

Pick-up Lernstandstest

Liebe Schülerin, lieber Schüler,

Sprachen sind super, vor allem Englisch! Und du brauchst Englisch nicht nur in der Schule. Mit Englisch kannst du vieles besser verstehen, z. B. Seiten im Internet, Popsongs, Bücher und Comics oder ausländische Radio- und Fernsehsendungen. Auch findest du dich im Urlaub fast überall mit Englisch zurecht, und du kannst dich mit Menschen aus aller Welt unterhalten.

Du hast in den vergangenen Schuljahren ja bereits eine Menge Englisch gelernt. Damit dir der Einstieg in das neue Schuljahr mit **Green Line 3** gut gelingt, haben wir einen *Pick-up*-Kurs für dich vorbereitet. Er besteht aus drei Teilen:



1. Im ersten Teil machst du einen **Lernstandstest**. Indem du die Aufgaben löst, kannst du zeigen, was du schon alles gelernt hast. Und du kannst herausfinden, wo du vielleicht noch nicht so fit bist und was du noch üben solltest. Du wirst
 - einen Sportbericht anhören und herausfinden, worum es dabei geht (*Listening / Hörverstehen*).
 - einen Artikel aus einer Schulzeitschrift lesen und Fragen dazu beantworten (*Reading / Leseverstehen*).
 - eine Geschichte schreiben (*Writing / Schreiben*).
 - ein Interview mit einem Lehrer führen (*Speaking / Sprechen*).
 - Wortschatz- und Grammatikübungen lösen.
2. Im zweiten Teil **Revision** machst du Aufgaben zu wichtigen Regeln, die du wahrscheinlich schon aus deinem bisherigen Englischunterricht kennst. Die Übungen macht dein Lehrer / deine Lehrerin mit euch im Unterricht.
3. Im dritten und letzten Teil **Language Plus** beschäftigst du dich mit Grammatik, die dir vielleicht noch nicht bekannt ist. Diese Aufgaben bereiten dich intensiv auf den Englischunterricht in Jahrgangsstufe 7 vor. Ihr arbeitet sie ebenfalls im Unterricht durch.

Dein Lehrer / deine Lehrerin hat die Lösungen zum Test.

Also, los geht's. Viel Spaß und – *good luck!*

① **Listening: A ball kid at Wimbledon**

- a) Read the following sports words. Then listen to the story of a ball kid at Wimbledon. Tick ✓ the words you hear.

football tennis ball match cricket
 racket basketball trainer player Wimbledon

- b) Listen again. Are the sentences right or wrong? Tick ✓ the correct box.

The sentence is ...	right	wrong
1. It is hard work to be a ball kid at Wimbledon.	<input type="checkbox"/>	<input type="checkbox"/>
2. Yesterday two funny things happened in the match.	<input type="checkbox"/>	<input type="checkbox"/>
3. A bird landed on the court.	<input type="checkbox"/>	<input type="checkbox"/>
4. The bird flew away and everybody was angry.	<input type="checkbox"/>	<input type="checkbox"/>
5. The ball hit the ball kid on the head.	<input type="checkbox"/>	<input type="checkbox"/>
6. One of the players gave his racket to the ball kid.	<input type="checkbox"/>	<input type="checkbox"/>

- c) One word in the group is wrong. Underline it.

1. ball kid player racket umpire	2. bird (to) fly air (to) clap
3. knee headache leg head	4. match court yellow card tennis ball



2 Reading: Last lesson of the day

a) Read this story from the school magazine.

Last lesson of the day

It's the end of the first week of the new school year. It's half past three on Friday afternoon. Tim and Jo are in their last lesson. It's Maths. Jo likes the lesson but Tim is terrible at Maths. He is very tired – and he has still got his summer holidays in his head.

The teacher, Mrs Peters, writes some numbers on the board, then she asks a question. Jo gives the answer. "Good," says Mrs Peters

and asks another question. Kerry gives an answer. "I'm sorry," says Mrs Peters. "That's not the answer. Do you know the answer, Tim?"

Tim doesn't answer. The teacher goes to Tim's table. "Tim!" she says.

There's no answer. "Tim," says Mrs Peters again. "Are you OK?"

Tim says: "Sorry, Mrs Peters, I ..."

At that moment, the school bell rings.

b) Read the questions and tick ✓ the right answers.

1. It's the end
 - a) of the school year.
 - b) of the first week of the new school year.
 - c) of the first week of the year.

2. Tim and Jo have Maths
 - a) only this Friday afternoon.
 - b) at 3.30 on Fridays.
 - c) at 2.30 on Fridays.

3. The teacher writes some numbers
 - a) on a piece of paper.
 - b) in a book.
 - c) on the board.

4. Mrs Peters asks a question and
 - a) Jo's answer is wrong.
 - b) Kerry's answer is wrong.
 - c) Tim's and Jo's answers are right.

5. Tim doesn't answer because
 - a) he has still got his summer holidays in his head.
 - b) he isn't OK.
 - c) Kerry's answer is right.



3 Writing a story: Robert's day

- a) Look at the notes on the computer. Not all of these words are from the story "Last lesson of the day" (exercise 2). There are also words from a different story. Mark all the words which are **not** from "Last lesson of the day" with a coloured pencil and write them on the lines.

gets up • the end • new school year • Friday afternoon • 6.30 in the morning
• breakfast • Maths • likes cornflakes and milk • last lesson • terrible at • tired
• music • numbers • plays the drums • question • Monday morning • board
• sandwiches • Tim's table • answer • will be over • school bell

- b) Write a story "Robert's day". Use the words from a) and add your own ideas.
Write 8 sentences or more.

4 Language: Mixed bag

Complete the postcard with the right words. Tick ✓ the right box.

Dear Helen,

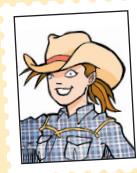
My family and I are in Seahouses (1) a week. I love it here (2) there are so (3) things to see and do.

My two favourite things are looking (4) the (5) in the harbour and swimming in the (6). The (7) is good today, (8) it's a good day for the beach. We (9) need to worry about rain because there are (10) clouds in the (11).

When we go (12) the beach this afternoon, I (13) remember to take (14) empty bottle with me. Why? Well, I haven't got (15) money for a souvenir, so my idea is to put (16) sand in a bottle. I think a bottle (17) sand from Seahouses is a (18) good souvenir.

See you soon,

Kim



- | | | | | | |
|------------------|--------------------------|-------------------|--------------------------|--------------|--------------------------|
| 1. a) for | <input type="checkbox"/> | 7. a) temperature | <input type="checkbox"/> | 13. a) must | <input type="checkbox"/> |
| b) over | <input type="checkbox"/> | b) sky | <input type="checkbox"/> | b) will | <input type="checkbox"/> |
| c) in | <input type="checkbox"/> | c) weather | <input type="checkbox"/> | c) can | <input type="checkbox"/> |
| 2. a) that's why | <input type="checkbox"/> | 8. a) and | <input type="checkbox"/> | 14. a) some | <input type="checkbox"/> |
| b) so | <input type="checkbox"/> | b) so | <input type="checkbox"/> | b) a | <input type="checkbox"/> |
| c) because | <input type="checkbox"/> | c) but | <input type="checkbox"/> | c) an | <input type="checkbox"/> |
| 3. a) many | <input type="checkbox"/> | 9. a) can't | <input type="checkbox"/> | 15. a) some | <input type="checkbox"/> |
| b) much | <input type="checkbox"/> | b) don't | <input type="checkbox"/> | b) any | <input type="checkbox"/> |
| c) a lot | <input type="checkbox"/> | c) didn't | <input type="checkbox"/> | c) no | <input type="checkbox"/> |
| 4. a) after | <input type="checkbox"/> | 10. a) some | <input type="checkbox"/> | 16. a) a bit | <input type="checkbox"/> |
| b) for | <input type="checkbox"/> | b) no | <input type="checkbox"/> | b) any | <input type="checkbox"/> |
| c) at | <input type="checkbox"/> | c) not | <input type="checkbox"/> | c) some | <input type="checkbox"/> |
| 5. a) boats | <input type="checkbox"/> | 11. a) to see | <input type="checkbox"/> | 17. a) full | <input type="checkbox"/> |
| b) boots | <input type="checkbox"/> | b) weather | <input type="checkbox"/> | b) of | <input type="checkbox"/> |
| c) boot | <input type="checkbox"/> | c) sky | <input type="checkbox"/> | c) from | <input type="checkbox"/> |
| 6. a) see | <input type="checkbox"/> | 12. a) on | <input type="checkbox"/> | 18. a) not | <input type="checkbox"/> |
| b) sea | <input type="checkbox"/> | b) at | <input type="checkbox"/> | b) very | <input type="checkbox"/> |
| c) grass | <input type="checkbox"/> | c) to | <input type="checkbox"/> | c) great | <input type="checkbox"/> |