

# Stone Fox

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edition waldorf, Stuttgart 2013  
ISBN 978-3-940606-96-9

## Extra Materials for Teachers

by Peter Morris

(Version 1 – April 2014)

### SOME IDEAS FOR WORKING WITH THE EXERCISES

An introduction to working with these exercises (and the book in general)  
which both new teachers and the more experienced may find useful.

### ALL 109 EXERCISES FROM THE PRINT VERSION OF THE BOOK

Here are all 109 exercises from the printed book, but formatted as  
individual A4 worksheets. Ideas for using these worksheets  
are offered in the introduction mentioned above.

### VOCABULARY 'READY TO GO'

9 homework lists for Chapters 1–3 of Stone Fox (Each list has  
20 Vocabulary items, 3 sentences & Experten-Ecke for faster learners)

*All these worksheets may be printed out as needed.*

# Some ideas for working with the *Stone Fox* exercises – and a few extras

## DIEFFERENT TYPES OF EXERCISE

First, take a few minutes to look through the exercises and see how they're structured. There are ten to twelve types which repeat in each chapter, often with a slowly increasing degree of complexity. At the low end, this may only be that the verb form to be changed is always in *italics* at first, with the italics omitted later so the kids have to consider what they're supposed to be changing (this is not automatic for everyone!).

## BUILDING SKILLS

If we want to build skills, rather than just practise a few sentences, we can try and teach the exercise **types**, for example:

*'How do you do an Either / or exercise?'*

- Choose one of the two answers on offer.
- Make sure you write the words correctly – they're there in the book (in the question, in fact), so there's no excuse for spelling "*Searchlight*" wrongly.
- Where do you look to find the answers if you don't know them straight off? It tells you in the Exercise Heading, so you just have to look: **EXERCISE 34 – EITHER/OR (PAGES 14–16)**.

*'How do you do the "question word" exercises?'*

- The question word tells me what I'm looking for:
  - who ⇒ name
  - what ⇒ thing(s)
  - where ⇒ in/at/on etc. phrases, and so on ...
- and then you look for the key words of the question in the text.  
So for "*Where was the schoolhouse?*" in Exercise 22 (Chapter 3) you're looking for something like '*in/on/at etc.*' with '*schoolhouse*'.  
When you know this, you find the place on page 12, and the answer, 'on the outskirts of town' is right there. In this way, you can usually find all the answers even if you don't know some of the words (like '*outskirts*'). And of course, these words can be checked with the help of the *Vocabulary Page by Page*.

*'What about the "Vocabulary" exercises?'*

- These are a bit different. As usual, the *exercise heading* gives the page numbers, for example **PAGES 10–13**. Of course, pages 10–13 of the main text do have the words you need, but you probably won't find them quickly.  
So here, you turn to the corresponding part of the *Vocabulary Page By Page* – in this case, the vocabulary for pages 10–13, which starts on page 64. For each question, you look for the words in italics in the middle column of the vocabulary. The answer you need is in the left-hand column.

## WHY SHOULD THIS BE INTERESTING FOR THE KIDS?

All of this needs technique and thus practice – the payoff for the kids is *independence*.

You say: *Hier bei den Übungen weiß jeder einige Antworten einfach so. Aber was macht man bei den anderen Fragen? Soll man die Eltern fragen? Geschwister? Freunde anrufen? In der Pause abschreiben?*

*Oder geht es, dass man selber die Antworten findet, auch ohne Genie zu sein?*

„Selbständig werden“ – that can be very attractive for young teenagers, particularly if you can show them it needs *some* work, but not an incredible amount.

#### STARTING WITH PARTIAL SENTENCES

I tend to start all the exercises with partial sentences, for example *“up on Grandfather’s bed”* and not *“She put her big front paws up on Grandfather’s bed.”*

This may be anathema to some teachers, but it means you avoid, for the time being, the past tense problems (*what did he see? He saw ...*) which in this exercise at least, you are not actually practising, and get the kids mobile right away. You can graduate to complete sentences later, and there are many, many exercises in the collection which practise just this. And it needs a LOT of practice!

#### ORAL WORK FIRST – AND ITS PROBLEMS

I like to do the exercises orally at first. All kids are different, but many of mine like to try and make notes or coded pencil marks of what they hear to tell them the right answer at home, so they can avoid actually thinking and trying to remember. I hate being a ‘pencil policeman’ and have found that a neat way to avoid the problem is a circle of chairs at the front. The kids leave their places and come to the front with only the copy of the exercise you give them. If there’s not much room, you can have them sitting on the tables at the front, with you in the circle. (This can be awkward the first few times, but if you do it regularly, it gets much faster – and quieter!)

This way it’s much easier to dispense with all writing implements, which means you can go through part or even all of the exercise in class (a big boost for the slower ones) and it’s still a sensible homework assignment. Or they can do it straight off in class. Slightly more difficult, concentration and learning-wise, is if you go through *two* different exercises at the front and then let them do both for you.

#### CIRCULATE THROUGH THE CLASS WHILE THEY’RE WORKING

While they are working you can go round, looking at their work, which helps you see where they’re having difficulty.

For this to work well, you need a fairly concentrated work atmosphere, and this needs a few rules – you can say, for example, *No walking around or coming over to talk to me. But if you raise your hand I’ll come over as soon as possible. No doing nothing, while you wait for me to arrive – you should go on with whatever next questions you can manage, or even a different exercise.*

#### SILENT SIGNALS?

If you like, you can have silent signals, like tapping a word in their work once, meaning perhaps, *“this is an easily avoidable mistake which you can correct if you look at the text again,”* or tapping it three times, which might mean, *“this is not a silly spelling mistake, but it’s wrong. Why? Please think – try and find the answer, then wave and I’ll come back over.”*

#### THE EXERCISE CAFETERIA

You can also do exercises more than once. For example, if you’ve practiced five different types and are in Chapter 2, you could announce the next lesson as an ‘*Exercise Cafeteria.*’ You print up the sheets you need, the front row of desks is the *buffet*, and the kids come and choose their exercises. For each type, they take the Chapter 1 exercise and the one from Chapter 2. Back to their places and write; when they’re finished, they give you the pages and take the next exercises. This can go on for most of a lesson and is generally much enjoyed. Casting a fast glance over the pages you’re given also gives you the chance to call some back, saying, ‘*Larissa ...*’ and do your tapping signs. Patient repetition of this, I’ve found, can slowly help some of the kids to write (a little) more carefully.

## MORE CONCENTRATION

Doing the things orally first, with no coded homework-help signs possible, and then written, can reduce the discussion time in class, which can often be unconcentrated and unfruitful, in favour of actually **doing** the work, concentrating on how to get the answer, and then maybe doing it again, some time later. "Developing *Selbständigkeit*" – put like this, the prospect of repetition doesn't irritate as it otherwise might. So, when you're in Chapter 3, you could say: *OK, next lesson, I want you to write me four exercises from Chapters 1 and 2 (or just Chapter 2). I choose 2, you choose two.* Or make a game of it: I choose 1, you choose 1 or 2, and 1 or 2 come from a big pot-luck pile of exercises lying face-down. The kids pick what they need, returning doubles they already have. And so on ...

## EXTRA TASKS — NOT JUST FOR FASTER STUDENTS

If you have introduced the different types of exercises with your class, as recommended here, then the first choice for 'extra tasks' will be those exercises for the chapter being worked on which you haven't selected for the whole class. But you have other options, too:

- Give (or ask the student to choose) exercises not done by the class from previous chapters.
- You can ask for a repetition of exercises from earlier chapters in various stages of difficulty. The easiest form is just a written repeat; a little more difficult is a written repeat in class without referring to the work done earlier; still more difficult is an oral presentation to the class with *no notes*, only the book (or worksheet, unannotated) in front of the student.
- You aren't restricted to previous chapters only: some types of exercise can be done without having read the story. Consider vocabulary exercises, for example, or anything to do with changing tenses or forming questions, negatives and normal statements.
- If you have several students doing the extra work, then you can give it as a 'team task'. Here, each student might do three questions of each of four different exercises. This means the students are doing a wider range of tasks, but still only 10–15 questions, *plus* the presentation to the class is much more interesting, as the ball is passed from student to student. You can have student A do questions 1, 2 & 3 of each exercise, student B numbers 4, 5 & 6 and so on; *or* you can mix things up completely: student A does numbers 1, 4 & 7; student B numbers 2, 5 & 8; student C takes 3, 6, 9 & 10.
- When selecting exercises for extra work, you don't have to confine yourself to single chapters. You can select a *type* of exercise from various chapters, and do these in the same way – for example, *Past tense* exercises from the last three or four chapters, or *Question forming*. You can ask for complete exercises or just a selection of answers: perhaps 10–15 from three or four exercises. Common sense rules apply: they can choose which questions to answer, but if exactly the same verb-forms pop up repeatedly, this doesn't count!
- For most students, the 'Did you understand the chapter?' exercises are among the hardest. If you have some very confident students, ask them to prepare answers at home and then present them orally in class. Interview form: teacher or another student asks the questions, no notes allowed for the answers— *i.e. the answers must not be read out!*
- If you need to lead up to this stage more easily, then you can have students do this exercise in written form first, which you correct and give back. This is a solid basis for their 'interview preparation' beforehand. *Or* they can make notes for their answers beforehand, which you then check through with them, suggesting improvements. *Or*, (for shorter work with some moral support), let two friends prepare the same exercise – half each, alternating answers.
- To 'sugar the cake' somewhat, you can tell the kids that those prepared to do extra tasks now and again („freiwillige Zusatzaufgaben“) will have it mentioned in their end-of-year reports. This in my experience is something which impresses most parents ("My teenager ...

*volunteering ...!*). The kids know this very well, but the offer is by no means a bribe, but a report on something well worth praising!

#### HOMEWORK

My five homework-blocks per week of *Sprachepoche* tended to be something like:

- learning vocabulary – counting two homework-blocks.
- one or two exercises, either from the reader or separate grammar exercises (which you can treat in a similar way to that described above).
- and one (or two) blocks practicing or learning something which is to be done in the lesson.

This can also be a *Stone Fox* exercise or two:

#### A USEFUL VARIANT OF 'EXERCISES FOR HOMEWORK'

The variant here is that the kids don't write the exercise(s) at home, as per classic homework-method, but prepare the work at home and then do it in class, with or without the book as you like.

It's a little more of a 'test' atmosphere, as opposed to the 'workshop' atmosphere described above.

This lets you winnow out those who bring you perfect work which has in fact been done by someone else, and lets you see more quickly who can do what and who needs more help, attention, encouragement or prodding ...

#### EXTRAS – FOR EXAMPLE, READING PRACTICE

Any extras, like dictations (very occasionally ...) or reading practice, can be fitted in ad hoc. With reading practice, you need to stagger the assignments. If you tell the whole class to practice, even the slowest will see that you can't possibly check twenty kids in one, or even two lessons. So then some, or quite a few, will take a chance and not practice. So you say,

- Over the next three weeks, everyone is going to practice. And I'll listen to you reading – one or two per lesson.
- Choose a page (or twenty lines, or whatever) – it doesn't have to be from line 1 on, you can start anywhere.
- If you volunteer, you can choose your date (as far as possible). Otherwise, I'll choose and decide when you read. Who'd like to start the day after tomorrow?
- I'll be making notes on what I hear; anyone who wants can ask me what my notes about him were. (Asking what other people's notes were is of course not allowed.)
- My reactions will be on a one to one basis, though I may make a few exceptions with open praise if some people are particularly good ...

## 'Pace' – how fast should I go with the reader?

#### CONSIDER THE TIMETABLE

I don't know if you have '*Epochen*' (blocks of lessons, five per week, over two to three weeks, alternating with French, making five lessons/week over half the year) or the classic model of three lessons per week throughout the year. My school has the '*Sprachepochen*' – six per year of varying lengths – and I tended to do two chapters in the longer periods and one in the shorter – ten chapters in the whole of *Stone Fox*.

#### VARY THE PACE

It's a good idea to vary the pace a bit: doing everything in great detail makes for creeping pedantry,

while skimming through everything will dilute interest after a time.

#### **FOCUSSED WORK & MOVING FASTER**

Pick out parts of the chapter that you want to focus on in more detail and go through the rest more quickly.

#### **SOME CONCRETE SUGGESTIONS**

With three lessons a week I would in general read twice, with the five Epochen-lessons three to four times, but here again you can vary: one lesson you can spend most of your lesson on the text, another time on the text and doing exercises. Yet again, you can read and do some oral work, but maybe only for ten to fifteen minutes.

#### **SOME EXAMPLES OF VARIATION**

You want a varied path in length of reading too: every lesson with the same structure and time divisions gets boring very quickly. On the other hand, total improvisation is just chaotic. So you could have various 'models', for example:

- a 'focus on reading' lesson, using some exercise questions just orally;
- the shorter reading and oral exercises;
- the written exercises (in class, as practice – see above).

#### **TO SUM THINGS UP**

There is no magic formula, but the principle is structured variation:

- of pace
- of concentration
- of detail, or focus
- of length of time

**HOMEWORK**

**Stone Fox**  
(Chapter 1 – Grandfather)

**EXERCISE 1 – WHAT & WHERE (PAGES 3–4)**

1. What did Grandfather stare at?  
.....
2. Where did Little Willy live?  
.....
3. Where did Grandfather dress up as the scarecrow?  
.....
4. What filled up with tears when Grandfather cried?  
.....
5. Where did Willy find his plate after he went back to sleep?  
.....
6. Where was the dog sleeping?  
.....
7. What did Searchlight have on her forehead?  
.....
8. What did they come to, a mile down the road?  
.....
9. Where was Doc Smith sitting?  
.....
10. What was she doing?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 1 – Grandfather)

**EXERCISE 2 – MAKE NORMAL STATEMENTS (PAGES 3–4)**

Example: *Grandfather didn't look sad.* ⇒ *Grandfather looked sad.*

1. Little Willy *didn't live* on a farm.

.....

2. Grandfather *didn't feel* like playing.

.....

3. Grandfather *didn't dress* up.

.....

4. Grandfather *didn't laugh* hard.

.....

5. His beard *didn't fill* up with tears.

.....

6. Grandfather *didn't get* up early.

.....

7. Willy *didn't go* back to sleep.

.....

8. He *didn't find* his plate in the coop.

.....

9. Willy *didn't run* out of the house.

.....

10. The dog *didn't jump* to its feet.

.....



**HOMEWORK**

**Stone Fox**  
**(Chapter 1 – Grandfather)**

**EXERCISE 3 – EITHER / OR (PAGES 3–4)**

1. Did Grandfather stare at the ceiling or at Willy?  
.....
2. Did Little Willy live in a small town or on a farm?  
.....
3. Did Grandfather dress up in the garden or in the house?  
.....
4. Who got up first in the morning – Willy or Grandfather?  
.....
5. Did Willy often sleep late, or only once?  
.....
6. Was the dog sleeping on the porch or in the garden?  
.....
7. Did Searchlight have a white spot or a black spot on her forehead?  
.....
8. Down the road, did they come to a log cabin or to a small farm?  
.....
9. Was Doc Smith sitting in the house or under a tree?  
.....
10. Was she reading a book or making breakfast?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 1 – Grandfather)

**EXERCISE 4 – PUT INTO THE PAST TENSE (PAGE 4)**

Example: *Little Willy goes back to sleep.* ⇒ *Little Willy went back to sleep.*

1. A dog *is* sleeping on the front porch.

.....

2. The dog *jumps* to its feet.

.....

3. Together they *run* off down the road.

.....

4. Searchlight *is* a big black dog.

.....

5. Down the road they *come* to a small log cabin.

.....

6. Doc Smith *has* white hair and a black dress.

.....

7. Doc Smith *turns* a page and *continues* to read. (*Be careful – two verbs!*)

.....

8. Grandfather *goes* to bed without playing his harmonica.

.....

9. Willy *hitches* up the wagon.

.....

10. Together they *ride* back to the farm.

.....

**HOMEWORK**

**Stone Fox**  
(Chapter 1 – Grandfather)

**EXERCISE 5 – MAKE THESE STATEMENTS NEGATIVE**

Example: *Grandfather looked sad.* ⇒ *Grandfather didn't look sad.*

1. Grandfather *was* sitting at the table.

.....

2. Searchlight *barked* at him.

.....

3. Doc Smith *sat* down.

.....

4. She *put* her black bag under the bed.

.....

5. Grandfather *took* a deep breath.

.....

6. Doc Smith *walked* over to the door.

.....

7. Willy *began* to cry.

.....

8. Grandfather *opened* his eyes.

.....

9. Searchlight *was* a little dog.

.....

10. Grandfather and Willy *went* to bed late.

.....

**HOMEWORK**

**Stone Fox**  
(Chapter 1 – Grandfather)

**EXERCISE 6 – DOLMETSCHEN (PAGES 3–4)**

*Folgende Sätze sind alle im Text zu finden. Oft musst du aber ein paar Wörter weglassen!*

1. Eines Tages wollte Großvater nicht vom Bette aufstehen.  
.....
2. Er starrte die Decke an und sah traurig aus.  
.....
3. Willy wohnte mit seinem Großvater auf einer kleinen Farm.  
.....
4. Großvater lachte so sehr, dass er weinte.  
.....
5. Als er weinte, füllte sich sein Bart mit Tränen.  
.....
6. Willy lief aus dem Haus heraus.  
.....
7. Searchlight war ein schwarzer Hund mit einem weißen Fleck an \*der Stirn. (\* = „her“!)
- .....
8. Willy und der Hund kamen zu einer kleinen Blockhütte.  
.....
9. Doc Smith saß unter den Bäumen \*und las ein Buch. (\*,und' auslassen!)
- .....
10. Doc Smith hatte weiße Haare und ein schwarzes Kleid.  
.....
11. „Dein Großvater ging ins Bett ohne \*Musik?“ (\* Das letzte Wort steht etwas früher im Text!)
- .....
12. Sie fahren zurück zu der Farm.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 1 – Grandfather)

**EXERCISE 7 – MAKE THESE SENTENCES INTO QUESTIONS (PAGES 4–7)**

Example: *Doc Smith stopped reading.* ⇒ *Did Doc Smith stop reading?*

1. Searchlight *licked* Grandfather's beard.

.....

2. Grandfather's beard *was full of tears*

.....

3. Doc Smith *examined* Grandfather.

.....

4. She *used* everything in her bag.

.....

5. Then she *walked* to the window. (*Lass bei der Frage das "then" weg!*)

.....

6. Doc Smith *asked* Willy some questions.

.....

7. She *took* a deep breath.

.....

8. Willy *was silent* for a long time.

.....

9. Then he *spoke* to the doctor. (*Lass bei der Frage das "then" weg!*)

.....

10. Searchlight *barked* loudly.

.....

**HOMEWORK**

**Stone Fox**  
(Chapter 1 – Grandfather)

**EXERCISE 8 – VOCABULARY (PAGES 3–7)**

To find the answers here, turn to the 'Vocabulary Page by Page' section, looking in the middle column. You can use this as your dictionary!

1. What is the word for *to look for a long time* ?  
.....
2. What is the opposite of *happy* ?  
.....
3. What is the word for *sixty minutes* ?  
.....
4. What do we call *the hair on a man's chin* ?  
.....
5. I have asked you a question. Can you ..... ?  
.....
6. Your eyes, nose and mouth are all in your ..... .  
.....
7. This is the noise a dog normally makes.  
.....
8. To find an answer, you must first ask a ..... .  
.....
9. This is the word for *twelve months* .  
.....
10. If you want to pay people, you give them ..... .  
.....
11. What is the opposite of *to speak* ?  
.....
12. What is the opposite of *the ceiling* ?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 1 – Grandfather)

**EXERCISE 9 – WORD ORDER (PAGES 3–7)**

Put the word in brackets in the correct place "inside" each sentence.

1. Willy lived with his Grandfather. *(always)*  
.....
2. It was hard work. *(mostly)*  
.....
3. Grandfather laughed so hard that he cried. *(sometimes ⇒ erste Hälfte des Satzes!)*  
.....
4. Grandfather got up in the morning. *(soon)*  
.....
5. He would make breakfast. *(normally)*  
.....
6. Willy slept late again. *(never)*  
.....
7. Willy and his dog ran to see Doc Smith. *(often)*  
.....
8. Grandfather's beard was full of tears. *(still)*  
.....
9. Willy was silent for a long time. *(never)*  
.....
10. Searchlight barked loudly. *(sometimes)*  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 1 – Grandfather)**

**EXERCISE 10 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 3–7)**

*Put the word in brackets in the correct place "inside" each sentence.*

1. Why did Willy think that Grandfather was playing?

.....

2. Why was living on the farm often a lot of fun?

.....

3. What was Grandfather's normal routine early in the morning?

.....

4. What was the special thing about Willy and his dog?

.....

5. What was the doctor like?

.....

6. When does the doctor start to think that there may be a problem?

.....

7. What does she do when she gets to the farm?

.....

8. What is wrong with Grandfather? *(Read the text carefully!)*

.....

9. How does Willy feel when Doc Smith tells him the news?

.....

10. What does Willy decide to do?

.....





**HOMEWORK**

**Stone Fox**  
(Chapter 2 – Little Willy)

**EXERCISE 12 – WHAT & WHEN (PAGES 7–8)**

1. What was Willy going to do?  
.....
2. When would Grandfather get well?  
.....
3. When did Doc Smith say that Grandfather was getting worse?  
.....
4. What did Willy answer when Doc Smith said this?  
.....
5. When did Doc Smith say that Willy could come live with her?  
.....
6. What did Searchlight do when Willy shouted?  
.....
7. What did Doc Smith's horse do when the dog barked?  
.....
8. What did Willy do when the wagon disappeared?  
.....
9. When was Willy playing the harmonica by Grandfather's bed?  
.....
10. What would Searchlight do whenever Willy missed a note?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 2 – Little Willy)

**EXERCISE 13 – MAKE NORMAL STATEMENTS (PAGES 7–9)**

Example: *Willy didn't stare at the floor.* ⇒ *Willy stared at the floor.*

1. Grandfather *didn't* grow potatoes.  
.....
2. Doc Smith *didn't* shake her head.  
.....
3. She *didn't* step up into the wagon.  
.....
4. Doc Smith *didn't* look at Searchlight.  
.....
5. Searchlight *didn't* bark loudly.  
.....
6. Doc Smith's horse *didn't* take off running.  
.....
7. Willy *wasn't* sitting by Grandfather's bed that evening.  
.....
8. Searchlight *didn't* grab the harmonica in her mouth.  
.....
9. She *didn't* run out of the room with it.  
.....
10. Willy *didn't* ask Grandfather a question.  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 2 – Little Willy)**

**EXERCISE 14 – EITHER / OR (PAGES 7–9)**

- 1. Did Willy shout at Doc Smith or at Searchlight?  
.....
- 2. Was Doc Smith in the wagon or was she standing next to Willy?  
.....
- 3. Did Willy take off running or did he break out laughing?  
.....
- 4. Who was playing the harmonica that evening – Willy or Grandfather?  
.....
- 5. Who could play the harmonica better – Willy or Grandfather?  
.....
- 6. How long had Grandfather not talked for – three days or three weeks?  
.....
- 7. How did Grandfather make signs for 'yes' and 'no' – with his eyes or with his hand?  
.....
- 8. Did Grandfather close his hand quickly or slowly?  
.....
- 9. What was the sign for 'yes' – palm up or palm down?  
.....
- 10. What was the sign for 'no' – palm up or palm down?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 2 – Little Willy)

**EXERCISE 15 – PUT INTO THE PAST TENSE (PAGES 7–9)**

Example: *Doc Smith shakes her head.* ⇔ *Doc Smith shook her head.*

1. Willy and Searchlight *look* at each other.  
.....
2. Then Willy *breaks* out laughing.  
.....
3. He *puts* his arms round the dog's neck.  
.....
4. In the evening Willy *is* playing the harmonica.  
.....
5. He *isn't* as good as Grandfather.  
.....
6. He often *misses* a note.  
.....
7. Searchlight *grabs* the harmonica and *runs* out of the room with it. (*Be careful – two verbs!*)  
.....
8. Willy *asks* Grandfather a question.  
.....
9. Grandfather *closes* his hand slowly, then *opens* it again. (*Be careful – two verbs!*)  
.....
10. Then he *turns* his hand over and *lays* it flat on the bed. (*Be careful – two verbs!*)  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 2 – Little Willy)

**EXERCISE 16 – MAKE THESE STATEMENTS NEGATIVE (PAGES 8–9)**

Example: Grandfather grew carrots. ⇒ Grandfather didn't grow carrots.  
Willy was very big. ⇒ Willy wasn't very big.

- 1. Willy was just going to sit at home.  
.....
- 2. Grandfather played the harmonica.  
.....
- 3. He had talked for three weeks.  
.....
- 4. Grandfather looked at Searchlight.  
.....
- 5. He whispered, "Yes."  
.....
- 6. Grandfather got out of bed.  
.....
- 7. Willy turned his hand over on the bed.  
.....
- 8. Grandfather laid his hand on Searchlight's head.  
.....
- 9. Willy asked lots of difficult questions.  
.....
- 10. Searchlight licked Grandfather's beard.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 2 – Little Willy)

**EXERCISE 17 – DOLMETSCHEN (PAGES 7–9)**

*Folgende Sätze sind alle im Text zu finden. Oft musst du aber ein paar Wörter weglassen!*

1. Willy war sicher, dass nach der Ernte alles in Ordnung sein würde.  
.....
2. „Dein Großvater wird sterben.“  
.....
3. „Lass Frau Peacock ihn pflegen, bis das Ende kommt.“  
.....
4. Searchlight bellte laut, und der Wagen verschwand in einer Staubwolke.  
.....
5. An jenem Abend spielte Willy gerade Mundharmonika.  
.....
6. Einmal schnappte Searchlight die Mundharmonika und lief aus den Zimmer hinaus.  
.....
7. Großvater hatte seit über drei Wochen nicht geredet.  
.....
8. Er legte seine Hand aufs Bett mit \*der Handfläche nach oben. (\* = „his“)  
.....
9. Willy fragte im Flüsterton, „Heißt das ja?“  
.....
10. Willy stellte Fragen, die Großvater \*mit „ja“ oder „nein“ beantworten konnte. (\* „mit“ hier auslassen!)  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 2 – Little Willy)

**EXERCISE 18 – WORD ORDER (PAGES 7–9)**

Put the word in brackets in the correct place "inside" each sentence.

1. Grandfather grew potatoes. *(always)*  
.....
2. Grandfather would get well. *(soon)*  
.....
3. Your Grandfather is going to die. *(really \* = wirklich)*  
.....
4. Searchlight growled at Doc Smith. *(sometimes)*  
.....
5. Willy and Searchlight looked at each other. *(often)*  
.....
6. Willy will give Searchlight away. *(never)*  
.....
7. Now Grandfather played his harmonica. *(never)*  
.....
8. Searchlight ran out of the room. *(actually \* = tatsächlich)*  
.....
9. Grandfather put his hand on the bed. *(slowly)*  
.....
10. Willy ran to the bed. *(quickly)*  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 2 – Little Willy)

**EXERCISE 19 – VOCABULARY (PAGES 7–9)**

To find the answers here, turn to the 'Vocabulary Page by Page' section, looking in the middle column. You can use this as your dictionary!

1. What is the word for *to stop living*?  
.....
2. The bus isn't here yet, so we must .....  
.....
3. How do we say *to move your head to say 'no'*?  
.....
4. What is the expression for *to look after someone*?  
.....
5. What is the word for *to cry out words loudly*?  
.....
6. What is the opposite of *weak*?  
.....
7. What do we call the *time between afternoon and night*?  
.....
8. We all ..... that two and two make four.  
.....
9. What is the opposite of *to open*?  
.....
10. Milk is an ..... food for babies.  
.....
11. What is the opposite of *to remember*?  
.....
12. What is the word for a *risk, a chance that s.th. bad will happen*?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 2 – Little Willy)

**EXERCISE 20 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 7–10)**

1. Willy and Doc Smith had different ideas about what would happen to Grandfather.  
What did they each think?  
.....
2. What was Doc Smith's plan for Searchlight?  
.....
3. How did Willy react (= *reagieren*) to this?  
.....
4. What made Grandfather begin the hand signals for 'yes' and 'no'?  
.....
5. What were these signals?  
.....
6. How did Willy come to discover that there was no more money?  
.....
7. How did Searchlight solve the problem?  
.....
8. What was Willy's first reaction to her idea?  
.....
9. How many things do we learn (= *erfahren*) about the harvest?  
.....
10. "Willy had been wrong all along." In what way?  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 3 – Searchlight)

**EXERCISE 22 – WHAT, WHEN & WHERE (PAGES 10–12)**

1. Where do you find snow in Wyoming when it's winter?  
.....
2. What had Willy chopped and stocked?  
.....
3. When did school begin in Wyoming?  
.....
4. What would Willy do when he got up?  
.....
5. What would he make for breakfast?  
.....
6. When would Willy hitch Searchlight to the sled?  
.....
7. Where was the schoolhouse?  
.....
8. Where would Willy and Searchlight go after school?  
.....
9. What would they do in Jackson?  
.....
10. What did Willy have at the bank?  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 3 – Searchlight)**

**EXERCISE 23 – EITHER / OR (PAGES 11–12)**

1. Who had chopped wood – Grandfather or Willy?  
.....
2. Had Willy stocked enough food or enough water?  
.....
3. Did school begin in summer or in winter?  
.....
4. Did Willy like school or did he hate it?  
.....
5. What did Willy do first in the morning – make a fire or make oatmeal?  
.....
6. Did Willy feed Grandfather or did Grandfather feed himself?  
.....
7. Did Willy hitch Searchlight to the sled before or after breakfast?  
.....
8. Was Willy's sled light or heavy?  
.....
9. Did Willy ride on the sled sitting down or standing up?  
.....
10. Was the schoolhouse in the middle of town or on the outskirts?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 3 – Searchlight)

**EXERCISE 24 – PUT INTO THE PRESENT TENSE (PAGES 11–12)**

Example: *Doc Smith shook her head.* ⇔ *Doc Smith shakes her head.*

1. Willy *was* ready for winter.  
.....
2. Willy *liked* school.  
.....
3. In the morning Willy always *made* a fire.  
.....
4. He *ate* oatmeal for breakfast.  
.....
5. He *fed* the oatmeal to Grandfather with a spoon.  
.....
6. After breakfast he *hitched* Searchlight to the sled.  
.....
7. The sled *was* so light that Willy *could* pick it up with one hand. (*Be careful – two verbs!*)  
.....
8. Willy *rode* on the sled standing up.  
.....
9. Searchlight *pulled* him five miles across the snow.  
.....
10. Searchlight *loved* the snow.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 3 – Searchlight)

**EXERCISE 25 – MAKE THESE STATEMENTS NEGATIVE**

Example: Grandfather grew carrots. ⇒ Grandfather didn't grow carrots.  
Willy was very big. ⇒ Willy wasn't very big.

1. Willy and Grandfather *would* be cold this winter.  
.....
2. They *would* go hungry.  
.....
3. Willy *slept* late in the morning.  
.....
4. He *waited* for Grandfather to get up.  
.....
5. He *ate* a different breakfast every day.  
.....
6. He *stayed* at home all day.  
.....
7. He *rode* on the sled sitting down.  
.....
8. Searchlight *pulled* the sled into town.  
.....
9. Searchlight *hated* the snow.  
.....
10. Willy *went* straight home after school.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 3 – Searchlight)

**EXERCISE 26 – DOLMETSCHEN (PAGES 11–12)**

*Folgende Sätze sind alle im Text zu finden. Oft musst du aber ein paar Wörter weglassen!*

1. Sie würden nicht kalt sein, \*weil Willy genügend Holz gehackt hatte. (\* = „because“)  
.....
2. Jeden Morgen pflegte er \*Feuer zu machen. (\* = hier „a“ dazu!)  
.....
3. Der alte Holzschlitten war sehr leicht, aber stark und stabil.  
.....
4. Auf dem Schlitten fuhr Willy zum Schulhaus.  
.....
5. Nach der Schule pflegten sie in \*die Stadt zu gehen. (\* = „the“ darf hier auch fehlen!)  
.....
6. Bei der Bank hatte Willy ein Sparkonto.  
.....
7. Willy hatte durch \*seine Arbeit am Hof Geld verdient. (\* = hier auslassen!)  
.....
8. „Ich bin stolz auf dich, weil du ein guter Arbeiter bist.“  
.....
9. Großvater wollte, dass Willy ein gebildeter Mensch werden sollte.  
.....
10. An jenem Tag gab es keine Besorgungen zu machen.  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 3 – Searchlight)

**EXERCISE 27 – MIXED QUESTIONS (PAGES 12–13)**

1. Who did Willy love to look at when he was in town?  
.....
2. Why couldn't you miss the "city slickers"?  
.....
3. When would Willy position his sled in front of the church?  
.....
4. What was Willy looking at while he waited?  
.....
5. When did Searchlight start running?  
.....
6. How would Searchlight start running?  
.....
7. Where did this race begin?  
.....
8. Why could Searchlight run so fast on this dangerous road?  
.....
9. Was Grandfather's farmhouse a pretty big place?  
.....
10. What didn't Willy and Searchlight notice when they got home?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 3 – Searchlight)

**EXERCISE 28 – VOCABULARY (PAGES 10–13)**

To find the answers here, turn to the 'Vocabulary Page by Page' section, looking in the middle column. You can use this as your dictionary!

- 1. What is the opposite of *difficult*?  
.....
- 2. What is the opposite of *nothing*?  
.....
- 3. What do we call *the first meal of the day*?  
.....
- 4. What is the opposite of *before*?  
.....
- 5. What do we call the *place where you can send letters and buy stamps*?  
.....
- 6. What is the word for *dollars, pounds and euros*?  
.....
- 7. What is the word in the text for *university*?  
.....
- 8. What do we call a *thing that shows you what time it is*?  
.....
- 9. *Who can run fastest? Who will finish first?* The word for this is a .....  
.....
- 10. What do we call an *animal with four legs and a mane, which can gallop*?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 3 – Searchlight)

**EXERCISE 29 – MAKE THESE SENTENCES INTO QUESTIONS (PAGES 11–12)**

Example: *Searchlight was very strong.* ⇒ *Was Searchlight very strong?*  
*A man came to the farm.* ⇒ *Did a man come to the farm?*

- 1. Willy *was* ready for the winter.  
.....
- 2. He *had* stocked enough food.  
.....
- 3. They always *ate* oatmeal for breakfast.  
.....
- 4. Willy *hitched* Searchlight to the sled.  
.....
- 5. The sled *was* very light but strong.  
.....
- 6. Willy *rode* on the sled standing up.  
.....
- 7. Searchlight *loved* the snow.  
.....
- 8. Grandfather *had* put money into the bank for Willy.  
.....
- 9. Willy *had* fifty dollars at the bank. **(BE CAREFUL – THINK!)**  
.....
- 10. Grandfather *wanted* Willy to go to college.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 3 – Searchlight)

**EXERCISE 30 – WHY (PAGES 10–12)**

1. Why is it easy to tell when it's winter in Wyoming?  
.....
2. Why would they not be cold?  
.....
3. Why would they not go hungry?  
.....
4. Why didn't Willy mind that school would soon begin?  
.....
5. Why did Willy have to feed Grandfather?  
.....
6. Why did Willy hitch Searchlight to the sled?  
.....
7. Why did Willy go into town after school?  
.....
8. Why did Grandfather put money in the bank for Willy?  
.....
9. Why did Searchlight often pull Willy up and down Main Street?  
.....
10. Why couldn't you miss the "city slickers"?  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 3 – Searchlight)**

**EXERCISE 31 – DID YOU UNDERSTAND THE CHAPTER ? (PAGES 11–13)**

1. What had Willy done to make things ready for the winter?  
.....
2. What was Willy's "morning routine" before he went to school?  
.....
3. What does the text tell us about Willy's sled?  
.....
4. What does the text say about Willy's journey to school, and about the school itself?  
.....
5. What sort of things did Willy do when he was in town?  
.....
6. What does the text tell us about money?  
.....
7. What does the text tell us about "city slickers"?  
.....
8. How did the race begin?  
.....
9. What was different from normal when they came to the farmhouse this time?  
.....
10. Why didn't Willy and Searchlight see that something was different?  
.....



**HOMEWORK**

**Stone Fox**  
**(Chapter 4 – The Reason)**

**EXERCISE 33 – WHAT & WHERE (PAGE 14)**

- 1. Where did the man stand?  
.....
- 2. What was he holding?  
.....
- 3. What did Willy yell?  
.....
- 4. How was the man dressed?  
.....
- 5. Where did the man aim his gun as Willy reached for the door?  
.....
- 6. What can dogs always tell?  
.....
- 7. What happened to Clifford Snyder's face when he yelled?  
.....
- 8. Where did Willy leave Searchlight?  
.....
- 9. When did Clifford Snyder put his gun away?  
.....
- 10. How did Grandfather look now?  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 4 – The Reason)**

**EXERCISE 34 – EITHER / OR (PAGES 14–16)**

- 1. Who could move – Willy or Searchlight?  
.....
- 2. Did the man point the pistol at Willy or Searchlight?  
.....
- 3. Was Clifford Snyder from the bank or from the state?  
.....
- 4. Was the man a city slicker or a farmer?  
.....
- 5. Did Searchlight come into the house or die she stay outside?  
.....
- 6. Did they talk by the fire or in Grandfather’s bedroom?  
.....
- 7. Who smoked a thin cigar – Grandfather or Clifford Snyder?  
.....
- 8. Did Willy hold up the mirror for Grandfather or Clifford Snyder?  
.....
- 9. Are taxes money for the state or money for food and drink?  
.....
- 10. Does the state send a tax bill every month or every year?  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 4 – The Reason)

**EXERCISE 35 – MAKE THESE SENTENCES INTO QUESTIONS (PAGE 14)**

Example: *Willy was exhausted.* ⇒ *Was Willy exhausted?*  
*They noticed the horse outside.* ⇒ *Did they notice the horse outside?*

- 1. Searchlight *jumped* at the closed door.  
.....
- 2. The man *stood* in the opening.  
.....
- 3. He *was* holding a small pistol.  
.....
- 4. Willy *touched* Searchlight gently.  
.....
- 5. The man *was* short, with a thin mustache.  
.....
- 6. Willy *reached* for the door.  
.....
- 7. The man *aimed* his gun at Searchlight.  
.....
- 8. Dogs *can* tell when someone is afraid of them.  
.....
- 9. The man's face *turned* red.  
.....
- 10. Grandfather's eyes *were* fixed on the ceiling.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 4 – The Reason)

**EXERCISE 36 – PUT INTO THE PRESENT TENSE (PAGES 14–16)**

Example: *The man stood in the opening.* ⇨ *The man stands in the opening.*

1. The man *was* holding a small pistol.  
.....
2. Willy *yelled*, "Don't shoot!"  
.....
3. The man *opened* the door a little farther.  
.....
4. He *was* dressed like a city slicker.  
.....
5. Searchlight *began* to growl at the man.  
.....
6. The man's face *turned* red.  
.....
7. Willy *left* Searchlight outside.  
.....
8. Grandfather's eyes *were* wide open.  
.....
9. Clifford Snyder *blew* cigar smoke toward the ceiling.  
.....
10. Willy *held* up the mirror for Grandfather.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 4 – The Reason)

**EXERCISE 37 – DOLMETSCHEN (PAGES 14–18)**

1. Großvater sah viel ermüdet aus als am Morgen.  
.....
2. Der Mann blies Zigarrenrauch gegen die Decke zu.  
.....
3. Als Willy damit fertig war, Großvaters Haare zu kämmen, hielt er den Spiegel auf.  
.....
4. „Schulden wir Ihnen Steuern?“ fragte Willy.  
.....
5. Großvater zahlte immer jede Rechnung.  
.....
6. Aber \*jetzt antwortete er nicht. (\* = „now“)  
.....
7. „Jedes Jahr schicken wir eine Steuerrechnung.“  
.....
8. „Ich habe nie eine gesehen.“  
.....
9. Er hob die Geldkassette auf den Fußboden herauf.  
.....
10. „Wenn ihr nicht zahlt, können wir die Farm wegnehmen.“  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 4 – The Reason)**

**EXERCISE 38 – WHY (PAGES 14–18)**

- 1. Why couldn't Willy move?  
.....
- 2. Why did the owner of the voice step back into the house?  
.....
- 3. Why was the man's hand shaking?  
.....
- 4. Why did Searchlight stop barking?  
.....
- 5. Why did the man aim his gun at Searchlight again?  
.....
- 6. Why did the man's face turn red?  
.....
- 7. Why did Willy hold up the mirror for Grandfather?  
.....
- 8. Why did Willy remove the floorboards in the corner of the room?  
.....
- 9. Why did Willy's eyes pop open?  
.....
- 10. Why did Clifford Snyder smile?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 4 – The Reason)

**EXERCISE 39 – VOCABULARY (PAGES 14–18)**

1. What is the word for *to have s.th. in your hand or in your arms?*  
.....
2. How can we say *Don't fire your gun ?*  
.....
3. What is the opposite of *a lot?*  
.....
4. What is another expression for *to be frightened of ?*  
.....
5. Killing and stealing are against the .....
6. What is the opposite of *to begin ?*  
.....
7. What is the word for *to give money for s.th.?*  
.....
8. What is the opposite of *to forget?*  
.....
9. What is the opposite of *light* in *Willy's sled was very light ?*  
.....
10. What is the word for *to move your head to say 'yes'?*  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 4 – The Reason)

**EXERCISE 40 – MAKE NORMAL STATEMENTS – PRESENT TENSE! (PAGES 14–18)**

Example: *Searchlight doesn't bark loudly.* ⇨ *Searchlight barks loudly.*  
*Grandfather isn't in the house.* ⇨ *Grandfather is in the house.*

1. Willy *doesn't leave* Searchlight outside.  
.....
2. Clifford Snyder *doesn't put* his gun away.  
.....
3. Grandfather's eyes *aren't wide open.* (ACHTUNG!)  
.....
4. Willy *isn't confused.*  
.....
5. The state *doesn't send* a tax bill every year.  
.....
6. Willy *doesn't lift* the box onto the floor.  
.....
7. Willy *doesn't open* the strongbox.  
.....
8. Clifford Snyder *doesn't examine* the letters.  
.....
9. Willy *doesn't look* at the paper.  
.....
10. Searchlight *doesn't begin* barking.  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 4 – The Reason)**

**EXERCISE 41 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 14–18)**

- 1. Why did the man go into the house so quickly?  
.....
- 2. Why did he take out a gun?  
.....
- 3. Why did Searchlight stop barking?  
.....
- 4. How do we see that Clifford Snyder is not just a normal visitor?  
.....
- 4. How do we see that he has been in the house before Willy came back?  
.....
- 5. Why does Clifford Snyder's face turn red?  
.....
- 6. Why does Grandfather owe money?  
.....
- 7. Willy had looked in the strongbox before. Why hadn't he seen the tax bills?  
.....
- 8. What two things show us that five hundred dollars is a very big sum of money?  
.....
- 9. Why can the state take the farm away?  
.....





**HOMEWORK**

**Stone Fox**  
**(Chapter 5 – The Way)**

**EXERCISE 43 – EITHER / OR (PAGES 18–20)**

1. Who has to pay taxes – everybody, or only Grandfather?  
.....
2. Who had to pay five hundred dollars now – everybody, or only Grandfather?  
.....
3. That afternoon, did Willy go to the store or to the bank?  
.....
4. Was he wearing special clothes or his work clothes?  
.....
5. Did Mr Foster work at the store or at the bank?  
.....
6. What did Mr Foster say to Willy – "sell the farm" or "don't sell"?  
.....
7. How old is Willy now – ten or eleven?  
.....
8. What did everybody tell Willy – "sell the farm" or "don't sell"?  
.....
9. Did Willy see the poster in the bank or in the store?  
.....
10. When were the National Dogsled Races – every year, or only this year?  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 5 – The Way)**

**EXERCISE 44 – WHO & WHAT (PAGES 18–20)**

- 1. What were the five hundred dollars that Grandfather and Willy had to pay?  
.....
- 2. What will happen (=passieren) if Willy pays the taxes?  
.....
- 3. What was Willy wearing when he went to the bank?  
.....
- 4. Who was Mr Foster?  
.....
- 5. What did Willy show Mr Foster?  
.....
- 6. What did he tell Mr Foster?  
.....
- 7. What did Mr Foster tell Willy to do?  
.....
- 8. What can the state do if Willy and Grandfather don't pay the taxes?  
.....
- 9. Who did Willy talk to the next day?  
.....
- 10. At last there was only one person that Willy hadn't asked. Who was it?  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 5 – The Way)**

**EXERCISE 45 – MAKE NORMAL STATEMENTS IN THE PRESENT TENSE (PAGES 18–20)**

Example: *Grandfather isn't lying in bed.* ⇨ *Grandfather is lying in bed.*  
*Searchlight doesn't bark.* ⇨ *Searchlight barks.*

- 1. The money *isn't* the reason that Grandapa got sick.  
.....
- 2. Willy *doesn't step* into the bank that afternoon.  
.....
- 3. He *doesn't ask* to see the president of the bank.  
.....
- 4. Mr Foster *wasn't* a big man.  
.....
- 5. His cigar *doesn't bobble* up and down as he talks.  
.....
- 6. Willy *doesn't show* him the papers.  
.....
- 7. He *doesn't tell* Mr Foster everything the tax man said.  
.....
- 8. Mr Foster *doesn't say* they should sell the farm.  
.....
- 9. The state *can't* take the farm away.  
.....
- 10. Willy *doesn't need* five hundred dollars.  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 5 – The Way)**

**EXERCISE 46 – MAKE THESE SENTENCES INTO QUESTIONS (PAGE 18)**

Example: *Grandfather is lying in bed.* ⇒ *Is Grandfather lying in bed?*  
*Searchlight barks.* ⇒ *Does Searchlight bark?*

- 1. Mr Foster *is* the president of the bank.  
.....
- 2. He *talks* with a big cigar in his mouth.  
.....
- 3. Willy *tells* him everything.  
.....
- 4. Mr Foster *recommends* (= *empfiehlt*) that they should sell the farm.  
.....
- 5. The state *can* take Grandfather's farm away.  
.....
- 6. Willy *knows* how much money Grandfather has to pay.  
.....
- 7. There *is* enough time.  
.....
- 8. Willy *has* fifty dollars in the bank.  
.....
- 9. Willy *talks* to everybody the next day.  
.....
- 10. Finally\* there *is* only one person left. (\* = *schließlich*. Lass das "finally" bei der Frage weg!)  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 5 – The Way)**

**EXERCISE 47 – WORD ORDER (PAGES 18–20)**

Put the word in brackets in the correct place *INSIDE* each sentence.

- 1. Willy didn't wear his blue suit. *(often)*  
.....
- 2. He wore a blue tie. *(sometimes)*  
.....
- 3. Mr Foster talked with a cigar in his mouth. *(always)*  
.....
- 4. Mr Foster read all the papers that Willy showed him. *(quickly \* erste Satzhälfte!)*  
.....
- 5. He wiped his cigar ash onto the floor. *(always)*  
.....
- 6. Willy would like some help. *(really \* = wirklich)*  
.....
- 7. Grandfather gave Willy an answer to his questions. *(never)*  
.....
- 8. Should they sell the farm? *(actually \* = tatsächlich)*  
.....
- 9. The National Dogsled Race was open to everybody. *(always)*  
.....
- 10. Willy read all the information in the poster about the race. *(quickly)*  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 5 – The Way)**

**EXERCISE 48 – DOLMETSCHEN (PAGES 18–20)**

- 1. Wenn ich die Steuern zahle, wird Großvater genesen.  
.....
- 2. Willy bat darum \*, den Bankdirektor zu sehen. (\* „Darum“ kann im Englischen fehlen.)  
.....
- 3. Willy erzählte Herrn Foster alles, was der Mann gesagt hatte.  
.....
- 4. Wenn ihr die Steuern nicht zahlt, kann man \* euch die Farm wegnehmen. (\* Benutze hier „they.“)  
.....
- 5. Weißt du, wieviel fünfhundert Dollar ist?  
.....
- 6. Es gibt sowieso nicht genug Zeit.  
.....
- 7. Die Farm verkaufen – das war die einzige Antwort.  
.....
- 8. Willy war im Laden, als er das Plakat sah.  
.....
- 9. Jeden Februar wurden Rennen für Hundeschlitten abgehalten.  
.....
- 10. Es gab einen Geldpreis für den Sieger.  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 5 – The Way)**

**EXERCISE 49 – VOCABULARY (PAGES 18–20)**

1. What is the opposite of *intelligent*?  
.....
2. We ..... at the bus stop till the bus comes.  
.....
3. What is the word for *to say 'yes' to something*?  
.....
4. What do we call the *part of the day between morning and evening*?  
.....
5. In the summer we often ..... T-shirts and shorts.  
.....
6. What is the opposite of *to buy*?  
.....
7. What do we call a *table where you sit to write*?  
.....
8. What is the opposite of *the ceiling*?  
.....
9. *Still, without moving at all.* The word in the text for this is ..... .  
.....
10. What do we call a *person who wins something*?  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 5 – The Way)**

**EXERCISE 50 – MAKE THESE STATEMENTS NEGATIVE (PAGES 20–22)**

Example: *Grandfather talks to Willy.*    ⇨    *Grandfather doesn't talk to Willy.*  
*The mayor is outside city hall.*    ⇨    *The mayor isn't outside city hall.*

- 1. Lester *hands* Willy the poster.  
.....
- 2. Willy *is* listening to Lester.  
.....
- 3. He *runs* out of the store.  
.....
- 4. The poster *is* in his hand.  
.....
- 5. Grandfather's eyes *are* fixed on the ceiling.  
.....
- 6. Willy *stands* on his toes.  
.....
- 7. He *holds* the poster in front of Grandfather's face.  
.....
- 8. They *can* take the farm away.  
.....
- 9. Searchlight *barks*.  
.....
- 10. Grandfather *closes* his eyes.  
.....



**HOMEWORK**

**Stone Fox**  
**(Chapter 5 – The Way)**

**EXERCISE 51 – MIXED QUESTIONS (PAGES 20–22)**

- 1. What did Willy show Mr Foster?  
.....
- 2. What was Mr Foster's advice\* ? (\* = Rat, Ratschläge)  
.....
- 3. Who else\* did Willy ask for advice\* ? (\* = sonst)  
.....
- 4. What was Grandfather's answer to Willy's question?  
.....
- 5. Where did Willy see the poster?  
.....
- 6. When were the national Dogsled Races held?  
.....
- 7. Who was Stone Fox?  
.....
- 8. What was Willy holding when he ran out of the store?  
.....
- 9. What was Grandfather staring at?  
.....
- 10. What did Willy hold in front of Grandfather's face?  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 5 – The Way)**

**EXERCISE 52 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 18–20)**

- 1. Why had Grandfather not paid the taxes?  
.....
- 2. Why had Grandfather got sick?  
.....
- 3. Why was Willy wearing a suit and tie that afternoon?  
.....
- 4. Why did Mr Foster say they should sell the farm?  
.....
- 5. Why couldn't Willy just grow more potatoes, and not sell the farm?  
.....
- 6. Why did things look hopeless?  
.....
- 7. Why did Willy think the National Dogsled Races were the answer to his problem?  
.....
- 8. Why might Stone Fox come to town for this race?  
.....
- 9. Why has Stone Fox never lost a race?  
.....
- 10. Why wasn't Willy listening as he ran out with the poster?  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 6 – Stone Fox)

**EXERCISE 54 – EITHER / OR (PAGES 22–24)**

1. Did Willy see Mayor Smiley at the bank or at city hall?  
.....
2. Were the mayor's feet on the red chair or on the table?  
.....
3. Is the children's race before the big race or after it?  
.....
4. Is there an entrance fee for the race, or is it free?  
.....
5. Is Willy's money in the bank or in his pockets?  
.....
6. Is the big race for amateurs or for the best people?  
.....
7. How many gold pieces does Willy get at the bank— five or ten?  
.....
8. How much money does Willy take from the bank – ten dollars or fifty dollars?  
.....
9. Does Willy give the money to Mr Foster or to Mayor Smiley?  
.....
10. How long was the race – five miles or ten miles?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 6 – Stone Fox)

**EXERCISE 55 – WHO & WHAT (PAGES 22–24)**

1. Who did Willy go to see at city hall?  
.....
2. What was large?  
.....
3. What was the mayor sitting in?  
.....
4. What was on the desk?  
.....
5. Who did Willy speak to at the bank?  
.....
6. Who will be entering the big race?  
.....
7. What is the money in Willy's account for?  
.....
8. What did Willy take from the bank?  
.....
9. What was the prize for winning the race?<sup>1</sup>  
.....
10. What was in Willy's pocket when he stepped out of city hall?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 6 – Stone Fox)

**EXERCISE 56 – MAKE NORMAL STATEMENTS (PAGES 22–24)**

Example: *Grandfather isn't lying in bed.* ⇨ *Grandfather is lying in bed.*  
*Searchlight doesn't bark.* ⇨ *Searchlight barks.*

1. Willy *doesn't go* to see the Mayor.  
.....
2. The mayor's office *isn't* big.  
.....
3. The mayor's feet *aren't* on the desk.  
.....
4. Willy *doesn't want* to enter the race.  
.....
5. He *doesn't run* across to the bank.  
.....
6. Mr Foster *doesn't shake* his head.  
.....
7. Willy *doesn't leave* the bank with his money.  
.....
8. He *doesn't plop* the coins on the mayor's desk.  
.....
9. The mayor *doesn't enter* Willy in the race.  
.....
10. Willy *isn't* feeling great when he comes out of city hall.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 6 – Stone Fox)

**EXERCISE 57 – MAKE THESE SENTENCES INTO QUESTIONS (PAGE 24)**

Example: *Grandfather is lying in bed.* ⇒ *Is Grandfather lying in bed?*  
*Searchlight barks.* ⇒ *Does Searchlight bark?*

1. Mayor Smiley *counts* Willy's money.  
.....
2. He *enters* Willy in the race.  
.....
3. Willy *feels* great.  
.....
4. There *is* a map in his pocket.  
.....
5. He *travels* the first half of the race every day.  
.....
6. The last five miles *are* mostly flat.  
.....
7. Willy *is* sure he can win.  
.....
8. Willy *hitches* Searchlight to the sled.  
.....
9. Something *catches* Willy's eye.  
.....
10. The dogs *are* the most beautiful Willy has ever seen.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 6 – Stone Fox)

**EXERCISE 58 – WORD ORDER (PAGE 24)**

Put the word in brackets in the correct place *INSIDE* each sentence.

1. Willy went to school on this road. *(always)*  
.....
2. The last part of the race was straight and flat. *(mostly)*  
.....
3. Speed would be important (*\* = wichtig*) here. *(really \* = wirklich)*  
.....
4. Willy was sure he could win the race. *(completely \* = völlig)*  
.....
5. Willy had seen Samoyeds before. *(never)*  
.....
6. Samoyeds are beautiful dogs. *(often)*  
.....
7. Stone Fox's dogs held their heads up proudly (= *stolz*). *(always)*  
.....
8. Mountain men can be very strong. *(sometimes)*  
.....
9. At this time, Indians wore moccasins. *(usually \* = gewöhnlich)*  
.....
10. Stone Fox looked like a giant. *(actually \* = tatsächlich)*  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 6 – Stone Fox)

**EXERCISE 59 – VOCABULARY (PAGES 22–24)**

1. What do we call *the chief person of a town or city* ?  
.....
2. What do we call *a room where people do business* ?  
.....
3. What is the word for *sixty minutes* ?  
.....
4. Dollars, pounds and euros are .....
5. What is the word for *a road in a town or village* ?  
.....
6. What is another word for *foolish* ?  
.....
7. What is the word in the text for *truly* ?  
.....
8. What is a word for *totally correct* ?  
.....
9. What do we call *a small bag in your clothes for carrying things* ?  
.....
10. What is the word for *a flat plan of a country, town etc.* ?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 6 – Stone Fox)

**EXERCISE 60 – MAKE THESE STATEMENTS NEGATIVE (PAGES 24–26)**

Example: *Grandfather talks to Willy.*    ⇨    *Grandfather doesn't talk to Willy.*  
*The mayor is outside city hall.*    ⇨    *The mayor isn't outside city hall.*

1. Stone Fox *looks* at Willy.  
.....
2. Willy *speaks* to the big Indian.  
.....
3. Stone Fox *walks* into Lester's store.  
.....
4. Willy *tells* stories about the mountain man.  
.....
5. Stone Fox *talks* to white people.  
.....
6. Stone Fox's dream *is* to buy a big new sled.  
.....
7. He *spends* his money on new Samoyeds .  
.....
8. Stone Fox *is* stupid.  
.....
9. Willy *stays* at home every day.  
.....
10. Stone Fox *goes* very fast on his sled.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 6 – Stone Fox)

**EXERCISE 61 – DOLMETSCHEN (PAGES 24–26)**

1. Der Mann war mit Pelzen und Leder gekleidet, mit Mokassins bis zu den Knien.  
.....
2. Seine Haut war dunkel, und er trug ein dunkles Stirnband.  
.....
3. Der Indianer schaute Willy an. Sein Blick (\* = eyes!) war verschlagen.  
.....
4. Willy hörte Geschichten und Legenden über den Mann aus den Bergen.  
.....
5. Stone Fox weigerte sich, mit den Weißen (\* nimm die Einzahlform!) zu sprechen.  
.....
6. Sein Stamm war gezwungen worden, sich auf ein Reservat anzusiedeln.  
.....
7. Stone Fox hatte schon fast hundert Hektar (\* nimm das englische Maß!) gekauft.  
.....
8. Er war in der Tat gescheit.  
.....
9. Willy und Searchlight kannten die ganze Rennstrecke auswendig.  
(Die Wörter sind alle da; du musst aber ein wenig jonglieren!)  
.....
10. Das Rennen war auf zehn Uhr am Samstag angesetzt.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 6 – Stone Fox)

**EXERCISE 62 – MIXED QUESTIONS (PAGES 22–26)**

1. Where did Willy find Mayor Smiley?  
.....
2. What did the mayor offer (\* = anbieten) Willy instead of the real race?  
.....
3. Where did Willy get the fifty dollars to enter the race?  
.....
4. What problem did Mr. Foster see with the money?  
.....
5. Where do you think the map in Willy's pocket came from?  
.....
6. What are Samoyeds?  
.....
7. How was Stone Fox dressed?  
.....
8. What was Stone Fox's dream?  
.....
9. When would the race take place?  
.....
10. How many people were going to take part in the race?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 6 – Stone Fox)

**EXERCISE 63 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 22–26)**

1. Why did Willy go to see Mayor Smiley?  
.....
2. Why did the mayor say 'You must be funning' ?  
.....
3. Why di Mr Foster tell Willy not to be stupid?  
.....
4. Why did he say he couldn't give Willy the money?  
.....
5. Why do you think Willy felt great when he left city hall?  
.....
6. The man and the dogs in the street were both unusual (= *ungewöhnlich*). How?  
.....
7. Why did Stone Fox not speak to white people?  
.....
8. Why does the text say that Stone Fox was smart?  
.....
9. What was the difference in how Willy and Stone Fox practised for the race?  
.....
10. There was a big prize for the race. Why were only nine sleds entered?  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 7 – The Meeting)

**EXERCISE 65 – WHAT & WHERE (PAGES 26–27)**

1. Grandfather needed (= *brauchte!*) something. What was it?  
.....
2. Where did Willy go?  
.....
3. What did the doctor give him?  
.....
4. What did Willy wish he could eat?  
.....
5. Doc Smith thought that Willy was – what?  
.....
6. What had Willy used (= *verwendet!*) to enter the race?  
.....
7. Now the doctor said she would give him something more. What was it?  
.....
8. Where did Willy see Lester?  
.....
9. What was in the bottle that Lester gave Willy?  
.....
10. On his way out of town, Willy heard dogs barking. Where were they?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 7 – The Meeting)

**EXERCISE 66 – EITHER / OR (PAGES 26–27)**

1. Was the piece of paper for Lester or for Grandfather?  
.....
2. Would Willy like to have some cake or some medicine?  
.....
3. Did Grandfather need (=brauchen!) cake or medicine?  
.....
4. Did Doc Smith think Willy was clever or stupid for entering the race?  
.....
5. Was there milk in the big bottle, or medicine for Grandfather?  
.....
6. Was Grandfather not so good, or was he getting better?  
.....
7. Did Willy hear dogs in the old barn or in the schoolhouse?  
.....
8. Did he stop, or did he drive the sled on?  
.....
9. When Willy entered the barn, were the dogs still barking, or had they stopped?  
.....
10. Were Stone Fox's dogs sleeping, or were they looking at Willy?  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 7 – The Meeting)

**EXERCISE 67 – WHAT REALLY HAPPENED ? (PAGES 26–27)**

*The person who wrote these sentences has got everything wrong.  
Can you tell the story as it really was?*

1. It was Saturday morning, the day before the race.  
.....
2. Willy had no more cake, so Doc Smith went to Lester's store in town.  
.....
3. Grandfather handed Willy a piece of cake.  
.....
4. Doc Smith thinks Grandfather is very clever for entering the race.  
.....
5. The doctor doesn't want Willy to win.  
.....
6. The big bottle was full of dirty milk.  
.....
7. Stone Fox has never won a race.  
.....
8. Willy heard dogs growling outside Lester's store.  
.....
9. The dogs were barking when Willy saw them.  
.....
10. The dogs all belonged to (= gehörten!) Doc Smith.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 7 – The Meeting)

**EXERCISE 68 – PUT INTO THE PRESENT TENSE (PAGES 27–28)**

1. Willy *went* inside the barn.  
.....
2. He *saw* the five beautiful dogs.  
.....
3. They *were* in the corner, looking at him.  
.....
4. The dogs *showed* no alarm.  
.....
5. Willy *held* out his hand to pet them.  
.....
6. Suddenly there *was* a movement through the darkness.  
.....
7. A big hand *hit* Willy in the face.  
.....
8. Willy *fell* down.  
.....
9. Stone Fox *said* nothing.  
.....
10. Searchlight *barked* outside.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 7 – The Meeting)

**EXERCISE 69 – MAKE THE SENTENCES STATEMENTS (+), QUESTIONS (?) OR NEGATIVE (x) (PAGES 27–28)**

Examples: **(+)** *Did Willy go to see Doc Smith?*      ⇒ *Willy went to see Doc Smith.*  
**(?)** *Doc Smith handed Willy some paper.*      ⇒ *Did Doc Smith hand Willy some paper?*  
**(x)** *Grandfather needed cake.*      ⇒ *Grandfather didn't need cake.*

1. **(+)** *Did the medicine look like dirty milk?*  
.....
2. **(x)** *The medicine was dirty milk.*  
.....
3. **(?)** *Willy knew that Stone Fox had never lost.*  
.....
4. **(x)** *Willy heard dogs barking in the schoolhouse.*  
.....
5. **(+)** *Did the sounds come from the old barn?*  
.....
6. **(?)** *Willy couldn't see anything.*  
.....
7. **(?)** *He held out his hand to pet the dogs.*  
.....
8. **(x)** *He saw the hand that hit him.*  
.....
9. **(?)** *The Samoyeds were outside the barn.*  
.....
10. **(+)** *Did all the dogs bark?*  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 7 – The Meeting)

**EXERCISE 70 – PUT INTO THE FUTURE TENSE (PAGES 27–28)**

1. Willy *heard* dogs barking in the old barn.  
.....
2. He *went* to see what was there.  
.....
3. He *opened* the barn door quietly.  
.....
4. He *looked* at the dogs in the corner.  
.....
5. He *held* out his hand to pet them.  
.....
6. Then a hand *hit* him in the face.  
.....
7. Willy *fell* over backward.  
.....
8. He *picked* himself up, a hand over his eye.  
.....
9. He *saw* Stone Fox standing there.  
.....
10. Stone Fox *said* nothing.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 7 – The Meeting)

**EXERCISE 71 – DOLMETSCHEN (PAGES 27–28)**

1. Lester gab Willy eine große Flasche Medizin.  
.....
2. Nachdem ich das Rennen gewinne, wird Großvater genesen.  
.....
3. Willy hörte Hunde in\* der alten Scheune bellen. (\* Dieses Wort steht anders im Text!)  
.....
4. Es war dunkel innerhalb der Scheune und er konnte nichts sehen.  
.....
5. Die fünf Hunde waren in der Ecke und schauten ihn an.  
.....
6. Dann schlug ihn eine Hand ins Gesicht.  
.....
7. Willy stand auf und hielt dabei eine Hand über seinem Auge. (\* „und ... dabei“ im Englischen auslassen!)  
.....
8. Dann ging er weg und machte dabei die Tür hinter sich zu. (\* „und ... dabei“ im Englischen auslassen!)  
.....
9. In jener Nacht konnte Willy nicht schlafen.  
.....
10. Jedes Mal, wenn Willy hinüberschaute, startete ihn Searchlight wieder an.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 7 – The Meeting)

**EXERCISE 72 – VOCABULARY (PAGES 26–28)**

1. The British say *shop*. What do Americans say?  
.....
2. On their birthdays, most people eat some birthday .....  
.....
3. What is the word for *to cook something in an oven*?  
.....
4. You ..... with your nose.  
.....
5. If today is Friday, ..... will be Saturday.  
.....
6. I don't think I can eat all this cake, but I'll .....  
.....
7. What is the word for *something made of glass or plastic which holds wine, mineral water etc?*  
.....
8. Go and wash your hands! They're ..... !  
.....
9. What is another word for *to go on or not to stop?*  
.....
10. What is the opposite of *to pull*?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 7 – The Meeting)

**EXERCISE 73 – MIXED QUESTIONS (PAGES 26–28)**

1. When will the race be?  
.....
2. Where would Willy find Lester?  
.....
3. The store is closed at night. So how can Willy get the medicine?  
.....
4. What was Doc Smith doing before Willy came to see her?  
.....
5. Before Willy goes out, Doc Smith tells him three things. What is the second?  
.....
6. What is the third (and last) thing she tells him?  
.....
7. Where was the old barn?  
.....
8. What did Willy do that made Stone Fox hit him?  
.....
9. Why does Willy have to win the race?  
.....
10. Why couldn't Willy and Searchlight sleep that night?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 7 – The Meeting)

**EXERCISE 74 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 26–28)**

1. Why did Willy go to see the doctor?  
.....
2. Why did Doc Smith's room smell so good?  
.....
3. Why did Doc Smith think Willy was a fool?  
.....
4. Why did Willy give her a big smile?  
.....
5. Why does Lester say that Willy has got courage?  
.....
6. Why would most people not race against Stone Fox?  
.....
7. Why did Willy stop by the barn and go in?  
.....
8. Why did Stone Fox hit Willy?  
.....
9. What would Stone Fox do with the money if he won the race?  
.....
10. What would Willy do with the money if he won the race?  
.....





**HOMEWORK**

**Stone Fox**  
**(Chapter 8 – The Day)**

**EXERCISE 76 – WHO, WHAT & WHERE (PAGES 29–30)**

1. What was swollen shut?  
.....
2. What did Willy put on the fire?  
.....
3. Where did Willy see crowds of people?  
.....
4. Who did Willy see from school, from the bank and from city hall?  
.....
5. Who had the best clothes?  
.....
6. What came first, before the big race?  
.....
7. Who stood right across the street?  
.....
8. Where did Willy stand?  
.....
9. Who were the other contestants?  
.....
10. What had they brought with them?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 8 – The Day)

**EXERCISE 77 – EITHER / OR (PAGES 29–30)**

1. Did Willy get up early or late?  
.....
2. Was he going to town, or to school?  
.....
3. Was Main Street empty, or full of people?  
.....
4. Who talked to Willy – his teacher or the man from the store?  
.....
5. Did the big race come first or second?  
.....
6. Were there ten contestants, or only nine?  
.....
7. Was Willy's swollen eye a problem, or was it not important?  
.....
8. Now the mayor stepped into the street. Was the crowd quiet, or did they shout "Hurrah"?  
.....
9. Who had the cigar – the man from the bank or the tax man?  
.....
10. Was Willy smiling, or was his heart thumping?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 8 – The Day)

**EXERCISE 78 – WHAT REALLY HAPPENED ? (PAGES 29–30)**

*The person who wrote these sentences has got everything wrong.  
Can you tell the story as it really was?*

1. Willy stayed in bed on the day of the race. His eye felt fine.  
.....
2. When he got to town, he couldn't see any people on Main Street.  
.....
3. He didn't know any of the people.  
.....
4. Lester stopped him and gave him some medicine for Grandfather.  
.....
5. The big race was first.  
.....
6. The children's race was just to the school and back.  
.....
7. Stone Fox stood at the side of Main Street, with Willy in front of him.  
.....
8. Hundreds of dollars had been bet on Willy and Searchlight.  
.....
9. It was a real problem that Willy's eye was so swollen.  
.....
10. Everybody shouted and cheered as Mayor Smiley stepped out into the street.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 8 – The Day)

**EXERCISE 79 – PUT INTO THE PAST TENSE (PAGES 29–30)**

1. Willy *gets* up early on the day of the race.  
.....
2. His right eye *is* swollen shut.  
.....
3. He *can't* believe what he *sees* on Main Street. (achtung! zwei verben! )  
.....
4. There *are* people everywhere – even on the rooftops.  
.....
5. Searchlight *pulls* the sled down Main Street.  
.....
6. Lester *keeps* talking to Willy.  
.....
7. They *have* the children's race first.  
.....
8. Then the contestants *stand* next to one another across the street.  
.....
9. Searchlight and Willy both *know* the route perfectly.  
.....
10. Stone Fox *doesn't* look at Willy.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 8 – The Day)

**EXERCISE 80 – MAKE THE SENTENCES STATEMENTS (+), QUESTIONS (?) OR NEGATIVE (x) (PAGES 29–30)**

Examples: (+) Does Stone Fox hit Willy? ⇒ Stone Fox hits Willy.  
(?) Willy falls backward to the floor. ⇒ Does Willy fall backward to the floor?  
(x) Willy opens the barn door. ⇒ Willy doesn't open the barn door.

1. (+) Does Willy go into town with Searchlight?  
.....
2. (x) He can believe (= glauben; hier: trauen!) his eyes.  
.....
3. (?) He sees crowds of people in Main Street.  
.....
4. (x) Mr Snyder, the tax man, wants to see Willy.  
.....
5. (+) Are the city slickers there too?  
.....
6. (?) Lester talks to Willy.  
.....
7. (?) Willy and Searchlight can win the race.  
.....
8. (x) Stone Fox looks at Willy.  
.....
9. (?) The crowd becomes silent.  
.....
10. (+) Mayor Smiley doesn't fire his pistol to start the race.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 8 – The Day)

**EXERCISE 81 – PUT INTO THE FUTURE TENSE (PAGES 29–30)**

Example: *Willy went into town.*      ⇒    *Willy will go into town.*  
          *Did Willy go into town?*      ⇒    *Will Willy go into town?*  
          *Willy didn't go into town.*   ⇒    *Willy won't go into town.*

1. Searchlight *pulled* the sled down Main Street.  
.....
2. *Did* Willy see his teacher in the crowd?  
.....
3. Clifford Snyder *didn't talk* to Willy.  
.....
4. They *had* a race for the kids first.  
.....
5. *Did* the big race *start* at ten o'clock?  
.....
6. Searchlight *didn't bark* at Stone Fox.  
.....
7. *Did* Stone Fox *look* at Willy?  
.....
8. The crowd *became* silent.  
.....
9. Willy *felt* his heart thumping.  
.....
10. *Did* Mayor Smiley *fire* his pistol?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 8 – The Day)

**EXERCISE 82 – DOLMETSCHEN (PAGES 29–30)**

1. Willys Auge war zugeschwollen.  
.....
2. Die Hauptstraße wimmelte von Menschen.  
.....
3. Die Menschen mussten alle gekommen sein, um Stone Fox zu sehen.  
.....
4. Die ‚Stadttheinis‘ waren da, und sogar der Steuermensch.  
.....
5. Die Menge jubelte beim\* („beim“ bitte auslassen; schreib nur „the“) kurzen Rennen für die Kinder.  
.....
6. Stone Fox stand in der Mitte der Straße, und Willy war neben ihm.  
.....
7. Es war egal, ob Willy sehen konnte.  
.....
8. Er und Searchlight kannten die Strecke.  
.....
9. Willy wusste, dass er gewinnen würde.  
.....
10. Die Menge verstummte, als der Bürgermeister seine Pistole hob.  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 8 – The Day)

**EXERCISE 83 – VOCABULARY (PAGES 29–30)**

1. Willy put more ..... on the fire.  
.....
2. What is the word for *to think that something is true or right*?  
.....
3. What is the word for *many people together*?  
.....
4. What is a word meaning *to shout "hurrah"*?  
.....
5. What is the word in the text for *the people in the race, the people in the contest*?  
.....
6. What is another word for *famous*?  
.....
7. .... you are tired, you must do your homework.  
.....
8. What is another way of saying *it wasn't important*?  
.....
9. When I run, my ..... beats fast.  
.....
10. Wonderful! The sun is shining and the ..... is blue.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 8 – The Day)

**EXERCISE 84 – MIXED QUESTIONS (PAGES 29–30)**

1. When did Willy get up on the day of the race?  
.....
2. What did he do after kissing Grandfather goodbye?  
.....
3. Who came and talked to Willy?  
.....
4. "You can do it – you can beat him." Instead, we could say "Willy, you can ..... .. ."
5. How long was the children's race?  
.....
6. How did the nine people in the race stand before it started?  
.....
7. Why were all bets on Stone Fox?  
.....
8. How did Stone Fox react when Willy said "Good morning"?  
.....
9. What did the crowd do, just before the race began?  
.....
10. Read page 38, lines 17–23. – How are all these people feeling?  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 8 – The Day)**

**EXERCISE 85 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 29–30)**

- 1. Why did Willy get up early?  
.....
- 2. Why did he put more wood on the fire before he left Grandfather?  
.....
- 3. Why was Willy surprised when he got to town?  
.....
- 4. Why were there so many people there?  
.....
- 5. Why was there a special short race for the youngsters?  
.....
- 6. Why were there only nine contestants in the big race?  
.....
- 7. Why was Willy smiling although his eye was so swollen?  
.....
- 8. Why did the crowd become silent when the mayor came out?  
.....
- 9. Why did Willy's throat become dry?  
.....
- 10. Why did the mayor fire his pistol?  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 9 – The Race)

**EXERCISE 87 – WHAT & WHERE (PAGES 30–33)**

1. What did Willy and Searchlight do after they had traveled down Main Street?  
.....
2. What position in the race did Stone Fox have?  
.....
3. What did Willy's sled pass after the schoolhouse?  
.....
4. What was well packed today?  
.....
5. Where was the frozen lake?  
.....
6. Where did Willy go when he took the shortcut?  
.....
7. What had Willy asked Mayor Smiley?  
.....
8. Where did the racers have to leave town?  
.....
9. Where did they have to come back?  
.....
10. Nobody except Willy tried to cross the lake. What was the reason (= *Grund!*) for this?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 9 – The Race)

**EXERCISE 88 – EITHER / OR (PAGES 30–33)**

1. When the race began, were Willy and Searchlight first or last?  
.....
2. Was Stone Fox first or last?  
.....
3. What did Willy pass first – the old barn or the schoolhouse?  
.....
4. Was the road flat and straight, or full of twists and turns?  
.....
5. Could Willy travel at full speed, or did he have to slow down?  
.....
6. Was the lake near the school or a few miles out of town?  
.....
7. Did Willy follow the turn, or did he take a shortcut now?  
.....
8. Did the shortcut go across the lake or around it?  
.....
9. Was Willy permitted to go over the lake, or would he be disqualified?  
.....
10. Did the racers have to come back into town heading north, or on South Road?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 9 – The Race)

**EXERCISE 89 – WHAT REALLY HAPPENED ? (PAGES 32–34)**

*The person who wrote these sentences has got everything wrong.  
Can you tell the story as it really was?*

- 1. Willy went round the lake on the road.  
.....
- 2. He wanted to be disqualified. (*Bitte nicht "not wanting ..." ! Denke mal nach!* )  
.....
- 3. All the other racers crossed the lake too.  
.....
- 4. The risk of falling through the ice was extremely small.  
.....
- 5. Stone Fox was still in second place, but he was going very slowly.  
.....
- 6. The South Road was full of dangerous twists and turns.  
.....
- 7. Willy saw Grandfather standing outside the farmhouse.  
.....
- 8. Grandfather waved to Willy to stop.  
.....
- 9. Willy looked back all the time, but he couldn't see anybody.  
.....
- 10. Stone Fox's dogs were no good.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 9 – The Race)

**EXERCISE 90 – PUT INTO THE PAST TENSE (PAGES 33–34)**

1. Willy *is* so far in front that he *can't* see anybody behind him. (ACHTUNG! ZWEI VERBEN!)  
.....
2. He *doesn't know* where Stone Fox *is*. (ACHTUNG! ZWEI VERBEN!)  
.....
3. Doc Smith's house *flies* by on the right.  
.....
4. *Does* Searchlight *see* Grandfather's farmhouse?  
.....
5. She *doesn't start* to slow down.  
.....
6. Willy *thinks* there *is* someone at the window. (ACHTUNG! ZWEI VERBEN!)  
.....
7. *Does* he *start* to stop the sled?  
.....
8. But Grandfather *waves* him on.  
.....
9. *Do* tears of joy *roll* down Willy's face?  
.....
10. Stone Fox *makes* his move.  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 9 – The Race)

**EXERCISE 91 – MAKE THE SENTENCES STATEMENTS (+), QUESTIONS (?) OR NEGATIVE (x) (PAGES 30–34)**

Examples: (+) *Did Searchlight spring forward?* ⇒ *Searchlight sprang forward.*  
(?) *Stone Fox started off last.* ⇒ *Did Stone Fox start off last?*  
(x) *Stone Fox went very fast.* ⇒ *Stone Fox didn't go very fast.*

1. (+) *Were Willy and Searchlight far ahead of the others?*  
.....
2. (x) *Stone Fox was winning.*  
.....
3. (?) *Willy's sled passed the schoolhouse.*  
.....
4. (+) *Did Willy have to slow down?*  
.....
5. (?) *The road made a half circle around a lake.*  
.....
6. (+) *Willy wasn't permitted to go across the lake.*  
.....
7. (?) *The other racers tried to cross the lake.*  
.....
8. (x) *Stone Fox crossed the lake.*  
.....
9. (?) *Stone Fox was still in last place.*  
.....
10. (x) *Willy knew where Stone Fox was.*  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 9 – The Race)

**EXERCISE 92 – MAKE THE SENTENCES STATEMENTS (+), QUESTIONS (?) OR NEGATIVE (x) (PAGES 33–34)**

Examples: (+) *Did Searchlight spring forward?* ⇒ Searchlight *sprang* forward.  
(?) Stone Fox *started* off last. ⇒ *Did* Stone Fox *start* off last?  
(x) Stone Fox *went* very fast. ⇒ Stone Fox *didn't go* very fast.

1. (+) *Did* Willy see someone in Grandfather's window?  
.....
2. (x) *Was* Grandfather standing outside?  
.....
3. (?) Willy *started* to stop the sled.  
.....
4. (+) *Did* Grandfather *wave* him on?  
.....
5. (?) Tears of joy *rolled* down Willy's face.  
.....
6. (x) Stone Fox *stopped* his sled.  
.....
7. (?) He *passed* the other racers quickly.  
.....
8. (+) Willy *didn't have* a very good lead.  
.....
9. (?) Stone Fox's dogs *moved* across the snow very fast.  
.....
10. (x) Willy *looked* back.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 9 – The Race)

**EXERCISE 93 – DOLMETSCHEN (PAGES 32–34)**

1. Willy machte eine Abkürzung über den See.  
.....
2. Er hatte gefragt, ob er über den See gehen dürfe.  
.....
3. Keiner der anderen versuchte, den See zu überqueren.  
.....
4. Die Gefahr, durch das Eis zu fallen, war zu groß.  
.....
5. Nach fünf Meilen konnte Willy niemand hinter sich sehen.  
.....
6. Er wusste, dass die nächsten (!) fünf Meilen nicht so leicht sein würden.  
.....
7. Als Searchlight das Haus sah, fing sie an schneller zu werden.  
.....
8. Willy dachte, er sähe jemanden an Großvaters Fenster.  
.....
9. Es war schwierig, mit nur einem Auge zu sehen.  
.....
10. Großvater war aufrecht im Bett und schaute zum Fenster heraus.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 9 – The Race)

**EXERCISE 94 – VOCABULARY (PAGES 32–34)**

1. What is the opposite of *safe*?  
.....
2. What is the opposite of *to go faster*?  
.....
3. What do we call a *big area of water, with land all around it*?  
.....
4. What is the opposite of *forbidden*?  
.....
5. What is an expression (= *Ausdruck!*) meaning '*Nothing is forbidden*'?  
.....
6. What is the word for *danger* or *chance*?  
.....
7. What is the word in the text for *to shout loudly*?  
.....
8. A road with no twists and turns is ..... .  
.....
9. The opposite of *to stand still*. The Samoyeds ..... easily across the snow.  
.....
10. What is another word for *almost*?  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 9 – The Race)**

**EXERCISE 95– PUT INTO THE FUTURE TENSE (PAGES 34–36)**

Example: *Stone Fox picked up speed.* ⇒ *Stone Fox will pick up speed.*  
*Did Searchlight see the farmhouse?* ⇒ *Will Searchlight see the farmhouse?*  
*Willy didn't stop the sled.* ⇒ *Willy won't stop the sled.*

- 1. Stone Fox *got* his first glimpse of Willy and Searchlight.  
.....
- 2. *Did* the five Samoyeds *move* easily across the snow?  
.....
- 3. Willy *didn't look* back.  
.....
- 4. He *was* busy thinking about Grandfather.  
.....
- 5. He *could* hear him laughing. **( Die Zukunft von 'can / could' läuft anders! )**  
.....
- 6. *Did* Willy finally *glance* back?  
.....
- 7. He *didn't have* time to think.  
.....
- 8. *Did* Stone Fox *keep* gaining?  
.....
- 9. The lead Samoyed *passed* Willy.  
.....
- 10. Soon Willy *could* see the town of Jackson. **( ACHTUNG ! )**  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 9 – The Race)

**EXERCISE 96 – MIXED QUESTIONS (PAGES 30–34)**

1. Who began the race fastest?  
.....
2. Why didn't Willy have to slow down on the dangerous twists and turns of the road?  
.....
3. Where was the frozen lake?  
.....
4. Why could Willy cross the lake, but the other racers could not?  
.....
5. How was South Road different from the first part of the race?  
.....
6. What did Searchlight do when they came near Grandfather's farmhouse?  
.....
7. What did Willy see here?  
.....
8. Where exactly did he see this?  
.....
9. Why could Stone Fox go faster than Willy?  
.....
10. When did Willy first see Stone Fox coming?  
.....

**HOMEWORK**

**Stone Fox**  
**(Chapter 9 – The Race)**

**EXERCISE 97 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 32–34)**

1. Why was everyone on Main Street sure that something was wrong?  
.....
2. Why was the race going to be a fast one today?  
.....
3. Why was the shortcut "tricky going"?  
.....
4. Why had Willy asked the mayor if the shortcut was permitted?  
.....
5. Why didn't the other racers cross the lake?  
.....
6. Why couldn't Willy see anybody behind him after five miles?  
.....
7. Why could Stone Fox go much faster in the last part of the race?  
.....
8. Why did Searchlight go faster when she saw Grandfather's farmhouse?  
.....
9. Why did Grandfather wave Willy on?  
.....
10. Why was Willy mad when he finally looked back?  
.....





**HOMEWORK**

**Stone Fox**  
(Chapter 10 – The Finish Line)

**EXERCISE 99 – WHAT & WHERE (PAGES 36–38)**

1. What did the crowd do when they saw Willy?  
.....
2. Where was Stone Fox when they saw him?  
.....
3. Where was Searchlight when she died?  
.....
4. Where did Willy's sled come to a stop?  
.....
5. What did Stone Fox do when he saw this?  
.....
6. What was Willy doing now?  
.....
7. Where did Stone Fox put his hand?  
.....
8. What did Willy understand?  
.....
9. What did Stone Fox do with his moccasin?  
.....
10. What did he do as the other racers came nearer?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 10 – The Finish Line)

**EXERCISE 100 – EITHER / OR (PAGES 36–38)**

1. Who did the crowd see first – Willy or Stone Fox?  
.....
2. Was Stone Fox a long way from Willy, or just behind him?  
.....
3. Did the people shout when they saw Searchlight fall, or did they become quiet?  
.....
4. Did Doc Smith go over to Willy, or did she stay in the crowd?  
.....
5. Did Stone Fox stop or did he ride on?  
.....
6. Was Willy on the sled now, or was he holding Searchlight?  
.....
7. Did Stone Fox sit down, or did he kneel?  
.....
8. Did he say nothing, or did he answer Willy?  
.....
9. What did Stone Fox take from his sled – some moccasins, or a rifle?  
.....
10. Where did he fire – into the air, or at the other racers?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 10 – The Finish Line)

**EXERCISE 101 – WHAT REALLY HAPPENED ? (PAGES 36–38)**

*The person who wrote these sentences has got everything wrong.  
Can you tell the story as it really was?*

1. The crowd cheered madly when they saw that Willy was just behind Stone Fox.  
.....
2. Searchlight wasn't trying very hard to win the race.  
.....
3. She died right on the finish line.  
.....
4. It had been snowing since the start of the race.  
.....
5. The crowd never stopped cheering.  
.....
6. Doc Smith ran out to Willy and put her hand on Searchlight's chest.  
.....
7. Stone Fox drove his sled over the finish line.  
.....
8. He felt a heartbeat when he put his hand on Searchlight.  
.....
9. Searchlight was very, very tired.  
.....
10. With his rifle shot, Stone Fox wanted to help the other racers.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 10 – The Finish Line)

**EXERCISE 102 – PUT INTO THE PRESENT TENSE (PAGES 36–38)**

1. The crowd *cheered* Willy madly. (ACHTUNG! "Crowd" wirkt als "they"-Form – Mehrzahl. Warum?)  
.....
2. They *saw* that Stone Fox was on his tail. (ACHTUNG! ZWEI VERBEN!)  
.....
3. Searchlight *forged* ahead. But Stone Fox *was* gaining! (ACHTUNG! ZWEI VERBEN!)  
.....
4. Searchlight *gave* it everything she *had*. (ACHTUNG! ZWEI VERBEN!)  
.....
5. Suddenly she *collapsed* on the snow.  
.....
6. She *died* instantly.  
.....
7. Stone Fox *stopped* his sled and *looked* down at Willy. (ACHTUNG! ZWEI VERBEN!)  
.....
8. He *felt* no heartbeat in Searchlight's chest.  
.....
9. Stone Fox *stood* up slowly.  
.....
10. He *pulled* out his rifle and *fired* a shot into the air. (ACHTUNG! ZWEI VERBEN!)  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 10 – The Finish Line)

**EXERCISE 103 – MAKE THE SENTENCES STATEMENTS (+), QUESTIONS (?) OR NEGATIVE (x) (PAGE 36)**

*Be careful! This exercise has sentences in different tenses. Don't get them mixed up!*

Examples: Willy *looks* back.      ⇨    *Does* Willy *look* back?      ⇨    Willy *doesn't look* back.  
                 This *made* Willy mad.    ⇨    *Did* this *make* Willy mad?    ⇨    This *didn't make* Willy mad.

1.    (+)    *Did* the crowd *see* Willy?  
.....
2.    (x)    Stone Fox *was* in front.  
.....
3.    (?)    Searchlight *gave* it everything she had.  
.....
4.    (x)    Searchlight *goes* over the finish line.  
.....
5.    (+)    *Is* it snowing now?  
.....
6.    (?)    Searchlight *lies* motionless (= *reglos!*) on the ground  
.....
7.    (?)    The crowd *became* silent.  
.....
8.    (x)    Lester *had* his hands over his mouth.  
.....
9.    (?)    Doc Smith *runs* out to Willy.  
.....
10. (+)    Stone Fox *doesn't stop* his sled.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 10 – The Finish Line)

**EXERCISE 104 – PUT INTO THE FUTURE TENSE (PAGES 36–37)**

Example: *The crowd cheered madly.*      ⇨ *The crowd will cheer madly.*  
          *Did they see Stone Fox?*            ⇨ *Will they see Stone Fox?*  
          *Stone Fox didn't win the race.*   ⇨ *Stone Fox won't win the race.*

1. Stone Fox *stood* in the icy wind.  
.....
2. *Did he look* down at Willy?  
.....
3. Searchlight *didn't get* up.  
.....
4. *Did Willy ask* Stone Fox a question?  
.....
5. Stone Fox *didn't speak* to Willy.  
.....
6. But he *knelt* down on the snow.  
.....
7. *Did he feel* a heartbeat in the dog's chest?  
.....
8. Willy *understood* the big Indian.  
.....
9. Stone Fox *didn't brush* the snow off Searchlight's back.  
.....
10. *Did he get* up quickly?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 10 – The Finish Line)

**EXERCISE 105 – DOLMETSCHEN (PAGES 36–38)**

1. Es hatte zu schneien begonnen.  
.....
2. Weiße Schneeflocken landeten auf den reglosen Hund.  
.....
3. Die Menge wurde still. Sie sahen alle\* entsetzt und hilflos aus. (\* „They all“ – zusammen!)  
.....
4. Der Hund lag schlaff in Willys Armen.  
.....
5. Stone Fox spürte keinen Herzschlag, und er schaute Willy an.  
.....
6. Willy verstand es\* (\* das „es“ hier auslassen!) und fing an, den Schnee von Searchlight abzustreifen.  
.....
7. Stone Fox hatte nie ein Rennen verloren, aber jetzt tat er nichts.  
.....
8. Dann zog er einen langen Strich in den Schnee und zog sein Gewehr heraus.  
.....
9. Er feuerte in die Luft, und die anderen Rennteilnehmer hielten an.  
.....
10. Die Stadt schaute zu, während Willy über die Schlusslinie lief.  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 10 – The Finish Line)

**EXERCISE 106 – VOCABULARY (PAGES 36–38)**

1. What do we call a *big group of people*?  
.....
2. This shows the place where a race ends.  
.....
3. What is the opposite of *to live* or *to be born*?  
.....
4. What do we call *the hair on a bear, dog or cat*?  
.....
5. What is the opposite of *to finish* or *to end*?  
.....
6. The opposite of a *short* person is a ..... person.  
.....
7. What is the word in the text for *extremely cold*?  
.....
8. What is the opposite of *everybody, everyone*?  
.....
9. What is the opposite of *to win*? Can you write the verb's three forms ( e.g. *sing sang sung* )?  
.....
10. What do we call a *gun that you normally hold against your shoulder to fire*?  
.....



**HOMEWORK**

**Stone Fox**  
(Chapter 10 – The Finish Line)

**EXERCISE 107 – MIXED QUESTIONS (PAGES 36–38)**

1. Where was Stone Fox when the crowd first saw him?  
.....
2. How far was Searchlight from the finish line when she died?  
.....
3. How far did the sled slide along the snow? (!)  
.....
4. What did the crowd do? (*"They... "*)  
.....
5. Where did Stone Fox stop his sled?  
.....
6. What did he do to see if Searchlight was really dead?  
.....
7. What did the people do when Stone Fox stood up?  
.....
8. After drawing the line in the snow, Stone Fox did three things. What were they?  
.....
9. Now Stone Fox did something he had never done before in this story. What was it?  
.....
10. How did Willy cross the finish line?  
.....

**HOMEWORK**

**Stone Fox**  
(Chapter 10 – The Finish Line)

**EXERCISE 108 – DID YOU UNDERSTAND THE CHAPTER? (PAGES 36–38)**

- 1. Why did the crowd cheer when they saw Willy?  
.....
- 2. Why did they cheer even more when they saw Stone Fox? (Did they like Stone Fox better?)  
.....
- 3. Why did Searchlight die?  
.....
- 4. Why did the sled slide so far even after Searchlight had died?  
.....
- 5. Why did the crowd become so silent?  
.....
- 6. Why do you think Stone Fox stopped?  
.....
- 7. Why did Stone Fox feel the dog's chest?  
.....
- 8. Why didn't he speak to Willy?  
.....
- 9. Why did Stone Fox stand up but then at first do nothing?  
.....
- 10. Why did he fire his rifle to stop the other racers?  
.....



# Stone Fox

## Vocabulary – 'Ready To Go'

### CHAPTER 1

#### LIST 1 — 20 VOCABULARY ITEMS & 3 SENTENCES

to go to sleep	She was very tired, so she <i>went to sleep</i> quickly. ★ <i>to go, went, gone</i>	einschlafen
to wake up	to stop sleeping; He <i>woke up</i> at six o'clock. ★ <i>to wake, woke, woken</i>	aufwachen
to get out of bed	<i>Get out of bed!</i> It's time <i>to get up</i> , children!	vom Bette aufstehen
to get up	★ <i>to get, got, got</i>	aufstehen
ceiling	the part of the room over your head	(Zimmer-)Decke
to look at	Oh, <i>look at</i> this! The President is visiting our class!	anschauen
to look	to seem to be; You're <i>looking</i> happy today!	aussehen
to stare at	to look at s.th. or s.o. for a long time	anstarren
to think	to believe; I <i>think</i> it's going to rain soon. ★ <i>to think, thought, thought</i>	denken
happy ⇔	Jim felt very <i>happy</i> when his friends came to see him.	glücklich
sad	Jenny is <i>sad</i> because her hamster has died.	traurig
to smile	to have a happy look on your face	lächeln
to cry	to weep; Jenny <i>cried</i> when her hamster died. <i>to cry, cried, cried</i>	weinen
tear	water from your eyes when you cry	Träne
like	the same as; They had shoes <i>like</i> mine.	wie
to like	I <i>like</i> ice cream! Do you <i>like</i> chocolate?	mögen; gern haben
a lot of	lots of; We spent <i>a lot of</i> money in the shop.	viel(-e)
another	one more; Could I have <i>another</i> potato?	noch ein
always ⇔	Why do you <i>always</i> come so late?	immer
never	Children in Nigeria <i>never</i> see snow.	nie(-mals)
early ⇔	The sun sets <i>early</i> in winter.	früh
late	We always go to bed <i>late</i> on Saturdays.	spät
to hurry up	to be quick; <i>Hurry up</i> – we will be late! <i>to hurry, hurried, hurried</i>	sich beeilen
until	till; Wait here <i>until</i> I come back.	bis
still	I can't come – I <i>still</i> have to do my homework.	(immer) noch
reason	cause; why you do or say s.th.	Grund

#### SENTENCES

Willy and his Grandfather grew potatoes on a small farm.	Willy und sein Großvater baute auf einem kleinen Bauernhof Kartoffeln an.
It was hard work, but also a lot of fun when Grandfather felt like playing.	Die Arbeit war hart, aber es machte viel Spaß, wenn Großvater nach Spielen zu Mute war.
Once the chickens ate Willy's breakfast, and he never slept late again.	Einmal fraßen die Hühner Willys Frühstück, und er blieb nie wieder zu lange im Bett.

## EXPERTENECKE

**Aufstehen** heißt auf Englisch **get up** oder **stand up**.

Aber **stand up** meint nur das Aufstehen aus dem Sitzen, Knien usw., nicht jedoch das morgendliche Aufstehen aus dem Bette.

**Get up** gibt beide Bedeutungen wieder – das Sich-Aufrichten wie das Aufstehen am Morgen. **Get up** hat also die breitere Anwendung!

# Stone Fox

## Vocabulary – 'Ready To Go'

### CHAPTER 1

#### LIST 2 – 20 VOCABULARY ITEMS & 3 SENTENCES

together ⇔	The two girls went home <i>together</i> .	zusammen
alone	There was nobody with me; I was <i>alone</i> in the house.	allein
road	way from one place to another, where cars and buses can drive	Straße
mile	about 1.6 kilometres	Meile (= 1,6 Km)
an hour	sixty minutes	eine (Zeit-)Stunde
for hours	We waited at the bus-stop <i>for hours!</i>	stundenlang
actually	really; He said he was doing his homework, but <i>actually</i> he was watching television.	tatsächlich
What is the matter?	What is wrong? What is the problem?	Was ist los?
to ask	The policeman <i>asked</i> the boy what his name was.	fragen
to ask (for)	Would you help me if I <i>asked</i> ? I <i>asked</i> him <i>for</i> help.	bitten (um)
to answer	What a difficult question – I can't <i>answer</i> it.	(be-)antworten
to reply	to answer; "Yes, sir," he <i>replied</i> . <i>to reply, replied, replied</i>	erwidern; antworten
to continue	to go on doing s.th. and not stop	fortfahren; weitermachen
face	front of your head; Have you washed your <i>face</i> ?	Gesicht
covered with ...	A bear is <i>covered with</i> fur.	mit ... bedeckt
to worry about	to feel that s.th. is wrong <i>to worry, worried, worried</i>	sich Sorgen machen über
to nod	to move your head to say "yes" <i>to nod, nodded, nodded</i>	nicken
with ⇔	Can I come to town <i>with</i> you?	mit
without	You can't buy things <i>without</i> money!	ohne
to stay up	not go to bed; We <i>stayed up</i> till midnight.	aufbleiben
last night	the evening or night before today	gestern Abend; gestern Nacht
to hitch	to fasten (= <i>befestigen</i> ) an animal to s.th. so that the animal can pull it	anspannen
wagon	cart on four wheels, which a horse can pull	(Pferde-)Wagen
to ride	to go on a horse or bike; to travel by bus, car etc. ★ <i>to ride, rode, ridden</i>	reiten; fahren
to bark	The dog <i>barked</i> at the postman.	bellern

#### SENTENCES

Searchlight was born on the same day as Willy, ten years ago.	Searchlight ist vor zehn Jahren geboren, am gleichen Tag wie Willy.
Doc Smith was reading a book outside her log cabin	Doc Smith war gerade dabei, vor ihrer Blockhütte ein Buch zu lesen.
Willy and Grandfather went to bed early, without playing any music.	Willy und Großvater gingen früh ins Bett, ohne (irgendwelche) Musik zu spielen.

## EXPERTENECKE

**Fahren** heißt auf Englisch **go** oder **drive**.

Aber **drive** meint eigentlich selber fahren. *We drove to London* wäre also wir fahren (mit dem Auto, und einer von uns war der Fahrer) ....

**Go** deckt alles ab: *We went to London* = wir fahren mit dem Zug oder Bus, flogen oder gingen .... *I drove by train / bus* ist nur dann möglich, wenn man selber der Zug- oder Busfahrer war!

**MERKE: ride** findet man nicht nur beim Pferd, sondern auch beim Fahrrad und Motorrad. *He got on his bike and rode home.* = Er stieg auf sein Rad und fuhr nach Hause. *Can you give me a ride?* heißt in Amerika Darf ich mitfahren?

Wir kennen die englische Regel: **he und she für Menschen, ein Ding ist immer it.**

Deshalb sagt man *Look at that table – it's very big*, und *Please close the door – it's open again*, wo im Deutschen für den Tisch *er* und für die Tür *sie* stehen würden. Wie macht man's **bei Tieren?**

Wenn ein Tier wie eine Person behandelt wird, gilt es für diese Regel auch als Mensch. Eine Kuh auf der Wiese wäre dagegen normalerweise *it*, ebenso der Schmetterling oder irgendein Tier auf einem Foto im Bilderbuch.

**Tipp:** Wenn das Tier einen Eigennamen hat – *Flecki, Emil, Silver* – kann man auch *he* oder *she* benutzen. Die Hunde des Stone Fox, die Samoyeds, sind wunderschön, aber wenn der führende Hund beim Rennen mit Willy gleichauf zieht (Seite 44), heißt es, *Then it was a nose ahead*. Merke auch den feinen Unterschied: *Searchlight* ist natürlich immer *she*, aber bei der allerersten Erwähnung (auf Seite 4) lesen wir *The dog jumped to its feet* .... Gleich im nächsten Satz lernen wir *Searchlight* als Charakter in der Geschichte kennen, und da heißt es *with a white spot on her forehead*.

# Stone Fox

## Vocabulary – 'Ready To Go'

### CHAPTER 1

#### LIST 3 – 20 VOCABULARY ITEMS & 3 SENTENCES (32)

life ( <i>pl. lives</i> )	being alive	Leben
death	the end of life; dying	Tod
year	twelve months	Jahr
floor	the part of a room that you walk on	(Fuß-)Boden
question	I asked you a <i>question</i> .	Frage
answer	I'm sorry – I don't know the <i>answer</i> .	Antwort
to mean	1. What does this word <i>mean</i> ? 2. to want to say s.th. ★ <i>to mean, meant, meant</i>	1. bedeuten 2. sagen wollen
to understand	I don't <i>understand</i> this – can you help me? ★ <i>to understand, understood, understood</i>	verstehen
money	Dollars, pounds and euros are <i>money</i> .	Geld
to owe	to have to give s.o. money that you have not yet paid	schulden
to move	This is my seat – will you <i>move</i> , please?	(sich) bewegen
to put	She <i>put</i> the books on the table. ★ <i>to put, put, put</i>	stellen; setzen; legen
to use	We <i>use</i> a pen for writing with.	benutzen; verwenden
after	Ten comes <i>after</i> nine.	nach; nachdem
before	Sunday comes <i>before</i> Monday.	vor; vorher
to finish	School <i>finishes</i> at four o'clock.	fertig werden
to begin	School usually <i>begins</i> at nine o'clock, ★ <i>to begin, began, begun</i>	anfangen; beginnen
sick	If you are <i>sick</i> you should go to the doctor.	krank
to breathe	to take air into your nose and mouth	atmen
breath	air that you take in	Atem; Atemzug
to happen	to take place; The accident <i>happened</i> yesterday.	geschehen; passieren
to give up	to stop trying; I <i>give up</i> – what's the answer? ★ <i>to give, gave, given</i>	aufgeben
to appear	When s.th. <i>appears</i> , you can see it.	erscheinen
to disappear	The train <i>disappeared</i> into the tunnel.	verschwinden
sure	certain; I am <i>sure</i> that he will come soon.	sicher
something else	something more; something different or extra	etwas Anderes

#### SENTENCES

Why won't you tell me what's wrong with him?	Warum sagst du mir nicht, was ihm fehlt?
I'm sorry, but he just doesn't want to live anymore.	Es tut mir leid, aber er will einfach nicht mehr leben.
Grandfather shut his eyes and tears rolled down his cheeks.	Großvater machte die Augen zu, und Tränen rollten ihm die Wangen runter.



## EXPERTENECKE

*Wozu ist ein Stuhl?* oder *Wozu benutzt man einen Stuhl?* heißt auf Englisch *What's a chair for?* Zum Sitzen, sagt der Deutsche. Auf Englisch:

*A chair is for sitting on.* Zwei Sachen fallen auf: das Verb steht in der -ing-Form; und das *on* am Ende. Dem liegt zugrunde: *We sit on a chair.*

So dann auch: *What is a knife for?* – *A knife is for cutting with.* (Denke an: *We cut with a knife.*)

Was wären die zugrunde liegenden Sätze bei *A ball is for throwing* und *A ball is for playing with?*

# Stone Fox

## Vocabulary – 'Ready To Go'

### CHAPTER 2

#### LIST 4 — 20 VOCABULARY ITEMS & 3 SENTENCES (PAGE 8,8 – 9,10)

horse	big animal that carries people, pulls carts etc.	Pferd
neck	part of the body between your head and shoulders	Hals
strong ⇔	I'm not <i>strong</i> enough to fight him.	stark ⇔
weak	He was too <i>weak</i> to carry all the bags.	schwach
week	seven days	Woche
till	; until	We will wait <i>till</i> the rain
stops.	bis	
all right	good; well; You were sick – are you <i>all right</i> now?	in Ordnung
bad–worse– worst	Stealing is <i>bad</i> , but killing is much <i>worse</i> .	schlimm–schlimmer– schlimmste
to wait (for)	They <i>waited</i> ten minutes <i>for</i> the bus.	warten (auf)
to take care of	to look after; Mothers <i>take care of</i> their babies. ★ <i>to take, took, taken</i>	pflegen; versorgen
to get better	He is still in hospital, but he's <i>getting better</i> . ★ <i>to get, got, got</i>	genesen
to die	to stop living; People <i>die</i> without water.	sterben
to live	1. to be alive 2. to have your home; We <i>live</i> in Germany.	1. leben 2. wohnen
to shake one's head	to move your head to say "no" ★ <i>to shake, shook, shaken</i>	den Kopf schütteln
to need	People <i>need</i> water to live.	brauchen
to grow	to care for plants; That farmer <i>grows</i> corn. ★ <i>to grow, grew, grown</i>	<i>hier</i> : anbauen
to growl	to make a low, angry sound like a dog	knurren
to bark	The dog <i>barked</i> at the postman.	bellen
to shout	to cry words out loudly; He <i>shouted</i> for help.	schreien
to stay together	not go away from one another; Let's <i>stay together</i> in this crowd.	zusammenbleiben
to run away	The thief <i>ran away</i> when he saw the policeman. ★ <i>to run, ran, run</i>	weglaufen
to give away	to let s.o. have s.th. and keep it ★ <i>to give, gave, given</i>	weggeben; verschenken

#### SENTENCES

Willy was going to grow potatoes.	Willy wollte Kartoffeln anbauen.
If the crop was good, Grandfather would get better.	Wenn die Ernte gut wäre, würde Großvater genesen.
Your Grandfather is going to die.	Dein Großvater wird wohl sterben.

## EXPERTENECKE

Für *Ernte* gibt es auf Englisch zwei Wörter: **harvest** und **crop**.

**Harvest** ist die *Erntezeit*: *The apple harvest comes in summer.*

Und auch der *Ernte-Ertrag*: *The harvest was a big one.*

**Crop** steht für *die Pflanzen der Ernte*. Das kann der Ertrag sein:

*The problem was not the crop – it was something else,*

Crop bedeutet aber auch *die Pflanzen, die noch auf dem Feld wachsen*, also *die zukünftige Ernte*.

*“Grandfather says the crop this year is the best ever”* sagt Willy lange vor der Ernte.

Für *Erntezeit* steht *crop* nicht – das heißt nur *harvest*.

# Stone Fox

## Vocabulary – 'Ready To Go'

### LIST 5 — 20 VOCABULARY ITEMS & 3 SENTENCES (PAGE 10,1 – 10,27)

afternoon, evening	<i>Afternoon</i> comes after morning. <i>Evening</i> comes before night.	Nachmittag Abend
foot ( <i>pl.</i> feet)	I wear sandals on my <i>feet</i> .	Fuß (Füße)
whenever	every time that; The boys fight <i>whenever</i> they meet.	jedes Mal, wenn
either ... or	You can <i>either</i> go swimming <i>or</i> play tennis.	entweder ... oder
actually	really; He said he was doing his homework, but <i>actually</i> he was watching television.	tatsächlich
sign	'+' is the <i>sign</i> for 'plus' in arithmetic.	Zeichen
meaning	What is the <i>meaning</i> of this word? ACHTUNG! <i>Meine Meinung</i> = <i>my opinion</i> !	Bedeutung; Sinn
to know	We all <i>know</i> that two and two make four. ★ <i>to know, knew, known</i>	wissen; kennen
to talk	to speak; She often <i>talks</i> to her friends on the phone.	reden
to whisper	to speak very quietly	flüstern
to happen	to take place; The accident <i>happened</i> yesterday.	geschehen; passieren
up ⇔		She ran <i>up</i> the stairs.
down	hinauf, herauf	
to open ⇔	Come <i>down</i> from that tree at once!	hinunter, herunter
to close	They <i>opened</i> the door when I knocked.	aufmachen; öffnen
to rush	Please <i>close</i> the door. It's cold!	zumachen; schließen
to turn round	to go very quickly	schnell gehen
to turn over	I <i>turned round</i> and saw them behind me.	sich umdrehen
to lay	He <i>turned over</i> the pancake in the pan.	umdrehen
flat	to put s.th. on top of s.th. else ★ <i>o lay, laid, laid</i>	legen
over	finished; They went home when school was <i>over</i> .	not going up and down; flach
most of the time		vorüber; vorbei
every time	He does his homework <i>most of the time</i> .	die meiste Zeit
	I see the teacher <i>every time</i> I come to school.	jedes Mal

### SENTENCES

Willy knew that Grandfather would not talk.	Willy wusste, dass Großvater nicht reden würde.
He had not said a word for three weeks.	Seit drei Wochen hatte er kein Wort gesagt.
Willy asked questions that he could answer 'yes' or 'no'.	Willy stellte Fragen, die er mit 'ja' oder 'nein' beantworten konnte.

## EXPERTENECKE

Schau dir die Bedeutung von **for** bei diesen Sätzen an.

*We have lived here **for ten years.** Wir wohnen hier **seit zehn Jahren.***

*Grandfather hadn't talked **for three weeks.***

*Großvater hatte **seit drei***

***Wochen** nicht geredet.*

*He worked there **for ten years.** Er arbeitete dort **zehn Jahre lang.***

*He stayed in the USA **for three weeks.***

*Er blieb **drei Wochen lang***

*in den USA.*

Bei den Zeitformen mit *have/has/had* (Present Perfect und Past Perfect) heißt es **seit**;

bei Simple Past heißt es ... **lang**.

Finde weitere Beispiele!

# Stone Fox

## Vocabulary – 'Ready To Go'

### LIST 6 — 20 VOCABULARY ITEMS & 3 SENTENCES (PAGE 11,1 – END OF CHAPTER)

had to	She <i>had to</i> go home early because she felt sick.	musste
sled	With a <i>sled</i> you can slide over the snow.	Schlitten
to pull ⇔	to move s.th. towards you or behind you	ziehen
to push	to move s.th. away from you	schieben
to make up one's mind	to decide; I have <i>made up my mind</i> to be a doctor. ★ <i>to make, made, made</i>	sich entscheiden; beschließen
danger ⇔	risk; chance that s.th. bad will happen	Gefahr;
safety	being safe, not being in danger	Sicherheit ( <i>vor Gefahr</i> )
to destroy	Fire <i>destroyed</i> the forest.	zerstören
important	Milk is an <i>important</i> food for babies.	wichtig
empty ⇔	with nothing inside; <i>opp.</i> full	leer
full	We can't go on the bus – it's <i>full</i> .	voll
everything ⇔	all things; She told her parents <i>everything</i> .	alles
nothing	This purse is empty – there's <i>nothing</i> in it.	nichts
to keep	to have s.th. and not give it away ★ <i>to keep, kept, kept = behalten</i>	aufbewahren
no wonder ...	it was not surprising that ...	kein Wunder, dass ...
the more ..., the more ...	<i>The more</i> you have, <i>the more</i> you want.	je mehr ..., desto mehr ...
during	The sun gives us light <i>during</i> the day.	während
too	also, as well; I want to go <i>too</i> .	auch
enough	Is he old <i>enough</i> to go to school?	genug
to seem	That apple is bad, but this one <i>seems</i> all right.	scheinen
to enjoy oneself	to have fun; Did you <i>enjoy yourself</i> at the party?	Freude haben
tall		He was very big – over
two metres <i>tall</i> . groß (gewachsen)		
to remember ⇔	Do you <i>remember</i> what we learned yesterday?	sich erinnern an
to forget	I'm sorry; I have <i>forgotten</i> all my English things. ★ <i>to forget, forgot, forgotten</i>	vergessen
to buy ⇔	to get s.th. for money; <i>opp.</i> to sell	kaufen
to sell	to give s.th. to s.o. who pays you money for it ★ <i>to buy, bought, bought</i> ★ <i>to sell, sold, sold</i>	verkaufen

### SENTENCES

With his college money, Willy had enough to pay for everything.	Mit seinem Geld fürs Studium hatte Willy genug, um alles zu zahlen.
It took him over ten days to finish the harvest.	Er brauchte mehr als zehn Tage, um die Ernte zu Ende zu bringen.
Then Willy thought he had solved the whole problem.	Dann dachte Willy, dass er das ganze Problem gelöst hätte.

## EXPERTENECKE

**Some** und **any** stehen im Englischen für *etwas, einige*. Sie bedeuten beide das gleiche; was ist dann der Unterschied?

**Any** wird bei Fragen und verneinten Sätzen benutzt.

**Some** steht in so genannten Aussagesätzen, also bei allem, was keine Verneinung oder Frage ist.

*Have you got any money? I haven't got any homework today.*

*I saw some friends in town. Willy bought some supplies at the store.*

Diese Regel gilt in gleicher Weise für alle Zusammensetzungen:

*someone / anyone; something / anything* usw. Also:

*The problem must be something else. Can you remember anything else?*

Bei der deutschen Übersetzung darf ein *some* oder *any* oft fehlen.

Kannst du dafür Beispiele finden?

# Stone Fox

## Vocabulary – 'Ready To Go'

### CHAPTER 3

#### LIST 7 — 20 VOCABULARY ITEMS & 3 SENTENCES (PAGE 13,4 – 15,11)

ready	prepared; I'll be <i>ready</i> to leave in five minutes.	bereit; gerüstet
to stay	Mostly we <i>stay</i> at home in the evenings.	bleiben
to chop	to cut with an axe or a knife	hacken
wood ⇔	<i>Wood</i> comes from trees.	Holz
wooden	Willy had an old <i>wooden</i> sled.	aus Holz
sled	With a <i>sled</i> you can slide over the snow.	Schlitten
to hitch up	to fasten (= <i>befestigen</i> ) an animal to s.th. so that the animal can pull it	anspannen
Indians	Nowadays, " <i>Indians</i> " are called "Native Americans."	Indianer
to stock	to keep a supply (= <i>Vorrat</i> ) of s.th.	auf Lager legen
to feed	to give food to; The mother <i>fed</i> her baby. ★ <i>to feed, fed, fed</i>	füttern
food ⇔	what people and animals eat	Essen; Lebensmittel
drink	water, milk, tea, beer <i>etc.</i> ; Would you like a <i>drink</i> ?	Getränk
Willy didn't aus. mind.	Willy didn't have any feelings against this.	Willy machte es nichts
each	every; <i>Each</i> child in the class has a chair.	jede(-r, -s)
easy ⇔	I did my homework quickly because it was <i>easy</i> ;	leicht (= <i>einfach</i> )
difficult	I can't answer this question – it's too <i>difficult</i> .	schwierig
beautiful ⇔	lovely; Oh – these roses are <i>beautiful</i> !	(wunder-)schön
ugly	Don't you think that new building is very <i>ugly</i> ?	hässlich
light ⇔	easy to lift or move	leicht ( <i>von Gewicht</i> )
heavy	I can't carry this bag – it's too <i>heavy</i> .	schwer ( <i>von Gewicht</i> )
strength ⇔	Searchlight pulled the sled with all her <i>strength</i> .	Kraft; Stärke
weakness	His great <i>weakness</i> is being rude to everyone.	Schwäche; Fehler
to pick up	to take s.th. up with your hands	aufheben
to put down	She <i>put</i> her book <i>down</i> on the table. ★ <i>to put, put, put</i>	hinlegen
to ride	to travel by bus, car or sled <i>etc.</i> ★ <i>to ride, rode, ridden</i>	fahren
town	place with houses, shops, offices <i>etc.</i>	Stadt
country	1. nation; Italy and France are <i>countries</i> in Europe. 2. land not in towns; They have a farm in the <i>country</i> .	1. Staat: Land 2. Land

#### SENTENCES

Every morning Willy got up and made a fire.	Jeden Morgen stand Willy auf und zündete ein Feuer an.
He fed Grandfather a spoonful at a time.	Er gab Großvater Löffel für Löffel zu essen.
Searchlight pulled the sled across the snow to the outskirts of town.	Searchlight zog den Schlitten über den Schnee bis zum Stadtrand.



## EXPERTENECKE

*Jeder* heißt auf Englisch **every** oder **each**. Die beiden Wörter sind ziemlich ähnlich, aber *each* ist etwas betonter – *jeder einzelne*. **Each morning** wäre etwa *jeden Morgen ohne Ausnahme*. Der Unterschied zu **every morning** ist aber nicht wirklich groß.

*Willy got up* = *Willy stand auf*. Das ist sozusagen der Normalfall. Im Gegensatz dazu betont **Willy would get up** die Wiederholung, das Gewohnheitsmäßige. Also etwa **Willy pflegte aufzustehen,**  
*es war immer so, dass Willy ...*

# Stone Fox

## Vocabulary – 'Ready To Go'

### LIST 8 — 20 VOCABULARY ITEMS & 3 SENTENCES (PAGE 15,12 – 16,1)

store ( <i>America</i> )	place where you buy things – ( <i>U.S.A.</i> )	Laden; Geschäft
shop ( <i>Britain</i> )	place where you buy things – ( <i>Britain</i> )	Laden; Geschäft
to run errands	to go and buy things you need ★ <i>to run, ran, run</i>	Besorgungen machen
to pick up	1. Hi, Dad, I'm at the station – can you <i>pick me up</i> ? 2. to take s.th. up with your hands	1. abholen 2. aufheben
supplies	things that people need, especially food	Vorräte
post office	place where you can send letters, buy stamps <i>etc.</i>	Post(-amt)
bank account	We have an <i>account</i> at the <i>bank</i> in town.	Bankkonto
to deposit	to put money in a bank	einzahlen
to earn	to get money for work; He <i>earns</i> \$2000 a month.	verdienen
day	Most people work in the <i>day</i> and sleep at night.	Tag
week	A <i>week</i> has seven days.	Woche
month	July, August and September are <i>months</i> .	Monat
year	A <i>year</i> has 12 months. What <i>year</i> were you born in?	Jahr
to thank s.o.	to say "thank you" to; I <i>thanked</i> Tim for his present.	jmd. danken
proud of	pleased about s.th. you have or did	stolz auf
to respect	Everyone <i>respects</i> a brave (= <i>mutig!</i> ) person.	Achtung haben vor
college	place where people study after leaving school	Universität
to become werden	to become s.o. who knows and understands a lot	ein gebildeter Mensch
educated	★ <i>to become, became, become</i>	
up and down	one way and then the other way	auf und ab
whatever	anything that; You can do <i>whatever</i> you want.	was auch immer
especially	He loves fruit, <i>especially</i> bananas.	besonders; vor allem
to call	1. They <i>called</i> the baby Sarah. 2. The children came when their mother <i>called</i> . 3. My father <i>called</i> us from London.	1. nennen 2. rufen 3. anrufen
as if	They came in very slowly, <i>as if</i> they were tired.	als ob
wedding	ceremony when two people get married	Hochzeit

### SENTENCES

Willy earned money working on the farm.	Willy verdiente Geld durch seine Arbeit auf dem Hof.
Every month Grandfather put this money in the bank.	Jeden Monat zahlte Großvater dieses Geld bei der Bank ein.
Now Willy had fifty dollars in his account.	Jetzt hatte Willy fünfzig Dollar auf seinem Konto.

### EXPERTENECKE

Es gibt eine ganze Reihe von Wörtern, die in England und Amerika unterschiedlich gebraucht werden. Um es kurz zu machen, sagt man z.B. **shop** sei das britische Wort, **store** das amerikanische (wie oben). Meistens ist es eigentlich etwas komplizierter. **Store** ist das ‚normale‘ Wort in Amerika, und **shop** ist ein Laden, der aus dem Rahmen fällt – wie ein Boutique, mit teureren Sachen. In Großbritannien ist **shop** das ‚normale‘ Wort, während **store** eher *Kaufhaus* bedeutet, also ein besonders großer Laden. *Selfridges is a famous store in London.*

# Stone Fox

## Vocabulary – 'Ready To Go'

### LIST 9 — 20 VOCABULARY ITEMS & 3 SENTENCES (PAGE 16,1 – END OF CHAPTER)

a little ⇔	a bit; My mother can speak <i>a little</i> Spanish.	ein wenig
a lot	very much; We spent <i>a lot of</i> money in the store.	viel
to wait (for)	They <i>waited</i> ten minutes <i>for</i> the bus.	warten (auf)
clock	instrument that shows the time	Kirchturmuhre
almost	nearly; Don't go away – dinner is <i>almost</i> ready.	fast; beinahe
to throw	The boys were <i>throwing</i> stones into the river. ★ <i>to throw, threw, thrown</i>	werfen
straight	1. The road was <i>straight</i> , with no bends or curves. 2. directly: by the shortest way	1. gerade 2. direkt; geradeaus
to touch	Don't <i>touch</i> the paint until it's dry.	berühren
to become silent	to become completely quiet ★ <i>to become, became, become = werden</i>	verstummen
to travel	1. My father has to <i>travel</i> a lot for his job. 2. A rocket <i>travels</i> very fast.	1. reisen 2. sich bewegen
race	contest to see who can run, drive etc. the fastest	Rennen; Wettlauf
building	Houses, schools, shops and hotels are all <i>buildings</i> .	Gebäude
tired	The <i>tired</i> boy fell asleep at once.	müde
exhausted	very tired; We were <i>exhausted</i> after the long walk.	erschöpft
to arrive (at)	She was late when she <i>arrived</i> at school.	ankommen (an)
neither of them	not one and not the other ( <i>of two people or things</i> )	keine von beiden
to notice	to see; Did you <i>notice</i> that he's driving a new car?	merken
both	Hold this heavy book in <i>both</i> hands.	beide
back	1. He lay on his <i>back</i> and looked up at the sky. 2. I looked <i>back</i> to see if he was coming.	1. Rücken 2. zurück
owner	Who is the <i>owner</i> of that red car?	Besitzer
to own	We don't rent our house; we <i>own</i> it.	besitzen
own	Those books are my sister's, but this is my <i>own</i> .	eigen
to watch	to look at s.th. or s.o. for some time	zuschauen
impatiently	not wanting to wait	ungeduldig

### SENTENCES

Willy and Searchlight traveled at tremendous speed. Willy und Searchlight kamen mit ungeheurer Geschwindigkeit voran.

When they arrived at the house they didn't see the horse outside. Als sie beim Haus ankamen, sahen sie nicht das Pferd davor.

The visitor waited and watched them impatiently. Der Besucher wartete und schaute ihnen ungeduldig zu.

### EXPERTENECKE

Bei **own** (= *eigen*) muss man eine Eigenart beachten: **vor dem Wort muss immer ein Possessivpronomen stehen** – *my, your, his, her, its, our, your, their*.

*I have my own room at home = Zu Hause habe ich ein eigenes Zimmer.*

*Everyone brought their own food = Jeder brachte das eigene Essen.*

Auch die Wendung ... **of my own, of his own** etc. sollte man kennen; sie wird nachgestellt: *For the first time I had new clothes of my own.*