

Personal pronouns

► pp. 22–23

Personalpronomen

- 1 Look at 1 (p. 22) and complete these sentences.

Sieh dir 1 (S. 22) an und vervollständige diese Sätze.

_____ 'm a girl. _____ 'm not eleven. Who am _____ ?

_____ 're two girls in class 7Y. _____ aren't sisters.

_____ aren't at Eggy. Who are _____ ?

_____ aren't brothers or sisters. _____ 're partners.

_____ 's a student at Eggy. _____ 's ten.

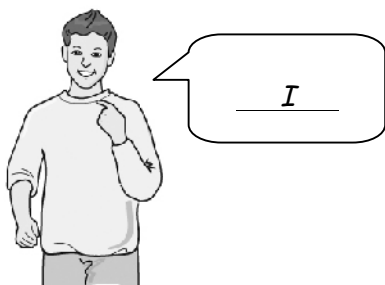
_____ 're brothers. _____ aren't Adam and Zack.

_____ 's a girl. _____ 's six.

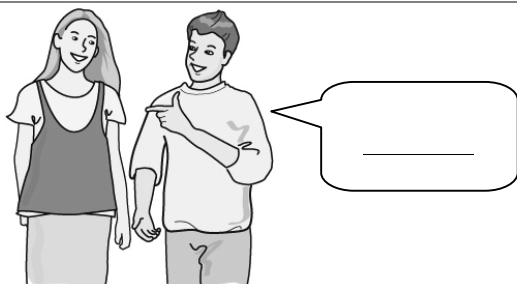
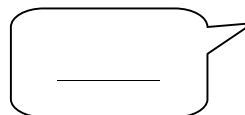
_____ 's in England. _____ 's a city. _____ starts with 'P'.

- 2 Write the correct **personal pronouns** in the speech bubbles.

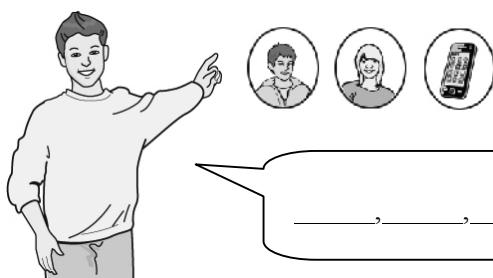
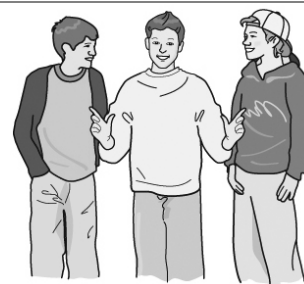
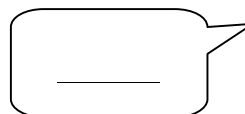
Schreib die richtigen **Personalpronomen** in die Sprechblasen.



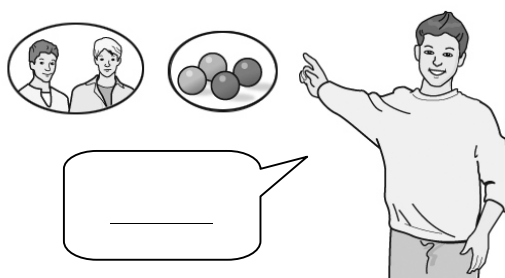
1st person



2nd person



3rd person



- 3 Now look at **Language file 1** on p. 176 of your English book.



Schau dir jetzt **Language file 1** auf S. 176 deines Englischbuches an.

The verb **be**: long and short forms / statements

► pp. 22–23

Das Verb **be** („sein“): Lang- und Kurzformen / Aussagen

- 1** Look at **1** (p. 22) and complete the **short forms** of **be** ('m, ...).

Then write the **long forms** (am, ...) next to them.

Sieh dir **1** (S. 22) an und vervollständige die **Kurzformen** von **be** ('m, ...).

Dann schreibe die **Langformen** (am, ...) daneben.

Short forms

Long forms

I'm _____

I am _____

You' _____

You _____

He' _____

He _____

She' _____

She _____

It' _____

It _____

Short forms

Long forms

We' _____

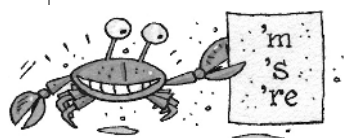
We _____

You' _____

You _____

They' _____

They _____



- 2 a)** Look at **1** (p. 22) again and complete these positive and negative statements.

Sieh dir **1** (S. 22) noch einmal an und vervollständige diese bejahten und verneinten Aussagen.

I' _____ at Eggy too. I' _____ not a student.

We' _____ two girls in class 7Y. We _____ 't sisters.

You' _____ a student. You _____ 't at Eggy.

You _____ 't brothers or sisters. You' _____ partners.

He _____ 't a student. He' _____ a pony.

They' _____ brothers. They _____ 't Adam and Zack.

It _____ 't in a classroom. It' _____ in the sports hall.

- b)** Write the **long forms** of the negatives next to the **short forms**.

Schreibe die **Langformen** der Verneinungen neben die **Kurzformen**.

Short forms

Long forms

I'm not

I _____

You aren't

You _____

He isn't

He _____

She isn't

She _____

It isn't

It _____

Short forms

Long forms

We aren't

We _____

You aren't

You _____

They aren't

They _____

- 3** Now look at **Language file 2** on pp. 176–177.

Schau dir jetzt **Language file 2** auf S. 176–177 an.

There is ... / There are ...

► p. 39

1 a) Look at these sentences from 4 (p. 39).In Ellie's dream room **there's a lamp**.*In Ellies Traumzimmer gibt es / ist eine Lampe.**Sieh dir diese Sätze aus 4 (S. 39) an.*In Ellie's dream room **there are cushions**.*In Ellies Traumzimmer gibt es / sind Kissen.***b) Complete the rules for There is (There's) ... and There are ...***Vervollständige die Regeln für There is (There's ...) und There are ...***There** _____ + **singular (Einzahl):****There** _____ + **plural (Mehrzahl):**

There _____ a lamp / one chair in my room.

There _____ two rugs / four cushions in my room.

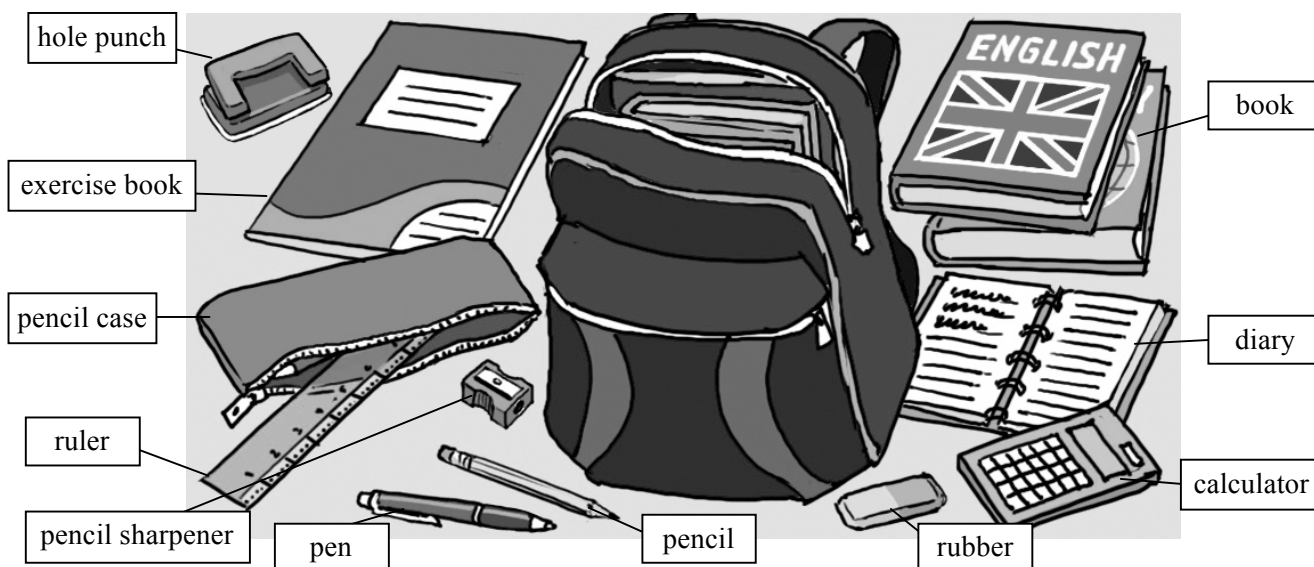
2 What's in your school bag?**Make sentences with There's ... / There are ...**
*The picture and the words below can help you.**Was ist in deiner Schultasche?***Bilde Sätze mit There is ... / There are ...***Das Bild und die Wörter unten können dir helfen.*

There's _____

_____ in my school bag.

And there are _____

_____ in my school bag.

**3 Now look at Language file 4 on p. 178.***Schau dir jetzt Language file 4 auf S. 178 an.*

The verb **be**: questions and short answers

▶ pp. 40–41

Das Verb **be** („sein“): Fragen und Kurzantworten

- 1 Look at 1 (p. 40) and complete these questions.

Sieh dir 1 (S. 40) an und vervollständige diese Fragen.

_____ you sure, Ellie? _____ really OK?

_____ your stepdad too strict?

And Alisha? _____ OK?

And the new flat? _____ OK?

_____ you and Alisha happy in the flat?

And Zoe and Conor? _____ mean to you?



- 2 Change the questions into statements.
Then draw lines to show the difference.
(Look at the example first.)

Verwandle die Fragen in Aussagen.

Dann zeichne Linien ein, um die Unterschiede zu zeigen. (Schau dir erst das Beispiel an.)

Example: Is Finn OK?

~~Is~~
Finn is OK.

Is Zoe bossy?

_____ bossy.

Are they mean?

_____ mean.

- 3 Make questions.

Bilde Fragen.

I'm too noisy. Am I too noisy?

We're in Class 7Y. _____ in Class 7Y?

You're my friend. _____ my friend?

You're my friends. _____ my friends?

He's happy. _____ happy?

They're mean to you. _____ mean to you?

- 4 Look at 1 (p. 40) again. Then answer these questions. Use **short answers**.

Sieh dir 1 (S. 40) noch einmal an. Dann beantworte diese Fragen. Verwende **Kurzantworten**.

Are you a student? – Yes, _____.

Is Ellie happy? – No, _____.

Are your parents from England? – _____, they _____.

- 5 Now look at **Language file 3** on p. 177.

Schau dir jetzt **Language file 3** auf S. 177 an.



The plural of nouns

► p. 64

Der Plural der Nomen

- 1 a) Look at 1 (p.64) and complete the **plural forms** of these **nouns**.

Sieh dir 1 (S. 64) an und vervollständige die **Pluralformen** dieser **Nomen**.

There are two **mobile**___ and three **poster**___ in Luca's garage sale.

The **mobile**___ are £ 9.50, and the **poster**___ are £ 2.50.

- b) Now complete the **main rule** for the **plural of nouns**.

Nun vervollständige die **Hauptregel** für den **Plural der Nomen**.

Singular (*Einzahl*) + _____ = Plural (*Mehrzahl*)



one football



two football___

- 2 Now look at these nouns. They end in **-s**, **-x**, or **-ch**. Complete the rule for these nouns.

Sieh dir jetzt diese Nomen an.

Sie enden auf **-s**, **-x** oder **-ch**.

Vervollständige die Regel für diese Nomen.



one bus



two buses



one box



two boxes



one witch



two witches

-s

-x

-ch

+ _____ = Plural

- 3 a) Now look at these nouns. They end in **-y**. Complete the rule for these nouns.

Sieh dir jetzt diese Nomen an. Sie enden auf **-y**.

Vervollständige die Regel für diese Nomen.



one baby



two babies

Singular

Plural



one pony



two ponies

Konsonant + -y → Konsonant + -_____

But: one day – two days, one boy – two boys, one donkey – two donkeys

- b) Complete the table with the right plural forms. Careful: Is it **consonant + -y** or **vowel + -y**?

Vervollständige die Tabelle mit den richtigen Pluralformen.

Vorsicht: Ist es **Konsonant + -y** oder **Vokal + -y**?

Singular	Plural	Singular	Plural	Singular	Plural
one activity	two activit_____	one hobby	two hobb_____	one party	two part_____
city	cit_____	holiday	holida_____	story	stor_____
family	famil_____	monkey	monke_____	toy	to_____

- 4 Now look at **Language file 5** on p. 178.

Sieh dir jetzt **Language file 5** auf S. 178 an.

The simple present: positive statements

► pp. 58–59

Die einfache Form der Gegenwart: bejahte Aussagen

- 1 a) Look at 1 (p. 58) and complete these sentences.

I usually _____ lunch in the school canteen.
 “You _____ up late, Jack.”
 Jack _____ his lunch to school.
 Mum often _____ home late.
 It _____ near our house.

Sieh dir 1 (S. 58) an und vervollständige diese Sätze.

After dinner we _____ TV.
 “Mum, Dad, you always talk!”
 They always _____ fun.

- b) Draw a red box around all the subjects (I, You, ...) in your eight sentences.
 Draw a blue box around all the verbs (have, ...).

Male ein rotes Kästchen um alle Subjekte (I, you, ...) in deinen acht Sätzen.

Male ein blaues Kästchen um alle Verben (have, ...).

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

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

In the afternoon dad sleeps.

a Es ist Nachmittag, und Dad schläft.

b Nachmittags muss Dad schlafen.

c Nachmittags schläft Dad immer.

- 2 a) Look again at your eight sentences. Complete the table with the verbs.

Sieh dir deine acht Sätze noch einmal an. Vervollständige die Tabelle mit den Verben.

Subject + verb

I have _____
 You _____ up
 He _____
 She _____
 It _____

Subject + verb

We _____
 You _____
 They _____

- b) Some verb forms have an -s at the end. Mark them in yellow.

Manche Verbformen haben ein -s am Ende. Markiere sie gelb.

- 3 Now look at **Language file 6** on p. 179.

Schau dir jetzt **Language file 6** auf S. 179 an.



The simple present: negative statements

► pp. 58, 60

Die einfache Form der Gegenwart: verneinte Aussagen

- 1 a) Look at 1 (p. 58) and complete these sentences.

"I _____ like mornings."

"You _____ our life easy, Jack."

He _____ a normal workday.

Mum doesn't work at night.

It _____ help.

Sieh dir 1 (S. 58) an und vervollständige diese Sätze.

We _____ always _____ to school together.

"You don't listen to me."

They _____ listen to me.

- b) Draw a red box around all the subjects (I, You, ...) in your eight sentences.
Draw a blue box around all the verbs (have, ...).

Male ein rotes Kästchen um alle Subjekte (I, you, ...) in deinen acht Sätzen.

Male ein blaues Kästchen um alle Verben (have, ...).

- 2 a) Look again at your eight sentences.
Complete the table with the subjects and verbs.

Sieh dir deine acht Sätze noch einmal an. Vervollständige die Tabelle mit den Subjekten und Verben.

Subject + verb

I _____ don't _____ like

You _____

Subject + verb

We _____

- b) What is different with he, she, it?
Mark the differences in yellow.

Was ist anders bei he, she, it?
Markiere die Unterschiede gelb.



- 3 Now look at **Language file 7** on p. 179.

Schau dir jetzt **Language file 7** auf S. 179 an.

The simple present: **Do-/Does-questions** and short answers

► p. 78

Die einfache Form der Gegenwart: Fragen mit *do/does* und Kurzantworten

- 1 a) Look at 1 (p. 78) and complete these sentences.

_____ you _____ a cat or a dog, Adam?

What about your dad? _____ he _____ a pet?

_____ she like animals?

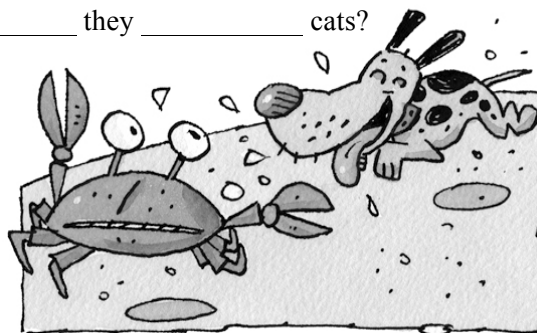
_____ it _____ like a monkey?

Sieh dir 1 (S. 78) an und vervollständige diese Sätze.

Do we have time to look at the pets, Mum?

_____ you like animals, Cyril and Sandy?

_____ they _____ cats?



- b) What is different with **he**, **she**, **it**?
Mark the differences in yellow.

Was ist anders bei **he**, **she**, **it**?
Markiere die Unterschiede gelb.

- 2 a) Look at the examples first.
Then complete the **short answers**.

Sieh dir zuerst die Beispiele an.
Dann vervollständige die **Kurzantworten**.

Examples: Do you have a pet? – Yes, I do. / – No, I don't.
Does she like animals? – Yes, she does. / – No, she doesn't.

Do Dad and Alisha have time for a pet?

– No, they _____.

Does Luca's dad like dogs?

– No, _____.

Do you have chipmunks on the farm, Berry?

– Yes, we _____.

Do chipmunks hate cats?

– Yes, _____.

- b) Now complete these questions and short answers.

Jetzt vervollständige diese Fragen und Kurzantworten.

_____ you and your family have a pet?

– _____, we _____.

_____ your mum like dogs?

– _____, _____.

_____ your teacher have a pet?

– _____, _____.

_____ you want a pet?

– _____, I _____.

- 3 Now look at **Language file 8** on p. 180.

Schau dir jetzt **Language file 8** auf S. 180 an.

The simple present: Questions with question words

▶ pp. 79–80

Die einfache Form der Gegenwart: Fragen mit Fragewörtern

1 Look at 4 (p. 79) and complete these sentences.

Sieh dir 4 (S. 79) an und vervollständige diese Sätze.

- _____ pets _____ you have, Berry? – I have a dog – Sam. And we have hamsters.
 _____ you love rats? – Because they're friendly.
 _____ they live? – They live in a cage in Pets Corner.
 _____ they eat? – Lots of things like fruit and nuts.
 _____ they sleep? – At night.



2 a) Look at the answers and complete the questions with the right question words.

Sieh dir die Antworten an und vervollständige die Fragen mit den richtigen **Fragewörtern**.

- _____ pet do you have? – I have a dog. His name is Ben.
 _____ does Ben sleep? – On a rug in my room.
 _____ do you feed Ben? – In the morning and in the evening.
 _____ does Ben eat? – Lots of different things.

b) Now complete these questions with the right question words and do or does.
(The answers can help you.)Jetzt vervollständige diese Fragen mit den richtigen Fragewörtern und **do** oder **does**.
(Die Antworten können dir helfen.)

- _____ you want to go on holiday this year? – We want to go to France.
 _____ you want to go? – In the summer.
 _____ you want to go to France? – Because my mum loves France.
 _____ she love France? – Because it's nice and warm there.
 _____ you want to do there? – We want to ride our bikes and go swimming in the sea.

3 Now look at **Language file 9** on p. 180.Schau dir jetzt **Language file 9** auf S. 180 an.

The present progressive

Die Verlaufsform der Gegenwart

► pp. 98–99

1 Look at 1 (p. 98) and complete these sentences.

Sieh dir 1 (S. 98) an und vervollständige diese Sätze.

I' clean the tables.

We' rap.

He' cook.

They' _____ in a park.

She' _____ sandwiches.

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

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

She's making sandwiches.

a Sie macht immer Sandwiches.

b Sie macht gerade Sandwiches.

c Sie muss Sandwiches machen.



b) You make the present progressive with ...
a, b oder c? Mark the correct answer in yellow.

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

a being + verb

b 'm/'re/'s + verb + ing

c verb + ing

3 Now complete these dialogues from 1 (p. 98).

Vervollständige jetzt diese Dialoge aus 1 (S. 98)

Are you _____ the tables? – No, I' m _____ the tables, I' m cleaning them.

_____ he wash up? – No, he' _____ . He's a great cook.

What' _____ she _____ ? – She' making sandwiches, I think.

What _____ they _____ ? – _____ in a park.

4 Look at the verbs in the box.

Sieh dir die Verben im Kasten an.

Where do they go – in group A, B or C?

Wohin gehören sie – in Gruppe A, B oder C?

A help → helping B make → making C rap → rapping

clean • come • cook • dance •
get • sing • sit • swim • write

5 Now look at Language file 10 on p. 181.

Schau dir jetzt Language file 10 auf S. 181 an.

The going to-future

► pp. 114–115

Das Futur mit going to

- 1 a) Look at 1 (p. 114) and complete these sentences.

Sieh dir 1 (S. 114) an und vervollständige diese Sätze.

I' _____ take my new swimsuit. I' not _____ to _____ suncream.

Mum n't _____ to _____. But dad' _____ be there.

We' _____ on the ferry – yeah!

They' _____ all _____ go to the beach. Well, I' _____ not _____ to _____ there.

Hm, what _____ I _____ do?

- 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.

\oplus	\ominus	\odot
I'm going to _____	I'm not _____	Am I _____?
He' _____	He _____	Is _____?
She' _____	She _____	_____ she _____?
It' _____	It _____	_____ it _____?
We' _____	We _____	_____ we _____?
They' _____	They _____	_____ they _____?

- 2 a) One of these translations is wrong. Cross it out.

Eine dieser Übersetzungen ist falsch. Streiche sie durch.

I'm going to play football on the beach.

- A Ich werde Fußball spielen am Strand.
 B Ich habe vor, am Strand Fußball zu spielen.
 C Ich bin dabei, zum Strand zu gehen, um Fußball zu spielen.

- b) You use the going to-future for ... a, b or c?
 Mark the correct answer in yellow.

Man verwendet das Futur mit going to für ... a, b oder c? Markiere die richtige Antwort gelb.

- a hobbies b plans c activities

- 3 Now look at Language file 11 on p. 182.

Schau dir jetzt Language file 11 auf S. 182 an.

Part 1: Meet your class

a) Walk around. Talk to different partners like this:

You:

Hi, I'm ... What's your name?

I'm ten/eleven/twelve/... How old are you?

I'm from ... Where are you from?

Your partner:

I'm ...

I'm ten/eleven/twelve/...

I'm from ...

b) Write the answers in the table:

name?					
how old?					
from?					

c) Look at your table again:

Who is as old as you?¹ _____


Who is from the same place as you?² _____

¹ Who is as old as you? – Wer ist so alt wie du? ² Who is from the same place as you? – Wer ist aus dem gleichen Ort wie du?



Part 2: Cyril's song

Listen to Cyril's song. Cut out the verses on the right and put them in the right order.
Listen again and check. Then sing the song.



CYRIL'S SONG

I'm Cyril the crab
And I like the sea.
I love water
All around me.

Chorus:
I run and I hide,
I dive in the sand.
Don't pick me up
Or I'll pinch your hand.

Chorus

Ice cream and orange juice
Picnics in the sun
Boats and surfboards
The beach is great fun.

Chorus

I'm going to Plymouth
You can come too
We can be friends
Nice to meet you!

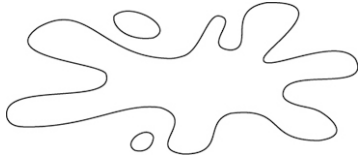
Chorus

I love the beach
And sandcastles too
I like playing football
What about you?

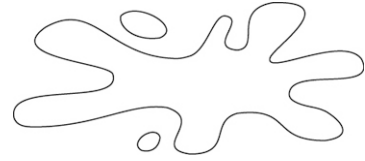
Chorus

1 Find the words for the colours and write them down.

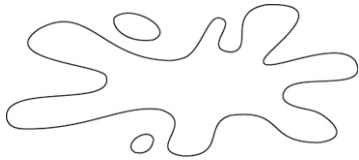
2 Then colour the splashes¹.



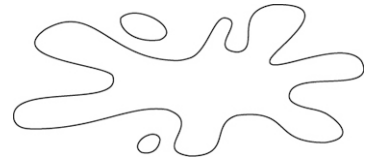
o l y e l w = _____



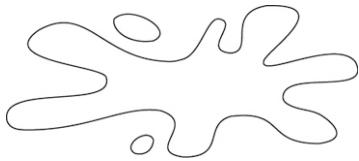
e n e r g = _____



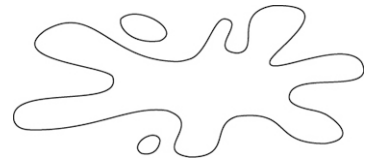
d r e = _____



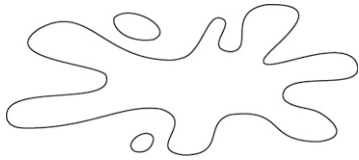
w o r n b = _____



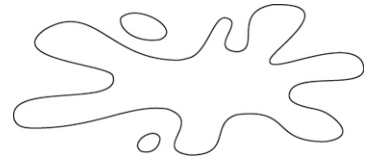
k a l b c = _____



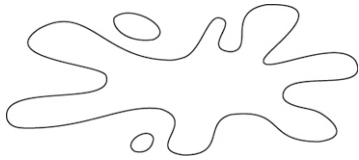
u e l b = _____



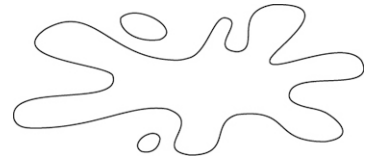
e l p r u p = _____



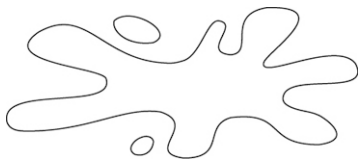
y r e g = _____



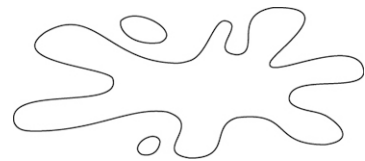
w e h t i = _____



k n i p = _____



g a r o n e = _____

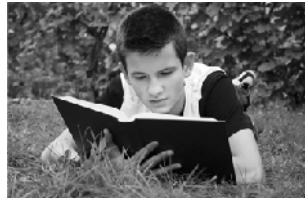


my favourite colour = _____

¹ splashes – Farbspritzer

1 Look at the pictures. Then write the names of the eight sports and hobbies in the crossword puzzle.

4 (down ↓)



2 (down ↓)



1 (down ↓: two words)



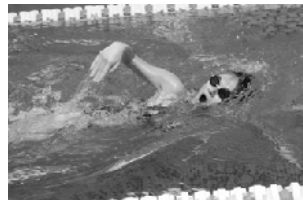
5 (down ↓: two words)



3 (down ↓)



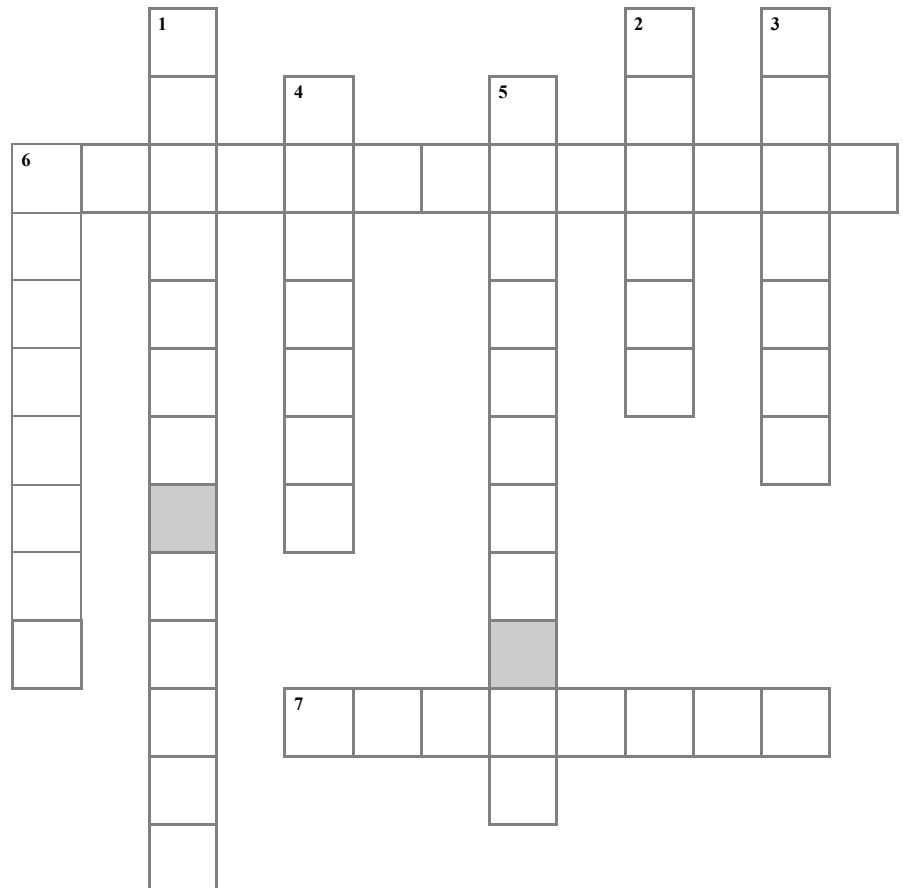
6 (down ↓)



6 (across ⇒)




7 (across ⇒)



2 **More practice** Do you know any other sports and hobbies? Write down as many as you can:

1 Look at the pictures. Do you know the English words for these animals?

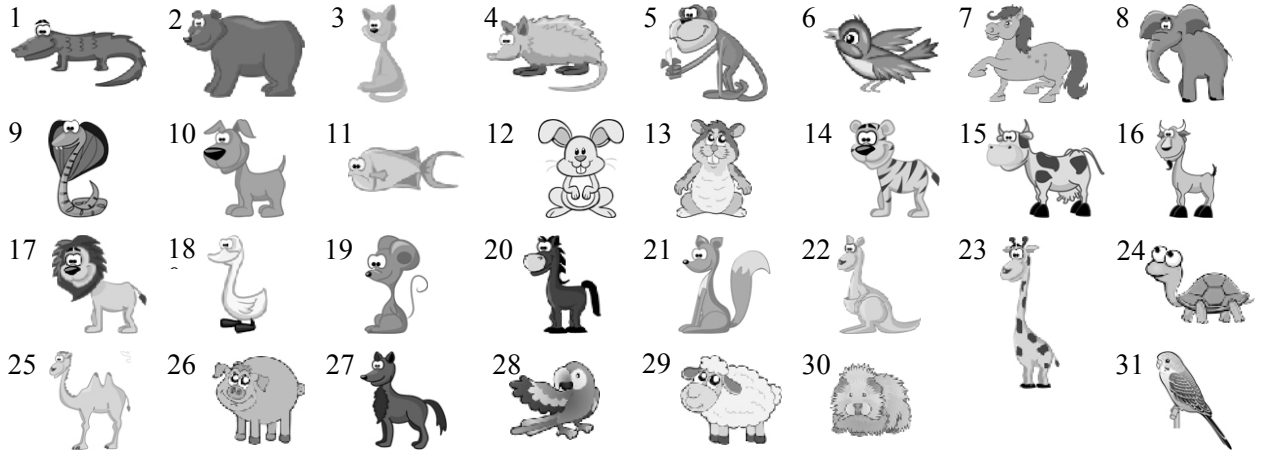
2  Talk to your partner like this:

You:

I think number 1/2/... is a crocodile /...

Your partner:

Right./Wrong. I think number 1/2/... is a ...



3 Find the animal words in the word grid – as many as you can.

A	G	O	A	T	T	G	F	L	M	R	H	S	I	T	M
E	I	R	O	S	I	U	M	T	O	R	A	B	B	I	T
C	R	O	C	O	D	I	L	E	P	B	M	R	H	G	M
V	A	R	U	P	B	N	O	L	X	A	S	H	E	E	P
I	F	C	R	E	L	E	P	H	A	N	T	K	T	R	E
D	F	W	Q	Z	C	A	T	M	N	H	E	G	W	C	R
B	E	A	R	B	L		O	T	P	A	R	R	O	T	L
I	W	P	A	Y	B	P	I	H	S	K	N	X	L	E	J
R	A	T	C	C	T	I	F	O	V	T	Z	H	F	B	U
D	J	N	K	A	N	G	A	R	O	O	M	U	K	P	Y
I	L	M	X	M	O	A	C	S	P	R	S	C	C	O	W
G	O	O	S	E	Q	D	D	E	N	T	U	H	B	N	I
H	N	U	I	L	I	O	N	J	M	O	N	K	E	Y	N
F	I	S	H	O	D	G	F	P	M	I	T	L	C	P	D
O	K	E	J	V	X	O	P	I	S	S	N	A	K	E	L
X	V	H	E	I	B	U	D	G	I	E	Y	P	U	A	L



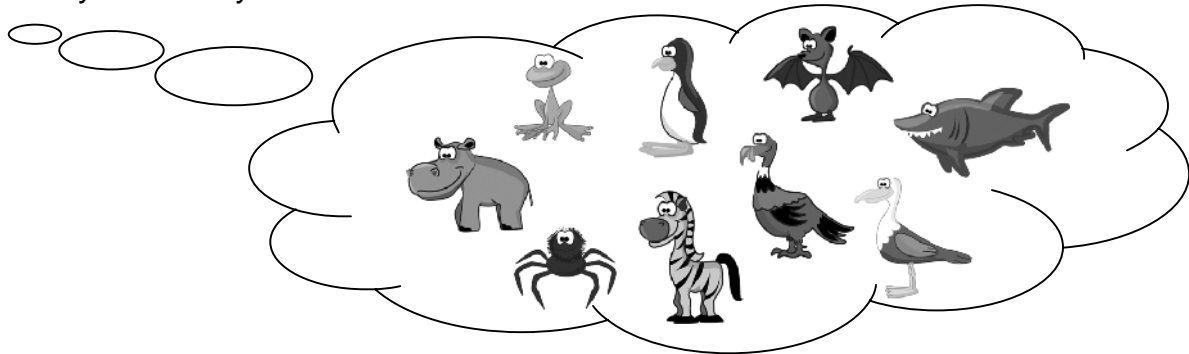
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More help cow • guinea pig • goat • lion • goose • mouse • horse • fox • kangaroo • giraffe • tortoise • camel • pig • wolf • parrot • sheep • crocodile • bear • cat • rat • monkey • bird • pony • elephant • snake • dog • fish • rabbit • hamster • tiger

4 Check yourself.

A	G	O	A	T	T	G	F	L	M	R	H	S	I	T	M
E	I	R	O	S	I	U	M	T	O	R	A	B	B	I	T
C	R	O	C	O	D	I	L	E	P	B	M	R	H	G	M
V	A	R	U	P	B	N	O	L	X	A	S	H	E	E	P
I	F	C	R	E	L	E	P	H	A	N	T	K	T	R	E
D	F	W	Q	Z	C	A	T	M	N	H	E	G	W	C	R
B	E	A	R	B	L		O	T	P	A	R	R	O	T	L
I	W	P	A	Y	B	P	I	H	S	K	N	X	L	E	J
R	A	T	C	C	T	I	F	O	V	T	Z	H	F	B	U
D	J	N	K	A	N	G	A	R	O	O	M	U	K	P	Y
I	L	M	X	M	O	A	C	S	P	R	S	C	C	O	W
G	O	O	S	E	Q	D	D	E	N	T	U	H	B	N	I
H	N	U	I	L	I	O	N	J	M	O	N	K	E	Y	N
F	I	S	H	O	D	G	F	P	M	I	T	L	C	P	D
O	K	E	J	V	X	O	P	I	S	S	N	A	K	E	L
X	V	H	E	I	B	U	D	G	I	E	Y	P	U	A	L

5 Do you know any other animal words?










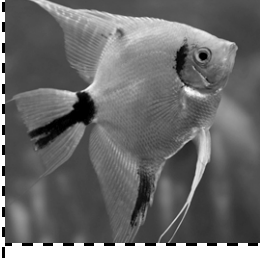

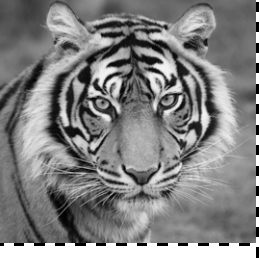
6 More practice Fill in the animal words in the table below:

pets	wild animals / zoo animals	farm animals

1 Look at the pictures and write the English words for the animals on the empty cards.

2 Then cut out the cards and play the Animal pairs game.

✂

				
				
				Glue your own animal picture on this card!
pony				

3 **More practice** Make your own animal cards:
Draw or glue a picture of an animal on a card. Then write the name on another card.

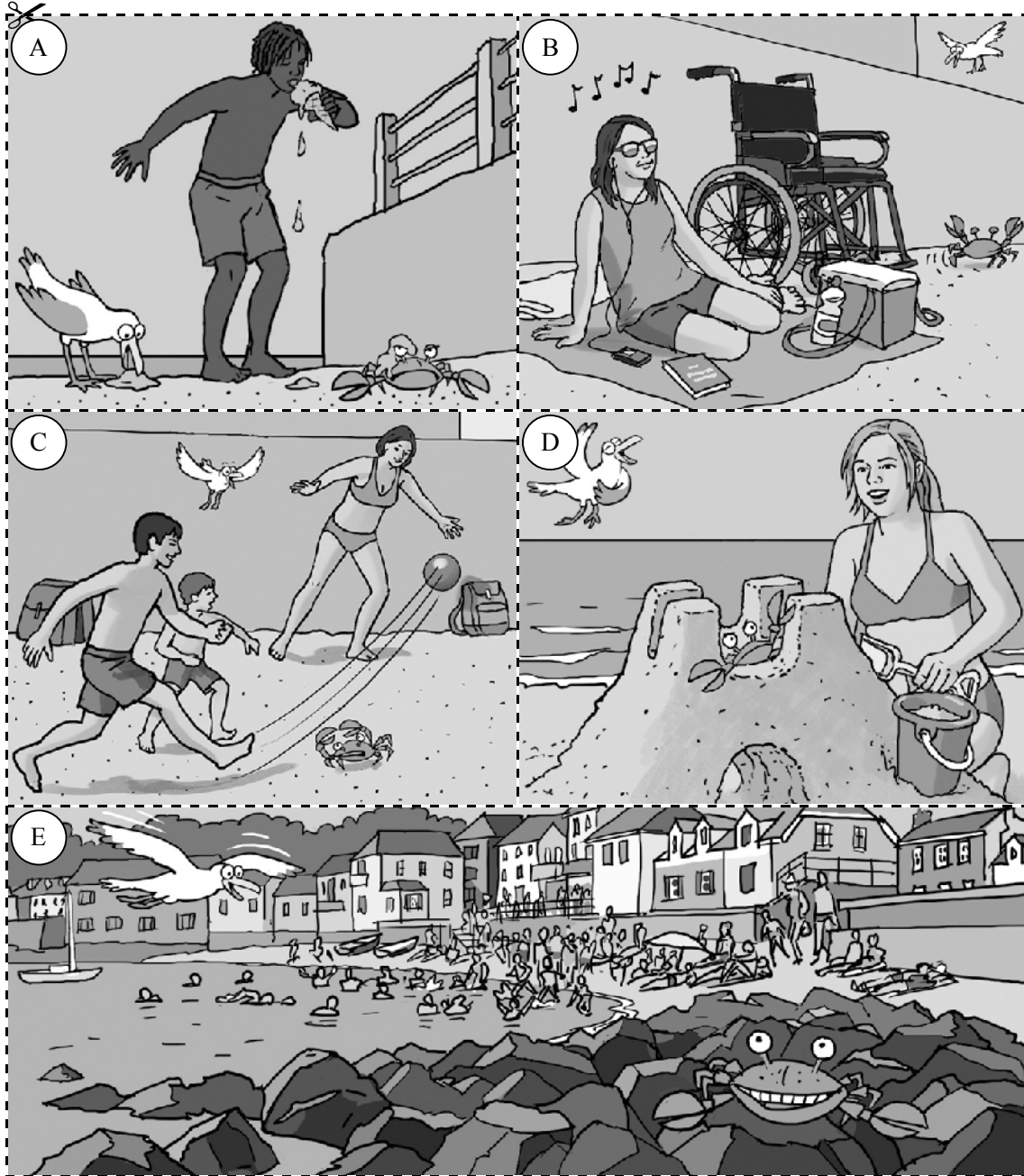
1 Look at the pictures on this page. Who can you see?

2 Cut out the pictures. Then listen to part one of the story. Put the pictures (A–F) in the right order.



3 Cut out the pictures. Then listen to part two of the story. Put the pictures (A–E) in the right order.

4 Check with a partner and/or in class. Then glue the pictures into your exercise book.



5 ☐ Match the captions to the pictures.

Cyril and Sandy are at the beach	Luca likes ice cream
Luca and his family go to the beach	A crab in the sandcastle
Ellie is with her friends and her sister	Berry likes music
Adam and his mum are on a bike	Adam – a football star
Berry and her dad in the car	Cyril's favourite day
Lots of children – Cyril is not happy	

Part 1: School sounds

Cut out the pictures. What can you hear? Put the pictures in the right order. Then write the words.



Part 2: Me and my class

a) Good morning, class 7Y

Complete the table.

Name	Age	From	Brothers	Sisters	Hobbies	Pets
Berry						
Luca						
Ellie						
Adam						

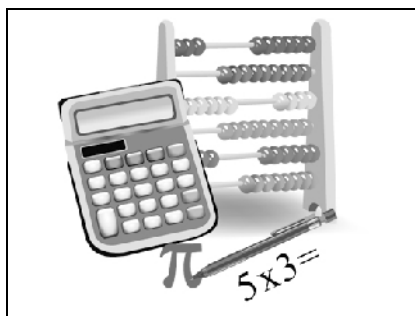
More practice Now find out about three students in your class:

Name	Age	From	Brothers	Sisters	Hobbies	Pets

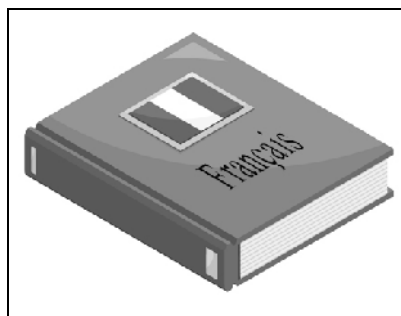
b) About me

Name:	Class:	Pets:
Age:	Class teacher:	Best friends:
From:	Brothers:	Hobby/Sport:
School:	Sisters:	Favourite colour:

Look at the pictures and write down the names for the lessons 1–13.



1



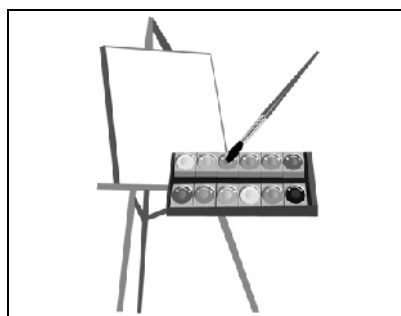
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3



4



5



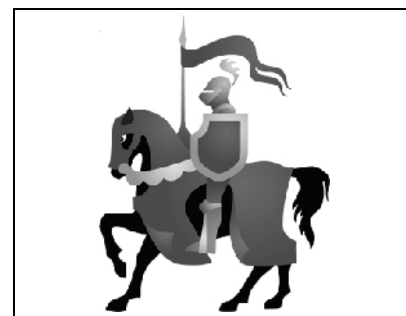
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8



9



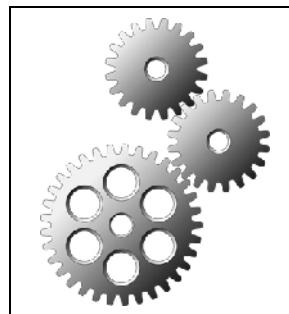
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11



12



13



▲ fold here

More help art • drama • English • French • geography • German • history • ICT • maths • music • PE • science • technology

1 Complete the rules with 'm • 'm not • 's • isn't • 're • aren't

Positive = Yes		Negative = No	
I + _____	we + _____	I + _____	we + _____
you + _____	you + _____	you + _____	you + _____
he, she, it + _____	they + _____	he, she, it + _____	they + _____

2 Complete the sentences in the speech bubbles.

a) Fill in: 'm (2x) • 's (1x) • is (1x) • isn't (1x) • 're (2x) • aren't (1x).



Hi, I _____ (1) Ellie.

I ♥ my family. We _____ (2) from Plymouth.

I _____ (3) at Eggy.

My English teacher is Ms Lee. She _____ (4) nice!

And Ruby and Charlie? They _____ (5) my best friends.

But they _____ (6) in my class. ☹

My hobby _____ (7) riding. It _____ (8) tae kwon do !! ☺ !!

b) Fill in: 'm (2x) • 'm not (1x) • 's (2x) • isn't (2x) • 're (1x) • aren't (1x).



Hi, I _____ (9) Luca.

My family and I _____ (10) from Woolwell.

We _____ (11) from Plymouth.

I _____ (12) twelve, but I _____ (13) ten.

Grace, my sister, _____ (14) at Eggy.

She _____ (15) five years old!!

My hobby _____ (16) tae kwon do. Uuagh!!

It _____ (17) riding my BMX. ☺



c) Fill in: 'm (2x) • 're (2x) • aren't (1x). For ??? fill in your own ideas.



Hi, I _____ (18) ???

My family is nice. We _____ (19) from Plymouth.

We _____ (20) from ???

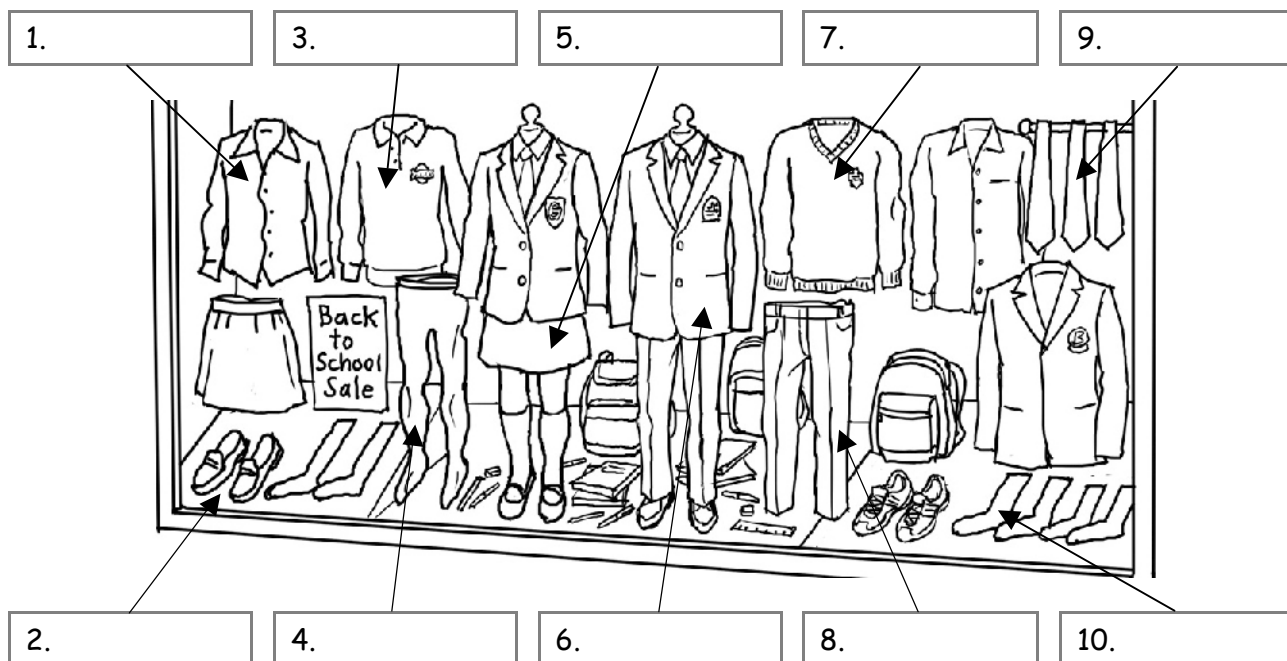
I _____ (21) at ??? School.

My favourite teachers are Mrs ???

and Mr ???

They' _____ (22) nice.

1 What can you see? Write the names on the labels.



2 Work with a partner. Colour the school uniforms.

a) **Partner A:** Colour 1–5. Write your ideas for colours in the table like this: shirt: pink.

Partner B: Colour 6–10. Write your ideas for colours in the table like this: blazer: black.

Partner A: 1–5	Partner B: 6–10
1. _____ :	6. _____ :
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

b) Now tell your partner about the colours:

Partner A: Start with 1–5.	Partner B: Swap roles with A for 6–10.
Partner A: Tell partner B how to colour 1–5. <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;">Colour the shirt pink.</div> Partner B: Listen to partner A and colour 1–5.	Partner B: Tell partner A how to colour 6–10. <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;">Colour the blazer black.</div> Partner A: Listen to partner B and colour 6–10.

c) Look at the table in a) again and check your partner's colours.

d) Write sentences about your picture: I like / don't like the pink shirt / ...



▲ fold here

More help blazer • pullover • shirt • shoes • skirt • socks • sweatshirt • tie • tights • trousers

1 Cut out the pictures. Then listen to the story and put the pictures in the right order.



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

3 ☒ Write captions for the pictures.



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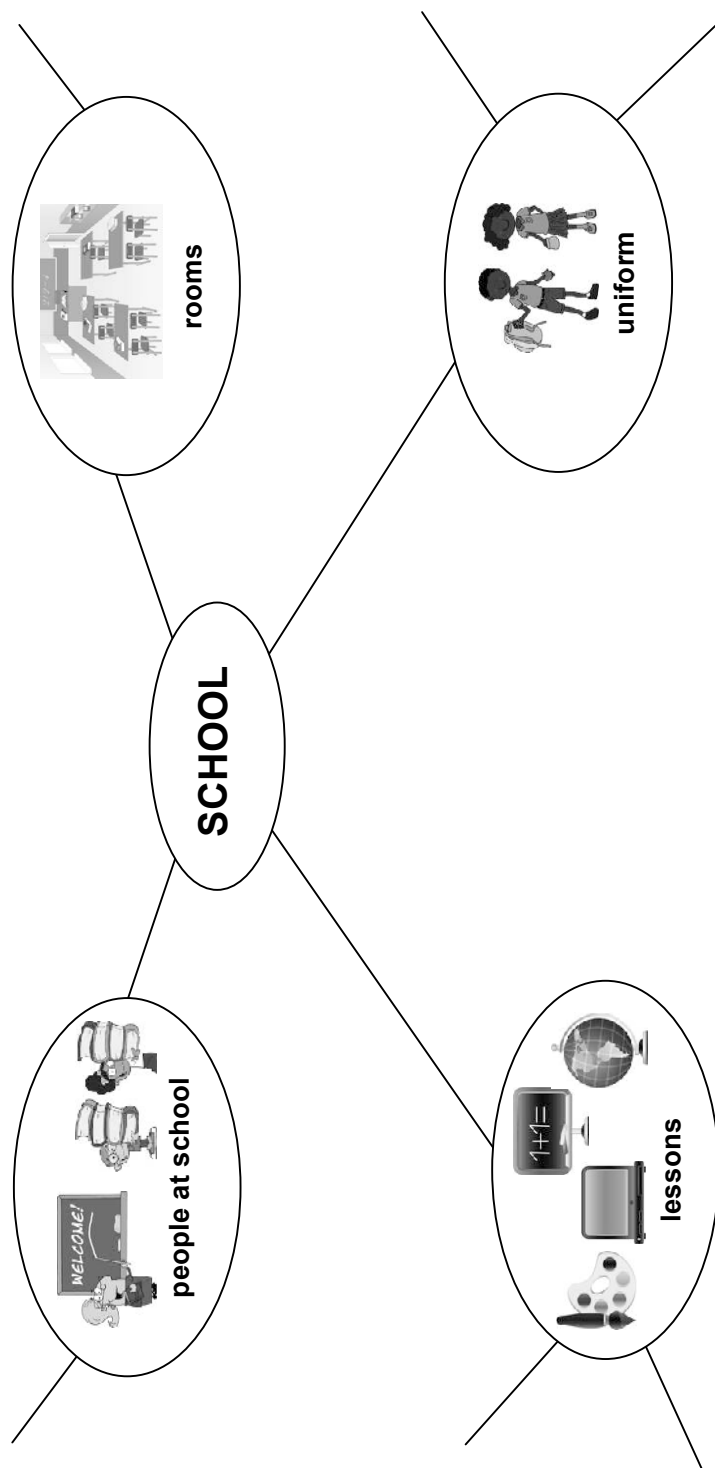
More help Match the captions with the pictures.

Luca has an idea	A very nice tie
No tie in the science lesson	The uniform is important
No tie in assembly	No tie in the English lesson

Fill in the table for each group: 😊 = very good; 😐 = OK; ☹️ = not so very good / needs more practice.

Group/ Names of actors	1:	2:	3:	4:	5:
Criteria: The actors ... (<i>Die Schauspieler ...</i>)					
... act the scene well. (<i>... spielen die Szene gut</i>)					
... know the text and speak without notes / their books. (<i>... kennen den Text auswendig und sprechen ohne Notizen / ihre Bücher</i>)					
... speak loudly and clearly. (<i>... sprechen laut und deutlich</i>)					
... speak good English. (<i>... sprechen gutes Englisch</i>)					
... have nice props. (e.g.: tie, scissors, ...) (<i>... haben schöne Requisiten</i>)					
→ Best group					

Add more school words to the network. Tip: You can look at the words below for help.



▼
▲ fold here

More help art room • blazer • classroom • class teacher • computer room • English • French • history • maths • PE • skirt • sports hall • student • sweatshirt • teacher • tie • trousers • ...

a) Answer the questions.

	Me				
1 Who's your favourite teacher?					
2 What's your favourite lesson?					
3 What's your favourite hobby?					
4 Who's your best friend in our class?					

More practice Write and ask more questions.

5 What's your favourite animal?					
6 ...					
7 ...					
8 ...					

b)  Walk around. Ask different partners. Write the names and the answers in the table.

c) Tell the class.

My favourite ... Tina's best ... Karim's favourite ...



a) Answer the questions.

	Me				
1 Who's your favourite teacher?					
2 What's your favourite lesson?					
3 What's your favourite hobby?					
4 Who's your best friend in our class?					

More practice Write and ask more questions.




5 What's your favourite animal?					
6 ...					
7 ...					
8 ...					

b)  Walk around. Ask different partners. Write the names and the answers in the table.

c) Tell the class.


My favourite ... Tina's best ... Karim's favourite ...

- 1 What information do you get about Sarah, Paul and Anna? Watch the first episode and fill in the first part of the table.


				
Unit 1	Name:			
	Address:			
	School:			
	School uniform: (-problems?)			
	Favourite lesson / teacher:			
	My favourite kid from Harbour Road:			

- 2 Add more information after each episode. Here are some ideas:

More help character (bossy, funny, cool, nice, quiet, lazy, mean, messy, boring, friendly, ...) • family (brothers or sisters, ...) • favourite clothes/outfit • favourite food • favourite football team • hobbies/sports • likes / doesn't like (animals, places, things, ...) • talents (good at ...) • ...

- 1 Cut out the photos. Then match the place names to the photos and write them under the photos: the sports hall • assembly • a maths lesson • the canteen • Harbour Road (2x).
- 2 Watch the film. Put the photos in the right order.
 Check with a partner.
- 3 Glue the photos into the boxes below. Complete the sentences under the photos.

1. First they're in _____ _____	2. And then they're in _____ _____	3. Then _____ _____
4. _____ _____	5. _____ _____	6. In the end, they're back in _____










More practice  What else can you see in the photos? Find as many English words as you can.
 Talk to a partner like this:

I can see students / a teacher /
... in photo 1 / ...

Yes, and I can see a chair /
... in the canteen / ...



1 Write an email to your new e-pal, Jack, in Ireland.

 Send	 Cut	 Copy	 Save	 Cancel	 Test	 Tools	 Attach	 Priority	»
To:									
Cc:									
Subject:									
<div>Hi Jack,</div>									



▲ *fold here*

More help *Cut out the sentences and put them in the right order.*

Complete the sentences with information about yourself and glue them into the email.

✂

My school is _____.

It's very _____. I _____ it!

See you!

My name is _____. I'm your new e-pal!

I'm _____ and I'm from _____.

My favourite class is _____. The teacher is Mr/Mrs _____.

He's/She's _____. I like _____ too.

My best friend is _____. He's/She's in my class.

We like _____. It's _____.

Partner A:

Our class timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1	English	.....	technology	geography	.....
2	.....	English	history	.....	PE
3	science	history	.....	music	.....
4	.....	.....	maths	.....	German
5	German	German	maths	science	technology

What's lesson ...
on ...?



It's
What's lesson ...
on ...?

It's ...



Partner B:

Our class timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1	.....	music	technology	geography	PE
2	maths	English	history	German	.....
3	science	.....	PE	.....	English
4	art	maths	.....	science	German
5	.....	German	maths	.....	.....

What's lesson ...
on ...?



It's
What's lesson ...
on ...?

It's ...

1 WORDS School things ▶ Unit 1, p.30

a 1 blazer 2 shirt 3 tie 4 pullover 5 skirt 6 tights 7 trousers 8 shoes (8 points)

b 1 hole punch 2 exercise book 3 pencil case 4 ruler 5 pencil sharpener 6 pencil
7 pen 8 school bag 9 books 10 diary 11 rubber 12 calculator (12 points)

☺	☺	☹
20-16	15-10	9-0

2 WORDS School words ▶ Unit 1, p.30

a 1 shirt 2 Monday 3 lunch 4 school 5 calculator 6 brother (6 points)

b One answer for each group is OK.

1 pencil case, ruler, stapler, felt-tip, 3 basketball, hockey, swimming, riding,
school bag, exercise book, book, inline-skating, ...

diary, calculator, ... 4 art room, English room, assembly hall,

2 PE, history, geography, technology, canteen, ...

English, German, ICT, drama, art, 5 lunch

music, ...

6 class teacher, PE teacher, ... (6 points)

☺	☺	☹
12-10	9-6	5-0

c ☒ Individuelle Lösungen**3 READING Remember Cyril? ▶ Unit 1, p.30**

a B – D – C – A (4 points)

b 1 right 2 right 3 wrong (They're crabs / Cyril's friends / from Kingsand.)
4 right 5 wrong (Sandy is a seagull.) 6 wrong (He isn't nice.) 7 right (7 points)

☺	☺	☹
11-9	8-6	5-0

4 LANGUAGE Remember Ellie? ▶ Unit 1, p.311 Look, this **is** my new school.7 My friends Ruby and Charlie **are** at
my school too.

2 It's very big.

3 The students in my class **are** OK.8 But they **aren't** in my class.4 The teachers **are** OK too.9 This **is** my new uniform.5 This **is** my new friend, Berry.10 It **isn't** very nice.

6 She's great.

(10 points)

☺	☺	☹
10-8	7-5	4-0

5 LANGUAGE Remember Sandy? ▶ Unit 1, p.31

1 Hi, I'm Sandy.

5 They're fun.

2 This **is** Cyril.

6 We're from Kingsand.

3 He's my friend.

7 Kingsand **is** near Plymouth.4 Benny and Babe **are** my friends too.

8 It's great.

(8 points)

☺	☺	☹
8-7	6-4	3-0

6 LANGUAGE That's wrong, Sandy! ▶ Unit 1, p.311 Plymouth isn't in Germany. – It's in
England.5 They **aren't** teachers. – They're
students.2 Eggy isn't in London. – It's in
Plymouth.6 They **aren't** students. – They're
teachers.

3 I'm not a seagull. – I'm a crab.

7 We **aren't** students at Eggy. –4 You **aren't** a crab. – You're a
seagull.

We're animals.

(13 points)

☺	☺	☹
13-11	10-7	6-0

7 LISTENING Adam and Luca ▶ Unit 1, p.32a 1 French book 2 MP3 player 3 tie 4 maths book 5 car 6 football
7 teacher (Ms Lee) 8 mobile (phone) 9 calculator 10 science book (10 points)

b 8 – 2 – 6 – 4 – 7 – 1 – 9 (7 points)

c 1 D; 2 E; 3 A; 4 F; 5 C; 6 B (6 points)

☺	☺	☹
23-19	18-12	11-0

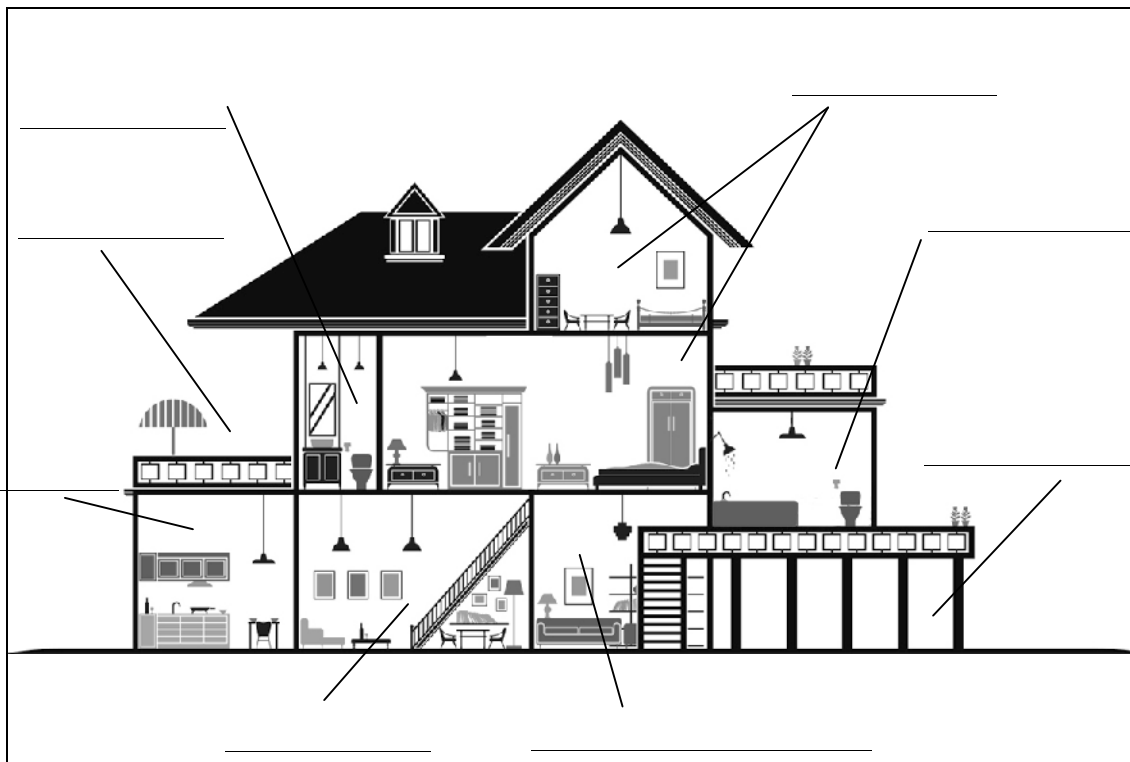
8 WORDS Talking to friends ▶ Unit 1, p.321 Hi. How are **you**? – I'm fine, thanks. 5 I like **your** sweatshirt. – Oh, thanks.2 Welcome **to** our school. – Thanks. 6 I'm Emma. – **Nice** to meet you, Emma.3 I'm in **class** 7B. – Me too. 7 What's the next **lesson**? – It's maths.4 See **you** later. – OK, see you. 8 Have a **good/nice** day. – You too.

(8 points)

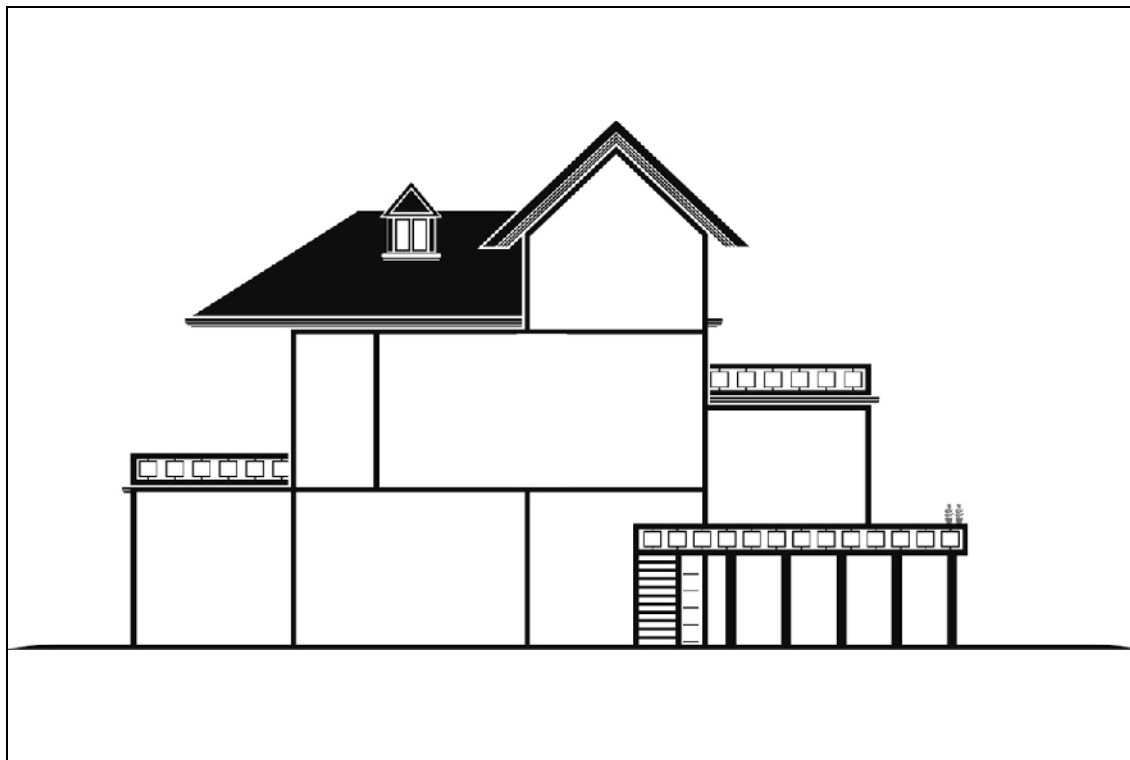
☺	☺	☹
8-7	6-4	3-0

a) Find the words and match them with the rooms in this house:

netchki • gnivilv moor • lahl • redboom ((2x)) • gegara • robomath • ottille • labycon



b) Now design your dream house. Where is your bedroom/living room/...? Label the rooms.



c) Draw (or glue) things in your house/rooms.

d) **More practice** Label the things in your house. (after p. 39)

1 Complete your (dream) family tree. Fill in the names and add pictures of your ...

a) grandparents:

b) parents/aunts/uncles/...:

c) brothers/sisters/cousins/stepbrothers/...:

2 **More practice** Add boxes with names and photos of: step-parents, aunts, uncles, ...

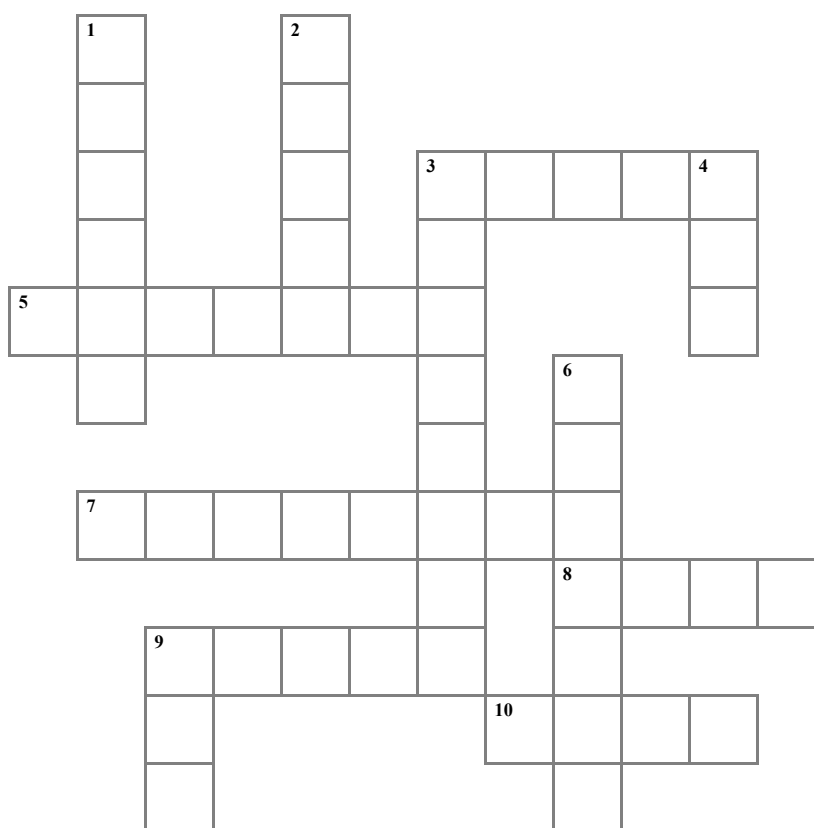
3 Then talk about your family tree.



▲ fold here

More help aunt • uncle • grandfather • grandmother • parents • are/aren't together • (step)father • (step)mother • (step)brother • (step)sister • half-brother • cousin • partner

1 Write the English words for the things in the crossword puzzle.



Across (⇒):



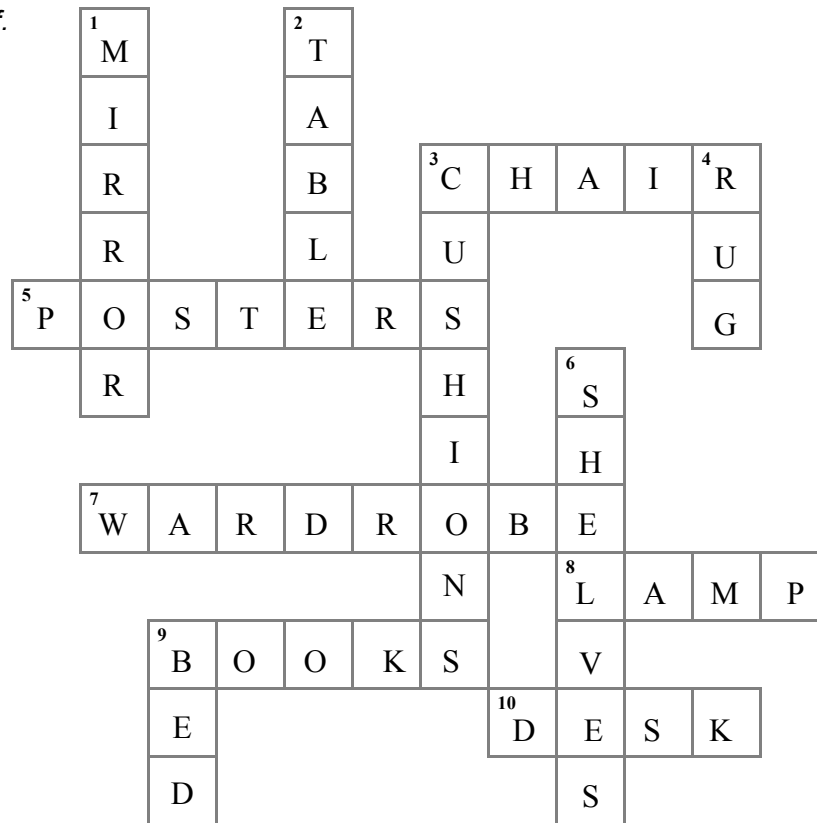
Down (⇩):



▲ fold here

More help bed • books • chair • cushions • desk • lamp • mirror • posters • shelves • table • wardrobe

2 Check yourself.



3 Now you: What's in your (dream) room? Write your ideas in the table.


There's ...	There are ...

4 **More practice** Find more English words for things in your house and write them down.
Here are some ideas:

Part 1: NOW YOU: Questions about you and your partner

a) Write the answers for you in the table. Use short answers.

	Me: _____	My partner: _____
1 Are you noisy?		
2 Are your friends fun?		
3 Is your grandmother from Germany?		
4 Is your dad bossy?		
5 Are your parents strict?		
6 Is your room messy?		

b)  Ask your partner the same questions and write the answers in the table.c)  Compare your answers with your partner's answers.

- Find two things that are different: I'm noisy, but my partner isn't noisy.
- Find two things that are the same (=gleich): My friends are fun and my partner's friends are fun too.




▲ fold here

More help Yes, I am. / No, I'm not. • Yes, he is. / No, he isn't. • Yes, she is. / No, she isn't. • Yes, it is. / No, it isn't. • Yes, they are. / No, they aren't.

**Part 2: What do you think?**

a) Think of two more questions. Then answer the questions with ✓ or ✗.

	Me	Partner 1	Partner 2	Partner 3	Partner 4	Partner 5
1 Is English easy?						
2 Is school fun?						
3 Are you bossy?						
4						
5						

b)  Walk around. Ask as many partners as possible. Write the answers in the table.c)  Pick one interesting answer. Tell the class.

Meike says she isn't bossy!

Jan says school is fun!

1 Cut out the keywords A-H below and match them to the pictures.

2 Then talk about the pictures like this:

In picture 1/2/... Ellie is at her mum's house / dad's flat. She's in the kitchen/...
She's (not) happy/sad/lonely/...

1



2



3



4



5



6



7a



7b



8

A dad's flat – her room – happy again

B dad's flat – living room – happy

C mum's house – kitchen – happy

D dad's flat – her room – sad


E dad's flat – living room – lonely

F dad's flat – kitchen – not happy

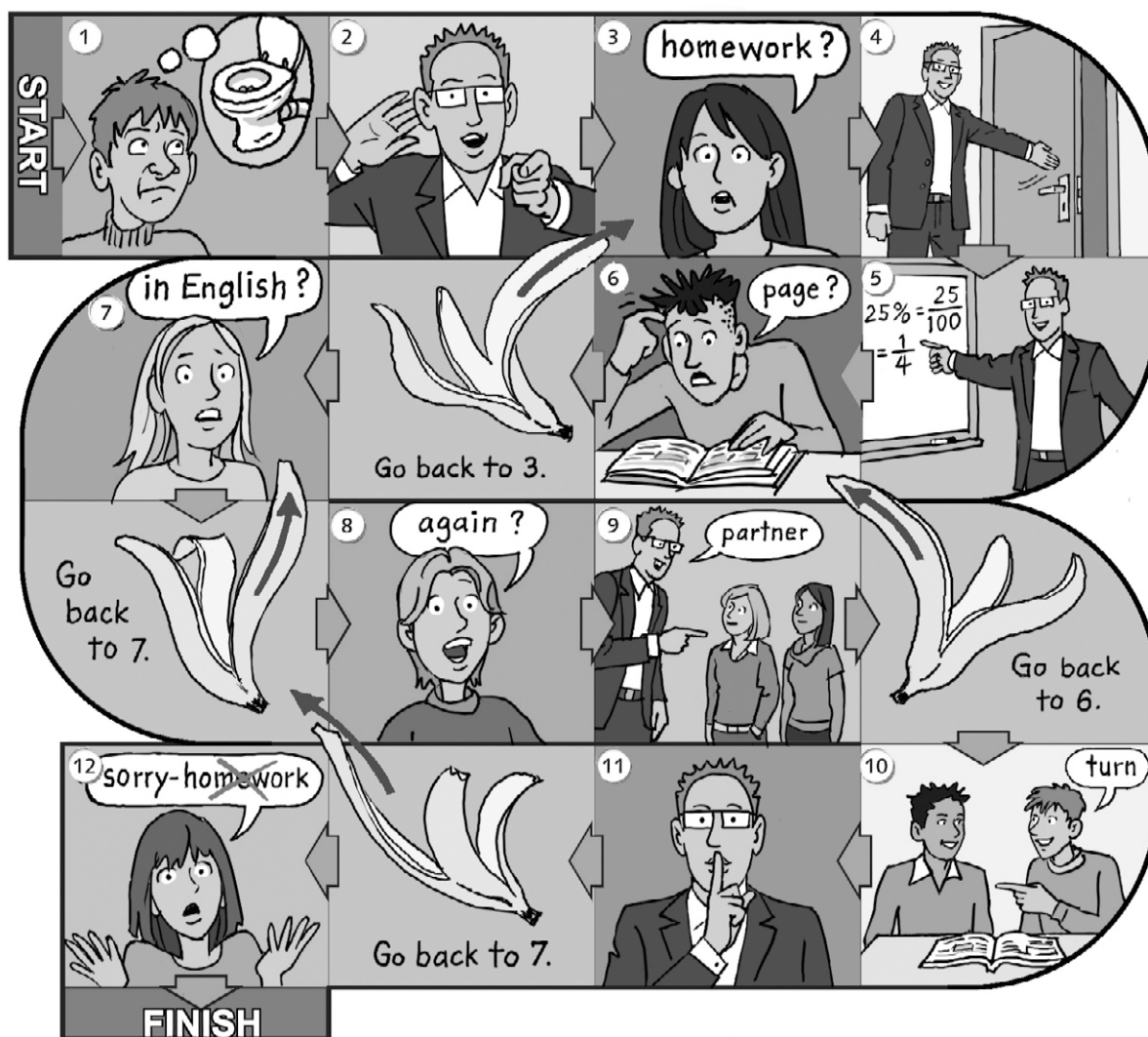
G dad's flat – her room – happy

H mum's house – kitchen – happy again

Part 1: The banana skin game

 Play the banana skin game in groups of three or four.

WAS? Ein Würfel und drei oder vier Spielsteine.
WIE? Landest du auf einem Nummernfeld, nenne die *classroom phrase*. War sie korrekt, bleibe auf dem Feld. Hast du einen Fehler gemacht, gehe zwei Felder zurück. Dann ist der/die Nächste an der Reihe.



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Part 2: Classroom phrases pairs game

More practice Write the twelve English classroom phrases (A–L) down on cards. Write another twelve cards with the matching German classroom phrases. Then play the classroom phrases pairs game.

Can I go to the toilet, please?	Kann ich bitte auf die Toilette gehen?		
---------------------------------	--	--	--

All about homework: Answer the questions for you. Then compare your answers with a partner.

1 How much homework do you do every day?

- a)** 30 minutes **b)** 1–2 hours **c)** more than 2 hours **d)** I don't do any homework.

2 When do you do your homework?

- a)** after lunch **b)** in the afternoon **c)** in the evening **d)** before school starts

3 Where do you do your homework?

- a)** in my bedroom **b)** in the kitchen **c)** in the living room **d)** at school

4 Do you start with ...?

- a)** easy homework **b)** difficult homework **c)** "fun" homework **d)** your favourite subject

5 Who helps you with your homework?

- a)** my brother/sister **b)** my mum/dad **c)** my friends **d)** Nobody, I do it alone.

6 I think homework is...

- a)** boring. **b)** okay. **c)** important. **d)** _____.

7 What do you do when you don't like your homework?

- a)** I talk on my mobile. **b)** I eat or drink. **c)** I listen to music or watch TV.

d) _____.



All about homework: Answer the questions for you. Then compare your answers with a partner.

1 How much homework do you do every day?

- a)** 30 minutes **b)** 1–2 hours **c)** more than 2 hours **d)** I don't do any homework.

2 When do you do your homework?

- a)** after lunch **b)** in the afternoon **c)** in the evening **d)** before school starts

3 Where do you do your homework?

- a)** in my bedroom **b)** in the kitchen **c)** in the living room **d)** at school

4 Do you start with ...?

- a)** easy homework **b)** difficult homework **c)** "fun" homework **d)** your favourite subject

5 Who helps you with your homework?

- a)** my brother/sister **b)** my mum/dad **c)** my friends **d)** Nobody, I do it alone.

6 I think homework is...

- a)** boring. **b)** okay. **c)** important. **d)** _____.

7 What do you do when you don't like your homework?

- a)** I talk on my mobile. **b)** I eat or drink. **c)** I listen to music or watch TV.

d) _____.

Part 1: The kids from Harbour Road: Homework time

1 Who says what – Anna, Sarah or Paul? Anna says D, ... / Sarah says B, ... / Paul says A, ...

2 Watch the film again and check. Then put the sentences in the right order: **A – L – D – ...**

More practice Act out the dialogue between Sarah, Paul and Anna.

A: So Anna, what's for homework today?	B: Let's have a cup of tea first.
E: This maths is so hard. (...) I know.	D: Well, we have lots of homework today.
C: Yeah. It's Liverpool and Chelsea, I think. (...) Biscuits!	F: We can listen to music while we do our homework.
G: OK, tea first. Then maths homework.	H: There's a football match on TV tonight.
I: My brother has a new computer game. Come upstairs – let's look.	J: Ah, thanks. Chocolate biscuits – my favourite. (...) OK homework time. Maths first.
K: Come on, Sarah, homework time!	L: Homework ... ugh!
M: Like what? History?	N: Good idea!
O: What?	P: Yep. Geography. Oh, and maths. Lots and lots.
Q: Oh no!	R: Wait for me!

**Part 2: 🧑 Make your own dialogue about homework**

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

Partner A: You start! You want to finish your homework fast BEFORE you do something else.	Partner B: Your partner starts! You don't want to do your homework now. You have lots of nicer ideas.
– Hello, ...	– Hello, ...
– We have lots of homework today. Let's start with ... <div>– English</div> <div>– maths/...</div>	– Homework – ugh. Let's ... first. <div>– have a cup of tea/...</div> <div>– have some chocolate/biscuits/sweets/...</div>
– OK, ... first and then homework. <div>– tea/...</div> <div>– sweets/...</div>	– I know, let's ...! <div>– play my new computer game</div> <div>– watch TV / go to the park /...</div>
– Come on, homework time! Homework is important. We can ... later. <div>– play ... / listen to ... / ...</div> <div>– watch TV / go to ... / ...</div>	– OK. But this ... is so ... <div>– English</div> <div>– maths/...</div> <div>– hard/much/...</div> <div>– boring/difficult/...</div>
– Yeah, it is. / No, it isn't. – ... can help you. <div>– I / my brother / ...</div>	– OK, OK. Let's do our homework now.

1 WORDS Can you remember Ellie's family? ► Unit 2, p. 48

- a) I'm Pete. I'm Ellie's **stepdad** (1).
 I'm Jackie. I'm Ellie's **mum** (2).
 I'm Conor. I'm Ellie's **stepbrother** (3).
 I'm Zoe. I'm Ellie's **stepsister** (4).
 I'm Steve. I'm Ellie's **dad** (5).
 I'm Alisha. I'm Steve's **partner** (6).
 This is Finn. He's Ellie's **baby brother** (7).
 And this is my big **family** (8).
 b) aunt, cousin, father, grandfather, grandmother, grandparents,
 half-brother, half-sister, mother, parents, uncle

(8 points)

😊	😐	☹
13-11	10-7	6-0

(5 points)

2 WORDS Sandy's house ► Unit 2, p. 48

- a) A4, B2, C5, D7, E6, F3, G8, H1
 b) Hi! Welcome to my **house**. The **bedroom** is yellow. And the **hall** is pink. This is my **living room** – it has a red sofa. My **bathroom** is red – cool! And look at my **garage** – there's a bike. But the **kitchen** is my favourite room because I love eating!
 c) 1 toilet, 2 kitchen, 3 bedroom, 4 garage, 5 living room

(8 points)

(6 points)

(5 points)

😊	😐	☹
19-16	15-10	9-0

3 REVISION Sandy's family ► Unit 2, p. 49

- My family **is** (1) big. This **is** (2) my father.
 Dad **is** (3) very strict, but he's (4) fun too.
 This **is** (5) my mum. She's (6) cool, but she's (7) strict too.
 My brothers and sisters **are** (8) OK. But they're (9) very messy.
 We're (10) all very noisy.
 I'm (11) happy because I'm (12) in my new house.
 It's (13) great!

(13 points)

😊	😐	☹
13-11	10-7	6-0

4 Questions for Sandy ► Unit 2, p. 49

- 1 Hey, Sandy. Are you happy? – **Yes, I am.**
 2 Is your family small? – **No, it isn't.**
 3 Are your parents strict? – **Yes, they are.**
 4 Is your mum cool? – **Yes, she is.**
 5 Are your brothers and sisters mean? – **No, they aren't.**
 6 Are you and your family noisy? – **Yes, we are.**
 7 Is your new house messy? – **Yes, it is.**

(7 points)

😊	😐	☹
7-6	5-4	3-0

5 LISTENING Numbers and addresses ► Unit 2, p. 49

- a) Adam: 07821 445 1941 Berry: 07794 199 4515 Luca: 077851 819 432 (6 points)
 b) 2: 9 Windsor Street, Plymouth, PL3 2ET (1 points)
 c) Adam's address: 22 Hoe Lane, Plymouth, PL1 8NB (3 points)

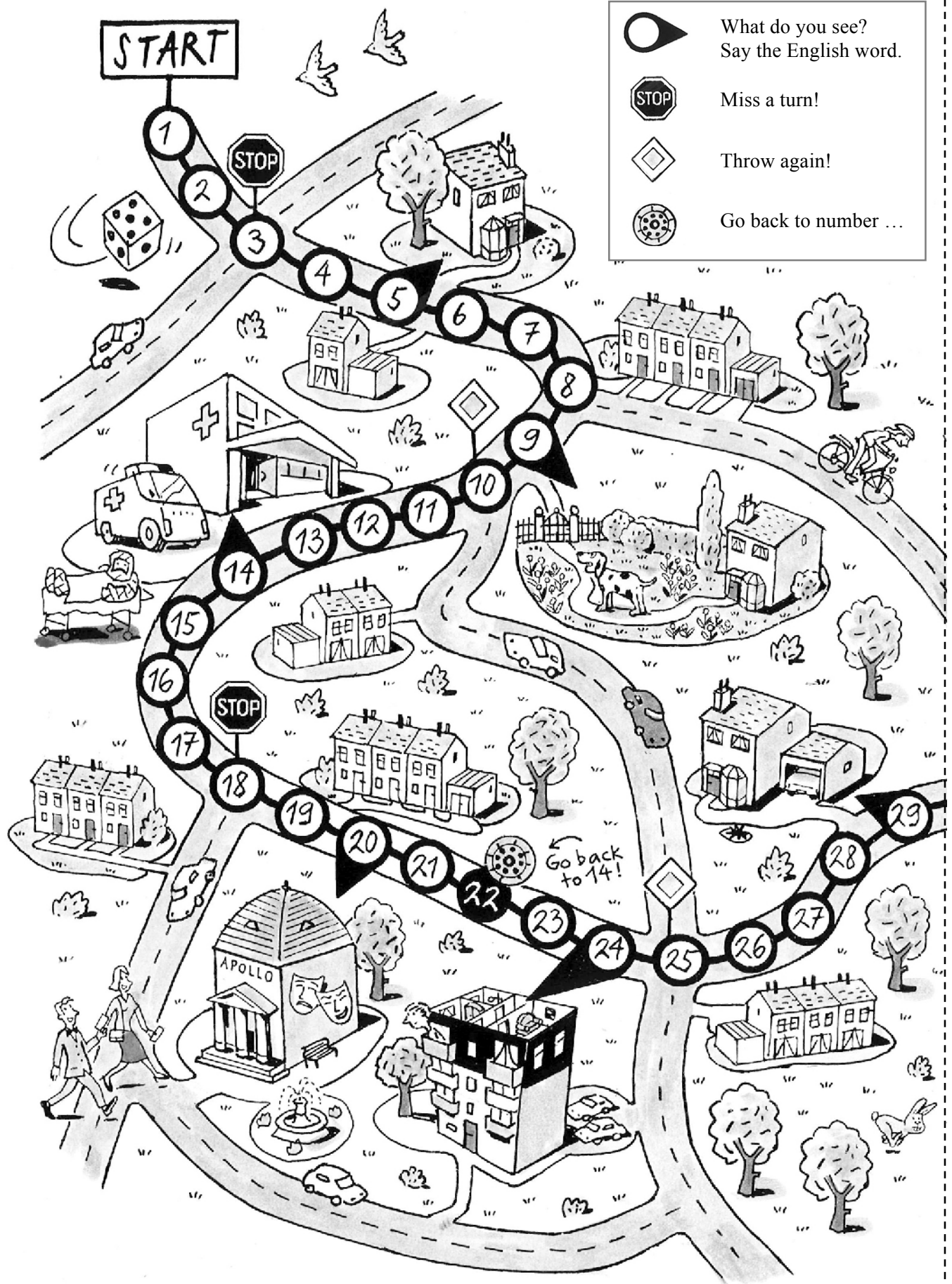
😊	😐	☹
10-8	7-5	4-0

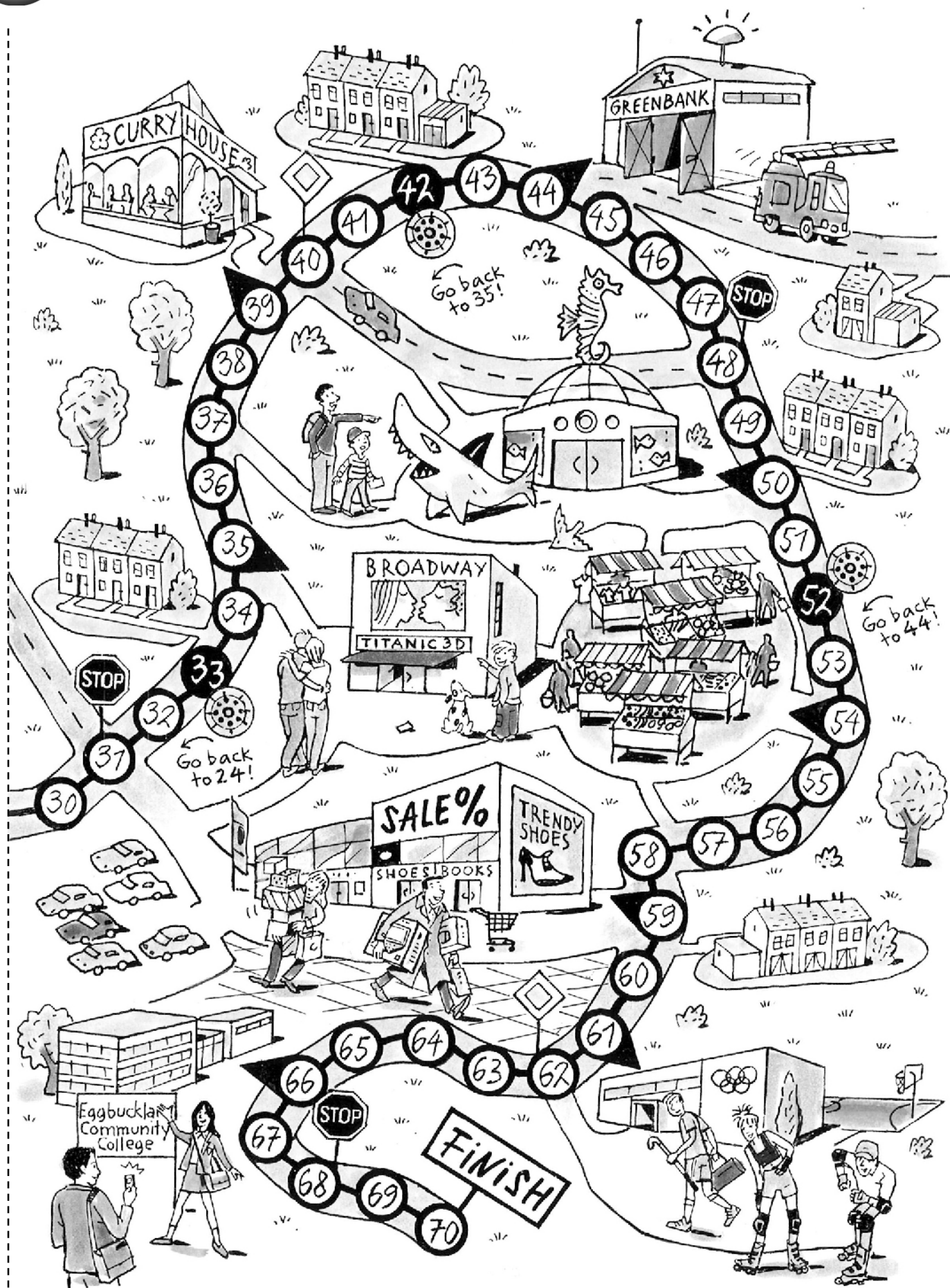
6 WRITING An email to a new e-pal ► Unit 2, p. 50

- 1 **Are** you from England?
 2 **Is** your family small?
 3 **Is** your house in a city?
 4 **Is** your room nice?
 5 **Is** your school big?
 6 **Are** your friends cool?
 7 **Are** your teachers OK?

(7 points)


😊	😐	☹
7-6	5-4	3-0





1 Look at the pictures and complete the 'Me' column for you: I love = 😊 I hate = ☹️.

	Me	Partner 1	Partner 2	Partner 3	Partner 4	Partner 5
 hoodie						
 trainers						
 shoes						
 tie						
 T-shirt						
 socks						
 pullover						
 trousers						
 blazer						
 skirt						

2  Talk to different partners and complete the table for them.

I love/hate the ...!
What about you?

Yes, I love/hate the ... too.

Really? I love/hate
the ...!

3 Tell the class about your partners:

Matteo/... loves/hates the ...

He/She thinks the ... is boring/cool/...

Lots of girls/boys love/hate the ...

4 **More practice** Who's like you? Tell the class:

I love/hate the ... and Alina ... loves/hates the ... too.

Teil 1

0
1
2
3
st
nd
rd
th

Teil 3

Teil 2

0
1
2
3
4
5
6
7
8
9

Teil 4

January
February
March
April
May
June
July
August
September
October
November
December

1 Schneide Teile 1–5 aus.




2 Teil 5: Schlitze die gestrichelten Linien mit einer Schere ein.

3 Ziehe Teile 1–4 durch die Schlitze.

Teil 5

What date is it?

	month
	day

Questions	Me	1 o'clock	2 o'clock	3 o'clock
				
When's your birthday?				
When's your best friend's birthday?				
When's your mum's/dad's birthday?				
When's your brother's/sister's birthday?				
When's _____'s birthday?				

a) Complete the 'Me' column for you. Can you think of one more question?



b) Make appointments for 1, 2 and 3 o'clock with three students. Write the names in the table.



c) Go to your appointments. Your teacher will tell you when it is 1, 2 or 3 o'clock. Ask your partners three or more questions about birthdays and write the dates on your table.

More practice Other important dates

a) Match these dates to the days in the table.



Important dates	You write:	You say:
New Year's Day is on ...	... 1st January	... the first of January
April Fools' Day is on ...		
German Unity Day is on ...		
Christmas Day is on ...		
_____ is on ...		
_____ is on ...		










b) Write down two more days that you know or like. You can use the ideas in the box. Then fill in the other columns.

Halloween • my Name Day • Valentine's Day • May Day • Thanksgiving • ...

c) Give your table to your partner and take your partner's table. Ask your partner: When's Christmas Day /...? Check your partner's answer in the table. Answer your partner's questions.

- 1 Luca describes a day in his family. Cut out the domino pieces below. Be careful: Each domino piece has two parts – text and picture. Then match the text parts with the pictures.
- 2 Check with a partner. Then glue the domino pieces in the correct order into your exercise book.
- 3 Underline the verbs in positive statements (with and without 's') with a green pen and the verbs in negative statements (with don't and doesn't) with a red pen.
- 4 Then make three lists:

verbs in positive statements without 's'	verbs in positive statements with 's'	verbs in negative statements

<p>START ></p>		<p>Mum often comes home late. We always have dinner together and we talk about the day.</p>	
<p>I get up early and make breakfast for Grace. Jack stays in bed. He always says, "I don't like mornings".</p>		<p>In the afternoon dad sleeps and we do our homework.</p>	
<p>I usually have lunch in the school canteen. Jack brings his lunch to school.</p>		<p>Jack and I usually go to school by bus. It stops near our house. But we don't always go to school together because I sometimes ride my bike.</p>	
<p>Dad often says: "You get up late and you never have breakfast. You don't make our life easy, Jack!"</p>		<p>In the evening dad usually makes dinner. Grace helps him. They always have fun.</p>	
<p>Dad's a firefighter, so he doesn't have a normal workday. He often works at night and comes home in the morning.</p>		<p>After dinner we watch TV. Mum and dad often talk. I say, "Quiet, please!", but it doesn't help. They don't listen to me! Later dad goes to work.</p>	<p>> FINISH</p>

Part A: NOW YOU I (don't) have a breakfast before school ...

a) Put a tick (✓) or a cross (✗) to make a positive or negative sentence about your day.

b) **Walk around:** Talk to two or more partners like this. Make notes in your table.

I have breakfast before school. What about you?

I don't have breakfast before school.

	Me	Partner 1:	Partner 2:	Partner 3:	Partner 4:
have breakfast before school					
go to school by bus					
do my homework in the afternoon					
watch TV in the evening					
help in the kitchen					
go to bed early					

c)   **Tell the class.**

Cem has breakfast before school. Nina watches TV in the evening, but Arne doesn't watch TV.

**Part B: SPEAKING At the weekend – Appointments**

a) What about your weekends? Fill in the table for you. Write: always, usually, often, sometimes, never

b)  **Appointments:** Talk to two partners and fill in the table.

I sometimes go shopping at the weekend. What about you?

I usually go shopping at the weekend.
And I ... – What about you?

	Me	Partner 1:	Partner 2:	Ask one more partner:
I ... go shopping.	often			
I ... play football.				
I ... watch TV.				
I ... go to the cinema.				
I ... meet friends.				

c)  **Tell the class about one of your partners. Don't say the name. Can the class guess?**

This girl/boy

She/He ...

always
usually
often
sometimes
never


goes
plays
watches
meets
...

shopping
...







Is it Lisa/...?



1 Watch all three parts of the film again. How does Sarah feel in the situations below? Put a cross in the box with the right word.

2  Draw a line between the crosses to make a graph. Then write sentences:

On Saturday morning, Sarah calls Paul. She's excited. When Paul says he can't come ...

 excited	X								
 happy									
 surprised									
 OK									
 unhappy									
 angry									
Feelings Situations	1 Sarah calls Paul. She's ...	2 Paul says he can't come. (lots of homework)	3 Now Sarah calls Anna.	4 Anna says she can't come. (mum needs her)	5 Sarah's mum sees Paul and Anna.	6 Anna and Paul want to talk to Sarah.	7 Paul asks what day it is.	8 Anna and Paul show Sarah the bags.	9 Anna, Paul and Sarah go shopping together.

3 Match the feelings with the Smileys: cool • helpless • terrible • nervous









More practice How do Anna and Paul feel when ...

- Sarah calls and they can't tell her why they can't meet: _____
- they meet in front of the shopping centre: _____
- they are looking for the right present: _____
- they see Sarah and her mother in the shopping centre: _____
- Sarah is angry with them: _____

1 WORDS In a town ► Unit 3, p. 68

- a) 1 cinema, 2 supermarket, 3 market, 4 museum, 5 park, 6 restaurant,
7 swimming pool, 8 sports shop (8 points)
- b) 1 You can watch a film in a **cinema**.
2 You can buy vegetables in a **supermarket** or a **market**.
3 You can look at interesting things in a **museum**.
4 You can buy trainers in a **sports shop**. (5 points)
- c) 1 You can ride a bike ... / You can walk ... / You can meet friends ... / You can play football in a park.
2 You can have lunch/breakfast/dinner in a restaurant. / You can meet friends / eat in a restaurant.
3 You can go shopping / You can meet friends ... / You can buy things / ... in a shopping centre.
4 You can go swimming ... / You can meet friends ... / You can play games in a swimming pool.
5 You can buy a mobile in a mobile phone shop.
6 You can buy a bike/helmet in a bike shop. (6 points)

☺	☹	☹
19–16	15–10	9–0

2 LISTENING In a sports shop ► Unit 3, p. 68

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

☺	☹	☹
6–5	4–3	2–0

3 WORDS Days, months and dates ► Unit 3, p. 68

- a) 1 What month is it? 2 When's your birthday?
3 What's the date today? 4 When's your best friend's birthday?
5 What day is it today? (5 points)
- b) 2 9. 3. – 9th March 3 12. 5. – 12th May
4 18. 7. – 18th July 5 20. 10. – 20th October
6 25. 12. – 25th December (5 points)
- c) 5th February, 10th September, 1st April, 14th March, 21st May, 11th August (12 points)

☺	☹	☹
22–18	17–11	10–0

4 REVISION Stupid Cyril ► Unit 3, p. 69

- a) 2 Are the students at school?
3 Is Luca on his bike?
4 Is the town quiet?
5 Are Grace and Mr Boateng at the market?
6 Is Mrs Boateng at work?
7 Are you tired of my questions?
8 Am I your friend? (7 points)
- b) 2 No, they aren't.
3 Yes, he is.
4 Yes, it is.
5 No, they aren't.
6 No, she isn't. It's Sunday, Cyril!
7 Yes, I am.
8 Yes, you are. (7 points)

☺	☹	☹
14–11	10–7	6–0

5 LANGUAGE Cyril's birthdays ► Unit 3, p. 69

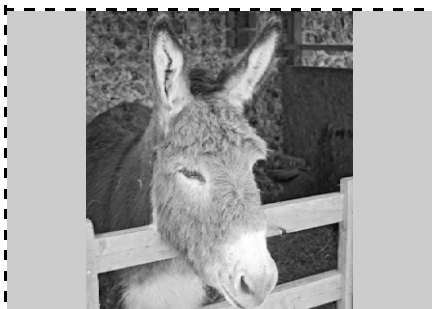
- a) Cyril and Sandy usually **get up** (1) early. After breakfast they **go** (2) to the beach and they **talk** (3) about the day.
Cyril ___ It's my birthday today. I want to **have** (4) a party again and **meet** (5) all my friends.
Sandy ___ Great! I **love** (6) your parties. We always **play** (7) lots of games. (7 points)
- b) Sandy always **gets** (1) a birthday present for Cyril, but he **doesn't know** (2) about it. Cyril **doesn't see** (3) his present before the party. He **doesn't have** (4) time to play with Sandy. He always **works** (5) in the kitchen and **makes** (6) a big birthday lunch for his friends. Sandy **helps** (7) Cyril plan the party games because Cyril **doesn't remember** (8) games very well. (8 points)
- c) 1 Cyril **doesn't do** boring things at his party, he always **does** fun things.
2 Cyril and his friends **don't like** swimming after their big lunch, but they **love** playing games.
3 Sandy often **says** "Come on, let's dance!", but Cyril's friends **don't like** dancing.
4 Sandy: "You **have** great parties, Cyril. Your friends **don't want** to go home at the end." (8 points)

☺	☹	☹
23–19	18–12	11–0

1 Where do you want to go? Pick two places. Tick them in the boxes. ✓


☐ the pond

☐ the fields

☐ Pets Corner

☐ the barn

☐ the trampolines / the zip wire

☐ the shop

2 Why do you want to go there? Here are some ideas:

... pets / donkeys / zip wires / ...
are fun/great/nice/friendly/cute/...

... I love donkeys / ducks /
guinea pigs / ponies / ...

... I want to watch the ducks /
ride the ponies / meet the pets /
stroke the donkeys / play on the
trampolines / ...

I want to go to the because

I want to go to the because

3 Make dialogues with your partner.

a) Cut out the sentences below and put them in the right order. Then read the dialogue.

b) **More practice** Copy the dialogue and fill in your own ideas for the words in grey.



A Well, the zip wire is OK, but I really want to meet the pets.

B Oh no. Pets are boring. But ponies are great. And you can ride them!

B I want to go to the zip wire. What about you?

A Yes, I like ponies too. And I have lots of pets at home.

B OK, let's go to the zip wire and to the ponies.

A Merryweather Farm looks great. Where do you want to go?

Part 1: Berry's day – Flashcards

- a) What does Berry do every day? Cut out the cards and put them in the right order.
- b) Glue the cards into your exercise book and write captions for each picture.
- c) Match Berry's activities with the times below.

1

2

3

4

5

6

7

8

at half past five • after breakfast •
 at six o'clock • in the evening •
 at ten past seven • after school •
 at quarter past eight • at quarter
 to seven

**Part 2: Appointments – On school days**

- a) Complete the table for you.
- b) Make appointments with two partners. Then talk to your partners like this:
- c) Listen to their answers and complete the table.

I get up at 6 o'clock.
What about you?

- d) **More practice** Ask one more partner.

	Me	1 o'clock	2 o'clock	More practice:
get up				
have breakfast				
go to school				
come home				
have lunch				
do my homework				
have dinner				
go to bed				

Part 1: When do Adam, Luca, Berry and Ellie feel great or fed up?**Partner A:** *Listen and write the names: Adam, Luca, Berry or Ellie.*

😊 I feel great when ...	
... I do sport.	
... I'm with my animals.	
... I'm with my friends.	
... I listen to music.	
... I don't have homework.	

**Partner B:** *Listen and write the names: Adam, Luca, Berry or Ellie.*

😞 I feel fed up when ...	
... my sister is bossy.	
... my mobile doesn't work.	
... my friends don't text me.	
... people don't talk to me.	
... I have lots of homework.	

**Part 2: When do you feel great or fed up?**

😊 I feel great ...	😞 I feel fed up ...

Part 3: Complete Berry's notes

😊 I feel great ...	😞 I feel fed up ...

- ☐ **Version A:** Write your questions in the table. Then walk around and talk to different people. Ask your questions. Take notes in your table.

Do you ...	Name:	More questions:	Answers:
have an interesting pet?		What pet do you have? Why do you like it?	
get up early?		When do you _____? Do you like to _____?	
like an English football team?		What _____ do you _____?	



- ☐ **Version B:** Complete the questions in the table. Then walk around and talk to different people. Ask your questions. Take notes in your table.

Do you ...	Name:	More questions:	Answers:
have an interesting pet?		What pet do you have? Why do you like it?	
have an interesting hobby?		What _____ do you _____? Why _____ you _____ it?	
get up early?		When do you _____? Do you like to _____ early?	
go to a nice place in the holidays?		Where do you _____? What do _____ like about the place?	
like an English football team?		What _____ do you _____? Why do _____ like _____?	
like homework?		What _____ do you _____? Why _____?	

1 Cut out the pictures. Then listen to the story and put the pictures in the right order.

Draw your own picture for scene 8. Use ideas from the story.



2 Then cut out the captions and match them to the pictures. Write your own caption for scene 8.



Let's go to the country

A cute chipmunk

Noises at night

A dangerous animal?

Where's the village?

No sweets!

a) Watch the film. Then talk about how Emily feels in different scenes.
The words in the table can help you.

Emily feels	☺	when she can't do things alone.
	excited	when her friends help her too much.
	great	when people don't listen to her.
	happy	when Laura invites her.
	good	when a boy helps her with her wheelchair in the street.
	OK	when her friends help her when she really needs it.
	_____	when people don't think.
	☹	when people are normal with her.
	fed up	when people don't ask her, but ask her friends, "Does Emily ...?"
	bad	when people don't talk to her but talk about her.
	unhappy	when she can speak for herself.
	angry	when her friends think of her.
	stupid	
	sad	

More practice What could Emily say to her friends? Write down as many sentences as you can.




Please ...

Please don't...

be normal with me. • help me when I need it. • help me too much. • invite me. • let me speak for myself. • listen to me. • talk to me. • talk about me. • think of me. • ...

b) Is it a good or bad day for Emily? Collect good and bad parts of Emily's day in two lists.

	
Good parts	Bad parts

I think it's a _____ day for Emily because _____



▲ fold here

More help



... a boy helps her with her wheelchair in the street.	... Sally tells all the students to move.
... two students say hello and are normal with her.	... Chloe and a boy help Emily buy a drink.
... Chloe and the boy don't listen to her but speak for her.	... Laura invites her to come to town.



Budgies

Budgies are small birds (about 18 cm long). They originally come from Australia. Now budgies live all over the world. Lots of people have them as pets because they are very friendly birds. Budgies are very pretty too and have brightly coloured feathers. Most budgies have yellow heads and green feathers with black stripes. Some budgies have white heads and blue feathers with black stripes. Budgies eat bird seed and some kinds of vegetables and fruit. Budgies can live inside in cages and make very good pets. They usually live for about 5 to 8 years. Budgies are very clever animals. They like playing with people and can learn to say a few words. They like to sing and can do tricks too.



Elephants

Elephants live in Africa and Asia. They are the biggest animals in the world (that live on land, not in the sea). Elephants are usually about 3 to 4 m tall. They have grey skin, tusks (like two long teeth) and a trunk. African elephants have big ears.

Elephants from Asia have small ears. All elephants use their trunk to pick up food, drink water and play with other elephants.

They can “talk” with their trunk too – taraaa! Elephants only eat plants, like grass, leaves and fruit. They eat all day long – about 16 hours a day! It’s very hot in Africa and Asia so

elephants love to swim. Elephants walk a lot, but they can’t run. They can get very old: 75 years. Elephants are very clever animals. But they are not good pets because they need to live outside.



Guinea pigs



Actually, Guinea pigs aren’t pigs! They are small animals that originally come from South America. Now they live all over the world. Guinea pigs want to live with other guinea pigs. They are unhappy if they live alone. It’s not good for guinea pigs to live with other kinds of animals. For example, dogs sometimes eat guinea pigs. Guinea pigs make good pets because they like it when people hold and stroke them. They can live inside in cages. But their cages have to be big because guinea pigs like to run around and jump a lot! Guinea pigs can have white, black, grey, brown, red and orange fur. Their fur can be long or short. They are usually 20 to 25 cm long and weigh about 1 kg. They usually live for about 4 to 6 years. Guinea pigs eat grass, hay, vegetables and fruit. Their teeth never stop growing, so they eat all the time to keep their teeth short.



Tigers

Tigers are the biggest cats in the world. There are six kinds of tiger alive today. The biggest tigers can be up to 3.5 m long and weigh 300 kg! Tigers live in India, Russia, China and Southeast Asia. They have orange fur with black stripes. Their stomach is white with black stripes. Tigers usually live for 10 to 15 years. They can run very fast and swim very well too. They eat other animals, like antelopes, sheep, goats, pigs and cows. They don't eat every day, but they eat a lot when they have lots of food. Tigers like to live alone and walk a lot, so they need lots of space outside. Female tigers need about 20 km², and male tigers need about 60 to 100 km². Tigers are in trouble because they need a lot of space, and people are building roads and houses where tigers live. Some people kill tigers for their fur. There are only 3000 to 5000 tigers living in the world today.



Polar bears

Polar bears live in the ice and snow in the Arctic. Five countries have polar bears: Denmark, Norway, Russia, the US and Canada. Polar bears have white fur. They are very big animals. Male polar bears can be up to 3 m long and weigh 680 kg. Female polar bears can be up to 2.5 m long and weigh 250 kg. They live outside, near the water. Polar bears eat other animals like seals, walrus and whales. They don't eat every day, but they eat a lot when they have lots of food. Polar bears have to walk very slowly because they are very big! They can run, but not very far. They can swim very well. They live for about 25 years. Polar bears are in trouble. People sometimes kill polar bears for their fur. And the world is getting warmer and the ice in the Arctic is melting. Polar bears can't hunt animals without ice, so lots of polar bears are hungry.



Glue a picture of your favourite animal here.

More practice My favourite animal:

1 WORDS On Merryweather Farm ► Unit 4, p. 88

a) 1 farm, 2 village, 3 shop, 4 barn, 5 toilet, 6 field, 7 cage, 8 pond, 9 wheelchair (9 points)

b) A: donkey, B: pony, C: sheep, D: cow/cows, E: dog, F: pig/pigs, G: duck/ducks, H: chicken/chickens, I: chipmunk, J: rabbit/rabbits, K: rat, L: hamster (12 points)

😊	😐	☹
21–17	16–11	10–0

2 WORDS Visitors at the farm ► Unit 4, p. 88

a) 2 visitor, Berry, 3 visitor, Berry, 4 visitor, 5 visitor, Berry, 6 visitor, Berry, 7 visitor, 8 visitor, Berry, 9 Berry (8 points)

b) 1 Excuse me, please. We want to visit the farm.

2 When do you feed the animals?

3 What's the time, please?

4 Excuse me, please. Where are the toilets?

5 What's that noise?

6 When can I stroke the ponies?

7 Look at the hamsters. They're really cute.

8 When does the shop close?

9 Come on, Sam. Let's go inside. (9 points)

😊	😐	☹
17–14	13–9	8–0

3 REVISION A day with my family ► Unit 4, p. 89

a) Every morning I get up at 6 o'clock. Sam doesn't like it when I sleep late.

After breakfast I go to school by car with my dad. Sam usually stays home –

he doesn't like cars. At about 9 o'clock the first visitors come.

Mum and dad have lunch at 1 o'clock. After lunch dad usually stays in the shop

and mum works with the ponies. She doesn't work with Harry when I'm not there.

The animals don't miss me when I'm at school, but I miss them!

I come home from school with dad before 4 o'clock.

Dad often has something to eat with me. Then we go outside. Sam comes with me. (16 points)

😊	😐	☹
16–13	12–8	7–0

4 LANGUAGE An interview with Cyril and Sandy ► Unit 4, p. 89

a) 1 Do you like Plymouth?

2 Do you have a best friend?

3 Do you and Sandy live on the beach?

4 Does Sandy like Plymouth too?

5 Does Sandy have a best friend? (5 points)

b) 1 – No, I don't.

2 – Yes, I do.

3 – No, we don't.

4 – No, she doesn't.

5 – No, she doesn't. (5 points)

c) 1 Where do you live? – In Kingsand.

2 When do you get up? – Very late – after 10 o'clock.

3 Where do you have breakfast? – I always have breakfast on the beach.

4 What do you do after breakfast? – I often go to Plymouth.

5 Why do you like Cyril? – Because he's friendly and he's fun! (5 points)

😊	😐	☹
15–12	11–8	7–0

5 WORDS Useful phrases ► Unit 4, p. 90

a) 1 Help! I'm in trouble!

2 I want to go to the toilet!

3 I get up at 6 o'clock.

4 I go to school by bus.

5 I listen to music every evening.

6 I feel great when I'm with my friends.

7 Go through that field.

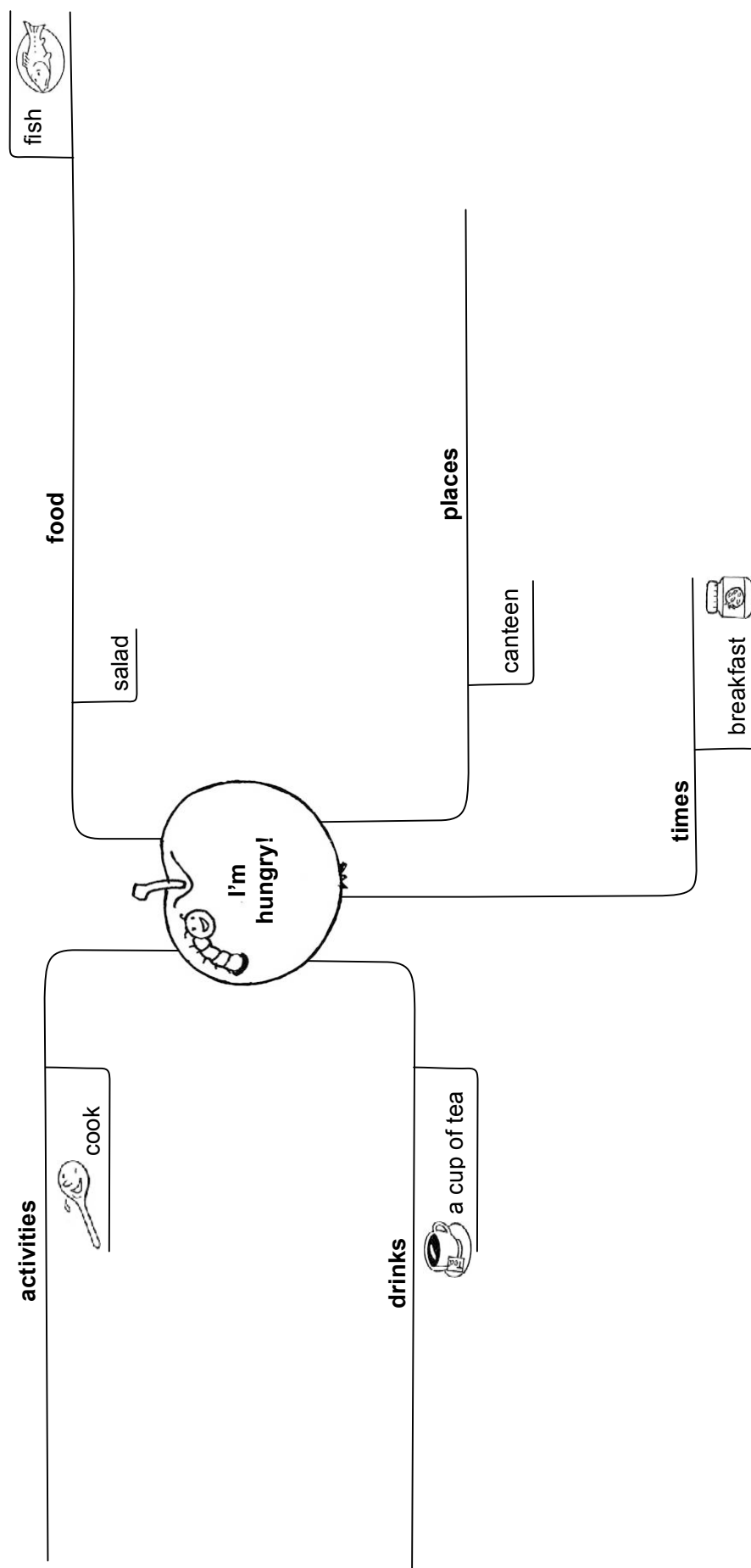
8 Go to sleep. Good night! (8 points)

b) 1 B; 2 G; 3 H; 4 D; 5 E; 6 A; 7 F; 8 C (8 points)

😊	😐	☹
16–13	12–8	7–0



1 Finish this mind map with food and drink words. You can add pictures, smileys or symbols.

2 **More practice** Talk about you and food: What do you like to eat or drink? Where and when do you like to eat? Do you like to cook?



▼
▲ fold here

More help fruit • dinner • cream • a bottle of juice • lunch • scone • cafe • set the table • omelette • home • jam • sandwich • a bottle of water • nuts • eat • sweets • drink • a cup of coffee • chicken • restaurant • apple • vegetables • chips • soup

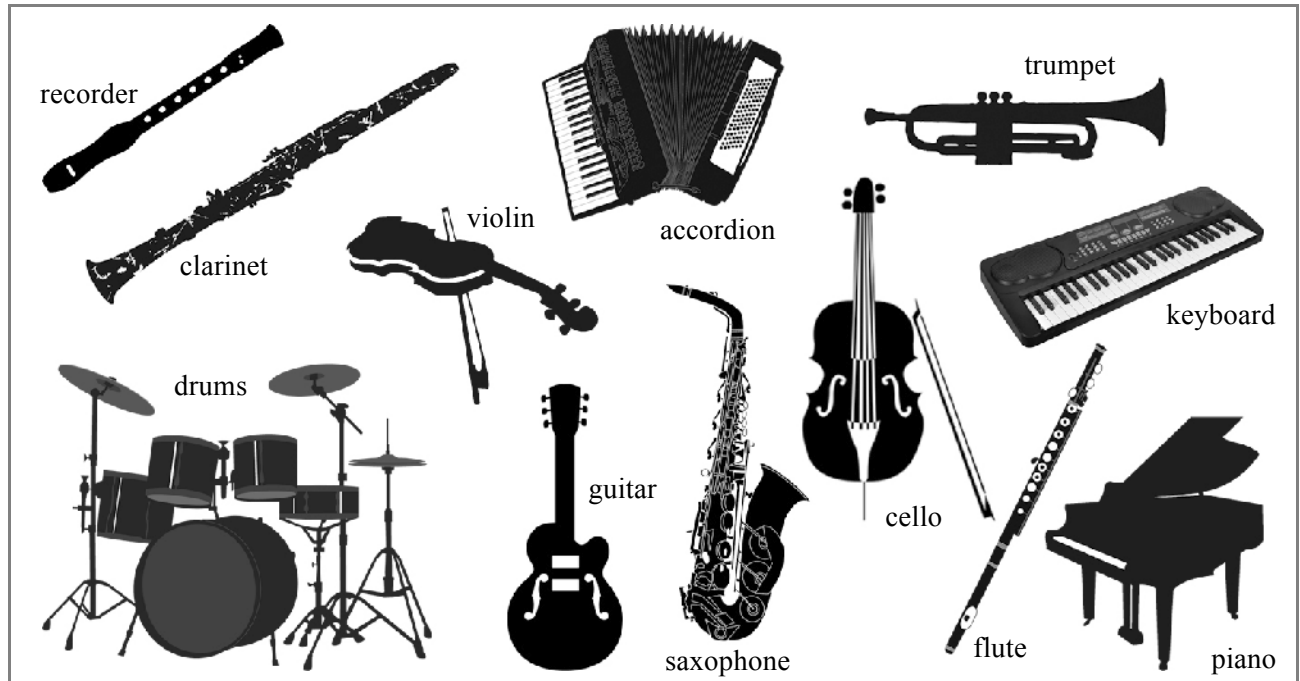
Questions	Me	1 o'clock 	2 o'clock 
What's your favourite band?			
Who's your favourite singer?			
What's your favourite English song?			
Can you play an instrument? What instrument?			
Can you sing? Can you rap?			
Are you in a band?			

a Write your answers in the 'Me' column.

Then make appointments for 1 and 2 o'clock with two partners. Write the names in the table.



b Go to your appointments. Ask your partner questions about music and take notes.



More practice Game: Who is it?

Tell the class about your partners like this:

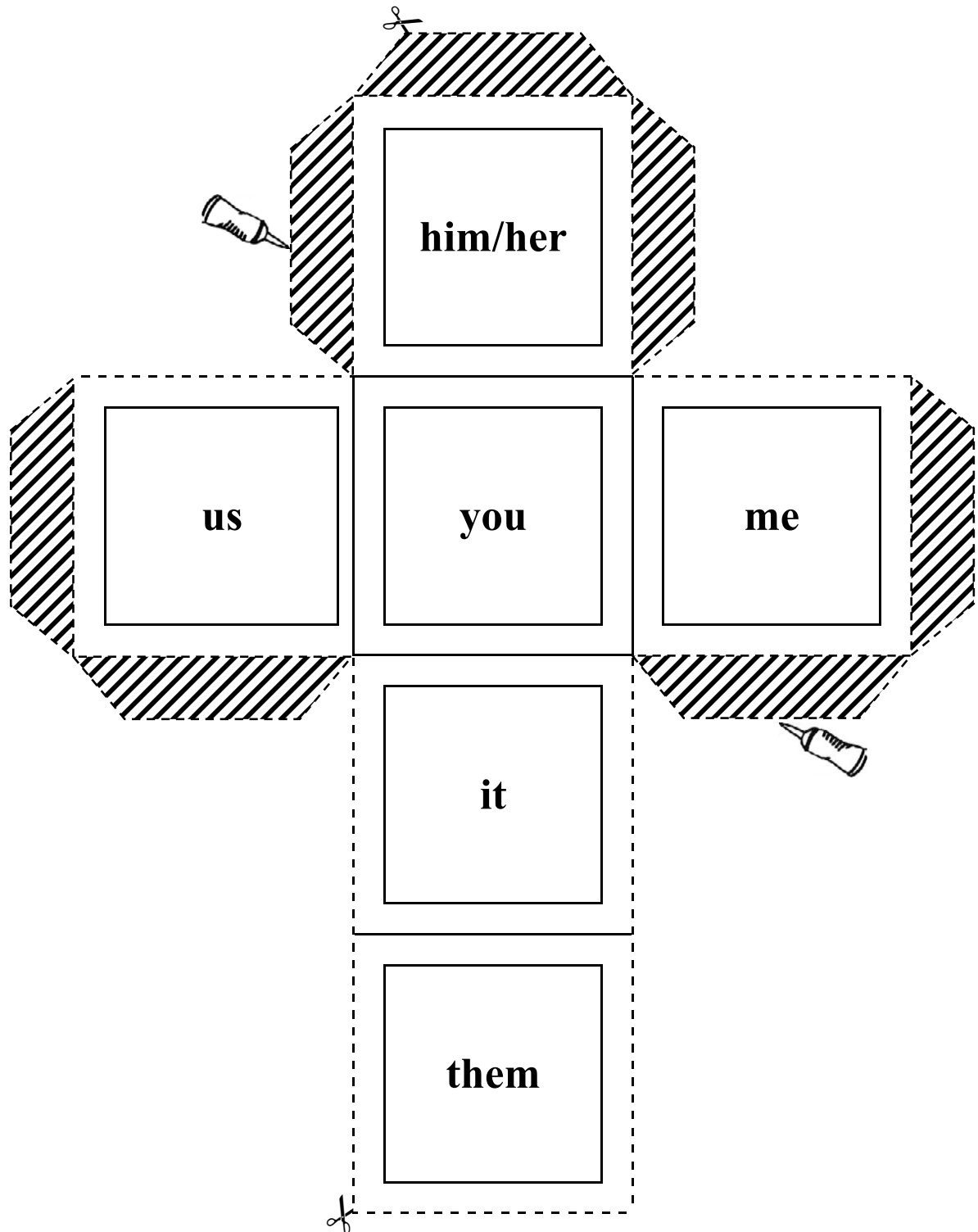
This girl/boy likes *Franz Ferdinand*. She/He plays the guitar in a band. Who is it?

Complete the sentences with: me • you • him • her • it • us • you • them.

1 Adam's rap is great. I love _____!	7 These scones are yummy. Try _____!
2 You can bring your sister to my party. I really like _____.	8 Luca loves <i>Francis and the Drakes</i> . We could buy their new CD for _____.
3 I think the PMZ guitar club is really fun, Luca. Don't you want to come with _____?	9 Adam's father works on the ferry. Adam doesn't see _____ very much.
4 The photos on your mobile are great. I want to see _____ again!	10 That table looks bad, Adam. Can you clean _____, please?
5 My homework is so difficult, Mum. Can you help _____?	11 We always go to Tinside Lido on Saturdays. Come with _____!
6 Adam, Zack, are you hungry? I have some sandwiches for _____!	12 Dad, I'm busy. Can I phone _____ later?

Complete the sentences. Pick the right word.

1 Adam's rap is great. I love _____! (it/them)	7 These scones are yummy. Try _____! (them/you)
2 You can bring your sister to my party. I really like _____. (us/her)	8 Luca loves <i>Francis and the Drakes</i> . We could buy their new CD for _____. (them/him)
3 I think the PMZ guitar club is really fun, Luca. Don't you want to come with _____? (me/him)	9 Adam's father works on the ferry. Adam doesn't see _____ very much. (him/it)
4 The photos on your mobile are great. I want to see _____ again! (them/him)	10 That table looks bad, Adam. Can you clean _____, please? (him/it)
5 My homework is so difficult, Mum. Can you help _____? (them/me)	11 We always go to Tinside Lido on Saturdays. Come with _____! (her/us)
6 Adam, Zack, are you hungry? I have some sandwiches for _____! (him/you)	12 Dad, I'm busy. Can I phone _____ later? (you/me)



Lösung:

me: Sätze 3 und 5



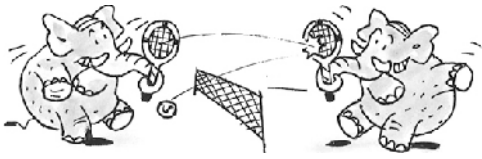




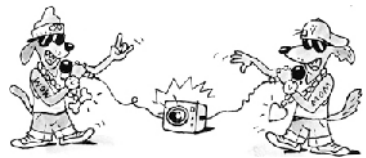
you: Sätze 6 und 12

him/her: Sätze 2, 8 und 9

it: Sätze 1 und 10

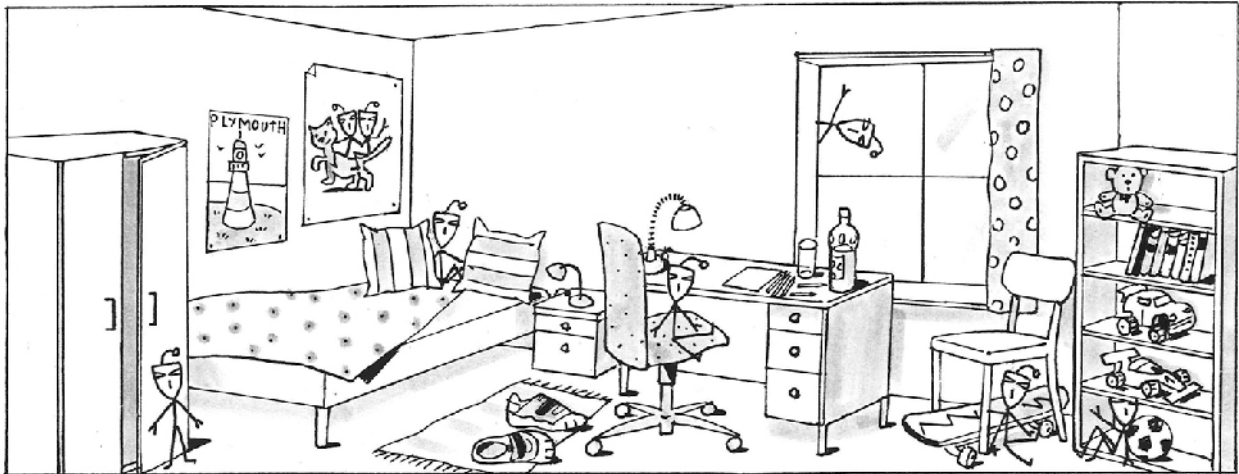
us: Satz 11

them: Sätze 4 und 7

Partner A	Partner B
<p>You start. Ask your partner questions about his/her pictures. Check your partner's answers:</p> <p><i>Yes, you're right.</i> <i>No, you're wrong. It's ... / They're ...</i></p>	<p>You answer your partner's questions:</p> <p><i>No, it isn't ... / No, they aren't...</i> Then say what the animals are doing: <i>It's ... / They're ...</i></p>
<p><i>Is the bear riding a bike?</i> (No, it isn't riding a bike. It's skateboarding.)</p>	
<p><i>cat – sleeping</i> (No, it isn't sleeping. It's listening to music.)</p>	
<p><i>elephants – playing football</i> (No, they aren't playing football. They're playing tennis.)</p>	
<p><i>monkeys – eating nuts</i> (No, they aren't eating nuts. They're dancing.)</p>	
<p>Change: Now you answer your partner's questions (No, it isn't ... / No, they aren't ...) and say what the animals are doing. <i>It's ... / They're ...</i></p>	<p>Change: Now you ask the questions and check your partner's answers. <i>Yes, you're right.</i> <i>No, you're wrong. It's ... / They're ...</i></p>
	<p><i>Is the rabbit eating salad?</i> (No, it isn't eating salad. It's playing the guitar.)</p>
	<p><i>ducks – having breakfast</i> (No, they aren't having breakfast. They're swimming.)</p>
	<p><i>bird – singing</i> (No, it isn't singing. It's cooking.)</p>
	<p><i>dogs – watching TV</i> (No, they aren't watching TV. They're rapping.)</p>

▶ ◀ fold here

Partner A: Don't show your picture to your partner! There are eight aliens in your picture. Colour them red. Your partner has a picture with green aliens.



1 Tell your partner where the red aliens are. Your partner adds them to his/her picture.

on the left • on the right • in the middle • next to • on • in • between • behind •
under • outside • in front of • ...

2 Now your partner tells you where the green aliens are. Listen and add them to your picture.

3 Check your pictures. Are there 16 aliens in both pictures? Are they in the same places?



Partner B: Don't show your picture to your partner! There are eight aliens in your picture. Colour them green. Your partner has a picture with red aliens.



1 Your partner tells you where the red aliens are. Listen and add them to your picture.

2 Now tell your partner where the green aliens are. Your partner adds them to his/her picture.

on the left • on the right • in the middle • next to • on • in • between • behind •
under • outside • in front of • ...

3 Check your pictures. Are there 16 aliens in both pictures? Are they in the same places?

Part 1: The kids from Harbour Road: What's your talent?

1 Cut out the sentences and put them in the right order. Then watch part 1 of the film again and check.

More practice Add the names of the speakers: Anna, Sarah, Paul, waitress.

A: Waitress	That's four pounds for you, and four pounds for you, please.
B: _____	I'm hungry! Can I have a muffin, and ... a hot chocolate, please?
C: _____	Hi!
D: _____	Thanks. / Thank you!
E: _____	Chocolate or blueberry?
F: _____	Hi, Anna!
G: _____	I'll have a chocolate muffin, please.
H: _____	And yourself?
I: _____	A hot chocolate and a blueberry muffin, please.
J: _____	We're here!

Part 2: Make your own dialogue in a cafe

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

More practice Write down your dialogue in your exercise book.

Partner A (customer): You start! You're in a cafe in England. You're hungry. Tell the waiter what you want.	Partner B (waiter/waitress): Your partner starts. You're a waiter in a cafe in England. Help the customers. Ask them what they want.
– Hello / Good morning!	– Hello, how can I help you?
– Can I have ..., please?	– Sure, would you like ...?
<ul style="list-style-type: none"> – a muffin – some scones – a sandwich – an omelette – a salad 	<ul style="list-style-type: none"> – a chocolate or a blueberry muffin – cream and jam with your scones – a chicken or a cheese sandwich – chips with your omelette – potato salad or green salad
– I'll have ... please.	– OK. Something to drink, too?
– Yes, I'll have ..., please.	– Here you are. Anything else?
<ul style="list-style-type: none"> – a hot chocolate – a cup of tea/coffee – a glass of orange juice / cola 	
– No thanks, that's all.	– That's £ ..., please.

1 REVISION Questions and answers ► Unit 5, p. 106

- a) 2 Yes, they do.
 3 No, they don't.
 4 No, they don't.
 5 Yes, he does.
 6 Yes, he does.
 7 Yes, he does.
 8 No, he doesn't. (7 points)
- b) 1 Do seagulls live near the sea? c) 1 Yes, they do.
 2 Do seagulls live in towns? 2 Yes, they do.
 3 Do seagulls eat crabs? 3 Yes, they do.
 4 Do seagulls sing or make a noise? 4 Yes, they do.
 5 Does Sandy live in a house? 5 Yes, she does.
 6 Does Sandy eat crabs? 6 No, she doesn't.
 7 Does Sandy talk? 7 Yes, she does.
 8 Does Sandy like pizza? (8 points) 8 Yes, she does. (8 points)

😊	😐	☹
23-19	18-12	11-0

2 LANGUAGE Describing pictures ► Unit 5, p. 106

- a) 1 Cyril is **sitting** on a chair at the beach. 2 He's **listening** to music.
 3 He's **watching** three kids. 4 They're **playing** football.
 5 His mobile is **ringing**. 6 "I hope it isn't mum and dad," he's **thinking**. (6 points)
- b) Sandy is on the beach too. She's **watching** (1) Mr Johnson. He's **walking** (2) on the beach. Mrs Johnson is there too. They're **looking** (3) at Cyril. They're **feeling** (4) hungry! Sandy has a mobile. She's **phoning** (5) Cyril. (5 points)
- c) 1 Cyril is **playing** football. He **isn't** swimming.
 2 Sandy **isn't** talking to Cyril. She's **eating** lunch.
 3 Cyril and Sandy **aren't** having a party. They're **watching** TV.
 4 Cyril and Sandy are **cooking** dinner. They **aren't** drinking tea. (8 points)

😊	😐	☹
19-16	15-10	9-0

3 LANGUAGE People on the ferry ► Unit 5, p. 107

- a) Anna **F**; Rick **G**; Linda **C**; Toby **A**; Gemma **B**; David **E**; Uma **H**; Adam's dad **I** (8 points)
- b) Anna is playing a game. Rick is cleaning the table. Linda is cooking. Toby and Gemma are talking. David is washing up. Uma is watching TV. Adam's dad is talking on the phone. (7 points)

😊	😐	☹
15-12	11-8	7-0

4 READING and SPEAKING A picture ► Unit 5, p. 107

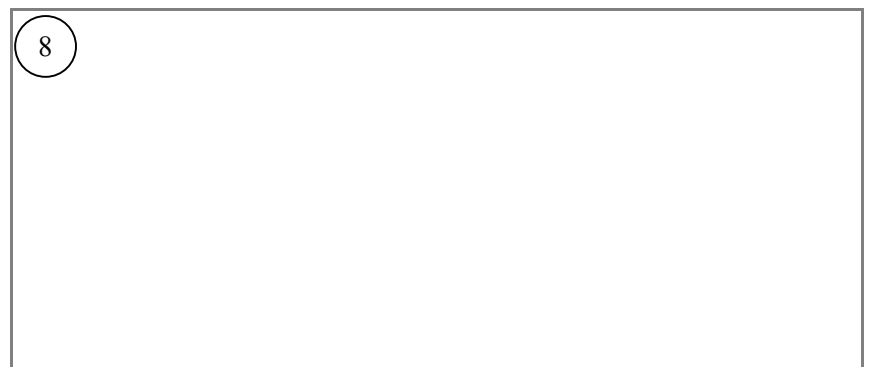
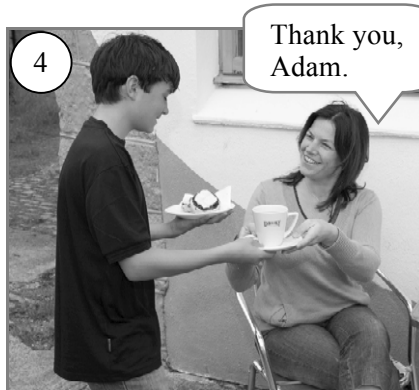
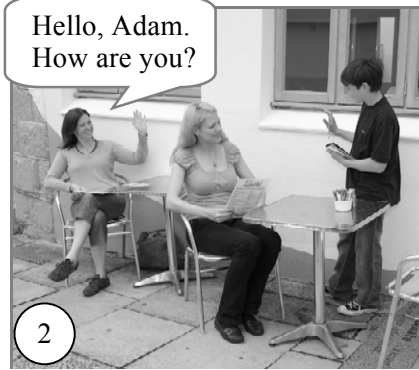
- a) 1 F, 2 T, 3 F, 4 F, 5 F, 6 T, 7 F, 8 T, 9 F, 10 T, 11 F, 12 F (12 points)
- b) There are lots of people on the beach. On the left I can see a boy and a girl. The boy is reading. The girl is talking on the phone. In the middle I can see a family. They're eating lunch. There's a big white seagull in front of a yellow bag. It's looking at the sandwiches. On the right I can see a red chair. A boy is sitting on the chair. There's a dog under the chair. I can see a big blue ball next to the chair. (12 points)

😊	😐	☹
24-20	19-12	11-0

5 WORDS Food and drinks ► Unit 5, p. 108

- a) 1 cafe, 2 soup, 3 chips, 4 coffee, 5 scones (5 points)
- b) 1 Some people drink **coffee** for breakfast.
 2 I often have vegetable **soup** for lunch.
 3 We often have tea and **scones** in a cafe at the weekend.
 4 You can buy food and drinks in a **cafe**.
 5 My favourite food is fish and **chips**. (5 points)

😊	😐	☹
10-8	7-5	4-0



1 Read the story. Cut out the speech bubbles below (= unten) and glue them on the correct photo.

2 ☐ Draw another picture for the story and write speech bubbles for it.



Can I help you?

I'm washing up.

That's a great rap!

You're welcome. Bye.

Hello, Ms Lee. I'm fine, thanks.

Yes, Adam is working very hard at school now.

Here you are. One tea and a scone.

Task A:

a) Look at the brochures in your English book on p. 110/111 again. Then read the sentences 1–10.

- 1 You can bring your dog.
- 2 You like to sleep outside.
- 3 In winter it's only open weekends and school holidays.
- 4 You can learn about the history of smugglers.
- 5 You like sport.
- 6 You want to have fun on the water.
- 7 You can buy a group ticket.
- 8 You want to have adventures with lots of other kids.
- 9 You can have food at a cafe.
- 10 You can cook your own food.

b) Match the sentences with the brochures: A, B, C or D. Sometimes there is more than one answer. Write the letter of the brochures under the sentence number.

Sentence	1	2	3	4	5	6	7	8	9	10
Brochure/s	A;									

**Task B:**

Du bist in den Sommerferien in Plymouth und möchtest mit deiner Familie einen Ausflug machen. Dein jüngerer Bruder spricht kein Englisch. Hilf ihm die Broschüren zu verstehen. Vervollständige den Dialog.

Your brother: Also ich finde die erste Broschüre sieht spannend aus. Da geht es um eine Bootsfahrt, oder?

You: Ja, genau gesagt um eine Fähre zu zwei Schmugglerdörfern: Cawsand und Kingsand.

Your brother: Aha, und das hier sind wohl die Abfahrtszeiten. Wann geht denn die erste Fähre?

You: Die erste Fähre von Plymouth nach Cawsand geht um _____ und wir können nachmittags um _____ oder um _____ wieder zurückfahren.

Your brother: Und was kann man in Cawsand und Kingsand alles machen?

You (3 things): Dort gibt es _____, _____ und _____.

Your brother: Wieviel kosten die Tickets für uns und unsere Eltern hin und zurück?

You: Mal sehen ... Für _____ Strecke sind das £4 für _____ und £2 für _____. Also insgesamt £24. Aber was hältst du denn von dem Freizeitpark hier – Woodlands?

Your brother: Cool. Wann ist der denn jetzt in den Sommerferien geöffnet?

You: _____.

Your brother: Und wie viel kostet der Eintritt für uns vier?

You: £ _____. Wow, ganz schön teuer, aber lass uns unsere Eltern fragen.

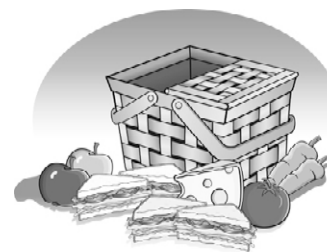
1 Find the words in the word grid. The scrambled words below can help you.

M	S	A	U	S	A	G	E	S	P	T	L	S	H	S	P	T	T	X
S	W	A	I	B	I	C	S	D	V	B	R	P	P	X	W	O	I	O
P	I	C	N	I	C		B	L	A	N	K	E	T	P	T	W	K	R
G	M	U	X	M	R	T	O	S	E	Z	N	A	O	S	L	E	R	A
E	M	N	R	B	S	E	D	C	B	O	O	K	X	K	I	L	O	N
Z	I	R	N	O	C	P	Y	B	A	P	X	E	U	W	Q	A	M	G
B	N	W	F	O	O	T	B	A	L	L	E	R	R	C	T	S	Z	E
H	G	G	R	F	N	D	O	S	L	A	P	S	O	A	I	W	U	
J		K	I	L	E	Y	A	X	C	S	V	B	N	M	M	I	M	J
B	T	N	S	K	S	O	R	P	S	U	N	C	R	E	A	M	L	U
J	R	I	B	U	H	V	D	C	G	N	Z	T	F	R	C	S	X	I
T	U	B	E	Q	Y	Q	W	A	Y	G	S	H	E	A	R	U	D	C
A	N	W	E	S	U	M	B	R	E	L	L	A	Y	X	D	I	E	E
I	K	N	J	U	Z	H	B	T	Z	A	G	T	V	W	C	T	F	R
K	S	A	N	D	W	I	C	H	E	S	M	O	L	A	P	I	Z	R
E	Q	M	B	C	Y	L	J	G	D	S	H	O	R	T	S	A	A	W
C	H	O	C	O	L	A	T	E	T	E	U	P	S	E	F	H	P	K
A	R	W	M	B	S	W	E	E	T	S	C	Y	C	R	I	S	P	S
K	Z	I	O	A	F	H	K	Y	C	B	N	E	F	I	V	E	L	L
E	O	F	R	U	I	T	R	B	I	S	C	U	I	T	S	P	E	C



beach things:

blal • broaddoby • boko • cramea • fallboot •
fisbree • hta • strosh • seekarps • screamun •
snuglessas • suitwims • smimwing tnurks •
telow • tebu • ulleramb



picnic things:

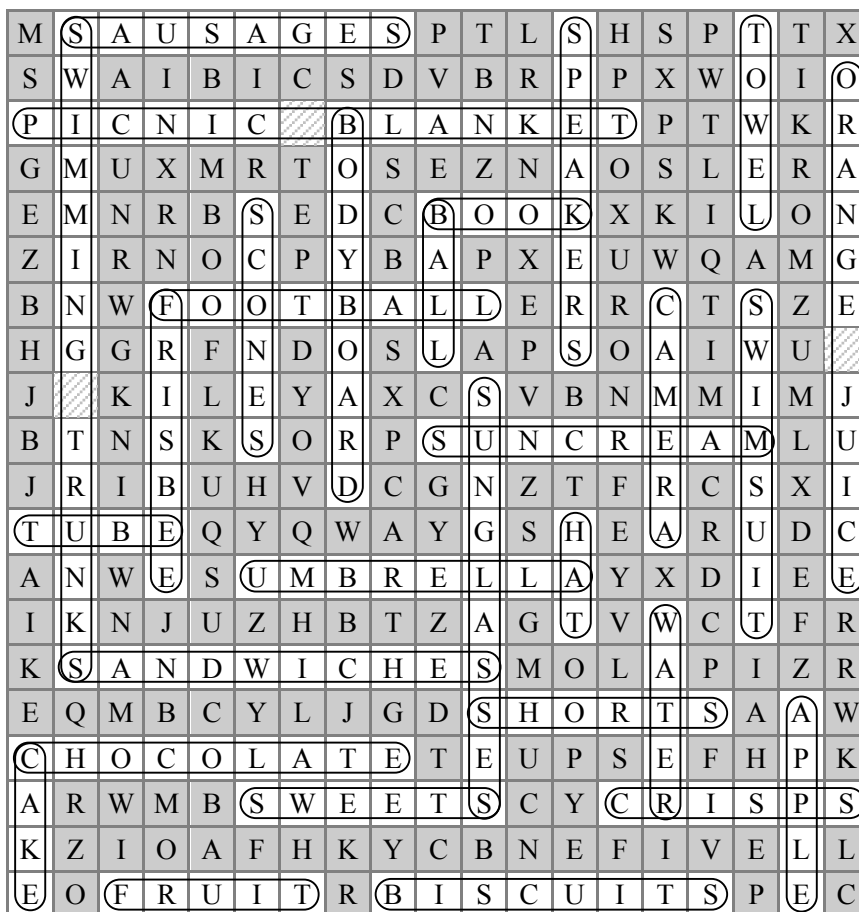
aplep • biscutsi • ceka • chalocote • cispsr •
futir • nosesc • onager jeicu • pnicic banklet •
siwandches • saaguses • tweses • wreta



▲ fold here

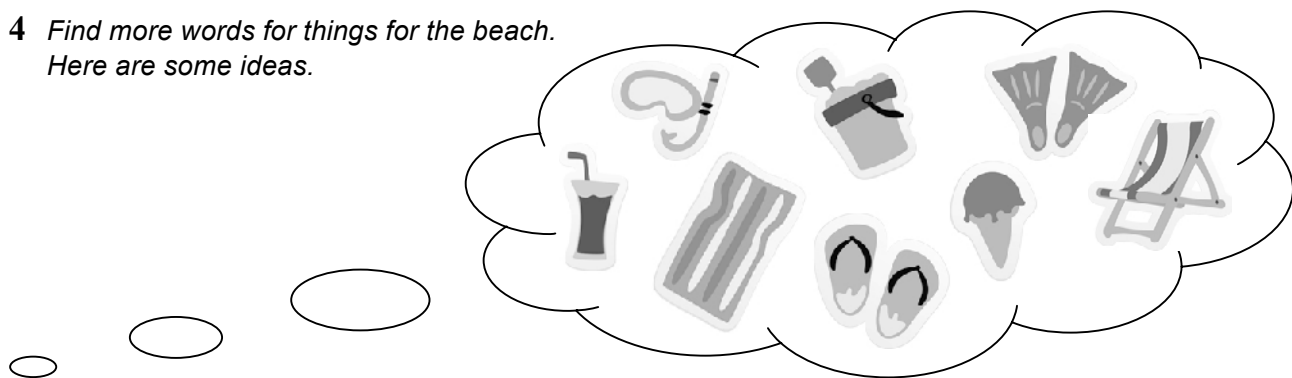
More help apple • ball • biscuits • bodyboard • book • cake • camera • chocolate • crisps • football • frisbee •
fruit • hat • orange juice • picnic blanket • sandwiches • sausages • scones • shorts • speakers • suncream •
sunglasses • sweets • swimsuit • swimming trunks • towel • tube • umbrella • water

2 Check yourself.



3 What do the friends want to bring to the beach? Fill in the words in a table like this:

Berry		All:
Ellie		
Luca		
Adam		

4 Find more words for things for the beach.
Here are some ideas.5 **NOW YOU** What do **you** want to bring to the beach? Talk to a partner and take notes in the table.

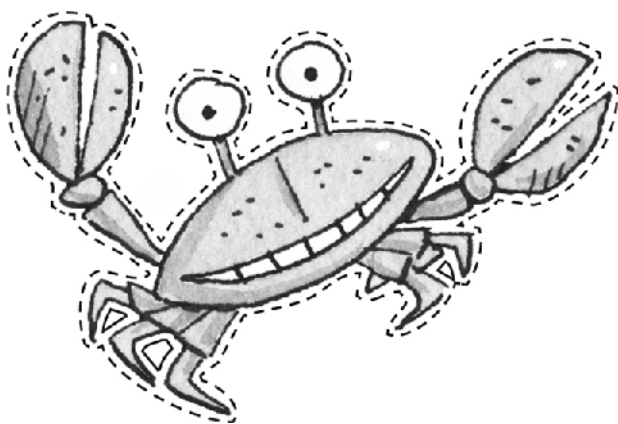
Me		Both:
My partner		

Part A: Puppets: Cyril and Sandy

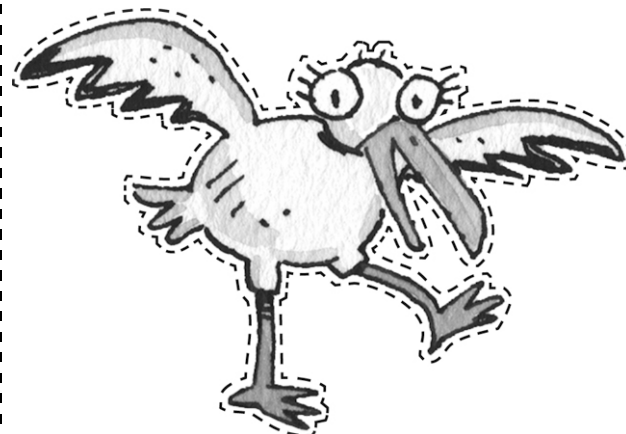
Colour the puppets. Cut them out and put a straw on them.



Cyril



Sandy



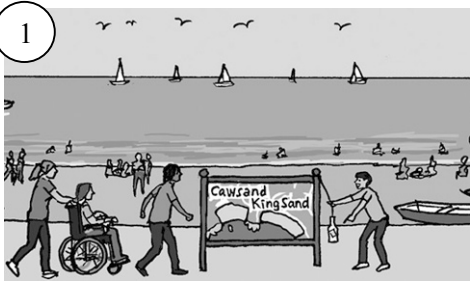




Part B: Viewing: Our wild camping trip

What are the kids saying? Fill in the speech bubbles. You can use ideas from the film.



More practice Add more speech or thought bubbles.

Read (or listen to) scenes 1–5. Then look at the pictures and fill in the table:

Scene	Who?	Where?	What must they find?
1 			
2 			
3 			
4 			
5 			



▲ fold here

More help **Where?** near the cafe 'The Smuggler's Rest' • in front of a shop • on the beach • near Cawsand harbour • near the clock tower

What must they find? Berry's dad • a big clock • a cafe • cows • a shop

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

Scene 1: Who said it? Fill in the names.

- 1 _____: The message is for you, Berry.
- 2 _____: We have your dad, the sea's coming in.
- 3 _____: Let's find dad!
- 4 _____: Look at the big map.
- 5 _____: That's it. Let's go.

Scene 2: True or false? Tick the right box and correct the false statements.

	true	false
6 Luca wants to buy some orange juice.	<input type="checkbox"/>	<input type="checkbox"/> _____
7 They have 20 minutes to find Berry's dad.	<input type="checkbox"/>	<input type="checkbox"/> _____
8 They must find a cafe for smugglers.	<input type="checkbox"/>	<input type="checkbox"/> _____
9 They follow the old woman.	<input type="checkbox"/>	<input type="checkbox"/> _____

Scene 3: Who is it? Fill in the names.

- 10 _____ can push Berry's wheelchair.
- 11 _____ finds the bottle.
- 12 _____ wants to look at the time at her phone.
- 13 _____ can't see a clock.

Scene 4: Pick the correct answer: a, b or c.

- 14 The kids have only **a) five / b) ten / c) fifteen** minutes to find Berry's dad.
- 15 Berry is feeling very **a) hot / b) nervous / c) hungry**.
- 16 The kids are looking for **a) horses / b) a dog / c) cows**.
- 17 Luca wants to **a) go home / b) find Berry's dad / c) eat an ice cream**.

Scene 5: Answer the questions.

- 18 Where is Berry's dad? _____
- 19 Who is (always) hungry? _____
- 20 Who is eating the sandwiches? _____
- 21 Who is the Kingsand smuggler? _____

Scene 6: Describe the picture. The questions can help you. Then listen to scene 6 and find out more.



22 Who can you see? _____

23 Where are they? _____

24 What are they doing? _____

25 Do they look happy? _____

26 What are they talking about? Guess. _____



Answer key

Scene 1: Who said it? Fill in the names.

- 1 Luca
- 2 The Kingsand smuggler
- 3 Berry
- 4 Adam
- 5 Ellie

Scene 2: True or false? Correct the false statements.

- 6 false – sweets
- 7 false – 30
- 8 true
- 9 true

Scene 3: Who is it? Fill in the names.

- 10 Ellie (and Adam)
- 11 Adam
- 12 Berry
- 13 Ellie

Scene 4: Pick the correct answer: a, b or c.

- 14 b) ten.
- 15 a) hot.
- 16 c) cows.
- 17 c) eat an ice cream.

Scene 5: Answer the questions.

- 18 in the sand
- 19 Luca
- 20 Sam
- 21 Berry's mum

Scene 6: Describe the picture. The questions can help you. Then listen to scene 6 and find out more.

- 22 Ellie, Adam, Luca, Berry, Sam, Berry's mum and dad.
- 23 On the beach.
- 24 Berry's parents are eating / having a picnic; Berry is talking to her friends.
- 25 No, they don't.
- 26 Individuelle Lösungen

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

<p>● Partner A: You start! Talk to your partner about your plans for the summer/Christmas/_____ holidays.</p> <p>– Say hello.</p> <p>– Ask your partner about their plans.</p> <p>– Say what you think about your partner's plans.</p> <p>– Now answer your partner's questions about your holiday plans. Name 2 or 3 things:</p> <p>– _____</p> <p>– _____</p> <p>– _____</p>	<p>● Partner B: Your partner starts! Talk to your partner about your plans for the summer/Christmas/_____ holidays.</p> <p>– Say hello.</p> <p>– Answer your partner's questions about your holiday plans. Name 2 or 3 things:</p> <p>– _____</p> <p>– _____</p> <p>– _____</p> <p>– Now ask your partner about their plans.</p> <p>– Say what you think about your partner's plans.</p>
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□ Look at the role cards and act a dialogue with your partner. Then swap roles.

<p>□ Partner A: You start! Talk to your partner about your plans for the holidays.</p> <p>– Hi. / Hello ...</p> <p>– How are you? – Are you OK?</p> <p>– What are your ... plans?</p> <p>– summer – Christmas – holiday</p> <p>– Wow! ...</p> <p>– That's interesting/nice/cool/... – Great!</p> <p>– I'm going to ...</p> <p>– go/fly to Turkey/London/... with ... – visit my grandmother/... in ... – do nothing special. I'm ... – go to the aquarium/...</p>	<p>□ Partner B: Your partner starts! Talk to your partner about your plans for the holidays.</p> <p>– Hi. / Hello ...</p> <p>– I'm fine, thanks. – I'm OK.</p> <p>– I'm going to ...</p> <p>– go/fly to Turkey/London/... with ... – visit my grandmother/... in ... – do nothing special. I'm ... – go to the aquarium/...</p> <p>– What are you going to do ...?</p> <p>– in the summer holidays – in the Christmas holidays</p> <p>– Really? ...</p> <p>– That's interesting/nice/cool/... – Can I come too?</p>
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1 WORDS On the beach ► Unit 6, p. 122

- a) 1 swimsuit 2 suncream 3 umbrella 4 frisbee 5 tube 6 camera,
7 speakers 8 (picnic) blanket 9 bodyboard 10 swimming trunks
11 (beach) towel 12 sunglasses (12 points)
- c) football, orange juice, water, sandwiches, bread, bottle, sausages ... (5 points)

☺	☹	☹
17–14	13–9	8–0

2 REVISION Quiz time ► Unit 6, p. 122

- a) 1 When 2 What 3 Why 4 What 5 Where 6 When (6 points)
- b) 1 (Because) she doesn't have a tie.
2 (She's there / at her dad's flat) on Saturday(s) and Sunday(s).
3 (He often goes) to work.
4 (She wakes up) at 6 o'clock.
5 (Because) she's worried (about Adam). / ... she doesn't think he's very happy
(at the moment). / ... he isn't working very hard (at school). / ... he isn't
doing his homework. / ... he's often tired.
6 She's going to go/fly to America/Boston. (12 points)

☺	☹	☹
18–15	14–9	8–0

3 LANGUAGE Here's the plan ► Unit 6, p. 123

- a) 1 We're going to leave; Alisha and Finn aren't going to come; They're going
to visit
2 We're going to fly; you are going to wake me
3 We aren't going to leave; We're going to go
4 I'm not going to bring; I'm going to have; Zoe is going to give
5 you're going to remember; I'm not going to forget
6 Alisha is going to make (13 points)
- b) 1 They aren't going to go on Friday, they're going to go on Saturday.
2 Alisha and Finn aren't going to come later, they're going to visit
grandma and grandpa.
3 Ellie isn't going to have a holiday with Alisha and Finn, she's
going to have a holiday with her dad.
4 They aren't going to fly from Plymouth, they're going to fly from Bristol.
5 They aren't going to go to Bristol on Saturday, they're going to go
there / to Bristol on Friday / the day before.
6 Ellie's dad isn't going to have a big rucksack, he's going to have a small bag.
7 Alisha isn't going to give Ellie her small rucksack, Zoe is going
to give Ellie her small rucksack / Zoe is going to give it to Ellie/her.
8 Ellie's dad isn't going to make a list for her, Alisha is going to
make a list for her. (16 points)

☺	☹	☹
29–24	23–15	14–0

4 LANGUAGE Berry's last days ► Unit 6, p. 123

- a) On Saturday at 10.00 (ten o'clock) Berry is going to go shopping with Ellie.
(Then / And / After that / Later) at 12.30 (half past twelve) she's going to meet
Adam and Luca for lunch.
(Then / And / After that / Later) at 15.30 (half past three) she's going to get her
things ready.
(Then / And / After that / Later) at 18.00 (at six o'clock) she's going to say
goodbye to the animals.
On Sunday Berry and her parents are going to go by bus to London.
(And) they're going to meet her mum's friend Helen at the bus station.
(Then / And / After that / Later) they're going to have dinner and sleep at
Helen's house.
On Monday they're / Berry and her parents are going to get up at 4.30
(half past four).
(And / Then) at 8.00 (eight o'clock) they're going to fly to New York.

☺	☹	☹
12–10	9–6	5–0

(2 points per sentence, max. 6 sentences)

Part 1: 24th December: Christmas Eve (p. 160)

Who is it? Read part 1 of the story and find out:

- a) Who is at the shops? _____
- b) Who makes the Christmas cake? _____
- c) Who decorates the Christmas tree in the living room? _____
- d) Who sings "We wish you a Merry Christmas"? _____
- e) Who is not happy? _____

Part 2: 25th December: Christmas Day (p. 161)

Read part 2 of the story and pick the right answer:

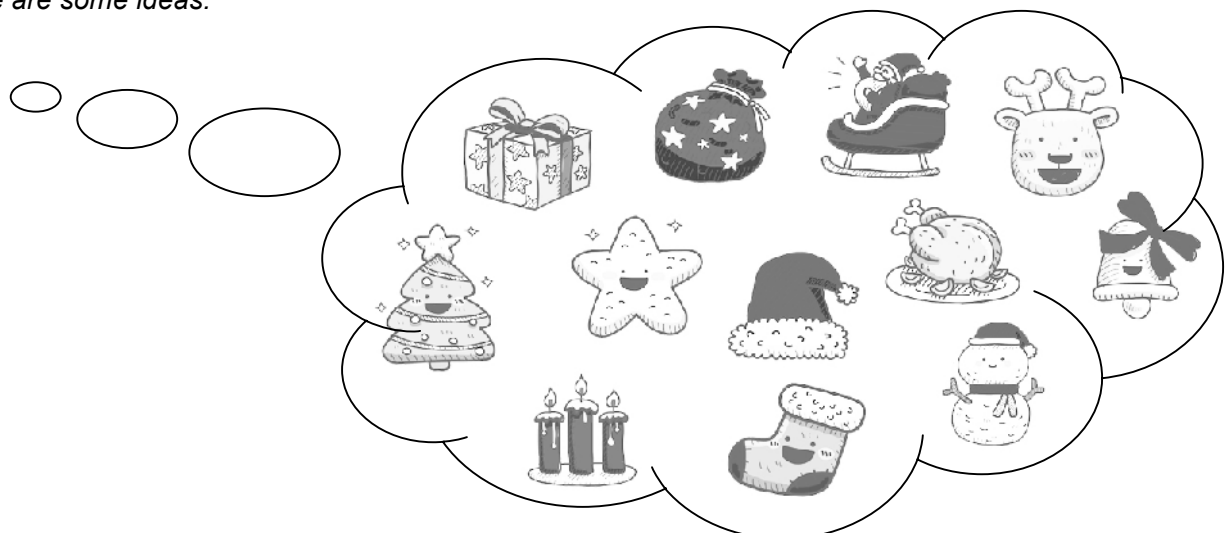
- 1 Why does Ellie get up at 6 on Christmas morning?
 - a) It's breakfast time.
 - b) She wants to look into her stocking.
 - c) She wants to play computer games.
- 2 What is in Ellie's Christmas stocking?
 - a) A computer game, a book, a hoodie and chocolate.
 - b) Speakers and chocolate.
 - c) A book, a pen and a hat.
- 3 Where are more presents?
 - a) On the breakfast table.
 - b) In Zoe's room.
 - c) In the living room.
- 4 What do they do after Christmas lunch?
 - a) They pull Christmas crackers.
 - b) They sing songs.
 - c) Zoe tells jokes.

Part 3: Later on Christmas Day (p. 162)

Read part 3 of the story and pick the right answer:

- 1 In the afternoon Ellie is ...
 - a) with Zoe and Alan.
 - b) with her dad, Alisha and Finn.
 - c) with her mum, Pete, Conor and Zoe.
- 2 Zoe's best Christmas present is ...
 - a) a new mobile phone.
 - b) a nice text message from Alan.
 - c) a nice text message from Ellie.

More practice Write down Christmas things – as many as you can.
Here are some ideas:



- 1 *Read and find out:* a) Who's the new boy? _____
 b) What's special about him? _____

2 *True or false? Correct the false statements.*

- a) At lunch time, Ben sits alone in the canteen.
 b) Ben lives in a caravan.
 c) Luca thinks life in a caravan is boring.
 d) The new boy tells the kids all about his family.
 e) Berry doesn't like Ben.

3 *Why does Ben go to the park? What does he do there? Talk to a partner and guess.*

I think Ben	wants to	meet friends play frisbee/... be alone go to a concert/... walk	in the park.
Maybe he	goes to the park because ...		he lives there. it's the best way home.

4 *Put the sentences in the right order.*

- a) A man in a circus costume stands at the entrance.
 b) But the man in the costume tells them that Ben is in the tent.
 c) In Central Park Luca and Ellie can't find Ben.
 d) So Ellie and Luca can go inside to find Ben.
 e) Luca wants to go inside, but they don't have money for the show.
 f) But they see a big tent and want to have a look.

5 *Match the sentence halves.*

1 In the tent there are ...	a) watch the circus and find Ben later.
2 Luca wants to eat ...	b) funny clowns do tricks.
3 The ringmaster stands ...	c) lots of people.
4 Luca and Ellie want to ...	d) Luca and Ellie see that it's Ben.
5 At the end of the show three ...	e) popcorn, but Ellie wants to find Ben.
6 The small clown's red nose falls off and ...	f) in the ring with a microphone.

6 *Match the headings with the six parts of the story.*

A strange boy

A family of clowns

A great show!

A new student at Eggy

Where does he go?

At the big circus tent

7 *Do you like the story? Why (not?) Tell the class.*

Partner A:

- 1** Read the text on page 168 and fill in the missing information.
(Tip: Look at the key terms for help.) Add a picture.



Seagulls have pretty *p* _____. They usually are white
with black or grey *w* _____ and *t* _____ *f* _____.
They have a strong *b* _____ and *w* _____ *f* _____.
Some seagulls are *s* _____: 120 g and _____ cm.
Some seagulls are *b* _____: 1. _____ kg and 76 cm.
They're *i* _____, but can be *n* _____, *m* _____
and *d* _____ too.

Glue your own picture
of a seagull here.

Then read the text on page 169 and check your partner's fact file.

- 2** Now make your own fact file about a different seabird (pelican, albatross, penguin, ...) or crabs.
The following questions can help you:

What do they look like (colours, ...)? • Are they big or small? • Where do they live? • What do they eat? •
What can they do? • How long do they live? • What's special about them?

**Partner B:**

- 1** Read the text on page 169 and fill in the missing information.
(Tip: Look at the key terms for help.) Add a picture.



Seagulls *c* _____ and eat small fish and *c* _____, but they
often *s* _____ food from people or try to eat *r* _____ on
the beach or at / _____ *s* _____ too.
Seagulls are good parents. They *n* _____ in big *c* _____
and look after the eggs and baby *g* _____ together. They *a* _____
people or animals that go near them. Seagulls can / _____ a long time
(about _____ years).
They can *s* _____ well and they can *w* _____ and *r* _____ on land too.

Glue your own picture
of a seagull here.

Then read the text on page 168 and check your partner's fact file.

- 2** Now make your own fact file about a different seabird (pelican, albatross, penguin, ...) or crabs.
The following questions can help you:

What do they look like (colours, ...)? • Are they big or small? • Where do they live? • What do they eat? •
What can they do? • How long do they live? • What's special about them?

Bildquellen

Titelbild

Trevor Burrows Photography, Plymouth

Illustrationen

Roland Beier, Berlin (S. 126; S. 132; KV 28A/B; KV 31 clocks, heads; KV 45; KV 46 clocks, heads; KV 48; KV 49); **Jeongsook Lee**, Heidelberg (LAS 1A boys, girls); **David Norman**, Meerbusch (KV 38 Bild 2–8); **Elwood H. Smith**, Rhinebeck, NY (S. 12; KV 1; KV 55; KV 62; LAS 1A Sandy; LAS 1B; LAS 2A unten; LAS 2B unten; LAS 3B; LAS 3C; LAS 4A; LAS 5); **Steffen Wolff**, Brohl-Lützing (KV 6A; KV 6B; KV 7; KV 10; KV 24; KV 25; KV 32; KV 41; KV 56; KV 57B; LAS 2A oben; LAS 2B oben)

Bildquellen

Alamy, Abingdon (KV 5 crocodile: moodboard (RF), fish: blickwinkel, hamster: Wildlife GmbH (RF); KV 22A judo poster: Big Cheese Photo LLC/Big Cheese Special, rug: Elizabeth Whiting & Associates/ewastock DIY; KV 37 ponies in the fields: The Photolibrary Wales/Rex Moreton); **Bank of England** (KV 34 banknotes: used by permission, photo: Cornelsen Verlag/icocat); **The British Royal Mint** (KV 34 coins: used by permission, photo: Cornelsen Verlag/icocat); **Trevor Burrows Photography**, Plymouth (S. 12; KV 5 pony; KV 9: Ellie, Luca; KV 11; KV 37 Pets Corner, trampolines, shop; KV 52); **Cornelsen Verlag**, Berlin (KV 15; KV 16; KV 55); **iStockphoto.com** (KV 3 Bild 6 (swimmer): Georgiy Pashin; KV 4A Bild 6: karlkotasinc, Bild 30: Jim Snyder; KV 5 bird: Mr_Jamsey, elephant: Peter Malsbury, snake: VMJones, rabbit: Nikola Spasenoski; KV 9 crying girl: Alashi; KV 18: Cliff Parnell; KV 20 house: visualgo; KV 22A chair: Floortje, shelves (2x): paul kline, books: Oleg Prikhodko, table: David Morgan; KV 29 hoodie: Fabio Cecconello; KV 35 Emoticons: Linda Bucklin; KV 43A budgie: jeridu; KV 54A picnic basket: Stephen St-Maurice); **Okapia**, Frankfurt/Main (KV 5 rat: J-L Klein & M-L Hubert/OKAPIA); **Shutterstock.com** (S. 194: Joe Gough; KV 3 Bild 1 u. 6 (skateboarder): Monkey Business Images, Bild 2: cynoclub, Bild 3: Tipliyashin Anatoly, Bild 4: Luti, Bild 5: Tomas Skopal, Bild 7: Shawn Pecor; KV 4A Bild 1–5, 8–11, 14–23, 25, 27: Virinaflora, Bild 7: albumkoretsky, Bild 12: VectorZilla, Bild 13, 26, 29: Klara Viskova, Bild 24: Lina Volchonok, Bild 28: Christos Georghiou, Bild 31: Kelly Hironaka; KV 4B: Virinaflora; KV 5 cat: Irina Bondareva, bear: red-feniks, monkey: Simone van den Berg, dog: Eastimages, tiger: Tiago Jorge da Silva Estima; KV 8 Bild 1, 3, 5, 8, 10, 11, 12: arbit, Bild 2, 6, 7: mattasbestos, Bild 4: John T Takai, Bild 9: Shako, Bild 13: Tischenko Irina; KV 9 head silhouette: pio3; KV 13: people at school: HitToon.Com, rooms: mazonik, lessons: stoyanh, uniform: Sylvie Bouchard; KV 22A desk: Margo Harrison, lamp: Viorel Sima, bed: studiots, pillows: karam Miri, mirror: italianestro, wardrobe: terekhov igor, rock music poster: Petrafler; KV 22B washing machine: ARTBOXCOM, armchair, bath tub, fridge, bin, sofa, TV, microwave, sink: Doremi, cupboard: Wire_man; KV 29 tie: KULISH VICTORIA, socks: Alexandr Makarov, shoes: Turumtaev Ildar, trainers: Ronen, pullover, trousers, skirt, blazer: Karkas, shirt: Boleslaw Kubica; KV 31 January: Michael D. Brown, December: Kuttly, April: sgame, October: Andre Bonn; KV 37 pond: Elena Elisseeva, donkey: Graeme Dawes; KV 38 Bild 1 basketball: gladcov; KV 42 girl in wheelchair: Nowik, balance: un kreativ; KV 43A elephant: Four Oaks, guinea pig: E. Spek; KV 43B tiger: Kitch Bain, polar bear: ViKOI; KV 46 accordion: Vule, cello: imagelab, clarinet: Sergey Lavrentev, drums: Terry234, flute: Dreamy Girl, guitar: resnak, keyboard: Senol Yaman, piano, violin: Nevena, recorder: Francesco Abrignani, saxophone: LHF Graphics, trumpet: Route66; KV 54A beach bag: Klara Viskova; KV 54B beach things: resnak; KV 60 Christmas icons: Ziven; LAS 3A football: David Spieth, bus: baldyrgan, box: Chuhail, witch: Alexandra Petruk, baby: Bass, pony: Igor Zakowski; LAS 4B Ratte: Josh Curtis, Hund: Igor Zakowski)