

Inhaltsverzeichnis

Lehrerhinweise	4	Turn it off!	37
The monster from the woods	5	Reading comprehension *	39
Reading comprehension *	7	Creative tasks *	40
Creative tasks *	8	Reading comprehension **	41
Reading comprehension **	9	Creative tasks **	42
Creative tasks **	10	Reading comprehension ***	43
Reading comprehension ***	11	Creative tasks ***	44
Creative tasks ***	12	The new me	45
A horrible holiday	13	Reading comprehension *	47
Reading comprehension *	15	Creative tasks *	48
Creative tasks *	16	Reading comprehension **	49
Reading comprehension **	17	Creative tasks **	50
Creative tasks **	18	Reading comprehension ***	51
Reading comprehension ***	19	Creative tasks ***	52
Creative tasks ***	20	#whereismyphone	53
No one can help me	21	Reading comprehension *	55
Reading comprehension *	23	Creative tasks *	56
Creative tasks *	24	Reading comprehension **	57
Reading comprehension **	25	Creative tasks **	58
Creative tasks **	26	Reading comprehension ***	59
Reading comprehension ***	27	Creative tasks ***	60
Creative tasks ***	28	Skills file: how to write a story	61
Nice to meet you	29	Now you! */ **/ ***	62
Reading comprehension *	31	Lösungen	65
Creative tasks *	32		
Reading comprehension **	33		
Creative tasks **	34		
Reading comprehension ***	35		
Creative tasks ***	36		

The monster from the woods

“Maggie! Run faster! I can still hear it!” Tina screamed at her friend. Maggie and Tina ran as fast as they could. They arrived at the playground where two boys from their class – Rick and Tom – were trying new tricks on the swings. “Hey girls! Why the rush?” Rick asked. “We have just seen the monster from the woods! It was as big as an elephant and had teeth like a shark. It looked so angry and hungry,” Tina reported. “I see the monster has some taste and doesn’t eat everything,” Tom commented. “Ha, ha, ha, you are so funny. We ran as fast as we could – that saved our lives,” Maggie answered in a serious tone. Tina said, “Let’s go home, Maggie. I’m still scared.” The girls looked back at the woods and went home.

“Do you believe them?” Tom asked Rick. Rick laughed, “Never ever! They are making this up. There is no monster. It’s just a story that parents use to keep the kids away from the woods.” Tom thought about this for a moment and said, “Well, if you are right about this, we could go there, couldn’t we? And if we find out that there is no monster, we can tell it to all the other kids – and then all kids could play in the woods.” “That sounds brilliant. We would be the super cool heroes. Let’s do it!” Rick answered.

The boys walked towards the woods. When they arrived at the edge of the woods, Tom whispered, “Oh, it’s already 6 o’clock. I have to go home. I’m late for dinner ...” “Don’t be a coward now. Remember: You want to be a super cool hero, don’t you?” Rick interrupted him. Tom nodded and kept walking. They walked for a while without speaking. The only sounds were some owls and the breaking branches under their feet. “See? No monster!



We were right. Only a little more and then we have proof – the woods are a safe place,” Rick whispered. “Hmmm ... yes. Only a little more,” Tom replied in a scared voice.

Suddenly there was a loud cracking noise behind them. The boys froze and looked at each other. Another crack – this time it was closer. Then a new strange sound followed. Tom grabbed Rick’s arm and whispered in a high voice, “This is it. It’s going to eat us. I knew it! Let’s run!” “Stop it. Be quiet. Maybe it can’t see in the dark. Maybe we still have a chance,” Rick said. “What kind of monster can’t see in the dark?” Tom answered angrily.

“Monster? That’s pretty rude,” a high voice shouted. “I’m not a monster. And I can see very well in the dark. Right now, I can see two boys who are really scared,” the voice continued. “Well, we are sorry for calling you a monster, so sorry ... ehhh ... Sir,” Rick stammered. “Please don’t eat us, Mister!” Tom begged. “Eat you? Eeeeehhww! I’m a vegetarian,” replied the voice. And then it came out between the trees: A little creature with orange fur, really long ears and big brown eyes. It walked on two legs and was as tall as a five-year-old kid. Rick and Tom looked at it for a few moments. Then Rick asked, “What are you? A speaking bunny?” “Excuse me?! I’m a pure-bred troll!” it shouted. “And I have a name too: My name is Trolley.” Rick and Tom looked at each other and burst into loud laughter. “Like the suitcase? Oh man, your parents were not very creative. Trolley, the troll. I can’t believe it!” Tom giggled. Trolley turned around and walked away. “Hey Trolley, we’re sorry! Don’t go!” Rick shouted. Trolley stopped, “Only if you have dinner with me.” The boys were not sure what to do. Their mums were waiting for them. “Let’s do it! Maybe it’s our only chance to have dinner with a real troll,” said Tom. Rick agreed. They followed Trolley to his hut. It was warm and cosy. There was a fire

Vocabulary:	swing = Schaukel serious = ernst edge = Rand, Kante coward = Feigling	to nod = nicken rude = unhöflich fur = Fell pure-bred = reinrassig	cosy = gemütlich to mumble = murmeln to yell = schreien heartless = herzlos
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1. Questions, questions, questions!

Tick the correct answers.

- | | |
|--|--|
| a. Who is talking to Rick and Tom in the beginning of the story? | 1. Tom's mum is talking to them. <input type="checkbox"/>
2. Maggie and Trolley are talking to them. <input type="checkbox"/>
3. Tina and Maggie are talking to them. <input type="checkbox"/>
4. Nobody is talking to them. <input type="checkbox"/> |
| b. Why do Tom and Rick go into the woods? | 1. They want to pick flowers. <input type="checkbox"/>
2. They want to talk to Maggie and Tina. <input type="checkbox"/>
3. They want to look for a suitcase. <input type="checkbox"/>
4. They want to check if there's a monster. <input type="checkbox"/> |
| c. What kind of creature is Trolley? | 1. Trolley is a monkey. <input type="checkbox"/>
2. Trolley is a suitcase. <input type="checkbox"/>
3. Trolley is a troll. <input type="checkbox"/>
4. Trolley is Tom's mum. <input type="checkbox"/> |

2. Complete the sentences.

Match the two parts of the sentences. Draw lines.

- | | |
|---|---------------------------------|
| a. Trolley doesn't want to ... | 1. ... found two new friends. |
| b. At the hut they ... | 2. ... sees 8 unanswered calls. |
| c. Trolley is sad because he ... | 3. ... eat the boys. |
| d. For the troll this is the best day ever because he ... | 4. ... has no friends. |
| e. When Tom looks at his phone, he ... | 5. ... eat a carrot soup. |



Vocabulary: edge = Rand, Kante
coward = Feigling

to nod = nicken
pure-bred = reinrassig

cosy = gemütlich
to yell = schreien

1. Questions, questions, questions!

Answer the questions in full sentences.

a. Who is talking to Rick and Tom in the beginning of the story?

b. Why do Tom and Rick go into the woods?

c. What kind of creature is Trolley?

d. Why doesn't Trolley want to eat the boys?

2. Complete the sentences.

Take another look at the story and finish the sentences.



a. Trolley doesn't want to eat _____.

b. At the hut they eat _____.

c. Trolley is sad because he _____.

d. For the troll this is the best day ever because he _____.

e. When Tom looks at his phone, he _____.

f. Tom's mum is angry because _____.

g. When Tom is in his room, he _____.

No one can help me

“Mum, I don’t want to go to school,” Josh said to his mum at the breakfast table. He went on, “No one wants to sit with me and they call me names.” His mum looked up from her scrambled egg and asked, “But why is this, honey? You are such a lovely boy ... you’re funny, smart ...” Josh interrupted her angrily, “Oh come on, Mum. You can’t be that blind. I’m fat and ugly. Nobody cares about funny and smart at my school. Please let me stay home.” His mum cleared the table and didn’t say a word for a while. Then she said in a sensitive voice, “Josh, I’m sorry. You have to go to school. There’s no way around it. Maybe I could talk to your teachers. Those bullies have to be stopped.”

Josh gave her a hateful look and shouted, “Of course! Life is tough ... I know. Everything was better when Dad still lived with us. He would understand me!” Josh stormed out of the kitchen and left for school.

“Hey biggie, you look so sad this morning. Here! This donut will cheer you up! Catch it!” Luke shouted across the classroom before he threw an old and sticky donut at Josh’s head. Josh didn’t react. He sat down alone at his desk and unpacked his



bag. When the lesson was over, Josh went to the cafeteria. He bought a tuna sandwich – his favourite – and an apple juice. He sat down at an empty table and took out his French book. “There’s going to be a vocabulary test, isn’t it? Madame Monnière always does tests on Mondays,” a pale girl with yellow glasses asked him. Josh looked up from his book. “Excuse me. Do I know you?” The girl chuckled and said, “Probably not. You always sit in the front and I always sit in the back. I try to hide from Madame Monnière, you know. She’s a scary woman.” Josh looked at her for a while and asked, “What do you want from me? Homework? I don’t even know your name.” The girl looked puzzled and answered, “No, I ... no ... I just wanted to ask about the vocabulary test. I’ve got my homework – bien sûr! My name is Anna. You are Josh, right? I think we even live on the same street. Don’t you live in this lovely yellow house on Elm Street? Can I sit with you?” Josh looked at her and smiled shyly. He nodded and Anna sat down next to him. After some silence Josh whispered, “Madame Monnière is a French dragon. I’m afraid of her too. Do you want me to test you on your vocabulary?” Anna smiled and answered, “Well, yeah ... why not.”

Suddenly an apple hit Josh’s head hard. “Hey biggie! Have you found a girlfriend? Where’s her guide dog? A seeing person can’t possibly want to spend time with you!” Luke yelled across the cafeteria. Anna turned around and shouted back, “Guide dog? Are you nuts? And in case you don’t own a mirror: You aren’t Mister Universe yourself.” Luke and his friends only laughed at the two and threw another apple at Josh. This time it hit him on the back. Josh blushed, his eyes filled with tears and he ran out into the schoolyard. Anna followed him. She found him under a big tree. He was crying. “Hey Josh, don’t listen to these idiots,” she tried to cheer him up. “You seem like a nice girl, Anna. But you have no idea, what it’s like. They bully me every day. I hate my life. School means hell for me. I wish I could skip school or be homeschooled. My dad ... he’s so smart. He could be my teacher. But my mum hates him and won’t allow me to see him,” he sobbed. “Oh Josh, I had no idea that your life is this tough. Have you talked to

Vocabulary:	to interrupt = unterbrechen bully = Tyrann to cheer sb. up = jemanden aufmuntern pale = blass to chuckle = kichern guide dog = Blindenhund	Are you nuts? = Bist du verrückt? to blush = erröten hell = Hölle to be homeschooled = zu Hause unterrichtet werden to sob = schluchzen	to mumble = murmeln to suggest = vorschlagen a note = eine Notiz / Mitteilung to shake, shook, shaken = schütteln curious = neugierig
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1. Right or wrong?

Tick the correct box.

	Right	Wrong
a. Josh has breakfast with his parents.		
b. Josh doesn't like going to school.		
c. When he comes into the classroom Luke throws an apple at Josh.		
d. At the cafeteria Josh asks Anna if he can sit with her.		
e. Anna likes the French teacher.		
f. The bullies play nice when teachers are around.		

2. Where was it?

Do you know the place where the sentence was said? Draw lines.

- | | |
|---------------------------------------|----------------|
| a. ... what does the note say? | 1. classroom |
| b. This donut will cheer you up. | 2. cafeteria |
| c. No one can help me. | 3. Josh's room |
| d. Madame Monnière is a French dragon | 4. schoolyard |



3. Fill in the gaps.

Some words in the summary are missing. Fill them in.

The story “_____” is about a boy called Josh. Josh is unhappy because he gets bullied at school. He lives with his mum and misses his dad. At school a bully called _____ throws things at him and says mean things to him. At the cafeteria Josh meets Anna from his _____ class. She is nice to him. When Luke and his friends throw an apple at Josh, he runs out. Anna follows him and tries to help him. Josh doesn't believe that he can be helped and goes home. After school Anna goes to _____. Together with his _____ she looks for him in his room. All they find is a note for Josh's mum. The story ends with Anna asking Josh's mum what the note says.

Creative tasks – No one can help me



1. What's next?

- a. Think about what Josh's note could say. Write it down.
Write at least five sentences.

Start like this:

Dear Mum,

I skipped French today.



- b. What do you think: Will there be a happy or an unhappy ending?
Think of an ending and draw a picture with speech bubbles.



2. Help Josh.

Josh is an unhappy boy. Write him a nice letter.
Give him at least three helpful tips.
You can use the words from the box.

Start like this:

Hi Josh,

I heard that you are unhappy.

Ask ... for help

Tell your mum / dad that ...

When the bullies throw things at you, you could ...

Turn it off!

“Tom?” ... Nothing happened. Tom’s mum knocked again and repeated, “Tom? Can I come in?” ... No answer. “Alright. I’m coming in,” she said through the closed door. When she entered the room, she couldn’t see much. The blinds were closed and the light was turned off. The only light in the room came from Tom’s TV screen on which some weirdly looking creatures were moving around. Tom was sitting on his sofa in front of the TV holding his controller. He didn’t look up when his mother came in. She cleared her throat and began, “Hey, Tom darling. Can you turn this off? We need to talk. Your teacher just called and ...” He interrupted her, “Forget it. I have to finish this level. Plus: I don’t care about what my teacher told you.” Tom’s mum sat down on a chair and was quiet for a moment. Then she tried again, “Tom, please. This is important. Turn it off for a moment. Mr. Dunphy told me that you are tired all the time, that you never do the homework. It’s

serious. You even might have to repeat the class.” Without

looking at his mum, Tom shouted, “Stop talking, Mum. I can’t concentrate!” Tom’s mum sighed sadly. She was not sure what to do next. In this moment, Tom’s dad came into the room.

“Oh my god. This room stinks. Do you ever open a window, Tom?” he said and looked around. In a

relieved voice Tom’s mum said, “It’s good that you’re home, Will.

Tom’s teacher called me and said that ...” Will interrupted her, “Yeah, I know, Linda. He called

me too – thank God, he did. Obviously, you can’t handle our son alone. This can’t go on like

this. Look at him! He doesn’t even say hi to me. He’s sick. But I’ve taken care of the problem.” Now Tom turned off his game and looked at his dad. “What do you mean, Dad? What have you taken care of?” Will smiled

proudly and answered, “Good evening, my son. I’m pleased that you still talk to your father. Since your mum is not able to keep you from playing on this thing like a drug addict, I had to do something. I phoned a clinic in Greyville. They’re specialized on sick video-game-kids like you. You’ll stay there for two months and when you come back, you’re normal again. At least, that’s what I hope. You’ll start tomorrow.” Linda jumped up from her chair and shouted, “Excuse me? Are you serious? We haven’t even talked about this! How can you just do this? He’s my son too.” Will chuckled, “But you are clearly unable to take care of this problem. Someone has to do it.” Linda got angrier. “And by *someone* you don’t mean yourself but some mysterious video-game-doctors from Greyville whom I’ve never met before. Forget it. He’s not going there. You’re right. Tom has got a problem. But I’m on this. He’s not sick. He just likes to play on this thing. I can handle this. I’m going to ground him or something like this.” Will looked at her for a moment. Then he opened Tom’s wardrobe and took out some jeans, underwear, T-shirts, sweaters and socks and put in on Tom’s bed. He left the room and returned with a suitcase two minutes later. Tom didn’t say anything. He looked like he was thinking about something very hard. Linda was furious. “I’ve known that you aren’t a very good father now I see that you are a horrible one!”



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“I’ve known that you aren’t a very good father now I see that you are a horrible one!”

Vocabulary:	to enter = hereinkommen blinds = Jalousien weirdly = komisch to clear one's throat = sich räuspern serious = ernst to sigh = seufzen	relieved = erleichtert obviously = offensichtlich drug addict = Drogensüchtiger to chuckle = kichern to ground sb. = jemanden mit Hausarrest bestrafen	to make it on one's own = es allein schaffen to hug = umarmen to fail = scheitern to hesitate = zögern to donate = spenden
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1. What is the right answer?

Read the questions and tick the correct answers.

- | | | |
|---|---|--------------------------|
| a. What is Tom doing at the beginning of the story? | 1. Tom is doing his homework. | <input type="checkbox"/> |
| | 2. Tom is packing his suitcase. | <input type="checkbox"/> |
| | 3. Tom is playing a video game. | <input type="checkbox"/> |
| | 4. Tom is sleeping on the sofa. | <input type="checkbox"/> |
| b. Mr. Dunphy has phoned Tom's parents. What's the reason for this? | 1. Tom has got problems at school. | <input type="checkbox"/> |
| | 2. Tom won a prize. | <input type="checkbox"/> |
| | 3. Mr. Dunphy hates video games. | <input type="checkbox"/> |
| | 4. Mr. Dunphy wanted to talk about Will's problem. | <input type="checkbox"/> |
| c. Will says that he has taken care of Tom's problem – how? | 1. Will wants to take Tom to a clinic in Greyville. | <input type="checkbox"/> |
| | 2. Will wants to go on holiday with Tom. | <input type="checkbox"/> |
| | 3. Will is going to throw the TV into the trash. | <input type="checkbox"/> |
| | 4. Will wants to give Tom some pills. | <input type="checkbox"/> |
| d. Linda says that Will is not only a bad husband, but also ... | 1. ... a really good video game player. | <input type="checkbox"/> |
| | 2. ... a bad doctor. | <input type="checkbox"/> |
| | 3. ... a horrible dad. | <input type="checkbox"/> |
| | 4. ... a successful businessman. | <input type="checkbox"/> |
| e. Tom wants to go to the clinic because ... | 1. ... he understands that he needs help. | <input type="checkbox"/> |
| | 2. ... he doesn't have to go to school then. | <input type="checkbox"/> |
| | 3. ... there are really big TV screens in the clinic. | <input type="checkbox"/> |
| | 4. ... he hates being at home. | <input type="checkbox"/> |

2. A summary

The summary is incomplete. Fill in the gaps.

The story "Turn it off!" is about _____ and his parents. Tom plays video games whenever he can. He forgets to do his homework and is always tired at _____. After his teacher Mr. Dunphy phoned his mum Linda to talk to her about the problem, she tries to talk about the problem with her son in his room. He is rude to her and doesn't want to talk about it. Then _____ comes into Tom's room too and tells Linda and Tom that he's going to take Tom to _____ for kids who have problems with video games. Linda gets very angry and shouts at Will, but he only _____ at her. Tom tells his mum that Will is right and he really needs help. Tom says also that he doesn't want to end up like his dad. Linda is _____ and wants to know what this means. Tom only says that his father lied about his late-night _____ and he only _____ to _____.

1. The gaming problem

- a. Tom plays video games all the time and wants to get help at a clinic. Have you got other tips that could be helpful?

Write down five tips/ideas for him.

Example:

Tom, ask your teacher for help!

- b. Do you know people who play video or computer games too much? Write three or four sentences about them into your exercise book: What do they play? How long do they play it every day? Do they still care about other things? You don't have to use their real names.

You can start like this:

My friend Donald plays a game called Fortnite every day. He plays it on the PC ...

2. Will's secret

Tom's dad lied to his family about his business meetings and giving money to charity. What could be his secret?

Answer this question by drawing a picture. Use speech bubbles in your picture. The words from the box can help you.

gambling¹ • girlfriend
expensive presents
secret hobby
drugs • a bar

3. What about Linda?

Linda clearly doesn't want Tom to go to this clinic. Have you got any idea why this might be?

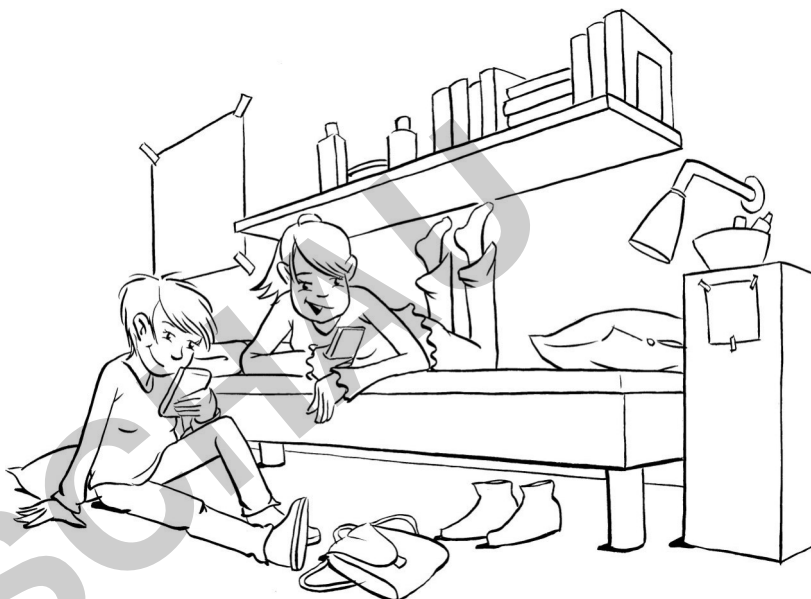
Take a guess and write down your answer in your exercise book.

You can use the words from the box.

... lonely ...
... thinks it's the wrong way ...
... wants to protect Tom ...
... knows it's her fault too ...

“He liked my photo! Louis has just liked my selfie! Ey, Amy, are you even listening to me?” Sophia asked her best friend. “What? Louis has posted a new selfie?” Amy answered looking at her phone. Sophia took Amy’s phone away, “Will you listen, girl? The best-looking boy from our school ... or maybe even our planet has just liked my new selfie.” Amy wasn’t really impressed and tried to get her phone back. She said, “Oh, come on. This idiot likes pretty much every picture of girls from our school. Don’t read too much into it, Sophia.” Sophia snorted, “You are ruining this great moment of my life. Thanks a lot ... you’re a real friend ... #¹irony.” The girls continued looking at their phones, liking and commenting pictures on Instagram. At 7 p.m. Sophie’s mum Mary came into Sophia’s room and said surprised, “Oh, Amy. You’re still here. I’ve made some dinner. Would you like to stay and eat with us?” Amy shook her head. “No, thank you. Mrs. Bailey. My mum is probably already waiting for me. Is it already past seven? Oh, no ... well, then she’ll probably eat me alive when I come home. It was nice being your best friend, Sophia. Let my followers know that I loved them all very much.” Sophia giggled, “You are crazy. See you tomorrow at school ... #lifeistough.”

Sophia was very tired and went to bed early this evening. Before she fell asleep, she had to check how many people had liked her new picture: fifty-two. That was not bad. When she woke up the next morning, she was confused: The alarm clock tone on her mobile sounded strange. She opened her eyes and couldn’t find her phone. The terrible noise came from a real alarm clock with hands and numbers. “Mum! Is this supposed to be funny? Where is my phone?” she yelled into the hall. Her mum came into her room, looked at her and asked, “Your phone? Well, Sophia. You should know that it’s our phone too. It is where it always is: in the living room on that small side table by the TV. And now hurry up. You’ll be late for school.” Mary turned around and went downstairs. Sophia started one more try, “Is this a late April fool’s joke?” Her mum didn’t hear her. Sophia got up and dressed for school. At the breakfast table in the kitchen her dad was reading a newspaper. “Dad, why aren’t you reading the paper on your tablet?” she asked her father. “Why would I put my newspaper on a tablet? That doesn’t make any sense, honey. Are you feeling alright this morning?” he answered. Sophia shook her head. “No, I’m not. I would love to check Instagram and Facebook ... and I have to text Amy. #asoonaspossible. You really stress me with this stupid nonsense. Look, I’m sweating.” Her mum stood up and touched her forehead, “Are you having a fever, Sophia? You’re talking absolute rubbish. What is a hashtag and Instagram?” Sophia jumped up angrily, “Enough! I’m going to school now. I hope this strange game will be over when I come back.” She left the house and went to the bus stop. Something was different there. She didn’t realize it at first but then it hit her: No one was looking at a smartphone. Some kids were looking at sticker albums, others were talking to each other or daydreaming. She sat down next to a boy



¹ # wird „Hashtag“ ausgesprochen und ist ein in den sozialen Medien geläufiger Zettel, mit dem Bilder und Texte vernetzt werden können.

Vocabulary:

impressed = beeindruckt
to snort = schnauben
alive = lebendig, hier: bei lebendigem Leibe
to giggle = kichern
tough = hart
confused = verwirrt
hands = hier: Zeiger

to yell = schreien, schimpfen
tablet = Tafel, Schreibblock; Tablet
annoying = nervig
lucky guess = Zufallstreffer
sailing = Segeln
play dumb = sich dumm stellen
prank = Streich

library = Bücherei
to research = recherchieren
to frown = die Stirn runzeln
to pull sth. through = etwas durchziehen
to admit = zugeben
to miss = vermissen, hier: übersehen

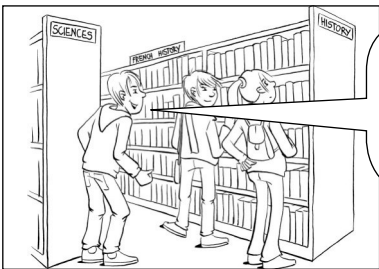
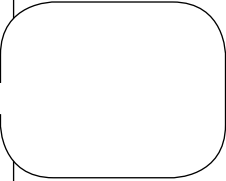

1. Jumbled pictures

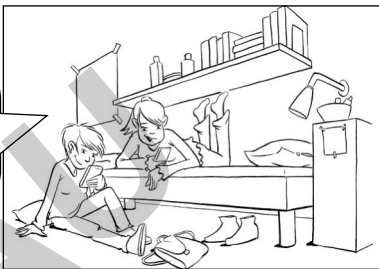
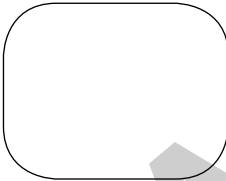

a. Put the pictures in the correct order by writing the numbers from 1 to 4 in the boxes.


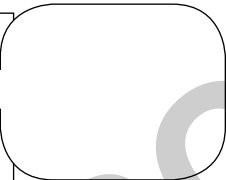

b. Write the sentences from the box into the correct speech bubbles.


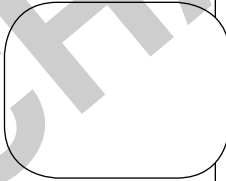

Are you feeling alright this morning? • I've never seen you here before.

Louis has just liked my selfie! • I had no idea that I have got such an interesting and funny neighbour.

a.   

b.   

c.   

d.   

2. Where was it? Who said it?

Read the sentences and fill in the grid: Write down the names of the places and the persons.

Example: Let my followers know that I loved them all very much.	Where was it?	Who said it?
	Sophia's room	Amy
a. Is your TV broken?		
b. So, you are part of this genius prank, too?		
c. Enough! I'm going to school now.		
d. This bus is always late.		

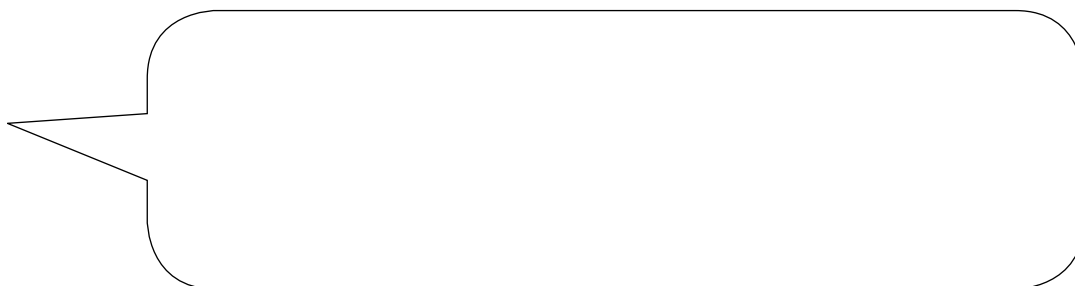
3. What's wrong?

Read the summary of the story and underline the mistakes.

The story “#whereismyphone” is about a girl called Sophia. Sophia is a teenage-girl who doesn't like phones and social media. One morning she wakes up and realizes that there are no mobile phones, no social media and no internet anymore. She thinks that this must be a joke. Her grandparents react confused and say that they have no idea what Sophia is talking about. At the cafeteria Sophia talks to Steven – a nice boy who is from another town. They have never talked before because Sophia usually is on her phone all the time. After school Sophia and her friend Barbara go to the library because they have to do some research for a presentation on the French Revolution. At the library Sophia meets Steven again. She seems to like him. When suddenly everything goes dark and Sophia wakes up in her room and her table everything was just a dream.

1. Was it a bad dream?

Guess what Sophia will answer her mum. Write Sophia's answer into the speech bubble .



2. What about you?

a. Think of a typical day of yours: When do you use your smartphone, the internet and social media? Fill in the grid.

time	What do you use?	What do you use it for?
Examples: 7 a.m.	smartphone	to wake me up
7:15 a.m.	smartphone & social media	post a picture on Instagram

b. Are smartphones, the internet and social media very important to you or could you live without them? Write four sentences.

c. Imagine you live in a world without smartphones or the internet. What would you dislike the most about this world?

3. Let's be honest!

Smartphones can be helpful and fun. After having read the story: Can you think of negative effects of smartphones on people? Write your answer in y