

What you have to learn for the 3rd English test

date: March 27, 2020

Words:

- Unit 7 (WB.p. 60 + WB.p.73 + 74)
- "web of lies" vocabulary (worksheet + booklet)

Grammar:

- Present simple for future (SB.p.76 + schoolex. + worksheets)
- Want someone to do something (SB.p.76 + schoolex. + worksheets)
- Adverbs of manner (SB.p.65 + schoolex. + worksheets)

Topics:

- Australia and travelling
it will be necessary to know some cities and some sights in Australia (or another country) for your writing assignment (SB.p.70-72)
- "web of lies" – you have to know the story; details and you have to be able to answer questions or to describe a character

Writing:

- Writing a blog
it will be important to know how to write a blog and to know phrases (worksheet "How to write a blog and SB.p.71 + 72)

- Write a summary about "Web of Lies"
≈ 150 words

signature: _____

Work plan 4a for our third test

Due date: 27th March 2020

	exercises	form	check
Grammar	<ul style="list-style-type: none"> • Worksheet 3 (present simple for future) • Worksheet 4 (want someone to do something) • Worksheet 3 (adjective or adverb) • Worksheet adjective-adverb (intermediate level) • Worksheet adverbs of manner (intermediate level) • Want someone to do sth. worksheet 	EA EA EA EA EA EA	
Listening	<ul style="list-style-type: none"> • WB.p.46 		
Reading	<ul style="list-style-type: none"> • Worksheet 2 "Addie's life" • WB.p. 54+55 • WB.p. 45+46 • Worksheet campaign for climate change 	EA EA EA EA	
Writing	<ul style="list-style-type: none"> • Write a travel blog <ul style="list-style-type: none"> - you can choose a country, tell your readers about your activities and give them information about the country - write about 200 words 	EA	
Web of lies	<ul style="list-style-type: none"> • answer the questions about the story (p.31-34) orally. 	EA/PA	
if you have finished with everything:	<ul style="list-style-type: none"> - Learn vocabulary with a partner 	EA/PA	

1 Use the present simple for future to write Amy's travel blog.

1 We (be) off to Australia at 9 p.m. on Friday.

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2 Our plane (arrive) at 00.30 on Sunday.

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3 On the third day, our plane to Alice Springs (leave) at 8.30 a.m.

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4 Mum, Dad, Ryan and me, we (climb) the Sydney Harbour Bridge at 8.30 a.m.

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5 We (fly) back to London at 5 p.m.

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6 Our plane (touch) down at London Heathrow airport at 7 a.m.

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1 What do they want them to do? Make sentences.



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1 Adjective or adverb? Fill in the correct form of the words in brackets.

- 1 Please listen (careful): We are (grateful) for all donations.
- 2 The flight attendant on the plane spoke so (quick) I could (hard) understand her.
- 3 Her recipe sounds (wonderful). I bet the ice cream tastes really (good).
- 4 He writes very (good) and his books are very (successful) all over the world.
- 5 I think he needs to think (different) and study (hard) for his next exam!
- 6 She ran (slow) at first, but finished very (fast) and won the race (easy)!
- 7 Alan's new project wasn't the success he had hoped for and he still feels (bad) about it.
- 8 After the accident the ambulances arrived almost (immediate) and took several people who were hurt very (bad) to the nearest hospital.
- 9 Hello, Sally. You look very (unhappy) today. What's wrong? I'll (glad) help if you need me.
- 10 Your new design sounds (great), but are you sure everything will work (correct)?

2 Circle the correct option.

Here is what the chef Sam Reed says about food and a healthy diet: "Nutritious food can be prepared ¹ *quick / quickly*. Just buy some fresh meat or fish, add some fresh vegetables, and some potatoes or rice. It's really ² *easy / easily* to eat well and not have junk food all the time. All you need are the right ingredients. Compared to a cooked meal, junk food doesn't only taste ³ *bad / badly*, it also has ⁴ *harmful / harmfully* effects on your body. You should always decide ⁵ *careful / carefully* what you eat and what is ⁶ *good / well* for your health. Always eat ⁷ *slow / slowly*. Then you won't get fat ⁸ *easy / easily* and you'll always stay ⁹ *active / actively*!"



Adjective – Adverb

Fill in the gaps!

Intermediate level:

1. Taste the soup *carefully*. It is *extremely hot*. (careful – extreme, hot)
2. This document is (real, important)
Put it into the safe! (immediate)
3. We found his speech interesting. (äußerst)
4. Please, get up! It's (quick – pretty, late)
5. Our English teacher speaks
(extreme, slow)
6. My new pullover feels (pretty / quite, soft)
7. We read two newspapers (daily)
8. I have a problem with my right leg. I can't walk
(richtig – proper)
9. This flight goes to New York. (direct)
10. He went to the headmaster and complained
about me. (sofort – direct)
11. I feel (pretty, bad)
12. The slurping of soup sounded
(extreme, loud/rude)
13. I don't like this medicine. It tastes (awful, bitter)
14. He is (terrible, lazy). He
does anything for school. (hard) But his sister works (hard)
15. We didn't win the match because we played
(pretty, bad)
16. The little boy cried when his mum left. (bitter)
17. Being over-weight is (high, dangerous)

Adverbs of Manner

Fill in the adverb or the adjective! Setze das Adverb oder das Adjektiv ein!

Intermediate level:

24. Julia Roberts is a **actress**. (berühmt)
25. The teacher spoke to her (ruhig)
26. You haven't done your homework very (sorgfältig)
27. He can manage that (leicht)
28. Let me help you! This bag is too **for you**. (schwer)
29. Why do you shout at me so? (böse)
30. My dad is a **driver**. (langsam)
31. We are very **at English**. (gut)
32. She usually writes very (sorgfältig)
33. That sounds very! (gut)
34. Why is everybody so? (ruhig)
35. night! Sleep! (gut)
36. Kate looks so! What's the matter with her? (traurig)
37. That cheese smells (schrecklich)
38. Be! The baby is asleep! (ruhig)
39. Was the English test? (schwierig)
40. Why must I go to bed so? (früh)
41. I'm not a cook, but my sister cooks! (gut)
42. Mike feels about his test. (schrecklich – schlecht)
43. This soup is hot. Taste it (vorsichtig)
44. The teacher became when he saw my homework. (böse)
45. Do you know the song „Oh **day?**” (glücklich)
46. He behaved (schrecklich)

Exercise; form sentences:

Example:

Peter – Mary – leave the room yesterday evening

Peter wanted Mary to leave the room yesterday evening.

the teacher – we – write the text

mother – Lisa and Sue – **not** come home late

Kelly and Joe – you – come to the party?

Mona – her sister – **not** be so loud

The bus driver – the passengers – be quiet yesterday (PAST TENSE)

Dad – I – carry out the dustbin this afternoon

Your brother – you – buy the new P!NK-CD for him?

Little babies – their mothers – feed them with milk

Parents – children – be polite to the neighbours.

The dog – I – go for a walk with him

Lue – his dad – **not** play basketball with him last week.

You – I – go shopping for you?

Karen – her daughter – **not** watch horror movies on TV.

I – you – shut your moth right now

Susan – Tom – marry her?

*The doctor – the ill child – **not** stay in bed for 3 days?

- 1 a** Read Addie's text about her life in the outback and the school she goes to. Then answer the questions.



Hi, my name's Addie, and I live on a 'station', that's a sheep farm in the central outback of Australia, with my parents and my two younger brothers. The nearest town is Alice Springs, which is more than 300 km away from my home. Two or three times each year everyone meets up in Alice Springs and I travel to school there to see my teachers and classmates for a week. Normally my classroom is the living room on our farm and I take part in my classes on the internet. That sounds strange to you, doesn't it? Now let me explain a bit about my school, the Alice Springs School of the Air. When I started school eight years ago, I had my first lessons over the radio. Each day I had one lesson with my teacher on the radio and lots of homework

to do. My parents helped me with the homework in the beginning; my mum taught me how to read and to write. With the internet, things are a lot easier now. I send my homework by email to my teachers. The online lessons are much more fun than being on the radio and they offer lots of activities with my classmates. We can see each other through a webcam, we have our own students' website and we chat online each day. My parents told me what school was like for them when they were young. They both also grew up in the outback and didn't go to a school building either. They had to send in their homework using the Flying Doctors Services. Can you imagine that, a pilot picking up your homework? The radio classes started in 1951, so my grandparents went to the School of the Air, too. Back then there were often a lot of problems and there was no school for many days. The Alice Springs School of the Air has about 160 students (aged 5 to 14) at the moment and covers an area of 1,300,000 km². So you could say that I go to the "world's largest classroom" – and I'm proud of it. At the moment I'm looking for new friends from all over the world. I'm really interested in other countries and would like to learn about your school life, so please drop me a line. Send in your emails and say hi!

- 1 Where does Addie live?

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- 2 How far away is the nearest school?

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- 3 When does she meet her teachers and classmates?

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- 4 How does she contact her teachers and her classmates?

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- 5 How did her parents' teachers get the students' homework?

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- 6 Why does she go to the "world's largest classroom"?

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- b** Write an email of about 120–150 words to Addie and tell her about a typical day at your school. Write about:

- how long it takes you to get to school
- what lessons you like most/least
- why you would/wouldn't like to go to the School of the Air

1 Read the text. Then circle T (True) or F (False).

Campaign for climate change – a teenager project with a difference

Greta Thunberg first became interested in climate change when she was only eight years old and said she could not understand why no one was really doing anything about it. At age 11, she became depressed and said, "I feel like I am dying inside if I don't protest."

On 20th August 2018, Thunberg, now just 15, decided to start a protest by not going to school after there had been forest fires in Sweden. Because she wanted the Swedish government to do something, she protested by sitting outside the parliament building every day during school hours with the sign *Skolstrejk för klimatet* (school strike* for the climate). She began to gain worldwide attention. She inspired school students globally to take part in student strikes. More than 20,000 students had held strikes in about 270 cities by December 2018.

On 23rd January 2019, Thunberg travelled to a meeting of global leaders in Davos in Switzerland. She told them, "Some people, some companies, some decision makers in particular have known exactly what priceless* values they have been sacrificing* to continue making unimaginable* amounts of money. I think many of you here today belong to that group of people."

Some days later, she warned the global leaders that, "I don't want you to be hopeful. I want you to panic. I want you to feel the fear I feel every day. And then I want you to act. I want you to act as you would in a crisis. I want you to act as if the house was on fire – because it is."

Greta Thunberg has since won many awards for her campaign project to try and stop climate change, and in December 2018, *Time* magazine named Thunberg one of the world's 25 most influential* teenagers of the year.

VOCABULARY: *strike – Streik; **priceless** – unschätzbar; **sacrifice** – opfern; **unimaginable** – unvorstellbar; **influential** – einflussreich

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|---|--|-------|
| 1 | Greta Thunberg was very young when she became interested in climate change. | T / F |
| 2 | She started her protest by sitting outside her school during school hours. | T / F |
| 3 | Her protest inspired thousands of students all over the world to join in. | T / F |
| 4 | She told the global leaders that they couldn't possibly know what they were doing. | T / F |
| 5 | She told the global leaders that it was time for them to feel afraid. | T / F |
| 6 | Greta's campaign had such great influence that she was given several prizes. | T / F |