

# Welcome to year 2



Listen to the children in the classroom.

2



## 1 Rhyming words

1

The missing words in each pair of sentences rhyme, e.g. *hot* and *not*. Write in the missing words. (You can find them in the song on page 7 of your textbook.)

- 1a I didn't write a postcard, I wrote a letter .
- 1b My English is good but my Italian is \_\_\_\_\_ .
- 2a The hotel had a fantastic swimming \_\_\_\_\_ .
- 2b Are you happy to be back at \_\_\_\_\_ ?
- 3a My English book is called Your \_\_\_\_\_ .
- 3b English isn't hard to \_\_\_\_\_ .
- 4a I went to Spain. Where did you \_\_\_\_\_ ?
- 4b The ex-king of Albania? I don't \_\_\_\_\_ !



2

## Conversation

4

Number Mr Benson's part of the conversation.



Hello  
Mr Benson.

Ah, Li.  
Good morning.



- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 1 Hello Mr Benson.  | <input type="checkbox"/> The weather here was nice too. And where did you stay?                     |
| <input checked="" type="checkbox"/> 2 We went to Llanfairfechan – it was great.                                       | <input type="checkbox"/> Sorry, I didn't catch that. Where did you go?                              |
| <input checked="" type="checkbox"/> 3 It's a funny name – Llanfairfechan – it's in Wales.                             | <input type="checkbox"/> Ah yes, the bell ... well, goodbye Li.                                     |
| <input checked="" type="checkbox"/> 4 Not bad – it rained a bit but it was sunny most days.                           | <input checked="" type="checkbox"/> 1 Ah, Li. Good morning. How was your holiday? Where did you go? |
| <input checked="" type="checkbox"/> 5 We stayed with my aunt and uncle – they've got a house there.                   | <input type="checkbox"/> Lucky you! And ...   |
| <input checked="" type="checkbox"/> 6 Oh sorry, that's the bell – it's time for my French lesson. Goodbye, Mr Benson. | <input type="checkbox"/> Ah – Wales. Lovely country. What was the weather like?                     |

## 3

4

- Good morning.

- 

- 

## 4



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swimming pool

# HOLIDAYS

5

**My favourite holiday**

Write about your favourite holiday.

8

Where did you go?

---

When did you go there?

---

Who did you go with?

---

Where did you stay?

---

What was the weather like?

---

What did you eat and drink?

---

What did you see?

---

What did you do?

---

6

**Listening**

Listen and answer the questions about your favourite holiday.



3

6

7

**Texting**

Find the meaning of these texting words.

9

- |          |   |
|----------|---|
| 1 GR8    | <input type="checkbox"/> a see you        |
| 2 CU     | <input type="checkbox"/> b Why don't you? |
| 3 &      | <input type="checkbox"/> c thanks         |
| 4 THX    | <input type="checkbox"/> d to/too/two     |
| 5 RU OK? | <input type="checkbox"/> e see you later  |
| 6 CUL8R  | <input type="checkbox"/> f great          |
| 7 2      | <input type="checkbox"/> g and            |
| 8 YdntU? | <input type="checkbox"/> h Are you OK?    |







Listen to the children in the dogs' home.

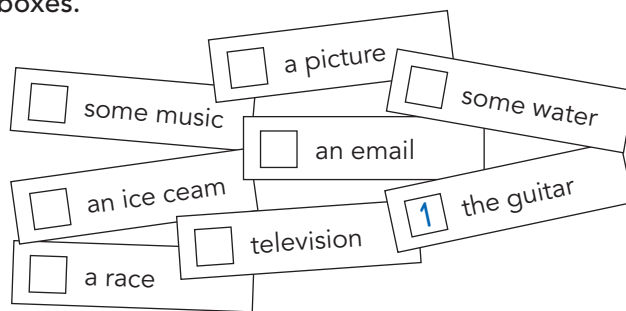
4



# Looking ahead

## 1 Word cards

Match the word cards. Write the numbers in the boxes.



## 2

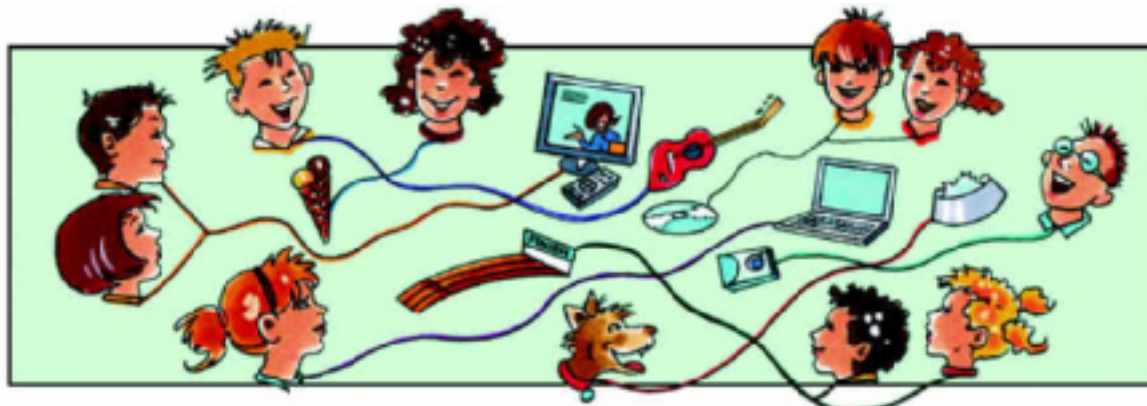
He's going to watch a film.  
She's going to read her book.  
They're going to see their friends.



He's = He is  
She's = She is  
They're = They are

## 2a They're going to ...

Follow the coloured lines and write sentences. Use the words in exercise 1.



1 She's going to eat an ice cream.

2

3

4

5

6

7

8

3

What **are** you **going to do**? Are you **going to stay** at home? – Yes, I **am**. / No, I'm **not**.  
 What's he/she **going to do**? Is he/she **going to watch** a film? – Yes, he/she **is**. / No, he/she **isn't**.  
 What **are** you **going to do**? Are you **going to play** football? – Yes, we **are**. / No, we **aren't**.  
 What **are** they **going to do**? Are they **going to have** a party? – Yes, they **are**. / No, they **aren't**.



3a

### What are they going to do?

Write questions about the boys and girls that you can see.

4

- 1 What is she going to do? 2 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_

3b

### Listening

Listen to the children talking about their plans for next week. What are they going to do? When?



5

Tom: He's going to go skateboarding on Tuesday evening.

6

Nevra: \_\_\_\_\_

Toni and Tina: \_\_\_\_\_

Sophie: \_\_\_\_\_

Ben: \_\_\_\_\_

### Challenge

When can the children look at their photos together next week? Which evenings or parts of the weekend are free for everybody?

3c

### Who are they speaking to?

7

- |  |                     |
|--|---------------------|
| A: Is it going to rain tomorrow?   | G: No, it isn't.    |
| B: Is your mother going to buy you an MP3 player?                          | H: Yes, we are.     |
| C: Are you going to do your homework at the weekend?                       | I: Yes, he is.      |
| D: Are your neighbours going to have a party on Saturday?                  | J: No, they aren't. |
| E: Is your brother going to get a DVD for us on Friday?                    | K: No, she isn't.   |
| F: Are you and your best friend going to have a sleepover in the holidays? | L: Yes, I am.       |

- |                          |                          |
|--------------------------|--------------------------|
| 1 A is speaking to ____. | 2 B is speaking to ____. |
| 3 C is speaking to ____. | 4 D is speaking to ____. |
| 5 E is speaking to ____. | 6 F is speaking to ____. |



4

## Chat

9

Write these words in the dialogue:

come do do he's I'm I'm phone play play stay visit ~~you~~ youBen: Nevra ... what are you going to \_\_\_\_\_ at the weekend?

Nevra: I don't know.

Ben: Well, \_\_\_\_\_ going to \_\_\_\_\_ computer games with Tom. Would you like to \_\_\_\_\_ that too?

Nevra: Well, when are \_\_\_\_\_ going to \_\_\_\_\_?

Ben: I think \_\_\_\_\_ going to \_\_\_\_\_ me this evening and tell me.

Nevra: OK – but I can't come on Sunday. My parents are going to \_\_\_\_\_ some friends then.  
\_\_\_\_\_ going to \_\_\_\_\_ at home with my little brother.

Ben: So, would you like to \_\_\_\_\_ on Friday evening or Saturday then?

Nevra: Yeah, great.



Listen to some examples.

6





# 1 Are they going to do that?

Write the questions and the short answers.

Example: a Peter – visit – his aunt –? Is Peter going to visit his aunt?

b – No, he isn't.

1 a Tina and Toni – play – basketball –? \_\_\_\_\_

b + \_\_\_\_\_

2 a Sophie – buy – cat –? \_\_\_\_\_

b + \_\_\_\_\_

3 a we – have – English test? \_\_\_\_\_

b – \_\_\_\_\_

4 a your teacher – sing – English song? \_\_\_\_\_

b –/+ \_\_\_\_\_

I can ask and answer questions about people's plans.



Ich kann fragen, was Leute vorhaben und diese Fragen beantworten.

# 2 Invitations

Read the conversation between Tina and Li and write in the missing words.

T: Hi Li. I'm going to see a film this evening. (1) \_\_\_\_\_ you like to come too?

L: Sorry, I can't tonight.

T: OK, well ... what (2) \_\_\_\_\_ this weekend? Have (3) \_\_\_\_\_ time at the weekend?

L: Yeah. I've got time on Saturday. When can we meet?

I can invite people to events.



Ich kann Leute einladen.

# 3 Listening

Listen and tick (✓) a or b.



Example: They're going to see a ...

a ☒ science fiction

b ☐ Harry Potter film.

1 They're going to have a burger ...

a ☐ before

b ☐ after the film.

2 They're going to meet at ...

a ☐ 7.30.

b ☐ 6.30.

3 Nevra's going to text ...

a ☐ Ben.

b ☐ Tom.

4 They're going to go home ...

a ☐ by bus.

b ☐ by car.

I can understand people talking about their plans.



Ich kann Leute verstehen, die über ihre Pläne sprechen.

My score out of 15:  15

This page was

☐ easy

☐ just right

☐ difficult

for me.

## unit 1 My words and phrases

|   |                   |                                      |                         |
|---|-------------------|--------------------------------------|-------------------------|
| 1 | board             | Look, Zoe's standing on the ~!       | (Sprung)brett           |
|   | to dive           | Let's ~ into the pool.               | tauchen                 |
|   | going to          | Ken is ~~ learn Italian.             | beabsichtigen, vorhaben |
|   | metre             | Kathy dives off the 10 ~ board.      | Meter                   |
|   | race              | The 100 metre ~ starts in 2 minutes. | Wettschwimmen, Wettlauf |
|   | to take a picture | Can you ~~~ of me?                   | ein Foto machen         |
|   | to text           | Do you often ~ your friends?         | eine SMS schreiben      |

|   |             |                                     |               |
|---|-------------|-------------------------------------|---------------|
| 3 | butterfly   | Look, there's a ~ on your arm!      | Schmetterling |
|   | to catch    | My cat often ~ spiders.             | fangen        |
|   | composition | Your homework? – To write a ~.      | Aufsatz       |
|   | textbook    | Please open your ~ at page 20.      | Lehrbuch      |
|   | to tease    | Don't ~ him! He doesn't like it.    | necken        |
|   | website     | This English ~ is very interesting. | Website       |

|   |          |                                 |                     |
|---|----------|---------------------------------|---------------------|
| 4 | quiet    | Please be ~!                    | ruhig, still, leise |
|   | tomorrow | I'm going to tidy up my room ~. | morgen              |

### 5 Song

|           |           |
|-----------|-----------|
| a lot     | viel, oft |
| brand-new | nagelneu  |
| million   | Million   |
| plate     | Teller    |
| rich      | reich     |
| toy       | Spielzeug |

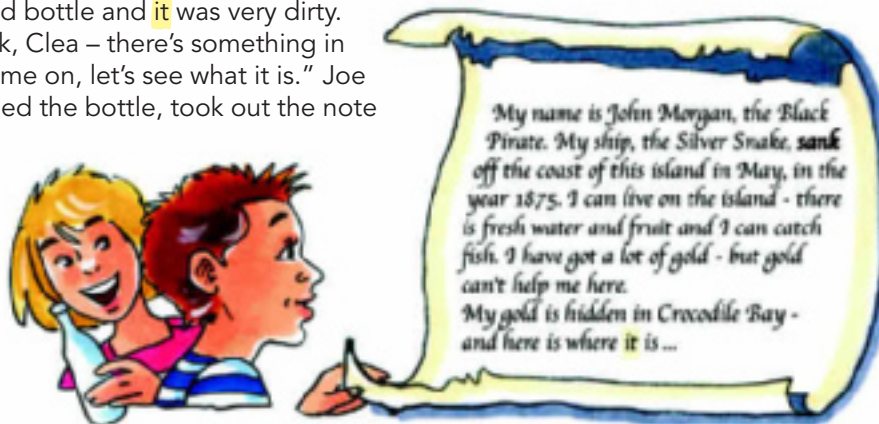
|   |                  |                                    |                |
|---|------------------|------------------------------------|----------------|
| 6 | to build         | Let's ~ a tree house.              | bauen          |
|   | football stadium | There is a big ~~ in Vienna.       | Fußballstadion |
|   | horse            | I'd like a ~ for my birthday.      | Pferd          |
|   | present          | This is a lovely birthday ~!       | Geschenk       |
|   | tennis court     | Our club has a nice ~~.            | Tennisplatz    |
|   | to visit         | We're going to ~ grandma tomorrow. | besuchen       |

|   |              |                         |             |
|---|--------------|-------------------------|-------------|
| 7 | film         | I'm going to watch a ~. | Film        |
|   | table tennis | Rotta can play ~~.      | Tischtennis |

|   |                     |   |                                   |
|---|---------------------|---|-----------------------------------|
| 8 | cinema              | Let's go to the ~ in the evening.             | Kino                              |
|   | sure                | Can you come at 5 o'clock? – ~, see you then. | sicher                            |
|   | What about ...?     | I can't come on Sunday. – ~~ Monday?          | Wie wär's mit ...?                |
|   | Would you like ...? | ~~~ to come to the cinema with me?            | Würdest du (würden Sie) gern ...? |

## Hidden treasure

Clea and Joe had a holiday on a Caribbean island last year. Their parents liked **sightseeing** but Clea and Joe didn't like **it** so they stayed on the beach all day. One morning, Joe saw a bottle in the water. It was a very old bottle and **it** was very dirty. Joe said, "Look, Clea – there's something in that bottle. Come on, let's see what it is." Joe and Clea opened the bottle, took out the note and read **it**.

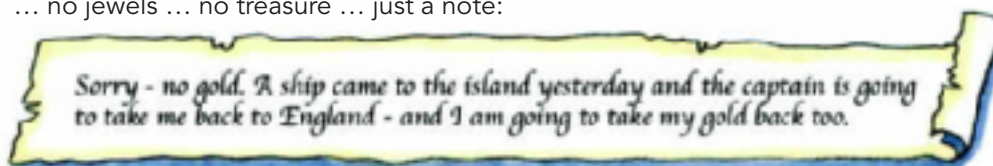


"Joe – it's a treasure map! It shows where the Black Pirate **hid** his gold."  
 "It's a map of this island. Maybe we can find the treasure!"

So Clea and Joe walked to Crocodile Bay. It was a long way. Clea looked at the map and said, "We're nearly there. We must turn left and then go straight on. The treasure is under a big tree."

"It's so exciting," said Joe. "Do you think **it's** still there?"

They were tired but they ran to the big tree and started to **dig**. Suddenly they saw the corner of an old wooden box. "It's here," said Clea. "We've got the treasure!" They opened the box and saw ... no gold ... no jewels ... no treasure ... just a note:



Clea and Joe were really **disappointed**. "We walked all that way for nothing," said Joe. "I'm really disappointed." And then Clea had an idea. She said, "Wait a minute, Joe. What's the date on that map?" Joe looked at **it** and said, "1875. Why?"

"I've got an idea," said Clea. "Come on, help me carry to that box into town."

Joe and Clea carried the old wooden box back into town and went into the local antique shop. Fifteen minutes later, they came out without the box – but with 100 dollars in their hands!

What does the word **it** mean in these sentences from the story?

- 1 ... Clea and Joe didn't like **it** ... sightseeing
- 2 ... **it** was very dirty ... \_\_\_\_\_
- 3 ... and read **it** ... \_\_\_\_\_
- 4 ... and here's where **it** is ... \_\_\_\_\_
- 5 ... Do you think **it's** still there? \_\_\_\_\_
- 6 ... Joe looked at **it** ... \_\_\_\_\_

**Glossary** sightseeing *Sehenswürdigkeiten besichtigen* • sank sank • hid versteckte • dig graben • disappointed *enttäuscht*

## Writing notes

### Step 1 Read the notes, then match a–d with 1–4.

a

Hi Charlie,  
It was my birthday on Tuesday  
and my party's on Saturday after-  
noon. Can you come?  
Bye, Sarah

b

Hey Jane,  
I feel really bad that I forgot to  
phone you last night. ☹️  
Speak to you soon.  
Sarah

c

Mum,  
Please remember to buy new batteries  
for my camera. Thanks.  
See you later.  
XX

d

Dear Uncle Peter,  
That was a lovely birthday present.  
Thanks very much – I really like it.  
Love,  
Sarah

1 a is an invitation. (eine Einladung)

2 \_\_\_ is a reminder. (eine Erinnerung)

3 \_\_\_ is a note to say sorry.

4 \_\_\_ is a note to say thank you.

### Step 2

1 Complete the words you can use to begin a note.

H e y, John, D \_\_\_ r John, H \_\_\_ John, H \_\_\_ o John,

2 Complete the words you can use to end a note.

y o u r s, Sarah B \_\_\_, Sarah L \_\_\_, Sarah See you l \_\_\_, Sarah

### Step 3 Match the phrases with a similar meaning:

1 I'd like to invite you to ...

a ☐ Please remember ...

2 I feel really bad ...

b ☒ 1 Can you come to ...

3 Don't forget ...

c ☐ Thank you so much for ...

4 Many thanks for ...

d ☐ I just want to say sorry ...

### Step 4 Choose a topic and write a note:

1 Invite a friend to go to the cinema with you. Say what the film is and when you want to go.

2 You forgot your friend's birthday last Saturday. Say sorry – and say what you can do together next weekend.

3 Your grandmother sent you €50. Thank her and tell her what you're going to buy with it.

4 Remind Rotta to make grumzumpling soup for lunch and tell her what she must buy for this.



## Through the ages

### The Romans

The Romans **ruled** Britain from **55 BC** (Before Christ) till **410 AD** (Anno Domini – Latin for After Christ).

### Did you know?

The Romans spoke Latin and today we still have many Latin words in English: *autumn, beautiful, different ...*

### The Victorians

Queen Victoria was the British queen from **1837–1901**.

### Did you know?

In Victorian times, people had the first ... railway, camera, electric light, radio, car, telephone – and ice cream!



My name's Marcus and I live in Britain. My father is a soldier in the Roman **Army** here. I go to school and I have to learn Latin, reading, writing and counting. Our school year starts in March, after the festival of Minerva – she's the goddess of schoolchildren. I've got a private teacher too – a **pedagogue**. He gives me lessons. And I have to work hard or he hits me with a stick! In my free time, I go to the baths. I meet my friends there and we do sports, swim in the pool – and we have lunch there too. Oh yes, and I play with my pet duck, Aurelius.



Hello. My name's Jane. I've got six brothers and two sisters. We all go to school – well, not Alice because she's too young. We learn reading, writing, **arithmetic, spelling** and religion – the girls learn **housework** and singing too and the boys have more maths lessons. There are seventy children in our class and our teacher is very **strict**. We don't have a lot of free time because we have to help our mother in the house. But when we have free time, we like playing dominoes – and I play the piano.

**Glossary** the Romans *die Römer* • ruled *herrschen* • BC = before Christ *vor Christus* • AD = Anno Domini *nach Christus* • army *Armee* • pedagogue *Lehrer, Pädagoge* • arithmetic *Arithmetik* • spelling *Rechtschreibung* • housework *Hausarbeit* • strict *streng*

### Act it out

Act in small groups.

- One of you takes the role of Marcus and tells the others about life in Roman Britain. The others compare it with life today:

I think it's better / I don't think it's so good nowadays because ...  
 ... there are some ... / there aren't any ...  
 ... we have to ... / we don't have to ...  
 ... we've got ... / we haven't got ...

- Then a different student takes the role of Jane and talks about life in Victorian England. The other two compare it with today.



# Find the differences

## Spielanleitung

- ◆ Schau dir die Bilder A und B an.
- ◆ Markiere alle Unterschiede die du siehst – es gibt noch 11 Unterschiede.
- ◆ Nach fünf Minuten suchst du dir einen Partner / eine Partnerin und ihr sagt euch abwechselnd welche Unterschiede ihr gefunden habt. Beginnt jeden Satz mit *There is(n't) ...* oder *There are(n't) ...* : 1 *There's a cat on the pirate ship in Picture A. There isn't a cat in Picture B.*
- ◆ Wenn du etwas findest, was dein Partner / deine Partnerin nicht markiert hat, bekommst du einen Punkt. Wer die meisten Punkte hat, gewinnt.

Picture A



Picture B





### 1 One and ones → 144/4

Complete the sentences with *one* or *ones*.

- 1 I like those blue shoes. Really? I like the red \_\_\_\_\_.
- 2 I live in a big flat. Oh, I live in a very small \_\_\_\_\_.
- 3 Are there any birthday cards in that shop? Yes, there are some very nice \_\_\_\_\_.
- 4 Did you see a good football match on Saturday? No, I saw a very boring \_\_\_\_\_.
- 5 Have you got a French dictionary? No, I've only got an English \_\_\_\_\_.
- 6 Does your father watch old films? No, he only watches modern \_\_\_\_\_.

### 2 A, an, and any → 143/3

Write questions to ask the shop assistant if he has got these things.

- 1 vocabulary book: *Have you got a vocabulary book?*
- 2 English book: \_\_\_\_\_
- 3 dictionaries: \_\_\_\_\_
- 4 paper: \_\_\_\_\_
- 5 blue pencil case: \_\_\_\_\_

### 3 Some and any → 143/3

Complete these answers from the shop assistant with *some* or *any*.

- 1 I've got \_\_\_\_\_ white paper, but I haven't got \_\_\_\_\_ yellow paper.
- 2 I haven't got \_\_\_\_\_ French books, but I've got \_\_\_\_\_ English books.

### 4 There is and There are + a/an/some/any → 143/3

a Write positive sentences.

- 1 computer in this room: *There is a computer in this room.*
- 2 desks in our classroom: \_\_\_\_\_
- 3 aquarium in the zoo: \_\_\_\_\_
- 4 television in my bedroom: \_\_\_\_\_

b Make the sentences in 4a negative.

- 1 *There isn't a computer in this room.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

c Change the sentences in 4a into questions.

- 1 *Is there a computer in this room?*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



**Kreuze an:** Man verwendet ...

|              |   |   |                                 |
|--------------|---|---|---------------------------------|
| ... a/an in: | <input type="checkbox"/> positiven Sätzen | <input type="checkbox"/> negativen Sätzen | <input type="checkbox"/> Fragen |
| ... some in: | <input type="checkbox"/> positiven Sätzen | <input type="checkbox"/> negativen Sätzen | <input type="checkbox"/> Fragen |
| ... any in:  | <input type="checkbox"/> positiven Sätzen | <input type="checkbox"/> negativen Sätzen | <input type="checkbox"/> Fragen |

**5** Have to → 144/5

a Write the missing words in the gaps.

- Do you have to learn English at school?
- \_\_\_\_\_ you and your classmates \_\_\_\_\_ wear school uniforms?
- \_\_\_\_\_ your teacher \_\_\_\_\_ teach you on Saturdays?
- \_\_\_\_\_ children in England \_\_\_\_\_ learn Japanese at primary school?
- \_\_\_\_\_ you \_\_\_\_\_ do English homework every week?

b Write the short answers to the questions in 5a.

- Yes, I do.
- \_\_\_\_\_
- \_\_\_\_\_
- No,
- \_\_\_\_\_

c Write the correct form of *have to* in these sentences: positive (+) or negative (-).

- I (-) don't have to go to school on Saturdays.
- My friends (+) \_\_\_\_\_ go to school on foot.
- My brother (+) \_\_\_\_\_ do more homework than I do.
- My mother (-) \_\_\_\_\_ to cook, my father always cooks.
- We (-) \_\_\_\_\_ do English tests every week.

**Kreuze an:** *Have to* bedeutet ungefähr das Gleiche wie: ☐ *must* ☐ *can*

**6** Countables and uncountables → 144/6

Choose the correct words for each sentence.

|                           |  |
|---------------------------|--|
| 1 How much<br>How many    | a _____ books have you got?<br>b _____ water do you drink every day?   |
| 2 much, many,<br>a lot of | a I haven't got _____ books, but my dad has got _____ books.<br>b I don't drink very _____ water, but my dog drinks _____ water.                 |
| 3 some, any               | a I haven't got _____ Italian books but I've got _____ English books.<br>b I drink _____ water at home, but I don't drink _____ water at school. |