Resource Section

Vocabulary Action Sheets (VAS) mit Lösungen

Language Action Sheets (LAS)

Erfassungsbögen (1 A–G)

Kopiervorlagen (KV) 2–27

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	Definitions	Context	Instruments	Kinds of music	All about music	Pictures	The fourth word	German/ English
1	the time when you are young _____	October 3rd is a n_____ holiday in Germany.	 v_____	a kind of music from Jamaica r_____	a programme of music for many people c_____	the _____	sleep – I'm tired eat – _____ _____	schicken, senden m_____
2	loud modern music with drums and electric guitars r_____	What k_____ of music do you like?	 f_____	people's music, often different in different countries f_____ music	People come together to hear music at a f_____.	a _____	fly – flight mix – m_____e	Nett, dich kennen-zulernen. _____ ____ _____ _____.
3	He/She tells other people what work to do. b_____	The sun goes down in the _____ in the evening.	 _____	Blacks in the south of the US first played this music. j_____	a young person's word for 'concert' g_____	 s_____ d_____s	sing – a song _____ – the drums	Passt der Hut zur Jacke? Does the hat g_____ w_____ the jacket?
4	30 minutes _____ ____ hour	He's an international star. He sings a_____ o_____ the world.	 r_____	a dance that goes with rap music h_____ h_____	a young person's word for 'give a concert' d____ a _____	the _____	top – bottom _____ – south	Wart's ab! _____ _____ _____!
5	a place where people can eat and sleep cheaply h_____	When can we meet? – H_____ a_____ next Friday?	 _____	music by Mozart, Beethoven, etc. c_____ music	People play lots of different i_____ at a music festival.	 _____	left – right west – _____	Lies die Einführung zuerst. Read the _____ first.
6	between two or more countries int_____	Spain and Italy are in the s_____ of Europe.	 e_____ g_____	short name for 'Rhythm and Blues' _____	You learn or practise music in a group at a music wo_____.	 two h_____	rain – rainy west – w_____n	vier Komma zwei four p_____ two
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 every-body p_____	play music at a disco _____	 d_____	move – movement record – r_____g	eine geniale Idee a b_____ idea

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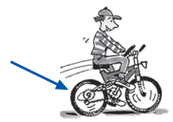
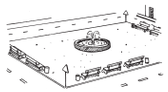
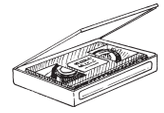
	Definitions	Context	Buildings and places	Transport	London Underground	The fourth word	Pictures	German/ English
1	opposite of mild s_____	They went to the studio to r_____ their new song.	 c_____	 _____ _____	another name for London Underground the T_____	UK, Germany – countries London, Berlin – ca_____	 _____	Tondatei _____ _____
2	a kind of spicy food c_____	Zugspitze is the _____est mountain in Germany.	 s_____	 _____	an all-day ticket for London _____	under 18 – child over 18 – _____	 w_____	Beförderung _____
3	a little street l_____	What's Asif's favourite d_____? – Chicken Biryani.	 c_____	 _____	a ticket to a place but not back _____ ticket	hot – cold spicy – _____	 q_____	Flugsteig _____
4	one time o_____	Thanks again. Love, Kim _____ See you on Wed.	 _____	 _____	get off one train and get on another train c_____	west – western centre – _____	 _____	dreimal pro Woche three times ____ week
5	not new, already used s_____-h_____	After the storm there were lots of apples on the g_____.	 par_____	 _____	Circle Central Underground l_____s	one time – once two times – _____	 _____	im Bus _____ the bus

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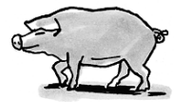
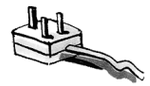
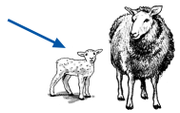
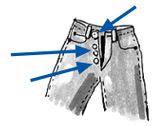
	Definitions	Context	Meat	Food	The fourth word	Animals and things	Pictures	German/ English
1	a series of art lessons an art c_____	Mum felt ill so we had to b_____ our journey for an hour.	meat from a cow _____	 p_____s	see – seen break –			Alltagskleider e_____ clothes
2	a very short time m_____	It was Jane's first flight. She was very ex_____.	meat from a lamb _____	 o_____	pets – pet shop bread – b_____			Igitt! _____!
3	part of a country, city or town a_____	Listen to the a_____! Our train is late.	 t_____	 v_____s	sun – sunny friend – _____	 _____	 f_____	realistisch _____
4	another word for trip j_____	Everyone was s_____ when Mike's dad died suddenly.	 po_____	 _____	go – went break – _____	 b_____s	 s_____s	Tatsache _____
5	the last part of a story e_____g	The dog ran ar_____ the park and played with the ball.	 st_____	 m_____s	stormy – storm dangerous – d_____	 _____	 _____ing	Wie komme ich voran? H_____ _____ ___ _____?

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	Definitions	Context	Pictures	Town and country	The fourth word	Media	German / English
1	another word for 'till' u_____	Can I use your computer? I have to write some ma_____s.	 _____	centre – central hill – _____	football, hockey – sports papers, radio, TV – m_____	You can install this sound on your mobile. _____	Ankunft _____
2	visit lots of different sites on the Internet s_____ the Internet	I don't know the answer but I'll try to g_____ it.	 m_____	 co_____	centre – central person – _____	You can read this information on your mobile. t_____ m_____	allgemein g_____
3	another word for 'friend' m_____	If the juice is too sweet you can m_____ it with water.	 r_____	 c_____	go – gone take – _____	use a mobile to write a message to sb. _____ sb.	Mix, Mischung _____
4	information for another person me_____	The journey to London t_____s about 2 hours.	 o_____ r_____	a street full of traffic, people, etc. a b_____ street	must – have to can – be _____ to	You send or get these messages in real time. i_____ _____s	Aussage, Feststellung s_____
5	very big h_____	Mum often p_____ me u___ after school.	 c_____	 c_____ p_____	come – go arrival – _____	copy sth. from the internet onto a computer d_____	elektronisch _____

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	Definitions	Pictures	Context	Opposites	What we do	The fourth word	German/ English
1	information about things that have just happened n_____	_____	Would you like a c_____ _____ tea?	healthy u_____	t_____ _____ lights when it is dark	argue – argument translate –	Das sind gute Nachrichten. Tha____ good _____.
2	This person hurts weaker people. b_____	a_____	Don't tell her about the present – it's a s_____.	happy sad / u_____	c_____ other people rude n_____s	central – centre beautiful –	mein Typ my _____
3	the most important teacher h_____ _____	_____	To turn on the TV just pr_____ the on/off button.	fair _____	l_____ doors when we leave the house	see – saw upset –	ein Klon a c_____
4	British school kids meet for this at the start of the day. A_____	_____	You have a test tomorrow? I hope it _____es w_____!	cool u_____	 up_____ people	no danger – safe danger –	aufgebracht, gekränkt wegen u_____ a_____
5	happy gl_____	_____	How can we get ac_____ that river?	tidy _____	l_____ u____ words in a dictionary	hot – cold friendly – rude/	Ich würde I _____
6	When you say sth. to help a person with a problem you give ad_____.	_____	How many guests are you ex_____ing?	turn on t_____ o_____	tr_____ words from German into English	feel – I've felt upset – I've _____	modisch, schick _____
7	building for local people in a town c_____ h_____	_____	The sun gives us li_____.	about ex_____	u_____ a door with a key and go in	sing – song mean – _____	Ist sie neidisch? Is she _____?

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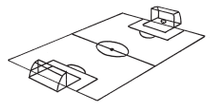
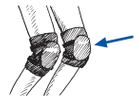
	Definitions	Football	Competitions and results	Pictures	What you need for sports	German/ English
1	practise for a sport t_____		win goals in a match s_____			sportlich
2	In this sport you run, jump or throw things. a_____	break in the middle of a football match _____ – _____	the last match in a championship			Meisterschaft
3	the time when you train t_____ s_____	 p_____	The f_____ s_____ was: Arsenal 4, Manchester 3.			Wettbewerb
4	not able to use part of your body dis_____	the first 45 minutes of a football match _____ _____	If a team doesn't score a goal, its score is n_____.	 h_____		gegen eine starke Mannschaft spielen play _____ a strong team
5	like something very much be m_____ a_____ something	a person who trains a football team c_____	Before you play in the final, you must win the _____ – _____.	 p_____	 r_____ s_____	fit
6	win against a person or a team b_____	the place where the goalkeeper stands	Olympic Games for disabled people			Medaille

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	Definitions	Context	Pictures	The fourth word	What we do	Irregular verbs	German/ English
1	club where young people can meet y_____ c_____	What _____ is your dad? – He's 39 years old.	 _____	man – male woman – _____	 _____ with other people	simple past of 'grow up' _____	nicht mehr n_____ a_____ m_____
2	say something in other words para_____	What does 'bell' m_____ in German?	 _____	think – I thought mean – I _____	 _____ rooms	simple past of 'fight' _____	Ist er daran interessiert? Is he _____ _____ it?
3	If you have this, you will enjoy your food. ap_____	What s_____ is the baby. Male or female?	 w_____	think – I've thought mean – I've _____	be_____ on horses _____	simple past of 'beat' _____	abschneiden c_____ o_____
4	an idea that you have in your head th_____	What's the new student li_____? – He's boring.	 q_____	girl – female boy – _____	re_____ our country in an international match	grow – He hasn't _____ up yet. He's still a child, really.	Leber, Niere, Kartoffelbrei l_____, k_____, m_____ potatoes
5	not real arti_____	We waited for hours and i_____ t_____ e_____ she came.	 a_____	go – went bet – _____	org_____ parties, trips	fight – Has your dog ever _____ with another dog?	Wohn-/Standort lo_____
6	a student who stays with a family in another country e_____ student	Breakfast and lunch are m_____.	 op_____	feel – a feeling hope – a _____	gr_____ u_____ in a family	beat – I've just _____ my sister at tennis.	Greif zu! / Bedien dich! _____ _____!

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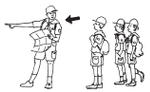
	Definitions	Pictures	Context	Opposites	What we do	The fourth word	Canada	German/ English
1	collect as many ideas as possible *b* _____	 *s* _____	Have you heard the *l* _____ news? Jane is dating Tim.	tight clothes _____ clothes	 _____ in rivers	go – went shoot –	Canada's coast is very long – about 250,000 *k* _____ *s*.	Es ist seine Schuld. It's his _____.
2	clothes that you wear under other clothes *u* _____	 _____	Help! The tiger has *e* _____ *d* from its cage!	do badly in a test do _____ in a test	 *c* _____ in fields	translation – translate revision –	 *g* _____ *h* _____ / *h* _____	ein zweitägiger Streik a _____ - _____
3	a piece of writing in a newspaper *ar* _____	 _____	Don't *b* _____ me. It wasn't my fault.	modern *o* _____ - *f* _____	 *c* _____ in summer	can – be able to may – be *al* _____ to	a small house, often made of wood *c* _____	eine strenge Kleider-ordnung a *s* _____ _____ *c* _____
4	part of a song that singers repeat _____	 _____	The ground is *w* _____ after rain.	baggy jeans _____ jeans	 *s* _____ at animals	teach – teacher cook – _____	 _____	Schmuck _____
5	This tells you what you have to pay for something. *b* _____	 _____	Call the police if you are the *v* _____ of thieves or robbers.	old-fashioned *m* _____	*c* _____ eggs red or green	record – recording spell –	 a pair of *sn* _____	Jagd _____
6	one part of a hundred *p* _____ *c* _____	 *st* _____	Somebody stole my bike *whi* _____ I was in the shop.	do well in a test do _____ in a test	*h* _____ *o* _____ with friends	1 km – 1,000 metres 1 metre – 100 _____	In winter, Canadians often go *sn* _____ *ing*.	Ich habe Ausgehverbot. I'm _____.
7	not later than 10 pm _____ 10 pm	 group *le* _____	You mustn't do that! It's against the *r* _____ *s*.	You mustn't do it! You *ma* _____ do it.	 *s* _____	1,000 – a thousand 1,000,000 – a _____	Sometimes they skate, or *s* _____ in the mountains.	sich gegenseitig angreifen *a* _____ *e* _____ *o* _____

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	Definitions	Context	Books and magazines	People	The fourth word	What we do	German/ English
1	a picture that somebody draws *dr*_____	What *r*_____ do you have in the play?	person who checks a writer's texts *e*_____		BE – film AE – *m*_____	*sk*_____ texts to get the main ideas quickly	Karriere
2	opposite of 'I like it best.' I like it _____.	Latisha's *in*_____*s* are music and football.	print and sell a book or magazine *pu*_____	 *a*_____	eat – eaten draw –	*pr*_____ cars, machines, etc. in factories	Das liegt bei dir. That's _____ _____.
3	AE word for holiday	Football is a *po*_____ sport in Germany.	one part of a magazine *sec*_____	 *c*_____	go –went draw –	*dr*_____ pictures	am meisten mögen *l*_____ *b*_____

	Definitions	Context	Books and magazines	People	The fourth word	What we do	German/ English
1	a picture that somebody draws *dr*_____	What *r*_____ do you have in the play?	person who checks a writer's texts *e*_____		BE – film AE – *m*_____	*sk*_____ texts to get the main ideas quickly	Karriere
2	opposite of 'I like it best.' I like it _____.	Latisha's *in*_____*s* are music and football.	print and sell a book or magazine *pu*_____	 *a*_____	eat – eaten draw –	*pr*_____ cars, machines, etc. in factories	Das liegt bei dir. That's _____ _____.
3	AE word for holiday	Football is a *po*_____ sport in Germany.	one part of a magazine *sec*_____	 *c*_____	go –went draw –	*dr*_____ pictures	am meisten mögen *l*_____ *b*_____

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	Definitions	Context	Instruments	Kinds of music	All about music	Pictures	The fourth word	German/ English
1	youth	national	violin	reggae	concert	United Kingdom	I'm hungry.	mail
2	rock	kind	fiddle	folk	festival	DJ	mixture	Nice to meet you.
3	boss	west	flute	jazz	gig	steel drums	play	go with
4	half an hour	all over	recorder	hip hop	do a gig	United States	north	Wait and see!
5	hostel	How about	saxophone	classical	instruments	keyboard	east	introduction
6	international	south	electric guitar	RnB	workshop	halves	western	point
7	half	keep ... touch	trumpet	pop	DJ	drum	recording	brilliant

Introduction

	Definitions	Context	Buildings and places	Transport	London Underground	The fourth word	Pictures	German/ English
1	spicy	record	circus	bus stop	Tube	capitals	wheel	sound file
2	curry	highest	square	lorry	Travelcard	adult	big wheel	transport
3	lane	dish	cathedral	tram	single	mild	queen	gate
4	once	PS	palace	ferry	change	central	airport	a (week)
5	second-hand	ground	parliament	taxi	lines	twice	video	on the bus

Unit 1A

	Definitions	Context	Meat	Food	The fourth word	Animals and things	Pictures	German/ English
1	course	break	beef	peas	broken	pig	plug	everyday
2	moment	excited	lamb	onion	bakery	turkey	butcher	Yuck!
3	area	announcement	turkey	vegetables	friendly	lamb	flash	realistic
4	journey	shocked	pork	butter	broke	buttons	signs	fact
5	ending	around	steak	mushrooms	danger	helmet	windsurfing	How am I doing?

Unit 1B

	Definitions	Context	Pictures	Town and country	The fourth word	Media	German/ English
1	until	mails	oil	hilly	media	ringtone	arrival
2	surf	guess	monitor	coast	personal	text message	general
3	mate	mix	rock	canal	taken	text	mix
4	message	takes	oil rig	busy	be able to	instant messages	statement
5	huge	picks ... up	ceilidh	car park	departure	download	electronic

Unit 2A

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	Definitions	Pictures	Context	Opposites	What we do	The fourth word	German/ English
1	news	rucksack	cup of	unhealthy	turn on	translation	That's ... news.
2	bully	anorak	surprise	unhappy	call ... names	beauty	type
3	head teacher	cup	press	unfair	lock	upset	a clone
4	Assembly	teddy	goes well	uncool	upset	unsafe	upset about
5	glad	microphone	across	untidy	look up	unfriendly	would
6	advice	bell	expect	turn off	translate	I've upset	trendy
7	community hall	scarf	light	exactly	unlock	meaning	jealous

Unit 2B

	Definitions	Football	Competitions and results	Pictures	What you need for sports	German/ English
1	train	goalkeeper	score	swimming trunks	skis	sporty
2	athletics	half-time	final	swimsuit	bat	championship
3	training session	pitch	final score	stadium	racket	competition
4	disabled	first half	nil	handball	saddle	against
5	mad about	coach	semi-final	pads	running shoes	fit
6	beat	goal	Paralympics	cup	sledge	medal

Unit 3A

	Definitions	Context	Pictures	The fourth word	What we do	Irregular verbs	German/ English
1	youth club	age	birdcage	female	fight	grew up	not any more
2	paraphrase	mean	profile	meant	enter	fought	interested in
3	appetite	sex	webcam	meant	bet	beat	cut off
4	thought	like	quay	male	represent	grown	liver, kidney, mashed potatoes
5	artificial	in the end	ambulance	bet	organize	fought	location
6	exchange	meals	operation	hope	grow up	beaten	Help yourself!

Unit 3B

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	Definitions	Pictures	Context	Opposites	What we do	The fourth word	Canada	German/ English
1	brainstorm	stomach	latest	baggy	fish	shot	kilometres	fault
2	underwear	fork	escaped	well	camp	revise	go hunting/ hunt	two-day strike
3	article	teaspoon	blame	old-fashioned	canoe	be allowed to	cabin	strict dress code
4	chorus	knife	wet	tight	shoot	cook	canoe	jewellery
5	bill	spoon	victim	modern	colour	spelling	snowshoes	hunt
6	per cent	stage	while	do badly	hang out	centimetres	snowshoeing	grounded
7	by	leader	rules	may	smoke	million	ski	attack each other

Unit 4

	Definitions	Context	Books and magazines	People	The fourth word	What we do	German/ English
1	drawing	role	editor	photographer	movie	skim	career
2	least	interests	publish	artists	drawn	produce	That's up to you.
3	vacation	popular	section	captain	drew	draw	like best

Unit 5

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REVISION The simple past
Wiederholung Die einfache Form der Vergangenheit

➢ *p. 15*

■ **1a** *Find the sentences in **4** (p. 15) and complete them.*

*Finde die Sätze in **4** (S. 15) und vervollständige sie.*

I _____ some nice kids at the festival.

We _____ in London yesterday.

We _____ the Tower in the afternoon and _____ Tower Bridge.

This morning we _____ on the London Eye.

■ **1b** *Underline the **regular** simple past forms with a **blue** pen and the **irregular** simple past forms with a **red** pen.*

*Unterstreiche die **regelmäßigen** Simple past-Formen mit einem **blauen** Stift und die **unregelmäßigen** mit einem **roten** Stift.*

■ **2** *Which **time phrases** can you often find in simple past sentences? Underline them. Which time phrases don't you use with the simple past? Cross them out.*

*Welche **Zeitangaben** kannst du oft in* Simple past-*Sätzen finden? Unterstreiche sie. Welche Zeitangaben benutzt man nicht mit dem* Simple past*? Streiche sie durch.*

yesterday • tomorrow • last summer • three weeks ago • next week • last year • in 2007

■ **3** *Can you complete the rule now?*

Kannst du jetzt die Regel vervollständigen?

You use the s_____ p_____ for actions that happened in the p_____.

Simple past sentences often tell you w_____ something happened *(yesterday, last Friday, ...)*.

Man benutzt das s_____ p_____ für Handlungen in der V_____.

Simple past-Sätze sagen oft aus, w_____ etwas geschah.

■ **4a** *Look at the following sentences. Two of them are in the simple past. Tick them.*

Sieh dir die folgenden Sätze an. Zwei von ihnen stehen im Simple past*. Kreuze sie an.*

(1) ☐ Robert met Asif at the festival in Birmingham.
(2) ☐ His parents haven't met Asif yet.
(3) ☐ The Smiths took the train from Birmingham to London.
(4) ☐ Robert has always wanted to see Buckingham Palace.

■ **4b** *And what is the name of the tense in the other two sentences? Do you remember? (If not, go to Language Action Sheet 1B.)*

Und wie heißt die Zeitform in den anderen beiden Sätzen? Erinnerst du dich? (Wenn nicht, gehe zu Language Action Sheet 1B.)

Sentences _____ and _____ are in the _____ _____.

■ **5** *Now look at Grammar File **1a** on p. 143.*

*Schau dir jetzt Grammar File **1a** auf S. 143 an.*

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REVISION The present perfect
Wiederholung Das *present perfect*

➢ *p. 16*

■ **1** *Find the sentences in **5** (p. 16) and complete them.*

*Finde die Sätze in **5** (S. 16) und vervollständige sie.*

_____ you ever _____ to Bangladesh?

_____ to France?

I'___ _____ there twice.

I'___ _____ curry before. But I'___ never _____ Bangladeshi food.

■ **2** *Look at the words and phrases in the box. Which of them can you often find in present perfect sentences? Underline them. Which of them don't you use with the present perfect? Cross them out.*

Sieh dir die Wörter und Wendungen im Kasten an. Welche davon kannst du oft in Present perfect-*Sätzen finden? Unterstreiche sie. Welche davon benutzt man nicht mit dem* Present perfect? *Streiche sie durch.*

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

■ **3a** *Can you complete the rule now?*

Kannst du jetzt die Regel vervollständigen?

You use the p_____ p_____ to say **that** something has happened,

but present perfect sentences **don't** tell you w_____.

Man benutzt das p_____ p_____, um zu sagen, **dass** etwas geschehen ist,

aber Present perfect-Sätze sagen **nicht** aus, w_____.

■ **3b** *Which is correct: **a** or **b**?*

*Was ist richtig: **a** oder **b**?*

If you want to **say that** something has happened or **ask if** something has happened, you use

a the present perfect.
b the simple past.

■ **4** *And you? Look at the box: Have you ever tried …? Complete the sentences.*

Und du? Schau dir den Kasten an: Hast du schon mal … probiert? Vervollständige die Sätze.

I've _____.

But I _____ n't _____ yet.

Indian food • crocodile • Chinese food • English food • kangaroo • Spanish food

■ **5** *Now look at Grammar File **1b** on p. 143.*

*Schau dir jetzt Grammar File **1b** auf S. 143 an.*

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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.*

If I _____ you, I'_____ them, Katrina.

If people _____ you names, you _____ be upset.

If they _____ me names, I _____n't _____.

If you _____ in my class, the 'Beauties' _____ _____ nice to you.

■ **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? Complete the rule:*

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? Vervollständige die Regel:

***if*-clause:** If people called you names, …	**main clause:** …, you would be upset.
tense: _____ _____	_____ + inf _____

■ **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.
If Katrina **wouldn't live / didn't live** on Hoy, she **saw / would see** Latisha more often.
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 **3b** on pp. 144.*

*Schau dir jetzt Grammar File **3b** auf S. 144 an.*

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Relative clauses

Relativsätze

➢ *p. 54*

■ **1a** *Find the sentences in **1** and **2** (p. 54) and complete them.*

*Finde die Sätze in **1** und **2** (S. 54) und vervollständige sie.*

Who's Philipp? – The German boy _____'s staying with us.

I wanted a girl _____ plays footie and we got a boy _____ hates footie.

It's a chicken _____ _____ my grandma made. She was from Trinidad.

And are there _____ _____ you don't like?

■ **1b** *Draw a red box round the relative pronouns **w**_____ and **t**_____.*

*Male ein rotes Kästchen um die Relativpronomen **w**____ und **t**_____.*

■ **1c** *Which word does the relative pronoun refer to? Look at the following example first, then go back to the sentences in **1a** and draw arrows.*

*Auf welches Wort bezieht sich das Relativpronomen? Sieh dir erst das folgende Beispiel an, dann gehe zurück zu den Sätzen in **1a** und zeichne Pfeile.*

It's a kind of meat (that) some people don't like.

■ **1d** *Complete the rule:*

Vervollständige die Regel:

You use _____ for people and _____ for things.

■ **2a** ***Who*** *or* ***that****?*

Who *oder* ***that****?*

Footie_girl is the name _____ Latisha uses on the internet.

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

Manchester United is the team _____ Latisha likes.

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

■ **2b** *Look at the example and complete the definitions: Fill in **who** or **that** and draw lines.*

*Sieh dir das Beispiel an und vervollständige die Definitionen: Setze **who** oder **that** ein und zeichne Linien.*

Stewed chicken is a dish	that	explains things to students.
A teacher is a person	_____	lives with another family for some weeks.
An exchange student is a student	_____	comes from Trinidad.
Maths is a subject	_____	many students find difficult.

■ **3** *Now look at Grammar File **4** on p. 145.*

*Schau dir jetzt Grammar File **4** auf S. 145 an.*

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Modals and their substitutes

➢ *p. 70*

Modale Hilfsverben und ihre Ersatzverben

■ **1a** *Find the sentences in **1** (p. 70) and complete them. Then write down the infinitives on the right.*

*Finde die Sätze in **1** (S. 70) und vervollständige sie. Dann schreibe die Infinitive rechts hin.*

		Infinitive:
Emily:	I _____ ____ go to bed very early on school nights.	(to) _____ to do sth.
Ashley:	But I _____ ____ talk to my friends.	
Emily:	My friends _____ _____ ____ watch TV …	(to) be _____
Ashley:	I'm not _____ ____ use the house phone.	to do sth.
Sam:	I'm not _____ ____ colour my hair.	

■ **1b** *Complete the chart.*

Vervollständige die Tabelle.

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

■ **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. Be careful – use the correct verb forms.*

Vervollständige diese Sätze. Sei vorsichtig – verwende die richtigen Verbformen.

I wanted to go to the cinema with Josie last night, but I wasn't _____ to („nicht dürfen")

because I _____ („müssen") write an essay.

The last Maths test was hard. I wasn't _____ to („nicht können") do some of the exercises.

■ **3** *Now look at Grammar File **5** on p. 146.*

*Schau dir jetzt Grammar File **5** auf S. 146 an.*

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Reflexive pronouns
Reflexivpronomen

➢ *p. 71*

■ **1a** *Find the sentences in **3** (p. 71) and complete them.*

*Finde die Sätze in **3** (S. 71) und vervollständige sie.*

I agree. My brother bought _____ some new jeans.

I often ask _____ the same question.

They can only blame _____ if teachers are strict.

■ **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**	ourselves
you	yourself	**you**	_____
he	_____	**they**	_____
she	_____		
it	_____		

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

Vervollständige die Sätze mit den richtigen Reflexivpronomen.

We don't have time to look at _____ in the mirror.

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

The cat sat on the sofa and cleaned _____.

■ **3** *Do you need a reflexive pronoun? (You can look at Grammar file 6 on p. 147 if you need help.)*

Brauchst du ein Reflexivpronomen? (Du kannst im Grammar file 6 auf Seite 147 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.

Mum can't remember _____ where she left her keys.

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

■ **4** *Now look at Grammar file **6** on p. 147.*

*Schau dir jetzt Grammar File **6** auf S. 147 an.*

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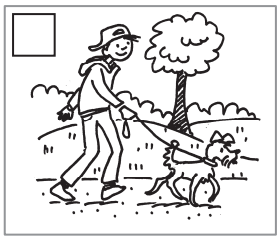
1A KV Erfassungsbogen 1 – Listening: Answering machines

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.*

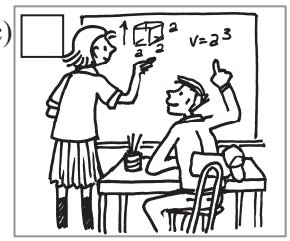
Tipp: Multiple-Choice-Aufgaben
Schau alle Lösungsmöglichkeiten genau an, bevor du dich für die beste entscheidest.

Message 1

1 *Where is Michael?*

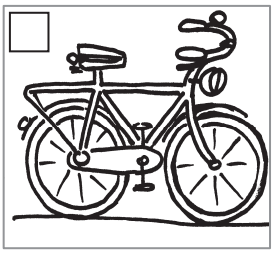
a) ☐ 

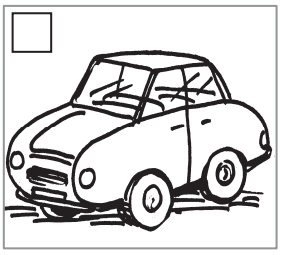
b) ☐

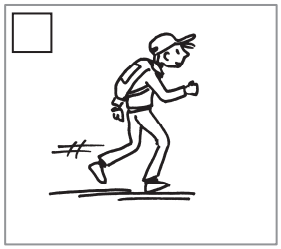
c) ☐ 

d) ☐

2 *How is Michael getting home?*

a) ☐ 

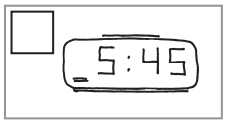
b) ☐ 

c) ☐ 

d) ☐

3 *When will Michael be home tonight?*

a) ☐

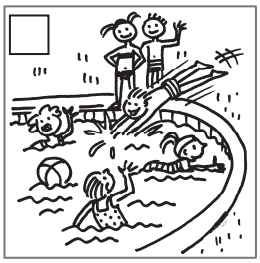
b) ☐ 

c) ☐

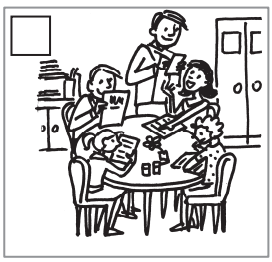
d) ☐

Message 2

1 *Where is Kathy going this afternoon?*

a) ☐ 

b) ☐

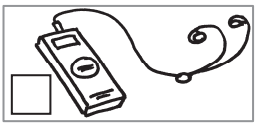
c) ☐ 

d) ☐

2 *What is Kathy buying?*

a) ☐

b) ☐

c) ☐ 

d) ☐

Punkte: 5 ☐ *Mehr Übungen ▸ WB D2 2 (p. 16) • WB D2 18 (p. 40)*

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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

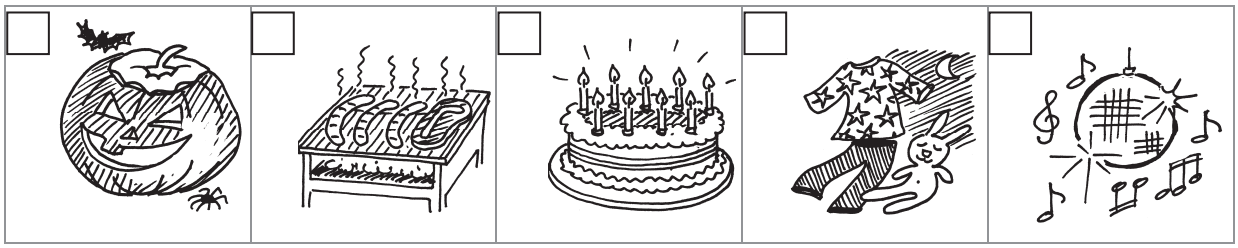
Why not stay overnight at a friend's house?

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 ☐

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 ☐ *Mehr Übungen ▶ WB D2 15 (p. 23) • WB D2 9 (p. 34) • WB D2 12 (p. 49)*

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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 ☐

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 ☐

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 ☐

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 ☐ *Mehr Übungen ▶ WB D2 1 (p. 16) • WB D2 14 (p. 37) • WB D2 6 (p. 58)*

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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

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.*

Ask at least six questions to find out more about these people.

You can ask him/her about:
- 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?
- …

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 …

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.

Answer the reporter's questions. You can use the pictures and words below in your answers.

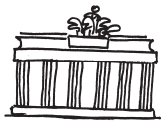
3 *You're a German student from a small town or village.*
You're on a class trip in Berlin.

Answer the reporter's questions. You can use the pictures and words below in your answers.

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.*

Answer the reporter's questions. You can use the pictures and words below in your answers.

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		
	ice bear Knut			

Mehr Übungen ▶ WB D2 19 (p. 13)

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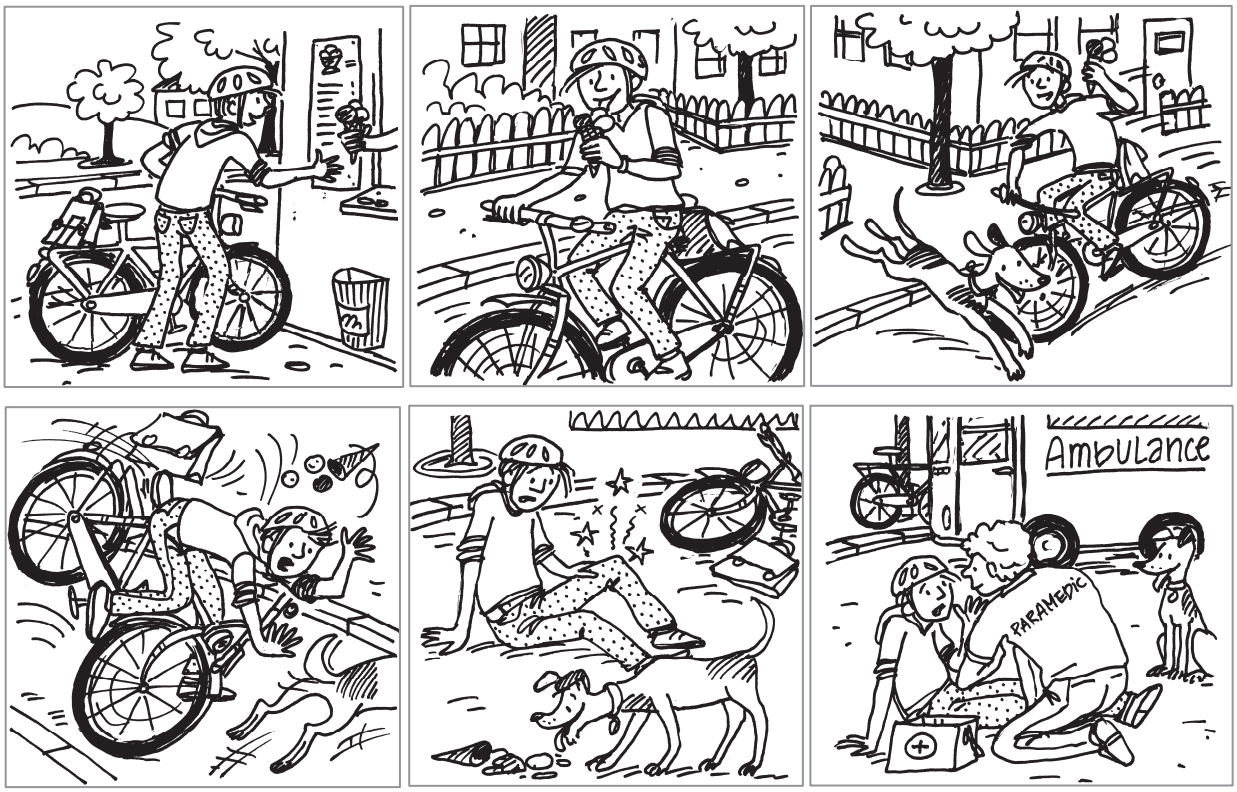
You only have to do <u>one</u> writing task. Choose between task **A** *or* **B**.

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!

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

Denk dran!
Geschichten schreibst du im *simple past*.

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 D2 Activity Page 2 • WB D2 9 (p. 8) • WB D2 10 (p. 9) • WB D2 14 (p. 63)

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1G KV Auswertungsbogen

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

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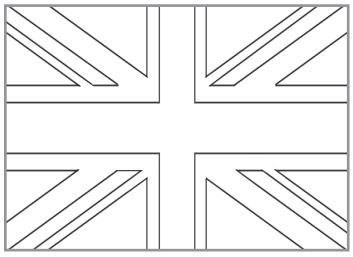
1 *Colour England light yellow, Scotland light orange, Wales light blue and Northern Ireland pink. Label the parts.*

2 *Label the capitals (London, Edinburgh, Cardiff and Belfast). Use a map.*

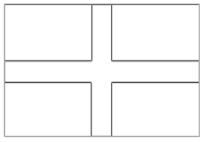
3 *Label Ireland and its capital Dublin.*

4 *Label Birmingham.*

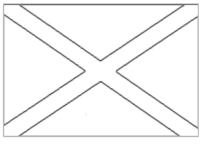
5 *Colour the flags, cut them out and stick them onto the parts.*



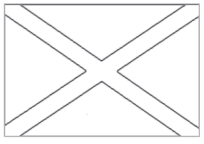
Union Flag



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

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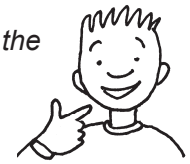
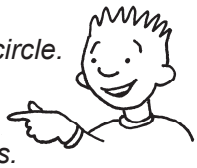
Lösung zu 5: England – St George's Cross; Ireland – St Patrick's Cross; Scotland – St Andrew's Cross; Wales – The Red Dragon.

3 KV You and music

1 *Look at the questions in the table. Make notes about yourself.*



2 *Stand or sit in a double circle. Ask three different partners the questions from* **1**. *Take notes about your partners.*



	Me	**…**	**…**	**…**
What are your favourite bands or singers?				
When and where do you listen to music?				
Do you sing? When? Where?				
What instruments do you like?				
Do you play an instrument?				

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

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

instruments

drums • electric guitar • flute • guitar • keyboard • piano • saxophone • trumpet • violin • …

3 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 …)

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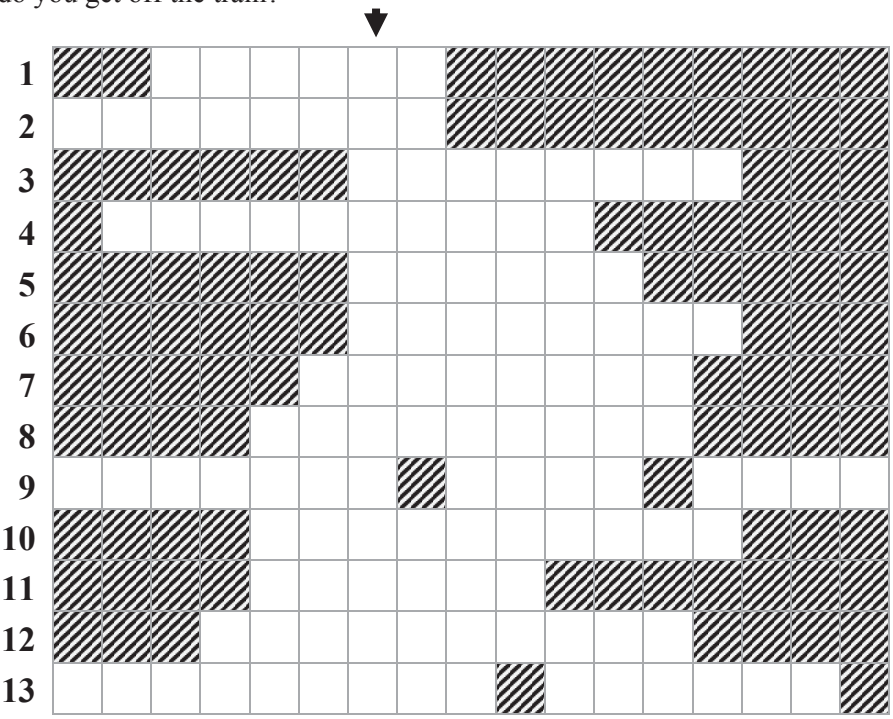
Use the Central London Tube map in your book, p. 14. Enjoy the quiz!

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 Look at the map of London in your book, p. 17. You want to go to Charing Cross Road. Where do you get off the train?



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			
L	E	I	C	E	S	T	E	R		S	Q	U	A	R	E	

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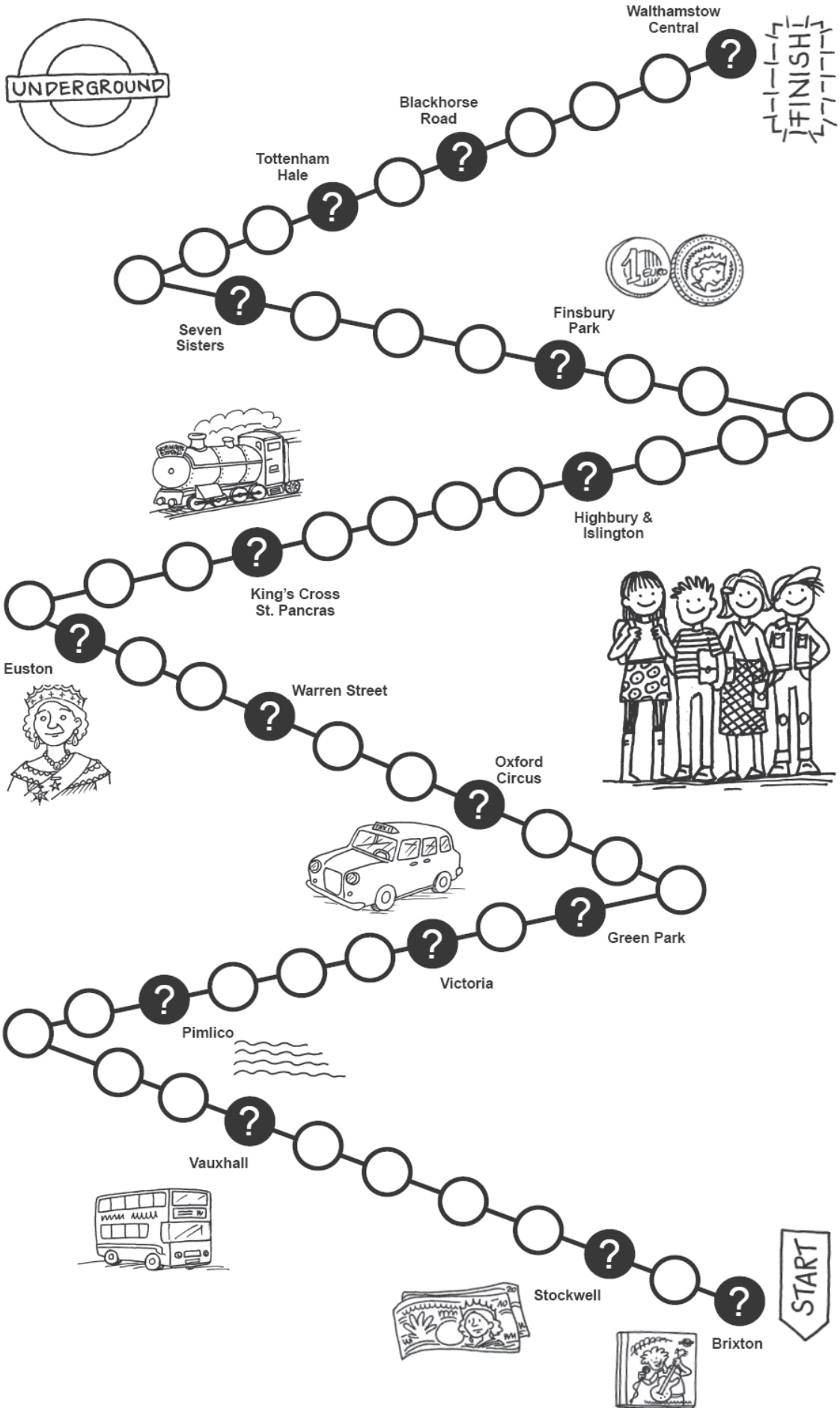

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6 B KV The Victoria Line game

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

Control chart: Brixton: How much is this CD? • Stockwell: a • Vauxhall: d • Pimlico: a • Victoria: b • Green Park: c • Oxford Circus: b • Warren Street: Does the picture look like your teacher? • 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.

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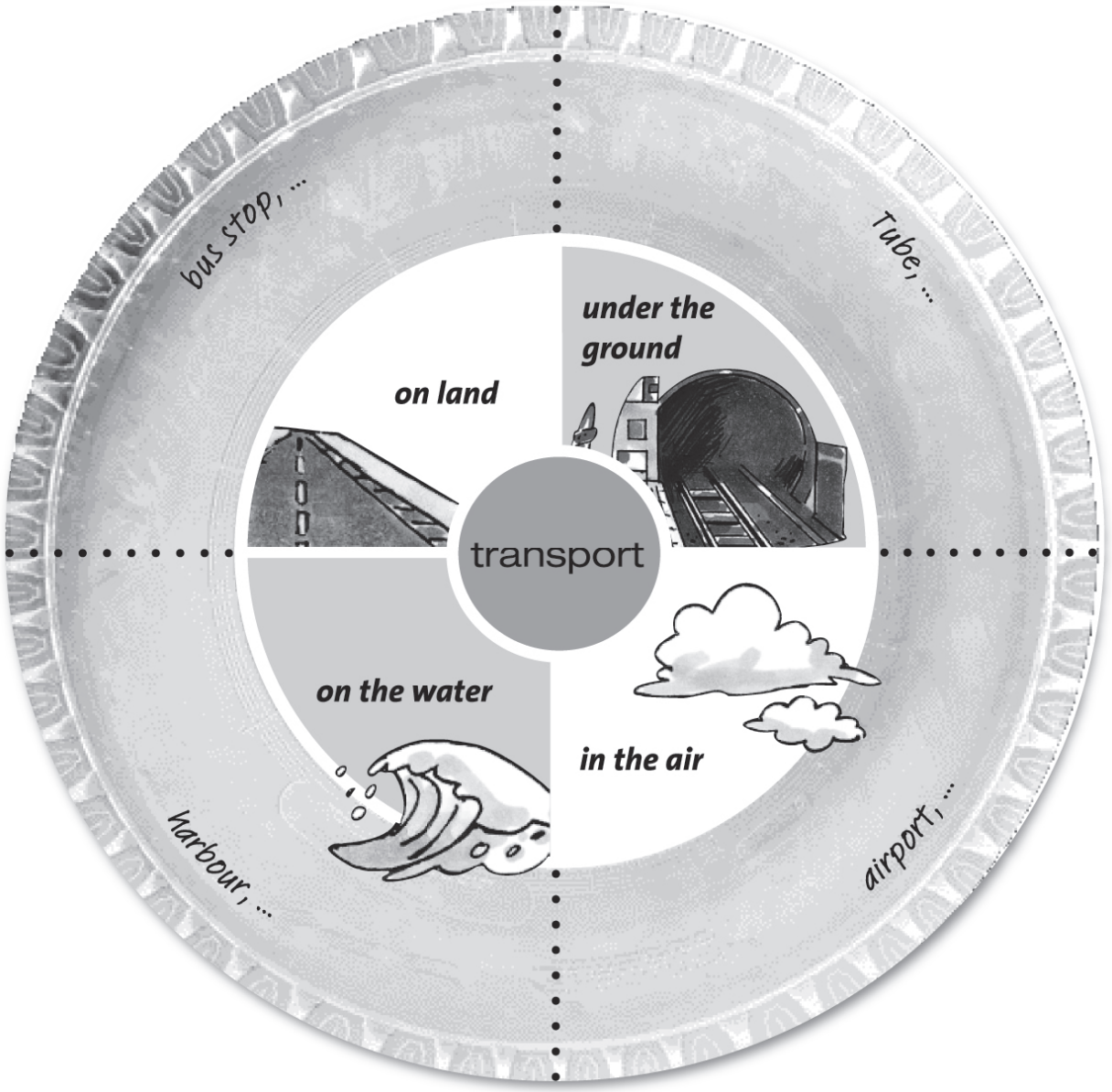
a) *Choose words from the box and put them in the wheel.*
You can use some words more than once. Some of the words are new (e.g. +airport).

+airport • bike • boat • bus • +bus stop • car • driver • +ferry • +gate • harbour • helicopter • line • +lorry • plane • road • river • sea • ship • street • station • +taxi • ticket • train • +tram • Travelcard • Tube • map • tunnel • …

Extra *Add more words if you can.*



b) *Write the verbs and prepositions from the box into your exercise book.*
Find words from ***a)*** *to go with them. Check in the Dictionary.*

arrive at • ask for • change to • get off • get on • go by • wait at

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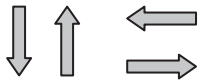
8 KV Writing a postcard

1 *Follow the words to make sentences. Draw arrows.* 

a great time in Italy.	The weather is good,	so we can go to the beach.	I go swimming in the sea,
I'm having	near the beach.	Our hotel is	because the water is warm.
Dear Emily,	We often play beach volleyball	with some Italian kids.	Yesterday we visited
See you soon, …	Rome.	Next week we are travelling to	an old castle.

2 *Write your postcard.*

Dear Emily,

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1 *Read the text up to line 33 (in the year 1666) and tick the correct answer.*
Robert and Asif play …

a) a funny game about London in the past. ☐

b) an experimental game about London in the past. ☐

c) an experimental game about the Romans in London. ☐

d) a game about London for adults only. ☐

2 *Who said what? Robert or Asif?*

a) 'In virtual reality games you think you're really there.'
b) 'Virtual reality games are cool.'
c) 'I've never played a virtual reality game.'
d) 'Romans in London – that's not very interesting.'
e) 'The game about the Great Fire is OK.'
f) 'I don't know how to start the game.'

3 *Read the rest of the text and tick the correct answer:*

a) Robert and Asif first like the game but later they run away. ☐

b) Robert and Asif think the game is a lot of fun. ☐

c) Robert and Asif first like the game but later they want to stop it. ☐

d) Robert and Asif don't like old London, with its dark streets, angry people and rats. ☐

4 *Complete the sentences with the following words. There are two more than you need.*

lots of things • the game • the walls • the red sky • the helmets • the fire • the two boys • the rats • the plug • the Tower

a) The two boys are in the London of the past and can see _____.

b) The people in the streets run away with _____.

c) Robert's shoes get dirty and he doesn't like _____.

d) The people stop and look at _____.

e) Asif and Robert want to stop _____.

f) They can't find _____.

g) They can feel _____.

h) The Londoners want to stop the boys because they think they started _____.

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Lösungen: 1 b) • **2** a) – A, b) – R, c) – R, d) – A, e) – R, f) – R • **3** c) • **4** a) the red sky, b) lots of things, c) the rats, d) the two boys, e) the game, f) the plug, g) the walls, h) the fire

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 *Write the following places on your map:*

a) *Hoy, Mainland and Kirkwall*
b) *Lyness and Houton*
c) *Edinburgh and Ben Nevis*

Use a blue pen for islands, a green pen for mountains, and a red pen for towns and cities. The maps on pages 30 and 43 and on the inside cover of your book can help you.

3 *Draw Katrina's journey to school.*

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1 *What media do you use?*
What do you use them for?
Fill in the chart for yourself (✓).

2 *Talk to two partners.*
Add their answers to your chart in different colours.

Do you make phone calls on a mobile?

Yes, I do. / No, I don't.

3 *Answer your partners' questions.*

Do you do homework on a computer?

Mobile phone	yes	no	Computer	yes	no
- make phone calls			- do homework		
- send text messages to family			- play games		
and mates					
- take photos			- surf the internet		
- make videos			- download or mix music		
- listen to music			- chat or send instant messages		
- download logos			- talk over the internet		
- download ringtones			- send e-mails		

4 **Extra** *Do you use any other media? What do you use them for? Add them to your chart.*

5 *Report to the class about your group:*

Everybody Nobody	makes calls mixes music	on a mobile. on a computer.
Only one student	downloads logos sends e-mails	on a mobile.
Two students	play games chat	on a computer.

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Scotland Express Edinburgh – Dunfermline – Perth – Pitlochry – Aviemore – Inverness

Monday to Friday

	Service Number	M91	M90	M90	M91	M90	M91	M90	M90	M91	M90	M91	M90
EDINBURGH dep	Bus Stn. St Andrew Square	0655	0900	1040	1200	1300	1415	1440	1500	1605	1630	1900	2050
Forth Road Bridge	Tolls	↓	0923	↓	1223	1323	↓	↓	1523	↓	↓	1923	↓
Dunfermline	Bus Stn.	0730	0939	↓	1239	1339	↓	↓	1539	1648	↓	1939	↓
Kinross	Park & Ride Car Park	0751	1001	1125	1301	1401	1500	1525	1601	1711	1715	2001	2135
Perth	Edinburgh Road	0820	1028	↓	1330	1430	↓	↓	1630	1738	↓	2030	↓
PERTH arr	Leonard Street Bus Stn.	0821	1031	1200	1331	1431	1520	1600	1631	1741	1735	2031	2210
PERTH dep	Leonard Street Bus Stn.	-	1035	1205	-	1435	-	1605	1635	-	1740	-	2215
PITLOCHRY arr	Fishers Hotel	-	1119	↓	-	1519	-	↓	1719	-	↓	-	↓
PITLOCHRY dep	Fishers Hotel	-	1122	↓	-	1522	-	↓	1722	-	↓	-	↓
Newtonmore	Clan McPherson Museum	-	1214	↓	-	1614	-	↓	1814	-	↓	-	↓
Aviemore	Cairngorm Hotel	-	1242	↓	-	1642	-	↓	1842	-	↓	-	↓
Aviemore	Burnside Bus Stop	-	1244	↓	-	1644	-	↓	1844	-	↓	-	↓
Inverness	Bus Stn. Farraline Park	-	1325	1410	-	1725	-	1810	1925	-	2010	-	0020

Right or wrong?

1 All buses stop at Newtonmore.
2 The M90 goes to Inverness, the M91 goes to Perth.
3 If you leave Edinburgh at twenty to eleven, you'll be in Inverness at ten past two.
4 Some buses stop at Fishers Hotel in Pitlochry for three minutes.
5 The last bus leaves Edinburgh at ten to nine in the evening.
6 The M91 arrives at the bus station at St Andrew Square in Inverness.
7 If you take the 12 o'clock bus from Edinburgh, you'll be in Inverness at half past four.
8 The journey from Edinburgh to Inverness takes between three and a half and four and a half hours.
9 If you want to be in Perth at half past eight pm, you have to leave Edinburgh at seven.
10 There are two stops in Pitlochry.

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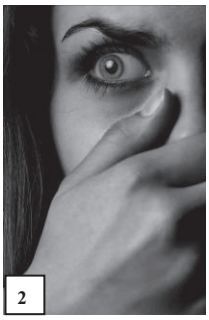
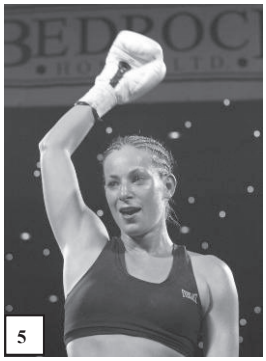
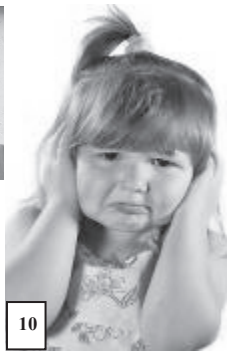
How do the people in the pictures feel? There are some ideas in the box.
Talk to your partner like this:

In the first/second picture the girl/boy/man/woman feels ... .
Maybe he/she has ... .
This person looks / seems to be … .
He/She is smiling / holding a … /…, so he/she must be … .
I'm not so sure, but maybe this girl/boy is feeling … .

sad • weak • happy • tired • upset • excited • nervous • proud • scared • angry







Taboo

1 *Get into groups of four students and make two teams.*
2 *Cut out the cards with the adjectives and put them face down on your desk.*
3 *Take a card and explain the word on it to your team partner. Don't use the taboo words. Then put the card face down on the desk again. You can describe the adjectives like this:*

When my cat died / When I forgot my homework / When …, I felt very … .
How do you feel when you …?

4 *Take turns and count the correct answers for each team.*

sad	angry	excited	happy
~~sad~~ happy	angry ~~upset~~	excited exciting boring	~~happy~~ sad unhappy
nervous	**tired**	**upset**	**proud**
nervous to be afraid	tired to sleep	upset angry	proud shy
scared	**weak**		
scared to be afraid	weak strong		

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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: _____

Glas glass; *für Marmelade o.Ä.* jar; ***ein ~ Orangensaft*** a glass of orange juice

Weg 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*

Brille glasses *Pl*; *Schutzbrille* goggles (⚠ *Pl Nomen*); *Klobrille* toilet seat; ***eine ~ zum Sehen*** a pair of glasses; ***eine ~ tragen*** wear* [weə] glasses

Marmelade jam; *Orangenmarmelade* marmalade

Himmel 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

Internet Internet, Net; ***im ~*** on the Internet *od.* Net; ***im ~ surfen*** surf the Internet *od.* Net (⚠ *im Englischen ohne Präposition*); ***etwas im ~ finden*** find sth. on the Internet; ***ans ~ angeschlossen sein*** be* connected to the Internet

kämmen **1** *Verb mit Obj* comb [kəʊm]; ***jn. ~*** comb sb.'s hair **2**: ***sie kämmte sich (die Haare)*** she combed her hair

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.

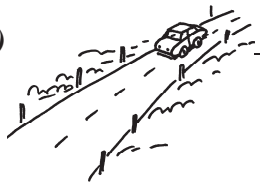
b) My English teacher needs a pair of glasses.

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

a)

_____

b)
_____

c) 
_____

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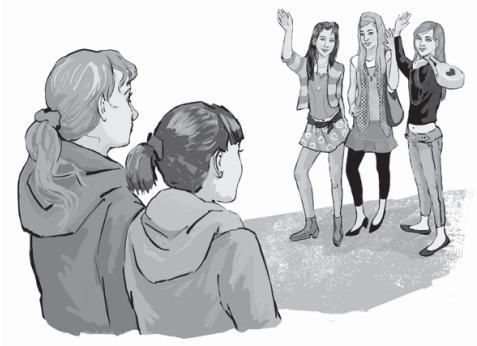

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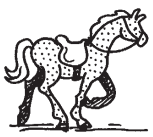
1 *There are 22 words for sports in this puzzle. If you're really good, you'll find at least 15 words.*

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

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

3 *Add the words for equipment and where you can do the sports. Use your book for help.*

Sports	Equipment	Where you do it
table tennis		



Lösung 1: badminton, football, tennis, running, American football, swimming, skating, riding, skiing, table tennis, basketball, cycling, dancing, hockey, judo, surfing, athletics, handball, volleyball, yoga, cricket
Lösung 2: badminton, running, American football, swimming, skating, riding, skiing
Lösung 3: table tennis bat, badminton racket, running shoes, helmet, swimming trunks (swimsuit), skates (and pads), saddle, skis; sports hall (2x), running track, stadium, pool, skate park, riding stable, ski slope

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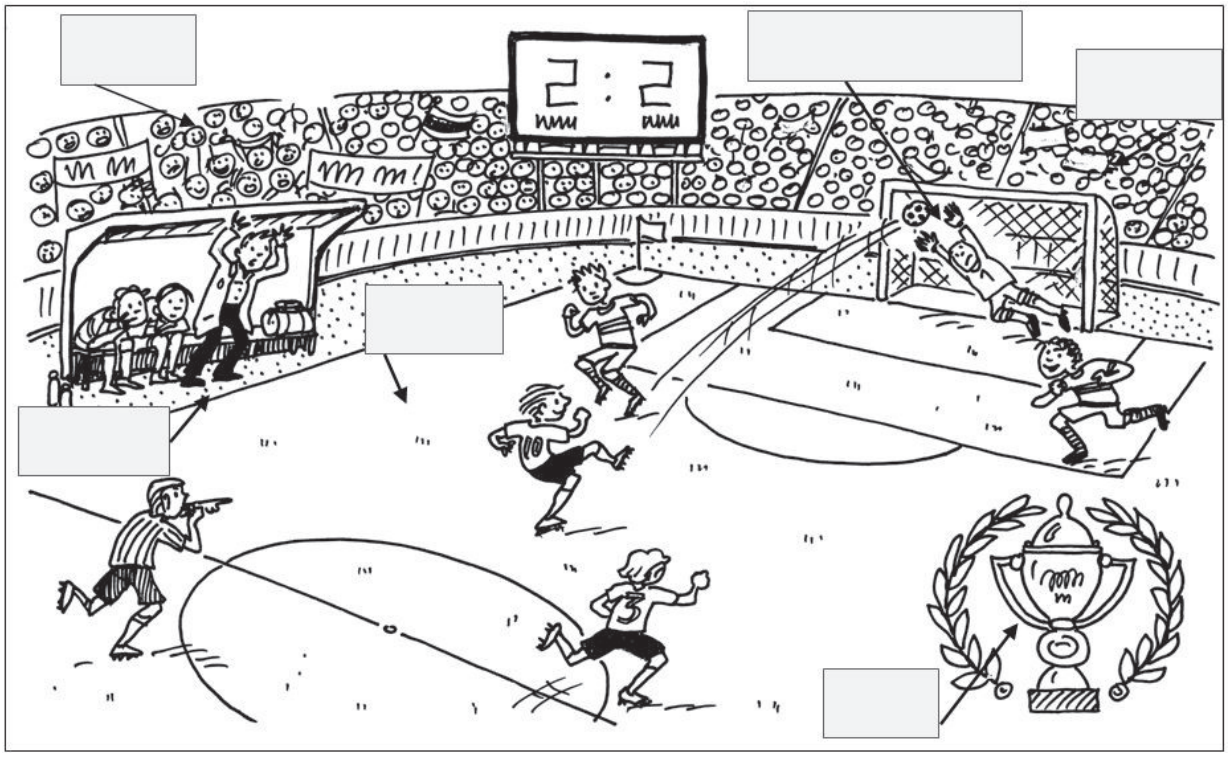
1 *Find the 13 football words hidden in this word snake.*

FTRAINING EFA ESEMI FINAL EPITCHERSTA DIUMRYSCORERGOAL
AECOACHNBEATCUPPGOALKEEPERALCHEERTAMATCH

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) I'm a Schalke supporter. I hope they'll _____ Bayern Munich.

d) Old Trafford is a famous _____ in Manchester. The Red Devils play there.

e) People say Liverpool's fans are the best. They _____ loudly.

f) Arsenal against Chelsea. That's always an exciting _____.

g) Wayne Rooney _____ all three goals for England.

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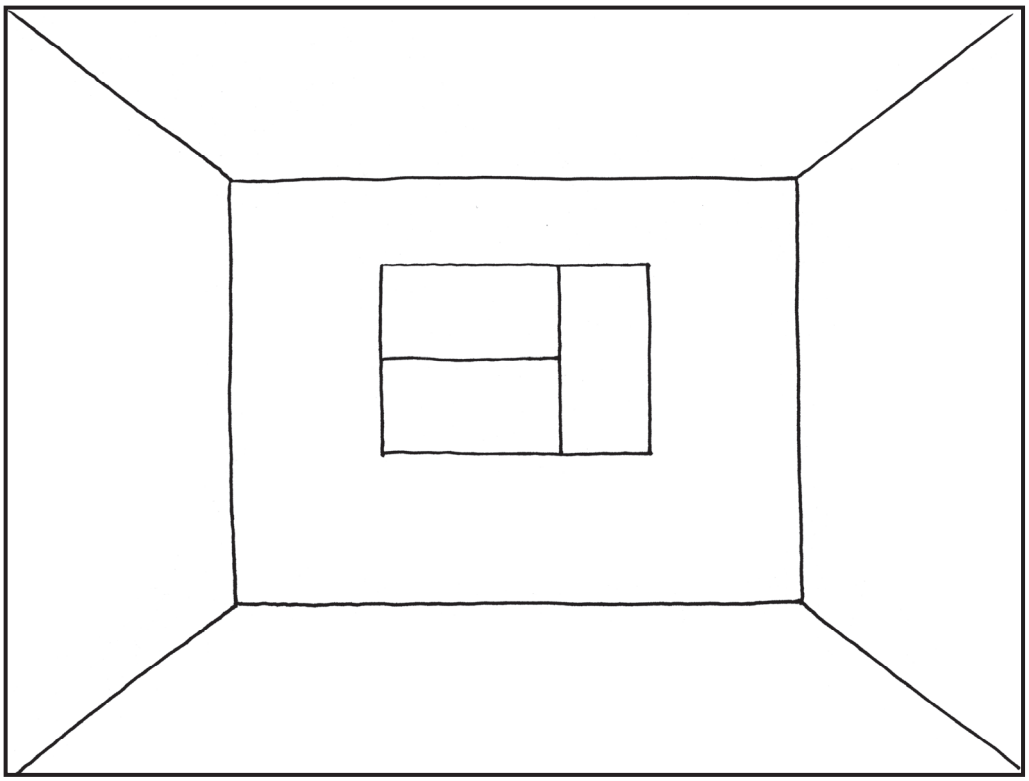


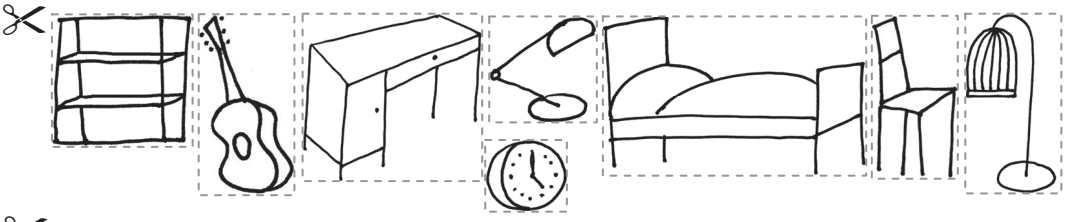
1 *Cut out the pictures. Take it in turns to read out the sentences in the boxes. Stick the pictures in the right place in your room. Partner A starts. Then look at p. 99 in your book and check your picture.*

Partner A

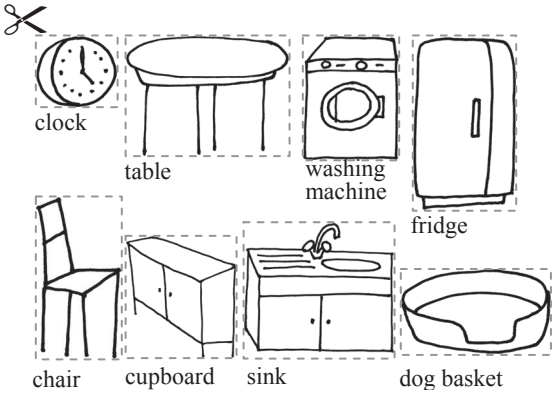
a The clock is on the wall on the left.
b The chair is on the left in the foreground.
c The lamp is on the desk.
d The guitar is on the floor between the birdcage and the chair.

Partner B

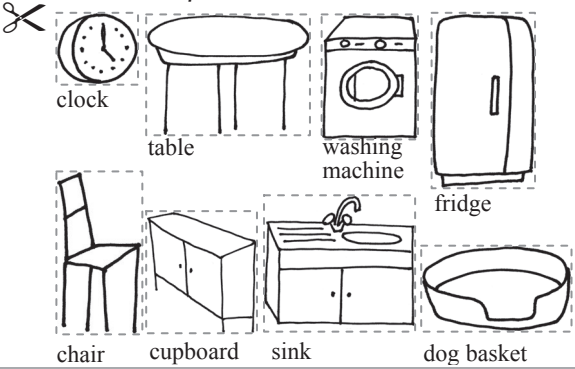
a The desk is on the left under the clock.
b The bed is under the window.
c The birdcage is in the middle in the foreground.
d The shelves are next to the window on the right.



2 Extra *Use a new copy of the empty room. Cut out the pictures. Stick them in the room. Write sentences about your room.*



3 *Read out your sentences to another pair. They have to stick the things in the right place in a new copy of the room. Check the picture.*



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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.*

(to) grow up • sledge • (to) fight • artificial • disabled • (to) represent • Paralympics • (to) cut off • (to) be mad about sth. • not (…) any more • ambulance • the Commonwealth

1 Young people from all over the world r_____ their countries at the music festival.
2 Many boys want to be football stars when they g_____ ____.
3 When you see an accident you have to call an _____.
4 If people aren't able to use part of their body they're d_____.
5 P_____ 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 Lucy doesn't live here _____. She's moved to Scotland with her family.
9 These flowers aren't real, they're a_____.
10 I _____ _____ the legs of my jeans to make a pair of shorts.
11 I love chocolate ice-cream! I'm really _____ _____ that stuff!
12 T___ _____ 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	sledge
aufwachsen	disabled
Krankenwagen	Paralympics
behindert	(to) cut off
Olympische Spiele für Sportler mit Behinderung	the Commonwealth
kämpfen	to be mad about sth.
Schlitten	to grow up
nicht mehr	to fight
künstlich	to represent
abschneiden	ambulance
verrückt nach/auf etwas sein	not (…) any more
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.

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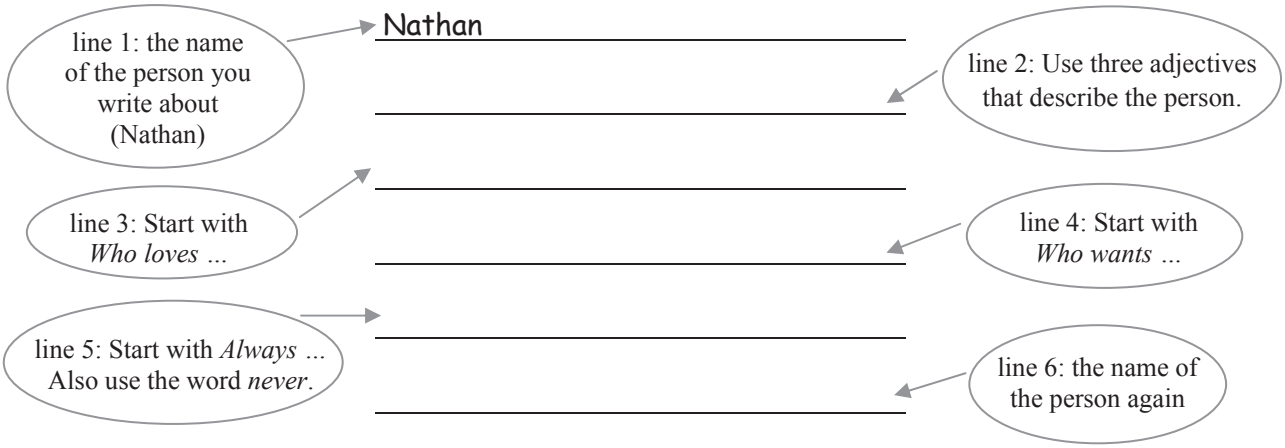
Write a poem about Nathan. You can choose one of the following patterns:

1 Bio Poem



2 Acrostic

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

N _____

A _____

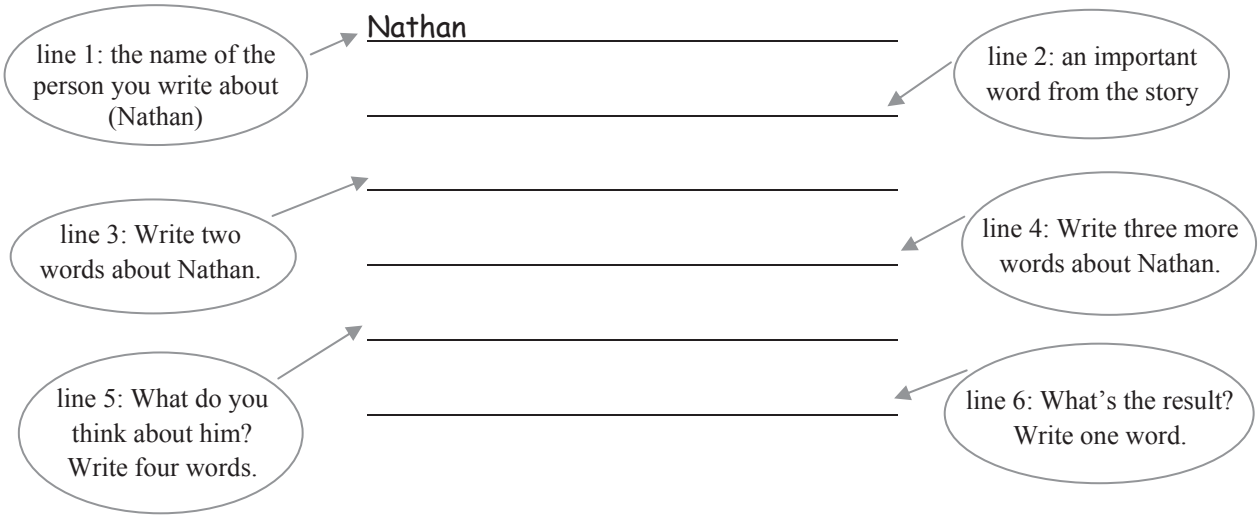
T _____

H _____

A _____

N _____

3 Elevenwordspoem



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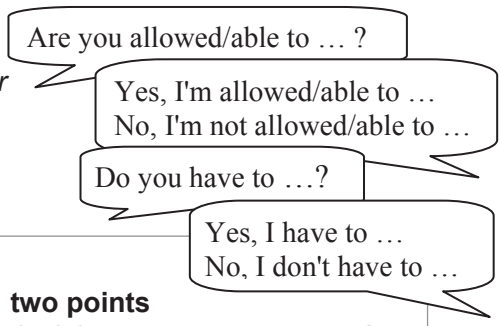
A game: Find out more about your classmates and what you and the others think of them!

What you need:
a group of 4 to 6 people
24 cards (see below)
a pen and a piece of paper

First steps:
Cut out the cards, mix them and put them down on the table so that you can't see the questions on them.
Choose somebody who will say if a sentence is complete and correct or not and who will make a note of every player's points.

How to play:

- *Somebody picks up the first card and reads it out loud, for example 'Who is allowed to watch horror films?'*
- *Everybody writes down the name of one person in the group who he/she thinks is allowed to watch horror films. You can also write down 'nobody'.*
- ***Important:** Don't show the others what you are writing!*
- *When everybody has finished, take turns asking the other players to hear if your guesses are right. You must talk in full and correct sentences.*
- *If you pick up a joker card you have to miss a turn or you get an extra point.*
- *Count your points. The person that you chose in the beginning writes them down.*
- *Pick up another card and start again.*



How to get points:
Your guess was right: **two points**
Your guess was the only right guess: **one extra point**
Not a full sentence / mistake: **minus one point**

Who has to help in the kitchen at home?	Who is allowed to go to concerts?	Who is able to play an instrument?	You have to miss a turn.
Who has to feed a pet?	Who is allowed to have parties at home?	Who is able to ride a horse?	You have to miss a turn.
Who has to clean the family car?	Who is allowed to sleep at a friend's house?	Who is able to cook a warm meal?	You have to miss a turn.
Who has to get up before 7 am for school?	Who is allowed to colour his/her hair?	Who is able to stay under water for two minutes?	You get an extra point.
Who has to walk to school?	Who is allowed to stay up till 11 pm?	Who is able to eat six hamburgers?	You get an extra point.
Who has to go to bed before 9 pm?	Who is allowed to phone as long as he/she wants?	Who is able to touch a snake?	You get an extra point.

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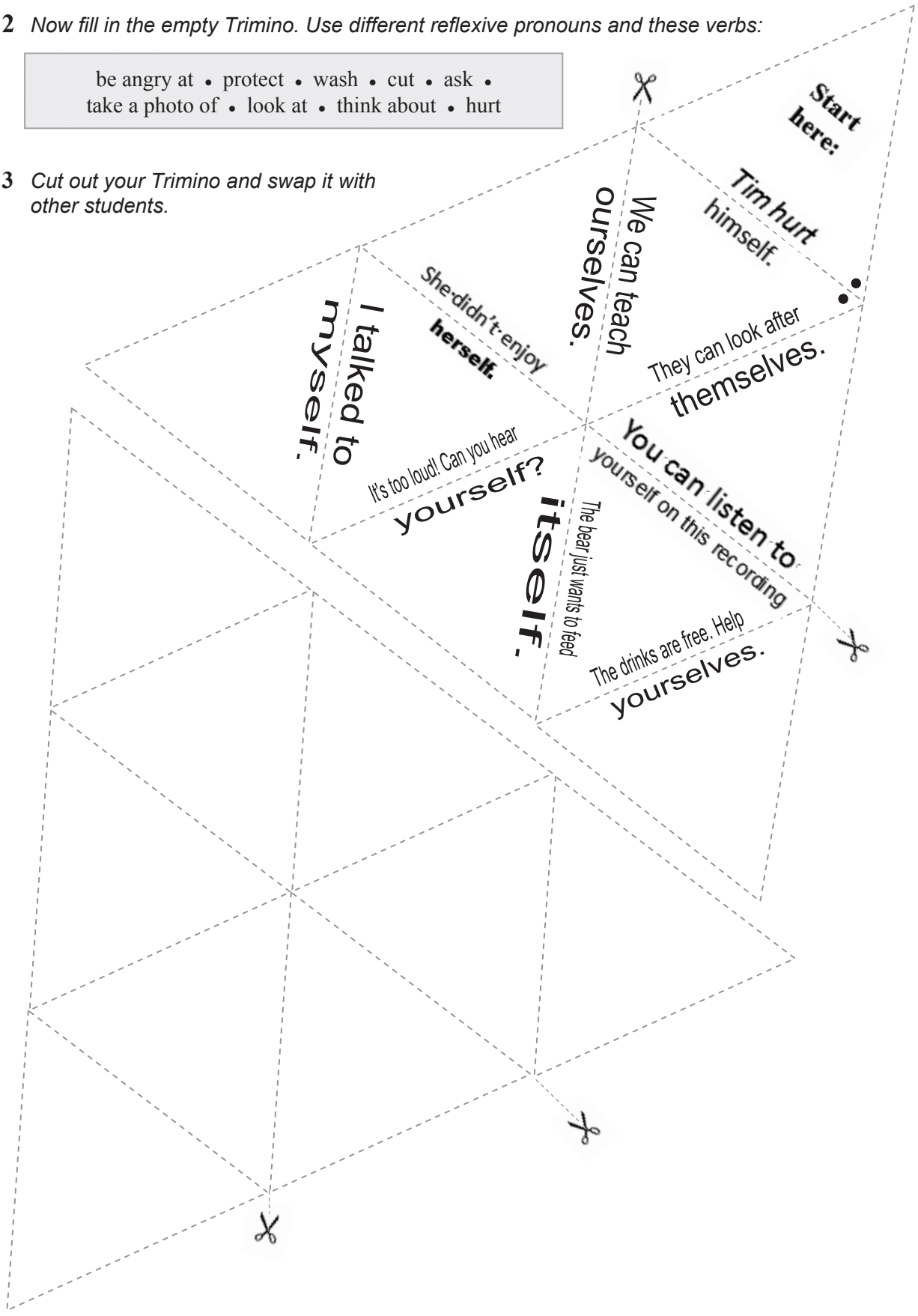
1 *Cut out the Trimino that has already been filled in and put it together again. Copy the sentences in your exercise book.*

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.*



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Listen to the song. Then fill in the gaps. Your partner has the same text with other gaps.
You can cut out the answers below and correct each other.

He was a boy, she was a girl. Can I make it any more obvious?
He was a punk, she did ballet. What more can I say?
He wanted her, she'd never tell. Secretly she wanted him as well.
But all of her friends stuck up their nose. They had a problem with his baggy clothes.

Chorus
He was a sk8er boi, she said see ya later boy, he wasn't good enough for her.
She had a pretty face but her head was up in space, she needed to come back down to earth.

Five years from now she sits _____ _____, feeding the baby, she's all alone.
She _____ _____ TV and guess who she sees. Sk8er boi rockin' up MTV.
She calls up her _____, they already know and they've all got tickets to see his show.
She tags along[1] and stands in the crowd[2], _____ _____ at the man that she turned down[3].

Chorus
He was a sk8er boi, she said see ya later boy, he wasn't good enough for her.
Now he's a _____, slammin' on his guitar.
Does your pretty face see what he's worth[4]?

Sorry girl, but you missed out[5]. Well tough luck[6] that boy's mine now.
We are more than just _____ _____. This is how the story ends.
_____ _____ that you couldn't see, see the man that boy could be.
There is more than meets the eye[7], I see the soul[8] that is inside.

He's just a boy, and I'm just a girl. Can I make it any more obvious?
We are in love[9], haven't you heard how we rock _____ _____'s world?

Chorus
I'm with the sk8er boi, I said see ya later boy. I'll be backstage after the show.
I'll be at a studio singing the song we _____ about a girl you used to know[10].

---

[1] *(to) tag along* sich jdm. anschließen
[2] *crowd* Menge
[3] *(to) turn sb. down* jdn. abweisen
[4] *worth* wert
[5] *(to) miss out* leer ausgehen
[6] *tough luck* Pech gehabt
[7] *than meets the eye* als auf den ersten Blick zu erkennen ist
[8] *soul* Seele
[9] *(to) be in love* verliebt sein
[10] *a girl you used to know* ein Mädchen, das du einmal kanntest

Lösung (A): at home – turns on – friends – looks up – superstar – good friends – too bad – each other – wrote

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23 B KV Sk8er boi (Avril Lavigne)

Listen to the song. Then fill in the gaps. Your partner has the same text with other gaps. You can cut out the answers below and correct each other.

He was a boy, she was a girl. Can I make it any more obvious?
He was a punk, she did ballet. What more can I say?
He wanted her, she'd never tell. Secretly she wanted him as well.
But all of her friends stuck up their nose. They had a problem with his baggy clothes.

Chorus
He was a sk8er boi, she said see ya later boy, he wasn't good enough for her.
She had a pretty face but her head was up in space, she needed to come back down to earth.

Five years from now she sits at home, feeding the _____, she's all alone.
She turns on TV and guess who she sees. Sk8er boi rockin' up _____.
She calls up her friends, they already know and they've all got _____ to see his show.
She tags along[1] and stands in the crowd[2], looks up at the _____ that she turned down[3].

Chorus
He was a sk8er boi, she said see ya later boy, he wasn't good enough for her.
Now he's a superstar, slammin' on his _____.
Does your pretty face see what he's worth[4]?

Sorry girl, but you missed out[5]. Well tough luck[6] that boy's mine now.
We are more than just good friends. This is how the _____ _____.
Too bad that you couldn't see, see _____ _____ that boy could be.
There is more than meets the eye[7], I see the soul[8] that is inside.

He's just a boy, and I'm just a girl. Can I make it any more obvious?
We are in love[9], haven't you heard how we rock each other's _____?

Chorus
I'm with the sk8er boi, I said see ya later boy. I'll be backstage after the show.
I'll be at a studio singing the _____ we wrote about a girl you used to know[10].

---

[1] *(to) tag along* sich jdm. anschließen
[2] *crowd* Menge
[3] *(to) turn sb. down* jdn. abweisen
[4] *worth* wert
[5] *(to) miss out* leer ausgehen
[6] *tough luck* Pech gehabt
[7] *than meets the eye* als auf den ersten Blick zu erkennen ist
[8] *soul* Seele
[9] *(to) be in love* verliebt sein
[10] *a girl you used to know* ein Mädchen, das du einmal kanntest

Lösung (B): baby – MTV – tickets – man – guitar – story ends – the man – world – song

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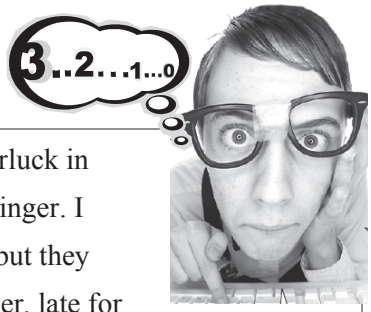
Step 3 Revising: *Another student wrote this story. Correct the first part for him.*



Check the **spelling, verb forms** and **word order**. There are nine mistakes.	Jessica raed the poster: Next weekend – Jack Timberluck in concert at the comunity centre. 'He's my favourite singer. I must go there', she thought. She asked her parent's but they said no. 'You're always late for school, late for dinner, late for everything', her dad complain. 'All right', Jessica started, 'I promise I'll be in time for the rest of the school year, if you only let me go next weekend there.' Her dad looked at her, then he looked at he's wife. She noded. 'But you'll have to pay for the tickets', he said. 'Yes, yes, yes', she said loudly again and again and jumped up and down. Then ran she happyly to her room and checked her wardrobe.

Step 2 Writing: *In the second part the student didn't use adjectives, time phrases or linking words. Revise the text and fill in the words from the box.*

after that • the afternoon • nice, red • but • because • trendy • but • so • Saturday morning • this time	Jessica had a lot of clothes, b_____ she wanted something new for the concert – something special. _____ she went shopping on _____ _____. She bought a _____, _____ dress and a _____ pair of shoes. Of course she bought the ticket too. _____ _____ she had to walk home _____ she didn't have enough money left for the bus. In _____ _____ she did her hair and put on some make-up: She was in a hurry. Her parents drove her to the community centre, _____ there was nobody there. The doors were closed. Jessica was usually late for everything, but she was too early _____ _____.

Step 1 Before you write: *Look at the picture cards. The picture cards on the second page have two topics: fairy tales[1] and our modern world. Choose one of the topics and put those 6 picture cards on a table. Then close your eyes and pick up three of them. Use the cards to brainstorm ideas for a story and write them down. Then choose the best ideas for your story. Make sure your story has a beginning, a middle and an end.*

Step 0 Write your own story: *Remember steps* **2** *and* **3**. *You could start like this:*
Once upon a time there was a beautiful young princess. She lived in an old castle. At night she heard …

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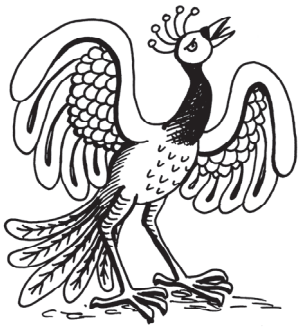
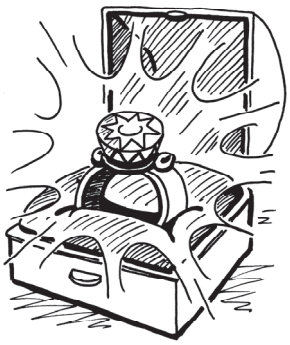
PRINCESS

WITCH

GHOST

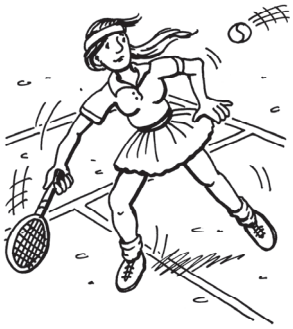


BIRD



RING

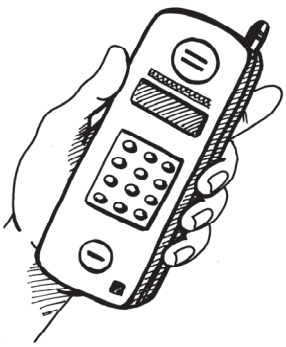
FLYING CARPET



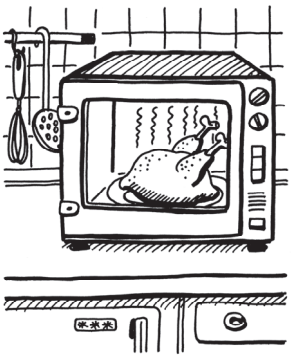
TENNIS PLAYER

ASTRONAUT

SINGER



MOBILE PHONE



MICROWAVE

COMPUTER

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1 *Work in a group of four. Cut out the cards below and put them down on the table so that you can't see the questions on them. Mix them, then take one, read the statement on it to the others and tell them what you think about it and why.*

2 *Then ask three other students if they agree or if they don't agree with your point.*

3 *Have a classroom discussion. Everybody can say what they think about the statement and if they agree with you or not.*

I think nobody should eat meat because …
What do you think?

Sorry, I don't agree because …

I think you're right. And another point: …

Remember you can use these phrases:

make a new point	***agree***	***disagree***
I think ...	That's a good point.	Sorry, I don't agree.
And another point: ...	That's true.	Maybe, but ...
And did you know ...	Exactly.	Sure, but that's not a very good point.
My idea about this is: …	I agree with you.	I don't think that's right.
I'd like to say that ...	That's right.	You must be mad. I think …

Smoking is really dangerous.	Alcohol isn't expensive enough.	Class tests are stupid.
14-year-olds are too young to have mobile phones.	Driving a car at the age of 16 would be a good idea.	The Internet is a good place to meet people.
Students who do badly in tests must have extra lessons in the summer holidays.	€ 20 a month is enough pocket money for teenagers.	It's OK if young kids watch horror movies.
Fast food restaurants are unhealthy places.	School would be more fun if students could choose their teachers.	It's wrong to eat meat.

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Working in groups

First choose who will do each task during the group work:

	Task	Name
Choose a head of your group	Who's the head of your group? He/She will know what everybody needs to do and will organize group work.	
Make a timetable	Who will make a timetable for the project? He/She will check that everybody finishes his/her work in time.	
Take notes	Who will take notes on your ideas when you are brainstorming and write down who does which job? He/She will fill in the lists on this paper.	
Collect your material	Who will collect all your material? He/She will keep copies of material that you can use (newspaper/magazine articles, photos, charts, internet addresses, etc.) and of your results.	

Steps 1 and 2: Choose your topic and collect information

Write down who will write what. Discuss where you can get the information you need.

Name	Topic	Sources of information	Special tasks / notes

Step 3: 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]

[1] *1st draft* erster Entwurf [2] *correction* Korrektur [3] *fair copy* Reinschrift

Step 4: Publish your mag

Discuss what you still have to do and fill in this list. You can find examples for tasks in the box:

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

To do	Who will do it?	By when?	Notes

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What do you think about each group's results?

My group:_____

Group no.						
Do you like the way the group has designed/structured the pages?						
Do you think the group had good ideas for topics?						
Did the group choose nice illustrations/ photos to go with the text?						
Do the articles have a lot of information? Are they interesting?						
Do you like reading the articles? Are they easy/hard to read?						
What about mistakes (spelling, grammar)? Can you find any / a lot?						
General impression*						

Choose from these smileys: ☺☺ ☺ 😐 ☹ ☹☹

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What do you think about each group's results?

My group:_____

Group no.						
Do you like the way the group has designed/structured the pages?						
Do you think the group had good ideas for topics?						
Did the group choose nice illustrations/ photos to go with the text?						
Do the articles have a lot of information? Are they interesting?						
Do you like reading the articles? Are they easy/hard to read?						
What about mistakes (spelling, grammar)? Can you find any / a lot?						
General impression*						

Choose from these smileys: ☺☺ ☺ 😐 ☹ ☹☹

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Bildquellen

Alamy, Abingdon, UK: KV 7 (Reifen: Brand X Pictures/Burke/Triolo Productions), KV 24A (RubberBall)

Roland Beier, Berlin: VAS, KV 7, KV 16

Dr. Volkhard Binder, Berlin: VAS, KV 2

Carlos Borrell, Berlin: KV 4, KV 10, KV 12

Getty Images, München: KV 13 (Foto 4: Jill Sabella)

Graham-Cameron Illustration, London, UK: **Fliss Cary**: VAS, KV 15

Marie Hübner, Bad Soden: KV 21

Stella Ludin/Aksinia Raphael, Berlin: KV 18

Eva Muszynski, Berlin: VAS, KV 1A, KV 1B, KV 1D, KV 1E, KV 1F, KV 3, KV 6A, KV 11, KV 13 (unten), KV 14, KV 16, KV 17, KV 25

Linda Rogers Associates, London, UK: **Gary Rees**: VAS, KV 24B

Shutterstock, New York, USA: VAS (Bohrinsel: TebNad; Surfer: sabri deniz kizil, Ölfässer), KV 13 (Fotos: 1: Tomasz Trojanowski; 2: Arman Zhenikeyev; 3: Indigo Fish; 5: Jack Dagley Photography; 6: Sebastian Knight; 7: Anyka; 8: Jostein Hauge; 9: Yuri Arcurs; 10: Olga Sweet)

Katharina Wieker, Berlin: VAS, KV 16

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