



**MEHR  
ERFAHREN**

**TRAINING**

Realschule

Englisch 8. Klasse

**STARK**

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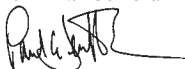
# Vorwort

Liebe Schülerin, lieber Schüler,

Ist es dein Ziel, in Englisch besser oder sicherer zu werden? Dieses Buch hilft dir, den **Stoff der 8. Klasse** zu **verstehen** und anhand von abwechslungsreichen Texten und Aufgaben intensiv zu **üben**.

- ▶ Jedes *Topic* beginnt mit einem **Text** und vielfältigen Aufgaben, mit denen du das **Leseverstehen** trainieren kannst. Die Texte können z.B. eine Geschichte, ein Chat, eine Präsentation oder Broschüren sein.
- ▶ In jedem *Topic* wird ein bestimmter **Grammatikbereich** behandelt. Manche Regeln sind dir ganz neu; du wirst sie im Lauf der 8. Klasse im Unterricht kennenlernen. Andere zentrale Themen kennst du bereits aus den vergangenen Schuljahren; diese Regeln werden jedoch durch einige neue Aspekte ergänzt. Die Grammatikregeln kannst du dann gleich in **vielen Übungen** anwenden und dadurch **sicherer im Gebrauch des Englischen** werden.
- ▶ Auch deinen **Wortschatz** kannst du mit diesem Buch erweitern. Im Bereich „*Vocabulary*“ wiederholst du z.B. wichtige unregelmäßige Verben und Präpositionen, du ordnest Wörter ihren Erklärungen zu und vervollständigst Lückentexte. Die Wörter, die neu für dich sind, solltest du auf jeden Fall auswendig lernen.
- ▶ Im Bereich „*Using your English*“ findest du viele abwechslungsreiche Aufgaben zum **Schreiben**. Die Übungen reichen vom Verfassen einzelner Sätze bis hin zu längeren zusammenhängenden Texten. Hier schreibst du z.B. eine E-Mail, antwortest auf eine SMS und beschreibst Fotos.
- ▶ Am Ende eines jeden *Topics* findest du einen **Test**. Mit diesen Aufgaben kannst du **überprüfen**, ob du die Grammatik beherrscht. Wenn du hier Fehler machst, solltest du dir die Erklärungen zur Grammatik noch einmal aufmerksam durchlesen und die Übungen später wiederholen.
- ▶ Im **Vokabelverzeichnis** kannst du unbekannte Wörter nachschlagen. Außerdem findest du im Anschluss eine Zusammenstellung der **unregelmäßigen Verben**.
- ▶ Die **Lösungen zu allen Aufgaben** findest du im *Key* am Ende des Buches. Bearbeite eine Aufgabe immer vollständig und schreibe dir auch die Lösung dazu auf, bevor du deine Antwort mit der Lösung vergleichst.

Ich wünsche dir viel Spaß und Erfolg bei der Arbeit mit diesem Buch!



Paul Jenkinson



### Topic 3: School uniform

- 1 If you had to wear a school uniform, would you like it? German pupils don't have to wear one but English pupils do. Some schools have very traditional uniforms but other schools have more modern ones such as a polo shirt with the school's name on and dark trousers.
- 5 Many pupils like their school uniform. It makes them feel that they belong to the school. If you have a school uniform, people who don't have much money for the latest fashion needn't worry about it: everyone has to wear the same clothes. The nice clothes that pupils like wearing – the designer wear – don't get damaged or dirty at school, either.
- 10 Most parents think school uniform is a good idea. It is cheap to buy – a lot cheaper than fashion clothes – and they don't have any arguments with their children about what they should wear for school. Schools have school uniforms because their pupils look good in them and when they are on a trip out of school, teachers can easily see them and count them – so they don't lose
- 15 anyone!

Pupils like to have an individual style, though, and sometimes there are problems between them and their school teachers about how they wear their uniform. The boys often wear their shirts outside their trousers and 'forget' their ties. The girls like wearing jewellery and accessories if they can, or clothes that

20 are almost the same colour but not the correct colour for their school uniform.

#### Questions on the text

**22** Read the text carefully. Then match the two parts of each sentence.

- |   |  |   |  |
|---|--|---|--|
| 1 | If you went to an English school,                  | A | not as expensive as normal clothes.                  |
| 2 | If you wore a polo shirt,                          | B | are not allowed in English schools.                  |
| 3 | Fashion clothes                                    | C | you would wear a school uniform.                     |
| 4 | School uniforms are                                | D | in a way that schools don't like.                    |
| 5 | There are many advantages                          | E | you will have a problem with the teachers at school. |
| 6 | Some pupils wear their uniforms                    | F | with school uniforms.                                |
| 7 | If you don't wear your uniform in the correct way, | G | the name of your school would be on it.              |

1	2	3	4	5	6	7

23 Tick (✓) the correct way to wear a school uniform.



A



B



C

### Grammar

#### Was sind Bedingungssätze und welche Arten gibt es?

Bedingungssätze (**conditional sentences**) bestehen aus einem Hauptsatz (*main clause*) und einem Nebensatz (*if-clause*). Mit einem Bedingungssatz sagst du, dass etwas passieren wird, wenn eine bestimmte **Bedingung** erfüllt ist.

Beispiel: If you look carefully, you will see me in the photo.  
(Bedingung im *if*-Satz) (mögliche Folge im Hauptsatz)

Es gibt mehrere Arten von Bedingungssätzen.

- In **Bedingungssätzen Typ I** ist die **Bedingung erfüllbar**.  
Beispiel: If it rains, I will take an umbrella.
- In **Bedingungssätzen Typ II** kann die **Bedingung nicht erfüllt** werden oder es ist sehr **unwahrscheinlich**, dass sie erfüllt wird.  
Beispiel: If I were eighteen, I would have a car of my own.

#### Wie bildest du Bedingungssätze vom Typ I?

- Im **if-Satz** verwendest du das **simple present**, im **Hauptsatz** das **will-future**.  
Beispiel: If it doesn't rain, I will go inline skating.
- Steht der **Hauptsatz vor dem if-Satz**, entfällt das **Komma**.  
Beispiel: I will go inline skating if it doesn't rain.
- Du kannst **will** durch ein **modales Hilfsverb** (z. B. durch *can* oder *must*) oder durch den **Imperativ** ersetzen.  
Beispiele: If she brings a DVD, we can watch it in our English lesson.  
If you don't want to be late for school, hurry up.
- Wenn du eine **allgemein gültige Aussage** machen willst und die Folge immer dieselbe ist, ersetzt du das Futur mit **will** durch ein **Verb im simple present**.  
Beispiel: If you press this button, the door opens.

**24** Complete the following conditional sentences (type I). You may need to use *must*, *can* or *should* or an imperative in some answers.

- a If we \_\_\_\_\_, we \_\_\_\_\_ the bus. (*run/catch*)
- b If you \_\_\_\_\_ Mike, \_\_\_\_\_ him to phone me. (*see/tell*)
- c Tina \_\_\_\_\_ into the museum without paying if she \_\_\_\_\_ with us. (*get/come*)
- d If Tom \_\_\_\_\_ his old T-shirt once more, I \_\_\_\_\_ him a new one. (*wear/buy*)
- e If you \_\_\_\_\_ with your friends into town, \_\_\_\_\_ the door. (*go/lock*)
- f If we \_\_\_\_\_ to London, we \_\_\_\_\_ to Carnaby Street, too. (*go/go*)
- g If they \_\_\_\_\_, they \_\_\_\_\_ after 6 o'clock. (*walk/arrive*)
- h Henry \_\_\_\_\_ a lot of money if he \_\_\_\_\_ in his holidays. (*get/work*)
- i If you \_\_\_\_\_ a bag at the airport, you \_\_\_\_\_ the police. (*find/tell*)
- j If it \_\_\_\_\_ an English school, the pupils \_\_\_\_\_ school uniform. (*be/wear*)

**25** Write one sentence about each situation using a conditional sentence (type I).

- a Your friend wants to buy a new watch but she can't find one in your small town. You suggest she goes to Newcastle.  
*If you want to \_\_\_\_\_ Newcastle.*
- b Your friend might visit you. Tell him not to use the main road.  
 \_\_\_\_\_  
 \_\_\_\_\_
- c Your family wants to go to America. You would like to visit the Grand Canyon. Suggest this idea.  
 \_\_\_\_\_  
 \_\_\_\_\_





## Topic 10: Long weekends

When I arrived in America, I went to a tourist information centre and picked up some leaflets that interested me. Read the leaflets that I took.

### Los Angeles

- ★ Visit Universal Studios and see behind the scenes of Hollywood. Watch how films are made. Daily tours except for Christmas Day and Thanksgiving.
- ★ Visit the Walk of Fame and then take a tour to where many film stars have their homes.
- ★ Visit the Southwest Museum of the American Indian and see how they lived, look at their art work and listen to their stories.

### Washington DC

- Visit the capital of the USA with its wonderful sights and free museums.
- See the Capitol (the American parliament building) and then the White House – home of American presidents for more than 200 years.
- Walk along The Mall and visit one of the many museums there – the National Museum of American History, for example, or the National Air and Space Museum.
- A few miles away is Mount Vernon, the home of George Washington. See the slaves' homes, visit the farm and walk around the beautiful gardens.

### Yellowstone

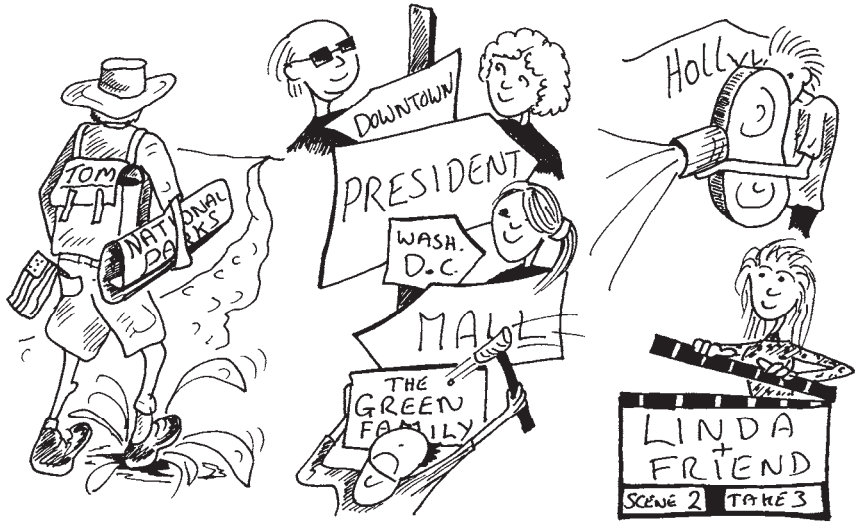
- Yellowstone is America's oldest national park. Half of the world's geysers are here. The most famous of them all is Old Faithful.
- A 175-mile route through the park takes you to all the best sights. The largest group of bison in the world live here and many other animals, too.
- The national park is open all year but most roads, shops, restaurants and lodges are closed during October to May because of snow. Check road conditions online before entering the park.

Questions on the text

93 Are the sentences *true* or *false*? Tick (✓) the right box.

- |   | true                     | false                    |
|---|--------------------------|--------------------------|
| a You can visit all the Hollywood studios.        | <input type="checkbox"/> | <input type="checkbox"/> |
| b You can look inside the actors' homes.          | <input type="checkbox"/> | <input type="checkbox"/> |
| c Indians never lived in this area.               | <input type="checkbox"/> | <input type="checkbox"/> |
| d People live in the White House.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| e Most museums are along the same street.         | <input type="checkbox"/> | <input type="checkbox"/> |
| f George Washington owned slaves.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| g Yellowstone was America's first national park.  | <input type="checkbox"/> | <input type="checkbox"/> |
| h There are fewer geysers than in other places.   | <input type="checkbox"/> | <input type="checkbox"/> |
| i Not everything is open all year in Yellowstone. | <input type="checkbox"/> | <input type="checkbox"/> |

94 Look at the people carefully. Where are they going to visit?



- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

## Grammar

**Wann verwendest du das *going-to-future*?**

Das *going-to-future* verwendest du,

- um **Pläne und Absichten** auszudrücken.  
Beispiel: She is going to visit Los Angeles in September.
- wenn du sagen willst, dass ein Ereignis bald eintreten wird, da es dafür schon **Anzeichen** gibt.  
Beispiel: Look at these questions, they're going to be easy to answer.

**Wann verwendest du das *will-future*?**

Das *will-future* verwendest du, wenn du

- **Voraussagen** über die Zukunft und zukünftige Ereignisse machen willst, die man nicht kontrollieren oder beeinflussen kann.  
Beispiel: I will be fifteen next week.
- **Vermutungen** äußern willst. Signalwörter hierfür sind *probably, maybe, (to) think, (to) hope, (to) be sure, (to) expect* und *perhaps*.  
Beispiel: I think it will rain.
- **spontane Entscheidungen** treffen willst, d. h., diese Handlungen sind **nicht geplant**.  
Beispiel: Sally: There's an e-mail for you, Tony.  
Tony: Thanks, I'll read it later.

**95** Write sentences about the future using the given information.

**a** *Plan*: watch television tonight – Jim

---

**b** *nicht beeinflussbare Voraussage*: Mum's 40

---

**c** *Plan*: buy Mum a present – Eva

---

**d** *nicht beeinflussbare Voraussage*: maybe snow

---

**e** *Plan*: meet their friends at 8 – Lucas and Jane

---



- 21 a Eve **will have to** walk to school.  
 b The boys **weren't allowed to** watch the film.  
 c Trevor **didn't have to** wash his dad's car.  
 d I **will have to** ask my friend.  
 e I **won't be able to** go on holiday.  
 f We **weren't allowed to** feed the animals.  
 g She **didn't have to** post my letters.

### Topic 3: School uniform

22

1	2	3	4	5	6	7
C	G	B	A	F	D	E

23



A



B



C

- 24 a If we **run**, we **will catch/can catch** the bus.  
 b If you **see** Mike, **tell** him to phone me.  
 c Tina **will get/can get** into the museum without paying if she **comes** with us.  
 d If Tom **wears** his old T-shirt once more, I **will buy** him a new one.  
 e If you **go** with your friends into town, **lock** the door.  
 f If we **go** to London, we **will go/can go/should go** to Carnaby Street, too.  
 g If they **walk**, they **will arrive** after 6 o'clock.  
 h Henry **will get** a lot of money if he **works** in his holidays.  
 i If you **find** a bag at the airport, you **must tell/should tell** the police.  
 j If it **is** an English school, the pupils (**must**) **wear** school uniform.



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