1 Can you remember who it is? Write the names.

<table>
<thead>
<tr>
<th>Who ...?</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 has a stepsister called Zoe?</td>
<td></td>
</tr>
<tr>
<td>2 likes riding his bike?</td>
<td></td>
</tr>
<tr>
<td>3 lives at her mum’s house and at her dad’s flat?</td>
<td></td>
</tr>
<tr>
<td>4 is in a wheelchair?</td>
<td></td>
</tr>
<tr>
<td>5 has a dad who works on a ferry?</td>
<td></td>
</tr>
<tr>
<td>6 likes to rap at Plymouth Music Zone (PMZ)?</td>
<td></td>
</tr>
<tr>
<td>7 has a dad who works as a firefighter?</td>
<td></td>
</tr>
<tr>
<td>8 goes to America with her family?</td>
<td></td>
</tr>
<tr>
<td>9 helps in a cafe after school?</td>
<td></td>
</tr>
<tr>
<td>10 lives on a farm?</td>
<td></td>
</tr>
<tr>
<td>11 likes going to the cinema on his birthday?</td>
<td></td>
</tr>
</tbody>
</table>

2 Now write short texts about the four kids. Use the information from exercise 1.

Ellie Cole

Luca Boateng

Adam Osmanovic

Berry Donovan
Part 1: Write your dialogue in Exercise 3 on page 10. Here are some ideas.

<table>
<thead>
<tr>
<th>How are you?</th>
<th>How was your summer?</th>
<th>Was the weather ok?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m fine. Nice to see you again!</td>
<td>My summer was great.</td>
<td>The weather was fantastic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It was sunny every day.</td>
</tr>
<tr>
<td>I feel great. Give me five!</td>
<td>It wasn’t bad, a bit boring.</td>
<td>It was terrible – it was rainy every day.</td>
</tr>
<tr>
<td>I’m not so happy because the holidays are over.</td>
<td>The summer was really nice.</td>
<td>The weather was OK: sometimes sunny, sometimes rainy.</td>
</tr>
<tr>
<td>I’m OK. Welcome back to school!</td>
<td>It was fun.</td>
<td>It was good, not too hot¹ and not too cold.</td>
</tr>
</tbody>
</table>

Part 2: Two new students at school. Work with a partner.

Partner A: 1 Read about Sophie, a new student at school.
2 Tell your partner about her.
3 After that, ask your partner about Luis and write down the facts² about him.
4 Check your answers with your partner.

### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Facts about Sophie</th>
<th>Facts about Luis</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s her/his family name?</td>
<td>Meyer</td>
<td></td>
</tr>
<tr>
<td>Where’s she/he from?</td>
<td>Berlin, Germany</td>
<td></td>
</tr>
<tr>
<td>How old is she/he?</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>What do you know about her/his family?</td>
<td>dad: German, mum: English, one brother: David, 17</td>
<td></td>
</tr>
<tr>
<td>What are her/his hobbies?</td>
<td>shopping, playing the guitar</td>
<td></td>
</tr>
</tbody>
</table>

Partner B: 1 Read about Luis, a new student at school.
2 Then ask your partner about Sophie and write down the facts about her.
3 After that tell your partner about Luis.
4 Check your answers with your partner.

### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Facts about Sophie</th>
<th>Facts about Luis</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s her/his family name?</td>
<td>Gonzales</td>
<td></td>
</tr>
<tr>
<td>Where’s she/he from?</td>
<td>Madrid, Spain</td>
<td></td>
</tr>
<tr>
<td>How old is she/he?</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>What do you know about her/his family?</td>
<td>dad: job in Plymouth, mum: at home, two sisters, one brother</td>
<td></td>
</tr>
<tr>
<td>What are her/his hobbies?</td>
<td>cars, basketball, his pets</td>
<td></td>
</tr>
</tbody>
</table>

¹ hot heißt ² facts Fakten
1  Work in groups of three.

a) Cut out each question. Put them on your desks face down so you can’t read them.

b) Now one of you takes one question and reads it out to the others.

Look at the newsletter on page twelve in your books and try to answer this question.

Check the answer. If your answer is correct, you can keep the question.

c) Then the next pupil asks a question and so on until you find the right answers to all questions.

The pupil with the most questions is the winner.

1. When is the music club?

2. Where is the cooking club?

3. When does the football club start?

4. What club starts at 1 o’clock on Thursdays in room 3?

5. What can you do in the drama club?

6. For how many days were the adventure club kids in Cornwall?

7. Where did the adventure club kids go last year?

8. Where can you play football?

9. Which clubs can you go to on Friday?

10. You like painting. Which club can you go to?

11. You like sports. Which clubs can you go to?

12. You often need help with your homework. Which club can you go to?

13. Where does the drama club meet?

14. Where does the adventure club meet?

15. Which clubs are there on Wednesday?

2  What clubs would you like to join and why?

Here are some ideas for your answers in exercise 1 on page 12:

| I’d like to join the … club because … | I like cooking. I often help my mum / dad. • I love reading. I have many books at home. • I love football / volleyball. I always watch matches on TV. • I love volleyball / football. I play it with my friends every day. • cooking / reading / … is my hobby. • I’m interested in art / adventures / … • you can sing, act and dance in the theatre. • you do great trips. • it looks great / fantastic. • it sounds interesting / fun. |

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Listen to the story and put the texts in the right order.

At lunchtime in the canteen, Ellie saw Mia with other students from 8Y. Luca and Adam were with Mia too.

“Ellie,” Adam said. “Have lunch with us.”

“No thanks,” Ellie said. She bought a sandwich and she ate it outside – alone. Ellie felt lonely.

On Monday morning at Eggy, Adam came into the classroom. He saw Mia, the new girl, and he sat next to her. Adam and Mia talked together.

Then Luca came. He sat next to Adam and Mia, and they talked and laughed together too.

After school, Ellie waited for Luca and Adam. But they didn’t come. So she texted them.

Where are you?

Then she got a text from Adam.

Sorry, Ellie. We’re in mum’s cafe with Mia. Do you want to come too?

Ellie didn’t answer. She went home, alone. She thought of Berry, alone in her new school in the US.

Ellie really missed her.

The next day Adam and Luca were at the football club. Mia was alone at her table in the canteen at lunchtime.

Ellie didn’t sit next to Mia, but she watched her. Mia looked sad. She had red eyes. So Ellie went to Mia’s table.

“Are you OK?” Ellie asked.

“Not really,” Mia answered. “I miss home. I miss my old friends and my old school too.”

Ellie was sorry for Mia. She sat next to her.

“I miss my mum too,” Mia said and then she cried. “She died last year. That’s why we came to England.”

Then Ellie understood lots of things. Mia needed help in her new home. She needed friends in her new school – just like Berry in her new school. And Adam and Luca were good friends.

“I’m very sorry,” Ellie said.

“That’s OK, Ellie,” Mia said. “Thanks for your help. I feel better now. You, Adam and Luca are really nice.”

“Everybody needs friends,” said Ellie.

Next Ellie came. She looked for her friends, but Luca and Adam were with the new girl!

Ellie went to her desk. She sat alone and she wasn’t very happy. School was different this year. Berry wasn’t here.

“Hey, Ellie,” Luca said. “Sit here.”

“No thanks,” Ellie answered. “I’m OK here.”
Part 1: STORY Everybody needs friends

Read the text on pages 14 and 15 again and answer the questions. Write down the lines in the text.

<table>
<thead>
<tr>
<th>Who …?</th>
<th>Name:</th>
<th>line(s)³ in the book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 came into the classroom?</td>
<td></td>
<td>line 1</td>
</tr>
<tr>
<td>2 sat next to Adam and Mia?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 laughed together?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 looked for Adam and Luca?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 saw Mia with other students from 8Y?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 said: “Have lunch with us.”?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 bought a sandwich?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 felt lonely?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 looked sad and cried?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 died last year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 understood lots of things?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 said that everybody needs friends?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: SKILLS TRAINING Viewing The drama club

Cut out² the sentences and feelings. Then mix them on the table. Pick one sentence and one feeling and say the sentence with the feeling you picked. Can your group³ guess the feeling?

- You mustn’t do that. sorry
- I can’t find my mobile. happy
- The weather was rainy last week. excited
- I was alone at lunchtime. sad / unhappy
- My friend has an ice cream. nervous
- Thanks very much. angry
- That’s easy! jealous
- I don’t understand. tired
- Give me five! bossy
- That’s my dream. proud
- We were at the seaside. fed up
- You didn’t do your homework. friendly
- Look at your make-up. surprised
- It’s nice to be together again. mean

³ line(s) Zeile(n) ² cut out schneide aus ³ group Gruppe
STEP 1: ː Work with a partner and choose your role:
You are ____________________ (Berry or Luca).

STEP 2: Look through Unit 1 and make notes about
Luca’s first phone call to Berry in the US.
Note information only about your character.
Use the ideas from your book:

<table>
<thead>
<tr>
<th>Berry</th>
<th>Luca</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 8/9</td>
<td>In summer I _______________.</td>
</tr>
<tr>
<td>p. 16</td>
<td>We arrived in the US on _________.</td>
</tr>
<tr>
<td></td>
<td>The _________ and _________ are really big!</td>
</tr>
<tr>
<td>p. 17</td>
<td>Our new house _______________.</td>
</tr>
<tr>
<td></td>
<td>My new friend _______________.</td>
</tr>
<tr>
<td></td>
<td>She really likes _______________.</td>
</tr>
<tr>
<td></td>
<td>She joined _______________, but I __________.</td>
</tr>
<tr>
<td>p. 24</td>
<td>Yesterday I went to ___________.</td>
</tr>
<tr>
<td></td>
<td>I really miss _______________.</td>
</tr>
<tr>
<td></td>
<td>_______________.</td>
</tr>
<tr>
<td></td>
<td>_______________.</td>
</tr>
<tr>
<td></td>
<td>_______________.</td>
</tr>
<tr>
<td>p. 8/9</td>
<td>In summer I _______________.</td>
</tr>
<tr>
<td>p. 11</td>
<td>We have a new student in class.</td>
</tr>
<tr>
<td></td>
<td>She’s called _____ . She’s from _______________.</td>
</tr>
<tr>
<td>p. 13</td>
<td>She _______________.</td>
</tr>
<tr>
<td>p. 14/15</td>
<td>This year I joined the _______________.</td>
</tr>
<tr>
<td></td>
<td>At first Ellie didn’t, _________ but then she _______________.</td>
</tr>
<tr>
<td></td>
<td>Last Saturday Adam wanted to _______________.</td>
</tr>
<tr>
<td></td>
<td>On Sunday I _______________.</td>
</tr>
<tr>
<td></td>
<td>_______________.</td>
</tr>
</tbody>
</table>

STEP 3: ː I ☐ Use your notes from STEP 2 and write your phone call with your partner.

Luca: _________________________

Berry: _________________________

Luca: _________________________

Berry: _________________________

Luca: _________________________

Berry: _________________________

Luca: _________________________

Berry: _________________________

Luca: _________________________

Berry: _________________________
**Partner A:**

**a)** What did Ellie, Luca, Adam and Mia do last weekend in Plymouth?
Talk to partner B and ask the questions. Fill in the table.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Ellie</th>
<th>Luca</th>
<th>Adam</th>
<th>Mia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did Luca go?</td>
<td>went to her dad’s flat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where did Mia go?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who did Ellie meet?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who did Adam meet?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did Luca do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did Mia do?</td>
<td>played with Finn</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b)** What about you? Talk about your weekend with your partner.
Ask and answer the questions and take notes in the table.

<table>
<thead>
<tr>
<th>Questions</th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did you go?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who did you meet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you do?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Partner B:**

**a)** What did the four friends do last weekend in Plymouth? Answer Partner A’s questions. Then talk to partner A and ask the questions. Fill in the table.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Ellie</th>
<th>Luca</th>
<th>Adam</th>
<th>Mia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did Ellie go?</td>
<td></td>
<td>went into town</td>
<td></td>
<td>I don’t know!</td>
</tr>
<tr>
<td>Where did Adam go?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who did Luca meet?</td>
<td></td>
<td>met her dad, Alisha, Finn</td>
<td>met Luca</td>
<td></td>
</tr>
<tr>
<td>Who did Mia meet?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did Ellie do?</td>
<td></td>
<td>played computer games</td>
<td></td>
<td>I don’t know!</td>
</tr>
<tr>
<td>What did Adam do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b)** What about you? Talk about your weekend with your partner.
Ask and answer the questions and take notes in the table.

<table>
<thead>
<tr>
<th>Questions</th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did you go?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who did you meet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you do?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You’re Adam or Ellie or Luca. You don’t know where Mia was at the weekend. Find out about Mia.

GROUP PUZZLE – Steps a)–d)

a) Read your text alone. How many questions in the box can you answer? Write the answers in the table below. 10 min

b) Work in a new group with students who read the same text. Compare your answers. 7 min

c) Go back to your first group in a). Try to answer all the questions. 7 min

d) Compare your answers in class. Did you answer all the questions? 7 min

If you’re Adam, go to page 144.
If you’re Ellie, go to page 156.
If you’re Luca, go to page 157.

Questions

1 Where did Mia go on Friday after school?
2 Who did Mia talk to on the phone?
3 Where did she go on Friday afternoon?
4 Who did Mia text on Saturday?
5 Where in London was Mia?
6 Who was in hospital?
7 Who did Mia chat with on Sunday?
8 Where was Mia on Sunday afternoon?
9 Why was Mia happy in the end?

Answers

More help

Partner check ✓

Do you know where Mia was? Fill in the missing words.

Mia ___________ to London with her ___________. She ___________ at her grandpa’s flat.

Mia ___________ happy. She ___________ two cats. They’re her ___________’s cats.

Her grandpa is in _____________________.

More practice

Adam: questions 1–3, Ellie: questions 4–6, Luca: questions 7–9

Illustration: Stefan Bachmann, Wiesbaden
Partner A: You start. You’re at the post office in Drake Street. Pick one of these places: a restaurant, a bike shop or a hairdresser’s. Ask Partner B for directions. Write the name of “your” place in the right place on the map.

Excuse me, please. Is there a … near here?

Can you tell me the way, please?

Thanks very much.

Then swap roles and tell Partner B the way.

Yes, there is.

Turn left/right. Go along … Street. Go past … Cross … Road. Turn left/right into … Street. The … is on the right/left.

More practice: Draw three more places on your map (a cinema a park, …). Tell your partner what your places are. He/She must ask the way.

Partner B: Look at the map. You’re at the post office in Drake Street. Partner A wants some information. Can you help?

Yes, there is.

Turn left/right. Go along … Street. Go past … Cross … Road. Turn left/right into … Street. The … is on the right/left.

Now pick one of these places: a shoe shop, a computer shop or a phone shop. Ask Partner A the way. Write the name of “your” place in the right place on the map.

Excuse me, please. Is there a … near here?

Can you tell me the way, please?

Thanks very much.

More practice: Draw three more places on your map (a cinema a park, …). Tell your partner what your places are. He/She must ask the way.
<table>
<thead>
<tr>
<th>apples</th>
<th>bananas</th>
<th>bread</th>
<th>cakes</th>
<th>carrots</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheese</td>
<td>chicken</td>
<td>chips</td>
<td>chocolate</td>
<td>cips</td>
</tr>
<tr>
<td>fish</td>
<td>fruit</td>
<td>ice cream</td>
<td>junk food</td>
<td>lasagne</td>
</tr>
<tr>
<td>meat</td>
<td>pasties</td>
<td>potatoes</td>
<td>oranges</td>
<td>salad</td>
</tr>
<tr>
<td>sausages</td>
<td>soup</td>
<td>vegetables</td>
<td>yogurt</td>
<td>coffee</td>
</tr>
<tr>
<td>juice</td>
<td>lemonade</td>
<td>milk</td>
<td>tea</td>
<td>water</td>
</tr>
</tbody>
</table>

Illustrationen: Katharina Wieker, Berlin

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Die Vervielfältigung dieser Seite ist für den eigenen Unterrichtsnutz gebilligt.
Complete the food network.

- Use the words in the box.
- Add your own words.

**My Food**

- apples
- bananas
- bread
- cakes
- carrots
- cheese
- chicken
- chips
- chocolate
- crisps
- fish
- fruit
- ice cream
- junk food
- lasagne
- lemonade
- meat
- potatoes
- salad
- sausages
- soup
- vegetables
- yogurt

**Breakfast**

**Snacks**

**Lunch**

**Dinner**
1 a) Write the body\(^1\) words that you know.
b) Do you know more words? Add them to the picture.
   ☀ Or use the words from the box.

Illustration: shutterstock/Graphics RF

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Die Vervielfältigung dieser Seite ist für den eigenen Unterricht/gebrauch gestattet.

2 a) What can you do with the parts\(^2\) of your body? Add the verbs to the body parts.
   Use the words in the box to help you.

   cry • eat • give • hear • laugh • listen to • run • see • text • walk • ...

   b) ☀ Write sentences about what you can do with your body:

   I can hear/... with my ears/eyes/...
   I can close/open/... my eyes/hands/...

\(^1\) body Körper

\(^2\) parts Teile

Illustration: shutterstock/Graphics RF
Ellie is at the supermarket with her grandma. Ellie has to buy some things for her mum. Write in English.

<table>
<thead>
<tr>
<th>Ellie</th>
<th>Grandma</th>
</tr>
</thead>
<tbody>
<tr>
<td>„Was brauchst du, Ellie?“</td>
<td>„Ich brauche etwas Brot und Gemüse.“</td>
</tr>
<tr>
<td></td>
<td>„Wieviel Brot brauchst du?“</td>
</tr>
<tr>
<td>„Ein Brot. Und etwas Schokolade.“</td>
<td>„Du sollst nicht so viel Schokolade essen!“</td>
</tr>
<tr>
<td>„Wir brauchen noch etwas zu trinken – Limonade.“</td>
<td>„Du sollst auch nicht so viel Limonade trinken! Lass uns noch etwas Apfelsaft kaufen.“</td>
</tr>
</tbody>
</table>
Look at the picnic. Where are the …?

a) Work with a partner. Make five questions and write the answers. Use the words and phrases from the boxes.

Make more questions and answers. Use your own words and phrases.

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Answers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are the / Where's the</td>
<td>apples • bananas • muffins • sandwiches • juice • water • tea</td>
</tr>
<tr>
<td>It's / They're</td>
<td>behind • between • in front of • in the middle • next to • on • on the left • on the right • under</td>
</tr>
</tbody>
</table>

b) Find new partners and ask your questions. Are the answers correct?
Part 1: Appointments

1 Make appointments with two partners for 1 o’clock and 2 o’clock.

○ You can look at Part 2, exercise 1 for help.

2 Make notes: What are your favourite three weekend activities? Why do you like them?*

3 Go to your appointments. Talk about your favourite weekend activities with your two partners.

○ You can look at Part 2, exercise 2 for help.

4 Take notes: What are your partner’s favourite weekend activities?

○ Why does your partner like them?

<table>
<thead>
<tr>
<th>Top 3 Activities</th>
<th>Me</th>
<th>1 o’clock appointment Name:</th>
<th>2 o’clock appointment Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: Phrases for Part 1, exercises 1 and 3:

1 Phrases for making appointments (see Part 1, exercise 1).

1 Hi, I’d like to make an appointment with you. Are you free at … o’clock?

2 Yes, I am.

3 I’m free at … o’clock too!

4 No, I’m not. But I’m free at … o’clock.

2 Phrases for talking about your favourite weekend activities (see Part 1, exercise 3).

1 Hi. What’s your favourite weekend activity?

2 I like … because it’s …!

3 Me too!

4 What’s your favourite weekend activity then?

5 I like … because it’s …!

6 Me too!

fun • exciting • interesting • nice • easy • great • dangerous • wild • healthy
Flashcards

1 Here are some chores you can do.

Look at the pictures and write the right sentences.

You can look at the bottom of this page for help.

Cut the grass • do a paper round • empty the dishwasher •
fill the dishwasher • hoover the house • tidy my room
Part 1: ○ Dialogue card

Work with a partner. You want to meet at the weekend. Cut out the dialogue card, fold it in the middle and put it between you.
Read the dialogue and find out when you and your partner are free. Then swap roles.

Dialogue card: Partner B
→ Your partner starts.
1. Great idea!
2. Sorry, I’m busy.
3. OK, I’m free. Let’s meet at 10 o’clock at my house / 2 o’clock at your house.

Part 2: ○ More plans for the weekend

1 Fill in the table with your plans for the weekend. Write “free” or an activity.

<table>
<thead>
<tr>
<th></th>
<th>morning</th>
<th>afternoon</th>
<th>evening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Saturday</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Work with a partner. You want to meet at the weekend. Look at your table in exercise 1 and talk to your partner. Find out when you and your partner are free. Then swap roles.

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Let’s meet at the weekend.</td>
<td>2 Great idea!</td>
</tr>
<tr>
<td>3 OK. What about …?</td>
<td>4 Sorry, I’m busy. / OK. I’m free. Let’s meet at … o’clock at your/my house.</td>
</tr>
<tr>
<td>5 OK. … o’clock at … house. See you!</td>
<td>6 See you. Bye.</td>
</tr>
</tbody>
</table>
1. Work with a partner. Look at the maze and play the game.

   **Partner A:** Put your finger at the start and close your eyes.

   **Partner B:** Tell your partner where he/she should move \(^1\) his/her finger.

   Your partner mustn’t touch \(^2\) any of the things in the room! Swap your roles.

2. Give your partner feedback: What was good? (😊)

   What could be better next time? (😢)

<table>
<thead>
<tr>
<th>He/She ...</th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>– talked clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– talked/walked slowly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– checked when he/she wasn’t sure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– listened carefully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– was nice to his/her partner.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) move bewegen  \(^2\) touch berühren
Pick a team.

For the blue team (the Eggy kids), go to page 90 of your books.

For the red team (the German kids), go to page 108 of your books.

Read the story about the Dartmoor adventure and draw the blue team's or the red team's route on the map.
1 Follow steps 1–6 and make your own fortune-teller.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Step 5</td>
</tr>
<tr>
<td>Step 3</td>
<td>Step 6</td>
</tr>
</tbody>
</table>

2 Look at the photo in a) on page 130 in your books: Pick four colours and colour the flaps1 of your fortune-teller. Write the numbers 1–8 in the middle.

3 Look at exercise b) on page 130 in your books. Write eight sentences about the future, either one under each flap of your fortune-teller or here:

1 You’ll win lots of money.

2

3

4

5

6

7

8

4 Now find a partner and play the fortune-teller game.

How to play the game:

1. Say “Please pick a colour.” (For example: Your partner says “Blue.”)
2. Say the letters (“B – L – U – E”) and open and close the fortune-teller at the same time. Stop at the last letter (“E”). Show your partner the inside of your fortune-teller. Now say “Please pick a number.” (For example: Your partner says “5.”)
3. Open the flap with the number. Read your sentence to your partner (for example sentence: 5).
4. Now swap roles and play the game again with your partner’s fortune-teller. Start at step 1 again.

1 flap Lasche

Illustration: Karen Donnelly, Brighton
1 Follow steps 1–6 and make your own fortune-teller.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Start with a square sheet of paper. Fold the paper in half by folding the bottom left corner to the upper right corner, then unfold.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Fold the paper in half again by folding the bottom right corner to the top left corner, then unfold again. Fold the paper in half by folding the bottom edge to the top edge, then unfold.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Fold the paper in half again by folding the left edge to the right edge and yes, unfold again. Fold all four corners to the center. Now you have a smaller square.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Turn the paper over. Once again, fold all four corners to the center.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Fold it in half.</td>
</tr>
<tr>
<td>Step 6</td>
<td>Tuck your thumbs and forefingers in the four openings below. Now you’re ready to play with the paper fortune teller.</td>
</tr>
</tbody>
</table>

2 Look at the photo in More practice 9 (a) on page 130 in your books: Pick four colours and colour the flaps¹ of your fortune-teller. Write the numbers 1–8 in the middle.

3 Look at exercise More practice 2 (b) on page 130 in your books. Write eight sentences about the future, either one under each flap of your fortune-teller or here:

1 You’ll win lots of money.
2
3
4
5
6
7
8

4 Now find a partner and play the fortune-teller game.

How to play the game:
1. Say “Please pick a colour.” (For example: Your partner says “Blue”.)
2. Say the letters (“B - L - U - E”) and open and close the fortune-teller at the same time. Stop at the last letter (“E”). Show your partner the inside of your fortune-teller. Now say “Please pick a number.” (For example: Your partner says “5”.)
3. Open the flap with the number. Read your sentence to your partner (for example sentence: 5).
4. Now swap roles and play the game again with your partner’s fortune-teller. Start at step 1 again.

¹ flap Lasche
1. There are some mistakes you can make when you’re writing an email. Here are some helpful tips. Read them.

1. Am Satzanfang schreibt man immer groß.
   (Finde 5 Fehler. Benutze einen roten Stift.)

2. I (= ich) schreibt man im Englischen immer groß.
   (Finde 2 Fehler. Benutze einen blauen Stift.)

3. Im Englischen schreibt man fast alles klein – auch Nomen.
   → Nicht Weather, sondern weather.
   (Finde 3 Fehler. Benutze einen grünen Stift.)

   (Finde 3 Fehler. Benutze einen gelben Stift.)

2. What’s wrong with the marked words or letters? Write the numbers of the tips into the boxes. Use different colours for the different mistakes.

Dear Ellie, Luca, Adam and Mia

Hello from Munich. How are you?

The weather is great here. It’s sunny and hot every day.

Last Friday we played football.

We lose 6-0!

Yesterday I went swimming in a big lake near Munich.

It is fun.

I think I’ll go to the cinema next week or maybe I’ll go swimming again.

I think Alex will come with me.

Love

Nico
1. Work with a partner. Find and mark the mistakes in different colours.

Dear Ellie, Luca, Adam and Mia
Hello from Munich. How are you?

The weather is great here. It's sunny and hot every day.

Last Friday I played football. We lost 6–0!

Yesterday I went swimming at a big lake near Munich. It was fun.

I think I'll go to the Cinema next week or maybe I'll go swimming again.

I think Alex will come with me.

Love

Nico

2. Write the correct email.

Dear Ellie, Luca, Adam and Mia

(Im Englischen schreibt man fast alles klein – auch Nomen. Nicht Weather, sondern weather.)

Yesterday I went swimming at a big lake near Munich. It was fun.

I think I'll go to the Cinema next week or maybe I'll go swimming again.

I think Alex will come with me.

Love

Nico
Read the text in your books on pages 102–104. Stop after each scene and complete the sentences.

<table>
<thead>
<tr>
<th>Scene</th>
<th>Sentences</th>
</tr>
</thead>
</table>
| 1     | At _________________ Castle the Eggy kids meet history kid number one.  
His name is _______________. He's from _________________ Castle. |
| 2     | On the way out of the castle they meet ____________, ____________ and  
their dog ____________. They came from a ship, the ____________. |
| 3     | After that the kids look into a _________ in the castle and meet _______.  
He plays the ____________, and is looking for Sir Francis ____________. |
| 4     | At the ______________ the history kids are surprised.  
They say Plymouth is _______________ and so _______________ now. |
| 5     | At Luca’s house the history kids see and ____________ strange¹ things:  
They can put the lights on and off and there’s _______________ but no _______________. |
| 6     | The kids use Luca’s _________ to get information about the Spanish ____________.  
about Arthur and Tintagel _______ and about the Mayflower’s trip to _______________. |
| 7     | At Luca’s house Arthur, William and John have more adventures:  
They want to ____________ their hands in the _________ and  
use a _________________ brush for their _______________. |
| 8     | The next morning the kids go to the _______________.  
__________ runs behind a statue of Sir Francis Drake and goes back to his ____________. |
| 9     | At the Mayflower Steps in Plymouth _________________ the kids lose Mary,  
________________ and Rover too. Arthur thinks they’re in _________________ now. |
| 10    | At Tintagel Castle, the Eggy kids say _________________ to Arthur.  
They’ll _________________ their history _________________. |

¹ strange  

strang seltsam
1 Open your books at pages 102ff. Make a list of scenes 1–10 in your exercise book.
Read a scene, then stop and take notes for it in your list. You can use words from the boxes below.

<table>
<thead>
<tr>
<th>Scene</th>
<th>Where?</th>
<th>What happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>in Plymouth Castle</td>
<td>- kids went down old steps, met Arthur from Tintagel</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where: in Plymouth castle • at Tintagel • in Luca’s house • at Plymouth harbour • in front of Luca’s laptop • at the Hoe • at the bus stop • in Plymouth castle • in the bathroom in Luca’s house

What happened: kids waited for the bus • Mary, William, Rover went back to Mayflower Steps • kids found out about Spanish Armada, the Mayflower, King Arthur and Merlin • kids met Mary, William and Rover from Mayflower • kids went down old steps, met Arthur from Tintagel • Arthur washed hands in toilet, William brushed hair with toilet brush • kids found John and his drum, looked for Sir Francis Drake • Ellie took photos, John back in his time • kids said goodbye to Arthur • history kids surprised: lights on and off, music from mobile phone

2 After reading scenes 1–3 complete the sentences about the history kids.

<table>
<thead>
<tr>
<th>Name</th>
<th>What do you know about him/her?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur</td>
<td>He’s a ________________ from __________.</td>
</tr>
<tr>
<td>Mary</td>
<td>She was on a ship, the __________, she ran after __________.</td>
</tr>
<tr>
<td>William</td>
<td>He was __________ too, he __________ too.</td>
</tr>
<tr>
<td>John</td>
<td>He plays the __________, he had a message from __________.</td>
</tr>
</tbody>
</table>

3 a) After reading scene 7 make a list: Which things are new for the history kids? Which things could be scary for them?

<table>
<thead>
<tr>
<th>Things that are new for them:</th>
<th>Things they could be scared of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>toilet brushes,</td>
<td>buses,</td>
</tr>
</tbody>
</table>

b) ☐ The history kids ask you about things they don’t understand. Pick three things from your list in exercise a) and explain them in English. Write in your exercise book, for example:

A bus takes you from one place to another place. A man or a woman drives it. It’s faster than a pony or a donkey. Lots of people can go on it.

4 After reading scene 10 write what you think about the fantasy play in your exercise book.
You can use sentences like this:
I think reading the play was fun / boring / difficult / easy.
I had / didn’t have to look up lots of / many words, for example …
I liked / didn’t like the story because I like / don’t like history / adventures / plays / …
My favourite scene is … because … / My favourite history kid is … because …

Cornelsen
Part 1: Warm-up

You need a short warm-up before you act out the fantasy play. Try these warm-up exercises:

1 Move as if

- you're wearing boots like William.
- you're playing a big drum like John.
- you're nervous and sad like Mary.
- you're lost in the castle and scared.
- you're walking on a ship in windy weather.

More ideas:

2 ♀ Feeling

Pick a feeling and say a sentence, for example: "Plymouth is so different now!"
Can your group guess the feeling? Here are some ideas:

sad • happy • nervous • excited • tired • angry • surprised • scared

3 ♂ The mirror game

Stand in front of your partner. Act out different activities without speaking.
Your partner copies you. Then swap roles. Here are some ideas:

- look for a way out of the castle
- play the drums
- say goodbye
- take a photo
- go downstairs/upstairs
- ...

Part 2: Play reading

There are lots of different ways to read a sentence or a scene. Practise play reading in your group:

1 Stop!

Student A reads his/her text to the group. The others listen carefully and say “Stop!” when they have a different or better idea how to read the text. Then student B reads out his/her part, ...

2 I am you

Work with a student from your group who doesn't have a big role in this scene. Read the scene in your group. Your partner only listens to you. Then he/she gives you feedback to help you, for example:

- Use your hands / face / ... to show your feelings / ...
- Try to look sad / happy / surprised / ...
- I think ... sounds wrong. Can you say it like this ...?
- Can you speak a bit louder / more clearly / ..., please?

3 Narrator

If you’re the narrator, you don’t act. You give information about the scene. Here are some tips for you:

- Give an introduction and say the title of the play.
- Say which scene it is. Read the heading too.
- Read the grey narrator’s text between the scenes.
- Listen to the other roles so you know when you have to read the narrator’s text again.

---

1 move as if: beweg dich so als ob
2 mirror: Spiegel
3 copies you: mach dich nach
4 narrator: Erzähler/in
5 title: Titel, Überschrift

Illustrationen: shutterstock/359702