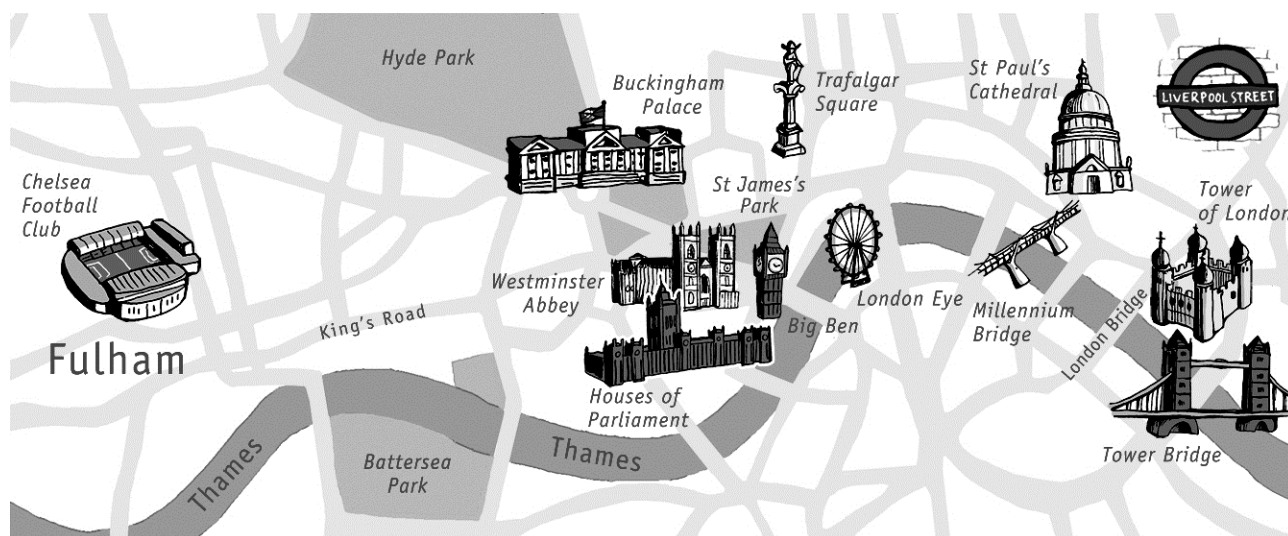


a) Watch the film and enjoy the tour.

b) Which places do we see on the tour? Mark them on the map below. Then watch again and check. Number the places in the correct order of the tour.



c) Describe the London tour in your own words. The sentence beginnings below can help you.

The tour starts at Liverpool Street Station. At the next stop you get off and walk to the River Thames. From there you can see **1** \_\_\_\_\_ and the **2** \_\_\_\_\_.

Then you go back to the bus stop and get on the next bus. You go past **3** \_\_\_\_\_ and **4** \_\_\_\_\_. The next stop is at the Horse Guards.

From there you can walk through **5** \_\_\_\_\_ to **6** \_\_\_\_\_.

After that, you can take a ride on the **7** \_\_\_\_\_. Then you go to the **8** \_\_\_\_\_, **9** \_\_\_\_\_ and **10** \_\_\_\_\_.

The tour ends at **11** \_\_\_\_\_.

I think the tour is \_\_\_\_\_.

London looks \_\_\_\_\_.

My favourite sight is \_\_\_\_\_ because \_\_\_\_\_.

**More challenge** Describe a tour of your hometown or area. You can use the ideas in the text above for help. Draw a map for your tour.

*My tour starts at ... First you ... Then ...*

Read these texts from a website about London sights.

Underline important information. Pick two or more places that you want to go to.

### Are you planning a day in London?

Here are six fun and exciting things for you to do:

- See a musical! Billy Elliot is on at the Victoria Palace Theatre.
- Go on a tour of Chelsea stadium!
- Go shopping at Camden Market or on Oxford Street
- Visit the Queen Elizabeth Olympic Park
- Dance the night away at The O2

Don't forget to buy a one-day Travelcard!

Need more ideas? Why not visit Hyde Park or the London Eye?

### London Travelcard

The best way to get around London is with public transport. If you want to use London's buses, trains and Tubes, it's a good idea to buy a Travelcard so that you don't have to buy extra tickets every time you make a journey.

You can buy tickets for different 'zones' or areas in London.

A child's Travelcard for Zones 1–2 (just the centre of London) costs £4.20. For Zones 1–4, it costs £5.30.

### Billy Elliot – The Musical



If you want to see something really special in London, you should go to a show in London's famous West End or 'Theatreland'. One of the most exciting shows at the moment is *Billy Elliot – The Musical* which you can see at the Victoria Palace Theatre. The show lasts three hours and is on at 7.30 pm Monday to Friday, and 2.30 pm on Thursdays and Saturdays.

*Billy Elliot – The Musical* has won lots of awards and has been a hit all across the world. It's about a boy from a poor family in the north of England in the 1980's. His love for ballet dancing changes his life. And as well as the great story, there is also great music by Elton John.

Of course, you can't see wonderful shows like this for free. The cheapest tickets are £20.50, and the most expensive tickets are £86.00. It's really easy to find the theatre, just take the train or Tube to Victoria Station.

### Chelsea stadium tours



Are you a big football fan? If yes, a tour of Stamford Bridge is the perfect activity for you. Stamford Bridge is the home of Chelsea Football Club and it's in Fulham. The nearest Tube station is Fulham Broadway.

The stadium tour isn't cheap – tickets are £20 (or £13 for children), but you get to see lots of exciting things which are normally only for the players. For example, you can see the dressing rooms, the Press Room, and you can even walk through the Player's Tunnel. Pretty cool, right?

There is also a museum where you can find out all about the history of Chelsea Football Club.

The tour lasts about one hour. You can go on a tour from Monday to Sunday at 10:00, 10:30, 11:00, 11:30, 12:00, 12:30, 13:00, 13:30, 14:00, 14:30, and 15:00. There are no tours on match days. It's a good idea to book the tour before you get to the stadium.

### Camden Market



If you want to buy something special and you don't have a lot of money, Camden Market is the place for you. It's a short walk from Camden Town and Chalk Farm Road Tube stations, and it's open every day from 10 am until 6 pm. The great thing about Camden Market is that it's not just one market, it's actually lots of markets. In fact, it's the biggest street market in the UK. It's a great place to find cool and interesting things.

It's free to get into the market, but it's difficult to visit Camden Market without spending some money on clothes, music, jewellery, food, drinks, ...

Shutterstock.com: ballerinas © Stephen Orsillo; soccer stadium © Krivosheev Vitaly; Camden Market stall © Tupungato

**Oxford Street**

Londoners really know how to shop. One of the most popular places for shopping is Oxford Street. There you'll find all of your favourite shops and many, many more!

You can get there on the Tube and it's close to Bond Street, Oxford Circus and Tottenham Court Road stations. On Mondays, Tuesdays, Wednesdays and Fridays, the shops are open from 9.30 am until 8 pm. On Thursdays, they are open 9 am until 10 pm. On Saturdays, they are open 9 am until 9 pm. And the really special thing is that they are even open on Sundays! From 12 pm until 6 pm. It's free to look around the shops, but of course you have to pay if you want to buy something!

**The Queen Elizabeth Olympic Park**

The Queen Elizabeth Olympic Park is one of London's newest attractions. It was built in 2012 for the Summer Olympics. And it's huge – it covers 560 acres! The park is so big that they needed 80,000 people to build it.

There is lots to do at the Olympic Park. You can just walk around the grounds and have a drink at the cafe, or you can go and see a basketball match or another sports event, or you can do one of the many sports activities.

The park opens early, at 6 am, and it closes at 10 pm in the summer or 7 pm in the winter. Entrance to the park is free, but you might have to pay for the events. The best thing to do is to check on the website before you get there. The Olympic Park is in East London. To get there, take the Tube or the train to Stratford Station.

**The O2**

One really exciting place to visit is London's O2 arena. It's a huge venue where you can see lots of great concerts and sports events. But it's not just that! In the O2 there is also an exhibition centre and lots of restaurants and bars. So you'll need to have a lot of energy for this place!

It opens at 9 am and stays open until late. The price is different for each event, so you should check online before you go. To get there, take the Tube to North Greenwich.

**Hyde Park**

There are some great places in London which you don't have to pay to visit, and Hyde Park is one of them. Millions of people visit Hyde Park every year, and it's popular with both tourists and Londoners.

What's so special about a park, you might think? Well, it's not just nice trees and grass that you'll find at Hyde Park. There's also lots of interesting things to see, like the Serpentine Lake, Speakers' Corner and the Diana, Princess of Wales Memorial Fountain. You can also do lots of fun activities there – like swimming, cycling, tennis and even horse riding.

The park is open every day from 5 am until midnight, so there is definitely enough time to see everything! To get there, take the Tube to Knightsbridge, Lancaster Gate or Marble Arch. It's a short walk to the park from these stations.

**The London Eye**

London can be a really busy city, so why not get away from all of the people and traffic, and take a trip on The London Eye?

The London Eye is a huge ferris wheel which gives you a fantastic view of the city. And when we say 'huge', we mean it: The London Eye is 135 metres tall, and the tallest ferris wheel in the whole of Europe! Pretty special, right? If the weather is clear, you can see for miles in all directions. We can't promise you great weather, but we can promise you a really exciting ride.

The London Eye opens at 10 am and stays open until 8.30 pm (or later in summer months). It's cheaper and much easier if you buy your tickets online before you get there. Children's tickets cost £12.60. The London Eye is on the South Bank of the Thames. To get there, just take the Tube to Waterloo, Embankment, Charing Cross or Westminster.

 Look at pages 8/9 (+ Text file 1, pp. 144–146) and page 12 (+ KV 2A/B or webcode Head-3-13). Pick two or more places that you want to go to. Read the texts and find out more about “your” London sights. Make notes in the table below.

Then talk to your partner and agree on three places – or more. Complete your notes together

Our sights	1. _____	2. _____	3. _____	4. _____
When can you go there? (When does it open/start?)				
How much are the tickets?				
Where is it?				
How can you get there?				
What can you see or do there?				
What’s special about it?				

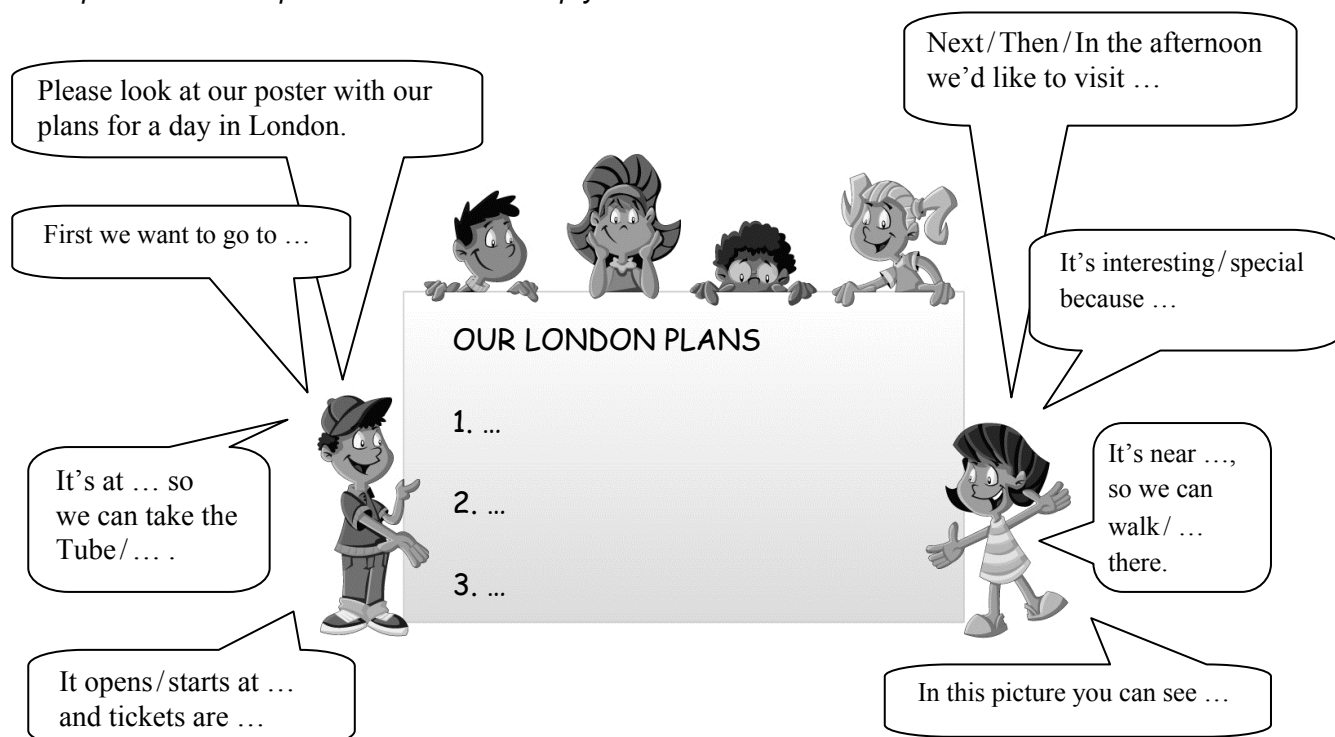
**TIP** You can use your notes to make a poster about your London plans. Add pictures and write (short) captions

- a) Look at the checklist and check if your poster is OK or what you can do better. Then present your poster.
- b) Look at your partners' posters and complete the checklist. Fill in ☺ (= very good), ☹ (= OK) or ☹ (= not so good) and make notes.

	our poster	our partners' poster
The heading is big and easy to read (e.g. in <b>CAPITAL LETTERS</b> ).		
Pictures, photos or maps make the poster more interesting.		
There are captions for each picture.		
The texts are short and give only the most important information.		
You used your own words.		
The pictures fit the topic and the texts.		
You marked important information with a marker or different colours.		
You used symbols to save space.		
You didn't put too much on your poster.		
Your poster has an interesting layout.		

### More practice Present your poster to the class

The phrases in the speech bubbles can help you.



Shutterstock.com: presenting a poster © Denis Cristo

**Part 1: How strict are your parents?**

a) Write down three things you're allowed to do and three things you aren't allowed to do.

	I'm allowed to ...	I'm not allowed to ...
1		
2		
3		

b) Talk to a partner and fill in the table.

	I'm allowed to:	I'm not allowed to:
My partner is allowed to:	++	--
My partner isn't allowed to:	+-	--

Talk like this:

I'm allowed to go to a youth club. What about you?

Yes, me too. And I'm allowed to listen to loud music. And you?

No, I'm not allowed to do that.

c) Tell the class about you and your partner.

My partner and I are both allowed to ... I'm allowed to ..., but my partner ...

**Part 2: School rules**

a) Listen. Which school is stricter – Alfie's old school or his new school in London?

b) Listen again and take notes.

	Alfie's old school	Alfie's new school	More practice Our school
wear a tie			
wear a blazer			
wear trainers			
leave school at lunchtime			
wear caps or hats			
have piercings or tattoos			

**More practice** What about your school? Complete the last column of the table. Then talk about your school rules in class like this:

At our school, students (don't) have to ...

Yes, and we're (we aren't) allowed to ...

Look at the signs and complete the sentences with the correct modal verbs:

can/can't • should/shouldn't • must/mustn't • (not) have to • (not) be allowed to



If you want to cross the road, you \_\_\_\_\_ push the button<sup>1</sup> and wait for the green light.



If you need help, for example with a wheelchair, you \_\_\_\_\_ use this phone.



At the airport you \_\_\_\_\_ leave your luggage<sup>2</sup> and go away.



When you get on the tube, you \_\_\_\_\_ be careful and mind the gap<sup>3</sup> between train and platform.



When you want to cross the road in Britain, you \_\_\_\_\_ look right first.



You \_\_\_\_\_ play ball games or cycle<sup>4</sup> in this park. You \_\_\_\_\_ bring dogs either.



You \_\_\_\_\_ stand on the right on the escalators<sup>5</sup>.  
You \_\_\_\_\_ smoke.



Pedestrians<sup>6</sup> \_\_\_\_\_ be careful here because they \_\_\_\_\_ use the pavement<sup>7</sup>.



You \_\_\_\_\_ drive slowly. You \_\_\_\_\_ be careful because young students \_\_\_\_\_ cross the road here.

<sup>1</sup> push the button: *den Knopf drücken*, <sup>2</sup> luggage: *Gepäck*, <sup>3</sup> mind the gap: *auf die Lücke achten*, <sup>4</sup> cycle: *Rad fahren*,  
<sup>5</sup> escalators: *Rolltreppe*, <sup>6</sup> pedestrians: *Fußgänger*, <sup>7</sup> pavement: *Gehweg*

Write Ruby's answers into the dialogue. Then practice the dialogue with your partner and act it out for the class.

More help

Mum: Did you have a nice day?

Ruby: Yes and no!

Mum: Oh dear! What happened?

Ruby: Well first we went to a cafe.

Mum: I know. I phoned you. What happened next?



Ruby: \_\_\_\_\_

Mum: What did you do there? Did you buy anything?

Ruby: \_\_\_\_\_

Mum: Sounds great. And then? What happened?

Ruby: \_\_\_\_\_

Mum: That's why I told you to watch your bags in the market, remember? – So what did you do next?

Ruby: \_\_\_\_\_

Mum: My 'terrible' ringtone! ... And you always make fun of it ...

Ruby: \_\_\_\_\_

Mum: That's great! You're lucky to have your things back! And you have really nice friends.

Ruby: \_\_\_\_\_



▲ fold here

More help

Cut out the sentences and glue them into the right places in the dialogue.



Yes, they're very good friends.

Then we took the Tube to Camden Market.

Well, Sherlock was really clever. He phoned my mobile number – err, I mean your mobile number – and then we could hear your ringtone.

No I didn't. We just tried on different clothes. It was a lot of fun.

We sat down for something to drink and when I looked for my bag it wasn't there.

Yes, I'm sorry, it was a really great ringtone today ... So we followed the ringtone together and we found my bag in a shop, on the ground. The money and the phone were still in it!



**1 REVISION My class trip ► Unit 1, p. 25**

(1) arrived, (2) was, (3) had, (4) talked, (5) didn't understand, (6) went,  
(7) played, (8) was, (9) didn't talk, (10) took, (11) met, (12) didn't see (12 points)

☺	☹	☹
12–10	9–6	5–0

**2 WORDS Travel in London ► Unit 1, p. 25**

a)

travel by land	travel by air	travel by water
(car) • bike • bridge • bus • bus stop • car park • escalator • passenger • platform • road • street • taxi • ticket • traffic lights • train • train station • travelcard • timetable • Tube	airport • escalator • flight • gate • passenger • plane • ticket • timetable	bridge • ferry • harbour • passenger • river • sea • ship • ticket • timetable

(Pro Wort ein halber Punkt, insgesamt 14 Punkte möglich. Eventuelle Doppel- oder Dreifachnennungen werden nicht mehrfach gezählt. Den halben Punkt gibt es, wenn das Wort mindestens einer der möglichen Kategorien zugeordnet wurde.)

(14 points)

b)

1	cross the <b>street</b>	walk along the <b>street</b>	go to the end of the <b>street</b>
2	go by <b>train</b> to town	wait for the <b>train</b> on the platform	get off the <b>train</b> at the station
3	buy a <b>ticket</b> from the bus driver	A <b>ticket</b> to London, please.	You must have a <b>ticket</b> before you get on the train.
4	The cars must stop at the <b>traffic lights</b> .	Turn left at the <b>traffic lights</b> .	The <b>traffic lights</b> are red.
5	You can sit on the <b>bus</b> .	Tourists can take the number 11 <b>bus</b> .	I missed the <b>bus</b> .

(5 points)

☺	☹	☹
19–16	15–10	9–0

**3 LANGUAGE Talking about the bike tour ► Unit 1, p. 26**

(1) were you able to, (2) had to, (3) had to, (4) were able to, (5) Was he able to,  
(6) had to, (7) Did everybody have to, (8) were able to (8 points)

☺	☹	☹
8–7	6–4	3–0

**4 LANGUAGE Safety in London ► Unit 1, p. 26**

a) (2) have to, (3) be allowed to, (4) have to, (5) I'm not allowed to,  
(6) don't have to, (7) I'm allowed to, (8) have to, (9) don't have to (8 points)

☺	☹	☹
8–7	6–4	3–0

**6 LISTENING Trains, buses and planes ► Unit 1, p. 27**

a) Photo 1 – Scene C; Photo 2 – Scenes B and E;  
Photo 3 – Scenes A and D

(5 points)

b) 1 (They should go to) gate B 12.

2 (It leaves) at 11.40.

3 (They leave) every 6 or 7 minutes.

4 (It leaves) at 12.55 today.

5 (It leaves) at a quarter to eleven / 10.45.

(5 points)

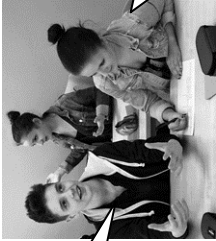
☺	☹	☹
10–8	7–5	4–0

Cut out the cards and match the English and German telephone phrases. Then glue them together (back to back).

<i>Can I take a message?</i>	<i>Who's speaking?</i>
<i>I'm afraid ... (name) can't come to the phone right now.</i>	Kann ich bitte mit ... (Name) sprechen?
<i>This is ... (name).</i>	<i>Can I speak to ... (name), please?</i>
... (Name) kann leider gerade nicht ans Telefon kommen.	Gern geschehen. Auf Wiederhören.
Soll ich ihm/ihr etwas ausrichten?	Wer ist am Apparat?
Ich werde es ihm/ihr ausrichten. Ich werde die Nachricht weitergeben.	<i>I'll tell him/her.</i> <i>I'll give him/her your message.</i>
Ich wollte fragen, ob ...	Spreche ich mit ... (Name)?
<i>Is that ... (name)?</i>	<i>I wanted to ask if ...</i>
<i>You're welcome.</i> <i>Goodbye.</i>	Hier ist ... (Name).

1 Add your own questions to the table. Then answer the questions for yourself. Don't forget to write how many times you've done it:

- never
- once/twice
- three/four/.../many times



No, never. /No, I haven't.

Yes, I have –  
once/twice/three/  
four/.../many times.

2 Walk around and talk to different partners. Ask and answer the questions. Take notes.

	Me	Partner 1	Partner 2	Partner 3
Have you ever ...	been to a farm?			
	ridden a donkey?			
	been on a plane?			
	moved house?			

3 Write about the results. What interesting things have you found?

I Two/three/... people	have ('ve)	(never)			once twice three/four/five/... times many times/lots of times
		been	to a farm/on a plane		
		ridden	a donkey		
		moved	house		
Ben/Lea/Nobody/ One person	has ('s)	lived	in the country/ in the city		
		driven	a tractor		
		...			

a) Look at the pictures and read the captions. Then watch the film. Tick the things you saw.



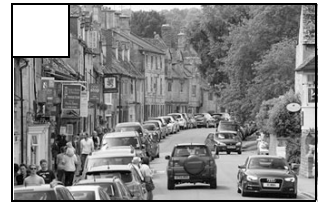
a crossroads



a church



an old market



a high street



a wood



Dovers Hill



a pub



a track

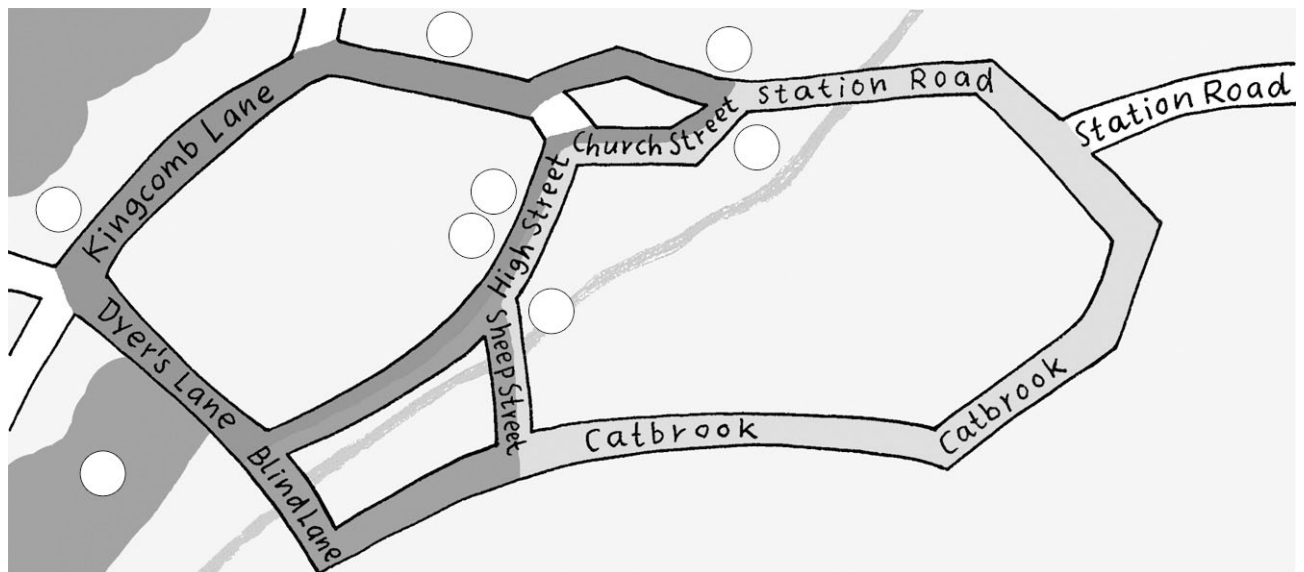


a farm

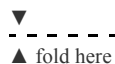


a block of flats

b) Look at the map of Chipping Campden. Which route did Becky take? Draw it into the map.



c) Mark the places on the map that Becky saw.



**More help** Cut out the labels and match them to the places (○) on the map. Check with a partner. Then glue the labels onto the map.

Market Hall	Campden Wood	St. James' church	pub: Red Lion
Kings Hotel	Chipping Campden School	Dovers Hill	sheep farm

- 1 Cut out the parts of Becky's cycle tour and put them into a logical order.
- 2 Now write your own film script. Becky's phrases can help you. Fill in your own information for the words in grey.



Now we can leave the town here on Dyers Lane.

Look over there on the left. That's Campden Wood.

OK, at this crossroads we go right. OK, let's look right, left, and right again. And this is Kingcomb Lane.

W

Now we're coming back into Chipping Campden again. Station Road's on the left. Chipping Campden School is up there.

That's Church Street. And guess what's up there ... yes a church – St James' Church. It's over 600 years old.

D

OK, let's go along the High Street. It's beautiful, isn't it? There are lots of shops and cafes, and, of course, pubs too.

That's the Kings Hotel. You can get a good lunch there ...

T

We're starting our tour here. It's the Market Hall. It's over 400 years old. In the old days, farmers sold cheese, butter, sheep and chickens here.

O

That's Sheep Street over there. Sheep were very important here! But we're not going down Sheep Street – we're going straight on.

S

Look over there. That's Dovers Hill. It's nice up there – you can see all over the country. This is a famous hill because 400 years ago – in 1612 – the Cotswolds Olimpicks started here. Every year the Cotswolds Olimpicks take place here in May or June. They're great fun!

O

Hi, I'm Becky and I work for Cotswolds Country Cycles. Today I'm going to take you on a bike tour of the Cotswolds, near my home town of Chipping Campden. Chipping Campden is a small, beautiful town.

We're here in the High Street and you can see it's very old.

C

Now we're back in the High Street again – hope you enjoyed your tour ... bye bye!

S

We go right here. Look over there. It's a sheep farm – on the left.

L

## English G HEADLIGHT 3 | Handreichungen für den Unterricht

1 Mark the beginning of Rob's blog green, the middle yellow and the end red.

2 Where should Rob start new paragraphs? Mark the beginning of new paragraphs like this: 

I moved to Mickleton in the Cotswolds in August. I didn't like it here. Now I think it's OK. The people are OK. The neighbours help you if you have a problem. The towns in the Cotswolds are OK. Stratford is big. There are shops there. There's a bus every hour. I go to Stratford with my friends. The countryside is OK. There are trees, fields and hills. My dog Wally likes the countryside. He loves rabbits. Mickleton is my ideal place to live.	▲
	▼

3 Take a closer look at the middle part and complete the table:

<b>beginning</b>	I moved to Mickleton in the Cotswolds in August. I didn't like it here. Now I think it's OK.	
<b>middle part</b>	<b>new idea</b>	<b>give an example or explain your idea</b>
	The people are OK.	The neighbours help you if you have a problem.
	The towns ...	
	The ...	
<b>end</b>	Mickleton is my ideal place to live.	

4 Now rewrite Rob's blog. Have you remembered everything? Tick ☒ the boxes.

- paragraphs to start new parts and new ideas ☐
- time phrases and linking words ☐
- interesting adjectives ☐

What's your favourite place for a class trip?

Find a picture and write down why you would like to go there.

((put a picture of your  
"place to go" here))

I'd like to go to \_\_\_\_\_

because \_\_\_\_\_.

### 1 LISTENING A class trip

a) – c) Listen to Molly and Rob and complete the information in the table.

Who?	place	activities	advantages	disadvantages
	Sneaton Castle			
	Loch Eil			

Add more information about **your favourite place for a class trip** here:

Me				
----	--	--	--	--

d) Cut out the phrases below and put them into the table. Some phrases can go into two columns.

ask for an opinion	agree	disagree	not sure

### 2 SPEAKING Discussing a class trip

Find some advantages and disadvantages in each advert for class trips. Think of:

location • food • accommodation • transport • prices • activities • length of time • ...

place	activities	advantages	disadvantages
Crannock Wood			
London			



1 What do you think?	2 I'm not so sure.	3 I guess you're right.	4 You must be joking!
5 I suppose that's true.	6 What about ...?	7 That's an interesting idea.	8 You say ... – I say ...!
9 No way!	10 That sounds OK.	11 Are you serious?	13 Maybe you're right.
			12 You have a point.



- a) Listen to the radio programme and tick where the callers live (city ☒ or country ☒) and if they like (☺) or don't like (☹) living there.
- b) Listen again and write down reasons for their opinion – one for each person.

	city	country	☺	☹	reasons
Anna					
Thomas					
Nina					
Karan					
Joe					

- c) Do steps 1 and 2. Then make a phone-in programme in class. Swap roles.

**Step 1:** Listen again and complete these useful phrases for a presenter.

Hello! My \_\_\_\_\_ is Brian Jones.                      Hi ((name)). Where are you \_\_\_\_\_?

Welcome to our \_\_\_\_\_.                      Oh dear. You don't sound very \_\_\_\_\_.

Today we're going to discuss the \_\_\_\_\_ ...                      Thank you for \_\_\_\_\_.

As always the \_\_\_\_\_ to ring is ...                      And we already have the \_\_\_\_\_ caller.

I'm looking forward to your \_\_\_\_\_.                      Thanks for your \_\_\_\_\_, ((name)).

And here is our first/another \_\_\_\_\_ on                      And who's our next \_\_\_\_\_?

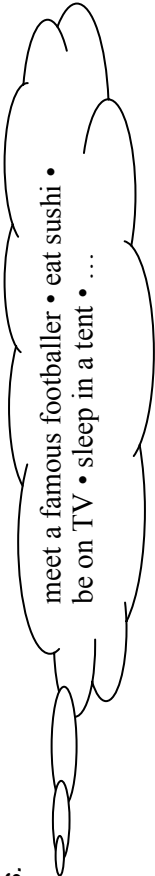
the line.                      That was ((name)) from ((place)).

Hello, who is \_\_\_\_\_?                      A clear \_\_\_\_\_ for the city.

**Step 2:** What would you tell the presenter? Write down your ideas. You can use these phrases:

<b>Say who you are</b>	Hi, this is ... • Hello, my name is ...
<b>Say where you live</b>	I'm from a small/ ... place east/west/ ... of ... I live in a small/ ... place called ... We're not far from ... I'm from ... It's the biggest/second biggest/ ... city in ... We moved here ... months/years/ ... ago.
<b>Say what you think</b>	Well, it's terrible/great/nice/boring/ ... here because ... Oh, I hate it. I'd really like to live in ... because ... I would/wouldn't like to live in the country/a city because ... I love/hate living in ... because ... You can ... here. • You have to ... here. For a music/sports/animals/ ... fan like me it's a good/bad place to live.

- a) Fill in the correct form of the verbs to make questions.  
Think of three more questions. They can be funny.  
Add them to the chart.




Have you ever ...	me	partner 1	partner 2	partner 3
(visit) another country?				
→ Have you ever _____ another country?				
(be) in hospital?				
→ Have you ever _____ in hospital?				
(talk) to a famous person?				
→ _____?				

- b) Answer the questions for yourself. Then make appointments with three partners.

- Answer your partners' questions.
- Ask them your questions. Note their answers:  
yes = ✓    no = ✗

Yes, I have.  
No, I haven't.

- c) Tell another partner or the class what you have found out:  
Malte has (never) visited another country.








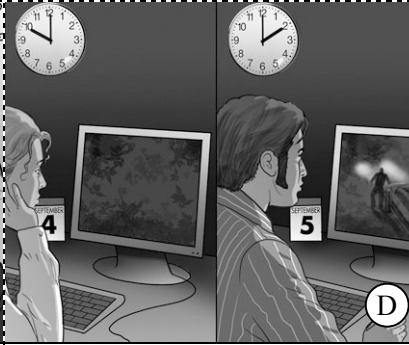
- a)  Work in groups of three. Cut out the pictures below and put them in the right order. Talk about the pictures like this:

I think picture F is number 1.

I agree. And I think picture D is number 2.

I'm not sure. I think picture A is number 2.

- b) Write the story. The words and phrases under the pictures can help you.

 <p><b>C</b></p>	 <p><b>I</b></p>	 <p><b>G</b></p>
<p>at six o'clock – kitchen – tell family about – have an idea – a brochure</p>	<p>Mrs Johnson – call the police</p>	<p>the next day – install CCTV cameras – on the farm – in the fields</p>
 <p><b>A</b></p>	 <p><b>F</b></p>	 <p><b>H</b></p>
<p>Mr Johnson's dog – find lots of rubbish – in bushes – on the field – be angry</p>	<p>one day – feed sheep – find a sheep – on the ground – be hurt</p>	<p>Mr Johnson – park tractor – end of the lane – dumpers – not get away</p>
 <p><b>E</b></p>	 <p><b>B</b></p>	 <p><b>D</b></p>
<p>police arrive – take dumpers to the police station – Mr Johnson: happy</p>	<p>in the morning – Mr Johnson – call Mr Blake – CCTV services – offer good deal</p>	<p>at night – check monitors – in the farm office – Mr Johnson: see car lights, dumpers</p>

**1 REVISION At the farm park ► Unit 2, p. 47**

1 mustn't / aren't allowed to 2 have to 3 can / have to 4 be able to  
5 can / are allowed to 6 mustn't 7 can 8 can / are allowed to

(8 points)

☺	☹	☹
8-7	6-4	3-0

**2 LANGUAGE The Blakes meet Adam ► Unit 2, p. 47**

The Blake family is at *Cotswold Farm Park*. They **have been** there **for** (1) more than four hours and they **have** already **done** (2) lots of things. Rob's sisters are excited because Adam **has** just **come** (3) into the farm park!

Jodie Oh, hello Adam. We always watch you on TV!

Adam Hi, guys! I hope you're having fun. How long **have** you **been** (4) here?

Evie We got here when the park opened, so we **have been** here **since** (5) 10.30. We're having a great time.

Adam Great! Is this your brother? **Have** you **had** (6) a nice day so far?

Rob Yes, but I miss my dog. He **has been** alone at home **for** (7) a long time.

Evie Oh Rob, don't worry about Wally. Adam, how long **have** you **lived** (8) on the farm?

Adam I've **lived** here **since** (9) I was a boy. And the farm **has been** a park **for** about 15 years. (10)

(one point for every correct present perfect form and every correct since/for = 15 points)

☺	☹	☹
15-12	11-8	7-0

**More challenge 6 More about the farm park ► Unit 2, p. 122**

1 haven't been – visited 2 started – has been 3 watched – have been  
4 saw – haven't looked at 5 left – haven't left

(10 points)

☺	☹	☹
10-8	7-5	4-0


**3 LISTENING Is it better to live in the country or the city? ► Unit 2, p. 48**

a) (10 points) b) (2 points per reason = 10 points)

	city	country	☺	☹	reasons ((es genügt die Nennung von je einem Grund))
Anna		✓		✓	bus to school – an hour ((vorgegeben, daher nur 1 Punkt)); has to get up early; nothing to do for teenagers
Thomas	✓		✓		easy to meet people; you can do lots of things at weekends (cinema, concerts)
Nina		✓	✓		long walks with dog; horse riding; away from everything
Karan	✓		✓		easy to get around by bus/train/underground; easier to find job
Joe		✓	✓		has lots of animals (chickens, ducks, cats, dog, sheep); great fun

(20 points)

☺	☹	☹
20-16	15-10	9-0

- 1  Write a dialogue: One of you is Ben, the other is Ben's dad. Take turns writing. Don't talk. If you need help you can use ideas from **More help** at the bottom.



Ben, we have to talk.



Well, OK, Dad. What's the matter?


**More help** Cut out the sentences below and put them in the right order. Glue them into the speech bubbles. Read the dialogue with your partner. Then write your own dialogue.

... and secondly, you should spend more time on your school lessons.	A	Oh please, Dad, do I really have to? I already said sorry ...	G
That's not the point. You know that your school has a healthy eating policy, don't you?	B	Yes, I know. But our school policy doesn't mean that we have to eat rabbit food all the time.	H
Well, the principal will suspend you for a week if you sell junk food again! And now I have to go and talk to him – do you think I like that?	C	No, Dad. I'm sorry. I won't sell junk food at school again, I promise. But I'd like to make some money outside of school ...	I
I just got this letter from your principal. It says that you sold junk food at school. Is that true?	D	But lessons are often boring. I prefer to sell things – and I need the money too, because ...	J
Be careful, Ben, you're making me really angry! Firstly, junk food is unhealthy and it's against the school rules ...	E	OK, sorry Dad, but if I don't sell junk food, the other students will buy crisps and sugary drinks somewhere else.	K
No, Ben. You really should work harder at school. You need good results to get a good job <u>later</u> . And <u>now</u> I want you to come with me to pick up the food and say sorry to the principal!	F	Well, yeah, Dad, but what's wrong with selling food?	L

Shutterstock.com: Ben © East; vario images: Ben's Dad © Image Source / vario images

### Are you for or against a healthy eating policy at school?

a) Write your name and your reasons why under the correct heading in the table.

b) Walk around: Talk to at least four other students. Find out what they think and why and make notes in your table.

FOR		AGAINST	
name	arguments	name	arguments

c) Tell the class.

I talked to four/six/... people.

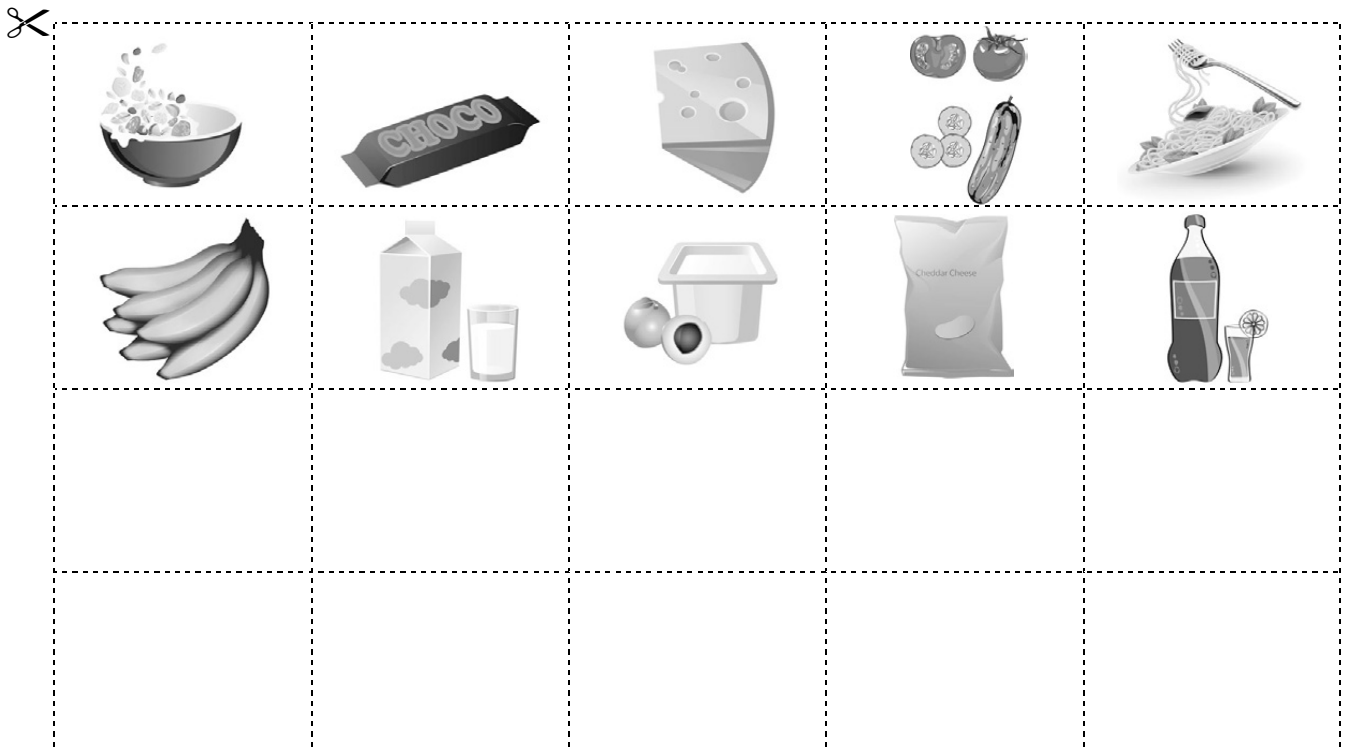
Most people are for/against a healthy eating policy because ...

Two/four/... students (don't) really like the idea because ...

One student isn't really sure because ...

#### More practice 1 Healthy food and junk food

Write the words for the food on the back of the cards. Then collect more food words on the empty cards and add pictures. Cut out the food cards and sort them in a table: junk food – healthy food.



Shutterstock.com: muesli © Vitaliy\_Kharin\_and\_Maya; chocolate, crisps, bananas © The Turtle Factory; cheese, milk, yogurt © Media Guru; tomatoes, cucumbers © oxanaart; pasta © LoopAll; cola © stkob

**Step 1: Ideas****More help**

 **Make teams of four. In your team, think of a good business idea and present it on a poster like this:**

**What can we make or sell?**

Our business idea is: \_\_\_\_\_

**What name can we give our business?**

Our name is: \_\_\_\_\_

**Where can we sell?**

We can sell in/on/at: \_\_\_\_\_

**Who can we sell it to?**

We can sell to: \_\_\_\_\_

Put a picture of your business idea here

**Step 2: Money**

we need:	cost?	sell for ... (price)?	we can sell:	profit?	charity?





**Step 3: Presentation**

**TIP** You can use this copymaster and/or the ideas on page 126 in your textbook to structure the information about your business idea and present it to the class. Don't forget to add pictures!



**More help** Each of you write your **business ideas** on one of the cards below. Then cut out the cards and put them in the middle of the group table. Discuss your ideas and vote for the best idea.

Then do the same for the **name of your business**, the **place where you want to sell** and your **possible customers**.

Student 1 	Student 2 	Student 3 	Student 4 
my business idea	my business idea	my business idea	my business idea
my idea for a name	my idea for a name	my idea for a name	my idea for a name
where we can sell	where we can sell	where we can sell	where we can sell
possible customers	possible customers	possible customers	possible customers

Shutterstock.com: writing hand © cox design

### Liverpool girls want to be like Tasha

Natasha Jonas is from Toxteth in Liverpool and she's a top British sportswoman. She started as a footballer, but then she changed to ... boxing.

Female boxers weren't allowed to fight in the Olympics until London 2012, so Tasha was very proud to be in Team GB in London. In the end Tasha didn't win a medal – but she did very well.

Natasha has become a great role model for young people in Liverpool. Her motto is: 'Respect your talent.' In other words, find what you're good at and be the best you can. For her it was boxing.

Why do some people think that women shouldn't box? People say that it is too dangerous for women. But Natasha Jonas doesn't agree. Of course all boxers can get hurt – men and women. But boxing isn't more dangerous for women than for men.

Lots of girls watched Natasha and the other female boxers at the Olympics and they saw that boxing makes you fit and strong. And now the boxing gyms of Liverpool are full of girls. They want to be like Tasha!



### Prepare notes for a talk

a) You have to give a short talk on *Natasha Jonas* about these points:

- where she's from (*colour: ...*)
- what her sport is (*colour: ...*)
- why she's special (*colour: ...*)
- her motto (*colour: ...*)
- what's good/bad about boxing (*colour: ...*)

First mark the important information in the text on the left (e.g. underline or highlight it). You can use different colours for the five different points.

**Tip:** Mark only the words and short phrases that are important for the task. Keep your notes short too. Look at the examples in the first sentence for help.

b) Now make notes in a mind map (see textbook, p. 62, ex. 2b) or in a table like this:

Natasha Jonas – a profile	
from:	
her sport:	
why she's special:	
her motto:	
what's good about boxing:	
what's bad about boxing:	

**More practice** Find out more about Natasha (from the internet, ...). Complete the table.

born (date):	
height (... metres tall):	
family:	
competitions/successes:	

c) Comment on your partner's talk. You can make notes in the table below while listening.

Partner's name:	good	OK	do better next time
1 spoke clearly/loudly			
2 had a good plan/structure			
3 used good phrases			
4 showed pictures			
5 included the important points			

Shutterstock.com: boxing gloves © halimqd



Cut out the arguments below. Match them to the speakers in the correct column (for/against) of the table. Then decide: Do you agree (☺) or disagree (☹) with them? Can you think of more arguments?

name	arguments for	☺	☹	arguments against	☺	☹
Hannah						
Sam						
Jason						

✂ Young people shouldn't fight!	I really don't like boxing.	Natasha chose the wrong sport.
Her motto "Respect your talent" is great too.	Girls can get hurt more easily than boys.	Boxing is a great sport, but it's not for girls.
She's a good role model for young people because she's hard-working.	Natasha looks good. She's fit and strong - not skinny and weak. That's an important message.	In boxing you have to have a strong body. Girls don't have the right bodies.
Boxing is dangerous.	Boxing is violent.	Natasha is a great role model.
Boxing isn't a sport, and I definitely don't think that it should be an Olympic sport.	Natasha is a great sportswoman and she's very hard-working.	Tasha is an amazing sportswoman and a really cool person.

Now you're on the ferry. You're sitting near some English teenagers. Listen to this dialogue and help – in English and in German.

**More help** The sentences at the bottom can help you.



German girl: Oh, ist es hier voll!

German boy: Ja ... vielleicht ist da Platz für uns, neben den beiden Mädchen.

Frag sie, ob wir bei ihnen sitzen können.

German girl: (1) \_\_\_\_\_

English girl: Oh, yes, of course. One moment, please. I'll move my bag. We can make space.

German boy: Was hat sie gesagt?

German girl: (2) \_\_\_\_\_

English girl: Where are you from? Are you from Holland?

German boy: Was war das?

German girl: (3) \_\_\_\_\_. We're from Germany.

English girl: Oh, I see. Germany – wow! We were in Germany last summer – in Leipzig.

German girl: (4) \_\_\_\_\_

German boy: Oh! Sag ihnen, dass ich aus Leipzig komme.

German girl: (5) \_\_\_\_\_

English girl: Oh, really! We loved it there. It's a great city. We loved the food too.

German girl: (6) \_\_\_\_\_

German boy: Frag sie, ob sie aus Liverpool kommen.

German girl: (7) \_\_\_\_\_

English girl: Yes and no. My friend comes from Liverpool. But not me. I'm visiting her for the weekend.

German girl: (8) \_\_\_\_\_

German boy: Frag sie, wo sie herkommt.

German girl: (9) \_\_\_\_\_

English girl: I'm from Stratford-upon-Avon. It's a small town, about 130 miles from here, to the south.

German girl: (10) \_\_\_\_\_

... It's nice to meet you. I'm Lena and this is my friend Thomas ...

**More challenge** Think of two more questions and answers for the dialogue.



**More help** Cut out the sentences below and match them to the numbers (1)–(10).

Sie sagen, die Stadt ist großartig. Das Essen hat ihnen geschmeckt.

Sie kommt aus Stratford-upon-Avon, etwa 130 Meilen von hier entfernt.

Das eine Mädchen kommt aus Liverpool, das andere Mädchen ist hier zu Besuch.

Sie will wissen, wo wir herkommen.

My friend comes from Leipzig.

Where are you from?

Sie machen Platz für uns.

Sie waren letzten Sommer in Leipzig.

Do you come from Liverpool?

Excuse me, please. Can we sit here?

© David Norman, Meerbusch

- 1 a) *Before you watch:*  
Look at the four photos. Who is who?  
What do you think they're doing?

boxing • climbing trees •  
cycling • dancing • doing  
pilates • flying • jogging •  
jumping • playing football •  
playing basketball •  
skateboarding • skating •  
skipping • ...



Alfie is \_\_\_\_\_



- b) Write your ideas below the pictures. Then watch the film and check.

- 2 Complete the dialogue for Scene A. Act it out. **More help**

SHERLOCK: \_\_\_\_\_, Ruby! You're the jogging champion.

RUBY: \_\_\_\_\_!

ALFIE: Wow, \_\_\_\_\_! And \_\_\_\_\_ again. \_\_\_\_\_!

SHERLOCK: \_\_\_\_\_, Alfie. But \_\_\_\_\_ too, wasn't it?

ALFIE: It was fun for you, \_\_\_\_\_!

RUBY: \_\_\_\_\_, Alfie. \_\_\_\_\_!

ALFIE: Yeah, \_\_\_\_\_. But \_\_\_\_\_  
\_\_\_\_\_ next time. And \_\_\_\_\_!



### 3 A summary – with mistakes.

- a) *Underline the mistakes in this summary and correct them like in the example below.*

~~four~~ three friends meet in ~~North Park~~ Bishop's Park. It's a terrible day. Alfie is playing basketball. Sherlock wants to have a competition. The next week they meet again in the street. They play three games – skipping, pilates and cycling. Tally is very good at jogging. Sam is very good at pilates. And Ruby is good at skipping.

Alfie is good at all of these sports. In the end they all play tennis together.

- b) *Check with a partner. Then rewrite the correct summary in your exercise book.*




▲ fold here

**More help** but not for me • Hard luck • I'm tired • I guess you're right • I lost • I'm going to beat you • it was fun • let's have a football match • Oh come on • You can't always win • Thanks Sherlock • That's not fair • Well done


a) Complete the questions in the table.

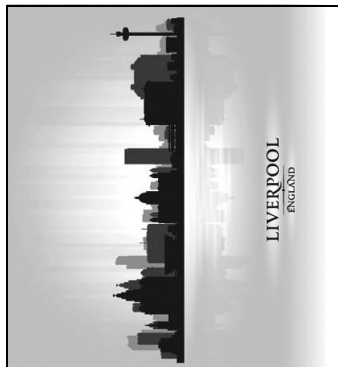
**More practice** Think of two more questions for your partner. Write them in the last lines of the table.

What will you do ...	Me	Partner 1
... if your friend buys a T-shirt like yours?		
... if you _____ (get) some money for your next birthday?		
... if the weather _____ (be) nice at the weekend?		
... if your parents _____ (forget) your next birthday?		
... if there _____ (be) no interesting films this evening?		
... if your friend _____ (not like) your new mobile?		
... if you _____ (meet) your teacher at the cinema?		
<b>More practice</b>		

b)  Answer the questions for yourself. Then talk to a partner. Ask and answer the questions.

c) Write about your partner. What are the most interesting things that you have found out?

 You're in Liverpool with a friend. You want to spend the day together, but you have different ideas about what to do.



**Partner A:** Look at the adverts on page 68 and make notes about your ideas in the grey columns of the table. The questions on the left can help you.  
 a) Tell your partner about your places. You can use the notes in your table for help.  
 b) Listen to your partner's ideas and take notes in the white columns of the table.

**Partner B:** Look at the adverts on page 108 and make notes about your ideas in the white columns of the table. The questions on the left can help you.  
 a) Listen to your partner's ideas and take notes in the grey columns of the table.  
 b) Tell your partner about your places. You can use the notes in your table for help.

	Partner A:	Partner B:
– Where do you want to go?		
– Where are the places?		
– What do they cost?		
– When can you go there?		
– One reason why you'd like to go there:		

c) Talk to your partner and agree on two things you want to visit together.

I want to go to the Beatles Story/ on a trip on the river because ...

OK. Let's go to ... But I don't like the ... because ...  
 And I'd really like to ... What do you think about that?

Oh no! The ... is too expensive/boring/ ... for me.  
 I'd prefer to go to Liverpool One/ to the Merseyside Maritime Museum because ...

OK, let's go ... and ...

**1 REVISION An interview with a footballer ► Unit 3, p. 67**

a) *Reporter* Tarik, you've just **arrived** from Germany. Welcome to Liverpool! I've read lots about you. Your parents are from Turkey. **Have** you ever **lived** in Turkey?

*Tarik* No, but I've **visited** my cousins in Turkey a lot. I want to see them again this year.

*Reporter* But you were born in Germany. **Have** you ever **played** for the German national team?

*Tarik* No, but it is my dream to play for Turkey or for Germany.

*Reporter* **Have** you ever **met** Mesut Özil or Samed Yeşil?

*Tarik* Yes, I have. They're both great footballers.

*Reporter* How long **have** you **been** here in Liverpool?

*Tarik* I arrived last month, so I've **been** here for four weeks.

*Reporter* You've already **made** Liverpool fans happy with your goals. Do you like it here?

*Tarik* It's great. Lots of Liverpool fans **have written** nice comments on my website. My brother and I like the centre *Liverpool One* and we've **visited** other places like the Albert Docks.

(11 points)

b) 1 Tarik **has been** in Liverpool **since** September.

2 He **has made** Liverpool fans happy with his goals **since** he came to the club.

3 The reporter **has worked** for the football magazine **for** two years.

4 He **has read** lots of articles about Tarik **since** Tarik joined the club.

5 Tarik **has played** in Liverpool **for** four weeks.

6 He **hasn't visited** his cousins **for** a long time.

(6 points)

☺	☹	☹
17–14	13–9	8–0

**2 WORDS Business words ► Unit 3, p. 67**

a) 1 the opposite of 'buy': **sell**

2 another expression for 'make money': **make a profit**

3 someone who sells things: **salesperson**

4 tell people about your product, e.g. on TV: **advertise**

5 school subject that teaches you about business: **business studies**

6 how much something costs: **price**

7 the opposite of 'cheap': **expensive**

(7 points)

b)

take part in	<b>a competition</b>
advertise	<b>a product in a newspaper</b>
cost	<b>a lot of money</b>
sell	<b>your bike to a friend</b>
lose	<b>money in a bad business</b>
spend	<b>money on silly things</b>

(6 points)

☺	☹	☹
13–11	10–7	6–0

**3 LANGUAGE What will you do if ...? ► Unit 3, p. 68**

a) (What will you do if your friend **buys** a T-shirt like yours?)

What will you do **if you get some money for your next birthday?**

What will you do **if the weather is nice at the weekend?**

What will you do **if your parents forget your next birthday?**




What will you do **if there are no interesting films this evening?**

What will you do **if your friend doesn't like your new mobile?**

What will you do **if you meet your teacher at the cinema?**

(6 points)

☺	☹	☹
6–5	4–3	2–0

- a)  Work in groups of three students. Read through all the question cards (A–C) on page 71 and look at the pictures. Note down any answers that you can find together.
- b) Each student in the group takes one question card (A–C). Go to Text file 5, pp. 154–155. Find the answers to your questions and write them down on your question card.
- c)  Make a new group with three students who worked on the same questions (As, Bs and Cs together). Agree on the answers.
- d)  Go back to your first group. Tell your group the answers to your questions and complete the other question cards.

A Scottish geography	B Scottish history	C Scottish life
1 capital of Scotland: _____ _____	1 Scotland's 'old enemy': _____ _____	1 languages in Scotland: _____ _____
2 biggest city in Scotland: _____ _____	2 Scotland: part of the UK or independent? _____ _____	2 special sports in Scotland: _____ _____
3 number of people in Scotland: _____ _____	3 colours of the Scottish flag: _____ _____	3 the Scots' national dress: _____ _____
4 Scottish lake with a monster: _____ _____	4 symbol of Scotland: _____ _____	4 the most famous Scottish instrument: _____ _____

- e) Now make your own questions about Scotland.

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### 1 The new website

Listen to the dialogue and tick the right answers. More than one answer can be correct.

The Grants like the website because ...

☐ there are many pictures.

☐ the house looks nice.

☐ the rooms are cheap.

☐ it's near Loch Ness.

... doesn't want to ...

☐ Abi ...

☐ Duncan ...

☐ sleep in the same room as the parents.

☐ book a room at Lochside B&B.

Listen to the dialogue again and complete the email.

From:	Abigail Grant	To:	Lochside B & B
Hi! We are a family of _____ people (2 adults and _____ teenage kids, ages _____ and _____). We'd like to book your _____ room for at least _____ nights from _____ _____ . Will the room be free? Thanks a lot. The Grant family			

### 2 Our first quests

a) Read the dialogue. Try to complete it. Then listen and check.

b) Look at Jamie's telephone message below. Find the mistakes and correct them.

Jamie: Hello.

Mrs Grant: Oh hello, \_\_\_\_\_ (1) Lochside B & B?

Jamie: Yes, that's right. This is Jamie MacDonald.

Mrs Grant: Hi Jamie. \_\_\_\_\_ (2) Michelle Grant.

I'm calling to \_\_\_\_\_ (3) our reservation for tomorrow.

Jamie: Oh right, great. \_\_\_\_\_ (4) was that again, please?

Mrs Grant: The \_\_\_\_\_ (5), please.

Jamie: \_\_\_\_\_ (6) nights are you planning to stay?

Mrs Grant: Two, please.

Jamie: OK. And \_\_\_\_\_ (7) will you arrive?

Mrs Grant: I'm not sure. Maybe at seven o'clock.

Jamie: \_\_\_\_\_ (8) directions?

Mrs Grant: I think we'll be fine. We have a GPS.

Jamie: OK, well just follow the road to Loch Ness and Dores. Ring us  
if \_\_\_\_\_ (9).

Mrs Grant: Great. See you \_\_\_\_\_ (10) then.

Jamie: We're looking forward to it. You're our first guests!

Mrs Grant: Really? That's great! OK, bye.



#### Telephone messages

Who rang? Grants

Confirm? Yes

Room? Twin room

Nights? One

Day of arrival?

Today

Time of arrival:

5 o'clock

**More help** confirm • Do you need • family room • How many • is that • This is • today • tomorrow evening • twin room • Which room • you have a problem • when

© Beehive Illustration, Cirencester (Pete Smith)



## Part A: Role cards



## Partner A: You start!

You work at a B & B. You have to take a phone message from a guest. Read the role card and complete the questions that you could ask the guest. Then talk to your partner and note down the message (see below). Then swap roles.

– Hello, ... B & B, ... speaking. How can I help you?

– Lochside

– ...

((say your name))

– Oh right, great. ...

– Which room was that again, please?

– What kind of room would you like?

– And ...

– how many nights/weeks?

– how long are you planning to stay?

– OK. ... will you arrive?

– When

– What day/What time

– Do you need ...?

– directions

– anything else

– Well ...

– just follow the road to ...

– turn right/left at the ...

– You're welcome. We're looking forward to seeing you.

## Partner B (guest): Your partner starts!

You want to ring a B & B. Read the role card and think about what you want to say. Then phone the B & B. Your partner will ask you some questions. Answer them and think about other questions you might have. Then swap roles.

– Hi, this is ... I'm calling to ...

((say your name))

– confirm our/my reservation

– book a room for me and ...

– ..., please.

– The family room

– A twin room/single room

– ..., please.

– One night/week

– Two/three/... nights/weeks

– I think we'll arrive on ...

– Monday morning/...

– I'm not sure about the time. Maybe about ...

– 9 o'clock/10.30/...

– ...

– No thanks, I think we'll be fine. We have a GPS.

– Yes please. ...

– Great. See you on ... then. Thank you very much.

## Part B: Telephone messages – Complete the notes.

Who rang? \_\_\_\_\_

Confirm? \_\_\_\_\_

Room? \_\_\_\_\_

Nights? \_\_\_\_\_

Day of arrival? \_\_\_\_\_

Time of arrival? \_\_\_\_\_

Who rang? \_\_\_\_\_

Confirm? \_\_\_\_\_

Room? \_\_\_\_\_

Nights? \_\_\_\_\_

Day of arrival? \_\_\_\_\_

Time of arrival? \_\_\_\_\_

**A Guess or look up new words.**

- 1 Read the text carefully.
- 2 Mark new words and phrases.
- 3 Try to guess what they mean or check them in a dictionary. Write the meaning in the text.
- 4 Share with your partners.

**Part 1** The Grant family will never forget their first night in Scotland. Everything went wrong! First their plane from London was very late. When they landed at Inverness airport, it was 10 o'clock, so it was getting dark. Then one of their bags wasn't there. And finally, when they wanted to hire a car, Mrs Grant couldn't find her driving licence. "It's OK,"

Mr Grant said. "I have mine."

"I don't think that anything else can go wrong tonight," Mrs Grant said when they left the airport in the car. But she was wrong.

Mr Grant drove onto the road and other cars started to hoot.

"Dad, you have to drive on the left!" the kids shouted from the back. Mr Grant stopped quickly, and luckily nothing happened. They all felt a bit stressed.

The Grants drove to Inverness and they looked for the road to Dores, the village where their B&B was. But this wasn't so easy because it was dark. Mrs Grant looked for the map of Scotland, but they remembered that it was in the missing bag – with the GPS.

"Dores is near Loch Ness, so let's find the road that goes to the lake," Duncan suggested. And that's what they did. They soon saw a sign to Loch Ness.

"Things are looking better," Mr Grant thought to himself.



**First student:** When you've finished doing part 1, give this sheet to the next student.

**Part 2** Then the rain started. It was Highland rain – very, very heavy. The night was dark now and the road was narrow and winding – with lots of bends. So it was very difficult for Mr Grant to drive. After 20 minutes the Grants began to worry. Dores is only about 10 miles from Inverness. But they couldn't find a village – only the dark road, woods and fields.

"Things can't get worse than this," Mrs Grant told herself. But they could! What happened next? The windscreen wipers on the car stopped working.

"I have to stop," Mr Grant said. "We have to find someone who can help us."

Luckily there was a car park beside the road.

"Let's ring the MacDonalds. Maybe they can help us," Mrs Grant said.

But guess what – Mrs Grant's mobile phone didn't work because there was no signal in the mountains.

"Let's try yours, Abi. It's a better phone," her mum said. But it didn't work either.

"What'll we do now?" Abi asked herself in the back of the car. It was after 11 o'clock and everybody was tired.

"Maybe we can stop a car," Duncan said. But there were no cars. Then Mrs Grant saw something that looked like a light.

"Look. I think there's a building over there," she said and she jumped out of the car.

Mr Grant went too. They ran in the heavy rain to the end of the car park and came to an open door. An old man in a kilt was standing at the door. The Grants told him about their problems.

"Och, come in. You can stay here for the night," he said in a strong Scottish accent.



**Second student:** When you've finished doing part 2, give this sheet to the next student.

**Part 3** The Grant family came into the big old house.

The old man took them up the big stairs and showed them a room with four beds.

“Make yourselves comfortable,” he said. “And when you’re ready, come downstairs and join our little party.”

Duncan and Abi were very excited.

“This is a real Scottish castle,” Duncan said.

“I wonder if it’s haunted!” Abi said and laughed.

“There’s no such thing as ghosts,” her mum answered.

The family went downstairs. They heard some Scottish music and they followed it. They opened a door and saw a great sight – there was a big kitchen with a warm fire, musicians were playing music, people were chatting and dancing, and there was a big table that had lots of food on it.

“Enjoy yourselves,” the old man shouted across the room to them.

The Grants joined the party. They talked, enjoyed the food and danced too.

“Our family left Scotland more than 200 years ago and went to Canada,” Mr Grant told some people.

“Then you’re welcome home,” the old man said.

The Grants went to bed very late – after midnight. When they woke up the next morning, the sun was shining. They went downstairs, but the place was empty. In the light of the morning the castle looked older and lonelier. They called the old man, but there was no answer. When the Grants went outside to their car, they heard the lonely music of the bagpipes. In the distance they saw a piper. He was standing on the walls of the castle, near a beautiful lake. He turned and waved to the family. It was the old man. The Grants waved too and shouted “Thanks!” But the old man just started to play his pipes again.



**Third student:** When you’ve finished doing part 3, give this sheet to the next student.

**Part 4** The Grants drove back to Inverness and they found the

right road to Dores. They arrived at Lochside Bed and Breakfast at about 11 am and the MacDonalds were waiting for them.

They told them the story of the old man and the castle. But the MacDonalds were puzzled. They didn’t know this castle. When they looked at a map, Mrs Grant put her finger on Urquhart Castle – on the other side of the lake. “I think that’s the place that we visited last night,” she said.

“I don’t think so,” Mrs MacDonald said. “Urquhart Castle has been a ruin for more than 300 years!”

“But do you know something interesting?” Mr MacDonald said.

“The last family who lived at Urquhart Castle was the Grant family!” The Grants from Canada were very excited.

“Let’s go and see Urquhart Castle today,” Abi said.

In the afternoon they parked their car in the car park of Urquhart Castle. It looked like the car park that they used the night before, but they weren’t sure. They went to an office and they bought tickets. They didn’t see that the night before. Then they walked around the ruins. It really was an old castle – about 1 500 years old. It was beside Loch Ness and it was a very beautiful place.

“So maybe our family came from here a long time ago,” Mr Grant said.

“Yes, I can feel the ghosts of the Grants here,” Duncan said with a smile.

“There’s no such thing as ghosts,” the others answered and laughed.



**Fourth student:** Now you’re finished!

**B Say what it's about.**

- 1 Read the text carefully.
- 2 Find the most important information (Who? What? When? Where? Why?) to sum up the text. Make notes.
- 3 Share your results. Ask your partners if they want to add something.

**Part 1**

Who?	What?	When?	Where?	Why?

First student: When you've finished doing part 1, give this sheet to the next student.

**Part 2**

Who?	What?	When?	Where?	Why?

Second student: When you've finished doing part 2, give this sheet to the next student.

**Part 3**

Who?	What?	When?	Where?	Why?

Third student: When you've finished doing part 3, give this sheet to the next student.

**Part 4**

Who?	What?	When?	Where?	Why?

Fourth student: Now you're finished!

**C Ask questions.**

- 1 Read the text carefully.
- 2 Write down three wh-questions and your answers.
- 3 Ask your partners and check their answers (✓ for “true”, ✗ for “false”).
- 4 Ask your partners if they have any questions.

**Part 1**

question	answer	partner 1	partner 2	partner 3

First student: When you've finished doing part 1, give this sheet to the next student.

**Part 2**

question	answer	partner 1	partner 2	partner 3

Second student: When you've finished doing part 2, give this sheet to the next student.

**Part 3**

question	answer	partner 1	partner 2	partner 3

Third student: When you've finished doing part 3, give this sheet to the next student.

**Part 4**

question	answer	partner 1	partner 2	partner 3

Fourth student: Now you're finished!

**D Say what will happen next.**

- 1 Read the text carefully.
- 2 What do you think will happen next? Use clues from the text. Make notes.
- 3 Discuss your ideas with your partners.

**Part 1**

I think this will happen ...	clues in the text:	line:

First student: When you've finished doing part 1, give this sheet to the next student.

**Part 2**

I think this will happen ...	clues in the text:	line:

Second student: When you've finished doing part 2, give this sheet to the next student.

**Part 3**

I think this will happen ...	clues in the text:	line:

Third student: When you've finished doing part 3, give this sheet to the next student.

**Part 4**

I think this will happen ...	clues in the text:	line:

Fourth student: Now you're finished.

### 1 It's for a good cause

**Step 1:** Look at the picture and describe what you can see:

In the picture I can see ...

On the left/right there is/are ...

In the foreground/background there is/are ...



**Step 2:** Then guess:

– Who are the people in the picture? \_\_\_\_\_

– Where are they? \_\_\_\_\_

– What are they doing? \_\_\_\_\_

**Step 3:** Skim the story and check your answers.

### 2 People in the story

**a)** Choose at least four feelings. Find places in the story when someone feels that way and complete the table.

feelings	line	who	when	why
disappointed				
enthusiastic				
frustrated				
interested				
puzzled				
sorry				
worried				

**b)** Describe Leo or his grandmother. The ideas below can help you.

Give reasons for your answer. (**Tip:** You can look at the table from **a)** for ideas.)

I think Leo/Leo's grandmother is ...

He/She seems to be ...

busy • easy-going • cool • funny •  
geeky • hard-working • impatient •  
independent • interesting • lazy •  
nice • proud • quiet • unfair • ...

because ...

**1 REVISION What will we do if ...? ► Unit 4, p.89**

- Kara* That's great! We'll **help** you if you **need** any information.  
*Duncan* If we **book** a canoe tour, **will** we **need** any special gear?  
*Kara* If you **take** sunscreen and **wear** a hat, you'll **be** fine.  
*Abi* Maybe we'll **see** Nessie if we **go out** early enough!  
*Mr Grant* But if the weather forecast **isn't** good, we **won't stay**.  
*Duncan* Yeah, if the weather **is** bad, we'll **go** to Edinburgh.  
*Mrs Grant* If we **visit** Edinburgh, we'll **go** to the castle.  
*Abi* Yeah. And if we **find** a nice kilt shop, maybe we'll **look for** a kilt for dad's birthday.  
*Kara* Are you sure he'll **wear** a kilt if you **buy** one for him?  
*Duncan* Kara is right. If we **buy** a kilt for him, he **won't wear** it!

(10 points)

☺	☹	☹
10-8	7-5	4-0

**2 WORDS and LANGUAGE Who or what is it? ► Unit 4, p.89**

- a) 1 receptionist, 2 enemy, 3 castle, 4 mechanic, 5 guest, 6 piper, 7 kettle, 8 blanket (8 points)  
 b) 1 towel, 2 tour guide, 3 kilt, 4 waitress, 5 coat, 6 dormitory (6 points)  
 c) 1 the thing that you dry yourself with, 2 someone who shows you a town,  
 3 the skirt that Scottish men wear, 4 a woman who brings the food in a restaurant,  
 5 something that you wear outside, 6 a room that many people can sleep in (6 point)

☺	☹	☹
20-16	15-10	9-0

**3 LANGUAGE A camping trip ► Unit 4, p.90**

- 2 *Dad* Don't worry, Kate. I'm sure they can look after **themselves**.  
 3 *Jamie* Of course we can look after **ourselves**.  
 4 *Kara* And don't forget Jamie has taught **himself** to cook easy meals.  
 5 *Dad* That's true, you're very good at cooking spaghetti and scrambled eggs for **yourself**, Jamie.  
 6 *Mum* But how will you protect **yourselves** from the cold in the Highlands?  
 7 *Jamie* Oh Mum, my big sister knows how to make a fire without hurting **herself**.  
 8 *Mum* But you can't make a fire in the Highlands! Oh, you'll be OK.  
 Go camping and enjoy **yourselves**!

(7 points)

☺	☹	☹
7-6	5-4	3-0

**4 WRITING and SPEAKING Booking a B & B ► Unit 4, p.90**

- a) *Hi!*  
 We're a family of **two** adults and **two** teenage kids, ages **11 and 13**. We'd like to book **the family room for eight** nights, from **14 to 22 July**. **Will the room be free?**  
 Thanks. The **((your name))** family (7 points)  
 b) *You* Hi, this is ... I'm ringing to **confirm our reservation**. (1)  
*B & B* Thanks for ringing. We have a little problem. Our four-bed room isn't free at that time. But we can give you two doubles for the same price.  
*You* **That's fine**. (2)  
*B & B* Brilliant. So that's two double rooms for eight nights, from 14 July to 22. Would you like to pay in euros or pounds?  
*You* **We'd like to pay in euros, please**. (3)  
*B & B* Fine. That's € 610.  
*You* **(One more question.) Is breakfast included?** (4)  
*B & B* Yes, breakfast is included. What time will you arrive?  
*You* **We'll arrive in the late afternoon**. (5)  
*B & B* Late afternoon is fine. We're looking forward to your visit.  
*You* **And I'll give you our mobile number. It's ...** (6)

(6 points)

☺	☹	☹
13-11	10-7	6-0

**5 READING Brochures ► Unit 4, p.91**

- a) 1 B, 2 A, 3 C, 4 -, 5 A, 6 C (6 points)  
 b) 1 C, 2 D, 3 C, 4 B, 5 C (5 points)

☺	☹	☹
11-9	8-6	5-0



### Part A: What's positive about language exchanges? What might be negative about language exchanges?

Collect ideas with a partner. You can look at the pictures below for ideas.



### Part B: Different experiences

a) Listen to the audio download of two exchange students. What were their experiences like? Tick the right box.

**Jonas:** mostly positive ☐ partly positive, partly negative ☐ mostly negative ☐

**Simone:** mostly positive ☐ partly positive, partly negative ☐ mostly negative ☐

b) Listen to the audio downloads again and take more detailed notes. **More challenge Give reasons.**

name	from	where in Ireland?	how long?	likes	why?	dislikes	why?
Jonas							
Simone							

Look at the role cards and act a dialogue with your partner.

**Partner A: You start!**

You're going to talk to someone for the first time. Greet your partner and ask him/her questions about different things. Answer your partner's questions about yourself.

– Hello. Nice to meet you. My name is ...

– That's a nice name. Where are you from?

– I'm from ...

– Where do you go to school?

– Berlin

– ...

– I go to ... school in ... It's ...

(name of your school)

– What are your hobbies?

– OK

– boring

– great

– ...

– I like ... What's your favourite ...?

– dancing/riding/...

– playing football

/computer games/...

– ...

– sport

– music/band

– pet

– ...

– ... Would you like to ...?

– Yes, I do.

His/her name is ...

– No, I don't.

– go on a tour of the city

– have an ice cream

– ...

**Partner B: Your partner starts!**

You're meeting someone for the first time. Greet your partner and answer his/her questions about yourself. Ask your partner questions about different things.

– Hi, ..., nice to meet you too. My name is ...

– I'm from ... That's a ... near ... What about you?

– Teltow

– ...

– big/small town/  
village/...

– I go to ... school in ... It's ...

(name of your school)

– OK

– boring

– great

– ...

– What about your school?

– I like ... What are your hobbies?

– dancing/riding/...

– playing football/computer games/...

– ...

– My favourite ... is ...

– Do you have ...?

– any brothers or sisters

– a boyfriend/girlfriend

– a pet

– ...

– sport


– music/band

– pet

– ...

– OK, let's go!

▲ fold here

**More help**  Cut out the sentences below and put them in the right order. **Tip:** Partner A starts.

Read the dialogue with your partner. Then make your own dialogue with the ideas on the role cards.

**A:** Hi. Nice to meet you. My name is Gamze.

**A:** That's a nice name. Where are you from?

**A:** I'm from Berlin. Where do you go to school?

**A:** I go to a 'Sekundarschule' in Spandau. Our class is great. What are your hobbies?

**A:** I like dancing, playing computer games and listening to music. What's your favourite band?

**A:** Yes, I have a little brother. His name is Cem. He's cute. Would you like to have an ice cream with me?

**B:** Hi, Gamze, nice to meet you. My name is Louisa.

**B:** I'm from Teltow. That's a small town near Berlin. What about you?

**B:** I go to Kant school in Teltow. It's OK. What about you?

**B:** I like playing volleyball and taking photos. What are your hobbies?

**B:** My favourite band is *Sunrise Avenue*. Do you have any brothers or sisters?

**B:** OK, let's go!

Read or listen to the parts again (one by one) and do the following tasks.

**Part 1: True or false?** Tick the right box and correct the false statements.

	true	false
1 The O'Briens have a big house with a huge garden.	<input type="checkbox"/>	<input type="checkbox"/>
2 Dara has only got one sister.	<input type="checkbox"/>	<input type="checkbox"/>
3 Maike asks the O'Briens to correct her English.	<input type="checkbox"/>	<input type="checkbox"/>
4 Maike has presents for Mrs O'Brien and Ciara.	<input type="checkbox"/>	<input type="checkbox"/>

**Part 2: Tick the correct answer: a, b or c.**

- 1 School in Ireland starts at a) 7 o'clock ☐ • b) 8 o'clock ☐ • c) 9 o'clock ☐.
- 2 Maike had a shower at a) 7 o'clock ☐ • b) 8 o'clock ☐ • c) 9 o'clock ☐.
- 3 Maike said 'Póg mo thóin' to a) Dara ☐ • b) Dara's friends ☐ • c) the Irish teacher ☐.
- 4 Dara and his friends were a) very embarrassed ☐ • b) laughing ☐ • c) a bit cross ☐ about the joke.
- 5 The teacher a) understood the joke ☐ • b) didn't understand Maike ☐ • c) was a bit cross ☐.

**Part 3+4: Finish the sentences.**

- 1 Maike was very tired after her first day at school because (3 things) \_\_\_\_\_
- 2 At dinner they all laughed when \_\_\_\_\_
- 3 An underage disco is special because (3 things) \_\_\_\_\_
- 4 Maike couldn't walk in high heels, so \_\_\_\_\_

**Part 5: Find the wrong words, underline them and write the correct words or sentences on the right.**

- 1 Maike bought a silly postcard for her sister. \_\_\_\_\_
- 2 There are always lots of cars and buses in Grafton Street. \_\_\_\_\_
- 3 Dara took Maike to the best burger restaurant in Dublin. \_\_\_\_\_
- 4 Dara likes ketchup on his chips. \_\_\_\_\_



**Answer key:**

**Part 1:** 1 false: a small house in a line of other houses • 2 false: two brothers and two sisters • 3 true • 4 false: Mrs O'Brien, Dara and the kids

**Part 2:** 1 c • 2 b • 3 c • 4 b • 5 a

**Part 3+4:** 1 ... lessons finished at 4pm, they got home at 5pm, they had lots of homework • 2 ... Dara and his mum cooked the Black Forest ham • 3 ... it's for kids under 18, there's no alcohol, it's over before 12pm • 4 ... she wore her normal shoes

**Part 5:** 1 ~~postcard~~ = hat • 2 ~~cars and buses~~ = street artists and buskers • 3 ~~burger restaurant~~ = fish and chip shop • 4 ~~ketchup~~ = vinegar

a) Find and mark the 15 mistakes in Maike's draft.

**More help** The numbers on the right tell you how many mistakes (and what kind of mistake from the checklist below) there are in each line.

### My language exchange

I did last month a four-week exchange in Ireland and it was great. Dublin is a nice City and i really liked my host family, the O'Briens.

The O'Briens thought that my name was Mike. When I arrived, were they surprised that I was a girl! Dara O'Brien was my exchange partner. He's a boy so I have shared a room with Dara's sister Ciara. Mrs O'Brien and the kids corected often my English – I liked that. Some things are very different there. The Irish drink really strong black Tea. And when they say "tea time" mean they dinner. I brought Mrs O'Brien a Black Forest ham from Germany and she cooked it! We laughd about that.

It was fun at school with Dara. I worn a uniform like the other kids. Lots of kids talk to me and that was good for my English! The most interesting lesson was Irish. Everbody has to learn it, but people use it not very much. Dara invited me to a disco for yung people. The girls got dressed up, but the boys didn't! I didn't understand that. But I have a lot of fun.

My language exchange was a great experience!

fold here

### More help

1 x 3

2 x 1

1 x 3

1 x 2

1 x 1

1 x 3

1 x 1

1 x 3

1 x 1

1 x 2

1 x 2

1 x 2

1 x 1

1 x 2

b) Did you find all of the 15 mistakes? Use this checklist.

**More practice** Fill Maike's mistakes into the table.

1 spelling	capital letters	<u>english</u> ;
	wrong spelling	<u>swiming</u> ;
2 grammar	verb forms	<u>they going</u> ;
	tenses	<u>last week I go</u> ;
3 word order	time words	<u>we went usually</u> to;
	verbs	When she saw me, <u>was she</u> surprised;

Read the texts below and find out more about your favourite places in Dublin.  
Underline important information and prepare a short talk for the class.

### Are you planning to go to Dublin?

Here are some fun things you can do:

- Go shopping in Dublin's Grafton Street!
- Walk along O'Connell Street.
- Learn about Irish history at the Jeanie Johnston.
- Go out at night in Temple Bar.
- Go on the Ha'penny Bridge and cross the River Liffey.
- Take a picture in front of the statue of Molly Malone.
- Find a leprechaun!

Need to relax? Go to St. Stephen's Green, buy some fresh fruit at the market on Moore Street or walk along one of the beautiful beaches in Dublin Bay.

#### Grafton Street

In 1708, a family named Dawson turned a small country road into a street with a market. They named it after the first Duke of Grafton, a son of Charles II of England. Now, Grafton Street is a lively shopping street in the heart of Dublin. In the old buildings, which are painted in various colours, there are traditional Irish stores such as Brown Thomas and Bewley's Grafton Street Café. Grafton Street is not open to traffic and although it is short, it is usually crowded with people, including tourists and street musicians.

#### O'Connell Street

O'Connell Street is not very long, but it is one of the widest streets in Europe. There is also a tall sculpture in the centre of the street! The Spire was built in 2003, is 120 meters high and looks like a needle. People who live in Dublin sometimes call it the "Stiletto in the Ghetto". O'Connell Street is also home to the huge General Post Office, the popular Irish department store Clery's and a statue of Daniel O'Connell, an Irish political leader who lived at the beginning of the 19th century. O'Connell Street is also the most important street of the Dublin transport system. Almost all cars and buses drive along this street, so there is a lot of traffic. Drivers often complain about other drivers!

#### Jeanie Johnston

The Jeanie Johnston is a rebuilt version of an original ship that Irish people sailed on to America when they immigrated there during the middle of the 19th century. They sailed from a harbour in the county Kerry, on the south-west coast of Ireland, to North America. About 2,500 people travelled on the original Jeanie Johnston.

You can see the Jeanie Johnston at Custom House Quay in Dublin every day from March to November. In December it is open Friday-Monday and in January and February it is open from Thursday-Monday. An adult ticket is €8.50, students and pensioners pay €7.50 and children can enter for €4.50.

#### Moore Street

From Monday to Saturday Irish and international shops and stalls sell a variety of different foods on the market at Moore Street.

The market is popular with tourists because fresh fruit, vegetables and flowers are often brought by horse carts. Visitors should watch their bags! There are many people here and it is easy for pickpockets to take money, cameras or mobile phones.

#### Temple Bar

Temple Bar is an interesting place to visit during the day and night. The area is probably named after Sir William Temple, who was director of Dublin's Trinity College at the beginning of the 17th century and had a house here. At the heart of Temple Bar there is a pub with that exact name: the "Temple Bar".

There are lots of cafés, pubs, restaurants, hostels and hotels here and the area is the centre of nightlife in Dublin. Visitors who prefer cultural activities go to the Irish Photography Centre, the Irish Film Centre and Irish Film Archive, the Project Arts Centre or the DESIGNyard in Temple Bar. Book lovers will also enjoy walking through the *Temple Bar Book Market* at weekends.

**Ha'penny Bridge**

There are lots of bridges that connect the south of Dublin with the part north of the River Liffey. One of them is a popular tourist sight and can be seen on many postcards of Dublin.

When it was built in 1816, it cost half a penny to walk over the bridge. That is why it is called the Ha'penny Bridge, although its official name is the Liffey Bridge. Today you can cross it for free but the bridge can only be crossed on foot – it is not wide enough for cars.

**Stephen's Green**

You have spent enough time and money shopping in Grafton Street and are looking for a place to rest after spending the day in the centre of the city? Then step into St. Stephen's Green and enjoy the small lake, beautiful lawns and quiet atmosphere.

The small park in the centre of the city is open until sundown and there is a lot to see here. Visitors can relax or play on the lawns, cross the stone bridge over the lake, feed the ducks or check out the art in the park! There are also statues to remember Irish poets (James Joyce and William Butler Yeats) and Irish history (the Great Potato Famine).

**Molly Malone**

The Irish song "Molly Malone" is known all over the world. Its text tells the story of a young woman who sold fish on the streets of Dublin until she died of a fever at a young age. It has been sung by many Irish musicians and there is a statue that stands at the end of Grafton Street honouring Molly.

The funny thing is that nobody knows if Molly Malone really existed! "Molly" is a nickname for the English names "Mary" or "Margaret" which were very popular in the past. Also, "Malone" is a common last name in Ireland. It is possible that a lot of Molly Malones lived in Dublin in the past.

**Dublin Bay**

The part of the east coast of Ireland that stretches from Howth in the north to Dalkey in the south is called the Dublin Bay. The River Liffey, that divides Dublin, flows into the Irish Sea at this bay. If tourists get on one of the ships that travel from Howth to Dun Laoghaire, they can see a number of interesting sights along the way.

Boat trips along the Dublin Bay usually last about ninety minutes and pass by the James Joyce Tower at Sandycove, the place where Joyce's famous novel "Ulysses" starts, and the romantic looking Dalkey Island. Visitors interested in walking along the sea or going for a swim will also find many beautiful beaches there.

**1 Listen to the talks of your classmates and complete the table.**

	Student 1			Student 2			Student 3		
	good	OK	not great	good	OK	not great	good	OK	not great
1 spoke clearly/loudly									
2 had a good plan/structure									
3 used good phrases									
4 showed pictures									
5 talked about interesting things									
6 used notes but didn't read out the whole text									

1 Make questions. Then walk around and find someone who has done it. Take notes.

Find someone who ...	Name/Answer:
... has read a Harry Potter book. Find out which book it was and if he/she liked it. <u>Have you ever</u> ? <u>Which</u> ? <u>Did you</u> ?	
... has had a job. Find out what the job was and how much money he/she got. <u>Have you ever</u> ? <u>What</u> ? <u>How much</u> ?	
... has been scared by a film. Find out what it was called and why he/she was scared. <u>Have you ever</u> ? <u>What</u> ? <u>Why</u> ?	
... has sold something on the internet. Find out what it was and how much money he/she got for it. <u>Have</u> ? <u>What</u> ? <u>How</u> ?	
... has slept in a tent. Find out where that was and if he/she liked it. _____ ? _____ ? _____ ?	
... has been to a pop or rock concert. Find out when that was and what the band was called. _____ ? _____ ? _____ ?	
... has lived in another country. Find out which country it was and if he/she liked it. _____ ? _____ ? _____ ?	

2 Talk to the class about your results like this:

Julia has read a Harry Potter book. She read the first three books and liked them very much.

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**Fact file: The Tube**

Read the text on page 144 in your textbook and fill in the fact file.

– year of opening:	
– number of stations:	
– number of lines:	
– length of lines:	
– number of travellers every day:	
– what's special?	

**On the Tube**

**Step 1:** Look at the Tube map and the list of sights on page 144 and answer the questions:

- Which Tube station is near Buckingham Palace? \_\_\_\_\_
- Which Tube station is near Wembley Stadium? \_\_\_\_\_
- You're at Tottenham Court Road and you want to go to the London Zoo. Which line do you take – the red one or the black one? \_\_\_\_\_
- You're at Baker Street and you want to go to the London Eye. Which line do you take – the purple one, the yellow one or the grey one? \_\_\_\_\_
- Which Tube lines go to King's Cross? \_\_\_\_\_
- Which Tube lines go to Big Ben (Westminster)? \_\_\_\_\_
- Where do you have to change trains if you want to go from Big Ben to Camden Town?  
\_\_\_\_\_
- Where do you have to change trains if you want to go from Piccadilly Circus to Leadenhall Market?  
\_\_\_\_\_
- You get on the train at Covent Garden and go three stops to the north-east. Which station are you at?  
\_\_\_\_\_
- You get on the yellow line at Victoria and travel nine stops eastbound. Which station are you at?  
\_\_\_\_\_

**More practice** Make at least three more questions like the ones above for your partner.

**Step 2:** Choose the correct words to complete the dialogue below. You can look at the Tube map for help.

**Tourist:** Excuse me please, how can I get from London Zoo to Buckingham Palace?  
**Londoner:** That's easy. Get on the Tube at **Camden Town/Piccadilly Circus** station.  
 Take the **brown/black** line and go **two/eight** stops to the **south/north**.  
 Change at **Embankment/Waterloo**.  
 Then take the **green or yellow/brown or grey** line **westbound/eastbound**.  
 Get off at **St. James's Park/Temple**. – It's the **first/second** stop.  
**Tourist:** Thank you very much.

**More practice**  Act out the dialogue with a partner. Then ask for directions to another sight. Swap roles.