

S M L F



# READING COMPREHENSIONS I

Textverständnis-Übungen  
für 1. Klasse AHS / NMS  
Mag. Claudia Lichtenwagner

Die Aufnahme in den Anhang zu den Schulbuchlisten für die 1. Klasse an Neuen Mittelschulen, im Unterrichtsgegenstand Englisch (Lebende Fremdsprache), für die 1. Klasse an allgemein bildenden höheren Schulen – Unterstufe im Unterrichtsgegenstand Englisch (Erste lebende Fremdsprache) wurde vom Bundesministerium für Unterricht, Kunst und Kultur mit BMUKK-5.001/0031-B/8/2013 vom 16. Mai 2013 empfohlen.

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## VORWORT

Liebe Schülerin, lieber Schüler!

Lesen soll ein wichtiger Bestandteil deines Lebens sein.

Lies sorgfältig und genau. Manchmal kommt es auf kleine Details an.

Du brauchst auch nicht bei jedem unterstrichenen Wort in den unter den Texten angeführten Tabellen nachsehen. Diese Tabellen dienen nur zur Sicherheit, falls du etwas wirklich nicht verstehst. Sehr viele Wörter wirst du aus dem Zusammenhang erraten können.

Wenn bei einem Text ein Vokabel zweimal vorkommt, ist es nur beim ersten Auftreten erklärt.

Wenn du besonders fleißig sein möchtest, kannst du die Vokabellisten auswendig lernen. Dann wird dir das Lesen und Verstehen immer leichter fallen.

Im Key sind bei den Lösungen False (F) zu deiner Kontrolle in Klammer immer die richtigen Versionen angeführt.

Viel Freude beim Lesen!

Prof. Mag. Claudia Lichtenwagner

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## New friends

Alex Hi, I'm Alex. What's your name?  
 Clare Hello, I'm Clare. How are you?  
 Alex I'm fine, thanks. And you?  
 Clare I'm alright. It's the first day at my new school.  
 Alex, this is Emma.  
 Alex Hello, nice to meet you, Emma.  
 Emma Hi, Alex.  
 Alex Look, this is Brenda!  
 Brenda, this is Clare and this is Emma.  
 Brenda Hi, Clare. Hi, Emma. Nice to meet you!  
 Clare and Emma Hi, Brenda.  
 Alex I have to catch my bus. See you tomorrow!  
 All See you, bye!

<i>What's your name?</i>	Wie heißt du?	<i>Nice to meet you.</i>	Schön, dich zu treffen.
<i>How are you?</i>	Wie geht es dir?	<i>Look!</i>	Schau!
<i>I'm fine.</i>	Mir geht's gut.	<i>I have to catch</i>	ich muss erwischen
<i>I'm alright.</i>	Mir geht's gut.	<i>See you tomorrow!</i>	Wir sehen uns morgen!
<i>the first day</i>	der erste Tag	<i>See you!</i>	Tschüs!
<i>new</i>	neu	<i>Bye!</i>	Auf Wiedersehen!
		<i>all</i>	alle

### Task 1: Match (Verbinde) the sentences:

- |                   |                          |
|-------------------|--------------------------|
| 1. What's your    | a. tomorrow.             |
| 2. Nice           | b. this is Brenda.       |
| 3. I have to      | c. name?                 |
| 4. See you        | d. day at my new school. |
| 5. Look,          | e. thanks.               |
| 6. It's the first | f. to meet you.          |
| 7. I'm fine,      | g. are you?              |
| 8. How            | h. catch my bus.         |

### Task 2: Fill in the missing words (Fülle die fehlenden Wörter ein):

- Nice to ..... you.
- ..... are you?
- I ..... catch my bus.
- See you .....
- Look, ..... is Brenda.

## A new classmate

*classmate*

Klassenkamerad

Sandra Hello. I'm Sandra and what's your name?  
 Tom Hi, I'm Tom. I'm from Dublin.  
 Where are you from?  
 Sandra I'm from Bray. How old are you?  
 Tom I'm twelve. You?  
 Sandra I'm eleven.  
 Tom Have you got brothers or sisters?  
 Sandra I've got one brother and two sisters. Mark is fifteen, Betty and Carol are thirteen. They're twins.  
 Tom I haven't got a brother or a sister.  
 Sandra That's boring!  
 Tom No, it's not boring. I've got lots of friends.  
 Sandra There's the bus! See you!  
 Tom Bye!

*twins*

Zwillinge

*boring*

langweilig

*lots of friends*

viele Freunde

*See you!*

Tschüs!

### Task 1: Circle T (True), or F (False):

1. Sandra is twelve. T / F
2. Sandra is from London. T / F
3. They are four children in her family. T / F
4. Mark and Betty are twins. T / F
5. Sandra's brother is fifteen and her sisters are thirteen. T / F
6. Tom is from Dublin and he is twelve. T / F
7. Tom hasn't got a brother or a sister. T / F
8. Tom has lots of friends. T / F

### Task 2: Match (Verbinde) the sentences:

Tom meets Frank and tells him:

*meet*

treffen

*tell*

erzählen

- |  |  |
|--|--|
| 1. There's a girl from Bray and she is | a. are twins.                            |
| 2. She has got a brother               | b. are Betty and Carol.                  |
| 3. Her sisters                         | c. and two sisters.                      |
| 4. Her sisters' names                  | d. eleven years old.                     |
| 5. Her brother's name                  | e. is fifteen.                           |
| 6. Mark                                | f. <u>without</u> a brother or a sister. |
| 7. She <u>thinks</u> it is boring      | g. is Mark.                              |

*think*

denken

*without*

ohne

## My first day at school

We are seventeen children in our new class. Twelve girls and five boys. In my new classroom there is a large green board and a brown door. There are seventeen brown desks and seventeen red, blue and orange chairs. My chair is orange. Orange is my favourite colour. There are three large windows. Our CD player is blue and the projector is grey. Our computers are white. There is a pot plant in my class. It's beautiful. My new school bag is orange and the pencil case is orange, too. In my pencil case there is a violet pen, a pink pencil, a red and blue rubber, an orange paintbrush, a yellow glue stick, a white ruler and orange scissors. I love orange, but I hate black.

<i>children</i>	Kinder	<i>beautiful</i>	schön
<i>new</i>	neu	<i>pencil case</i>	Federschachtel
<i>board</i>	Tafel	<i>violet</i>	violett
<i>door</i>	Tür	<i>pencil</i>	Bleistift
<i>desk</i>	Schreibtisch	<i>rubber</i>	Radiergummi
<i>chair</i>	Sessel	<i>paintbrush</i>	Pinself
<i>favourite colour</i>	Lieblingsfarbe	<i>glue stick</i>	Klebestift
<i>large</i>	groß	<i>ruler</i>	Lineal
<i>window</i>	Fenster	<i>scissors</i>	Schere
<i>grey</i>	grau	<i>love</i>	lieben
<i>pot plant</i>	Topfpflanze	<i>hate</i>	hassen

### Task 1: Circle T (True) or F (False):

1. There are twelve girls and four boys in the new class. T / F
2. In the new classroom there are seventeen orange desks. T / F
3. There are seventeen red, blue and orange chairs. T / F
4. My chair is orange and my pencil is orange, too. T / F
5. Orange is my favourite colour. T / F
6. There are three windows. T / F
7. The pot plant is beautiful. T / F
8. In my violet pencil case there is a violet pen. T / F
9. My rubber is red and blue. T / F
10. My school bag, the pencil case and the glue stick are orange. T / F

### Task 2: Match (Verbinde) the sentences:

- |                        |                           |
|------------------------|---------------------------|
| 1. The chairs are      | a. children in our class. |
| 2. My favourite colour | b. is blue.               |
| 3. There are seventeen | c. red, blue and orange.  |
| 4. Our CD player       | d. is orange, too.        |
| 5. My pencil case      | e. is orange.             |

## Melissa's first day at school

For her first day at her new school, Melissa has got a new red and blue school bag. In the bag there is a pink pencil case with a pink pen. Pink is her favourite colour. There is also a green pencil, a red and blue rubber, twelve coloured pencils, seven felt-tips, a yellow ruler, a light blue setsquare, a grey sharpener for the pencils and dark blue scissors. In the school bag there is an exercise book, an English book, a green **SMILE I** book, a yellow glue stick and a white mobile phone. In her lunchbox there are apples and carrots.

<i>her first day</i>	ihr erster Tag	<i>setsquare</i>	Geo-Dreieck
<i>new</i>	neu	<i>grey</i>	grau
<i>with</i>	mit	<i>sharpener</i>	Spitzer
<i>favourite colour</i>	Lieblingsfarbe	<i>dark blue</i>	dunkelblau
<i>rubber</i>	Radiergummi	<i>scissors</i>	Schere
<i>coloured pencil</i>	Farbstift	<i>glue stick</i>	Klebestift
<i>felt-tip</i>	Filzstift	<i>mobile phone</i>	Handy
<i>light blue</i>	hellblau	<i>lunchbox</i>	Jausenbox

**Task: Circle** (Kreise ein) **T** (True), **F** (False) or **N** (Not in the text):

1. Melissa has got a new red school bag. T / F / N
2. The pencil case is pink and the pen is pink. T / F / N
3. She has got a green pencil and a green rubber. T / F / N
4. There is a yellow Maths book in the school bag. T / F / N
5. The felt-tips are blue, orange, red, green, and black. T / F / N
6. The ruler is orange. T / F / N
7. The setsquare is light blue. T / F / N
8. There are eleven coloured pencils in her bag. T / F / N
9. The grey sharpener is for the pencils. T / F / N
10. The scissors are light blue. T / F / N
11. In her bag there is a green **SMILE I** and a pink **SMILE II**. T / F / N
12. The glue stick is yellow. T / F / N
13. There is a hamburger and a bar of chocolate in her bag. T / F / N
14. The carrots are orange. T / F / N
15. The mobile phone is white. T / F / N

<i>Math(s)</i>	Mathematik
<i>bar of chocolate</i>	Tafel Schokolade



## Miriam's class

In Miriam's class there are twenty brown desks and twenty grey chairs. There is a teacher's desk and a large green board in front of the desks. There are three posters on the walls. There is one poster with a tiger on it and one with a sunflower on it. On the third poster there is a red racing car. There is also a grey wastepaper basket and a brown cupboard for the books and the exercise books. There is one shelf next to the cupboard and two shelves opposite the windows. On the teacher's desk there is a computer, a CD player and an overhead projector. In front of the windows there are green curtains and three pot plants. The walls are yellow and the floor is brown. The classroom is not very big, but it is nice. Miriam's place is in the first row next to the door.

<i>desk</i>	Schreibtisch	<i>cupboard</i>	Schrank
<i>grey</i>	grau	<i>shelf, shelves</i>	Regal, Regale
<i>chair</i>	Sessel	<i>next to</i>	neben
<i>board</i>	Tafel	<i>opposite</i>	gegenüber
<i>in front of</i>	vor	<i>curtain</i>	Vorhang
<i>wall</i>	Wand	<i>pot plant</i>	Topf-pflanze
<i>sunflower</i>	Sonnenblume	<i>floor</i>	Fußboden
<i>third</i>	dritte/t/s	<i>not very big</i>	nicht sehr groß
<i>racing car</i>	Rennauto	<i>first row</i>	erste Reihe
<i>wastepaper basket</i>	Papierkorb	<i>door</i>	Tür

**Task: Circle** (Kreise ein) **T** (True), **F** (False) or **N** (Not in the text):

- In Miriam's class there are twenty brown chairs. T / F / N
- There is a grey wastepaper basket in the class. T / F / N
- The teacher's desk is very large. T / F / N
- In the wastepaper basket there is an exercise book. T / F / N
- Mrs Miller likes her desk with the computer. T / F / N
- There is one poster with a tiger on it. T / F / N
- On one poster there is a blue racing car. T / F / N
- Opposite the windows there are two shelves. T / F / N
- The CD player is opposite the windows. T / F / N
- On the shelves there are books and exercise books. T / F / N
- One shelf is next to the cupboard. T / F / N
- Two shelves are opposite the windows. T / F / N
- The curtains are green and red. T / F / N
- The floor is yellow and the walls are brown. T / F / N
- It is a very big class for the twenty children. T / F / N

## Where?

In the soup there is a fly.  
 There are teardrops in my eye.  
 In the tree there are two birds.  
 In the book there are some words.  
 On the chair there is a mouse.  
 There are children in the house.  
 In the forest there's a rat.  
 In the cave there is a bat.  
 In the pond there are two fish.  
 On the table there's a dish.

There are chickens on the farm.  
 There's a spider on my arm.  
 In my room there is a cat.  
 In the wardrobe there's a hat.  
 In the box there is a dress.  
 In the classroom there's a mess.  
 Under the chair there is a bone.  
 In my shoe there is a stone.  
 There's a cat behind a tree.  
 There are some sweets for you and me.

<i>soup</i>	Suppe	<i>spider</i>	Spinne
<i>fly</i>	Fliege	<i>wardrobe</i>	Kleiderkasten
<i>teardrops</i>	Tränen	<i>box</i>	Schachtel
<i>eye</i>	Auge	<i>dress</i>	Kleid
<i>tree</i>	Baum	<i>mess</i>	Unordnung
<i>some words</i>	einige Worte	<i>bone</i>	Knochen
<i>forest</i>	Wald	<i>stone</i>	Stein
<i>cave</i>	Höhle	<i>behind</i>	hinter
<i>bat</i>	Fledermaus	<i>tree</i>	Baum
<i>pond</i>	Teich	<i>sweets</i>	Süßigkeiten
<i>dish</i>	Schüssel, Teller		

**Task: Circle (Kreise ein) T (True) or F (False) N (Not in the text):**

1. There's a stone in my shoe. T / F / N
2. There is a mess in the classroom. T / F / N
3. The spider is in the soup. T / F / N
4. The dog is under the bed. T / F / N
5. The hat is in the wardrobe. T / F / N
6. There are cats on the farm. T / F / N
7. The cat is behind the tree. T / F / N
8. The bat is in the house. T / F / N
9. Two birds are in the tree. T / F / N
10. There's a sock in the box. T / F / N
11. There's a cake on the table. T / F / N
12. In the class there are 22 children. T / F / N
13. There's a mouse behind a tree. T / F / N

## Where are my things?

- Phil Mum, where's my school bag?  
Mum Your school bag?  
It's in the car.
- Phil Thanks, Mum!
- Ken Mum, where are my socks?  
Mum Your socks?  
They're in the bathroom, Ken.
- Ken Oh, yes. Thank you!
- Eve Dad, where is my red and white dress?  
Dad Your dress is in the washing machine.  
Eve Oh, OK. Thanks!
- Liz Bill, where is my pink sharpener?  
Bill Your sharpener?  
I'm sorry, Liz. It's in my desk.
- Rick Where is my laptop?  
Bob Sorry, it's in my room.  
I've got this great, new computer game!
- Dad Children, where is my silver biro?  
Pit Oops, it's in my pencil case.  
Sorry. Here you are!
- Ann Mandy, where is my T-shirt? The one with the spider on it!  
Mandy It's in my cupboard!  
Very sorry. Here you are!
- Tom I can't find my **SMILE I** book.  
Sue Sorry, Tom. It's in my locker.

<i>socks</i>	Socken	<i>Oops!</i>	Ups!
<i>dress</i>	Kleid	<i>Here you are!</i>	Da hast du!
<i>sharpener</i>	Spitzer	<i>spider</i>	Spinne
<i>(I'm) sorry.</i>	Es tut mir leid.	<i>cupboard</i>	Schrank
<i>desk</i>	Schreibtisch	<i>I can't find</i>	ich kann nicht finden
<i>great</i>	großartig	<i>locker</i>	Kästchen, Spind
<i>biro</i>	Kugelschreiber		

**Task 1 : Circle (Kreise ein) T (True), F (False) or N (Not in the text):**

- |  |           |
|--|-----------|
| 1. Mum's school bag is in the car.                         | T / F / N |
| 2. Ken's socks are in the bathroom.                        | T / F / N |
| 3. Eve's red and blue dress is in the washing machine.     | T / F / N |
| 4. Ken's socks are not in the toilet.                      | T / F / N |
| 5. Dad can't find his new hat.                             | T / F / N |
| 6. Bill has got the sharpener in his desk.                 | T / F / N |
| 7. Bob has got Rick's laptop for playing.                  | T / F / N |
| 8. Pit has got his dad's black biro in his pencil case.    | T / F / N |
| 9. The T-shirt with the spider on it is in Ann's cupboard. | T / F / N |
| 10. Mum can't find her ring.                               | T / F / N |
| 11. Sue has got Tom's <b>SMILE I</b> book in her locker.   | T / F / N |
| 12. The sharpener is orange.                               | T / F / N |
| 13. Bob likes computer games.                              | T / F / N |
| 14. Eve's socks are in the washing machine.                | T / F / N |

**Task 2: Match (Verbinde) the sentences:**

- |                                    |                         |
|------------------------------------|-------------------------|
| 1. Phil's school bag               | a. Bob's room.          |
| 2. Ken's socks                     | b. Pit's pencil case.   |
| 3. Eve's dress is in               | c. is in mum's car.     |
| 4. The laptop is in                | d. in Mandy's cupboard. |
| 5. Dad's silver biro is in         | e. are in the bathroom. |
| 6. Ann's T-shirt is                | f. the washing machine. |
| 7. There is a spider               | g. Sue's locker.        |
| 8. Tom's <b>SMILE I</b> book is in | h. on the T-shirt.      |

**Task 3: Fill in the missing words (Fülle die fehlenden Wörter ein):**

1. Phil's ..... is in his mother's .....
2. Ken's ..... are in the .....
3. Eve's ..... is in the .....
4. The pink ..... is in Bill's .....
5. Rick's ..... is in Bob's .....
6. Dad's ..... is in Pit's .....
7. The T-shirt with the ..... on it, is in Mandy's .....
8. Tom's **SMILE I** book is in Sue's .....

## The absent-minded teacher

Mr Messy is a very absent-minded teacher. He always loses something.

Mr Messy           Where are my pupils?

Children           We're right in front of you.

Mr Messy           Ah, yes, I see. Where is the register?

Ken                 Under the newspaper, Sir.

Mr Messy           Oh, yes, under the newspaper.  
Where's my pen?

Robin               In your pencil case, Sir.

Mr Messy           Alright. Now, let's begin. Who is absent?

Robin               Samantha Fox, Sir.

Mr Messy           Thank you. Now take your books. Open them to page 12.  
Where's my book?

Ken                 It's in your briefcase, Sir.

Mr Messy           Thank you, Ken. Open the window, please.  
Where is my briefcase?

Ann                 It's behind the overhead projector, Sir.

Mr Messy           Oh, thank you.  
But where's the overhead projector?

Ken                 It's over there, next to the board.

Mr Messy           I see, thank you.  
Now open your books to page 12 and close the window,  
please. Copy the first sentence and underline the verbs.  
Where's my pencil?

Robin               Behind your ear, Sir.

Mr Messy           Thank you. And my glasses?

Robin               Look in your pocket, Sir.

Mr Messy           You're right! Now look at the picture on the wall opposite  
the door. Describe ... Oh, there's the bell! Good bye!

Children           Sir, your briefcase, your glasses and your book!

Mr Messy           Oh, thank you.

<i>absent-minded</i>	zerstreut	<i>behind</i>	hinter
<i>always</i>	immer	<i>over there</i>	dort drüben
<i>lose something</i>	etwas verlieren	<i>next to</i>	neben
<i>pupil</i>	Schüler	<i>copy the first sentence</i>	den ersten Satz abschreiben
<i>right in front of you</i>	direkt vor Ihnen	<i>underline</i>	unterstreichen
<i>register</i>	Klassenbuch	<i>behind</i>	hinter
<i>newspaper</i>	Zeitung	<i>glasses</i>	Brille
<i>alright</i>	in Ordnung	<i>pocket</i>	(Jacken)Tasche
<i>let's begin</i>	beginnen wir	<i>wall</i>	Wand
<i>absent</i>	abwesend	<i>opposite</i>	gegenüber
<i>take</i>	nehmen	<i>describe</i>	beschreiben
<i>briefcase</i>	Aktentasche	<i>bell</i>	Glocke
<i>window</i>	Fenster		

# Textverständnis – Reading Comprehension

Sinnerfassendes Lesen ist im modernen Unterricht ein ganz großes Thema. Kinder sollen trainieren, so aufmerksam zu lesen, dass sie den Sinn des Gelesenen erfassen und verwerten können.

## SMILE READING COMPREHENSIONS I fördert:

- Die **verschiedenen Arten von Leseverständnis**: schnelles Lesen (skimming/scanning), detailgenaues Lesen (careful reading).
- Die **Bewältigung längerer Texte** unter Berücksichtigung verschiedenster Textsorten (Dialog, Artikel, Geschichte, Fernsehprogramm etc.).
- Die **Kompetenz** im Umgang mit **verschiedenen Testformaten** (multiple choice, True/False-Entscheidungen, Ordnen, Einfüllen, Verstehen).
- Die **Erschließung** einfacher Vokabeln **im Kontext** durch gezielte Übungen.
- Angabe schwieriger Vokabeln im Text.
- Möglichkeit der Selbstkontrolle (Key).

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