LISTENING A new boarding school

a  Listen to 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?

2 What do students do at a boarding school?

3 What do you think boarding schools are like?

b  Listen to the school principal and to Ella. Complete the sentences and say why.

I find the school interesting / fun / hard / … __________________________________________ because

I think Ella sounds nervous / nice / happy / … __________________________________________ because

c  Listen again and complete the information.

Another great school year at Victoria School!

New activities: Chinese, __________, __________

Sports facilities: ____________, tennis courts, ____________, playing fields

New arts centre: theatre for ____________, and ____________,

new __________________________

Wi-Fi: where: ____________, when: ____________

Ella Stephens

New student in year _____; boarder in Wilton House

Age: _____ From: ____________ Why here: ____________

Favourite subjects: ____________ Hobbies: ____________
VIEWING The most famous school

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

<table>
<thead>
<tr>
<th>Partner A: Watch the video and take notes. What do you find out about:</th>
<th>Partner B: Watch the video and take notes. What do you find out about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– getting up:</td>
<td>– breakfast:</td>
</tr>
<tr>
<td>– chapel:</td>
<td>– uniforms:</td>
</tr>
<tr>
<td>– exams:</td>
<td>– Eton language:</td>
</tr>
<tr>
<td>– snacks:</td>
<td>– sports:</td>
</tr>
</tbody>
</table>

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.

What do James and Fara think about Eton?

What do you think about Eton?

Would you like to go to a boarding school? Why (not)?

EXTRA Did you know that …?

Eton goes back to 1440.

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

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

There are 25 houses where around 1,300 boys live.
You can choose between the easier ☐ (column 1) or the harder exercise 1a ☐ (column 2). Fold back the exercise you don’t want to do.

<table>
<thead>
<tr>
<th>1 LISTENING A skype call from Africa</th>
<th>1 LISTENING A skype call from Africa</th>
<th>2 Ella’s letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Listen to Ella and her mum. What does Ella say? Choose the right answers.</td>
<td>☐ Listen to Ella and her mum. What does Ella say? Take notes.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 She’s made lots of / no friends.</th>
<th>1 Friends?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2 There are lots of / not too many rules.</th>
<th>2 Rules?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3 She gets up earlier / later than at home.</th>
<th>3 Wake-up time?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4 Lacrosse is strange / fun.</th>
<th>4 Lacrosse?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5 The food is very / not very good.</th>
<th>5 Food?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6 She’s always careful not to eat nuts / eggs.</th>
<th>6 Careful about?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7 She is / isn’t homesick.</th>
<th>7 Homesick?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>8 She has been / hasn’t been worried about her parents.</th>
<th>8 Worried about parents?</th>
</tr>
</thead>
</table>

b) How do Ella’s mum and dad feel about living in Africa? __________________________________________________________

What are their jobs there? __________________________________________________________
1 At the drama club
a 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.
b Listen again and check.
c Complete the LOOK AT LANGUAGE-box below.

### LOOK AT LANGUAGE: relative clauses

<table>
<thead>
<tr>
<th>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.</th>
<th>c Now complete the rules.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Tara is the girl _____ has curly brown hair.</td>
<td>Relative clauses describe people, things and places.</td>
</tr>
<tr>
<td><strong>2</strong> Nikolai is the tall Russian boy _____ is in our year.</td>
<td>We use _____ or _____ for people.</td>
</tr>
<tr>
<td><strong>3</strong> I love the film – not the old film _____ has Claire Danes in it, the new film with …</td>
<td>We use _____ or _____ for things.</td>
</tr>
<tr>
<td><strong>4</strong> Harry is the boy with the hair _____ looks really cool.</td>
<td>We use _____ when things or people belong together.</td>
</tr>
<tr>
<td><strong>5</strong> I love the new film with the girl _____ name I always forget.</td>
<td>We use _____ for places.</td>
</tr>
<tr>
<td><strong>6</strong> This is the new school theatre _____ the drama club is going to meet now.</td>
<td></td>
</tr>
</tbody>
</table>

b Underline the relative pronouns in the sentences and mark the words they refer to.

2 Who is it? What is it?
a 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 |

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.

________________________________________________________

________________________________________________________

________________________________________________________
1 Romeo and Juliet (relative pronouns)
   a Complete the description of the story with who, which, whose or where.
      Romeo Montague and Juliet Capulet are two young people (1) __________ live in
      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 meets Juliet. The next day they marry in secret. Romeo leaves
      Verona after he was in a fight (5) __________ goes wrong. Later he hears that Juliet
      is dead and kills himself. But the story (6) __________ Romeo heard wasn’t true.
      When Juliet finds Romeo dead, she kills herself too.
   b Look at the pronouns in a again. Where can you use that? Add it after the pronouns in a.

2 Describing people
   a 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 …
      1 often __________ (talk) in a loud voice.
      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.

   b Think of famous people or people in books and films. Choose one or two and take notes.
   (Wordbank 1, p. 109)

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   c 🗣 Tell your partner about the person. Does your partner know his or her name?
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.
   Ella and Lucy
   2 Landon and Ella
   3 Landon and Roxy
   are roommates.
don’t know each other.
are relatives.
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
Hey / Hi / Hello.
You’re Roxy,__________________? 
How do you____________________ (Roxy)?

Ask how somebody is
How is____________________? 
What’s____________________? 
How____________________? 

Check names
Sorry, I didn’t get_____________________. 
Can you say____________________? 

Say goodbye
Sorry, I need to_____________________. 
See you †_____________________. 
Say hi____________________ (Liam). 
______________________ to meet you. 
See you ___________________.

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

<table>
<thead>
<tr>
<th>Oh right. Nice to meet you.</th>
<th>Bye, Lisa. Say hi to Jennifer! See you later!</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is Spyridon. … I’m waiting for my mum. There she is! Sorry, I have to go now.</td>
<td>That’s right. I’m Lisa. I’m waiting for Jennifer. We’re going to the cinema in town. What’s up?</td>
</tr>
<tr>
<td>See you at football practice! Bye.</td>
<td>Hi! You’re a friend of Jennifer’s, aren’t you?</td>
</tr>
<tr>
<td>Right. I’m Alex … sorry, I didn’t get your name. Can you say it again?</td>
<td>Bye, Sonia. Nice to meet you.</td>
</tr>
<tr>
<td>Yes, I am. I am new at the club.</td>
<td>Well, I’m on my way home. Sorry, I’m late. I need to go now.</td>
</tr>
<tr>
<td>Yes, I saw you there. I’m Spyridon.</td>
<td>Hi, you’re Sonia, aren’t you?</td>
</tr>
<tr>
<td>Hi! You’re at my football club, right?</td>
<td></td>
</tr>
</tbody>
</table>

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

- 1
- 2
- 3
- 4
- 5
- 6
You want to join an English club outside school where you can practise the language and learn about the UK. Fill in the form.

THE ENGLISH CLUB
Please write clearly. Use CAPITALS for names.

First name: ______________________________________

Last name: ______________________________________

Date of birth: _____________________________

Gender: [ ] male [ ] female [ ] 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? [ ]

Read your partner’s feedback and correct your form.
1 Jumana’s story
Read Jumana’s story and underline the relative pronouns.

I came 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 months 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

a 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
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 saw.

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.

b 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>way of teaching</td>
</tr>
<tr>
<td>b</td>
<td>school books</td>
</tr>
<tr>
<td>c</td>
<td>school uniform</td>
</tr>
<tr>
<td>d</td>
<td>assembly / start of school day</td>
</tr>
<tr>
<td>e</td>
<td>lunch</td>
</tr>
</tbody>
</table>

c  Now listen and find out what happened.

How did the students do in their exams? ____________________________________________
______________________________________________________________________________
______________________________________________________________________________

Are you surprised by the results? ________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Is this a good way of learning for you? ____________________________________________
______________________________________________________________________________
______________________________________________________________________________
1  More about Ruby
Read the story on pages 20–21. Add more information to Ruby’s file.

RUBY REDFORT
age: 13
mother: ____________________________
lives in: Twinford, USA
school: ____________________________
description: very clever, independent, ____________________________
likes: writing in notebooks (she has 622), codes, ____________________________
doesn’t like: ____________________________
good at: ____________________________
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)

2  Normal and strange
a  What was normal at school? Complete the sentences.
  1 Ruby had a conversation with ____________________________
  2 Ruby had a boring ____________________________
  3 Ruby had an argument ____________________________
  4 Ruby helped ____________________________

b  What was strange at home? Complete the sentences
  1 The police was ____________________________
  2 The house ____________________________
  3 A strange caller phoned and ____________________________
  4 The strange caller didn’t ____________________________

3 The strange caller
Listen and answer the questions.
Who was the caller? ____________________________
Why did this person phone 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.

   c Compare the information in "My world" and "Jesse’s world". Is it ...? Tick.
   □ 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Music helps Jesse to relax when he is at home.</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>2 Jesse thinks that chores are boring without music.</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>3 Jesse doesn’t listen to music when he does homework because he can’t concentrate.</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>4 He likes listening to different types of music.</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>5 He’s very good at playing the guitar.</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>6 He sings in the choir at church.</td>
<td>true</td>
<td>false</td>
</tr>
</tbody>
</table>

   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.

<table>
<thead>
<tr>
<th>superhero</th>
<th>real name and life</th>
<th>costume</th>
<th>powers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supergirl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Marvel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Panther</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iceman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wonder Woman</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Which superhero …?</th>
<th>Superman</th>
<th>Supergirl</th>
<th>Ms. Marvel</th>
<th>Black Panther</th>
<th>Iceman</th>
<th>Wonder Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>– can fly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– is an accountant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– wears a mask</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– can talk to animals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– is Bobby Drake</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– is Clark Kent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– carries a magic lasso</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– can become bigger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. How to become a superhero
Read the wiki on page 28 in your English book. Which three tips are the most important?

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

1.

2.

3.

b. Then vote for the three most important tips in your class. Write them down here.

1.

2.

3.

**EXTRA** Would you like to become a superhero? Why (not)? Think of three advantages and three disadvantages of a superhero’s life. Take notes (e.g. on the back of this sheet) and decide.

**LOOK AT LANGUAGE:**

Complete the rules and examples below. Then find a heading for the LOOK AT LANGUAGE box.

a. Look at this sentence from the wiki. Answer the questions.

*Quick ideas can save your life: learn to think quickly.*

- **quick** is an adjective. What word does it describe? Is it a noun or a verb?

  **The adjective**

  - **quickly** is an adverb. What word does it describe? Is it a noun or a verb?

  **The adverb**

  ➔ **Rule:** To describe **nouns** we use _______. To describe **verbs** we use _______.

b. Find the adverbs for the adjectives in the table in the wiki on page 28. Complete the rules.

<table>
<thead>
<tr>
<th>adjective</th>
<th>adverb</th>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>quick</td>
<td>quickly</td>
<td>healthy</td>
<td></td>
</tr>
<tr>
<td>quiet</td>
<td></td>
<td>comfortable</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We usually add -ly to adjectives to make adverbs. But sometimes the spelling changes:

-**y** ➔ -_________

consonant **le** ➔ -_________ + _______

c. Find the irregular adverbs for these adjectives in the wiki on page 28.

! fast – _____, hard – _____, good – _____

**EXTRA** Look at your tips in 1a) and b) again. Underline the adjectives in red and the adverbs in blue. Which words do they describe? Draw arrows.
1 The beginning of the film
   a Look at the picture on p. 30. What do you think the mother and daughter are talking or arguing about? Collect ideas with a partner:
   
   \[ \text{________________________} \rightarrow \text{________________________} \]
   \[ \rightarrow \text{________________________} \rightarrow \text{________________________} \]

   b Read the information. Watch the first part of the film. Check your ideas (a) and fill in the gaps.
   The film’s setting is (1) ________________, one of the most dangerous cities in America. Recently crime is down (2) ________%. Danny wants to go to (3) ________ with Sarah Thun, but somebody stole his car. Sarah has a car, but (4) ________________. Sarah’s mom is a (5) ________________ who looks after people’s feet. Sarah wants to (6) ________________, but her mom says no because (7) ________________.

   c How do Sarah and her mother feel at the end of this part? Look at their faces and body language and circle the smileys that fit their feelings best. Use a red pen for Sarah’s mum and a blue pen for Sarah.

   happy | embarrassed | scared | nervous | surprised | cool
   sad | excited | bored | frustrated | angry | proud

2 What happens next?
   a Watch 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, ________________

   b What do you think happens next? Make notes:

   c Watch the third part of the video. Were you right?

3 The end: Complete the sentences.
   1 The Red Thunder is ________________

   2 How does Sarah feel about her mother now? Draw a smiley. You can use the ideas in 1c: ☺

   3 I liked ☺ / didn’t like ☹ the film because ________________

   4 The Red Thunder is / isn’t a typical superhero 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 view¹
  (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 future, 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 **detailed** comments and tips.
- not only criticize but explain what the person could **do better**.

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

¹ point of view [ˈpɔɪnt av 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 do better.

### Feedback for:

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

b  Swap scripts with another pair or group.

When you read their script, fill in the checklist below.

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Our script</th>
<th>_______’s script</th>
<th>_______’s script</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Are all of the parts of the script there?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• character name/s</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• character description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• description of setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• time of day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• dialogue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the character descriptions clear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the setting clear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the instructions useful?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: Feedback

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

• the characters are ... ☐ ☐ ☐ very interesting ☐ ☐ interesting ☐ ☐ OK ☐ ☐ boring
• the setting is ... ☐ ☐ ☐ ☐ cool ☐ ☐ OK ☐ ☐ not very unusual / cool
• the story is ... ☐ ☐ ☐ ☐ exciting ☐ ☐ OK ☐ ☐ boring
• the instructions are ... ☐ ☐ ☐ ☐ mostly clear ☐ ☐ OK ☐ ☐ hard to understand

Remember: When you give feedback, you should start with the things that were good, e. g.: We all / ______ of us (write down how many of you) liked your film script because ...

What we liked best about your scene:
- It’s a funny / sad / clever / ... story.
- The ending is open / happy / surprising / ...
- You acted out the scene well / ...
- Your characters / dialogues / ... were very round / ...

What you could do better:
- Some / __________ of us think you need to give more information about the characters / ... /
- Maybe you could change the setting / the ending / ... because ...

And the Oscar goes to __________________________
1  Tick the chore you think is the worst. Then read on p. 32 about the chores that Kimani hates.

- Making my bed
- Cleaning the bathroom
- Vacuuming
- Setting the table
- Taking out the trash

2  Do you have to do chores? – What do you have to do?

a  Look at Wordbank 2 on page 110 in your book. Write down three things that you have to do at home and three things that you don’t have to do.

I have to ____________________________  I don’t have to ____________________________

I have ____________________________  I don’t ____________________________

I ____________________________  I ____________________________

b  Talk to your partner and note down two things he or she has to do and two things he or she doesn’t have to do.

___ has to ____________________________  ___ doesn’t have to ____________________________

___ has ____________________________  ___ doesn’t ____________________________

c  Read Kimani’s list in your book again and complete the examples and rules in the LOOK AT LANGUAGE box below. Then add a heading for the box.

LOOK AT LANGUAGE:

Kimani doesn’t like that she ______________ make her bed every morning.
The day before she ______________ clean the shower.
Jesse ______________ vacuum every day because of their cats.

Rules:
When we need to do something we use ___________ or ___________.
There isn’t a past form of ___________. We use ___________ as the past form for both verbs.

When we don’t need to do something, we use ___________________ in the present and ___________________ in the past.

EXTRA  Fill in the gaps about Superdad. Use the correct forms and tenses of (not) have to.

Look at this Superdad. He __________ do everything at home while Supermum ___________ do anything. She can relax after a busy day because she __________ save the world from the bad guys. The kids ___________ help. They are playing in the living room. What about you? ______ you _______ help your parents when you were little? ______ you _______ help your 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.

<table>
<thead>
<tr>
<th>needn’t</th>
<th>mustn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tip:** When somebody *doesn’t have to do* something, you can say: you __________.  
**Be careful in German:** needn’t do = __________________________  
**Tip:** When somebody *shouldn’t do* something because it’s a rule, you can say: you __________.  
**Be careful in German:** mustn’t do = __________________________

Part 2: Mixed forms
Complete this paragraph about chores and rules at home for yourself. Use *must, (not) have to, mustn’t or needn’t*. Be careful with the tenses.

When I was younger I __________ help at home. For example, I __________ make my bed / set the table / take out the trash / ??.

My parents __________ pay me for my help because I __________ liked / didn’t like it when I __________ do chores. Now, I __________ do more / different / ??. chores, for example I __________ clean the bathroom / vacuum the living room / ??, but I __________ set the table / take out the trash / ??.

My parents have some rules: I __________ go out too late on a school night: I __________ be at home by 8 / ?? pm. I __________ use my phone at night or watch TV after 10 / 11 / ?? pm because I __________ get up early for school the next morning.  
At the weekend I __________ go to bed early because I __________ get up early the next day. But __________ tidy my room every Saturday / ??.

**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.

**A**

**B**
1. A voice message
   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.

- everyday clothes
- my favourite clothes
- clothes for special events

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 •

- What do you think of bow ties?
  - cool • creative • different • fun • interesting • old-fashioned • smart • sporty • traditional •

This is a bow tie.
1 LISTENING Two different worlds
1 B • 2 C • 3 C • 4 B • 5 A

2 SPEAKING Movie night
a

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

b

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

3 USE OF ENGLISH A new home
1 G • 2 A • 3 F • 4 D • 5 E

4 VOCABULARY Chores
a

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

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.
a) Listen to Asha’s talk and write the date when each group of people came to Britain.

b) Listen again. Complete the information in the rest of the table.

<table>
<thead>
<tr>
<th>Who?</th>
<th>The Britons</th>
<th>The Romans</th>
<th>The Angels &amp; Saxons</th>
<th>The Vikings</th>
<th>The Normans</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>Around ___ BC.</td>
<td>___ AD</td>
<td>about ___</td>
<td>about ___</td>
<td>in ___</td>
</tr>
<tr>
<td>Where from?</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>What did they do in Great Britain?</td>
<td>• different tribes</td>
<td>• built ___</td>
<td>• took land and ___</td>
<td>• came to ___</td>
<td>• built ___ and castles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• helped ___</td>
<td></td>
<td></td>
<td>• settled in the ___</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

1. Most Vikings **settled** in the north and east of England.  
   (They lived there from that time onwards.) __________________________

2. Danish Vikings **conquered** York. (They took it by fighting and it belonged to them.) __________________________

3. You can see Norman people outside their **castle** in this picture. __________________________

4. The Normans **divided** England into areas.  
   (They broke up the country.) __________________________
1 **The Romans in Britain**

Complete the sentences.

1. The Roman Empire was the _______ where __________ held power.
2. Most modern countries in ________, parts of North ________ and the Middle East were part of it.
3. Roman Britain was called __________ and Germany was called __________.
4. The Romans in my area: ______________________

**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?
1 A time capsule of York’s Viking past
a Which museum have you visited lately? Write the name and tick what kind of museum it was.

<table>
<thead>
<tr>
<th></th>
<th>Yes.</th>
<th>No.</th>
<th>What did you do/see or like best?</th>
</tr>
</thead>
<tbody>
<tr>
<td>zoo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aquarium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>science museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>open-air museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>art museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>natural history museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>city museum</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did you like it?

b Now talk to your partner about the museums you have visited. Take notes below.

<table>
<thead>
<tr>
<th></th>
<th>Yes.</th>
<th>No.</th>
<th>What did he/she do/see or like best?</th>
</tr>
</thead>
<tbody>
<tr>
<td>zoo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aquarium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>science museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>open-air museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>art museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>natural history museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>city museum</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did your partner like it?

---

**LOOK AT LANGUAGE: past tenses (revision)**

Complete the rules.
We use the **simple past** for __________ actions at specific times in the _______.
We use the __________ for an action which was happening in the past.

Write examples from the text on page 46 into the table. Mark the time words.

<table>
<thead>
<tr>
<th>simple past</th>
<th>past progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

---

**LOOK AT LANGUAGE: present perfect and simple past**

Complete the rules.
We use the __________ when something happened at a time before now.
The exact time is not important.
I use the **present perfect** to say that something happened.
Use the **simple past** to say when it happened.

Write examples from the text on page 46. Mark the time words.

---

**EXTRA Can you add more time words that go with one of the three tenses?**
1 Linking words
   a Write all the linking words from the text on page 48 in the box.

   [Box for linking words]

   b Why do you think the writer uses them?

   c Which of the following words aren’t linking words? Cross them out and add the linking words to the box above.

   Writing a story: How do you say it?
   1 Where does the story take place? [Blank lines]
   2 Who is in the story? [Blank lines]
   3 What makes the story more interesting? [Blank lines]
   4 How can you connect ideas and sentences? [Blank lines]

2 Correcting a story

   Look at the spelling and write down the mistakes your partner made:
   __________________________________________________________________________

   Look at the vocabulary and write down better suggestions:
   __________________________________________________________________________

   Did your partner describe the setting?
   [ ] Yes, in line ______________________ [ ] No. Here are some tips for my partner:
   __________________________________________________________________________

   Did you partner use linking words?
   [ ] Yes. Which ones? ______________________ [ ] No. Here are some tips for my partner:
   __________________________________________________________________________

   Should your partner use more linking words? If yes, which ones:
   __________________________________________________________________________

   Did your partner describe the character’s feelings and thoughts?
   [ ] Yes. Which ones? ______________________ [ ] No. Here are some tips for my partner:
   __________________________________________________________________________

   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.

I think the story is ______________________ because ______________________

In my opinion, the story ______________________

because ______________________

I _______ and I also think the writer ______________________

b Complete the table with phrases from 1b on page 49.

<table>
<thead>
<tr>
<th>give your opinion</th>
<th>say you have the same opinion</th>
<th>say you have a different opinion</th>
<th>express a feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think …</td>
<td>I agree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXTRA Read steps 1–5 in SF 12 Expressing opinions and feelings on page 158 in your book. Then read the questions below and number them in the correct order to match the steps.

- How do you feel? (FEELINGS)
- How do you react in a discussion? (REACTION)
- Why do you think so? (REASON)
- How can you sum it up? (SUMMARY)
- What do you think? (THOUGHTS)

c Write down what you think of the story.

I think the story ______________________

because ______________________

I feel ______________________

To sum up my opinion ______________________

d Discuss your opinion of the story and the characters. Use phrases from 1c and give reasons.

How many students felt the same way in your group? _______ How many disagreed? _______

Why? ______________________
1. Asha’s family history

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

<table>
<thead>
<tr>
<th>1947</th>
<th>1955</th>
<th>When he was</th>
<th>1958</th>
</tr>
</thead>
<tbody>
<tr>
<td>India became independent from Britain</td>
<td>Grandad’s family came to the UK</td>
<td>Grandad got work in a factory</td>
<td>Grandma and Grandad had</td>
</tr>
</tbody>
</table>

**LOOK AT LANGUAGE: question tags**

a. Listen again and complete the sentences.
   - Grandad: You’re doing something about the Romans, ___________?
   - Asha: Nobody in our family lives in India now, ___________?
   - Grandma: But we didn’t want to move, ___________, Naveen?
   - Asha: But you miss India sometimes, ___________?

b. Asha and her grandparents want to check information so they use ‘question tags’.
   Complete the rule.
   - positive statement
   - negative statement
   + ___________ question tag + ___________ question tag

c. How can you say these question tags in German?

______________________________

d. Use of question tags: Complete the sentences.
   - You use question tags if you want to ___________ information, or if you want to keep the conversation going.

2. NOW YOU Small talk with a partner

a. Find a student you know well. Complete the questions for him or her with information and a question tag.
   1. You like ___________, ___________?
   2. You don’t like ___________, ___________?
   3. You play ___________, ___________?
   4. You went to ___________ last week, ___________?
   5. You didn’t ___________ at the weekend, ___________?

b. Make small talk with your partner and ask your questions. How many things did you get right?

You like cats, don’t you?

Yes, I do. That’s right. / No, I don’t. I hate cats!
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.

<table>
<thead>
<tr>
<th>Name and role in history</th>
<th>Sitara is talking about</th>
<th>Owen is talking about</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and place of birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life and work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of death</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why the speaker chose this person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Structure (Beginning: who? • Description of the person’s life • End: sum up)</th>
<th>Sitara</th>
<th>Owen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures (Does the speaker point out pictures and maps on the slides?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Way of talking? (Clear? • Too fast or slow? • Confident?)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   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.

<table>
<thead>
<tr>
<th>Useful phrases for the beginning</th>
<th>Useful phrases for the main part</th>
<th>Useful phrases for the end</th>
</tr>
</thead>
</table>

Go Ahead 7 | Handreichungen für den Unterricht
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 down when you decide to use a website as a source? (four things)

What do have to do to prepare your talk?

____________________ the main points in your notes. ______________ your talk.

Find _____________________________.

Use pictures from __________________________ and give the _____________________________.

____________________ the pictures in your talk.

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.

choose • search • save

Now work in groups of three. Every member of the group takes a closer look at one of the steps and tells the other two what is important.

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.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong> (Beginning: who? • Description of the person’s life • End: sum up)</td>
<td>☑️/☐/☐/☐/☐/☐/☐</td>
</tr>
<tr>
<td><strong>Pictures</strong> (Does the speaker point out pictures and maps on the slides? Are the pictures/ visuals attractive/helpful/…?)</td>
<td>☑️/☐/☐/☐/☐/☐/☐</td>
</tr>
<tr>
<td><strong>Way of talking?</strong> (Clear? • Too fast or slow? • Confident?)</td>
<td>☑️/☐/☐/☐/☐/☐/☐</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>☑️/☐/☐/☐/☐/☐</td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>☑️/☐/☐/☐/☐/☐</td>
</tr>
<tr>
<td></td>
<td>☑️/☐/☐/☐/☐/☐</td>
</tr>
</tbody>
</table>
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) |
1 Past or future?
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 sentences.
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 ________________________________

4 I would like to find out

2 Alex travels in time
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 / countries:  
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 instruments?  
Fiddle: a ________  
Bodhrán: a kind of ________  
Irish Bouzouki: a round ________ |
| Picture 6: | What is true about pubs? Tick the right boxes.  
☐ Sometimes people go in a pub to play or listen to music.  
☐ 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 lots of ________  
– thousands of people work in high-tech ________ on the Silicon Docks |
| Picture 8: | coding class: Conor learns to ________ and ________ |
| Picture 9: | Circle traditional Irish food:  
potatoes  
broccoli  
cabbage  
soda bread  
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.
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.

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

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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Life on board was hard because …</td>
<td>A</td>
<td>lots of people got ill and diseases spread very fast.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The passengers had to eat, sleep and go to the toilet in the same area, so …</td>
<td>B</td>
<td>only 70–75 % of the people on board survived the trip.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The name &quot;coffin ships&quot; means that …</td>
<td>C</td>
<td>the ships were very crowded and the passengers didn’t get enough food, water and fresh air.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sharks followed the ships because …</td>
<td>D</td>
<td>they tried to escape from the famine.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>they lived on the bodies of the dead passengers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1 The "Jeanie Johnston" was different 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.

2 Nicholas Johnston Ryal is …
   ☐ the owner of the "Jeanie Johnston".
   ☐ a boy who was born on the "Jeanie Johnston".
   ☐ the captain of the "Jeanie Johnston".

3 Some American cities have British or Irish names because …
   ☐ Americans like British or Irish names.
   ☐ America is far away from Britain or Ireland.
   ☐ many immigrants came from Britain or Ireland.
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)?

b Look at the map. Listen again and fill in the right words.
1 Tell me the ______ to ...
2 Go ________ on.
3 Turn ________ into Leinster Street South.
4 So not ________ the college gardens?
5 Go ________ Nassau Street, ________ the college.
6 We're going ________ the bridge.
7 Let's walk ________ the street.

2 You're in Dublin

a Partner A: Ask for directions from your partner. Follow the directions on the map with a red pencil.
Partner B: Give partner A directions.

(1: National Library – Famine Memorial)
Partner A: Excuse me, could you tell me the ______ to the Famine Memorial, please?
Partner B: Go straight on. Turn ________ into Leinster Street South. Go ________ Lincoln Place.
Turn ________ into Westland Row.
Go ________ on. Go ________ the bridge and ________ left into Custom House Quay. The Famine Memorial is on the ________.
Partner A: Thanks for your help.

(2: Famine Memorial – Abbey Theatre)
Partner A: Excuse me, how do I get to the Abbey Theatre, please?
Partner B: ________ straight on, past the Custom House. ________ right into Marlborough Street.
Go straight ________, The Abbey Theatre is on the ________.
Partner A: Thank you.

b Swap roles. Partner B: Now ask for directions from your partner. Follow the directions on the map with a blue pencil.
Partner A: Give partner B directions.

(3: Post Museum – Jeanie Johnston)
Partner B: Excuse me, could you tell me the way to the Jeanie Johnston, please?
Partner A: ________ right into O'Connell Street.
Go straight ________, across Abbey Street. Turn ________ into Bachelors Walk. Go ________ on.
Go ________ the Custom House and the Famine Memorial. The Jeanie Johnston is on the ________.
Partner B: Thanks for your help.

(4: Jeanie Johnston – Trinity College)
Partner A: Excuse me, how do I get to Trinity College, please?
Partner B: ________ left ________ Custom House Quay. ________ straight on. Go ________ the Famine Memorial and the Custom House. ________ left and go ________ Butt Bridge.
Go ________ Tara Street. Go across Pearse Street. Trinity College is right in ________ of you.
Partner B: Thank you.
1 Helping tourists: In your hometown
   a 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?
      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 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 me. Do you speak English?

You: Yes I do. Can I help you?

Tourist: Is there a place near here?

You: Erm … sie/er fragt nach.

Tourist: Great! Do you know how long it’s open?

You: It’s open …

Tourist: Sounds good. Can you tell me the way?

You: Wo ist …
LOOK AT LANGUAGE: if-sentences, type 1: results
a  Read the explanation. Complete the table with four more examples from the text.

<table>
<thead>
<tr>
<th>if-clause</th>
<th>main clause</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>If</em> you visit Carlingford,</td>
<td>you’ll see the real Ireland.</td>
</tr>
<tr>
<td><em>If</em> you go to the harbour,</td>
<td></td>
</tr>
<tr>
<td><em>If</em> it’s nice weather,</td>
<td></td>
</tr>
<tr>
<td><em>If</em> you’re lucky,</td>
<td></td>
</tr>
</tbody>
</table>

b  What do you notice about the order of the two clauses in this example?
You probably won’t see a real leprechaun if you go there.
→ An *if*-sentence can also begin with _______________. When the *if*-clause is the second clause, there is no comma.

c  We can also use *if*-clauses to give instructions. Complete the examples.

<table>
<thead>
<tr>
<th>if-clause</th>
<th>main clause</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>If</em> you come here in August,</td>
<td></td>
</tr>
</tbody>
</table>

LOOK AT LANGUAGE: if-sentences, type 0: facts and rules
a  Some *if*-sentences are about facts and rules. Match the two clauses. Draw arrows.
1  If people eat bad oysters,     a  it becomes green.
2  If you mix yellow and blue,   b  they get hungry.
3  If people don’t eat,          c  they get sick.

b  Complete the explanation. What tense is in the main clause?

<table>
<thead>
<tr>
<th>if + simple present</th>
<th>main clause</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>If</em></td>
<td></td>
</tr>
</tbody>
</table>

c  Complete these sentences.
1  If it rains, _________________.
2  If people don’t get enough sleep, _________________.
3  If people are happy, _________________.

EXTRA Add the sentences from exercise 3a, page 67 to the table below.

<table>
<thead>
<tr>
<th>if-clause</th>
<th>main clause</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>If</em></td>
<td></td>
</tr>
</tbody>
</table>

If you catch a leprechaun, people say you’ll get three wishes.
If you don’t watch him, he’ll disappear.
If you leave out some chocolate coins with gold paper, he’ll come to get the coins.
If you make a good Irish dinner, they’ll smell it and come to get some.
Or if you leave out some beer, a leprechaun will appear very quickly.

If you want to have a fun day, visit Carlingford!

you should go to the Oyster Festival.

Part 1: About Yu Ming
Watch the first part of the film without the sound. Look at Yu Ming's body and his face. What can you say about his job and how he feels about it? How do you know? Take notes.

What's his job?

How does he feel about his job?

Describe his body language:

Part 2: From China to Dublin
Watch the next part of the film and fill in the table.

<table>
<thead>
<tr>
<th>Where does he go?</th>
<th>What does he do there?</th>
<th>What does he do then?</th>
<th>What does his body language show about his feelings?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3: The first days in Dublin
Watch the next scenes and fill in the table.

<table>
<thead>
<tr>
<th>Where is he?</th>
<th>Sum up the problem:</th>
<th>Describe how Yu Ming feels in these situations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the hostel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the restaurant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the street</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the park</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 4: In the pub
Watch the scene in the pub and match the beginning and the ending of the sentences. Draw arrows.

The barkeeper in the pub | An old man | His new friend | The barkeeper thinks that Paddy | speaks to Yu Ming in Irish. | explains to him about Irish and English. | doesn't understand the boy. | speaks Chinese because Paddy and Yu Ming are talking together in a language he can't understand. |

Part 5: The end of the film
Watch the end of the film. Circle the right alternative. Then write your opinion.

Yu Ming works in a shop / pub / hostel in Connemara. He talks to the guests in English / Irish / Chinese. He is happy / sad / unsure now.

I feel ____________________ because ____________________
a  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.

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

```
<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

---

c  **EXTRA** How important is technology for you? Collect ideas in a mindmap like this:

- Technologies I use
- Advantages and dangers of technology
- What I love / hate doing
- How important is technology?

---

Go Ahead 7 | Handreichungen für den Unterricht
Illustration: Christian Bartz, Berlin
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.

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

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

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

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

The Roman Museum

<table>
<thead>
<tr>
<th>Open:</th>
<th>Wed.–Sun. from 10 – (1) 6:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late opening:</td>
<td>Thurs. to (2) 8:30</td>
</tr>
<tr>
<td></td>
<td>Lots of (3) weapons, some helmets and leather shoes.</td>
</tr>
<tr>
<td>Website:</td>
<td>(4) yes</td>
</tr>
<tr>
<td>Tickets:</td>
<td>adult tickets: (5) £ 8.50</td>
</tr>
<tr>
<td>Students:</td>
<td>free if under (6) 16</td>
</tr>
</tbody>
</table>

2 SPEAKING In Ireland

a

<table>
<thead>
<tr>
<th>Partner A (questions)</th>
<th>Partner B (answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old is the Giant’s Causeway?</td>
<td>60 million years</td>
</tr>
<tr>
<td>How did it happen?</td>
<td>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)</td>
</tr>
<tr>
<td>Where can I get more information?</td>
<td>at the Visitor Centre</td>
</tr>
<tr>
<td>When is it open?</td>
<td>from 9:00 to 17:00 in winter and from 9:00 to 21:00 in summer</td>
</tr>
<tr>
<td>Is there a cafe?</td>
<td>Yes, there is.</td>
</tr>
</tbody>
</table>

b

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

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.
1 Read these sentences with the present perfect progressive and the explanations.

(A) Angry Cat’s owners have been posting pictures of her on social media for years.

<table>
<thead>
<tr>
<th>past</th>
<th>present</th>
</tr>
</thead>
<tbody>
<tr>
<td>The owners posted the first picture many years ago.</td>
<td>They are still posting pictures.</td>
</tr>
</tbody>
</table>

(B) Since 2016, Pete the Pug’s owners have been taking photos and videos of him.

<table>
<thead>
<tr>
<th>past</th>
<th>present</th>
</tr>
</thead>
<tbody>
<tr>
<td>The owners took the first photo of Pete the Pug in 2016.</td>
<td>The owners are still taking photos and videos of Pete.</td>
</tr>
</tbody>
</table>

2 Complete these examples from the text with the verbs (in brackets) in the present perfect progressive and since or for (to answer How long?).

- How long ___________________ (use) social media?
- I ___________________ (use) social media ______ about ______ years / months / … now.
- Pete ___________________ (not get) all the attention ______ last year.
- His sister, Penny the Pug, ___________________ (share) his channel ______ last year.

LOOK AT LANGUAGE: the present perfect progressive

a Look at the examples of the present perfect progressive above and complete the rules.

We use the present perfect progressive to talk about something that ______________ and ______________ until now.

We make the present perfect progressive with …

[____ / ____] [____________] [______] (verb) -ing-form

b We use for and since with the present perfect progressive to answer How long...? Look at the examples with for and since above. Then fill in the right word in the explanations.

Add examples. You can look at the box on the right for help.

- We use __________ with a starting point.

Examples:

- We use __________ to talk about a length of time.

Examples:
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.

<table>
<thead>
<tr>
<th>What is the aim of the game?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What equipment do you need?</td>
</tr>
<tr>
<td>How do you play it?</td>
</tr>
<tr>
<td>Think of 4–8 instructions.</td>
</tr>
</tbody>
</table>

b  Draw some pictures that help other people to understand your game.


c  Can your partner guess the name of the game? Give him / her three choices.

(1)  
(2)  
(3)  

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

<table>
<thead>
<tr>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you play it?</td>
</tr>
<tr>
<td>Think or 4–8 play it?</td>
</tr>
<tr>
<td>What equipment do you need?</td>
</tr>
<tr>
<td>What is the aim of the game?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monopoly</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 down / you / if all the streets / of the same colour / can / you / houses and hotels / build</td>
</tr>
<tr>
<td>7 on another player’s street / if / land / you / must pay / you / rent</td>
</tr>
<tr>
<td>6 you / land / if / on a free street and have enough money / can / you / buy</td>
</tr>
<tr>
<td>5 in the GO-square / start / and / move clockwise / around the board</td>
</tr>
<tr>
<td>4 roll the dice: / first / the person / the highest number / who rolls / goes</td>
</tr>
<tr>
<td>3 each player / money / gives / the banker</td>
</tr>
<tr>
<td>2 a token / chooses / each player / and / is / one player / the banker</td>
</tr>
<tr>
<td>1 the game / for two to six players / is</td>
</tr>
</tbody>
</table>

Name of the game: 

---

Go Ahead 7 | Handreichungen für den Unterricht
1 Write down three things that parents and teenagers often have different opinions about:
   •
   •
   • Then discuss.

2 VIEWING Coach, part 1: Watch the first situation from the film. Complete the information below.
   1 David and his father are driving to _______ because ____________________________.
   2 David gets ________________ from his dad.
   3 Unfortunately, there’s a problem with ____________.
   4 ____________________________ offers to help them because ____________
      _____________________________.
   5 The father says no, but then changes his mind because _____________________________.
   6 On the coach, _____________________________.

3 Opinions
   a Watch the video again. Answer the questions. Take notes in the table below.

<table>
<thead>
<tr>
<th>1 How does the father behave towards his son?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 How does David react and talk to his father?</td>
</tr>
<tr>
<td>What do you think is his opinion of his dad?</td>
</tr>
<tr>
<td>3 How are David and his dad feeling when they</td>
</tr>
<tr>
<td>sing together?</td>
</tr>
<tr>
<td>4 What does David think about being on the</td>
</tr>
<tr>
<td>coach? What does his dad think?</td>
</tr>
</tbody>
</table>

   b Explain what helped you in a. Circle your answer(s): body language • dialogue • how they talk • ...

c Who says these things? What is the person talking about? What feelings are they expressing?

<table>
<thead>
<tr>
<th>Who?</th>
<th>What (situation)?</th>
<th>Feelings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lame!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Turn it down!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Sweet!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 So it’s car over me?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 VIEWING Coach, part 2: Watch the second part of the film. Complete the sentences below.
   1 In David’s shoes, I’d feel _____________________________.
   2 In his dad’s shoes, I’d be _____________________________.
   3 At the end of the video I felt _____________________________.

Cornelsen
LOOK AT LANGUAGE: if-sentences, type 2

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

<table>
<thead>
<tr>
<th>if-clause</th>
<th>main clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I were you,</td>
<td>I’d talk to them</td>
</tr>
<tr>
<td>if they</td>
<td>It</td>
</tr>
</tbody>
</table>

Rule: **if + simple**

Rule: 

\( / \text{could} / \text{might} + \text{infinitive} \)

**Remember:** We use **if-sentences, type 2** when a situation or an event is ________ to happen.

2 Read the situations and give advice.

My boyfriend forgot my birthday.

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 Riku, Kaitlin and Dexter are talking about their dreams online. Complete their statements.

Riku: “I ________ (learn) karate if I ______ (have) more time.”

Kaitlin: “I ________ (live) for a year in the USA 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 your dream/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.

Example (A):
I would choose a because if I told him that his invitation must have got lost in the post he might find out that I lied. If I told him that I didn’t like him, I might hurt his feelings.

<table>
<thead>
<tr>
<th>A</th>
<th>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. <strong>Would you:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>tell him that you were only allowed to invite ten people?</td>
</tr>
<tr>
<td>b</td>
<td>tell him that his invitation must have got lost in the post?</td>
</tr>
<tr>
<td>c</td>
<td>tell him that you didn’t like him?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>Your best friend wrote a song. He/she thinks it is wonderful. You think it is terrible. He/she asks you for your opinion. <strong>Would you:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>say that it was the best song you have ever heard?</td>
</tr>
<tr>
<td>b</td>
<td>say that you thought it was quite good but that he/she should ask for other people’s opinions too?</td>
</tr>
<tr>
<td>c</td>
<td>say that it was the worst thing you’ve ever heard?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>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. <strong>Would you:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>tell him/her that you are very bad at geography and that your project is full of mistakes?</td>
</tr>
<tr>
<td>b</td>
<td>let him/her copy it and say nothing?</td>
</tr>
<tr>
<td>c</td>
<td>refuse¹ and tell the teacher?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>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. <strong>Would you:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>lend him/her the money and say nothing?</td>
</tr>
<tr>
<td>b</td>
<td>refuse¹ to lend the money and tell him/her why?</td>
</tr>
<tr>
<td>c</td>
<td>say that you didn’t have any money?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>Your aunt sent you a T-shirt for your birthday. You don’t like it. <strong>Would you:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>thank her and wear it every time you see her?</td>
</tr>
<tr>
<td>b</td>
<td>tell her that it’s not your size?</td>
</tr>
<tr>
<td>c</td>
<td>thank her and give it to someone who you don’t like?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F</th>
<th>You are sitting in the bus and the student next to you is eating a cheese sandwich that smells really bad. <strong>Would you:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>ask the student to put the sandwich back into the lunch box because it smells?</td>
</tr>
<tr>
<td>b</td>
<td>get up and look for another place?</td>
</tr>
<tr>
<td>c</td>
<td>tell the student that you aren’t allowed to eat on this bus and that it’s healthier to eat outside anyway?</td>
</tr>
</tbody>
</table>

¹ refuse [riˈfjuː] ablehnen
Can you think of more difficult situations for "Truth or tactic"? Write your own cards with three possible solutions (a–c) with a partner and read them to the class.

Would you:

a
b
c

Would you:

a
b
c

Would you:

a
b
c

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z
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.

   b 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 it and give it to your teacher.) Read it again next year.

<table>
<thead>
<tr>
<th>Did you / the writer …</th>
<th>my letter</th>
<th>my partner’s letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>start and end the letter in the right way?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>check the spelling in a dictionary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use the right verb forms?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use linking words such as and / but / first / so / too / …?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sign the letter?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 seal [siː] verschließen / versiegeln
Write a letter to yourself. Follow the structure on this worksheet.

(address:)


(today’s date:)


(start of letter:)

(explain why you are writing the letter:)


(say what was not so good this school year:)


(write about 3–4 good things that happened this school year:)


(talk about your plans for the summer and for next school year:)


(end your letter and sign it with your name or just “Me”:)


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: 

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tall, brown hair, blue eyes

troubled kid, has dyslexia and attention deficit disorder, often gets into trouble, sometimes doesn't remember what happened

history, ancient Greek and Roman stuff

50

as a human: little woman, always wears a black leather jacket, as a monster: red eyes, claws, large, leathery wings

strict, looks mean

Greek and Roman history, has a collection of Roman weapons, books

55

thin hair, untidy beard, wears an old jacket which smells of coffee

isn't strict, tells stories and jokes in class, pushes Percy

students talking and not listening
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 made of _______ can stop him

**2 The banshee**
- a _______ who wails
- 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

**3 The Dearg-due**
- female _______
- drinks 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 _______ and 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 and take it back and give you _______

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*Images and captions are not transcribed as they are not necessary for the text comprehension.*