

# ENGLISH Step by Step

Herbert Puchta  
Christian Holzmann  
Peter Lewis-Jones  
Gavin Biggs  
Chris Jory

Workbook

1



mit App für Audios



# Schritt für Schritt zum Multimedia-Angebot

Mit dem untenstehenden Code erhalten Sie Zugriff auf

- das **E-BOOK+** zum **ENGLISH Step by Step Workbook 1** auf der **HEBLING e-zone**
- Audios in der **HEBLING Media App** zum **ENGLISH Step by Step Workbook 1**

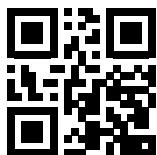
## E-BOOK+ auf der HELBLING e-zone

### 1. Registrieren

Gehen Sie auf **www.helbling-ezone.com** und registrieren Sie sich als LehrerIn oder melden Sie sich wie gewohnt mit Ihrem HELBLING Konto auf der e-zone an.

### 2. E-BOOK+ freischalten

Gehen Sie auf **www.helbling-ezone.com** und klicken Sie im Hauptmenü auf **CODES**. Geben Sie den untenstehenden Code in das Eingabefeld ein und bestätigen Sie mit *Code aktivieren*, um das E-BOOK+ freizuschalten.



**DEMO-E4GA-UEPA-9H69**

## Inhalte in der HELBLING Media App

### 1. App herunterladen

Laden Sie die kostenlose **HEBLING Media App** im *Apple App Store* oder im *Google Play Store* auf Ihr Smartphone oder Tablet.

### 2. Inhalte hinzufügen

Starten Sie die Media App und tippen Sie auf **+**. Scannen Sie den QR-Code oder geben Sie unter „MANUELLE EINGABE“ den untenstehenden Code ein und bestätigen Sie die Eingabe. Die Inhalte werden der Media App hinzugefügt.

### 3. Inhalte verwenden



Die Inhalte der Media App sind im Buch mit diesem Symbol gekennzeichnet. Starten Sie die Media App, tippen Sie auf **ENGLISH Step by Step Workbook 1** und wählen Sie die gewünschten Inhalte über das Menü aus.

**Die Media App Inhalte werden gestreamt. Wir empfehlen, eine WLAN-Verbindung zu nutzen.**

## ENGLISH Step by Step Workbook 1 – Prüfexemplar

**Workbook + E-Book:** SBNR 210.985 | ISBN 978-3-7114-0066-6  
**Workbook E-Book Solo:** SBNR 211.326 | ISBN 978-3-7114-0070-3

by  
Herbert Puchta  
Christian Holzmann  
Peter Lewis-Jones  
Gavin Biggs  
Chris Jory

© HELBLING Languages 2022, Rum/Innsbruck  
helbling.com

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

**Workbook mit E-BOOK+:** SBNR 210.987 | ISBN 978-3-7114-0068-0  
**Workbook E-BOOK+ Solo:** SBNR 211.325 | ISBN 978-3-7114-0072-7

Edited by Verena Rainer, Greta Tröber, Davina Timmins  
Design and layout by Stewart Grieve, Gianluca Armeni  
Illustrated by Mattia Cerato, Joaquin Paris, Elisa Patrissi, Lorenzo Sabbatini, Rossella Trionfetti  
Printed by Athesia, Innsbruck  
First published 2022, Rum/Innsbruck

3757/10-22

# ENGLISH Step by Step

Herbert Puchta  
Christian Holzmann  
Peter Lewis-Jones  
Gavin Biggs  
Chris Jory

Workbook

1

# Liebe Schülerin, lieber Schüler!

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

Die Wortlisten sind in der Reihenfolge aufgelistet, wie sie im Student's Book vorkommen, und zur leichteren Orientierung auch mit der jeweiligen Seitenzahl und Übungsnummer aus dem Student's Book gekennzeichnet: p. 10/1a, p. 15/1 usw.

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

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

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

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

## Zeichenerklärung:

1/1



Zu dieser Übung gibt es eine Audioaufnahme.

(Erste Zahl: CD Nummer / Zweite Zahl: Tracknummer)

SB

p. 8

Diese Übung passt zur angegebenen Seite im Student's Book (Seite 8).



So unterstützt dich dein **E-BOOK+** optimal beim Englischlernen:



Alle Übungen aus dem Workbook sind im E-BOOK+ bearbeitbar und werden **automatisch ausgewertet**.



Du kannst alle **Audios** direkt abspielen und anhören. Wenn du möchtest, kannst du die Audios auch langsamer abspielen.



**Vocabulary Trainer:** Der Vokabeltrainer unterstützt dich gezielt beim Lernen von neuen Wörtern und Phrasen. Am Ende jeder Unit kannst du in drei Phasen den Wortschatz wiederholen, trainieren und festigen.

**Noch ein Hinweis:** Solltest du das E-BOOK+ zum ENGLISH Step by Step 1 Workbook noch nicht haben, kann es auch nachträglich noch erworben werden, z.B. im Webshop unter [www.helbling.com](http://www.helbling.com).

# Contents

<b>1</b>	<b>Hi!</b>	<b>4-15</b>
<b>2</b>	<b>My teachers</b>	<b>16-27</b>
<b>3</b>	<b>Our feelings</b>	<b>28-38</b>
<b>4</b>	<b>Pets</b>	<b>39-49</b>
<b>5</b>	<b>My week</b>	<b>50-61</b>
<b>6</b>	<b>Food</b>	<b>62-72</b>
<b>7</b>	<b>My family and friends</b>	<b>73-83</b>
<b>8</b>	<b>Our bodies</b>	<b>84-95</b>
<b>9</b>	<b>Shopping</b>	<b>96-106</b>
<b>10</b>	<b>The sporting world</b>	<b>107-117</b>
<b>11</b>	<b>Fun times</b>	<b>118-127</b>
<b>12</b>	<b>Time</b>	<b>128-138</b>
	<b>Answer key</b>	<b>139-147</b>

## 1

## Hi!

## Vocabulary Numbers 1–20

## 1 Verbinde die Zahlwörter mit den Bildern.

eight

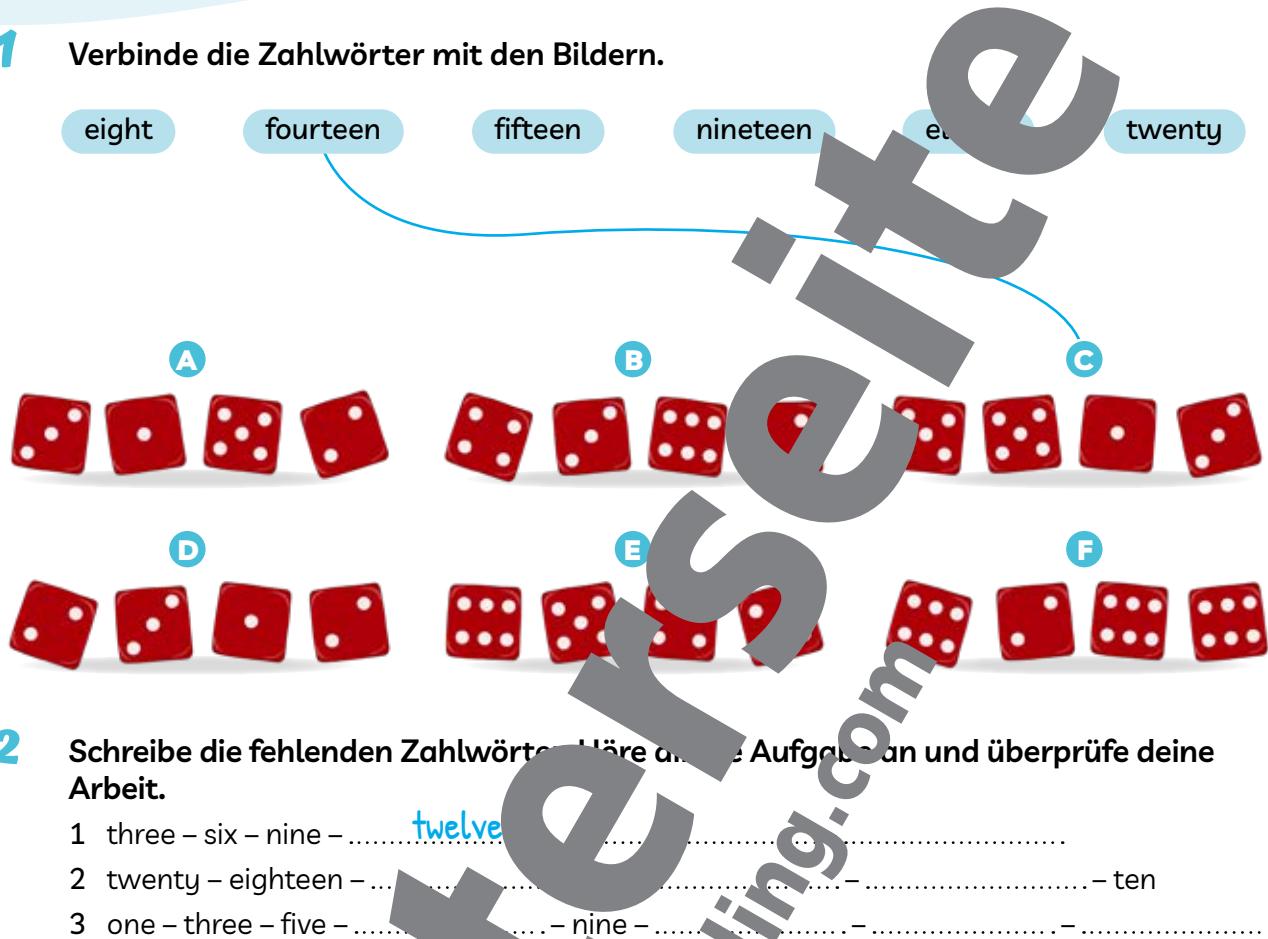
fourteen

fifteen

nineteen

e

twenty



1/1



## 2 Schreibe die fehlenden Zahlwörter. Höre dir die Aufgabe an und überprüfe deine Arbeit.

1 three – six – nine – ..... **twelve** .....

2 twenty – eighteen – ..... – ..... – ten

3 one – three – five – ..... – ..... – nine – ..... – ..... – .....

## Vocabulary Colours

1/2



## 3 a Höre dir die Aufgaben an und schreibe die Zahlen auf die T-shirts.



1/3



## b Höre dir die Bilder in 3a an. Schreibe Yes. oder No, it's ... und eine Farbe. Dann höre dir die Aufgabe an und überprüfe deine Arbeit.

1 A Fifteen is blue.

B **Yes** .....

2 A Eleven is black.

B **No, it's brown** .....

3 A Nine is orange.

B .....

4 A Twelve is red.

B .....

5 A Two is brown.

B .....

6 A Thirteen is white.

B .....

# The After School Club 1 Day 1

**1 a** Lies die Geschichte auf S. 9 im Student's Book noch einmal. Wer sagt was? Schreibe Oliver, Alissa, Ahmed oder Lily.



Oliver



Alissa



Ahmed



Lily

I'm fine, thanks.  
And you?

1 ..... Lily

Hey, Alissa!  
Look!

2 ..... Alissa

What's your  
name?

3 ..... Ahmed

Hi, Lily.  
How are you?

4 ..... Lily

**b** Bringe den Dialog in die richtige Reihenfolge.

Tom I'm eleven, too!

Sandra Oh, I'm eleven.

Nick I'm twelve.

Sandra How old are you?

## Let's talk Introductions

**2 a** Folge den Linien. Finde die Namen und schreibe sie auf.

1 Hi, ..... I'm Ahmed

2 Hi, .....

3 Hello, .....

4 Hi, .....

dehAm

asasl

IrOevi

yLli

1/4

**b** Vervollständige die Dialoge mit den Wörtern aus der Box. Höre dir die Dialoge an und überprüfe deine Antworten.

How I'm I'm

Hi, Ben.  
How <sup>1</sup>..... are you?

I'm OK.

I <sup>2</sup>..... fine,  
thanks. And you?

3 ..... old are you, Nick?

I'm 12.



4 ..... 12 too.

## 1 Vervollständige die Dialoge. Höre dir die Dialoge an und überprüfe deine Arbeit.

I'm thirteen. I'm OK, thanks. And you? I'm fine, thanks. I'm Tony.



How are you?

What's your name?

How old are you?

I'm twelve.

## 2 Vervollständige den Dialog mit den richtigen Antworten. Höre dir den Dialog an und überprüfe deine Arbeit.

Mike Hi, I'm Mike. <sup>1</sup> What's your name?

Tina My name's Tina. Hi!

Mike <sup>2</sup> .....

Tina I'm fine, thanks. And you?

Mike I'm fine too.

Tina <sup>3</sup> .....Mike I'm eleven. <sup>4</sup> .....

Tina I'm twelve.

## 3 Wähle zwei Fragen und antworte daran. Schreibe einen Dialog.



## 4 Beantworte die Fragen.

What's your name? .....

How are you? .....

How old are you? .....

**1 a** Finde die Wörter und kreise sie ein.

pen pencil pencilcase book table chair rubber ruler

**b** Schaue das Bild an und schreibe die Wörter von 1a.



1 ..... 4 ..... 7 .....  
 2 ..... 5 ..... 8 .....  
 3 ..... 6 .....

1/7

2

Höre dir die Aufgabe an und mal aus. Schreibe Sätze über das Bild.



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

**3** Beantworte die Fragen.

What colour is your pencil case?

It's .....

What colour is your school bag?

.....

What colour is your pen?

.....

## 1 a Höre dir die Aufgabe an und schreibe die richtigen Namen unter die Bilder.

Olivia Lucas Noah Emma



1 .....



2 Lucas .....

3 .....  
.....

## b Lies die Sätze. Kreise T (True/richtig) oder F (False/falsch) ein.

- 1 There are two rubbers in Lucas's pencil case.
- 2 There are also two pencils in Lucas's pencil case.
- 3 There's a green ruler and a pencil in Olivia's pencil case.
- 4 There are two rubbers and three pencils in Noah's pencil case.
- 5 There's a green ruler in Emma's pencil case.
- 6 There's a rubber in Emma's pencil case. It's red and green.

T/F

T/F

T/F

T/F

T/F

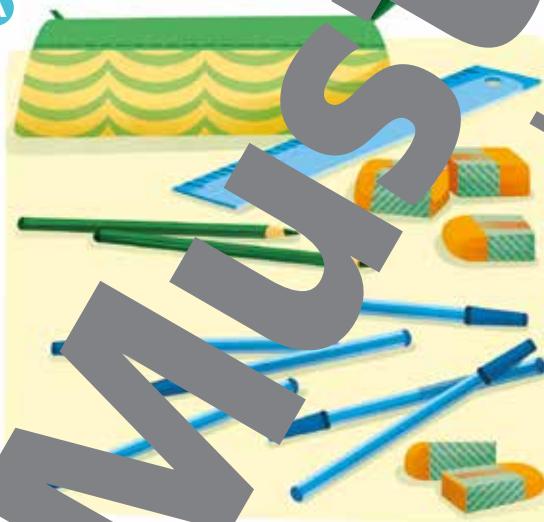
T/F

## 2 Schreibe die Pluralformen.

- 1 pencil: three .....
- 2 chair: twelve .....
- 3 table: seven .....
- 4 ruler: two .....
- 5 school bag: nine .....
- 6 rubber: four .....

## 3 Schau dir die Bilder an. Wähle sie und schreibe Sätze.

A



In picture A, there are two green pencils. In picture B, there are two red pencils.

.....

.....

.....

.....

**1 a** Schreibe 's oder are. Dann schaue dir die Bilder an und schreibe A oder B.

1 There ..... <b>are</b> two pencil cases.	..... <b>A</b> .....	4 There ..... five pens.	.....
2 There ..... a school bag.	.....	5 There ..... a rubber.	.....
3 There ..... three rubbers.	.....	6 There ..... pens.	.....

**A**



**B**



1/9



**b** Höre dir die Aufgabe an und mal die Bilder in 1a aus.

**c** Schaue die Bilder in 1a an und vervollständige die Sätze.

- 1 In picture A there ..... **blue** ..... and ..... school bag.
- 2 In picture A there ..... a red pencil case and a ..... pencil case.
- 3 In picture A there ..... five ..... pens.
- 4 In picture B there ..... a red ..... .
- 5 In picture B there ..... an orange ..... .
- 6 In picture B there ..... four ..... .

**Sounds right** /z/

1/10



**2** Höre dir die Aufgabe an und kreise die /z/ Laute ein.

Rubbers and rulers and pencils and pens!

## 1 Lies die Texte. Kreise T (True/richtig) oder F (False/falsch) ein.



My school bag is yellow and white. There are two brown books in my school bag. My pencil case is green. There's a white pen, a green ruler and a blue and green rubber.

Claire



My school bag is blue. There are two books in my bag. They are green. There's a pencil case too. It's red and green. In my pencil case there's a blue pencil. There are two orange pens. There's also a ruler. It's blue. There are two rubbers. One is orange and one is blue.

Liam



My school bag is green and blue. In my bag there are four books and a pencil case. My pencil case is yellow. In my pencil case there are three pencils and a blue pen. There's a white ruler and a blue and red rubber.

Levi

- 1 In Claire's school bag there are three brown books. T / F
- 2 In Claire's school bag there are two rulers. T / F
- 3 In Liam's school bag there's a red and green pencil case. T / F
- 4 In Liam's school bag there are two orange pens. T / F
- 5 Levi's pencil case is blue and green. T / F
- 6 There are two blue and red rubbers in Levi's school bag. T / F

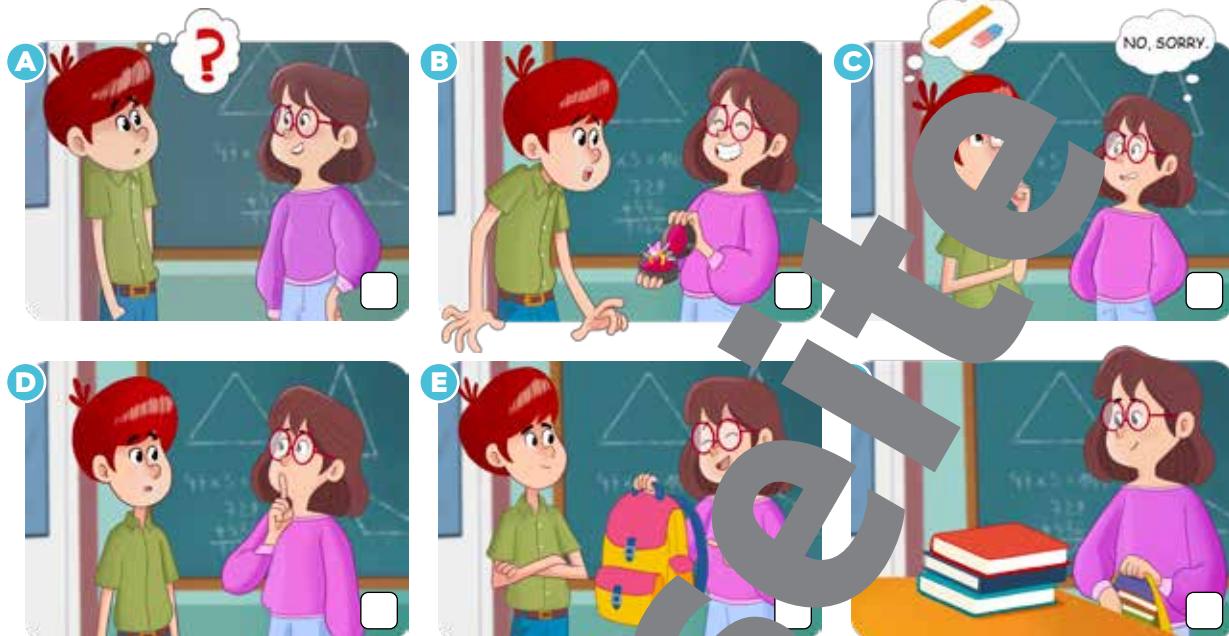
## 2 Schaue dir das Bild an und schreibe Sätze.



In the picture, there's a school bag. It's ...

1/11

**1 a** Höre dir die Aufgabe an und bringe die Bilder in die richtige Reihenfolge.



1/11

**b** Vervollständige den Dialog. Höre ihn noch einmal und überprüfe deine Arbeit.

## The ring

**Ella** What's in my school bag, Leo?

**Leo** Hmm ... six <sup>1</sup> ..... **books**

**Ella** Yes. And?

**Leo** No idea.

**Ella** Oh, Leo!

**Leo** A rubber and a <sup>2</sup> ..... .

**Ella** No, sorry.

**Leo** A pen?

**Ella** No! There's one more in there.

**Leo** I've no idea.

**Ella** There's a <sup>3</sup> ..... !

**Leo** A box? Is it in it?

**Ella** A ring. A golden ring. Look. It's for Lea. Today's Lea's <sup>4</sup> .....

**Leo** A golden ring? For Lea? Lea's <sup>5</sup> .....

**Ella** She's a bit like a rock.



**VOCABULARY:** \*golden – golden, goldig; but – aber

## 2 Ergänze den Dialog.

**A** In my school bag, there's a box too.

**B** ..... ?

**A** .....

1 Erinnere dich an den Text auf S. 16 im Student's Book. Schreibe Sätze mit den Wörtern auf der rechten Seite.

1 There twenty blue pencils in Zaph's school bag.

are

There are twenty blue pencils in Zaph's school bag.

2 There a blue pencil case.

3 There are brown books.

nineteen

4 And now we the school bags on the drone.

pus

2 Schau das Bild an und lies die Sätze. Schreibe sie unter Bor.



1 There are four yellow pencils.

2 There are four black and white pens.

3 There are three green rulers.

4 The school bag is orange and green.

5 There are two red notebooks.

6 There are two blue rulers.

7 There is blue and orange rubber.

8 There's one red pen.

Zuk

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

3 Schreibe vier Sätze über das Bild in 2.

**Zuk's bag**

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

**Bor's bag**

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

# Words and phrases

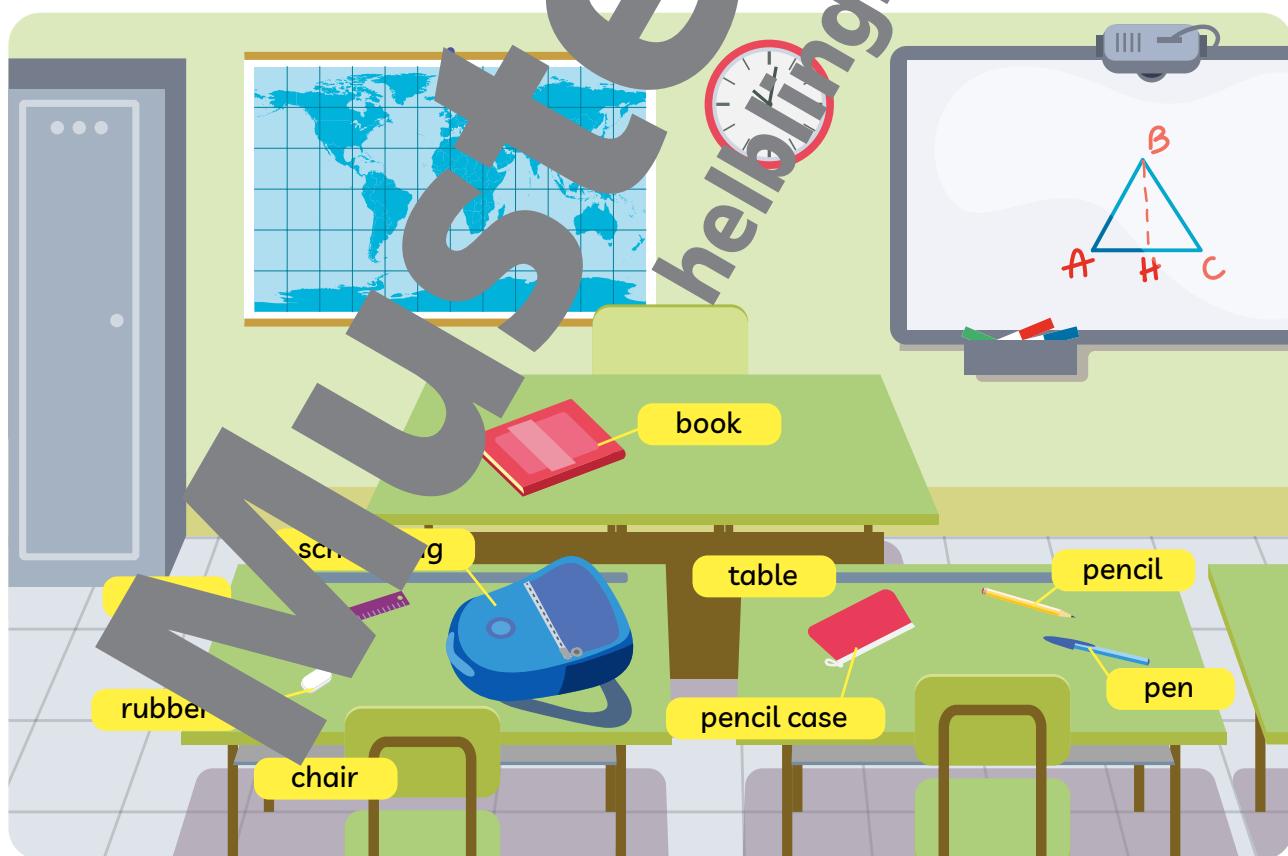
## Numbers

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

## Colours



## School things



p. 10	<b>about</b>	Write sentences about your school bag.	über
	<b>and</b>	There's one pen and one pencil.	und
	to <b>ask</b>	Ask each other questions.	fragen
	<b>can</b>	I can design a poster.	können
	<b>colour</b>	The colour is red.	Farbe
	<b>end</b>	This is the end.	ende
	<b>for</b>	This is for you.	für
	to <b>know</b>	Your friend wants to know about your school bag.	Kennt; wissen
	<b>of</b>	Watch part 1 of the video.	Von
	<b>people (pl)</b>	There are many people in the classroom.	Leute; Menschen
	<b>school things</b>	Look at the school things in my school bag.	Sachen
	<b>short</b>	You can understand a short video.	Kurz
	<b>there is/are</b>	There is a green pen.	es gibt, da ist/sind
	to <b>understand</b>	You can understand questions.	verstehen
	to <b>use</b>	Use a green pencil.	verwenden; benutzen
	<b>what</b>	What colour is your pencil case?	was
	<b>word</b>	Read the word.	Wort
	to <b>write</b>	Write sentences about your school bag.	schreiben
	<b>you</b>	You can design a poster.	du
	<b>your</b>	Write sentences about your school bag.	dein/deine
p. 10/1a	to <b>listen (to)</b>	Listen to the song.	zuhören
	to <b>say</b>	Say five sentences.	sagen
p. 10/1c	to <b>colour</b>	Colour the school bag.	anmalen
	<b>in pairs</b>	In pairs, ask and answer the questions.	zu zweit
	<b>no</b>	No, it's green.	nein
	to <b>remember</b>	Remember the photo story.	sich erinnern (an)
	<b>yes</b>	Yes, I'm 12.	ja
p. 10/2a	<b>Hello!</b>		Hallo!
	<b>How are you?</b>		Wie geht es dir?
	<b>How old are you?</b>		Wie alt bist du?
	<b>I</b>	I'm 10.	ich
	<b>I'm (I am)</b>	I'm 11.	Ich bin
	<b>I'm fine.</b>		Es geht mir gut.
	to <b>look</b>	Look at the book.	schauen; sehen
	<b>my</b>	My book is in my bag.	mein/meine
	<b>My name's ...</b>	My name is Ahmed.	Ich heiße ... , Mein Name ist ...
	<b>name</b>	My name is Alissa.	Name
	<b>school</b>	There are twenty tables at school.	Schule
	<b>story</b>	Read the photo story on page 21.	Geschichte
	<b>the</b>	The pen is in my pencil case.	der/die/das
	<b>too</b>	I'm 11, too!	auch
	to <b>watch</b>	Watch part 1 of the video.	ansehen; zuschauen
p. 10/2b	<b>What's your name?</b>		Wie heißt du? Wie heißen Sie?
	<b>yes</b>	The answer is correct.	richtig, korrekt
	<b>no</b>	Go to page 12.	Seite
p. 10/2c	to <b>read</b>	Read the sentences.	lesen
	<b>class</b>	I'm in class 1A.	(Schul-)Klasse
p. 10/3	<b>with</b>	Look at the poster with cool words.	mit
p. 11	After School Club	It's the After School Club. Come and meet the friends.	Nachmittagsbetreuung
p. 11/4	<b>Let's ...</b>	Let's go to the after school club.	Lass(t) uns ...
	to <b>talk</b>	Talk about your classroom.	sprechen; sich unterhalten

# Words and phrases

p. 12/1a	<b>or</b>	Draw a ruler or a book.	oder
	<b>picture</b>	There's a picture on the table.	Bild
p. 12/3a	<b>birthday</b>	Today's my birthday.	Geburtstag
	<b>boy</b>	There's a boy in my classroom.	Junge
	<b>girl</b>	The girl's name is Paula.	Mädchen
	<b>it</b>	It is a pencil case.	es
	<b>Me too.</b>		auch
	<b>to put</b>	Put them in the correct order.	stellen
	<b>today</b>	I'm 12 today.	heute
	<b>then</b>	Then, there are two rulers.	dann, danach
p. 12/4	<b>to answer</b>	Answer the questions.	Antworten
p. 13/1	Bye!		Tschau, Tschüss!
	<b>to come</b>	Come to the After School Club.	kommen
	<b>friend</b>	This is my friend Steve.	Freund/Freundin
	<b>great</b>	This is great.	großartig, wunderbar
	<b>here</b>	Here is my pencil case.	hier; her
	<b>late</b>	I'm late.	(zu) spät
	<b>like</b>	It's brown like my hair.	so wie ...; ähnlich ...
	<b>to meet</b>	Come and meet the friends.	(sich) treffen, kennenlernen
	<b>school bag</b>	There are ten books in my school bag.	Schultasche
	<b>to sing</b>	Listen and sing.	singen
	<b>song</b>	Listen to the song.	Lied
p. 14/1	<b>child (pl children)</b>	There are four children in my classroom.	Kind
	<b>to draw</b>	Draw a picture of your school bag.	zeichnen
	<b>line</b>	Draw a line.	Linie
	<b>match</b>	There's a match today.	Match, Spiel
p. 15/1	<b>to find</b>	Find the correct answer.	finden
p. 15/2	<b>to repeat</b>	Repeat this word.	wiederholen
p. 16/1	<b>also</b>	There are three pencils.	auch
	<b>they</b>	They are green.	sie
p. 16/2a	<b>to want</b>	You want to know about my school bag.	wollen; wünschen
p. 17/1a	<b>to fill in</b>	Fill in the missing words.	ausfüllen, eintragen
	<b>idea</b>	Give me an idea.	Idee, Einfall
	<b>more</b>	There are more pencils in the school bag.	mehr; noch ein
	<b>only</b>	There's only one ruler.	nur
	<b>right</b>	My sentence is right.	richtig, korrekt
	<b>that</b>	That is green.	das; der/die/das
	<b>That's it?</b>		Ist das alles?
	<b>well</b>	There's a green pen in my school bag.	nun (ja), tja
p. 17/2	<b>to tell</b>	Tell me what's in your school bag.	erzählen, sagen
p. 18/1a	<b>now</b>	Now we put the school bags on the drone.	jetzt; sofort
	<b>on</b>	We put it on the drone.	auf
		OK, stop. Only pencils?	stoppen
		We are Mark and Jane.	wir
p. 18/1b	<b>ball</b>	There's a ball in my school bag.	Ball
p. 18/1c	<b>funny</b>	She is funny.	lustig, komisch
p. 19	<b>to go</b>	Now go back to page 10.	gehen
p. 19/1	<b>to make</b>	Make sentences.	machen

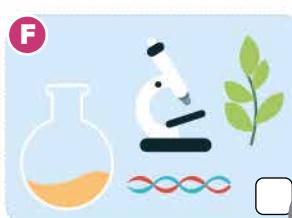
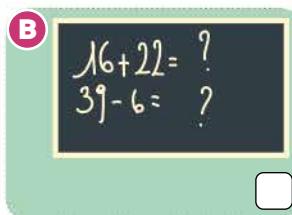
## 2

## My teachers

## Vocabulary School subjects

1/12

1 a Höre dir die Aufgabe an und nummeriere die Bilder in der Reihenfolge in der du sie hörst.



b Schreibe die Schulfächer unter die Bilder.

2 Schreibe Sätze: What's number 1 for the children? What's number 2?



Bella 1 My number one is .....

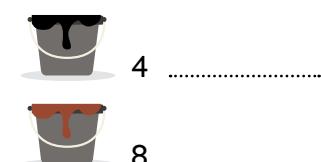
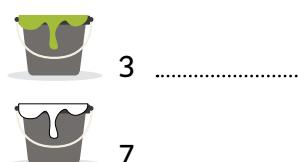
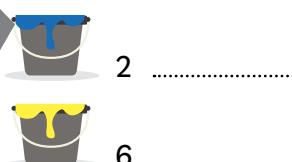
My number two is .....

David 2 .....

Alex 3 .....

Will 4 .....

3 Schreibe die Farben neben die Bilder. Schreibe vier Sätze über dich.



5 orange

6 yellow

7 white

8 brown

My number 1 is .....

.....

.....

# The After School Club 2 Homework

2

**1 a** Lies die Geschichte auf S. 19 im Student's Book noch einmal. Bringe die Wörter in die richtige Reihenfolge.

Miss. in 7B, I'm

1 I'm in 7B, Miss.

7C. in 7A She's he's and in

2 .....

Oliver? Lily And and

3 .....

are Lily, how you?

4 .....

German Miss my homework, It's

5 .....

1/13



**b** Bringe die Dialoge in die richtige Reihenfolge. Hör die Aufgabe an und überprüfe deine Arbeit.

1  Alissa Oh! I see!

Miss Bloom I'm sorry. I'm an art teacher.

Alissa It's my maths homework.

Ahmed Hi, everybody.

Miss Bloom Hello, Ahmed. How are you?

Ahmed I'm fine, thank you.

## Let's talk Saying what you like

**2 a** Lies die Sätze und schreibe die richtigen Namen.

● Aaron



Julia



● Chris



Hi, I like English and ...

1 .....

Hi, I like art and maths.  
What about you?

2 .....

Hi, I like biology and PE.

3 .....

**b** Vervollständige den Dialog für dich und deine/n Freund/in.

**You** I like ..... What ..... ?

**Your friend** ..... and .....

**1 a** Kreise die richtige Form ein.

1 He *am* / *is* a biology teacher.  
 2 I *am* / *are* in class 7C.  
 3 She *am* / *is* a biology teacher.  
 4 They *are* / *is* in class 7C.

5 We *am* / *are* a cool team!  
 6 It *is* / *are* a nice website.  
 7 You *is* / *are* in my team.  
 8 You *are* / *am* in the green team.

**b** Schreibe die Sätze von **1a** mit der Kurzform von *be*.

1/14

**2 a** Vervollständige die E-Mail mit den richtigen Formen von *be*. Höre dir die Aufgabe an und überprüfe deine Arbeit.

Hi there!

How are you? I <sup>1</sup>*'m* ..... in Year 6 this year. In Year 6, there <sup>2</sup>.....  
 There <sup>3</sup>..... 11 boys. Our school <sup>3</sup>..... cool and the teachers <sup>4</sup>.....  
 My school is nice. My number 1 subject <sup>5</sup>..... English. Three subjects <sup>6</sup>.....  
 My subjects number 2: maths, biology and PE.

Write soon\*!

Charlotte xxx

**VOCABULARY:** \*soon – bald

**b** Schreibe eine Antwort (30-40 Wörter) auf Charlotte's E-Mail in dein Arbeitsheft.

# Vocabulary

## The alphabet

1/15

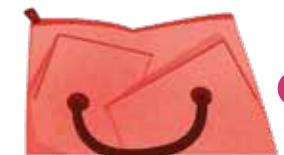
1 Höre dir die Aufgabe an und kreise die Wörter ein, die du hörst.

1 GREAT / GREET  
2 LINE / LIKE  
3 WORLD / WORD  
4 READ / RED

5 FORM / FREE  
6 CLASSMATE / CLASSROOM  
7 SLOVENIA / SLOVAK  
8 STRANGE / STOP

1/16

2 a Was ist in der Tasche? Höre dir die Aufgabe an und schreibe die Wörter.



1 two \_\_\_\_\_



2 four \_\_\_\_\_



3 two \_\_\_\_\_



4 a \_\_\_\_\_



b Folge den Linien in 2a und schreibe Sätze.

1 In ..... Anisa .....'s bag there are two books.

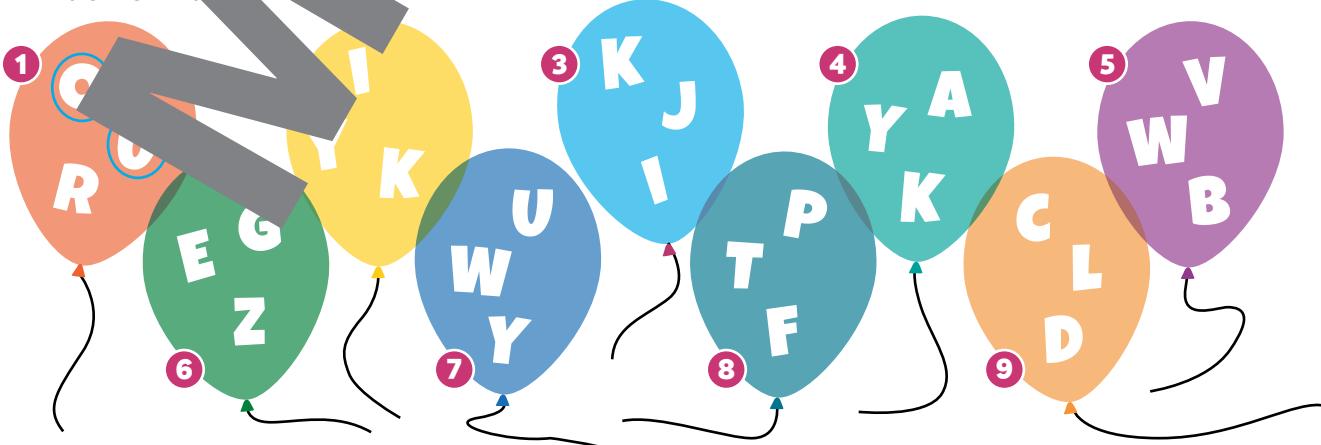
2 In ..... bag ..... there are four bags.

3 .....

4 .....

1/17

3 Kreise die Wörter, die sich reimen. Höre dir die Aufgabe an und überprüfe deine Arbeit.



## 1 Kreise das richtige Subjektpronomen ein.



## 2 Verbinde die Satzhälften.

- 1 This is Sandra.
- 2 Ryan and Hunter are my friends.
- 3 Leo and I are 12.
- 4 My name's Zoey.
- 5 This is my new laptop.
- 6 Look. There's Henry.
- 7 How are you?

- a We're good friends.
- b It's very good.
- c I'm eleven.
- d He's in Sarah's class.
- e She's in my class.
- f I'm fine, thanks.
- g They're in 6A.

1/18



**3** Vervollständige die Aussage. Höre dir die Aufgabe an und überprüfe deine Arbeit.

1 A Hi <sup>1</sup> ..... Michael. I'm in Year 6.  
B You two.

2 B Hi <sup>2</sup> .....  
C And <sup>3</sup> ..... Lauren. ....'re in Year 7.

3 A There <sup>4</sup> ..... two boys from your class.  
B Yes, <sup>5</sup> ..... are Oliver and James.

4 A Look <sup>6</sup> ..... it's a nice car\*.  
B Yes, <sup>7</sup> .....'s cool.

5 A Alexandra is in the art club.  
B Yes, and <sup>8</sup> ..... 's also in the music club.

5 A Nick and Tim, <sup>6</sup> .....'re in different teams. Nick, <sup>7</sup> .....'re in the blue team.

B OK.

A And Tim, <sup>8</sup> .....'re in the green team.

C Yes, Mr Black.

6 A Who is <sup>9</sup> .....?

B That's Tom. <sup>10</sup> .....'s my friend.

**VOCABULARY:** \*car - Auto

1/19

1 Höre dir die Aufgabe an und vervollständige die Dialoge.

1



A Can you spell your name, please?  
 B Sure. A b — — — — —.  
 A Ah, OK. That's a nice name.  
 B And can you spell your name, please?  
 A Yes. — — — — —.

2



A Can you spell your name, please?  
 B Sure. — — — — —.  
 A Ah, OK. That's a nice name.  
 B Can you spell your name, please?  
 A Yes. — — — — —.  
 B That's — — — — —.

1/20

2 Höre dir die Aufgabe an und schreibe die Ortsnamen.

1



2



3



4



5



6



## 1 a Folge den Linien. Kreise T (True/richtig) oder F (False/falsch) ein.



1 This is Oliver's school bag.

T / F



2 This is Ahmed's pen.

T / F



3 This is Miss Bloom's ruler.

T / F



4 This is Alissa's pencil case.

T / F



5 This is Lily's volleyball.

T / F



Alissa



Ahmed



Miss Bloom



Lily



Oliver

## b Verbessere die drei falschen Sätze aus 1a.

.....

.....

.....

## 2 Schau den Stundenplan an und schreibe die richtigen Schulfächer.

Classe 6B				
8.30	1 English	2 .....	3 .....	4 .....
		25 x 4 = ? 93 : 3 = ? 145 + 320 = ? 4 5 6 8		
			5 .....	

1/21

**1 a** Höre dir die Aufgabe an und kreuze das richtige Bild an. Welches Fach unterrichtet die Lehrerin?



1/21

**b** Höre dir die Aufgabe noch einmal an. Kreise T (True/richtig) oder F (False/falsch) ein.

1 The new teacher is Miss Gold. T / F	3 The new teacher is an English teacher. T / F
2 The new teacher likes cats*. T / F	4 The ball is in the bag. T / F

**VOCABULARY:** \*cat – Katze

1/21

**c** Vier Wörter sind falsch. Unterstreiche sie und schreibe sie auf die Linien. Höre dir den Dialog noch einmal an und überprüfe deine Arbeit.

## A problem for the new teacher

<b>Teacher</b> Where is it? It isn't here ... and it's not here.	<b>Girl</b> ... you're a PE teacher!
<b>Girl</b> Erm ... excuse me?	<b>Teacher</b> That's right! But where's ... where's ...
<b>Teacher</b> Hello! What's your name?	<b>Teacher</b> Your class?
<b>Girl</b> I'm Kate.	<b>Teacher</b> No, my football.
<b>Boy</b> And I'm Tim.	<b>Boy</b> Erm ... Miss Silver?
<b>Teacher</b> Nice to meet you! I'm Miss Silver.	<b>Teacher</b> Yes?
<b>Girl</b> You're a teacher!	<b>Girl</b> It's in your bag.
<b>Teacher</b> Yes, I am! I'm a new teacher.	<b>Teacher</b> Erm ... right. Thank you.
<b>Boy</b> What's your subject, Miss Silver?	
<b>Teacher</b> Aha! You can guess ... I like good pizza.	
<b>Girl</b> You're an English teacher!	
<b>Teacher</b> No, I like books, but I'm not an English teacher! I like dogs.	
<b>Boy</b> You're a biology teacher!	
<b>Teacher</b> How about this? Guten Morgen! Abend!	
<b>Girl</b> Ah! You're a German teacher!	
<b>Teacher</b> No! I like sports.	
<b>Boy</b> I know ...	



1 David .....

2 .....

3 .....

4 .....

## 1 a Lies die Webseite. Beantworte die Fragen.

1 How many riddles\* are by\* children? ..... 2 How many riddles are by teachers? .....

**VOCABULARY:** \*riddle – Rätsel; by – von

## b Lies die Webseite noch einmal. Kreuze die richtigen Antworten.

## Guess the subject!

Hi! I'm Sam. I'm 12 years old. I like football. I like singing and dancing. What's my favourite subject?

maths  music  art

Hello! My name's James. I'm 12 years old. I like cool songs and my guitar. And I like German and English. What's my favourite subject?

German  English  maths

Hello! We're Daniel and Dorothy. We're 10 years old. We like German stories. We also like PE and PE. Guess our favourite subjects!

German  English  PE

Hello! My name's Miss Brown. I like music and my school! What's my subject?

German  music  geography

## c Lies den Text noch einmal.

Who likes

1 their school?	..... <b>Miss Brown</b> .....	3 football?	.....
2 songs?	.....	4 German stories?	.....

## 2 Schreibe dein eigenes Rätsel in dein Arbeitsheft.

Hi. I'm ... And I like ....

### 1 Vervollständige die Wörter.



r \_\_ t



t \_\_ rch



st \_\_



w \_\_ t \_\_ r b \_\_ ttl \_\_



p \_\_ n

### Everyday English

#### 2 a Vervollständige die Sätze mit den Wörtern aus der Box.

me      How      see      strange      last      at

1 At ..... **last** .....

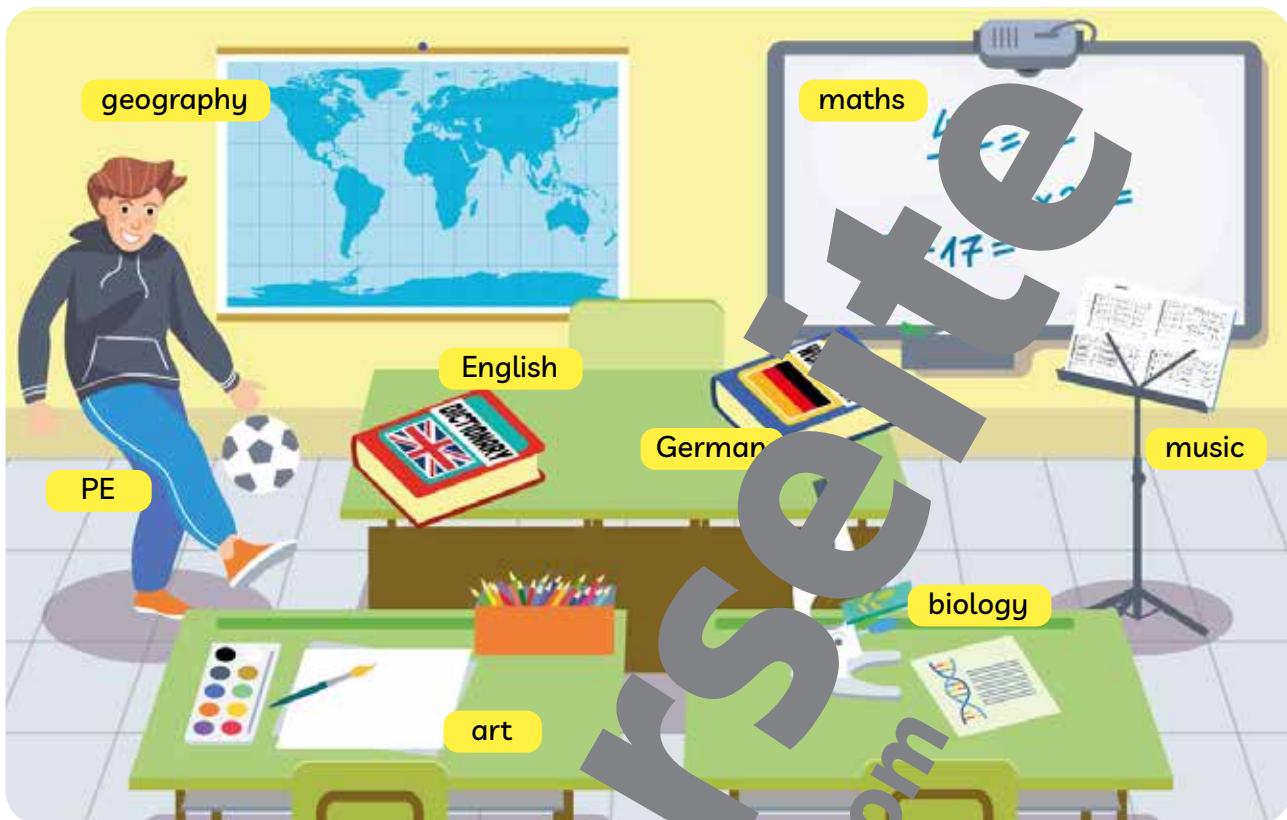
2 ..... !

3 ..... .

#### b Schreibe die Sätze von 2a in deinen Hütchen.



## School subjects



p. 20	classmate	Talk about your self and your classmate.	Klassenkamerad/Klassenkameradin
	<b>school subject</b>	My favorite school subject is PE.	Schulfach
p. 20/2a	<b>but</b>	I like English, but I don't like the English homework.	aber
	<b>different</b>	The students are in different classes.	verschieden/verschiedene; anders
	<b>I'm sorry.</b>		Entschuldigung., Tut mir leid.
	<b>I see.</b>		Ich verstehe.
	<b>to like</b>	Like! This is my number one!	mögen
	<b>she</b>	She's in 7A, and he's in 7B.	sie
	<b>so</b>	So, they are in different classes.	also, demnach
	<b>teacher</b>	Miss Willow is a maths teacher.	Lehrer/Lehrerin
	<b>Thank you!</b>		Danke!, Dankeschön!
p. 20/2b	<b>many</b>	I have many friends.	viele
	<b>problem</b>	It's the problem for Alissa?	Problem
	<b>tomorrow</b>	It's for tomorrow.	morgen
	<b>What's the problem?</b>		Was ist das Problem?
p. 20/3	<b>who</b>	Who says it?	wer
p. 21/4		In pairs, think and say.	denken
p. 23/1	<b>far away</b>	Come with me on a trip to a land far away.	(weit) weg
	<b>trip</b>	Come with me on a trip to a land far away.	Ausflug, Reise
p. 23/2c	<b>game</b>	In pairs, play the alphabet game.	Spiel
	<b>to play</b>	In pairs, play the alphabet game.	spielen
	<b>where</b>	Where are you going?	wo; wohin
p. 24/1a	<b>classroom</b>	The classroom is nice.	Klassenzimmer
	<b>everyone</b>	Hi, everyone! I'm Kim's dad.	jeder/jede/jedes
	<b>to find out</b>	Find out: who are Kim's friends?	herausfinden

# Words and phrases

p. 24/1a	<b>welcome</b>	Welcome to my classroom!	willkommen
p. 24/1b	<b>nice</b>	The classroom is nice.	schön, angenehm; nett
p. 24/2	<b>happy</b>	We are happy!	glücklich, fröhlich; zufrieden
	<b>year</b>	I'm 13 years old.	Jahr; Jahrgang
p. 24/3b	<b>this</b>	Look! This is my friend!	das (hier)
p. 25/3a	<b>other</b>	Spell the other words from exercise 2b.	anderer, andere, anderes
	<b>to spell</b>	In pairs, spell the letters of the words.	buchen, hier
p. 25/3b	<b>to choose</b>	Choose the correct picture.	(aus-)wählen
	<b>own</b>	Choose your own words and spell them.	eigener, eigenes
p. 26/1	<b>true</b>	Circle True or False.	richtig: wahr
p. 26/2	<b>letter</b>	Spell the letters of the words to your partner.	Buchstabe
p. 27/1a	<b>Excuse me?</b>		Entschuldigen Sie bitte., Entschuldigung.
	<b>to guess</b>	Guess the subject!	gutahmen
	<b>map</b>	I need a map!	Karte
	<b>to need</b>	I need a map.	brauchen
	<b>new</b>	I'm a new teacher.	neu
	<b>not</b>	Classroom 6 is not here.	nicht
	<b>very</b>	You are very good, boys.	sehr
p. 27/2	<b>Don't worry!</b>		Mach dir keine Sorgen! / Macht euch keine Sorgen!
	<b>favourite</b>	You have a favourite pencil.	Lieblings-
	<b>to have</b>	You have a favourite pencil.	haben
	<b>lesson</b>	Yay! It's lesson time.	Unterrichts-)Stunde
	<b>time</b>	Yay! It's lesson time.	Zeit
p. 28/1a	<b>to love</b>	I love my students.	lieben
	<b>quickly</b>	Read the text quickly.	schnell
	<b>their</b>	Say their names.	ihr; deren
p. 28/1c	<b>student</b>	She's a great student.	Schüler/Schülerin; Student/Studentin
p. 29/1	At last!		Endlich!
	<b>How strange!</b>		Wie merkwürdig!
	Let me see.		Zeig mal her., Lass(t) mich mal sehen.
	<b>rat</b>	There's a rat in the cellar.	Ratte
	<b>storm</b>	There's a big storm.	Sturm
	<b>water bottle</b>	There's a water bottle in the bag.	Wasserflasche
p. 29/3	<b>to see</b>	Can you see the picture?	sehen

## 3

## Our feelings

## Vocabulary Feelings

## 1 a Verbinde die Worthälften.



ha	ngry	2
s	ry	3
ner	ored	4
t	ad	5
hung	tu	6
a	ed	7
b	ph	8 happy
ho	ocd	9
co	o	

1/22



## b Schreibe die richtigen Wörter auf. Höre dir die Aussgabe an und überprüfe deine Arbeit.

1 They're (ppyah) .....	2 Happy (happi) .....	3 It's (gyran) .....
4 Hungry (hengri) .....	5 She's (re) .....	6 I'm (sorevun) .....
7 I'm (gynuhr) .....	8 I'm (tho) .....	9 We're (tho) .....

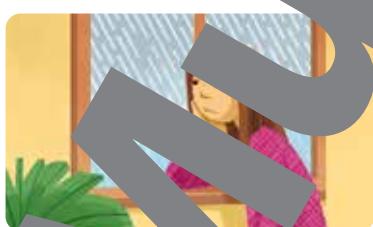
## c Schreibe die Sätze von 1b unter die Bilder.



1 It's tired. ....



3 ....



5 ....



5 ....



6 ....



7 ....



8 ....



9 ....

**1 a** Lies die Geschichte auf S. 29 im Student's Book noch einmal. Streiche die überflüssigen Wörter durch.

1 I'm a bit tired now.

2 I really love drama games.

3 She's in the bathroom, Miss Bloom.

Miss Bloom isn't very happy.

1/23



**b** Bringe den Dialog in die richtige Reihenfolge. Höre ihn auf und überprüfe deine Arbeit.

Ahmed I'm tired too and I'm hungry.

Oliver I'm not great. I'm a bit tired. How are you?

Ahmed Hello, Oliver! How are you?

**c** Ergänze den Dialog.

Alex Hi, Sam! How are you?

Sam I'm not great. I'm ..... . What about you?

Alex I'm ..... too and I'm ..... .

### Let's talk

### Caring for someone's feelings

**2 a** Kreise die richtigen Sätze ein.

1 I'm happy!  
It's my birthday.



Great / Poor you.

I'm bored.



Great! / Poor you.

**b** Schreibe Dialoge.

1



.....

2



.....

## 1 Ordne die Sätze den Bildern zu.

1 I'm not hungry.  
2 He isn't English.  
3 They aren't cold.  
4 She isn't 14.  
5 They aren't happy.  
6 It isn't blue.



## 2 Vervollständige die Sätze.

1 He ..... **isn't** ..... English. He's ..... strict.  
2 I ..... 12. I'm 11.  
3 You ..... Lucy. You're Lucy.  
4 She ..... hot. She's cold.  
5 It ..... orange. It's red.  
6 We ..... bored. We're tired.  
7 They ..... happy. They're angry.  
8 He ..... nervous. He's sad.

1/24



## 3 Vervollständige den Text mit be negative. Hör dir die Aufgabe an und überprüfe deine Arbeit.

I <sup>1</sup> ..... 'm not ..... Oliver. I'm Ann.  
You <sup>2</sup> ..... F ..... You're Ann.  
He <sup>3</sup> ..... Elliot. He's not w .....  
She <sup>4</sup> ..... illy. She's Sue.  
They <sup>5</sup> ..... Gemma. They're Tim and Emma.  
And we ..... in Year 6! We're in Year 7!



## 1 a Kreise die Wörter ein.

kitchen

bathroom

hall

toilet

living room

bedroom

## b Schreibe die Wörter von 1a neben die Räume.

1

4

5

3

6

## 2 Schau die Bilder an und schreibe die Wörter.



1 bathroom



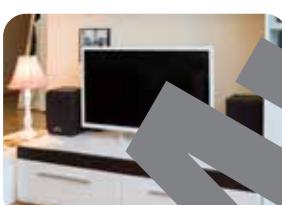
2 bathroom



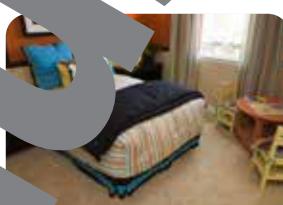
3 toilet



4 closet



5 living room



6 bedroom



7 closet



8 kitchen



9 toilet



10 bathroom



11 bathroom



12 living room

## 1 Verbinde die Fragen mit den richtigen Antworten.

1 Am I right?  
2 Are you happy?  
3 Is she 14?  
4 Is he Austrian?  
5 Is it brown?  
6 Are you brothers?  
7 Are we late?  
8 Are they hot?

a Yes, I am.  
b No, he isn't.  
c Yes, we are.  
d No, you aren't.  
e No, they aren't.  
f No, you don't.  
g Yes, it is.  
h Yes, she is.

1/25

2

Schreibe die Antworten. Höre dir die Aufgabe an und übe. Hilfe deine Arbeit.



1 A Am I sad?  
B Yes, I am.

2 A Are they British?  
B .....

3 A Is she 13?  
B .....



4 A Is it happy?  
B .....

5 A Are you cold?  
B .....

6 A Are you Paul?  
B .....

## 3 Ergänze die Dialoge.

1 A Is he tired?  
B No, .....

He's Carlos.

2 A Are you tired?  
B No, .....

3 A Are they happy?  
B No, .....

4 A Is it yellow?  
B No, .....

5 A Is she 14?  
B No, .....

6 A Are we bored?  
B No, .....

VOCABULARY: \*British - Britisch; Brite/Britin

1/26

**1** Höre dir die Aufgabe an und bringe die Bilder in die richtige Reihenfolge.



**VOCABULARY:** \*food – Essen; his – sein/seine

## Sounds right Word stress

1/27

**2** Höre dir die Aufgabe an und zeichne einen Punkt über die betonte Silbe.

kitchen

toilet

happy

nervous

bedroom

bathroom

angry

hungry

1 Schau das Bild an und lies die Sätze. Kreise T (True/richtig) oder F (False/falsch) ein.



- 1 There are two boys in the bedroom.  T /  F
- 2 The man\* in the kitchen is hungry.  T /  F
- 3 The kitchen is black and white.  T /  F
- 4 There are two children in the living room.  T /  F
- 5 The woman in the living room is tired.  T /  F
- 6 The dog is in the bathroom.  T /  F
- 7 The bathroom has a window.  T /  F

VOCABULARY: \*man – Mann

2 Schreibe fünf Sätze über die Situation bei dir zu Hause.

I'm in the bedroom. I'm ...

---



---



---



---



---

1/28

## 1 a Höre dir die Aufgabe an und bringe die Bilder in die richtige Reihenfolge.



1/28

## b Höre dir die Aufgabe noch einmal an und verbinde die Namen mit den Gefühlen.

Alfie	Bia	Carl	Dana	Freda	Mum
cold	sad	hungry	not you	bothered	hot
tired					

1/28

## c Vervollständige den Dialog. Höre ihn noch einmal an und überprüfe deine Arbeit.

### Problems

Alfie	Mum?	Ernie	Mum?
Mum	What's the problem, Alfie?	Mum	What's the problem, Ernie?
Alfie	The <sup>1</sup> ..... English test is tomorrow. I'm not good at English.	Ernie	I'm <sup>5</sup> ..... .
Mum	Don't worry.	Mum	Watch TV.
Bia	Mum?	Freda	Mum?
Mum	What's the problem, Bia?	Mum	What's the problem, Freda?
Bia	My <sup>2</sup> ..... is broken.*	Freda	I'm hot.
	Look. I'm sad.	Mum	Well, open the <sup>6</sup> .....
Mum	Poor you.		(Ten minutes later*. The door opens.)
Carl	Mum?	Dad	Hi, everyone.
Mum	What's the problem, Carl?	Children	Hi, Dad.
Carl	I'm hungry.	Dad	Where's Mum?
Mum	Let's go to the kitchen and have a ..... .	Alfie	In the <sup>7</sup> .....
Dana	Mum?	Dad	How is she?
Mum	What's the problem, Dana?	Bia	Tired!
Mum	Well, use the <sup>4</sup> .....	Mum	Zzz ...

VOCABULARY: \*broken – hier: kaputt; later – später

## 2 Ergänze die Dialoge.

Mum	What's the problem, Greg?
Greg	.....
Mum	.....

Dad	What's the problem, Harriet?
Harriet	.....
Dad	.....

1 Erinnere dich an den Text auf S. 36 im Student's Book. Schreibe Sätze mit den Wörtern.

1 It's to have positive feelings. good .....

2 Learn to your feelings. manage .....

3 Count to and breathe. ten .....

2 Lies den Artikel. Ordne die Bilder A-E den Sätzen 1-5 zu.



**manage your boredom\***  
Look at the people. What's the feeling here?

We all feel bored sometimes – boys, girls, mums and dads, and teachers too. When you're bored, you can do this:

- 1 Read a book.
- 2 Write a poem.
- 3 Draw a picture.
- 4 Phone a friend.
- 5 Take a walk\*.

Or...

**Do something\*. It's good to feel bored sometimes!**

**VOCABULARY:** \*boredom – Langeweile; sometimes – manchmal; poem – Gedicht; take a walk – spazieren gehen; nothing – nichts

3 Schreibe drei Dinge, die du noch tun kannst.

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

## Words and phrases

## Feelings



happy

sad

nervous

tired

hungry

angry

bored

t

cold

## **Rooms in the house**



p. 30	<b>to care</b>	I care about you. I feel... Learn to manage your feelings.	sich kümmern (sich) fühlen
	<b>to feel</b>	Say how you feel. Learn to manage your feelings.	Gefühl
	<b>feeling</b>	Learn to manage your feelings.	
	<b>room</b>	My favorite room in the house is the living room.	Raum, Zimmer
p. 30/2a	<b>chocolate</b>	This is delicious! Mmm... Yum!	Schokolade
	Oh dear!		Oje!, Ach du liebe Zeit!
	<b>Poor you!</b>		Du Arme/r!
	<b>thanks</b>	I'm very grateful.	danke, dankeschön
p. 30/3	<b>Your turn!</b>		Du bist dran!
p. 31/4	<b>someone</b>	You can care about someone's feelings.	jemand
p. 33/1	<b>all</b>	We're all cold!	alle
	<b>boat</b>	Come aboard the feelings boat.	Boot
	<b>to jump</b>	Let's jump in the water.	springen, hüpfen
p. 34/3b	<b>to point</b>	Point, point at a child.	zeigen (auf)
p. 35/1a	<b>to think</b>	What words can you think of?	denken an
p. 35/1b	<b>to write a</b>	In pairs, write down the words.	hinschreiben
p. 37/1a	<b>bed</b>	So go to bed, then I'm happy.	Bett
		My mum's name is Carol.	Mama, Mutti
		Are you never happy?	nie(mals)
	<b>window</b>	Can I close the window?	Fenster
p. 37/2	<b>not again</b>	Arrgh! Not again!	nicht schon wieder
p. 38/2a	<b>easy</b>	Learn to manage your feelings. It's easy.	einfach
	<b>to learn</b>	Learn the sentences.	lernen
	<b>outside</b>	Go outside and shout: I'm so angry!	hinaus; draußen; außerhalb
	<b>paper</b>	Rip up paper.	Papier
	<b>to shout</b>	Go outside and shout.	schreien, rufen

An dieser Stelle und am Ende der Units 5, 7 und 9 findest du im Workbook wichtige Anregungen, die dir dabei helfen, deine **Lernleistungen zu steigern**. Zunächst wirst du dazu aufgefordert, einige **Fragen zum jeweiligen Lernthema** zu beantworten. Dann findest du **Informationen dazu, was Wissenschaftler/innen zu dem Thema herausgefunden haben**. Und zuletzt **geben wir dir Tipps**, die dir dabei helfen, bessere Lernerfolge zu erzielen. Und dann liegt's an dir! Du kannst dir überlegen, dass das eh alles nichts bringt, oder du kannst **für deine Zukunft alles richtig machen**.

**So wirst du zum/zur Lernmeister/in**

## Thema 1

### Musikhören während des Lernens und Aufgabemachens – Ja oder Nein?

**Fragen an dich – kreuze jeweils die Antwort an, die du am besten kennst:**

1. Hörst du Musik während du lernst oder deine Aufgabe machst?

- immer
- oft
- manchmal
- nie

2. Was meinst du? Wer während des Lernens oder der Aufgabemachung Musik hört,

- erzielt bessere Lernleistungen.
- erzielt schlechtere Lernleistungen.
- erzielt gleich gute Lernleistungen wie jemand, der in einer ruhigen Umgebung lernt.

3. Auch lesen kann man am besten in einer ruhigen Umgebung.

- Songs hört, die gesungen werden.
- Instrumentalmusik (ohne Gesang) hört.
- in einer ruhigen Umgebung ohne Musik liest.



**Das haben Wissenschaftler/innen herausgefunden:**

1. Wer in **ruhiger Umgebung** lernt oder die Aufgabe macht, erzielt durchschnittlich **60% bessere Leistungen** als jemand, der währenddessen Musik mit Gesang hört.
2. Wer zur Aufgabe oder Lernzeit des Lernens Instrumentalmusik hört, wird etwas weniger abgelenkt als jemand, der Musik mit Gesang hört. **Lernen oder Aufgabe machen in ruhiger Umgebung** (ohne Gesang) bringt aber eindeutig bessere Ergebnisse!
3. Es macht überhaupt keinen Unterschied, ob jemand während des Lernens oder Aufgabemachens Musik hört, die er mag oder hasst. Beides ist fürs Lernen deutlich schlechter als Ruhe.

### Das ist wichtig für deine Zukunft – denn so lernst du besser!

1. **Gönn dir Ruhe** während des Lernens und Aufgabemachens.
2. Hör deine **Lieblingsmusik in den Lernpausen oder nach dem Lernen**.

Vielleicht kommt es dir anfangs ungewohnt vor, ohne Musik zu lernen oder Aufgabe zu machen. Halte durch – **es kann zwei oder drei Wochen dauern, bis du dich an die Ruhe gewöhnst**. Aber bald wirst du merken: Lernen und Aufgabemachen in ruhiger Umgebung bringt mehr!

## 4

## Pets

## Vocabulary

## Pets

1 Match the photos with the words. Draw lines.



a rabbit   b budgie   c dog   d rat   e hamster   f snake   g fish   h cat

2 Find and circle seven more words for pets. Write them down.

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

rabbit

1/29

3

Follow the lines and complete. Listen and check.

- 1 This is a ...
- 2 Our ... is black.
- 3 My ... is yellow.
- 4 ... is bored!



1 a Read the photo story on Student's Book page 39 again. Fill in the missing words.



1/30



b Complete the dialogue with the sentences from the box. Listen and check.

Is it a dog? Hmm, small? Is it a budgie? Really? Well, let's see it?

Sandra I've got a new pet.  
 George 1 .....  
 Sandra Guess.  
 George 2 .....  
 Sandra No, it isn't. It's small.  
 George 3 .....  
 Sandra Yes, it is.

c Complete the dialogue with your own ideas.

A I've got a new .....  
 B Really? ..... ?  
 A It's ..... and white.  
 B Is it a budgie?

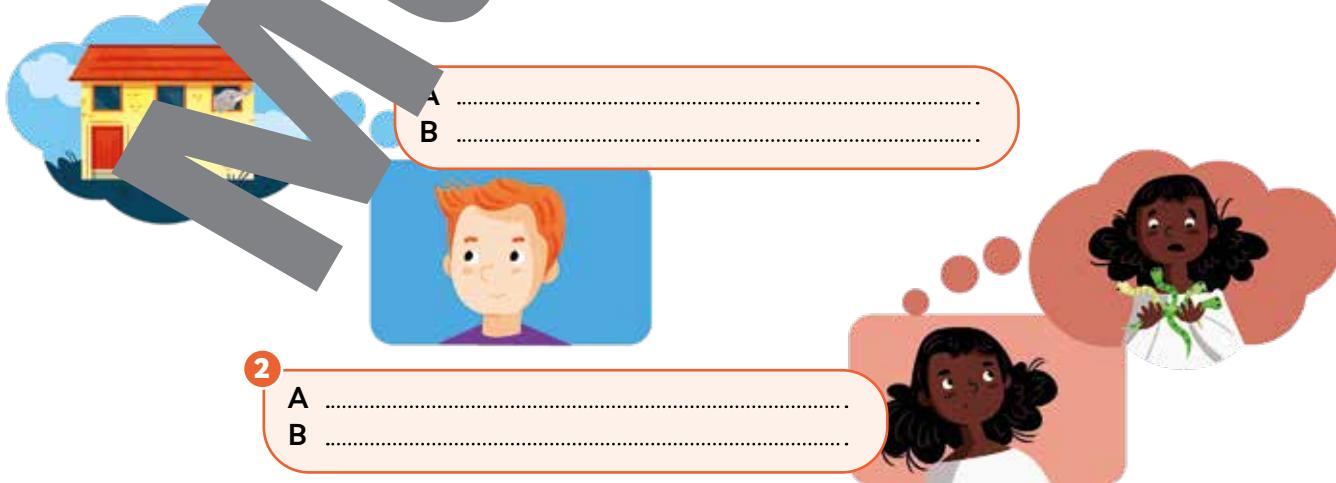
A No, .....  
 B Is it ..... ?  
 A Yes, .....

### Let's talk Expressing beliefs

2 a Complete the expressions.



b Look and write dialogues.



1 Circle the correct form and write the pet.



I 've / 's got a .....



You 've / 's got a .....



He 've / 's got a .....



She 've / 's got a .....



We 've / 's got .....



They 've / 's got two .....

1/31



2 Complete the sentences. Listen and check.

- I 've got ..... a small pet.
- It ..... long hair.
- They ..... a cat and a dog.
- She ..... two budgies.
- We ..... a long snake.
- It ..... its own eyes\*.



VOCABULARY: \*eye – Auge

3 Write sentences with your own ideas. Use *have got / has got*.

I've got a ..... .

My friend ..... .

My friends ..... .

My English teacher ..... .

..... a great pet. It's a .....

## 1 Complete the dialogue with the sentences from the box. Listen and check.

She's in front of the house    No, he's on the sofa    I'm in the kitchen

Amy Where are you, John?

John 1 .....

Amy And where's Sally?

John 2 .....

Amy And where's the dog? In front of

the house, too?

John 3 .....

Amy Oh no, no more of that again.

## 2 Look at the pictures. Read and complete the sentences.



- 1 The dog is ..... on ..... bed.
- 2 The cats are ..... sofa.
- 3 The budgie is ..... the school bag.
- 4 The hamster is ..... the pencil case.
- 5 The snakes are ..... the chair.
- 6 The rabbit ..... the sofa.

## 3 Where are Amy's animals? Where is Amy? Write sentences in your exercise book.



**1 a** Match the sentences with the pictures. Draw lines.

**A**



**B**



**C**



**D**



**F**



- 1 Carol has got a budgie.
- 2 Martin's got a hamster.
- 3 Lily hasn't got a budgie.
- 4 Joey and Jill haven't got a dog.
- 5 Anahita hasn't got a parrot.
- 6 Sam and Rose have got a dog.

**b** Look at **1a**. Match the questions with the answers. Draw lines.

- 1 Have Joey and Jill got a goldfish?
- 2 Has Martin got a hamster?
- 3 Has Carol got a budgie?
- 4 Has Lily got a rabbit?
- 5 Has Anahita got a parrot?
- 6 Have Sam and Rose got a dog?

- a Yes, she has.
- b Yes, they have.
- c No, she hasn't.
- d Yes, he has.
- e No, they haven't.
- f No, she hasn't.

1/33



**2** Put the dialogue in the correct order. Listen and check.

1  I have got a goldfish.

Has you got a got a pet?

No, I haven't.

**2** Do you got a pet?

What has she got?

She has.

2  A snake?

Bingo! Yes, I have.

Have you got a rat?

Guess.

Have you got a pet?

Oh no! I haven't got a snake.

What is it?

Yes, I have.

**3** Write a dialogue in your exercise book with your own ideas. Use *Have/Has ... got ...?* and *haven't/hasn't got*.



1 a Listen and tick the animals Kim has got.

1



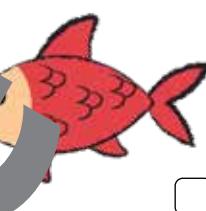
2



3



4



5



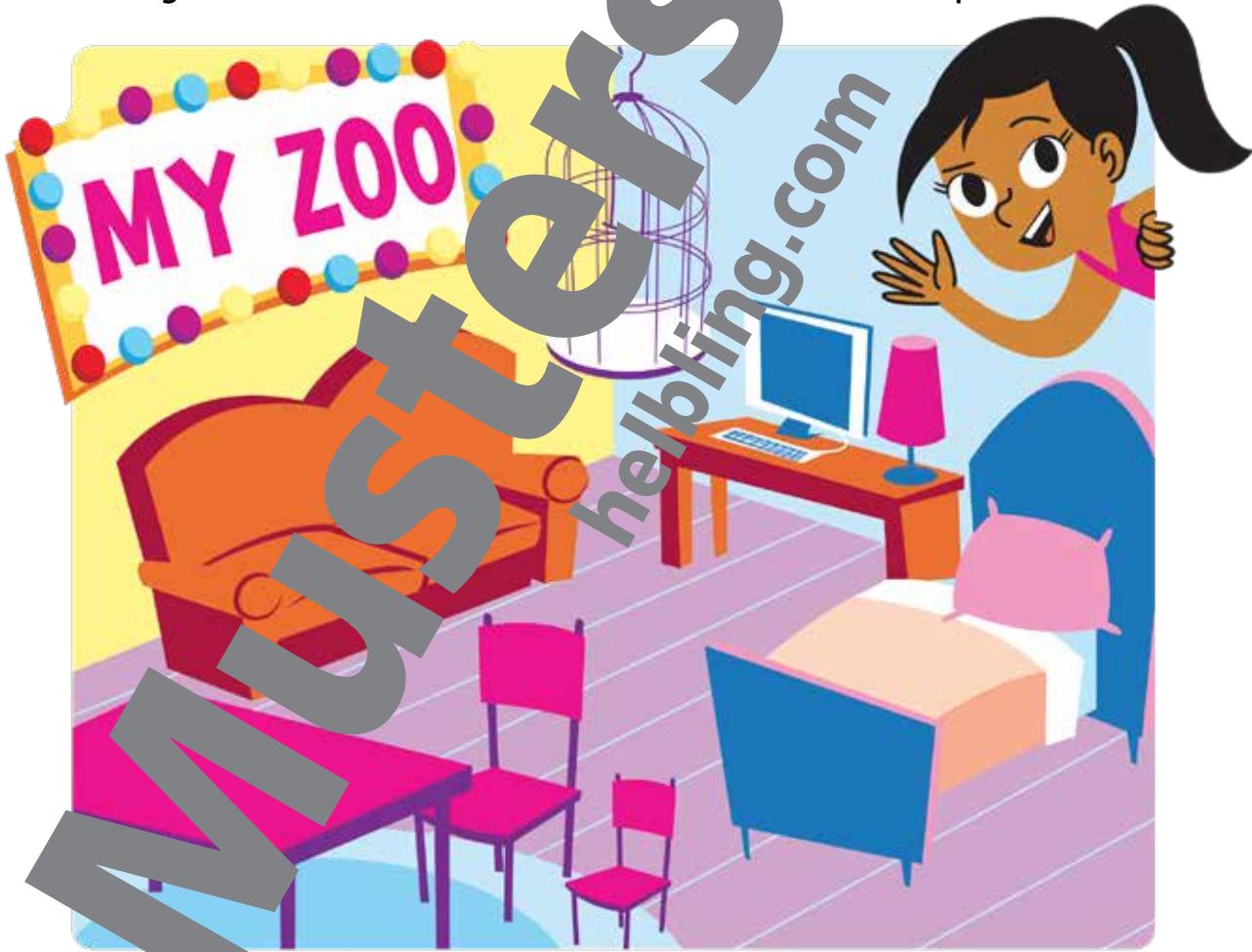
6



7



b Listen again. Where are the animals? Draw them in the correct places.



c Listen again and complete the sentences.

1 The rat is ..... the sofa.

2 The snake is ..... the chair.

3 The dog is ..... the sofa.

4 The cat is ..... the sofa.

5 The hamster is ..... the bed.

6 The crocodile is ..... the sofa.

**1** Read the web forum. Write the pets and their favourite places under the pictures.



Name:



Name:



Name:



Name:

Timmy the rabbit



Name:

Favourite place:

Favourite place:

Favourite place:

Favourite place:

Favourite place:

Favourite place:

### Welcome to the forum

[Home](#) [Forum](#) [Log in](#)

#### Forum

Posts 33

My pet is called Timmy. He's a rabbit. He's small and has black and white. His favourite place is under the green chair.

I've got a snake. His name is Timo. He's long and brown. His favourite place is in the bathroom.

I've got a dog. His name is Ollie. He's black. I really like my dog. His favourite place is next to the bed.

I've got a cat. She's white. Her name is Bella. Her favourite place is on the sofa.

I've got a pet called Robbie. It's a black rabbit. It's got long ears. His favourite place is in front of the yellow chair.

My pet is a dog. She's got brown fur. She's very small. Her name is Millie and her favourite place is behind the table.

**2** Write about a pet in your exercise book (20–30 words). Choose a friend's pet or one of the pets below.



1/35



## 1 a Listen and put the pictures in the correct order.



1/35



## b Listen again and circle T (True) or F (False).

1 Marcus has got a new pet.	T / F	..... new pet is under the sofa. T / F
2 The new pet is a rat.	T / F	..... The new pet is not real. T / F
3 The new pet is beautiful.	T / F	

1/35



## c Read and fill in the missing words. Listen again and check.

## A new pet?

**Kristina** What is it, Marcus?**Marcus** My pet. I've got a new pet. Kristina**Kristina** Really? And where is it?**Marcus** I don't know\*.**Kristina** OK, what is it? A real pet?**Marcus** No, it's a little crocodile. His name is Arnie.**Kristina** <sup>1</sup>.....! You haven't got a crocodile for a pet.**Marcus** Kristina, it's very nice.**Kristina** ....**Kristina** Arnie, it is from, Marcus?**Marcus** I hope so. Let's look.**Kristina** ...**Marcus** Under the sofa? Go and look.**Kristina** Oh no, you go. I'm nervous.**Marcus** OK. Arnie, Arnie.<sup>3</sup>.....?**Kristina** Look. There. Under the sofa. It's green ...**Marcus** Yeah! I've got it. Ouch!**Kristina** Oh, Marcus. What is it?**Marcus** It's Arnie!**Kristina** Oh dear. Help! Help!**Marcus** And it isn't real. It's a plastic crocodile!**Kristina** Oh, Marcus!**VOCABULARY:** \*I don't know. – Ich weiß es nicht.

## 2 Complete the dialogue with your own ideas.

A Where is .....?

B Hmm. Is it .....?

A No, .....

B Or .....?

A No, .....

B Or .....?

A Yes, .....

1 Remember the text on Student's Book page 46. Use the words at the end to rewrite the sentences.

1 In the UK, a dog **you** about 1,800 pounds a year.

**costs**

2 Every year, people **in the US** about 99 billion dollars on pets.

**spend**

2 Read the text. Match the sentence halves. Draw lines.



Hi, I'm Amy. I've got a dog. Her name is Lassie. I love her very much. She's a collie and she's from an animal shelter\*. A dog from an animal shelter costs 50-300 euros. Lassie is old (10 years) and she **was\*** 250 euros. How much is my dog a year? Lassie costs about 700 euros a year. A lot of it is for food. I guess about 350 euros. We all love Lassie. 700 euros is OK, we think.

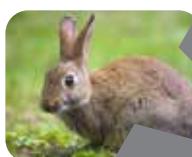


**VOCABULARY:** animal shelter – Tierheim; **was** – war

1 Amy's dog is \_\_\_\_\_  
 2 The dog's name \_\_\_\_\_  
 3 Lassie **was** \_\_\_\_\_  
 4 Lassie **costs** \_\_\_\_\_  
 5 A lot of the money \_\_\_\_\_  
 6 They all \_\_\_\_\_

a 250 euros.  
 b about 700 euros a year.  
 c is Lassie.  
 d a collie.  
 e love Lassie.  
 f is for food.

3 Go online. Find out what these animals cost in a year. Write sentences.



How much is the cage?

The cage for a rabbit is 50-60 euros.



How much is the food?

The food is 120-150 euros a year.



1 Look at the pictures. Look at the letters. Find the words.



**tun**

1 .....



**relquires**

2 .....



**flow**

3 .....



**waterbrrs**

4 .....



**tarp**

5 .....



**stop**

.....

### Everyday English

2 a Complete the expressions with the words from the box.

What's    go    Let    it    happen

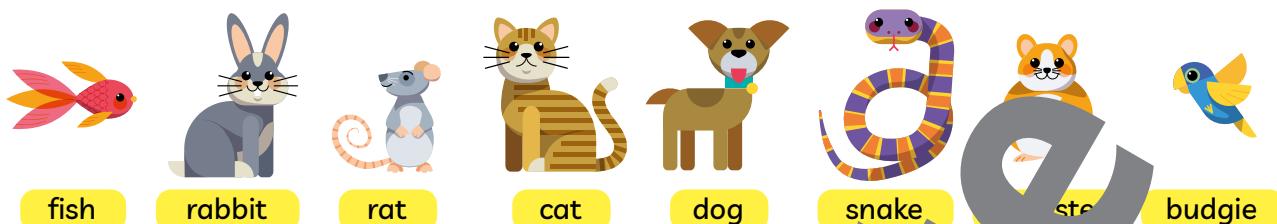
1 Try **it**!    2 .....    3 .....!

b Complete with the expressions in 2a.



# Words and phrases

## Pets



## Prepositions of place



p. 40	<b>animal</b>	Write a short text about an animal.	Tier
	<b>place</b>	What is your pet's favourite place?	Platz; Ort
p. 40/2a	<b>to bring</b>	Bring it to the club tomorrow.	(mit-)bringen
	<b>family</b>	My family has got a dog.	Familie
	<b>No way!</b>		Auf keinen Fall!
	<b>really</b>	I really like my dog.	wirklich; sehr
p. 40/3	<b>Help!</b>		Hilfe!
p. 42/3	<b>best friend</b>	My best friend has got a snake.	bester Freund / beste Freundin
	<b>sister</b>	My sister has got a parrot.	Schwester
p. 43/1a	<b>to get</b>	Oh, no! Quick! Get the dog!	hier: holen
	<b>Right now!</b>		Jetzt sofort!
p. 45/2	<b>floor</b>	No, it's not the floor, it's the coat of the dog.	(Fuß-)Boden
p. 46/1	<b>beautiful</b>	My budgie is very beautiful.	schön
	<b>called</b>	I'm not a dog, I'm called Roco.	genannt
	<b>small</b>	I'm a small, brown and white. It's a rabbit.	klein
p. 46/2	<b>each</b>	Write about each of the animals.	jeder/jede/jedes (einzelne)
p. 47/1a	<b>head</b>	My head is on Linda's head.	Kopf
p. 48/1a	<b>to cost</b>	For a dog, it costs a lot of money.	kosten
	<b>every</b>	Every year, people in the UK spend £7 billion on pets.	jeder/jede/jedes
	<b>money</b>	I cost a lot of money.	Geld
	<b>pound</b>	How much is one pound in euros?	Pfund
	<b>to spend</b>	Every year, people in the UK spend £7 billion on pets.	ausgeben
p. 48/1c	<b>How much ... are ....?</b>	How much is the rabbit?	Wie viel kostet/kosten ... ?
p. 48/2	<b>country</b>	Choose a country: UK, USA, Austria.	Land; Staat
	<b>fact</b>	Write down one fact.	Fakt, Tatsache
	<b>pet</b>	Pick two pets and find out.	wählen
p. 49	<b>world</b>	The squirrel is in a different world.	Welt
p. 49/2	<b>squirrel</b>	Jenna's friend is a squirrel.	Eichhörnchen
	<b>trap</b>	It's a trap!	Falle
p. 49/3	<b>Try it!</b>		Versuch es!

## 5

## My week

## Vocabulary Routine words

## 1 Match the pictures with the words from the box.

do homework have breakfast get up go to school have a cold go to bed



1 .....



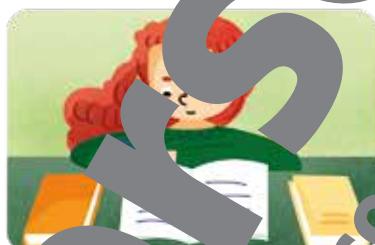
2 .....



3 .....



4 .....



5 .....



6 .....

## 2 Read and complete. Write the letters into the coloured boxes. Find the missing word.

1 <sup>1</sup>u <sup>2</sup>u <sup>3</sup>up at 7 and then I have <sup>2</sup>br <sup>3</sup>ea <sup>4</sup>ft at 8.2 <sup>1</sup>g <sup>2</sup>o <sup>3</sup>s <sup>4</sup>ch <sup>5</sup>oo <sup>6</sup> at 9.I really like school. I have <sup>4</sup>d <sup>5</sup>u <sup>6</sup>n <sup>7</sup>u <sup>8</sup>r at 6 and thenI do <sup>5</sup>u <sup>6</sup>o <sup>7</sup>ework. I <sup>6</sup>g <sup>7</sup>o <sup>8</sup> to <sup>7</sup>b <sup>8</sup> at 9.

..... homework is my favourite!

## 3 Complete the activities for you.

1 <sup>1</sup>u <sup>2</sup>u <sup>3</sup>up at 7 and then I have <sup>2</sup>br <sup>3</sup>ea <sup>4</sup>ft at 8.

2 .....

3 .....



4 .....

5 .....

6 .....

# The After School Club 5 Late!

## 1 a Read the photo story on Student's Book page 49. Put the words in the correct order.

- 1 got / homework? / you / Have .....
- 2 Mr Hart. / homework, / got / I've / English .....
- 3 at / up / get / five! / I .....
- 4 I / at / And / have / six. / breakfast .....

1/36



## b Complete the dialogue with the words from the box. Listen and repeat.

have breakfast    get up    has breakfast    get up    go to school

Tom I <sup>1</sup> ..... at five!

Nicky You <sup>2</sup> ..... at five?

Tom Yes! And I <sup>3</sup> ..... at six.

Nicky My friend <sup>4</sup> ..... at four! And I ..... at five!

## c Complete the dialogue with your own ideas.

A Hello! How are you?

B I'm tired. I ..... at six every day!

A Wow. I ..... .

B I go to school at eight. What about you?

A I ..... .

B I do housework at ..... .

What about you?

I go to work at ..... .

B ..... .

What about you?

A I go to bed at ten.

## Let's talk Saying what you do every day

### 2 a Circle the correct expression.

1 I do homework at seven.

2 I get up at six. What about you?

What about you? How are you?

I'm fine, thanks. / I get up at seven.

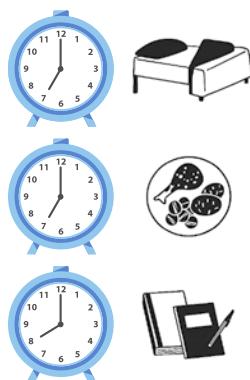
## b Look and write a dialogue.



Josh



Kristy



Josh I <sup>1</sup> ..... **get up at eight** ..... What <sup>2</sup> ..... ?

Kristy <sup>3</sup> ..... .

Josh <sup>4</sup> ..... . What <sup>5</sup> ..... ?

Kristy <sup>6</sup> ..... . And I do <sup>7</sup> ..... .

What <sup>8</sup> ..... ?

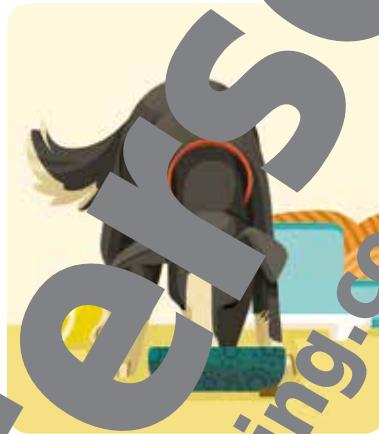
Josh <sup>9</sup> ..... .

**1** Circle the correct verb. Listen and check.

1 I get / gets up at six.

2 You go / goes to bed at nine!

3 He have / has breakfast at seven.



4 We do / does homework. Rex have / has dinner at six.

5 They go / goes to school at eight.

**2** Write the correct form of the verb. Listen and check.1 She ..... **goes** ..... (go) to school at eight.2 I ..... **do** ..... (do) homework at seven.3 We ..... **have** ..... (have) dinner at six.4 He ..... **get** ..... (get) up at five.5 They ..... **have** ..... (have) breakfast at seven.6 They ..... **go** ..... (go) to bed at nine.**3** Write sentences with your own ideas. Use verbs in the present simple.

I'm ... years old. I ..... You're ... years old. You .....

She's Sara. She ..... It's my dog. It .....

We are Justin and Nick. We .....

They are 8 years old. They .....

# Vocabulary Days of the week

1/39



## 1 Listen and circle the correct day.

1 Monday / Wednesday  
2 Saturday / Sunday

3 Tuesday / Thursday  
4 Saturday / Sunday

5 Friday / Monday  
6 Wednesday / Tuesday

## 2 Look at the food diary\* and complete the sentences.

March 2022



1 On Wednesday I eat .

2 On ..... I eat .

3 On ..... I eat .

4 On ..... I eat .

On ..... I eat .

On ..... I eat .

7 On ..... I sleep !

VOCABULARY: \*diary – Tagebuch

## 3 Follow the lines. Write about Molly's week.



1 Monday

2 Tuesday

3 Wednesday

4 Thursday

5 Friday

6 Saturday

7 Sunday



1 On Monday Molly gets up at seven.

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

## 1 Look at the table. Read and write the names.

	M	T	W	T	F	S	S
 Mrs Day							
 Charlie							
 Mr Day							
 Maia							

- 1 **Mr Day** never eats a sandwich for lunch.
- 2 ..... often eats a sandwich for lunch.
- 3 ..... always eats a sandwich for lunch.
- 4 ..... sometimes eats a sandwich for lunch.

## 2 Complete the sentences.

VOCABULARY: \*lunch – Mittagessen

✓✓✓ always    ✓✓✗ often    ✓✗✗ sometimes    ✗✗✗ never

- 1 The dog **✓✓✓** ..... eats burgers.
- 2 The cat **✓✓✗** ..... sleeps at night.
- 3 On Sunday I **✗✗✗** ..... get up at six.
- 4 We **✓✗✗** ..... go to the gym.
- 5 I **✓✓✗** ..... run to school.
- 6 You **✗✗✗** ..... like homework!

1/40



## 3 Put the words in the correct order. Listen and check.

- 1 breakfast / always / have, I / seven / at / On / monday  
**On Monday I always have breakfast at seven.**
- 2 sometimes / Tuesday / On / we / go / to / school / at / six / never / to
- 3 we / On / Wednesday / go / to / school / at / bed / never / to
- 4 does / he / often / homework / at / six / On / at / Thursday  
**He often does his homework at six.**
- 5 Friday / always / go / to / tennis / she / On  
**She always goes to tennis on Friday.**
- 6 TV. / Saturday / often / you / watch  
**You often watch TV on Saturday.**

## 4 Now choose a box. Write sentences about your family and friends.

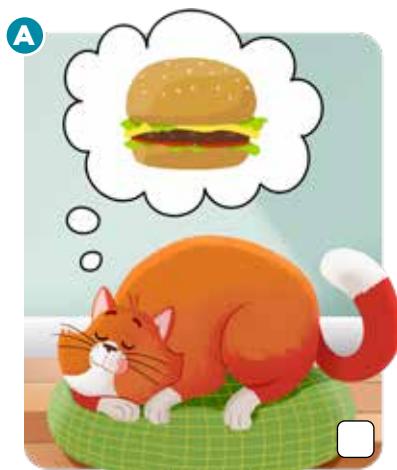
always    often    sometimes    never

gets up    have    watch    goes

**Harry always goes to school at seven.**

1/41

**1 a** Listen and put the pictures in the correct order.



1/41

**b** Listen again and complete the sentences.

- 1 Ginger the cat gets up at .....
- 2 Ginger has breakfast at .....
- 3 Ginger always sleeps in a .....
- 4 Ginger .....
- 5 On .....
- 6 Ginger never goes to .....

**VOCABULARY:** \*bird – Vogel

## Sounds right! Word stress

1/42

**2** Listen and put a dot over the stressed part of the word.

Monday

Wednesday

Friday

Sunday

Tuesday

Thursday

Saturday

## 1 Read the text. Circle T (True) or F (False).

## A day in the life of Ken and Lily



Hi, I'm Ken. I live\* in Chengdu, in China. I always get up at six. I eat noodles for breakfast and go to school at seven. At school, I do homework at eight. I have class at nine. Geography is my favourite subject, but I'm not good at it. I go home at four and I have dinner at six. I do homework at seven. I often go to bed at nine o'clock.



Hi! My name is Lily and I'm 12 years old. I live in Glasgow, in Scotland. I often get up at seven and I go to school at eight. I really like school. My teachers are all nice. I'm very good at maths and PE. I go home at four and I do homework at five. We always have dinner at seven. I go to bed at ten o'clock.



- 1 Ken gets up at six.  T /  F
- 2 Ken goes to school at seven.  T /  F
- 3 Ken does homework at eight.  T /  F
- 4 Lily gets up at eight.  T /  F
- 5 Lily does her homework at four.  T /  F
- 6 Lily goes to bed at ten o'clock.  T /  F

**VOCABULARY:** \*live – leben; wohnen

## 2 Write about you and your friend.

..... and I live in ..... , in ..... .  
 I always get up ..... .  
 I go to school at ..... .  
 My friend ..... gets up ..... .  
 My friend ..... does ..... .  
 ..... goes ..... .





**1 a** Listen and put the pictures in the correct order. Complete the sentence.



The day is .....



**b** Listen again and choose the correct answer.

- 1 Sally is ....
- 2 Beth gets up at ....
- 3 Beth has breakfast at ....
- 4 Beth .... goes to school at night.

me  
tour  
ive  
never

- at school
- five
- six
- often

- in the park
- six
- seven
- always



c Four phrases are wrong. Underline them and write the correct words below.  
Listen again and check.

# What day is it?

**Sally** Mum, I'm going to Beth's birthday party at six.  
**Mum** Oh, I see.  
**Sally** I'm going to Beth's birthday party at six!  
**Mum** Oh, I see.  
**Sally** And she goes to school.  
**Mum** Hmm.  
**Sally** And she never goes to school.

**Mum** OK. And?

**Sally** Today is Sunday ...

**Mum** Yes, today is Saturday.

**Sally** And look! There's Beth!

**Mum** What?! Oh dear ...

Beth! It's Saturday! No school today!

**Beth** Oh no ...

**Sally** It's OK! Come in and have a drink!

1 gets up ..... 2 ..... 3 ..... 4 .....

1 Read the article. Match the pictures (A–F) with the ideas (1–6). Write numbers.



## Sleep well

Sleep is very good for you, but it's sometimes hard to sleep. Here are three tips for a good night's sleep.

NO TV!	DAD'S TIPS	RELAX
1 Steve is twelve. He is very happy. He is very tired. He always watches TV until* ten! It isn't good to watch TV at night.	2 Gary is twelve. He is very happy. He is very tired. He never watches TV at night. After dinner he watches TV for half an hour.	3 Anna is eleven. She is always reading a book. She sometimes reads at eight ... or nine and ten!
4 Ellen is eleven. She is very happy. She often reads a book, but she never reads at nine. She always goes to bed at nine.	5 Dan is twelve. He is often very tired. He plays computer games until nine and goes to bed at ten.	6 Carl is twelve. He is very happy. He often has a bath* at nine and goes to bed at ten.
<p><b>* Don't watch TV in bed!</b></p>		<p><b>Go to sleep at the same time every day!</b></p>
		<p><b>Relax before bed!</b></p>

VOCABULARY: \*until – bis; have a bath – ein Bad nehmen

2 Write two more tips for a good night's sleep.

.....  
.....

# Words and phrases

## Routine words



get up



have breakfast



go to school



have dinner

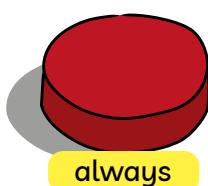


do homework

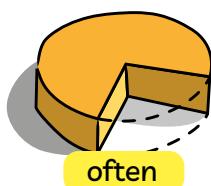


go to bed

## Adverbs of frequency



always



often



sometimes



never

## Days of the week



p. 50	<b>every day</b>	Everyone go to bed at ten.	täglich, jeden Tag
	<b>week</b>	List and write the days of the week.	Woche
p. 50/1a	<b>breakfast</b>	We read a book before breakfast.	Frühstück
	<b>dinner</b>	We have dinner at seven.	Abendessen
	<b>homework</b>	We do my homework after school.	Hausaufgaben
p. 50/2a	<b>Good afternoon!</b>		Schönen Nachmittag!
	<b>Sit down</b>	Everyone sit quietly and do your homework.	sitzen
p. 50/3	<b>cow</b>	Sit down and do your homework.	sich (hin-)setzen
	<b>cow</b>	Bluebell is a cow.	Kuh
p. 53/1	<b>a lot of / lots of</b>	This gives me a lot of energy.	viel/viele
	<b>cake</b>	On Thursday, she eats lots of cake.	Kuchen
	<b>to eat</b>	We eat a lot of pasta.	essen; fressen
	<b>evening</b>	On Friday evening, she goes to bed.	Abend
	<b>have fun</b>	On Saturday, they go to the gym and have fun.	Spaß haben
	<b>ice cream</b>	I never eat ice cream.	Eiscreme

p. 53/1	<b>morning</b>	On Monday morning, she is really quick.	Morgen
	to <b>run</b>	She likes to run in the sun.	laufen, rennen
	to <b>sleep</b>	I sleep eight hours every night.	schlafen
	to <b>start</b>	I get out of bed and start to run.	beginnen, starten
	<b>sun</b>	They never run in the sun.	Sonne
	to <b>swim</b>	Let's all swim in the water.	schwimmen
p. 54/1a	<b>first</b>	The first crisp is bacon and onion.	erster, erstes
	yummy	The burgers are yummy.	lecker
p. 55/2a	<b>the same</b>	The children go to the same school.	denselbe/dieselbe/dasselbe
p. 55/3a	<b>table</b>	Look at the table and talk about Gary.	Tabelle
p. 55/3b	<b>minute</b>	Try and talk about you for one minute.	Minute
p. 56/1	<b>downstairs</b>	They go downstairs to the kitchen and have breakfast.	(nach) unten
	<b>home</b>	The children walk home.	zu/nach Hause; Zuhause
	to <b>leave</b>	The children leave the house and go to school.	verlassen, weggehen
	<b>man (pl men)</b>	There is only one old man and his dog.	Mann
	<b>mistake</b>	Correct the mistake.	Fehler
	<b>our</b>	Our teacher is Mr Hart.	unser/unsere
	<b>pasta</b>	I don't like pasta.	Nudeln, Teigwaren
	<b>phone</b>	The phone says Sunday.	Handy
	to <b>walk</b>	The children walk home.	(zu Fuß) gehen
p. 57/1a	<b>apple</b>	My snack for school is an apple.	Apfel
	<b>dream</b>	A talking sheep? Is it a dream?	Traum
	<b>farmer</b>	My dad is a farmer.	Bauer/Bäuerin
	<b>Poor me!</b>		Ich Ärmste/r!
	<b>sheep (pl sheep)</b>	There's a sheep in the tree.	Schaf
	<b>tree</b>	Yes, it's me! I'm the tree!	Baum
	<b>Wait a minute.</b>		Warte mal einen Moment., Moment mal.
	<b>You're welcome.</b>		Nichts zu danken., Keine Ursache., Gern geschehen.
p. 58/1	<b>hour</b>	We have an hour.	Stunde
	<b>please</b>	A nice person always please and thank you.	bitte
p. 58/2a	<b>before</b>	Sam always reads a book before dinner.	bevor; zuvor; vor
	<b>card</b>	It's Anna's birthday. Write a card for her.	Karte
	to <b>give</b>	Give me the book, please.	geben
	<b>her</b>	Lara's friends like her.	sie; ihr
	<b>horse</b>	One horse sleeps three hours.	Pferd
	<b>important</b>	Some things are very important.	wichtig
	<b>life (n't lives)</b>	Here are five tips for a good life.	Leben
	<b>night</b>	I sleep nine hours every night.	Nacht
	to <b>plan</b>	The list helps me to plan my day.	planen
	<b>table tennis</b>	On Monday, I play table tennis with Jane.	Tischtennis
	to <b>take</b>	Take your maths homework to school!	(mit-)nehmen, bringen
		It's a wonderful morning.	wundervoll
p. 59/2		I go to bed later on Saturday.	später

# Becoming a learning champion

So wirst du zum/zur Lernmeister/in

## Thema 2

### So kriegst du ein Supergedächtnis – und merkst dir den Lernstoff am effizientesten!

**Sätze zum Nachdenken. Kreuze die Sätze an, die gut auf dich passen.**

- Wenn ich etwas lernen muss, lese ich es mir immer wieder durch.
- Ich unterstreiche alles, was ich mir merken will.
- Ich verwende Leuchtstifte und hebe alles mit Farbe hervor, was ich mir merken will.
- Ich beginne immer kurz vor einem Test oder einer Schulprüfung mit dem Lernen.
- Ich versuche, mir in so kurzer Zeit wie möglich so viel zu merken, wie ich nur kann.
- Ich beginne schon ca. eine Woche vor einem Test mit dem Lernen. Ich lerne ca. 30 Minuten lang, dann mache ich eine Pause. Ich wiederhole den Lernstoff öfter.

**Das sind die beiden effizientesten Lerntechniken:**

1. **Rechtzeitig mit dem Lernen beginnen, kürzer unterneinkriegen und viele Wiederholungen.**  
'Mäßig, aber regelmäßig' lautet die Devise! 'Bringt dir alles viel mehr als der Versuch, dir am Tag oder Abend vor dem Test möglichst viele Gedächtnis zu stopfen'.
2. **Übungstests oder Selbsttests:** Dabei musst du gut nachdenken. So merkst du dir am längsten und am besten, was du lernen willst.

**Diese beiden Lerntechniken bringen wenig – oder gar nichts:**

1. Lesen, lesen und nochmals lesen – und dann kann sich niemand merken will. Der Grund: Man kann etwas hundertmal lesen und dabei gar nicht wirklich dabei sein.
2. Unterstreichen oder mit Leuchtstiften hervorheben – die Seite schaut dann meist chaotisch aus. Bringt nichts – sagen die Experten.

### Das ist wichtig für deine Zukunft – denn so lernst du besser!

1. Jede Minute, die du mit dir aufwändest, zum Beispiel eine Liste mit neuen Wörtern nochmals und nochmals und nochmals durchzulesen, oder die Wörter mit Leuchtstiften hervorzuheben oder zu unterstreichen bedeutet 60 Sekunden Zeitverschwendungen. 60 Sekunden, die du viel besser verwenden hättest können.
2. Du möchtest zum Beispiel die Wortliste auf S. 59/60 aus dem Workbook lernen? Nimm dir die linke und zweite Spalte vor und decke die mittlere und die rechte Spalte ab. Test dich selbst. Bilde mit dem Wort einen Satz. Sag dir vor, was das Wort auf Deutsch bedeutet. Dann überprüfe deine Antworten. Hake das Wort an, wenn deine Antworten richtig sind. Wenn nicht, nimm es dir nochmals vor, und später nochmals, usw. Aber nicht, indem du liest und nochmals liest und wieder liest, was in den drei Spalten steht, sondern, indem du dich selbst testest und dich dabei so richtig anstrengst.



## 6

## Food

## Vocabulary

## Food

1 a Look at the pictures. Circle the correct word.



1 bacon / sausages



2 chicken / cheese



3 an onion / a chilli



4 bread / water



5 milk / water



6 ketchup / sandwich

1/44



b Write the words. Listen and check.



1 .....



3 .....



4 .....



5 .....



6 .....

2 a Look at the pictures. Circle the words.

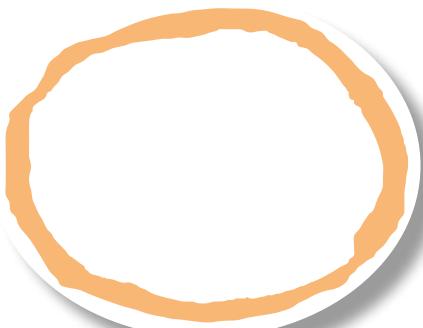


On the pizza there is

....., .....

and .....!

b Draw your pizza. Write a sentence.



On my pizza .....

!

## 1 a Read the photo story on Student's Book page 59 again. Cross out the extra words.



## b Put the dialogue in the correct order.

**Mr Hart** It's bacon and onion.  
 **Lily** No, I don't like it. What is it?

**Hart** You do like that flavour.

## c Complete the dialogue with your own ideas.

A I don't like that. What is it?  
B It's ..... and .....

A Yuck! It's ..... and .....

## Let's talk Reacting to food

### 2 a Match and write the expressions.

Yuck. It's delicious!



## b Write dialogues with your own ideas.



**Tom** What flavour is it?  
**Jane** .....  
**Tom** .....



**Jackie** What flavour is it?  
**Joe** .....  
**Jackie** .....

## 1 Match the sentences with the pictures. Draw lines.



- 1 I don't like PE.
- 2 You like dogs.
- 3 She likes PE.
- 4 Milly doesn't like dogs.
- 5 He doesn't like PE.
- 6 Tilly likes water.

## 2 Complete with the correct negative forms of the verbs.

- 1 She likes chilli, but she ..... onions.
- 2 We go to school on Fridays, but ..... on Sundays.
- 3 I eat bacon, but I ..... chicken.
- 4 They play volleyball, but ..... football.
- 5 She learns English, but she ..... German.
- 6 You like Fridays, but ..... Thursdays.
- 7 I speak German, but I ..... Spanish.
- 8 He likes black, but ..... blue.

## 3 Write short sentences about you, your family and friends or your teacher.

Mum doesn't speak German.

I don't like ...

## 1 a Find and circle 13 more words for food and drinks.

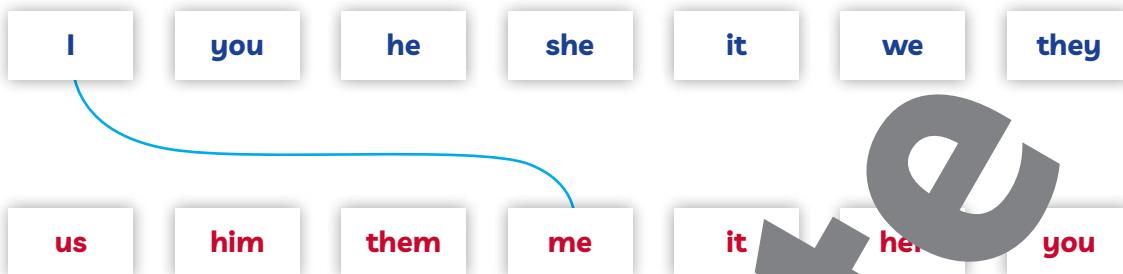


## b Write the words from 1a under the pictures.

2 Write sentences about you. Use *I like ... / I don't like ...*.

I like ... but I don't like tea.

## 1 a Match the pronouns. Draw lines.



## b Circle the correct word.

1 *I / Me* like bacon.  
 2 Give it to *I / me*.  
 3 *He / Him* is my best friend.  
 4 The sandwich is for *he / him*.

5 *She / Her* is <sup>4</sup> today.  
 6 The present is for *her / she*.  
 7 *We / We* are American.  
 8 *They / They* aren't happy.

1/45



## 2 Read and complete. Listen and check.



**Dad** Great, the food is here.  
 1 ..... I'm very hungry.

**Waiter** OK, sir. Your bacon is for <sup>2</sup> ..... .

**Dad** I don't for ..... . It's for ..... Anna.

**Waiter** OK, Anna, and the chips for <sup>5</sup> ..... too?

**Anna** ..... are for <sup>7</sup> ..... , my brother Tom.

**Waiter** Oh, where <sup>8</sup> ..... are. Who's the bacon sandwich for?

**Dad** That's for <sup>9</sup> ..... Thank you. And the spaghetti is for <sup>10</sup> .....

**Mum** Yes, the spaghetti is for <sup>11</sup> ..... .

**Waiter** And the water?

**Mum** That's for all of <sup>12</sup> ..... Thank you.

**Waiter** One more thing. There's ice cream for all of <sup>13</sup> .....

**Dad** Ice cream?

**Waiter** Yes. It's a present from <sup>14</sup> ..... , the man and woman\* on table three over there.

**Dad** Ah, it's my boss and his wife\*. Thank you very much.

VOCABULARY: \*woman – Frau; wife – Ehefrau

1/46



## Sounds right /tʃ/

### 1 Listen and circle the /tʃ/ sounds.



1/47



### 2 Listen and choose the correct pictures.

1 In Dana's sandwich there is ...






2 Lunch is at ...






3 On Fred's favourite pizza there is ...



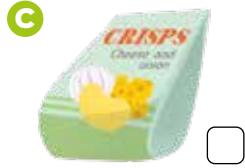





4 Robin likes ...








5 Gina buys ...







## 1 Read and match the pictures with the children. Write the names.



1 .....



2 .....



3 .....



4 .....



Adrian

Today I've got a sausage and a packet of crisps. I really like the school's sausages. They're delicious. I've got a glass of milk and ice cream too. It's a good meal. We always have good meals on Monday.

Ana

What have I got for lunch today? Sausages? No. Chicken? No. Spaghetti? Yes. Spaghetti's OK. A plate\* of spaghetti and a glass of milk. Not bad for a Monday.



Adam

I've got chicken for lunch today. I love chicken. It's my favourite. I've got my favourite crisps, steaks and onion. I've got a bottle of water and a chocolate bar. It's the perfect lunch.



Alice

Today I've got a sausage and some chicken. It's Monday. I'm always hungry on Mondays. I've also got a packet of crisps, ice cream, a chocolate bar and a bottle of cola. I'm hungry. Very hungry.

## 2 What's your favourite school meal? Draw a picture and write about it.



.....

.....

.....

.....

.....

.....

VOCABULARY: \*plate – Teller

1/48

## 1 a Listen. Who orders what? Do they like it? Draw lines.



Dad



Sally



1/48

## b Listen again. Choose the correct answers.

- What does Sally have on her pizza?
- What does Dad think of the spaghetti?
- What has the spaghetti got in it?
- What does 'arrabbiata' mean in English?

chicken  sausages  bacon  
 It's delicious.  It's hot.  It's cold.  
 chilli  onion  fish  
 everywhere  angry  happy

1/48

## c Read and fill in the missing words. Listen again and check.

## The best food?

**Dad** Italian food. The best food in the world.

**Sally** I love it too. It's <sup>1</sup> delicious.

**Waiter** Good afternoon. Here are the menus.

**Sally** I want a pizza please, Dad.

**Dad** You always <sup>2</sup> ..... a pizza. Try something different.

**Sally** I don't want to. I want a pizza, bacon pizza.

**Dad** OK. I want something ..... Let's see. Ah, yes, spaghetti and arrabbiata, perhaps?

**Waiter** Are you <sup>3</sup>?

**Dad** Yes, I am.

**Waiter** Are you really, really sure? You want arrabbiata?

**Dad** I'd like ..... pizza and ..... spaghetti arrabbiata.

**Waiter** Very good.

(Ten minutes later.)

**Waiter** Here's your pizza.

**Sally** Thank you.

**Waiter** And here's your <sup>6</sup> ..... arrabbiata.

**Dad** Mmm. Delicious.

**Waiter** Enjoy your <sup>7</sup> .....

**Sally** This pizza is good.

**Dad** And this spaghetti is ... agghhh!

**Sally** What is it?

**Dad** Hot. It's really hot. I want some <sup>8</sup> ..... now.

**Sally** Well, of course it's hot, Dad. It's got chilli in it ... and arrabbiata is <sup>9</sup> ..... in English!

**Dad** Water! Now! Please!

## 2 Complete the dialogues with your own ideas.

1 **Waiter** Here are the menus.

**Fred** I want .....

**Jane** And I .....

2 **Waiter** Here's your food.

**Fred** This .....

**Jane** And this .....

## 1 a Read and tick the food Alan uses.



## MY big bROTHeR – The cook ... again!

Oh no, Mum and Dad are away again. Alan is the cook – again. Alan thinks he's a good cook, but Alan isn't a good cook. It's only two days – Saturday and Sunday. Two days! Saturday morning – no food on the table. "Get your own breakfast," he says. This is a good start. I eat chocolate and I drink milk. It's 12. I'm in my bedroom. He's in the kitchen. "Lunchtime, Marisa," he shouts.

Now I'm in the kitchen. "Lunch," he says. He puts a plate on the table. "What is it?" "An experiment!" he says.

I look at the plate. There are sausages. There's spaghetti. There's cheese. There's onion. There are crisps. There's a banana. There's bread. "Alan," I say, "This is no good." "Oh," he says. He's sad. "How about some bacon cake?" he asks. "No, thanks," I say.

It's six o'clock. Now I'm hungry. Very hungry. Alan puts a plate in front of me. "Tomato soup\* for starters," he says. "It's been very hot."

I taste the soup. "Yuck, I can't eat this, Alan."

Next, it's a sandwich – a banana sandwich! With ketchup! I taste the sandwich. "Yuck, I can't eat this, Alan."

"How about some bacon cake?" Alan says. "There's some from lunch."

"What can I say?"

Ring-don, ring-don, the door bell\*. I run to the door. I open it. It's Mum and Dad. I'm happy, very happy.

"What a terrible\* hotel!" Mum says. "What terrible food!"

"So we're home," Dad says. "And we've got pizza for all of us!"



**VOCABULARY:** \*soup – Suppe; taste – schmecken, probieren; door bell – Türklingel; terrible – schrecklich; early – früh

## b Read again. Circle T (True) or F (False).

1 Mum and Dad are away for a week. T / F	4 Dinner is at six. T / F
2 Alan cooks breakfast on Saturday. T / F	5 Marisa doesn't like the banana sandwich. T / F
3 Marisa eats a lot of lunch. T / F	6 Mum and Dad come home early*. T / F

## 2 Read Leo's email to you. Write an answer to Leo (50–70 words) in your exercise book.

Hi,

My favourite restaurant is called *Amici*. They've got the best Italian food there. I really love their pizza and their pasta. We often go there for lunch on Saturday. Then I always eat "Pizza Amici". It's got bacon, tomatoes and a lot of cheese on it. With my pizza, I always drink a glass of water or apple juice. My brother doesn't like pizza. He often eats pasta with chilli on top. I hate chilli. Yuck! He loves it. Tell me about your favourite restaurant!

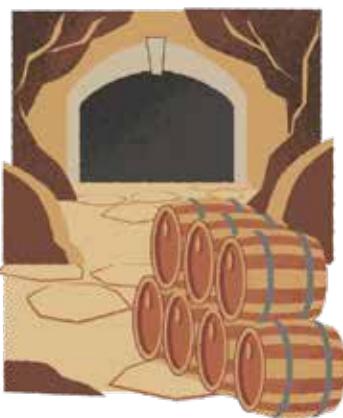
Yours, Leo

Send

## 1 Complete the words.



1 d \_\_\_\_\_



2 c \_\_\_\_\_



3 f \_\_\_\_\_



4 p \_\_\_\_\_

## Everyday English

### 2 a Complete the expressions with the words in the box.

it's Well true Promise on out do

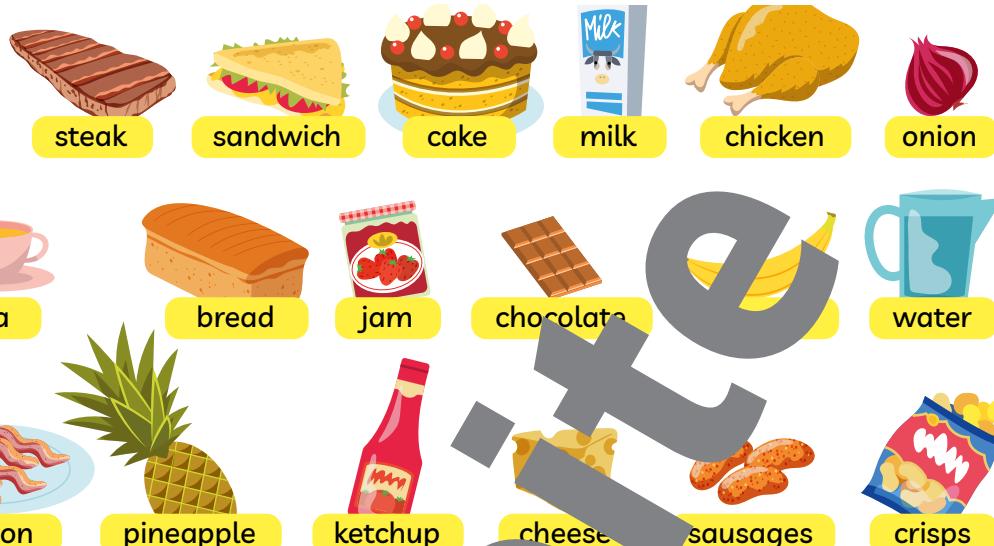
1 Go ..... on ..... !

2 ..... !

### b Complete with the expressions from the box.



## Food and drinks



p. 60	<b>diary</b>	I always write into my diary.	Tagebuch
	<b>drink</b>	What drink is in your lunchbox?	Getränk
	<b>lunchbox</b>	What's in your lunchbox?	Jausenbox
p. 60/2a	Yuck!	Yuck. I don't like pineapple.	Igitt! Pfui!
p. 63/1a	<b>to drink</b>	I always drink apple juice.	trinken
	<b>to hate</b>	I really hate cheese.	hassen, nicht ausstehen können
p. 64/1a	<b>big</b>	My big brother thinks he's a good cook.	groß
	chips	The big steak and chips are for me.	Pommes frites
	<b>to enjoy</b>	Enjoy your meal.	genießen
	<b>meal</b>	Try a different meal.	Mahlzeit, Essen
	<b>waiter</b>	Excuse me, waiter? Where is my food?	Kellner
p. 64/3	<b>present</b>	Give your friend a present.	Geschenk
p. 64/3a	<b>piece of paper</b>	Draw the present on a piece of paper.	ein Stück Papier
p. 65/2	<b>to cook</b>	I like to cook pasta.	kochen
p. 65/2a	<b>Anything else?</b>		Noch etwas?
	bad luck	It's not sausage for lunch today. Bad luck.	Pech; Missgeschick
	<b>lunch</b>	I sometimes have Chinese food for lunch.	Mittagessen
	<b>packed lunch</b>	He's got buckets of crisps in his packed lunch.	Lunchpaket
p. 66/1a	<b>exciting</b>	I'm not very exciting.	aufregend, spannend
	<b>juice</b>	I buy a bottle of apple juice at school.	Saft
p. 66/1b	<b>face</b>	Again and draw a face for each person.	Gesicht
p. 67/1a	<b>lucky</b>	I'm lucky today.	glückbringend
	<b>menu</b>	I look at the menu.	Menü, Speisekarte
	<b>of course</b>	Are you sure? – Yes, of course.	natürlich
	<b>sure</b>	Are you really sure?	sicher
p. 67/2	<b>healthy</b>	Burgers are not healthy. Order something healthy.	gesund
	<b>salad</b>	Here's a cheese and tomato salad for you.	Salatteller
	<b>noch?</b>		Was gibt es da noch?
p. 68/1a	<b>buy</b>	I sometimes buy a chocolate bar at school.	kaufen
	<b>cook</b>	Alan thinks he is a good cook.	Koch/Köchin
	<b>crazy</b>	I don't eat it. I'm not crazy.	verrückt
	<b>excellent</b>	I'm an excellent cook and I love to experiment.	ausgezeichnet
	<b>why</b>	Why do you always eat unhealthy burgers?	warum
p. 68/2	<b>to describe</b>	Imagine Alan cooks for you. Describe the meal.	beschreiben
p. 69/3	<b>But it's true!</b>		Aber es ist wahr!
	<b>Well done!</b>		Gut gemacht!

## 7

## My family and friends

## Vocabulary Family

2/1

1 Listen and number the pictures.



2 Find and circle seven more words.



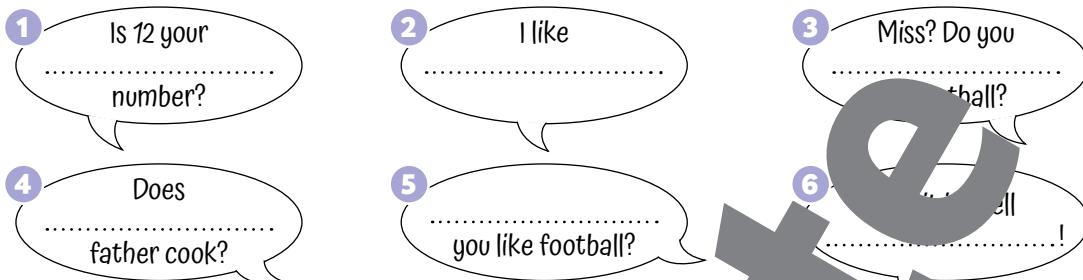
2/2

3 Complete and listen and check.



Hi, I'm Kenny and this is my family. There's Susan, my <sup>1</sup> m \_\_\_\_\_, and my <sup>2</sup> t \_\_\_\_\_, Martin. I've got two <sup>3</sup> s, Hanna and Lucy, and one <sup>4</sup> t \_\_\_\_\_, Lucian. Then there are my dad's <sup>5</sup> a \_\_\_\_\_, <sup>6</sup> r \_\_\_\_\_ Alison and <sup>7</sup> n \_\_\_\_\_ Dexter. I've also got two <sup>8</sup> t \_\_\_\_\_ s, Alex and Sam. They're in my class.

## 1 a Read the photo story on Student's Book page 69 again. Fill in the missing words.



## b Read the photo story again. Write the answers to the questions in 1a (1, 3, 4 and 5).

1 ..... 4 .....  
 3 ..... 5 .....

2/3

## c Complete the dialogue with sentences from the photo story. Listen and check.

No, I don't.    What do you like?    Do you like tennis?

**Marc** Hi, Jenny. Can I ask you about sports?  
**Jenny** Alright.  
**Marc** 1.....  
**Jenny** No, I don't.  
**Marc** Do you like badminton?  
**Jenny** 2.....

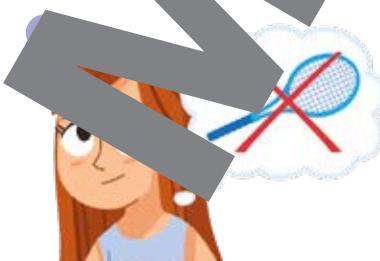
**Marc** Do you like volleyball?  
**Jenny** Hmm. No, I don't.  
**Marc** 3.....  
**Jenny** Football!  
**Marc** Do you really like it?  
**Jenny** Yes, I do. I play in a team.

## d Complete the dialogue with your own ideas.

A Do you like sports?  
 B No, .....  
 A What .....?  
 B Guess again.  
 A Do you .....?  
 B Yes, .....

## Let's talk! Do you like ...? / Does he/she like ...?

## 2 Write the following dialogues.



A Does she like tennis?

B .....



A .....

B .....



A .....

B .....

## 1 Read the questions. Write the answers from the box.

Yes, I do. No, I don't. No, he doesn't. No, she doesn't.

1 Miss Tilki, do you like basketball? **Yes, I do.** .....

2 Miss Tilki, does your father own a restaurant? .....

3 Miss Tilki, do you cook in a restaurant? .....

4 Miss Tilki, does your mother teach English? .....

2/4

## 2 Complete the questions and answers. Listen and check.



A Do you like ..... **cooking** ..... ?

B No, .....



A Amy and Lisa ..... ? **A** ..... Max and Lily ..... ?

**B** .....



A Do you like ..... **soccer** ..... ?

B No, .....



A ..... your mom ..... it ..... ?

B No, ..... **B** .....



A ..... he ..... ?

**B** .....

## 3 You are going to ask your partner about your family and what they like. Write four questions and answers.

A **Does** **your brother** like muesli? – B **Yes, he does.** .....

A ..... – B .....

## 1 a Listen and number the words.

 tall short smart chubby fit pretty

## b Look at the numbers for the letters B, L and O. Find the adjectives and fill in the table.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	U	V	X	Y	Z
22																							

1	<u>26</u>	<u>2</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>24</u>
2	<u>5</u>	<u>4</u>	<u>18</u>	<u>18</u>		
3	<u>15</u>	<u>21</u>	<u>4</u>	<u>2</u>	<u>5</u>	

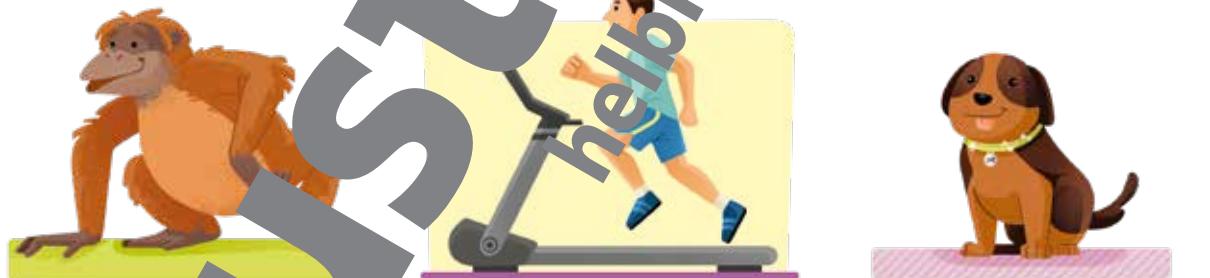
4	<u>15</u>	<u>20</u>	<u>2</u>	<u>5</u>
5	<u>1</u>	<u>3</u>	<u>5</u>	
6	<u>14</u>	<u>2</u>	<u>16</u>	<u>B</u>

## c Write the words from 1b under the pictures.



And the answer is ...

1 ..... 2 ..... 3 .....



4 ..... 5 ..... 6 .....

## 2 Think about your family and friends. Write six questions and answers. Use the verbs in the box.

read play run jump

Does your brother like to cook?

- Yes, he does. / No, he doesn't.

.....

- .....

.....

- .....

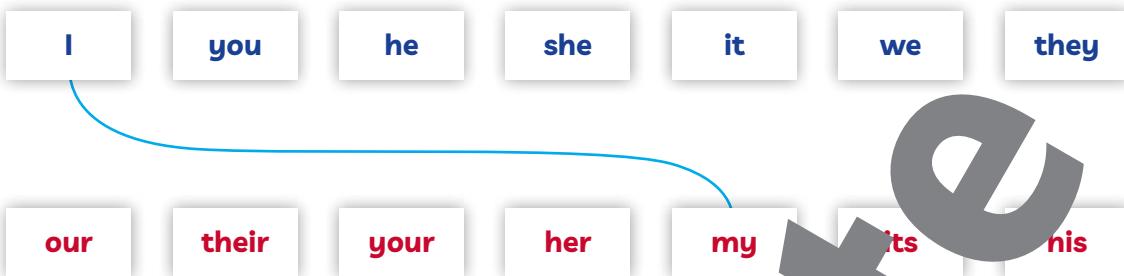
.....

- .....

.....

- .....

## 1 Match the pronouns. Draw lines.



2/6

## 2 Put the dialogue in the correct order. Listen and check.

<input type="checkbox"/> Carrie	It looks like my pen.	<input type="checkbox"/> Dragan	It is.
<input checked="" type="checkbox"/> Carrie	Dragan, that pen! Is that	<input type="checkbox"/> Carrie	It's OK.
<input type="checkbox"/> Tonio	your pen?	<input type="checkbox"/> Dragan	Really?
	Yes, Dragan. Carrie is right.	<input type="checkbox"/> Dragan	Oh yes, I think you're right,
	It's her pen. Your pen is over there.		Tonio. Sorry, Carrie.

2/7

## 3 Complete with the possessive adjectives from the box. Listen and check.

my my our your

Teacher	Girls, are these <sup>1</sup> ..... <i>your</i> ..... exercise books?	Teacher	OK.
Sato	Yes, the blue one is <sup>2</sup> ..... book and the green one is <sup>3</sup> .....	Mr & Mrs Adams	Sorry, sir, but I think these are <sup>4</sup> ..... books.
Cindy	That's <sup>5</sup> ..... book.	Cindy	Oh, sorry, you're right.

## 4 Look at the pictures. Complete the sentences with *my*, *its*, *our* or *their*.



This is ...'s puppy.



This is ..... book.



Our teacher's got a dog. I don't know ..... name.



On Sundays, Dad and I always wash ..... car.



The Mann family lives here and the red car in front of the house is ..... car.



For ..... birthday party, I've got this lovely cake.

## Sounds right /w/

2/8



## 1 Listen and repeat.

Where Wally, where?  
 And when, Wally, when?  
 And why, Wally, why?  
 And what Wally, what?  
 No idea!

2/9



## 2 a Listen and write the names.

Selma

Tony

Chris

Tiddles

Nouran

Linda

Sara



2/9



## b Listen and write a fact about each person.

.....

.....

.....

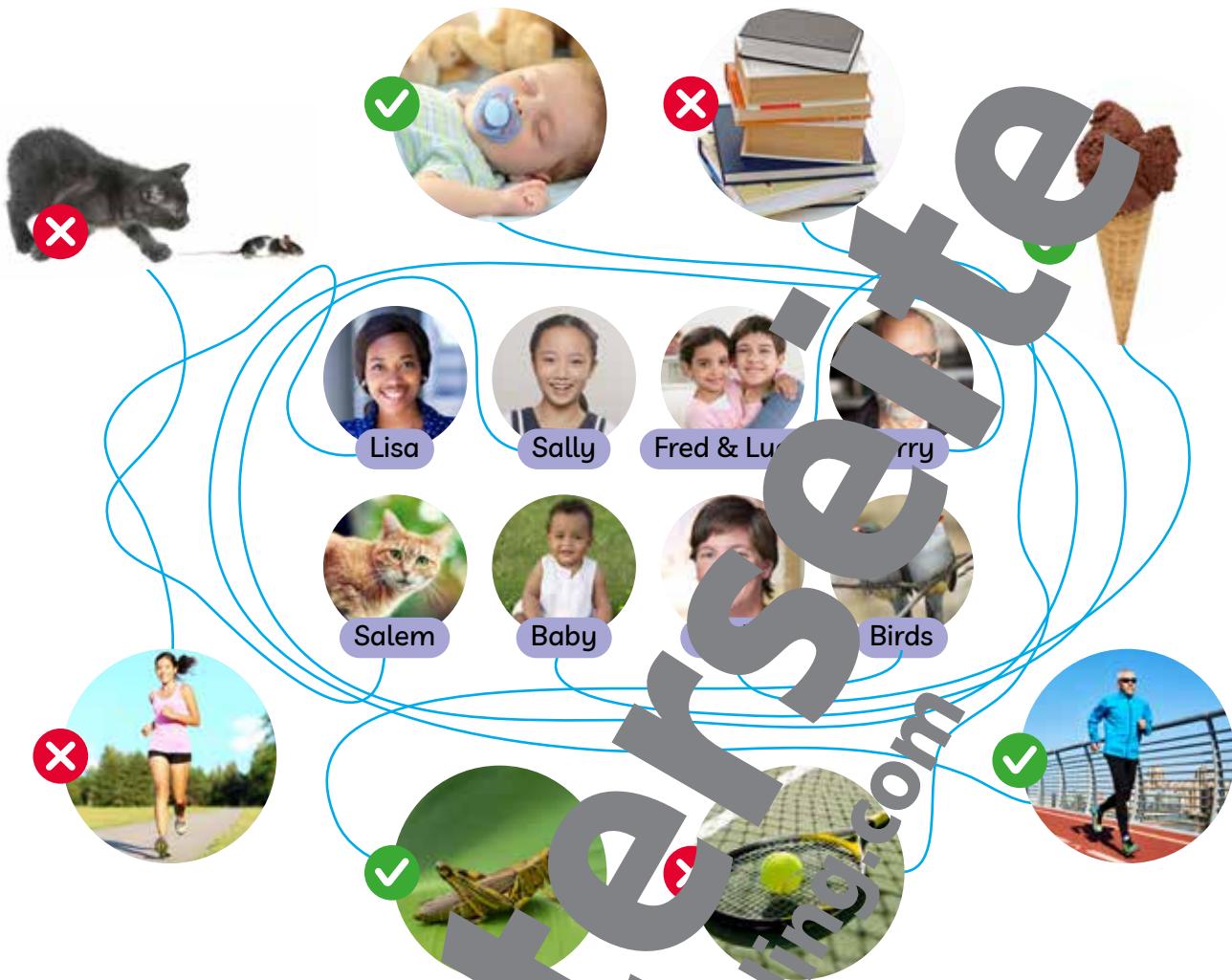
.....

.....

.....

.....

## 1 Look and read. Then answer the questions.



- 1 Does Linda love ice cream?
- 2 Does Sally like books?
- 3 Do Fred and Lucy like
- 4 Does Jerry run every day?
- 5 Does Salem run after a mouse?
- 6 Do babies sleep a lot?
- 7 Does Linda want to run away?
- 8 Do butterflies like insects?

You she does.

© 2010 by the McGraw-Hill Companies, Inc. All rights reserved.

Digitized by srujanika@gmail.com

.....

.....

.....

.....

.....

## 2 Read the story. Answer the questions.

## 1. Does Ben like horror films?

like horror films.

2 A

**B** Yes, you're right. They start school at nine.

3 A .....  
B ..... C ..... 66.4

**B** Yes, Rose eats a lot of fruit.

4 A .....  
B No, we don't play tennis.

5 A ?

**B** No, Marina doesn't eat breakfast.

2/10

**1 a** Listen and answer the questions.

- 1 Who is Dexter? .....
- 2 Where does he live? .....
- 3 What does he count? .....
- 4 Who helps him? .....

2/10

**b** Listen again and circle T (True) or F (False).

1 Daisy is Anna's sister.	T / F	4 Dexter and Frank help you count crocodiles.	T / F
2 Daisy likes stories about animals.	T / F	5 Anna doesn't like them.	T / F
3 Dexter is Anna's uncle*.	T / F		

**VOCABULARY:** \*uncle – Onkel

2/10

**c** Read and fill in the missing words. Listen again if you need to.

in Australia. ... my brother called ... No way, Grandpa. ... your family?  
 There are 50 million ... There are no alligators in Australia.

**Grandpa's next story**

<b>Anna</b>	Grandpa! Please tell me and Daisy another story!	<b>Grandpa</b>	It is. They count how many crocodiles there are. Or they count how many kangaroos there are.
<b>Grandpa</b>	A story about a fish. For Daisy?	<b>Anna</b>	No way, Grandpa. You can't count them all.
<b>Anna</b>	No, not a story about animals.	<b>Grandpa</b>	But you can. They go from place to place and count the animals.
<b>Grandpa</b>	OK! Do you like stories about our family?	<b>Anna</b>	But Grandpa, ... kangaroos in Australia.
<b>Anna</b>	<sup>1</sup> ... <b>Our family?</b> ... Yes, we do.	<b>Grandpa</b>	See! Dexter and Frank are good at their job.
<b>Grandpa</b>	Great! So... this is ... about ...	<b>Anna</b>	I don't believe you.
<b>Anna</b>	<sup>2</sup> .....	<b>Grandpa</b>	No? Next month* they want to count alligators.
<b>Grandpa</b>	Your brother? I can't remember your brother.	<b>Anna</b>	Ha ha, Grandpa. <sup>6</sup> .....
<b>Grandpa</b>	Well, he's much older now. He lives ...	<b>Grandpa</b>	.....
<b>Anna</b>	<sup>3</sup> .....	<b>Grandpa</b>	OK, you win*.
<b>Grandpa</b>	Really? Where in Australia?	<b>Anna</b>	
<b>Grandpa</b>	Well, he and his son* Frank count animal ...	<b>Grandpa</b>	
<b>Anna</b>	<sup>4</sup> .....	<b>Grandpa</b>	
	... animals. But it's not a job.	<b>Grandpa</b>	

**VOCABULARY:** \*older – älter; son – Sohn; month – Monat; win – gewinnen**2** Listen and continue the dialogue with your own ideas.

**Grandpa** Anna, please tell me a story.

**Anna** ... but what?

**Grandpa** ... but .....

**Anna** But I don't know a story .....

**Grandpa** Then tell me .....

**Anna** Our family?

**Grandpa** Yes, .....

**Anna** OK, let me think.

**1** Read about the two families. Answer the questions.

Hi. This is my family, the Zhang family. My name is Mei-hui. That's 'beautiful' in English. I'm 14 years old and I go to a very nice school for girls. Then there's my brother. He's 8 and his name is Gang. Gang is a small boy and he's very sporty.

My father is called Jin. That's 'sun' in English. My father is a happy man and we have lots of fun together. My mother is Chun. She's also a happy person and she's pretty.

My father's parents also live with us. Grandpa Yuze ('friend' in English) is a teacher. He's old, but he's very old. He's 57. Grandma Qing ('blue' or 'sky' in English) is also a teacher. We're a great family and we love our family very much.



Hi. I'm Sophia. I'm seven and I'm from Canada. This is my family: Mum, Dad and my dog Buck. Buck is four years old and we all love him. He can run and run and run. He can play ball from morning to evening too!

My dad is called Roy and he's a farmer. He's 34 years old and he likes his work at the farm... Mum is called Helen. She's 32. She doesn't work at the farm. She does something with computers, but I don't really know what. I have no brothers or sisters, but I have a best friend, Emily. She's in my class. We're together a lot.

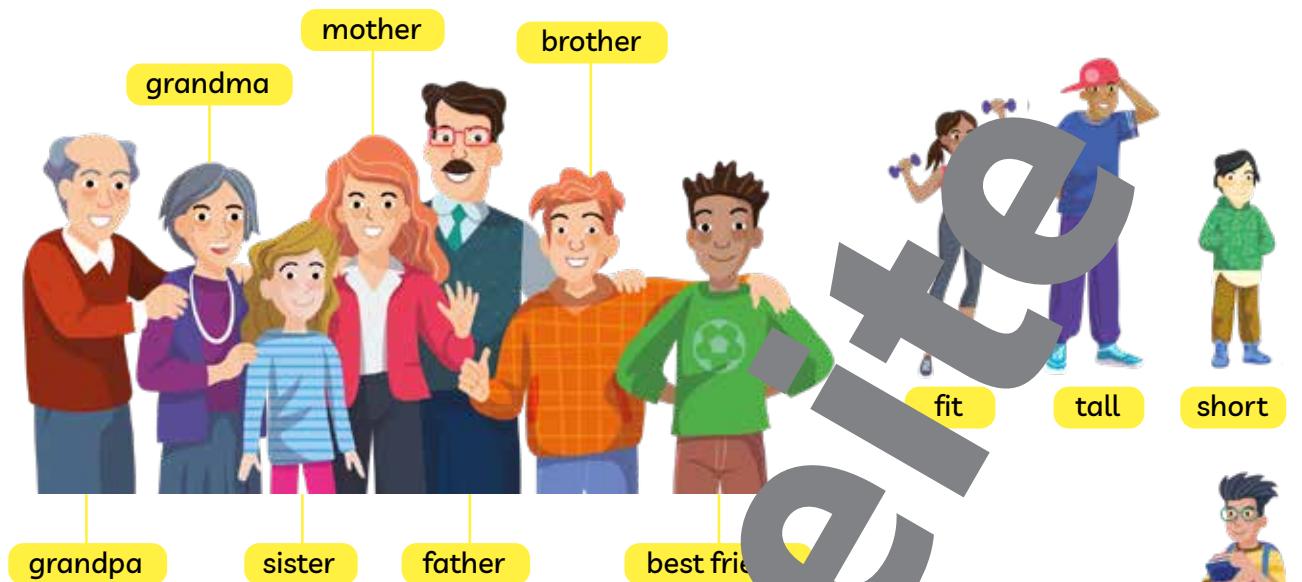
- 1 Does Mei-hui go to a girls' school?
- 2 Who is pretty?
- 3 What is Grandma Qing?
- 4 Does Mei-hui love her family?
- 5 How old is Sophia?
- 6 What does Sophia's mother do?

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

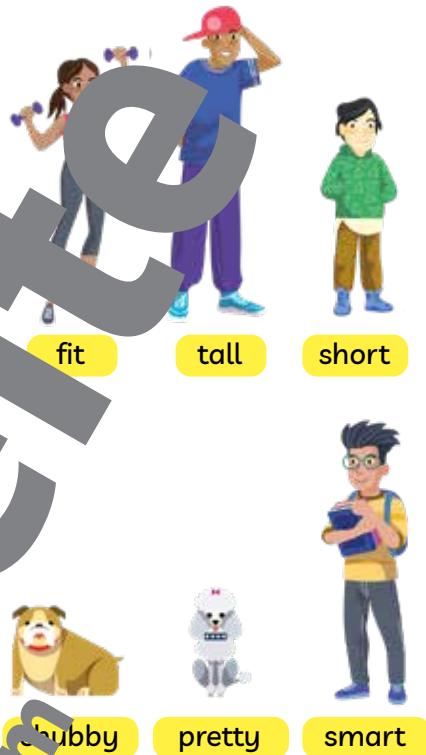
**2** Look at the photo of Carla Suarez and her family. They live in Bolivia in South America. Carla's family writes an email about her family to you. Make up the facts and write Carla's email in your exercise book (50–70 words).

Hi. My name is Carla and this is my family. ....  
.....  
.....  
.....

## Family



## Adjectives



p. 70/1a	<b>parents</b>	My parents are away for the weekend.	Eltern
p. 70/2a	<b>boyfriend</b>	Tom isn't here. He's with his boyfriend.	fechter Freund
p. 70/3	<b>door</b>	There is a red door in the hallway.	Tür
p. 73/1a	to <b>dance</b>	Do your friends like to dance?	tanzen
	<b>heart</b>	My family are always in my heart.	Herz
	<b>high</b>	He jumps up high.	hoch
	<b>sky</b>	Can you jump into the sky?	Himmel
p. 74/1a	to <b>clean (up)</b>	Let's clean up the shoes!	wegräumen; sauber machen
	<b>shoe (pl shoes)</b>	It's time to go home. Let's clean up the shoes.	Schuh
	<b>wrong</b>	This sentence is wrong.	falsch; nicht in Ordnung
p. 74/2	<b>friendly</b>	Many animals are friendly.	freundlich
	<b>hair</b>	My hair is nice today.	Haare
p. 74/3	<b>car</b>	This is my car.	Auto
	to <b>live</b>	Many people live in families.	leben
p. 75/2a	<b>anything</b>	I can't do anything.	irgendetwas
	<b>until</b>	I play piano until lunch.	bis
p. 76/1a	<b>hat</b>	Where's my hat?	Hut
	<b>small</b>	The little boy is small.	klein
p. 76/2a	<b>bird</b>	Where does this bird live?	Vogel
p. 77/1a	<b>together</b>	Do you watch TV together?	zusammen
p. 78/1	<b>alone</b>	They often live alone or in small groups.	allein
p. 78/2a	to <b>help</b>	The mums help each other.	helfen
	<b>herd</b>	The elephants live in a herd.	Herde
	in <b>the wild</b>	Do elephants live longer in a zoo or in the wild?	in freier Natur, in freier Wildbahn
p. 79/1	<b>memory</b>	How good is your memory?	Gedächtnis; Erinnerung

# Becoming a learning champion

So wirst du zum/zur Lernmeister/in

## Thema 3

Übungstests sind DIE Wunderstrategie – und so wendest du sie dir am besten zum Beispiel auf eine Schularbeit oder einen Test vorzubereiten an!

**Fragen an dich – kreuze jeweils die Antwort an, die du für richtig hältst:**

- Übungstests bewirken,  
 dass du glaubst, du kannst fast alles, aber das stimmt nicht  
 dass du dich bei einem Test eher nicht so gut konzentrieren kannst  
 dass du mit Prüfungs- und Teststress besser umgehen kannst
- Wer glaubt, den Lernstoff zur Vorbereitung unbedingt gut durchzulesen zu müssen,  
 sollte dafür nur drei Minuten einplanen.  
 sollte den Stoff unbedingt leise lesen.  
 sollte sich den Stoff am besten laut vorlesen.



**Das haben Wissenschaftler/innen herausgefunden:**

- Je länger du dir etwas merken sollst, umso effizienter ist es, wenn du Übungstests zum Lernen nützt.
- Je länger du dir etwas merken sollst, umso weniger bringt es dir, wenn du den Lernstoff immer wieder durchliest.
- Wer sich den Lernstoff selbst laut vorliest, lernt diesen etwas besser als beim leisen Lesen. ABER: Übungstests statt „Lernen durch wiederholtes Durchlesen“ sind viel effizienter!
- Studien haben gezeigt, dass Schüler/innen sich mit Hilfe von Übungstests z. B. auf eine Schularbeit vorbereiten, sich im Laufe der Zeit auch mehr für den Lernstoff zu interessieren beginnen.
- Studien haben auch gezeigt, dass man die besten Ergebnisse bei Tests erzielt, wenn man bei den Übungstests voll konzentriert bei der Sache ist.
- Teile dir dein Lernen so ein, dass du jeden Übungstest mindestens zweimal machst – so wirst du dir mehr länger merken.

**Das ist wichtig für deine Zukunft – denn so lernst du besser!**

- Vielleicht gibt es deinen Lehrer/in einen Übungstest für die Vorbereitung auf die Schularbeit. Es wäre toll, wenn du dir den Test vorher kopierst, bevor du ihn ausfüllst, dann kannst du ihn leichter ausfüllen.
- Bitte deinen Lehrer/in, dir Übungen aus der Cyber Homework (nochmals) freizuschalten, die dir dabei helfen, den Lernstoff zu üben, den du noch nicht so gut kannst. Auch diese Aufgaben kannst du mehrfach üben! Eines steht fest. **Die richtige Übung macht den/die Meister/in – oder wie wir auf Englisch sagen: Practice makes perfect!**

## 8

## Our bodies

## Vocabulary Parts of the body

1 Match the words with the picture. Draw lines.



2 Find and circle 12 more words for parts of the body.



2/11

3 Complete the parts of the body. Listen and check.

1 too _ _	4 e _ e	7 m _ _ th	10 fing _ _
2 he _ d	5 e _ r	8 _ _ m	11 _ _ g
3 h _ _ r	6 no _ _	9 _ _ nd	12 _ _ ot

# The After School Club 8

## The broken arm

**1 a** Read the photo story on Student's Book page 79 again. Put the words in the correct order.

the are others? Where

1 **Where are the others?**

homework do can't my I today.

2 .....

Can fingers? move your you

3 .....

can I help OK, today. you

5 .....

2/12



**b** Complete the dialogue with phrases from the box. Listen and check.

move my hand do my homework move my fingers Help you move your fingers

Ali Hi, Pete! Where's your homework?

Pete I can't <sup>1</sup> ..... **do my homework** .....

Ali Can you <sup>2</sup> ..... ?

Pete I can <sup>3</sup> ..... but I can't <sup>4</sup> .....

Ali OK! I can <sup>5</sup> ..... !

**c** Complete the dialogue with your own ideas.

A Hi! Are you OK?

B No! I .....

B .....

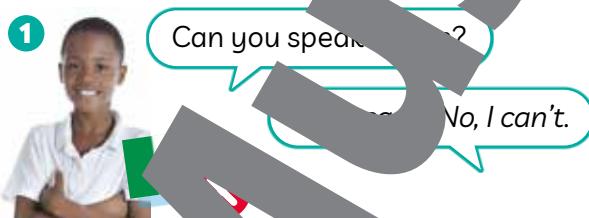
A .....

A Oh, no! Can you .....

B .....

### Let's talk Ability

**2 a** Circle the correct answer.



**b** Write your own dialogue.



A Can you move your .....

B No, I can't ....., but I can .....

## 1 Look at the pictures. Circle the correct word.



1 My sister can / can't play football.

2 George can / can't do the maths homework. He can / can't speak French.



4 She can / can't move her hand.

5 Mum and Dad can / can't draw the door.

6 They can / can't draw a dog.

2/13



## 2 a Write the words in the right order. Listen and check.

1 pizza. / cook / I / can ..... I can cook pizza.

2 brother / speak / Can / English? / your ..... Can your brother speak English?

3 can / She / a / ride / ..... She can ride a

4 swim? / a / Can / dog ..... Can a dog swim?

5 a / song. / We / can, ..... We can sing a

6 Can / it? / the / see ..... Can the see it?

## b Look at the questions in 2a. Complete the short answers.

2 Yes, he ..... 4 ..... , it can. 6 No, .....

## 3 You can talk about what you, your friends and your family can and can't do.

My ..... I can play football.

My ..... I can't play football.

My ..... I can't play football.

# Vocabulary

## Body movements

### 1 a Find and circle the verbs.

shake a wave say kick nob end l move for closet open hat turn

### b Look and complete the phrases with the words in 1a.



..... my fingers



..... my legs



..... my arms



..... my knees



..... my ears



..... my eyes



..... my head



..... my mouth

2/14



### c Look and complete the dialogue. Use the phrases from 1b. Listen and check.

Rose Can you <sup>1</sup>..... <sup>2</sup>..... <sup>3</sup>..... <sup>4</sup>..... <sup>5</sup>..... <sup>6</sup>..... <sup>7</sup>..... <sup>8</sup>..... <sup>9</sup>..... <sup>10</sup>..... <sup>11</sup>.....?



Kyle Yes, I can! Can you <sup>4</sup>..... <sup>5</sup>..... <sup>6</sup>..... <sup>7</sup>..... <sup>8</sup>..... <sup>9</sup>..... <sup>10</sup>..... <sup>11</sup>.....?



Rose Yes, I can! Can you <sup>6</sup>..... <sup>7</sup>..... <sup>8</sup>..... <sup>9</sup>..... <sup>10</sup>..... <sup>11</sup>.....?



Kyle Yes, I can! Can you <sup>7</sup>..... <sup>8</sup>..... <sup>9</sup>..... <sup>10</sup>..... <sup>11</sup>.....?



Rose Hello! Can you <sup>9</sup>..... <sup>10</sup>..... <sup>11</sup>.....?

Kyle Yes, I can!

Rose Great! Bye!

Kyle Hello? Can I <sup>11</sup>..... my eyes now? Hello?

## 1 a Match the phrases with the pictures. Draw lines.



- 1 Get up.
- 2 Open the windows.
- 3 Close your book.
- 4 Don't talk!
- 5 Read the text.
- 6 Listen to this song.
- 7 Don't watch TV.
- 8 Do your homework.



## b Complete with the correct sentences from 1a.

1 A ..... <b>Get up.</b>	5 A ..... <b>Hey, yes, I like it!</b>
B But I'm tired!	B OK! I'm reading!
2 A ..... <b>But I don't like math.</b>	6 A ..... <b>But this book is really good!</b>
B But ... I'm sorry.	B But it's my favourite show!
3 A ..... <b>Open the window!</b>	7 A ..... <b>It's too cold, Miss. I can't move my hands.</b>
B But ... I'm sorry.	B I can't move my feet!
4 A ..... <b>Close your book.</b>	8 A ..... <b>I can't close the window, Miss.</b>
B But ... I'm sorry.	

2/15

2

## Put the dialogues in the correct order. Listen and check.

A Open the window! OK then, close the window.

A What's the matter\*?

**1** A Good morning, class! Open your books!

A You can't close the window ... OK, why not?

B But Miss, I can't open my book.

B It's too cold, Miss. I can't move my hands.

B I can't move my feet!

B I can't close the window, Miss.

VOCABULARY: \*What's the matter? – Was ist los?

# Skills Listening and writing

2/16

## 1 a Listen and put the pictures in the correct order.



**VOCABULARY:** **music instrument** – Music instrument; **study** – lernen; **thin** – dünn

2/16

## b Listen again. Circle the correct words.

- 1 Tina can / can't play tennis.
- 2 Tim can / can't play football.
- 3 Tina can / can't play the piano.
- 4 Tim can / can't play the guitar.
- 5 Tim can / can't speak Italian.
- 6 Tina can / can't speak French.

## 2 a Read the text messages. Who do you think they are for? Write Tim or Tina.

Do you play in the school concert on Friday evening? How much are the tickets? Where can I buy them?

1 .....

I don't understand question 1. Can you help me with my homework. Can you

3 .....

Do you want to play tennis after school tomorrow? Let me know soon.

2 .....

I've got a letter in Italian from my penfriend\*. Can you tell me what it means?

4 .....

## b Choose one of the text messages and write a reply\* in your exercise book.

**VOCABULARY:** \*penfriend – Brieffreund/in; reply – Antwort

## 1 Look and read. Circle T (True) or F (False).

## Octopuses



Octopuses are very clever animals! They can do really amazing things. They live in the sea\*. Some are very small and some are big. Some octopuses can be 1 kg and some can be 17 kg! They don't have teeth, but they have a beak like a bird. They like to eat crabs\* and shellfish.

People say they've got eight legs, but it's not true. They've got six arms and two tentacles! They can change colour and they love to play. They can squeeze their bodies into very small places. In some countries, people eat octopuses.

They usually live for one to three years. They have three hearts!

Weight:	Colour:	Arms:	Legs:	Hearts:
1 kg – 1.5 kg   All colours!	6	2	3	1

1 Octopuses live in rivers.	T / F	4 They can't change colour.	T / F
2 They have eight legs.	T / F	5 They can go into small places.	T / F
3 They are all very small.	T / F	6 They have two hearts.	T / F

**VOCABULARY** \*sea – Meer; beak – Schnabel; crab – Krabbe; shellfish – Meeresfrüchte; weight – Gewicht; river – Fluss

## 2 Read about on the fact card in 1 again. Go online and find facts about another amazing animal. Write a fact card about your animal (60–80 words). Think about the following questions:

- What is amazing about the animal?
- Where does it live?
- What can the animal do?
- What other facts can you find out about the animal?

2/17

## 1 a Listen and put the pictures in the correct order. Then complete the sentence.



It's ..... birthday.

2/17

## b Listen again and choose the correct answer.

1 Alex is ...	<input checked="" type="checkbox"/> in the bed.	<input type="checkbox"/> on the bed.	<input type="checkbox"/> in the kitchen.	<input type="checkbox"/> in the bathroom.
2 Alex can ...	<input type="checkbox"/> open his eyes.	<input type="checkbox"/> move his arms.	<input type="checkbox"/> turn his head.	
3 Alex's mum has ...	<input type="checkbox"/> an ice cream cake.	<input type="checkbox"/> a chocolate cake.	<input type="checkbox"/> a chocolate bar.	
4 The cake is for ...	<input type="checkbox"/> Alex.	<input type="checkbox"/> Grandpa.	<input type="checkbox"/> Grandma.	

2/17

## c Five words are wrong. Underline them and write the correct words below. Listen again and check.

## Birthday

**Mum** Good morning, Alex! Wake up! Get up!

**Alex** I can't ... up. ... I can't open my eyes.

**Mum** Can you ... your eyes? Oh, no...

**Alex** ... I can ... my head!

**Mum** You ...? What about your arms?

**Alex** No! I can't ... my legs.

**Mum** Can you turn your head?

**Alex** I can turn my hand. Look ...

**Mum** Oh, that's good. I've got a present.

**Alex** A present? Really?

**Mum** Yes! And a cake. An ice cream cake.

**Alex** Where is it? I can't see it.

**Mum** It's right here! In front of your nose!

1 ..... Mum ..... 2 ..... 3 ..... 4 ..... 5 .....

**1 a** Read the article. Match the pictures (1–6) with the facts (A–F).



## Dogs and humans – best friends for over 15,000 years!

Dogs are amazing. They can be short or tall.

They can have long legs and long noses or short legs and short noses. They can be fast or they can be slow. They're our best friends, and they come in different shapes\* and sizes\*.

Dogs have very good noses. Do you know dogs can smell your feelings? It's true! Are you angry or happy? Your dog knows.

Dogs are very clever and they can make you feel better. Dogs love games and sport. They like to run and sleep a lot too! They always want to help and play. Dogs can eat lots of food, but they can't eat some kinds of food.

Here are some amazing facts about dogs!

**A** Big dogs can be 100 cm tall and weigh 100 kg.

**B** Small dogs can be 10 cm tall and weigh 1 kg.

**C** Greyhounds can run up to 72 km an hour!

**D** Farm dogs can run 48 km in a week.

**E** Dogs can sleep for 8–13 hours a day.

**F** They can't eat chocolate.

Chocolate makes them very sick\*.

**VOCABULARY:** \*slow – langsam; **shape** – Form; **size** – Größe; **sick** – krank

**b** Read the article again. Circle T (True) or F (False).

1 Big dogs can be 100 kg.	T / F	4 Dogs can sleep for 12 hours.	T / F
2 Small dogs can be 100 cm tall.	T / F	5 Dogs can eat chocolate.	T / F
3 Dogs can smell sad people.	T / F		

**2** Go online and find information about an animal. Write three facts. Ask a friend to guess the animal.

It can be .....

.....

Do you know what it is? That's right! It's a .....

**1** Match the sentence halves. Draw lines.

- 1 There's a pool of water
- 2 The pool is the
- 3 It's a door –
- 4 It's a magical portal
- 5 A beautiful and dangerous
- 6 It was my world

- a a portal.
- b to another world.
- c in the cellar.
- d a long time ago.
- e secret spring.
- f Four world.

**2** Remember episode 4. What does not happen? Put a cross (X) in the box.

- 1 Jenna becomes\* a human.
- 2 Jenna eats some sausages.
- 3 Victoria gets Jenna some food.
- 4 Victoria escapes\* from the brothers.
- 5 Draven falls down the mountain.

**VOCABULARY:** \*become – werden; escape – entkommen, fliehen

## Everyday English

**3 a** Complete the expressions with the words from the box.

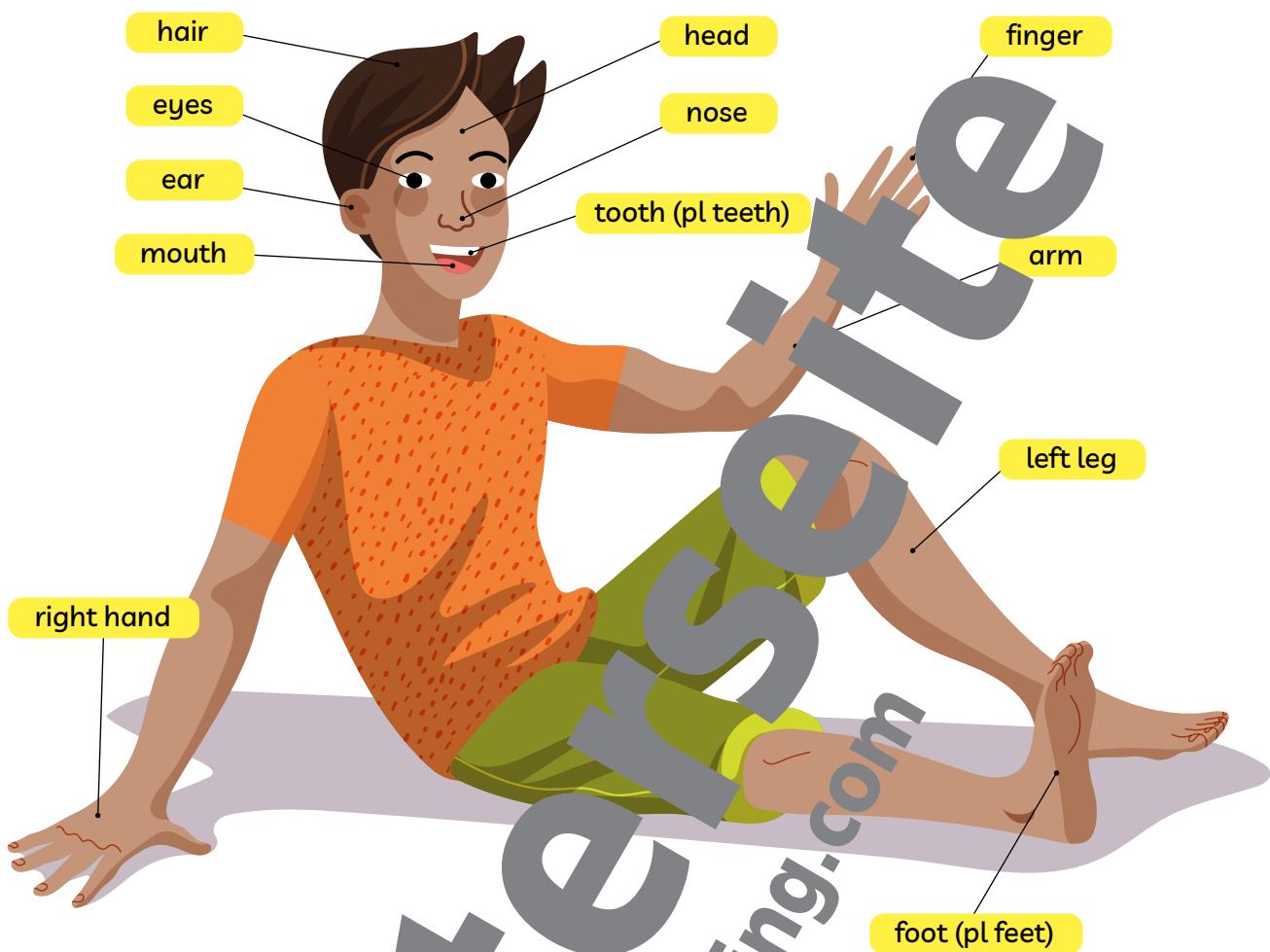
idea out Let's Rats of I get here

- 1 .....!
- 2 .....!
- 3 .....!

**b** Complete with the expressions from 3a.



## Parts of the body



## Body movements



# Words and phrases

p. 80/1a	<b>left</b>	She can't write with her left hand.	linker/linke/linkes; links
p. 80/2a	<b>still</b>	I can still use my phone.	trotzdem; noch
p. 80/3	<b>Not you as well!</b>		Nicht du auch noch!
p. 81/2a	<b>I don't know.</b>		Ich weiß es nicht.
p. 81/4	French	Can you speak French?	Französisch; Franzose/ Französin
	piano	Can Tom play the piano?	vier Hände
p. 82/3a	<b>bike</b>	Have you got a bike?	
	guitar	Do you play the guitar?	Gitarre
	<b>to paint</b>	Can you paint?	malen, zeichnen
	<b>to ride a bike</b>	Can you ride a bike?	fahren
p. 83/1	<b>to open</b>	Don't open the windows at night.	öffnen
p. 85/2a	<b>finally</b>	And finally, can you sing?	schließlich, endlich
	<b>singer</b>	I can't sing. I'm a terrible singer.	Sänger/Sängerin
	<b>terrible</b>	This was a terrible birthday party.	schrecklich, scheußlich
p. 86/1	<b>all over the world</b>	Spiders live all over the world.	auf der ganzen Welt
	amazing	This spider is really amazing!	erstaunlich
	<b>to hear</b>	I can't hear you.	hören
	<b>insect</b>	There's an insect on your head.	Insekt
p. 87/1a	<b>most</b>	Most spiders are black or brown.	die meisten; am meisten
	<b>hurt</b>	My legs hurt. I can't get up.	wehtun, schmerzen
	<b>maybe</b>	Maybe I can go to school.	vielleicht
p. 87/2	<b>to show</b>	Show me what you can do.	zeigen
p. 88/1a	<b>between</b>	I run between 5 and 10 km.	zwischen
	<b>heavy</b>	They can be heavy, they can be fast.	schwer
	<b>large</b>	An elephant has got a large body.	groß
	<b>long</b>	How long will the party last?	lang
	<b>metre</b>	The table is one metre long.	Meter
p. 88/2	<b>woman (pl women)</b>	The average man is 183 cm tall.	Frau
	finding	Write down 10 facts and present your finding to the class.	Erkenntnis, Feststellung
p. 89/2	<b>because</b>	I don't want to go to the party because it's a bit boring.	weil
	<b>to discuss</b>	Discuss in pairs.	besprechen, diskutieren



1 What colour are the clothes? Look and write. Then listen and check.

1 the T-shirt	.....	green	.....	6 the skirt	.....
2 the jacket	.....			7 the jum	.....
3 the socks	.....			8 the jeans	.....
4 the shoes	.....			9 the shorts	.....
5 the dress	.....			10 the hoodie	.....



2 Look at the letters. Write the words.

1 riTsh	.....	T-shirt	.....	6 sreod	.....
2 premuj	.....			7 thic	.....
3 cakjet	.....			8 anje	.....
4 ockss	.....			9 osoes	.....
5 hideoo	.....			10 rotshs	.....

3 Look at the picture and write sentences about it in your exercise book.



On the bed there are two socks.

**1 a** Read the photo story on Student's Book page 89 again. Cross out the extra words.



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

<input type="checkbox"/> Oliver	No! I'm wearing a T-shirt! And big shorts!
<input type="checkbox"/> Ahmed	Umm ... Oliver is wearing ... a jumper or a shirt?
<input type="checkbox"/> Miss Tilki	Time's up! OK, guess. Ahmed?

**c** Complete the dialogue with your own ideas.

Teacher Time's up! OK, guess. Diana?

Diana Jed is wearing a ..... and a .....?

Jed No! I'm wearing a .....! And .....!

Teacher OK. Well done!

**Let's talk** Saying that something looks nice

**2** Complete with the expressions from the box.

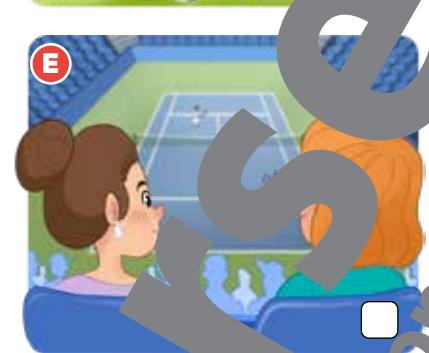
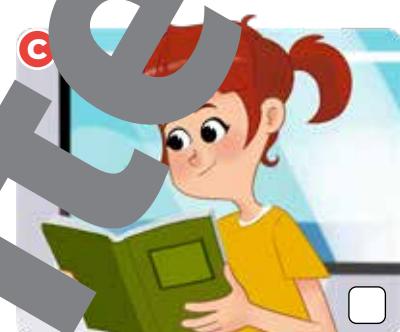
Looks cool! Thank you.



## 1 Circle the correct word. Match the sentences with the pictures.

1 I'm / 's reading a book.  
 2 We're / 'm watching tennis.  
 3 She're / 's drinking a glass of water.

4 He's / 're eating a hot dog.  
 5 You're / 'm sitting on my chair.  
 6 They's / 're playing football.



## 2 Complete the sentences with the present continuous form of the verbs.

1 Anahita ..... **is drinking** ..... a glass of water. She's really hot. (drink)  
 2 Shh! Bob ..... **is playing** ..... the piano. He's very good. (play)  
 3 I ..... **am eating** ..... a sandwich. It's my lunch. (eat)  
 4 Their mum ..... **is reading** ..... a book before they go to bed. (read)  
 5 Look at the hamster. ..... **is climbing** ..... in its cage. (climb)  
 6 We can't have lunch now. ..... **are playing** ..... video games. (play)  
 7 You ..... **are wearing** ..... a great jacket. It's really cool. (wear)  
 8 I ..... **am going** ..... to bed. I'm tired. (go)

## 3 Look and write two sentences about the people.

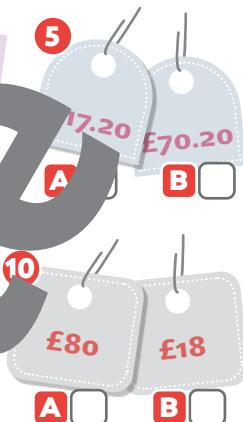
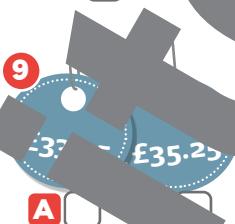
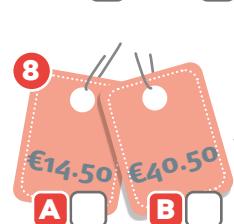
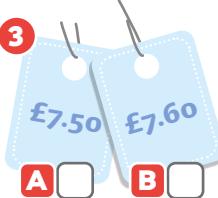
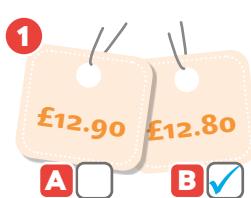


1 Nigel **is wearing blue jeans and a white T-shirt.**  
 2 .....  
 3 Martha .....  
 4 .....  
 5 Ian and Ruth .....  
 6 .....

# Vocabulary Prices

2/19

1 Listen and tick the prices you hear.



2/20

2 a Listen and write the prices.



b How much are the clothes in 2a? Write sentences.

1 The shoes are £59.

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

## 1 a Put the dialogues in the correct order. Listen and check.

1  Amy Thank you.  
 Amy OK, thanks. And how much are these shoes?  
 Amy Excuse me. How much is this hoodie?  
 Assistant They're £32.  
 Assistant The hoodie is £19.99.

2  Amy OK, thanks.  
 Amy How much are those shoes?  
 Amy Excuse me. How much is that hoodie?  
 Assistant Thank you.  
 Assistant They're £18.  
 Assistant They're £59.

## b Match the dialogues in 1a with the pictures.

A



B

2 Complete the dialogues with **this**, **that**, **these** or **those**.

Shop assistant Good morning. Can I help you?

Brian Yes, I'd like to buy a T-shirt.

Shop assistant How about <sup>1</sup>..... T-shirt here? It's only £5.Brian I don't really like red. How much is <sup>2</sup>..... T-shirt behind you over there?

Shop assistant Let me see. It's £30.

Brian £30! What about <sup>3</sup>..... white T-shirts in the shop window?Shop assistant Let me have a look. Ah, yes. <sup>4</sup>..... T-shirts aren't expensive. Three for £20.

Brian Great. I'll take them.

2/22

## Sounds right /ɜ:/

1

Circle the words with the /ɜ:/ sound. Then listen and check.

skirt

crisps

second

hoodie

person

thirty

shirt

driv

bird

Saturda

peop

2/23

2 a

Listen and write the names from the box.

Oliver

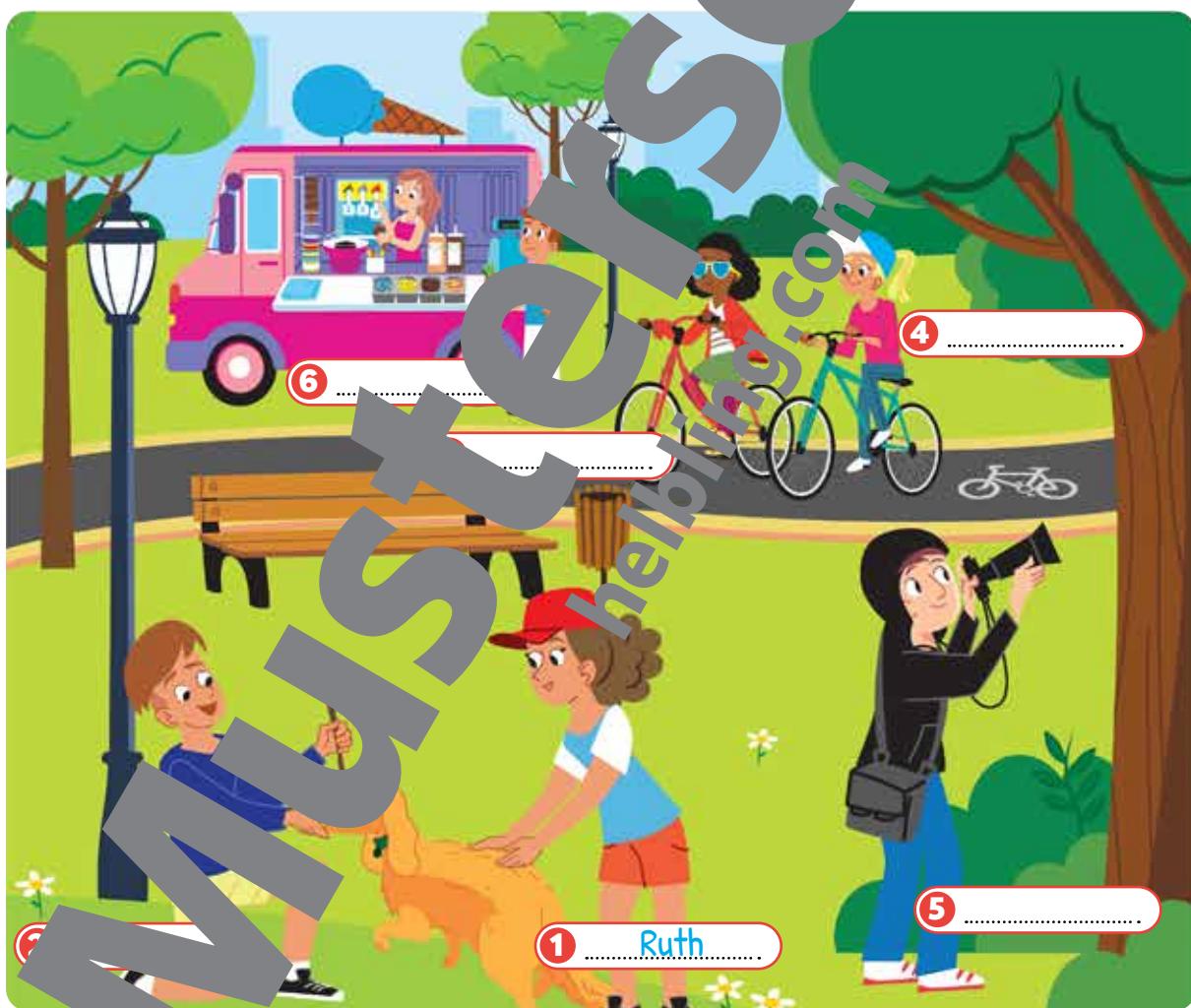
Abi

Mathew

Simon

Ruth

Sarah



VOCABULARY: \*cute – süß, niedlich; sunglasses – Sonnenbrille

2/23

b

Listen again. Circle T (True) or F (False).

1 The boy likes the dog.	T / F
2 Ruth's brother is in the picture.	T / F
3 Abi and Sarah are sisters.	T / F

4 Ruth doesn't like Mathew.	T / F
-----------------------------	-------

5 Mathew has got three brothers.	T / F
----------------------------------	-------

## 1 a Read and write the names under the pictures.



Tracy is in Year 8. Today she's wearing blue jeans and a white T-shirt. She's got a pair of black boots\* and bright red socks. Very cool.

Next we have Tom. Tom is also from Year 8 and he's also wearing blue jeans and a T-shirt. His T-shirt isn't white, it's yellow. He's also wearing a pair of blue shoes and no socks. Nice look, Tom!

Now it's Jack's turn. Jack is in Year 8 and today he's wearing a pair of black jeans and a white T-shirt. He's also got a black hoodie. Very cool. Jack isn't wearing any shoes. Very cool!

Behind Jack is Emma. Emma is in Year 9. Today she is wearing a green skirt and a green hoodie. She has got green shoes and socks. I think Emma likes green. And finally it's David in Year 7. David is wearing only black: black boots, black socks, black jeans and a black T-shirt. Very nice, David.

**VOCABULARY:** \*boots – Stiefel; bright – hell

## b Read again and answer the questions.

Who ...

- 1 is wearing white?
- 2 isn't wearing socks?
- 3 is in Year 8?
- 4 isn't wearing any shoes?
- 5 is wearing a hoodie?
- 6 is wearing one colour?

## 2 Imagine there's a fashion show at your school. Write three text messages (40 words, one about yourself, one about a friend and one about another boy or girl from your school).

Hi, I'm writing this from the fashion show at my school. I can see Kate from Year 7. She's wearing a blue T-shirt, a pair of black jeans and white sneakers. She looks really cool.

2/24

## 1 a Listen and put the pictures in the correct order.



2/24

## b Listen again. Circle T (True) or F (False).

1 Mum wants to buy cheese.	T / F	4 Mum buys 12 eggs.	T / F
2 The T-shirts are £7 each.	T / F	5 Mum has got a bag.	T / F
3 Greta buys three T-shirts.	T / F	6 The eggs break* in the bag.	T / F

VOCABULARY: \*break – zerbrechen

2/24

## c Read and fill in the missing words. Listen again and check.

## The shopping bag

**Greta** Mum, I need some new<sup>1</sup>.... jeans and some new T-shirts.

**Mum** And we need some cheese and<sup>2</sup>.... Let's go to the market!

(An hour later.)

**Greta** Excuse me. How much are<sup>3</sup>.... jeans.

**Assistant** They're £20.

**Greta** Great. I'll take them. And how much are<sup>4</sup>.... T-shirts?

**Assistant** £5 each or three for £12.

**Greta** Can I have two white and one<sup>5</sup>...., please?

**Assistant** Certainly. That's £3. Do you need a bag<sup>6</sup>....?

**Greta** Yes, please. Thank you.

(Ten minutes later.)

**Assistant** Can I help you?

**Mum** Yes, I'd like some of that cheese and 12<sup>7</sup>.... eggs.

**Assistant** Certainly. That's £8<sup>8</sup>.... Do you need a bag?

**Mum** No, we've got one. Put it all in here, please.

**Assistant** Of course. Have a nice day.

(An hour later.)

**Greta** Here we are back home.

**Mum** OK, let me get my eggs and cheese ... Oh dear.

**Greta** What's the matter?

**Mum** Umm ... You haven't got two<sup>9</sup>.... T-shirts any more. You've got three yellow ones.

**Greta** Yellow?

**Mum** Yes, the eggs are broken and your lovely white T-shirts are now yellow. I'm sorry.

VOCABULARY: \*Certainly. – Natürlich.

## 2 Complete the dialogues with your own ideas.

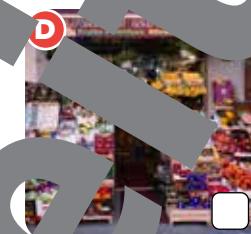
1 <b>Greta</b>	Excuse me. How much are those <sup>1</sup> ....?	2 <b>Assistant</b>	Can I help you?
<b>Assistant</b>	.....	<b>Mum</b>	.....
<b>Greta</b>	.....	<b>Assistant</b>	.....

**1** Remember the text on Student's Book page 96. Match the sentence halves.

- 1 Think before
- 2 Look at the packaging
- 3 Buy rechargeable
- 4 Don't use plastic
- 5 Think and

- a of the present.
- b batteries.
- c recycle.
- d bags.
- e you shop.

**2** Read the article. Match the pictures (A–E) with the labels (1–5).



## ... Think before you eat

There are 7.5 billion people in our world and many of them go to bed hungry at night. We need a lot of food to feed\* everyone. Food production can be a problem. It is often not very good for the Earth\*.

### What can we do? Here are some ideas.

- 1 Use the small shops in your town.
- 2 Don't eat too much red meat\*.
- 3 Only buy fresh fruit and vegetables from where you live.
- 4 Don't buy food in plastic packaging.
- 5 Use your own recyclable\* bags. Take them with you every time you shop.



**VOCABULARY:** \*feed – ernähren; Earth – Erde; meat – Fleisch; recyclable – recycelbar

**3** Write three more things you can do.

.....

.....

.....

# Words and phrases

## Clothes



T-shirt



jacket



socks



shoes



dress



skirt



jumper



jeans



shorts



hoodie

p. 90	<b>to agree</b>	I agree. I think it's too much.	zustimmen
	<b>to ask for</b>	I always ask for clothes.	fragen nach, bitten um
	<b>price</b>	What's a good price for your things?	Preis
	<b>those</b>	How much are those socks?	diese (dort); jene
	<b>to wear</b>	I only wear black.	tragen (Kleidung)
p. 90/2a	<b>break</b>	Let's take a break.	Pause
	<b>to put on</b>	Put on some clothes.	anziehen, aufsetzen
	<b>ready</b>	Are you ready? Go!	fertig
	<b>to study</b>	The children don't want to study.	studieren, lernen
		Time's up!	Die Zeit ist um!
p. 92/1	<b>grey</b>	Tom and Lily are wearing grey skirts.	grau
p. 92/2	<b>to fly</b>	I can fly – my son – he can fly!	fliegen
p. 92/4	<b>back</b>	Stand back.	Rücken
	<b>to stand</b>	Now, stand back to back.	stehen
p. 93/1a	<b>to fit</b>	And they perfectly fit my jacket.	passen
		You've got to be kidding me!	Du machst wohl Witze!
p. 94/1a	(shop) assistant	The shop assistant helps me to find a shirt.	Verkäufer/Verkäuferin
p. 96/1a	<b>difficult</b>	It's difficult to choose my favourite.	schwierig
	<b>weekend</b>	I buy blue jeans every weekend.	Wochenende
p. 97/1a	<b>Be careful!</b>		Sei vorsichtig!
	<b>fruit</b>	Look here – vegetables and fruit.	Obst
	<b>river</b>	There's a market on the river – a floating market.	Fluss
	<b>vegetable</b>	You can buy vegetables on the floating market.	Gemüse
p. 97/2	<b>glasses (pl.)</b>	Look! Here are your glasses!	Brille
p. 98/1	<b>waste</b>	There's a lot of waste in the ocean.	Ozean, Meer
	<b>packaging</b>	Look at the packaging. There's too much plastic.	Verpackung
	<b>rechargeable</b>	Buy the rechargeable batteries.	wieder aufladbar
p. 98/3a	<b>to shop</b>	Think before you shop.	einkaufen
p. 98/3b	<b>plastic waste</b>	There's a lot of plastic waste in the oceans.	Plastikmüll
p. 99	(flea) <b>market</b>	We have a flea market at our school.	(Floh-)Markt
p. 99/1a	<b>toy</b>	Can I have a toy, Dad?	Spielzeug
p. 99/3	<b>for sale</b>	It's for sale.	zum Verkauf

So wirst du zum/zur Lernmeister/in

### Thema 4

#### Was macht man am besten mit dem Handy beim Lernen oder Aufgabemachen?

Fragen an dich – kreuze jeweils die Antwort an, die auf dich zutrifft:

1. Wenn ich lerne oder Aufgabe mache,
  - habe ich mein Handy abgeschaltet.
  - werde ich immer wieder durch Handynachrichten gestört.
  - habe ich mein Handy in Reichweite.
2. Ich schalte mein Handy bei Tag
  - praktisch niemals ab.
  - dann ab, wenn ich nicht gestört werden möchte.
  - kaum ab, aber ich lasse es in einem anderen Raum, während ich Aufgabe mache.

Das haben Wissenschaftler/innen herausgefunden:

1. Wissenschaftler/innen ließen Jugendliche eine Lernaufgabe durchführen, die viel Konzentration verlangte. Die Hälfte der Jugendlichen, die an dem Test teilnahmen, hatte während der Aufgabe ihr Handy neben sich liegen. Umso schlechter musste ihr Handy vorher abgeben und hatte nur einen Notizblock neben sich.

Die Jugendlichen ohne Handy schnitten um 20% besser ab. Ihre Aufmerksamkeit, Konzentration und die Ergebnisse ihrer Denkaufgabe waren deutlich besser.

Die Jugendlichen der ersten Gruppe schnitten auch dann deutlich schlechter ab, wenn ein anderes Handy neben sie hingelegt wurde (also nicht ihr eigenes!).

2. Wer vor dem Einschlafen länger als 30 Minuten aufs Handy schaut, schläft schlechter!

#### Das ist wichtig für deine Zukunft – denn so lernst du besser!

Es ist ganz einfach – Lernen verlangt Konzentration und höchste Denkleistungen. Wenn du dein Handy vor dem Lernen abschaltet oder es in einem anderen Raum lässt, ist es deutlich besser\*.

Die Botschaft ist sehr einfach: auch für das Handy gilt „Aus den Augen, aus dem Sinn!“ Vielleicht hast du dieses alte Sprichwort noch nie gehört? Du kannst dir aber vermutlich denken, was es bedeutet, oder?

\* Die Botschaft ist Ausdruck davon, dass dein/deine Lehrer/in dir eine Aufgabe stellt, die es noch nicht gemacht, dass du auf deinem Handy Informationen aus dem Internet suchst.



## 10

## The sporting world

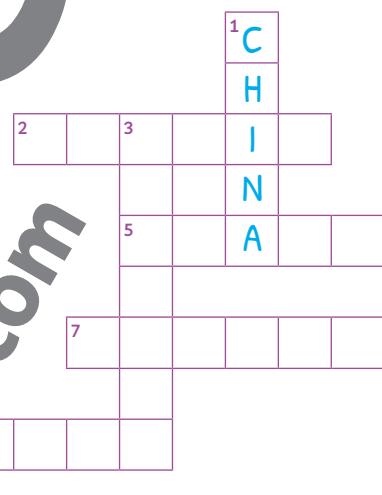
## Vocabulary Countries

2/25

## 1 a Listen and write the countries.

1 TRIASUA .....	Austria	6 NHClA .....
2 IBRZLA .....		7 AREGT INIE .....
3 INASP .....		8 NRAGEYM .....
4 ATYLI .....		9 DITERA TSTAST .....
5 NFACRE .....		10 TSOUH ARG .....

## b Use the flags to do the crossword. Write the names of the countries.



## 2 Follow the lines. Complete the sentences.



Paolo



Mireille



Jonathan



Maike



Mehmet



Anita



1 Paolo is from ..... Italy .....

2 Mireille is .....

3 Jonathan is .....

4 Maike is .....

5 Mehmet is .....

6 Anita is .....

1 a Read the photo story on Student's Book page 99 again. Fill in the missing words.

1 Where ..... you from, sir?

2 Tell us. ..... are you from?

3 So you're ..... Africa.

4 Are ..... from France?

5 I'm from ..... .

2/26



b Complete the dialogue with phrases from the box. Listen and check.

are from Türkiye. I'm English. My mum's from Italy. .... where are you from?

Mehmet Hi, I'm Mehmet.

Clarissa Hi, I'm Clarissa. Mehmet, <sup>1</sup> ..... **where are you from?**

Mehmet I'm from Birmingham.

<sup>2</sup> .....

But my grandpa and my grandma <sup>3</sup> .....

Clarissa Ah, I see. And are your parents from England too?

Mehmet No, my dad is. But my mum's from Italy.

Clarissa That's funny. <sup>4</sup> .....

Mehmet Do you speak Italian?

Clarissa *Un po'.* A little.

c Complete the dialogue with your own ideas.

A Where are ..... ?

B I'm from ..... But my parents aren't!

A Oh, really? Where's your mum from?

B She's .....

A And your ..... ?

B He .....

A That's interesting! I'm from .....

### Let's talk Saying where you are from

2 You are at a summer camp with children from other countries. Look at the pictures and write mini dialogues.



1 A **Where are you from?**  
B I'm from South Africa.



2 A .....  
B .....



3 A .....  
B .....



4 A .....  
B .....

## 1 Where were they born? Write sentences.



1 Sid



2 Mary



3 Luis and Jorge



4 Frank



5 Lij



6 Monique and Pierre

DUBLIN

FRANKFURT

BEIJING

LONDON

SAO PAULO

PARIS

1 Sid was born in London.

2

3

4

5

2/27

2

Complete the sentences with was or were. Then check.

- 1 This is my dad. His favourite hobby ..... running.
- 2 My grandma and grandpa ..... cards at school! Their favourite hobbies ..... football and basketball.
- 3 My English teacher's favourite hobby ..... reading.
- 4 This is my grandma. Her favourite hobby ..... painting pictures.
- 5 Look! Our favourite hobbies ..... sleeping and dreaming!
- 6 Your favourite hobby ..... dancing? Is that true, Mum?

## 3

Where were they on holiday? Write sentences.



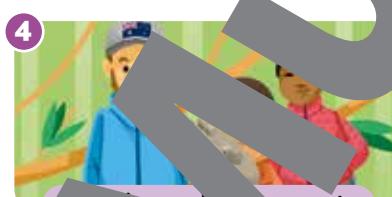
1 Susie and her parents



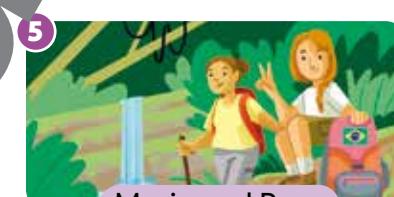
2 Fred



3 Hannah and Mila



4 ... and her parents



5 Maria and Rosa



6 Lisa

1 Susie and her parents were in Great Britain.

2

3

4

5

6

VOCABULARY: \*holiday – Ferien, Urlaub



## 1 a Listen and number the sports in the order you hear them.

volleyball  
 running

swimming  
 basketball

skiing  
 skating

tennis  
 football

## b Look at the numbers for the letters K, L and N. Find the sports in the table.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
										14	4		19												

1	<u>2</u>	<u>10</u>	<u>19</u>	<u>19</u>	<u>17</u>	<u>19</u>	<u>16</u>
2	<u>3</u>	<u>14</u>	<u>13</u>	<u>21</u>	<u>17</u>	<u>19</u>	<u>16</u>
3	<u>18</u>	<u>20</u>	<u>20</u>	<u>21</u>	<u>1</u>	<u>13</u>	<u>4</u> <u>L</u> <u>4</u>

4	<u>3</u>	<u>17</u>	<u>12</u>	<u>12</u>	<u>17</u>	<u>19</u>	<u>16</u>
5		<u>17</u>	<u>17</u>	<u>19</u>	<u>16</u>		
6	<u>9</u>	<u>19</u>	<u>19</u>	<u>17</u>	<u>3</u>		

## c Write the sports in 1a under the pictures



running

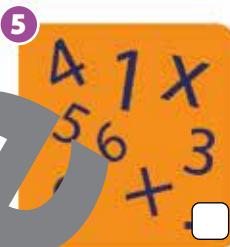
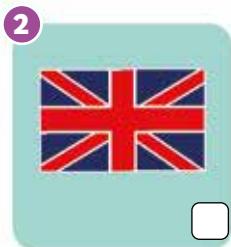


## 2 Look at the pictures. Write sentences about what the people were good at in your childhood.



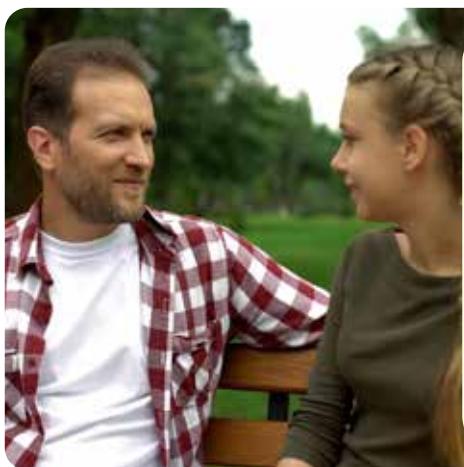
2/29

### 1 What was the teacher good at? Listen and tick.



2/30

### 2 Put the dialogues in the correct order. Listen and check.



1  Lisa

Dad, were you good at sports at school?

Lisa

And dad? What about German?

Lisa

Were you good at German?

Lisa

Now you are! We were on holiday

Lisa

in Australia and you were great!

Dad

Were you also good at basketball?

Dad

Yes, I was. I was a great football player.

Dad

No, I wasn't. I was too short.

Dad

It wasn't!

2  Luke Really?

Luke Sir, were you in a football club?

Luke Yes.

Teacher Yes, and now I'm a sports teacher.

Teacher No, I wasn't good at football. But I was in the chess club.

Teacher At school?



### 3 Complete the dialogue with your own ideas.

A ..... good at sports?

B No, ....

A Really? What ..... good at?

B I .....

A Anything else?

B Yes, .....



## 1 Listen and fill in the missing phrases.

**Luis** Good morning, kids.  
 1 **I'm your football coach** ... this year.  
 My name's Luis.

**Lilia** Luis? How do you spell that?

**Luis** L-U-I-S.

**Milo** And where are you from?

**Luis** 2 .....

**Milo** Great.

**Luis** Before we start – I need the  
 3 ..... your school.

**Lilia** It's 22 Grove Street.

**Luis** 4 ..... for me, please.

**Lilia** G-R-O-V-E.

**Luis** OK, Grove Street. And are you good at football?

**Milo** Yes, we are. We were in a football club  
 5 ..... our school.

**Luis** Oh, I see. Who was your coach there?

**Lilia** Mr Perry.

**Luis** Oh, James Perry. P-E-R-R-Y, right?  
 6 .....

Good. Now let's do some exercises.



## 2 Complete the text with your own ideas.



**A** Hello. Welcome to the tennis club.  
 What's your name?

**B** .....

**A** .....

**B** I'm 12.

**A** And where do you live?

**B** .....

**A** ..... , please?

**B** It's O-A-K-T-R-E-E L-A-N-E.

**A** And the number?

**B** .....

**A** And were you in a tennis club before?

**B** .....

**A** Good. Then let's start.

**1 a** Read the texts. Write the names under the pictures.



1



2



3

My favourite sport is skiing. I love it. I live in Colorado and there's a lot of skiing. In winter my friends and I go skiing every day and at weekends I go with my family.

My favourite skier\* is Austrian. His name is ~~Frank~~ <sup>Wolfgang</sup> Kloppner. He was the winner in so many races – it's amazing! In 2021 there was a film about his life. It was called *Alpine*.

Curt

My favourite sport is basketball. We've got a good coach in our club. She's Miss Buckle and she's a player for the London Lions. Many people say basketball is her favourite sport. They say it, but they don't play it.

I like basketball teams from the USA. My favourite team is the Los Angeles Lakers and my favourite player is Talen Horton-Tucker. He was born in 2002 and he's 20 years old now.

Naomi

I love swimming. I swim five times a week. I'm in a club and we train\* from Monday to Friday from 4 to 7. That's a lot, but my best friends are in the club too, so that's OK. We also take part in\* competitions. Sometimes I win, sometimes I don't. My coach is really good, and my dad helps me too. He was a swimmer for the national team.

My favourite swimmer is Katie Ledecky. She was born in 1997 and she's from Washington. Her first world record was in 2016. She was only 9 years old then. I think she's great.

Alison

**VOCABULARY:** \*skier – Skifahrer; \*train – trainieren; take part in – teilnehmen an

**b** Read again. Answer the questions.

- 1 Where does Curt live? .....
- 2 What does he do with his friends at weekends? .....
- 3 Where is his favourite skier from? .....
- 4 Who is Miss Buckle? .....
- 5 What's Naomi's favourite sport? .....
- 6 How often does Alison swim at her club? .....
- 7 What's Alison's dad good at? .....
- 8 Who is Alison's favourite swimmer? .....

**2** Read Kim's email and write a reply (50–70 words) in your exercise book.

Hi!

Let me tell you about my favourite sport. It's tennis, tennis, tennis. I'm pretty good at it. I play every day (but not on Mondays). There's a tennis court\* next to my house. I usually play with my twin sister. Guess who our favourite tennis players are! Yes – Serena and Venus Williams! Check them out! Now, what about you? What is your favourite sport?

Love,  
Kim

**VOCABULARY:** \*tennis court – Tennisplatz

Send

2/32



## 1 a Listen and tick the sports they talk about.



2/32



## b Listen again and fill in the missing information.

Name / Team	Winner of	Class
Andy	1 .....	2 .....
Mila	3 .....	.....
Girls' team	5 .....	6 .....
Boys' team	7 .....	8 .....

2/32



## c Read and fill in the missing words. Write your answers and listen again and check.

1 And how fast was he? 3 And I was the winner. 5 But they are all very tall.  
 2 Her time was 12.5. 4 Not the boys' team? 6 100 metres

## Competitions

**Hanna** I wasn't at the sports competition yesterday\*. Can you tell me about it?

**Fahim** Sure. What do you want to know?

**Hanna** Everything. Who was the winner of the <sup>1</sup>.....?

**Fahim** Well, with the boys' team were only from 11B.

**Hanna** <sup>2</sup>.....

**Fahim** 12.1 seconds.

**Hanna** Hmm. Not really Usual result.

**Fahim** No, but normal for a 15-year-old.

**Hanna** Are there girls?

**Fahim** No, there aren't <sup>3</sup>.....

**Hanna** That's good. What about the match?

**Fahim** Well, the winners in the football competition were the girls from 7B.

**Hanna** What? <sup>4</sup>.....

**Fahim** No, not the boys.

**Hanna** And basketball?

**Fahim** The boys from 10B. <sup>5</sup>.....

**Hanna** That's true. What a pity\* I wasn't there.

**Fahim** Where were you?

**Hanna** I was in a swimming competition. <sup>6</sup>.....

**Fahim** Oh! Great!

**VOCABULARY** \*yesterday – gestern; What a pity ... – Wie schade ...

## 2 Complete the dialogue with your own ideas.

A Who was the winner of .....?

B I think it was .....

A And what ..... time?

B It was .....?

A Ah, I see. That's .....

**1** Remember the article on Student's Book page 106. Complete the sentences.

- 1 Two bikers race down the mountain – who is faster? This is the .....
- 2 Slopestyle: This is a freestyle competition. The racers .....

**2** Read the article. Answer the questions.



Are you interested in special events for young mountain bikers? In Whistler Bike Park (Canada) there are Kidsworx races for three groups. 7-8-year-olds, 9-10-year-olds and 11-12-year-olds can show their skills. For each group there is one competition for boys and one for girls. Of course, parents have to say their kids can race. And the 7-8-year-olds also need a coach, so they can race too. Then kids usually have a B-line race. This means they have to ride down the mountain as fast as they can.

Usually, no beginners can take part. Good and strong racers can take part. All racers must have helmets\* and pads\*.

Kidsworx races also take place in New Zealand, France and, of course, in Innsbruck.

Is mountain biking your favourite sport? Then check out the times of the competitions.

Have fun!

**VOCABULARY** \*helmet – Helm; pad – Schützer

- 1 How many groups compete for the races? .....
- 2 Are the boys and girls in the same competition? .....
- 3 Who has to give a coach for the race of 7-8-year-olds? .....
- 4 Do beginners take part too? .....
- 5 Who is a coach? .....
- 6 Where does the race in Austria take place? .....

**3** Write about your favourite sports competition (50–70 words) in your exercise book.  
Write about:

- what sport it is
- what kind of competition there is
- how often it takes place
- the prize
- why you like the competition

## 1 Look and write the words.

1 This is a ..... **dinosaur** .....  
It's called a T-rex.



2 Your socks are really ..... !



3 Two men escaped from ..... yesterday.



4 That old bear\* lives in a .....



**VOCABULARY** \*bear – Bär

## 2 Remember episode 5. Circle T (True) or F (False).

1 Victoria isn't happy in the real world. **T** / **F**  
2 Draven is in prison. **T** / **F**  
3 There are dinosaurs in the Forest World. **T** / **F**  
4 The police are on their way to the house. **T** / **F**

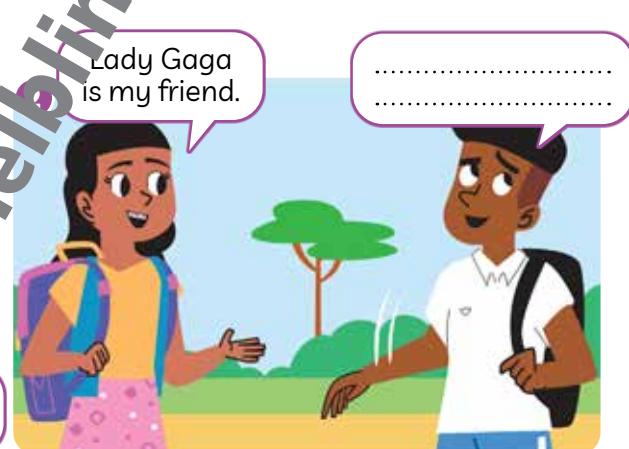
## Everyday English

## 3 a Complete the expressions with the words from the box.

I'm      sure      minute      come      late      in      not      careful

1 **Just** ..... a .....  
2 .....  
3 On, .....!  
4 Be .....

## b Complete with the expressions from 3a.



# Words and phrases

10

## Sports



volleyball



basketball



running



skiing



skating



football



swimming



tennis

p. 100	<b>to be good at</b>	Sandra is good at tennis.	gut können
p. 100/3	<b>interesting</b>	I found it very interesting.	interessant
p. 103/1a	<b>both</b>	They both were great at swimming.	beide
	<b>ever</b>	That was all they ever did.	je(mals)
	<b>strong</b>	They were great and very strong.	stark
	tennis pro	He was a tennis pro.	Tennisprofi
p. 104/3	<b>runner</b>	Was Usain Bolt a runner?	Läufer/Läuferin
p. 105/2	<b>street</b>	Which street did you live in?	Straße
p. 105/3	<b>horse riding</b>	This is my first horse riding lesson.	Reiten
p. 106/1a	coach	Alex's coach was a professional when he was younger.	Trainer/Trainerin
	<b>not even</b>	I wasn't even born when he won his first tournament.	nicht einmal
	<b>to hope</b>	One day I hope to...	hoffen
	<b>last</b>	Last year, I was in a race.	letzter/letzte/letztes
	<b>quite</b>	I'm quite good at tennis.	ziemlich
	<b>yet</b>	I can't run very fast yet.	bisher; noch
p. 106/2	<b>to explain</b>	Explain what you like it.	erklären
p. 107/1a	(100 years ago)	More than 100 years ago, in 1891.	vor (hundert Jahren)
	<b>world record</b>	Her record is still the world record.	Weltrekord
p. 107/2	<b>winner</b>	Who was the winner at swimming last week?	Gewinner/Gewinnerin
p. 108/1a	beginnings	At the beginnings: It all started in Whistler, Canada.	Anfang
	<b>extreme sports</b>	Are you interested in extreme sports?	interessiert sein an
	<b>downhill</b>	They race down the mountain.	Berg
	<b>downhill</b>	Two bikers race down the mountain.	hinunterrasen
p. 108/2	prize money	The prize money is 100 dollars.	Preisgeld
p. 109/2	<b>I'm not sure.</b>		Ich bin mir nicht sicher.
	Just a minute.		Einen Augenblick bitte; Moment mal.
	<b>Oh, come on!</b>		Ach, komm schon!
p. 109/4	grass	The grass is green.	Gras
	<b>on the way</b>	They are on the way.	auf dem Weg

## 1 a Match the phrases with the pictures. Write numbers.

1 go into town 2 listen to music 3 hang out with friends 4 play an instrument  
 5 play computer games 6 watch TV 7 watch internet videos 8 go to the cinema



2/33



## b Look at the pictures. Complete the sentences. Listen and check.

1	I often <u>go to the cinema</u> with my family.	5	My best friend and I ..... at the weekend.
2	After school, I .....	6	I ..... on Saturday.
3	In the morning, I ..... with my brother.	7	In the car, I .....
4	My brother ..... with his friends.	8	I sometimes ..... with my grandma.

## c Think and write 8 activities from 1a in order for you (1 = your favourite).

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

5 .....  
 6 .....  
 7 .....  
 8 .....



## 1 Look at the pictures. Match the sentence halves. Draw lines.



1 On Monday, a I visited my grandmother.  
 2 On Tuesday, b I played football.  
 3 On Wednesday, c I listened to music.  
 4 On Thursday, d I watched TV.  
 5 On Friday, e I played the drums.  
 6 On Saturday, f I listened to my friend.  
 7 On Sunday, g I played computer games.

VOCABULARY: \*drums – Schlagzeug

## 2 Write the verbs in the correct column.

play listened watched call watch went used played walk called

Present simple	Past simple
play	.....
.....	.....
.....	.....
.....	.....
.....	.....

2/35

## 3 Put the words in the correct order. Listen and check.

1 walked / I / my / the / park / with / friend / to /I walked to the park with my friend.2 TV / for / four / watched / we / Last / hours! / night,.....3 he / music / listened / to / Tuesday / favourite / his.....4 the / park / I / in / played / I / my / Yesterday,.....5 I / in / the / park / Monday / I / On / my.....6 computer / played / games / we / Last / house. / friend's / my / at / night,.....

## 4 Write sentences with your own ideas in your exercise book.

Last night, ...

Yesterday, ...

This morning, ...

On Wednesday, ...

At school, ...

On Saturday, ...

## 1 a Find and circle seven more past tense verbs.

was buh ad sab uilt fi were hap put wet is aw baw ent po hung out

2/36



## b Look and complete the sentences with the verbs from 1a. Listen and check.



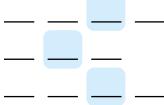
1 I ..... **was** ..... stressed.  
 2 I ..... **was** ..... on my head.  
 3 I ..... **went** ..... to the park and I ..... **met** ..... a small mouse.  
 4 I ..... **met** ..... my friend.  
 5 There ..... **were** ..... some sticks\* and stones\*. We picked them up for the snowman's arms, eyes, nose and mouth.  
 6 We ..... **had** ..... in the park.

VOCABULARY: **scarf** – Schal; **snowman** – Schneemann; **stick** – Stock; **stone** – Stein

## 2 Write the past tense verbs.

1 see      **s** \_\_\_\_\_  
 2 hang out      \_\_\_\_\_  
 3 is      \_\_\_\_\_

4 come  
 5 have  
 6 go



Now write the verbs from the blue boxes: **s** \_\_\_\_\_ **h** \_\_\_\_\_ **o** \_\_\_\_\_ **g** \_\_\_\_\_

2/37

## 3 Complete with the past forms of the verbs. Listen and check.

Sandra ..... **had** ..... (have) a great weekend! On Saturday, she **2** ..... (go) to the cinema with her best friend, Rosy. They **3** ..... (see) a new film. It **4** ..... (is) amazing. Sandra **5** ..... (come) home and **6** ..... (has) dinner with her family. After dinner, she **7** ..... (see) Rosy's hat in her bag. She called Rosy. Rosy **8** ..... (come) over and together they **9** ..... (hang out).

## 1 Find the past tense forms of the verbs in the box. Write them down.

are find go hang put see send take write

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

we

2/38

## 2 Put the dialogue in the correct order. Listen and check.

<input type="checkbox"/> <b>Aiyla</b> Yeah, it was nice, and I found a woman's purse*!	<input type="checkbox"/> <b>Aiyla</b> And an ID card*. I took the purse and the ID card to the shop manager. And they found the woman! She was very happy.
<input type="checkbox"/> <b>Emir</b> That's great! I'm fine!	<input type="checkbox"/> <b>Emir</b> I'm fine thanks, you?
<input type="checkbox"/> <b>Aiyla</b> I'm great!	<input type="checkbox"/> <b>Aiyla</b> On Saturday, I hung out with my family. We went to the shopping centre.
<input type="checkbox"/> <b>Emir</b> What about your weekend?	<input type="checkbox"/> <b>Emir</b> A purse? Wow.
<input checked="" type="checkbox"/> <b>Aiyla</b> Hi, Emir! How are you?	
<input type="checkbox"/> <b>Emir</b> Nice!	
<input type="checkbox"/> <b>Aiyla</b> There was a lot of money in it.	
<input type="checkbox"/> <b>Emir</b> Only money?	

VOCABULARY: \*purse – Geldtasche; ID card – Personalausweis

2/39

## 3 Complete the sentences with the correct past simple form. Listen and check.

- 1 Yesterday, I ..... to the shopping centre. (go) **went**
- 2 Last weekend, my friends ..... a film. (see)
- 3 Last summer, I ..... a toy plane\*. (build)
- 4 Last year, I ..... lots of photos in Australia. (take)
- 5 At the weekend, they ..... very happy. (be)
- 6 Yesterday, he ..... me a letter. (write)

VOCABULARY: \*plane – Flugzeug

## 4 Write five sentences about a family weekend in your exercise book.

On Friday evening, my family and I went camping! We took lots of photos ...

## Sounds right -ed endings

2/40

1 a Listen to the verbs. Write them on the correct line.

cooked  
wantedplayed  
listenedphoned  
walked

jumped

watched

called

1 /t/ cooked

2 /d/

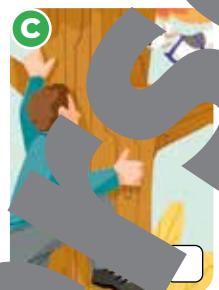
3 /ɪd/

2/41

b Listen and check.

2/42

2 a Listen and put the pictures in the correct order.



b Read the text messages. Who do you think sent them? Write Jenny, Emily or Henry.

1 Don't forget – my lesson starts at 9 on Saturday. Don't forget me!

2 We're in the park. Come and meet us!

3 Can I get some dog food on your way home, Mum? We haven't got any.

4 Sorry, Dad – I can't do a guitar lesson today. I've got a lot of homework to do. Can we do tomorrow?

c Choose one of the text messages and write a reply in your exercise book.

VOCABULARY: \*forget – vergessen

## 1 a Read and complete Jon's diary entry with the phrases from the box.

helped her mum  
played in the park  
walked six miles\*  
did my homework  
hung out with friends  
went to school

So, yesterday was my birthday! I'm 12 years old now. We had a big family party and my grandma came. She gave me a book for my birthday. It's a book of old pictures of our town. I really like it! My dad cooked all my favourite food. He cooked burgers, steak and lots of vegetables. It was a school day, so I <sup>1</sup> did my homework after dinner. Grandma asked me how much homework I had. I had lots! I asked her what she did at 12 years old.



This is ...'s grandma's answer:

She ..... at seven in the morning and she ..... to school! She ..... at school all day and in the evening, she ..... dinner! Wow! Her mother ..... in a factory\* and her dad worked on a farm. After dinner, she read books. On Saturday, she ..... clean the house. On Sunday morning she ..... to school and on Sunday afternoon she ..... . There ..... wasn't a shopping centre, so they ..... . She ..... sometimes went to the cinema on her birthday.

VOCABULARY: \*mile – Meile; work – arbeiten; factory – Fabrik

## b Read again and complete the sentences.

- 1 Jon is ..... years old.
- 2 Grandma gave Jon a ..... for his birthday.
- 3 ..... cooked burgers for Jon's birthday.
- 4 In the evening, Grandma ..... and .....
- 5 On Sunday afternoon, Grandma .....
- 6 On Grandma's birthday, she .....

## 2 It's your turn! Write what they did at 12 years old.

My .....  
My .....  
.....  
.....  
.....  
.....

2/43

## 1 a Listen and put the pictures in the correct order. Then complete the sentence.



Year ..... students are in trouble\*.

VOCABULARY \*be in trouble – in Schwierigkeiten sein

2/43



## b Listen again and choose the correct answer.

1 Year 9 students were ....  
 2 Year 8 students ....  
 3 Inside the box was ....  
 4 The students never gave Miss Coleman the ....

late  time  
 like English  very good  
 homework  an apple  
 birthday card  cake

happy  a cake  
 are angry  homework

2/43



## c Five words are wrong. Underline them and write the correct words below. Listen again and check.

Mr A. Good morning, Miss Coleman!

Miss C. Hello, Mr Andrews. How are you?

Mr A. I'm OK, thank you! How are you?

Miss C. I'm fine today ... but ... was boring!

Mr A. Oh! What happened?

Miss C. Well, yesterday my class was Year 3. My students were on time. No one was late. It was very boring when we had a test. They didn't help the students.

Mr A. That's good!

Miss C. I had Year 8 students. Year 8 students are very good, but ... I don't like German.

Mr A. They don't like English?

Miss C. No. And they said they can't do the homework.

Mr A. They can't?

Miss C. Yes! I was very happy! The homework was easy!

Mr A. And then?

Miss C. And then they said, 'Here, take the homework in. It's all in this box!' So they gave me a big box.

Mr A. What was in the box?

Miss C. I opened the box and inside was a cake! Yesterday was my birthday! They remembered it was my birthday. I was so happy. They all gave me birthday cards. That was very good.

Mr A. So ... ?

Miss C. They never gave me the homework!

1 ..... funny .....

2 ..... 3 ..... 4 ..... 5 .....

3 ..... 4 ..... 5 .....

4 ..... 5 .....

5 .....

## 1 a Read the letter. What is it about?

 A bad hotel. A good restaurant. A happy family.

Dear Sir/Madam,

We are the Cornell family. Last month, we went on holiday to beautiful Croatia\*. We stayed in your hotel by the sea for five days.

There were six of us in our family at your hotel: my wife, Michaela, my son and Luke, my daughter Gabrielle, my mother Francesca and my brother. Michaela is 38, Luke is 11 and Gabrielle is 5 years old.

On your website there was a picture of a big swimming pool at the hotel. In the evening we came to your hotel and my wife went down to the swimming pool. There was no swimming pool! She talked to the receptionist\*, but he said she can swim in the sea – at night! She was not very happy.

On your website there was a picture of a big restaurant with lots of food. The first morning at the hotel, we went to the restaurant. It was very big, but there was no hot food! My children were not very happy. My wife was not happy. My mother was not happy. And I was not happy! We were all very hungry. And very angry. We went to the local town for breakfast. The local town was lovely and the restaurants were very good. We went to an Italian restaurant for lunch and the food was delicious.

On your website there was a picture of a computer games room. In the afternoon, my children went to play computer games. There was no computer games! There was an old table tennis table and no balls! My children were not very happy.

For five days, we had no swimming pool, no hot food and no computer games. Your hotel is terrible! I said to all my friends – never go to Hotel Dupont!

Yours faithfully\*,

The Cornell Family

**VOCABULARY:** \*Croatia – Kroatien; receptionist – Rezeptionist/in; local – heimisch, hiesig; Yours faithfully – Mit freundlichen Grüßen

## b Read again. Circle T (True) or F (False).

1 Michaela has three children in the family.	T / F
2 Cornell's daughter is 5 years old.	T / F
3 Michaela likes swimming in the sea at night.	T / F
4 The hotel's restaurant is very big.	T / F
5 They went to Italy for lunch.	T / F
6 In the afternoon, they played table tennis.	T / F
7 The children like computer games.	T / F
8 They had a lovely time at the hotel.	T / F

## Entertainment



listen to music



hang out with friends



play an instrument



play computer games



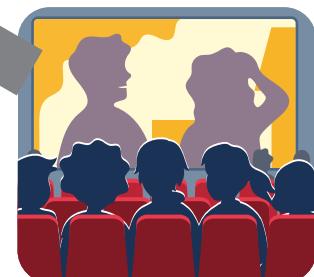
watch TV



watch internet videos



walk into town



go to the cinema

p. 110/1a	<b>town</b>	Then I went into town to see my friends.	Stadt
p. 110/2a	projector	Mr Kovac doesn't have a projector.	Beamer, Projektor
	<b>show</b>	Oliver likes the new vampire show.	Fernsehshow
	superhero	Ahmed likes superhero films.	Superheld
	vampire	Ahmed likes vampire shows.	Vampir/Vampirin
p. 110/3	<b>awesome</b>	That was awesome!	fantastisch, großartig
p. 113/1a	<b>clever</b>	How clever!	klug, schlau
	<b>fantastic</b>	It's a fantastic place.	toll, fantastisch
	<b>machine</b>	I bought myself a cool machine.	Maschine
	<b>myself</b>	I bought myself a cool machine.	(für) mich selbst
	to <b>pick up</b>	Please pick up your school bag and put it on the table.	aufheben, aufsammeln
	to tickle	I got a machine to tickle her toes.	kitzeln
p. 114/1a	to <b>print out</b>	Let's print out the photos we took last night.	(aus-)drucken
	to <b>take photos</b>	We can take photos of the moon.	Fotos machen
p. 116/1	<b>nothing</b>	There was nothing good on TV.	nichts
	to <b>turn on</b>	Can I turn on the TV?	einschalten
p. 117/2	<b>moon</b>	Last night, we took photos of the moon!	Mond
p. 118/1a	<b>drive</b>	It was a long drive.	Fahrt
	<b>see</b>	The house was on a beautiful lake.	See
	<b>mean</b>	What does it mean in English?	bedeuten; meinen
	<b>wood</b>	The photos showed a nice little house made of wood.	Holz

# 12

# Time

## Vocabulary Months

2/44

1 a Listen and number the months in the order you hear them.



b Complete the sentences for you.

My birthday is in .....

The first month after my birthday is .....

The second month after my birthday is .....

The fourth and fifth months after my birthday are ..... and .....

The ninth and eleventh months after my birthday are ..... and .....

The third month after my birthday is .....

The sixth and tenth months after my birthday are ..... and .....

2 Write sentences about the tennis players and their birthdays.

1	CLAIRE LIU	13.11.
2	RADUCANU	03.03.
3	LORENZO MUSETTI	03.09.
4	JANNIK SINNEN	16.08.
5	CADILLAC	25.05.
6	DOMINIC THIEM	16.06.

1 Her birthday is in June. ....

2 .....

3 .....

4 .....

5 .....

6 .....

## 1 a Read the photo story on Student's Book page 119 again. Cross out the extra words.

1 Mr Kovac, can we have a party on Friday ~~please~~?

2 It's my birthday tomorrow.

3 And I'll decorate all the classroom.

4 No, I want to decorate the classroom myself.

5 I'll bring the dance music.

6 I'll bring some drinks and sandwiches.

2/45



## b Complete the mini-dialogues with two sentences from A. Listen and check.

1 A Can we have a party on Friday?  
B Why?  
A .....

2 A Our classroom isn't very nice for a party.  
B I'll arrive and leave early.  
A .....

A It's great, thanks.

2/46



## c Put the dialogues in the correct order. Listen and check.

1  A No, next Wednesday, the 12<sup>th</sup> of June.  
 B That's great. We can have a party!  
 A My birthday's on Wednesday.  
 B Tomorrow, John?

2  B It's a party next Wednesday.  
 B Mmm. I like that. And I'll bring some drinks.  
 A Oh, really? Then I'll make a cake.  
I know, it's John's birthday.

## Let's talk Saying when your birthday is

### 2 a Complete the mini-dialogues with the words from the box. There are two extra words.

birthday      of      in      on

1 When ..... is .....  
your .....?

2 It's ..... the  
1<sup>st</sup> ..... October.



## b Write a mini-dialogue. Ask a friend about his or her birthday.

You ..... ?

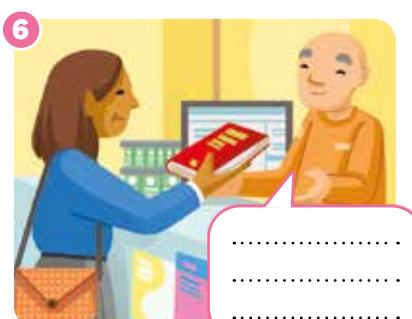
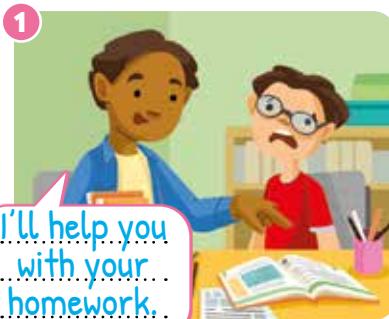
Your friend .....

**1** Put the words in the correct order. Listen and check.

1 room. / decorate / I / the / 'll  
 2 the / 'll / bring / I / music.  
 3 cake. / the / 'll / I / make  
 4 up / balloons. / 'll / the / blow / I  
 5 I / invitations. / 'll / the / send  
 6 present. / I / buy / the / 'll

*I'll decorate the room.* ..........  
.....  
.....  
.....  
.....  
.....**2** What do they say or think? Write sentences with *I'll*. Listen and check.

buy    clean up    close    ~~help you~~    stay    try  
 at home    the table    the red T-shirt    the window    his book    ~~with your homework~~

**3** Complete the text messages. Write sentences with *I'll* and your own ideas.

Hi, Grandma. I'm at the shops.

.....

My pen is broken.

.....

Thank you for the money, Grandma!

.....

Sorry for the mess in my room, Mum.

.....

There's a new film at the Roxy cinema.

.....

Sandra isn't here.

.....

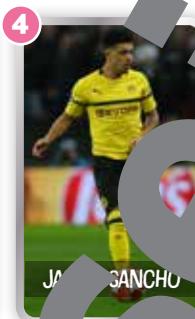
# Vocabulary

## Time prepositions

### 1 Complete the sentences with **in**, **on**, **of** or **at**.

- 1 Sam's birthday is ..... **on** ..... a Wednesday this year.
- 2 Rita's birthday is ..... August.
- 3 Your birthday is ..... the 12<sup>th</sup> ..... December.
- 4 His birthday party is ..... the evening.
- 5 The party is ..... six o'clock.
- 6 Sarah's party is ..... a Saturday ..... June.

### 2 Write sentences about the football players and their birthdays.



11.01.

25.03.

29.06.

16.10.

19.12.

10.11.

1 Her birthday is **on** the 29.06. **in** June.

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

### 3 a Write mini-dialogues with two people from your family.

You ..... when .....  
 ..... when .....?  
 Mix .....

You ..... , when .....?  
 ..... , when .....?

### b Write a dialogue between you and a friend.

You ..... When's your birthday?

Your friend ..... .

You ..... Oh, really?

Your friend ..... Yes, and I'll ..... .

You ..... .



## 1 Look and tick the correct time. Listen and check.

1



at half past five in the morning  
 at half past five in the afternoon

2



at twenty to four  
 at twenty past four

3



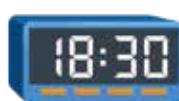
at midnight  
 at lunchtime

4



seven o'clock in the morning  
 seven o'clock in the evening

5



at half past six in the evening  
 at half past seven in the evening

6



at quarter to ten at night  
 at quarter past ten at night

7



at five to seven in the evening  
 at five to seven in the morning

8



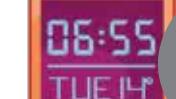
at quarter to twelve in the morning  
 at quarter past twelve

9



at midnight  
 at lunchtime

10



at five to seven in the evening  
 at five to seven in the morning

11



at seven o'clock in the morning  
 at seven o'clock in the evening

12



at quarter past twelve in the morning  
 at quarter past twelve in the afternoon

## 2 a Put the words in the correct order. Write the questions.

- 1 do / up? / you / When / ...
- 2 go / you / to / school / When / ...
- 3 lunch / When / ... / you / do
- 4 you / ... / does / finish? / school
- 5 have / ... / a / dinner? / When
- 6 When / ... / you / go / to / do

When do you get up? .....

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

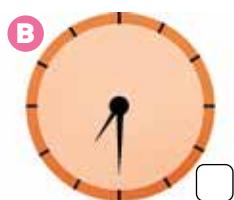
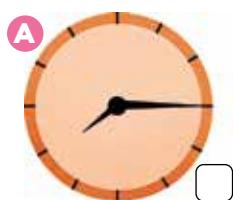
## b Write your answers to the questions in 2a.

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

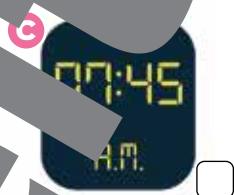
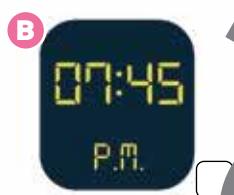
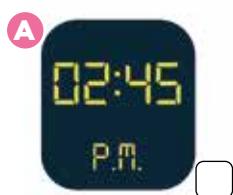
2/50

1 Listen and tick the correct answer.

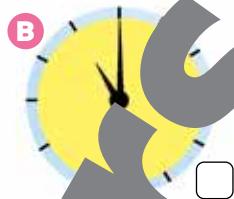
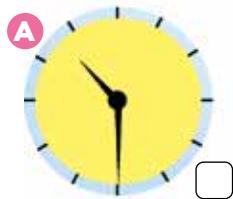
1 The film is at ...



2 The tennis match is on TV at ...



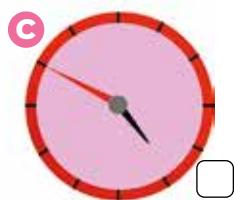
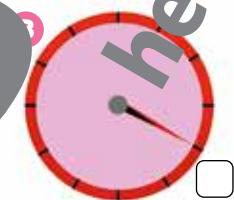
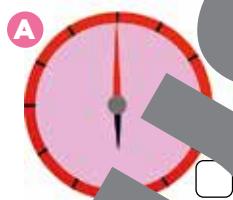
3 The English lesson starts at ...



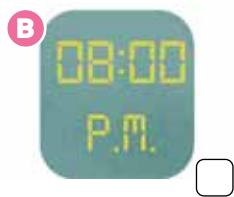
4 The guitar lesson finishes at ...



5 Mum comes home from work at ...



6 The football game starts at ...



2 Think of new questions with *What time ...?* Write two mini-dialogues.

1 You .....  
 Your friend .....  
 You .....

2 You .....  
 Your friend .....  
 You .....

## 1 a Read and put the pictures in the correct order.

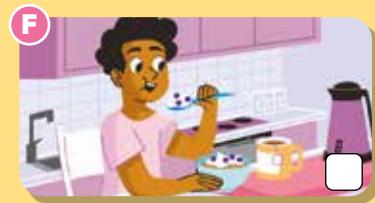


# MY NOT SO PERFECT DAY

Last Saturday was a strange day. I wanted to get up early, but there was a problem with my alarm. I woke up when I heard the birds in the trees in front of my bedroom window. 'Oh no! I'm late to meet Tom and Alex!' I said to myself. I sent them a message at a quarter past ten to nine. 'I'm late. Sorry!!! Let's meet in one hour!'

There was no answer from them. At five past ten, I had a quick breakfast. No answer from Tom and Alex! So at a quarter past ten I started to read my book. It's called *The Colour of the Sun*. A funny book – a detective story full of ghosts! I love to read and read and read. And I forgot about time. At a quarter past one, I got a message from Alex. 'Sorry. My phone was at home. Tom also had no phone with him. Let's meet tomorrow. Nine o'clock in the park, OK?'

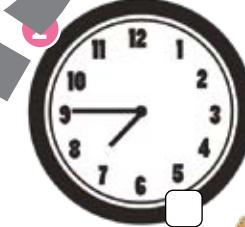
That put a smile on my face. It wasn't a perfect day, but it had a good end. At quarter past eight, I started to read my book again. I finished it at ten to eleven.



## b Read the text again. Match the pictures in 1a with the clocks.



1



2



3



4



5

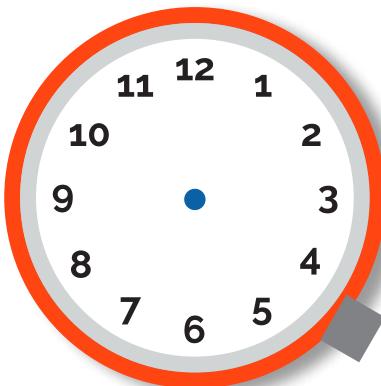
## 2 Write three sentences about a not so perfect day for you. Use times and the past.

.....

.....

.....

2/51

**1 a** Listen to Thomas. What time is it at the end of the story?

2/51

**b** Listen again and match the sentence halves. Draw lines.

1 On April 23<sup>rd</sup> \_\_\_\_\_

2 He was very happy. "All my friends will \_\_\_\_\_

3 Nick was the first visitor\*. His present for \_\_\_\_\_

4 Tony's present for \_\_\_\_\_

5 Lara and Elisabeth's present for \_\_\_\_\_

6 Thomas was so happy, but the \_\_\_\_\_

7 "Get up," she said. "It's time to \_\_\_\_\_

8 Thomas wasn't happy. "What \_\_\_\_\_

a Thomas was a mountain bike.  
 b Thomas was a book.  
 c Thomas had his birthday.  
 d he heard his mum's voice.  
 e Thomas was a computer.  
 f come to my party!" he said.  
 g a strange dream!" he said.  
 h go to school."

VOCABULARY: \*visitor – Besucher/in; confused – verwirrt

2/52

**2** Complete the dialogue with the sentences from the box. Listen and check.

I'll bring the music and some games. I'll have a big party. In seven months  
 No way! Of course you can. So when is your party?

Phil It's my birthday.

Anna .....  
Phil Yes, it is.<sup>2</sup> .....  
Anna .....  
Phil .....  
Anna Great. Thanks.Phil .....  
Anna That's good.<sup>5</sup> .....  
on Saturday?Phil It's on Sunday.<sup>6</sup> .....  
Anna Ha ha ha. That isn't funny.

1 Remember the story on Student's Book page 126. Use the words at the end and rewrite the sentences in your exercise book.

- 1 Everything wrong at the girl's last birthday party.
- 2 All her friends got invitation cards with the wrong on them.
- 3 Larry forgot his birthday present home.
- 4 Dad wanted to stop the party and try next Saturday.

went

time

2 Read the story. Circle T (True) or F (False).

## MY BEST BIRTHDAY PARTY EVER

It was my eleventh birthday. The beginning of the party wasn't all that great. My friends arrived half an hour too early. There was still a lot of work to do. But then they were nice. They put all their presents on the big garden table. Then they helped me to put some balloons in the garden. The garden looked really nice. "But where are the presents?" my friend Sarah suddenly\* said. The table was still in the garden. But there wasn't one box on it! We soon found out what the problem was. We have a dog. His name is Oscar. He's quite big. He's good at opening boxes. So, four of the boxes were open, and the presents were broken. Oscar has strong teeth.

I was sad and my friends were sad too. Then I got up and said, "Listen, everybody. We can all be sad now. Or we do our best and have fun. I want to have fun. It's Claire's birthday!" "Yes!"

they all shouted. "Let's have fun. It's Claire's birthday." It was fun. A lot of fun. We danced. We sang songs. We played games. We laughed. We danced and laughed. It was the best birthday party ever. Even the dog was so happy. Oscar can't speak. But I think he understood. It was the best birthday party ever!



**VOCABULARY:** \*suddenly – plötzlich

- 1 The story happened in a city called Clara. T / F
- 2 All her friends came to the party. T / F
- 3 They put the presents on the garden table and helped Claire. T / F
- 4 The garden was really bad. T / F
- 5 Claire's dog Oscar was hungry. He started to eat the birthday cake. T / F
- 6 Everybody was sad when they saw the problem with the presents. T / F
- 7 It was very sad and went home. T / F
- 8 The dog was happy about the birthday party. T / F

3 Think about a great birthday party you went to and write a short text (60–80 words) about it. In your text, write about:

- who the party was for (you, your friend, ...)
- where it took place (in a garden, in a park, ...)
- how many friends there were
- what you did

**1** Read the sentences and complete the words.

- 1 **Victoria** Don't worry! It's the **police**.....
- 2 **Victoria** Don't worry about me! Go! I can lock the c..... door and hide.
- 3 **Jenna** We have to close the p..... between our worlds. Come on!
- 4 **Jenna** Come on, Aiden! It's me! Are you s.....?
- 5 **Aiden** But it is a bit strange. I don't see many talking w..... you know.
- 6 **Jenna** Ha. Don't worry! This is my world. You're s.....
- 7 **Jenna** Throw me the b..... Then you can come and get me.
- 8 **Jenna** This is my home! W..... to the Forest World!

**2** Remember episode 6. Put the events in the order they happened.

- Aiden and Jenna go to the cellar.
- Aiden and Jenna leave the cave.
- Aiden and Jenna arrive in the Forest World.
- There is a knock on the door.

## Everyday English

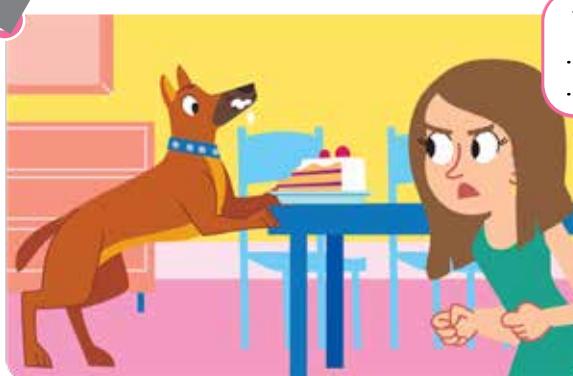
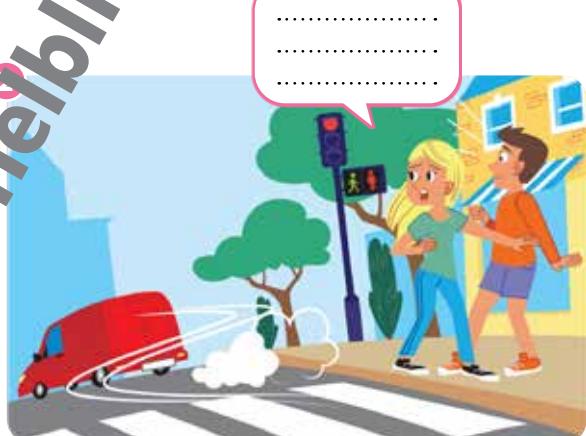
**3 a** Complete the expressions with the words from the box.

you      was      welcome      That      're      are      close

- 1 **You're**.....
- 2 How .....!
- 3 .....!

**b** Complete with the expressions from 3a.

1



That's my cake!

## Months



## Ordinal numbers

1<sup>st</sup> – **first**  
 2<sup>nd</sup> – **second**  
 3<sup>rd</sup> – **third**  
 4<sup>th</sup> – **fourth**  
 5<sup>th</sup> – **fifth**

6<sup>th</sup> – **sixth**  
 7<sup>th</sup> – **seventh**  
 8<sup>th</sup> – **eighth**  
 9<sup>th</sup> – **ninth**  
 10<sup>th</sup> – **tenth**

11<sup>th</sup> – **eleventh**  
 12<sup>th</sup> – **twelfth**  
 13<sup>th</sup> – **thirteenth**  
 14<sup>th</sup> – **fourteenth**  
 15<sup>th</sup> – **fifteenth**

22<sup>nd</sup> – **twenty-second**  
 23<sup>rd</sup> – **twenty-third**  
 30<sup>th</sup> – **thirtieth**  
 31<sup>st</sup> – **thirty-first**

p. 120	<b>date</b>	Find and say the month and date.	Datum
p. 120/3a	to <b>arrive</b>  <b>early</b>  <b>everybody</b>  <b>if</b>	My friends are arriving at 10 o'clock.  I'll arrive 30 minutes early.  He sprayed the garden with the fizzy drink.  We can play games if you want.	ankommen  früh  jeder/jede/jedes  wenn; falls
p. 120/4	<b>surprise</b>	We have a surprise!	Überraschung
p. 122/2	<b>balloon</b>  <b>invitation</b>	I'll have a balloon.	(Luft-)Ballon  Einladung
p. 122/4	to <b>organise</b>	Let's organise a birthday party.	organisieren
p. 124/1a	<b>till</b>	We have a lesson till quarter to five.	bis
	What a pity!		Wie schade!
p. 124/2	<b>midnight</b>	I go to bed at midnight.	Mitternacht
p. 125/1a	<b>nearly</b>  <b>tonight</b>	It is nearly finished.  Don't forget my party tonight.	fast, beinahe  heute Abend; heute Nacht
p. 125/2b	<b>almost</b>	You're almost right!	fast, beinahe
p. 127/1a	<b>excited</b>	It was my birthday and I was excited.	aufgereggt
p. 128/1a	fizzy drink	Fred shakes a bottle of fizzy drink.	kohlensäurehaltiges Getränk; Soda
	<b>nobody</b>	At six, nobody was there.	niemand
	What a pity!	Her hair was wet.	nass, feucht
p. 128/2	to <b>forget</b>	Don't forget to write the time and place on your invitation.	Was für eine Unordnung!  vergessen
	to <b>sign</b>	Decorate the invitation and sign it.	unterschreiben
p. 129/3	How dare you!  <b>That was close!</b>		Wie kannst du es wagen!  Das war knapp!

# Answer key

## Unit 1

### p. 4, ex. 1

**A** eleven, **B** fifteen, **C** fourteen, **D** eight, **E** nineteen, **F** twenty

### p. 4, ex. 2

**1** twelve, fifteen, eighteen, **2** sixteen, fourteen, twelve, **3** seven, eleven, thirteen, fifteen

### p. 4, ex. 3a

**A** 13, **B** 11, **C** 9, **D** 15, **E** 2, **F** 12

### p. 4, ex. 3b

**1** Yes. **2** No, it's brown. **3** No, it's green. **4** Yes. **5** No, it's orange. **6** No, it's yellow.

### p. 5, ex. 1a

**1** Lily, **2** Ahmed, **3** Oliver, **4** Alissa

### p. 5, ex. 1b

**1. Spalte:** 4, 3

**2. Spalte:** 2, 1

### p. 5, ex. 2a

**1** I'm Ahmed, **2** I'm Alissa, **3** I'm Lily, **4** I'm Oliver

### p. 5, ex. 2b

**1** are, **2** 'm, **3** How, **4** I'm

### p. 6, ex. 1

**1** I'm fine, thanks. **2** I'm thirteen. **3** I'm Tony. **4** I'm OK, thanks. And you?

### p. 6, ex. 2

**1** What's your name? **2** How are you? **3** How are you? **4** And you? / How old are you?

### p. 7, ex. 1a

pen, pencil, pencil case, book, table, chair, rubber, ruler

### p. 7, ex. 1b

**1** chair, **2** pencil case, **3** ruler, **4** table, **5** pen, **6** book, **7** pencil, **8** rubber

### p. 7, ex. 2

The pen is blue. The school bag is yellow and green. The rubber is blue and red. The pencil case is orange. The table is brown. The chair is green and brown. The book is blue and white. The ruler is black.

### p. 8, ex. 1a

**1** Noah, **2** Lucas, **3** Anna, **4** Daniel

### p. 8, ex. 1b

**1** T, **2** F, **3** T

### p. 8, ex. 2

**1** pencils, **2** chairs, **3** tables, **4** rulers, **5** school bags, **6** rubbers

### p. 8, ex. 3

In picture A, there are two green pencils. In picture B, there are two red pencils. In picture A, there is a blue ruler. In picture B, there is a green ruler. In picture A, there are five orange rubbers. In picture B,

there are three green rubbers. In picture A, there is a yellow and green pencil case. In picture B, there is a red and green pencil case. In picture A, there are six blue pens. In picture B, there are four blue pens.

### p. 9, ex. 1a

**1** are, **2** 's, **3** are, **4** are, **5** is, **6** are, **7** is, **8** are, **9** is, **10** are, **11** are, **12** is, **13** are, **14** are, **15** are, **16** are, **17** is, **18** are, **19** are, **20** are, **21** are, **22** are, **23** are, **24** are, **25** are, **26** are, **27** are, **28** are, **29** are, **30** are, **31** are, **32** are, **33** are, **34** are, **35** are, **36** are, **37** are, **38** are, **39** are, **40** are, **41** are, **42** are, **43** are, **44** are, **45** are, **46** are, **47** are, **48** are, **49** are, **50** are, **51** are, **52** are, **53** are, **54** are, **55** are, **56** are, **57** are, **58** are, **59** are, **60** are, **61** are, **62** are, **63** are, **64** are, **65** are, **66** are, **67** are, **68** are, **69** are, **70** are, **71** are, **72** are, **73** are, **74** are, **75** are, **76** are, **77** are, **78** are, **79** are, **80** are, **81** are, **82** are, **83** are, **84** are, **85** are, **86** are, **87** are, **88** are, **89** are, **90** are, **91** are, **92** are, **93** are, **94** are, **95** are, **96** are, **97** are, **98** are, **99** are, **100** are, **101** are, **102** are, **103** are, **104** are, **105** are, **106** are, **107** are, **108** are, **109** are, **110** are, **111** are, **112** are, **113** are, **114** are, **115** are, **116** are, **117** are, **118** are, **119** are, **120** are, **121** are, **122** are, **123** are, **124** are, **125** are, **126** are, **127** are, **128** are, **129** are, **130** are, **131** are, **132** are, **133** are, **134** are, **135** are, **136** are, **137** are, **138** are, **139** are, **140** are, **141** are, **142** are, **143** are, **144** are, **145** are, **146** are, **147** are, **148** are, **149** are, **150** are, **151** are, **152** are, **153** are, **154** are, **155** are, **156** are, **157** are, **158** are, **159** are, **160** are, **161** are, **162** are, **163** are, **164** are, **165** are, **166** are, **167** are, **168** are, **169** are, **170** are, **171** are, **172** are, **173** are, **174** are, **175** are, **176** are, **177** are, **178** are, **179** are, **180** are, **181** are, **182** are, **183** are, **184** are, **185** are, **186** are, **187** are, **188** are, **189** are, **190** are, **191** are, **192** are, **193** are, **194** are, **195** are, **196** are, **197** are, **198** are, **199** are, **200** are, **201** are, **202** are, **203** are, **204** are, **205** are, **206** are, **207** are, **208** are, **209** are, **210** are, **211** are, **212** are, **213** are, **214** are, **215** are, **216** are, **217** are, **218** are, **219** are, **220** are, **221** are, **222** are, **223** are, **224** are, **225** are, **226** are, **227** are, **228** are, **229** are, **230** are, **231** are, **232** are, **233** are, **234** are, **235** are, **236** are, **237** are, **238** are, **239** are, **240** are, **241** are, **242** are, **243** are, **244** are, **245** are, **246** are, **247** are, **248** are, **249** are, **250** are, **251** are, **252** are, **253** are, **254** are, **255** are, **256** are, **257** are, **258** are, **259** are, **260** are, **261** are, **262** are, **263** are, **264** are, **265** are, **266** are, **267** are, **268** are, **269** are, **270** are, **271** are, **272** are, **273** are, **274** are, **275** are, **276** are, **277** are, **278** are, **279** are, **280** are, **281** are, **282** are, **283** are, **284** are, **285** are, **286** are, **287** are, **288** are, **289** are, **290** are, **291** are, **292** are, **293** are, **294** are, **295** are, **296** are, **297** are, **298** are, **299** are, **300** are, **301** are, **302** are, **303** are, **304** are, **305** are, **306** are, **307** are, **308** are, **309** are, **310** are, **311** are, **312** are, **313** are, **314** are, **315** are, **316** are, **317** are, **318** are, **319** are, **320** are, **321** are, **322** are, **323** are, **324** are, **325** are, **326** are, **327** are, **328** are, **329** are, **330** are, **331** are, **332** are, **333** are, **334** are, **335** are, **336** are, **337** are, **338** are, **339** are, **340** are, **341** are, **342** are, **343** are, **344** are, **345** are, **346** are, **347** are, **348** are, **349** are, **350** are, **351** are, **352** are, **353** are, **354** are, **355** are, **356** are, **357** are, **358** are, **359** are, **360** are, **361** are, **362** are, **363** are, **364** are, **365** are, **366** are, **367** are, **368** are, **369** are, **370** are, **371** are, **372** are, **373** are, **374** are, **375** are, **376** are, **377** are, **378** are, **379** are, **380** are, **381** are, **382** are, **383** are, **384** are, **385** are, **386** are, **387** are, **388** are, **389** are, **390** are, **391** are, **392** are, **393** are, **394** are, **395** are, **396** are, **397** are, **398** are, **399** are, **400** are, **401** are, **402** are, **403** are, **404** are, **405** are, **406** are, **407** are, **408** are, **409** are, **410** are, **411** are, **412** are, **413** are, **414** are, **415** are, **416** are, **417** are, **418** are, **419** are, **420** are, **421** are, **422** are, **423** are, **424** are, **425** are, **426** are, **427** are, **428** are, **429** are, **430** are, **431** are, **432** are, **433** are, **434** are, **435** are, **436** are, **437** are, **438** are, **439** are, **440** are, **441** are, **442** are, **443** are, **444** are, **445** are, **446** are, **447** are, **448** are, **449** are, **450** are, **451** are, **452** are, **453** are, **454** are, **455** are, **456** are, **457** are, **458** are, **459** are, **460** are, **461** are, **462** are, **463** are, **464** are, **465** are, **466** are, **467** are, **468** are, **469** are, **470** are, **471** are, **472** are, **473** are, **474** are, **475** are, **476** are, **477** are, **478** are, **479** are, **480** are, **481** are, **482** are, **483** are, **484** are, **485** are, **486** are, **487** are, **488** are, **489** are, **490** are, **491** are, **492** are, **493** are, **494** are, **495** are, **496** are, **497** are, **498** are, **499** are, **500** are, **501** are, **502** are, **503** are, **504** are, **505** are, **506** are, **507** are, **508** are, **509** are, **510** are, **511** are, **512** are, **513** are, **514** are, **515** are, **516** are, **517** are, **518** are, **519** are, **520** are, **521** are, **522** are, **523** are, **524** are, **525** are, **526** are, **527** are, **528** are, **529** are, **530** are, **531** are, **532** are, **533** are, **534** are, **535** are, **536** are, **537** are, **538** are, **539** are, **540** are, **541** are, **542** are, **543** are, **544** are, **545** are, **546** are, **547** are, **548** are, **549** are, **550** are, **551** are, **552** are, **553** are, **554** are, **555** are, **556** are, **557** are, **558** are, **559** are, **560** are, **561** are, **562** are, **563** are, **564** are, **565** are, **566** are, **567** are, **568** are, **569** are, **570** are, **571** are, **572** are, **573** are, **574** are, **575** are, **576** are, **577** are, **578** are, **579** are, **580** are, **581** are, **582** are, **583** are, **584** are, **585** are, **586** are, **587** are, **588** are, **589** are, **590** are, **591** are, **592** are, **593** are, **594** are, **595** are, **596** are, **597** are, **598** are, **599** are, **600** are, **601** are, **602** are, **603** are, **604** are, **605** are, **606** are, **607** are, **608** are, **609** are, **610** are, **611** are, **612** are, **613** are, **614** are, **615** are, **616** are, **617** are, **618** are, **619** are, **620** are, **621** are, **622** are, **623** are, **624** are, **625** are, **626** are, **627** are, **628** are, **629** are, **630** are, **631** are, **632** are, **633** are, **634** are, **635** are, **636** are, **637** are, **638** are, **639** are, **640** are, **641** are, **642** are, **643** are, **644** are, **645** are, **646** are, **647** are, **648** are, **649** are, **650** are, **651** are, **652** are, **653** are, **654** are, **655** are, **656** are, **657** are, **658** are, **659** are, **660** are, **661** are, **662** are, **663** are, **664** are, **665** are, **666** are, **667** are, **668** are, **669** are, **670** are, **671** are, **672** are, **673** are, **674** are, **675** are, **676** are, **677** are, **678** are, **679** are, **680** are, **681** are, **682** are, **683** are, **684** are, **685** are, **686** are, **687** are, **688** are, **689** are, **690** are, **691** are, **692** are, **693** are, **694** are, **695** are, **696** are, **697** are, **698** are, **699** are, **700** are, **701** are, **702** are, **703** are, **704** are, **705** are, **706** are, **707** are, **708** are, **709** are, **710** are, **711** are, **712** are, **713** are, **714** are, **715** are, **716** are, **717** are, **718** are, **719** are, **720** are, **721** are, **722** are, **723** are, **724** are, **725** are, **726** are, **727** are, **728** are, **729** are, **730** are, **731** are, **732** are, **733** are, **734** are, **735** are, **736** are, **737** are, **738** are, **739** are, **740** are, **741** are, **742** are, **743** are, **744** are, **745** are, **746** are, **747** are, **748** are, **749** are, **750** are, **751** are, **752** are, **753** are, **754** are, **755** are, **756** are, **757** are, **758** are, **759** are, **760** are, **761** are, **762** are, **763** are, **764** are, **765** are, **766** are, **767** are, **768** are, **769** are, **770** are, **771** are, **772** are, **773** are, **774** are, **775** are, **776** are, **777** are, **778** are, **779** are, **780** are, **781** are, **782** are, **783** are, **784** are, **785** are, **786** are, **787** are, **788** are, **789** are, **790** are, **791** are, **792** are, **793** are, **794** are, **795** are, **796** are, **797** are, **798** are, **799** are, **800** are, **801** are, **802** are, **803** are, **804** are, **805** are, **806** are, **807** are, **808** are, **809** are, **810** are, **811** are, **812** are, **813** are, **814** are, **815** are, **816** are, <

# Answer key

## p. 17, ex. 1b

1. **Spalte:** 3, 2, 1  
2. **Spalte:** 1, 2, 3

## p. 17, ex. 2a

1 Chris, 2 Aaron, 3 Julia

## p. 18, ex. 1a

1 is, 2 am, 3 is, 4 are, 5 are, 6 is, 7 are, 8 are

## p. 18, ex. 1b

1 It's a nice website. 2 He's a biology teacher. 3 I'm in class 7C. 4 You're in the green team. 5 They're in class 7C. 6 You're in my team. 7 She's a biology teacher. 8 We're a cool team.

## p. 18, ex. 2a

1 'm/am, 2 are, 3 is, 4, are, 5 is, 6 are

## p. 19, ex. 1

1 greet, 2 like, 3 world, 4 read, 5 free, 6 classroom, 7 Slovenia, 8 storm

## p. 19, ex. 2a

1 books, 2 volleyballs, 3 skateboards, 4 basketball

## p. 19, ex. 2b

1 Anisa, there are two books, 2 Grace, there are four volleyballs, 3 In Julian's bag there are two skateboards. 4 In Michael's bag there is/ 's a basketball.

## p. 19, ex. 3

1 Q, U, 2 I, Y, 3 K, J, 4 A, K, 5 V, B, 6 E, G, 7 U, W, 8 C, D

## p. 20, ex. 1

1 I, 2 you, 3 she, 4 he, 5 it, 6 we, 7 you, 8 they

## p. 20, ex. 2

1 e, 2 g, 3 a, 4 c, 5 b, 6 d, 7 f

## p. 20, ex. 3

1 I, 2 We, 3 they, 4 it, 5 she, 6 you, 7 you, 8 you, 9 he, 10 He

## p. 21, ex. 1

1 Abigail, Zoey, 2 Hudson, 3 Ethan, 4 Taylor

## p. 21, ex. 2

1 London, 2 San Francisco, 3 Sydney, 4 Washington, 5 Edinburgh, 6 New York

## p. 22, ex. 1a

1 F, 2 F, 3 T, 4 F

## p. 22, ex. 1b

1 This is my teacher's bag. 2 This is Alissa's pen.  
4 This is a pen. 5 This is a pencil.

## p. 22, ex. 2

1 English, 2 maths, 3 science, 4 biology, 5 art

## p. 23, ex. 1a

Picture 2 is correct.

## p. 23, ex. 1b

1 F, 2 T, 3 F, 4 T

## p. 23, ex. 1c

1 Tim → David, 2 pizza → books, 3 dogs → cats, 4 football → basketball

## p. 24, ex. 1a

1 3, 2 1

## p. 24, ex. 1b

1 music, 2 English, 3 German, 4 music

## p. 24, ex. 1c

1 Miss Brown → Mr. White, 3 Sam → Daniel and Dorothy

## p. 25, ex. 1

1 rat, 2 peach, 3 corn, 4 water bottle, 5 map

## p. 25, ex. 2a

1 last, 2 How, 3 Let me see

## p. 25, ex. 2b

1 At last, 2 strange, 3 Let me see!

## Unit 1

## p. 28, ex. 1a

1 angry, 2 bored, 3 cold, 4 sad, 5 hot, 6 angry, 7 happy, 8 nervous

## p. 28, ex. 1b

1 happy, 2 tired, 3 hungry, 4 sad, 5 bored, 6 cold, 7 angry, 8 nervous, 9 hot

## p. 28, ex. 1c

1 It's tired. 2 We're cold. 3 We're hot. 4 She's bored. 5 I'm hungry. 6 It's angry. 7 They're happy. 8 I'm nervous. 9 He's sad.

## p. 29, ex. 1a

1 now, 2 really, 3 Bloom, 4 very

## p. 29, ex. 1b

3, 2, 1

## p. 29, ex. 2a

1 Great! 2 Poor you.

## p. 30, ex. 1

A 6, B 2, C 4, D 5, E 1, F 3

## p. 30, ex. 2

1 isn't, 2 'm not / am not, 3 aren't / are not, 4 isn't / is not, 5 isn't / is not, 6 aren't / are not, 7 aren't / are not, 8 isn't / is not

## p. 30, ex. 3

1 'm not / am not, 2 aren't / are not, 3 isn't / is not, 4 isn't / is not, 5 aren't / are not, 6 aren't / are not

## p. 31, ex. 1a

kitchen, bathroom, hall, toilet, living room, bedroom

## p. 31, ex. 1b

1 kitchen, 2 bathroom, 3 bedroom, 4 living room, 5 toilet, 6 hall

# Answer key

## p. 31, ex. 2

1 bathroom, 2 kitchen, 3 toilet, 4 hall, 5 living room, 6 bedroom, 7 hall, 8 kitchen, 9 toilet, 10 bedroom, 11 bathroom, 12 living room

## p. 32, ex. 1

1 d, 2 a, 3 h, 4 b, 5 g, 6 c, 7 f, 8 e

## p. 32, ex. 2

1 Yes, I am. 2 Yes, they are. 3 No, she isn't. 4 No, it isn't. 5 Yes, we are. 6 No, I'm not.

## p. 33, ex. 1

A 6, B 1, C 3, D 4, E 2, F 5

## p. 33, ex. 2

kitchen, toilet, happy, nervous, bedroom, bathroom, angry, hungry

## p. 34, ex. 1

1 T, 2 T, 3 T, 4 T, 5 T, 6 F, 7 T

## p. 35, ex. 1a

A 3, B 2, C 6, D 5, E 4, F 1

## p. 35, ex. 1b

Alfie – nervous, Bia – sad, Carl – hungry, Dana – cold, Ernie – bored, Freda – hot, Mum – tired

## p. 35, ex. 1c

1 English, 2 school bag, 3 sandwich, 4 window, 5 bored, 6 window, 7 living room

## p. 36, ex. 1

1 It's good to have positive feelings. 2 Learn to manage your feelings. 3 Count to ten and breathe.

## p. 36, ex. 2

A 3, B 1, C 4, D 5, E 2

## Unit 4

### p. 39, ex. 1

1 g, 2 a, 3 d, 4 h, 5 c, 6 f, 7 e, 8 b

### p. 39, ex. 2

rabbit, cat, fish, hamster, snake, budgie, dog

### p. 39, ex. 3

1 dog, 2 cat, 3 budgie, 4 fish

### p. 40, ex. 1a

1 got, 2 hamster, 3 dog, 4 club

### p. 40, ex. 1b

1 Really? What is it? 2 not a dog 3 Hmm, small? Is it a budgie?

### p. 40, ex. 1c

1 Really, 2 No

### p. 41, ex. 1

1 've, budgie, 2 've, hamster, 3 's, fish, 4 's, snake, 5 've, rabbit, 6 've, cats

### p. 41, ex. 2

1 've/have got, 2 's/has got, 3 've/have got, 4 's/has got, 5 've/have got, 6 's/has got

## p. 42, ex. 1

1 I'm in the kitchen, 2 She's in front of the house, 3 No, he's on the sofa

## p. 42, ex. 2

1 on, 2 behind, 3 in, 4 next to, 5 under, 6 in front of

## p. 42, ex. 3

The dog is in the kitchen. The snake is on the bed. The cat is behind the chair. The rabbit is next to the school bag. The cat is under the sofa. Amy is in front of the house.

## p. 43, ex. 1a

1 C, 2 A, 3 B, 4 F, 5 E, 6 D

## p. 43, ex. 1b

1 e, 2 d, 3 a, 4 f, 5 c, 6 b

## p. 43, ex. 1c

1. Spalt, 2. Spalt, 3. Spalt, 4. Spalt, 5. Spalt

2. Spalt, 3. Spalt, 4. Spalt, 5. Spalt, 6. Spalt

## p. 44, ex. 1

1 rat, 2 dog, 3 hamsters, 4 crocodile, 5 snake, 6 cat

## p. 44, ex. 1a

1 behind, 2 under, 3 on, 4 in front of, 5 next to, 6 in

## p. 45, ex. 1

A Ollie the dog, next to the bed, B Robbie the rabbit, in front of the yellow chair, C Millie the dog, behind the table, D Timmy the rabbit, under the green chair, E Bella the cat, on the sofa, F Timo the snake, in the bathroom

## p. 46, ex. 1a

A 4 b, 3 C 2, D 6, E 1, F 5

## p. 46, ex. 1b

1 T, 2 F, 3 T, 4 T, 5 T

## p. 46, ex. 1c

1 No way, 2 Green and beautiful, 3 Are you under the sofa

## p. 47, ex. 1

1 In the UK, a dog costs you about 1,800 pounds a year. 2 Every year, people in the US spend about 99 billion dollars on pets.

## p. 47, ex. 2

1 d, 2 c, 3 a, 4 b, 5 f, 6 e

## p. 48, ex. 1

1 nut, 2 squirrel, 3 wolf, 4 strawberry, 5 trap, 6 pen

## p. 48, ex. 2a

1 it, 2 What's happening? 3 Let go!

## p. 48, ex. 2b

1 Try it! 2 Let go! 3 What's happening?

## Unit 5

### p. 50, ex. 1

1 get up, 2 have breakfast, 3 go to school, 4 have dinner, 5 do homework, 6 go to bed

### p. 50, ex. 2

1 get, 2 breakfast, 3 school, 4 dinner, 5 homework, 6 go, 7 bed, 8 English

### p. 51, ex. 1a

1 Have you got homework? 2 I've got English homework, Mr Hart. 3 I get up at five! 5 And I have breakfast at six.

### p. 51, ex. 1b

1 get up, 2 get up, 3 have breakfast, 4 gets up, 5 has breakfast

### p. 51, ex. 2a

1 What about you? 2 I get up at seven.

### p. 51, ex. 2b

1 get up at 8/eight, 2 about you, 3 I get up at 7/seven, 4 I have dinner at 6/six, 5 about you, 6 I have dinner at 7/seven, 7 homework at 8/eight, 8 about you, 9 I do homework at 7/seven

### p. 52, ex. 1

1 get, 2 go, 3 has, 4 do, 5 has, 6 go

### p. 52, ex. 2

1 goes, 2 do, 3 have, 4 gets, 5 has, 6 go

### p. 53, ex. 1

1 Wednesday, 2 Saturday, 3 Thursday, 4 Sunday, 5 Friday, 6 Tuesday

### p. 53, ex. 2

1 Wednesday, 2 Saturday, 3 Friday, 4 Sunday, 5 Monday, 6 Tuesday, 7 Sunday

### p. 53, ex. 3

1 On Monday Molly gets up at seven. 2 On Tuesday Molly eats a burger. 3 On Wednesday Molly goes to school at nine/9. 4 On Thursday Molly has ice cream. 5 On Friday Molly goes to bed at ten/10. 6 On Saturday Molly eats cake. 7 On Sunday Molly has breakfast at eight.

### p. 54, ex. 1

1 Mr Day, 2 Mrs Day, 3 Mr Day, 4 Mrs Day

### p. 54, ex. 2

1 always, 2 often, 3 never, 4 sometimes, 5 often, 6 sometimes

### p. 54, ex. 3

1 On Monday we always have breakfast at seven. 2 On Tuesday we sometimes eat pizza. 3 On Wednesday we never go to bed at eleven. 4 On Thursday we often do homework at six. 5 On Friday we always play tennis. 6 On Saturday we often watch TV.

### p. 55, ex. 1a

1 A 4, B 1, C 6, D 3, E 5, F 2

### p. 55, ex. 1b

1 five/5, 2 seven/7, 3 eight/8, 4 never, 5 Sunday, 6 school

### p. 55, ex. 2

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

### p. 56, ex. 1

1 T, 2 F, 3 F, 4 T, 5 T

### p. 57, ex. 1a

A 2, B 3, C 3, D 6, E 1, F 4

The day is Saturday.

### p. 57, ex. 1b

1 at home, 2 → gets up, 3 seven, 4 always

### p. 57, ex. 1c

1 goes to school → gets up, 2 goes to school → has breakfast, 3 → always, 4 Sunday → Saturday

### p. 58, ex. 1

1 C 2 A, B 3 D 6, E 1, F 4

## Unit 6

### p. 60, ex. 1a

1 sausages, 2 chicken, 3 an onion, 4 bread, 5 milk, 6 ketchup

### p. 62, ex. 1b

1 bacon, 2 cheese, 3 chilli, 4 water, 5 crisps, 6 sandwich

### p. 62, ex. 2a

1 chips, 2 bacon, 3 onion(s)

### p. 63, ex. 1a

1 very much, 2 now, 3 taste, 4 crisp, 5 on the table

### p. 63, ex. 1b

1 Spalte: 3, 2

2 Spalte: 1

### p. 63, ex. 2a

1 Yuck. 2 It's delicious!

### p. 64, ex. 1

1 C, 2 A, 3 E, 4 D, 5 F, 6 B

### p. 64, ex. 2

1 doesn't / does not like, 2 don't / do not go (to school), 3 don't / do not eat, 4 don't / do not play, 5 doesn't / does not learn, 6 don't / do not like, 7 don't / do not speak, 8 doesn't / does not like

### p. 65, ex. 1a

steak, ice cream, cake, apple, banana, orange, eggs, spaghetti, chocolate, tea, sausage, chicken, milk, water

# Answer key

## p. 65, ex. 1b

1 steak, 2 ice cream, 3 cake, 4 apple, 5 banana, 6 orange, 7 eggs, 8 spaghetti, 9 chocolate, 10 tea, 11 sausage, 12 chicken, 13 milk, 14 water

## p. 66, ex. 1a

I – me, you – you, he – him, she – her, it – it, we – us, they – them

## p. 66, ex. 1b

1 I, 2 me, 3 He, 4 him, 5 She, 6 her, 7 We, 8 They

## p. 66, ex. 2

1 I, 2 you, 3 me, 4 her, 5 you, 6 they, 7 him, 8 you, 9 me, 10 her, 11 me, 12 us, 13 you, 14 them

## p. 67, ex. 1

Bacon, ketchup, chicken, onion, apple, chilli, crisps and cheese. What a sandwich! What a sandwich! Try my sandwich! Oh, yes please!

## p. 67, ex. 2

1 A, 2 C, 3 A, 4 C, 5 A

## p. 68, ex. 1

1 Ana, 2 Alice, 3 Adam, 4 Adrian

## p. 69, ex. 1a

Dad: 3, 4

Sally: 1, 2

## p. 69, ex. 1b

1 bacon, 2 It's hot. 3 chilli, 4 angry

## p. 69, ex. 1c

1 delicious, 2 order, 3 different, 4 course, 5 bacon, 6 spaghetti, 7 meal, 8 water, 9 angry

## p. 70, ex. 1a

1, 3, 5, 6, 7, 11, 12

## p. 70, ex. 1b

1 F, 2 F, 3 F, 4 T, 5 T, 6 T

## p. 71, ex. 1

1 dress, 2 cellar, 3 fire, 4 painting

## p. 71, ex. 2a

1 Go on, 2 Well done, 3 But it's true! Promise

## p. 71, ex. 2b

1 Well done! 2 Promise. 3 True! 4 But it's true!

## Unit 7

### p. 73, ex. 1

A 2, B 3, C 4, D 5, E 6, F 7, G 8, H 4

### p. 73, ex. 2

mother, father, 2 brother, parents, grandpa, grandma, best friend

### p. 73, ex. 3

1 mother, 2 father, 3 sisters, 4 brother, 5 parents, 6 grandma, 7 grandpa, 8 best friends

### p. 74, ex. 1a

1 favourite, 2 her, 3 like, 4 your, 5 Do, 6 done

### p. 74, ex. 1b

1 Yes, it is. 3 Yes, I do. 4 Yes, he does. 5 No, I don't.

### p. 74, ex. 1c

1 Do you like tennis? 2 No, I don't. 3 What do you like?

### p. 74, ex. 2

1 A Does she like tennis?

B No, she doesn't.

2 A Does he like basketball?

B Yes, he does.

3 A Does she like basketball?

B No, she doesn't.

### p. 75, ex. 1

1 Yes, I do. 2 No, she doesn't. 3 No, I don't. 4 No, she doesn't.

### p. 75, ex. 2

1 A Do you like cooking? – B No, I don't.

2 A Amy and I, do you like tennis? – B Yes, we do.

3 A Do Mark and I like football? – B No, they don't.

4 A Does your mom like cooking? – B No, she doesn't.

5 A Does he like the bananas? – B No, it doesn't.

6 A Does he like the orange? – B Yes, he does.

### p. 76, ex. 1

chubby, 2 fit, 3 pretty, 4 short, 5 smart, 6 tall

### p. 76, ex. 1b

1 short, 2 tall, 3 smart, 4 short, 5 fit, 6 chubby

### p. 76, ex. 1c

1 short, 2 tall, 3 smart, 4 chubby, 5 fit, 6 pretty

### p. 77, ex. 1

- my, no – your, he – his, she – her, it – its, we – our, they – their

### p. 77, ex. 2

1. Choice: 3, 1, 5

2. Choice: 2, 7, 4, 6

### p. 77, ex. 3

1 your, 2 my, 3 my, 4 our

### p. 77, ex. 4

1 our, 2 my, 3 its, 4 our, 5 their, 6 my

### p. 78, ex. 2a

1 Nouran, 2 Linda, 3 Tony, 4 Chris, 5 Ken, 6 Selma, 7 Sara, 8 Tiddles

### p. 79, ex. 1

1 Yes, she does. 2 No, she doesn't. 3 No, they don't.

4 Yes, he does. 5 No, it doesn't. 6 Yes, they do. 7 No, she doesn't. 8 Yes, they do.

### p. 79, ex. 2

1 Does Ben like horror films? 2 Do they start school at nine? 3 Does Rose eat a lot of fruit? 4 Do you play tennis? 5 Does Marina eat breakfast?

### p. 80, ex. 1a

1 Grandpa's brother, 2 (in) Australia, 3 animals / He counts animals. 4 Frank / Dexter's son

**p. 80, ex. 1b**

1 F, 2 F, 3 F, 4 F, 5 F

**p. 80, ex. 1c**

1 Our family? 2 my brother called, 3 in Australia.  
4 No way, Grandpa. 5 There are 50 million, 6 There are no alligators in Australia.

**p. 81, ex. 1**

1 Yes, she does. 2 Mei-hui's mother is pretty.  
3 She is/s a teacher. / Grandma Qing is a teacher.  
4 Yes, she does. 5 Sophia is eleven/11 years old. / She's eleven/11. / Sophia is/s eleven/11. 6 Sophia's mother does something with computers. / She works with computers.

## Unit 8

**p. 84, ex. 1**

1 arm, 2 ear, 3 eye, 4 fingers, 5 foot, 6 hair, 7 hand, 8 head, 9 leg, 10 mouth, 11 nose, 12 toes, 13 tooth

**p. 84, ex. 2**

leg, arm, ear, eye, finger, foot, hair, hand, head, mouth, nose, toe, tooth

**p. 84, ex. 3**

1 tooth, 2 head, 3 hair, 4 eye, 5 ear, 6 nose, 7 mouth, 8 arm, 9 hand, 10 finger, 11 leg, 12 foot

**p. 85, ex. 1a**

1 Where are the others? 2 I can't do my homework today. 3 Can you move your fingers? 4 I can't use my phone. 5 OK, I can help you today.

**p. 85, ex. 1b**

1 do my homework, 2 move your fingers, 3 move my fingers, 4 move my hand, 5 help you

**p. 85, ex. 2a**

1 No, I can't. 2 Yes, I can!

**p. 86, ex. 1**

1 can, 2 can't, 3 can, 4 can't, 5 can't, 6 can

**p. 86, ex. 2a**

1 I can cook pizza. 2 Can your brother speak English? 3 She can ride a bike. 4 Can a dog swim? 5 We can sing songs. 6 Can we eat it?

**p. 86, ex. 2b**

2 can, 4 Yes, 6 the, 7 can, 8 can

**p. 87, ex. 1a**

shake, 2 move, 3 move, 4 move, close, open, turn

**p. 87, ex. 1b**

1 shake, 2 kick, 3 move, 4 bend, 5 move, 6 close, 7 turn, 8 open

**p. 87, ex. 1c**

1 shake, 2 fingers, 3 kick, 4 legs, 5 wave, 6 arms, 7 bend, 8 knees, 9 close, 10 eyes, 11 open

**p. 88, ex. 1a**

1 C, 2 G, 3 A, 4 H, 5 E, 6 B, 7 D, 8 F

**p. 88, ex. 1b**

1 Get up. 2 Do your homework. 3 Open the windows. 4 Don't talk! 5 Listen to this song. 6 Read the text. 7 Close your book. 8 Don't watch TV.

**p. 88, ex. 2**

1. **Spalte**: 5, 3, 1, 7

2. **Spalte**: 2, 4, 8, 6

**p. 89, ex. 1a**

A 2, B 3, C 5, D 1, E 5, F 6

**p. 89, ex. 1b**

1 can, 2 can, 3 can, 4 can, 5 can, 6 can

**p. 89, ex. 2a**

1 Tim, 2 Tina, 3 Tim, 4 Tim

**p. 90, ex. 1**

1 F, 2 F, 3 T, 4 T, 5 T, 6 F

**p. 91, ex. 1a**

A 6, B 2, C 3, D 2, E 1, F 3

It's his/Her/Its/Their birthday.

**p. 91, ex. 1b**

1 a birthday cake, 2 turn his head, 3 a chocolate cake, 4 a gift

**p. 91, ex. 1c**

1 Dad → Mum, 2 head → arms, 3 arms → legs, 4 hand → head, 5 ice cream → a chocolate cake

**p. 92, ex. 1a**

1 D, 2 B, 3 E, 4 A, 5 F, 6 C

**p. 92, ex. 1b**

1 T, 2 F, 3 T, 4 T, 5 F

**p. 93, ex. 1**

1 c, 2 e, 3 a, 4 b, 5 f, 6 d

**p. 93, ex. 2**

1 3, 2 1, 4 2, 5 4

**p. 93, ex. 3a**

1 Rats, 2 Good idea, 3 Let's get out of here

**p. 93, ex. 3b**

1 Rats! 2 Good idea! 3 Let's get out of here.

## Unit 9

**p. 96, ex. 1**

1 green, 2 blue, 3 brown, 4 yellow, 5 orange, 6 red, 7 black, 8 green, 9 blue, 10 brown

**p. 96, ex. 2**

1 T-shirt, 2 jumper, 3 jacket, 4 socks, 5 hoodie, 6 dress, 7 skirt, 8 jeans, 9 shoes, 10 shorts

**p. 97, ex. 1a**

1 today, 2 old, 3 new, 4 green, blue

**p. 97, ex. 1b**

3, 2, 1

**p. 97, ex. 2**

1 Thank you. 2 Looks cool!

# Answer key

## p. 98, ex. 1

1 'm, 2 're, 3 's, 4 's, 5 're, 6 're  
A 4, B 6, C 1, D 5, E 2, F 3

## p. 98, ex. 2

1 is/'s drinking, 2 is/'s playing, 3 am/'m eating, 4 is reading, 5 is/'s climbing, 6 are/'re playing, 7 are/'re wearing, 8 am/'m going

## p. 98, ex. 3

1 is wearing blue jeans and a white T-shirt. 2 He is/'s playing the piano. 3 is wearing a black dress. 4 She is/'s dancing. 5 Ian and Ruth are wearing white (clothes) / white T-shirts and shorts. 6 They are/'re playing tennis.

## p. 99, ex. 1

1 B, 2 B, 3 B, 4 B, 5 B, 6 A, 7 B, 8 A, 9 A, 10 B

## p. 99, ex. 2a

1 59, 2 18, 3 45, 4 23, 5 13.50, 6 9.90, 7 15.25,  
8 42.40, 9 18.30, 10 14.40

## p. 99, ex. 2b

1 The shoes are £59. 2 The dress is £18. 3 The jacket is £45. 4 The jeans are £23. 5 The T-shirt is £13.50. 6 The socks are £9.90. 7 The skirt is £15.25. 8 The jumper is £42.40. 9 The hoodie is £18.30. 10 The shorts are £14.40.

## p. 100, ex. 1a

**Dialogue 1:** 5, 3, 1, 4, 2

**Dialogue 2:** 3, 1, 5, 2, 4

## p. 100, ex. 1b

A 1, B 2

## p. 100, ex. 2

1 this, 2 that, 3 those, 4 These

## p. 101, ex. 1

skirt, shirt, bird, Thursday, thirty, person

## p. 101, ex. 2a

1 Ruth, 2 Simon, 3 Sarah, 4 Abi, 5 Mathew, 6 Oliver

## p. 101, ex. 2b

1 T, 2 F, 3 T, 4 F, 5 F

## p. 102, ex. 1a

1 Tracy, 2 Tom, 3 Tracy, 4 Emma

## p. 102, ex. 1b

1 Tracy, Jack, 2 Tom, 3 Tracy, 4 Emma, 5 Jack, Emma, 6 Emma, 7 David

## p. 103, ex. 1

A 2, B 3, C 4

## p. 103, ex. 1b

1 T, 2 F, 3 T, 4 F, 5 T

## p. 103, ex. 1c

1 jeans, 2 eggs, 3 these, 4 those, 5 yellow, 6 bag,  
7 those, 8 eight/8, 9 white

## p. 104, ex. 1

1 e, 2 a, 3 b, 4 d, 5 c

## p. 104, ex. 2

A 2, B 4, C 5, D 1, E 3

# Unit 10

## p. 107, ex. 1a

1 Austria, 2 Brazil, 3 Spain, 4 Italy, 5 France, 6 China,  
7 Great Britain, 8 Germany, 9 United States,  
10 South Africa

## p. 107, ex. 1b

1 China, 2 Brazil, 3 Spain, 4 Italy, 5 Germany, 6 France,  
7 Great Britain, 8 Turkey, 9 United States, 10 South Africa

## p. 107, ex. 2

1 Italy, 2 from France, 3 from Great Britain, 4 from  
Germany, 5 from Turkey, 6 from Austria

## p. 108, ex. 1a

1 are, 2 We, 3 I, 4 you, 5 everywhere

## p. 108, ex. 1b

1 Where are you from? 2 I'm English. 3 are from  
Turkey. 4 I'm from Germany. 5 I'm from Italy too.

## p. 108, ex. 2

A Where are you from? - B I'm from South Africa.  
A Where are you from? - B I'm from China.  
3 A Where are you from? - B I'm from France.  
4 A Where are you from? - B I'm from Brazil.

## p. 109, ex. 1

1 Susie was born in London. 2 Mary was born in  
Dublin. 3 Luis and Jorge were born in São Paulo.  
4 Frank was born in Frankfurt. 5 Lijun was born in  
Beijing. 6 Monique und Pierre were born in Paris.

## p. 109, ex. 2

1 Susie, 2 were, were, 3 was, 4 was, 5 were, 6 was

## p. 109, ex. 3

1 Susie and her parents were in Great Britain.  
2 Fred was in Austria. 3 Hannah and Mila were in  
France. 4 Martin and his parents were in Australia.  
5 Maria and Rosa were in Brazil. 6 Lisa was in  
China.

## p. 110, ex. 1a

1 swimming, 2 volleyball, 3 running, 4 tennis,  
5 skating, 6 football, 7 basketball, 8 skiing

## p. 110, ex. 1b

1 running, 2 skating, 3 football, 4 swimming,  
5 skiing, 6 tennis

## p. 110, ex. 1c

1 running, 2 volleyball, 3 basketball, 4 skating,  
5 swimming, 6 skiing, 7 tennis, 8 football

## p. 110, ex. 2

1 She was good at skiing. 2 They were good at  
swimming. 3 He was good at football. 4 She was  
good at tennis. 5 They were good at running.

## p. 111, ex. 1

4, 5

## p. 111, ex. 2

**Dialogue 1:** 1, 5, 7, 3, 2, 4, 6

**Dialogue 2:** 5, 1, 3, 6, 4, 2

## p. 112, ex. 1

1 I'm your football coach, 2 I'm from Brazil,  
3 address of, 4 Spell that, 5 next to, 6 Yes, I know him.

## p. 113, ex. 1a

1 Alison, 2 Curt, 3 Naomi

## p. 113, ex. 1b

1 In Colorado. 2 He goes skiing. / At weekends he goes skiing with his family. 3 Austria, 4 She's Naomi's basketball coach. / Miss Buckle is Naomi's coach. 5 Los Angeles Lakers, 6 five days a week, 7 swimming / Her dad was good at swimming. / Her dad was a swimmer for the national team. 8 Katie Ledecky

## p. 114, ex. 1a

1, 3, 5

## p. 114, ex. 1b

1 100 metres / running, 2 11B, 3 100 metres / running, 4 10A, 5 football, 6 7B, 7 basketball, 8 10D

## p. 114, ex. 1c

1 6 2 1, 3 2, 4 4, 5 5, 6 3

## p. 115, ex. 1

1 dual slalom, 2 can show all their tricks

## p. 115, ex. 2

1 There are three groups. / three/3. 2 They aren't. 3 the/their parents and coaches. / they don't. 5 They have to race down the slope as fast as they can. 6 in Innsbruck

## p. 116, ex. 1

1 dinosaur, 2 smelly, 3 prison, 4 prison

## p. 116, ex. 2

1 F, 2 F, 3 T, 4 T

## p. 116, ex. 3a

1 Just, minute, 2 I'm not, 3 come on, 4 Be careful

## p. 116, ex. 3b

1 Just a minute, 2 come on, 3 I'm not sure. 4 Be careful!

## Unit 1

### p. 118, ex. 1a

A 2, B 6, C 8, D 1, E 4, F 5, G 1, H 3

### p. 118, ex. 1b

1 go to the cinema, 2 hang out with friends, 3 listen to music, 4 play the guitar / play an instrument, 5 watch TV, 6 play computer games, 7 watch internet videos, 8 go into town

## p. 119, ex. 1a

1 What are we doing? 2 Let's watch the new superhero film. 3 There's a new song from my favourite band. 4 I like playing the guitar. 5 I have an idea.

## p. 119, ex. 1b

1 Let's watch the new superhero film. 2 There's a new song from my favourite band. 3 What are we doing? 4 I have an idea. 5 I like playing the guitar.

## p. 119, ex. 2a

1 I want to, 2 let's

## p. 120, ex. 1a

1 b, 2 c, 3 d, 4 a, 5 e, 6 g, 7 f

## p. 120, ex. 2

Present: can play, call, watch, listen, walk

Past: completed, played, called, watched, listened, walked

## p. 120, ex. 3

1 I walked to the park with my friend. 2 Last night, I watched TV for four hours! 3 On Tuesday he listened to his favourite music. 4 Yesterday, I played the guitar in my room. 5 On Monday I called my grandma. 6 Last night, we played computer games at my friend's house.

## p. 121, ex. 1a

1 was, had, built, 2 were, put, saw, went, hung out

## p. 121, ex. 1b

1 was, had, 2 put, 3 went, built, 4 saw, 5 were, 6 hung out

## p. 121, ex. 2

1 saw, 2 hung out, 3 was, 4 came, 5 had, 6 went and ran

## p. 121, ex. 3

1 had, 2 went, 3 saw, 4 was, 5 came, 6 had, 7 saw, 8 came, 9 hung out

## p. 122, ex. 1

were, found, went, hung, put, saw, sent, took, wrote

## p. 122, ex. 2

1. **Spalte:** 7, 12, 3, 4, 1, 6, 9, 10

2. **Spalte:** 11, 2, 5, 8

## p. 122, ex. 3

1 went, 2 saw, 3 built, 4 took, 5 were, 6 wrote

## p. 123, ex. 1a

1 cooked, jumped, watched, walked, 2 played, phoned, called, listened, 3 wanted

## p. 123, ex. 2a

1 A 5, B 1, C 3, D 2, E 4

2 A 5, B 2, C 1, D 3, E 4

## p. 123, ex. 2b

1 Henry, 2 Jenny, 3 Jenny, 4 Emily

# Answer key

## p. 124, ex. 1a

1 did my homework, 2 went to school, 3 walked six miles, 4 helped her mum, 5 hung out with friends, 6 played in the park

## p. 124, ex. 1b

1 12, 2 book (of old pictures), 3 His dad, 4 cooked dinner, read books, 5 hung out with (her) friends, 6 (sometimes) went to the cinema

## p. 125, ex. 1a

A 4, B 1, C 5, D 2, E 6, F 3

Year 8 students are in trouble.

## p. 125, ex. 1b

1 on time, 2 are very good, 3 a cake, 4 homework

## p. 125, ex. 1c

1 boring → funny, 2 Year 3 → Year 9, 3 bad → good, 4 German → English, 5 happy → angry

## p. 126, ex. 1a

A bad hotel.

## p. 126, ex. 1b

1 F, 2 T, 3 F, 4 T, 5 F, 6 F, 7 T, 8 F

## Unit 12

### p. 128, ex. 1a

1. Zeile: 7, 6, 2, 1, 10, 8

2. Zeile: 5, 3, 9, 12, 11, 4

### p. 128, ex. 2

1 Her birthday is in June. 2 Her birthday is in November. 3 Her birthday is in May. 4 His birthday is in March. 5 His birthday is in August. 6 His birthday is in September.

### p. 129, ex. 1a

1 please, 2 tomorrow, 3 all, 4 myself, 5 do, 6 and sandwiches

### p. 129, ex. 1b

1 It's my birthday, 2 And I'll do it in the classroom

### p. 129, ex. 1c

Dialogue 1: 3, 4, 1, 2

Dialogue 2: 1, 4, 2, 3

### p. 129, ex. 2a

1 is, birthday, 2 on, 3

### p. 130, ex. 1

1 I'll decorate the room. 2 I'll bring the music. 3 I'll make the cake. 4 I'll blow up the balloons. 5 I'll send the invitation. 6 I'll buy the present.

### p. 130, ex. 2

1 I'll help you with your homework. 2 I'll clean up the table. 3 I'll try on the red T-shirt. 4 I'll stay at home. 5 I'll close the window. 6 I'll buy this book.

### p. 131, ex. 1

1 on, 2 in, 3 on, of, 4 in, 5 at, 6 on, in

## p. 131, ex. 2

1 Her birthday is on the 29<sup>th</sup> of September. 2 His birthday is on the 11<sup>th</sup> of January. 3 Her birthday is on the 16<sup>th</sup> of October. 4 His birthday is on the 25<sup>th</sup> of March. 5 His birthday is on the 10<sup>th</sup> of November. 6 Her birthday is on the 1<sup>st</sup> of December.

## p. 132, ex. 1a

1 at half past five in the afternoon, 2 at twenty past four, 3 at midnight, 4 at half past six in the morning, 5 at half past six in the evening, 6 at quarter to ten at night, 7 at five to seven in the evening, 8 at quarter to ten in the morning, 9 at lunchtime, 10 at five to seven in the morning, 11 at seven o'clock in the evening, 12 at quarter past twelve in the afternoon

## p. 132, ex. 1b

1 When do you get up? 2 When do you go to school? 3 When do you have lunch? 4 When does your school day end? 5 When do you have dinner? 6 When do you go to bed?

## p. 133, ex. 1a

1 A 1, 2 B 2, 3 A 3, 4 B 5, 5 C, 6 B

## p. 134, ex. 1a

1 A 1, 2 B 4, C 3, D 6, E 5, F 2

## p. 134, ex. 1b

1 D, 2 C, 3 A, 4 C, 5 I, 6 B

## p. 135, ex. 1a

It's seven o'clock. / 7

## p. 135, ex. 1b

1 c, 2 f, 3 a, 4 e, 5 b, 6 d, 7 h, 8 g

## p. 135, ex. 2

1 No way! 2 I'll have a big party. 3 Of course you can. 4 I'll bring the music and some games. 5 So when is your party? 6 In seven months

## p. 136, ex. 1

1 Everything went wrong at the girl's last birthday party. 2 All her friends got invitation cards with the wrong time on them. 3 Larry forgot his birthday present at home. 4 Dad wanted to stop the party and try again next Saturday.

## p. 136, ex. 2

1 F, 2 F, 3 T, 4 F, 5 F, 6 T, 7 F, 8 F

## p. 137, ex. 1

1 police, 2 cellar, 3 portal, 4 scared, 5 wolves, 6 safe, 7 backpack, 8 Welcome

## p. 137, ex. 2

2, 3, 4, 1

## p. 137, ex. 3a

1 You're welcome, 2 dare, you, 3 That was close,

## p. 137, ex. 3b

1 You're welcome. 2 That was close! 3 How dare you!

## Acknowledgements

The publishers would like to thank the following for their kind permission to reproduce the following photographs and other copyright material:

p131 Action Foto Sport (Lauren James) | **Alamy Stock Foto**; © **Charlotte MacPherson** p5 (Oliver, Alissa, Ahmed, Lily), p22 (Alissa, Ahmed, Miss Bloom, Lily, Oliver), p97; p5 Petro (blonde girl and boy) / Lightfieldstudiosprod (girl and boy talking), p6 Paul Simcock (girl 1) / Photographerlondon (girl 2) / Darren Baker (boy 1) / Diego Vito Cervo (boy 2) / Lightfieldstudiosprod (girl 3) / Lopolo (boy 3) / Rido (girl 4) / David Pillow (boy 4), p10 Lopolo (Claire) / Viacheslav Iaocobchuk (Liam) / Zdoragel (Lena), p17 Rmarmion (Aaron) / Ilie Christian Ionescu (Julia) / Deniskomarov (Chris) / Vectorikart (school subject icons), p21 Annanahabed (girl) / Valerii Honcharuk (two boys), Francesco Carucci (London) / Robert Simms (San Francisco) / Jenifoto406 (Edinburgh) / Luciano Mazzola (New York) / Joe Ravi (Washington D.C.) / Steve Allen (Sydney), p22 Laboko (school bag) / Yury Shirokov (pencil case) / Anna (ruler) / Inbj (pencil case) / Springdt313 (volleyball), p24 Monkey Business Images (girl) / Rido (boy) / Liderina (boy and girl) / Anna (female teacher), p28 Dzeinmail, p29 Akulamatai (girl) / Jose Manuel Gelpi Diaz (boy) / Prostockstudio (comforting girl) / Parinyabinsuk (boy and girl talking), p31 Avirut Somsarn (towel) / Iurii Augulis (cooker) / Kyrylo Gliivin (toilets) / Iuliia Mikhaltksaia (coats on hooks) / Tomislav Pinter (TV cabinet) / Crodenberg (bedroom) / Chernetskaya (towel rack), p32 Anna Bialasiewicz (sofa), p36 Wilson Wen (drawing) / Mykola Sosiukin (reading) / Prostockstudio (talking on the phone) / Paftrm (writing) / Khwanchai Phanthong (writing) / Benzoix (bored woman) / Mykola Kravchenko (bored man) / Aaron Amat (bored girl) / Sergii Koval (boy), p39 Vectorikart, p45 Joerg Sinn (rabbit) / Jaap Bleijenberg (snake), p47 Sergey Novikov (girl with dog) / Laurent Renard (rabbit) / Vitalij Geraskin (budgie) / Alexkalashnikov (hamster), p50 Pressmaster (girl) / Chekman (clock), p51 Jose Manuel Gelpi Diaz (Josh, Kristy), p54 Irina Miroshnichenko (sandwich) / Kurhan (Mrs Day) / Ozgur Coskun (Charlie), p55 Vladislav (Mr Day) / Jose Manuel Gelpi Diaz (Maia), p56 Monkey Business Images (Ken) / Lopolo (Lily), p62 Magdalena Zurawska (sausages) / Kurazem (roast chicken) / Eric Gevaert (onion) / Silencefoto (bread) / Somchai Somsanitangkul (milk) / Alexandra Kornienko (bread) / Etiennevoss (bacon) / Mchudo (cheese) / Vitalij Lang (chilli) / Akinshin (water) / Marilyn Barbone (crisps) / Johnfoto (sandwich), p65 Joseph Gough (steak) / Grafner (ice cream) / Chernetskaya (cake) / Nevinates (apple, orange) / Bjorn (sausages) / Shane White (eggs) / Costaz (spaghetti) / Indigolotos (chocolate) / Cammerydave (tea) / Aleksandr Ugorenkov (sausages) / Anna Iakovleva (chicken) / Rim glow (milk) / Ljupco (water), p68 Tracy Whiteside (Adrian) / Bettina Baumgartner (Ana) / Monkey Business Images (Adam) / Natasnow (Alice), p69 Mariusz Szczawinski (Dad) / Golffxx (Sally), p70 Johnfoto (bread, las, orange), p74 Mada Jimenez (bread) / Michael Flippo (ice cream) / Stockcreations (sausages) / Mykola Davydenko (bacon) / Ingol (spaghetti) / Jaroslaw Trudzinski (chilli) / Joao Virissimo (apple) / Stockcreations (steak) / Sergii Koval (chicken) / Czerny (cheese), p75 Monkey Business Images, p79 Mimagephotography (Lisa) / Shannon Fagan (Sally) / Petronel and Linda / Nadino (lemon) / Mylaphotography (Salem) / Jose Manuel Gelpi Diaz (baby) / Gordon Saunders (Linda) / Gordon (cheese) / Beisea (books) / Michael Flippo (tennis) / Ilfede (ice cream) / Witold Krasowski (cat and mouse) / Martinmark (woman, running) / Svenen1967 (insect) / Antonia Guille (baby sleeping) / Pressmaster (old man running), p81 Monkey Business Images (China, family) / Prostockstudio (Canadian family) / Serhii Brovko (Canadian flag) / Feverpitched (South American family), p83 Luis Ziegler (dog) / Nataliia Prokofyeva (girl) / Ridd (piano) / Annanahabed (girl with cast), p90 Andrei Stoian (Doda007), Doda007 (armdog) / Marg swift (Chihuahua) / Ivonne Wierink (sleeping dog) / Volodymyr Finoshkin (great dane) / Accept001 (dog), p92 Vayhomed, p104 Prostockstudio (girl) / Kurhan (vegetables) / Niloo138 (red meat) / Julija Petrovskaja (fruit in plastic) / Monkey Business Images (red table bag) / Karick (independent shop) / David Tonelson (bananas), p107 Shockingmelody (Paolo) / Svetlana Bogatyrenko (Mireille) / Liquoricelegs (Jonathan) / Robhainer (Maike) / Morganstudios (Mehmet) / Monkey Business Images (Anita), p109 Jose Manuel Gelpi Diaz (Sid) / Olgavolodina (Mary) / Monkey Business Images (Luis and Jorge) / Jhandi (dog) / Robert Kneschke (Lijun) / Annanahabed (Monique and Pierre), p110 Photosvit (running) / Sergey Novikov (volleyball) / Dmity Ermakova (basketball) / Bakharev (skating) / Yuliya Ermakova (swimming) / Jakob Gojda (skiing) / Piotr (tennis) / Czerny (football) / Monkey Business Images (woman, elderly man) / Yobro10 (elderly couple) / Hongzi Zhang (woman) / Mononimages (middle aged couple), p111 Motortion (Dad and Lisa) / Wavebreakmedia Ltd (Teacher and Luke), p113 Roman Sokol (running) / Jacek Chabraszewski (skiing) / Kolotype (basketball), p114 Mikhail Kokhanchikov (football, volleyball) / Crackerclay (swimming goggles) / Anton Starikov (ice skates) / Viktor Nikitin (running) / Volkop (tennis), p124 Danil Romanenko, p125 Vayhomed, p128 Zhukovsky (Bianca Andreeescu) / Belish (Lorenzo Musetti, Dominic Thiem) / Zhukovsky (Jannik Sinner), p130 Lisa H, p131 Marco Canoniero (Leroy Sané), Mitchell Gunn (Jadon Sancho), Vitalii Kliuiev (João Félix) | **Dreamstime.com**; © **Crashworx** p115 Crankworx World Tour (<https://www.flickr.com/photos/crankworx/35702247373/in/photostream/>); © **iStock.com** p5 (dog with chocolate); p81 Artsem Vysotski (Chinese flag), p85 Media Home (Italian flag), p107 Artsem Vysotski (Chinese flag) / SEDATCOLOGLU (Brazilian flag) / Marco Rosales (Austrian flag) / Utah (German flag) / bodrumsurf (Switzerland) / Venera Shop (British flag) / murat irfan yalcin (French flag) / Abiyer (Australian flag) / Mint Fox (Turkish flag) / Media Home (Italy), p130 Melinda Nagy (Emma Raducanu) / lev radin (Claire Lui), p131 Mikolaj Barbanell (Hanna Bennison) / Vervinsen Silvia (Lena Oberdorf) | **Shutterstock.com**; cover image © **iStock.com** / Monkey Business Images

Every effort has been made to trace the owners of any copyright material in this book. If notified, the publishers will be pleased to rectify any errors or omissions.



ENGLISH

# Step by Step

Workbook

1

[helbling.com](http://helbling.com)

3757/10-22

