

B. Language

Write down the words in the text for ...

1. a wide ditch cut through the side of a hill.
2. to go up a hill.
3. the typical warm meal of the day in the U.K.
4. something that is difficult to understand.

Find the words in the text which mean the opposite of ...

- | | |
|----------|--------------|
| 5. top | 6. modern |
| 7. alive | 8. different |

Use the words in brackets to make new words to fit the following sentences.

9. (*disappear*) The ... of the boy was puzzling.
10. (*different*) There is a big ... between a tunnel and a cutting.
11. (*the choice*) The writer was careful which sort of cigarettes he ... to smoke.
12. (*visit*) The boy seemed to be a ... to the street.

Fill in the correct forms of the verbs given in brackets.

13. When the writer saw the boy disappear he (*to stand*) ... at the end of the garden.
14. Our family (*to eat*) ... dinner every evening at 6 o'clock.
15. After the boy had gone the writer (*not / to see*) ... him again.
16. In the story the little boy (*to wear*) ... the same clothes every day.

Using a dictionary. Read the sentences, then use the dictionary page to translate the words and expressions underlined.

17. In Scotland the winter nights are long so it is little wonder that people start seeing ghosts.
18. For heroin users the withdrawal symptoms must be very unpleasant.
19. I wonder if the boy's mum will be able to see the ghost, too.
20. The woodwind section of the orchestra played badly.
21. The headmaster wanted to have a word with Billy.

C. Translation

Translate the following into German.

Do you believe in ghosts? Most of the time I don't. Because they are usually seen at night I believe the bad light fools people. They see what isn't really there. But this ghost story troubles me because my friend Jack told it to me. The story about the boy is true. Jack showed me an old newspaper report about the death of the boy. He was called Billy Jenkins. Jack then told me something he hadn't told anybody else. After finding the newspaper report he saw the boy a couple more times. Once he called out "stop", but the boy took no notice. The next time he shouted, "Hey Billy". The little boy turned, smiled at Jack and waved his arm before disappearing into the cutting. If I was Jack I wouldn't go into the garden again.

woe [vɪ] 1. weinen (Pain) 2. weinen (Pain)
 wood [wʊd] 1. Holz 2. nach woods Pl. Wald
 3. be out of the wood (after woods) über-
 wunden über den Berg sein
 wooded ['wʊdɪd] bewaldet
 wooden ['wʊdn] hölzern (nicht überlegen)
 Holz
 woodland ['wʊdlənd] Waldland, Waldung
 woodpecker ['wʊd,pɛkə] Fledgl. Specht
 woodwind ['wʊd,wɪnd] the woodwind Mus-
 ik: die Holzblasinstrumente, die Holz-
 bläser: woodwind instrument Musik:
 Holzblasinstrument
 woodwork ['wʊd,wɜ:k] Holzarbeiten
 wool [ɔ: wʊl] Wolle
 woolen [es, ɔ: wʊlən] AE [ɔ: 'wʊlən]
 aus Wolle, wollen, Woll-
 wollene[n] BR, woolens AE [ɔ: 'wʊlən]
 Pl. Wollschere, Wollschiffen
 woolly, AE auch wooly [ɔ: 'wʊli] 1. aus
 Wolle, wollen, Woll... 2. wulfig & übertra-
 gen: über wen, ein
 word [wɜ:rd] 1. allg.: Wort; by word of
 mouth mündlich; word for word Wort für
 Wort, wortwörtlich; in a word in einem
 Wort; in other words auf andere Wei-
 sen; in one's own words in eigenen Wor-
 ten; angry isn't the word (for ...) ärgerlich
 ist gar kein Ausdruck (für ...); he always
 has to have the last word er muss immer
 das letzte Wort haben; can I have a word
 (with a few words) with you? kann ich Sie
 mal kurz sprechen?; have words eine
 Auseinandersetzung haben (with some-
 one) put into words ausdrücken, in Worte fassen
 2. (as I say) (often) take someone at
 his word jemanden beim Wort nehmen;
 be as good as one's word halten, was
 man verspricht; take my word for it umg.
 vertraulich Jauch! & words Pl. Text (often
 Lück) 4. Nachricht; send word that
 Nachricht geben, dass
 wordless ['wɜ:dləs] Wortlos
 word order ['wɜ:rd,ɔ:dn] Wortstellung
 word processor ['wɜ:rd,pɹə'sesə] Schreib-
 maschine; Textverarbeitungssystem
 wordy ['wɜ:di] wortreich, langumg.
 were [wɜ:] 2. Form von → wear
 work [wɜ:k] 1. allg.: Arbeit; at work an-

D. Guided writing

1. Making news

The local newspaper has heard about the ghost. They send a reporter to Railway Cutting Road. From the answers you have here write down the questions she must have asked.

- a) I have been living here all my life.
- b) No, none of the neighbours have seen him.
- c) No, not really. I just thought that his parents must be too poor to buy him new, more fashionable clothes. Nothing more than that.
- d) I have seen him at least five times.
- e) Yes, I am certain that he is a ghost.
- f) Of course I'm going to keep living here. Suddenly it is a very interesting road to live in.

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2. Opinion

A lot of people believe that there are ghosts. Do you think so, too?

Choose one of the following statements. Write down what you think and give at least three reasons why you think they are right or wrong. Write about 40 words each.

- a) There are a lot of ghosts in old British castles.
- b) Ghosts are very dangerous. A lot of people have been killed by ghosts.
- c) I would like to meet a real ghost one day.

3. A ghost story

Here is your chance to tell a ghost story. From the pictures below write a story of about 120 words.



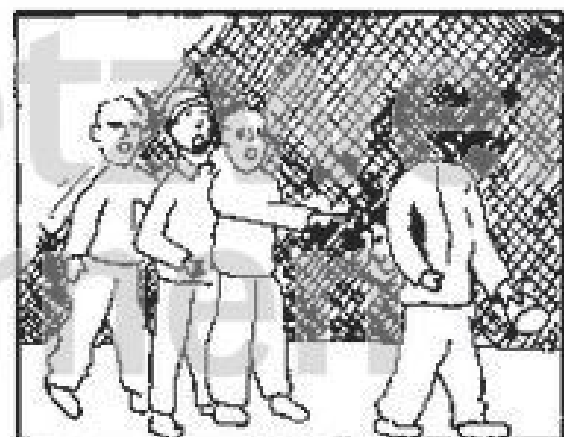
new friend, cinema:
THE HEADLESS HORROR,
queuing up for tickets



go inside, sit in second row,
good movie, thrilling, shocking,
audience frightened



time to go home,
talking about film in front of fast
food stand, new friend with baseball
cap standing in group



way home, new friend walk
away, suddenly, head under
right arm, baseball cap in left
hand, terrified, shocked,
horror, new friend ghost???

2. Some people have all the luck

Can you believe that a person can fall eight kilometres to the ground and live?

My friend Paul fell down some stairs in London while on holiday this summer and broke his arm. When I told him some people have survived falls of great distances he pointed to his arm in plaster and said "impossible". He thought a fall of six metres would kill most people: The ground is hard and bones break easily. He reminded me of the fact that even hitting water can hurt a lot. He is right. Sometimes when I jump off the ten metre diving board at our local pool I hit the water really hard and it always hurts.

Nevertheless a few people have survived falls of great distance. I've read about them in books.

One was an air hostess. She was working on an airliner which exploded in flight over the Czech Republic in 1972. She was at the very back of the airliner when the bomb, put there by terrorists from Croatia, blew it into pieces. Somehow she remained in the back piece as it fell eight kilometres into a pond. She survived the explosion, she survived the crash minutes later, and, because the wreckage hit shallow water, she survived drowning.

Another true story is about an airman in the British Royal Air Force. One winter's night in 1944 his aeroplane was destroyed high over Germany. The fire on the aeroplane stopped him getting to his parachute. Rather than being burned alive he jumped from the burning aeroplane without one. He had decided he would rather die quickly. Being night time he would not even see the ground.

However, much to his surprise he soon found himself lying in deep snow in a forest. He had hit a snow covered tree. Its branches slowed his fall so much that, when he reached the ground after falling eight kilometres it was as if he had only fallen a few metres. Even then he was in luck. The snow beneath the tree gave him a soft landing.

Paul said stories such as these had all to do with luck.

"But they are true," I replied. "People have fallen from the sky and lived."

Paul laughed. "And other people just have to trip and fall down some stairs and they hurt themselves." The next time I'm in London on holiday I must arrange to have a pond at the bottom of any stairs I'm using - or a large pile of snow."

A. Comprehension

Read the text and answer the following questions with complete sentences.

1. Why did Paul say "impossible" when he heard his friend's stories?
2. What experience did the writer recall about himself jumping from a high place?
3. What happened to the airliner after the bomb had exploded?
4. What did the British airman decide to do?
5. What saved the British airman's life?
6. What plans did Paul say in a joking way he would make when he was in London the next time?

B. Language

Write down the words in the text for ...

1. the feeling you have when you are injured.
2. the thing that lets you fall safely from the sky.
3. staying behind when everybody else has gone elsewhere.
4. something unexpected.

Find the words in the text which mean the opposite of ...

5. small
6. soft
7. died
8. climb up

Use the words in brackets to make new words to fit the following sentences.

9. (*easy*) Our bones break ... if we have a bad fall.
10. (*survive*) The air hostess was the only ... of the explosion.
11. (*explode*) The air hostess lived because the ... happened at the front of the airliner.
12. (*luck*) "I am ... to be alive," said the airman.

Fill in the correct forms of the verbs given in brackets.

13. Paul's accident in London (*to remind*) ... me of the aeroplane stories.
14. After talking to Paul about his accident I (*to think*) ... about accidents in my life.
15. The airman (*not / to fall*) ... from his aeroplane, he jumped.
16. The snow (*to give*) ... the airman a soft landing.

Transform the following sentences into reported speech.

17. "Do you believe these stories?" asked Fred.
18. "My friend has found them in a book," I told him.
19. "I think these are just lies," Fred answered.
20. "I'll show you the book tomorrow," I said.

Start your sentences like this:

Fred asked me ...

I told him ...

Fred answered ...

I said ...

C. Translation

Translate the following into German.

Because of the story I've been thinking about kinds of luck. I've decided there are two kinds of good luck. The first kind I call pure good luck. Pure good luck is winning the lottery. It is picking the horse which wins the race. It is finding treasure buried by pirates. I like this kind of luck. The other kind is good luck which comes from bad luck. The air hostess and the airman both had very bad luck when their aircraft exploded eight kilometres above the earth. Minutes later each had some very good luck. Both of them survived. People say how lucky they were. But, for me, I hope I never have this kind of good luck.

D. Guided writing

1. Getting the facts

An author, researching a book on lucky escapes from death, is interviewing the two people mentioned in the story. From the answers you have here write down the questions he must have asked.

- a) I was cleaning cups in the little kitchen at the back of the aeroplane.
- b) I had no real feeling of falling. It was more like floating in the air.
- c) I thought I was having a very bad dream.
- d) I was the radio operator.
- e) I lay in the snow and laughed and laughed in surprise at still being alive.
- f) One of my crew had seen me jump without a parachute and he told the police. Only then did they know I was telling the truth.

2. Lifestyles

The lives of people who have survived crashes such as the story describes often completely change. It is like having a second chance at life. Using about 120 words describe how you might change your lifestyle after a crash like these examples. Here are some ideas to help you.

- a) Lead a healthier life by, for example, giving up smoking.
- b) Decide to use each day as a chance to do something interesting and special.
- c) Start believing in God.
- d) Be nicer to your friends and neighbours.
- e) Be nicer to your family.
- f) Never travel on an aeroplane again.
- g) Realize that you must enjoy life while you have it.

3. The supernatural

Can you believe that animals live on Earth which science has yet to discover? I'm talking about the Loch Ness Monster in Scotland, Big Foot in the Rocky Mountains of America, the Yeti in Tibet, and dinosaurs in the Congo rain forest.

I hadn't thought much about it - until last week.

The farmhouse where I live is near a lake. I can see it from my bedroom window. Between the house and the water's edge is a meadow but much of the shore is lined by forests. On a stormy day it can be a spooky place. The wind roars in the trees, and the waves slap against the beach. Clouds creep through the trees and spread out over the water. It was like this last week. I was glad to be inside. I was settling down to read a book when somebody knocked at the door.

When I opened it I nearly died of fright.

Standing there, dripping with water was - a thing. It was sort of human in shape: my size, black shiny skin, swollen knees and elbows, feet like a huge frog's, white hands with webs between the fingers so that they looked like ducks' feet. Most horrible of all it had no face, just a single eye the size of my hand. On top of the head and above where its ears should be were fins like you see on a cod fish. I was so shocked I could not move.

"Idiot," it said. "Let me in, I'm getting soaking wet in the rain." It pushed past me and walked like a robot into the house as if it owned it. Then it lifted its horrible hands to its head and pulled its eye off.

"What do you think? Good costume for tonight's carnival party?"

It was my friend Tom.

His costume was his brother's diving suit with his own in-line skating knee and elbow protectors over the top of it. The fins were cut out of foam rubber and fixed on to the wet suit.

He explained that he was the Creature from the Black Lagoon. He had seen the movie on television last month. It was so bad he thought he would see if he could do a better job.

"You have, Tom," were the only words I could say.

A. Comprehension

Read the text and answer the following questions with complete sentences.

1. What is the writer talking about at the beginning of the story?
2. What makes the lake feel spooky?
3. What was the worst thing about the visitor's appearance?
4. What was the writer's reaction to his visitor?
5. Which parts of the costume actually belonged to whom?
6. What was Tom's opinion about the film he had seen on television?

B. Language

Write down the words for ...

- | | |
|---|------------------------------------|
| 1. A very large area of fresh water. | 2. A field where animals can live. |
| 3. An animal which can live on land and in water. | 4. A human-like machine. |

Find the words in the text which mean the opposite of ...

- | | |
|--------------|----------|
| 5. next week | 6. white |
| 7. below | 8. worse |

Use the words in brackets to make new words to fit the following sentences.

9. (*blow*) When the wind started ... it rippled the surface of the water.
10. (*wind*) It is sometimes ... at the farm.
11. (*move*) The monster's ... were like a robot's.
12. (*explain*) Tom's ... reminded the writer of the film.

Fill in the correct forms of the verbs given in brackets.

13. The storm (*to roar*) ... through the forest as the wind became stronger.
14. As the weather became worse the clouds (*to creep*) ... among the trees.
15. The writer (*not / to see*) ... anything like it before in her life.
16. The thing (*to stand*) ... in the rain before the open door.

Infinitive or -ing-form? Add a preposition where necessary, too.

17. (*walk*) It is no fun ... in a spooky place.
18. (*go*) A lot of people are afraid ... to lonely places at night.
19. (*see*) But my friend Joe is very interested ... a ghost one day.
20. (*tell*) He loves ... ghost stories when we go camping together.

Adjective or adverb? Write down the correct forms.

21. (*strong*) There was a ... wind outside the house.
22. (*dangerous*) It was too ... to go outside.
23. (*terrible*) The wind howled ...
24. (*near*) I ... got a heart attack when I heard a strange sound.

C. Translation

Translate the following into German.

Tom, the writer's friend, is a fan of horror movies. It was not a big surprise to me that he would choose to be a movie monster when it was Carnival. His problem was to decide which of the many monsters he would pretend to be. With the special effects film makers use these days there is no limit to what can be made. The film Men in Black, made in 1996, had shapeless monsters you could see through. It had insect monsters. Until thirty years ago all movie monsters were actors dressed up in costumes. The film Tom saw was one of these. It was made in the 1950s.

D. Guided writing

1. Questions and answers

Tom won first prize of fifty dollars for best Carnival costume at the church disco. The school newspaper decided to do an article on him and the reporter had a number of questions for him to answer. Ask these questions.

- a) Yes, I am always borrowing monster movies from the video library.
- b) I love the old ones. They often have the silliest costumes and stories.
- c) It was all made from stuff lying about the house. For example, the diving suit belongs to my brother.
- d) He doesn't know I used it. He's on a school exchange at the moment.
- e) I think it looked good. Certainly it looked more realistic than the film monster who gave me the idea in the first place.
- f) I'm going to spend it on a book about monster and science fiction films.

2. Describe your costume

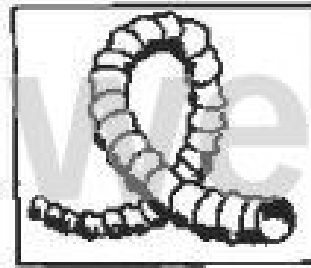
You plan to go to a carnival party. Give some info about where and when it will take place and who else will be there. What will you do at the party and what will you wear? Here is your chance to describe the sort of costume you might wear to carnival. From the pictures of objects below describe your costume. Write about 120 words.



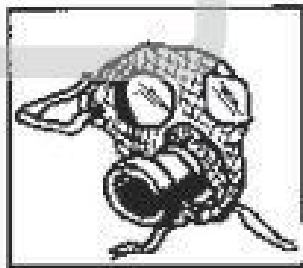
plumber's tool



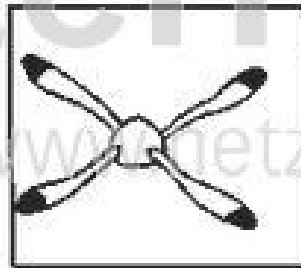
diving fins



plastic tubing



fume mask



propeller



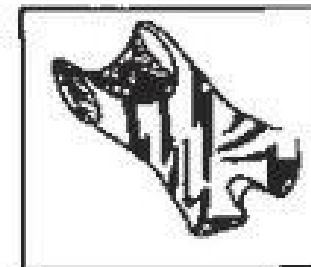
radio controls



headphones



carnival shirt



cycling outfit

3. Visitors from space?

This is the beginning of a story. Complete the story with about 120 words using the key words below.

Something made me look up from my computer monitor. Outside the window there was a strange, yellow light. Normally there was no light at all in our garden. I took off my headphones, pulled the curtain open and looked out. I couldn't believe my eyes. I saw "men" in silvery uniforms in our garden. And in the middle of them was a strange machine.

.....
tools in their hands / electric drills / blinking yellow lights / puddle of oil / smell /
heating oil tank broken / under the grass / repairmen

4. Thinking of swimming?

Here is a question for you. What have swimming and prisons to do with each other? The answer is: Alcatraz.

Do you know this name? Alcatraz is a prison island in the bay of San Francisco in America. It is one of the most famous prisons in the world. It was supposed to be impossible to escape from. For that reason America's most dangerous criminals were sent to it. It is now empty. Instead it is a place tourists can visit and learn about its terrible history.

Last year our family visited America and I saw Alcatraz for myself. I stood on the sea shore in San Francisco and there it was, only two kilometres across the water in the bay. I wondered why it was so difficult to escape from. Many people can swim more than two kilometres when they must. You often read that people have swum across the English Channel from Britain to France. That's at least twenty-five kilometres wide. And I have read about people swimming between Turkey and Greece. That must be a swim of ten kilometres. So what is so special about San Francisco Bay that it is impossible to swim even two kilometres?

The day we were there the Bay looked beautiful. On my left was the Golden Gate Bridge joining the north shore of the bay to the south. On my right were the cities of San Francisco and Oakland. Directly in front was Alcatraz Island. The sea was calm. The sun was shining. It looked an easy swim. Later that day we visited Alcatraz and I learned why it was said to be escape proof.

The special thing about San Francisco Bay is that it has very strong currents. As you know, the sea moves. This movement is called a tide. Every day are two high tides and two low tides. San Francisco is a big bay but it only has a narrow entrance to the Pacific Ocean. The water rushes out this narrow entrance each low tide and it rushes back each high tide. And what has this to do with Alcatraz? Well, the island is in the middle of all these moving waters. The sea around it may look calm but in fact there are always strong tides about it. If a prisoner tried to swim to land when the tide was going out he would end up in the Pacific Ocean. If he tried to escape when the tide was coming in he would be swept across the widest part of the bay. Instead of swimming two kilometres he would have 30 kilometres of water in front of him. Of course, some prisoners did try it. But nearly all of them were found dead in the water. Others are believed to have been eaten by sharks. It is however believed that two men got away by using a home-made boat. They were never seen again. Nor were their bodies found in the water. So it seems that even escape-proof Alcatraz didn't keep all its prisoners.

A. Comprehension

Read the text and answer the following questions with complete sentences.

1. What was Alcatraz good for?
2. What was the writer's first reaction at seeing Alcatraz?
3. What is the writer wondering about as he looks out into San Francisco Bay?
4. What was special about the movement of the sea about Alcatraz?
5. What happened to prisoners who tried to escape?
6. Why do people believe at least one escape was successful?