

The simple past of *be*: *was/were*

▶ pp. 8–9

Die einfache Form der Vergangenheit von *be*: *was/were*

- 1 a) Complete these sentences from 2 and 4 (pp. 8–9).

Vervollständige diese Sätze aus 2 und 4 (S. 8–9).

How were your holidays? – 😊 They _____ great. / 😞 They _____ n't so great.

Where _____ you? – I _____ in the country.

In August we _____ in Turkey. – 😊 It _____ very nice. / 😞 It _____ very nice.

What _____ the weather like? – It _____ hot.

Berry _____ in Boston last week.

Ellie and her dad _____ in Spain in August.

- b) Draw a red box around all the forms of *be* (*was* and *were*).

Male ein rotes Kästchen um alle Formen von *be* (*was* und *were*).

- 2 Complete the tables. Use a green pen for the **simple present** and a red pen for the **simple past**.

Vervollständige die Tabellen. Verwende einen grünen Stift für das **simple present** und einen roten Stift für das **simple past**.

POSITIVE STATEMENTS

Simple present

Simple past

I am _____ I was _____

You _____ You _____

He/She/It _____ He/She/It _____

We are _____ We _____You _____ You were _____

They _____ They _____

NEGATIVE STATEMENTS

Simple present

Simple past

I'm not _____ I wasn't _____You _____ You weren't _____

He/She/It _____ He/She/It _____

We aren't _____ We _____

You _____ You _____

They _____ They _____

- 3 Which time phrase goes with this sentence: a, b or c?

Welche Zeitangabe passt zu diesem Satz: a, b oder c?

I was in London ...

- a next week.
b now.
c last summer.

- 4 Now look at **Language file 5** on p. 180 of your English book.

Schau dir jetzt **Language file 5** auf S. 180 deines Englischbuches an.



Sandy © Elwood H. Smith, Rhinebeck, New York;
Shutterstock.com: smileys © Yayayoyo, tourists © Andres

The simple past – positive statements

► pp. 14–15

Die einfache Form der Vergangenheit – bejahte Aussagesätze

- 1 a) Look at 1 (p. 14) and complete the sentences. Then write the infinitives in the table on the right.

Sieh dir 1 (S. 14) an und vervollständige die Sätze. Dann schreib die Infinitive in die Tabelle rechts.

Last week we _____ from Boston to Salem.

We _____ at lots of houses. We _____ a nice house in Salem.

Last Monday I **start** _____ school here.

I **made** a new friend on the first day – Bella.

She _____ me to her house and I _____ dinner with her family.

Yesterday mum _____ all day.

Infinitive (Grundform)

drive _____

- b) Four of the verbs in 1a) are **regular**. Draw a green box around their simple-past endings. The other four verbs in 1a) are **irregular**. Mark them in yellow.

Vier der Verben in 1a) sind **regelmäßig**. Male ein grünes Kästchen um ihre Simple-past-Endungen.

Die anderen vier Verben in 1a) sind **unregelmäßig**. Markiere sie gelb.

- 2 Look at the verbs in the box and at Cyril's tips. Write the simple past forms in the right group.

Sieh dir die Verben im Kasten und Cyrils Tipps an. Schreib die Simple-past-Formen in die richtige Gruppe.

close • come • dance • go • have • hurry • live • love • plan • rap • stop • try • win • worry

close + -ed = closed

plan + -ed = planned

hurry + -ed = hurried

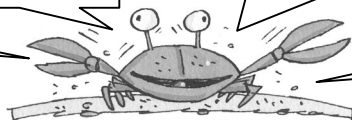
come – came (irregular)

Wenn das Verb auf -e endet, wird nur -d angehängt.

Einige Konsonanten werden verdoppelt.

Das -y nach einem Konsonanten wird zu -ied.

Unregelmäßige Verben haben Simple-past-Formen, die du lernen musst.



- 3 Which is correct – a, b or c?

Was ist richtig – a, b oder c?

With the **simple past**, you can ...

a talk about next week, next year, ...

b talk about every day, now, ...

c talk about yesterday, last week, last year, ...

- 4 Now look at Language file 6–7 on p. 181.

Schau dir jetzt Language file 6–7 auf S. 181 an.

The simple past – negative statements

▶ pp. 14–15

Die einfache Form der Vergangenheit – verneinte Aussagesätze

- 1 Look at 1 (p. 14) and complete these sentences. Sieh dir 1 (S. 14) an und vervollständige diese Sätze.

We _____ a house in the country. But we found a nice house in Salem.

Yesterday I _____ school.

Bella _____ me. She went to Boston.

- 2 a) Which is the correct rule for **negative statements in the simple past** – a, b or c?

Was ist die richtige Regel für **verneinte Aussagesätze im simple past** – a, b oder c?



You make negative statements in the simple past with ...

- a didn't + infinitive.
b didn't + ed-form of the verb.
c doesn't + ed-form of the verb.

- b) Look at the positive statements on the left. Complete the negative statements on the right.

Sieh dir die bejahten Aussagen links an. Vervollständige die verneinten Aussagen rechts.

positive statement**negative statement**

Berry joined the Glee club with Bella.

She _____ the basketball club.

Bella went to Boston on Saturday.

She _____ to New York.

- 3 Complete and compare.
Use a green pen for the **simple present** and a red pen for the **simple past**.

Vervollständige und vergleiche.
Verwende einen grünen Stift für das **simple present** und einen roten Stift für das **simple past**.

SIMPLE PRESENT

I **like** summer holidays in Turkey, but my parents _____ **like** them. Turkey is too hot for them.

Sandy **likes** hot weather, but she _____ rain.

SIMPLE PAST

I **liked** our holiday last summer, but my parents _____ it.

They **liked** the country and the people, but they _____ the weather.

Sandy **went** to Turkey last year, but she _____ to Istanbul.

- 4 Now look at **Language file 8** on p. 181.



Schau dir jetzt **Language file 8** auf S. 181 an.

The simple past – questions and short answers

► pp. 34–35

Die einfache Form der Vergangenheit – Fragen und Kurzantworten

- 1 Look at 1 (p. 34) and complete these questions and answers.

Sieh dir 1 (S. 34) an und vervollständige diese Fragen und Antworten.

Did you _____ Guy Fawkes Day last year? – Yes, we _____. We had a bonfire party.

Where _____ you _____ your party? – In Drake Park.

_____ you _____ a costume? – No, we _____. We wore our normal clothes.

What _____ you _____ at the party? – We ate sausages and potatoes.

_____ you _____ fireworks? – No, we _____.

- 2 a) Which is the correct rule for questions in the simple past – a, b or c?

Was ist die richtige Regel für Fragen im simple past – a, b oder c?



You make questions in the simple past with ...

- a did + subject + ed-form of the verb.
b did + subject + infinitive.
c do + subject + ed-form of the verb.

- b) Look at the statements on the left. Complete the questions and short answers on the right.

Sieh dir die Aussagen links an. Vervollständige die Fragen und Kurzantworten rechts.

statement

question

The four friends had a Guy Fawkes party last year.

Did Mia _____ a party? – No, she _____.

Mrs Trent didn't go to the dogs' home.

_____ the kids _____ to the dogs' home? – Yes, they _____.

- 3 Complete and compare.

Use a green pen for the **simple present** and a red pen for the **simple past**. Then give short answers to the questions.

Vervollständige und vergleiche.

Verwende einen grünen Stift für das **simple present** und einen roten Stift für das **simple past**. Dann beantworte die Fragen mit Kurzantworten.

SIMPLE PRESENT I **like** basketball. What about you? _____ you **like** basketball?

Berry **likes** the Glee club. And Bella? _____ she _____ the Glee club?

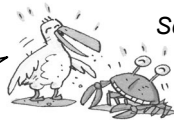
SIMPLE PAST I **liked** our class trip to Brighton last month. And you? _____ you _____ it?

Ellie **liked** her trip to Spain, but what about her dad? _____ he **like** it?

- 4 Now look at Language file 9 on p. 182.

Schau dir jetzt Language file 9 auf S. 182 an.

Did you have a good day yesterday, Cyril?



Yes, I did. I had a very good day.

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The comparison of adjectives: the comparative

► pp. 54–55

Die Steigerung der Adjektive: der Komparativ (1. Steigerungsform)

- 1 a) Complete these sentences from 1 and 2 (pp. 54–55). Then complete the table on the right.

Vervollständige diese Sätze aus 1 und 2 (S. 54–55).
Dann vervollständige die Tabelle rechts.

I think Dartmoor Zoo looks nicer.

I think Central Park is big the zoo.

Bowling is pitch and putt.

Pitch and putt is boring than bowling.

The zoo is expensive bowling.

The zoo is interesting Central Park.

Central Park sounds good, but the zoo is .

Comparative

nice nicer

big

easy

boring boring

expensive

interesting

good

- b) One adjective is **irregular**. Mark it in yellow.

Ein Adjektiv ist **unregelmäßig**. Markiere es gelb.

- 2 a) Now write these adjectives in the right group.

Jetzt schreibe diese Adjektive in die richtige Gruppe.

big • boring • difficult • easy • exciting • full • mean • old • popular • stupid • sunny • terrible

-er		more ...	

- b) Now look at the adjectives in this box and write them in the right group.

Jetzt sieh dir die Adjektive in diesem Kasten an und schreib sie in die richtige Gruppe.

bad • fine • friendly • funny • good • hot • late • sad

nice – nicer	big – bigger	easy – easier	irregular

- 3 Now look at **Language file 12** on p. 184.



Schau dir jetzt **Language file 12** auf S. 184 an.

The comparison of adjectives: the superlative

► p. 56

Die Steigerung der Adjektive: der Superlativ (2. Steigerungsform)

- 1 Look at 6 (p. 56) and complete these sentences. Then complete the table on the right. *Sieh dir 6 (S. 56) an und vervollständige diese Sätze. Dann vervollständige die Tabelle rechts.*

	Comparative	Superlative
Sandra plays the <u>funniest</u> and the _____ videos of the year.	funny <u>funnier</u>	<u>the funniest</u>
	popular <u>more popular</u>	<u>the</u>
We have the _____ food in town and the _____ prices.	nice <u>nicer</u>	<u>the</u>
	cheap _____	<u>the</u>
Welcome to the _____ city in England	beautiful <u>more beautiful</u>	<u>the</u>
– with the <u>friend</u> _____ people.	friendly <u>friendlier</u>	<u>the</u>

- 2 a) Look at the adjectives in the box. Write them in the right group.

Sieh dir die Adjektive im Kasten an. Schreib sie in die richtige Gruppe.

busy • boring • crazy • cute • dangerous • expensive • fast • important • interesting • jealous • lazy • modern • sad • strict • stupid • young

-est	the most ...
<u>busy</u>	<u>boring</u>
_____	_____
_____	_____
_____	_____

- b) Make correct sentences.

Bilde korrekte Sätze.

(expensive) A bike is expensive.
 A motorbike is _____.
 A car is the _____.



- 3 Now look at **Language file 12** on p. 184.

*Schau dir jetzt **Language file 12** auf S. 184 an.*



The present perfect

► pp. 74–76

- 1 a) Look at 1 (p. 74) and complete these sentences. Then complete the table on the right.

Sieh dir 1 (S. 74) an und vervollständige diese Sätze. Dann vervollständige die Tabelle rechts.

Oh, no! I've just _____ the bus!

I'm hungry! I _____ n't _____ breakfast yet.

Hey! Have you _____ my ice cream?

Oh dear! Maybe he hasn't _____ enough water today.

Adam is fed up because he _____ just _____ the bus.

Oops! We' _____ our homework!

Have Zoe and Ellie _____ the toast?

Infinitive (Grundform)

miss _____

- b) The present perfect has **two parts**. Look again at the sentences in 1a) and draw a red box round the first part (= a form of **have**) and a blue box round the second part (= the **past participle**).

Das present perfect hat **zwei Teile**. Sieh dir die Sätze in 1a) noch einmal an und male ein rotes Kästchen um den ersten Teil (= eine Form von **have**) und ein blaues Kästchen um den zweiten Teil (= das **Partizip Perfekt**, die 3. Form des Verbs).

- 2 Complete the table. Be careful with irregular verbs – look at p. 270 in your English book.

Vervollständige die Tabelle. Vorsicht bei unregelmäßigen Verben – sieh dir S. 270 deines Englischbuches an.

Infinitive	Simple past	Past participle	Infinitive	Simple past	Past participle
check	_____	_____	finish	_____	_____
cook	_____	_____	forget	_____	_____
drink	_____	_____	have	_____	_____
eat	_____	_____	miss	_____	_____

- 3 Which is correct – a, b or c?

Was ist richtig – a, b oder c?

I've made breakfast.

- a Breakfast is over.
b Breakfast is ready.
c Breakfast isn't ready yet.

- 4 Now look at **Language file 14** on p. 185.

Schau dir jetzt **Language file 14** auf S. 185 an.



Adverbs of manner

► p. 93

Adverbien der Art und Weise

- 1 Look at 4 (p. 93) and complete these sentences. Then complete the table on the right.

Sieh dir 4 (S. 93) an und vervollständige diese Sätze. Dann vervollständige die Tabelle rechts.

He went downstairs slowly.

He opened the door _____.

She opened her eyes _____.

The stairs creaked _____.

“Who’s there?” they said _____.

Adjective**Adverb**

slowly

lazy

- 2 Look at the adjectives in the box and make adverbs. Then write the adjective/adverb-pairs in the right group.

Sieh dir die Adjektive im Kasten an und bilde Adverbien. Dann schreib die Adjektiv/Adverb-Paare in die richtige Gruppe.

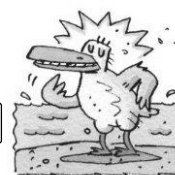
angry • comfortable • easy • happy • nervous • noisy • proud • quick • quiet • terrible

nervous – nervously

angry – angrily

comfortable – comfortably

I can sing beautifully!



- 3 **Adjective or adverb?** Look at the following sentences. Underline the correct word. Cross out the wrong word.

Adjektiv oder Adverb? Sieh dir die folgenden Sätze an. Unterstreiche das richtige Wort. Streiche das falsche Wort durch.

“I’m so sad/sadly,” she said quiet/quietly.

Sophie answered the e-mail quick/quickly.

“Be quiet/quietly,” he shouted angry/angrily.

Here’s a quick/quickly answer to your e-mail.

- 4 Now look at **Language file 15** on p. 186.

Schau dir jetzt **Language file 15** auf S. 186 an.



The *will*-future

Das Futur mit *will*

► pp. 94–95

1 a) Complete these sentences from 1 (p. 94).

Vervollständige diese Sätze aus 1 (S. 94).

I think Sally _____ take lots of food and water.

I think the ponies _____ the litter.

She'll _____ a map, but she _____ a compass.

I'm sure they n't _____ the litter.

Maybe they _____ only _____ the food.

What do you think _____ happen next?

b) Draw a red box round the negative sentences. Draw a blue box round the question.

Male ein rotes Kästchen um die verneinten Aussagen.
Male ein blaues Kästchen um die Frage.

c) Now complete this table.

Vervollständige jetzt diese Tabelle.

(+)	(-)	(?)
I/You/He/She/It'll <u>take</u>	I/You/He/She/It _____ <u>take</u>	_____ I/you/he/she/it _____...?
We/You/They _____ <u>take</u>	We/You/They _____ <u>take</u>	_____ we/you/they _____...?
Long form:	Long form:	What _____ she/they _____...?
I/You/He/She/It _____ <u>take</u>	I/You/He/She/It _____ <u>not</u>	
We/You/They _____ <u>take</u>	<u>take</u>	
	We/You/They _____ <u>take</u>	

2 Complete the sentences. Use the *will*-future.Vervollständige die Sätze. Verwende das Futur mit *will*.

(do) What _____ Sally _____ next?

(not – go) I'm sure she _____ home.

(go) _____ she _____ home?

(pick up) I think she _____ the litter.

3 Which translation is correct – a or b?

Welche Übersetzung ist richtig – a oder b?

The ponies **will** eat the bread.

- a Die Ponys **wollen** das Brot essen.
b Die Ponys **werden** das Brot essen.

The ponies **want to** eat the bread.

- a Die Ponys **wollen** das Brot essen.
b Die Ponys **werden** das Brot essen.

4 Now look at **Language file 16** on p. 186.Schau dir jetzt **Language file 16** auf S. 186 an.

Conditional sentences (type 1)

► p. 110

Bedingungssätze (Typ 1)

- 1 a) Look at 1 (p. 110) and complete these sentences.

Sieh dir 1 (S. 110) an und vervollständige diese Sätze.

If we don't _____ a topic quickly, the other groups _____ take the good ideas.

If they _____ their next match, they' _____ first in their league.

If we _____ on the tour, we' _____ about Sir Francis Drake.

If you' _____ right, I' _____ you a Plymouth Argyle hat.

- b) Underline the **if-clauses** with a red pen and the **main clauses** with a blue pen.
Then draw a red box round the verb forms in the if-clauses and a blue box round the verb forms in the main clauses.

Unterstreiche die **if-Sätze** mit einem roten Stift und die **Hauptsätze** mit einem blauen Stift.
Dann male ein rotes Kästchen um die Verbformen in den if-Sätzen und eine blaue Box um die Verbformen in den Hauptsätzen.

- c) Now complete the rule.

Vervollständige jetzt die Regel.

	if-clause	main clause
	If they <u>win</u> their next match,	they'll <u>be</u> first in their league.
tense (Zeitform):	s _____ p _____	w _____

- 2 Read these sentences. Underline the correct verb forms and cross out the wrong verb forms.

Lies die folgenden Sätze. Unterstreiche die richtigen Verbformen und streiche die falschen Verbformen durch.

If Luca **is/will be** right about Sir Francis Drake, Adam **buys/will buy** him a milkshake.

If they **don't find/won't find** a topic quickly, the other groups **take/will take** the good ideas.

You **understand/will understand** how conditional sentences work if you **do/will do** this exercise.

- 3 What will you do if ...? – Complete these sentences. You can use the ideas in the box.

Was machst du, wenn ...? – Vervollständige diese Sätze. Du kannst die Ideen im Kästchen verwenden.

be late for school • buy a new DVD • have a big ice cream • miss the bus

If mum gives me some money, I'll _____

If I get up too late tomorrow, I'll _____

- 4 Now look at **Language file 17** on p. 187.

Schau dir jetzt **Language file 17** auf S. 187 an.



The past progressive

▶ pp. 112–117, 120

Die Verlaufsform der Vergangenheit

- 1 Look at 1 (p. 120) and complete these sentences.

Sieh dir 1 (S. 120) an und vervollständige diese Sätze.

The four friends were _____ along the dark halls when they met Arthur.

John _____ his drum when he saw Arthur and his new friends.

When Luca's dad came into the kitchen, the kids _____ pizza.

The tourists _____ photos of the Pilgrim kids when suddenly Mary looked surprised.

- 2 a) Which translation is best: a, b or c?

Welche Übersetzung passt am besten: a, b oder c?

It was 4.50. The friends were eating pizza.

a ... Die Freunde wollten gerade Pizza essen.

b ... Die Freunde hatten gerade Pizza gegessen.

c ... Die Freunde aßen gerade Pizza.

- b) You make the **past progressive** with ... a, b or c? Mark the correct answer in yellow.

Man bildet das **past progressive** mit ... a, b oder c? Markiere die richtige Antwort gelb.

a being + verb

b was/were + verb + ing

c verb + ing

- 3 a) What were they doing when ...? Complete:

Was taten sie gerade, als ...? Vervollständige:

(try) Arthur _____ to remember the magic rhyme when the lighthouse man called.

(stand) Mary _____ on the Mayflower when her time journey began.

(play) Sir Francis Drake _____ bowls when he heard the news.

- b) **Simple past** or **past progressive**? Underline the correct form and cross out the wrong form.

Simple past oder **past progressive**? Unterstreiche die richtige Form und streiche die falsche Form durch.

Yesterday afternoon we **played/were playing** football when suddenly it **started/was starting** to rain.

We **just had/were just having** dinner when grandma **called/was calling**.

I **walked/was walking** down the road when a big black dog **attacked/was attacking** me.

- 4 Now look at **Language file 18** on p. 187.

Schau dir jetzt **Language file 18** auf S. 187 an.



//● Talking about your holidays

a) Fill in the 'My holidays' part of the table.

	My holidays	Partner 1:	Partner 2:	Partner 3:
How were your holidays?				
Where were you?				
What was the weather like?				
More practice What did you do?				

b) How were your classmates' holidays?

Walk around and talk to two or more partners.

Take notes in the table.

c) ☞ Tell the class:

Micha's/... 's holidays were great/ ...
 He/She was at home/in Turkey/in ...
 The weather was .../wasn't great.
 It was sunny/... every day/...



//○ Talking about your holidays

a) How were your holidays? Tick the right boxes for you or add new ideas ('My holidays').

	My holidays	Partner 1:	Partner 2:	Partner 3:
How were your holidays?	<input type="checkbox"/> great <input type="checkbox"/> OK <input type="checkbox"/> boring <input type="checkbox"/> not so great <input type="checkbox"/> _____	<input type="checkbox"/> great <input type="checkbox"/> OK <input type="checkbox"/> boring <input type="checkbox"/> not so great <input type="checkbox"/> _____	<input type="checkbox"/> great <input type="checkbox"/> OK <input type="checkbox"/> boring <input type="checkbox"/> not so great <input type="checkbox"/> _____	<input type="checkbox"/> great <input type="checkbox"/> OK <input type="checkbox"/> boring <input type="checkbox"/> not so great <input type="checkbox"/> _____
Where were you?	<input type="checkbox"/> at home <input type="checkbox"/> on a farm <input type="checkbox"/> in Turkey <input type="checkbox"/> _____	<input type="checkbox"/> at home <input type="checkbox"/> on a farm <input type="checkbox"/> in Turkey <input type="checkbox"/> _____	<input type="checkbox"/> at home <input type="checkbox"/> on a farm <input type="checkbox"/> in Turkey <input type="checkbox"/> _____	<input type="checkbox"/> at home <input type="checkbox"/> on a farm <input type="checkbox"/> in Turkey <input type="checkbox"/> _____
What was the weather like?	<input type="checkbox"/> sunny <input type="checkbox"/> rainy <input type="checkbox"/> warm <input type="checkbox"/> cold <input type="checkbox"/> _____	<input type="checkbox"/> sunny <input type="checkbox"/> rainy <input type="checkbox"/> warm <input type="checkbox"/> cold <input type="checkbox"/> _____	<input type="checkbox"/> sunny <input type="checkbox"/> rainy <input type="checkbox"/> warm <input type="checkbox"/> cold <input type="checkbox"/> _____	<input type="checkbox"/> sunny <input type="checkbox"/> rainy <input type="checkbox"/> warm <input type="checkbox"/> cold <input type="checkbox"/> _____
More practice What did you do?	<input type="checkbox"/> had a picnic <input type="checkbox"/> went riding <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> had a picnic <input type="checkbox"/> went riding <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> had a picnic <input type="checkbox"/> went riding <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> had a picnic <input type="checkbox"/> went riding <input type="checkbox"/> _____ <input type="checkbox"/> _____

b) How were your classmates' holidays?

Walk around and talk to two or more partners.

Tick the right boxes or add new ideas.


c) ☞ Tell the class:

Micha's/... 's holidays were great/ ...
 He/She was at home/in Turkey/in ...
 The weather was .../wasn't great.
 It was sunny/... every day/...

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

Partner A: You start! <i>It's the first day back at school. Ask your partner about his/her holidays and find out: Is he/she happy to be back at school?</i>	Partner B: Your partner starts! <i>It's the first day back at school. Answer your partner's questions about your holidays. Then ask questions about his/her holidays.</i>
– Hi. Nice to see you again.	– Hi, how are you?
– I'm ..., thanks. And you? <div>– fine – great – OK – ...</div>	– ..., thanks. <div>– Fine – Great – OK – ...</div>
– How was your ...? <div>– summer – winter – ...</div>	– It was ... <div>– OK – boring – great – ...</div> – I ... What about you? <div>– stayed at home – went to Spain/ ... – visited my grandparents – ...</div>
– I ... <div>– went to Turkey – stayed with friends – did nothing – ...</div> – It was ... <div>– OK – boring – great – ...</div>	– Welcome back to school.
– Ha, ha. Very funny. Are you happy to be back at school?	– ... <div>– Yes I am. It's nice to be together again. – No, I'm not. – Yes and no! – ...</div> – What about you?
– Well, ... <div>– yes I am. It's nice to be together again. – no, I'm not. – yes and no! – ...</div>	– OK, let's go to class.

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More help  Cut out the sentences below and put them in the right order to make a dialogue.

Partner A starts. Read the dialogue with your partner.

Then use the ideas on the role cards and make your own dialogue.

A: Hi. Nice to see you again.	B: Hi, how are you?
A: I'm fine, thanks. And you?	B: Great, thanks.
A: How was your summer?	B: It was boring. I stayed at home. What about you?
A: I went to Turkey. It was OK.	B: Welcome back to school.
A: Ha, ha. Very funny. Are you happy to be back at school?	B: Yes I am. It's nice to be together again. What about you?
A: Well, yes and no!	B: OK, let's go to class.

Part A: Clubs at Eggy

1 Look at the adverts and find out about the clubs at Eggy. Match the sentence parts:

1 In the cricket club students can ...	a) learn to cook healthy food.
2 In the cooking club you can ...	b) do lots of experiments.
3 In the drama club students can ...	c) get fit and have fun.
4 In the science club you can ...	d) learn a lot of things about rock climbing.
5 In the adventure club students can ...	e) act in a play or do a pantomime.

2 Look at the club timetable from Monday to Friday in the Eggy newsletter. Which club can you join? Sometimes more than one answer is possible.

1. You like sports and you want to get fit. _____
2. You're interested in experiments. _____
3. You like reading and you have time on Friday. _____
4. You like being out in the country and you love rock climbing. _____
5. You like dancing and acting. _____
6. You like to draw pictures. _____
7. You need help with your homework. _____
8. You only have time on Wednesday. _____

3 Which three clubs would you like to join and why?

Tell your partner. Here are some ideas:

I'd like to join the ... club because you can ...

adventure • cooking • cricket • drama •
science • art • book • football • homework •
volleyball • jogging • ...

... get fit • do a play / ... • learn to cook
good / healthy food • do lots of great
experiments • go to Dartmoor • learn
lots of things about rock climbing • ...

The ... club looks good because ...

... cricket / singing / acting /
cooking / science / Dartmoor / ...
is fun / great / nice / exciting / ...

... **I love** cricket / singing / acting / cooking /
eating / science / adventures / ...

Part B: Which club?

Listen again and complete the table with the names: Adam, Ellie, Luca and Mia.

CLUB	LAST YEAR	THIS YEAR
Drama club		
Football club		
Homework club		
Adventure club		
Volleyball club		
Cricket club		

- a) Match the names of the clubs or "AGs" to the pictures: Art • Computer • Kids around the world • School band • School cafe • School garden • School newsletter • Sport

- b) Draw pictures for one or two other (dream) clubs or AGs at your school. Write the names.
OR: Make a timetable of clubs at your school. (Look at the Eggy timetable on page 12 for help.)
- c) Write an email to one of the Eggy kids about clubs at your school.

<input type="button" value="min"/> <input type="button" value="max"/> <input type="button" value="x"/>	
Subject	Clubs at our school
<p>Dear ...</p> <div style="border: 1px solid gray; height: 100px; width: 100%;"></div>	

▲ fold here

More help Complete the sentences below for yourself. Then glue them into the email in c).

At our school there _____ (are/aren't) lots of clubs or "AGs".

Like (you at) Eggy, we have a _____ club and a _____ club.

(But) at our school, students can also join the _____ club.

Another interesting club is _____.

In the _____ club you can _____.

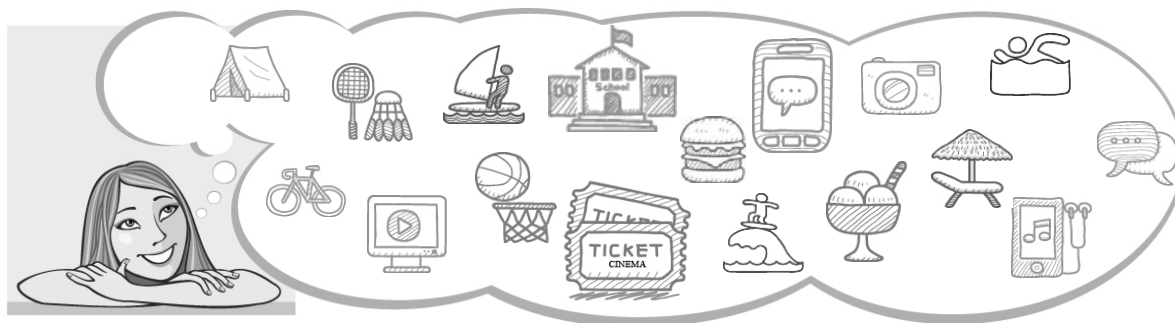
I'm in the _____ club. It's a great club because _____.

I'm not in a club, but I think the _____ sounds good.

- a) 👤 Look at Jane's ideas in the thought bubble. What do you think: What did she do last weekend? What didn't she do? Talk to your partner like this:

Partner A: I think Jane went to the cinema / had an ice cream / went camping / ...

Partner B: I think Jane didn't go to school / ... Maybe she went on a bike tour / ...



- b) Complete Jane's blog. Put the verbs in brackets in the simple past. Then cross out the things Jane didn't do in the thought bubble in a).

Jane's blog

Yippee! Last weekend _____ (be) great. We _____ (~~have~~) school on Friday so it was a long weekend. On Friday morning I _____ (phone) my best friends Katie and Tom because I _____ (want) to do something together with them.

We _____ (have) a big ice cream in a nice cafe in town. Then we _____ (look) at the cinema posters. We _____ (want) to go, but we _____ (~~have~~) a lot of money. Katie _____ (have) a great idea: she _____ (invite) us to her house and we _____ (watch) a cool film on DVD.

On Saturday the weather _____ (be) great :-) so we _____ (go) to the beach. We _____ (~~go~~) swimming but we _____ (have) a big picnic. In the evening, Katie and Tom _____ (come) to my house for a sleepover.

We _____ (listen) to music and _____ (talk) a lot. It's funny, but I _____ (~~feel~~) tired!

On Sunday we _____ (want) to go on a bike tour but it was very rainy. So we _____ (stay) at home. We _____ (~~be~~) very happy at first :- (. But then we _____ (find) a cool recipe and we _____ (make) some scones!

Yummy! My big brother Steve _____ (like) them too :-) After tea, Tom and Katie _____ (go) home and I _____ (start) to write this blog.

Posted by Jane, Sunday 26th May, 8pm





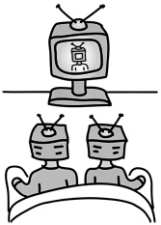


1 Complete Ellie's diary with the simple past forms of the verbs in brackets.

More help You can look at the verbs below the dotted line for help.

Monday, 30th August	Tuesday, 31st August
<p>Dear diary,</p> <p>This morning <u> </u> (be) a good morning. I <u> </u> (come) into the classroom late and I <u> </u> (sit) with Luca and Adam because they <u> </u> (be) with Mia.</p> <p>So I <u> </u> (sit) alone. Later at lunchtime, I <u> </u> (see) that Luca and Adam <u> </u> (be) with Mia again. So I <u> </u> (get) a sandwich and <u> </u> (go) outside. I <u> </u> (feel) very lonely :(.</p> <p>After school I <u> </u> (wait) for the boys in front of the school because we <u> </u> (want) to go to the shops. But they <u> </u> (come). I can't believe it: they <u> </u> (forget) me :(!</p> <p>Then I <u> </u> (get) a text from Adam. They <u> </u> (be) at the cafe with Mia! I <u> </u> (go) there. I <u> </u> (think) of Berry and <u> </u> (feel) very sad and lonely.</p> <p>▲ fold here</p>	<p>Dear diary,</p> <p>When Luca <u> </u> (come) into the classroom this morning, he <u> </u> (sit) next to me. He <u> </u> (say) he was sorry about yesterday. But I <u> </u> (be) really fed up.</p> <p>At lunchtime I <u> </u> (see) Mia in the canteen. She <u> </u> (be) alone and she <u> </u> (look) very sad.</p> <p>I <u> </u> (eat) my lunch and then I <u> </u> (go) to Mia's table and <u> </u> (talk) to her. She <u> </u> (tell) me she <u> </u> (be) sad because her mum <u> </u> (die) last year and she <u> </u> (miss) her very much. After our chat I <u> </u> (feel) better because I <u> </u> (understand): Mia is new in Plymouth and she needs friends, just like Berry in her new school. So we're good friends now :)</p> <p>▲ fold here</p>
<p>More help came • didn't come • didn't sit • didn't go • felt (2x) • forgot • got (2x) • sat • saw • thought • waited • wanted • wasn't • went • were (3x)</p>	<p>More help ate • came • died • felt • looked • missed • said • sat • saw • talked • told • understood • was (3x) • went</p>

a) Look at the pictures. Complete the rules with: have to • mustn't • can

b) Ask your partner to explain the rules in German. Swap roles.

		
1 You _____ tidy your room. You _____ leave your clothes all over the place.	2 You _____ do your homework after school – before you meet your friends. You _____ do it late at night.	3 You _____ use the computer for homework. But you _____ play computer games all day.
		
4 You _____ use bad language.	5 You _____ watch TV but you _____ watch more than two hours a day.	6 You _____ be mean to your brother or sister.
		
7 You _____ feed the dog in the evening but you _____ feed it people food.		

c) Think of two more rules, for example: What do your parents/friends/... have to do when they come into your room? What mustn't they do? What can they do? Draw pictures and write the rules.

d) Talk to your partner about the rules:

I like rule ..., but I don't like rule ...
What about you?

I think rule ... is great/strange/
stupid/...




Part A: What do you remember about the kids from Harbour Road?

a) Collect information with your partner or in class like this:


I think Anna lives in Harbour Road 11.

Yes, and Sarah lives in ...

More help Here are some ideas:

	Anna	... lives in Harbour Road 6/9/11. ... always has crazy ideas. ... doesn't like homework. ... thinks that homework is important.
	Paul	... is very clever/cool/quiet/funny/ is a bit boring/lazy/messy/ is good at sports/singing/dancing/playing the guitar/ likes shopping/going out/ ...
	Sarah	... has a big brother/strict parents/ sometimes forgets things (e. g. earrings, tie, ... for assembly). ...

b) Who's your favourite kid from Harbour Road? Why? _____

**Part B: Oh dear, oh dear!**a) Answer the questions for each picture. Take notes in the table.  Then check with a partner.

	Picture A	Picture B
1 Where are the three friends?		
2 What are they doing?		
3 Are they happy? (Why (not?))		

b) Who says what – Paul, Anna or Sarah? Write the names on the lines.

_____ : "Let's go to town. I have £ 10 – my birthday money."

_____ : "That's a great idea!"

_____ : "I don't know!"

_____ : "This milkshake is good!"

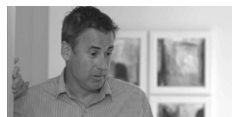
_____ : "Where's my bag?"

_____ : "It's your dad, Sarah!"

c)  Cut out the sentences below and put them in the right order.

A But Sarah didn't have her bag.	D The three friends were in Sarah's kitchen.
B Then they went to town	E Sarah's dad phoned Anna.
C They had lots of fun in town.	F Later they went to Cap'n Jasper's cafe.

 Finish the dialogue between Sarah and her dad with a partner. Each of you takes a role.



Sarah, we have to talk.

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





▲ fold here

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.

This isn't about Anna and Paul, Sarah. I was really worried when that man phoned about your bag and I didn't know where you were!	A	Well, we wanted to do our homework later.	F
But there are some rules in this house – remember? Rule one: You always have to tell me when and where you go! ... And what about your homework?!	B	Yes, I understand ... I'm sorry, Dad, but we wanted to be back before you.	G
No buts! Maybe it's not a good idea to do homework with friends. So you'll have to do your homework alone for a month!	C	Yes, I know Dad, homework is important, but ...	H
Oh Sarah, you know you have to do your homework after school – before you go to town or do something else.	D	Oh Dad, I'm really sorry, but I wasn't alone. Anna and Paul were with me and ...	I
Sarah, I'm really fed up. You can't just go to town alone.	E	Oh please, Dad ...	K

Part A: (7) SPEAKING Last weekend


a) Complete the table for you.

		1 o'clock	2 o'clock
	Me	Partner 1:	Partner 2:
I had a ... weekend.			
On Saturday I got up at ...			
Then I ... (one or two things)			
But I didn't ...			
I went to bed at ...			
On Sunday I ... (two things)			
I went to bed at ...			

b) **Appointments:** Make appointments with two partners.
Then talk to your partners about last weekend like this:
Take notes in the table.

I had a ... weekend.
What about you?

I had a ...

c)  Tell the class or write a text
about one partner's weekend.

On Saturday I got up at ...
And you?

I ... Then I ...

More practice Compare your weekend with one of your partners' weekends:

On Saturday I got up at seven / ... but ... got up at ten. / ...

**Part B: (9) READING and WRITING A postcard and an email**

In the holidays Ellie wrote a postcard to Luca and Adam wrote an email to Berry.
Their texts are mixed up.

Mark the parts of Ellie's postcard with a yellow pencil and the parts of Adam's email with a blue pencil.
Then write one of the texts.

Dear Luca I'm here in Spain with my dad. We're in a nice hotel for a week.
Dear Berry My family stayed at home this summer. The weather is very good.
But that was okay. It wasn't boring because I did lots of interesting things.
It's warm and sunny, so dad and I go to the beach every day. Last weekend I had a
great time with my dad. We went to London and watched a football game at Wembley.
There's a nice girl from Germany at our hotel. It was a game between England and Ghana.
But it wasn't great. Her name is Lena and she can speak English. The English team was
terrible and Ghana won 2:1. Lena and I often play table tennis together. Sometimes the
weather wasn't good. So I stayed in bed late, watched TV or played computer games.
We want to write emails and video chat when we're back home. How's school in the US?
Love Ellie Love Adam

1 LANGUAGE Berry's new friend ► Unit 1, p. 24

Berry It's OK. Yesterday I **was (1)** at Bella's house.

Ellie **Were (2)** you alone in the house?

Berry No, we **weren't (3)** alone. Her brother **was (4)** at home. He and his friends **were (5)** outside. They **were (6)** in the swimming pool. But Bella's parents **weren't (7)** there at first.

Ellie **Were (8)** you and Bella in the pool?

Berry Bella **was (9)** in the pool, but I **wasn't (10)**. The water **was (11)** too cold for me.

Later we **were (12)** in Bella's room. We looked at photos and talked. (12 points)

☺	☹	☹
12-10	9-6	5-0

2 LANGUAGE Last Friday was a free day ► Unit 1, p. 24

a) 1 In the morning mum **asked** Ellie: "What about a day on the beach with your new friend Mia?"

2 "Super!" Ellie **answered**.

3 Ellie **texted** Mia on her mobile: "Come to the beach for a picnic."

4 Then she **helped** her mum with the sandwiches for the picnic.

5 At the beach Ellie and Mia **talked** to other kids.

6 Then they **played** beach volleyball with them. (6 points)

b) 1 After the beach mum, Ellie and Mia **drove** to Adam's cafe.

2 They **met** Adam and Luca there.

3 Mum **bought** drinks for the kids and they all **ate** ice cream.

4 After that they **felt** great.

5 Back home mum **made** some hamburgers.

6 The kids **had** a really nice day! (7 points)

☺	☹	☹
13-11	10-7	6-0

3 LANGUAGE A limerick ► Unit 1, p. 24

A boy from the city of Poole,
said (1) "Last Sunday really **was (2)** cool!
I **sat (3)** in the sun,

I **played (4)** and **had (5)** fun
And I **didn't do (6)** my homework for
school!" (6 points)

☺	☹	☹
6-5	4-3	2-0

4 LANGUAGE Are you a good detective? ► Unit 1, p. 25

a) 2 School didn't **start** at 12 o'clock, it started at **9 o'clock**.

3 Mia **didn't have** lunch at 1 o'clock in the school canteen, she had lunch at **1.25**.

4 In the drama club the students **didn't do** a play last year, they did a **Christmas pantomime**. (6 points)

b) 1 Berry and her family **didn't stay** in New York with her grandparents, they stayed in **Boston** with her **aunt**.

2 Berry **didn't start** school in Boston on Saturday, she started school in **Salem** on **Monday**.

3 Adam **didn't sit** next to Ellie at Eggy on Friday morning, he sat next to **Mia** on **Monday morning**.

4 After school Ellie **didn't wait** for Mia at a cafe, she waited for **Adam and Luca** in **front of the school**. (12 points)

☺	☹	☹
18-15	14-9	8-0

5 WRITING Posters for clubs ► Unit 1, p. 25

Photo club:

- Students **can learn** how to take photos in the photo club. / They **can meet** friendly people.
- They **have to meet** in the computer room on Wednesday at 4 pm. / They **have to bring** their camera.
- They **mustn't be late**. / They **mustn't bring** sweets or drinks to the computer room.

Pony club:

- Students **can join** the pony club. / They **can ride** the ponies in the pony club.
- They **have to meet** at the pony farm every Friday at 5 pm. / They **have to bring** a helmet or borrow a helmet. / They **have to look after** the ponies. / They **have to feed** them. / They **have to clean** the barn. / They **have to work hard**.
- They **mustn't bring** dogs. (6 points)

☺	☹	☹
6-5	4-3	2-0

6 MEDIATION Club visitors ► Unit 1, p. 25

	Fahrrad-AG – Bike club	Musikklub – Music club
1 what they can do	They can get fit. / They can do a trip/trips. / They can repair bikes.	They can learn to play the guitar, piano or drums. / They can make music with other students. / They can practise for a school concert.
2 when and where they have to come	They have to come to the school yard on Monday at 4 pm in front of the sports hall.	They have to come to the music room on Thursday at 15.30.
3 what they have to bring	They have to bring their bike and their sports clothes.	They have to bring their instrument.
4 what they mustn't do	They mustn't forget their helmet and a bottle of water.	They mustn't be late.

(1 sentence for each question; 3 points for each sentence = 12 points)

☺	☹	☹
12-10	9-6	5-0

Read the texts. Would you like one of these pets? Why? Why not?

Henry is a one-year-old pug. He's very clever and funny and he makes friends fast. He worries when he is alone for a long time, so his owner must be at home a lot.



Ginger is a fit and healthy cat. He loves to jump and run around. When he's tired, he likes to sleep on a nice sofa. He doesn't like dogs, but he can live with other cats.

Bubbles is a two-year-old guinea pig. She lives in a cage, but she should play outside sometimes too. She eats lots of food, so her new owner must help her to get fit!



This is Charlie. He's a corn snake. He's a small and quiet pet. It is easy to look after him, but you must clean his cage often and give him a small mouse or rat to eat at lunchtime!

Hazel is a beautiful white rabbit. She's very shy and she's scared of people and loud noises. But after a few weeks she can be your best friend. She likes to run so you can go to the park with her.



This is Betty. She's a big, black rat. Rats are popular pets. People like them because they're clever. Betty eats bread, vegetables and special rat food. Her favourite food is cheese, but don't give her too much, that's not good for her.

Part 1: The simple past – questions and answers

Write the words **Grundform** • **did** • **Vergangenheitsform** in the boxes 1, 2 and 3 below:

<div>1:</div> <div>↓</div>					<div>2:</div> <div>↓</div>					<div>3:</div> <div>↓</div>				
	1		2			3								
What	did	you	eat	?	We	ate	sausages and ...							
When	did	the party	finish	?	It	finished	at 10 o'clock.							
	Did	you	wear	a costume?	We	wore	our normal clothes.							

More practice Add questions 1, 2 and 5 from page 34 to the table and complete the answers.

					Yes, we	did.	
					We	_____	a bonfire party.
					We	had	our party in Drake Park.
					No, we but we	didn't, _____	great fireworks ...

Complete the rules:

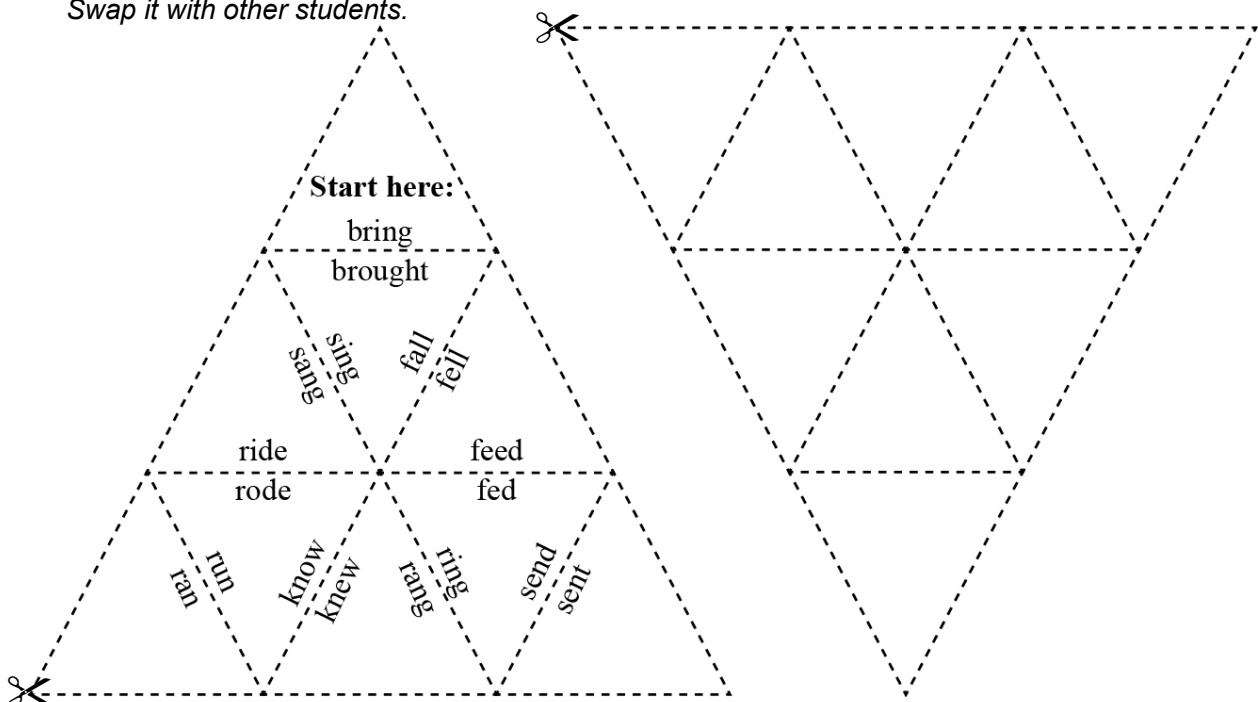
FOCUS

1 In Fragen im *simple past* braucht man das Wort _____ + die _____.

2 In Aussagen im *simple past* steht das Verb in der _____.

**Part 2: Trimino: infinitive – simple past**

- 1 Cut out the Trimino that has already been filled in and put it together again.
- 2 Then make your own Trimino with verbs in the infinitive and in the simple past.
Swap it with other students.



Partner A:

a) What did the four friends do in Plymouth? Talk to partner B and ask the questions. Fill in the table.

Questions	Ellie	Luca	Adam	Mia
Where did X go?	went to her dad's flat		went to a football game	
Who did X meet?		met Adam		I don't know!
What did X do?	played with Finn		watched a film on TV	

b) Talk about your weekend with your partner. Ask and answer the questions. Take notes in the table.

Questions	You	Your partner	More practice Ask one more partner.
Where did you go?			
Who did you meet?			
What did you do?			
When did you _____?			
Did you _____ alone or with friends?			

**Partner B:**





a) What did the four friends do in Plymouth? Talk to partner A and ask the questions. Fill in the table.

Questions	Ellie	Luca	Adam	Mia
Where did X go?		went into town		I don't know!
Who did X meet?	met her dad, Alisha, Finn		met Luca	
What did X do?		played computer games		I don't know!

b) Talk about your weekend with your partner. Ask and answer the questions. Take notes in the table.

Questions	You	Your partner	More practice Ask one more partner.
Where did you go?			
Who did you meet?			
What did you do?			
When did you _____?			
Did you _____ alone or with friends?			

You're Adam or Ellie or Luca. You don't know where Mia was at the weekend. It's a mystery.

 <p>If you're Adam, go to page 127. If you're Ellie, go to page 145. If you're Luca, go to page 155.</p>	JIGSAW – Steps a)–d)	Time	Ready (✓)
	a)  Read your text alone. How many questions can you answer? Write the answers in the table below.	10 min	
	b)  Work in a group with students who read the same text. Compare your answers.	5 min	
	c)  Sit together in new groups of three (Adam, Luca and Ellie). Try to answer all the questions.	7 min	
	d) Compare your answers in class. Did you all solve the mystery?	6 min	

Questions	Answers <small>More help</small>	Partner check ✓
1 Where did Mia go on Friday after school?		
2 Who did Mia talk to on the phone?		
3 Why was she worried?		
4 Where did she go?		
5 Who did Mia text on Saturday?		
6 Where was Mia?		
7 Who was in hospital?		
8 Who did Mia chat with on Sunday?		
9 Where was Mia on Sunday afternoon?		
10 Was Mia happy in the end? Why? Why not?		

More practice Did you solve the mystery? Then fill in the missing words.

Mia _____ to London with her _____. She _____ at her grandfather's flat.

Mia _____ happy. She _____ two cats. They're her _____'s cats.

Her grandfather is in _____.



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More help Adam: questions 1–4, Ellie: questions 4–7, Luca: questions 8–10

- 1 Write your questions in the table. Then walk around and talk to different people.
Ask your questions. Take notes in your table.

Questions	Name	What? When? Who?
1 Did you have a nice breakfast on Saturday? What did you eat?		
2 _____ _____		
3 _____ _____		
4 _____ _____		
5 _____ _____		
6 _____ _____		

More practice Think of more questions and write them in the table above. Here are some ideas:

celebrate your birthday • ride your bike • eat/drink sth. strange • visit a special place •
get a nice present • go to a party • read a good book • watch a scary film • ...

- 2 **GAME:** Pick one person and let the class guess who it is:

This person had a nice breakfast on Saturday. He/She had blueberry muffins/... – Who is it?

This person

did sport
did some fun things
met friends
visited his/her ...
went to bed early
...

on Saturday/Sunday/... – Who is it?

Scene 1: Complete the sentences.

- 1 On Guy Fawkes Day Mia and Ellie were in _____.
- 2 The guy sat _____.
- 3 Some people put _____.
- 4 Then two boys with masks came and _____.
- 5 The girls thought that the boys were _____.

**Scene 2: Tick the right answers (✓).**

1 Ten minutes later Adam and Luca ...

- a) came along with Buster. ☐
- b) came back with the money. ☐
- c) ran away again. ☐

2 Mia and Ellie ...

- a) wanted a penny for the guy. ☐
- b) were happy that Buster was back. ☐
- c) didn't think the joke was funny. ☐

3 When Adam and Luca heard the story, they ...

- a) laughed at Mia and Ellie. ☐
- b) wanted to find the boys and the money. ☐
- c) wanted to call the police. ☐

Scene 3: Who was it? Luca, Adam, Buster, the shop owner or the two boys?

- 1 _____ ran to some people and barked at them.
- 2 _____ saw that one of the boys had a green hoodie.
- 3 _____ talked to the two boys.
- 4 _____ told them to get lost.
- 5 _____ pulled an old hat from the boy's pocket.
- 6 _____ came out of the shop.

Scene 4: Right (R), wrong (W) or not in the text (X)? Correct the wrong statements.

- 1 Luca gave the girls their money back. _____
- 2 The shop owner called the police. _____
- 3 Luca and Adam played a trick on the girls. _____
- 4 They wanted to buy cakes with the money. _____
- 5 Mia and Ellie were happy to get the money back. _____

Scene 5: Answer the questions.

- 1 What did the boys eat at the party? _____
- 2 Why did Adam and Luca run away? _____
- 3 Who were the kids with the masks? _____
- 4 Did Mia like Guy Fawkes Day? Why? _____

1 READING TESTS Signs

a) How did you find the reading test?

☐ easy ☐ OK ☐ difficult

b) How did you do the test? Tick the right boxes for you.

Checklist	Yes ☺	No ☹
First, I read the task and the yellow tip boxes very carefully.		
Then I looked at the example (0).		
Then I looked at all the signs (A–G) and tried to understand the texts and pictures and ...		
I read all the sentences (1–5) <u>before</u> I started to match the sentences with the signs.		
I took notes of the answers like this: 0–E; 1–C, ...		
In the end, I checked my answers.		

2 LISTENING TESTS Mia's bag

a) How did you find the listening test?

☐ easy ☐ OK ☐ difficult

b) How did you do the test? Tick the right boxes for you.

Checklist	Yes ☺	No ☹
First, I read the task and the yellow tip boxes very carefully.		
Then I looked at the example (0).		
I read all the questions (1–5) <u>before</u> listening.		
After the first listening, I took notes of the answers in 1–3 words.		
I checked my answers while listening the second time.		

3 WRITING TESTS Last weekend

a) How did you find the writing test?

☐ easy ☐ OK ☐ difficult

b) Read the letters and complete the checklist. Fill in: ☺ / ☹ / 😐

Checklist: Letter to Jenny	Simon's letter	Patrick's letter	my letter	my partner's letter
Start the letter with 'Dear ...'.				
Write at least 60 words.				
Use time phrases and linking words.				
Tell Jenny two things about last weekend.				
Use the <i>simple past</i> .				
Ask two questions about last weekend.				
Finish the letter with 'Love', 'Lots of love', 'Best wishes' or 'Yours'.				

Partner A: You start. Look at the map. 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 (and draw a symbol). Then swap roles.



More practice Draw three more places on your map. Here are some ideas:

a cinema, a church, a park, a cafe, a school, a zoo, ...

Tell your partner what your places are and let them ask for directions.



▲ fold here

More help

Excuse me, please.
Is there a ... near here?
Can you tell me the way, please?
Thank you very much.

Yes, there's a ... in ... Street/Road.
Turn left/right.
Go along ... Street.
Go past ...
Cross ... Road.
Turn left/right into ... Street.
The ... is on the right/left.

Partner B: Your partner starts. Look at the map. You're at the post office in Drake Street. First, partner A wants some information. Can you help? Then pick one of these places: **a shoe shop, a computer shop or a mobile phone shop.** Ask partner A for directions. Write the name of 'your' place in the right place on the map (and draw a symbol).



More practice Draw three more places on your map. Here are some ideas:
a cinema, a church, a park, a cafe, a school, a zoo, ...
 Tell your partner what your places are and let them ask for directions.

▼
 ▲ fold here

More help

Excuse me, please.
 Is there a ... near here?
 Can you tell me the way, please?
 Thank you very much.

Yes, there's a ... in ... Street/Road.
 Turn left/right.
 Go along ... Street.
 Go past ...
 Cross ... Road.
 Turn left/right into ... Street.
 The ... is on the right/left.

1 What are the kids saying in the film? Fill in the speech bubbles.

Scene 1

Scene 2

Scene 3 a

Scene 3 b

More help You can use the ideas in the box. There are five more than you need.

We make a mummy! • Oh, no! Mum and dad are back! • So how do you do it? •
 He thinks he's so great. • Happy Bonfire Night! Ha, ha, ha ... • Oh, hi, Tom. You're here too. Great. •
 Paul, you're horrible! • With your mouth. • What? • No, I didn't. It was in the film. •
 Did you hear that terrible noise? • We need four toilet rolls. • Ok, Paul. We're together. •
 You have to take an apple out of the water. But you can't use your hands. •
 A mummy? Like in old Egypt? • Sarah is the winner! • Hi Paul! I can't stay.

2 Complete the Halloween poem. Then learn it with a partner.

Trick or treat, _____ or _____, we want something _____ to _____!
 _____ or _____, trick or treat, give us something _____ and _____!
 If _____ don't, _____ don't care, we will _____ your underwear!

1 REVISION Adam's list ► Unit 2, p. 44

- 3 He helped his mum.
- 4 He didn't play with Buster.
- 5 He did his homework.
- 6 He didn't meet Luca.
- 7 He didn't phone Ellie.
- 8 He watched 'Neighbours' on TV.

(6 points)

☺	☹	☹
6-5	4-3	2-0

2 LANGUAGE Questions for the Plymouth News ► Unit 2, p. 44

- | | |
|--|-------------------------|
| a) 1 What did Buster do after the fireworks? | b) 1 He ran away. |
| 2 Did you have fireworks? | 2 No, we didn't. |
| 3 How did you help Mrs Trent? | 3 We looked for Buster. |
| 4 Where did you look? | 4 In the park. |
| 5 Did you make the posters? | 5 Yes, we did. |
| 6 Did Mrs Trent go to the dogs' home? | 6 No, she didn't. |
| 7 When did you go to the dogs' home? | 7 On Saturday. |
| 8 Did you find Buster? | 8 Yes, we did. |

(8 points)

(8 points)

☺	☹	☹
16-13	12-8	7-0

3 LISTENING Adam and Mia ► Unit 2, p. 44

- | | |
|--|------------------------|
| 1 (She did) (her) homework. | 5 Yes (, he did). |
| 2 No (, she didn't). | 6 (He) (had) no money. |
| 3 (She/They) went shopping (with her dad). | 7 Yes (, she did). |
| 4 (She bought) new (school) shoes. | 8 No (, he didn't). |

(8 points)

☺	☹	☹
8-7	6-4	3-0

4 LANGUAGE Questions for a new teacher ► Unit 2, p. 45

- | | |
|--|---|
| a) 2 Where did you go to school? | 6 When did you start to play the guitar? |
| 3 What was the name of your school? | 7 What were your favourite lessons at school? |
| 4 Who was your favourite teacher? | 8 How did you feel at Eggy on your first day? |
| 5 What did you like at school? | |

(7 points)

☺	☹	☹
7-6	5-4	3-0

5 WORDS Can you wear a chocolate cake? ► Unit 2, p. 45

- | | |
|------------------------------------|--|
| a) 1 <u>drink</u> a cup of cocoa | b) 1 <u>make</u> a cup of tea/a sandwich/... |
| 2 adopt an animal | 2 <u>drink</u> a cup of coffee/a bottle of water/juice/... |
| 3 collect money for the dogs' home | 3 <u>adopt</u> a child/a dog/... |
| 4 wear a mask and a witch costume | 4 <u>collect</u> comics/photos/toy cars/... |
| 5 celebrate Guy Fawkes Day | 5 <u>wear</u> a uniform/a dress/trainers/... |
| 6 park a car | 6 <u>celebrate</u> Christmas/Halloween/... |
| 7 look at the fireworks | 7 <u>park</u> a bus/a bike/... |
| 8 meet at the bus stop | 8 <u>look at</u> pictures/books/friends/cards/... |
| 9 finish your homework | 9 <u>meet at</u> the cinema/the zoo/1 o'clock/... |
| | 10 <u>finish</u> the party/the questions/... |

(9 points)

(10 points)

☺	☹	☹
19-16	15-10	9-0

6 WORDS Dinner at Mia's house ► Unit 2, p. 45

- | | |
|--|--|
| a) <i>Mia</i> Here, try some (1) German sausages, Ellie. | <i>Mia</i> Would you like some (5) juice or some (6) milk? |
| <i>Mia</i> Would you like some (2) bread? But sorry, I don't have any (3) white bread. | <i>Ellie</i> Can I have some (7) juice, please? |
| <i>Ellie</i> Oh, that's OK. I'll have some (4) brown bread. | <i>Mia</i> Would you like some (8) ketchup with the sausages? |

(8 points)

- b) B, D, E, G

(4 points)

☺	☹	☹
12-10	9-6	5-0

Part A: A survey about last weekend

a) Complete these questions. Add your own questions. Then answer them for yourself.

Last weekend	Me	Partner 1	Partner 2	Partner 3
1 Did you do sport at the weekend?				
2 What sport did you do?				
3 Did you do chores at the weekend?				
4 How much TV did you watch?				
5 Did you go out with?				
6 Where?				
7				
8				
9				

b)  Make appointments with three students. Ask the questions. Take notes in the table.

**Part B: PEOPLE AND PLACES Teens and their jobs**

Listen to the Plymouth teens and complete the notes.



	Lucy	Jake	Katya
1 What's your job?			
2 How much do you work?			
3 What do you like about your job?			
4 What don't you like about your job?			

More practice Do a job survey in your class. Talk to four students and take notes in the table below.

	Student 1:	Student 2:	Student 3:	Student 4:
1 Do you have a job? What do you do?				
2 How much do you work?				
3 What do you like about your job?				
4 What don't you like about your job?				

Part A: Find the names of the chores and jobs and write them under the pictures.



1



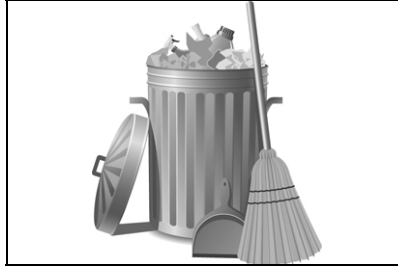
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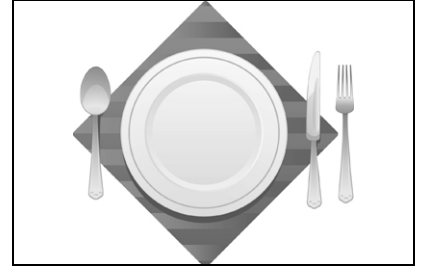
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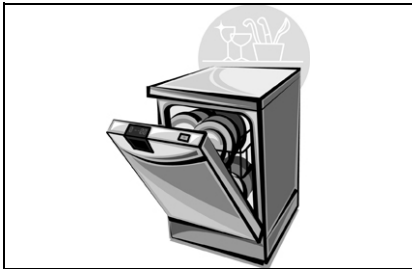
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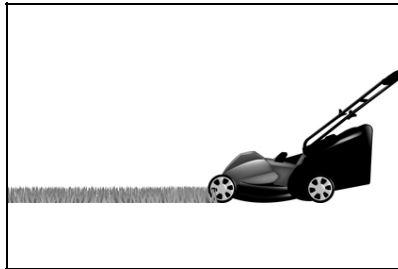
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6



7



8



9


Part B: NOW YOU Chores at home

	I do these chores:	I don't do these chores:
My partner does these chores:	1	3
My partner doesn't do these chores:	2	4

▲ fold here

More help tidy my room • cut the grass • fill/empty the dishwasher • go shopping • Hoover the house • do a paper round • set the table • go babysitting • take out the rubbish

Shutterstock: Bild 1 © Ron and Joe; Bild 2 © Alias Ching; Bild 3 © Skryl Sergey; Bild 4 © Lorelyn Medina; Bild 5 © popcic; Bild 6 © caramelina; Bild 7 © olegtoka; Bild 8 © iadams; Bild 9 © Gelsomina

1.  Work in groups of three. Find adjectives – as many as you can. You may use your English book or look at the table below.
2. Make comparisons of the adjectives and write them in the table. Ask your teacher to check your comparisons.
3. For your mobiles you'll need:
 - paperboard (three pieces for each mobile in different colours)
 - a ruler and a pen
 - a hole punch and scissors
 - some string
4. Now decide who works on which adjective. Write the three forms of your adjective on three pieces of paperboard.
5. Now make a mobile with the three pieces of paperboard.
 - First find the middle of each piece of paperboard. Use a ruler.
 - Make a hole in the middle of each piece with the hole punch and fix a string.
 - Then fix the other pieces of paperboard so that you get a mobile.
 - The cards should be balanced.
6. When you have finished you can put your mobiles on the wall.

Tip: You can also make a mobile with irregular verbs.

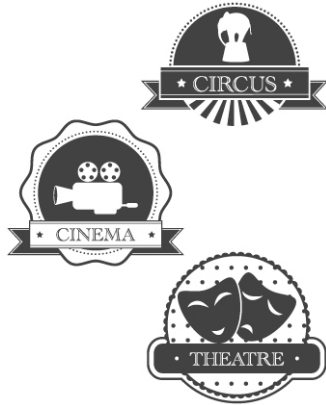
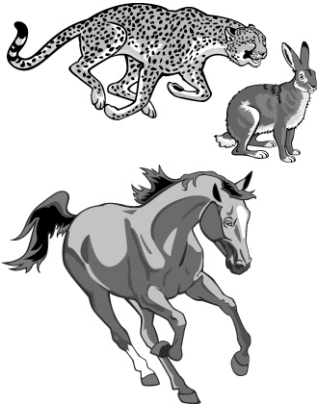
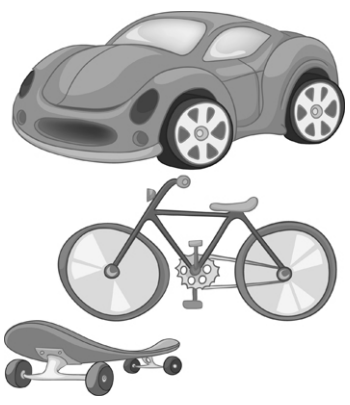
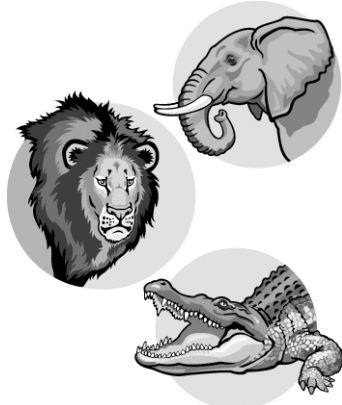

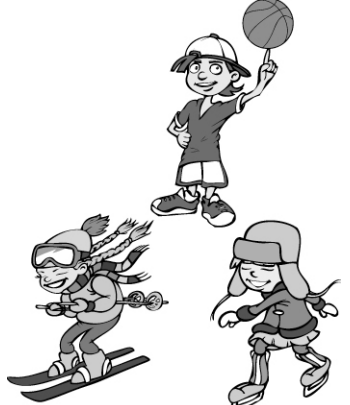





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	Comparatives	Superlatives
busy	busier than	the busiest
bossy	bossier than	the
	friendlier than	the
funny		
		the easiest
		the hungriest
happy		
cool	cooler than	
cute		the cutest
	faster than	
mean		
		the smallest
	stricter than	
boring	more boring than	the most boring
		the most interesting
	more dangerous than	
	more difficult than	
		the most exciting
nervous		
good		
bad	worse than ...	

a) Look at the pictures and make sentences like this:

I think the cinema is more exciting than the circus. But the theatre is the most exciting place.

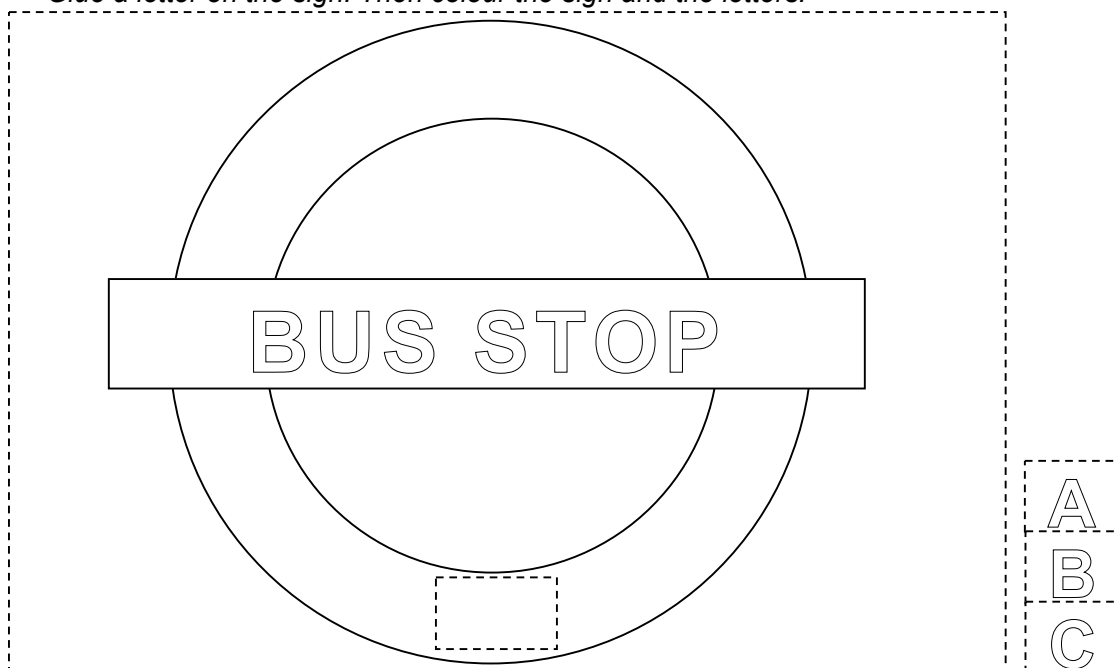
		
1 exciting	2 fast	3 expensive
		
4 dangerous	5 big	6 difficult
		
7 funny	8 cute	9 loud

b)  Compare your sentences with a partner.

More practice Write down more examples for your partner like this:

interesting: English, maths, science; **cold:** December, January, February

- 1 Make bus stop signs for your classroom: Cut out the sign and the letters A–C. Glue a letter on the sign. Then colour the sign and the letters.



- 2 Compare your sentences with a partner. You can use the ideas on the role cards for help.

Partner A: You start!

When you get to the bus stop, there is already somebody waiting there. Say hello and ask if you can work together.

– Hello. How are you?

– I'm ... too. OK, let's work together.

– fine/OK/...

– OK, for ... I have: ... What about you?

– number 1/2/...

– Luca's dad wasn't very happy ...

– Sorry, I didn't understand ... Can you explain ..., please?

– the question/task/...

– exercise 2/...
– number 1/...
– sentence ...

– OK, I think that's it. Working with you was ...

– fine/great/OK/fun/...
– very helpful/...

Partner B: Your partner starts!

You were first at the bus stop. Talk to the student who arrives.

– I'm ..., thanks. And you?

– fine/OK/...

– Yes, let's ... Do you want to start?

– sit here/over there/...
– look at exercise/number/...

– I think you're ...

– right. I have ... too.

– wrong.
What about ...
Maybe it's ...

– Well, I'm not quite sure. I think we have to ...

– fill in the correct verb.
– look at the story/pictures/... for help.
– make a list.
– complete the sentences.

– Thank you. That was really ... See you.

– great/fun/
very helpful/...

Part A: Listening to talks

Listen to the talks and complete the tables for Mia and Charlie.


	Mia			Charlie		
	good	OK	not great	good	OK	not great
1 spoke clearly						
2 had a good plan						
3 used good phrases						
4 showed pictures						
5 gave interesting information						

Part B: Giving a short talk**1 A checklist for speakers**

Giving a short talk – A checklist for speakers	Tick the boxes ✓
Planning your talk:	
1. Collect ideas and think of good phrases.	
2. Make notes on cards and put numbers on the cards.	
3. Collect pictures and think about how you can show them (poster, computer, ...)	
4. Practise your talk in front of a partner/the mirror.	
While giving your talk:	
5. Wait until it is quiet and look at your audience.	
6. At first, tell your audience what you're going to talk about.	
7. Speak clearly.	
8. Use your notes/cards but don't read out the whole text. Use good phrases.	
9. Point to your pictures when you're talking about them.	
10. Finish your talk: Thank your audience and ask for questions.	

2 Listen to the talks and complete the tables for your partners.

	Partner 1			Partner 2			Partner 3		
	good	OK	not great	good	OK	not great	good	OK	not great
1 spoke clearly									
2 had a good plan									
3 used good phrases									
4 showed pictures									
5 gave interesting information									

Part A: The kids from Harbour Road: Vote for me!**More practice 6**  What do you think of their talks?

a) Work with a partner. One partner fills in the left side of the table for Mark's talk and one partner fills in the right side of the table for Paul's talk. Watch part 2 of the film again if you need to.

	Partner A: Mark			Partner B: Paul		
	good	OK	not great	good	OK	not great
1 spoke clearly						
2 had a good plan						
3 used good phrases						
4 showed pictures						
5 gave interesting information						

b) Look at your tables from a). Say what was good and what wasn't so good in Paul's and Mark's talks.

**Part B: At Dartmoor Zoo****Partner A (visitor): You start!**

You're at Dartmoor zoo and you want to buy a ticket for yourself and your _____

You also have a few questions about the zoo.

Partner B: Your partner starts!

You work at the ticket office at Dartmoor Zoo. Help the visitors and answer their questions.

*concession Ermäßigungskarte

– Hi, I'd like to buy a ticket, please.

– OK. How old are you?

– I'm ... Oh, and I also need a ticket for my ...

– Well, there are special prices for ... Look.

– 13/14/...

– little sister/granny/...

– children/old people/...

– So, I'd like ... ticket(s) for ... and ... ticket(s) for ...

– Here you are, ... ticket(s) for ... and ... ticket(s) for ... That's £ ..., please.

– OK, here you are, £ ...

– Thank you. There's your receipt and £ ... change. Would you like a map?

– Yes, please.

– There you go. Have a good day.

– Thank you.

– You're welcome.

– Oh, and one more question: ...

– Well ...

– How many animals do you have at Dartmoor Zoo?
– Can I feed the animals?
– Where are the lions/...?
– ...


– We have 250 animals.
– No, please don't feed the animals. They need special food/we only feed them at feeding times.
– The lions/... are to your left/..., next to the monkeys/...

Part A: Adam and Mia's project

- a) Listen to the interviews and write the answers in the table.
 b) Who watches the most TV every week?

Tip: Do some maths and write the results in the table: days every week × hours every day = hours every week

Name	How many days every week?	How many hours every day?	= hours every week?	Favourite TV programmes
Harry				
Ellen				
Jessica				
Mrs Brown				
Mr Moran				
Thomas				

- c)  Ask five students in your class. Add their answers in the table below. Then tell the class.

Partner 1: _____				
Partner 2: _____				
Partner 3: _____				
Partner 4: _____				
Partner 5: _____				

**Part B: Plans for a perfect Saturday**

_____ activity _____ name	_____ activity _____ name	_____ activity _____ name	_____ activity _____ name
_____ activity _____ name	_____ activity _____ name	_____ activity _____ name	_____ activity _____ name
_____ activity _____ name	_____ activity _____ name	_____ activity _____ name	_____ activity _____ name

1 REVISION Work before fun ► Unit 3, p. 64

a) He's going to go out with friends.

He's going to have dinner with Sandy.

He's going to go to the cinema.

He's going to visit his friends.

He's going to go ice skating.

He's going to watch TV.

He's going to chill at home.

(7 points)

b) You have to **set** the table, **cut** the grass, **hoover** the house, **cook** the dinner,**tidy** your room, **go** shopping, **empty** the dishwasher and **wash up!** (8 points)

😊	😊	☹
15-12	11-8	7-0

2 REVISION Dad has lots of questions ► Unit 3, p. 64

a)

2 What lessons did you have?

3 Then what did you do in the afternoon?

4 What did you do there?

5 Where did you go after that?

6 Why did you go to the cafe?

7 What about Luca? Did he come too?

8 Did you eat anything?

(7 points)

😊	😊	☹
7-6	5-4	3-0

3 LANGUAGE In the souvenir shop at Dartmoor Zoo ► Unit 3, p. 651 The monkey is **cheaper** than the tiger.2 But the tiger is much **bigger**.3 The tiger looks **more interesting** than the monkey.4 But the monkey is **cooler**.5 The monkey looks **funnier** than the tiger.6 But the tiger looks **more dangerous**.7 The tiger looks **more beautiful** than the monkey.8 But the monkey feels **nicer**.9 The monkey smells **worse** than the tiger. I want the tiger!10 No, the monkey smells **better**. I want the monkey!

(10 points)

😊	😊	☹
10-8	7-5	4-0

4 LISTENING Adam and Mia's project ► Unit 3, p. 65

a)

Name	How many days every week?	How many hours every day?	Favourite TV programmes
Harry	4	3	sports shows
Ellen	7	2	comedies
Jessica	5	1,5	soaps
Mrs Brown	7	0,5 (half an hour)	news and weather
Mr Moran	2	3	films, reality shows
Thomas	1	3	music shows
	(6 points)	(6 points)	(6 points)

b) (no points)

Who watches the most TV every week? → Ellen

People in the right order: 1. Ellen (14); 2. Harry (12); 3. Jessica (7,5);

4. Mr Moran (6); 5. Mrs Brown (3,5); 6. Thomas (3)

😊	😊	☹
18-15	14-9	8-0

5 READING A sleepover in Luca's den ► Unit 3, p. 66

a) 1 at the weekend

2 for food and drinks

3 cut grass (at Mrs Trent's house)

4 two

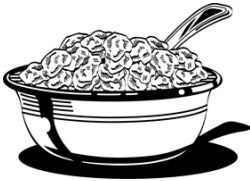
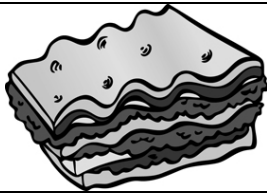
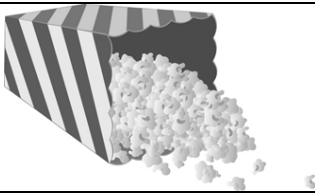


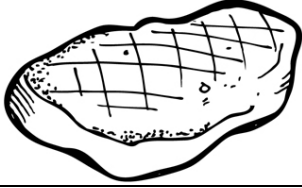
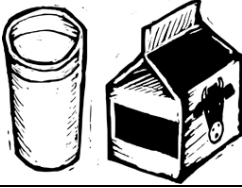




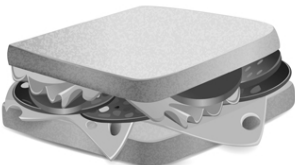


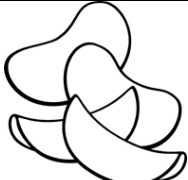



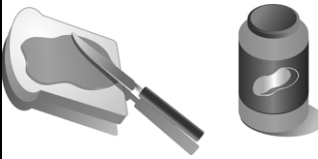

5 Mia

6 (on) Thursday

(6 points)

😊	😊	☹
6-5	4-3	2-0

1 Find the words for the food. Cut out the food cards.

			
<u>C</u> <u>E</u> _ _ _ _	<u>L</u> _ _ _ <u>G</u> _ _	_ _ <u>O</u> _ _ _ _	_ _ <u>H</u> _ _ _
			
_ _ <u>M</u> _ _ _ _ <u>E</u>	<u>M</u> _ _ _ _	_ _ <u>I</u> _ _	_ _ _ _ <u>L</u> _
			
_ _ _ _ _ <u>D</u>	_ _ _ _ _ <u>Y</u>	<u>D</u> _ <u>S</u> _ _ _ <u>T</u>	_ _ _ _ <u>D</u> _ _ _
			
_ _ _ _ _ <u>I</u> _	<u>C</u> _ _ _ _ _	_ _ <u>R</u> _ _ _ _	<u>O</u> _ _ _ _ _ _ _ <u>I</u> _ <u>E</u> _
			
_ _ _ _ <u>K</u> _ _ _ _ <u>H</u> _ _ _ _ _ <u>E</u>	_ _ _ _ _ <u>R</u> _ _ _ _ <u>R</u> _ _ _ _	<u>P</u> _ _ _ _ _ <u>T</u> _ _ _ _ _ <u>T</u> _ _ _ _	<u>B</u> _ _ _ _ _ _ _ <u>O</u> _ _ _ _ <u>O</u>

2 Is the food healthy or not? Draw a table like this. Put the food cards in the table. Check with a partner. Then glue in the cards.

Healthy	Unhealthy	Not sure

More practice Add more food words to the table. The scrambled words can help you.

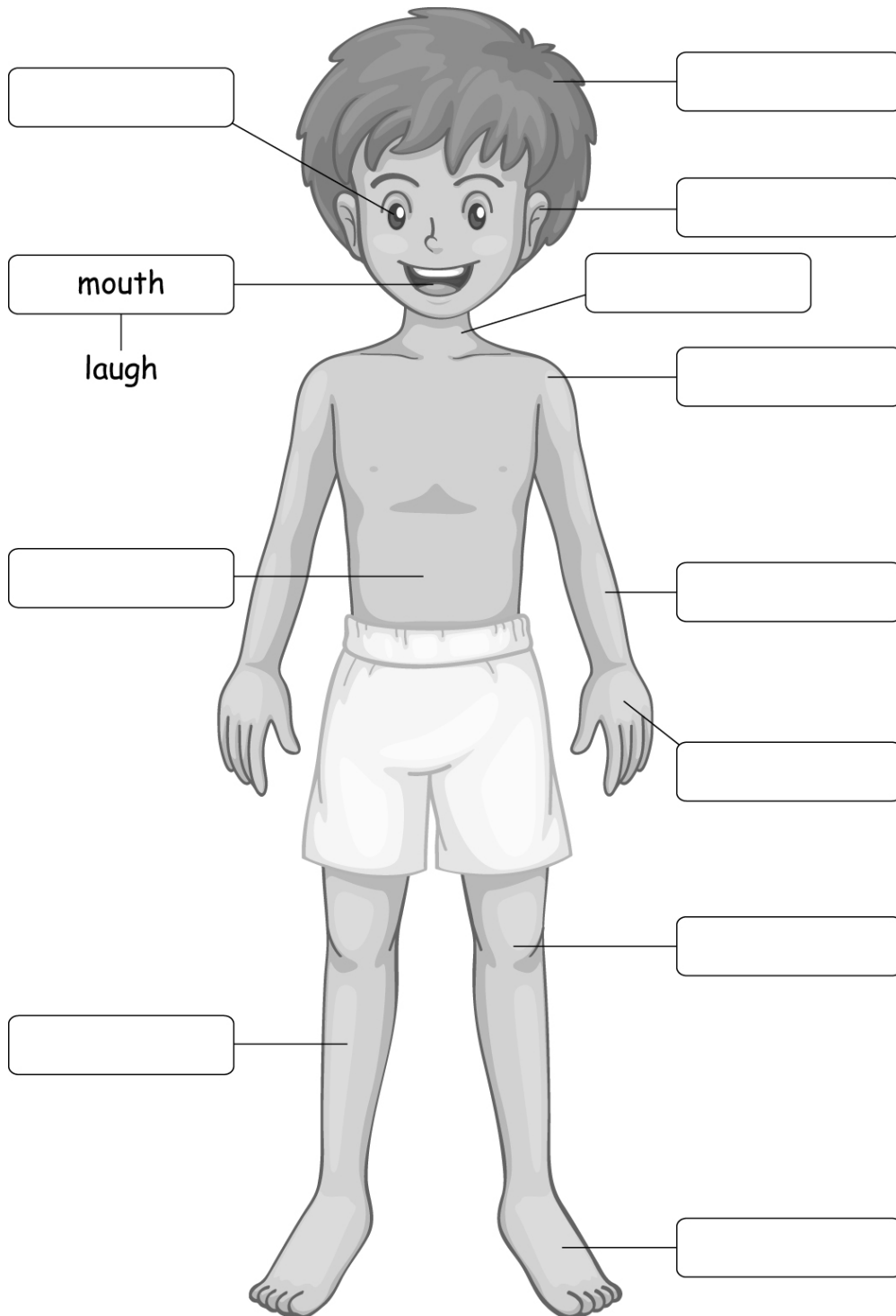
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feefoc • telemote • tuns • neckich

Shutterstock.com: apple © Img Raj; baked potato © Jennifer Johnson, BlueCherry Graphics; carrot © Natykach Nataliia; cereals © Andy Nortnik; chips © lineartestpilot; chocolate © Apolikhina Anna; crisps © Miguel Angel Salinas Salinas; dessert © sahua d; fruit on plate © Oksana Usenko; lasagna © John T Takai; milk © Ron and Joe; orange juice © brown 32; pasty, salad © olegtoka; peanut butter © Kheng Guan Toh; popcorn © The Turtle Factory; sandwich © Innohka; smoothie © Alegria; meat © mhatzapa; sugary drink © Shpak Anton

- 1 Cut out the pictures and put them face down on the table.
- 2 Turn over a card. Say what's the matter with Ellie. If your sentence is correct, you can keep the card. If your sentence is wrong, it's the next student's turn.
- 3 The student with the most cards wins.



1 Label the parts of the body. Do you know any other body words? Add them to the picture.



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

hear • listen to • see • close • wash • talk • walk • clean • laugh • open •
give • cry • eat • run • point to • whisper • drink • text • ...

More practice Write sentences about what you can do with your body like this:

With my ears/eyes/... I can hear/...

I can close/open/... my eyes/hands/...

- a) Write five questions with the present perfect. Answer the questions for yourself.
b)  **Walk around:** Now ask three or more different partners. Make notes in your table. Here are some ideas:

Have you had breakfast today?

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

have – breakfast • make – bed •
forget – homework • feed – pet • text – friend •
help – somebody • ...

Question	Me	Partner 1	Partner 2	Partner 3
Have you had breakfast?				
Have you made your _____?				
Have you _____?				

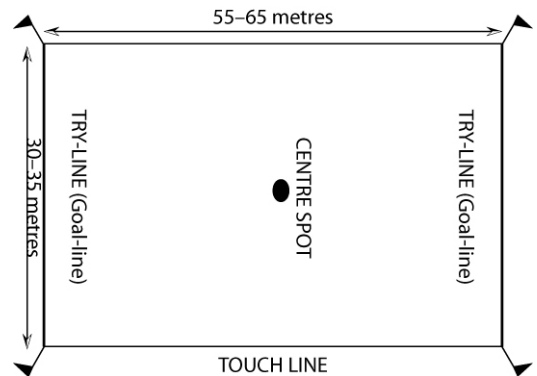
- c) Tell the class about one of your partners.

Max has had breakfast today. He hasn't made his bed. He has forgotten his English homework and he has texted his best friend.

Fill in the missing information. Listen and watch.

You need:

- two teams with _____ players each.
- 45 minutes: two halves of 20 minutes plus five minutes for half time
- a tag rugby pitch (see picture)
- _____ tags and a belt¹ for each player. Put the tags on the _____.
- If you don't have tags, you can also use cords², tissues³ or clothes pegs⁴.



The pass:

- You can only pass the ball _____.
- You need two _____ on the ball.



The tackle:

- You take a _____ from the player on the other team (the player with the ball) and put it _____.
- Don't _____ the player!
- Then the player must stop and _____ the ball between their _____ to a player on their team.
- Then the player can take their tag back.



A score:

- Carry the ball over the _____ to score. Put the ball _____.
- After a score the other team starts the game again in the _____ of the _____ (centre spot).
- If the game stops, start again with a free _____.



More help Fill in these words:

touch • kick • two • middle • belt • back • tag • down •
seven • roll • down • legs • line • hands • pitch

1 belt: Gürtel 2 cord: Schnur 3 tissue: Papiertaschentuch 4 clothes peg: Wäscheklammer

1 WORDS Food and drink ▶ Unit 4, p. 84

- a) carrot, milk, butter, crisps, potato, meat, biscuit, cake, cocoa, chocolate, bread, orange (12 points)
- b) apple, burger, cereals, chicken, chips, coffee, fish, fruit, ice cream, jam, juice, junk food, lasagne, milkshake, muffin, nut, omelette, pasty, peanut (butter), pizza, popcorn, salad, salami, sandwich, sausage, scone, smoothie, soup, sugar, sweets, tea, toast, vegetables, water (10 points)

☺	☹	☹
22-18	17-11	10-0

2 LANGUAGE Who has done what? ▶ Unit 4, p. 84

- a) 1 Adam
2 Luca and Mia
3 Mia
4 Ellie
5 Ellie and Adam
6 Luca (6 points)
- b) 2 Luca and Mia have checked the coffee machine.
3 Mia has brought tea.
4 Ellie has made tea.
5 Ellie and Adam have cleaned the tables.
6 Luca has hoovered the floor/cafe. (5 points)

☺	☹	☹
11-9	8-6	5-0

3 WORDS They don't feel well ▶ Unit 4, p. 85

- 1 I have a sore throat.
2 I have a sore leg.
3 I have a cold.
- 4 I have a headache.
5 I have a temperature.
6 I have a stomach ache. (6 points)

☺	☹	☹
6-5	4-3	2-0

4 LANGUAGE What has happened? ▶ Unit 4, p. 85

- 2 Luca is really hungry because he **hasn't had** breakfast.
3 Our teacher is very angry because three students **have forgotten** their English homework.
4 I'm very tired because I **haven't slept** enough.
5 Zoe and Ellie aren't so tired because Ellie's mum **has put** the TV in the kitchen.
6 Adam can't go out because he **hasn't finished** his homework.
7 Ellie's dad is feeling happy because he **has found** a new job. (12 points)

☺	☹	☹
12-10	9-6	5-0

5 REVISION Which clown is funnier? ▶ Unit 4, p. 85

- a) Joey is shorter than Benno.
Joey looks friendlier/younger than Benno.
Joey has a funnier/cuter/happier face than Benno.
Joey's hat/shirt/tie is smaller/longer/funnier than Benno's.
Joey's shoes/trousers are bigger/shorter/funnier than Benno's.

Benno is taller than Joey.

Benno has a sadder face than Joey.

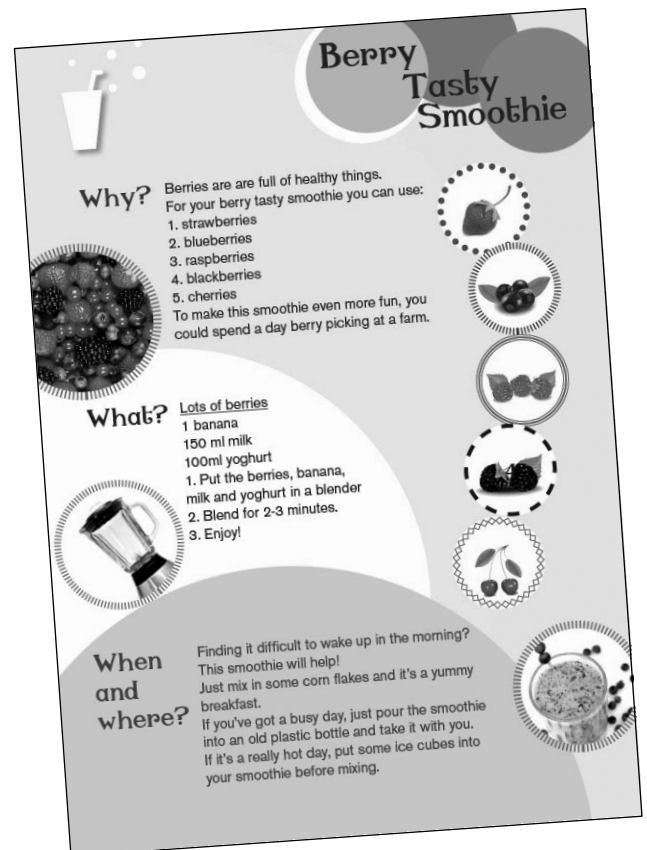
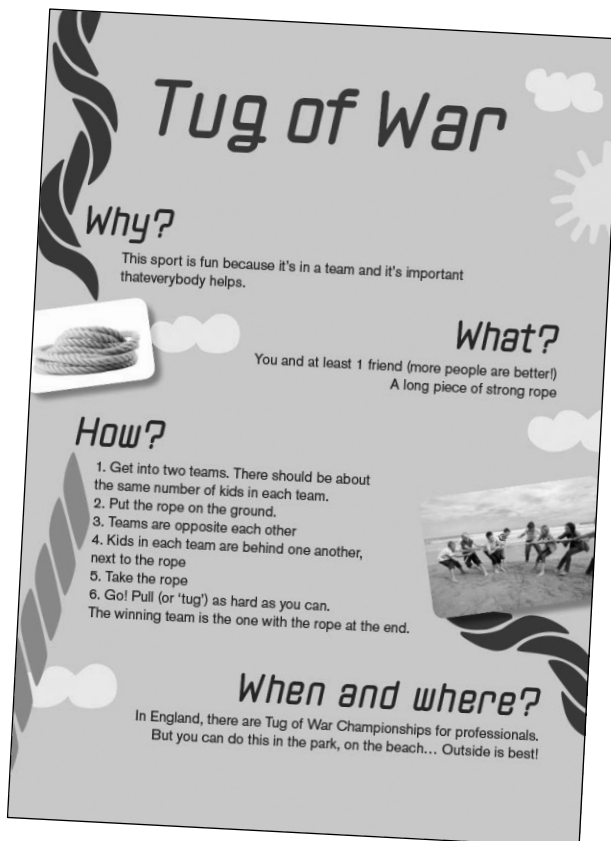
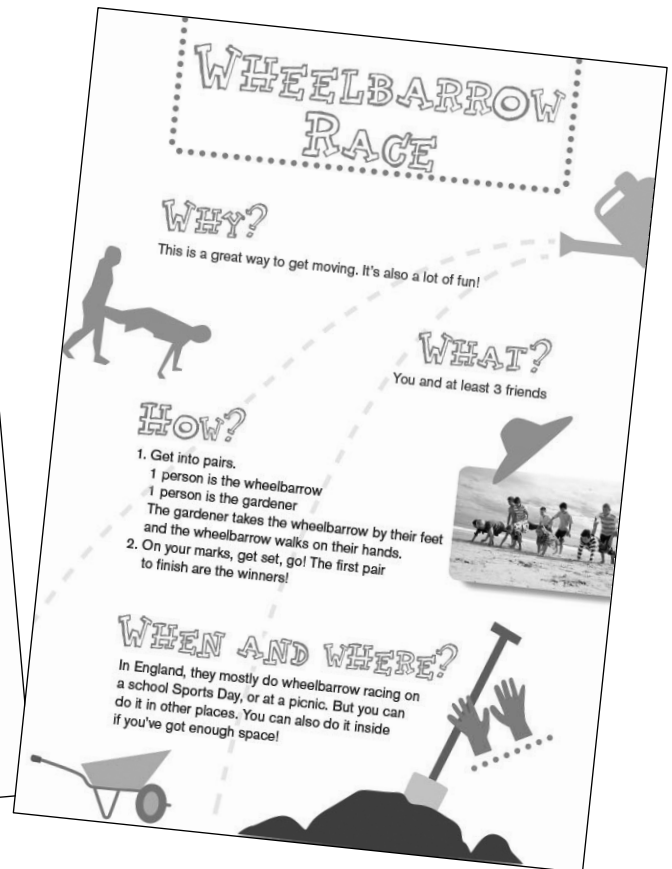
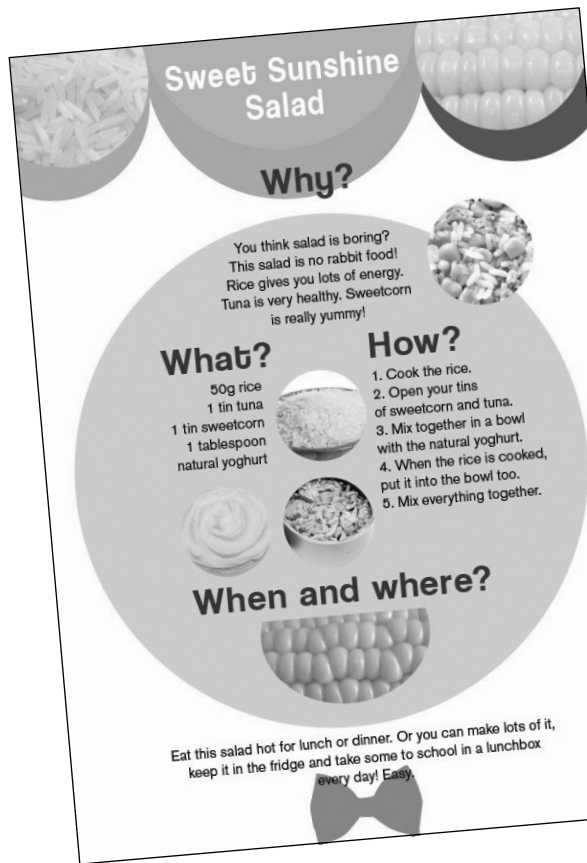
Benno's hat/shirt/tie is bigger/shorter/smaller than Joey's.

Benno's ears/shoes/trousers are bigger/longer than Joey's.

(1 point for each sentence)

☺	☹	☹
20-16	15-10	9-0

Do you need help with your poster? Look at these examples of healthy snacks and activities for more ideas.



1 At the adventure club

Things to take	Activities at the centre

2 Packing for the trip

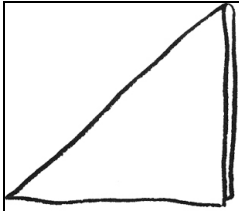
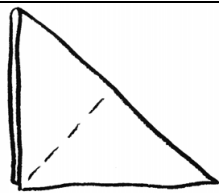
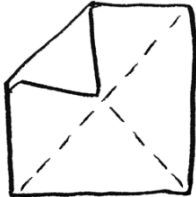
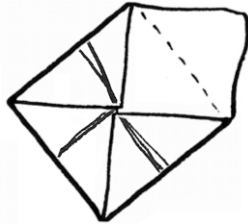
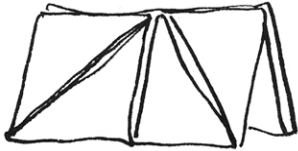


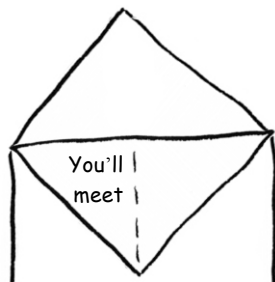


Adam will take ...	Mia will take ...	They won't take ...

iStockphoto.com: suncream © onur kocamaz; computer game © pagadesign; Shutterstock.com: mobile © Oleksiy Mark; pyjamas © Dario Sabljak, trainers © Arkady; tent © Venjamin Kraskow; sunglasses © Hein Nouwens; camera © taelove7; e-reader © Robnroll; boots © forest badger; hairdryer © Nordling; sleeping bag © Mark Herreid; rucksack © f9photos; rain jacket © John Kasawa; jeans © Oleksii Sagitov

ACTIVITY Make a fortune-teller

Follow steps 1–8 and make your own fortune-teller.

	1. Fold the square sheet of paper in half diagonally.		2. Fold the opposite corners together to make a second crease and unfold.
	3. Fold each corner to the centre.		4. Turn over and fold the new corners to the centre.
	5. Fold the square in half from edge to edge in both directions.		6. Turn the square over and put thumbs and forefingers under each flap and bring fingers together toward middle.
	7. Pick four colours and colour the outside flaps of your fortune teller. Then write the numbers 1–8 on the inside flaps.		8. Write eight sentences with the will-future under the inside flaps. You need two sentences per flap, one for each triangle. Use the sentences in your book or make your own sentences.

**Talking about the weather**

Listen and take notes in the table.

	Text 1	Text 2	Text 3	Text 4
weather today				
degrees today				
weather tomorrow				
degrees tomorrow				



tor



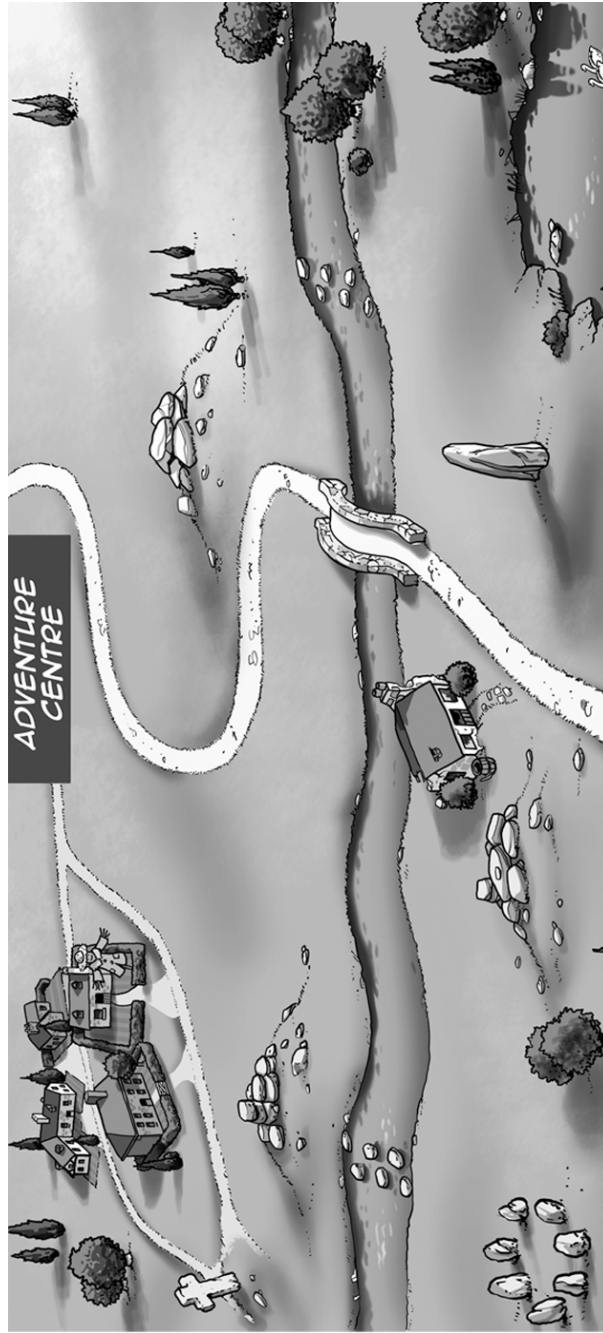
old cottage



old bridge



stone circle



standing stone



stone cross

- 1 Can you find the places from the photos on the map? Label them.
- 2 Decide if you want to read the story about the red team or the blue team.
While you read the story, draw the route of "your" team on your map with a blue or red pen.

map © David Norman, Meerbusch; Alamy; stone circle © Adam Burton; bridge © Dave Porter;

standing stone © Nick Bodle; stone cross © Jane Hallin; Shutterstock.com: cottage © kevin wise; tor © DavidYoung

a) How many of these questions can you answer? Work on your own. Write your answers in the grid. The grey fields tell you the name of a famous Dartmoor mystery.

Tip: There are some questions that you can only answer if you have read the story about the red team (R) or the story about the blue team (B). The other answers can be found in both stories (R/B).

- 1 Which girl on the red team thinks they will win? (R)

--	--	--	--	--	--
- 2 What did the blue team visit after the village? (B) The

--	--	--	--	--	--

--	--	--	--	--	--
- 3 Who put a jacket on a scarecrow? (B)

--	--	--	--
- 4 Who lost a jacket? (R)

--	--	--	--
- 5 Where were the sheep? (B) On top of

--	--	--	--	--

--	--	--
- 6 Which tor did the red team visit first? (R)

--	--	--	--	--

--	--	--
- 7 Who fell into the river? (B)

--	--	--	--
- 8 How did the blue team cross the river? (B) On the

--	--	--	--	--	--	--	--

--	--	--	--	--	--
- 9 Where did Merve have the hairy hands? (R) In her

--	--	--	--	--	--	--	--
- 10 Where were the lunch bags? (R/B) In the Highwayman's

--	--	--	--	--	--	--	--	--
- 11 Where did the red team cross the river? (R) At the

--	--	--	--	--	--
- 12 Who put the hairy hands in the old cottage? (R)

--	--	--	--	--
- 13 Who found the hairy hands on the lunch bag? (B)

--	--	--
- 14 How did the red team get help? (R/B) With a

--	--	--	--	--	--	--
- 15 Who had a plastic bag? (B)

--	--	--	--	--
- 16 What did the kids make with the plastic bag? (R/B) A

--	--	--	--
- 17 How did Luca feel about his joke? (B)


--	--	--	--	--

b) Work with a group of students who read the same text. Compare your answers.


c) Now sit in new groups with students who read the other text. Try to answer all the questions.

d) Compare your answers in class. What's the title of a famous Dartmoor story?

The _____ of the _____

- a)  This is Alex's first draft of a postcard to his new friends in Plymouth. Find and mark the mistakes. Use different colours for different kinds of mistakes.




<p>Dear Ellie, Luca, Adam and Mia</p> <p>hello from Stuttgart. how are you?</p> <p>The Weather is great here. it's sunny and hot every day.</p> <p>Last Friday i played football. we lose 1:6!</p> <p>Yesterday i go to the Swimming pool. it was fun.</p> <p>I think i'll go to the Cinema tomorrow or maybe I go swimming again. I think Nico come with me.</p> <p>Best wishes Alex</p>	<div style="border: 1px solid black; width: 80px; height: 60px; margin: 0 auto;"></div> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>
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- b)  Work with another pair. Did you all find the same mistakes?
- c) Now write the correct postcard for Alex in the empty postcard below.

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Watch parts 1–3 of the film again. After each part, write down who you can see, where they are, what happens (First .../Then .../At the end of part 1/2/3) and how the people feel.

More help You can use the ideas below for help.

Part	Who?	Where?	What happens?	How do they feel?
1 				
2 				
3 				

▲ fold here

More help	Anna • Paul • Sarah • a young woman (Anna) • a young man (John)	at the gate to Dartmoor • on Dartmoor • on Scary Tor	climb the tor • explain letterboxing to Paul • find a book / letter / the letter box • find out that the letter is / isn't for her • give the letter back • hear somebody coming • hide in the rocks • listen to / watch a man and a woman • look at the other stamps • look for the letter / letter box • open the letter / letter box • put a stamp in the book • put everything back in the box • (not) put the box back • read a sign • read the letter • say sorry • sit down on a rock • walk to the tor • ...	angry • embarrassed • excited • happy • helpless • nervous • sorry • stupid • surprised • terrible • unhappy • ...
------------------	---	--	--	--

1 REVISION Who has done what? ► Unit 5, p. 104

- a) 1 B, 2 A, 3 C, 4 F, 5 D, 6 G, 7 H, 8 E (8 points) 4 Ellie and Zoe **have made** their beds.
5 Mia **has done** her homework, but she **hasn't put** her school things in her bag yet.
b) 1 Luca **has cleaned** his bike. 6 Adam and his dad **have cooked** spaghetti for dinner, but they **haven't eaten** yet. (8 points)

☺	☹	☹
16–13	12–8	7–0

2 WORDS Kids on Dartmoor ► Unit 5, p. 104

- a) 1 litter bin, 2 mud, 3 boot, 4 first-aid kit, 5 bridge, 6 river, 7 map, 8 compass, 9 tor, 10 rucksacks, 11 tree, 12 cottage, 13 tent (13 points) 3 A kid has lost his **boot** in the mud.
4 Two boys are looking at the **map**.
5 A girl is checking her **compass**.
6 Some kids have put their **rucksacks** on the ground.
7 They have made a **tent** between the rocks.
b) 1 Three kids have crossed the river at the **bridge**. 8 A girl has hurt her knee. One of the boys has a **first-aid kit**. (8 points)

☺	☹	☹
21–17	16–11	10–0

3 LANGUAGE The weather forecast ► Unit 5, p. 105

- a) Tomorrow it will be **windy** and **rainy** in the north of Britain. The temperature will only be **15 degrees/15°**. That's quite cold for this time of the year in Britain. In the east it will be warmer, about **18 degrees/18°**. It will be **cloudy**, but it won't rain. In London it will be a nice day, **sunny** and warm, about **22 degrees/22°**. In the south-west it will be **sunny** all day and the temperatures will climb to **25 degrees/25°**. (9 points)

☺	☹	☹
9–8	7–5	4–0

4 LANGUAGE How are they talking? ► Unit 5, p. 105

- a) Person 1 is talking **loudly**. 3 ... Ellie said **quietly**.
Person 2 is talking **slowly**. 4 ... a voice behind them said **loudly**.
Person 3 is talking **happily**. 5 ... Ellie and Adam ran to him **quickly**.
Person 4 is talking **quickly**. 6 ... Ellie said **nervously**.
Person 5 is talking **angrily**. 7 Adam took out his mobile **quickly** ...
Person 6 is talking **carefully**. 8 He talked to the man on the phone **slowly and clearly**.
Person 7 is talking **quietly**. (7 points) 9 ... They took the young man to hospital **quickly**.
b) 1 ... Ellie shouted **happily**. 10 ... Ellie said to Adam **proudly**. (12 points)
2 ... Don't speak so **loudly**.
... Adam said **nervously**.

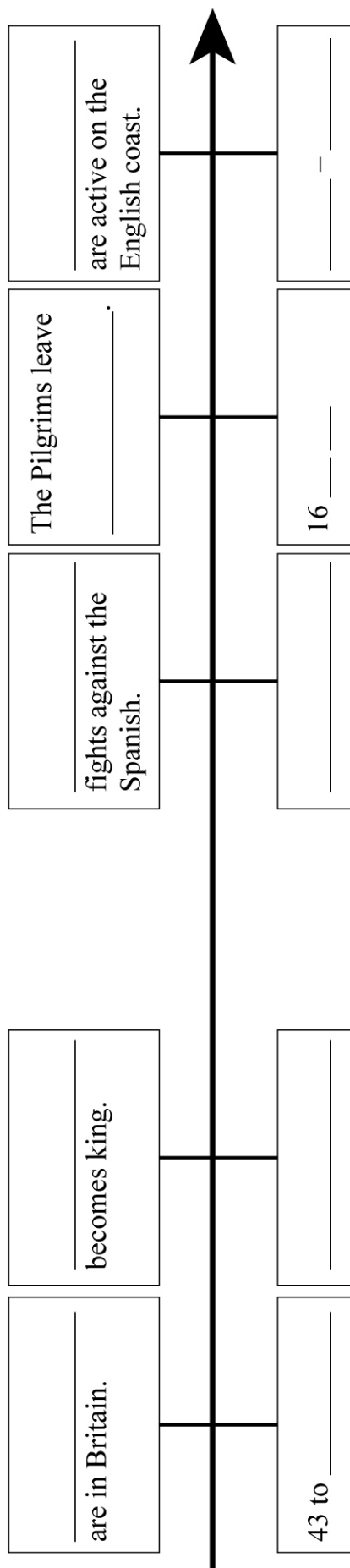
☺	☹	☹
19–16	15–10	9–0

5 LANGUAGE In the park ► Unit 5, p. 106

- a) 1 The three boys will **play football**. 4 I think the family **will have a picnic./... will have lunch./... will start with their lunch**.
2 The girl with the red T-shirt will **take a photo./... will take photos./... will take photos of the other girl**. 5 The dog **will eat a sandwich./... will eat the sandwiches./... will eat the lunch/picnic**.
3 I'm sure the old woman **will buy another/a new ice cream**. 6 The man and the baby **will go swimming./... will go swimming in the lake**. (12 points)

☺	☹	☹
12–10	9–6	5–0

1 Complete the timeline. Then listen to the history programme again and check.



Listen to the history programme again and complete the sentences about the people and events from the timeline.

More information:

– The _____ came to _____ from _____ about _____ years ago.
– They _____ at Exeter because they were scared of the _____ in _____.

More information:

– Before _____ became king, life in Britain was very _____ and _____.
– People were very _____.
– Merlin, the magician Arthur to pull a sword from a _____.
– With King Arthur, life in England got _____.

More information:

– Sir _____ sailed around the _____ and had lots of _____.
– He _____ against the _____ Armada.
– People say that when the Spanish ships arrived at the English coast he was _____ a game and didn't stop.

More information:

– The _____ wanted to start a new _____ in _____.
– They _____ Plymouth by ship in _____.
– There were about _____ people and their _____ on the ship.
– They called their new home _____.

More information:

– The _____ lived and 'worked' in the _____ near Plymouth on the south-west coast.
– They brought things from _____ on ships the _____ and sold them in _____.
– Sometimes they also _____ things from _____ ships.

Step 1: Make groups of four.

Step 2: Divide the text in five parts:

- Scenes 1–2
- Scenes 3–4
- Scenes 5–6
- Scene 7
- Scene 8

Step 3: Cut out the role cards. Each of you take one of the role cards and read it.

Step 4: Read scenes 1–2. Remember the tasks on your role card and take notes.

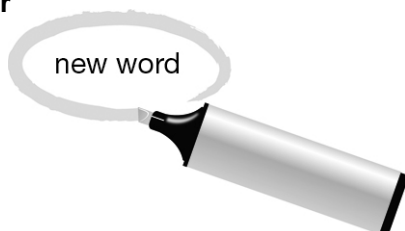
Step 5: Talk about the scenes in your group. You can look at your role card and your notes for help. The clarifier starts, the others follow from B–D.

Step 6: Complete the table of your reading log.

Step 7: Swap roles clockwise and go on with scenes 3–4/5–6/...

Role cards

A The clarifier



Your tasks:

- 1 Read the scene/s carefully.
- 2 Mark difficult or new words and phrases.
- 3 Try to guess what they mean. Check with a dictionary if necessary.
- 4 Present your ideas to your partners.

B The describer



Your tasks:

- 1 Have a look at the pictures on the page/s and read the scenes.
- 2 Who or what can you see?
- 3 What are the people doing?
- 4 Present your ideas to your partners.

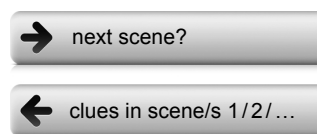
C The questioner



Your tasks:

- 1 Read the scene/s carefully.
- 2 Write down two or three questions. Use the question words above.
- 3 Ask your partners the questions.
- 4 Check their answers.

D The predictor



Your tasks:

- 1 Read the scene/s carefully.
- 2 What will happen in the next scene/s? Guess – or can you find any clues¹ in the scene/s before?
- 3 Discuss your ideas with your partners.

¹clue Hinweis

Part A: Warm-up

A good actor or actress needs a short warm-up before he or she acts on stage or in front of the camera. Practise the following warm-up exercises:

1 Move as if ...

- you're wearing heavy boots like William
- you're carrying a big drum like John
- you're nervous and sad like Mary
- you're lost and frightened
- you're walking on a ship in windy weather

More ideas:

– _____

– _____

– _____

2 Feelings

Pick a feeling and say a sentence, for example: "Let's get out of here!". Can your group guess the feeling? Here are some ideas:

sad • happy • nervous • excited • tired •
angry • surprised • frightened • ...

**3 The mirror game**

Stand in front of your partner. Act out different activities and your partner must imitate you. Then swap roles. Here are some ideas:

brush your hair • play the drums • wave goodbye • eat a pizza • take a photo •
go downstairs/upstairs • _____ • _____ • ...

Part B: Play reading¹

There are lots of different ways to read a sentence or a scene. Practise play reading and giving feedback in your group. Here are some ideas:

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 you swap roles and student B reads out his/her part.

2 I am you

Read your scene. A group member who doesn't say very much in this scene can give you some help, for example with gestures, facial expressions², pronunciation, loudness, etc.

Use your hands/face/
... to underline your
feelings/...

Try to look sad/
happy/surprised/...

I think ...
sounds like ...

Can you speak a
bit louder/more
clearly/..., please?

3 Narrator

The narrator is not on the stage. He/she gives the audience some information about the scene, for example:

- Which scene is it? _____
- Who are we going to see? _____
- Where does it play? _____
- What will happen next? _____

¹play reading *szenisches Lesen* ²facial expression *Gesichtsdruck, Mimik*

👥 If you want to present a play, it helps if everybody in your group takes a different role in the planning process to make sure that you keep everything in mind.

Read the role cards below and choose two roles that you like. Then discuss in your group who takes which role. Cut out and share the role cards. Make sure that there is at least one student for each of the six roles. (There can be two material managers.)



Task manager

You organize the work of your group.
It's your job to make sure that the others do their job as good as possible.

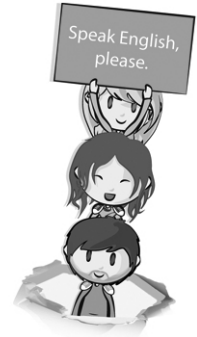


You can say:

- Let's start/go on.
- What do we need for scene 1 / ...?
Write down your ideas.
- Listen to A's idea. It sounds good.
- Let's read the text.
- ...

Language monitor

You make sure that everybody speaks English and help your group with unknown words.



You can say:

- Say it in English, please.
- Please stop speaking German.
- I can look up the word in the dictionary ...
- ...

Recorder

You take notes of important ideas/things you need / ... in the planning process.



You can say:

- Say it again please.
- What must I write down?
- I've got ... Is that okay?
- ...

Noise monitor

You make sure that your group is not too loud.



You can say:

- We're too loud. We must calm down.
- Use your indoor voices.
- ...

Or you can show a yellow or red card to people who are too loud in your group.

Material manager

You must organize the material, pick it up and collect it after use. You put desks and chairs into their correct order.



You can say:

- What's missing? / Do we have everything?
- Sorry, but I need some help.
- I'm looking for ...
- Can you help me with the chairs / ..., please?

Time monitor

You must watch the time and tell your group how much time is left.



You can say:


- We have five minutes left.
- We must hurry up.
- Don't worry. There's enough time.
- ...

a) Look at the checklist and check if your poster is OK or what you can do better.

b) Then complete the checklist for the posters of your classmates. Fill in: 😊 = very good; 😐 = OK
 ☹ = not very good.

Checklist	My poster	_____ 's poster	_____ 's poster	_____ 's poster
General impression of the poster				
The poster is attractive and interesting.				
The headings are in big, clear letters like this: MY POSTER				
You gave lots of space to photos, illustrations, maps, etc.				
There are short captions for all the pictures.				
The texts are short and give only the most important information.				
You used your own words.				
You wrote nicely and clearly.				
Structuring the material on your poster				
You had a good plan for your poster.				
The pictures fit the topic and the texts.				
You used different colours for different ideas.				
You highlighted important things with colours, lines and arrows.				
You use symbols to save space.				
You didn't put too much on your poster.				

c) Presenting your poster:



Today I'm going to present my poster about ...

First/Now I'd like to talk about ...

In this picture you can see ...

Look at the picture/caption/...

An interesting thing about ... is that ...



Yesterday at six o'clock she _____
_____ (cook) dinner.



We _____ (have)
a picnic when it suddenly started to rain.



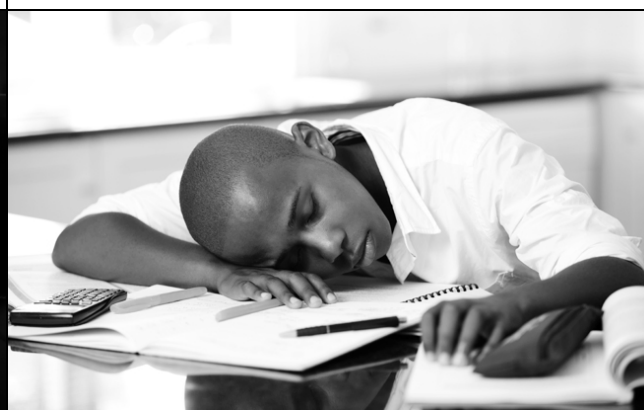
They _____ (play)
computer games when they got the message.



Our teacher _____ (wait)
at the bus stop when we drove past.



When our mum came home from work my brother
and I _____ (watch)
a scary film on TV.



Yesterday at four o'clock he _____ (sit)
at his desk but he _____ (not do)
homework. He _____ (sleep).

NOW YOU:

Think about yesterday. What were you/your friends/... doing at four/six/... o'clock?

Shutterstock.com: cooking © Ariwasabi, having a picnic © Kzenon, playing computer games © Darko Zeljkovic,
waiting for the bus © Roi Brooks, watching film © Brocreative, sleeping at desk © MickyWiswedel

1 REVISION What will it be like? ► Unit 6, p. 122

- 2 Everybody **will eat** lots of pizza.
- 3 We **won't ride** horses so much.
- 4 Buses **will take** us everywhere.
- 5 People **will talk** with little phones.
- 6 Plymouth **will have** a lot more people.
- 7 We **won't need** fire for light at night.
- 8 People **will still speak** English.

(7 points)

☺	☹	☹
7-6	5-4	3-0

2 LANGUAGE What will you do at the weekend? ► Unit 6, p. 122

- 2 ... I'll go to a sports shop/buy new shoes/...
- 3 ... I'll buy a shirt/go to the cinema/...
- 4 ... we'll play football/go to the swimming pool/...
- 5 ... I'll watch a cartoon/eat popcorn/...
- 6 ... I'll clean my room/fill the dishwasher/...

(10 points)

☺	☹	☹
10-8	7-5	4-0

3 LANGUAGE What was happening when ...? ► Unit 6, p. 122

a)

- 1 they **were standing** with their hands together.
- 2 Mary **was holding** Rover's foot.
- 3 the lighthouse man **was coming** up the stairs.
- 4 the four **were looking** at the sky.
- 5 the sky **was getting** darker.
- 6 Adam **was thinking** about Arthur's magic rhyme.
- 7 Arthur **was talking** about the lighthouse man's voice.
- 8 maybe Merlin **was laughing** to himself.

(8 points)

b) ... Luca was playing the drums. / Luca was laughing. / ...

... John was playing the guitar. / John was standing on a chair. / ...

... Adam was sleeping on the sofa.

... William and Mary were watching TV. / William and Mary were eating popcorn/oranges/crisps / ...

... Arthur was skateboarding. / Arthur was drinking a sugary drink. / ...

... Rover was eating a sausage. / Rover was sitting on the table. / ...

... Mia was reading a history book. / Mia was sitting on the sofa. / ...

... Ellie was phoning a friend. / Ellie was talking to her mum. /

Ellie was sitting on the sofa. / ...

(16 points)

☺	☹	☹
24-20	19-12	11-0

1  **Before you read**

Look at the pictures and answer Mr Fullerman's questions. Give reasons.

1 I think Tom ...	because	in one picture you can see ...
2 Maybe he went ... with ...		
3 I think the weather was ... and he stayed ...		on page ... there is a picture of ...

2 **Understanding the story**

Are the statements true, false or not in the text? Write down the lines from the story that helped you to find out if the statement was true or false. Of course you don't have to write anything for statements that are "not in the text" ;-).


	true	false	not in the text	lines from the text
ex.: Tom has to write a story about his summer holidays.	×			"Today I would like you to write a story about what you did in your summer holidays."
1. Tom likes camping.				_____
2. Before their trip, Tom and his dad bought lots of things.				_____
3. They found the campsite quickly.				_____
4. Their tent was very big.				_____
5. At night it was very rainy and windy.				_____
6. They slept well.				_____
7. When Tom climbed a tree, he fell and hurt his leg.				_____
8. The doctors at the hospital checked Tom's arms.				_____
9. When they came home from the hospital, Delia was already sleeping.				_____
10. Delia couldn't go out after that.				_____

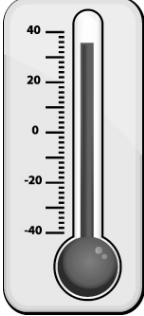
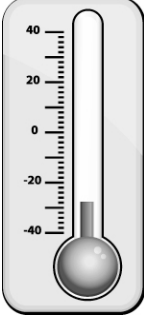


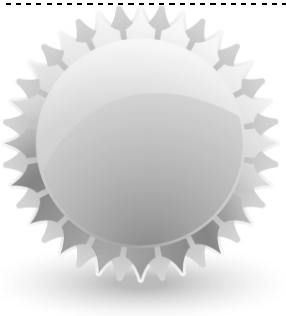







3 **Another Tom Gates story**

Imagine you are Tom Gates. Write about another funny day during your holidays. You could write about what happened ...

- when you played football (and the ball flew into a window/a tree/the river/...)
- when you went for a walk with your dog (and the dog saw a rabbit/...)
- when you met your friends in the park (and ...)
- ...

Draw pictures to go with your text.

- 1 Look at the pictures and complete the weather words and phrases.
Tip: You can look at the weather words on page 96 or the key terms on page 174 for help.
- 2  Cut out the cards and put them in a pile on the table – upside down. Pick up the first card and make a sentence with the weather word. If your sentence is correct, you can keep the card. If your sentence is wrong, your neighbour to the right gets the card and goes on. Play until there are no cards left on the table. The player with the most cards wins.
- 3 Choose at least three cards and use the words on them to make a weather forecast for your hometown or your favourite holiday place.

 H _ G _ T _ P _ _ _ E _	 L _ _ _ _ _ _ R _ U _ E _	 P _ _ T _ _ S _ _ N _ _ P _ _ T _ _ O _ _
 _ _ _ O _ _ _	 _ _ _ N _ _ _	 S _ _ W _ _
 L _ G _ _ R _ I _	 H _ A _ _ R _ _	 T _ _ D _ S _ _ M _
 W _ _ _ Y _	 _ _ _ E A _ _ W _ _	 F _ _ _ G _

Shutterstock.com: thermometers © Albachiarra, weather icons (cloudy, windy, heavy wind, foggy) © Ziven,
weather icons (partly cloudy, partly sunny, sunny, snowy, light rain, heavy rain, thunderstorm) © Involved Channel

King Arthur



Start

King Arthur

The Pilgrims

Smugglers on the coast of England

The Romans in Britain



Who?

The Knights of the Round Table

Who were the knights...?

Sir Lancelot, Sir Gawain, Sir Geraint, Sir Gareth, Sir Gaheris, Sir Bedivere, Sir Galahad, Sir Kay, Sir Bors de Genis, Sir Lamorak, Sir Tristan, Sir Percivale

The Knights of the Round Table were a wedding present from Queen Guinevere's father. They helped King Arthur and were his friends.

Who?

Queen Guinevere

Who was Guinevere?

King Arthur's wife.

She was very beautiful. She fell in love with Sir Lancelot (the first knight of the Round Table). Arthur was very angry.

Who?

Merlin

Who was he?

A magician.

He went everywhere with Arthur and helped him. He put the sword in the stone so that Arthur could pull it out.

What could he do?

He could make people or things look like other people or things. He knew a lot about the past and the present and knew what was happening in other places.

The Pilgrims

Why were they called 'Pilgrims'? And where did they come from?



For a long time, not many people could read the bible, because it was in Latin. But in the 16th century it was translated into English. Now everyone in England could read it and understand it! People suddenly had their own ideas about religion and how it should be.



Some of these people were unhappy with life in England. First they moved to the Netherlands. They stayed for 12 years, but when they found out about the Mayflower, they came back to England and sailed with the Mayflower to the New World. Hundreds of years later people started calling the people on the Mayflower the pilgrims.

Smugglers on the coast of England

Start

King Arthur

The Pilgrims

Smugglers on the coast of England

The Romans in Britain



How did they do it?

The smugglers used a lot of tricks.

Their houses had hidden rooms inside the walls. The churches had secret rooms to hide the smuggled goods too!

The smugglers knew all the caves on the coast, and sometimes they built hidden roads from the caves to their houses. They called them "sunken ways".

When the police tried to stop them, some of the smugglers sailed into dangerous places, so the ships following them would sink.

Who were the smugglers?

Many smugglers were farmers or fishermen. Everybody knew about smuggling – sometimes the whole village helped.

Some famous smugglers:

- Cruel Coppinger. He smuggled goods from France to England on his ship, the Black Prince.
- John Carter, "The King of Prussia", was a smuggler from Prussia Cove near Penzance.
- Fyn and Black Joan were brother and sister. They were smugglers on Looe Island near the Cornish coast.



The Romans in Britain

Start

King Arthur

The Pilgrims

Smugglers on the coast of England

The Romans in Britain

Britannia

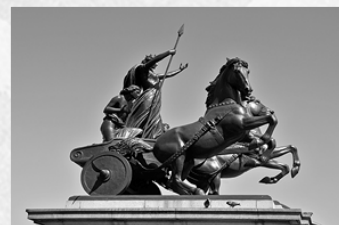
Britain became a Roman province nearly 2000 years ago. The Romans called it Britannia. Many Romans moved to Britain. They built forts and colonies, like Camulodunum (Colchester), Aquae Sulis (Bath), Eboracum (York), and Londinium, of course. They also built lighthouses, like this one in Portus Dubris (Dover).



Queen Boudica

The Romans brought many good things to Britain. But some Britons didn't want to be part of the Roman Empire. People like the famous Queen Boudica of the Icenes fought against the Romans to keep their land.

There is a statue of Queen Boudica in London, near Westminster Pier. The British are very proud of her.



Hadrian's wall

In the end the Romans won. But Scotland never became part of Britannia, and the Scots often attacked Roman colonies. Finally, the Romans built a big wall to keep the Scots out: Hadrian's wall. It was 117.5 km long and up to six metres high. You can still see parts of it in the north of England, and you can walk along the Hadrian's Wall Path in summer.

