

# Workplan for English 2d for \_\_\_\_\_ (Name)

To do until April 17<sup>th</sup>, 2020

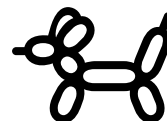
**You need these things at home:** More Student`s book, More Work book, School ex, Home ex

## 1) Tests (Schularbeitenheft)

=> Stick in all sheets of your Tests book, correct your tests and let your parents sign it.

=> Hand in your Tests book in the next lesson

*Klebe alle Zettel in dein Schularbeitenheft, verbessere alle Schularbeiten in dein School ex und lasse deine Note von deinen Eltern unterschreiben. Gib dein Schularbeitenheft in der nächsten Stunde ab.*



## 2) What you have to learn for the third English test

=> Stick it into your parents book and let your parents sign it

*Schularbeitenstoff einkleben ins Elternheft und unterschreiben lassen*



## 3) Workplan for the third English test

=> Finish all the tasks except the listening on page 1

*Mache alle Aufgaben der Freiarbeit außer die Hörübung auf Seite 1*



## 4) Read the book „Robinson Crusoe“ in levels

=> Robinson Crusoe is a very famous English book and we will read it this semester

=> You are going to read it online in the internet

on <https://www.robinsoncrusoeinlevels.com/>

=> You can also listen to it

=> You can decide which level of difficulty you want to read (Level 1 – easy / Level 3 - challenging)

=> You have to read the 3 Levels of Chapter 1 and answer the questions (see worksheets)

=> Now you know what level is best for you (but you can always change the level again)

=> You have to read until Chapter 10 and write 3 sentences of summary per chapter into your home ex in English (Bonus) or German

=> You can also read more Chapters as a bonus

*Robinson Crusoe ist ein sehr berühmtes englisches Buch, das wir dieses Semester gemeinsam lesen werden.*

*Du wirst es auf deinem Handy oder Computer daheim selber lesen und findest es unter der Internetadresse*

*<https://www.robinsoncrusoeinlevels.com/>*

*Das Besondere ist, dass du es auch anhören kannst und du selbst bestimmst welchen Schwierigkeitsgrad (Level 1 – sehr leicht / Level 3 – herausfordernd) du liest.*

*Starte zuerst mit den 3 Arbeitsblättern zum Chapter (Kapitel) 1 und beantworte die Fragen.*

*Jetzt weißt du welches Level am Besten für dich ist (du kannst aber auch jederzeit wechseln).*

*Du musst mindestens bis zum Kapitel 10 lesen und von jedem Kapitel 3 Sätze Zusammenfassung in Englisch (Bonus) oder Deutsch in dein Home ex schreiben.*

*Natürlich kannst du als Bonus auch mehr Kapitel lesen.*



**Well done – you are a very ambitious English student! 😊**

It's corona time



Stay home if possible



#coronavirus #CODVID19



Wash hands for at least 20 seconds



Cough/sneeze into a tissue

# What you have to learn

## for your third English Test

**Topics:** The Wind in the Willows (Book)  
What is your future in 2050?  
Megacities – problems and solutions  
The future of the megacity

**Vocabulary:** Megacities Mind map  
Word File + Words and Phrases Unit 8 (WB p.61)

**Grammar:** Future tenses  
Will - future  
Going to - future  
Past simple tense  
Present tense  
(look at the handout with all the tenses)

**Writing:** Write a summary about what happened in “The Wind in the Willows” book  
Describe one character of “The Wind in the Willows” book  
Write a text about “My future – my life in the year 2050?” (will /going to)  
Write a text about megacities – describe how they look now and how they will look in the future (problems & solutions)

Reading and Listening Comprehensions about the topics we did together.

IMPORTANT – there will be no specific GRAMMAR and VOCABULARY exercises. You will need the grammar and vocabulary especially for writing!
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SIGNATURE: \_\_\_\_\_

## Level 1 / CHAPTER 1 – FAMILY

My name is Robinson. I am from England. I am eighteen years old. My father is German. My mother is English. I have two brothers. I have one sister. We are a good family.

My father is a good businessman. We have money. I have a good school. I have a good life. But I have a **dream**. I **want to travel**. I want to **see the world**.

My father is a good man. He wants the **best** for me. But my dream is not his dream. He is not happy. The **situation** is not **easy**.

It is **morning**. My father is in his **room**. He wants to **speak** with me. I go to his room. My father has some questions. My father wants to **know why** I want to travel.

My father says, "Travelling is **dangerous**. Travelling is not **comfortable**. You **can die**."

I **think** about it. Travelling is dangerous. It is not comfortable. I can die. But it is **also very interesting**. I can see new **countries**. I can **meet** new **people**.

I think about travelling **every** day. **Maybe** my mother can **help** me.

I speak with my mother. I **tell** my mother, "I want to travel. I want to see the world. Please, speak with my father. Maybe with your help, I can travel."

My mother **loves** me. But she thinks **that** travelling is dangerous. She thinks that my **place** is at home. She thinks that life in England is the **best** for me.

One year **later**, I **visit** one big **town**. The **name** of this town is Hull.

I meet my friend. His father has a **ship**. They travel to London. My friend tells me, "**Go** with me."

I think about it. I am not **prepared**. But I can **try if** travelling is for me.

I go to London. I am very happy. It is my **first long journey**. It is very interesting. The first **hour** is good. But **then** we have **problems**. We see a **storm**. The storm is big. The **wind** is **strong**. The ship goes **up** and **down**. I have **fear**. I think about my home. I think about my comfortable bed.

The storm is **finished** in the morning. The **weather** is **nice**. And the **evening** is **beautiful**. **Everything** is **quiet**.

One man **comes** to me. We speak. We speak about the storm. I speak about my fear. The man **gives** me a **drink**. I drink very **much**. I **sleep** very **well** at **night**.

The **next** day, I **forget** about my home. I forget about my comfortable bed. I dream **more** about travelling.

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### Answer the questions:

- 1) What is Robinson's dream? \_\_\_\_\_
- 2) Does Robinson's father have the same dream? TRUE FALSE
- 3) Travelling is \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_ but also \_\_\_\_\_.
- 4) What does Robinson's mother say where the best place for Robinson is? \_\_\_\_\_
- 5) What is Robinson's first long journey? \_\_\_\_\_
- 6) What problem do they have on the ship? \_\_\_\_\_
- 7) At the end Robinson is happy on the ship. TRUE FALSE

## Level 2 / CHAPTER 1 – FAMILY

I **was born** in England in 1632. My father was German and my mother was English. I **had** two brothers and one sister. We **were** a good family. My father was a good businessman. We had a lot of money. I had good **education**. I had a good life. But I also had a **dream**. I **wanted** to travel **by sea**. I wanted to see the world.

My father was a good man. He wanted the **best** for me. But my dream wasn't his dream. He wasn't happy. The situation wasn't **easy**.

I was 18 years old when my father **called** me to his room. He wanted to speak with me. When I **came** to his room, my father **asked** me some questions. My father wanted to know why I wanted to travel by sea. Then my father **told** me, "Travelling by sea is **dangerous**. It isn't **comfortable**. You can **die**." My father **started** to cry.

I **thought** about my father's words. Travelling by sea was dangerous. It wasn't comfortable. I **could** die. But it was also very **exciting**. I could see new countries. I could **meet** new people.

I thought about travelling by sea every day. It was **difficult** to be at home. I **tried** to speak with my mother. I told her, "I **would** like to travel by sea very much. I want to see the world."

I told her, "Please, help me speak with my father. **Maybe** with your help I could travel by sea."

My mother **loved** me very much. But she thought **the same** as my father. She thought that travelling by sea was dangerous. She thought that the best was to stay at home. She thought that life in England was the best for me.

One year later I **visited** Hull, a town in England. It was the 1<sup>st</sup> of September. It was the year 1651.

I **met** my friend. His father had a ship. They travelled by sea very **often**. Their **next journey** was to London. My friend told me, "Go with us." I thought about it. I **wasn't prepared** for this journey. But I could try if travelling by sea was for me. So I **went** to London.

I was very happy. It was my **first** journey by sea. It was very **exciting**. The first hour was **great**. But then we started to have problems. We **saw** a **storm**. It was closer and closer. The wind was stronger and stronger. The **waves were** bigger and bigger. The ship went up and down. I had **fear**. I thought about my home. I thought about my comfortable bed.

The storm was **finished** in the morning. The **weather** was nice the **whole** day. And the evening was beautiful. Everything was so **quiet**.

One man came to me. We **talked**. He **made** some jokes. They were **funny**. He **asked** me about the weather. I told him about my fear **during** the storm. "What storm?" he said, "The little wind?" he **laughed**.

He **offered** me a drink. I **drank** a lot. **Soon** I was **drunk**. I **slept** very well at night.

The next day, I **forgot** about my home. I forgot about my comfortable bed. I **started** to dream more about travelling by sea. The next three days, the wind wasn't good. We went very **slowly**. Then the wind was stronger. We went faster. The next day, another storm **came**. The storm was bigger. I was **really scared**. I saw that the other men were scared too.

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### Answer the questions:

- 1) How old is Robinson? \_\_\_\_\_
- 2) How was Robinson's father feeling when he told him that travelling is dangerous? \_\_\_\_\_
- 3) Why was it difficult for Robinson to be at home? \_\_\_\_\_
- 4) Robinson wasn't scared during the storm on the ship.      TRUE                  FALSE
- 5) The other man said it was a big storm.                      TRUE                  FALSE
- 6) What happens at the end of the story? \_\_\_\_\_

Level 3 / CHAPTER 1 – FAMILY

I was born in York, England in 1632. My father was German and my mother was English. I had two older brothers and a younger sister. The oldest brother **joined** the army and he was killed in **battle**. The middle one **disappeared** and we never heard what happened to him. I was well-**educated** and my father wanted me to study law, but I wanted to go to sea. Nothing would **make** me stay at home and become a lawyer.

I was 18 years old when my father called me to his room. He was old and he **suffered** from an illness which kept him in bed. My father asked me why I wanted to go to sea when I could stay at home, study and **prosper** in my own country. He told me that travelling by sea was dangerous. He **warned** me that I would lose safety and **comfort** of my home if I went to sea. My father also told me that if I went abroad, I could die like my oldest brother. When he was saying this, he started to cry and he couldn't continue.

My father's **advice** and **warnings** made me think and I started to forget my **desire** to travel by sea. But my decision to stay home didn't **last** long.

One week passed and I decided to talk to my mother and tell her I wanted to travel. I told her how **curious** I was. I told her how I wanted to see the world.

Then I asked her to speak to my father. I asked her to tell him to let me go on one sea journey. I promised that if I didn't like it, I would go back home and start working very hard. My mother didn't agree. She also didn't want me to go abroad.

I stayed home one more year. The whole time I was thinking **whether** to follow my parents' wish or my own desire.

One day in September I was in the town of Hull. A friend of mine was going with his father's ship to London and he invited me to go with him for free. I wasn't prepared and my parents didn't know, but I **boarded** that ship on that September day.

The moment the ship left the river and went into the sea my troubles started. There was strong wind and the sea was **rough**. A storm was **approaching**. I was very scared and I felt **seasick**. I began to **regret** my decision to leave home. I thought every wave was going to **sink** the ship. I promised myself I would go home and **apologize** to my parents as soon as I stepped on dry land again.

The storm was over by the morning. I was still seasick during the day and I was thinking about the terrible storm. However, the evening was beautiful and the sea was very **peaceful**.

One of the sailors came to me and we started talking. He made some funny jokes. He asked me what I thought about the light wind. I told him I was very scared of the storm. The sailor offered me a drink. I got **drunk** and that night I slept very well.

The next day, I forgot how scared I was. I also forgot my decision to go back home. Instead I was dreaming more about travelling by sea.

The next few days the wind was **blowing** against us and we couldn't move much. Three days later the wind **increased** and we could go faster.

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**Answer the questions:**

- 1) What were the nationalities of Robinson's mother and father? \_\_\_\_\_
- 2) What happened to Robinson's oldest brother? \_\_\_\_\_
- 3) Robinson's father wanted him to study medicine TRUE FALSE
- 4) How long did Robinson wait to talk with his mother? \_\_\_\_\_
- 5) How much money did the trip on the ship to London cost? \_\_\_\_\_
- 6) Robinson was always happy with his decision to go on board of the ship. TRUE FALSE

## Workplan for the 3<sup>rd</sup> test

Name: \_\_\_\_\_

### Listening

- 1 Listen to Sally and Olivia talking about Ian's party. How many of the tasks below can you do?

18

Choose the correct answer.

- 1 Olivia is going to be ... to the party.  
☐ early  
☐ late  
☐ on time
- 2 She can't miss the tennis lesson because she has got a match  
☐ after school.  
☐ next week.  
☐ at the weekend.
- 3 After Olivia gets home, she has to  
☐ walk the dog.  
☐ make dinner.  
☐ do her homework.

Answer the questions.

- 4 Why didn't Olivia tidy her room before school? .....
- 5 How is Olivia going to get to the party? .....
- 6 What is her dad going to do before he takes her to the party?  
.....

Complete the sentences with 4–6 words.

- 7 Olivia's dad is going to get home from the match .....
- 8 ..... going home after the party because she is going to stay at Sandra's house.
- 9 Everyone except Sally is going to .....

## Writing

2 Look at the list. What *will* (✓) or *won't* (X) Eric do in the future? Write 8 sentences.

- work for a charity (✓)
- learn Spanish (✓)
- live in Mexico (✓)
- teach German (✓)
- write a book (✓)
- travel round the world (X)
- buy a sports car (X)
- be very rich (X)

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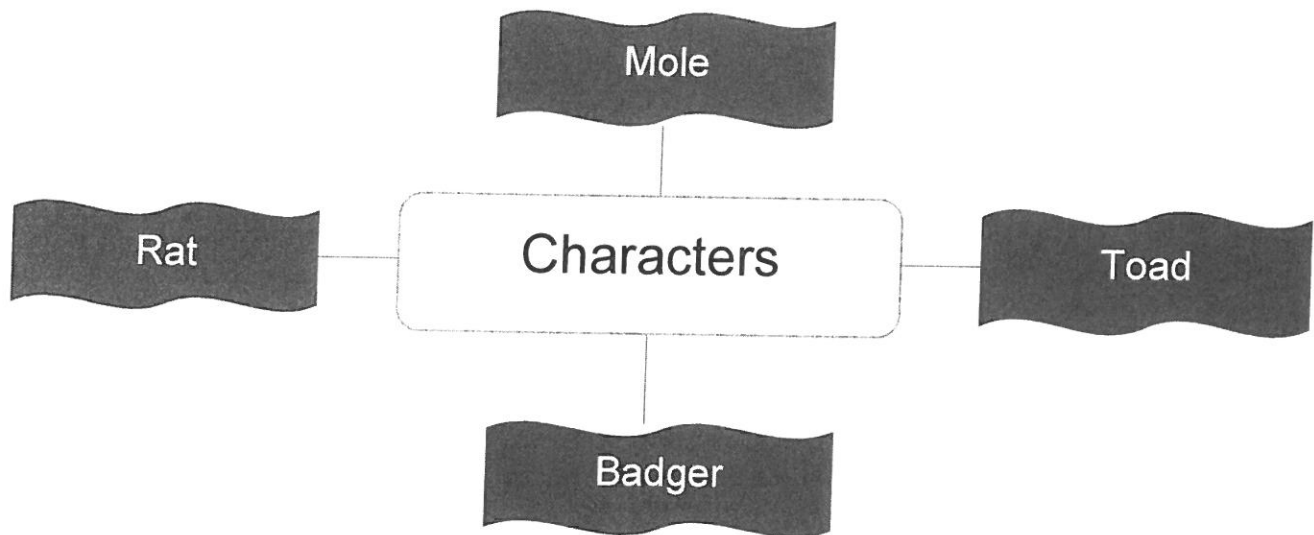
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3 Make a mind map about things that happen in the "Wind of the Willows" book

The Wind of the  
Willows



- 4 Make a mind map about all the characters in the “Wind of the Willows” book



- 5 Write a summary about what happened in “The Wind in the Willows” book in past tense (140 – 160 words)

- 6 Make a mind map about your future – what are things that you are going to do (wahrscheinlich) and what are things that you will do (unwahrscheinlich)?



- 7 Complete the dialogues. Use *not going to*.

**At the restaurant**

A: Did you decide what to have? I'm going to have a pizza. Are you going to have one too?

B: No, I <sup>(1)</sup> .....

A: Are you going to have a dessert?

B: No, I <sup>(2)</sup> ..... I'll be too full after my main course.

A: Is Sally going to have the fish?

B: No, she <sup>(3)</sup> ..... She's allergic to fish. I think she'll have pizza.

**At home**

A: Who's going to do the washing-up?

B: I <sup>(4)</sup> ..... I did it last night.

A: Well, Tim and Fiona <sup>(5)</sup> ..... either. They are revising for their exams tonight.

B: Are they going to take the rubbish out?

A: No, they <sup>(6)</sup> .....

B: Are they going to tidy their rooms?

A: No, they <sup>(7)</sup> ..... They aren't going to do any household tasks tonight.

B: Lucky them! I suppose I'll have to do everything.

A: Not quite everything. You <sup>(8)</sup> .....

B: Why not?

A: Because I'm going to take the dog out for a walk.

have a picnic (✓)   have an ice cream (X)   have fish and chips (✓)   have a pizza (X)  
do the washing-up (✓)   put the rubbish out (✓)

**B:** I <sup>(2)</sup> ..... (go) to the cinema.

A: What <sup>(3)</sup> ..... (see)?

B: I <sup>(4)</sup> ..... (see) *The Time Traveller*. It's a science-fiction film. It's got really good reviews.

A: Oh, yeah. I <sup>(5)</sup> ..... (watch) that last weekend. What <sup>(6)</sup> ..... (think) of it?

B: Well, I <sup>(7)</sup> ..... (not like) it very much. There was one good bit though.

A: Oh, what was that?

B: They were in the shopping centre and they <sup>(8)</sup> ..... (get) in the lift. The doors <sup>(9)</sup> ..... (close). They were alone.

A: Oh yeah, that was cool. Jim <sup>(10)</sup> ..... (go) to push the button for the second floor, but there weren't any floor numbers on the buttons. There <sup>(11)</sup> ..... (be) dates instead.

B: Yeah, 1890, 1920, 1950 and 1970.

A: The girl ... I can't remember her name. Anyway, she <sup>(12)</sup> ..... (push) the button 1920. The lift <sup>(13)</sup> ..... (shake) and it <sup>(14)</sup> ..... (make) a very loud noise. They were both really scared. Finally, the lift <sup>(15)</sup> ..... (stop) and they <sup>(16)</sup> ..... (run) out. They were in the 1920s.

B: The lift was a time machine. How cool is that?

A: Yeah. That was cool, but the rest of the film was rubbish.

11 Write sentences with *going to* / *not going to*





12 Complete the sentences with the words in the box. There are **two extra words**.

might take lie missed tidy meet excuse coat instead well

- 1 Yesterday was really busy. I'm going to ..... it easy today and do nothing.
- 2 I don't feel very ..... I need to see a doctor.
- 3 Are you free on Saturday? Let's ..... up in town and have an ice cream.
- 4 Let's turn off the TV and go outside to play football .....
- 5 Your room is a mess. I want you to ..... it before dinner.
- 6 We ran all the way to the station, but we still ..... the train.
- 7 Put on a ..... It's really cold outside.
- 8 I ..... go to Jenny's party, but I'm not really sure yet.

**Reading** 13 Read the sketch. How many of the tasks below can you do?

**Weekend plans**

**Ana:** Have you got any plans for the weekend, Dan?

**Dan:** Not really. I might play football with some friends on Sunday, I'm not sure.

**Ana:** So you haven't got any plans for Saturday night?

**Dan:** No, not really. I might watch a DVD or have an early night. Why?

**Ana:** Well, I'm going to have a party. Just a small one. Do you want to come?

**Dan:** Umm. Maybe. Who are you going to invite?

**Ana:** Well, I thought of James, Lisa, Dana and you. Just the five of us.

**Dan:** Well, I know James can't come.

**Ana:** Really? Why not?

**Dan:** He told me he's going to stay at Liam's house.

**Ana:** Liam? Who's Liam?

**Dan:** It's a friend of his from his old school. They try and see each other every month.

**Ana:** So it's going to be just the four of us.

**Dan:** Maybe not. I think Lisa's going to visit her gran with her parents on Saturday.

**Ana:** But she can come when she gets back.

**Dan:** Her gran lives in Bristol.

**Ana:** Oh dear, so just me, you and Dana.

**Dan:** Dana's ill. She didn't come to school all week, remember.

**Ana:** Oh that's right. Oh well, that's just you and me then. What do you think? A party for two?

**Dan:** I think that's a great idea. I'd love to come.

**Complete the sentences with phrases from the box. There are two extra phrases.**

have a party   go to the cinema   play football   play basketball   watch a DVD

- 1 Dan might ..... on Sunday.
- 2 Dan might ..... on Saturday night.
- 3 Ana might ..... on Saturday night.

**Choose the correct answer.**

- 4 How many people does Ana want to invite?

- ☐ four  
☐ six  
☐ five

- 5 Who is James going to stay with?

- ☐ a friend from his old school  
☐ his friend Dan  
☐ his grandmother

- 6 How often does James see Liam?

- ☐ about once a month  
☐ every day  
☐ usually once a week

**Complete the sentences with a maximum of 4 words.**

- 7 Lisa will probably stay .....
- 8 Dana didn't go to school because .....
- 9 There will only be two people at .....

### Introduction

The population of planet Earth is exploding and its people are on the move. Where are we going? What are we leaving behind? How are our lifestyles changing? The following article discusses these questions and the good and bad consequences that may lie ahead in the future.

BONUS

## Overpopulation Fuels Megacities, for Better or Worse

- A In October of 2011, the world population hit an estimated seven billion for the first time in history. Not only are more babies being born, but people in the 21st century are healthier and they are living longer than ever before. Will we have the resources—food, water, energy—to sustain this ever-growing population? Where are all of these people going to live?

### The Urban Explosion

- B Well, not in the countryside. The speed of urbanization—the rate at which the rural population of the world is moving to larger cities—is amazing. In 1950, only one in three people lived in urban areas, while the rest lived on farms or in towns and small communities. At the same time, only two cities in the world—Tokyo and New York City—were considered megacities: cities with a population of over 10 million. Now, there are 26 megacities and more are being added yearly. Over 180,000 people a day migrate from rural areas to cities. The number of megacities is expected to double over the next ten to twenty years.\* Already well on their way to becoming megacities are Belhai in China, Palembang in Indonesia, Chittagong in Bangladesh, Toluca in Mexico, and Ghaziabad, Surat, and Faridabad in India.

- C The traditional pattern has been that industrial revolutions prompt people to abandon the countryside. North America and Europe experienced their industrial revolutions in the 1800s. This was a time when new machines for farming and manufacturing changed human life forever. Farming became more mechanized and this mechanization meant that fewer people were needed to run a farm. Many country dwellers moved to cities in search of better jobs, higher wages, and an easier life.

### New Problems in Many Places

- D In China, the recent industrial revolution is the most rapid the world has ever seen. The Chinese economic explosion brought millions of people to the big cities. In January of 2012, China officially announced that more than half



of its population was now urban: 51%, or 690.79 million, were living in cities, compared to 656.56 million residing in rural areas. Chengdu, for instance, a smaller city that previously had been almost unknown except for its panda bears and teahouses, is now a thriving industrial and business center of 14 million inhabitants and moving rapidly toward the 20-million mark.

Rapid urbanization creates problems related to housing, education, jobs, clean water supply, sewage treatment, and crime. Infrastructure—such as roads, railroads, trains, and metros—needs to be built or enlarged to move the ever-increasing population from place to place. Slums have sprung up around many of the great cities of the world—Rio de Janeiro, Mexico City, Cairo, Mumbai, Beijing, Johannesburg—just to name a few places. An estimated 1 billion people—almost one-seventh of the world's population—live in shanty towns mainly in Africa, Latin America, and Asia.

The highest rate of urban migration is in Sub-Saharan Africa. Due to armed conflicts among different groups, failing crops, droughts, and floods, people are fleeing to cities at twice the rate of other countries. Because they are not economically sound, these cities are unable to incorporate the huge populations moving into them. Richard Kollodge, editor of the United Nations Population Fund report released in October 2011, noted that many countries in Sub-Saharan Africa have high birth rates but low economic growth rates. "The population is growing faster than the government's ability to meet the need for services, education, and health. Economic growth isn't keeping up with population growth," said Kollodge. The result is that the countries are rapidly becoming poorer.

### Looking to the Future

Is there any hope for the future? Experts in many fields are working on the problems of overpopulation and overcrowded cities. The two problems are closely tied. Education of women and access to birth control can lead to fewer and healthier children. City planners and architects can devise cities that make optimal use of the finite land of the earth. Engineers can work on ways to develop new water sources and improve the infrastructure of cities and the public transportation. Scientists are finding new types of clean energy and ways to reduce carbon emissions. Agricultural expertise can help grow the food to feed the masses. All of this will take international cooperation and vast sums of money.

And how does all of this relate to megacities? Joel Cohen, a professor of population studies at Columbia University in New York, suggests that well-designed smaller cities of about 1 million could provide a better future for urban life. But at the rate the population is growing now, Cohen said, "We are going to need to construct a city of a million people every five days for the next 40 years."

Source: "Overpopulation Fuels Megacities, for Better or Worse" (Miki Knezevic)

\* The statistics in this paragraph are taken from "The Challenges Facing an Urban World," by Mark Kinver, BBC News, 6/13/2011



## BONUS

- ② **Recalling Information** Mark each statement with *T* (for true) or *F* (for false). Then correct the false statements to make them true. Remember to read the article (or parts of it) again if necessary. If you can do this activity successfully, then you have read well enough for your present purpose.

1. F In the year 2011 the world population reached seven billion, which means that fewer people are being born now than in the past.  
It's the opposite. More people (not fewer people) are being born now than in the past.
2. \_\_\_\_\_ In 1950 there were only two megacities, but now there are over 25, almost all of them in Europe and North America.
3. \_\_\_\_\_ Traditionally, an industrial revolution causes people to leave rural areas and go to live in the cities.
4. \_\_\_\_\_ What is happening now in China is the most rapid industrial revolution that the world has known.
5. \_\_\_\_\_ More than half of the Chinese population now lives in the countryside.
6. \_\_\_\_\_ Rapid urbanization creates a great need for infrastructure to be built, such as roads and subways.
7. \_\_\_\_\_ In Sub-Saharan Africa today, people are not moving to the cities but are staying in the rural areas and practicing agriculture.
8. \_\_\_\_\_ When the population is growing very fast and the economy is not, a country becomes poor.
9. \_\_\_\_\_ Some solutions that experts are working on for the problem of overpopulation are educating women, developing new water sources, and improving public transportation.

## BONUS

- ③ **Finding the Main Idea of a Reading** Look at the following statements. Then choose the one that you think best expresses the main idea of *Overpopulation Fuels Megacities, for Better or Worse*, and mark it with *M* for Main Idea. Two of the statements express secondary ideas; mark those with *S* for Secondary. One of the statements expresses an idea that is not included in the article at all; mark that one as *NI* for Not Included.

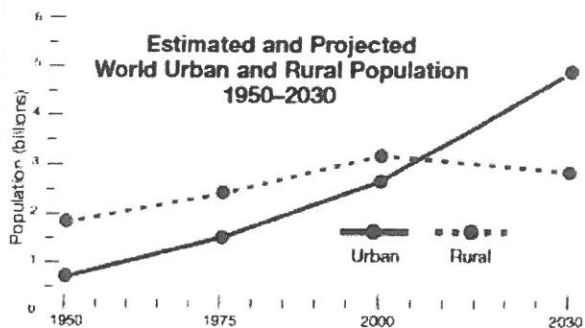
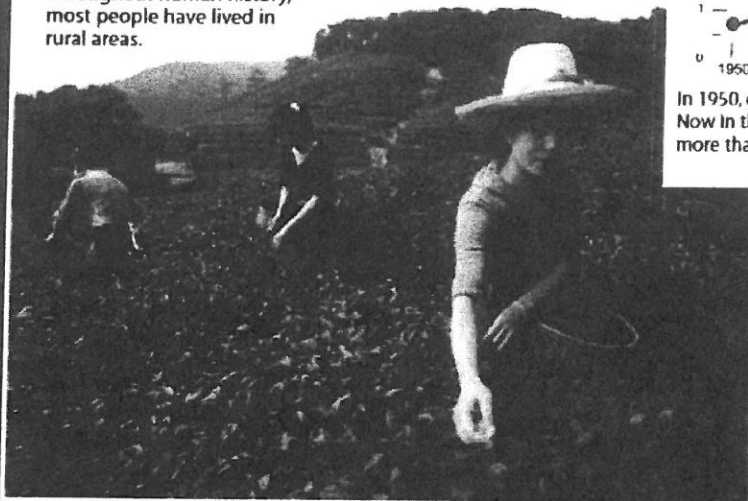
1. \_\_\_\_\_ Because of armed conflicts and bad weather conditions, many people in Africa and other parts of the world are leaving rural areas and going to live in cities that can not support them.
2. \_\_\_\_\_ The urbanization now happening in China is a great success because the country is industrializing very fast, and so its cities have no slums around them and offer good jobs for everyone.
3. \_\_\_\_\_ In recent years the world's huge population is going through a time of rapid urbanization that in many places is presenting new problems that need to be solved for the good of humanity.
4. \_\_\_\_\_ In 1950, there were just two "megacities" (cities with more than 10 million inhabitants) on the planet, New York and Tokyo; now there are at least 26 and every year more are added.

15 Look at the pictures and do the tasks below.

**A Topic Preview.** Look at the graph and photos. Where do most people live in your country—in rural or urban areas?

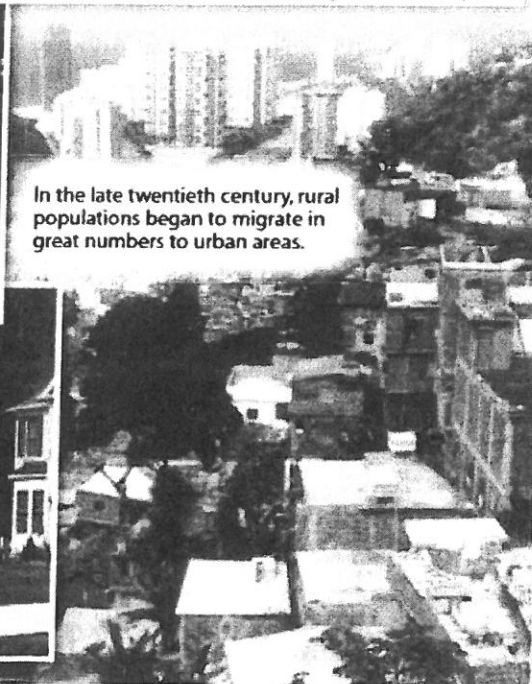
**E**xperts predict major changes in the distribution of the world's population in the 21st century

Throughout human history, most people have lived in rural areas.

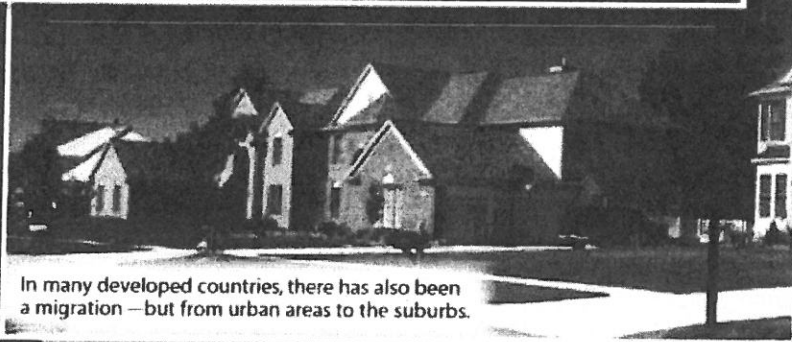


In 1950, only 29% of the world's population lived in towns and cities. Now in the twenty-first century—for the first time in human history—more than half of the world's population lives in urban areas.

Source: United Nations Population Division, 2000



In the late twentieth century, rural populations began to migrate in great numbers to urban areas.



In many developed countries, there has also been a migration—but from urban areas to the suburbs.

**B Interpret Data from a Graph.** With a partner, answer the questions, according to the information in the graph.

1. Approximately how many people in the world will be living in urban areas in 2030? How about in rural areas?
2. In what year did the world's urban population surpass the world's rural population?

**A** Reading Warm-up. What problems do you think cities of 10 million or more people might share?

**B** <sup>224</sup> Reading. Read the interview. Do you agree with Dr. Perlman's views?

# The Advent of the Megacity

Following is an interview with Dr. Janice Perlman, founder and president of Mega-Cities Project, Inc. Her organization attempts to make cities worldwide more livable places by taking good ideas from one place and trying to make them work in another.

**Q.** How do you define "megacity"?

**A.** We define megacities in our work as cities that have reached populations of 10 million or more. The majority of these are in developing countries. Migration to the city is the route for many people to greater choice, opportunity, and well being. By coming to settle in the city, they have in effect "voted with their feet."

**Q.** Why are these places going to be very important in the next hundred years?

**A.** The 21st century won't be a century of rural areas and small towns but of giant cities that will set the standard of how we live, how our environment is preserved (or not preserved), how our economies work, and what kind of civil society we develop.

**Mexico City**  
over 18 million (2005)

**Q.** Do megacities in the developed and developing world differ, or are they linked by certain similarities?

**A.** These large cities have a lot more in common with each other than they do with the small towns and villages in their own countries. For example, every megacity struggles with a widening gap between rich and poor. Every "first world" city, such as Los Angeles, New York, London, or Tokyo, has within it a "third world" city of poverty and deprivation. And every third world city, such as Calcutta, Cairo, or Mexico City, has within it a first world city of high culture, technology, fashion, and finance.

In addition, all megacities share the problems of providing jobs and economic opportunities, and making housing, education, and health care available. They deal with crime and violence, as well as basic infrastructure such as water, sanitation, and public transportation. This is no easy task. The leaders of these cities recognize that they have similar problems, and they would like to learn more from other cities, particularly about successful solutions.

If we are going to create livable cities for the next century, we will need to be clever enough to do it through collaboration and cooperation. That is why the Mega-Cities Project works to share experiences that work across boundaries of culture and geography.

**Q.** Is the solution to urban problems strict central planning?

**A.** Absolutely not. We need decentralized planning that includes local citizens. In my view, attempts to create planned cities or communities—like Brasilia or Chandigarh—are too sterile and miss the spontaneity of cities that grew organically, like Rio de Janeiro, Bombay, or even New York City. The best example of urban planning I've seen recently is in Curitiba, Brazil, which set up a brilliant public transportation system in anticipation of population growth. The historic areas of cities like Siena, Paris, or Barcelona all have elements of planning that led to buildings of similar heights and architecture, but they were not centrally planned. There is a lot of diversity within the design, and people love to go to those cities.

Megacities are really very exciting places. The truth is, I've never met a megacity that I didn't like!

**Tokyo**  
over 28 million (2005)



On your ActiveBook disc: **Reading Glossary** and **Extra Reading Comprehension Questions**

The World's Ten Largest Urban Areas	Population (millions)		Rank in 2015
	in 1996	in 2015	
1 Tokyo, Japan	22.2	28.9	1
2 Mexico City, Mexico	16.9	19.2	7
3 São Paulo, Brazil	16.8	20.3	4
4 New York, United States	16.4	17.6	9
5 Mumbai (Bombay), India	15.7	26.2	2
6 Shanghai, China	13.7	18	8
7 Los Angeles, United States	12.6	14.2	15
8 Kolkata (Calcutta), India	12.1	17.3	10
9 Buenos Aires, Argentina	11.9	13.9	17
10 Seoul, Korea	11.8	13	19

Source: U.N. Department of Economic and Social Affairs Population Division

Information source: [www.megacitiesproject.org](http://www.megacitiesproject.org)

**C Confirm Content.** Check the types of urban problems Dr. Perlman mentions or suggests in the interview.

- |  |                                    |   |   |
|--|------------------------------------|---|---|
| <input type="checkbox"/> poverty         | <input type="checkbox"/> pollution | <input type="checkbox"/> unemployment   | <input type="checkbox"/> inadequate public transportation |
| <input type="checkbox"/> lack of housing | <input type="checkbox"/> disease   | <input type="checkbox"/> discrimination |   |
| <input type="checkbox"/> crowding        | <input type="checkbox"/> crime     | <input type="checkbox"/> corruption     |   |

**D Understand from Context.** Read each statement from the interview.

Choose the sentence closest to what Dr. Perlman means. Use information from the article to explain your answers.

1. "By coming to settle in the city, they have in effect 'voted with their feet.'"
  - a. People are making it clear which kind of life they prefer.
  - b. People would rather live in the country than live in the city.
  - c. People don't have as much opportunity in the city as they do in the country.
2. "Every 'first-world' city . . . has within it a 'third-world' city of poverty and deprivation. And every third-world city . . . has within it a first-world city of high culture, technology, fashion, and finance."
  - a. Some megacities have more poverty than others.
  - b. All megacities have both poverty and wealth.
  - c. Some megacities have more wealth than others.
3. "The Mega-Cities Project works to share experiences that work across boundaries of culture and geography."
  - a. The Mega-Cities Project helps megacities communicate their success stories to the people who live in that city.
  - b. The Mega-Cities Project helps megacities communicate their success stories to other cities in that country.
  - c. The Mega-Cities Project helps megacities communicate their success stories to megacities in other countries.

**E Infer Information.** Discuss the questions. Support your opinion with information from the article.

1. Why does Dr. Perlman say she prefers cities that are *not* planned over planned cities?
2. Why do you think Dr. Perlman thinks megacities are exciting? Do you agree?
3. Do you live in a megacity, or have you ever visited one? What are the pros and cons of living in a megacity?
4. Do you think life in megacities will improve in the future or get worse? Why?

Listening: <https://www.audio-lingua.eu/spip.php?article4620&lang=de>

## Claire and the fortune teller

→ LISTEN  
ONLINE

Words: fortune teller=Wahrsagerin, won't=will not=nicht werden

1. Tick the correct answer:

A) What does Claire ask:

☐ Will I be rich?

☐ Will I be happy?

☐ Will I be famous?

C) The fortune teller tells Claire she will live in a :

☐ a cabin in the middle of the woods

☐ house boat

☐ a tent in the middle of the desert

E) The fortune teller is:

☐ Unfriendly

☐ Friendly

☐ Nice

B) The fortune teller says:

☐ Jane won't have a house, a husband and children

☐ Jane won't have a villa, a husband and pets

☐ Jane won't have a car, a pet and a husband

D) After hearing this, Claire is:

☐ happy

☐ Worried

☐ Scared

F) The fortune teller wants to spend a lot of time  
telling Claire her future:

☐ True

☐ False

2. Answer the questions:

1) What is the fortune teller's name?

2) What are the first 3 words the fortune teller says to Claire?

3) Describe the fortune teller with 3 adjectives:

4) What does Claire want to know?

5) What does the fortune teller tell Claire about her future?

6) With which 3 words does the fortune teller say „Good-Bye“ to Claire?

3. Fill out with a maximum of 4 words:

A) The fortune teller asks: „What do .....?“

b) Claire wants to know: „.....in the future?“

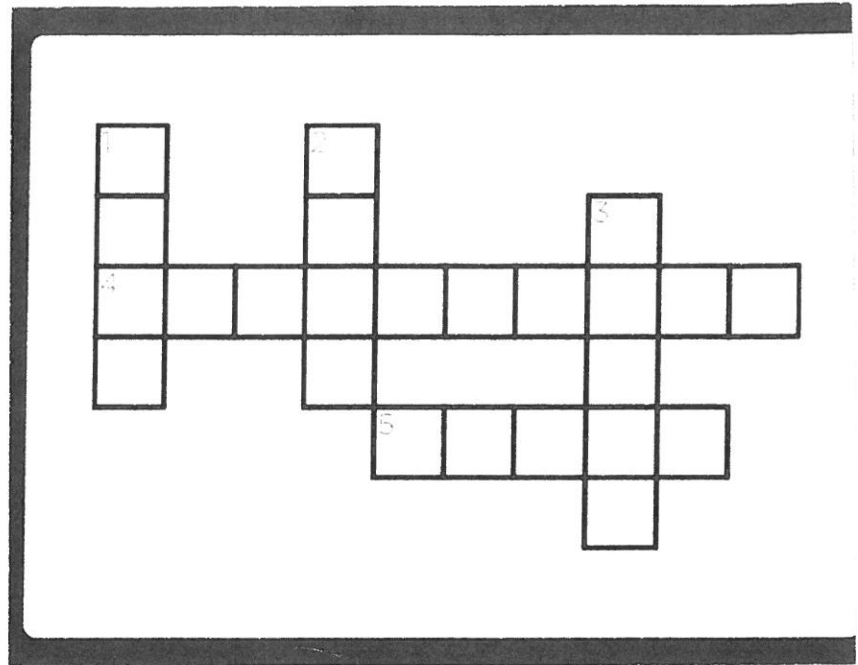
c) The fortune teller answers: „You won't have a house, you won't have a husband, .....“

d) The fortune teller says Claire will live in a tent ..... desert.

# Wind in the Willows

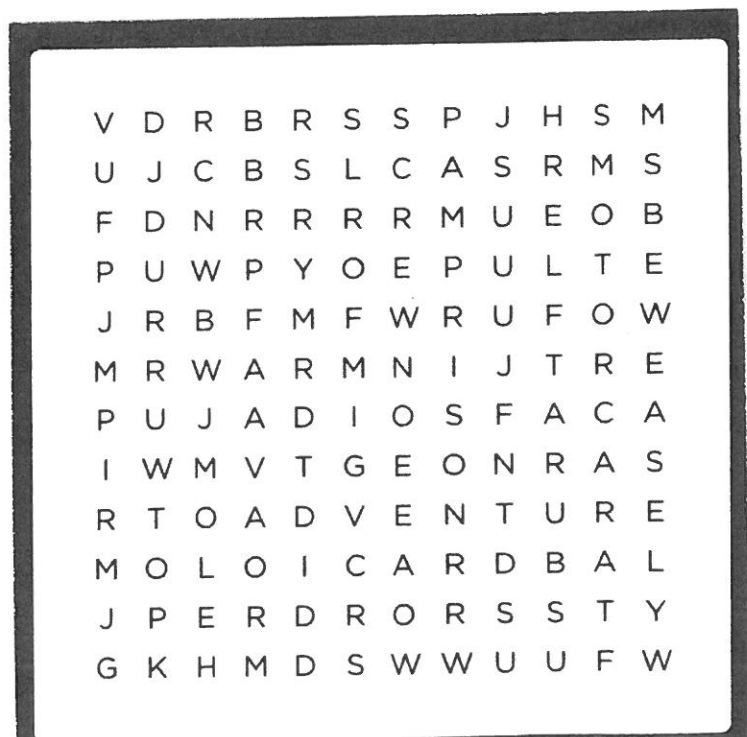
## PUZZLE:

1. Who wanted to give a performance and
2. speech at the banquet?
3. The Badger lives in the Wild ....
4. Where does Mole meet Rat?
5. Toad gets sentenced to prison because
6. he steals an....
7. Who joins Rat and Mole for their picnic?



## WORD SEARCH:

MOLE, TOAD, ADVENTURE, RAT, BADGER,  
CAR, PRISON, FRIENDS, WOODS,  
MOTORCAR, WEASEL



## Chapter 2

- 2 Match the sentences in column A with the sentences in column B.

A	B
1 Can we visit Toad?	a No, I don't.
2 Is Toad nice?	b Of course. Get the boat out and we'll go now.
3 Isn't this a beautiful place?	c Oh, no! Boats are boring!
4 Let's go out in the boat.	d Yes, he is. Not very clever perhaps but he's a good Toad.
5 Shall we think about it?	e Yes, it's the finest house on the river.
6 Mole doesn't want to go.	f Yes. Let's think about it at lunch.

## Chapter 5

- 5 Complete the sentences. Put the letters in the right place.

- a Badger doesn't want any 'TIROSIVS' .....  
 b 'Toad's car ran into a tree again SLAT' ..... week.  
 c Badger is PHYP A ..... now his friends are in his house.  
 d 'Toad is a not a good REDVIR' .....  
 e Rat and Mole were are very DIRTE' .....  
 f Otter was in the 'THENICK' ..... when the animals got up.  
 g ROTET' ..... is not afraid of anybody.

## Chapter 8

- 8 In this chapter, Toad travels in many different ways. Complete the table with words and expressions from the box.

he went by boat; he ran; he walked;  
 he went by car; he swam; he walked;  
 he rode a horse

First	
Second	
Third	
Fourth	
Fifth	
Sixth	
Seventh	



**Chapter 9****9 Match the two halves of the sentences the in table below.**

1 Toad thinks he is clever because	a he is Toad's friend.
2 People say bad things about Rat because	b they don't know about the tunnel.
3 Toad Hall is very dirty because	c he got away from the police.
4 Badger and Mole know everything about the weasels because	d weasels are living there.
5 The weasels will be surprised because	e they watch Toad Hall very carefully.

**The Wind in the Willows****1 In which order do the following things happen.**

Write the numbers 1-10.

- a ☐ Toad buys an expensive car.
- b ☐ Toad takes Rat and Mole out in his caravan.
- c ☐ Mole cleans his house.
- d ☐ Toad is arrested and sent to prison.
- e ☐ Rat and Mole lock Toad in his room.
- f ☐ Toad steals a car.
- g ☐ Mole goes in a boat for the first time.
- h ☐ Mole goes to meet Toad.
- i ☐ Rat and Mole visit Badger at his house.
- j ☐ Mole gets lost in the Wild Wood.

**2 Who is who? Write the names of the correct animals from the following list. (Sometimes, there may be more than one correct answer.)**

Badger Mole Otter Rat Toad

- a Who lives in the biggest house? .....
- b Who lives in the Wild Wood? .....
- c Who can't swim? .....
- d Who gets sent to prison? .....
- e Who is not afraid of the Wild Wood? .....
- f Who is very boastful? .....
- g Who knows the river the best? .....
- h Who knows the Wild Wood the best? .....
- i Who falls into the river? .....
- j Who hurts his leg in the Wild Wood? .....

**4 Are these sentences right (✓) or wrong (X)?**

- a ☐ Toad invites the weasels to come and live in his house.
- b ☐ Toad lives in a very big house in the middle of the Wild Wood.
- c ☐ Toad is not a very clever animal, but he is a good animal.
- d ☐ Toad's friends like to hear all about Toad's adventures.
- e ☐ Mole knows more about the river and boats than Rat.
- f ☐ Badger is the richest animal in the story.
- g ☐ Rat and Otter are both friends with Badger.

**6 Fill in the gaps with the right word from the box.**

so before after when

- a The weasels move into Toad Hall ..... Toad is in prison.
- b Badger, Rat and Mole are friends of Toad, ..... they decide to help him.
- c Mole goes to Toad Hall disguised as a washerwoman ..... Toad escapes from prison.
- d Toad sings his last song ..... he goes down to meet his friends at the party.

**7 Which of the following things do not happen in the story?**

- a Mole learns about the river.
- b Toad learns to drive.
- c Rat cooks a meal for Badger.
- d Toad rides a horse.
- e The weasels have a party.
- f Otter goes in a caravan.



## Future Plans

Read what these three people want to do in the future and answer the questions in full sentences. Remember how we form the future tense! (Level 5c - a type grammar)



**My name is Lance and I am 15 years old. I am not sure what job I want when I am older, but I do know that I want to go to university. I am going to study English, Italian and Maths in Year 12& 13 and then go to a good university to study modern languages. Maybe I will become a famous writer or artist.**



Hi, my name is Rosie. I am 17 years old. I am going to be a doctor when I am older. I love to study and will go to medical school when I am 20. Before this I am going to travel abroad, to Africa and India and work in hospitals to get some experience. I know it will be difficult, but I will be strong and won't get frightened or scared even if things get hard. I want to be the best!



**When I am older I am going to travel more. I came to the UK from Italy when I was five and I will return there one day soon. As I am going to travel I will learn as many new languages as I can while I am at school. I really want to learn Chinese and Russian, but the school doesn't teach it at the minute, although the teachers say this will change soon! Sorry I forgot to say, my name is Laurent and I hope I will meet you on my travels in the future?**

1. Who is going to be a doctor?
2. Which 2 students will learn new languages in the future/
3. Will Laurent be able to learn Russian at school?
4. Does Lance think he will become a dancer when he is older?
5. How many students want to travel in the future?

**Extension.**

Using the examples above to help you, write about your own plans.

If you are not sure what you want to do use your imagination.

Folosind exemplele de mai sus pentru a vă ajuta, scrie despre propriile planuri.

Dacă nu sunteți sigur ce vrei sa faci folosi imaginatia ta. 😊

## 3a Read the text. Then complete the sentences.

### On strike

In our house there are lots of jobs my brother and I have to do. We have to put the rubbish out every two days and we have to wash the dishes\* after lunch and dinner. We take turns to wash the dishes because it's a job we both hate. We have to tidy our bedroom every Saturday morning before we go out to play. And we have to put our dirty clothes in the washing machine. In fact, the only thing we don't have to do is cook the dinner!

So last week Marty and I went on strike!

"OK, Mum, Dad – this is it!" we said. "From now on, we're on strike. We don't want to do any more jobs in the house."

We were surprised because mum and dad didn't say anything. We waited for them to say something, but they just looked at each other and smiled.

Anyway, the next morning was Saturday. Marty and I got up and went down for breakfast. But there was no breakfast on the table.

"Perhaps mum isn't well, or she's tired, or something," said Marty. But in fact mum was in the living room reading a magazine.

"Where's our breakfast, Mum?" I asked.

Mum just looked up and smiled. "I don't know," she said.

"Well, that's strange," said Marty. We went back into the kitchen and got some bread and cheese to eat.

"Hey, guess what!" I said to Marty. It's Saturday and we don't have to tidy our rooms! We're on strike!"

"Yeah, great!" said Marty.

We had a good morning – we sat around and watched DVDs and we played on the computer. Then it was lunchtime.

"Mum! What's for lunch?" Marty asked. But mum didn't answer. And there was nothing on the kitchen table when we went and looked.

Then suddenly we understood what was going on.

"You know what, Marty? I think mum's on strike!" I said.

"I think you're right," Marty said. "Maybe this strike thing isn't such a good idea."

So we went and tidied our room. Then mum put her head round the door. She looked at us and smiled.

Just as we finished our room, mum called. "Lunch is ready, guys," she said.

And, of course, after lunch Marty and I washed the dishes. And do you know what? We did it with a smile on our faces.

Josh, aged 13

- |   |   |
|---|---|
| 1 Marty and Josh hate .....                                   | 5 On Saturday morning, their mum .....                                |
| 2 They have to ..... before they go out to play on Saturdays. | 6 After the boys watched DVDs and played computer games, it was ..... |
| 3 The boys never have to .....                                | 7 The boys understood that their mum .....                            |
| 4 Their parents smiled when the boys said they were .....     | 8 Marty decided* the strike wasn't .....                              |
|   | 9 Marty and Josh didn't mind ..... after lunch.                       |

\*wash the dishes – abwaschen, Geschirr spülen

\*decide – entscheiden

### 3a Complete the sentences with the correct form of **going to** and a verb from the box.

eat take play get up play arrive stay come watch

**Key:** X = not going to ✓ = going to

Jason and I <sup>1</sup> ..... (X) basketball this evening. We're <sup>2</sup> ..... (✓)  
DVDs at my house. Our friends <sup>3</sup> ..... (X) to my house to watch DVDs  
with us because they <sup>4</sup> ..... (✓) computer games at Dan's house.  
Anyway, Jason and I <sup>5</sup> ..... (✓) pizzas and drink cola. Mum  
<sup>6</sup> ..... (X) home from work until late, so she says we can order pizzas  
from *Pizza Place* for dinner. Jason <sup>7</sup> ..... (✓) at my house for the night. His  
mum and dad <sup>8</sup> ..... (X) him home until tomorrow evening. And we  
<sup>9</sup> ..... (X) early tomorrow morning because it's Saturday.

### 3b Circle the correct words.

- 1 The boys **not / aren't** going to play football on Sunday.
- 2 **It's / It** going to be hot tomorrow.
- 3 Ursula isn't going **to have / have** a party this weekend.
- 4 **I / I'm** not going to do my homework until Sunday night.
- 5 She's **going / go** to stay at her friend's house tonight.
- 6 The cat **isn't / aren't** going to catch that mouse!
- 7 We aren't going **for / to** do a school project this year.
- 8 **Petra am / Petra's** going to do nothing at all next week!
- 9 Jess isn't **going to / going** tidy his room any more.
- 10 I'm **don't / not** going to do my homework now.

### 4a Write the sentences in the correct order.

- 1 school / I / not / to / might / tomorrow. / go  
.....
- 2 might / your / so / umbrella. / rain, / It / take  
.....
- 3 evening. / might / to / the / We / go / this / cinema  
.....
- 4 not / film. / might / the / They / like  
.....
- 5 shouldn't / that / I / I / might / ill. / eat / cake! / be  
.....
- 6 stay / Don / all / weekend! / might / in / bed  
.....