

## Liebe Schülerin, lieber Schüler,

Das **MORE! 2 Listening Skills Training** bietet dir ein vielfältiges Angebot an abwechslungsreichen Hörübungen und Aufgabenformaten, die dir dabei helfen, spezifische **listening strategies** anzuwenden und zu trainieren. Alle Hörtexte im **MORE! 2 Listening Skills Training** sind von *native speakers* gesprochen und sprachlich an die Units im **MORE! 2 Student's Book** angepasst. Die Hörtexte zu den Übungen findest du alle in der **MORE! Media App**. Du kannst die Texte außerdem in einer langsameren Geschwindigkeit anhören.

Mithilfe der Höraufgaben im **MORE! 2 Listening Skills Training** wirst du ganz gezielt die folgenden Hörstrategien (*listening strategies*). Du lernst

- ▶ dein „globales Verstehen eines Textes zu entwickeln (h. h. herausfinden sollst, worum es im Wesentlichen in einem Hörtext geht (*listening for gist*)). Diese Fertigkeit brauchst du z.B. in Aufgabe 3a auf S. 6.
- ▶ aus einem Hörtext die Hauptidee herauszufiltern (*listening for main idea*), wie z.B. auf S. 25 in Aufgabe 4a, wo es darum geht, den richtigen Titel auszuwählen.
- ▶ spezielle Informationen und wichtige Details aus dem Hörtext zu verstehen (*listening for specific information and important details*), z.B. in Aufgabe 1 auf S. 40.
- ▶ die Haltung oder Einstellung einer Person aus dem Hörtext zu deuten (*identifying speaker attitude*). Diese Strategie ist z.B. in Aufgabe 1b auf S. 29 gefragt.
- ▶ „zwischen den Zeilen zu hören“ (i. h. Vermutungen anzustellen und Folgerungen aus dem Gehörten zu ziehen, die man nicht direkt hört, sondern eben schlussfolgern muss (*understanding inferred meaning*)), wie z.B. in Aufgabe 2b auf S. 67.

Damit du deine *listening skills* optimal trainieren kannst, solltest du folgende **listening tips** beachten.

Bevor du die Audio-Datei anhörst, nimm dir Zeit, die Angaben und Fragestellungen genau zu lesen. Diese können bereits wertvolle Informationen über den Inhalt des Hörtextes enthalten. Manchmal kann es auch helfen, wenn du wichtige Schlüsselwörter unterstreichst oder dir während des Hörens Notizen machst.

Denke auch immer daran, dass es nicht wichtig ist, jedes Wort zu verstehen. Wenn du etwas nicht bei der ersten Anhörung verstehst, bleib ruhig und versuche weiterzumachen. Es hält niemanden davon ab, einen Hörtext sofort anzuhören, bis du wirklich alles verstehst. Übung macht den Meisterin oder den Meister!

Nach dem Hören kannst du deine Antworten noch einmal Korrektur lesen und eventuelle Fehler verbessern. Die Lösungen befinden sich am Ende dieses Buches. Diese solltest du dir erst dann anschauen, wenn du die Übungen gemacht hast und du deine Antworten überprüfen möchtest.

Viel Spaß beim Lernen und gutes Gelingen wünschen dir die Autoren von MORE!.

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# Unit 1



1 a Listen and answer the question below.

## My summer camp

What kind of summer camp is Elsa describing?

- a language summer school
- a camp for British school children
- an activities camp

## Useful Words

- sailing – segeln
- tutor – hier: Betreuer/in



b Listen again and complete the table.

	Elsa, British	Nina,	Ritchie,
	1 .....	2 .....	
Morning activity	musical theatre	3 .....	4 .....
Lunch 12.30 – 1.30			
Afternoon activity			
Sport	5 .....	6 .....	7 ..... and football
Outdoor activity		9 .....	sailing
	10 .....	go for a walk	11 .....
Dinner			
Evening activity	12 .....	sit around the campfire, ...	
	13 .....	tell stories	
Camp tutors	14 .....	and Annie	



2 a Listen to four speakers and answer the question below.

**A new school year**

What question are the kids answering?

- What do you like best about school?
- What are your favourite subjects?
- What are you looking forward to about the new term?

**Useful Words**

- especially – besonders
- get lost – sich verirren
- I can't wait. – Ich kann es kaum erwarten.
- look forward to sth. – sich auf etw. freuen
- serious – ernsthaft



b Listen again and complete the sentences with 1-3 words.

- 1 Matt is looking forward to having a .....  
..... twice a week.
- 2 In Matt's school, Year 8s do .....  
..... in the gym.



- 3 Jody misses her friends because they all .....  
..... in the summer.
- 4 The best part of Jody's day is when she and her friends .....  
..... together.

- 5 Last year, Jared's sister got a ..... homework, even .....  
.....
- 6 Jared is happy about the ..... that .....  
..... that Year 8s do.
- 7 Jared's favourite subjects are .....  
.....



- 8 Amy didn't know anyone in her class last year because she .....  
..... with them.
- 9 Amy was often late for classes because .....  
..... in the building.
- 10 She wants to .....  
..... in the same way the older kids helped her.



3 a Listen to five students and choose the correct answer below.

### Summer holidays

The students talk about

- their holiday plans for next summer.
- where they went last summer.
- a holiday they will always remember.



### ★ Useful Words

- ancient – alt, altertümlich
- delicious – köstlich
- ferry – Fähre
- Iron Age – Eisenzeit
- make friends – Freundschaft schließen
- view – Aussicht
- water park – Freibad
- youth hostel – Jugendherberge



b Listen again and match the sentence halves.

- |  |   |
|--|---|
| 1 Matthew's family always goes             | <input type="checkbox"/> to Rome.                     |
| 2 Matthew's best day was a day at          | <input type="checkbox"/> Amsterdam by train.          |
| 3 During the summer camp, Julia stayed in  | <input type="checkbox"/> the Lego House.              |
| 4 One day, Julia and the other             | <input type="checkbox"/> boat to explore the island.  |
| students went to                           | <input type="checkbox"/> water park and a theme park. |
| 5 They stayed at a campsite with a         | <input type="checkbox"/> to France for the holidays.  |
| 6 One day, Tom and his family went to      | <input type="checkbox"/> a youth hostel.              |
| 7 Katherine's family hired a               | <input type="checkbox"/> of Italy.                    |
| 8 One night, Katherine had fun doing       | <input type="checkbox"/> Greek dancing.               |
| 9 Elliot's family travelled down the coast | <input type="checkbox"/> a show for people to watch.  |
| 10 They wanted to go                       |   |



4

Listen to the conversation and choose the correct answers.

### An environmentally friendly holiday



#### ★ Useful Vocabulary

- **cross** – böse / sauer
- **dry one's hair** – sich die Haare föhnen
- **electricity** – Elektrizität
- **environment** – Umwelt
- **environmentally friendly** – umweltfreundlich
- **expensive** – teuer
- **solar power** – Sonnenenergie
- **tent** – Zelt

1 Why did Jessica stay in this country?

- Her parents didn't want to fly.
- Her parents are scared of flying.
- Her parents think flying is expensive.

2 Where did Jessica stay?

- in a house near the sea
- in a house near a farm
- in a tent on a farm

3 What could Jessica and her family get on the farm?

- milk, eggs, fruit and water
- milk, eggs, fruit and vegetables
- milk, fruit, vegetables and water

4 Did Jessica like swimming in the sea?

- No, it was cold, so they didn't go very often.
- No, she only tried it once.
- Yes, it was cold, but she liked it.

5 What did Lauren do on the beach?

- She found some beautiful shells.
- She played football.
- She went running.

6 Did they use the car on holiday?

- Yes, they used it every day.
- No, not at all.
- They used it sometimes.

7 What did they buy at the local shops?

- bicycles
- food
- a tent

8 What couldn't Lauren do on holiday?

- get her hair cut or use her phone
- dry her hair or go cycling
- dry her hair or use her phone

9 What did Matt do on holiday?

- He flew to Spain and stayed in a tent.
- He drove to Spain and stayed in a hotel.
- He flew to Spain and stayed in a hotel.

10 What does he think about Jessica's holiday?

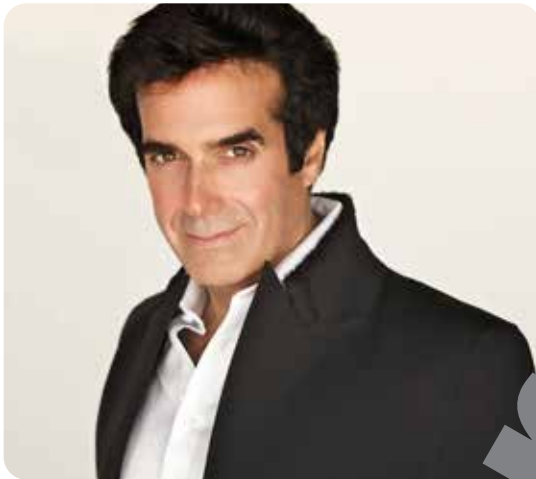
- He is interested in it.
- He thinks it is boring.
- He doesn't think his parents would like it.

# Unit 2



1 Listen to the conversation and answer the questions.

## David Copperfield – the famous magician



### Useful words

- illusion – Illusion, Täuschung
- monument – Denkmal
- magician – Magier, Zauberer
- patient – Patient/in
- self-confidence – Selbstbewusstsein
- spectacular – spektakulär, eindrucksvoll
- success – Erfolg
- therapy – Therapie

- 1 When did David Copperfield first start performing magic tricks?  
.....
- 2 Which of his parents wanted him to have a job in magic?  
.....
- 3 What kind of show was *The Magic Man*?  
.....
- 4 How old was he when he had his first TV show?  
.....
- 5 What was the land made of that he 'walk through'?  
.....
- 6, 7, 8 What three elements made his stage shows so spectacular?  
.....
- 9 What did he do with all his money at the beginning?  
.....
- 10 Name one way *Project Magic* helps people.  
.....



2

Listen to the conversation and complete the sentences with 1–4 words.

### The hero pig



#### Useful Words

- burglar – Einbrecher/in
- scare away – verscheuchen
- I bet – Ich wette, ...
- instruction – Anweisung
- recognise – wiedererkennen

- Ben heard a funny story about .....
- Ben heard the story ..... ago.
- It happened ..... Ben's home.
- Some ..... broke down a door.
- They didn't ..... anything.
- They ran away when the ..... .
- Sarah ..... .
- She thinks it's unusual to ..... .
- ..... says pigs are not ..... .
- Ben says they can recognise ..... .
- He also says that pigs are ..... .
- Sarah remembers another ..... .





3 a Listen to the presentation and choose the best title.

You can't catch me!

These criminals didn't think!

Three nervous criminals

★ Useful Words

- public place – öffentlicher Ort
- put out a notice – eine Anzeige/Mitteilung veröffentlichen
- report a crime – ein Verbrechen
- under a car park –
- a bag –



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

	T	F
1 A thief in Australia stole a bag from inside a car.	<input type="checkbox"/>	<input type="checkbox"/>
2 The car belonged to a policeman.	<input type="checkbox"/>	<input type="checkbox"/>
3 There are a lot of dangerous people in Australia.	<input type="checkbox"/>	<input type="checkbox"/>
4 A snake catcher has to catch snakes and take them to somewhere safe.	<input type="checkbox"/>	<input type="checkbox"/>
5 There was a snake inside a bag.	<input type="checkbox"/>	<input type="checkbox"/>
6 A woman in America called the police and reported a crime.	<input type="checkbox"/>	<input type="checkbox"/>
7 A policeman came to her house.	<input type="checkbox"/>	<input type="checkbox"/>
8 The woman saw a thief in the garden.	<input type="checkbox"/>	<input type="checkbox"/>
9 The thief stole a lot of money, a laptop and a mobile phone.	<input type="checkbox"/>	<input type="checkbox"/>
10 The police in the US put out a notice for a criminal.	<input type="checkbox"/>	<input type="checkbox"/>
11 There wasn't a photo of the man on the police notice.	<input type="checkbox"/>	<input type="checkbox"/>
12 The man sent the police a better photo of himself.	<input type="checkbox"/>	<input type="checkbox"/>
13 The police couldn't find the man and arrest him.	<input type="checkbox"/>	<input type="checkbox"/>



4 a Listen to the programme and choose the best title.

Animals that live in the country

Dangerous animals in the home






Animals that look after your home

★ Useful Words

- goose (pl geese) – Gans (pl Gänse)
- intruder – Einbrecher/in
- kick – treten, stoßen
- property – Besitz
- protect – schützen
- spit – spucken
- wool – Wolle



b Listen again and complete the table.

Animals	Why are they good?
 <p>dogs</p>	They <sup>1</sup> ..... and scare intruders
 <p>geese</p>	They can <sup>2</sup> ..... very well and they <sup>3</sup> ..... after people.
 <p>llamas</p>	You can use or <sup>4</sup> ..... their wool and you can <sup>5</sup> ..... them to protect your property.
 <p>parrots</p>	They can learn different <sup>6</sup> ..... and they can <sup>7</sup> ..... people who try to steal things.
 <p>crocodiles</p>	They protect people's homes and they can grow very <sup>8</sup> .....
 <p>lions</p>	They live inside during the day and walk around outside at <sup>9</sup> ..... to stop people from breaking in.

# Unit 3



1 Listen to the conversation and answer the questions.

So embarrassing!



## Useful Words

- **cross** – böse, sauer
- **rude** – unhöflich

1 How many likes has Jack got from his mum's photo?

.....

2 What is Jack doing in the photo?

.....

3 What does Jack think about the photo?

.....

4 What does Jack's mum think about the photo?

.....

5 Why is Jack cross with his mum?

.....

6 How old is Jack now?

.....

7 How often does Jack's mum post pictures of him?

.....

8 How often does Jack's mum post pictures of herself?

.....

9 What did Jack's mum drop on her jumper in the photo?

.....

10 What does Jack write under the photo?

.....



**2 Listen and match the statements with the speakers. Tick the correct boxes. Sometimes more boxes can be correct.**

**★ Useful Words**

- **annoying** – ärgerlich, lästig
- **in fact** – tatsächlich, vielmehr
- **join in** – mitmachen
- **worry** – sich sorgen

**Parents**

	Sarah	Ben	Mandy
1 I'm not a young child any more!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 My parents embarrass me online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 My parents embarrassed me at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 My friends laugh at me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 My parents worry a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Other parents aren't like mine!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**3 Listen to the radio show and answer the questions.**

**When do you feel embarrassed?**

**★ Useful Words**

- **cheeks** – Wangen
- **experience** – erleben
- **hormones** – Hormone
- **reduce** – verringern
- **uncomfortable** – ungemütlich

- 1 When does Anna feel embarrassed?  
.....
- 2 When does William feel embarrassed?  
.....
- 3 Why does Amina feel embarrassed about her family?  
.....
- 4 Why does Mr. Jones, a psychologist, think Amina's friends might be laughing at her?  
.....
- 5 What can help people feel embarrassed?  
.....
- 6 What can help people reduce red cheeks?  
.....
- 7 What should we do when we feel bad about something we've done?  
.....
- 8 Who should you try talking to?  
.....



**4** Listen to the conversation and tick T (True) or F (False).

**Top ten embarrassing moments**



**Useful Words**

- rudely – unhöflich
- survey – Umfrage
- wedding – Hochzeit

	T	F
1 Josh was in a shoe shop with his mum.	<input type="checkbox"/>	<input type="checkbox"/>
2 Josh put on a pair of black shoes.	<input type="checkbox"/>	<input type="checkbox"/>
3 The shoes belonged to another boy.	<input type="checkbox"/>	<input type="checkbox"/>
4 The boy started shouting at Josh.	<input type="checkbox"/>	<input type="checkbox"/>
5 Josh ran out of the shop.	<input type="checkbox"/>	<input type="checkbox"/>
6 Melanie doesn't want to go on holiday with her parents next year.	<input type="checkbox"/>	<input type="checkbox"/>
7 Last summer, Melanie and her family went on holiday to Spain.	<input type="checkbox"/>	<input type="checkbox"/>
8 They went to a quiet restaurant and there weren't many people.	<input type="checkbox"/>	<input type="checkbox"/>
9 They waited long time for the waiter to bring them food.	<input type="checkbox"/>	<input type="checkbox"/>
10 As soon as the meal, people started dancing.	<input type="checkbox"/>	<input type="checkbox"/>
11 Melanie's family realised that they were at a wedding party.	<input type="checkbox"/>	<input type="checkbox"/>
12 Melanie's mum thought they should leave.	<input type="checkbox"/>	<input type="checkbox"/>
13 Melanie's parents started dancing.	<input type="checkbox"/>	<input type="checkbox"/>
14 Melanie thought the party was great fun.	<input type="checkbox"/>	<input type="checkbox"/>