Stone Fox
by John Reynolds Gardiner

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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

DIFFERENT 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.

**FOCUSED 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
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?
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.
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?
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.
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2. The dog jumps to its feet.
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3. Together they run off down the road.
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4. Searchlight is a big black dog.
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5. Down the road they come to a small log cabin.
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6. Doc Smith has white hair and a black dress.
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7. Doc Smith turns a page and continues to read. (Be careful — two verbs!)
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8. Grandfather goes to bed without playing his harmonica.
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9. Willy hitches up the wagon.
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10. Together they ride back to the farm.
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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.
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.
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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.
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5. Als er weinte, füllte sich sein Bart mit Tränen.
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6. Willy lief aus dem Haus heraus.
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7. Searchlight war ein schwarzer Hund mit einem weißen Fleck an *der Stirn. (* = „her“!)
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8. Willy und der Hund kamen zu einer kleinen Blockhütte.
   ............................................................................................................................. .............................................................

9. Doc Smith saß unter den Bäumen *und las ein Buch. (*, und* auslassen!)
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11. „Dein Großvater ging ins Bett ohne *Musik?“ (* Das letzte Wort steht etwas früher im Text!)
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12. Sie fuhren zurück zu der Farm.
   ..........................................................................................................................................................................................
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.
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?
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)
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?
EXERCISE 11 — WRITING YOUR OWN TEXT

Your teacher will tell you how much to write!

1. Willy's visit to Doc Smith.
   (Who did Willy take with him? Where did he go? Where was the house?
   What was Doc Smith like? What was she doing? What did they say?
   What did Doc Smith do then?)

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2. Back at the farm — examination and diagnosis
   ( = Untersuchung und Diagnose).

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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?
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.


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.
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?
    .....................................................................................................................................................................
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!)
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.
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.


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!)
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)*
    ............................................................................................................................. ............................................................
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?
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5. What is the word for to cry out words loudly?
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6. What is the opposite of weak?
   .......................................................................................................................... .............................................................

7. What do we call the time between afternoon and night?
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8. We all ....... that two and two make four.
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9. What is the opposite of to open?
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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?
   .......................................................................................................................... .............................................................
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
EXERCISE 21 — WRITING YOUR OWN TEXT

Your teacher will tell you how much to write!

1. 'Yes' and 'no' — finding the code.
   (The harmonica — Willy's question — Grandfather's reaction —
   Willy's next question — what Grandfather did then — … )

2. Making Grandfather better — Willy's plan to help.
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?
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?
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.
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.
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.


5. Nach der Schule pflegten sie in *die Stadt zu gehen. (* = „the“ darf hier auch fehlen!)


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.
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?
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?
Exercice 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.
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”?
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?
EXERCISE 32 — WRITING YOUR OWN TEXT

Your teacher will tell you how much to write!

1. Willy’s money.
   (The bank account — where the money came from — what Grandfather said —
   what the money was for — how Willy felt about this.)

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2. Running the race.

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HOMEWORK
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?
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 did 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?
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.  ⇒  Did Searchlight jump at the closed door?

2. The man stood in the opening.  ⇒  Did the man stand in the opening?

3. He was holding a small pistol.  ⇒  Was he holding a small pistol?

4. Willy touched Searchlight gently.  ⇒  Did Willy touch Searchlight gently?

5. The man was short, with a thin mustache.  ⇒  Was the man short, with a thin mustache?

6. Willy reached for the door.  ⇒  Did Willy reach for the door?

7. The man aimed his gun at Searchlight.  ⇒  Did the man aim his gun at Searchlight?

8. Dogs can tell when someone is afraid of them.  ⇒  Can dogs tell when someone is afraid of them?

9. The man's face turned red.  ⇒  Did the man's face turn red?

10. Grandfather's eyes were fixed on the ceiling.  ⇒  Were Grandfather's eyes fixed on the ceiling?
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!”
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3. The man opened the door a little farther.
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4. He was dressed like a city slicker.
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5. Searchlight began to growl at the man.
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6. The man’s face turned red.
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7. Willy left Searchlight outside.
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8. Grandfather’s eyes were wide open.
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9. Clifford Snyder blew cigar smoke toward the ceiling.
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10. Willy held up the mirror for Grandfather.
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Stone Fox
(Chapter 4 — The Reason)

EXERCISE 37 — DOLMETSCHEN (PAGES 14–18)
1. Großvater sah viel ermüdeter 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
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?
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'?
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?
Stone Fox
(Chapter 4 — The Reason)

EXERCISE 42 — WRITING YOUR OWN TEXT
Your teacher will tell you how much to write!

1. The gun.
   (When did Willy see the gun? Why did Mr Snyder take it out? What did he tell Willy to do? When did he put it away?)

2. The strongbox and what was in it.
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?
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?
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.
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!)
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)
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.


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?
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.


10. Grandfather closes his eyes.
EXERCISE 51 — MIXED QUESTIONS (PAGES 20–22)

1. What did Willy show Mr Foster?

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2. What was Mr Foster’s advice*? (* = Rat, Ratschläge)

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3. Who else* did Willy ask for advice*? (* = sonst)

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4. What was Grandfather’s answer to Willy’s question?

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5. Where did Willy see the poster?

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6. When were the national Dogsled Races held?

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7. Who was Stone Fox?

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8. What was Willy holding when he ran out of the store?

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9. What was Grandfather staring at?

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10. What did Willy hold in front of Grandfather’s face?

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

1. Why had Grandfather not paid the taxes?
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2. Why had Grandfather got sick?
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3. Why was Willy wearing a suit and tie that afternoon?
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4. Why did Mr Foster say they should sell the farm?
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5. Why couldn't Willy just grow more potatoes, and not sell the farm?
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6. Why did things look hopeless?
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7. Why did Willy think the National Dogsled Races were the answer to his problem?
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8. Why might Stone Fox come to town for this race?
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9. Why has Stone Fox never lost a race?
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10. Why wasn't Willy listening as he ran out with the poster?
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EXERCISE 53 — WRITING YOUR OWN TEXT

1. Willy and Mr. Foster.

   (Who was Mr. Foster? — What was he like? — Why had Willy come to see him? — What did Willy do? — What did Mr. Foster say? — Why? — How did he react to Willy's last ideas?)

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2. Willy and Lester.

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HOMEWORK
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?
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?

10. What was in Willy’s pocket when he stepped out of city hall?
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.
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.
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)**
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.?
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
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.

10. Das Rennen war auf zehn Uhr am Samstag angesetzt.
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?
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 did 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?
EXERCISE 64 — WRITING YOUR OWN TEXT

1. At city hall.

2. Stone Fox.
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 (= verwendete!) 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?
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?
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.
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.


10. Searchlight barked outside.
Stone Fox
(Chapter 7 — The Meeting)

EXERCISE 69 — MAKE THE SENTENCES STATEMENTS (⁺), QUESTIONS (?) OR NEGATIVE (⁻) (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?

(⁻)  Grandfather needed cake.  ⇒  Grandfather didn’t need cake.

1.  (⁺)  Did the medicine look like dirty milk?

2.  (⁻)  The medicine was dirty milk.

3.  (?)  Willy knew that Stone Fox had never lost.

4.  (⁻)  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.  (⁻)  He saw the hand that hit him.

9.  (?)  The Samoyeds were outside the barn.

10.  (⁺)  Did all the dogs bark?
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.
Lester gab Willy eine große Flasche Medizin.

Nachdem ich das Rennen gewinne, wird Großvater genesen.

Willy hörte Hunde in* der alten Scheune bellen. (* Dieses Wort steht anders im Text!)

Es war dunkel innerhalb der Scheune und er konnte nichts sehen.

Die fünf Hunde waren in der Ecke und schauten ihn an.

Dann schlug ihn eine Hand ins Gesicht. (* „und … dabei“ im Englischen auslassen!)

Willy stand auf und hielt dabei eine Hand über seinem Auge. (* „und … dabei“ im Englischen auslassen!)

 Dann ging er weg und machte dabei die Tür hinter sich zu. (* „und … dabei“ im Englischen auslassen!)

In jener Nacht konnte Willy nicht schlafen.

Jedes Mal, wenn Willy hinüberschaute, starrte ihn Searchlight wieder an.
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*?
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?
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?
EXERCISE 75 — WRITING YOUR OWN TEXT

1. Willy and Doc Smith.
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2. The old barn.
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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?
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?
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.
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.
EXERCISE 80 — MAKE THE SENTENCES STATEMENTS (➕), QUESTIONS (?) OR NEGATIVE (✖️) (PAGES 29–30)

Examples:  
(➕) Does Stone Fox hit Willy? ➜ Stone Fox hits Willy.
(✖️) Willy opens the barn door. ➜ Willy doesn’t open the barn door.

1. (➕) Does Willy go into town with Searchlight?

2. (✖️) He can believe (= glauben; hier: trauen!) his eyes.

3. (?) He sees crowds of people in Main Street.

4. (✖️) 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. (✖️) Stone Fox looks at Willy.

9. (?) The crowd becomes silent.

10. (➕) Mayor Smiley doesn’t fire his pistol to start the race.
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?
1. Willys Auge war zugeschwollen.

2. Die Hauptstraße wimmelte von Menschen.

3. Die Menschen mussten alle gekommen sein, um Stone Fox zu sehen.


5. Die Menge jubelte beim kurzen Rennen für die Kinder.


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.
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.
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?
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?
EXERCISE 86 — WRITING YOUR OWN TEXT

1. In town.

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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?
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?
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.
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.
Stone Fox
(Chapter 9 — The Race)

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

Examples:

(+) Did Searchlight spring forward? ⇒ Searchlight sprang forward.

(?) Stone Fox started off last. ⇒ Did Stone Fox start off last?

(×) Stone Fox went very fast. ⇒ Stone Fox didn’t go very fast.

1. (+) Were Willy and Searchlight far ahead of the others?

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2. (×) Stone Fox was winning.

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3. (?) Willy’s sled passed the schoolhouse.

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4. (+) Did Willy have to slow down?

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5. (?) The road made a half circle around a lake.

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6. (+) Willy wasn’t permitted to go across the lake.

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7. (?) The other racers tried to cross the lake.

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8. (×) Stone Fox crossed the lake.

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9. (?) Stone Fox was still in last place.

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10. (×) Willy knew where Stone Fox was.

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EXERCISE 92 — MAKE THE SENTENCES STATEMENTS (), QUESTIONS (?) OR NEGATIVE () (PAGES 33–34)

Examples:

- (+) *Did Searchlight spring forward?*  ➞ *Searchlight sprang forward.*
- (?) *Stone Fox started off last.*  ➞ *Did Stone Fox start off last?*
- () *Stone Fox went very fast.*  ➞ *Stone Fox didn’t go very fast.*

1. () *Did Willy see someone in Grandfather's window?*

2. () *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. () *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. () *Willy looked back.*
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.


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.
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?
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
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?
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?
EXERCISE 98 — WRITING YOUR OWN TEXT
1. The shortcut.

2. Passing Grandfather’s farm.

3. Stone Fox makes his move.
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?
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?
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.
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!)
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!

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.
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?
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.


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.


10. Die Stadt schaute zu, während Willy über die Schlusslinie lief.
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?
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?
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?
EXERCISE 109 — WRITING YOUR OWN TEXT

1. An exciting finish.

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Stone Fox
Vocabulary — ‘Ready To Go’

CHAPTER 1
LIST 1 — 20 VOCABULARY ITEMS & 3 SENTENCES

1. to go to sleep She was very tired, so she went to sleep quickly. einschlafen
2. to wake up to stop sleeping; He woke up at six o’clock. aufwachen
3. to get out of bed Get out of bed! It’s time to get up, children! vom Bette aufstehen
4. to get up to get, got, gone aufstehen
5. ceiling the part of the room over your head (Zimmer-)Decke
6. to look at Oh, look at this! The President is visiting our class! anschauen
7. to stare at to seem to be; You’re looking happy today! aussehen
8. to think to believe; I think it’s going to rain soon. denken
9. happy Jim felt very happy when his friends came to see him. glücklich
10. sad Jenny is sad because her hamster has died. traurig
11. to smile to have a happy look on your face lächeln
12. to cry to weep; Jenny cried when her hamster died. weinen
13. tear water from your eyes when you cry Träne
14. like the same as; They had shoes like mine. wie
15. to like I like ice cream! Do you like chocolate? mögen; gern haben
16. a lot of lots of; We spent a lot of money in the shop. viel(-e)
17. another one more; Could I have another potato? noch ein
18. always Why do you always come so late? immer
19. never Children in Nigeria never see snow. nie(-mals)
20. early The sun sets early in winter. früh
21. late We always go to bed late on Saturdays. spät
22. to hurry up to be quick; Hurry up — we will be late! sich beeilen
23. until till; Wait here until I come back. bis
24. still I can’t come — I still have to do my homework. (immer) noch
25. 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!
CHAPTER 1
LIST 2 — 20 VOCABULARY ITEMS & 3 SENTENCES

together The two girls went home together.
zusammen
alone There was nobody with me; I was alone 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 for hours! stundenlang
actually really; He said he was doing his homework, but actually he was watching television.
tatsächlich
What is the matter? What is wrong? What is the problem? Was ist los?
to ask The policeman asked the boy what his name was. fragen

to ask (for) Would you help me if I asked? I asked him for help. bitten (um)
to answer What a difficult question — I can't answer it. (be-)antworten

to reply to answer; “Yes, sir,” he replied. erwidern; antworten
to reply, replied, replied

to continue to go on doing s.th. and not stop fortfahren; weitermachen
face front of your head; Have you washed your face? Gesicht
covered with A bear is covered with fur. mit ... bedeckt
to worry about to feel that s.th. is wrong sich Sorgen machen über
to nod to move your head to say “yes” nicken
to nod, nodded, nodded
with Can I come to town with you? mit
without You can't buy things without money! ohne
to stay up not go to bed; We stayed up till midnight. aufbleiben
last night the evening or night before today gestern Abend; gestern Nacht
to hitch to fasten (= befestigen) 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. reiten; fahren

☆ to ride, rode, ridden

to bark The dog barked at the postman. bellen

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 Willy and Großvater gingen früh ins Bett, ohne (irgendwelche) Musik zu spielen.
playing any music.
Fahren heißt auf Englisch go oder drive.
Aber drive meint eigentlich selber fahren. We drove to London wäre also wir fuhren (mit dem Auto, und einer von uns war der Fahrer) ....
Go deckt alles ab: We went to London = wir fuhren 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.
**CHAPTER 1**

**LIST 3 — 20 VOCABULARY ITEMS & 3 SENTENCES (32)**

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>life (pl. lives)</td>
<td>Leben</td>
</tr>
<tr>
<td>death</td>
<td>Tod</td>
</tr>
<tr>
<td>year</td>
<td>Jahr</td>
</tr>
<tr>
<td>floor</td>
<td>(Fuß-)Boden</td>
</tr>
<tr>
<td>question</td>
<td>Frage</td>
</tr>
<tr>
<td>answer</td>
<td>Antwort</td>
</tr>
</tbody>
</table>
| to mean     | 1. bedeuten  
              2. sagen wollen |
| to understand | verstehen |
| money       | Geld      |
| to owe      | schulden  |
| to move     | (sich) bewegen |
| to put      | stellen; setzen; legen |
| to use      | benutzen; verwenden |
| after       | nach; nachdem |
| before      | vor; vorher |
| to finish   | fertig werden |
| to begin    | anfangen; beginnen |
| sick        | krank     |
| to breathe  | atmen     |
| breath      | Atem; Atemzug |
| to happen   | geschehen; passieren |
| to give up  | aufgeben  |
| to appear   | erscheinen |
| to disappear | verschwinden |
| sure        | sicher   |
| something else | 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?
Vocabulary — ‘Ready To Go’

CHAPTER 2

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

<table>
<thead>
<tr>
<th>Vocabulary Item</th>
<th>German Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>horse</strong></td>
<td>Pferd</td>
</tr>
<tr>
<td><strong>neck</strong></td>
<td>Hals</td>
</tr>
<tr>
<td><strong>strong</strong></td>
<td>stark</td>
</tr>
<tr>
<td><strong>weak</strong></td>
<td>schwach</td>
</tr>
<tr>
<td><strong>week</strong></td>
<td>Woche</td>
</tr>
<tr>
<td><strong>till</strong></td>
<td>bis</td>
</tr>
<tr>
<td><strong>all right</strong></td>
<td>in Ordnung</td>
</tr>
<tr>
<td><strong>bad–worse–worst</strong></td>
<td>schlimm–schlimmer–schlimmste</td>
</tr>
<tr>
<td><strong>to wait (for)</strong></td>
<td>warten (auf)</td>
</tr>
<tr>
<td><strong>to take care of</strong></td>
<td>pflegen; versorgen</td>
</tr>
<tr>
<td><strong>to get better</strong></td>
<td>genesen</td>
</tr>
<tr>
<td><strong>to die</strong></td>
<td>sterben</td>
</tr>
<tr>
<td><strong>to live</strong></td>
<td>1. leben; 2. wohnen</td>
</tr>
<tr>
<td><strong>to shake one's head</strong></td>
<td>den Kopf schütteln</td>
</tr>
<tr>
<td><strong>to need</strong></td>
<td>brauchen</td>
</tr>
<tr>
<td><strong>to grow</strong></td>
<td>hier: anbauen</td>
</tr>
<tr>
<td><strong>to growl</strong></td>
<td>knurren</td>
</tr>
<tr>
<td><strong>to bark</strong></td>
<td>bellen</td>
</tr>
<tr>
<td><strong>to shout</strong></td>
<td>schreien</td>
</tr>
<tr>
<td><strong>to stay together</strong></td>
<td>zusammenbleiben</td>
</tr>
<tr>
<td><strong>to run away</strong></td>
<td>weglauen</td>
</tr>
<tr>
<td><strong>to give away</strong></td>
<td>weggeben; verschenken</td>
</tr>
</tbody>
</table>

**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.
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.*
**LIST 5 — 20 VOCABULARY ITEMS & 3 SENTENCES**

afternoon,  
*Afternoon* comes after morning.

evening  
*Evening* comes before night.

foot (*pl.* feet)  
I wear sandals on my *feet*.

whenever  
every time that; The boys fight *whenever* they meet.

either ... or  
you can *either* go swimming or play tennis.

actually  
really; He said he was doing his homework, but *actually* he was watching television.

sign  
‘+’ is the *sign* for ‘plus’ in arithmetic.

meaning  
What is the *meaning* of this word?  
*ACHTUNG! Mein Meinung = my opinion!*

to know  
We all *know* that two and two make four.

*to know, knew, known*

to talk  
to speak; She *often* *talks* to her friends on the phone.

to whisper  
to speak very quietly

up ⬆️  
to take place; The accident happened yesterday.

*up*  
She ran *up* the stairs.

down ⬇️  
Come down from that tree at once!

*to open, opened*  
They *opened* the door when I knocked.

*to close*  
Please *close* the door. It's cold!

*to rush*  
to go very quickly

*to turn round*  
I *turned round* and saw them behind me.

*to turn over*  
He *turned over* the pancake in the pan.

*to lay*  
to put s.th. on top of s.th. else

*to lay, laid, laid*

flat  
A table has a *flat* top.

*flat*

over  
finished; They went home when school was *over*.

most of the time  
He does his homework *most of the time*.

every time  
I see the teacher *every time* I come to school.

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
Schaue dir die Bedeutung von *for* bei diesen Sätzen an.
*We have lived here for ten years.*   *Wir wohnen hier seit zehn Jahren.*   *Großvater hatte seit drei Wochen nicht geredet.*
*Grandfather hadn’t talked for three weeks.*   *Er arbeitete dort zehn Jahre lang.*
*He worked there for ten years.*   *Er blieb drei Wochen lang in den USA.*
*He stayed in the USA for three weeks.*
Bei den Zeitformen mit *have/has/had* (Present Perfect und Past Perfect) heißt es *seit*; bei Simple Past heißt es … *lang.*
Finde weitere Beispiele!
had to  She had to go home early because she felt sick.          musste
sled  With a sled you can slide over the snow.                  Schlitten
to pull  to move s.th. towards you or behind you               ziehen
      to move s.th. away from you                                schieben
to make up  to decide; I have made up my mind to be a doctor.   sich entscheiden;
      one's mind  * to make, made, made  beschließen
danger  risk; chance that s.th. bad will happen                Gefahr;
safety  being safe, not being in danger                       Sicherheit (vor Gefahr)
to destroy  Fire destroyed the forest.                        zerstören
important  Milk is an important food for babies.              wichtig
empty  with nothing inside; opp. full                          leer
full  We can't go on the bus — it's full.                      voll
everything  all things; She told her parents everything.       alles
      nothing  This purse is empty — there's nothing in it.      nichts
to keep  to have s.th. and not give it away                    aufbewahren
      Star  * to keep, kept, kept = behalten
no wonder ... it was not surprising that ...                    kein Wunder, dass ...
the more ...,  The more you have, the more you want.           je mehr ..., desto mehr ...
the more ...
during  The sun gives us light during the day.                 während
too  also, as well; I want to go too.                           auch
enough  Is he old enough to go to school?                      genug
to seem  That apple is bad, but this one seems all right.       scheinen
to enjoy oneself  to have fun; Did you enjoy yourself at the party? Freude haben
          Star  He was very big — over
          two metres tall, groß (gewachsen)
to remember  Do you remember what we learned yesterday?        sich erinnern an
      to forget  I'm sorry; I have forgotten all my English things. vergessen
      Star  * to forget, forgot, forgotten
to buy  to get s.th. for money; opp. to sell                    kaufen
      to sell  to give s.th. to s.o. who pays you money for it      verkaufen
      Star  * to buy, bought, bought
      Star  * to sell, sold, sold

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?
CHAPTER 3
Vocabulary — ‘Ready To Go’

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

ready prepared; I’ll be ready to leave in five minutes. bereit; gerüstet
to stay Mostly we stay at home in the evenings. bleiben
to chop to cut with an axe or a knife hacken
wood Wood comes from trees. Holz
wooden Willy had an old wooden sled. aus Holz
sled With a sled you can slide over the snow. Schlitten
to hitch up to fasten (= befestigen) an animal to s.th. so that the animal can pull it anspannen
Indians Nowadays, “Indians” are called “Native Americans.” Indianer
to stock to keep a supply (= Vorrat) of s.th. auf Lager legen
to feed to give food to; The mother fed her baby. füttern
★ to feed, fed, fed
food what people and animals eat Essen; Lebensmittel
drink water, milk, tea, beer etc.; Would you like a drink? Getränk
Willy didn’t Willy didn’t have any feelings against this. Willy machte es nichts aus.
mind.
each every; Each child in the class has a chair. jede(-r, -s)
easy I did my homework quickly because it was easy; leicht (= einfach)
difficult I can’t answer this question — it’s too difficult. schwierig
beautiful lovely; Oh — these roses are beautiful! (wunder-)schön
ugly Don’t you think that new building is very ugly? hässlich
light easy to lift or move leicht (von Gewicht)
heavy I can’t carry this bag — it’s too heavy. schwer (von Gewicht)
strength Searchlight pulled the sled with all her strength. Kraft; Stärke
weakness His great weakness is being rude to everyone. Schwäche; Fehler
to pick up to take s.th. up with your hands aufheben
to put down She put her book down on the table. hinlegen
★ to put, put, put
to ride to travel by bus, car or sled etc.fahren
★ to ride, rode, ridden
town place with houses, shops, offices etc. Stadt
country 1. nation; Italy and France are countries in Europe. 1. Staat: Land
2. land not in towns; They have a farm in the country. 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 Standrand.
Jeder heißt auf Englisch every oder each. Die beiden Wörter sind ziemlich ähnlich, aber each ist etwas betoner — 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 ...
LIST 8 — 20 VOCABULARY ITEMS & 3 SENTENCES (PAGE 15,12 – 16,1)

store (America) place where you buy things — (U.S.A.) Laden; Geschäft
shop (Britain) place where you buy things — (Britain) Laden; Geschäft
to run errands to go and buy things you need Besorgungen machen
* to run, ran, run
to pick up 1. Hi, Dad, I’m at the station — can you pick me up?
2. to take s.th. up with your hands abholen
supplies things that people need, especially food Vorräte
post office place where you can send letters, buy stamps etc. Post(-amt)
bank account We have an account at the bank in town. Bankkonto
to deposit to put money in a bank einzahlen
to earn to get money for work; He earns $2000 a month. verdienen
day Most people work in the day and sleep at night. Tag
week A week has seven days. Woche
month July, August and September are months. Monat
year A year has 12 months. What year were you born in? Jahr
to thank s.o. to say “thank you” to; I thanked Tim for his present. jmd. danken
proud of pleased about s.th. you have or did stolz auf
respect Everyone respects a brave (= mutig!) person. Achtung haben vor
college place where people study after leaving school Universität
to become to become s.o. who knows and understands a lot ein gebildeter Mensch
werden educated

* to become, became, become

up and down one way and then the other way auf und ab
whatever anything that; You can do whatever you want. was auch immer
especially He loves fruit, especially bananas. besonders; vor allem
to call 1. They called the baby Sarah.
2. The children came when their mother called.
3. My father called us from London.
as if They came in very slowly, as if 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

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