



# ENGLISCH **2**

## Schularbeits-Trainer

# Kompetent AUFSTEIGEN ...



- Kompetenzorientiert
- Bildungsstandards

## 2. Klasse AHS·NMS

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Illustrationen: Elena Obermüller

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SprecherInnen: Eddie McLachlan, Lois Harrison, Mia Heck

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# Wie schaffe ich eine Englisch-Schularbeit?

Viele Schülerinnen und Schüler haben ein mulmiges Gefühl, wenn sie an Schularbeiten denken, du vielleicht auch. Zwar können wir dir deine Unsicherheit nicht nehmen, aber wir haben ein paar hilfreiche Checklisten für dich. Denn je besser du dich auf eine Schularbeit vorbereitest, desto leichter wird sie dir fallen.

## Vor der Schularbeit

- \* Ständig mitlernen und auf dem Laufenden bleiben
- \* Erkundigen, was genau der Schularbeitsstoff ist
- \* Rechtzeitig mit dem Lernen anfangen
- \* Ein Lernplan hilft, sich die Zeit und den Stoff gut einzuteilen
- \* Das Wichtige zuerst lernen
- \* Pausen sind völlig in Ordnung
- \* Mit FreundInnen lernen und sich gegenseitig den Stoff erklären
- \* Die Schularbeit zu Hause durchspielen
- \* Rechtzeitig mit dem Lernen aufhören

## Am Tag der Schularbeit

- \* So wenig Hektik wie möglich aufkommen lassen
- \* Konzentriere dich auf deine Stärken
- \* Jede Angabe genau und bis zum Ende durchlesen
- \* Mit dem, was dir am leichtesten fällt, beginnen
- \* Die zur Verfügung stehende Zeit beachten
- \* Am Ende nochmal alles durchlesen, kontrollieren und eventuell ausbessern

## Wenn du die Schularbeit zurückbekommst

- \* Die Schularbeit ist ein Anstoß, dich mit deinem Wissen auseinanderzusetzen
- \* Fehler sind Helfer: sie zeigen, woran du noch arbeiten musst
- \* Verbesserungen haben Sinn, versuch dich auf sie einzulassen
- \* Problemliste anlegen und herausfinden, ob ein bestimmter Fehler immer wieder auftaucht
- \* Manchmal helfen auch kleine Merksätze, z. B.: He, she, it, das s geht mit!

Viel Erfolg wünschen dir

**Astrid Berger und Gabriele Broniowski**

# Test 1

## LISTENING

Listen to the children talking about their timetable and tick (x) the correct answer.

1. Tony wants to know the timetable for
  - Tuesday
  - Wednesday
  - Friday
  
2. Tony's third lesson is
  - Art
  - Geography
  - German
  
3. Lucy's favourite subject is
  - PE
  - Music
  - English
  
4. Anne has got
  - two PE lessons
  - four PE lessons
  - three PE lessons
  
5. Tom's last lesson on Thursday is
  - History
  - Maths
  - German
  
6. The third lesson on Friday is
  - English
  - Design and Technology
  - Music

## READING

### The cave in the woods

a) Read the story and fill in the given verbs in their correct past tense form:

Last summer, Sally and Paul \_\_\_\_\_ (spend) their holidays with their parents on a farm in a village in England. One day, they \_\_\_\_\_ (go) for a walk in the woods. They \_\_\_\_\_ (take) their dog with them. After about 20 minutes they \_\_\_\_\_ (find) a cave. At first, Paul \_\_\_\_\_ (do not want) to go inside, because it \_\_\_\_\_ (be) very dark. But Sally \_\_\_\_\_ (say), "Come on, Paul. Don't be afraid, it's only a cave!"

When they \_\_\_\_\_ (be) inside the cave, they \_\_\_\_\_ (hear) a strange noise.

"It's a ghost!" \_\_\_\_\_ (whisper = flüstern) Sally. "Come on, Paul! Let's get out of here!"

The children \_\_\_\_\_ (run) out of the cave. They \_\_\_\_\_ (do not stop) running, but they still \_\_\_\_\_ (can hear) the noise. Suddenly Sally \_\_\_\_\_ (turn) around. "Oh Paul", she \_\_\_\_\_ (laugh).

"Look! It \_\_\_\_ (be) only our dog not a ghost. He \_\_\_\_\_ (be) in the cave and he \_\_\_\_\_ (make) that noise. "The children \_\_\_\_\_ (do not know) the way back to the village. So they \_\_\_\_\_ (follow) their dog, and twenty minutes later they \_\_\_\_\_ (be) back home at the farm.

**b) Mark the following statements as T (True) or F (False).**

	T	F
Sally and Paul were on holiday in Ireland.		
One day they went for a walk in the wood near the village.		
They took their dog with them.		
Inside the cave it was very dark.		
Under a rock they found a wooden box.		
They ran out of the cave, because someone was calling their names.		
Their father took them home in his truck.		

## GRAMMAR

### 1. Form questions so that the underlined words or phrases make up the answers:

1. They went to Spain in summer.

\_\_\_\_\_?

2. Peter stayed at a campsite for two weeks.

\_\_\_\_\_?

\_\_\_\_\_?

3. The cat was in the cellar because it wanted to catch a mouse.

\_\_\_\_\_?

4. Peter and his friends played a lot of games.

\_\_\_\_\_?

### 2. Write the following sentences in the negative:

1. The journey to England was long and boring.

\_\_\_\_\_.

2. On the way home Peter read a comic in the car.

\_\_\_\_\_.

3. They had a picnic on the beach.

\_\_\_\_\_.

### 3. Fill in: me, you, him, her, us, them, my, your, his, her, our, their

1. Can you give \_\_\_\_\_ your book, please?
2. Where is Tim? I can't see \_\_\_\_\_ .
3. The boys are sitting in \_\_\_\_\_ room and playing computer games.
4. My sister and I have a lot of homework. Sometimes \_\_\_\_\_ mother helps \_\_\_\_\_ to do it.
5. This is Tina. She is new in \_\_\_\_\_ class. We all like \_\_\_\_\_.
6. Is this \_\_\_\_\_ car, Tom? – Yes, this is my car.
7. Mum, where are my jeans? I can't find \_\_\_\_\_ .

### VOCABULARY

#### Complete the sentences with the words from the box:

wallet   friendly   clever   disappeared   explain   fire brigade   solved   poisonous

1. I can smell smoke. I think there is a fire. Let's call the \_\_\_\_\_ !
2. Inspector Bell is so clever. She \_\_\_\_\_ the case of the missing cat.
3. I can't find my \_\_\_\_\_. All my money is in it!
4. I'm so sad! My hamster Fuzzy \_\_\_\_\_ yesterday.
5. Is your pet really a \_\_\_\_\_ snake? Isn't that dangerous?
6. I don't understand this maths problem. Can you \_\_\_\_\_ it to me?
7. We all like Mr Miller, he is such a \_\_\_\_\_ man.
8. Peter always knows all the answers. He is really \_\_\_\_\_ !

### WRITING

#### Write a text about your last or your most exciting summer holidays (70–100 words).

- Where did you go?
- How did you like it?
- Who went with you?
- What did you do?
- What was the weather like?
- What did you like? What did you not like?

# Test 2

## LISTENING

Listen to Harry's story and complete the sentences:

1. Harry went shopping with his \_\_\_\_\_.
2. He wanted to buy a present for his \_\_\_\_\_.
3. Their table was in the \_\_\_\_\_.
4. The woman had \_\_\_\_\_ children.
5. The little boy wanted to put his matchbox car into his \_\_\_\_\_.
6. The man opened the woman's \_\_\_\_\_.
7. The man was a \_\_\_\_\_.
8. The woman called \_\_\_\_\_.
9. The man had \_\_\_\_\_ hair.
10. He was wearing \_\_\_\_\_ glasses.

## READING

Read the text. Then tick (x) T (True) or F (False).

Mrs Anderson was an old lady who lived in a nice old house in Bridge Road. The house was not very big but it had a beautiful garden. Mrs Anderson loved her garden and every year she planted lots of red, blue yellow, orange, white and pink flowers. There were also many trees in her garden. There was a big nut tree and every autumn Mrs Anderson collected all the nuts and in winter she used them to bake wonderful cakes and biscuits.

Mrs Anderson lived alone in her house. Her daughter and her family lived in a big city and sometimes came to see her at the weekend.

It was autumn again. One night, when Mrs Anderson was already in bed, she heard a strange noise (= Geräusch). It was not very loud. Mrs Anderson listened, and there it was again: tap, tap, tap. "I wonder, what this is," Mrs Anderson thought. She got up and walked through the house but everything was quiet, nobody was there. "Well, maybe it was nothing. Just my imagination (= Phantasie/Vorstellung)," she thought.

But the next night she heard it again. TAP, TAP, TAP. Again Mrs Anderson walked through the house. She opened every door and looked into every room, but nothing. "I'm not crazy! I've heard something. I must find out where the noise is coming from!" she thought. So she opened the door to the cellar and went down the stairs. But there was nobody in the cellar. It was very quiet in the cellar. "Well, then there is only the attic (= Dachboden) left," she thought and climbed up the stairs to the attic. And there it was again: TAP, TAP, TAP. Very slowly Mrs Anderson opened the door and looked in. And then she saw it. A squirrel was sitting there with a nut between its paws. When it noticed Mrs Anderson it quickly disappeared in a dark corner.



And when the little animal ran away, Mrs Anderson heard the TAP, TAP, TAP, TAP, TAP again. The squirrel was making the noise. Mrs Anderson smiled. "So you are collecting nuts for the winter," she said. "Good luck, little fellow!"

	T	F
1. Mrs Anderson lived in an old house.	<input type="checkbox"/>	<input type="checkbox"/>
2. She planted blue flowers in her garden.	<input type="checkbox"/>	<input type="checkbox"/>
3. She lived with her daughter.	<input type="checkbox"/>	<input type="checkbox"/>
4. In winter she baked wonderful cakes and biscuits.	<input type="checkbox"/>	<input type="checkbox"/>
5. One spring she heard a strange noise.	<input type="checkbox"/>	<input type="checkbox"/>
6. The noise was loud.	<input type="checkbox"/>	<input type="checkbox"/>
7. Mrs Anderson thought she was crazy.	<input type="checkbox"/>	<input type="checkbox"/>
8. She went into the cellar.	<input type="checkbox"/>	<input type="checkbox"/>
9. There was a squirrel in the attic.	<input type="checkbox"/>	<input type="checkbox"/>
10. Mrs Anderson did not like the squirrel.	<input type="checkbox"/>	<input type="checkbox"/>

### 3. VOCABULARY

Complete the sentences with the words from the box:

strong knock witch pumpkin pick up footprints owner arrested remember size

1. Yesterday the police \_\_\_\_\_ the thief of my wallet.
2. You cannot carry that heavy bag, you are not \_\_\_\_\_ enough.
3. In the morning I saw a spider the \_\_\_\_\_ of an egg. It was horrible!
4. At Halloween children \_\_\_\_\_ at people's doors and ask them for sweets.
5. We were late when we wanted to \_\_\_\_\_ my sister at the airport.
6. The \_\_\_\_\_ of the little shop is really unfriendly.
7. Last year I dressed as a \_\_\_\_\_ at Halloween. I had a long nose and a broom.
8. I can't \_\_\_\_\_ Tom's phone number. Can you help me?
9. The police found the \_\_\_\_\_ of the burglar in the garden.
10. The children cut a scary face into the \_\_\_\_\_ and put a candle inside.

### GRAMMAR

#### 1. Ask questions:

1. He always eats lunch at half past one in the afternoon.
2. Carol is helping her mother in the garden.
3. Mr Anderson can tell you a lot about insects.
4. Granny brought us some homemade cookies last night.
5. They found some money in the cellar.



## 2. Write the following sentences in the negative:

1. Bill can touch his toes with his hands.
2. In the afternoon Sandy reads a book.
3. I was very happy at Christmas.
4. She bought a new car last month.
5. John is waiting in the kitchen.

## 3. Fill in the given verbs in the correct past tense form:

My friend Tony \_\_\_\_\_ (spend) last summer in Greece. His aunt lives there. When he \_\_\_\_\_ (arrive) he \_\_\_\_\_ (be) really shocked because his aunt and his uncle \_\_\_\_\_ (be) not at the airport to meet him. First he \_\_\_\_\_ (do not know) what to do. Then he \_\_\_\_\_ (go) to the information desk and \_\_\_\_\_ (tell) the lady there his story. He \_\_\_\_\_ (know) his aunt's name and address and so the nice woman \_\_\_\_\_ (phone) his aunt. Tony's aunt \_\_\_\_\_ (be) very surprised. She \_\_\_\_\_ (think) that Tony would be arriving on the next day. Tony \_\_\_\_\_ (wait) for half an hour and then his aunt and his uncle \_\_\_\_\_ (come). They \_\_\_\_\_ (laugh) and \_\_\_\_\_ (be) very happy to see Tony. Tony \_\_\_\_\_ (have) a wonderful time in Greece.

## 4. Circle the correct word:

1. I think John is the **most bad/worst** singer I know.
2. This year's Halloween party is better **than/as** last year's.
3. She looks so much **happier/more happy** now.
4. My aunt is the **best/better** cook in our family.
5. My brother is as old **than/as** your sister.
6. Tina is **the/more** cleverest girl in our class.
7. Today it is **sunniest/sunnier** than yesterday.
8. I'm faster at swimming **as/than** you.

## WRITING

### Write a short letter to your aunt/uncle about one of your birthday parties:

Don't forget to write about:

- Who was at the party
- What kind of presents you got
- What food you had
- Where the party was
- What you did
- \_\_\_\_\_

# Test 3

## READING

Read the text, then circle the correct answer.

Jeremy looked at the calendar. The next day was circled in red and there was a sad face drawn right next to it. Jeremy groaned and hit the calendar.

"What are you doing?" his sister Megan asked.

"I'm looking at the calendar."

"I can see that, but why are you hitting it?"

"Well, tomorrow is the first day of the new school year and I don't want to go back to school yet," Jeremy explained. "I can't help it. I don't want to get up early, do homework every day, and sit on those uncomfortable chairs for hours."

"So what is your alternative? You are only 11 years old and the law says you have to go to school!" Megan said.

Jeremy shook his head. "No, I could be a great singer or a famous actor."

Megan laughed. "Good luck at age eleven. Most singers and actors work for years to get where they are, and most of them are educated. I don't really think that is an alternative for you."

"That's not nice!" Jeremy protested.

"Come on Jeremy! School's not so bad. Think positive! Homework gets you out of chores at home. Dad doesn't make us do as much when we have homework."

"True."

"And TV and computer games are way more fun when you only have little time for them.

Sitting in front of the TV or the computer for hours gets boring," Megan continued.

"Also true," Jeremy admitted.

"And all of your friends are at school," Megan pointed out.

"Alright, I get it. School isn't that bad after all," Jeremy finally gave in.

Megan smiled. "Nope."

"I don't have to like it though."

"You will once you are back at school," Megan promised, smiling.

Deep down Jeremy knew she was right. Friends, pizza for school lunch, less chores... there were a lot of reasons to like school.

1. Why is Jeremy upset when he looks at the calendar?

- A He forgot his grandmother's birthday.
- B He missed his football training.
- C He has a test soon.
- D He has to go back to school the next day.

2. How does Jeremy's sister Megan feel about going back to school?
- A She doesn't care.
  - B She hates the idea.
  - C She thinks school has some good things about it.
  - D She is scared.
3. Which of these is NOT a reason why Jeremy dislikes school?
- A comfortable chairs
  - B long hours
  - C homework
  - D getting up early
4. Which of these is a reason Megan gives for liking school?
- A P.E. classes
  - B writing tests
  - C seeing friends
  - D learning new things
5. How does Jeremy feel at the end of the conversation?
- A He thinks it's okay to go back to school.
  - B He's scared to go to school.
  - C He's happy to go to school.
  - D He's sad the holidays are over.

## GRAMMAR

### 1. Write the following sentences in the negative:

1. My alarm clock went off at six o'clock.

---

2. Tina knew Paul very well.

---

3. We saw a lot of interesting paintings in the National Gallery.

---

4. The blue T-shirt was £ 20.

---

5. Monica caught the bus to school.

---

## 2. At school there are things you should do and things you should not do during lessons.

e. g. *You should listen to the teacher.*

*You should not fall asleep.*

Find 3 more examples of what you should do during lessons and 3 of what you shouldn't do.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## 3. Fill in the given verbs in the correct present simple or progressive tense form:

1. "Oh look, Tom \_\_\_\_\_ (write) his school-exercise really neatly."
2. In England many children \_\_\_\_\_ (wear) school uniforms.
3. "Listen, Mary \_\_\_\_\_ (play) the piano." – "Yes, she always \_\_\_\_\_ (play) the piano in the afternoon."
4. Jim does not usually \_\_\_\_\_ (eat) cakes but now he \_\_\_\_\_ (eat) a piece.
5. "I'm sorry, you can't talk to Peter now. He \_\_\_\_\_ (sleep)."
6. Sue \_\_\_\_\_ (live) in London.
7. The Millers \_\_\_\_\_ (have) breakfast now. They always \_\_\_\_\_ (have) breakfast at eight o'clock in the morning.
8. "Ann never \_\_\_\_\_ (read) a book, but she always \_\_\_\_\_ (read) the newspaper." – "But, now she \_\_\_\_\_ (look at) the new comic!"

## 4. Fill in the missing questions in the dialogue about Paul's holidays:

Paul: My holidays were great!

Ann: Where \_\_\_\_\_ ?

Paul: We went to Italy.

Ann: Who \_\_\_\_\_ ?

Paul: My parents and my sister.

Ann: Where \_\_\_\_\_ ?

Paul: We stayed in a very nice hotel with a fantastic swimming pool.

Ann: What \_\_\_\_\_ ?

Paul: Most mornings we were at the beach or at the swimming pool.

In the afternoons we often made trips to other towns.

Ann: What \_\_\_\_\_ ?

Paul: Oh, the weather was great. No rain, only sunshine!

Ann: How \_\_\_\_\_ ?

Paul: We stayed there for 2 weeks.

Ann: Well, that sounds super. Maybe we will go to Italy next year too!

Paul: Sounds like a good idea. I can only recommend it!

## VOCABULARY

### Circle the correct word:

1. I don't understand what that word means. Can you **explain/describe** it to me?
2. She can't carry this bag. It's too **difficult/heavy**.
3. Is it **safe/sure** to swim here? I don't see any lifeguards.
4. He is vegetarian. He doesn't eat **meet/meat**.
5. Some hippos are really heavy. They **weigh/way** almost 2,000 kilos.
6. When we came to the haunted castle I was really **secret/scared**.
7. I'm sorry, this bag doesn't **belong/behind** to me.
8. At Halloween the children **hollow/swallow** out pumpkins and put **candy/candles** inside.

## WRITING

### Write a text about your best friend (70–100 words).

You should not forget to write about:

- how old he/she is
- what he/she likes
- what he/she looks like
- why you like him/her
- what you do together
- if he/she has a pet
- if he/she lives in a house or in a flat
- what his/her hobbies are
- \_\_\_\_\_

# Kompetent AUFSTEIGEN



Kompetenzen erwerben und festigen



Bildungsstandards erreichen

Die neue Reihe *Kompetent AUFSTEIGEN* entspricht dem **neuen, aktuellen Unterricht** an österreichischen AHS und NMS. Schülerinnen und Schüler sollen den Lernstoff **wirklich verstehen** und das Gelernte **eigenständig anwenden** können.

*Kompetent AUFSTEIGEN* hilft den Lernenden, ihr **Wissen** und ihr **Können zu verbinden**. Die Reihe basiert auf den festgelegten **Bildungsstandards** und bietet Erfolgserlebnisse, **Sicherheit und Freude am Lernen!**

- Zahlreiche unterschiedliche Übungen, die Abwechslung bieten und das Denken anregen – kein „mechanisches Ausfüllen“
- Österreichischer Lehrplan
- Kann neben jedem Schulbuch verwendet werden
- Verfasst von erfahrenen, kompetenten österreichischen Pädagoginnen und Pädagogen
- Leicht verständliche Erklärungen, einprägsame Merksätze
- Ein ausführliches, beigelegtes Lösungsheft zur einfachen Selbstkontrolle

*Kompetent AUFSTEIGEN* Englisch 2 – Schularbeits-Trainer

**Jetzt mit Hörverständnis-CD!**

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- Reading
- Grammar
- Writing
- Everyday English
- Vocabulary



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