KV 1 // Talking about your holidays

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

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

b) How were <u>your classmates'</u> holidays? Walk around and talk to two or more partners. Take notes in the table.

c) Tell the class:

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

KV 1 //O Talking about your holidays

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

	•	•		
	My holidays	Partner 1:	Partner 2:	Partner 3:
How were your holidays?	great OK	great	great	great
	boring not great	boring not great	boring not great	boring not great
Where were you?	at home on a farm in Turkey			
How was the weather?	sunny rainy warm cold			
More practice What did you do?	had a picnic went riding			

b) How were <u>your classmates'</u> holidays? Walk around and talk to two or more partners. Tick the right boxes or add new ideas.

c) Tell the class:

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



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

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

▲ fold here

Partner A starts. Read the dialogue with your partner.

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

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



Part A: Clubs at Eggy

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

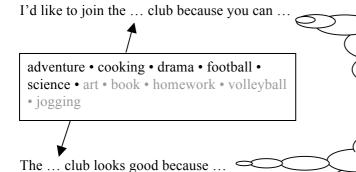
1 In the football club students can	a) learn to cook healthy food.
2 In the cooking club you can	b) do lots of experiments.
3 In the drama club students can	c) get fit and play football.
4 In the science club you can	d) go on a camping trip to Dartmoor.
5 In the adventure club students can	e) act in a play or do a pantomime.

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

1.	You	like	sports	and	vou	want to	get fit.
----	-----	------	--------	-----	-----	---------	----------

- 2. You're interested in experiments.
- 3. You like reading and you have time on Friday.
- 4. You like being out in the country and you love camping.
- 5. You like dancing and acting.
- 6. You like to draw pictures.
- 7. You need help with your homework.
- 8. You only have time on Wednesday.

3	Which three clubs would you like to join and why?
	Tell your partner. Here are some ideas:



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

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

... I love football/singing/acting/cooking/eating/science/adventures/...

Part B: Which club?

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

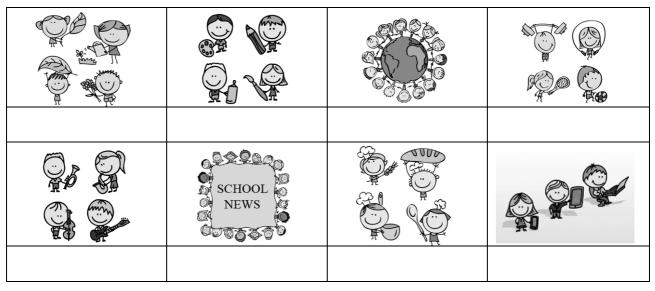
CLUB	LAST YEAR	THIS YEAR
Drama club		
Football club		
Homework club		
Adventure club		
Volleyball club		



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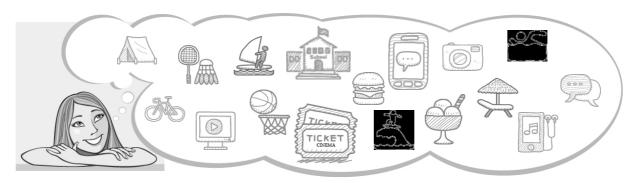
a) Match the names of the clubs or "AGs" to the pictures: Art • Computer • Kids around the world • School band • School cafe • School garden • School newsletter



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

					_ X
Subject	Clubs at our school				
Dear					•
_					
▼ ▲ fold here					
More help Cor	mplete the sentences l	below for yourself. Th	nen glue them into		
At our school	ol there	(are	/aren't) lots of clu		
					!
Like (you at	Eggy, we have a		club and a	clu	ıb.
(But) at our	school, students can al	so join the		c	lub.
Another into	eresting club is				
					:
					į
I'm not in a	club, but I think the				! !

- a) Look at Jane's ideas in the thought bubble. What do you think: What did she do last weekend? What didn't she do? Talk to your partner like this:
 - Partner A: I think Jane went to the cinema / had an ice cream / went camping / ...
 - Partner B: I think Jane didn't go to school / ... I think she went on a bike tour / ...



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

Jane's blog			
Yippee! Last weekend	(be) gre	eat. We	(have) school
on Friday so it was a long v	weekend. On Friday morning I		(phone) my best
friends Katie and Tom beca	ause I	(want) to do somethi	ing together with them.
We(h	ave) a big ice cream in a nice c	cafe in town. Then we	
(look) at the cinema poster	s. We((want) to go, but we	(have)
a lot of money. Katie	(have) a great	t idea: she	(invite) us to
her house and we	(watch) a cool fi	lm on DVD.	
On Saturday the weather _	(be) gr	eat :-) so we	(go) to the
beach. We	(go) swimming b	out we	(have) a big
picnic. In the evening, Kati	e and Tom	(come) to my ho	use for a sleepover.
We	(listen) to music and	(talk	a) a lot. It's funny, but I
	(feel) tired!		
On Sunday we	(want) to go	on a bike tour but it was v	very rainy. So we
	(stay) at home. We	(be) very hap	ppy at first :-(. But then
we	(find) a cool recipe and	l we	_(make) some scones!
Yummy! My big brother S	teve	(like) them too ;-) A	fter tea, Tom and Katie
	(go) home and I	(start) to w	rite this blog.
Posted by Jane, Sunday 26th	May, 8pm		

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

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

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

- a) Look at the pictures. Complete the rules with: have to mustn't can
- b) * Ask your partner to explain the rules in German. Swap roles.

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

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

I like rule ..., but I don't like rule ... What about you? I think rule ... is great/strange/stupid/...



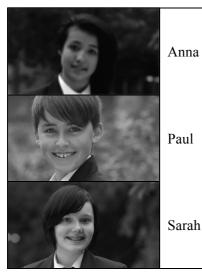
Part A: What do you remember about the kids from Harbour Road?

a	Collect	information	with	vour	partner	or in	class	like	this:

I think Anna lives in Harbour Road 11.

Yes, and Sarah lives in ...

More help Here are some ideas:



Anna

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

5)	Who's	your favourite	kid from	Harbour	Road?	Why?
-,		,				

Dort	р.	Ωh	door	٥h	doorl	

a) Answer the questions for each picture. Take notes in the table. 11 Then check with a partner.

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

D)	who says what – Paul, Anna or Saran? Write the names on the lines.
	: "Let's go to town. I have £ 10 – my birthday money."

: "That's a great idea!" : "I don't know!"

__: "This milkshake is good!" : "Where's my bag?"

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

: "It's your dad, Sarah!"

Α	But Sarah didn't have her bag.	D	The three friends were in Sarah's kitchen.	1
В	Then they went to town	Ε	Sarah's dad phoned Anna.	
С	They had lots of fun in town.	F	Later they went to Cap'n Jasper's cafe.	1



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

Sarah, we have to talk.	Er OK, dad. What's the matter?
	<u></u>
	7
▼ A fold here More help Cut out the sentences below and put them bubbles. Read the dialogue with your partner. To	
This isn't about Anna and Paul, Sarah. I was really worried when that man phoned about your bag and I didn't know where you were!	Well, we wanted to do our homework later.
But there are some rules in this house – remember? Rule one: You always have to tell me when and where you go! And what about your homework?!	Yes, I understand I'm sorry, Dad, but we wanted to be back before you.
No buts! Maybe it's not a good idea to do homework with friends. So you'll have to do your homework alone for a month!	Yes, I know Dad, homework is important, but H
Oh Sarah, you know you have to do your homework after school – before you go to town or do something else.	Oh Dad, I'm really sorry, but I wasn't alone. Anna and Paul were with me and
Sarah, I'm really fed up. You can't just go to town alone.	Oh please, Dad K

Part A: (6) SPEAKING Last weekend (Appointments)

a) Complete the table for you.

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

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

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

I had a ...

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

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

I ... Then I ...

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

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

Part B: (8) READING and WRITING A postcard and an email

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

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

Dear Luca I'm here in Spain with my dad. We're in a nice hotel for a week.

Dear Berry My family stayed at home this summer. The weather is very good.

But that was okay. It wasn't boring because I did lots of interesting things.

It's warm and sunny, so Dad and I go to the beach every day. Last weekend I had a great time with my dad. We went to London and watched a football game in Wembley.

There's a nice girl from Germany at our hotel. It was a game between England and Ghana.

But it wasn't great. Her name is Lena and she can speak English. The English team was terrible and Ghana won 2:1. Lena and I often play table tennis together. Sometimes the weather wasn't good. So I stayed in bed late, watched TV or played computer games.

We want to write emails and video chat when we're back home. How's school in the US?

Love Ellie Love Adam



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

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

Ellie Were (2) you alone in the house?

Berry No, we weren't (3) alone. Her brother was (4) at home. He and his friends were (5)

outside.

They were (6) in the swimming pool. But Bella's parents weren't (7) there at first.

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

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

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

©	(2)	8
12–11	10-7	6–0

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

- a) 1 In the morning mum asked Ellie: "What about a day on the beach with your new friend Mia?"
- 2 "Super!" Ellie answered.
- 3 Ellie **texted** Mia on her mobile: "Come to the beach for a picnic."
- 4 Then she **helped** her Mum with the sandwiches for the picnic.
- 5 At the beach Ellie and Mia talked to other kids.
- 6 Then they played beach volleyball with them.(6 points)
- b) 1 After the beach mum, Ellie and Mia **drove** to Adam's cafe.

(12 points)

- 2 They **met** Adam and Luca there.
- 3 Mum **bought** drinks for the kids and they all **ate** ice cream.
- 4 Back home mum **made** some hamburgers.
- The kids **had** a really nice day!

(5 points) 11–10

0	⊜	8
11-10	9–6	5-0

3 LANGUAGE A limerick ► Unit 1, p. 24

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

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

©	(2)	8
6–5	4–3	2-0

4 LANGUAGE Are you a good detective?

- a) 2 School didn't start at 12 o'clock, it started at 9 o'clock.
- 3 Mia didn't have lunch at 1 o'clock in the school canteen, she had lunch at 1.25.
- 4 In the drama club the students didn't do a play last year, they did a Christmas pantomime. (6 points)3

► Unit 1, p. 25

- b) 1 Berry and her family didn't stay in New York with her grandparents, they stayed in Boston with her aunt.
- 2 Berry didn't start school in Boston on Saturday, she started school in Salem on Monday.

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

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

©	(2)	8
18–15	14–9	8-0

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

a) Photo club:

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

Pony club:

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

b)

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

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

©	⊜	8
18–15	14–9	8-0



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

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





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

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





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

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





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



Questions and answers in the simple past

Part 1 The simple past – questions and answers

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

	1:		2:	
	<u> </u>	•	†	
	1		2	
What	did	you	eat	?
When	did	the party	finish	?
	Did	you	wear	a costume?

	†	
	3	
We	ate	sausages and
It	finished	at 10 o'clock.
We	wore	our normal clothes

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

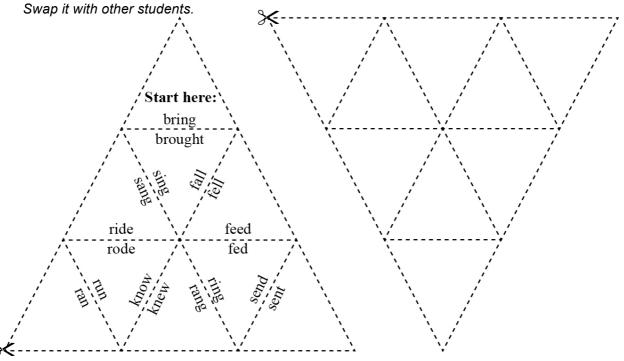
Yes, we We	did 	a bonfire party.
We	had	our party in Drake Park.
No, we but we	didn't,	great fireworks

Complete the rules:		FOCUS
1 In Fragen im simple past braucht man das Wort	+ die	
2 In Aussagen im simple past steht das Verb in der		

Q	<	_	 	_	_	_	_	_		 		 _	 	_				_	_	_	_	_	_			_		_	_	_	 	 		_	_		_	 	_	
5	_						_											_		_	Ξ						_	_					_							_

Part 2 Trimino: infinitive - simple past

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





Partner A:

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

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

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

Questions	You	Your partner	More practice Ask one more partner.
Where did you go?			
Who did you meet?			
What did you do?			

9/	<u> </u>
8	<

Partner B:

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

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

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

Questions	You	Your partner	More practice Ask one more partner.
Where did you go?			
Who did you meet?			
What did you do?			



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

As so of	JIGSAW – Steps a)–d)	Time	Ready	(√)
	a) Read your text alone. How many questions can you answer? Write the answers in the table below.	15 min		
	b) *** Work in a group with students who read the same text. Compare your answers.	7 min		
If you're Adam, go to page 119. If you're Ellie, go to page 120. If you're Luca, go to page 152.	c) Sit together in new groups of three (Adam, Luca and Ellie). Try to answer all the questions.	7 min		
if you ie Luca, go to page 132.	d) Compare your answers in class. Did you all solve the mystery?	6 min		

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

More practice Did you	solve the mystery? The	n fill in the missing wor	rds.	
Mia	to London with her	She	at her grandfather's flat.	
Mia	happy. She	_ two cats. They're her _	's cats.	
Her grandfather is in	·			
y				
▲ fold here				_

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



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

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

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

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

This person

```
did sport
did something fun
met friends
visited his/her ...
went to bed early
...
```

on Saturday/Sunday/... – Who is it?

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

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

Then ask different partners and take notes of their answers in the table.

Did you ... last year/last weekend/in the summer holidays/...?

Yes, I did.

No, sorry, I didn't.

What/When/Where/... did you ...?



1 READING TESTS Signsa) How did you find the reading test?b) How did you do the test? Tick the right.	boxes for you.		□ easy	□ ок	□ d	ifficult
Checklist			Yes (<u> </u>		No 🔂
First, I read the task and the yellow tip boxe	es very carefully					
Then I looked at the example (0).						
Then I looked at all the signs (A–G) and tricthe texts and pictures and	ed to understand	l				
I read all the sentences (1–5) <u>before</u> I starte sentences with the signs.	d to match the					
I took notes of the answers like this: 0–E; 1	-C,					
In the end, I checked my answers.						
2 LISTENING TESTS Mia's baga) How did you find the listening test?b) How did you do the test? Tick the right	boxes for you.		□ easy	□ ок	□ d	ifficult
Checklist	hecklist		Yes 😊			No 🕾
First, I read the task and the yellow tip boxe	First, I read the task and the yellow tip boxes very carefully.					
Then I looked at the example (0).	Then I looked at the example (0).					
I read all the questions (1–4) <u>before</u> listening	ıg.					
After the first listening, I took notes of the a 1–3 words.	answers in					
I checked my answers while listening the se	econd time.					
3 WRITING TESTS Last weekend (Writa) How did you find the writing test? b) Read the letters and complete the chec Checklist: Letter to Jenny		P	□ easy)/⊗) atrick's	□ OK		ifficult my partner's letter
Start the letter with 'Dear'.						letter
Write at least 60 words.						
Tell Jenny two things about last weekend.						
Use the <i>simple past</i> .						



love' or 'Best wishes'.

Ask two questions about last weekend.

Finish the letter with 'Love', 'Lots of

Partner A: You start. Look at the map. You're at the post office in Drake Street. Pick one of these places: a restaurant, a bike shop or a hairdresser's. Ask partner B for directions. Write the name of "your" place in the right place on the map (and draw a symbol). Then swap roles.

More help



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

▲ fold here

More help

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

Yes, there's a ... in ... Street/Road. Turn left/right.

Go along ... Street.

Go past ...

Cross ... Road.

Turn left/right into ... Street. The ... is on the right/left.



Partner B: Your partner starts. Look at the map. You're at the post office in Drake Street. First, partner A wants some information. Can you help?

Then pick one of these places: **a shoe shop**, **a computer shop** or **a mobile phone shop**. Ask partner A for directions. Write the name of "your" place in the right place on the map (and draw a symbol). Swap roles again.





More practice Draw three more places on your map. Here are some ideas: a cinema, a church, a park, a cafe, a school, a zoo, ...

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

▲ fold here

More help

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

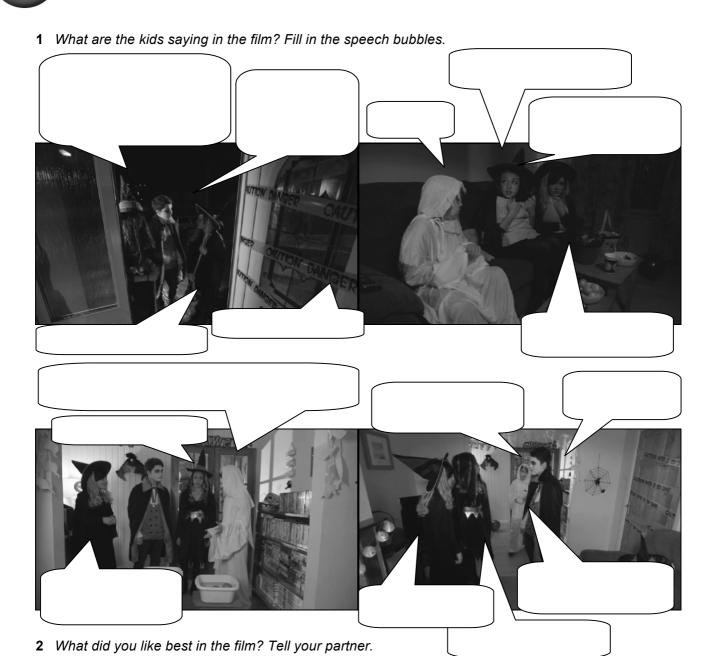
Yes, there's a ... in ... Street/Road. Turn left/right. Go along ... Street.

Go past ...

Cross ... Road.

Turn left/right into ... Street. The ... is on the right/left.





3 Imagine you're Tom or Anna or Paul or Sarah. Write a blog about Halloween night. Use the simple past. Here are some ideas:

```
go trick or treating with ... • wear Halloween costumes • ring at Paul's door • invite sb. to a Halloween party • go to another party • watch a scary film on TV • hear/make a terrible noise • see sth. at the window • stand outside • scare sb. • be scared/angry/... • play Halloween games • win • have fun • come back • ...
```

You can start like this:

Halloween night was great. First I went trick or treating with my little sister and her friend, Anna. We all wore great Halloween costumes: they were witches and I was a vampire! ...

4 Complete the Halloween poem. Then learn it	t with a	a parrner.
---	----------	------------

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



REVISION Adam's list ▶ Unit 2, p. 44

- 3 He helped his mum.
- 4 He didn't play with Buster
- He did his homework.
- **6** He didn't meet Luca.
- He didn't phone Ellie.

8 He watched 'Neighbours' on TV.

	☺	⊜	8
points)	6–5	4–3	2–0

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

a)	1 Did Buster run away after the
	fireworks?

- 2 Did you have fireworks?
- **3** Did you help Mrs Trent?
- 4 Did you look in the park?
- 5 Did you make the posters?
- **6** Did Mrs Trent go to the dogs' home?
- 7 Did you go to the dogs' home?
- 8 Did you find Buster? (8 points)
- A (Yes, we did.) A (Yes, we did.)
- 6 D (No, she didn't.)

b) 1 B (Yes, he did.) **2** C (No, we didn't.)

3 A (Yes, we did.)

- A (Yes, we did.)
- A (Yes, we did.)

(8 points)

(6

☺	⊜	8
16–13	12-8	7–0

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

- 1 homework/her homework
- 2 no
- went shopping with her dad
- 4 new shoes/new school shoes
- no/no, he had no money/no, he stayed at home
- yes
- 8 no

(8 points)

©	⊜	8
8–7	6–4	3–0

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

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

\odot	⊜	8
7–6	5–4	3–0

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

- 2 drink a cup of cocoa
- 3 adopt an animal
- 4 collect money for the dogs' home
- 5 wear a mask and a witch costume
- **6** celebrate Guy Fawkes Day
- 7 park a car
- 8 look at the fireworks
- 9 meet at the bus stop
- 10 finish your homework (9 points)

- **b)** 1 make a cup of tea/a sandwich/...
- drink a cup of coffee/a bottle of water/ juice / ...
- adopt a child/a dog/...
- collect comics/photos/toy cars/...
- wear a uniform/a dress/trainers/...
- celebrate Christmas/Halloween/...
- 7 park a bus/a bike/...
- look at

some (6) milk?

- pictures/books/friends/cards/...
- meet at the cinema/the zoo/1 o'clock/...
- 10 finish the party/the questions/...

(10 points)

(4 points)

©	(2)	8
19–16	15-10	9–0

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

a) Complete the dialogue with some or

Mia Here, try some (1) German sausages,

Ellie Oh, thanks, Mia. They look great. I'll Ellie Can I have some (7) juice, please? have one.

Mia Would you like **some (2)** bread?

But sorry, I don't have any (3) white bread.

Ellie Oh, that's OK. I'll have some (4)

brown bread. Mia Would you like some (5) juice or

Mia Would you like some (8) ketchup with

the sausages? (8 points)

©	(2)	8
12-11	10–6	5-0



b) B, D, E, G

Part A: A survey about last weekend

a) Answer the questions for yourself.

Last weekend	Me	Partner 1	Partner 2	Partner 3
1 Did you do sport at the weekend?				
2 What sport did you do?				
3 Did you do chores at the weekend?				
4 How much TV did you watch?				
5 Did you chill at the weekend?				
6 Did you meet friends?				
7 Did you go out with your family?				

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

More practice Write two more questions for your partners in the table. Take notes of the answers.

X

Part B: Teens and money

Listen to the Plymouth teens and complete the notes.

	Girl 1	Boy	Girl 2
1 Do you get pocket money?			
2 Do you have a job?			
3 Do you do chores at home?			
4 What do you need money for?			

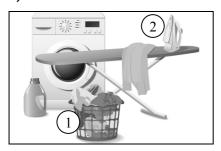
More practice Do a money survey in your class. Take notes in the table below.

	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:	Student 6:		
1 Do you get pocket money?								
2 Do you have a job?								
3 Do you do chores at home?								
4 What do you need money for?								



a) Find the names of the chores and write them under the pictures.

3



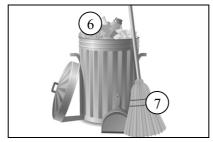




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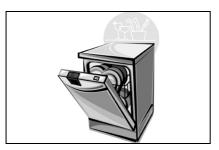


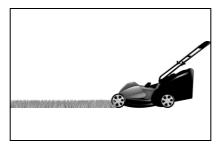


5

6

8







9

_____ 11

b) Read the dialogue on page 51 again. Then complete the notes in the table.

10

	Ellie	Luca	Adam	Mia
Chores at home				
Work				
Pocket money				

c) NOW YOU: Write sentences about chores at your home (as many as you can). Who does what? Example: My Dad usually cuts the grass at the weekend. I sometimes tidy my room. ...

▲ fold here

More help clean the windows • cut the grass • do the ironing • fill/empty the dishwasher • go shopping • hoover the floor • put the clothes in the washing machine • set/clear the table • sweep the floor (with a broom) • take out the rubbish • wipe the floor



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Part A: Mia has plans for Saturday

Read the text on page 52, 1. Complete the table with BUSY or FREE.

	in the morning	in the afternoon	in the evening
Mia			
Ellie			
Adam			
Luca			

	U II	tne	⊏ggy	/ KIGS	s are	BOS	y a	аа и	mat	tney	<i>re</i>	goi	ng i	o a	o. R	05	y: [оар	er r	'our	ıa				
>	- -																					 	 	 	

Part B: What are you going to do next Saturday?

- a) Fill in the table for yourself.
- b) Then ask two or three students in your class about their plans. Take notes in the table.

SATURDAY	in the morning	in the afternoon	in the evening
me			
partner 1			
partner 2			
partner 3			

More practice ... and what about next Sunday?

SUNDAY	in the morning	in the afternoon	in the evening
me			
partner 1			
partner 2			
partner 3			

c) Now write sentences about you and your partners like this:

I'm going to go swimming/... on Saturday afternoon and Eva/... is going to go swimming/... too. Erkan isn't going to go swimming, he's going to play football.

▲ fold here

More help do homework • do sports • go swimming/riding/dancing/... • go to the cinema • have a guitar/rap/... lesson • help mum/dad • meet friends • play football/basketball/... • read a book • visit grandmother/... • watch TV • ...



Read the instructions carefully before you start. You can look at the pictures on the right for help.

- 1. Work in groups of three. Find adjectives as many as you can. You may use your English book or look at the table below.
- 2. Make comparisons of the adjectives and write them in the table. Ask your teacher to check your comparisons.
- 3. For your mobiles you'll need:
 - paperboard (three pieces for each mobile in different colours)
 - a ruler
 - a pen
 - a hole punch, scissors
 - some string
- 4. Now decide who works on which adjective.

 Write the three forms of your adjective on three pieces of paperboard.

 Write as neatly as you can.
- 5. Now make a mobile with the three pieces of paperboard.
 - First find the middle of each piece of paperboard. Use a ruler.
 - Make a hole in the middle of each piece with the hole punch and fix a string.
 - Then fix the other pieces of paperboard so that you get a mobile.
 - The cards should be balanced.
- 6. When you have finished you can put your mobiles on the wall.

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

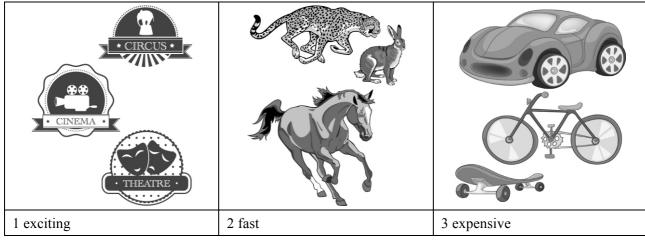


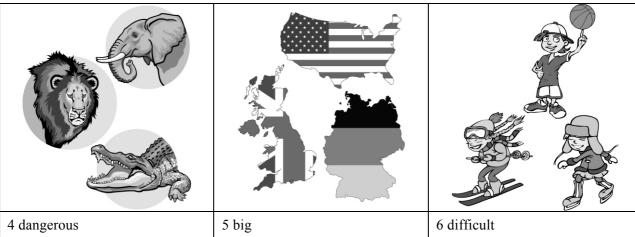
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	fc	old	h	er	е

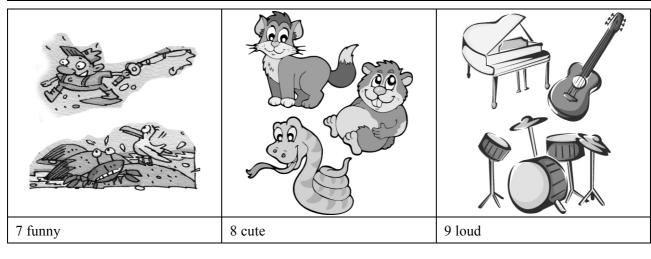
	Comparatives	Superlatives
busy	busier than	the busiest
bossy	bossier than	the
	friendlier than	the
funny		
		the easiest
		the hungriest
happy		
cool	cooler than	
cute		the cutest
	faster than	
mean		
		the smallest
	stricter than	
boring	more boring than	the most boring
		the most interesting
	more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

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

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





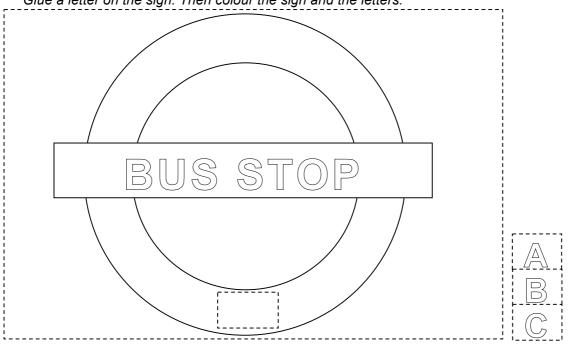


b) La Compare your sentences with a partner.

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

interesting: English, maths, science; cold: December, January, March;

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



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

Partner A: You start!	Partner B: Your partner starts!
When you get to the bus stop, there is already somebody waiting there. Say hello and ask if you can work together.	You were first at the bus stop. Talk to the student who arrives.
– Hello. How are you?	- I'm, thanks. And you?
- I'm too. OK, let's work together.	 Yes, let's Do you want to start? sit here/over there/ look at exercise/number/
- OK, for I have: What about you? - number 1/2/ - Luca and his dad were at home./	- I think you're :(- wrong What about Maybe it's
- Sorry, I didn't understand Can you explain, please? - the question/task/ - number 1/ sentence	 Well, I'm not quite sure. I think we have to fill in the correct verb. look at the story/pictures/ for help. make a list. complete the sentences.
- OK, I think that's it. Working with you was - fine/great/OK/fun/ - very helpful/	- Thank you. That was really See you. - great/fun/ very helpful/

Part A: Listening to talks

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

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

Part B: Giving a short talk

1 A checklist for speakers

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

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

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



Part A: The kids from Harbour Road: Vote for Paul

More practice 5 What do you think of their talks?

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

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

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

Part B: At Dartmoor Zoo Partner A (visitor): You start! Partner B: Your partner starts! ADMISSION PRICES You're at Dartmoor zoo and you want to buy a You work at the ticket JLT £10.95 office at Dartmoor zoo. ticket for yourself and your Help the visitors and answer their questions ZOO You also have a few questions about the zoo. *concession Ermäßigungskarte - Hi, I'd like to buy a ticket, please. - OK. How old are you? - I'm ... Oh, and I also need a ticket for my ... - Well, there are special prices for ... Look. - 13 / 14 / ... little sister/granny/ ... children/old people/... - So, I'd like ... ticket(s) for ... and ... ticket(s) for - Here you are, ... ticket(s) for ... and ... ticket(s) for \dots – OK, that's £ \dots , please. Thank you. There's your receipt and £... change. OK, here you are, £ ... Would you like a map? - Yes, please. - There you go. Have a good day. Thank you. You're welcome. – Oh, and one more question: ... - Well ... We have 250 animals. How many animals do you have at No, please don't feed the animals. They Dartmoor Zoo? need special food/we only feed them at – Can I feed the animals? feeding times. - Where are the lions/...? The lions/... are to your left/..., next to the monkeys/...

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Part A: S-C-G 4: Adam and Mia's project

a) Listen to the interviews and write the answers in the table.

b) Who watches the most TV every week?

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

Name	How many days every week?	How many hours every day?	= hours every week?	Favourite TV programmes
Harry				
Ellen				
Jessica				
Mrs Brown				
Mr Moran				
Thomas				
c) Ask five	students in your clas	s. Add their answers	in the table belov	v. Then tell the class.
Partner 1:				
Partner 2:				
Partner 3:				
Partner 4:				
Partner 5:				

X	
----------	--

Part B: S-C-G 7: GAME Plans for a perfect Saturday

activity	activity	activity	activity
name	name	name	name
activity	activity	activity	activity
name	name	name	name
activity	activity	activity	activity
name	name	name	name



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

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

He's going to have dinner with Sandy.

He's going to go to the cinema.

He's going to visit his friends.

He's going to go ice skating.

He's going to watch TV.

He's going to chill at home.

(7 points)

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

(8 points)

©	(2)	8
15–12	11–8	7–0

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

- 1 What did you do at school today?
- 2 What lessons did you have?
- 3 Then what did you do in the afternoon?
- 4 What did you do there?
- 5 Where did you go after that?
- 6 Why did you go to the cafe?
- 7 What about Luca? Did he come too?
- 8 Did you eat anything?

(8 points)

©	(2)	8
8–7	6–4	3–0

3 LANGUAGE In the souvenir shop at Dartmoor Zoo ► Unit 3, p. 65

- 1 The monkey is **cheaper** than the tiger.
- 2 But the tiger is much bigger.
- 3 The tiger looks **more interesting** than the monkey.
- 4 But the monkey is **cooler**.
- 5 The monkey looks **funnier** than the tiger.
- 6 But the tiger looks more dangerous.
- 7 The tiger looks **more beautiful** than the monkey.
- 8 But the monkey feels **nicer**.

(8 points)

☺	⊜	8
8–7	6–4	3-0

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

a)

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

b) (no points)

Who watches the most TV every week? \rightarrow Ellen

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

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

©	(2)	8
18–15	14–9	8–0

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

a)

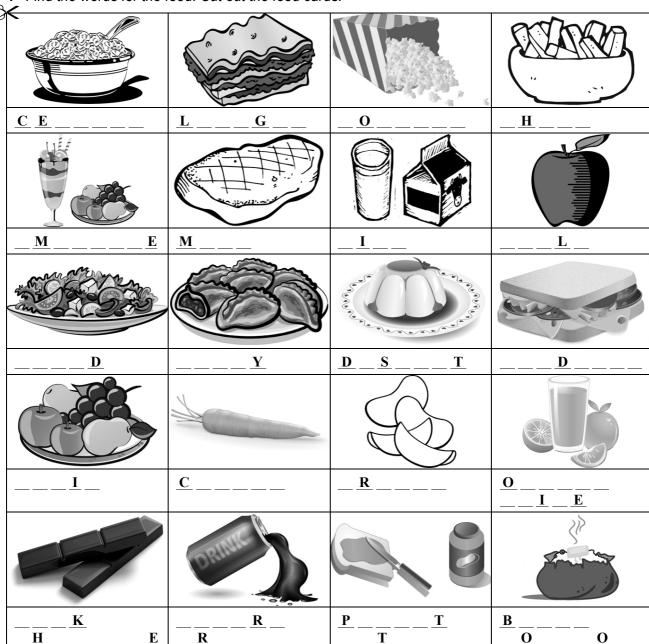
- 1 at the weekend
- 2 for food and drinks
- 3 cut grass (at Mrs Trent's house)
- 4 two
- 5 Mia
- 6 (on) Thursday

\sim		
()	10 0 1 10	401
9	noin	181

©	⊜	8
9–8	7–5	4–0



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



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

Healthy	Unhealthy	Not sure

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

eic mearc • sagause • ate • cutibis • kace • dreab • occoa • puso • nesco • feefoc • telemote • tuns • neckich



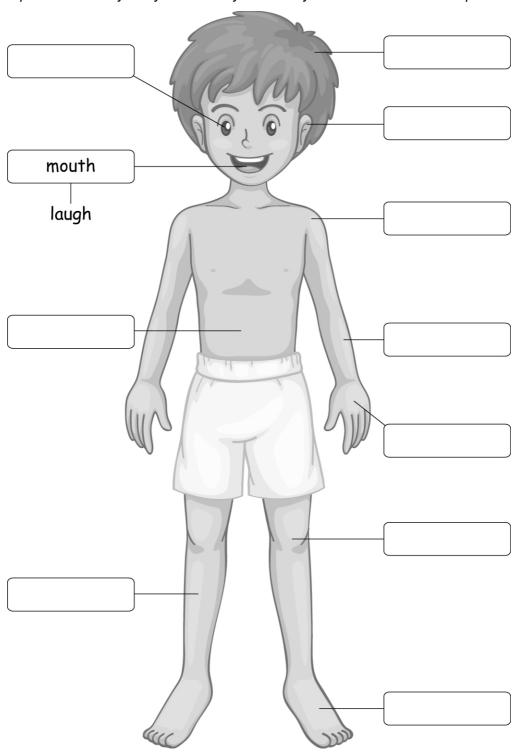
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- 1 Cut out the pictures and put them face down on the table.
- **2** Turn over a card. Say what's the matter with Ellie. If your sentence is correct, you can keep the card. If your sentence is wrong, it's the next student's turn.
- **3** The student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



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



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

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

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

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



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a) Write five questions with the present perfect. Answer the questions for yourself.
b) ** Walk around: Now ask three or many different to the different to the

** Walk around: Now ask three or more different partners. Make notes in your table.

Here are some ideas:

have – breakfast • make – bed •	forget – homework • feed – pet • meet – best friend •	text - friend • help - somebody • talk - teacher •
Yes, I have./No, I haven't.		
Have you had breakfast today?	Have you had breaklast today:	

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

c) Tell the class about one of your partners.

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

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Fill in the missing information. Listen and watch.

You need:

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

TRY-LINE (Goal-line) TRY-LINE (Goal-line) TOUCH LINE

The pass:

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



The tackle:

- You take a _____ from the player on the other team (the player with the ball) and put it _____

 Don't ____ the player!
- Then the player must stop and _____ the ball between their ____ to a player on their team.
 Then the player can take their tag back.

A score:

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



More help Fill in these words:

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

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



1	WORDS	Food and drink	► Unit 4, p.	84
---	-------	----------------	--------------	----

a) drinks: cola, smoothie, juice, cocoa, coffee, tea

snacks: apple, crisps, biscuit, cake, ice cream, chocolate, orange, chips

(6 points)

sandwiches: peanut butter, chicken, salami, bread

soups: potato, chicken (20 points)

©	(2)	8
20–16	15-10	9–0

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

- a) 1 Adam
- 2 Luca and Mia
- 3 Mia
- 4 Ellie
- 5 Ellie and Adam
- 6 Luca

- **b) 2** Luca and Mia have checked the coffee machine.
- 3 Mia has brought tea.
- 4 Ellie has made tea.
- 5 Ellie and Adam have cleaned the tables.
- 6 Luca has hoovered the floor.

(5 points)

☺	⊜	8
11–9	8–6	5-0

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

- 1 I have sore throat.
- 2 I have sore leg.3 I have a cold.

- 4 I have a headache.
- 5 I have a temperature.
- **6** I have a stomach ache. (6 points)

☺	⊜	8
6–5	4–3	2–0

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

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

(12 points)

☺	⊜	8
12-10	9–6	5-0

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

a) 1D, 2A, 3G, 4B, 5H, 6F, 7E, 8C

(8 points)

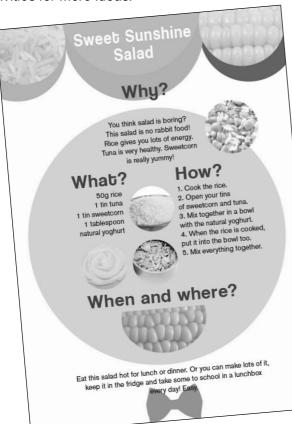
- b) 1 big yellow hat
- 2 short red hair
- 3 long red and blue shirt
- 4 short blue tie
- 5 long red trousers
- 6 small/little blue shoes
- 7 sad face
- 8 big ears

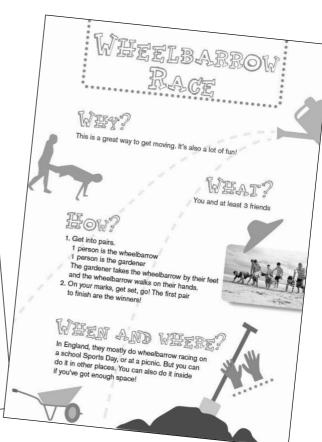
(16 points)

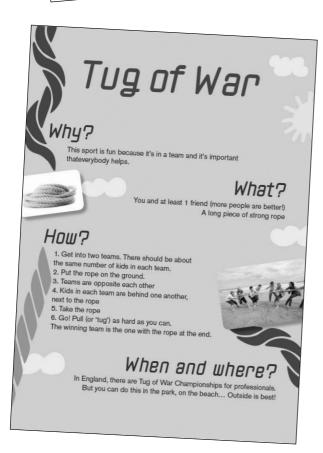
©	(2)	8
24–20	19–12	11-0

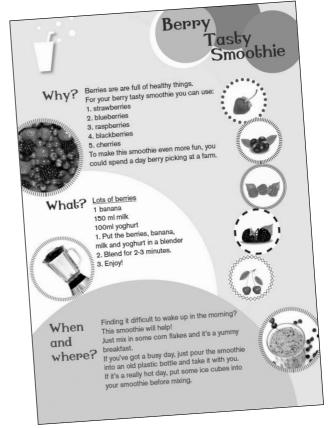


Do you need help with your poster? Look at these examples of healthy snacks and activities for more ideas.









1 At the adventure club

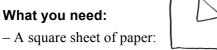
Things to take	Activities at the centre

2 Packing for the trip



Adam will take	Mia will take	They won't take

What you need:



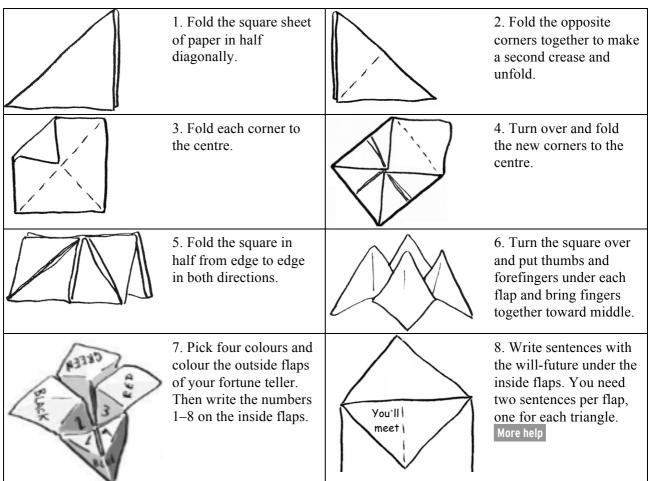
- Markers, coloured pencils or felt tips:







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



- 2 Now play the fortune-teller game. This is how you play it:
- 1 Find a partner. Say "Please pick a colour." Say the letters (e.g. B-L-U-E) and open and close the paper fortune-teller at the same time.
- 2 Now say "Please pick a number." Count "1-2-3-..." and open and close your paper fortune-teller at the same time.
- 3 Now say "Pick a number again." Open the flap and read the sentence.
- 4 Now swap roles.

▲ fold here

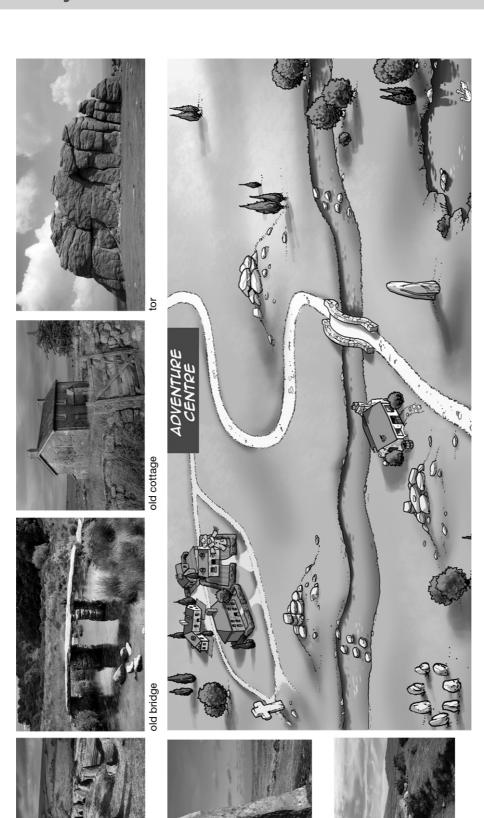
More help You can look at the sentences on page 95 in your student's book for help.

Here are some more ideas:

You'll ...

be famous • meet your favourite singer/actor/... • get a job as a firefighter/doctor/... • live in Turkey/near the sea/... • write a book/song/... •





1 Can you find the places from the photos on the map? Label them.

stone cross

Decide if you want to read the story about the red team or the blue team. While you read the story, draw the route of "your" team on your map with a blue or red pen.

tone circle

standing stone

JIGSAW Dartmoor mystery

5

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

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

1 Which girl on the red team thinks they will win? (R)	
2 What did the blue team visit after the village? (B) The	
3 Who put a jacket on a scarecrow? (B)	
4 Who lost a jacket? (R)	
5 Where were the sheep? (B) On top of	
6 Which tor did the red team visit first? (R)	
7 Who fell into the river? (B)	
8 How did the blue team cross the river? (B) On the	
9 Where did Merve have the hairy hands? (R) In her	
10 Where were the lunch bags? (R/B) In the Highwayn	nan's
11 Where did the red team cross the river? (R) At the	
12 Who put the hairy hands in the old cottage? (R)	
13 Who found the hairy hands on the lunch bag? (B)	
14 How did the red team get help? (R/B) With a	
15 Who had a plastic bag? (B)	
16 What did the kids make with the plastic bag? (R/B) \boldsymbol{A}	
17 How did Luca feel about his joke? (B)	
b) Work with a group of students who read the same tex	kt. Compare your answers.
c) Now sit in new groups with students who read the off	ner text. Try to answer all the questions.
d) Compare your answers in class. Did you find the title	of a famous Dartmoor story?
The of the	

1 Phoning the emergency services – Listening	g comprehension
A German family needs help on Dartmoor. They've	
Tick (✓) the correct endings to the sentences or fin	
1. The family needs an ambulance	the firefighters the police.
2. The caller's name is Lisa Berg	Lara Berger.
3. The telephone number is 00 49 177 4189	
00 49 711 4198	
00 49 177 4198.	
4. They are on the road from Plymouth to P	rincetown, about 6 miles from Princetown.
from Princetown to	Plymouth, about 6 miles from Plymouth.
5. They don't need the ambulance because ()	
2 NOW YOU: An accident	
Partner A: You start!	Partner B: Your partner starts!
You are calling the emergency services in	You work at the emergency services.
England because Explain what has happened and answer the questions.	Someone phones you about a problem. Ask questions to find out what it is.
Hello. We need help, please.	Which service do you need – ambulance, fire or
171	police?
, please. – Ambulance	What has happened?
- Fire - Police	
	OV. Places give me very name and very nhane
has – had an accident.	OK. Please give me your name and your phone number.
- My friend - taken a bag from an old woman.	
– A man	
– An old man	
My name is and my mobile number is	OK And where are you?
(say your name) (say your number)	(repeat number)
We're	Is anybody hurt?
– on the road from Plymouth to Postbridge,	
two miles from Postbridge.	
in New Street, near the bus station.near the market.	
- liear the market.	
- Yes/No,	OK, thank you. The will be there in minutes.
- my friend has hurt his leg/hand.	- ambulance - twenty
– he has a headache.	- ambulance - twenty - police - fifteen
- the old man is hurt he can't walk/ride his hike/	- firefighters



SKILLS TRAINING WRITING and CORRECTING: A postcard from Germany

a) La This is Alex's first draft of a postcard to his new friends in Plymouth. Find and mark the mistakes.

Dear Ellie, Luca, Adam and Mia	
hello from Stuttgart. how are you?	
The Weather is great here. it's sunny	
and hot every day.	
Last Friday i played football. we lose 1:6!	
Yesterday i go to the Swimming pool.	
it was fun.	
l think i'll go to the Cinema tomorrow or	
maybe I go swimming again. I think Nico	
come with me.	
Best wishes Alex	
c) Now write the correct postcard for Alex in the emp	ty postcard below.

NOW YOU: Write an answer to Alex's postcard. You can talk about:

- What the weather is like in your town or village (or your holiday place)
- What you did yesterday / last week/...
- What you think you'll do tomorrow.



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

More help You can use the ideas below the dotted line for help Part Who? Where?	who?	line for help Where?	What happens?	How do they feel?
3				
▼ ▲ fold here		-		
More help	Anna • Paul • Sarah • a young woman (Anna) • a young man (John)	at the gate to Dartmoor • on Dartmoor • on Scary Tor	climb the tor • explain letterboxing to Paul • find a book/letter/the letter box • find out that the letter is/isn't for her • give the letter back • hear somebody coming • hide in the rocks • listen to/watch a man and a woman • look at the other stamps • look for the letter/letter box • open the letter/letter box • put a stamp in the book • put everything back in the box • (not) put the box back • read a sign • read the letter • say sorry • sit down on a rock • walk to the tor •	angry • confused • embarrassed • excited • happy • helpless • nervous • sorry • stupid • surprised • terrible • unhappy •

- **REVISION** Who has done what? ▶ Unit 5, p. 104
 - a) 1 B, 2 A, 3 C, 4 F, 5 D, 6 G, 7 H, (8 points)
 - b) 1 Luca has cleaned his bike.
 - 2 Ellie's mum has made a cake.
 - Mia **has lost** her sunglasses.
 - 4 Ellie and Zoe have made their beds.
- 5 Mia has done her homework, but she hasn't put her school things in her bag yet.
- 6 Adam and his dad have cooked spaghetti for dinner, but they haven't eaten yet. (16 points)

©	(2)	8
24–20	19–12	11-0

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

a) 1 litter bin, 2 mud, 3 boot, 4 first-aid 3 A kid has lost his **boot** in the mud. kit, 5 bridge, 6 river, 7 map, 8 compass, 9 tor, 10 rucksacks,

b) 1 Three kids have crossed the river at

2 One girl has just put litter in a

- 11 tree, 12 cottage, 13 tent

the bridge.

litter bin.

(13 points)

- Two boys are looking at the **map**.
- 5 A girl is checking her **compass**.
- 6 Some kids have put their rucksacks on the ground.
- They have made a **tent** between the
- A girl has hurt her knee. One of the boys has a first-aid kit.

(8 points)

©	(2)	8
21–17	16-11	10-0

3 LANGUAGE The weather forecast

a) Tomorrow it will be windy and rainy in the north of Britain. The temperature will only be 15 degrees/ 15°. That's quite cold for this time of the year in Britain. In the east it will be warmer, about 18 degrees/18°.

► Unit 5, p. 105

It will be **cloudy**, but it won't rain. In London it will be a nice day, sunny and warm, about 22 degrees/22°. In the south-west it will be sunny all day and the temperatures will climb to 25 degrees/25°.

(8 points)

☺	⊜	8
8–7	6–4	3–0

4 LANGUAGE She talks loudly ▶ Unit 5, p. 105

- a) Person 1 is talking **loudly**.
 - Person 2 is talking slowly.
 - Person 3 is talking **happily**.
 - Person 4 is talking quietly.
 - Person 5 is talking quickly.
 - Person 6 is talking **angrily**.

b) 1 ... Ellie shouted **happily**.

2 ... Don't talk so loudly.

... Adam said nervously.

- Person 7 is talking **carefully**.
- (7 points)
- quickly. 6 ... Ellie said **nervously**.

3 ... Ellie said quietly.

7 Adam took out his mobile quickly ...

4 ... a voice behind them said **loudly**.

5 ... Ellie and Adam ran to him

- 8 He talked to the man on the phone slowly and clearly.
- ... They took the young man to hospital quickly.
- 10 ... Ellie said to Adam proudly.

(12 points)

©	(2)	8
19–16	15-10	9–0

5 LANGUAGE In the park ▶ Unit 5, p. 105

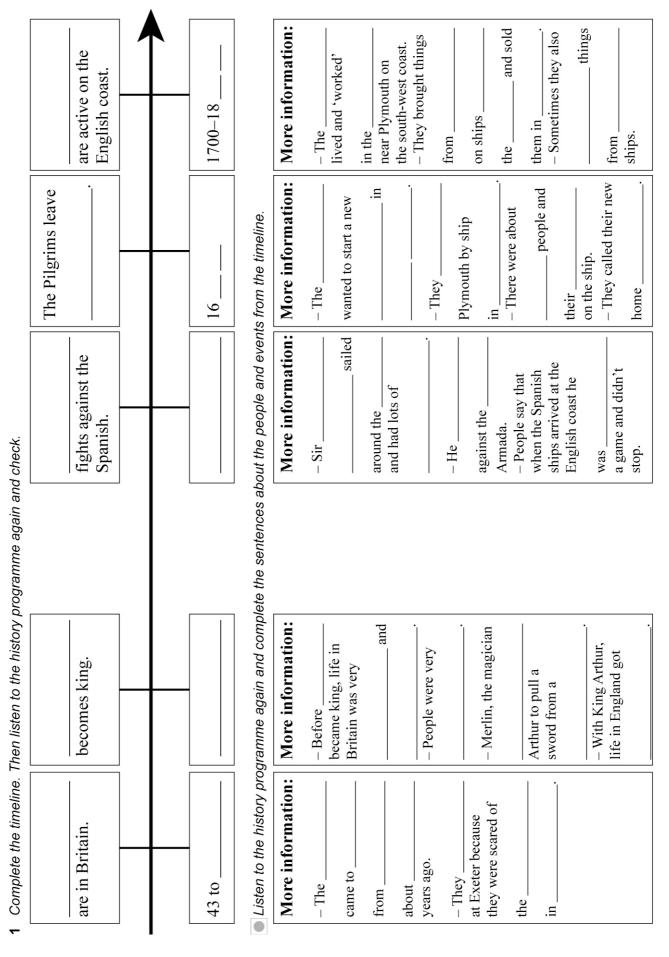
- a) 1 I think the three boys will play football.
- 2 The girl with the red T-shirt will take a photo./... will take photos./... will take photos of the other girl.
- 3 I'm sure the old woman will buy another/a new ice cream.
- 4 I think the family will have a picnic./... will have lunch./... will start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

	14	-4		
1		-	nointel	
١	1	1	points)	

☺	⊕	⊗
11-10	9–6	5-0

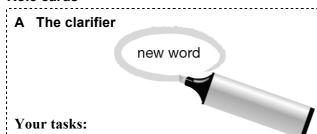


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- Step 1: Make groups of four.
- Step 2: Divide the text in five parts:
 - Scenes 1-2
 - Scenes 3–5
 - Scenes 6-9
 - Scenes 10-11
 - Scene 12
- Step 3: Cut out the role cards. Each of you take one of the role cards and read it.
- Step 4: Read scenes 1–2. Remember the tasks on your role card and take notes.
- **Step 5:** Talk about the scenes in your group. You can look at your role card and your notes for help. The clarifier starts, the others follow from B–D.
- Step 6: Complete the table of your reading log.
- Step 7: Swap roles clockwise and go on with scenes 3-5/6-9/...

Role cards



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

B The describer



Your tasks:

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

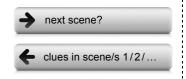
C The questioner



Your tasks:

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

D The predictor



Your tasks:

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



Part A: Warm-up

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

THEATRE TIME How to become a good actor

1	Move as if	More ideas:	
- 3	you're wearing heavy boots like William		
- 3	you're carrying a big drum like John	_	
- 3	you're nervous and sad like Mary		
_ ,	you're lost and frightened		
_ ,	you're walking on a ship in windy weather		
•		_	
_ (X
	Feelings		
	Pick a feeling and say a sentence, for example	_	
	Can your group guess the feeling? Here are so	me ideas:	G 77. A
			••
	sad • happy • nervous • excited	d • tired •	8 6 6
	angry • surprised • frighten	ed •	

3 1 The mirror game

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

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

Part B: Play reading¹

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

1 Stop!

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

2 I am you

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

Use your hands/face/ to underline your feelings/	Try to look sad/ happy/surprised/	I think sounds like	Can you speak a bit louder/more clearly/, please?
3 Narrator			
The narrator is not on the sta	age. He/she gives the audier	nce some information	about the scene, for example:
- Which scene is it?	– W	ho are we going to see	e?

– Where does it play? – What will happen next?

¹play reading szenisches Lesen ²facial expression Gesichtsausdruck, Mimik



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

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

Task manager

You organize the work of your group.

It's your job to make sure that the others do their job as good as possible.



You can say:

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

– . . .

Recorder

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



You can say:

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

– ...

Material manager

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



You can say:

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

Language monitor

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



You can say:

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

_

Noise monitor

You make sure that your group is not too loud.



You can say:

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

- ..

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

Time monitor

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



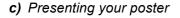
You can say:

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

– ..

- a) Look at the checklist and check if your poster is OK or what you can do better.
- **b)** Then listen to the poster presentations of your classmates and complete the checklist for their posters. Fill in: (ⓒ = very good; ⓒ = OK ⓒ = not very good).

		's	's	's
Checklist	My poster	poster	poster	poster
General impression of the poster				
The poster has a good heading.				
The heading is in big, clear letters like this: MY POSTER				
Pictures, photos or maps make the poster more interesting.				
There are short captions for each picture.				
The texts are short and give only the most important information.				
You used your own words.				
You wrote nicely and clearly.				
Structuring the material on your poster				
You had a good plan for your poster.				
The pictures fit the topic and the texts.				
You used different colours for different ideas.				
You marked important information with a marker.				
You use symbols to save space.				
You didn't put too much on your poster. There is some white space left around the photos and pictures.				



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

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



In this picture you can see ...

Look at the picture/caption/...

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

Yesterday at six o'clock she	We(l	nave)
(cook) dinner.	a picnic when it suddenly started to rain.	
	Line	
They(play)	Our teacher(wait)
computer games when they got the message.	at the bus stop when we drove past.	
When our mum came home from work my brother	Last Saturday at four o'clock they	
and I(watch)	(sit) in a cafe and	

NOW YOU:

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



a scary film on TV.

(chat).

1 Before you read

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

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

2 Understanding the story

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

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

3 Another Tom Gates story

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

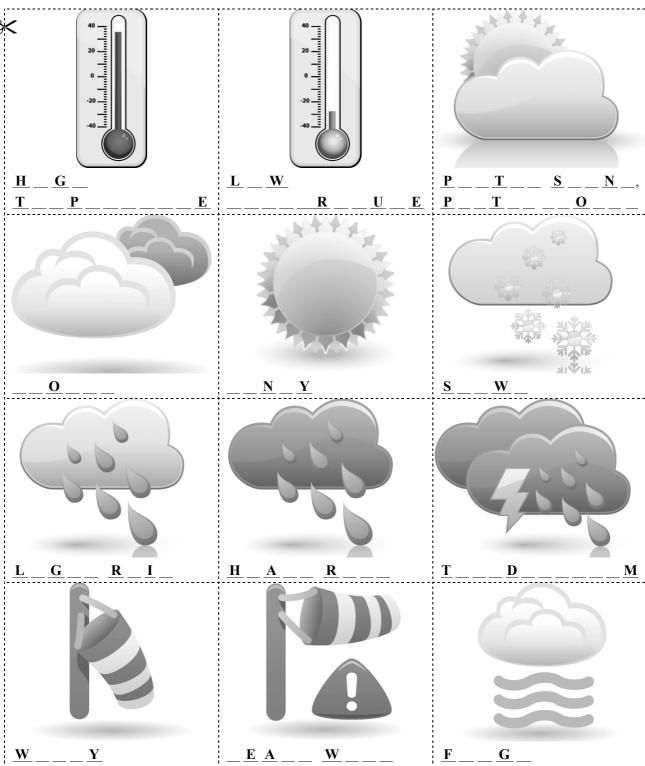
- when you played football (and the ball flew into a window/a tree/the river/...)
- when you went for a walk with your dog (and the dog saw a rabbit/...)
- when you met your friends in the park (and ...)

- ...

Draw pictures to go with your text.



- 1 Look at the pictures and complete the weather words and phrases. Tip: You can look at the key terms on page 168 for help.
- 2 **A*** Cut out the cards and put them in a pile on the table upside down. Pick up the first card and make a sentence with the weather word. If your sentence is correct, you can keep the card. If your sentence is wrong, your neighbour to the right gets the card and goes on. Play until there are no cards left on the table. The player with the most cards wins.
- **3** Choose at least three cards and use the words on them to make a weather forecast for your hometown or your favourite holiday place.



Jigsaw – Living History



- 1 a) Work in groups of four students. Read through all the question cards (A–D) and look at the pictures. Write down any answers that you know.
 - **b)** Each student in the group takes one question card (A–D). Go to pages 170–171. Find the answers to your questions and write them down.
 - c) *** Sit in a new group with students who worked on the same questions (As, Bs, Cs & Ds together). Compare your answers and correct if necessary.
 - d) 222 Go back to your first group. Tell your group the answers to your questions.

Sir Francis Drake	A Drake's drum B
1 When was Sir Francis Drake born?	1 What did Drake do with his drum?
2 What did he do between the years 1577–	1580?
	2 Where can you see it today?
3 What happened in 1588? (2 things)	3 What do people say about the drum?
	4 Give examples for 3: What happened in
4 What was the name of Drake's ship? _	- 1620:
	- 1939:
King Arthur	C The Mayflower D
1 When did King Arthur live?	1 When did the Mayflower leave England?
2 Why do lots of people think that Tintage	was 2 How many passengers and sailors were on the
one of Arthur's castles?	ship?
	3 Where did the Pilgrims go – and what did they
	call their new home?
3 What's Merlin's role?	
	4 What do we learn about?
	a) Mary :
4 W/L C 1 D 1 2	
4 Who are Guinevere and Pendragon?	. !!

Bildquellen

Titelbild

Trevor Burrows Photography, Plymouth

Kopiervorlagen (KV)

Illustrationen

Stefan Bachmann, Wiesbaden (KV 14; KV 20); **Karen Donnelly**, Brighton (KV 38: fortune-teller); **Jeongsook Lee**, Heidelberg (KV 17 A/B); **David Norman**, Meerbusch (KV 39 map); **Elwood H. Smith**, Rhinebeck, NY (KV 24: comic characters)

Bildquellen

Alamy, Abingdon (KV 39 stone circle: Adam Burton, bridge: Dave Porter, standing stone: Nick Bodle, stone cross: Jane Hallin; Trevor Burrows Photography, Plymouth (KV 31); Cornelsen Schulverlage, Berlin (KV 7; KV 8; KV 18; KV 23; KV 27; KV 34; KV 43); iStockphoto.com (KV 37 suncream: onur kocamaz, computer game: pagadesign); Shutterstock.com (Unit 3 gloves, ice skates: alien-tz; KV 3B kids in different school clubs: Alan Uster; KV 4 dreaming girl: anfisa focusova, icons in thought bubble: Ziven; KV 6 Bild 1: Igor Zakowski, Bild 2: Hasselnott, Bild 3: infini, Bild 4: gnurf, Bild 5: robodread, Bild 6: Kelly Hironaka, Bild 7: Gorelova; KV 11 pug: akegooseberry, cat: Vera Kailova, guinea pig: E. Spek, snake: jadimages, rabbit: Ljupco Smokovski, black rat: Maslov Dmitry; KV 21 Bild 1, 2, 3, 5, 6, 7: popcic, Bild 4: Skryl Sergey, Bild 8: caramelina, Bild 9: olegtoka, Bild 10: iadams, Bild 11: Gelsomina; KV 24 exciting places: 578foot, fast animals: insima, expensive transport: RAStudio, dangerous animals: insima, big countries: xiver, difficult sports: Milen, cute pets: Klara Viskova, loud instruments: Artisticco; KV 30 apple: Img Raj, baked potato: Jennifer Johnson, BlueCherry Graphics, carrot: Natykach Nataliia, cereals: Andy Nortnik, chips: lineartestpilot, chocolate: Apolikhina Anna, crisps: Miguel Angel Salinas Salinas, dessert: sahua d, fruit on plate: Oksana Usenko, lasagna: John T Takai, milk: Ron and Joe, orange juice: brown32, pasty: olegtoka, peanut butter: Kheng Guan Toh, popcorn: The Turtle Factory, salad: olegtoka, sandwich: Innochka, smoothie: Alegria, meat: mhatzapa, sugary drink: Shpak Anton; KV 32 boy: Matthew Cole; KV 36 mixed berries: Markus Mainka, berries: ecco, blender: nito; smoothie: Pinkcandy, tuna: HandmadePictures, sweet sunshine salad: worker, bowl of rice: Indigo Fish, rope: mik photographer, children playing tug of war: oliveromg, children playing wheelbarrow race: oliveromg; KV 37 mobile: Oleksiy Mark; pyjamas: Dario Sabljak, trainers: Arkady, tent: Veniamin Kraskov, sunglasses: Hein Nouwens, camera: taelove7, e-reader: Robnroll, boots: forest badger, hairdryer: Nordling, sleeping bag: Mark Herreid, rucksack: f9photos, rain jacket: John Kasawa, jeans: Oleksii Sagitov; KV 38 writing tools: iconizer; KV 39 cottage: kevin wise, tor: DavidYoung; KV 46 marker: Glam, describe pictures: Zudy and Kysa, signs with question words: Mihai Maxim, scene navigation: vector illustration; KV 47 feelings: i359702; KV 48 kids in different roles: Luis Molinero; KV 49 boy presenting poster: Freud; KV 50 cooking: Ariwasabi, having a picnic: Kzenon, playing computer games: Darko Zeljkovic, waiting for the bus: Roi Brooks, watching film: Brocreative, sitting in café: Lucky Business; KV 52 thermometres: -Albachiaraa-, weather icons (cloudy, windy, heavy wind, foggy): Ziven, weather icons (partly cloudy, partly sunny, cloudy, sunny, snowy, light rain, heavy rain, thunderstorm): Involved Channel); stock.XCHNG (KV 36 corn: tamas; yoghurt: kke)