








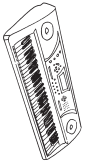



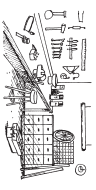


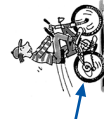



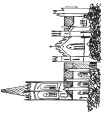




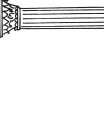


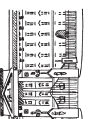

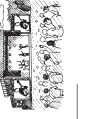















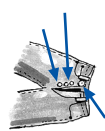










## Resource Section 1

*Vocabulary Action Sheets (VAS)*



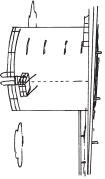







*Language Action Sheets (LAS)*









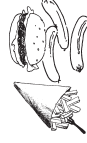



Definitions	Context	Instruments	Kinds of music	All about music	Pictures	The fourth word	German/English
1 the time when you're young	October 3rd is a holiday in Germany.		a kind of music from Jamaica	a programme of music for many people		1,000 – a thousand 1,000, 000 –	übrigens
2 hockey on ice	A good way to learn about the past is to visit a museum.		people's music, often different in different countries	People come together to hear or play music etc. at a		fly – flight mix –	Nett, dich kennen-zulernen!
3 He/She tells other people what work to do.	The sun goes down in the evening.		music with electric instruments and singing	a young person's word for 'concert'		sing – a song drums – the	Passt der Hut zur Jacke? Does the hat go the jacket?
4 30 minutes	He's an international star. He sings world.		a dance that goes with rap music	a young person's word for 'give a concert'		top – bottom – south	Wart's ab! !
5 a place where people can eat and sleep cheaply	When can we meet? – next Friday?		music by Mozart, Beethoven, etc.	say the words of a rap		left – right west –	so/auf diese Weise
6 between two or more countries	Spain and Italy are in the		a kind of music from the 1970s	You learn or practise music in a group at a		rain – rainy west –	vier Komma zwei
7 one part of a thing, the same size as the other part	I'd like to see you again. Let's K in		music for teenagers, often about love	play music at a disco		move – movement record –	eine Art Trommel a of











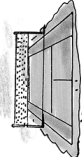





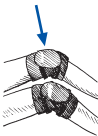








Definitions	Context	Buildings and places	Transport	London Underground	The fourth word	Pictures	German/English
open for all people <i>pu</i>	Zugspitze is the _____ mountain in Germany. <i>est</i>	 <i>sy</i>		another name for London Underground the <i>T</i> _____	ship – sea plane – _____ <i>w</i>	 <i>w</i>	Tondatei
Tourists like to see these places. <i>s</i>	They didn't stop to help. They just _____ <i>w</i> _____ <i>ed</i> _____	 <i>m</i> _____	 <i>b</i> _____ <i>p</i> _____	an all-day ticket for London You wait for a train here. <i>p</i> _____	piano – instrument breakfast – _____ <i>m</i> _____	 <i>m</i> _____	Mach weiter! / Lies weiter. _____ on / _____
of a king or queen <i>r</i>	I went to bed early <i>a</i> _____ wasn't tired. I _____ <i>a</i> _____	 <i>ca</i> _____	 <i>g</i> _____	a ticket to a place but not back _____ ticket <i>t</i> _____ <i>m</i> _____	BE – mum AE – _____	 <i>m</i> _____	öffentliche Verkehrsmittel
helpful ideas <i>t</i>	Do you _____ every night when you're asleep? <i>d</i> _____	a little street <i>l</i> _____	 <i>l</i> _____	This train travels south. train get off one train and get on another train	lunch – meal Chicken Biryani – _____ <i>d</i> _____	 <i>d</i> _____	Naturkunde Was ist das Besondere an ...? What's _____ ...?
not new, already used <i>s</i> _____ <i>h</i> _____	My birthday is a _____ day for me. <i>s</i> _____ _____ day for me.	 <i>c</i> _____	 <i>c</i> _____	man – king woman – _____ <i>Circle</i> <i>Central</i> underground <i>l</i> _____ <i>s</i> _____	by – car _____ – foot	 <i>e</i> _____	einst, früher einmal
the name of our planet <i>e</i>	Can you give me all the _____ of your plan? <i>d</i> _____ _____ of your plan?	 <i>p</i> _____	 <i>p</i> _____	a part of the underground lines in a city <i>z</i> _____	UK, Germany – countries London, Berlin – _____ <i>ca</i> _____	 <i>o</i> _____ <i>-t</i> _____ bus	eigentlich modisch, schick
a young sheep	Look, there's a bridge _____ the river. <i>d</i> _____	 <i>p</i> _____	 <i>p</i> _____				





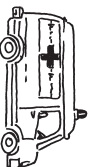
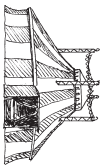
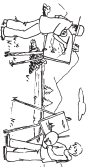
Definitions	Context	Animals and meat	Food	The fourth word	Pictures	Detective stories	German/English
<b>1</b> a series of art lessons an art c _____	I was _____ s _____ to see him. I thought he was on holiday.			young – youth electric – _____		kill a person _____	Viel Spaß! H _____ a g _____ t _____ !
<b>2</b> come into view suddenly a _____	I / _____ a _____ and saw a policeman behind me.			right hand – knife left hand – _____		this person kills another person m _____	Was gibt es zum Mittagessen? lunch? _____
<b>3</b> part of a country, city or town a _____	'Did you hear the a _____! Our train is late.'	meat from a cow _____		hot – cold spicy – _____			realistisch _____
<b>4</b> not a special thing an e _____ thing	The TV doesn't _____! it's broken. I think			top – bottom far – _____ near / _____ (to)		the last part of a story the e _____	ein seltsamer Schatten a _____
<b>5</b> something that is true f _____	The dog ran a _____ the garden and played with the ball.			noise – noisy surprise – _____			Wie komme ich voran? H _____ ?
<b>6</b> a sudden bright light f _____	A Stop s _____ is red with white letters.			cloud – rain sun – _____		Call the police if you are the _____ of thieves or robbers.	Was für ein Tag! day!
<b>7</b> make somebody feel surprised s _____ somebody	It was Jane's first flight. She was very _____.			the opposite of mild _____		smile – a smile murder – _____	meiner Ansicht nach _____



Definitions	Context	Orkney Islands	Town and country	The fourth word	Media	German/English
1 another word for 'till'  a _____ one time	He feels _____ I _____ because he has no friends. My team practises three times _____ week.	 _____	 b _____	one time – once two times – _____ centre – central person – _____	information for another person _____ m _____ You can read this information on your mobile. t _____ m _____	Aussage, Feststellung _____
2 a good friend a _____	If the juice is too sweet, you can _____ it with water.	 t _____	 c _____	survive – survival arrive – _____	use a mobile to send sb. a message _____ sb. _____	Betonung _____
3 make a picture in your head of sb. or sth. i _____	The journey to London t _____ s about 2 hours.	 s _____	 c _____	small – little big – h _____	You send or get these messages in real time. _____ s _____	Gliederung, Struktur _____
4 list of times when buses arrive/leave	Mum often _____ me _____ after school.	 c _____	 _____	come – go arrival – _____	radio, TV, mobiles, e-mail, etc. e/ _____ m _____	Markenzeichen _____
5 the father of your grandma or grandpa _____ - _____	My name's Daniel. I _____ also _____ Dan.	 _____	 a _____ street	danger – dangerous hill – _____	You can install this sound on your mobile. _____	Wo ist die Post, Liebling? Where is the _____? von ... bis _____ ...

Definitions	Pictures	Context	Opposites	What we do	The fourth word	Irregular verbs	German/English
<b>1</b> right, with no mistakes c _____		Would you like a c _____ tea? c _____	above _____	 f _____ friends	argue – argument translate – _____	simple past of 'blow' _____	Es könnte (vielleicht) gut gehen. It w _____ g _____ w _____.
<b>2</b> This person hurts weaker people. b _____		It c _____ d rain, so wear a coat. What r _____ do you have in the play?	clever _____	c _____ other people rude n _____ s _____	central – centre beautiful – _____	simple past of 'begin' _____	Er ist nicht einmal mein Typ. He's _____ my _____.
<b>3</b> the most important teacher h _____		What r _____ do you have in the play?	finish b _____	c _____ paper 	1,000 – thousand 1,000,000 – _____	simple past of 'forget' _____	Er ist einfach ein Klon. He's / _____ a _____.
<b>4</b> British school kids meet for this at the start of the day. f _____		That song was great. Can I hear it o _____ m _____ / o _____ a _____ ?	cool u _____	u _____ people 	1 km – 1,000 metres 1 metre – 100 _____	simple past of 'upset' _____	aufgebracht, gekränkt wegen u _____ a _____
<b>5</b> 1,000 metres 1 _____		How can we get a _____ that river?	tidy _____	l _____ u _____ words in a dictionary	begin – beginning feel – _____	simple past of 'cut' _____	Ich erwarte 20 Gäste. I'm _____ in 20 guests.
<b>6</b> take sth. suddenly in your hand g _____ sth.		My parents never l _____ me go to a disco.	safe u _____	t _____ words from German into English	teach – teacher cut hair – _____	The lesson has just (begin) _____	Favorit/in, Lieblings _____
<b>7</b> public building for people in a town c _____		My new dictionary has got 40,000 e _____.	remember _____	b _____ things 	must – have to can – be _____ to	The wind has the clouds away. _____	beim Friseur _____
<b>8</b> hot dish with meat and vegetables s _____		A little stone h _____ the wind-screen.	below _____	bel _____ facts and true stories	present – presentation mean – _____	I've (forget) my homework. _____	Ist sie neidisch? Is she _____ ?



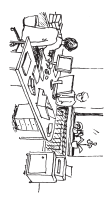






	Definitions	Football	Football results	Sports clothes	Sports equipment	Sports locations	More about sport
<b>1</b>	practise a sport or other activity t _____		win goals in a match s _____				
<b>2</b>	be a fan of a team s _____ a team	break in the middle of a football match _____ - _____	number of goals a team wins in a match s _____				A champion is somebody who wins a _____. ch _____
<b>3</b>	the time when you train training s _____	another word for 'pitch' _____	The f _____ s _____ was: Arsenal 4, Manchester 3.				Olympic Games for disabled people
<b>4</b>	In this kind of sport you run, jump or throw things. a _____	Smith scored with a _____ into the corner of the goal.	If a team doesn't score a goal, its score is _____.				Before you play in the final, you must win the _____.
<b>5</b>	a fan of a team _____	 f _____ s _____	If both teams score one goal each, we say the match ends one _____.				the last match in a championship f _____
<b>6</b>	win against sb. in a game or match b _____	the place where the goalkeeper stands _____	If both teams have the same final score, it's a _____.				 g _____ m _____
<b>7</b>	a person who trains a team c _____	the first 45 minutes of a football match _____	One more w _____ and our team will be champion.				a kind of bowl as a prize, sometimes silver or gold r _____ t _____

Definitions	Context	Pictures	The fourth word	What we do	Irregular verbs	German/English
<b>1</b> see a person or thing suddenly s <u>p</u> _____	He had to have an o_____ after the accident.		central – centre different – _____	d <u>r</u> _____ pictures	simple past of 'grow up' _____	Abgemacht! It's _____!
<b>2</b> not able to use part of your body d_____	I'm not 18. I'm o_____ 17.		beef – meat armchair – _____	f_____ with other people	simple past of 'draw' _____	allgemein _____
<b>3</b> say something in other words p_____	There's the bell! We'll have to e_____ the lesson now.		right – wrong real – _____	e_____ rooms	simple past of 'fight' _____	erwachsen werden g_____ u_____
<b>4</b> If you have this, you will enjoy your food. d <u>p</u> _____	I don't know much about you. So tell me d <u>b</u> _____.		feel – feeling hope – _____	m_____ a _____ with people	simple past of 'beat' _____	die richtige Reihenfolge the right o_____
<b>5</b> area on the internet where people 'talk' c_____ r_____	We waited for hours – i_____ t_____ e_____ she came.		50% – half 100% – _____	r_____ our country in an international match	draw I've _____ a picture for you.	etwas abschneiden _____ sth. _____
<b>6</b> a line with past, present and future from left to right t_____	We like the friendly d <u>t</u> _____ at this hotel.		in – into on – _____	t_____ a r_____ in the country	'fight' Has your dog ever _____ with another dog?	verrückt auf/nach etwas sein be u_____ sth. _____
<b>7</b> a student from abroad who visits your home/school e_____ student	He has a great t_____ for languages. He speaks five or six!		exciting – excited interesting – _____	g_____ u_____ in a family	I've just _____ my sister at tennis.	sich auf etwas beziehen r_____ t_____ sth.

Definitions	Pictures	Context	Opposites	What we do	The fourth word	Canada	German/English
1 collect as many ideas as possible b		Have you heard the _____ news? Jane is dating Tim.	agree	_____ in rivers	begin – beginning argue – _____	_____ a pair of _____ _____	eine vierstündige Reise a _____ journey
2 the words of a song l		Help! The tiger has e _____ d from its cage! Everyone la _____ ed a Tom because he looked so silly.	clever s i	_____ in fields	translation – translate revision – _____	a small house, often made of wood c	ein zehntägiger Streik a _____
3 number of people who live in a place p		_____ km s	tolerant	_____ in summer	under 18 – child over 18 – _____ a	_____	Er gab mir die Schuld. He b _____ ed me.
4 part of a song that singers sing a few times c		Hats _____ people from the sun. p	turn up	_____ down rivers	too loud – turn down not loud enough – _____ t	somebody who hunts animals a h	ein Argument vorbringen m _____ a p
5 use more of sth. than you need w		It's 11.55 – e _____ 5 minutes before 12 o'clock.	old-fashioned m	_____ in winter	mean – meaning spell – _____	part of a river where the water moves very fast r	traditionell und tolerant and _____
6 try to hurt or kill somebody a		His ideas are mad. People think he's c _____ y.	nervous r	_____ animals	BE – mobile AE – _____ c	_____	Schlafparty
7 one part of a hundred p		Somebody stole my bike whi _____ I was in the shop.	strict e	_____ with friends	live – life attack – _____	– 20° C m _____ twenty degrees C _____	Ich kam erst um 7 Uhr an. I d _____ t arrive u _____ 7 o'clock.
8 not later than 10 pm _____ 10 pm		You mustn't do that! It's against the r _____ s!	minus	_____ people about dangers	mild – spicy easy-going – _____ s	Ontario and Quebec are Canadian p	sich gegenseitig helfen help e _____

# 5 Vocabulary Action Sheet

© 2008 Cornelsen Verlag, Berlin · Alle Rechte vorbehalten

Definitions	Context	Books and magazines	Pictures	Music	The fourth word	What we do	German/ English
<b>1</b> the most important idea the <i>w</i> _____ idea	The concert was a big <i>s</i> _____. Everybody liked it.	person who checks a writer's texts <i>e</i> _____		songs or pieces of music, all on one record or CD <i>a</i> _____	big, small – size old, young – <i>a</i> _____	<i>sk</i> _____ texts to get the main ideas quickly	Was hältst du von ...? <i>th</i> _____ do you <i>f</i> _____ about ...?
<b>2</b> shorter word for teenager <i>t</i> _____	Shoes are usually made of <i>le</i> _____.	print and sell a book or magazine <i>pu</i> _____		one piece of music on a CD <i>t</i> _____	a, b – small letters A, B – <i>c</i> _____ <i>l</i> _____	<i>p</i> _____ cars, machines, etc. in factories	Das liegt bei dir. That's _____.
<b>3</b> have a talent for something be <i>g</i> _____ <i>a</i> _____ sth.	I'm saving money <i>s</i> _____ <i>t</i> _____ I can buy a new bike.	one part of a magazine <i>s</i> _____		a play where actors sing all the words <i>o</i> _____	stand – stood keep – _____	<i>sq</i> _____ fruit to get juice	eine CD herausbringen <i>R</i> _____ a CD
<b>4</b> have no talent for something be _____ <i>a</i> _____ sth.	I had lots of problems. Everything <i>w</i> _____ <i>w</i> _____.	a picture that somebody draws <i>d</i> _____		a channel with pop music a pop <i>s</i> _____	eat – ate wake – _____	<i>c</i> _____ people by phone, letter or e-mail	eine Karriere in einer großen Firma a <i>c</i> _____ in a big <i>c</i> _____
<b>5</b> When nobody speaks there is <i>s</i> _____.	Which _____ is better here? Simple past or present perfect?	words below a picture that explain what it's about <i>c</i> _____		a CD or record with one song <i>s</i> _____	eat – eaten wake – _____	<i>k</i> _____ food in fridges	etwas auf die Beine stellen <i>g</i> _____ sth. <i>o</i> _____ the <i>g</i> _____
<b>6</b> a difficult question that you ask as a kind of game <i>ri</i> _____	<i>w</i> _____ me <i>u</i> _____ early tomorrow. At about 5.30 am, please.	The words Teen Magazine are in <i>b</i> _____ <i>p</i> _____.		He wrote the lyrics of the song, but he didn't write the <i>t</i> _____	sit – sat stick – _____	<i>w</i> _____ <i>u</i> _____ in the morning	in jn. verknallt sein <i>u</i> _____ a <i>c</i> _____ on sb.
<b>7</b> Something that helps you to do something is <i>us</i> _____.	The CD was very <i>su</i> _____. The shops sold millions of copies.	book about a person's life <i>b</i> _____		They went to the studio to <i>r</i> _____ their new single.	BE – holiday AE – <i>v</i> _____	<i>dec</i> _____ on what to do at the weekend	in der Nacht zuvor the night <i>b</i> _____
<b>8</b> opposite of 'most' <i>le</i> _____	The theatre tickets <i>s</i> _____ <i>o</i> _____ in only 2 hours.	Excuse me. Can I borrow your <i>c</i> _____ of the book?			movement – move announcement – _____	<i>s</i> _____ <i>d</i> _____ in a new school, job or town	aus etwas herausstehen <i>s</i> _____ <i>o</i> _____ of sth.



	Definitions	Context	Instruments	Kinds of music	All about music	Pictures	The fourth word	German/English
1	youth	national	electric guitar	reggae	concert	United Kingdom	million	by the way
2	ice hockey	way	fiddle	folk	festival	DJ (noun)	mixture	Nice to meet you!
3	boss	west	flute	rock	gig	steel drums	play	go with
4	half an hour	all over	recorder	hip hop	do a gig	United States	north	Wait and see!
5	hostel	How about	saxophone	classical	rap	keyboard	east	this way
6	international	south	trombone	punk	workshop	halves	western	point
7	half	keep ... touch	trumpet	pop	DJ (verb)	workshop	recording	kind ... drum

Introduction

	Definitions	Context	Buildings and places	Transport	London Underground	The fourth word	Pictures	German/English
1	public	highest	synagogue	bus stop	Tube	air	wheel	sound file
2	sights	walked on	mosque	bus pass	Travelcard	meal	video	Go on! / Read on.
3	royal	although	cathedral	gate	platform	mom	dinosaur	public transport
4	tips	dream	lane	ticket machine	single	central	machines	natural history
5	second-hand	ground	lock	ferry	southbound	dish	big wheel	special about
6	rush hour	special	column	taxi	change	on (foot)	earthquake	once
7	earth	details	palace	tram	lines	queen	open-air	actually
8	lamb	across	parliament	airport	zone	capitals	open-top	trendy

Unit 1A

	Definitions	Context	Animals and meat	Food	The fourth word	Pictures	Detective stories	German/English
1	course	surprised	pig	peas	electricity	spoon	murder	Have ... good time!
2	appear	looked around	turkey	onion	fork	whistle	murderer	What's for
3	area	announcement	beef	nut	mild	teaspoon	knife	realistic
4	everyday	work	pork	eggs	close (to)	buttons	ending	strange shadow
5	fact	around	bacon	mushrooms	surprising	helmet	blood	How am I doing?
6	flash	sign	steak	vegetables	light	plug	victim	What a day!
7	surprise	excited	turkey	spicy	allowed	menu	murder	in my view

Unit 1B



	Definitions	Context	Orkney Islands	Town and country	The fourth word	Media	German/English
1	until	lonely	oil	bay	twice	message	statement
2	once	a week	tank	coast	personal	text message	stress
3	mate	mix	cliff	canal	arrival	text	structure
4	imagine	takes	salmon	farmer	huge	instant messages	logo
5	timetable	picks ... up	ceilidh	car park	departure	electronic media	... post, love?
6	great-grandfather	'm called	farmer	busy	hilly	ringtone	from ... to

Unit 2A

	Definitions	Pictures	Context	Opposites	What we do	The fourth word	Irregular verbs	German/English
1	correct	rucksack	cup of	below	film	translation	blew	might go well
2	bully	anorak	could	stupid	call ... names	beauty	began	not even ... type
3	head teacher	cup	role	begin	cut	million	forgot	just ... clone
4	Assembly	teddy bear	once more / once again	uncool	upset	centimetres	upset	upset about
5	kilometre	windscreen	across	untidy	look up	feeling	cut	expecting
6	grab	fast food	let	unsafe	translate	hairdresser	begun	favourite
7	community hall	ponytail	entries	forget	blow	be able to	blown	at the hairdresser's
8	stew	monster	hit	above	believe	meaning	forgotten	jealous

Unit 2B

© 2008 Cornelsen Verlag, Berlin · Alle Rechte vorbehalten

	Definitions	Football	Football results	Sports clothes	Sports equipment	Sports locations	More about sport
1	train	goalkeeper	score	swimming trunks	skis	ski slope	golf
2	support	half-time	score	swimsuit	bat	sports hall	championship
3	session	field	final score	leotard	racket	court	Paralympics
4	athletics	shot	nil	tights	saddle	bridle path	semi-final
5	supporter	football shirt	all	riding boots	pads	half-pipe	final
6	beat	goal	draw	running shoes	sledge	stadium	gold medal
7	coach	first half	win	riding hat	pads	running track	cup

Unit 3A

	Definitions	Context	Pictures	The fourth word	What we do	Irregular verbs	German/English
1	spot	operation	bedspread	difference	draw	grew up	It's a deal!
2	disabled	only	curtain	furniture	fight	drew	general
3	paraphrase	end	salt	artificial	enter	fought	grow up
4	appetite	about yourself	pepper	hope	make ... deal	beat	order
5	chat room	in the end	ambulance	whole	represent	drawn	cut ... off
6	timeline	atmosphere	circus	onto	take a ride	fought	be mad about
7	exchange	talent	artists	interested	grow up	beaten	refer to

Unit 3 B

	Definitions	Pictures	Context	Opposites	What we do	The fourth word	Canada	German/English
1	brainstorm	cook	latest	disagree	fish	argument	snowshoes	four-hour
2	lyrics	black bear	escaped	silly	camp	revise	cabin	two-day strike
3	population	square	laughed at	intolerant	canoe	adult	walrus	blamed
4	chorus	microphone	protect	turn down	paddle	turn up	hunter	make ... point
5	waste	blanket	exactly	modern	snowshoe	spelling	rapids	traditional ... tolerant
6	attack	movie	crazy	relaxed	hunt	cellphone	canoe	sleepover
7	per cent	kph	while	easy-going	hang out	attack	minus ... Celsius	didn't ... till / until
8	by	leader	rules	plus	warn	strict	provinces	each other

Unit 4

	Definitions	Context	Books and magazines	Pictures	Music	The fourth word	What we do	German/English
1	main	success	editor	headphones	album	age	skim	How ... feel about?
2	teen	leather	publish	monitor	track	capital letters	produce	That's up to you.
3	good at	so that	section	office	opera	kept	squeeze	Release
4	bad at	went wrong	drawing	pipe	station	woke	contact	career ... company
5	silence	tense	caption	musicians	single	woken	keep	get sth. off the ground
6	riddle	Wake ... up	bold print	bagpipes	tune	stuck	wake up	have a crush on
7	useful	successful	biography	album	record	vacation	decide	before
8	least	sold out	copy	musical instruments	record	announce	settle down	stick out

Units

# 1 Language Action Sheet

## The present perfect and the simple past in contrast

➤ p. 17

Das *present perfect* und das *simple past* im Vergleich

■ **1a** Find the sentences in 7 (p. 17) and complete them.

Finde die Sätze in 7 (S. 17) und vervollständige sie.

\_\_\_\_\_ you ever \_\_\_\_\_ Japanese food? – Yes, I \_\_\_\_\_. I \_\_\_\_\_ it at school last year.

And \_\_\_\_\_ you ever \_\_\_\_\_ anything really strange? – I \_\_\_\_\_ crocodile last summer.

■ **1b** Draw **red** boxes around the **present perfect forms** and **blue** boxes around the **simple past forms**.

Male **rote** Kästchen um die **Present perfect-Formen** und **blaue** Kästchen um die **Simple past-Formen**.

■ **2** Complete the following statements.  
Two of them are true for the present perfect,  
two of them are true for the simple past.

Vervollständige die folgenden Aussagen.  
Zwei von ihnen stimmen für das Present perfect,  
zwei von ihnen stimmen für das Simple past.

You want to **say** that something has happened? Use the \_\_\_\_\_

You want to **ask** when something happened? Use the \_\_\_\_\_

You want to **ask** if something has happened? Use the \_\_\_\_\_

You want to **say** when something happened? Use the \_\_\_\_\_

**a** present perfect

**b** simple past

■ **3** Look at the words and phrases in the box.  
Which of them do you often find in present perfect  
sentences? Underline them in red.  
Which do you find in simple past sentences?  
Underline them in blue.

Sieh dir die Wörter und Wendungen im Kasten an.  
Welche davon findest du oft in Present perfect-Sätzen?  
Unterstreiche sie in Rot. Welche in Simple past-Sätzen?  
Unterstreiche sie in Blau.

yesterday • last year • often • three years ago • never • ever? • in 2006 • already •  
yet? • always • on Monday afternoon • not yet • in April

■ **4** Make sentences. Do you need the present perfect or the simple past?

Bilde Sätze. Brauchst du das Present perfect oder das Simple past?

(eat) I – never – kangaroo \_\_\_\_\_

(try) you – ever – kangaroo? \_\_\_\_\_

(go) My parents – to Australia – last year \_\_\_\_\_

(eat) They – lots of strange things – there \_\_\_\_\_

■ **5** Now look at Grammar File 1 on pp. 139–140.

Schau dir jetzt Grammar File 1 auf S. 139–140 an.

## Conditional sentences (type 2) Bedingungssätze (Typ 2)

➤ p. 35

■ **1a** Find the sentences in 8 (p. 35) and complete them.

Finde die Sätze in 8 (S. 35) und vervollständige sie.

If people \_\_\_\_\_ you 'Fishface', you \_\_\_\_\_ be upset too.

If girls \_\_\_\_\_ me names, I \_\_\_\_\_ n't \_\_\_\_\_.

If I \_\_\_\_\_ you, I' \_\_\_\_\_ them.

I \_\_\_\_\_ them if they \_\_\_\_\_ me names all the time.

■ **1b** Underline the if-clauses with a green pen and the main clauses with a red pen. Which tense do you use in the if-clause? And in the main clause?

Unterstreiche die if-Sätze mit einem grünen Stift und die Hauptsätze mit einem roten Stift. Welche Zeit verwendest du im if-Satz? Und im Hauptsatz?

**if-clause:** If people called you 'Fishface', ... **main clause:** ..., you would be upset.

**tense:** \_\_\_\_\_ + in \_\_\_\_\_

■ **2** Read these sentences. Underline the correct verb forms. Cross out the wrong verb forms.

Lies die folgenden Sätze. Unterstreiche die richtigen Verbformen. Streiche die falschen Verbformen durch.

If the Beauties **didn't call** / **wouldn't call** Katrina 'Fishface', she **wouldn't be** / **wasn't** so sad.

If Katrina **wouldn't live** / **didn't live** on Hoy, she **saw** / **would see** Latisha more often.

You **were** / **would be** angry too if your friends **called** / **would call** you names.

■ **3** What would you do if ...? Complete the sentences. You can use ideas from the box.

Was würdest du tun, wenn ...? Vervollständige die Sätze. Du kannst Ideen aus dem Kästchen verwenden.

buy a new bike • talk to my teacher • have a party • laugh at them • call them names too

If I had € 200, I \_\_\_\_\_.

If my classmates called me names, I \_\_\_\_\_.

If I was Katrina, I \_\_\_\_\_.

■ **4** Who is quite sure that Katrina won't be able to buy a flute – **Mike** or **Sue**? Tick the right box.

Wer ist ziemlich sicher, dass sich Katrina keine Querflöte kaufen können wird – **Mike** oder **Sue**? Kreuze das richtige Kästchen an.

**Mike:** If Katrina **has** enough money, she **will buy** a flute. ☐

**Sue:** If Katrina **had** enough money, she **would buy** a flute. ☐

■ **5** Now look at Grammar File 3 on p. 141.

Schau dir jetzt Grammar File 3 auf S. 141 an.

## Relative clauses Relativsätze

➤ p. 55

■ **1a** Find the sentences in 4 (p. 55) and complete them.

Finde die Sätze in 4 (S. 55) und vervollständige sie.

Who are you talking about? – The German girl 's staying with us.

No, an exchange student  I'm going to visit next year.

She says she wants to go to a   sells cheap CDs.

It's a   my grandma brought with her from Trinidad.

■ **1b** Draw a red box round the relative pronouns w  and t .

Male ein rotes Kästchen um die Relativpronomen w  und t .

■ **1c** Which word does the relative pronoun refer to? Look at the following example first, then go back to the sentences in 1a and draw arrows.

Auf welches Wort bezieht sich das Relativpronomen? Sieh dir erst das folgende Beispiel an, dann gehe zurück zu den Sätzen in 1a und zeichne Pfeile.

Latisha, we have a guest (who) has come a long way to be here.

■ **1d** Complete the rule:

Vervollständige die Regel:

You use  for people and  for things.

■ **2a** Who or that?

Who oder that?

Footie girl is the name  Latisha uses on the internet.

Anna is an exchange student  is staying with the Byrds.

Manchester United is the team  Latisha likes.

Somebody  is a fan of a football club is called a supporter.

Mrs Byrd has a grandmother  came to England from Trinidad.

■ **2b** Look at the example and complete the definitions: Fill in **who** or **that** and draw lines.

Sieh dir das Beispiel an und vervollständige die Definitionen: Setze **who** oder **that** ein und zeichne Linien.

Stewed chicken is a dish	<u>that</u>	works with a football team.
A teacher is a person	<u></u>	lives with another family for some weeks.
An exchange student is a student	<u></u>	comes from Trinidad.
A coach is somebody	<u></u>	many students find difficult.
Maths is a subject	<u></u>	explains things to students.

■ **3** Now look at Grammar File 4 on p. 142.

Schau dir jetzt Grammar File 4 auf S. 142 an.

## Contact clauses

### Relativsätze ohne Relativpronomen

➤ p. 56

#### ■ 1a Look at these two sentences.

Sieh dir diese beiden Sätze an.

Main clause

Relative clause

Main clause

Relative clause

(1) There's the boy **who** loves Emma.

(2) There's the boy **who** Emma loves.

- Which statement is correct for (1), which is correct for (2)?

Welche Aussage stimmt für Satz 1, welche für Satz 2?

The boy loves Emma. Correct for sentence \_\_\_\_\_.

Emma loves the boy. Correct for sentence \_\_\_\_\_.

- What are the **subjects (S)** and **objects (O)**? Write **S** and **O** in the right boxes:

Was sind die **Subjekte (S)** und **Objekte (O)**? Schreib **S** und **O** in die richtigen Kästchen:

☐ VERB ☐

☐ ☐ VERB

(1) ... the boy **who** loves Emma.  
... der Junge, **der** Emma liebt.

(2) ... the boy **who** Emma loves.  
... der Junge, **den** Emma liebt.

#### ■ 1b Now look at the following sentence and complete the rule.

Nun sieh dir den folgenden Satz an und vervollständige die Regel.

There's the boy **Emma** loves.

Da ist der Junge, den Emma liebt.

When the relative pronoun is the \_\_\_\_\_, you can leave it out.

Relative clauses without a relative pronoun are called 'contact clauses'.

Wenn das Relativpronomen \_\_\_\_\_ ist, kann man es weglassen.

Relativsätze ohne Relativpronomen nennt man „contact clauses“.

#### ■ 2 Can you find these contact clauses in 5 (p. 56)? Complete them.

Kannst du diese contact clauses in 5 (S. 56) finden? Vervollständige sie.

The Lowry – A museum \_\_\_\_\_ love.

It's the stadium \_\_\_\_\_.

That way we'll both do \_\_\_\_\_ and something \_\_\_\_\_ don't want to do.

#### ■ 3 Look at the following sentences.

Sieh dir die folgenden Sätze an.

Which relative pronouns can you leave out?

Welche Relativpronomen kannst du weglassen?

Cross them out.

Streiche sie durch.

The Lowry is a museum **that** everybody in the family will love.

Lowry is an artist **who** most people in Manchester know.

Latisha is the girl **who** plays the steel drum.

Football is a sport **that** many boys and girls love.

Manchester United is a football club **that** has fans all over the world.

#### ■ 4 Now look at Grammar File 5 on p. 143.

Schau dir jetzt Grammar File 5 auf S. 143 an.

## Modals and their substitutes Modale Hilfsverben und ihre Ersatzverben

➤ p. 71

■ **1a** Find the sentences in 3 (p. 71) and complete them. Then write down the infinitives on the right.

Finde die Sätze in 3 (S. 71) und vervollständige sie. Dann schreibe die Infinitive rechts hin.

Jessica: I _____ clean my room after school yesterday. ... Now I'll _____ wait till tomorrow to get Ashley's birthday present.	<b>Infinitive:</b> (to) _____ to do sth.
Emily: I'm sure I <u>won't</u> _____ go.	(to) be _____
Robert: You're <u>re</u> never _____ go anywhere, Emily! At least I'm _____ stay out till 11.	to do sth.
Robert: We <u>won't</u> _____ go till Saturday morning.	(to) be _____ to do sth.

■ **1b** Complete the chart.

Vervollständige die Tabelle.

	Modal (Modales Hilfsverb)	Substitute (Ersatzverb)
müssen	must	(to) _____
dürfen	_____, _____	(to) _____
können	_____	(to) _____

■ **1c** Now complete this chart.

Nun vervollständige diese Tabelle.

Simple present	Simple past	will-future
I have to, I must	I _____	I will have to
I'm _____ to, I can, I may	I was _____ to	I _____ be _____
I'm _____ to, I can	I _____ able _____	I _____

■ **2** Complete these sentences.

Vervollständige diese Sätze.

Be careful – use the correct verb forms.

Sei vorsichtig – verwende die richtigen Verbformen.

I wanted to go to the cinema with Josie last night, but I \_\_\_\_\_ to („nicht dürfen“)  
because I \_\_\_\_\_ („müssen“) write an essay.

The Maths test was hard. I \_\_\_\_\_ („nicht können“) do some of the exercises.

■ **3** Now look at Grammar File 6 on p. 144.

Schau dir jetzt Grammar File 6 auf S. 144 an.



# Reflexive pronouns

## Reflexivpronomen

➤ p. 72

■ **1a** Find the sentences in 6 (p. 72) and complete them.

Finde die Sätze in 6 (S. 72) und vervollständige sie.

We have to protect \_\_\_\_\_.

You can protect \_\_\_\_\_ from a bear without the hunt!

They can only blame \_\_\_\_\_!

■ **1b** Which word does the reflexive pronoun refer to? Draw arrows like in the first sentence.

Auf welches Wort bezieht sich das Reflexivpronomen? Zeichne Pfeile wie im ersten Satz.

■ **1c** Now complete the chart.

Nun vervollständige die Tabelle.

-self	-selves
I _____	we <u>ourselves</u>
you <u>yourself</u>	you _____
he _____	they _____
she _____	
it _____	

■ **2** Complete the sentences with the correct reflexive pronouns.

Vervollständige die Sätze mit den richtigen Reflexivpronomen.

Many people in Canada think they have to protect \_\_\_\_\_ from bears.

He tried to run away, but he fell and hurt \_\_\_\_\_.

A bear has to feed \_\_\_\_\_ and its babies.

■ **3** Do you need a reflexive pronoun?  
(You can look at the box in your English book on p. 168 if you need help.)

Brauchst du ein Reflexivpronomen?  
(Du kannst im Kasten auf Seite 168 in deinem Englischbuch nachschauen, wenn du Hilfe brauchst.)

Dennis hurt \_\_\_\_\_ in the last hockey match.

Robert and Linda met \_\_\_\_\_ in front of the cinema at 5 o'clock.

Mum can't remember \_\_\_\_\_ where she left her keys.

Did you have guitar lessons or did you teach \_\_\_\_\_, Lucy?

■ **4** Now look at Grammar file 7 on p. 145.

Schau dir jetzt Grammar File 7 auf S. 145 an.

## The past perfect

### Das past perfect

➤ p. 91

■ **1a** Find the sentences in the 'Mika' text on p. 91 and complete them.

Finde die Sätze im „Mika“-Text auf S. 91 und vervollständige sie.

He \_\_\_\_\_ life in Paris.

By his twelfth birthday he \_\_\_\_\_ already \_\_\_\_\_ in an opera at Covent Garden.

When he was younger he \_\_\_\_\_ his own songs,

but until the age of 12 he \_\_\_\_\_ to become a pop singer.

■ **1b** Complete:

Vervollständige:

The past perfect is made with \_\_\_\_\_(n't) + the 3<sup>rd</sup> form of the verb (the past participle).

Das Past perfect bildet man mit \_\_\_\_\_(n't) + der 3. Form des Verbs (dem Partizip Perfekt).

■ **1c** What happened **first**?

Was geschah **zuerst**?

Draw a red box round that part of the sentence.

Male ein rotes Kästchen um den Teil des Satzes.

What happened **later**?

Was geschah **später**?

Draw a green box round that part.

Male ein grünes Kästchen um den Teil.

Mika **had lived** in Paris before he **moved** to London.

When he **was** 23, he **had** already **written** lots of songs.

■ **1d** Can you complete the rule now?

Kannst du jetzt die Regel vervollständigen?

You use the past perfect to say that something happened **b** \_\_\_\_\_ something else in the past.

Man verwendet das Past perfect um auszudrücken, dass etwas **v** \_\_\_\_\_ etwas anderem in der Vergangenheit geschah.

■ **2** Simple past or past perfect? Use the verbs in the box and complete the sentences.

Simple past oder Past perfect? Verwende die Verben im Kästchen und vervollständige die Sätze.

(to) live • (to) open • (to) escape • (to) stop

Mika found it hard to settle down in London because he \_\_\_\_\_ in Paris for nine years.

Tina \_\_\_\_\_ her presents when the guests had sung 'Happy Birthday'.

The bank was empty when the police arrived. The bank robbers \_\_\_\_\_ in a fast car.

The music \_\_\_\_\_ when I pushed the button, and everything was quiet.

■ **3** Now look at Grammar File 9 on p. 147.

Schau dir jetzt Grammar File 9 auf S. 147 an.

## Resource Section 2

Erfassungsbögen A–G

Kopiervorlagen (KV) 1–29

# A KV Erfassungsbogen 1 – Listening: Answering machines

You're going to hear two messages on an answering machine. You will hear each message twice. Listen to Michael (Message 1) and Kathy (Message 2) to find out what they are talking about. Tick ☒ the correct answer a, b, c or d. Only one answer is correct.



## Tipp: Multiple-Choice-Aufgaben

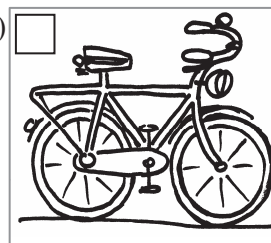
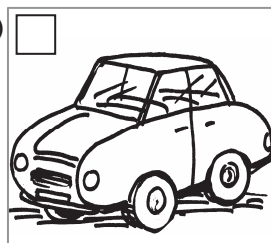
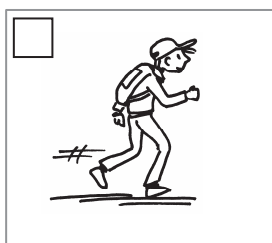

Schau alle Lösungsmöglichkeiten genau an, bevor du dich für die beste entscheidest.

### Message 1

#### 1 Where is Michael?

- a) ☐  b) ☐  c) ☐  d) ☐ 

#### 2 How is Michael getting home?

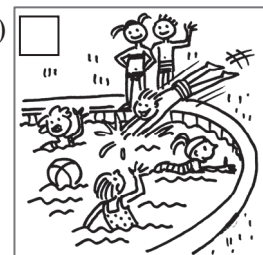


- a) ☐  b) ☐  c) ☐  d) ☐ 

#### 3 When will Michael be home tonight?



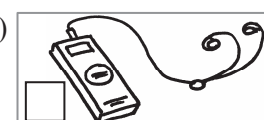

- a) ☐  b) ☐  c) ☐  d) ☐ 

### Message 2

#### 1 Where is Kathy going this afternoon?

- a) ☐  b) ☐  c) ☐  d) ☐ 

#### 2 What is Kathy buying?

- a) ☐  b) ☐  c) ☐  d) ☐ 

Punkte:

5

Mehr Übungen ► WB B2 2 (p. 16) • WB B2 15 (p. 38)

Read the three invitation cards. Then do tasks 1 and 2.

1 Match the invitation cards with the pictures. Write the letter of the invitation cards (A-C) into the box next to the correct picture. There are two more pictures than invitation cards.

**A Want to come to a party?**

**From:** Alex

**To:** Steven

We're having a barbecue.

**Where?** At my house, in the garden.

**When?** Friday night

**Time?** 6 pm

Could you bring some sausages or a salad, please?

**Call me:** 854 7730 by Wednesday

**B It's party time!**

**From:** Ms White's Dance group

**To:** the boys and girls from 7A

Let's have fun at Halloween together.

**Where?** At the school gym

**When?** Friday, 31st October

**Time:** At 4.30 pm

The scariest ghost will get a prize!

**Tell or call Ms White:** 531 2269 by Monday, 27th October

**C Let's have a party!**

**From:** Marie

**To:** Sophie

Why not stay overnight at a friend's house?

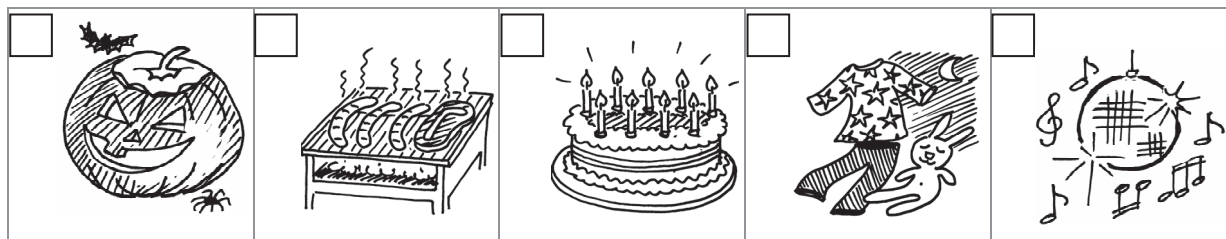
**Where?** At my house

**When?** Saturday, 13th November

**Time?** 7.30 pm

Don't forget your nicest pyjamas and some sweets!

**Call me:** 197 6021



Punkte:

2 Read the invitation cards again and tick the correct answer. There's only one correct sentence.



**Tipp: Multiple-Choice-Aufgaben**

Lies alle Lösungsmöglichkeiten genau durch, bevor du dich für die beste entscheidest.

**1 Alex's party is ...**

- a) in his room..... ☐  
b) everywhere in the house..... ☐  
c) in the garden..... ☐

**2 Steven should ...**

- a) phone Alex by Monday..... ☐  
b) phone Alex by Wednesday... ☐  
c) bring some steaks..... ☐

**3 The Halloween party is ...**

- a) at school..... ☐  
b) at a dance club..... ☐  
c) at Ms White's house..... ☐

**4 At the Halloween Party ...**

- a) you have to wear a funny dress..... ☐  
b) you can come as a scary ghost..... ☐  
c) you have to bring a prize..... ☐

**5 Marie's party ...**

- a) starts at half past 8..... ☐  
b) finishes at 7.30..... ☐  
c) finishes the next morning..... ☐

**6 Marie invites her guests ...**

- a) to sleep at her house..... ☐  
b) to have some snacks and sweets together... ☐  
c) to listen to the latest CDs..... ☐

Punkte:

Mehr Übungen ► WB B2 15 (p. 23) • WB B2 9 (p. 34) • WB B2 12 (p. 49)

**1** Find the fourth word and write it in the gaps.

- a) in the morning – get up; in the evening – go to bed
- b) watch – a film on TV; \_\_\_\_\_ – music on the radio
- c) \_\_\_\_\_ – your bed; do – your homework
- d) write – an e-mail; \_\_\_\_\_ – a book
- e) a glass of – water; \_\_\_\_\_ – tea
- f) on the left – \_\_\_\_\_ the background

Punkte: 

5	
---	--

**2** Underline the odd one out.

- a) get up, get dressed, have dinner, wash your face
- b) Thursday, March, June, July
- c) morning, free-time, evening, afternoon
- d) breakfast, food, lunch, dinner
- e) dishwasher, cooker, desk, fridge
- f) shorts, pyjamas, socks, cap

Punkte: 

5	
---	--

**3** Word fields: Underline the group word.

- a) beach, plane, sea, holiday
- b) bathroom, kitchen, flat, bedroom
- c) sun, weather, rain, clouds
- d) music, football, dance, hobby
- e) animal, hedgehog, snake, squirrel
- f) cornflakes, egg, breakfast, toast

Punkte: 

5	
---	--

**4** Complete the table. Write at least five words under each topic / head word.  
Use each word only once!

## School

Subjects	Things in our classroom	Things in my school bag	Activities I do in the lessons	Clubs, sports, activities
Science	chair	folder	answer questions	choir

Punkte: 

25	
----	--

Mehr Übungen ► WB B2 1 (p. 16) • WB B2 8 (p. 33) • WB B2 1 (p. 66)

Complete the correct words in the gaps.



**Tipp:** Lies zuerst den ersten und den letzten Satz, sodass du weißt, worum es in dem Text geht. Vervollständige die Wörter in den Lücken.

Achtung: Manchmal fehlen sehr kurze Wörter, z. B. *the* oder *at*.

In Germany, school usually finishes at about 1 pm and students can go home for lunch.

In Britain, lessons finish at about 3.30 pm in t\_\_\_\_\_ afternoon.

The school day is longer, so students need \_\_\_\_\_ meal before school is over.

Some students take a lu\_\_\_\_\_ box from home – often with sandwiches – but

most kids ju\_\_\_\_\_ go to the school canteen and buy hot food a \_\_\_\_\_ lunch break.

So what's usually on the menu at sch\_\_\_\_\_ canteens? Some kids love fast food – chips, sausages,

hamburgers a \_\_\_\_\_ pizza. And in the past, students could buy these thi\_\_\_\_\_ at the

canteen every day. But not any more. Ma\_\_\_\_\_ people were worried about school lunches.

'They aren't healthy eno\_\_\_\_\_ for our children,' they said. 'We must change the menu.'

So today, canteen food is different.

Punkte:

10





## Role cards



**1** You're a reporter for a youth magazine from Sweden. You're in a youth hostel in Berlin and meet some very interesting people.

Ask at least six questions to find out more about these people.



You can ask him/her about:

- name?
- where from?
- alone here?
- how he/she got here?
- how long he/she is staying?
- what he/she is doing here?
- if he/she likes Berlin?
- ...

Start like this:

I'm a reporter from the magazine "... " and I want to know more about the young guests at the youth hostel here. My name is ...

**2** You're a tourist from ...  
You're travelling through Europe and visiting lots of different countries. You're staying in Berlin for a few days.

Answer the reporter's questions. You can use the pictures and words below in your answers.



**3** You're a German student from a small town or village. You're on a class trip in Berlin.












Answer the reporter's questions. You can use the pictures and words below in your answers.

**4** You're a British student from Chester. After your visit to your partner school in ... you're staying in Berlin for a few days.

Answer the reporter's questions. You can use the pictures and words below in your answers.



You're at a youth hostel in Berlin. One of you is a reporter for a youth magazine. The others are tourists. Read your role card. Take notes for the interview. You can use the pictures. Swap roles.

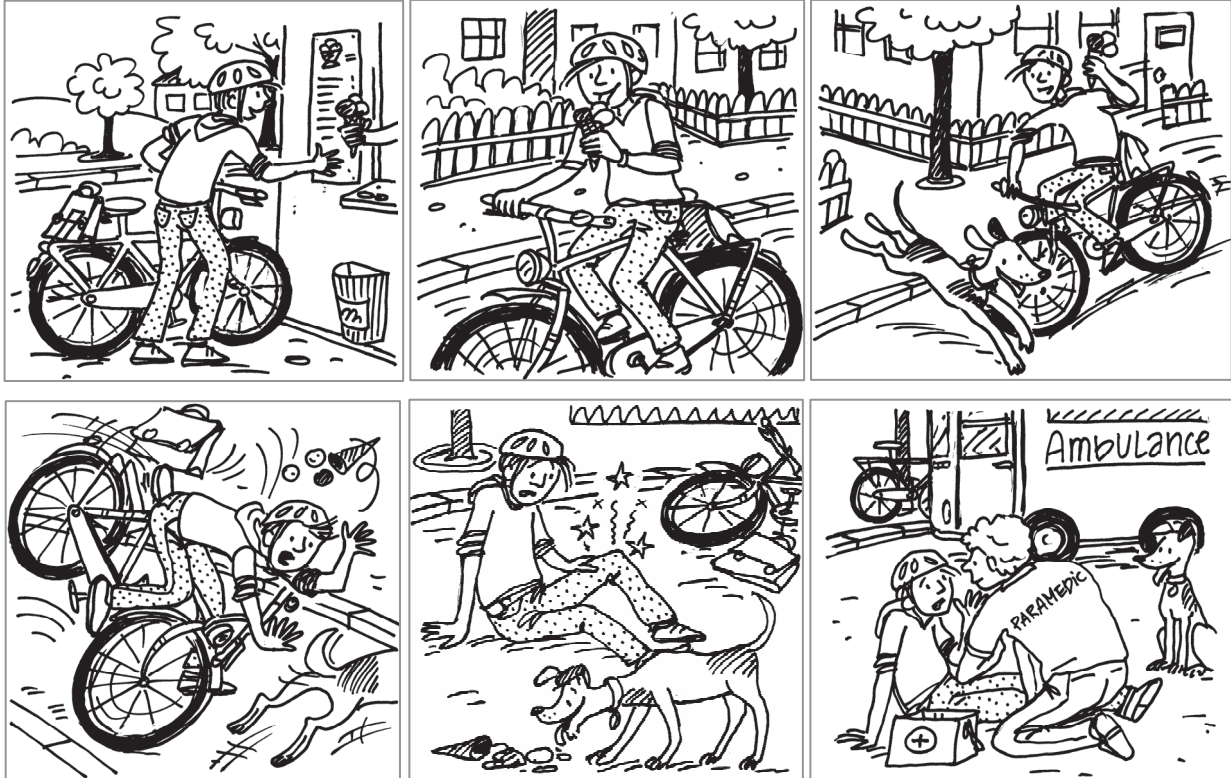
 Reichstag	 Brandenburger Tor	 TV tower	 shopping bags	 theatrical masks
 cinema ticket	 ice bear Knut	 bus	 airplane	 train
 calendar	 calendar	 calendar		
 surprised	 happy	 excited	 sad	 thoughtful

Mehr Übungen ► WB B2 19 (p. 13)

You only have to do one writing task. Choose between task **A** or **B**.

### Task A: Picture story: A bike accident

These pictures show a story. What happened to Tim? Write the story with one or two sentences for each picture.



You can start like this:

One day when Tim went home from school by bike ...

**Denk dran!**

Geschichten schreibst du im *simple past*.

#### Tipp: Linking words



Eine Geschichte klingt viel interessanter, wenn du die Sätze mit *linking words* verbindest.

Zeitangaben helfen dir, wenn du beschreiben willst, in welcher Reihenfolge etwas passiert ist:

One day ... / First ... / Then ... / After that ... / Next ... / Suddenly ... / Ten minutes later ... / So he/she/the ...

### Task B: Story bag

Write a story. Use all the words in the story bag!

**Denk dran!**

Geschichten schreibst du im *simple past*.



beautiful • bed • cat • chair •  
drink • eat • fast • flower • red •  
jump • run • sleep • strawberry •  
table • terrible • wild

#### Tipp: Correcting mistakes



Wenn du deine Geschichte fertig hast, lies sie noch zweimal durch:

1. Ist deine Geschichte vollständig und gut verständlich?
2. Hast du Fehler gemacht? Lies langsam Wort für Wort und achte auf die richtige Zeitform der Verben, Wortfehler oder Rechtschreibfehler.

Mehr Übungen ► WB B2 Activity Page 2 • WB B2 9 (p. 8) • WB B2 10 (p. 9) • WB B2 14 (p. 63)

# G KV Auswertungsbogen

Aufgabe	Fertigkeit	Grad der Beherrschung (Punkte)					
<b>1 Listening</b>	Du kannst in einer Aufgabe wesentliche Informationen verstehen.	5	4	3	2	1	0
<b>2 Reading</b>	<p><b>1</b> Du kannst herausfinden, worum es in kurzen Texten geht, und Bilder zuordnen.</p> <p><b>2</b> Du kannst in kurzen Texten gezielt bestimmte Informationen erfassen.</p>	3	2	1	0		
		6	5/4	3/2	1	0	
<b>3 Words</b>	Du kennst englische Wörter zu verschiedenen Themen.	40-38	37-30	29-24	23-18	17-10	9-0
<b>4 Cloze-Test</b>	Du kannst einen Lückentext verstehen und die Wörter bzw. grammatischen Strukturen vervollständigen.	10/9	8/7	6/5	4/3	2-0	
<b>5 Speaking</b>	<p><u>Mitteilungswert:</u> Du kannst ein Interview über vertraute Themen auf Englisch führen.</p> <p><u>Ausdrucksvermögen:</u> Du benutzt treffende Wörter und Wendungen und beachtest Gesprächsregeln.</p> <p><u>Verständlichkeit / Sprachliche Korrektheit / Aussprache:</u> Du machst dich gut verständlich und drückst dich sprachlich korrekt aus.</p> <p><u>Interaktionsfähigkeit:</u> Du gehst auf deinen Partner ein und kannst gut reagieren.</p>	4	3	2	1	0	
		4	3	2	1	0	
		4	3	2	1	0	
		4	3	2	1	0	
<b>6 Writing: Task A</b>	<p><u>Inhalt:</u> Du kannst die Ereignisse einer Bildgeschichte über einen Fahrradunfall darstellen.</p> <p><u>Ausdruck:</u> Deine Geschichte ist strukturiert und treffend formuliert.</p> <p><u>Sprache und Verständlichkeit:</u> Deine Geschichte ist sprachlich verständlich.</p>	4	3	2	1	0	
		4	3	2	1	0	
		4	3	2	1	0	
<b>6 Writing: Task B</b>	<p><u>Inhalt:</u> Du kannst eine interessante Geschichte mit vorgegebenen Wörtern schreiben.</p> <p><u>Ausdruck:</u> Deine Geschichte ist strukturiert und treffend formuliert.</p> <p><u>Sprache und Verständlichkeit:</u> Deine Geschichte ist sprachlich verständlich.</p>	4	3	2	1	0	
		4	3	2	1	0	
		4	3	2	1	0	

Complete the chart with information about the four kids.

Name:	Asif	Katrina	Latisha	Robert
From:				
Music:				
Which unit?				
At the festival because:				
Extra information:				


Complete the chart with information about the four kids.

Name:	Asif	Katrina	Latisha	Robert
From:				
Music:				
Which unit?				
At the festival because:				
Extra information:				

## 2 KV Music and me

- 1 Look at the questions in the table. Make notes about yourself.



- 2  Stand or sit in a double circle. Ask three different partners the questions from 1. Take notes about your partners.



	<i>Me</i>	...	...	...
What kinds of music do you like?				
When and where do you listen to music?				
Do you sing? When? Where?				
Do you play an instrument? Which?				
What are your favourite bands or singers?				

### *kinds of music*

pop • rock • RnB • jazz • country and western • reggae • classical music • folk music • ...

### *listen to music*

when I get up	in the bathroom
after school	in the kitchen
when I get home	in my room
on my way to school	on the bus / train
...	...

### *sing*

at school: sing in the choir / in music lessons / in a band  
at home: sing in the shower / when I wash the dishes / clean ... / tidy up

### *play an instrument*

drums • electric guitar • flute • guitar • keyboard • piano • saxophone • trumpet • violin • ...

- 3 **Extra** Report to the class on one of your partners.



... likes ...  
 ... is ...'s favourite band / singer.  
 ... listens to music when he / she ... / on the bus / ...  
 ... sings at home / at school / when he / she ... / in a choir / group.  
 ... plays the ... / doesn't play an instrument (but wants to learn ...)



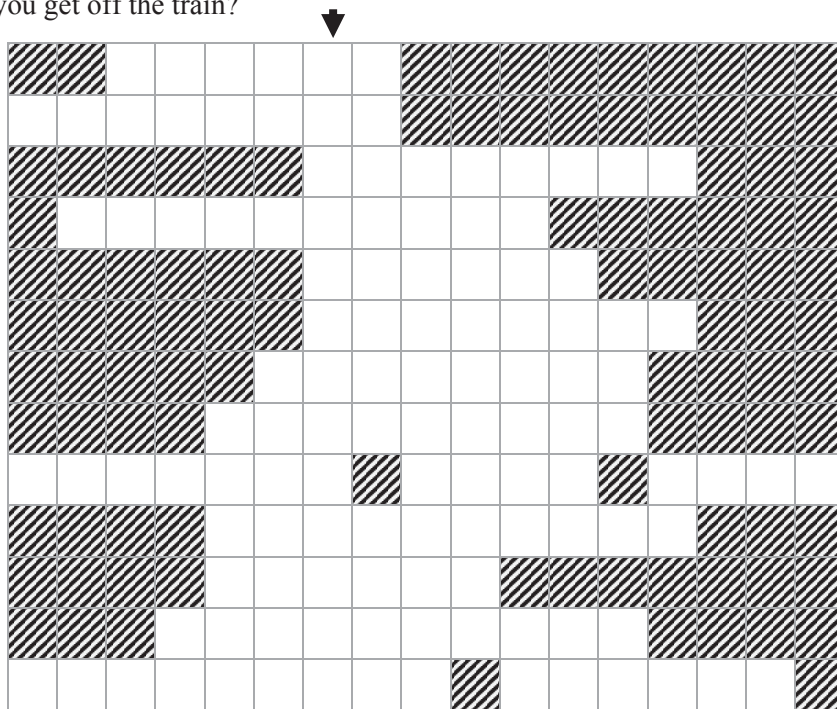


© 2008 Cornelsen Verlag, Berlin. Alle Rechte vorbehalten.

## 4 KV The London Underground

Use the Central London Tube map in your book, p. 14. Enjoy the quiz!

- 1 Which line hasn't got an end?
- 2 You visited Mme Tussauds to see the wax figures. The station is Baker Street. Which line do you take to Piccadilly Circus?
- 3 You're at London Bridge. You want to go to Bank. Which line do you take?
- 4 You're at Leicester Square. You want to go to Covent Garden. Which line do you take?
- 5 Where do the Central, Bakerloo and Victoria lines cross? At \_\_\_\_\_ Circus.
- 6 Which of these lines can't you take to Piccadilly Circus: Northern, Bakerloo, Piccadilly?
- 7 Which line is light blue?
- 8 Read question 4 again. Do you take it eastbound or westbound?
- 9 Where do the Central, Circle and District lines cross?
- 10 Read question 3 again. Do you take it northbound or southbound?
- 11 How many different underground lines are there?
- 12 You want to go from Piccadilly Circus to Tower Hill. Where must you change the train?
- 13 Look at the map of London in your book, p. 17. You want to go to Charing Cross Road. Where do you get off the train?



Control Chart

		C	I	R	C	L	E										
B	A	K	E	R	L	O	O										
						N	O	R	T	H	E	R	N				
	P	I	C	C	A	D	I	L	L	Y							
						O	X	F	O	R	D						
						N	O	R	T	H	E	R	N				
						V	I	C	T	O	R	I	A				
					E	A	S	T	B	O	U	N	D				
N	O	T	T	I	N	G		H	I	L	L		G	A	T	E	
						N	O	R	T	H	B	O	U	N	D		
						E	L	E	V	E	N						
					E	M	B	A	N	K	M	E	N	T			
L	E	I	C	E	S	T	E	R		S	Q	U	A	R	E		



## Have you ever done that? When did you do it?

1. Make five questions with the phrases from the box (or your own ideas): **Have you ever ...?**

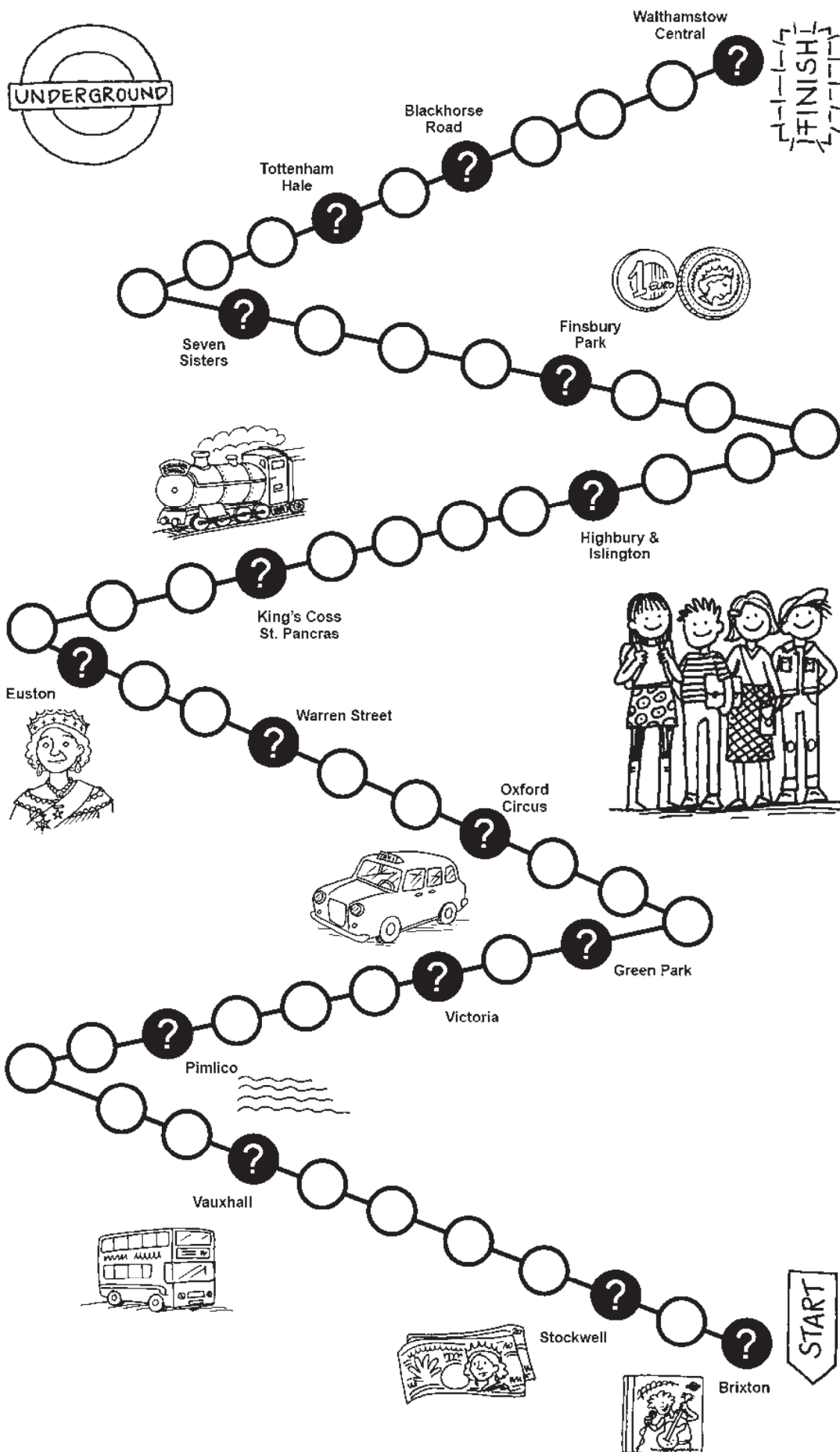
be to England (Italy, Spain, ...) – eat crocodile – play the guitar – go to a pop concert – meet your teacher in town – go shopping with friends – go on holiday by train – win a prize – buy some expensive jeans – ...

2. Now ask three different partners. **Have you ever ...?** If the answer is 'Yes, I have', ask him/her when he/she did it: **When did you ...?** Take notes in the chart.

Names Questions						
	✓/✗	When?	✓/✗	When?	✓/✗	When?
1. Have you ever						

3. Now tell the class: Karl was in England last year. But he has never eaten crocodile. ...

# 6 A KV The Victoria Line Game



<p><b>? Brixton</b></p> <p><i>Erkundige dich nach dem Preis einer CD!</i></p>	<p><b>? Stockwell</b></p> <p><i>British money is called ...</i></p> <p><i>a</i> pound. <i>b</i> british dollar. <i>c</i> euro. <i>d</i> lira.</p>	<p><b>? Vauxhall</b></p> <p><i>A London bus is ...</i></p> <p><i>a</i> green. <i>b</i> yellow. <i>c</i> blue. <i>d</i> red.</p>	<p><b>? Pimlico</b></p> <p><i>London lies on the river ...</i></p> <p><i>a</i> Thames. <i>b</i> Hudson. <i>c</i> Rhine. <i>d</i> Avon.</p>
<p><b>? Victoria</b></p> <p><i>The Victoria Line gets its name from ...</i></p> <p><i>a</i> Victoria Beckham. <i>b</i> Queen Victoria. <i>c</i> a city in Britain. <i>d</i> the Princess of Sweden.</p>	<p><b>? Green Park</b></p> <p><i>Find the odd one out:</i></p> <p><i>a</i> bus stop <i>b</i> underground station <i>c</i> ticket <i>d</i> taxi stand</p>	<p><b>? Oxford Circus</b></p> <p><i>The taxis are ...</i></p> <p><i>a</i> yellow. <i>b</i> black. <i>c</i> white. <i>d</i> green.</p>	<p><b>? Warren Street</b></p> <p><i>What is the opposite of northbound?</i></p>
<p><b>? Euston</b></p> <p><i>Who isn't the Queen's son?</i></p> <p><i>a</i> Philip <i>b</i> Charles <i>c</i> Edward <i>d</i> Andrew</p>	<p><b>? King's Cross St. Pancras</b></p> <p><i>Frage nach der Abfahrtszeit des Hogwarts Express!</i></p>	<p><b>? Highbury &amp; Islington</b></p> <p><i>The famous football stadium is called ...</i></p> <p><i>a</i> Wembley. <i>b</i> Wimbledon. <i>c</i> Madison Square Garden. <i>d</i> Highbury Park.</p>	<p><b>? Finsbury Park</b></p> <p><i>Which is more: one pound or one Euro?</i></p>
<p><b>? Seven Sisters</b></p> <p><i>Where can you buy underground tickets?</i></p> <p><i>a</i> on the trains <i>b</i> at the end of your trip <i>c</i> from ticket machines <i>d</i> You don't need any tickets.</p>	<p><b>? Tottenham Hale</b></p> <p><i>Where can you find Nelson's column?</i></p> <p><i>a</i> Oxford Circus <i>b</i> British Museum <i>c</i> Trafalgar Square <i>d</i> Piccadilly Circus</p>	<p><b>? Blackhorse Road</b></p> <p><i>Wie erkundigst du dich höflich nach dem Weg zum Trafalgar Square?</i></p>	<p><b>? Walthamstow Central</b></p> <p><i>Draw the London Eye in 30 seconds!</i></p>

Control chart: Brixton: How much is this CD? • Stockwell: a • Vauxhall: d • Pimlico: a • Victoria: b • Green Park: c • Oxford Circus: b • Warren Street: southbound • Euston: a • King's Cross St. Pancras: When does the Hogwarts Express leave? • Highbury & Islington: a • Finsbury Park: one pound • Seven Sisters: c • Tottenham Hale: c • Blackhorse Road: Excuse me, can you tell me the way to Trafalgar Square, please. • Walthamstow Central: Check on p. 12

## 7 KV Only a game

### Part 1: p. 26, ll. 1-68

Say if the statements are right, wrong or not given.

1. Robert has played virtual reality games before.
2. Asif wanted to try an experimental game in a quiet corner of Funland.
3. The boys weren't allowed to play the game.
4. Robert didn't think the game was dangerous.
5. The boys could choose a virtual world from London's future.
6. 'Victorian London' was the most interesting virtual world.
7. Robert pushed the button, and the two boys were in London back in the year 1888.
8. Asif saw that they were in a nice part of London.

### Part 2: p. 26, l. 69 – p. 27, l. 144

Tick the right answer. There's only one correct answer for every sentence.

- |   |  |
|---|--|
| 1. The two boys met an old woman who ...<br>a) ... sold Lavender.<br>b) ... knew Jack the Ripper.<br>c) ... showed them where the last murder had happened.<br>d) ... had blood on her clothes. | 4. It was strange because ...<br>a) ... there were so many walls.<br>b) ... they could feel the virtual reality.<br>c) ... there was fog around them.<br>d) ... it was so dark in the streets. |
| 2. Asif was scared because ...<br>a) ... there was fog on the street.<br>b) ... they saw lots of rats.<br>c) ... they couldn't take their helmets off.<br>d) ... couldn't stop the game.        | 5. Suddenly the two boys ...<br>a) ... saw a shadow.<br>b) ... heard a strange sound.<br>c) ... were getting closer to the river.<br>d) ... turned on the lights.                              |
| 3. So Asif wanted to ...<br>a) ... find the plug and pull it out.<br>b) ... look at the dirty walls.<br>c) ... put the helmet on again.<br>d) ... find more blood on the walls.                 |  |

### Part 3: p. 27, l. 145 – p. 28, l. 182

Bring the sentences into the right order.

1. When Asif talked to the girl, a man shouted at him angrily.
2. Robert was very scared, because he didn't want to die.
3. Another person thought Asif was the Ripper.
4. They wanted to kill the two boys before the police came.
5. Her mother was the last woman who Jack the Ripper had killed.
6. So more and more people came out of their houses and walked towards Robert and Asif.
7. As the shadow came closer, they saw that it was a little girl who was selling flowers.



- 1 Find the Orkney Islands and colour them. Can you find other Scottish islands? Look at the map on the inside cover of your book for help.
- 2 Draw the following places on your map: Mainland, Hoy, Flotta, Lyness, Houton and Kirkwall. Use a blue pen for islands and a red pen for towns. The map on p. 30 can help you.
- 3 Draw Katrina's journey to school.
- 4 Draw Edinburgh, Aberdeen and Loch Ness on your map. Look at the map on the inside cover of your book.

## 9 KV What media do you use?

**1** What media do you use?  
How often do you use them?  
Fill in the chart for yourself (✓).



**2** Interview your partner and put his/her answers in your chart in a different colour.  
Answer your partners' questions.



Do you make phone calls on a mobile?

Do you do homework on a computer?

How often do you ...?

Yes, I do./No, I don't.

MEDIA	use?	Every day	Often	Sometimes
Mobile phone				
- make phone calls				
- send text messages to my mates				
- take photos or make videos				
- download and listen to music				
- download personal logos and ringtones				
Computer				
- do homework				
- play games				
- surf the internet				
- watch videos				
- download, listen to, make or mix music				
- chat or send instant messages				
- talk over the internet				
- visit social networking websites				

**4 Extra** Do you use any other media? What do you use them for and how often?  
Add them to your chart.

**5 Extra** Report to the class:  
Do you make phone calls on a mobile?  
Do you do homework on a computer?



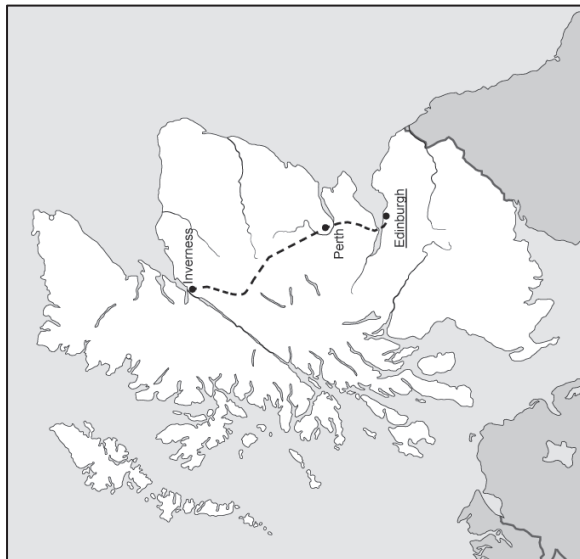
Two/most/... students send/do/... on a mobile phone/computer/...  
often/sometimes.  
Only one student never sends/does/....


**Scotland Express Edinburgh – Dunfermline – Perth – Pitlochry – Aviemore – Inverness**
**Monday to Friday**

	Service Number	M91	M90	M90	M91	M90	M91	M90	M91	M90	M91	M90	M91	M90	M91	M90
EDINBURGH dep	Bus Stn. St Andrew Square	0655	0900	1040	1200	1300	1415	1440	1500	1605	1630	1900	2050			
Forth Road Bridge	Tolls	↓	0923	↓	1223	1323	↓	↓	1523	↓	↓	1923	↓			
Dunfermline	Bus Stn.	0730	0939	↓	1239	1339	↓	↓	1539	1648	↓	1939	↓			
Kinross	Park & Ride Car Park	0751	1001	1125	1301	1401	1500	1525	1601	1711	1715	2001	2135			
Perth	Edinburgh Road	0820	1028	↓	1330	1430	↓	↓	1630	1738	↓	2030	↓			
PERTH arr	Leonard Street Bus Stn.	0821	1031	1200	1331	1431	1520	1600	1631	1741	1735	2031	2210			
PERTH dep	Leonard Street Bus Stn.	-	1035	1205	-	1435	-	1605	1635	-	1740	-	2215			
PITLOCHRY arr	Fishers Hotel	-	1119	↓	-	1519	-	↓	1719	-	↓	-	↓			
PITLOCHRY dep	Fishers Hotel	-	1122	↓	-	1522	-	↓	1722	-	↓	-	↓			
Newtonmore	Clan McPherson Museum	-	1214	↓	-	1614	-	↓	1814	-	↓	-	↓			
Aviemore	Cairngorm Hotel	-	1242	↓	-	1642	-	↓	1842	-	↓	-	↓			
Aviemore	Burnside Bus Stop	-	1244	↓	-	1644	-	↓	1844	-	↓	-	↓			
Inverness	Bus Stn. Farraline Park	-	1325	1410	-	1725	-	1810	1925	-	2010	-	0020			

**Right or wrong?**

- 1 All buses stop at Newtonmore.
- 2 The M90 goes to Inverness, the M91 goes to Perth.
- 3 If you leave Edinburgh at twenty to eleven, you'll be in Inverness at ten past two.
- 4 Some buses stop at Fishers Hotel in Pitlochry for three minutes.
- 5 The last bus leaves Edinburgh at ten to nine in the evening.
- 6 The M91 arrives at the bus station at St Andrew Square in Inverness.
- 7 If you take the twelve o'clock bus from Edinburgh, you'll be in Inverness at half past four.
- 8 The journey from Edinburgh to Inverness takes between three and a half and four and a half hours.
- 9 If you want to be in Perth at half past eight pm, you have to leave Edinburgh at seven.
- 10 There are two stops in Pitlochry.





# 11 KV Feelings

Look at the pictures and imagine what the people are feeling. There are some ideas in the box. Then talk to your partner like this:

In the first/second picture the girl/boy/man/woman feels ...

Maybe he/she has ...

This person looks / seems to be ...

He/She is smiling / laughing / holding a..., so he/she must be ...

I'm not so sure, but maybe this girl/boy is feeling ...

nervous • surprised  
weak • happy • tired  
lonely • angry • upset  
cross • proud • sad  
scared • excited



## Taboo

1 Get into groups of four students and make two teams. Give each student three cards.













2 Take turns and describe the adjectives on your cards to your team partner.

Don't use the taboo words. You can describe the adjectives like this:

When my cat died / When I forgot my homework / When ..., I felt very ...

How do you feel when you ...?

3 Count the correct answers for each team.

sad	angry	surprised	excited
 <del>sad</del> happy	 <del>angry</del> upset	 <del>surprised</del> surprise	 <del>excited</del> exciting
happy	tired	lonely	upset
 <del>happy</del> unhappy	 <del>tired</del> to sleep	 <del>lonely</del> popular	 <del>upset</del> angry
nervous	proud	scared	weak
 <del>nervous</del> to be	 <del>proud</del> shy	 <del>scared</del> to be	 <del>weak</del> strong

1 Listen to the song and tick what the singer would buy if he had a million dollars.



2 Write down three things you would buy if you had a million dollars.

Then find two partners who would also buy two of the things on your list. Talk like this:

If I had a million dollars, I would buy ... . What would you buy if you had a million dollars?

I would buy that too / something different.

Me	Partner 1	Partner 2

3 **Extra** Find someone who wouldn't buy any of the things on your list.

What would he/she buy?

Name: \_\_\_\_\_ Things: \_\_\_\_\_

4 Report to the class:

If I had a million dollars, I would ... . If Ben had a million dollars, he would also / wouldn't buy ... .

If Lea ... .

## Part I:

Say if the statements are right or wrong. Correct the wrong ones.

- 1 When Katrina looked out of her window, she could see the sea and her father's fishing boat.
- 2 For breakfast, Katrina had toast and coffee.
- 3 Mrs McFadden had to drive quickly, because they were late for the ferry.
- 4 The weather was fine on the way to Lyness.
- 5 Katrina didn't like it downstairs on the ferry, because she couldn't see the island.
- 6 Fiona and Alison wanted to be in the film, but the TV people chose Katrina.

## Part II:

Match the sentence halves. Write the sentences in your exercise book.

- |   |  |
|---|--|
| 1 The 'Beauties' went to Katrina and ...                    | ... who was the director's assistant.  |
| 2 The 'Beauties' tried everything to get into the film, ... | ... didn't have to go to school because the film crew wanted to film on Hoy. |
| 3 Later Katrina met Sheena Burns ...                        | ... wanted to help her with her hair.  |
| 4 She liked Sheena, because ...                             | ... she was nice and had a ponytail too.                                     |
| 5 On Thursday and Friday Katrina ...                        | ... but Katrina didn't want their help.                                      |

## Part III:

Complete the sentences.

- 1 Before the interview started, Katrina \_\_\_\_\_
- 2 Jane, the sound assistant, put \_\_\_\_\_
- 3 Alistair, the cameraman, thought he was \_\_\_\_\_
- 4 When the interview started, Katrina \_\_\_\_\_
- 5 Bill, the director, asked \_\_\_\_\_
- 6 Suddenly there was \_\_\_\_\_
- 7 So the film crew \_\_\_\_\_

## Part IV:

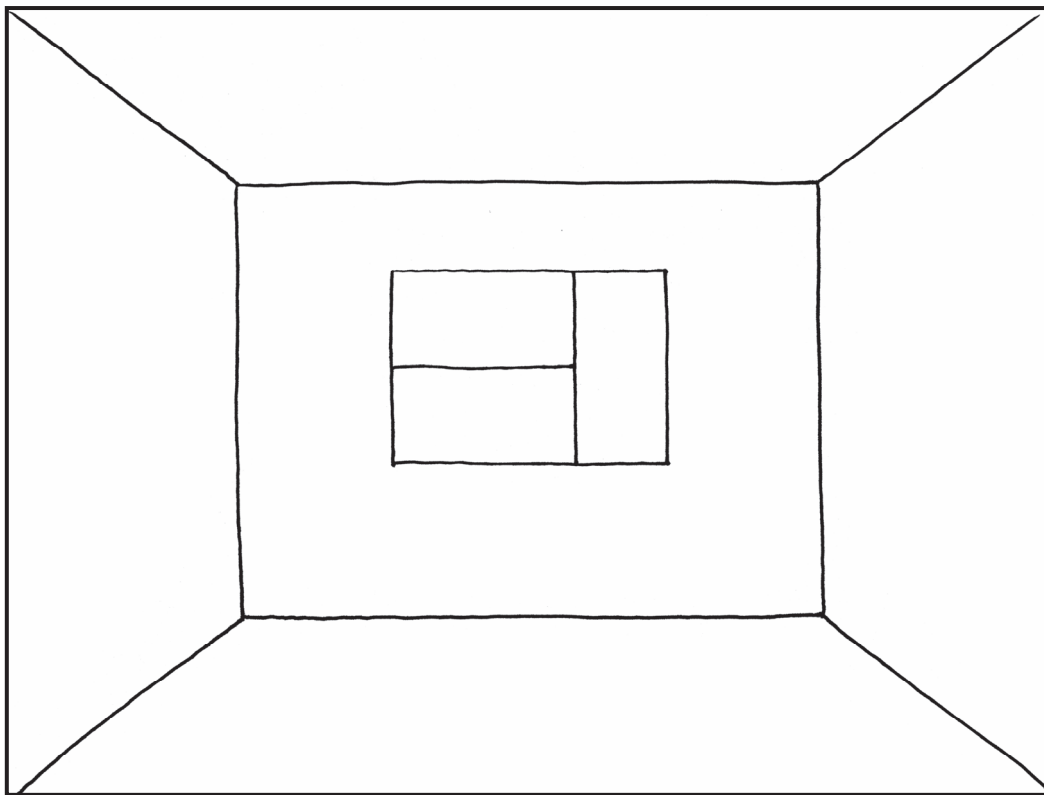
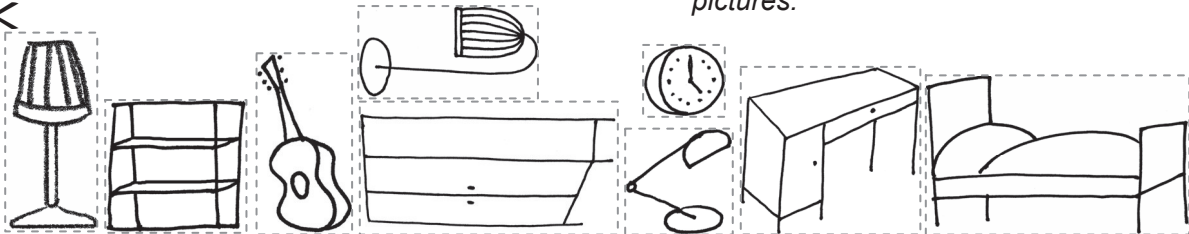
Tick the right statement.

- |   |  |
|---|--|
| 1. Later Sheena asked Katrina ...                     | 3. After the filming the film crew ...                           |
| <input type="checkbox"/> ... about her clothes.       | <input type="checkbox"/> ... went home.                          |
| <input type="checkbox"/> ... about the 'Beauties'.    | <input type="checkbox"/> ... had dinner at the McFadden's house. |
| <input type="checkbox"/> ... about the school hostel. | <input type="checkbox"/> ... made a huge pot of clapsnot.        |
| 2. Sheena thought that the 'Beauties' ...             | 4. Later Mr McFadden invited the film crew ...                   |
| <input type="checkbox"/> ... were clowns.             | <input type="checkbox"/> ... to join them for a Ceilidh.         |
| <input type="checkbox"/> ... were great people.       | <input type="checkbox"/> ... to come and visit them again.       |
| <input type="checkbox"/> ... were jealous of Katrina. | <input type="checkbox"/> ... to stay on Hoy for a week.          |

**Partner A**

- 1 Cut out the pictures and stick them in your room.  
Don't show your picture to your partner!
- 2 Describe the room to your partner.

in the foreground/background • next to •  
on the right/left • in the middle • between



**Partner B**

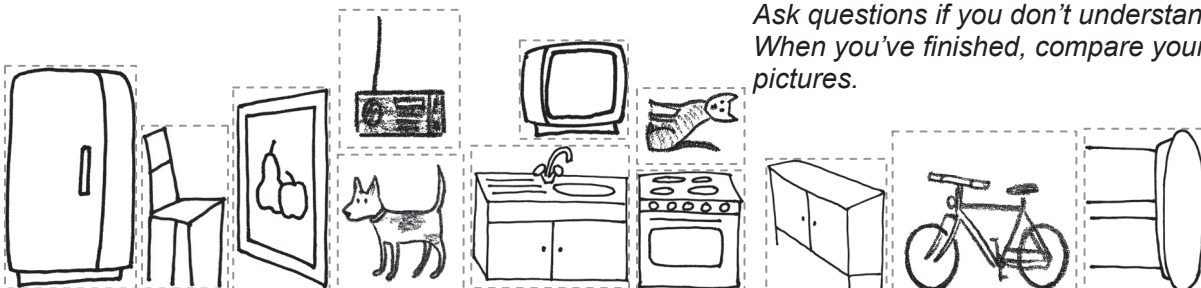
- 1 Cut out the pictures.
- 2 Listen to your partner and stick the pictures in the right place in your room.  
Ask questions if you don't understand.  
When you've finished, compare your pictures.

**Partner B**

- 1 Use a new copy of the room. Cut out the pictures and stick them in your room.
- 2 Describe the room to your partner.

**Partner A**

- 1 Cut out the pictures.
- 2 Listen to your partner and stick the pictures in the right place in your room.  
Ask questions if you don't understand.  
When you've finished, compare your pictures.



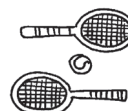
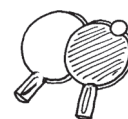
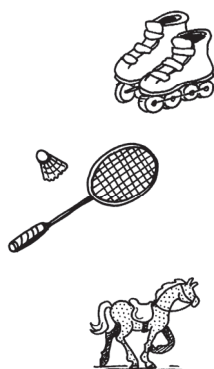
1 There are 20 words for sports in this puzzle. If you're really good, you'll find at least 15 words.

R	A	B	F	M	B	A	D	M	I	N	T	O	N	L	J	P	O	Z
F	I	C	D	W	R	E	F	S	Z	L	A	X	Y	M	U	V	Q	O
G	H	D	E	R	U	G	B	Y	U	R	L	G	C	A	D	V	E	T
I	B	X	I	Y	F	D	A	E	M	U	E	B	F	X	O	A	Q	L
A	T	M	Q	N	K	L	S	T	R	N	D	K	O	U	E	H	S	E
T	H	D	W	C	G	B	K	I	U	N	Y	R	O	D	F	O	W	P
G	T	A	B	L	E	T	E	N	N	I	S	C	T	E	N	N	I	S
O	A	N	F	G	R	U	T	E	L	N	J	J	B	V	G	U	M	W
H	O	C	K	E	Y	K	B	O	T	G	L	T	A	K	C	D	M	T
N	A	I	E	H	O	W	A	F	L	A	U	X	L	E	F	X	I	K
P	R	N	F	U	G	D	L	C	J	C	Y	U	L	J	M	L	N	C
Q	E	G	D	J	A	Y	L	T	E	B	O	S	K	I	I	N	G	H
R	P	Y	A	B	E	F	K	U	L	J	F	T	G	O	C	J	K	D
B	A	S	E	B	A	L	L	H	D	S	U	R	F	I	N	G	U	F
A	Q	P	O	P	B	L	G	O	C	W	K	U	A	V	J	T	L	M
K	D	I	B	V	O	L	L	E	Y	B	A	L	L	H	D	K	O	W
L	E	B	L	A	H	E	X	C	Y	C	L	I	N	G	F	U	J	G
S	K	A	T	I	N	G	A	R	N	U	N	M	E	S	Z	Y	Q	X

2 Write the sports that go with the pictures in the table.

3 Add the words for equipment and location. Use your book for help.

Sports	Equipment	Location
table tennis		



**Lösung 1:** badminton, basketball, baseball, cycling, dancing, football, handball, hockey, judo, riding, rugby, running, skating, skiing, surfing, swimming, table tennis, tennis, volleyball, yoga  
**Lösung 2:** badminton, running, rugby, swimming, skating, riding, skiing  
**Lösung 3:** table tennis bat, running shoes, rugby ball, swimming trunks (swimsuit), skates (and pads and a helmet), saddle, skis, table tennis bat / sports hall, running track, pitch, pool, half-pipe, bridge path, ski slope



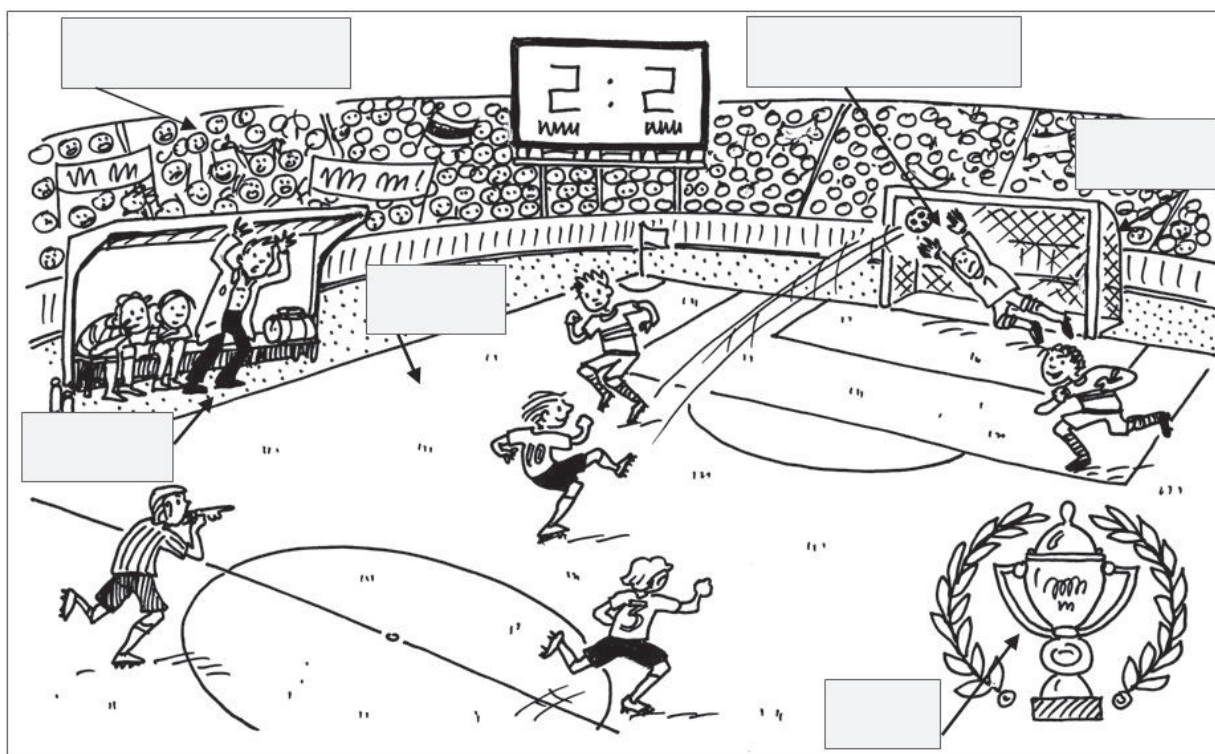
1 Find the 14 football words hidden in this word snake.

RTRAI<sup>N</sup>INGESUP<sup>P</sup>ORTERES<sup>E</sup>MI<sup>F</sup>/NALEPI<sup>T</sup>CHERDRAWFSCORERY  
GOAL<sup>E</sup>COACHAN<sup>B</sup>EAT<sup>E</sup>CUPWIN<sup>P</sup>GOALKEEPER<sup>A</sup>LCH<sup>E</sup>E<sup>R</sup>TAMA<sup>T</sup>CH

There are 18 extra letters between the words. With the first seven letters you can make the English word for "Schiedsrichter", with the other eleven letters you can make the English word for "Strafraum":

Schiedsrichter: \_\_\_\_\_ Strafraum: \_\_\_\_\_

2 Label the football pitch with words from 1.



3 Complete the text with the football words from 1 that you haven't used in 2.

- a) If the German team wins the \_\_\_\_\_ it'll be in the final.
- b) The Bundesliga teams usually have their first \_\_\_\_\_ session in July.
- c) One more \_\_\_\_\_ and we'll be the champions!
- d) I'm a Schalke supporter. I hope they'll \_\_\_\_\_ Bayern Munich.
- e) In football you only get one point for a \_\_\_\_\_.
- f) People say Liverpool's fans are the best. They \_\_\_\_\_ loudly.
- g) Arsenal against Chelsea. That's always an exciting \_\_\_\_\_.
- h) Wayne Rooney \_\_\_\_\_ all three goals for England.

# 17 KV Who needs legs?

**Partner A:** Fill in the gaps with words from the box. If you aren't sure, leave the sentence out. Your partner will help you later on.

only • (to) grow up • (to) take a ride • sledge • (to) fight • artificial • disabled •  
 (to) represent • hard-working • Paralympics • brave • (to) take steps • (to) cut off •  
 (to) be mad about sth. • the Commonwealth

- 1 Young people from all over the world r \_\_\_\_\_ their countries at the music festival.
- 2 Many boys want to be football stars when they g \_\_\_\_\_ .
- 3 He isn't allowed to drive. He's 15 \_\_\_\_\_ years old.
- 4 If people aren't able to use part of their body they're d \_\_\_\_\_ .
- 5 P \_\_\_\_\_ are Olympic Games for disabled athletes.
- 6 We'll have to \_\_\_\_\_ hard if we want to win the match.
- 7 Children use it to go down a mountain in winter. It's a \_\_\_\_\_ .
- 8 On Sundays we sometimes \_\_\_\_\_ in my parents' car.
- 9 These flowers aren't real, they're a \_\_\_\_\_ .
- 10 He's a \_\_\_\_\_ student, so he gets good results.
- 11 She jumped into the lake to save the little boy. That was really \_\_\_\_\_ !
- 12 He was 14 months old when he \_\_\_\_\_ his first \_\_\_\_\_ .
- 13 I \_\_\_\_\_ the legs of my jeans to make a pair of shorts.
- 14 I love chocolate ice-cream! I'm really \_\_\_\_\_ that stuff!
- 15 T \_\_\_\_\_ is a group of countries.

Now work with partner B and compare your results. Have you filled in the correct word? Has your partner found the correct translation? Help each other.

**Partner B:** Match the German words and their English translations. If you aren't sure, leave the word out. Your partner will help you later on.

repräsentieren, vertreten aufwachsen nur, erst behindert Olympische Spiele für Menschen mit Behinderungen kämpfen Schlitten eine Spritztour machen künstlich fleißig tapfer Schritte machen, laufen abschneiden verrückt auf/nach etwas sein das Commonwealth (Gemeinschaft der Länder des ehemaligen Britischen Weltreichs)		hard-working sledge brave Paralympics (to) cut off the Commonwealth (to) take steps (to) grow up (to) fight (to) be mad about sth. (to) represent (to) take a ride disabled only artificial
---	--	---

Now work with partner A and compare your results. Have you found the correct translation? Has your partner filled in the correct word? Help each other.



*A game: Find out more about your classmates and what you and the others think of them!*

**What you need:**

a group of 4 to 6 people  
24 cards (see below)  
a pen and a piece of paper

**First steps:**

Cut out the cards, mix them and put them down on the table so that you can't see the questions on them.

Choose somebody who will say if a sentence is complete and correct or not and who will make a note of every player's points.

**How to play:**

- Somebody picks up the first card and reads it out loud, for example 'Who is allowed to watch horror films?'
- Everybody writes down the name of one person in the group who he/she thinks is allowed to watch horror films. You can also write down 'nobody'.
- **Important:** Don't show the others what you are writing!
- When everybody has finished, take turns asking the other players to hear if your guesses are right. You must talk in full and correct sentences.
- If you pick up a joker card you have to miss a turn or you get an extra point.
- Count your points. The person that you chose in the beginning writes them down.
- Pick up another card and start again.

Are you allowed/able to ... ?

Yes, I'm allowed/able to ...

Do you have to ...







Yes, I have to ...

**How to get points:**

Your guess was right: **two points**

Your guess was the only right guess: **one extra point**

Not a full sentence / mistake: **minus one point**

Who has to help in the kitchen at home?	Who is allowed to go to concerts?	Who is able to play an instrument?	You have to miss a turn.	
Who has to feed a pet?	Who is allowed to have parties at home?	Who is able to ride a horse?	You have to miss a turn.	
Who has to clean the family car?	Who is allowed to sleep at a friend's house?	Who is able to cook a warm meal?	You have to miss a turn.	
Who has to get up before 7 am for school?	Who is allowed to colour his/her hair?	Who is able to stay under water for two minutes?	You get an extra point.	
Who has to walk to school?	Who is allowed to stay up till 11 pm?	Who is able to eat six hamburgers?	You get an extra point.	
Who has to go to bed before 9 pm?	Who is allowed to phone as long as he/she wants?	Who is able to touch a snake?	You get an extra point.	

**1** Work in a group of four. Cut out the cards below and put them down on the table so that you can't see the questions on them. Mix them, then take one, read the statement on it to the others and tell them what you think about it and why.



**2** Then ask three other students if they agree or if they don't agree with your point.



**3** Have a classroom discussion. Everybody can say what they think about the statement.

I think nobody should eat meat because ...  
What do you think?

Sorry, I don't agree because

That's right. In my opinion ...

Remember you can use these phrases:

make a new point	agree	disagree
I think ... And another point: ... And did you know ... In my opinion ... I'd like to say that ...	That's a good point. That's true. Exactly. I agree with you. That's right.	Sorry, I don't agree. Maybe, but ... Sure, but that's not a very good point. I don't think that's right. You must be mad. I think ...

Nobody should be allowed to smoke.	Alcohol should be more expensive.	There should be no class tests at school.
14-year-olds shouldn't have their own mobile phones.	People should be allowed to drive a car at the age of 16.	Students should only be allowed to play computer games at weekends.
Students who do badly in tests should have shorter summer holidays.	€ 20 a month is enough pocket money for teenagers.	Horror movies should be allowed for children of all ages.
Fast food restaurants are unhealthy places.	School would be more fun if students could choose their teachers.	Nobody should eat meat.

Listen to the song. Then fill in the gaps. Your partner has the same text with other gaps.  
You can cut out the answers below and correct each other.

He was a boy, she was a girl. Can I make it any more obvious?

He was a punk, she did ballet. What more can I say?

He wanted her, she'd never tell, secretly she wanted him as well.

But all of her friends stuck up their nose. They had a problem with his baggy clothes.

## Chorus

He was a sk8er boi, she said see ya later boy, he wasn't good enough for her.

She had a pretty face but her head was up in space, she needed to come back down to earth.

Five years from now she sits \_\_\_\_\_, feeding the baby, she's all alone.

She \_\_\_\_\_ TV, guess who she sees? Sk8er boi rockin' up MTV.

She calls up her \_\_\_\_\_, they already know and they bought the tickets to see his show.

She tags along<sup>1</sup>, stands in the crowd<sup>2</sup> \_\_\_\_\_ at the man that she turned down<sup>3</sup>.

## Chorus

He was a sk8er boi, she said see ya later boy. He wasn't good enough for her.

Now he's a \_\_\_\_\_, slammin' on his guitar.

Does your pretty face see what he's worth<sup>4</sup>?

Sorry girl, but you missed out<sup>5</sup>. Well tough luck<sup>6</sup> that boy's mine now.

We are more than just \_\_\_\_\_ . This is how the story ends.

\_\_\_\_\_ that you couldn't see, see the man that boy could be.

There is more than meets the eye<sup>7</sup>, I see the soul<sup>8</sup> that is inside.

He's just a boy, and I'm just a girl. Can I make it any more obvious?

We are in love<sup>9</sup>, haven't you heard how we rock \_\_\_\_\_ 's world?

## Chorus

I'm with the sk8er boi, I said see ya later boy. I'll be backstage after the show.

I'll be at the \_\_\_\_\_ singing the song he wrote about a girl you used to know<sup>10</sup>.

1 (to) tag along sich jdm. anschließen

2 crowd Menge

3 (to) turn sb. down jdn. abweisen

4 worth wert

5 (to) miss out leer ausgehen

6 tough luck Pech gehabt

7 than meets the eye als auf den ersten Blick zu erkennen ist

8 soul Seele

9 (to) be in love verliebt sein

10 a girl you used to know ein Mädchen, das du einmal kanntest

## 20 B KV Sk8er boi (Avril Lavigne)

Listen to the song. Then fill in the gaps. Your partner has the same text with other gaps. You can cut out the answers below and correct each other.

He was a boy, she was a girl. Can I make it any more obvious?

He was a punk, she did ballet. What more can I say?

He wanted her, she'd never tell, secretly she wanted him as well.

But all of her friends stuck up their nose. They had a problem with his baggy clothes.

### Chorus

He was a sk8er boi, she said see ya later boy, he wasn't good enough for her.

She had a pretty face but her head was up in space, she needed to come back down to earth.

Five years from now she sits at home, feeding the \_\_\_\_\_, she's all alone.

She turns on TV, guess who she sees? Sk8er boi rockin' up \_\_\_\_\_.

She calls up her friends, they already know and they bought the \_\_\_\_\_ to see his show.

She tags along<sup>1</sup>, stands in the crowd<sup>2</sup>, looks up at the \_\_\_\_\_ that she turned down<sup>3</sup>.

### Chorus

He was a sk8er boi, she said see ya later boy. He wasn't good enough for her.

Now he's a superstar, slammin' on his \_\_\_\_\_.

Does your pretty face see what he's worth<sup>4</sup>?

Sorry girl, but you missed out<sup>5</sup>. Well tough luck<sup>6</sup> that boy's mine now.

We are more than just good friends. This is how the \_\_\_\_\_.

Too bad that you couldn't see, see \_\_\_\_\_ that boy could be.

There is more than meets the eye<sup>7</sup>, I see the soul<sup>8</sup> that is inside.

He's just a boy, and I'm just a girl. Can I make it any more obvious?

We are in love<sup>9</sup>, haven't you heard how we rock each other's \_\_\_\_\_?

### Chorus

I'm with the sk8er boi, I said see ya later boy. I'll be backstage after the show.

I'll be at the studio singing the \_\_\_\_\_ he wrote about a girl you used to know<sup>10</sup>.

1 (to) tag along sich jdm. anschließen

2 crowd Menge

3 (to) turn sb. down jdn. abweisen

4 worth wert

5 (to) miss out leer ausgehen

6 tough luck Pech gehabt

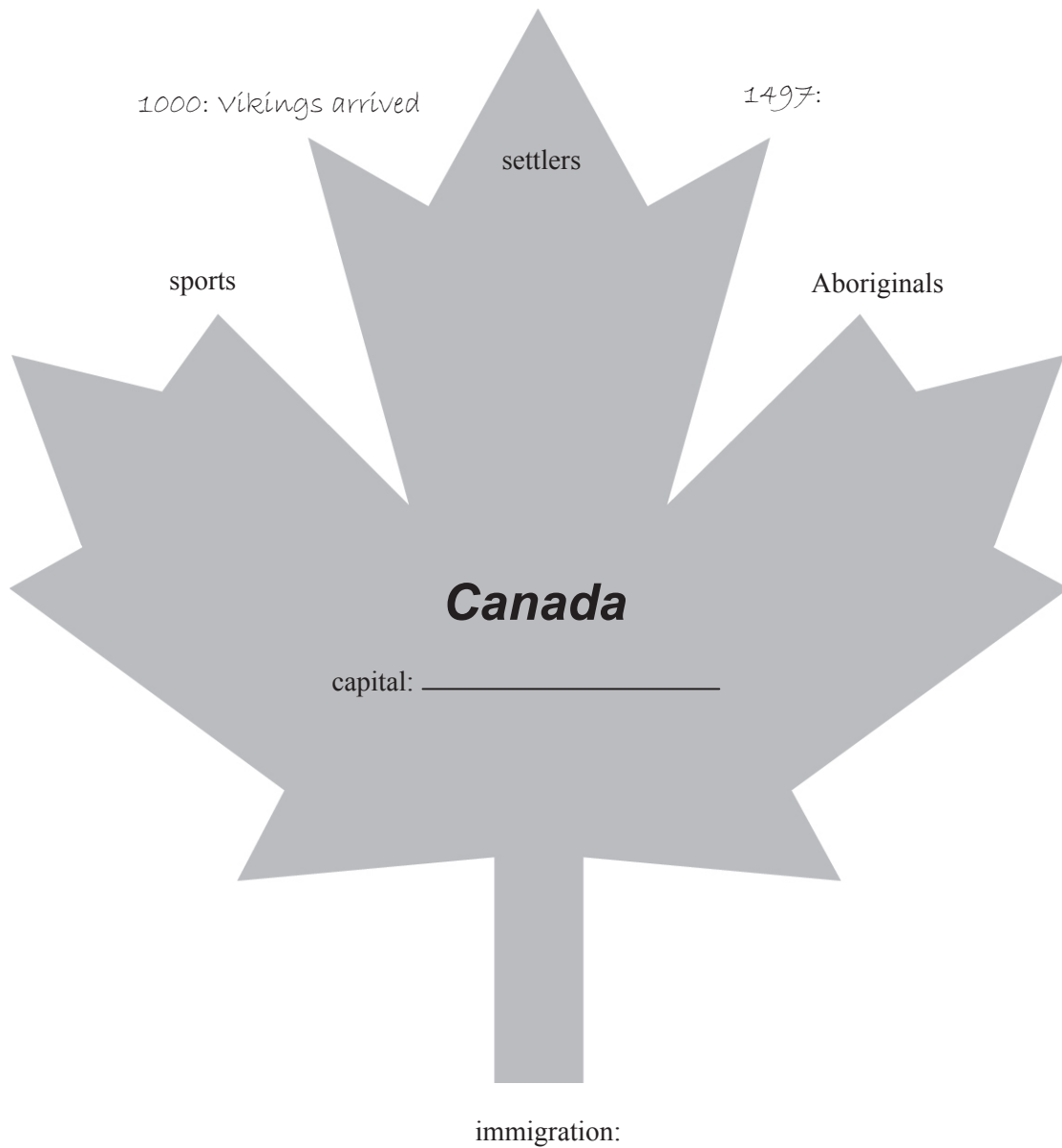
7 than meets the eye als auf den ersten Blick zu erkennen ist

8 soul Seele

9 (to) be in love verliebt sein

10 a girl you used to know ein Mädchen, das du einmal kanntest.

Add information about Canada around the maple leaf. Find more topics and add them too.



1. Answer the questions for yourself.
2. Ask two or more partners and write down their answers.
3. Report about one of your partners to the class. Can the class guess who it is?

	partner 1	partner 2
What sorts of teen magazines do you know?		
How often do you read teen magazines?		
Which section(s) do you like best?		
Which section(s) don't you like reading?		
Do you cut out photos of stars?		
How much is your favourite teen magazine?		
Who pays for your magazine?		

## 1 Music in my life

### a) Latisha's day

Read Latisha's article in detail. Match the time phrases with the daily routine activities.

When I wake up	I take the MP3 player with me.
When I go to the bathroom	I turn on my MP3 player.
When I get dressed	I listen to music with my headphones.
At breakfast	I listen to the radio.
On my way to school	I play the steel drums.
At lunchtime	I relax with music.
After school	I listen to the school radio.
In the evening	I listen to the radio.

### b) My day

When do you listen to music? You can use this table to structure your own text about music in your life. On the left you can write down time phrases from Latisha's article (see 1) and add your own time phrases. On the right you can make notes about your daily routine. What kind of music do you listen to every day? How do you listen to it? Do you also make music yourself?

When?	What? How?
When I wake up in the morning	



## 2 A riddle

Answer the multiple choice questions.

- |   |   |
|---|---|
| <p>1. The bagpipes are</p> <p><input type="checkbox"/> nearly 2000 years old.</p> <p><input type="checkbox"/> more than 2000 years old.</p> <p><input type="checkbox"/> not very old.</p> | <p>3. You have to blow</p> <p><input type="checkbox"/> into two pipes</p> <p><input type="checkbox"/> into one of the pipes.</p> <p><input type="checkbox"/> into the leather body.</p>                                       |
| <p>2. The bagpipes originally come from</p> <p><input type="checkbox"/> Scotland.</p> <p><input type="checkbox"/> Great Britain.</p> <p><input type="checkbox"/> Iran.</p>                | <p>4. You make the music when</p> <p><input type="checkbox"/> you keep the air in the body.</p> <p><input type="checkbox"/> the air comes out.</p> <p><input type="checkbox"/> you squeeze the air out through the pipes.</p> |

## 3 Mika – the story of a singer

Answer the questions in full sentences.

- When did Mika's family move to France?
- When did they move to the UK?
- Where did Mika learn to sing?
- Where and when did he start his career as a singer?
- How old was Mika when he was successful with his first pop song?

## 4. School's out for the summer – my top five countdown

In which situation would you listen to one of the five songs?

Match the statements to the most suitable song. There are two more statements than you need.

<p>You think it's more interesting to go to the city than to the beach.</p> <p>You dream of visiting big cities all over the world.</p> <p>You're having summer holidays in a few days.</p> <p>You fell in love and so you're really happy now.</p> <p>You're on your way home from school.</p> <p>You like doing lots of things with your friends.</p> <p>You like to go on holiday with your friends.</p>	<p>"School's out"</p> <p>"This love"</p> <p>"Summer in the city"</p> <p>"Come on over"</p> <p>"The sound of San Francisco"</p>
---	--

## Bewerte die Arbeitsweise in eurer Gruppe

Trage alle Namen in die Liste ein. Verteile 0–3 Punkte für die Leistungen.

Bewerte auch Deine Leistung selbst im Bezug zur Gruppe.

Wie viele Punkte würdest Du jedem Gruppenmitglied für ...				
1. konzentriertes, individuelles Arbeiten am eigenen Thema geben?				
2. das Verhalten in eurer Gruppe geben? (aufmerksames Zuhören, Hilfe geben und annehmen, freundlicher Umgang,...)				
3. die Mitarbeit in der Gruppe geben? (Übernahme von Aufträgen, zuverlässige Erledigung übernommener Aufträge)				
4. seine Ideen und die aktive Teilnahme an der Diskussion in der Gruppe geben?				
<b>Gesamtpunktzahl</b>				

## 25 KV Group work phrases

Please speak English in your group, not German. The following phrases may help you when you talk to the students in your group:

<b>German</b>	<b>How to say it in English</b>
<b>Choosing a topic</b>	
Lasst uns das Thema ... bearbeiten.	Let's work on the topic ...
Es wäre doch gut, wenn wir ...	It might be a good idea to ...
Ich würde vorschlagen, dass...	I'd suggest that we ...
Wie wäre es mit ...?	What about ...?
Was haltet ihr von (meinem Vorschlag)?	What do you think of (my idea)?
Ich stimme dir (nicht) zu.	I (don't) agree with you.
Dieses Thema gefällt mir nicht.	I don't like this topic (at all).
Ich würde lieber ... bearbeiten.	I'd prefer working on ...
Warum beginnen wir nicht mit ... ?	Why don't we start with ...?
<b>Asking for help</b>	
Ich brauche Hilfe!	I need help / assistance.
Was sollen / müssen wir machen?	What do we have to do?
Kannst du mir bei ... helfen?	Can you help me with ...?
Kannst du mir das mal erklären?	Can you explain it to me, please?
Was heißt ... auf Deutsch / Englisch?	What's ... in German / English?
Kannst du dies bitte für mich übersetzen?	Can you translate this for me, please?
Kannst du das übernehmen?	Can you take care of it? / Can you do it?
Wie spricht man ... aus?	How do you pronounce ...?
<b>Organizing your work</b>	
Ich denke, wir sollten so anfangen: ...	I think we should start like this: ...
Lass uns das zusammen erledigen.	Let's work together on this task.
Wie fangen wir an?	How do we start?
Lasst uns mit ... anfangen.	Let's start with ...
Wer besorgt Informationen über ...?	Who is going to get information on ...?
Wir müssen uns beeilen.	We must hurry up.
Rede nicht immer dazwischen.	Stop talking all the time.
Hör auf herumzualbern!	Stop fooling around.
Überprüfe diesen Text auf Fehler.	Check this text for mistakes.

## Working in groups

First choose who will do each task during the group work:

<i>First steps</i>	<i>Task</i>	<i>Name</i>
<b>Choose a head of your group</b>	Who's the head of your group? He/She will know what everybody needs to do and will check that everybody's working.	
<b>Make a timetable</b>	Who will make a timetable for the project? He/She will check that everybody finishes his/her work in time.	
<b>Take notes</b>	Who will take note on your ideas when you are brainstorming and write down who does which job? He/She will fill in the lists on this paper.	
<b>Collect your material</b>	Who will collect all your material? He/She will keep copies of material that you can use (newspaper/magazine articles, photos, charts, internet addresses, etc.) and of your results.	

## Steps 1 and 2: Choose your topic and collect information

Write down who will write what. Discuss where you can get the information you need.

<b>Name</b>	<b>Topic</b>	<b>Sources of information</b>	<b>Special tasks / notes</b>

## Step 3: Correct your article

Checklist for writing: Make a tick (✓) after you finish each step.

<b>Name</b>	<b>Topic</b>	<b>1st draft<sup>1</sup></b>	<b>Correction<sup>2</sup></b>	<b>Fair copy<sup>3</sup></b>

## Step 4: Publish your mag

Discuss what you still have to do and fill in this list. You can find examples for tasks in the box:

*Finish the articles / Look for pictures / Draw/Scan pictures / Decide on first/last article / Layout pages on computer / Design the front page / Print pages / Make photocopies*

<b>To do (tasks)</b>	<b>Who will do it?</b>	<b>By when?</b>	<b>Notes</b>

<sup>1</sup> 1st draft: erster Entwurf

<sup>2</sup> correction: Korrektur

<sup>3</sup> fair copy: Reinschrift

**How do you like the mag? What do you think about each group's results?**  
(My group: \_\_\_\_\_ )

Group no.						
Do you like the way the group has designed /structured the pages?						
Do you think the group had good ideas for topics?						
Did the group choose nice illustrations/photos and make a good layout?						
Do the articles have a lot of information? Are they interesting?						
Are the articles easy/hard to read?						
Are there a lot of mistakes in them (spelling, grammar?						
General impression <sup>1</sup>						

**Choose one of the smileys:**



**How do you like the mag? What do you think about each group's results?**  
(My group: \_\_\_\_\_ )

Group no.						
Do you like the way the group has designed /structured the pages?						
Do you think the group had good ideas for topics?						
Did the group choose nice illustrations/photos and make a good layout?						
Do the articles have a lot of information? Are they interesting?						
Are the articles easy/hard to read?						
Are there a lot of mistakes in them?						
General impression <sup>1</sup>						

**Choose one of the smileys:**



<sup>1</sup> Gesamteindruck

**Part I: General information about the two Elizabeths**

Scan your part of the text and take notes in the chart:

	<b>Partner A: Elizabeth I</b> (left column)	<b>Partner B: Elizabeth II</b> (right column)
When did ... become queen?		
How old was she when she became queen?		
Was she married?		
Did she have children?		

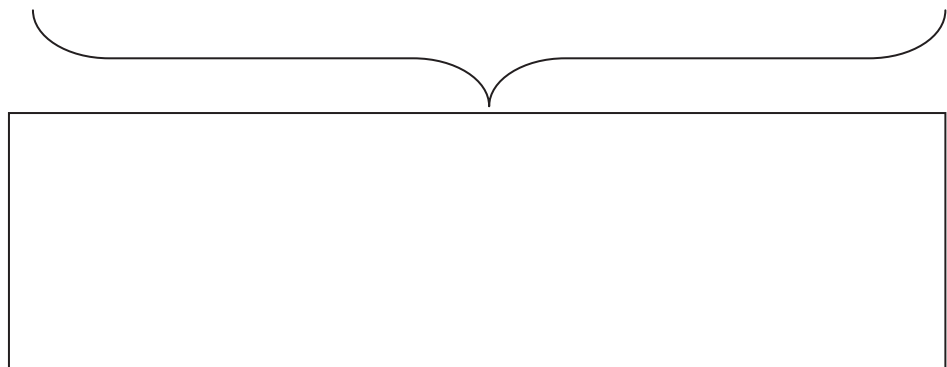
**Part II: What happened to them?**

Read the text again. Find answers to the questions and take notes in the chart:

<b>Partner A: Elizabeth I</b> (left column)	<b>Partner B: Elizabeth II</b> (right column)
1. How did Walter Raleigh help Elizabeth I?	1. What did Michael Fagan do one night?
2. How did Elizabeth say thank you to him?	2. What did Elizabeth II do?
3. What did Sir Walter bring to Europe?	3. How did the staff know Elizabeth is in danger?

**Part III: Communication**

Ask your partner about his/her Elizabeth and tell him/her about yours. Take notes on the missing parts. Then try to say how tobacco links the two stories.



1. Read the text on p. 112 of your textbook and take notes on your part of the chart (A, B or C).

	A: until 1837	B: from 1837 to 1945	C: from 1946 on
<i>Who played the drum?</i>			
<i>What kind of drum? (What's special?)</i>			
<i>When/Why did he/they play it?</i>			
<i>What happened?</i>			

2. Walk around the classroom and ask your classmates for the missing part of information. Take notes in the chart.

3. Prepare a short talk about the history of steel drums and give it in class.

Until 1837 ... played ...

It was a ...

He / They played it on ... because ...

Then, from ... , ...



### Bildquellen

Arnold & Domnick, Verlagsproduktion, Leipzig: KV 21  
 Roland Beier, Berlin: VAS, KV 15 (Rugby-Ball)  
 Dr. Volkhard Binder, Berlin: VAS  
 Carlos Borrell, Berlin: KV 3, KV 8, KV 10  
 Getty Images, München: KV 11 (Foto 7: Jill Sabella)  
 Graham-Cameron Illustration, London, UK: Fliss Cary: VAS  
 Marie Hübner, Bad Soden: KV 18  
 Stella Ludin/Aksinia Raphael, Berlin: KV 14  
 Eva Muszynski, Berlin: VAS, Erfassungsbögen (A, B, D, E, F), KV 2, KV 6A, KV 9, KV 11 (unten), KV 12, KV 15, KV 16, KV 19  
 Linda Rogers Associates, London, UK: Gary Rees: VAS  
 Shutterstock, New York, USA: VAS (Bohrinsel: TebNad; Ölfässer), KV 11 (Fotos: 1: Tomasz Trojanowski; 2: Arman Zhenikeyev; 3: Vadim Ponomarenko; 4: Anyka; 5: Yuri Arcurs; 6: Jack Dagley Photography; 8: Mikael Damkier; 9: Indigo Fish; 10: Sebastian Knight; 11: Jostein Hauge; 12: Olga Sweet)  
 Yvonne Thron, Berlin: VAS  
 Katharina Wieker, Berlin: VAS, KV 14, KV 15 (Laufschuhe)

### Titelbild

Alamy, Abingdon, UK (London Eye (M): Ian MacPherson); Corbis, Düsseldorf (Bus (M): Royalty-Free); IFA-Bilderteam, Ottobrunn (Union Jack: Jon Arnold Images)

### Liedquellen

*If I had \$1000000* by Steven Page/Ed Robertson. (c) 1994 by WB Music Corp. and Treat Baker Music Inc. All rights administered by WB Music Corp. Neue Welt Musikverlag GmbH & Co. KG: S. 86

*Sk8er boi* by Lauren Christy/Scott Spock/Graham Edwards/Avril Ramona Lavigne. (c) 2001 by Warner-Tamerlane Publishing Corp./Rainbow Fish Publishing/Mr. Spock Music/Ferry Hill Songs/WB Music Corp./Almo Music Corporation. Neue Welt Musikverlag GmbH & Co. KG/Rondor Musikverlag GmbH: KV 20 A/B