How were your holidays?

**KV 1** // Talking about your holidays

*a) Fill in the ‘My holidays’ part of the table.*

<table>
<thead>
<tr>
<th></th>
<th>My holidays</th>
<th>Partner 1:</th>
<th>Partner 2:</th>
<th>Partner 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How were your holidays?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where were you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How was the weather?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**More practice** What did you do?

*b) How were your classmates’ holidays?*  
Walk around and talk to two or more partners.  
Take notes in the table.

*c) **Tell the class:**

---

**KV 1** // Talking about your holidays

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

<table>
<thead>
<tr>
<th></th>
<th>My holidays</th>
<th>Partner 1:</th>
<th>Partner 2:</th>
<th>Partner 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How were your holidays?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where were you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How was the weather?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**More practice** What did you do?

*b) How were your classmates’ holidays?*  
Walk around and talk to two or more partners.  
Tick the right boxes or add new ideas.

*c) **Tell the class:**

---

Micha’s/…’s holidays were great/…  
He/She was at home/in Turkey/in …  
The weather was …/wasn’t great.  
It was sunny/… every day/…
Look at the role cards and act a dialogue with your partner.

<table>
<thead>
<tr>
<th>Partner A: You start!</th>
<th>Partner B: Your partner starts!</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>It's the first day back at school. Answer your partner's questions about your holidays. Then ask questions about his/her holidays.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A:  Hi. Nice to see you again.</th>
<th>B:  Hi, how are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B:  I'm …, thanks. And you?</td>
<td>A:  …, thanks.</td>
</tr>
<tr>
<td>A:  I'm …, thanks. And you?</td>
<td>B:  Fine</td>
</tr>
<tr>
<td>B:  I'm …, thanks. And you?</td>
<td>A:  great</td>
</tr>
<tr>
<td>A:  I'm …, thanks. And you?</td>
<td>B:  OK</td>
</tr>
<tr>
<td>B:  I'm …, thanks. And you?</td>
<td>A:  OK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A:  How was your …?</th>
<th>B:  Welcome back to school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B:  How was your …?</td>
<td>A:  How was your …?</td>
</tr>
<tr>
<td>A:  How was your …?</td>
<td>B:  It was …</td>
</tr>
<tr>
<td>B:  How was your …?</td>
<td>A:  …</td>
</tr>
<tr>
<td>A:  How was your …?</td>
<td>B:  I … What about you?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A:  Ha, ha. Very funny. Are you happy to be back at school?</th>
<th>B:  What about you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B:  Ha, ha. Very funny. Are you happy to be back at school?</td>
<td>A:  Yes I am. It’s nice to be together again.</td>
</tr>
<tr>
<td>A:  Ha, ha. Very funny. Are you happy to be back at school?</td>
<td>B:  No, I’m not.</td>
</tr>
<tr>
<td>B:  Ha, ha. Very funny. Are you happy to be back at school?</td>
<td>A:  Yes and no!</td>
</tr>
<tr>
<td>A:  Ha, ha. Very funny. Are you happy to be back at school?</td>
<td>B:  …</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A:  …</th>
<th>B:  OK, let’s go to class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:  …</td>
<td>B:  Fine</td>
</tr>
<tr>
<td>A:  …</td>
<td>B:  Great</td>
</tr>
<tr>
<td>A:  …</td>
<td>B:  OK</td>
</tr>
</tbody>
</table>

More help: Cut out the sentences below and put them in the right order to make a dialogue. Then use the ideas on the role cards and make your own dialogue.
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 you want to get fit. ________________________________
   2. You’re interested in experiments. ________________________________
   3. You like reading and you have time on Friday. ________________________________
   4. You like being out in the country and you love 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:
   I’d like to join the … club because you can …
   - adventure • cooking • drama • football • science • art • book • homework • volleyball • jogging
   The … club looks good because …
   - … 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.

<table>
<thead>
<tr>
<th>CLUB</th>
<th>LAST YEAR</th>
<th>THIS YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adventure club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball club</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Clubs at your school: ________________

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.

Subject: Clubs at our school

Dear ...

At our school there ____________________________ (are/aren’t) lots of clubs or “AGs”.

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

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

Another interesting club is ____________________________.

In the ____________________________ club you can ____________________________.

I’m in the ____________________________ club. It’s a great club because ____________________________.

I’m not in a club, but I think the ____________________________ sounds good.

More help Complete the sentences below for yourself. Then glue them into the email in c).
Jane’s last weekend (regular and irregular simple past forms)  

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) great. We ____________ (have) school on Friday so it was a long weekend. On Friday morning I ____________ (phone) my best friends Katie and Tom because I ____________ (want) to do something together with them. We ____________ (have) a big ice cream in a nice cafe in town. Then we ____________ (look) at the cinema posters. We ____________ (want) to go, but we ____________ (have) a lot of money. Katie ____________ (have) a great idea: she ____________ (invite) us to her house and we ____________ (watch) a cool film on DVD.

On Saturday the weather ____________ (be) great :-) so we ____________ (go) to the beach. We ____________ (go) swimming but we ____________ (have) a big picnic. In the evening, Katie and Tom ____________ (come) to my house for a sleepover. We ____________ (listen) to music and ____________ (talk) a lot. It’s funny, but I ____________ (feel) tired!

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

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

Posted by Jane, Sunday 26th May, 8pm
1 Complete Ellie’s diary with the simple past forms of the verbs in brackets.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Diary Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, 30th August</strong></td>
<td>Dear diary, This morning __________ (be) a good morning. I __________ (come) into the classroom late and I __________ (sit) with Luca and Adam because they __________ (be) with Mia. So I __________ (sit) alone. Later at lunchtime, I __________ (see) that Luca and Adam __________ (be) with Mia again. So I __________ (get) a sandwich and __________ (go) outside. I __________ (feel) very lonely :(. After school I __________ (wait) for the boys in front of the school because we __________ (want) to go to the shops. But they __________ (come). I can’t believe it: they __________ (forget) me :(! Then I __________ (get) a text from Adam. They __________ (be) at the cafe with Mia! I __________ (go) there. I __________ (think) of Berry and __________ (feel) very sad and lonely.</td>
</tr>
<tr>
<td><strong>Tuesday, 31st August</strong></td>
<td>Dear diary, When Luca __________ (come) into the classroom this morning, he __________ (sit) next to me. He __________ (say) he was sorry about yesterday. But I __________ (be) really fed up. At lunchtime I __________ (see) Mia in the canteen. She __________ (be) alone and she __________ (look) very sad. I __________ (eat) my lunch and then I __________ (go) to Mia’s table and __________ (talk) to her. She __________ (tell) me she __________ (be) sad because her mum __________ (die) last year and she __________ (miss) her very much. After our chat I __________ (feel) better because I __________ (understand): Mia is new in Plymouth and she needs friends, just like Berry in her new school. So we’re good friends now :)</td>
</tr>
</tbody>
</table>
**Rules at home**

*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.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You ________ tidy your room. You ________ leave your clothes all over the place.</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>You ________ use bad language.</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>You ________ feed the dog in the evening but you ________ feed it people food.</td>
<td></td>
</tr>
</tbody>
</table>

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

**d) Talk to your partner about the rules:**

I like rule …, but I don’t like rule … What about you? I think rule … is great/strange/stupid/…
Part A: What do you remember about the kids from Harbour Road?

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

I think Anna lives in Harbour Road 6/9/11.
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).
…

Paul

Sarah

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

Part B: Oh dear, oh dear!

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

<table>
<thead>
<tr>
<th>Picture A</th>
<th>Picture B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Where are the three friends?</td>
<td></td>
</tr>
<tr>
<td>2 What are they doing?</td>
<td></td>
</tr>
<tr>
<td>3 Are they happy? (Why (not?))</td>
<td></td>
</tr>
</tbody>
</table>

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

: “Let’s go to town. I have £ 10 – my birthday money.”
: “That’s a great idea!”
: “This milkshake is good!”
: “Where’s my bag?”
: “It’s your dad, Sarah!”

<table>
<thead>
<tr>
<th>A But Sarah didn’t have her bag.</th>
<th>B Then they went to town</th>
</tr>
</thead>
<tbody>
<tr>
<td>D The three friends were in Sarah’s kitchen.</td>
<td>E Sarah’s dad phoned Anna.</td>
</tr>
<tr>
<td>C They had lots of fun in town.</td>
<td>F Later they went to Cap’n Jasper’s cafe.</td>
</tr>
</tbody>
</table>
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?

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

a) Complete the table for you.

<table>
<thead>
<tr>
<th>1 o’clock</th>
<th>2 o’clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me</td>
<td>Partner 1:</td>
</tr>
<tr>
<td>I had a … weekend.</td>
<td></td>
</tr>
<tr>
<td>On Saturday I got up at …</td>
<td></td>
</tr>
<tr>
<td>Then I … (one or two things)</td>
<td></td>
</tr>
<tr>
<td>But I didn’t …</td>
<td></td>
</tr>
<tr>
<td>I went to bed at …</td>
<td></td>
</tr>
<tr>
<td>On Sunday I … (two things)</td>
<td></td>
</tr>
<tr>
<td>I went to bed at …</td>
<td></td>
</tr>
</tbody>
</table>

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?

On Saturday I got up at … And you?

I … Then I …

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

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

Part B: (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. (12 points)

2 LANGUAGE   Last Friday was a free day  ▶ Unit 1, p. 24
a) 1 In the morning mum asked Ellie: “What about a day on the beach with your new friend Mia?’”
2 “Super!” Ellie answered.
3 Ellie texted Mia on her mobile: “Come to the beach for a picnic.”
4 Then she helped her Mum with the sandwiches for the picnic.
5 At the beach Ellie and Mia talked to other kids.
6 Then they played beach volleyball with them. (6 points)

b) 1 After the beach mum, Ellie and Mia drove to Adam’s cafe.
2 They met Adam and Luca there.
3 Mum bought drinks for the kids and they all ate ice cream.
4 Back home mum made some hamburgers.
5 The kids had a really nice day! (5 points)

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)

4 LANGUAGE   Are you a good detective?  ▶ Unit 1, p. 25
a) 2 School didn’t start at 12 o’clock, it started at 9 o’clock.
3 Mia didn’t have lunch at 1 o’clock in the school canteen, she had lunch at 1.25.
4 In the drama club the students didn’t do a play last year, they did a Christmas pantomime. (6 points)

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

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 4 pm. They have to bring their camera.
– They mustn’t be late. They mustn’t bring sweets or drinks to the computer room.

b) 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)

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

(1 sentence for each question; 3 points for each sentence = 12 points)
Read the texts. Would you like one of these pets? Why? Why not?

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

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

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

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

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

This is Betty. She’s a big, black rat. Rats are popular pets. People like them because they’re clever. Betty eats bread, vegetables and special rat food. Her favourite food is cheese, but don’t give her too much, that’s not good for her.
Part 1 The simple past – questions and answers

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>What did you eat?</td>
<td>?</td>
</tr>
<tr>
<td>2</td>
<td>When did the party finish?</td>
<td>?</td>
</tr>
<tr>
<td>3</td>
<td>Did you wear a costume?</td>
<td></td>
</tr>
</tbody>
</table>

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 did ________ a bonfire party.
We had our party in Drake Park.
No, we didn’t, ________ great fireworks …

Complete the rules:

1 In Fragen im simple past braucht man das Wort __________ + die __________.
2 In Aussagen im simple past steht das Verb in der __________.

Part 2 Trimino: infinitive – simple past

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

Swap it with other students.

Start here:

- bring
- brought
- ride
- rode
- feed
- fed
- know
- knew
- fall
- fell
- stand
- stood
- help
- helped
**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.*

<table>
<thead>
<tr>
<th>Questions</th>
<th>Ellie</th>
<th>Luca</th>
<th>Adam</th>
<th>Mia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did X go?</td>
<td>went to her dad’s flat</td>
<td></td>
<td>went to a football game</td>
<td></td>
</tr>
<tr>
<td>Who did X meet?</td>
<td></td>
<td>met Adam</td>
<td></td>
<td>I don’t know!</td>
</tr>
<tr>
<td>What did X do?</td>
<td>played with Finn</td>
<td></td>
<td></td>
<td>watched a film on TV</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Questions</th>
<th>You</th>
<th>Your partner</th>
<th>More practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did you go?</td>
<td></td>
<td></td>
<td>Ask one more partner.</td>
</tr>
<tr>
<td>Who did you meet?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you do?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Questions</th>
<th>You</th>
<th>Your partner</th>
<th>More practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did you go?</td>
<td></td>
<td></td>
<td>Ask one more partner.</td>
</tr>
<tr>
<td>Who did you meet?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you do?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You’re Adam or Ellie or Luca. You don’t know where Mia was at the weekend. It’s a mystery.

If you’re Adam, go to page 119.
If you’re Ellie, go to page 120.
If you’re Luca, go to page 152.

**JIGSAW – Steps a)–d)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Ready (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>7 min</td>
<td></td>
</tr>
<tr>
<td>7 min</td>
<td></td>
</tr>
<tr>
<td>6 min</td>
<td></td>
</tr>
</tbody>
</table>

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

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

### c)  
Sit together in new groups of three (Adam, Luca and Ellie). Try to answer all the questions.

### d)  
Compare your answers in class. Did you all solve the mystery?

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

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

Mia ____________ to London with her ____________. She ____________ at her grandfather’s flat.

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

Her grandfather is in ____________.

**More help** Adam: questions 1–4, Ellie: questions 4–7, Luca: questions 8–10
1 Write your questions in the table. Then walk around and talk to different people.
Ask your questions. Take notes in your table.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Name</th>
<th>What? / When? / Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Did you have a nice breakfast on Saturday?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you eat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 on Saturday / Sunday / … – Who is it?
This person did something fun on Saturday / Sunday / … – Who is it?
This person met friends on Saturday / Sunday / … – Who is it?
This person visited his / her … on Saturday / Sunday / … – Who is it?
This person 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 •
got 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 Signs**

**a)** How did you find the reading test?

- easy  
- OK  
- difficult

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

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

2  **LISTENING TESTS Mia’s bag**

**a)** How did you find the listening test?

- easy  
- OK  
- difficult

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

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Yes 😊</th>
<th>No 😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>First, I read the task and the yellow tip boxes very carefully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Then I looked at the example (0).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I read all the questions (1–4) before listening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the first listening, I took notes of the answers in 1–3 words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I checked my answers while listening the second time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3  **WRITING TESTS Last weekend (Writing letters)**

**a)** How did you find the writing test?

- easy  
- OK  
- difficult

**b)** Read the letters and complete the checklist. Fill in: (😊 / 😞 / 😎)

<table>
<thead>
<tr>
<th>Checklist: Letter to Jenny</th>
<th>Simon’s letter</th>
<th>Patrick’s letter</th>
<th>my letter</th>
<th>my partner’s letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start the letter with ‘Dear …’.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write at least 60 words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell Jenny two things about last weekend.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the <em>simple past</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask two questions about last weekend.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finish the letter with ‘Love’, ‘Lots of love’ or ‘Best wishes’.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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.

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.

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

Yes, there’s a … in … Street/Road. Turn left/right. Go along … Street. Go past … Cross … Road. Turn left/right into … Street. The … is on the right/left.
1 What are the kids saying in the film? Fill in the speech bubbles.

2 What did you like best in the film? Tell your partner.

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 with a partner.

Trick or treat, __________ or __________, we want something __________ to __________.

__________ or __________, trick or treat, give us something __________ and __________.

If _______ don’t, _______ don’t care, we will __________ your underwear.
1 REVISION  Adam’s list  ► Unit 2, p.44
3 He helped his mum.
4 He didn’t play with Buster
5 He did his homework.
6 He didn’t meet Luca.
7 He didn’t phone Ellie.
8 He watched ‘Neighbours’ on TV.  (6 points)  6–5  4–3  2–0

2 LANGUAGE  Questions for the Plymouth News  ► Unit 2, p.44
a) 1 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)  16–13  12–8  7–0

3 LISTENING  Adam and Mia  ► Unit 2, p.44
1 homework/her homework
   2 no
   3 went shopping with her dad
   4 new shoes/new school shoes
   5 yes
   6 no/no, he had no money/no, he stayed at home
   7 yes
   8 no  (8 points)  8–7  6–4  3–0

4 LANGUAGE  Questions for a new teacher  ► Unit 2, p.45
a) 2 Where did you go to school?
   6 When did you start to play the guitar?
   3 What was the name of your school?
   7 What were your favourite lessons at school?
   4 Who was your favourite teacher?
   8 How did you feel at Eggy on your first day?  (7 points)  7–6  5–4  3–0

5 WORDS  Can you wear a chocolate cake?  ► Unit 2, p.45
a) 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)  19–16  15–10  9–0

b) 1 make a cup of tea/a sandwich/…
   2 drink a cup of coffee/a bottle of water/juice/…
   3 adopt a child/a dog/…
   4 collect comics/photos/toy cars/…
   5 wear a uniform/a dress/trainers/…
   6 celebrate Christmas/Halloween/…
   7 park a bus/a bike/…
   8 look at pictures/books/friends/cards/…
   9 meet at the cinema/the zoo/1 o’clock/…
   10 finish the party/the questions/…  (10 points)  12–11  10–6  5–0

6 WORDS  Dinner at Mia’s house  ► Unit 2, p.45
a) 5 Oh, that’s OK. I’ll have some brown bread.
   Mia Would you like some juice or milk?
   Ellie Can I have some juice, please?
   Mia Would you like some ketchup with the sausages?
   Ellie Oh, thanks, Mia. They look great. I’ll have one.
   Mia Would you like some bread?
   Ellie Oh, that’s OK. I’ll have some white bread.
   Mia But sorry, I don’t have any white bread.
   Ellie Well, that’s OK. I’ll have some bread.
   Mia Where do you want to meet?
   Ellie How about 8 o’clock?
   Mia That’s fine. See you there.
   Ellie Great! See you then.
   Mia See you.
   Ellie See you.

b)  B, D, E, G

(4 points)  12–11  10–6  5–0
Part A: A survey about last weekend

a) Answer the questions for yourself.

<table>
<thead>
<tr>
<th>Last weekend</th>
<th>Me</th>
<th>Partner 1</th>
<th>Partner 2</th>
<th>Partner 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Did you do sport at the weekend?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 What sport did you do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Did you do chores at the weekend?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 How much TV did you watch?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Did you chill at the weekend?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Did you meet friends?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Did you go out with your family?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Part B: Teens and money

Listen to the Plymouth teens and complete the notes.

<table>
<thead>
<tr>
<th></th>
<th>Girl 1</th>
<th>Boy</th>
<th>Girl 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you get pocket money?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do you have a job?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you do chores at home?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What do you need money for?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Student 1:</th>
<th>Student 2:</th>
<th>Student 3:</th>
<th>Student 4:</th>
<th>Student 5:</th>
<th>Student 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you get pocket money?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do you have a job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you do chores at home?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What do you need money for?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chores at home

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

1. [Image 1] 
2. [Image 2] 
3. [Image 3] 
4. [Image 4] 
5. [Image 5] 
6. [Image 6] 
7. [Image 7] 
8. [Image 8] 
9. [Image 9] 
10. [Image 10] 
11. [Image 11]

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

<table>
<thead>
<tr>
<th>Chores at home</th>
<th>Ellie</th>
<th>Luca</th>
<th>Adam</th>
<th>Mia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pocket money</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
Part A: Mia has plans for Saturday

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

<table>
<thead>
<tr>
<th></th>
<th>in the morning</th>
<th>in the afternoon</th>
<th>in the evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luca</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the Eggy kids are BUSY add what they’re going to do: BUSY: paper round

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.

<table>
<thead>
<tr>
<th>SATURDAY</th>
<th>in the morning</th>
<th>in the afternoon</th>
<th>in the evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>partner 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>partner 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>partner 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

More practice … and what about next Sunday?

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>in the morning</th>
<th>in the afternoon</th>
<th>in the evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>partner 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>partner 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>partner 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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 • …
ACTIVITY Make a comparisons mobile

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.

<table>
<thead>
<tr>
<th>Comparatives</th>
<th>Superlatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>busy</td>
<td>busier than</td>
</tr>
<tr>
<td>bossy</td>
<td>bossier than</td>
</tr>
<tr>
<td></td>
<td>friendlier than</td>
</tr>
<tr>
<td>funny</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td></td>
</tr>
<tr>
<td>cool</td>
<td>cooler than</td>
</tr>
<tr>
<td>cute</td>
<td>faster than</td>
</tr>
<tr>
<td>mean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stricter than</td>
</tr>
<tr>
<td>boring</td>
<td>more boring than</td>
</tr>
<tr>
<td></td>
<td>more dangerous than</td>
</tr>
<tr>
<td></td>
<td>more difficult than</td>
</tr>
<tr>
<td>nervous</td>
<td></td>
</tr>
</tbody>
</table>
a) Look at the pictures and make sentences like this:

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

1 exciting  
2 fast  
3 expensive

4 dangerous  
5 big  
6 difficult

7 funny  
8 cute  
9 loud

b) Compare your sentences with a partner.

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

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

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

- Hello. How are you?
- I’m … too. OK, let’s work together.
- OK, for … I have: … What about you?
- Sorry, I didn’t understand … Can you explain …, please?
- OK, I think that’s it. Working with you was …

**Partner B: Your partner starts!**

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

- I’m …, thanks. And you?
- Yes, let’s … Do you want to start?
- I think you’re …
- Well, I’m not quite sure. I think we have to …
- Thank you. That was really … See you.

- fine/OK/…
- sit here/over there/…
- look at exercise/number/…
- exercise 2/…
- number 1/…
- sentence …
- fill in the correct verb.
- look at the story/pictures/… for help.
- make a list.
- complete the sentences.
- great/fun/very helpful/…
### Part A: Listening to talks

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

<table>
<thead>
<tr>
<th></th>
<th>Mia</th>
<th>Charlie</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 spoked clearly</td>
<td>good</td>
<td>OK</td>
</tr>
<tr>
<td>2 had a good plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 used good phrases</td>
<td>good</td>
<td>OK</td>
</tr>
<tr>
<td>4 showed pictures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Giving a short talk

1. **A checklist for speakers**

   **Giving a short talk – A checklist for speakers**

   **Planning your talk:**
   - Collect ideas and think of good phrases.
   - Make notes on cards and put numbers on the cards.
   - Collect pictures and think about how you can show them (poster, computer, …)
   - Practise your talk in front of a partner/the mirror.

   **While giving your talk:**
   - Wait until it is quiet and look at your audience.
   - At first, tell your audience what you’re going to talk about.
   - Speak clearly.
   - Use your notes/cards but I don’t read out the whole text. Use good phrases.
   - Point to your pictures when you’re talking about them.
   - Finish your talk: Thank your audience and ask for questions.

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

<table>
<thead>
<tr>
<th></th>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>good</td>
<td>OK</td>
</tr>
<tr>
<td>1 spoked clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 had a good plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 used good phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 showed pictures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Partner 3</th>
<th>Partner 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>good</td>
<td>OK</td>
</tr>
<tr>
<td>1 spoked clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 had a good plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 used good phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 showed pictures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part A: The kids from Harbour Road: Vote for Paul

**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.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Partner A: Mark</th>
<th>Partner B: Paul</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 spoke clearly</td>
<td>good</td>
<td>good</td>
</tr>
<tr>
<td>2 had a good plan</td>
<td>OK</td>
<td>OK</td>
</tr>
<tr>
<td>3 used good phrases</td>
<td>not great</td>
<td>not great</td>
</tr>
<tr>
<td>4 showed pictures</td>
<td>good</td>
<td>good</td>
</tr>
<tr>
<td>5 talked about interesting things</td>
<td>OK</td>
<td>OK</td>
</tr>
</tbody>
</table>

*Partner A: Mark
Partner B: Paul*

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

Part B: At Dartmoor Zoo

**Partner A (visitor): You start!**

You’re at Dartmoor zoo and you want to buy a ticket for yourself and your ___________. You also have a few questions about the zoo.

− Hi, I’d like to buy a ticket, please.
− I’m … Oh, and I also need a ticket for my …
− 13 / 14 / …  little sister / granny / …
− So, I’d like … ticket(s) for … and … ticket(s) for …
− OK, here you are, £ …
− Yes, please.
− Thank you.
− Oh, and one more question: …
− How many animals do you have at Dartmoor Zoo?
− Can I feed the animals?
− Where are the lions / …?
− …

**Partner B: Your partner starts!**

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

*concession Ermäßigungskarte

− OK. How old are you?
− Well, there are special prices for … Look.
− children / old people / …
− Here you are, … ticket(s) for … and … ticket(s) for … – OK, that’s £ …, please.
− Thank you. There’s your receipt and £ … change. Would you like a map?
− There you go. Have a good day.
− You’re welcome.
− Well …
− We have 250 animals.
− No, please don’t feed the animals. They need special food / we only feed them at feeding times.
− The lions / … are to your left / …, next to the monkeys / …
### Part A: 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?

<table>
<thead>
<tr>
<th>Name</th>
<th>How many days every week?</th>
<th>How many hours every day?</th>
<th>= hours every week?</th>
<th>Favourite TV programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jessica</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs Brown</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Moran</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Partner 1:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner 2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner 3:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner 4:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner 5:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>activity</th>
<th>activity</th>
<th>activity</th>
<th>activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>name</td>
<td>name</td>
<td>name</td>
<td>name</td>
</tr>
<tr>
<td>activity</td>
<td>activity</td>
<td>activity</td>
<td>activity</td>
</tr>
<tr>
<td>name</td>
<td>name</td>
<td>name</td>
<td>name</td>
</tr>
<tr>
<td>activity</td>
<td>activity</td>
<td>activity</td>
<td>activity</td>
</tr>
<tr>
<td>name</td>
<td>name</td>
<td>name</td>
<td>name</td>
</tr>
<tr>
<td>activity</td>
<td>activity</td>
<td>activity</td>
<td>activity</td>
</tr>
<tr>
<td>name</td>
<td>name</td>
<td>name</td>
<td>name</td>
</tr>
</tbody>
</table>
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 REVISION  Dad has lots of questions  ► Unit 3, p. 64
   a) 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)

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)

4 LISTENING  Adam and Mia’s project  ► Unit 3, p. 65
   a | Name | How many days every week? | How many hours every day? | Favourite TV programmes |
      |      |                          |                          |                        |
      | Harry | 4                          | 3                          | sports shows          |
      | Ellen | 7                          | 2                          | comedies              |
      | Jessica | 5                       | 1,5                        | soaps                 |
      | Mrs Brown | 7                     | 0,5 (half an hour)    | news and weather      |
      | Mr Moran | 2                     | 3                          | films, reality shows  |
      | Thomas | 1                          | 3                          | music shows           |
      |         | (6 points)                 | (6 points)                 | (6 points)            |
   b) (no points)
   Who watches the most TV every week? → Ellen
   People in the right order: 1. Ellen (14); 2. Harry (12); 3. Jessica (7.5);
                              4. Mr Moran (6); 5. Mrs Brown (3.5); 6. Thomas (3)
                              (8 points)

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  (9 points)
1. Find the words for the food. Cut out the food cards.

<table>
<thead>
<tr>
<th>C</th>
<th>E</th>
<th>L</th>
<th>G</th>
<th>O</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>E</td>
<td>I</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Y</td>
<td>D</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>C</td>
<td>R</td>
<td>O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>H</td>
<td>R</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>O</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Unhealthy</th>
<th>Not sure</th>
</tr>
</thead>
</table>

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
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.

mouth

laugh

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

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

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

With my ears/eyes/… I can hear/…
I can close/open/… my eyes/hands/…
a) Write five questions with the present perfect. Answer the questions for yourself.

b) Walk around: Now ask three or more different partners. Make notes in your table. Here are some ideas:

<table>
<thead>
<tr>
<th>Question</th>
<th>Me</th>
<th>Partner 1</th>
<th>Partner 2</th>
<th>Partner 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you had breakfast?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you made your</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>breakfast?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>forget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>homework?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>friend?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>somebody?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Tell the class about one of your partners.

Max has had breakfast today. He hasn’t made his bed. He has forgotten his English homework and he has texted his best friend.
Fill in the missing information. Listen and watch.

You need:

• two teams with ___________ players each.
• 45 minutes: two halves of 20 minutes plus five minutes for half time
• a tag rugby pitch (see picture)
• ______ tags and a belt 1 for each player. Put the tags on the _____________.
• If you don’t have tags, you can also use cords 2, tissues 3 or clothes pegs 4.

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
sandwiches: peanut butter, chicken, salami, bread
soups: potato, chicken

(20 points) 20–16 | 15–10 | 9–0

2 LANGUAGE  Who has done what?  ► Unit 4, p. 84
a) 1 Adam  b) 2 Luca and Mia have checked
2 Luca and Mia  the coffee machine.
3 Mia  3 Mia has brought tea.
4 Ellie  4 Ellie has made tea.
5 Ellie and Adam  5 Ellie and Adam have cleaned the
6 Luca  (6 points) 6 Luca has hoovered the floor.
(5 points) 11–9 | 8–6 | 5–0

3 WORDS  They don’t feel well  ► Unit 4, p. 85
1 I have sore throat.  4 I have a headache.
2 I have sore leg.  5 I have a temperature.
3 I have a cold.  6 I have a stomach ache.  (6 points) 6–5 | 4–3 | 2–0

4 LANGUAGE  What has happened?  ► Unit 4, p. 85
2 Luca is really hungry because he hasn’t had breakfast.
3 Our teacher is very angry because three students have forgotten their English
homework.
4 I’m very tired because I haven’t slept enough.
5 Zoe and Ellie aren’t so tired because Ellie’s mum has put the TV in the
kitchen.
6 Adam can’t go out because he hasn’t finished his homework.
7 Ellie’s dad is feeling happy because he has found a new job.  (12 points) 12–10 | 9–6 | 5–0

5 REVISION  Which clown is funnier?  ► Unit 4, p. 85
a) 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) 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

<table>
<thead>
<tr>
<th>Things to take</th>
<th>Activities at the centre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2  Packing for the trip

<table>
<thead>
<tr>
<th>Adam will take ...</th>
<th>Mia will take ...</th>
<th>They won't take ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## What you need:
- A square sheet of paper:
- Markers, coloured pencils or felt tips:
- A pen:

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

<table>
<thead>
<tr>
<th>Step</th>
<th>Illustration</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="#" alt="Image 1" /></td>
<td>1. Fold the square sheet of paper in half diagonally.</td>
</tr>
<tr>
<td>2</td>
<td><img src="#" alt="Image 2" /></td>
<td>2. Fold the opposite corners together to make a second crease and unfold.</td>
</tr>
<tr>
<td>3</td>
<td><img src="#" alt="Image 3" /></td>
<td>3. Fold each corner to the centre.</td>
</tr>
<tr>
<td>4</td>
<td><img src="#" alt="Image 4" /></td>
<td>4. Turn over and fold the new corners to the centre.</td>
</tr>
<tr>
<td>5</td>
<td><img src="#" alt="Image 5" /></td>
<td>5. Fold the square in half from edge to edge in both directions.</td>
</tr>
<tr>
<td>6</td>
<td><img src="#" alt="Image 6" /></td>
<td>6. Turn the square over and put thumbs and forefingers under each flap and bring fingers together toward middle.</td>
</tr>
<tr>
<td>7</td>
<td><img src="#" alt="Image 7" /></td>
<td>7. Pick four colours and colour the outside flaps of your fortune teller. Then write the numbers 1–8 on the inside flaps.</td>
</tr>
<tr>
<td>8</td>
<td><img src="#" alt="Image 8" /></td>
<td>8. Write sentences with the will-future under the inside flaps. You need two sentences per flap, one for each triangle.</td>
</tr>
</tbody>
</table>

### 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.

---

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.

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which girl on the red team thinks they will win? (R)</td>
<td></td>
</tr>
<tr>
<td>2. What did the blue team visit after the village? (B) The</td>
<td></td>
</tr>
<tr>
<td>3. Who put a jacket on a scarecrow? (B)</td>
<td></td>
</tr>
<tr>
<td>4. Who lost a jacket? (R)</td>
<td></td>
</tr>
<tr>
<td>5. Where were the sheep? (B) On top of</td>
<td></td>
</tr>
<tr>
<td>6. Which tor did the red team visit first? (R)</td>
<td></td>
</tr>
<tr>
<td>7. Who fell into the river? (B)</td>
<td></td>
</tr>
<tr>
<td>8. How did the blue team cross the river? (B) On the</td>
<td></td>
</tr>
<tr>
<td>9. Where did Merve have the hairy hands? (R) In her</td>
<td></td>
</tr>
<tr>
<td>10. Where were the lunch bags? (R/B) In the Highwayman’s</td>
<td></td>
</tr>
<tr>
<td>11. Where did the red team cross the river? (R) At the</td>
<td></td>
</tr>
<tr>
<td>12. Who put the hairy hands in the old cottage? (R)</td>
<td></td>
</tr>
<tr>
<td>13. Who found the hairy hands on the lunch bag? (B)</td>
<td></td>
</tr>
<tr>
<td>14. How did the red team get help? (R/B) With a</td>
<td></td>
</tr>
<tr>
<td>15. Who had a plastic bag? (B)</td>
<td></td>
</tr>
<tr>
<td>16. What did the kids make with the plastic bag? (R/B) A</td>
<td></td>
</tr>
<tr>
<td>17. How did Luca feel about his joke? (B)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**d) Compare your answers in class. Did you find the title of a famous Dartmoor story?**

The __ __ __ __ __ __ of the __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __
1 Phoning the emergency services – Listening comprehension

A German family needs help on Dartmoor. They’ve had an accident in their car.
Tick (✓) the correct endings to the sentences or finish (✔) the last sentence correctly.

1. The family needs    [ ] an ambulance [ ] the firefighters [ ] the police.
2. The caller’s name is [ ] Lisa Berg [ ] Lara 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 Princetown, 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!
You are calling the emergency services in England because ... Explain what has happened and answer the questions.

Hello. We need help, please.

... please. [ ] Ambulance [ ] Fire [ ] Police

... has ... [ ] had an accident. [ ] taken a bag from an old woman.

My name is ... and my mobile number is ...

(say your name) (say your number) (repeat number)

We’re ...

- on the road from Plymouth to Postbridge, two miles from Postbridge.
- in New Street, near the bus station.
- near the market.

- Yes/No, ...

- my friend has hurt his leg/hand.
- he has a headache.
- the old man is hurt.
- he can’t walk/ride his bike/...
- nobody is hurt.

OK, thank you. The ... will be there in ... minutes.

- ambulance - police - firefighters

- twenty - fifteen - ...
SKILLS TRAINING  WRITING and CORRECTING: A postcard from Germany

a) 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.

I think i’ll go to the Cinema tomorrow or

maybe I go swimming again. I think Nico

come with me.

Best wishes Alex

b) Work with another pair. Did you all find the same mistakes?

c) Now write the correct postcard for Alex in the empty postcard below.

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.
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.

You can use the ideas below the dotted line for help.

<table>
<thead>
<tr>
<th>Part</th>
<th>Who?</th>
<th>Where?</th>
<th>What happens?</th>
<th>How do they feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anna • Paul • Sarah • a young woman (Anna) • a young man (John)</td>
<td>at the gate to Dartmoor • on Dartmoor • on Scary Tor</td>
<td>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 • …</td>
<td>angry • confused • embarrassed • excited • happy • helpless • nervous • sorry • stupid • surprised • terrible • unhappy • …</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

b) 1 Luca has cleaned his bike.  6 Adam and his dad have cooked spaghetti for dinner, but they haven’t eaten yet.
2 Ellie’s mum has made a cake.  (16 points)
3 Mia has lost her sunglasses.  24–20 19–12 11–0
4 Ellie and Zoe have made their beds.

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

a) 1 litter bin, 2 mud, 3 boot, 4 first-aid kit, 5 bridge, 6 river, 7 map, 8 compass, 9 tor, 10 rucksacks, 11 tree, 12 cottage, 13 tent  (13 points)

b) 1 Three kids have crossed the river at the bridge.  2 One girl has just put litter in a litter bin.
8 A girl has hurt her knee. One of the boys has a first-aid kit.  (21–17 16–11 10–0)
3 A kid has lost his boot in the mud.  4 Two boys are looking at the map.
5 A girl is checking her compass.  6 Some kids have put their rucksacks on the ground.
7 They have made a tent between the rocks.

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

a) Tomorrow it will be windy and rainy in the north of Britain. The temperature will only be 15 degrees/15°C. That’s quite cold for this time of the year in Britain. In the east it will be warmer, about 18 degrees/18°C.  (8 points)

b) It will be cloudy, but it won’t rain.  In London it will be a nice day, sunny and warm, about 22 degrees/22°C.
In the south-west it will be sunny all day and the temperatures will climb to 25 degrees/25°C.  (8 points)

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

a) 3 … Ellie said quietly.
4 … a voice behind them said loudly.
5 … Ellie and Adam ran to him quickly.
6 … Ellie said nervously.
7 Adam took out his mobile quickly …
8 He talked to the man on the phone slowly and clearly.
9 … They took the young man to hospital quickly.
10 … Ellie said to Adam proudly.  (12 points)

b) … Ellie shouted happily.
2 … Don’t talk so loudly.
… Adam said nervously.  (7 points)

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.
5 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.  (11 points)

(11 points)
1. Complete the timeline. Then listen to the history programme again and check.

- are in Britain.
- becomes king.
- fights against the Spanish.
- The Pilgrims leave __________.
- are active on the English coast.

43 to __________

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

More information:
- The __________ came to __________ from __________ about __________ years ago.
- They __________ at Exeter because they were scared of the __________ in __________.

More information:
- Sir __________ __________ sailed around the __________ and had lots of
  __________.
- People were very __________.
- Merlin, the magician
  Arthur to pull a sword from a
- With King Arthur, life in England got __________.

More information:
- He __________ against the __________ Armada.
- People say that when the Spanish ships arrived at the English coast he
  was __________ a game and didn’t stop.

More information:
- The __________ wanted to start a new __________ in __________.
- They __________ Plymouth by ship in __________.
- There were about __________ people and their __________ on the ship.
- They called their new home __________.

More information:
- The __________ lived and ‘worked’ in the __________ near Plymouth on the south-west coast.
- They brought things from __________ on ships __________ the __________ and sold them in __________.
- Sometimes they also __________ things from __________ ships.
Step 1: Make groups of four.

Step 2: Divide the text in five parts:
- Scenes 1–2
- Scenes 3–5
- 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

A The clarifier

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

B The describer

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

C The questioner

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

D The predictor

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

1 clue Hinweis
Part A: Warm-up

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

1. **Move as if** ...
   - you’re wearing heavy boots like William
   - you’re carrying a big drum like John
   - you’re nervous and sad like Mary
   - you’re lost and frightened
   - you’re walking on a ship in windy weather

2. **Feelings**
   *Pick a feeling and say a sentence, for example: “Let’s get out of here!”.*
   Can your group guess the feeling? Here are some ideas:
   - sad
   - happy
   - nervous
   - excited
   - tired
   - angry
   - surprised
   - frightened
   -...

3. **The mirror game**
   *Stand in front of your partner. Act out different activities and your partner must imitate you.*
   Then swap roles. Here are some ideas:
   - brush your hair
   - play the drums
   - wave goodbye
   - eat a pizza
   - take a photo
   - go downstairs/upstairs
   -...

Part B: Play reading

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 expressions, pronunciation, loudness, etc.

   Use your hands/face/… to underline your feelings/…
   Try to look sad/happy/surprised/…
   I think … sounds like …
   Can you speak a bit louder/more clearly/…, please?

3. **Narrator**
   The narrator is not on the stage. He/she gives the audience some information about the scene, for example:
   - Which scene is it? __________________________
   - Who are we going to see? ____________________
   - Where does it play? _________________________
   - What will happen next? _____________________

---

1. play reading szenisches Lesen
2. facial 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.
– …

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

**You can say:**
– Say it in English, please.
– Please stop speaking German.
– I can look up the word in the dictionary …
– …

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

**You can say:**
– Say it again please.
– What must I write down?
– I’ve got … Is that okay?
– …

**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?

**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.
– …
How to make a good poster

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).

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

c) Presenting your poster

Today I’m going to present my poster about …

First/Now I’d like to talk about …

In this picture you can see …

An interesting thing about … is that …

Look at the picture/caption/…
Yesterday at six o’clock she ____________ (cook) dinner.

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

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

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

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

Last Saturday at four o’clock they ____________
________________________ (sit) in a cafe and
________________________ (chat).

NOW YOU:
Think about yesterday. What were you/your friends/… doing at four/six/… o’clock?
1  Before you read
Look at the pictures and answer Mr Fullerman’s questions. Give reasons.

1 I think Tom …
2 Maybe he went … with …
3 I think the weather was … and he stayed …

<table>
<thead>
<tr>
<th></th>
<th>because</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in one picture you can see …</td>
<td></td>
</tr>
<tr>
<td></td>
<td>on page … there is a picture of …</td>
<td></td>
</tr>
</tbody>
</table>

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:

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

Sir Francis Drake A

1 When was Sir Francis Drake born? ________

2 What did he do between the years 1577–1580? ____________________________

3 What happened in 1588? (2 things) ________

4 What was the name of Drake’s ship? ________

Drake’s drum B

1 What did Drake do with his drum? ________

2 Where can you see it today? ____________________________

3 What do people say about the drum? ________

4 Give examples for 3:
   – 1620: ____________________________
   – 1914: ____________________________
   – 1939: ____________________________

King Arthur C

1 When did King Arthur live? __________

2 Why do lots of people think that Tintagel was one of Arthur’s castles? ____________________________

3 What’s Merlin’s role? ____________________________

4 Who are Guinevere and Pendragon? ____________________________

The Mayflower D

1 When did the Mayflower leave England? _____

2 How many passengers and sailors were on the ship? ____________________________

3 Where did the Pilgrims go – and what did they call their new home? ____________________________

4 What do we learn about …?

   a) Mary ____________ : ____________________________

   b) William ____________ : ____________________________

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