

# Green Line 3



Fit für Tests  
und Klassenarbeiten

Lösungsheft



# Unit 1

## Test 1 → after Station 1

VOCABULARY

### 1 What type of person is Dave?

personality; people; logic; body; laid-back; looks

VOCABULARY

### 2 I want to be successful!

study; career; drop out; marks; company; succeed; competitive

LANGUAGE

### 3 What will you do?

'll get / will get; 'll drop out / will drop out; isn't / is not; act; feel

LANGUAGE

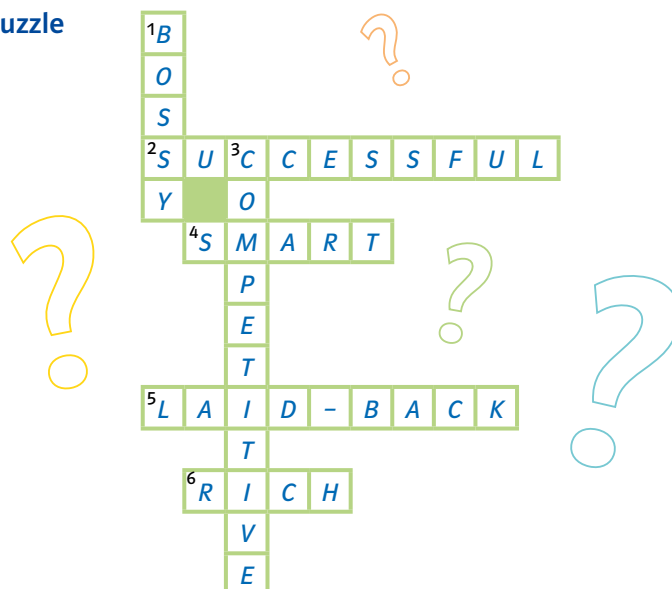
### 4 Jay's advice

were; wouldn't be; entered; stayed; made; wouldn't laugh

## Test 2 → after Station 2

VOCABULARY

### 1 An adjectives puzzle



VOCABULARY

### 2 Brother and sister

push; enjoy; messy; bossy; be in charge of; what's up; behave; funny; compete; way

**LANGUAGE 3 I did it myself**

myself; yourself; themselves; ourselves; herself; himself

**LANGUAGE 4 Good friends help each other**

each other; her; herself; them; each other; him; ourselves

**Class test 1** → after Unit 1**LISTENING 1 She doesn't follow the crowd**

1 Ⓞ Das Transkript zum Hörtext findest du auf der CD-ROM.

1. b); 2. c); 3. a); 4. a); 5. c); 6. b)

**READING 2 The fashion designer**

1 B; 2 D; 3 F; 4 –; 5 A; 6 G; 7 C; 8 –; 9 E

**WRITING 3 Should I take part?**

Lösungsvorschlag:

**Stevie78**

October 6, 19:58

(No, please don't take part in) the talent show. If your songs are bad, people will laugh at you. If I were you, I'd look for my real talents. Can you draw or dance?

**carly3**

October 6, 20:07

Yes, you should take part in the talent show! If you do, you'll have fun and you don't have to win. I don't think your best friend is helping you. If I were you, I'd find better friends!

**Class test 2** → after Unit 2**LISTENING 1 Jasmine's presentation**

2 Ⓞ Das Transkript zum Hörtext findest du auf der CD-ROM.

	true	false
1. Jasmine says you have to push yourself.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. She says you need to have success in everything.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Jasmine writes songs, but it isn't easy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. She loves watching TV.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. She likes feeling proud of herself.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. If you show your parents your real talents, they'll be disappointed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Everybody has a talent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## READING

## 2 Luke's e-mail

1. Olivia and Jay
2. No, he doesn't.
3. Yes, he does.
4. No, he isn't.
5. work harder
6. relax more
7. more like Jay

## MEDIATION

## 3 The saxophone star

*Lösungsvorschlag:*

Olivia: Please ask Tobias if he had a saxophone teacher or if he taught himself.

You: **(Hattest du einen Saxofon-Lehrer oder) hast du es dir selbst beigebracht?**

Tobias: Klar hatte ich einen. Wenn Olivia wirklich gut spielen will, wird sie auch einen brauchen.

You: **Yes, he had a teacher. He says if you want to play (really) well, you'll need a teacher too.**

Olivia: But tell him I practise every day and really push myself!

You: **Aber sie übt jeden Tag und verlangt sich alles ab / viel von sich.**

Tobias: Ja, aber wenn sie keinen Lehrer hat, wird sie Fehler machen.

You: **He says if you don't have a teacher, you'll make mistakes.**

Olivia: OK, maybe he's right. Has he got any more advice for me?

You: **Hast du weitere Ratschläge für sie?**

Tobias: Sie muss die Musik lieben, aber ich glaube, das tut sie schon. Wenn Olivia die Musik nicht lieben würde, dann würde sie ja nicht so viel üben!

You: **You have to love music, but he thinks you already do that. If you didn't love it, you wouldn't practise so much.**

Olivia: That's true. I love it!

## Test: Poems

→ after Text smart 1

## READING

## 1 I Did a Bad Thing Once

a) 2., 4.

- b)
1. a small bag for money
  2. a kind of sweet
  3. the opposite

- c)
1. No, he didn't. / He did it only once.
  2. No, she didn't.
  3. some bubble gum
  4. He felt bad.

d) *Lösungsvorschlag:*

It sounds better because 'worser' rhymes with 'vice-versa.' / It shows that what he did was really bad. / We already had the word 'worse' once in the poem. / The mother believed he was a good boy and that was even 'worse'.

e) purse – worse; gum – some; vice-versa – worser

## READING

## 2 Friends

## a) Lösungsvorschlag:

The person in the poem wants a best friend who will always be there for him / her. /  
The person in the poem wants a friend just for himself / herself.

## b) 3. ABCB

## READING

## 3 A comparison: 'I Did a Bad Thing Once' and 'Friends'

	I Did ...	Friends	Both
1. Which poem is about a person who is not honest?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In which poem is the speaker a bit self-critical?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Which poem is about the search for a special person?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Which poem describes an event in the past?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Which poem describes a wish for now and the future?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## WRITING

## 4 Your opinion

## Lösungsvorschlag:

**'Friends':** I think 'Friends' is the best poem. So many people want a lot of friends, but I agree more with the idea here. One really good friend is the most important thing. The poem has a clear rhyme scheme and also a good rhythm. I like reading it out loud. I think the rhyme scheme and rhythm help the atmosphere because the person is very clear about what he or she wants. It is good when you can say what you want. This poem makes me feel that I can say, "Yes! I want that too!"

**'I Did a Bad Thing Once':** I like the poem 'I Did a Bad Thing Once' best because the idea is interesting. I think most people can remember a bad thing that they did. It is true that if you do something bad and people think you are good, that will make it worse. The rhyme scheme and rhythm of the poem are more interesting than in 'Friends.' The poem is about something bad, but the atmosphere is not sad. The new word 'worse' is funny. The poem makes me think, but it does not make me feel upset.

# Unit 2

## Test 1 → after Station 1

## VOCABULARY

### 1 Out and about in Scotland

1. c); 2. d); 3. b); 4. -; 5. -; 6. f)

## VOCABULARY

### 2 A Scottish souvenir shop

1. thistle(s)
2. (Scottish) flags
3. bagpipes
4. tartan (backpacks)
5. kilts
6. haggis

## VOCABULARY

### 3 An exciting match

shinty; traditional; anthem; typically; drums; defeated

## LANGUAGE

### 4 An English boy in Scotland

for; since; Since; for; for; Since

## LANGUAGE

### 5 Nessie?

Reporter: (How long have you been looking for the Loch Ness monster?)  
 Mr Pollock: We've been coming here (every year) for five years.  
 Reporter: How long has Nessie been living here (in the loch)?  
 Mrs Pollock: People have been writing about Nessie since 565.

## Test 2 → after Station 2

## VOCABULARY

### 1 What's that word?

- |               |                 |
|---------------|-----------------|
| 1. (crane)    | 4. scientist    |
| 2. industries | 5. steam engine |
| 3. inventions | 6. shipbuilding |

Jobs	Inventions	Industries
fashion designer	mobile phone	fashion
web designer	wheel	fishing
scientist	(crane)	shipbuilding
	steam engine	

## VOCABULARY

## 2 A puzzle



Answer: **raincoat**  
German: **Regenmantel**

## LANGUAGE

## 3 The invention of the telephone

were invented; was made; is known; have been used; was shown; are sold

## LANGUAGE

## 4 The Fringe

1. The Edinburgh Fringe Festival was first watched in 1947. (*Hinweis: Angaben wie first, often, usually usw. stehen zwischen dem Hilfsverb und dem Vollverb.*)
2. A few drama shows were enjoyed by audiences.
3. The Festival has been organised by the Festival Fringe Society many times.
4. Over two million tickets for shows are sold every year.
5. The careers of many actors and musicians have been helped by happy fans.

## Class test 1

→ after Unit 2

## LISTENING

## 1 Hockey or shinty?

- 3 Das Transkript zum Hörtext findest du auf der CD-ROM.

	Shinty	Hockey	Ice hockey
played since ...	<i>prehistoric times</i>	<i>the 18th century</i>	<i>the 19th century</i>
first played in ...	<i>the Scottish Highlands</i>	<i>England</i>	<i>Canada</i>
today played in ...	<i>the Scottish Highlands and some cities / Scotland</i>	<i>everywhere</i>	<i>USA, Canada, Europe</i>
number of players	<i>12</i>	<i>11</i>	<i>6</i>

## READING

## 2 Gwen's blog

1. ... six weeks ago.
2. ... weren't talking to each other.
3. ... became / was happy again.
4. ... was playing blind football.
5. ... couldn't hear them (well).
6. ... was formed / started / began about 20 years ago.
7. ... her first ceilidh (tonight).

## WRITING

## 3 An advert for a festival

Lösungsvorschlag:

Who wants to stay at home and watch TV when you can go out for an evening in Glasgow?  
NOBODY!

The Glasgow Fringe Festival is so modern that nobody has seen it yet. You can be the first!  
We've booked three fantastic young bands which will be famous all over the world soon:

- **Bel & Baker** play the most amazing Scottish rock you've ever heard. They've been playing together for two years and already have a huge fan group.
- **Acme Scot** write their own songs and once you've heard them, you'll never forget them. They've been doing gigs in Scotland for ten months now.
- And the **Dunnottar Kilts** do things with their drums that you cannot imagine.

Come and enjoy a great evening at the Glasgow Arts Centre on 15th July from 7 p.m. to 11 p.m.!!!

## Class test 2

→ after Unit 2

## VIEWING

## 1 Made in Scotland



Das Transkript zum Film findest du auf der CD-ROM.

1. b) (**Hinweis:** Glasgow ist die größte Stadt Schottlands.); 2. a); 3. a), c); 4. b), c); 5. b); 6. b); 7. a), b)

## READING

## 2 William Wallace

	true	false	line(s)
1. King Alexander III was pushed from his horse by the English.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6-7
2. A few Scottish families could not agree on who should be king.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	12-13
3. King Edward I was asked by the Scots to choose the king.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13-14
4. John Balliol was king of Scotland for ten years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	16-17
5. William Wallace was the son of a king.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	23-24
6. He became a hero because he defeated the English army.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30-32
7. William wanted Scotland to stay independent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	33-35
8. Many people have written books about William Wallace.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	39-40

## MEDIATION

## 3 Welcome to Glasgow!

Lösungsvorschlag:

- ins Theater gehen und) Museen besuchen
- Einkaufen / Shoppen gehen
- durch die Straßen schlendern und schöne (historische) Gebäude besichtigen (z.B. Glasgow Cathedral)
- einen der Parks besuchen
- die Landschaft (ca. 45 Minuten) außerhalb Glasgows entdecken (z.B. Loch Lomond und Ben Lomond) / Ausflug nach Loch Lomond machen und Ben Lomond besteigen



## Test: Factual texts

→ after Text smart 2

### READING

## 1 Factual information on the internet

1. People found the earliest example of tartan material in China.
2. It told you where / which part of Scotland the person came from.
3. Scots weren't allowed to wear tartan because the English made new rules to stop their fight for independence.
4. Kilts became the national costume (of Scotland) when they were allowed again after 1782.
5. Women started to wear tartan at the end of the 19th century.

### READING

## 2 Understanding news reports

a)	Rescue	Highland Games
1. Tourists enjoyed themselves in Scotland.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Walking in Scotland can be dangerous.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Outdoor activities are always popular in Scotland.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. There was once a forest over large parts of Scotland.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Tell people where and when you plan to go walking.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The event was organised for a serious reason.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### b) Lösungsvorschlag:

Headline	<i>(Rescue on Ben Nevis)</i>	<i>Highland Games with a difference</i>
Main point of ending	<i>nobody was seriously hurt</i>	<i>our planet needs forest and (wild) animals</i>
Three facts	<i>Mr Darcy hurt his foot; family ignored (Mrs McDonald's / their host's) advice; weather changed quickly; family rescued</i>	<i>organised on 31st July; many people came; raised 1,000 pounds; different activities; want more forest and animals in Scotland</i>
Passive forms	<i>was found; were found; is called; was taken; was hurt</i>	<i>was visited</i>

# Unit 3

## Test 1 → after Station 1

## VOCABULARY

### 1 Life was not always great!

1. smoky
2. hot
3. comfortable
4. noisy

## VOCABULARY

### 2 What do you think about it?

1. d); 2. c); 3. a); 4. f); 5. e); 6. b)

## VOCABULARY

### 3 In a museum

- |              |          |
|--------------|----------|
| 1. crown     | 6. boots |
| 2. necklace  | 7. belt  |
| 3. dress     | 8. ring  |
| 4. mirror    | 9. axe   |
| 5. hairbrush |          |

## LANGUAGE

### 4 Let's make a calendar

1. (Before the friends made the calendar, they had learned about English history.)
2. (After) they had chosen famous characters, they looked for costumes.
3. After they had put on historical clothes, a man took their photos. /  
A man took their photos after they had put on historical clothes.
4. When the friends had finished the calendar, they were all very happy. /  
The friends were all very happy, when they had finished the calendar.

## LANGUAGE

### 5 The invention of trains

built; had invented; was; had moved; became; had not seen / hadn't seen; were; said

## Test 2 → after Station 2

## VOCABULARY

### 1 The wrong word

- |   |   |
|---|---|
| 1. (emperor   <u>empire</u>   lord   monarch          | It isn't a person.)   |
| 2. <u>Spanish Armada</u>   Norman   Tudor   Victorian | It isn't a period / person.   |
| 3. boot   <u>mirror</u>   sandal   shoe               | You can't wear it (on your feet).   |
| 4. attack   defeat   invade   <u>taste</u>            | It isn't about fighting. / It doesn't describe something that is violent. |
| 5. <u>crown</u>   pen   pencil   quill                | You can't write with it.  |
| 6. rain   <u>reign</u>   snow   wind                  | It isn't a weather word.  |

## VOCABULARY

## 2 A word puzzle



Answer: What **luck!**  
 German: **Was für ein Glück!**

## LANGUAGE

## 3 Were the Romans good?

hadn't invited; would have built; hadn't come; had stayed; hadn't had; wouldn't have been able to; wouldn't have found out

## LANGUAGE

## 4 What would have happened ...?

1. (What would have happened if Francis Drake hadn't become a sailor?)
2. If he hadn't been a great sailor, Britain wouldn't have defeated the Spanish Armada.
3. England would have become a part of Spain if Drake hadn't won the battle.
4. If Spain had invaded Britain, English wouldn't have become a world language.

## Class test 1

→ after Unit 3

## LISTENING

## 1 Oliver – a famous film!

- 4 Das Transkript zum Hörtext findest du auf der CD-ROM.

1. c); 2. c); 3. a); 4. b); 5. a); 6. b)

## READING

## 2 More than an author!

1. (one of the most famous English authors (ll. 1-2))
2. tried to improve things for the poor (l. 10) / helped to start schools for poor children so that they had a chance for better lives (ll. 13-14) / wanted children to work fewer hours (l. 15)
3. was born in Portsmouth (l. 17); grew up in Kent and London (ll. 17-18)
4. If his father, John Dickens, had not spent more than he earned ... (ll. 18-19) / John Dickens had borrowed so much money that he could not pay it back ... (ll. 27-28)
5. His father's parents had worked (and lived) in a rich man's house ... (ll. 19-20)
6. he never forgot this time (l. 34) / Charles would not have understood what life was like for poorer people (ll. 36-37) / he would never have been able to write books which were so real (ll. 37-38)

## WRITING

**3 How England became a part of France**

*Lösungsvorschlag:*

(Before King Edward died he had promised William of Normandy that he could become) king of England. But Harald Hardrada from another country to the north also believed that he would be the next king of England. So when Edward died in January 1066 and Harold became the new king, both William of Normandy and Harald Hardrada became very angry. In October 1066, Harald Hardrada sailed to North-east England and fought against King Harold at Stamford Bridge in the north. The English won, but a few days later William arrived from France. So King Harold and his army marched quickly south again. They met at the Battle of Hastings. King Harold was killed (by William) and William of Normandy became the new king of England, William I.

**Class test 2**

→ after Unit 3

## VIEWING

**1 England now and then**

Das Transkript zum Film findest du auf der CD-ROM.

1 E; 2 B; 3 G; 4 D; 5 A; 6 F; 7 I; 8 C; 9 H

## READING

**2 They came from the sea!**

1. (Cuthbert and his father were fishing)
2. Cuthbert had never seen Vikings before / his father remembered how the Vikings had killed Cuthbert's grandfathers
3. after some time they saw that they were Viking boats
4. Cuthbert was unhappy and he didn't want to leave the village with the women and children
5. Cuthbert's father told him that he must look after the women and children if anything happened to him
6. Cuthbert and Benny were (waiting / hiding) in the forest when they met a Viking

## MEDIATION

**3 A Christmas Carol**

*Lösungsvorschlag:*

1. Es ist seit 1843 (sehr) beliebt.
2. Er heißt Ebenezer Scrooge.
3. Sie beginnt an Heiligabend / am 24. Dezember.
4. Ja, es gibt vier Geister (in der Geschichte).
5. Er lebt nur für Geld und hasst Weihnachten, aber er hat nicht nur schlechte Seiten.

## Test: Fictional texts

→ after Text smart 3

### READING

### 1 Different genres and titles

- a) Text A: romance  
Text B: fantasy  
Text C: science fiction
- b) B Midnight mania  
A The lost years  
C Knights from the future

### READING

### 2 Suspense and atmosphere

	Chang	Kate	Chris
1. The story is told by a first-person narrator.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The main character is very scared.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. He, she or it wants to kill the hero.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The main character doesn't know where his / her friend is.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. There was a fight.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. The events happened in the middle of the night.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### READING

### 3 A good story?

Lösungsvorschlag:

	Text A	Text B	Text C
1.	<i>a town in the present</i>	<i>somebody's house / in a bedroom in the present</i>	<i>in future, but could also be in the present; outside near a castle</i>
2.	<i>not well written; character not interesting, but want to find out if text is from the girl or not</i>	<i>well written; find out a lot about the girl; situation I can identify with; there must be something in the wardrobe → I want to know if it's good or bad</i>	<i>well written; find out a lot about the situation; exciting: Chris will be taken to the castle → adventure there</i>
3.	<i>no, it's just a love story; I don't feel I know the characters</i>	<i>yes, I want to find out what's inside the wardrobe</i>	<i>no, I don't like science fiction stories</i>

# Unit 4

## Test 1

→ after Station 1

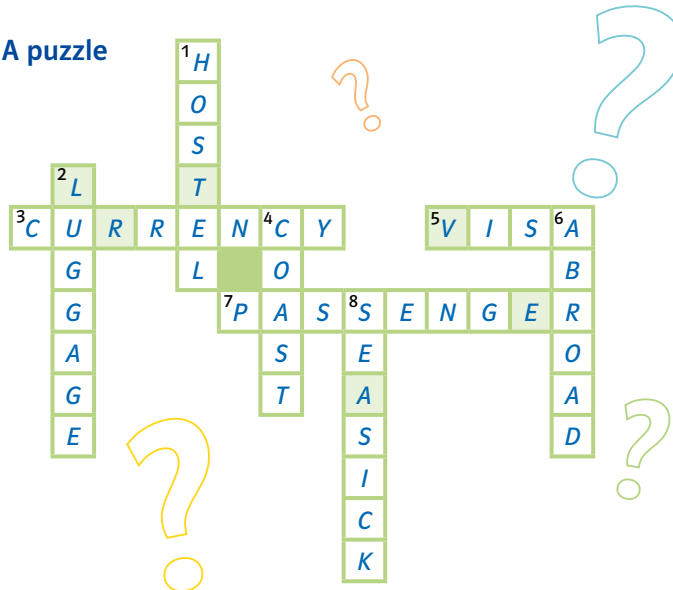
## VOCABULARY

### 1 Flying can be fun

departure lounge; boarding card; flight attendants; passport control; arrivals hall

## VOCABULARY

### 2 A puzzle



Answer: **travel**  
 German: **Reisen / reisen**

## LANGUAGE

### 3 I'm having a great time!

(was having; had met,) couldn't text; didn't have; was going to go; missed; missed

Rory: Lisa! Hi! How are you? Are you having a good time?

Lisa: (Yes, **I'm having a great time**) and **I've met some nice people**.

Rory: Why don't you send me more messages?

Lisa: Sorry! I **can't text you regularly** because I **don't have / haven't got wifi** in my host family's house.

Rory: Have you been to the beach?

Lisa: No, but **I'm going to go to the beach tomorrow**.Rory: Lisa, I **miss you**!Lisa: I **miss you** too, Rory.

## LANGUAGE

### 4 Lisa misses me

that day; there; the next day; that

## Test 2

→ after Station 2

## VOCABULARY

### 1 At the airport

1. (landing;) 2. take-off; 3. security control; 4. customs; 5. gate; 6. delay

## VOCABULARY 2 At passport control

date of birth; purpose; nephew; suspicious; traveller; bother; security; truth

## LANGUAGE 3 In a taxi in Dhaka

(why) I was visiting; where I lived; if I had been; if I spoke / could speak; where I had learned / had learnt; what I would do

## LANGUAGE 4 A difficult passenger

(asked him to) turn off his phone; told her to be quiet; was talking; asked him to sit down; asked him to go back to his place; (to) sit down at once; told her not to shout at him

## Class test 1 → after Unit 4

### LISTENING 1 From Dhaka to London

5 Ⓞ Das Transkript zum Hörtext findest du auf der CD-ROM.

a) A 3 (London taxi); B 2 (Oyster card); C 4 (Brick Lane); D 1 (the Tube)

b)	London	Dhaka	Both cities
1. It has got a wet climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Life is very expensive here.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Public transport is well organised.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This is a huge city.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. You can get everywhere by taxi here.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. It is a colourful city.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### READING 2 Advice for flying

(Top tips for your next flight)

1. How to prepare for your journey
2. Checking in
3. In the departure lounge

4. During the flight
5. Landing
6. At passport control
7. At customs

### MEDIATION 3 A delay

Lösungsvorschlag:

Woman: Kann die Flugbegleiterin mir sagen, wann genau wir landen?

You: **(Can you) tell her when / what time (exactly) we're going to land?**

FA: We're going to land at 10:20 a.m. There's a short delay.

You: **Wir landen um 10:20 Uhr. Es gibt eine kleine Verspätung.**

Woman: Beim Einchecken sagten sie mir, es gäbe keine Verspätung! Ich muss spätestens um 11 Uhr in Covent Garden sein.

- You: They told her at the check-in (desk) that there was no delay. She needs to / has to be in Covent Garden at 11 a.m.
- FA: I apologise, but we didn't know about the delay when you checked in. Please tell her she won't get to Covent Garden by 11 a.m.
- You: Es tut ihr leid, aber beim Einchecken wussten sie nicht, dass sich der Flug verspäten würde. Ich soll Ihnen sagen, dass Sie es nicht schaffen werden, um 11 Uhr in Covent Garden zu sein.
- Woman: Oh nein! Dann muss ich jetzt schnell jemanden anrufen ...
- FA: Can you tell her not to use her phone? She can call when the plane has landed.
- You: Sie dürfen momentan nicht telefonieren, erst wenn wir gelandet sind.

## Class test 2

→ after Unit 4

### LISTENING

#### 1 A difficult journey

- 6 ☉ Das Transkript zum Hörtext findest du auf der CD-ROM.

a)

	true	false
1. Carl and his family had planned to come home on Saturday.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. They were on holiday on a large island.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. It was a long way from home to their holiday hotel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. The weather was bad, but the taxi driver said that the ferry could go.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Diana has been seasick before.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Carl wants to spend his next holiday at home.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

b) 2. They were on holiday on a tiny / very small island.

6. Carl hopes that (his father will get the money back and) they will not spend the next holiday at home.

### READING

#### 2 At the airport in New York

1. b); 2. c); 3. a); 4. c); 5. a); 6. b)

### WRITING

#### 3 Your blog

Lösungsvorschlag:

15 August, 5:28 p.m.

(Hi friends! I'm back home now and I had a great holiday, but) the journey home was really difficult. There was a very long delay at the airport in Spain. In the end we waited (for) 20 hours for our flight! When we arrived at the airport, they told us we would have to wait (for) two hours because our plane wasn't ready for us. Well, we were a bit disappointed, but it wasn't too bad. The airport in Santander is tiny so there wasn't much to do and there weren't even enough places for everyone to sit down. Then came the worst part. After two hours they told us our plane was still in Istanbul (really!). There was a storm there and it couldn't fly. After a while a bus came and took us to a hotel near the airport. We all spent the night there, in a hotel with no wifi. No wifi! That was the worst and most boring part. Anyway, it turned out that we were able to fly the next morning so I'm home now and I'm definitely happy to be back again!



## Test: Drama

→ after Text smart 4

### READING

## 1 The main characters

a)	Name of the character	Line(s)
1. He gets money because he lies.	Colin	7–11
2. He is convinced that it's always better to be honest.	Robbie	11–12
3. He is afraid that he could upset someone.	Colin	13
4. He is responsible for a lot of people.	Colin's dad	14
5. He is worried about his friend.	Robbie	16

- b)
1. He enjoys Drama Club.
  2. He thinks his father will be disappointed if he learns the truth.
  3. Yes, he does. His father has to look after the family alone, which is hard for him. So Colin doesn't want to add any more problems.

### READING

## 2 The characters' feelings

1. I don't have time to find out the truth about you and your sisters. I just work all the time. What a mistake! (ll. 6–7)
2. I'll never do it again. It's awful that I made you so sad. (l. 13)
3. Just do the things you love and then tell me about it! That's the way to be happy. (ll. 14–16)

### WRITING

## 3 Summarising the play and its message

### a) Lösungsvorschlag:

**Opening scene:** Colin's busy father has no idea that his son goes to Drama Club. Colin does not want to tell him that he is in a performance on Saturday so he asks his friend Robbie to lie for him. The problem is that Robbie does not want to tell lies.

**Final scene:** Colin's father went to the drama performance. He actually enjoyed it but was angry / upset because Colin had lied to him. Now he wants Colin to do the things he enjoys and to tell him about them.

### b) Lösungsvorschlag:

I think the message is that even if it is not always easy to be honest, it is best. Lies just lead you into trouble. The play also shows us that you don't always know how other people will feel. Colin thinks his father will be disappointed that he loves drama, but it is not true. So you should trust the people who are close to you.

## Speaking

→ after Unit 1

## PREPARE

### 1 Good advice

1. d); 2. f); 3. a); 4. c); 5. h); 6. e); 7. b); 8. g)

## MONOLOGUE

### 2 What should I do?

*individuelle Lösung*

## DIALOGUE

### 3 You have to find a compromise

*individuelle Lösung*

## Speaking

→ after Unit 2

## PREPARE

### 1 What do you already know about Scotland?

Places to go	Traditions	Things to do
<i>(Ben Nevis, Glasgow,) Edinburgh, Loch Ness, the Shetland Islands</i>	<i>play the bagpipes; produce and drink whisky; wear kilts; eat haggis; play shinty; tartan</i>	<i>visit the Edinburgh Fringe Festival / the Titan Clydebank in Glasgow; climb Ben Nevis; go hiking; visit old castles / historic place; go sightseeing; go on a boat trip on Loch Ness / to the Shetland Islands</i>

## MONOLOGUE

### 2 What do you want to do in Scotland?

*Lösungsvorschlag:*

**Photo 1:** In photo 1 you can see a bagpipe band. The players are women and men, and they're all wearing kilts and black hats. They're walking through a field with flowers and the weather looks quite warm. It's probably spring or summer. Maybe they are in Scotland. It looks like they're celebrating. We can't see any people who are watching them, but they probably aren't just practising because they're wearing formal clothes.

I'd like to hear a band playing the bagpipes because I've never heard it before, but I don't really think that I'd enjoy this kind of music.

**Photo 2:** In photo 2 you can see two women. I think they're walking along the Scottish coast and you can see the sea or a loch / lake in the background. It's a beautiful day. The sun is shining and the sky is blue, but it probably isn't very warm because the women aren't wearing shorts. They aren't carrying a lot of things so they probably haven't been walking for a long way.

I'd like to go to Scotland and I'd like to walk along the coast. I'd love to go swimming in the sea or sailing, but the water probably isn't very warm. In the mountains I'd go gorge scrambling or hiking. I'd like to visit Edinburgh and Glasgow too. And, of course, I'd love to try haggis and chips.

## DIALOGUE

## 3 An interview

*Lösungsvorschlag:*

- A: Hello. I'm writing an article for my school magazine. Can I ask you some questions?  
 B: Yes, of course.  
 A: How are you enjoying yourself here in Edinburgh? You're taking part in the bagpipe competition too, aren't you?  
 B: Yes, that's right. And we're having a great time. The people are so friendly and we've heard some fantastic music.  
 A: And where have you come from? You aren't Scottish, are you?  
 B: No, we're from France.  
 A: Oh, I didn't know that people played the bagpipes in France too.  
 B: Oh yes. There are bagpipes bands in lots of countries: Spain, Germany and Canada too, for example.  
 A: How long have you been playing the bagpipes?  
 B: I started when I was 11, but I played the drums first so I learned / learnt quite quickly.  
 A: Have you been to this competition before?  
 B: Yes, we've been twice.  
 A: And have you won?  
 B: No, we aren't very good. There are some amazing bands here. We just come for fun.  
 A: Well, thank you very much for the interview and good luck in the competition.  
 B: You're welcome. Thank you.

## Speaking

→ after Unit 3

## PREPARE

## 1 The history of England

Period	Famous people	Events and inventions
1. Roman	<i>(the Roman Emperor)</i>	<i>(ruled Britain from 43 AD to 410 AD; built roads, baths,) cities, walls and underfloor heating</i>
2. Norman	<i>William the Conqueror</i>	<i>Battle of Hastings; Norman lords; brought French language to England</i>
3. Tudor	<i>Henry VIII, Elizabeth I, William Shakespeare, Francis Drake, Walter Raleigh</i>	<i>the English defeated the Spanish Armada; founded colonies in America; tobacco and potatoes brought to England from the New World; golden age for theatre, music and arts</i>
4. Victorian	<i>Queen Victoria</i>	<i>Industrial Revolution; factories; important inventions (e.g. steam engine); British Empire; quills to write with</i>

## MONOLOGUE

## 2 Talk about the past

*Lösungsvorschlag:*

The picture shows the Victorian period. The Industrial Revolution had begun by then. During the Victorian Age many important inventions were made. One of the most important inventions was the steam engine. Steam engines were used in the factories and they were very noisy and dirty. Many children had to work there. They worked long hours and on Saturdays too, but they usually earned very little money. Some of the children didn't even have / wear shoes. The work in the factories was often very hard and sometimes even dangerous. Because of the factories, the air became very smoky in some of the towns. In the picture a steam train is going past in the distance. These were very loud and many people were scared of them at first. This was the first time that people could travel long distances easily and visit other countries.

## DIALOGUE

## 3 Which period was the best?

*Lösungsvorschlag:*

- A: I think the Tudor period sounds good, especially during the reign of Elizabeth I. It was the golden age for art, music and drama. People could go to the theatre and watch Shakespeare's plays, for example. The country was also becoming richer and richer.
- B: Yes, the country became rich, but many people were still very poor and had a hard life. This means it would only have been good if you had been rich. I think that life in the Roman era was better. They had their warm baths and even poor people could go there.
- A: Yes, but there weren't a lot of baths in England and I don't think that everybody was happy that the Romans had invaded the country and had decided to stay there. It would have been scary to see the Roman soldiers with their weapons. During Elizabeth's time there were already many towns and life was easier for people who lived there.
- B: I'm not sure that it would have been so good to live in a town. They were dangerous and busy places. In the Roman period there was much more space for everybody and life was slower and more relaxed.

## Speaking

→ after Unit 4

## PREPARE

## 1 Holiday problems

*Lösungsvorschlag:*

**At the airport:** (a delay;) a long queue at check-in; the luggage is too heavy; too full / no place to sit; something in the luggage isn't allowed; impolite / rude passengers

**In a hotel or at a campsite:** (no wifi;) dirty bathrooms; unfriendly guests there; too small; no restaurant or shop; too noisy; bad food

**At a beach or by a lake:** (water too cold to swim;) dirty water; big waves; dangerous animals in the water; too windy; hard to get there

## MONOLOGUE

## 2 An awful holiday

*individuelle Lösung*

## DIALOGUE

## 3 You promised ...

*Lösungsvorschlag:*

- A: (You told us the campsite was near the station, but we had to pay 50 euros for a taxi to get there.)
- B: I'm sorry, but you didn't ask us *how* near to the station the campsite was. It's only 20 kilometres and you arrived late in the evening. That's why the taxi was expensive.
- A: And you said the campsite was great, but it was so boring.
- B: But you didn't say that you wanted shops and restaurants. Some people love quiet campsites.)
- A: Well, we're young people and we want to have fun on holiday! And we told you that we wanted a nice swimming pool.
- B: But there was a pool at the campsite.
- A: Yes, but it was tiny.
- B: I never said that the pool was big. Anyway, you could swim at the beach.
- A: No, we couldn't. You told us we would be able to swim in the sea, but it was dirty and the water was much too cold.
- B: I'm sorry, but the water in the sea is always cold in this part of the country. I can't change that.
- A: Oh, and you said we would have free wifi, but the wifi at the campsite never worked.
- B: Hm, I'm sorry about that. I'll talk to the campsite about it.
- A: Well thanks, but that doesn't help us!

# Checkliste Unit 1

	üben am	erledigt und korrigiert am	erreichte Punktzahl	Übungen und Hinweise zum Wiederholen	nochmals üben am / bis
Test 1	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /6	SB 9/2-3; SB 181/Introduction; WB 2/1	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /7	SB 10/1; SB 181-182/Station 1; WB5/8	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /5	SB 11/2; SB 161-162/G1; WB 3/4	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü4: <input type="text"/> /6	SB 11/3-5; SB 162-163/G2; WB 3-4/5-7	<input type="text"/>
Test 2	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /6	SB 182-183/Station 2	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /10	SB 14/9; SB 182-183/Station 2; WB 7/13	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /6	SB 15/10-11; SB 164-166/G3; SB 183/Reflexive pronouns; WB 6-7/11-12	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü4: <input type="text"/> /7	SB 15/10-11; SB 164-166/G3; SB 182/Reflexive pronouns; WB 6-7/11-12	<input type="text"/>
Class test 1	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /6	SB 16/Text; WB 6/10; WB 8/14	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /7	SB 10/1; SB 12/5	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /15	SB 12/4; SB 13/8; SB 162-163/G2; SB 184/How to compromise; WB 8/14	<input type="text"/>
Class test 2	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /7	WB 6/10	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /7	SB 14/Text	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /16	SB 13/6; WB 8/15	<input type="text"/>
Test: Poems	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /14	SB 29/4; SB 30/6-7; SB 187-188/Text smart 1	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /3	SB 29/4; SB 30/6-7; SB 187-188/Text smart 1	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /5	SB 30/6-7; WB17/1	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü4: <input type="text"/> /14	SB 29/5; SB 33/12; SB 187-188/Text smart 1	<input type="text"/>

SB 9/2-3 = Schülerbuch Seite 9, Übung 2 und 3

SB 181/Introduction = Schülerbuch Seite 181, Vokabular zu *Introduction*

SB 183/Reflexive pronouns = Schülerbuch Seite 183, Abschnitt zu „*Reflexive pronouns*“

WB 2/1 = Workbook Seite 2, Übung 1

SB 161-162/G1 = Schülerbuch Seite 161 und 162, Grammatikkapitel 1

## Checkliste Unit 2

	üben am	erledigt und korrigiert am	erreichte Punktzahl	Übungen und Hinweise zum Wiederholen	nochmals üben am / bis
Test 1	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /6	SB 36–37/1, 3; SB 190–191/Introduction; WB 22/1 SB 36–37/1, 3; SB 190–191/Introduction; SB 191/Typically Scottish; WB 22/2; WB 25/6 SB 191–192/Station 1 SB 39/3; SB 166–168/G4; WB 24/5 SB 39–40/4–5; SB 166–168/G4; WB 23–24/4	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /6		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /6		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü4: <input type="text"/> /6		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü5: <input type="text"/> /3		<input type="text"/>
Test 2	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /10	SB 192–193/Station 2; WB 27/13 SB 192–193/Station 2 SB 42/8, 10–11; SB 169–170/G5; WB 26/11 SB 42–43/11–13; SB 169–170/G5; WB 26–27/11–12	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /9		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /6		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü4: <input type="text"/> /5		<input type="text"/>
Class test 1	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /12	SB 37/3 SB 38/Text SB 43/14; SB 46/1–3; WB 26/10; WB 29/17–18	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /7		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /20		<input type="text"/>
Class test 2	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /7	SB 37/3; WB 22/1 SB 37/3 SB 43/14; SB 194/Describing nature and buildings; WB 28/15	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /8		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /5		<input type="text"/>
Test: Factual texts	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /10	SB 196–198/Text smart 2 SB 61/8; SB 196–198/Text smart 2; WB 38/4	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /20		<input type="text"/>

## Checkliste Unit 3

	üben am	erledigt und korrigiert am	erreichte Punktzahl	Übungen und Hinweise zum Wiederholen	nochmals üben am / bis
Test 1	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /6	SB 67/2; SB 199–201/Introduction; WB 42/1 SB 66–67/1–2; SB 201–202/Station 1; WB 42/2 SB 68/3; SB 199–202/Introduction + Station 1 SB 71/3–4; SB 171–172/G6; WB 43/4 SB 72/5–6; SB 171–172/G6; WB 44/5	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /6		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /9		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü4: <input type="text"/> /6		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü5: <input type="text"/> /8		<input type="text"/>
Test 2	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /5	SB 199–203/Introduction, Station 1 + 2; WB 42/1–2 SB 199–203/Introduction, Station 1 + 2; WB 48/15 SB 75/10–12; SB 172–173/G7; WB 47/13 SB 76/13; SB 172–173/G7; WB 48/14	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /11		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /7		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü4: <input type="text"/> /6		<input type="text"/>
Class test 1	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /6	WB 43/3; WB 47/12 SB 72/6; WB 44/5–6 SB 204/Monarchy words; WB 45/8	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /5		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /18		<input type="text"/>
Class test 2	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /9	SB 67/2; SB 201/History words WB 52/21 SB 76/14; WB 45/7	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /5		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /5		<input type="text"/>
Test: Fictional texts	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /6	SB 88/ 2; SB 205–207/Text smart 3 SB 90/8; SB 91/10 SB 89/4; SB 91/9; WB 58/5	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /6		<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /18		<input type="text"/>

## Checkliste Unit 4

	üben am	erledigt und korrigiert am	erreichte Punktzahl	Übungen und Hinweise zum Wiederholen	nochmals üben am / bis
Test 1	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /5	SB 96–97/2–3; SB 208–209/Introduction; SB 211/At the airport; WB 62/3	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /10	SB 209–210/Station 1; WB 62/2	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /6	SB 99/7; SB 174–175/G8; WB 63/5	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü4: <input type="text"/> /4	SB 99/3; SB 176–177/G9; WB 63–64/6–7	<input type="text"/>
Test 2	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /5	SB 97/3; SB 210–211/Station 2; SB 211/ At the airport	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /8	SB 101/7; SB 210–211/Station 2; WB 67/15	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /6	SB 102/8–9; SB 177–178/G10; WB 66/13	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü4: <input type="text"/> /7	SB 102/1; SB 178–179/G11; WB 67/14	<input type="text"/>
Class test 1	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /10	WB 63/4	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /7	SB 97/3; SB 103/12; SB 211/At the airport; WB 62/3; WB 67/15	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /16	SB 103/12; SB 211/At the airport; WB 65/10	<input type="text"/>
Class test 2	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /8	WB 63/4; WB 66/12	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /6	SB 101/7; SB 211/At the airport; WB 72/26	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /20	SB 100/5; WB 65/9–10	<input type="text"/>
Test: Drama	<input type="text"/>	<input type="text"/>	Ü1: <input type="text"/> /9	SB 11/5; SB 214–216/Text smart 4; WB 75/2	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü2: <input type="text"/> /3	SB 113/9; WB 76/4	<input type="text"/>
	<input type="text"/>	<input type="text"/>	Ü3: <input type="text"/> /22	SB 117/15; WB 77/7	<input type="text"/>

