend.  
She's angry.  
She's happy.  
She's scared.

He says he's cooking dinner.  
There's a knock at the window.  
She's standing at the window.  
He says he's playing computer games.

He's hiding in the bushes.  
She's walking towards a bush.  
There's a knock at the door.  
He's hiding in a tree.



.....  
.....



.....  
.....



.....  
.....



.....  
.....



.....  
.....



.....  
.....



.....  
.....



.....  
.....

**4 Complete with the words in the box.**

cooking  
watching  
can't  
alone  
scared  
noisy  
coming  
matter  
come  
doing

**James** Hello.  
**Lisa** James! It's Lisa.  
**James** What's the <sup>1</sup>.....?  
**Lisa** I'm <sup>2</sup>.....  
**James** What are you <sup>3</sup>.....?  
**Lisa** I'm <sup>4</sup>..... TV.  
**James** Are you <sup>5</sup>.....?  
**Lisa** Yes, I am. There are  
<sup>6</sup>..... in the garden.  
Can you come, please?  
**James** Sorry, I can't.

**Lisa** You <sup>7</sup>.....?  
**James** No, I can't, Lisa. I'm  
<sup>8</sup>..... dinner with  
Dad.  
(Ten minutes later.)  
**Lisa** Hello.  
**James** Lisa, I'm sorry. I'm  
<sup>9</sup>..... over to your  
place.  
**Lisa** It's OK, James. Don't  
<sup>10</sup>..... . Fred is here.

**5 Write the words in the correct order to make sentences.**

1 alone / is / girl / in / house / the / the

The girl is alone in the house.

2 at / there / is / suddenly / knock / window / the / a

3 can / her / see / the / friend / girl / outside

4 bushes / her / is / in / hiding / friend / the

5 noises / in / there / garden / are / the

6 is / her / looking / his / at / mobile phone / friend

**Essential Grammar Present continuous**

**6 Match the sentence halves.**

- |                            |   |
|----------------------------|---|
| 1 The children are playing | <input type="checkbox"/> the newspaper.             |
| 2 Mum's reading            | <input checked="" type="checkbox"/> his home video. |
| 3 The cat's eating         | <input type="checkbox"/> TV.                        |
| 4 Ian's not doing          | <input checked="" type="checkbox"/> their bikes.    |
| 5 What's Jacob             | <input type="checkbox"/> computer games.            |
| 6 We're not watching       | <input type="checkbox"/> water.                     |
| 7 Mum and Dad are riding   | <input type="checkbox"/> a fish.                    |
| 8 James is drinking        |   |

**7 Write the -ing forms of the verbs.**

watch – <u>watching</u>	eat – .....
run – .....	swim – .....
ring – .....	climb – .....
write – .....	cook – .....
look – .....	come – .....



**8 Write the sentences under the pictures.**

Jim and Gerald are sending text messages.  
 The cat is climbing the tree.  
 Hamid is watching TV.  
 Jeff is skateboarding.  
 Emma and Megan are playing football.

Brandon is riding his bike.  
 Mihir and Christine are playing the piano.  
 Julia and Sandra are climbing a tree.  
 Indira is talking to her friend.



**More Grammar Present continuous**

**9 Complete with the verbs in the correct form.**

- Come to my place – we are listening to music. (listen)
- Look, the dog is swimming in the river. (swim)
- Be quiet! I am doing my homework. (do)
- She is having fun. (have)
- We are watching a really good DVD. (watch)
- Be quiet! My dad is sleeping! (sleep)
- Look! Those people are coming to our house. (come)
- Listen! Emma is playing her guitar. (play)

**10 Complete with the verbs in the correct form.**

What a terrible day!

I'm <sup>1</sup> ..... (not have) fun.

I'm <sup>2</sup> ..... (not listen) to my favourite music.

I'm <sup>3</sup> ..... (not read) my book.

I'm <sup>4</sup> ..... (not watch) TV.

I'm <sup>5</sup> ..... (not talk) to Nadine.

Why not?

Nadine isn't here.

What a terrible day!



**11 Write the questions and short answers.**

1 he / watch TV (✓)

Is he watching TV?

- Yes, he is.

2 they / cook dinner (X)

Are they cooking dinner?

- No, they aren't.

3 they / do their homework (✓)

4 he / have breakfast (X)

5 you / play computer games (X)

**12 Complete the sentences with the present continuous form of the verbs and then put the sentences in the correct order.**

Julia What are you doing? (do)

Julia I'm sorry, I can't. I'm busy.

Julia Hi, Julia speaking.

Julia I'm watching Jurassic Park. It's fantastic. (watch)

Henry I'm playing Monsterman. It's great. (play)

Henry What are you doing? (do)

Henry Oh! Can I come to your place?

Henry Hi, Julia. It's me, Henry. Can you come to my place?



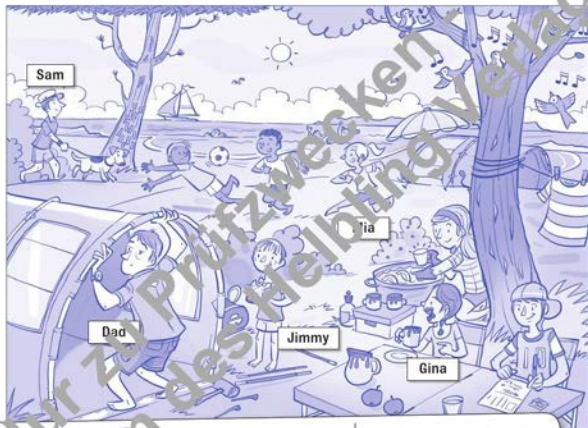
**13** Complete with the verbs from the box in the correct form.

ride  
cook  
look after  
play  
watch  
send

- 1 She's ..... playing ..... football.
- 2 They're ..... text messages.
- 3 She's ..... her bike.
- 4 She's ..... her cat.
- 5 He's ..... spaghetti.
- 6 They're ..... TV.

**14** Look at the picture and use it to write a postcard. Describe what's happening. Use the verbs in the box to help you.

sing  
have  
breakfast  
play  
shine  
walk  
put-up  
do  
eat

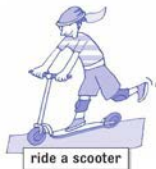


Dad's putting up the tent.  
I'm here at the campsite\*. I'm having a great time.  
Dad's putting up the tent.

**VOCABULARY:** \*campsite – Campingplatz; put up – aufstellen

# WORD FILE

## Sports



## MORE Words and Phrases

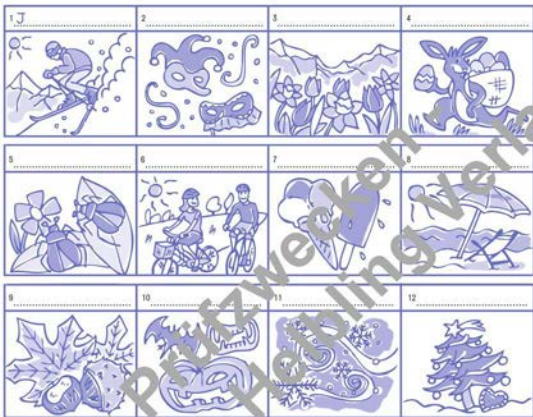
1	<b>alone</b>	<i>Dana is alone in the house.</i>	allein
	<b>dark</b>	<i>It's dark outside.</i>	dunkel
	<b>hide</b>	<i>Joe is hiding in the bushes.</i>	(sich) verstecken
	<b>knock</b>	<i>There's a knock at the window.</i>	Klopfen
	<b>suddenly</b>	<i>Suddenly she heard a knock at the window.</i>	plötzlich, auf einmal
	<b>television</b>	<i>She's watching television.</i>	Fernseher
3	<b>quiet, quietly</b>	<i>She walks quietly.</i>	leise
	<b>towards</b>	<i>She walks towards the bush.</i>	auf ... zu; in Richtung
5	<b>usually</b>	<i>Do you do any activities after school?</i>	Aktivität, Beschäftigung
	<b>text message</b>	<i>He's sending a text message.</i>	Textnachricht, SMS
6	<b>look after</b>	<i>She's looking after her cat.</i>	sich kümmern um
11	<b>place</b>	<i>Can you come to my place?</i>	Ort, Platz; hier: Wohnung, Zuhause
	<b>programme</b>	<i>I'm watching a great TV programme.</i>	Programm, Sendung
12	<b>clue</b>	<i>I don't know. Give me a clue.</i>	Hinweis, Tipp
13	<b>See you soon.</b>		Bis bald.
	<b>snow</b>	<i>It's snowing outside.</i>	schneien
	<b>warm</b>	<i>It's nice and warm in here.</i>	warm
	<b>weather</b>	<i>I hope the weather is nice tomorrow.</i>	Wetter
DVD	<b>Be careful.</b>		Pass auf., Sei vorsichtig.

# UNIT 14 Happy Birthday!

## Essential Vocabulary

1 Write the names of the months in the pictures.

April  
August  
December  
February  
January  
July  
June  
March  
May  
November  
October  
September



2 Find out what day the children's birthdays are and write down the numbers.

Alan      Harry      Grace  
twenty-fourth      twentieth      eighth      twenty-second  
twenty-first      Mia      Tom      twelfth  
Sophie

Birthday in this month:

Alan's birthday is on the 22<sup>nd</sup>.

.....  
.....  
.....

3 Write down your birthday and the birthdays of your family.

My birthday .....

My .....

.....  
.....

## More Vocabulary

4 Make these numbers into ordinals.

- |    |                                 |    |       |
|----|---------------------------------|----|-------|
| 12 | the twelfth (12 <sup>th</sup> ) | 30 | ..... |
| 72 | .....                           | 8  | ..... |
| 40 | .....                           | 33 | ..... |
| 14 | .....                           | 13 | ..... |
| 46 | .....                           | 21 | ..... |
| 99 | .....                           | 82 | ..... |

5 Put the poem in the correct order. Write 1-6.

- The fourth piece is for Steve.  
The fifth piece goes to Kate.  
They think the cake is great!
- The first piece is for Sue.  
The second goes to you.
- The ninth piece is for Jeremy.  
The tenth piece is – for me!
- The third piece is for Peter.  
He's a messy eater.
- The sixth and seventh go to Bill.  
He eats them – and he's feeling ill.
- You're right! The eighth piece? True!  
The eighth piece is for you.

6 Write the ordinals from the poem in the correct order.

First .....

.....

7 Put Dialogue 1 in the correct order. Then complete Dialogue 2 with your own answers.

### Dialogue 1

- Interviewer: What day is it this year?
- A How old are you, Michael?
- A And when's your birthday?
- B On November 17<sup>th</sup>.
- B It's a Saturday, I think.
- B I'm thirteen.

### Dialogue 2

- Interviewer: .....
- You: .....
- Interviewer: .....
- You: .....
- Interviewer: .....
- You: .....

## Reading and Writing

8

Read the sketch. How many of the tasks below can you do?



# Mario's birthday

(In Tom and Janet's house.)

**Janet** Today's April 15<sup>th</sup>. It's Mario's birthday. Let's give him a birthday cake and sing 'Happy birthday'.

**Tom** You can sing, not me! Let me go and buy the birthday cake, and then you phone him. Tell him to come to our place.

(In the cake shop.)

**Tom** Have you got birthday cakes?

**Man** Yes. Is this one OK?

**Tom** Fine. How much is it?

**Man** £6.50.

**Tom** Here you are.

(Back at Tom and Janet's house. They phone Mario.)

**Janet** Mario, come over to our place!

**Mario** I can't right now. I'm helping my dad with the car.

**Janet** But we've got a problem. We need your help!

**Mario** OK. Give me 20 minutes.

(20 minutes later. Knock, knock.)

Tom opens the door.

**Mario** Where's Janet?

**Tom** She's lighting\* the candles\*.

**Mario** Lighting the candles? Why? What's the problem?

**Tom** Come with me!

(They go into the living room.)

**Tom** She? The candles are burning\*!

Happy birthday, Mario!

(Janet sings.)

**Janet** Happy birthday to you, happy birthday to you!

Happy birthday, dear Mario, happy birthday to you!

**Mario** Well, thanks you two. But ...

**Tom** But what?

**Mario** Today isn't my birthday. My birthday's next month – May 15<sup>th</sup>!

### VOCABULARY:

\*light – anzünden; candle – Kerze;  
living room – Wohnzimmer;  
burn – brennen

1 Tom buys a birthday cake. T / F

2 The cake is £6.50. T / F

3 Mario needs 20 minutes to get to their house. T / F

4 Who sings for Mario?  Janet  Tom  Janet and Tom

5 Janet takes the birthday cake into the  kitchen.  bedroom.  living room.

6 Mario's birthday is  in a month.  in April.  at the end of May.

7 When is Mario's birthday? .....

8 Why does Janet say she needs Mario? .....

9 Why does Mario need 20 minutes to get to their house? .....

9

Check your answers.

**A Match the sentences for a summary of the story *A surprise for Prince Sterling*.**

- |   |   |
|---|---|
| 1 Prince Sterling's birthday              | <input type="checkbox"/> to the children.                       |
| 2 Prince Sterling wants to                | <input type="checkbox"/> children take the twelve cakes.        |
| 3 He wants to have twelve cakes, twelve   | <input type="checkbox"/> the cakes in the prince's face.        |
| 4 His father says                         | <input type="checkbox"/> is on Saturday.                        |
| 5 On Sunday, there are twelve             | <input type="checkbox"/> cakes, twelve presents, twelve guests. |
| 6 The children are having fun, but Prince | <input type="checkbox"/> have a special party.                  |
| 7 He doesn't play and sing and dance and  | <input type="checkbox"/> you," a child says to the prince.      |
| 8 The king goes and whispers              | <input type="checkbox"/> he doesn't like the presents.          |
| 9 "We've got a surprise for               | <input type="checkbox"/> Sterling is not happy.                 |
| 10 The prince closes his eyes and the     | <input type="checkbox"/> presents, and twelve guests.           |
| 11 They shout "Happy birthday" and throw  | <input type="checkbox"/> yes to everything.                     |

**B Think about the story *A surprise for Prince Sterling*. Put the sentences in the correct order.**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> music, dancing and playing games. The prince is sitting in a chair | <input type="checkbox"/> near the golden fireplace. He is watching the children, but he is            |
| <input type="checkbox"/> wants twelve beautiful marzipan cakes, twelve guests and twelve               | <input type="checkbox"/> not happy. Then he opens his presents. "They're boring!" the                 |
| <input type="checkbox"/> prince shouts. King Nicholas is sad about what the prince says. He            | <input type="checkbox"/> Sterling and they throw the cakes in the prince's face!                      |
| <input type="checkbox"/> his servants to the village. They buy twelve beautiful presents, and          | <input type="checkbox"/> is also a bit angry. He calls the children and talks to them. Then           |
| <input type="checkbox"/> the children take the twelve birthday cakes. They go to Prince                | <input type="checkbox"/> For his 12 <sup>th</sup> birthday, Prince Sterling wants a special party. He |
| <input type="checkbox"/> birthday, the children are having a lot of fun. They are listening to         | <input type="checkbox"/> invite twelve children from the village. On Prince Sterling's                |
| <input type="checkbox"/> special presents. Prince Sterling's father, King Nicholas, sends              |   |





**11** Read the story and complete it with the words in the box.

think  
understand  
go  
goes  
talk  
talks  
sends  
is  
says  
sees  
looks  
play  
buy



## Prince Sterling's 13<sup>th</sup> birthday

It's a week before Prince Sterling's 13<sup>th</sup> birthday. "Next week is your birthday, son!" King Nicholas says. "You can have a party!" Prince Sterling <sup>1</sup>..... at his father. "I'm not going to have a party this year! I don't want presents. And I'm not going to invite the children from the village! I'm sure they <sup>2</sup>..... I'm silly!" the prince says.

"I <sup>3</sup>.....!" King Nicholas says. The next day he <sup>4</sup>..... his servants to the village. But they don't buy presents, and they don't <sup>5</sup>..... birthday cakes. They <sup>6</sup>..... to the children of the village.

On his birthday, the prince is in his room. There is no birthday cake this year, there are no presents and there are no children – and so the prince <sup>7</sup>..... very sad!

But then the prince hears something. He <sup>8</sup>..... to the window. In front of the window he <sup>9</sup>..... the children of the village. They have got a big present: "Happy birthday! Come and <sup>10</sup>..... with us."

The prince and the children play games, sing and dance all afternoon. "Thanks so much!" the prince <sup>11</sup>..... when the children <sup>12</sup>..... back to the village. "Thanks for a fantastic birthday!"



### Essential Grammar Ordinal numbers

**12** Match the questions and answers.

- When's your birthday?
- When does the film start?
- When's your mum's birthday?
- When's your dad's birthday?
- Do you like marzipan cakes?
- When areabella's and Olivia's birthdays?

- I think it starts at a quarter past eight.
- Her birthday's in November.
- Yes, I do.
- Their birthdays are in August and in May.
- My birthday's on December 21<sup>st</sup>.
- His birthday's in March.

### Essential Grammar Time prepositions

**13** Complete the sentences with the words from the box.

at  
in  
in  
in  
on  
at

- My birthday's ..... April 12<sup>th</sup>.
- My mum's birthday is ..... May.
- I get up ..... the morning and bake a cake for her.
- ..... the evening we have a party.
- We go to bed late ..... night.
- I get up ..... six o'clock again, but it's OK.

## Essential Grammar *be going to*

### 14 Choose the correct word.

- 1 *Is / Are* you going to see me next weekend?
- 2 *I is / am* going to watch a film with Sandra.
- 3 They *are / is* going to live with us for half a year.
- 4 She *are / is* not going to eat all the cake.
- 5 *Is / Am* she going to bring the presents?
- 6 We *is / are* going to invite ten friends.

### 15 Complete the sentences. Use *going to*.



- 1 She ..... (bake) a .....
- 2 They ..... (have) a .....
- 3 He ..... (clean) his .....

## More Grammar Time prepositions

### 16 Complete with the correct preposition of time.

- 1 A When's your birthday, Hanna?  
B It's ..... *on* ..... November 3.
- 2 A What day is Tom's birthday this year?  
B It's next Monday, but he's having a big birthday party ..... Saturday.
- 3 A Can you come and see me ..... 10 a.m.?  
B No, I can't see you ..... the morning. I'm busy.
- 4 A When's Ashley's birthday?  
B I'm not sure. I think it's ..... July or August.
- 5 A It's Lisa's birthday ..... Sunday.  
B Oh, really? I must buy her a present then.
- 6 A When does your school start?  
B It starts ..... eight o'clock.

## More Grammar *be going to*

### 17 Write the words in the correct order to make sentences.

- 1 to / help / is / John / to / you.  
John is going to help you.
- 2 email / write / are / to / we / going / an  
.....
- 3 going / I / home / to / am / late / come  
.....
- 4 bike! / fall off / to / are / you / going / your  
.....
- 5 going / is / angry / be / Sara / to  
.....
- 6 at eight / going / they / to / are / arrive  
.....

**18** Write questions and use *going to*.

1 what / do / at the weekend – I'm going to visit my uncle.

What are you going to do at the weekend?

2 who / help / me – I'm going to help you.

3 where / John / live – He's going to live in our house.

4 what / buy / for her birthday – He's going to buy a book.

5 how / she / feel – She's going to be very sad.

6 they / buy this house – No, they aren't. They haven't got the money.

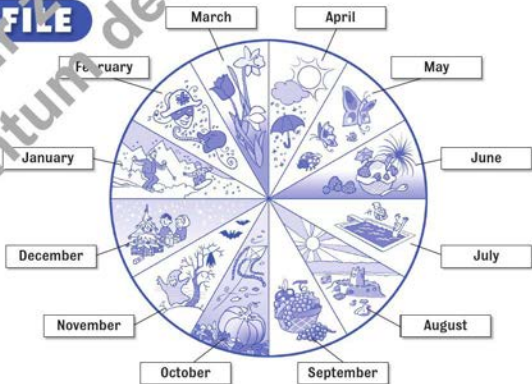
**Developing speaking competencies**

**19** Put the dialogue in order.

- Assistant Here you are and here's your change.
- Assistant Sure, here you are.
- Assistant It's £30.
- Assistant Would you like it in a bag?
- Assistant Can I help you?
- Carla No, thanks. It's OK.
- Carla How much is it?
- Carla Yes, can I see that scarf, please?
- Carla I'll take it.

**WORD FILE**

Months



## Ordinal numbers

first	seventh	thirteenth	nineteenth	twenty-ninth
second	eighth	fourteenth	twentieth	thirtieth
third	ninth	fifteenth	twenty-first	thirty-first
fourth	tenth	sixteenth	twenty-second	
fifth	eleventh	seventeenth	twenty-third	
sixth	twelfth	eighteenth	twenty-fourth	

## MORE Words and Phrases

	Happy birthday!		Alles Gute zum Geburtstag!	
1	<b>birthday cake</b>	<i>Mike's mum is making a big birthday cake for his birthday.</i>	Geburtstagskuchen/-torte	
	<b>eater</b>	<i>She never eats much. She's not a big eater.</i>	Esser/in	
	<b>ill</b>	<i>He's feeling ill today.</i>	krank	
	<b>messy</b>	<i>He's a messy eater.</i>	unordentlich, schlammig	
	<b>piece</b>	<i>Have a piece of my birthday cake!</i>	Stück	
3	<b>cinema</b>	<i>Let's go to the cinema on Friday.</i>	Kino	
	<b>excellent</b>	<i>That's excellent work!</i>	ausgezeichnet	
	<b>finally</b>	<i>Oh good! Finally we can leave!</i>	endlich; schließlich	
	<b>match</b>	<i>There's a volleyball match on Saturday.</i>	Match, Spiel	
5	<b>date</b>	<i>Today's date is Monday, July 7<sup>th</sup>.</i>	Datum	
	<b>month</b>	<i>February is the second month of the year.</i>	Monat	
9	<b>How old are you?</b>		Wie alt bist du?	
10	<b>castle</b>	<i>There's a big castle outside the village.</i>	Schloss; Burg	
	<b>face</b>	<i>He has a smile on his face.</i>	Gesicht	
	<b>fireplace</b>	<i>There's a big fireplace in the room.</i>	Kamin	
	<b>present</b>	<i>Here's your birthday present!</i>	Geschenk	
	<b>servant</b>	<i>There are a lot of servants in the castle.</i>	Diener/in	
	<b>throw</b>	<i>Throw the ball to me!</i>	werfen	
	11	<b>(a) bit</b>	<i>The king is a bit angry.</i>	ein wenig, ein bisschen
		<b>boring</b>	<i>The prince thinks his presents are boring.</i>	langweilig
		<b>circle</b>	<i>They stand in a circle around the prince.</i>	Kreis
		<b>father</b>	<i>Children call their father "Dad".</i>	Vater
<b>go over</b>		<i>The children go over to the prince.</i>	hinübergehen	
<b>golden</b>		<i>The fireplace in the castle is golden.</i>	aus Gold, golden	
<b>guest</b>		<i>There were lots of guests at the party.</i>	Gast	
<b>hope</b>		<i>The prince hopes it's a special surprise.</i>	hoffen	
<b>invite</b>		<i>They invite twelve guests from the village.</i>	einladen	
<b>king</b>		<i>The king's name is Nicholas.</i>	König	
<b>orange juice</b>		<i>The children drink orange juice.</i>	Orangensaft	
<b>prince</b>		<i>The prince's name is Sterling.</i>	Prinz	
<b>stupid</b>		<i>I don't want these silly presents.</i>	dumm, albern	
<b>smile</b>		<i>The prince smiles.</i>	lächeln	
<b>special</b>		<i>The prince thinks he is somebody special.</i>	besonders	
<b>surprise</b>		<i>The present is a big surprise.</i>	Überraschung	
<b>whisper</b>		<i>The king whispers in the children's ears.</i>	flüstern	
12		<b>plan</b>	<i>The king and the children make a plan.</i>	Plan
		<b>together</b>	<i>We can make a cake together.</i>	zusammen, gemeinsam
		<b>until</b>	<i>It's only one day until my birthday.</i>	bis (zu)
14	<b>money</b>	<i>How much money do we need for the present?</i>	Geld	

## Grammatik

Wenn du weißt, dass es *three mice* heißt und nicht *\*three mouses*, wenn du wissen möchtest, was eine Freundin oder ein Freund gerade tut und du am Telefon richtig *What are you doing?* und nicht *\*What do you do?* sagst, und wenn du weißt, dass es *Lisa doesn't like chocolate* heißt und nicht *\*Lisa likes not chocolate*, dann weißt du schon einiges über die Grammatik der englischen Sprache.

Wer die Grammatik einer Fremdsprache beherrscht, macht also weniger Fehler beim Schreiben und Sprechen, weil er oder sie weiß, **welche Formen man wann** verwendet. Das ist natürlich nicht immer einfach. Dass man **beim Fremdsprachenlernen Fehler** macht, ist **ganz normal**.

Wer sich aber zum **Ziel** setzt, die englische Sprache einmal wirklich gut zu beherrschen, also sich auf **Englisch fließend und verständlich** auszudrücken, der wird sich von Anfang an bemühen, seine **Sprachrichtigkeit zu trainieren**.

*Sprachrichtigkeit trainieren? Wie soll denn das gehen?* Nun, die Sache ist nicht so schwer. Wenn du ein guter Schifahrer oder eine gute Schifahrerin bist, dann stürzt du zwar auch manchmal, aber du hast eine gewisse **Sicherheit**. **Du bist** jedenfalls **bedeutend besser** als damals, als du mit dem Schwimmen begonnen hast. Und genau darum geht's auch beim Grammatiklernen: **Trainieren, um Sicherheit zu erlangen**, das ist alles, was du tun musst! Und hier sind einige Tipps:

- Lies dir die Geschichten im *Student's Book* immer wieder durch und hör sie dir regelmäßig an. Denk während des Anhörens oder Lesens immer ein bisschen voraus und frag dich:

Welche Wortgruppe oder welcher Satz kommt als nächstes? Dabei gewinnst du Sicherheit bei der Verwendung der Formen der englischen Sprache und bald wirst du merken, dass du vieles fast auswendig kannst!

- Wenn du Grammatik üben möchtest, gib es im *Workbook* und online jede Menge an guten Trainingsmöglichkeiten. Auch dort gilt: regelmäßig üben und Übungen nicht nur einmal machen.
- Wenn du erlernen willst, wann man in bestimmten Situationen eine bestimmte Form verwendet, schau dir am besten die Grammatikzusammenfassungen am Ende der einzelnen *Units* an. Dort findest du leicht verständliche Erklärungen zur Grammatik, einprägsame Merksätze und meist auch einen Witz, mit dessen Hilfe du dir eine bestimmte Grammatikform auf verlässliche Art merken kannst.

Sprich häufig Englisch – das kannst du auch ganz allein machen. Wie wär's mit einem Rollenspiel mit dir selbst? Das ist einfach – du spielst beide Rollen, und sprichst mit dir selbst. Wenn du dann einmal nicht sicher bist, ob etwas richtig ist, schau dir am besten in deinem Buch nach!

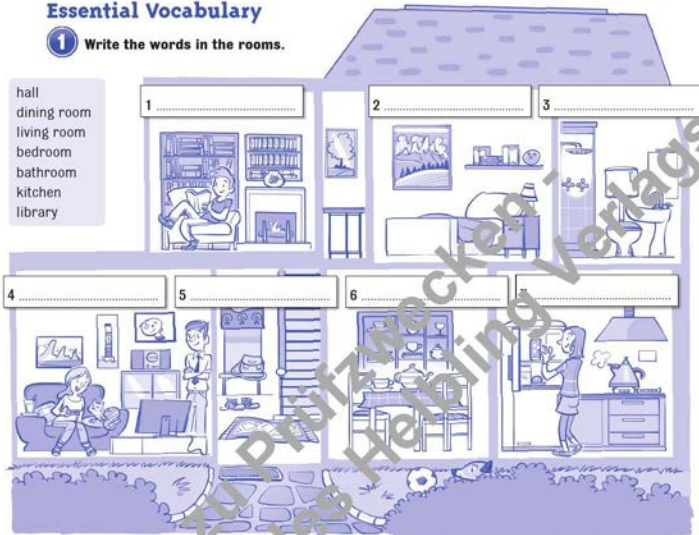
- Schreib häufig englische Texte. *Writing for your portfolio* am Ende der *Unit* bietet dazu viele Ideen – weitere findest du auch online!
- Leg dir ein Heft oder ein Buch mit leeren Seiten an, in das du eigene Texte hineinschreibst und in das du dir Texte und Bilder, die dir gefallen, hineinklebst.

# UNIT 15 Robbery at Hanbury Hall

## Essential Vocabulary

1 Write the words in the rooms.

hall  
dining room  
living room  
bedroom  
bathroom  
kitchen  
library



2 Circle and write the seven rooms of the house (↓ →).

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

.....

.....

.....

.....

.....

.....

.....

## More Vocabulary

### 3 Write the names of the rooms.

- 1 We cook there. ....
- 2 We watch TV there. ....
- 3 We sleep there. ....
- 4 We eat dinner there. ....
- 5 We read our books there. ....
- 6 We wash our hands there. ....
- 7 We put our jackets there. ....

### 4 What else do you do in these rooms? Write different things to 3.



### 5 Read and draw

Draw an umbrella in the hall next to the chair.

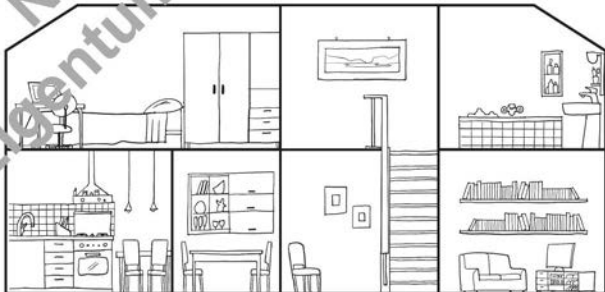
Draw a cat on the bed in the bedroom.

Draw four books on the table in the dining room.

Draw a DVD next to the TV in the living room.

Draw a poster in the bathroom.

Draw a mouse under a chair in the kitchen.



## Reading and Writing

### 6 CHOICES

#### A Do the crossword.

##### Clues:

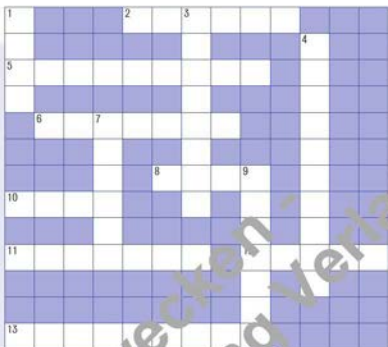
- Miss Green is Lord and Lady Brown's ...
- Lady Brown says to the Inspector, "Please find the ...".



- 5 ... Clue works for the police.



- 7 ... is Lord and Lady Brown's ...



- 8 Mrs Black's husband and Lady Brown's ...



- 12 Lord and Lady Brown are shocked\*. The ... in the library is missing.



- 13 Inspector Clue is a ...

##### VOCABULARY

\*shocked – schockiert

#### B Complete what Lady Brown says.

So, who was in the house last night?



My husband and I, <sup>1</sup> ..... Clue.  
 And there was Henry, our <sup>2</sup> .....  
 Let me think ... there was Miss Green — she's our <sup>3</sup> ..... And then there was the <sup>4</sup> ..... , Mrs Black. Finally there was Mr White, our <sup>5</sup> ..... And that's all. Please find the <sup>6</sup> ..... !





## Essential Grammar Past simple (1) was – were

### 7 Complete the sentences with **was** or **were**.

- I ..... at school from eight to three yesterday.
- Jane and Nick ..... at the shopping centre this morning.
- You ..... not at home.
- She ..... my sister's best friend.
- Our teacher ..... angry.
- We ..... late for school this morning.

### 8 Circle the correct word.

- I *wasn't* / *weren't* in the library at 9 p.m.
- Daniel *wasn't* / *weren't* at school today.
- My friends *weren't* / *wasn't* angry with me.
- They *wasn't* / *weren't* alone in the house.
- He *weren't* / *wasn't* hungry.
- We *wasn't* / *weren't* at John's birthday party.

### 9 Write the sentences under the pictures.

Yesterday afternoon ...

The ducks were in the water.

Christopher was in his bedroom.

George was in the garden.

Alice was on the sofa.

The fish was in the cat's mouth.

Conrad and his mum were in the kitchen.



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

## More Grammar Past simple (1) was – were

### 10 Complete with was/wasn't or were/weren't.

**Inspector** Where <sup>1</sup> ..... you at 9 p.m., Lady Brown?  
**Lady Brown** I <sup>2</sup> ..... with my husband. We <sup>3</sup> ..... in the living room.  
**Inspector** <sup>4</sup> ..... your son Henry with you?  
**Lady Brown** No, he <sup>5</sup> ..... He <sup>6</sup> ..... in his bedroom, I think.

**Inspector** <sup>7</sup> ..... your parents with you last night at 9 p.m.?  
**Henry Brown** No, they <sup>8</sup> ..... They <sup>9</sup> ..... in the library, I think.  
**Inspector** And you? <sup>10</sup> ..... you in the library?  
**Henry Brown** No, I <sup>11</sup> ..... in my bedroom. I ..... very tired.

**Inspector** Mrs Black, where <sup>13</sup> ..... you at 9 p.m.?  
**Mrs Black** I <sup>14</sup> ..... in the kitchen all evening.  
**Inspector** All evening?  
**Mrs Black** Yes, I always prepare breakfast in the evening.

**Inspector** Where ..... you at 9 p.m. last night, Mr White?  
**Mr White** I ..... in the hall.  
**Inspector** ..... you alone?  
**Mr White** No, I <sup>18</sup> ..... with Miss Green.

**Inspector** <sup>19</sup> ..... you in the library last night at 9 p.m.?  
**Miss Green** No, I <sup>20</sup> ..... I <sup>21</sup> ..... in the dining room.  
**Inspector** The dining room?  
**Miss Green** Yes ... Oh no, sorry, I <sup>22</sup> ..... At nine o'clock, I <sup>23</sup> ..... in the hall with Mr White.



#### Note:

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

**11** Write dialogues in your exercise book.

A Where was / were ... at 4 p.m.?

B He/She was / They were at the ...



Paul / 4 p.m. / shopping centre



Debbie / 3 p.m. / park



Sue and John / 8 p.m. / cinema



Dawn / 9 a.m. / bus stop



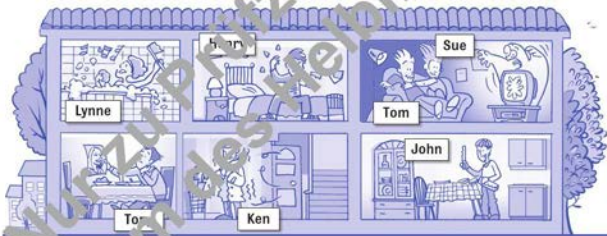
Kevin / 5 p.m. / sports centre



Jim and Sharon / 6 p.m. / train station\*

**VOCABULARY:** \*train station – Bahnhof

**12** Look at the picture and read the text. Write sentences in your exercise book to correct the text.



Last night at 9 p.m., John, Tom and Sue, Henry, Lynne, Tony and Ken were all at home. John was in the hall. He was very cold. Tom and Sue were in the bathroom. They were very happy. Henry was in the dining room. He was sad. Lynne was in the living room. She was scared. Tony was in the kitchen. He was hungry. And Ken was in the bedroom. He was angry.

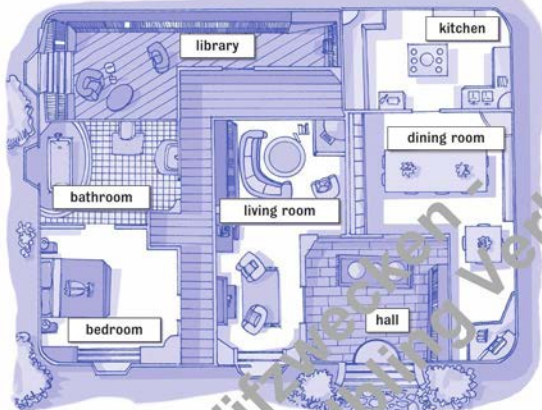
~~John wasn't in the hall. He was in the kitchen. He was very hungry.~~

Complete the sentences so they are true for you.

- This morning at 6 a.m., I .....
- This morning at 8 a.m., I .....
- Yesterday at 8 p.m., I .....
- Yesterday at 1 p.m., I .....
- Last Sunday at 5 p.m., I .....
- Last Saturday at 10 a.m., I .....

# WORD FILE

## Rooms in a house



## MORE Words and Phrases

	robbery	<i>There was a robbery at the big house.</i>	Raubüberfall
1	inspector	<i>The inspector asks the questions.</i>	Inspektor/in
	last	<i>There was a robbery last night.</i>	letzter/r/s
	library	<i>The books are in the library.</i>	Bibliothek
	policeman	<i>Inspector Clue is a policeman.</i>	Polizist
	robber	<i>He wants to find the robber.</i>	Räuber/in
2	cook	<i>The cook's name is Mrs Black.</i>	Koch, Köchin
	husband	<i>Mr Brown is Lady Brown's husband.</i>	Ehemann
	maid	<i>The maid's name is Miss Green.</i>	Dienstmädchen
	son	<i>Henry Brown is Lord Brown's son.</i>	Sohn
3	parents	<i>Lord and Lady Brown are Henry's parents.</i>	Eltern
	prepare	<i>Mrs Black always prepares breakfast in the evening.</i>	vorbereiten
	truth	<i>I'm telling you the truth!</i>	Wahrheit
	mad	<i>She was mad because John wasn't there.</i>	böse, wütend
7	yesterday	<i>Where were you yesterday at 9 p.m.?</i>	gestern
DVD	It wasn't me.		Ich war's nicht.
	Go ahead.		Mach nur., Bitte schön.
	What a mess!		Was für eine Unordnung!
	What a pity.		Wie schade.

## Essential Vocabulary

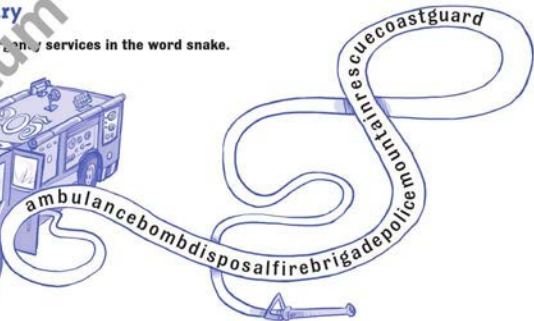
1 Write the words from the box under the pictures.

mountain rescue	police	coastguard
bomb disposal	ambulance	fire brigade



## More Vocabulary

2 Find the six emergency services in the word snake.



3 Write the names of the emergency services from 2 in the speech bubbles.

Don't touch it! It's going to explode.  
Call the 1.....!

There are two climbers at the top. They can't  
get down. Call the 2.....!

Three bank robbers are in the bank.  
Call the 3.....!

The house is on fire.  
Call the 4.....!

I think my leg's broken.  
Call an 5.....!

The boat is sinking\*.  
Call the 6.....!

VOCABULARY: \*sink – (ver-)sinken

## Reading and Writing

4 Complete the conversation with the words in the box.

Street	course	police	car
accident	minute	ambulance	spell

Operator\* Emergency. Fire brigade, police or

1.....?

Woman 2....., please

Operator Just a 3.....  
please.

Man Hello?

Woman Hello. There's a  
4.....

Man Where?

Woman In Bolt.....

Man Sorry, I can't hear you.



Woman There's an accident. In Bolt Street.

Man Can you 6..... the  
name of the street, please?

Woman Of 7..... It's B-O-L-T.

Man OK. A police 8..... is  
coming now.

VOCABULARY: \*operator – Telefonist/in

5 Complete the dialogue.

Operator 1.....?

Man Fire brigade, please.

Operator 2.....?

Man There's a cat stuck up a tree.

Operator 3.....?

Man No, it's not my cat.

Operator 4.....?

Man In Cambrian Street.



Operator 5.....?

Man Sure. It's C-A-M-B-R-I-A-N.

Operator Thank you. A fire engine\* is coming  
now.

VOCABULARY: \*fire engine – Löschfahrzeug

## 6 CHOICES

### A Write the sentences from the box under the pictures.

They phoned for help.      There was a strong wind.      There was a hole in the boat.  
 They hired a boat.      They collected wood.      They shouted.  
 A helicopter rescued them.      There were lots of rocks.      They walked to the boat.



### B Remember the story. *Rescue at sea*. Put the sentences in the correct order.

- A strong wind pushed the boat onto the rocks of a small island.
- Jennifer wanted to phone for help.
- After a long time a helicopter arrived.
- Soon the whole island was on fire.
- Jennifer and Alan hired a boat. The weather was good, but
- but there was no signal.
- Soon there was a lot of water in the boat.
- Jennifer and Alan waved, but the helicopter turned away.
- in the afternoon it changed.
- Jennifer and Alan started a fire.
- The men in the helicopter noticed the smoke and rescued them.

## Essential Grammar Past simple (2) regular verbs

### 7 Write the verbs in the correct box.

hired	push	change	arrived	wait	collected	return
walk	want	carried	arrive	tried	rescued	waved
happen	stopped	cooked	play	phoned		

#### Present simple

.....

.....

.....

.....

.....

.....

.....

.....

#### Past simple

.....

.....

.....

.....

.....

.....

.....

.....

### 8 Write the verbs in the past tense.

- |          |        |            |       |
|----------|--------|------------|-------|
| 1 jump   | jumped | 8 phone    | ..... |
| 2 change | .....  | 9 stop     | ..... |
| 3 wait   | .....  | 10 try     | ..... |
| 4 play   | .....  | 11 wave    | ..... |
| 5 walk   | .....  | 12 collect | ..... |
| 6 carry  | .....  | 13 happen  | ..... |
| 7 arrive | .....  |            |       |

## More Grammar Past simple (2) regular verbs

### 9 Complete with the past tense of the verbs in the box.

want  
shoot  
rescue  
wait  
hire  
arrive  
chase  
watch

- The police ..... at Grafton Street.
- Pam ..... an ice cream.
- Chris was angry. He ..... at me.
- The helicopter ..... the people on the island.
- Yesterday my dog ..... our cat.
- We ..... a great film at school.
- I ..... for ten minutes.
- On Monday we ..... a boat.



**10** Look at the pictures. Write the story. Use past tense forms.



.....  
.....  
.....  
.....  
.....  
.....

**11** Look at the pictures on the next page and write the sentences under them.

Suddenly, the big boy pushed the small boy into the river.	The girls walked to the river.
Helen walked to the park.	The police interviewed the girls.
Manju phoned for the ambulance and the police.	Helen jumped into the river.
Helen waited for 15 minutes. Then Manju arrived.	There were two boys there.
In the park she phoned her friend Manju.	Helen rescued the boy.
It was a sunny day.	The ambulance arrived.



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



12 .....

**12** Choose five verbs from the box and write about what you did yesterday.

play      walk  
 carry    arrive  
 phone    wash  
 watch    help-  
 cook     listen  
 be

- 1 I helped my mum in the kitchen.  
 2 .....  
 3 .....  
 4 .....  
 5 .....  
 6 .....

**Developing speaking competencies**

**13 CHOICES**

**A Complete the sentences.**



- 1 Dave G..... w..... happened to me on the way to school!  
 Paul T..... m.....  
 Dave Someone pushed me off my bike.  
 Paul That's terrible!



- 2 Susie You w..... w..... what happened to me last week!  
 Anna W..... h.....  
 Susie I met\* my favourite singer.  
 Anna No way!



- 3 Olivia A..... t..... happened to me yesterday.  
 Liam R..... ? T..... m..... m.....  
 Olivia I passed\* my maths test with 99%.  
 Liam Well done! That's great!

**VOCABULARY**

\*met – past form of meet;  
 pass – bestehen

**B Complete the dialogues with your own ideas.**

- 1 Tina Guess what happened to me at school today.  
 Jim .....  
 Tina .....  
 2 Bob You won't believe what happened to my sister yesterday.  
 Laura .....  
 Bob .....  
 Laura .....  
 3 Max An amazing thing happened to me on holiday.  
 Kate .....  
 Max .....  
 Kate .....

## Accident/Emergency



## MORE Words and Phrases

1	<b>country</b>	<i>Austria is a European country.</i>	Land, Staat
	<b>crime</b>	<i>Robbery is a crime.</i>	Verbrechen
	<b>be lucky</b>	<i>They were lucky. The helicopter rescued them.</i>	Glück haben
3	<b>accident</b>	<i>There was an accident on the rocks.</i>	Unfall
5	<b>adventure</b>	<i>That was a great adventure!</i>	Abenteuer, Erlebnis
	<b>collect</b>	<i>We can collect wood for a fire.</i>	sammeln
	<b>hire</b>	<i>We can hire a boat.</i>	mieten, ausleihen
	<b>island</b>	<i>Australia is a very big island.</i>	Insel
	<b>wave</b>	<i>Wave to the people on the beach.</i>	winken
6	<b>change</b>	<i>In the afternoon, the weather changed.</i>	sich (ver-)ändern
	<b>happen</b>	<i>What happened? The helicopter came back.</i>	passieren
	<b>notice</b>	<i>They noticed the fire on the island.</i>	bemerkten
	<b>be on fire</b>	<i>The island was on fire.</i>	brennen
	<b>blow</b>	<i>The wind pushed the boat onto the rocks.</i>	auf
	<b>push</b>	<i>Push the door to open it.</i>	drücken, schieben
	<b>return</b>	<i>The helicopter returned later.</i>	zurückkehren, zurückkommen
	<b>start a fire</b>	<i>They collected wood and started a fire.</i>	ein Feuer machen
	<b>stay</b>	<i>We can't stay here.</i>	bleiben
	<b>sunny</b>	<i>The weather was sunny in the morning.</i>	sonnig
	<b>turn away</b>	<i>They waved, but the helicopter turned away.</i>	umdrehen, sich wegrehen
	<b>whole</b>	<i>The whole island was on fire.</i>	ganz
	<b>young</b>	<i>The young people hired a boat.</i>	jung
9	<b>chase</b>	<i>My dog chased a cat in our garden.</i>	verfolgen, jagen
DVD	<b>How dare you!</b>		Wie kannst du es wagen!
	<b>That was close.</b>		Das war knapp.
	<b>You're welcome.</b>		Nichts zu danken., Keine Ursache., Gern geschehen.

# UNIT 17 What are they watching?

## Essential Vocabulary

1 Write the names of the TV programmes under the pictures.

music show

sports programme

fantasy film

cartoon

detective film

romantic film

quiz show

game show

news programme

reality show

science-fiction film

nature programme



1 .....



2 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



12 .....

## More Vocabulary

- 2 Find the twelve TV programmes. Then write the words in your exercise book.



- 3 Read the speech bubbles and match them to the types of programmes. Write numbers.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> reality show  | <input type="checkbox"/> quiz show      | <input type="checkbox"/> sports programme     |
| <input type="checkbox"/> music show    | <input type="checkbox"/> the news       | <input type="checkbox"/> science fiction film |
| <input type="checkbox"/> romantic film | <input type="checkbox"/> detective film | <input type="checkbox"/> nature programme     |

1 Welcome to *Animals in Australia*. Today we are looking at kangaroos.

2 Ten people left on an island for 30 days with only bread and water.

3 The President of the USA arrived in London early in the morning ...

4 OK, now, Next question. Who was the first American president?

5 Oh, Rebecca, I love you so much.

6 It's the police. Let's run.

7 Captain Turan, Captain Turan, a strange spaceship\* is arriving!

8 And now it's *One Direction* with their new song ...

9 It's a goal! With ten seconds to go. And what a goal!

### VOCABULARY

\*spaceship – Raumschiff

## Reading and Writing

- 1 Match the questions and the answers.

- |  |  |
|--|--|
| 1 How many hours do you watch TV a day?          | <input type="checkbox"/> They love nature films.                   |
| 2 When do you watch TV?                          | <input type="checkbox"/> I don't like the news and romantic films. |
| 3 What kind of programmes do you like?           | <input type="checkbox"/> It's <i>The Simpsons</i> .                |
| 4 What kind of programmes do you not like?       | <input type="checkbox"/> I usually watch TV in the evening.        |
| 5 What's your favourite programme?               | <input type="checkbox"/> I watch TV for about two hours a day.     |
| 6 What's your mum and dad's favourite programme? | <input type="checkbox"/> Cartoons and fantasy films.               |

**5** Write which programmes Karen and Simon like / don't like.

	the news	detective films	sports programmes	music shows
Karen	😊	😞	😊	😞
Simon	😞	😊	😊	😞

Karen likes the news, but she doesn't like detective films. She also ...

.....

.....

**6** Write the words in the correct order to make sentences.

1 really / I / cartoons / hate

I really hate cartoons.

.....

2 sometimes / the news / evening / the / in / we / watch

.....

3 Dad / watched / and / Mum / film / yesterday / the

.....

4 liked / I / film / a lot / this

.....

5 I / programmes / in / sports / never / evening / the / watch

.....

6 we / romantic / the / weekend / watch / always / films / at

.....

**7** Complete the interview

Interviewer 1 ..... many hours do you 2 ..... TV a day?

Jack About three.

Interviewer ..... do you watch TV?

Jack I usually watch 4 ..... the afternoon and sometimes I watch 5 ..... the morning.

Interviewer 6 ..... kind of 7 ..... do you like?

Jack Cartoons, sports programmes and nature programmes.

Interviewer 8 ..... kind of 9 ..... do you not 10 ..... ?

Jack Romantic films, the news and quiz shows.

Interviewer 11 ..... 's your 12 ..... programme?

Jack Match of the Day.

## 8 CHOICES

**A** Read the story *The remote control* on page 112 in the Student's Book again and put the sentences in the correct order.

- |  |   |
|--|---|
| <input type="checkbox"/> Annie pointed the remote control at Tom and pressed the pause button. | <input type="checkbox"/> Tom was inside the TV.                                     |
| <input checked="" type="checkbox"/> The woman said, "This is a special remote control!"        | <input checked="" type="checkbox"/> Annie saw a TV remote control in a shop window. |
| <input type="checkbox"/> But not Tom. He wanted to watch the dinosaur film.                    | <input type="checkbox"/> Later, Tom tried to get the remote control from Annie.     |
| <input type="checkbox"/> Annie wanted to watch a cartoon.                                      | <input type="checkbox"/> Tom froze.   |
| <input type="checkbox"/> At home Tom was on the sofa in front of the TV.                       | <input type="checkbox"/> Annie pressed the star button.                             |

**B** Look at the pictures and write the story. Use past tense forms.



.....

.....

.....

.....

.....



## Essential Grammar Past simple (3) irregular verbs

9 Put the forms of the verbs in the correct box.

ring	said
did	leave
heard	run
went	meet
sat	take
rang	thought
hear	say
hold	had
go	took
have	tell
do	told
was	sit
held	is
met	ran
think	know

Present tense	
ring	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Past tense	
did	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

10 Find ten past forms of the verbs (↓ →). Write them on the line.

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

.....

.....

.....

## Essential Grammar Linking words (and, but, because)

11 Choose the correct option.

- Sally went to bed *and* / *because* she was tired.
- I picked up my school bag *and* / *because* left the house.
- I rang Angus, *but* / *and* he wasn't at home.
- I invited Janice to my party *because* / *but* she's my best friend.
- I was tired, *because* / *but* happy too.
- I turned off the TV *because* / *but* the film was boring.
- I did my homework, *but* / *because* I left it at home.
- Dad made a cup\* of tea *and* / *but* sat down to drink it.



VOCABULARY: \*cup – Tasse

## More Grammar Past simple (3) irregular verbs

### 12 Complete the table with the missing forms.

Present tense	Past tense
see	
	knew
	rang
take	
put	
	read
run	
meet	

Present tense	Past tense
	held
	sat
tell	
	left
go	
say	
	gave
hear	

### 13 Complete with the past forms of the verbs.

Andy and Miriam <sup>1</sup>..... (want) to go to the cinema, but it was too hot. So they <sup>2</sup>..... (go) to the park. They <sup>3</sup>..... (sit) down under a tree, and Miriam <sup>4</sup>..... (read) Andy a story about penguins in the Antarctic. Then she <sup>5</sup>..... (say) "Let's go and get an ice cream." "Oh, no,"

he <sup>6</sup>..... (answer) after that story. "It's much too cold for an ice cream." So Miriam <sup>7</sup>..... (give) him a very big piece of chocolate. He <sup>8</sup>..... (take) it and <sup>9</sup>..... (put) it into his mouth. "Thanks," he <sup>10</sup>..... (say), "no, I'm OK again."

### 14 Complete with the past tense of the verbs in the box.

sit  
take  
give  
meet  
go  
read  
run  
put



The boy <sup>1</sup>..... into the house and <sup>2</sup>..... his football. He <sup>3</sup>..... it in his bag and then he <sup>4</sup>..... to the park.



They <sup>5</sup>..... in the park. He <sup>6</sup>..... her a kiss and they <sup>7</sup>..... on the grass and <sup>8</sup>..... *Harry Potter and the Half-Blood Prince*.

- 15** Remember the story *The remote control* on page 112 in the Student's Book. What happened to Tom in the TV? Write a short text (120 words). Use some of the verbs in the box.

go	meet
run	ring
see	read
do	hold
take	freeze
hear	say
know	sit

.....

.....

.....

.....

.....

.....

.....

.....

.....

### More Grammar Linking words (*but, because*)

- 16** Complete with *but* or *because*.

- They wanted to play football, ..... it was too hot.
- I sit next to Priya in class ..... she is my best friend.
- We went to the park ..... we wanted to play football.
- Hannah was excited, ..... she was also very happy.
- We watched a film in the evening, ..... it wasn't good.
- He opened the window ..... it was hot.
- I rang my friend's house, ..... there was no answer.

- 17** Finish each sentence in three ways using your own ideas.

1 I got on my bike

and .....  
but .....  
because .....

2 I made a sandwich

and .....  
but .....  
because .....

3 We called John's house

and .....  
but .....  
because .....

4 I had wanted a new computer

and .....  
but .....  
because .....

5 My teacher wasn't at school today

and .....  
but .....  
because .....

6 It was a sunny day

and .....  
but .....  
because .....

# WORD FILE

## On TV



nature programme



reality show



science-fiction film



romantic film



sports programme



the news



fantasy film



detective film



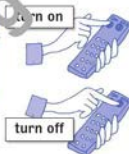
game show



quiz show



music show



turn on

turn off

## MORE Words and Phrases

1	<b>cartoon</b>	<i>Cartoons are my favourite programme.</i>	Zeichentrick(film/-serie)
3	<b>weekend</b>	<i>Saturday and Sunday are the weekend.</i>	Wochenende
6	<b>button</b>	<i>On the TV there's an "on" and "off" button.</i>	Knopf, Taste
	<b>freeze</b>	<i>The film stopped and the people in the picture froze.</i>	erstarren, anhalten
	<b>huge</b>	<i>An elephant is a huge animal.</i>	riesig
	<b>inside</b>	<i>Inside the car there were four people.</i>	in, innerhalb
	<b>pay</b>	<i>I paid three pounds for my hamburger!</i>	(be-)zahlen
	<b>point to</b>	<i>She pointed to the clock inside the bank.</i>	zeigen auf
	<b>press</b>	<i>You press a button to get a different programme.</i>	drücken
	<b>remote control</b>	<i>You use a remote control to choose between different TV programmes.</i>	Fernbedienung
	<b>reply</b>	<i>I replied to your email this morning.</i>	antworten
	<b>screen</b>	<i>His new TV has a very big screen.</i>	Bildschirm
	<b>sell</b>	<i>He wants to sell his old car.</i>	verkaufen
	<b>tiny</b>	<i>An ant is a tiny insect.</i>	winzig
	<b>voice</b>	<i>She's a great singer with a beautiful voice.</i>	Stimme
	<b>wide</b>	<i>There's a very wide road near our house.</i>	breit, weit
11	<b>thrilling</b>	<i>The film was really thrilling.</i>	aufregend, spannend

# UNIT 18 My favourite story

## Essential Vocabulary

1 Write the words from the box under the book covers.

animal story

detective story

poems

comic book

fantasy story

story about friendship

adventure story

horror story

**BEST SELLERS**

1 **INSPECTOR CLUE**  
CALLS IT MURDER

2 **The SUPERHEROES**

3 **TERROR FROM PLANET X**

4 **THE RAIL CAR AROUND THE WORLD**

5 **THE LION AND THE MOUSE**

6 **BEST FRIENDS**

7 **A POEM A DAY**

8 **DRAGON FINDER**

*Eigentum des Verlagsgesellschaft*

## More Vocabulary

### 2 Read the short texts about books. Write what type of book each one is.

- 1 The book is about detective Colin Coldeye, a policeman with Scotland Yard. Coldeye loves football and his favourite team is Manchester City. One day, he watches a match on TV, and sees a famous robber in the stadium. Colin Coldeye starts his hunt for the famous robber – and becomes very famous.
- 2 This book is about two boys named Andrew and William. They go to the same class, but they hate each other and they don't talk to each other. One day, William gets into trouble. Andrew helps him out of the situation. William and Andrew become best friends.
- 3 The book is about a castle in a dark, dark wood. Every night at midnight spooky things happen. Adriana, a 12-year-old girl from the village, wants to find out about the castle, and she sees terrible things.
- 4 This is the story of a 13-year-old boy, Simon. He finds an old book in a box behind his house. In the box there is also an old map\*. Simon hopes to find a big bag of gold. He gets into lots of difficult situations, but at last he finds the gold.
- 5 The book is about a girl and her horse, Diamond. One day, the girl rides into the woods, but she has an accident. She falls off the horse and breaks her leg. Diamond runs back to the village and gets help for the girl.
- 6 The story is about five children. They want to find the world of the Magic Rose, but a bad magician\* wants to stop them. The children are very clever, and with the help of the president of the garden gnomes they find their way to the Magic Rose world.

**VOCABULARY:** \*spooky – gespenstisch, map – Landkarte, magician – Zauberer/Zauberin

### 3 Think of an interesting name for each of the books in 2. Write the titles.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

### 4 Say what's true for you. Answer the questions.

Interviewer Do you read a lot?

You .....

Interviewer What books do you like?

You .....

Interviewer What's your favourite book?

You .....

Interviewer What was your favourite book when you were six?

You .....

## Reading and Writing

- 5 Write the words from the word snake under the pictures.

LIED DOWN ON THE GROUND IN THE  
VILLAGE



3 \_\_\_\_\_



6 \_\_\_\_\_



4 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



1 \_\_\_\_\_



2 \_\_\_\_\_



\_\_\_\_\_

## 6 CHOICES

- A Match the sentences for a summary of the story *Khalid's dream*.

- |                                   |  |
|-----------------------------------|--|
| 1 Khalid was from a small         | <input type="checkbox"/> he was a rich man in Cairo.         |
| 2 He was poor and didn't          | <input type="checkbox"/> to his home.                        |
| 3 In his garden, there were three | <input type="checkbox"/> have a lot of money.                |
| 4 For three nights he dreamed     | <input type="checkbox"/> to Cairo.                           |
| 5 He decided to go                | <input checked="" type="checkbox"/> about his dream.         |
| 6 He didn't have any money        | <input type="checkbox"/> big bag of gold.                    |
| 7 One day, he met a man           | <input type="checkbox"/> under the orange tree.              |
| 8 The man told him                | <input type="checkbox"/> town in Egypt.                      |
| 9 The man's dream was about       | <input type="checkbox"/> fig trees and an orange tree.       |
| 10 Khalid went back               | <input type="checkbox"/> so he slept in a park.              |
| 11 He started to dig a hole       | <input type="checkbox"/> and told him about his dream.       |
| 12 He found a                     | <input type="checkbox"/> a bag of gold under an orange tree. |

**B** Think about the story *Khalid's dream*. Complete with the words in the box.

went  
started  
didn't have  
laughed  
didn't stay  
didn't have  
found  
went  
found  
lived  
asked  
became

A long time ago, there was a man called Khalid.

He <sup>1</sup> \_\_\_\_\_ in a small village in Egypt. He <sup>2</sup> \_\_\_\_\_ a lot of money, but he had a little garden with three fig trees and an orange tree.

One night Khalid had a dream. In his dream, he <sup>3</sup> \_\_\_\_\_ to Cairo and <sup>4</sup> \_\_\_\_\_ a rich man. The next night

Khalid had the same dream, and the third night he had the dream again. "Don't go to Cairo!" Khalid's wife said. But Khalid didn't listen and <sup>5</sup> \_\_\_\_\_ to Cairo.

Khalid <sup>6</sup> \_\_\_\_\_ in a hotel because he didn't have the money. So he slept in a park.

And he <sup>7</sup> \_\_\_\_\_ a lot of money for food, so he was very hungry. One day a man <sup>8</sup> \_\_\_\_\_ him, "What are you doing here?"

Khalid told the man about his dream. The man <sup>9</sup> \_\_\_\_\_. "Don't believe in dreams!" he said. "I had a dream too. In my dream I <sup>10</sup> \_\_\_\_\_ a bag of gold in a garden in a village. There were four trees, and the gold was under an orange tree!"

Khalid went back home to his village. He <sup>11</sup> \_\_\_\_\_ to dig a hole under the orange tree. And there he <sup>12</sup> \_\_\_\_\_ — a big \_\_\_\_\_ of gold!

**7** Read the story. How many of the following words can you use?

## The Little Jackal and the Lion

Once upon a time, there was a big lion. He was very dangerous and the three animals every day. All the animals of the wood were very scared, and so they had a meeting under a big tree. "We must do something," said the fox. "The lion is eating three animals a day." "You're right," said the owl, "But we're not strong." The animals didn't know what to do. "I've got an idea. Let's kill the lion!" said the little jackal. "Kill the lion? Ha ha ha ha," the other animals laughed. "How can we kill the lion? He's so strong!" The jackal didn't say a word and went to the place where the lion lived.

When the jackal was near the lion's place, he started to shout for help.

"Be quiet!" the lion said. "I'm coming to eat you now!"

"Help! Help!" shouted the jackal again.

"Quiet!" the lion shouted back.

"I'm so scared!" answered the jackal.

"Of course you're scared of me! I'm coming to eat you!" said the lion.

"Scared of you? I'm not scared of you!" said the little jackal. "I'm scared of the big, strong lion!" "The big, strong lion?" asked the lion. "Yes, there's a big, strong lion on the other side of the village. He eats ten animals a day. I'm so scared!"

When the lion heard this, he became very angry. "Show me that lion!" he said. "I want to kill him!"

"Alright. Come with me!" said the little jackal.

The little jackal started to walk, and the lion followed him. They walked around the village, and then they came to the deep pond\* on the other side of the village.

"Shhh!" said the little jackal. "There's the other lion. And he is very big and very strong!"

"I'm not scared!" the lion shouted. When he looked down, he saw the face of a very strong and very big lion! "I'm coming to kill you!" he shouted. Then he jumped into the water and died.

When the other animals saw this, they were very happy. "The little jackal tricked the lion!" they all shouted.

**VOCABULARY:** \*pond – Teich



- How many animals did the lion eat every day? .....
- Who went to the lion's place? .....
- How many animals did the big, strong lion on the other side of the village eat every day? .....
- The other animals thought the jackal's plan was good when he first told it to them. T / F
- In the water the lion saw the face of a big jackal. T / F
- The lion thought there was another lion in the water. T / F
- The animals had a meeting under the tree because
  - the lion was a big problem for them.  they wanted to kill the lion.
  - they wanted to hear the jackal's plan.
- When he heard about the big, strong lion, the lion
  - was angry with the jackal.  was scared.  wanted to see him.
- The lion jumped into the water because
  - he was hot.  he wanted a drink.  he wanted to kill the other lion.

**8** Check your answers.

**Essential Grammar** Past simple (4) Verneinung mit *didn't*

**9** Match the pictures and the sentences.



- Paul *didn't* like his presents.
- Paul *liked* his presents.
- Mary *didn't* go to school.
- Mary *went* to school.
- Liam *didn't* do his homework.
- Liam *did* his homework.

**10** Choose the correct word.

- I *didn't play / played* tennis this morning.
- Mum *didn't cooked / cook* dinner last night.
- The teacher *didn't give / gave* us any homework.
- The dog *didn't eat / ate* my dinner.
- It *didn't rained / rain* yesterday.
- I *didn't liked / like* the film.

## More Grammar Past simple (4) Verneinung mit *didn't*

### 11 Write Present or Past.

- 1 She doesn't like milk. Present
- 2 I don't understand you. \_\_\_\_\_
- 3 You don't know her. \_\_\_\_\_
- 4 She didn't call me. \_\_\_\_\_
- 5 Tom doesn't play tennis. \_\_\_\_\_
- 6 Debbie didn't help me. \_\_\_\_\_
- 7 We don't want that. \_\_\_\_\_
- 8 They didn't answer my email. \_\_\_\_\_



### 12 Complete with the past simple negative of the verbs.

My friends <sup>1</sup> didn't come (come) to my birthday party. They <sup>2</sup> \_\_\_\_\_ (phone) me. They <sup>3</sup> \_\_\_\_\_ (give) me presents. They <sup>4</sup> \_\_\_\_\_ (send) me birthday cards. They <sup>5</sup> \_\_\_\_\_ (write) me emails. They <sup>6</sup> \_\_\_\_\_ (bring) a cake and they <sup>7</sup> \_\_\_\_\_ (sing) a song for me. What a terrible dream!

### 13 Complete with the past simple tense of the verbs.

- 1 I didn't write you an email because my computer \_\_\_\_\_ (not write / not work)
- 2 I \_\_\_\_\_ at six because Dad \_\_\_\_\_ me \_\_\_\_\_ (not get up / not wake ... up)
- 3 She \_\_\_\_\_ to James because she \_\_\_\_\_ him. (not talk / not see)
- 4 My old camera \_\_\_\_\_ to I \_\_\_\_\_ a new one. (not work / want)
- 5 Sandra \_\_\_\_\_ food, and so she \_\_\_\_\_ to the party. (have / not go)
- 6 I \_\_\_\_\_ a lot of money, so I \_\_\_\_\_ the CD. (not have / not buy)

### 14 Complete with the words in the box.

didn't do  
didn't see  
was  
was  
was  
didn't like  
did like  
was  
was  
was  
was  
didn't

- Jonathan I <sup>1</sup> \_\_\_\_\_ you at the weekend. Where were you?  
Samantha I <sup>2</sup> \_\_\_\_\_ in London with my family.  
Jonathan Really? How <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ it?  
Samantha It <sup>4</sup> \_\_\_\_\_ fantastic, but I <sup>5</sup> \_\_\_\_\_ the weather.  
Jonathan <sup>6</sup> \_\_\_\_\_ there a lot of rain?  
Samantha No, no! It <sup>7</sup> \_\_\_\_\_ just too hot! 32° Celsius!  
Jonathan So you <sup>8</sup> \_\_\_\_\_ a lot of sightseeing\*!  
Samantha No, we <sup>9</sup> \_\_\_\_\_. It <sup>10</sup> \_\_\_\_\_ just too hot!

**VOCABULARY:** \*do a lot of sightseeing – sich eine Menge Sehenswürdigkeiten ansehen

- 15** Complete the sentences with the past simple tense of the verbs. Use it once in the positive and once in the negative.

- We ..... to the US for our holiday, but we ..... to New York. (go)
- Holly ..... Kai to her party, but she ..... Joel. (invite)
- He ..... his fish, but he ..... his chips. (eat)
- I ..... Jack at the party, but I ..... his brother. (see)
- I ..... the first Harry Potter book, but I ..... the other books. (read)
- Mum ..... the kitchen, but she ..... the bedroom. (paint)
- George ..... the first X-Men film, but he ..... the second. (like)
- Annie ..... Cameron a goodbye kiss, but she ..... me one. (give)

- 16** Look at Ed's list of things to do for yesterday and write sentences.

To do:

- walk the dog (x)
- do homework (x)
- read English book (✓)
- make a cake (x)
- phone Annie (✓)
- buy Dad's present (x)
- read emails (✓)
- study French (✓)

- He didn't walk the dog.
- .....
- .....
- .....
- .....
- .....
- .....
- .....

- 17** Look at the pictures and complete the sentences.

What a day!



- 1 I got up late because  
the alarm clock didn't ring.



- 2 I walked to school because



- 3 Mr Glass was angry because



- 4 Dad was angry because



## MORE Words and Phrases

1	<b>dream</b>	<i>Did you have a dream last night?</i>	Traum
	fig	<i>There are three fig trees in the garden.</i>	Feige
	ground	<i>Khalid lay down on the ground in the park.</i>	(Erd-)boden, Erde
	<b>lie down</b>	<i>You lie down on your bed at night.</i>	(sich) hinlegen
2	<b>ago</b>	<i>It was two days ago.</i>	vor ...
	<b>believe in</b>	<i>Do you believe in dreams?</i>	glauben an
	come true	<i>His dream came true.</i>	wahr werden
	come up to	<i>A man came up to him.</i>	auf ... zukommen
	dig	<i>You can dig a hole here in the ground.</i>	graben
	folk tale	<i>This is a folk tale. It's a folk tale from Egypt.</i>	Volks Erzählung
	Once upon a time ...		Es war einmal ...
	<b>sleep</b>	<i>He didn't want to sleep on the ground.</i>	schlafen
	<b>rest</b>	<i>He was happy for the rest of his life.</i>	Rest
	<b>the same</b>	<i>He had the same dream three times.</i>	der-/die-/dasselbe
<b>thirsty</b>	<i>Can I have a drink? I'm thirsty.</i>	durstig	
<b>wake up</b>	<i>Do you wake up early in the morning?</i>	aufwachen	
<b>wife (pl. wives)</b>	<i>My aunt had a wonderful wife.</i>	Ehefrau	
3	<b>friendship</b>	<i>I like stories about friendship.</i>	Freundschaft
4	<b>grandpa</b>	<i>My grandpa is old.</i>	Opa, Opi
6	<b>closer</b>	<i>The lion came closer.</i>	näher heran
	<b>cry</b>	<i>The jackal cried "Help!"</i>	schreien; weinen
	<b>hold up</b>	<i>You are strong. Please hold up the rock.</i>	nach oben halten
	jackal	<i>The jackal didn't catch the snake.</i>	Schakal
	kill	<i>The jackal didn't kill the snake.</i>	töten
	<b>look up</b>	<i>The lion looked up at the big rock.</i>	nach oben schauen
	trick	<i>He tricked me again.</i>	austricksen
	10	<b>neighbour</b>	<i>My neighbour lives next to my house.</i>
11	leaf (pl. leaves)	<i>There are lots of leaves on the tree.</i>	Blatt
6	<b>rain</b>	<i>It didn't rain yesterday.</i>	regnen