

Englisch Arbeitsaufträge 4c für die kommenden Wochen, bis zu den Osterferien

Alle Arbeitsaufträge sind Pflicht und werden lt. Erlass zur Mitarbeit und somit zur Note zählen. Ich werde euch jeweils mitteilen, wie die einzelnen Aufgaben „abgegeben“ bzw. von mir korrigiert werden. Weitere Arbeitsaufträge werden per Mail ausgeschickt, außerdem werden auch die Eltern über Schoolfox über eure Aufgaben informiert. Es wird eine Englisch/KV Whatsapp-Gruppe geben, dort könnt ihr jederzeit Fragen stellen, ich kann euch auch gerne anrufen und etwas erklären. Einige sollten die Zeit auch nutzen um fehlende Hausübungen nachzuholen.

Wann	Was	Wo	Bis wann	erledigt
28. Schulwoche	WORKPLAN 3rd Test	Workplan, Texte ins Heft oder am PC	24.03.2020	
	Cyber Homework: Unit 6/7 CHW 17, 18, 19 nur Adverb/Ajective (Grammar)	www.helbling-ezone.com		
29. Schulwoche	Web of Lies: - fertig lesen - Fragen hinten beantworten - unbekannte Vokabeln nachschlagen und aufschreiben	Textheft Web of Lies Fragen ins school-ex Vokabeln ins Words Heft	31.03.2020	
	Cyber Homework: Progress Check Unit 5-7 alles	www.helbling-ezone.com		
30. Schulwoche	Übungspaket – allgemeine Stoffwiederholung der letzten Jahre	Worksheets	03.04.2020	

Jeder/Jede kann die Zeit nutzen und extra üben, Stoff nachlernen, der noch nicht sitzt und/oder sich auf eine höhere Schule vorbereiten:

EXTRA WORK – BONUS

- Vokabeln üben auf www.quizlet.com
- Worksheets zu Web of lies www.schooltours.at
- Grammatikübungen auf www.englisch-hilfen.de oder www.learningapps.org
- Cyber Homework 4. und 3. Klasse - Stoff wiederholen
- Cyber Homework Progress Checks
- Cyber Homework irregular verbs game
- Listeners über www.youtube.com üben oder More Online nutzen
- Texte können geschrieben und mir zur Korrektur geschickt werden
- Readings: www.robinsoncrusoeinlevels.com Die Geschichte von Robinson Crusoe zum hören und lesen (Empfehlung: Level 3)
- Allgemeine Übungen: www.eduthek.at

What you have to learn for your 3rd English Test = Übungs- und Vertiefungsstoff für die kommenden Wochen

Words: Unit 5 Food (Wb 44, Sb 50, Sb 59)
Theatre Web of lies

Grammar: Reported Speech Questions (Sb 45 + video)
Reported Speech Commands
All Tenses (Sb 138-141)
Adverbs/Adjectives (Sb 65 + video)

Writing: Write a text about your eating habits (180 words) Help: Sb 55, 56

Readings + Listenings: topic related

Do your workplan exercises, cyber homework, use quizlet.com, learningapps.org, englischhilfen.de etc. for practicing!!

Reading

1 Read the text. Then circle T (True) or F (False).

Give something special this Christmas

Just £11 will buy a chicken for a hungry family – but it's not for the dinner table! The chicken will be a little egg factory that produces both eggs and baby chickens week after week. The family can then both eat and sell the eggs. Chickens do not need much food to stay alive, so even poor people can keep them. And eggs are a very nutritious food, so this gift can save the lives of undernourished people.



Or how about a goat for £50? These animals are strong and healthy, and will produce milk that the family can drink. Goats can live in hot climates and survive even on poor, dry land if they have a bit of grass or some leaves to eat. And families can learn to turn the extra milk into cheese or yoghurt.

Maybe you're asking, "What do I get out of it?" Well, we give you a card with a photo of the animal you've chosen. You can send the cards to your friends to show them what you have bought in their name. The inside of the card gives information about how your present is making a difference to the lives of hungry people around the world. Please, remember them this Christmas. You can start now with a click of the mouse!

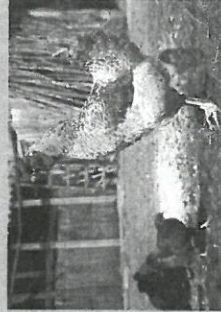


Shop

- 1 This text describes ways you can help the poor and hungry. T / F
- 2 This organisation suggests giving live animals as presents. T / F
- 3 Chickens are a good gift because eggs are so nutritious. T / F
- 4 Goats need lots of expensive food to survive. T / F

About Our charities How it works Contact us Shop

Christmas is a good time to give some really useful presents. Take the money you usually spend on your friends and give something special to hungry people in the poorer countries of the world instead. And by 'something special' we don't mean just giving money to buy food for the poor. Have a look at some other ideas for helping fight world hunger.



WORKPLAN 3rd Test

name:

- 5 You will get a photo of the animal you buy. T / F
- 6 The organisation will send you a letter about the family you help. T / F
- 7 The organisation wants to get people to buy unusual Christmas presents. T / F
- 8 This text is on a website. T / F

Listening

2 Listen to a phone conversation. Complete the sentences with the phrases from the box. There are three extra options.

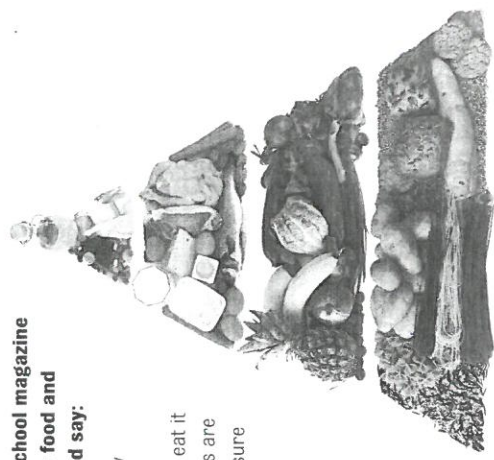
a vegan restaurant an Indian restaurant careful eggs global warming
good for the planet some friends soya beans vegan vegan food vegetarian

- 1 Sam is going out with
- 2 He knew Jodie was
- 3 He didn't know Jodie was
- 4 Jodie used to like eating
- 5 Jodie says vegans should be
- 6 She says being vegan is
- 7 Sam is going to research
- 8 They'll probably go to

Writing

3 You were asked to write an article for the school magazine in which you explain your position on health food and junk food / sweets. Write 120–180 words and say:

- what you consider to be health food and how important it is for you
- what you consider to be junk food and if you eat it
- what your ideas on sweets and sugary drinks are
- what you recommend to kids your age to ensure a balanced diet*
- what you think of dieting*
- what you think of food trends (smoothies, superfood, vegan burgers, etc.)



VOCABULARY

*balanced diet – ausgewogene Ernährung; dieting – eine Diät machen

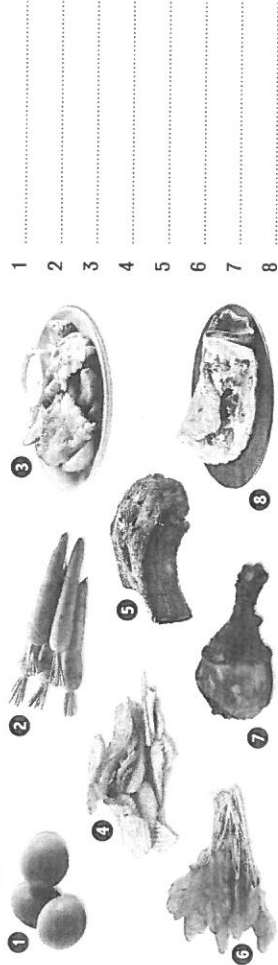
Vocabulary

4 Complete the sentences with the words in the box. There are two words you won't need.

- 1 Do you think that fish is ? It looks a bit old to me!
- 2 Why are at that restaurant so expensive?
- 3 I can't eat anything more now – the pizza I ate was very
- 4 She doesn't eat meat because she's a
- 5 I love most vegetables, but I really broccoli.
- 6 Some people say that health food is also more because it contains important substances.
- 7 Too much fat and too much sugar can be to your body.
- 8 I love food from North India, because it's really

meals
fresh
tasty
nutritious
filling
sugary
vegetarian
dislike
artificial
harmful

5 Write the words for the pictures.



6 Read the statement by a doctor. Fill in the words from the box. There are two words you won't need.

The latest ¹ show that there are more and more ² people, especially in those countries where ³ was introduced a few years ago. To stay fit you need a healthy ⁴ but if your main meal is a box that ⁵ mostly ⁶ and burgers and a ⁷ drink, then there's a risk of being ⁸ after a few months. In the film *Super Size Me* we can see that the ⁹ of fast food for only one month can ¹⁰ damage your health and ¹¹ your well-being. We simply have to ¹² the fact that our eating ¹³ have to change in many ways.

obese
affect
diet
junk food
provide
contains
sugary
overweight
chips
intake
vegetarian
habits
figures
accept
seriously

Grammar

7 Write the correct past perfect form of the verb in brackets.

- 1 My computer stopped working because I (use) all the space on the hard disk.
- 2 He rang all his friends to tell them he (win) the competition.
- 3 Jane didn't answer her phone because she (go) on holiday.
- 4 Maggie couldn't remember where she (leave) her keys.
- 5 I ran to the bus stop, but it was too late. I (miss) the bus.
- 6 When I got to the cinema, Jean wasn't there. She (go) home.
- 7 Thomas found the film really boring because he (read) the book already.
- 8 They immediately got a table at the restaurant because they (book) in advance.

8 Choose the correct verbs to complete the sentences.

- 1 Pam bought a new dress because Kevin *invited / had invited* her to the dance.
- 2 Mia didn't buy popcorn at the cinema because she *had eaten / ate* such a big dinner.
- 3 Alan had already seen the film so he *didn't watch / hadn't watched* it on TV.
- 4 I left the internet café after I *sent / had sent* all my emails.
- 5 At first Oliver didn't notice that someone *stole / had stolen* his wallet.
- 6 We had booked early so we *had / had had* a good seat at the concert.
- 7 Susan didn't say anything until he *finished / had finished* talking.
- 8 Anthony hadn't studied enough so he *lost / had lost* many points in the test.

9 Write the correct past simple or past perfect form of the words in brackets.

- 1 I didn't do well on the test although I (study) hard the day before.
- 2 Carry wrote to her friends to tell them she (win) an award.
- 3 Maggie (need) her keys, but she couldn't remember where she had left them.
- 4 I ran to the end of the street but then I saw I (miss) the bus.
- 5 Although she had promised to meet me there, Ruth (not be) outside the cinema.
- 6 I couldn't buy the cool jeans I saw today, because I (already spend) all my money on CDs.
- 7 When I woke up this morning, I saw that snow (fall) in the night.
- 8 He hadn't eaten all day, so he (be) very hungry at dinner time.

For more training go to www.helbling-ezone.com

Reported Speech

1 Put the words in the correct order.

1 asked / My father / if / me / I / the answer / knew

My father asked me if I knew the answer.

2 thirsty / She / if / was / I / asked / me

3 asked / her / if / Steve / wanted / an ice cream / she

4 We / where / asked / her / she / bought / her shoes / had

5 I / what / her telephone number / asked / was / her

6 the film / him / if / She / before / asked / seen / had / he

7 I / where / him / was / going / he / asked

8 her / if / He / asked / some / she / help / homework / with / her / wanted

Grammar

6 Write the missing words from the box to complete the reported questions.

where if who why when if

1 She asked me I had felt sick on the ship.

Answer: "Yes, I did."

2 I asked Petra she had grown up.

Answer: "In Australia."

3 They asked him he was going to play basketball.

Answer: "Yes, I am."

4 I asked him he had seen at the party.

Answer: "Tim."

5 We asked her she had missed the bus.

Answer: "Because I woke up late."

6 Jenny asked Phil he wanted to practise for the concert.

Answer: "Tomorrow."

7 Put the interview with a female musician into reported speech.

1 "When did you start learning the guitar?"

I asked her

2 "Have you played in any other bands?"

I asked her

3 "Are you going to play in Birmingham this week?"

I asked

4 "Are you looking for a singer?"

I

5 "How long has Martin been playing in the band?"

I

6 "When will your next album come out?"

I

7 "Why did you decide to record your album in Jamaica?"

I

8 "How did you meet the rest of the band?"

I

Reported questions

Turn these sentences into reported questions!

Intermediate level:

21. Mr T.: "How many Underground lines are there in London?" (ask)
22. Mrs B: "Can I park in front of your house, Mr T.?" (ask)
23. We to Ann and Sally: "Shall we show you our pictures of N.Y.?" (ask)
24. I to officer: "How much does this ticket cost?" (ask)
25. Mum to me: "Did you find your hotel easily?" (want to know)
26. We to a policeman: "Where's Speaker's Corner?" (ask)
27. They to us: "Do you know a good hotel near the Tower?" (wollten wissen)
28. I to Mum: "Shall I take a taxi?" (fragile)
29. Paul to me: "How did you get to the airport?" (war neugierig)
30. Mr G.: "Which is the best way to get to Salisbury." (fragile)

Solutions:

21. Mr T. asked how many Underground lines there were in London. 22. Mrs B. asked Mr T. if she could park in front of his house. 23. We asked Ann and Sally if we should show them our pictures of N.Y. 24. I asked the officer how much that ticket cost. 25. Mum wanted to know if I had found my hotel easily. 26. We asked a policeman where Speaker's Corner was. 27. They wanted to know if we knew a good hotel near the Tower. 28. I asked Mum if I should take a taxi. 29. Paul wondered how I had got to the airport. 30. Mr G. asked which the best way was to get to Salisbury.

Reported questions

Turn these sentences into reported questions!

Intermediate level:

31. Carol to Nancy: "How much did you pay for the CD?" (fragile)
32. Ann to Frank: "Where are you going on holiday this year?" (war neugierig)
33. I to her: "Why did you take a taxi?" (wollte wissen)
34. Tom to Joe: "Do you have to help your dad this afternoon?" (fragile)
35. The policeman to me: "Where do you live?" (wollte wissen)
36. Mum: "Did you repair your bike yourself, Emma?" (fragile sich)
37. Mum to John: "Have you seen Emma recently?" (wollte wissen)
38. Dad to Ken: "Why haven't you repaired your bike?" (fragile)
39. Dad to Mum: "Have you been to town today?" (fragile)
40. Cathy to Brooke: "Where do you have to go to?" (wollte wissen)

Solutions:

31. Carol asked Nancy how much she had paid for the CD. 32. Ann wondered where Frank was going on holiday that year. 33. I wanted to know why she had taken a taxi. 34. Tom asked Joe if he had to help his dad that afternoon. 35. The policeman wanted to know where I lived. 36. Mum wondered if Emma had repaired her bike herself. 37. Mum wanted to know if John had seen Emma recently. 38. Dad asked Ken why he hadn't repaired his bike. 39. Dad asked Mum if she had been to town that day. 40. Cathy wanted to know where Brooke had to go.

Reported imperatives

Put the following into indirect speech! Use the verbs given in brackets!

Intermediate level:

1. Sue to her classmates: "Come to my birthday party!" (invite)
2. Mum to Sarah: "Shut the door, please!" (beg)
3. Ann to her brother: "Leave me alone!" (order)
4. Policeman to driver: "Get out of your car!" (command)
5. Susan to me: "Don't tell anybody what I've told you!" (warn)
6. Uncle Fred to us: "Let's take a taxi!" (suggest)
7. Mum to me: "Don't talk to me like that!" (forbid)
8. Teacher to pupils: "Do your homework yourselves!" (advise)
9. Teacher to pupils: "Let's sing a song!" (suggest)
10. Mike to Elizabeth: "Let's go to a snack bar together!" (invite)

Solutions:

1. Sue invited her classmates to come to her birthday party.
2. Mum begged Sarah to shut the door.
3. Ann ordered her brother to leave her alone.
4. The policeman commanded the driver to get out of his car.
5. Susan warned me not to tell anybody what she had told me.
6. Uncle Fred suggested that we should take a taxi.
7. Mum forbade me to talk to her like that.
8. The teacher advised the pupils to do their homework themselves.
9. The teacher suggested that we should sing a song.
10. Mike invited Elizabeth to go to a snack bar together.

Reported imperatives

Put the following into indirect speech! Use the verbs given in brackets!

Intermediate level:

11. Teacher: "Let's play a game!" (propose)
12. Dad: "Keep away from that door!" (warn)
13. My friend to some boys: "Let's go for a walk around the lake!" (suggest)
14. The policeman to me: "Show me your driving licence!" (demand)
15. Brian to Cathy: "Don't let your dog run in our garden!" (warn)
16. Man to everybody: "Stop the thief!" (scream at)
17. Teacher to us: "Correct all your mistakes carefully!" (tell)
18. Waiter to us: "You should try the roast beef!" (recommend)
19. Alice to Jimmy: "Don't lend Joe any money!" (advise)
20. Father: "Don't forget your trainers!" (remind)

Solutions:

11. The teacher proposed that we should play a game.
12. Dad warned us to keep away from that door.
13. My friend suggested to some boys that they should go for a walk around the lake.
14. The policeman demanded that I should show him my driving licence.
15. Brian warned Cathy not to let her dog run in their garden.
16. A man screamed at everybody to stop the thief.
17. The teacher told us to correct all our mistakes carefully.
18. The waiter recommended that we should try the roast beef.
19. Alice advised Jimmy not to lend Joe any money.
20. Father reminded me / us not to forget my / our trainers.

1 Complete the interview with the adjectives in the box.

tasty harmful healthy nutritious fattening artificial fresh filling

A radio interview with a chef at a school cafeteria (I: Interviewer, SR: Sam Reed)

I Good morning and welcome to Mike's Morning Show again! With us today is Sam Reed, chef at Syracuse High School. Can you tell us a little bit about your work, Sam?

- SR Yes of course, I started working as a chef at Syracuse High three years ago. I was really shocked by the high number of overweight students there. When I saw the weekly menu, I knew why: lots of meals with too much fat, too much salt, too many sweet things. Desserts with flavours* and food heated in the microwave every day.
- I What did an average meal look like then? Can you give us an example?
- SR Well, mini pizzas or mini sausages for starters. Then for the main course chicken nuggets, burgers, hot dogs, always served with French fries – any kind of fast food, you name it! And for dessert a chocolate muffin or donut.
- I Why didn't the school offer meals?
- SR A difficult question ... the kitchen staff probably hadn't ever thought about healthy options.
- I So what were the reactions when you changed the menu and introduced meals with natural ingredients?
- SR At first students were a bit unhappy. Soup and salad in your school dinner? Less meat? fruit for dessert? But it didn't take long before everybody understood the positive effects of a better diet.
- I I paid a visit to your cafeteria last week and I really have to say that the dinner tasted excellent. I had tomato soup for starters, and then fish with rice and vegetables. And the mango yoghurt for dessert was also very
- SR Thanks, that's just what I wanted to show everybody. Junk food is not only , which means it makes you get very fat, it also doesn't taste good at all.
- I What is your advice for our listeners? What does it take to prepare a healthy meal?
- SR Always buy fresh things. Cook simple meals; that doesn't take a long time. Broccoli pasta or rice with chicken are delicious. Don't eat microwave meals – they are usually very , so they make you feel full for a long time. Junk food is very to your body and your health – so try not to eat it.
- I Thank you for the interview, Sam, and thanks for talking to us today! Keep up the good work!

VOCABULARY: *flavour – Geschmacksrichtung

2 Read the interview again. Then circle T (True) or F (False).

- Sam Reed has worked at the school cafeteria for four years now. T / F
- There were some overweight students when he started to work there. T / F
- An average meal consisted of fast food items such as mini pizzas, chicken nuggets, and donuts. T / F
- People were very happy as soon as Sam Reed started to prepare the meals at Syracuse High. T / F
- The interviewer loved the food offered at the cafeteria. T / F
- Sam Reed's advice to the listeners is not to buy fresh things and to eat microwave meals. T / F

More Essential English

1 Find the words.

- T_m_o s_p
- F_i_l s_l_d
- L_m_a
- C_f_e
- P_m_i_l_p_e
- C_c_a_e_c_k
- S_a_s and b_n
- Ch_n_e_n_d_e_s_u
- T_a
- Ch_c_ with r_c_ and v_g_t_l_
- C_r_m of p_t_t_s_o
- M_e_l_w_t_r

2 Write the words below the pictures.

Starters	Main dishes	Desserts	Drinks

3 Put the dialogue in the correct order.

- Waiter Are you ready to order?
- Waiter Right. Anything to drink for you?
- Waiter A mineral water. And would you like a dessert?
- Boy A mineral water, please.
- Boy Yes, I'd like cream of potato soup first. And then I'll have sausages with beans.
- Boy No dessert, thanks.

1 Circle the correct word to complete each sentence.

- John has lost his ambition – he needs someone or something new to *injure* / *inspire* / *include* him again.
- She said she didn't ever dream of winning an *award* / *amount* / *applause*, she just wanted to help other people.
- I'm confident that we'll achieve our *grid* / *game* / *goal* within six months.
- Patricia's *condition* / *ambition* / *position* was to make a difference and help poor children.
- Peter's company is introducing a new project to the city council next week, and he needs our *report* / *surprise* / *support* at the meeting.
- Everyone in the village *donated* / *related* / *deleted* a small amount of money to help pay for repairs to the church roof.
- In the poorer countries of the world the average *welcome* / *income* / *interest* per person is sometimes incredibly low.
- Maybe you can't really relate to school at the moment, but you should think very carefully before you decide to *fall off* / *drop out* / *dress up*.

2 Complete the text with the words from the box.

frustrated relate to donations community range of
more gave grateful pleased in particular

Our little village has always loved its traditions and we have a very strong ¹ spirit. We support our neighbours whenever we can. But recently we decided we wanted to be modern as well as traditional and at a meeting of our local council we suggested a new project for the village: a public indoor swimming pool. It was something everyone, young and old, could ² and the idea ³ a feeling of confidence and encouragement to everyone in the area. The older members of our community ⁴ were very ⁵ to hear about it. Imagine then how ⁶ everyone felt when the council refused the project with a whole ⁷ reasons and excuses, but mainly because the building costs would be ⁸ than any amount of money that the council had available. But we didn't give up. We asked the council for a detailed plan of the costs and then started a plan to save the extra money by asking for ⁹ Our community spirit was so strong and the project so popular that within a year we had collected enough to pay for the whole project! It was amazing. It will take another year now before the building work is completed, but everyone is happy and so ¹⁰ that we succeeded in winning the finance battle!

1 Adjective or adverb? Fill in the correct form of the words in brackets.

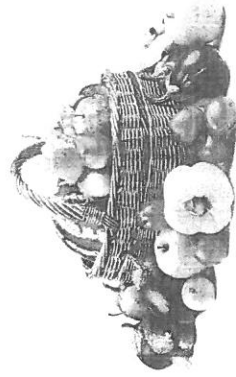
- Please listen (careful). We are (grateful) for all donations.
- The flight attendant on the plane spoke so (quick) I could (hard) understand her.
- Her recipe sounds (wonderful). I bet the ice cream tastes really (good).
- He writes very (good) and his books are very (successful) all over the world.
- I think he needs to think (different) and study (hard) for his next exam!
- She ran (slow) at first, but finished very (fast) and won the race (easy)!
- Alan's new project wasn't the success he had hoped for and he still feels (bad) about it.
- After the accident the ambulances arrived almost (immediate) and took several people who were hurt very (bad) to the nearest hospital.
- Hello, Sally. You look very (unhappy) today. What's wrong? I'll (glad) help if you need me.
- Your new design sounds (great), but are you sure everything will work (correct)?

2 Circle the correct option.

Here is what the chef Sam Reed says about food and a healthy diet: "Nutritious food can be prepared

¹ *quick* / *quickly* Just buy some fresh meat or fish, add some fresh vegetables, and some potatoes or rice. It's really ² *easy* / *easily* to eat well and not have junk food all the time. All you need are the right ingredients. Compared to a cooked meal, junk food

doesn't only taste ³ *bad* / *badly*, it also has ⁴ *harmful* / *harmfully* effects on your body. You should always decide ⁵ *careful* / *carefully* what you eat and what is ⁶ *good* / *well* for your health. Always eat ⁷ *slow* / *slowly*. Then you won't get fat ⁸ *easy* / *easily* and you'll always stay ⁹ *active* / *actively*!"



Adjective – Adverb

Fill in the gaps!

Intermediate level:

- Taste the soup *carefully*. It is *extremely hot*. (careful – extreme, hot)
- This document is (real, important)
Put it into the safe! (immediate)
- We found his speech interesting. (äußerst)
- Please, get up! It's (quick – pretty, late)
- Our English teacher speaks (extreme, slow)
- My new pullover feels (pretty / quite, soft)
- We read two newspapers (daily)
- I have a problem with my right leg. I can't walk (richtig – proper)
- This flight goes to New York. (direct)
- He went to the headmaster and complained about me. (sofort – direct)
- I feel (pretty, bad)
- The slurping of soup sounded (extreme, loud/rude)
- I don't like this medicine. It tastes (awful, bitter)
- He is (terrible, lazy). He does anything for school. (hard) But his sister works (hard)
- We didn't win the match because we played (pretty, bad)
- The little boy cried when his mum left. (bitter)
- Being over-weight is (high, dangerous)

Solutions:

- really important
- most
- quickly – pretty late
- extremely slowly
- pretty / quite soft
- daily
- properly
- directly / straight
- pretty bad
- extremely loud / rude
- awfully bitter
- terribly lazy – hardly – hard
- pretty badly
- bitterly
- highly dangerous

Adjective – Adverb

Complete the sentences!

High level:

- Mum was moved when we congratulated her. (deep)
- They all were astonished about his behaviour. (real – bad)
- We looked at the teacher (nervous)
- Linda looked in her new dress. She always dresses (pretty – pretty)
- Mum's cake smelled (absolut köstlich)
- Fred was before the test (ganz ruhig) . He was (überhaupt nicht nervös)
- The evenings were (ziemlich, ganz schön kühl)
- It's there in winter. (ziemlich, eher kalt)
- Our maths teacher is (überhaupt nicht freundlich)
- The boys in our class are (ziemlich, eher faul)
- He held back his tears (schwer)
- You haven't learned the vocabulary (sehr gut)
- He does his homework (äußerst schlaupig)
- Yesterday it was when we got home. (ganz schön spät)
- All my teachers are with me. (sehr zufrieden)
- The ambulance took him to hospital. He was (schnell – schwer verletzt)
- The band played (extrem laut)
- Mr Winter was with his life. (ganz zufrieden)
- We were when we heard about his death. (zuletzt erschüttert)

Solutions:

- deeply
- really – bad
- nervously
- pretty – pretty / in a pretty way
- absolutely delicious
- quite calm – not nervous at all
- pretty / quite cool
- rather cold
- not friendly at all
- rather lazy
- with difficulty
- very well
- extremely carelessly
- pretty late
- very pleased
- quickly – badly injured
- extremely loud
- quite pleased / quite happy
- deeply shocked

Scene 1:

	T	F
The police are investigating the case of a teenager who has disappeared.		
Lena means everything to her mother.		
Detective Inspector Wilson thinks Lena ran away with her boyfriend.		
Mrs Dean is certain that Lena isn't in a relationship.		
Mary Trevis is a journalist working for the Western Gazette.		
Lena is a fun-loving girl who has to work very hard at school.		
Mrs Dean says that Lena wants to help other people.		
One of Lena's friends told the reporter that she wants to be a pop star.		

Scene 2:

Take notes about what you would say

(With a partner, talk about Lena's situation) She loves her mother dearly and wants to make her happy, but she also knows that she is not cut out for studying. What she really wants is to be a singer. What, do you think, should she do? Choose one of the options from the list below (or add your own) and discuss it with your partner. Do you agree? Why/why not?

- Lena should tell Mrs Dean that she loves her very much but that she can't live her dream for her.
- Lena should tell her mother that all that extra studying and pushing for top exam results is making her tired, depressed and, eventually, ill.
- Lena should point out that it's not her fault that her mother couldn't be a doctor and that her future is up to herself to decide
- Lena should insist that her mother's ambitions for her future are selfish and that she is no longer going to go along with them
- or:

Scene 3:

	T	F
Lena's mum always checks messages on her mobile.		
Mrs Dean doesn't want Lena to have a boyfriend		
She insists that Lena doesn't know enough about life		
Charlie is going to be an actor in Musical theatre on Broadway.		
He feels he would rather be happy than rich		
He feels he would rather be happy than rich		
Mrs Dean is certain that most people in this world only think about themselves		
Idiotic celebrities posting pictures of themselves make Lena angry		
Mrs Dean wants Lena to care about other people rather than about herself		
Lena always tidies up her own room.		
Mrs Dean got a school report in the post and is pleased about Lena's grades		
She tells Lena to focus on her school work and make more of an effort		
Lena tells her mother that she is looking forward to being a doctor		

Scene 6:

	T	F
Mrs Dean claims Lena is not interested in having a boyfriend.		
Charlie has already been interviewed by the police.		
The officer tells Mrs Dean that most 15-year-olds have boyfriends		
The police have recovered files from Lena's desktop		
Revealing photographs of Lena were discovered.		
Mrs Dean is convinced that these images must be fake.		

Scene 7

	T	F
Danny is very good at keeping secrets		
His usual stylist Sandy is ill and not around		
As he brushes her hair, he's getting closer and closer to Lena		
He wants Lena to wear a very elegant cocktail dress		
She is not very happy about this but Danny tells her that 'sex sells'		
Danny tells Lena she's safe with him because he is gay.		
Lena's lemonade is still in the can.		
Lena starts singing.		
She is feeling dizzy and Danny takes her to a couch in another room.		
He takes some close-ups.		

Scene 11:

	T	F
Charlie was worried about Lena but hadn't realised she was missing.		
He didn't phone her but sent lots of texts.		
He wants the police to find Danny Doyle's tracks as soon as possible		
The police officer doesn't really believe that Charlie is telling the truth		
Charlie tells the officer that he and Lena are very close friends		
The officer asks for the page of the bookings register but Lena has thrown it away		
There should be a picture of Danny on a CCTV camera covering the studio entrance		
Charlie feels he is treated like a suspect.		

WEB OF LIES

Scene 1:

	T	F
The police are investigating the case of a teenager who has disappeared.		
Lena means everything to her mother.		
Detective Inspector Wilson thinks Lena ran away with her boyfriend.		
Mrs Dean is certain that Lena isn't in a relationship.		
Mary Trevis is a journalist working for the Western Gazette.		
Lena is a fun-loving girl who has to work very hard at school.		
Mrs Dean says that Lena wants to help other people.		
One of Lena's friends told the reporter that she wants to be a pop star.		

Scene 2:

Take notes about what you would say

(With a partner, talk about Lena's situation.) She loves her mother dearly and wants to make her happy, but she also knows that she is not cut out for studying. What she really wants is to be a singer. What, do you think, should she do? Choose one of the options from the list below (or add your own) and discuss it with your partner. Do you agree? Why/why not?

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