

Claudia Hinterberger  
Dave Lambert  
Anna Leitner  
Stephan Waba  
Martina Zauner  
Songs by Mario Bottazzi



# Prime Time

Coursebook

3







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# Contents

## Unit 1

### Journeys

p. 7

Vocabulary	Activities • Describing what happened
Grammar	Past simple and past progressive
Listening	Ally's podcast • An event in the past
Speaking	A summer experience
Reading	Events in the past • Life on a boat
Writing	An event in the past

## Unit 2

### What a life!

p. 15

Vocabulary	Describing unusuality • Saying what you think
Grammar	Present perfect tense • for and since
Listening	Extraordinary lives • Jane Goodall's life • How extraordinary
Speaking	I have hugged a poisonous snake
Reading	Extraordinary lives • Roots and Shoots • Oprah's road to success
Writing	Roots and Shoots

## Unit 3

### Children's rights

p. 23

Vocabulary	Wants and needs • Human rights
Grammar	Adverbs • Modal verbs
Listening	Children's lives around the world It's only right • Ally's podcast: The student council
Speaking	Which school club's right for you?
Reading	Children's lives around the world • The Rights of the Child

## Unit 4

### That's entertainment

p. 31

Vocabulary	film genres • entertainment
Grammar	some and any
Listening	Is it entertaining to work in entertainment? • Which film for which teenagers?
Reading	Is it entertaining to work in entertainment? • An interview with a child actor • A film review? • Which film for which teenagers?
Writing	A film review
Song/Rap	Darkness in the light

# Contents

<b>Unit 5</b>	<b>London</b>	<b>p. 39</b>
<b>Vocabulary</b>	talking about facts	
<b>Grammar</b>	Present Perfect vs. Past simple	
<b>Listening</b>	Ally's podcast: A school trip to London • People's opinions about London	
<b>Speaking</b>	Would you like to live in London? • Sightseeing in London	
<b>Reading</b>	London's famous sight • Shakespeare's Globe	
<b>Writing</b>	Voices of your hometown	
<b>Video</b>	People's opinions about London	
<b>Unit 6</b>	<b>Podcasts</b>	<b>p. 47</b>
<b>Vocabulary</b>	Equipment and tools	
<b>Grammar</b>	Question tags	
<b>Listening</b>	International Podcast Day	
<b>Reading</b>	What are podcasts all about? • A brief history of podcasting	
<b>Speaking</b>	Podcasting	
<b>Pronunciation</b>	Short and long vowels • Intonation	
<b>Song/Rap</b>	Podtest – Ally and her summer holiday in Austria	
<b>Unit 7</b>	<b>Water is life</b>	<b>p. 55</b>
<b>Vocabulary</b>	talking about water • Facts and figures about water	
<b>Grammar</b>	The passive (present and past)	
<b>Listening</b>	The water cycle	
<b>Speaking</b>	Use of water • Water, water, water	
<b>Reading</b>	World Ocean Day • Use of water around the world • Tips and tricks to save water	
<b>Writing</b>	Where do you use water every day?	
<b>Video</b>	World Ocean Day Celebrations	
<b>Unit 8</b>	<b>Picture perfect</b>	<b>p. 63</b>
<b>Grammar</b>	Linking words and phrases • Relative clauses	
<b>Listening</b>	Alley's podcast: An art project • At the museum	
<b>Speaking</b>	At the museum	
<b>Reading</b>	Isn't that you • Find out more about the history of photography	
<b>Writing</b>	Describing a picture	
<b>Video</b>	Ally's flick "What's in a pic"?	

# Contents

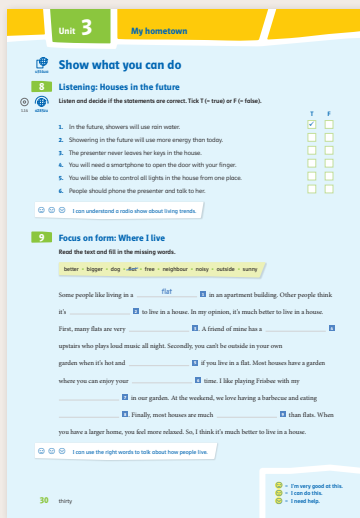
<b>Unit 9</b>	<b>What if...?</b>	<b>p. 71</b>
<b>Vocabulary</b>	making predictions	
<b>Grammar</b>	If-sentences	
<b>Listening</b>	What matters to Generation We • Pronunciation: Sounding more or less confident	
<b>Speaking</b>	Life as a teenager today	
<b>Reading</b>	Real friends • Giving advice • Life as a teenager in the 1990ies	
<b>Pronunciation</b>	Sounding more or less confidently	
<b>Song/Rap</b>	If I were a superhero	
<b>Unit 10</b>	<b>Extreme emotions</b>	<b>p. 79</b>
<b>Vocabulary</b>	Feelings and emotions	
<b>Grammar</b>	Present perfect progressive	
<b>Listening</b>	Idioms • Extremely emotional	
<b>Speaking</b>	Friends and how they feel	
<b>Reading</b>	Pig-Heart Boy • A summary • Powerful poems	
<b>Writing</b>	Your own poem	
<b>Unit 11</b>	<b>Canada</b>	<b>p. 87</b>
<b>Vocabulary</b>	Describing a country	
<b>Listening</b>	Canadian wildlife • Vancouver – a great city • The history of Canada	
<b>Reading</b>	What's it like to grow up in ...	
<b>Speaking</b>	Canada	
<b>Grammar</b>	Adverbs of frequency	
<b>Unit 12</b>	<b>Stop bullying at our school – a play</b>	<b>p. 95</b>
<b>Vocabulary</b>	describing behaviour	
<b>Listening</b>	Scene 1–8	
<b>Writing</b>	An answer to Lucy	
<b>Reading</b>	Scene 1–8	
<b>Pronunciation</b>	s and th	
<b>Unit 13</b>	<b>Agree to disagree</b>	<b>p. 103</b>
<b>Vocabulary</b>	how to agree and disagree	
<b>Listening</b>	A trip without the mobile?	
<b>Speaking</b>	Agree to disagree	
<b>Reading</b>	An online discussion • The pros and cons of smartphones • The pros and cons of having a pet	
<b>Writing</b>	An online discussion • Joining an online discussion	
<b>Pronunciation</b>	g and ch	

# Contents

<b>Unit 14</b>	<b>It's all about language</b>	<b>p. 111</b>
<b>Vocabulary</b>	talking about language	
<b>Listening</b>	First, second and other languages • English accents around the world	
<b>Speaking</b>	English around the world	
<b>Reading</b>	English as a world language • How to learn a new language	
<b>Pronunciation</b>	Long central vowel	
<b>Video</b>	British vs. American English	
<b>Unit 15</b>	<b>Being different</b>	<b>p. 119</b>
<b>Vocabulary</b>	describing people	
<b>Grammar</b>	Comparison and superlative	
<b>Listening</b>	Ally's podcast • Asperger syndrome	
<b>Speaking</b>	Being different • Take turns – quiz questions on the Paralympic Games	
<b>Reading</b>	Teens with different abilities • A book excerpt • The Paralympics • The Curious Incident of the Dog in the Night-Time	
<b>Writing</b>	A summary	
<b>Unit 16</b>	<b>Fact detectives</b>	<b>p. 127</b>
<b>Vocabulary</b>	broadcasting • how to start a presentation	
<b>Listening</b>	Underground in London • What's the BBC • London's architectural sights	
<b>Reading</b>	Means of transportation in London • Old vs. new – the Tower and City Hall • The Empire and the Commonwealth	
<b>Grammar</b>		<b>p. 136</b>
<b>Vocabulary</b>		<b>p. 145</b>
<b>Key Show what you can do!</b>		<b>p. 188</b>



Jede der 16 Units beginnt mit einer **Auftaktseite**. Dort findest du meistens ein Bild, das dich auf das Thema der Unit vorbereitet. In den Units gibt es Kästen mit **Redemitteln** (*Word banks, Useful phrases*), **Informationen** (*Info*) und **Grammatik** (*Grammar*).



Auf den **Show what you can do-Seiten** jeder Unit kannst du deine Lernleistung in der jeweiligen Unit selbst einschätzen. **Can do-Sätze** geben dir dabei Anhaltspunkte, wie deine Leistungen beurteilt werden könnten.

Symbole



Verweis auf die CD deiner Lehrkraft



Verweis auf ein Video



q47bb5

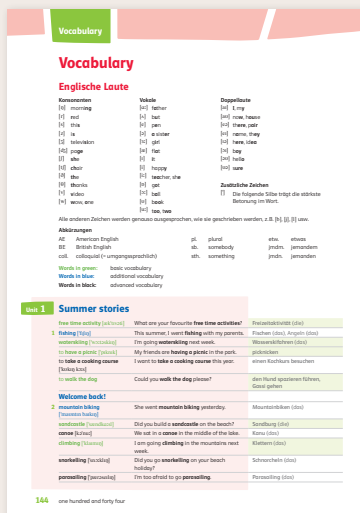
Online-Code, der zu den Audio-Dateien im Internet führt. Gib den Code einfach in das Suchfeld auf [www.oebv.at](http://www.oebv.at) ein.



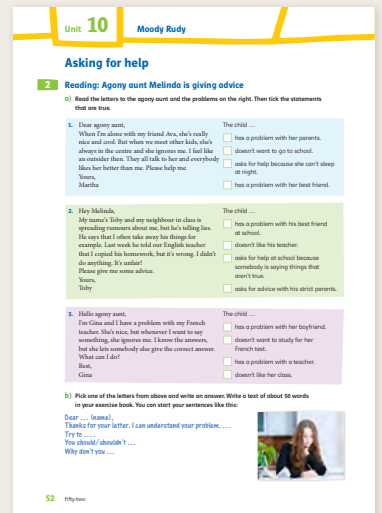
Online-Code, der zu interaktiven Übungen im Internet führt. Gib den Code einfach in das Suchfeld auf [www.oebv.at](http://www.oebv.at) ein.



Der Abschnitt **Grammar** gibt dir einen Überblick über die **Grammatikstrukturen**, die du in diesem Jahr lernst.



Im **Vokabelteil (Vocabulary)**, ab S. 144) findest du neue Wörter in der Reihenfolge, wie sie in den Units vorkommen. Präge dir die Beispielsätze zu den Wörtern ein.



Im **Workbook** gibt es zusätzliche Übungen zu den Inhalten der Units. Ab Unit 2 kannst du auf den **Revision-Seiten** auch Inhalte aus früheren Units wiederholen.

# Unit 1

# Journeys

## New things

- What happened in summer?
- Podcast: my holidays
- Talking about experiences
- Describing events in the past
- An extraordinary journey

## 1 What happened in summer?

a) Match the phrases from the box with the pictures.



1. *get a sunburn*

2. \_\_\_\_\_

3. \_\_\_\_\_



4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

~~get a sunburn~~ • get stuck in a traffic jam • go on a bike tour • meet nice people •  
try out a new sport • win a competition

b) What happened in your summer? Ask your partner and take turns.

Did you	get a sunburn? get stuck in a traffic jam? meet nice people? ...	Yes, I did. No, I didn't.
---------	---	------------------------------

c) Ask some more questions:

When did that happen?

Where were you when that happened?

How did that happen?

d) Tell the class about some events of your partner's summer holidays.

## Holiday experiences

2

### Listening: Ally's podcast



X.X



XXX

- a) Listen to Ally's podcast about her holiday experience.



#### Info

A podcast is a series of digital audio files you can download and listen to. The topic of a podcast can be anything – from travelling to sports, from art to politics and so on.

- b) Listen to the podcast again and take notes – find two positive and two negative events Ally tells about her holidays.

positive	negative

- c) Now circle the correct answers.

- At the beginning of the holidays her parents told her that they had to
  - stay at home.
  - b) work.**
  - visit friends.
- Her parents sent her to
  - Styria.
  - b) Carinthia.**
  - Tyrol.
- One day she had an accident with her
  - bike.
  - b) scooter.**
  - tractor.
- The person who helped her is called
  - Toni.
  - b) Max.**
  - Leo.
- She then started to
  - spend time with other kids.
  - b) help her grandparents.**
  - read more.
- She really enjoyed
  - working on the fields.
  - b) swimming in mountain lakes.**
  - hiking.

### 3

## What about you?



a) Speaking: Find someone who had the same experiences as Ally.

Did you swim in a lake?

Name	Activity/Experience	Notes
	spent time with his/her grandparents	in ...
	felt bored	because ...
	had an accident	and injured his/her ...
	met new friends	when ...
	swam in a lake	that was ...
	experienced something new	

b) Write the sentences in your exercise book.

*Alissa spent time with her grandparents in Upper Austria.*

c) Summarising Ally's experience. Tick the words that best describe Ally's experience.

1. At the beginning of the holidays she felt

unhappy.  tired.  frightened.  sick.  lonely.

2. During her holidays she

fought with her grandparents.  met new people.  drove a tractor.

3. At the end of her holidays she was

happy to get home.  sad to leave.  happy that she was leaving.

4. After the holidays she was

stronger.  more selfish.  more open-minded.

## Past events

4

## Listening and reading: Events in the past



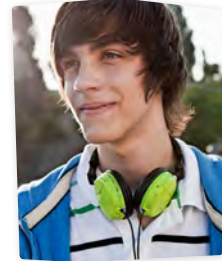
X.X



XXX

Listen to the children's descriptions of past events and correct the mistakes in the texts. There is one mistake in every story.

1. I was walking home from my friend's house one evening, and it was already getting dark outside, when I suddenly saw a huge shadow coming towards me. I was really scared and wanted to run away, but then I saw that it was only the shadow of a cat, and I felt stupid ...



Jeff

dog

2. In the middle of August my family and I were on our way to a theme park. The sun was shining, and it was a really hot day. We were looking forward to all the slides and attractions in the park when suddenly our car made a funny noise and then broke down at the side of the road. I was so disappointed! We were waiting for the tow truck forever, and then of course it was too late for the water park ...



Micah

3. My favourite memory from this summer is my 12th birthday party. My friends and family were all hanging out in the garden when my parents surprised me with a big wooden box as a present. When I opened it, I couldn't believe my eyes; I had finally got a dog!



Florence

4. I spent most of my holidays with my mum at my grandmother's house in Greece. I swam a lot; I just love the sea! But then, one day, I was snorkeling a bit, while my mum was reading her books on the beach, when I accidentally touched a jellyfish! My arm was red for a whole week, and it really hurt!



Ayda

## 5

### Focus on form: Past simple and past progressive

- a) Look at the grammar box and find the past simple forms in the texts in task 4. Highlight them in one colour.
- b) Now find the past progressive forms and highlight them in another colour.



Grammar See → G 1

#### What were you doing when it happened?

Past tense progressive

Past tense simple

I was walking home when I suddenly heard my name.

We were having dinner when my friend called.

#### What were you doing while something else was going on?

Past tense progressive

Past tense progressive

What were you doing while you were waiting?

He was reading while she was watching TV?

- c) Use the grammar box to complete the sentences with the correct form of the past tense.

- Sam was walking **1** (walk) home from the public pool one day when he suddenly \_\_\_\_\_ **2** (hear) someone shouting for help. While he \_\_\_\_\_ **3** (look) for the person, it \_\_\_\_\_ **4** (get) darker and darker until he couldn't see a thing.
- On our way to the water park, our car \_\_\_\_\_ **5** (break) down. We \_\_\_\_\_ **6** (wait) for hours before the tow truck came and \_\_\_\_\_ **7** (take) us to the garage.
- "I can't believe you \_\_\_\_\_ **8** (get) a dog for your birthday! What \_\_\_\_\_ **9** (you do) when your parents \_\_\_\_\_ **10** (surprise) you with the present?"
- This summer I \_\_\_\_\_ **11** (swim) in the sea when I \_\_\_\_\_ **12** (be) hurt by a jellyfish, not something I can recommend!

## 6

### Writing: An event in the past

Now choose one event from your holidays and write about it in detail by using both the past simple and the past progressive. Write a text of about 100 words.

You could start like this:

*It was in the beginning of the holidays ...*

*I was on my way to ...*

*One of my best memories of summer is ...*



#### Word bank

after that • before •  
suddenly • when •  
while • until

## An extraordinary journey

### 7 Life on a boat

- a) Read the story of the Gilbert family and their journey around the world.



How the Gilbert family changed their life by sailing around the world for three years.

1

Barbara Gilbert and her husband Greg had it all: two young children, a lovely home near Vancouver, Canada and two well-paying jobs. So why did they decide to leave it all behind and live on board a sailboat for three years?

“It is easy to live the same way for a long time and do what other people do,” said Barbara, “but one day we just felt that we needed to do something different!”

2

So they decided to leave and try something completely new for a while. In 2014 they sold most of their things and used their saved money to buy a 15-metre-long sailboat with two sleeping cabins and a kitchen. They named their new home *Spirit*. The family also learned how to navigate a sailboat for many months, before finally setting out into the Pacific Ocean.



#### Not a vacation

3

Not everything in the last three years was like a vacation, Greg says. “My wife and I often had to work on board the boat in a port somewhere. Luckily, these days a lot of work can be done on computers from almost anywhere on the planet.”

4

The two children Ryan (8) and Mara (11) had to keep learning, too. They were homeschooled, but had to study the material of their school year on their own, often in digital form on their tablets.

“We both really like to read,” said Mara, “and to be honest, there is a lot of time on a boat!” And of course, each new country they visited offered a new culture, language and environment for them to explore. “I loved looking at coral reefs in the ocean, instead of just reading about them in a coursebook,” added Ryan.



5

During the three years of their journey on the boat they also experienced dangerous situations, moments of doubt or fights within the family. “Not everything was always perfect,” Barbara said, “but nearly everything was worth experiencing.”



b) Go back to the text and match the headlines below to the paragraphs.

How it all started

~~Not a vacation~~

Real life is a great classroom

Thing we have learned

Why leave?

c) What is this article about? Tick a), b) or c).

<input type="checkbox"/> a) A couple who decided to leave home and work somewhere else in the world	<input type="checkbox"/> b) A family who wanted to experience a different kind of holiday	<input type="checkbox"/> c) A family who decided to live a different kind of life on a boat for a while
---	---	---

d) Match the words to find the phrases and copy them into your exercise book.

- |                |                                     |                              |
|----------------|-------------------------------------|------------------------------|
| 1. to sail     | <input type="checkbox"/>            | on board a sailboat          |
| 2. to live     | <input type="checkbox"/>            | homeschooled                 |
| 3. to navigate | <input checked="" type="checkbox"/> | around the world             |
| 4. to leave    | <input type="checkbox"/>            | a new culture or environment |
| 5. to be       | <input type="checkbox"/>            | a sailboat                   |
| 6. to explore  | <input type="checkbox"/>            | it all behindw               |



**Info**

The word “cruisers” describes a group of individuals or families who spend months or even years of their lives at sea.



e) Your turn: What do you think? Talk to a partner and use the sentence starters below with the phrases from exercise c) to say what you think about this journey.



**Useful phrases**

I would/wouldn't like to ... • I would definitely like to ... • I think ... sounds great because ... • In my opinion ... • I guess ... would be difficult for me because ... • Living on a boat can be ...

*I think living on a boat sounds great, because you can see so many different places. ...*



## Show what you can do

### 8 Focus on form: An experience to remember

Circle the correct past tense.

One experience I will always remember was my summer trip to Africa with my family. When we arrived on Monday night, it **rained** • **was raining**, but it was quite hot. We happily **changed** • **were changing** into shorts and sandals, **ate** • **were eating** some sandwiches, and then **went** • **were going** to sleep. On Tuesday, our guide **picked** • **was picking** us up in a big truck. He drove us to Kenya's first nature reserve, which **opened** • **was opening** in 1946. While we **drove** • **were driving** there, he told us that the reserve is a park with over 100 different kinds of animals. Five minutes after entering the park, we **saw** • **were seeing** a giraffe and two zebras. I **took** • **was taking** a photo of the giraffe when a zebra **started** • **was starting** running towards our truck. At first, we were frightened, but the guide said, "Don't worry – zebras are not very dangerous!"



😊 😐 😞 I can use the correct past tense.

### 9 Speaking: A summer experience

Give a short presentation about an event from your summer holidays. Answer the questions below.

- When did it happen?
- Where did it happen?
- What were you doing?
- What did you do after that?
- How did you feel about it?

😊 😐 😞 I can describe an event from my summer holidays in detail.



# Unit 2

## What a life!

### New things

- Short biographies
- Present perfect tense
- Jane Goodall and “Roots and Shoots”
- Oprah Winfrey’s life
- Using “for” and “since”

### 1 What’s extraordinary?

a) Complete the acrostic with the words and phrases in the green box below.

1. S P E C I A L

2. X \_\_\_\_\_

3. T \_\_\_\_\_

4. \_\_\_\_\_ R \_\_\_\_\_

5. A \_\_\_\_\_

6. \_\_\_\_\_ O \_\_\_\_\_

7. R \_\_\_\_\_

8. \_\_\_\_\_ D \_\_\_\_\_

9. I \_\_\_\_\_

10. N \_\_\_\_\_

11. \_\_\_\_\_ A \_\_\_\_\_

12. \_\_\_\_\_ R \_\_\_\_\_

13. \_\_\_\_\_ Y \_\_\_\_\_

being a hero • being yourself • different • exciting • living one’s dream • making a difference • ~~special~~ • standing out • surprising • the odd one out • trying new things • uncommon • unusual

b) How extraordinary are the following activities? Write 1-8 in the boxes. 1 is for the most extraordinary, 8 for the least extraordinary activity.

<input type="checkbox"/> never missing school	<input type="checkbox"/> going bungee jumping	<input type="checkbox"/> finding lots of money	<input type="checkbox"/> cleaning a park with friends
<input type="checkbox"/> climbing a mountain to the top	<input type="checkbox"/> sailing around the world	<input type="checkbox"/> reading three books in one week	<input type="checkbox"/> playing a concert

c) Have you ever done any of these activities? Tell the class.

I have never missed school.

# Everyone can be extraordinary

2

## Reading and listening: Extraordinary lives

a) Look at the pictures of four extraordinary people and guess which things they did in their lives. Match each person with two activities. Draw lines. Then write sentences in your exercise book.



Mary Shelley



Steve Irwin



Jane Goodall



Stephen Hawking

1. helped chimpanzees

2. had to stay in hospital

3. was the star of a TV show

4. wrote books about physics

5. got very close to reptiles

6. wrote a famous horror book

7. worked in Africa for many years

8. lost her mother and her children

I think Jane Goodall helped chimpanzees.



b) Read the short biographies of four extraordinary people and guess what the missing words could be. Circle a), b) or c). Then listen and check.

At the age of 18, Mary Shelley took part in a contest with some famous

authors. Who could tell the \_\_\_\_\_ 1 story? Mary couldn't think of anything, but later that night she dreamt of a horror story. She wrote it down. It was *Frankenstein*, one of the most famous books in the

\_\_\_\_\_ 2 language. Mary was born in London in 1797. Her life was not very happy. She lost her mother soon after she was born, and her children died at a young age.



- 1. a) funniest                      **b) scariest**                      c) saddest
- 2. a) German                      b) Spanish                      c) English



Steve Irwin became famous as The Crocodile Hunter. He hunted crocodiles

which lived too close to \_\_\_\_\_ 3 without killing them. At the age of six, he caught his first poisonous snake. He was very good at handling dangerous animals and made lots of TV shows. All his life, he fought to protect endangered animals. Also his death was extraordinary.

He died at 44 when he was filming at Batt Reef in \_\_\_\_\_ 4 and a stingray killed him.

- 3. a) zoos                              b) schools                              c) people's homes
- 4. a) Australia                      b) America                              c) Africa

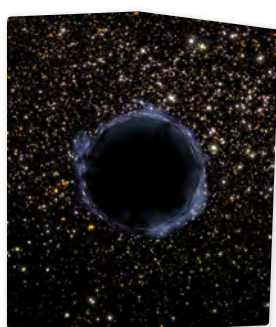
Jane Goodall was born in 1934 in London. She has always loved animals, and when she was little, she dreamt of going to Africa someday. So she

started to \_\_\_\_\_ **5** money. When she was 23, she finally went to Kenya. But the best thing was when she got a job for which she

could study chimpanzees. For some time, she even \_\_\_\_\_ **6** the animals. What's extraordinary about Jane is that she never went to university, but discovered new and exciting things about chimpanzees.



- 5. a)** steal                      **b)** save                      **c)** spend  
**6. a)** lived with                **b)** hunted                **c)** trained



From a very young age, Stephen Hawking was interested in \_\_\_\_\_ **7**. At school, the others called him "Einstein". So he decided to study physics. But then he noticed strange things about his body: it was hard for him to speak and he often dropped things. Doctors told him he was very ill and didn't have many years to live. Stephen wanted to live. He studied black holes, wrote lots of books and had a family. And the doctors were wrong: he lived until he was 76, but had to use a

wheelchair and a \_\_\_\_\_ **8** for "talking".

- 7. a)** languages                **b)** arts                      **c)** science  
**8. a)** robot                      **b)** computer                **c)** phone

### 3 Find someone who ...

- a)** Walk around the classroom and find out which extraordinary things your classmates have done in their lives. Talk to many different people and write down their names.

Have you ever been on TV?

Yes, I have./No, I haven't.

Who ...	Name(s)
has helped an animal?	
has spent a long time in hospital?	
has been on TV?	
has read a lot about physics?	
has been in a dangerous situation?	
has written a scary story?	
has been to Africa?	
has won a contest?	

- b)** Tell the class what you have found out.

*I've found out that Nadine and Florian have been on TV.*

## Making a difference

4

### Listening: Jane Goodall's life



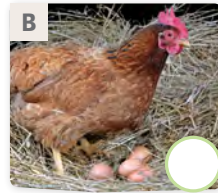
X.XX



XXX

a) Before you listen, match the words to form new words and phrases. Then match these with the pictures.

- |            |                                     |          |
|------------|-------------------------------------|----------|
| 1. stuffed | <input type="checkbox"/>            | eggs     |
| 2. lay     | <input type="checkbox"/>            | money    |
| 3. nature  | <input type="checkbox"/>            | tools    |
| 4. save    | <input checked="" type="checkbox"/> | animal   |
| 5. use     | <input type="checkbox"/>            | together |
| 6. come    | <input type="checkbox"/>            | club     |



b) Listen and tick the words/phrases in a) when you hear them.



c) Use the words/phrases in a) to talk about Jane Goodall's life with your partner.

*Jane Goodall got a stuffed animal when she was little. It was a chimpanzee.*

d) Order the events in Jane Goodall's life. Then listen and check.

- Even as a very young child, she was interested in different animals.
- There, she started working with chimpanzees and discovered lots of exciting things.
- 1 Jane Goodall was born in 1934 in London.
- Later in life, she wrote books and started the organisation "Roots and Shoots".
- When she was a young woman, a dream came true: she went to Africa.
- She fell in love with a photographer and started a family.

e) Go online and find out about "Roots and Shoots" school projects you could do in Austria. Then tell the class what you have found out.

*I've found an interesting project about ...  
An exciting project we could do in Austria is ...*



#### Info

"Roots and Shoots" is an organisation that Jane Goodall started in 1991. She wanted people of all ages to come together and make a difference for animals and nature.

## 5

## Reading: "Roots and Shoots"

- a) Read the interview with Kyle, who is working on a "Roots and Shoots" school project in Long Island, New York. Write the four correct questions in the spaces.

How often have you cleaned the beach so far?

What have you found out in your online research?

Why exactly are you working on this project?

~~How do you like working on this project?~~

What exactly do you do for your project?

For how long have you been in this project group?

- A: 1. *How do you like working on this project?*

B: Well, for years I have loved Jane Goodall for her work. And, of course, the beach has always been my favourite place. So I was very excited when our teacher told us we could do a "Roots and Shoots" project on keeping the beach clean. And so far it's been the best school project I've ever worked on!

- A: 2. \_\_\_\_\_

B: Our class has chosen this project because in the last years we've noticed that there is so much rubbish on the beach. Things like plastic bags and balloons are not pretty to look at. But what's even worse is that they are very dangerous for the fish.

- A: 3. \_\_\_\_\_

B: Well, we've decided that we want to be active. Of course, we often do online research, but it is important to us that we actually go out there and do something for nature. So we've used the money from the "Roots and Shoots" organisation to buy tools for cleaning our beaches. During each beach clean-up we count and write down what kind of rubbish people have left behind.

- A: 4. \_\_\_\_\_

B: We've done two clean-ups since the beginning of our project. And we've found a lot! We've collected 2866 pieces of rubbish, with about 2000 pieces of plastic. But what we have done so far has only been the beginning! We really want to make a difference!

A: Thanks, Kyle!

B: No problem!

- b) Look at the grammar box. Then highlight all the verbs in the present perfect tense in the interview in a).

- c) Read the interview again and answer the questions. Write in your exercise book.

1. For how long has Kyle liked Jane Goodall?
2. Which school project has Kyle liked best so far?
3. Why have they decided to work on this project?
4. How many times have they gone to the beach to clean it?
5. How many pieces of rubbish have they found so far?

1. *Kyle has liked Jane Goodall for years.*



**Grammar** For more details see → G 2

**Present perfect tense for duration, experiences and recent events**

He's always **been** interested in Jane Goodall.  
We **have cleaned** the beach twice.  
They **have just started** the new project.

## Milestones in a life

### 6 Reading: Oprah's road to success

#### a) Read the biography of Oprah Winfrey.

Oprah Winfrey is one of the most famous people in the US, and maybe even in the whole world. Her whole life has been special.

When she was born in 1954, her mother was just a teenager. She chose a name from the Bible, Orpah, for her baby. But the girl's name was spelled wrong in the register office. Since that day she has been "Oprah"! When Oprah was a child, she had to move around a lot. When she was living on her grandmother's farm, there wasn't even running water! Sometime later she lived with her mother, then she lived with her father. Even today, she has lots of different homes.

As soon as Oprah was able to talk, she started to speak a lot – in church, at school, on stage. She was a very clever child; she was able to read at the age of three!

When she was older, she got lots of different jobs on the radio and on TV. Oprah met Gayle King, another famous TV personality, when both were young women. They are still best friends.

Oprah had a lot of unhappy relationships, but around 1986, she met Stedham Graham. They wanted to marry in 1992, but they never did. However, they are still together.

Oprah has been very successful in her job. In 2003, she was the first black woman billionaire! But she also wants to help others: in 2007 she opened a school for poor children in South Africa and started teaching a class via satellite.

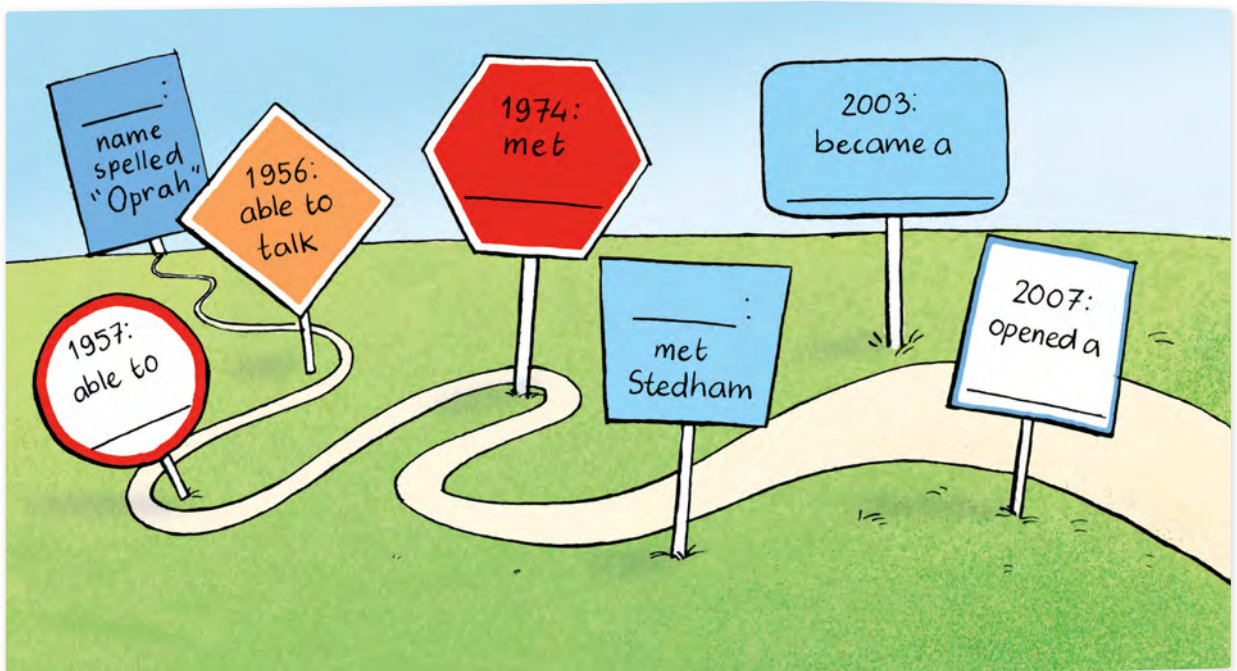
Even Oprah's fears are extraordinary: ever since she was little, she has had a fear of chewing gum!



#### Info

A milestone at the side of the road shows you how close or far the nearest town is. But we also use the word "milestone" to talk about important events in someone's life.

#### b) Read the text again and look at the milestones in Oprah's life. Add the missing information.



c) Look at the grammar box. Then match the sentence halves about Oprah Winfrey's life.



**Grammar** For more details see → G 3

**“for” and “since”**

**for ...**

hours, days, years, a long time, ages,  
most of my life, more than five minutes

I've known my best friend **for** lots of years.

**since ...**

2019, last winter, the beginning of the month,  
two o'clock, my childhood, I was three years old

She's been at this school **since** last September.

- |   |                                     |                                     |
|---|-------------------------------------|-------------------------------------|
| 1. She hasn't been called Orpah since             | <input type="checkbox"/>            | she lived with her grandma.         |
| 2. She has been an extraordinary speaker for      | <input type="checkbox"/>            | about forty years.                  |
| 3. She has been able to read since                | <input checked="" type="checkbox"/> | someone made a spelling mistake.    |
| 4. She has known what it is like to be poor since | <input type="checkbox"/>            | more than ten years.                |
| 5. She has had Gayle as her best friend for       | <input type="checkbox"/>            | most of her life.                   |
| 6. She has been a billionaire for                 | <input type="checkbox"/>            | 1957, when she was three years old. |

d) Fill in the gaps. Use *for* or *since*.

Oprah Winfrey has had her name since **1** 1954, when it was spelled wrong in the register office. She has liked being on stage \_\_\_\_\_ **2** childhood. Oprah has been afraid of chewing gum \_\_\_\_\_ **3** many years. She has lived in lots of different homes \_\_\_\_\_ **4** she was a small child. Oprah has known her best friend, Gayle King, \_\_\_\_\_ **5** 1974. She has been together with her boyfriend \_\_\_\_\_ **6** more than 30 years, but they haven't married yet. Oprah Winfrey has been one of the most successful people on TV \_\_\_\_\_ **7** a very long time; she started her career when she was 19. The billionaire has not forgotten what it feels like to be poor. She has been a teacher for South African girls \_\_\_\_\_ **8** more than ten years now. What a life!



e) Tell your partner what you think about Oprah's life. Use the sentence starters below.



**Useful phrases**

- I think it's really special that ...
- I found it surprising that ...
- It's quite unusual that ...
- I find it extraordinary that ...

I think it's ...



Yes, how extraordinary!

## Show what you can do

### 7 Listening: How extraordinary!



a) Listen to the short dialogues.

b) Listen again and do the tasks below.

- The Harrises have been married for 80 years.
- The boy and his best friend were born on the same day. **T F**
- The girls talk about ...
  - why Oprah lived with her grandmother.
  - what Oprah did with used chewing gum.
  - why Oprah has been afraid of chewing gum.
- The old woman has lived in her hometown for \_\_\_\_\_.
- Paul hasn't been on a plane for about ten years. **T F**

😊 😐 😞 I can understand details in short dialogues.

### 8 Language in use: Have you heard about Mark Zuckerberg?

Make sentences with the present perfect tense. Write them in your exercise book.

- Mark Zuckerberg • like computers • since • middle school
- Mark • know Priscilla • for • more than ten years
- Mark and Priscilla • have their dog Beast • since • 2011
- Mark and Priscilla • be married • since • 2012
- Mr Zuckerberg • be a billionaire • for • about ten years

1. *Mark Zuckerberg has liked computers since his time in middle school.*

😊 😐 😞 I can write sentences about someone's life.

### 9 Speaking: I have hugged a poisonous snake



Talk with your partner about the three most extraordinary things you have ever done. Then tell the class which extraordinary things your partner has done.

I have played a big role in a musical.

Carla has played a big role in a musical.

😊 😐 😞 I can talk about what I have done and what my partner has done.

# Unit 3

## Children's rights

### New things

- UN Convention
- Adverbs of manner
- Modal verbs and "be allowed to"
- Buddy book
- Podcast: Student council
- School clubs

### 1 Wants and needs

a) Look at the things below. Decide which are **wants** (things we would like to have but that are not necessary) and which are **needs** (things we must have to live well). Write *W* or *N*.



b) What do you think? Say what the most important need is.

*For me, what children need most is ...*

c) In 1989, the UN Convention of the Rights of the Child was written. It has 42 articles that explain the rights each child has. Complete two of these articles with the words below.

### i Info

All children have the same **needs**: they need healthy food, they need to have a good education and much more. **Rights** protect needs, so that every child has the chance to live and develop well.

~~opinion~~

responsible

listen

freely

change

Your family is \_\_\_\_\_ **1** for helping you use your rights properly.

When adults are making decisions that \_\_\_\_\_ **2** something in your life, you have the right to say \_\_\_\_\_ **3** what you think should happen. Adults should \_\_\_\_\_ **4** and take your *opinion* \_\_\_\_\_ **5** seriously.

## Treat us fairly!

2

### Reading and listening: Children's lives around the world

a) Read the texts quickly. Tick the continents the children live on. You can use an atlas.

Asia  Africa  North America  South America  Europe  Australia

b) Now read carefully what the children say about their lives and tick T (= true) or F (= false).



**Jazmin, 12**

I think the internet is a very good thing. For example, children in Iran can now chat with people all around the world. Most Iranian kids can speak English very well.

Of course, you shouldn't spend all your time at the computer. Kids should play games and be outdoors, too!

But sadly, only rich people can have computers and are able to use the internet. Not all families have enough money for the things you need. Luckily, Iran is now full of internet cafes. However, some families are afraid the internet could give the children bad ideas. And so these kids are not allowed to go online!

1. All poor children are allowed to go to internet cafes.

T  F

**Gabriel, 14**

There's a lake near my home. Sometimes we go swimming there. My house has two rooms: a kitchen and a bedroom.

But on weekends, we have to sleep under a bridge in São Paulo. At night it can get really cold. Every weekend, I have to sell sweets to earn some money and help my family.

Yesterday, I wasn't able to sell the whole box of sweets. I must try to sell the rest today. Working in the street is bad: you have to get close to the cars to sell sweets, but most people quickly shut the windows. Sometimes the children in the cars want to buy sweets, but their parents don't allow them to.

On weekdays, I go to school. I don't really like it. But if you want to have a good job someday, you have to go to school. The best thing about school is that sometimes we're allowed to play games.



2. Gabriel doesn't have to work during the week.

T  F



**Thierry, 12**

My name is Thierry and I am a street child from Rwanda.

I have to live on the street. My biggest problem is finding food. This is why I am a beggar now. My parents died three years ago.

Living on the street is especially hard when it rains. I have to carefully look for food in the rubbish. But sometimes I cut my hands. I can't go to the doctor; it's too expensive.

I must help my grandmother. When I get money, I give it to her so that she can buy some food. We are hungry most of the time. I'm only a child, but I have to look after my grandmother. I would like the powerful people to help me and the other poor children.

3. Some of Thierry's problems are being hungry and getting hurt.

T  F

**Mariame, 13**

Two years ago, I lived with my parents in a village in the Ivory Coast. They were very poor, but I went to school there. Sometimes our teacher hit us when we weren't quick enough with our schoolwork. So I started dreaming about living somewhere else.



One day my aunt came to the village and told me I could have some food and clothes. My mother allowed me to go with her. I started working for my aunt. From four in the morning until late I was washing dishes, cleaning the house, and selling water in the streets. I didn't get any money and was not allowed to sleep enough.

Once, I lost a bowl. My aunt shouted angrily: "Find it! Or I'll hit you!" I went to the police and told them everything. Now I want to go back to my village. I will go to school and study. I want to have a good job someday.

4. Mariame went with her aunt because she wanted to have a better life. T  F



**Anam, 11**

My name is Anam, I'm eleven years old and I was born in Mexico City. I usually wear my Mazahua dress. I love it very much, but people often make fun of it. Sometimes blond children bully me for my darker skin. This makes me very angry.

The town where my parents come from is called a pueblo. I like it very much! But people in the city have a better life than the people in the pueblo. In the city, there are more roads, hospitals and schools.

In Mexico City, we live in a slum. My family has only one room.

There are some kids in my neighbourhood who have got lots of things, like sweets and nice houses. Everyone in my family works very hard so that one day we can have a bigger house.

5. Anam doesn't like her special dress anymore. T  F



**c) Listen to the dialogues. Fill in the correct words.**

angrily happily loudly  
quietly sadly

- Jazmin tells us \_\_\_\_\_ that she can learn a lot online.
- Gabriel talks about sleeping under a bridge \_\_\_\_\_.
- Mariame's aunt threatens the girl \_\_\_\_\_.
- Thierry shouts \_\_\_\_\_ that he has got some money.
- Anam talks about the bullying \_\_\_\_\_.

**d) Look at the grammar box. Then highlight the adverbs below in the texts in 2b.**

quickly carefully  
hard well angrily



**Grammar** For more details see → G 4

**Adverbs: How you do something**

She is <b>angry</b> (adjective).	She shouts at the girl <b>angrily</b> (adverb).
Theo is a <b>quick</b> reader.	First, you should read the texts <b>quickly</b> .
Jazmin's English is very <b>good</b> .	She speaks English very <b>well</b> .
Living on the street is <b>hard</b> .	Gabriel works <b>hard</b> to get some money.

## It's only right

## 3 Reading and language in use: The Rights of the Child

a) Complete the text about children and their rights. For each gap, choose a verb and an adverb from the boxes.

eat • listen • ~~live~~ • play • say •  
treat • work • talk

+

carefully • badly • freely • happily •  
hard • healthily • sadly • ~~well~~

All children should feel safe and live well **1**. However, lots of children have to \_\_\_\_\_ **2** to earn money and help their family. It's sad that some adults don't accept that children have rights and \_\_\_\_\_ them \_\_\_\_\_ **3**. Some children \_\_\_\_\_ **4** about their lives because they've had some experiences that still make them unhappy. Children should be allowed to \_\_\_\_\_ **5**, have some free time and toys. Kids should also be able to \_\_\_\_\_ **6** and have safe drinking water. Children are allowed to \_\_\_\_\_ **7** what they think should happen in their lives. Of course, adults should \_\_\_\_\_ **8** when children talk about their ideas and opinions! Adults mustn't forget that children have rights.

b) Match each children's right with a sentence below.

1. You have the right to a good education.

2. You should not have to do work that is bad for your health and education.

3. You have a right to use the tradition of your family.

4. You have the right to get information that is important for your well-being.

5. You have the right to play and rest.

- Adults aren't allowed to make you work too hard.
- 1** Every child should be allowed to go to school.
- You are allowed to have some free time.
- You should be allowed to use books and computers to find out about important topics.
- Children must be allowed to learn about the customs that are important to them.

c) Read the two dialogues below. Fahmi and Amba have problems at school. They talk with their student counselor, a person who listens carefully and takes their problems seriously.

**Dialogue 1**

- C: Fahmi, I'm glad you came to talk to me. How do you like it at our school?
- F: It's ok. But there's one thing I don't like so much.
- C: What's that?
- F: Well, at home I speak the language all my family have always spoken. But at school, no teachers speak Urdu and I'm not allowed to speak it with other children from Pakistan. They say I must speak the school's language all the time.
- C: I see. You miss using your language.
- F: Yes. When I'm allowed to speak Urdu, I can relax.

**Dialogue 2**

- C: Your grades are getting worse, Amba. Would you like to tell me how things are at home?
- A: Well, ok. When I get home after school, I help in my parents' restaurant until seven o'clock. Then I have a snack and do the dishes. While my parents finish their work in the restaurant, I have to look after my younger sisters.
- C: Don't you have time to do homework?
- A: After my sisters go to sleep, I try to do my homework. But usually I'm just too tired and I fall asleep.
- C: So you aren't allowed to have any free time.



d) Act out the dialogues with a partner. Take turns and read what the children say ...

- nervously
- angrily
- sadly
- quietly
- seriously

e) Read the dialogues again and fill in the gaps.

Fahmi mustn't \_\_\_\_\_ 1 Urdu at school. However, he should be

\_\_\_\_\_ 2 to use his language

because this is a \_\_\_\_\_ 3 every child has. He feels relaxed when he's

allowed \_\_\_\_\_ 4 use his family's

language. Amba must \_\_\_\_\_ 5 in her family's restaurant. Usually, she's not able to stay

*awake* \_\_\_\_\_ 6 after a day of work. This has become a problem at school because she should

always do her \_\_\_\_\_ 7. Amba \_\_\_\_\_ 8 allowed to have any free time.



**Grammar** For more details see → G 5

**Modal verbs and "be allowed/able to"**

Children **should be allowed to** play.  
Some children **are not able to** concentrate at school because they **must** work.  
What **can** we do to protect children?  
We **mustn't** forget about children's needs.



f) Talk with your partner about ...

- which of Fahmi and Amba's rights aren't protected.
- what you are (not) allowed to do at home and at school.

*Fahmi should be allowed to ... but ...*

*Amba isn't allowed to ... but she has the right to ...*

*At home, I'm (not) allowed to ...*

*At school, we are allowed to ...*



# Your life – your rights

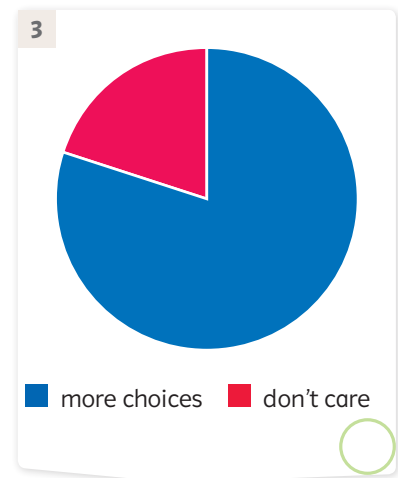
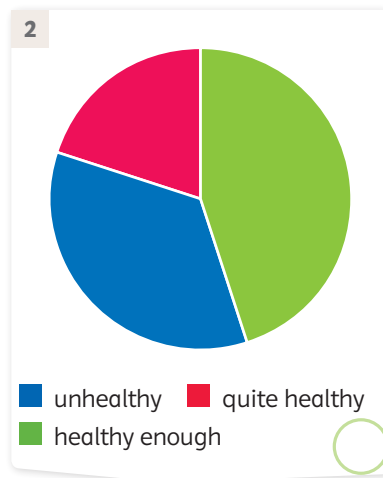
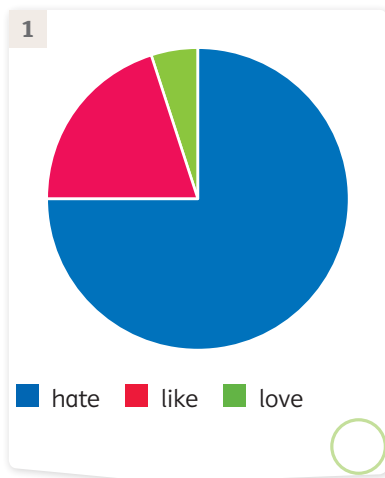


## 4 Ally's podcast: The student council

a) Read the words on the left and match them with their meanings on the right.

- |                             |                                     |   |
|-----------------------------|-------------------------------------|---|
| 1. student council          | <input type="checkbox"/>            | a kind of letter that you can sign if you want powerful people to change something            |
| 2. survey                   | <input type="checkbox"/>            | a kind of action that shows that you don't like something                                     |
| 3. protest                  | <input type="checkbox"/>            | questions to ask people what they think about a topic   |
| 4. to put up with something | <input type="checkbox"/>            | the coming together of pupils and teachers to get the newest information, or to sing and pray |
| 5. petition                 | <input checked="" type="checkbox"/> | a group of pupils meeting regularly to help share the pupils' ideas with the teachers         |
| 6. school assembly          | <input type="checkbox"/>            | to accept something negative  |

b) Look at the pie charts. What might Ally's podcast be about? Share your ideas in class.



c) Listen to Ally's podcast. Was your guess right?

d) Listen again and tick the correct pie chart(s).

e) Join Ally's protest! Make a poster.

You can use some of the phrases in the green boxes.

- are (not) allowed to
- have the right to
- should have
- don't have to put up with


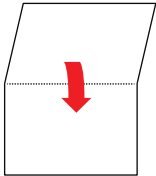
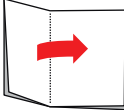

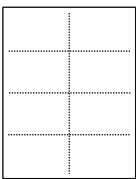
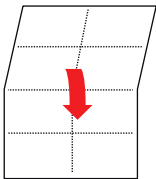
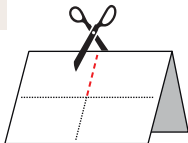
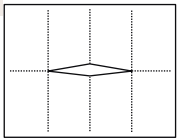
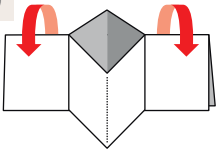
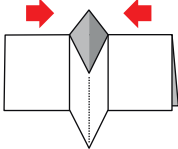
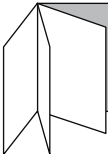
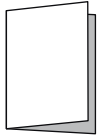


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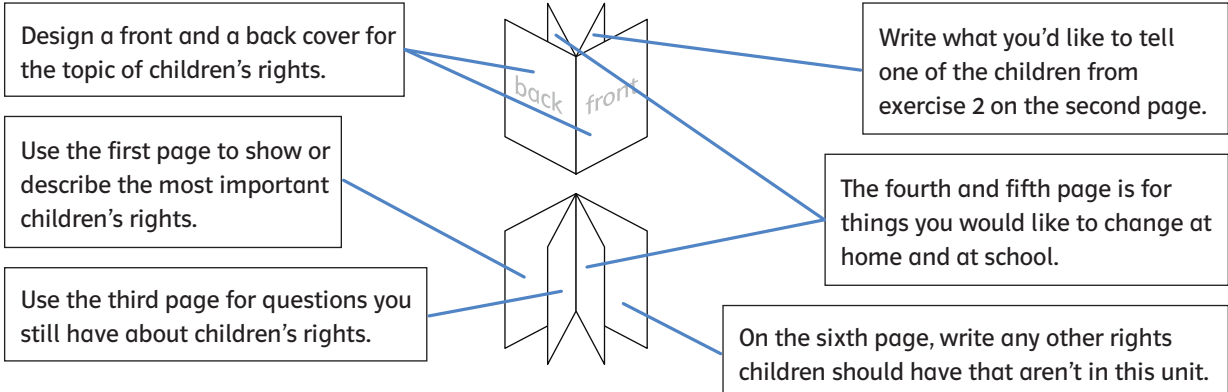
Lots of schools in English-speaking countries have a **student council**. The members make sure that teachers listen to the pupils' opinions.

## 5 Your buddy book

a) Follow the twelve steps below to make your own buddy book.

<p>1</p>  <p>Take a sheet of paper (A4).</p>	<p>2</p>  <p>Fold your sheet in half.</p>	<p>3</p>  <p>Now fold it vertically.</p>	<p>4</p>  <p>Fold it in half again.</p>
<p>5</p>  <p>Open the paper flat - it should look like this.</p>	<p>6</p>  <p>Fold the sheet in half again.</p>	<p>7</p>  <p>Cut from the folded edge to the middle fold.</p>	<p>8</p>  <p>Your sheet should now look like this.</p>
<p>9</p>  <p>Fold the sheet along the middle line that runs parallel the long edge.</p>	<p>10</p>  <p>Push the sheet together. You can see the shape of a cross.</p>	<p>11</p>  <p>That's it!</p>	<p>12</p>  <p>Now you can fill the pages of your buddy book.</p>

b) Fill the pages of your buddy book. You can write keywords or full sentences, but everything should be in English. Use colour and draw pictures to make it look good!



Design a front and a back cover for the topic of children's rights.

Use the first page to show or describe the most important children's rights.

Use the third page for questions you still have about children's rights.

Write what you'd like to tell one of the children from exercise 2 on the second page.

The fourth and fifth page is for things you would like to change at home and at school.

On the sixth page, write any other rights children should have that aren't in this unit.



c) Work with a partner and take turns to look at and talk about your buddy books.

What I like about your buddy book is that ... I think it's interesting that you wrote ...

## Show what you can do

### 6 Speaking: Which school club's right for you?



You and your partner talk about the clubs at your school. Both of you would like to go to one club. Look at the poster and think about which club is your favourite and why. You have got three minutes to prepare. Then you and your partner should agree on one club.



#### MONDAY

15:00 – 17:00 **Children's Hospital Club**  
Organising bake sales to get money for the local children's hospital  
Visiting sick children and playing with them

#### 14:00 – 16:00 Religion Club

Getting to know different religions  
Inviting priests, imams, rabbis, etc. to talk about their religion and their job

#### WEDNESDAY

15:00 – 16:30 **"Better Food" Club**  
Making sure school food is healthy  
Trying out healthy recipes

#### 15:00 – 16:30 Environment Club

Making our school "green"  
Starting a recycling project

#### TUESDAY

14:30 – 17:00 **School Magazine**  
Writing articles about problems at our school  
Interviewing teachers and pupils

#### 15:00 – 17:30 Language Club

Getting to know your classmates' first languages  
Teaching others words in your language

#### THURSDAY

#### 15:30 – 17:00 Anti-bullying Club

Helping pupils who are bullied because of their skin colour, clothes etc.  
Inviting experts to talk about bullying

#### 14:00 – 16:00 "Welcome to Austria" Group

Visiting children who have just come to Austria  
Collecting toys to give to the children

#### FRIDAY

#### 14:30 – 16:00 Children's rights club

Writing letters and petitions when rights aren't protected  
Making posters to inform other pupils about their rights



I can talk with a partner and show that I am interested in what others say, e.g. about which school club they would like to go to.

### 7 Language in use: Adverbs of manner

Use the words below to make adverbs. Then use each adverb in a sentence. Write the sentences in your exercise book.

hard → hard 1

fast → \_\_\_\_\_ 4

good → \_\_\_\_\_ 2

happy → \_\_\_\_\_ 5

nervous → \_\_\_\_\_ 3

angry → \_\_\_\_\_ 6

1. The pupils worked hard to fight for their rights.



I can use adverbs in sentences.

# Unit 4

## That's entertainment!

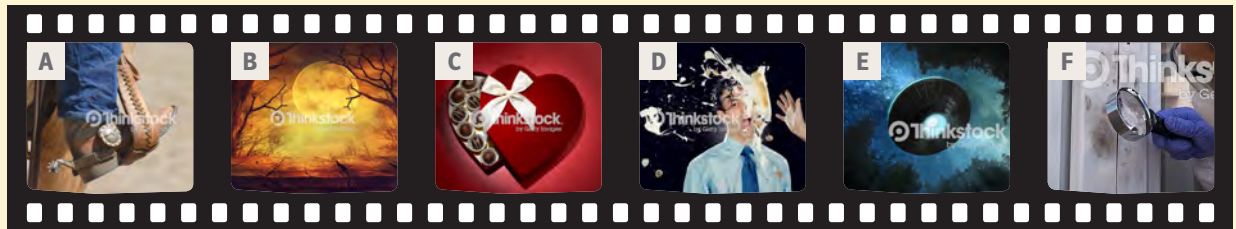
### New things

- Film genres
- Entertainment
- Some and any
- A song
- Defining relative clauses
- Writing a film review

### 1 Genre guessing game

a) Each film genre has typical objects and characters. Look at the pictures for objects and the stars for characters. Fill in the right letters and symbols in the table below.

#### Objects



#### Characters

◆ Scary creatures with green skin	● A clever police officer	♥ A beautiful young woman
▶ A person who is in lots of funny situations	○ A spooky creature that you can't see very well	★ A cowboy and some bandits



b) Now listen to typical dialogues. Complete the table with the correct numbers.

Genre	Object	Character	Dialogue
Western	A	★	
horror film			
comedy			
detective film			
romance			
science fiction			



#### Info

Film genres are different kinds of film. Each genre is different. If you want to laugh, you'll want to see a comedy. If you want to be scared, you'll probably watch a horror film. Other genres are the romcom (romantic comedy), the action film, the biopic (a film biography) and the road movie.



c) Have you seen a film of each genre above? Tell your partner what you remember about it.

# Inside the industry



**Info**

There are many types of entertainment media: film, TV, radio, music, video games ... When people earn money with these, they work in the entertainment industry.

**2**

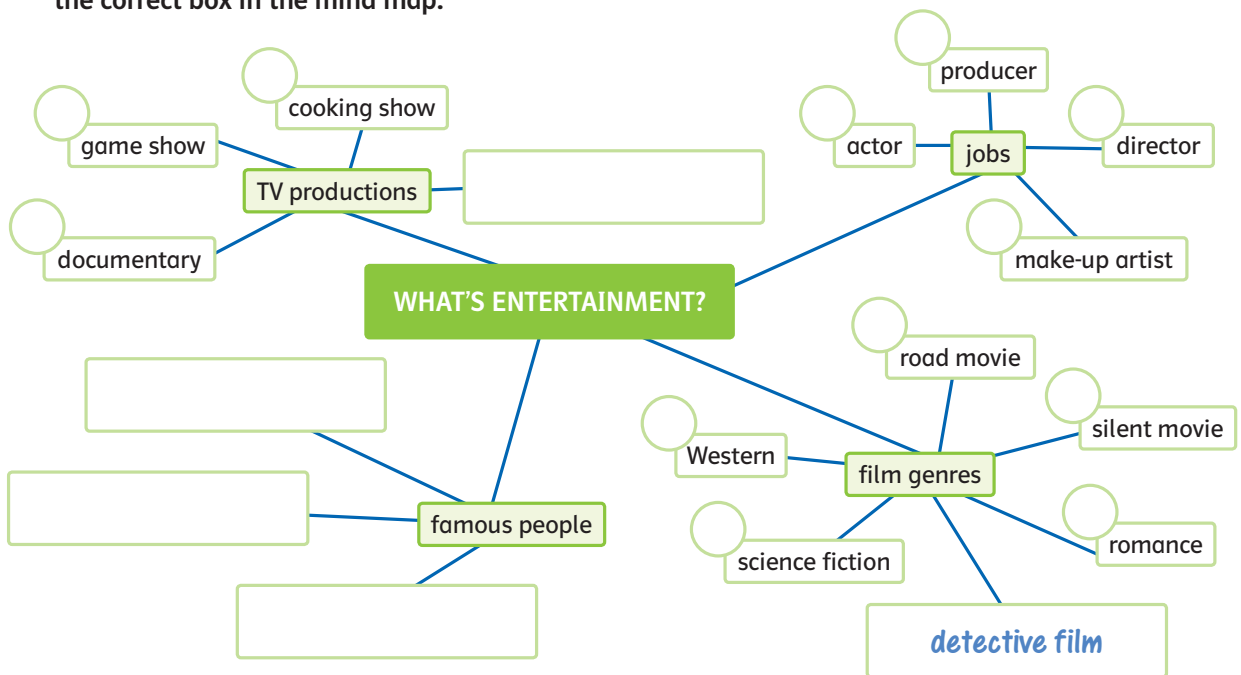
## What's entertainment?



**a)** Answer the questions. Circle the faces that are true for you. Then compare your answers with your partner's answers.

Do you like watching TV?	😊	😐	☹️
Are you interested in famous actors?	😊	😐	☹️
Is going to the cinema one of your favourite things to do?	😊	😐	☹️
Would you like to visit the Walk of Fame?	😊	😐	☹️
Would you like to work in the entertainment industry someday?	😊	😐	☹️

**b)** Look at the mind map and the short descriptions below. Write the numbers of the descriptions in the correct box in the mind map.



1. It shows a contest in which people can win prizes or money. A famous example is *Jeopardy*.
2. A type of film in which someone goes on a trip or makes a long journey in order to live a dream or to find the solution to a problem.
3. A film in which you can't hear what the characters are saying. The spoken text is written on the screen.

4. It shows how dishes are prepared. The star explains the different stages of cooking.
5. A film that is usually set in the wilderness of the US. It tells stories about cowboys.
6. A TV programme that gives information on a topic or shows real events. Sometimes, interviews are used.

7. A film in which two people fall in love with each other, but there are some problems they have to solve before they can be happy together.

8. A film with a dark story that happens at some point in the future. It can show time travel, aliens and other things from the future.

c) Complete the mind map with your own ideas. You can add new lines.

### 3 Is it entertaining to work in entertainment?

a) Read the text. Then use some of the highlighted words to complete the dialogues below.

I've always wanted to be an actor. I've always thought it would be wonderful to become **someone** else for a film or a play. But it just didn't happen for me. I didn't know **anyone** in the entertainment business, and there wasn't **anything** I could do about it. **Something** inside me told me I should stop trying. I'm working as a make-up artist in Hollywood now, and I don't want to be **anywhere** else.

A: I know \_\_\_\_\_ **1** working in entertainment!

B: I don't know anyone famous.

A: I've heard something strange about a famous actress.

B: I haven't heard \_\_\_\_\_ **2** at all. But I'm not really interested.

A: I've always wanted to work in Hollywood.

B: I don't want to work \_\_\_\_\_ **3** near there.



b) Listen to the dialogues about working in entertainment. Complete the sentences.

1. Are there **any** actors you can recommend?

2. I have \_\_\_\_\_ ideas for a new film.

3. Actors don't have \_\_\_\_\_ real friends.

4. Would you like to be in \_\_\_\_\_ great scenes?

c) Listen to the dialogues again and write the number of each dialogue in the correct box. Which dialogue is about ...

what a new movie could be about?

**3** the good and bad things about being an actor?

finding the right actor?

a job offer?



Grammar For more details see → G 6

#### some and any

Are there **any** funny scenes in this film? The film has **some** action scenes, but there aren't **any** funny moments.

I haven't seen Marilyn **anywhere**. **Someone** said she's with the make-up artist.

## Not everything that glitters is gold

4

### Song: Darkness in the light



X.XX

#### a) Listen to the song and fill in the gaps.

Tom wanted to cruise to fame.

Tom had a very good name **1**

As a mechanic for some of the cars  
Of some of the biggest Hollywood stars,  
He went to castings every day,  
But there weren't any roles a mechanic could

\_\_\_\_\_ **2**

Holly thought Holly could  
Be the best actress in Hollywood.  
Her dream friends were Oscar and Tony.

In real life she was very \_\_\_\_\_ **3**

She said: Someday I'll be a star,  
But all she was, was a waitress in a bar.  
**There's darkness in the light.**  
**Can you sleep at night?**  
**Is life really good**  
**For a star in Hollywood? ...**

Marilyn's time was long \_\_\_\_\_ **4**  
She stars no more in any show.

Hollywood is pretty \_\_\_\_\_ **5**  
If the face in the mirror is pretty old.  
What goes up must come down.  
There isn't any mercy in this town.

Dan was a great, great fan of Fran.  
He saw her on the screen in a love scene.  
And said: You are my dream come true.  
You belong to me; I belong to

\_\_\_\_\_ **6**.  
He sent her some letters. She didn't reply.  
That's why Fran had to die.  
**There's darkness in the light.**  
**Can you sleep at night?**  
**Is life really good**  
**For a star in Hollywood?**  
...



#### b) Find out with a partner which part of the song is about ... Draw lines.

- someone who is good at their job but wants to be famous
- a crazy man who kills an actress
- an old actress who doesn't get any roles anymore
- a lonely woman who has big dreams that don't come true
- someone who is in love with a famous woman
- someone who was successful some time ago
- a man who is not successful in the entertainment industry

5

### Reading: An interview with a child actor

#### a) Read the interview with 11-year-old Matthew, who has been a child actor since he was little. Write the six correct questions on the lines.

When did you decide to become a child actor?

~~Why did you become a child actor?~~

What are some good things about being an actor?

What's your favourite genre?

What about school?

What's interesting about the people who work in entertainment?

Would you like to be an actor when you're older?

Are there any other bad things?



A: 1. *Why did you become a child actor?*

B: I wanted to become someone else on camera. When I was little, I was one of the kids who liked those computer games where you could imagine you were a wizard or something.

A: 2. \_\_\_\_\_

B: Well, sometimes you get a lot of presents! But there are other things I like about the job, too. It's very creative. You often meet very interesting people.

A: 3. \_\_\_\_\_

B: That's a good question. There are some people who think they are very interesting, but really aren't. Some people in Hollywood just **don't have anything interesting to say**. I've met a lot of directors, producers and actors. Some were very nice, really creative and a lot of fun, others ... well, not so much. Sometimes you meet people who are in love with themselves and are difficult to work with!

A: 4. \_\_\_\_\_

B: Of course. I mean, when you're an actor, you actually have a job. This means you have to be on time, do what the director wants, sit there for hours while the make-up artist is trying to make you look good. And some people say that actors don't have any real friends. I don't think that is true for me. I can talk about everything with my friends. But for some child actors, the job is not the right thing. Hollywood can be a difficult place! Not everything that glitters is gold. Don't tell anyone I said that!

A: 5. \_\_\_\_\_

B: Well, the good thing is that nowadays you can learn anything you want anywhere you are. Sometimes I skype with my teachers, sometimes I do some online research on topics which I would normally learn about at school. I don't really remember what it's like to be at school every day!

A: 6. \_\_\_\_\_

B: Hmm ... all films with action scenes are my favourites. For an actor they are hard work but also great fun. I love cars, you know, and in road movies you often have the coolest cars on set. I also like watching road movies.

A: Thanks for the interview!

B: Sure!

b) Highlight phrases in the interview which have the meaning of ...

have no real friends

a few positive things

tell no one

~~have nothing interesting to say~~

c) Write down other words starting with *some* and *any* that you have learned in this unit in your exercise book. Then use them in sentences about you.

*I know someone who works in the entertainment industry.*

d) Would you like to be a child actor? Before you start your conversation, write down positive and negative things about being a child actor. Use the text and your own ideas. Tell your partner what you think.

+	-
earn money	be on time
...	...



## Zooming in

### 6 Reading and writing: A film review

a) Read the film review. In which part of the text does the writer ...? Write the number of the correct paragraph in the green box.

- summarise the story
- say what others like or don't like about the film
- give the title, the director's names and the year the film was made
- say what she/he likes about the film
- say which genre it is and what the film is about in a very short summary
- ask questions to make the reader wonder about the ending

1.  *Little Miss Sunshine*, directed by Jonathan Dayton and Valerie Faries (2006)

2.  This road movie is about a strange family and their journey. It is set in the US and tells the story of a trip to a beauty contest.

3.  Meet the Hoovers! This family is very special. Olive has a dream: someday she wants to be Little Miss Sunshine, a beauty queen. Her brother, Dwayne, is quite extraordinary. He doesn't talk; he just never says anything! Olive's dream could come true: she is invited to the Little Miss Sunshine beauty contest, which is going to be on TV. But first, the Hoovers need to get to California – by car. Of course, they have some problems on their trip. Their yellow VW bus breaks down, Dwayne finds out something that makes him very unhappy, and at some point, the Hoovers even need to go to the hospital ...

4.  Will they get to the Little Miss Sunshine show on time? Will Olive be Little Miss Sunshine?

5.  I love the acting in this road movie. Child actor Abigail Breslin stars as Olive, Toni Collette plays the role of Olive's mum, Sheryl. What I like best about the film is how it shows that not everything that glitters is gold.

6.  I think this is the perfect film for road movie lovers and people who like strange stories and really strange characters. Romcom lovers could be disappointed: there aren't any romantic scenes. However, there are some extremely funny moments which will make you laugh!

b) Read the grammar box and complete the sentences below in your exercise book. Use *who*, *which/that* and some information from above.

The film is about a girl who ...

On the journey, Dwayne finds out something ...

The film is perfect for people ...

It has some very funny moments ...



#### Info

A film review is a short text that gives some basic information (director, actors), summarises the story and says how good or bad the film is. A film critic's job is to review films.



#### Grammar For more details see → G 7

#### Defining relative clauses

Olive is a girl **who** fights for her dreams.  
Comedies are films **which/that** most people like.

## 7

## Which film for which teenagers?

- a) Some teenagers are looking for a film to watch tonight. First read the short descriptions of the different films.

<p><b>A I'll be back</b> (136 min.) <input type="text" value="5"/></p> <p>Based on the life of Arnold Schwarzenegger, the film shows some scenes of his most famous films. It tells the story of how young Arnold left Styria to go to Hollywood and became a famous actor and politician.</p>							<p><b>B Dance Me Crazy</b> (87 min.) <input type="text"/></p> <p>Susan wants to be a dancer one day – but then she needs to go to a new school because of her mum's new job. The only good thing is that the new school offers dance classes. Susan really likes her dance teacher. Will they fall in love?</p>						
<p><b>C Little Lizzy</b> (90 min.) <input type="text"/></p> <p>When Lizzy finds a magic stone in the forest, everything changes on her family's farm. Children from the age of seven have loved this film for the last 30 years.</p>							<p><b>D Paws United</b> (50 min.) <input type="text"/></p> <p>A cat and a dog go on an adventure to help a little boy called Timmy. At first, they don't like each other, but then they become friends. A lovely cartoon!</p>						
<p><b>E Dark Space</b> (111 min.) <input type="text"/></p> <p>The future can be a dark time. There is no sun anymore, and scientists must find a new star that gives light. There are some great scenes of spaceships flying over a very dark earth. Sometimes, the action scenes are a bit over the top.</p>							<p><b>F Cruise Ship Disaster</b> (130 min.) <input type="text"/></p> <p>When a cruise ship with over 4000 people on board starts sinking after it hits a rock, there's only one thing Mandy Smith tries to do: save the other people's lives by repairing the ship's engine. Can she solve all the technical problems? A true story.</p>						
<p><b>G Poor Marylin</b> (145 min.) <input type="text"/></p> <p>The biopic based on Marilyn Monroe's story shows her early success, with some scenes of her best films, and ends with her sad and lonely death.</p>													



- b) Now listen to the short dialogues. Which film is best for which teenagers? Match a film with a dialogue. Write the number of the dialogue in the green box. There are two films which do not match.
- c) Say to which genre(s) each film above belongs. How do you know?
- d) Which film would you like to see with your friend at the weekend? You and your partner should agree on one film. Talk about the genre, the actors and the story.
- e) Imagine your life as a film. What's it like? Think about the title, the film genre, the soundtrack and the actors. Design a poster for your film and present it in class.

*I'm presenting my life as a film. My film's title is ...  
The genre of my film is ... because ...*



## Tip

A film poster should look good and be interesting. Use pictures and a cool title!

## Show what you can do

8

### Language in use: Something that is entertaining



a) Match the sentence parts and write *who* or *which/that*.

1. An actor is someone \_\_\_\_\_ you can see on a screen.
2. A film is something \_\_\_\_\_ writes about films in reviews.
3. A script is something *which/that* \_\_\_\_\_ actors and actresses perform on stage.
4. A film critic is someone \_\_\_\_\_ plays a character in a play, a movie or a show.
5. A play is something \_\_\_\_\_ **3** actors have to remember for their performance.

b) Complete the dialogue about the TV programme with the words in the green boxes.

any    any    anymore    anyone    anything    some    someone    something    ~~something~~

A: There isn't \_\_\_\_\_ **1** cool or interesting on ... I don't want to watch  
\_\_\_\_\_ **2** silly comedies!

B: Aren't there \_\_\_\_\_ **3** interesting documentaries? Let me check. Can't find any.

A: I'd love \_\_\_\_\_ **4** romantic where someone falls in love with \_\_\_\_\_ **5**  
else, but there're \_\_\_\_\_ **6** problems which they solve in the end.

B: Hmm ... that's not my idea of entertainment \_\_\_\_\_ **7**. When I was younger, I loved  
romance, but that has changed. But what about *something* \_\_\_\_\_ **8** based on a true story?  
There's this new film called *Cruise Ship Disaster*. Please come with me. I don't know  
\_\_\_\_\_ **9** else who would want to go and see this kind of film with me.

😊 😐 😞 I can complete a dialogue about entertainment media.

9

### Writing: A film review

Write a film review of about 100 words about a film you have seen. In your film review you should:

- give some basic information about the film
- say what is good and bad about the film
- summarise the story
- say who would like the film

😊 😐 😞 I can write a review and use paragraphs.

# Unit 5

# London

## New things

- Facts about London
- Famous sights
- Present perfect vs. past simple
- Podcast: A school trip to London...
- Voices of London

## 1 What do you already know about London?

### a) Read the sentences below and tick your choice.

1. London is the ... of Great Britain...  
 most southern city     capital city     smallest city
2. Under the Romans London was called ...  
 Ludenburg     Londonia     Londinium
3. In 1666 the city was nearly completely destroyed by ...  
 a great fire     an earthquake     magic
4. Today, around ... people live in London  
 8 million     4 million     21 million
5. London is a multicultural city, in which ... different languages are spoken  
 more than 200     90     more than 100
6. In 2016 a record number of ... tourists came to London  
 5 million     11 million     19 million
7. In contrast to the rest of Europe, cars on the streets of London drive on ...  
 the right side     the left side     both sides



### b) Listen and check – were you right?

### c) What else do you know about London? In a small group, find five more facts you know about London. Then share them with the class.



## Time Out London

2

### London's famous sights

a) Here are some of London's most famous sights. Match the names to the pictures and descriptions below.

Big Ben

Camden Town

Tate Modern

The Tower of London

The Making of Harry Potter

Westminster Abbey



Info

Sights are places of interest in a city or country, especially to visitors.

1. \_\_\_\_\_  
This castle actually has many towers and is situated next to the river Thames. It was built by William the Conqueror in 1078 and since then it has been a royal palace, a prison, a cemetery and even a zoo. Today it houses the Crown Jewels of the United Kingdom.



2. \_\_\_\_\_  
This area in the north of London is famous for many clubs, restaurants and open markets. Camden Market is actually a labyrinth of six open-air markets with thousands of stalls, where you can buy everything from clothes and accessories to antiques and food from all over the world.



3. \_\_\_\_\_  
This gallery is one of the largest museums of modern art in the world. Before becoming a museum, the building was a huge power station, creating electrical power. Since its opening in the year 2000, around 5 million people have visited the museum each year.



4. \_\_\_\_\_  
A lot of people have heard of this famous tower, which is part of the Houses of Parliament in London. What a lot of people don't know, however, is that the name actually refers to the big bell inside it, which strikes every full hour.



5. \_\_\_\_\_  
Located at the Warner Bros. Studios in London, this walking tour lets you experience the magic of the most successful film series of all time. It offers film sets, costumes and props in the original places the films were made.



6. \_\_\_\_\_  
... is one of the most famous churches in Britain. Since 1065 nearly all kings and queens have been crowned here and 17 royal weddings have taken place. The abbey is also resting place to a lot of famous people such as Isaac Newton, Charles Darwin and Stephen Hawking.



- b) Now go online and check your results.
- c) Scan the texts about the sights of London again and complete the sentences with the correct numbers.

- The tower of London was built in the year 1078.
- \_\_\_\_\_ royal weddings have taken place at Westminster Abbey so far.
- Camden Market actually consists of \_\_\_\_\_ different open air markets.
- Since its opening, around \_\_\_\_\_ people have visited the Tate Modern each year.



### Skills

#### Reading skill: Scanning

To scan a text means to look at it very quickly, searching for specific information.

## 3 Language in Use: Have you ever been to London?

- a) Read the dialogue. Find the present perfect and past simple forms and underline them in two different colours.

**Leo:** Have you ever been to London, Simon?

**Simon:** Yes, I have.

**Leo:** Really? When did you go there?

**Simon:** I went there last year with my parents.



### Grammar For more details see → G 8

#### Present Perfect

Have you ever **been** to London?  
Sadie **has never gone** skiing.  
I **haven't seen** my cousin for a long time.  
*for, since, already, ever, never, yet, just*



#### vs. Past Simple

Did Mia **go** to London in the holidays?  
Simone **went** on a skiing trip last year.  
I last **saw** my cousin three weeks ago.  
*ago, last, yesterday*



- b) Fill in the correct tense in these dialogues.

**A:** Have you ever been **1** to Britain?

**B:** Yes, I **2**.

**A:** When \_\_\_\_\_ you **3** there?

**B:** I **4** there two years ago to visit my grandmother.

**A:** \_\_\_\_\_ you ever **5** snowboarding?

**B:** No, I **6**, but I **7** skiing last winter and that was great!

**A:** I'm sure you would like snowboarding, too.

- c) Make two similar dialogues with a partner and write them in your exercise book.

## A trip to London

4

### Reading: Shakespeare's Globe

a) Skim the interview about London's famous theatre and put the parts in the correct order.

**Interviewer:** One more question, why are there no chairs in the middle part of the theatre?

**Mr Constable:** Well, in the middle part people usually stood during a performance, which is why it cost one old penny to watch a play, but two pennies if you wanted to sit under cover in the gallery!

**Interviewer:** Thank you for answering my questions, Mr Constable!

**Interviewer:** Why is it round?

**Mr Constable:** It is round so that many people can *gather round*, as you say, and watch the play. This way, people could get closer to the actors. In Shakespeare's time it could hold between 1000 and 2000 people.

**Interviewer:** Mr Constable, you are the chief manager of the Globe Theatre, can you tell us what is so special about it?

**Mr Constable:** Well, it is a theatre that looks exactly like the ones in Shakespeare's time; it is a round building, and in the middle it has no roof.

**Interviewer:** So many? And is it the same today?

**Mr Constable:** We certainly hope so! The original theatre burned down in 1613, and of course we don't have any photos or videos from that time. But we did our best to rebuild it as accurately as possible, we built it 150 metres from where it first stood.



#### Skills

#### Reading skill: Skimming

To skim a text means to read it very quickly to understand the general meaning.

b) Read the interview again and tick T (= true) or F (= false).

- |   | T                                   | F                        |
|---|-------------------------------------|--------------------------|
| 1. The original Globe Theatre was destroyed in 1613.                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. The theatre looks like a circle.   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. It is big enough for more than 2,000 visitors.                                     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. The building is in the exact same place as it was in the 17 <sup>th</sup> century. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. People usually stood during the performances.                                      | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. To be able to sit in the gallery, you had to pay extra.                            | <input type="checkbox"/>            | <input type="checkbox"/> |

5

Ally's podcast: A school trip to London

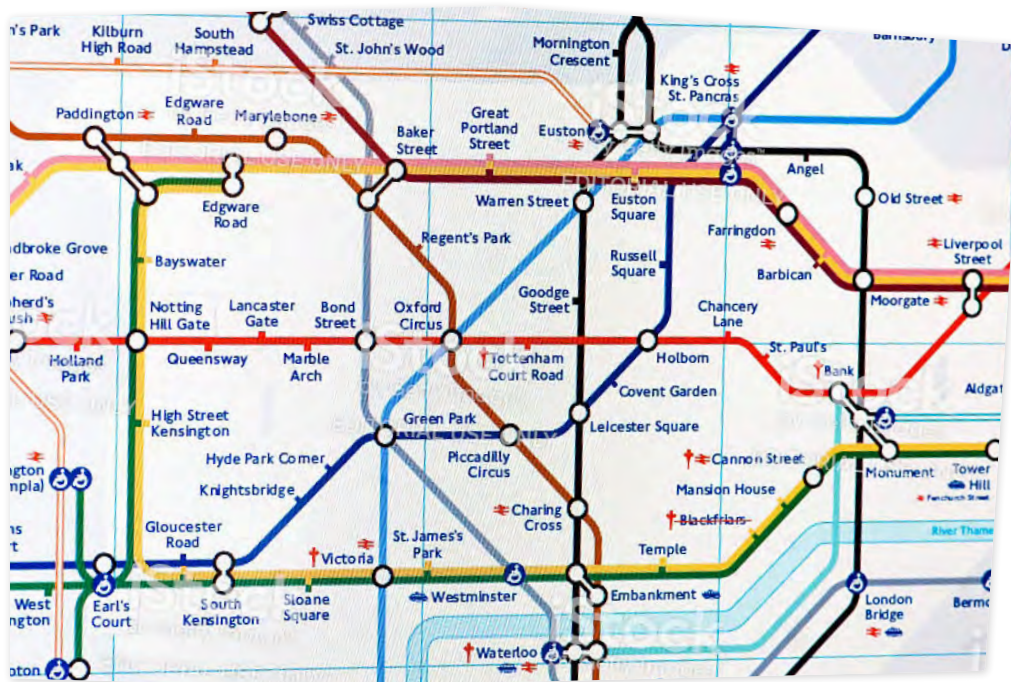


a) Listen to Ally's podcast about her recent school trip to London.

b) Listen again and circle the correct answer.

1. How often does Ally's class go on a school trip?
  - a) every few weeks
  - b) every few months**
  - c) once a month
2. Who have they learned about in their English lesson?
  - a) a famous musician
  - b) a famous teacher**
  - c) a famous author
3. Which famous sight did they visit in London?
  - a) a museum
  - b) a theatre**
  - c) a palace
4. Which means of transport did they use?
  - a) train and tube
  - b) train and bus**
  - c) tube and bus
5. They think it must be exhausting to ...
  - a) live in London.
  - b) be an actor.**
  - c) have to stand during a play.
6. They both enjoyed ...
  - a) watching a play.
  - b) standing on stage.**
  - c) reading a Shakespeare play.

c) Getting around London: Ally mentions three tube stops in the podcast. Find them on the map and follow their journey.



- King's Cross
- Monument
- Blackfriars

d) Your turn: Choose two stops and describe the way to your partner by using the phrases from the box.

- Victoria Station – Hyde Park Corner
- Oxford Circus – Leicester Square
- Charing Cross – St. Paul's



Useful phrases

- Excuse me, how do I get to ... ?
- Can you tell me how to get to ... ?
- Take the ... Line to ... • Change at ...
- Get off at ... • Get on to the ... Line

## Voices of London

6

### Listening: People's opinions about London



a) Listen to four different people living in London.



Alex, 16



Sarah, 14



Talia, 22



Sadiq, 28

b) Listen again and match the statements with the speakers.

1. The cultural diversity in London is great.
2. Commuting to work takes a lot of time that could be spent better.
3. It seems that London never sleeps.
4. London offers a lot of opportunities.
5. It takes ages to get from one place to another.
6. There should be more green spaces and fewer people.

Talia

c) Match the phrases from the audio with their definitions.

- |                       |                                     |  |
|-----------------------|-------------------------------------|--|
| 1. neighbourhood      | <input type="checkbox"/>            | to get to know something so that it is no longer new or surprising |
| 2. cultural diversity | <input type="checkbox"/>            | to take a very long time   |
| 3. to get used to     | <input type="checkbox"/>            | to travel the distance between your home and your place of work    |
| 4. to take ages       | <input type="checkbox"/>            | informal for "a lot of , many"                                     |
| 5. to commute         | <input checked="" type="checkbox"/> | the area of a town that that is close to your home                 |
| 6. loads of           | <input type="checkbox"/>            | a variety of different people from different cultures              |

7

**Speaking: Would you like to live in London?**

- a) Think of the facts and opinions you have heard about London in this unit and compare them to the place you live. Take some notes.



**Word bank**

- commute • cultural diversity • famous sights • green spaces • lots of people • multicultural • opportunities • public transport

LONDON	my hometown
<i>In London there are a lot of famous sights.</i>	

- b) Talk to a partner about whether you would like to live in London or not.  
Which aspects would/wouldn't you enjoy?  
Which opportunities are offered in London/your hometown?

8

**Writing project: Voices of your hometown**



Together with a partner, create a poster with some voices of your hometown. To get information from some people around you, you could use some of the following interview questions:



<p>What do you like about your hometown? Do you enjoy living here? What would you like to tell people about our town? What is special about the place you live in?</p>	<p>Is there something you don't like about our town?  If you could change something about the place you live in, what would it be?</p>
--	--

## Show what you can do

### 9 Language in use: The London Eye

Read the text about one of London's most visited sights and choose a), b) or c) for each gap.

The London Eye is a massive Ferris wheel on the banks of the River Thames. It \_\_\_\_\_ **1** built to celebrate the millennium and \_\_\_\_\_ **2** on New Year's Eve of 1999. The structure \_\_\_\_\_ **3** approximately 70 million pounds and



has 32 passenger capsules, one for each London borough. It takes 30 minutes to ride the London Eye, and since its opening it \_\_\_\_\_ **4** 3.5 million visitors every year. It had been the largest Ferris wheel worldwide until 2006, when an even larger one \_\_\_\_\_ **5** constructed in Nanchang, China. Ever since the Eye was built, it \_\_\_\_\_ **6** a symbol to London's people, just as the Eiffel Tower is a symbol to the people of Paris. It also seems to be a popular place for wedding proposals – more than 5000 \_\_\_\_\_ **7** place in the wheel up in the air so far.

- |                         |                      |                     |
|-------------------------|----------------------|---------------------|
| 1. <b>a)</b> was        | <b>b)</b> has been   | <b>c)</b> have been |
| 2. <b>a)</b> has opened | <b>b)</b> opened     | <b>c)</b> is opened |
| 3. <b>a)</b> have cost  | <b>b)</b> has cost   | <b>c)</b> cost      |
| 4. <b>a)</b> has had    | <b>b)</b> had        | <b>c)</b> have had  |
| 5. <b>a)</b> has been   | <b>b)</b> was        | <b>c)</b> will be   |
| 6. <b>a)</b> was        | <b>b)</b> has been   | <b>c)</b> will be   |
| 7. <b>a)</b> has been   | <b>b)</b> have been  | <b>c)</b> was       |
| 8. <b>a)</b> has taken  | <b>b)</b> have taken | <b>c)</b> took      |

😊 😐 😞 I can choose the correct tense to complete a text.

### 10 Paired speaking: Sightseeing in London



- Choose three places you would like to see in London and make notes.
- Find out which places your partner would like to see.
- Agree on three places both of you would like to see.

😊 😐 😞 I can have a conversation about a topic that I have prepared before.

# Unit 6

# Podcasts

## New things

- Podcast equipment
- History of podcasts
- How Ally started her own podcast
- Make your podcast
- Question tags
- Revision units 1 to 5

## 1 Equipment and tools for creating a podcast

- a) Look at the pictures below and match them with the correct words/phrases from the word bank. There are two words/phrases that you don't need!



### Word bank

#### Equipment and tools:

- cables • editing software • headphones • laptop • microphone • microphone stand • smartphone • USB memory stick



microphone



- b) Match the sentence halves. Then listen and check.

- |                          |                                     |  |
|--------------------------|-------------------------------------|--|
| 1. You need a            | <input type="checkbox"/>            | ... sound quality if you use a microphone stand.                   |
| 2. If you have got a     | <input type="checkbox"/>            | ... headphones are better to make fewer mistakes.                  |
| 3. Try to get a          | <input type="checkbox"/>            | ... microphone next because the sound quality will be better.      |
| 4. You'll have a better  | <input checked="" type="checkbox"/> | ... laptop or a computer to record and upload your mp3 file.       |
| 5. Earbuds are okay, but | <input type="checkbox"/>            | ... editing software is "Audacity", which is free and easy to use. |
| 6. One example of an     | <input type="checkbox"/>            | ... smartphone, which is a mini-computer, you can use it, too.     |

## The world of podcasts

2

### Reading: What are podcasts all about?

- a) Read the texts below and find the correct headline/question from the green box for each of them. There's one headline that you do not need.

How do I listen to a podcast? • What can you find in a podcast? • What is a podcast? •  
~~What do you need to make a podcast?~~ • Why are podcasts great? • Who makes podcasts?



#### Info

**Did you know?** USB stands for "Universal Serial Bus". It's a part of a computer to which extra devices such as printers and digital cameras can be connected.

#### 1. What do you need to make a podcast?

How you make your podcast is up to you. What you surely need is a PC, a tablet or a smartphone. A microphone is a good idea because the sound quality will be better. You can also use a microphone stand. Finally, get good editing software.

2.

Podcasts can be about all kinds of topics, for example national and international news and politics. Students can also describe and explain things that are going on at their schools. It can also be an interview with an interesting person.

3.

Making podcasts can help you to practise speaking and listening skills. You also learn some amazing ICT skills. If you create a podcast, you can work alone, but you can also create something together with classmates. So, making podcasts is great for developing teamwork skills and language skills.

4.

You usually listen to podcasts directly on the websites of those people who have made them (see below for some examples). If you have got a smartphone, tablet or laptop, you can listen to them easily.

5.

A podcast is something like a radio show, but it isn't a live broadcast. It's recorded first, and then shared on the internet, so that people around the world can listen to it. There're lots of different podcasts online, some about general topics (e.g. hobbies), some about entertainment (e.g. films), and some that focus on specific topics (e.g. computers).

#### b) Read the texts again and tick the sentences that are true.

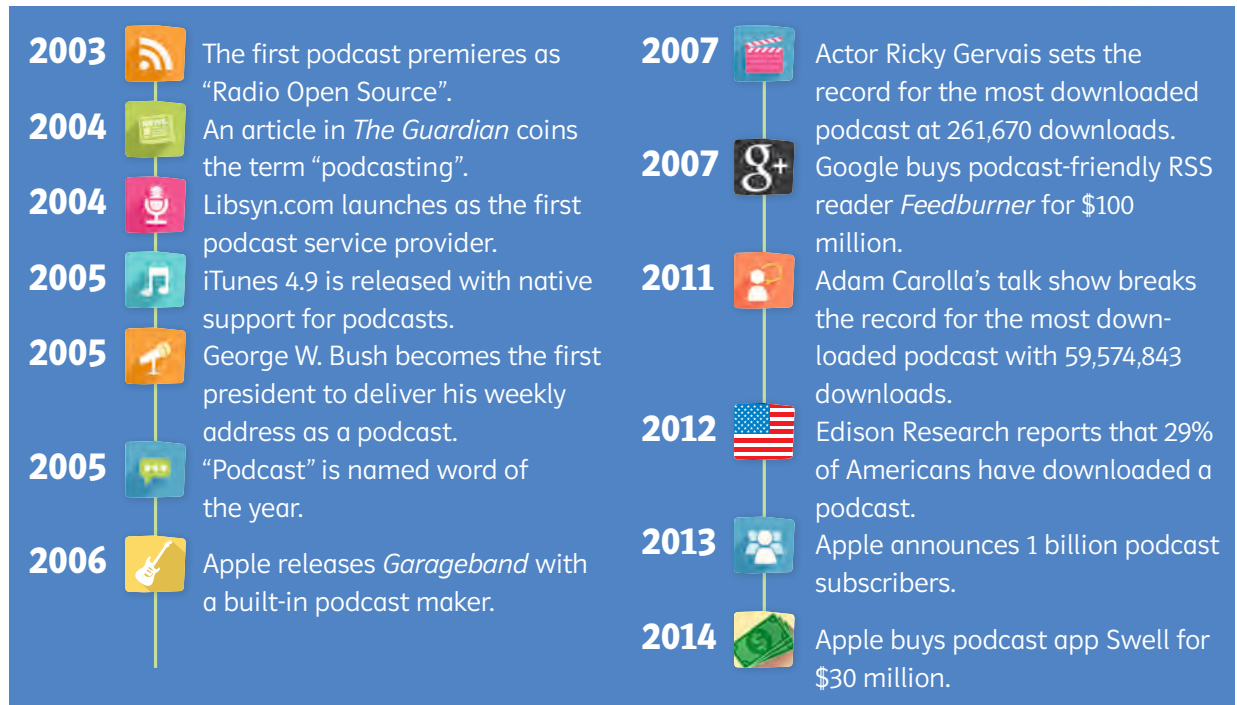
1. A podcast could be presented on a school website.
2. Podcasts are always about politics and international news.
3. If you make your own podcast, you can practise your language skills.
4. Making podcasts means working alone only.
5. Podcasts are never shared on the internet or on any kind of websites.

### 3

## Reading: A brief history of podcasting



a) Read the infographic.



b) Read the infographic again and do the tasks below.

- What was the name of the first podcast? Radio Open Source
- Where was the word "podcasting" first used? \_\_\_\_\_
- Who was the first president to give his weekly speech as a podcast? \_\_\_\_\_
- When was the word "podcast" the word of the year? \_\_\_\_\_
- Which company presents a software with a built-in podcast maker? \_\_\_\_\_
- In 2007 the most downloaded podcast had about 370,000 downloads. T  F
- In 2011 the most downloaded podcast had about 59,560,000 downloads. T  F
- By 2012 about 39% of all Americans had downloaded a podcast. T  F

c) Your turn: Go around the class and find someone who ...

	Name	Extra information
1. ... has already listened to a podcast?		
2. ... would like to create his or her own podcast?		

d) Tell the class what you've found out.

## Ally's world of podcasts

4

### Rap: Podtest – Ally and her summer holiday in Austria



X.XX

a) Listen to the rap and rap into the gap.

**All:** Podcast all about Ally. Podtest show what you know ...

**Mario:** Hey guys, you've listened to Ally's podcast, haven't you?  
So, you know all about Ally, her summer holiday in Austria and question tags.  
Please, rap the question tags and your yes or no answers into the gap.

For example:

Ally is thirteen, *isn't she?* Uhuh. *No, she isn't.*

Ally is fourteen, *isn't she?* Mmh. *Yes, she is.*

Now you, rap into the gap, listen and check, and then rap into the gap again.

Let's go.

Ally is thirteen, \_\_\_\_\_? Uhuh. \_\_\_\_\_

Ally is thirteen isn't she? No, she isn't.

Ally is fourteen, \_\_\_\_\_? Mmh, \_\_\_\_\_

Ally is fourteen, isn't she? Yes, she is.

Ally spent her summer holidays in Italy, \_\_\_\_\_? Uhuh. \_\_\_\_\_

Ally spent her summer holidays in Italy, didn't she? No, she didn't

Ally spent her summer holidays in Italy, \_\_\_\_\_? Uhuh. \_\_\_\_\_

Ally spent her summer holidays in Austria, \_\_\_\_\_? Mmh. \_\_\_\_\_

Ally spent her summer holidays in Austria, didn't she? Yes, she did.

Ally spent her summer holidays in Austria, \_\_\_\_\_? Mmh. \_\_\_\_\_

**All:** Podcast all about Ally. Podtest show what you know ...

**Mario:** Her parents were with her in Austria, \_\_\_\_\_? Uhuh. \_\_\_\_\_

Her parents were with her in Austria, weren't they? No, they weren't

Her parents were with her in Austria, \_\_\_\_\_? Uhuh. \_\_\_\_\_

The name of the boy she met was Leo, \_\_\_\_\_? Mmh. \_\_\_\_\_

The name of the boy she met was Leo, wasn't it? Yes, it was.

The name of the boy she met was Leo, \_\_\_\_\_? Mmh. \_\_\_\_\_

Ally and Leo have agreed to stay in touch, \_\_\_\_\_? Mmh. \_\_\_\_\_

Ally and Leo have agreed to stay in touch, haven't they? Yes, they have.

Ally and Leo have agreed to stay in touch, \_\_\_\_\_? Mmh. \_\_\_\_\_

**All:** Podcast all about Ally. Podtest show what you know ...

- b) Read the grammar box.
- c) Go back to the rap and underline the questions tags.
- d) Match the sentence halves about Ally's summer holidays.



Grammar See → G 9

### Question tags

Ally is thirteen, isn't she?  
 Ally's parents weren't on a work trip, were they?  
 Ally spent her holiday in Tyrol, didn't she?  
 Ally wasn't very happy in the beginning, was she?  
 Ally couldn't just go back to the UK, could she?

- |  |                                     |                   |
|--|-------------------------------------|-------------------|
| 1. Ally didn't spend her summer holidays in Italy,       | <input type="checkbox"/>            | ... did they?     |
| 2. Ally's parents didn't go to Austria with her,         | <input checked="" type="checkbox"/> | ... did she?      |
| 3. Ally wasn't very happy to stay with her grandparents, | <input type="checkbox"/>            | ... haven't they? |
| 4. The name of the boy she met was Leo,                  | <input type="checkbox"/>            | ... didn't they?  |
| 5. Ally and Leo swam in an ice-cold mountain lake,       | <input type="checkbox"/>            | ... was she?      |
| 6. Leo and Ally have agreed to stay in touch,            | <input type="checkbox"/>            | ... wasn't it?    |

## 5 You like podcasts, don't you?

- a) Read the mini-dialogues and complete the missing word.

1. **Interviewer:** Dave, you have produced 15 podcasts so far, haven't you?  
**Dave:** Yes, I have. My podcasts have been very successful.
2. **Daniel:** Your favourite podcast is "Kids around the world", \_\_\_\_\_ it?  
**Mark:** Yes, it is, but I also like "Kids for kids".
3. **Juliette:** You couldn't check your audio equipment, \_\_\_\_\_ you?  
**Giovanni:** No, I couldn't, sorry. I had a problem with my bike.
4. **Jim:** The quality of your first podcast wasn't very good, \_\_\_\_\_ it?  
**Ricky:** No, it wasn't. The quality of my microphone was very bad.
5. **Interviewer:** Podcasting isn't very difficult, \_\_\_\_\_ it?  
**Bernard:** Well, you need some good equipment and an interesting topic.
6. **Lucas:** You didn't know anything about podcasts before you came here, \_\_\_\_\_ you?  
**Dori:** No, I didn't. I have already learned so much.

- b) Write two more mini dialogues (as in exercise 5b) in your exercise book.



- c) Find a partner and practise your dialogues.

## Your own podcast projects

### 6 DIY – Do It Yourself: Make your own podcast

**a) How to make a podcast in class: Read the steps below.**

- Then discuss the written scripts. Of course, the scripts also need to be practised and finally recorded. For recording your podcast, you can use your mobile phone.
- 1. Form small groups of three to five people. Every group can choose a topic for audio recording that seems interesting to them.
- Clear, correct and fluent speech is especially important for making your own podcast. Your listeners should understand you easily and be interested in your work.
- Who should do what? Every person should have a special task for which they are responsible. If everybody has got their role, then it will be easy for you to complete the task successfully. Think of the following questions:
  - Who should manage the content?
  - Who should research and write texts?
  - Who should speak? Who should record?
  - Who should edit?
- Results can be presented in class. You can discuss and analyse the presentations and give each other feedback.

**b) Where should you start with your project? Put the steps above in the correct order and write the numbers.**

### 7 Speaking tips and tricks for creating your podcast

One part of podcasting is speaking. Read the tips and tick the ones that are correct.

- |   |   |
|---|---|
| <input type="checkbox"/> Slow down when you're speaking.        | <input type="checkbox"/> Try to be nervous.                     |
| <input type="checkbox"/> Use pauses for emphasis.               | <input type="checkbox"/> Pay attention to how you're breathing. |
| <input type="checkbox"/> Speak as fast as possible.             | <input type="checkbox"/> Don't make any pauses when speaking.   |
| <input type="checkbox"/> Pay attention to your speaking volume. | <input type="checkbox"/> Be self-confident.                     |
| <input type="checkbox"/> Be friendly and positive.              | <input type="checkbox"/> Don't practise difficult words.        |

8

It's all about pronunciation



- a) Correct pronunciation is important for a successful speaking performance. Listen to the words in the pronunciation box.
- b) Read the words in the green box. Say if the words have a long or short vowel. Then write them in the grid below.

bus • cat • clock • keep • ~~music~~ • nose • pet • pie • sit • table

**P** Pronunciation ⊙ X.XX XXX

**short and long vowels**

A vowel is a type of sound. The vowels in English are spelled a, e, i, o, u and sometimes y.

Long	Short
a name	a apple
e she	e egg
i find	i insect
o old	o blog
u music	u sun

Long vowel	Short vowel
<i>music</i>	



- c) Listen to the words and check your answers.
- d) It's not just about pronunciation and how you say words correctly, but it's also about intonation. Check out the pronunciation box on the right.
- e) Listen to the sentences below and tick if the intonation goes up (↗) or down (↘).

**P** Pronunciation ⊙ X.XX XXX

**What's "intonation"?**

Intonation describes how your voice goes up and down when you speak. When you speak English, your voice can have a...

- a) falling intonation ↘
- b) rising intonation ↗ or
- c) fall-rise intonation ↘↗

- |   |                            |                                       |
|---|----------------------------|---------------------------------------|
| 1. What are your plans for the weekend?           | ↗ <input type="checkbox"/> | ↘ <input checked="" type="checkbox"/> |
| 2. Are you doing anything special on the weekend? | ↗ <input type="checkbox"/> | ↘ <input type="checkbox"/>            |
| 3. Where do you like to spend your free time?     | ↗ <input type="checkbox"/> | ↘ <input type="checkbox"/>            |
| 4. Do you play any sports?                        | ↗ <input type="checkbox"/> | ↘ <input type="checkbox"/>            |
| 5. When do you usually study English?             | ↗ <input type="checkbox"/> | ↘ <input type="checkbox"/>            |
| 6. Is the weather going to be nice this weekend?  | ↗ <input type="checkbox"/> | ↘ <input type="checkbox"/>            |
| 7. I enjoy reading in the park.                   | ↗ <input type="checkbox"/> | ↘ <input type="checkbox"/>            |

## Show what you can do

9

### Listening: International Podcast Day



X.XX



XXX

a) Listen to the podcast.

b) Listen again and do the tasks below.



1. International Podcast Day takes place on ... September 30<sup>th</sup>

2. This special day is celebrated around the ... \_\_\_\_\_.

3. It's a great day to inform people about ... \_\_\_\_\_.

4. It's important to become ...  active  happy  powerful  bored.

5. There are many ...  people  streets  ways  men ... who take part in this day.

6. There's no hashtag for International Podcast Day.

7. Social media help you to communicate with others about this event.

8. You shouldn't share your favourite podcast with anyone.

9. This day also might help you to find other interesting podcasts.

T

F

c) Rewrite the sentences that are false in task 9b.

---



---



I can understand a spoken text about a familiar topic, for example podcasting.

10

### Speaking: Podcasting

Prepare a short presentation about podcasting and answer the questions below.

Talk for about 2 to 3 minutes.

- What is a podcast?
- Where can you find podcasts?
- How do you listen to a podcast?
- What do you need to listen to a podcast?
- How do you make a podcast?
- What can a podcast be all about?
- What are your experiences with podcasts?



I can talk about a topic that I have heard of and worked on before.

# Unit 7

## Water is life

### New things

- Water and why it's important
- World Ocean Day
- How to save water
- Factual and informative texts
- Passive voice (present and past)

### 1 It's all about water



a) Listen to the children and match the pictures with the answers. Draw lines.



1. The water of the lake is pure and people can drink the fresh water.



2. People must buy water in bottles in this country. It's hard to get fresh water.



3. The sea and oceans are great, but people don't care about them.



4. Farmers need to water their plants because there isn't enough rain.

b) Your turn: Read the questions below and answer them for yourself. Write keywords.

Can you remember the last time ...

1. you were by the sea? \_\_\_\_\_
2. you swam in a lake? \_\_\_\_\_
3. you took a shower? \_\_\_\_\_
4. you drank a glass of water? \_\_\_\_\_
5. it rained heavily? \_\_\_\_\_



c) Find a partner and discuss your answers from exercise 1b. Use the phrases from the box.



#### Useful phrases

The last time you did something:

- It was last summer/last month/last week when I...
- It was only yesterday/two days ago when I...
- The last time I...
- I think it was...
- I can't remember exactly, but I think the last time...



#### Word bank

Vocabulary to talk about water:

- clean • drinking water quality • H<sub>2</sub>O • lake • fresh • liquid • nature • ocean • pure • rain • river • sea • waterfall • water drop • waves • wet

# Why water is important



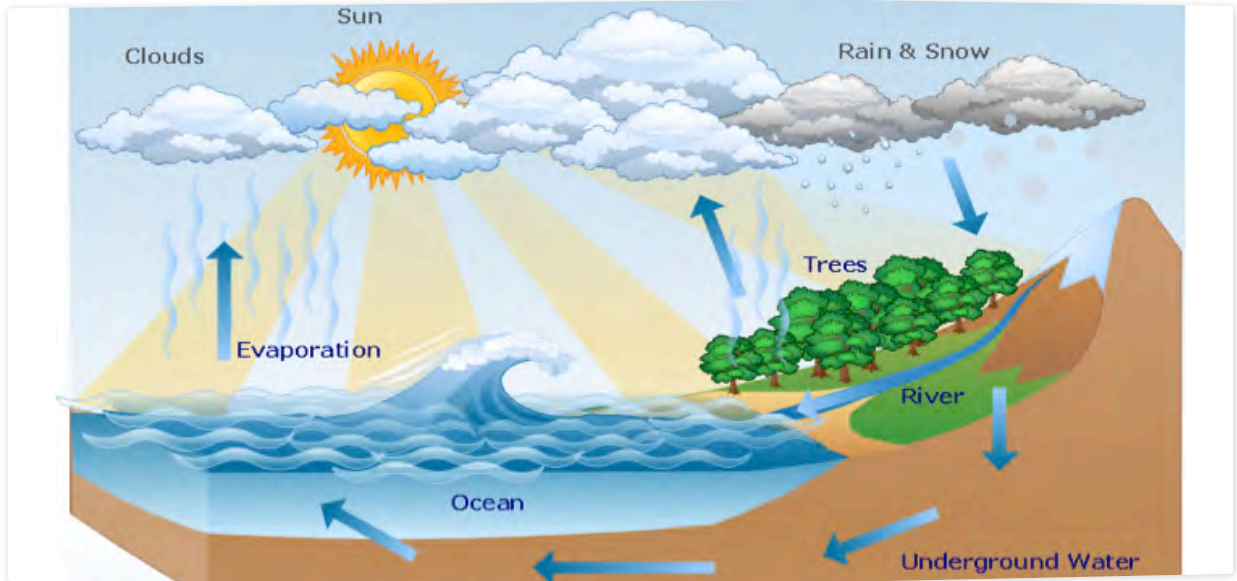
Info

**What is water?** Water is a clear liquid, usually without colour or taste, that falls from the sky as rain. Everybody – humans, animals, insects and plants – needs it.

2

## Listening: The water cycle

a) Look at the picture below. Then match the words with their definitions.



- |                |                                     |  |
|----------------|-------------------------------------|--|
| 1. ocean       | <input type="checkbox"/>            | a grey/white mass in the sky, made up of very small drops of water   |
| 2. evaporation | <input type="checkbox"/>            | water drops that fall from the sky; they're called snow when frozen  |
| 3. cloud       | <input checked="" type="checkbox"/> | a very large area of sea; for example, the Atlantic or Pacific Ocean |
| 4. sun         | <input type="checkbox"/>            | a woody plant that lives for many years; it also cleans the air      |
| 5. rain        | <input type="checkbox"/>            | the process of changing from a liquid to a gas                       |
| 6. tree        | <input type="checkbox"/>            | the star that makes heat and light for the earth                     |



b) Listen to the radio interview and how the water cycle works on our planet.

c) Listen again and tick the sentences that are true.

- |   |                                     |
|---|-------------------------------------|
| 1. Professor Hunter works at a college and teaches geography.                     | <input checked="" type="checkbox"/> |
| 2. Water on planet earth always stays where it is.                                | <input type="checkbox"/>            |
| 3. Evaporation means the water is heated up by the sun and is turned into gas.    | <input type="checkbox"/>            |
| 4. Once in the sky, the water drops are frozen and they are turned into snow.     | <input type="checkbox"/>            |
| 5. Clouds are formed when small drops of water are grouped together.              | <input type="checkbox"/>            |
| 6. When it rains, water comes back to earth and is collected in rivers and lakes. | <input type="checkbox"/>            |

### 3 Informative texts: World Oceans Day

a) Read the text in a teenager's magazine.

#### World Oceans Day

Over 70% of the earth is covered with water, and most of this is in our oceans. These are very important for sea life, but also for the water cycle and human beings. The problem, however, is that many of our oceans are harmed by human activity. That's why some people had an idea many years ago and the so-called *World Oceans Day* was declared.

On June 8, the importance of the oceans is celebrated all around the world with *World Oceans Day*. This day, on which activities take place around the world every year, was started in Rio de Janeiro, Brazil, in 1992. It's a good day for everybody who wants to learn more about sea life, the water cycle and the problems in our oceans.

The biggest problems for our oceans are pollution, over-fishing and, of course, climate change. Climate change is making sea levels rise, and parts of the world are becoming too warm. The world's weather and the oceans' temperatures are also changing. Fish and other sea creatures are killed when water temperatures change too much. Scientists also say that, in the next fifty years, many of today's countries will be flooded. People should really start thinking about how our oceans are destroyed and what we can do against it.



Tip

Remember: there are different types of texts; for example, there are **informative texts** which use **facts and information** to describe things.

b) Look at the phrases below and find them in the text – 'World Oceans Day' – above.

c) Read the grammar box and complete the report about the "International World Water Day" with passive.

There's not just a day called "World Oceans Day", but also the "International World Water Day – IWWD". The reason for a day like the IWWD is that in the past our

oceans were treated **1** (treat/+) very badly.

So, this special day \_\_\_\_\_ **2** (declare/+) in 1992 by the UN. However, there are still many problems; for example, very often plastic

\_\_\_\_\_ **3** (throw/-) away properly. That's

why sea animals and birds \_\_\_\_\_ **4**

(kill/+) by all the plastic in our sea. Another problem is that rivers and lakes \_\_\_\_\_ **5** (pollute/+) by factories that produce chemical substances. In fact, of the earth's water, only about 2%

is freshwater that \_\_\_\_\_ **6** (use/+) for drinking. It \_\_\_\_\_ **7** (know/+) that

we should all save water, but sometimes water \_\_\_\_\_ **8** (consume/-) carefully enough.

- are changed • are destroyed •
- are harmed • are killed •
- are polluted • is celebrated •
- is covered • was declared •
- was started • will be flooded



Grammar See → G 10

#### The passive (present and past)

**Present:** Over 70% of our planet is **covered** with water.

Many animals **are not protected**.

**Past:** World Ocean Day **was declared** in Brazil in 1992.

In the past, our oceans **were not treated** very carefully.

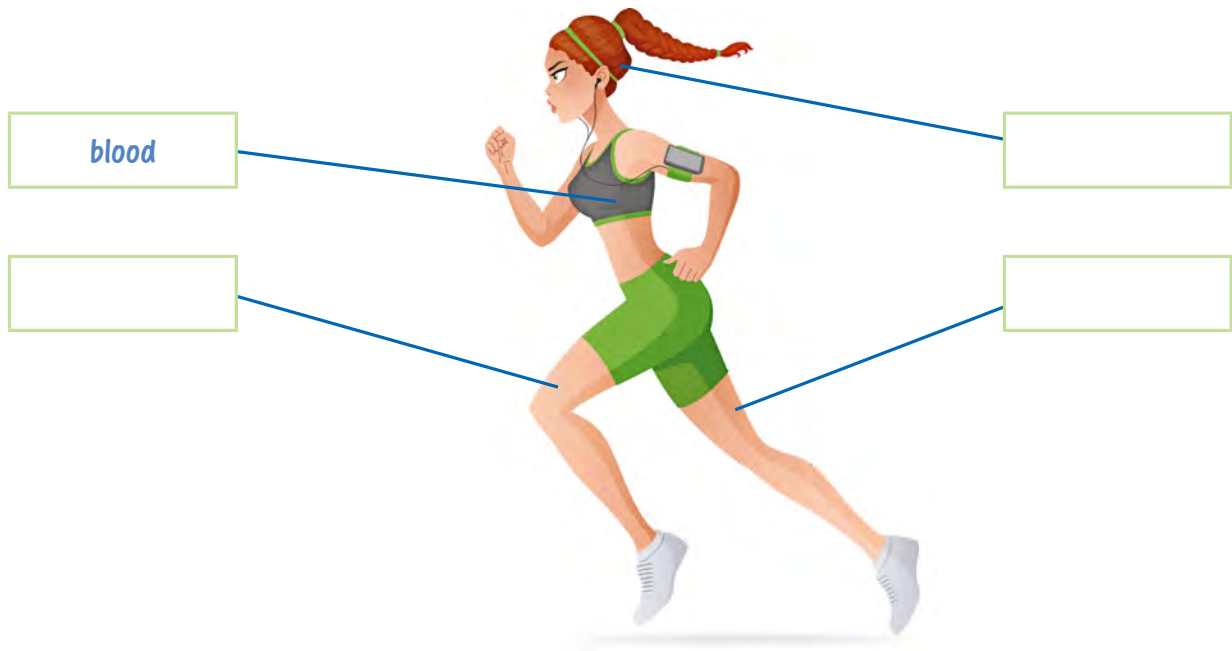
## Facts and figures about water



### 4 H<sub>2</sub>O and why we can't live without it

a) Read the words in the green box and write them in the boxes. There is one word that you don't need.

~~blood~~   bones   brain   muscle   toes



b) Read the texts below and match them with the questions. Draw lines.

<p>A) Yes, there is. 92% of the red liquid that moves around in your body is water. It has got oxygen and many other nutrients that are important.</p>	<p>B) 75% of our brain is water. For example, it is important to protect our eyes, because our head can be hurt easily.</p>	<p>C) Yes, there is. Not only our blood includes water, but also our skeleton includes about 2% of water. 65% of our body is made of water.</p>	<p>D) Water works like "oil" inside your body. It helps the bones to move and the muscles not to cramp.</p>
<p>1) Is there water in bones, too?</p>	<p>2) What about your muscles?</p>	<p>3) Is there water in our blood?</p>	<p>4) How does water protect our head?</p>

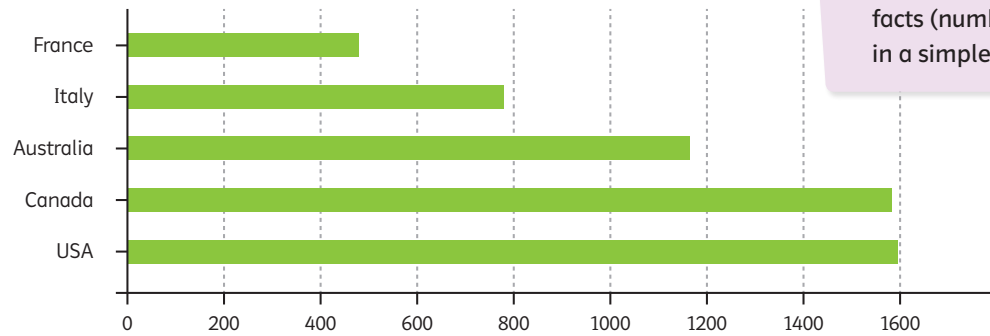
c) Go online and find the correct answers to the questions below. Tick a), b) or c).

- How much water should an adult drink every day?  a) 1 litre  b) 2 litres  c) 4 litres
- How much of your body weight is water?  a) about 10%  b) about 30%  c) about 50%
- How long can you live without water?  a) ca. 10 hours  b) ca. 40 hours  c) ca. 80 hours

## 5

### Reading: Use of water around the world

a) Look at the bar chart and answer the questions below.



#### Info

**Charts:** a chart is a drawing that shows information and facts (numbers, amounts, etc.) in a simple way.

Total use of water per person per year (m³)

1.	What does the bar chart above describe?	<input type="checkbox"/> The countries that use the most water <input checked="" type="checkbox"/> The use of water per person per year in different countries <input type="checkbox"/> The use of water per person per month in European countries
2.	What kind of information can you find in the chart above?	<input type="checkbox"/> different countries in Europe <input type="checkbox"/> amount of water in cubic metres <input type="checkbox"/> use of water per person per year <input type="checkbox"/> amount of water in litres <input type="checkbox"/> countries worldwide <input type="checkbox"/> use of water per month
3.	Which countries use more than 1,400 m³ a year?	<input type="checkbox"/> France <input type="checkbox"/> USA <input type="checkbox"/> Canada <input type="checkbox"/> Italy <input type="checkbox"/> Australia <input type="checkbox"/> Austria
4.	Which countries use less than 1,000 m³ a year?	<input type="checkbox"/> France <input type="checkbox"/> USA <input type="checkbox"/> Canada <input type="checkbox"/> Italy <input type="checkbox"/> Australia <input type="checkbox"/> Austria

## 6

### Speaking: Use of water



a) Use the phrases from the box and describe the bar chart in exercise 5 to a partner.

b) You have already read and heard a lot about water in this unit. Use all the information in your book and answer the questions below:

- Why is water important in our lives?
- How does water come to our planet?
- How much water do different countries use every year?

Start like this: *Water is something that we all need every day. On planet earth about 2% of the water is drinkable. ...*



#### Useful phrases

**Sentence starters for describing charts:**

- The bar chart shows ...
- It can be seen that ...
- The amount of ...
- There are countries that ...
- This chart explains that ...

## Save water – protect our planet

7

### Video: World Ocean Day Celebrations

**a) Before watching: What do you think is the video all about?**

- How to save water       Actions to protect our oceans  
 The way oceans work       Celebrating our oceans with a special day

**b) Watch the video. Were you right with your answer in task 7a?**

**c) Watch the video again and circle the correct answers.**

1.	The video shows that ...	<b>a)</b> the water on earth is about 97% saltwater and we can drink it.	<b>b)</b> freshwater is also locked up in glaciers and ice caps.	<b>c)</b> people take action to protect our oceans.
2.	It is shown that people inform ...	<b>a)</b> others about our oceans.	<b>b)</b> friends about the water cycle.	<b>c)</b> teachers at school about water.
3.	In the video they show people who collect ...	<b>a)</b> wood to make a fire.	<b>b)</b> trash and dirt on the beach.	<b>c)</b> stones on the beach.
4.	People go out to sea and ...	<b>a)</b> take a trip with their friends.	<b>b)</b> watch colourful fish in the water.	<b>c)</b> free animals from nets.
5.	To celebrate this special day, people ...	<b>a)</b> eat and drink on the beach.	<b>b)</b> sing and dance on the beach.	<b>c)</b> have a party on the beach.
6.	The message of this video is that ...	<b>a)</b> we all should protect our oceans.	<b>b)</b> everybody must save water.	<b>c)</b> people must drink water.



#### Info

What is a “gallon”? It’s a unit to measure volume, for example, juice or water. 1 gallon is about 4.5 litres.

8

### Writing: Where do you use water every day?

**a) Think about the question above and answer the questionnaire below for yourself.**

- How many showers do you take every day? \_\_\_\_\_
- How long does one shower take? \_\_\_\_\_ minutes
- How often do you take a bath? \_\_\_\_\_
- How full is your bathtub when you take a bath?       $\frac{1}{4}$  full       $\frac{1}{2}$  full       $\frac{3}{4}$  full
- Do you leave the water running when cleaning your teeth?      yes      sometimes      no
- Do you drink water?      yes      sometimes      no
- How much water do you drink every day?      0.5 litre      1 litre      1.5 litres

**b) Write a text about your personal use of water in your exercise book. Start like this:**

*Every day I take ... shower(s). Each shower takes ... minutes. ...*







**c) Compare your text with a partner’s and listen to each other’s text.**

9

Reading: Tips and tricks to save water

a) Read the children's tips to save water and find the correct headline. Draw lines.

- 1.  Zola: When you brush your teeth, turn off the tap and try to take showers instead of long baths that need a lot of water.
- 2.  Aiko: To get one kg of beef, you need 15,000 litres of water...that's a lot! Try to eat more vegetables instead. They're healthy, too.
- 3.  Carl: Did you know that dishwashers use less water than washing by hand? Load the dishwasher till it's full and turn it on.
- 4.  Jerry and Marc: When we wash our parents' car, we always use a bucket and a sponge. We always tell our dad to fix dripping taps, too.

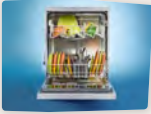





Save water outside

Save water in the kitchen

Save water with the food you eat

Save water in the bathroom

b) Complete the information leaflet for "World Water Day." You can find all the words in task 8a.

<p><b>GREAT TIPS TO SAVE WATER EVERY SINGLE DAY!</b></p> <p>1. Only turn on the dishwasher when it's _____ .</p> <p>2. Turn off the _____ when brushing your teeth.</p> <p>3. Tell adults to fix _____ taps.</p>	<p></p> <p></p> <p></p>	<p><b>SAVE WATER, IT'S IN YOUR HANDS!</b></p> <p>4. When washing the car, use a _____ and a _____ .</p> <p>5. Take _____ instead of baths.</p> <p>6. Eat less _____ and more vegetables.</p>	<p></p> <p></p> <p></p>
--	--	--	--

c) Can you think of two more tips to save water at home or school? Write down your ideas.

---



---



d) Find a partner and compare your tips. Design a poster together and present it to the class. You can start like this:

*In our presentation we would like to...  
Today we would like to talk about...*



Tip

Tips to design a great poster: Make it easy to read from a distance. Keep it simple, but be creative and try to make your poster special.

## Show what you can do

### 10 Language in use: An e-mail to your best friend

Read the e-mail below and fill in the gaps. Use the phrases in passive voice below.

~~was called~~ • was composed • were made • was planned • was recorded • were written

To: XX	Date: XX XXX   X:XX
Subject: XX	

Hello Rita,



Last week, we had an amazing project at school. Have you ever heard of the “World Ocean Day”? Well, let me tell you something about this really great day.

Our class took part in this project for one day, and it was called **1** “Save water – it’s life”.

It \_\_\_\_\_ **2** by our art teachers. It was great because lots of posters \_\_\_\_\_ **3**, information leaflets for students, teachers and parents at our school \_\_\_\_\_ **4**, and finally a “water song” \_\_\_\_\_ **5**, and it \_\_\_\_\_ **6** in a music studio. I learned so much about water and why we should be careful with it.

I hope to hear from you soon ...

Your friend,  
**Claire**

   I can understand and complete an e-mail about a familiar topic.

### 11 Speaking: Water, water, water

Use the sentence starters below to talk about water. Talk about it for 1 minute.

- Water is important because ...
- People need water for ...
- We should be careful with water because ...
- The water cycle ...
- In my opinion, ...
- The best thing about water is ...

   I can talk about a familiar topic that I have practised before.

# Unit 8

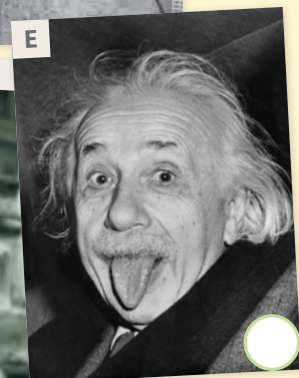
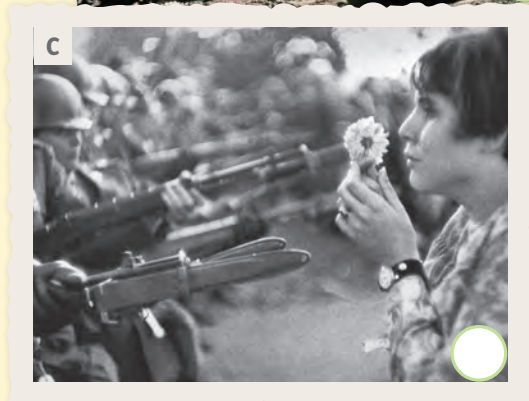
## Picture-perfect

### New things

- Structure of non-fictional texts
- Linking words
- Non-defining relative clauses
- Describing pictures
- Saying where things are

### 1 Pictures that have changed the world

a) Look at the pictures and the sentences below. Match each picture with a sentence.



1. Walk a mile in my shoes!
2. It's lunchtime.
3. Way to go, Einstein!
4. To the moon and back.
5. Stop the war!



b) Talk about the pictures with a partner. Use the ideas below.

who	what	where	how
a young boy, ...	eating lunch, ...	on the moon, ...	hungry, proud...

In picture C I can see a young woman. She ...

I think the man in picture E is ...

The young boy in picture D looks ...

## Pictures that have changed my world



### 2 Isn't that you?

a) Read the text and order the paragraphs. The underlined parts will help you.

- 2** When an American family from Missouri, the Fords, posed for their Christmas photo, they had no idea it would be used for an advertising poster in Prague a few weeks later. Dana and John Ford used the photo for the Christmas card they sent to friends. **As** they were quite proud of the picture, which showed the couple with their two children, they also posted it on an online blog.
- Tanja, who was never interested in modelling, was shocked. It really was her picture! But how did it land on a piece of clothing? Well, the picture used to be Tanja's profile picture on Facebook. Tanja asked a lawyer for help and found another pullover in an Austrian shop. Tanja's lawyer said that the clothing companies weren't allowed to use Tanja's photo without her permission.
- A little later, a family friend travelled to Czechia and was surprised when, **all of a sudden**, he discovered the Fords on a poster advertising a Czech grocery store! "Isn't that you?" the friend asked the Fords in an e-mail he sent them together with a photo of the poster.
- 5** Not only the Fords had this kind of surprise. It was a coincidence that Tanja B. from Styria found out that her photo was on pullovers sold in Switzerland. Her sister-in-law texted Tanja, "Isn't that you?", when she was shopping for clothes and suddenly saw Tanja's picture on a pullover.
- Have you ever dreamed of becoming a model? Would you like the whole world to see a picture of you? What if that just happens, but nobody has asked you first?
- "It really was we. In a way it was nice that the store owner found us that good-looking. But then again, I still think it is quite frightening!", Dana told the press. Marco Bianco, who runs the store in Prague, was also surprised when he found out that his poster showed a real family. He said he found the picture, which he thought had been made on a computer, online. **Finally**, he apologised to the family, but said they lived too far away for him to send them a bottle of wine!
- However**, posting photos on social media can be a problem. When you create an account on Facebook, you're in fact allowing the platform to use your photos! So be careful when you are posting your pictures – or next time it might just be you!

b) What can you do to protect your pictures online?  
Collect ideas in pairs and make a poster. Present it.

*It is important to ...*  
*You should never/always ...*  
*Make sure that ...*



#### Info

Did you know that when you share a picture with your friends on social media, it could be used or sold without anyone asking you? You should be especially careful with embarrassing and very personal photos.

- c) Look at the sentences with highlighted words in the text “Isn’t that you?”. Rewrite the sentences in your exercise book. Use the words from the green box instead of the highlighted words. There are two expressions too many.

~~because~~ • but • for example •  
in the end • so • suddenly

*Because they were quite proud of the picture, ...*



**Grammar** For more details see → G 11

### Linking words and phrases

Posting photos online can be a problem. **First of all**, they could be used for something you don't want. **For example**, your photos could be sold to advertising companies. **Furthermore**, you might find some of your photos embarrassing in a few years. **This is why** you should always think carefully before posting personal photos! Why don't you try using the good old photo album or the trendy scrapbook for your pictures **instead**?

## 3 My life in pictures

Look at Lionel's photos and what he wrote in his scrapbook. Bring a few photos to class that show your life and write sentences explaining what you can see in your pictures.

A



What was our mum thinking when she dressed us like that? At least my brother seems to enjoy wearing a bowtie ...

B



Look at my brother, being the good boy again! Haha! Next to him I look like a rascal. Of course, I have the better hairstyle!

C



Finally, both of us have become rascals! =>

However, we can be good boys, too!

D



E



Now look at that hairstyle! That must be our one and only ... grandpa. You can see him feeding my cousin Ally's cat, Herbert.

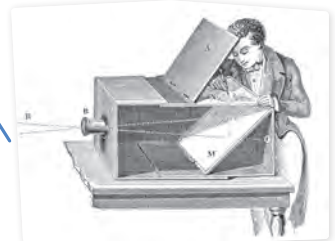
## Say, "Cheese!"

4

## Reading: Find out more about the history of photography

a) Read the text and match each paragraph with a picture.

- At the beginning of photography, there was the camera obscura ('dark chamber'). This was a box with a hole in one end, where light came in. The light hit a mirror, which created a picture on the back of the box. However, this picture was gone as soon as the light disappeared. For artists, the camera obscura was still very useful for their drawings and paintings.
- The word photography comes from two Greek words: phos, meaning 'light,' and graphein, meaning 'to write.' So, the meaning of photography is 'writing with light.' Around 1826, the first photograph was made. It took eight hours to take a picture of the view from a window. It was very blurry, but at least it didn't disappear!
- Another type of photograph was the daguerreotype, which was named after its inventor, Louis Daguerre. It was a French invention, but it was most popular in the US, where people were crazy about the silvery and ghostly pictures. However, people who wanted to have a picture of themselves had to sit still for over 20 minutes! If they moved, the picture would be blurry. This is why most early photographs showed landscapes and things rather than people.
- One of the biggest problems in early photography was to make sure that the picture didn't disappear. After some time, scientists discovered a way to take pictures of people by using chemicals and paper. The best thing about this new method was that people did not have to stand still for so long any more. Then it became popular to give photos to friends and family.
- In the 1960s Polaroid cameras were very popular. They could develop film inside the camera within one minute. You just had to shake the prints a bit and the photo would be developed! About 2000, most people were using digital cameras. Digital photos are easy to share, e-mail and delete. Nowadays, one can even use a smartphone to take good photos. The newest trend is to take pictures of oneself without the help of other people: the selfie has been born!



**b) Read the text again and match each headline with a paragraph. There is one headline you should not use.**

- |                                       |   |                          |  |
|---------------------------------------|---|--------------------------|--|
| <input checked="" type="checkbox"/> 2 | First things first                      | <input type="checkbox"/> | It's getting better and better         |
| <input type="checkbox"/>              | Don't move!                             | <input type="checkbox"/> | A new scientific method                |
| <input type="checkbox"/>              | Nobody's interested in pictures anymore | <input type="checkbox"/> | It worked, but the picture disappeared |

**c) Read the grammar box below and complete the relative clauses. Use details from the text.**

1. Artists, who found the camera obscura very helpful for their drawings and paintings, used the "dark chamber" a lot.
2. The word "photography" comes from "phos", which means \_\_\_\_\_.
3. The daguerreotype, which was invented \_\_\_\_\_, was a ghostly-looking type of photograph.
4. Louis Daguerre, who became famous for \_\_\_\_\_, was an artist and photographer.
5. In the US, where \_\_\_\_\_, lots of daguerreotypes were taken many years ago.
6. In the 19<sup>th</sup> century, when \_\_\_\_\_, daguerreotypes were a huge trend.
7. The selfie, which \_\_\_\_\_, is the latest trend in photography.



**Grammar** For more details see → G 12

### Non-defining relative clauses

Leonardo da Vinci, **who** painted "Mona Lisa", is very famous.  
The painting "Mona Lisa", **which** everyone knows, hangs in the Louvre.  
The Louvre, **where** you can see 5,500 paintings, is one of the most interesting places to visit in Paris.  
In August 1911, when the "Mona Lisa" was stolen, the Louvre was closed for a week.

**d) Complete the acrostic below. You can use facts from the text in 4a and your own ideas.**

P H O T O G R A P H

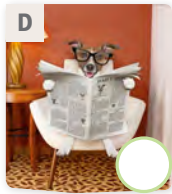
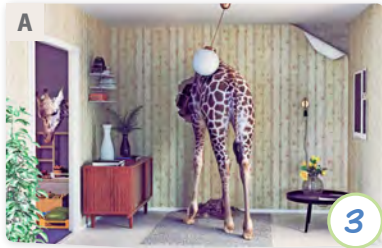
# A picture is worth a thousand words



## 5 Ally's podcast: An art project



a) Listen to both parts of Ally's interview with her art teacher and order the pictures. There are three pictures they don't talk about.



b) Listen to the first part of Ally's podcast again and fill in one word for each gap.

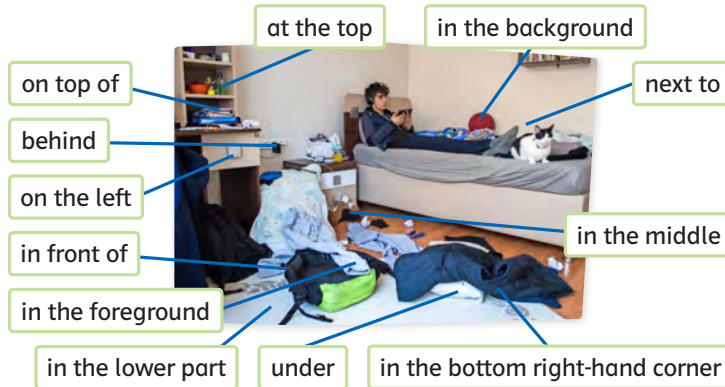
- The first thing you should do when you are describing a picture is give some 1 information. Furthermore, say what 2 of picture it is: for example, it can be a photograph, a portrait, a collage, a poster, a drawing or a painting. If you can, say who took, created, painted or drew this picture 3 and where.
- In the next part, you should be more *specific* 4 and describe details that you can see in the picture. Also say what you can see in which part of the picture: What's in the middle?  
What's in the 5?
- Finally, try to explain what the picture might 6. What comes to your mind when you look at it? Remember: a picture is worth a thousand words!

## 6 Describing a picture

a) A picture description has three parts, as you can see in 5b. Make a table in which you write more useful phrases from exercise 6b for each part. Start like this:

introduction (1)	main part (2)	conclusion (3)
<i>I'm going to describe a painting made by ...</i>	<i>In the middle of the picture, you can see ...</i>	<i>It seems that the artist wanted to show ...</i>

**b)** Describe a picture. You can either choose one from your coursebook or workbook, or find one online. Make sure you structure your text well: read the text in 5b again and use linking words. Have a look at the words and phrases below, and use them in your text.



### Useful phrases

This photo/picture shows ...  
 The painting makes the viewer feel happy/sad ...  
 When I look at this picture, I think of/it reminds me of ...  
 On the left, we can see ...  
 The picture was taken in/at ...  
 ... painted this picture in ...  
 Overall, I think the picture shows ...  
 It seems that the artist wanted to show ...  
 In the upper left-hand corner, there is ...



### Info

“Flick” is an informal word for “film”, “pic” is short for “picture”. A still is a picture from a film.

## 7

### Video: Ally’s flick “What’s in a pic?”

**a)** Before watching, look at the stills below. Guess what the video will be about. Tick the idea/s below.



- Going to museums     Doing art projects at school     Taking selfies
- Painting the portraits of famous people     Looking at old family photographs
- Thinking about pictures and how important they are     Interviewing photographers

**b)** Watch the video. What is the main idea? Did you guess correctly in a)?

**c)** Ally uses different linking words and phrases to structure what she is saying. Watch the video again and fill in the linking words and phrases.

And then ...

All in all ...

But at other times, ...

Sometimes ...

This is why ...

Sometimes we want to tell others something about ourselves, but we just don’t find the words to say it!

\_\_\_\_\_ **1** I sometimes ask my grandpa to show me some old photographs.

\_\_\_\_\_ **2** I ask him a lot of questions about them. \_\_\_\_\_ **3** he tells

me he doesn’t remember. \_\_\_\_\_ **4**, he starts talking, and then we talk about every

thing! \_\_\_\_\_ **5**, I think it is true: sometimes a picture IS worth a thousand words.

# Show what you can do

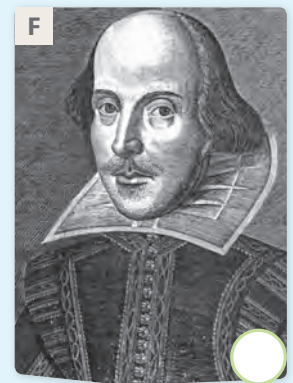
## 8 Listening and speaking: At the museum



a) Listen to four tour guides talking about pictures in the National Portrait Gallery in London. Then read the statements and tick T (= true), F (= false) or NG (= not given).

- |  | T                        | F                        | NG                                  |
|--|--------------------------|--------------------------|-------------------------------------|
| 1. People in the 16th century thought that a pale look showed that Elizabeth I was a powerful queen. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. The second guide finds the person in the picture good-looking.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. Anne Boleyn had a famous daughter and was married to a famous king.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. The artist wanted to show that Henry VIII created a new religion.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

b) Listen again and write the number of the talk in the circle of the correct picture. There are two pictures nobody talks about.



😊 😐 😞 I can understand information about various familiar topics of everyday life, e.g. short talks about pictures at a museum.

c) Form small groups and research one of these people online and prepare a poster presentation about them. Structure your presentation with linking words.

😊 😐 😞 I can give a short presentation about a familiar topic that I have practised before.

😊 = This is easy  
 😐 = This is okay  
 😞 = This is difficult

# Unit 9

## What if...?

### New things

- Predictions
- If-sentences
- Giving advice
- The next generation
- Pronunciation: sounding unsure

### 1 Predictions that never came true

People have always imagined what could happen in the future. But many of these predictions never came true, and nowadays, people often laugh about them.

a) Match the sentence parts below.

- |      |                           |                                     |                                      |
|------|---------------------------|-------------------------------------|--------------------------------------|
| 2000 | 1. television • broadcast | <input type="checkbox"/>            | a) to space                          |
| 2002 | 2. everyone • travel      | <input type="checkbox"/>            | b) as large as apples                |
| 2014 | 3. people • live          | <input type="checkbox"/>            | c) only 23 letters without C, X or Q |
| 2008 | 4. strawberries • be      | <input checked="" type="checkbox"/> | d) images, sound and smells          |
| 2010 | 5. wild animals • live    | <input type="checkbox"/>            | e) in underground cities             |
| 2012 | 6. alphabet • have        | <input type="checkbox"/>            | f) only in zoos                      |

b) What did people think about the future? Write down their predictions and use the sentence parts from above.

*In 2000 television will broadcast images, sounds and smells.*

c) Have these predictions come true? Now you know better. Make sentences.

*In 2000 television didn't broadcast smells.*

### 2 My predictions

Make your own predictions about the future. Use some of the ideas below.

- fridge • shopping • automatically      stop • using nuclear energy
- see dinosaurs • in zoos      check messages • with contact lenses
- print • our own clothes      doctors • cure • any disease
- work • only four hours per day      have • robot butlers



## Create your own story

### 3 Reading: Real friends

- a) Read the story of Pookie and Hookie. Start with part 1. At the end of each part, you have to decide how the story continues. Create your own story until you come to the end.
- b) Experiment with different ways to create your story. Which story do you like best?

**1** Pookie looks out of the window and sees his friend Hookie jumping out of his mum's flying car. Hookie waves to Pookie and runs to Pookie's house to pick him up.

**What happens now?**

Pookie lets Hookie in **2**  
Pookie closes the curtains **9**

**4** So Hookie is looking for the robot-nanny's second head while Pookie is flying the car. But the head can't be found anywhere. So Pookie takes them to an emergency landing place. There, he calls an ambulance for the nanny and phones Hookie's mum to pick them up.

**End**

**7** Luckily, Hookie isn't hurt because he is wearing protective clothes. But the board has been damaged and can't be used anymore. So the robot-nanny takes the boys to the skateboard shop to have it repaired.

**End**

**2** So Pookie takes his little sister Baggie and runs down the stairs. He puts on his shoes, puts Baggie in her buggy and tells the robot-nanny to take them to the football field.

**What happens now?**

The boys fly to the football field **3**  
Pookie can't see Hookie anywhere **6**

**5** So he is fighting the flames with Baggie's water bottle while Pookie is trying to calm down his crying little sister. A little later, the flames are out, but the robot-nanny can't fly the car anymore. Luckily, the auto pilot takes them to Hookie's father's office. He helps the boys, Baggie and the robot-nanny.

**End**

**8** Hookie is holding his left arm with his right hand and is crying: "My arm hurts so much." Pookie asks the robot-nanny to take them to hospital, where Hookie gets a huge plastercast. Back at home, Pookie draws a football and two boys onto the cast so that it doesn't look so boring.

**End**

**3** Before Hookie can ring the doorbell, Pookie opens the door. They climb into the flying car and Pookie's nanny flies them to the football field. But suddenly her robot head explodes, and she can't fly the car anymore.

**What happens now?**

Hookie searches for the robot nanny's second head **4**  
Hookie puts out the flames **5**

**6** When Pookie opens the door, he sees Hookie standing on a flying skateboard waving at him. The boy has never seen such a thing. Suddenly, Hookie loses control and falls right into the bush in front of Pookie's house. At once, Pookie runs towards his friend.

**What happens now?**

Hookie isn't hurt **7**  
Hookie's arm hurts **8**

**9** Quickly, Pookie closes the curtains because he doesn't want to see his friend. He and Hookie had a huge fight the day before. Suddenly, Pookie hears a knock on the window.

**What happens now?**

Pookie opens the curtains again **10**  
Pookie doesn't care **13**

**10** Pookie opens the curtains to see what was knocking on the window. He sees Hookie, standing on a flying board, waving at him. It seems he has forgotten about their fight.

**What happens now?**

The two boys become friends again **11**  
Pookie stays angry **12**

**11** After all<sup>1</sup>, Pookie and Hookie have always been best friends. Sometimes even best friends have a fight, but they always find a way to become friends again. So Pookie opens the window and Hookie flies into the room with his board. Real friends never stay mad for a long time.

**End**

**12** Pookie is too angry to open the window, so he closes the curtains again. Soon, he feels sorry for what he has done. He quickly opens the window, but Hookie has gone. Since that day Pookie hasn't had a best friend anymore because he was too proud to forgive Hookie.

**End**

**13** Pookie doesn't want to find out what is knocking on the window. He is mad with Hookie, so nothing matters to him. Without Hookie, everything is boring and stupid.

**What happens now?**

Pookie says sorry to Hookie **14**  
Pookie makes himself a new Hookie **15**

**14** He runs down the stairs, opens the door and screams at Hookie: „Want to play football?“ Of course, Hookie wants to play football with his best friend. Because real friends never stay mad for a long time with each other.

**End**

**15** He takes a pencil and draws a figure that looks like Hookie on a piece of paper. Then he cuts it out and tells the Paper Hookie about his day and the fight he has had with the real Hookie. But paper Hookie doesn't answer Pookie. This is frustrating. Now Pookie understands that nobody will ever be as cool as Hookie. So he video-phones him to say he is sorry.

**End**

<sup>1</sup> after all = hier: immerhin

## 4 Focus on form: If-sentences

Go back to the story and look at the end of each box: What happens next? Make sentences about what will happen. Use the grammar box on the right.

*If Pookie lets Hookie in now, the boys will fly to the football field.*

*If Hookie's arm hurts now, the robot-nanny will take him to hospital.*



**Grammar** See → G 13

### Conditional 1: What will happen

Present tense + will-future

If I **disturb** my mom now, she **will be** angry.

If she **is** late for the concert today, she **won't see** her favourite band perform.

## What would you do?

### 5 Song: If I were a superhero



X.XX

- a) Listen to the song..
- b) Look at the grammar box and underline conditional 2 sentences in the song.

**Boy:** If I were Superman, I'd fight for what is right.  
I would take a trip to outer space,  
I'd fly over a supernova,  
I'd make the world a better place.

**Girl:** If I were Supergirl, I'd make a better world.  
I'd help us to do what we want to do,  
I'd help us to be what we want to be.  
There wouldn't be animals in a zoo.

**Both:** **If I were a superhero,**  
**My courage would be hundred, my fears would be zero.**  
**If I were a superhero, perhaps**  
**I wouldn't need any apps.**

**Girl:** If I were Supergirl, I'd never be hurt,  
I should be immune against any dirt,  
I'd do good all day long,  
People would say I'm beautiful and strong.

**Boy:** If I were Superman, I'd stay up all night,  
I wouldn't be afraid of Kryptonite,  
My X-ray eyes would see everything,  
There wouldn't be a song that I couldn't sing.

**Both:** **If I were a superhero ...**

**Girl:** If I were Supergirl, I would never be alone,  
I'd even leave my smartphone at home.

**Boy:** If I were Superman, I would have a super plan,  
Criminals would be afraid of me.

**Girl:** But I am just a girl.

**Boy:** I'm a boy, not a man.

**Both:** We can only do the best we can.  
The only thing left for you and me  
Is to dream how it would be.

**If I were a superhero,**  
**My courage would be hundred, my fears would be zero.**  
**Perhaps I wouldn't need any apps ...**  
**Perhaps**

- c) What would you do if you were a superhero?

*If I were a superhero, I would ...*



Grammar See → G 14

### Conditional 2: What would happen

Past tense + would + infinitive

If I **were** Superman, I **would fight** for what is right. (But I'm not.)

I **would make** a better world, if I **were** Supergirl. (But I'm not.)



6

**Giving advice**

a) In an online community, teenagers ask for advice and give each other advice. Read the postings below and find a suitable headline for each one. There is one headline too many.

Am I really such a wallflower?

I freak out at tests

Why don't they let me Facebook?

My teacher always treats me unfairly

**TEENS HELPING TEENS ONLINE** Search ... 🔍

If you have a problem, you will get help!

🏠 Home    ? FAQ    ✍ Register    ⌂ Login

---

POST REPLY ↩

by hollybear << March 8 05:38 p.m.

My problem is that my parents don't allow me to have social media. I feel like an outsider, as I am the only one of my friends who doesn't have social media. My mom says she wants to keep me safe, and I understand that, but many other parents want their kids to be safe, and they are still allowed to use social media. My family recently moved to a new state, so I'd like to have a quick and easy way to stay in touch with my friends and old classmates.

---

POST REPLY ↩

by keepitsecret << March 17 08:20 p.m.

Hi there, I am extremely shy and quiet. When I go to a party, everyone is having fun talking and laughing with each other, but nobody usually speaks to me. That's really boring. I would like to be more friendly, but I can't think of anything meaningful to say so I keep quiet. I don't want to change who I am, but I want to make more friends and get closer to students in my class. Can you tell me how to?

---

POST REPLY ↩

by musicwolf203 << April 12 10:07 p.m.

Tests make me really nervous. I failed my last test by just one point because I was so nervous. Whenever I have a test, I panic. I can't concentrate on reading the tasks carefully enough. That often makes me fail. Then I have to do the test again. This makes me even more nervous. Do you know how to be calm and normal? Most of the people in my class usually pass the first time. Do you think they will laugh at me? I'm so scared of getting laughed at.

b) Pick one letter and write a reply using the conditional 2. Use the sentence builder below.

<p>If I were you •          If I were in your shoes •          If I had the same problem •          If I had to... •          If I wanted to... •          If my room were... •          If I were...</p>	<p>I would I wouldn't</p>	<p>discuss a topic you know well •          find a compromise with your parents •          give your parents your username so they can see who your friends are •          practise deep breathing to relax •          show others that you want to get to know them •          study more than usual, so you will feel more confident •          talk about how it makes you feel •          try to ignore the reactions of other students</p>
---	-------------------------------	---

# The next generation

People born after the year 2000 are often called “Generation We”. They have grown up with technology and have used the Internet since a young age. People say they are responsible and open-minded. They care about their friends and family, and the world around them.



## 7 Listening: What matters to Generation We

a) Before you listen, put the letters in the correct order. Use the words in green for help. Then, match the words with the definitions.

- annoying   to be glued to sth.   to bully sb.   cyberspace   dangerous   to debate  
equal   to explore   important   politician   annoying   technology   unfair

- |                                 |                                     |                                      |
|---------------------------------|-------------------------------------|--------------------------------------|
| 1. e q a u l _____ <i>equal</i> | <input type="checkbox"/>            | a) against the rules                 |
| 2. n u r a i f _____            | <input type="checkbox"/>            | b) to look into sth., to investigate |
| 3. p i o l t i a c i n _____    | <input type="checkbox"/>            | c) getting on your nerves            |
| 4. t o b e d a e t _____        | <input checked="" type="checkbox"/> | d) not different                     |
| 5. n n a o i y n g _____        | <input type="checkbox"/>            | e) someone working in the government |
| 6. e t c h o l n o g y _____    | <input type="checkbox"/>            | f) discuss, exchange arguments       |
| 7. t o x e l p r o e _____      | <input type="checkbox"/>            | g) online world of computer networks |
| 8. y c b e r p a s e c _____    | <input type="checkbox"/>            | h) telecommunications                |



b) Listen to the audio and answer the following general questions.

- How many people can you hear in the audio? \_\_\_\_\_ *three*
- What do you think about Kim?
  - She knows what she’s talking about.
  - She doesn’t know what she’s talking about.
- What is Nick talking about?
  - Why his teachers like to use digital media in school.
  - How he uses digital media.
- What do you think about Nick?
  - He is self-confident and likes to talk on the radio.
  - He is a bit shy and not sure about himself.



**c) Listen to the audio again and answer the following detailed questions.**

- Why are today's teenagers often called "Generation We"?
  - Because they often care about others.
  - Because they don't like digital media.
- How old is Kim? \_\_\_\_\_
- What is important to Kim?
  - That she should earn a lot of money one day.
  - That everyone gets the same chances.
  - She fights for classmates who are bullied.
  - She bullies her classmates.
- What does Kim do? \_\_\_\_\_
- Which job does Kim want to have later? \_\_\_\_\_
- Where does Kim inform herself? \_\_\_\_\_
- What does Nick think about mobile phones?
  - They should be used all the time.
  - He is not sure about mobile phones.
- What does Nick want to do one day? \_\_\_\_\_

## 8 Pronunciation: Sounding more or less confident

Nick and Kim sound different: Kim sounds confident. She sounds as if she knew what she is talking about. Nick, on the other hand, sounds unsure. He obviously does not know what he is talking about.



- Listen to the audio again and pay attention to the way Kim and Nick speak.
- Make sentences with the green words below. First, try to sound unsure. Then, practise saying the sentences in a confident way.

work in teams

help each other

everybody has the same chances in life

nobody should be bullied

find information on the internet

have your own YouTube channel

stay in touch with friends online

talk to people face to face

travel and work around the world



### Word bank

Words and phrases that can show that you are unsure and not confident:  
actually • hopefully • just • like • probably • sorry • whatever  
I'm still working on this... • I mean... • This is just my opinion...



### Pronunciation



### Sounding unsure

You sound unsure and not confident if you articulate normal sentences like questions  
"I think skateboarding is cooler than cycling ...?"

*I mean, for me it's actually important to work in teams. But this is just my opinion...*

## Show what you can do

### 9 Reading: Life as a teenager in the 1990s

#### a) Read the text about life as a teenager in the 1990s.

The 1990s are just over twenty years past. The life of a teenager, though, was completely different then from what it is today.

Imagine, for example, a teenager today without a mobile phone. In the 1990s, very few teenagers had mobile phones. The first mobile phones cost about \$3,000 and they had a battery life of only 75 minutes! It also cost a lot actually to call someone with a mobile. There were no flat rates or unlimited minutes, as there are today.

Teenagers in the 1990s loved music, such as teenagers today. In the 1990s, people started to use CDs more and more instead of music cassettes. Do you still have a CD player at home or even a cassette player? Buying music in the 1990s meant going to a music shop and actually buying a CD. This was much more expensive than today. Most teens had a few hundred songs in their CD shelves at home. Instead, many teens turned on the radio regularly to listen to their favourite songs for free. All young people knew which stations were hip and cool.



In the 1990s, TVs were large and heavy. They took up much space in the living room. It was very important for teens and their parents when a TV programme was shown. Many families planned their whole lives around the times of their favourite shows. In between TV programmes there were long and frequent blocks of adverts. So, parents who wanted their teens to do something typically got the reply "I'll do it during the commercial."



#### b) Are the following sentences about life in the 1990s true or false?

1. Many teenagers had a mobile phone.
2. Mobile phones were more expensive then than today.
3. You had to pay for every minute of a telephone call.
4. CDs and music cassettes are the same.
5. You had to go to a music shop to buy music.
6. The radio wasn't very popular.
7. You could watch your favourite TV shows whenever you wanted.
8. There were no adverts on TV.

T	F
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

😊 😐 😞 I can understand a short text about an interesting topic.

### 10 Speaking: Life as a teenager today

Go back to task 9 and compare: How is your life as a teenager different? Give a short presentation in front of the class.

😊 😐 😞 I can talk about a topic that has to do with my life.

# Unit 10

## Extreme emotions

### New things

- Using idioms with "heart"
- A fictional text
- Present perfect progressive
- Writers' techniques in literary text
- Poems

### 1 Six-word stories

- a) Read the stories and match them with the pictures.  
For some stories you can choose more than one picture.



#### Info

A six-word story is a very short story that is told in only six words.

1 We were best friends. Not anymore.

2 Laughing all day keeps sadness away.

3 For sale: prom dress, never worn.

4 I love you, you love her.

5 Growing up is heaven and hell.

6 Strangers. Friends. Best friends forever. Strangers.



- b) Use all the words in the green box to write two six-word stories in your exercise book.

a • angrily • cake • friend • Happiness • is • my • number", • of • piece • said • "Wrong

- c) Tick the four things the six-word stories you wrote in b) are about.

baking  a fight between friends  eating too much  feeling good

calling a stranger  being in love  loving sweet things  a surprising reaction

# Heart to heart

2

## Idioms

a) Match the sentence halves to read the complete text messages. Draw lines.

- From the bottom of my heart: I ♥ you -
- I've found out Lucy already has a boyfriend.
- Sam left Lucy three days before prom ...
- Sam broke my heart. No prom! ☹️
- I've been thinking about Lucy all day.

- Now I have to sell my dress! OMG!
- She really has a heart of gold!
- I feel sick at heart. ☹️
- will you go to prom with me?
- ... night. What a change of heart!

**Info**  
**Idioms:** Idioms are phrases with a different meaning from what the words usually mean. For example, you can say that “Leo let the cat out of the bag” when you want to say that Leo told a secret to others. He did not really have a cat that he let out of a bag!



b) Listen to the short dialogues and order the text messages in a). Write the numbers in the green boxes.

c) Write the highlighted phrases from a) after the definitions.

1. to make someone very sad = to break someone's heart
2. to change one's mind = to have a
3. to be a very kind person = \_\_\_\_\_
4. to be very unhappy = \_\_\_\_\_
5. honestly = \_\_\_\_\_



d) Do you have similar idioms with “heart” in your first language? Make a poster of idioms with “heart”. Use idioms in other languages or find more English idioms with “heart” online. Present your poster to the class or in small groups.



## 3

## Pig-Heart Boy

a) You are going to read the first chapter of the book *Pig-Heart Boy* by Malorie Blackman. Before you read, think about the title. What could the book be about? Tick one idea.

a boy who loves pigs  a boy with a heart disease  a boy who is heartbroken

b) Listen and read along.

### Chapter 1 – Dying

I am drowning in this roaring silence. I am drowning. I'm going to die.  
I look up through the grey-white shimmer of the swimming pool water.  
High, high above I can see where the quality of the light changes.  
The surface. But it is metres above me. It might as well be kilometres.  
The chlorine stings my eyes. My lungs are on fire. Just one breath. Just one.

I have to take a breath, even though I know that I'll be breathing in water.  
But my lungs are burning and my blood is roaring and my whole body is screaming out for air. If I don't take a breath, I'll burst. If I do take a breath, I'll drown. Some choice. No choice.

I close my eyes, praying hard. And kick, kick, kick. I open my eyes. The surface of the water seems even further away. I'm going to drown.

A fact. A fact as clear, as real as the silence around me. Part of me – a tiny, tiny part of me – laughs. I am going to drown. After everything I've been through in the last few months, this is how I'm going to bow out.  
One thought rises up in my mind. One thought.

Alex ...

I stop kicking. I have no energy left.  
I stop fighting. I'm so tired. I can feel my body begin to sink.

Now for the hard part.

Now for the easy part.

Now for the hard part.

Give in. Let go.

Just one breath ...

Just one ...

Just ...



c) Which words or phrases would you use to describe the emotions the boy feels in the text above? Tell your partner. Use words and phrases from the word bank.

*The boy will give in soon because he is so exhausted. He ...*



d) What could happen next? Tick one idea and tell your partner why you think so.

the boy will drown  someone will save the boy  the boy will be strong enough



### Skills

#### Reading skill: Getting the gist

When you are reading a difficult text like this, it is not necessary to know each word. It is more important to understand the general idea. Think about what the text wants you to learn/feel.



### Word bank

be in a bad mood • confused • exhausted • feel sick • give in • have a chance • have a hard time • have no choice • keep fighting • relax • scream in fear • stop trying • strong • surprised • weak

## Consequences

4

## Focus on form: Present perfect progressive

a) Read chapter 1 of *Pig-Heart Boy* again. Then match the sentence halves.

- |                                  |                                     |   |
|----------------------------------|-------------------------------------|---|
| 1. I feel as if I were dying     | <input type="checkbox"/>            | in the last three months.                             |
| 2. I've been praying hard        | <input type="checkbox"/>            | because I've been holding my breath for minutes.      |
| 3. I've been going through a lot | <input type="checkbox"/>            | because I have no choice.                             |
| 4. I have no energy left         | <input type="checkbox"/>            | because I've been trying to see where the surface is. |
| 5. My lungs are on fire          | <input checked="" type="checkbox"/> | because I have been diving for too long.              |
| 6. My eyes hurt                  | <input type="checkbox"/>            | because I've been fighting for my life for too long.  |
| 7. I'm so tired                  | <input type="checkbox"/>            | because I've been kicking so hard.                    |



Grammar For more details see → G 15

## Present perfect progressive

I've been holding my breath for minutes. This is why my lungs hurt.  
He's been thinking about Lucy all day. This is why he's even more in love with her than ever.

b) Look at the pictures below. Draw lines to connect the pictures with the emotions.

annoyed

bored

exhausted

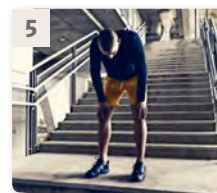
happy

lonely

proud

tired

worried



c) What have the people or someone else been doing to make them feel that way? Write sentences in which you use the present perfect progressive. You can use the words below.

climb

complain

run up

shout

sit around

study

try to concentrate

watch TV

*Her mom has been complaining about her bad marks for ten minutes.*

d) Now read your sentences to your partner. Your partner guesses which of your sentences go with which picture.

*I think your sentence is about the girl in picture 4. She looks annoyed.*

## 5

## Reading: A summary

- a) Read the summary of *Pig-Heart Boy*. Find out if you guessed correctly in task 3a) and highlight all the adverbs of manner you find in the text.

Time is running out for thirteen-year-old Cameron Kelsey, who is slowly dying of heart disease. This is why he quickly needs to get a transplant. Cameron's father asks doctor Richard Bryce, who is trying to use pig hearts in operations, for help. Dr Bryce agrees to try the operation on Cameron, although it has never been done before. Cameron's mother, however, is against the idea.

Cameron must not tell anyone about the transplant, but he secretly tells his best friend Marlon about it. Some time later, his mother finds out that she is pregnant, and Cam happily starts making videos for the baby, Alex. He's afraid something might happen during the operation and that he might die. Luckily, the operation goes well, but Cameron is shocked when he finds out that Marlon has informed the media about the pig heart. When he can finally leave the hospital and go home, Cameron is famous and his family are bothered by newspaper reporters all day. Even worse, a girl Cam likes doesn't want to be anywhere near him anymore. Even some animal rights activists threaten the boy's parents angrily.

Now Cameron starts hanging out with Marlon again, but still doesn't trust him fully. He likes spending time at the swimming pool and often tries to touch the bottom – something the other boys can do quite easily. Finally, he is able to touch the bottom of the pool but becomes tired in the water. After he has been desperately fighting for his life, he accepts that he is going to die. However, Marlon saves him from drowning. But then Dr Bryce tells Cameron that he needs another heart transplant ...

If you want to find out how Marlon will decide, you have to read the book!

- b) Read the sentences below. Don't use more than four words to complete each sentence.

- Mr. Kelsey wants Cameron to have the operation, but Mrs. Kelsey is against it.
- After Cameron tells his friend about the pig heart, Marlon \_\_\_\_\_.
- The worst thing is that the girl Cam is in love with \_\_\_\_\_.
- At the swimming pool, Cam is lucky because \_\_\_\_\_.

- c) Read the summary again and think about the emotions Cameron feels. Complete the timeline below on a poster. Use blue for what happens in the story (the underlined parts in the summary) and green for feelings.



Grammar For more details see → G 16=4

### Revision: Adverbs of manner

Time is slowly running out.

The boys can touch the bottom easily.

# Expressing extreme emotions

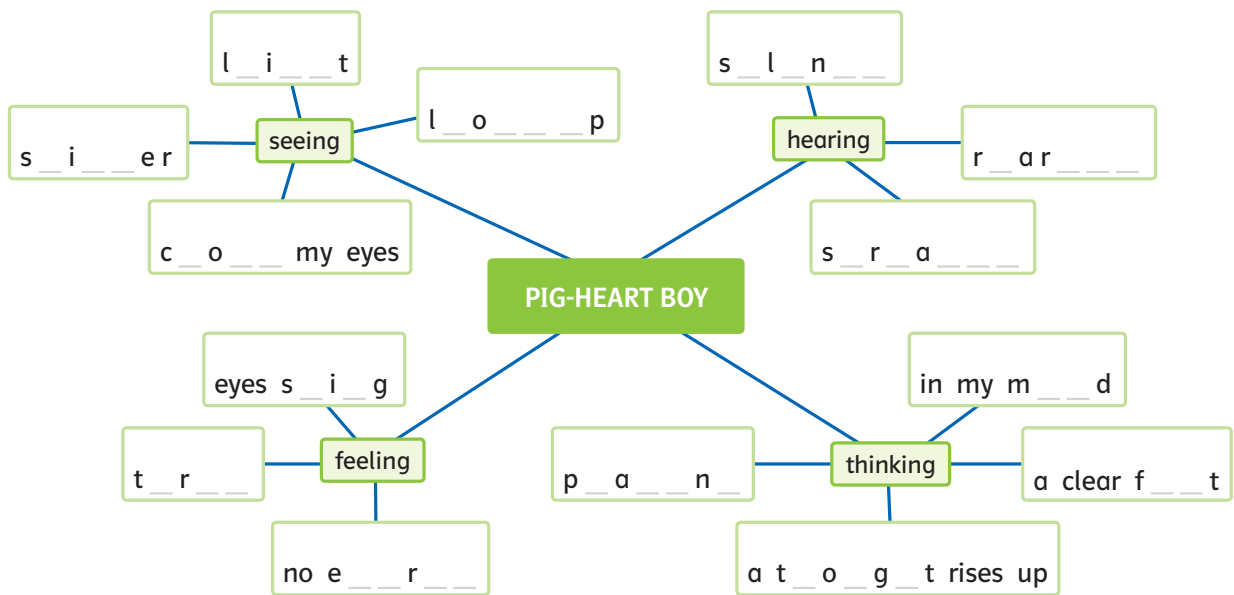


## 6 Working with a literary text

a) Read chapter 1 of *Pig-Heart Boy* again. Use different colours to highlight the following techniques:

- same sentence starters
- other words that are repeated
- short sentences

b) Scan chapter 1 of *Pig-Heart Boy* again. Use words and phrases that describe what you can see, hear, feel and think to complete the mind map below.



c) Describing what you can see, hear, feel and think is another technique writers use to ...

make a text sound more interesting  give advice  give a summary of the text

## 7 Powerful poems

a) Read the first four lines of the poem "I've been wandering in the greenwoods" by Charlotte Brontë. Match each line of the poem with a line in modern English. Draw lines.

I've been wandering in the greenwoods  
 And 'mid flowery smiling plains  
 I've been listening to the dark floods  
 To the thrush's thrilling strains

To the loud song of a bird  
 I've been listening to the sound of a river  
 I've been walking around in the forest  
 And in nice places with lots of flowers

### Info

Charlotte Brontë was a very famous 19<sup>th</sup> century English writer. She wrote this poem when she was 13 years old. It was sold in 2013 for almost £100,000! In this poem, the author expresses emotions by writing about nature. You can find the full poem online.



## Show what you can do

### 8 Listening: Extremely emotional



Listen to five short dialogues and circle the correct answers.

1.	The boy would ...	a) not want a pig having to die.	<b>b) probably choose life.</b>	c) know exactly what to do.
2.	Toby's poem starts with ...	a) "I've been standing ..."	b) "I've been wandering ..."	c) "I've been waiting ..."
3.	Tina has been ...	a) listening to pop music.	b) reading a book.	c) thinking about the beauty of life.
4.	Jane ...	a) changes her mind.	b) dies.	c) finds food.
5.	Li feels ...	a) lovesick.	b) heartbroken.	c) embarrassed.

I can understand conversations about emotions.

### 9 Speaking: Friends and how they feel



You and your partner have the same friends. You talk about the latest news. Make sure you talk about people's feelings and show emotions. You have got three minutes to prepare.

#### Partner A

Find out about:

- Jack's secret
- the reason Li has been so silent
- what Sara and Toby have been fighting about

Answer your friend's questions:

- Tina's grandma died and she's sad
- Tom's mum is pregnant, he's excited
- Clara has been telling everyone that Li's mum is in love with partner B's dad

**Partner B**

Answer your friend's questions:

- Jack is in love with Sara
- Li's parents are fighting all the time
- Toby is jealous, he thinks Sara likes Jack more than him

Find out about:

- why Tina wasn't at school today
- the reason Tom is so happy
- what Clara has been gossiping about you and your family

I can take part in simple conversations and show that I am interested in what someone says, e.g. about friends and how they feel.

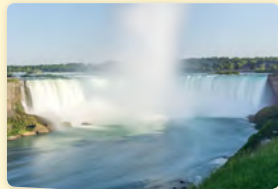
# Unit 11

## New things

- Teenage life in Québec
- Nature and wildlife
- Writing postcards
- Adverbs of frequency/degree
- Word order
- Prepositions

## 1 What country is it?

a) Look at the photos and read the clues below.



This country borders three different oceans: Atlantic, Pacific and Arctic.



This country is so big that there are six different time zones in it.

This country has got the longest coastline in the world.



This country is almost 40 times bigger than the United Kingdom.



b) Have you found out what country it is? Tick your choice and complete the title above.

USA

Australia

Mexico

Russia

Canada

Brazil

Finland

Greenland

Argentina

## 2 Quiz: What do you already know?



a) Read the sentences below and choose a), b), c) or d). Compare your answers with a partner.

- Its capital city is ...
 

a) Vancouver.	b) Ottawa.	c) Montreal.	d) Toronto.
---------------	------------	--------------	-------------
- On its flag there's a ...
 

a) star.	b) tree.	c) leaf.	d) heart.
----------	----------	----------	-----------
- Its flag is ...
 

a) red and white.	b) white	c) red	d) blue and red.
-------------------	----------	--------	------------------
- There are more than ...
 

a) 20	b) 25	c) 30	d) 40	... national parks.
-------	-------	-------	-------	---------------------
- The country is the ...
 

a) biggest	b) second biggest	c) third biggest	d) smallest	... country worldwide.
------------	-------------------	------------------	-------------	------------------------

b) Go online and try to find the correct answers.

## Life in Canada

### 3 What it's like to grow up in ...





a) Quickly read the texts below. What do they all have in common?

The texts are about teenagers who...

- have got friends in Canada.
- are from Québec.
- speak English at home only.



b) Read about the children and tick the correct answers.

Teenage life in Canada	What is the text about?
<p>1  "Hey, I'm Louis. The coolest thing about Canada is that it has two main cultures: French-Canadian and Canadian. People in Canada usually speak English, but also very often French. My grandparents came from France and I live in the province of Québec. This part of Canada is in fact quite different to the rest of the country because French is spoken more often than English. We have also got lots of exchange students from around the world."</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> going to France in the summer</li> <li><input type="checkbox"/> Louis' grandma</li> <li><input type="checkbox"/> playing basketball</li> <li><input checked="" type="checkbox"/> French and English in Canada</li> </ul>
<p>2  "Hi! My name's Christine. I live in the city of Québec City. It's in the province of Québec in eastern Canada. What I really love about Canada is the cold winter. It's my favourite season. Canada is very beautiful in winter. There's always snow, and everyone goes ice-skating on the lakes, skiing or snowboarding."</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> living in a big city</li> <li><input type="checkbox"/> school life</li> <li><input type="checkbox"/> winter in Canada</li> <li><input type="checkbox"/> summer holidays in eastern Canada</li> </ul>
<p>3  "Hey guys, I'm Jesse. I speak French and English, but I started learning English when I went to an English-speaking school at the age of 11. I understood a little bit before, but I couldn't really speak it. I sometimes speak English to people who aren't French-Canadian, but never to my French-Canadian friends. I'm French-Canadian, too, and I love eating crêpes and going to French bakeries."</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> speaking French and English</li> <li><input type="checkbox"/> Canadians in France</li> <li><input type="checkbox"/> French-Canadian lifestyle</li> <li><input type="checkbox"/> Jesse and his friend</li> </ul>
<p>4  "Hi, my name is Zoe and my family is part of the Cree tribe. Before Europeans arrived, First Nation tribes lived all over Canada. About 200,000 Cree live in Canada and parts of the USA. Cree teens are like other Canadian teens, but besides English and French, we also have our own language. The Cree language is the most common native language in Canada."</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Zoe and her dog</li> <li><input type="checkbox"/> living in Canada as a Cree tribe member</li> <li><input type="checkbox"/> living in the USA</li> <li><input type="checkbox"/> First Nation tribes and their problems</li> </ul>

## 4

### Language in use: Adverbs of frequency

- a) Find the words from the green box in the texts in exercise 2b and highlight them.

always      never      often  
sometimes      usually

- b) Read the grammar box and put the words in the correct order.

1. go • Teenagers • ice-skating • often • Canada • in

*Teenagers often go ice-skating in Canada.*

2. is • French • the • in • common • part • of • more • Canada • usually • eastern

3. never • speaks • He • French • to • friend • best • his

4. sometimes • people • other • Jesse • to • English • speaks

5. language • one • You • just • than • should • always • learn • more • try • to

- c) Match the adverbs of frequency with the words that have the same meaning.

- |              |                                     |                    |
|--------------|-------------------------------------|--------------------|
| 1. always    | <input type="checkbox"/>            | lots of times      |
| 2. often     | <input type="checkbox"/>            | at no time         |
| 3. usually   | <input type="checkbox"/>            | every now and then |
| 4. sometimes | <input type="checkbox"/>            | normally           |
| 5. rarely    | <input checked="" type="checkbox"/> | all the time       |
| 6. never     | <input type="checkbox"/>            | almost never       |



Grammar For more details see → G 17

#### Adverbs of frequency and where to put them

I always go skiing in winter.  
French is often spoken in the Québec.  
You can usually speak English and French in Canada.



#### Tip

##### Make your sentences longer and more interesting:

Try to use more adverbs in your sentences; for example, adverbs of frequency (usually, normally, ...). If you write a text, adverbs help you to give extra information and your writing will be more interesting.



#### Info

Did you know? The name “Canada” comes from the Huron-Iroquois word “kanata” which means village.



## 6

## Language in use: Jemma's trip to a Canadian national park

a) Look up the words that are new for you.

slightly • almost • nearly • extremely • very • quite

b) Read Jemma's postcard to her best friend Millie.

Hey Millie,

Great news: Yesterday I almost **1** got to

watch a pack of wolves. It was \_\_\_\_\_ **2** dark  
when they came out, but then they ran away. They're

\_\_\_\_\_ **3** clever, but shy animals. So, that was

\_\_\_\_\_ **4** disappointing. This morning started

\_\_\_\_\_ **5** better. We were \_\_\_\_\_ **6**

lucky and saw a grizzly bear. I'll write another postcard very  
soon ...

Your best friend,  
**Jemma**



TO:  
Millie Adams  
16 Cromwell Road  
London  
SW1E 6LB  
Great Britain

c) Some words are missing in Jemma's postcard. Complete it with the words from the green box in exercise 6a.

d) Read the sentences and circle a), b), c) or d).



**Grammar** For more details see → G 18

### Adverbs of degree

I was **extremely** happy.

The test was **quite** difficult, but I studied **very** hard.

German is **slightly** more interesting than Italian.

1. Jemma was ... lucky to see some bears and buffaloes in national park.

- a) almost                      b) nearly                      c) slightly                      **d) quite**

2. Bald eagles have got a white head and tail, but their tail is ... darker.

- a) very                      b) extremely                      c) slightly                      d) almost

3. Moose are confused with caribous ... easily.

- a) almost                      b) slightly                      c) nearly                      d) quite

4. Wood Buffalo National Park is ... as big as Switzerland.

- a) almost                      b) extremely                      c) slightly                      d) very

5. National parks in Canada are ... important to protect nature and wildlife.

- a) almost                      b) extremely                      c) slightly                      d) nearly

## Big city life

7

## Listening: Vancouver – a great city



X.XX



XXX

## a) Listen and tick the sights/places that are mentioned.

- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> snow-covered mountains | <input type="checkbox"/> entertainment park | <input type="checkbox"/> art museum  |
| <input type="checkbox"/> beaches                | <input type="checkbox"/> business district  | <input type="checkbox"/> restaurants |
| <input type="checkbox"/> national park          | <input type="checkbox"/> sea life museum    | <input type="checkbox"/> bakeries    |



Steam clock, Gastown

## b) Listen again and tick the correct answers.

- |   |  |
|---|--|
| 1. Vancouver is often on the list of ...                    | 2. Where is Vancouver located?                             |
| a) most expensive cities. <input type="checkbox"/>          | a) East coast of Canada <input type="checkbox"/>           |
| b) cleanest cities worldwide. <input type="checkbox"/>      | b) West coast of Canada <input type="checkbox"/>           |
| c) most livable cities. <input checked="" type="checkbox"/> | c) In the North of Canada <input type="checkbox"/>         |
| d) friendliest cities worldwide. <input type="checkbox"/>   | d) In the South of Canada <input type="checkbox"/>         |
| 3. What is Vancouver's birthplace?                          | 4. Which national park is close to Vancouver?              |
| a) Victoria <input type="checkbox"/>                        | a) Manly National Park <input type="checkbox"/>            |
| b) Metropolis <input type="checkbox"/>                      | b) Stanley National Park <input type="checkbox"/>          |
| c) Downtown <input type="checkbox"/>                        | c) Rainforest National Park <input type="checkbox"/>       |
| d) Gastown <input type="checkbox"/>                         | d) Aqua Marine Science Centre. <input type="checkbox"/>    |
| 5. Vancouver Aqua Marine Science Centre is...               | 6. What kind of food can you find in Vancouver very often? |
| a) a tourist attraction. <input type="checkbox"/>           | a) French crêpes <input type="checkbox"/>                  |
| b) a fish restaurant. <input type="checkbox"/>              | b) All kinds of sea food <input type="checkbox"/>          |
| c) part of the university. <input type="checkbox"/>         | c) Chinese food <input type="checkbox"/>                   |
| d) Canada's smallest aquarium. <input type="checkbox"/>     | d) There are no restaurants. <input type="checkbox"/>      |



c) Would you like to go to Vancouver? Talk to a partner and say why (not) and give reasons. Use the sentence starters from the useful phrases box.

d) Write the sentences in your exercise book.



## Useful phrases

If I went to Vancouver, I would (not) ...  
 I'd like to travel there because...  
 I'd like to see/visit...  
 It would be great to...  
 If I flew to Canada, I would (not)...

8

Language in use: Vancouver in a nutshell



Grammar For more details see → G 19

Prepositions

Canada is a beautiful country **with** lots of nature. Vancouver is visited **by** many people.

a) Read the words below and circle the ones that are prepositions. Use the grammar box for help.

city forests nature in by mountains from plains of wildlife national parks with maple leaf bears in front of buffaloes under next to beaches to seacoasts capital

b) Read the text about Vancouver and complete it with the prepositions from the green box.

by • from (2x) • ~~in~~ • in • of (4x) • with

The largest city in 1 the Canadian province \_\_\_\_\_ 2 British Columbia is Vancouver. The province \_\_\_\_\_ 3 British Columbia is Canada's only Pacific coast province. It's a beautiful region \_\_\_\_\_ 4 snowcapped mountains, rivers and seacoasts. British Columbia was one \_\_\_\_\_ 5 the last areas of North America explored \_\_\_\_\_ 6 European settlers. The capital is Victoria, but the city \_\_\_\_\_ 7 Vancouver is probably more famous. Vancouver is also the third largest metropolitan area \_\_\_\_\_ 8 Canada. It has got a mild climate and extremely beautiful scenery. Vancouver attracts many visitors \_\_\_\_\_ 9 Canada, but also \_\_\_\_\_ 10 around the world.

c) Match the preposition with its usage and the correct example. Draw lines.

Preposition	Example sentence	When to use
from	Victoria is capital <b>of</b> British Columbia.	having/using something
of	This is a postcard <b>from</b> Jemma.	who made it
by	Complete the sentence with the correct word.	who gave it to somebody
with	The Niagara Falls are <b>in</b> Canada.	what/who does it belong to
in	The brochure was made <b>by</b> the tourist center.	where something is, e.g. a town



Stanley Park



Snow-covered mountains



Harbor center

## Show what you can do

### 9 Listening: The history of Canada



a) Listen to a tourist guide talking about the history of Canada and tick T (= true), F (= false) or NG (= not given).

	T	F	NG
1. 50,000 years ago, the first people came to Canada.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. They used a land bridge that connected Asia and North America.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. This land bridge still exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Around 10,000 AD the Vikings came to the region of Newfoundland.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. In the 16 <sup>th</sup> century the French and the British came.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The French fought in a war in India which lasted for seven years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The British finally took control over Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. In 1931 Canada became an independent nation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Listen again and take notes to correct the false sentences.

---



---



---



---

😊 😐 😞 I can understand a spoken text about a familiar topic that I've learned of before.

### 10 Speaking: Canada

Your best friend wants to go to Canada but doesn't know anything about the country. Make a poster and present it to him/her. Speak for about 2 minutes and include...

- teenage life in Canada.
- French and English in one country.
- the history of Canada.
- Canadian nature and wildlife.
- city life in Canada.
- interesting things to see.

😊 😐 😞 I can talk about a familiar topic that I have practised before.

# Unit 12

## Stop bullying at our school – a play

### New things

- Bullying at school
- Asking for help
- Giving advice
- How to deal with bullies
- How to stop bullying at school

### 1 Meet the cast

a) In the play “Stop bullying at our school”, you’ll meet six main characters:



**Carly**  
birthday party • at dad’s club • invite all friends



**Carly’s Dad**  
own club • love daughter very much • like to be a DJ



**Carly’s Mum**  
want only the best for daughter



**Gaia**  
Carly’s best friend • can talk about anything



**Reuben**  
lead singer in school rock band • like Carly very much



**Lucy**  
leader of a gang of girls • make fun of Carly

b) Make sentences about the characters.

*Carly is having a birthday party.*

### 2 Pronunciation: the tenth mouse



a) Listen to the examples in the pronunciation box. Study the difference. Practise saying the words aloud.



b) Listen to the sentences and repeat them.

1. The **sick** mouse **sings** a song.
2. Do you **think** he **thought** about it?
3. Don’t put your **thumb** in your **mouth**!
4. I never **say** what I **think**.
5. The **tenth** mouse **thought** something.



### Pronunciation

#### s and th

s	th
mouse	mouth
sing	thing
sick	thick
sink	think
sort	thought
tense	tenth
sank	thank
some	thumb

## An extra cool birthday party

## 3

### Reading: Scene 1



X.XX



XXX

#### a) Listen to scene 1 and read along.

Friday. In the school playground.

**Carly:** Hi, guys!

**Friends:** Hey, Carly!

**Carly:** Guess what! My Dad says I can have my birthday party at the Aquarius!

**Friends:** Isn't that his club? Wow! That's a cool place!

**Carly:** It's next Saturday, and you're all invited! There'll be a light show and a special cake.

**Friends:** Wooo-hoo! Party time!

**Carly:** And guess what else? Reuben, my Dad says Rat Attack can play!

**Reuben:** Our rock band's going to play at the Aquarius? *(the band members give high fives)*

**Band members:** How cool is that? Awesome!

*The school bell rings. All the pupils rush off to class.*

*Reuben hangs around a little way away.*

**Carly:** And, Gaia ... What do you do you think?

**Gaia:** Aw ... I can't wait! A birthday in your Dad's club will be soo cool, Carly!

*Lucy and her gang walk by.*

**Lucy:** *(imitating her)* "A birthday in your Dad's club will be soo cool, Carly!"

*Lucy and her gang exit, laughing nastily.*

**Carly:** *(to Gaia)* Well, I certainly won't be inviting her!

*The school bell rings again.*

**Gaia:** Lucy and her gang are saddos. Come on Carly, we'll be late for German!

*Carly notices Reuben is standing on the left of the stage.*

*She hesitates, then goes up to him.*

**Carly:** Er ... Reuben? Aren't you going to German?

**Reuben:** *(acts surprised)* Huh? *(sy)* Oh, it's you, Carly ...

*Gaia enters again, sees Carly is talking to Reuben, rolls her eyes and rushes off.*

**Carly:** *(to Reuben)* Dad says he'd like you to come round for a sound check.

**Reuben:** *(puzzled)* A ... sound check?

**Carly:** You know, for the band ... at the club ...

**Reuben:** Oh ... of course. A sound check.

**Carly:** Why don't we go after school tomorrow?

**Reuben:** *(excitedly)* Rat Attack's going to play at the Aquarius!

*Reuben and Carly exit to the left laughing together.*



#### b) Skim through the text again and find ...

the name of Carly's dad's club

the name of Reuben's band

the language they are all studying

## 4

## Reading: Scene 2



a) What music would you want to play at your birthday party? Make a playlist.

b) Listen to scene 2 and read along.

Monday. In school.

Carly and Gaia are sitting on a bench. Carla is writing in her notebook, Gaia is putting on eyeliner.

**Carly:** Definitely Oasis. And Blur ...

**Gaia:** Oasis? Blur?! Those guys're seriously old school. (*shrugs*) But I guess it's your party.

**Carly:** (*writes*) Oasis. Blur. (*thinks*) Hmm ... What about ... Bowie?

**Gaia:** Bowie ...!? How old are you, girl? 14 or 40!? This is like your old man's playlist, right?

A girl enters from the right.

**Carly:** Oh hi Aisha ... We're just planning the play list for Saturday. (*holds out the list to the girl*)  
What d'you think?

Aisha stops, looks embarrassed and then exits quickly to the left.

**Carly:** Aisha? What's up with her?

**Gaia:** (*shrugs*) I don't know. (*Pause*)

**Carly:** Guess what! Reuben's coming to the club after school today!

**Gaia:** Oooh yes?

**Carly:** To do a sound check, silly. (*Pause*)  
Oh! He's coming this way!

Reuben walks past them.

**Carly:** Reuben? ... Reuben!

**Reuben:** (*stops*) Oh, hi ... girls ...

**Carly:** Dad says he'll pick us all up after school and take us to the club.

**Reuben:** Oh ... about Saturday, I don't think the band'll be able to play after all ...

**Carly:** What!?

**Reuben:** I'm sorry Carly ... it's just ... we ... we're already booked to play.

**Carly:** Where?!

**Reuben:** Somewhere else.

**Carly:** But you said ...

**Reuben:** ... and I'm getting a sore throat My voice ... I don't think I can sing. I'm really sorry. (*exits quickly to the left*)

**Gaia:** That excuse was soo lame!

Carly looks very upset. Her phone buzzes.

**Carly:** (*smiles*) Ah it's Hannah. (*reads*) Sorry can't come on Saturday. Have fun ... (*Carly starts to cry*)  
Gaia, what's going on?



c) What do you think: Why are Aisha and Reuben behaving so strangely?

## Nobody wants to come to the party

5

### Reading: Scene 3



X.XX



XXX

#### a) Listen to scene 3 and read along.

Wednesday. Carly is in her bedroom. Her phone pings.

**Carly:** Oh! (looks horrified, reads) 'Everyone thinks you're a loser ...' Who sent this?

**Mum:** (voice off) Carly, are you coming down for breakfast? You'll be late for school!

**Carly:** Coming Mum! (The phone pings again. She reads.) 'No one wants to come to your stupid party! Boo hoo.' Twenty likes?! Who's sending these?

**Mum:** (voice off) I'm not calling you again, Carly!

Carly goes downstairs.

Mum and Dad are having breakfast.

**Mum:** Goodness, you look dreadful, darling! Have you been texting Gaia all night again?

**Carly:** No, I have not.

**Mum:** Well, your cereal's on the ...

**Carly:** I'm not hungry.

**Dad:** You haven't been hungry for a few days, love. Is it because Reuben couldn't come to the sound check?

**Carly:** I'm just not hungry, okay?

**Dad:** Carly, I need to know how many of your friends are coming on Saturday.

**Mum:** You won't be well for the big day if you don't eat.

**Carly:** (exits stage right) Leave me alone!!

**Dad:** (calling after her) I need to know how many are coming!

Sound of the front door slamming. Mum and Dad look at each other.

**Mum:** We weren't like that at fourteen ...? (Pause) Were we?



#### b) Carly writes to an online forum to ask what she should do. Write Carly's posting. Use the phrases from the box.

6

### Reading: Scene 4



X.XX



XXX

#### a) Listen to scene 4 and read along.

Thursday. After school.

Carla and Gaia are on a bench looking at their phones.

**Carly:** These messages are horrible!

**Gaia:** Don't look at them!

**Carly:** (reads aloud) 'Carly's a loser, and anyone who goes to her party is a loser too. Who can be posting these? No one's going to come to my party, and it's the day after tomorrow!

Their phones ping. They look.

P

#### Useful phrases

##### Asking for advice

What should I do...? • What would you do if you were me? • Could you tell me what to do? • What do you think I should do? • Do you think that I should...?

**Carly:** Why are they getting so many likes? I can't sleep, and I've lost my appetite and ... Everyone's finding lame excuses why they can't come. *(Carly's phone pings)* It's Darius. Darius is cool. *(dries her eyes to read)* 'Hey Carly, it's gonna be a mega party at the Aquarius.'

**Gaia:** You see! Darius'll definitely be there.

**Carly:** *(continues reading)* ... 'Sorry, can't come 'cos my parents are taking us to see my boring relatives in Wales. Have a wicked birthday. Darius' *(coldly)* You see. Lame excuses.

**Gaia:** *(uneasily)* I guess people are afraid if they go to the party ... they'll get bullied too?

**Carly:** Is that what you think? Are you afraid you'll get bullied, Gaia? *(Pause)*

**Gaia:** Well ... see ... I mean ...

**Carly:** Huh?! You're a great friend, Gaia!

*Carly exits angrily to the right. Gaia stands alone centre stage, looks upset and sighs.*

**b)** Carly gets lots of answers in the online forum. Write to Carly recommending what she should do. Use the phrases from the box.

7

## Reading: Scene 5



Listen to scene 5 and read along.

*After school that Thursday. In Dad's car. Carly gets into Dad's car. She notices Lucy and her two friends staring at her.*

**Dad:** *(hugs Carly)* Hi sweetheart ... had a good day? Mum and I have ordered your cake for the party.

**Carly:** There isn't going to be a party, Dad! *(Dad stops the car.)*

**Dad:** What are you saying, love? All your friends ...

**Carly:** All my friends are afraid to be seen with me. Someone's sending messages on social media saying if they come, they're losers! *(she starts to cry)*

**Dad:** *(shocked)* That's bullying, that's ... cyberbullying! You poor thing ... *(goes to embrace her)*

**Carly:** Dad! *(pushes him away)* That girl over there's watching me. I think she's the bully.

**Dad:** *(starts to get out of the car, angrily)* I'll ... I'll ... talk to her.

**Carly:** Dad! You'll only make it worse! I'll look like an idiot. And I can't be sure it's her. *(Pause)*

**Dad:** Has she been invited?

**Carly:** Of course not! Lucy and her gang are all losers!

**Dad:** Sweetheart, you're kind of excluding her ...

**Carly:** *(furiously)* What ... Da-ad!

**Dad:** If I were you, I would ...

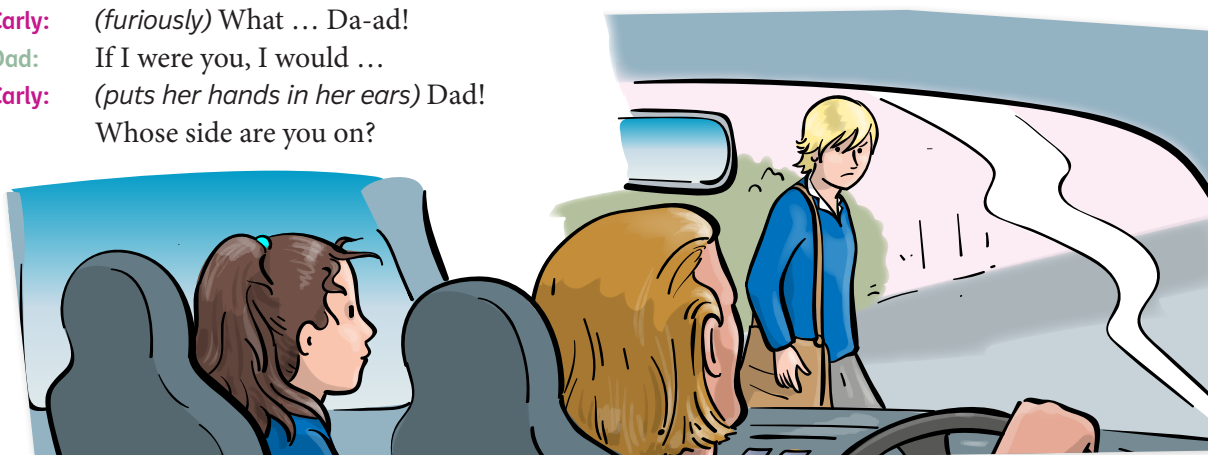
**Carly:** *(puts her hands in her ears)* Dad! Whose side are you on?



### Useful phrases

#### Giving advice

- If I were you, I would/wouldn't ... •
- If I were in your shoes, I would/wouldn't ... •
- You'd better ... • You should/shouldn't ... •
- Why don't you ...? • Have you thought about ...? • Have you tried ...-ing



## A happy ending?

8

### Reading: Scene 6



X.XX



XXX

Listen to scene 6 and read along.

Friday. In the headteacher's office.

**Dad:** We really need your advice, Mrs Singh.

**Mrs Singh:** Mr and Mrs James, I'm so sorry to hear Carly's being bullied.

**Mum:** It's been terrible! The poor thing can't sleep, and she's not eating. I think the school should take away that girl's phone and search it!

**Carly:** But we can't be sure Lucy's sending the messages, Mum.

**Mrs Singh:** Carly's right, we have to be certain it's her before we take action.

**Dad:** So what do you suggest we do, Mrs Singh?

**Mrs Singh:** It's not that easy ... Lucy's going through a hard time.

**Mum:** Well, so is my Carly!

**Mrs Singh:** Lucy's mother tells me she's not sleeping and she isn't eating. You see, her father has just left the family.

**Mum:** The poor girl, she must miss her father terribly! (to Carly) Imagine if Dad couldn't be there for you!

9

### Reading: Scene 7



X.XX



XXX

Listen to scene 7 and read along.

Friday. In the chemistry lab.

All the students leave. Gaia wants to talk to Carly, but then leaves too. Reuben notices that Carly is crying.

**Reuben:** (goes to her) Carly? What's wrong? (Pause) Is it about ... the party?

**Carly:** There isn't going to be a party! Everybody hates me, and you hate me too!

**Reuben:** I don't hate you, Carly!

**Carly:** So why won't you let the band play at my party?

**Reuben:** It's just ... I mean ...

**Carly:** You believed those horrible messages about me, Reuben.

Reuben looks embarrassed. A pause. Carly's phone pings.

**Carly:** Another one (reads) 'Hey Carly, Not even Reuben's coming to your party. Sniff.'

**Reuben:** That's so mean ... Who's sending these?

**Carly:** I've got an idea who it is ... But I need proof first.

Her phone pings again.

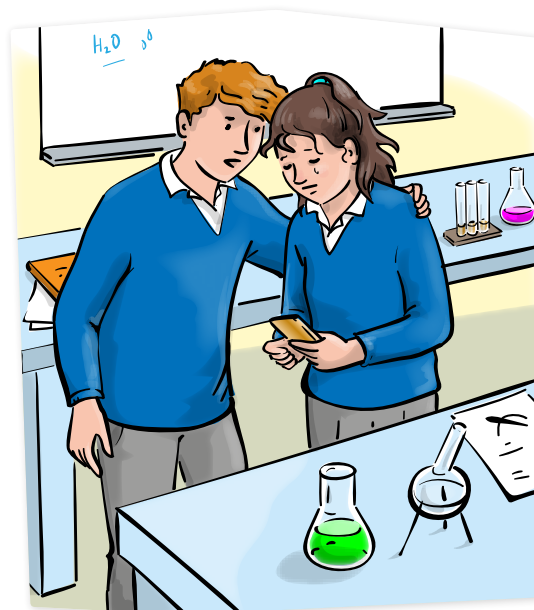
**Carly:** (reads) 'So spend your birthday all alone at your precious Dad's stupid club!' Aha! Now I know it's Lucy! Her dad's left the family so she's jealous of mine.

**Reuben:** So she sends you mean messages?

**Carly:** You believed those mean messages, Reuben.

**Reuben:** I feel so ashamed, Carly ... I was afraid ... I just didn't want to be ...

**Carly:** Excluded. No one wants to be. I know that now.



## 10

## Reading: Scene 8

a) How do you think the story ends? What would you do in Carly's shoes?

Carly calls the party off.

Carly doesn't come to her own party.

Carly invites the bully to the party.



b) Listen to scene 8 and read along.

Saturday. In the Aquarius Club. Dad, Mum, Gaia and all Carly's friends are there. The band is on the stage.

**Carly:** I'm so happy to see you all here tonight for my 14th birthday party!

Everyone cheers.

**Carly:** You all came in the end. Thanks for being so brave. We all know about the horrible messages that were posted about me. 'No one will come to your party.' – 'No one likes you.' I even started to believe it! I didn't feel safe anywhere. Not at home, not even in my own bed at night. I think no pupil at our school should go through that! So how about starting a 'No Bullying'-group at our school?

All cheer.

**Gaia:** "No Bullying at our School". If you want to join, sign your name!

**Everyone:** We hate bullies! We hate bullies! We hate ...

**Carly:** No no! This is not about hating the bully. See, I discovered who my bully was. I finally realised they were really just jealous of my happiness, of the people I have in my life. They felt hurt and excluded. So I guess they wanted to hurt and exclude me. But really, they just want to be included and liked. So I knew what I had to do. I took my Dad's advice.

**Dad:** That's a first!

All laugh.

**Carly:** I wrote to my bully. It was really, really hard. But I did it. *(reads her phone)* 'Hi, I'm guessing you're mad at me 'cos I might have things or people in my life you don't? That sucks. But bullying me isn't the answer. You tried to make me feel excluded 'cos that's what you're feeling. I know now what that feels like. So I'm including you in the invitations to my party. I really hope you'll come.'

**Everyone:** Wow! That is so cool, Carly!

**Carly:** It's sad that the person hasn't come tonight. *(Everyone looks around)* I guess that would be hard to do.

Carly's phone pings.

**Carly:** Hey everyone! Listen! I just got this message back. *(reads her phone)* 'Thanks for inviting me tonight, Carly, after those horrible messages I sent. Can't be there. But your invite means a lot. You rock. Happy birthday!'

**Everyone:** Yaay! Whoo-hoo!

**Carly:** Now I want everyone to have the best time at my par-taaay!

**Mum:** Your cake's just arrived, Carly!

**Everyone:** The cake, the cake!

Rat Attack start to play "Happy Birthday," the cake is brought in and everyone sings.



## Show what you can do

### 11 Reading: A message from Lucy

- a) A few days after the party, Carly gets a message from Lucy. Read Lucy's message.
- b) Fill in the gaps. There might be more than one correct answer.

Hey Carly,  
Thanks again so much for inviting 1 me to your birthday party. That was awesome wicked 😊 of you.

I'm so \_\_\_\_\_ 2 I didn't come but I was just too scared, to be honest. 😞 You know, after \_\_\_\_\_ 3 all these mean messages to you it just didn't feel right to come.

I was just \_\_\_\_\_ 4 that all your friends would hate me and would give me a hard time. Of course, they would have had every right to do so. My bad. 😞  
You know, that's not a lame excuse or anything ... but you were right. I did feel excluded.

You with your caring family, your loving \_\_\_\_\_ 5 and your wonderful mum. They are always there for you. They fight for you if things get unfair. I don't know if you knew ... but my dad recently left us. 😞 I can't count on him to be there for me. And my mum ... well, she's more \_\_\_\_\_ 6 in the TV than in her daughter. She spends day after day watching all kinds of crappy programmes like game shows and reality TV.

I don't know ... Maybe – maybe we could be \_\_\_\_\_ 7? What do you think? Maybe we could spend time together like real friends do? And you'll let me make up for what I've done? 😞  
You're cool, Carly. I won't be mad or anything if you say no. I'd understand.

But please promise that you'll \_\_\_\_\_ 8 about it.  
Lots of love from Lucy xxx 😘😘😘

😊 😐 😞 I can understand a personal text about a familiar topic.

### 12 Writing: An answer to Lucy

Imagine you were Carly. Prepare a short answer to Lucy. Write about the points below. Use words from the word bank.

- How you felt when you got the cyberbully messages.
- What you think about cyberbullying.
- Why you want/don't want to be Lucy's friend.

😊 😐 😞 I can write a short personal text about feelings and friendship.



#### Word bank

##### Feelings

angry • awful • confused •  
curious • disappointed • excited •  
fantastic • frightened • happy •  
helpless • hurt • lonely •  
miserable • sad • surprised •  
upset • wonderful

😊 = This is easy  
😐 = This is okay  
😞 = This is difficult

# Unit 13

## Agree to disagree

### New things

- Discussing a topic
- Giving arguments
- Taking part in online discussions
- Structuring ideas
- Talking/Writing about controversial topics

### 1 Are you kidding?

Read the statements and match them to A or B.

A

I love my school uniform!



B

I don't want to put away my smartphone in class!




I agree, but I sometimes wonder if it's healthy to use mobiles at all...

Do you? I don't. Mine just looks awful. Green and yellow are not my colours at all.

You're right. There's less bullying when nobody wears expensive designer stuff.

I disagree. You should stay focused in class.

You must be kidding. I hate it when everybody looks the same.

I understand. Neither do I. I need it for looking up words in an online dictionary.

### 2 Pronunciation: the gigantic channel



X.XX XXX

a) Listen to the examples in the pronunciation box. Study the difference. Practise saying the words out loud.



X.XX XXX

b) Listen to the sentences. Practise saying them out loud.

1. Teach the children in the kitchen.
2. We eat cheese and chips in China.
3. The giant giraffe jumped for joy.
4. I enjoy eating jam and jelly.
5. In July, I will teach German to the Chinese child.



Pronunciation



X.XX



XXX

#### g and ch

g	ch
giant	China
giraffe	chip
Germany	chat
large	church
bridge	teacher
jump	catch
joke	watch
July	kitchen

## No, I don't think so!

### 3 Advantages and disadvantages of smartphones

a) Decide which ideas below are positive (+) and negative (-) arguments and fill the table. Add your own ideas.

call for help in an emergency    cheating on a test    cyber bullying

getting distracted from what's going on in the street    listening to music

looking up information online    playing games    posting messages online    price

small and easy to carry    taking photos

Positive arguments (advantages)	Negative arguments (disadvantages)
call for help in an emergency	



b) Go back to your arguments above. Give a reason for each argument using the sentence builder below. Work together with a partner.

It's (not) good that • It's positive/negative that • It's an advantage/a disadvantage that	you can call for help in an emergency • you can cheat in a test • someone can cyberbully you...	because sometimes you don't know what to do • because it's unfair to the other students • because that can make you sad...
--	---	--

*I think it's good that you can call for help in an emergency because sometimes you don't know what to do.*

### 4 Listening: A trip without the mobile?



a) Listen to the audio and tick all the topics that Makayla and Jack talk about.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> calling for help in an emergency                      | <input type="checkbox"/> cheating on a test      | <input type="checkbox"/> cyber bullying   |
| <input type="checkbox"/> getting distracted from what's going on in the street | <input type="checkbox"/> listening to music      |   |
| <input type="checkbox"/> looking up information online                         | <input type="checkbox"/> playing games           | <input type="checkbox"/> posting messages |
| <input type="checkbox"/> price   | <input type="checkbox"/> small and easy to carry | <input type="checkbox"/> taking photos    |



**b) Listen to the audio again and do the tasks below.**

- Where are Makayla and Jack going?
- Who is annoyed by smartphones?
- What is Makayla doing when she “multitasks”?
- What does Jack want to do with his mobile on the trip?
- Jack promises to leave his smartwatch at home.
- Makayla lets Jack take his smartphone with him in the end.

to a lake

- Makayla    Jack
- doing homework/listening to music
- watching little sister/doing homework

- |                          |                          |
|--------------------------|--------------------------|
| <b>T</b>                 | <b>F</b>                 |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## 5 Speaking: Agree to disagree



**a) Get together with a partner. Decide on one topic to talk about:**

best place for the holidays

coolest free time activity

most interesting school subject

**b) First, each of you makes a list of arguments. Don't forget to include reasons with “because”.**

*My favourite school subject is PE.*

argument	reason
<i>helps you stay healthy</i>	<i>you exercise regularly</i>

**c) Talk about your topic with your partner. Start each answer with a sentence from the “useful phrases” box.**

**1** The most interesting school subject is PE. It helps you stay healthy because you exercise regularly.

**3** I see your point. I like drawing too. But PE is more fun because we play a lot of ball games.



**2** I completely disagree. The most interesting subject is art because I like drawing and painting.



### Useful phrases

#### How to agree in a discussion

Absolutely. • Definitely. • I (totally) agree. • I see your point. • I think so too. • Maybe you're right. • That's a good point. • That's true.

#### How to disagree in a discussion

I (completely) disagree. • I don't really agree with that idea. • I don't think so. • I see your point, but... • I'm not sure about that. • That's not true. • That's out of question.

## Controversial topics

6

### Reading: An online discussion

Some people love to join a discussion in an online forum or on the homepage of a newspaper.



a) Read the texts below and answer the questions.

**TEENS FORUM**

Join the discussion!

Home    ? FAQ

Search ...

Register    Login

**Opinion: Is 16 too young to drive?**

In many parts of the United States, teenagers are allowed to drive a car. The minimum age to get a driver's license is 16 years old. There are pros and cons to this topic. What do you think? Share your opinion and join the discussion!

I think it's good that teenagers can get a driver's license at 16. Many teenagers have to ask their parents to drive them to school, sporting events or social activities. This was always really stressful for me as a mom. When teens get their own driver's license, they can take care of their own rides.  
(Brittany, New Jersey)

1. Who is Brittany?  a teenager  an adult

I must say, I don't like the idea of driving with 16. I think it's really dangerous to let teens drive. As they have only been driving for a short time, they don't know what to do in dangerous situations. Most teenagers die in car crashes.  
(Hannah, Montana)

2. Hannah has a driver's license of her own.  true  false  we don't know
3. What's the number one cause of death for teenagers? \_\_\_\_\_

I think we're driving too much anyway – teens and adults alike. There are so many overweight people around because they use their cars all the time, even for very short distances. I think we should walk to school or go by bike. I don't even own a car.  
(Crystal, Idaho)

4. Crystal thinks driving a car is unhealthy.  true  false
5. She has got a car of her own.  true  false

I'm too afraid to get into a car driven by my 16-year-old son! He is glued to his smartphone all the time, even when he's driving. He checks his social media at every traffic light, and then he forgets to drive on when it's green. 16-year-olds are not responsible enough to get a driver's license.

(Jordan, Washington)



6. Why would Jordan never let her son drive her?

it's too expensive    she is scared    he drives too slowly

7. What does Jordan's son do all the time? \_\_\_\_\_

It's never too early to start. There are 30-year-olds who drive dangerously and there are 16-year-olds who are responsible drivers. Everybody is different. I think you should start getting experience as early as possible. Why not have a grown-up in the car giving tips for the first 1,000 miles?

(Justin, Florida)



8. Justin has children of his own    true    false    we don't know

9. How could adults help teen drivers at the beginning? \_\_\_\_\_



**b) What do you think? Make up a short dialogue with your partner. Choose some of the useful phrases from task 4 to say why you agree or don't agree. Then be prepared to present it to the class.**

## 7

### Writing: An online discussion

Below there are two controversial discussion topics from an online forum. Write a short reply to one of them. Use useful phrases from task 4 to say why you agree or don't agree.

#### **School uniforms are great!**

I think there should be school uniforms at every school! First, school uniforms help students to concentrate on school. Nobody cares about what you are wearing because everybody looks the same. Another point is that if everybody looks the same, nobody will have more expensive or more exclusive stuff than anyone else. This helps prevent bullying. Finally, school uniforms can save parents money. What do you think? Drop us a comment below.

#### **Let's ban mobiles from school!**

Smartphones shouldn't be allowed in school. Maybe banning smartphones from school is unpopular with teens, but it will be for their own good. First, students will pay more attention to class if they don't use their mobiles all the time. Second, if nobody can post anything negative in social media, this will definitely help prevent cyberbullying. Finally, using mobile devices all the time isn't healthy anyway. Do you think so too? I'd love to hear what you think.

## Structuring ideas



8

### Reading: The pros and cons of smartphones

a) Read Ashley's blog article about the pros and cons of smartphones.

Smartphones are very important for many people. Especially teenagers often cannot live without their mobiles. There are advantages and disadvantages. I will look at both sides. Let's start with the advantages.	
First of all, with a smartphone you can communicate easily. You can talk to anybody, no matter where you are. In case of an emergency, you can call for help with your mobile.	1. talk to other people
The second point is that there are a lot of useful apps on a smartphone. If you are on holiday and you want to find your hotel, you can use the map on your mobile. There are also apps for learning languages or games.	2.
Finally, a smartphone is much more than a phone. It's an e-book, a camera, a video player, or an MP3-player. It's so small that you can always take it with you. It helps you pass the time on the bus and lets you take photos of cool things you do with your friends.	3.
Smartphones have a lot of advantages, but there are also disadvantages.	
First, some people use their mobiles too much. When you walk through a school during the break, you can see a lot of students staring at a smartphone screen. They are not enjoying the time with their friends.	4.
Another point is that smartphones can be bad for your health. If you use your mobile too much, it can be bad for your eyes. Some people can't sleep well with the smartphone on their bedside tables.	5.
Lastly, smartphones cost a lot of money. High-end mobiles become more and more expensive every year. You also have to pay for your mobile service and for many apps. Some people spend more money than they should.	6.
To sum up, you can use a smartphone in many positive ways. However, you shouldn't use your mobile all the time and always pay attention to the people around you.	

b) What is the text about? Write a maximum of four words per paragraph in the box on the right. Use clues from the boxes below.

bad • not • smartphones • talk • use	apps • cost • for • only • smartphones • to	a • or • other • too • your	games • health • lot • much • people • phone
--------------------------------------	---	-----------------------------	--

c) Find the following expressions in the text and underline them.

Another point is that

First of all

First

Lastly

Let's start with

The second point is that

To sum up

## 9

## Putting ideas in the correct order



a) Read the text below.

	<p><u>          </u> <b>Lastly</b> <u>          </u> <b>1</b> school uniforms can cost a lot of money. Often, parents have to buy one type of shirt or sweater <u>          </u> <b>2</b> only this one type has the school's logo on it. So, they can't choose cheaper clothes instead.</p>
	<p>Firstly, most students hate school uniforms. A lot of students don't like the design or the colours. Apart from that, many don't like to wear their school uniform when they go to school or when they go home. They are afraid someone could attack them when they see which school they are attending.</p>
	<p>Finally, school uniforms can save parents a lot of money. Parents only have to buy a couple of shirts or sweaters with the school logo and some trousers in the school colours. They don't have to buy expensive designer clothes or stuff from popular brands.</p>
	<p>First of <u>          </u> <b>3</b>, school uniforms help students to concentrate on school.</p> <p>Everybody looks the same, <u>          </u> <b>4</b> students don't think about how they look. Everybody saves a lot of time because they don't have to choose any clothes to wear. This time can be used for doing homework and studying.</p>
	<p>Another point is <u>          </u> <b>5</b> nobody wears more expensive or more exclusive stuff than anyone else. The school uniform looks the same for everybody. This helps prevent bullying <u>          </u> <b>6</b> nobody makes fun of anyone else's clothes and nobody has a reason to steal someone else's clothes.</p>
<b>1</b>	<p>In some schools, students have to wear school uniforms, for example shirts or polo shirts with the logo of the school. There are advantages and disadvantages. I will look at both sides.</p> <p>Let's <u>          </u> <b>7</b> with the advantages.</p>
	<p>School uniforms have a lot of advantages, but there are also <u>          </u> <b>8</b>.</p>
	<p>The second point is that everybody should wear what they want to. Everybody has a favourite colour or clothes they love to wear. If students have to wear a school uniform, they can't pick the clothes they like.</p>

b) The paragraphs are not in the correct order. Put them in the correct order by writing a number next to each paragraph.

c) Complete the gaps with the phrases from task 8c.

## Show what you can do

### 10 Reading: The pros and cons of having a pet

Read the text below and fill in the missing words.

cons

~~disadvantages~~

first

point is

second

start

third

to sum up



Many teenagers want to have a pet, a cuddly, warm friend to come home to. However, many parents are against it. Let's look at the advantages and disadvantages **1** of pets. This text should help you take your decision.

Let's \_\_\_\_\_ **2** with the pros. \_\_\_\_\_ **3** of all, a pet will bring fun and love to your life. Pets can make you happy after a hard day at school. They can turn a bad day into a great one.

Another \_\_\_\_\_ **4** that pets can teach us a lot. Looking after a pet helps teens to grow up and learn to take care of others.

\_\_\_\_\_ **5**, you can help an animal if you adopt it from an animal shelter. If you give a good home to an animal from the shelter, it will be your friend forever.

Of course, there are also \_\_\_\_\_ **6** that you should consider.

\_\_\_\_\_ **7**, people can be allergic to pets. If you don't know what you are allergic to, bringing a cat or a dog into your life can cause problems.

\_\_\_\_\_ **8**, keeping a pet can be quite expensive. A pet needs food, a place to sleep, and toys. Don't forget the cost of the vet too.

Finally, bringing a pet home often completely turns around your daily routine. Cats, for example, are most active at night. They might wake you up in the middle of the night to play.

\_\_\_\_\_ **9**, keeping a pet can be a wonderful thing. However, you have to think of a few points before you go to the animal shelter to adopt a cute, cuddly puppy.

😊 😐 😞 I can structure ideas.

### 11 Writing: Joining an online discussion

Write a comment as a reply to the text in 10.

- Agree or disagree with some points.
- Don't forget to give reasons for your arguments.
- Structure your ideas.
- Use words and phrases to link your ideas.

😊 😐 😞 I can write a short argumentative text, e.g. a posting in an online forum.

😊 = This is easy  
 😐 = This is okay  
 😞 = This is difficult

# Unit 14

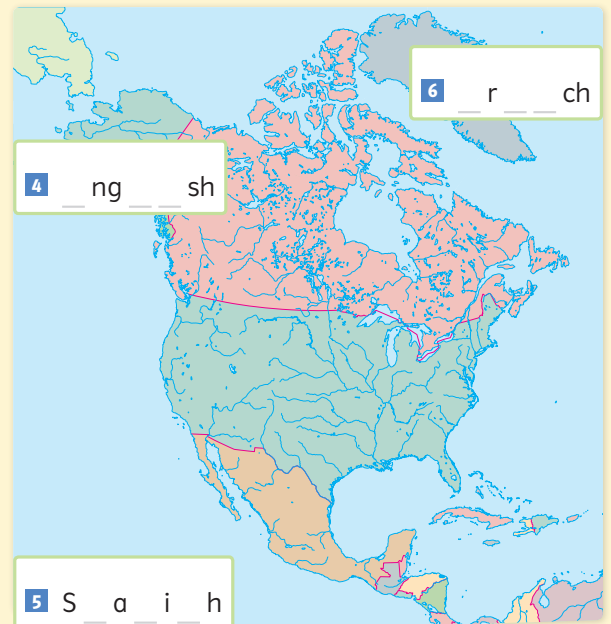
## It's all about language

### New things

- Learning another language
- English around the world
- British vs. American English
- Synonyms/antonyms
- 3: - central vowel

### 1 World languages

a) What are the most spoken languages on these continents? Use the internet for help!



b) Read the sentences and circle the correct answer.

- There are up to \_\_\_\_\_ different languages in the world. **1,000/3,000/7,000**
- The oldest written language found is \_\_\_\_\_ years old. **2,500/4,500/6,000**
- English has about \_\_\_\_\_ words. **100,000/250,000/500,000**
- Chinese doesn't have an alphabet. It is written in \_\_\_\_\_. **characters/signs/symbols**
- Cambodian has the \_\_\_\_\_ alphabet. It has 76 letters. **shortest/longest/easiest**
- In New Zealand, \_\_\_\_\_ language is an official language. **sign/music/computer**
- At least \_\_\_\_\_ languages have completely died out. **125/176/231**
- English is an official language in more than \_\_\_\_\_ countries. **40/50/60**

# Kiujn lingvojn vi parolas?\*

\* This is Esperanto and means *What languages do you speak?*



### Info

Esperanto was invented in 1887 and is a made-up language that does not belong to any country or nation.

## 2 Learning another language

a) Do you know how to say 'Hello' in different languages? Draw a line to match the word and the language. Do you know the word 'Hello' in other languages?

<b>HELLO!</b>	Ni hao!	Privet!	Namaste!	¡Hola!
Russian	English	Spanish	Mandarin Chinese	Hindi

Other languages:


b) Fill in the questionnaire and tick Y (= yes), N (= no) or M (= maybe).

	Y	N	M
1. I like learning other languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. English is difficult to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My own language is more difficult to learn than English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I speak another language apart from English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I want to study another language apart from English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. You best learn a language if you live in the country where it is spoken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. You can learn a language by yourself with a book and some recordings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. You need to have a teacher to learn a language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) Compare your answers in class. Use sentences from above.

*I like learning other languages, but I'm not sure if you need to have a teacher to learn a language. In my opinion, English is not difficult to learn.*

### 3

## Listening: First, second and other languages



a) Listen to the children talking about their language backgrounds.

1. Mira



- Her first language is Russian.
- She is from Russia.
- She's bilingual.
- She dreams in both languages.

2. Hugh



- His first language is English.
- His parents are from Scotland.
- He also speaks two foreign languages.
- He sometimes watches French films.

3. Lilian



- Her first language is Hungarian.
- She speaks Hungarian more often than English.
- She also studies Hungarian.
- She can also read in Hungarian and French.

b) Listen again and tick the correct statements. More than one can be correct.

c) Vocabulary. Unscramble the expressions from task 1a.

1. \_\_\_\_\_ **gilulniab**      able to use two languages equally well
2. \_\_\_\_\_ **tirsf egualang**      language you learn when you are a baby
3. \_\_\_\_\_ **eifognr egualang**      a language that is not spoken in your native country
4. \_\_\_\_\_ **nocesd egualang**      a language learned in addition to a person's first language



d) What about you? Use the sentence starters from the useful phrases box below and tell a partner about your language background.

I speak...



### Useful phrases

My first language is ...  
 My second language is ... I also speak ...  
 ... is a language I only speak at home/at school/when I talk to ...  
 I learn/study ... at school  
 I know a little ... because... I can say ... in ...  
 I also watch films/listen to music in ...  
 I always dream in ...  
 I wish I could speak ... because...  
 I would really like to learn ... some day

## English around the world

4

### Reading: English as a world language

- a) Look at the world map. Guess some of the countries in which English is spoken.
- b) Read the text about the influence of English and fill in the missing sentences.

## English as a world language



English is spoken by about 375 million people around the world and there are more than 60 countries in which English is either the official or the primary language. It is the third most common language in the world behind Mandarin Chinese and Spanish.

\_\_\_\_\_ 1. Modern English developed from the language of the Anglo-Saxons, which was brought to Britain in the 5<sup>th</sup> century.

European countries in which English is still the official language include the United Kingdom, Ireland and Malta.

The largest English speaking countries are located in North America – the United States and Canada. \_\_\_\_\_ 2, English is also spoken in Australia, New Zealand, South Africa, India, and various Caribbean countries, such as the Bahamas, Jamaica and Belize.

The English language was brought to all corners of the globe by \_\_\_\_\_ 3.

But there are also other reasons why English

has become a major world language. One of them is that English has become the language of business; 67% of all business calls and meetings are carried out in English

\_\_\_\_\_ 4. Another important reason is that American films, music and other cultural influences have quickly spread over the whole world.

Although English is spoken in so many countries, there are some variations in the ways people speak and write. \_\_\_\_\_ 5.

Another difference is the spelling of words, like *colour* or *color*. A third difference is that some words are not the same at all. What Americans call a *restroom*, Canadians call a *washroom*, and in Britain it is called a *loo*, but these words all have the same meaning: the room where the toilet is.

So which English is the best English to learn? Well, there is no 'best English'. They are all equally good and correct.

A. The first difference is the accent. Each region has its own.

B. and 54% of all webpages are in English, too.

C. In addition to North American countries

D. The English language has its roots in northern Europe






E. the British Empire of the 19th and 20th century

## 5

### Listening: English accents around the world



Listen to the different native speakers of English. Match them to the countries you think they are from.

1. Speaker 1	1	USA	
2. Speaker 2	□	Ireland	
3. Speaker 3	□	India	
4. Speaker 4	□	Australia	
5. Speaker 5	□	Nigeria	

## 6

### Language in use: the passive for informative texts

Transform the sentences below into the passive. Look at the text in exercise 4 for help.

- 375 million people around the world speak English.

*English is spoken by 375 million people around the world.*

- The Anglo Saxons brought their language to Britain in the 5<sup>th</sup> century.

---

- People in Australia, New Zealand, South Africa and also speak English.

---

- The British Empire brought the English language to all corners of the globe.

---

- People carry out 67% of all business calls and meetings in English.

---

- The British call the room where the toilet is a loo.

---



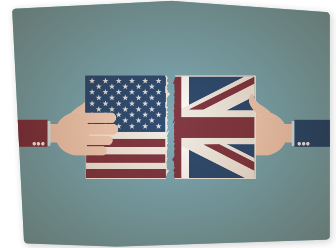
#### Info

The **passive** is often used in informative or factual texts. It stresses the information and not who said what.

## Tomato, tomato?

7

### Video: British vs. American English



- a) Predicting: Read the statements below and say if you agree (A) or disagree (D).

Most people around the world prefer American English.

British English is easier to understand than American English.

People from the UK and the USA have a hard time understanding each other.

- b) Watch the video and then tick the correct box.

- The video says that British and American English are two completely different languages.
- The video shows different opinions about British and American English.
- The video suggests that American English is easier to learn than British English.

- c) Read the article about the differences between British and American English, and use the information to complete the table below.

There is an old saying that Britain and America are two nations divided by a common language. But are their languages really so different? The biggest difference between British and American English is the vocabulary; there are hundreds of everyday words that are different, e.g. Brits go *on holiday*, while Americans go *on vacation*. Londoners live in *flats*, and New Yorkers in *apartments*. Despite these differences in vocabulary, people from the two countries usually understand each other quite well.

Speakers of British English use different past and past participle verb forms than Americans. The irregular forms *burnt*, *dreamt*, and *spoilt* are possible in American English, but not very common. More often they are spelled *burned*, *dreamed* and *spoiled*.

And lastly, there are also a lot of different spelling rules between British and American English, as for example the endings - *our Brit.* / - *or US* and - *re Brit.* / - *er US*. And some words are altogether shorter in American English, such as *dialogue Brit.* versus *dialog US*.

burned

color

colour

dialogue

dreamed



dreamt

pupil

student

theater

theatre

British English 	American English 
	<i>dreamed</i>

## 8

### Language in use: Synonyms and antonyms



Look at the synonyms and antonyms of some words from the text in 7c. Together with a partner try to complete the tables with the words from the green box.



#### Skills

#### Vocabulary Skills: Synonyms & Antonyms

Synonyms are words with a similar meaning.  
Antonyms are words with an opposite meaning.

Synonyms	
difference	contrast
possible	likely
common	
	little
a lot	

Antonyms	
regular	irregular
different	similar
well	
	short
divided	

badly • long • small • united • usual • various

## 9

### Pronunciation: Long central vowel [ɜ:]



a) Read the description in the pronunciation box and listen to the examples.

- girl
- world
- early
- hurt



#### Pronunciation



XXX

#### long central vowel [ɜ:]

The long central vowel [ɜ:] is made in the middle of the mouth. It is a sound we don't have in German. Try to smile when you say it, this makes it easier.



b) Listen to these pairs of words and circle the one that contains the long central vowel.

1. heard | heart
2. beard | bird
3. hurt | hat
4. wild | world
5. alley | early
6. turn | tear



c) Now you try. Read the words in the green box out loud. Work with a partner.

world • bird • girl • work • hurt • early • shirt • learn • sir

## Show what you can do

### 10 Reading: How to learn a new language

Read the text about learning a new language and fill in the gaps with words from the green box. There are two words too many.

bilingual • fact • foreign • interested • internet • language • learn • necessary • practise • remember • tips

#### Are you interested in learning another language?

Not everyone is bilingual **1** and grows up speaking two languages fluently. And not all of us have the chance to learn another language when we are still very young. Children can learn

a \_\_\_\_\_ **2** language easily, by speaking and playing. But for the rest of us, learning

another language can be challenging at times. Here are some \_\_\_\_\_ **3** to make studying a language a little easier:

**Use your interests.** That means use topics you are \_\_\_\_\_ **4** in for your language learning. If you like a topic you are reading about or listening to, then your brain will

\_\_\_\_\_ **5** more easily what it has seen or heard.

**Use different ways to learn.** Listen to music or the news, watch films or trailers and read stories, blogs or online magazines. It is the context that brings language to life.

The \_\_\_\_\_ **6** certainly helps you to find those things.

**Talk, talk, talk.** Another well known \_\_\_\_\_ **7** about language learning is that

you have to \_\_\_\_\_ **8** speaking as much as you can. You don't have to live in another country to do that, but practising with native speakers is certainly a good idea.

**Repetition:** And of course, repeating words, phrases and structures is \_\_\_\_\_ **9** in order to remember. Try to study in small doses, maybe a little each day, instead of studying many hours at one time.

☺ ☹ ☹ I can understand a text about language learning.

### 11 Speaking: English around the world



You have two minutes to take notes about everything you remember about English as a world language. Then present your knowledge to a partner.

☺ ☹ ☹ I can talk about facts about a certain topic.



☺ = This is easy  
 ☹ = This is okay  
 ☹ = This is difficult

# Unit 15

## Being different

### New things

- Describing people
- People with different abilities
- *The Curious Incident of the Dog in the Night-Time*
- The Paralympic Games

### 1 Different childhoods

a) Study the pictures below.



b) What do you think makes each child special and outstanding?  
Make sentences. Use the word bank and the useful phrases box.



#### Word bank

Describing people  
active • charming • clever • confident •  
creative • cute • easy-going • energetic •  
friendly • happy • lazy • likable •  
lively • nice • open-minded • optimistic •  
outgoing • shy



#### Useful phrases

Pointing out contrasts  
The boy is happy **but** the girl is sad.  
The boy is happy **whereas** the girl is sad.  
The boy is happy, **unlike** the girl.

# Being different!?



2

## Listening: Ally's podcast



- a) Listen to Ally's newest podcast episode.
- b) Who is who? Match the names and the statements. You may use one name more than once.

Ally    Mason    the lady in the ticket office    some people

1. Ally isn't very good at maths.
2. \_\_\_\_\_ was very ill as a child.
3. \_\_\_\_\_ needs a little bit of help to get around in school.
4. \_\_\_\_\_ think that Mason is different from anybody else because of his wheelchair.
5. \_\_\_\_\_ didn't like the way Mason was treated in the cinema.
6. \_\_\_\_\_ behaved as if Mason didn't understand anything.
7. \_\_\_\_\_ never wants to go to this cinema again.
8. \_\_\_\_\_ will be back next week.

c) What do you think? Leave a comment at Ally's podcast. Use the phrases and structures below.

I think that ... I believe that ... I feel that ... In my view ... In my opinion ... In my eyes ...	everybody is different because	everybody has different likes and dislikes • we all have talents, things we are very good at • some people are good at maths, others are great singers • of the colour of our hair, our gender or our interests • we all eat different types of food every day
	people with different abilities	can do lots of things • are no different from any of us • are sometimes treated differently • can have the same jobs or hobbies as anybody else • sometimes need help in daily life • have the same basic rights as everybody else • need friends who understand and support them

Dear Ally,  
 I really liked your podcast. I think that people with different abilities should...

### 3

## Reading: Teens with different abilities

a) Read the article below.

Do you know someone who uses a wheelchair, wears glasses or has difficulty hearing? Often, it is said that such people have a “disability”. Other people say it’s better to say that these people have “different abilities”. People with different abilities can do most things that anyone else can do. They are not stupid or unable to do all the things you can do. They may just do them a little differently or need a little extra help. For example, people in wheelchairs may not be able to walk, but they can certainly move around. Every person is different, but everyone wants to have friends and take part in school and social activities. You can help your friends with special needs by asking them about how you can best help them. But also understand if your

friends with different abilities don’t want your help in a certain situation. So don’t help them if they want to try doing things on their own. Many countries have special laws to protect people with special needs. These laws make sure they can lead a life like everybody else and that they are not discriminated against. Discrimination means being treated unfairly. The rights of people with special needs include:

- to have the same basic rights as everybody else
- to have the chance to learn, study and get a job
- to decide for themselves how they want to live their lives
- to get the support they need

b) Read the statements and decide whether they are T (= true) or F (= false).

- |   | T                                   | F                        |
|---|-------------------------------------|--------------------------|
| 1. People who have difficulty seeing have a “disability”.                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. People with different abilities sometimes do things differently.                     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. We should always help people with special needs.                                     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. There are laws to make sure that people with special needs are not treated unfairly. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. People with special needs can’t get a job.   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. People with different abilities must ask their parents for every decision.           | <input type="checkbox"/>            | <input type="checkbox"/> |

c) Study the situations below. Why are the people with different abilities discriminated against? What could they do?

<p>1. Jacob has difficulty seeing. His parents think they have to take all decisions for him. They worry that Jacob might get hurt or that someone may treat him unfairly.</p>	<p>2. Mia is in a wheelchair. Her brother thinks that Mia can’t do anything for herself. So he helps her wherever he can, but this is really annoying for Mia.</p>
<p>3. Amelia has difficulty hearing. Her teacher never asks her any questions and always tells her to draw while everyone else is solving maths problems.</p>	<p>4. Logan’s right leg is shorter than his left one. So he has difficulty walking. A group of boys of Logan’s school always teases and bullies Logan and makes fun of the way he walks.</p>

**Jacob is discriminated against as he is not allowed to decide for himself how he wants to live his life. He should talk to his parents and tell them that he wants to decide things for himself.**

## The Curious Incident of the Dog in the Night-Time

4

### Reading: a book excerpt

a) Read the following excerpt from the novel *The Curious Incident of the Dog in the Night-Time*.

My name is Christopher John Francis Boone. I know all the countries of the world and their capital cities and every prime number up to 7,057.

Eight years ago, when I first met Siobhan, she showed me this picture



and I knew that it meant 'sad,' which is what I felt when I found the dead dog. Then she showed me this picture



and I knew that it meant 'happy,' like when I'm reading about the Apollo space missions, or when I am still awake at 3 am or 4 am in the morning and I can walk up and down the street and pretend that I am the only person in the whole world.

(chapter 3)

b) Fill in the missing information below. Then compare yourself with Christopher.

What Christopher knows	Do you know that too?	What makes Christopher happy?	What makes you happy?
<i>all the countries of the world and...</i>			

5

### Speaking: Being different

Discuss the book excerpt and what you found out with a neighbour. Talk about the following points:

- Is Christopher different from you? If he is, describe the difference.
- Do you know anybody like Christopher? What do you like about him or her?

*Christopher is different from me because he knows all the countries of the world and their capital cities, and I only know all the countries of Europe.*

6

**Listening: Asperger syndrome**

The novel *The Curious Incident of the Dog in the Night-Time* is a detective novel. Christopher tries to find out who murdered the dog of one of his neighbours. But it's not only a detective novel. There's also something special about Christopher. For some people, Christopher is different because he has "Asperger syndrome".



**a) Listen to the interview with Dr Rhonda Walter and answer the questions below.**

- |   |  |
|---|--|
| <p>1. What difficulties does someone with Asperger syndrome often have?</p>               | <p><input checked="" type="checkbox"/> communication difficulties</p> <p><input type="checkbox"/> learning difficulties</p>              |
| <p>2. What is difficult to understand for kids with Asperger syndrome?</p>                | <p><input type="checkbox"/> the meaning of some words</p> <p><input type="checkbox"/> the way something is said</p>                      |
| <p>3. What's the name for things like being happy, being unhappy or being angry?</p>      | <p>_____</p>   |
| <p>4. Why can kids with Asperger syndrome have problems finding friends?</p>              | <p><input type="checkbox"/> They don't want to have any friends.</p> <p><input type="checkbox"/> They don't know how to be a friend.</p> |
| <p>5. Someone with Asperger syndrome ...</p>  | <p><input type="checkbox"/> is often really into one specific hobby.</p> <p><input type="checkbox"/> often has no hobbies at all.</p>    |
| <p>6. What situation in school might be a problem for someone with Asperger syndrome?</p> | <p>_____</p>   |
| <p>7. What should you know when you deal with someone who has Asperger syndrome?</p>      | <p><input type="checkbox"/> Unfamiliar things can be upsetting.</p> <p><input type="checkbox"/> They bully others.</p>                   |

**b) You decide to write a leaflet to tell your schoolmates more about Asperger syndrome. Complete the leaflet below.**

**All about Asperger syndrome**

What is it? \_\_\_\_\_

What do kids with Asperger syndrome like and dislike? \_\_\_\_\_

\_\_\_\_\_

How can you help kids with Asperger syndrome to fit in?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## The Paralympic Games

7

### Reading: The Paralympics

a) Before you read, make sure you understand what the words below mean:

- |                    |                                     |   |
|--------------------|-------------------------------------|---|
| 1. to take place   | <input type="checkbox"/>            | to make a series of short sounds                    |
| 2. athlete         | <input type="checkbox"/>            | to try to do something better than someone else     |
| 3. to compete      | <input type="checkbox"/>            | system of writing for people with difficulty seeing |
| 4. Braille writing | <input type="checkbox"/>            | having a healthy body                               |
| 5. to rattle       | <input checked="" type="checkbox"/> | to happen, to go on                                 |
| 6. veteran         | <input type="checkbox"/>            | someone doing sports                                |
| 7. able-bodied     | <input checked="" type="checkbox"/> | someone who has fought in a war                     |

b) Read the article about the Paralympic Games.

c) While you read, highlight or underline the information in the given colours.

- yellow: **What** happens at the Paralympic Games?
- green: **When** do the Paralympic Games take place?
- blue: **Where** do they take place?
- pink: **Who** takes part in the Paralympic Games?



Both the Summer Olympics and the Winter Olympics are held every four years, but not in the same years together. Every second year either the Summer or the Winter Olympics take place. The Olympic Games are a major international sports event with athletes from around the world. After every Olympic Games, the Paralympic Games take place in the same city as the Olympics. The Paralympics are an international sports event for athletes with physical disabilities. More than 170 nations have athletes competing in the Paralympic Games.

There are 24 sports in the Paralympics, including many of the standard Olympic ones like cycling, swimming, and judo. But there are also many sports that you can only find in the Paralympics, such as wheelchair basketball, wheelchair tennis and sitting volleyball.

Paralympic medals are usually created with the special needs of some of the athletes in mind. Each one has Braille writing on it for athletes with difficulty seeing. And in each one there are little steel balls that rattle. The noise is different, depending on whether the medal is gold, silver or bronze.

The Paralympics were first organised in 1948. Then, it was just a small event for British World War II veterans. Today, it is one of the largest international sport events. Paralympians, the athletes who compete at the Paralympics, work for equal treatment with able-bodied Olympic athletes.

## 8

## Writing: A Summary

A summary is a short version of a text. It helps people to understand the main idea and the most important information of a text.

**a) Make it short:** Look at the summary on the Paralympics below. Tick the sentences you would include in your summary. Try not to use more than five sentences.



**b) Compare with your neighbour:** Did you tick the same sentences?

1.  The Paralympic Games are an important sports event that are held every second year.
2.  There are Olympic Games in summer and in winter.
3.  The Paralympics are organised in the same city as the Olympic Games.
4.  Athletes with physical disabilities from more than 170 countries take part in the Paralympics.
5.  Not all sports of the Olympic Games are included in the Paralympics.
6.  Some sports can only be seen in the Paralympics, for example wheelchair tennis.
7.  The organisers design special medals for athletes with different abilities.
8.  The medals make a rattling noise that is different for gold, silver and bronze.
9.  The Paralympics started in Britain just after World War II.
10.  Paralympians want to be treated the same as athletes without disabilities.

**c) Use your own words:** Compare the sentences above with the article on page 124 and underline all words and phrases that are different.

**d) Write down the summary in your notebook. Use sentences from above.**



## Info

How to write a summary:

- Make it short.
- Talk about the main idea.
- Only give important information.
- Use your own words.

## 9

## Speaking: Take turns

**a) Write down a couple of quiz questions on the Paralympic Games with information you found in the article on page 124.**



**b) Work together in pairs. Take turns and ask each other one question at a time.**

**c) Each correct answer is worth one point. Who has the most points in the end?**



## Show what you can do

### 10 Reading: *The Curious Incident of the Dog in the Night-Time*

a) Read the book excerpt about how Christopher is taken to the police station.

When I got to the police station they made me (...) empty my pockets at the front desk in case I had anything in them that I could use to (...) attack a policeman with. The sergeant behind the desk had very hairy hands and he had bitten his nails so much that they had bled.

This is what I had in my pockets:

A Swiss Army Knife with 13 attachments including a (...) a toothpick and tweezers.

A piece of string.

A piece of a wooden puzzle (...).

3 pellets of rat food for Toby, my rat.

£1.47 (this was made up of a £1 coin, a 20p coin, two 10p coins, a 5p coin and a 2p coin)

A red paperclip

A key for the front door.

I was also wearing my watch and they wanted me to leave this at the desk as well but I said that I needed to keep my watch on because I needed to know exactly what time it was. And when they tried to take it off me I screamed, so they let me keep it on.

They asked me if I had any family. I said I did. They asked me who my family was. I said it was Father, but Mother was dead. And I said it was also Uncle Terry but he was in Sunderland and he was Father's brother, and it was my grandparents, too, but three of them were dead and Grandma Burton was in a home (...).

It was nice in the police cell. It was almost a perfect cube, 2 metres long by 2 metres wide by 2 metres high. (...) I wondered how I would escape if I was in a story. It would be difficult because the only things I had were my clothes (...). I decided that my best plan would be to wait for a really sunny day and then use my glasses to focus the sunlight on a piece of my clothing and start a fire. I would then make my escape when they saw the smoke and took me out of the cell.

(chapter 23)

b) Do the tasks below.

1. Christopher had to take everything out of his pockets.

true  false

2. What kind of pet does Christopher have?

\_\_\_\_\_

3. Why did Christopher not have to take off his watch?

\_\_\_\_\_

4. Christopher doesn't have any grandparents anymore.

true  false

5. Christopher has no idea how he could escape from prison.

true  false

   I can understand a short extract from a young adult novel.

# Unit 16

## Fact detectives

### New things

- How to improve your listening skills
- Transportation in London
- The BBC
- London architecture
- The Commonwealth

## Train your ear

### 1 How to improve your listening skills

Understanding a foreign language can sometimes be hard. Here are some tips and tricks to make listening easier for you.



**a)** There are many kinds of listenings. Tick the two you like best.

- |                                   |   |                                      |
|-----------------------------------|---|--------------------------------------|
| <input type="checkbox"/> films    | <input type="checkbox"/> YouTube videos | <input type="checkbox"/> TV shows    |
| <input type="checkbox"/> podcasts | <input type="checkbox"/> TV series      | <input type="checkbox"/> audio books |

**b)** Read the tips below and rank them. Which one is your 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choice?

- \_\_\_\_\_ Listen to the same material two, three or four times. The more often you listen to the track, the more words you will understand.
- \_\_\_\_\_ If you listen to something on the internet, try to take breaks. You can pause and take the time you need to understand the words.
- \_\_\_\_\_ Try to listen to English every day and do it for a long period of time. It doesn't matter if it is a movie, TV show, podcast or a conversation you're listening to.

**c)** Think about the statements below and say which ones are likely to help you.

1. Don't be angry or sad if you find a listening track too difficult to understand.
2. If people speak very quickly, keep listening.
3. If there is information you have not heard before, just turn it off.
4. Be patient and keep listening. It may take time to understand it.
5. Take breaks and look up words and phrases that you don't know.
6. You will start to understand more if you listen to a track two or three times.
7. You can also choose a different podcast. There's a great choice online.

**d)** Share your opinion with the class.



### Tip

Turn "boring time" into listening time. Instead of listening to English in your free time, you can do it when ...

- on a bus or train
- doing house work
- waiting for someone
- working out and doing sports

# Transportation in London

## (unit 1 and unit 5)



### 1 Starter questions

a) Getting started: Read the questions below and tick your answer.

- |   |                                       |   |
|---|---------------------------------------|---|
| 1. Have you ever been to a big city like Paris or NYC?        | <input type="checkbox"/> Yes, I have. | <input type="checkbox"/> No, I haven't. |
| 2. Have you ever been on a tube/subway/underground?           | <input type="checkbox"/> Yes, I have. | <input type="checkbox"/> No, I haven't. |
| 3. Have you ever travelled on your own, e.g. to another city? | <input type="checkbox"/> Yes, I have. | <input type="checkbox"/> No, I haven't. |
| 4. Have you ever had a problem with public transport?         | <input type="checkbox"/> Yes, I have. | <input type="checkbox"/> No, I haven't. |
| 5. Have you ever been to the city of London?                  | <input type="checkbox"/> Yes, I have. | <input type="checkbox"/> No, I haven't. |



b) Find a partner and share your answers with him or her.

### 2 Underground in London

a) Read the informative texts below.

b) Which line is it? Go online and try to find out more so you can match the texts to the lines.

- This line opened in 1884 and in the early days this line's trains were powered by steam. A round trip on this line lasts an average of one hour. Victoria is the busiest tube station on this line.
- It was London's first underground line in London, and the busiest station on this line is King's Cross. This line holds the record for the longest distance between two stations; the distance from Chesham to Chalfont and Latimer is 6.26 km (3.8 miles).
- When it opened in 1906, the line was called the Great Northern, Piccadilly and Brompton Railway. This line holds the record for the shortest distance between two stations; the distance between Leicester Square and Covent Garden is only 0.26 km (0.16 miles).
- This line opened in 1969, and it's 21.2 km (13.25 miles) long. The station Victoria is the busiest one on this line, especially in the morning. At least 34,000 people enter this station located on this line. During peak periods trains run every two minutes.



#### Info

##### What is an underground?

A railway system in which electric trains travel through tunnels under the ground, for example in Vienna or in London.

**Piccadilly line**  
Colour:

\_\_\_\_\_

**Circle line**  
Colour:

\_\_\_\_\_

**Victoria line**  
Colour:

\_\_\_\_\_

**Metropolitan l.**  
Colour:

\_\_\_\_\_



c) Were you right? Listen to the audio and check your answers.

X.XX

XXX

d) Listen again and write down the colours of each of the lines.

### 3

## Be a fact detective: Means of transportation in London

a) Look at the means of transportation below and read the texts. Then match them to the picture.

1. I am a healthy and environmentally friendly way to travel. You must check me regularly to make sure I am safe to use. It is a good idea to take a bottle of water with you when using me. When it is dark you must make sure my lights are working. One should always wear a helmet when using me.
2. I'm actually pretty fast, and on average I travel at 20 mph, but can reach up to 40 mph. I have lots of doors that open by using air pressure. I stop at stations to pick up passengers. Half of where I travel is underground, and many people use me to get to work.
3. You must buy a ticket to travel on me. I have seats on me and safety signs to warn you of dangers. I can be reached by a bridge that moves up and down. I float and have railings all around me. You can also find life-rings on me. I float on a river called the River Thames.
4. I can carry up to 88 passengers, and I'm one of the oldest forms of transport in London. You can sit anywhere you like, but you can't put your feet on the seat. I can also carry disabled passengers. You press the bell when you want to stop! By the way, I'm red.










b) Use the words below and write them in the boxes above. Two words aren't needed!

bike/bicycle • underground • train • riverboat • bus • tram



c) What kind of public transport do you like? Find a partner and talk about it. Use the words and phrases below.

😊 I love... I like... 😞 I don't like... I hate...	going by...	bike/bicycle... tram... underground... bus... boat... train... ...	because...	😊 it's... fast./environmentally friendly./ nice to watch other people./... you can... read a book./do your homework./... 😞 it's...stressful./crowded./slow./ stinky./...
--	-------------	--	------------	---

d) Write three to five sentences in your exercise book about "Public transport".

## The BBC (unit 4)



1

### What's the BBC?

a) Take a guess: What do the letters "BBC" mean? Tick your answer.

- British Bakery Centre   
  British Broadcasting Corporation   
  British Beef Company  
 Bavarian Beer Centre   
  British Bilingual Company   
  Bilingual Broadcasting Corporation



b) Listen to part one of the radio interview and check your answer. . . .Were you right?

c) Read part two of the radio interview.

**Interviewer:** So, the BBC stands for "British Broadcasting Corporation". What else can you tell us about the BBC?

**Mrs Sanderson:** Well, first it was called the "British Broadcasting Company". Now it's called "Corporation".

**Interviewer:** What's its main job?

**Mrs Sanderson:** The BBC broadcasts in the United Kingdom and other countries on TV, radio and the internet. The BBC also sells its programmes to other broadcasting companies around world.

**Interviewer:** When did it all start?

**Mrs Sanderson:** It was formed on October 18, 1922 by a group of leading wireless manufacturers. Every day broadcasting by the BBC began in Marconi's London studio, called the "2LO", on November 14, 1922. John Reith, a 33-year-old Scottish engineer, was then made General Manager of the BBC at the end of 1922.

**Interviewer:** I see. So, the BBC is about 100 years old?

**Mrs Sanderson:** Exactly, that's quite some time.

**Interviewer:** Can you tell us anything else extraordinary about the BBC?

**Mrs Sanderson:** In the 1930s, King George V was the first British king to broadcast on radio and the King's voice was heard for the first time by millions at the same time.

**Interviewer:** Interesting. Okay, let's have a short break and we'll be back in a few minutes...

d) Read the text again and complete the sentences below.

1. The BBC's main job is to ...

*broadcast programmes on radio, television and on the internet.*

---

2. The BBC does not only broadcast in the United Kingdom, but also...

---

3. By the end of 1922, John Reith was...

---

4. King George V. was the first king who...

---

## 2

### Vocabulary work: It's all about broadcasting

a) Read the words from the green box.

Broadcasting House • channel • local radio • network • station

b) Use the words from above and write them next to their English definition.

1. Broadcasting House the headquarters of the BBC in London. People sometimes talk about Broadcasting House to speak of the BBC as an organization
2. \_\_\_\_\_ a television station and the programmes that it broadcasts, for example ORF 1 in Austria
3. \_\_\_\_\_ radio stations that broadcast programmes to particular areas and regions, not to the whole of a country
4. \_\_\_\_\_ a group of companies that broadcast the same television or radio programmes over a large area, or a company that produces or sells the rights to such broadcasts
5. \_\_\_\_\_ the building where a radio or television company broadcasts from OR a company that broadcasts television or radio programmes

c) Here are more words that have to do with broadcasting: Match the words from the left with the definitions on the right.

- |               |                                     |  |
|---------------|-------------------------------------|--|
| 1. to buffer  | <input type="checkbox"/>            | words written on a video screen to show what the speaker is saying (maybe in the same or different language as the sound). |
| 2. subtitles  | <input type="checkbox"/>            | broadcasting now   |
| 3. transcript | <input checked="" type="checkbox"/> | download audio/video in preparation for play   |
| 4. on-air     | <input type="checkbox"/>            | written version of what you hear on audio/video  |



#### Info

What does "to broadcast" mean?

It means to send out sound or pictures that are carried over distances using radio waves.

## 3

### Facts, facts, facts: What do you remember?

What have you heard/read on these two pages? Tick the statements that are true.

1. The letters "BBC" mean "British Broadcasting Corporation."
2. The BBC was started in the 1930s.
3. The BBC'S first manager was John Reith, an engineer from Scotland.
4. The BBC was started in the city of Liverpool, United Kingdom.
5. The BBC'S headquarters are called "Broadcasting House".

# Architecture in London (unit 5)

## 1 London's architectural sights

a) Look at the pictures below and tick the buildings that are located in the city of London.



**i** Info

What is "architecture"?  
It can be the style in which buildings are made, but also the practice of designing buildings.



b) Were you right? Listen to the audio and check your answers.

c) Listen again and complete the text below with the letters and the buildings' names that are in London.

The building in picture **A** **1** is located in London. It's the famous \_\_\_\_\_ **2**.

In picture \_\_\_\_\_ **3** you can find a landmark that looks like a big wheel. It's called the

\_\_\_\_\_ **4**. Picture \_\_\_\_\_ **5** shows \_\_\_\_\_ **6**. In this picture,

letter \_\_\_\_\_ **7** you can find the landmark that is called \_\_\_\_\_ **8**. Then there's

picture \_\_\_\_\_ **9**, and the building here is called \_\_\_\_\_ **10**. Picture \_\_\_\_\_ **11**

shows a famous museum in London. It's called the \_\_\_\_\_ **12**.

d) Which one of these buildings do you like best? Tell the class and say why.

## 2

### Reading: Old vs. new – the Tower and City Hall

a) Read the texts below.

#### The Tower of London

First of all, its full name is “Her Majesty’s Royal Palace and Fortress”. In terms of architecture, the Tower is a collection of several different buildings; it wasn’t built all at once. It was first built by William the Conqueror in 1078.

Over the years, the Tower of London has been used for many things. For hundreds of years it was used as a prison where people were locked up, tortured and killed. One famous prisoner was Guy Fawkes. These days it’s most importantly the place where the Crown Jewels are kept.

#### City Hall

This building is the home of the Mayor of London. The building was designed by Norman Foster, who also designed the Millennium Bridge, The Gherkin and Wembley Stadion.

City Hall cost around £65 million, and it was finally opened in July 2002. What’s great about it is that everybody can go up to 9<sup>th</sup> floor and enjoy the amazing view over London from the balcony. Another interesting architectural feature fact is that the staircase inside City Hall is about 500 metres long.

b) Read the text again and highlight the words that you don’t know. Look them up in a dictionary, online or at the back of your CB.

c) Read the text one more time and write down two facts from each text that you would like to remember.

Facts about...	
The Tower of London	City Hall
_____	_____
_____	_____
_____	_____
_____	_____

## 3

### Research and speaking: Interesting buildings in London

You’ve already heard/read a little bit about architecture and several buildings in London.

Do further research and prepare a 3-minute presentation about “London and its buildings”. In your presentation you can talk about ...

1. a building in London that you like best OR
2. buildings that you have already visited OR
3. a building that you’ve heard of OR
4. building that you’d like to see when you go to London.



#### Useful phrases

Sentences starters – presentation:

- Today I’d like to talk about ...
- First, .../Second, .../Third, ...
- The building I like best is ...
- It’s my favourite landmark because ...
- It’s also important to say that ...
- Another important fact is ...
- Last but not least, ...

## The Commonwealth of Nations (unit 11)

### 1 Reading: The Empire and the Commonwealth

a) Read the text below.

#### 1. A general introduction

If we talk about an 'empire', we mean a group of countries/regions/areas that are ruled by a single monarch. So, what was the British Empire? Britain was the 'mother country', and then there were the colonies overseas, countries that were ruled to some degree by and from Britain.

2.

Between 1497 and 1763, English seamen discovered new lands, set up colonies and traded all over the world. By 1783, Britain had a large empire with colonies in America, for example, Canada, and the West Indies. This was called the 'first British Empire' came to an end after the American Revolution in the 18<sup>th</sup> century.

3.

However, in the 19th century, the British built a second worldwide empire, based on British sea-power, made up of India and massive conquests in Africa. In the century from 1815 to 1914, 10 million square miles of territory and 400 million people were added to the British Empire. By the British Empire Exhibition of 1924 Britain was the 'Mother Country' of a worldwide empire which covered a 5<sup>th</sup> of the land in the world.

4.

However, after World War One it became difficult for Britain to hold on to her Empire. It was clear that Britain could no longer afford an empire and had no right to rule people who did not want to be ruled by Britain. Moreover, Britain realised that the Royal Navy was not strong enough to protect the whole Empire all over the world.

5.

The British Empire was basically gone and replaced by a voluntary organisation of former colonies called the "Commonwealth of Nations". In 1926, the British government agreed that Canada, Australia, New Zealand and South Africa were completely independent countries. In 1947, India and Pakistan were given independence. Most of Britain's African and Caribbean colonies had their independence in the 1960s. In 1997, Britain gave Hong Kong back to China.

b) Read the text again and choose the correct headline for each paragraph in the text.

The Second British Empire • How the "First British Empire" became so huge • The things that happened after World War I • The Commonwealth of Nations • ~~A general introduction~~

c) Tick the statement that is true for Canada according to the text above.

- a) Canada is still a part of the United Kingdom and part of the British Empire.
- b) Canada is an independent country, but part of the Commonwealth of Nations.



# Grammar

## Unit 1

G1

### Past simple and past progressive

→ p. 11

What were you doing when it happened?

#### Past tense progressive

I **was walking** home  
We **were having** dinner

**when**  
**when**

#### Past tense simple

I suddenly **heard** my name.  
my friend **called**.



We use the past progressive for a continuing action, something that was happening in the past.

Form: **was/were + verb + ing**

We often use the past progressive for a continuing action in the past, that was interrupted by a short action.

What were you doing while something else was going on?

#### Past tense progressive

What **were you** doing  
He **was reading**

**while**  
**while**

#### Past tense progressive

you **were waiting**?  
she **was watching** tv?

## Unit 2

G2

### Present perfect tense

→ p. 19

Present perfect tense (simple)

We use the present perfect tense to talk about ...

... things that have been like that for some time.

I've always hated maths.

... things people have done in their lives.

He's written a book, he's read more than 200 books and he has met three of his favourite authors.

... things that have happened recently.

She's tired. She has just come home from work.

When we use the present perfect tense, we don't say when something happened but we want to say **that** it has happened – it's still important for the present.



Form: **have + last form**

Signal words: **ever, never, yet, already**

Have you **ever** been to the US?

No, I've **never** been there. But I want to go!

Have you done your homework **yet**?

You've **already** asked me. I said yes!

**G3****For and since**

→ p. 21

**“for” and “since”**

We use “for” and “since” to talk about time. With these words, we can say how long something has been that way.

We use “for” when we are talking about a period of time (for five days, for two minutes, for a long time).

I’ve been scared of mice **for** ten years. (I’m still scared of mice).

We use “since” when we are talking about the start of a period of time (since yesterday, since 9 a.m., since September).

I’ve had my cat **since** last year. (I still have my cat).

**Unit 3****G4****Adverbs of manner**

→ p. 25

**Adverbs of manner**

Adverbs of manner describe how someone **does** something, whereas adjectives describe how someone or something **is**.

The boy **talks** about his life nervously.      He **is** nervous.  
She **speaks** English very well.                  Her English **is** very good.

Form: **adjective + ly**

**bad + ly** → badly                                  **slow + ly** → slowly                                  **quick + ly** → quickly

Sometimes there are changes in spelling:

**easy + ly** → easily                                  **angry + ly** → angrily                                  **careful + ly** → carefully

Some adverbs are formed differently. You have to learn them by heart:

good → well  
fast → fast  
hard → hard

**G5****Modal verbs**

→ p. 27

**Modal verbs and other important verb structures**

We use modal verbs to talk about rules, to give advice or to ask if something is ok to do. You already know a lot of modal verbs:

must/mustn’t  
I **must** remember Ruth’s birthday.  
You **mustn’t** shout in libraries. You **must** talk quietly.

should/shouldn’t  
You **should** talk to your student counsellor. Maybe she can help you.  
You **shouldn’t** be so mean to your little brother!

can/can't

**Can** I open the window? It's really hot in here.

I **can't** hear you – please speak loudly.

Another modal verb is might/might not. We use it to say if something is probable (wahrscheinlich) or not.

Fahmi **might** live in Great Britain. We don't know for sure.

Gina's train is late. She **might not** come to dinner.

There are some other verb structures you should remember. We can often use them instead of modal verbs.

(not) be able to

Thierry **isn't able to** smile easily.

**Are you able to** wiggle your ears?

(don't) have to

We **have to** be on time for the train. I don't want to be late for the party.

You **don't have to** clean the table. I can do that later.

(not) be allowed to

**Are you allowed** to stay out after dark?

**I'm not allowed** to stay out late on a school night.

## Unit 4

### G 6

#### Some and any

→ p. 28

#### Some and any

We use "some" in positive sentences and when we want to say "a few" or "a bit of". We also use it when we want to offer something.

I have **some** friends who work in the entertainment industry.

Would you like **some** popcorn? – Oh, yes please. I'd love **some**.

We use "any" in negative sentences and questions.

This horror film did not get **any** positive reviews.

Are there **any** famous actors in it? – No, I don't know **any** of the actors.

**"some"-words:**

**some, someone/somebody, something, somewhere**

You use them in **positive** sentences

**Some** of my friends work in the entertainment industry.

We need **someone/somebody** new on the team.

There is **something** wrong with the sound track.

Where is my camera? It must be **somewhere** in my study.

**"any"-words:**

**any, anyone/anybody, anything, anywhere**

You use them in **questions** and **negative** sentences

We need some microphones. Are there **any** in the locker? – No, there aren't **any**.  
 Did you ask **anyone/anybody** for an interview? – No, there wasn't **anyone** around.  
 Have you seen **anything** exciting on TV lately? – No, there wasn't **anything** at all.  
 I can't see the butterfly **anywhere** in the picture.

**Exceptions:**

You use **“some”** in questions when they mean **asking for** or **offering something**.

Can I have **something** to drink, please?  
 Would you like **some** more coffee?

You use **“any”** in positive sentences when they mean **“it doesn't matter which/who/where ...”**

You can come to the check up **any** time. (It doesn't matter at what time you come.)  
 Which film do you want to watch? – **Any** one. It's up to you. (It doesn't matter which film we are watching.)  
 Where shall I sit? – **Anywhere** you like. (It doesn't matter where you sit.)

**G7**

**Defining relative clauses**

→ p. 29 In defining relative clauses we give information that we need to understand the sentence.

We use **“who”** for people – not for things!  
 A make-up artist is someone **who** makes actors look good.

We use **“which”** for things – not for people!  
 Comedies are films **which** make people laugh.

We can use **“that”** for things and people **when** we do not talk about a specific person.  
 The film **that** I watched yesterday was wonderful.  
 The people **that** work in the entertainment industry can be difficult.

**Unit 5**

**G8**

**Present perfect and Past simple**

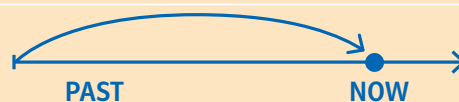
→ p. 41

**Present Perfect**

**Have** you ever **been** to London?  
 Sadie **has** never **gone** skiing.  
 I **haven't seen** my cousin for a long time.  
 I **have** just **finished** my homework.  
 Millions of people **have visited** the Tate Gallery since its opening in 2000.

**vs. Past Simple**

**Did** Mia **go** to London in the holidays?  
 Simone **went** on a skiing trip last year.  
 I last **saw** my cousin three weeks ago.  
 I **did** my **homework** yesterday.  
 The Tate Gallery **opened** in 2000.



**SIGNAL WORDS:**

**for, since, already, ever, never, yet, just**

**SIGNAL WORDS:**

**ago, last, yesterday**

We use the present perfect tense to talk about time up to now, that is, events that started in the past but connect to the present.

We use the past simple to talk about a specific time in the past, events that started and finished in the past.

## Unit 6

G9

## Question tags

→ p. 51

## Question tags

Question tags are short questions that are put at the end of a sentence, especially in spoken English. Usually we use question tags to say that something is true or not

OR

If we want an answer from the person we're speaking to.

If the sentence is **positive**, then the question tag is **negative**.

Martin **is** a good swimmer, **isn't he?**

Ruby and her friend **spent** their holiday in Vienna, **didn't she?**

If the sentence is **negative**, then the question tag is **positive**.

My parents **can't** hear us, **can they?**

The teacher **wasn't** very happy with my presentation, **was s/he?**

## Unit 7

G10

## Passive

→ p. 57

## The Passive – present tense and past tense

Form: **be (am/is/are OR was/were) + last form of the verb**

Water **is heated up** by the sun.

Rain drops **are collected** in lakes and rivers.

World Ocean Day **was created** in 1992.

Texts and posters **were written** to inform parents.

You use the passive if the action is important, not the person.

The students recorded a song in the studio. →

~~The song~~ was recorded in the studio.

If you want, you can add details using the word "by".

~~The media~~ discussed the importance of water worldwide. →

The importance of water **was discussed** worldwide (by the media).

## Passive Voice

**Form:** BE + last form of the verb + additional information

**Tenses:**

Present: am/is/are

It is made of paper.

Past: was/were

This picture was painted by Rubens.

Present perfect:	have/has been			
A shipwreck	has been	found		in the sea.
Future:	will be			to
The posters	will be	designed		by the students.
<b>Modals:</b>				
can	be			
		read		from a distance.
must	be			
The podcast must	be	understood		by everybody.
should	be			
The boys should	be	taken		to hospital.
<b>How it works</b>				
<b>active</b>				
<b>In active sentences the subject is important. It tells you who or what does something.</b>				
In aktiven Sätzen wird das Subjekt betont. Es ist wichtig, wer oder was etwas tut.				
	<b>subject</b>	<b>predicate</b>	<b>object</b>	<b>additional information</b>
	The students	recorded	a song.	
<b>passive</b>				
<b>In passive sentences the action is more important than the person who does something. If you can give some additional information. For persons you must use "by".</b>				
In passiven Sätzen wird die Handlung betont. Du kannst zusätzliche Informationen anfügen. Für Personen verwendest du „by“.				
	<b>subject</b>	<b>predicate</b>	<b>object</b>	<b>additional information</b>
	A song	was recorded		by the students

## Unit 8

G11

## Linking words and phrases

→ p. 65

## Linking words and phrases

We use linking words and phrases to structure texts. They make it easier for readers to understand the ideas in a text.

For ordering ideas, you can use: first (of all), then, furthermore, finally

**First**, the camera obscura was used. **Then** came the daguerreotypes. **Finally**, people started using smartphones for taking pictures.

For giving reasons, you can use: because, as, this is why

**As** your pictures on social media platforms can be used for something you might not like, you should always be careful about posting pictures online. **This is why** lots of schools offer workshops about this topic nowadays.

For giving examples, you can use: for example

There are lots of other cool things you can do with your photos, **for example**, you could make a scrapbook.

For making a statement, you can use: so, all in all

**All in all**, Ally has really enjoyed working on her art project.

For saying that there's a difference, you can use: however, but, whereas

**Whereas** Lionel loves taking pictures all the time, Liam is not so sure that's a good idea. **However**, Liam has also worked on an interesting art project.

For talking about time, you can use: when, all of a sudden, suddenly, in the end

**When** Ally started to work on photography, she didn't think it was art. **In the end**, she found it really cool.

G12

## Non-defining relative clauses

→ p. 67

## Non-defining relative clauses

Relative clauses can give **extra information** about a person, a thing or a situation – we don't need this kind of information to know who or what we are talking about. We use commas around these relative clauses. They make sentences longer and texts more informative.

We use **who** for people:

Ally, **who** makes podcasts, is working on an art project.

We use **which** for things:

The art project, **which** is for school, is getting on Liam's nerves.

We use **when** for giving details about time:

In 1826, **when** the first photograph was taken, people were not used to taking pictures all the time.

We use **where** for giving details about place:

In France, **where** the daguerreotype was invented, the ghostly pictures were not as popular as in the US.

## Unit 9

G13

### Conditional 1

→ p. 73

#### Conditional 1: What will happen

You use the conditional 1 to say what will happen in a certain situation.

Present tense + will-future

If I **have** time, I'll **finish** that letter.

If you **make** a mistake, nobody **will notice**.

If you **drop** that glass, it **will break**.

If you **don't leave**, I'll **call** the police.

If it **rains**, we **will cancel** the match.

If she is **late**, we **will go** without her.

If he **wins** the first prize, his mother **will be** happy.

G14

### Conditional 2

→ p. 74

#### Conditional 2: What would happen

You use the conditional 2 for unreal situations.

Past tense + would + infinitive

If the weather **wasn't** so bad, we **would go** to the park. (But the weather is bad so we can't go.)

If I **was** the Queen of England, I **would live** in Buckingham Palace. (But I am not the Queen.)

If I **had** your phone number, I **would call** you. (But I don't have your phone number.)

If you **came** to the party, we **would have** a lot of fun. (But you don't come to the party.)

If I **were** rich, I **would buy** my own airplane. (But I am not rich.)

If I **were** you, I **would talk** to the English teacher. (But I am not you.)

If she **weren't** ill, she **would go** to school. (But she is ill.)

## Unit 10

G15

### Present perfect progressive

→ p. 82

#### Present perfect progressive

We use the present perfect progressive tense to talk about an activity that has been going on for quite some time and has been intense. This activity has consequences on the present and might even continue.



Form: **have + been + ing**

I've **been studying** English for three hours – this is why I have a headache.

He's **been jogging** since eight in the morning – now he's exhausted.

Be careful: we use this tense only when we're talking about activities (play, work, read, talk ...). We don't use the present perfect progressive tense for verbs like know, be, believe ...

**G16** Adverbs of manner

→ p. 83 → See Unit 3

**Unit 11****G17** Adverbs of frequency→ p. 89 **Adverbs of frequency and where to put them**Adverbs of frequency tell you how often something happens. An **adverb of frequency** can be put...

- |  |  |
|--|--|
| 1) before the main verb:               | I <b>always</b> <u>do</u> my homework after school.                          |
| 2) after the verb "be":                | Spanish <u>is</u> <b>often</b> spoken South America.                         |
| 3) between an auxiliary and main verb: | People <u>can</u> <b>usually</b> <u>travel</u> by plane, train, ship or car. |

**G18** Adverbs of degree→ p. 91 **Adverbs of degree**

Adverbs of degree can modify a verb, an adjective, or an adverb. They tell you to what level or extent how something is done.

Mary was **extremely** happy about her good English grade.  
 The French test was **quite** difficult, but I studied **very** hard.  
 I think English **slightly** more interesting than Spanish.

**G19** Prepositions→ p. 93 **Prepositions**Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun and the other words in the sentence.

London is a beautiful city **with** lots of sights.  
 Canada is visited **by** many people every year.  
 My mum is married **to** my dad.

# Vocabulary

## Englische Laute

### Konsonanten

[ɒ]	morning
[r]	red
[s]	this
[z]	is
[ʒ]	television
[dʒ]	page
[ʃ]	she
[tʃ]	chair
[ð]	the
[θ]	thanks
[v]	video
[w]	wow, one

### Vokale

[ɑ:]	father
[ʌ]	but
[e]	pen
[ə]	a sister
[ɜ:]	girl
[æ]	flat
[ɪ]	it
[i]	happy
[i:]	teacher, she
[ɒ]	got
[ɔ:]	ball
[ʊ]	book
[u:]	too, two

### Doppellaute

[aɪ]	I, my
[aʊ]	now, house
[eə]	there, pair
[eɪ]	name, they
[ɪə]	here, idea
[ɔɪ]	boy
[əʊ]	hello
[ʊə]	sure

### Zusätzliche Zeichen

[ˈ] Die folgende Silbe trägt die stärkste Betonung im Wort.

Alle anderen Zeichen werden genauso ausgesprochen, wie sie geschrieben werden, z. B. [b], [j], [l] usw.

### Abkürzungen

AE	American English	pl.	plural	etw.	etwas
BE	British English	sb.	somebody	jmdm.	jemandem
coll.	colloquial (= umgangssprachlich)	sth.	something	jmdn.	jemanden

- Words in green:** basic vocabulary
- Words in blue:** additional vocabulary
- Words in black:** advanced vocabulary

## Unit 1 - Journeys

	journey	['dʒɜ:ni]	During their journey, they experienced dangerous situations.	Reise (die)
<b>1</b>	sunburn	['sʌnbɜ:n]	Did you get a sunburn?	Sonnenbrand (der)
	to be / get stuck in a traffic jam	['træfɪk dʒæm]	He got stuck in a traffic jam.	im Stau stecken
	competition	[['kɒmpə'tɪʃn]	She won a competition in the summer holidays.	Wettbewerb (der), Wettkampf (der)
	when	[wen]	Where were you when that happened?	hier: als
<b>2</b>	experience	['ɪkspɪəriəns]	Listen to Ally's podcast about her holiday experience.	Erfahrung (die), Erlebnis (das)
	podcast	['pɒdkɑ:st]	Listen to the podcast again and take notes.	Podcast (der)
	series	['sɪəri:z]	A series of audio files is called a podcast.	Serie (die), Reihe (die)
	digital	['dɪdʒɪtl]	A podcast is a series of digital audio files.	digital
	audio file	['ɔ:diəʊ]	You can download the audio files and listen to them.	Audiodatei (die)
	topic	['tɒpɪk]	The topic of your podcast can be anything you like.	Thema (das)
	from ... to		It can be anything from travelling to sports, from art to politics and so on.	von ... bis
	travelling	['trævlɪŋ]	I'd like to make a podcast about nature and travelling.	Reisen (das)

to take notes	[teɪk 'nəʊts]	Listen to the podcast again and take notes.	sich Notizen machen, mitschreiben
positive	['pɒzətɪv]	Find two positive events Ally tells about her holidays.	positiv
negative	['negətɪv]	What negative events does she talk about?	negativ
Styria	['stɪrɪə]	Her parents sent her to Styria.	Steiermark (die)
Carinthia	[kə'rɪnθɪə]	She visited her grandparents in Carinthia.	Kärnten (das)
Tyrol	[tɪ'rəʊl]	They went to Tyrol for two weeks.	Tirol (das)
scooter	['sku:tə]	One day she had an accident with her scooter.	Tretroller (der)
tractor	['træktə]	During her holidays, she drove a tractor.	Traktor (der)
mountain lake	['maʊntɪn leɪk]	She really enjoyed swimming in mountain lakes.	Bergsee (der)
<b>3</b> to injure sth.	['ɪndʒə]	She injured her leg during a football game.	sich etw. verletzen
to experience sth.	['ɪksprɪəriəns]	He experienced something new this summer.	etw. erleben
Upper Austria	[ʌpə 'bɜ:striə]	Alissa spent time with her grandparents in Upper Austria.	Oberösterreich (das)
to summarise	['sʌməraɪz]	Summarising Ally's experience.	zusammenfassen
lonely	['ləʊnli]	At the beginning of the holidays she felt lonely.	einsam
during	['dʒʊərɪŋ]	During her holidays she met new people.	während
to fight (with sb.) - fought - fought	[faɪt] [fɔ:t][fɔ:t]	She fought with her grandparents.	sich (mit jmdm.) streiten
selfish	['selfɪʃ]	After the holidays she was more selfish.	selbstsüchtig
open-minded	[əʊp'nmaɪndɪd]	She became more open-minded.	aufgeschlossen
<b>4</b> description	[dɪ'skrɪpʃn]	Listen to the children's descriptions of past events.	Beschreibung (die)
to correct sth.	[kə'rekt]	Correct the mistakes in the text.	etw. korrigieren, etw. verbessern
outside	[aʊt'saɪd]	I was walking home and it was getting dark outside.	draußen
suddenly	['sʌdnli]	I suddenly saw something that frightened me.	plötzlich
shadow	['ʃædəʊ]	It was only the shadow of a cat.	Schatten (der)
towards	[tə'wɔ:dz]	The shadow was coming towards me.	in Richtung
middle	['mɪdl]	In the middle of August my family and I went on holiday.	Mitte (die), Mittel-
to be on your way to sth.		My family and I were on our way to a theme park.	unterwegs zu etw. sein
theme park	['θi:m pɑ:k]	I was looking forward to the theme park.	Themenpark (der)
to shine	[ʃaɪn]	The sun was shining, and it was a really hot day.	scheinen [Sonne]
slide	[slaɪd]	I wanted to go on all the slides.	Rutsche (die)
attraction	[ə'trækʃn]	My sister was looking forward to the attractions.	Attraktion (die)
funny	[fʌni]	Suddenly our car made a funny noise.	hier: seltsam
to break down	[breɪk 'daʊn]	The car made a loud noise and broke down.	eine Panne haben
side of the road		I was disappointed because our car broke down at the side of the road.	am Straßenrand
tow truck (AE)	['təʊ trʌk]	We had to wait for the tow truck.	Abschleppwagen (der)
forever	[fə'revə]	We were waiting forever!	ewig
water park	['wɔ:tə pɑ:k]	It was too late to go to the water park.	Erlebnisbad (das)

memory	['memri]	My favourite memory from this summer is my birthday party.	Erinnerung (die)
to surprise sb.	[sə'praɪz]	My parents surprised me with a big present.	jmdn. überraschen
wooden	['wʊdn]	They gave me a big wooden box as a present.	hölzern
believe	[br'i:lv]	When I opened it, I couldn't believe my eyes!	glauben
just	[dʒʌst]	I swam a lot; I just love the sea!	einfach, nur
to snorkel	['snɔ:kəl]	I went snorkelling near the coast.	schnorcheln
a bit	[ə bɪt]	I was snorkelling a bit when I suddenly saw something.	ein bisschen
while	[waɪl]	I was swimming while my mum was reading her books.	während
accidentally	[æksɪ'dentli]	I accidentally touched a jellyfish!	versehentlich
jellyfish	[dʒelɪfɪʃ]	It really hurt when I touched the jellyfish.	Qualle (die)
for a whole week	[həʊl]	My arm was read for a whole week.	eine ganze Woche lang
5 to highlight sth.	['haɪlaɪt]	Highlight the past simple forms in one colour.	etw. hervorheben, etw. unterstreichen
to be going on		What were you doing while something else was going on?	passieren, vorgehen
to recommend sth.	[rekə'mend]	I was hurt by a jellyfish, not something I can recommend!	etw. empfehlen
6 to choose - chose - chosen	[tʃu:z] [tʃəʊz] [tʃəʊzn]	Chose one event from your holidays and write about it.	etw. auswählen
in detail	['dɪteɪl]	Write about the event in detail by using the past simple and the past progressive.	ausführlich, im Detail
after that		I broke my hand the first day. After that I just wanted to go home.	danach, daraufhin
extraordinary	[ɪk'strɔ:dnəri]	The Gilbert family went on an extraordinary journey.	außergewöhnlich
7 around the world		The family went on a journey around the world.	(rund) um die Welt
to have it all		Barbara and Greg had it all: two children, a lovely home and two jobs.	alles haben
near	[nɪə]	They lived in a lovely home near Vancouver, Canada.	in der Nähe von, nahe
well-paying	[wel'peɪɪŋ]	Each of them had a well-paying job.	gut bezahlt
to decide sth.	[dɪ'saɪd]	Why did they decide to go on the journey?	etw. beschließen
to leave it all behind		They decided to leave it all behind.	alles zurücklassen
on board	[bɔ:d]	The family lived on board a sailboat for three years.	an Bord
sailboat	['seɪlbəʊt]	They bought a sailboat and named it <i>Spirit</i> .	Segelboot (das)
completely	[kəm'plɪ:tli]	We decided to try something completely new.	völlig, vollständig
for a while	[waɪl]	They wanted to try something new for a while.	eine Zeit lang
metre (BE)	['mɪtə]	The sailboat is 15 metres long.	Meter (der)
sleeping cabin	['slɪ:pɪŋ kæbɪn]	It has two sleeping cabins and a kitchen.	Schlafkabine (die)
spirit	['spɪrɪt]	They named their new home <i>Spirit</i> .	Geist (der), Seele (die)
to navigate	['nævɪgeɪt]	The family learned how to navigate a sailboat.	steuern, lenken
to set out	[set 'aʊt]	After many months, they finally set out into the Ocean.	aufbrechen, losfahren
Pacific Ocean	[pə'sɪfɪk 'əʊʃn]	They lived on a sailboat in the Pacific Ocean.	Pazifischer Ozean
vacation (AE)	[və'keɪʃn]	Their trip around the world wasn't a vacation.	Urlaub (der)

to be like sth.		Not everything in the last three years was like a vacation.	wie etw. sein
port	[pɔ:t]	We often had to work on board the boat in a port somewhere.	Hafen (der)
luckily	['lʌkɪli]	Luckily, a lot of work can be done from almost anywhere on the planet.	glücklicherweise
these days	['ði:z deɪz]	These days, a lot of work can be done on computers.	heutzutage
almost	['ɔ:lɪməʊst]	You can study almost anywhere.	beinahe, fast
to be homeschooled	['həʊm'sku:lɪd]	The two children were homeschooled.	zu Hause unterrichtet werden
to study	['stʌdi]	They had to study the material on their own.	lernen
material	[mə'tɪəriəl]	The children had to study the material of their school year.	hier: Lernstoff (der)
form	[fɔ:m]	They often learned in digital form on their tablets.	Art (die), Weise (die)
both	[bəʊθ]	We both really like to read.	beide
to be honest	['bɒnɪst]	To be honest, there is a lot of time on a boat.	ehrlich gesagt
to offer sth.	['ɒfə]	Each new country they visited offered a new culture, language and environment.	etw. (an)bieten
culture	['kʌltʃə]	The family learned about many new cultures on their trip.	Kultur (die)
environment	[ɪn'veɪrnmənt]	They sailed around the world and saw all kinds of environments.	Umgebung (die), Umfeld (das)
to explore sth.	['ɪksplɔ:z]	They were able to explore new environments.	etw. erkunden, etw. erforschen
coral reef	[kɒrəl 'ri:f]	I loved looking at coral reefs in the ocean.	Korallenriff (das)
ocean	['əʊʃn]	The ocean is full of interesting animals and plants.	Ozean (der)
instead (of)	[ɪn'sted]	He wanted to look at corals instead of just reading about them.	statt
situation	[sɪtʃu'eɪʃn]	They also experienced dangerous situations.	Situation (die)
doubt	[daʊt]	The family also had moments of doubt.	Zweifel (der)
fight	[faɪt]	Like everyone, they sometimes had fights.	Streit (der)
within	[wɪ'dɪn]	We had lots of fights within the family.	innerhalb
perfect	['pɜ:fekt]	Not everything was always perfect.	perfekt
nearly	['ni:li]	Nearly everyone thought that it was a great experience.	beinahe, fast
to be worth sth.	[wɜ:θ]	Nearly everything was worth experiencing.	etw. wert sein
below	[bi'ləʊ]	Read the headlines and paragraphs below.	unterhalb, unten
paragraph	['pærəgrɑ:f]	Match the headlines to the paragraphs.	Absatz (der)
couple	['kʌpl]	The text is about a couple who decided to leave home.	Paar (das)
somewhere else	[sʌmweə 'els]	The couple decided to live and work somewhere else in the world.	woanders
a kind of sth.	[kaɪnd]	The family wanted to experience a different kind of holiday.	Art (die), Sorte (die)
cruiser	['kru:zə]	They decided to become cruisers and spend months at sea.	jmd. der/die auf See lebt
individual	[ɪndɪ'vɪdʒuəl]	The word cruisers can describe a group of individuals or families.	Individuum (das), Einzelperson (die)
even	['i:vən]	Cruisers spend months or even years living on a boat.	sogar
at sea	[æt 'si:]	They decide to spend a part of their lives at sea.	auf See

	sentence starter	['sentəns stɑ:tə]	Talk to a partner and use the sentence starters below.	Satzanfang (der)
	definitely	['defɪnətli]	I would definitely like to do a journey around the world.	definitiv, auf jeden Fall
	I guess ...	[ges]	I guess it would be a little boring to live on a boat.	Ich schätze ...
8	truck	[trʌk]	On Tuesday, our guide picked us up in a big truck.	Lastwagen (der)
	nature reserve	['neɪtʃə rɪzɜ:v]	He drove us to a nature reserve.	Naturschutzgebiet (das), Naturpark (der)
	which	[wɪtʃ]	We went to Kenya's first nature reserve, which opened in 1946.	der/die/das, welche/r/s
	giraffe	[dʒɪ'rɑ:f]	After entering the park, we saw a giraffe and two zebras.	Giraffe (die)
	zebra	['zebrə] [zi:brə]	I was taking a photo when a zebra started running towards our truck.	Zebra (das)
9	to give a presentation	[prezn'teɪʃn]	Give a short presentation about an event from your summer holidays.	ein Referat halten

## Unit 2 - What a life!

1	acrostic	[ə'krɒstɪk]	Complete the acrostic with the words in the box.	Akrostichon
	hero (pl. heroes)	['hɪərəʊ]	Is being a hero extraordinary?	Held (der)
	surprising	[sə'praɪzɪŋ]	I found it surprising that she did this.	überraschend, erstaunlich
	to stand out	[stænd 'aʊt]	People like me always stand out.	hervorragend, sich abheben
	uncommon	[ʌn'kɒmən]	It's an uncommon activity for a child.	ungewöhnlich, selten
	to live one's dream		She became a writer and lived her dream.	seinen Traum wahr machen
	one	[wʌn]	One should always listen one's parents.	hier: man
	odd one out	[ɒd wʌn 'aʊt]	He was always the odd one out at school.	Außenseiter (der), Außenseiterin (die)
	unusual	[ʌn'ju:ʒuəl]	It is very unusual for him to miss a lesson.	ungewöhnlich, untypisch
	to make a difference		We want to make a difference in this world.	etw. verändern, etw. bewegen
	least	[li:st]	Which of these is the least extraordinary activity?	am wenigsten
	top	[tɒp]	They climbed a mountain to the top.	hier: Gipfel (der)
	ever	['evə]	Have you ever done any of these activities?	jedemal
2	chimpanzee	[tʃɪmpæn'zi:]	She wanted to study chimpanzees.	Schimpanse (der)
	to save sth./sb.	[seɪv]	We all need to do our best to save the planet.	etw./jmdn retten
	forest	['fɒrɪst]	She helped chimpanzees and saved forests.	Wald (der)
	crocodile hunter	['krɒkədɑ:l hʌntə]	He was the star of a TV show about being a crocodile hunter.	Krokodiljäger (der), Krokodiljägerin (die)
	close (to sth.)	[kləʊs]	He got very close to dangerous reptiles.	nahe (an etw.)
	reptile	['reptɑɪl]	Crocodiles are large and dangerous reptiles.	Reptil (das)
	horror	['hɒrə]	She dreamt of a horror story and wrote it down.	Horror (der), Horror-down.
3	biography	[baɪ'ɒgrəfi]	Read the biographies of these extraordinary people.	Biographie (die)
	might	[maɪt]	Tick what you think a biography might be.	hier: könnte
	to take part in sth.		Mary Shelley took part in a contest.	teilnehmen
	contest	['kɒntest]	She took part in a contest with some famous authors.	Wettbewerb (der)
	to be born	[bɔ:n]	She was born in London in 1797.	geboren werden

to die	[daɪ]	Her mother died soon after she was born.	sterben
to hunt	[hʌnt]	He hunted crocodiles which lived too people's homes.	jagen
to kill	[kɪl]	We hunted the animals without killing them.	töten
poisonous	['pɔɪznəs]	At the age of six, he caught his first poisonous snake.	giftig
to handle sth.	['hændl]	He was very good at handling dangerous animals.	mit etw. umgehen
endangered	[ɪn'deɪndʒəd]	All his life, he fought to protect endangered animals.	gefährdet, vom Aussterben bedroht
death	[deθ]	Also his death was extraordinary.	Tod (der)
stingray	['stɪŋreɪ]	He was filming at Batt Reef and a stingray killed him.	Stachelrochen (der)
someday	['sʌmdeɪ]	She dreamt of going to Africa someday.	eines Tages
for which		She got a job for which she could study chimpanzees.	für welche/n/s, für den/die/das
to study	['stʌdi]	She studied chimpanzees in Kenya.	untersuchen, erforschen; studieren
university	[ju:nɪ'vɜ:səti]	She never went to university.	Universität (die)
to discover	['dɪskʌvə]	She discovered new and exciting things about chimpanzees.	entdecken, herausfinden
to notice sth.	['nəʊtɪs]	He noticed strange things about his body.	etw. bemerken
to drop sth.	[drɒp]	It was hard for him to speak and he often dropped things.	etw. fallen lassen
black hole	[blæk 'həʊl]	He studied black holes and wrote lots of books.	schwarzes Loch
<b>4</b> to form words		Match the words to form new words.	Wörter bilden
stuffed animal	[stʌft 'ænɪməl]	She got a stuffed animal when she was little.	Plüschtier (das)
to lay eggs - laid - laid	[leɪ] [leɪd]	She wanted to see how hens lay eggs.	Eier legen
nature	['neɪtʃə]	When she was 12, she started her own nature club.	Natur (die)
tool	[tu:l]	The chimpanzees were using tools.	Werkzeug (das)
to order sth.	['ɔ:də]	Order the events in Jane Goodall's life.	hier: etwas ordnen
root	[ru:t]	Chimpanzees eat the roots of plants.	Wurzel (die), Knolle (die)
shoot	[ʃu:t]	She started the organisation "Roots and Shoots".	Trieb (der)
organisation	[ɔ:gənəɪ'zeɪʃn]	Later in life, she started an organisation.	Organisation (die), Vereinigung (die)
(school project)	['prɒdʒekt]	Find out about school projects you could do in Austria.	(Schul-)Projekt (das)
to come together		She wanted people of all ages to come together and make a difference.	zusammenkommen
<b>5</b> research	[rɪ'sɜ:tʃ] [rɪ:sɜ:tʃ]	What have you found in your online research?	Recherche (die)
project group		For how long have you been in this project group.	Projektgruppe (die)
plastic	['plæstɪk]	There are so many plastic bags on the beach.	Plastik (das), Plastik-beach
balloon	[bə'lʊ:n]	Plastic bags and balloons are dangerous for the fish.	Luftballon (der)
active	['æktɪv]	We've decided that we want to be active.	aktiv
<b>5</b> to do research		We often do online research.	recherchieren
actually	['æktʃʊəli]	It's important that we actually do something.	wirklich, tatsächlich
to go out there		We want to go out there and do something for nature.	rausgehen

clean-up	['kli:nʌp]	During each beach clean-up we write a list.	hier: Säuberungsaktion (die)
to leave behind sth.	[li:v bi'haɪnd]	We write down what kind of rubbish people leave behind.	etw. zurücklassen
beginning	[bi'gɪnɪŋ]	We've done two clean-ups since the beginning of our project.	Anfang (der)
so far		What we have done so far has only been the beginning.	bisher
duration	[dʒʊə'reɪʃn]	Use the present perfect tense for duration.	Dauer
recent event	[ri:snt i'vent]	Use the present perfect tense for recent events.	kürzlich stattgefundenes Ereignis
milestone	['maɪlstəʊn]	These are the milestones in Oprah's life.	Meilenstein (der)
<b>6</b> road	[rəʊd]	Milestones are at the side of the road.	Straße (die), Weg (der)
far	[fɑ:]	A milestone shows you how far the nearest town is.	weit (weg)
success	[sək'ses]	Read about Oprah's road to success.	Erfolg (der)
whole	[həʊl]	She is one of the most famous people in the whole world.	ganze/r/s
special	['speʃl]	Her whole life has been special.	besonders, außerordentlich
Bible	['baɪbl]	Her mother chose a name from the Bible.	Bibel (die)
to spell sth. wrong	[spel]	She is called Oprah because her name was spelled wrong.	etw. falsch schreiben
register office		Her name was spelled wrong in the register office.	Standesamt (das)
to move (around)		As a child, she had to move around a lot.	umziehen
farm	[fɑ:m]	She lived on her grandmother's farm.	Bauernhof (der)
not even		There wasn't even running water!	nicht einmal
running water		There was no running water at the farm.	fließendes Wasser
sometime later		Sometime later she lived with her mother.	etwas später
as soon as	[əz 'su:ɪn əz]	As soon as she was able to talk, she started to speak a lot.	sobald
church	[tʃɜ:tʃ]	She talked a lot in church.	Kirche (die)
on stage	[steɪdʒ]	She loved being on stage.	auf der Bühne
still	[stɪl]	They are still best friends.	noch immer
around	[ə'raʊnd]	Around 1986, she met Stedham Graham.	ungefähr, etwa
marry	['mæri]	They wanted to marry, but they never did.	heiraten
via satellite	[vaɪə 'sætəlaɪt]	She started teaching a class via satellite.	über Satellit
fear	[fiə]	Even Oprah's fears are extraordinary.	Angst (die)
ever since	['evə sɪns]	Ever since she was little she hated them.	seit
chewing gum	['tʃu:ɪŋ ɡʌm]	She has had a fear of chewing gum since she was little.	Kaugummi (der, das)
spelling mistake	['spelɪŋ mɪsteɪk]	Someone made a spelling mistake.	Rechtschreibfehler (der)
speaker	['spi:kə]	She has been an extraordinary speaker for years.	Redner (der), Rednerin (die)
childhood	['tʃaɪldhʊd]	She has liked being on stage since her childhood.	Kindheit (die)
career	[kə'riə]	She started her career when she was 19.	Karriere (die)
<b>8</b> middle school (AE)	['mɪdl sku:l]	He has liked computers since middle school.	Übergangsschule für Schüler im Alter von 12 und 13 Jahren
<b>9</b> to hug sb.	[hʌg]	I have hugged a poisonous snake.	jmdn. umarmen

### Unit 3 - Children's rights

	right	[raɪt]	Children's rights protect their needs.	Recht (das)
1	want	[wɒnt]	Which of these are wants and which are needs?	Verlangen (das), Bedürfnis (das)
	need	[ni:d]	All children have the same needs.	Notwendigkeit (die), Bedürfnis (das)
	education	[edʒʊ'keɪʃn]	They need healthy food, a good education and much more.	Bildung (die)
	chance	[tʃɑ:ns]	Everybody has the same chances in life.	Möglichkeit (die), Gelegenheit (die)
	to develop sth.	[dɪ'veləp]	Every child has the chance to live and develop well.	etw. entwickeln
	convention	[kən'venʃn]	In 1989, the UN Convention of the Rights of the Child was written.	Abkommen (das), Konvention (die)
	opinion	[ə'pɪnjən]	Adults should take your opinion seriously.	Meinung (die)
	responsible	[rɪ'spɒnsəbl]	Your family is responsible for your health.	verantwortlich; verantwortungsvoll
	freely	['fri:li]	You have the right to say freely what you think.	frei, ungehindert
	properly	['prɒpəli]	Your family should help you use your rights properly.	richtig, korrekt
	adult	[ə'dʌlt]	Just like adults, children have rights.	Erwachsener (der), Erwachsene (die)
	to make a decision	[dɪ'sɪʒn]	Parents often make decisions for their children.	eine Entscheidung treffen
	to treat sb. fairly	[tri:t] [feəli]	Treat us fairly!	jmdn. fair behandeln
2	continent	['kɒntɪnənt]	Tick the continents the children live on.	Kontinent (der)
	atlas	['ætɫəs]	You can use an atlas to find the countries.	Atlas (der)
	Asia	['eɪʒə]	This child is from Asia.	Asien (das)
	Africa	['æfrɪkə]	Does he live in Africa?	Afrika (das)
	North America	[nɔ:θ ə'merɪkə]	Canada is in North America.	Nordamerika (das)
	South America	[saʊθ ə'merɪkə]	Have you ever been to South America?	Südamerika (das)
	Europe	['jʊərəp]	Austria is in Europe.	Europa (das)
	to read carefully	['keəfli]	Read carefully what the children say about their lives.	sorgfältig lesen
	Iranian	[ɪ'reɪniən]	Most Iranian kids can speak English very well.	iranisch
	enough	[ɪ'nʌf]	Not all families have enough money for the things you need.	genug
	However, ...	[haʊ'evə]	Iran is full of internet cafés. However, some people don't like the internet.	aber, jedoch
	to bad ideas give sb.		Some families are afraid the internet could give children bad ideas.	jmdn. auf dumme Gedanken bringen
	bridge	[brɪdʒ]	On weekends, Gabriel has to sleep under a bridge.	Brücke (die)
	to sell sth. - sold - sold	[sel] [səʊld]	I have to sell sweets to earn some money and help my family.	verkaufen
	rest	[rest]	I must try to sell the rest today.	Rest (der)
	street child	['stri:t tʃaɪld]	I am a street child from Rwanda.	Straßenkind (das)
	Rwanda	[rʊəndə]	Rwanda is a country in Africa.	Ruanda (das)
	beggar	['begə]	This is why I am a beggar now.	Bettler (der), Bettlerin (die)

	especially	[ɪˈspeʃli]	Living on the street is especially hard when it rains.	besonders, vor allem
	powerful	[ˈpaʊəfʊl]	I want the powerful people to help me.	mächtig
	Ivory Coast	[aɪvri ˈkəʊst]	I lived with my parents in a village in the Ivory Coast.	Elfenbeinküste (die)
	to hit sb. - hit - hit	[hɪt]	Sometimes our teacher hit us.	jmdn schlagen
	schoolwork	[ˈsku:lwɜ:k]	We weren't quick enough with our schoolwork.	Schulaufgaben (die)
	blond	[blɒnd]	Sometimes blond children bully me for my darker skin.	blond
	slum	[slʌm]	In Mexico City, we live in a slum.	Slum (das), Enlendsviertel (das)
	intonation	[ɪntəˈneɪʃn]	When you speak, you use intonation.	Intonation (die), Sprachmelodie (die)
<b>1</b>	to shout at sb.	[ʃaʊt]	She shouts at the girl angrily.	jmdn. anschreien
<b>3</b>	well-being	[welˈbi:ɪŋ]	You have the right to get information that is important for your well-being.	Wohlbefinden (das)
	tradition	[trəˈdɪʃn]	You have a right to use the tradition of your family.	Tradition (die)
	health	[helθ]	You should not have to do work that is bad for your health.	Gesundheit (die)
	to rest	[rest]	You have the right to play and rest.	sich ausruhen
	student counselor	[stju:dnt kəʊnsələ]	They talk with their student counselor about their problems at school.	Beratungslehrer (der), Beratungslehrerin (die)
	glad	[glæd]	I'm glad you came to talk to me.	froh, glücklich
	grade	[ɡreɪd]	Your grades are getting worse.	Note (die)
	modal verb	[məʊdl vɜ:b]	Should' and 'must' are modal verbs.	Modalverb (das)
	concentrate	[ˈkɒnsntreɪt]	Some children are not able to concentrate.	sich konzentrieren
<b>4</b>	student council	[stju:dnt kəʊnsəl]	The student council helps share the pupils' ideas with the teachers.	Schülervertretung (die)
	survey	[sɜ:veɪ]	Two weeks ago, we did a survey about the food in our cafeteria.	Umfrage (die)
	to put up with sth.	[pʊt ˈʌp wɪð]	We didn't want to put up with this any longer.	etw. dulden, etw. ertragen
	protest	[ˈprəʊtest]	the student council are making plans for a protest.	Protest (der)
	petition	[pəˈtɪʃn]	We wrote a petition that everyone can sign.	Petition (die), Unterschriftenliste (die)
	school assembly	[sku:l əˈsembli]	We are planning to present our arguments at the next school assembly.	Schulversammlung (die)
	to sign sth.	[saɪn]	We want everyone to sign the petition.	etw. unterschreiben
	action	[ˈækʃn]	It is a kind of action that shows you don't like something.	Tat (die), Handlung (die)
	to pray	[preɪ]	The pupils and teachers come together to pray.	beten
	regularly	[ˈregjələli]	The student council meets regularly.	regelmäßig
	idea	[aɪˈdɪə]	They share their ideas with the teachers.	Gedanke (der), Idee (die)
	choice	[tʃɔɪs]	The students want more choices.	Auswahl (die), Auswahlmöglichkeit (die)
	I don't care.			Es ist mir egal.
	to make sure	[meɪk ˈʃɜ:]	The members make sure that teachers listen to the pupils' opinions.	sichergehen
<b>5</b>	buddy book		Make your own buddy book!	Faltbuch
	buddy	[ˈbʌdi]	Follow the steps below to make your own buddy book.	Kumpel (der)
	sheet of paper	[ʃi:t]	Take a sheet of paper.	Blatt Papier (das)

	vertically	['vɜ:ɪkli]	Fold the sheet vertically.	vertikal
	flat	[flæt]	Open the paper flat.	flach
	edge	[edʒ]	Cut from the folded edge to the middle fold.	Kante (die)
	line	[laɪn]	Fold the sheet along the middle line.	Linie (die)
	to run parallel sth.	['pærələl]	The middle line runs parallel the long edge.	parallel zu etw. verlaufen
	to fill sth.	[fɪl]	Fill the pages of your buddy book.	etw. füllen
	keyword	['ki:wɜ:d]	You can write keywords or full sentences.	Stichwort (das)
	front cover	['frʌnt kʌvə]	Make a front cover with a title.	vorderer Buchdeckel
	back cover	['bæk kʌvə]	The book should have a front and a back cover.	hinterer Buchdeckel
	to design sth.	[dɪ'zaɪn]	Design your own front cover.	etw. entwerfen
6	(school) club	[klʌb]	Which school club is right for you?	(Schul-)Verein (der), (Schul-)Klub (der)
	to agree on sth.	[ə'gri:z]	You and your partner should agree on one club.	sich auf etw. einigen
	bake sale	['beɪk seɪl]	We are organising a bake sale to get money for the children's hospital.	Kuchenbasar (der)
	religion	[rɪ'lɪdʒn]	Get to know different religions.	Religion (die)
	priest	['pri:st]	We are inviting priests.	Priester (der)
	imam	[ɪ'mɑ:m]	The imam will talk about his religion and his job.	Imam (der)
	rabbi	['ræbbaɪ]	We are also inviting rabbis.	Rabbi (der)
	expert	['ekspɜ:t]	They invited experts to talk about bullying.	Experte (der), Expertin (die)
	to inform sb.	[ɪn'fɔ:m]	We want to inform other pupils about their rights.	jmdn. informieren
7	adverb of manner	[ædvɜ:b əv 'mænə]	Hard', 'fast' and 'angry' are all adverbs of manner.	Umstandswort der Art und Weise

#### Unit 4 - That's entertainment

1	genre	['ʒɒnrə]	Each film genre has typical objects and characters.	Genre (das)
	object	['ɒbdʒɪkt]	Look at the objects in the pictures below.	Objekt (das), Gegenstand (der)
	symbol	['sɪmbəl]	Fill in the right letters and symbols.	Symbol (das)
	cowboy	['kaʊbɔɪ]	Westerns are about cowboys.	Cowboy (der)
	bandit	['bændɪt]	The cowboys try to catch bandits.	Bandit (der), Gangster (der)
	spooky	[spu:ki]	This film often has a spooky creature in it.	unheimlich, gespenstisch
	Western	['westən]	Westerns are usually set in the wilderness of the US.	Western (der)
	comedy	['kɒmədi]	If you want to laugh, you'll want to see a comedy.	Komödie (die)
	horror film	['hɒrə fɪlm]	If you want to be scared, you'll probably watch a horror film.	Horrorfilm (der)
	romance	['rəʊməns]	Romances are about love and relationships.	Liebesfilm (der)
	science fiction	[saɪəns 'fɪkʃn]	Science fiction is often set in the future.	Sciencefiction (die)
	romantic comedy	[rəʊməntɪk 'kɒmədi]	Hollywood produces a lot of romantic comedies.	romantische Komödie (die)
	action film	['ækʃn fɪlm]	What is your favourite action film?	Actionfilm (der)
	biopic	['baɪəʊpɪk]	Do you like watching biopics?	Filmbiographie (die)
	road movie	['rəʊd 'mu:vi]	Have you seen a road movie before?	Roadmovie (der)
2	entertainment media	[entə'teɪnmənt 'mi:diə]	There are many types of entertainment media: film, TV, radio, music, video games..	Unterhaltungsmedien (die)
	entertainment industry	[entə'teɪnmənt ɪndə'stri]	Would you like to work in the entertainment industry someday?	Unterhaltungsindustrie (die)

actor	['æktə]	Are you interested in famous actors?	Schauspieler (der), Schauspielerin (die)
game show	['geɪm ʃəʊ]	In game shows, people can win prizes or money.	Spielshow (die), Quizshow (die)
cooking show	['kʊkɪŋ ʃəʊ]	There are too many cooking shows on TV right now.	Kochshow (die)
producer	[prə'dju:sə]	She's the producer of a famous TV series.	Produzent (der), Produzentin (die)
director	[daɪ'rektə]	The director is responsible for the entire film.	Regisseur (der), Regisseurin (die)
make-up artist	['meɪkʌp artist]	Make-up artists prepare the actors for filming.	Maskenbildner (der); Maskenbildnerin (die)
documentary	[dɒkjə'mentri]	Documentaries give information on a topic or show real events.	Dokumentarfilm (der)
silent movie	['saɪlənt mu:vi]	In silent movies, you can't hear what the characters are saying.	Stummfilm (der)
screen	[skri:n]	The spoken text is written on the screen.	Leinwand (die); Bildschirm (der)
stage	[steɪdʒ]	The star explains the different stages of cooking.	hier: Phase (die), Abschnitt (der)
to be set somewhere	[set]	The film is set in the US.	wo spielen
wilderness	['wɪldənəs]	It's usually set in the wilderness.	Wildnis (die)
TV programme	[ti:'vi: prəʊgræm]	I prefer TV programmes that are set in the UK.	Fernsehsendung (die)
to fall in love with sb.	[lʌv]	The two people fall in love with each other but there are some problems.	sich in jmdn. verlieben
to solve a problem	[səʊlv]	They have to solve the problems before they can be happy together.	ein Problem lösen
dark	[dɑ:k]	These films often have a dark story.	hier: düster
at some point in the future		It happens at some point in the future.	irgendwann einmal
time travel	['taɪm trævl]	Science fiction can show time travel or aliens.	Zeitreise (die)
<b>3</b> entertaining	[entə'teɪnɪŋ]	Is it entertaining to work in entertainment?	unterhaltsam
someone else	[sʌmwʌn 'els]	It would be wonderful to become someone else.	jemand anderes
play	[pleɪ]	Have you ever been in a play?	Theaterstück (das)
not anyone	['eniwʌn]	I didn't know anyone in the entertainment business.	niemand
to do sth. about sth.		There wasn't anything I could do about it.	etw. gegen etw. unternehmen
not anything	['eniθɪŋ]	I haven't seen anything I like.	nichts
not anywhere	['eniweə]	I don't want to be anywhere else.	nirgendwo
actress	['æktres]	I've heard something strange about a famous actress.	Schauspielerin (die)
action scene	['ækʃn si:n]	The film has some action scenes but there aren't any funny moments.	Actionszene (die)
job offer	['jɒb ɒfə]	Which dialogue is about a job offer?	Stellenangebot (das)
glitter	['glɪtə]	Not everything that glitters is gold.	glitzern, funkeln
<b>4</b> darkness	['dɑ:knəs]	There's darkness in the light.	Dunkelheit (die)
to cruise	[kru:z]	Tom wanted to cruise to fame.	hier: (gleichmäßig) fahren
fame	[feɪm]	Not everyone can handle fame well.	Ruhm (der)
mechanic	[mə'kænik]	He worked as a mechanic for cars.	Mechaniker (der), Mechanikerin (die)
casting	['kɑ:stɪŋ]	He went to castings every day.	Casting (das), Vorsprechen (das)
role	[rəʊl]	There weren't any roles a mechanic could play.	Rolle (die)
waitress	['weɪtrəs]	She is working as a waitress.	Kellnerin (die)

bar	[bɑ:]	She was a waitress in a bar.	Bar (die), Lokal (das)
to star in sth.	[stɑ:]	She doesn't star in any show.	die Hauptrolle in etw. spielen
mercy	[mɜ:si]	There isn't any mercy in this town.	Erbarmen (das), Mitleid (das)
love scene	[lʌv si:n]	She was playing a love scene.	Liebeszene (die)
to come true	[kʌm 'tru:]	You are my dream come true!	wahr werden
to reply	[rɪ'plai]	He sent her letters but she didn't reply.	antworten
crazy	['kreizi]	He was a crazy man who killed an actress.	verrückt
not anymore	['eni:mɔ:]	She doesn't get any roles anymore.	nicht mehr
<b>5</b> child actor	[tʃaɪld æktə]	When did you become a child actor?	Kinderdarsteller (der), Kinderdarstellerin (die)
to be on camera	[bɪn 'kæmərə]	I wanted to become someone else on camera.	vor der Kamera stehen
creative	[kri'eɪtɪv]	It's a very creative job.	kreativ
themselves	[ðəm'selvz]	These people are in love with themselves.	sich selbst
on time	[ɒn 'taɪm]	You have to be in time and do what the director wants.	rechtzeitig, pünktlich
nowadays	['naʊədəɪz]	Nowadays you can learn anywhere you are.	heutzutage
to skype	[skaɪp]	I skype with my teachers and do online research.	skypen, sich via Skype unterhalten
on set	[set]	You often have the coolest cars on set.	am Set, bei den Dreharbeiten
a few	[ə 'fju:]	There are a few positive things about being an actor.	ein paar
conversation	[kɒnvə'seɪʃn]	Before you start your conversation take some notes.	Gespräch (das)
to zoom in	[zu:m 'ɪn]	Let's zoom in on film reviews.	sich af etw. konzentrieren, etw. heranzoomen
<b>6</b> review	[rɪ'vju:]	Have you read the reviews of my newest film?	Rezension (die), Kritik (die)
basic	['beɪsɪk]	The text gives basic information on the film.	wesentlich, Grund-
film critic	['fɪlm krɪtɪk]	A film critic's job is to write film reviews.	Filmkritiker (der), Filmkritikerin (die)
to review sth.	[rɪ'vju:]	They review films for newspapers, magazines or blogs.	etw. rezensieren
title	['taɪtl]	Give the title, the director's name and the year the film was made.	Titel (der)
summary	['sʌmri]	Say what the film is about in a short summary.	Zusammenfassung (die)
to direct	[daɪ'rekt]	The film was directed by two people.	Regie führen
beauty contest	['bju:ti kɒntest]	It tells the story of a trip to a beauty contest.	Schönheitswettbewerb (der)
beauty queen	['bju:ti kwɪ:n]	Someday, she wants to be a beauty queen.	Schönheitskönigin (die)
acting	['æktɪŋ]	I love the acting in this road movie.	Darstellung (die)
(movie) lover	['lʌvə]	It's the perfect film for road movie lovers.	(Film-)Liebhaber (der), (Film-)Liebhaberin (die)
<b>7</b> to be based on sth.	[beɪst]	The film is based on the life of Arnold Schwarzenegger.	auf etw. beruhen
politician	[pɒlɪ'tɪʃn]	He became a famous actor and a politician.	Politiker (der), Politikerin (die)
dancer	[dɑ:nsə]	She wants to be a dancer one day.	Tänzer (der), Tänzerin (die)
magic	['mædʒɪk]	Lizzy finds a magic stone in the forest.	magisch
cartoon	[ka:'tu:n]	This is a lovely cartoon!	Zeichentrickfilm (der)
scientist	['saɪəntɪst]	Scientists must find a new star that gives light.	Wissenschaftler (der), Wissenschaftlerin (die)
over the top	[tɒp]	The action scenes are a bit over the top.	übertrieben
cruise ship	['kru:z ʃɪp]	A cruise ship with over 4000 people on board starts sinking.	Kreuzfahrtschiff (das)

	to sink - sank	[sɪŋk] [sæŋk]	The ship starts sinking after it hits a rock.	senken
	engine	['endʒɪn]	They try to repair the ship's engine.	Motor (der)
	technical	['teknɪkl]	Can she solve all the technical problems?	technisch
	to present sth.	[prɪ'zent]	Present the poster for your film in class.	etw. präsentieren, etw. vorstellen
8	script	[skrɪpt]	Actors have to remember the script for their performance.	Skript (das), Drehbuch (das)
	to perform (on stage)	[pə'fɔ:m]	A play is something actors perform on stage.	aufreten
	idea of sth.	[aɪ'diə]	That's not my idea of entertainment.	Vorstellung (die) von etw.

## Unit 5 - London

1	already	[ɔ:l'reɪdi]	What do you already know about London.	bereits
	capital (city)	['kæpɪtl]	London is the capital city of Great Britain.	Hauptstadt (die)
	under the Romans	['rəʊmən]	Under the Romans, London was called Londinium.	unter römischer Herrschaft
	multicultural	[mʌltɪ'kʌltʃrəl]	London is a multicultural city.	multikulturell
	record number	[rekɔ:d 'nʌmbə]	In 2016 a record number of 19 million tourists came to London.	Rokordzahl (die)
	in contrast to	[kɒn'trɑ:st]	In contrast to the rest of Europe, cars there drive on the left side of the street.	im Unterschied zu
	what else	[wɒt 'els]	What else do you know about London?	was noch, was sonst
2	place of interest	[pleɪs əv 'ɪntrəst]	Sights are places of interest in a city or country.	Sehenswürdigkeit (die)
	tower	['taʊə]	The castle actually has many towers.	Turm (der)
	to be situated somewhere	['sɪtʃœɪtɪd]	It is situated next to the river Thames.	wo liegen, wo gelegen sein
	to build - built	[bɪld] [bɪlt]	The castle was built in 1078.	(er-)bauen, errichten
	conquerer	['kɒŋkərə]	It was built by William the Conqueror.	Eroberer (der), Eroberin (die)
	royal palace	[rɔ:əl 'pælis]	Since then it has been a royal palace, a cemetery and even a zoo.	Königspalast (der)
	cemetery	['semətəri]	There is a cemetery behind the church.	Friedhof (der)
to	house sth.	[haʊz]	The castle houses the Crown Jewels of the United Kingdom.	etw. beherbergen
	crown jewels	[kraʊn 'dʒu:əlz]	The Crown Jewels are well-protected.	Kronjuwelen (die)
	area	['eəriə]	This area in the north of London is famous for many clubs and restaurants.	Gebiet (das), Gegend (die)
	open-air market	[əʊpən eə 'mɑ:kɪt]	There are many clubs, restaurants and open-air markets.	Markt im Freien
	labyrinth	['læbərɪnθ]	It is a labyrinth of six open-air markets.	Labyrinth (das)
	stall	[stɔ:l]	They have thousands of stalls where you can buy everything.	Stand (der)
	accessory	[ək'sesəri]	You can buy clothes and accessories.	Accessoire (das)
	antiques	[ænti:kz]	Some of the stalls also sell antiques.	Antiquitäten (die)
	from all over the world		They sell food from all over the world.	aus der ganzen Welt
	gallery	['gæləri]	This gallery is one of the largest museums of modern art in the world.	Galerie (die)
	building	['bɪldɪŋ]	Before becoming a museum, the building was used for something else.	Gebäude (das)
	power station	['paʊə steɪʃn]	The building was a huge power station.	Kraftwerk (das)
	electrical power	['ɪlektɪkəl paʊə]	The power station created electrical power.	Strom (der)
	opening	['əʊpənɪŋ]	Since its opening, around 5 million people have visited the museum.	Eröffnung (die)

parliament	['pɑ:lmənt]	The tower is part of the Houses of Parliament.	Parlament (das)
to refer to sth.	[rɪ'fɜ:]	The name actually refers to the big bell inside.	sich auf etw. beziehen
bell	[bel]	The bell is at the top of the tower.	Glocke (die)
to strike	[straɪk]	Big Ben strikes every full hour.	schlagen
to be located somewhere	[ləʊ'keɪtɪd]	The tour is located at the Warner Bros. Studios.	wo liegen, wo gelegen sein
walking tour	['wɔ:kɪŋ tʊə]	This walking tour lets you experience the magic of the film series.	Rundgang (der), Führung (die)
prop	[prɒp]	It shows props that were used in the films.	Requisite (die)
original	ə'ɒrɪdʒɪnəl]	This is the original place the films were made.	ursprünglich
queen	[kwi:n]	Elizabeth II is the queen of England.	Königin (die)
to be crowned	[kraʊnd]	Kings and queens have been crowned here.	gekrönt werden
royal wedding	[rɔɪəl 'wedɪŋ]	17 royal weddings have taken place in this church.	königliche Hochzeit (die)
abbey	['æbi]	The abbey is one of the most famous churches in Britain.	Abtei(-kirche)
resting place	['restɪŋ pleɪs]	It is also resting place to a lot of famous people.	Ruhestätte (die)
such as	[sʌtʃ əz]	Lots of famous people such as Isaac Newton, Charles Darwin and Stephen Hawking are buried here.	wie beispielsweise
to scan a text	[skæn]	Scan the texts about the sights of London.	einen Text überfliegen
to search for sth.	[sɜ:tʃ]	Search the text for the correct numbers.	nach etw. suchen
specific	[spə'sɪfɪk]	Scanning means quickly searching for specific information.	bestimmte/r/s
yet	[jet]	Have you visited the Tower of London yet?	schon, bereits
not yet		I haven't seen it yet but I will go there tomorrow.	noch nicht
<b>4</b> theatre	['θɪətə]	Shakespeare's Globe is a famous theatre in London.	Theater (das)
part	[pɑ:t]	Put the parts of the interview in the correct order.	Teil (der)
middle	['mɪdl]	In the middle part, people usually stood during a performance.	Mitte (die)
penny	['peni]	It cost only a penny to watch a play.	<i>kleinere Währungseinheit in Großbritannien</i>
under cover	[ʌndə 'kʌvə]	If you wanted to sit under cover it cost two pennies.	geschützt, überdacht
to gather round	[gæðə 'raʊnd]	It is round so people can gather round and watch the play.	sich (um jmdn./etw.) versammeln,
as you say		It was so people could "gather round", as you say.	wie man sagt
This way, ...		This way, people could get closer to the actors.	Auf diese Weise ...
to hold sth.	[həʊld]	The theatre could hold between 1000 and 2000 people.	etw. fassen
chief manager	[tʃi:f 'mænɪdʒə]	You are the chief manager of the Globe Theatre.	Hauptgeschäftsführer (der), Hauptgeschäftsführerin (die)
exactly	[ɪg'zæktli]	It looks exactly like the ones in Shakespeare's time.	genau
roof	[ru:f]	It is a round building and in the middle it has no roof.	Dach (das)
certainly	['sɜ:tnli]	We certainly hope that it is the same today.	bestimmt, sicherlich

	We hope so!			Das hoffen wir!
	to burn down	[bɜ:n 'daʊn]	The original theatre burned down in 1613.	abbrennen
	to rebuild sth.		But we did our best to rebuild it.	etw. wieder aufbauen
	accurately	['ækjərət]	We rebuilt it as accurately as possible.	genau, exakt
	the exact same place		The building is in the exact same place as it was in the 17th century.	genau derselbe Ort
	to skim a text	[skim]	To skim a text means to quickly read it to understand the general meaning.	einen Text überfliegen
5	recent	['ri:snt]	Listen to Ally's podcast about her recent school trip to London.	kürzlich
	musician	[mju:'zi:n]	They learned about a famous musician.	Musiker (der), Musikerin (die)
	palace	['pælis]	We visited a palace in London.	Palast (der)
	means of transport	[mi:nz əv 'trænspɔ:t]	Which means of transport did they use?	Verkehrsmittel (das)
	tube (BE)	[tju:b]	They used the train and the tube.	(Londoner) U-Bahn (die)
	exhausting	[ɪg'zɔ:stɪŋ]	It must be exhausting to have to stand during a play.	anstrengend
6	statement	['steɪtmənt]	Match the statements with the speakers.	Äußerung (die), Aussage (die)
	cultural diversity	[kʌltʃrəl dʌ'vɜ:səti]	The cultural diversity in London is great.	kulturelle Vielfalt (die)
	to commute	[kə'mju:t]	Commuting to work takes a lot of time.	pendeln
	to seem	[si:m]	It seems that London never sleeps.	scheinen
	opportunity		London offers a lot of opportunities.	Möglichkeit (die), Gelegenheit (die)
	to take ages	['eɪdʒəz]	It takes ages to get from one place to another.	ewig dauern
	green spaces	[grɪ:n 'speɪsəz]	There should be more green spaces.	Grünflächen (die)
	to get used to sth.		I still haven't got used to the fact that there are so many people.	sich an etw. gewöhnen
	loads of sth.	[ləʊdz]	There are loads of interesting places to see here.	eine Menge
	distance	['dɪstns]	I need to travel the distance between home and work every day.	Entfernung (die)
	informal	[ɪn'fɔ:ml]	"Loads of" is informal for "a lot of".	informell, umgangssprachlich
	a variety of	[və'raɪəti]	London has a variety of different people from different cultures.	verschiedene
7	public transport	[pʌblɪk 'trænspɔ:t]	What do you think about the public transport in London?	öffentliche Verkehrsmittel
	whether	['weðə]	Talk to a partner whether you would like to live in London or not.	ob
8	to create sth.	[kri'eɪt]	Create a poster with some voices of your hometown.	etw. erschaffen
9	Ferris wheel	['fɛrɪs wi:l]	The London Eye is a massive Ferris wheel.	Riesenrad (das)
	bank	[bæŋk]	It is on the banks of the River Thames.	hier: Ufer (das)
	millennium	[mi'lenɪəm]	It was built to celebrate the millennium.	Jahrtausend (das)
	New Year's Eve	[nju: jɪəz 'i:v]	The London Eye opened on New Year's Eve.	Silvester (der, das)
	structure	[strʌktʃə]	The structure of the Ferris wheel cost a lot of money.	hier: Bauwerk (das)
	approximately	[ə'prɒksɪmətli]	It cost approximately 70 million pounds.	ungefähr, etwa
	passenger capsule	['pæsəndʒə kæpsju:l]	There are 32 passenger capsules.	Passagierkapsel (die)
	borough	['bʌrə]	There is one passenger capsule for each London borough.	Bezirk (der), Stadtteil (der)
	to ride sth.	[raɪd]	It takes 30 minutes to ride the London Eye.	hier: mit etw. fahren

	worldwide	[wɜ:ld'waɪd]	It had been the largest Ferris wheel worldwide until 2006.	weltweit
to	construct	[kən'strʌkt]	An even larger Ferris wheel was constructed in Nanchang, China.	bauen, konstruieren
	(wedding) proposal	[prə'pɒzəl]	It seems to be a popular place for wedding proposals.	(Heirats-)Antrag (der)
	air	[eə]	More than 5000 proposals took place in the air.	Luft (die)
10	paired	[peəd]	Find a partner for paired speaking about London.	paarweise

## Unit 6 - Podcasts

1	audio equipment	['ɔ:diəʊ ɪkwɪpmənt]	You need good audio equipment and an interesting topic.	Tongeräte (die), Audiogeräte (die)
	cable	['keɪbl]	I need a cable to connect my phone to my laptop.	Kabel (das)
	editing software	['editɪŋ sɒftweə]	What editing software do you use?	Schnittprogramm (das)
	headphones	['hedfəʊnz]	Headphones are better than earbuds.	Kopfhörer (die)
	microphone	['maɪkrəfəʊn]	Get headphones and a microphone.	Mikrofon (das)
	microphone stand	[maɪkrəfəʊn stænd]	Put the microphone on a microphone stand.	Mikrofonständer (der)
	memory stick	['memrɪ stɪk]	You can put your audio files on a memory stick.	Speicherstick (der)
	sound quality	['saʊnd kwɒləti]	With a microphone, the sound quality will be better.	Tonqualität (die)
	fewer	[fju:ə]	Headphones are better to make fewer mistakes.	weniger
	to record sth.	[rɪ'kɔ:d]	Use a laptop to record and upload your mp3 file.	etw. aufnehmen
	file	[faɪl]	Upload your mp3 file to a laptop or computer.	Datei (die)
	earbuds	['ɪəbʌdz]	Earbuds are ok but headphones are better.	Ohrhörer (die)
	device	[dɪ'vaɪs]	USB is a part of a computer to which extra devices can be connected.	Gerät (das)
	printer	['prɪntə]	With it, you can connect a printer to your computer.	Drucker (der)
	digital camera	[dɪdʒɪtl 'kæmrə]	Connect your digital camera to your computer.	Digitalkamera (die)
to	connect sth.	[kə'nekt]	Use a cable to connect your phone to the computer.	etw. verbinden
2	It's up to you.			Das liegt an dir.
to	be going on		Students can describe things that are going on at their schools.	los sein
	to practise	['præktɪs]	Making podcasts can help you to practise speaking and listening skills	üben
	amazing	[ə'meɪzɪŋ]	You also learn some amazing skills.	unglaublich, toll
	ICT (information and communication technology) skills		Making podcast can help you learn ICT skills.	IuK (Informations- und Kommunikationstechnik) Fertigkeiten (die)
	teamwork skills	['ti:mwɜ:k skɪlz]	It's great for developing teamwork skills.	Teamworkfähigkeiten (die)
	directly	[daɪ'rektli]	You usually listen to podcasts directly on the website.	direkt

	live broadcast	[laɪv 'brɔːdkɑːst]	A podcast is something like a radio show, but it isn't a live broadcast.	Liveübertragung (die)
to	focus on sth.	['fəʊkəs]	Some podcasts focus on specific topics (e.g. computers).	sich auf etw. konzentrieren
<b>3</b>	brief	[brɪːf]	Read this brief history of podcasting.	kurz
	podcasting	['pɒdkɑːstɪŋ]	Podcasting started in the early 2000s.	Podcasting (das)
	infographic	[ɪnfəʊ'græfɪk]	Read the infographic and answer the questions below.	Informationsgrafik (die)
to	premiere	['premɪə]	The first podcasts premieres in 2003.	Premiere haben
to	coin a term	[kɔɪn ə tɜːm]	An article in The Guardian coins the term "podcasting".	einen Begriff erfinden
to	launch	[ləʊntʃ]	The website launched in 2004.	beginnen, herausbringen
	podcast service provider	['pɒdkɑːst sɜːvɪs prəvaɪdə]	It was the first podcast service provider.	Podcast-Dienstanbieter (der)
	president	['prezɪdənt]	Bush becomes the first president to make a podcast.	President (der), Präsidentin (die)
to	deliver a speech	[dɪ'lɪvə]	He delivers his speech as a podcast.	eine Rede halten
	address	[ə'dres]	The president gives his weekly address.	hier: Rede (die)
to	release sth.	[rɪ'liːs]	Apple releases Garageband in 2006.	hier: etw. veröffentlichen
	built-in	['bɪltɪn]	Garageband has a built-in podcast maker.	eingebaut
to set a record		[set ə 'rɛkɔːd]	Ricky Gervais sets the record for the most downloaded podcast.	einen Rekord aufstellen
to break a record		[breɪk ə 'rɛkɔːd]	Adam Carolla breaks the record for the most downloaded podcast.	einen Rekord brechen
to report sth.		[rɪ'pɔːt]	Edison Research reports that 29% of Americans have downloaded a podcast.	etw. berichten, etw. melden
to	announce sth.	[ə'naʊns]	Apple announces a new record in podcast subscribers.	etw. ankündigen
	subscriber	[səb'skraɪbə]	They had 1 billion podcast subscribers in 2013.	Abonnent (der), Abonnentin (die)
	speech	[spiːtʃ]	Who gave his weekly speech as a podcast?	Rede (die)
	by ...		By 2012 about 39% of all Americans had downloaded a podcast.	bis ...
to	be sb.'s turn	[tɜːn]	Now it's your turn: Go around the class and ask questions.	an der Reihe sein
<b>4</b>	question tag	['kwɛstʃən tæɡ]	You know all about question tags, don't you?	Bestätigungsfrage (die)
to agree to do sth.		[ə'grɪː]	Ally and Leo have agreed to write to each other.	sich einigen, etw. zu tun
to stay in touch		[steɪ ɪn 'tʌtʃ]	They have agreed to stay in touch.	in Kontakt bleiben
	ice-cold	[aɪs'kəʊld]	The children swam in an ice-cold mountain lake.	eiskalt
<b>5</b>	to produce sth.	[prə'djuːs]	You have produced 15 podcasts so far.	etw. produzieren
<b>6</b>	do it yourself		Do it yourself: Make your own podcast.	mach es selbst
	clear	[klɪə]	Clear, correct and fluent speech is especially important.	klar
	fluent speech	['fluənt spiːtʃ]	Fluent speech makes your listeners understand you better.	flüssiges Sprechen
	listener	['lɪsnə]	Your listeners should be interested in your work.	Zuhörer (der), Zuhörerin (die)
	to responsible for sth. be	[rɪ'spɒnsɪbl]	Every person should have a special task that for which they are responsible.	verantwortlich für etw. sein
to	complete sth.	['kɒmplɪːt]	It will be easy for you to complete the task.	fertigstellen, beenden
to	manage sth.	['mænɪdʒ]	Who should manage the content?	etw. leiten, etw. organisieren

	content	['kɒntent]	What will be the podcast's content?	Inhalt (der)
to	research sth.	[rɪ'sɜ:tʃ]	Someone should research and write texts.	etw. recherchieren
to	edit sth.	['edɪt]	You need to edit your podcasts after recording them.	etw. editieren, etw. schneiden
	to analyse	['ænləaɪz]	Discuss and analyse the presentations and give each other feedback.	analysieren
<b>7</b>	to slow down	[sləʊ daʊn]	Slow down when you're speaking.	langsamer werden
	pause	[pəʊz]	Speak slowly and use pauses.	Pause (die)
	emphasis	['emfəsis]	Use pauses for emphasis.	Betonung (die)
	volume	['vɒljʊ:m]	Pay attention to your speaking volume.	Lautstärke (die), Volumen (das)
	to breathe	[bri:ð]	Breathe slowly and try to stay calm.	atmen
	self-confident	[self'kɒnfɪdənt]	Be self-confident when you speak.	selbstbewusst
<b>8</b>	pronunciation	[prənʌnsɪ'eɪʃn]	Correct pronunciation is important for a successful speaking performance.	Aussprache (die)
	vowel	['vaʊəl]	The vowels in English are spelled a, e, i, o, u and sometimes y.	Vokal (der), Selbstlaut (der)
to	rise	[raɪz]	When do you use a rising intonation?	steigen
	insect	['ɪnsɛkt]	There is an insect in my soup.	Insekt (das)
<b>9</b>	to communicate	[kə'mju:nɪkeɪt]	Social media help you to communicate with others about this event.	kommunizieren, sich verständigen
to	rewrite sth.	[rɪ'raɪt]	Rewrite the sentences that are false.	etw. umschreiben, etw. neu schreiben

## Unit 7 - Water is life

<b>1</b>	pure	[pjʊə]	The water of the lake is pure.	sauber, klar
	fresh	[frefʃ]	It's hard to get fresh water.	frisch
	to not care about sth.	[keə]	People don't care about the oceans.	sich um etw. kümmern, sich für etw. interessieren
	to rain heavily	['hevɪli]	Can you remember the last time it rained heavily?	stark regnen
	drinking water	['drɪŋkɪŋ wɔ:tə]	Are you sure this is drinking water quality?	Trinkwasser (das)
	quality	[kwɒlɪti]	What do you know about the quality of this water?	Qualität (die)
	waterfall	['wɔ:təfɔ:l]	We walked along the river until we came to a waterfall.	Wasserfall (der)
	water drop	['wɔ:tə drɒp]	There are water drops on the window.	Wassertropfen (der)
	wave	[weɪv]	It's too windy, look at how big the waves are.	Welle (die)
<b>2</b>	without	[wi'ðaʊt]	Water is a clear liquid without colour or taste.	ohne
	taste	[teɪst]	Water usually has no taste.	Geschmack (der)
	water cycle	['wɔ:tə saɪkl]	How does the water cycle work on our planet?	Wasserkreislauf (der)
	evaporation	[ɪvəpə'reɪʃn]	Through evaporation the water goes up to the sky.	Verdunstung (die)
	mass	[mæs]	Clouds are grey or white masses in the sky.	Masse (die)
	to be made up of sth.	[meɪd ʌp əv]	They are made up of very small drops of water.	sich aus etw. zusammensetzen
	frozen	[frəʊzn]	When they are frozen, the water drops are called snow.	gefroren
	woody plant	[wʊdi 'plænt]	A tree is a woody plant that lives for many years.	hölzerne Pflanze (die)

process	['prəʊses]	The process of changing from liquid to gas is called evaporation.	Prozess (der)
heat	[hi:t]	The sun makes heat and light for the earth.	Hitze (die), Wärme (die)
college	['kɒlɪdʒ]	The professor works at a college and teaches geography.	College (das), Hochschule (die)
to heat up sth.	[hi:t 'ʌp]	The water is heated up by the sun.	etw. erhitzen, etw. erwärmen
to turn sth. into sth.	[tɜ:n]	When water is heated up, it is turned into gas.	etw. in etw. verwandeln
once	[wʌns]	Once in the sky, the water drops are frozen.	hier: wenn
to be grouped together	['gru:p təgeðə]	Clouds are formed when small drops of water are grouped together.	sich gruppieren, sich zusammentun
<b>3</b> informative	[ɪn'fɔ:mətɪv]	Informative texts use facts and information to describe things.	informativ
sea life	[si: laɪf]	The oceans are very important for sea life.	Meerestiere (die)
human being	[hju:mən 'bi:ɪŋ]	They are also important for human beings.	Mensch (der)
to harm sth./sb.	[hɑ:m]	We harm the oceans and the things that live in them.	etw./jmdm. schaden
human activity	[hju:mən æk'tɪvətɪ]	Many of our oceans are harmed by human activity.	menschliche Aktivität (die)
so-called	[səʊ'kɔ:ld]	Many years ago, people created the so-called World Ocean Day.	so genannt
declare	[dɪ'kleə]	They had an idea and declared World Ocean Day.	etw. verkünden, etw. erklären
importance	[ɪm'pɔ:tns]	On this day, the importance of the oceans is celebrated around the world.	Wichtigkeit (die)
Brazil	[brə'zɪl]	The day was started in Brazil in 1992.	Brasilien (das)
pollution	[pə'lju:ʃn]	A big problem for our oceans is pollution.	Verschmutzung (die)
over-fishing	[əʊvə'fɪʃɪŋ]	Another problem is over-fishing.	Überfischung (die)
climate change	['klaɪmət tʃeɪndʒ]	The oceans' temperatures are changing because of climate change.	Klimawandel (der)
to make sb./sth. do sth.	[meɪk]	Climate change is making sea levels rise.	jmdn./etw. zu etw. bringen
sea level	['si: levl]	In 50 years, many countries will be below sea level.	Meeresspiegel (der)
to rise	[raɪz]	The sea levels are rising because of climate change.	steigen
to be flooded	['flʌdɪd]	In the next 50 years, many countries will be flooded.	überflutet werden, überschwemmt werden
sea creatures	['si: kri:tʃəz]	Fish and other sea creatures are killed.	Meerestiere (die)
the passive	[pæsɪv]	Write the report using the passive.	Passiv (das)
reason	['ri:zn]	The reason for this day is that in the past our oceans were treated very badly.	Grund (der)
factory	['fæktəri]	Another problem is that rivers and lakes are polluted by factories.	Fabrik (die)
chemical substance	[kemɪkl 'sʌbstns]	Many factories produce chemical substances.	Chemikalie (die)
in fact	[ɪn 'fækt]	In fact, only about 2% of the earth's water is drinkable.	tatsächlich, in der Tat
freshwater	[fref 'wɔ:tə]	Not all freshwater can be used for drinking.	Süßwasser (das)
to consume sth.	[kən'sju:m]	Sometimes water isn't consumed carefully enough.	etw. konsumieren
figure	['fɪgə]	Read the facts and figures about water.	Zahl (die), Wert (der)
<b>4</b> bone	[bəʊn]	Water helps the bones to move.	Knochen (der)
brain	[breɪn]	75% of our brain is water.	Gehirn (das)

	oxygen	['ɒksɪdʒən]	Blood carries oxygen to all parts of the body.	Sauerstoff (der)
	nutrient	[nju:triənt]	It has got oxygen and many other nutrients that are important.	Nährstoff (der)
	weight	[weɪt]	How much of your body weight is water?	Gewicht (das)
	to cramp	[kræmp]	Water helps your muscles not to cramp.	sich verkrampfen
	amount	[ə'maʊnt]	The chart shows the amount of water in litres.	Menge (die)
5	use (of water)	[ju:s]	The use of water per person per year is highest in the US.	(Wasser-)Nutzung (die)
	bar chart	['bɑ: tʃɑ:t]	Look at the bar chart and answer the questions.	Balkendiagramm (das)
	total	[təʊtl]	It shows the total use of water per person per year.	gesamt
	per	[pɜ:]	What is the use of water per person per year in France?	pro
	cubic metre	['kju:bɪk mi:tə]	How many litres is a cubic metres of water?	Kubikmeter (der)
6	gallon	['gælən]	A gallon is about 4.5 litres.	Gallone (die)
	unit	['ju:nɪt]	Gallon, litre and cubic metre are units of volume.	Einheit (die)
	to measure sth.	['meɪʒə]	A litre is a unit to measure volume.	etw. messen
	factual	['fæktʃʊəl]	Write an informative and factual text about water.	sachbezogen, sachlich
7	saltwater	['sɒltwɔ:tə]	The water on earth is about 97% saltwater.	Salzwasser (das)
	locked up	[lɒkt 'ʌp]	Some freshwater is locked up in glaciers.	eingeschlossen; eingesperrt
	glacier	['glæsiə]	The glaciers are melting due to climate change.	Gletscher (der)
	ice cap	['aɪs kæp]	Freshwater can also be locked up in ice caps.	Eiskappe (die)
	dirt	[dɜ:t]	People collect trash and dirt on the beach.	Schmutz (der)
	out to sea	[aʊt tə 'si:]	Some people go out to sea and free animals from nets.	hinaus aufs Meer
	colourful	['kɒləfəl]	I love watching clourful fish in the water.	bunt, farbenfroh
8	questionnaire	['kwɛstʃənɛə]	Answer the questionnaire below for yourself.	Fragebogen (der)
	to leave the water running		Do you leave the water running when cleaning your teeth?	das Wasser laufen lassen
	personal use	[pɜ:sənəl 'ju:s]	Think about your personal use of water.	persönlicher Verbrauch (der)
	to take ... minutes		Each shower takes 10 minutes.	... Minuten brauchen
9	tap	[tæp]	When you brush your teeth, turn off the tap.	Wasserhahn (der)
	to load the dishwasher	[lɒd ðə 'dɪʃwɒʃə]	Load the dishwasher and turn it on.	die Geschirrspülmaschine beladen
	till	[tɪl]	Wait till the dishwasher is full before you turn it on.	bis
	bucket	['bʌkɪt]	When we wash the car, we always use a bucket of water.	Kübel (der), Eimer (der)
	sponge	[spʌndʒ]	We wash the car with a sponge.	Schwamm (der)
	to drip	[drɪp]	We always tell our dad to fix dripping taps.	tropfen
	leaflet	['li:flet]	Complete the information leaflet for "World Water Day."	Flugblatt (das), Prospekt (der)
	single	['sɪŋɡl]	Read these tips to save water every single day.	einzig, einzeln
	from a distance	['dɪstəns]	Make it easy to read from a distance.	aus der Entfernung
10	(music) studio	['stju:diəʊ]	The song was recorded in a music studio.	(Musik-) Studio

## Unit 8 - Picture perfect

picture-perfect	[pɪktʃə 'pɜ:fɪkt]	Look at this picture-perfect view!	bildschön, wie gemalt
non-fictional text	[nɒn'fɪkʃnl]	We will learn about the structure of non-fictional texts.	Sachtext (der)
<b>1</b> to walk (a mile) in sb.'s shoes		Walk a mile in my shoes!	sich in jmds. Situation versetzen
Way to go!			Gut gemacht! Weiter so!
<b>2</b> to pose for a photo	[pəʊz]	The family posed for their Christmas photo.	für ein Foto posieren
advertising poster	['ædvətaraɪzɪŋ pəʊstə]	The photo was used for an advertising poster.	Werbeplakat (das)
as (=because)	[æz]	As they were quite proud of the picture, they posted it online.	da, weil
modelling	['mɒdlɪŋ]	I was never interested in modelling.	Arbeit als Fotomodell
to be shocked	[ʃɒkt]	She was shocked when she saw it was her picture.	schockiert sein
sth. used to be sth.	['ju:st tə]	The picture used to be Tana's profile picture.	etw. war früher einmal etw.
profile picture	['prəʊfaɪl pɪktʃə]	It was her profile picture on Facebook.	Profilbild (das)
lawyer	['lɔ:ɪ]	She asked a lawyer for help and found another pullover.	Anwalt (der), Anwältin (die)
clothing company	['kləʊðɪŋ kɒmpəni]	The clothing companies weren't allowed to use her photo.	Bekleidungsunternehmen (das)
permission	[pə'mɪʃn]	They aren't allowed to use her photo without her permission.	Erlaubnis (die)
Czechia	['tʃekɪə]	A family friend travelled to Czechia.	Tschechien (das)
all of a sudden	[ɔ:l əv ə 'sʌdn]	All of a sudden, he discovered the Fords on a poster.	plötzlich
to advertise	['ædvətaraɪz]	The poster was advertising a Czech grocery store.	für etw. Werbung machen
grocery store	['grəʊsəri stɔ:]	The grocery store was using their photo on a poster.	Lebensmittelgeschäft (das)
coincidence	[kəʊ'ɪnsɪdəns]	It was a coincidence that she found out about the photo.	Zufall (der)
sister-in-law	['sɪstərɪnlɔ:]	Her sister-in-law saw the pullover and texted her.	Schwägerin (die)
What if...?		What if that just happens but nobody has asked you first?	Was wäre, wenn ...?
in a way		In a way, it was nice a nice experience.	in gewisser Weise
(store) owner		The store owner was surprised when he found out.	(Laden-)Besitzer
to find	[faɪnd]	The store owner found us that good-looking.	hier: als etw. empfinden, finden
good-looking	[gʊd'lu:kɪŋ]	Do you think he is good-looking?	gut aussehend
but then again		But then again, I still think it is quite frightening.	andererseits
press	[pres]	She told the press about her experience.	Presse (die)
to run sth.	[rʌn]	The man who runs the store was also surprised.	etw. leiten, etw. betreiben
to apologise to sb.	[əpɒlədʒaɪz]	Finally, he apologised to the family.	sich bei jmdm. entschuldigen
social media	[səʊʃl 'mi:diə]	Posting photos on social media can be a problem.	soziale Medien (die)
account	[ə'kaʊnt]	When you create an account on Facebook, you're allowing them to use your photos.	Konto (das), Account (der)
platform	['plætʃɔ:m]	Be careful when you are posting your pictures on platforms like Facebook.	Plattform (die)

	embarrassing	[ɪmˈbærəsɪŋ]	You should be especially careful with embarrassing photos.	peinlich
	linking word	[ˈlɪŋkɪŋ wɜːd]	Use linking words to connect the sentences in your text.	Verbindungswort (das)
	advertising company	[ˈædvɪtaɪzɪŋ ˈkɒmpəni]	For example, your photos could be sold to advertising companies.	Werbeagentur
	Furthermore, ...	[fɜːðəˈmɔː]	Furthermore, you might find some of your photos embarrassing in a few years.	außerdem, ferner
	photo album	[ˈfəʊtəʊ ælbəm]	Why don't you try using the good old photo album instead?	Fotoalbum (das)
	scrapbook	[ˈskræpbʊk]	You could also make a trendy scrapbook for your pictures.	Sammelalbum (das)
3	at least	[ət liːst]	At least my brother seems to enjoy this.	wenigstens, mindestens
	bowtie	[ˈbəʊtaɪ]	We're both wearing a bowtie in the picture.	Fliege (die)
	rascal	[ˈræskl]	Next to him I look like a rascal.	Schlingel (der), Frechdachs (der)
4	photography	[fəˈtɒgrəfi]	Find out more about the history of photography.	Fotografie (die)
	dark chamber	[dɑːk ˈtʃeɪnbə]	At the beginning, there the camera obscura, the 'dark chamber'.	dunkle Kammer (die)
	the back of sth.		The light created a picture at the back of the box.	im hinteren Teil, auf der Rückseite
	to be gone	[gɒn]	This picture was gone as soon as the light disappeared.	weg sein
	to disappear	[dɪsəˈpiə]	One of the biggest problems was to make sure that the picture didn't disappear.	verschwinden
	artist	[ɑːtɪst]	For artists, the camera obscura was still very useful.	Künstler (der), Künstlerin (die)
	photograph	[ˈfəʊtəgrɑːf]	Around 1826, the first photograph was made.	Foto (das)
	view	[vjuː]	It took eight hours to take a picture of the view from a window.	Aussicht (die)
	blurry	[ˈblɜːri]	The photograph was very blurry, but at least it didn't disappear.	unscharf, verschwommen
	inventor	[ɪnˈventə]	This type of photograph was named after ist inventor.	Erfinder (der), Erfinderin (die)
	invention	[ɪnˈvenʃn]	It was a French invention, but it was most popular in the US.	Erfindung (die)
	to be crazy about sth.	[kreɪzi]	It was most popular in the US, where people were crazy about it.	verrückt nach etw. sein
	silvery	[ˈsɪlvri]	These pictures had a silvery colour.	silbrig
	ghostly	[ˈgəʊstli]	The photographs looked ghostly.	gespenstisch, unheimlich
	to sit/stand still		People had to sit still for over 20 minutes!	still sitzen/stehten
	landscape	[ˈlændskeɪp]	Most early photographs showed landscapes and things rather than people.	Landschaft (die)
	rather than sth.	[ˈrɑːðə]	They showed things rather than people.	anstatt etw.
	chemicals	[ˈkemɪkəlz]	Scientists discovered a way to take pictures by using chemicals and paper.	Chemikalie (die)
	method	[ˈmeθəd]	The best thing about this method was that people did not have to stand still.	Methode (die)
	print	[prɪnt]	You just had to shake the prints a bit and the photo would be developed.	Druck (der), Abzug (der)
	delete	[dɪˈliːt]	Digital photos are easy to share, e-mail and delete.	löschen
	trend	[trend]	The newest trend is to take pictures of oneself.	Trend (der), Mode (die)
	selfie	[ˈselfi]	When you take a selfie, you do it without the help of other people.	Selfie (das)

	helpful	['helpfəl]	Artists found the camera obscura very helpful for their drawings and paintings.	hilfreich
	to invent sth.	[ɪn'veɪnt]	The daguerreotype, which was invented by Louis Daguerre.	etw. erfinden
	photographer	[fə'tɒgrəfə]	He was a famous artist and photographer.	Fotograf (der), Fotografin (die)
	relative clause	['relatɪv klɔ:z]	Read the grammar box about non-defining relative clauses.	Relativsatz (der)
	to hang	[hæŋg]	The painting, which everyone knows, hangs in the Louvre.	hängen
5	to order sth.	['ɔ:də]	Listen to both parts of the interview and order the pictures.	etw. ordnen
	portrait	['pɔ:trət]	Is it a photograph, a portrait, a drawing, a painting?	Portrait (das)
	collage	['kɒlə:ʒ]	You can make a collage or a poster.	Collage (die)
	to be specific	[spə'sɪfɪk]	You should be more specific and describe details.	genau sein, sich klar ausdrücken
	to come to sb.'s mind	[maɪnd]	What comes to your mind when you look at the picture?	jmdm. einfallen, jmdm. in den Sinn kommen
6	introduction	[ɪntrə'dʌkʃn]	Your text needs a short introduction.	Einleitung (die)
	conclusion	[kən'klu:ʒn]	At the end, write a conclusion.	Abschluss (der), Fazit (das)
	to structure sth.	['strʌktʃə]	Structure your text well and use linking words.	etw. strukturieren
	either ... or		You can either choose a picture from your coursebook or workbook.	entweder ... oder
	foreground	['fɔ:graʊnd]	In the foreground, there is a child with a cat.	Vordergrund (der)
	background	['bækgraʊnd]	In the background, you can see a bed and a desk.	Hintergrund (der)
	lower part	['ləʊə pɑ:t]	The lower part of the picture shows the floor.	unterer Teil (der)
	bottom right-hand corner	[bɒtm raɪthænd 'kɔ:nə]	In the bottom right hand corner, there is a yellow ball.	untere rechte Ecke (die)
	overall	[əʊvə'rɔ:l]	Overall, I think the picture shows a bedroom.	insgesamt, im Großen und Ganzen
	upper left-hand corner	[ʌpə lefthænd 'kɔ:nə]	In the upper left-hand corner, there is a poster.	obere linke Ecke (die)
7	flick (coll.)	[flɪk]	What are your favourite flicks?	Film (der)
	pic (coll.)	[pɪk]	Can you send me yesterday's pics?	Bild (das)
	still	[stɪl]	Look at the still from the film and describe it.	hier: Standbild
	All in all, ...		All in all, I think it is true: sometimes a picture IS worth a thousand words.	insgesamt
8	pale look	[peɪl]	People thought that a pale look showed that Elizabeth I was a powerful queen.	blasses Aussehen (das)

## Unit 9 - What if...?

1	to broadcast	['brɔ:dkɑ:st]	Television will broadcast images, sound and smell.	ausstrahlen, übertragen
	space	[speɪs]	In 2000 everyone will be able to travel to space.	Weltraum (der)
2	automatically	[ɔ:tə'mætɪkli]	The fridge will do the shopping automatically.	automatisch
	to check one's messages		You will be able to check your messages without using your hands.	seine Nachrichten überprüfen

contact lense	['kɒntækt lenz]	You will check your messages with contact lenses.	Kontaktlinse (die)
dinosaur	['dɪnəsɔː]	In the future, we will see dinosaurs in zoos.	Dinosaurier (der)
nuclear energy	[njuːklɪə 'enədʒi]	We will stop using nuclear energy.	Kernenergie (die)
disease	[dɪ'ziːz]	Doctors will be able to cure any disease.	Krankheit (die)
robot butler	[rəʊbət 'bʌtlə]	People will have robot butlers.	Roboterbutler (der)
<b>3</b> to experiment with sth.	[ɪk'sperɪmənt]	Experiment with different ways to create your own story.	mit etw. experimentieren
to wave at/to sb.	[weɪv]	Hookie waves to Pookie and runs to the house.	jmdm. (zu-)winken
buggy	['bʌɡi]	He puts on his shoes and puts his little sister in her buggy.	Kinderwagen (der)
robot-nanny	[rəʊbət 'næni]	He tells the robot-nanny to take them to the football field.	Roboternanny (die)
to ring the doorbell	['dɔːbel]	Before Hookie can ring the doorbell, Pookie opens the door.	an der Tür klingeln
robot head	[rəʊbət 'hed]	Suddenly her robot head explodes.	Roboterkopf (der)
flame	[fleɪm]	Hookie puts out the flames.	Flamme (die)
emergency landing place	[ɪmɜːdʒnsɪ 'lændɪŋ pleɪs]	Pookie takes them to an emergency landing place.	Notfalllandeplatz (der)
ambulance	['æmbjələns]	He calls an ambulance for the nanny and phones Hookie's mum.	Rettungswagen (der)
to fight sth.	[faɪt]	He is fighting the flames with Baggie's water bottle.	etw. bekämpfen
to calm down sb.	[kɑːm 'daʊn]	Pookie is trying to calm down his crying little sister.	jmdn. beruhigen
auto pilot	['ɔːtəʊ paɪlət]	Luckily, the auto pilot takes them to Hookie's father's office.	Autopilot (der)
office	['ɒfɪs]	The father's office is in a large building.	Büro (das)
to lose control	[kən'trəʊl]	Suddenly, Hookie loses control of the flying skateboard.	die Kontrolle verlieren
right	[raɪt]	He falls right into the bush in front of Pookie's house.	hier: genau, direkt
at once	[ət wʌns]	At once, Pookie runs towards his friend.	sofort
protective clothes	[prə'tektɪv]	Luckily, Hookie isn't hurt because he is wearing protective clothes.	Schutzkleidung (die)
to cry	[kraɪ]	Hookie is holding his left arm and is crying: „My arm hurts so much.“	hier: schreien
soon	[suːn]	Soon, he feels sorry for what he has done.	kurze Zeit später, bald
to forgive sb.	[fə'ɡɪv]	Pookie was too proud to forgive Hookie.	jmdm. vergeben
to be mad with/at sb.	[mæd]	He doesn't want to talk to Hookie because he is mad with him.	auf jmdn. böse sein
to matter to sb.	['mætə]	He is mad with Hookie, so nothing matters to him.	von Bedeutung sein
frustrating	['frʌstreɪtɪŋ]	But paper Hookie doesn't answer Pookie, which is frustrating.	frustrierend
<b>4</b> to disturb sb.	[dɪ'stɜːb]	If I disturb my mom now, she will be angry.	jmdn. stören
<b>5</b> superhero	['suːpəhɪərəʊ]	If I were a superhero, I'd fight for what is right.	Superheld (der), Superheldin (die)
supernova	[suːpə'nɒvə]	I'd take a trip to outer space and fly over a supernova.	Supernova (die)
courage	['kʌrɪdʒ]	My courage would be hundred, my fears would be zero.	Mut (der)
perhaps	[pə'hæps]	If I were a superhero, perhaps I shouldn't need any apps.	vielleicht

to be immune against sth.	[ɪ'mju:n]	If I were Supergirl I should be immune against any dirt.	gegen etw. immun sein
to do good		I'd fight crimes and do good all day long.	Gutes tun
to stay up	[steɪ 'ʌp]	I'd stay up all night.	aufbleiben
Kryptonite	['krɪptənɪt]	I wouldn't be afraid of Kryptonite.	Kryptonit (das)
x-ray eyes	['eksreɪ aɪz]	My X-ray eyes would see everything.	Röntgenaugen (die)
criminal	['krɪmɪnl]	Criminals would be afraid of me.	Verbrecher (der), Verbrecherin (die)
to do the best you can		We can only do the best we can.	sein Bestes geben
<b>6</b> online community	[kə'mju:nəti]	In an online community, teenagers ask for advice.	Online-Community (die)
posting	[pəʊstɪŋɡ]	Read the postings below and find a headline for each one.	Beitrag (der), Post (der)
wallflower	['wɔ:lflaʊə]	Am I really such a wallflower?	Mauerblümchen (das)
to freak out (coll.)	['fri:k 'aʊt]	I always freak out at tests.	ausflippen, panisch werden
messy	['mesi]	Your room is really messy, shouldn't you clean it?	unordentlich
sign	[saɪn]	A messy room is a sign of happiness.	Zeichen (das)
outsider	[aʊt'saɪdə]	I feel like an outsider, as I don't have social media.	Außenseiter (der), Außenseiterin (die)
to keep sb. safe		My mom says she wants to keep me safe.	jmdn. beschützen
recently	['ri:sntli]	My family recently moved to a new state.	vor Kurzem, neulich
state	[steɪt]	I'd like to stay in touch with friends who are in another state.	Staat (der)
quiet	['kwaɪət]	I am extremely shy and quiet.	still, ruhig
meaningful	['mi:nɪŋfəl]	I can't think of anything meaningful to say.	bedeutsam
to keep quiet	[kwaɪət]	I don't know what to say so I keep quiet.	still bleiben
to make friends		I don't want to change who I am, but I want to make more friends.	Freunde finden
to get close to sb.		I want to get closer to students in my class.	jmdn. nahekommen
otherwise	['ʌðəwaɪz]	Otherwise, I'm a brilliant student.	ansonsten, im Übrigen
hard-working	[hɑ:d'wɜ:kɪŋ]	I'm a hard-working student.	fleißig
housework	['haʊswɜ:k]	I do all my housework.	Hausarbeit (die)
to fail	[feɪl]	I failed my last test.	versagen, durchfallen
by one point		I failed the test by just one point.	um einen Punkt
to panic	['pænɪk]	Whenever I have a test, I panic.	in Panik geraten
to pass (a test)	[pɑ:s]	Most of the people in my class usually pass the first time.	(eine Prüfung) bestehen
to laugh at sb.	[lɑ:f]	Do you think they will laugh at me?	jmdn. auslachen
reply	[rɪ'plai]	Pick one letter and write a reply.	Antwort (die)
If I were in your shoes ...		If I were in your shoes, I'd talk to my parents.	Wenn ich du wäre ...
parental control	[pərentl kən'trəʊl]	I would turn on parental controls on the computer.	Elternliche Kontrolle (die), Kindersicherung (die)
compromise	['kɒmprəmaɪz]	Try to find a compromise with your parents.	Kompromiss (der)
username	['ju:zəneɪm]	Give your parents your username so they can see who your friends are.	Benutzername (der)
deep breathing	[di:p 'bri:ðɪŋ]	Practise deep breathing to relax.	tiefes Atmen (das)
confident	['kɒnfɪdənt]	Study more than usual, so you will feel more confident.	selbstsicher
reaction	[ri'ækʃn]	Try to ignore the reactions of other students.	Reaktion (die)
generation	[dʒenə'reɪʃn]	What is your generation called?	Generation (die)

technology	[tek'nɒlədʒi]	This generation has grown up with technology.	Technologie (die)
responsible	[rɪ'spɒnsəbl]	People say this generation is responsible.	verantwortungsvoll, verantwortlich
open-minded	[əʊpən'maɪndɪd]	People born after the year 2000 are open-minded.	aufgeschlossen, vorurteilsfrei
to care about sb./sth.	[keə]	They care about their friends and family, and the world around them.	sich für jmdn. interessieren
<b>7</b> annoying	[ə'nɔɪɪŋ]	My teachers say it's annoying and my parents even say it's dangerous.	lästig, nervig
to be glued to sth.	[glu:d]	I think I'm really kind of glued to my mobile.	an etw. kleben
cyberspace	['saɪbəspeɪs]	I have friends all over cyberspace.	virtueller Raum (der)
to debate	[dɪ'beɪt]	I love to debate stuff online.	diskutieren
equal	['i:kwəl]	Everybody is equal, don't you think?	gleich(-berechtigt)
to look into sth.		When you explore something, you really look into it.	etw. untersuchen
to investigate	[ɪn'vestɪgeɪt]	They heard a sound and went in to investigate.	etw. untersuchen etw. nachgehen
to get on sb.'s nerves	[nɜ:vz]	My brother really gets on my nerves sometimes.	jmdm. auf die Nerven gehen
to exchange sth.	[ɪks'tʃeɪndʒ]	In a debate, you discuss a topic and exchange arguments.	etw. austauschen
argument	['ɑ:gjəmənt]	Find arguments for and against having a smartphone.	Argument (das)
computer network	[kəm'pjʊ:tənetwɜ:k]	There was a problem with the computer network.	Computernetzwerk (das)
telecommunications	[telɪkəmu:nɪ'keɪʃnz]	Her mother works in telecommunications.	Fernmeldewesen (das)
(self-)confident	[self'kɒnfɪdənt]	He is self-confident and likes to talk on the radio.	selbstbewusst
sure about yourself	[sɜ:]	He is a bit shy and not sure about himself.	selbstbewusst
detailed	['di:teɪld]	Listen to the audio again and answer the following detailed questions.	genau, ausführlich
<b>8</b> as if	[əz 'ɪf]	She sounds as if she knew what she is talking about.	als ob
unsure	[ʌn'sʊ:]	Try not to sound unsure when you speak.	unsicher
on the other hand		Kim sounds confident. Nick, on the other hand, sounds unsure.	andererseits
obviously	['ɒbvɪəsli]	He obviously does not know what he is talking about.	offensichtlich
face to face	[feɪs tə 'feɪs]	People should talk face to face more.	persönlich
hopefully	['həʊpəfəli]	Hopefully, the students will help each other.	hoffentlich
articulate	[ɑ:'tɪkjələɪt]	You sound unsure if you articulate normal sentences like questions.	aussprechen, artikulieren
<b>9</b> the 1990s	[naɪnti:z 'naɪntɪz]	Read the text about life as a teenager in the 1990s.	die 1990er
past	[pɑ:st]	The 1990s are just over twenty years past.	hier: her
though	[ðəʊ]	The life of a teenager, though, was completely different then from what it is today.	jedoch, allerdings
battery life	['bætri laɪf]	The first mobile phones had a battery life of only 75 minutes.	Akkulaufzeit (die)
flat rate	['flæt reɪt]	There were no flat rates as there are today.	Pauschaltarif (der)
unlimited	[ʌn'lɪmɪtɪd]	Do you have unlimited minutes or does it cost you something?	unbegrenzt

music cassette	['mjuzɪk kaset]	In the 1990s, people started to use CDs instead of music cassettes.	Musikkassette
teen (=teenager)	[ti:n]	Most teens had a few hundred songs in their CD shelves at home.	Teenager (der)
(radio) station	['steɪʃn]	Instead, many teens turned on the radio regularly to listen to their favourite station.	(Radio-)Sender
hip	[hɪp]	All young people knew which stations were hip and cool.	hip, cool, in
to take up space in between		They took up much space in the living room. In between TV programmes there were adverts.	Platz beanspruchen zwischen
frequent	['fri:kwənt]	There were frequent blocks of adverts.	häufig, regelmäßig
block of adverts	[blɒk əv 'ædvɜ:ts]	The blocks of adverts were long.	Werbeblock (der)
typically	['tɪpɪkli]	Parents who wanted their teens to do something typically got this reply.	normalerweise
commercial	[kə'mɜ:ʃl]	I'll do it during the commercials.	(Fernseh-)Werbung (die)

## Unit 10 - Extreme emotions

	extreme	[ɪk'stri:m]	In extreme situations people can have extreme emotions.	extrem
	emotion	[ɪ'məʊʃn]	Your poem should express an emotion.	Gefühl (Das), Emotion (die)
<b>1</b>	to grow up	[grəʊ 'ʌp]	What do you want to be when you grow up?	erwachsen werden
	heaven	['hevn]	Growing up is heaven and hell.	Himmel (der)
	hell	[hel]	Watching my little brother can be like hell.	Hölle (die)
	sadness	['sædnəs]	Laughing all day keeps sadness away.	Traurigkeit (die)
	for sale	[fə 'seɪl]	I'm sorry, this painting is not for sale.	zu verkaufen, verkäuflich
	prom	[prɒm]	For sale: prom dress, never worn.	Abschlussball (der)
	stranger	['streɪndʒə]	First they were strangers, then they were friends.	Fremder (der), Fremde (die)
	heart	[hɑ:t]	Hearts are often symbols for love.	Herz (das)
	idiom	['ɪdɪəm]	Idioms are phrases with a different meaning from what the words usually mean.	Redewendung (die)
	to let the cat out of the bag		Leo let the cat out of the bag.	die Katze aus dem Sack lassen
<b>2</b>	from the bottom of my heart		From the bottom of my heart: I love you.	aus tiefstem Herzen
	to have a heart of gold		She really has a heart of gold!	ein Herz aus Gold haben
	to feel sick at heart		I feel sick at heart.	niedergeschlagen sein
	to break sb.'s heart		Sam broke my heart.	jmdm. das Herz brechen
	to have a change of heart		She had a change of heart.	einen Sinneswandel haben
	to change one's mind		I changed my mind, I don't want to go to prom.	seine Meinung ändern
	honestly	['ɒnɪstli]	Honestly, I didn't want to hurt you.	ehrlich, wirklich
<b>3</b>	pig-heart	['pɪghɑ:t]	The doctors gave the boy a pig heart.	Schweineherz (das)
	chapter	['tʃæptə]	You are going to read the first chapter of the book.	Kapitel (das)
	heart disease	['hɑ:t dɪzɪz]	The boy has a heart disease.	Herzkrankheit (die)
	heartbroken	['hɑ:t'brəʊkn]	He is heartbroken about a girl.	todunglücklich
	to drown	[draʊn]	Help, I'm drowning!	ertrinken
	roaring silence	[rɔ:ɪŋ 'saɪləns]	I am drowning in this roaring silence.	schallende Stille (die)
	shimmer	['ʃɪmə]	I look up through the grey-white shimmer of the swimming pool water.	Schimmern (das)

quality	['kwɒləti]	High above I can see where the quality of the light changes	hier: Eigenschaft (die), Beschaffenheit (die)
surface	['sɜːfɪs]	The surface is metres above me.	Oberfläche (die)
chlorine	['klɔːrɪːn]	The swimming pool smells of chlorine.	Chlor (das)
to sting one's eyes		The chlorine stings my eyes.	in den Augen brennen
lungs (pl.)	[lʌŋz]	I can't breathe and my lungs are burning.	Lunge (die)
to be on fire	[ɒn 'faɪə]	My lungs are on fire.	brennen, in Flammen stehen
to take a breath	[breθ]	I have to take a breath but I can't.	Atem holen
blood	[blʌd]	I think he's hurt, there's blood on his shirt.	Blut (das)
to roar	[rɔː]	My lungs are burning and my blood is roaring.	dröhnen, tosen
to scream out for sth.	[skriːm 'aʊt]	My whole body is screaming out for air.	nach etw. schreien
to burst	[bɜːst]	If I don't take a breath, I'll burst.	zerplatzen
to kick	[kɪk]	I kick and kick until I get to the surface.	hier: strampeln, mit den Beinen schlagen
further away	[fɜːðər ə'weɪ]	The surface of the water seems even further away.	weiter weg
to go/have been through sth.	[θruː]	I've been through a lot in the last few months.	etw. durchmachen / etw. durchgemacht haben
to bow out	[baʊ 'aʊt]	I can't believe this is how I'm going to bow out.	sich verabschieden, hier: sterben
thought	[θɔːt]	I just have one thought.	Gedanke (der)
to rise up	[raɪz 'ʌp]	A thought rises up in my mind.	aufsteigen
to sink	[sɪŋk]	I can feel my body begin to sink.	sinken
Now for ...		Now for the hard part.	Und jetzt kommt ...
to give in	[gɪv 'ɪn]	The boy will give in soon because he is so exhausted.	aufgeben
to get the gist	[dʒɪst]	Try to get the gist of the story.	das Wesentliche verstehen
exhausted	[ɪg'zɔːstɪd]	The boy is too exhausted to swim to the surface.	erschöpft
<b>4</b> consequence	['kɒnsɪkwəns]	The activity has consequences on the present.	Folge (die), Resultat (das)
to hold one's breath		I've been holding my breath for minutes.	den Atem anhalten
to dive - dove	[daɪv] [dəʊv]	I have been diving for too long.	tauchen
to kick hard	[kɪk 'hɑːd]	I have no energy left because I've been kicking so hard.	stark strampeln
to sit around	[sɪt ə'raʊnd]	He sits around and watches TV all day.	herumsitzen
to complain about sth.	[kəm'pleɪn]	Her mom has been complaining about her bad marks.	sich über etw. beschweren
annoyed	[ə'nɔɪd]	The girl in picture 4 looks annoyed.	verärgert, genervt
<b>5</b> time is running out		Time is running out for the thirteen-year-old boy.	die Zeit läuft ab
transplant	['trænsplɑːnt]	he quickly needs to get a transplant.	Transplantat (das)
operation	[ɒpə'reɪʃn]	The doctor is trying to use pig hearts in operations.	Operation (die)
although	[ɔːl'dəʊ]	The doctor agrees to try the operation on Cameron, although it has never been done before.	obwohl, allerdings
secretly	['siːkrətli]	he secretly tells his best friend about the transplant.	heimlich
to bother sb.	['bɒðə]	Cameron and his family are bothered by newspaper reporters all day.	jmdn. belästigen, jmdn. stören
animal rights activist	['æktɪvɪst]	some animal rights activists threaten the boy's parents angrily.	Tierschützer (der), Tierschützerin (die)
to trust sb.	[trʌst]	Cameron still doesn't trust his friend fully.	jmdm. vertrauen

	bottom	['bɒtm]	Finally, he is able to touch the bottom of the pool.	Boden (der), Grund (der)
	desperately	['desprətli]	He has been desperately fighting for his life.	verzweifelt
	timeline	['taɪmlaɪn]	Complete the timeline below on a poster.	Zeitleiste (die)
6	literary text	['lɪtrəri tɛkst]	Learn how to work with a literary text.	literarischer Text (der)
6	to repeat sth.	['ri:pi:t]	Highlight words that are repeated.	etw. wiederholen
	technique	[tek'ni:k]	This is another technique writers use to make a text more interesting.	Methode (die), Technik (die)
7	poem	['pəʊɪm]	Read the first four lines of the poem by Charlotte Brontë.	Gedicht (das)
	to wander	['wɒndə]	She is wandering in a forest.	
	greenwoods	['grɪ:nwɒd]	I've been wandering in the greenwoods.	umherwandern, umherschweifen
	mid flowery plains	[mɪd fləʊəri 'pleɪnz]	I was walking 'mid flowery plains.	inmitten blumiger Ebenen
	thrush	[θrʌʃ]	Can you hear the thrush in the garden?	Drossel (die)
	thrilling strain	[θrɪlɪŋ 'streɪn]	Listen to the thrush's thrilling strains.	spannende Melodie (die)
	area of land	['eəriə]	A plain is a large flat area of land.	Landfläche (die)
	to melt	[melt]	Love is an ice-cream melting in the sun.	
	rollercoaster	['rəʊlə kəʊstə]	Love is a rollercoaster, but without the fun.	
	to be apart	[ə'pɑ:t]	Love breaks my heart when we are apart.	

## Unit 11 - Canada

1	clue	[klu:]	Look at the photos and read the clues below.	Hinweis (der)
	to border sth.		This country borders three different oceans.	an etw. grenzen
	time zone	['taɪm zəʊn]	This country is so big that there are six different time zones in it.	Zeitzone (die)
	coastline	['kəʊstlaɪn]	This country has got the longest coastline in the world.	Küste (die)
	Russia	['rʌʃə]	Do you think the unit is about Russia?	Russland (das)
	Finland	['fɪnlənd]	I think the text is talking about Finland.	Finnland (das)
	Australia	['ɒs'treɪlɪə]	Australia doesn't border three different oceans.	Australien (das)
	Canada	['kænədə]	What do you already know about Canada?	Kanada (das)
	Mexico	['meksɪkəʊ]	Do you know if Mexico has six different time zones?	Mexiko (das)
	Argentina	[ɑ:ʤən'ti:nə]	I think don't Argentina has the longest coastline.	Argentinien (das)
3	Canadian	[kə'neɪdɪən]	Canada's two main cultures are French-Canadian and Canadian.	kanadisch
	French-Canadian		I am French-Canadian, I live in Montreal.	frankokanadisch
	province	['prɒvɪns]	I live in the province of Québec.	Provinz (die)
	exchange student	[ɪks'tʃeɪndʒ stju:dnt]	We have got lots of exchange students from around the world.	Austauschstudent (der), Austauschstudentin (die)
	grandma	['grændmɑ:]	The text is about Louis' grandma.	Oma (die)
	eastern	['i:stən]	The province of Québec is in eastern Canada.	östlich, Ost-
	crêpes	[kreɪps]	I love eating crêpes and going to French bakeries.	Crêpes (französische Palatschinken)
	lifestyle	['laɪfstɑɪl]	The boy describes the French-Canadian lifestyle.	Lebensstil (der)
	tribe	[traɪb]	My family is part of the Cree tribe.	Stamm (der)

	First Nation tribe		Before Europeans arrived, First Nation tribes lived all over Canada.	Ureinwohnerstamm (der)
	besides sth.	[br'saɪdz]	Besides English and French, we also have our own language	außer, abgesehen von
	common	['kɒmən]	The Cree language is the most common native language in Canada.	gängig, verbreitet
	native language	[neɪtɪv 'læŋɡwɪdʒ]	My native language is French but I also speak English.	Muttersprache (die)
4	adverb of frequency	['fri:kwənsɪ]	Read the text and put in the adverbs of frequency.	Häufigkeitsadverb (das)
	ice-skating	['aɪsskeɪtɪŋ]	Teenagers often go ice-skating in Canada.	Eislaufen (das)
	every now and then		Every now and then, my friends and I go ice-skating.	hin und wieder
	normally	['nɔ:məli]	I normally speak the Cree language at home.	normalerweise
	rarely	['reəli]	We rarely speak French to our parents.	selten
	all the time		She needs to use English all the time.	immer, ständig
5	wildlife	['waɪldlaɪf]	National parks in Canada are important to protect nature and wildlife.	Tier- und Pflanzenwelt (die)
	bald eagle	[bɔ:ld 'i:gl]	If you're more interested in birds, look for bald eagles.	Weißkopf-Seeadler (der)
	beaver	['bi:və]	Other animals that you can see here are bears and beavers.	Biber (der)
	buffalo (pl. buffaloes)	['bʌfələʊs]	Jemma was lucky to see some bears and buffaloes in the national park.	Büffel (der)
	caribou	['kærɪbu:]	Moose are often confused with caribous.	Karibu (der/das)
	deer (pl. deer)	[diə]	There are different types of deer in this park.	Hirsch (der)
	moose (pl. moose)	[mu:s]	There are about 1 million moose in Canadian forests.	Elch (der)
	tail	[teɪl]	They have a dark brown body with a white head and tail.	Schwanz (der)
	wolf (pl. wolves)	[wʊlf] [wʊlvz]	Did you get to see any wolves?	Wolf (der)
	park ranger	['pɑ:k reɪndʒə]	Listen to the park ranger informing people about what animals to look for.	Parkaufseher (der), Parkaufseherin (die)
	Switzerland	['swɪtsələnd]	The park is as big as Switzerland.	Schweiz (die)
	shy	[ʃaɪ]	Wolves are very shy.	hier: scheu
	region	['ri:ʒn]	They live in specific regions of Canada.	Region (die)
	few	[fju:]	Wolves live in regions where only few people live.	wenige
	stunning	['stʌnɪŋ]	Watch out for bald eagles, they're stunning.	fantastisch, sensationell
to	confuse sb./sth. with sb.sth.	[kən'fju:z]	Caribous are often confused with moose.	jmdn./etw. mit jmdm./etw. verwechseln
	reindeer (pl. reindeer)	['reɪndɪə]	Caribous are also called reindeer.	Rentier (das)
	herd	[hɜ:d]	They live in big herds in Canada, but also in Alaska and Greenland.	Herde (die)
6	slightly	['slaɪtli]	Bald eagles have got a white head but their tail is slightly darker.	etwas, ein wenig
	postcard	['pəʊstkɑ:d]	Read Jemma's postcard to her best friend Millie.	Postkarte (die)
	pack	[pæk]	She got to watch a pack of wolves.	Rudel (das)
	grizzly bear	[grɪzli 'beə]	We were very lucky and saw a grizzly bear.	Grizzlybär (der)
	adverb of degree	[dɪ'ɡri:]	Complete the postcards with adverbs of degree.	Modaladverb (das)
7	(tourist) attraction	[ə'trækʃn]	The video is about Vancouver's different attractions.	Attraktion (die), Sehenswürdigkeit (die)

	snow-covered mountains	['snəʊkʌvəd]	You can find snow-covered mountains in Vancouver.	schneebedeckte Berge (die)
	entertainment park	[entə'teɪnmənt pɑ:k]	There is a great entertainment park an hour from here.	Vergnügungspark (der)
	business district	['bɪznɪz dɪstrɪkt]	Have you ever been to the business district?	Geschäftsviertel (das)
	sea life museum	[si: laɪf mju: 'zi:əm]	Let's go to the sea life museum in the weekend.	Aquarium (das)
	livable	['lɪvəbl]	Vancouver is often on the list of most livable cities.	lebenswert
	birthplace	['bɜ:θpleɪs]	What is Vancouver's birthplace?	Geburtsort (der)
	aquarium	[ə'kwɛəriəm]	This is Canada's smallest aquarium.	Aquarium (das)
	sea food	['si: fu:d]	You can find all kinds of sea food here.	Fisch (der) und Meeresfrüchte (die)
<b>8</b>	in a nutshell	['nʌtʃəl]	Describe Vancouver in a nutshell.	in aller Kürze, kurz zusammengefasst
	preposition	[prepə'zɪʃn]	Read the text and complete it with the prepositions from the box.	Präposition (die)
	maple leaf	['meɪpl li:f]	The Canadian flag has a maple leaf on it.	Ahornblatt (das)
	seacoast	['si: kəʊst]	Canada has beautiful seacoasts.	Meeresküste (die)
	settler	['setlə]	British Columbia was one of the last areas of North America explored by European settlers.	Siedler (der), Siedlerin (die)
	metropolitan area	[metrə'pɒlɪtn eəriə]	Vancouver is the third largest metropolitan area of Canada.	Ballungsgebiet (das)
	mild climate	[maɪld 'klaɪmət]	Canada has got a mild climate.	mildes Klima (das)
	scenery	['si:nəri]	I love the beautiful scenery of Canada.	Landschaft (die)
	brochure	['brəʊʃə]	The brochure was made by the tourist center.	Broschüre (die)
	tourist center	['tʊərɪst sentə]	Could you tell me where I can find the tourist center?	Fremdenverkehrsamt (das)
<b>9</b>	land bridge	['lænd brɪdʒ]	They used a land bridge that connected Asia and North America.	Landbrücke (die)
	to exist	[ɪg'zɪst]	This land bridge still exists.	existieren, bestehen
	war	[wɔ:]	The French fought in a war in India which lasted for seven years.	Krieg (der)
	to take control over sth.		The British finally took control over Canada.	Herrschaft über etw. übernehmen
	independent nation	[ɪndɪ'pendənt]	In 1931 Canada became an independent nation.	unabhängiger Staat (der)
<b>10</b>	to include	[ɪn'klud]	Speak for about 2 minutes and include these topics.	einbeziehen, miteinschließen

## Unit 12 - Stop bullying at our school – a play

<b>1</b>	bullying	['bʊlɪŋ]	Stop bullying at our school!	Mobbing (das)
	cast	[kɑ:st]	Meet the cast of the play.	Besetzung (die), Ensemble (das)
	lead singer	[li:d 'sɪŋə]	Reuben is the lead singer in the school rock band.	Leadsänger (der), Leadsängerin (die)
	leader	['li:də]	Lucy is the leader of a gang of girls.	Anführer (der), Anführerin (die)
	gang	[gæŋ]	The gang often makes fun of Carly.	Bande (die)
<b>2</b>	aloud	[ə'laʊd]	Practise saying the words aloud.	laut
	thumb	[θʌm]	Don't put your thumb into your mouth!	Daumen (der)
<b>3</b>	Guess what!		Guess what! I can have my party at The Aquarius!	Rate mal! Stell dir vor!

light show	['laɪt ʃəʊ]	There'll be a light show and a special cake.	Lightshow (die), Lasershow (die)
to give high five	[haɪ 'faɪv]	The band members give high fives.	abklatschen
awesome (coll.)	['ɔːsəm]	How awesome is that?	hier: spitze, super
to hang around	[hæŋ ə'raʊnd]	He hangs around, waiting for Carly.	herumtrödeln, warten
a little way away		He waits a little way away.	ein kleines Stück entfernt
aw (coll.)	[ɔː]	Aw... I can't wait!	hier: oh, wie süß
to walk by	[wɔːk 'baɪ]	Lucy and her gang walk by.	vorbeigehen
to imitate sb.	['ɪmɪteɪt]	She imitates Carly and laughs.	jmdn. nachahmen, hier: jmdn. nachäffen
to exit	['eksɪt]	The gang exits, laughing nastily.	hinausgehen, abgehen
saddo (coll.)	['sædəʊ]	Those girls are saddos.	Idiot (der), Idiotin (die)
to hesitate	['hezɪteɪt]	She hesitates, then starts walking.	zögern
to go up to sb.		Carly sees Reuben and goes up to him.	zu jmdm. hingehen
er (coll.)	[ɜː]	Er... aren't you going to German?	äh, ähm
to pretend	['prɪ'tend]	When she talks to Reuben, he pretends he's suprised.	so tun als ob
Huh?	[hə]	Huh? Oh, it's you, Carly.	Hä? Was?
to come round	[kʌm 'raʊnd]	Dad would like you to come round for a sound check.	vorbeikommen
sound check	['saʊnd tʃek]	We need to do a sound check at the club before the concert.	Soundcheck (der)
puzzled	['pʌzld]	When she tells him, Reuben looks puzzled.	verwirrt, verduzt
<b>4</b> to draw up a list		Draw up a playlist for your own birthday party.	eine Liste aufstellen
playlist	['pleɪlɪst]	This playlist has my favourite songs on it.	Titelliste (die), Playlist (die)
bench	[bentʃ]	The two girls are sitting on a bench.	Bank (die)
notebook	['nəʊtbʊk]	Carla is writing in her notebook.	Notizbuch (das)
eyeliner	['aɪlaɪnə]	Gaia is putting on eyeliner.	Eyeliner (der)
old school	['əʊldsku:l]	Those guys are seriously old school.	klassisch, traditionell
to shrug	[ʃrʌg]	She shrugs and continues to write.	die Achseln zucken
your old man (coll.)		This sounds like your old man's playlist.	dein Alter
to hold out sth. to sb.		She holds out the list to Aisha.	jmdm. etw. hinhalten
What's up with her?			Was hat sie denn?
silly	['sɪli]	He's coming to do a sound check, silly.	Dummchen (das)
to come this way		Look, he's coming this way!	hierher kommen
after all	[ɑːftər 'ɔːl]	We won't be able to play after all.	letzten Endes
booked	[bʊkt]	I'm sorry, we're booked to play at another club.	gebucht
excuse	['ɪkskjuːz]	Can you believe he used this excuse?	Ausrede (die)
lame (coll.)	[leɪm]	His excuse was so lame.	lahm, schwach
upset	[ʌp'set]	Carly looks very upset.	traurig, bestürzt
to buzz	[bʌz]	Suddenly, her phone buzzes.	brummen, summen
<b>5</b> to ping	[pɪŋ]	The phone pings again.	kurz klingeln
horrified	['hɒrɪfaɪd]	Carly looks horrified as she reads the message.	entsetzt
loser	[luːzə]	Everyone thinks you're a loser.	Verlierer (der), Verliererin (die)
Goodness!	['gʊdnəs]	Goodness, what happened to you?	Ach du liebe Güte!
dreadful	['dredfəl]	You look dreadful, is everything okay?	schrecklich, furchtbar
to leave sb. alone		Just leave me alone!	jmdn. in Ruhe lassen
to call after sb.		Her Dad calls after her but she doesn't hear him.	jmdm. nachrufen

	to slam the door	[slæm]	You can hear the front door slamming.	die Tür zuschlagen
6	appetite	['æpətaɪt]	I can't sleep and I've lost my appetite.	Appetit (der)
	to dry one's eyes	[draɪ]	She dries her eyes and reads the next message.	sich die Augen trocknen
	cos (coll.) (=because)	[kɒz]	Sorry, can't make it 'cos we're going away for the weekend.	weil
	relative	['relətɪv]	My parents are taking us to see my boring relatives in Wales.	Verwandter (der), Verwandte (die)
	wicked (coll.)	['wɪkɪd]	Have a wicked birthday!	hier: fantastisch, super
	uneasily	[ʌn'i:zɪli]	Gaia looks at her uneasily and shrugs.	unbehaglich
	to sigh	[saɪ]	She sighs and leaves the stage.	seufzen
	to recommend sth.	['rekə'mend]	Write to Carly recommending what she should do.	etw. empfehlen
7	to stare at sb./sth.	[steə]	She notices Lucy and her two friends staring at her.	jmdn./etw. anstarren
	sweetheart	['swi:tɦɜ:t]	Have you had a good day, sweetheart?	Schatz (der), Liebling (der)
	to order sth.	[ɔ:də]	Mum and I have ordered your cake for the party.	etw. bestellen
	love	[lʌv]	What are you saying, love?	hier: Schatz (der), Liebling (der)
	cyberbullying	['saɪbəbʊlɪŋ]	Sending mean messages on social media is cyberbullying!	Cybermobbing (das)
	to embrace sb.	['ɪm'breɪs]	He goes to embrace his daughter.	jmdn. umarmen
	to exclude sb.	['ɪk'sklʊ:d]	Sweetheart, you're kind of excluding her.	jmdn. ausschließen
	furiously	['fjʊəriəsli]	Carly looks at her dad furiously.	wütend
8	to search sth.	[sɜ:tʃ]	I think the school should take away that girl's phone and search it!	etw. durchsuchen
	to take action		We have to be certain it's her before we take action.	etw. unternehmen, handeln
	to suggest sth.	[sə'dʒest]	So what do you suggest we do?	etw. vorschlagen
9	chemistry lab	['kɛmɪstri læb]	The students are in the Chemistry lab.	Chemielabor (das)
	sniff (coll.)	[snɪf]	Not even Reuben's coming to your party. Sniff.	schnüff
	mean	[mi:n]	These messages are so mean!	gemein
	proof	['pru:f]	I need proof that she sent them.	Beweise (die)
	precious	['preʃəs]	So spend your birthday all alone at your precious Dad's stupid club!	hier: (ironisch) heiß geliebt
	to be jealous of sth.	['dʒeləs]	Her dad's left the family so she's jealous of mine.	eifersüchtig auf etw. sein
	to call off sth.	[kɔ:l 'ɒf]	Carly calls the party off.	etw. absagen
	brave	['breɪv]	Thanks for being so brave.	mutig
	to sign your name	[saɪn]	If you want to join, sign your name!	unterschreiben
	to realise sth.	['rɪəlaɪz]	I realised she was jealous of my happiness.	sich einer Sache bewusst werden
	happiness	['hæpɪnes]	I finally realised they were really just jealous of my happiness.	Glück (das)
	to include sb.	['ɪn'klʊ:d]	They just want to be included and liked.	jmdn. einbeziehen
	That's a first!			Das ist mal was Neues!
	That sucks.	[sʌks]		Das ist ätzend.
	invite	['ɪnvaɪt]	I can't be there but your invite means a lot.	Einladung (die)
	to give sb. a hard time		The children at school are giving me a hard time.	jmdm. zusetzen, jmdm. zu schaffen machen
	caring	['keərɪŋ]	You have a caring family, a loving dad and a wonderful mum.	fürsorglich, einfühlsam

to count on sb.	[kaʊnt]	I can't count on him to be there for me.	auf jmdn. zählen
day after day		She spends day after day watching TV.	tagtäglich
crappy (coll.)	['kræpi]	She watches all kinds of crappy programmes.	beschissen, scheiße
reality TV	[ri:æliti ti:vi:]	My mum watches game shows and reality TV.	Realityfernsehen (das)
to make up for sth.	[meik 'ʌp]	Will you let me make up for what I've done?	etw. wiedergutmachen
curious	['kjʊ:riəs]	He's curious about the new student.	neugierig
fantastic	[fən'tæstɪk]	I feel fantastic, thank you all for coming to my party.	fantastisch
miserable	['mɪsrəbl]	She feels miserable because she's being bullied.	elend, unglücklich
friendship		I can write a short personal text about feelings and friendship.	Freundschaft (die)

### Unit 13 - Agree to disagree

to agree to disagree		Let's agree to disagree.	sich einigen, verschiedener Meinung zu sein
agree	[ə'grɪ:]	I agree. This is a good idea.	zustimmen
disagree	[dɪsə'grɪ:]	I disagree. This is a bad idea.	anderer Meinung sein, nicht zustimmen
<b>1</b> to be kidding (coll.)	['kɪdɪŋ]	Are you kidding?	scherzen, Spaß machen
stuff (coll.)	[stʌf]	There's less bullying when nobody wears expensive stuff.	Zeug (das), Sachen (die)
<b>2</b> gigantic	[dʒaɪ'gæntɪk]	Wow, this building is gigantic!	riesig
giant	['dʒaɪnt]	Is your dad a giant? He's really tall.	Riese (der)
joy		There's nothing better than the joy of playing with a puppy.	Freude (die), Vergnügen (das)
jelly		My favourite dessert is jelly.	Gelee (das), Wackelpudding (der)
<b>3</b> advantage	[əd'vɑ:ntɪdʒ]	An advantage of smartphones is that you can look up information online.	Vorteil (der)
disadvantage	[dɪsəd'vɑ:ntɪdʒ]	What are the disadvantages of having a smartphone?	Nachteil (der)
emergency	[ɪ'mɜ:ɹdʒnsɪ]	You can call for help in an emergency.	Notfall (der)
to cheat	[tʃi:t]	You can cheat on a test.	schummeln
to get distracted	[dɪ'stræktɪd]	you get distracted from what's going on in the street.	abgelenkt werden
<b>4</b> to multitask	[mʌltɪ'tɑ:sk]	What is Makayla doing when she multitasks?	gleichzeitig mehreren Aufgaben nachkommern
<b>5</b> I see your point.			Ich verstehe, was du sagen willst.
absolutely	[æbsə'lʊ:tli]	Do you agree? - Absolutely.	absolut, vollkommen
to be out of the question		That's out of the question.	nicht in Frage kommen
<b>6</b> controversial	[kɒntrə'vɜ:ʃl]	Below there are two controversial discussion topics from an online forum.	umstritten, kontrovers
discussion	[dɪs'kʌʃn]	Some people love to join a discussion in an online forum.	Diskussion (die)
minimum age	[mɪnəməm 'eɪdʒ]	The minimum age to get a driver's license is 16 years old.	Mindestalter (das)
driver's licence	['draɪvəz laɪsəns]	I think it's good that teenagers can get a driver's license at 16.	Führerschein (der)
the pros and cons	[prəʊz] [kɒnz]	There are pros and cons to this topic.	das Für und Wider, das Pro und Kontra

sporting event	['spɔ:tɪŋ ɪvent]	They have to ask their parents to drive them to sporting events.	Sportveranstaltung (die)
stressful	['stresfəl]	This was always really stressful for me as a mom.	stressig
ride	[raɪd]	With a driver's license, they can take care of their own rides.	Fahrt (die)
car crash	['kɑ: kræʃ]	Most teenagers die in car crashes.	Autounfall (der)
cause of death	[kɔ:z əv 'deθ]	What's the number one cause of death for teenagers?	Todesursache (die)
anyway	['eniweɪ]	I think we're driving too much anyway.	ohnehin, sowieso
X and Y alike	[ə'lɑ:k]	We're driving too much - teens and adults alike.	sowohl X als auch Y
overweight	[əʊvə'weɪt]	There are so many overweight people around because they use their cars all the time.	übergewichtig
to own sth.	[əʊn]	I don't even own a car.	etw. besitzen
traffic light	['træfɪk laɪt]	He checks his social media at every traffic light.	Ampel (die)
to drive on	[draɪv 'ɒn]	He forgets to drive on when it's green.	weiterfahren
grown-up	['grəʊnʌp]	Why not have a grown-up in the car giving tips for the first 1,000 miles?	Erwachsener (der), Erwachsene (die)
<b>7</b> exclusive	['ɪkskluzɪv]	Nobody will have more expensive or more exclusive stuff than anyone else.	exklusiv, vornehm
Drop us a comment!			Schreibe einen Kommentar!
to ban sth.	[bæn]	Let's ban mobiles from school.	etw. verbieten
to be unpopular with sb.	[ʌn'pɒpjələ]	Banning smartphones from school is unpopular with teens.	unbeliebt bei jmdm. sein
for one's own good		It will be for their own good.	zu jmds. Besten
<b>8</b> no matter	[nəʊ 'mætə]	You can talk to anybody, no matter where you are.	ganz gleich, egal
in case of emergency		In case of an emergency, you can call for help with your mobile.	im Ernstfall, bei Gefahr
to pass the time	[pɑ:s]	It helps you pass the time on the bus and lets you take photos.	sich die Zeit vertreiben
bedside table	[bedsaɪd 'teɪbl]	Some people can't sleep well with the smartphone on their bedside tables.	Nachttisch (der)
Lastly, ...	['lɑ:stli]	Lastly, smartphones cost a lot of money.	Schließlich, ...
high-end	[haɪ'end]	High-end mobiles become more and more expensive every year.	hochwertig, teuer
mobile service	['məʊbaɪl sɜ:vɪs]	You also have to pay for your mobile service and for many apps.	Mobilefunkdienst (der)
To sum up, ...	[sʌm]	To sum up, you can use a smartphone in many positive ways.	Zusammenfassend, ...
<b>9</b> type	[taɪp]	Often, parents have to buy one type of shirt or sweater.	Art (die), Typ (der), Sorte (die)
logo	['lɒgəʊ]	Parents have to buy shirts with the school logo.	Logo (das)
instead	[ɪn'sted]	They can't choose cheaper clothes instead.	stattdessen
design	[dɪ'zaɪn]	A lot of students don't like the design or the colours.	Design (das), Schnitt (der)
apart from sth.	[ə'pɑ:t frəm]	Apart from that, many don't like to wear their school uniform when they go home.	abgesehen von etw.
to attack sb.	[ə'tæk]	They are afraid someone could attack them.	jmdn angreifen, jmdn. attackieren
to attend sth.	[ə'tend]	They don't want people to see which school they are attending.	etw. besuchen

a couple of	['kʌpl]	Parents only have to buy a couple of shirts or sweaters.	ein paar
designer clothes	[dɪ'zaɪnə kləʊðz]	They don't have to buy expensive designer clothes.	Designerkleidung (die)
popular brand	['pɒpjələ 'brænd]	Parents don't want to buy stuff from popular brands.	beliebte Marke (die)
to save time	[seɪv 'taɪm]	Everybody saves a lot of time.	Zeit sparen
to prevent sth.	[prɪ'vent]	This helps prevent bullying.	etw. verhindern, etw. vorbeugen
to make fun of sb.	[meɪk 'fʌn]	Nobody makes fun of anyone else's clothes.	sich über jmdn. lustig machen
polo shirt	['pəʊləʊ ʃɜ:t]	In some schools, students have to wear shirts or polo shirts.	Polohemd (das)
<b>10</b> cuddly	['kʌdli]	Many teenagers want to have a pet, a cuddly, warm friend to come home to.	knuddelig
adopt	[ə'dɒpt]	You can help an animal if you adopt it from an animal shelter.	adoptieren
allergic	[ə'lɜ:dʒɪk]	People can be allergic to pets.	allergisch
to cause sth.	[kɔ:z]	Bringing a cat or a dog into your life can cause problems.	etw. verursachen
to turn around one's daily routine		Bringing a pet home often completely turns around your daily routine.	den Tagesablauf umkrempeln
to keep a pet	[pet]	Keeping a pet can be a wonderful thing.	ein Haustier haben
<b>11</b> to link sth.	[lɪŋk]	Use words and phrases to link your ideas.	etw. verbinden
argumentative text	[ɑ:gjə'mentətɪv]	I can write a short argumentative text, e.g. a posting in an online forum.	argumentativer Text (der)

## Unit 14 - It's all about language

<b>1</b> up to		There are up to 7,000 different languages in the world.	bis zu
character	['kærəktə]	Chinese is written in characters.	Schriftzeichen (das)
Cambodian	[kæm'bəʊdɪən]	Cambodian has the longest alphabet.	Kambodschanisch (das)
New Zealand	[nju: 'zi:lənd]	In New Zealand, sign language is an official language.	Neuseeland (das)
to die out	[daɪ 'aʊt]	At least 231 languages have completely died out.	aussterben
made-up	[meɪd'ʌp]	Esperanto is a made-up language.	erfunden
<b>2</b> Russian	['rʌʃn]	Her first language is Russian.	Russisch (das)
<b>3</b> first language	[fɜ:st 'læŋgwɪdʒ]	What's your first language?	Erstsprache (die), Muttersprache (die)
second language	[seknd 'læŋgwɪdʒ]	Her second language is English.	Zweitsprache (die), erste Fremdsprache (die)
bilingual	[baɪ'lɪŋgwɪl]	She is bilingual; she speaks Russian and English.	bilingual, zweisprachig
foreign language	['fɒrən 'læŋgwɪdʒ]	He also speaks two foreign languages.	Fremdsprache (die)
Hungarian	[hʌŋ'geəriən]	She speaks Hungarian more often than English.	Ungarisch (das)
to unscramble sth.	[ʌn'skræmbəl]	Unscramble these expressions.	etw. wieder ordnen
equally well	[i:kwəli 'wel]	He able to use two languages equally well.	gleich gut
native country	[neɪtɪv 'kʌntri]	English is not spoken in her native country.	Heimatland (das)
in addition to	[ɪn ə'dɪʃn tə]	I learned French in addition to my first language.	außer, darüber hinaus
I wish ...		I wish I could speak Japanese because I love watching anime.	Ich wünschte ...

4	influence	['ɪnfluəns]	Read the text about the influence of English on the world.	Einfluss (der)
	official language	[ə'fɪl]	English is the official language in the United Kingdom, Ireland and Malta.	Amtssprache (die)
	primary	['praɪmri]	There are more than 60 countries in which English is either the official or the primary language.	Haupt-
	third most common	['kɒmən]	It is the third most common language in the world.	drittweitest verbreitet
	Anglo-Saxon	[æŋɡləʊ'sæksn]	Modern English developed from the language of the Anglo-Saxons.	Angelsachse (der), Angelsächsin (die)
	United Kingdom	[jʊnə'tɪd 'kɪŋdəm]	The official language in the United Kingdom is English.	Vereinigtes Königreich (das)
	various	['veəriəs]	English is also spoken in various Caribbean countries.	verschiedene
	Caribbean	[kæri'bi:ən]	The Bahamas, Jamaica and Belize are all Caribbean countries.	karibisch
	major	[kɔ:l]	There are also other reasons why English has become a major world language.	bedeutend, wichtig
	business	[kæri 'aʊt]	English has become the language of business.	Geschäft (das), Handel (der)
	call		Many business calls are carried out in English.	Anruf (der)
to	carry out sth.		67 % of all business calls and meetings are carried out in English.	etw. durchführen
	cultural influence	['kʌltʃrəl 'ɪnfluəns]	English is known worldwide because of American films, music and other cultural influences.	kultureller Einfluss (der)
to	spread	[spred]	American films and music have quickly spread over the whole world.	sich verbreiten
	variation	[veəri'eɪʃn]	There are some variations in the ways people speak and write.	Unterschiede (die), Schwankungen (die)
	restroom (AE)	['restru:m]	What Americans call a restroom, Canadians call a washroom.	Toilette (die)
	washroom (CE)	['wɒʃru:m]	In Canada the washroom is the room where the toilet is.	Toilette (die)
	accent	['æksnt]	Each region has its own accent.	Akzent (der)
	webpage		54 % of all webpages are in English.	Webseite (die)
	root	[ru:t]	The English language has its roots in northern Europe.	Wurzel (die)
the	British Empire	[brɪtɪʃ 'empaɪə]	The English language was spread around the world by the British Empire.	das britische Weltreich
5	native speaker	[neɪtɪv 'spi:kə]	Listen to the different native speakers of English.	Muttersprachler (der), Muttersprachlerin (die)
6	to stress sth.	[stres]	The passive stresses the information and not who said what.	etw. betonen

## Unit 15 - Being different

1	outstanding	[aʊt'stændɪŋ]	What do you think makes each child special and outstanding?	außergewöhnlich
	charming	['tʃɑ:mɪŋ]	Your brother is quite charming!	charmant, reizend
	cute	[kjʊ:t]	Your baby is so cute!	süß, niedlich
	easygoing	[i:zi'gəʊɪŋ]	Hannah is very easygoing but her sister isn't.	locker, gelassen
	energetic	[enə'dʒetɪk]	My children are very energetic, they run around the garden all day.	energiegeladen

	likable	['laɪkəbl]	She is such a likable person, she's never mean.	liebenswert, nett
	optimistic	[ɒptɪ'mɪstɪk]	I'm a really optimistic person.	optimistisch
	outgoing	[aʊt'gəʊɪŋ]	She is very outgoing and not shy, like me.	kontaktfreudig, aufgeschlossen
	whereas	[wɛər'æz]	The boy is happy whereas the girl is sad.	wohingegen, während
2	ticket office	['tɪkɪt ɒfɪs]	I didn't like the way the lady in the ticket office treated Mason.	Vorverkaufsschalter (der)
	to get around	[get ə'raʊnd]	He needs a little bit of help to get around in school.	hier: sich fortbewegen
	talent	['tælənt]	We all have talents, things we are very good at.	Talent (das), Begabung (die)
	gender	['dʒendə]	We're different because of the colour of our hair, our gender or our interests.	Geschlecht (das)
	ability	[ə'bɪləti]	People with different abilities are sometimes treated differently.	Fähigkeit (die)
	to support sb.	[sə'pɔ:t]	They need friends who understand and support them.	jmdn. unterstützen
3	disability	[dɪsə'bɪləti]	Often, it is said that such people have a "disability".	Behinderung (die)
	unable	[ʌn'eɪbl]	They are not stupid or unable to do all the things you can do.	unfähig, außerstande
	to move around	[mu:v ə'raʊnd]	People in wheelchairs can certainly move around.	sich fortbewegen
	special needs	[speʃl 'ni:dz]	You can help your friends with special needs by asking them about how you can best help them.	spezielle Bedürfnisse
	law	[lɔ:]	Many countries have special laws to protect people with special needs.	Gesetz (das)
	to lead a life	[li:d]	These laws make sure they can lead a life like everybody else.	ein Leben führen
	to discriminate against sb.	[dɪ'skrɪmɪneɪt]	They make sure that people are not discriminated against.	jmdn. diskriminieren
	discrimination	[dɪskrɪmɪ'neɪʃn]	Discrimination means being treated unfairly.	Diskriminierung (die)
	support	[sə'pɔ:t]	They should get the support they need.	Unterstützung (die)
	wherever	[wɛə'eɪvə]	He helps his sister wherever he can.	wo immer, wann immer
	to make fun of sb./sth.	[meɪk 'fʌn]	A group of boys always makes fun of the way he walks.	sich über jmdn. lustig machen
	curious	['kjʊəriəs]	A curious thing happened in this neighbourhood last night.	hier: seltsam, eigenartig
	incident	['ɪnsɪdnt]	There was an incident with a dog.	Vorfall (der), Zwischenfall (der)
	night-time	['naɪttaim]	The incident happened in the night-time.	Nacht (die)
4	(book) excerpt	['eksɜ:pt]	Read the following book excerpt.	Auszug (der), Leseprobe (die)
	novel	['nɒvl]	Have you read the novel <i>The Curious Incident of the Dog in the Night-Time</i> ?	Roman (der)
	prime number	[praɪm 'nʌmbə]	I know every prime number up to 7,057.	Primzahl (die)
	space mission	['speɪs mɪʃn]	I'm reading about the Apollo space missions.	Weltraummission (die)
	awake	[ə'weɪk]	I was still awake at 3 am or 4 am in the morning.	wach
6	Asperger's syndrome	['æspɜ:ɟəz sɪndrəʊm]	For some people, Christopher is different because he has "Asperger syndrome".	Asperger-Syndrom
	detective novel	[dɪ'tektɪv nɒvl]	<i>The Curious Incident of the Dog in the Night-Time</i> is a detective novel.	Kriminalroman (der)

to murder sb.	['mɜːdə]	Christopher tries to find out who murdered the dog of one of his neighbours.	jmdn. ermorden
communication	[kəmjuːnɪ'keɪʃn]	People with Asperger syndrome often have communication difficulties.	Kommunikation (die)
difficulty	['dɪfɪklti]	They may have difficulties talking to other children.	Mühe (die), Schwierigkeit (die)
to deal with sth./sb.	[di:l]	What should you know when you deal with someone who has Asperger's syndrome?	mit etw./jmdm. zu tun haben
unfamiliar	[ʌnfə'mɪliə]	Unfamiliar things can be upsetting to people with Asperger syndrome.	unvertraut, ungewohnt, unbekannt
upsetting	[ʌp'setɪŋ]	It can be very upsetting when I am in an unfamiliar situation.	erschütternd, schlimm
to fit in	[fɪt 'ɪn]	How can you help kids with Asperger syndrome to fit in?	sich einfügen
<b>7</b> Paralympic Games / Paralympics	[pærə'lɪmpɪks]	The Paralympic Games take place in the same city as the Olympics.	Paralympische Spiele (die), Paralympics (die)
to compete	[kəm'pi:t]	The athletes compete at the Paralympic Games.	wetteifern, konkurrieren
Braille writing	[breɪl]	Each medal has Braille writing on it.	Blindenschrift (die), Brailleschrift (die)
to rattle	['rætl]	In each medal there are little steel balls that rattle.	rasseln
veteran	['vetrən]	Then, it was just a small event for British World War II veterans.	Veteran (der), Veteranin (die)
able-bodied	[eɪbl'bɒdɪd]	Paralympians work for equal treatment with able-bodied Olympic athletes.	gesund, kräftig
system of writing	[sɪstəm əv 'raɪtɪŋ]	Braille is a system of writing for people with difficulty seeing.	Schriftsystem (das)
Olympic Games /Olympics	[ə'lɪmpɪks]	The Olympic Games are a major international sports event.	Olympische Spiele (die)
physical disability	[fɪzɪkl dɪse'blɪəti]	The Paralympics are an international sports event for athletes with physical disabilities.	körperliche Behinderung (die)
standard sport	['stændəd]	There are 24 sports in the Paralympics, including many of the standard Olympic ones.	übliche Sportart (die)
medal	['medl]	Paralympic medals are special in many ways.	Medaille (die)
with sth. in mind	[maɪnd]	They are created with the special needs of some of the athletes in mind.	mit etw. im Sinne
steel	[sti:l]	In each medal, there are little steel balls.	Stahl (der)
depending on whether	['weðə]	The noise is different, depending on whether the medal is gold, silver or bronze.	abhängig davon ob
bronze	[brɒnz]	When you're in third place, you get a bronze medal.	Bronze (die)
Paralympian	[pærə'lɪmpɪən]	The Paralympians compete in the Paralympic Games.	Paralympionike (der), Paralympionikin (die)
equal treatment	[iːkwəl 'tri:tmənt]	They work for equal treatment with able-bodied Olympic athletes.	Gleichbehandlung (die)
<b>8</b> version	[vɜːʃn]	A summary is a short version of a text.	Version (die)
<b>10</b> to empty one's pockets	['empti]	When I got to the police station they made me empty my pockets.	seine Taschen leeren
front desk	[frʌnt 'desk]	I had to wait at the front desk before going in.	Rezeption (die)

to attack sb.	[ə'tæk]	They didn't want me to have anything I could use to attack a policeman with.	jmdn. angreifen
hairy	[heəri]	The sergeant behind the desk had very hairy hands.	haarig
(finger) nail	[neɪl]	The man had bitten his nails.	(Finger-)Nagel (der)
to bleed - bled - bled	[bli:d] [bled] [bled]	He had bitten his nails so much that they had bled.	bluten
Swiss Army Knife	[swɪs 'ɑ:mɪ naɪf]	They took away my Swiss Army Knife.	Schweizer Messer (das)
attachment	[ə'tætʃmənt]	I have a Swiss Army Knife with 13 attachments.	hier: Werkzeug (das), Ausstattung (die)
toothpick	['tu:θpɪk]	One of the attachments is a toothpick.	Zahnstocher (der)
tweezers	['twi:zəz]	Does your Swiss Army Knife also have tweezers?	Pinzette (die)
string	[strɪŋ]	There was a piece of string in my pocket.	Schnur (die), Faden (der)
wooden puzzle	[wʊdn 'pʌzl]	I also had a piece of a wooden puzzle.	hölzernes Puzzle (das)
pellet	['pelət]	I had 3 pellets of rat food for my rat.	Pellet (das)
paperclip	['peɪpəklɪp]	The papers were held together by a red paperclip.	Büroklammer (die)
home	[həʊm]	One of my grandparents is in a home.	hier: Altersheim (das)
cell	[sel]	It was nice in the police cell.	Zelle (die)
cube	[kjʊ:b]	It was almost a perfect cube, 2 metres long by 2 metres wide by 2 metres high.	Würfel (der)
wide	[waɪd]	The cell was 2 metres wide.	breit
to escape	[ɪ'skeɪp]	I wondered how I would escape if I was in a story.	fliehen, entkommen
to focus light	['fəʊkəs]	I would use my glasses to focus the sunlight on a piece of my clothing and start a fire.	Licht bündeln
to make one's escape		I would make my escape when they took me out of the cell.	fliehen, entkommen

## Unit 16 - Fact detectives

to improve	[ɪm'pru:v]	How can I improve my listening skills?	verbessern
audiobook	['ɔ:diəʊbʊk]	I listen to audiobooks while I do the housework.	Hörbuch (das)
track	[træk]	Listen to the track two or three times.	Nummer (die), Titel (der)
to take a break	[teɪk ə 'breɪk]	When you listen to something online, try to take breaks.	eine Pause machen
to pause sth.	[pəʊz]	You can pause and take the time you need.	etw. unterbrechen
patient	['peɪʃnt]	Be patient and keep listening.	geduldig
housework	['haʊswɜ:k]	you can do it when you're doing housework.	Hausarbeit (die)
transportation	[træns'pɔ:teɪʃn]	What do you know about transportation in London?	Transportmittel (das)
1 tube (BE)	[tju:b]	Have you ever been on a tube?	(Londoner) U-Bahn (die)
subway (AE)	['sʌbweɪ]	I take the subway to work every day.	U-Bahn (die)
2 railway system	['reɪlweɪ sistəm]	It's a railway system under the ground.	Bahnnetz (das)
tunnel	['tʌnl]	Electric trains travel through tunnels under the ground.	Tunnel (der)
early days	['ɜ:li deɪz]	In the early days this line's trains were slower.	Anfangszeit (die)

	powered by steam	[paʊəd baɪ stɪ:m]	The trains were powered by steam.	dampfbetrieben
	round trip	['raʊnd trɪp]	A round trip on this line lasts an average of one hour.	Rundfahrt (die), Hin- und Rückreise (die)
	busy	['bɪzi]	Victoria is the busiest tube station on this line.	hier: viel befahren/besucht
	to hold a record	[həʊld ə 'rekɔ:d]	This line holds the record for the longest distance between two stations.	einen Rekord halten
	peak period	['pi:k piəriəd]	During peak periods trains run more often.	Stoßzeit (die)
	to run every two minutes		These trains run every two minutes.	alle zwei Minuten fahren
<b>3</b>	environmentally friendly	[ɪnvaɪrə'nmentəli]	It's a healthy and environmentally friendly way to travel.	umweltfreundlich
	on average	['ævərɪdʒ]	On average I travel at 20 mph.	durchschnittlich
	air pressure	['eə preʃə]	It has lots of doors that open by using air pressure.	Luftdruck (der)
	passenger	['pæsɪndʒə]	The train can carry up to 88 passengers.	Fahrgast (der)
	seat	[si:t]	This means of transportation has a lot of seats.	Sitzplatz (der)
	safety	['seɪfti]	It has safety signs to warn you of dangers.	Sicherheit (die)
	sign	[saɪn]	It has safety signs to warn you of dangers.	Schild (das)
	to float	[fləʊt]	It floats on a river called the River Thames.	schwimmen, treiben
	railings	['reɪlɪŋz]	There are railings all around it.	Geländer (das)
	life-ring	['laɪfrɪŋ]	You can also find life-rings on it.	Retterring (der)
	river boat	['rɪvəbɔ:t]	Have you ever been on a river boat?	Flussschiff (das)
<b>1</b>	Broadcasting Corporation	['brɔ:dka:stɪŋ kɔ:pəreɪʃn]	"BBC" stands for "British Broadcasting Operation".	Rundfunkgesellschaft (die)
	Bavarian	[bə'veəriən]	Is this Bavarian beer or Austrian beer?	bayrisch
	beer	[bɪə]	I don't like Bavarian beer, I prefer Austrian beer.	Bier (das)
	to form a company	['kʌmpəni]	The company was formed on October 18, 1922.	eine Firma gründen
	leading	['li:dɪŋ]	It was formed by a group of leading wireless manufacturers.	führend
	wireless manufacturer	['waɪəles mænɪʃə'fæktʃrə]	These wireless manufacturers formed the BBC.	Radiohersteller (der)
	engineer	[endʒɪ'nɪə]	John Reith was a Scottish engineer.	Ingenieur (der), Ingenieurin (die)
	general manager	[dʒenrəl 'mænɪdʒə]	He was made General Manager of the BBC.	Geschäftsführer (der), Geschäftsführerin (die)
<b>2</b>	radio wave	['reɪdɪəʊ weɪv]	The pictures are carried over distances using radio waves.	Radiowelle (die)
	channel	[tʃænl]	What's your favourite TV channel?	Kanal (der), Sender (der)
	Broadcasting House	['brɔ:dka:stɪŋ haʊs]	Sometimes people say Broadcasting House to speak of the BBC.	Rundfunkanstalt (die)
	headquarters	[hed'kwɔ:təz]	It is the headquarters of the BBC in London.	Hauptquartier (das)
	to buffer	['bʌfə]	This video takes a long time to buffer.	puffern, zwischenspeichern
	subtitles (pl)	['sʌbtʌɪtlz]	Could we watch the film with subtitles?	Untertitel (die)
	transcript	['trænskɪpt]	Some podcasts offer transcripts of their episodes.	Abschrift (die), Protokoll (das)
	on air	[ɒn 'eə]	Don't go into the studio now, they're on air.	auf Sendung
	in preparation for sth.	[prepə'reɪʃn]	Download the audio in preparation for play.	als Vorbereitung auf etw.
	architecture	['ɑ:kɪtektʃə]	This cathedral has a beautiful architecture.	Architektur (die)

	style	[stɑɪl]	It can be the style in which buildings are made.	Stil (der)
	practice	['præktɪs]	Architecture is also the practice of designing buildings.	hier: Ausübung (die)
<b>1</b>	architectural	[ɑ:kɪ'tektʃrəl]	Look at the pictures of London's architectural sights.	architektonisch
	wheel	[wi:l]	The London Eye looks like a big wheel.	Rad (das)
<b>2</b>	Her Majesty	[hɜ: 'mædʒəsti]	Its full name is "Her Majesty's Royal Palace and Fortress".	Ihre Majestät
	fortress	['fɔ:trəs]	The Tower of London is a fortress.	Festung (die)
	in terms of sth.	[tɜ:mz]	In terms of architecture, it is a collection of buildings.	hinsichtlich etw., bezogen auf etw.
	collection	[kə'leɪʃn]	The Tower is a collection of several different buildings.	Ansammlung (die)
	at once	[ət 'wʌns]	It was first built in 1078 but it wasn't built all at once.	auf einmal
	over the years		Over the years, it has been used for many things.	im Laufe der Jahre
	torture	['tɔ:tʃə]	People were locked up, tortured and killed.	Folter (die)
	city hall	[sɪti 'hɔ:l]	City Hall was designed by Norman Foster.	Rathaus (das)
	mayor	[meə]	The building is the home of the Mayor of London.	Bürgermeister (der), Bürgermeisterin (die)
	balcony	['bælkəni]	There is an amazing view over London from the balcony.	Balkon (der)
	feature	['fi:tʃə]	Do you know any interesting architectural feature facts?	Merkmal (das)
	staircase	['steɪkeɪs]	The staircase is about 500 metres long.	Treppenhaus (das)
	further	['fɜ:ðə]	Do further research and prepare a 3-minute presentation.	weiter
	Commonwealth	['kɒmənweɪθ]	The former colonies are called the "Commonwealth of Nations".	Commonwealth (das/der)
<b>1</b>	empire	['empaɪə]	By 1783, Britain had a large empire.	Imperium (das), Weltreich (das)
	monarch	['mɒnək]	The countries are ruled by a single monarch.	Monarch (der), Monarchin (die)
	colony	['kɒləni]	They set up colonies all over the world.	Kolonie (die)
	overseas	[əʊvə'si:z]	Britain had many colonies overseas.	in Übersee, im Ausland
	to some degree	[dɪ'grɪ:]	The countries that were ruled to some degree by and from Britain.	bis zu einem gewissen Grad
	seaman (pl. seamen)	['si:mən]	English seamen discovered new lands and set up colonies.	Seemann (der), Matrose (der)
	West Indies	[west 'ɪndɪz]	Britain had colonies in America and the West Indies.	Westindische Inseln (die)
	to come to an end		The 'first British Empire' came to an end after the American Revolution.	zu Ende gehen
	sea power	['si: paʊə]	The British built a second worldwide empire, based on British sea power.	Seemacht (die)
	conquest	['kɒŋkwɛst]	The second empire was made up of India and massive conquests in Africa.	Eroberung (die)
	territory	['terɪtri]	From 1815 to 1914, 10 million square miles of territory were added to the British Empire.	Gebiet (das), Territorium (das)
	exhibition	[eksɪ'bjʃn]	By the British Empire Exhibition of 1924 the Empire covered a 5th of the land in the world.	Ausstellung (die)

to hold on to sth.	[həʊld 'bɒn]	It became difficult for Britain to hold on to her Empire.	etw. behalten
moreover	[mɔː'rəʊvə]	Moreover, Britain realised that the Royal Navy was not strong enough.	übrigens, zudem
basically	['beɪsɪkli]	The British Empire was basically gone.	im Grunde
to be replaced by sth.	[rɪ'pleɪst]	The British Empire was replaced by an organisation.	durch etw. ersetzt werden
voluntary	['vɒləntəri]	The Commonwealth is a voluntary association of independent countries.	freiwillig
former	['fɔːmə]	The "Commonwealth of Nations" was a voluntary organisation of former colonies.	ehemalig
independence	[ɪndɪ'pendəns]	In 1947, India and Pakistan were given independence.	Unabhängigkeit (die)
according to sb./sth.	[ə'kɔːdɪŋ tuː]	Tick the statement that is true according to the text above.	laut jmdm./etw.
<b>3</b> faith	[feɪθ]	Its members are of many cultures, languages and faiths.	Glaube (der), Bekenntnis (das)
improvement	[ɪm'pruːvmənt]	The improvement of the people's lives is important.	Verbesserung (die)
value	['væljuː]	These values are described in the Charter of the Commonwealth.	Wert (der)
democratic	[demə'krætɪk]	The member countries have to make sure that they're democratic.	demokratisch
peace	[piːs]	The Commonwealth promotes peace.	Friede (der)
association	[ə'səʊsɪ'eɪʃn]	It is a voluntary association of independent countries all around the world.	Verband (der)
respect	[rɪ'spekt]	They want respect for human rights.	Respekt (der)
rule of law	[ruːl əv lɔː]	The Commonwealth wants the rule of law.	Rechtsstaatlichkeit (die)
to promote sth.	[prə'məʊt]	We promote peace and respect for human rights.	etw. fördern
co-operation	[kəʊɒpə'reɪʃn]	They promote international co-operation.	Zusammenarbeit (die)
free society	[friː sə'saɪəti]	The countries should be free societies.	freie Gesellschaft (die)
social	['səʊʃl]	Social development is important for the people's lives.	sozial
economic	[iːkə'nɒmɪk]	The country's economic situation is bad.	wirtschaftlich
development	[dɪ'veləpmənt]	They improve people's lives through social and economic development.	Entwicklung (die)
peaceful	[piːsfəl]	This is important in order to have peaceful countries.	friedlich

## Key Show what you can do

### Unit 1 Journeys

#### 8 Focus on form: An experience to remember

1. was falling 2. changed 3. ate 4. went 5. picked 6. opened 7. were driving 8. saw 9. was taking 10. started

### Unit 2 What a life!

#### 7 Listening: How extraordinary!

b) 1: 80 years 2: T 3: c) 4: 100 years 5: F

#### 8 Language in use: Have you heard about Mark Zuckerberg?

1. Mark Zuckerberg has liked computers since his time in middle school.
2. Mark has known Priscilla for more than ten years.
3. Mark and Priscilla have had their dog Beast since 2011.
4. Mark and Priscilla have been married since 2012.
5. Mr. Zuckerberg has been a billionaire for about ten years.

### Unit 3 Children's rights

#### 7 Language in use: Adverbs of manner

Sample sentences:

1. The pupils worked hard to fight for their rights.
2. If you want to eat well, you should make sure your food is fresh and healthy.
3. The children talked nervously about their problem.
4. They put up with it and walked away quite fast.
5. She happily saw that the school food was much better now.
6. The headteacher shouted angrily that she didn't want to change anything.

### Unit 4 That's entertainment!

#### 8 Language in use: Something that is entertaining

a)

1. An actor is someone **who** plays a character in a play, movie or a show.
  2. A film is something **which/that** you can see on a screen.
  3. A script is something **which/that** actors have to learn by heart for their performance.
  4. A film critic is someone **who** writes about films in reviews.
  5. A play is something **which/that** actors and actresses perform on stage.
- 2 - 4 - 5 - 1 - 3

b) 1: anything 2: any 3: any 4: something 5: someone 6: some 7 anymore 8: something 9: anyone

#### 9 Writing: A film review

For a sample text, see 7a.

### Unit 5 London

#### 9 Language in Use: The London Eye

1. A 2. B 3. C 4. A 5. B 6. A 7. A 8. B

### Unit 6 Podcasts

#### 9 Listening: International Podcast Day

b) 1 - September 30<sup>th</sup> 2 - worldwide 3 - podcasting/podcasts 4 - active 5 - ways 6 - false 7 - true 8 - false 9 - true

c) There's a hashtag for International Podcast Day. // Share your favourite podcast with other people.

## Key Show what you can do

### Unit 7 Water is life

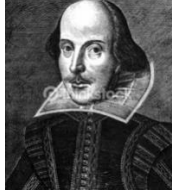
#### 10 Language in use: An e-mail to your best friend

1: was called 2: was planned 3: were made 4: were written 5: was composed 6: was recorded

### Unit 8 Picture perfect

#### 8 Listening and speaking: At the museum

a) 1: NG 2: F 3: T 4: F



b) 1: 2: 3: 4:

### Unit 9 What if ...?

#### 9 Reading: Life as a teenager in the 1990s

b) Are the following sentences about life in the 1990s true or false?

1 F; 2 T; 3 T; 4 F; 5 T; 6 F; 7 F; 8 F

### Unit 10 Extreme emotions

#### 8 Listening: Extremely emotional

1 b) 2 c) 3 a) 4 a) 5 c

### Unit 11 Canada

#### 9 Listening: The history of Canada

a) 1. F 2. T 3. NIT 4. F 5. T 6. NIT/F 7. T 8. T

b) 1. The first people to come to Canada arrived between 15,000 and 30,000 years ago. 5. Around AD 1,000, the Viking explorer Leif Eriksson reached Newfoundland. 6. They had a war with the British for seven years. The Indian tribes supported the French, but also the British.

### Unit 12 Stop bullying at our school – a play

#### 11 Reading: A message from Lucy

1 inviting; 2 sorry; 3 sending; 4 worried; 5 dad; 6 interested; 7 friends; 8 think

### Unit 13 Agree to disagree

#### 10 Reading: The pros and cons of having a pet

1 disadvantages; 2 start; 3 First; 4 point is; 5 Third; 6 disadvantages; 7 First; 8 Second; 9 To sum up

### Unit 14 It's all about language

#### 10 Reading: How to learn a new language

1. bilingual 2. foreign 3. tips 4. interested 5. remember 6. internet  
7. fact 8. practice 9. necessary

### Unit 15 Being different

#### 10 Reading: The Curious Incident of the Dog in the Night-Time

1 T; 2 a rat; 3 because he screamed; 4 F; 5 F

**ZUR INFORMATION**  
**NICHT TEIL DER BEGUTACHTUNG**

## Audio Trackliste Prime Time 3 Coursebook

Track	Unit/Titel	Seite	Task
<b>CD1</b>			
1	1 Ally's podcast	8	2 a)
2	1 Events in the past*	10	4 a)
3	2 Extraordinary lives	16	2 b)
4	2 Jane Goodall's life	18	4
5	2 How extra ordinary! dialogue 1 2 How extra ordinary! dialogue 2* 2 How extra ordinary! dialogue 3 2 How extra ordinary! dialogue 4 2 How extra ordinary! dialogue 5	22	7 a)
6	3 Children's lives around the world, dialogue 1 3 Children's lives around the world, dialogue 2 3 Children's lives around the world, dialogue 3 3 Children's lives around the world, dialogue 4 3 Children's lives around the world, dialogue 5	25	2 c)
7	3 Ally's podcast: The students council	28	4 c)
8	4 Genre guessing game, Dialogue 1 4 Genre guessing game, Dialogue 2 4 Genre guessing game, Dialogue 3 4 Genre guessing game, Dialogue 4 4 Genre guessing game, Dialogue 5 4 Genre guessing game, Dialogue 6	31	1 b)
9	4 Is it entertaining to work in entertainment? Dialogue 1 4 Dialogue 2 4 Dialogue 3 4 Dialogue 4	33	3 b)
10	4 Song: Darkness in the night	34	4
11	4 Which film for which teenagers?, Dialogue 1 4 Dialogue 2 4 Dialogue 3 4 Dialogue 4 4 Dialogue 5	37	7 b)
12	5 Quiz: What do you already know about London?	39	1 b)
13	5 Ally's podcast: A school trip to London	43	5
14	5 People's opinions about London Alex* Sarah* Talia Sadiq	44	6
15	6 Equipment and tools for creating a pod	47	1 b)
16	Rap: Podtest – Ally and her summer holiday in Austria	50	4
17	6 It's all about pronunciation	53	8 a)
18	6 It's all about pronunciation	53	8 c)
19	6 It's all about pronunciation	53	8 e)
20	6 International Podcast Day	54	9
21	7 It's all about water	55	1 a)
22	7 The water cycle	56	2 b)

\*Die Teile in grauer Schrift konnten leider noch nicht aufgenommen werden.

## Audio Trackliste Prime Time 3 Coursebook

Track	Unit/Titel	Seite	Task
23	8 Ally's podcast: An art project	68	5 a)
24	8 At the museum	70	8 a)
25	9 Song: If I were a superhero	74	5
26	9 What matters to Generation We	76	7, 8
27	10 Idioms b) dialogue 1 10 Idioms b) dialogue 2 10 Idioms b) dialogue 3 10 Idioms b) dialogue 4 10 Idioms b) dialogue 5	80	2
28	10 Extremely emotional, dialogue 1* 10 Extremely emotional, dialogue 2* 10 Extremely emotional, dialogue 3* 10 Extremely emotional, dialogue 4* 10 Extremely emotional, dialogue 5	86	8
29	11 Canadian wildlife	90	5
<b>CD2</b>			
1=30	11 Vancouver – a great city	92	7
3=31	11 The history of Canada	94	9
3=32	12 Pronunciation: the tenth mouse a)	95	1 a)
4=33	12 Pronunciation: the tenth mouse b)	95	1 b)
5=34	12 Stop bullying at our school – The Play – Scene 1	96	3
6=35	12 Scene 2	97	4
7=36	12 Scene 3	98	5
8=37	12 Scene 4	98	6
9=38	12 Scene 5	99	7
10=39	12 Scene 6	100	8
11=40	12 Scene 7	100	9
12=41	12 Scene 8	101	10
13=42	13 Pronunciation a)	103	2 a)
14=43	13 Pronunciation b)	103	2 b)
15=44	13 A trip without the mobile	104	4
16=45	14 First, second and other languages, Interview 1 Interview 2 Interview 3	113	3
17=46	14 English accents around the world	115	5
18=47	14 Pronunciation: Long central vowel a)	117	9 a)
19=48	14 Pronunciation: Long central vowel b)	117	9 b)
20=49	15 Ally's podcast	120	2 a)
21=50	15 Asperger syndrome	123	6 a)
22=51	16 Transportation in London (Unit1 & 5) 2 Underground in London	128	2 c)
23=52	16 The BBC (unit 4) 1 What's the BBC?	130	1 b)
24=53	16 Architecture in London (unit 5) 1 London's architectural sights	132	1 b)

# **PRIME TIME 3**

# **COURSEBOOK**

## **Audioscript**

**Unit 1 Journeys, Task 2, a) Ally's podcast**

Announcer: Listen to Ally's podcast about her holiday experience. (*Podcast signat*ion)

Ally: Hey guys, you are listening to my podcast "My little big life".

The summer holidays are almost over, school is about to start, and I don't know about your holidays, but I had an extraordinary summer, and I want to tell you about it.

It started out with a rather bad surprise when my parents told me that they both had to go to an international conference, and said that they couldn't take me with them. Their plan was to send me to my grandparents in Tyrol, in Austria, and I wasn't happy about that at all!

My grandparents live in a small village in the mountains and what was I supposed to do there? I don't know anyone there and my German isn't that good either.

So my first few days in the Tyrolian mountains were quite boring. My grandparents were working on their small farm, and I didn't really want to help them. Don't get me wrong; they are really nice, but I just wasn't happy with my situation. How could I meet other people? (*Pause*)

And then one day I was cycling along a mountain road, when suddenly my bike slipped, I fell down and hurt my ankle. On top of everything else my bike was broken, too, and there was no one else around! I was scared and didn't know what to do. What if nobody came by? How should I get home?

(*Pause, sound effect*)

After maybe an hour a boy came, and let me tell you, I was reaaaalllly glad to see him!

His name was Leo, and I found out that he was the son of my grandparents' neighbours. He offered to help me get back home and on the way he told me about his life in the village and what he and his friends did in their free time.

This was a really lucky day after all, because from that day on I spent a lot of my time with Leo, I met other interesting people and even made new friends. We had a lot of fun spending most of our time outdoors – swimming in ice-cold mountain lakes, sleeping in hay stables and driving the tractor on the fields.

In the end, I was even sad that I had to go back home! Leo and I agreed to stay in touch and our plan is that he will visit me here in England during the winter break ...

When I think of the Ally at the beginning of summer, I wonder how she could be so narrow minded (*affecting a priggish voice*) – *What? I have to go to Austria?* – and I'm really glad that she changed her mind about so many things and has become a more open-minded person.

Anyway, that was my holiday experience – what about you? I would love to hear about your summer experiences, so write to me in the comment section below!

**Unit 1 Journeys, Task 4, a) Events in the past**

Announcer: Events in the past. Listen to the teenagers' descriptions of past events. Jeff

Jeff: I was walking home from my friend's house one evening, and it was already getting dark outside, when I suddenly saw a huge shadow coming towards me. ... I was really scared and wanted to run away, but then I saw that it was only the shadow of a dog, and I felt stupid...

Announcer: Micah

Micah: In the middle of August my family and I were on our way to a water park. The sun was shining and it was a really hot day. We were looking forward to all the slides and attractions in the park, when suddenly our car made a funny noise and then broke down at the side of the road. I was so disappointed! We were waiting for the tow truck forever, and then of course it was too late for the water park...

Announcer: Florence

Florence: My favourite memory from this summer is my 12th birthday party. My friends and family were all hanging out in the garden when my parents surprised me with a big cardboard box as a present. When I opened it, I couldn't believe my eyes; I had finally got a dog!

Announcer: Ayda

Ayda: I spent most of my holidays with my mum at my grandmother's house in Turkey. I was swimming a lot, while my mum was reading her books on the beach. I just love the sea! But then one day, I was snorkeling a bit, when I accidentally touched a jellyfish – my arm was red for a whole week and it really hurt!

**Unit 2, What a life, Task 2, a) Reading and listening: Extraordinary lives**

Announcer: Extraordinary lives (*pause*) A. Mary Shelley.

Speaker: Mary Shelley was a very famous author. At the age of 18, she went on holiday with other famous writers. One evening, everyone was telling a scary story, but Mary couldn't think of a good horror story. She got the idea for her book, *Frankenstein*, in her dreams! It is one of the most important books in the English language.

Announcer: B. Steve Irwin

Speaker: Steve Irwin was the famous "Australian Crocodile Hunter". He made sure that crocodiles didn't get too close to people's homes. Crocodiles weren't the only animals Steve was so good at working with. He was only six years old when he caught his first dangerous snake. His death was a horrible accident. He was filming underwater at the Great Barrier Reef in Australia when he got too close to a stingray, which killed him.

Announcer: C. Jane Goodall

Speaker: When Jane Goodall was a child, she was always dreaming about going to Africa. She saved money until she was 23 and could finally go to Kenya. There she got a job for which she had to study chimpanzees. She found out lots of new things about the animals and, for some time, even lived with them.

Announcer: D. Stephen Hawking

Speaker: Stephen Hawking was a very good student and was especially interested in science. Because he was so clever, the others called him "Einstein". But some years later, he started to have problems with his body. He had to see lots of doctors. They told him that he was ill and that he didn't have much time left. But that wasn't true. Stephen had enough time to become an extraordinary scientist and to start a family. However, he couldn't walk or talk. He used a computer that gave him a special voice.

**Unit 2, Jane Goodall's life Task 4**

Announcer: Jane Goodall's life

Speaker: Jane Goodall was born on April 3, 1934 in London. She has been interested in animals since she was a little girl. When she was very young, she got a toy that would change her life. It wasn't a teddy bear. It was another stuffed animal, a chimp with the name Jubilee.

One summer she spent on a farm. There was a henhouse in which she was hiding for hours. She wanted to see how hens lay eggs. But her family was worried because they couldn't find her. They even called the police!

When Jane was eight, she read the book "Dr Dolittle". She knew that she just had to go to Africa when she was older. When she was 12, she started her own nature club. Children who wanted to be in this club had to know ten different dogs, ten trees, ten birds and five butterflies!

In 1956, a family friend invited the young woman to visit a farm in Kenya, Africa. Before Jane could go, she had to earn and save money for the trip. One year later, she could finally go to Africa. There she met a famous scientist, Louis Leakey. Jane started studying chimpanzees for Dr Leakey's project in Tanzania.

The work wasn't that easy at first. The chimps ran away when they saw Jane. But Jane stayed there, and, after some time, she was able to get closer to the animals. Jane discovered new things about chimpanzees: they were hunting and eating meat and using tools. This was just extraordinary!

A few years later, a photographer, Hugo van Lawick, came to take pictures for an article about Jane's life. Hugo became a part of Jane's extraordinary life. They married and had a son in 1967.

In the following years, Jane wrote lots of books. She wanted people to find out more about the animals she loved so much, the chimpanzees. But that was not all she did. She started the organisation "Roots and Shoots", which helps schools doing projects on animals and nature. There are projects all over the world! Check out the homepage of "Roots and Shoots" to find out more. Everyone can be extraordinary and do the right thing!

Jane Goodall says, "We certainly need people coming together, as long as they come together to do the right thing."

**Unit 2: What a life, Task 7, a) How extraordinary!**

Announcer: How extraordinary! Listen to the short dialogues. **Dialogue 1**

A: Have you heard about this couple, the Harrises?

B: No, why?

A: Well, they have been married for 80 years! Can you believe that?

B: No, I cannot. They must be really old.

A: Yes, they are about 100 years old. And they have always been together!

B: What a life!

**Announcer: Dialogue 2**

Girl: What's the most extraordinary thing about your life?

Boy: Hmm ... I think the fact that I've always known my best friend.

Girl: What do you mean, always?

Boy: Well, we were born in the same hospital at the same time. And our mums became best friends. So I've known him since the day both of us were born.

Girl: Wow! That's really unusual!

Boy: Yes, and a very special friendship!

**Announcer: Dialogue 3**

Girl 1: Have you read this article about Oprah Winfrey?

Girl 2: No, I haven't. Why? Is it interesting?

Girl 1: Oh, yes. I had no idea that Oprah has had a fear of chewing gum since she was very little.

Girl 2: Chewing gum? Why?

Girl 1: Well, when she was a child, she lived with her grandma, who was very poor and even had to save chewing gum. So she stuck used gums onto the furniture! Oprah has found them disgusting ever since this time in her life.

Girl 2: Ugh!

**Announcer: Dialogue 4**

Man: I've read this funny article about a woman who hasn't left her hometown for 100 years. Actually, she has never left it at all.

Woman: Oh, wow. She is 100 years old?

Man: Yes.

Woman: Does she live in a big city?

Man: No! She was born on the Isle of Man and has always lived there!

Woman: Why has she always stayed there? Has she never gone on holiday?

Man: Well, she thinks she has everything she needs right there.

Woman: How extraordinary!

**Announcer: Dialogue 5**

Girl: My neighbour Paul is very special.

Boy: Why is that?

Girl: Well, he really tries to make a difference and always does the right thing.

Boy: What exactly do you mean?

Girl: He hasn't eaten meat for 20 years. He hasn't been on a plane since the year 2000. And he hasn't bought any products with plastic for ten years.

Boy: Sounds like a hero!

**Unit 3: Children's rights, Task 2, c) Children's lives around the world**

- Announcer: Children's lives around the world. Listen to the dialogues. **Dialogue 1**
- Interviewer 1: Jazmin, how's life in Iran?
- Jazmin: (*happily*) Well, I'm (*stresses "I"*) very lucky! I'm so glad I can learn new things online!
- Announcer: **Dialogue 2**
- Interviewer 2: Gabriel, your life looks very different on weekends, doesn't it?
- Gabriel: (*sadly*) Oh yes. When I have to work, I sleep under a bridge.
- Announcer: **Dialogue 3**
- Mariame: (*anxiously*) Auntie, I've lost a bowl. I'm so sorry.
- Aunt:(*angrily*) Look for it! And you better find it soon. Or I'll hit you hard!
- Announcer: **Dialogue 4**
- Thierry: I'm hungry, Sir. Do you have some money you could give me?
- Man: Here you are. Take it and buy some food.
- Thierry: (*loudly*) Grandma, I got some money! You can buy us food!
- Announcer: **Dialogue 5**
- Interviewer 3: Do you like your Mazahua [mə'zāwə] dress, Anam?
- Anam: (*whispers quietly*) Yes, but other children have called me bad things because of my dress.

**Unit 3: Children's rights, Task 5, Ally's podcast: The student council**

Announcer: Listen to Ally's podcast: The student council

(*Signation wie in Unit 1*)

Ally: Hi, it's me, Ally. In my podcast today, I would like to tell you about the last student council meetings at our school.

Two weeks ago, we made a survey about the food in our cafeteria. At our school, every student has lunch in the cafeteria between 1 and 2 pm. So, we wanted to know if students mostly liked the food or if they didn't. What we found out was ... quite shocking, really! (*Pause*)

75 % of all students said they hated their lunches, only 20 % said they liked it. Only 5 % love it. (*Pause*)

Also, 45 % of kids at our school think that our food is unhealthy, 20 % think it's quite unhealthy and 35 % said it's healthy enough. (*Pause*)

Finally, 80 % of all students would like to have more choices in their daily food and 20 % don't care. (*Pause*)

We didn't want to put up with this any longer and at our next student council meeting, we sat down with our headteacher to discuss this problem. To our surprise, Headmistress Thornhill and the other teachers didn't really care about these facts and told us they just didn't want to change a thing! Can you imagine most students have to eat lunch they hate every school day? We were angry and we didn't want to accept their answer. (*Pause*)

So at the moment, the student council are making plans for a protest for better and healthier food at our school! We are asking other students to join in and make posters! We've written a petition that everyone can sign, and we are planning to present our arguments at the next school assembly. We want to say freely what we think should change, and we want the adults to listen to us! (*sound effect wie in Unit 1*)

What's the situation like in your school cafeteria? Are you happy with the food? Do teachers at your school listen to what the children want and need? As always, leave your messages on my website!

**Unit 4: That's entertainment!, Task 1, Genre guessing game**

Announcer: Genre guessing game. Listen to the typical dialogues. Dialogue 1

(*Rain drops are hitting a window. A telephone is ringing.*)

Caller: *(excited, nervous)* Detective Silverstone? Quick, come to the public library! Someone has been found dead. Hurry up!

Detective S: Don't worry. I'll be there soon.

Announcer: Dialogue 2

*(Saloon, music (wild west), shouting, laughing. The swing doors are opened. Music, shouting, laughing all stop. Someone enters the room, swaggers in and up to the bar.)*

Man: I'm looking for Clint! Give me a glass of your best whiskey while I wait. *(pause)*

Barkeeper: *(nervous)* There's no Clint here.

Announcer: Dialogue 3

*(Someone's knocking at a door.)*

Woman: Hello? I think I am lost!

*(Door is being opened – it squeaks.)*

Man: *(creepy, menacing)* Yes, you were lost. But now I've found you. Come in.

Announcer: Dialogue 4

*(Party music, conversations in the background, relaxed atmosphere)*

Woman 1: Who's that over there?

Woman 2: That's Steven. Come. Let's say hi. He's really nice. You'll like him.

Woman 1: Oh, I'm not sure, he looks so ... rich.

Announcer: Dialogue 5

*(Straßenlärm; Two people run against each other, things fall to the ground.)*

Woman: Now look at that! Can't you be more careful?

Man: Oh, I'm so sorry, I'll help you pick it up.

*(heads bang together)*

Woman: Ouch, now also my head hurts!

Man: Yes, I'm so sorry. I often give people a headache!

Announcer: Dialogue 6

*(Low hum, automatic doors close)*

Man 1: *(scared, trembling voice)* Where are you taking me?

*(metallic voice, 2. Stimme verfremden)*

Man 2: *(monotonous)* Back to our own planet. We have finished our work here.

#### **Unit 4: That's entertainment! Task 3, b) Is it entertaining to work in entertainment?**

Announcer: Listen to the dialogues about working in entertainment. Dialogue 1

Woman: So ... we need to think about the casting.

Man: Well, I think we need an interesting personality for that kind of role. You know, not anyone we have seen in the last twenty romcoms.

Woman: We need someone new.

Man: Right. Are there any actors you can recommend?

Woman: Hmmm, he should be easy to work with. I don't want any difficult actors who are in love with themselves ...

Announcer: Dialogue 2

Producer: Good morning, Stephanie, it's so nice to hear from you. What can I do for you?

Stephanie: I have some ideas for a new film ...

Producer: Go ahead.

Stephanie: Well ... imagine somewhere in the wild west ...

Producer: What, a Western? People are no longer interested in that kind of film.

Stephanie: No, the wild west – that's just the starting point of a long journey.

Producer: So, it's a road movie?

Stephanie: Kind of. Listen: this woman and some of her friends plan to go on a camping trip, but somehow everything goes wrong ... and then ... *(fade out)*

Announcer: Dialogue 3

Boy: I would like to be an actor one day.

Girl: Really? Are you sure? You know, actors don't have any real friends. People will always ask for your autograph, anytime and anywhere. I wouldn't want anything like that.

Boy: I think that could happen sometimes, but not all the time! Well, I think acting is something I could be really good at! I could finally be creative ...

Announcer: Dialogue 4

Director: Oh hi, how are you, sunshine?

Actress: Oh, I'm fine. I'm sure you have some good news for me?

Director: Of course! There's only good news for you! So would you like to be in some great scenes of a great film? Listen: we're looking for someone like you. We need a person who has some experience in reading the text of cartoon characters.

Actress: Ugh, cartoons ... I haven't done any cartoons in seven years! And ... well, they are kids' movies!

Director: This project's different, I promise. Listen, if you have any questions, call Marty. He is the one who can tell you everything about ... *(fade out)*

#### Unit 4: That's entertainment! Task 4, a) ) song: Darkness in the light I

#### Unit 4: That's entertainment!, Task 7, b) Which film for which teenagers?

Announcer: Which film for which teenagers? Listen to the short dialogues. Dialogue 1

Annie: Well, you know I like girly stories in a film ... or something set at a high school.

Lucy: What do you even mean by "girly" ...? Like something to do with dancing maybe? Or someone who is trying to protect animals? Falling in love?

Annie: I'm not a huge animal lover ... But, yeah, dancing and falling in love – that sounds great! Let's look for something like that ...

Lucy: Well, ok – if we must. You know I like action films better – but, hey, it's **your** birthday!

Announcer: Dialogue 2

Bill: How are you? You look tired!

Linda: Well, I'm organising the birthday party for Theo. He wants to watch a film, you know a children's

film ... I'm not sure what to pick. I mean, I'm not six anymore – and I don't know what kids today like!

Bill: Hmmm, take something that is not too long. You know, young children cannot concentrate for a very long time. And they love those funny cartoons! There was this nice film that we watched at my little sister's party ...

Announcer: Dialogue 3

Sister: What are we watching tonight?

Brother: I don't know yet. Do you have any ideas? You know, something cool with machines and stuff. Can be a true story. But I don't want any silly love stories!

Sister: Fine, let me think ...

Announcer: Dialogue 4

Sally: What are we going to see?

Ben: Well, how about ... a good film?

Sally: (*ironisch*) So a romcom?

Ben: No, I said a good film!

Sally: For a film to be good, what needs to be in there, Ben?

Ben: That's easy. For me it's adventure, action and ... science fiction.

Sally: Ok then.

Announcer: Dialogue 5

Mum: Hey, what's going on? You don't look happy.

Brian: Hmmm ... I got a bad mark in Geography ...

Mum: Want to watch a film?

Brian: Sure, what's on?

Mum: Well, what do you like?

Brian: Something with a happy ending – no more sad news for today, please!

Mum: Ok ... well, I like true stories. Let me have a look ...

### Unit 5: London, task 1 Quiz: What do you already know about London?

Announcer: Quiz: What do you already know about London?

Tour guide: The city of London is the capital city of Great Britain. London is very old, in Roman times it was called Londinium. In 1666 London was nearly completely destroyed by a great fire that burned down most of the houses in the city.

London is also Britain's biggest city, and the second largest in Europe. Today around 8 million people live within the city's borders. There are people from many different backgrounds, and so more than 200 languages are spoken.

London is also one of the most visited cities worldwide, in 2016 a record number of 19 million tourists came to us for a visit. Would you like to visit London, too? Just make sure, that you pay attention to the street – in contrast to the rest of Europe, people here drive on the left side of the street!

### Unit 5: London, task 5 a) Ally's podcast: A school trip to London

Announcer: Listen to Ally's podcast about her recent school trip to London.

(Podcast Signation jingle)

- Ally: Hi, it's Ally! My friend Rachel is going to join me for today's podcast about our last school trip to London. We go on school trips every few months and this time we went to see the Globe Theatre in London, as we have learned about Shakespeare in English class for the last few weeks. *(pause)*  
Rachel, do you want to start?
- Rachel: Yes. We arrived at King's Cross train station and took the tube to Blackfriars station near the Globe Theatre.
- Ally: I thought the building was really fascinating. I just can't believe that most of the audience has to stand when they're watching a play!
- Rachel: That must be really exhausting!
- Ally: Yeah ... but at the theatre we also had a workshop where we discussed aspects of Shakespeare's life and work. And after that we could try out lines, standing on stage. I really liked that *(unterbrochen von)*
- Rachel: To be or not to be, that is the question! *(unterbrochen von)*
- Ally: Oh, Romeo, Romeo! *(beide lachen)*
- Rachel: Trying to be an actor in a Shakespeare play, that was really cool! But what I found most exciting about the day was actually our journey back to the train station.
- Ally: We had to take two different lines. First, we took the District line and got off at Monument. Then we had to change to the Northern line to get back to King's Cross.
- Rachel: Yes, but when we all got off at Monument and our teachers counted the students, they realised that one was missing. Peter Hatcher had forgotten to get off and was still on the tube. *(Lachen)*
- Ally: You can imagine the chaos and how upset our teachers were!
- Rachel: Anyway, one of the teachers immediately called him on his phone and tried to tell him the way back to the train station.
- Ally: Poor Peter! Imagine being lost on the tube. There are ... like 10 different lines and so many stations.
- Rachel: And that's the last we've seen of Peter.
- Ally: No, in the end a teacher had to go and get him because he didn't want to go on alone.
- Rachel: And THAT was our exciting school trip to London!  
*(Rachel lacht, Lachen wird unterbrochen von Ally)*
- Ally: Let us know about your school trips!

### Unit 5: London, task 6 Voices of London

- Announcer: Listen to four different people living in London.
- Alex: Hi, I'm Alex. My parents and I live in an area of London that is called Spitalfields. It is a very multicultural neighbourhood and there are especially a lot of Indian and Pakistani restaurants. I've never eaten a better curry than in our neighbourhoods' restaurants! I love that there is a lot of cultural diversity in London. You can get to know so much by being in just one city!
- Sarah: I'm Sarah and I'm 14 years old. I haven't always lived in London. My family moved here when I was eight. I've come to love a lot about my new hometown. There are so many possibilities! I still haven't got used to the fact, though, that there are so many people everywhere - in the streets, in the shops, on public transport - there are even loads of people in the parks I go to in my free time. So (yes), I should like it/prefer if there were fewer people and more green spaces.
- Talia: My name is Talia, and I'm actually from South Africa. I am 22 years old and I study at the London School of Economics. I've been here for two years now, and I think London is a great city! I mean, sure, there are a lot of people everywhere, and it takes ages from one place to another, but a good thing is there is always something going on, whether it's festivals, theatre or open markets. This city never seems to sleep.
- Sadiq: : My name is Sadiq. I'm 28 years old and I have lived in London all my life. Actually I live a bit outside London, near Heathrow Airport. I work in the centre of London, close to Victoria Station and this means that it takes me a long time to commute to and from work. I'm on the tube for about 1 ½ hours every day, which is too long I think. It's time I could use better otherwise!

**Unit 6: Podcasts, Task 1, Equipment and tools for creating a podcast b)**

Announcer: Equipment and tools for creating a podcast

Speaker: One: You need a laptop or a computer to record and upload your mp3 file. *(pause)*

Two: If you have got a smartphone, which is a mini-computer, you can use it, too. *(pause)*

Three: Try to get a microphone next, because the sound quality will be better. *(pause)*

Four: You'll have even better sound quality if you use a microphone stand. *(pause)*

Five: Earbuds are okay, but headphones help to make fewer mistakes, so you will need fewer retakes. *(pause)*

Six: One example for an editing software is "Audacity", which is free and easy to use.

**Unit 6: Podcasts, Task 4, a) Rap: Podtest – Ally and her summer holiday in Austria****Unit 6: Podcasts, Task 8, It's all about pronunciation a)**

Announcer: It's all about pronunciation. Listen to the words in the pronunciation box.

Speaker: A vowel is a type of sound. The vowels in English are spelled a, e, i, o, u and sometimes y.

Long: a – name; Short: a – apple

Long: e – she; Short: e – egg

Long: i – find; Short: i – insect

Long: o – old; Short: o – blog

Long: u – music; Short: u – sun

**Unit 6: Podcasts, Task 8, It's all about pronunciation c)**

Announcer: It's all about pronunciation. Listen to the words and check your answers.

Speaker: Words that have got a long vowel are ... *(pause)* music, *(pause)* nose, *(pause)* table, *(pause)* pie, *(pause)* and keep. *(pause)*

Words that have got a short vowel are...*(pause)* cat, *(pause)* pet, *(pause)* clock, *(pause)* bus, *(pause)* and sit

**Unit 6: Podcasts, Task 8, It's all about pronunciation e)**

Announcer: It's all about pronunciation. Listen to the following sentences.

Speaker: 1. What are your plans for the weekend?  
*(pause)* – falling intonation

2. Are you doing anything special on the weekend?  
*(pause)* – rising intonation

3. Where do you like to spend your free time?  
*(pause)* - falling intonation

4. Do you play any sports?  
*(pause)* – rising intonation

5. When do you usually study English?  
*(pause)* - falling intonation

6. Is the weather going to be nice this weekend?  
*(pause)* – rising intonation

7. I enjoy reading in the park.  
*(pause)* - falling intonation

**Unit 6: Podcasts, Task 9, International Podcast Day**

Announcer: International Podcast Day. Listen to the podcast.

*(Signation, andere als bei den Ally.podcasts)*

Speaker: International Podcast Day takes place every year on September 30th. This special day is celebrated around the world, and is intended to show the power of podcasts. *(pause)*

The celebration of such a day is a great chance to let other people know what podcasts are and to connect with podcasters and listeners. *(pause)*

It's important to become active and to inform other people of the power of podcasts. There're many ways to take part in International Podcast Day. *(pause)*

For example, if you use the hashtag #InternationalPodcastDay, you can celebrate this day on social media to communicate with others worldwide about this special event. *(pause)*

You can also explain to other people what podcasts are and get them interested in podcasts. If you've already got a favourite podcast, you can share it with a friend or family member. *(pause)*

Of course, you could also subscribe to a new podcast and find even more interesting podcasts.

**Unit 7, Water is life, Task 1 It's all about water a)**

Announcer: It's all about water. Listen to the children. *(pause)* Victoria

Victoria: Hey guys, my name is Victoria and I live in Sweden. *(pause)*

In our country there're many lakes and I really love to swim in the lake near our house. *(pause)*

It's called Bolmen, and the water quality is very good.

You can actually drink it.

Announcer: Amit

Amit: My name is Amit, and in my country it's hard a get good, fresh water. *(pause)* Water must be bought in bottles, but it doesn't taste very good.

*(pause)*

I should love to drink a nice glass of good, cold, fresh water from the tap.

Announcer: Oscar

Oscar: Hey, my name is Oscar, and I live on the coast of the Pacific Ocean.

I love the sea very much...it's such a great place. *(pause)*

The problem is, however, there's lots of trash and dirt on the beach. *(pause)*

People just don't care about our planet and the ocean.

Announcer: Rana

Rana: My name is Rana, and I'm thirteen years old. *(pause)*

It doesn't rain that often in our region, and all the farmers need to water their plants. It's sometimes hard to get enough water.

**Unit 7, Water is life, Task 2, The water cycle b)**

Announcer: Listen to the radio interview on how the water cycle on planet Earth works.

Interviewer: Hello Professor Hunter, welcome to the studio. *(pause)* You're an expert for water.

Prof. Hunter: Hello everybody! Yes, I'm a geography professor at Rockfell College.

Interviewer: So, first question: where does water come from?

- Prof. Hunter: Well, that's not easy to answer. There is something that we call the 'water cycle'. This is how water is taken up from the sea, rivers, and soil to the sky, and then comes back down as rain or snow.
- Interviewer: Hmm...so, water is always in motion?
- Prof. Hunter: Exactly! *(pause)* The water on our planet is always moving. It moves from the sky to the ground and back again.
- Interviewer: So, that's the reason why it's called the water cycle...right?
- Prof. Hunter: Right! The water cycle makes clouds, rain and snow, and usually takes the water where it should be.
- Interviewer: Okay, let's go back to the beginning. How does the water cycle begin?
- Prof. Hunter: It begins when water on earth, for example in lakes and rivers, is heated up by the sun. The liquid is turned into gas. This is called 'evaporation'. *(pause)* Then it rises into the air.
- Interviewer: And what happens next?
- Prof. Hunter: Well, in the sky it's usually very cold, and the gas is changed into liquid again ... *(pause)* some kind of tiny water drops. Then, these drops are grouped together, and that is how clouds are formed.
- Interviewer: Okay, but when does the rain come down onto the earth?
- Prof. Hunter: Good question! That's the next step: *(pause)* the tiny water drops crash into each other, and, if they are heavy enough, they fall to earth: that's rain. *(pause)* But it can also be snow if it's cold enough.
- Interviewer: Wow ... I didn't know that.
- Prof. Hunter: Last, but not least: once back on earth, rain is collected in rivers, lakes and, of course, the sea. *(pause)* And then...guess what?
- Interviewer: Hmm...the water cycle begins all over again, right?
- Prof. Hunter: Yes, that's the way it is!
- Interviewer: Thanks, Professor Hunter ... *(fade out)*

### Unit 8, Picture-perfect, Task 5 a), Ally's podcast: An art project

- Announcer: Ally's podcast: An art project. Listen to both parts of Ally's Interview with her art teacher. *(pause)*  
Part 1 *(Podcast signatation aus Unit 1,3, 5)*
- Ally: Miss, I know that thinking about photography is part of our art project. ... Well, I don't know how I can say this, ... but I'm not so sure photography is art. I mean, anyone with a smartphone can take a picture. And people are doing it far too often for my taste!
- Teacher: Well, for me, photography is an excellent way to express myself. Let me show you a photo. What does it say to you?
- Ally: Well, nothing at all. It's a picture!
- Teacher: You know, sometimes a picture is worth a thousand words! What comes to your mind when you look at it? I mean really look at it?
- Ally: Ok, I'll give it a try. It reminds me of ... first of all, my childhood. When I was free ... I could do whatever I wanted, go to the playground whenever I wanted.
- Teacher: That's good! Go on! What else does the picture make you feel?
- Ally: It makes me feel sorry that I'm not a little girl anymore. *(sarcastically)* Now with school come the art projects ...
- Teacher: Very funny!
- Ally: Well, it's interesting that you cannot see everything. There's no face. Just the light and the shadow. It could be any child. It could have been **I** when I was little, or you, Miss!

Teacher: *(laughs)* That wasn't bad at all! Now, Ally, when you're describing a picture, you should first give some general information, like what kind of picture is it and who took the picture when and where, and what the first thing is people will notice about it. Then you try to be very specific. You say what you can see in the picture – what's in the middle, what's in the background, which colours you can see and so on. Don't forget to mention what the people in the picture are doing. And finally comes the most difficult part: you say what the picture might mean. What does it say to you? Remember: a picture is worth a thousand words. Do you want to give it a try?

Announcer: Part 2

Ally: May I describe a picture you took?

Teacher: Ok. Let's see *(looks for a picture)* ... this one. This is a collage. I took the photos in Poole. That was about three years ago.

Ally: Fine. The hardest one, Miss! Seriously?? *(sarcastically)* Well, I'm your best student, so ... no problem for me. I'm describing a collage my art teacher, Miss Miller made. The most important thing about it is that it isn't actually just one picture, but many, many different photos. Miss Miller took the photos in Poole three years ago.

In the collage, I can see one, two *(counting)* ... more than twenty beach huts. They all have different colours, but most have a pastel colour. You cannot see any people, so nobody is doing anything.

However, the background is quite nice: you can see the blue sky *(It was probably a sunny day.)* and part of the beach. If you look very closely, you'll discover lots of details. For example, the huts have wooden planks, and I think they are facing the sea. So, of course, you can't see the sea in the picture, but behind the huts you can see grass and regular houses. When I look at this collage, it makes me think of the seaside, sunny weather and no school! So it's picture-perfect!

Teacher: Very funny, Ally, but really well done.

Ally: That's all fine and well, Miss, but now you do it! Please describe this picture. I find it rather funny.

Teacher: Yes, that one's really funny. A friend, who happens to be an art teacher as well, made this. He used real photographs and put them together on the computer. The funny thing is, of course, the giraffe that is standing in the middle of a living room ... *(fade out)*

*(sound effect wie in Unit 1, 3, 5)*

Ally: So that was today's podcast. You heard me interviewing Miss Miller, my art teacher. I think working on this project has taught me a lot, and not only about photography. I even made my very first video; can you believe that? Have you ever worked on a school project you actually found really cool? As always, let me know what you think!

### Unit 8, Picture-perfect, Task 7 a), Ally's flick "What's in a pic?"

Announcer: Ally's podcast: An art project. Listen to both parts of Ally's Interview

Ally: "A picture is worth a thousand words," my art teacher often tells us. First of all, what does this even mean?

I mean, sometimes I get the feeling that for some, a picture of themselves is worth a million ... likes!

Some people don't seem ever to get enough of seeing their faces in a picture. Oooh, look at me, I'm sooo pretty! Have you seen my newest pic on Snapchat? This is a picture of me, posing on the tube! This is a picture of me, posing on the bus! This is a picture of me, posing in the park! This is a picture of me, posing here, there, anywhere ... Me, me, me! Some people are just so full of themselves, and many seem to believe that their face makes for a brilliant picture.

However, others are more interested in pictures that artists have made. Give me the Tate Modern, the National Gallery or ... the National Portrait Gallery! Wait a minute ... Again ... people staring at pictures of PEOPLE'S FACES!! Are you kidding me?

Aren't you people ever fed up with old, boring faces? I can just look into the mirror for that kind of image, ... and believe me; in the morning this is not such a nice sight!

So ... *(pause)* I'm wondering ... what is so special about pictures? What is it about them that humans have been painting them since the beginning of mankind? What do you think about it?

*(Pause)*

My answer is this: sometimes, we want to tell others something about ourselves, maybe about our feelings or about something important that happened years ago, but we just don't find the words to say it! This is why I sometimes ask my grandpa to show me some old photographs; you know, real photographs, no selfies on a smartphone.

He has his photos in an old photo box, which I just love. And then I ask him a lot of questions like "What are you doing in this picture?" and "Who's that?" and "Why does this look so funny?" or "Why do YOU look so funny?". Sometimes he tells me he doesn't remember or that I'm too nosey and should just post some selfies online – haha, very funny, grandpa – but at other times, he starts talking, and then we talk about everything! ...about memories, about pictures that have changed his world (there's a cute one of my grandma when she was a teenager – ohlala, picture-perfect!). So all in all, I think it is true: sometimes a picture IS worth a thousand words.

### Unit 8, Picture-perfect, Task 8 a), At the museum

Announcer: Listen to four tour guides talking about pictures in the National Portrait Gallery in London.

Speaker 1: You see, this is an important portrait, because this is the first one in which you can see this very pale face with the red hair. In all the later portraits of her, you will see the pale face. It gives her a very young look. People found a pale, young look very beautiful in the 16th century. The background is very dark, but if you look closely, you can maybe see a crown next to the queen. There, on this table. This shows how powerful she is, just sitting there in her huge red dress. She really was one of the most important British rulers.

Speaker 2: Now look at that picture! Isn't that one handsome? Almost bald, with that grumpy look? Now to be fair, he was already dead when this picture was made. And ... many people say it's not a good work of art. His head seems too big for his body, but of course we don't see much, only a smaller part of the upper body. When I look at this portrait, I get the feeling that he looks really tired! But no wonder – this one wrote about 40 plays and more than 150 poems! Of course, there are many, many other portraits of the most important writer in the English language. He doesn't look that bad in all of them.

Speaker 3: Oh, you wouldn't believe what kind of life this woman had, when you look at this portrait! She looks almost happy with her little smile. Well, who would have thought that she would become the mother of the well-known Queen Elizabeth I? In this painting, she is wearing this kind of hood, which was very fashionable in her time. We don't know who the artist was, but the painter painted her with this long face, the brown eyes and the long, thin nose. And the necklace with the B that tells us who she is: Anne Boleyn, King Henry VIII's second wife. You know, THE King Henry ...

Speaker 4: Let's have a look at one of the earlier portraits. Now in this painting, he is not bald yet ... we see a young king. Henry was about 30 years old when this was made. What we can see in the portrait is how the king is putting a ring on his finger; the artist wanted to show that Henry VIII was very religious. But, as you know, later he would create a new religion. Well, you also know that Henry had six wives. One was the famous Anne Boleyn. Their daughter, Queen Elizabeth I ... *(fade out)*

### Unit 9, What if ...?, Task 5 b), Song: If I were a superhero

#### Unit 9, What if ...?, Task 7, What matters to Generation We b)

Announcer: Listen to the interview about the so called "Generation We".

Presenter: Why are today's teenagers called "GenerationWe"? Because they are always in touch with their friends – online and offline. They learn to work in teams and help each other. And it is very important to them to treat everybody fairly and to be treated fairly themselves. Today, I'm talking to two "Generation We" teens to find out more about what's important to them and what they think of their future. My first guest in the studio is Kim. Kim's thirteen. Hi, Kim. Thanks for being here.

Kim: Hi, Maureen.

Presenter: Kim, is there anything in your life that is especially important to you?

Kim: *(sounding quite sure of herself and of the things she's talking about)*

Well, to me it's important that all people have the same chances in life, whether they are men or women, and no matter where they come from. I mean, everybody is equal, aren't they? Nobody is better than anyone else. I hate it when people are treated unfairly or bullied. I stand up for my friends and my classmates. I want to become a politician one day to fight for a world that's fair to everybody.

- Presenter: Wow, I like that very much. Where do you get your ideas, Kim?
- Kim: I'm online a lot. I surf the web to find out more about the things I'm interested in, and I love to debate stuff online. I also follow a couple of YouTubers. Maybe I'll have my own YouTube channel one day.
- Presenter: Thanks very much, Kim. The next person I'm talking to is Nick. Nick's fourteen: Hi, Nick!
- Nick: *(sounding quite **unsure of himself** and the things he's talking about: he articulates some sentences as questions and occasionally talks too quickly or too quietly)*  
Hi, Maureen.
- Presenter: Nick, what's important to you?
- Nick: Well, I think I'm really kind of glued to my mobile. Sorry, I'm afraid that's not clear. Let me put it differently: I sort of use my mobile quite a lot. I know, my teachers say it's annoying, and my parents even say it's dangerous, but that is the way it is.
- Presenter: You sound as if you're not happy with that?
- Nick: Yes, no. I don't know. I mean, it's great that I can do so much stuff online. I can check the news, I can find out about everything I want to know. I can stay in touch with my friends. But... well, it also takes quite a lot of time really. I don't know... maybe I should talk more to people. I mean, really talk to them. But that is just my opinion. What do you think?
- Presenter: I think technology lets you and other teenagers live a life that your parents and grandparents didn't know. With things like your mobile you can be out in the world exploring, learning, and being part of communities all on your own.
- Nick: Yes, you're right. I like that. Probably there are really good sides to this.
- Presenter: How do you feel about living in an online world? A world where it doesn't matter so much where you actually live?
- Nick: Well, I don't know... People sometimes call my generation 'digital natives'. So, I live in a digital world. Maybe the internet is more important to me than my home country.  
*(noticeably gaining more and more confidence until Nick sounds as confident as Kim)*  
I mean, I have friends all over cyberspace. Sometimes, I don't even know where the people who I meet online actually live. One day, I'd like to travel and work around the world. I know that I can always go back to the Internet; a place where I can connect with others and learn something new, no matter where I am in the world.
- Presenter: Thank you so much, Kim and Nick, two teenagers of "Generation We". Stay tuned for some more interviews later in the afternoon...

### Unit 10, Extreme emotions, Task 2, Idioms b)

- Announcer: Idioms. Listen to the short Dialogues. *(pause)* Dialogue 1
- Melanie: Hi Sam! What's new?
- Sam: I've been thinking about Lucy day and night. Such a nice girl. Every day she asks me how I feel and she always listens carefully when I tell her about everything. You know ... about my dad. She has a heart of gold.
- Melanie: Well, ask her if she wants to go to the cinema!
- Sam: Hmm, yeah, maybe. I wish I could get to know her better.
- Announcer: Dialogue 2
- Melanie: Sam, what's up? You look terrible!
- Sam: Well, thanks. I do feel terrible. Lucy has been talking about Bob all day. Now I feel sick at heart. I'm sure she won't go to the cinema with me. Do you think I should ask her?
- Melanie: You could try! Some people start out as friends, but fall in love later ... there's always a chance, you know!
- Announcer: Dialogue 3

- Melanie: How are you going to ask her?
- Sam: I don't know. Maybe I'll say something like: Now Lucy, we've texting for a while now. From the bottom of my heart: do you want to go to prom with me? Ugh, that is so embarrassing! Maybe I'll just text her!
- Melanie: I don't know if that is such a good idea ... that doesn't sound very romantic. But hey, just follow your heart!
- Announcer: Dialogue 4
- Tim: Have you heard the latest? Sam and Lucy – they are over! They've been looking forward to prom night for weeks! Sam stopped talking to her.
- Mara: I can't believe it ... Sam has really had a change of heart! Do you know why he ended it?
- Tim: I have no idea, but I really want to know. I'll ask around. If I find out anything, I'll text you!
- Announcer: Dialogue 5
- Mara: Lucy, how are you? I've heard the terrible news!
- Lucy: Well, my heart is broken. You know why he stopped talking to me? He thought I didn't want to go to prom with him anymore! You know what the stupidest thing is: I have to sell my prom dress online. I'm not going.
- Mara: How awful!
- Lucy: Yes! (*in an annoyed voice*) For sale: prom dress, never worn!

### Unit 10, Extreme emotions, Task 8, Extremely emotional

- Announcer: Extremely emotional. Listen to the five short dialogues. (*pause*) Dialogue 1
- Logan: Hi Clara, what are you reading?
- Clara: Oh, it's this book about a boy who needs a heart transplant.
- Logan: Wow, that sounds tragic. Does he get one?
- Clara: Well, I don't know yet. His father wants him to get a pig heart.  
How would you feel about that? Would you be OK with that?
- Logan: Hmm, that's difficult to say but I think I would choose life! Wouldn't you?
- Clara: You know, I don't eat meat. I wouldn't want a pig to be killed for me. It would break my heart.
- Announcer: Dialogue 2
- Jill: Have you heard of Charlotte Brontë?
- Toby: Well, yes, she was a famous writer, wasn't she? What about her?
- Jill: When she was 13, she wrote this poem, "I've been wandering in the greenwoods". A few years ago, the poem was sold for ... almost £100,000!
- Toby: Wow, I'm 13 years old. Maybe I should try writing poems. How about: "I've been waiting and waiting for my true love to find me ... – oh she's here, standing right in front of me!"
- Jill: Very funny, Toby!
- Announcer: Dialogue 3
- Pam: Hi, Tina! What's up? Why haven't I seen you at school?
- Tina: I feel sick at heart. My grandma died yesterday. I just couldn't go to school. I've been listening to sad pop songs all morning. I even wrote a poem, which I haven't done in years.

Pam: Tina, I'm so sorry to hear that! You must feel terrible. But I think it's a good thing you're writing poems to help you express your feelings. Listen, I'm reading *Pig-Heart Boy* at the moment. It's about this boy, Cameron. He loses his grandma, too. This probably doesn't help you right now, but for Cameron this experience is actually very important. Losing his grandma makes him see how beautiful life is.

Announcer: Dialogue 4

Logan: Hey, Toby, what's up?

Toby: Hey, I've been reading about Charlotte Bronte online all morning. She wrote this very famous book, *Jane Eyre*. In this book, the girl, Jane, falls in love with a man. They want to marry, but then ... she finds out that he is already married to another woman!

Logan: Wow, that sounds awful! What happens next?

Toby: Well, Jane leaves because her heart is broken. But she doesn't have any money, and she has no family! She almost dies. But after she's been wandering around, almost starving, she finds a house with nice people who give her food.

Logan: And that's it? How lame!

Toby: No, in the end she goes back to her lover!

Logan: Now that's some change of heart!

Announcer: Dialogue 5

Marvin: Roses are red, violets are blue. My heart is full of love for you!

Li: Oh please, stop it! I don't want to hear about love, love, love! I'm sick of it!

Marvin: Why is that?

Li: Well, my parents are in love. But not with each other! My mum ... she's in love with someone you know.

Marvin: With whom? Come on, Li, please tell me!

Li: I don't want to say, it's so embarrassing. She keeps telling me all weekend what a heart of gold he has ... I just want to listen to loud heavy metal music and not talk to anybody.

Marvin: Ok, I understand. I'll leave you to it.

### Unit 11, Canada, Task 5, Canadian wildlife

Announcer: Canadian wildlife. Listen to the park ranger informing people about what animals to look for. *(outdoors, people chatting in the background)*

Park ranger: Ladies and gentlemen *(pause ... others are still chatting)*...

Everybody welcome ... *(people stop chatting finally)* ... to our national park information on what animals to look for. *(pause)*

Well, I can tell you there are many kinds of animals that you can find in Canada. I'd like to tell you a little bit about some of them. Let's get started with buffaloes: *(pause)* They are Canada's largest land animals and very interesting to watch. You can see them here in Wood Buffalo National Park .....in the plains, but also in the mountains. Even though the park is huge ...*(pause)* imagine: it's as big as Switzerland ... I'm sure you'll find some buffaloes around your trip here in the park. *(pause)*

Next in line: wolves. They're very shy and they live in parts of Canada where there are usually few people. If you're lucky, you may see some. *(pause)*

If you're more interested in birds, then watch out for bald eagles. They're stunning. They have a dark brown body with a white head and tail. *(pause)* Here in Wood Buffalo Park you can find moose, of course. Actually, they live all over Canada and cannot only be found in national parks. In fact, there live about 1 million moose in our Canadian forest. *(pause)*

Another animal which is often confused with the moose is the caribou ... *(pause)* They're also called reindeer. They live in big herds in Canada, but also in Alaska, Greenland and Lapland. Other interesting animals that you can see here in this area are bears, beavers, ... *(fade out)*...

**Unit 11, Canada, Task 7, Vancouver – a great city**

Announcer: Vancouver – a great city.

Speaker: Vancouver is one of the most livable cities of the world. It is close to snow-covered mountains, beaches and dense waterfront forests. Lying on the west coast of Canada, it just might be mother nature’s favorite city.

Vancouver’s oldest part is Gastown. The district was named after its founder John “Gassy Jack” Deighton. It’s where you will find cobbled stone streets, old fashioned lampposts, the steam clock and Victorian buildings.

Step out into the open air, and Vancouver opens up for the visitor. Stanley Park, opened in 1886, rests atop the city like a crown jewel. It’s a National Park, perfect for long walks. It’s also home to Vancouver Aquarium Marine Science Centre, Canada’s largest aquarium and marine mammal rescue and rehabilitation center. It’s the city’s most popular attraction - eight million people visit every year.

Rising up from the central business district of downtown Vancouver there’s the Harbor Center, one of the tallest buildings in the city.

Vancouver is also famous for its restaurants. Sea food is king here. For a fine dining experience got to one of the places, which give a great view of English bay, or to a Japanese restaurant that offers premium sushi.

**Unit 11, Canada, Task 10, The history of Canada**

Announcer: Listen to a tourist guide talking about the history of Canada.

Tour guide: Before we get started with our city tour ...  
*(people chatting in the background)...*

I’d like to tell you a little bit about Canada’s history. Well ...

The first people to come to Canada arrived between 15,000 and 30,000 years ago. Back in the days, there was a land bridge that joined Asia and North America. So, they crossed that land bridge and came to the area that we now know as North America *(pause)*...Canada and the USA...so to speak.

Then *(pause)* around 1,000 AD, the Viking explorer Leif Eriksson reached Newfoundland, which is in eastern Canada. I think that you’ve all heard of the Vikings, right? *(pause)* He tried to establish a settlement, but it didn’t last. Nobody really knows why the Vikings left. *(pause)*

In the 16th century, French and British settlers arrived. Those people from Great Britain and France tried to start a new life somewhere else, but that wasn’t always that easy. There were problems between farmers and fur traders. So, the French and British had four wars between the years of 1689 and 1763. *(pause)* The final war, called the “French and Indian War”, which is also known as the “Seven Years War”, was really bad. The French had to leave North America and the British were in control of Canada. However, French is still very important in the eastern part of Canada, for example in the cities of Montreal and Toronto. In fact, French influence is still strong... even today.

In 1867, the territories Ontario, Quebec, Nova Scotia, and New Brunswick were combined to form a kind of country with its own government, parliament, and even prime minister. Manitoba, another region, joined soon after. *(pause)* In 1931, Canada became an independent nation. Let’s go on with ...  
*(fade out)*.

**Unit 12, Stop bullying at our school, Task 1, Pronunciation: the tenth mouse a)**

Announcer: Listen to the examples in the pronunciation box. Practise saying the words out loud.

Speaker:

s	th
mouse	mouth
sing	thing
sick	thick
sink	think
sort	thought
tense	tenth
sank	thank
some	thumb

**Unit 12, Stop bullying at our school, Task 1, Pronunciation: the tenth mouse b)**

Announcer: Listen to the sentences and repeat them.

*(5 seconds pause after each line, please)*

- Speaker: 1. The sick mouse sings a song. *(pause)*  
 2. Do you think he thought about it? *(pause)*  
 3. Don't put your thumb in your mouth! *(pause)*  
 4. I never say what I think. *(pause)*  
 5. The tenth mouse thought something.

**Unit 12, Stop bullying at our school, Task 3, Scene 1 a)**

Announcer: Stop bullying at our school – A play. An extra cool birthday party. Listen to scene 1.

Narrator: Friday. In the school playground.

*(Hintergrundgeräusch Schule, Pause, draußen)*

Carly: Hi guys!

Friends + band members *(alle anderen ca. gleichzeitig)*: Hey Carly!

Carly: Guess what! My Dad says I can have my birthday party at the Aquarius!

Gaia: Isn't that his club?

Friends *(alle anderen ca. gleichzeitig)*: Wow!

Reuben: That's a cool place!

Carly: It's next Saturday and you're all invited! There'll be a light show and a special cake.

Friends *(alle anderen ca. gleichzeitig)*: *(cheering)* Wooo-hoo! Party time!

Carly: And guess what else? Reuben, my Dad says Rat Attack can play!

Reuben: Our rock band's going to play at the Aquarius?

Narrator: The band members give high fives.

*(Geräusch giving high-fives?)*

Band-Member 1: How cool is that?

Band-Member 2: Awesome!

*(cheering)*

Narrator: The school bell rings. *(Geräusch Schulglocke)*

All the pupils rush off to class. Reuben hangs around a little way away.

Carly: And, Gaia ... What you do you think?

Gaia: Aw ... I can't wait! A birthday in your Dad's club will be sooo cool, Carly!

Narrator: Lucy and her gang walk by.

Lucy: *(imitating her, nastily)* "A birthday in your Dad's club will be sooo cool, Carly!"

Narrator: Lucy and her gang exit, laughing nastily. Carly says to Gaia ...

Carly: Well, I certainly won't be inviting her!

Narrator: The school bell rings again.

*(Geräusch Schulglocke)*

Gaia: Lucy and her gang are saddos. Come on Carly, we'll be late for German!

Narrator: Carly notices Reuben is standing a little way away. She hesitates, then goes up to him.

Carly: Er ... Reuben? Aren't you going to German?

Reuben: *(acting surprised)* Huh? *(shily)* Oh, it's you, Carly ...

Narrator: Gaia enters again, sees Carly is talking to Reuben, rolls her eyes and rushes off. Carly says to Reuben ...

Carly: Dad says he'd like you to come around for a sound check.

Reuben: (*puzzled*) A ... sound check?

Carly: You know, for the band ... At the club ...

Reuben: Oh ... of course. A sound check.

Carly: Why don't we go after school tomorrow?

Reuben: (*excitedly*) Rat Attack's going to play at the Aquarius!

Narrator: Reuben and Carly exit laughing together.

Carly + Reuben: (*laughing*)

### Unit 12, Stop bullying at our school, Task 4, Scene 2 b)

Announcer: Listen to scene 2.

Narrator: Monday. In school. Carly and Gaia are sitting on a bench. Carla is writing in her notebook, Gaia is putting on eyeliner.

Carly: Definitely Oasis. And Blur...

Gaia: Oasis? Blur?! Those guys're seriously old school. (*shrugs*)  
But I guess it's your party.

Carly: (*writes*) Oasis. Blur. (*thinks*) Hmm ... What about ... Bowie?

Gaia: Bowie ...!? How old are you, girl? 14 or 40!? This is like your old man's playlist, right?

Narrator: A girl enters from the right.

Carly: Oh hi Aisha ... We're just planning the play list for Saturday.

Narrator: Carly holds out the list to Aisha.

Carly: What d'you think?

Narrator: Aisha stops, looks embarrassed and then exits quickly to the left.

Carly: Aisha? What's up with her?

Narrator: Gaia shrugs.

Gaia: I don't know.  
(*Pause*)

Carly: Guess what! Reuben's coming to the Club after school today!

Gaia: Oooh yes?

Carly: To do a sound check, silly. (*Pause*) Oh! He's coming this way!

Narrator: Reuben walks past them.

Carly: Reuben? ... Reuben!

Narrator: He stops.

Reuben: Oh, hi... girls...

Carly: Dad says he'll pick us all up after school and take us to the club.

Reuben: Oh ... about Saturday, I don't think the band will be able to play after all ...

Carly: What!?

Reuben: I'm sorry Carly... it's just ... we ... we're already booked to play.

Carly: Where?!

Reuben: Somewhere else.

Carly: But you said...

- Reuben: ...and I'm getting a sore throat ... *(coughs, clears his throat)* My voice ... I don't think I can sing. I'm really sorry.
- Narrator: Reuben exits quickly to the left.
- Gaia: That excuse was soo lame!
- Narrator: Carly looks very upset. Her phone pings.  
*(phone ping)*
- Carly: *(smiles)* Ah it's Hannah. *(reads)* Sorry can't come on Saturday. Have fun ... *(Carly starts to cry)*  
Gaia, what's going on?

### Unit 12, Stop bullying at our school, Task 5, Scene 3 b)

- Announcer: Listen to scene 3. Nobody wants to come to the party.
- Narrator: Wednesday. Carly is in her bedroom. Her phone pings.
- Carly: Oh! *(looks horrified, reads)* 'Everyone thinks you're a loser ...' Who sent this?
- Mum: *(her voice from distance)*  
Carly, are you coming down for breakfast? You'll be late for school!
- Carly: Coming Mum!
- Narrator: The phone pings again. She reads.
- Carly: 'No one wants to come to your stupid party! Boo hoo.' Twenty likes?!  
Who's sending these?
- Mum: *(her voice from distance)* I'm not calling you again, Carly!
- Narrator: Carly goes downstairs. Mum and Dad are having breakfast.  
*(Frühstücksgeräusche, Geschirr, Essen...)*
- Mum: Goodness, you look dreadful, darling! Have you been texting Gaia all night again?
- Carly: No I have not.
- Mum: Well your cereal's on the...
- Carly: I'm not hungry.
- Dad: You haven't been hungry for a few days, love. Is it because Reuben couldn't come to the sound check?
- Carly: I'm just not hungry, okay?
- Dad: Carly, I need to know how many of your friends are coming on Saturday.
- Mum: You won't be well for the big day if you don't eat.
- Carly: Leave me alone!!
- Narrator: Carly runs out.
- Dad: *(calling after her)* I need to know how many are coming!  
*(door slamming)*
- Narrator: There's the sound of the front door slamming. Mum and Dad look at each other.
- Mum: We weren't like that at fourteen...? *(Pause)* Were we?

### Unit 12, Stop bullying at our school, Task 6, Scene 4 b)

- Announcer: Listen to scene 4.
- Narrator: Thursday. After school. Carla and Gaia are on a bench looking at their phones.
- Carly: These messages are horrible!
- Gaia: Don't look at them!

- Carly: *(reads aloud)* ‘Carly’s a loser and anyone who goes to her party is a loser too’. Who can be posting these? No one’s going to come to my party and it’s the day after tomorrow!
- Narrator: Their phones ping. *(2 different sound of phones pinging)* They look.
- Carly: Why are they getting so many likes? I can’t sleep and I’ve lost my appetite and ... Everyone’s finding lame excuses why they can’t come.  
*(Carly’s phone pings)* It’s Darius. Darius is cool.
- Narrator: Carly dries her eyes to read.
- Carly: ‘Hey Carly, it’s gonna be a mega party at the Aquarius.’
- Gaia: You see! Darius’ll definitely be there.
- Narrator: Carly continues reading.
- Carly: Sorry, can’t come ‘cos my parents are taking us to see my boring relatives in Wales. Have a wicked birthday. Darius’ *(coldly)* You see. Lame excuses.
- Gaia: *(uneasily)* I guess people are afraid if they go to the party... they’ll get bullied too?
- Carly: Is that what you think? Are you afraid you’ll get bullied, Gaia? *(Pause)*
- Gaia: Well... see... I mean...
- Carly: Huh?! You’re a great friend, Gaia!
- Narrator: Carly exits angrily to the right. Gaia stands alone centre stage, looks upset and sighs.

## Unit 12, Stop bullying at our school, Task 7, Scene 5

- Announcer: Listen to scene 5.
- Narrator: After school that Thursday. In Dad’s car.  
Carly gets into Dad’s car. She notices Lucy and her two friends staring at her. Her Dad hugs her. *(Auto fährt los)*
- Dad: Hi sweetheart. Had a good day? Mum and I have ordered your cake for the party.
- Carly: There isn’t going to be a party, Dad!
- Narrator: Dad stops the car. *(Auto stoppt)*
- Dad: What are you saying, love? All your friends ...
- Carly: All my friends are afraid to be seen with me. Someone’s sending messages on social media saying if they come, they’re losers!  
*(she starts to cry)*
- Dad: *(shocked)* That’s bullying, that’s ... cyberbullying! You poor thing ... *()*
- Narrator: Her Dad goes to embrace her, Carly pushes him away.
- Carly: Dad! That girl over there’s watching me. I think she’s the bully.
- Dad: I’ll... I’ll... talk to her.
- Narrator: He starts to get out of the car, angrily.
- Carly: Dad! You’ll only make it worse! I’ll look like an idiot. And I can’t be sure it’s her. *(Pause)*
- Dad: Has she been invited?
- Carly: Of course not! Lucy and her gang are all losers!
- Dad: Sweetheart, you’re kind of excluding her...
- Carly: *(furiously)* What ... Da-ad!
- Dad: If I were you I would...
- Narrator: Carly puts her hands in her ears.
- Carly: Dad! Whose side are you on?

**Unit 12, Stop bullying at our school, Task 8, Scene 6**

- Announcer: Listen to scene 6. A happy ending?
- Narrator: Friday. In the Head Teacher's office.
- Dad: We really need your advice, Mrs Singh.
- Mrs Singh: Mr and Mrs James, I'm so sorry to hear Carly's being bullied.
- Mum: It's been terrible! The poor thing can't sleep, and she's not eating.  
I think the school should take away that girl's phone and search it!
- Carly: But we can't be sure Lucy's sending the messages, Mum.
- Mrs Singh: Carly's right, we have to be certain it's her before we take action.
- Dad: So what do you suggest we do, Mrs Singh?
- Mrs Singh: It's not that easy... Lucy's going through a hard time.
- Mum: Well, so is my Carly!
- Mrs Singh: Lucy's mother tells me she's not sleeping and she isn't eating.  
You see, her father has just left the family.
- Mum: Oh, the poor girl, she must miss her father terribly! Carly, imagine if Dad couldn't be there for you!

**Unit 12, Stop bullying at our school, Task 9, Scene 7**

- Announcer: Listen to scene 7.
- Narrator: Friday. In the Chemistry lab. All the students leave. Gaia wants to talk to Carly but then leaves too. Reuben notices that Carly is crying and goes to her.
- Reuben: Carly? What's wrong? (*Pause*) Is it about ... the party?
- Carly: There isn't going to be a party! Everybody hates me and you hate me too!
- Reuben: I don't hate you, Carly!
- Carly: So why won't you let the band play at my party?
- Reuben: It's just ... I mean ...
- Carly: You believed those horrible messages about me, Reuben.
- Narrator: Reuben looks embarrassed. (*pause*) Carly's phone pings. (*Carly's phone pings*)
- Carly: Another one (*reads*) 'Hey Carly, not even Reuben's coming to your party. Sniff.'
- Reuben: That's so mean ... Who's sending these?
- Carly: I've got an idea who it is ... But I need proof first. (*Her phone pings again*)
- Carly: (*reads*) 'So spend your birthday all alone at your precious Dad's stupid club!' Aha! Now I know it's Lucy! Her dad's left the family so she's jealous of mine.
- Reuben: So she sends you mean messages?
- Carly: You believed those mean messages, Reuben.
- Reuben: I feel so ashamed, Carly ... I was afraid ... I just didn't want to be ...
- Carly: ... Excluded. No one wants to be. I know that now.

**Unit 12, Stop bullying at our school, Task 10, Scene 8 b)**

- Announcer: Listen to scene 8.
- Narrator: Saturday. In the Aquarius Club. Dad, Mum, Gaia and all Carly's friends are there. The band is on the stage.
- Carly: I'm so happy to see you all here tonight for my 14th birthday party! (*Everyone cheers*)

Carly: You all came in the end. Thanks for being so brave. We all know about the horrible messages that were posted about me. ‘No one will come to your party.’ – ‘No one likes you.’ I even started to believe it! I didn’t feel safe anywhere. Not at home, not even in my own bed at night. I think no pupil at our school should go through that! So how about starting a ‘No Bullying’-group at our school? *(All cheer)*

Gaia: “No Bullying at our School”. If you want to join, sign your name!

Everyone: We hate bullies! We hate bullies! We hate...

Carly: No no! This is not about hating the bully. See, I discovered who my bully was. I finally realised they were really just jealous of my happiness, of the people I have in my life. They felt hurt and excluded. So I guess they wanted to hurt and exclude me. But really, they just want to be included and liked. So I knew what I had to do. I took my Dad’s advice.

Dad: That’s a first! *(All laugh)*

Carly: I wrote to my bully. It was really, really hard. But I did it.

Narrator: Carly reads her phone.

Carly: ‘Hi, I’m guessing you’re mad at me ‘cos you see I might have things or people in my life you don’t? That sucks. But bullying me isn’t the answer. You tried to make me feel excluded ‘cos that’s what you’re feeling. I know now what that feels like. So I’m including you in the invitations to my party. I really hope you’ll come.’

Gaia: Wow!

Girl 1: That is so cool, Carly!

Girl 2: Yes, so cool!

*(All cheer)*

Carly: It’s sad that the person hasn’t come tonight.

Narrator: Everyone looks around.

Carly: I guess that would be hard to do. *(Carly’s phone pings)*

Carly: Hey everyone! Listen! I just got this message back. *(reads her phone)* ‘Thanks for inviting me tonight, Carly, after those horrible messages I sent. Can’t be there. But your invite means a lot. You rock. Happy Birthday!’

Everyone: Yaay! Whoo-hoo! *(All cheer)*

Carly: Now I want everyone to have the best time at my par-taaay!

Mum: Your cake just arrived, Carly!

Everyone: The cake, the cake!

Narrator: Rat Attack start to play Happy Birthday, the cake is brought in and everyone sings. *(Happy birthday singing...)*

**Unit 13, Agree to disagree, Task 2, Pronunciation a)**

Announcer: Listen to the examples in the pronunciation box and study the difference. Practise saying the words out loud.

Speaker:

Pronunciation g and ch	
g	ch
giant	China
giraffe	chip
Germany	chat
large	church
bridge	teacher
jump	catch
joke	watch
July	kitchen

**Unit 13, Agree to disagree, Task 2, Pronunciation b)**

Announcer: Listen to the sentences. Practise saying them out loud.

Speaker:

1. Teach the children in the kitchen.
2. We eat cheese and chips in China.
3. The giant giraffe jumped for joy.
4. I enjoy eating jam and jelly.
5. In July, I will teach German to the Chinese child.

**Unit 13, Agree to disagree, Task 4, A trip without the mobile?**

Announcer: A trip without the mobile? Listen to Makayla and Jack.

Makayla: No Jack, you can't take your mobile with you when we're going to the lake today.

Jack: Why? I mean, I take my mobile with me wherever I go.

What do you have against it?

Makayla: I don't know. It just really gets on my nerves when you're glued to the screen all day, typing messages and checking social media.

Jack: Oh come on! You're just saying that because you don't know how to multitask!

Makayla: *(laughing ironically)* What!? You are kidding. I don't know how to multitask? You can watch me multitasking every afternoon when I keep an eye on my little sister and do my homework at the same time. You don't even know what multitasking means! *(pause)* Jack! Jack!?

Jack: *(distracted)* Sorry? What did you say?

Makayla: *(angry)* Oh, Jack, put away that phone. You're not listening – again! See ... that's exactly why you can't take your phone with you when you're out on a trip with me.

Jack: But I can do so much cool stuff with my mobile, like ...

Makayla: *(interrupting)* ... like playing computer games, watching video clips or chatting with your mates...

Jack: *(interrupting)* That's not true! I'd never do these things while I'm out with you. But I could ... take selfies of us that remind me of all the fun we had. Or I could ... take a video of you jumping into the lake. And by the way ... do you know how to get there at all? I can look up all the info on my mobile. *(getting excited)* Or – imagine we'd have to call for help and we didn't have a mobile with us. We couldn't even call the ambulance.

Makayla: *(still not convinced)* Yeeeee ... maybe you're right ... buuut what will you do if you get all these messages on your smartwatch? You know ... all these important text messages or a new chat waiting for you or a new "like" on one of your social media posts?

Jack: I'll ignore them.

Makayla: *(unbelieving)* And pigs might fly!

Jack: *(totally convinced)* You don't believe me, eh? I promise, I'll ignore them. All of them. Because I'm on a trip with you and that's all that matters. Nothing will distract me from spending the day with you.

Makayla: I'm not sure about that ...

Jack: We'll, you'll have to give me a chance then, won't you?

Makayla: Yes, I might. *(pause)* Ok, take your mobile with you, for God's sake! But as soon as you start checking your messages, I'll throw it into the lake.

Jack: You'll never do that!

Makayla: Try me ...

*(both laughing, fade out)*

**Unit 14, It's all about language, Task 3, First, second and other languages**

Announcer: Listen to the teenagers talking about their language backgrounds.

(*pause*) Interview 1.

Interviewer: Hi, we are doing a survey about languages at our school, may I ask you some questions?

Mira: Yes, ok.

Interviewer: What languages do you speak?

Mira: I speak English and Russian.

Interviewer: Is English your first language?

Mira: No, Russian is actually my first language, my mom is from Russia and she speaks Russian to me. But I was born in England, so I speak English fluently, too.

Interviewer: So you are bilingual?

Mira: Yes, I am.

Interviewer: And which language do you dream in?

Mira: (*laughs*) I usually dream in English, but sometimes I also dream in Russian!

Announcer: Interview 2.

Interviewer: Hi, may I ask some questions about your language background?

Hugh: Ehm, sure.

Interviewer: What is your first language?

Hugh: That's English. Or rather, Scottish - (*laughs*) my parents are both from Scotland.

Interviewer: And do you speak any other languages?

Hugh: No, I don't.

Interviewer: Don't you study a foreign language here at school?

Hugh: I do, I study French, but it's difficult and I wouldn't say I speak it...

Interviewer: And do you sometimes watch films or listen to music in other languages?

Hugh: No, not really. I mean, most music and films are in English anyway...

Announcer: Interview 3.

Interviewer: Hello, may I ask you something about your language background?

Lilian: Of course!

Interviewer: What is your first language?

Lilian: My first language is Hungarian, I moved here when I was 4 years old, so English is my second language. But I speak a lot more English than Hungarian these days. We speak English at home, too. I have nearly forgotten all my Hungarian! I try to study it sometimes, so that I can talk to my grandparents and relatives... but it's difficult!

Interviewer: And what about other foreign languages?

Lilian: Well, I study French here at school, and next year I'd like to take an extra course in Italian - I think it sounds fun!

Interviewer: Wow, that's impressive!

Lilian: Thanks, I just like languages!

Interviewer: And do you read in other languages, too?

Lilian: Of course! It's a great way to learn I think! I can read in Hungarian and French!

**Unit 14, It’s all about language, Task 5, English accents around the world**

Announcer: Listen to the different native speakers of English. Match them to the countries you think they are from.  
(*pause*) Speaker 1

Speaker 1: I am proud to be from this powerful nation. There are many different states in my country, all of them with their rules and laws. But we are all crazy about our favourite sports: Football and Baseball  
(*pause*)

Announcer: Speaker 2

Speaker 2: My native country is huge and it’s its own continent! We are mostly famous for our beaches and lots of unique animals, and there are loads of interesting places to see, too. (*pause*)

Announcer: Speaker 3

Speaker 3: The country I’m from is one of the most densely populated countries in the world. There are 1.3 billion of us and yes, sometimes it feels a bit crowded. Most of us speak more than one language.  
(*pause*)

Announcer: Speaker 4

Speaker 4: We are a small country, but all the more beautiful! I love the music and culture here, and that the people are so very friendly - I wouldn’t want to live anywhere else! (*pause*)

Announcer: Speaker 5

Speaker 5: My home used to be a British colony and is now the country with the biggest population in Africa. In addition to English there are more than 500 other languages spoken in my country, can you imagine?

**Unit 14, It’s all about language, Task 9, Pronunciation: Long central vowel a)**

Announcer: Long central vowel [3:] a)  
Read the description in the pronunciation box and listen to the examples.

Speaker: girl -*pause*-  
world -*pause*-  
early -*pause*-  
hurt

**Unit 14, It’s all about language, Task 9, Pronunciation: Long central vowel b)**

Announcer: Long central vowel [3:] b)  
Listen to the these pairs of words and circle the one that contains the long central vowel.

Speaker:

1.	heard	heart
2.	beard	bird
3.	hurt	hat
4.	wild	world
5.	alley	early
6.	turn	tear

**Unit 15, Being different, Task 2, Ally’s podcast a)**

Announcer: Listen to Ally’s newest podcast episode.  
(*Podcast signation*)

Ally: Hi, it’s Ally again! Today I’d like to talk about being different.  
“What’s that?”, I hear you ask. “Being different ... everybody’s different, right?” Exactly. Everybody is different. Everybody likes some things and hates others. Everybody has talents, things they are very good at. And for everybody, there are challenges – difficult situations.  
Take me, for instance. I find it really hard to solve maths problems.

I just don't know what to do if I have to calculate how quickly I'll get to Birmingham if I go there at, let's say, 40 miles per hour. ... you know what I mean? My friend Mason, on the other hand, is a maths genius.

He is a maths god. I don't know anybody else who is as good in maths as Mason. I'm really, really envious of how easy maths is for Mason.

But Mason needs help, too. Mason was very ill when he was a child, and now he's sitting in a wheelchair.

I mean, he can do lots of things, but he has difficulties climbing stairs with his wheelchair. Luckily, there aren't many stairs in our school. He can get to most of the places by elevator. Some people talk about how different Mason is, but ... you know what? Mason is no more different than any of us. And... to be honest, I don't even notice anymore that Mason is in a wheelchair. It's just Mason. ... you know what I mean? It's Mason, just the way he is. Yesterday, Mason and I went to the cinema with a couple of other friends.

We had a great evening, watching a really exciting movie and bathing in popcorn. But I didn't like the way the lady in the ticket office treated Mason. I mean, OK, Mason is in his wheelchair. But he isn't stupid!

The lady in the ticket office thought differently. She never talked directly to Mason about where he wanted to sit or how much a ticket was.

She always talked to me, as if I had to make all the decisions for him.

I told her to ask Mason directly and that I wasn't his carer, but she just smiled and continued to ignore him. Aaarggh ... I was so angry.

That was the last time we went to that cinema. You can be sure about that. OK, folks, what do you think? Are you different? Of course you are, but how? As always, just drop me a line, and, of course, don't forget to subscribe! Hear you next week! *(fade out, Jingle)*

### Unit 15, Being different, Task 6, Asperger syndrome a)

Announcer: Listen to the interview with Dr Rhonda Walter.

Presenter: Dr Walter, what is Asperger syndrome?

Dr Walter: Those who have Asperger syndrome are as clever and can learn about lots of things as easily as everybody else, but they may have problems when they try to communicate with others.

Presenter: Why is that so?

Dr Walter: Well, children with Asperger syndrome often don't get the full message. You see, these children hear what others say to them.

They also know what the words mean. But they don't pick up things like the expression of the face or the tone of the voice.

Presenter: You mean things like being happy or unhappy or angry?

Dr Walter: Exactly. They understand what others say to them, but they may have problems to understand how things are said. They may get confused because they don't understand the feelings that other people have.

So they don't get the full message.

Presenter: What problems can this cause in daily life?

Dr Walter: Well, children with Asperger syndrome may have problems making friends. They often want to have friends, and they can feel very lonely, but they don't know how to be a friend.

Presenter: They don't know how to be a friend?

Dr Walter: No, they don't know what to do exactly. They may choose to play alone because being with other kids confuses them. Or they may like to play with a computer rather than with other kids, because they don't have to communicate with the computer.

Presenter: What is it that confuses people with Asperger syndrome?

Dr Walter: They may find it hard to understand the feeling behind the expression of a face. For example, they may think that if someone just smiles at them in a friendly way, that kid wants to be their best friend. When this child then wants to play with someone else, they can be very disappointed.

Or they may think that other kids want to hurt them when they have just bumped into them accidentally.

Presenter: Do kids with Asperger syndrome like doing the same stuff as other kids?

- Dr Walter: Yes, they do like all kinds of things. But whatever they are interested in, like computers, reading or making things, they are often really into these things and don't understand that others are not as interested.
- Presenter: I'm sure this can cause problems if other kids don't want to talk about – let's say – elephants for hours...
- Dr Walter: That's correct. In general, kids with Asperger syndrome like things to happen the same way all the time. So they may get upset when lesson times change, or they have to move to a new desk in the classroom. They may even get angry when things don't happen the way they want them to happen.
- Presenter: What would you suggest, Dr Walter? What's the right way to treat kids who have Asperger syndrome?
- Dr Walter: *(laughs)* I'd treat them in exactly the same way as I'd treat anybody else: I'd always be friendly, interested and open-minded. If you know that someone has Asperger syndrome, try to include them in your group, but don't be upset if they don't want to join in. Help them if others bully them or treat them unfairly. Understand that unfamiliar things and unfamiliar noises can upset them. Let them know that you like them and help them to learn to be kind to other people.
- Presenter: Thank you very much... *(fade out etc.)*

### Unit 16, Fact detectives, (Transportation in London [Unit 1&5], Task 2, Underground in London)

- Announcer: Underground in London. *(pause)* One
- Speaker: The line which opened in 1884 is called *(pause)* Circle line. In the early days the Circle line's trains were powered by steam. If you ride on the Circle line, then it takes on average one hour to complete a round trip. Victoria is the busiest tube station on the Circle line. The colour of this line is yellow.
- Announcer: Two
- Speaker: The Metropolitan line was London's first underground and it has got the colour purple. The busiest station on the Metropolitan line is King's Cross. This line holds the record for the longest distance between two stations; the distance from Chesham to Chalfont and Latimer is 6.26 km (3.8 miles).
- Announcer: Three
- Speaker: When it opened in 1906, the Piccadilly line was called the Great Northern, Piccadilly and Brompton Railway. The Piccadilly line holds the record for the shortest distance between two stations; the distance between Leicester Square and Covent Garden is only 0.26 km (0.16 miles). If you want to find this line on a tube map, then look for the colour dark blue.
- Announcer: Four
- Speaker: The Victoria line opened in 1969 and it's 21.2 km (13.25 miles) long. The station Victoria is the busiest one on the Victoria line, especially in the morning. At least 34,000 people enter this station every day. During peak periods trains run every two minutes. Its colour is light blue.

### Unit 16, Fact detectives, (The BBC [Unit 4], Task 1, What's the BBC?)

- Announcer: What is the BBC? Listen to part one of the interview.
- Interviewer: Hello, Mrs Sanderson. Today we'd like to talk about the BBC.
- Mrs Sanderson: Hello and good morning. Exactly ... that's our topic for today.
- Interviewer: So, what's the BBC?
- Mrs Sanderson: Well, the three letters B B C stand for British Broadcasting Corporation.
- Interviewer: Okay, what does broadcasting mean? I think that's a difficult word for our listeners...
- Mrs Sanderson: To broadcast means to send out a programme on TV or radio and nowadays also on the internet.
- Interviewer: So, there's an organization that spreads information to the people.
- Mrs Sanderson: Exactly.
- Interviewer: And where does it get its money from?

Mrs Sanderson: Well, the BBC is owned by the British government. It does not have advertising and is paid for by the licence fee. That's the money paid every year by people who own a television.

Interview: I see ... *(fade out)*.

**Unit 16, Fact detectives, [Unit 5], Task 1, London's - architectural sights**

Announcer: London's - architectural sights. Picture A

Speaker: Yes, you're right. This building is located in London. It's the famous Tower of London. *(pause)*

Announcer: Picture B

Speaker: Well, this building isn't located in London ... sorry. It's called the Taj Mahal and you can find it in India. *(pause)*

Announcer: Picture C

Speaker: This landmark looks a bit like the "Riesenrad" in Vienna, but it's the London Eye, and, as the name says, it's in London. *(pause)*

Announcer: Picture D

Speaker: This is St. Paul's Cathedral, and you can find it in London. *(pause)*

Announcer: Picture E

Speaker: This landmark is also located in London. It's City Hall. *(pause)*

Announcer: Picture F

Speaker: The building in this picture is called "Shakespeare's Globe" or "Globe Theatre", and you can find it in London. *(pause)*

Announcer: Picture G

Speaker: This is a very famous museum in ... Paris. It's the "Louvre". *(pause)*

Announcer: Picture H

Speaker: The building in this picture here is also a famous museum. It's called the "Tate Modern", and, yes, you find it in London. *(pause)*

Announcer: Last picture ... picture I

Speaker: Here you can see another cathedral which is located in ... Rome. It's St. Peter's Cathedral.

## Unit 1

## Journeys

### 1 What happened in summer?

- a) 1. get a sunburn; 2. go on a bike tour; 3. win a competition; 4. meet nice people; 5. try out a new sport; 6. get stuck in a traffic jam

### 2 Listening: Ally's podcast

- b) Positive aspects: got to meet new people, made new experiences;  
Negative aspects: didn't want to stay with her grandparents, was unhappy, had an accident
- c) 1. Work; 2. Tyrol; 3. bike; 4. Leo; 5. spend time with other kids; 6. swimming in mountain lakes

### 3 What about you?

- c) 1. Unhappy; 2. meets new people; 3. sad to leave; 4. more open minded

### 4 Listening and reading: Events in the past

- a) 1. cat dog; 2. theme water; 3. cardboard wooden; 4. Greece Turkey

### 5 Past tense forms: Past simple and past progressive

- c) 1. was walking; 2. Heard; 3. was looking; 4. was getting; 5. Broke; 6. were waiting; 7. took; 8. got; 9. were you doing; 10. Surprised; 11. was swimming; 12. was

### 6 Life on a boat

- b) 1. Why leave?; 2. How it all started; 3. Not a vacation; 4. Real life is a great classroom; 5. Things we have learned
- c) C;
- d) 1. to sail around the world; 2. to live onboard a sailboat; 3. to navigate a sailboat; 4. to leave it all behind; 5. to be homeschooled; 6. to explore a new culture or environment

## Unit 2

## What a life!

### 1 What's extraordinary?

- a) special, exciting, standing out, being a hero, making a difference, uncommon, trying new things, the odd one out, different, unusual, living one's dream, surprising, being yourself

### 2 Reading and listening: Extraordinary lives

- a) 1: C; 2: D; 3: B; 4: D; 5: B; 6: A; 7: C; 8: A
- b) the life story of a person
- c) 1: scariest; 2: English; 3: people's homes; 4: Australia; 5: save; 6: lived with; 7: science; 8: computer

### 4 Listening: Jane Goodall's life

- a) 1: stuffed animal; 2: lay eggs; 3: nature club; 4: save money; 5: use tools; 6: come together
- c) Sample answers: Jane Goodall got a stuffed animal when she was little. It was a chimpanzee. Jane wanted to see how hens lay eggs. So she hid in a henhouse for hours. She started her own nature club when she was 12. The children who wanted to be in this club had to know a lot about nature. Jane wanted to go to Africa. So she had to save money. In Africa, she found out that chimpanzees use tools. Jane wants people to come together and do the right thing.
- d) 2 - 4 - 1 - 6 - 3 - 5

**5**

a)

- 1: How do you like working on this project?
- 2: Why are you working on this particular project?
- 3: What exactly do you do for your project?
- 4: How often have you cleaned the beach so far?

b) I have loved, the beach has always been, it's been, I've ever worked, our class has chosen, we've noticed, we've decided, we've used, people have left, we've done, we've found, we've collected, we have done, has only been

c)

1. Kyle has liked Jane Goodall for years.
2. Kyle has liked the beach project best so far.
3. They have decided to work on this project because people leave so much rubbish on the beach.
4. They have gone to the beach to clean it twice.
5. They have found 2866 pieces of rubbish so far.

## **6** Reading: Oprah's road to success

b) 1954; read; Gayle; 1986; billionaire; school

c) 4; 5; 1; 6; 2; 3

d) 1: since; 2: since; 3: for; 4: since; 5: since; 6: for; 7: for; 8: for

## **7** Listening: How extraordinary!

b) 1: 80 years; 2: T; 3: c); 4: 100 years; 5: F

## **8** Language in use: Have you heard about Mark Zuckerberg?

1. Mark Zuckerberg has liked computers since his time in middle school.
2. Mark has known Priscilla for more than ten years.
3. Mark and Priscilla have had their dog Beast since 2011.
4. Mark and Priscilla have been married since 2012.
5. Mr. Zuckerberg has been a billionaire for about ten years.

**Unit 3**

**Children's rights**

## **1** Wants and needs

a) Wants: a scooter, fast food, your own room, a pet, the newest phone  
Needs: a place to live, going to school, safe water, free time, going to the doctor

c) 1: responsible; 2: change; 3: freely; 4: listen; 5: opinion

## **2** Reading and listening: Children's lives around the world

a) Asia, Africa, South America

b) 1: F, 2: T, 3: T, 4: T, 5: F

c) 1: happily, 2: sadly, 3: angrily, 4: loudly, 5: quietly

d) text 1: well; text 2: quickly; text 3: angrily; text 4: carefully; text 5: hard

## **3** Reading and language in use: The Rights of the Child

a) 1: live well; 2: work hard; 3: treat them badly; 4: talk sadly; 5: play happily; 6: eat healthily; 7: say freely; 8: listen carefully

b) 3, 1, 5, 4, 2

- e) 1: speak/use, 2: allowed, 3: right, 4: to, 5: work/help, 6: awake, 7: homework, 8: isn't/is not  
 f) The rights that aren't protected are the need to use one's own language and the need to play and rest. Fahmi isn't allowed to speak his family's language, but this is one of his rights. Amba has to work all day and is too tired to do her homework. However, she should be allowed to concentrate on school.

## 5 Ally's podcast: The student council

- a) 5 - 4 - 2 - 6 - 1 - 3  
 d) Correct pie charts: 1, 3

## 6 Your buddy book Individuelle Ergebnisse (individual results)

## 8 Language in use: Adverbs of manner

1: hard; 2: well; 3: nervously; 4: fast; 5: happily; 6: angrily

Sample sentences:

1. The pupils worked hard to fight for their rights.
2. If you want to eat well, you should make sure your food is fresh and healthy.
3. The children talked nervously about their problem.
4. They put up with it and walked away quite fast.
5. She happily saw that the school food was much better now.
6. The headteacher shouted angrily that she didn't want to change anything.

# Unit 4

## That's entertainment!

### 1 Genre guessing game

a)

	objects	characters	dialogues
Western	A	★	2
horror film	B	○	3
comedy	D	▷	5
detective film	F	◇	1
romance	C	♥	4
science fiction	E	◆	6

### 2 What's entertainment?

- b) 1 - game show, 2 - road movie, 3 - silent movie, 4 - cooking show, 5 - Western, 6 - documentary, 7 - romance, 8 - science fiction

### 3 Is it entertaining to work in entertainment?

- a) 1: someone; 2: anything; 3: anywhere  
 b) 1 - Are there **any** actors you can recommend? 2 - I have **some** ideas for a new film. 3 - Actors don't have **any** real friends. 4 - Would you like to be in **some** great scenes?  
 c) 2 - 1 - 3 - 4

### 4 Song: Darkness in the light

a) 1. Name; 2. Play; 3. Lonely; 4. Ago; 5. Cold; 6. you

b)

- someone who is good at his job but wants to be famous - "Tom wanted to cruise ..."
- a crazy man who kills an actress - "Dan was a great ..."

- an old actress who doesn't get any roles anymore – "Marilyn's time was"
- a lonely woman who has big dreams that don't come true – "Holly thought Holly could ..."
- someone who is in love with a famous woman – "Dan was a great ..."
- someone who was successful some time ago – "Marilyn's time was"
- a man who is not successful in the entertainment industry – "Tom wanted to cruise ..."

## 5 Reading: An interview with a child actor

- a) 1: Why did you become a child actor? 2: What are some good things about being an actor? 3: What's interesting about the people who work in entertainment? 4: Are there any other bad things? 5: What about school? 6: What's your favourite genre?
- b) have no real friends: don't have any real friends  
a few positive things: some good things  
tell no one: don't tell anyone  
have nothing interesting to say: don't have anything interesting to say
- c) something, someone/somebody, somewhere, anything, anyone/anybody, anywhere
- Sample sentences:  
I know someone who works in the entertainment industry.  
I think there's something strange about a lot of Hollywood actors.  
Most people want to be somebody famous one day; not I!  
If I had to live somewhere in California, it would not be Los Angeles!  
I don't think that anybody is happy in Hollywood.  
I don't really like anything about science fiction films.  
I'm wondering if acting really is that hard; actors don't really do anything.

## 6 Reading and writing: A film review

- a)
- summarise the plot - 3
  - say what others like or don't like about the film - 6
  - give the title, the directors' names and the year the film was made - 1
  - say what she/he likes about the film - 5
  - say which genre it is and what the film is about in a very short summary - 2
  - ask questions to make the reader wonder about the ending - 4

- b)
- The film is about a girl **who wants to be Little Miss Sunshine**.  
On the journey, Olive's brother finds out something **which/that makes him very unhappy**.  
The film is ideal for people **who like strange stories**.  
It has some very funny moments **which/that will make you laugh out loud**.

## 7 Which film for which teenagers?

- b) A: 5; B: 1; C: -; D: 2; E: 4; F: 3; G: -
- c) A: biopic with scenes from action films; B: romance/romantic comedy, dance movie; C: fantasy, children's film; D: fantasy, children's film, cartoon; E: science fiction, action; F: action film; G: biopic with scenes from romances and comedies

## 8 Language in use: Something that is entertaining

- a)
1. An actor is someone **who** plays a character in a play, movie or a show.
  2. A film is something **which/that** you can see on a screen.
  3. A script is something **which/that** actors have to learn by heart for their performance.
  4. A film critic is someone **who** writes about films in reviews.
  5. A play is something **which/that** actors and actresses perform on stage.
- 2 - 4 - 5 - 1 - 3
- b) 1: anything; 2: any; 3: any; 4: something; 5: someone; 6: some; 7 anymore; 8: something; 9: anyone

## 9 Writing: A film review

For a sample text, see 7a.

## Unit 5

## London

### 1 Quiz: What do you already know about London?

a) The city of London is the capital city of Great Britain. London is very old, in Roman times it was called Londinium. In 1666 London was nearly completely destroyed by a great fire that burned down most of the houses in the city.

London is also Britain's biggest city, and the second largest in Europe. Today around 8 million people live within the city's borders. There are people from many different backgrounds, and so more than 200 languages are spoken.

London is also one of the most visited cities worldwide, in 2016 a record number of 19 million tourists came to us for a visit. Would you like to visit London, too? Just make sure, that you pay attention to the street – in contrast to the rest of Europe, people here drive on the left side of the street!

b) 1. capital city; 2. Londinium; 3. a great fire; 4. 8 million; 5. more than 200; 6. 19 million; 7. the left side

### 2 Time Out London

a) 1. Tower of London; 2. Camden Town; 3. Tate Modern; 4. Big Ben; 5. The Making of Harry Potter; 6. Westminster Abbey

c) 1. 1078; 2. 17; 3. 6; 4. 5 million

### 3 Language in Use: Have you ever been to London?

b) 1. Have ... been; 2. Have; 3. did...go; 4. Went; 5. Have...been/gone; 6. haven't; 7. went

### 4 Shakespeare's Globe

a) 4 - 2 - 1 - 3

b) 1. True; 2. True; 3. False; 4. False; 5. True; 6. True

### 5 Ally's podcast: A school trip to London

b) 1. B; 2. C; 3. B; 4. A; 5. C; 6. B

### 6 People's opinions about London

b) 1. Alex; 2. Sadiq; 3. Talia; 4. Sarah; 5. Talia; 6. Sarah

c)

1. the area of a town that is close to your home

2. a variety of different people from different cultures

3. to get to know sth. so that it is no longer new or surprising

4. to take a very long time

5. to travel the distance between your home and your place of work

6. informal for: a lot of, many

## Unit 6

## Podcasts

### 1 Equipment and tools for creating a podcast

a) A – microphone; B – laptop; C – microphone stand; D – editing software; E – headphones; F – smartphone

b) 4- 5- 3- 1- 6-2

### 2 What are podcasts all about?

a) 1. How do you make a podcast? 2. What can you find in a podcast? 3. Why are podcasts great? 4. How do you listen to a podcast? 5. What is a podcast?

b) 1-3

### 3 Reading: A brief history of podcasting

b) 1. Radio Open Source; 2. In an article (in *The Guardian*); 3. George W. Bush; 4. 2005; 5. Apple; 6. False; 7. True; 8. False

### 4 Rap: Podtest – Ally and her summer holiday in Austria

b) 2- 1- 6- 4- 3- 5

### 5 You like podcasts, don't you?

a) 1. haven't; 2. isn't; 3. could; 4. was; 5. is; 6. did

b) A: You have always been interested in podcasts, haven't you?

B: Yes, I have. I think podcasts are really great.

A: Mary didn't take part in the podcast project, did she?

B: No, she didn't. She was sick.

### 7 Speaking tips and tricks for creating your podcast

**Podcasting is all about speaking. Read the tips and tick the ones that are correct.**

X Slow down when you're speaking.

X Use pauses for emphasis.

O Speak as fast as possible.

X Pay attention to your speaking volume.

X Be friendly and positive.

O Try to be nervous.

X Pay attention to how you're breathing.

O Don't make any pauses when speaking.

X Be self-confident.

O Don't practice difficult words.

### 8 It's all about pronunciation

a)

Long vowel	Short vowel
music	cat
nose	pet
table	clock
pie	bus
keep	sit

### 9 Listening: International Podcast Day

b) 1 – September 30<sup>th</sup>; 2 – worldwide; 3 – podcasting/podcasts; 4 – active; 5 – ways; 6 – false; 7 – true; 8 – false; 9 – true

c) There's a hashtag for International Podcast Day. Share your favourite podcast with other people.



### 1 It's all about water

a) Picture A – track 3; Picture B – track 1; Picture C – track 4; Picture D – track 2

### 2 The water cycle

a) 3; 5; 1; 6; 2; 4

c) 1, 3, 5, 6

### 3 Reports: World Ocean Day

- b) is covered; are harmed; was created; is celebrated; was started; are killed; will be flooded; are being destroyed
- c) 1. were treated; 2. was created; 3. isn't thrown; 4. are killed; 5. are polluted; 6. is used; 7. is known; 8. isn't consumed

### 4 H<sub>2</sub>O and why we can't survive without it

- b) 1C; 2D; 3A; 4B
- c) 1B; 2C; 2C

### 5 Reading: The use of water around the world

- a) 1: The use of water per person per year in different countries  
2: countries worldwide / amount of water in cubic metres / water usage per person per year  
3: Canada / USA  
4: France / Italy

### 7 World Ocean Day

- a) Actions to protect our oceans // Celebrating our oceans with a special day
- c) 1c; 2a; 3b; 4c; 5b; 6a

### 8 Writing: Where do you use water every day?

b) **Sample text:**

Every day I take two showers. I take one shower in the morning and one shower in the evening. I need about 5 minutes for each shower. I sometimes take a bath, maybe two or three times a year. When I take a bath, the bathtub is ½ full. When I clean my teeth, I always turn off the water. I take a cup and fill it with water. That's all the water I need. I love drinking water or sometimes tea. I drink about 1.5 litres of water or tea daily. Every now and then I buy a bottle of fruit juice. (103 words)

### 9 Reading: Tips and tricks to save water

- a) 1: Save water in the bathroom; 2: Save water with the food you eat; 3: Save water in the kitchen; 4: Save water outside;
- b) 1: full; 2: tap; 3: dripping; 4: bucket/sponge; 5: showers; 6: beef
- c) Be careful with paper. Try to recycle paper. Only use paper if necessary.  
Turn off the water while washing your hair. Collect rain water for your garden plants.

### 10 Language in use: An e-mail to your best friend

1: was called; 2: was planned; 3: were made; 4: were written; 5: was composed; 6: was recorded

## Unit 8

## Picture perfect

### 1 Pictures that have changed the world

A: 4; B: 2; C: 5; D: 1; E: 3

b) **Sample answers:**

In picture A, you can see Albert Einstein, who was a famous scientist. He is sticking out his tongue. Einstein's hair looks quite messy, as usual.

The picture is still important because it shows that scientists can have fun, too. Einstein's theories are still very important for today's scientists.

In picture B, we can see the first man on the moon. He is standing on the moon. There's also the American flag.

This picture is still important because it shows a historic moment in space travel.

In picture C, there is a woman on the right and lots of soldiers on the left. The woman is holding a flower.

## Prime time 3 - Keys

This photo is still important today because it shows a form of protest against war. The woman was protesting against the Vietnam war.

In picture D we can see a young boy who is holding a new pair of shoes and is very happy. The photo is black and white.

This picture is still important because it shows how awful wars are. This picture was taken after the Second World War, and it is clear that the boy is so happy because he hasn't had good shoes, clothes or toys for a long time.

In picture E you can see eleven workers who are eating lunch 260 meters above the streets of New York City.

This picture is still fascinating because not many people would be brave enough to do this job, or eat lunch like that. It looks dangerous, but the men don't seem to mind.

Other pictures that have changed the world show, for example, the Beatles as they are crossing Abbey Road, Martin Luther King as he is giving his famous speech, Marilyn Monroe as she is holding down her white dress, a mother with her hungry children during the Great Depression ...

## 2 Isn't that you?

a) 2 - 6 - 3 - 5 - 1 - 4 - 7

b) Sample answers:

It is important to check your privacy settings on social media platforms.

You should never send personal pictures to people you don't know.

Make sure that you only post pictures you won't find embarrassing in a few years.

c)

1. Because they were quite proud of the picture, which showed the couple with their two children, they also posted it on an online blog.
2. A little later, a family friend travelled to Czechia and was surprised when, suddenly, he discovered the Fords.
3. In the end, he apologised to the family but said they lived too far away for him to send them a bottle of wine!
4. But posting photos on social media can be a problem.

## 4 Reading: Find out more about the history of photography

a) 1: B; 2: D; 3: C; 4: E; 5: A

b) 2 - First things first; 3 - Don't move!; 5 - It's getting better and better; 4 - A new scientific method; 1 - It worked, but the picture disappeared

c)

1. Artists, who found the camera obscura **very helpful for their drawings and paintings**, used the "dark chamber" a lot.
2. The word "photography" comes from "phos", which means "**light**".
3. The daguerreotype, which was invented **in France/by Louis Daguerre**, was a ghostly-looking type of photograph.
4. Louis Daguerre, who became famous for **his popular invention/the daguerreotype**, was an artist and photographer.
5. In the US, where **people were picture-crazy/crazy about the silvery pictures**, lots of daguerreotypes were taken many years ago.
6. In the 19<sup>th</sup> century, when **the first photo was taken/the history of photography started**, daguerreotypes were a huge trend.
7. The selfie, which **you can take of yourself easily**, is the latest trend in photography.

d)

Polaroids became popular in the 1960s

light is "phos" in Greek

eight hours for one photo

digital cameras were used by 2000

box with a hole - the camera obscura

ghostly-looking daguerreotypes

grapheme means "to write"

camera obscura is the name of the dark chamber

paper and chemicals were used for the first picture

smartphones can take good pictures nowadays

## 5 Ally's podcast: An art project

a) A: 3; C: 1; F: 2

b) 1: general; 2: kind/type; 3: when; 4: specific; 5: background; 6: mean

## 7 Video: Ally's flick "What's in a pic?"

b)

The **main idea** of the video is thinking about pictures and how important they are.

The video is also about going to museums, taking selfies and looking at old family photographs.

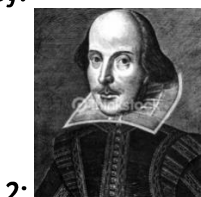
c)

1: This is why; 2: And then; 3: Sometimes; 4: But at other times; 5: All in all

## 8 Listening and speaking: At the museum

a) 1: NG; 2: F; 3: T; 4: F

b) Answer key:



## Unit 9

## What if ...?

### 1 Predictions that never came true

a) Match the sentence parts below.

1d; 2a; 3e; 4b; 5f; 6c

b)

1. In 2000, television will broadcast images, sounds and smells.
2. In 2002, everyone will travel to space.
3. In 2014, people will live in underground cities.
4. In 2008, strawberries will be as large as apples.
5. In 2010, wild animals will live only in zoos.
6. In 2012, the alphabet will have only 23 letters without C, X or Q.

c)

1. In 2000, television didn't broadcast smells.
2. In 2002, not everyone travelled to space.
3. In 2014, people didn't live in underground cities.
4. In 2008, strawberries weren't as large as apples.
5. In 2010, wild animals didn't live only in zoos.
6. In 2012, the alphabet didn't have only 23 letters.

### 2 My predictions

Sample answers:

In 2022, the fridge will do the shopping automatically.

In 2023, we will check messages with contact lenses.

In 2024, we will see dinosaurs in zoos.

In 2025, we will stop using nuclear energy.

In 2026, people will print their own clothes.

In 2027, doctors will cure any disease.

In 2028, we will work only four hours per day.

In 2029, we will have robot butlers.

#### 4 Focus on form: If-sentences

a) Sample answers:

1. If Pookie lets Hookie in, the boys will fly to the football field. If Pookie closes the curtains, Hookie will be sad.
2. If the boys fly to the football field, they will have a lot of fun there. If Pookie can't see Hookie anywhere, they won't fly to the football field.
3. If the robot nanny can't fly the car anymore, the boys can't go to the football field.
6. If Hookie isn't hurt, the boys can fly to the football field. If Hookie's arm hurts, the robot-nanny will take him to hospital.
9. If Pookie opens the curtains again, Hookie will be very happy. If Pookie doesn't care, Hookie will be sad.
10. If Hookie waves with his hand as if nothing had ever happened, the two boys will become friends again.
13. If Pookie says sorry to Hookie, the two boys will become friends again. If Pookie makes himself a new Hookie, Hookie will be sad.

b) Sample answers:

If I were Pookie, I would open the window.

If I were mad at by best friend, I would write a message to say I'm sorry.

If my best friend had a flying skateboard, I would try to fly with it.

#### 6 Giving advice

a)

1. Why don't they let me Facebook?
2. Am I really such a wallflower?
3. A messy room is a sign of happiness
4. I freak out at tests

b) Sample answers: If I were you I would find a compromise with your parents. Why don't you give your parents your Facebook username so that they can see what is going on? If I had the same problem I would turn on parental controls on the computer. Then your parents know that you are always safe.

#### 7 Listening: What matters to Generation We

a)

1d equal; 2a unfair; 3e politician; 4f to debate; 5c annoying; 6f technology; 7b to explore; 8e cyberspace

b)

- 1 three
- 2 She knows what she's talking about.
- 3 How he uses digital media.
- 4 He is a bit shy and not sure about himself.

c)

- 1 Because they often care about others.
- 2 13
- 3 That everyone gets the same chances.
- 4 She fights for classmates who are bullied.
- 5 politician
- 6 the internet
- 7 He is not sure about mobile phones.
- 8 work around the world

#### 9 Reading: Life as a teenager in the 1990s

b)

1 F; 2 T; 3 T; 4 F; 5 T; 6 F; 7 F; 8 F

## Unit 10

## Extreme emotions

### 1 Six-word stories

a)

For sale: prom dress, never worn. – 1  
Growing up is heaven and hell. – 2, 3, 4, 5  
We were best friends. Not anymore. – 3, 4  
Laughing all day keeps sadness away. – 2  
I love you, you love her. – 4  
Strangers. Friends. Best friends forever. Strangers. – 4, 5

b)

Happiness is a piece of cake.  
"Wrong number", said my friend angrily.

c)

a fight between friends, feeling good, loving sweet things, a surprising reaction

### 2 Idioms

a) From the bottom of my heart: I ♥ you – will you go to prom with me?

I've found out Lucy already has a boyfriend. I feel sick at heart. ☹️  
Sam left Lucy three days before prom night. What a change of heart!  
Sam broke my heart. No prom! ☹️ Now I have to sell my dress! OMG!  
I've been thinking about Lucy all day. She really has a heart of gold!

b) 3 – 2 – 4 – 5 – 1

c) 1: to break someone's heart; 2: to have a change of heart; 3: to have a heart of gold; 4: to feel sick at heart; 5: from the bottom of one's heart

### 3 Pig-Heart Boy

a) a boy with a heart problem

d) someone will save the boy

### 4 Focus on form: Present perfect progressive

a)

I feel as if I were dying --- because I have been diving for too long.  
I've been praying hard --- because I have no choice.  
I've been going through a lot --- in the last three months.  
I have no energy left --- because I've been kicking so hard/ because I've been fighting for my life for too long.  
My lungs are on fire --- because I've been holding my breath for minutes.  
My eyes hurt --- because I've been trying to see where the surface is.  
I'm so tired --- because I've been fighting for my life for too long/ because I've been kicking so hard.  
3 – 5 – 2 – 6 – 1 – 7/4 – 4/7

b) Sample sentences:

She has been trying to concentrate for two hours. Now she's exhausted./ She has been studying all night. Now she is tired./She has been trying so hard. She is frustrated.

They have been climbing the mountain all morning. They are happy now./ They have been hiking all morning. Now they feel proud of themselves./They have been walking uphill for hours. Now they feel relieved.

He's been watching TV all day. He is bored./He's been waiting for his crush to give him a call. Now he feels down.

Her mom has been complaining about her bad marks for ten minutes. She's annoyed./ She has been covering her ears for minutes. Her mom is getting on her nerves.

He has been running for 30 minutes. He is exhausted./He has been exercising all morning. Now he needs a break.

## 5 Reading: A summary

- a) slowly, quickly, secretly, well, angrily, fully, easily, desperately  
b) 1: is against it; 2: tells his secret/informs the media; 3: doesn't like him anymore/stays away from him;  
4: Marlon saves his life/Marlon rescues him/he is saved

## 6 Working with a literary text

- a)
- same sentence starters: I (am drowning) ..., Just one ..., If I ..., A fact ..., I stop ..., Now for the ...
  - other repetitions: high, choice, kick, tiny
  - short/incomplete sentences: I am drowning. Just one. Some choice. No choice. A fact. One thought. Alex. Give in. Let go.

b)

seeing: shimmer, light, look up, close my eyes

hearing: silence, screaming, roaring

feeling: eyes sting, tired, no energy

thinking: in my mind, a clear fact, a thought rises up, praying

- c) make a text sound more interesting

## 7 Powerful poems

a)

I've been wandering in the greenwoods  
And 'mid flowery smiling plains  
I've been listening to the dark floods  
To the thrush's thrilling strains

To the loud song of a bird  
I've been listening to the sound of a river  
I've been walking around in the forest  
And in nice places with lots of flowers

b) 2 - 4 - 1 - 3

c) 1: been; 2: for; 3: drowning; 4: shower; 5: listening; 6: crying; 7: about; 8: quiet

d) has consequences on the present

e)

Sample poem:

Happy as the sunrise

Happy as a child

Happy as a dachshund

Running through the wild.

Happy as an ice-cream

Melting in the sun.

Happy on the seaside

Sandy feet, having fun.

Happy as a sunflower

Smiling at the sky.

Happy as a watermelon

Telling sadness "goodbye".

## 8 Listening: Extremely emotional 1 b); 2 c); 3 a); 4 a); 5 c)

## Unit 11

## Canada

### 1 What country is it?

b) Canada

### 2 Quiz: What do you already know?

b) 1B; 2C; 3A; 4D; 5B

a) The texts are about teenagers who... 0 are from Québec.

b) The text is about... 1. French and English in Canada. 2. winter in Canada. 3. French-Canadian lifestyle. 4. living in Canada as a Cree tribe member.

### 3 What it's like to grow up in ...

a) The texts are about teenagers who... are from Québec.

b) 1. The text is about... French and English in Canada.

2. The text is about... winter in Canada.

3. The text is about... speaking French and English.

4. The text is about... living in Canada as a Cree tribe member.

### 4 Language in use: Adverbs of frequency

a) Text 1: usually; often; often

Text 2: There's always snow...

Text 3: sometimes; never

b) 1. Teenagers often go ice-skating in Canada. 2. French is usually more common in the eastern part of Canada. 3. He never speaks French to his best friend. 4. Jesse sometimes speaks English to other people. 5. You should always try to learn more than just one language.

c) 2; 6; 4; 3; 1; 5

### 5 Canadian wildlife

b) 1. mountains; 2. Buffaloes; 3. Wolves; 4. Bald eagles; 5. Moose; 6. Caribous

### 6 Language in use: Jemma's trip to a Canadian national park

a) Slightly: a little bit / a bit / a little / to a small degree

Almost: more or less / very nearly / not quite

Nearly: very close / almost / just about

Extremely: very much / highly / really

Very: a large amount / extremely

Quite: fully / totally / completely

c) 1. almost; 2. nearly; 3. very; 4. quite; 5. slightly; 6. extremely

d) 1. quite; 2. slightly; 3. quite; 4. almost; 5. extremely

b) Snow-capped mountains / beaches / national park / business district / sea life museum / restaurants

c) 1c; 2b; 3d; 4b; 5a; 6b

e) Sample text:

If I went to Vancouver, I would go to Stanley National Park, but I wouldn't go to a fish restaurant.

I'd like to travel there, because I love cities near the ocean.

I'd like to visit towns that have really good food.

It'd be great, if I could take my best friend with me.

If I flew to Canada, I would also go to many other national parks.

### 8 Language in use: Vancouver in a nutshell

a) in; by; from; of; with; in front of; under; next to; to

b) 1. in; 2. of; 3. of; 4. with; 5. of; 6. by; 7. of; 8. in; 9. from; 10. from

c)

**Preposition**

from  
of  
by  
with  
in

**When to use**

who gave it somebody  
what/whom does it belong to  
who made it  
having/using something  
where something is, e.g. a town

**Example sentence**

This is a postcard **from** Jemma.  
Victoria is capital **of** British Columbia.  
The brochure was made **by** the tourist center.  
You can open a bottle with a cigarette lighter.  
The Niagara Falls are **in** Canada.

**10 Listening: The history of Canada**

a) 1. F; 2. T; 3. NIT; 4. F; 5. T; 6. NIT/F; 7. T; 8. T

b) 1. The first people to come to Canada arrived between 15,000 and 30,000 years ago.  
5. Around AD 1.000, the Viking explorer Leif Eriksson reached Newfoundland.  
6. They had a war with the British for seven years. The Indian tribes supported the French, but also the British.

**Unit 12**

**Stop bullying at our school**

**1 Meet the cast**

b) Carly is having a birthday party at her dad's club. She has invited all her friends  
Carly's Dad has his own club. He loves his daughter very much. He has always wanted to be a DJ.  
Carly's Mum wants only the best for her daughter.  
Gaia is Carly's best friend. She can talk about anything with her.  
Reuben is the lead singer in the school rock band. He likes Carly very much.  
Lucy is the leader of a gang of girls. She always makes fun of Carly.

**3 Reading: Scene 1**

b) name of Carly's dad's club: The Aquarius  
name of Reuben's band: Rat Attack  
language they are all studying: German

**5 Reading: Scene 3**

b) **Beispielantwort:** What do you think I should do? I am having a birthday party at my dad's club on Saturday. I have invited all my friends. I want to have a great party! But I get mean text messages that I am a loser and that nobody wants to come to my party. What would you do if you were me?

**6 Reading: Scene 4**

b) **Beispielantwort:** Dear Carly, of I were you I wouldn't be sad. It's your birthday after all. You shouldn't think about these mean messages. Why don't you invite your best friends to bake a big birthday cake for the party?

**11 Reading: A message from Lucy**

1 inviting; 2 sorry; 3 sending; 4 worried; 5 dad; 6 interested; 7 friends; 8 think

**Unit 13**

**Agree to disagree**

**1 Are you kidding?**

B I agree, but I sometimes wonder if it's healthy to use mobiles at all...  
A Do you? I don't. Mine just looks awful. Green and yellow are not my colours at all.  
A You're right. There's less bullying when nobody wears expensive designer stuff.  
B I disagree. You should stay focused in class.  
A You must be kidding. I hate it when everybody looks the same.  
B I understand. Neither do I. I need it for looking up words in an online dictionary.

### 3 Advantages and disadvantages of smartphones

a)

Positive arguments (advantages)	Negative arguments (disadvantages)
call for help in an emergency listening to music looking up information online playing games posting messages online small and easy to carry taking photos	cheating on a test cyber bullying getting distracted from what's going on in the street price

b) **Beispielantworten:**

I think it's good that you can call for help in an emergency because sometimes you don't know what to do. It's negative that you can cheat in a test because it's unfair to the other students.

It's a disadvantage that someone can cyberbully you because that can make you sad.

### 4 Listening: A trip without the mobile?

a) calling for help in an emergency; looking up information online; playing games; posting messages; taking photos

b) 1. to a lake; 2. Makayla; 3. watching little sister/doing homework; 4. take photos, make a video, look up information, call for help; 5. false; 6. true

### 6 Reading: An online discussion

a) 1. an adult; 2. we don't know; 3. car crashes; 4. true; 5. false; 6. she is scared; 7. checking his social media at every traffic light; 8. we don't know; 9. by giving tips

### 8 Reading: The Pros and Cons of Smartphones

b) 1. talk to other people; 2. use apps or games; 3. not only a phone; 4. use smartphones too much; 5. bad for your health; 6. smartphones cost a lot

### 9 Putting ideas in the correct order

b) 8; 6; 4; 2; 3; 1; 5; 7

c) 1 lastly; 2 because; 3 all; 4 so; 5 that; 6 because; 7 start; 8 disadvantages

### 10 Reading: The pros and cons of having a pet

1 disadvantages; 2 start; 3 First; 4 point is; 5 Third; 6 disadvantages; 7 First; 8 Second; 9 To sum up

Unit **14**

**It's all about language**

### 1 World languages

a) 1. Spanish; 2. Portuguese; 3. Quechua; 4. English; 5. Spanish; 6. French

b) 1. 7000; 2. 4,500; 3. 250,000; 4. characters; 5. longest; 6. sign; 7. 231; 8. 60

### 2 Learning another language

a) Hello - English; Ni hao - Mandarin Chinese; Privet - Russian; Namaste - Hindi; Hola - Spanish

c) Beispielsatz: I like learning other languages, but I'm not sure if you need to have a teacher to learn a language. In my opinion, English is not difficult to learn.

### 3 First and second and other languages/ language portraits

- b) Mira: Her first language is Russian. She's bilingual.  
Hugh: His first language is English. His parents are from Scotland.  
Lilian: Her first language is Hungarian. She also studies Hungarian.

### 4 Reading: English as a world language

- a) USA, Canada, India, Australia, New Zealand, South Africa, Kenya, Nigeria, Malta, Pakistan, etc.  
b) D; C; E; B; A

### 7 Video: British vs. American English

- b) The video shows different opinions about British and American English.  
c) British: Pupil, theatre, colour, dreamt, dialogue  
American: dreamed, student, theater, color, burned

### 8 Language in Use: Synonyms and antonyms

Synonyms: common - usual; small - little; a lot - various  
Antonyms: well - badly; long - short; divided - united

### 9 Pronunciation: Long central vowel /ɜ:/

- b) 1. heard; 2. bird; 3. hurt; 4. world; 5. early; 6. turn

## Unit 15

## It's all about language

### 2 Listening: Ally's Podcast

- b) **Who is who? Match the names and the statements. You may use one name more than once.**  
1 Ally; 2 Mason; 3 Mason; 4 Some people; 5 Ally; 6 The lady in the ticket office; 7 Ally; 8 Ally

### 3 Reading: Teens with different abilities

- b) 1 T; 2 T; 3 F; 4 T; 5 F; 6 F

### 4 Reading: A book excerpt

- b) What Christopher knows: all the countries of the world and their capital cities; every prime number up to 7,057; that a picture means "sad"; that another picture means "happy"  
What makes Christopher happy? - reading about the Apollo space missions; walking up and down the street at 3 am or 4 am in the morning

### 6 Listening: Asperger syndrome

- b) **Answer the questions below.**

1 communication difficulties; 2 the way something is said; 3 feelings; 4 They don't know how to be a friend; 5 is often really into one specific hobby; 6 They may think that other kids want to hurt them when they have just bumped into them accidentally; 7 Unfamiliar things can be upsetting

- c) Answer Key:

What is it? People with Asperger syndrome are as clever and can learn about lots of things as easily as everybody else, but they may have problems when they try to communicate with others. They know what the words mean, but they don't pick up things like the expression of the face or the tone of the voice.

What do kids with Asperger syndrome like and dislike? People with Asperger syndrome like things to happen the same way all the time. So they may get upset when lesson times change, or they have to move to a new desk in the classroom. Unfamiliar things and unfamiliar noises can upset them.

How can you help kids with Asperger syndrome to fit in? If you know that someone has Asperger syndrome, try to include them in your group, but don't be upset if they don't want to join in. Help them if others bully them or treat them unfairly.

## 7 Reading: The Paralympics

a) 1 to happen, to go on; 2 someone doing sports; 3 to try to do something better than someone else; 4 system of writing for people with difficulty seeing; 5 to make a series of short sounds; 6 someone who has fought in a war; 7 having a healthy body

c) **While you read, highlight or underline the information in the given colours.**

yellow: The Paralympics are an international sports event for athletes with physical disabilities. There are 24 sports in the Paralympics, including many of the standard Olympic ones like cycling, swimming, and judo. But there are also many sports that you can only find in the Paralympics, such as wheelchair basketball, wheelchair tennis and sitting volleyball.

green: are held every four years; every second year

blue: After every Olympic Games, the Paralympic Games take place in the same city as the Olympics.

pink: More than 170 nations have athletes competing in the Paralympic Games. Paralympians, the athletes who compete at the Paralympics, work for equal treatment with able-bodied Olympic athletes.

## 10 Reading: The Curious Incident of the Dog in the Night-Time

a) 1 T; 2 a rat; 3 because he screamed; 4 F; 5 F

Unit **16**

Fact detectives

### 1 How to improve your listening skills

a, b, c, d

### 2 Underground in London

b) From top to bottom: 3 - 1 - 4 - 2

d) Circle line - yellow; Metropolitan line - purple; Piccadilly line - dark blue; Victoria line - light blue;

### 3 Be a fact detective: Means of transportation in London

a) 1. Bild von einem Fahrrad - bicycle; 2. Bild von einer U-Bahn - underground; 3. Bild von einem Boot - riverboat; 4. Bild von einem Bus - bus;

b) The words tram and train are not used!

c) Individuelle Antworten der SuS

d) Sample sentences: I love going by bike because it's fast and environmentally friendly. If I don't go by bike, for example in winter, I like going by bus. It's sometimes slow, but I can read a book or do my homework.

## The BBC (unit 4)

### 1 What's the BBC?

a) British Broadcasting Corporation

d) 1...broadcast programmes on radio, television and on the internet.

2...in other countries around the world./...sells its programmes to other broadcasting stations.

3...(appointed) General Manager of the BBC.

4...spoke on the radio.

### 2 Vocabulary work: It's all about broadcasting

b) 1. Broadcasting House; 2. channel; 3. local radio; 4. network; 5. station

c) 2 - 4 - 1 - 3

### 3 What do you remember? 1 - 3 - 5

## Architecture in London (unit 5)

### 1 London's architectural landmarks

- a) Located in London: A – C – D – E – F – H // Not located in London: B – G – I  
c) 1. A; 2. Tower of London; 3. C; 4. London Eye; 5. D; 6. St. Paul's Cathedral; 7. E; 8. City Hall; 9. F; 10. Shakespeare's Globe; 11. H; 12. Tate Modern  
d) individuelle Antworten der SuS

### 2 Reading: Old vs. new – the Tower and City Hall

- a + b + c) Key: individuelle Antworten der SuS

### 3 Research and speaking: Interesting buildings in London

Sample text:

Today I'd like to talk about "Buildings in London that you have already visited".

Last year my family and I went to London for one week. We stayed in a nice apartment in the city centre close to Hyde Park. We did a lot of walking tours and saw lots of interesting buildings. First, we went to Shakespeare's Globe, which is a theatre that plays Shakespeare's plays in the traditional way. This is actually my favourite building, because it looks so old. Second, I saw St. Paul's Cathedral, which is a huge church. On top of the building, there's a big dome, and, if you want to get on top of it, you have to climb more than 500 stairs. St. Paul's was designed by Sir Christopher Wren, a famous architect, back in the 17<sup>th</sup> century. So the church is quite old. Third, there's the London Eye, which is one of the most famous landmarks in London. It looks a bit like the Riesenrad in Vienna, but it's bigger and newer. It's close to the Houses of Parliament, near the River Thames, and, when you're on it, you have got an amazing view over the city of London. Of course, there're many more buildings in London, but these three are my favourite ones. (214 words).

## The Commonwealth of Nations (unit 11)

### 1 Reading: The Empire and the Commonwealth

- b) 1. A general introduction; 2. How the first British Empire became so huge; 3. The Second British Empire; 4. The things that happened after World War I; 5. The Commonwealth of Nations  
c) b) Canada is an independent country, but part of the Commonwealth of Nations.

### 3 What does the Commonwealth of Nations do?

- a) voluntary – freiwillig / a voluntary action is done because you choose to do it, and not because you have to

faith(s) – Glaubensrichtung(en) / strong belief in or trust of someone or something

Charter – Urkunde/Freibrief / an official document describing the aims, rights, or principles of an organization

improvement – Verbesserung / the state of being better than before, or the process of making something better than it was before

values – Werte / the degree to which someone or something is important or useful

democratic – demokratisch / based on the principle that all people are equal and should be able to share in making decisions

peace – Friede / a situation in which there is no war between countries or groups

- b) 1. voluntary; 2. faiths; 3. peace; 4. values; 5. Charter; 6. democratic; 7. Improvement