

A3



English G 21

Handreichungen

für den Unterricht
mit Kopiervorlagen

Cornelsen







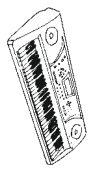



Resource Section




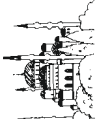

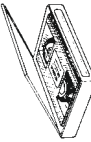
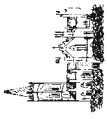


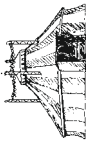

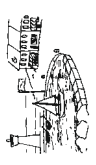


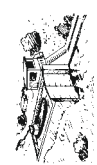
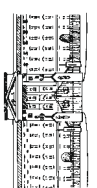





Vocabulary Action Sheets (VAS)










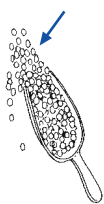






Language Action Sheets (LAS)






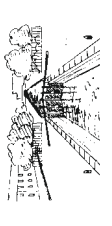


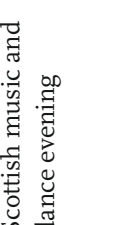

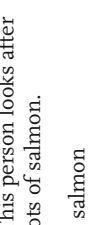
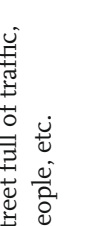

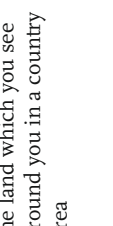
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

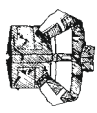





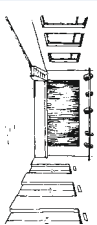


Kopiervorlagen (KV) 1–33

















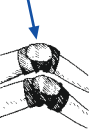







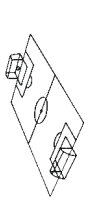





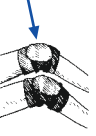







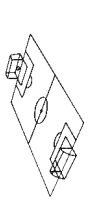





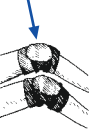







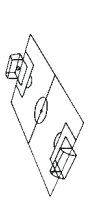





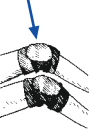







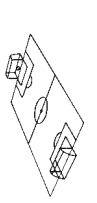





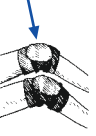







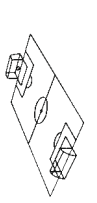
Definitions	Context	Instruments	Kinds of music	All about music	Pictures	The fourth word	German/English
1 the time when you're young	October 3rd is a holiday in Germany.		people's music, often different in different countries	If you r_____ music you put it on CD so that people can listen to it again.	the _____ the _____ the _____	church – building flute – _____	übrigens the _____
2 send something by e-mail	Every year lots of young singers t_____ p_____ in the festival.		a more modern name for folk music	b_____ g_____	d_____ i_____/_____	fly – flight mix – _____	elektrisch
3 like something very much be w_____	Does the hat g_____ w_____ the jacket?		music with electric instruments and singing	a young person's word for 'concert'		sing – a song _____ – the drums	eine wunderbare Jugendherberge a _____
4 30 minutes _____ hour	International stars sing a_____ o_____ the world.		a kind of band music that started in the US in the 1920s	a young person's word for 'give a concert'	the _____ the _____ the _____	bottom – top southern – _____	Wart's ab! _____ _____!
5 a place where people can eat and sleep cheaply	Hi, I'm Jake. – Hi Jake! N_____ t_____		music by Mozart, Beethoven, etc.	He wrote the words of the song, but he didn't write the t_____.		violin – wood steel drum – _____	Ich habe Durst/ Hunger. I _____/_____
6 a programme of music for many people	Spain and Italy are in s_____ n_____ Europe.		a kind of music that started in the US in the late 1950s	You can learn or practise music in a group at a music w_____.	d_____ b_____ b_____	rain – rainy east – _____	voll auf etwas abfahren b_____ i_____ sth.
7 one part of a thing, the same size as the other part a h_____	I'd like to see you again. Let's k_____ in t_____!		music for teenagers, often about love	play music at a disco	b_____ o_____ o_____	move – movement record – _____	eine Art Schlagzeug a _____ of _____
8 think that sth. is probably true s_____	What k_____ o_____ car does your dad drive?		music where singers speak	people who play music	i_____ h_____	east – eastern west – _____	Einführung _____



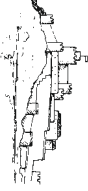
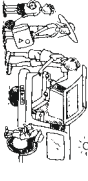

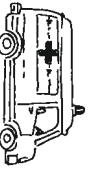

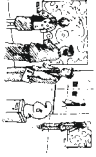
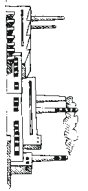

Definitions	Context	Buildings and places	Transport	London Underground	The fourth word	Pictures	German/English
1 try to find the meaning of words in a book I _____ a _____ words	Don't tell the whole story, just give me the book g _____	 s _____	 _____	another name for London Underground the T _____ an all-day ticket for London	BE – mobile phone AE – _____	 w _____	jdn. herumführen _____ sb.
2 a computer file with sth. you can listen to _____ f _____	They didn't stop to help. They just w _____ ed _____.	 _____	 b _____ p _____	_____	piano – instrument breakfast – _____	 _____	Rede weiter. / 'Traum' weiter! _____ on. / _____ !
3 a short piece of writing in a diary, encyclopedia, etc. e _____	I went to bed early a _____ I _____ wasn't tired.	 ca _____	 g _____	You wait for a train here. p _____	BE – mum AE – _____	 _____	Transport(wesen) _____
4 helpful ideas t _____	A present for me? – That's a nice s _____ ! After the storm there were lots of apples on the g _____.	 c _____	 t _____	This train travels south. train get off one train and get on another train	west – western centre – _____	 h _____	Wo kann man Karten kaufen? Where can _____ buy tickets? Man sagt, ... _____ say ...
5 not new, already used s _____ h _____	Everybody in the shop p _____ ed _____ when the fire started.	 c _____	 _____	_____	go by – water drive or walk – _____	 _____	im Allgemeinen _____
6 a part of a town or city b _____	Can you give me all the d _____ of your plan? Can you tell me the e _____ time? – Yes, it's 8.21 am.	 p _____	 _____	Circle Central underground / _____ s _____	river – How long? mountain – _____	 _____	ziemlich gut q _____ good Menü s _____ w _____
8 something that is true f _____		 p _____	 _____	a part of the underground lines in a city z _____	UK, Germany – countries London, Berlin – _____	 _____	

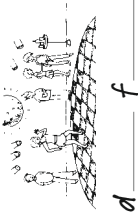
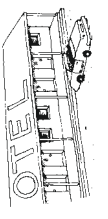






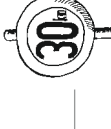











Definitions	Context	Opposites	Food	The fourth word	Pictures	Detective stories	German/ English
1 a series of art lessons an art c _____	I w _____ I had lots of money.	spicy – _____		young – youth electric – _____		kill sb. m _____ sb.	sich gut amüsieren h _____ a g _____ t _____
2 come into view suddenly a _____	I / _____ ed a _____ and saw a policeman behind me.	wet – _____		right hand – knife left hand – _____		smile – a smile murder – a _____	allergisch gegen Kräuter a _____ t _____
3 part of a country, city or town a _____	Listen to the a _____! Our train is late.	sweet – _____		lunch – meal Chicken Biryani – d _____		this person kills other people m _____	Sei einfach realistisch! J _____ be _____!
4 If you g _____ / _____, you don't know where you are.	The TV doesn't _____. I think it's broken.	mild – _____		for – two weeks _____ – July	three 		ein paar Zeichen a c _____ of s _____
5 lots of people in one place c _____	The dog ran ar _____ the garden and played with the ball.	far – _____		child – kid delicious – y _____			Wie komme ich voran? H _____ _____?
6 a sudden bright light f _____	Look at those clouds. It looks _____ it's going to rain.	put sth. on – _____ sth.		cloud – rain sun – / _____		The detective saw a sh _____ and knew that somebody was following him.	Handlung, Tat _____
7 look after somebody or something t _____ c _____ o _____	She's got three big houses. She s _____ s to be very rich.	Take your hat off! – _____ your hat _____!	cook food in hot oil f _____	centre – central crowd – _____		The body of the murderer's v _____ lay on the floor.	meiner Ansicht nach _____
8 the size between big and small m _____	Jack's parents want to meet his new gi _____.	special clothes – _____ clothes	something which gives food a better flavour sp _____	since – last year _____ – some days		the last part of a story the e _____	somnengebüßt sein _____



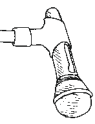





Definitions	Context	Orkney Islands	Town and country	The fourth word	Media	German/English
1 somebody who tries to discover more facts about something r _____	I was _____ s _____ to see him. I thought he was on holiday.	 b _____	 w _____ an area with lots of shops and no cars s _____ p _____	one time – once two times – _____	You can read this information on your mobile. t _____ m _____ use a mobile to send sb. a message _____ sb.	ein beeindruckendes Ferienhaus an i _____ h _____ h _____ Betonung
2 one time _____	My team practises three times _____ week.	 c _____	 c _____	electricity – electric person – _____	You send or get these messages in real time. _____ s _____	der allgemeine Gebrauch von ... the g _____ u _____ of ...
3 another word for 'trip' i _____	If the juice is too sweet, you can _____ it with water.	 s _____	 c _____	central – centre beautiful – _____	Newspapers and magazines are called _____ the paper m _____.	ein schickenes Marken-zeichen a t _____ l _____
4 make a picture in your head of sb. or sth. i _____	The journey to London _____ t _____ s _____ about 2 hours.	 s _____	 c _____	stop – start ending – _____ big – h _____	radio, TV, mobiles, e-mail, etc. e _____ m _____	austauschen von ... bis _____ ...
5 a place not near you a f _____ place _____	Mum often _____ me _____ u _____ after school.	 c _____	 c _____	centre – central hill – _____	You can install this sound on your mobile. _____	Gymnasium _____
6 your grandfather's father _____	What _____ do you have in the play?	 d _____	 c _____	move – movement structure – _____	You can send letters and parcels by _____.	_____
7 a round shape c _____	Robert met Asif _____ his visit to London.	 c _____	 c _____	_____	_____	_____

Definitions	Pictures	Context	Opposites	What we do	The fourth word	Irregular verbs	German/English
1 most important <i>m</i> _____		There are 1,000 metres in a _____.	above _____	<i>f</i> _____ friends 	argue – argument translate – _____	simple past of 'set up' _____	Er könnte vielleicht schockiert sein. He <i>m</i> _____ be _____.
2 This person hurts weaker people. <i>b</i> _____		There were lots of <i>pa</i> _____ on the bus.	at the back at the _____	<i>c</i> _____ other people rude <i>n</i> _____	English – lake Scottish – _____	simple past of 'bet' _____	aufstellen, auf- bauen _____
3 the most important teacher <i>n</i> _____		Glasgow and Aberdeen are <i>sc</i> _____ cities.	fair _____	<i>c</i> _____ paper 	1,000 – thousand 1,000,000 – _____	simple past of 'forget' _____	Das hättest du wohl gerne! _____!
4 the most important man on a ship _____		<i>c</i> _____! You've won the first prize.	important _____	<i>n</i> _____ people 	1 km – 1,000 metres 1 metre – 100 _____	simple past of 'upset' _____	aufgebracht, gekränkt wegen <i>n</i> _____ <i>a</i> _____
5 very quickly <i>i</i> _____ <i>n</i> _____ <i>t</i> _____ <i>n</i> _____ <i>t</i> _____		How can we get <i>a</i> _____ that river?	tidy _____	<i>b</i> _____ on a horse if we want to win money	survive – survival feel – _____	simple past of 'cut' _____	necken, auf den Arm nehmen _____
6 take sth. suddenly in your hand <i>g</i> _____ sth.		My parents never <i>l</i> _____ me go to a disco.	safe _____	<i>t</i> _____ words from German into English	teach – teacher cut hair – _____	Have you ever <i>b</i> _____ on a horse?	rasen _____
7 building in a town for local people <i>c</i> _____		We arrived on Monday and stayed <i>u</i> _____ Saturday.	remember _____	<i>go</i> _____ about other people when they aren't there	survive – survival arrive – _____	Have you ever <i>s</i> _____ up the stage yet?	Sollen wir zum Friseur gehen? _____ we go to the _____ <i>s</i> ?
8 hot dish with meat and vegetables <i>s</i> _____		Somebody stole my bike <i>whi</i> _____ I was in the shop.	below _____	<i>bel</i> _____ facts and true stories	move – movement announce – _____	I've _____ my homework.	Ausrüstung _____

Definitions	Football	Football results	Sports clothes	Sports equipment	Sports locations	German/English
practise a sport or other activity 1 t	somebody who plays football f	win goals in a match s	 s t			Verteidigung
be a fan of a team 2 s	 /	number of goals a team wins in a match s	 h			foulen
a fan of a team 3	person who watches a football match and decides if it is fair r	The f was: Arsenal 4, Manchester 3. If a team doesn't score a goal, its score is h	 l  t			Spitzenmannschaft
the time when you train 4 t	Smith scored with a sh into the corner of the goal. s	If both teams score one goal each, we say the match ends one If both teams have the same final score, it's a One more w and our team will be champion. win against another team b a team	 r b  r s  r h  f s	  p    p	  Finale  Medaille  Meisterschaft ch  Leichtathletik a	Halbfinale
a person who trains a team 5 c	Liverpool w a in the sixth minute after a great goal by Jones. a shot 11m from the goal after one player fouls another the first 45 minutes of a football match break in the middle of a football match	the time when you train 4 t	 r b  r s  r h  f s	  p    p	  Finale  Medaille  Meisterschaft ch  Leichtathletik a	Spitzenmannschaft
team game in which the ball has a shape like an egg 6 r	Liverpool w a in the sixth minute after a great goal by Jones. a shot 11m from the goal after one player fouls another the first 45 minutes of a football match break in the middle of a football match	the time when you train 4 t	 r b  r s  r h  f s	  p    p	  Finale  Medaille  Meisterschaft ch  Leichtathletik a	Spitzenmannschaft
a kind of bowl, often the first prize for the best team. 7 c	Liverpool w a in the sixth minute after a great goal by Jones. a shot 11m from the goal after one player fouls another the first 45 minutes of a football match break in the middle of a football match	the time when you train 4 t	 r b  r s  r h  f s	  p    p	  Finale  Medaille  Meisterschaft ch  Leichtathletik a	Spitzenmannschaft
score a goal that makes the score of both teams the same 8 e	Liverpool w a in the sixth minute after a great goal by Jones. a shot 11m from the goal after one player fouls another the first 45 minutes of a football match break in the middle of a football match	the time when you train 4 t	 r b  r s  r h  f s	  p    p	  Finale  Medaille  Meisterschaft ch  Leichtathletik a	Spitzenmannschaft

Definitions	Context	Pictures	The fourth word	What we do	Irregular verbs	German/English
1 see a person or thing suddenly <i>sp</i> _____	There were 21 v _____ for the class trip. Only 7 students were against it.		central – centre different – _____	<i>ex</i> _____ ideas with other people	simple past of 'grow up' _____	Abgemacht! It's _____!
2 not able to use part of your body <i>d</i> _____	A fire <i>d</i> _____ <i>ed</i> two houses yesterday.		meaning – mean announcement – _____	<i>f</i> _____ with other people	simple past of 'fight' _____	ab und zu einen Brief erhalten <i>r</i> _____ a letter and _____
3 say something in other words <i>pa</i> _____	The students are going to <i>org</i> _____ a disco at their school.		Peter Smith – name 14 – _____		simple past of 'beat' _____	erwachsen werden _____
4 If you have this, you will enjoy your food. <i>ap</i> _____	I don't know much about you. So tell me <i>ab</i> _____.		electric – electricity industrial – _____	<i>in</i> _____ a _____ <i>d</i> _____ with people	simple past of 'take place' _____	einen Wettbewerb veranstalten _____
5 area on the internet where people 'talk' <i>c</i> _____	Mr Evans is 1.92 metres <i>t</i> _____.		get on – get off load – _____	<i>r</i> _____ our country in an international match	'fight' Has your dog ever _____ with another dog?	etwas abschneiden _____ sth. _____
6 take sth. away and put another thing in its place _____	This game is so easy that <i>e</i> _____ a child can play it.		old – new real – _____	<i>t</i> _____ a <i>r</i> _____ in the country	'beat' I've just _____ my sister at tennis.	solch tolle Beiträge _____ great
7 a student from abroad who visits your home/school <i>e</i> _____ student	He has a great <i>t</i> _____ for languages. He speaks five or six!		exciting – excited interesting – _____	<i>g</i> _____ <i>u</i> _____ in a family	'grow up' He hasn't _____ yet. He's still a child.	berühmte Persönlichkeit, Prominente(r) _____
8 arrive at the place you are travelling to <i>r</i> _____ a place	The <i>a</i> _____ of the game is to score as many points as you can.		design machines – engineer design buildings – _____	<i>t</i> _____ <i>s</i> _____ 	'take place' Has the semi-final _____ yet?	463 nach Christus 463 _____

Definitions	Pictures	Context	What we do	The fourth word	Outdoor trips	Fishing and hunting	German/English
1 collect as many ideas as possible <i>b</i>		Have you heard the _____ news? Jane is dating Tim. <i>f</i>	copy people <i>i</i> _____ people	a question – an answer ask – <i>r</i> _____	They're _____ <i>c</i> _____ on a river.	A _____ is when people go out and kill animals for food or sport.	Er macht nie mit. He never _____ <i>i</i> _____ <i>s</i> <i>i</i> _____.
2 the words of a song <i>l</i>		Toronto has a _____ <i>p</i> _____ of about 2.5 million.	 <i>c</i> _____ meet our girlfriend or boyfriend	central – centre national – _____	 <i>c</i> _____	 You can <i>h</i> _____ animals.	anders als mein Bruder <i>u</i> _____ my brother
3 near where you live <i>l</i>	 <i>s</i> _____ km	Jane parents are very _____ <i>s</i> _____. They don't let her go to parties.	meet our girlfriend or boyfriend <i>d</i> _____ sb.	under 18 – child over 18 – _____ <i>a</i> _____		 You can <i>t</i> _____ animals.	ein seltsamer Stiel a <i>we</i> _____
4 work you do for no money <i>v</i> _____ work	 <i>s</i> _____ / _____	'Shut up!' is a rude _____ <i>ex</i> _____.	make music louder <i>t</i> _____ music	not loud enough – turn up too loud – _____ <i>t</i> _____	 You can <i>p</i> _____ down rivers.	Do you know what to do if a bear _____ <i>a</i> _____ <i>s</i> you? _____ <i>a</i> _____ sth.	etwas wichtig nehmen <i>c</i> _____ sth.
5 become better <i>imp</i> _____		How much did your new mobile _____? 100 euros.	<i>h</i> _____ with _____ friends	cool – uncool direct – _____	John _____ <i>s</i> _____ ed the canoe carefully between the rocks.	 <i>c</i> _____	traditionelle Lebensart _____ of _____
6 far from side to side <i>w</i> _____	 <i>1</i> _____ / <i>k</i> _____	He's got some really mad ideas! Most people think he's _____ y.	 <i>w</i> _____ a partner	beautiful – beauty afraid – <i>f</i> _____	part of a river where the water moves very fast <i>r</i> _____	 <i>a</i> _____ <i>f</i> _____	etwas anderes something _____
7 one part of a hundred <i>p</i> _____ <i>c</i> _____	 <i>c</i> _____	The baby _____ <i>w</i> _____ 3 kilos.	<i>h</i> _____ our head to say 'Yes'	arrive – arrival attack – _____	 <i>a</i> _____ / _____	 He's _____ ing	damit ich mich entspannen kann _____ I can relax
8 when you go to a party and stay the night <i>s</i> _____	 an _____ swimming pool	I _____ a lot of money _____ things I don't need.	<i>s</i> _____ our head to say 'No'	everybody – everyone nobody – _____	 You can _____ in fields.	a person who looks after a forest <i>r</i> _____	etwas falsch machen <i>g</i> _____ sth.

	Definitions	Context	Books and magazines	Pictures	Music	The fourth word	What we do	German/ English
1	plan or make something new i _____	The concert was a big s _____. Everybody liked it.	check a writer's texts e _____		a single sound in music a h _____	not able to hear – deaf not able to see – _____	sk _____ texts to get the main ideas quickly	an einer Fachschule studieren _____ at a _____
2	shorter word for teenager t _____	Children aren't allowed to drink al/ _____.	person who checks a writer's texts e _____		one piece of music on a CD a t _____	a, b – small letters A, M – c _____ l _____	d _____ pictures with a pen or pencil	Das liegt bei dir. That's _____ _____.
3	write your name at the end of a letter or postcard s _____	He h _____ me very hard in the face.	one part of a magazine s _____		a play where actors sing all the words o _____	I – myself we – _____	s _____ fruit to get juice	Es hat keinen Sinn. There's _____ _____.
4	not able to hear d _____	140 people died when the plane c _____.	a picture that somebody draws d _____		a channel with pop music a pop s _____	bottles – glass football – _____	c _____ people by phone, letter or e-mail	eine Karriere in einer großen Firma a c _____ in a big c _____
5	not hard s _____	Which t _____? Simple past or present perfect?	words in big letters at the top of a newspaper article h _____		building where you can listen to operas o _____ h _____	the sun – shines the wind – _____	k _____ food in fridges	genaue Forschungen d _____ r _____
6	stop work because you want more money g _____	w _____ me tomorrow morning. At about 5.30 am, please.	the first page of a newspaper or magazine fr _____ p _____		a concert that is not recorded a l _____ concert	BE – holiday AE – _____	w _____ u _____ early in the morning	sich gegenseitig die Schuld geben b _____ _____
7	fighting between countries w _____	You mustn't do that! It's against the r _____.	book about a person's life b _____		My mum loves the c _____ songs of the 1970s.	book – publish CD – _____	b _____ air into a trumpet	ein beliebter Erfinder a _____ _____
8	make broken things good again s _____	The theatre tickets s _____ o _____ in only 2 hours.	print and sell books, magazines and newspapers. pu _____		You read this to find out what you have to sing or play. m _____	everyday – special regular – _____ ir _____	p _____ things u _____ if they fall onto the ground	das folgende Rätsel the _____ r _____

	Definitions	Context	Instruments	Kinds of music	All about music	Pictures	The fourth word	German/English
1	youth	national	clarinet	folk	record	United Kingdom/UK	instrument	by ... way
2	mail	take part	fiddle/violin	world	bass guitar	disc jockey	mixture	electric
3	mad about	go with	flute	rock	gig	steel drums	play	wonderful youth hostel
4	half an hour	all over	recorder	jazz	do a gig	United States/US	northern	Wait and see!
5	hostel	Nice to meet you!	saxophone	classical	tune	keyboard	steel	I'm thirsty/hungry.
6	concert	southern	trombone	soul	workshop	(double) bass	eastern	be into
7	a half	keep ... touch	trumpet	pop	DJ	box office	recording	kind ... drum
8	suppose	kind of	cello	rap	musicians	ice hockey	western	introduction

Introduction

	Definitions	Context	Buildings and places	Transport	London Underground	The fourth word	Pictures	German/English
1	look up	gist	synagogue	bus stop	Tube	cellphone	wheel	show ... around
2	sound file	walked on	mosque	bus pass	Travelcard	meal	video	Go on. / Dream on!
3	entry	although	cathedral	gate	platform	mom	queen	transport
4	tips	surprise	lane	ticket machine	ticket	central	harbour	you
5	second-hand	ground	circus	ferry	southbound	land	big wheel	They ...
6	walk	panicked	column	taxi	change	on (foot)	lock	generally
7	borough	details	palace	tram	lines	high	menu	quite
8	fact	exact	parliament	airport	zone	capitals	flea market	set meal

Unit 1A

	Definitions	Context	Opposites	Food	The fourth word	Pictures	Detective stories	German/English
1	course	wish	mild	yoghurt	electricity	spoon	murder	have a good time
2	appear	looked around	dry	onion	fork	fans	murder	allergic to herbs
3	area	announcement	sour	nut	dish	teaspoon	murderer	Just ... realistic
4	get lost	work	spicy	sauce	since	buttons	knife	a couple ... signs
5	crowd	around	close	lentils	yummy	helmet	blood	How am I doing?
6	flash	like	take sth. off	vegetables	light	plug	shadow	action
7	take care of	seems	Put ... on	fry	crowded	rat	victim	in my view
8	medium	girlfriend	everyday	spice	for	acrobat	ending	have a suntan

Unit 1B

	Definitions	Context	Orkney Islands	Town and country	The fourth word	Media	German/English	Unit 2A
1	researcher	surprised	bay	waterfall	twice	text message	impressive holiday home	
2	once	a (week)	coast	shopping precinct	personal	text	stress	
3	journey	mix	farmhouse	canal	beauty	instant messages	general use	
4	imagine	takes	salmon	farmer	huge	media	trendy logo	
5	faraway	picks ... up	ceilidh	car park	beginning	electronic media	exchange	
6	great-grandfather	role	farmer	busy	hilly	ringtone	from ... to	
7	circle	during	rock	scenery	structure	post	grammar school	

	Definitions	Pictures	Context	Opposites	What we do	The fourth word	Irregular verbs	German/English	Unit 2B
1	main	rucksack	kilometre	below	film	translation	set up	might ... shocked	
2	bully	anorak	passengers	at the front	call ... names	loch	bet	set up	
3	head teacher	bag	Scottish	unfair	cut	million	forgot	You wish!	
4	captain	quay	Congratulations!	unimportant	upset	centimetres	upset	upset about	
5	in next to no time	cliff	across	untidy	bet	feeling	cut	tease	
6	grab	hall	let	unsafe	translate	hairdresser	bet	speed	
7	community hall	ponytail	until	forget	gossip	arrival	set up	Shall ... hairdresser's	
8	stew	monster	while	above	believe	announcement	forgotten	equipment	

	Definitions	Football	Football results	Sports clothes	Sports equipment	Sports locations	German/English	Unit 3A
1	train	footballer	score	swimming trunks	skis	ski slope	defence	
2	support	goalkeeper/keeper	score	swimsuit	bat	sports hall	foul	
3	supporter	referee	final score	leotard	racket	court	top	
4	training session	shot	nil	tights	saddle	bridle path	semi-final	
5	coach	went ahead	all	riding boots	pads	half-pipe	final	
6	rugby	penalty	draw	running shoes	sledge	stadium	medal	
7	cup	first half	win	riding hat	pads	running track	championship	
8	equalize	half-time	beat	football shirt	goal	pitch	athletics	

	Definitions	Context	Pictures	The fourth word	What we do	Irregular verbs	German/English
1	spot	votes	painting	difference	exchange	grew up	It's a deal!
2	disabled	destroyed	teddy bear	announce	fight	fought	receive ... now ... again
3	paraphrase	organize	fort	age	load	beat	grow up
4	appetite	about yourself	operation	industry	make ... deal	took place	hold a competition
5	chat room	tall	ambulance	unload	represent	fought	cut ... off
6	replace	even	furniture	artificial	take a ride	beaten	such ... entries
7	exchange	talent	gallery	interested	grow up	grown up	celebrity
8	reach	aim	industrial	architect	take steps	taken place	AD

Unit 3 B

	Definitions	Pictures	Context	Opposites	The fourth word	Outdoor trips	Fishing and hunting	German/English
1	brainstorm	dance floor	latest	imitate	reply	canoe (v.)	hunt (n.)	joins in
2	lyrics	motel	population	cry	nation	canoe (n.)	hunt (v.)	unlike
3	local	square	strict	date	adult	paddle (n.)	trap	weird style
4	volunteer	speed limit	expression	turn up	turn down	paddle (v.)	attacks	care about
5	improve	dragon	cost	hang out	indirect	steer	cabin	traditional way ... life
6	wide	kilogram/kilo	crazy	marry	fear	rapids	fisherman	else
7	per cent	crew	weighs	nod	attack	campground/campsite	fish	so that
8	sleepover	outdoor	waste ... on	shake	no one	camp	ranger	get sth. wrong

Unit 4

	Definitions	Context	Books and magazines	Pictures	Music	The fourth word	What we do	German/English
1	invent	success	edit	headphones	note	blind	skim	study ... college
2	teen	alcohol	editor	monitor	track	capital letters	draw	... up to you.
3	sign	hit	section	microphone	opera	ourselves	squeeze	no point
4	deaf	crashed	drawing	pipe	station	leather	contact	career ... company
5	soft	tense	headline	drum sticks	opera house	blows	keep	accurate research
6	go on strike	wake ... up	front page	banjo	live concert	vacation	wake up	blame each other
7	war	rules	biography	stereo	classic	release	blow	popular inventor
8	repair	sold out	publish	string	music	irregular	pick ... up	following riddle

Unit 5

1 A Language Action Sheet

The present perfect and the simple past in contrast

➤ p. 16

Das *present perfect* und das *simple past* im Vergleich

■ **1a** Find the sentences in 4 (p. 16) and complete them.

Finde die Sätze in 4 (S. 16) und vervollständige sie.

After the Eye, the four _____ along the river.

‘Dad, Mom,’ Robert said. ‘I _____ where Asif lives yet.’

‘And it _____ always _____ a mosque. It _____ a church and a synagogue before that.’

■ **1b** Draw **red** boxes around the **present perfect forms** and **blue** boxes around the **simple past forms**.

Male **rote** Kästchen um die **Present perfect-Formen** und **blaue** Kästchen um die **Simple past-Formen**.

■ **2** Complete the following statements.
Two of them are true for the present perfect,
two of them are true for the simple past.

Vervollständige die folgenden Aussagen.
Zwei von ihnen stimmen für das Present perfect,
zwei von ihnen stimmen für das Simple past.

You want to say **that** something has happened? Use the _____

You want to ask **when** something happened? Use the _____

You want to ask **if** something has happened? Use the _____

You want to say **when** something happened? Use the _____

a present perfect

b simple past

■ **3** Which of the words and phrases in the box do you often find in present perfect sentences? Underline them in red. Which do you find in simple past sentences? Underline them in blue.

Welche von den Wörtern und Wendungen im Kasten findest du oft in Present perfect-Sätzen? Unterstreiche sie in Rot. Welche findest du in Simple past-Sätzen? Unterstreiche sie in Blau.

yesterday • last year • often • three years ago • never • ever? • in 2006 • already • yet? • always • on Monday afternoon • not yet • in April

■ **4** Present perfect or simple past?
Make sentences.

Present perfect oder Simple past? Bilde Sätze.

(eat) I – never – kangaroo _____

(try) you – ever – kangaroo? _____

(go) My parents – to Australia – last year _____

(eat) They – lots of strange things – there _____

■ **5** Now look at Grammar File 1 on p. 149.

Schau dir jetzt Grammar File 1 auf S. 149 an.

The present perfect with *since* and *for*
Das present perfect mit *since* und *for*

➤ p. 17

■ **1a** Find the sentences in 6 (p. 17) and complete them.

Finde die Sätze in 6 (S. 17) und vervollständige sie.

We've been in the UK _____ Sept. 1st.

I feel like I've known him _____ years.

He's lived there _____ 10.

I haven't seen Mom and Dad _____ 12.

■ **1b** Underline the time phrases with *since* with a red pen and the time phrases with *for* with a blue pen.

Unterstreiche die Zeitangaben mit *since* mit einem roten Stift und die Zeitangaben mit *for* mit einem blauen Stift.

■ **1c** When do you use *since*? When do you use *for*? Can you complete the rule?

Wann verwendest du *since*? Wann verwendest du *for*? Kannst du die Regel vervollständigen?

German 'seit wann?' (When did it start?) _____

a since
b for

German 'wie lange?' (How long?) _____

a since
b for

■ **2** Which of the phrases in the box do you use with *since*? Underline them in red. Which phrases do you use with *for*? Underline them in blue.

Welche der Angaben im Kasten verwendest du mit *since*? Unterstreiche sie in Rot. Welche Angaben verwendest du mit *for*? Unterstreiche sie in blau.

ten years • three weeks • four o'clock • a long time • last week • Monday • 1998 •
 five minutes • three hours • October 2006 • Christmas

■ **3** SINCE or FOR? Complete the sentences.

SINCE oder FOR? Vervollständige die Sätze.

Asif has lived in London _____ a long time.

Robert has known Asif _____ last summer.

Robert and his parents have been in London _____ three days.

■ **4** Now look at Grammar File 2 on p. 150.

Schau dir jetzt Grammar File 2 auf S. 150 an.

1 C Language Action Sheet

The present perfect progressive Die Verlaufsform des *present perfect*

➤ p. 17

■ **1a** Find the sentences in 7 (p. 17) and complete them. *Finde die Sätze in 7 (S. 17) und vervollständige sie.*

I' _____ ing this acrobat for a few minutes.

What _____ you two _____ since our trip on the Eye?

Oh, we' _____ just _____ around since lunchtime.

■ **1b** Look at the sentences in 1a again and draw a green box round the verb forms. Then complete the rule:

Sieh dir die Sätze in 1a noch einmal an und male ein grünes Kästchen um die Verbformen. Dann vervollständige die Regel:

The **present perfect progressive** is made with _____ / _____ + _____ + _____ form.

Die Verlaufsform des *present perfect* bildet man mit _____ / _____ + _____ + _____-Form.

■ **1c** Now complete the chart.

Nun vervollständige die Tabelle.

+	-	?
I <u>have been watching</u>	I _____	_____ you _____ ?
He _____	He <u>hasn't been working</u>	_____ he _____ ?
They _____	They _____	<u>Have</u> they <u>been</u> <u>waiting</u> ?

■ **2** It's 4 o'clock now. What have they been doing since 2 o'clock? Make sentences. Use the present perfect progressive.

Es ist jetzt 16 Uhr. Was machen sie seit 14 Uhr? Bilde Sätze. Verwende die Verlaufsform des present perfect.



(John – play the guitar) _____ since 2 o'clock.



(Mr Clark – teach) _____ for two hours.



(Maiga and Sinah – talk on the phone) _____ since 2 o'clock.

■ **3** Now look at Grammar File 3 on p. 151.

Schau dir jetzt Grammar File 3 auf S. 151 an.

Conditional sentences (type 2)

➤ p. 35

Bedingungssätze (Typ 2)

■ **1a** Find the sentences in 8 (p. 35) and complete them.

Finde die Sätze in 8 (S. 35) und vervollständige sie.

Katrina: If people _____ you 'Fishface', you _____ be upset too.

Latisha: If they _____ me names, I'd just _____.

Katrina: If I _____ like you, they _____ me names.

Latisha: If I _____ you, I' _____ them.

Katrina: I _____ them if I _____ how.

■ **1b** Underline the if-clauses with a green pen and the main clauses with a red pen. Which tense do you use in the if-clause? And in the main clause?

Unterstreiche die if-Sätze mit einem grünen Stift und die Hauptsätze mit einem roten Stift. Welche Zeit verwendest du im if-Satz? Und im Hauptsatz?

if-clause: If people called you 'Fishface', ... **main clause:** ..., you would be upset.

tense: _____ + in _____

■ **2** Read these sentences. Underline the correct verb forms. Cross out the wrong verb forms.

Lies die folgenden Sätze. Unterstreiche die richtigen Verbformen. Streiche die falschen Verbformen durch.

If the Beauties **didn't call** / **wouldn't call** Katrina 'Fishface', she **wouldn't be** / **wasn't** so sad.

You **were** / **would be** angry too if your friends **called** / **would call** you names.

■ **3** What would you do if ...? Complete the sentences. You can use ideas from the box.

Was würdest du tun, wenn ...? Vervollständige die Sätze. Du kannst Ideen aus dem Kästchen verwenden.

buy a new bike • talk to my teacher • have a party • laugh at them • call them names too

If I had € 200, I _____.

If my classmates called me names, I _____.

If I was Katrina, I _____.

■ **4** Who is quite sure that Katrina won't be able to buy a flute – **Mike** or **Sue**? Tick the right box.

Wer ist ziemlich sicher, dass sich Katrina keine Querflöte kaufen können wird – **Mike** oder **Sue**? Kreuze das richtige Kästchen an.

Mike: If Katrina has enough money, she will buy a flute. ☐

Sue: If Katrina had enough money, she would buy a flute. ☐

■ **5** Now look at Grammar File 6b on pp. 153–154.

Schau dir jetzt Grammar File 6b auf S. 153–154 an.

3 A Language Action Sheet

REVISION Relative clauses WIEDERHOLUNG Relativsätze

➤ p. 57

■ **1a** Find the sentences in 4 (p. 57) and complete them.

Finde die Sätze in 4 (S. 57) und vervollständige sie.

She was another one of the exchange students _____ often stayed with them.

There's some homework _____ I have to do.

An hour later Latisha was in a chat room with the friends _____ she met at the music festival.

■ **1b** Draw a red box round the relative pronouns in 1a. Do you remember the rule?

Male ein rotes Kästchen um die Relativpronomen in 1a. Erinnerst du dich an die Regel?

You use _____ for people.

You use _____ for things.

You use _____ for people and things.

■ **2a** Who or which?

Who oder which?

Footie _____ girl is the name _____ Latisha uses on the internet.

Anna is an exchange student _____ is staying with the Byrds.

Manchester United is the team _____ Latisha likes.

Somebody _____ is a fan of a football club is called a supporter.

Mrs Byrd has a grandmother _____ came to England from Trinidad.

■ **2b** Use relative clauses to explain the following words.

Verwende Relativsätze, um die folgenden Wörter zu erklären.

an exchange student • leotards • a steel drum • a chat room • a coach • a pitch

An exchange student is somebody who _____.

Leotards are _____.

A steel drum is _____.

_____.

_____.

_____.

■ **3** Now look at Grammar File 7a (p. 154–155).

Schau dir jetzt Grammar File 7a (S. 154–155) an.

Contact clauses

Relativsätze ohne Relativpronomen

➤ p. 57

■ 1a Look at these two sentences.

Sieh dir diese beiden Sätze an.

Main clause

Relative clause

Main clause

Relative clause

(1) There's the boy **who** loves Emma.

(2) There's the boy **who** Emma loves.

- Which statement is correct for (1), which is correct for (2)?

Welche Aussage stimmt für Satz 1, welche für Satz 2?

The boy loves Emma. Correct for sentence _____.

Emma loves the boy. Correct for sentence _____.

- What are the **subjects (S)** and **objects (O)**? Write **S** and **O** in the right boxes:

Was sind die **Subjekte (S)** und **Objekte (O)**? Schreib **S** und **O** in die richtigen Kästchen:

☐ **VERB** ☐

☐ ☐ **VERB**

(1) ... the boy **who** loves Emma.
... der Junge, **der** Emma liebt.

(2) ... the boy **who** Emma loves.
... der Junge, **den** Emma liebt.

■ 1b Now look at the following sentence and complete the rule.

Nun sieh dir den folgenden Satz an und vervollständige die Regel.

There's the boy **Emma** loves.

Da ist der Junge, den Emma liebt.

When the relative pronoun is the _____, you can leave it out.

Relative clauses without a relative pronoun are called 'contact clauses'.

Wenn das Relativpronomen _____ ist, kann man es weglassen.
Relativsätze ohne Relativpronomen nennt man „contact clauses“.

■ 2 Can you find these contact clauses in the dialogue on p. 57? Complete them.

Kannst du diese contact clauses im Dialog auf S. 57 finden? Vervollständige sie.

There's still some Maths _____.

But there's a new steel drum tune _____.

It's a dish _____.

Plantains _____.

■ 3 Look at the following sentences.

Sieh dir die folgenden Sätze an.

Which relative pronouns can you leave out? Cross them out.

Welche Relativpronomen kannst du weglassen? Streiche sie durch.

Latisha was in a chat room with the friends **that** she met at the music festival.

Latisha is the girl **who** plays the steel drum.

Football is a sport **that** many boys and girls love.

Manchester United is a football club **that** has fans all over the world.

■ 4 Now look at Grammar File 7b on pp. 155–156.

Schau dir jetzt Grammar File 7b auf S. 155–156 an.

The passive Das Passiv

➤ p. 58

■ **1a** Find the sentences in 5 (p. 58) and complete them.

Finde die Sätze in 5 (S. 58) und vervollständige sie.

The Lowry _____ in 2000.

It's _____ after a famous painter from Manchester.

Lowry's paintings _____ in the galleries with other modern art.

■ **1b** Draw a red box round the verb forms and complete the rule.

Male ein rotes Kästchen um die Verbformen und vervollständige die Regel.

The passive is made with a form of (to) _____ + p _____ p _____.

Das Passiv wird gebildet mit einer Form von (to) _____ + P _____ P _____.

■ **2** In which sentence does the subject **do** something – in (1) or in (2)? Tick the right box.

In welchem Satz **tut** das Subjekt etwas – in (1) oder (2)?
Kreuze das richtige Kästchen an.

(1) Kids play football all over the world. (active) ☐

(2) Football is played all over the world. (passive) ☐

Complete:

Vervollständige:

The object of the active sentence is the _____ of the passive sentence.

Das Objekt des Aktivsatzes ist das _____ des Passivsatzes.

■ **3a** Match the sentence halves – draw lines.

Ordne die Satzhälften einander zu – zeichne Linien ein.

Our school _____ was taken to hospital this morning.

My brother _____ were announced on Friday evening.

The winners _____ was opened in 1988.

■ **3b** Make passive sentences with the words and phrases from the box.

Bilde Passivsätze mit den Wörtern und Wendungen aus dem Kasten.

build • hurt • use • in 1909 • in a car accident on Elm Street • in computers all over the world

Yesterday morning a boy _____

American software _____

Manchester United's home, Old Trafford, _____

■ **4** Now look at Grammar File 8a–c (p. 156–157).

Schau dir jetzt Grammar File 8a–c (S. 156–157) an.

Passive sentences with by
Passivsätze mit *by*

➤ p. 59

■ **1a** Find the sentences in 8 (p. 59) and complete them. *Finde die Sätze in 8 (S. 59) und vervollständige sie.*

The match between the league's two top teams was watched _____ a large crowd in Manchester.

... Manchester's defence was beaten _____ a long ball.

... Latisha Byrd was _____ Rochdale's captain in the 80th minute.

... Sue Waites was _____ a last-minute shot from Byrd.

■ **1b** Look at this sentence:

Sieh dir diesen Satz an:

Latisha Byrd was fouled by Rochdale's captain.

Who does something – Latisha or Rochdale's captain? Underline.

Wer tut etwas – Latisha oder Rochdales Kapitän? Unterstreiche.

Now look again at the sentences in 1a. Who or what does something? Underline.

Sieh dir jetzt die Sätze in 1a noch einmal an. Wer oder was tut etwas? Unterstreiche.

■ **1c** Can you complete the rule now?

Kannst du jetzt die Regel vervollständigen?

You can use the word _____ in a passive sentence to say _____ (or what) does the action.

Du kannst das Wort _____ in einem Passivsatz verwenden, um zu sagen, _____ (oder was) die Handlung ausführt.

■ **2** Complete the following sentences.

Vervollständige die folgenden Sätze.

hundreds of tourists • J.K. Rowling • Latisha Byrd • Leonardo da Vinci

(score) The last goal was scored _____ .

(visit) The Lowry is _____ each day.

(paint) The Mona Lisa was _____ .

(write) Harry Potter was _____ .

■ **3** Now look at Grammar File 8d on p. 157.

Schau dir jetzt Grammar File 8d auf S. 157 an.

The past perfect Das *past perfect*

➤ p. 75

■ **1a** Find the sentences in 3 (p. 75) and complete them.

Finde die Sätze in 3 (S. 75) und vervollständige sie.

And he _____ to meet his friend Sam there too.

After he _____ up and down the mall, he went into the CD store.

He _____ only _____ in there for a few minutes when Sam came in.

‘What are you getting Ashley?’ Robert asked after they _____ the shop.

■ **1b** Complete:

Vervollständige:

The past perfect is made with _____ (n’t) + the 3rd form of the verb (the past participle).

Das *Past perfect* bildet man mit _____ (n’t) + der 3. Form des Verbs (dem Partizip Perfekt).

■ **1c** What happened **first**?

Was geschah **zuerst**?

Draw a red box round that part of the sentence.

Male ein rotes Kästchen um den Teil des Satzes.

What happened **later**?

Was geschah **später**?

Draw a green box round that part.

Male ein grünes Kästchen um den Teil.

Robert **had** just **bought** a DVD for Ashley when he **saw** his friend Sam.

When Robert **got** to the party, the other guests **had** already **arrived**.

■ **1d** Can you complete the rule now?

Kannst du jetzt die Regel vervollständigen?

You use the past perfect to say that something happened **b** _____ something else in the past.

Man verwendet das *Past perfect* um auszudrücken, dass etwas **v** _____ etwas anderem in der Vergangenheit geschah.

■ **2** Simple past or past perfect? Use the verbs in the box and complete the sentences.

Simple past oder Past perfect? Verwende die Verben im Kästchen und vervollständige die Sätze.

(to) pay • (to) open • (to) leave • (to) stop

I got some money back because I _____ too much.

Tina _____ her presents when the guests had sung ‘Happy Birthday’.

The bank was empty when the police arrived. The bank robbers _____ in a fast car.

The music _____ when I pushed the button, and everything was quiet.

■ **3** Now look at Grammar File 9 on p. 158.

Schau dir jetzt Grammar File 9 auf S. 158 an.

Indirect speech
Die indirekte Rede

➤ p. 77

■ **1a** Find the sentences in 7 (p. 77) and complete them. *Finde die Sätze in 7 (S. 77) und vervollständige sie.*

- (1) She **said** she _____ Nickelback.
- (2) Ashley **said** she _____ sure and she _____ anyway.
- (3) Yeah, so I **told her** I _____ call Emily and find out all about it.
- (4) Ashley **said** it _____ the best music she _____ ever danced to.
- (5) First he **said** we _____ have to watch where we _____ going.

■ **1b** What did they say? Complete the chart. *Was haben sie gesagt? Vervollständige die Tabelle.*

direct speech	indirect speech
(1) Ashley 'I <u>love</u> Nickelback.'	She said she loved Nickelback.
(2) Ashley 'I _____ sure. And I _____ anyway.'	Ashley said she wasn't sure and she didn't care anyway.
(3) Robert 'I _____ Emily ...'	I told her I would call Emily ...
(4) Ashley 'It _____ music I _____ ever _____ to.'	Ashley said it was the best music she had ever danced to.
(5) Sam's uncle 'You _____ to watch where _____.'	He said we didn't have to watch where we were going.

■ **2** Can you complete the chart now?

Kannst du jetzt die Tabelle vervollständigen?

If you report what somebody **said**, the verb forms usually change – they move back one step into the past:

Wenn du berichtest, was jemand **gesagt hat**, dann verändern sich in der Regel die Zeitformen – sie verschieben sich um eine Stufe in die Vergangenheit:

present ➤ _____ 'I love' ➤ ... said she loved	present perfect ➤ past perfect 'I've danced' ➤ ... said she _____ <u>danced</u>
will-future ➤ _____ + <u>in</u> _____ 'I'll call' ➤ ... said I would call	going to-future ➤ was/were going to + infinitive 'I'm going to visit' ➤ ... said he _____ to visit

■ **3** Now look at Grammar File 11 on p. 160–161.

Schau dir jetzt Grammar File 11 auf S. 160–161 an.

Modals and their substitutes Modale Hilfsverben und ihre Ersatzverben

➤ p. 97

■ **1a** Find the sentences in the 'Mika' text on p. 97 and complete them. Then write down the infinitives on the right.

Finde die Sätze im „Mika“-Text auf S. 97 und vervollständige sie. Dann schreibe die Infinitive rechts hin.

	Infinitive:
The family _____ <u>leave</u> Lebanon because of the war there.	(to) _____ to do sth.
Mika _____ <u>study</u> classical music ...	(to) be _____ to do sth.
... until they _____ <u>find</u> a new school for him.	(to) be _____ to do sth.
Mika _____ <u>become</u> a boy soprano ...	

■ **1b** Complete the chart.

Vervollständige die Tabelle.

	Modal (Modales Hilfsverb)	Substitute (Ersatzverb)
müssen	must	(to) _____
dürfen	_____, _____	(to) _____
können	_____	(to) _____

■ **1c** Now complete this chart.

Nun vervollständige diese Tabelle.

Simple present	Simple past	will-future
I have to, I must	I _____	I will have to
I'm _____ to, I can, I may	I was _____ to	I _____ be _____
I'm _____ to, I can	I _____ able _____	I _____

■ **2** Complete these sentences.

Vervollständige diese Sätze.

Be careful – use the correct verb forms.

Sei vorsichtig – verwende die richtigen Verbformen.

I wanted to go to the cinema with Josie last night, but I _____ to („nicht dürfen“)

because I _____ („müssen“) study for the Maths test.

The Maths test was hard. I _____ („nicht können“) do some of the exercises.

■ **3** Now look at Grammar File 12 on pp. 161–162.

Schau dir jetzt Grammar File 12 auf S. 161–162 an.

Reflexive pronouns

Reflexivpronomen

➤ p. 98

■ **1a** Find the sentences on p. 98 and complete them.

Finde die Sätze auf S. 98 und vervollständige sie.

My dad taught _____ the lyrics and sang it when he was still at high school.

I make _____ comfortable, turn on the stereo and listen to the ... song.

A lot of us can't just jump on a plane, but we can take _____ to London, Paris and San Francisco.

■ **1b** Which word does the reflexive pronoun refer to? Draw arrows like in the first sentence.

Auf welches Wort bezieht sich das Reflexivpronomen? Zeichne Pfeile wie im ersten Satz

■ **1c** Now complete the chart.

Nun vervollständige die Tabelle.

-self	-selves
I _____	we <u>ourselves</u>
you <u>yourself</u>	you _____
he _____	they _____
she _____	
it _____	

■ **2** Complete the sentences with the correct reflexive pronouns.

Vervollständige die Sätze mit den richtigen Reflexivpronomen.

He tried to run away, but he fell and hurt _____.

I'm not interested in fashion. I don't have time to look at _____ in the mirror all day.

The cat sat on the sofa and cleaned _____.

■ **3** Do you need a reflexive pronoun? (You can look at the box on p. 194 if you need help.)

Brauchst du ein Reflexivpronomen? (Du kannst im Kasten auf Seite 194 nachschauen, wenn du Hilfe brauchst.)

Dennis hurt _____ in the last hockey match.

Robert and Linda met _____ in front of the cinema at 5 o'clock.

Did you have guitar lessons or did you teach _____, Lucy?

■ **4** Now look at Grammar file 13 on pp. 162–163.

Schau dir jetzt Grammar File 13 auf S. 162–163 an.

A KV Erfassungsbogen 1 – Listening: Answering machines

You're going to hear two messages on an answering machine. You will hear each message twice. Listen to Michael (Message 1) and Kathy (Message 2) to find out what they are talking about. Tick ☒ the correct answer a, b, c or d. Only one answer is correct.



Tipp: Multiple-Choice-Aufgaben

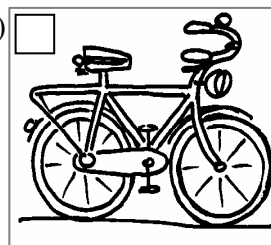
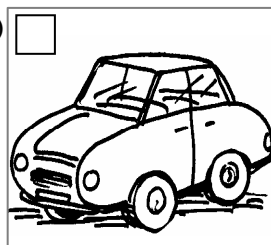
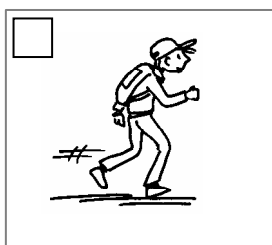
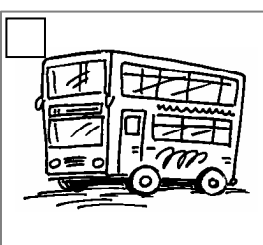
Schau alle Lösungsmöglichkeiten genau an, bevor du dich für die beste entscheidest.

Message 1

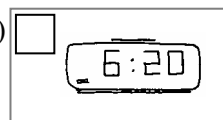
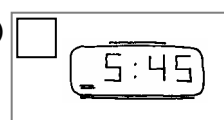
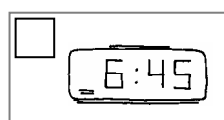
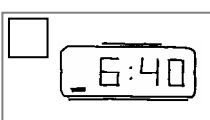
1 Where is Michael?

- a) ☐  b) ☐  c) ☐  d) ☐ 

2 How is Michael getting home?

- a) ☐  b) ☐  c) ☐  d) ☐ 

3 When will Michael be home tonight?



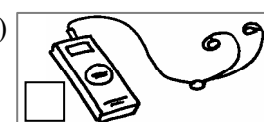

- a) ☐  b) ☐  c) ☐  d) ☐ 

Message 2

1 Where is Kathy going this afternoon?

- a) ☐  b) ☐  c) ☐  d) ☐ 

2 What is Kathy buying?

- a) ☐  b) ☐  c) ☐  d) ☐ 

Punkte:

5	
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Mehr Übungen ► WB A2 U2, 2 (p. 16) • WB A2 U3, 15 (p. 38) • WB A2 U5, 12 (p. 61)

Read the three invitation cards. Then do tasks 1 and 2.

1 Match the invitation cards with the pictures. Write the letter of the invitation cards (A-C) into the box next to the correct picture. There are two more pictures than invitation cards.

A Want to come to a party?

From: Alex

To: Steven

We're having a barbecue.

Where? At my house, in the garden.

When? Friday night

Time? 6 pm

Could you bring some sausages or a salad, please?

Call me: 854 7730 by Wednesday

B It's party time!

From: Ms White's Dance group

To: the boys and girls from 7A

Let's have fun at Halloween together.

Where? At the school gym

When? Friday, 31st October

Time: At 4.30 pm

The scariest ghost will get a prize!

Tell or call Ms White: 531 2269 by Monday, 27th October

C Let's have a party!

From: Marie

To: Sophie

Why not stay overnight at a friend's house?

Where? At my house

When? Saturday, 13th November

Time? 7.30 pm

Don't forget your nicest pyjamas and some sweets!

Call me: 197 6021



Punkte:

3	
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2 Read the invitation cards again and tick the correct answer. There's only one correct sentence.



Tipp: Multiple-Choice-Aufgaben

Lies alle Lösungsmöglichkeiten genau durch, bevor du dich für die beste entscheidest.

1 Alex's party is ...

- a) in his room..... ☐
- b) everywhere in the house..... ☐
- c) in the garden..... ☐

2 Steven should ...

- a) phone Alex by Monday..... ☐
- b) phone Alex by Wednesday.... ☐
- c) bring some steaks. ☐

3 The Halloween party is ...

- a) at school. ☐
- b) at a dance club. ☐
- c) at Ms White's house. ☐

4 At the Halloween Party ...

- a) you have to wear a funny dress..... ☐
- b) you can come as a scary ghost..... ☐
- c) you have to bring a prize..... ☐

5 Marie's party ...

- a) starts at half past 8..... ☐
- b) finishes at 7.30..... ☐
- c) finishes the next morning..... ☐

6 Marie invites her guests ...

- a) to sleep at her house..... ☐
- b) to have some snacks and sweets together.... ☐
- c) to listen to the latest CDs..... ☐

Punkte:

6	
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Mehr Übungen ► WB A2 U2, 15 (p. 23) • WB A2 U3, 9 (p. 34) • WB A2 U4, 14 (p. 50)

1 Find the fourth word and write it in the gaps.

- a) in the morning – get up; in the evening – go to bed
- b) watch – a film on TV; _____ – music on the radio
- c) _____ – your bed; do – your homework
- d) write – an e-mail; _____ – a book
- e) a glass of – water; _____ – tea
- f) on the left – _____ the background

Punkte:

5	
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2 Underline the odd one out.

- a) get up, get dressed, have dinner, wash your face
- b) Thursday, March, June, July
- c) morning, free-time, evening, afternoon
- d) breakfast, food, lunch, dinner
- e) dishwasher, cooker, desk, fridge
- f) shorts, pyjamas, socks, cap

Punkte:

5	
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3 Word fields: Underline the group word.

- a) beach, plane, sea, holiday
- b) bathroom, kitchen, flat, bedroom
- c) sun, weather, rain, clouds
- d) music, football, dance, hobby
- e) animal, hedgehog, snake, squirrel
- f) cornflakes, egg, breakfast, toast

Punkte:

5	
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4 Complete the table. Write at least five words under each topic / head word.
Use each word only once!

School

Subjects	Things in our classroom	Things in my school bag	Activities I do in the lessons	Clubs, sports, activities
Science	chair	folder	answer questions	choir

Punkte:

25	
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Mehr Übungen ► WB A2 U1, 1 (p. 16) • WB A2 U3, 8 (p. 33) • WB A2 U5, 4 (p. 57)

Complete the correct words in the gaps.



Tipp: Lies zuerst den ersten und den letzten Satz, sodass du weißt, worum es in dem Text geht. Vervollständige die Wörter in den Lücken.

Achtung: Manchmal fehlen sehr kurze Wörter, z.B. *the* oder *at*.

In Germany, school usually finishes at about 1 pm and students can go home for lunch.

In Britain, lessons finish at about 3.30 pm in *t*_____ afternoon.

The school day is longer, so students need _____ meal before school is over.

Some students take a *lu*_____ box from home – often with sandwiches – but

most kids *ju*_____ go to the school canteen and buy hot food *a* _____ lunch break.

So what's usually on the menu at *sch*_____ canteens? Some kids love fast food – chips, sausages,

hamburgers *a*_____ pizza. And in the past, students could buy these *thi*_____ at the

canteen every day. But not any more. *Ma*_____ people were worried about school lunches.

'They aren't healthy *eno*_____ for our children,' they said. 'We must change the menu.'



So today, canteen food is different.

Punkte:

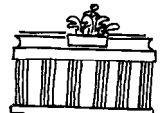

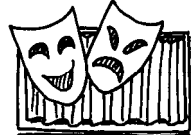











10	
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Role cards

<p>1 You're a reporter for a youth magazine from Sweden. You're in a youth hostel in Berlin and meet some very interesting people.</p> <p>Ask at least six questions to find out more about these people.</p> <div style="display: flex; align-items: center;">  <p>You can ask him/her about:</p> <ul style="list-style-type: none"> – name? – where from? – alone here? – how he/she got here? – how long he/she is staying? – what he/she is doing here? – if he/she likes Berlin? – ... </div> <p>Start like this: I'm a reporter from the magazine "... " and I want to know more about the young guests at the youth hostel here. My name is ...</p>	<p>2 You're a tourist from ... You're travelling through Europe and visiting lots of different countries. You're staying in Berlin for a few days.</p> <p>Answer the reporter's questions. You can use the pictures and words below in your answers.</p>  <p>3 You're a German student from a small town or village. You're on a class trip in Berlin.</p> <p>Answer the reporter's questions. You can use the pictures and words below in your answers.</p>
<p>4 You're a British student from Chester. After your visit to your partner school in ... you're staying in Berlin for a few days.</p> <p>Answer the reporter's questions. You can use the pictures and words below in your answers.</p>	

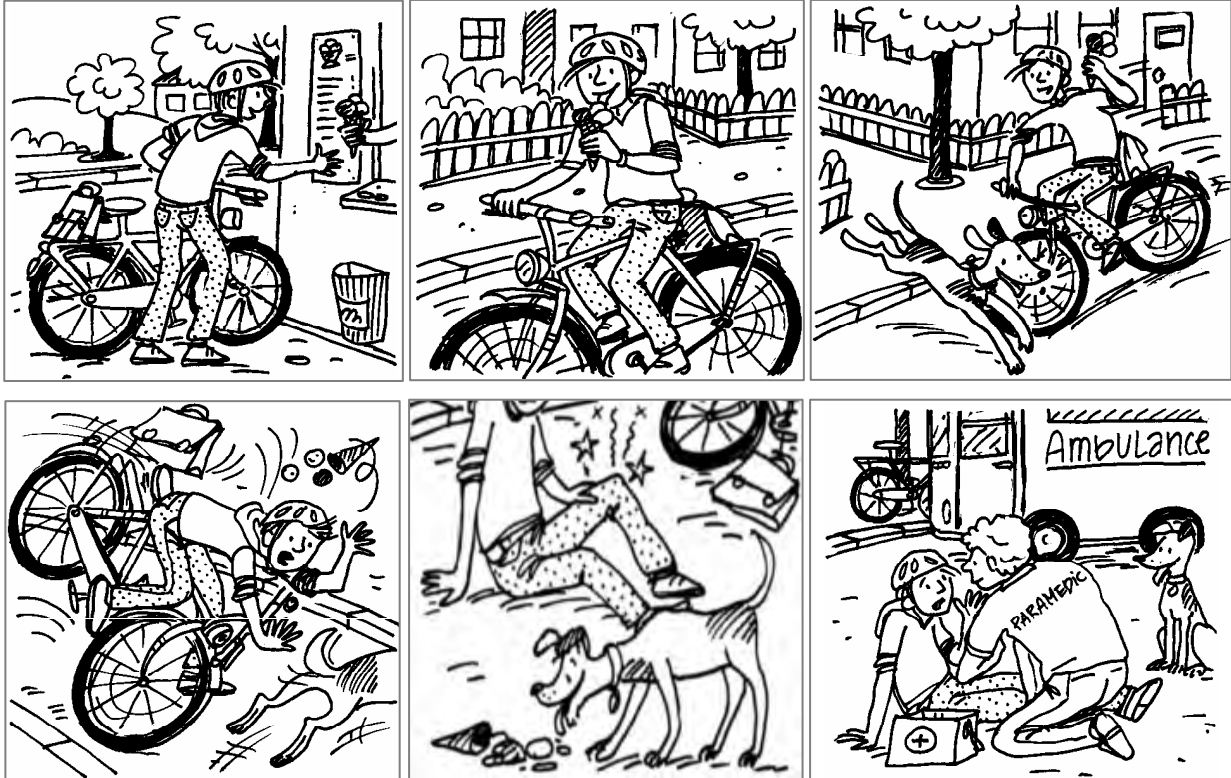
You're at a youth hostel in Berlin. One of you is a reporter for a youth magazine. The others are tourists. Read your role card. Take notes for the interview. You can use the pictures. Swap roles.

				
Reichstag	Brandenburger Tor	TV tower		
				
	polar bear Knut			
				
				

You only have to do one writing task. Choose between task **A** or **B**.

Task A: Picture story: A bike accident

These pictures show a story. What happened to Tim? Write the story with one or two sentences for each picture.



You can start like this:

One day when Tim went home from school by bike ...

Denk dran!

Geschichten schreibst du im *simple past*.

Tipp: Linking words



Eine Geschichte klingt viel interessanter, wenn du die Sätze mit *linking words* verbindest.

Zeitangaben helfen dir, wenn du beschreiben willst, in welcher Reihenfolge etwas passiert ist:

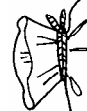
One day ... / First ... / Then ... / After that ... / Next ... / Suddenly ... / Ten minutes later ... / So he/she/the ...

Task B: Story bag

Write a story. Use all the words in the story bag!

Denk dran!

Geschichten schreibst du im *simple past*.



beautiful • bed • cat • chair •
drink • eat • fast • flower • red •
jump • run • sleep • strawberry •
table • terrible • wild

Tipp: Correcting mistakes



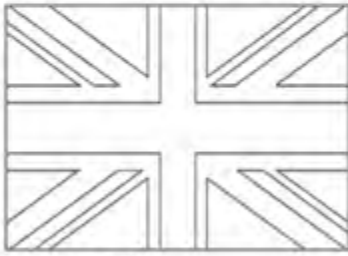
Wenn du deine Geschichte fertig hast, lies sie noch zweimal durch:

1. Ist deine Geschichte vollständig und gut verständlich?
2. Hast du Fehler gemacht? Lies langsam Wort für Wort und achte auf die richtige Zeitform der Verben, Wortfehler oder Rechtschreibfehler.

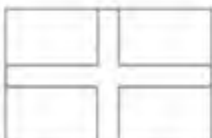
Mehr Übungen ► WB A2 U1, 9 (p. 8) • WB A2 Activity Page 2 • WB A2 U5, 15 (p. 63)

Aufgabe	Fertigkeit	Grad der Beherrschung (Punkte)																																								
1 Listening	Du kannst in einer Aufgabe wesentliche Informationen verstehen.	<table border="1"> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	5	4	3	2	1	0																																		
5	4	3	2	1	0																																					
2 Reading	<p>1 Du kannst herausfinden, worum es in kurzen Texten geht und Bilder zuordnen.</p> <p>2 Du kannst in kurzen Texten gezielt bestimmte Informationen erfassen.</p>	<table border="1"> <tr> <td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table> <table border="1"> <tr> <td>6</td><td>5/4</td><td>3/2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	3	2	1	0					6	5/4	3/2	1	0																											
3	2	1	0																																							
6	5/4	3/2	1	0																																						
3 Words	Du kennst englische Wörter zu verschiedenen Themen.	<table border="1"> <tr> <td>40-38</td><td>37-30</td><td>29-24</td><td>23-18</td><td>17-10</td><td>9-0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	40-38	37-30	29-24	23-18	17-10	9-0																																		
40-38	37-30	29-24	23-18	17-10	9-0																																					
4 Cloze-Test	Du kannst einen Lückentext verstehen und die Wörter bzw. grammatischen Strukturen vervollständigen.	<table border="1"> <tr> <td>10/9</td><td>8/7</td><td>6/5</td><td>4/3</td><td>2-0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	10/9	8/7	6/5	4/3	2-0																																			
10/9	8/7	6/5	4/3	2-0																																						
5 Speaking	<p><u>Mitteilungswert:</u> Du kannst ein Interview über vertraute Themen auf Englisch führen.</p> <p><u>Ausdrucksvermögen:</u> Du benutzt treffende Wörter und Wendungen und beachtest Gesprächsregeln.</p> <p><u>Verständlichkeit / Sprachliche Korrektheit / Aussprache:</u> Du machst dich gut verständlich und drückst dich sprachlich korrekt aus.</p> <p><u>Interaktionsfähigkeit:</u> Du gehst auf deinen Partner ein und kannst gut reagieren.</p>	<table border="1"> <tr> <td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table> <table border="1"> <tr> <td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table> <table border="1"> <tr> <td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table> <table border="1"> <tr> <td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	4	3	2	1	0						4	3	2	1	0						4	3	2	1	0						4	3	2	1	0					
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6 Writing: Task A	<p><u>Inhalt:</u> Du kannst die Ereignisse einer Bildgeschichte über einen Fahrradunfall darstellen.</p> <p><u>Ausdruck:</u> Deine Geschichte ist strukturiert und treffend formuliert.</p> <p><u>Sprache und Verständlichkeit:</u> Deine Geschichte ist sprachlich verständlich.</p>	<table border="1"> <tr> <td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table> <table border="1"> <tr> <td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table> <table border="1"> <tr> <td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	4	3	2	1	0						4	3	2	1	0						4	3	2	1	0															
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4	3	2	1	0																																						
4	3	2	1	0																																						
6 Writing: Task B	<p><u>Inhalt:</u> Du kannst eine interessante Geschichte mit vorgegebenen Wörtern schreiben.</p> <p><u>Ausdruck:</u> Deine Geschichte ist strukturiert und treffend formuliert.</p> <p><u>Sprache und Verständlichkeit:</u> Deine Geschichte ist sprachlich verständlich.</p>	<table border="1"> <tr> <td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table> <table border="1"> <tr> <td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table> <table border="1"> <tr> <td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	4	3	2	1	0						4	3	2	1	0						4	3	2	1	0															
4	3	2	1	0																																						
4	3	2	1	0																																						
4	3	2	1	0																																						

- 1 Colour England light yellow, Scotland light green, Wales light brown and Northern Ireland blue. Label the parts.
- 2 Label the capitals (London, Edinburgh, Cardiff and Belfast). Use a map.
- 3 Label Ireland and its capital Dublin.
- 4 Label Birmingham.
- 5 Colour the flags, cut them out and stick them onto the parts.



Union Flag



St George's Cross
Colours: red cross



St Patrick's Cross
red cross



St Andrew's Cross
blue background



The Red Dragon
green bottom, white top, red dragon

Lösung zu 5: England – St George's Cross; Ireland – St Patrick's Cross; Scotland – St Andrew's Cross; Wales – The Red Dragon.

2 KV Character files: Asif, Katrina, Latisha and Robert

Read the picture story 'A day at the festival' (pages 7–11) and find as much information about the new characters as possible. Then fill in their files.!

Full name:



Unit:

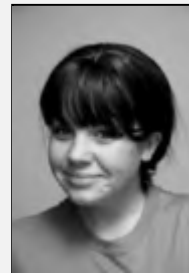
Music:

Sport:

At the festival because:

More information:

Full name:



Unit:

Music:

Sport:

At the festival because:

More information:

Full name:



Unit:

Music:

Sport:

At the festival because:

More information:

Full name:



Unit:

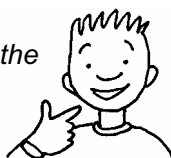
Music:


Sport:

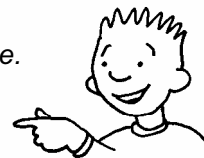
At the festival because:

More information:

- a) Look at the questions in the table. Make notes about yourself.



- b)  Stand or sit in a double circle. Ask three different partners the questions from a). Take notes about your partners.



	<i>Me</i>
What kinds of music do you like?				
When and where do you listen to music??				
Do you sing? When? Where?				
Do you like German/English/ Italian/ ... songs best?				
Do you play any instruments? What? Where?				

kinds of music

pop • rock • RnB • jazz • country and western • reggae • classical music • folk music • ...

listen to music

when I get up	in the bathroom
after school	in the kitchen
when I get home	in my room
on my way to school	on the bus / train
...	...

sing

at school: sing in the choir / in music lessons / in a band
at home: sing in the shower / when I wash the dishes / clean ... / tidy up

play an instrument

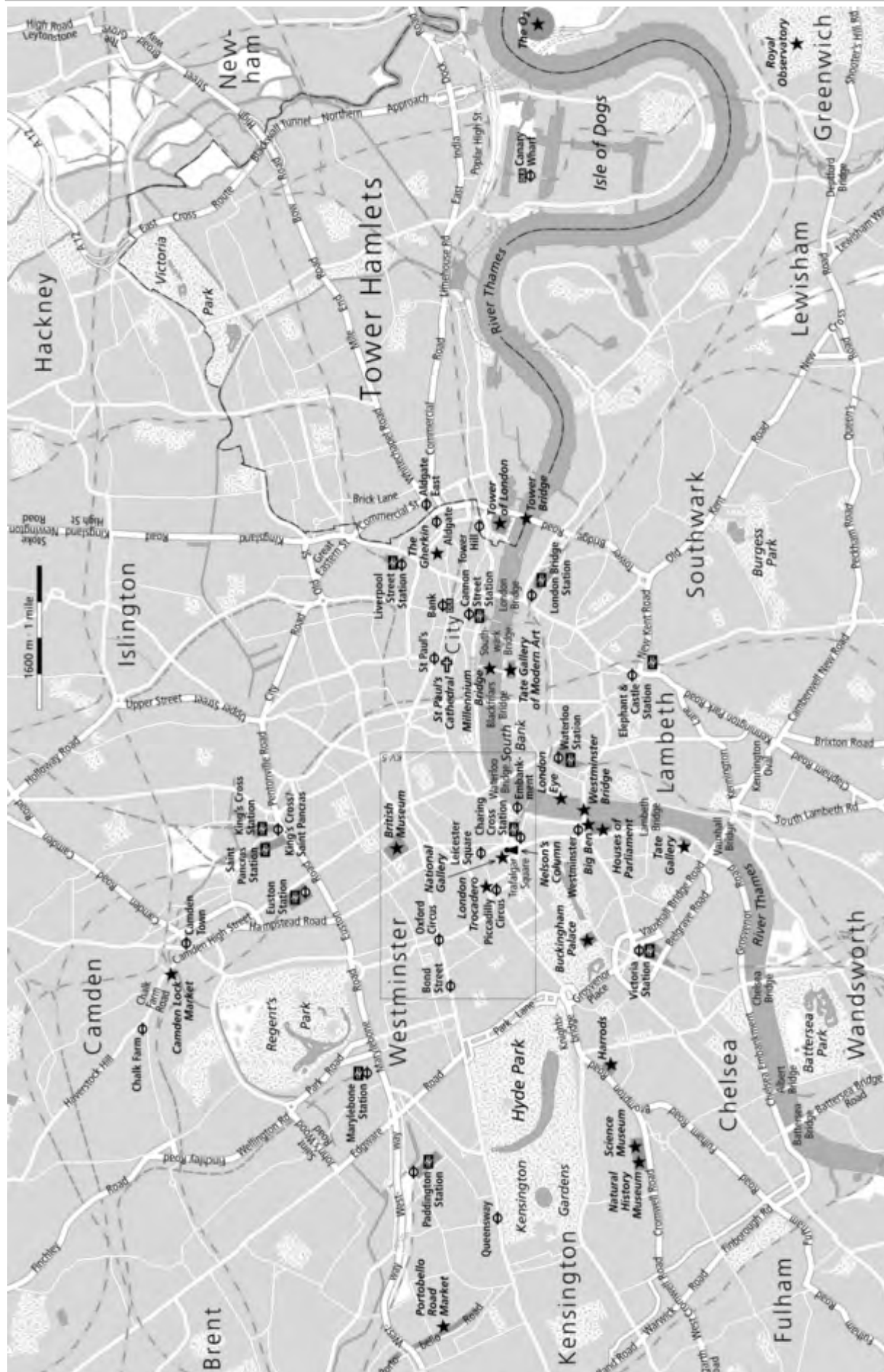
band • bass • cello • clarinet • drums • flute • (electric) guitar • keyboards • piano • recorder • saxophone • trombone • trumpet • violin • ...

- c) **Extra** Report to the class on one of your partners.



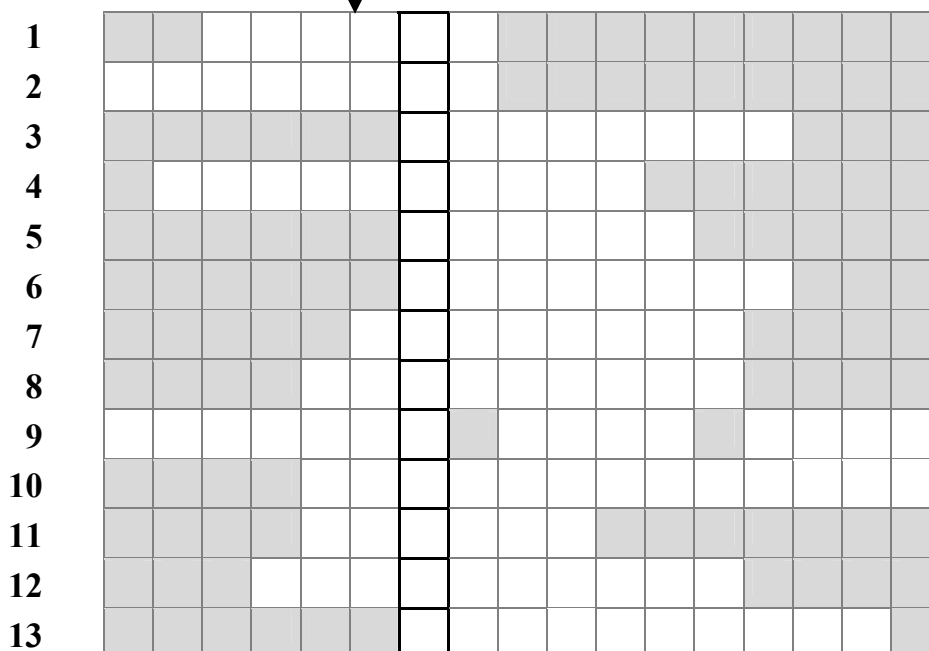
... likes ...
 ... is ...'s favourite band / singer.
 ... listens to music when he / she ... / on the bus / ...
 ... sings at home / at school / when he / she ... / in a choir / group.
 ... plays the ... / doesn't play an instrument (but wants to learn ...)

4 KV A map of London



Use the Central London Tube map in your book (p. 14). Enjoy the quiz!

- 1 Which line hasn't got an end?
- 2 You visited Mme Tussauds to see the wax figures. The station is Baker Street. Which line do you take to Piccadilly Circus?
- 3 You're at London Bridge. You want to go to Bank. Which line do you take?
- 4 You're at Leicester Square. You want to go to Covent Garden. Which line do you take?
- 5 Where do the Central, Bakerloo and Victoria lines cross? At _____ Circus.
- 6 Which of these lines can't you take to Piccadilly Circus: Northern, Bakerloo, Piccadilly?
- 7 Which line is light blue?
- 8 Read question 4 again. Do you take it eastbound or westbound?
- 9 Where do the Central, Circle and District lines cross?
- 10 Read question 3 again. Do you take it northbound or southbound?
- 11 How many different underground lines are there?
- 12 You want to go from Piccadilly Circus to Tower Hill. Where do you change trains?
- 13 If you want to see a lot of London, it's best if you buy a one-day _____.



Control chart

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

6 KV Project sheet

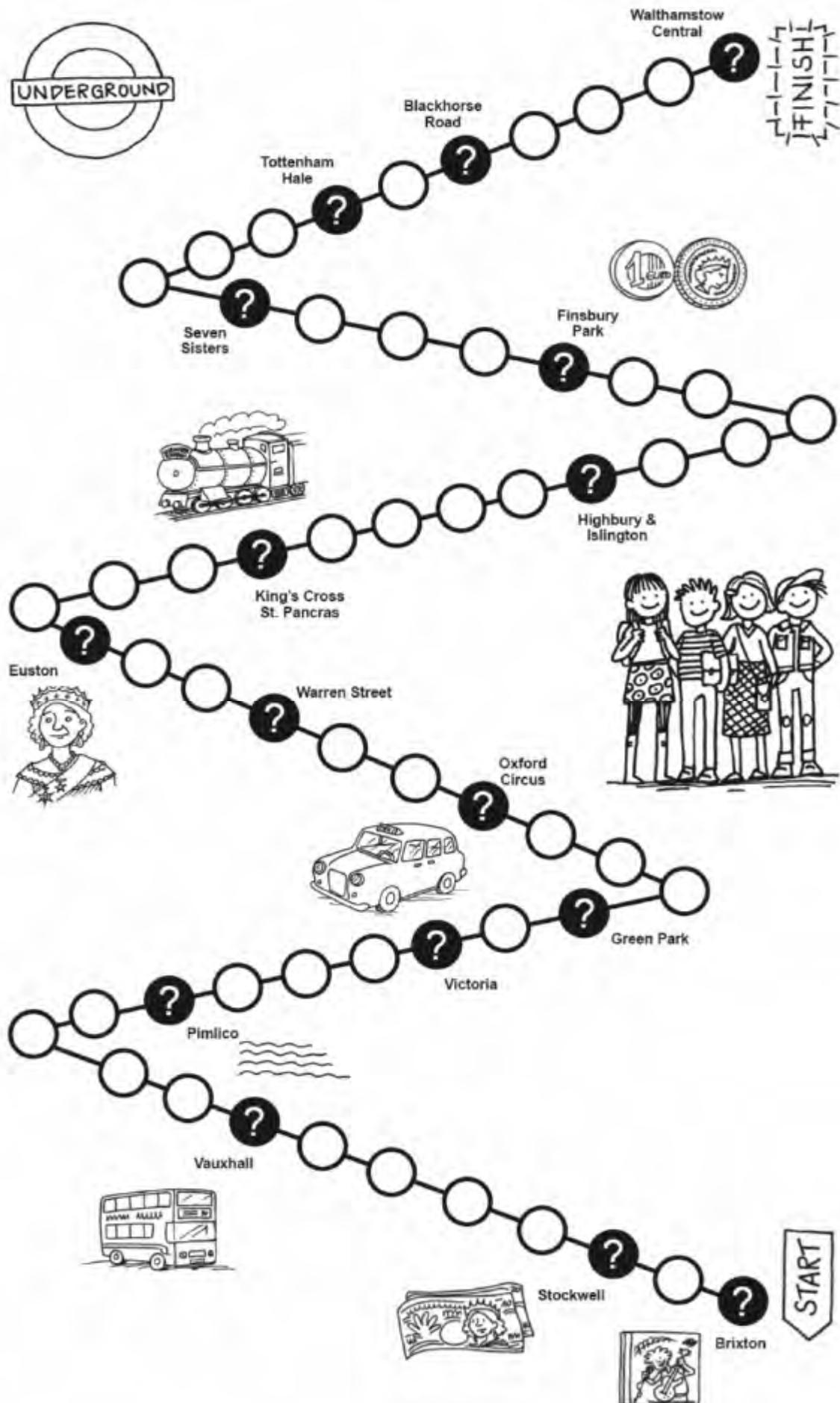
*This project sheet will help you to organize your group work.
Takes notes on what you have decided.*

Date: _____
Students: _____



Planning today's work	Student 1	Student 2	Student 3	Student 4
Who is doing what?				
Who collects what information?				
By when?				
Who writes everything down?				

Evaluation of today's work	
What did we do today?	
What went well?	
What went badly?	
...	
...	



7 B KV The Victoria Line game

<p>? Brixton</p> <p><i>Erkundige dich nach dem Preis einer CD!</i></p>	<p>? Stockwell</p> <p><i>British money is called ...</i></p> <p><i>a</i> pound. <i>b</i> British dollar. <i>c</i> euro. <i>d</i> lira.</p>	<p>? Vauxhall</p> <p><i>A London bus is ...</i></p> <p><i>a</i> green. <i>b</i> yellow. <i>c</i> blue. <i>d</i> red.</p>	<p>? Pimlico</p> <p><i>London lies on the river ...</i></p> <p><i>a</i> Thames. <i>b</i> Hudson. <i>c</i> Rhine. <i>d</i> Avon.</p>
<p>? Victoria</p> <p><i>The Victoria Line gets its name from ...</i></p> <p><i>a</i> Victoria Beckham. <i>b</i> Queen Victoria. <i>c</i> a city in Britain. <i>d</i> the Princess of Sweden.</p>	<p>? Green Park</p> <p><i>Find the odd one out:</i></p> <p><i>a</i> bus stop <i>b</i> underground station <i>c</i> ticket <i>d</i> taxi stand</p>	<p>? Oxford Circus</p> <p><i>The taxis are ...</i></p> <p><i>a</i> yellow. <i>b</i> black. <i>c</i> white. <i>d</i> green.</p>	<p>? Warren Street</p> <p><i>What is the opposite of northbound?</i></p>
<p>? Euston</p> <p><i>Who isn't the Queen's son?</i></p> <p><i>a</i> Philip <i>b</i> Charles <i>c</i> Edward <i>d</i> Andrew</p>	<p>? King's Cross St. Pancras</p> <p><i>Frage nach der Abfahrtszeit des Hogwarts Express!</i></p>	<p>? Highbury & Islington</p> <p><i>The famous football stadium is called ...</i></p> <p><i>a</i> Wembley. <i>b</i> Wimbledon. <i>c</i> Madison Square Garden. <i>d</i> Highbury Park.</p>	<p>? Finsbury Park</p> <p><i>Which is more: one pound or one euro?</i></p>
<p>? Seven Sisters</p> <p><i>Where can you buy underground tickets?</i></p> <p><i>a</i> on the trains <i>b</i> at the end of your trip <i>c</i> from ticket machines <i>d</i> You don't need any tickets.</p>	<p>? Tottenham Hale</p> <p><i>Where can you find Nelson's column?</i></p> <p><i>a</i> Oxford Circus <i>b</i> British Museum <i>c</i> Trafalgar Square <i>d</i> Piccadilly Circus</p>	<p>? Blackhorse Road</p> <p><i>Wie erkundigst du dich höflich nach dem Weg zum Trafalgar Square?</i></p>	<p>? Walthamstow Central</p> <p><i>Draw the London Eye in 30 seconds!</i></p>

Control chart: Brixton: How much is this CD? • Stockwell: a • Vauxhall: d • Pimlico: a • Victoria: b • Green Park: c • Oxford Circus: b • Warren Street: southbound • Euston: a • King's Cross St. Pancras: When does the Hogwarts Express leave? • Highbury & Islington: a • Finsbury Park: one pound • Seven Sisters: c • Tottenham Hale: c • Blackhorse Road: Excuse me, can you tell me the way to Trafalgar Square, please. • Walthamstow Central: Check on p. 12

Listen to the story 'Only a game' and do the exercises for each part.

Part 1 (ll.1–55): Right or wrong? Tick the right box.

	right	wrong
1 At the Trocadero Asif and Robert went to Funland.	<input type="checkbox"/>	<input type="checkbox"/>
2 At Funland there are over 500 video games.	<input type="checkbox"/>	<input type="checkbox"/>
3 Asif likes virtual reality games best.	<input type="checkbox"/>	<input type="checkbox"/>
4 Robert also wants to try a virtual reality game.	<input type="checkbox"/>	<input type="checkbox"/>
5 The game which the boys want to try is safe to play.	<input type="checkbox"/>	<input type="checkbox"/>
6 Elizabethan London is the time of Queen Elizabeth I.	<input type="checkbox"/>	<input type="checkbox"/>

Part 2 (ll. 56–115): Complete the following statements.

- The virtual reality game takes Robert and Asif to _____.
- Whitechapel is the place where _____ the Ripper killed a lot of people.
- When the boys take off their _____, they are still London of the past.
- The boys want to _____ the game.

Part 3 (ll. 115–144): Which of the following summaries is correct?

- Robert and Asif are in trouble. The only way out is to find the plug. Without electricity the game will stop. Suddenly they see a flash and a shadow which is coming closer. It's Jack the Ripper. He has a knife. But that very moment Asif manages to pull the plug.
- Robert and Asif are not happy. Their virtual reality game has become a problem. The only thing they can do is to pull the plug. When they have just found the plug they hear footsteps. They pull the plug, but a scary shadow comes closer.
- Robert and Asif are trying to find the plug because they want to stop the game. But there are no plugs to pull. Every now and then there is a strange flash. The two boys are scared. Everything looks real. They are in Victorian England. Suddenly they see a shadow moving closer. The situation is getting dangerous.

Part 4 (ll. 145–179): Answer the following questions.

- Who wants to sell flowers? _____
- Who put the arms around the girl? _____
- Who called 'Get the police?' _____
- What can Asif and Robert hear from far away? _____



Solutions:
 1. part: 1 ✓ • 2 wrong • 3 ✓ • 4 ✓ • 5 wrong • 6 ✓
 2. part: 1 Whitechapel • 2 Jack • 3 helmets • 4 stop/finish
 3. part: 3
 4. part: 1 a flower girl • 2 Asif • 3 a woman • 4 the police

9 KV A map of Scotland



- 1 Find the Orkney Islands and colour them. Can you find other Scottish islands?
Look at the map on the inside cover of your book for help.
- 2 Draw the following places on your map: Mainland, Hoy, Flotta, Lyness, Houton and Kirkwall.
Use a blue pen for islands and a red pen for towns. The map on page 30 can help you.
- 3 Draw Edinburgh, Aberdeen and Loch Ness on your map.
Look at the map on the inside cover of your book.

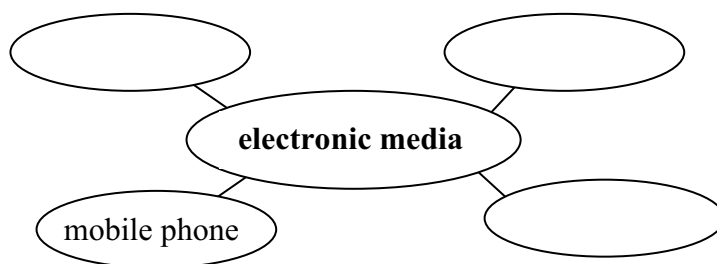
AAA Look at the chart. Decide who is going to listen for what information (e.g. transport, Flotta, ...) Exchange information in your group and fill in the chart. What do the boy and the girl think about the different things?

Information	Boy	Girl
transport	small plane to	
Flotta		good: jobs
no factories		
one shop		
free time		
farms		
scenery		
weather		
holiday homes		
school		
winter		

11 KV All about ... electronic media / Now you

KV 11 (A): All about ... electronic media.

Complete the network. Then decide which functions the different media have.



KV 11 (B): NOW YOU.

a) Look at the table to see what media Katrina uses and how often she uses them.

Fill in the copy of the table for yourself and compare.

b) Then interview one or more classmates and put their answers in your table in different colours.

MEDIA	Use?				Every day				Often				Sometimes			
	K	Me			K	Me			K	Me			K	Me		
Mobile phone																
– make phone calls	Y								√							
– send text messages	Y				√											
– take photos and make videos	N															
– download and listen to music	Y												√			
– download/exchange logos and ringtones	Y												√			
Computer																
– do homework	Y												√			
– play games	N															
– surf the internet	Y								√							
– watch videos	N															
– download, listen to, make or mix music	Y								√							
– chat or send instant messages	Y				√											
– talk over the internet	Y												√			
– visit social networking websites	Y								√							

- 1 Find the correct English translations for these German phrases.
The following headwords from a German-English dictionary can help you.

- a) im Internet: _____ b) ein Glas Marmelade: _____
 _____ c) am Himmel: _____ d) eine Brille: _____
 _____ e) Geh ihm aus dem Weg!: _____
 f) Er kämmte sich die Haare: _____

<p>go* zu Fuß walk; weggehen leave*; einkaufen / schwimmen ~ go* shopping / swimming; über die Straße ~ cross the road; ~ wir! let's go!; wir ~ jetzt we're leaving now</p> <p>way (auch übertragen); Straße road; Pfad path; Reiseweg route; Fußweg walk; auf friedlichem / legalem Wege by peaceful/legal means; ich muss mich auf den ~ machen I must be on my way; jm. im ~ sein be* in sb.'s way; jm. aus dem ~ gehen get* out of sb.'s way; übertragen keep* out of sb.'s way; jn. aus dem ~ räumen put* sb. out of the way; vom ~ abkommen lose*</p>	<p>glasses Pl; Schutzbrille goggles (Δ Pl Nomen); Klobrille toilet seat; eine ~ zum Sehen a pair of glasses; eine ~ tragen wear* [weə] glasses</p> <p>hair; kämm dir die Haare comb your hair (Δ Sg); sie hat sich die Haare schneiden lassen she had her hair cut; sich aufs ~ gleichen look absolutely identical; um ein ~ very nearly</p> <p>sky; REL. übertragen heaven; am ~ in the sky; ~ und Hölle Kinderspiel hopscotch; um Himmels willen for Heaven's sake; aus heiterem ~ out of the blue; unter freiem ~ out of doors</p>	<p>net oA. net; im ~ surfen surf the internet od. Net (Δ im Englischen ohne Präposition); etwas im ~ finden find sth. on the Internet; ans ~ angeschlossen sein be* connected to the Internet</p> <p>1 Verb mit Obj comb [kəʊm]; jn. ~ comb sb.'s hair 2: sie kämmte sich (die Haare) she combed her hair</p> <p>jam; Orangenmarmelade marmalade</p> <p>glass; für Marmelade o.A. jar; ein ~ Orangensaft a glass of orange juice</p>
--	--	--

One of the headwords from the dictionary was no help. Which one? _____



- 2 Fill in the correct English word for the German 'Glas'.

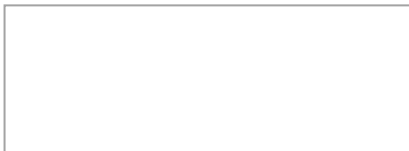
- a) My sister often drinks a _____ of orange juice for breakfast.
 b) My father went to the corner shop to buy a _____ of apple sauce.

- 3 Do we need a preposition? If so, fill in the correct preposition.

- a) You can find a lot of information _____ the Internet.
 b) Katrina can't surf _____ the Internet because her computer isn't connected _____ the internet.

- 4 Draw pictures of the underlined words.

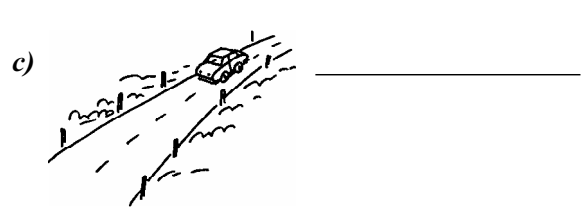
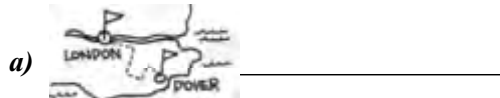
- a) There are two glasses on the table.



- b) My English teacher needs a pair of glasses.



- 5 What are the correct English translations for the German 'Weg' in these pictures?



Read the report on a trip to Orkney, and mark where you think the paragraphs should go.

Short report on the club trip to the Orkney Islands

Our trip to Orkney took place over the long weekend. We were very lucky with the weather so we were able to see a lot. We arrived by plane on the Mainland – yes, the biggest island is really called the Mainland. On our first two days we saw much of the island. The towns of Stromness and Kirkwall are interesting, but very quiet. Our visit to the stone circles of Brodgar and Stenness took us back thousands of years in time and was the highlight of the whole trip. On the third day we took a ferry from Kirkwall to the island of Hoy. There we did the famous walk to see the Old Man of Hoy. The big rock doesn't really look like an old man, but it is very impressive. All in all our trip was a lot of fun.



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Look at the pictures of Katrina in this story. What is she doing in them? Who do you think the other people are?

Then look at the other pictures. Who do you think these people are? Say in a few sentences what you think the story is about.



While listening to the parts of the text or reading it, tick the correct answers.
Make notes to answer the questions.

Part 1 (ll. 1–54):

- | | |
|--|--|
| 1 Who made the announcements at Kirkwall Grammar School?
a) Katrina's class teacher. <input type="checkbox"/>
b) the head teacher. <input type="checkbox"/>
c) the caretaker. <input type="checkbox"/> | 2 Later Fiona asked Katrina whether
a) she needed any help. <input type="checkbox"/>
b) she feels happy about what happened. <input type="checkbox"/>
c) she could be her friend. <input type="checkbox"/> |
|--|--|
- 3** One of the beauties wished Katrina 'Good luck!' It was
a) Linda. ☐ b) Fiona. ☐ c) Alison. ☐

3 Question: Will Katrina change her clothes and style?

Part 2 (ll. 55–123):

- | | |
|---|--|
| 1 Katrina was quite surprised by Sheena, the director's assistant, because
a) she wore wellies and a ponytail. <input type="checkbox"/>
b) she was much older than she expected. <input type="checkbox"/>
c) she came from her island. <input type="checkbox"/> | 2 Afterwards she met
a) Alistair, the cameraman. <input type="checkbox"/>
b) Susan, the make-up artist. <input type="checkbox"/>
c) Bill, the director. <input type="checkbox"/> |
|---|--|

3 Question: How did Katrina feel when the film crew actually arrived?

Part 3 (ll. 124–160):

- | | |
|---|---|
| 1 After arriving on Hoy, Katrina had to
a) play a song on the fiddle. <input type="checkbox"/>
b) talk to Latisha and Asif, because she was so excited. <input type="checkbox"/>
c) go back on the boat. <input type="checkbox"/> | 2 Katrina was filmed
a) at the salmon farm with her father. <input type="checkbox"/>
b) together with her grandparents. <input type="checkbox"/>
c) while practising her instrument. <input type="checkbox"/> |
|---|---|

3 Question: What do you think was the part Katrina was most excited about when the film crew filmed her on the island?

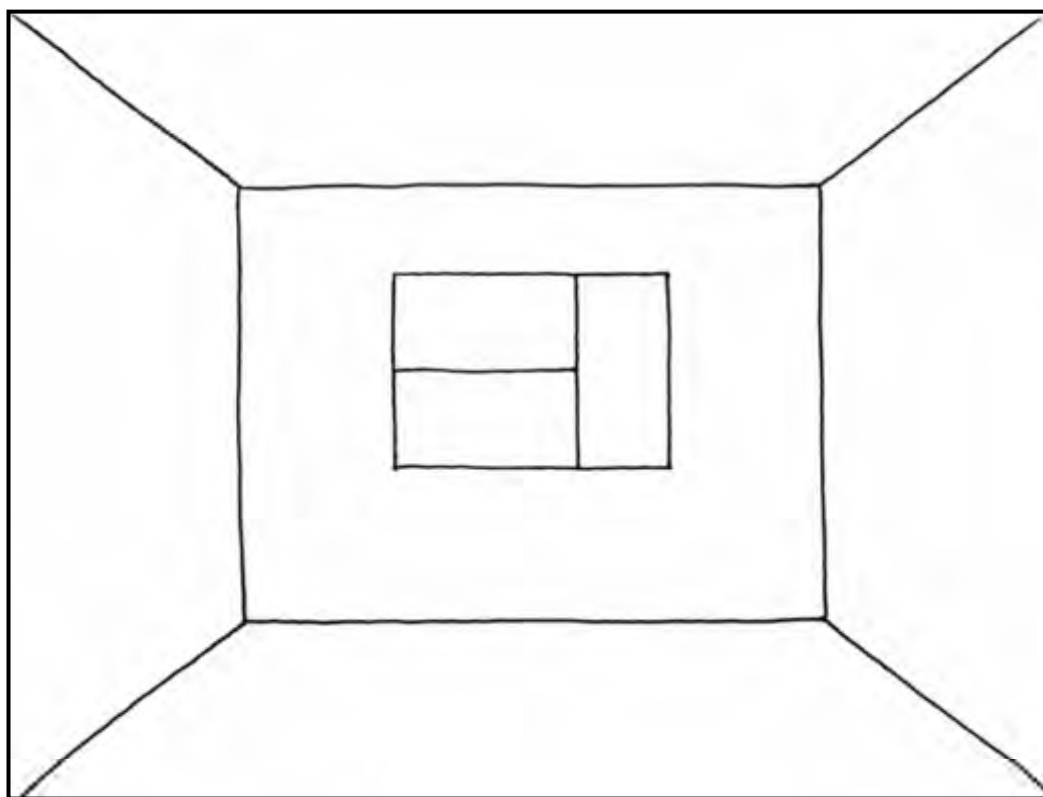
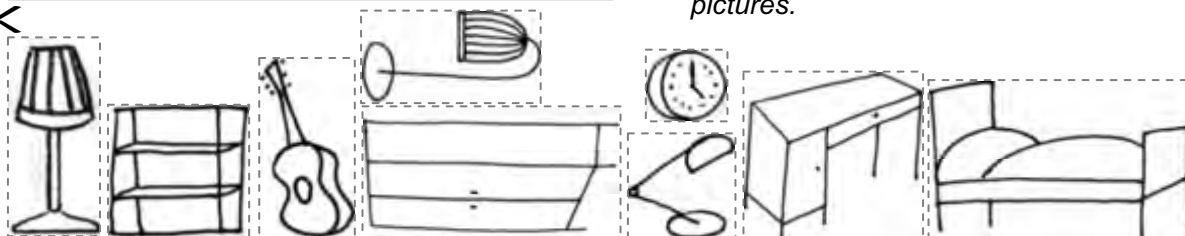
Part 4 (ll. 161–185):

- | | |
|---|---|
| 1 On Saturday the film crew
a) went home. <input type="checkbox"/>
b) had dinner at the McFaddens' house. <input type="checkbox"/>
c) made a huge pot of clapsnot. <input type="checkbox"/> | 2 A ceilidh is a
a) Scottish festival where people make music and dance. <input type="checkbox"/>
b) political meeting in a community hall. <input type="checkbox"/>
c) music competition. <input type="checkbox"/> |
|---|---|
- 3** Who came to the ceilidh?
a) the school director. ☐ b) Alison. ☐ c) Fiona. ☐

Partner A

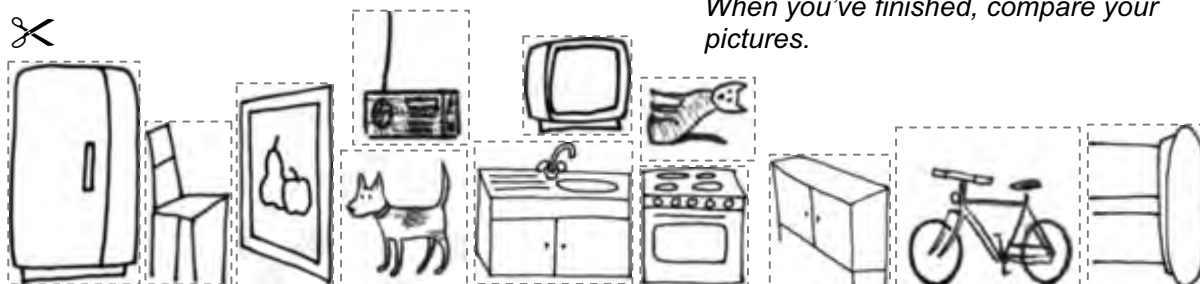
- 1 Cut out the pictures and stick them in your room.
Don't show your picture to your partner!
- 2 Describe the room to your partner.

in the foreground/background • next to •
on the right/left • in the middle • between



Partner B

- 1 Use a new copy of the room. Cut out the pictures and stick them in your room.
- 2 Describe the room to your partner.



Partner B

- 1 Cut out the pictures.
- 2 Listen to your partner and stick the pictures in the right place in your room.
Ask questions if you don't understand.
When you've finished, compare your pictures.

Partner A








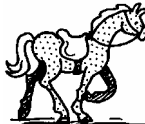
- 1 Cut out the pictures.
- 2 Listen to your partner and stick the pictures in the right place in your room.
Ask questions if you don't understand.
When you've finished, compare your pictures.

1 There are 22 words for sports in this puzzle. If you're really good, you'll find at least 15 words.

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

2 Write the sports that go with the pictures in the table.

3 Add the words for equipment and location. Use your book for help.

Sports	Equipment	Location
 table tennis		
		
		
		
		
		
		
		

Lösung 1: badminton, football, tennis, running, rugby, swimming, skating, riding, skiing, baseball, basketball, cycling, dancing, hockey, judo, surfing, athletics, handball, volleyball, yoga, cricket
Lösung 2: badminton, running, rugby, swimming, skating, riding
Lösung 3: table tennis bat, badminton bat, running shoes, rugby ball, swimming trunks (swimsuit), skates (and pads and helmet), saddle, skis, sports hall (2x), running track, pitch, pool, half-pipe, bndle path, ski slope

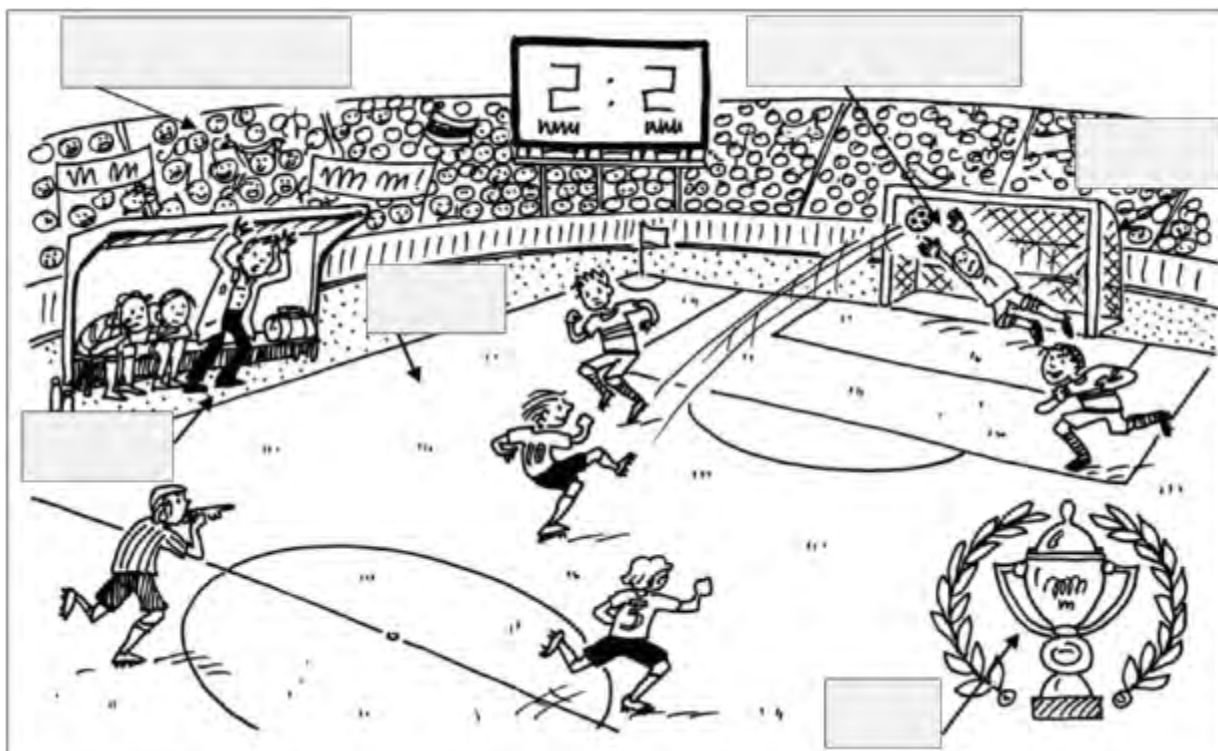
1 Find the 14 football words hidden in this word snake.

R^TA^IN^IN^G^ES^UP^PO^RT^ER^ES^E^MI^FI^NA^LE^PI^TC^HE^RD^RA^WF^S^CO^RE^R
Y^OL^EC^O^AC^HA^NB^EA^TE^CU^P^WI^N^P^OA^L^KE^E^P^R^L^CH^EE^RT^A^MA^T^CH

Extra There are 18 extra letters between the words. With the first seven letters you can make the English word for 'Schiedsrichter', with the other eleven letters you can make the English word for 'Strafraum':

Schiedsrichter: _ _ _ _ _ Strafraum: _ _ _ _ _

2 Label the football pitch with words from 1. **Extra** Add other English football words that you know.



3 Complete the text with the football words from 1 that you haven't used in 2.

- a) If the German team wins the _____ it'll be in the final.
- b) The Bundesliga teams usually have their first _____ session in July.
- c) One more _____ and we'll be the champions!
- d) I'm a Schalke supporter. I hope they'll _____ Bayern Munich.
- e) In football you only get one point for a _____.
- f) People say Liverpool's fans are the best. They _____ loudly.
- g) Arsenal against Chelsea. That's always an exciting _____.
- h) Wayne Rooney _____ all three goals for England.

Both you and your partner have part of the full text. Start reading your dictation to each other. Whenever you have a gap in your text, your partner reads out the missing words. Write them down and complete your dictation. Partner B will start.

Partner A:

Latisha Byrd lives _____. She loves football and she is also a _____ United, a very famous football team. Anna, an exchange _____ from Chemnitz is staying with Latisha and _____. One day, Mrs Byrd _____ show Anna some sights in _____, but Latisha wants to _____ and she has to go and play football. Latisha and her mum make a _____: if Latisha takes Anna to Salford Quays in the morning, she can go and play football in _____. The girls go to see the Lowry, an _____, where they also find some paintings which have something to do _____. In the afternoon Anna goes to _____ with Latisha because she wants to _____. Latisha even _____ a goal and _____ wins _____.



Both you and your partner have part of the full text. Start reading your dictation to each other. Whenever you have a gap in your text, your partner reads out the missing words. Write them down and complete your dictation. Partner B will start.

Partner B:

Latisha Byrd lives in Manchester. She loves _____ she is also a supporter of Manchester_____, a very famous _____. Anna, an _____ student from Chemnitz is _____ and her mum. One day, Mrs Byrd asks Latisha to show Anna _____ Manchester, but Latisha wants to play her steel drums and she has to go and _____. Latisha and her mum _____ deal: if Latisha takes Anna to _____ in the _____, she can go and play football in the afternoon. The girls go to see _____, an art gallery, where they also find some _____ which have something _____ with football. In the afternoon Anna goes to the match with Latisha because she _____ support her. Latisha even scores _____ and her team _____ the match.

20 KV Talking to people at meals

Read the phrases from the dialogue. Can you find the correct order?



A	Well, we went to the Lowry.
B	Would you like some more potatoes, Anna?
C	Yes please, Mrs Byrd.
D	Well, please start, Anna.
E	What did you and Dad do all day, Mum?
F	Mmm, that looks good.
G	What did you and Latisha do today, Anna?
H	Thank you. Enjoy.
I	Thank you, dear.

Read the phrases from the dialogue. Can you find the correct order?



A	Well, we went to the Lowry.
B	Would you like some more potatoes, Anna?
C	Yes please, Mrs Byrd.
D	Well, please start, Anna.
E	What did you and Dad do all day, Mum?
F	Mmm, that looks good.
G	What did you and Latisha do today, Anna?
H	Thank you. Enjoy.
I	Thank you, dear.

Read the phrases from the dialogue. Can you find the correct order?



A	Well, we went to the Lowry.
B	Would you like some more potatoes, Anna?
C	Yes please, Mrs Byrd.
D	Well, please start, Anna.
E	What did you and Dad do all day, Mum?
F	Mmm, that looks good.
G	What did you and Latisha do today, Anna?
H	Thank you. Enjoy.
I	Thank you, dear.

Partner A: Fill in the gaps with words from the box. If you aren't sure, leave the sentence out. Your partner will help you later on.

only • (to) grow up • (to) take a ride • sledge • (to) fight • artificial • disabled •
 (to) represent • hard-working • Paralympics • brave • (to) take steps • (to) cut off •
 (to) be mad about sth. • the Commonwealth

- 1 Young people from all over the world _____ their countries at the music festival.
- 2 Many boys want to be football stars when they _____.
- 3 He isn't allowed to drive. He's _____ 15 years old.
- 4 If people aren't able to use part of their body they're _____.
- 5 _____ are Olympic Games for disabled athletes.
- 6 We'll have to _____ hard if we want to win the match.
- 7 Children use it to go down a mountain in winter. It's a _____.
- 8 On Sundays we sometimes _____ in my parents' car.
- 9 These flowers aren't real, they're _____.
- 10 He's a _____ student, so he gets good results.
- 11 She jumped into the lake to save the little boy. That was really _____!
- 12 He was 14 months old when he _____ his first _____.
- 13 I _____ the legs of my jeans to make a pair of shorts.
- 14 I love chocolate ice-cream! I'm really _____ that stuff!
- 15 _____ is a group of countries.

Now work with partner B and compare your results. Have you filled in the correct word? Has your partner found the correct translation? Help each other.



Partner B: Match the German words and their English translations. If you aren't sure, leave the word out. Your partner will help you later on.

repräsentieren, vertreten	hard-working
aufwachsen	sledge
nur, erst	brave
behindert	Paralympics
Olympische Spiele für Sportler mit Behinderung	(to) cut off
kämpfen	the Commonwealth
Schlitten	(to) take steps
eine Spritztour machen	(to) grow up
künstlich	(to) fight
fleißig	(to) be mad about sth.
tapfer	(to) represent
Schritte machen, laufen	(to) take a ride
abschneiden	disabled
verrückt auf/nach etwas sein	only
das Commonwealth (Gemeinschaft der Länder des ehemaligen Britischen Weltreichs)	artificial

Now work with partner A and compare your results. Have you found the correct translation? Has your partner filled in the correct word? Help each other.

22 KV A poem about Nathan

Write a poem about Nathan. You can choose one of the following patterns:

1 Bio Poem

line 1: the name of the person you write about (Nathan) → Nathan

line 2: Use three adjectives that describe the person. → _____

line 3: Start with *Who loves ...* → _____

line 4: Start with *Who wants ...* → _____

line 5: Start with *Always ...* Also use the word *never*. → _____

line 6: the name of the person again → _____

2 Acrostic

Start each line of your poem with a letter from the name 'Nathan'.

N _____

A _____

T _____

H _____

A _____

N _____

3 Elevenwordspoem

line 1: the name of the person you write about (Nathan) → Nathan

line 2: an important word from the story → _____

line 3: Write two words about Nathan. → _____

line 4: Write three more words about Nathan. → _____

line 5: What do you think about him? Write four words. → _____

line 6: What's the result? Write one word. → _____

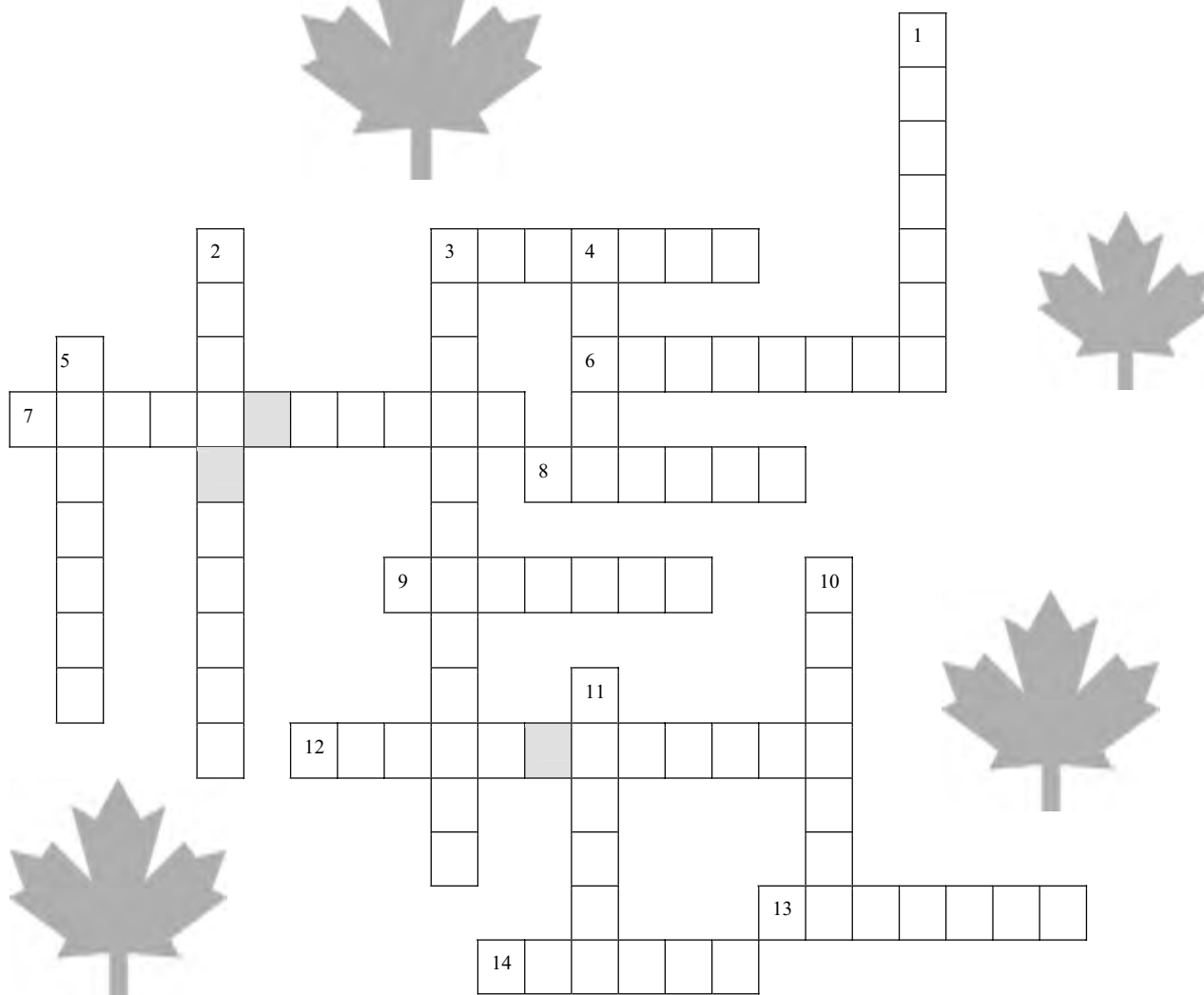
Are you a Canada expert? Fill in the names of the surrounding countries, the biggest Canadian cities, and the surrounding oceans? Colour Canada's capital in pink. You will find some help in the box below.



→ -----

Vancouver • Toronto • Ottawa • Québec • Rocky Mountains • Arctic Ocean • Greenland •
Atlantic Ocean • Pacific Ocean • United States of America

Fill in the crossword.



Across

3. means 'our land' in the Inuit language
6. many First Nations live on them all across Canada
7. Toronto's great ice hockey team
8. capital of Canada
9. what Frederic Banting discovered
12. Margaret Atwood is not only a famous poet, she also fights for ...
13. a Canadian province
14. second official language in Canada

Down

1. first European settlers in Canada
2. Canada has got six of them, Germany only one
3. province in the east of Canada, its name is '... and Labrador'
4. French for 'Stop'
5. name given to Vancouver because of all the Chinese immigrants
10. city where John Cabot came from in 1497
11. piece of equipment you need for lacrosse

Solution:
Across: 3 Nunavut • 6 reserves • 7 Maple Leafs • 8 Ottawa • 9 insulin • 12 human rights • 13 Alberta • 14 French
Down: 1 Vikings • 2 time zones • 3 Newfoundland • 4 arrêt • 5 Vankong • 6 Bristol • 10 crossc

Cut out the snippets and mix them. Listen to the song and try to find the correct order of the verses.

If Everyone Cared

From underneath the trees, we watch the sky
Confusing stars for satellites
I never dreamed that you'd be mine
But here we are, we're here tonight

Singing Amen, I'm alive
Singing Amen, I'm alive

If everyone cared and nobody cried
If everyone loved and nobody lied
If everyone shared and swallowed their pride
We'd see the day when nobody died

And I'm singing

Amen I, I'm alive
Amen I, I'm alive

And in the air the fireflies
Our only light in paradise
We'll show the world they were wrong
And teach them all to sing along

Singing Amen I'm alive
Singing Amen I'm alive

If everyone cared and nobody cried
If everyone loved and nobody lied
If everyone shared and swallowed their pride
We'd see the day when nobody died
If everyone cared and nobody cried
If everyone loved and nobody lied
If everyone shared and swallowed their pride
We'd see the day when nobody died

And as we lie beneath the stars
We realize how small we are
If they could love like you and me
Imagine what the world could be

If everyone cared and nobody cried
If everyone loved and nobody lied
If everyone shared and swallowed their pride
We'd see the day when nobody died

We'd see the day, we'd see the day
When nobody died
We'd see the day, we'd see the day
When nobody died
We'd see the day when nobody died

26 A KV Writing a story

Step 1: Pre-writing

a) The picture cards below show people and things that you know from fairy tales and from the modern world.

Cut them out and put them on different sides of your table. Pick up two cards of each kind. Use the cards to brainstorm ideas for a story in b).



b) Structure your ideas for your story. Make sure you answer the 5 Ws and How.

Who? _____ Where? _____
 When? _____ What? _____
 How? _____ Why? _____

Step 2: Writing

Your story should have a beginning (1), a middle (2) and an ending (3).

(1) You could start your story like this:

Once upon a time there was a beautiful young princess. She lived in an old castle. At night she often went to the kitchen to make herself some food in the microwave. One night she heard ...

(2) To make your story more interesting, collect and use

adjectives: _____,

adverbs: _____,

time phrases: _____,

linking words: _____.

(3) Find an interesting or funny way to finish your story.

And last but not least, make a good title: _____

Step 3: Revising – Read your story, check it and correct it:

Now write your own story about a strange event. If you need more help for revising it, look at pages 146–147 in your book.

Step 3: Revising – Read your story, check it and correct it:

Another student wrote a story about Simone the ghost. Help the student to make it better.

Once upon a time, there was a little gost called Simon. Simon lived in a beautiful casle and loved to fly around at night. The only problem was that he was afraid of the dark. Sometimes, he even take a lihgt or his mobile phone with him ... just in case.

One morning, when Simon were getting ready for bed after a long night out, their was some niose downstairs in the hall. He wondered what was going on, and fly down.. There discovered he that a family was moving in. The family - three children and their parents - seemed to be nice, but Simon wanted to find out how cool they really were.

Simon decided to play some tricks on the new family. He switched on the computer in the study. He flew over to the kitchen and turned on the microwave and the radio. Simon hoped to wake everyone up. Nothing happened. Simon even knocked on all the bedroom doors loudly, nobody woke up. This is boring, Simon thought.

He had an idea: Ha! Tomorrow night I am going to play the fiddle on the roof. Perhaps that will wake them up! ...

a) General questions

Can you answer the five Ws and How?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you need more details?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the ending make sense?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Tips: _____

b) Look carefully at the spelling, verbs, grammar, word order, ... Check and correct the first part of the story for the writer.

<p>Check the spelling, verbs, grammar and word order.</p> <p>There are 10 mistakes.</p>	<p>Once upon a time, there was a little gost called Simon. Simon lived in a beautiful casle and loved to fly around at night. The only problem was that he was afraid of the dark. Sometimes, he even take a lihgt or his mobile phone with him ... just in case.</p> <p>One morning, when Simon were getting ready for bed after a long night out, their was some niose downstairs in the hall. He wondered what was going on, and fly down.. There discovered he that a family was moving in. The family - three children and their parents - seemed to be nice, but Simon wanted to find out how cool they really were.</p>
--	--

In the second part of the story the student didn't use any adjectives, adverbs, time phrases, linking words or relative clauses. Rewrite this text and fill in the words from the box. Start a new paragraph for each new idea.

<p>the following night • so • first • then • but • suddenly • funny • loudly • sadly</p>	<p>Simon decided to play some tricks on the new family. He switched on the computer in the study. He flew over to the kitchen and turned on the microwave and the radio. Simon hoped to wake everyone up. Nothing happened. Simon even knocked on all the bedroom doors loudly, nobody woke up. This is boring, Simon thought.</p> <p>He had an idea: Ha! Tomorrow night I am going to play the fiddle on the roof. Perhaps that will wake them up! ...</p>
--	---

A A riddle

Answer the following multiple-choice questions and tick the right box.

- | | |
|---|--|
| 1 The bagpipes are ... | 3 You have to blow ... |
| a) nearly 2000 years old..... <input type="checkbox"/> | a) into two pipes..... <input type="checkbox"/> |
| b) more than 2000 years old..... <input type="checkbox"/> | b) into one of the pipes..... <input type="checkbox"/> |
| c) not very old..... <input type="checkbox"/> | c) into the leather body..... <input type="checkbox"/> |
| 2 The bagpipes originally come from ... | 4 You make the music when ... |
| a) Scotland..... <input type="checkbox"/> | a) you keep the air in the body..... <input type="checkbox"/> |
| b) Great Britain..... <input type="checkbox"/> | b) the air comes out..... <input type="checkbox"/> |
| c) Iran..... <input type="checkbox"/> | c) you squeeze the air out through the pipes... <input type="checkbox"/> |



B Mika – the story of a singer

Answer the questions:

- 1 When did Mika's family move to France? _____
- 2 When did they move to the UK? _____
- 3 Where did Mika learn to sing? _____
- 4 Where and when did he start his career as a singer? _____
- 5 How old was Mika when he was successful with his first pop song? _____



C School's out for the summer – my top five countdown

Match the statements to the songs. There are two more statements than you need.

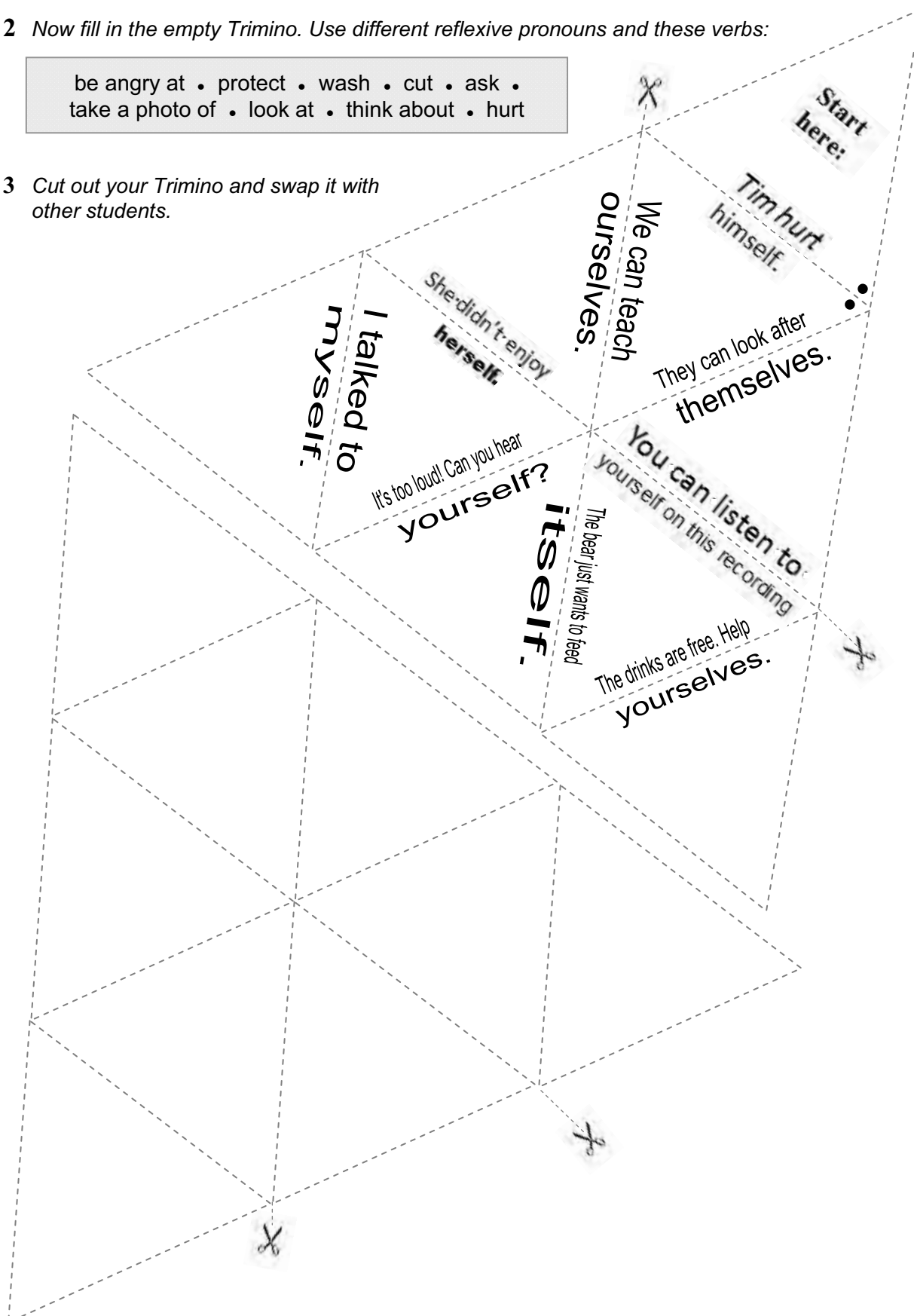
Song by	When?
1 Shania Twain	a) You think it's more interesting to go to the city than to the beach.
2 Global DeeJays	b) You dream of visiting big cities all over the world.
3 Lovin' Spoonful	c) You can't wait for the summer holidays to begin in a few days.
4 Morcheeba	d) You want to feel the sea and the beach.
5 Alice Cooper	e) You're dreaming of falling in love with somebody in a paradise.
	f) You like doing lots of things with your friends.
	g) You'd like to go on holiday with all your friends.

1 Cut out the Trimino that has already been filled in and put it together again.
Copy the sentences in your exercise book.

2 Now fill in the empty Trimino. Use different reflexive pronouns and these verbs:

be angry at • protect • wash • cut • ask •
take a photo of • look at • think about • hurt

3 Cut out your Trimino and swap it with other students.



Working in groups.

Please note: The steps listed follow the steps of the project in the book.

Steps 1 and 2: Choose your topic and collect information

List who will write what and where they'll find information.

Name	Topic	Sources of information	Notes / special tasks

Step 4: Write and correct your article

Checklist for writing: Make a tick (✓) after you finish each step.

Name	Topic	1st draft ¹	correction ²	fair copy ³

¹1st draft erster Entwurf ²correction Korrektur ³fair copy Reinschrift

Step 5: Publish your music section

Who will do the finishing touch? When?

To do	Who will do it?	By when?	Notes
Finish the articles.			
Look for pictures.			
Draw/scan pictures.			
Decide on first/last article.			
Layout pages on computer.			
Design the front page.			
Print pages.			
Make photocopies.			

Observation sheet

Read two or three of your classmates' articles and give them a feedback. Answer the questions and tick the correct box.

Is there a catchy headline that attracts a reader?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Is the article well structured (beginning, middle part, ending).....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Has the author used linking words and time/place phrases?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are there paragraphs for each new idea (with a sub-heading)?.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Do the pictures/photos fit the text?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Do you like the layout of the article?.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Is the article easy to understand (language)?.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

What do you like about the article?

What would you change and what are your suggestions to improve the article?

**Observation sheet**

Read two or three of your classmates' articles and give them a feedback. Answer the questions and tick the correct box.

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Is the article well structured (beginning, middle part, ending)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Has the author used linking words and time/place phrases?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are there paragraphs for each new idea (with a sub-heading)?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Do the pictures/photos fit the text?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Is the article easy to understand (language)?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

What do you like about the article?

What would you change and what are your suggestions to improve the article?

Step 6: How did it go?

Now it's time to evaluate you and your work. Look at these charts and tick the right box.

Evaluation of my work	😊	😐	😞
Brainstorming gave me good ideas.			
I found enough information for my article.			
I was able to use information from different sources correctly.			
I had problems writing my article in English.			
It was easy to find a good headline.			
It was easy to structure my article.			
I used correct linking words, many adjectives and time/place phrases.			
There were few mistakes in my article.			
I found most of them myself and corrected them.			
I learned a lot in this project.			

Evaluation of my group's work	😊	😐	😞
We usually spoke English in our group.			
It was easy to agree on topics for the section.			
The 'correcting circle' worked well.			
Everybody in the group worked hard.			
We helped each other if there were problems.			
Everybody helped to make our section look as attractive as possible.			
Everybody handed in her/his material on time.			
Our section looks good.			
The overall atmosphere in our group was ...			

What did you learn in this project?

What will you do differently next time?

31 KV The lost girl (a text puzzle)

Cut out the following snippets and mix them up. Read all the snippets. Can you find the correct order of the story?



(A) The lost girl

(D) There was once a family on one of the north Orkney Islands, a father and mother with two sons and a daughter. One day the daughter went out to catch some little fish. The father wanted to use them to catch big fish. The girl went out ... but she never returned. Her family looked everywhere, but they couldn't find the girl.

(H) Years later the father and his two sons went fishing. It was a fine day when they left, but then a thick fog came down and they had no idea which way to go home! After a while, they came to an island. The three men left the boat and followed a path to a beautiful house. They knocked on the door, and a handsome man opened it. He invited them in and said they could stay until the fog was gone.

(E) The men could not believe how beautiful everything inside the house was. The man introduced them to his wife. It was the lost girl! She welcomed her father and brothers warmly, asked how they were and about everyone else back home. Her husband asked the girl's father if he had any cows to sell. He answered yes, he had one fine cow, and the man gave him a very good price for the cow. He paid in gold.

(C) Now the old man thought that he could find out what island they were on. He said, 'Well, you'll have to tell me how to get here, or I will not be able to bring the cow to you.' 'Och!' said the man, 'Don't worry about that. I'll come and get the cow.' One of the brothers said, 'Father, the fog is going away. We should be on our way.'

(G) The girl asked, 'Is there anything in the house you would like to take home with you?' Her husband said, 'Yes, choose anything that you would like and take it with you.' The girl looked at them hopefully, sure that her father would choose her. But he was looking at a large gold plate and he took that home with him instead.

(B) As the father and his sons got to the boat, the handsome man said, 'Just go that way for a bit.' The three men took their boat into the fog. As they came out the other side, they found that they were near their own island.

(F) When they got home, the wife was very upset. 'An awful thing has happened,' she said. 'Our cow is dead.' But the old man smiled. 'Ach,' he said, 'that's all right. She fetched a good price.' No one ever saw the island, the man or the girl again.

Read the following sentences and tick the correct sentence.

1 In his first postcard to his parents Tim says that

- a) ... he is enjoying his holiday.
- b) ... he loves both his parents.
- c) ... going abseiling is very dangerous.

2 When Jake explains Tim how to work with the different ropes

- a) ... he can't hear Jake because there is too much noise outside.
- b) ... he can't hear Jake because there is a noise inside his head.
- c) ... he can't hear Jake because the harness makes a loud noise.

3 The other kids

- a) ... laugh at Tim when he falls.
- b) ... knew that he would do it wrong.
- c) ... scream when they see Tim fall.

4 When Tim holds on to the rock, Jake tells him that

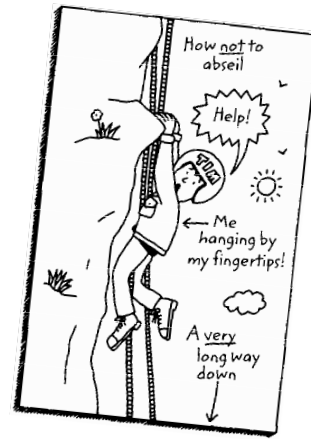
- a) ... he will be safe if he grabs the rope.
- b) ... he needs to look down to grab the rope.
- c) ... he will fall down if he doesn't grab the rope.

5 After Tim grabs the rope

- a) ... he walks down step by step.
- b) ... he can't move his legs.
- c) ... he walks up with little mouse's steps.

6 When Tim is at the bottom

- a) ... the other kids tell him that he is a good climber.
- b) ... he celebrates with the others.
- c) ... Jake asks him if he wants to do it again.



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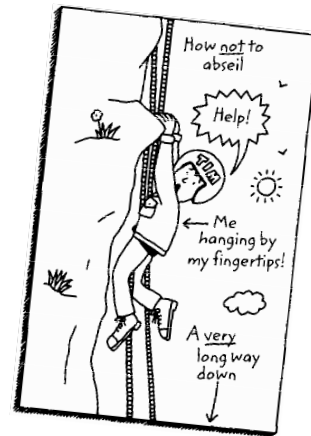
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