

Adjective - Adverb

Montag, 12. April 2021 07:33



ADJECTIVE- ADVERB

(12) Fill in: adjective or adverb:

1. John learnt the poem well (easy) by heart.
2. Tom won the race because he ran so quickly (quick).
3. My dog runs slowly (slow).
4. Susan greets us politely (polite) every morning.
5. He sometimes writes carelessly (careless).
6. She didn't know the exact (exact) answer but I knew it exactly.
7. Today she is very sad (sad).
8. What a beautiful (beautiful) hat she has.
9. Mary looked at me angrily (angry). She was very angry.
10. She laughed happily (happy).
11. The naughty boy behaved badly (bad).
12. Why is she so quiet (quiet) today?
13. My brother is a slow (slow) worker. He does everything slowly.
14. This exercise isn't easy (easy) but I can do it easily.
15. She carefully (careful) opened the present.
16. Susan is a clever (clever) girl.
17. He quickly (quick) jumped out of bed.
18. It rained heavily (heavy) last week.
19. Did he take the late (late) train?
20. Tom didn't get the money honestly (honest).

(13) Fill in adjective or adverb:

1. Her little girls are always dressed nicely (pretty).
 2. She welcomed us warmly (warm).
 3. Tom is a hard (hard) worker but Bob hardly (hard) works at all.
 4. Although he is a good (good) pupil he behaves badly.
 5. Their swimming instructor is a friendly (friendly) man.
 6. He always talks to them friendly.
 7. He had a long (long) way home.
 8. John is a fast (fast) driver. He always drives off very fast.
 9. The tap leaked badly.
 10. I like Sue's mother. She cooks well (good).
 11. If you try hard you will become a good skier.
 12. My neighbour's dog looks dangerous.
 13. John worked busily (busy) for two hours.
 14. All my classmates work very well (good). We are good pupils.
 15. He nearly (near) bought the red sports car.
 16. She has lots of flowers in her garden. It looks beautiful.
 17. My teacher looked at me angrily.
 18. I'm tired because I've been working hard (hard).
 19. The soup tastes good (good) but smells bad.
 20. Tom is very good (good) at French. He also speaks German well (good).
- Wasserhahn

ADJECTIVE - ADVERB

(8)

Some verbs can be followed by both adverb and adjective:LOOK:He looked rather.....(pale).
He looked at her.....(furious).SMELL / TASTE:The perfume did not smell.....(good).
One can smell the smoke in the air(good).
The cake tasted.....(horrible).
He tasted the wine(careful) before he drank it.FEEL:This fur feels ..smooth.....(smooth).
I felt the hole in my tooth(good).APPEAR:The pedestrian precinct in Krems appears.....(practical).
He appeared.....(quick) and disappeared even.....(quick).GROW:It grew.....(silent) after the planes had left the town.
John is growing(quick), he needs more sleep.TURN:When John heard the bad news he turned.....(pale).
He heard a noise behind his back and turned round.....(quick).FALL:While he was watching TV he fell.....(asleep).
John fell(sleepy) into his bed.Translate:Er ist außergewöhnlich klug. (use exceeding) He is exceedingly clever.
Er macht seine Arbeit überaus gut. He does his work pretty well.
Sie schief letzte Nacht äußerst schlecht. She slept extremely badly last night.
Er grüßte sie freundlich.
He greeted her in a friendly way.

(9)

Don't forget: After some verbsyou must not use an adverb:

- (a) She looks (aussehen) ... (pretty) — She looked (ansehen) at me ... (angry). —
 (b) This soup tastes ... (wonderful). — (c) The tea-tasters tasted the various sorts of tea ... (careful). One tasted ... (awful). — (d) (Jake had broken his left leg.) The doctor felt his leg ... (gentle). — (e) The cat's fur felt ... (soft) and ... (warm).

(10)

Fill in the adjective or the adverb.Examples: The car stopped quickly. (quick)
It was a very quick flight. (quick)

- 1 During the English lesson the teacher got very (angry)
- 2 He felt very with his new friends. (happy)
- 3 She was talking very (quiet)
- 4 He began to speak very (soft)
- 5 I was very when I found my cat again. (happy)
- 6 The coffee really smells (good)
- 7 When he showed her the test she looked at him (angry)
- 8 He did his work quite (good)

(11)

- a) This is a nice pullover. It suits you (good).
- b) The tourist asked me (friendly).
- c) We have (hard) managed to score a goal.
- d) The children looked at us (curious).
- e) This looks (nice) and it smells (good).
- f) She looked at me (angry) when I spilled some red wine on her jacket.
- g) The students were shouting (loud) in the demonstration.

06.04.2021 Di

Dienstag, 6. April 2021 08:39



1) Put the following sentences into reported speech. The reporting verb given in brackets must be used in *past tense*.

Get into the car, Sally! We're leaving. (befehlen)

I ordered Sally to get into the car because we were leaving.

Tomorrow we'll fly to London. (ankündigen)

My parents
.....
.....

Someone is ringing at the bell. Who do you think it is? (bemerken, wissen wollen)

My brother ... reached that someone was ringing at the bell.
He asked me who I thought it was.

John's test was remarkable. – I haven't learnt a lot. (betonen, hinzufügen)

The teacher emphasized that John's test had been remarkable.
John added that he hadn't learnt a lot.

You must put A and B together. (seinen Schülern erklären)

Mr Jackson explained to his student(s) that they had to eat A and B together. ✓

Don't leave granny alone too long today. (biten) *Do not use "should"!*

These men are trying to break into the car last night. (erwähnen)

The policeman mentioned that their men

Does Santa Claus really bring the Christmas presents? (sich fragen)

When I was younger I often wondered myself.....

Go home now! It's late and your parents are waiting. (ihrem Freund raten)

She
.....

2) If-clauses: Fill in the verbs in brackets in their correct forms.

If every player had played well, we would have won (win) the match.

Will we have to move upstairs if the river *rises* ✓
(rise)?

It would be a pity if Bob married (marry) Mary.

A bad accident would have happened if the driver hadn't been (not, be) careful.

If he hadn't spent (not spend) so much on his holiday,
he would have (have) more money now.

If you have a good mark on your next test, you will get ✓ (get) more pocket money.

- 3) Complete the following if-clauses! *her friends would still talk to her.*
- If she didn't gossip about her friends, *she would have them as friends now.*
- She would lose weight if *she didn't eat so much.* ✓
- If he had practised more, he *would have passed the exam.* ✓
- We would have invited him if *he had been friendlier.* ✓

4) Translate the following sentences.

Wir hätten in Kontakt bleiben können, wenn du dich bei Facebook angemeldet hättest.

We could have kept in touch, if you had registered on facebook. ✓

Wenn wir den Ladendieb erwischen, werden wir die Polizei rufen müssen.

If we catch the thief, we'll have to call the police. ✓

Wenn ich diese Fotos ins Internet stellen würde, würden mich viele Leute hassen.

If I posted this picture on the internet, many people would hate me. ✓

SB p. 85/2)

negative effects: depression, anxiety,
self-identity, body image,
"cyber-bullying"

positive effects: can communicate with friends;
share nice moments with friends;
way of expression

Shirley Cramer: fuel mental health crisis

Sir Simon Wessely: education-based approach



1 Write the corresponding adverbs:

noisy, faithful, happy, quick, prompt, nervous, terrible, slow
horrible, safe, comfortable, due, dull, gentle.
angry, extreme, bad, polite, pretty, curious.

2 Adverb or adjective?

- (1) correct, correctly:
 (a) This sentence is not quite correct.
 (b) Is this the amount?
 (c) He was always dressed.
- (2) prompt, promptly:
 (a) the answer came promptly.
 (b) This was a prompt reply.
- (3) complete, completely:
 (a) Has she bought a complete set?
 (b) When will the work be complete?
 (c) She was satisfied with the result.
- (4) safe, safely:
 (a) Is it quite to send it in a parcel?
 (b) The parcel has arrived safely.
 (c) You must keep it in a place.
- (5) clear, clearly:
 (a) Why did you not speak more clearly?
 (b) She spoke in a voice.
 (c) It is not quite what it means.
- (6) slow, slowly:
 (a) He is a rather slow worker.
 (b) My watch is
 (c) he went up to the counter.
- (7) kind, kindly:
 (a) It was very of him to help us.
 (b) He answered all her questions.
- (8) certain, certainly:
 (a) I'm I've posted the letters.
 (b) He help you.
- (9) heavy, heavily:
 (a) There will be snowfall in most parts.
 (b) It has been raining heavily for days.
 (c) The chest was so that we could not carry it.

ADJECTIVE - ADVERB

3 FÜLLE DIE LÜCKEN AUS:

Musterbeispiel:

good: Tom speaks English well.
He is very good at English.

dangerous: James Bond lives dangerous.

He has a dangerous job.

happy: Peter is happy today.

Look, he is coming down the road singing.....

good: Ann can ski well, can't she?

Yes, she is a very good skier.

fast: Tom is a fast driver.

He always drives

late: We took the late bus last night.

So we arrived

easy: This homework was easy.

I could easy do it in half an hour.

angry: Look, Peter is shouting angry at his dog.

Why is he so angry?

hard: This is hard work, isn't it?

Yes, we always have to work

busy: We were busy yesterday.

We worked busy for two hours.

good: What a good driver Mary is!

Yes, she drives very

Reported speech (sentences, questions, commands)

Montag, 12. April 2021 07:34

Reported questions

- 1) 2. John asked his mother how many shirts he would need.
E. His mother replied that she thought five would do.
3. John's mother asked if he was going to take all that with him.
A. He answered that he was sure he would need it all.
4. John wanted to know if his mom had seen his new straw hat.
D. His mother replied that she had not but that he could borrow hers.
5. John inquired where his sunglasses were.
B. His mother answered that Floppy had played with them the day before.
- 2) The sergeant asked me what I had done at the bank.
I answered that I had paid some bills.
- Rest ist HU
- 3) A. I asked he told me that he had driven the car for the getaway.
→ Rest ist HU

26.02.2021 Fr

Freitag, 26. Februar 2021 13:37



Indirect speech: commands

(Section C) The following sentences are direct speech:

Don't wait for me if I'm late.

Will you marry me?

Hurry up!

Can you open your bag, please?

Mind your own business.

Please slow down!

Could you repeat what you said, please?

Don't worry, Sue.

Do you think you could give me a hand, Tom?

Now choose one of these to complete each sentence below. Use reported speech.

- 1 Bill was taking a long time to get ready, so I ... told him to hurry up...
- 2 Sarah was driving too fast, so I asked ...
- 3 Sue was very pessimistic about the situation. I told ...
- 4 I couldn't move the piano alone, so I ...
- 5 The customs officer looked at me suspiciously and ...
- 6 I had difficulty understanding him, so I ...
- 7 I didn't want to delay Ann, so I ...
- 8 John was very much in love with Mary, so he ...
- 9 He started asking me personal questions, so ...

Put the following into indirect speech.

- 1 He said, 'Get out of my way.'
- 2 'Climb in through the window,' he ordered.
- 3 'Please pay at the desk,' said the assistant.
- 4 'Open your bag, please,' said the store detective.
- 5 'Don't worry about anything, Mrs Pitt,' said her solicitor. 'Leave it all to me.'
- 6 'Don't use bent coins in a slot machine,' I advised him.
- 7 'Follow that car,' the detective said to the taxi-driver.
- 8 'Wash it in lukewarm water,' recommended the assistant.
- 9 'Have confidence in me,' urged the doctor.
- 10 'Take me up to the 33rd floor,' he said to the liftman.
- 11 'Read the notice about life-saving equipment,' advised the air-hostess.
- 12 'Always cook with butter,' said her mother, 'never use margarine.'
- 13 'Don't argue with your father,' I said.
- 14 'Don't make a sound,' he said in a whisper.
- 15 'Wait for me at the bridge,' said the young man.
- 16 'Don't eat too much starch,' I advised her, 'and avoid fried food.'
- 17 'Don't say anything to make her angry,' said my father.
- 18 Notice: Please do not ask at the desk for change for telephone calls.
- 19 'Don't forget to feed the goldfish,' Mary said to her brother.
- 20 'Get your dog a bigger basket,' he said.
- 21 'Write to me as often as you can,' said his wife.
- 22 'Put your pistol on the table,' said the crook.
- 23 'Please book me a seat in a non-smoker,' said the traveller.
- 24 'Don't forget your sandwiches,' said his mother.
- 25 'Don't go near the water, children,' she said.
- 26 'Search the house,' said the police sergeant.
- 27 'Don't make mountains out of molehills,' he said.
- 28 'Put down that gun. It's loaded,' he said.

Adjective- Adverb

Montag, 12. April 2021 07:31

(13)

Complete the sentences. Use a superlative (-est or most...) + a preposition.

- 1 It's a very nice room. It ... is the nicest room in ... the hotel.
- 2 It's a very cheap restaurant. It's the cheapest restaurant in in the town.
- 3 It was a very happy day. It was the happiest day of my life.
- 4 She's a very intelligent student. She is the most intelligent student in the class.
- 5 It's a very valuable painting. It is the most valuable painting in the gallery.
- 6 Spring is a very busy time for me. It is the busiest time of the year.

In the following sentences use one of + a superlative + a preposition.

- 7 It's a very nice room. It is one of the nicest rooms in ... the hotel.
- 8 He's a very rich man. He's one of the richest men in in the world.
- 9 It's a very old castle. It is one of the oldest castles in in Britain.
- 10 She's a very good player. She is one of the best players in on the team.
- 11 It was a very bad experience. It was one of the worst experiences of of my life.
- 12 He's a very dangerous criminal. He is one of the most dangerous criminals in in the country.

(13)

Write sentences.

1. The Parthenon/old/building/world
The Parthenon is one of the oldest buildings in the world.
2. Norway/beautiful/country/Europe J
Norway is one of the most beautiful countries in Europe.
3. The Grand Canyon/interesting/place/world
The Grand Canyon is one of the most interesting places in the world.
4. Canada/cold/country/world
Canada is one of the coldest countries in the world.
5. The Rhine/busy/river/Europe
The Rhine is one of the busiest rivers in Europe.
6. Brasilia/modern/city/world
Brasilia is one of the most modern cities in the world.
7. California/large/state/the United States
California is one of the largest states in the United States.



(14)

What do you say in these situations? Use a superlative + ...ever.... Use the words given in brackets (in the correct form).

- 1 You've just been to the cinema. The film was extremely boring. You tell your friend: (boring/film/see) ... That's the most boring film I've ever seen.
- 2 Your friend has just told you a joke, which you think is very funny. You say: (funny/joke/hear) That's the funniest joke I've ever heard.
- 3 You're drinking coffee with a friend. It's really good coffee. You say: (good/coffee/taste) This is the best coffee I've ever tasted.
- 4 You are talking to a friend about Mary. Mary is very patient. You tell your friend about her: (patient/person/meet) She is the most patient person I've ever met.
- 5 You have just run ten kilometres. You've never run further than this. You say to your friend: (fast/run) That was the fastest run I've ever run.
- 6 You decided to give up your job. Now you think this was a bad mistake. You say to your friend: (bad/mistake/make) It was the worst mistake I've ever made.
- 7 Your friend meets a lot of people, some of them famous. You tell your friend: (famous/person/meet?) Who is the most famous person you have ever met?

(15)

Complete the sentences. Use a superlative (-est or most...) or a comparative (-er or more...).

- 1 We stayed at the cheapest hotel in the town. (cheap)
- 2 Our hotel was cheaper than all the others in the town. (cheap)
- 3 The United States is very large but Canada is larger. (large)
- 4 What's the longest river in the world? (long)
- 5 He was a bit depressed yesterday but he looks happier today. (happy)
- 6 It was an awful day. It was the worst day of my life. (bad)
- 7 What is the most popular sport in your country? (popular)
- 8 Everest is the highest mountain in the world. It is higher than any other mountain. (high)
- 9 We had a great holiday. It was one of the most enjoyable holidays we've ever had. (enjoyable)
- 10 I prefer this chair to the other one. It's more comfortable. (comfortable)
- 11 What's the quickest way of getting from here to the station? (quick)
- 12 Mr and Mrs Brown have got three daughters. The oldest one (old) is 14 years old.

I. Fill in the correct degree of comparison:
positive - comparative - superlative

(16)

1. Wool is cheaper in England than in Austria. (cheap)
2. Tom's test was very bad but Bob's was even worse. (bad)
3. My friend is not so tall as I am. I'm the tallest boy in our class. (tall)
4. This time our dictation was not as difficult as last time. (difficult)
5. The Browns have a beautiful house in our street. Oh no, ours is even more beautiful. (beautiful)
6. Mr. Lewis is a good driver. But my father is even better. (good)
7. The new dress was more expensive than I thought. (expensive)
8. This was the worst film I had ever seen. (bad)
9. I earn less than he does. (little)
10. Sue can type as fast as I can (fast) but Mary is better. (good)
11. My little brother makes fewer mistakes than I do. (few)
12. She is the polite girl I have ever seen. (polite)
13. Carol is the most careful girl in our class. (careful)
14. My case is heavier than yours, but John's is the heaviest. (heavy)
15. She is more selfish than I thought. She will give the most selfish answers. (selfish)
16. Pam is even prettier than last year. She is the prettiest girl I know. (pretty)

COMPARISON

(5) Write sentences with as ... as ...

- 1 Athens is older than Rome. Rome isn't as old as Athens.
- 2 My room is bigger than yours. Your room isn't as big as mine.
- 3 You got up earlier than me. I didn't get up as early as you.
- 4 We played better than them. They didn't play as well as us.
- 5 I've been here longer than you. You haven't been here as long as me.

(6) Put in as or than.

- 1 Athens is older than Rome.
- 2 I don't watch TV as much as you.
- 3 You eat more than me.
- 4 I feel better than I felt yesterday.
- 5 Jim isn't as clever as he thinks.
- 6 Belgium is smaller than Switzerland.
- 7 Brazil isn't as big as Canada.
- 8 I can't wait longer than an hour.

(7)

Complete the sentences using as...as. Choose one of the following:

bad comfortable fast long often quietly seen well well-qualified

- 1 I'm sorry I'm a bit late. I got here as fast as I could.
 - 2 It was a difficult question. I answered it as well as I could.
 - 3 'How long can I stay with you?' 'You can stay as long as you like.'
 - 4 I need the information quickly, so please let me know as soon as possible.
 - 5 I like to keep fit, so I go swimming as often as I can.
 - 6 I didn't want to wake anybody, so I came in as quietly as I could.
- n the following sentences use just as...as.*
- 1 I'm going to sleep on the floor. It's just as comfortable as sleeping in that hard bed. Why did he get the job rather than me? I'm just as well-qualified as him.
 - 2 At first I thought you were nice but really you're just as bad as everybody else.

(8)

Complete the sentences using as...as.

- I'm quite tall but you are taller. I'm not as tall as you...
- My salary is high but yours is higher. My salary isn't as high as yours.
- You know a bit about cars but I know more. You don't know as much about cars as I do.
- It's still cold but it was colder yesterday. It isn't as cold as yesterday.
- I still feel a bit tired but I felt a lot more tired yesterday. I don't feel as tired as yesterday.
- They've lived here for quite a long time but we've lived here longer.
- They haven't lived here as long as we have.
- I was a bit nervous before the interview but usually I'm a lot more nervous. I wasn't as nervous as usual.
- before the interview*

(9)

Use the words in brackets to complete the sentences. Use much / a bit etc. + a comparative for Use than where necessary.

- 1 Her illness was much more serious than we thought at first. (much / serious)
- 2 This bag is too small. I need something much bigger. (much / big)
- 3 I'm afraid the problem is much more complicated than it seems. (much / complicated)
- 4 You looked depressed this morning but you look a bit happier. (a bit / happy)
- 5 I enjoyed our visit to the museum. It was far more interesting than I expected. (far / interesting)
- 6 You're driving too fast. Could you drive a bit more slowly? (a bit / slowly)
- 7 It's a lot easier to learn a foreign language in the country where it is spoken. (a lot / easy)
- 8 I thought she was younger than me but in fact she's slightly older. (slightly / old)

(10)

Complete the sentences using the structure in Section C (...and...).

- 1 It's becoming harder and harder to find a job. (hard)
- 2 That hole in your pullover is getting bigger and bigger. (big)
- 3 My bags seemed to get heavier and heavier as I carried them. (heavy)
- 4 As I waited for my interview, I became more and more nervous. (nervous)
- 5 As the day went on, the weather got worse and worse. (bad)
- 6 Travelling is becoming more and more expensive. (expensive)
- 7 Since she has been in Britain, her English has got better and better. (good)
- 8 As the conversation went on, he became more and more talkative. (talkative)

(11) Complete the sentences. Use a superlative (the oldest etc.)

- 1 This building is very old. It's the oldest building in the town.
- 2 It was a very happy day. It was the happiest day of my life.
- 3 It's a very good film. It's the best film I've ever seen.
- 4 She's a very popular singer. She's the most popular singer in our country.
- 5 It was a very bad mistake. It was the worst mistake I've ever made.
- 6 It's a very pretty village. It's the prettiest village I've ever seen.
- 7 It was a very cold day. It was the coldest day of the year.
- 8 He's a very interesting person. He's the most interesting person I've ever met.

COMPARISON

(1) Write these adjectives in the right group.

bad	brave	sad	tidy	difficult	wide	rich	hot	short
interesting	pretty	cheap	safe	careful	lazy	hot	good	
big	large	useful	dangerous	popular	tall			

1. +er, +est cheap cheaper cheapest	rich ✓ short ✓ tall ✓ cheap ✓
2. +consonant -er, + est hot hotter hottest	sad ✓ hot ✓ big ✓
3. +r, +st safe safer safest	brave ✓ safe ✓ large ✓ wide ✓
4. +ier, +iest lazy lazier laziest	tidy ✓ pretty ✓ lazy ✓
5. more, most + adjective careful more careful most careful	difficult ✓ interesting ✓ careful ✓ useful ✓
6. irregular good better best	bad ✓ good ✓

(2) Complete the sentences. Use a comparative.

- 1 Sue's car isn't very big. She wants a bigger.
- 2 This house isn't very modern. I prefer more modern houses.
- 3 You're not very tall. Your brother is taller.
- 4 Bill doesn't work very hard. I work harder.
- 5 My chair isn't very comfortable. Yours is more comfortable.
- 6 Jill's idea wasn't very good. My idea was better.
- 7 These flowers aren't very nice. The blue ones are nicer.
- 8 My case isn't very heavy. Your case is heavier.
- 9 I'm not very interested in art. I'm more interested in history.
- 10 It isn't very warm today. It was warmer yesterday.
- 11 These tomatoes don't taste very good. The other ones tasted better.
- 12 Britain isn't very big. France is larger.
- 13 London isn't very beautiful. Paris is more beautiful.
- 14 This knife isn't very sharp. Have you got a sharper one?

(3)

Complete the sentences using a comparative form (older / more important etc.).

- 1 It's too noisy here. Can we go somewhere quieter?
- 2 This coffee is very weak. I like it a bit stronger.
- 3 The hotel was surprisingly big. I expected it to be smaller.
- 4 The hotel was surprisingly cheap. I expected it to be more expensive.
- 5 The weather is too cold in this country. I'd like to live somewhere warmer.
- 6 My job is a bit boring sometimes. I'd like to do something more exciting.
- 7 I was surprised how easy it was to use the computer. I thought it would be harder.
- 8 Your work isn't very good. I'm sure you can do better.
- 9 Don't worry. The situation isn't so bad. It could be worse.
- 10 I was surprised we got here so quickly. I expected the journey to take longer.
- 11 You're talking very loudly. Can you speak a bit more quietly?
- 12 You hardly ever phone me. Why don't you phone me more often?
- 13 You're standing too near the camera. Can you move a bit further away?
- 14 You were a bit depressed yesterday but you look better today.

(4)

Complete the sentences. Each time use the comparative form of one of the words in the list. Use than where necessary.

big	crowded	early	easily	high	important
interested	peaceful	reliable	serious	simple	thin

- 1 I was feeling tired last night, so I went to bed earlier than usual.
- 2 I'd like to have a more reliable car. The one I've got keeps breaking down.
- 3 Unfortunately her illness was more serious than we thought at first.
- 4 You look thinner. Have you lost weight?
- 5 I want a bigger flat. We don't have enough space here.
- 6 He doesn't study very hard. He's more interested in having a good time.
- 7 Health and happiness are more important than money.
- 8 The instructions were very complicated. They could have been more simple.
- 9 There were a lot of people on the bus. It was more crowded than usual.
- 10 I like living in the countryside. It's more peaceful than living in a town.
- 11 You'll find your way around the town more easily if you have a good map.
- 12 In some parts of the country, prices are higher than in others.



(1) Write the corresponding adverbs:

noisy, faithful, happy, quick, prompt, nervous, terrible, slow
 horrible, safe, comfortable, due, dull, gentle.
 angry, extreme, bad, polite, pretty, curious.

(2) Adverb or adjective?

- (1) correct, correctly:
 - (a) This sentence is not quite
 - (b) Is this the amount?
 - (c) He was always dressed.
- (2) prompt, promptly:
 - (a) the answer came
 - (b) This was a reply.
- (3) complete, completely:
 - (a) Has she bought a set?
 - (b) When will the work be?
 - (c) She was satisfied with the result.
- (4) safe, safely:
 - (a) Is it quite to send it in a parcel?
 - (b) The parcel has arrived
 - (c) You must keep it in a place.
- (5) clear, clearly:
 - (a) Why did you not speak more?
 - (b) She spoke in a voice.
 - (c) It is not quite what it means.
- (6) slow, slowly:
 - (a) He is a rather worker.
 - (b) My watch is
 - (c) he went up to the counter.
- (7) kind, kindly:
 - (a) It was very of him to help at once.
 - (b) He answered all her questions.
- (8) certain, certainly:
 - (a) I'm I've posted the letters.
 - (b) He will help you.
- (9) heavy, heavily:
 - (a) There will be snowfall in most parts.
 - (b) It has been raining for days.
 - (c) The chest was so that we could not carry it.

ADJECTIVE - ADVERB

(3) FÜLLE DIE LÜCKEN AUS:

Musterbeispiel:

good: Tom speaks English
 He is very at English.

dangerous: James Bond lives

He has a job.

happy: Peter is today.

Look, he is coming down the road singing.....

good: Ann can ski , can't she?

Yes, she is a very older.

fast: Tom is a driver.

He always drives

late: We took the bus last night.

So we arrived

easy: This homework was

I could do it in half an hour.

angry: Look, Peter is shouting at his dog.

Why is he so ?

hard: This is work, isn't it?

Yes, we always have to work

busy: We were yesterday.

We worked for two hours.

good: What a driver Mary is!

Yes, she drives very

ADJECTIVE - ADVERB

"Good" or "well"?

- (1) She is rather at shorthand.
- (2) The children behaved although they were very tired.
- (3) She was prepared for her stay in England.
- (4) He is a driver; he has never had an accident.
- (5) She speaks English
- (6) Milk is for our health.
- (7) Susan is a swimmer. She did quite at the competition.
- (8) What a idea.
- (9) Was it really as as that?
- (10) Is David really a dancer?
- (11) Many English actors and actresses are known in Austria, too.
- (12) I like this orange squash, it is really
- (13) I know him very
- (14) It was not quite as as I had hoped.

Adverbs with two forms:

hard: He works(schwer). He(kaum) works.
high: The birds are flying(örtlch).
 He waspraised. (Übertragen)
late: He came(zu spät).
 I have not heard from him(in letzter Zeit)

Insert the appropriate form:

- (1) (hard): It was a day for all of us. — He worked and patiently for hours. — He knows how to do it.
- (2) (fast): My watch is ten minutes — He likes cars. — Don't speak so I can hardly follow you.
- (3) (late): Have you heard of him? — I stayed up to finish my work. — Sorry to be again.
- (4) (terrible): We all are tired. We really ought to go to bed. — The post office was crowded. — The noise was we had to close the windows.
- (5) (friendly): He was always very to me. — They spoke to me He made some remarks.

(7)

SETZE "GOOD" ODER "WELL" EIN:

- 1) My friend speaks English very
- 2) Barry is a dog.
- 3) I like Ann's mother. She cooks
- 4) The pupils in this class work
- 5) These children are at English.

SETZE "HARD" ODER "HARDLY" EIN:

- 6) Your brother works at all.
- 7) I know this boy.
- 8) Ann doesn't like work.
- 9) If you try you will become a good skier.
- 10) He goes to football-matches.

SETZE "NEAR" ODER "NEARLY" EIN:

- 11) Tom lives his school.
- 12) The old man sat me.
- 13) Ann had an accident last Sunday.
- 14) They stopped the railway-station.
- 15) Mother bought that funny hat.

SETZE "LATE" ODER "LATELY" EIN:

- 16) The train arrived last night.
- 17) I haven't seen him
- 18) They have been skiing very often
- 19) Don't be for school!
- 20) Have you been to the cinema?

ADJECTIVE - ADVERB

(8)

Some verbs can be followed by both adverb and adjective:

LOOK:

He looked rather.....(pale).
He looked at her.....(furious).

SMELL / TASTE:

The perfume did not smell.....(good).
One can smell the smoke in the air(good).
The cake tasted.....(horrible).
He tasted the wine(careful) before he drank it.

FEEL:

This fur feels(smooth).
I felt the hole in my tooth(good).

APPEAR:

The pedestrian precinct in Krems appears.....(practical).
He appeared.....(quick) and disappeared even.....
.....(quick).

GROW:

It grew.....(silent) after the planes had left the town.
John is growing(quick), he needs more sleep.

TURN:

When John heard the bad news he turned.....(pale).
He heard a noise behind his back and turned round.....(quick).

FALL:

While he was watching TV he fell.....(asleep).
John fell(sleepy) into his bed.

Translate:

Er ist außergewöhnlich klug. (use exceeding)
Er macht seine Arbeit überaus gut.
Sie schlief letzte Nacht äußerst schlecht.
Er grüßte sie freundlich.

(9)

Don't forget: After some verbs

you must not use an adverb:

- (a) She looks (aussehen) ... (pretty) — She looked (ansehen) at me ... (angry). —
- (b) This soup tastes ... (wonderful). — (c) The tea-tasters tasted the various sorts of tea ... (careful). One tasted ... (awful). — (d) (Jake had broken his left leg.) The doctor felt his leg ... (gentle). — (e) The cat's fur felt ... (soft) and ... (warm).

(10)

Fill in the adjective or the adverb.

Examples: The car stopped quickly. (quick)
It was a very quick flight. (quick)

- 1 During the English lesson the teacher got very (angry).
- 2 He felt very with his new friends. (happy)
- 3 She was talking very (quiet)
- 4 He began to speak very (soft)
- 5 I was very when I found my cat again. (happy)
- 6 The coffee really smells (good)
- 7 When he showed her the test she looked at him (angry)
- 8 He did his work quite (good)

(11)

- a) This is a nice pullover. It suits you (good).
- b) The tourist asked me (friendly).
- c) We have (hard) managed to score a goal.
- d) The children looked at us (curious).
- e) This looks (nice) and it smells (good).
- f) She looked at me (angry) when I spilled some red wine on her jacket.
- g) The students were shouting (loud) in the demonstration.

ADJECTIVE- ADVERB

(12) Fill in: adjective or adverb:

1. John learnt the poem _____ (easy) by heart.
2. Tom won the race because he ran so _____ (quick).
3. My dog runs _____ (slow).
4. Susan greets us _____ (polite) every morning.
5. He sometimes writes _____ (careless).
6. She didn't know the _____ (exact) answer but I knew it _____ (exact).
7. Today she is very _____ (sad).
8. What a _____ (beautiful) hat she has.
9. Mary looked at me _____ (angry). She was very _____ (angry).
10. She laughed _____ (happy).
11. The naughty boy behaved _____ (bad).
12. Why is she so _____ (quiet) today?
13. My brother is a _____ (slow) worker. He does everything _____ (slow).
14. This exercise isn't _____ (easy) but I can do it _____ (easy).
15. She _____ (careful) opened the present.
16. Susan is a _____ (clever) girl.
17. He _____ (quick) jumped out of bed.
18. It rained _____ (heavy) last week.
19. Did he take the _____ (late) train?
20. Tom didn't get the money _____ (honest).

(13) Fill in adjective or adverb:

1. Her little girls are always dressed _____ (pretty).
2. She welcomed us _____ (warm).
3. Tom is a _____ (hard) worker but Bob _____ (hard) works at all.
4. Although he is a _____ (good) pupil he behaves _____ (bad).
5. Their swimming instructor is a _____ (friendly) man.
6. He always talks to them _____ (friendly).
7. He had a _____ (long) way home.
8. John is a _____ (fast) driver. He always drives off very _____ (fast).
9. The tap leaked _____ (bad).
10. I like Sue's mother. She cooks _____ (good).
11. If you try _____ (hard) you will become a good skier.
12. My neighbour's dog looks _____ (dangerous).
13. John worked _____ (busy) for two hours.
14. All my classmates work very _____ (good). We are _____ (good) pupils.
15. He _____ (near) bought the red sports car.
16. She has lots of flowers in her garden. It looks _____ (beautiful).
17. My teacher looked at me _____ (angry).
18. I'm tired because I've been working _____ (hard).
19. The soup tastes _____ (good) but smells _____ (bad).
20. Tom is very _____ (good) at French. He also speaks German _____ (good).



ADJECTIVE - ADVERB

4 "Good" or "well"?

- (1) She is rather at shorthand.
- (2) The children behaved although they were very tired.
- (3) She was prepared for her stay in England.
- (4) He is a driver; he has never had an accident.
- (5) She speaks English
- (6) Milk is for our health.
- (7) Susan is a swimmer. She did quite at the competition.
- (8) What a idea.
- (9) Was it really as as that?
- (10) Is David really a dancer?
- (11) Many English actors and actresses are known in Austria, too.
- (12) I like this orange squash, it is really
- (13) I know him very
- (14) It was not quite as as I had hoped.

5 Adverbs with two forms:

- hard: He works (schwer). He hard. (kaum) works.
high: The birds are flying (örtlich).
He was praised. (Übertragen)
late: He came (zu spät).
I have not heard from him (in letzter Zeit)

6 Insert the appropriate form:

- (1) (hard): It was a day for all of us. — He worked and patiently for hours. — He knows how to do it.
- (2) (fast): My watch is ten minutes — He likes cars. — Don't speak so I can hardly follow you.
- (3) (late): Have you heard of him ? — I stayed up to finish my work. — Sorry to be again.
- (4) (terrible): We all are tired. We really ought to go to bed. — The post office was crowded. — The noise was we had to close the windows.
- (5) (friendly): He was always very to me. — They spoke to me He made some remarks.

(7)

SETZE "GOOD" ODER "WELL" EIN:

- 1) My friend speaks English very ✓
- 2) Barry is a dog. ✓
- 3) I like Ann's mother. She cooks ✓
- 4) The pupils in this class work ✓
- 5) These children are good at English. ✓

SETZE "HARD" ODER "HARDLY" EIN:

- 6) Your brother works at all. ✓
- 7) I know this boy. ✓
- 8) Ann doesn't like work. ✓
- 9) If you try you will become a good skier.
- 10) He goes to football-matches. ✓

SETZE "NEAR" ODER "NEARLY" EIN:

- 11) Tom lives his school. ✓
- 12) The old man sat me. ✓
- 13) Ann had an accident last Sunday. ✓
- 14) They stopped the railway-station. ✓
- 15) Mother bought that funny hat. ✓

SETZE "LATE" ODER "LATELY" EIN:

- 16) The train arrived last night. ✓
- 17) I haven't seen him ✓
- 18) They have been skiing very often ✓
- 19) Don't be for school! ✓
- 20) Have you been to the cinema ? ✓



ADJECTIVE - ADVERB

Write the corresponding adverbs:

nosey, faithful, happy, quick, prompt, nervous, terrible, slow
horrible, safe, comfortable, due, dull, gentle,
angry, extreme, bad, polite, pretty, curious.

Adverb or adjective?

- (1) correct, correctly:
 (a) This sentence is not correct.
 (b) Is this the correct amount?
 (c) He was always correctly dressed.
- (2) prompt, promptly:
 (a) The answer came promptly.
 (b) This was a prompt reply.
- (3) complete, completely:
 (a) Has she bought a complete set?
 (b) When will the work be complete?
 (c) You must keep it in a complete place.
- (4) safe, safely:
 (a) Is it safe to send it in a parcel?
 (b) The parcel has arrived.
 (c) You must keep it in a safe place.
- (5) clear, clearly:
 (a) Why did you not speak more clearly?
 (b) She spoke in a clear voice.
 (c) It is not quite what it means.
- (6) slow, slowly:
 (a) He is a rather slow worker.
 (b) My watch is slow.
 (c) Slowly he went up to the course.
- (7) kind, kindly:
 (a) It was very kind of him to help at once.
 (b) He kindly answered all her questions.
- (8) certain, certainly:
 (a) I'm certain I've posted the letters.
 (b) He will certainly help you.
- (9) heavy, heavily:
 (a) There will be heavy snowfall in most parts.
 (b) It has been raining heavily for days.
 (c) The chest was so heavy that we could not carry it.

FÜLLE DIE LÜCKEN AUF:

Musterteilispiel:

good: Tom speaks English well.
He is very good at English.

dangerous: Jane's Dad lives dangerously.
He has a dangerous job.

happy: Peter is very happy today.
Look, he is coming down the road singing.

good: Ann can sing well.
Yes, she is a very good singer.

fast: Tom is a fast driver.
He always drives fast.

late: We took the late bus last night.
So we arrived late.

easy: This homework was easy.
I could do it easily in half an hour.

angry: Look, Peter is shouting angrily at his dog.
Why is he so angry?

hard: This is hard work, isn't it?
Yes, we always have to work hard.

busy: We were very busy yesterday.
We worked hard for two hours.

good: What a good driver Mary is!
Yes, she drives very well.

1) noisily; faithfully; happily/
quickly; promptly; nervously/
terribly; slowly; horribly/
safely; comfortably; dully/
dully; gently; angrily/
extremely; badly; politely/
pretty; curiously

ADJECTIVE - ADVERB

"Good" or "well"?

- (1) She is rather good at shorthand.
- (2) The children behaved well, although they were very tired.
- (3) She was well prepared for her stay in England.
- (4) He is a good driver; he has never had an accident.
- (5) She speaks English well.
- (6) Milk is good for our health.
- (7) Susan is a good swimmer. She did quite well at the competition.
- (8) What a good idea.
- (9) Was it really as good as that?
- (10) Is David really a good dancer?
- (11) Many English actors and actresses are well known in Austria, too.
- (12) I like this orange squash, it is really good.
- (13) I know him very well.
- (14) It was not quite as good as I had hoped.

Adverbs with two forms:

hard: He works.....(schwer). He(kaum) works.
high: The birds are flying.....(höchst).
 He was.....praised. (Übertragen)
late: He came.....(zu spät).
 I have not heard from him.....(in letzter Zeit)

Insert the appropriate form:

- (1) (hard): It was a day for all of us. — He worked and patiently for hours. — He knows how to do it.
- (2) (late): My watch is ten minutes — He likes cars — Don't speak so I can hardly follow you.
- (3) (late): Have you heard of him ? — I stayed up to finish my work. — Sorry to be again.
- (4) (terrible): We all are tired. We really ought to go to bed. — The post office was crowded. — The noise was : we had to close the windows.
- (5) (friendly): He was always very to me. — They spoke to me — He made some remarks.

SETZE "GOOD" ODER "WELL" EIN:

- 1) My friend speaks English well.
- 2) Barry is a good dog.
- 3) I like Ann's mother. She cooks well.
- 4) The pupils in this class work well.
- 5) These children are good at English.

SETZE "HARD" ODER "HARDLY" EIN:

- 6) Your brother hardly works at all.
- 7) I hardly know this boy.
- 8) Ann doesn't like hard work.
- 9) If you try hard, you will become a good singer.
- 10) He hardly goes to football-matches.

SETZE "NEAR" ODER "NEARLY" EIN:

- 11) Tom lives near his school.
- 12) The old man sat near me.
- 13) Ann nearby had an accident last Sunday.
- 14) They stopped near the railway-station.
- 15) Mother nearby bought that funny hat.

SETZE "LATE" ODER "LATELY" EIN:

- 16) The train arrived late last night.
- 17) I haven't seen him late.
- 18) They have been skating very often late.
- 19) Don't be late for school.
- 20) Have you been to the cinema late?

Reported speech (sentences, questions, commands)

Montag, 12. April 2021 07:31



Put into indirect speech, question, command:

1. Wash your dirty hands!
2. Where will you spend your holidays? (I asked him)
3. Did you return yesterday? (She asked us)
4. This is a very interesting book. Have you ever read it? (She said and wanted to know)
5. Post the letter.
6. How much do you think it will cost? (He asked)
7. I often see lights in an empty house across the road. (Our neighbour said)
8. Do you think I should report it? (He asked)
9. I must write some letters. What date is it? (He said and asked)
10. Let's watch TV.
11. I'm taking my children to the zoo tomorrow. (She said)
12. Do not throw the paper on the floor! (Mother ordered)
13. Where will you be tomorrow? (I asked the man)
14. The lake will probably freeze tonight. It's colder than last night. (He said)
15. Hold the ladder!
16. I don't believe it. (He exclaimed)
17. How far is it to the station? (The boy asked)
18. I don't know where he gets his money from! (Billy said)
19. Don't drive too fast. (He warned me)
20. Where are you going for your summer holidays? (I asked them)

1. She told him to wash his dirty hands. ✓
2. I asked him where he would spend his holidays. ✓ ✓
3. She asked us whether we had returned the day before. ✓
4. She said that that was a very interesting book and wanted to know if I had ever read it. ✓
5. I told her to post the letter. ✓
6. He asked me how much I thought it would cost. ✓
7. Our neighbour said that he often saw lights in an empty house across the road. ✓
8. He asked me whether I thought he should report it. ✓
9. He said that he had to write some letters and asked me what date it was. ✓
10. John suggested watching TV together.

11. She said that she was taking her children to the zoo the next day. ✓
12. Mother ordered me not to throw the paper on the floor. ✓
13. I asked the man whom he would be the next day. ✓
14. He said that the lake would probably freeze that night and that it was colder than the night before. ✓
15. I was asked to hold the letter. (PASSIV) ✓
16. He exclaimed that he didn't believe it. ✓
17. The boy asked me how far it was to the station. ✓
18. Billy said that she didn't know where he gets his money from. ✓
19. He warned me to drive not too fast. ✓
20. I asked them where they were going for their summer holidays. ✓

Indirect speech: commands

(Section C) The following sentences are about specific situations. Complete each sentence below. Use capital letters.

[Don't wait for me if I'm late.] [Will you marry me?] [Marry me!]
[Can you open your bag please?] [Mind your own business!] [Leave me alone!]
[Please don't shout!] [Could you repeat what you said please?] [Don't shout!]
[Don't worry - we'll be fine.] [Do you think you could give me a hand, Tom?]

Note: Some of these require complete each sentence below. Use capital letters.

1. If you make me sit here longer, I'll tell him he's horrid.

2. Sarah was driving so fast, so I asked

3. Sam was very pleased about the situation. I told

4. I told the waiter to bring me a coffee, not tea.

5. The customs officer looked at me suspiciously and

6. I told the teacher to stop talking, not listening.

7. I didn't want to bother Anne, so I

8. John was very much in love with Mary, so he

9. He needed change so I passed him some coins.

Put the following into indirect speech.

1. He said, 'Get out of my way.'

2. 'Close in through the window,' he ordered.

3. 'Please pay at the desk,' said the assistant.

4. 'Open your bag, please,' said the store detective.

5. 'Don't worry about anything,' Mrs Pitt, said her solicitor. 'Leave it all to me.'

6. 'Don't use bent coins in a slot machine,' I advised him.

7. 'Follow that car,' the detective said to the taxi-driver.

8. 'Wait a minute,' the manager told the assistant.

9. 'Have confidence in me,' urged the doctor.

10. 'Take me up to the 3rd floor,' he said to the liftman.

11. 'Tell the notice about life-saving equipment,' advised the air-hostess.

12. 'Always cook with butter,' said her mother, 'never use margarine.'

13. 'Don't argue with your brother,' I said to my son.

14. 'Don't smoke a cigarette,' he said in a whisper.

15. 'Wait for me at the bridge,' said the young man.

16. 'Don't eat too much starch,' I advised her, 'and avoid fried food.'

17. 'Don't go swimming without a swimming costume.'

18. 'Please do not ask at the desk for telephone calls.'

19. 'Don't forget to feed the goldfish,' Mary said to her brother.

20. 'Get a bigger basket,' he said to his dog.

21. 'Write to me as often as you can,' said his wife.

22. 'Put your pistol on the table,' said the crook.

23. 'Please book me a seat in a non-smoker,' said the traveller.

24. 'Don't go swimming in the river,' the policeman said.

25. 'Don't go near the water, children,' she said.

26. 'Search the house,' said the police sergeant.

27. 'Don't make mountains out of molehills,' he said.

28. 'Put down that gun. It's loaded,' he said.

1. - 15 → last homework ✓
16. I advised her not to eat too much starch and to avoid fried food. ✓
17. My father told me not to say her anything to make her angry. ✓
18. A notice asked us not to ask at the desk for telephone calls. ✓
19. Mary told her brother not to forget to feed the goldfish. ✓
20. He advised me to get a bigger basket for my dog. ✓
21. John's wife told him to write to her as often as he can. ✓
22. The crook commanded him to put his pistol on the table.
23. The traveller asked me for a seat in a non-smoker. ✓
- order: The traveller asked the receptionist to book him a seat in a non-smoker. ✓
24. His mother remembered him not to forget his sandwiches. ✓
25. She told her children not to go near the water. ✓

24. His mother remembered him not to forget his sandwiches. ✓
25. She told her children not to go near the water. ✓
26. The police sergeant commanded the officers to search the house. ✓
27. He learned me not to make mountains out of molehills. ✓
28. The thief told the police officer to put down his gun
and mentioned that it was loaded. ✓



Indirect speech: commands



Now choose one of these to complete each sentence below. Use reported speech.

1 Bill was taking a long time to get ready, so I told him he better go.

2 'Climb it through the window,' he ordered.

3 Sue was very persistent about the situation. I told

4 I had difficulty understanding him, so I

5 John was very much in love with Mary, so he

6 He started asking me personal questions, so

Put the following into indirect speech.

1 He said, 'Get out of my way.'

2 'Climb it through the window,' he ordered.

3 Sue was very persistent about the situation. I told

4 'Open your bag, please,' said the detective.

5 'Don't worry about anything,' said Mrs Pitt's solicitor.

6 'Don't use beat coins in a slot machine,' I advised him.

7 'Follow that car,' the detective said to the taxi-driver.

8 'Wash it in lukewarm water,' recommended the assistant.

9 'Give me a cigarette,' urged the doctor.

10 'Take me up to the 33rd floor,' he said to the liftman.

11 'Read the notice about life-saving equipment,' advised the air-

hostess.

12 'Don't cook with butter,' said her mother, 'never use margarine.'

13 'Don't argue with your father,' I said.

14 'Don't make a sound,' he said in a whisper.

15 'Don't sit or stand at the bridge,' said the young man.

16 'Don't eat too much fried food,' he said to avoid fried food.

17 'Don't say anything to make her angry,' said my father.

18 Notice: Please do not ask at the desk for change for telephone calls.

19 'Don't leave me alone at home,' Mary said to her brother.

20 'Get your dog a bigger basket,' he said.

21 'Write to me as often as you can,' said his wife.

22 'Put your jacket on the table,' said the crook.

23 'Don't go near the children,' he said to the traveller.

24 'Don't forget your sandwiches,' said his mother.

25 'Don't go near the water, children,' she said.

26 'Search the house,' said the police sergeant.

27 'Don't make mountains out of molehills,' he said.

28 'Put down that gun. It's loaded,' he said.

1. He told me to get out of his way. ✓
2. He ordered me to climb in through the window. ✓
3. The assistant asked me to pay at the desk. ✓
4. The store detective asked me to open my bag. ✓
5. Mrs Pitt's solicitor told her not to worry about anything. ✓ (and to leave it all to him)
6. He also advised her to leave it all to him. ✓
6. I advised him not to use bent coins in a slot machine. ✓
7. Sherlock Holmes commanded the taxi-driver to follow that car. ✓
8. The assistant recommended ~~me~~ to wash it in lukewarm water. ✓
9. The doctor urged (=verlangte) me to have confidence in him. ✓
10. He told the liftman to take him up to the 33rd floor. ✓
11. The air hostess advised ~~me~~ to read the notice about life-saving equipment. ✓
12. Her mother suggested me to always cooking with butter and never with margarine. ✓
13. I told him not to argue with his father. ✓
14. He ordered me not to make a sound. ✓
15. The young man requested her to wait at the bridge for him. ✓

(Verkaufsmaschine)

- 2) 7. The sergeant asked whether I could describe exactly what had happened ✓
 I answered that a tall man had come to the counter ✓
8. The sergeant wanted to know what the man had done. ✓
 I said that he had shouted that that was a hold-up. ✓
9. The sergeant asked what he had looked like. ✓
 I replied that he had looked like an ordinary customer. ✓
10. The sergeant asked me what I had been doing at that moment. ✓
 I told him that I had been just filling in a cheque. ✓ -1P
11. The sergeant wanted to know what time it exactly had been.
 I answered (him) that it was 10.35.
12. He asked if I had noticed anything else. ✓
 I said that the man had been carrying a big plastic bag. ✓
- 3) 2. I wanted to know how long he had been living in San Bernardo. ✓
 I discovered that he had been there for six years. ✓
 He had been living in San Pedro before, but the police there had thrown him out. ✓
3. Then I asked if he was happy in San Bernardo. ✓
 Boggs replied that he wasn't, because he didn't speak the language. ✓
4. I asked him if he would ever go back to Britain. ✓
 He said that he wouldn't go back until the police dropped the case against him - and they would never do that. ✓
5. I was interested to know what he missed most about Britain. ✓
 He told me that he missed the pubs and the football, but that it was worst at Christmas. He said that he always felt miserable then. ✓
6. Finally, I asked him if his old friends ever wrote to him. ✓
 He told me that they didn't, because they were all in prison. ✓



REPORTED SPEECH

Exercises

- 1 Here are some other things that Cynthia Peters told Ed Powers.
- I went to the film studios last week.
We're starting the film next week.
A woman telephoned me yesterday.
I came to L.A. last month.
I'm going to sign the contract tomorrow.
I went to see her today.
I went to her house this afternoon, and she pulled out a gun!

Complete Ed's reported speech. Change the underlined time expressions.

1. Cynthia said she had come to L.A. the month before.
2. She said she went to the film studios the following week.
3. She told me she wanted to sign the contract tomorrow.
4. She added that they were going to the film the following week.
5. She mentioned that a woman had telephoned her the day before.
6. She told me she wanted to see her that afternoon.
7. She said she wanted to go to the woman's house that afternoon, and she pulled out a gun.

2 Choose the correct verb forms.

1. I invited the new boy to the party tonight. He says he wants (wants/wanted) to come.
2. John's going to live in New York. It's strange because two years ago he said he was going (is going/was going) to stay in London.
3. Don't worry, Mum. Dad says he will pick (will/would) pick me up from school tomorrow.
4. I don't know why Jim didn't come to the party yesterday. Last week he said he wanted (wants/wanted) to come.
5. Come on you guys! We've got to go to the head-teacher's office. She says she wants (wants/wanted) to see us - NOW!
6. I talked to Alex today. He says he isn't going (isn't going/wasn't going) to leave school next year after all!

3 Fill in the correct form of the verb in brackets.

My mother always says that it isn't (be) a good idea to talk to people on the street. Well, a month or so ago, I was in town waiting for my friend Andy, when an elderly man came up to me and said he needed (need) some help. I didn't really like the look of him because he was a bit dirty, but I felt quite sorry for him and so I said I would (will) be happy to help him. He told me he was (be) a stranger in the town and added that someone had stolen (steal) his wallet that morning. I told him that I hadn't (have) any money to give him, but he said he wanted (be) asking for money, he just wanted (want) to know where the police station was. Just then my friend Andy arrived, and we told the man we were taking (take) him to the police station - and we did. When I told my mum about it the next day, I said I had been (be) glad I'd helped the man - and I think she was quite pleased too. But she still asked me to think twice before talking to strangers.

② Read this postcard.

Vancouver - 18 September

Dear Brian,
Here we are in Vancouver! We arrived here last week, and we're staying in a nice hotel in a place called White Rock. Yesterday we visited a great place - a museum all about the native American Indians. And tonight we're going to a special restaurant to eat local salmon.
Tomorrow we're going to Montreal. I'm a bit worried because I'll have to speak French! But people say it's a very interesting city. Then next week we're off to New York - brilliant!
Hope you're well,
Julie



Now read this dialogue between Brian and his friend Millie. Fill in the spaces - use the verbs from the postcard, and complete the time expressions.

Brian: I got a postcard a few weeks ago, from my pen friend Julie - you know, the one who lives in San Francisco?

Millie: Oh right. Where was it from?

Brian: Vancouver. She said they had arrived the week before and they were staying in a great hotel.

Millie: Vancouver's supposed to be a really interesting place.

Brian: Well, Julie mentioned that she and her family had visited a museum about native Indians the day before. And of course she said something about food!

Millie: Why "of course"?

Brian: Oh, she just loves eating! She told me they had eaten to a salmon restaurant that evening night. I bet she liked that!

Millie: Was she on holiday only in Vancouver?

Brian: No - it was like a trip all around North America. She said they were going to Montreal the following day, and she added that she had a bit worried because she had to speak French.

Millie: I know how she feels! Anywhere else?

Brian: Yeah - she mentioned that they were going off to New York the following week. What a great trip!

Millie: That's right. I'd love to do a trip like that.

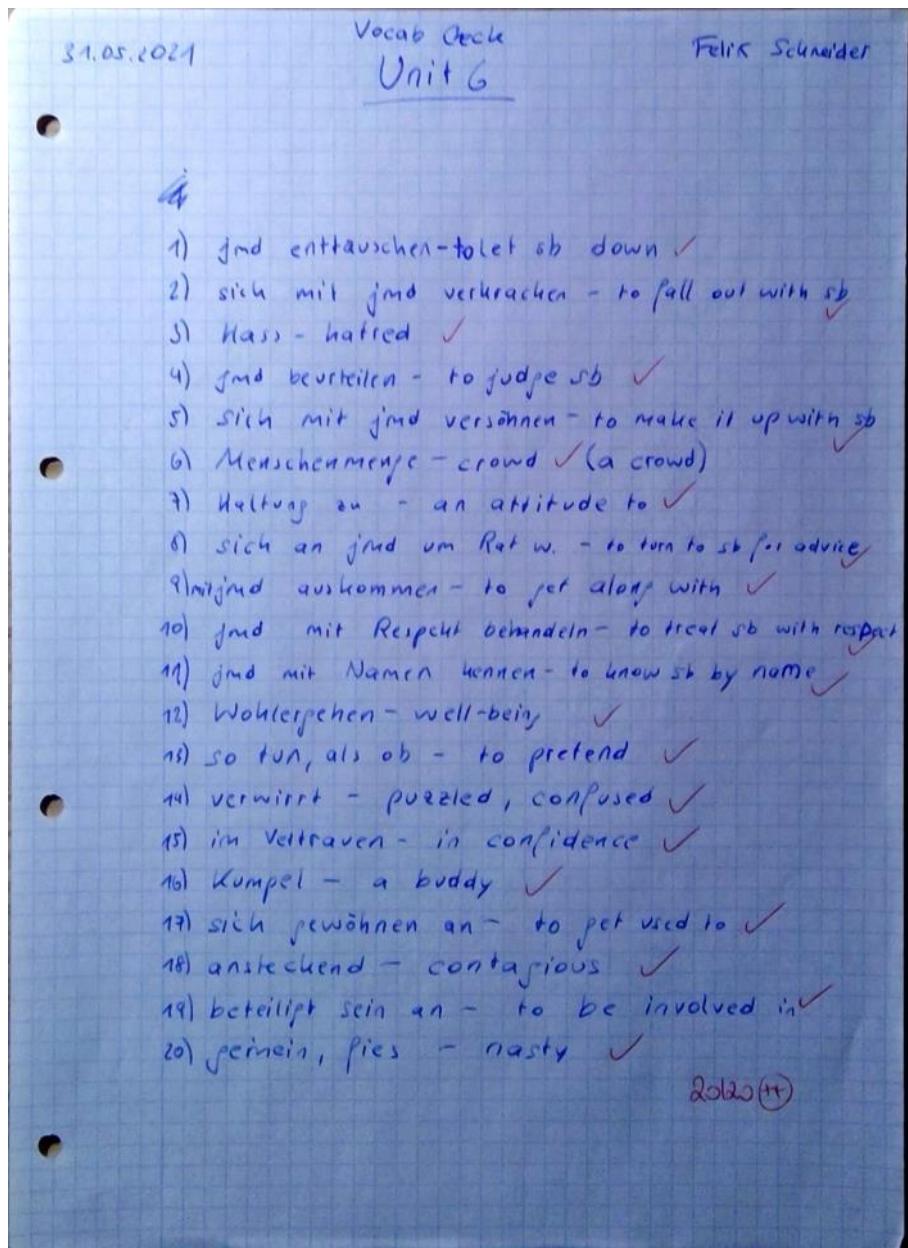
Vocab Check Unit 5 am 07.05.2021

Freitag, 21. Mai 2021 20:51

07.5.2021	unit	Felix Schneider
<u>Vocab check 5</u>		
<p>1) der höchste Anteil von - the highest proportion of ✓ 2) zugänglich - accessible ✓ 3) entschlossen - determin determined ✓ 4) verlässlich - reliable ✓ 5) glänzend - shiny ✓ 6) überkauert - overpriced ✓ 7) ausgebaut - enlarged ✓ 8) Landschaftlich gestalten - to landscape ✓ 9) atemberaubend - breathtaking ✓ 10) Motorhaube - bonnet ✓ 11) Auspuffrohr - exhaust pipe ✓ 12) sich ^{ordentlich} einschreiben * 13) richtig, - proper ✓ 14) der Fahrlehrer - the driving instructor ✓ 15) beabsichtigt - intended ✓ 16) ein Pendler - a commuter ✓ 17) Stau - congestion ✓ (traffic congestion) 18) eine Hinweistafel - notice board ✓ 19) eine Meile zu Fuß zurücklegen - ^{to cover a mile} on foot ✓ 20) Behinderung - a disability ✓</p> <p>* - to enrol at a driving school ✓</p> <p>20/20!!!</p>		

Vocab Check Unit 6, am 31.05.2021

Donnerstag, 6. Januar 2022 17:10



Texte

Freitag, 21. Mai 2021 20:41

244.

E-SA Blog Comment Felix Schneider 24.04.2021

Felix Schneider
24th April 2021

I have read your blog post and would like to share my opinion with you.

On the one hand, for young Austrians who live in rural areas, it's important to learn how to drive a car because there isn't so much public transport. On the other hand, city-dwellers aren't so interested in owning a car because they can use the bus or tube to get them where they want to go.

Nowadays, smartphones are a big problem in terms of driving a car because they distract people from looking onto the streets. As a result, more accidents happen. However, I can't believe you say that you see at least one small accident every day.

If I think about future trends which could make driving safer, my first idea is self-driving cars. No human sitting behind the wheel is safer because artificial intelligence reacts much faster than any human.

Thanks for getting everyone to think about this important topic.

- 164 words

Felix Schneider

15th April 2021

E-Books or not?

Recently I found myself thinking whether e-books or normal books are better. So I decided to start write a blog post about this topic.

On the one hand, e-books don't need so much space in your backpack. You can easily put an e-book ⁱⁿ ~~to~~ ^{space} in your bag and there will still be enough ~~place~~ for your phone, money and Corona-mask.

Furthermore, you can buy many books simply and quickly online. On the other hand, e-books can ~~cause harm to~~ ^{be more popular} ~~books~~ ⁱⁿ ~~your eyes,~~ because the light from the screen is unnatural.

I think that e-books will ^{be more popular} ~~popularize~~ in the future, because they are convenient in many ways.

However, there will be still many million people who like books more, ⁱⁿ ~~books~~ because they are nostalgic and ~~they just feel better to hold~~ in your hands.

If you ask me, I like books more, because I don't read many books ~~on travels~~. I like to read books at home.

What

~~How~~ about you? Do you like or dislike books and e-books?

Share in the comments!

Se

#unusual #olata

Hi Benji Timi,

Thank you for your great blog post recently. It was interesting and also enjoyable to read.

In Austria it's important to have a driving licence if you live ~~on~~ⁱⁿ the countryside. There isn't so much public transport, so it might be a problem to get to rural places. However, if you live in big cities like Vienna, Graz or Salzburg, you do not have to have a driving licence, because you can easily ~~drive~~^{get} by public transport.

On the one hand, you ~~need~~^{will} need a driving licence, because Austria has lots of mountains, where no ~~public~~^{bus} ~~is provided~~^{are}. On the other hand, it is better for environment if you travel by train or bus if this option is available.

I think, I'll ~~make~~^{take} my driving licence, but not yet. First it's more important for me to study at university and then I am maybe going to do it. ~~take~~^{driving} lessons

CU
Felix

fl

WYR ✓

user name
date
heading

Schmeider

253

Hil My name is Felix. I live in Senftenberg near Krems in Lower Austria. Senftenberg is a little village

with around 2000 residents. Speaking of residents, I like them. They often plan festivals on the ^{castle} ~~ruin~~ and

festivals ^{are} really fun. Is there anything I dislike? No.

In this post I'm going to tell you more about a normal day in my life. I get up at 6 o'clock in the morning ~~and then~~

I ~~get~~ ^{get} ~~up~~ ^{out} and dress ~~up~~. After brushing my teeth, I get something to eat like yogurt. My bus ^{arrived} comes at 6:47, so I

leave the house at 6:35.

When I ^{enter the} ~~get in my~~ room ^{room} I greet my friends. After school ^A School ends at 15pm. Sometimes less,

Sometimes ^{later} more, I get home by bus. The first thing to do is eat. Then I do my homework and study

for tests in future. At around 9pm I go to bed and fall asleep.

That's all for this week, but I'll be back soon. ~~Later~~

BP 2 about your village

BP 3 now what you like (or) like about the place

fl

Please read the topic more carefully!

corr /

p 55 | ex 9

Übung SA

Mittwoch, 14. April 2021 16:42



- 1) Put the following sentences into reported speech. The reporting verb given in brackets must be used in past tense.

Get into the car, Sally! We're leaving. (befehlen)

I commanded Sally to get into the car, because we were leaving. ✓

Tomorrow we'll fly to London. (ankündigen)

My parents informed me that we would fly to London. -2P

Someone is ringing at the bell. Who do you think it is? (bemerken, wissen wollen)

My brother noticed that someone was ringing at the bell. He wondered who it might be. -2P

John's test was remarkable. –I haven't learnt a lot. (betonen, hinzufügen)

The teacher stressed that John's test had been remarkable. ✓

John added that he hadn't learnt a lot. ✓

You must put A and B together. (seinen Schülern erklären)

Mr Jackson explained to his students that they had to put A and B together. ✓

Don't leave granny alone too long today. (bittern) Do not use "should"!

Grandpa requested me not to leave granny alone too long that day. ✓

These men are trying to break into the car last night. (erwähnen)

The policeman mentioned that those men were trying to break into the car last night. ✓

Does Santa Claus really bring the Christmas presents? (sich fragen)

When I was younger I often wondered if Santa Claus really brought the Christmas presents. ✓ myself -1P

Go home now! It's late and your parents are waiting. (ihrem Freund raten)

She advised her friend to go home. ✓ She said it was late and his parents were waiting. ✓

- 2) If-clauses: Fill in the verbs in brackets in their correct forms.

If every player had played well, we would have won (win) the match.

Will we have to move upstairs if the river rises (rise)? ✓

It would be a pity if Bob married (marry) Mary.

A bad accident would have happened if the driver hadn't been (not, be) careful.

If he hadn't spent (not spend) so much on his holiday, he would have (have) more money now.

If you have a good mark on your next test, you will get (get) more pocket money.

3) Complete the following if-clauses!

If she didn't gossip about her friends, they would like her now. ✓
She would lose weight if she made sports. ✓
If he had practised more, he would have won the match. ✓
We would have invited him if he had been more friendly! ✓ -1P

4) Translate the following sentences.

Wir hätten in Kontakt bleiben können, wenn du dich bei Facebook angemeldet hättest.

We could have kept in touch if you had registered on Facebook.

Wenn wir den Ladendieb erwischen, werden wir die Polizei rufen müssen.

If we catch the thief, we will have to call the police. ✓

Wenn ich diese Fotos ins Internet stellen würde, würden mich viele Leute hassen.

If I posted these photos on the internet, many people would hate me. ✓



- LC (10%) ✓
- RC (10%) ✓
- Grammatik (30%) ✓
- Writing (50%)

↳ Blog post/comment



if-clauses: 1 Teil gegeben, anderen einsetzen
selbst weiterschreiben
Übersetzungen (+Vokabeln)

modal verbs,
reported speech: reporting verbs

Vokabeln Unit 2-7

Themengebiete: Unit 2-7

It strikes me that in London getting a driving licence isn't such a big thing. In contrast to the UK, it's more important for young **Austrians** to learn how to drive.

B1 (missing car ownership):

Therefore, most people have their own cars.

For this reason, most teenagers want to take their driving test as soon as possible.

For me it's a big step to **becoming** independent.



Blog Post

Felix Schneider

2AHIT – 13.04.2021



Chickenleggoldfish
4th April 2021

I have read your blog comment about private and public transport and would like to share my opinion with you.

It strikes me that in London the driving licence isn't such a big thing. In contrast to the UK, it's more important for young people to learn how to drive in the countryside of Austria.

However, in cities like Vienna people often use public transport. On the one hand, it's more convenient and there isn't so much parking space. On the other hand, these transport services are frequently overcrowded. In rural areas public transport is very inadequate and not reliable.

For this reason, most teenagers want to take their driving licence. It's important that you can drive to your school and back by yourself. For me it's a big step to get independent.

Thanks for getting everyone to think about this important topic.

September

Montag, 20. September 2021 08:18

2. Woche

Montag, 20. September 2021 08:19

GRAMMAR REVIEW

a,e,i,o,u → vowel

- 1 a) Do English school children still wear ~~—~~ uniform? ✓ → [j]

b) Do English school children still wear a uniform? ✓

- 2 a) How many wives did Henry VIII have? ✓ → Plural

b) How many ~~wife~~ did Henry VIII have?

- 3 a) We liked both the country and its population. ✓ → pronoun

b) We liked both the country and ~~it's~~ population.

- 4 a) Who told you that? ✓ → Subject

b) Who ~~told~~ you that?

- 5 a) Does she speak French? ✓ → general

b) Is she speaking French? ✓ → right now

- 6 a) George's computer was more expensive than mine. ✓ → nur bei

b) The computer of George was more expensive than mine.

- 7 a) Where have you bought that lovely cardigan? ✓ → kein Bezugspunkt

b) Where did you buy that lovely cardigan? ✓

- 8 a) I haven't talked to her since last Friday. ✓ → kein Bezugspunkt

b) I ~~didn't~~ talk to her since last Friday. ✓

- 9 a) Doreen has been working here for over ten years. ✓ → kein Bezugspunkt

b) Doreen ~~works~~ here for over ten years. ✓

- 10 a) I don't like those tall office buildings over there. ✓ → kein Bezugspunkt

b) I don't like ~~these~~ tall office buildings over there. ✓

- 11 a) Brian ~~for~~ the meal. ✓ → kein Bezugspunkt

b) Brian paid for the meal. ✓

- 12 a) I haven't seen him ~~since~~ over five weeks. ✓ → kein Bezugspunkt

b) I haven't seen him for over five weeks. ✓

- 13 a) Chris is going to help me with my homework. ✓ → kein Bezugspunkt

b) Chris is helping me with my homework. ✓

- 14 a) He had never taken a ~~more~~ easy test. ✓ → kein Bezugspunkt

b) He had never taken an easier test. ✓

- 15 a) The meal was less expensive ~~as we~~ had expected. ✓ → superlative

b) The meal was less expensive than we had expected. ✓

- 16 a) I had a shower when I came home. ✓ → superlative

b) I ~~was having~~ a shower when I came home. ✓

- 17 a) We found it easy. ✓ → superlative

b) We found it easily. ✓

- 18 a) Bernadette tried hard. ✓ → superlative

b) Bernadette hardly tried. ✓

- 19 a) This is the best dishwasher that is on the market. ✓ → superlative

b) This is the best dishwasher ~~which~~ is on the market. ✓

- 20 a) ~~Who~~ of you knows the answer? ✓ → superlative

b) Which ~~of~~ you knows the answer? ✓

- 21 a) You mustn't go there before 9 o'clock. ✓ → superlative

b) You needn't go there before 9 o'clock. ✓

- 22 a) Ron might go to the cinema on Saturday. ✓ → superlative

b) Ron was allowed to go to the cinema on Saturday. ✓

- 23 a) Do you and your friends ~~go often~~ to the theatre? ✓ → superlative

b) Do you and your friends often go to the theatre? ✓

- 24 a) I don't have ~~some~~ money left. ✓ → superlative

b) I don't have any money left. ✓

- 25 a) The house doesn't belong to him, does it? ✓ → superlative

b) The house doesn't belong to him, ~~doesn't it?~~ ✓

- 26 a) Go and wash your hands, will you? ✓ → superlative

b) Go and wash your hands, ~~don't you?~~ ✓

- 27 a) Lansing, which is the state capital of Michigan, is much smaller than Detroit. ✓ → superlative

b) Lansing which is the state capital of Michigan is much smaller than Detroit. ✓

- 28 a) Why isn't he ~~looking forward to~~ going to New York? ✓ → superlative

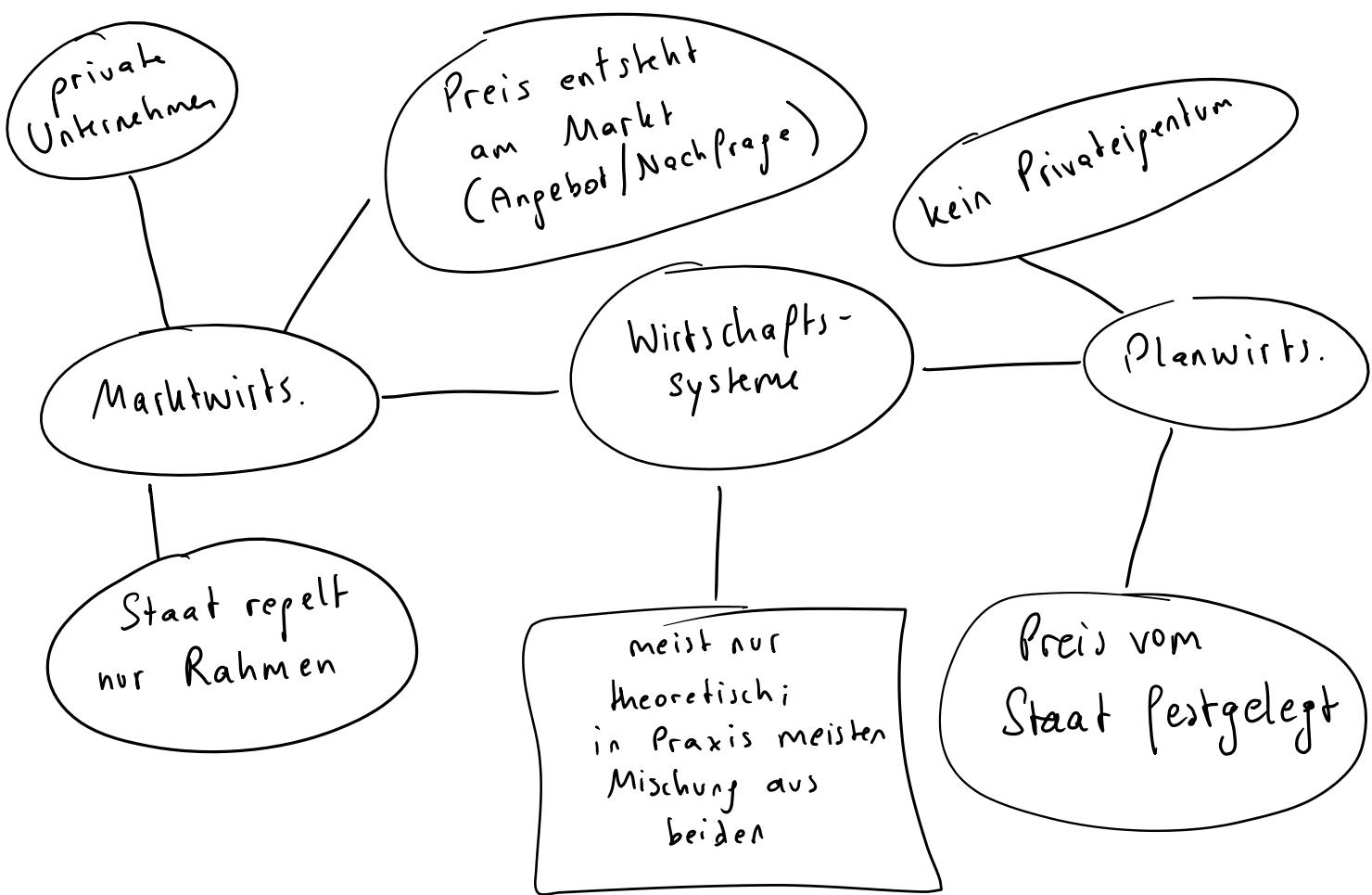
b) Why isn't he looking forward to go to New York? ✗

- 29 a) We all enjoyed ~~to do~~ this quiz. ✓ → superlative

b) We all enjoyed doing this quiz. ✓

mother's
brothers'
James's
children's

Mindmap „Wirtschaftssysteme“:



November

Donnerstag, 23. September 2021 19:13

1. Woche

Donnerstag, 23. September 2021 19:13



ENVIRONMENTAL ISSUES

How familiar are you with the vocabulary of talking about our environment in English? See if you can pair off the items in the two lists to produce expressions which are used in discussing environmental problems.

- 1 ACID F
- 2 CATALYTIC A
- 3 ENDANGERED G
- 4 ENVIRONMENT-FRIENDLY E
- 5 EXHAUST B
- 6 GLOBAL H
- 7 OZONE C
- 8 PERMISSIBLE D

- 2 A CONVERTER
- 5 B FUMES
- 7 C LAYER
- 8 D LIMIT
- 4 E PRODUCTS
- 1 F RAIN
- 3 G SPECIES
- 6 H WARMING

→ Abgas (Auto)

Here are some more environmental terms you will often come across. See if you can match them with the definitions and descriptions given below.

the greenhouse effect – marine toxicity – loss of gene-pool / loss of biodiversity – hole in the ozone layer – exploitation of non-renewable resources – deforestation – desertification – acid rain

DEFINITIONS:

wears away ancient monuments, poisons forests and kills wildlife in mountain lakes:

acid rain

raises the temperature of the earth, causing the polar ice to melt and sea-levels to rise:

the greenhouse effect

lets more of the sun's harmful ultra-violet rays through to the earth's surface, causing skin cancers and damaging wildlife:

hole in the ozone layer

caused by species becoming extinct as the result of destruction of their habitats – losing possible benefits to mankind forever:

loss of gene-pool / loss of biodiversity

changes the local climate, makes crops more difficult to grow and leads to famine in places like Ethiopia, the Sudan or Somalia:

desertification

leaves the ground unprotected against wind and rain and leads to soil erosion:

deforestation

causes wildlife to suffer, and damages a major food source for humans too; caused by dumping rubbish and poisons into the sea:

marine toxicity

oil, coal and metals are all in limited supply; we can't manufacture these raw materials, we should use them wisely, but instead we waste them:

exploitation of non-renewable resources

Dezember

Montag, 6. Dezember 2021 14:38

Report:

To: Higher Technical School of Oxford, Britain

From: Florian Daschütz

Date: 6 December 2021

Subject: Energy consumption at ~~the~~ HTL Krems

Introduction:

The aim of the report is to show the school's energy consumption and give ideas on how to reduce it. The source for this report is data that was collected ~~at~~ the school's archive. The graph, which is attached to the report, displays the school's energy consumption from 1990 until 2014.

Findings:

The key finding was that the energy consumption rose steadily. It is remarkable that the consumption of energy between 2000 and 2010 doubled ~~every~~ year. However, it is quite surprising that the kilowatt hours used between 1990 and 2000 only

kilowatt hours used between 1990 and 2000 ...
rose by about 20000 kWh.

Possible reasons:

The cause of the rising energy consumption is that more and more energy is being used. One big reason for the energy waste is the many lights and computers which are turned on or charged throughout the day. Other possible reasons are open windows. This raises heating costs and consequently, the school's energy consumption.

Recommended solutions:

All these problems are quite difficult to tackle but there are solutions. Firstly, the light problem can easily be solved by telling students to turn lights off when they leave classroom. Secondly, if the heating takes up too much energy, windows should be closed after being open a short time and walls should be insulated properly.

- Lorenz, Felix, Clemens, Florian, Matthias

Januar

Samstag, 1. Januar 2022 19:56

2. Woche

Samstag, 1. Januar 2022 19:56

3. Woche

Samstag, 1. Januar 2022 19:56



"WOLLEN" IN ENGLISH

1. Ich wollte am Mittwoch nicht in die Schule gehen.
2. Mein Freund will, dass ich mit ihm auf Urlaub fahre.
3. Will dein Bruder neue Turnschuhe?
4. Meine Eltern wollen, dass meine Großeltern ihnen Geld borgen.
5. Unser Klassenvorstand will, dass die Fenster in der Pause geschlossen sind.
6. Unser Englischlehrer möchte, dass wir uns diese Bücher kaufen.
7. Der Schulwart will nicht, dass die Schüler in der Klasse essen.
8. Ich möchte, dass mein Bruder mir bei der Hausarbeit hilft.
9. Alle Schüler wollen nette Lehrer.
10. Unsere Eltern wollen, dass wir weniger fernsehen.
11. Die Direktorin will Vorhänge für den CAD-Raum kaufen.
12. Wir wollen, dass unsere Lehrer morgen keine Prüfungen ansetzen.
13. Meine Eltern wollen eine Besichtigungstour machen.
14. Er möchte, dass seine Kinder ihn öfter besuchen.
15. Die Kinder wollen eine Gute-Nacht-Geschichte hören.
16. Die Lehrer wollen, dass die Schüler mehr lernen.
17. Die Polizei möchte den Verbrecher erwischen.
18. Mein Bruder möchte, dass ich ihn nicht die ganze Zeit ärgere.
19. Meine Schwester will vier Kinder.
20. Seine Freundin will, dass er nicht ohne sie in die Disko geht.
21. Wollt ihr bei dem schlechten Wetter wirklich Schi fahren gehen?
22. Die Kinder wollen, dass ihre Eltern mehr Zeit mit ihnen verbringen.
23. Willst du am Marathonlauf teilnehmen?
24. Meine Großeltern möchten, dass ich die Ferien bei ihnen verbringe.
25. Wer möchte ein Stück Torte?
26. Die Schüler wollen, dass die Lehrer ihnen nicht so viel Hausübungen geben.
27. Ich möchte morgen früher schlafen gehen.

28. Herr Müller möchte, dass seine Frau ihn nicht immer anschreit.
29. Der Geschäftsmann möchte, dass die Kunden ihre Rechnungen pünktlich bezahlen.
30. Frau Müller möchte, dass ihr Mann kochen lernt.
31. Mein Vater möchte einen neuen Job.
32. Die meisten Eltern möchten, dass ihre Kinder eine gute Bildung erhalten.
33. Wollen deine Eltern wirklich den Dachboden ausbauen?
34. Brian möchte, dass seine Schulkollegen sich nicht über ihn lustig machen.
35. Wir wollten unseren Urlaub letztes Jahr in Griechenland verbringen.
36. Trude will, dass ihr Mann nicht so viel raucht.
37. Wir möchten ein Haustier, ein Hund wäre ideal.
38. Die Polizei will, dass die Leute nicht betrunken Auto fahren.
39. Wann möchtest du morgen wegfahren?
40. Die Nachbarn wollen, dass unsere Katzen nicht immer in ihren Garten machen.
41. Möchten Sie eine Tasse Kaffee?
42. Ich möchte Tee wenn möglich.
43. Der Finanzminister möchte, dass seine Kollegen nicht so viel Geld ausgeben.
44. Alle Sportler wollten bei den olympischen Spielen gewinnen.
45. Oma möchte, dass wir nicht so schlampig sind.
46. Der kleine Bub möchte noch ein Eis.
47. Meine Eltern erwarten, dass wir nicht frech sind.
48. Die Englischlehrer wollen, dass die Schüler ein Wörterbuch bekommen.
49. Der Ladeninhaber möchte, dass mehr der Ladendiebe erwischt werden.
50. Wollt ihr morgen einen Film sehen?
51. Die Lehrer erwarten, dass wir die Hausübungen nicht abschreiben, sondern selber machen.
52. Mein Chef möchte, dass ich eine Geschäftsreise nach London mache.
53. Wollt ihr die Schularbeit am Dienstag oder am Donnerstag machen?
54. Wir wollen nur eine Schularbeit im Semester haben.
55. Das Reinigungspersonal möchte, dass die Klassen sauber verlassen werden.
56. Die Verkäuferin will eine Gehaltserhöhung.

4. Woche

Samstag, 1. Januar 2022 19:56

5. Woche

Samstag, 1. Januar 2022 19:56

Februar

Samstag, 1. Januar 2022 19:57

3. Woche

Samstag, 1. Januar 2022 19:56

"WOLLEN" IN ENGLISH

1. Ich wollte am Mittwoch nicht in die Schule gehen.
2. Mein Freund will, dass ich mit ihm auf Urlaub fahre.
3. Will dein Bruder neue Turnschuhe?
4. Meine Eltern wollen, dass meine Großeltern ihnen Geld borgen.
5. Unser Klassenlehrer will, dass die Fenster in der Pause geschlossen sind.
6. Unser Englischlehrer möchte, dass wir uns diese Bücher kaufen.
7. Der Schulleiter will nicht, dass die Schüler in der Klasse essen.
8. Ich möchte, dass mein Bruder mir bei der Haushaltung hilft.
9. Alle Schüler wollen nette Lehrer.
10. Unsere Eltern wollen, dass wir weniger fernsehen.
11. Die Direktorin will Vorhänge für den CAD-Raum kaufen.
12. Wir wollen, dass unsere Lehrer morgen keine Prüflingen ansetzen.
13. Meine Eltern wollen eine Besichtigungstour machen.
14. Er möchte, dass seine Kinder ihn öfter besuchen.
15. Die Kinder wollen eine Oma-Nach-Geschichte hören.
16. Die Lehrer wollen, dass die Schüler mehr lernen.
17. Die Polizei möchte den Verbrecher erwischen.
18. Mein Bruder möchte, dass ich ihn nicht die ganze Zeit ängiere.
19. Meine Schwester will vier Kinder.
20. Seine Freundin will, dass er nicht ohne sie in die Disko geht.
21. Wollt ihr bei dem schrecklichen Wetter wirklich Boot fahren gehen?
22. Die Kinder wollen, dass ihre Eltern mehr Zeit mit ihnen verbringen.
23. Willst du am Marathonlauf teilnehmen?
24. Meine Großeltern möchten, dass ich die Ferien bei ihnen verbringe.
25. Wer möchte ein Stück Torte?
26. Die Schüler wollen, dass die Lehrer Ihnen nicht so viel Hausübungen geben.
27. Ich möchte morgen früher schlafen gehen.

1. I didn't want to go to school on Wednesday.
2. My friend wants me to go on holiday with him.
3. Does your brother want new trainers?
4. My parents want my grandparents to lend them money.
5. Our formteacher wants the windows to be shut during breaks.
6. Our English teacher wants us to buy ~~that~~ books. ✓
7. The caretaker doesn't want ~~the students~~ to eat in the classrooms. ✓
8. I want my brother to help me with the housework. ✓
9. All students want friendly teachers. ✓
10. Our parents want us to watch less TV. ✓
11. The headmisters wants to buy curtains for the CAD-room. ✓
12. We want our teachers not to ~~secede~~ exams for tomorrow. ✓
13. My parents want to go on a sightseeing tour. ✓
14. He wants his children to visit him more frequently. ✓
15. The children want to hear a good-night-story. ✓
16. The teachers want the students to study more. ✓
17. The police want to catch the criminal. ✓
18. My brother wants me not to annoy him all the time. ✓
19. My sister wants four children. ✓
20. His girlfriend wants him not to go to the disco without her. ✓

21. Do you really want to go skiing in this bad weather? ✓
22. The children want their parents to spend more time with them. ✓
23. Do you want to take part in the Marathon race? ✓
24. My grandparents want me to stay with them during holidays. ✓
25. Who wants a piece of cake? ✓
26. The students want the teachers to give them less homework. ✓
27. I want to go earlier to bed tomorrow. ↗
28. Mr Müller wants his wife not to shout at him all the time. ↗
29. The businessman wants the customers to pay their bills on time. ✓
30. Ms Müller wants her husband to learn how to cook. ↗

28. Herr Müller möchte, dass seine Frau ihn nicht immer anschreit.
29. Der Geschäftsmann möchte, dass die Kunden Ihre Rechnungen pünktlich bezahlen.
30. Frau Müller möchte, dass ihr Mann kochen lernt.
31. Mein Vater möchte einen neuen Job.
32. Die meisten Eltern möchten, dass Ihre Kinder eine gute Bildung erhalten.
33. Wollen deine Eltern wirklich den Dachboden ausbauen? ↗
34. Brian möchte, dass seine Schulkollegen sich nicht über ihn lustig machen.
35. Wir wollten unseren Urlaub letztes Jahr in Griechenland verbringen.
36. Trude will, dass ihr Mann nicht so viel raucht.
37. Wir möchten ein Haustier, ein Hund wäre ideal.
38. Die Polizei will, dass die Leute nicht betrunken Auto fahren.
39. Wann möchtest du morgen wegfahren?
40. Die Nachbarn wollen, dass unsere Katzen nicht immer in ihren Garten machen.
41. Möchten Sie eine Tasse Kaffee?
42. Ich möchte Tee wenn möglich.
43. Der Finanzminister möchte, dass seine Kollegen nicht so viel Geld ausgeben.
44. Alle Sportler wollten bei den Olympischen Spielen gewinnen.
45. Oma möchte, dass wir nicht so schlampig sind.
46. Der kleine Bub möchte noch ein Eis.
47. Meine Eltern erwarten, dass wir nicht frisch sind.
48. Die Englischlehrer wollen, dass die Schüler ein Wörterbuch bekommen.
49. Der Ladeninhaber möchte, dass mehr der Ladenbesitzer erwacht werden.
50. Wollt ihr morgen einen Film sehen?
51. Die Lehrer erwarten, dass wir die Hausübungen nicht abschreiben, sondern selber machen.
52. Mein Chef möchte, dass ich eine Geschäftsfreise nach London mache.
53. Wollt ihr die Schularbeit am Dienstag oder am Donnerstag machen?
54. Wir wollen nur eine Schularbeit im Semester haben.
55. Das Reinigungspersonal möchte, dass die Klassen sauber verlassen werden.
56. Die Verkäuferin will eine Gehaltserhöhung.

31. My father wants a new job. ✓
 32. Most parents want their children to get a good education. ✓
 33. Do your parents really want to convert the loft? ✓
 34. Brian wants his classmates not to make fun of him.
 35. We wanted to spend our vacation (to take place) in Greece last year. ✓
 36. Trude wants her husband not to smoke so much. ✓
 37. We want a pet, ideally, a dog. ✓
 38. The police want drivers not to be drunk. ✓
 39. When do you want to leave tomorrow? ✓
 40. The neighbours want our cat not to piss in their garden. ✓
 41. Do you want a cup of coffee? ✓
 42. I want tea if possible. ✓
 43. The minister of finance wants his colleagues not to spend too much money. ✓
 44. Every athlete wanted to win in the Olympics. ✓
 45. Grandmother wants us not to be so sloppy. ✓
 46. The little boy wants another ice cream. ✓
- cheeky

54. Wir wollen nur eine Schularbeit im Semester haben.

55. Das Reinigungspersonal möchte, dass die Klassen sauber verlassen werden.

56. Die Verkäuferin will eine Gehaltserhöhung.

45. Grandmother wants us nor to be so slippy. ✓

46. The little boy wants another ice cream. ✓

47. My parents expect us not to be so naughty.
cheeky

48. The English teachers want the students to get a dictionary. ✓

49. The shopkeeper wants that more shoplifter to be caught. ✓

50. Do you want to watch a film tomorrow? /

51. The teachers expect us not to copy homework from other students rather to do it on ourselves.
but

52. My boss wants me to go on a business trip to London. ✓

53. Do you want to do the test on Tuesday or Thursday? ✓

54. We want only one test per semester. ✓

55. The facility management wants the classrooms to be left clean.

56. The sale woman wants a salary increase. ✓
pay raise

5. Woche

Samstag, 1. Januar 2022 19:56

März

Samstag, 1. Januar 2022 19:56

2. Woche

Samstag, 1. Januar 2022 19:56



"lassen"

Das deutsche Verb "lassen" hat mehrere Bedeutungen. Im Englischen werden sie durch unterschiedliche Verben bzw. andere Sprachmittel ausgedrückt:

1. etwas zulassen/erlauben: **to allow/permit somebody to do something
to let somebody do something**

After a few days the doctor allowed/permitted the patient to go home.
Nach ein paar Tagen ließ der Arzt den Patienten nach Hause gehen.

Tom's father lets him watch TV every evening.
Toms Vater lässt ihn jeden Abend fernsehen.

2. jemanden zu etwas veranlassen: **to make/have somebody do something**

The customs officer made him open his suitcase.
Der Zollbeamte ließ ihn den Koffer öffnen.

Mr Collins often has his pupils open the windows.
Mr Collins lässt seine Schüler oft die Fenster öffnen.

3. sich etwas machen lassen **to have/get something done**

The Smiths are going to have their living room decorated.
Die Smiths haben vor, sich ihr Wohnzimmer tapeten zu lassen.

Where can I get this letter copied?
Wo kann ich diesen Brief kopieren lassen?

Translate the following sentences:

- 1) Sie ließ mich ihren Computer benutzen, weil meiner nicht funktionierte.
- 2) Wo hast du dir die Haare schneiden lassen?
- 3) Er ließ uns den ganzen Weg zu Fuß gehen.
- 4) Lässt du dir die Zeitung nach Hause zustellen?
- 5) Ihre Eltern lassen sie nicht alleine ausgehen.
- 6) Julia hat sich gerade eine Zentralheizung in ihrem Haus installieren lassen.
- 7) Meine Mutter ließ mich die Flaschen in den Keller tragen.
- 8) Diese Hose ist schmutzig. Ich muss sie reinigen lassen.
- 9) Sie ließ mich den Brief nicht lesen.
- 10) Sie lassen ihr Haus gerade streichen.
- 11) John lässt sich seine Schuhe immer reinigen.
- 12) Unser Lehrer ließ uns sehr hart arbeiten.
- 13) Ich denke du solltest den Mantel bald reinigen lassen.
- 14) Bitte lassen Sie mich Ihr Gepäck tragen.
- 15) Wie oft bringst du dein Auto ins Service?
- 16) Der Lehrer ließ ihn die Übung noch einmal schreiben.
- 17) Ich habe meinen Schlüssel verloren. Ich werde mir einen anderen Schlüssel machen lassen müssen.
- 18) Lass es mich einmal anschauen!
- 19) Gestern ließ Jill das Dach reparieren.
- 20) Warum ließ er seine Sekretärin nicht früher heimgehen?

- 1) She allowed me to use her computer because mine doesn't work.
- 2) Where did you get your hair cut?
- 3) He made us walk the whole way by foot.
- 4)

3. Woche

Samstag, 1. Januar 2022 19:56

4. Woche

Samstag, 1. Januar 2022 19:56

SÜ, am 28.03.2022

"LASSEN" IN ENGLISH**"lassen"**

Das deutsche Verb "lassen" hat mehrere Bedeutungen. Im Englischen werden sie durch unterschiedliche Verben bzw. andere Sprachmittel ausgedrückt:

1. etwas zulassen/erlauben: **to allow/permit somebody to do something
to let somebody do something**

After a few days the doctor allowed/permitted the patient to go home.
Nach ein paar Tagen ließ der Arzt den Patienten nach Hause gehen.

Tom's father lets him watch TV every evening.
Toms Vater lässt ihn jeden Abend fernsehen.

2. jemanden zu etwas veranlassen: **to make/have somebody do something**

The customs officer made him open his suitcase.
Der Zollbeamte ließ ihn den Koffer öffnen.

Mr Collins often has his pupils open the windows.
Mr Collins lässt seine Schüler oft die Fenster öffnen.

3. sich etwas machen lassen **to have/get something done**

The Smiths are going to have their living room decorated.
Die Smiths haben vor, sich ihr Wohnzimmer tapeten zu lassen.

Where can I get this letter copied?
Wo kann ich diesen Brief kopieren lassen?

Translate the following sentences:

- 1) Sie ließ mich ihren Computer benutzen, weil meiner nicht funktionierte.
- 2) Wo hast du dir die Haare schneiden lassen?
- 3) Er ließ uns den ganzen Weg zu Fuß gehen.
- 4) Lässt du dir die Zeitung nach Hause zustellen?
- 5) Ihre Eltern lassen sie nicht alleine ausgehen.
- 6) Julia hat sich gerade eine Zentralheizung in ihrem Haus installieren lassen.
- 7) Meine Mutter ließ mich die Flaschen in den Keller tragen.
- 8) Diese Hose ist schmutzig. Ich muss sie reinigen lassen.
- 9) Sie ließ mich den Brief nicht lesen.
- 10) Sie lassen ihr Haus gerade streichen.
- 11) John lässt sich seine Schuhe immer reinigen.
- 12) Unser Lehrer ließ uns sehr hart arbeiten.
- 13) Ich denke du solltest den Mantel bald reinigen lassen.
- 14) Bitte lassen Sie mich Ihr Gepäck tragen.
- 15) Wie oft bringst du dein Auto ins Service?
- 16) Der Lehrer ließ ihn die Übung noch einmal schreiben.
- 17) Ich habe meinen Schlüssel verloren. Ich werde mir einen anderen Schlüssel machen lassen müssen.
- 18) Lass es mich einmal anschauen!
- 19) Gestern ließ Jill das Dach reparieren.
- 20) Warum ließ er seine Sekretärin nicht früher heimgehen?

1) She allowed me to use her computer because mine wasn't working.



2) Where did you have your hair cut? (to have sth done)



3) He made us go the whole way on foot. (to make sb do sth)

I'll need to wear my helmet!

- 3) He made us go the whole way on foot. (to make sb do sth) ✓
- 4) Do you have your newspaper delivered to your home? ✓
- 5) Her parents don't let her go out alone. ✓
- 6) Julia ^{just} ~~had~~ had a central heating installed in her house. ✓
- 7) My mother made me carry the bottles in the ^{cellar} basement. ✓
- 8) These trousers are dirty. I have to have them cleaned. ✓
- 9) She didn't allow me to read the letter. ✓
- 10) They ^{are} ~~having~~ their house painted at the moment. ✓
- 11) John ^{always} has his shoes cleaned. ✓
- 12) Our teacher made us work ^{very} hard. ✓
- 13) I think you should have your coat cleaned soon. ✓
- 14) Please allow me to carry your baggage. ✓
- 15) How often do you have your car serviced? ✓
- 16) The teacher made him do the exercise again. ✓
- 17) I have lost my keys. I will have to have another key made. ✓
- 18) Let me ^{have another} ~~look one time!~~ again
- 19) Yesterday Bill had the roof repaired. ✓
- 20) Why didn't he ~~has~~ have his secretary go home earlier? ✓

April

Samstag, 1. Januar 2022 19:56

2. Woche

Samstag, 1. Januar 2022 19:56

4. Woche

Samstag, 1. Januar 2022 19:56

5. Woche

Samstag, 1. Januar 2022 19:56

Mai

Samstag, 1. Januar 2022 19:56

WOLLEN & LASSEN

- 1) Der Verleger will, dass sich seine Journalisten an neue Verhältnisse anpassen können.

The publisher wants the journalists to be able to adapt to new circumstances. ✓

- 2) Meine Eltern haben mich nie dazu veranlasst, Nachrichtensendungen zu schauen.

My parents have never made me watch news bulletins. ✓

- 3) Hast du die Stellenbewerbung überprüfen lassen?
Have you had the job application checked?

- 4) Mein Großvater will, dass der Schallplatten-Spieler repariert wird.

My grandfather wants the record player to be repaired. ✓

- 5) Deine Mutter wird es nicht wollen, dass du diese Zeitschrift abonnierst.

Your mother will not want you to subscribe to this magazine. ✓

... -

Subscribe to this magazine. ✓

- 6) Meine Freundin will, dass ich Kopfsalat und Zwiebeln kaufe.

My girlfriend wants me to buy lettuce and onions. ✓

- 7) Unser Chef will nicht, dass die Konsumenten getäuscht werden.

Our boss doesn't want the customers to be misled. ✓

- 8) Warum hat unsere Firma die Produktion ausländisch lassen?

Why did our company outsourced the production? ✓

- 9) Unser Lehrer wird uns dazu veranlassen, einen Aufsatz über Identitätsdiebstahl zu schreiben.

Our teacher will make us write an essay about identity theft. ✓

- 10) Ich habe den Vertrag in Auftrag meiner Mutter überprüfen lassen.

I had my contract checked on behalf of my mother. ✓

2. Woche

Samstag, 1. Januar 2022 19:56

3. Woche

Samstag, 1. Januar 2022 19:56

4. Woche

Samstag, 1. Januar 2022 19:56

Exercises for LET:

1. Warum hast du deine Mutter veranlasst, geschmolzenen Käse auf die Nudeln zu tun?

Why did you make your mother ~~do~~ ^{put} melted cheese on the pasta?

2. Die Firma wollte nicht, dass die Konsumenten in die Irre geführt werden.

The company didn't want consumers to be misled. ✓

3. Werden Sie die Produktion ausländisch lassen?

Will you have the production outsourced? ✓

4. Wirst du den Klapp-Mechanismus reparieren lassen?

Will you have the folding mechanism repaired? ✓

5. Der Bürgermeister will die Müllverbrennungsanlage überprüfen lassen.

The mayor wants to have the waste incineration plant verified. ✓

6. Ich denke, wir sollten die Nachbarn veranlassen, den Müll korrekt zu entsorgen.

I think we should make our neighbours dispose ~~of~~ ^{of} waste properly. ✓

7. Haben Sie den Elektroschrott auf die Mülldeponie bringen lassen?

Did you get the e-waste taken to the landfill site? ✓
Have got

8. Der Ladenbesitzer will, dass die Regale regelmäßig aufgefüllt werden.

The shopkeeper wants the shelves to be ~~stacked~~ ^{restacked} frequently ^{regularly}. ✓

9. Der Augenzeuge wollte nicht, dass sein Name veröffentlicht wird.

The eyewitness didn't want his name to be published. ✓

10. Der Verleger wird die Geschichte prüfen lassen.

The publisher will have the story verified. ✓

11. Hast du den Schallplattenspieler schon reparieren lassen?

Have you had the record player ~~be~~ repaired? yet? ✓

12. Viele Eltern wollen nicht, dass ihre Kinder Boulevardzeitungen lesen.

Many parents don't want ~~her~~ ^{their} children to read tabloids. ✓

13. Henry wird wollen, dass du das Kunstwerk siehst.

Henry will want you to see the work of art. ✓

14. Mein Vater wollte mich dazu veranlassen, diese Zeitung zu abonnieren.

My father wanted me to make me subscribe to this newspaper. ✓

15. Der Chef der Werbeagentur will nicht, dass die Konsumenten getäuscht werden.

... agency doesn't want the

Konsumenten getäuscht werden.

The boss of the advertising ~~company~~^{agency} doesn't want the consumers ~~to be misted~~ get disappointed.

16. Der Verleger will, dass sich seine Journalisten an neue Verhältnisse anpassen können.

The publisher wants his journalists ~~to adapt~~^{to be able} to new circumstances.

17. Meine Eltern haben mich nie dazu veranlasst, Nachrichtensendungen zu schauen.

My parents never made me watch news bulletins.
~~have~~
have

18. Hast du die Stellenbewerbung überprüfen lassen?

Did you have the job application verified? ✓

19. Mein Großvater will, dass der Schallplattenspieler repariert wird.

My grandfather wants the record player to be repaired. ✓

My grandfather wants the record player to be repaired. ✓

20. Deine Mutter wird es nicht wollen, dass du diese Zeitschrift abonnierst.

Your mother will not want you to subscribe to these newspapers. this magazine.

21. Meine Freundin will, dass ich Kopfsalat und Zwiebeln kaufe.

My girlfriend wants me to buy lettuce and onions. ✓

22. Unser Chef will nicht, dass unsere Konsumenten getäuscht werden.

Our boss doesn't want our consumers to be misled. ✓

23. Warum hat unser Unternehmen die Produktion auslängern lassen?

Why did our company has the production outsourced? ✓

Why did our company has the production outsourced? ✓

24. Unser Lehrer will uns dazu veranlassen, einen Aufsatz über Identitätsdiebstahl zu schreiben.

Our teacher will make us write an essay about identity theft. ✓

25. Ich habe den Vertrag in Auftrag meiner Mutter überprüfen lassen.

I got the contract verified on behalf of my mother. ✓
had

26. Sie ließ mich ihren PC benutzen, weil meiner nicht funktionierte.

She allowed me to use her personal computer because mine didn't work. wasn't working

27. Wo hast du dir die Haare schneiden lassen?

Where did you have your hairs cut? ✓

28. Er ließ uns den ganzen Weg zu Fuß gehen.

/

28. Er ließ uns den ganzen Weg zu Fuß gehen.

He made us walk the whole way on foot. ✓

29. Lässt du dir die Zeitung nach Hause zustellen?

Do you get your newspaper delivered (directly) to your home? ✓

30. Ihre Eltern lassen sie nicht alleine ausgehen.

Her parents do not allow her to go out alone. ✓

31. Julia hat sich gerade eine Zentralheizung in ihrem Haus installieren lassen.

Julia ~~has~~ just had a central heating be installed ~~in~~ ⁱⁿ her ~~home~~ house

32. Meine Mutter ließ die Flaschen in den Keller tragen.

My mother made me carry the bottles in the basement. ✓

33. Diese Hose ist schmutzig. Ich muss sie reinigen lassen.

- ... I have to have them cleaned. ✓

35. Diese Hose ist schmutzig. Ich muss sie reinigen.

The trousers are dirty. I have to have them cleaned. ✓

34. Sie ließ mich den Brief nicht lesen.

She didn't allow me to read the letter. ✓

35. Sie lassen ihr Haus gerade streichen.

They ^{are having} ~~have~~ their house painted straight. ✓

36. John lässt sich seine Schuhe immer reinigen.

John always has his ~~shows~~ ^{shoes} cleaned. ✓

37. Unser Lehrer ließ uns sehr hart arbeiten.

Our teacher made us ~~do hard~~ work. very hard.

38. Ich denke, du solltest den Mantel bald reinigen lassen.

I think you should ~~make~~ ~~the coat be cleaned soon.~~ ✓
have

39. Bitte lassen Sie mich ihr Gepäck tragen.

Please let me carry your ~~bachage.~~
baggage.

40. Wie oft bringst du dein Auto ins Service?

How often do you have your car ~~cleared.~~
~~serviced?~~

41. Der Lehrer ließ ihn die Übung nochmal schreiben.

The teacher made him ~~write~~ the exercise again. ✓
do

42. Ich habe meine Schlüssel verloren. Ich werde mir einen anderen Schlüssel machen lassen müssen.

I have lost my key. I will have to have another
key made. ✓

43. Lass es mich einmal anschauen!

43. Lass es mich einmal anschauen!

Let me have a look at it!
another again!

44. Gestern ließ Jill das Dach reparieren.

Yesterday Jill got his roof repaired ✓
the

45. Warum ließ er seine Sekretärin nicht früher heimgehen?

Why didn't he make his secretary go home earlier?
make
have

46. Ich wollte am Mittwoch nicht in die Schule gehen.

I didn't want to go to school on wednesday. ✓
Wednesday

47. Mein Freund will, dass ich mit ihm auf Urlaub fahre.

My friend wants me to drive on holiday with him ✓
go

48. Will dein Bruder neue Turnschuhe?

Does your brother want new trainers? ✓

49. Meine Eltern wollen, dass meine Großeltern ihnen Geld

49. Meine Eltern wollen, dass meine Großeltern ihnen Geld
leihen.

My parents want my grandparents to lend them some money ✓

50. Unser Klassenvorstand will, dass die Fenster in der
Pause geschlossen bleiben.

Our ~~class main teacher~~ wants the windows to stay closed
~~in break.~~ Formteacher
~~during~~ be shut

51. Unser Englischlehrer möchte, dass wir uns Bücher kaufen.

Our english teacher wants us to buy books. ✓

52. Der Schulwart (**caretaker**) will nicht,
dass die Schüler in der Klasse essen.

The caretaker doesn't want the students to eat in
the classrooms. ✓

53. Ich möchte, dass mein Bruder mir bei der
Hausarbeit hilft.

I want my brother to help me with the
housework. ✓

54. Alle Schüler wollen nette Lehrer.

54. Alle Schüler wollen nette Lehrer.

All pupils want friendly teacher. ✓

55. Unsere Eltern wollen, dass wir weniger fernsehen.

Our parents want us to watch less TV. ✓

5. Woche

Samstag, 1. Januar 2022 20:00

Juni

Samstag, 1. Januar 2022 19:56

2. Woche

Samstag, 1. Januar 2022 19:56



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An advanced technology

In contrast to conventional cabs, our flying taxis can pick you up anywhere even if you are in a remote area. Thanks to our innovative technology, our cars aren't bound to any road. Strictly speaking, they are able to fly anywhere but space. Using the power of delta radiation, the FLITAX cabs can reach speeds up to Mach 20.

After using our taxi service once we are able to deliver your phone to you if you have lost it.

Who you gonna call?

With our FLITAX app you can call a taxi from anywhere. Furthermore, you can download this app from your preferred app store. To use our service you need to pay a small fee of ₦ 314 per ride.

You don't have internet connection? No problem, just use smoke signals in order to call a FLITAX taxi!

Download now!

If you download our app within the next week, you will get a discount of 69 percent on your first ride. Otherwise you will need Google to find where you are.

Contact us!

We are NoBrainProjects, a small group of entrepreneurs. You can find our website with this link:
<https://shorturl.at/eizLR>

Contact information: Felix Schneidi, Clemens Schlipfi, Anton Xavi, Vali Fritzi

3. Woche

Samstag, 1. Januar 2022 19:56

4. Woche

Samstag, 1. Januar 2022 19:56

5. Woche

Samstag, 1. Januar 2022 19:56

September

Montag, 6. September 2021 20:49

3. Woche

Montag, 13. September 2021 17:52



TENSES: present, past, present perfect simple, past perfect, future, conditional

The stranger and the boy

A

A barber (=Frisör) was in his shop. He was cutting (cut) a man's hair when a handsome (=fesch) young stranger came (come) in. He had a small boy with him. They sat (sit) down together and waited (wait) till the barber had finished (finish). Then the young man told the barber to shave him and to cut the small boy's hair. "Shave me first," he said, "and then I am going to go (go) down the road and have a glass of wine while you are cutting (cut) the boy's hair."

"All right, but I won't be (not be) long," the barber warned him.

B The young man went (go) out and the barber began (begin) to cut the boy's hair. As (=wie) he had said (say), he soon finished (finish) and then the boy sat (sit) down and waited (wait). At the end of half an hour, the young man hadn't come (not come) back and the boy was still waiting (still wait).

C The barber said to the boy, "I wonder why your daddy is taking (take) such a long time. Where can he be?" - "I can't guess," answered the small boy. "And that man isn't (not be) my daddy. I have never seen (never see) him before in my life. I was playing (play) in the street this morning when he came (come) up to me and asked (ask) me whether (ob) I would like (like) to have my hair cut without having to pay anything."

The net

Mr Jones was the manager of a small circus. If you have ever been (ever=jemals, be) in a circus, you'll certainly know what a tightrope (=Seil) walker is: a person who walks on a tightrope stretched (=gespannt) high above the floor. But one day the tightrope walker in that circus fell (fall) and hurt (hurt) himself. Mr Jones found (find) himself without a tightrope walker.

A few days later, a young man with long hair came (come) to Mr Jones and said (say), "I'm a tightrope walker. I have just heard (just hear) that you want one." Mr Jones was very happy and said, "Yes, I do want one. But do you ever walk (you, ever, walk) on a tightrope in your life?" The young man with the long hair answered, "Of course, I have walked (walk) on a tightrope nearly all my life. Some years ago I had (even, have) a partner, but since she died (die) I do (do) it alone."

Mr Jones ordered his worker to put up a net under the ropes. The young man climbed (climb) up to the tightrope and began (begin) to walk along it. Mr Jones was very pleased and asked, " Do you ever do (you, ever, do) these clever things without a net?" - "No, sir, if I didn't wear (not wear) a net, my hair would fall (fall) in my eyes and I wouldn't be (not be) able to see."

A newspaper report

→

The British diplomat Brian Stapleton has been (be) a prisoner in Omagua for twelve months now. A year ago Mr Stapleton had been (just leave) the British embassy (=Botschaft) in the Omaguian capital when three men drove (drive) off with him. When the police arrived (arrive), and pushed (push) him into a car and driven (drive) off with him. When the police arrived (arrive), and pushed (push) him into a car and disappeared (completely, disappear=verschwinden). Nobody has heard (hear) any definite (=eindeutig) news about him since that day, although most people believe (believe) that guerrillas carried (carry) out the kidnapping. Mr Stapleton has been (be) in the country for only two weeks. There are (be) some hopeful signs lately (=in letzter Zeit) that the war between the guerrillas and the government (=Regierung) may end soon. Guerrilla leaders had (have) a meeting with government ministers. We can only hope that these moves (=Schritte) towards peace will lead (lead) to freedom for Brian Stapleton soon.

Januar

Samstag, 1. Januar 2022 19:56

2. Woche

Samstag, 1. Januar 2022 19:56

3. Woche

Samstag, 1. Januar 2022 19:56

4. Woche

Samstag, 1. Januar 2022 19:56

5. Woche

Samstag, 1. Januar 2022 19:56

Februar

Samstag, 1. Januar 2022 19:57

3. Woche

Samstag, 1. Januar 2022 19:56

4. Woche

Samstag, 1. Januar 2022 19:56

5. Woche

Samstag, 1. Januar 2022 19:56

März

Samstag, 1. Januar 2022 19:56

2. Woche

Samstag, 1. Januar 2022 19:56

3. Woche

Samstag, 1. Januar 2022 19:56

4. Woche

Samstag, 1. Januar 2022 19:56

5. Woche

Samstag, 1. Januar 2022 19:56

April

Samstag, 1. Januar 2022 19:56

2. Woche

Samstag, 1. Januar 2022 19:56

4. Woche

Samstag, 1. Januar 2022 19:56

5. Woche

Samstag, 1. Januar 2022 19:56

Mai

Samstag, 1. Januar 2022 19:56

1. Woche

Samstag, 1. Januar 2022 19:56

Homework on 11th May 2022

SB p. 95 3)b)

Your digital footprint

Talking about your digital footprint, you have to consider that posts on social media and information about you on the internet may affect your future career. Companies want employees who can ~~with~~ use online media competently. I can highly recommend you not to post pictures of yourself online that could damage your personal image. For example, you should not upload a video where you are drunk.

If you think that your private life doesn't interest companies because you behave differently in your profession, I doubt it. Companies employ people who ~~to~~ check out your social media accounts or conduct a web search in order to find out ~~about~~ what kind of person you are. If they find something

what kind of person you are. If they find something
~~wouldn't find~~
you wish they ~~don't find~~, it could cost you your job.

Another good piece of advice would be that you
should use social media ~~x~~ in spite of the
disadvantages mentioned earlier, because companies
don't want employees who aren't able to communicate
either.

3. Woche

Samstag, 1. Januar 2022 19:56

4. Woche

Samstag, 1. Januar 2022 19:56

5. Woche

Samstag, 1. Januar 2022 20:00

Juni

Samstag, 1. Januar 2022 19:56

2. Woche

Samstag, 1. Januar 2022 19:56

3. Woche

Samstag, 1. Januar 2022 19:56

4. Woche

Samstag, 1. Januar 2022 19:56

5. Woche

Samstag, 1. Januar 2022 19:56

Vokabel Check 23.09.2021

Donnerstag, 23. September 2021 21:02

23.09.2021

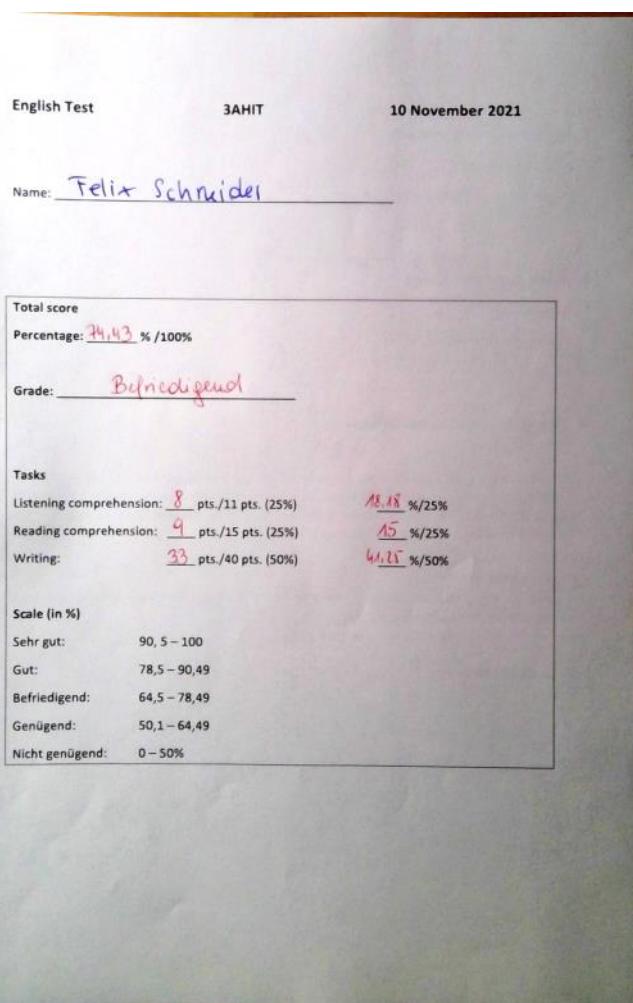
Felix Schneider

Unit 1

- 1) langfristige Ziele - long-term goals ✓
- 2) Stahlbeton - reinforced concrete ✓
- 3) mögliche Neueinsteiger - potential recruits ✓
- 4) unhaltbar - untenable ✓
- 5) festle Arbeitszeiten haben - to have set working hours ✓
- 6) für jdn wertvoll sein - to be of value to sb ✓
- 7) ^{de}Mindestlohn - the minimum wage ✓
- 8) in Zusammenhang mit - related to ✓
- 9) hinter etwas stehen - to back sth ✓
- 10) durch Mundpropaganda - through word of mouth

U: ~~flawide~~ ✓

101 WRT



You are going to listen to a recording about an art project that took place in London in 2009. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1-6. Put a cross () in the correct box on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



Living statues in Trafalgar Square

- 0 One unoccupied platform in Trafalgar Square is displaying
 A the statue of a well-known person.
 B a statue designed by Mr Gormley.
 C samples of unusual art.
 D advertisements for big companies.
- 1 Mr Gormley wants to find out about
 A the heroic deeds of the past.
 B the interests of the British.
 C the lives of important Britons.
 D what characterizes people today.
- 2 Participants in the project
 A were picked from a huge number of candidates.
 B are chosen every day.
 C are people Mr Gormley personally knows.
 D are chosen based on their skills.
- 3 One man in a special costume was
 A standing still for an hour.
 B singing songs to the public.
 C promoting his own business.
 D trying to get passers-by involved.

- 4 One female participant wanted to
 A raise money for homeless people.
 B do something for various organisations.
 C raise environmental awareness.
 D find out if she could act as a statue.
- 5 One male spectator considers the project as art because
 A the concept comes from a well-known artist.
 B it involves special skills.
 C it takes place next to a museum.
 D people decide how to contribute themselves.
- 6 A Canadian tourist thinks the project is
 A rather ridiculous.
 B like nothing he has ever seen before.
 C a waste of money.
 D like a traditional form of art.

Felix Schneider

Listening: It's a smart world

You are going to listen to a radio commentary on the effects of digitalisation. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1-5) with the sentence endings (A-H). There are two sentence endings that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.

0	The effects of automated shopping go well beyond ...	G
1	Self-driving vehicles will provide support for people in traffic ...	H ✓
2	Controlling homes from afar makes a new flexible lifestyle possible ...	C ✓
3	Homes and cars are equipped with sensors and digital devices ...	E ✓
4	Robots and autonomous vehicles will lead to job redundancies – a development ...	B ✓
5	Most users do not really care about sharing their personal data with internet giants ...	F ✓

A	... which recognises people's rights to privacy.
B	... which could backfire.
C	... which is popular among home owners.
D	... but this leaves many educated people behind.
E	... which enable data companies to monitor our moves in every little detail.
F	... simply because it facilitates their daily routines.
G	... what could be called "ease of use".
H	... who would otherwise be stuck.

KEEPING PETS

Read the text about the history of keeping pets. First decide whether the statements (1–7) are true (T) or false (F) and put a cross (☒) in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

Keeping pets

Most of the dog breeds you see today are only a couple of hundred years old – the result of careful selection by dog breeders who were aiming to produce animals with certain desirable characteristics. Yet all domestic dogs can trace their ancestry back to a particularly friendly variety of wolf which lived in Europe about 20,000 years ago – the first dog of its kind to be domesticated. There is even evidence that our Stone Age ancestors kept pets about 50,000 years ago. These would be baby animals they picked up on hunting trips and brought home to be raised as part of the family. It seems clear that the urge to keep pets is an integral part of human nature.

Most of our dogs these days are directly descended from working animals which were kept for hunting, herding, pest-control, guarding and even going to war. You might expect now that so few are used for these purposes, their popularity would be in decline. On the contrary, the opposite appears to be the case. In the UK alone, about half the households have a pet of some kind. Even in times of financial crises, statistics show that spending on pets remained constant for most people. Clearly, pets are not regarded as a luxury, but a beloved part of the family.

So how did dogs come to be such a deeply loved companion to humans? How did those early wolves become tame and domesticated? The answer lies in the kindness with which they were treated. A dog that shares its humans' sleeping quarters is kept away from its wild relatives in the wolf pack. If it is guaranteed a steady supply of food by its owners,

it is unlikely to roam elsewhere and would breed with other looked-after dogs in the village.

In this way, dogs actually become friendlier and friendlier with each generation, until you get the totally dependent, entirely domesticated animal we have today.

One theory even suggests that these early pets changed the course of human culture. Clever hunting techniques which employed domesticated dogs working in co-operation with humans meant that larger prey could be successfully killed. This led to the eventual extinction of large prey and made the hunter-gatherer lifestyle more difficult to maintain, which in turn led to the adoption of farming as a means of food production. With the advent of farming came village life, permanent abodes and eventually civilisation as we know it.

It is likely that many of our modern-day farm animals also started out as pets. Cows, sheep and pigs all have their wild counterparts, which, according to their DNA, they separated from between 5,000 and 10,000 years ago. In order to keep these early domesticated animals from breeding with their wild relatives, it would have been necessary to treat them in much the same ways as the dogs – with love and care, as if part of the family.

So are all humans uniquely inclined to bring animals into their homes and look after them like their own children? Perhaps not. There are plenty of people who feel no bond with animals at all, whether cute and cuddly pets or untamed beasts. Research has shown that the pet-keeping habit is probably genetic and, although that particular gene is unique to humans, it is not universal. Some people simply do not have it.

Statements	T	F	First four words
0 Humans began to keep pets in the past two hundred years.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yet all domestic dogs / There is even evidence
1 The majority of pets these days are kept for a specific job.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most of our dogs
2 Pet-keeping is largely unaffected during periods of economic hardship.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Even in times of
3 The domestication of dogs involved strict discipline and harsh punishments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If it is guaranteed
4 Dogs have become increasingly tame throughout history.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In this way, dogs
5 Early pet-keeping gave rise to the development of agriculture.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This led to the
6 People used to keep farm animals as if they were pets.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is likely that
7 Other animals are known to keep pets occasionally.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In order to keep

317

Read the text below, then choose the correct answer (A, B, C or D) for questions 1–9. Put a in the correct box. The first one (0) has been done for you.

A small fish in a dirty pond

He had all the promise in the world until he was seduced by the lure of easy money from drugs. In the end, the promising student died a gangster's death.

James Russouw was just 24 when his throat was cut and he was set alight in his Jeep Cherokee in a park in Melbourne, Australia.

As a full-time student, Russouw began selling marijuana to friends. He didn't see himself as a criminal and he didn't see the risks. After all it was only marijuana and he was only providing a service. Or so he thought.

Even now – three years on – his family can't come to terms with the nature of his death and the secrets of his life. To them he was a son and a brother who during his short life showed no signs of heading down a dark path.

Popular, with a wide circle of friends, James worked part time as a DJ and was about to graduate with an audio engineering degree. He was one of the lucky ones – pursuing a job in the music industry he loved.

James always had part-time jobs. He was not a heavy drinker or a 'party animal'. Yet somehow, through his connections in the music industry or through friends, he discovered that marijuana was an easy way of making money.

He took to playing poker – an interest his parents only just tolerated. 'I always told him you have to work for your money,' Mr Russouw says. When James had a little extra cash it was explained away as card winnings.

On the day he died he had about \$30,000 in cash he intended to invest in five kilograms of cannabis. Russouw was careful and would only deal with people he knew or someone recommended by a friend.

It is an all too familiar story. People think if they only sell to their mates they can avoid real criminals. And, to many, cannabis is not a 'real' drug and so they aren't really drug dealing.

The young man thought he was in control but was out of his depth. He was being set up by someone he knew. Around 10.55 pm, someone rang his mobile from a public phone box. Police believe it was to confirm a drug meeting. They also believe the caller had already planned the murder and used the public phone so his mobile would not be traced.

It is believed the caller told Russouw to meet him at the East Burwood Reserve, just a kilometre away. Within 10 minutes he was dead. The killer poured petrol inside the car and set it on fire to destroy evidence.

It was a classic gangland set-up. Use a trusted friend to lure the victim to an isolated spot on the promise of a big deal and then strike without warning. Except James Russouw wasn't a gangster. He was just seduced by the promise of easy money from selling 'harmless' grass to friends.

If police had caught him he would almost certainly have received a suspended sentence. He would have had to live with the shame. But he would have lived.

ANSWER

- A by accident.
B from a drug overdose.
C when his car crashed and caught fire.
D because of his drug dealing.

Q1 James believed that ...

- A selling marijuana was a serious crime.
B his friends would help him.
C he was not in danger.
D he needed drug money for his studies.

Q2 The Russouw family ...

- A cannot accept the way he lived and died.
B were not surprised by his death.
C knew about his drug dealing.
D believe that he was not really a drug dealer.

Q3 James did not ...

- A have many friends.
B work hard.
C want to work in the music industry.
D go to many parties.

Q4 James' interest in cards and gambling ...

- A helped him to hide his drug earnings.
B was shared by his parents.
C helped him to pay for his drug addiction.
D brought him into contact with drug dealers.

Q5 The large sum of cash...

- A was James' earnings from selling 5 kg of cannabis.
B was going to be used to buy drugs.
C was stolen from a drug dealer.
D was lent to James by a friend.

Q6 James hoped to stay out of trouble ...

- A by selling cannabis instead of hard drugs.
B because he only dealt with people that he knew.
C because the police were not interested in small dealers.
D once he had made one last deal.

Q7 The police believe that ...

- A James contacted the murderer to arrange a meeting.
B the killing was probably a robbery which went wrong.
C the murder was planned before the meeting.
D James didn't get to the meeting place.

Q8 James was not a gangster ...

- A but he died like one.
B because he only sold drugs to his friends.
C but his friends were.
D but he wanted to be one.

618

1) Listening comprehension

11

It's a smart world (5)

Living statues in Trafalgar Square (6)

2) Reading comprehension

15

Keeping pets (7)

A small fish in a dirty pond (8)

3) Writing: An e-mail to staff members

You work in the Human Resources Department at *Nouveau Solutions*, a British IT company. Your company has recently decided to run a series of workshops to increase its female employees' interest in careers at the top. Your boss has asked you to write an internal e-mail to the staff about these workshops.

In your e-mail you should:

- explain why your boss wants female members of staff to take part in these workshops
- outline the aims of the workshops
- present special benefits for workshop participants

Write about 250 words.

40

Formal email

Felix Schneider

10.11.2021

✓ From: f.schneider@nouveau.solutions.at

✓ To: staff@nouveau.solutions.at

*Vdate
Subject: ...*

Dear Staff Members,

I am writing to inform you about a series of workshops which should increase the interest of female members in careers at the top.

VOC

Firstly, I want to mention why our boss would like to have many female persons in these workshops. Women have other points of view to some problems and therefore, it would be great to have as many women as possible in there. The workshops are an opportunity for women to join the leadership of our company. The more female persons there are, the more women may get part of the leading team.

VOC

PEP

The main aims of these workshops are on the one hand better workflow between men and women and, on the other hand, diversity regarding to gender. Due to the fact that almost only men are working in top positions right now, we need to include women as well. Diversity is important because it increases the productivity of the team. Hence, we would like you to try out the workshops.

W&G work

PEP

T

All participants benefit from these workshops because they may enter a career with lots of advantages. For example, they can earn much money per month, have fun with different projects during the year and be more productive than ever before. These workshops are unique because they offer you great opportunities for your career path.

S&P

T

In conclusion, I would like you to join one of these workshops and get part of the leadership of the company.

Yours faithfully

Felix Schneider

H
TA: 9/100
OU: 9/100
UK: 7/100
USA: 8/100
33/140

253 words

TA: (Task achievement) - blau

Textsorte, Bullet points angeführt und bearbeitet

Beispiele, Details, Wortanzahl

OL: (Organisation and layout) - grün

Aufbau, Gliederung, Argumentation, linking words

LSR: (Lexical and structural range) - orange

Spektrum an lexikalischen und strukturellen Mitteln,

Wiederholungen, Wortschatz; der Textsorte angemessener Stil

LSA: (lexical and structural accuracy) - rot

Grammatik, Wortstellung, Rechtschreibung, Zeichensetzung

Buch Wiederholung Part2 16.12.2021

Montag, 20. Dezember 2021 12:13

Check-up The Hate U Give by Angie Thomas (part 2) Felix Schneider

What do Lisa and Maverick disagree on? (2)

✓ if they should move or not + DeVante (Maverick wants to (Chapter 15: Maverick wants to move get him out, Lisa doesn't want too) him at home))

Why does Starr refuse to join the "Justice for Khalil" protest at Williamson High? (1)

✓ Because most people only protest to get out of class and that's not what she wants to protest. (So she and some others protested)

Why does Maverick tell Mr. Lewis that he is a dead man walking? (1) against the protest :)

✓ Because King will probably try to kill him after Mr. Lewis told in an interview that King is "bad". (King did something)

What are the first actions Starr takes in order to get her viewpoint on Khalil heard by the public? (3)

✓ talking to DM just us for justice (Ms. Oprah) - exactly and talk to an DA (Rechtsanwalt). I don't remember.

✓ wanted to get an anonymous interview. (so nobody knows how Starr is...)

+ Tumblr beep

Why is Maverick angry when he learns that Starr has a white boyfriend? (1)

✓ Because he thought that Starr likes boys who are similar (thought same thinks) have quite same opinion as her father and he was disappointed that Starr sees him as this.

What does DeVante tell Starr about Khalil? (2)

✓ Khalil dealers was a drug dealer because his mother robbed SA (5 Grand = 5000) from King and Khalil wanted to pay the money back. (=debt)

In what ways does the television interview with One-Fifteen's father seek to influence viewers to empathize with the police officer and condemn the victim? (2)

✓ The father said that One-Fifteen only wanted to get home and he shot because he thought these kids (Khalil & Starr) wanted to kill him. (In truth: Khalil grabbed after his hairbrush not after a weapon)

How does the relationship between Starr, Hailey and Maya change? (2)

✓ Starr was angry at Hailey and Maya because they protested (Question 2). Maya apologized, Hailey doesn't, because Hailey was angry on Starr because Starr called her racist. Starr doesn't want to apologize because it's not true. Hailey left and Maya told Starr that Hailey unfollowed on Tumblr because of those "Khalil matters" pictures...

One Fifteen also heard something and he thought Khalil and Starr were playing and he thought they were planning how to kill him.

Vocab Check Unit 3, am 13.12.2021

Donnerstag, 6. Januar 2022 17:12

13.12.2021

Unit 3

Felix Schneider

- 1) erneuerbare Rohstoffe - renewable resources ✓
- 2) nachhaltig - sustainable ✓
- 3) Nahrungsmittel aus d. Repton - locally grown food ✓
- 4) alle außer einem - all but one ✓
- 5) Physiker - physicist ✓
- 6) Abholzung - deforestation ✓
- 7) Mure - landslide ✓
- 8) Reisziel - destination ✓
- 9) ein Mangel an - a shortage of ✓
- 10) unwahrscheinlich - unlikely ✓ 10/10

Zeitentest

Montag, 17. Januar 2022 11:57

Felix Schneider

Mixed Tenses: Fill in the correct verb forms.

When Mrs Jones came ✓ (come) home from work yesterday, she found ✓ (find) a letter in the mail-box. It was from her boss who wasn't living (not live) in London at the time. She was reading ✓ (read) what he had written ✓ (write) to her when she suddenly heard ✓ (hear) the telephone ring. " Am I speaking ✓ (I, speak) to Mrs Jones?" a voice asked. "Yes, it's me", she replied. "I have been trying (try) to reach you on the phone for two days now. My name is Carter and I work ✓ (work) for IBM. Yesterday I spoke ✓ (speak) to my boss, Mr Dylan, who seems ✓ (seem) to be a friend of yours." - "Yes, this is right, but tell me, what do you want (you, want) from me?" Mrs Jones wanted to know. "Oh sorry, I have completely forgotten (completely, forget) to tell you. You certainly know that Mr Dylan has not been ✓ (not, be) to Britain for 10 years, and now he is planning ✓ (plan) to return to his home-country next summer. Yesterday he informed ✓ (inform) me that he had decided ✓ (decide) to sell his house in Baker Street. You know, I have looked (look) for a nice house for almost 2 years now. Maybe I will buy ✓ (buy) it. After work I always drive ✓ (drive) home through Baker Street. Perhaps you could show me the house?"

17/20
+

Buchwiederholung, am 27.01.2022

Montag, 31. Januar 2022 11:53

Check-up The Hate U Give by Angie Thomas (part 3) Felix Schneider

0,5 How do people react to Starr's interview? (1) (King feels probably pissed) ~~King~~ surprised, he know Khalil's situation and hopefully Why does Maverick invite King Lords and Garden Disciples to his house? (1) because he was be the family needed protection because they were attacked by someone dealer.

3 Where is Seven's high school graduation party? Who interrupts it and how does Seven react? (3) Uncle Carlo's House; lesha → Seven reacts angrily because lesha doesn't care about him as How did DeVante disappear and where do Starr, Chris and Seven find him? (2) his mother 1 He left the house and nobody knew where he was. They found him at King's house (bleeding) How do Seven, Starr, Chris, DeVante get caught up in the protest? (1) ~~know one of us~~ they took part because Starr wanted to riot because How does the group escape? (1) ~~the grand jury didn't indict One-Fifteen~~ they drove away by car (Seven's car) Why are Starr, Seven, Chris and DeVante in danger after escaping from the riots? (1) (the riots are taken over) because the neighbours are ruining the whole neighbourhood When King pulls up in his grey BMW in front of Mav's store it looks as though King is going to have the last laugh. What changes everything? (2) (destroying stores,...) King gets arrested because all neighbours say that they have seen King starting the fire which burnt down 2 How does Starr feel in their new house? Where is it and why were they finally able to move? (3) (but she is also happy) Brook Falls ~~Mav's (Kenya)~~ store. She feels a bit guilty because the family wants to help Garden Heights but they move, so how can they 2 What does Starr mean by "As much as I've lost, I've gained some good stuff too."? (1) help. (+Kenya is now good friend) She gained experience because she knows that her voice 2 What is your opinion on the ending of the novel? (2) is a weapon but sometimes I'm a great fan of the ending wrong things happen even because the family got stronger if you do right. and the children learnt a lot Do you think the white characters (Chris, Hailey, One-Fifteen) are portrayed as well as 2 the black characters? (2) Yeah. These characters are very important. (Chris is white, but he helps Starr a lot) 13,5 / 20 (Hailey represents many white guys who think that Khalil's depth was good because he was a drug dealer)

SA, am 14.03.2022

Montag, 21. März 2022 12:02

English Test 3AHIT 14 March 2022

Name: Felix Schneider

Total score
Percentage: 76,20 % /100%

Grade: Befriedigend

Tasks

Listening comprehension:	<u>13</u> pts./17 pts. (25%)	<u>19,12</u> %/25%
Reading comprehension:	<u>10</u> pts./12 pts. (25%)	<u>20,83</u> %/25%
Writing:	<u>29</u> pts./40 pts. (50%)	<u>36,25</u> %/50%

Scale (in %)

Sehr gut:	90, 5 – 100
Gut:	78,5 – 90,49
Befriedigend:	64,5 – 78,49
Genügend:	50,1 – 64,49
Nicht genügend:	0 – 50%

1) Listening comprehension

History of the Gillette company (7)

The trouble with GPS (10)

2) Reading comprehension

The vegan economy is booming (6)

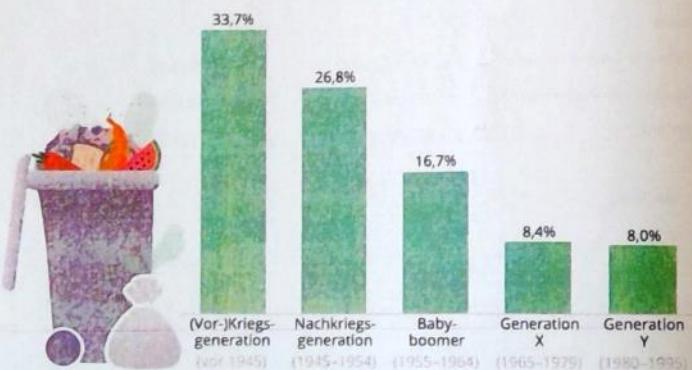
Overnight success to ordinary people (6)

3) Writing:

You work as an intern at *Greenpeace European Unit* in Brussels. Your boss has asked you to write a report on food waste based on a survey conducted in Germany.

Je jünger, desto verschwenderischer

Anteil der Befragten, die im vergangenen Monat keine Lebensmittel weggeworfen haben



Base: 1.876 Personen ab 21 Jahren, 2016
Quelle: IW Köln

statista

Notizen:

In your report you should:

- present the most important results of the survey
- point out why food waste has become such a hot topic
- recommend strategies to reduce food waste.

Write about 250 words.

buy only as much as you need
food should be edible

40



The trouble with GPS

You are going to listen to a recording about problems with GPS. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (9–18) using a maximum of 4 words. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

- | | | |
|-----|--|--|
| Q0 | A quarter of a million tourists visit California's Death Valley _____ | each summer |
| Q9 | Relying on a GPS for navigation can be difficult in Death Valley because there are _____ there. | <i>many roads</i> |
| Q10 | The Cooper family's difficulties began when they asked the GPS for _____ | <i>the shortest road home</i> |
| Q11 | The GPS directions told them to turn right on to _____ | <i>so far a little path</i> |
| Q12 | Where they were told to turn left after a quarter of a mile, _____ | <i>there was no road</i> |
| Q13 | Death Valley Ranger Charlie Calligan says that a couple of times a year, _____ because of GPS. | <i>visitors get lost drive in circles</i> |
| Q14 | Calligan wanted to know why _____ | <i>GPS goes on makes strange mistakes</i> |
| Q15 | He found that roads _____ were appearing on the GPS. | <i>which don't exist</i> |
| Q16 | Calligan found that GPS companies were using _____ for their information. | <i>old maps</i> |
| Q17 | With Calligan's help, TomTom _____ more than 150 roads in Death Valley. | <i>changed or deleted</i> |
| Q18 | Even before GPS, there were disasters in Death Valley when travellers _____ instead of using their common sense. | <i>wanted the shorter route relied on maps</i> |

Felix Schneider

Listening: History of the Gillette company

You are going to listen to a podcast about the history of the Gillette company. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–7) with the sentence endings (A–J). There are two extra sentence endings you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

0	The Gillette company sells ...	D
Q1	Razors and shaving cream account for ...	A✓
Q2	King Gillette invested six years to develop ...	F✓
Q3	In the early 20 th century, Gillette opened ...	I✓
Q4	During World War I, so many razors were ordered that Gillette had to leave ...	C✓
Q5	When the company introduced a new razor model in 1921, they decided to sell ...	B✓ H
Q6	During World War II, Gillette delivered ...	J✓
Q7	In the 1960s, Gillette had to face ...	G✓

A	... 50% of the company's income.
B	... razor handles as premiums with other products.
C	... their production running 24 hours a day.
D	... products for men as well as for women.
E	... a special coating that increased the number of shaves from a blade.
F	... the perfect safety razor.
G	... hard competition from a European company.
H	... the old model at a very low price.
I	... offices and factories in a number of European and non-European countries.
J	... almost their entire production to the army.

67

Schneider

Reading

Read the article about veganism going mainstream.

First decide whether the statements (1–6) are true (T) or false (F) and put a cross (X) in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

The vegan economy is booming – and **Big Food** wants a slice of it. BE

Growth in sales of plant-based food jumped 20% in the USA between June 2017 and June 2018, according to research conducted by Nielsen on behalf of the *Plant Based Foods Association*. That equates to a value of \$3.3 billion – a relatively small amount when compared with overall food sales in the US, which was worth \$5.4 trillion in 2017.

In Europe, the growth in veganism has been even greater. Sales of meat substitutes grew by 45% between February 2014 and February 2018. Between 2013 and 2017, online searches related to veganism quadrupled, according to Google. All of which seems to indicate significant changes in people's dietary habits.

Some of the world's largest food brands and producers are now shrugging off their stuff, keen to benefit from changing eating and food-spending habits. *Dovee*, the French producer perhaps best known for its dairy products, invested € 60 million last year in expanded production of plant-based beverages in its factory in Paris. It also recently opened a new plant in Poland. *Teddy's* and *McDonald's* purchased a 4.5% stake in *Beyond Meat*, a company that makes meat-free burgers. Fast-food joints are also starting to take notice. In 2017, *McDonald's* introduced the McVeggie burger in outlets in Poland and Sweden.

Increased interest in and consumption of meat-free food is, in part, thanks to campaigns such as *Veganuary* and *World Vegan Month*, which have been promoted successfully through social media. *Veganuary* is a UK-based registered charity that encourages members of the public to keep a vegan diet each January as part of their New Year's resolution. Interest in *Veganuary* peaked by 183% in 2018, with 18.2 million people taking part, up from 10.1 million in 2017. There are now over 300 groups supporting the campaign in 2019.

Veganism is a way of life that has long been popular with many celebrities, particularly Hollywood stars and music industry stars. Adana Grisic, Jennifer Lopez, Brad Pitt, and Sophie Woodley are just a few. Earlier this year, Beyoncé used Instagram to announce she was adopting a vegan lifestyle, and invited her followers to join in. At 171.7 million of them.

The benefits of switching to a diet less reliant on meat are, of course, the subject of intense debate. Commonly asked questions include, "How do you get enough protein if you don't eat meat?" and "How do you get enough calcium if you give up dairy?" These concerns can be addressed by careful nutritional planning. And according to researchers from Oxford University, "a global switch to diets less heavy on meat and more on fruit and vegetables could save up to eight million lives by 2050".

The researchers also predict potential cost savings of \$7 billion–\$11 billion per year from cutting the pressure on healthcare plus a reduction in unpaid informal care and lost working days. There are environmental dividends, too. The researchers estimate that helping global greenhouse gas emissions drop by two-thirds, reducing the climate-related damage by around \$1 trillion.

Dr Mark A. Spigtman of the *Oxford Martin Programme on the Future of Food*, who led the study, notes: "Industrialised diets, such as diets low in fruit and vegetables, and high in red and processed meat, are responsible for the greatest health burden globally. The food system is also responsible for more than a quarter of all greenhouse gas emissions, and therefore a major driver of climate change."

Felix Schneider

0	Organic food makes up a significant part of total food eaten in the United States.
1	Food companies are aware of the shift to veganism but do not want to change.
2	Veganism has been able to spread with online help.
3	Many famous people have recently become vegan because it is popular.
4	The advantages of veganism are hotly discussed.
5	Organising your food ahead of time will help solve some of the normal problems with veganism.
6	More people becoming vegan would save a minor amount of money.

T X	Justification (First four words)
0	That equals to a
1	Some of the world's
2	Increased interest in and
3	Veganuary is a way
4	The benefits of switching
5	These concerns can be
6	The researchers also predict

576

Reading: Overnight success to ordinary people

Read the text below, then choose the correct answer (A, B, C or D) for questions 1-6. Put a in the correct box. The first one (D) has been done for you.

Even in the remnant parts of the Dales, reality TV can still bring overnight fame

The Owens family don't have many visitors. Living on a remote farm in Rievaulx, passing cost to coast walkers occasionally stop by for tea and scones, but for most of the year, Australia's Simon Amstell, Chris, and their five children have the run of the place. The show "The Dales" was one of the most popular reality shows in the UK last year, and now the Owens welcome a film crew into the fold and the family became one of the stars of the new ITV series *The Dales*.

"When the cameras first turned up we all tried to be on our best behaviour," says Amanda, whose fifth child was just a few weeks old when producer Adrian Edmondson and his team arrived. "It was a mix of nerves and excitement. They were nice people, so I think they were there and you just have to hope they edit out the bad bits. I spend my life in welfare, there's nothing glamorous about it, but we seemed happy to film whatever we were doing. Of course you worry how you will come across, but we agreed to do it because we thought it years to come it would be good for the children to look back on. It's a bit to look at and say 'I was on TV'."

The Dales also looks set to make a star out of teenage farmer Philip Metts. He turned out to be a natural in front of the cameras, whether he is talking about the death of his father just a few years earlier, or his plans to open a sheepdog training school. "I guess people will start to recognize me," says the 17-year-old, who has now decided to make working full-time on the farm. "But I don't see myself as a star. I'm a farmer who just happens to be on television."

Occasionally, a programme comes along which strikes such a chord with viewers that it also brings overnight success to its stars. Back in 2007 Kristina Grimes became the face of the *Apprentice*. She eventually won the competition and the books that followed the phenomenal moment sold well over 100,000 copies. While turned off by the opportunity, each was politely declined. Instead Kristina returned to Yorkshire, where she is now sales director for an event management company. "I had 40 job offers in the day. I knew because I actually considered them that a lot of them were from companies who just wanted me on board to market their product. I did love being in front of the camera, but I also knew that if the very most I had a shelf-life of a year, and what about the next 23 years? If you flaunt yourself too much quite quickly you can make yourself completely unemployable. Once I stood back from it, I knew that I had to get my head down and get a job."

A year later Kristina became a student at Newcastle University where she applied for *The Apprentice* and she admits she never really considered where the publicity from the show might lead. "When I was raising my son, my career had to take a back seat. I felt I was probably a couple of steps behind where I might have been. When he left home, I guess I thought, 'Right, Kristina, now's the chance to prove yourself again. You're as good as you look; you are.' I saw *The Apprentice* as a way of getting a push up the ladder."

Throughout the series, Kristina was a favourite with the public, but finally runner-up, Clare Young, felt the full force of the media when she was offered a gig on *ITV's This Morning*. "The result didn't bring me seeing a picture of myself on the front page of the tabloids. What did you expect?" she says. "I knew it would turn out alright in the end, so I just put my hand down, but it was tough, you don't want your family to have to read these kind of things about you." She turned down the offer of a job with Karmen Brady and, having moved back to Wakefield, she has used the profile she earned on the show to build her business. "I've got a lot more opportunities now than I did before the show. I'm not sure what will be the future. The answer was running my own company. I do a lot of work promoting enterprise in schools. When I ask the girls what they want to do, many of them say 'marry a rich man' or 'have a boob job'. It's depressing really. If I'd have taken some of the offers I had after the show I could probably be earning more money than I do now, but I'm my own boss and that's worth more than any monthly pay cheque."

Q1 What had life been like for the Owens family before they started in the TV show *The Dales*?

- a) exciting and dangerous
- b) stressful and hectic
- c) cold and wet
- d) quiet and solitary



Q2 How did the Owens' behaviour change during the production of the show?

- a) They tried increasingly hard to come across glamourously
- b) They behaved more and more naturally
- c) They tried to act sure to be on their best behaviour
- d) They became increasingly apop about whatever the producers were doing



Q3 Why was Phillip Metts become so popular?

- a) He appears so genuine on TV
- b) People sympathise with his fate
- c) Because of his attitude towards life
- d) He looks similar to a popular TV star



Q4 Which sentence is true about the TV show *The Apprentice*?

- a) Kristina Grimes failed to be on camera
- b) After the finale, Simon Amstell returned to Yorkshire
- c) Simon Amstell became a millionaire
- d) After having won the show, Kristina Grimes worked for the television



Q5 What was the hardest moment for candidate Clare Young?

- a) reading negative reports about family members
- b) seeing pictures of herself in various magazines
- c) answering questions from the press and the public
- d) being portrayed negatively in the media



Q6 Why did Clare Young often get when working in schools?

- a) That it is most important for students to earn a lot of money
- b) That students don't want to make an effort regarding jobs
- c) That there are not enough job offers for students these days
- d) That students have no idea what it means to run one's own company



Felix Schneider

E-SA

14.03.2022

To: John Davis
From: Felix Schneider
Date: 14th March 2022
Subject: Food waste

Introduction

This report is based on a survey among 1 876 people older than 21 years conducted in Germany. The aim of this report is to answer the questions why food waste has become so popular and what kind of people do dispose too much food.

P1

Vor. gr. prep

Findings

According to the survey, 33.7 percent of people which are born before 1945 have not thrown food away in the past month. This is quite remarkable because younger people are more likely to be wasteful. For example, only 8 percent of Generation Y – people born between 1980 and 1995 – did not throw any food away recently. The younger the people are, the more food they throw away.

P1 t = t

Vor.

Possible reasons for the popularity of food waste

(Vor.)

One possible reason why food waste has become such an important topic in the past few years is that people are now aware of the fact that food is difficult to dispose of and because of climate change humans need to change their eating habits. Moreover, waste disposal has economical, ecological and social issues. As a result, humans should still eat their food if it is not already spoiled.

Vor.

Recommendations

It would be advisable not to buy too much food if it cannot be eaten before it is beyond its expiration date. In addition, food scraps do not have to be thrown away because they might still be edible. They could be eaten on another day. Furthermore, it is recommended not to buy everything the heart desires in a supermarket.

- 265 words

TA: 7110
OL: 8110
LSC: 7110
USA: 7110
29140

Felix Schneider

German "wollen" and "lassen". Translate the following sentences.

Der Auslandskorrespondent wird den Artikel nicht auf der Titelseite veröffentlichen lassen. (2)
The foreign correspondent will not ~~allow~~ ^{allow} the article to be published on the front page.

Mein Freund hat mich dazu veranlasst, mich für diese Stelle zu bewerben. (2)
My friend ~~make~~ ^{made} me apply for the job.

Der Unternehmer wollte den Risikokapitalgeber dazu veranlassen, Geld zu seinem Projekt beizusteuern. (3)
The entrepreneur wanted to make the venture capitalist ~~spend~~ ^{commit} money to his project.

Der Redakteur wollte, dass die Geschichte gut untersucht wird. (2)
The editor wanted the story to be investigated very well.

Warum willst du nicht, dass ich einen Anteil an dieser Firma kaufe? (2)
Why do you not want me to buy a stake in the company?

Ich erwarte, dass du den Schallplattenspieler reparieren lässt. (2)
I expect you to get the record player repaired.

Wann werden wir dich dazu veranlassen können, das Kunstwerk zu erwerben (don't use buy)? (3) purchase
When will we make you purchase the work of art?

Denkst du sie werden die Fertigungsanlagen morgen überprüfen lassen? (2)
Do you think that they will get the manufacturing machinery verified tomorrow?
-0,5

16 | 18
+

The entrepreneur wanted to make the venture capitalist commit money to his project.

When will we be able to make you purchase the work of art?
Do you think that they will get the manufacturing machinery checked tomorrow?

Common Mistakes

Montag, 5. September 2022 12:38

Felix Schneider

Common Mistakes

1. Mein Handy ist kleiner als deins. My smartphone is smaller than yours.
2. Wir warteten eine Stunde. We ~~have~~ waited for an hour.
3. Tragt ihr eine Uniform? Do you wear a uniform?
4. Mandy ist Fernsehmoderatorin (= TV presenter). Mandy is a TV presenter.
5. Ich gehe zweimal in der Woche aus. I go out twice a week.
6. Wir sollten die Natur in Ruhe lassen. We should leave nature alone.
7. Es ist mir egal, was die Leute denken. I don't care what people think.
8. Wenn ich Peter auf der Party sehe, gebe ich ihm die CDs. If I see Peter at the party, I will give him
9. Wenn du mit dem Zug fahren würdest, würdest du Zeit sparen. I will give him
10. Die beiden Oasis-Alben sind großartig. Both Oasis albums are great.
11. Ich kenne viele Leute, die ein Piercing haben. I know many people who wear piercings.
12. Ist das alles, was übrig ist? Is that all that's remaining?
13. Die Lehrerin erklärte uns die Regel. The teacher explained the rules to us.
14. Was bedeutet dieses Wort? What means this word?
15. Was hast du gestern gemacht? What did you do yesterday?
16. Was passiert in diesem Film? What happens in this movie?
17. Ich habe Vicky gestern getroffen. I met Vicky yesterday.
18. In unserem Dorf gibt es eine Schule und (es gibt) zwei Discos.
19. Schlaf gut! Sleep well.
20. Du musst hart arbeiten. You have to work hard.
21. Habt ihr viele Hausaufgaben auf? Do you have much homework?
22. Wir bekamen diese Informationen aus England. We got these information from England.
23. Mrs Flint lässt nicht zu, dass ihre Tochter in die Disco geht.
24. Die Polizistin ließ mich meine Tasche öffnen. The police officer made me open my bag.
25. Mrs Croft lässt ihr Auto einmal die Woche waschen.
26. Die meisten Burschen in meiner Klasse fahren gerne Mountainbike.
27. Du musst die Arbeit heute nicht fertig machen. You don't have to complete work today.
28. Das sind gute Nachrichten. That is good news.
29. Wir wurden von der Polizei angehalten. We were stopped by the police.
30. Ihm wurde befohlen anzuhalten. He was told to stop.
31. Ist die Polizei schon gekommen? Have the police already arrived?
32. Kannst du mir bitte einen Rat geben? Could you please give me some advise?
33. Ich fühle mich schlechter als gestern. I feel worse than yesterday.
34. Ich bin seit einer Stunde hier. I been here for an hour.
35. Wir kennen Kate seit letztem Jahr. We have known Kate since last year.
36. Ich habe mich mit meinem Messer geschnitten. I cut myself with a knife.
37. Können wir uns am Bahnhof treffen? Can we meet at the trainstation.
38. Edward und Sophie lieben sich. Edward and Sophie love each other.
39. Ich freue mich darauf, euch bald zu sehen. I'm looking forward to see you soon.
40. Schau mal, es schneit. Look, it's snowing.
41. Gehst du oft aus? Do you go out often?
42. Ich habe Sue vor drei Tagen getroffen. I ~~met~~ met Sue three days ago.
43. Tracy schlug vor, ins Britische Museum zu gehen. Tracy suggested going to the British Museum.
44. Kevin wollte, dass seine Mutter ihm hilft.
45. Ich möchte gerne, dass du mitkommst. I would like you to go with us.
46. Tim öffnete vorsichtig die Tür. Tim carefully opened the door.
47. Warte auf mich! Ich komme mit. Wait for me! I will come with you.
48. Die Carters reisen morgen nach Wales. The Carters are travelling to Wales tomorrow.
49. Pass auf! Die Leiter fällt um! Take care! The ladder's going to fall!

9. If you travelled by train you would save time.
18. In our village ^{there} are one school and two discos.
23. Mrs Flint doesn't allow her daughter to go to the disco.
25. Mrs Croft has her car washed once a week.
26. Most boys in my class like riding mountainbike.
44. Kevin wanted his mother to help him.

Describing work experience

Montag, 10. Oktober 2022 08:16



Complete these statements describing people's work experience. Use the positive action words in the VocabBooster. Some gaps have been filled for you.

VocabBooster

achieved ■ advised ■ analyse ■ assessed ■ budgeted ■ carried out ■ collected ■ conducted ■
coordinated ■ created ■ designed ■ developed ■ maintained ■ negotiated ■ promoted ■ researched

- 1 As a freelance web designer, I designed ¹ a range of online products from logos to complete websites, and carefully budgeted ² each project in advance to ensure the costs were transparent for the client.
- 2 In my role as our college's media centre administrator, I promoted ³ the existing database, developed ⁴ the service among students using mailings, and created ⁵ a dedicated website.
- 3 For my final-year project, I conducted ⁶ a survey of smartphone users' attitudes to mobile provider services. I carried out ⁷ interviews with over 100 people and collected ⁸ a substantial amount of data. In addition, I analysed ⁹ a database to interpret ¹⁰ this material.
- 4 As assistant bar manager I researched ¹¹ the wholesale drinks market and successfully negotiated ¹² cost-saving contracts with new suppliers. In this way I achieved ¹³ a 24 per cent reduction in our purchasing costs.
- 5 As a private tutor in the field of mathematics, I assessed ¹⁴ pupils' learning needs and planned lessons that would target their particular problems. I also reliably coordinated ¹⁵ appointments and advised ¹⁶ parents on their child's progress.

personal qualities and work skills

Montag, 10. Oktober 2022 15:15



VocabBooster

Your profile

Personal qualities: highly motivated ■ hard-working ■ articulate ■ resourceful ■ flexible ■ proactive ■ committed ■ diplomatic ■ enthusiastic ■ versatile ■ tactful ■ enterprising ■ innovative ■ consistent ■ ambitious ■ results-oriented ■ motivated by challenge ■ sensitive ■ supportive ■ self-confident ■ creative ■ analytical

Work skills: good communication skills ■ to be able to work independently ■ to work well with others ■ to deal confidently with customers ■ to pay attention to detail ■ strategic thinker ■ good at multi-tasking ■ to work well under pressure ■ strong organisational skills ■ efficient researcher ■ problem-solver ■ excellent time-keeper ■ to keep to deadlines ■ to be able to motivate others ■ to be good at managing conflict ■ to be able to assess situations quickly

Listnings Cambridge Certificate

Montag, 3. Oktober 2022 15:14

<p>NAME: _____</p> <p>ANTWORTBLATT</p> <p>The future of TV</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>0</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> <td>C <input checked="" type="checkbox"/> X</td> <td>D <input type="checkbox"/></td> </tr> <tr> <td>1</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> <td>C <input type="checkbox"/></td> <td>D <input type="checkbox"/></td> </tr> <tr> <td>2</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> <td>C <input type="checkbox"/></td> <td>D <input type="checkbox"/></td> </tr> <tr> <td>3</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> <td>C <input type="checkbox"/></td> <td>D <input type="checkbox"/></td> </tr> <tr> <td>4</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> <td>C <input type="checkbox"/></td> <td>D <input type="checkbox"/></td> </tr> <tr> <td>5</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> <td>C <input type="checkbox"/></td> <td>D <input type="checkbox"/></td> </tr> <tr> <td>6</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> <td>C <input type="checkbox"/></td> <td>D <input type="checkbox"/></td> </tr> <tr> <td>7</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> <td>C <input type="checkbox"/></td> <td>D <input type="checkbox"/></td> </tr> <tr> <td>8</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> <td>C <input type="checkbox"/></td> <td>D <input type="checkbox"/></td> </tr> </table> <p>Von der Lehrperson auszufüllen richtig falsch</p> <p>_____ / 8 P.</p>	0	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/> X	D <input type="checkbox"/>	1	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	2	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	3	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	4	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	5	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	6	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	7	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	8	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	<p>NAME: _____</p> <p>ANTWORTBLATT</p> <p>How to become literate for the future</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>0</td> <td colspan="5">find a school</td> </tr> <tr> <td>1</td> <td colspan="5"></td> </tr> <tr> <td>2</td> <td colspan="5"></td> </tr> <tr> <td>3</td> <td colspan="5"></td> </tr> <tr> <td>4</td> <td colspan="5"></td> </tr> <tr> <td>5</td> <td colspan="5"></td> </tr> <tr> <td>6</td> <td colspan="5"></td> </tr> </table> <p>Von der Lehrperson auszufüllen richtig falsch</p> <p>_____ / 6 P.</p>	0	find a school					1						2						3						4						5						6					
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<p>14. Jänner 2022 / Englisch / Hören B2</p> <p>4</p> <p>You are going to listen to a recording about a proposed tunnel under Stonehenge. First you will have 45 seconds to study the task below. Then you will hear the recording twice. While listening, match the beginnings of the sentences (1-8) with the sentence endings (A-K). There are two sentence endings that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.</p> <p>After the second listening, you will have 45 seconds to check your answers.</p>  <p>The Stonehenge Tunnel</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>0</td> <td>Travelers are advised to stay away from a route that _____</td> </tr> <tr> <td>1</td> <td>Seeking the traffic problems whilst protecting Stonehenge _____</td> </tr> <tr> <td>2</td> <td>After the turn of the century, the Stonehenge Tunnel _____</td> </tr> <tr> <td>3</td> <td>A few days ago an international organisation _____</td> </tr> <tr> <td>4</td> <td>Nowadays experts claim that Stonehenge _____</td> </tr> <tr> <td>5</td> <td>Numerous experts worry that the planned tunnel _____</td> </tr> <tr> <td>6</td> <td>One female historian thinks that in the time to come people _____</td> </tr> <tr> <td>7</td> <td>One Oxford expert's single fear is that the tunnel's design _____</td> </tr> <tr> <td>8</td> <td>Professor Jakes points out a spot which _____</td> </tr> </table>	0	Travelers are advised to stay away from a route that _____	1	Seeking the traffic problems whilst protecting Stonehenge _____	2	After the turn of the century, the Stonehenge Tunnel _____	3	A few days ago an international organisation _____	4	Nowadays experts claim that Stonehenge _____	5	Numerous experts worry that the planned tunnel _____	6	One female historian thinks that in the time to come people _____	7	One Oxford expert's single fear is that the tunnel's design _____	8	Professor Jakes points out a spot which _____	<p>5. 10/12</p> <p>14. Jänner 2022 / Englisch / Hören B2</p> <p>8 P.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td> <td>will do great damage to the ancient site</td> </tr> <tr> <td>B</td> <td>will take part in protest marches</td> </tr> <tr> <td>C</td> <td>has been an issue among experts for a long time</td> </tr> <tr> <td>D</td> <td>gives an insight into the early history of Stonehenge</td> </tr> <tr> <td>E</td> <td>will blame those responsible for the tunnel</td> </tr> <tr> <td>F</td> <td>just nearby Stonehenge</td> </tr> <tr> <td>G</td> <td>was approved by the state</td> </tr> <tr> <td>H</td> <td>was of minor importance for the government</td> </tr> <tr> <td>I</td> <td>will harm the site's visual appeal</td> </tr> <tr> <td>J</td> <td>expressed doubts about the intended project</td> </tr> <tr> <td>K</td> <td>has to be viewed in a different way</td> </tr> </table> <p>5. 11/12</p>	A	will do great damage to the ancient site	B	will take part in protest marches	C	has been an issue among experts for a long time	D	gives an insight into the early history of Stonehenge	E	will blame those responsible for the tunnel	F	just nearby Stonehenge	G	was approved by the state	H	was of minor importance for the government	I	will harm the site's visual appeal	J	expressed doubts about the intended project	K	has to be viewed in a different way
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3**6 P.**

You are going to listen to experts talking about a new type of school. First you will have 45 seconds to study the task below. Then you will hear the recording twice. While listening, answer the questions (1-6) using a maximum of 4 words. Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



How to become literate for the future

0	What is an organization going to do?
1	In the 1830s, what could a literate person do regarding legal issues?
2	According to Ms. Yowell, which aspect of gaming is particularly relevant?
3	What does Ms. Salen find special about the children in her school?
4	During the last century, what was the focus when learning?
5	Nowadays, what do you need to know about different pieces of information?
6	How does one's choice of transport affect an animal in Alaska?

2**7 P.**

You are going to listen to a recording from 2017 about universal basic income. First you will have 45 seconds to study the task below. Then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1-7). Put a cross (X) in the correct box on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



Money for nothing?

- 0 Governments would give a certain amount of money to people
A who have lost work due to modernisation
B willing to re-train in the field of modern technologies
C trying to come up with new ideas against job loss.
D whatever their employment situation.
- 1 A Canadian politician says that a number of workers lack protection because
A a new employment system was introduced.
B modern work life provides too little security.
C more jobs will be carried out by machines.
D people decide to change jobs more often.
- 2 People might get into financial difficulties so
A the costs for the state will rise.
B suddenly there will be no work.
C training for modern job markets is needed.
D more jobs must be created.
- 3 In Canada, the new project is going to be
A developed by scientists.
B discussed on television.
C introduced in a few places.
D cancelled next month.
- 4 Recently, one Finnish town has
A increased its employment figures.
B torn down an old part of town.
C created more manufacturing jobs.
D restored its downtown.
- 5 Mikko, a Finnish citizen, was informed that he
A was chosen to take part in a project.
B would get employed by the state.
C would get less money in the future.
D had unfortunately lost his job.
- 6 In the past, the new concept was
A unsuccessful in various countries.
B considered dangerous for people's work attitude.
C also supported by academic groups.
D only attractive to Scandinavians.
- 7 At present, various governments want to
A increase employment rates.
B find out if the concept can succeed.
C save money on unemployment payments.
D force people to accept any kind of job.

1

You are going to listen to an interview about TV technologies and formats. First you will have 45 seconds to study the task below. Then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–8). Put a cross (✗) in the correct box on the answer sheet. The first one (1) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



The future of TV

- 0 Concerning conventional television, younger people are interested in older series.
A interested in older series.
B watch more live news.
C gradually losing interest.
D quite open-minded.
- 1 Mr Klimmer's business helps his clients to deal with legal regulations.
A deal with legal regulations.
B deal with long filming times.
C avoid high costs for infrastructure.
D avoid conventional TV services. **✓**
- 2 The profits made from the new technology have been as expected by experts.
A as expected by experts.
B increasing significantly.
C hard to predict worldwide.
D rising moderately. **✓**
- 3 The interviewer wants to know whether there are differences in what is shown.
C there are differences in what is shown.
people watch at different times.
the production costs have risen.
D the quality of the productions has improved. **X**

4 The most popular TV formats make the viewers watch

- A online clips about the series.
B programs with similar stories.
C several episodes in a row.
D the series every day.

5 Mr Klimmer believes that the new technology has caused

- A a large international audience.
B a success of Indian television series.
C a new interest in movies.
D people to watch programs illegally.

6 Using the new technology, the Indian TV maker can

- A target other age groups.
B produce more cheaply.
C reach all parts of India.
D compete with the cinema.

7 Smaller viewer groups can be addressed because of

- A personalised advertising.
B low production expenses.
C smaller production funds.
D financial support by individuals.

8 Thanks to Mr Klimmer's business, TV companies can

- A work with unknown actors.
B produce more programs.
C do without advertising support.
D try out new things to show. **✓**

✓ → birth watching

Matura Reading Comprehensions

Montag, 17. Oktober 2022 08:30

14. Jänner 2022 / Englisch / Lesen B2 S. 5/13

1 Read the text from 2017 about the speech habits of men and women. Then choose the correct answer (A, B, C or D) for each question (1-6). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

Taking turns at talking

It is widely thought in the West that women talk more than men. One北欧学者 wrote a book called "The Female Brain" and she says that women speak three times as many words per day as men. Maybe that is why senators keep interrupting Kamala Harris, a California senator, during her speech at the US presidential inauguration, attorney-general, at a hearing on June 13th. Or why Jim Hilt, holding a panel on cosmology at a science festival, was interrupted by a woman who asked him: "What's the difference between a man and a woman?" And when Hillary Clinton, the one woman in the group, Women will talk forever if you don't stop them.

Except that there is not a whole of evidence that they do. Abby Kaplan, a linguist at the University of Utah, published a study in 2017 called "Women Talk More Than Men. And Other Myths About Language Explained", published last year. Researchers have given people video cameras to record themselves, observed classroom interactions, negotiated political deals, and sex groups to reach a joint political agreement, and measured some pairs' conversations in their homes. No study has shown that women talk more than men. In fact, it has shown that women talk less than men. In a romantic-couples study, women talked less than men, while men talked more.

In the best study of a large sample of natural speech, researchers recorded six groups of undergraduate students in a room with no recording device that would randomly switch on and record them over the course of several days. The results showed that women spoke an average of 16,000 words daily. This average was exceeded by differences within groups: some female speakers spoke just a few thousand words, and a few male speakers as many as 50,000.

We people hear women talking more—and dare researchers have proved that too. When they played audio recordings of men and female speakers to listeners, women perfectly identified which speakers were women. In contrast, the listeners had the women taking 55% of the time.

2 According to the first publication mentioned, women

A have a biological advantage when it comes to speech.
☒ C have a lot in common with men.
 C speak less than men in public.
 D are very good at expressing themselves.

8 P.

14. Jänner 2022 / Englisch / Lesen B2 S. 6/13

1 Scientific studies show that, in general,

A women speak more than men.
 B women speak more than men in political debates.
 C men speak less than their partners in a relationship.
 D men speak just as much as women.

2 How much men and women speak depends on

A the kind of person they are.
 B the way they treat other people.
 C how intelligent they are.
 D where they receive their education.

3 Participants in one study believed that the

A male speakers were given little opportunity to speak.
 B male speakers were more difficult to hear clearly.
 C female speakers were more likely than men to be recorded.
 D female speakers were speaking more than they actually were.

4 Research has shown that when men and women are in conversation,

A they find it hard to talk about the same topic.
 B they both want to find solutions to problems.
 C women speak less frequently.
 D men spend more time speaking at one go.

5 There are language experts who believe that, when in conversation,

A both genders mainly want to be accepted by others.
 B both genders mainly want to make others feel comfortable.
 C a man's aim is often to appear important.
 D a woman's aim is often to share knowledge.

6 People who want to take control of a discussion are

A likely to misinterpret less fluent speakers.
 B always keen to make others like them.
 C often better at explaining things in detail.
 D sometimes annoyed when women speak a lot.

7 The author comes to the conclusion that

A people have lost the ability to communicate successfully.
 B a range of conversational techniques is a must for everybody.
 C it is easier for females to learn how to converse successfully.
 D males and females need to choose how to communicate effectively.

8 The way males and females express themselves also depends on

A how respected women are in their country.
 B technological advancement.
 C the society they are part of.
 D the quality of education in their country.

14. Jänner 2022 / Englisch / Lesen B2 S. 7/13

2 Read the text from 2013 about a fabric that can be sprayed onto your body. Complete the sentences (1-6) using a maximum of 4 words. Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.

Spray-on clothing becomes a reality

A seamless fabric that can be sprayed on to skin and other surfaces to make clothes, medical bandages and even upholstery was demonstrated to great success at the recent Science in Style fashion show at Imperial College London.

The seamless material is called Fabrican Spray-on, a fabric that can be sprayed directly onto the body, using aerosol technology. The spray dries instantly to make innovative clothes that can be washed and re-worn.

The development is the work of Dr Manel Torres, a fashion designer from Spain and an academic visitor at Imperial College, who collaborated with Paul Luchham, Professor of Particle Technology from the Department of Chemical Engineering.

Dr Torres demonstrated the new material on models, creating clothes from zero to show how the technology can be applied in the fashion industry.

He showcased his 2011 spring/summer collection of spray-on haute couture at the fashion show at the college. The event celebrated design-led technology at Imperial and coincided with London Fashion Week and the London Design Festival.

Fabrican Spray-on Fabric consists of short fibres that are combined with polymers to bind the fibres together, and a solvent that delivers the fabric in liquid form and evaporates when the spray reaches a surface.

The spray can be applied using a high-pressure spray gun or an aerosol can. The texture of the fabric can be changed according to what fibres are used – such as wool, linen or acrylic – and how the spray is layered.

Fabrican (www.fabricant.com) is a patented, instant, sprayable, non-woven fabric developed through a collaboration between Imperial College and the Royal College of Art.

The technology has captured the imagination of designers, industry and the public around the world and has been developed for use in household, industrial, personal and healthcare, decorative and fashion applications using aerosol cans or spray-guns.

"When I first began this project I really wanted to make a futuristic, seamless, quick and comfortable material," said Dr Torres.

"In my quest to produce this kind of fabric, I ended up returning to the principles of the earliest textiles – such as felt – which were also produced by taking fibres and finding a way of binding them together without having to weave or stitch them."

8 P.

14. Jänner 2022 / Englisch / Lesen B2 S. 8/13

1 The method of applying the material involves **spray**.

2 Instead of creating the spray on his own, Dr Torres **uses a spray gun**.

3 Dr Torres illustrated the use of the spray in fashion by **showing a model wearing spray-on clothing**.

4 The full part disappears as soon as it **touches the skin**.

5 Different materials can be produced depending on **what fibres are used**.

6 To create the spray, Dr Torres went back to **early textile techniques**.

7 Being a researcher, Dr Torres must concentrate on **developing new technologies**.

8 Using the spray for clothing helps to **develop new technologies**.

14. Jänner 2022 / Englisch / Lesen B2 S. 9/13

3 Read the text about how to write novels on detectives and culprits, the criminals they catch. Some sentences are missing. Choose the correct sentence from the list (A-H) for each gap (1-8). There are two extra sentences that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.

How to write a detective novel

The detective himself, or one of the official investigators, should never turn out to be the culprit. This is bad mockery, on a par with offering someone a bright penny for a five-dollar gold piece. It's false pretenses.

0 ... To solve a criminal problem in this latter fashion is like sending the reader on a deliberate wild-goose chase, and if the detective does not reach his conclusions through an analysis of those clues, he has no more solved his problem than the schoolboy who gets his answer out of the back of the arithmetic book.

1) ... His function is to gather clues that will eventually lead to the person who did the dirty work in the first chapter, and if the detective does not reach his conclusions through an analysis of those clues, he has no more solved his problem than the schoolboy who gets his answer out of the back of the arithmetic book.

2) ... No lesser crime than murder will suffice. Three hundred pages is far too much trouble for a crime other than murder. After all, the reader's trouble and expenditure of energy must be rewarded.

The problem of the crime must be solved by strictly naturalistic means. Such methods for learning the truth: as slate-writing, ouija-boards, mind-reading, spiritualistic seances, crystal-gazing, and the like, are liable. A reader has a chance when matching his wits with a rascalsome detective, but if he must compete with the

5) ... The culprit may, of course, have a minor helper or co-conspirator; but the entire plot must rest on one pair of shoulders; the entire indulgence of the reader must be permitted to concentrate on a single tragic return.

6) ... A fascinating and truly beautiful murder is immediately spoiled by any such wholesale culpability. To be sure, a murderer in a detective novel should be given a sparing chance, but it is going too far to grant him a secret society to fall back on. No high-class, self-respecting murderer would want such odds.

7) ... That is to say, pseudo-science and purely imaginative and speculative devices are not to be tolerated in the roman polici. Once an author steps into the realm of fantasy, in the Jules Verne manner, he is outside the bounds of objective fiction, cavorting in the uncharmed reaches of adventure.

8) ... By this I mean that if the reader, after learning the explanation for the crime, should need the book, he would see that the solution had, in a sense, been staring him in the face — that all the clues really pointed to the culprit — and that, if he had been as clever as the detective, he could have solved the mystery himself without going on to the final chapter. That the clever reader does often thus solve the problem goes without saying.

A A servant must not be chosen by the author as the culprit.

B Scientists do not make good detectives because of their complex approach to problem solving.

C The culprit must be determined by logical deduction — not by accident or coincidence or unanticipated conjecture.

D The detective should not be a member of a secret organization.

E There simply must be a corpse in a detective novel, and the deadler the corpse the better.

F There must be but one culprit, no matter how many murders are committed.

G The truth of the problem must at all times be apparent — provided the reader is shrewd enough to see it.

<p>has no more solved his problem than the schoolboy who gets his answer out of the back of the omnibus book.</p> <p><input checked="" type="checkbox"/> B No lesser crime than murder will suffice. Three hundred pages is far too much bother for a crime other than murder. After all, the reader's trouble and expenditure of energy must be rewarded.</p> <p>The problem of the crime must be solved by strictly naturalistic means. Such methods for learning the truth as slate-writing, ouija-boards, mind-reading, spiritualistic seances, crystal-gazing, and the like, are taboo. A reader has a chance when matching his wits with a rationalistic detective, but if he must compete with the world of spirits and go chasing about the fourth dimension of metaphysics, he is defeated ab initio.</p> <p><input checked="" type="checkbox"/> C To bring the minds of three or four, or sometimes a gang of detectives to bear on a problem, is not only to dispense the interest and break the direct thread of logic, but to take an unfair advantage of the reader. If there is more than one detective the reader doesn't know who his co-detective is. It's like making the culprit must turn out to be a person who has played a more or less prominent part in the story — that is, a person with whom the reader is familiar and in whom he takes an interest.</p> <p><input checked="" type="checkbox"/> D This is begging a noble question. It is a too easy solution. The culprit must be a decidedly worth-while person — one that wouldn't ordinarily come under suspicion.</p>	<p><input checked="" type="checkbox"/> There simply must be a corpse in a detective novel, and the deadier the corpse the better.</p> <p><input checked="" type="checkbox"/> There must be but one culprit, no matter how many murders are committed.</p> <p><input checked="" type="checkbox"/> The truth of the problem must at all times be apparent — provided the reader is shrewd enough to see it.</p> <p><input checked="" type="checkbox"/> Secret societies, cannonees, mafias, et al., have no place in a detective story.</p> <p><input checked="" type="checkbox"/> There must be one detective — that is, but one protagonist of deduction.</p> <p><input checked="" type="checkbox"/> The method of murder, and the means of detecting it, must be rational and scientific.</p> <p><input checked="" type="checkbox"/> The detective novel must have a detective in it; and a detective is not a detective unless he detects.</p>
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<p>14. Januar 2022 / Englisch / Lesen B2</p> <p>4</p> <p>Read the text about bookshops in Norfolk, UK. Some parts are missing. Choose the correct part from the list (A–F) for each gap (1–6). There are two extra parts that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (D) has been done for you.</p> <p>Will bookshops survive?</p> <p>Independent bookshop owners across Norfolk have backed a new movement that has waged war on electronic books and aims to preserve nostalgic second-hand stores.</p> <p>Dozens of (D) ... in the last decade as a result of the impact of online sales. Now (1) ... to do battle with the latest threat to the second-hand bookshop — the growing popularity of the e-book.</p> <p>Officials behind the newly formed Campaign for Real Books (Cambo) hope to do similar work for the printed word as Cambo have done for real ale and the pub industry.</p> <p>The number of second-hand bookshops in Britain has halved over the last ten years and fears have been raised that the trend will continue if (2) ... and schools, colleges, universities, and public libraries rely more on the new technology. Andy Vinton, of Church Street Books in Diss, who has become one of the first 100 members of Cambo, said (3) ... had benefitted from reduced rents and business rates and donations that could sell books for 75p.</p> <p>"We not only have to compete with the unfair advantages given to charity shops, now (4) ... schools start getting these e-books, the next generation will not see the point of carrying paper around with them."</p> <p>"Just about survive and my lifelong ambition is to achieve the national minimum wage. I think most book stores would not survive without internet sales," he said.</p> <p>Cambo says that (5) ... between family and friends.</p> <p>John Freeman, of the Tombland Bookshop in Norwich, who has been in the trade for 35 years, said he feared the day when e-books made the printed word redundant. He praised the formation of Cambo, but said it would not make much difference.</p> <p>"I am delighted it is happening, but I am sad that it has got to the stage that we need to campaign for real books. A lot of people come in to browse because it gives them more pleasure than going on Amazon's website. We are quite confident that we will survive as a museum of nostalgia trip," he said.</p>	<p>S. 11/13</p> <p>6 P.</p> <p>Cambo says that (6) ... it will campaign against library closures and fight to ensure paper books do not play second fiddle to e-books. Peter Cox, of Peter's Bookshop in Sheringham, said anything to promote real books should be praised, but people still liked to browse in second-hand stores and he was not concerned about the e-book "fad".</p> <p>A the e-book is costly, impractical, and cannot be shared</p> <p>B sales of electronic books outstrip sales of the printed word</p> <p>C bookshops across the country have closed</p> <p><input checked="" type="checkbox"/> D it was difficult to compete with the charity shops</p> <p>E It was the end of reading</p> <p><input checked="" type="checkbox"/> F it is not possible to open new shops</p> <p><input checked="" type="checkbox"/> G a new national pressure group has been formed</p> <p><input checked="" type="checkbox"/> H we have to contend with the e-book</p> <p><input checked="" type="checkbox"/> I more than 100,000 people in Britain make a living through the book industry</p>
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Cambridge

Montag, 7. November 2022 14:13

READING AND USE OF ENGLISH | SAMPLE PAPER

Part 1
For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (1).
Mark your answers on the separate answer sheet.

Example:
9 A straight B common C everyday D conventional
 A B C D

Studying black bears
After years studying North America's black bears in the [B] way, wildlife biologist Luke Robertson got no closer to understanding the creatures. He realised that he had to (1) their trust. Abandoning scientific detachment, he took the daring step of forming relationships with the animals, bringing them food to gain their acceptance.
The (2) this has given him into their behaviour has allowed him to dispel certain myths about bears. (3) to popular belief, he contends that bears do not (4) as much for fruit as previously supposed. He also (5) claims that they are ferocious. He says that people should not be (6) by behaviour such as awaiting paws on the ground, as this is a defensive, rather than an aggressive, act.
However, Robertson is no sentimentalist. After devoting years of his life to the bears, he is under no (7) about their feelings for him. It is clear that their interest in him does not (8) beyond the food he brings.

Part 2
For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (9).
Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: A B C D E F G H I J K L

The origin of language
The truth (9) ... nobody really knows how language first began. Did we all start talking at around the same time (10) ... or the manner in which our brains had begun to develop? because
Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in (11) ... a way that we are programmed for language from the moment of birth. In (12) ... words, language came about as a result of an evolutionary change in our brains at some stage. despite
Language (13) ... well be programmed into the brain but (14) ... people still need stimulus from others around them. From studies, we know that (15) ... children are isolated from human contact and have not learnt to construct sentences before they are ten, it is doubtful they will ever do so. This research shows, if (16) ... else, that language is a social activity, not something invented (17) ... isolation.

Part 3
For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (17).
Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: A B C D E F G H I J K L

Training sports champions
What are the abilities that a (1) ... sports person needs? To guarantee that opponents can be (17) ... speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive (18) ... regime and a highly nutritious diet are vital for top-level performance. It is carbohydrates, rather than proteins and fat, that provide athletes with the (19) ... they need to compete. This means that pasta is more (20) ... than meat or meat. Such a diet enables them to move very energetically when required. Failure to follow a sensible diet can result in the (21) ... to maintain stamina.
Regular training to increase muscular (22) ... is also a vital part of a professional's regime, and this is (23) ... done by exercising with weights. Sports people are prone to injury, so a quality training regime can ensure that the (24) ... of these can be minimised.

PROFESSION
COME
FIT
ENDURE
BENEFIT
ABLE
STRONG
TYPE
SEVERE

318

2/8

Part 4
For questions 25 – 36, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (25).
Example:
25 James would only speak to the head of department alone.
ON
James to the head of department alone.
The gap can be filled with the words instead of speaking, so you write:
Example: A B C D E F G H I J K L
Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

25 My brother now eats far less than he did when he was younger.
NEARLY
My brother much now as he did when he was younger. **2**

26 They are demolishing the old bus station and replacing it with a new one.
PULLED
The old bus station is with a new one. **1**

27 I'm disappointed with the Fishers' new album when I compare it to their previous one.
COMPARISON **disappointingly**
I think the Fishers' new album is their previous one. **1**

28 Anne got the job even though she didn't have much experience in public relations.
SPITE
Anne got the job of experience in public relations. **2**

29 'I must warn you how dangerous it is to cycle at night without any lights,' said the police officer to Max.
DANGERS
Max received a at night without any lights from the police officer. **1**

READING AND USE OF ENGLISH | SAMPLE PAPER

READING AND USE OF ENGLISH | SAMPLE PAPER

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PROFESSION
COME
FIT
ENDURE
BENEFIT
ABLE
STRONG
TYPE
SEVERE

318

X OVERCOME
COMING
X FITNESS
ENDURANCE
BENEFICIAL
ABILITY X UNABILITY
STRENGTH
TYPICALLY
SEVERAGE X SEVERITY **4/10**

READING AND USE OF ENGLISH | SAMPLE PAPER

READING AND USE OF ENGLISH | SAMPLE PAPER

Part 4
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ON
James to the head of department alone.
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Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

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NEARLY
My brother much now as he did when he was younger. **2**

26 They are demolishing the old bus station and replacing it with a new one.
PULLED
The old bus station is with a new one. **1**

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COMPARISON **disappointingly**
I think the Fishers' new album is their previous one. **1**

28 Anne got the job even though she didn't have much experience in public relations.
SPITE
Anne got the job of experience in public relations. **2**

29 'I must warn you how dangerous it is to cycle at night without any lights,' said the police officer to Max.
DANGERS
Max received a at night without any lights from the police officer. **1**

READING AND USE OF ENGLISH | SAMPLE PAPER

26 They are demolishing the old bus station and replacing it with a new one.
PULLED **being**
The old bus station is with a new one.

1

27 The number of students now at university has reached an all-time high, apparently.
THE
The number of students now at university is been, apparently.

2

9 / 12

18 / 36 50%

-ing

Montag, 5. Dezember 2022 15:16

Felix Schneider

-ing form after prepositions

① Fill in prepositions where necessary.

1. Your colleagues are good ... keeping a secret, aren't they? 2. You seem very fond ... saying things behind my back. 3. You seem upset ... losing Jones. 4. The man of letters is accustomed ... writing. 5. Mrs Attley was very skilful ... directing the table talk away from her daughter. 6. I don't say I'm proud ... cheating him out of 300 dollars. 7. I saw quite clearly the benefit I was capable ... getting from travel. 8. He is usually fairly careful ... making his statements. 9. I'm sick ... doing things for you. 10. But he was slow ... replying. 11. He is quite excited ... being among us again. 12. It was five minutes later than my usual bedtime and I felt guilty ... being still up. 13. She was quick ... finding out things. 14. Dolly seemed relieved ... not having to make a scene. 15. I tried to be as nice as possible ... refusing. 16. He selected a dingy little place where he felt sure ... not meeting any acquaintances.

② 1. Carl took the bus home instead of (wait) for his mother. waiting ✓
2. Instead of (stand) around here (do) nothing, you could help me. standing, doing ✓
3. Dad tried to repair the car himself instead of (take) it to the garage. taking ✓
4. Lea was so tired that she went to bed without (brush) her teeth. brushing ✓
5. You can't come into this room without (knock). knocking ✓
6. I'm not going to leave without (talk) to Mr Brown first! talking ✓

③ And now English instead of German!

1. Der kleine Bub lief über die Straße, ohne nach links und nach rechts zu schauen. instead of looking left and right ✓
2. Vater ging mit Onkel Richard fischen, anstatt mein Fahrrad zu richten. instead of fixing my bicycle ✓
3. Anstatt die Zeitung zu lesen, warf Oskar sie in den Papierkorb. instead of reading the newspaper my uncle throws it in the bin. ✓
4. Oskar warf die Zeitung in den Papierkorb. throwing the newspaper in the bin. ✓
5. René verließ den Raum, ohne ein Wort. René left the room without saying a word. ✓
6. Du solltest dich über Peters Pläne freuen. You should be happy about Peters plans instead of being worried. ✓
(= to be happy about), anstatt dir Sorgen zu machen.

④ Choose the correct preposition from the list below to complete the sentences.
of after before without
a. They decided to warm up cycling on
b. The horseman rode for over a mile stopping at a large camp in the mountains.
c. By about 10 am we were back on the road thanking the man for everything he had done.
d. David was aware something approaching

⑤ Complete the following sentences by adding the correct prepositions and the gerund form of a suitable verb. (There is a list of the missing prepositions below, if you need help.)
a. I left home as soon as I was capable having enough money to live on. / of earning ✓
b. I would never use your telephone getting your permission first. ✓ / gaining ✓
c. He explained that the machine was used cutting bread into thin slices. ✓
d. I'm afraid I'm awfully bad remembering names. What's your again? ✓
e. She insisted paying her share of the bill. ✓
f. He gave up his job because he was fed up working such long hours. ✓
g. My parents did nothing to prevent me joining a pop music group. ✓
h. I had some difficulty finding a taxi at the station. ✓
at for from in of on with without

-ing form after prepositions

⑥ 1. I am afraid my keys, and so I've put them on a long chain. ✓✓
2. Nobody thought that we were capable it, but we showed them! ✓✓
3. Steve went to bed although he was far his work. ✓✓
4. My family and I are fond friends to a barbecue. ✓✓
5. Listen to Johnny! He's really good people. ✓✓
6. Who is interested out how the story ends? ✓✓
7. Linda says she is proud my friend. ✓✓
8. What a mess! Who is responsible it is here? ✓✓
9. Hello, Andy! I'm surprised you here! ✓✓
10. Let's go home. I'm tired to this boring speech. ✓✓
11. What's the matter with you, Mike? You don't look well. – Nothing! I'm just tired football all afternoon. ✓✓
12. Mike is not used around so much. ✓✓

⑦ 1. I apologized late, but they had started without me. ✓✓
2. My Dad believes important things himself. ✓✓
3. Modern economy depends information from all over the world. ✓✓
4. I think I'll stay at home today, I don't feel out. ✓✓
5. Two policemen prevented a young man into the river. ✓✓
6. If you still make mistakes, go until you can do it. ✓✓
7. Marion insisted for her drinks herself. ✓✓
8. Mum had a cold, so she had to put to Munich. ✓✓
9. Everybody in my class is looking forward "Avatar 2" at the theatre next week. ✓✓
10. Grandma sometimes talks her house and to our place. ✓✓
11. Thanks after our cats while we were away, Mrs Schneider. ✓✓
12. Don't worry your way. There are street signs everywhere. ✓✓
13. Herbert has been talking the Sahara for years. ✓✓
14. David Copperfield usually succeeds his audiences (audience = Publikum) –

⑧ Translate, please!
example: Frank entschuldigte sich dafür, daß er meine Disketten schwarz wieder vergessen hatte. →
Frank apologized for forgetting my disks again.

1. Wir konnten Onkel Richard nicht daran hindern, in den Teich (= pool) zu springen.
2. Ich mache mir oft Sorgen darüber, daß ich krank werde. (krank werden = to fall ill)
3. William spricht oft davon, den Mt. Everest zu besteigen.
4. Der Tourist bedankte sich dafür, daß ich ihm den Weg zeigte.
5. Ich hatte nie daran gedacht, daß das Rennen gewinnen würde.
6. Ich kann nicht mehr hören, nach Schneemassen summen? – Ja! Wir freuen uns schon darauf zu sehen, wer der Schnellste ist.
7. Du liest sehr gut, Linda. Bitte lies weiter.
8. Onkel Richard bestand darauf, selbst von der Party nach Hause zu fahren.

⑨ Finish the sentences below with a suitable gerund form:
a. There's a small entrance fee and so far no one has objected to
b. Although he's a champion jockey, he actually prefers breeding dogs to
c. Now I've got a really good camera, I'm looking forward to taking pictures.

1. Martin is good at skiing ✓✓
2. He is proud of winning so many races. ✓✓
3. He is used to training many hours a week. ✓✓
4. He is also interested in snowboarding. ✓✓
5. Sometimes he is tired of falling. ✓✓
6. Moreover, he fears from falling. ✓✓
7. However, he is far from quitting. ✓✓
8. Summing up, he is tired of answering these stupid questions. ✓✓
1. We couldn't prevent Uncle Richard from jumping into the pool. ✓✓
2. I often worry about falling ill. ✓✓
3. William often talks about climbing the Mt. Everest. ✓✓
4. The tourist thanked me for showing him the way. ✓✓
5. I never thought of winning the race. ✓✓ *No you feel like summer today.*
6. We are looking forward to finding out who is the fastest! ✓✓
7. Please keep reading! ✓✓ *from the family*
8. Uncle Richard insisted on driving home by himself. ✓✓

10

Finish the sentences below with a suitable gerund form:

- a. There's a small entrance fee and so far no one has objected to *paying it.*
- b. Although he's a champion jockey, he actually prefers breeding dogs to *riding horses.*
- c. Now I've got a really good camera, I'm looking forward to *taking pictures.*
- d. Don't worry about leaving me in charge of the children, I'm quite used to *looking after them.*

11

Give the English for:

- 1. Ich esse sehr gern ausländische Speisen.
- 2. Es ist sehr müde, jeden Tag um halb fünf aufzustehen.
- 3. Judy ist sehr gut im Schreiben von Geschäftsbriefen.
- 4. Wirst du imstande sein, das Auto in die Garage zu fahren?
- 5. Onkel Fred war nicht daran interessiert, ins Museum zu gehen.
- 6. Wer ist für das Reinigen der Tafel verantwortlich?

1. I like eating foreign dishes.
2. He is fed up with getting up at half past four every day.
3. Judy is very good at writing business letters.
4. Will you be capable of driving the car to the garage.
5. Uncle Fred wasn't interested in going to the museum.
6. Who is responsible for cleaning the board?

Gerunds after certain verbs

Monday, January 9, 2023 8:35 AM



Gerund after certain verbs

When one verb is followed by another, the second verb is not always in the infinitive. You can say *I want to travel* but not **I enjoy to travel*. *Enjoy* is usually followed by the gerund, and so are quite a number of other verbs. The most common are:

admit	He admitted stealing the money.
appreciate	I appreciate having time to relax.
avoid	He tried to avoid answering my question.
consider	Have you considered getting a job abroad?
delay	Don't delay claiming or you may lose benefit.
deny	She denied stealing the money.
dislike	Quite a few English people dislike eating spicy food.
enjoy	I enjoy dancing.
escape	How did he escape being caught?
excuse	Please excuse my being late.
face	He couldn't face driving all the way to Los Angeles.
fancy	I don't fancy going out this evening.
finish	When will you finish telephoning?
forgive	Will you forgive my asking just one more question?
imagine	I can't imagine George riding a motorbike.
include	Your duties include making tea for Mr Howlett.
involve	Will this involve living abroad?
keep	Sorry to keep you waiting so long.
mention	You mentioned having been in hospital last year.
mind	Would you mind closing the door?
miss	We really missed being able to go to the beach whenever we wanted
postpone	Why can't we postpone going there?
practise	Today we're going to practise parking.
risk	Are you prepared to risk travelling without an armed guard?
suggest	Sam suggested going to the cinema.
tolerate	I won't tolerate your going out every night.



Gerund after certain verbs

① Match the two halves of the sentences below so that they make sense:

- | | |
|---|---|
| a He had been considering | 1 meeting again till September. |
| b The smell of the soup put me off | 2 getting completely lost. |
| c In court she strongly denied | 3 starting his own company. |
| d He looked so funny that I couldn't help | 4 being anywhere near the scene of the crime. |
| e If you don't take a map, you risk | 5 wanting to taste it. |
| f Before our holiday we practised | 6 opening the window. |
| g As everyone was away we postponed | 7 laughing out loud. |
| h It's so hot, would you mind | 8 saying a few phrases in Greek. |

② Complete the following sentences with suitable gerunds:

- a If you seriously want to save money, you'd better give up spending money on cars.
- b I don't mind most housework but I can't stand doing dishes.
- c The puppies looked so sweet that I couldn't resist petting them.
- d If you want to learn to ride a horse, you won't be able to avoid practicing.
- e Must you keep driving? It's really annoying!
- f I'd hate to be a miner. Can you imagine working in a mine?
- g Can I have the newspaper if you've finished reading it?
- h The man the police caught finally admitted taking the car.
- i When he said he'd forgotten the phone number, I suggested ringing him up on another phone.
- j My job as Tourist Officer for Birmingham involves answering tourists away from local people.

③ Translate:

1. Der Mann gab zu, die Juwelen gestohlen zu haben. *The man admitted stealing the jewels.* ✓
2. Vor einem Jahr erwägte Jack zurück nach England zu ziehen. *Jack mentioned moving back to England one year ago.* ✓
3. Verabscheut du das Tanzen wirklich so sehr? *Do you really dislike dancing?* ✓
4. Mein Vater genießt es, am Abend ein Glas Bier zu trinken. *My father enjoys drinking one beer in the evening.* ✓
5. Bitte verzeih mir, dass ich dich so spät am Abend anrufe, aber ich brauche deine Hilfe. *Please excuse me for calling you so late but I need your help.* ✓
6. Kannst du dir vorstellen, in Beverly Hills zu wohnen und ein Filmstar zu werden? *Can you imagine living in Beverly Hills and becoming a film star?* ✓
7. Habe ich erwähnt, dass ich die "Mona Lisa" in Paris gesehen habe? *I mentioned seeing Mona Lisa in Paris.* ✓
8. Du musst dich nicht beeilen, Paula. Es macht mir nichts aus zu warten. *You're not in a hurry. I don't mind waiting.* ✓
9. Ich bin froh, dass du zurück bist, Viktoria. Ich habe es wirklich vermisst, mit dir zu sprechen. *I'm happy you're back. Victoria. I missed talking to you.* ✓
10. Herr Reynolds sagte, dass wir üben sollten. Deutsch laut zu sprechen. *Reynolds said we should practice speaking German loudly.* ✓
11. Petra schätzte es wirklich dort zu sein. *Petra enjoyed being there.* ✓
12. Vermeide es zu übertrieben, wenn du Briefe an Freunde schreibst. *Avoid exaggerating when writing letters to friends.* ✓
13. George erwägte nach Australien auszuwandern. *George considered immigrating to Australia.* ✓
14. Petra genoss es, jemanden zum Reden zu haben. *Petra enjoyed having someone talk to her.* ✓
15. Würde es dir etwas ausmachen, mir eine Zeitung mitzubringen? *Do you mind getting me a newspaper?* ✓
16. Manchmal vermisste sie es, österreichisches Essen zu essen. *She missed eating Austrian food sometimes.* ✓
17. Sie übt das Gitarrespielen jeden Tag zwei Stunden lang. *She practices playing the guitar two hours every day.* ✓
18. Denkst du, wir können es riskieren, ihn jetzt anzurufen? *Do you think we could risk calling him now?* ✓
19. Darf ich vorschlagen, das Thema zu wechseln? *May I suggest changing the topic?* ✓
20. Du musst es vermeiden, diese dummen Fehler zu machen. *You must avoid making such stupid mistakes.* ✓

④ example: Ich kann mir nicht vorstellen, in dieses Haus einzuziehen. →
I cannot imagine moving into this house.

1. Mein kleiner Bruder hat zugegeben, daß er die Vase zerbrochen hat. *My little brother admitted breaking the vase.* ✓
2. Wenn du kannst, vermeide es, mit Caspar zu sprechen. *If you can avoid talking to Casper.* ✓
3. Ich überlege mir, 50 Schilling für das Rote Kreuz zu spenden. *(spenden = to give)* *I'm considering giving 50 crowns to the Red Cross.* ✓
4. Fritz mag es nicht, wenn er früh aufstehen muß. *Fritz dislikes getting up early.* ✓
5. Er genießt es, am Wochenende lange zu schlafen. *He enjoys sleeping long in the weekend.* ✓
6. Die Arbeiter wurden gestern mit dem Tunnelgraben fertig. *(graben = to dig)* *The workers finished digging the tunnel yesterday.* ✓
7. Du riskierst, dich zu erkälten, wenn du ohne warme Jacke ausgehst. *You risk catching a cold if you go out without a jacket.* ✓
8. Ich schlage vor, heute ins Kino zu gehen. *I suggest going to the cinema today.* ✓
9. Wir sollten öfter (= more often) Singen üben. *We should sing more often.* ✓
10. Ich stelle mir oft vor, nach Hawaii zu reisen. *I often imagine travelling to Hawaii.* ✓
11. Doris hat nichts dagegen, das Zimmer allein aufzuräumen. *Doris doesn't mind cleaning the room on her own.* ✓
12. Mein Großvater vermißt das Schachspielen mit seinen Freunden. *My grandfather misses playing chess with his friends.* ✓

Infinitive and Gerund

Monday, February 20, 2023 3:07 PM



Infinitive or Gerund

① Complete these sentences with the infinitive or gerund of the verb in brackets.

- 1 Larry, I'd like a word with you. (have) ✓
- 2 I just love in the sun. (lie) ✓
- 3 We hate so early, but we have to get up at the crack of dawn. (leave) ✓
- 4 Why not take a taxi? – I think I'd prefer tonight. (walk) ✓
- 5 Quite a few people prefer to the opera to to the theatre in fact. (go, go)
- 6 My wife used to hate in the morning. (get up) ✓

② Put the verb in brackets in the correct form, gerund or infinitive.

- a You must remember (call) at the bank on your way home because we need (order) some traveller's cheques. *to call* ✓ *to order* ✓
- b Could you stop (type) for a moment? I need (concentrate) on this letter. *to type* ✓ *to concentrate* ✓
- c I hope you haven't forgotten (telephone) the garage because the car badly needs (service). *to telephone* ✓ *to service* ✓
- d We could try (make) a dash for the car if it would only stop (rain) for a moment. *to make* ✓ *raining* ✓
- e I'm sure you won't regret (buy) the house, even though it needs (paint) and (decorate). *to buy* ✓ *to paint* ✓ *to decorate* ✓
- f I regret (say) that he's forgotten ever (promise) you a job. *to say* ✓ *to promise* ✓ *to forget* ✓
- g I don't remember (take) my wallet out of my bag, but I must have done when I stopped (buy) petrol. *to take* ✓ *to buy* ✓
- h As I told you, he's rather deaf, so don't forget (try) (shout) if he doesn't answer the door at first. *to try* ✓ *shouting* ✓

③ Gerund and infinitive revision

- a I've considered (ask) him (raise) my salary, but I don't think he can afford (do) it. *asking* ✓ *to raise* ✓ *to do* ✓
- b If the machine happens (stop) (work), just telephone and arrange for the service engineer (call). *to stop* ✓ *to work* ✓ *to call* ✓
- c I can't help (think) that we shouldn't have agreed (lend) him our car. *to think* ✓ *to agree* ✓ *to lend* ✓
- d If you've finished (use) the typewriter, I'd like (borrow) it for a while, so that I can get used to (type) with that machine. *to use* ✓ *to borrow* ✓ *to type* ✓
- e He denied (take) the money and warned us (not/call) the police. *to take* ✓ *not to call* ✓
- f I'm delighted (hear) that you are intending (visit) us and I look forward to (see) you when you come. *to hear* ✓ *to visit* ✓ *seeing* ✓

④ Sätze mit verb + infinitive und verb + "ing"-form

examples: They started playing after we had arrived. →
 They started to play after we had arrived.
 → gleiche Bedeutung, daher andere Form möglich
 I don't mind waiting for you a little longer. →
 → keine andere Form möglich; "to mind" verlangt zwingend eine "ing"-Form (Gerund)

1. Dad, have you finished working?
2. I'd like to watch "Star Trek" now, okay?
3. Sammy prefers to write with a ball-point (= Kugelschreiber). *Sammy prefers writing* ...
4. Last Saturday I watched my brother play in the finals. He won. *was watching*
5. Jack managed to get all his things into the bag.
6. I'm very disappointed with Fred. He has refused to help me again.
7. Grandpa loves to work in his garden. *-ing*
8. After a short rest the tourists continued climbing up the mountain. *to climb*

Infinitive or Gerund

5

In dieser Übung gibt es nur mehr eine richtige Möglichkeit. Die Frage lautet daher: *infinitive or "ing"-form?*

examples: Mr Fox is angry because I have forgotten (do) my homework. →
Mr Fox is angry because I **have forgotten to do** my ...

I remember (see) this man before,
but I don't know where. →

I remember **seeing** this man before, ...

1. About a month ago Aunt Frieda stopped (smoke).
2. She had tried (give it up) many times before, but she had never succeeded in (do) so.
3. This time she needed (stop) because she had asthma.
4. If she had continued (smoke), she would have risked (get) seriously ill.
5. A friend had said to her, "Why don't you try (eat) sugar-free sweets instead of (smoke)? It may work."
6. And really, so far she has managed (keep) away from cigarettes.

6

1. The taxi driver stopped at a petrol station (ask) for the way.

2. I'd love (fly) a helicopter one day. I love (do) exciting things.

3. Gloria and Alfred are here. I can hear them (come).

4. "(eat) sweets is dangerous for your teeth", the dentist said. But it's very difficult (give up) something one likes so much.

5. I remember (read) this book last year. I liked it!

6. Look, somebody forgot (lock) the door. I hate (come) home and (find) the door open! Imagine someone (walk) into the house and (steal) something!

7. I'm sure I didn't forget (lock) it! I clearly remember (check) all the doors and windows before we left.

8. I hate (hear) my sisters (fight) all the time! – Why don't you try (talk) to them about it? Perhaps they will stop (fight) when you are near.

9. Have you ever watched Bill (do) his card tricks? They are amazing. – No, never. But I'd like (see) him (do) them one day.

10. Peter has caught a cold. We tried (make) him (wear) a warmer jacket, but he refused (listen) to us.

11. My sister loves (take) walks in the rain. I don't! I hate (get) wet.

12. The walls of my room need (paint). I'll try (paint) them blue and green this time. I like (try out) new colours.

to ask

7 Complete these sentences with the infinitive or gerund of the verb in brackets.

1. I'll be there at seven sharp. Try not late. (be)
2. Have you ever tried your own jam? (make)
3. What are you in such a hurry for? – We're trying the last bus. (catch)
4. Why don't you try with the windows open? (sleep)
5. We must try of him first thing tomorrow morning. (get hold)
6. Why don't you try a hat? (wear)

8

Complete the following sentences with the gerund or infinitive of the verb in brackets. If both constructions can be used, explain the difference in meaning.

1. Do you remember (have) your first English lesson? *having*
2. Did you remember (take) your medicine?
3. I'm afraid I forgot (switch) the light off in the cellar.
4. Will you ever forget (eat) those lovely cakes in Bad Ischl? *eating*
5. The doctor told him to stop (smoke) straight away.
6. Must you go on (tell) us about it while we are having lunch? *telling*
7. If it goes on (rain), we will have to cancel our picnic.
8. The boss went on (talk) about less serious matters. *talking*
9. He soon regretted (sell) the old house.
10. We regret (say) that we are not satisfied with the quality. *to say*

9

Give the English for:

1. Ich erinnere mich nicht, Sie schon einmal gesehen zu haben.
2. Hast du daran gedacht, die Milch in den Kühlschrank zu geben?
3. Ich werde nie vergessen, wie ich mit dem Flugzeug über den Grand Canyon flog.
4. Jemand muß gestern abend vergessen haben, die Türe abzusperren.
5. Wann wird es zu schneien aufhören?
6. Sie blieben stehen, um eine Tasse Tee zu trinken.
7. Als nächstes zeigte sie uns ihre Fotos von Amerika.
8. Hamish redete weiter über seine Erlebnisse auf Borneo.
9. Irvin bedauerte, daß er seinen Fotoapparat zu Hause gelassen hatte.
10. Es tut mir leid zu sagen, daß es nicht stimmt.

1. I don't remember ever seeing you. *to see*
2. Did you remember to give the milk back in the fridge?
3. I will never forget flying over the Grand Canyon with the plane.
4. Somebody must have forgotten to lock the door yesterday evening.
5. When will it stop snowing?
6. They stopped to walk in order to drink a coffee.
7. She went on to show us her pictures of America.
8. Hamish was talking about his experiences on Borneo.
9. Irvin regretted leaving his camera at home.
10. I'm sorry to say, that this train

Infinitive or Gerund

16 Complete these sentences with the infinitive or gerund of the verb in brackets.

- 1 Last night I saw Jane at the bus stop. (stand)
- 2 Did you watch Tom Harry at tennis on Saturday? (beat)
- 3 I was so fast asleep that I didn't hear you in at all. (come)
- 4 Janine saw him the bus the other day. (get off)
- 5 When I looked out, I saw Mr Hallet his car. (wash)
- 6 Listen! Can you hear a cat ? (miaow)

17 Complete the following text.

Of course I remember (see) Cliff. I had just started (polish) the car when I saw him (go) down the street, and I actually watched him (enter) the grocer's shop. He must have forgotten (buy) something. I didn't see him (come) out though, I just went on (polish) the car. I was trying (get) it very shiny. By the way, I must remember (buy) some new polish tomorrow. Not that I mind (do) that. In fact, I quite enjoy (look) over all those accessories they have at the car boutique. By the way, I'd like (buy) new seat-covers. I love (have) new seat-covers. They really make the car (look) nice.

18 Give the English for:

- 1 Alle fingen gleichzeitig zu reden an.
 - 2 Er fing mit dem Eislaufen an, als er drei war.
 - 3 Nicht alle Menschen hassen es, früh aufzustehen.
 - 4 Hörst du ihn nie mit seiner Katze sprechen?
 - 5 Du mußt wirklich versuchen, bessere Noten zu bekommen.
 - 6 Hast du jemals versucht, sie im Büro anzurufen?
 - 7 Bedauerst du, daß du dein Land verlassen hast?
 - 8 Wir bedauern, Ihnen mitzuteilen, daß wir keine freie Stelle haben.
 - 9 Als nächstes sprach er über seine Schwester.
 - 10 Lies weiter, Thomas.
 - 11 Er blieb stehen, um Postkarten zu kaufen.
 - 12 Würdet ihr bitte aufhören zu reden.
 - 13 Wir werden nie vergessen, wie wir an Bord der 'Seven Seas' von New York nach Rotterdam fuhren.
 - 14 Bitte vergiß nicht, die Lichter abzudrehen, wenn du die Wohnung verläßt.
 - 15 Ich erinnere mich ganz gut, daß ich das Paket an einem Freitag erhielt.
-
1. Everybody started talking at the same time.
 2. He started ice-skating when he was three.
 3. Not everybody hates getting up early.
 4. Do you ever hear him talking with his cat?
 5. You must try to get better grades.
 6. Did you ever try calling her at the office?
 7. Do you regret leaving your country?
 8. We regret to tell you that we have no vacancy.
 9. He went to talk about his sister.
 10. Go on reading, Thomas.
 11. He stopped walking in order to buy postcards.
 12. Could you please stop talking?
 13. We will never forget going from NY to R by ship.
 14. Please don't forget to turn off the lights when leaving the flat.
 15. I remember receiving the package on Friday.

register

Monday, February 27, 2023 2:26 PM



Register

- 1 Read texts A, B and C and answer the questions.

- 1 Which text is written in a formal style?
Which is informal? Which is neutral, i.e. neither particularly formal nor informal?
2 Which of the following are used in each text?
- a) phrasal verbs b) long/less common words
 - c) exclamation marks d) passive verb forms
 - e) impersonal expressions f) conversational expressions
 - g) abbreviations h) very short sentences
 - i) contracted forms j) formal linking expressions

A
Sorry not to get back to you sooner. I've had a lot on, what with the new job and stuff like that. But we're in luck - I've just found out I've got the whole of next week off! So tell you what: let's get together Monday pm. Let me know asap if that's OK with you.
informal

B
I am sorry it has taken me so long to reply to you, but I have been very busy because of my new job, among other things. Luckily, though, it seems I don't have to work next week, so perhaps we could we meet up after lunch on Monday? Please let me know as soon as you can if that would suit you.
neutral

C
I would like to express my apologies for the delay in replying to you. I have been extremely occupied on account of my new position, in addition to other matters. Fortunately, however, it has been announced that the office will be closed next week, which therefore means that I would be able to meet you on Monday afternoon. I would be grateful if you could inform me as soon as possible whether that is convenient for you.
formal

- 2 Replace the formal expressions in these grammatically correct sentences written by exam candidates with more neutral or informal words or phrases. Where might you see each of the formal expressions?

- 1 I was one of the persons in charge of the fund-raising.
- 2 I regret you couldn't come with us to the seaside. I missed you.
- 3 They'll give you training for the tasks you have to execute.
- 4 In my opinion it's better to awaken early, in time for breakfast.
- 5 I'll be waiting at the station, thus you'll be able to see me.
- 6 Nowadays, most families consume their dinner while watching TV.

Formal language

- 1 Which of these are common in formal writing, and which are more likely to be found in informal writing?

- | | | | |
|----------------------------|-----------------|-----------------------------|-----------------|
| 1 long words | <i>formal</i> | 6 conversation expressions | <i>informal</i> |
| 2 exclamation marks | <i>informal</i> | 7 contracted forms of words | <i>informal</i> |
| 3 passive forms | <i>formal</i> | 8 impersonal tone | <i>formal</i> |
| 4 long, complete sentences | <i>formal</i> | 9 question tags | <i>informal</i> |
| 5 phrasal verbs | <i>informal</i> | 10 abbreviations | <i>informal</i> |

- 2 Replace the underlined informal expressions with more formal words from the box.

the whole of next week closed the situation completely unaware
announced announced announced announced announced
me me me me me

- 1 I like the sound of the vacancy advertised by your company.
- 2 I feel the price you have quoted me is over the top.
- 3 Please don't get me wrong when I make this point.
- 4 I realise that I am in luck to be given this opportunity.
- 5 It's news to me that the firm intends to close this office.
- 6 I would be gutted not to be offered this position.
- 7 I am extremely grateful for your explanation. I now completely get the picture.
- 8 It is clear from our correspondence that you know your stuff.

*stand me
completely unaware
disappointed*

essay_writing guide

Monday, March 6, 2023 2:24 PM



- Part 1: essay

Part 1 tests your ability to write an essay, developing and supporting an argument on a given topic, in 220–260 words.

You are given a set of notes on the topic, including three bullet points. You must select two of the bullet points, and base your essay on those two points only. You will be asked to explain which of the two points is more important in a particular way, and to give reasons for your opinion.

You are also given three short opinions related to the bullet points. You can use these to help develop your essay, if you want to, but you should do so in your own words, as far as possible.

You should spend a total of about 45 minutes on the task, including time to plan and improve it.

You need to organise your essay into paragraphs, with an appropriate beginning and ending.

You should develop your essay by giving reasons for the opinions you express.

Your essay should have a positive effect on the reader, be well organised with one part leading clearly to the next, and have a layout that makes it easy to read – particularly by being divided into paragraphs.

You must write in a neutral to formal style.

How to do Part 1

- Read all the instructions and notes carefully. Underline the key words. Think about all three bullet points, and decide which two of them you prefer to write about.
- Make brief notes for: an introduction, each of the bullet points, and your conclusion.
- Your introduction could explain why the topic is important, for example, and refer to how the two bullet points relate to the topic.
- For each of the two chosen bullet points, you might find it useful to divide your notes into 'for' and 'against'. Make notes on your opinion, and your reasons for holding that opinion. You might also make notes on why other people might disagree with you.
- Decide whether you want to refer to any of the opinions included in the task. If so, make a note under the appropriate heading.
- Your conclusion should answer the question about which bullet point is more important.

Practice task and model answer

1. Read the Part 1 task below and answer the questions.

have participated in panel discussion

- 1 What is the background situation?
- 2 What is the topic of the essay? meeting needs
- 3 Who will read it? tutor ageing population

You have attended a panel discussion on ways in which the needs of an ageing population can be met. You have made the notes below.

Ways in which the needs of an ageing population can be met

- more residential care homes
- more jobs available for elderly people
- more entertainment

Some opinions expressed in the discussion:

"I'd rather get help in my own home than move into a care home."

"Work gives people a way of organising their day."

"Too many forms of entertainment are intended for young people."

Write an essay for your tutor discussing two of the ways in your notes. You should explain which way you think is more important giving reasons to support your opinion.

2 Read this model essay and answer the questions.

- 1 What style is the essay written in? Give three examples that show this. **formal; no short forms; long complex sentences**
- 2 How has the writer organised the essay? **introduction; bpt1; bpt2; conclusion**
- 3 In the writer's opinion, which way is more important? **residential care homes**

Introduction, giving the background – why the population is ageing – and introducing areas where the elderly might have specific needs

As medicine develops, life expectancy rises, increasing the proportion of the population over the age of 65. This presents numerous challenges for society as a whole, in areas ranging from healthcare to transport, and no country has fully come to grips with the issues involved.

Many more people survive strokes, heart attacks and other diseases than in the past, but they may suffer from impaired health and require assistance in some form. One solution is residential care homes, with trained support available round the clock. A major drawback, however, is the shortage of affordable places. Despite the high cost, governments should provide more homes, and, if necessary, subsidise the residents. Without this intervention, moving to a home would be out of reach of many people, who risk ending up without the support they need.

In connection with the question of work, for many elderly people retirement brings empty days to fill, without the income required to pass the time enjoyably. Having a job can provide a structure that might once have seemed very demanding, but is now missed. Some people would rather work, perhaps from home, and perhaps part-time. Such activity could be organised at a local or even national level, with employers offering tasks that are suitable for retired people.

Write an essay for your tutor discussing two of the ways in your notes. You should explain which way you think is more important giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Expressing second opinion

**Conclusion
and writer's
opinion,
with reason**

**Linking word
(nevertheless)**

activity could be organised at a local or even national level, with employers offering tasks that are suitable for retired people.

Much could be done to meet the needs of an ageing population, and it is hard to prioritise just one area. **Nevertheless**, I believe that having an adequate number of places in residential care homes to meet demand is probably the most important, as health is a fundamental need.

Look at the exam task instructions and the notes with it on page 15. Answer these questions.

- 1 What do you have to write about, and for whom?
- 2 Which aspects of the topic must you write about?
- 3 What can you include if you want to? What shouldn't you do with these?

Quick steps to writing a Part 1 essay

- Read all the instructions and the notes, underlining the key words.
- Think of as many relevant ideas as you can.
- Decide how many paragraphs you will need and put your ideas under headings, including those from the printed notes. Choose which of the three opinions to use.

Exam task

Write your answer in 220–260 words in an appropriate style.

You have listened to a discussion on how people in richer countries can be made more aware of poverty in other parts of the world. You have made the notes below:

Ways of raising awareness of poverty as a global issue.

- education
- campaigns by charities
- increased media coverage

Some opinions expressed in the discussion:

"Schools should teach every child the terrible effects of poverty."

"We should support charities that expose the awful reality of poverty."

"People would be shocked if they saw real poverty on TV every evening."

Write an essay for your tutor discussing two of the approaches in your notes. You should explain which approach you think would be more effective, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

5 Read the model essay in the next column and answer these questions.

- 1 In which paragraph does the writer introduce the topic?
- 2 Which two of the notes does she use? In which paragraphs?
- 3 Which of the opinions expressed does she include, and where?
- 4 Which approach does she prefer? Where does she state this? What reasons does she give?
- 5 Is her essay the right length? Is it fairly formal or quite informal in style?
- 6 Which contrast links does she use?

Exam tip

Use a variety of contrast links to connect points in your essay.

There exists today an ever-widening wealth gap between different parts of the world, with an increasing number of people living in extreme poverty. Urgent measures are needed, and the first step must surely be to raise awareness in richer countries of just how desperate the situation is. To achieve this, there would appear to be two possible approaches.

Firstly, the media could cover world poverty much more frequently and in far greater depth. Currently, television rarely focuses on this human tragedy, despite the awful conditions in which hundreds of millions of people spend their entire lives. Regular in-depth reports, however, would surely bring it home to viewers that this appalling situation never goes away, leading to greater pressure on governments to take steps such as increasing overseas aid.

Schools could also have an important role to play. Although it is essential that pupils are taught about the social problems of their own country, attention should also be paid to the difficulties of those, especially children, in poorer nations. Students need to learn why such terrible living conditions exist, both by studying the history of those countries and by looking at the political, economic and social factors that make poverty so difficult to eliminate.

Nevertheless, relying on the education system would take many years to bring results, whereas change is needed right now. It should also involve the whole population, not just young people. Only the media can have this immediate impact, and nowadays it is only the media that almost everyone pays attention to.

6 You are going to write your own essay. To help you get ideas, discuss these questions and make notes.

- 1 Which are the worst examples of poverty that you know about?
- 2 Which had most impact on you: reading or hearing about them, or seeing images?
- 3 Which do you think influence people's feelings about global issues most: schools and universities, charities, or the media? Why?

7 Look at the third Quick step and plan your essay. Here is one possible paragraph plan:

- 1 Introduction: the topic
- 2 Charities: direct experience, tell the truth, opinion 1
- 3 Education: scarce resources, contrast rich/poor, opinion 2
- 4 Conclusion: charities more effective + reasons

8 Write your essay in 220–260 words in an appropriate style. When you have finished, check it for the following:

- correct length
- coverage of all the necessary points
- good organisation into well-linked paragraphs
- a wide range of structures and vocabulary
- correct grammar, spelling and punctuation
- appropriate style of language
- positive effect on the reader.



CERTIFICATE IN ADVANCED ENGLISH

Writing

* **SAMPLE TEST 1**

Time 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer the Part 1 question and one question from Part 2.

Write your answers on the answer sheet.

Write clearly in **pen, not pencil**. You may make alterations, but make sure your work is easy to read.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

Each question in this paper carries equal marks.

* 500/2598/3

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Cambridge English Level 2 Certificate in ESOL International

Part 1

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet.

- 1** Your class has attended a panel discussion on facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?
<ul style="list-style-type: none"> • museums • sports centres • public gardens <p>Some opinions expressed in the discussion: "Museums aren't popular with everybody!" "Sports centres mean healthier people." "A town needs green spaces – parks are great for everybody."</p>

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

public gardens:

more nature in cities

more public green room for citizens

carbon dioxide reduction / air quality

public health ↗

sports center

public health ↗

less overweight people / fitter people

more motivations

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2** You have just completed six months in a new job. In preparation for a progress meeting, you have been asked to write a report to your manager.

Your report should explain what you feel you have achieved in the job so far, describe any problems you have had, and suggest any future training that would be suitable.

Write your **report**.

- 3** You see the following announcement on a website, *Great Lives*:

Reviews wanted

Send us a review of a book or film that focuses on somebody who has made an important contribution to society.

Did you learn anything new about the person's life from the book or film? Did the book or film help you understand why this person made their important contribution?

Write your **review**.

- 4** You have received a letter from an English friend:

...
My new job is great, and next month I get to travel on business. Guess what – I'm actually coming to your town for a week!

I'll be free some evenings and one weekend. I want to make the most of this opportunity, so I'd like your advice please: where to go, what to do, and why?

Cheers,
Chris

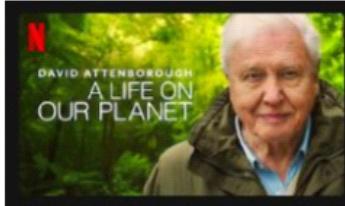
Write your **letter** in reply. You do not need to include postal addresses.

A life on our planet

Monday, April 17, 2023 3:03 PM



A Life on our Planet



While watching the movie, answer the following questions. They are not (always) in chronological order and for some questions you will receive additional information throughout the movie.

1. Which event does the documentary start with?

Chernobyl (reactor explosion); felt it in Europe as well

2. What is understood by a life-support machine and how does it work?

bio-diversity; planet and bio-diversity keep each other balanced

3. Who is David Attenborough and what are some things he has experienced throughout his life?

person interested in nature sailing; 94 (time of release); explored many wild places; every part on Earth (wilderness)

Searching for treasures

4. What is said about extinction throughout global development?

5 extinctions → last one: dinosaurs 70% wiped out

5. Describe the biodiversity of the Holocene.

stable period; 10.000 years temperature within 1°C | biodiversity
oceans, forest → no carbon; many fish; clockwise- | helped

6. How was farming invented and why did it work?

Season changes → perfect conditions
Farming ideas from generation to generations; → might destroy wilderness

7. Describe the tribal lifestyle which is portrayed and contrasted with the Western way of life.

naturally renewable resources → live forever; hunter gatherers
only take what needs to be taken; less meat eaten

8. Who is responsible for the global extinction?

humans;

no diversity
↗

9. Where is our exploitative lifestyle headed? Name some examples of the outcomes.

Extinction of specific targeted animals (e.g. Wales); oil palms
used earth up (nothing left to restrict); extinction of habitats

10. What is the definition of *unsustainable* and where does it lead to?

Cannot be done forever; action ends; ↳ population of
Cannot be replaced Orangutan ↗

11. What is an indicator of the earth losing its balance? What role does the ocean play for our ecosystem?

Coral reefs orange to white (skeletons) because ocean warms
overfishing → less biodiversity; absorbs Carbon Dioxide
heat

12. Name some of the consequences the way we treat our earth (humanity's impact) has brought about.

temperature ++; losing ice and forest; weather unpredictable
fish population shrinks because coral reefs die → less birds

13. What is the fate of the stability of our Holocene? (Only 4% wild animals)
faster destruction than we think

↳ less forest, warmer ocean, mass extinction everywhere

14. How can we restore the stability of our planet and find a way out of this crisis? Name the pieces of advice that are given.

rewild world; stop overfishing; no-fishing areas
restore biodiversity; better education system in underdeveloped countries

15. Explain the importance of preserving our ocean as well as its living creatures and outline a way to save it in order to combat climate change.

more diversity → better CO₂ reduction

"no fish zones" → other areas are get overflowed by fish

16. Describe how a (largely) plant-based diet could heal and preserve the earth.

If everyone does a diet, half meat worldwide wouldn't be eaten. → less space for agriculture

17. Explain the importance of forests for our environment.

centre of nature; stop deforestation

18. Interpret the quote: *Nature is our biggest ally and our greatest inspiration.*

While we will always learn from nature, → overcomes everything

We will always have to live with it because we are nature

19. Interpret the quote: *We must learn to be a part of our nature instead of growing apart from our nature.*

We must save us

20. How did nature overcome the mistakes mankind made with Chernobyl?

With time; forest took over the city; nature will ultimately overcome us

21. What is needed to be in balance with nature, apart from intelligence?

wisdom

22. The bottom line of the documentary is:

change lifestyle to adapt to nature and use it as it wants us to.

Adobe Scan 15.05.2023

Monday, May 15, 2023 1:23 PM



Part 1

For questions 1 – 12, read the text below and decide which answer (A, B, C or D) best fits each gap.

There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

- | | | | | |
|---|-------------|------------|-------------|----------|
| 0 | A expressed | B directed | C indicated | D guided |
|---|-------------|------------|-------------|----------|

What we know about music and the brain

Work on the human brain has (0) how different parts are centres of activity for different skills, feelings, perceptions and so on. It has also been shown that the left and right halves, or hemispheres, of the brain are (1) for different functions. While language is processed in the left, or analytical hemisphere, music is processed in the right, or emotional hemisphere. (2) of music like tone, pitch and melody are all probably processed in different parts of the brain. Some features of musical experience are processed not just in the auditory parts of the brain, but in the visual ones. We don't yet fully understand the (3) of this.

The tempo of music seems to be (4) related to its emotional impact, with fast music often (5) as happier and slower music as sadder. It is the same with the major biological rhythm of the body: our heart (6) quickens when we're happy, but slows when we're sad. Military music may have (7) from attempts to get us ready for (8) by using fast drumming to (9) our hearts into beating faster. Music is perhaps one of the most complex experiences the brain (10) with and it has become an absolutely (11) part of our rituals and ceremonies. It has power beyond language to (12) mood and co-ordinate our emotional states.

- | | | | | |
|----|----------------|----------------|---------------|----------------|
| 1 | A amenable | B dependable | C responsible | D reliable |
| 2 | A views | B Aspects | C Factors | D Pieces |
| 3 | A expectations | B implications | C assumptions | D propositions |
| 4 | A surely | B plainly | C evidently | D directly |
| 5 | A left | B endured | C encouraged | D touched |
| 6 | A pulse | B speed | C pace | D rate |
| 7 | A evolved | B extended | C advanced | D elevated |
| 8 | A battle | B fight | C quarrel | D struggle |
| 9 | A activate | B motivate | C stimulate | D animate |
| 10 | A manages | B copes | C bears | D holds |
| 11 | A vital | B important | C compulsory | D dominant |
| 12 | A notify | B report | C associate | D communicate |

Test 1 Part 1 (questions 1–12)

PAPER 3: USE OF ENGLISH



Turn over ▶

Part 2

For questions 13 – 27, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 B Y

Mosquitoes

According to the World Health Organisation, malaria, a disease spread (0) ... mosquitoes, affects millions of people every year. Everyone knows how irritating the noise made by a mosquito,

(13) ... by a painful reaction to its bite, can be. It is astonishing that so (14) ... is known about why mosquitoes are drawn to or driven away from people, given (15) ... level of distress and

disease caused by these insects. We know that the most effective chemical (16) ... protecting people against mosquitoes is diethyltoluamide, commonly shortened (17) ... deet. (18) ... deet works well, it has some serious drawbacks; it can damage clothes and some people are allergic to it.

Scientists know that mosquitoes find some people more attractive than others, but they do not know (19) ... this should be. They also know that people vary in (20) ... reactions to mosquito bites.

One person has a painful swelling while (21) ... who bitten by the same mosquito (22) ... hardly notice. Scientists have (23) ... discovered the reason for this, but they have carried

(24) ... experiments to show that mosquitoes are attracted to, or put (25) ... by, certain smells. In the future, scientists hope to develop a smell that mosquitoes cannot resist. This could be used in a trap (26) ... that, instead of attacking people, mosquitoes would fly into the trap and be destroyed. For the time (27) ... however, we have to continue spraying ourselves with unpleasant liquids if we want to avoid getting bitten.

9 / 15

Part 3

For questions 28 – 37, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 C O M P A R I S O N



An ancient tree

In Tolleridge, in north London, there is a yew tree estimated to be between 1,000 and 2,000 years old. This tree, however, is a mere youngster in (0) ... with others of the species. The record in the UK is held by a yew in Scotland that is thought to be between 4,000 and 5,000 years old. However,

such trees are becoming (28) ... rare and the Tolleridge specimen was considered of (29) ... importance to be named in 1999 as one of the 41 'great trees' in London. Like many yews, the Tolleridge tree (30) ... predates the buildings around it and its exact age is unknown.

Maintenance

The Tolleridge tree needs little (31) ... Some of its outer branches hang down so low that they have taken root. But this is part of the tree's natural

architecture and contributes to its (32) ... in high winds. With the best of (33) ... ancient yew sites are often tidied up with no benefit to the tree. Dead branches are not (34) ... shed by the tree and their wood harbours a multitude of insects, an inseparable part of the old tree's natural (35) ...

STABLE
READY
DIVERSITY

INTEND
REMOVE
ATTRACT

Something of the tree's history is lost with the (36) ... of dead wood. After all, the decaying, twisted and (37) ... parts give the tree character.

Part 5

For questions 43 – 50, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

Example:

- 0 James would only speak to the head of department alone.

ON

James to the head of department alone.

- The gap can be filled with the words 'insisted on speaking', so you write:

Example: 0 INSISTED ON SPEAKING

Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

- 43 There were a lot of things that we had to think about before we could accept their offer.

OBLIGED → **we
were obliged to take in the**

There were several things that we consideration before we could accept their offer.

- 44 Do you think you could help me to fill in this application form?

WONDERING → **would like** 2

I wondering if you could give me a hand filling in this application form.

- 45 I know that it was wrong of me to shout in front of the customers.

RAISED

I know that I should in front of the customers. **not have raised my voice**

- 46 If you need any help, you can always call me.

HESITATE

If you need any help, **do not hesitate to contact me.** 1

- 47 It hasn't rained quite as much this year as in previous years.

SLIGHTLY

This year, it has rained did in previous years.

- 48 Unless the weather improves, they will have to stop the tennis match.

MEAN

they will / improve / **will** 1

If the weather doesn't get stopping the tennis match.

- 49 I don't mind whether we stay in or go out this evening, but John wants to go to the cinema.

DIFFERENCE → **any difference** 2

It doesn't whether we stay in or go out this evening, but John wants to go to the cinema.

- 50 It's possible that the thieves entered the building by forcing a window at the back.

BROKEN

The thieves may the building through a window at the back.

2

Test 1 Part 5 (questions 43–50)

PAPER 3: USE OF ENGLISH

Leaflet, am 17.10.2022

Montag, 5. September 2022 13:14

S. 2/12 © Mz 2022 / HTL / English / Schreiber, P.

1 40 P.

Together with some colleagues, you have set up a new networking app for young engineers. You are attending an international engineering exhibition next month and want to advertise the networking app at the exhibition. You have been asked to write the text for the leaflet.



In your **leaflet** you should:

- 1 ■ emphasise why networking is important for young engineers
- 2 ■ compare your app to other digital networking platforms
- 3 ■ exemplify special features your app offers

Divide your leaflet into **sections** and give them **headings**. Write around **250 words**.

Notes (these will not be marked)

1 better team management
- promote new products to other engineers
- get informed about useful new features

2 only engineers
- specialized for co-working, more advertising features than others
- better integration with GitHub/GitHub, than Twitter, Facebook, ...

3 markdown features are well-supported
- code-blocks can easily be shared
- single adjustments of user-/team-notifications

catchy title: like: modern, direct, sub-headings (excl.), simple, informal, ...

Communication for engineers

Working as an engineer it is important to constantly stay in contact with people in the same profession. Whether you are currently collaborating in a team or managing a project, you probably noticed that an app with lots of communication features would help the team to work more efficiently on the project. Well, if you were also looking for an outstanding networking app, here it comes!

Importance of networking

If it comes to performing a task very effectively with your teammates, especially young engineers, everybody must be informed about what to do. Otherwise, it could happen that two or three people work on the same exercise simultaneously, which is not necessary. As a result, fast and easy communication or weekly meetings can improve the workflow of the team immensely. Therefore, we have developed an amazing revolutionary networking platform for young engineers called "Talkend".

The differences

In contrast to other digital networking apps, "Talkend" provides specific features such as task management and live chatrooms with up to 10 team members for free. Moreover, we ensure that "Talkend" is only used by software engineers because this allows us to provide faster and better server run times. Additionally, our app is well-integrated with programming services like GitHub or Visual Studio Code, which is not featured by other communication services like Facebook or Twitter.

Our features

On the one hand, we added some cool features to our app, which will help you to organise your projects clearly and communicate in an easy and stylish way. For example, we implemented Markdown features and great-looking codeblocks. On the other hand, we proved that we can implement something, which was thought to be impossible. We added a feature, which allows you to go fully into focus mode and work harder than you ever thought was doable. This ingenious feature turns off any other kind of distraction and notification on



your phone completely. Our motto is: "Working good feels hard but working harder feels liberating".

Interested?

Feel free to download our app from the Google Play Store or the App Store on IOS devices. With the premium plan you will have many advantages such as more chatroom minutes per month and more available users in a team. The premium plan has not to be bought by every user in a team. There is also an ultra plan for big companies. If you want further information about the different plannings, visit our website: <https://talkend.com>, which will be online soon because we are currently working on it.

250Words ±10%

(verd+)

Report, am 07.11.2022

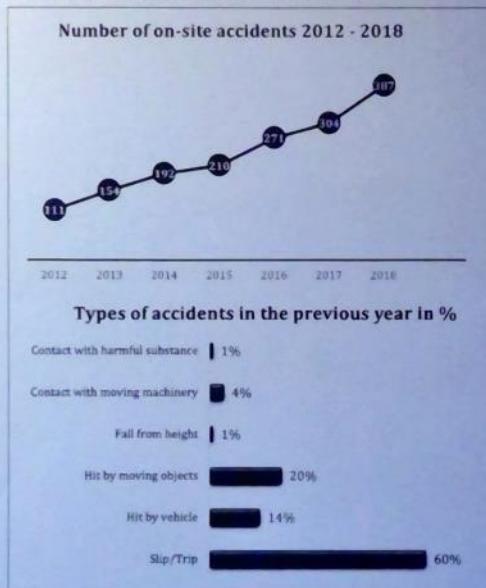
Mittwoch, 9. November 2022 16:11

Felix Schneider

1

40 P.

You are an intern in the Health and Safety Department of an international engineering company. The health and safety manager has sent you the statistics on accidents at your company's production sites all over the world and asked you to write a report.



In your **report** you should:

- analyse the graphs
- specify what the company should do to reduce accident risks
- recommend how employees can ensure safety at work

Divide your report into **sections** and give them **headings**. Write around **250 words**.

Notes (these will not be marked)

- 2) provide ~~employees~~ non-slip shoes and helmets
- 3) pay attention, take care ^{of others} and use labels, signs to warn for dangerous machines

3

7.11

To: Manager Philipp Davis
From: Intern Felix Schneider
Date: 7th November 2022
Subject: Health and Safety

Introduction

The aim of this report is to inform the reader about current accidents at the production sites and give advice how to increase the safety of employees. The source of this report is a statistic about accidents ^{on company's} ~~in company's~~ happened in the company all over the world between 2012 and 2018.

Findings

Firstly, the most significant fact is that the number of accidents ~~stays~~ ^{rose} rises. More employees working in the company could be the reason for that. Comparing 2012 and 2018 it can be observed that the number of injuries almost quadrupled. The main type of accident in the previous year was a slip or trip of employees ⁽²⁰¹²⁾ ~~with~~ 60 percent. The number of accidents happening because of moving objects is comparatively also rather high. However, less than 2 percent of the employees had injuries because of falling from height or contact with harmful substances.

Reducing risks

Therefore, the company needs to focus on preventing slippery contact with the floor. More precisely, this can be achieved by providing non-slip shoes or steel-toe boots in all sizes for the employees. Moreover, it would be advisable to wear a helmet or some kind of protective clothing because nearly 20 percent had an accident ^{because of} ~~by hitting~~ moving objects.

Recommendations

It would be advantageous for employees to pay attention at work. Furthermore, regular meetings on workplace safety ^{would} ~~can~~ have a huge impact of decreasing injuries because the employees ^{would be} ~~are~~ prepared and know what to do when an accident happens. Labels and signs are also an effective way to warn of dangerous machines.

- 258 words

SA, am 21.11.2022

Dienstag, 6. Dezember 2022 21:06