b

С

# LISTENING A new boarding school

а	Look at the pictures of a boarding school in England. Think about these questions, make
	notes and then share your ideas with a partner.

1 How is a boarding school			
different to other schools?			
What do students do at a boarding school?			
3 What do you think boarding schools are like?			
Listen to the school principal and to Ella. C	omplete the sentences and say why.		
I find the school interesting / fun / hard /		because	
think Ella sounds nervous / nice / happy / because			
		because	
		because	
Listen again and complete the information.	ool!		
Listen again and complete the information.  Another great school year at Victoria Sch	ool!		
Listen again and complete the information.  Another great school year at Victoria Sch  New activities: Chinese,,	ool! nis courts,, playing field	ds	
Listen again and complete the information.  Another great school year at Victoria Sch  New activities: Chinese,,, ten	ool! nis courts,, playing field	ds	
Listen again and complete the information.  Another great school year at Victoria Sch  New activities: Chinese,	ool!  nis courts,, playing field and	ds,	
Listen again and complete the information.  Another great school year at Victoria Sch  New activities: Chinese,,  Sports facilities:, ten  New arts centre: theatre for	ool!  nis courts,, playing field and	ds,	
Listen again and complete the information.  Another great school year at Victoria Sch  New activities: Chinese,,  Sports facilities:, ten  New arts centre: theatre for  new  Wi-Fi: where:	ool!  nis courts,, playing fieldand, when:	ds,	
Listen again and complete the information.  Another great school year at Victoria Sch  New activities: Chinese,	ool!  nis courts,, playing fieldand, when:	ds ,	

Hobbies:



Favourite subjects:

#### **VIEWING The most famous school**

a Fara, James and Theo have started at Eton, a famous boarding school for boys.

			<u> </u>
		Partner B: Watch the video and take notes. What do you find out about:	
– getting up:		- breakfast:	
– chapel:		– uniforms:	
– exams:		– Eton language:	
- snacks:		– sports:	

- b Tell your partner what you found out. Partner A starts; Partner B takes notes on Partner A's topics in the table. Then swap roles: Partner B talks; Partner A takes notes in the table.
- c Watch the film again and make notes on the following questions. Then talk to your partner.

_
_

# EXTRA Did you know that ...?

Eton goes back to 1440.

There are 25 houses where around 1,300 boys live.

Eton is situated in Windsor, 25 miles from Central London.

ō

Until 2002 boys were registered by birth. Today, more than 10% of all students are scholarship students.



Ó0.

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Die Vervielfältigung dieser Seite ist für den eigenen Unterrichtsgebrauch gestattet.

1 LISTENING A skype call from Africa	1 LISTENING A skybe call from Africa	2 Ella's letter
a ⊙ Listen to Ella and her mum. What does Ella say? Choose the right answers.	a	c Now read Ella's letter to her best friend Riya in London. What Ella tells Riya is different to what she told her mum. How? Take notes.
1 She's made <i>lots of / no</i> friends.	1 Friends?	
2 There are lots of / not too many rules.	2 Rules?	
3 She gets up earlier / later than at home.	3 Wake-up time?	
4 Lacrosse is strange / fun.	4 Lacrosse?	
5 The food is very / not very good.	<b>5</b> Food?	
6 She's always careful not to eat nuts / eggs.	6 Careful about?	
<b>7</b> She <i>is / isn't</i> homesick.	7 Homesick?	
8 She has been / hasn't been worried about her parents.	8 Worried about parents?	
b) How do Ella's mum and dad feel about livir What are their jobs there?	ng in Africa?	

- At the drama club
- Listen to the conversation between Ella and

her roommate Roxy. What are they talking about? Where are the students? Who are they? Write the names on the silhouette.

- Listen again and check.
- Complete the LOOK AT LANGUAGE-box below.

LOOK AT LANGUAGE: relative clauses	
a Look at these sentences from the dialogue in 1 on page 12. Complete them with the relative pronouns who, which, that, where and whose.	c Now complete the rules.
1 Tara is the girl has curly brown hair.	Relative clauses describe people, things and places.
2 Nikolai is the tall Russian boy is in our year.	We use or for people.
3 I love the film – not the old film has Claire Danes in it, the new film with	We use or for things.
4 Harry is the boy with the hair looks really cool.	
5 I love the new film with the girl name I always forget.	We use when things or people belong together.
6 This is the new school theatre the drama club is going to meet now.	We use for places.
b Underline the relative pronouns in the sentences and mark the words they refer to.	

- Who is it? What is it?
- Match the two parts of the sentences from exercise 2 on page 12 to describe the drama club and the students. Write the letters next to the numbers.

1 2 3 4 5 6 7 8	8
-----------------	---

b	Write one sentence for each relative pronoun who, which, that, where and whose. Underline the relative pronouns and mark the words they refer to.



Romeo and Juliet (relative pronouns)  Complete the description of the story with who, which, whose or where.		
Romeo Montague and Juliet C	apulet are two young people (1) live	
Verona, Italy and (2)	families are old enemies. The Capulets plan a party	
for Juliet and a rich man (3)	wants to marry her. Romeo goes to the party	
(4) he me	ets Juliet. The next day they marry in secret. Romeo leaves	
Verona after he was in a fight	(5) goes wrong. Later he hears that Jul	
is dead and kills himself. But tl	ne story (6) Romeo heard wasn't true	
When Juliet finds Romeo dead	I, she kills herself too.	
Look at the pronouns in a aç	gain. Where can you use that? Add it after the pronouns in a.	
Describing people Read the box and complete	the sentences with the correct form of the verb.	
-		
LOOK AT LANGUAGE: present tenses (revision)  We use the simple present for regular activities and unchanging situations. We use the present progressive for activities that take place now and describing pictures.  Alex is the boy who		
2 usually	(wear) a red hoodie.	
3	(wear) a grey hoodie today.	
4	(smile) in this photo.	
5	(not like) dancing.	
6	(not wear) his glasses in this photo.	
Think of famous people or p (Wordbank 1, p. 109)	eople in books and films. Choose one or two and take notes.	



#### 1 LISTENING At school

a Listen to two conversations at Ella's school and do the tasks.

1 Match the students with a description. Draw lines. There are two extra descriptions.

are roommates.

**1** Ella and Lucy don't know each other.

2 Landon and Ella are relatives.3 Landon and Roxy are classmates.

are boyfriend and girlfriend.



2 What do the students talk about in the conversations? Choose four topics and circle them.

being ill • food • tests • teachers • out-of-school activities • homework • sport

**b** Listen again. Complete the phrases in the phrase box.

Say hello	Check names
Hey / Hi / Hello.	Sorry, I didn't get
You're Roxy,?	Can you say?
How do you (Roxy)?	Say goodbye
Ask how somebody is	Sorry, I need to
How is?	See you _†
What's?	Say hi (Liam).
How?	to meet you.
	See you _l

# 

a Put the dialogue in the right order. Write the numbers 1–7 in the boxes on the left. Talk to your partner.

Oh right. Nice to meet you.
My name is Spyridon I'm waiting for my mum. There she is! Sorry, I have to go now.
See you at football practice! Bye.
Right. I'm Alex sorry, I didn't get your name. Can you say it again?
Yes, I am. I am new at the club.
Yes, I saw you there. I'm Spyridon.
Hi! You're at my football club, right?

b Put the dialogue in the right order. Write the numbers 1–6 in the boxes on the left. Talk to your partner.

Bye, Lisa. Say hi to Jennifer! See you later!
That's right. I'm Lisa. I'm waiting for Jennifer. We're going to the cinema in town. What's up?
Hi! You're a friend of Jennifer's, aren't you?
Bye, Sonia. Nice to meet you.
Well, I'm on my way home. Sorry, I'm late. I need to go now.
Hi, you're Sonia, aren't you?

a You want to join an English club outside school where you can practise the language and learn about the UK. Fill in the form.

Read the form carefully.

Check you understand the instructions.

Check you understand the language in the form.

THE ENGLISH CLUB					
Please write clearly. Use CAPITALS for names.					
First name:					
Last name:					
Date of birth:					
Gender: male male unspecified					
Contact information					
Mobile:					
Name and mobile of parent(s) or guardian:					
Why do you want to join the club?					
Have you ever been to an English-speaking country?					
What do you find easy or difficult about learning English?					
Signature (full name)					
Signature of parent(s) or guardian					
CHECK Give your form to your partner. Your partner checks it and says what could be better.					
Has he/she filled in everything?					
Has he/she followed the instructions?					
Has he/she given good reasons?					
Has he/she used the right spelling?					

c Read your partner's feedback and correct your form.



#### 1 Jumana's story

Read Jumana's story and underline the relative pronouns.

I came here from Syria when I was eleven. The government killed my father, and my mother and I wanted to live in a country that is safe. We left family and friends we will never see again. It took five moths to get to the UK. We walked and travelled by boat and by lorry. We nearly froze in the food lorry which took us through the Channel Tunnel.

It was hard to come to a country which I didn't know. In the beginning it was hard to learn English and to make friends but now I'm happy at my school. I don't talk about the bad things that I saw in Syria and on the journey as a refugee. I can't forget them, but I want to enjoy the new life I have here.

#### LOOK AT LANGUAGE: contact clauses

The relative pronoun can be the subject or the object of a sentence. Look at these sentences from Jumana's story. A subject pronoun comes directly before the verb.

subject verb

saw.

My mother and I wanted to live in a country **that** is safe.

object subject verb

I don't talk about the bad things that I

Find the sentences with a subject pronoun and with an object pronoun in her story. Mark the subject pronouns in red and the object pronouns in blue.

b Now look at these sentences. The relative pronoun is missing. Write it in the right place. Is it the subject or the object of the relative clause?

We left family and friends we will never see again.

I want to enjoy the new life I have here.

c Choose the correct word for the rule:

We can leave out the relative pronoun when it is the subject / object of the relative clause.

# 2 🛮 👫 At a London school

- a Read what students in the London school say. Decide which pronouns you can leave out. Put them in brackets (...).
  - 1 My dad is from Wales he speaks Welsh, a language which I don't understand.
  - 2 There are two boys in our school who are from Poland.
  - 3 My friend Zainab is a refugee from Iraq. Her family lost everything that they had.
  - 4 There's a girl in our class who can speak four languages.
  - 5 My grandparents were immigrants from India. I have relatives there who I've never met.



Write the contact clauses (relative clauses without a relative pronoun).

# **VIEWING The school that turned Chinese**

a Watch the first part of the video and complete the notes.

Where?	School, Hampshire
How long?	For one
Who?	students in year
What?	Lessons with
Why?	British students will be in competition with
	in the future.
Exams	in, and Mandarin

b Watch the whole video. Which of these things change in Chinese school? Tick the correct letters. If you can, add information for each point.

а	way of teaching	
b	school books	
С	school uniform	
d	assembly / start of school day	
е	lunch	

c Now listen and find out what happened.

Are you surprised by the results?	
Is this a good way of learning for you?	

How did the students do in their exams? \_\_\_\_\_



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2 a

b

3

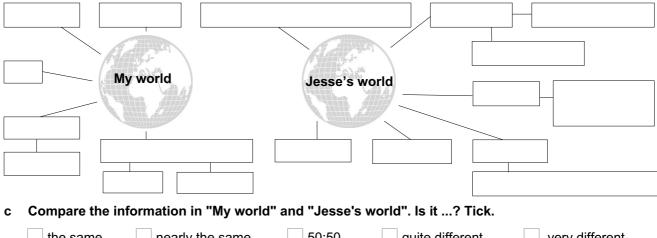
# 1 More about Ruby

Read the story on pages 20-21. Add more information to Ruby's file.

RUBY REDFORT	Г							
age:	13							
mother:								
lives in: Twinford, USA								
school:								
description: very clever, independent,								
likes:	writing in notebooks (she has 622), codes,							
doesn't like:	witting in notebooks (she has 622), codes,							
good at:								
900								
favourite clothes:	jeans and T-shirts with slogans							
best friend:	Clancy Crew (very clever, he's bad at French, but good at codes and							
	keeping secrets)							
worst enemy:	Vapona Begwell (the school bully)							
<ul><li>3 Ruby had an argume</li><li>4 Ruby helped</li><li>What was strange at</li></ul>	2 Ruby had a boring							
1 The police was								
2 The house								
3 A strange caller phor	ned and							
<b>4</b> The strange caller di	dn't							
The strange caller								
Listen and answer th	e questions.							
Who was the caller? _								
Why did this person ph	none Ruby?							



- 1 Students' daily life and activities
- a What's important in your life? What do you do in your free time? Make notes around "My world".
- b Look at the photos on page 25. Describe what's important in Jesse's world. Make notes on the right.



- the same nearly the same 50:50 quite different very different
- 2 LISTENING An interview with Jesse
- a Now listen to Jesse on a music radio programme. Were you right about Jesse's life and activities? What else is important to him? Complete your notes in 1b (above).
- b Listen again. Are the sentences true or false? Tick the correct answers.

		true	false	Correct the false sentences:
1	Music helps Jesse to relax when he is at home.			
2	Jesse thinks that chores are boring without music.			
3	Jesse doesn't listen to music when he does homework because he can't concentrate.			
4	He likes listening to different types of music.			
5	He's very good at playing the guitar.			
6	He sings in the choir at church.			

c 🛮 🚢 Think about when and why you play music or listen to it. Then tell your partner.

I wake up to my playlist on my phone. That's a great start to the day.

I do that too. And then I put on my headphones and listen to my music in the bathroom / on the way to school / ...

I also sing / ... in the school band /

In my free time, I learn to play the guitar / drums / bass / piano / violin / saxophone / flute / ...



1 American superheroes

Look at the table in 2. Which of the superheroes do you know? Tick their names in the boxes. Where do you know them from? Talk to a partner. What other superheroes do you know?

2 Six superheroes

Scan the article on page 26 in your book and complete the information in the table below.

superhero	real name and life	costume	powers
Superman			
Supergirl			
Ms. Marvel			
Black Panther			
Iceman			
Wonder Woman			

# **EXTRA Superhero quiz**

Read the questions and tick the correct names in the table below. Think of 1–2 more questions.

Which superhero?	Superman	Supergirl	Ms. Marvel	Black Panther	Iceman	Wonder Woman
- can fly						
– is an accountant						
- wears a mask						
- can talk to animals						
- is Bobby Drake						
- is Clark Kent						
- carries a magic lasso						
– can become bigger						



How to become a superhero

	1.								
	2.								
	3.								
b	Then vote for the three most important tips <u>in your class</u> . Write them down here.								
	1.								
	2.								
	3.								
			ero? Why (not)? Think of t ke notes (e.g. on the back	hree advantages and of this sheet) and decide.					
LC	OK AT LANGUAGE	±							
Co	mplete the rules an	d examples below. The	n find a heading for the L	OOK AT LANGUAGE box.					
а	Look at this senten	ce from the wiki. Answe	r the questions.						
	Quick ideas can sa	ve your life: learn to thin	k quickly.						
	- <i>quick</i> is an adject	tive. What word does it o	lescribe? Is it a noun or a v	erb?					
	The adjective	1							
	- <i>quickly</i> is an adv	erb. What word does it c	lescribe? Is it a noun or a v	erb?					
	The adverb								
	→ Rule: To describe nouns we use To describe verbs we use								
b	Find the adverbs t	for the adjectives in the	e table in the wiki on page	e 28. Complete the rules.					
	adjective	adverb	adjective	adverb					
	quick	quickly	healthy						
	quiet		comfortable						
	bad								
	We usually add -ly	to adjectives to make ac	lverbs. But sometimes the	spelling changes:					
	-y <b>→</b>		consonant + le →	+					
С	Find the irregular	adverbs for these adje	ctives in the wiki on page	28.					
	fast,	hard –, good -							

Read the wiki on page 28 in your English book. Which three tips are the most important?

Copy the tips that are most important for you into the list below.



blue. Which words do they describe? Draw arrows.

EXTRA Look at your tips in 1a) and b) again. Underline the adjectives in red and the adverbs in

$\rightarrow$	→
$\rightarrow$	→
Re	nd the information. Watch the first part of the film. Check your ideas (a) and fill in the gap
Th	film's setting is (1), one of the most dangerous cities in America.
Re	cently crime is down (2)%. Danny wants to go to (3) with Sarah Thun, but
so	nebody stole his car. Sarah has a car, but (4)
_	Sarah's mom is a (5) who looks after people's feet. Sarah wants t
(6)	, but her mom says no because (7)
th an sn Us	w do Sarah and her mother feel at end of this part? Look at their faces I body language and circle the elleys that fit their feelings best. The a red pen for Sarah's mum and a elleys that fit their feelings best. The sad excited bored frustrated angry process of the sad excited bored frustrated angree of the sad excited bored frustrated angree of the sad excited bored frustrated and the s
W	at happens next?
W	tch the second part of the video and complete the sentences:
-	Sarah while her mum
_	When Sarah gets in the car,
_	When Sarah stops the car,
_	at do you think happens next? Make notes:tch the third part of the video. Were you right?
	e end: Complete the sentences.
1	ne Red Thunder is
2	ow does Sarah feel about her mother now? Draw a smiley. You can use the ideas in 1c:
	iked ☺ / didn't like ☺ the film because
_	



# Do you need ideas for writing a diary entry for Sarah? Here are some tips: Beginning:

- Write down the date on top of the page.
- Open the diary entry with DEAR DIARY or DEAR READER
- Start with a comment on how the day was.
   (e. g.: Today was a funny / boring / strange / exciting / ... day.)

Main part: Describe what happened. Write about the whole day (= 1st, 2nd + 3rd part of the film).

- Remember: You have to take over Sarah's role and describe the events from her point of view<sup>1</sup>
   (e. g.: I had to give that horrible talk on ... / After school, Danny ... / But my car ... / ...)
- Also tell the diary something about Sarah's feelings and her thoughts.
   (e. g.: I was really excited / nervous / angry / ... because ... / ...)

#### End:

Close the diary entry with a general comment to sum up the day. (You can add some wishes or plans for the <u>future</u>, e.g. I hope Danny / my Mum / I think I'll ...)

# Read your partner's diary entry and fill in the table below. Then give feedback to the writer.

Remember: When you give feedback, you should ...

- · start with the things that were good.
- try to give <u>detailed</u> comments and tips.
- not only criticize but explain what the person could <u>do better</u>.

Feedback for:				
Assessment	☺	<b>(1)</b>	8	Comments
Criteria:				
Your diary entry has a date and a good opening.				
You start with a comment on how the day was.				
You describe the most important events of the day (= all 3 parts of the film).				
You take over Sarah's role and describe how she feels or thinks about what happened.				
You close the diary entry with a general comment to sum up the day.				
You add wishes or plans for the future.				
Your diary entry is easy to understand.				
The spelling is correct.				
Your handwriting / layout is clear and easy to read.				
What I liked best about your diary entry:				
What you could do better:				
				1

<sup>1</sup> point of view [ˌpɔɪnt əv ˈvjuː] *Perspektive, Standpunkt* 



# Do you need help for writing a description of your (super)hero? Here are some tips: **Beginning:** Introduce your hero:

- Use the (super)hero's name as a heading.
- What's his/her name / job / ... (in real life)?
- · Where is he/she from?
- · What does he/she look like (in real life)?

# Main part: Describe what makes your hero special:

- Does he/she have a secret identity? (What is it?)
- Does he/she wear a costume? Describe it.
- What are his/her special qualities / talents or superpowers?
- What other things / equipment make him/her special / strong? (e. g. a special car / ...)

End: Sum up your personal opinion about the hero and give reasons, e.g.:

I think Spiderman / The Red Thunder / ... is great / cool / ..., because ...

# Read your partner's description and fill in the table below. Then give feedback to the writer.

Remember: When you give feedback, you should ...

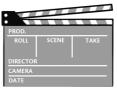
- · start with the things that were good.
- · try to give detailed comments and tips.
- not only criticize but explain what the person could <u>do better</u>.

Feedback for:					
Assessment	©	<b>=</b>	8	Comments	
Criteria:					
Your description has a clear structure (beginning – main part – end).					
You use the name of your (super)hero as a heading.					
You introduce your hero (name, job,)					
You describe what your hero looks like (clothes / costume /).					
You describe their special qualities (super powers / talents / equipment /).					
You sum up your opinion about your (super)hero and give reasons.					
Your description is easy to understand.					
The spelling is correct.					
Your handwriting / layout is clear and easy to read.					
What I liked best about your description:					
What you could do better:					



#### Part 1: A checklist for film scripts

- a Use the checklist to find out if your film script is complete. Tick the boxes to check.
- Swap scripts with another pair or group.When you read their script, fill in the checklist below.



clapperboard

Criteria:	Our script		script 's		script 's	
	Yes	No	Yes	No	Yes	No
Are all of the parts of the script there?						
character name/s						
character description						
description of setting						
• time of day						
dialogue						
• instructions						
Are the character descriptions clear?						
Is the setting clear?						
Are the instructions useful?						

# Part 2: Feedback

• the characters are ... 🔲 😊 😊

Tick the boxes that express your opinion best. Then give feedback to the writers.

	very interesting			
ullet the setting is		☐ © © cool	☐ ⊕ OK	☐ ⊗ not very
	very unusual			unusual / cool
· the story is		☐ © © exciting	□ ⊕ OK	☐ ⊗ boring
	really amazing			
• the instructions are		☐ © © mostly clear	□ ⊕ OK	<b>⊠</b> ⊗ hard to
	clear			understand
Remember: When you you should start with the good, e. g.:	•	We all / of us liked your film scrip	•	now many of you)
What we liked best abo	ut your scene:	- It's a funny / sad	/ clever / s	tory.
		- The ending is open	/ happy / sur	prising /
		- You acted out the	scene well /	
		- Your characters /	dialogues /	were very round /
What you could do bette	er:	- Some /	of u	s think you need to
		give more informat	tion about the	characters / /
		- Maybe you could cl	hange the set	ting / the ending /
		because	-	-

☺ ☺ interesting

⊕ OK

**⊗** boring



And the **Oscar** goes to

1 Tick the c	hore you think is	the worst. Then r	ead on p. 32 abo	ut the chores tha	at Kimani hates.
☐ Making	☐ Cleaning the	□ Vacuuming	☐ Setting the	☐ Taking out	
my bed	bathroom		table	the trash	
a Look at V	ave to do chores? Vordbank 2 on pag and three things th	e 110 in your boo	ok. Write down th	nree things that y	
I have to _			I don't have to	·	
I have			I don't		
I			I		
	o your partner and n't have to do.	note down two t	hings he or she l	has to do and tw	o things he or
has	s to		doesn	't have to	
has	3		doesn	't	
	ani's list in your b GE box below. The			ples and rules in	n the LOOK AT
LOOK AT LA	ANGUAGE:				
Kimani doesi	n't like that she		make her bed eve	ery morning.	
The day before	re she		clean the shower		
Jesse		vacul	ım every day beca	ause of their cats.	
Rules:					
When we ne	<b>ed to</b> do something	we use	or		
There isn't a	past form of	We use _	a	as the <b>past form</b> f	or both verbs.
When we do	<b>n't need to</b> do som	ething, we use			in
the present a	ind	in the	past.		
EXTRA Fill i	n the gaps about \$	Superdad. Use the	e correct forms a	and tenses of (no	ot) have to.
		Loo	k at this Superda	d. He	do everything at
36		hon	ne while Supermu	m	do
		any	thing. She can rel	ax after a busy da	ay because she
TRA	ASSES STORES		save the wo	orld from the bad	guys. The kids
- The state of the				help. They are p	laying in the
		livin	g room. What abo	out you?y	/ou
MAS		EEE	help your parent	s when you were	little? you
		<i>f</i> }.	help you	r parents now? _	your dad
			clean the	home?	

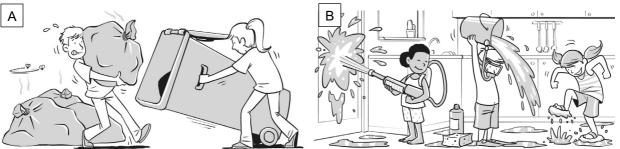


#### Part 1: Instructions and rules

1 Match the sentence beginnings (without the reasons) from exercise 5a (p. 33) to the correct column of the table below. Then complete the tips and add the German meanings.

needn't		mustn't	
Tip: When somebody doesn't have to do		Tip: When somebody should	n't do something because
something, you can say:		it's a rule, you can say:	
you		you	
! Be careful in German:		! Be careful in German:	
needn't do =		mustn't do =	
Part 2: Mixed forms	out charge and		<b>Tip:</b> You can choose from the MC-examples in the
		t. Be careful with the tenses.	text or add your own ideas for the question marks.
, , ,	stn't or needn'		for the question marks.
Use must, (not) have to, mu When I was younger I	stn't or needn'	t. Be careful with the tenses.	for the question marks.
Use <i>must, (not) have to, mu</i> When I was younger I make m	stn't or needn't	t. Be careful with the tenses.  help at home. For able / take out the trash / ??	for the question marks.
Use <i>must, (not) have to, mu</i> When I was younger I make m My parents	stn't or needn't	t. Be careful with the tenses.  help at home. For	for the question marks.  example, I
Use must, (not) have to, mu When I was younger I make m My parents do chores.	y bed / set the ta	t. Be careful with the tenses. help at home. For able / take out the trash / ?? pay me for my help because	for the question marks.  example, I  I liked / didn't like it when chores,
When I was younger I make m  My parents do chores.  for example I cle	y bed / set the ta	t. Be careful with the tenses. help at home. For able / take out the trash / ?? pay me for my help because do more / different / ?? m / vacuum the living room / ??	for the question marks.  example, I  I liked / didn't like it when chores,
When I was younger I make m  My parents do chores.  for example I cle	ny bed / set the tank Now, I ean the bathroor table / take out t	t. Be careful with the tenses. help at home. For able / take out the trash / ?? pay me for my help because do more / different / ?? m / vacuum the living room / ??	for the question marks.  example, I
When I was younger I make m  My parents do chores.  for example I cle	ny bed / set the tandary  Now, I ean the bathroor table / take out t	the trash / ??	for the question marks.  example, I
When I was younger I make m  My parents do chores.  for example I cle  set the set the set those by 8 / ??	ny bed / set the tandary bed / set the tandary bed / set the tandary bean the bathroor table / take out tandary bean tanda	t. Be careful with the tenses.  help at home. For able / take out the trash / ??  pay me for my help because do more / different / ??  m / vacuum the living room / ??  the trash / ??  go out too late on a school night.	for the question marks.  example, I
When I was younger I make m  My parents do chores.  for example I cle set the set t	ny bed / set the tank Now, Iean the bathroor table / take out t	help at home. For able / take out the trash / ??  pay me for my help because do more / different / ??  m / vacuum the living room / ??  the trash / ??  go out too late on a school nig use my phone at night o	for the question marks.  example, I  I liked / didn't like it when chores,
When I was younger I make m  My parents do chores.  for example I cle  set the set	ny bed / set the tandary bed / set the tandary bed / set the tandary bean the bathroor table / take out tandary bean tandary bean tandary bear tanda	help at home. For able / take out the trash / ??  pay me for my help because do more / different / ??  m / vacuum the living room / ??  the trash / ??  go out too late on a school nig use my phone at night o get up early for school	for the question marks.  example, I

EXTRA Describe the pictures (partner A: pic A, partner B: pic B). What do you think: When (= at what age) should kids have to start helping their parents at home? Discuss.





	_			
1	А١	oice/	mess	age

- a Listen to the message and complete the notes below.
- b Listen again and check.

When:	meet at
Where:	at Beale Street Landing,
	in Memphis (next to)
Movie:	a new (ask Kayla)
Must bring:	
Don't forget:	
No food or	
Ticket price:	

2 Another evening out
You and your partner have information about two events. Follow the instructions in the table.

Partner A + Partner B: Complete the questions below.	Partner A: Read the advert on page 35 and take notes below.  a Ask partner B about their event and take notes in the white column.  b Answer partner B's questions about your event.	Partner B: Read the advert on page 92 and take notes below.  a Answer partner A's questions about your event.  b Ask partner A about their event and take notes in the grey column.
the event?		
Where?		
OK for wheelchairs?		
does it start?		
How much cost?		
What you wear?		
mustn't you bring?		

- c Decide together which event sounds best:
- 3 SOUNDS AND STRESS Your voice message
- a Listen to an advert for your event from 2c).
- b Record a voice message for your friend. Listen to it and check your pronunciation.
- c Listen to your partner's message (use headphones) and check. Draw Smileys (☺/☺/⊗) and add tips what your partner could do better in the table below.

	Partner A's message	Partner B's message
Does the message have all the important information? Look at the table in 2 to check. (→ What's missing?)		
Does your partner speak clearly and say the words correctly? (→ Pronunciation tips?)		



Part 1: WORDS A clothes word web
Write the words under the pictures. Add more clothes words you know to each category.



Part 2: Bow ties

Look at the picture and talk about bow ties. The questions and ideas below can help you.

(Circle the words that express your opinion best or add other ideas.)

	- Who wears bow ties?	men • kids • women • girls • boys • dogs • old people • young people •
	When do people wear bow ties?	every day • at home • at school • at work • at the cinema • on the beach • at special events: at weddings / film galas / • at Christmas •
This is a bow tie.	– What do <u>you</u> think of bow ties?	cool • creative • different • fun • interesting • old-fashioned • smart • sporty • traditional •



#### 1 LISTENING Two different worlds

1 B • 2 C • 3 C • 4 B • 5 A

# 2 SPEAKING Movie night

а

Partner A (questions)	Partner B (answers)
Which actor plays the main part?	Ryan Harris.
What other actors are in the movie?	Alice Waters and Latifa King.
Is the film on today?	Yes, it's on from Monday to Saturday.
What time does the film start?	At three pm (15.00), six pm (18.00) or nine pm (21.00).
How much is a ticket?	It's \$10.50.
Can you take drinks?	No, you can't: no drinks or food.

b

Partner B (questions)	Partner A (answers)
What kind of movie is Green Magic?	It's a superhero movie.
What's the film about?	A girl with magic powers who has to save the world (from the Evil Prince).
Who plays the role of the Evil Prince?	Diego Scott.
Where is the movie on?	At the Empire Movie Theatre.
What days can you watch it?	Every day.
What time does it start?	At seven pm (19.00).

#### 3 USE OF ENGLISH A new home

1 G • 2 A • 3 F • 4 D • 5 E

# 4 VOCABULARY Chores

а

food and eating	cleaning and tidying	clothes	chores outside
make breakfast / lunch	tidy my room / make the bed	do the washing	cut the grass
cook dinner / help with the cooking	clean the bathroom	pick up dirty clothes + put them in the washing basket	take out the dog
set / clear the table	vacuum the carpets / floors	hang out the washing	sweep up leaves
load / empty the dishwasher	sweep the floor	fold clean clothes + put them in the wardrobe	water the plants / flowers
go shopping	take out the trash	do the ironing	take out the recycling

#### b Individuelle Lösungen.

#### 5 MEDIATION How-to Festival

Lösungsbeispiel: Ich werde auf eine Veranstaltung gehen, die sich HOW-TO Festival nennt. • Nein, in Germantown. • Also, zum Beispiel Gitarre spielen, stricken, Gedichte schreiben, Smoothies machen – für jeden etwas. • Nein, es beginnt erst nachmittags. / Es geht von 13–16 Uhr.



- Listen to Asha's talk and write the date when each group of people came
  - to Britain.
- Listen again. Complete the information in the rest of the table.





Who?	The Britons	The Romans	The Angels & Saxons	The Vikings	The Normans
When?	Around BC.	AD	about	about	in
Where from?					
What did they	• different tribes	• built	• took land and	• came to	• built and
Britain?		• helped		• settled in the	• divided England into
				• conquered	

EXTRA Some students from Asha's class didn't understand a few words, so she explains them again. Look at the sentences and translate the underlined words into German.

- Most Vikings settled in the north and east of England. (They lived there from that time onwards.)
- Danish Vikings conquered York. (They took it by fighting and it belonged to them.) 2
- You can see Norman people outside their castle in this picture. က
- The Normans divided England into areas.
  - (They broke up the country.)



1	Th	e Romans in Britain		
	Co	omplete the sentences.		
	1	The Roman Empire was the	_ where	held power.
	2	Most modern countries inwere part of it.	, parts of North	and the Middle East
	3 4	Roman Britain was called The Romans in my area:	and Germany was ca	alled
		•		

EXTRA Read the text about Hadrian's Wall Path. Answer the questions in German. You don't have to write complete sentences but one word is not enough.

# Hadrian's Wall Path

Emperor Hadrian decided to control the border in Northern England. So Hadrian's Wall was built from east (Wallsend) to west (Solway Firth) between 122 and 128 AD. Even today much of Hadrian's Wall is left, although over the centuries people have taken away stones for new buildings. There are quite a few monasteries and other buildings or roads that have stones from the wall. In 1987 Hadrian's Wall was named a UNESCO World Heritage site.



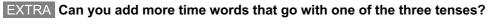
A national trail – the Hadrian's Wall Path – opened in 2003. It follows the wall from coast to coast and is 84 miles long. People who want to walk on the trail should go between May and October when it's dry, so that they don't damage the wall any more than necessary. Thousands of people each year follow this popular tourist attraction. Most people walk from west to east. It takes about six to seven days to walk the full distance.

Hadrian's Wall is just one of many Roman walls in Europe. One other example is the less well known Antonine Wall that is located in Scotland.

1	Wofür wurden die Steine des Hadrianswalls über die Jahre abgetragen?
2	Wann wurde der Wanderweg entlang der Mauer eröffnet?
3	Wann sollte man wandern? Warum?
4	Welche Route wählen die meisten Wanderer?
5	Gibt es noch mehr römische Mauern in Europa?



natural history museum  Did you like it?	science museum city museum Yes. No.	open-air museum art m  What did you do/see or like best		
Now talk to your partner a	bout the museums you	have visited. Take notes below.		
zoo aquarium natural history museum	science museum	open-air museum art m	useu	
Did your partner like it?	Yes. No.	What did he/she do/see or like b	est?	
LOOK AT LANGUAGE: pa	ast tenses (revision)			
Complete the rules.	<u> </u>			
We use the <b>simple past</b> for actions at specific times in the				
We use the for an action which was happening in the				
		e table. Mark the time words.		
simple past	past progressive			
		Pact Progressive		
LOOK AT LANGUAGE: p	resent perfect and simp	ple past		
Complete the rules.		ething happened at a time before nov	٧.	
We use the	when som			
We use the The exact time is not import	tant.			
We use the	tant. say <u>that</u> something hap	pened.		
We use the The exact time is not import	tant. say <u>that</u> something hap	pened.		





Why do y	ou think the writer uses t	them?										
words? C	the following words aren ross them out and add th the box above.			nile	• als	o•g	ood	• ne\	∕er•	y • sle while or ex	• s	upe
Writing a	story: How do you say it	?										
_	e does the story take place										_	
<b>2</b> Who is	s in the story?											
3 What r interes	makes the story more sting?											
4 How ca senten	an you connect ideas and ices?											
Correcting	g a story											
Look at th	ne spelling and write down	the mistake	s your	par	tner	mad	e:					
Look at the	ne vocabulary and write do	own better si	uggest	ions	:							
Did your	partner describe the setting	 g?										
	n line			No.	Here	e are	som	ne tip	s for	my	part	ner:
Yes, i	partner use linking words?											
				No.	Here	e are	som	ne tip	s for	my	part	ner:
Did you p	Which ones?		-									



Should your partner say more about the characters? If yes, what could he/she say?

# 1 The treasure story

a	Listen to Asha and her friends Noah and Zahid. They're talking about the treasure story in
	class. Do they like the story? Why (not)? Complete their opinions.

	nink the story is	because		
be	my opinion, the story  cause			I and I also think the writer
	Complete the table wit	say you have the same opinion	say you have a different opinion	express a feeling
=	I think	I agree.		
•				
•				
		5 in <i>SF 12 Expressing c</i> ns below and number tl		
] ] ] [	How do you feel? (FE	a discussion? (REACTIC ? (REASON) up? (SUMMARY)	PN)	
] ] ] ]	How do you feel? (FE How do you react in Why do you think so' How can you sum it u	a discussion? (REACTIC ? (REASON) up? (SUMMARY) THOUGHTS)	N)	
	How do you feel? (Fe How do you react in Why do you think so How can you sum it was What do you think? (Write down what you t	a discussion? (REACTIC ? (REASON) up? (SUMMARY) THOUGHTS)		
	How do you feel? (Fe How do you react in Why do you think so How can you sum it was What do you think? (  Write down what you think the story	a discussion? (REACTIC ? (REASON) up? (SUMMARY) THOUGHTS) hink of the story.		
	How do you feel? (Fe How do you react in a Why do you think so How can you sum it to What do you think? (  Write down what you to think the story	a discussion? (REACTIC ? (REASON) up? (SUMMARY) THOUGHTS) hink of the story.		
	How do you feel? (Fe How do you react in a Why do you think so How can you sum it to What do you think? (  Write down what you to think the story	a discussion? (REACTIC ? (REASON) up? (SUMMARY) THOUGHTS) hink of the story.		
]	How do you feel? (Fe How do you react in How do you react in How do you think so' How can you sum it was What do you think? (Write down what you think the story	a discussion? (REACTIC ? (REASON) up? (SUMMARY) THOUGHTS) hink of the story.		



 Asha's family history
 Asha is asking her grandparents about why they came to Britain.
 Listen and complete the information.



Yes, I do. That's right. /

No, I don't. I hate cats!

1947			When he was		
India became independent from Britain	Grandad's family came to the UK	Grandma's family came to the UK	Grandad got work in a  factory	Grandma and Grandad	Grandma and Grandad had

LC	OOK AT LAI	NGUAGE: question tags							
а	Listen aga	ain and complete the se	ntences.						
	Grandad:	You're doing something	about the F	Romans,	?				
	Asha:	Nobody in our family liv	es in India n	ow,	?				
	Grandma:	But we didn't want to m	ove,	, Naveen?					
	Asha:	But you miss India som	etimes,	?					
b	Asha and Complete	her grandparents want the rule.	to check in	formation so th	ney use 'question tag	s'.			
	positive sta	atement	ne	egative statemer	nt				
	+	question tag	+		question tag				
c How can you say these question tags in German?									
d	Use of qu	estion tags: Complete t	es.						
	You use q	You use question tags if you want to information, or if you want to keep							
	the conver	sation going.							
2 a		Small talk with a partne lent you know well. Cor ıg.		uestions for hi	m or her with informa	ition and a			
	1 You like _					?			
	2 You don't	like				?			
	3 You play					?			
	4 You went	to		last wee	ek,	?			
	5 You didn't	i		at the w	veekend,	?			
b	Make s	mall talk with your partr	er and ask	your questions	s. V				

You like cats, don't you?



How many things did you get right?

# 1 A good talk

a Watch two talks by Sitara and Owen. Write who they are talking about and tick the points they mention in the table.

	Sitara is talking about	Owen is talking about
Name and role in history		
Date and place of birth		
Life and work		
Year of death		
Why the speaker chose this person		

b Watch again. Imagine you're the teacher. Which smileys would you give Sitara and Owen?

	Sitara	Owen
Structure (Beginning: who? • Description of the person's life • End: sum up)	©© / © / ©8 / 8 / 88	©©   ©   ©8   8   88
Pictures (Does the speaker point out pictures and maps on the slides?)	©© / © / ©8 / 8 / 88	©©   ©   ©8   8   8
Way of talking? (Clear? • Too fast or slow? • Confident?)	©© / © / ©8 / 8 / 88	©© / © / ©8 / 8 / 88
Did you like it?	©© / © / ©8 / 8 / 88	©© / © / ©8 / 8 / 88

C	Compare the two presentations, which one is better and why?						
	Altogether I prefer		presentation because				

EXTRA Read *SF 13 Giving a talk* on page 159 and watch the video again. Write down useful phrases for your presentation.

Useful phrases for the beginning	Useful phrases for the main part	Useful phrases for the end



1	Prepare your talk						
	Answer the questions and complete the sentences with information from page 52.						
	Which websites can you use in your research?						
	What do you have to write dowr	n when you decide to use a we	ebsite as a source	? (four thing:			
	What do have to do to prepare y	our talk?					
	the main points in your notes your talk.						
	Find	Find					
	Use pictures from	and give the					
	the pi	ctures in your talk.					
	EXTRA Look at page 149 to fin	d more information about inte	rnet research				
	EXTRA Look at page 149 to find more information about internet research.  Read the information and write the steps in the box in the correct order.						
	Now work in groups of three. Evat one of the steps and tells the		es a closer look				
2	Study partner						
	My study partner for the presentation is						
	We are going to practise the presentation together and give each other feedback and tips. It is important that we can trust each other. We are supposed to help each other.						
3	Give each other feedback.						
	Name: Date:						
			notes/tips				
	Structure (Beginning: who? • Description of the person's life • End: sum up)	©© / © / ©8 / 8 / 88					

itallic.		Date.
		notes/tips
Structure (Beginning: who? • Description of the person's life • End: sum up)	©© / © / ©8 / 8 / 88	
Pictures (Does the speaker point out pictures and maps on the slides? Are the pictures/ visuals attractive/helpful/?)	©© / © / ©8 / 8 / 88	
Way of talking? (Clear? • Too fast or slow? • Confident?)	©© / © / ©8 / 8 / 88	
Language	©© / © / ©8 / 8 / 88	
Pronunciation	©© / © / ©8 / 8 / 88	
	©© / © / ©8 / 8 / 88	
	©© / © / ©8 / 8 / 88	



#### 1 Mediation

Read SF 16 Mediation on page 161 and tick the tips that are right. Correct the wrong tips.

	Bei einer Mediation brauchst du jedes Wort aus dem englischen Text.	
✓	Notiere dir nur wichtige Informationen.	
✓	Halte deine Sätze kurz, um Fehler zu vermeiden	
	Die Satzstellung im Englischen und Deutschen ist immer gleich.	
✓	Pronomen musst du anpassen, je nachdem mit wem oder über wen du sprichst.	

# 2 🎎 Harry and Meghan / William and Kate

Partner A+B: Read your texts and make notes on the main points. Tell your partner about it.

Harry's life (parents, youth, army, charity)	Meghan's life (where from, charity)

William's life (parents, army, charity)	Kate's life (where from, charity)



4	<b>-</b> -					_
1	Pas	TΩ	ır tı	ITII	r۵	•

Imagine you can travel in time. Underline if you want to travel into the past or the future in sentence one and give reasons. Then complete the other sentenes.

1 I would like to travel into the future / into the past because				
2 I would like to go to	because			
3 I would like to meet	because			

#### 2 Alex travels in time

**4** I would like to find out

Read the story about Alex, who can travel in time. Choose the right answers. Sometimes, more than one answer can be correct.

- 1 Alex travels into the future / into the past.
- **2** When Alex travels in time the ground starts to spin / he sees green flashes / he goes down a black tunnel / he hears a loud bang.
- 3 Alex has been / has never been to the place before.
- 4 Alex meets Charlie / Freddie / Alice / his grandfather.

# 3 What happened to Charlie?

Look at the picture on page 55 and read the end of the story again. Then write a paragraph about what happened to Charlie. Use your own ideas and the tips on page 48. You can use the words from the boxes.

useful verbs	become ill • carry • celebrate • cry • die • disappear • discover • fall into • find • help • get out • laugh • sleep
useful adjectives	angry • dangerous • excited • funny • happy • horrible • lucky • nervous • sad • scared • tired • unhappy • worried

4 Find a partner. Read him/her your ending and listen to his/her ending. Give each other feedback and compare your endings. These phrases can help you.

In your ending I like that ...
I think it's very interesting that ...
I don't understand ... Can you explain that?
Maybe next time you could ...?
I think your ending was great / fine / OK / ...
I think you should have thought more about ...

I think our endings are similar / quite the same because ...

I think our endings are very different because ...



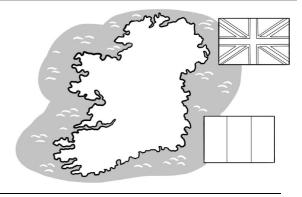
#### 1 Conor and Ireland

Moritz, a German student, is coming to stay with Conor in Ireland. Conor has recorded some information for his photos. Look at the pictures on pages 58–59, listen to Conor's message and fill in the missing information.

Picture 1:	Conor's age:			
	Conor's hometown:			
Picture 2:	Ireland = an: 2 parts / cou	ntries:		
	a), capital:	_		
	b)	, capital:		
Picture 3:	beautiful scenery (2 details): a)		_; b)	_
	typical weather:	_		
Picture 4:	_ 2 languages: a); b)			
	- traditional language spoken in	and	written on	_
Picture 5:	What are these traditional Irish instrun	nents?		
	Fiddle: a			
	Bodhrán: a kind of	_		
	Irish Bouzouki: a round	_		
Picture 6:	What is true about pubs? Tick the righ			
	Sometimes people go in a pub to p	olay or listen to n	nusic.	
	Pubs are part of the Irish lifestyle.  You must be 18 to go in a pub.			
Picture 7	Dublin has a lot of history but also lo	ite of		
ricture i				
	- thousands of people work in high-tee			JOCKS
Picture 8:	coding class: Conor learns to		and	
Picture 9:	Circle traditional Irish food:			
		cabbage	soda bread	
	potatoes broccoli	NA.	42800	pasta
	stew	steak	salad	

# 2 Look at the map of Ireland and ...

- ... draw the border between Northern Ireland and Ireland with a grey pencil.
- ... draw a red square for Dublin and a red circle for Belfast and label both capitals.
- ... colour the area of Connemara green.
- ... colour in the flags.





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# Reading for detail: Life and death on the way to the New World

1 Read lines 1–18 again. Right, wrong or not in the text (nit)? Mark the correct answers. • Correct the wrong statements.

		right	wrong / •	nit
1	After the Great Famine, the first people started to leave Ireland.			
2	In the 19th century, many people in Ireland were very poor.			
3	In Ireland, people know more than 50 recipes with potatoes.			
4	The docks for the ships to North America were full of starving people.			

2 Read lines 19–31 again. Match the sentence beginnings (1–4) with the right endings (A–E). Write the letters in the table below. Be careful, there is one more ending than you need.

1	Life on board was ha	rd because	A lots of people got ill and diseases spread very fast.		nd diseases spread
2	The passengers had the toilet in the same	to eat, sleep and go to area, so	B only 70–75 % of the people on board survived the trip.		people on board
3	The name "coffin ship	os" means that	C the ships were very crowded and the passengers didn't get enough food, water and fresh air.		
4 Sharks followed the ships because		D	D they tried to escape from the famine.		
		Ε	E they lived on the bodies of the dead passengers.		
	1	2		3	4

3 Read lines 33–55 again. Then complete the sentences below. Only one ending is right. Which one? Tick the correct boxes.

nt from other ships because				
it took 2,500 people on board on one trip.				
it travelled 16 times faster than other ships.				
it had a doctor on board and a strict captain who looked after the passengers.				
the owner of the "Jeanie Johnston".				
a boy who was born on the "Jeanie Johnston".  the captain of the "Jeanie Johnston".				
the captain of the "Jeanie Johnston".				
Americans like British or Irish names.				
America is far away from Britain or Ireland.				
many immigrants came from Britain or Ireland.				

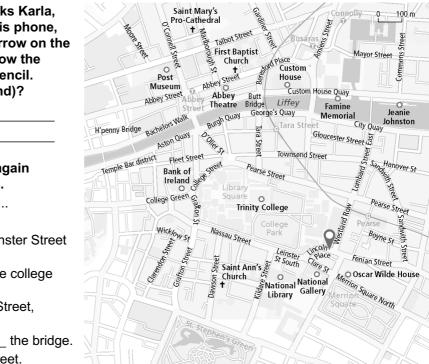


2110	00101	io iii Dabiiii, Oilic i	,	
1a	1a Moritz is in Dublin. He asks Karla, the virtual assistant on his phone, for directions. Find the arrow on the map. Then listen and follow the directions with a green pencil.  Where is Moritz (at the end)?		Saint Mary's Pro-Cathedra Post Museum Abbey Street Abbey Ather Th Astor Quay Astor Quay	
b	b Look at the map. Listen again and fill in the right words.			Temple Bar district Fleet Street  Bank of Ireland were
	1	Tell me the _	to	College Green Ca
	2	Go	on.	Wicklo Na
	3	Turn South.	_ into Leinster Street	3 WSt
	4	So not	the college	Catton Street

Nassau Street,

the college.

Let's walk \_\_\_\_ the street.



#### 2 You're in Dublin

We're going \_

5

a Partner A: Ask for directions from your partner. Follow the directions on the map with a red pencil.	b Swap roles. Partner B: Now ask for directions from your partner. Follow the directions on the map with a blue pencil.				
Partner B: Give partner A directions.	Partner A: Give partner B directions.				
(1: National Library – Famine Memorial:)	(3: Post Museum – Jeanie Johnston:)				
Partner A: Excuse me, could you tell me the to the Famine Memorial, please?	<b>Partner B:</b> Excuse me, could you tell me the way to the Jeanie Johnston, please?				
Partner B: Go straight on. Turn into	Partner A: right into O'Connell Street.				
Leinster Street South. Go Lincoln Place.	Go straight, across Abbey Street. Turn				
Turn into Westland Row.	into Bachelors Walk. Go on.				
Go on. Go the bridge	Go the Custom House and the Famine				
and left into Custom House Quay. The	Memorial. The Jeanie Johnston is on				
Famine Memorial is on the	the				
Partner A: Thanks for your help.	Partner B: Thanks for your help.				
(2: Famine Memorial – Abbey Theatre:)	(4: Jeanie Johnston – Trinity College:)				
Partner A: Excuse me, how do I get to the Abbey Theatre, please?	<b>Partner B:</b> Excuse me, how do I get to Trinity College, please?				
Partner B: straight on, past the Custom	Partner A: Turn leftCustom House				
House right into Marlborough Street.	Quay straight on. Go the Famine				
Go straight The Abbey Theatre is on	Memorial and the Custom House left				
the	and go Butt Bridge.				
Partner A: Thank you.	Go Tara Street. Go across Pearse				
	Street. Trinity College is right in of you.				
	Partner B: Thank you.				

#### 1 Helping tourists: In your hometown

You're visiting your grandparents in another town. A tourist asks you for help.
 Complete the dialogue. You can look at the sentences in the table below for help.

Tourist: Excuse me. Do you speak English?

You: Yes, I do. Can I help you? Tourist: Is there a bank near here?

You: Erm . . . Opa, sie fragt nach einer Bank.

Opa: Naja, es gab früher hier eine um die Ecke, aber die hat geschlossen. Die nächste ist drei

Straßen weiter in der Thomasstraße. Das dauert nur ein paar Minuten zu Fuß.

You: My grandad says the nearest one

Tourist: Oh good. Do you know how long it's open?

You:

Opa: Ich glaube, sie hat heute bis 16 Uhr geöffnet. Wenn die Dame sich beeilt, kann sie das

gerade noch schaffen.

You:

Tourist: Great, thanks for your help.

You: No problem. Have a nice day!

# b Another tourist asks you for help.

Tourist: Excuse me. Can you help me, please? I'm looking for a shop where I can buy some

sunglasses.

You: Hello. Let me just ask my grandad. Opa,

Opa: Die besten kriegt er bei Zimmermann. Und die Bedienung ist dort sehr gut.

You: You can buy the best ones at

Tourist: Oh, good. Can you tell me the way to the shop, please?

You

Opa: Hinter dem Dom, neben der Buchhandlung. Am besten geht er hier links an dem Kaufhaus

vorbei und dann rechts. Das ist der schnellste Weg.

You: \_\_\_\_

Tourist: Thank you very much.

You: You're welcome. Enjoy your shopping!

#### More help: Cut out the sentences below and match them to the gaps in the dialogue above.

er fragt nach einem Geschäft, wo er eine Sonnenbrille kaufen kann.	Kannst du uns bitte den Weg zum Laden beschreiben?		
It's open till 4 o'clock in the afternoon. So you'll have to walk fast to get there on time.	Zimmermann's, and the shop assistants there are very good.		
Weißt du, wie lange sie geöffnet hat?	is in Thomasstraße. That's only a few minutes on foot from here.		
It's behind the eathedral post to the backshop. Co left post the department stars. Then turn right			

It's behind the cathedral, next to the bookshop. Go left, past the department store. Then turn right. That's the best way.



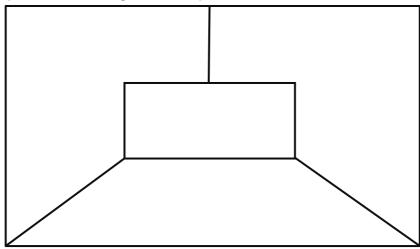
#### Your conversation

Work in groups of three and make a similar conversation.

Use the placemat below to choose a place in your town, village or area: a nice cafe / an interesting museum / a big department store / a supermarket / ...

Write at least three different places in your corner of the placemat.

Then read your partners' ideas. Agree on one place and write it in the middle of the placemat.



## Complete the conversation below with directions to 'your' place.

Tourist: Excuse m	e. Do you speak English?	
You:	Can I help you?	
	, sie/er fragt nach	
_		
		·
You: There's a		
Tourist: Great! Do	you know how long it's open?	
You:		
		?
:		
		·
You: It's open		
Tourist: Sounds go	ood. Can you tell me the way	?
You: Wo ist		7
::		
You:		·
1 ou.		



# LOOK AT LANGUAGE: if-sentences, type 1: results

a Read the explanation. Complete the table with four more examples from the text.

if-clause	main clause
if + simple present	will/can/might
If you visit Carlingford,	you'll see the real Ireland.
If you go to the harbour,	
EXTRA Add the sentences from exer	cise 3a, page 67 to the table below.
h Mhat da way nation about the ard	
b What do you notice about the orde	er of the two clauses in this example?
You probably won't see a real leprec	•
You probably won't see a real leprec  → An if-sentence can also begin with	•
You probably won't see a real leprec	haun if you go there.
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  We can also use if-clauses to give	haun if you go there.  . When the if-clause is the second instructions. Complete the examples.
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  We can also use if-clauses to give if-clause	whaun if you go there.  In When the if-clause is the second  Instructions. Complete the examples.  In a clause
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  We can also use if-clauses to give	haun if you go there.  . When the if-clause is the second instructions. Complete the examples.
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  We can also use if-clauses to give if-clause	whaun if you go there.  In When the if-clause is the second  Instructions. Complete the examples.  In a clause
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  We can also use if-clauses to give if-clause  if + simple present	whaun if you go there.  In When the if-clause is the second  Instructions. Complete the examples.  In a clause
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  C We can also use if-clauses to give if-clause  if + simple present  If you come here in August,	whaun if you go there.  The second with the inverte se
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  C We can also use if-clauses to give if-clause if + simple present  If you come here in August,	whaun if you go there.  The second with the inverte se
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  C We can also use if-clauses to give if-clause if + simple present  If you come here in August,	whaun if you go there.  In When the if-clause is the second  Instructions. Complete the examples.  In main clause  In should or imperative  In when the if-clause is the second  In
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  C We can also use if-clauses to give if-clause  if + simple present  If you come here in August,  LOOK AT LANGUAGE: if-sentences, to some if-sentences are about facts	whaun if you go there.  . When the if-clause is the second  instructions. Complete the examples.  main clause  should or imperative  ype 0: facts and rules and rules. Match the two clauses. Draw arrows.
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  C We can also use if-clauses to give if-clause  if + simple present  If you come here in August,  LOOK AT LANGUAGE: if-sentences, to some if-sentences are about facts of the people eat bad oysters,	whaun if you go there.  . When the if-clause is the second  instructions. Complete the examples.  main clause  should or imperative  ype 0: facts and rules and rules. Match the two clauses. Draw arrows.  a it becomes green.
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  We can also use if-clauses to give if-clause  if + simple present  If you come here in August,  LOOK AT LANGUAGE: if-sentences, to some if-sentences are about facts of the people eat bad oysters,  If you mix yellow and blue,	whaun if you go there.  The second with the instructions. Complete the examples.  The second with the instructions. Complete the examples.  The second with the instructions is the second with the instructions. Complete the examples.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions is the second with the instructions.  The second with the instructions is the second with the instruction with the in
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  We can also use if-clauses to give if-clause  if + simple present  If you come here in August,  LOOK AT LANGUAGE: if-sentences, to some if-sentences are about facts of the sentences are about f	whaun if you go there.  The second with the instructions. Complete the examples.  The second with the instructions. Complete the examples.  The second with the instructions is the second with the instructions. Complete the examples.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions is the second with the instructions.  The second with the instructions is the second with the instruction with the in
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  C We can also use if-clauses to give if-clause  if + simple present  If you come here in August,  LOOK AT LANGUAGE: if-sentences, to some if-sentences are about facts of the people eat bad oysters, of you mix yellow and blue, of people don't eat,  C Complete the explanation. What te	whaun if you go there.  The second with the instructions. Complete the examples.  The second with the instructions. Complete the examples.  The second with the instructions is the second with the instructions. Complete the examples.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions is the second with the instructions.  The second with the instructions is the second with the instruction with the in
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  We can also use if-clauses to give if-clause  if + simple present  If you come here in August,  LOOK AT LANGUAGE: if-sentences, to some if-sentences are about facts of people eat bad oysters, of you mix yellow and blue, of people don't eat, of the complete the explanation. What the if + simple present of complete these sentences.	whaun if you go there.  The second with the instructions. Complete the examples.  The second with the instructions. Complete the examples.  The second with the instructions is the second with the instructions. Complete the examples.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions.  The second with the instructions is the second with the instructions is the second with the instructions.  The second with the instructions is the second with the instruction with the in
You probably won't see a real lepred  → An if-sentence can also begin with clause, there is no comma.  C We can also use if-clauses to give if-clause  if + simple present  If you come here in August,  LOOK AT LANGUAGE: if-sentences, to some if-sentences are about facts of people eat bad oysters, of you mix yellow and blue, of people don't eat,  C Complete the explanation. What to if + simple present  C Complete these sentences.  If it rains,	whaun if you go there.  The second where in the if-clause is the second instructions. Complete the examples.  The second where is in the main clause instructions. Complete the examples.  The second where is the second instructions. Complete the examples.  The second where is the second where is the second instructions.  The second where is the



Part 1: About Yu Ming

				ling's body and his face. w do you know? Take notes.		
What's his job?						
Describe his body la	nguage:					
Part 2: From China Watch the next par		n and fill in the	table.			
Where does he go?	?					
What does he do th	nere?					
What does he do th	nen?					
What does his bod language show about feelings?						
Part 3: The first day						
Where is he?	Sum up t	he problem:		Describe how Yu Ming feels in these situations:		
in the hostel						
in the restaurant						
in the street						
in the park						
Part 4: In the pub Watch the scene in Draw arrows.	the pub a	nd match the b	peginning and the e	ending of the sentences.		
The barkeeper in the	e pub		speaks to Yu Ming	speaks to Yu Ming in Irish.		
An old man			explains to him ab	out Irish and English.		
His new friend			doesn't understan	d the boy.		
The barkeeper think Paddy	s that		speaks Chinese because Paddy and Yu Ming are talking together in a language he can't understand.			
Part 5: The end of the Watch the end of the Yu Ming works in a section Chinese. He is hap	ne film. Cir shop / pub	/ hostel in Con		te your opinion. the guests in English / Irish /		
I feel		because				



а	Fill in the missing words. They are all in Unit 4.
1	It's a part of Ireland where people speak Irish. It's famous for its national park with mountains and free-living ponies.
2	Come to Festival in Carlingford in August!
3	The capital of Ireland is
4	It's somebody who wears green clothes, a green hat and has an orange beard.
5	What happened in 1845 in Ireland? – The
6	The Irish national day:
7	It's something to eat. You need flour, baking soda, salt and buttermilk for it.
8	The Jeanie is a famous ship.
9	The time when there was fighting and violence in Ireland is called
b	Compare your answers with a partner and / or in class. Then fill in the letters from the grey fields in the grid below. Do you know what the word means? Write a definition next to it.
	1 2 3 4 5 6 7 8 9
С	EXTRA How important is technology for you? Collect ideas in a mindmap like this:
	Technologies I use  Advantages and dangers of technology
	TECHNOLOGY AND ME

How important is technology?



What I love / hate doing

# Part 1: Feedback on film reviews (for p. 69, ex. 3)

- a Use the checklist to find out if your review is complete. Tick the boxes to check.
- b Swap reviews with a partner. Read their review and fill in the checklist below. Give feedback.

A checklist for film reviews			
In your film review, you	Ме	Partner 1	Partner 2
write what the film is about.			
describe what happens in the film.			
use the simple present to talk about what happens.			
use time phrases like First, Then and At the end to tell the story.			
say what people can / might learn from the film.			
give your opinion of the film and reasons for it.			
write if you would recommend this film.			
What I liked best about your review:	What I liked best about your review:		
What you could do better:			

\_\_\_\_\_\_

## Part 2: Feedback on presentations (for p. 73, YOUR TASK)

Watch the other groups' presentations and fill in the checklist below. Give feedback.

Feedback for / Criteria	Group 1	Group 2	Group 3	Group 4	Group 5
What did you learn?					
What did you find interesting?					
Was the group's body language confident?					
- Did the presenters look at the class?					
- Did they smile?					
– Did they stand up straight?					
- Did they speak freely?					
- Did they speak loudly and clearly?					
- Were the handovers good?					
Did the presentation have a good structure?					
– Beginning:					
- Middle part:					
– End:					
<ul> <li>Did they have nice material to illustrate their topics (pictures, music, recipes,)?</li> </ul>					
– Did they ask if there were questions (at the end)?					
What I liked best about your presentation:					
What you could do better:					



#### 1 LISTENING At the tourist information centre

The Roman Muse	The Roman Museum		
Open:	WedSun. from 10 - (1) 6:30		
Late opening:	Thurs. to (2) 8:30		
	Lots of (3) weapons, some helmets and leather shoes.		
Website:	(4) yes		
Tickets:	adult tickets: (5) £ 8.50		
Students:	free if under (6) 16		

## 2 SPEAKING In Ireland

а

Partner A (questions)	Partner B (answers)
How old is the Giant's Causeway?	60 million years
How did it happen?	probably naturally (but an old story says a giant called Finn McCool took a piece of the coast and threw it into the sea to make a path)
Where can I get more information?	at the Visitor Centre
When is it open?	from 9:00 to 17:00 in winter and from 9:00 to 21:00 in summer
Is there a cafe?	Yes, there is.

b

Partner B (questions)	Partner A (answers)
Who or what is Fungie?	a dolphin
When did Fungie come to Dingle? in 1983	
Are there boat trips every day? Yes, there are. But only if the weather is good.	
How long do the boat trips take?	about one hour
How can I book a boat trip? You can book online or call.	

# 3 USE OF ENGLISH A Dublin hero

1 C • 2 B • 3 D • 4 A • 5 C • 6 A • 7 B • 8 C

## 4 VOCABULARY Directions

- a 1 Turn left. 2 Go across the bridge. 3 Go through the gardens / park. 4 Go straight on (between the trees). 5 Go past the statue. 6 Go along the river.
- **b** Individuelle Lösungen.

# 5 WRITING A story

a-c Individuelle Lösungen.



р	ast			present
	vners posted the first many years ago.		They pictur	are still posting es.
( <b>B)</b> <u>Sinc</u>	e 2016, Pete the Pug's	owners have been taking ph	otos and	videos of him.
p	ast			present
	vners took the first photo the Pug in 2016.	0	•	owners are still taking os and videos of Pete.
		se) social media about		
- Pete		se) social media about (not get) all the attentior (share	ı	_ last year.
- Pete	sister, Penny the Pug, _	(not get) all the attention (share	ne) his cha	_ last year. annel last year.
- Pete - His : OK AT Look a	sister, Penny the Pug, _ LANGUAGE: the present the examples of the	(not get) all the attention	e above a	_ last year. annel last year. and complete the rules
- Pete - His : OK AT Look a use the	sister, Penny the Pug, _  LANGUAGE: the present the examples of the examples present perfect progre until now	ent perfect progressive present perfect progressive essive to talk about something	e above a	_ last year. annel last year. and complete the rules
- Pete - His : OK AT Look a use the	sister, Penny the Pug, _ LANGUAGE: the present the examples of the examples present perfect progre	ent perfect progressive present perfect progressive essive to talk about something	e above a	_ last year. annel last year. and complete the rules
- Pete - His : OK AT Look a use the	sister, Penny the Pug, _  LANGUAGE: the present the examples of the examples present perfect progre until now	ent perfect progressive present perfect progressive essive to talk about something	e above a	_ last year. annel last year. and complete the rules
OK AT Look at use the make the way we use	sister, Penny the Pug, _  LANGUAGE: the present the examples of the examples present perfect progre until now the present perfect progre	ent perfect progressive present perfect progressive essive to talk about something	above a that	_ last year. annel last year. and complete the rules  (verb) -ing-form



– We use \_\_

Examples:

\_\_\_\_\_to talk about a length of time.

# Your game

a Choose a game that you enjoy playing. Look at the table and answer the questions on your own. If you need help, you can turn your paper and look at More ideas.

W	hat is the aim of the game?			
W	hat equipment do you need?			
Н	ow do you play it?			
Th	nink of 4–8 instructions.			
b	Draw some pictures that help	other people to	o understand your game	
С	Can your partner guess the na	ame of the gam	ne? Give him / her three	choices.
	(1)		(2)	

**More ideas:** These are the rules for Monopoly. Put the jumbled sentences into the correct order.

Name of the game:	® √lodonoM
	8 own / you / if / all the streets / of the same colour, / can / you / houses and hotels / build
	7 on another player's street, / if / land / you / must pay / you / rent
	6 you / land / if / on a free street and have enough money, / can / you / it / buy
	5 in the GO-square / start / and / move clockwise / around the board
	4 Roll the dice. / first / the person / the highest number / who rolls / goes
instructions.	3 each player / money / gives / the banker
play it؟ Think of <del>4</del> –8	Z a token / chooses / each player / and / is / one player / the banker
How do you	the game / for two to six players / is
What equipment do you need?	for each player / need / you / a board, two dice and one token
Nhat is the aim of the game?	to become the richest player / the aim of the game is / by buying streets, houses and hotels



VIEWING Coach, pa	art 1: Watcl	h the first situ	ation from the fil	m. Complete the information
				•
2 David gets				
3 Unfortunately, there's a				
•	•			nelp them because
<b>5</b> The father says no, but	t then chan	ges his mind be	ecause	
6 On the coach,				
3 Opinions a Watch the video ag	ain. Answe	er the question	ns. Take notes in	the table below.
1 How does the father b	behave towa	ards his son?		
2 How does David reac				
What do you think is h				
<b>3</b> How are David and his dad feeling when they sing together?				
4 What does David thin		•		
		•		
4 What does David thin coach? What does his	s dad think?	?		en en el
What does David thin coach? What does his     Explain what helped	s dad think?	Circle your ar	., .	nguage • dialogue • how they ta
What does David thin coach? What does his     Explain what helped	s dad think?  d you in a.  ngs? What	Circle your ar	talking about? \	What feelings are they expres
4 What does David thin coach? What does his coach? What does his coach? What does his coach? What helped who says these things	s dad think?	Circle your ar	talking about? \	
4 What does David thin coach? What does his	s dad think?  d you in a.  ngs? What	Circle your ar	talking about? \	What feelings are they expres
4 What does David thin coach? What does his coach? What does his coach? What does his coach? What helped who says these things	s dad think?  d you in a.  ngs? What	Circle your ar	talking about? \	What feelings are they expres
4 What does David thin coach? What does his David thin coach?	s dad think?  d you in a.  ngs? What	Circle your ar	talking about? \	What feelings are they expres
4 What does David thin coach? What does his coach? What does his coach? What helped who says these things.  1 Lame!	s dad think?  d you in a.  ngs? What	Circle your ar	talking about? \	What feelings are they expres
4 What does David thin coach? What does his David thin coach?	s dad think?  d you in a.  ngs? What	Circle your ar	talking about? \	What feelings are they expres
4 What does David thin coach? What does his be Explain what helped Who says these thing 1 Lame!	s dad think?  d you in a.  ngs? What	Circle your ar	talking about? \	What feelings are they expres
4 What does David thin coach? What does his be Explain what helped Who says these thing 1 Lame!  2 Turn it down!	s dad think?  d you in a.  ngs? What	Circle your ar	talking about? \	What feelings are they expres
4 What does David thin coach? What does his David thin coach? What does his David thin coach? What does his David thin coach? What helped the Who says these thin 1 Lame!  2 Turn it down!  3 Sweet!	d you in a. ngs? What Who?	Circle your art is the person What (situa	talking about? \	Vhat feelings are they expres  Feelings?
4 What does David thin coach? What does his David thin coach? What does his David thin coach? What does his David thin coach? What helpeds Who says these thin 1 Lame!  2 Turn it down!  3 Sweet!	d you in a. ngs? What Who?	Circle your art is the person What (situate the second person)	talking about? \ation)?	Feelings?  Feelings?  Complete the sentences below



# LOOK AT LANGUAGE: if-sentences, type 2

Complete the table with the clauses from the examples in your book. Then complete the rules for the verb forms.

if-clause	main clause	
If I were you,	I'd talk to them .	
if they	lt .	
Rule: if + simple	Rule:/ could / might + infinitive	
Remember: We use if-sentences, type 2 when a situation or an event is to happen.		

Read the situations and give advice.





I want to learn how to speak Spanish.



My parents fight all the time.





	If I were you, I'd
You say:	

Remember: You can use If I were you, I'd ... to put yourself in somebody's shoes and give

3	Piku I	Kaitlin and	Doytor are	talkina	about their	draame on	line Con	nlata thair	statements.
J	RIKU.	Naitiin and	Dexter are	taikinu	about their	ureams on	iine. Con	ibiete their	statements.

Riku: "I	(learn) karate if I	(have) more time."	
Kaitlin: "I	(live) for a year in the US	A if it	(be) easier to get a job there."
Dexter: "I	_ (buy) a sports car if I	(earn) a lot of	money."

Remember: An if-sentence can also begin with the main clause. When the if-clause is the second clause, there is no comma.

EXTRA	Write	about	vour	dream/s
	AALICE	about	youi	ui caiii/s

You: "I would	if	"



#### **Truth or Tact?**

Let's play "Truth or Tact"! Read the difficult situations and say what you would do in each situation.

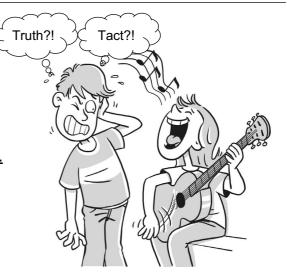
Say which solution you would choose and why.

Then explain what might or could happen if you chose the other two solutions.

Use conditional II. Discuss your opinions in your group.



I would choose **a** because <u>if I told</u> him that his invitation must have got lost in the post <u>he might find out</u> that I lied. <u>If I told</u> him that I didn't like him, <u>I might hurt</u> his feelings.



A You invited ten friends to a party. At school you see a boy who you didn't invite because you don't like him very much. He knows about the party and he wants to know why you didn't invite him.

#### Would you:

- a tell him that you were only allowed to invite ten people?
- **b** tell him that his invitation must have got lost in the post?
- c tell him that you didn't like him?
- C You spent a lot of time doing a geography project for school. Someone in your class wants to copy your project instead of doing one him/herself.

#### Would you:

- a tell him/her that you are very bad at geography and that your project is full of mistakes?
- **b** let him/her copy it and say nothing?
- c refuse<sup>1</sup> and tell the teacher?
- **E** Your aunt sent you a T-shirt for your birthday. **F** You don't like it.

### Would you:

- a thank her and wear it every time you see her?
- **b** tell her that it's not your size?
- **c** thank her and give it to someone who you don't like?

**B** Your best friend wrote a song. He/she thinks it is wonderful. You think it is terrible. He/she asks you for your opinion.

#### Would you:

- a say that it was the best song you have ever heard?
- **b** say that you thought it was quite good but that he/she should ask for other people's opinions too?
- c say that it was the worst thing you've ever heard?
- D A good friend borrowed money from you several times but hasn't paid it back. He/she has just asked you again to lend him/her \$5. Would you:
  - **a** lend him/her the money and say nothing?
  - b refuse¹ to lend the money and tell him/her why?
  - **c** say that you didn't have any money?
- F You are sitting in the bus and the student next to you is eating a cheese sandwich that smells really bad.

#### Would you:

- a ask the student to put the sandwich back into the lunch box because it smells?
- **b** get up and look for another place?
- tell the student that you aren't allowed to eat on this bus and that it's healthier to eat outside anyway?

<sup>1</sup> refuse [rɪˈfjuːz] ablehnen



# **EXTRA** Can you think of more difficult situations for "Truth or tact"? Write your own cards with three possible solutions (a–c) with a partner and read them to the class

G	н		
Would you:	Wou	ld you:	
a	a		
	?		?
b	b		
	?		?
c	c		
	?		?
1	1		
Would you:	Wou	ld you:	
a	a		
	?		?
b	b		
	?		?
c	c		
	?		?



#### WRITING How to write a personal letter

#### 1 Dexter's letter

a Look at Dexter's letter in your book at page 87. Then read the tips below. Look at the words in grey and cross out what's wrong.

#### (1) Address

- Write the address in the top corner on the right / on the left.
- An English address is the same as / different from a German address.
- When you write the street, the name of the street / house number comes first.
- The postcode comes before / after the city. It has letters and numbers / symbols.

## (2) Start of letter

- You can start your letter with: Best Wishes / Bye / Dear / Hello / Hi / Love / See you.

#### (3) End of letter

- You can end your letter with Love / Write back soon! / Lame! / Bye / Best wishes / OK.

b Now read the letter (main part). Why is Dexter writing it? What topics does he write about?

In his letter, Dexter writes about ...

- reasons for writing the letter
- the good and bad things in the school year
- his best friends at school
- his favourite teachers
- plans for the summer holidays
- some advice for the next school year

#### 2 Your letter

- a Write a letter to yourself (on KV 47B). Write about the good and not so good things this year and tell yourself what you ought to do in the summer and in the next school year.
- CHECK: Read your letter again and fill in the checklist.
   Correct your letter if necessary. Put your letter in *My file*.
   (OR: Put your letter in an envelope, seal<sup>1</sup> it and give it to your teacher.) Read it again next year.



Did you / the writer	my letter	my partner's letter
start and end the letter in the right way?		
check the spelling in a dictionary?		
use the right verb forms?		
use linking words such as and / but / first / so / too /?		
sign the letter?		

<sup>1</sup> seal [si:l] verschließen / versiegeln



	(address:)
	(today's date:)
tart of letter:)	
explain why you are writing the letter:)	
ay what was not so good this school year:)	
vrite about 3–4 good things that happened this school year:)	
alk about your plans for the summer and for next school year:)	



#### **READING MAZE: Girl online**

- 1 Find your way through the maze to read the beginning of a book summary. You must use all words one time. Draw (red) arrows to connect them. Go up, down, right or left.
- 2 Let's find out more about this book and its author on pages 88-89 of your English book.



PERCY JACKSON	
age:	
looks:	
what he is like:	
friends:	
likes:	
dislikes:	
MRS DODDS – THE MATHS TEACHER	
age:	
looks:	
what she is like:	
relationship status:	
best kept secret:	
MR BRUNNER – THE LATIN TEACHER	
age:	
looks:	
what he is like:	
relationship status:	
likes:	
dislikes:	



- a Read one of the texts on page 126 in your English book. Complete the notes for one of the fairies and tell your group about it.
- b Listen to the other students and complete the notes for the other three fairies.

1 The Dullahan	
• Irish	
horseman	
• rides on a wild	that
breathes	
• he has a	
• carries his	like a lamp
• if his head	a name, this
person will	
something mad	de of can stop him

2 The banshee		
• a		
who wails	The state of the s	
sometimes a		
beautiful	in a white	
dress or an ugly		
has red eyes from		
• she	families that someone will	
; but only families with or in		
their name		
1		

3 The Dearg-due	
• female	A STATE OF THE PARTY OF THE PAR
• drinks the	and the
of men	
story says that a young	
was forced to	
a rich old man who treated her badly	
• she	
then she rose from her an	ıd
killed her and	
one night every year she looks for	
writer of knew this story too	

4 A changeling  • a fairy  • looks like	
•	, greedy baby
• eats and	, is never
has dark eyes	and looks
• makes people	
• takes all the _	away
• if you	, maybe the
fairies come a	nd take it back and give you