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HANDREICHUNGEN FÜR DEN UNTERRICHT

mit Kopiervorlagen und
methodisch-didaktischem Glossar



Vocabulary Action Sheets:

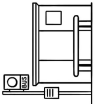
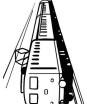







VAS	Einsatzort	VAS	Einsatzort
1.1	nach Unit 1	3.2	nach Unit 3
1.2	nach Unit 1	4.1	nach Unit 4
2.1	nach Unit 2	4.2	nach Unit 4
2.2	nach Unit 2	5.1	nach Unit 5
3.1	nach Unit 3	5.2	nach Unit 5

Language Action Sheets:

LAS	Thema	Einsatzort
1.1	The simple past: positive and negative statements	Unit 1, S. 14
1.2	The simple past: questions	Unit 1, S. 18
2.1	The <i>going to</i> -future	Unit 2, S. 34
2.2	The comparison of adjectives (I)	Unit 2, S. 37
2.3	The comparison of adjectives (II)	Unit 2, S. 43
3.1	Relative clauses	Unit 3, S. 55
3.2	Adverbs of manner	Unit 3, S. 61
3.3	Subject and object questions	Unit 3, S. 65
4.1	The present perfect: positive and negative statements	Unit 4, S. 75
4.2	The present perfect: questions and short answers	Unit 4, S. 79
4.3	Present perfect and simple past in contrast	Unit 4, S. 84
4.4	<i>some</i> and <i>any</i> and their compounds	Unit 4, S. 84
5.1	The <i>will</i> -future	Unit 5, S. 92
5.2	Conditional sentences (type 1)	Unit 5, S. 104







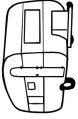

Lösungen VAS











Lösungen LAS

	In the holidays	Context	Pictures	What people do	Definitions	The weather	Yesterday	German/English
1	We went _____ by the sea this summer.	The Eden _____ is a garden with lots of plants.		_____ to a different city	a big area with lots of trees: _____	What was the _____ like in Turkey? – It was very hot.	It was a boring day, so I _____ in touch with some of my friends.	Grüß Sue von mir. _____ Sue _____.
2	I made lots of new friends on the _____.	This is nothing new to learn, it's just _____.		_____ their friends to a party	the time when you are not at school or work: _____	It is often very _____ by the North Sea.	We all _____ down by the river.	Ich kann es kaum erwarten, zu ... _____
3	Lots of people on the campsite had their own _____.	Do you want to have _____ with us this afternoon?		_____ up posters in their rooms	some paper for notes: _____	I don't like the _____ good for the plants.	Sam _____ a volleyball.	Wie war es? _____?
4	But we stayed in a big _____.	Lucy isn't _____ to stay at the party till twelve.		_____ to their holidays	he or she lives next to you: _____	Yesterday was a _____ day, so we went to the beach.	I _____ some notes on the two teams.	vor zwei Tagen _____
5	Every day, we did lots of _____ activities.	We don't have to buy tickets – the show is _____.		_____ into the sky	100 years: _____	 _____	Then Sam _____ the ball really hard.	Alles Liebe, Jack / Liebe Grüße, Jack _____, Jack
6	There was also a great _____ near the beach.	"No mobile phones!" – that's a _____ at our school.		_____ are _____ at night	a school where students live: _____	We can't go sailing today – there's no _____.	The ball _____ into the river.	Großeltern _____
7	And there were some high _____ near the sea.	Last year I stayed in Australia with a very nice _____.		_____ pizzas in restaurants	In Britain it is also called 'flat': _____	Yesterday was warm and sunny, but today it's _____ and cold.	No ball – this _____ that we couldn't play.	heute _____
8	But we did not _____ them – it was too hot!	Do you understand the _____ of this word?		_____ their TVs	something that you remember from the past: _____	What a nice day! There are no clouds in the _____.	Now we all _____ really bored!	Du Glückspilz! _____.

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The fourth word	Our planet	Context	Small words	On the phone	Pictures	Adverbs and adjectives	German/English
1 January – winter July – s _____ at home – (to) be in _____ not at home – (to) be o _____ good – bad happy – u _____ (to) mean – meaning (to) invite – i _____ good – bad easy – d _____ boy – son girl – d _____ soft – hard push – p _____ British – chips American – f _____	Our planet is 70 % sea and 30 % l _____ There are big w _____ in the ocean when it's windy. All p _____ need light and water. In the mountains, the land is often very r _____ There are lots of plants and animals in the Amazon r _____ You can see lots of w _____ animals in Africa. The USA is a big c _____ I'd like to travel around the w _____!	You didn't sleep last night? Then you w _____ be really tired! Everyone can see that they're sisters – they look so s _____ Is that your son? He really looks i _____ l _____ you! The school year in Britain has three t _____ I was so sH _____ when I heard that she's dead! Sorry, but you have to leave your dog o _____ the shop. Do it again, and t _____ t _____ be careful. Do you have your o _____ computer?	London is always full _____ tourists. Goodbye, Maggie! Let's stay _____ touch! Come on, you have to get up _____ school. I don't want to sit next _____ him. I don't like him. When he looked _____, he saw dark clouds in the sky. He went out _____ get some food for the party. When I said hello, she didn't stop but just walked _____. Please say hello to Abby i _____ you see her.	You can p _____ me tomorrow. Here's my number. Tom, can you a _____ the phone, please? I'm in the bathroom. Can I use your mobile? I have to make a p _____. I'm sorry, but Jo is out. Do you want to l _____? Hello? Can I speak to Amy, please? – I'm sorry, but she's not _____. Hello, it's Tim here. Is Katy in? – H _____, I think she's upstairs. Don't phone me. Send me a t _____. Sam! T _____ o _____ your mobile and listen!	 p _____  _____  _____  _____  s _____  _____  _____  _____	I can't do it today, but maybe t _____. A _____ f _____ it was warm, but later it got cold. Little Joe can't walk – he's o _____ six months old. Don't tell me again! I a _____ know that story. Come on, Abby! I'm _____ s _____ you can do it! Be c _____, this tea is very hot! Sorry, I have no time r _____ n _____, but maybe later. Lucy is really b _____ – all the boys love her!	Bitte sehr. / Hier bitte. H _____ a _____ ..., nicht wahr? ..., r _____? das Geschirr abwaschen, spülen (to) w _____ d _____ immer wieder a _____ a _____ jn. umarmen (to) g _____ sb. _____ a H _____ (der) See l _____ Glück haben (to) _____ l _____ (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?		I saw John and <u>w</u> <u>ed</u> him a happy birthday.	,	Sorry, whose dog is this? – Oh, it's <u>h</u> . Come here, Skipper!	How can we get <u>t</u> the other side of the river?	Rathaus <u>t</u> <u>n</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?	-	Look, this is my pen, and that's <u>y</u> . – Oh, I'm sorry.	Sam, you have to get <u>a</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.	km²	Please be careful and don't <u>d</u> any food on the floor.	:	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> minutes.	The video is not very long – only <u>f</u> minutes.		Can you <u>g</u> four tickets for us?	?	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.		It's raining – we have to <u>c</u> our plans for today.	!	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.		Can you <u>l</u> all the lakes on this map?	Yes, it is. 	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?	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>c</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.	www.cornelsen.de 	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> , ...

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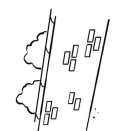
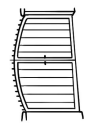



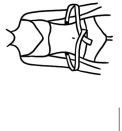


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Adjectives	Context	Pictures	The fourth word	The big show	Yesterday	German/English
1 Our class is very / There are 40 students!	What <u>s</u> is the T-shirt? – I think it's L or XL.		(to) sing – singer (to) run – <u>r</u>	There's a great <u>c</u> our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

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

















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




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	Shopping	Pictures	Prepositions	Verbs	Definitions	German/English
1	Hurry up! The shops _____ at 6 pm today. c _____	 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 _____?	a person who goes to see a place or another person: V _____	jn. 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 _____ 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 _____ Let's get some flowers from the flower _____.	 h _____	Do young people worry _____ their future?	It got a bit cold when the sun _____ behind a cloud.	a first text or picture, but it's not yet finished: d _____	genau in dem Moment; gerade dann i _____ t _____
6	s _____ at the market. And we need a _____ of _____ of cornflakes.	 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	Oh yes! And a _____ of soup.	 w _____	I live _____ the corner of Church Street and Castle Street.	Oh Tom, you're really nice! Let me _____ you!	you get it when you win: p _____	der/die/das einzige ...; die einzigen ... t _____ o _____ ...
8	Oh yes! And a _____ of soup.	 l _____	What happened _____ your jeans? They're wet!	Sam fell into the water. He couldn't swim, so we had to _____ him!	the top part of a house: r _____	verantwortlich r _____

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

	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 – _____	usw. (und so weiter) <u>c</u> _____ (<u>c</u> _____)
2	Horses and cows like eating _____.		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 – _____	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 – _____	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> _____ <u>u</u> _____ keywords and phrases in it.	it weighs a lot: <u>i</u> _____ it's <u>h</u> _____		(to) come – _____	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>a</u> _____		(to) do – _____	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>c</u> _____ but I can't find my keys.	I just can't <u>a</u> _____ what to buy for Tom's birthday.	when something or someone is not there: (to) be <u>w</u> _____		(to) eat – _____	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 – _____	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 <u>r</u> _____ – 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 – _____	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 d _____!		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 a _____ 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.		One day we all have to d _____.	(to) bring – _____	Have you ever been _____ London?	We couldn't find our way back from the moor – what an d _____!	(irgend)etwas? d _____?
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) h _____ your head	I can't carry the box – it's too h _____.		You shouldn't w _____ around the moor on your own.	(to) hear – _____	They were five cows _____ the field.	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	slow – q _____	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 – _____	There was no sign _____ the lamb.	Maths is awful! – I agree with you. I don't like it c _____.	eines Tages o _____ d _____
8	clean – d _____	She lives in a h _____ 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 _____ c _____ in the summer.	genau hinschauen (to) / _____ c _____

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

The simple past: positive and negative statements

▶ pp. 14–16; 24–25

Die einfache Form der Vergangenheit:
bejahte und verneinte Aussagesätze

1 a) Complete the sentences from 1 (p. 14). Write the infinitives of the verbs in the table on the right.

Vervollständige die Sätze aus 1 (S. 14). Schreib die Infinitive der Verben in die Tabelle rechts.

Sam walk into the kitchen. [...] Lucy _____ her mother.

But nobody _____ her.

She _____ back in and _____ the cake on the table.

She _____ her mobile and _____ a short text.

Infinitive (Grundform)

(to) walk (to) _____

(to) _____

(to) _____ (to) _____

(to) _____ (to) _____

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

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

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

Die anderen fünf 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 <u>e</u> + -ed = arriv <u>e</u> d	plan <u>a</u> + -ed = plann <u>e</u> d	copy <u>y</u> + -ed = copi <u>e</u> d	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 4** on p. 168 and **5.3** on p. 170.



Schau dir jetzt **Grammar File 4** auf S. 168 und **5.3** auf S. 170 an.

The simple past: questions

▶ pp. 18–20

Die einfache Form der Vergangenheit: Fragen

1 Find the sentences in 1 (p. 18). Complete them. Finde die Sätze in 1 (S. 18). Vervollständige sie.

"Hi, Sam. _____ you get my text?"

"Where _____ it _____, Lucy?" he asked.

"Hey, thanks!" said Sam. "_____ you _____ it?"

"Hi, Leo," said Sam. "_____ you _____ here?"

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 5.1** and **5.2** on p. 170.



Schau dir jetzt **Grammar File 5.1** und **5.2** auf S. 170 an.

The going to-future

Das Futur mit going to

▶ pp. 34–35

1 a) Look at 1 (p. 34) and complete these sentences.

Sieh dir 1 (S. 34) an und vervollständige diese Sätze.

I' _____ sing a Queen song at the auditions 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.

⊕	⊖	?
<u>I'm going to</u> _____	<u>I'm not</u> _____	<u>Am</u> I _____ ?
<u>He'</u> _____	<u>He isn't</u> _____	<u>Is</u> _____ ?
<u>She'</u> _____	<u>She</u> _____	_____ she _____ ?
<u>It'</u> _____	<u>It</u> _____	_____ it _____ ?
<u>We'</u> _____	<u>We</u> _____	_____ we _____ ?
<u>They'</u> _____	<u>They</u> _____	_____ 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 6** on pp. 172–173.



Schau dir jetzt **Grammar file 6** auf S. 172–173 an.

The comparison of adjectives (I)

▶ pp. 36–38

Die Steigerung der Adjektive (I)

1 Find the sentences in 1 (p. 36) and complete them. Then complete the table on the right.

Finde die Sätze in 1 (S. 36) 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 – larg <u>e</u> r	big – bigg <u>e</u> r	easy – eas <u>i</u> er
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 7.1** on p. 174 and **8.2** on p. 176.



Schau dir jetzt **Grammar file 7.1** auf S. 174 und **8.2** auf S. 176 an.

The comparison of adjectives (II)

▶ pp. 40–43

Die Steigerung der Adjektive (II)

1 a) Find the sentences in 1 (p. 40) and complete them. *Finde die Sätze in 1 (S. 40) 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) _____
_____	_____ <i>nervous</i> _____	(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
<i>cheap</i> _____	<i>boring</i> _____
_____	_____
_____	_____

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 7** and **8** on p. 174 and p. 176. *Schau dir jetzt Grammar file 7 und 8 auf S. 174 und S. 176 an.*



Relative clauses

▶ pp. 54–57

Relativsätze

1 a) Complete the sentences from 1 (pp. 54–55). Vervollständige die Sätze aus 1 (S. 54–55).

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 • roundabout • 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 11** on p. 180.



Schau dir jetzt **Grammar File 11** auf S. 180 an.

Adverbs of manner
Adverbien der Art und Weise

▶ pp. 60–61

1 Look at **1** (p. 60) and complete these sentences. Then complete the table on the right.

Sieh dir **1** (S. 60) 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.

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

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

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

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

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

4 Now look at **Grammar file 13** on p. 182.



Schau dir jetzt **Grammar file 13** auf S. 182 an.

Subject and object questions

▶ pp. 64–65

Subjekt- und Objektfragen

- 1 a) Complete the sentences from 1 (p. 64).
Then complete the translations on the right.

Who _____ you tell? Not me!
Who _____ me about Grandpa's party?
Who _____ me? – Leo Cooper, her son.
Who _____ Sam know? – Leo!

Vervollständige die Sätze aus 1 (S. 64).
Dann vervollständige die Übersetzungen rechts.

W _____ hast du es erzählt?
W _____ hat mir von Opas Party erzählt?
W _____ kennt mich?
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 <u>W</u> _____ a form of do
Object question:	who = German "wen" or "wem"	→ question <u>W</u> _____ 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 15** on
p. 184.



Schau dir jetzt **Grammar File 15** auf S. 184 an.

The present perfect: positive and negative statements

► pp. 74–77

Das present perfect: bejahte und verneinte Aussagesätze

1 a) Look at 1 (p. 74) and complete these sentences. Then complete the table on the right.

Sieh dir 1 (S. 74) 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've never _____ on a tractor before.

Infinitive (Grundform)

- (to) *text* _____
- (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. 272–273 in your English book.)

Vervollständige die Tabelle. Sei vorsichtig – vier der Verben sind unregelmäßig. (Sieh dir S. 272–273 deines Englischbuches an.)

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

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 16** on p. 186.



Schau dir jetzt **Grammar file 16** auf S. 186 an.

The present perfect: questions and short answers

▶ pp. 78–79

Das present perfect: Fragen und Kurzantworten

1 Complete the questions and short answers from 1 (p. 78).

Vervollständige die Fragen und Kurzantworten aus 1 (S. 78).

_____ 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 17.1 and 17.2** on p. 188.



Schau dir jetzt **Grammar File 17.1 und 17.2** auf S. 188 an.

Present perfect and simple past in contrast

► pp. 82, 84

Present perfect und simple past im Vergleich

1 a) Look at 1 (p. 82) and complete these dialogues.

Sieh dir 1 (S. 82) 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 17.3** on p. 188.



Schau dir jetzt **Grammar File 17.3** auf S. 188 an.

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

► pp. 82, 84

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.

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 19** on p. 190.



Schau dir jetzt **Grammar File 19** auf S. 190 an.

The will-future
Das Futur mit will

► pp. 92–93

1 a) Complete these sentences from 1 (p. 92). *Vervollständige diese Sätze aus 1 (S. 92).*

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 <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 ___	

2 Be careful with will and want to! *Sei vorsichtig mit will und want to!*
 Which translation is correct – a or b? *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 20** on p. 192. *Schau dir jetzt Grammar file 20 auf S. 192 an.*



Conditional sentences (type 1)

▶ pp. 102–104

Bedingungssätze (Typ 1)

1 a) Complete these sentences from 1 (p. 102). Vervollständige diese Sätze aus 1 (S. 102).

She' be hurt if you don't _____.

If I _____, she' _____ for hours.

If you _____ me anymore, I' _____ Lucy.

If we _____ today, I _____ her till the summer holidays.

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 <u>practise</u> hard,	main clause: I'll <u>be</u> better than ever.
tense (Zeitform):	<u>s</u> _____ <u>p</u> _____	<u>w</u> _____

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 22** on p. 196.



Schau dir jetzt **Grammar file 22** auf S. 196 an.

Vocabulary Action Sheets – Lösungen

	In the holidays	Context	Pictures	What people do	Definitions	The weather	Yesterday	German/English
1	camping	Project	stop	move	forest	weather	got	Say hello to ... for me.
2	campsite	revision	train	invite	holiday	windy	met	I can't wait to ...
3	caravan / caravans	tea	building	hang	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	century	clouds	hit	Love, ...
6	fun park	rule	pocket	asleep	boarding school	wind	rolled	grandparents
7	mountains	host family	litter bin	order	apartment	cloudy	meant	this afternoon
8	climb	meaning	screen	turn	memory	sky	felt	Lucky you.

Unit 1.1

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

Unit 1.2

	The musical	Context	Pictures	Activities	Punctuation	Pronouns	Small words	German/English
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, ...

Unit 2.1

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	cry	opposite	the furthest	tin	have
7	race	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	prize	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
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	fence	had	Have you ... yet?

Unit 4.1

	Opposites	Adjectives	Pictures	Verbs	Past participles	Prepositions	Context	German/English
1	foreground	delicious	footprint	pass	seen	at	until	I'd love to ...
2	at the bottom	strong	stamp	die	brought	to	adventure	anything?
3	(to) lose	sweet	coat	train	bought	of	Both	one more photo
4	(to) nod your head	heavy	jigsaw	wander	heard	in	ruin	for miles
5	(to) appear	impossible	tulip	believe	met	for	honour	not ... any more
6	quick	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

Unit 4.2

	Celebrations	Clothes	Context	Two-part verbs	Definitions	Verbs	German/English
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

Unit 5.1

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

LAS 1.1

- 1 a) She **walked** into the kitchen. Lucy **called** her mother. (to) **walk** (to) **call**
 But nobody **heard** her. (to) **hear**
 She **came** back in and **saw** the cake on the table. (to) **come** (to) **see**
 She **took** her mobile and **wrote** a short text. (to) **take** (to) **write**
- 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 "Hi, Sam. **Did you get** my text?"
 "Where **did it go**, Lucy?" he asked.
 "Hey, thanks!" said Sam. "Where **did you find** it?"
 "Hi, Leo," said Sam. "When **did you move** here?"
- 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 2.1

- 1 a) I'm **going to sing** a Queen song at the auditions 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?
 How **long** is the River Severn? – 354 kilometres. **long** **longer** (the) **longest**
 – OK, so it's **longer** than the Thames!
 All the other groups are **faster** than ours. **fast** **faster** (the) **fastest**
 – And Lucy wants to be the **fastest**, of course.

- | | | | |
|---|--|--|--|
| 2 | large – larger
late – later
nice – nicer
strange – stranger | big – bigger
fat – fatter
sad – sadder
wet – wetter | easy – easier
angry – angrier
friendly – friendlier
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, roundabout**

- 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 3.3

- 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 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

<u>Infinitive</u>	<u>Simple past</u>	<u>Past participle</u>	<u>Infinitive</u>	<u>Simple past</u>	<u>Past participle</u>
(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*)

