Part 1: In New York City

1 Walk around and find somebody who answers these questions with “yes”.

Write down his/her name!

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Who said “yes”? (Write the names.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think New York is the best city in the world?</td>
<td></td>
</tr>
<tr>
<td>Do you want to visit Times Square?</td>
<td></td>
</tr>
<tr>
<td>Would you like to see the tallest building in the NYC?</td>
<td></td>
</tr>
<tr>
<td>Would you like to go shopping on 5th Avenue?</td>
<td></td>
</tr>
<tr>
<td>Have you already been to New York?</td>
<td></td>
</tr>
</tbody>
</table>

Part 2: PEOPLE AND PLACES Stories of New York City

1 Split viewing.

a) Partner A: Watch the video without sound. Then tell Partner B which New York sights and places you could see.

Partner B: Listen to your partner and tick (✓) the correct sights.

b) Swap roles. Partner B: Now you watch the video. Tell Partner A about the people in the four scenes.

Partner A: You don’t watch the video. Listen to your partner and match the correct sentence parts.

<table>
<thead>
<tr>
<th>1 The old man …</th>
<th>□ A needs a break.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 The tourist …</td>
<td>□ B has lots of time but no money.</td>
</tr>
<tr>
<td>3 The homeless man …</td>
<td>□ C is shopping in Chinatown.</td>
</tr>
<tr>
<td>4 The young woman …</td>
<td>□ D is talking about his grandparents.</td>
</tr>
</tbody>
</table>
1 Scrambled Words

*What are the words in the boxes? Tip: They’re all new words from pp. 14 – 15 in your book.*

.Match the words in the More help box with the scrambled words.

1 standuoh
2 uldib
3 ciftraf
4 bovea
5 cesin
6 istrroret
7 iwer
8 roystde

More help

above • build • destroy • since • terrorist • thousand • traffic • views

2 Understanding new words.

*Write the German words for the new phrases in the text (1–5).*

Hi, my name is Mark and I’m an ice hockey player. Look there, that’s an (1) **ice rink** and there’s my (2) **coach**, Peter. – He is never (3) **relaxed** when our team plays. We train (4) **daily**, even at the weekend. However, sometimes we like to take a break too! Last week we went on a (5) **sightseeing** tour to Chinatown. That was cool.

Mark
1 On the street

Note two polite phrases from the dialogue on p. 20 in each category.

<table>
<thead>
<tr>
<th>Asking for help</th>
<th>Giving help</th>
<th>Other polite phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Asking the way

Complete the dialogue.

Boy: __________________ (1), please. I wonder if you can help us?

Woman: __________________ (2). What’s the problem?

Girl: We’re lost. Can you tell us where Macy’s is, __________________ (3)?

Woman: No __________________ (4)! Macy’s on West 34th Street.

Boy: Great, thanks. And __________________ (5) you please show us where we are now? We have a map here.

Woman: Yes, of __________________ (6). You’re here – on 7th Avenue.

Girl: Thanks for your help. Have a __________________ (7).


3 In the tourist office

Complete the dialogue and practise it with a partner. Use the words from the box.

Partner A: Can you help me, ______________? I’d like to visit a cool sight.

Partner B:! What about Rockefeller Center? You can see New York from the 67th floor.

Could you tell me how much it costs, ______________?

It costs $27 for adults and $17 for children.

Thank you for your help. Goodbye!

You’re welcome, ______________!
1 If I won a million dollars ...

a) Listen to these six teens. What would they do if they won a million dollars? Take notes.

1 buy a big house
2 __________________________
3 __________________________
4 __________________________
5 __________________________
6 __________________________

b) What would you do if you won a million dollars? Write your ideas.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2 What would you do?

Answer the questions in compete sentences.

If you found 100 Euros, what would you do? — If I found 100 Euros, I’d __________________________

If a friend lied to you, what would you do? — If a __________________________

If somebody gave you 50 Euros, what would you do? — If __________________________

If your school was on fire, what would you do? — __________________________
1 WORDS  Life in Manhattan

1  K  ·  2  G  ·  3  B  ·  4  J  ·  5  D  ·  6  H  ·  7  A  ·  8  F  ·  9  I  ·  10  C

_____/5 points

2 REVISION  Describing a picture

a) 1 in the foreground   ·  2 next to   ·  3 behind   ·  4 on
   the left  ·  5 on   ·  6 in front of   ·  7 in the middle
   of   ·  8 under   ·  9 between   · 10 in the background

_____/5 points

b)  individuelle Lösungen

_____/5 points

3 LISTENING and SPEAKING  Being polite

a) 1 picture C   ·  2 picture A   ·  3 picture D

_____/15 points

b) 1 the receptionist   ·  2 the waiter and the guest   ·  3 the assistant

_____/15 points

3) individuelle Lösungen

_____/points

c) Good evening.  How can I help you?  •  Could I ..., please?  •  Thank you very much.  •  OK, no problem.  •  Have a nice day.

_____/3 points

4 LANGUAGE  If I moved to New York ...

a) 1 B   ·  2 D   ·  3 F   ·  4 A   ·  5 G   ·  6 C   ·  7 E

_____/3.5 points

b)  I’d open   ·  I’d be   ·  we’d call   ·  worked   ·  did   ·  was   ·  I’d find

//  had   ·  I’d open   ·  had   ·  I’d be   ·  were   ·  we’d call   ·  worked   ·  we would   ·  did

_____/7 points

it would be   ·  was   ·  you would serve   ·  weren’t polite   ·  I’d find

_____/14 points

5 READING  A tour of NYC

<table>
<thead>
<tr>
<th>Tour 1</th>
<th>Tour 2</th>
<th>Tour 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Yes, you can.</td>
<td>– Yes, you can.</td>
<td>– Yes, you can.</td>
</tr>
<tr>
<td>– It starts at 9.30 a.m.</td>
<td>– It starts at 7 p.m.</td>
<td>– It’s every 15 minutes from 8.30 a.m. to 5 p.m.</td>
</tr>
<tr>
<td>– The tour costs $48.</td>
<td>– The tour costs $39.</td>
<td>– The tour costs $49.</td>
</tr>
<tr>
<td>– It’s four hours long.</td>
<td>– It’s two hours long.</td>
<td>– The full route without stops takes about 2 hours.</td>
</tr>
<tr>
<td>– You go by bus.</td>
<td>– You go by boat.</td>
<td>– You go by bus but you can also walk during the stops.</td>
</tr>
</tbody>
</table>

_____/15 points

6 MEDIATION  Music in the park

1 Von Juni bis September, an jedem Samstagnachmittag von 14.00 bis 16.00 Uhr.

2 Es kostet nichts.

3 Es werden unterschiedliche Musikrichtungen gezeigt, wie Jazz, Gospel, Blues und lateinamerikanische Musik.

4 Ja, es ist im Central Park / in einem Park.

5 Man kann sich Decken und ein Picknick mitbringen und auf dem Gras sitzen.

6 Nein, braucht man nicht. Es ist umsonst.

_____/6 points

Test 1, 2a), 3a), b), c) und 4a): Für jede richtige Lösung bekommst du einen halben Punkt.

Test 3b)  ¿ , 4b)  ¿ ¿ ¿ , 5 und 6: Für jede richtige Lösung bekommst du einen ganzen Punkt.

Test 2b)  ¿ : Für jede richtige Lösung bekommst du zwei Punkte.

Dann zähle alle Punkte zusammen.

| 37.5 (or more) – 32 points | 31.5 – 18 points | 17.5 – 0 points |
|–––––––––––––––––––––––––––––––|–––––––––––––––––––––––––––––––|–––––––––––––––––––––––––––––––|
| Very good! | OK, but you can do better. Which test is difficult? | You should practise more. Ask your teacher for help. |

Alle Rechte, vorbehalten.
**A day in the life of a German student**

Listen to the presentation. Give feedback and fill in the form below. Tick ☑️, ☐️ or ☐️. At the end you can add something in your own words.

---

**Feedback for:**

**You ...**

1. ... said what you wanted to talk about.
2. ... used words we understand.
3. ... said interesting things for Americans about our school.
4. ... spoke clearly.
5. ... spoke slowly.
6. ... made eye contact.
7. ... pointed at pictures/photos/....
8. ... showed good pictures.
9. ... wrote a good last sentence.
10. ... asked if students had questions.

---

I would also like to say: ____________________________
## 2 What’s the word?

### a) Use the words in the box.

You can look up the words in the Dictionary on pp. 161–162.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It’s a big party with a dance and beautiful clothes at the end of the school year at a high school.</td>
</tr>
<tr>
<td>2</td>
<td>It’s a place where you can sit and eat and drink.</td>
</tr>
<tr>
<td>3</td>
<td>It’s a place where you can put your things at school and nobody can take them.</td>
</tr>
<tr>
<td>4</td>
<td>It’s a place where you can read books or get them and bring them back after some time.</td>
</tr>
<tr>
<td>5</td>
<td>It’s the time when you sit in a room at school and learn math or English or … .</td>
</tr>
<tr>
<td>6</td>
<td>You can’t find your way, you don’t know where you are and where you have to go.</td>
</tr>
<tr>
<td>7</td>
<td>It’s something amazing, you can’t believe it.</td>
</tr>
<tr>
<td>8</td>
<td>It’s when people have problems with their eyes or ears or can’t walk.</td>
</tr>
</tbody>
</table>

### b) More new words!

Find out the correct words in the Dictionary on pp. 161–162.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>It means “not many”.</td>
</tr>
<tr>
<td>10</td>
<td>It’s a very big room where you can have a party or a concert.</td>
</tr>
<tr>
<td>11</td>
<td>It’s a big car for transporting people but not a bus. It’s an expensive car. Film stars and politicians often drive in one.</td>
</tr>
<tr>
<td>12</td>
<td>It’s when you write your name on a contract.</td>
</tr>
<tr>
<td>13</td>
<td>Something to drink which makes you act funny or get sick and which is not good for your body.</td>
</tr>
</tbody>
</table>
1 Find the correct words for the descriptions and write them.

- **Use the words in the box**
- **You can look the words up in your Dictionary on pp. 162–163.**

2 **Now compare your answers with a partner.**

**1** It’s another word for friend.

**2** You made a very nice poster.
   It was in your classroom.
   But somebody destroyed it.

**3** It’s in your body. Without it you can’t live. It beats about sixty to a hundred times a minute.

**4** You get a contract for your summer job. You read it and then you write your name on it.

**5** At a concert a singer sings and a band plays. People like what they hear. They use their hands to show that.

**6** Some people do really stupid things. It often happens when they have had too much alcohol. Then they act like that.

**7** It happens to you when you drink too much alcohol or when you have done something bad and have to talk to your parents about it.

**8** It’s a drink with alcohol in it. It comes in a glass or a bottle. It is yellow and sometimes brown.

**9** You do things when you are with your friends that make them think “Wow, she/he is great!”

**10** Many drinks come in it. It’s not a bottle, but you can drink from it, too.

**11** Sometimes things are good and get better, but sometimes they are bad and then they don’t get better. It’s the opposite.

**12** People listen to someone giving a speech. They don’t like what the person says and they make a noise to show they don’t like it.

**13** It’s the opposite of shout. You speak so that only the person next to you hears what you say.

---

**More help**

beer • boo • buddy • can • clap • crazy • feel sick • heart • ruin • show off • sign • whisper • worse
1 Comparing two schools

a) Write your partner’s name and check his/her text. Make ticks (✓).

My partner's name: __________________________

<table>
<thead>
<tr>
<th></th>
<th>very good</th>
<th>good</th>
<th>okay</th>
</tr>
</thead>
<tbody>
<tr>
<td>– first sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– same</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– last paragraph/summing up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– linking words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(see More practice 6 p. 101 in your book)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– good and complete sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(see Exercise 2a) – d) on p. 42 and in texts on p. 34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– comparing things</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(see tips p. 42 and Language file 11 p. 149)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Comment on your partner’s text. Write at least three sentences.

I especially liked your first sentence • the many differences • the good linking words • …

You could do better with your spelling • your summing up • …

My advice: Look at the help in Exercise 2b) and c) again. • on page 34 again. • …
I don’t agree with all of Anuar’s tips

Anuar has a lot of tips. But you don’t agree with all of them. Say why.

Complete the sentences with the ing-forms of the correct verb. The words in the box can help you. Then say why you don’t agree with Anuar’s tips. Look at the pictures for help.

ask • chat • play • start • take

You can start like this:

a) I think ____________ at a new school isn’t hard because __________________________
   __________________________
   __________________________

b) I don’t agree with Anuar that _______________ part in school activities is always a good idea because __________________________
   __________________________
   __________________________

   c) _______________ in class isn’t a good idea because __________________________
   __________________________
   __________________________

   d) In my opinion, _______________ for information is a good thing but not all people __________________________
   __________________________
   __________________________

   e) _______________ it cool isn’t the best because __________________________
   __________________________
   __________________________
1 REVISION  If I had a second chance, ...
2 told • 3 got • 4 didn’t • 5 would work • 6 would spend • 7 would be • 8 would join

3 READING  If you found $40,000, ...

2 Answers to STOP! CHECK! GO!

KV 11

4 WORDS  High school words

a) 1 vacation • 2 prom • 3 freshman • 4 cheerleader • 5 volunteering • 6 ticket • 7 rules

b) 1 lockers • 2 elevator • 3 activity • 4 baseball • 5 interested in • 6 join • 7 discussing

5 READING  If you found $40,000, ...

a) C

b) Paragraph 1 B • Paragraph 2 A • Paragraph 3 A

6 LANGUAGE  What do you think?

a) 2 Some are worried about leaving school. • 3 They think that getting a job is very hard. • 4 Others are looking forward to leaving school. • 5 A few students dream about working in Europe one day. • 6 Most of the seniors enjoy going to Boston West High School.

b) individuelle Lösungen

6 LISTENING and MEDIATION  Boston by bike

a) 1 B • 2 C • 3 A

b) Name of tour: city tour

| Length of tour (kilometres): about 18 |
| Price: $50 |

| Starting times: 10 a.m., 1 p.m., 4 p.m. |
| Length of tour (hours): 2.5–3 hours |

| Starting place: City Hall |

6 LISTENING and MEDIATION  Boston by bike

c) Lösungsbeispiel:
– Nein, er sagt, wir werden jetzt erstmal die wichtigsten Attraktionen im Stadtzentrum (von Boston) sehen und er gibt uns ein paar Tipps, welche Attraktionen außerhalb der Stadt wir uns nach der Tour noch anschauen können.
– Nein, das hast du falsch verstanden! Er hat gesagt, dass die Tour ungefähr zweieinhalb Stunden dauern wird und wir zwischendurch immer mal wieder einen Stop einlegen werden. Unser längster Stop wird an der USS Constitution sein, das ist ein sehr berühmtes großes Schiff, das im Hafen von Charlestown liegt.

6 LISTENING and MEDIATION  Boston by bike

d) Lösungsbeispiel:
– Nein, er sagt, wir sollen zwischendurch nicht stehen bleiben und Photos machen, sondern zu unserer eigenen Sicherheit in der Gruppe zusammen bleiben. Wir werden einige Male zum Photographieren anhalten.
– Es sind etwa 12 Meilen, ca. 18 Kilometer.
– Wir werden am Marketplace 30 Minuten Pause machen. Da kann man ein bisschen rumgehen, einen Kaffee trinken und etwas zu essen kaufen.
– Wir werden wieder hierher zurückkommen, gegen 19:00 Uhr.

6 LISTENING and MEDIATION  Boston by bike

Test 1, 2, 3a), 3b) and 6a): Für jede richtige Lösung bekommst du einen halben Punkt.
Test 4a) and 6b): Für jede richtige Lösung bekommst du einen ganzen Punkt.
Test 3c), 4b), 4d), 6c) and 6d): Für jede richtige Lösung bekommst du zwei Punkte.
Dann zähle alle Punkte zusammen.

| 60 (or more)–49 points | 48.5–31 points | 30.5–0 points |
| Very good! | OK, but you can do better. Which test is difficult? | You should practise more. Ask your teacher for help. |
1 Give feedback

a) Write your partner’s name and check his/her text. Make ticks (√).

<table>
<thead>
<tr>
<th>My partner’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>very good</th>
<th>good</th>
<th>okay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>simple present: “s” and no “s”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>simple present: “doesn’t” and “don’t”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence/s about: at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence/s about: before school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence/s about: lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence/s about: lunchtime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence/s about: afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence/s about: after school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spelling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Now comment on your partner’s text. Write sentences.

\[\text{Use the phrases in More help.}\]

| I especially liked what you said: about home • the lessons • … |
| You could do better: when you use doesn’t and don’t • with your spelling • … |
| My advice: Look at the Language file 1 on p. 142 again. • Look at Exercise 5a) on p. 51 again. There are good sentences. • … |
1 What sort of people do you see? What are they doing?

a) Match the people you see in the film with the activities they’re doing and write down at least five sentences.

Example: I can see a person in a skeleton costume. He or she is dancing.

I can see a young graffiti ... 


b) Can you make more sentences about the film?


2 What sort of places and tourist sights do you see? What cities?

a) Circle only the sights you see. Be careful: Six sights are wrong.

I can see ...

hot deserts • a prom party at a high school • sea lions • the Golden Gate Bridge

Venice Beach • the Statue of Liberty • 5th Avenue • Alcatraz Island

snowy mountains • Pier 39 • monkeys • American football players in Boston

b) Can you find more places in the film?


1 skeleton Skelett
## Appointments

1. **Make appointments with three partners for one o'clock, two o'clock and three o'clock.**
2. **Look at p. 55 in your books. Which two activities would you choose and why? Make notes.** 
   - To say “Why?” you can use the phrases in **More help**.
3. **Go to your appointments. Talk about the activities you would like to do with your three partners.**
4. **Then ask your partners which activities they would do and why? Make notes.**

<table>
<thead>
<tr>
<th>Activities and why</th>
<th>Me</th>
<th>1 o'clock appointment</th>
<th>2 o'clock appointment</th>
<th>3 o'clock appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name: ______________</td>
<td>Name: ______________</td>
<td>Name: ______________</td>
</tr>
<tr>
<td>Activity 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
<td>__________________</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Because</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td></td>
<td>__________________</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Why?</td>
<td></td>
<td>__________________</td>
<td>__________________</td>
<td>__________________</td>
</tr>
</tbody>
</table>

**More help**

These phrases can help you to say why you want to do the activities.

- I like ...
- I'm interested in ...
- I can see ...
- I think ...
- It sounds fun/...
- It looks good/...
- It seems exciting/...
Find information on the internet about *Death Valley National Park*.

a) **Write down the address of the website you want to look at first:**

www.________________________________________

b) **Is it open all year or does it close in winter?** Tick (✓) the correct information.

Yes, it’s open all year. [ ]  It closes in winter. [ ]

c) **How much does it cost to go in?**

Seven days for cars, trucks and vans: ______________________

Seven days for people travelling on foot, by bike or motorbike: ______________________

An Annual Pass\(^1\) costs: ______________________

d) **What can you see and do there?**

Things to see:

________________________________________

Things to do:

Outdoor activities: ______________________

________________________________________

Indoor activities: ______________________

________________________________________

e) **When is the best time to go (spring, summer, autumn or winter)?**

The camping season is in ______________________. ______________________ is a good time
to explore the valley. ______________________ is too hot for most visitors, but the park is open.

\(^1\) Annual Pass  *Jahreskarte*
1  **REVISION  An interview // p. 105**

Sandra  Say, Andi, do you like it here?  
Andi  Yes, I do. I always like spending time with my American cousins.  
Sandra  What have you liked best about your stay so far?  
Andi  I really enjoyed visiting Big Basin State Park last week. But I was nervous about sleeping in a tent because I was afraid of bears.  
Sandra  I’m sure our readers are interested in learning more about you. What do you like to do in your free time?  
Andi  I love collecting model cars.  
Sandra  And what do you miss from Germany?  
Andi  Well, I miss playing football with my friends.

2  **WORDS  Interesting things for tourists in California**

a)

<table>
<thead>
<tr>
<th>Food</th>
<th>At the seaside</th>
<th>In a national park</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>onions</td>
<td>beach</td>
<td>mountain</td>
<td>bears</td>
</tr>
<tr>
<td>pork</td>
<td>coast</td>
<td>steam train</td>
<td>sea lions</td>
</tr>
<tr>
<td>strawberries</td>
<td>harbor</td>
<td>huge trees</td>
<td>whales</td>
</tr>
<tr>
<td>s’mores</td>
<td>island</td>
<td>valley</td>
<td></td>
</tr>
</tbody>
</table>

b)  1 strawberry  •  2 whales  •  3 s’mores  •  4 harbour  •  5 island  •  6 valley  •  7 coast  •  8 huge trees

3  **LISTENING  Places in California**

a)  1 interesting  •  2 beautiful  •  3 noisy  •  4 expensive  •  5 quiet  •  6 safe

b)  2 ☺  •  3 ☺  •  4 ☺  •  5 ☺  •  6 ☺  •  7 ☺  •  8 ☺

4  **LANGUAGE  Facts about California and the US**

a)  1 were  •  2 was  •  3 was  •  4 was  •  5 was  •  6 were

b)  1 Die ersten PCs wurden 1977 in den Vereinigten Staaten gebaut.  
2 1848 wurde in Kalifornien Gold gefunden.  
3 Der erste *Star Wars* Film wurde 1977 in Hollywood gedreht.  
4 Die Golden Gate Brücke wurde 1937 geöffnet.  
5 2011 wurde Kalifornien von 14 Millionen Besuchern besucht.  
6 92% der Zitronen der Vereinigten Staaten wurden 2013 in Kalifornien angebaut.

5  **READING  A survey**

1 false  •  2 true  •  3 false  •  4 true  •  5 false

Test 1, 2, 4a): Für jede richtige Lösung bekommst du einen halben Punkt.  
Test 3, 4b), 5: Für jede richtige Lösung bekommst du einen ganzen Punkt.  
Dann zähle alle Punkte zusammen.

<table>
<thead>
<tr>
<th>48–43 points ☺</th>
<th>42.5–26 points ☻</th>
<th>25.5–0 points ☞</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good!</td>
<td>OK, but you can do better. Which test is difficult?</td>
<td>You should practise more. Ask your teacher for help.</td>
</tr>
</tbody>
</table>
Write the names of the four cities/towns in the Deep South.

1. 
2. 
3. 
4. 

Write the names of the six states of the Deep South.

1. 
2. 
3. 
4. 
5. 
6. 

Tip: Look at the pictures of the six states. They have the correct shape¹ too.

¹shape: Form, Limniss
1 Comparing lifestyles

a) Think about Leah’s lifestyle and yours. Read the text again and complete the table.

<table>
<thead>
<tr>
<th>Leah</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a house / flat / on a farm?</td>
<td></td>
</tr>
<tr>
<td>Is there a garden?</td>
<td></td>
</tr>
<tr>
<td>What about driving?</td>
<td></td>
</tr>
<tr>
<td>Activities and hobbies</td>
<td></td>
</tr>
</tbody>
</table>

b) Look at your table and mark two things that are different. Then mark two things that are the same. Use different colours.

- [ ] I think that Leah’s lifestyle is very different to my lifestyle.
- [ ] I think Leah’s lifestyle isn’t very different.

c) Choose a first sentence. Which one is right for you? Put a tick (√).

I think that Leah’s lifestyle is very different to my lifestyle.
I think Leah’s lifestyle isn’t very different.

Start your text here and write your first sentence:

__________________________

e) Now write about Leah’s lifestyle and yours. What is different and what is the same?

There are _______ (a few / lots of) differences between our lifestyles. In Guntersville it’s usually:

__________________________ But here it’s often ____________________________.

Leah lives in ___________________. She’s allowed to ___________________.

But I don’t ___________________. I’m not allowed to ___________________.

Some things about our lifestyles are the same. For example, Leah ___________________. And I also ___________________.

To sum up, I think the differences between our lifestyles ___________________ (are/aren’t) very big.

I like ___________________ (my / Leah’s) lifestyle better. I prefer ___________________ because ___________________.

The downside of ___________________ (big/small) towns is that ___________________.

Your Task

KV 18
1) When did it happen? These pictures are not in right order!

*Read the story in your book. After the first paragraph, look for the right picture and write the correct date from the box. Then read the next paragraph and match the correct date.*

![Picture 1](image1)

![Picture 2](image2)

![Picture 3](image3)

- Feb 8th, 2005
- Aug 27th, 2005
- Aug 28th, 2005
- Sept 5th, 2005
- Oct 12th, 2005
- Jan 12th, 2006
- Feb 27th, 2006

2) What happened?

*Write the sentences from the box next to the right date.*

- Many people leave New Orleans.
- Jacob is back home.
- Playing and practising is difficult.
- Jacob is proud and happy.
- Jacob’s family stays with his uncle in Baton Rouge.
- He wants to play the trumpet in the Mardi Gras parade.
- Jacob’s family leaves New Orleans by car.
- New Orleans is a disaster after the hurricane.
- Jacob’s trumpet is destroyed.
- Jacob is back at school.
- Jacob plays the trumpet in the Mardi Gras parade.
- Hurricane Katrina is coming towards New Orleans.

<table>
<thead>
<tr>
<th>Date</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 8th, 2005</td>
<td>Jacob’s 15th birthday.</td>
</tr>
<tr>
<td>Aug 27th, 2005</td>
<td></td>
</tr>
<tr>
<td>Aug 28th, 2005</td>
<td></td>
</tr>
<tr>
<td>Sept 5th, 2005</td>
<td></td>
</tr>
<tr>
<td>Oct 12th, 2005</td>
<td></td>
</tr>
<tr>
<td>Jan 12th, 2006</td>
<td></td>
</tr>
<tr>
<td>Feb 27th, 2006</td>
<td></td>
</tr>
</tbody>
</table>
1 Jobs for young people

a) Highlight the most important information in paragraph 1.
   ○ Copy the highlights from exercise b) in your book on page 82.
   Then put the information together in one or two sentences. ○ Use step 2 in your book for help.

Paragraph 1:

A job or no job – that is the question

Is work popular? Well, many people say it’s important for young people to get work experience. And it seems that high school students agree because lots of them work during the school year or in the summer vacation. Statistics show that about 40 percent of high school freshmen and about 80 percent of juniors and seniors have a paid job.

b) Highlight the most important information in paragraph 2.
   ○ Then copy the summary from your book on page 82, 1c).
   ○ Write your own summary for this paragraph.

Paragraph 2:

Many young people would like to work long hours, but there are laws about how long young people can work. 14–16 year olds can only work three hours a day on a school day, and no more than 18 hours a week in a school week. They can work longer in non-school weeks – 40 hours in a non-school week. Some people say that students’ school work gets worse when they have a job, but others say that students who have a job get better grades.

c) Highlight the most important words and phrases. (Not more than 20 % of the text!).
   Write your summary (one or two sentences).

Paragraph 3:

So what jobs do high school students do? One of the most popular ones is being a waiter or waitress. It’s not always well paid, and it’s hard when people are impolite. But customers sometimes give you tips, and cafes and restaurants need more workers in the evenings and at weekends – and that’s when high school students have time to work. But if you’re looking for a job in a cafe, make sure that it isn’t only washing up!

More practice 4  p. 112  Holiday job or weekend job?

a) Read the text. Then highlight the most important information in each paragraph.

b) After that write four summaries: a summary each of the first, second, third, and fourth paragraph. Your summaries should be about 20% of the text.

Paragraph 1:

Evening and weekend jobs for students

I think summer jobs are a great idea for students. Students have time during their holidays. But weekend and evening jobs during the school year can be a bad thing for a student’s school work.

Holiday jobs are OK – but weekend jobs can have downsides.

Paragraph 2:

What students learn at school is important. Of course, teachers should make lessons as fun and interesting as they can, but learning is often hard work. A weekend job can seem more fun than school work. Selling things in a shop can seem easier than doing homework. So a job can be dangerous. It can mean that students spend too long on their part-time job, and don’t do enough school work.

Paragraph 3:

On the other hand, it’s true that students who do things outside of school often do really well at school. Out of school activities can be sport, clubs, volunteering or having a job. These activities are important because they show young people a world outside lessons.

Paragraph 4:

All in all, I don’t think you can say that having a job is ‘good’ or ‘bad’ for school work. It depends on the job, and how many hours of the week the students spend working. The really important question is: do students have enough time for their school work? If young people can have an evening or weekend job and still do well at school, then it must be OK.

Loren Jacobs

C) Now check with a partner. Don’t forget the tips in Skill file 10, page 138!
1 **REVISION** Who was Jesse Owens

1 called • 2 moved • 3 asked • 4 said • 5 thought • 6 won • 7 weren’t • 8 arrived • 9 had to • 10 was

___ / 5 points

2 **LANGUAGE** The story of Tom Sawyer by Mark Twain

1 had travelled • 2 had done • 3 did • 4 camped • 5 had died • 6 walked

___ / 3 points

3 **WORDS** The wrong word

a) 1 shopping • 2 crowd • 3 feather • 4 pull • 5 letter • 6 work • 7 trumpet • 8 give

___ / 4 points

b) ☑ individuelle Lösungen

___ / 6 points

4 **WORDS** It means the same thing

a) 1 stink • 2 an area • 3 alone • 4 a fine • 5 a cap • 6 repair • 7 a plant • 8 a crowd • 9 a government • 10 a seat

___ / 5 points

b) ☑ individuelle Lösungen

___ / points

5 **SPEAKING** At the Railroad Museum

Can you tell me when the steam train trips are? • And what do we see on the tour? • How long does a tour last? • I’d like two tickets for the trip, please. Where do we leave from?

___ / 4 points

6 **READING** Mardi Gras in New Orleans

a) 1 true • 2 true • 3 false • 4 false • 5 true • 6 true • 7 true • 8 false

___ / 4 points

b) 2

c) paragraph 1: (B) Mardi Gras is a carnival tradition from France. • paragraph 2: (C) There’s a lot of hard work and organization for Mardi Gras. • paragraph 3: (A) There’s lots of music, noise, colour and fun in the streets.

___ / 3 points

Test 1, 2, 3a), 4 und 6a): Für jede richtige Lösung bekommst du einen halben Punkt.
Test 4b), 5, 6b) und 6c): Für jede richtige Lösung bekommst du einen ganzen Punkt.

Dann zähle alle Punkte zusammen.

<table>
<thead>
<tr>
<th>35 (or more) – 31 points</th>
<th>30.5 – 18 points</th>
<th>17.5 – 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good!</td>
<td>OK, but you can do better. Which test is difficult?</td>
<td>You should practise more. Ask your teacher for help.</td>
</tr>
</tbody>
</table>
1. Finish this mind map. Complete the notes for topics 1 and 2. Make your own notes for topic 3.

- Deep South

- African Americans

- driving

---

**Topic 3:**

2. Write about topics 1 and 2.

**Topic 1** is about: ____________________________.

I have learned that young people can drive ________________________.

For example, Leah, she is only ______________________. She has ______________________.

She sometimes drives ______________________.

I think that’s ______________. I’m __________ years __________. I would like __________!

**Topic 2** is about: ____________________________.

I have learned that many years ago life in the Deep South was difficult for ______________________.

In the 1950s ______________________.

For example, ______________________.

They had to use ______________________.

They had to sit ______________________.

I think that’s ______________. African American people are the same as ______________________.

3. Now write about topic 3.

**Topic 3** is about: ____________________________.

I have learned that ______________________.

For example, ______________________.

I think ______________________.

My text (title): ____________________________________________

My notes: __________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Compare your notes with students who worked on the same text ...

I found the following information. Say that again please.

Who is first? Let me write down your information. I agree. / I don’t agree. I think ...

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

3. Go back to your first group. Name the two most interesting facts.

Who is going to start? And I think the two most interesting facts are ...

My text is about ...

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

4. Now choose the four most interesting facts about the USA in your group and write them down.

We have eight facts now. We want to have four. Let’s decide.

Who thinks ... is very interesting? Let’s vote.

Let’s discuss this. .... has two things. Are they interesting? Why?/Why not?

I agree. / I don’t agree because.... Okay, now we agreed on four.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
# Holidays and festivals

1. **Festivals in the US**

   *Make notes about the festivals in your book*

<table>
<thead>
<tr>
<th>What’s its name?</th>
<th>When is it?</th>
<th>What do people celebrate?</th>
<th>How do people celebrate?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **What’s your favourite festival?**

   What’s its name? ____________________________

   When is it? ____________________________

   What do you celebrate? ____________________________

   Why do you like it? ____________________________

   Who do you spend it with? ____________________________

   What do you do? ____________________________

   • … Day celebrates the day that …
   • Many people visit … / go to … / eat … / listen to …
   • … has a very big parade. Millions of people watch …
   • People wear/have special …
1. The timetable for Oscar's Saturday.

*Circle the right words.*

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>At 3 a.m. / 4 a.m. / 5 a.m.</td>
<td>Oscar wakes up. / goes to bed. / starts work.</td>
</tr>
<tr>
<td>At 5 a.m. / 7 a.m. / 8 a.m.</td>
<td>he leaves the house. / has breakfast. / does his homework.</td>
</tr>
<tr>
<td>At 9 a.m. / 10:30 a.m. / 11 a.m.</td>
<td>he has lunch. / goes to school. / goes to the beach.</td>
</tr>
<tr>
<td>At 1:30 p.m. / 2:30 p.m. / 3:30 p.m.</td>
<td>he has an accident. / has lunch. / has school.</td>
</tr>
<tr>
<td>At 3 p.m. / 4 p.m. / 5 p.m.</td>
<td>he can go home. / can see his friends. / can play basketball.</td>
</tr>
<tr>
<td>At 8 p.m. / 9 p.m. / 10 p.m.</td>
<td>he falls asleep. / has dinner. / goes inline skating.</td>
</tr>
</tbody>
</table>

2. A huge industry

*Read the questions a) – c). Give answers with the phrases in the More help-Box. Be careful, you don’t need one phrase!*

**a) Why is California's farm industry important to the US?**

Because it produces so many fruit and vegetables that they can't pick them themselves. Produces nearly half of US fruit and vegetables. The farms sell fruit and vegetables to other countries.

**b) Why do farmers and farm workers need each other? Who do you think makes the most money?**

The farmers need the farm workers because they can earn extra money for the family. The farm workers need the farmers because they give them a job to earn money. I think farmers make the most money.

**c) Why are the children of farm workers important?**

Because they can earn extra money for the family.
3 Children in the fields

a) *Farm work is the most dangerous sort of child work in the US – give two reasons. Make sentences.*

1. farm workers / work / have to / with unhealthy chemicals. 
   dangerous / This / more / for children. / is 

   Because ________________________________

2. A large number of children / in accidents / with machines. / and teens / are hurt ________________________________

b) *Problems of child workers at school. What sentences are in the text (✓)?*

1. They have too much time to do their homework. ✓
2. They don’t have enough time to do their homework. ❌
3. Sometimes they don’t go to school. ✓
4. Sometimes they have to work in the school. ✓
5. About half of the child workers never finish high school. ✓
6. About half of the child workers never take the bus to high school. ❌

4 Laws¹ for US child workers

a) *What information do you get from the table?*

   – In farming children can ____________ full-time when they’re _____________. In other industries they can’t work until they’re ____________ years old.

   – In other industries children can work only ______ hours on school days. In farming ________________

b) *Do you think that the laws should change? Why? Read the opinions. Which ones are for changing laws in the US, which ones are against changing them? Write for or against.*

1. When children work they are tired at school. But school is important. (for ______)
2. Child workers don’t have much time to play and relax. That’s unhealthy. (__________)
3. It’s good when children can earn extra money. (__________)
4. Child workers often don’t finish high school. So it is difficult to find a good job. (__________)
5. 12-year-old children are not so young. They can work and go to school. (__________)
6. Working can be fun for children. (__________)
7. Children shouldn’t have to work with chemicals and machines that are dangerous. (__________)

¹Law Gesetz
1 What’s your dream for the world?

Choose three ideas from the box and write them on the lines. Find one more idea by yourself and write it too.

Find your own ideas and write them on the lines.

I have a dream

- everybody has enough food
- everybody has enough water
- everybody has clothes
- everybody has shelter from the weather
- everybody gets medication
- everybody has a person to speak to about problems
- everybody can learn how to read and write
- everybody has access to information
- everybody can live as a free person
- everybody can earn a living

2 Martin Luther King, Jr.

Find out more about his life. Look at the dates on this timeline and try and find out what happened in Martin Luther King, Jr’s life in that year.

The words in the box can help you.

works as a Baptist minister • Peace Nobel Prizes • starts at colleges • pastor in Montgomery, Alabama • famous speech “I have a dream…” • born in Atlanta, Georgia • Montgomery bus boycott (Rosa Parks) • another protest March in Alabama • killed