

access

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VOCABULARY & LANGUAGE ACTION SHEETS

Kopiervorlagen mit Lösungen



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English G Access · Band 2

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Dieses Heft enthält 27 Kopiervorlagen:

- **12 Vocabulary Action Sheets (+ Lösungen)**
- **15 Language Action Sheets (+ Lösungen)**

Vocabulary Action Sheets (VAS):

Sichere Wortschatzkenntnisse sind nur zu erreichen, wenn die eingeführten und „gelernten“ Wörter und Wendungen regelmäßig wiederholt, geübt und kontrolliert werden. Die VAS ermöglichen – unitweise – eine motivierende Beschäftigung mit dem erlernten Wortschatz: Die Schülerinnen und Schüler (S) entschlüsseln die einzusetzenden Vokabeln mithilfe von Kurzdefinitionen, vervollständigen kurze Beispielsätze, üben Wortschatz nach Wortfeldern, suchen Gegensatzpaare, versprachlichen Bilder. Auf diese Weise wird der zu beherrschende Wortschatz besser vernetzt und gespeichert, als es durch die alleinige Beschäftigung mit den Vokabellisten des Schülerbuches geschehen kann.

Zu jeder Unit des Schülerbuches ***English G • Access 2*** stehen jeweils zwei VAS mit dem größten Teil des produktiv zu beherrschenden Wortschatzes zur Verfügung.

Language Action Sheets (LAS):

Zu jeder Unit des Schülerbuches ***English G • Access 2*** werden ein bis vier LAS angeboten, mit denen die S die zentralen grammatischen Strukturen erarbeiten und/oder festigen können. Jedes LAS beginnt mit einem Abschnitt, der die S auf eine oder mehrere Seiten im Schülerbuch ***English G • Access 2*** verweist. Mithilfe der genannten Stellen im Schülerbuch vervollständigen die S zunächst Sätze oder kurze Dialoge, die die zu erarbeitende grammatische Struktur enthalten. Je nach grammatischem Phänomen komplettieren die S anschließend Paradigmen, machen sich grammatische Bildungs- und Funktions-Regularitäten bewusst und vergleichen ggf. mit verwandten grammatischen Phänomenen. Dabei werden sie kleinschrittig angeleitet durch zweisprachige Arbeitsanweisungen zu den einzelnen LAS-Abschnitten.

Jedes LAS endet mit einem Verweis auf den zugehörigen *Grammar File*-Abschnitt des Schülerbuches.

Die LAS können im Rahmen des flexiblen Grammatikkonzepts von ***English G • Access*** anstelle der *Looking at language*-Abschnitte des Schülerbuches zum Einsatz kommen (zu den Einsatzorten der LAS siehe die Inhaltsübersicht auf der nächsten Seite). Am Ende des Schuljahres halten die S eine selbst erstellte Elementargrammatik in Händen, die sie auch dann noch zum Nachschlagen und Wiederholen nutzen können, wenn sie ihre ausgeliehenen Schülerbücher zurückgegeben haben.

Vocabulary Action Sheets:

VAS	Einsatzort	VAS	Einsatzort
1.1	nach Unit 1	4.1	nach Unit 4
1.2	nach Unit 1	4.2	nach Unit 4
2.1	nach Unit 2	5.1	nach Unit 5
2.2	nach Unit 2	5.2	nach Unit 5
3.1	nach Unit 3	6.1	nach Unit 6
3.2	nach Unit 3	6.2	nach Unit 6

Language Action Sheets:

LAS	Thema	Einsatzort
1.1	REVISION The simple past: positive and negative statements	Unit 1, S. 10
1.2	REVISION The simple past: questions	Unit 1, S. 10
1.3	Subject and object questions	Unit 1, S. 14
2.1	The <i>going to</i> -future	Unit 2, S. 31
2.2	The comparison of adjectives (I)	Unit 2, S. 34
2.3	The comparison of adjectives (II)	Unit 2, S. 36
3.1	Relative clauses	Unit 3, S. 50
3.2	Adverbs of manner	Unit 3, S. 55
4.1	The present perfect: positive and negative statements	Unit 4, S. 70
4.2	The present perfect: questions and short answers	Unit 4, S. 72
4.3	Present perfect and simple past in contrast	Unit 4, S. 76
4.4	<i>some</i> and <i>any</i> and their compounds	Unit 4, S. 76
5.1	The <i>will</i> -future	Unit 5, S. 86
5.2	Conditional sentences (type 1)	Unit 5, S. 91
6	The past progressive	Unit 6, S. 106

Lösungen VAS

Lösungen LAS

In the holidays	Context	Pictures	What people do	Definitions	The weather	Yesterday	German/ English
1 We went <u>c</u> by the sea this summer.	The Eden <u>p</u> garden with lots of plants.		<u>w</u> to a different city	a big area with lots of trees: <u>f</u>	What was the <u>w</u> like in Turkey? – It was very hot.	It was a boring day, so I <u>g</u> in touch with some of my friends.	Gruß Sue von mir. <u>S</u> Sue <u>f</u> .
2 I made lots of new friends on the <u>c</u> .	This is nothing new to learn, it's just <u>r</u> .		<u>i</u> their friends to a party	the time when you are not at school or work: <u>h</u>	It is often very <u>w</u> by the North Sea.	We all <u>w</u> down by the river.	Ich kann es kaum erwarten, zu ... <u>I c</u> ...
3 Lots of people on the campsite had their own <u>c</u> .	Do you want to have <u>t</u> with us this afternoon?		<u>l</u> <u>a</u> small children	some paper for notes: <u>c</u> <u>s</u>	I don't like the <u>r</u> , but it's good for the plants.	Sam <u>br</u> a volleyball.	Wie war es? <u>w</u> /
4 But we stayed in a big <u>t</u> .	Lucy isn't <u>a</u> stay at the party till twelve.		<u>l</u> <u>f</u> to their holidays	he or she lives next to you: <u>n</u>	Yesterday was a <u>s</u> day, so we went to the beach.	I <u>w</u> some notes on the two teams.	vor zwei Tagen <u>a</u>
5 Every day, we did lots of <u>o</u> activities.	We don't have to buy tickets – the show is <u>f</u> .		<u>l</u> <u>u</u> into the sky	you get it when you win: <u>p</u>	 <u>s</u>	Then Sam <u>h</u> the ball really hard.	Alles Liebe, Jack / Liebe Grüße, Jack <u>L</u> , Jack
6 There was also a great <u>f</u> near the beach.	"No mobile phones!" – that's a <u>r</u> at our school.		are <u>a</u> at night	a school where students live: <u>b</u> <u>s</u>	We can't go sailing today – there's no <u>w</u> .	The ball <u>r</u> into the river.	Wem hast du es erzählt? <u>w</u> <u>t</u> ?
7 And there were some high <u>w</u> near the sea.	Last year I stayed in Australia with a very nice <u>h</u> <u>f</u> .		<u>o</u> pizzas in restaurants	In Britain it is also called 'flat': <u>a</u>	Yesterday was warm and sunny, but today it's <u>c</u> and cold.	No ball – this <u>w</u> that we couldn't play.	heute Nachmittag <u>t</u>
8 But we did not <u>c</u> them – it was too hot!	Do you understand the <u>w</u> of this word?		<u>t</u> off their TVs	something that you remember from the past: <u>w</u>	What a nice day! There are no clouds in the <u>s</u> .	Now we all <u>f</u> really bored!	Du Glückspilz! <u>L</u> .

The fourth word	Our planet	Context	Small words	On the phone	Pictures	Adverbs and adjectives	German/English
1 2 people – together 1 person – a _____	Our planet is 70% sea and 30% _____. l _____	You didn't sleep last night? Then you <u>w</u> _____ be really tired!	I do lots of sport – swimming. _____ example.	You can _____ me tomorrow. Here's my number. p _____		I can't do it today, but maybe _____. t _____	Bitte sehr. / Hier bitte. H _____ a _____
2 at home – (to) be in not at home – (to) be o _____	There are big _____ w _____ in the ocean when it's windy.	Everyone can see that they're sisters – they look so _____. s _____	Goodbye, Maggie! Let's stay _____ touch! _____	Tom, can you _____ the phone, please? I'm in the bathroom. a _____		_____ f _____ it was warm, but later it got cold. A _____	..., nicht wahr? ..., r _____?
3 good – bad happy – u _____	All p _____ need light and water.	Is that your son? He really looks _____ you! i _____ l _____	What a nice day! Let's go _____ for a walk.	Can I use your mobile? I have to make a p _____.		It rained every day, but we _____ had a good time. s _____	das Geschirr abwaschen, spülen (to) w _____ d _____
4 yesterday – past tomorrow – f _____	In the mountains, the land is often very _____. r _____	The school year in Britain has three _____. t _____	I don't want to sit next _____ him. I don't like him.	I'm sorry, but Jo is out. Do you want to _____? l _____		Don't tell me again! I _____ know that story. a _____	immer wieder a _____ a _____
5 lucky – luck surprised – s _____	There are lots of plants and animals in the Amazon _____. r _____	I was so _____ when I heard that she's dead!	When he looked _____, he saw dark clouds in the sky.	Hello? Can I speak to Amy, please? – I'm sorry, but she's not _____.		Come on, Abby! I'm _____ you can do it! s _____	jn. unmarmen (to) g _____ sb. a _____
6 boy – son girl – d _____	You can see lots of _____ animals in Africa. w _____	Sorry, but you have to leave your dog o _____ the shop.	He went out _____ get some food for the party.	Hello, it's Tim here. Is Katy in? – _____, I think she's upstairs.		Do I have to say it again? Do you _____ listen to me? e _____	Wen kennt Sam? w _____ k _____?
7 I – subject me – o _____	The USA is a big _____. c _____	Do it again, and _____ t _____ be careful.	When I said hello, she didn't stop but _____ just walked _____.	Don't phone me. Send me a _____ t _____		Sorry, I have no time _____, but maybe later. r _____	Glück haben (to) _____ l _____
8 British – chips American – f _____	I'd like to travel around the _____! w _____	Do you have your _____ computer? o _____	Please say hello to Abby i _____ you see her.	Sam! _____ your mobile and listen! o _____		Lucy is really _____ – all the boys love her! b _____	(Text-, Satz-) Zusammenhang c _____

	The musical	Context	Pictures	Activities	Punctuation	Pronouns	Small words	German/ English
1	They're having an <u>a</u> _____ today to choose singers for the musical.	Did you read the <u>a</u> _____ about our school in the paper?		_____ saw John and _____ <u>ed</u> him a happy birthday.	<u>c</u> _____ ,	Sorry, whose dog is this? – Oh, it's <u>m</u> _____. Come here, Skipper!	How can we get <u>t</u> _____ the other side of the river?	Rathaus <u>t</u> _____ <u>h</u> _____
2	I really like acting. Is there a <u>d</u> _____ club at this school?	This T-shirt looks nice, but it's _____ <u>b</u> _____ expensive.		Does your mobile <u>b</u> _____ when you get a text?	<u>h</u> _____ -	Look, this is my pen, and that's <u>y</u> _____. – Oh, I'm sorry.	Sam, you have to get <u>u</u> _____. It's half past seven!	Was könnte besser sein? <u>w</u> _____ <u>c</u> _____ <u>b</u> _____ <u>b</u> _____?
3	Are you a singer or a <u>d</u> _____?	The castle is on the other <u>s</u> _____ of the river.	<u>kun?</u> _____	Please be careful and don't <u>d</u> _____ any food on the floor.	<u>c</u> _____ :	I think this is Leo's mobile. Let me see. Yes, it's <u>h</u> _____.	Hurry up! You have to get <u>r</u> _____ for school.	so (auf diese Weise) <u>l</u> _____ <u>t</u> _____
4	In the audition you have to read a text <u>a</u> _____.	The video is not very long – only _____ <u>f</u> _____ minutes.		_____ an you <u>g</u> _____ four tickets for us?	<u>q</u> _____ ?	Are these Lucy's sunglasses? – Yes, they're <u>h</u> _____.	My mum often gets <u>a</u> _____ when I'm late.	Lichtblitz <u>f</u> _____
5	I often feel very <u>n</u> _____ when I speak in front of people.	The teacher gave us a <u>w</u> _____ for homework.		<u>s</u> raining – we <u>ive</u> to _____ our plans for today.	<u>e</u> _____ !	Sorry, but we don't have a cat. So it can't be <u>o</u> _____.	How are you getting <u>o</u> _____ with your homework?	die meisten Menschen <u>m</u> _____ <u>p</u> _____
6	I have to read a <u>d</u> _____ together with Leo.	You made a <u>m</u> _____ here: it's 5, not 50.		_____ in you <u>l</u> _____ the lakes on this map?	<u>f</u> _____ s	Our caravan is over there. And where is <u>y</u> _____?	We have to get <u>o</u> _____ at the third stop.	einer nach dem anderen <u>o</u> _____ <u>b</u> _____ <u>o</u> _____
7	When you read, don't forget to <u>p</u> _____ in the right places.	Can you help me? I can't do this <u>o</u> _____ <u>m</u> _____ <u>o</u> _____.		Does your teacher <u>c</u> _____ the names before the lesson starts?	<u>p</u> _____ 1.5	The Millers have a funny car like this, so this car must be <u>t</u> _____.	Is your car as big <u>a</u> _____ ours?	außer, bis auf <u>e</u> _____
8	The musical has a lot of songs <u>b</u> _____ Queen.	The models wore designer clothes in the <u>f</u> _____ show.		Please <u>m</u> _____ that you turn off your mobile on the plane.	<u>d</u> _____ <u>www.cornelsen.de</u>	New York is a large city, and <u>i</u> _____ buildings are really tall.	Our car is even bigger <u>t</u> _____ yours!	Jedenfalls, ...; Aber egal, ... <u>A</u> _____, ...

Adjectives	Context	Pictures	The fourth word	The big show	Yesterday	German/ English
1 Our class is very /_____. There are 40 students!	What s_____ is the T-shirt? – I think it's L or XL.		(to) sing – singer (to) run – r_____	There's a great c_____ by our school music group today.	Last evening I was a bit tired, so I /_____ on my bed.	das diesjährige Musical t_____ y_____ musical
2 Five hours of homework? That sounds a_____!	Next year I want to travel r_____ the world.		yesterday – the past today – the p_____	They are playing in our village t_____.	I was almost asleep when my mobile r_____. I'_____ g_____ sing a song.	Ich werde ein Lied singen. I'_____ g_____ sing a song.
3 Mike is very t_____. He's almost two metres, I think.	There were lots of kids – w_____. o_____ t_____ were girls.		I – who? mine – w_____?	The village theatre has a very big s_____.	The sound of it w_____ me again.	Du solltest aufhören. You s_____ stop.
4 That's a br_____ idea! Let's do it!	Some answers were c_____, but most of them were wrong.		nobody – everybody nothing – e_____	They are very good players – they're all very t_____.	It was Tom. "Sorry, I said tomorrow, but I w_____ today! We're at the disco!"	sich fertig machen für (to) g_____ f_____
5 It's warm and sunny, and the birds are singing: What a /_____ day!	I don't like the winter! I w_____ it was summer!		half – halves knife – k_____	I play the r_____ r_____.	I s_____ my head and got up.	ungefähr a_____
6 His voice is very c_____ – you can understand every word.	There were a_____ 1000 people at the concert.		big – bigger beautiful – _____	Do you play an i_____ too?	Then I s_____ some money into my pocket and went out.	sogar e_____
7 I think Dave really likes Olivia, but he's too s_____ to tell her.	Everybody stopped dancing – e_____ Leo.		long – the longest beautiful – w_____	It's great when people c_____ after a concert.	I met Tom and Jane and we all q_____ outside the disco.	bis jetzt; bis hierher s_____ f_____
8 Well, of course, Olivia is really g_____ or even beautiful.	You look tired. You s_____ go to bed.		boring – bored scary – s_____	Sometimes they even c_____ if they really liked it!	We s_____ there for almost 30 minutes before we got in!	Silbe s_____

	In town	Verbs	Which way?	The fourth word	Pictures	Context
1	Maya is not at home. She is <u>o</u> <u>a</u> _____ <u>a</u> _____ in Plymouth.	<u>h</u> _____ <u>y</u> _____ <u>g</u> _____ a cat? – No, I haven't.	Excuse me, can you <u>t</u> _____ <u>w</u> _____ to the museum?	(to) go out – (to) come home before – <u>a</u> _____	 <u>p</u> _____ <u>o</u> _____	<u>E</u> _____ which bus goes to the station, please?
2	I want to send this letter. Where is the <u>p</u> _____ <u>o</u> _____?	Can you help me with my computer? – No, sorry. I don't <u>k</u> _____ <u>a</u> _____ computers.	First, you have to <u>t</u> _____ <u>l</u> _____.	day – night (to) open – (to) <u>c</u> _____	 <u>c</u> _____	<u>s</u> _____, I don't know. I'm not from here.
3	 <u>s</u> _____	You don't have to read every word – just <u>s</u> _____ the text.	Then walk <u>s</u> _____ <u>o</u> _____.	(to) die – dead (to) break – <u>b</u> _____	 <u>f</u> _____	I have to buy a new <u>s</u> _____ of pens.
4	 <u>c</u> _____	This new film could <u>w</u> _____ the actor a star!	Walk <u>p</u> _____ the station and turn left again.	1,000 – kilo 1 – <u>g</u> _____	 <u>s</u> _____	Do they give you free <u>p</u> _____ bags for your shopping?
5	 <u>r</u> _____	Master Wu has to <u>f</u> _____ another kung fu master.	It's <u>o</u> _____ <u>t</u> _____ <u>c</u> _____ <u>o</u> _____ Church Road and Princess Street.	left – right down there – <u>u</u> _____ <u>h</u> _____	 <u>f</u> _____ <u>p</u> _____	Do you know the story of Aladdin and his <u>w</u> _____ lamp?
6	You are not allowed to go by car into a <u>p</u> _____ <u>z</u> _____.	Let's <u>h</u> _____ the poster on your bedroom wall.	There is a post office <u>o</u> _____ the museum.	long – the longest far – the <u>f</u> _____	 <u>t</u> _____	Have you got a dog? – Yes, I _____.
7	London is not a town. It's a big <u>c</u> _____.	Use the colour red to <u>h</u> _____ important words.	How can we <u>c</u> _____ the river? Is there a ferry?	good – bad regular – <u>i</u> _____	 <u>t</u> _____	I missed the bus. <u>t</u> _____ I was late.
8	Tourists often buy <u>s</u> _____ <u>s</u> _____.	You can also <u>u</u> _____ a word to show that it is important.	Yes, the ferry is down there, <u>o</u> _____ <u>t</u> _____ <u>r</u> _____.	slow – slowly good – <u>w</u> _____	 <u>s</u> _____	We aren't home yet. We still have to go a bit <u>f</u> _____.

	Shopping	Pictures	Prepositions	Verbs	Definitions	German/ English
1	Hurry up! The shops c _____ at 6 pm today.	 w _____	Everybody liked the trip – thanks _____ the good weather.	Don't w _____ about your daughter – she's OK.	(to) speak in a very quiet voice: (to) w _____	Ich sah nach links. I / _____ / _____.
2	I like this shop. The s _____ a _____s are always friendly.	 g _____	The water was _____ to Sam's waist, and he couldn't move.	You broke your leg? How did that h _____?	a person who goes to see a place or another person: v _____	in. nach dem Weg fragen (to) a _____ sb. t _____ w _____
3	How much does this felt pen c _____? – It's £1.99.	 r _____	From the tower you get a great view _____ the city.	What does he look like? Can you a _____ him to me?	a drink that you make from fruit or vegetables: i _____	gleich nachdem; kurz nachdem i _____ a _____
4	You gave me £5, so here's your c _____, £3.01	 s _____	Wait, I can describe the way _____ you.	Be careful with that knife – don't c _____ yourself!	something that you talk, write or learn about: t _____	als, während a _____
5	 c _____ d _____	 h _____	Do young people worry _____ their future?	It got a bit cold when the sun d _____ behind a cloud.	a first text or picture, but it's not yet finished: d _____	genau in dem Moment; gerade dann i _____ t _____
6	Let's get some flowers from the flower s _____ at the market.	 w _____	Our teacher often speaks _____ a loud voice.	H _____ up! The film starts in ten minutes!	you shout it when you stop filming a scene: c _____!	ein braver Junge a g _____ boy
7	And we need a p _____ of cornflakes.	 w _____	I live _____ the corner of Church Street and Castle Street.	Oh Tom, you're really nice! Let me h _____ you!	a very big town: c _____	der/die/das einzige ...; die einzigen ... t _____ o _____ ...
8	Oh yes! And a t _____ of soup.	 l _____	What happened _____ your jeans? They're wet!	Sam fell into the water. He couldn't swim, so we had to r _____ him!	the top part of a house: r _____	verantwortlich r _____

In the countryside	Animals	Context	Verbs	Definitions	Pictures	Past participles	German/ English
1 What plants does the farmer grow on this <u>f</u> _____?		There was some <u>w</u> _____ over the fields, so you couldn't see much.	Does your father's name <u>b</u> _____ with a 'D'?	the land outside towns and cities: <u>c</u> _____		(to) tell – _____ <u>e</u> _____ (<u>e</u> _____) <u>c</u> _____	usw. (und so weiter) <u>e</u> _____ (<u>e</u> _____) <u>c</u> _____
2 Horses and cows like eating <u>g</u> _____.		That's Tom in this photo, but who's that girl in the <u>b</u> _____?	I don't <u>o</u> _____ this car – it's my brother's.	a group of lines in a poem or song: <u>v</u> _____		(to) make – _____ <u>p</u> _____	Gedicht <u>p</u> _____
3 We stayed in a nice <u>c</u> _____ in the English countryside.		How often have you been to Dartmoor? – Only <u>o</u> _____.	Don't eat all the cake – please <u>l</u> _____ some for Tom.	soft and very wet ground: <u>w</u> _____		(to) be – _____ <u>o</u> _____ <u>t</u> _____	da/dort drüben <u>o</u> _____ <u>t</u> _____
4 From the mountain you can see all of the <u>v</u> _____.		Do you want to eat with us? – No thanks, I have <u>i</u> _____ eaten.	Read the text and <u>w</u> _____ keywords and phrases in it.	it weighs a lot: <u>u</u> _____ it's <u>h</u> _____		(to) come – _____ <u>t</u> _____ <u>w</u> _____	zweimal pro Woche <u>t</u> _____ <u>w</u> _____
5 In the winter, we feed our cows <u>h</u> _____ from the fields.		Excuse me, has <u>a</u> _____ seen my keys?	When there is not enough work, people <u>l</u> _____ their jobs.	when something does not take long: <u>q</u> _____		(to) do – _____ <u>t</u> _____ <u>w</u> _____	dort entlang; in die Richtung <u>t</u> _____ <u>w</u> _____
6 A lot of ponies live on the open <u>w</u> _____ in Devon.		I have looked <u>e</u> _____, but I can't find my keys.	I just can't <u>d</u> _____ what to buy for Tom's birthday.	when something or someone is not there: (to) be <u>w</u> _____		(to) eat – _____ <u>b</u> _____	baden, ein Bad nehmen (to) <u>h</u> _____ <u>b</u> _____
7 Farmers usually put their hay in a <u>b</u> _____.		I have never seen a tor <u>b</u> _____ – it looks interesting!	How long does it <u>t</u> _____ to walk to the station?	you need it to make chocolate: <u>c</u> _____		(to) go – _____ <u>o</u> _____ <u>d</u> _____	Oje! <u>o</u> _____ <u>d</u> _____
8 Don't climb over the <u>f</u> _____ – maybe there's a dog behind it!		You should wear a r _____ – it often starts to rain suddenly.	I can't walk any more – my feet <u>h</u> _____ so much!	a small way that people can walk on: <u>p</u> _____		(to) have – _____ <u>h</u> _____ <u>y</u> _____ ... <u>y</u> _____?	Hast du schon ...? <u>h</u> _____ <u>y</u> _____ ... <u>y</u> _____?

	Opposites	Adjectives	Pictures	Verbs	Past participles	Prepositions	Context	German/ English
1	background – f _____	Hmm, very good! This soup tastes a _____!		Why did he p _____ you in the street without saying hello?	(to) see – _____	There is an exercise _____ the bottom of the page.	I have school u _____ two o'clock, so we can meet then.	Ich würde sehr gern ... f' _____ / t _____
2	at the top – at the b _____	We need a few s _____ men to help us with this heavy box.		Babies often c _____ when they are hungry.	(to) bring – _____	Have you ever been _____ London?	We couldn't find our way back from the moor – what an a _____!	(irgend)etwas? a _____?
3	(to) win – (to) l _____	Ice cream tastes s _____.		You have to t _____ a horse before you can ride it.	(to) buy – _____	I need a new pair _____ socks.	I have two sisters. b _____ sisters are younger than me.	noch ein Foto; ein weiteres Foto o _____ m _____ p _____
4	(to) shake your head – (to) n _____ your head	My friend is h _____ – he needs a doctor!		You shouldn't w _____ around the moor on your own.	(to) hear – _____	Are you interested _____ football?	It was a beautiful castle 500 years ago, but now it's only a r _____.	meilenweit f _____ m _____
5	(to) disappear – (to) a _____	You saw me in town? That's i _____ – I was at home.		That can't be true! I don't b _____ you!	(to) meet – _____	Hurry up! I can't wait _____ ever!	It was a great h _____ for me to have tea with the Queen.	nicht mehr h _____ ... a _____ m _____
6	everybody – not ... a _____	She's a beautiful girl, with a very p _____ face.		It's too cold for bananas to g _____ here.	(to) run – _____	Let's help that old woman the street.	I don't really like meat. Can I have vegetables i _____?	(Erd-)Boden g _____
7	still – not ... a _____	You want to help me with my bag? That's very k _____ of you.		We are going to p _____ more trees in our garden.	(to) take – _____	London is always full _____ tourists.	Maths is awful! – I agree with you. I don't like it e _____.	eines Tages o _____ d _____
8	clean – d _____	She lives in a n _____ village – only ten minutes from here.		Let's / a _____ the town – maybe there's a nice shop.	(to) write – _____	We need to put a fence _____ our garden.	It never gets warm here – h _____ e _____ in the summer.	genau hinschauen (to) l _____ c _____

	Celebrations	Clothes	Context	Two-part verbs	Definitions	Verbs	German/ English
1	Carnival is a big <u>f</u> in some countries.		Your birthday is a <u>s</u> day, so you should celebrate it.	You have to blow <u>all</u> the candles on the cake.	a group of people who sing together: <u>c</u>	Can we use a candle to <u>l</u> the fireworks?	Bürgermeister/in <u>m</u>
2	There is often a <u>p</u> in town then.		Some people give lots of money to <u>c</u> .	He dressed <u>as</u> a monkey for Carnival.	a trip from one place to another: <u>j</u>	Our class wants to <u>r</u> money for charity.	erst um drei, nicht vor drei <u>n</u> <u>t</u> three
3	And a lot of people wear silly <u>c</u> at Carnival.		We'll have pizza because the <u>t</u> of the party is 'Italy'.	Can you help grandma to get <u>of</u> the car, please?	a short form of a word: <u>a</u>	Did you <u>t</u> part in your school's theatre play?	wahrscheinlich <u>p</u>
4	<u>N</u> <u>y</u> <u>E</u> is on 31st December.		A heart is usually the <u>s</u> of love.	Put <u>your</u> coat. It's cold outside.	a free ride in a car: <u>l</u>	I'll never tell anybody what you have told me. I <u>!</u>	z. B. (zum Beispiel) <u></u>
5	That's the day when we have <u>f</u> at midnight.		Are you going to watch the kung fu <u>d</u> at the festival?	Please take <u>your</u> shoes before you come in.	very bad weather with strong winds and rain: <u>s</u>	Can you <u>t</u> this text into English?	zumindest, wenigstens <u>a</u> <u>l</u>
6	Gavin is going to <u>c</u> his birthday on Saturday.		No, I'm going to take part in the art <u>w</u> .	The juggler passed <u>a</u> hat after the show.	the air that goes in and comes out of your nose or mouth: <u>b</u>	Did anybody <u>t</u> notes in class today?	besser als je zuvor <u>b</u> <u>t</u> <u>e</u>
7	There are fourteen <u>c</u> on Gavin's birthday cake.		There is a small parade at 10, but the <u>w</u> parade is at 12.	Can you pick me <u>from</u> school this afternoon?	what we throw away: <u>r</u>	Can I <u>o</u> you a drink? There's cola, juice and water.	..., weißt du. <u>...</u> , <u>y</u> <u>s</u>
8	Did you listen to the Lord Mayor's <u>s</u> ? He spoke last night.		The food is delicious – really <u>t</u> <u>!</u>	One candle is not enough to light <u>the</u> whole room.	a talk with someone: <u>c</u>	Can a plane <u>f</u> to Australia without a stop?	Wettbewerb <u>c</u>

	The juggler's show	Past participles	Pictures	Verbs	Sir Francis Drake	The fourth word	Context	German/ English
1	The juggler's show was a big <u>e</u> for all the children.	(to) begin –		Didn't Michael <u>i</u> you to Jenny at the party?	Elizabeth I was <u>a</u> of England from 1558 to 1603.	Germany – German India – <u>I</u>	Fish and chips is <u>t</u> British food.	Kann ich Sie kurz sprechen? Can I <u>h</u> a <u>w</u> <u>w</u> <u>y</u> ?
2	There were street <u>a</u> like jugglers and clowns.	(to) catch –		I would like to <u>p</u> our house white.	She made Sir Francis Drake a <u>k</u> .	students – teacher actors – <u>d</u>	It's hard to say this phrase – it's a real <u>t</u> – <u>t</u> !	aus etwas (gemacht) sein (to) be <u>m</u> <u>o</u> sth.
3	There was a large <u>c</u> around John, the juggler.	(to) cut –		Could you <u>r</u> that, please? I didn't hear you.	Sir Francis Drake was a <u>f</u> seaman.	100 – a hundred 1,000,000 – a <u>m</u>	Do you know how to make scones? – Yes, I can give you the <u>r</u> .	selbst wenn <u>e</u> <u>i</u>
4	First he tried to <u>i</u> five torches.	(to) feel –		She left school and <u>b</u> a famous actor.	He <u>d</u> <u>ed</u> England against Spain.	lip – lips tooth – <u>t</u>	Did you hear the <u>t</u> ? There's a storm coming.	um etwas bitten (to) <u>d</u> <u>f</u> sth.
5	Later, Leo helped him with seven gold <u>r</u> <u>s</u> .	(to) fight –		I've dropped my pen. Could you <u>p</u> it for me, please?	In 1588, 130 <u>s</u> ships sailed to England.	bike – (to) ride car – <u>(to) d</u>	You're right, it is a storm. I've just seen some <u>l</u> !	Refrain <u>c</u>
6	The <u>a</u> clapped, shouted and whistled.	(to) forget –		Oh dear, I have no money. Could you <u>p</u> for the drinks today?	The ships tried to <u>i</u> England.	(to) plan – plan (to) present – <u>p</u>	I had a <u>p</u> face at Carnival. I looked like a lion!	starker Regen, heftiger Regen <u>h</u> <u>r</u>
7	When the show was over, John <u>b</u> <u>ed</u> .	(to) get –		Please don't <u>i</u> me when I'm talking.	But the English navy <u>a</u> <u>ed</u> the ships.	(to) swim – water (to) fly – <u>a</u>	You have to swim – the water is too <u>d</u> here.	ganze(r,s), gesamte(r,s) <u>w</u>
8	But two minutes later, he gave an <u>e</u> .	(to) give –		Please <u>p</u> some more water into those glasses.	After a long fight, they <u>d</u> <u>ed</u> them.	milk – glass cornflakes – <u>b</u>	There are 60 <u>s</u> <u>s</u> in a minute.	Eintrag, Eintragung <u>e</u>

	Tintangel Castle	Parts of the body	Verbs	Context	Past participles	German/ English
1	Tintangel Castle is on a high c_____ in Cornwall.		We have to h_____ i_____ the answers to the quiz on Monday.	This is Master Wu. His r_____ name is Sam Bennett.	(to) hold – _____	Fremdenführer/in, Reiseleiter/in g_____
2	In 1233, Henry III was k_____ of England.		They want to b_____ a new road around the town.	I like your CD. Can I make a c_____ of it?	(to) know – _____	jede(r,s) (einzelne) e_____
3	Henry's brother, p_____ Richard, built the castle.		Did you w_____ d_____ what the teacher wrote on the board?	This street is too n_____ for the big bus.	(to) put – _____	Du musst es nicht tun. You n_____ do it.
4	You only needed three g_____ s_____ to defend the castle gate.		He didn't hear me, so I t_____ ed him on the shoulder.	Is there a r_____ why you are late?	(to) ring – _____	Du darfst es nicht tun. You w_____ do it.
5	The castle has an Upper and a Lower Mainland c_____.		If I have a problem, I can always t_____ to my parents.	The t_____ between Britain and France is about 50 kilometres long.	(to) say – _____	Was ist los mit dir? What's w_____ w_____ you?
6	King Arthur and Prince Richard were not from the same _____ family.		All the girls s_____ ed loud when they saw Justin Bieber.	Let's go out to get some f_____ air.	(to) send – _____	während w_____
7	The l_____ says that King Arthur lived in Tintangel.		Some people k_____ animals and collect their heads as trophies.	Our flat is on the third f_____ of the building.	(to) shake – _____	Hör auf! / Lass das! s_____ i_____!
8	A king often wears a c_____ on his head.		Justin g_____ ed because his stomach hurt so much.	I've written a r_____ for our school magazine.	(to) sing – _____	ein lautes Stöhnen a loud g_____

	The fourth word	Past participles	Pictures	Verbs	What's wrong with you?	Context	German/English
1	under the river – tunnel over the river – b _____	(to) sit – _____		Why are you fr _____ing? Are you worried? Or angry?	I think I need some fresh air – I have a very bad h _____.	The sweets have become really st _____ in the sun.	liebe(r,s) d _____
2	out of the room – (to) leave into the room – (to) e _____	(to) speak – _____		Tom is very shy. He always g _____ r _____ when he wants to talk to a girl.	I've cut my finger – do you have a p _____ for me?	Which r _____ are you going to play in the film?	Ich nehme einen Tee. I' _____ h _____ a tea.
3	king – queen prince – p _____	(to) stand – _____		Did your mum g _____ angry when you came home late?	The thermometer says that you h _____ a t _____.	He knows how to teach – he has worked a _____ a teacher before.	Wie groß soll der Tee sein? What s _____ tea w _____ you like?
4	I was sad. – Now I'm happy again. I was i _____, – Now I'm well again.	(to) stick – _____		Later she b _____ ill and died at the age of 52.	I can only whisper because I have a s _____ throat.	p, t and k are c _____ s.	bei Oma a _____
5	countryside – quiet big city – h _____	(to) swim – _____		A tall man in a funny costume e _____ed the room.	I got wet in the rain – now I h _____ a c _____.	a, e and i are v _____ s.	Besetzung, Mitwirkende (Film oder Theater) c _____
6	good – bad friend – e _____	(to) think – _____		All the snow will m _____ when it gets warmer.	My cold is better now, but I still have a c _____.	I don't eat meat – I'm a v _____.	adoptiert, Adoptiv- a _____
7	dangerous – danger true – t _____	(to) understand – _____		People in France often k _____ when they meet.	If you have a toothache, you should go to the d _____.	Napoleon lost the b _____ of Waterloo.	schrecklich, furchtbar t _____
8	dog – (to) bark snake – (to) h _____	(to) wear – _____		He had to k _____ in front of the queen to become a knight.	He hurt his leg very badly so he had to go to h _____.	If I have a problem, I can always ask my grandpa – he's a w _____ man.	Gefahr d _____

REVISION The simple past: positive and negative statements**► pp. 10–11****WIEDERHOLUNG Die einfache Form der Vergangenheit: bejahte und verneinte Aussagesätze**

- 1 a)** Complete the sentences from 1 (p. 10). Write the infinitives of the verbs in the table on the right.

Vervollständige die Sätze aus 1 (S. 10). Schreib die Infinitive der Verben in die Tabelle rechts.

Sam phon Justin's home. Mrs Skinner _____.

"We _____ a race and I _____."

"Oh, right. You _____ your dad in America."

"We _____ camping and I _____ a bear."

Infinitive (Grundform)

(to) phone (to) _____

(to) _____ (to) _____

(to) _____

(to) _____ (to) _____

- b)** Three of the verbs in **1a** are **regular**. Draw a green box around their simple past endings.

Drei der Verben in **1a** sind **regelmäßig**. Male ein grünes Kästchen um ihre Simple past-Endungen.

The other four verbs in **1a** are **irregular**. Mark them in yellow.

Die anderen vier Verben in **1a** sind **unregelmäßig**. Markiere sie gelb.

- 2** Look at the verbs in the box. Write their simple past forms in the right group.

Sieh dir die Verben im Kasten an. Schreib ihre Simple past-Formen in die richtige Gruppe.

arrive • buy • copy • hide • hurry • leave • move • plan • shop • smile • stop • try

arrive + -ed = arrived

plan + -ed = planned

copy + -ed = copied

buy – bought (irregular)

- 3** Look at these two sentences. Which is the correct rule for **negative statements in the simple past** – a, b or c?

Sieh dir die beiden Sätze an. Was ist die richtige Regel für **verneinte Aussagesätze im simple past** – a, b oder c?

Sam **didn't** talk to Mr Skinner, he talked to Mrs Skinner.

Justin **didn't** go to New York in the summer holidays, he went to Boston.

You make negative statements in the simple past with ...

a *didn't* + infinitive.

b *didn't* + *ed*-form of the verb.

c *doesn't* + *ed*-form of the verb.

- 4** Now look at **Grammar File 1a** and **1b** on p. 157.



Schau dir jetzt **Grammar File 1a** und **1b** auf S. 157 an.

REVISION The simple past: questions

► pp. 10–12

WIEDERHOLUNG Die einfache Form der Vergangenheit: Fragen

- 1 Find the sentences in 1 (p. 10). Complete them. Finde die Sätze in 1 (S. 10). Vervollständige sie.

_____ you see the Empire State Building? – I wasn't in New York, Sam. My dad lives in Boston.

Thanks for the cool picture. Where _____ you _____ it? – In Weston-super-Mare.

Later it was cloudy and cold. – _____ you do then? – We went to the pier.

Oh, right. You visited your dad in America. _____ you _____ back? – Two days ago.

- 2 a) Which is the correct rule for questions in the simple past – a, b or c?

Was ist die richtige Regel für Fragen im simple past – a, b oder c?

You make questions in the simple past with ...

a did + subject + ed-form of the verb.

b did + subject + infinitive.

c do + subject + ed-form of the verb.

- b) Look at the dialogue and complete partner B's questions.

Sieh dir den Dialog an und vervollständige Partner Bs Fragen.

A: Sam went to Weston-super-Mare in the summer holidays.

B: And Justin? _____ he _____ there too? – A: No, he didn't. – B: _____ Justin go?

A: He went to America. – B: What _____ he _____ there? – A: He visited his dad.

- 3 Complete and compare.
Use a green pen for the simple present and a red pen for the simple past.

Vervollständige und vergleiche.

Verwende einen grünen Stift für das simple present und einen roten Stift für das simple past.

SIMPLE PRESENT Sam likes basketball. Which sport _____ Justin do? _____ he play basketball too? And what about you? Which sport _____ you like?

SIMPLE PAST Sam liked his holiday in Weston-super-Mare. Where _____ Justin go? _____ he like his holiday too? And you? Where _____ you go?

- 4 Now look at **Grammar File 1c** and **1d** on p. 158.



Schau dir jetzt **Grammar File 1c** und **1d** auf S. 158 an.

Subject and object questions

► pp. 14, 17

Subjekt- und Objektfragen

- 1 a) Complete the sentences from 1 (p. 14).
Then complete the translations on the right.

Vervollständige die Sätze aus 1 (S. 14).
Dann vervollständige die Übersetzungen rechts.

Who _____ you tell? Not me!

W _____ hast du es erzählt?

Who _____ me about Grandpa's party?

W _____ hat mir von Opas Party erzählt?

Who _____ me? – Leo Cooper, her son.

W _____ kennt mich?

Who _____ Sam know? – Leo!

W _____ kennt Sam?

- b) Draw a red box around the forms of **do**.
Draw a blue box around the English and German
question words. Then complete the rule.

Male ein rotes Kästchen um die Formen von **do**.
Male ein blaues Kästchen um die englischen und
deutschen Fragewörter. Dann vervollständige die Regel.

Subject question:	who = German " wer "	→ question w _____ a form of do
Object question:	who = German " wen " or " wem "	→ question w _____ a form of do

- 2 Which translation is correct – a or b?

Welche Übersetzung ist richtig – a oder b?

Who **loves** Silky? (answer: Abby)

a Wer liebt Silky?

b Wen liebt Silky?

Who **does** Abby **love**? (answer: Silky)

a Wer liebt Abby?

b Wen liebt Abby?

- 3 Look at the sentences on the right.
The underlined word is the answer.
What was the question?

Sieh dir die Sätze rechts an.
Das unterstrichene Wort ist die Antwort.
Was war die Frage?

Who _____? – Lucy found a note on the table.

Who _____? – Lucy called her mum.

Who _____? – Lucy wanted to meet Sam.

Who _____? – The Coopers moved into number 37.

- 4 Now look at **Grammar File 3** on
pp. 160–161.



Schau dir jetzt **Grammar File 3** auf S. 160–161 an.

The *going to*-future

► pp. 30–31

Das Futur mit *going to*

- 1 a) Look at 1 (p. 30) and complete these sentences.

Sieh dir 1 (S. 30) an und vervollständige diese Sätze.

I' _____ sing a Queen song at the audition today.

They' _____ to _____ a musical this year.

Which club _____ you _____ join?

– I' not _____ a new club. I' _____ stay with basketball.

And Justin _____ basketball too.

_____ your mum _____ be at home this afternoon?

- b) Draw a red box round the negative sentence.
Draw a blue box round the questions.

Male ein rotes Kästchen um die verneinte Aussage.
Male ein blaues Kästchen um die Fragen.

- c) Now complete this table.

Vervollständige jetzt diese Tabelle.

⊕	–	?
I'm going to _____	I'm not _____	Am I _____ ?
He' _____	He isn't _____	Is _____ ?
She' _____	She _____	_____ she _____ ?
It' _____	It _____	_____ it _____ ?
We' _____	We _____	_____ we _____ ?
They' _____	They _____	_____ they _____ ?

- 2 a) One of these translations is wrong. Cross it out.

Eine dieser Übersetzungen ist falsch. Streiche sie durch.

I'm going to play football on the beach.

- a Ich werde am Strand Fußball spielen.
b Ich habe vor, am Strand Fußball zu spielen.
c Ich bin dabei, zum Strand zu gehen, um Fußball zu spielen.

- b) You use the *going to*-future for ... a, b or c?
Mark the correct answer in yellow.

Man verwendet das Futur mit *going to* für ... a, b oder c? Markiere die richtige Antwort gelb.

- a hobbies b plans c activities

- 3 Now look at **Grammar file 5** on pp. 162–163.



Schau dir jetzt **Grammar file 5** auf S. 162–163 an.

The comparison of adjectives (I)

► pp. 32–34

Die Steigerung der Adjektive (I)

- 1 Find the sentences in 1 (p. 32) and complete them. Then complete the table on the right.

Finde die Sätze in 1 (S. 32) und vervollständige sie. Dann vervollständige die Tabelle rechts.

I think Loch Lomond is _____ than Loch Ness.

Loch Lomond is the _____ lake in Britain.

Let's look for _____ lakes on the map.

– So what is the _____ lake?

How _____ is the River Severn? – 354 kilometres.

– OK, so it's _____ than the Thames!

All the other groups are _____ than ours.

– And Lucy wants to be the _____, of course.

	Komparativ	Superlativ
big	_____	(the) _____
_____	<u>larger</u>	(the) _____
_____	_____	(the) <u>longest</u>
fast	_____	(the) _____

- 2 Write the adjectives in the right group.

Schreib die Adjektive in die richtige Gruppe.

angry • fat • friendly • late • nice • sad • scary • strange • wet

large – <u>larger</u>	big – <u>bigger</u>	easy – <u>easier</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 3 Look at these sentences. Complete the rules.

Sieh dir diese Sätze an. Vervollständige die Regeln.

Lucy is **as old as** Maya.

Holly is **older than** Maya.

When you want to say that people or things are the same, you use

____ old/big/fast/... ____

When you want to say that people or things are different, you use

older/bigger/faster/... ____

- 4 Now look at **Grammar file 6a and 6d** on pp. 163–164.



Schau dir jetzt **Grammar file 6a und 6d** auf S. 163–164 an.

The comparison of adjectives (II)

► pp. 36–38

Die Steigerung der Adjektive (II)

- 1 a) Find the sentences in 1 (p. 36) and complete them. Finde die Sätze in 1 (S. 36) und vervollständige sie.

Lovely voice! – Yes, it's even _____ the first girl's!

This girl has the _____ voice so far.

Not the best voice! – No, but it's the _____ voice, I think.

- b) Now complete the table.

Vervollständige jetzt die Tabelle.

	Komparativ	Superlativ
beautiful	_____	(the) _____
interesting	_____	(the) _____
_____	_____ nervous	(the) _____

- 2 Look at the adjectives in the box and write them in the right group. Sieh dir die Adjektive im Kasten an und schreib sie in die richtige Gruppe.

boring • careful • cheap • dangerous • dark • exciting • expensive • funny • happy • important • mad • silly

-er/-est	more/most
cheap _____	boring _____
_____	_____
_____	_____

- 3 a) Compare:

Vergleiche:

taller than me – größer als ich
more excited than them – aufgeregter als sie

not as old as her – nicht so alt wie sie
not as clever as us – nicht so schlau wie wir

- b) Now complete these sentences.

Vervollständige jetzt diese Sätze.

My mother is not very tall. I'm taller than _____. (größer als sie)

My brother is older than _____, but I'm cleverer than _____. (älter als ich ... schlauer als er)

- 4 Now look at **Grammar file 6** on pp. 163–164.



Schau dir jetzt **Grammar file 6** auf S. 163–164 an.

Relative clauses

► pp. 48–51

Relativsätze

- 1 a) Complete the sentences from 1 (pp. 48–49). Vervollständige die Sätze aus 1 (S. 48–49).

Lucy and Maya had to do some shopping, so they took a bus _____ stopped in Royal Parade.

“Footloose Shoes – for boys and girls _____ want to have fun.”

It’s your grandma _____ likes chocolates, right?

Well, there’s the little shop _____ makes its own chocolates.

- b) Look at these examples:

Sieh dir diese Beispiele an:

There aren’t any shops which sell school things.

Yes, those plastic things that look like a triangle.

Now go back to the sentences in 1a):

Jetzt gehe zurück zu den Sätzen in 1a):

Which words do the relative pronouns **who**, **which**, **that** refer to? Underline them.

Auf welche Wörter beziehen sich die Relativpronomen **who**, **which**, **that**? Unterstreiche sie.

- c) Now complete the rule.

Nun vervollständige die Regel.

You use • _____ for people • _____ for things • _____ for people and things

- 2 “who”-words or “which”-words? Write the nouns from the box in the right group.

„who“-Wörter oder „which“-Wörter? Schreib die Nomen aus dem Kasten in die richtige Gruppe.

assistant • building • dancer • felt pens • holiday • neighbours •
person • plant • project • race • son • visitor

“who”-words: assistant,

“which”-words: building,

- 3 Complete the German relative clause. Then mark the verbs in the English and the German relative clause in yellow. What is different?

Vervollständige den deutschen Relativsatz. Dann markiere die Verben im englischen und im deutschen Relativsatz gelb. Was ist der Unterschied?

For boys and girls **who have lots of money.**

Für Jungen und Mädchen, die _____.

- 4 Now look at **Grammar File 7** on p. 165.



Schau dir jetzt **Grammar File 7** auf S. 165 an.

Adverbs of manner

► pp. 54–55

Adverbien der Art und Weise

- 1** Look at 1 (p. 54) and complete these sentences.
Then complete the table on the right.

Sieh dir 1 (S. 54) an und vervollständige diese Sätze.
Dann vervollständige die Tabelle rechts.

Sam shook his head slowly.

He looked at Sam and Justin and laughed _____.

You do that Spiderman trick very _____, Leo.

Leo looked at his mother _____.

Leo danced _____ up and down.

Mrs Cooper took her son _____ by the arm.

Adjektiv**Adverb**

_____	<u>slowly</u>
_____	_____
_____	_____
_____	_____
<u>happy</u>	_____
_____	_____

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

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

angry • bad • comfortable • easy • excited • happy • noisy • quiet • sad • responsible • terrible

bad – badly	angry – angrily	comfortable – comfortably
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

“I’m so ~~sad~~/sadly,” she said quiet/~~quietly~~.

“Be quiet/~~quietly~~,” he shouted ~~angry~~/angrily.

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

Stella answered the e-mail quick/~~quickly~~.

Here’s a quick/~~quickly~~ answer to your e-mail.

- 4** Now look at **Grammar file 8** on pp. 166–167.



Schau dir jetzt **Grammar file 8** auf S. 166–167 an.

The present perfect: positive and negative statements

► pp. 68–71

Das present perfect: bejahte und verneinte Aussagesätze

- 1 a) Look at 1 (p. 68) and complete these sentences. Then complete the table on the right.

Sieh dir 1 (S. 68) an und vervollständige diese Sätze. Dann vervollständige die Tabelle rechts.

I've _____ you the time that we arrive.

No, Mum _____ n't phoned me. Why?

Yes, we've _____ the times of the bus back.

I've just _____ some scones – they're still warm.

I _____ anything today.

I _____ breakfast yet.

I' _____ never _____ on a tractor before.

Infinitive (Grundform)

(to) text

(to) _____

(to) _____

(to) _____

(to) _____

(to) _____

(to) _____

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

Das present perfect hat **zwei Teile**. Sieh dir die Sätze in 1a) an und male ein rotes Kästchen um den ersten Teil (= eine Form von **have**) und ein blaues Kästchen um den zweiten Teil (= das Partizip Perfekt, die 3. Form des Verbs).

- 2 Complete the table. Be careful – four of the verbs are irregular. (Look at pp. 248–249 in your English book.)

Vervollständige die Tabelle. Sei vorsichtig – vier der Verben sind unregelmäßig. (Sieh dir S. 248–249 deines Englischbuches an.)

Infinitive	Simple past	Past participle	Infinitive	Simple past	Past participle
(to) <u>arrive</u>	_____	_____	(to) <u>see</u>	_____	_____
(to) <u>do</u>	_____	_____	(to) <u>stop</u>	_____	_____
(to) <u>fall</u>	_____	_____	(to) <u>tell</u>	_____	_____
(to) <u>finish</u>	_____	_____	(to) <u>try</u>	_____	_____

- 3 Which is correct – a, b or c?

Was ist richtig – a, b oder c?

I've made breakfast.

- a Breakfast is over.
b Breakfast is ready.
c Breakfast isn't ready yet.

- 4 Now look at **Grammar file 9a–c** on pp. 167–168.



Schau dir jetzt **Grammar file 9a–c** auf S. 167–168 an.

The present perfect: questions and short answers

► pp. 72–73

Das present perfect: Fragen und Kurzantworten

- 1 Complete the questions and short answers from 1 (p. 72).

Vervollständige die Fragen und Kurzantworten aus 1 (S. 72).

_____ you ever _____ sheep's milk, Maya? – No, I _____.

Maya, _____ you ever _____ to Tavistock Abbey? – No, _____.

_____ you _____ our new lambs yet? – No, _____.

_____ you _____ any other shoes with you, Maya?

- 2 a) Which is the correct rule for **questions in the present perfect** – a, b or c?

Was ist die richtige Regel für **Fragen im present perfect** – a, b oder c?

You make questions in the present perfect with ...

- a** have/has + subject + past participle.
b have/has + subject + infinitive.
c had + subject + past participle.

- b) Look at the dialogue and complete the questions.

Sieh dir den Dialog an und vervollständige die Fragen.

_____ Lucy been to Tavistock Abbey before? – Yes, she has.

And Maya? _____ she _____ to Tavistock Abbey? – No, she hasn't.

And Sam and Justin? _____ they _____ there? – I don't know.

- 3 Now complete these questions and answer them.

Jetzt vervollständige diese Fragen und beantworte sie.

(be) _____ you ever been to England? – Yes, I _____. / No, I _____.

(do) _____ you _____ your homework yet? – _____

(make) _____ you ever _____ a video film? – _____

(clean) _____ you _____ your room yet? – _____

- 4 Now look at **Grammar File 9d–e** on pp. 168–169.



Schau dir jetzt **Grammar File 9d–e** auf S. 168–169 an.

Present perfect and simple past in contrast

► pp. 76, 78

Present perfect und simple past im Vergleich

- 1 a) Look at 1 (p. 76) and complete these dialogues.

Sieh dir 1 (S. 76) an und vervollständige diese Dialoge.

- ☐ _____ you ever _____ that way before?
- ☐ – Of course. I **was** there last summer. I _____ right to the top of that hill.
- ☐ I _____ never _____ wild goats before.
- ☐ – Yes, you have. We _____ some yesterday.
- ☐ Look at those sheep over there. We _____ them yet.
- ☐ – Yes, we have. We _____ them an hour ago.

- b) Colour the boxes in front of the sentences. Use a **red** pen for **present perfect** sentences and a **blue** pen for **simple past** sentences.

Male die Kästchen vor den Sätzen farbig aus. Verwende einen **roten** Stift für **Present perfect**-Sätze und einen **blauen** Stift für **Simple past**-Sätze.

- c) In **simple past** sentences you often find time phrases like "**last summer**". Draw a **blue** box around them.

In **Simple past**-Sätzen findet man oft Zeitangaben wie „**last summer**“. Male ein **blaues** Kästchen um sie herum.

- Then draw a **red** box around the words "**ever**", "**never**", "**yet**" in your **present perfect** sentences.

Dann male ein **rotes** Kästchen um die Wörter „**ever**“, „**never**“, „**yet**“ in deinen **Present perfect**-Sätzen.

- 2 Look at the words and phrases in the box and write them in the right group.

Sieh dir die Wörter und Ausdrücke im Kasten an und schreib sie in die richtige Gruppe.

already • always • an hour ago • before • ever • in 2012 • just • last summer • last year • never • not ... yet • often • on 5th May, 2003 • when I was born • yesterday • yet

often in present perfect sentences: already,

often in simple past sentences: an hour ago,

- 3 Now look at **Grammar File 10** on p. 169.



Schau dir jetzt **Grammar File 10** auf S. 169 an.

some and any and their compounds
some und any und ihre Zusammensetzungen

► pp. 76, 78

- 1 a)** Complete these sentences from 1 (p. 76). Vervollständige diese Sätze aus 1 (S. 76).

The moor goes on for ever and I can't see _____ sheep.

I've never seen wild goats before. – Yes, you have. We saw _____ yesterday.

Wait a minute. I can hear _____. It's crying.

I can't hear _____, Lucy ... just the rain.

b) Complete these **questions**. (They're all from unit 4.) Compare them with the sentences in **1a**: Are questions more like positive statements (some, something, ...) or negative statements (any, anything, ...)?

Vervollständige diese **Fragen**. (Sie stammen alle aus Unit 4.) Vergleiche sie mit den Sätzen in **1a**: Sind Fragen mehr wie bejahte Aussagesätze (some, something, ...) oder wie verneinte Aussagesätze (any, anything, ...)?

Have you brought _____ other shoes with you, Maya?

Can you see _____ **thing**, Lucy?

Does _____ **body** want to feed the rabbits with me?

- 2** Which are the correct rules – a or b?

Was sind die richtigen Regeln – a oder b?

You use **some, somebody, something** ...

a in positive statements.
b in negative statements and questions.

You use **any, anybody, anything** ...

a in positive statements.
b in negative statements and questions.

- 3** Look at the German sentences. Then complete the English translations. What mistake do German learners often make?

Sieh dir die deutschen Sätze an. Dann vervollständige die englischen Übersetzungen. Welchen Fehler machen deutsche Lerner oft?

Haben wir Kekse? Do we have _____ biscuits?

Gibt es Orangensaft? Is there _____ orange juice?

- 4** Now look at **Grammar File 11** on p. 170.



Schau dir jetzt **Grammar File 11** auf S. 170 an.

The will-future

Das Futur mit will

► pp. 86–87

- 1 a) Complete these sentences from 1 (p. 86). Vervollständige diese Sätze aus 1 (S. 86).

I hope you' ___ all ___ at Lord Mayor's Day next Saturday.

You' ___ some tricks that I've never done before.

OK. Maybe he' ___ us something about his new tricks!

What about Maya then? – She probably n't without Lucy.

Let's go to the front – the view ___ better there.

Now, this be easy.

Come on, Sam! Hurry, or we' miss the girls.

When ___ the rehearsal ___ over?

- b) Draw a red box round the negative sentences. Draw a blue box round the question.

Male ein rotes Kästchen um die verneinten Sätze.
Male ein blaues Kästchen um die Frage.

- c) Now complete this table.

Vervollständige jetzt diese Tabelle.

⊕	⊖	?
I/You/He/She/It'll <u>see</u>	I/You/He/She/It ___ <u>see</u>	___ I/you/he/she/it <u>see</u> ...?
We/You/They ___ <u>see</u>	We/You/They ___ <u>see</u>	___ we/you/they <u>see</u> ...?
Long form: I/You/He/She/It ___ <u>see</u>	Long form: I/You/He/She/It ___ <u>see</u>	What ___ she/they <u>see</u> ...?
We/You/They ___ <u>see</u>	We/You/They ___ <u>see</u>	

- 2 Be careful with **will** and **want to**!
Which translation is correct – a or b?

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

I'm sure he **will** tell us something about his new tricks.

- a Er **will** uns sicherlich etwas ... erzählen.
b Er **wird** uns sicherlich etwas ... erzählen.

I'm sure he **wants to** tell us something about his new tricks.

- a Er **will** uns sicherlich etwas ... erzählen.
b Er **wird** uns sicherlich etwas ... erzählen.

- 3 Now look at **Grammar file 12** on p. 171.



Schau dir jetzt **Grammar file 12** auf S. 171 an.

Conditional sentences (type 1)

► pp. 90–92

Bedingungssätze (Typ 1)

1 a) Complete these sentences from 1 (p. 90).

Vervollständige diese Sätze aus 1 (S. 90).

If I _____ hard, I' be better than ever.

If you _____ at 10:30, you' _____ me in a really cool demonstration.

You mean if Mukesh _____ at two, you' _____ free.

If I _____ Abby on Saturday, I _____ her till the summer holidays.

But it _____ the same if you _____ come.

b) Underline the if-clauses with a red pen and the main clauses with a blue pen. Then draw a red box round the verb forms in the if-clauses and a blue box round the verb forms in the main clauses.

Unterstreiche die if-Sätze mit einem roten Stift und die Hauptsätze mit einem blauen Stift. Dann male ein rotes Kästchen um die Verbformen in den if-Sätzen und eine blaue Box um die Verbformen in den Hauptsätzen.

c) Now complete the rule.

Vervollständige jetzt die Regel.

if-clause: If I practise hard,main clause: I'll be better than ever.tense (Zeitform): s _____ p _____w _____

2 Read these sentences. Underline the correct verb forms and cross out the wrong verb forms.

Lies die folgenden Sätze. Unterstreiche die richtigen Verbformen und streiche die falschen Verbformen durch.

If Lucy goes / ~~will go~~ to Sam's demonstration, she is / ~~will be~~ late for the children's parade.Justin: "If you like / ~~will like~~, I film / ~~will film~~ it all."Your English is / ~~will be~~ better if you do / ~~will do~~ this exercise.

3 What will you do if ...? – Complete these sentences. You can use the ideas in the box.

Was machst du, wenn ...? – Vervollständige diese Sätze. Du kannst die Ideen im Kästchen verwenden.

be late for school • buy a new DVD • have a big ice cream • miss the bus

If mum gives me some money, I'll _____

If I get up too late tomorrow, I'll _____

4 Now look at Grammar file 14 on p. 172–173.



Schau dir jetzt Grammar file 14 auf S. 172–173 an.

The past progressive

▶ pp. 105–107

Die Verlaufsform der Vergangenheit

- 1 Look at 3 (p. 105) and complete these sentences.

Sieh dir 3 (S. 105) an und vervollständige diese Sätze.

Lucy and Sam sit together. They _____ the King Arthur play.

Leo and Justin were behind them, but they weren't _____.

Leo _____ sweets. Justin n't _____ anything.

While Sam and Lucy _____, Leo called from behind.

“We _____ the lambs when we heard a funny sound.”

When he came back a few minutes later he _____ a bit.

- 2 a) Which translation is best: a, b or c?

Welche Übersetzung passt am besten: a, b oder c?

It was 4 pm. Leo was eating sweets.

a ... Leo wollte gerade Süßigkeiten essen.

b ... Leo hatte gerade Süßigkeiten gegessen.

c ... Leo aß gerade Süßigkeiten.

- b) You make the past progressive with ... a, b or c? Mark the correct answer in yellow.

Man bildet das past progressive mit ... a, b oder c?

Markiere die richtige Antwort gelb.

a being + verb

b was/were + verb + ing

c verb + ing

- 3 a) What were they doing when ...? Complete the sentences.

Was taten sie gerade, als ...?

Vervollständige die Sätze.

(talk) Luy _____ to Sam when Leo tapped him on the shoulder.

(listen) Sam _____ to Lucy's story when suddenly there was a loud groan.

(work) Grandma and Lucy _____ in the barn when they saw a snake.

- b) Simple past or past progressive? Underline the correct forms and cross out the wrong forms.

Simple past oder past progressive? Unterstreiche die richtigen Formen und streiche die falschen Formen durch.

Yesterday afternoon we **played** / **were playing** football when suddenly it **started** / **was starting** to rain.

We **just had** / **were just having** dinner when grandma **called** / **was calling**.

A big black dog **attacked** / **was attacking** me while I **walked** / **was walking** down the road.

- 4 Now look at Grammar file 15 on pp. 173–174.



Schau dir jetzt Grammar file 15 auf S. 173–174 an.

Vocabulary Action Sheets – Lösungen

	In the holidays	Context	Pictures	What people do	Definitions	The weather	Yesterday	German/English	Unit 1.1
1	camping	Project	stop	move	forest	weather	got	Say hello to ... for me.	
2	campsite	revision	race	invite	holiday	windy	met	I can't wait to ...	
3	caravan / caravans	tea	building(s)	look after	crib sheet	rain	brought	What was it like?	
4	tent	allowed	tear	look forward	neighbour	sunny	made	two days ago	
5	outdoor	free	jacket	look up	prize	clouds	hit	Love, ...	
6	fun park	rule	pocket	asleep	boarding school	wind	rolled	Who did you tell?	
7	mountains	host family	litter bin	order	apartment	cloudy	meant	this afternoon	
8	climb	meaning	screen	turn	memory	sky	felt	Lucky you.	

	The fourth word	Our planet	Context	Small words	On the phone	Pictures	Adverbs and adjectives	German/English	Unit 1.2
1	alone	land	must	for	phone	pancake	tomorrow	Here you are.	
2	out	waves	similar	in	answer	shadow	At first	..., right?	
3	unhappy	plants	just like	out	phone call	fire	still	(to) wash the dishes	
4	future	rocky	terms	to	leave a message	torch	already	again and again	
5	surprise	rainforest	shocked	up	in	mountains	sure	(to) give sb. a hug	
6	daughter	wild	outside	to	Hold on	wave	ever	Who does Sam know?	
7	object	country	this time	on	text message	caravan	right now	(to) be lucky	
8	fries	world	own	if	Turn off	tent	beautiful	context	

	The musical	Context	Pictures	Activities	Punctuation	Pronouns	Small words	German/English	Unit 2.1
1	audition	article	earphones	wished	comma	mine	to	town hall	
2	drama	a bit	label	beep	hyphen	yours	up	What could be better?	
3	dancer	side	square kilometre	drop	colon	his	ready	like this	
4	aloud	a few	(the) earth	get	question mark	hers	angry	flash	
5	nervous	worksheet	plane	change	exclamation mark	ours	on	most people	
6	dialogue	mistake	snow	label	full stop	yours	off	one by one	
7	pause	on my own	glasses	call out	point	theirs	as	except	
8	by	fashion	paw	make sure	dot	its	than	Anyway, ...	

Vocabulary Action Sheets – Lösungen

	Adjectives	Context	Pictures	The fourth word	The big show	Yesterday	German/ English
1	large	size	recorder	runner	concert	lay	this year's musical
2	awful	round	stairs	present	theatre	rang	I'm going to sing a song
3	tall	most of them	fork	whose	stage	woke ... up	You should stop.
4	brilliant	correct	knife	everything	talented	meant	(to) get ready for
5	lovely	wish	spoon	knives	recorder	shook	about
6	clear	about	gel	more beautiful	instrument	stuck	even
7	shy	except	sunglasses	the most beautiful	clap	queued	so far
8	good-looking	should	arm	scared	cheer	stood	syllable

Unit 2.2

	In town	Verbs	Which way?	The fourth word	Pictures	Context
1	out and about	Have you got	tell me the way	after	post office	Excuse me
2	post office	know about	turn left	(to) close	chocolate	Sorry
3	station	scan	straight on	broken	flower	set
4	church	make	past	gram	stall	plastic
5	roundabout	fight	on the corner of	up here	felt pen	magic
6	pedestrian zone	hang	opposite	the furthest	tin	have
7	city	highlight	cross	irregular	tomato	That's why
8	souvenirs	underline	on the right	well	sock	further

Unit 3.1

	Shopping	Pictures	Prepositions	Verbs	Definitions	German/ English
1	close	wall	to	worry	(to) whisper	I looked left.
2	shop assistants	gate	up	happen	visitor	(to) ask sb. the way
3	cost	roof	of	describe	juice	just after
4	change	shore	to	cut	topic	as
5	cash desk	hole	about	disappeared	draft	just then
6	stall	waist	in	Hurry	Cut!	a good boy
7	packet	wood	on	hug	city	the only ...
8	tin	lip(s)	to	rescue	roof	responsible

Unit 3.2

Vocabulary Action Sheets – Lösungen

	In the countryside	Animals	Context	Verbs	Definitions	Pictures	Past participles	German/English	Unit 4.1
1	field	pony	mist	begin	countryside	foot	told	etc. (et cetera)	
2	grass	cow	background	own	verse	key	made	poem	
3	cottage	sheep	once	leave	mud	bacon	been	over there	
4	valley	goat	just	mark up	heavy	egg	come	twice a week	
5	hay	lamb	anybody/anyone	lose	quick	boot	done	that way	
6	moor	otter	everywhere	decide	(to) be missing	glass	eaten	(to) have a bath	
7	barn	deer	before	take	cocoa	waterfall	gone	Oh dear!	
8	fence	adder	raincoat	hurt	path	train	had	Have you ... yet?	

	Opposites	Adjectives	Pictures	Verbs	Past participles	Prepositions	Context	German/English	Unit 4.2
1	foreground	delicious	footprint	pass	seen	at	until	I'd love to ...	
2	at the bottom	strong	stamp	cry	brought	to	adventure	anything?	
3	(to) lose	sweet	coat	train	bought	of	Both	one more photo	
4	(to) nod your head	hurt	jigsaw	wander	heard	in	ruin	for miles	
5	(to) appear	impossible	tulip	believe	met	for	honour	not ... any more	
6	not ... anybody	pretty	fireplace	grow	run	across	instead	ground	
7	not ... any more	kind	mug	plant	taken	of	either	one day	
8	dirty	nearby	grave	look around	written	around	not even	(to) look closely	

	Celebrations	Clothes	Context	Two-part verbs	Definitions	Verbs	German/English	Unit 5.1
1	festival	caps	special	out	choir	light	mayor	
2	parade	skirt	charity	up	journey	raise	not till three	
3	costumes	hat	theme	out	abbreviation	take	probably	
4	New Year's Eve	trousers	symbol	on	lift	promise	e.g.	
5	fireworks	gloves	demonstration	off	storm	translate	at least	
6	celebrate	pullover	workshop	around	breath	take	better than ever	
7	candles	shirt	main	up	rubbish	offer	..., you see.	
8	speech	jacket	tasty	up	conversation	fly	competition	

Vocabulary Action Sheets – Lösungen

	The juggler's show	Past participles	Pictures	Verbs	Sir Francis Drake	The fourth word	Context	German/English
1	event	begun	bucket	introduce	Queen	Indian	traditional	Can I have a word with you?
2	artists	caught	flags	paint	knight	director	tongue-twister	(to) be made of sth.
3	crowd	cut	torch	repeat	famous	million	recipe	even if
4	juggle	felt	puppet	became	defended	teeth	thunder	(to) ask for sth.
5	rings	fought	mirror	pick ... up	Spanish	(to) drive	lightning	chorus
6	audience	forgotten	heart	pay	invade	presentation	painted	heavy rain
7	bowed	got	circle	interrupt	attacked	air	deep	whole
8	encore	given	shoulder	pour	destroyed	bowl	seconds	entry

Unit 5.2

	Tintagel Castle	Parts of the body	Verbs	Context	Past participles	German/English
1	cliff	back	hand in	real	held	guide
2	king	chest	build	copy	known	each
3	Prince	finger	write down	narrow	put	you needn't do it
4	guards	knee	tapped	reason	rung	you mustn't do it
5	Courtyard	neck	turn to	tunnel	said	What's wrong with you?
6	royal	throat	screamed	fresh	sent	while
7	legend	toe	kill	floor	shaken	Stop it!
8	crown	tongue	groaned	report	sung	groan

Unit 6.1

	The fourth word	Past participles	Pictures	Verbs	What's wrong with you?	Context	German/English
1	bridge	sat	cave	frowning	headache	sticky	dear
2	(to) enter	spoken	stomach	goes red	plaster	role	I'll have a tea.
3	princess	stood	seat	get	have a temperature	as	What size tea would you like?
4	ill	stuck	apple	became	sore	consonants	at Grandma's
5	noisy	swum	strawberry	entered	have a cold	vowels	cast
6	enemy	thought	sweets	melt	cough	vegetarian	adopted
7	truth	understood	stone	kiss	dentist	battle	terrible
8	(to) hiss	worn	beard	kneel	hospital	wise	danger

Unit 6.2

LAS 1.1

- 1 a) Sam **phoned** Justin's home. Mrs Skinner **answered**. (to) **phone** (to) **answer**
 "We **had** a race and I **won**." (to) **have** (to) **win**
 "Oh, right. You **visited** your dad in America." (to) **visit**
 "We **went** camping and I **saw** a bear." (to) **go** (to) **see**
- 2 **arrived** **planned** **copied** **buy – bought**
moved **shopped** **hurried** **hide – hid**
smiled **stopped** **tried** **leave – left**
- 3 Lösung a ist korrekt: You make negative statements in the *simple past* with *didn't* + infinitive.

LAS 1.2

- 1 **Did** you **see** the Empire State Building? – I wasn't in New York, Sam. ...
 Thanks for the cool picture. **Where did** you **take** it? – In Weston-super-Mare.
 Later it was cloudy and cold. – **What did** you **do** then? – We went to the pier.
 Oh, right. You visited your dad in America. **When did** you **get** back? – Two days ago.
- 2 a) Lösung b ist korrekt: You make questions in the *simple past* with *did* + subject + infinitive.
- b) A: Sam went to Weston-super-Mare in the summer holidays. – B: And Justin? **Did** he **go** there too? –
 A: No, he didn't. – B: **Where did** Justin **go**? – A: He went to America. – B: **What did** he **do** there? –
 A: He visited his dad.
- 3 **SIMPLE PRESENT** Sam **likes** basketball. Which sport **does** Justin **do**? **Does** he **play** basketball too?
 And what about you? Which sport **do** you **like**?
SIMPLE PAST Sam **liked** his holiday in Weston-super-Mare. Where **did** Justin **go**? **Did** he **like** his
 holiday too? And you? Where **did** you **go**?

LAS 1.3

- 1 a) Who **did** you tell? Not me! **Wem** hast du es erzählt?
 Who **told** me about Grandpa's party? **Wer** hat mir von Opas Party erzählt?
 Who **knows** me? – Leo Cooper, her son. **Wer** kennt mich?
 Who **does** Sam know? – Leo! **Wen** kennt Sam?
- b) **Subject question:** **who** = German "wer" → question **without** a form of **do**
Object question: **who** = German "wen" or "wem" → question **with** a form of **do**
- 2 Who **loves** Silky? a Wer **liebt** Silky?
 Who **does** Abby **love**? b Wen **liebt** Abby?
- 3 **Who found a note on the table?** – Lucy found a note on the table.
Who did Lucy call? – Lucy called her mum.
Who did Lucy want to meet? – Lucy wanted to meet Sam.
Who moved into number 37? – The Coopers moved into number 37.

LAS 2.1

- 1 a) I'm **going to sing** a Queen song at the audition today.
 They're **going to do** a musical this year.
 Which club **are you going to join**?
 I'm **not going to join** a new club. I'm **going to stay** with basketball.
 And Justin **is going to start** basketball too.
 Is your mum **going to be** at home this afternoon?

c)	+	–	?
	I'm going to	I'm not going to	Am I going to?
	He's going to	He isn't going to	Is he going to?
	She's going to	She isn't going to	Is she going to?
	It's going to	It isn't going to	Is it going to?
	We're going to	We aren't going to	Are we going to?
	They're going to	They aren't going to	Are they going to?

2 a) Lösung c ist **falsch**: ~~Ich bin dabei, zum Strand zu gehen, um Fußball zu spielen.~~

b) Lösung b ist korrekt: **You use the going to-future for plans.**

LAS 2.2

- 1 I think Loch Lomond is **bigger** than Loch Ness.
 Loch Lomond is the **biggest** lake in Britain. **big** **bigger** (the) **biggest**
 Let's look for **large** lakes on the map. **large** **larger** (the) **largest**
 – So what is the **largest** lake? **large** **larger** (the) **largest**
 How long is the River Severn? – 354 kilometres.
 – OK, so it's **longer** than the Thames! **long** **longer** (the) **longest**
 All the other groups are **faster** than ours.
 – And Lucy wants to be the **fastest**, of course. **fast** **faster** (the) **fastest**
- 2 **large – larger** **big – bigger** **easy – easier**
late – later **fat – fatter** **angry – angrier**
nice – nicer **sad – sadder** **friendly – friendlier**
strange – stranger **wet – wetter** **scary – scarier**
- 3 When you want to say that people or things are the same, you use **as old/big/fast/... as**. When you want to say that people or things are different, you use **older/bigger/faster/... than**.

LAS 2.3

- 1 a) Lovely voice! – Yes, it's even **more beautiful than** the first girl's!
 This girl has the **most beautiful** voice so far.
 Not the best voice! – No, but it's the **most interesting** voice, I think.
- b) **beautiful** **more beautiful** (the) **most beautiful**
interesting **more interesting** (the) **most interesting**
nervous **more nervous** (the) **most nervous**
- 2 **-er/-est** **more/most**
cheap **happy** **boring** **exciting**
dark **mad** **careful** **expensive**
funny **silly** **dangerous** **important**
- 3 b) My mother is not very tall. I'm taller than **her**.
 My brother is older than **me**, but I'm cleverer than **him**.

LAS 3.1

- 1 a) Lucy and Maya had to do some shopping, so they took a bus **which** stopped in Royal Parade.
 "Footloose shoes – for boys and girls **who** want to have fun."
 It's your grandma **that** likes chocolates, right?
 Well, there's the little shop **that** makes its own chocolates.
- c) You use – **who** for people – **which** for things – **that** for people and things.

- 2 “who”-words: **assistant, dancer, neighbours, person, son, visitor**
 “which”-words: **building, felt pens, holiday, plant, project, race**
- 3 For boys and girls who **have** lots of money. Für Jungen und Mädchen, **die viel Geld haben**.

LAS 3.2

- 1 Sam shook his head **slowly**. **slow** **slowly**
 He looked at Sam and Justin and laughed **loudly**. **loud** **loudly**
 You do that Spiderman trick very **nicely**, Leo. **nice** **nicely**
 Leo looked at his mother **sadly**. **sad** **sadly**
 Leo danced **happily** up and down. **happy** **happily**
 Mrs Cooper took her son **carefully** by the arm. **careful** **carefully**
- 2 **bad – badly** **angry – angrily** **comfortable – comfortably**
excited – excitedly **easy – easily** **responsible – responsibly**
quiet – quietly **happy – happily** **terrible – terribly**
sad – sadly **noisy – noisily**
- 3 “I’m so **sad**,” she said **quietly**. Stella answered the e-mail **quickly**.
 “Be **quiet**,” he shouted **angrily**. Here’s a **quick** answer to your e-mail.

LAS 4.1

- 1 a) I’ve **texted** you the time that we arrive. (to) **text**
 No, Mum **hasn’t phoned** me. Why? (to) **phone**
 Yes, we’ve **checked** the times of the bus back. (to) **check**
 I’ve just **made** some scones – they’re still warm. (to) **make**
 I **haven’t eaten** anything today. (to) **eat**
 I **haven’t had** breakfast yet. (to) **have**
 I’ve never **been** on a tractor before. (to) **be**
- 2 **Infinitive** **Simple past** **Past participle** **Infinitive** **Simple past** **Past participle**
 (to) **arrive** **arrived** **arrived** (to) **see** **saw** **seen**
 (to) **do** **did** **done** (to) **stop** **stopped** **stopped**
 (to) **fall** **fell** **fallen** (to) **tell** **told** **told**
 (to) **finish** **finished** **finished** (to) **try** **tried** **tried**
- 3 Lösung **b** ist korrekt: **I’ve made breakfast.** **Breakfast is ready.**

LAS 4.2

- 1 **Have** you ever **tried** sheep’s milk, Maya? – No, I **haven’t**.
 Maya, **have** you ever **been** to Tavistock Abbey? – No, I **haven’t**.
Have you **seen** our new lambs yet? – No, **we haven’t**.
Have you **brought** any other shoes with you, Maya?
- 2 a) Lösung **a** ist korrekt: **You make questions in the present perfect with have/has + subject + past participle.**
- b) **Has** Lucy **been** to Tavistock Abbey before? – Yes, she has.
 And Maya? **Has** she **been** to Tavistock Abbey? – No, she hasn’t.
 And Sam and Justin? **Have** they **been** there? – I don’t know.
- 3 **Have** you ever **been** to England? – Yes, I **have**. / No, I **haven’t**.
Have you **done** your homework yet? – Yes, I **have**. / No, I **haven’t**.
Have you ever **made** a video film? – Yes, I **have**. / No, I **haven’t**.
Have you **cleaned** your room yet? – Yes, I **have**. / No, I **haven’t**.

LAS 4.3

- 1 a) Have you ever **gone** that way before? *(present perfect)*
 – Of course. I **was** there last summer. I **went** right to the top of that hill. *(simple past)*
 I've never **seen** wild goats before. *(present perfect)*
 – Yes, you have. We **saw** some yesterday. *(simple past)*
 Look at those sheep over there. We **haven't checked** them yet. *(present perfect)*
 – Yes, we have. We **passed** them an hour ago. *(simple past)*
- 2 **often in present perfect sentences:** already, always, before, ever, just, never, not ... yet, often, yet
often in simple past sentences: an hour ago, in 2012, last summer, last year, on 5th May, 2003, when I was born, yesterday

LAS 4.4

- 1 a) The moor goes on for ever and I can't see **any** sheep.
 I've never seen wild goats before. – Yes, you have. We saw **some** yesterday.
 Wait a minute. I can hear **something**. It's crying.
 I can't hear **anything**, Lucy ... just the rain.
- b) Have you brought **any** other shoes with you. Maya?
 Can you see **anything**, Lucy?
 Does **anybody** want to feed the rabbits with me?
- 2 You use *some, somebody, something* ... **a in positive statements.**
 You use *any, anybody, anything* ... **b in negative statements and questions.**
- 3 Haben wir Kekse? Do we have **any** biscuits? **German learners often forget to use the word "any" in questions like these.**
 Gibt es Orangensaft? Is there **any** orange juice?

LAS 5.1

- 1 a) I hope you'll all **be** at Lord Mayor's Day next Saturday.
 You'll **see** some tricks that I've never done before.
 OK. Maybe he'll **tell** us something about his new tricks!
 What about Maya then? – She probably **won't come** without Lucy.
 Let's go to the front – the view **will be** better there.
 Now, this **won't be** easy.
 Come on, Sam! Hurry, or we'll **miss** the girls.
 When **will** the rehearsal **be** over?
- c) + – ?
 I/You/He/She/It'll **see** I/You/He/She/It **won't see** **Will I/You/He/She/It see ...?**
 We/You/They'll **see** We/You/They **won't see** **Will we/you/they see ...?**
Long form: **Long form:** **What will she/they see ...?**
 I/You/He/She/It **will see** I/You/He/She/It **will not see**
 We/You/They **will see** We/You/They **will not see**
- 2 I'm sure he **will** tell us something about his new tricks. **b Er wird** uns sicherlich etwas ... erzählen.
 I'm sure he **wants to** tell us something about his new tricks. **a Er will** uns sicherlich etwas ... erzählen.

LAS 5.2

- 1 a) If I **practise** hard, I'll **be** better than ever.
 If you **come** at 10:30, you'll **see** me in a really cool demonstration.
 You mean if Mukesh **comes** at two, you'll **be** free.
 If I **don't meet** Abby on Saturday, I **won't see** her till the summer holidays.
 But it **won't be** the same if you **don't come**.
- c) **if-clause:** If I **practise** hard, **main clause:** I'll **be** better than ever.
tense (Zeitform): *simple present* **will-future**

- 2 If Lucy **goes** to Sam's demonstration, she **will be** late for the children's parade.
Justin: "If you **like**, I **will film** it all."
Your English **will be** better if you **do** this exercise.
- 3 If mum gives me some money, **I'll buy a new DVD / I'll have a big ice cream.**
If I get up too late tomorrow, **I'll be late for school / I'll miss the bus.**

LAS 6

- 1 Lucy and Sam **were sitting** together. They **were reading** the King Arthur play.
Leo and Justin were behind them, but they **weren't listening**.
Leo **was eating** sweets. Justin **wasn't doing** anything.
While Sam and Lucy **were talking**, Leo called from behind.
"We **were feeding** the lambs when we heard a funny sound."
When he came back a few minutes later he **was smiling** a bit.
- 2 a) Lösung c ist korrekt: ... **Leo was eating sweets.** ... **Leo aß gerade Süßigkeiten.**
- 2 b) Lösung b ist korrekt: **You make the past progressive with was/were + verb + ing.**
- 3 a) Lucy **was talking** to Sam when Leo tapped him on the shoulder.
Sam **was listening** to Lucy's story when suddenly there was a loud groan.
Grandma and Lucy **were working** in the barn when they saw a snake.
- b) Yesterday afternoon we **were playing** football when suddenly it **started** to rain.
We **were just having** dinner when Grandma **called**.
A big black dog **attacked** me while I **was walking** down the road.

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