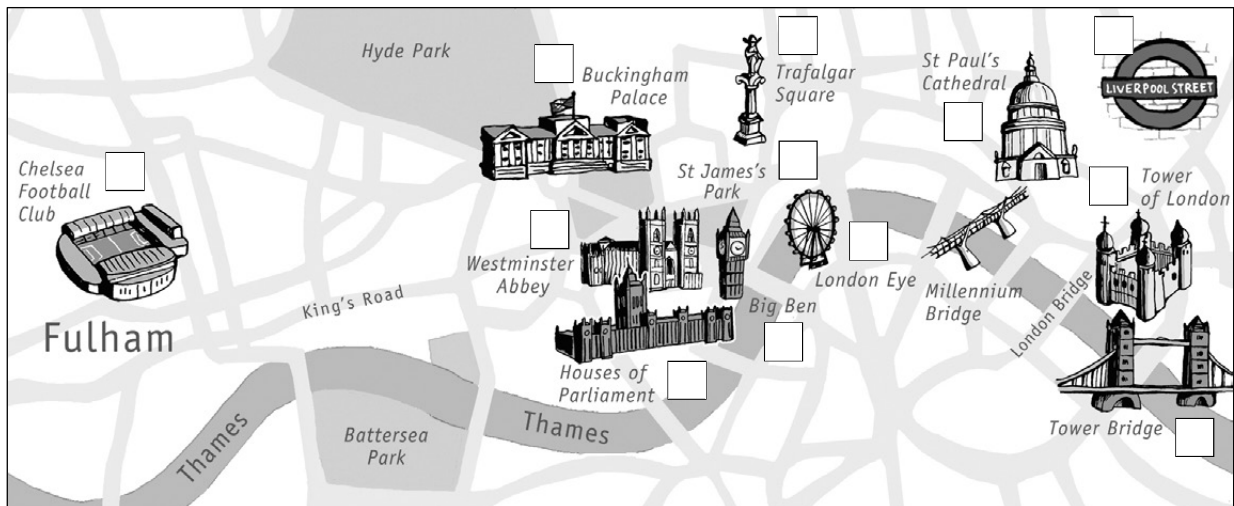
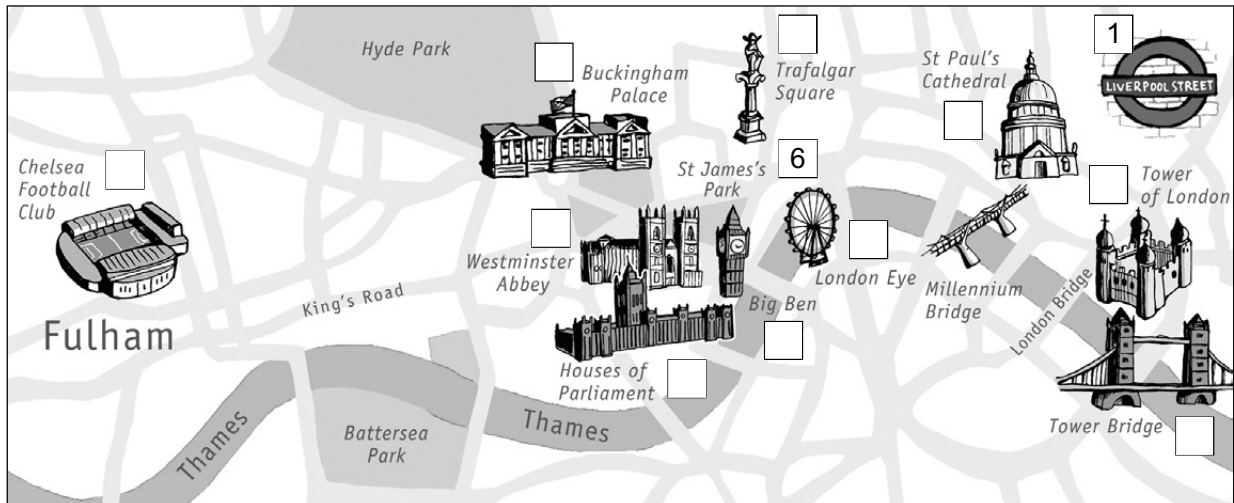


Watch the film again and follow the tour on the map. Write the numbers 1–12.




⦿ Watch the film again and follow the tour on the map. Write the numbers 2–5 and 7–12. You start at Liverpool Street station (number 1). Number 6 is St James's Park.



Part 1: What's so special about London?a) *True or false? Tick (✓) the right boxes.*

	True	False
1 Sam doesn't like London very much.	<input type="checkbox"/>	<input type="checkbox"/>
2 Sam is a reporter for BUZZ.	<input type="checkbox"/>	<input type="checkbox"/>
3 Ruby says that London is great for clothes.	<input type="checkbox"/>	<input type="checkbox"/>
4 Ruby says that the shopping centres are cheaper.	<input type="checkbox"/>	<input type="checkbox"/>
5 Tally likes the food of different cultures.	<input type="checkbox"/>	<input type="checkbox"/>
6 Tally goes to concerts alone.	<input type="checkbox"/>	<input type="checkbox"/>
7 Alfie lives near Chelsea Football Club.	<input type="checkbox"/>	<input type="checkbox"/>
8 Alfie says that Londoners aren't friendly.	<input type="checkbox"/>	<input type="checkbox"/>

b)  *Correct the wrong sentences.*

**Part 2: Interviews**

- Do three interviews. Write the names of your partners in the table below.
- Write who you would like to meet: Sam, Ruby, Tally or Alfie. Say why.
- Ask your partners. Who would you like to meet – Sam, Ruby, Tally or Alfie? Why? Take notes.
- Tell your class what you and your partners think.

Questions	Me	Partner 1 Name: _____	Partner 2 Name: _____	Partner 3 Name: _____
Who would you like to meet?	<i>I'd like to meet</i> _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
Why?	<i>Because</i> _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

Part 1: Clever Sherlock

Listen to the story. What's the correct order of the parts of the story? Write the numbers 1–6.

Disaster in Hyde Park	
Saturday plans	
In the museum	
Shopping disaster	
About me	
Disaster on the Tube	



Part 2: Sherlock's best idea

a) Make notes. What do you think was Sherlock's best idea?

waiting for Alfie at the next station • shouting at Harrods, "Mum, we're here!" •
making the noise of a police car with his phone • going to the Natural History Museum

I think Sherlock's best idea was _____.

b) Talk to at least five other students – do they agree? Take notes.
If they agree tick (✓) the box. If they don't agree write down what they think.

Name	He/she agrees.	He/She doesn't agree. He/She thinks his best idea was ...

c) Tell the class about two of your partners. What do they think?

Lisa and I agree. We think
Sherlock's best idea was ...

Tom and I don't agree.
He thinks Sherlock's best
idea was ...

I think Sherlock's best idea
was ..., but Sven thinks
Sherlock's best idea was ...

1 Cut out the pictures. Then watch the film and put the photos in the right order.













2 Number the pictures and stick¹ them into your exercise book.

3 • Write captions for the pictures.

¹ stick *kleben*

▼
▲ fold here

More help Match the captions with the pictures.

Sherlock gives Ruby her bag.	The friends are at the Tube station.
Fulham is a neighbourhood in London.	The friends are at Uncle Nick's cafe.
Tally is in a clothes shop.	Somebody takes Ruby's bag.

☺ 👤 *What would you like to eat and drink?*

Complete the dialogue and practise it with a partner.

chicken soup • chocolate cake • fish and chips • lemonade •
milk • orange juice • salad • tea • tomato soup • water • ...

A: Can I help you?

B: Yes, I'd like some _____, please.

A: I'm sorry. We don't have any _____.

B: Do you have any _____?

A: Yes, we do.

B: Then I'd like some _____, please.



👤 *What would you like to eat and drink?*

Complete the dialogue and practise it with a partner.

chicken soup • chocolate cake • fish and chips • lemonade •
milk • orange juice • salad • tea • tomato soup • water • ...

A: Can I help you?

B: Yes, I'd like some _____, please.

A: I'm sorry. We don't have any _____.

B: Do you have any _____?

A: Yes, we do. We also have some _____.


B: Then I'd like some _____, please.

And I'd like some _____.

A: Would you also like some _____?

B: Yes, please.



 Think of what could happen on the school bus when Molly and Rob meet again.
With a partner, finish the dialogue and present it to your class.

Molly: _____, Rob!

Rob: Hi, Molly. _____?

Molly: I'm _____. How is your dog?

Rob: He's _____ too. What about
your sheep?


Molly: They are _____! Why don't you
_____ over to meet them?

Rob: That's a _____! Can I come _____?

Molly: Yes, that sounds _____. See you then!

Rob: _____!



 Think of what could happen on the school bus when Molly and Rob meet again.
With a partner, finish the dialogue and present it to your class.

Molly: _____, Rob!

Rob: Hi, Molly. _____?

Molly: I'm _____. _____
your dog?

Rob: He's _____ too.
_____ your sheep?

Molly: They are _____! Why don't you
_____ over to meet them?

Rob: That's a _____! Can I _____?

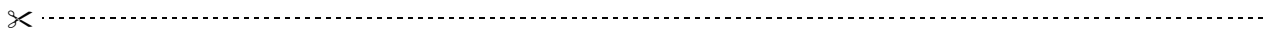
Molly: Yes, _____. See you then!

Rob: _____!

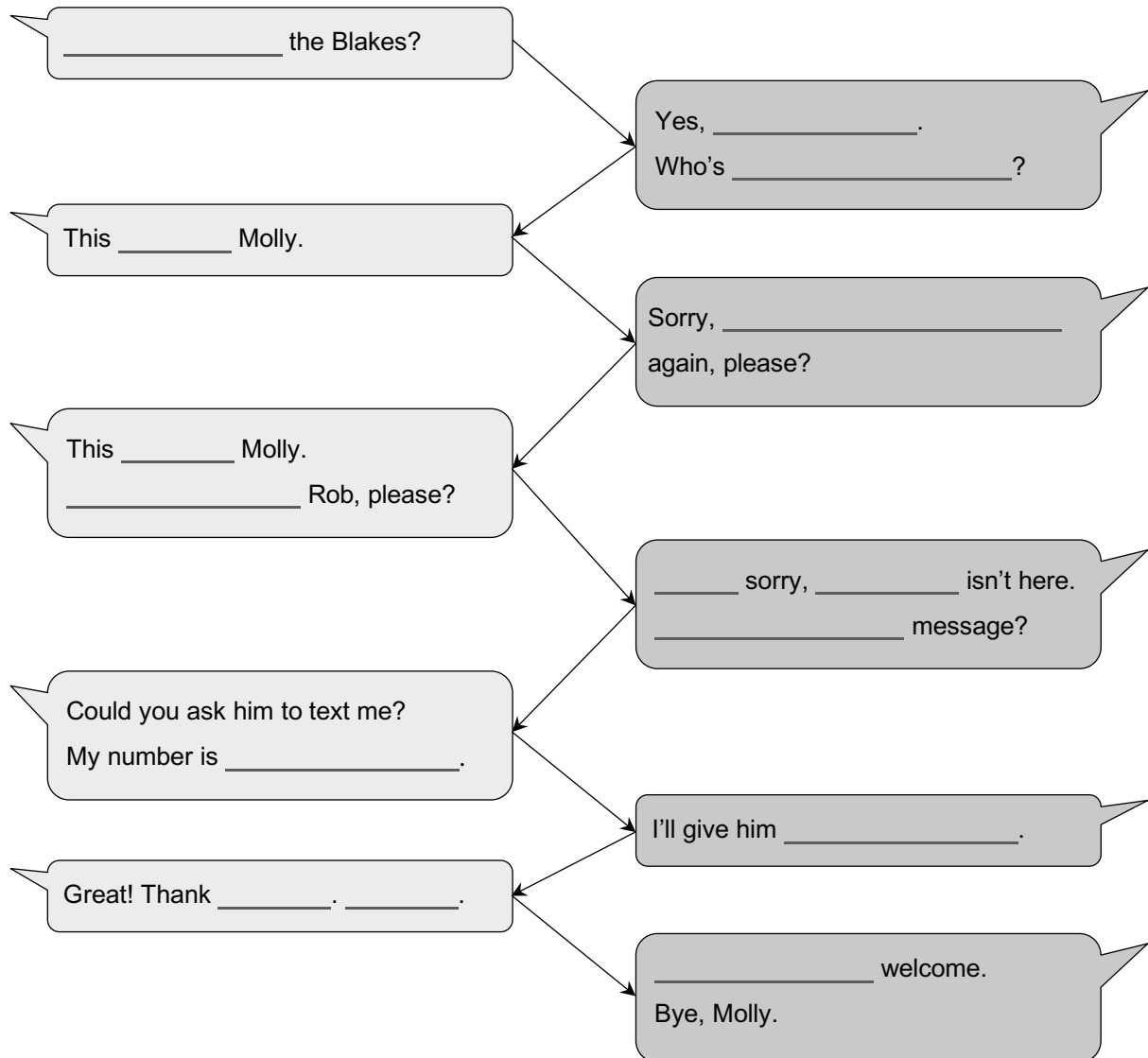


Part 1: *You're on the phone. How can you say these things in English?*

	English
Frage, mit wem du sprichst.	
Sage, wer du bist.	
Frage, ob du mit Adam sprechen kannst.	
Sage, dass es er nicht da ist.	
Frage, ob du etwas ausrichten kannst.	
Sage, dass du ihm die Nachricht weitergeben wirst.	



Part 2: *Now Molly is phoning the Blakes. Act out the dialogue with a partner.*



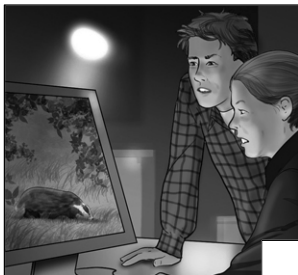
Do you remember Molly and Rob's adventure? Look at the five pictures and put them in the right order (1–5). Then write the right caption next to each picture.

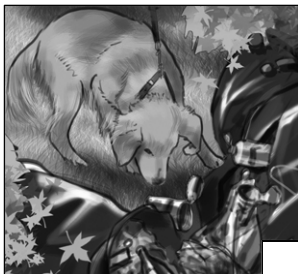
Molly's mother talks to police officers. • The CCTV shows a fox. • Rob watches a car. • Molly, Rob and their dogs meet on the farm. • Rob's dog Wally finds rubbish.











▼
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• Write two more sentences about each picture. Use your book to help you.

Find out about students in your class.

a) Read the four questions in this questionnaire. Put your own information under **me**.

me	Partner 1: _____	Partner 2: _____	Partner 3: _____
Have you ever ...			
– won a prize?	_____	_____	_____
– met a famous person?	_____	_____	_____
– been to the sea?	_____	_____	_____
– seen a game of rugby?	_____	_____	_____

b)  Walk around: Ask the questions and make notes of your partners' answers.



Find out about students in your class.

a)  Make a questionnaire with your own questions. Put your own information under **me**.

me	Partner 1: _____	Partner 2: _____	Partner 3: _____
Have you ever ...			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

b)  Walk around: Ask the questions and make notes of your partners' answers.

What do you know about Scotland?

Complete the sentences with the right words.

- 1 Scotland is in the north of _____.
- 2 People in Scotland speak _____ and Gaelic.
- 3 Scotland is famous for its _____. There's a an old one
in Edinburgh on a hill in the city centre.
- 4 Scottish people love music and they often play
the _____.
- 5 Sometimes men wear _____. It's a famous kind of clothing
in Scotland.
- 6 The biggest city in Scotland is _____.
- 7 Loch Ness is a big _____.



⊙ *What do you know about Scotland?*

Complete the sentences with the right words.

- 1 Scotland is in the north of E _____ e.
- 2 People in Scotland speak E _____ h and Gaelic.
- 3 Scotland is famous for its c _____ s. There's a an old one
in Edinburgh on a hill in the city centre.
- 4 Scottish people love music and they often play
the b _____ s.
- 5 Sometimes men wear k _____ s. It's a famous kind of clothing
in Scotland.
- 6 The biggest city in Scotland is G _____ w.
- 7 Loch Ness is a big I _____ e.



⦿ Read your part of the story and answer the questions.
Complete the notes.

Part A

Who was in the text?	When did it happen?	Where did it happen?
<ul style="list-style-type: none"> the _____ an _____ man some _____ who played _____ and some people who _____ 	<ul style="list-style-type: none"> late in the _____ the next _____ 	<ul style="list-style-type: none"> in a Scottish _____ in a big _____



⦿ Read your part of the story and answer the questions.
Complete the notes.

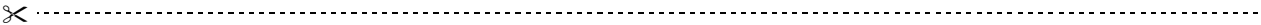
Part B

Who was in the text?	When did it happen?	Where did it happen?
<ul style="list-style-type: none"> the _____ the _____ 	<ul style="list-style-type: none"> the next _____ at about _____ 	<ul style="list-style-type: none"> in the village of _____ at _____ Bed and Breakfast

⦿ Read your part of the story and answer the questions.
Complete the notes.

Part C

Who was in the text?	When did it happen?	Where did it happen?
<ul style="list-style-type: none">• the _____• an _____ man	<ul style="list-style-type: none">• at about _____	<ul style="list-style-type: none">• on a _____ (they saw only _____ and _____)• a _____ at a big building



⦿ Read your part of the story and answer the questions.
Complete the notes.

Part D

Who was in the text?	When did it happen?	Where did it happen?
<ul style="list-style-type: none">• the _____	<ul style="list-style-type: none">• in the early _____• on their _____ in Scotland	<ul style="list-style-type: none">• in _____• on their way to _____

Complete the sentences with the words from the box.

car park • driving licence • hire • ghost • exist •
land • musician • ruin • narrow • wood

- 1 People can leave their cars at a _____.
- 2 Planes¹ _____ when they arrive at an airport.
- 3 A _____ is someone who plays a instrument.
- 4 People _____ a car when they only need it for a week or two.
- 5 The street isn't big – it's small and _____.
- 6 You see lots of trees when you walk through a _____.
- 7 You need a _____ if you want to drive a car.
- 8 You say it about things that are real and that you can see – they _____.
- 9 A _____ is not really there. He or she is scary.
- 10 A _____ is a very old building that you can't live in.

¹ plane *Flugzeug*



● Complete the sentences with words from the story.

- 1 People can leave their cars at a _____.
- 2 Planes¹ _____ when they arrive at an airport.
- 3 A _____ is someone who plays a instrument.
- 4 People _____ a car when they only need it for a week or two.
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- 7 You need a _____ if you want to drive a car.
- 8 You say it about things that are real and that you can see – they _____.
- 9 A _____ is not really there. He or she is scary.
- 10 A _____ is a very old building that you can't live in.

¹ plane *Flugzeug*

Scotch pancakes¹

For 6 pancakes you need:

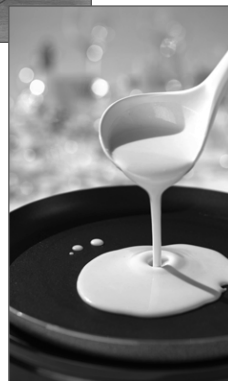
- 30 g sugar
- 120 g flour
- 1 egg
- 150 ml milk

How to make them:

- 1 Put the flour and sugar into a bowl².
- 2 Mix the egg and some milk in another bowl.
- 3 Mix the egg and milk mixture³ into the flour and sugar quickly.
- 4 Melt⁴ butter in a hot frying pan⁵ and put some of the mixture into the pan with a spoon⁶.
- 5 When there are lots of bubbles⁷ on the pancakes, turn them over⁸.

Tip: The first pancake is often not the best one. Use it to find the best temperature.

- 6 Eat the pancakes with butter, honey⁹ or jam.



¹ pancakes *Pfannkuchen* ² bowl *Schüssel* ³ mixture *Mischung*
⁴ melt *schmelzen (lassen)* ⁵ frying pan *Pfanne* ⁶ spoon *Löffel*
⁷ bubbles *Bläschen* ⁸ turn sth. over *etwas wenden/umdrehen*
⁹ honey *Honig*

Porridge

For one bowl¹ of porridge you need:

- 1 cup rolled oats²
- 3 cups water
- 1/2 teaspoon³ salt
- milk or cream

How to make it:

- 1 Put the water into a saucepan⁴. Bring water to a boil⁵.
- 2 Stir in⁶ rolled oats with a spoon. Reduce⁷ to low heat⁸.
- 3 Cook for ten minutes. Stir⁹ every three minutes.
- 4 Stir in salt.
- 5 Cook for another ten minutes. Stir every three minutes.
- 6 Put porridge into bowl. Put some milk or cream on top and eat it.

¹ bowl *Schüssel* ² rolled oats *(kernige) Haferflocken* ³ teaspoon *Teelöffel*
⁴ saucepan *Topf* ⁵ bring to a boil *zum Kochen bringen* ⁶ stir in *einrühren*
⁷ reduce *niedriger regeln/stellen* ⁸ low heat *niedrige Stufe/Temperatur*
⁹ stir *(um)rühren*



Part 1: What do you know about the USA? Make a wordweb.

Famous people:

- _____
- _____
- _____

Famous places:

- _____
- _____
- _____

Popular sports:

- _____
- _____
- _____

Famous food:

- _____
- _____
- _____

Famous musicians:

- _____
- _____
- _____



In the USA

**Part 2: True or false? Tick (✓) the right box.**

	True	False
1 Canada is south of the USA.	<input type="checkbox"/>	<input type="checkbox"/>
2 The Pacific Ocean is on the west coast ¹ .	<input type="checkbox"/>	<input type="checkbox"/>
3 The White House is in New York.	<input type="checkbox"/>	<input type="checkbox"/>
4 People in the USA don't like baseball.	<input type="checkbox"/>	<input type="checkbox"/>
5 The Niagara Falls are in the USA and Canada.	<input type="checkbox"/>	<input type="checkbox"/>
6 The USA has 15 states.	<input type="checkbox"/>	<input type="checkbox"/>
7 New York is on the east coast.	<input type="checkbox"/>	<input type="checkbox"/>
8 Washington DC is the capital of the USA.	<input type="checkbox"/>	<input type="checkbox"/>
9 Donuts aren't popular in the USA.	<input type="checkbox"/>	<input type="checkbox"/>
10 San Francisco is a city in California.	<input type="checkbox"/>	<input type="checkbox"/>

¹ coast *Küste*

1 What do you think? Complete the sentences.**Comparisons with adjective + -er**

A car	is faster than	a bicycle.
An elephant	is bigger than	_____.
A giraffe	is taller than	_____.
My dad	is older than	_____.
_____	is younger than	my mum.
_____	is healthier than	a chocolate bar.
_____	is noisier than	a sailing boat.

Comparisons with more + adjective

A detective story	is more interesting than	a comic book.
A pair of trainers	is more expensive than	a _____.
Football	is more popular than	_____.
A tiger	is more dangerous than	_____.
_____	is more famous than	Spider-Man.
_____	is more beautiful than	Los Angeles.
_____	is more exciting than	a crime series.

**2** • Now write three sentences.

Compare two things in each sentence using more + adjective.

A hiking tour is more boring than a boat trip.

*Do you remember the people in the film and what they do?
Read the sentence halves and draw lines.*

Mo	is the manager.
Mo's mom	stamps ¹ the cards.
Mo's sister Taylor	creates ² bow ties and buys fabrics ³ .
Mo's aunt	comes over to help.
Mo's grandma	turns ⁴ the bow ties.
Mo's friend Carlo	irons ⁵ the bow ties.
Mo's dad	is invited to come to the market.

¹ stamp *stempeln* ² create *entwerfen* ³ fabric *Stoff* ⁴ turn *wenden* ⁵ iron *bügeln*



● *Mo needs some help to make all the bow ties for the market.
Read the story map and tick (✓) the right phrase. Then write a comment about the film.*

Problems:	<ul style="list-style-type: none"> Mo and his family need some help to make all the bow ties. Mo calls <input type="checkbox"/> some friends. <input type="checkbox"/> some customers.
Solutions:	<ul style="list-style-type: none"> Mo's friend Carlo <input type="checkbox"/> stays at home. <input type="checkbox"/> comes over. They work <input type="checkbox"/> until dinner. <input type="checkbox"/> all night.
About the market:	<ul style="list-style-type: none"> Mo is <input type="checkbox"/> very successful <input type="checkbox"/> bored at the market. He sells <input type="checkbox"/> 30 <input type="checkbox"/> 40 bow ties and makes <input type="checkbox"/> 1,200 dollars. <input type="checkbox"/> 1,400 dollars. Mo's dad <input type="checkbox"/> comes <input type="checkbox"/> doesn't come to the market.
Future plans:	<ul style="list-style-type: none"> Mo wants to be a <input type="checkbox"/> famous designer. <input type="checkbox"/> teacher. He wants to have his own clothing line¹ when he's <input type="checkbox"/> 20. <input type="checkbox"/> 30.
Comment:	<hr/> <hr/>

¹ clothing line *Kollektion*

1 *Sagt, dass ihr eure Geschäftsidee vorstellt. Sagt genau, was ihr gemeinsam tun wollt.*

Here's our business plan. / Today we'd like to talk about our business plan.

Our idea is to make _____ and then sell them.

2 *Stellt die finanzielle Planung vor:*

- *Erklärt, was ihr einkaufen/besorgen müsst und wie viel es kosten wird.*
- *Beschreibt, wie viele Produkte ihr verkaufen wollt und wie viel ein Produkt kosten wird.*
- *Gebt an, wie viel Geld ihr einnehmen wollt.*
- *Sagt, wie hoch euer Gewinn sein soll.*

First we'd like to talk about the things we have. / First we must buy _____.

We think that this will cost _____ euros.

We think that we can sell _____ and each _____ will cost _____ euro(s).

So we will get _____ euros.

Our profit will be _____ euros.

3 *Erklärt, warum ihr eure Geschäftsidee für eine gute Idee haltet:*

- *Sagt, dass euer Produkt gekauft wird, weil ...*
- *Vergleicht euer Produkt mit anderen: Sage, dass es z. B. preiswerter ist ...*
- *Beschreibt, wie euer Produkt herzustellen ist.*
- *Beschreibt Details eures Produktes.*
- *Sagt, dass euer Produkt beliebter/erfolgreicher/... sein wird als andere.*

Now we want to tell you a bit more about our idea.

We think that selling _____ is a good idea because _____.

_____ is/are less expensive than _____.

You know it is _____ to make _____.

We can make lots of different _____.

We think that _____ will be more popular than _____.

4 *Beendet eure Präsentation:*

- *Bedankt euch für das Zuhören.*
- *Fragt, ob die Zuhörerinnen und Zuhörer noch Fragen an euch haben.*

That's the end of our presentation. Thank you for listening.

Do you have any questions?

5 *Sagt, dass ihr hofft, dass ihr mit eurer Geschäftsidee Erfolg haben werdet.*

Thank you. We hope that we will be successful with _____.

Imagine you are in London on holiday. Write a postcard about the things you did or will do. What's the weather like? Do you like London?

a) *Write your text on the postcard.*

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div data-bbox="1225 387 1372 557" style="border: 1px solid black; width: 92px; height: 76px; margin: 10px auto;"></div> <hr/> <hr/> <hr/> <hr/>
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b) *This is the front of your postcard. Put some pictures of London here.*

1 Imagine you are Maja. Write about your week in Dublin for the school website of Liam’s school.

My week in Dublin

I stayed with the O’Briens for a week. It was great! But a lot of things were new or different for me.

When I met Liam’s brothers I _____.

At school nobody wore normal clothes. Everybody _____. But I was happy because I _____. There’s one great thing about school in Ireland: it starts _____.

On my last day I had fish and chips. I tried them with _____ – I liked it!

The best thing about my week in Dublin was to learn things that _____.

2 ● Have you ever been to another country or met people from another country? Think of your country. What’s different? What’s the same? Think about meals, rules, special days or other topics. Write about 3–5 topics.

	About your country:	About another country:
	_____	_____
Topic 1: _____	_____ _____ _____	_____ _____ _____
Topic 2: _____	_____ _____ _____	_____ _____ _____
Topic 3: _____	_____ _____ _____	_____ _____ _____
Topic 4: _____	_____ _____ _____	_____ _____ _____
Topic 5: _____	_____ _____ _____	_____ _____ _____