

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



Prime Time

Workbook

3





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Unit 1	Journeys	p.3
Unit 2	What a life	p.9
Unit 3	Children's rights	p.15
Unit 4	That's entertainment!	p.21
Unit 5	London	p.27
Unit 6	Podcasts	p.33
Unit 7	Water is life	p.39
Unit 8	Picture perfect	p.45
Unit 9	What if ...?	p.51
Unit 10	Extreme emotions	p.57
Unit 11	Canada	p.63
Unit 12	Stop the bullying in our school – a play	p.69
Unit 13	Agree to disagree	p.75
Unit 14	It's all about language	p.81
Unit 15	Being different	p.87
Key Check out		p.93

My holiday experience

1 Ally's podcast

a) Match the sentence halves about Ally's holiday experience.

- | | | |
|---|-------------------------------------|--|
| 1. Ally was disappointed | <input type="checkbox"/> | because she had changed her mind ¹ and was really enjoying her time in Austria. |
| 2. The first few days were boring | <input type="checkbox"/> | the neighbour's son found her and helped her get home. |
| 3. One day she was cycling on a mountain road | <input type="checkbox"/> | because she didn't know anyone there. |
| 4. After a while | <input type="checkbox"/> | when she suddenly had an accident. |
| 5. This was really a lucky day | <input checked="" type="checkbox"/> | when her parents told her she had to spend the summer with her grandparents. |
| 6. In the end she was sad to leave | <input type="checkbox"/> | because after that she met other people and met new friends. |

¹ to change one's mind – die Meinung ändern

b) Fill in the missing letters to complete the phrases from Ally's story.
For each phrase there is a matching picture.

1. t o s pend t ime w ith g rand parents B

2. t _ h _ v _ e _ xp _ _ _ nc _

3. t _ _ ee _ _ e _ f _ _ d _

4. t _ h _ v _ a _ _ cc _ d _ _ t _

5. t _ _ f _ _ l _ _ h _ pp _ _



c) Complete the sentences so that they are true for you.

- At the beginning of the holidays I felt _____
- During the holidays I _____
- At the end of the holidays I was _____

Past events

2 Focus on form: Past simple and past progressive

a) Write the sentences with the correct form of the past.

1. Sam • walk home • hear • strange noise • suddenly • he

Sam was walking home when he suddenly heard a strange noise.

2. I • play computer games • when • the light go out
-

3. My brother • cook breakfast • while • I • have a shower
-

4. Aria • fall asleep • when • she • watch TV
-

5. Tom • break his leg • when • play football
-

3 Language in use: Playing lifeguard

Use the words in the green box to complete the text below.

when • while • suddenly • ~~after~~ • then

Playing the hero

It was a few days after **1** the holidays had started, and I was reading the newest part of my favourite book series *Dragon Rider* on a chair in the garden _____ **2** my little sister was playing with her toys in the grass. I was reading about the hero's¹ fight with a dragon, but _____ **3** I heard a loud scream followed by a splashing noise². I got up and ran towards the pool, scared that my sister had fallen in. I jumped into the water, hysterically looking for her _____ **4** I saw our dog swimming beside me ...! He had taken away one of my sister's dolls and played with it in the water. I felt really stupid _____ **5**, I can tell you!

¹ hero – Held ² splashing noise – Spritzgeräusch

An extraordinary journey

4

Listening: Life on a boat



Ryan and Mara are being interviewed by their school newspaper about their life on a boat.

a) Listen and tick: Ryan and Mara ...

- are still living on a boat.
- were living on a boat for three years.
- came back from their trip three years ago.
- have lived on a boat for the last year.

b) Listen again and tick the statements that are true for each child.

1. Ryan, 11



- During their trip they stayed in over 10 different places for a longer period of time.
- He liked the time in New Zealand most of all.
- He really enjoyed the animals and the sea in Thailand.
- They didn't have a lot of time for studying when they were on the boat.
- He preferred studying that way to going to school every day.

2. Mara, 14



- She thinks 'travelling' is not the best way to describe their journey.
- In her opinion, every place was extraordinary in some way.
- They were homeschooled and had to take exams every month.
- She sometimes missed her friends.

5

Describing a journey

Complete the acrostic¹ for the phrase "Life on a boat" by using each letter as part of another word or phrase. Then show your acrostic to the class.

T
R
A
V
E
L I F E O N A B O A T
L
I
N
G

¹ acrostic – Versform, bei der zu jedem Buchstaben ein Wort gefunden wird

6 Focus on function

a) Read Ally's e-mail to her best friend Rachel and tick the correct statements.

- Rachel is going to meet Leo on Monday. Ally's not happy that she's going to leave soon.
 Leo is going to visit Ally around Christmas. Ally is making fun of her accident.

To: rachel@okaynet.co.uk
Date: 15 July | 18:15

Subject: Great news!

Hi Rachel!

Do you miss me? ;)

You know that at first I **wasn't** that excited about my trip to Austria, but right now **there's so much happening**, and I've got lots to tell you about.

The greatest thing is that I've met the coolest boy in the world! His name is Leo, and **I met him** when **I was riding** my bike on a mountain road. No, really **I was sitting** on the ground and crying – my ankle was hurt, and my bike was broken! Just kidding – you know that **I never cry!** ;-))

Leo and I are making plans about meeting in the winter break. **He's going to come** to England, so maybe **you will meet** him, too. We're quite sad that **we'll have to say** goodbye soon. **I'm going to land** in London on Monday – so see you soon!

XOXO
Ally

b) Read the e-mail again and complete the table below with the **highlighted** phrases.

past	present	future
<i>I wasn't,</i>		

7 Focus on form

Short answers. Match the questions to the short answers.

- | | |
|---|---|
| 1. Did you have a nice holiday? | <input type="checkbox"/> Yes, I am. |
| 2. Were Sam and Lisa in your class last year? | <input type="checkbox"/> No, it wasn't. |
| 3. Are you a new student here? | <input checked="" type="checkbox"/> Yes, I did. |
| 4. Did Josh try surfing in the holidays? | <input type="checkbox"/> Yes, she is. |
| 5. Is she happy to be back at school? | <input type="checkbox"/> No, they weren't. |
| 6. Was this picture in our classroom last year? | <input type="checkbox"/> No, he didn't. |

Check out

8

Language in Use: An extraordinary journey

Complete the summary about the article “Life on a boat” with the words from the green box. There is one word you do not need.

activities • around • computers • countries • ~~different~~ • holiday • homeschooled • journey • navigate



One day the Gilberts, a family of four from Vancouver, decided to do something different **1** with their lives. They bought a sailboat, learned how to _____ **2** it and then left their home and sailed _____ **3** the world for three years. But they weren’t only travelling in that time, and not every day felt like a _____ **4**. The parents both had to work sometimes. Luckily a lot of work can be done from _____ **5** these days. And the two children, Ryan and Mara, didn’t just stop going to school; they were _____ **6**, which means they studied on their own, with the help of tablets. The children say that learning became a lot more practical in that time, and they both really enjoyed exploring new _____ **7**, languages and cultures. Although¹ they also experienced difficult times, the family said that their _____ **8** was definitely worth it.

¹ although – obwohl

😊 😐 😞 I can understand a text and complete a text.

9

Reading: Funny holiday complaints

Match the phrases to form funny holiday complaints

- | | | |
|--|-------------------------------------|---------------------------------------|
| 1. The beach was | <input type="checkbox"/> | the children were scared! |
| 2. We bought <i>Ray Ban</i> sunglasses for five Euros in the street, | <input checked="" type="checkbox"/> | too sandy! |
| 3. No one told us there would be fish in the sea – | <input type="checkbox"/> | can’t they make them smile? |
| 4. The animals in the zoo looked so sad – | <input type="checkbox"/> | only to find out that they were fake! |

😊 😐 😞 I can complete sentences.

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

Vocabulary



Tip: What's this word?

Choose some words **and a word** game for your partner. It could look like this:

t _ _ v _ _ i _ _

English	Example sentence	German
1 journey ['dʒɜːni]	During their journey , they experienced dangerous situations.	Reise (die)
sunburn ['sʌnbɜːn]	Did you get a sunburn ?	Sonnenbrand (der)
2 experience [ɪk'spɪəriəns]	Listen to Ally's podcast about her holiday experience .	Erfahrung (die), Erlebnis (das)
travelling ['trævlɪŋ]	I'd like to make a podcast about nature and travelling .	Reisen (das)
3 to injure [ɪn'dʒə] sth.	She injured her leg during a football game.	sich etw. verletzen
to experience [ɪk'spɪəriəns] sth.	He experienced something new this summer.	etw. erleben
lonely ['lʌnli]	At the beginning of the holidays she felt lonely .	einsam
during [dʒʊərɪŋ]	During her holidays she met new people.	während
to fight [faɪt] (with sb.) – fought – fought	She fought with her grandparents.	sich (mit jmdm.) streiten
selfish ['selfɪʃ]	After the holidays she was more selfish .	selbstsüchtig
open-minded [əʊp'n'maɪndɪd]	She became more open-minded .	aufgeschlossen
4 description [dɪ'skrɪpʃn]	Listen to the children's descriptions of past events.	Beschreibung (die)
to on your way to sth.	My family and I were on our way to a theme park.	unterwegs zu etw. sein
memory ['memrɪ]	My favourite memory is my birthday party.	Erinnerung (die)
to surprise [sə'praɪz] sb.	My parents surprised me with a big present.	jmdn. überraschen
accidentally [æksɪ'dentli]	I accidentally touched a jellyfish!	versehentlich
6 around the world	The family went on a journey around the world .	(rund) um die Welt
to decide [dɪ'saɪd] sth.	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 [bɔːd]	The family lived on board a sailboat for three years.	an Bord
completely [kəm'pli:tli]	We decided to try something completely new.	völlig, vollständig
to navigate [nævɪgeɪt]	The family learned how to navigate a sailboat.	steuern, lenken
vacation [və'keɪʃn] (AE)	Their trip around the world wasn't a vacation .	Urlaub (der)
to be homeschooled ['həʊm'skuːld]	The two children were homeschooled .	zu Hause unterrichtet werden
to study ['stʌdi]	They had to study the material on their own.	lernen
to be honest ['bɒnɪst]	To be honest , there is a lot of time on a boat.	ehrlich gesagt
culture ['kʌltʃə]	The family learned about many new cultures on their trip.	Kultur (die)
environment [ɪn'vaɪrnmənt]	They sailed around the world and saw all kinds of environments .	Umgebung (die), Umfeld (das)
to explore [ɪk'splɔː] sth.	They were able to explore new environments.	etw. erkunden, etw. erforschen
to be worth [wɜːθ] sth.	Nearly everything was worth experiencing.	etw. wert sein
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 ...

Everyone can be extraordinary

1 Language in use: What have they done in their lives?

Fill in the gaps. Use the words in the green box and write the correct forms of the present perfect tense.

be • be • become • catch • help • learn • present •
read • save • take • travel • write

Robert Irwin, Steve Irwin's son, is only a teenager. But he has done lots of extraordinary things. He has been **1** in the film *Free Willy: Escape from Pirate Cove*, he _____ **2** wild animals on *The Tonight Show* on TV, he _____ **3** to Africa, Asia, Europe and the USA, he _____ **4** wonderful photos of dangerous animals, he _____ **5** a book series about his life and he _____ **6** crocodiles in the Australian bush.



Frankenstein's monster has done a lot of bad things. But the monster is proud of some extraordinary things that he has also done. This is what he says about

his life: "I _____ **7** how to speak without¹ having a family, I

_____ **8** books without going to school, I _____ **9**

a girl from drowning², I _____ **10** a poor family, I _____ **11** the friend of

a man who wasn't able to see and I _____ **12** to the North Pole."

¹ without - ohne ² to drown - ertrinken

2 Writing: What have you done in your life?

Which things have you done that make your life extraordinary? Write a short text. Mention five different things, use the present perfect tense and some of the sentence starters below.



Useful phrases

What makes my life extraordinary is that I have ...
I think it's really special that I have ...
Lots of people cannot believe that I have ...
Not many of my friends know that I have ...
What's unusual about me is that I have ...



Making a difference

3 Reading: She has made a difference

a) Read the short biography of Jane Goodall. There are six mistakes. Highlight the wrong words.

When Jane Goodall was a little girl, she got a stuffed **teddy bear**. That changed her life. She got more and more interested in animals and after reading the book *Dr Dolittle*, she knew she wanted to go to Asia to work with animals. Before she could start her journey, she had to spend some money. In Kenya, her job was to study chimpanzees. She found out that those interesting animals were hiding tools. Jane wrote several books and started the organisation "Roots and Boots". It helps schools with projects on how to hunt animals.

b) Correct the wrong sentences. Write the correct sentences in your exercise book.

1. When Jane Goodall was a little girl, she got a stuffed chimpanzee.

4 Language in use: What has just happened?

a) Look at the pictures. What do you think has just happened? Write one sentence for each picture in your exercise book. Use the phrases below and/or your own ideas. Use the present perfect tense.



cut one's finger • friends knock on the door • get a present • get some bad news • have a surprise • hurt somebody • make a mistake • new neighbours arrive • remember something

1. He has just remembered something.

b) Think about the situations in the green box in a). Tick what is true about them.

they happened long ago they've just happened they're happening now

Milestones in a life

5 Language in use: Peter's new life

a) Look at the milestones in Peter's life.



b) Complete the short text. Use the information from a).

Peter has had a new address since July **1**. For _____ **2** he has been at his new school. He has known Mary for _____ **3** but he has liked her very much only since _____ **4**. For _____ **5** he has felt confused.

c) Highlight the verbs in the present perfect tense in b). Then tick what is true for the things mentioned about Peter's life.

they're no longer important Peter does them every day they're still like that

6 Reading: Who said what?

Read what you've found out about Oprah again and match each person with a sentence.

- | | | |
|--|-------------------------------------|---|
| 1. Stedham Graham | <input type="checkbox"/> | "She's been my teacher for a long time." |
| 2. a girl in South Africa | <input type="checkbox"/> | "I've known her since the early 1970s." |
| 3. Oprah's grandma | <input type="checkbox"/> | "I think I've made a spelling mistake!" |
| 4. Oprah Winfrey | <input type="checkbox"/> | "She's always been a great speaker." |
| 5. Gayle King | <input checked="" type="checkbox"/> | "We've been together for more than twenty years." |
| 6. the person working in the register office | <input type="checkbox"/> | "I've hated chewing gum since my childhood." |

The most extraordinary life

7 Language in use: Comparing people by using adjectives

a) Read the sentences and compare the extraordinary people. Use the adjectives below.

dangerous

happy

old

rich

tall

~~young~~

Oprah Winfrey was born in 1954, Mark Zuckerberg was born in 1984.

Mark Zuckerberg is younger **1** than Oprah Winfrey.

Mary Shelley wrote and travelled a lot. Steve Irwin was famous for getting very close to poisonous snakes and crocodiles.

Steve Irwin's life was _____ **2** than Mary Shelley's life.

Oprah Winfrey owns 4 billion \$, Mark Zuckerberg owns 70 billion \$.

Mark Zuckerberg is _____ **3** than Oprah Winfrey.

Mary Shelley's mother died when she was a baby. Later, two of her children and her husband died very young. Steve Irwin married the love of his life, Terri. They had two children, Bindi and Robert.

Steve Irwin's family life was _____ **4** than Mary Shelley's family life.

Stephen Hawking died at the age of 76 years, Steve Irwin died when he was 44 years old.

Stephen Hawking got _____ **5** than Steve Irwin.

Mark Zuckerberg is 1,71m tall, Oprah Winfrey is 1,69m tall.

Mark Zuckerberg is _____ **6** than Oprah Winfrey.

b) Fill in the gaps. Use the superlative form of the adjectives.

bad

~~dangerous~~

difficult

good

intelligent

poisonous

popular

Steve Irwin, the _____ **1** crocodile hunter ever, got close to the

most dangerous **2** animals there are on Earth – he touched the _____ **3** snakes. But there were some animals even he was quite nervous about. The animal he found

the _____ **4** to work with was actually the parrot. The parrot is one of the

_____ **5** pet birds because it can “talk” and is clever. It really is one of the

_____ **6** birds. But Steve Irwin got some of his _____ **7** bites¹ from parrots.

¹ bite – Biss

Check out

8 Listening: I'm extraordinary, too!



a) Listen to the children talking about their lives. Each of the children's lives has something in common with the life of an extraordinary person you've read about in this unit.

b) Listen again and match the sentence halves.

- | | | |
|---|-------------------------------------|-----------------|
| 1. Speaker 1 has some things in common with | <input type="checkbox"/> | Oprah Winfrey |
| 2. A detail in speaker 2's life is just like something extraordinary in the life of | <input type="checkbox"/> | Steve Irwin |
| 3. Speaker 3 has some things in common with | <input type="checkbox"/> | Jane Goodall |
| 4. Speaker 4 has done some things that ... did | <input checked="" type="checkbox"/> | Stephen Hawking |
| 5. Speaker 5 has some things in common with | <input type="checkbox"/> | Mary Shelley |

😊 😐 😞 I can understand details in short dialogues.

9 Language in use and writing: This has been my life

a) Combine the words and phrases in the green boxes with *for* or *since*. Write the complete phrases in your exercise book.

Christmas 2018 three days a month many years
my childhood 8 a.m. this morning two minutes

since Christmas, ...

b) Use the expressions in a) and the verbs in the green box below to write six sentences that are true for you. Use the present perfect tense. Write in your exercise book.

like • know • have • be • want • hate

I've had the book "Frankenstein" since Christmas.

😊 😐 😞 I can write sentences about my life.

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

Vocabulary



Tip: Write your own quizzes

Writing your own quizzes can help you learn new words. Make a word snake for your partner and use words from this page or the whole unit.

English	Example sentence	German
1 surprising [sə'praɪzɪŋ]	I found it surprising that she did this.	überraschend, erstaunlich
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
ever ['evə]	Have you ever done any of these activities?	jedemals
2 chimpanzee [tʃɪmpæn'zi:]	She wanted to study chimpanzees .	Schimpanse (der)
to save [seɪv] sth./sb.	We all need to do our best to save the planet.	etw./jmdn. retten
forest ['fɒrɪst]	She helped chimpanzees and saved forests .	Wald (der)
close [kləʊs] (to sth.)	He got very close to dangerous reptiles.	nahe (an etw.)
3 to die [daɪ]	Her mother died soon after she was born.	sterben
to hunt [hʌnt]	He hunted crocodiles which lived too close to people's homes.	jagen
to kill [kɪl]	We hunted the animals without killing them.	töten
someday ['sʌmdeɪ]	She dreamt of going to Africa someday .	eines Tages
to discover ['dɪskʌvə]	She discovered new and exciting things about chimpanzees.	entdecken, herausfinden
to notice ['nəʊtɪs] sth.	He noticed strange things about his body.	etw. bemerken
4 nature ['neɪtʃə]	When she was 12, she started her own nature club.	Natur (die)
research [rɪ'sɜ:tʃ] [rɪ:zɜ:tʃ]	What have you found in your online research ?	Recherche (die)
plastic ['plæstɪk]	There are so many plastic bags on the beach.	Plastik (das), Plastik-
to do research	We often do online research .	recherchieren
actually ['æktʃuəli]	It's important that we actually do something.	wirklich, tatsächlich
beginning [bɪ'gɪnɪŋ]	We've done two clean-ups since the beginning of our project.	Anfang (der)
6 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
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)
church [tʃɜ:tʃ]	She talked a lot in church .	Kirche (die)
still [stɪl]	They are still best friends.	noch immer
to marry ['mæəri]	They wanted to marry , but they never did.	heiraten
fear [fiə]	Even Oprah's fears are extraordinary.	Angst (die)
childhood ['tʃaɪldhʊd]	She has liked being on stage since her childhood .	Kindheit (die)

Treat us fairly!

1 Language in use: Adverbs of manner

a) Look at the adverbs you have highlighted in the texts about children's lives in your coursebook. Use them to fill in the gaps below. One line stands for a letter.



This can be difficult. But if you try h a r d **1**, you can do it! Read the texts _____ **2** and you'll find the words in no time! It's not a good idea to do this task _____ **3** – stay positive and work _____ **4** ... You've found all the words? _____ **5** done!

b) Complete the grids below.

adjective	adverb
	well
angry	
	hard
careful	
happy	

adjective	adverb
fast	
	easily
quick	
loud	
	sadly

c) Fill in the gaps. Use the words in the green boxes below. Sometimes you can use the words as adjectives, sometimes you have to form adverbs.

~~unfair~~ angry hard cold quick poor easy bad good

- Aunt Sita shouted _____ at Mariame.
- Thierry needs help because he is _____.
- Lots of Iranian children learn English very _____ on the computer.
- Thierry doesn't get food _____ – it's very difficult for him.
- Gabriel doesn't like sleeping under the bridge because the nights are so _____.
- Some Iranian parents think the internet could give their children _____ ideas.
- Some children treat Anam *unfairly* _____ because of her dress.
- The people shut their car windows _____ when they see Gabriel.
- Mariame no longer wants to do _____ work for no money.

It's only right

2 Listening: Buy less, be fair



Listen to Max and Toby's presentation and do the task below.

- | | T | F |
|--|-------------------------------------|--------------------------|
| 1. People in Europe use the things they buy only for a short time. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. When Toby talks about where the things are made, he mentions African countries. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Many children who have to work aren't treated well. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. It is very hard for children in Europe to help change this unfair situation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Two of the boys' tips are ... | | |
| a) making presents yourself. <input type="checkbox"/> | | |
| b) working at second-hand shops ¹ . <input type="checkbox"/> | | |
| c) buying new things. <input type="checkbox"/> | | |
| d) organising special school events. <input type="checkbox"/> | | |

¹ second-hand shop – Gebrauchtwarengeschäft

3 Reading and writing: What should I do?

a) Read what the teenagers wrote and match the answers. There are two answers too many.

Aileen, 13 I have to buy a cool new T-shirt for my sister's party next week, but I'm not allowed to spend too much pocket money. What should I do?



Luke, 14 It's my friend's birthday, and I want to get her a present. Where can I get nice and cheap things?

Paul, 12 I'm not allowed to keep all my old clothes. What can I do with them?



Clara, 13 Don't you think the new Fly Now sneakers are really cool?

- A** Ask at school if you're allowed to organise an event and take your things there. Maybe someone else wants them!
- B** You can easily make them yourself! Just look online for videos that show you how or go to a school club where you can learn that kind of thing.
- C** If you have too much pocket money, just give it to the children's hospital. They need to buy new toys so that the kids are able to play.
- D** I'm not so sure. I think children have to make them. And that's not cool at all; that's unfair.
- E** Second-hand shops have some cool clothes that are not that expensive. Of course, they are not new, but maybe you'll find something you like!
- F** You're right – girls usually like expensive things. I can lend you some money.

b) Choose one of the teenagers' questions and write your own answer.

Your life – your rights

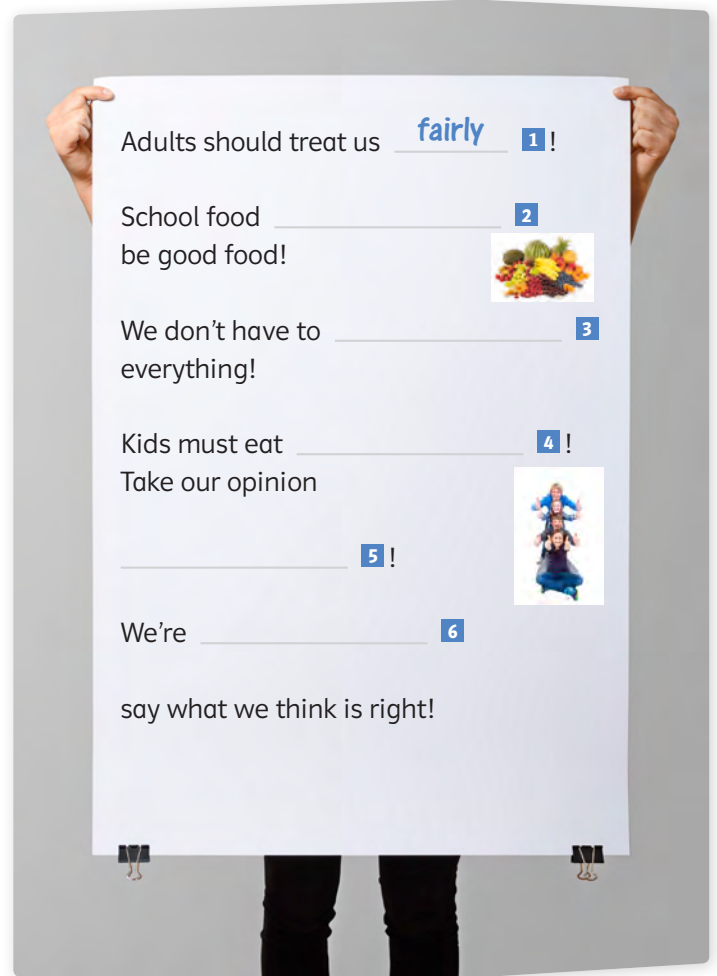
4 Writing: Ally's posters

a) Read the protest posters made by Ally and the other pupils in the student council. Fill in the missing words/phrases. There are two words/phrases too many.

allowed to careful ~~fairly~~
 healthily mustn't put up with
 seriously should

b) Make two protest posters for each of the following situations:

- Bullying is a problem at your school, but the teachers don't care.
- There are going to be school uniforms, but the pupils want to wear their own clothes.



5 Reading and writing: The student council

a) Read the poster. The student council is looking for new members.

Can you **work closely with teachers** to find the best solution?
 Can you **make surveys** to find out what other pupils think about an idea?
 Yes? Then read on!

In the student council you're allowed to ...	For the student council you must ...
✓ say freely what you think	✓ make sure that pupils are treated fairly
✓ organise cool school events	✓ listen carefully to what others have to say

b) Write two more things you think members of the student council ...

- should be able to do.
- are allowed to do.
- must do.

1. *They should be able to present ideas well.*

Enough is enough!

6 Reading and language in use: Malala's story

a) Read Malala Yousafzai's story about her life and fill in the gaps with the correct past tense forms of the words below. Use past simple or past progressive.

~~teach~~ start go tell work come
 speak get pray know fight wake

I was born in Pakistan in 1997. When I was a young girl, my father

taught **1** at a girls' school in our village. I just loved going there! But

things changed when the Taliban, a violent religious group, _____ **2** and became very powerful. We weren't allowed to watch TV or play music. And girls weren't allowed to go to school anymore. But going to school is a right all children have!



So I _____ **3** to write blogs and I often _____ **4** about our rights in front of many

people. One day in 2012 I _____ **5** to school by bus when suddenly a man _____ **6** on the bus and asked: "Who is Malala?". And then he tried to kill me.

Ten days later, I _____ **7** up in a British hospital. The doctors _____ **8** me that people all over the world _____ **9** for me to get better. For months, I _____ **10** for my life.

When I felt better again, I _____ **11** what I wanted to do. I wanted every girl to be able to go to school. For years, I _____ **12** very hard for that to happen. For my work I got the Nobel Peace Prize in 2014. But my work isn't done yet. There are still a lot of girls who aren't allowed to go to school. That's not fair!

b) Find the correct order. Then highlight all the verbs in the past progressive.

- right to go to school. But then, a man from the Taliban group hurt her when she **was**
- because they weren't allowed to. For some time, Malala was informing others about the
- 1** When Malala was a child, her father was working at a school for girls. When the Taliban
- girl was slowly getting better. Then she started to fight for girls' rights again.
- became powerful in Malala's village, girls couldn't go to school anymore
- riding** on the bus. Some time later she discovered that she was in Britain. The

Check out

7 Language in use: Adverbs and their opposites

Read the questions and complete the answers. Use the correct adverbs.

- Does Anam talk about her experiences loudly? No, she talks about them _____.
- Do most Iranian kids speak English badly? No, they speak it _____.
- Was Mariame treated fairly when she had to work? No, she was treated _____.
- Should you read the children's texts slowly? No, you should read them quickly.
- Does Gabriel talk about his work happily? No, he talks about it _____.

😊 😐 😞 I can understand and use adverbs of manner in sentences.

8 Reading: Everyday lives

Read the two texts and decide what is true for Sanyu (S) or Aya (A). Write S or A. There is one thing that is true for both. There are two things which are not true for anybody.

My name's Sanyu and I live with eight boys in an old bus in Uganda. I live there because my parents died in the war¹ four years ago and I had to run away and hide here. Every morning, I go to the city to work there. Sometimes I can sell some soap. However, the police don't like the boys selling things. If they catch us, they take us to the police station, beat us or send us to Nagullu, a boys' home. I hate it there; we aren't allowed to go out and the food is so bad.

I'm Aya and I come from Syria. But now my family and I live in northern Lebanon because it's safer here. We had to leave our house because of the war. The house we live in now is very bad. There isn't a toilet with running water. The worst thing is that there aren't many things I can do here. I think it's sad that I can't go to school and I don't have any friends here. So I just write and draw most of the time. Sometimes I have to get some water. But we don't know if the water is clean or not. ¹ war - Krieg

Who ...

has to work? S **1**

lives alone? _____ **6**

is not sure if the drinking water is safe? _____ **2**

could say "I miss my parents"? _____ **7**

isn't allowed to leave a home for children? _____ **3**

had to flee their home? _____ **8**

lives in a good house? _____ **4**

could say "I want to learn new things again"?

misses school? _____ **5**

_____ **9**

could say "I hope they don't catch me"? _____ **10**

😊 😐 😞 I can understand texts about everyday life.

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

Vocabulary



Tip: Make long nonsense sentences

Choose some words and write funny sentences. They should be long. You can start like this: "Blond ideas sell keywords under the bridge and ..."

English	Example sentence	German
1 need [ni:d]	All children have the same needs .	Notwendigkeit (die), Bedürfnis (das)
opinion [ə'pɪnjən]	Adults should take your opinion seriously.	Meinung (die)
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)
2 to treat [tri:t] sb. fairly [feəli]	Treat us fairly!	jmdn. fair behandeln
Asia ['eɪʒə]	This child is from Asia .	Asien (das)
Africa ['æfrɪkə]	Does he live in Africa ?	Afrika (das)
Europe ['jʊərəp]	Austria is in Europe .	Europa (das)
enough [ɪ'nʌf]	Not all families have enough money for the things you need.	genug
to give sb. bad ideas	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 [sel] sth. – sold [sɔld] – sold [sɔld]	I have to sell sweets to earn some money and help my family.	verkaufen
powerful ['paʊəfʊl]	I want the powerful people to help me.	mächtig
to hit [hɪt] sb. – hit [hɪt] – hit [hɪt]	Sometimes our teacher hit us.	jmdn schlagen
blond [blɒnd]	Sometimes blond children bully me for my darker skin.	blond
3 tradition [trə'dɪʃn]	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)
5 protest ['prəʊtest]	the student council are making plans for a protest .	Protest (der)
action ['ækʃn]	It is a kind of action that shows you don't like something.	Tat (die), Handlung (die)
idea [aɪ'diə]	They share their ideas with the teachers.	Gedanke (der), Idee (die)
I don't care.		Es ist mir egal.
to make sure [meɪk 'ʃʊ:]	The members make sure that teachers listen to the pupils' opinions.	sichergehen
6 flat [flæt]	Open the paper flat .	flach
to fill [fɪl] sth.	Fill the pages of your buddy book.	etw. füllen
keyword ['ki:wɜ:d]	You can write keywords or full sentences.	Stichwort (das)
7 religion [rɪ'lɪdʒn]	Get to know different religions .	Religion (die)
expert ['ekspɜ:t]	They invited experts to talk about bullying.	Experte (der), Expertin (die)

Inside the industry

1

Listening and writing: Guess who or what



a) Listen to some teenagers who are playing a guessing game. One player describes someone or something to do with the entertainment industry, and the other one has to guess what or who it is. Write the number of the dialogue in the green boxes. Which dialogue is about ...

- | | |
|---|--|
| <input type="checkbox"/> a job in the entertainment industry? | <input type="checkbox"/> 2 a famous actress? |
| <input type="checkbox"/> a cooking show? | <input type="checkbox"/> a film genre? |

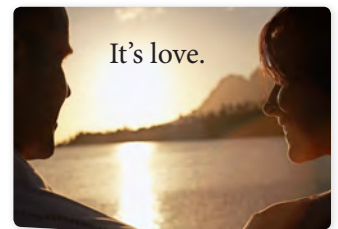


Silent movie



b) Listen again and fill in the gaps. Use *some*, *any* or *someone*.

- The winners of a famous British cooking show don't get _____ 1 money for a prize, but _____ 2 of them become well-known in the UK.
- The girl is describing _____ 3 who was an actress as a child. This actress played a girl who didn't have _____ 4 friends at first.
- Usually, there aren't _____ 5 action scenes in romantic movies but there are _____ 6 scenes which can be quite funny.
- There are _____ 7 directors who are very well-known in the industry.



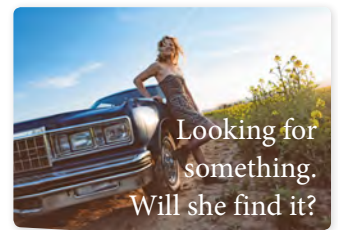
Romance



c) Read the note cards and complete the genre descriptions. Match the note cards and the descriptions. Then match each description with a picture.

- | |
|--|
| Cool cars! 1
Actions scenes ✓
Aliens ✗ |
| Funny scenes! 2
Live music ✓
Spoken dialogue ✗ |
| Love scenes! 3
Problems they must solve ✓
Scary moments ✗ |

- | |
|--|
| In this genre there are lots of romantic _____
_____ |
| It is a type of film which has a lot of cool cars and some action scenes. But there usually aren't any aliens. |
| It is a type of film which _____
Sometimes these films have some live music, but there isn't _____
_____ |



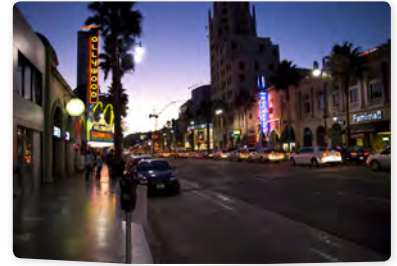
Road movie



Not everything that glitters is gold

2 Reading: Hollywood is lying

a) Match the sentence halves.



- | | | |
|--|-------------------------------------|--|
| 1. Sometimes I wonder if | <input type="checkbox"/> | someone else in front of the camera, |
| 2. Somewhere in Los Angeles | <input type="checkbox"/> | somewhere over the rainbow, |
| 3. They dream but don't get any | <input type="checkbox"/> | it wouldn't be there. |
| 4. I can't go anywhere, and if I could, | <input checked="" type="checkbox"/> | Hollywood is lying to us? |
| 5. All the glitter is just fake ¹ , | <input type="checkbox"/> | saying to the real me: "Au revoir!" ² |
| 6. They're wonderful, they're becoming | <input type="checkbox"/> | they just feel so low ³ . |
| 7. but how do they feel inside? | <input type="checkbox"/> | Hollywood's giving me a headache. |
| 8. They're finding a pot of gold | <input type="checkbox"/> | They don't feel anything at all! |
| 9. but at the end of the day, | <input type="checkbox"/> | sleep at night – Hollywood really is lying! |
| 10. Someday I'll be a star, | <input type="checkbox"/> | dreams come true. |

¹ fake – unecht, gefälscht ² Au revoir – Auf Wiedersehen ³ to feel low – traurig sein

b) Highlight sentence parts in the text above which have the meaning of ...

another person

at some time in the future

feel nothing

~~at some place~~

3 Writing: A little something about me

Complete the sentences so that they are true for you.

- Something not many people know about me is that _____
- I don't know anybody who _____
- I would really like to meet somebody who _____
- I don't know anything about _____

Zooming in

4

Reading: A film review

a) Read and order the film review. Page 38 in your coursebook helps you.

- There are a lot of excellent action scenes. But this is a film for everyone: there are even some nice romantic moments, so watch for the love story between Katniss and Peeta!
- This science fiction film tells a dark story about a strong girl who fights for her family and herself. It is based on the book written by Suzanne Collins.
- 5 I have loved the book for a long time. Maybe the film is not as good as the book, but I enjoyed watching it a lot.
- In the future, there is a huge country called Panem. Every year the powerful people in Panem choose 12 girls and 12 boys who have to be in a show called *The Hunger Games*. This TV show is a horrible contest in which there can be only one winner. Katniss has to fight in the Hunger Games because she wants to save her little sister.
- Will Katniss win the Hunger Games? Will she ever see her family again?
- The Hunger Games*, directed by Gary Ross (2012)

b) Fill in *who*, *which* or *that* in these sentences.

- The Hunger Games* is a film _____ tells a dark story about a girl named Katniss.
- Katniss is a strong girl _____ is good at fighting.
- Powerful people in Panem choose 24 children _____ have to fight in the Hunger Games.
- The TV show *The Hunger Games* shows a contest _____ can only have one winner.
- People _____ like action will enjoy this film.
- Suzanne Collins is the author _____ wrote the book *The Hunger Games*.



c) Fill in the gaps.

actors

story

basic

critic

~~review~~

genre

A film review is a short text that gives some _____ 1 information about the director and the _____ 2. It summarises the _____ 3, says which _____ 4 it is and how good or bad the film is. A film _____ 5's job is to review review 6 films.

Have you heard the latest?

5 Focus on form: Present perfect

a) Read the articles and circle a), b) or c).

Where has she been?

Marilyn Magnificent _____ 1 one of the most exciting stars in all Hollywood since 1977! However, she _____ 2 a role for years. Is she too old to play in one of those glamorous shows? We _____ 3 her in public since February last year. Marilyn, if you read this: You're still our favourite star! We miss you!

- | | | |
|-------------------|--------------------|-----------------|
| 1. a) have been | b) has been | c) is |
| 2. a) has not had | b) doesn't have | c) has done |
| 3. a) has seen | b) didn't see | c) haven't seen |
| 4. a) have found | b) are finding | c) will find |
| 5. a) didn't have | b) has had | c) have loved |
| 6. a) is | b) haven't been | c) has been |

b) Complete the two dialogues with the correct forms of the words from the green box.

~~always be~~ • be • choose • have (2x) • hear • not be • start • want

A: _____ 1 anything about Tom?

B: No, why?

A: Well, _____ 2 to be an actor for years. You know that, right?

B: Oh, yes. I often told him he shouldn't give up a job that _____ 3 since he was 16.

A: And *he's always been* 4 so good at this job!

B: Well, what happened?

A: Nothing, actually. But _____ 5 really disappointed for a long time. Nobody

_____ 6 him for a role yet.

Shocking murder of Fran Fabulous!

The police _____ 4 her dead in her house in Malibu. Fran _____ 5 a huge fan for years. The police think that he killed her last night. The 55-year-old man _____ 6 in love with the actress since he saw her in "Love is in the Air". Detective Blacksmith told us Fran never answered the man's letters. Is that why she had to die such a horrible death?



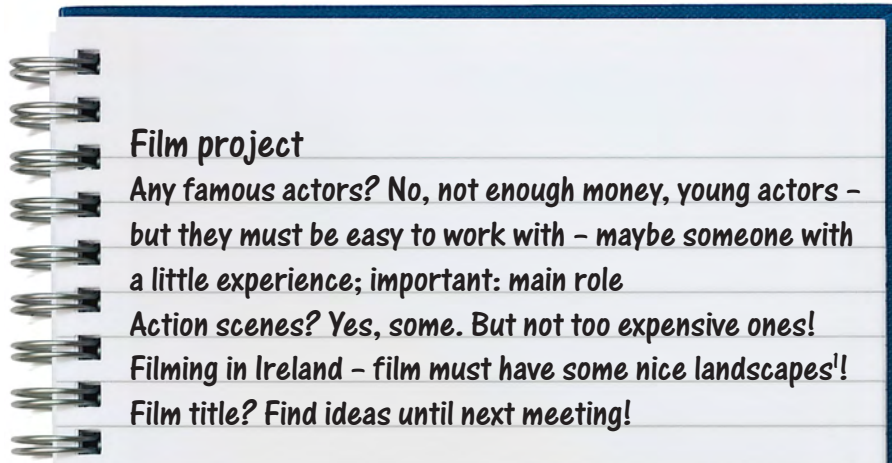
Info

Tabloids are popular newspapers which have many pictures and small pages. The articles in a tabloid are usually quite short and very shocking.

Check out

6 Language in use: Tony's e-mail

- a) Lalitha is a successful film producer who is working on a film project. She can't be at an important meeting and sends Tony, her assistant to take notes. Read his notes.



¹ landscape -
Landschaft

- b) Now read the e-mail that Tony sends to Lalitha. Fill in the gaps. Use one colour for writing *who*, *which* or *that* and a different one for writing (words starting with) *some* or *any*.

To: XX
Subject: XX
Date: XX XX | X:XX

Dear Lalitha,

I hope everything is going well in NYC! Of course, there are still _____ **1** open questions, but this is what we discussed at the meeting today.

We decided that we won't choose anyone **2** famous because we don't have enough money.

Now we are looking for young actors _____ **3** are easy to work with. Of course, we'll try to find people who have _____ **4** experience in the business. The most important thing is to find _____ **5** who is perfect for the main role. We would also have some action scenes but not any that **6** cost too much money. We haven't found _____ **7** places in Ireland that we can use for filming. So, we need _____ **8** people who are very creative on set! We didn't have any time to talk about the title of our movie, but we said that everyone should have some ideas _____ **9** we can discuss at the next meeting. Is there _____ **10** that we should talk about before the next meeting?

CU, Tony

- c) Highlight the detail in Tony's e-mail that is different from what he wrote in his first notes.

😊 - This is easy
 😊 😐 😞 I can understand and complete an e-mail.

Vocabulary



Tip: Explain words in English

Choose some nouns and explain what they mean in English. "An actor is someone who ..."
"A summary is something which ..."

English	Example sentence	German
1 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)
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 film]	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)
action film ['ækʃn film]	What is your favourite action film ?	Actionfilm (der)
2 actor ['æktə]	Are you interested in famous actors ?	Schauspieler (der), Schauspielerin (die)
screen [skri:n]	The spoken text is written on the screen .	Leinwand (die); Bildschirm (der)
TV programme [ti:'vi: prəʊgræm]	I prefer TV programmes that are set in the UK.	Fernsehsendung (die)
to fall in love [lʌv] with sb.	The two people fall in love with each other but there are some problems.	sich in jmdn. verlieben
to solve [sɒlv] a problem	They have to solve the problems before they can be happy together.	ein Problem lösen
3 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
not anything ['eniθɪŋ]	I haven't seen anything I like.	nichts
actress ['æktres]	I've heard something strange about a famous actress .	Schauspielerin (die)
4 bar [bɑ:]	She was a waitress in a bar .	Bar (die), Lokal (das)
crazy ['kreɪzi]	He was a crazy man who killed an actress.	verrückt
not anymore ['eniɪmə:]	She doesn't get any roles anymore .	nicht mehr
5 creative [kri'eɪtɪv]	It's a very creative job.	kreativ
to skype [skaɪp]	I skype with my teachers and do online research.	skypen
6 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 [da'rekt]	The film was directed by two people.	Regie führen
acting ['æktɪŋ]	I love the acting in this road movie.	Darstellung (die)
7 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)

Time Out London

1 Remember London's sights?

Complete the names of some of London's famous sights. The letters in circles give you a new word, when properly arranged.



1. B I (G) B E N

4. T _ _ R _ _ O _ O _

2. _ _ ST (N) (O) _ _ R _ B B _ _

5. _ A _ _ N (O) O _ N

3. _ A _ E _ O _ _ R N

6. (O) _ R R _ _ T T _ _ O U _

New word: _ _ _ _ _

2 Focus on form: A postcard from London

a) Read Timo's postcard from London to his teacher.

Complete the gaps with the correct forms of the words from the green box.

be 2x • go • rain • visit • not see • cannot • see

Dear Ms Steiner,

We *have been* **1** here in London for four days now,

and so far it _____ **2** great! On our first

day we _____ **3** on the London Eye and

_____ **4** the whole city from above. I

_____ **5** believe how big it is! But yesterday it

_____ **6** all day, and we _____ **7** a lot

of museums (sad smile). Things I _____ **8** yet, but still want to see: Big Ben, Chinatown and the Harry Potter Tour. I'm hoping for good weather!!

See you soon,
Timo



TO:
Ms Laura Steiner
Turmgasse 3
6900 Bregenz
Austria

b) Which sights would you like to see in London and why? Write 5 sentences.

I would definitely like to see the London Eye because I love looking at a city from above.

A trip to London

3 Focus on form: Getting lost¹ on the tube

Peter Hatcher got lost on the tube on his school trip to London.

Complete his chat with his best friend Aaron with the correct forms of the verbs in brackets.

AaronX (8:59) Hi, Pete! Didn't you go on your school trip to London today? How was **1** (be) it?

Pete23 (9:03) Ugh, don't ask...

AaronX (9:03) Why? What **2** (happen)?

Pete23 (9:04) I can't believe you **3** (not hear) about it. I'm sure everyone in my class is talking about me... 🤔

AaronX (9:05) What?? Come on. Tell me...!

Pete (9:06) Well, we **4** (be) on our way back from the Globe Theatre to the train station, when I completely **5** (forget) to get off the tube at Monument Station and went on alone...

AaronX (9:07) 😂 So what? **6** (go) to the train station on your own then?

Pete23 (9:07) Sounds as if you **7** (never be) on the tube before! I just couldn't understand the map. Do you know how many stations there are?

AaronX (9:09) Nope, sorry. So what **8** (do) then?

Pete23 (9:11) Well, half an hour later one of my teachers finally **9** (have to) come and get me from the station where I'd got off. I don't think I **10** (ever, be) so stupid in my life!

AaronX (9:13) Oh, cheer up², mate! Everyone will forget about it sooner or later ...

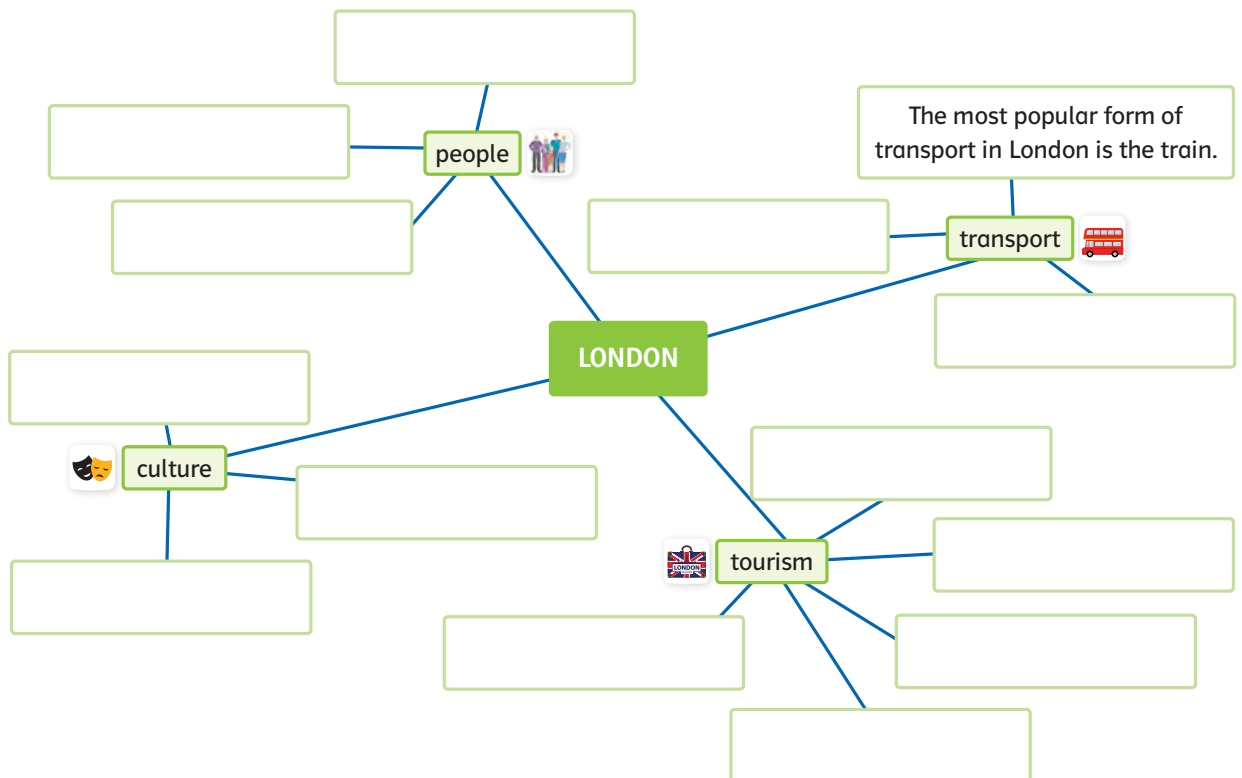
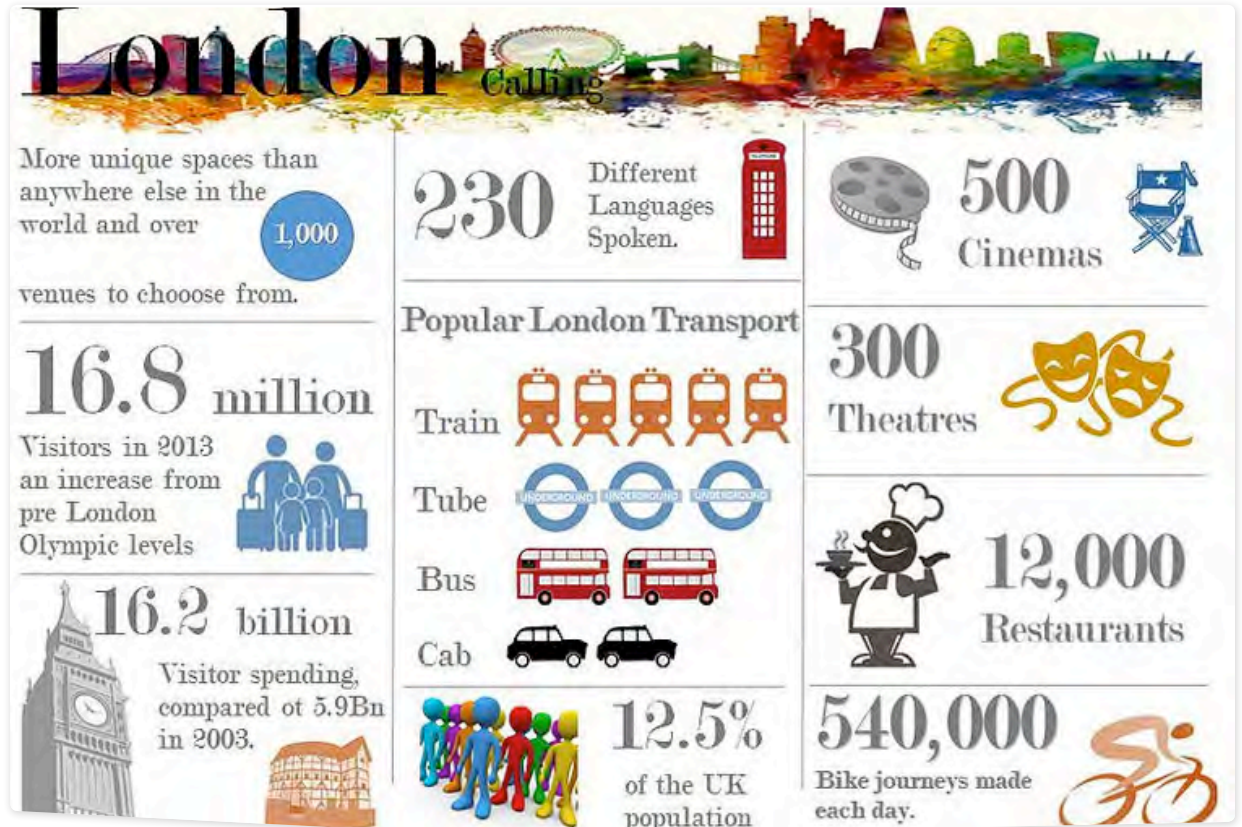
Pete23 (9:11) I just hope sooner than later!

¹ to get lost – verloren gehen ² cheer up! – Kopf hoch!

Voices of London

4 Facts about London

a) Look at the infographic about London and write sentences about the aspects below.



Fun and facts

5 Focus on form: Strange facts about London

a) Match the sentence halves of strange London laws.

- | | | |
|---|-------------------------------------|---|
| 1. It is forbidden to touch | <input type="checkbox"/> | is a crime. |
| 2. Flying a kite in a public place can | <input checked="" type="checkbox"/> | a pelican if you find one in a park. |
| 3. It is forbidden to jump the queue | <input type="checkbox"/> | be punished ¹ with up to 200 pounds. |
| 4. It is against the law to | <input type="checkbox"/> | to be drunk in a pub. |
| 5. It is illegal | <input type="checkbox"/> | in a tube station. |
| 6. Putting a British stamp upside down ² | <input type="checkbox"/> | die in the Houses of Parliament. |

¹ to punish – bestrafen ² upside down – verkehrt herum

b) Rewrite the sentences above in your exercise book by using the modal verbs below.

mustn't • not be allowed to

It is not allowed to touch a pelican if you find one in a park.



Info

Did you know? *To queue* means to stand in line and wait until it is your turn, a practice that is a lot more important in Britain than in other places.

6 Say it differently

First, study and remember the dialogue below. Then try out the different situations.

Have you ever been to London?

Really? When did you go there?

Yes, I have.

I went there last year with my parents.

Say it loudly, like two old ladies who can't hear very well anymore.

Say it quietly, like two spies, talking to each other at a street corner.

Say it neutrally, without any emotion, like a robot.

Say it aggressively, like a police officer questioning a suspect³.

³ to question a suspect – einen Verdächtigen verhören

Check out

7 Listening: The history of the London Underground



a) Look at the statements below. Decide whether you think they are true or false.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. The London Underground is the oldest underground train network in the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Some parts of the network run above ground. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The London Underground is also known as the Metro. | <input type="checkbox"/> | <input type="checkbox"/> |



b) Listen to the report about the London Underground and see if you guessed correctly.

c) Listen again and do the tasks below.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. The London Underground was the first of its kind in the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Trains on the London Underground run 24 hours a day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The London Underground carries 14 million passengers a year. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The London Underground opened in 1816. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Almost a billion train journeys are made on the London Underground every year. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The oldest parts of the network run below newer sections. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Out of all stops Waterloo Station is the _____. | | |
| 8. Hampstead on the Northern Line is the _____ station. | | |
| 9. The District Line has the _____ stations in total. | | |

☺ ☹ ☹ I can listen for detail.

- ☺ = This is easy
- ☹ = This is okay
- ☹ = This is difficult

Vocabulary



Tip: Remember the phrase

Choose some phrases and leave out one word.

Your partner can guess the missing word. e.g. **in contrast** _____

English	Example sentence	German
1 capital ['kæpɪtl] (city)	London is the capital city of Great Britain.	Hauptstadt (die)
multicultural [mʌltɪ'kʌltʃrəl]	London is a multicultural city.	multikulturell
in contrast [kɒn'trɑːst] to	In contrast to the rest of Europe, cars there drive on the left side of the street.	im Unterschied zu
2 place of interest [pleɪs əv 'ɪntrəst]	Sights are places of interest in a city or country.	Sehenswürdigkeit (die)
to be situated [sɪtʃu'eɪtɪd] somewhere	It is situated next to the river Thames.	wo liegen, wo gelegen sein
to build [bɪld] – built [bɪlt]	The castle was built in 1078.	(er-)bauen, errichten
open-air market [əʊpən eə 'mɑːkɪt]	There are many clubs, restaurants and open-air markets .	Markt im Freien
stall [stɔːl]	They have thousands of stalls where you can buy everything.	Stand (der)
all over the world	They sell food from all over the world .	aus der ganzen Welt
building ['bɪldɪŋ]	Before becoming a museum, the building was used for something else.	Gebäude (das)
to refer to sth. [rɪ'fɜː]	The name actually refers to the big bell inside.	sich auf etw. beziehen
to be located [ləʊ'keɪtɪd] at	The tour is located at the Warner Bros. Studios.	wo liegen, wo gelegen sein
to scan [skæn] a text	Scan the texts about the sights of London.	einen Text überfliegen
to search [sɜːtʃ] for sth.	Search the text for the correct numbers.	nach etw. suchen
specific [spə'sɪfɪk]	Scanning means quickly searching for specific information.	bestimmte/r/s
3 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
4 to skim [skɪm]	To skim a text means to quickly read it to understand the general meaning.	einen Text überfliegen
5 recent ['riːsnt]	Listen to Ally's podcast about her recent school trip to London.	kürzlich
means of transport [miːnz əv 'trænspɔːt]	Which means of transport did they use?	Verkehrsmittel (das)
tube [tjuːb] (BE)	They used the train and the tube .	(Londoner) U-Bahn (die)
exhausting [ɪg'zɔːstɪŋ]	It must be exhausting to have to stand during a play.	anstrengend
6 cultural diversity [kʌltʃrəl da'vɜːsəti]	The cultural diversity in London is great.	kulturelle Vielfalt (die)
to take ages ['eɪdʒəz]	It takes ages to get from one place to another.	ewig dauern
green spaces [grɪːn '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 [ləʊdz] of sth.	There are loads of interesting places to see here.	eine Menge
variety [və'raɪəti]	London has a variety of different people from different cultures.	verschiedene
7 public transport [pʌblɪk 'trænspɔːt] thirty-two	What do you think about the public transport in London?	öffentliche Verkehrsmittel

The world of podcasts

1

Listening: The history of podcasting



X.XX



XXX

a) Listen to the interview.

b) Listen again and complete the summary with verbs in present or past simple.

A podcast is **1**, for example, a radio programme that is kept in a digital form and you _____ **2** download it from the internet, but it _____ **3** always have to be a radio programme. It can also be something else. It can also be done by all kinds of people who want to be creative and share information. The word podcast is some kind of mix. You _____ **4** the words “iPod” and “broadcast”. The parts “pod” and “cast” make the word “podcast”. Podcasting _____ **5** first known as “audioblogging” and it _____ **6** back to the 1980s. With the rise of broadband internet¹ and portable digital audio devices², for example the iPod, podcasting _____ **7** successful around 2004. All in all, podcasting _____ **8** a way to share information, but not as a text. It’s all about audio content. Listeners can play these audio files wherever and whenever they want to. Today there _____ **9** more than 125,000 English-language podcasts on the internet. According to a study from 2018, 42 million US Americans above the age of twelve _____ **10** to podcasts at least once a week.

¹ broadband internet – Breitband-Internet ² portable device – tragbares Gerät

2

Vocabulary: Podcasting equipment

Write the missing vocabulary below the picture.



microphone



Ally's world of podcasts

3 Focus on form: Question tags

a) Choose the correct question tag.

1. They're working on a podcast project, ... aren't they? didn't they? weren't they?
2. We have done a great job, ... didn't we? haven't we? have we?
3. You can't work on the podcast like this, ... can't you? don't you? can you?
4. They finished the podcast yesterday, ... weren't they? didn't they? were they?
5. Ally doesn't like her grandparents, ... did she? wasn't she? does she?
6. Ally got to know a nice boy, ... didn't she? doesn't she? did she?

b) Complete the sentences with correct question tag.

1. Ally doesn't live in Tyrol with her grandparents, does she?
2. Ally's grandparents live in Tyrol, _____?
3. Ally has got an Austrian mum, _____?
4. Ally was extremely happy by the end of the summer, _____?
5. Leo promised to visit Ally in Great Britain, _____?
6. Ally's podcast was a great success, _____?

c) Check your grammar: Complete the sentences below with the words from the green box. There are two words you don't need.

can • do • modal • negative • positive

1. If the main part of the sentence is positive, you add a _____ question tag.
2. If the main part of the sentence is negative, you add a _____ question tag.
3. If the sentence contains a _____ verb, you use that for the question tag.

6 Focus on form: Relative pronouns (who, which, that)

a) Match the sentence halves.

- | | | |
|---|------------------------------------|---|
| 1. Ally is the girl from England... | <input type="checkbox"/> | that you can download and listen to. |
| 2. There was a podcast competition... | <input type="checkbox"/> | which is all about her summer holidays. |
| 3. Podcasts are digital audio files... | <input type="checkbox"/> | that people had in their lives. |
| 4. Podcasts can be about experiences... | <input type="checkbox" value="1"/> | who had to visit her grandparents in Tyrol. |
| 5. Ally made her own podcast... | <input type="checkbox"/> | which Ally decided to take part in. |

b) Complete the sentences with *who* or *which*.

- “Podcast” is a word which is a mix of the words “iPod” and “broadcast”.
- “Audacity” is an editing software _____ is for free and easy to use.
- Leo is the boy from Austria _____ met Ally at her grandparents’.
- A radio presenter is a person _____ works for a radio station and plays music.
- International Podcast Day is a special day _____ takes place in September.

7 Focus on form: Indefinite pronouns (some, any, ...)

Choose the correct answer.

- There isn’t ... some something any ... interesting podcast to find.
- I really want to listen to ... some something anything ... exciting stories.
- I haven’t found ... anything any some ... great when it comes to podcasts.
- I don’t have ... anyone anything any ... idea what to do for my podcast project.
- My teacher told me I should do ... any some something ... online research.
- My mum had ... something someone some ... ideas for my podcast. Pets!
- There’re so many people out there who don’t know ... some any anything ... about their own pet.

Check out

8 Reading: Pros and cons of podcasts

a) Read the article below.

Pros and cons of podcasts

On the plus side, podcasts are really good for learning. With exciting stories and interesting information, podcasts can be great to teach you about science, history, geography or any other topic. When you listen to stories, it helps you build your vocabulary, and you also improve¹ your listening skills. And if you spend more time listening, then you will spend less time in front of your TV. Another pro is that podcasts are completely portable. This means you can take them wherever² you go, and you can listen to them in the car, on the bus, or in a classroom. The best thing is that they're for free: they cost nothing, and anyone with internet access³ can listen to them and download podcasts for free. Of course, there're not only pros, but also cons. Podcasts can play lots of ads, for example. Many

podcasts run for several minutes and at the beginning or end there're some ads. Podcasts can also sometimes be confusing. As many podcasts update regularly, you can jump right in and start listening. Others, however, are designed like radio or TV shows, so the latest episode is the end.



b) Read the article again and tick the statements that are true.

1. Podcasts have got positive and negative sides.
2. One pro is that your listening skills will get better if you listen to podcasts.
3. Another pro is that there are ads at the beginning or end of a podcast.
4. When listening to podcasts, you have to be at home in front of your PC.
5. Podcasts are usually for free; the only thing you need is internet access.

c) Complete the sentences below with words from the text.

1. If you listen to podcasts, it will help you to learn and build your vocabulary.
2. Podcasts are _____, so you can take them wherever you want to.
3. Usually you don't have to pay for podcasts. You can _____ them for free.

¹ improve – verbessern ² wherever – wo auch immer ³ internet access – Internetzugang



I can understand a text about a familiar topic and find detailed information.

- 😊 = This is easy
 😐 = This is okay
 ☹️ = This is difficult

Vocabulary



Tip: Create a “word cloud”

Words that somehow belong together (e.g. the same topic), can be collected in a word cloud. More important words are written in the middle, others are put around them.

English	Example sentence	German
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)
headphones ['hedfəʊnz]	Headphones are better than earbuds.	Kopfhörer (die)
microphone ['mɪkrəfəʊn]	Get headphones and a microphone .	Mikrofon (das)
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)
to record [rɪ'kɔ:d] sth.	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)
2 to practise ['præktɪs]	Making podcasts can help you to practise speaking and listening skills	üben
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)
3 podcasting ['pɒdkɑ:stɪŋ]	Podcasting started in the early 2000s.	Podcasting (das)
to report [rɪ'pɔ:t] sth.	Edison Research reports that 29% of Americans have downloaded a podcast.	etw. berichten, etw. melden
speech [spi:tʃ]	Who gave his weekly speech as a podcast?	Rede (die)
4 question tag ['kwɛstʃən tæg]	You know all about question tags , don't you?	Bestätigungsfrage (die)
to agree [ə'gri:] to do sth.	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
5 to produce sth. [prə'dju:s]	You have produced 15 podcasts so far.	etw. produzieren
6 do it yourself	Do it yourself: Make your own podcast.	mach es selbst
to be responsible [rɪ'spɒnsəbl] for sth.	Every person should have a special task that for which they are responsible .	verantwortlich für etw. sein
to complete ['kæmplɪ:t] sth.	It will be easy for you to complete the task.	fertigstellen, beenden
content ['kɒntent]	What will be the podcast's content ?	Inhalt (der)
to edit [edɪt] sth.	You need to edit your podcasts after recording them.	etw. editieren, etw. schneiden
7 volume ['vɒljʊ:m]	Pay attention to your speaking volume .	Lautstärke (die), Volumen (das)
self-confident [self'kɒnfɪdənt]	Be self-confident when you speak.	selbstbewusst
8 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)
9 to communicate [kə'mju:nɪkət]	Social media help you to communicate with others about this event.	kommunizieren

Why water is important



1 The water cycle

a) Go back to CB p. 56 and look at the picture. Then put the sentences in correct order.

1. water are grouped together, and clouds are formed. If the water ...
2. sun. Then water turns into gas and that is called ...
3. drops are heavy enough, they come down to earth as rain.
4. cold, so the gas is turned into small water drops. These tiny drops of ...
5. The water cycle begins on earth, when water **is heated up** by the ...
6. evaporation. Then the gas rises into the air, and there it's usually very ...

b) Read the sentences in task 1a again and **highlight** the passive in present tense. Remember: to be (am/is/are) + past participle (3rd form of the verb).

c) Complete the report below with the passive forms from exercise 1a.

The water cycle

The cycle of water starts when water is heated up **1** by the sun. This means that the liquid water _____ **2** into gas and then it rises into the air. This process _____ **3** evaporation. In the sky, the gas turns into small water drops again, and they _____ **4** together. This is how clouds _____ **5** and when the water drops in the clouds are heavy enough, they fall down as rain and collect in lakes, rivers and the sea.

2 How “International World Water Day” was started

a) Read the sentences below and complete them in the passive voice. Use your exercise book.

1. In 1992 the United Nations Organisation (UNO/UN) **started** an idea.

An idea was started in 1992 by the United Nations Organisation.

2. The UN **highlighted** the problems with freshwater around the world.

The problems with freshwater around the world was highlighted by ...

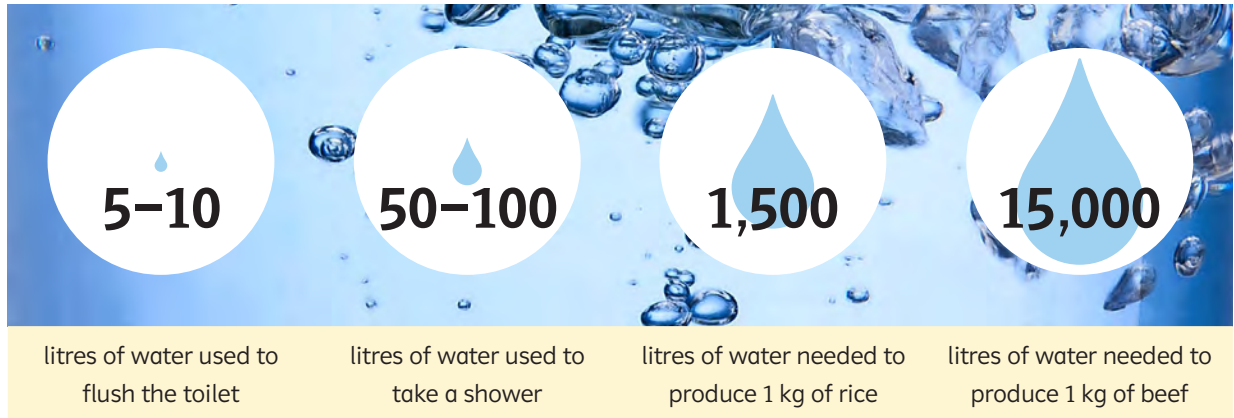
3. The UN **held** the first “International World Water Day” in 1993.

The first “International World Water Day” in 1993 was ...

Facts and figures about water

3 Water and how we use it

a) Read the infographic and answer the questions below. Tick true, false or not in the text.



1. A person needs about 5 to 10 litres to flush the toilet¹.
2. If we take a bath, we need 50 to 100 litres of water.
3. To produce 1 kg of lemons, we need about 2,000 litres of water.
4. To get 1 kg of beef, 15,000 litres of water have to be used.
5. You need more water to produce rice than you need for beef.

	T	F	N
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ flush the toilet - die Toilette spülen



b) Listen to the podcast about the use of water and match the sentence halves.

- | | | |
|-------------------------------------|--------------------------|--|
| 1. About 75 percent of our | <input type="checkbox"/> | all kinds of activities; from drinking to cooking. |
| 2. People need water for | <input type="checkbox"/> | producing all kinds of things like paper or jeans. |
| 3. Water is also needed for | <input type="checkbox"/> | used to produce a single pair of jeans. |
| 4. Water, however, is also used for | <input type="checkbox"/> | about 12 litres of water are needed. |
| 5. To get one piece of paper, | <input type="checkbox"/> | planet is covered with oceans, lakes and rivers. |
| 6. 12,000 litres of water are | <input type="checkbox"/> | taking showers and washing clothes. |

4 Water is all we need

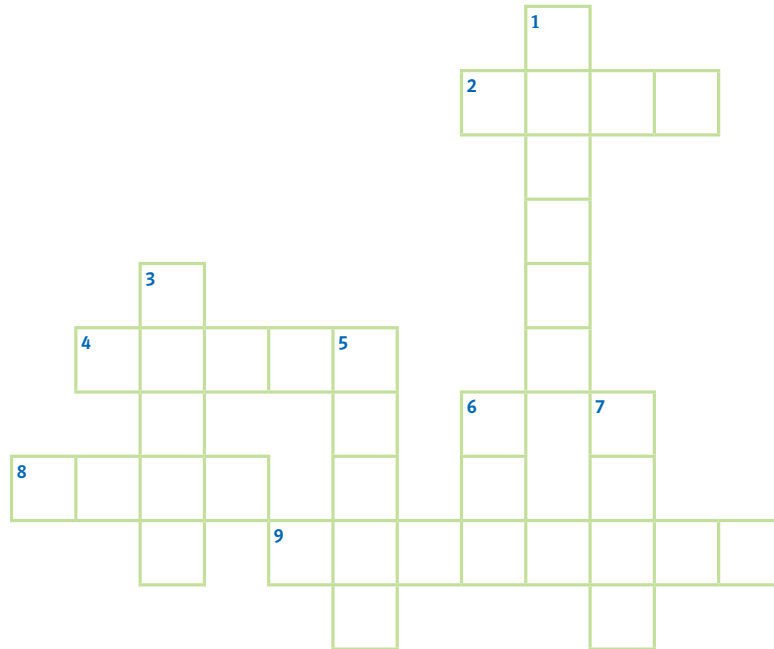
Design an acrostic on a poster. All the letters of the word "WATER" are the start for a new word. Then present your acrostic to the class.

W A T E R

Save water – protect our planet

5 Quiz time: Every drop counts!

Do the crossword below and find the missing words.



Down:

1. When washing a car, use a sponge and a ...
3. To produce 1 kg of beef, about 15,000 litres of ... are used.
5. Keep your showers as ... as possible.
6. When brushing your teeth, turn off the ...
7. T water your garden, collect ... water.

Across:

2. Only turn on the dishwasher when it's ...
4. Try to take showers instead of ...
8. Eat more vegetables and less ...
9. ... taps should be fixed.

6 Reading: Water, water everywhere – save it if you care

a) Read the story about Winnie and how she starts her day.

“Winnie, it’s time to get up!” her mum said. She opened her eyes and went to the bathroom to get ready for school. “I need some ice-cold water to wake up and get some energy,” Winnie said to herself turning on the tap. “If I wait long enough, the water will be ice-cold ... I guess.” After one minute, Winnie decided to drink the water.

Then she started brushing her teeth, while the water kept running and running. “Mum, can I have some cornflakes with milk, please?” Winnie asked her mum while brushing her teeth. Three minutes later, her teeth were brushed, and the water was turned off.

Next, Winnie climbed into the shower and turned on the water. Of course, it took a few minutes to get some nice, warm water. While washing her hair, she began to sing her favourite song. “I think my voice sounds really good ... much better than in the music lessons!” Winnie thought with a smile on her face. “Winnie,” her mum angrily knocked at the bathroom door, “you’ve been in that shower for ten minutes. There won’t be any warm water left for me. So, come out of there now.”

A few minutes later, they all sat around the table eating breakfast. “You’ll be late again for school. Hurry up!” Winnie’s mum said. “Mum, don’t be so angry. Why are you in such a bad mood?” Her mum answered angrily, “Oh, that dripping tap in the bathroom kept me awake all night long. I couldn’t sleep.” “Oh, I see!” Winnie said and put her lunch in her schoolbag. “I have to run, mum ... my bus ...!” and Winnie hurried off to school.

b) How could Winnie save some water? Write an e-mail to her and give her at least two tips how to save water. Write the text in your exercise book.

7 Focus on form: Past or present perfect? → CB, p. 41

Read the interview and complete the text with the verbs. Put them in the correct form.

Interviewer: Welcome to today's school radio interview. With me today: Gina and John.

Gina/John: Hello./Hey.

Interviewer: So, Gina and John. You're two students who took **1** (take) part in last month's "International World Water Day" project. What _____ **2** (be) the project all about?

Gina: Well, it _____ **3** (be) really interesting. Some time ago, our teacher _____ **4** (tell) us about "IWWD."

John: Exactly. He _____ **5** (ask) us, " _____ you never _____ **6** (hear) of this very special day that takes place worldwide?" In fact, we hadn't.

Interviewer: I see. So why did you take part in this project?

Gina: As John _____ just _____ **7** (say), our teacher _____ **8** (be) the one who _____ **9** (inform) about IWWD. Our class _____ **10** (said), "We _____ never _____ **11** (heard) of that day. What's it all about?" And then...

John: We _____ **12** (want) people to know how important water is and that we must take action to save it.

Interviewer: And what do you think? _____ **13** (be) you successful with your project?

John: Yes, we _____ **14** (be). Our class _____ **15** (design) information leaflets and _____ **16** (inform) students, teachers and parents about water and that we can't take it as given.

Gina: And we also _____ **17** (record) our own song.

Interviewer: That sounds great. Thanks for coming to the studio.

Check out

8

Reading and language in use: Don't take water for granted!¹

a) Read the text below and answer the questions. Tick the correct answer.

Everybody knows it. Everybody uses it. Everybody needs it. Water! It is the basis of life and only a **tiny amount** of all the water on earth is fresh and can be used for drinking. If all the water in the world were represented by a gallon jar full of water (which holds about 4 litres), less than one teaspoon of it could be used. The problem with water is that people, especially in richer countries like the USA, Australia or Germany, use too much groundwater. Of course, water is a global issue, but it is also a very local issue and every single person should use water carefully.

Sometimes people forget that we all live in a hydrosphere. That means that all our water resources are connected in the water cycle. Water that runs in a river in India, for example, could also end up in the Hudson River in New York City or make a cup of tea in the Queen's palace.

The problem really is that people think there is enough water on our planet. They think that water is just there, and they can use as much of it as they want to, but that is not true. In fact, we use some of tomorrow's water to have enough water today. We use too many of our water resources in ways that are completely wrong. Everybody, every single person, needs to think about how to use water carefully, and we need to start to act at an individual level.

¹ to take sth. for granted – etw. als gegeben annehmen

- | | |
|--|--|
| 1. What is the text all about? | 2. How much drinking water is there on earth? |
| a) The quality of drinking water <input type="checkbox"/> | a) Enough for everybody <input type="checkbox"/> |
| b) The water cycle <input type="checkbox"/> | b) About a teaspoon for every 4 litres <input type="checkbox"/> |
| c) We take water for granted <input checked="" type="checkbox"/> | c) About one gallon jar for everybody <input type="checkbox"/> |
| d) Most water is polluted <input type="checkbox"/> | d) There's no drinking water on earth <input type="checkbox"/> |
| 3. What does "hydrosphere" mean? | 4. What should every single person do? |
| a) Water is a global issue. <input type="checkbox"/> | a) Everybody should drink more water. <input type="checkbox"/> |
| b) All water collects in rivers. <input type="checkbox"/> | b) We should take water for granted. <input type="checkbox"/> |
| c) You can't drink water from NY. <input type="checkbox"/> | c) People should act carefully and responsibly. <input type="checkbox"/> |
| d) All water resources are connected. <input type="checkbox"/> | d) Every single person should use more water. <input type="checkbox"/> |

b) Read the text again and find the words/phrases below in the text. Highlight them and write them down on the lines below.

- a very small number of something = _____
- water that collects below the earth's surface = _____
- a natural flow of fresh water across the land into the sea = _____

😊 😐 😞 I can understand a factual text and find specific information.

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

Vocabulary



Tip: Use new words in conversations

Try to use new words in conversations and writings very often as soon as you have learned them. For example, you can pick three words from the list below and try to make sentences with these words.

English	Example sentence	German
1 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)
2 water cycle ['wɔ:tə saɪkl]	How does the water cycle work on our planet?	Wasserkreislauf (der)
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)
heat up sth. [hi:t 'ʌp]	The water is heated up by the sun.	etw. erhitzen, etw. erwärmen
3 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)
importance [ɪm'pɔ:tns]	On this day, the importance of the oceans is celebrated around the world.	Wichtigkeit (die)
pollution [pə'lju:ʃn]	A big problem for our oceans is pollution .	Verschmutzung (die)
climate change ['klaɪmət tʃeɪndʒ]	The oceans' temperatures are changing because of climate change .	Klimawandel (der)
reason ['ri:zn]	The reason for this day is that in the past our oceans were treated very badly.	Grund (der)
figure ['fɪgə]	Read the facts and figures about water.	Zahl (die), Wert (der)
4 brain [breɪn]	75% of our brain is water.	Gehirn (das)
bone [bəʊn]	Water helps the bones to move.	Knochen (der)
weight [weɪt]	How much of your body weight is water?	Gewicht (das)
5 use [ju:s] (of water)	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)
6 to measure ['meʒə] sth.	A litre is a unit to measure volume.	etw. messen
7 saltwater ['sɒltwɔ:tə]	The water on earth is about 97% saltwater .	Salzwasser (das)
glacier ['glæsiə]	The glaciers are melting due to climate change.	Gletscher (der)
9 tap [tæp]	When you brush your teeth, turn off the tap .	Wasserhahn (der)
sponge [spʌndʒ]	We wash the car with a sponge .	Schwamm (der)

Pictures that have changed my world

1 Reading: Picture-crazy¹ parents



a) Read the text about a young Austrian woman and her parents. Then do the tasks below.

A young woman in Austria is taking her parents to court². Why? They have posted childhood pictures of her on Facebook without asking for her permission.

The 18-year-old woman, who finds these pictures embarrassing, says about her parents, “It was crazy. It didn’t matter what I was doing – crying, or even sitting on the toilet, for example – they took a picture of everything. I asked them again and again to take those photos down, but they didn’t.” **So** she decided to ask a lawyer for help when she had her 18th birthday.

Her parents, who have 700 friends on Facebook, have shared the photographs online for everyone to see. Her father thinks that he can do what he wants with the photos which he has taken. However, the young woman doesn’t think so. She doesn’t want to share everything with everyone. Nobody should have to do that. This is why her lawyer believes that she can win.

But laws on posting photos of children online are different from country to country. In France, which has very strict rules, you must not post a photograph of anyone who doesn’t want it. If you do, you could have to pay about €45,000. This means that parents shouldn’t post personal photographs of their kids on Facebook.

In the UK, most parents believe that other people cannot see pictures of their children which they have posted. However, that is not true. It is very important to check your privacy settings³ on Facebook. Furthermore, remember that when you share photos on social media, the platform could be allowed to use or even sell them.

¹ picture-crazy – verrückt nach Bildern ² court – Gericht ³ privacy settings – Privatsphäreinstellungen

- | | | T | F | |
|----|---|--|---|---|
| 1. | When she was 18, the young woman decided to ask her parents to take her pictures down. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 2. | The laws on sharing pictures of children on social media are the same in each European country. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. | Social media platforms could use photos somebody has posted for advertising things. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. | The young woman’s father | a) believes he had the right to post the photos. <input type="checkbox"/> | b) has taken the photos down. <input type="checkbox"/> | c) has shown the photos to 700 people. <input type="checkbox"/> |
| 5. | In France | a) laws on posting photos are the strictest. <input type="checkbox"/> | b) parents must not post photos online. <input type="checkbox"/> | c) others can’t see photos of kids their parents have posted. <input type="checkbox"/> |

b) Read the text again and highlight the linking words/phrases.

c) Write five sentences about one of the following topics. Use linking words/phrases.

- what parents should remember when posting photos of their kids
- what your parents have done that you found unfair or stupid
- what you think of young people who take their parents to court

Say, "Cheese!"

Info
 Texts without any linking words or phrases can sound boring.

2 Is it really picture-perfect?

a) Read Liam's text about photographs which he wrote for his art project. Write the first five words of a new sentence where linking words are missing (1-6). Use the words below.

- all in all,
- all of a sudden
- first of all,
- finally,
- furthermore,
- this is why

I'm not sure that it's a good thing photography was invented. **1** People can take pictures of you all the time. This can be quite boring. **2** Most of my classmates take hundreds of pictures of *their faces* every day. However, they are not even good-looking! **3** When users post pictures online, they don't even know what might happen with those photos! The thing is: in my childhood there was always photography. Everyone has always found me and my twin brother so sweet. **4** There are so many pictures of the two of us now. And now even Lionel has become picture-crazy: he always makes scrapbooks. In these he puts pictures and writes stuff about our family. He even takes pictures of our grumpy¹ grandpa. He really hates that! My cousin Ally told me photography is art. She is also working on an art project. **5** Ally thinks that good pictures are worth a thousand words. I'm sure that her art teacher told her that kind of nonsense. She is also a photographer. **6** I think that picture-crazy people are just ... crazy!

First of all, people can

Finally,

¹ grumpy - grantig

b) Read Liam's text again. The underlined sentences are quite short. Make one longer sentence out of two short sentences. Use *who* or *which*.

1. *First of all, people can take a picture of you, which can be quite annoying.*
2. *He always makes scrapbooks, in which ...*
3. _____
4. *My cousin Ally, who ...*
5. _____

It's picture perfect, isn't it?

5 Focus on function: Question tags



X.XX



XXX

a) Listen to the dialogue. Mark if the intonation goes up (↗) for real questions or down (↘) for chatting.

A: Good morning. I'm not too late, **am I?** ↗ 1

B: No, don't worry. Marty has given you a cup of coffee, **hasn't he?** ____ 2

A: Yes, he has, thank you.

B: We will be ready for you in about five minutes. You are ok with filling in these forms¹ while you're waiting, **aren't you?** ____ 3

A: No problem.

15 minutes later...

B: So, you'll teach from 9 to 4, Monday to Friday, that's ok, **isn't it?** ____ 4 And you'll share an office² with the other language teachers. Marty showed you where that is, **didn't he?** ____ 5

A: Well yes, he did, but ...

B: And you haven't had any problems working with children, **have you?** ____ 6

A: No, but I have the feeling someone has made a mistake.

B: A mistake? You are at the LSE Summer School for an interview. You would like to be our new language teacher, **wouldn't you?** ____ 7

A: Well, no, actually, I'm a photography teacher. You are looking for photography teachers, too, **aren't you?** ____ 8

B: Oh, yes, we are. But your name is Norah Miller, **isn't it?** ____ 9

A: My name's Norah Mueller.

B: Oh, what a perfect start!

A: Picture-perfect!

¹ to fill in forms – Formulare ausfüllen

² office – Büro



Tip

Some question tags are real questions, others are used to check information. Sometimes we use question tags with a falling intonation because we want the other person to agree with us.

b) Listen again and say the question tags out loud.

c) Read the dialogues and write question tags in the gaps. The underlined words help you.

A: It is a lovely day, ____ 1

B: It'll be rainy tomorrow.

A: Why should it be?

B: They are taking the class picture

tomorrow, ____ 2 It always

rains for the class picture, ____ 3

A: You are in a bad mood today,

____ 4

A: Beautiful, Akua, that is a nice picture,

____ 5

B: Now I can paint on Pierre's picture,

____ 6

A: Oh no, Akua. We don't paint on other

children's pictures, ____ 7

B: I want to.

A: Akua, now Pierre's sad because of you!

B: Go away!

A: Now you shouldn't talk to your teacher like

that, should you? 8

Check out

6 Language in use and writing: What do you know about Lionel and Liam's family?

- a) Read the text below. Rewrite the ten short sentences.
Make five longer sentences with non-defining relative clauses.
Use your exercise book.

Lionel thinks that he has a good hairstyle. **1** He makes scrapbooks. In his scrapbooks, he puts pictures of himself and Liam. **2** Liam doesn't like pictures. Lionel and Liam have a cousin named Ally. **3** She is working on an art project. Ally has interviewed her art teacher. **4** She is also a photographer. For her art project, Ally has described a photo of her grandpa. **5** The photo shows grandpa playing the violin.

1. Lionel, who makes scrapbooks, thinks that he has a good hairstyle.
2. In his scrapbooks, he puts pictures of himself and Liam, who ...

- b) Write four more sentences about this family. Use *who* and *which* to make longer sentences.

😊 😐 😞 I can write a short text, e.g. about other people.

7 Listening: Draw a picture!

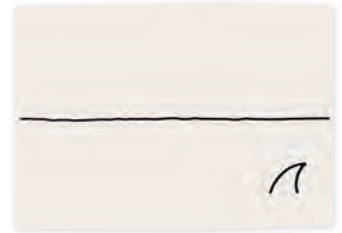


X.XX



XXX

- a) Listen and draw the picture. Start like this:
b) Listen again and correct any mistakes you made in 9a.



😊 😐 😞 I can get the most important points of instructions, e.g. for a picture description.

8 Language in use and writing: A summary

Complete the gap text about the history of photography with linking words or phrases.

___ i ___ ___ f ___ l ___ **1**, there was the camera obscura, which was a box that created a picture when light hit a mirror. ___ w ___ ___ **2**, this picture disappeared when the light was gone. ___ l ___ ___ **3** in 1826, the first photograph was made. ___ h ___ ___ **4** came the daguerreotypes, which looked quite ghostly. People had to sit still for 20 minutes. ___ s ___ ___ h ___ **5** most of the early pictures didn't show people but landscapes or things.

😊 😐 😞 I can connect sentences.

- 😊 = This is easy
😊 = This is okay
😊 = This is difficult

Vocabulary



Tip: Focus on spelling

Highlight all the double letters (“ll”, “dd”, “oo”, “rr”, “ss”, “pp”). Then highlight all the “ck”. Practise spelling these words.

English	Example sentence	German
2 to be shocked [ʃɒkt]	She was shocked when she saw it was her picture.	schockiert sein
profile picture [ˈprəʊfaɪl pɪktʃə]	It was her profile picture on Facebook.	Profilbild (das)
lawyer [ˈlɔɪə]	She asked a lawyer for help and found another pullover.	Anwalt (der), Anwältin (die)
all of a sudden [ɔ:l əv ə ˈsʌdn]	All of a sudden , he discovered the Fords on a poster.	plötzlich
good-looking [ɡʊdˈlʊkɪŋ]	Do you think he is good-looking ?	gut aussehend
to apologise [əpɒlədʒaɪz]	Finally, he apologised to the family.	sich bei jmdm. entschuldigen
social media [səʊl ˈmi:diə]	Posting photos on social media can be a problem.	soziale Medien (die)
embarrassing [ɪmˈbærəsɪŋ]	You should be especially careful with embarrassing photos.	peinlich
linking word [ˈlɪŋkɪŋ wɜ:d]	Use linking words to connect the sentences in your text.	Verbindungswort (das)
photo album [ˈfəʊtəʊ ælbəm]	Why don't you try using the good old photo album instead?	Fotoalbum (das)
3 at least [ət li:st]	At least my brother seems to enjoy this.	wenigstens, mindestens
4 to be gone [ɡɒn]	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 [ɑ:tɪst]	For artists , the camera obscura was still very useful.	Künstler (der), Künstlerin (die)
landscape [ˈlændskeɪp]	Most early photographs showed landscapes and things rather than people.	Landschaft (die)
method [ˈmeθəd]	The best thing about this method was that people did not have to stand still.	Methode (die)
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 [ˈhelpfəl]	Artists found the camera obscura very helpful for their drawings and paintings.	hilfreich
to invent sth. [ɪnˈvənt]	The daguerreotype was invented by Louis Daguerre.	etw. erfinden
5 to order [ˈɔ:də] sth.	Listen to both parts of the interview and order the pictures.	etw. ordnen
collage [ˈkɒlɑ:ʒ]	You can make a collage or a poster.	Collage (die)
6 introduction [ɪntrəˈdʌkʃn]	Your text needs a short introduction .	Einleitung (die)
conclusion [kənˈklu:ʒn]	At the end, write a conclusion .	Abschluss (der), Fazit (das)
foreground [ˈfɔ:graʊnd]	In the foreground , there is a child with a cat.	Vordergrund (der)
background [ˈbækgraʊnd]	In the background , you can see a bed and a desk.	Hintergrund (der)

Create your own story

1 Focus on form: What will happen?

Write one sentence under each picture.



be sunny tomorrow •
go to the lake

1. _____



not get up • late for school

2. _____



rain tomorrow • stay at home

3. _____



go to the birthday party •
buy a present

4. _____



go to the doctor's •
stomach not hurt tomorrow

5. _____



be hungry • make a sandwich

6. _____

2 Writing: Create your own "Create your own story"

Why don't you make your own story for your friends? It's not difficult.

1. Think of a storyline and write it down in keywords.
2. Take a red pen and divide your story into different parts.
At the end of each part, there should be a decision, for example, "Should I answer the phone or not?"
3. Copy the keywords of each part onto a piece of paper.
4. Use more pieces of paper to write keywords for all new storylines, one for the storyline where the person answers the phone and one for the other storyline.
5. Give each piece of paper a number.
6. Check whether all storylines make sense.
7. Write down your story with all possible storylines. Add a sentence with a decision at the end of each part: "If you answer the phone, go to part 4. If you don't answer the phone, go to part 7."
8. Share your story with your friends.

What would you do?

3 Focus on form: What would you do?

Complete the sentences below. Some words can be used more than once.

be build buy go have learn own ~~play~~ sail tell

- If I played **1** the lottery, I _____ **2** a chance to win the jackpot.
- If I _____ **3** a lonely island, I _____ **4** a huge house by the beach.
- If we _____ **5** a yacht, we _____ **6** the seven seas.
- If they _____ **7** their father, he _____ **8** very angry.
- If my mum _____ **9** enough money, she _____ **10** a sports car.
- If you _____ **11** by bike more often, you _____ **12** fitter.
- If I _____ **13** more time, I _____ **14** to play the piano.
- If Brian and Leyla _____ **15** here this week, I _____ **16** jogging with them.

4 Reading: Giving advice

a) Complete the text with the correct sentence parts. There is one sentence that you won't need.

- which will break my heart
- My friends there are like my family,
- you can see and talk with your old band members
- However, my mom and I are probably going to move soon
- I won't have as many close friends there

by MusiclHappiness << March 20 10:38 p.m.

POST REPLY

My band is my family

I have been in the same band project for almost 9 years now. and I love the band leader and the way she runs the band. and our new place is two and a half hours away from the place where my band meets. Because of this, I shall have to leave the band and my friends, I know I shall not like any of the bands in the new place and . Please advise me on what I should do.

b) Write a reply message. Use phrases and structures from the coursebook.

If I were in your shoes, I would...

The next generation

5 Reading: What matters to you?

Read the texts below and complete them with the missing words.

- bullied chances connect cyberspace
fairly live offline politician teams world

What matters to "Generation We"?

Home
 FAQ
 Register
 Login

Members of "Generation We", we want to know what's important to you, what matters to you!

We know that you're always in touch with your friends – online and offline **1**.

You learn to work in _____ **2** and help each other. And it's very important to you to treat everybody _____ **3** and to be treated fairly yourselves. But what's really on your minds? Just write us a message below and let us know what you think.

To me it's important that all people have the same _____ **4** in life, whether they be men or women, no matter where they come from. I hate it when people are treated unfairly or _____ **5**. I fight for my friends and my classmates. I want to become a _____ **6** one day to fight for a world that's fair to everybody.

(Kim, 13)

As a "digital native", I live in a digital _____ **7**. Maybe the internet is more important to me than my home country. I've got friends all over the _____ **8**.

Sometimes, I don't even know where the people actually _____ **9** whom I meet online. One day, I'd like to travel and work around the world. I know that I can always return to the Internet, a place where I can _____ **10** with others and learn something new no matter where I am in the world.

(Nick, 14)

6 Writing: What I think about the future

And what about you? Write your own posting and join the discussion above. Use your own ideas or some ideas from the phrase builder.

I hate it when... • I mean, ... • I think that... • I want to... • Maybe I'll ... one day. • To me it's important that...	be in touch with friends • be treated fairly • debate stuff online • everybody is equal • fight for a fairer world • have the same chances in life • help each other • learn something new • live in a digital world • surf the web • talk more to people • travel and work around the world • treat everybody fairly • work in teams
--	---

7 Focus on form: the passive

Do you remember the story of Pookie and Hookie? In one of the story lines, Hookie is taken to hospital. There, he gets a huge plastercast and the doctor has to write what happened.

a) Write the doctor's note. Use the passive for the highlighted phrases.

1. Hookie: "Father Christmas gave me a flying skateboard last year."

Hookie was given a flying skateboard by Father Christmas last year.

2. "I loved it but I had to take it to the shop three times. Technicians repaired it."

The skateboard had to be taken...

3. "In the end, they gave me a brand new skateboard."
-

4. "On this day, my mum took me to Pookie in her flying car."
-

5. "I wanted to show Pookie some cool stuff on my new skateboard. But suddenly, it threw me off."
-

6. "I fell to the ground, and the skateboard hit my arm."
-

7. "The robot nanny picked me up and carried me to her flying car."
-

8. "She took me to hospital."
-

b) In the ambulance car, Hookie writes a short message to his mum and tells her what happened at the hospital. Write the short message in your exercise book and use the right active and passive forms.

Nurse Bayer ... (take) me to room 1. I ... (interview) about the accident by Doctor Senegal. Nurse Bayer ... (call) my mum and ... (tell) her what had happened. My arm ... (check) by the doctor. Then the nurse ... (give) me some medicine and the doctor ... (give) me a plastercast. After two hours, I ... (take) home by mum.

Nurse Bayer took me to room 1. I was interviewed ...

Check out

8

Listening: Advice on a radio show



X.XX



XXX

a) Listen to part of a radio show where a teenager asks for advice.

b) Tick the correct answers to the questions below.

- | | | |
|---|--|-------------------------------------|
| 1. How much does Pat use his mobile? | a) very much | <input checked="" type="checkbox"/> |
| | b) sometimes | <input type="checkbox"/> |
| | c) not very often | <input type="checkbox"/> |
| 2. What does he do with his smartphone? | a) getting information | <input type="checkbox"/> |
| | b) posting on social networks | <input type="checkbox"/> |
| | c) taking selfies | <input type="checkbox"/> |
| 3. Why doesn't he do some things? | a) because of his parents | <input type="checkbox"/> |
| | b) because there is no data included in his plan | <input type="checkbox"/> |
| | c) because of his friends | <input type="checkbox"/> |
| 4. What does the presenter suggest Pat should do? | a) don't ask his parents for permission | <input type="checkbox"/> |
| | b) invite his parents into a social media group | <input type="checkbox"/> |
| | c) talk to his parents | <input type="checkbox"/> |



I can understand a conversation about a familiar topic.

9

Focus on form: Conditionals

Circle the correct form to complete the sentences.

- If you eat • ate your vegetables, you'll have a healthier life.
- I would drive you to school if I **have** • had a car.
- If it **snows** • snowed tonight, we'll have a great day with our snowboards tomorrow.
- If you speak too loudly, you'll **wake** • you'd wake the baby up.
- I'll **make** • I'd make some tea if you boil some water.
- The baby won't eat any vegetables if she **isn't allowed** • weren't allowed to watch TV.
- If I were you, I'll **join** • I'd join the drama club.
- Mum would buy a new car if she **has** • had enough money.



I can express real and unreal conditions.

- = This is easy
 = This is okay
 = This is difficult

Vocabulary



Tip: Use sticky notes in your everyday life

Write words on small sticky notes and stick them to things around the house so that you see them from time to time.

English	Example sentence	German
1 space [speɪs]	In 2000 everyone will be able to travel to space .	Weltraum (der)
2 dinosaur ['daɪnəsɔː]	In the future, we will see dinosaurs in zoos.	Dinosaurier (der)
3 to ring the doorbell [ˈdɔːbel]	Before Hookie can ring the doorbell , Pookie opens the door.	an der Tür klingeln
flame [fleɪm]	Hookie puts out the flames .	Flamme (die)
ambulance [ˈæmbjələns]	He calls an ambulance for the nanny and phones Hookie's mum.	Rettungswagen (der)
office [ˈɒfɪs]	The father's office is in a large building.	Büro (das)
to forgive [fə'gɪv] sb.	Pookie was too proud to forgive Hookie.	jmdm. vergeben
4 to disturb [dɪ'stɜːb] sb.	If I disturb my mom now, she will be angry.	jmdn. stören
5 superhero ['suːpəhɪərəʊ]	If I were a superhero , I'd fight for what is right.	Superheld (der), Superheldin (die)
to stay up [steɪ 'ʌp]	I'd stay up all night.	aufbleiben
criminal ['krɪmɪnəl]	Criminals would be afraid of me.	Verbrecher (der), Verbrecherin (die)
6 to make friends	I don't want to change who I am, but I want to make more friends .	Freunde finden
hard-working [hɑːd'wɜːkɪŋ]	I'm a hard-working student.	fleißig
to fail [feɪl]	I failed my last test.	versagen, durchfallen
to pass [pɑːs] (a test)	Most of the people in my class usually pass the first time.	(eine Prüfung) bestehen
username ['juːzəneɪm]	Give your parents your username so they can see who your friends are.	Benutzername (der)
7 annoying [ə'noɪɪŋ]	My teachers say it's annoying and my parents even say it's dangerous.	lästig, nervig
to get on sb.'s nerves [nɜːvz]	My brother really gets on my nerves sometimes.	jmdm. auf die Nerven gehen
argument ['ɑːgjʊmənt]	Find arguments for and against having a smartphone.	Argument (das)
8 unsure [ʌn'sʊə]	Try not to sound unsure when you speak.	unsicher

Heart to heart



1 Reading: A tragic love story

a) Read the summary of a tragic love story and decide what is true for Lucy (L) or Sam (S).

Write *L* or *S*. Some things are true for both. There are two things which are not true for anybody.

Sam met Lucy in geometry class. They liked each other from the start: Sam often felt sad and lonely because his dad had died **recently**. Sam often talked about his feelings to Lucy, who was a good listener. It did not take long for Sam to believe that Lucy had a heart of gold. He fell in love with her. However, Lucy already had a boyfriend, Bob.



Info

Going to prom is very important for a lot of teenagers in the US. Many are very excited about prom night, and some plan the event very carefully. Usually, there is a prom queen and king.

Sam felt lovesick most of the time and didn't know what to do. Finally, he asked Lucy if she wanted to go to the cinema with him. And she said yes! She realised that she was actually in love with Sam, not Bob. So Lucy went out with Sam and both were extremely happy.

After some time, Sam asked Lucy if she wanted to go to prom with him. Again, she said yes! They booked a limousine¹ and were looking forward to their prom. But a few days before prom night, Sam read the first line of a text message from Lucy. It said: "I've been thinking about not going to prom ...". Sam was angry. He thought Lucy wasn't in love with him anymore. It broke his heart and he was extremely disappointed. He stopped speaking with Lucy just three days before the prom. Everybody wondered if he had a change of heart.

What Sam didn't know was what the rest of the text message said: "I've been thinking about not going to prom ... the dress doesn't fit anymore!! Just kidding ... But I think I'll have to buy a new one. I haven't been eating much in the last few weeks. I've been so nervous because of the prom."

¹ to book a limousine – eine Limousine mieten

Who ...

was not eating enough? L 1

stopped talking after prom night? _____ 5

felt hurt because of a message? _____ 2

wanted to use a special car? _____ 6

texted about a too small dress? _____ 3

lost a family member? _____ 7

was excited about prom night? _____ 4

broke someone's heart? _____ 8

b) Read the text again and highlight words or phrases that have the meaning of ...

only a joke

unhappy because of love

changed his mind

was a very kind person

~~not long ago~~

c) How might the story continue? Write a story ending of about 80–90 words. Express Lucy and Sam's emotions. Use words and phrases from the word bank.

Lucy tried to call Sam, but he wouldn't answer his phone. She ...



Word bank

be in a bad mood • confused • desperate • disappointed • feel sick at heart • from the bottom of one's heart • give in • have no choice • heartbroken • lovesick

Consequences

2 Listening: A tragic love story continued

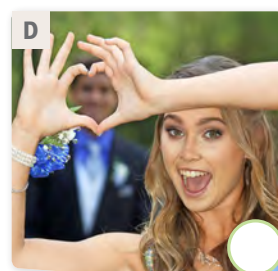


a) Listen to Lucy and her friend Candace and tick the statements that are true.

Lucy ...
 doesn't go to prom
 thinks not eating enough wasn't clever
 has bought a cheap dress
 enjoys prom night

Candace ...
 definitely wants to go to prom
 thinks that girls should go with a boy
 tells Lucy to listen to Sam
 tells Lucy they'll have lots of food

b) Look at the pictures. Tick the one that fits the story ending best.



c) What do you think is the main idea of the story? Tick the idea(s) you like best and add one.

boys don't listen and girls change their mind
 having fun is more important than having a
 special person to go to prom with

a bad experience can teach you something
 going on a diet doesn't help when you are
 lovesick

My own idea: _____

d) This is what Lucy says right before she leaves prom at three a.m. Match the sentence halves.

1. I'm so tired -

I haven't been thinking about Sam at all.

2. My feet hurt -

I've been singing along to pop songs for too long.

3. I'm not lovesick -

I've been chatting with my best friends.

4. I'm extremely happy -

I've been having fun at this party all night.

5. I have a sore throat -

because they kept asking me about the break-up.

6. I feel a bit bad -

my friends and I have been dancing for hours.

7. I'm annoyed at some of my classmates

I've been eating snacks all the time.

8. Finally I'm not hungry anymore -

I've been spreading rumours about Sam all prom night.

Expressing extreme emotions

3 Language in use: I've been crying my heart out¹

- a) Read the sentences about Teena, a typical teenager. Fill in the present perfect progressive forms of the verbs in the green box and add *for* or *since* where necessary.

dream

drink

have fun

listen

play

talk

tell

write

- I 've been dreaming about my crush since I woke up, but I am lovesick.
- I _____ to happy pop songs all morning, but I'm not happy.
- I _____ with my friends all week, but I feel sad.
- I _____ poems _____ last weekend, but I don't feel like Charlotte Brontë.
- I _____ to my best friend _____ hours, but I feel lonely.
- I _____ with my cat _____ half an hour, but I am nervous.
- I _____ coffee _____ six in the morning, but I feel tired.
- I _____ lies² _____ the last few minutes, and I don't feel bad!

¹ to cry one's heart out – sich die Augen ausweinen ² to tell lies – Lügen erzählen

- b) Write five similar sentences about Tony, another typical teenager, in your exercise book. What has he been doing *since when* or *for how long*? Use the words below and add your own ideas.

bored

chat with Teena

desperate

have fun with friends

ride a rollercoaster

sad

Tony's been riding a rollercoaster for thirty minutes, but he is so bored.

- c) Dylan is disappointed, Tyra is tired. Write sentences.

- lie on couch • two hours • too exhausted to answer phone

Tyra's been lying on the couch for two hours and she's even too exhausted

to answer her phone.

- "best friend" • spread rumours about Dylan and Tyra • last week
- text Tyra • two months • but nobody to go to prom with
- jog • all morning • want to fit in prom dress
- wait for Tyra's call • yesterday
- study for an important exam • three weeks
- stay up late to chat with Dylan • too long
- learn French • September • can only say "Au revoir!"



Tip

Use "for" for a period of time, "since" for a point in time!

Tell me more!

4 Writing: Non-defining relative clauses

Read Sam's emotional story and add non-defining relative clauses, in which you make the text more informative by adding your own ideas. Use *who*, *which* and *where*.

He's been sitting there for hours. It's a hot day, but Sam is wearing elegant clothes.

He's wearing elegant clothes, _____ 1,

because it's prom night, *which he has been looking forward to for weeks* 2.

"Maybe she will come? Pick me up?" He's been thinking about the same thing for hours.

But Lucy, _____ 3, does not come.

Sam doesn't go inside the house, _____ 4.

He can't tell his parents that he doesn't have anyone to go with. And what would his

older brother, _____ 5, say?

It's so embarrassing that Sam hides his face. Maybe she's going out with her friends,

_____ 6? It's hopeless. She will never

speak to him again. It's over. He's just glad that one girl can break your heart only once.

But this one time feels like hell!

5 Reading: How to stop being lovesick

but

however

first

~~this is why~~

a) Read the text and fill in the linking words.

finally

of course

furthermore

for example

_____ 1, find out if you really are lovesick. Signs to look out for are, _____ 2, feeling sick and exhausted and a changed appetite. You might not want to eat anything anymore or you might eat much more than usually.

This is why 3 you should make sure to eat healthy foods and to drink enough water.

_____ 4, a little bit of dark chocolate is ok if it makes you feel better.

Some might find it helpful to delete any photos that make them even more lovesick,

_____ 5 others might want to collect nice things in a memory box. _____ 6, make sure to put the box away so that you don't have to see it all the time!

_____ 7, you should be kind to your body and get active. Call a friend to go on a walk together. Spending time with other people helps you to think positively.

_____ 8, writing about your feelings can help. Use a diary or try writing poems.

b) Tick the correct answer. This text ...

tells a story expresses emotions gives advice treats an illness

Check out

6 Listening: It's been a bad day



a) Listen to the dialogues. Fill in the gaps and tick if the sentences are true or false.

- The boy is talking to his mother.
- The girl is talking to _____.
- Both are talking about something that makes them feel _____.

- The boy has been staying out late a lot recently.
- The boy finds it hard to concentrate on school work.
- The boy's mother thinks he should stop thinking about someone.
- The girl's friend can see that she is not feeling well.
- The girl and the dog were playing on the street.
- The girl hasn't had Cody for a long time.

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"/>

b) Listen again and match the feelings below with the speakers. Write the correct numbers (boy = 1, mother = 2, first girl = 3, second girl = 4) next to the emotions.

- | | | |
|-------------------------|---------------------------|--------------------|
| 1. understanding: _____ | 3. sad: _____ | 5. angry: _____ |
| 2. hopeless: _____ | 4. disappointed: <u>2</u> | 6. lovesick: _____ |



I can understand a recording when people speak slowly and clearly, e.g. conversations about difficult situations.

7 Writing: Don't worry – it's just a story!

Complete the text. Each line stands for a letter.

I need to take a deep b _____ **1** . My eyes are s _____ **2** because I've been
c _____ **3** for hours. My lungs are on f _____ **4** because I've been s c r e a m i n g **5**
so loudly. Is there anything that can put me in a good _____ **6** ?

From the b _____ **7** of my heart: it's a good thing that this is just a story; in real life I
couldn't live with that kind of worry¹!

¹ worry – Sorge



I can complete a story by adding words that express emotions.

- = This is easy
- = This is okay
- = This is difficult

Vocabulary



Tip: Buddy books

Do you remember the buddy book you made in unit 3? A buddy book is also very useful for working with words. Make a new buddy book in which you write the words you like best or find difficult.

English	Example sentence	German
0 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)
1 to grow up [grəʊ 'ʌp]	What do you want to be when you grow up ?	erwachsen werden
heaven ['heɪvən]	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)
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)
2 to break sb's heart	Sam broke my heart.	jmdm. das Herz brechen
honestly ['ɒnɪstli]	Honestly , I didn't want to hurt you.	ehrlich, wirklich
3 to drown [draʊn]	Help, I'm drowning !	ertrinken
lungs [lʌŋz]	I can't breathe and my lungs are burning.	Lunge (die)
blood [blʌd]	I think he's hurt, there's blood on his shirt.	Blut (das)
to scream out [skri:m 'aʊt] for sth.	My whole body is screaming out for air .	nach etw. schreien
to kick [kɪk] (hard)	I kick and kick until I get to the surface.	hier: strampeln, mit den Beinen schlagen
thought [θɔ:t]	I just have one thought .	Gedanke (der)
to sink [sɪŋk]	I can feel my body begin to sink .	sinken
exhausted [ɪg'zɔ:stɪd]	The boy is too exhausted to swim to the surface.	erschöpft
4 to dive [daɪv] – dove [dəʊv]	I have been diving for too long.	tauchen
annoyed [ə'noɪd]	The girl in picture 4 looks annoyed .	verärgert, genervt
5 operation [ɒpə'reɪʃn]	The doctor is trying to use pig hearts in operations .	Operation (die)
although [ɔ:l'dəʊ]	The doctor agrees to try the operation on Cameron, although it has never been done before.	obwohl, allerdings
bottom ['bɒtm]	Finally, he is able to touch the bottom of the pool.	Boden (der), Grund (der)
6 to repeat sth. [rɪ'pi:t]	Highlight words that are repeated .	etw. wiederholen
7 poem [pəʊm]	Read the first four lines of the poem by Charlotte Brontë.	Gedicht (das)
8 embarrassed [ɪm'bærəst]	She feels embarrassed about what happened.	sich genieren, peinlich berührt sein

Life in Canada

1

Listening: A year in Montreal



- a) Bree has just come back from her exchange year¹ in Montreal. Listen to the dialogue.
- b) Listen again and complete the text below with the adverbs of frequency from the text.



Bree spent the last 10 months in Montreal. She's always **1** looking for new adventures. It was difficult when she left her family and friends for one year. Everything was new for her: the house, the host family², the food, the school, the teachers, the language, and of course, the country. It was _____ **2** hard to be in a new country, but not very _____ **3**. She was _____ **4** very busy with her school work: learning French and also getting to know lots of new things. Montreal was new to her. It's a great place where you can _____ **5** go to the museum, or _____ **6** hang out in parks and walk around town. She was _____ **7** really bored. She had a great host family and they _____ **8** took her to nice places. Her host family was _____ **9** there for her, and she had cool teachers.

- c) Match the adverbs of frequency and draw lines. Write a word/phrase with the same meaning.

100%	sometimes	_____
90%	never	_____
75%	usually	_____
50%	always	_____ <i>all the time</i> _____
0%	often	_____

¹ exchange year – Austauschjahr ² host family – Gastfamilie



Nature in Canada

2 Reading: A postcard from a national park

a) Read the postcard and complete it with the expressions below. Write the numbers.

Dear Uncle Bryan,

Greetings¹ from Canada 😊 Our trip to our first national park started off ... **1**. Yesterday we were ... **2** when we saw some moose and caribous. And then we saw some buffaloes. It was ... **3** in the morning, when they came out of the forest. We watched them for nearly 10 minutes, but then they ran away. They're ... **4** animals and they're ... **5** to watch. I'll write again soon...

Your nephew,
Ryan



TO:
Bryan Sumner
84 St. George's Road
Bristol
EW1F 7KL
Great Britain

_____ quite early _____ extremely interesting _____ quite clever

_____ extremely lucky 1 _____ quite well

b) Read Ryan's postcard again and tick T (= true) or F (= false).

- | | T | F |
|--|--------------------------|-------------------------------------|
| 1. Bryan writes a postcard about his exchange year in Canada. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Bryan is on a trip in Canada with his family. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He and his family are somewhere in a Canadian national park. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In his postcard Bryan says that he almost saw moose and caribous. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. They watched some buffaloes in the morning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Bryan thinks that buffaloes are extremely boring to watch. | <input type="checkbox"/> | <input type="checkbox"/> |

c) Imagine you are on holiday somewhere in Canada. Write a postcard to your best friend. Use at least four words from the green box.

national park • almost • nature • extremely • very • city • animals • sights

¹ Greetings – Grüße

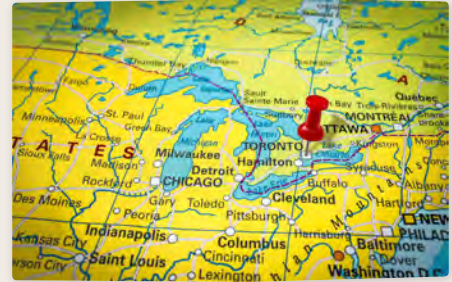
Big city life

3 Language in use: Prepositions

- a) Read the informative text about Toronto. Then underline the prepositions.



Toronto is the largest city in Canada. It is also the capital of the province of Ontario. Toronto isn't only a popular destination for tourists, it's also the center for culture and business. The Toronto region was home to the Seneca and the Mississauga, First Nation tribes, before Europeans came to this area. Toronto has always been an important place for exchanging goods, but it's also a great place for art, culture and entertainment.



- b) Match the sentence halves about Canada and its attractions.

- | | | |
|---|-------------------------------------|---|
| 1. You can find moose and buffaloes ... | <input type="checkbox"/> | by many people from all around the world. |
| 2. Bald eagles have a brown body... | <input type="checkbox"/> | from snow-covered mountains to beaches. |
| 3. Every year Vancouver is visited... | <input checked="" type="checkbox"/> | in national parks all around Canada. |
| 4. The city of Victoria is the capital... | <input type="checkbox"/> | with a white head and tail. |
| 5. In Canada you can get it all: | <input type="checkbox"/> | of the province of British Columbia. |

4 Vocabulary: Quiz time

- a) Read the descriptions below and find the correct noun (Coursebook unit 11, task 8b).

- The general weather conditions found in an area = c l i m a t e (4th letter)
- A raised¹, high part of the earth = _____ (6th letter)
- One of the areas that a country is divided² into = _____ (1st letter)
- City that is the center of a country's government = _____ (7th letter)
- An area of sand or small stones near the sea = _____ (2nd letter)

- b) Use the information in brackets to find the solution.

Answer → m _____

¹ raised – erhöht ² divided – geteilt



Tip

It's a type of large tree that grows in the northern areas of the world.

5 Focus on form: Conditional I and II

a) Read the sentences. Then say if they are conditional I or II and underline the verbs that tell you so.

1. If we went to Canada, I would buy some nice souvenirs for you. II
2. We will get a taxi, if we miss the bus for our city tour in Vancouver. _____
3. If I play really well tomorrow, our team will be in the play-off¹ in Ottawa. _____
4. I would travel to North America, if I had more money. _____
5. If my parents let me, I would go on an exchange year in Canada. _____

b) Read Brandon's diary entry. Complete the text with the verbs in brackets.

Dear diary,

If I had **1** (have) more money, I _____ **2** (travel) the world. The first country would be Canada. If _____ **3** (get) the chance to go to Canada, I would take my family with me. Money isn't the only problem: I'm also afraid of flying. If I weren't afraid of airplanes, it _____ **4** (be) very easy for me to travel. It would make me very happy if I _____ **5** (see) the beautiful mountains, rivers and coasts of Canada. ... I have to go to bed now. If I didn't have a Maths test tomorrow, _____ **6** (write) more. See you tomorrow ... Brandon

c) Tick the things that you would do if you went to Canada.

If I went to Canada, I would...

- visit Vancouver. go to national parks. go camping in the forest.
- see Niagara Falls and the big lakes. watch wildlife such as moose and bears.
- like to see Montreal. go hiking, swimming and biking. eat seafood such as fish.
- like to learn about Canada's history. like to visit the French-Canadian east.

d) Write a text (~ 80 words) in your exercise book about the things you would do in Canada.

¹ play-off - Ausscheidungsspiel

Check out

6 Reading: Canada's top tourist destinations

Read the texts below and match the headlines from the green boxes.

Banff National Park

Nova Scotia

Québec and Québec City

~~Niagara Falls~~

Ottawa

1. Niagara Falls

This place is one of the most beautiful natural attraction in North America. It is a series of waterfalls that are located on the Niagara River. This river runs between the province of Ontario in Canada and the state of New York in the USA. Millions of people from all around the world visit this place every year.



2. _____

This national park is located in southwestern Alberta, Canada. It's about 128 km west of the city of Calgary. It isn't only Canada's most famous and popular national park, it's also Canada's first national park (1887). It's not only a famous winter sports location, but has many attractions in summer, too. You can go whitewater rafting,¹ hiking, golfing, mountain biking, canoeing, and bird-watching.



3. _____

This is the largest province in Canada and its capital has got the same name. The province and its capital city are located on the country's east coast. This city is one of the oldest settlements in North America. French is the official language here.



4. _____

This area is also called New Scotland because in the 17th century settlers from Scotland came to this area. It's famous for its seafood, as it's located near the sea. Its capital, Halifax, played an important role in rescuing survivors² from the Titanic more than hundred years ago.



5. _____

For a capital city, this town is really small and very friendly. In fact, it's much smaller than the big cities Toronto and Montreal. Canada's capital is bike-friendly, peaceful and a great starting point³ for getting to know the Canadian wilderness and great for people who prefer smaller cities to bigger ones.



¹ whitewater rafting – Wildwasserkanufahren ² survivors – Überlebende ³ starting point – Ausgangspunkt/Ausgangsort



I can understand a text about a familiar topic that I have learned of before.

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

Vocabulary

**Tip: Practice is the key!**

The best way to learn a language and new words is to practise. You can write a few words every day. For example, choose three words and write them three to four times. You can also make sentences with these words. This helps you to learn not only the words, but also their meaning.

English	Example sentence	German
1 clue [kluː]	Look at the photos and read the clues below.	Hinweis (der)
coastline ['kəʊstlaɪn]	This country has got the longest coastline in the world.	Küste (die)
3 Canada ['kænədə]	What do you already know about Canada ?	Kanada (das)
Canadian kə'neɪdɪən]	Canada's two main cultures are French-Canadian and Canadian .	kanadisch
province ['prɒvɪns]	I live in the province of Québec.	Provinz (die)
eastern ['iːstən]	The province of Québec is in eastern Canada.	östlich, Ost-
common ['kɒmən]	The Cree language is the most common native language in Canada.	gängig, verbreitet
4 wildlife ['waɪldlaɪf]	National parks in Canada are important to protect nature and wildlife .	Tier- und Pflanzenwelt (die)
5 beaver ['bi:və]	Other animals that you can see here are bears and beavers .	Biber (der)
buffalo ['bʌfələʊ] (pl. buffaloes)	Jemma was lucky to see some bears and buffaloes in the national park.	Büffel (der)
deer [diə]	There are different types of deer in this park.	Hirsch (der)
region ['riːdʒn]	They live in specific regions of Canada.	Region (die)
6 postcard ['pəʊstka:d]	Read Jemma's postcard to her best friend Millie.	Postkarte (die)
7 attraction [ə'trækʃn]	The video is about Vancouver's different attractions .	Attraktion (die), Sehenswürdigkeit (die)
entertainment park [entə'teɪnmənt pa:k]	There is a great entertainment park an hour from here.	Vergnügungspark (der)
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
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)
8 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)
10 exist [ɪg'zɪst]	This land bridge still exists .	existieren, bestehen
11 include [ɪn'klu:d]	Speak for about 2 minutes and include these topics.	einbeziehen, miteinschließen

An extra cool birthday party

1 Reading: Invitation to the birthday party

- Read Carly's invitation to her birthday party.
- Fill in the missing information. Go back to the text in the CB, p. 96 if necessary.



- Write a short text replying to Carly's invitation.

2 Reading: Who says what?

Go back to scenes 1 and 2 and find out who says the sentences below. Write down their names.

- Reuben "Our rock band's going to play at the Aquarius?"
- _____ "I can't wait! A birthday in your dad's club will be soo cool, Carly!"
- _____ "Well, I certainly won't be inviting her!"
- _____ "Lucy and her gang are saddos."
- _____ "This is like your old man's playlist, right?"
- _____ "Guess what! Reuben's coming to the Club after school today!"
- _____ "I don't think the band'll be able to play after all..."
- _____ "That excuse was soo lame!"

Nobody wants to come to the party

3 Reading: Gaia and Carly's late night chat

Carly is tired because she really has been texting her friend Gaia all night...

a) Read Gaia and Carly's late night chat.

Carly 10:22 p.m. Hey Gaia, are you awake?

Carly 10:28 p.m. Gaaaaiaaaaa... I really need you! 😭

Gaia 10:34 p.m. Hey Carly... *yawn* What's up?

Carly 10:34 p.m. Have you already been sleeping?

Gaia 10:35 p.m. 😴 Yes, I have. But... don't worry. What's on your mind?

Carly 10:35 p.m. I have been thinking about today ... You know, about Aisha and Reuben. They were so strange today. Not been able to talk to either of them since. 😞

Gaia 10:36 p.m. Don't worry. I'm sure they just had a bad day. Don't think about it. 🙄

Carly 10:37 p.m. You really think so? I mean ... Reuben was so excited in the morning that he could play at my dad's place. And suddenly these lame excuses. They are booked somewhere else ... And he's getting a sore throat.

Gaia 10:38 p.m. You're right. That's really strange. Reuben has been trying to play at a cool location for a long time now. And suddenly he turns down¹ your offer? 😞

Carly 10:39 p.m. And Hannah? She has always been at my birthday parties! I think Lucy and the gang have something to do with it ...

Gaia 10:40 p.m. 🙄🙄🙄🙄

¹ to turn sth. down – etwas ablehnen

b) Decide whether the statements are T (= true) or F (= false).

- | | T | F |
|---|--------------------------|-------------------------------------|
| 1. Gaia is mad that Carly woke her up. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Gaia thinks it's Lucy's fault that Aisha and Reuben behaved so strangely. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Reuben didn't like the idea of playing at the Aquarius from the beginning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Reuben's band has had many concerts at cool locations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Hannah's never missed any of Carly's birthday parties. | <input type="checkbox"/> | <input type="checkbox"/> |

A happy end?

4 Reading: Cyberbullying

Read the text below and complete it with the missing words. There are two extra words you do not need.

comment copied get away home
internet over posted quickly teacher
~~technology~~ text thousands

Cyberbullying is when someone uses technology **1** to send around mean or embarrassing messages. It might be in a _____ **2**, e-mail, or in a post online. Messages on the internet can be _____ **3** and sent around to more and more people quickly. Therefore, victims of cyberbullying often feel they can't _____ **4** from the bullying. Imagine a classmate has _____ **5** a photo of themselves online. Someone makes a mean _____ **6** about it. That photo is shared, liked, or reposted and soon _____ **7** of people have seen it – even people the person doesn't know. That's why cyberbullying can be extra hurtful: it's public, it spreads _____ **8**, and it's 24/7¹. If someone is bullying you at school, when you leave for the day it's _____ **9**. But cyberbullying can follow you _____ **10**, and continue all night.

¹ 24/7 – twenty-four hours seven days a week, ununterbrochen

5 What to do against cyberbullying

Match the tips below.

- | | | |
|---------------------------------------|-------------------------------------|---|
| 1. Never give away your passwords – | <input type="checkbox"/> | a. Don't do anything you can't take back. |
| 2. Think before you post. | <input type="checkbox"/> | b. think how you'd feel if someone said that about you. |
| 3. Never post online anything that | <input type="checkbox"/> | c. You can do this in any social network. |
| 4. Anything you post online can | <input checked="" type="checkbox"/> | d. not even with your friends. |
| 5. When you post a comment, | <input type="checkbox"/> | e. you wouldn't tell everybody. |
| 6. If you are being cyberbullied, | <input type="checkbox"/> | f. help this person. |
| 7. Report bad comments and photos. | <input type="checkbox"/> | g. be sent to everyone, including your teachers. |
| 8. If you know someone being bullied, | <input type="checkbox"/> | h. tell your parents or an adult. |

6 Focus on form: Present perfect progressive tense

What happened to Carly was quickly posted and reposted on social media. Many people shared Carly's story and gave her "likes" for her courage. A few days after the party, Carly was interviewed for a youth website about cyberbullying.

a) Complete the interview with the correct forms of the present perfect progressive.

Say no to cyberbullying

Search ...

🔍

[🏠 Home](#)
[❓ FAQ](#)

[✍ Register](#)
[🔑 Login](#)

Interviewer: Hello Carly, may I ask you a few questions?

Carly: Sure. I'm happy to talk about my story. Maybe I can help other young people so that something like that won't happen to them.

Interviewer: Cool. Thank you very much. First of all: How are you?

Carly: I'm fine, really. It's true, I have been going **1** (go) through a lot since I sent out these invitations. But I'm happy that everything turned out OK in the end.

Interviewer: You do look a bit exhausted, to be honest. Are you tired after all that has happened?

Carly: Yes, I do feel a bit tired. I mean, I _____ **2** (try) for days to find out what _____ **3** (go) on exactly. Why all my friends suddenly _____ **4** (behave) so strangely. That was really the worst.

Interviewer: Who was there for you during that difficult time?

Carly: I'm so thankful and happy that my best friend Gaia _____ **5** (support) me the whole time. She never let me down. One day, I chatted with her in the middle of the night.

Interviewer: Carly, is there anything you have learned? Anything you would like to share with our readers?

Carly: Certainly. See, I still feel sad and hurt because I _____ **6** (fight) against anonymous hate messages for so long. It never goes away completely. I'd like to tell everybody out there: Think before you post. Everything you post online can be shared with anybody. Before posting a mean comment, step back and think if you would like to read something like that about yourself.

Interviewer: Thank you so much, Carly, and all the best for the future!

b) Is there anything else you would like to ask Carly? Write two more questions and answer them.

Check out

7

Listening: What works to stop cyberbullying



a) Listen to a podcast on cyberbullying. Then match the headlines and the advice. Draw lines.

Blocking offenders	If they are ignored, offenders often get bored because they enjoy seeing people's reactions. They might stop sending messages if there aren't any.
Ignoring cyberbullying	But it's important to decide for yourself – you shouldn't give up something you like only because someone is mean to you.
Reporting to parents	Offenders can be banned from the social network. Take screenshots and show them to a parent or teacher.
Taking a break	Parents are there to listen to your problems and discuss with you what you could do. Keeping problems to yourself can make you feel sad and lonely.



I can understand a podcast.

8

Writing: Stop cyberbullying!

Complete the information leaflet with the advice from above.

Let's stop cyberbullying together!

Here's what you can do if you have problems or if you want to help a friend.

1. Blocking: Block offenders and report them so that they

are banned from the social network **1**.

If you block an offender, you should

_____ **2**

and show them to a parent or a teacher.

2. Ignoring: If you ignore the cyberbullying, it often stops. Some offenders

_____ **3**

when nobody reacts. They enjoy seeing people's reactions and

_____ **4**

if there aren't any.

3. Reporting: Report cyberbullying experiences to your parents. They are there to

_____ **5**

and to discuss with you what you could do.

Keeping problems like cyberbullying to yourself can make you

_____ **6**

4. Taking a break: Why don't you take a short break from social media or

_____ **7**

altogether? It's important that you decide for yourself that you really want to do that. You shouldn't have to give up something you like only because

_____ **8**



I can write an information leaflet about a familiar topic.

- = This is easy
- = This is okay
- = This is difficult

Vocabulary



Tip: Use online quizzes

Practising little and often is the best way to improve your vocabulary. Many online websites offer free quizzes. They are fun and let you work on your vocab.

English	Example sentence	German
1 bullying ['bʊliɪŋ]	Stop bullying at our school!	Mobbing (das)
lead singer [li:d 'siŋə]	Reuben is the lead singer in the school rock band.	Leadsänger (der), Leadsängerin (die)
2 thumb [θʌm]	Don't put your thumb into your mouth!	Daumen (der)
3 to give high five [haɪ 'faɪv]	The band members give high fives .	abklatschen
awesome ['ɔ:səm]	How awesome is that?	hier: spitze, super
4 notebook ['nəʊtbʊk]	Carla is writing in her notebook .	Notizbuch (das)
eyeliner ['aɪlaɪnə]	Gaia is putting on eyeliner .	Eyeliner (der)
to shrug [ʃrʌg]	She shrugs and continues to write.	die Achseln zucken
silly ['sɪli]	He's coming to do a sound check, silly .	Dummchen (das)
excuse [ɪk'skju:z]	Can you believe he used this excuse ?	Ausrede (die)
upset [ʌp'set]	Carly looks very upset .	traurig, bestürzt
5 loser [lu:zə]	Everyone thinks you're a loser .	Verlierer (der), Verliererin (die)
to slam [slæm] the door	You can hear the front door slamming .	die Tür zuschlagen
6 appetite ['æpətait]	I can't sleep and I've lost my appetite .	Appetit (der)
7 sweetheart ['swi:thɜ:t]	Have you had a good day, sweetheart ?	Schatz (der), Liebling (der)
cyberbullying ['saɪbəbʊliɪŋ]	Sending mean messages on social media is cyberbullying !	Cybermobbing (das)
8 to suggest [sə'ʒest] sth.	So what do you suggest we do?	etw. vorschlagen
10 to be jealous ['beɪləs] of sth.	Her dad's left the family so she's jealous of mine.	eifersüchtig auf etw. sein
happiness ['hæpɪnes]	I finally realised they were really just jealous of my happiness .	Glück (das)
12 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 fən'tæstɪk]	She feels miserable because she's being bullied.	elend, unglücklich

No, I don't think so!

1 Reading: Banning smartphones from school



a) Read the letter from a headmaster.



Linden Middle School
15425 Lobdell Rd
Linden, MI
48451

Dear students,

Smartphones have become part of our everyday lives and of the lives of young people. They have many functions which improve our lives. However, smartphones can also have many negative effects when they are not used carefully in school:

- Pupils often check smartphones for new messages in lessons.
- Pupils text each other unpleasant or mean messages. Incidents of cyberbullying have been reported.
- Pupils who use headphones in the corridors make it hard for us to talk to them.

The rules we have put in place to solve these problems are as follows:

- Smartphones and headphones are not allowed in lessons and in breaks at any time.
- They can be used before and after school.

If you don't follow these rules, your mobile phones may be taken away. I ask you to speak with your parents about the use of smartphones in school and the new rules of the house.

A. McNaughton
Headmaster

b) Write an answer to the headmaster. Look at the "useful phrases" box in the coursebook to say why you agree/disagree with the ban. Write about the following points:

~~call for help in an emergency~~

cheat on a test

cyber bullying

pass time in the break

distraction from what's going on in the lesson

look up information online

play games

I don't really agree with that idea. I think pupils should use smartphones in class for learning.

Controversial topics



2

Writing: An online discussion

a) Complete the texts with the letters a–h of the missing sentences below the texts. There are two sentences you don't need.

Opinion: Should smartphones be banned from school?

In many schools, smartphones are not allowed. Teachers are worried that their students don't pay attention in class and send messages around all the time. There are pros and cons to this topic. What do you think? Share your opinion and join the discussion!

Post your opinion

I think it's good that smartphones are being banned from some schools. I wish they were banned from my children's school as well. With all those apps that are available nowadays, **c** **1**. They send messages around instead of listening to the teacher. _____ **2**, I wouldn't allow any smartphones. (Emma, Atlanta)

I must say, I don't like the idea of banning smartphones from school. Pupils should learn how to use smartphones to learn _____ **3**. Modern phones are light enough to carry anywhere. Pupils can take them outside _____ **4**. (Liam, Denver)

All of us, teens and adults, are using our smartphones too much anyway. Cheating at exams is the worst problem for me. Pupils can scan their notes on their phones or _____ **5**. Or they google exam questions and copy _____ **6**. Smartphones make it far too easy for pupils to cheat. (Amelia, San Francisco)

a. If I were a teacher	e. use text messages to cheat
b. The world of education is changing	f. and to use them for research
c. teenagers can't pay attention in class	g. There is more and more bullying
d. and take pictures of plants or animals in the field	h. whatever they find online

b) Complete the posting below with phrases to agree or disagree.

a good

really agree

think

~~your point~~

Emma, I see your point **1**, but I think it's up to the teachers to make rules in the classroom. If teachers make their lessons interesting, no pupil will play around on their smartphones. Liam, that's _____ **2** point. I _____ **3** so too. Pupils could also use the voice recorder on their phones to help with their language learning. Amelia, I don't _____ **4** with that idea. You don't have to ban smartphones completely to stop pupils from cheating. If I were a teacher, I'd just tell my pupils to put their phones in their schoolbags during a test. (Logan, New York City)

76 seventy-six

Structuring ideas

3 Reading: School uniforms

Put the text in the correct order.

Introduction	1.	e
Positive arguments	2.	
	3.	
	4.	
Negative arguments	5.	
	6.	
	7.	
Summary	8.	



a. But there are also disadvantages. First of all, pupils wearing a school uniform can't show their taste and personality.

b. In conclusion, school uniforms can make sure that all students have the same chances in education. However, they don't allow you to show your individual style when you can't dress as you like.

c. First, at schools with school uniforms the pupils look more formal and more professional.

d. Second, school uniforms can be quite expensive. At some schools, you have to buy a specific brand, which can be expensive.

e. In Great Britain, every pupil has to wear a school uniform. There are advantages and disadvantages. I will look at both sides.

f. The second point is that you are not laughed at or bullied if you can't buy expensive designer clothes.

g. Lastly, pupils wearing a uniform often feel proud to be a part of their school.

h. Finally, many school uniforms are not comfortable to wear. Many girls don't like to wear skirts, which is a part of most girls' uniforms.

4 Focus on form: Adverbs of frequency

always

usually

often

sometimes

rarely

never

a) A teenager is interviewed about her use of smartphones and TV. Complete the sentences. Use adverbs of frequency.

Interviewer: I'd like to talk to you about your use of smartphones and the media.

Pam: Sure, why not? What do you want to know?

Interviewer: OK, first question – how often do you watch TV?

Pam: I don't watch TV very often **1**. In fact, I _____ **2** watch my

favourite programmes on TV, you know, sit-coms or reality shows. I _____ **3** watch them on my smartphone when I'm on the bus to school.

Interviewer: What do you watch on TV then?

Pam: That's hard to say. You know, I _____ **4** watch anything on TV where I have

to pay much attention. I _____ **5** watch sports programmes on TV or music shows, but that's just once a week or so.

Interviewer: What else do you do with your smartphone?

Pam: Oh, I do lots of things. My favourite activity is taking photos. I _____ **6** take

lots of pictures when I'm out in the streets, but I _____ **7** share them on

social media. I know that sounds strange because people _____ **8** share their smartphone pictures, but I don't.

Interviewer: Why don't you do that?

Pam: I don't know. It doesn't feel right. You know, I love taking photos of people. And people

_____ **9** don't like their photo to be shared online. I _____ **10** print out the photos I like best and hang them up in my room.

Interviewer: I like that. Thanks very much for talking to me about your life. And all the best for your career as a photographer!



b) Listen to the audio and check your answers.

c) What do you like to do with your smartphone and how regularly do you do it? Fill in the table and then write a short text about it.

	watch	listen to	take photos of	play
always				
usually				
often				
sometimes				
rarely				
never				

Check out

5 Listening: Pros and cons



a) Listen to Isabella and Benjamin talking about zoos.

b) Read the statements and decide whether they are T (= true) or F (= false).

	T	F
1. Ben wants to go to the zoo.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Ben thinks that animals have no rights.	<input type="checkbox"/>	<input type="checkbox"/>
3. Isabella says that zoos are not only fun places.	<input type="checkbox"/>	<input type="checkbox"/>
4. Most animals that live in a zoo are endangered.	<input type="checkbox"/>	<input type="checkbox"/>
5. Racoons, meerkats or bears are mostly not endangered.	<input type="checkbox"/>	<input type="checkbox"/>
6. Isabella thinks that for animals living in a zoo is like living in nature.	<input type="checkbox"/>	<input type="checkbox"/>
7. Ben doesn't know what an "animal sanctuary" is.	<input type="checkbox"/>	<input type="checkbox"/>
8. In an animal sanctuary people can buy farm animals.	<input type="checkbox"/>	<input type="checkbox"/>
9. There isn't any animal sanctuary nearby.	<input type="checkbox"/>	<input type="checkbox"/>
10. Ben wants to visit a sanctuary.	<input type="checkbox"/>	<input type="checkbox"/>

c) Complete the sentences below with words from the green box. There are two words too many.

~~cages~~ • circus • education • entertainment • learn • living • money • nature • nobody • place • protect • rights

1. In a zoo, animals are put in cages **1** just for **2**.
2. I think that animals have **3** too.
3. For me, a zoo is a **4** for **5**.
4. People can **6** why it's so important to **7** endangered animals.
5. **8** in the zoo is not like living in **9**.
6. I agree that an animal sanctuary is a **10** for animals that nobody wants.

😊 😐 😞 I can understand a conversation about a familiar topic and find detailed information.

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

Vocabulary



Tip: Draw vocabulary trees

Vocabulary trees help you to learn words that belong together. You learn how to think in vocabulary groups. When you see a cup you will quickly think of other kitchen words such as knife, fork, or plate.

English	Example sentence	German
disagree [dɪsə'gri:]	I disagree . This is a bad idea.	anderer Meinung sein, nicht zustimmen
1 to be kidding ['kɪdɪŋ]	Are you kidding ?	scherzen, Spaß machen
3 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)
5 I see your point.		Ich verstehe, was du sagen willst.
to be out of the question	That's out of the question .	nicht in Frage kommen
6 discussion [dɪs'kʌʃn]	Some people love to join a discussion in an online forum.	Diskussion (die)
minimum age [mɪnɪməm '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)
pros [prəʊz] and cons [kɒnz]	There are pros and cons to this topic.	das Für und Wider, das Pro und Kontra
sporting event ['spɔ:ɪŋ ɪvent]	They have to ask their parents to drive them to sporting events .	Sportveranstaltung (die)
car crash ['kɑ: kræʃ]	Most teenagers die in car crashes .	Autounfall (der)
overweight [əʊvə'weɪt]	There are so many overweight people around because they use their cars all the time.	übergewichtig
traffic light ['træfɪk laɪt]	He checks his social media at every traffic light .	Ampel (die)
7 Drop us a comment!		Schreibe einen Kommentar!
to ban [bæn] sth.	Let's ban mobiles from school.	etw. verbieten
to be unpopular [ʌn'pɒpjələ] with sb.	Banning smartphones from school is unpopular with teens.	unbeliebt bei jmdm. sein
8 Lastly,... ['lɑ:stli]	Lastly , smartphones cost a lot of money.	Schließlich, ...
To sum [sʌm] up,...	To sum up , you can use a smartphone in many positive ways.	Zusammenfassend, ...
10 cuddly ['kʌdli]	Many teenagers want to have a pet, a cuddly , warm friend to come home to.	knuddelig
to 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

Kiujn lingvojn vi parolas?*

* This is Esperanto and means *What languages do you speak?*

1 Language in Use: First, second and other languages

a) Read about Susanne and Santiago's language backgrounds and complete the texts with the expressions from the green box.

bilingual • foreign languages • ~~languages~~ • mother tongue • second language • study

1. Susanne

Interviewer: Hello, Susanne, what languages **1** do you speak?

Susanne: Hi! I speak German, English, French and a little bit of Spanish.

Interviewer: Wow! Why so many?

Susanne: Well my _____ **2** is German. That's what I learned when I was a baby. Then we moved here 11 years ago, and I've been speaking English since then, so I would say

I'm _____ **3**

Interviewer: And what about French and Spanish?

Susanne: I _____ **4** French at school, but I only know a little bit of Spanish because of Santiago!



2. Santiago

Interviewer: Hi, Santiago, tell us about your language background!

Santiago: I'm originally from Spain. English is my

_____ **5**.- I'm still learning it!

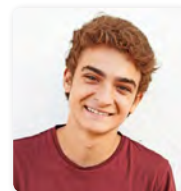
Interviewer: So you speak Spanish at home, don't you?

Santiago: Sí, hablamos Español en casa, con la familia, y ...

Interviewer: Ok, ok, back to English please! Do you study other

_____ **6** at school?

Santiago: Sí, yes, I have to study French, but I'm having a difficult time with it... too many languages at once, you know?



b) Write about your own language background.

Use the useful phrases box on page XX in your coursebook.



English around the world

2 Language in use: English as a world language

- a) Find and **highlight** ten more countries where English is spoken as an official language. ↖↗↘↙ and write them on the lines on the right.

	1	2	3	4	5	6	7	8	9	10	11		
A	S	M	A	L	T	A	R	K	O	I	P	1.	Kenya _____
B	Y	O	G	I	R	E	L	A	N	D	A	2.	_____
C	J	B	U	K	E	N	Y	A	N	R	K	3.	_____
D	A	A	F	T	E	X	Z	A	T	F	I	4.	_____
E	M	H	K	O	H	S	L	E	U	Y	S	5.	_____
F	A	A	T	N	C	A	N	A	D	A	T	6.	_____
G	I	M	L	S	E	S	F	O	G	P	A	7.	_____
H	C	A	O	Z	R	C	U	R	W	E	N	8.	_____
I	A	S	W	M	J	I	N	D	I	A	F	9.	_____
J	S	E	N	T	E	R	O	L	U	C	I	10.	_____
K	N	P	A	U	S	T	R	A	L	I	A	11.	_____

- b) **Jumbled sentences.** Finish the passive sentences about English as a world language.

1. by • around • the • spoken • is • 375 million people • word

English *is spoken by 375 million people around the world.*

2. are • North America • located • in

The largest English speaking countries _____

3. in the 5th century • was • Britain • brought • to

The Anglo-Saxon language _____

4. of the globe • brought • all corners • to • was • by the British Empire

The English language _____

5. business calls • are • in English • of all • carried • 67% • out

Today _____

6. loo • is • toilet • the • a • called • In Britain

Tomato, tomato?

3 Vocabulary: British vs. American words

a) Match the words from the green box to the correct picture. There is always a British and an American expression. Use the internet for help if you need it.

apartment • candy • chips • crisps • ~~dustbin~~ • lift • lorry • mail • pants • sidewalk • the movies • wardrobe

 <u>dustbin</u>  trashcan		 sweets  _____		 _____  truck	
 _____  chips		 pavement  _____		 the cinema  _____	
 _____  closet		 trousers  _____		 _____  french fries	
 elevator  _____		 flat  _____		 post  _____	

b) Are there variations of words in your language, too? Think of some and write them down here.

Tomate - Paradeiser

4 Pronouncing *the world*



X.XX XXX

Read the following sentences and mark the words that contain the sound [ɜ:].

Listen and check if you were correct. Then practise reading the sentences aloud again.

- The **early bird** catches the **worm**.
- The girl learned the new words.
- Turn right at the next corner.
- It's never too late to learn.
- Her brother is a teacher.
- He thought he heard a bird.

Fluent you

5 Reading: Decisions, decisions...

Read Ally's email to her Austrian friend Leo and fill in the missing phrases.

What do you think I should do?

Could you give me some advice?

What would you choose?

From: AllyS34@gmail.com

To: Leonhard_76@yahoo.com

Subject: Decisions, decisions...

Date: XX XX | X:XX

Hi Leo,

How are you doing? I hope you are well... Sorry that I haven't written in a while, but recently school has become REALLY stressful. 😞

We had lots and lots of exams, so that meant lots of studying and little free time for me, definitely not my favourite order. 😞

On top of everything else, we have to make a really important decision: we have to decide the foreign language we are going to start studying from next year on. We can choose between German, French and

Spanish. What about you? _____ 1

Do you like one of those languages more than the others? My mum thinks I should choose French, because I already know a little German, and she can teach me more she says. I don't know if this is such a great idea. My friends at school say that French is really hard, and that Spanish is a lot more fun. But I feel rather

motivated to learn more German... _____ 2

Anyway, I'm really nervous, because it's my first foreign language and I don't know how to study a language!!!

_____ 3

I really need your help, I'm getting quite desperate!

Yours,
Desperate Ally

6 Writing: Decisions, decisions...

Good friend that he is, Leo writes back to Ally to offer some advice. Write an email of about 120 words and include the following aspects.

- Tell her not to worry.
- Say which option sounds best.
- Suggest thinking of the pros and cons of each language
- Give some tips about language learning.
- (read, listen to music, watch films).
- Tell her why it is good to speak more than one language.



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...?

Check out

Saluton!

7

Reading and listening: The truth about Esperanto



a) Read the interview with Dr Summers about Esperanto. Try to fill in fitting words in the gaps.

Interviewer: Dr Summers, you are an expert **1** on the language *Esperanto*. Can you tell us more about it?

Dr Summers: Of course. The language Esperanto is about 120 years old. We call it a “planned”

language, because it was _____ **2** – by Dr L. L. Zamenhof.

Interviewer: Does the word *Esperanto* mean anything?

Dr Summers: Yes, it does! It means “someone who hopes”.

Interviewer: And why is that?

Dr Summers: Because the idea of Esperanto is to have a language for _____ **3**

communication, a neutral language that _____ **4** can understand, but doesn't belong to any country.

Interviewer: Is Esperanto difficult to learn? And how can one learn it?

Dr Summers: Esperanto is not a difficult language to learn; The _____ **5** are simple, and every word is easy to pronounce and spell. There are lots of Esperanto textbooks and dictionaries. Also, there are over half a million Esperanto internet sites, and you can even learn it by email!

Interviewer: Wow, I didn't know it was so _____ **6**!

Dr Summers: Well, yes. There are also other planned languages, but Esperanto is the biggest. If you are interested in this language, you can get _____ **7** from your nearest Esperanto society.

Interviewer: I will. Thank you for the interview, Dr. Summers!

b) Listen and check.

☺ ☹ ☹ I can understand a text about a foreign language.

8

Writing about language

Look at the word cloud from this unit. Choose a minimum of 10 words and write meaningful sentences.

☺ ☹ ☹ I can form sentences about a specific topic.



- ☺ = This is easy
- ☹ = This is okay
- ☹ = This is difficult

Vocabulary



Tip: Synonyms and antonyms

Studying synonyms and antonyms of words is a great way to expand your vocabulary.

e.g. *to prefer* = *to like sth. more* similarity ≠ difference

English	Example sentence	German
3 first language [fɜːst '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'lɪŋɡwɪl]	She is bilingual ; she speaks Russian and English.	bilingual, zweisprachig
foreign language ['fɔːrən læŋgwɪdʒ]	He also speaks two foreign languages .	Fremdsprache (die)
equally well [iːkwəli '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 [ɪn ə'dɪʃn tʊ]	I learned French in addition to my first language.	außer, darüber hinaus
4 influence ['ɪnfluəns]	Read the text about the influence of English on the world.	Einfluss (der)
official [ə'fɪʃl] language	English is the official language in the United Kingdom, Ireland and Malta.	Amtssprache (die)
various ['veəriəs]	English is also spoken in various Caribbean countries.	verschiedene
business ['bɪznɪs]	English has become the language of business .	Geschäft (das), Handel (der)
variation [veəri'eɪʃn]	There are some variations in the ways people speak and write.	Unterschiede (die), Schwankungen (die)
accent ['æksnt]	Each region has its own accent .	Akzent (der)
5 native speaker [neɪtɪv 'spiːkə]	Listen to the different native speakers of English.	Muttersprachler (der), Muttersprachlerin (die)
7 to predict [prɪ'dɪkt]	Predict which of the statements will be made in the video.	etw. vorhersagen
to prefer [prɪ'fɜː]	Most people around the world prefer American English.	etw. bevorzugen
to suggest [sə'ʒest] sth.	The video suggests that American English is easier to learn than British English.	hier: etw. andeuten
common language [kɒmən 'læŋgwɪdʒ]	Britain and America have a common language .	hier: gemeinsame Sprache
8 synonym ['sɪnənɪm]	Do you know a synonym of "possible"?	Synonym (das)
antonym ['æntənɪm]	The antonym of "regular" is "irregular".	Antonym (das), Gegensatzwort (das)
10 fluently ['fluːəntli]	Not everyone grows up speaking two languages fluently .	flüssig, fließend
challenging [tʃælɪndʒɪŋ]	For the rest of us, learning another language can be challenging .	schwierig, herausfordernd
at times [ət 'taɪmz]	Learning another language can be challenging at times .	manchmal
repetition [repɪ'tɪʃn]	Repetition is important in order to remember.	Wiederholung (die)
dose [dəʊs]	Try to study in small doses , maybe a little each day.	Dosis (die)

Being different!?

1 Focus on form: Jay's story



a) Read Jay's story.

b) Then fill in the correct forms of the tenses.

- When Jay stepped **1** (step) off the school bus, he _____ **2** (know) that he was in trouble. His mom _____ **3** (wait) for him in the kitchen. That meant the school had called her again. Jay _____ **4** (put) on his backpack and walked to the house. His family had moved there a few years ago, and that had been the beginning of all his problems.
- 5 Jay's new school _____ **5** (be) much harder than his old one. The other students seemed to be ahead of him by a year. All the tricks he had used to get along in his old school _____ **6** (not work) any longer. In his old school, when the teacher asked Jay to read, another student _____ **7** (help) him by coughing loudly or asking the teacher to let her read instead. They also _____ **8** (let) him see their answers on their exam papers.
- 10 Those tricks worked to prevent the teachers from finding out that Jay _____ **9** (cannot) read much. And what he could read he _____ **10** (not understand).
- At his new school, teachers quickly _____ **11** (see) that Jay was having trouble. He was sent to the school psychologist for tests and checkups, and his parents were told that Jay had a learning disability. They were upset and angry with Jay because he hadn't told them about the problems he was
- 15 having. His mother told him that "things were going to change". And they did.
- She had cable TV taken out of the house and _____ **12** (give) away his video games. Instead, his parents put a computer in Jay's bedroom and _____ **13** (buy) some software that should help Jay learn to read. Jay _____ **14** (be not) happy, but he sat at the computer and did his best. It didn't work. His parents told him he just _____ **15** (try not) hard enough.
- 20 At school the other kids _____ **16** (make) fun of him. Jay thought that everyone was being unfair, and he just stopped trying. He _____ **17** (sit) in class without saying anything, ignoring what the teacher said. He didn't fill in any tests and gave them back with the pages empty. Today, finally, he was taken to his "enrichment" class, which was called "Middle School for Dummies" by the other kids.

c) What could Jay do? Give Jay some advice.

The Curious Incident of the Dog in the Night-Time

2 Reading: Asperger syndrome

- a) Read the text about Asperger syndrome.
b) Then, fill in a headline for each paragraph.

Making friends is hard

~~One name for many difficulties~~

Really interested in something

The importance of the daily routine

Understanding what is said, but not how it is said

1. *One name for many difficulties*

Asperger syndrome is not like the flu or a cold, which is the same for almost everyone and can be cured. It's the name for a series of difficulties young people and adults can have. Not everyone with Asperger syndrome has the same difficulties.

2.

Generally, people with Asperger syndrome can study and learn as easily as everybody else. But they may have problems when they communicate with others. People with Asperger syndrome often don't get the full message. They hear what others say to them and they also know what the words mean. But they don't understand the meaning of the face or the tone of the voice. They may get confused because they don't understand if somebody is happy, unhappy or angry.

3.

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 what to do exactly to be a friend. So they stay away from other kids and play alone because that confuses them.

4.

People with Asperger syndrome are interested in many different things. 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.

5.

In general, people with Asperger syndrome like things to happen the same way all the time. So they may get upset when lesson times change, or when they have to sit in a different place in the classroom. They may even get angry when things don't happen the way they usually do.

3 Focus on form: Comparisons

How do people with Asperger syndrome differ from others? Use the comparative or the superlative.

angry

difficult

easy

happy

interested

lonely

unhappy

upset

For people with Asperger syndrome, it is more difficult to communicate with others.

The Paralympic Games

4

Listening: What it's like to be a Paralympian

a) Listen to the story of wheelchair basketball Paralympian Alana Kors and answer the questions.

1. At what age did Alana Kors start snowboarding? fourteen
2. What does Alana say about starting snowboarding at that age?
 - It's the best age to start.
 - It's a bit too late to start.
3. What did Alana particularly like about snowboarding?
 - performing tricks
 - speeding downhill
4. Where did Alana's accident happen?
 - in a snowboarding resort
 - outside a snowboarding resort
5. Alana was taken to hospital in an ambulance car.
 - true false
6. Which parts of her body couldn't Alana move anymore? _____
7. For how many years could she not accept reality? _____
8. How did Alana get the idea to try wheelchair basketball?
 - Someone told her about it.
 - She saw people play it.
9. What was so fascinating about wheelchair basketball for Alana?
 - That it seemed really skilful.
 - That it was not dangerous at all.
10. Nowadays, Alana is a member of ... _____

5

Writing: Alana's story

Complete the text below with the missing words from the green box.

accept • athlete • changed • crashed • fascinated • interested • paralysed • trying

Alana Kors has always been interested **1** in sports. Her life completely _____ **2** when she had a snowboard accident at the age of 16. She _____ **3** onto the top of a rock, broke her back and was _____ **4**. It took her two years to _____ **5** reality. One day, Alana saw people playing wheelchair basketball. She had never thought of _____ **6** wheelchair athletics herself. But she was _____ **7** when she saw the intensity of the game. Alana realized she could be a true _____ **8** again. Today, she is part of the Paralympic basketball team and an inspiration to us all.

6 Reading: Sport is good for us – in many ways

a) Read the text.

b) Fill in the correct sentences. There are two sentences you don't need.

Working out regularly has positive effects on our health: we get stronger muscles and improve our fitness. ^c **1**, especially for people with different abilities.

First of all, _____ **2** also work on their self-discipline and their organisational skills. They have to make sure that they organise their training regularly. So, sport is not only healthy, _____ **3** in a better way.

The second point is that _____ **4** if people do sport. While working out, people use their time in a good way and often get in touch with others. There are many programmes for young people _____ **5**. Sport helps them to spend their time in a positive way.

For people with different abilities, sports may need to be adapted _____ **6** or changing the way in which they are done. Some of the sports popular with people with special needs are swimming, wheelchair tennis or cycling. There is even 5-a-side football for athletes with difficulty seeing. People with different abilities _____ **7** in the neighbourhood to get coaching, find sporting facilities, and get in touch with other athletes. The challenge is to make sure people with special needs are included as far as is possible. _____ **8** people with different abilities don't want to or can't take part in sporting activities.

- | | |
|---|---|
| a. by changing the rules | f. We mustn't think that |
| b. look at the official Paralympics website | g. should join standard sports clubs |
| c. But sport can offer so much more | h. but it can help you organise your life |
| d. who don't know what to do all day long | i. was born without a right hand |
| e. people who are training for a sport | j. it's good for everybody |

7 Focus on form: Expressing opinion

Match the sentence halves.

- | | | |
|---|-------------------------------------|---|
| 1. I think that children with disabilities should | <input type="checkbox"/> | special needs won't learn well in public schools. |
| 2. I agree that the children will feel happy if | <input type="checkbox"/> | special needs can help him or her. |
| 3. I don't think so. Children with different | <input type="checkbox"/> | they are in a school with everyone else. |
| 4. Definitely. Apart from that, students with | <input checked="" type="checkbox"/> | not be taught in separate schools. |
| 5. I disagree. I think the classmates of a kid with | <input type="checkbox"/> | equal and so we must treat everyone equally. |
| 6. That's a good point. Besides, everybody is | <input checked="" type="checkbox"/> | abilities get bullied and need protection. |

Check out

8

Listening: Pivy, the service dog



- a) Listen to Kristy telling the story of her son Justin and his service dog Pivy.
 b) Read the statements and decide whether they are T (= true) or F (= false).

	T	F
1. Justin has Asperger syndrome.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. He had learning difficulties.	<input type="checkbox"/>	<input type="checkbox"/>
3. Kristy read about service dogs in the newspaper.	<input type="checkbox"/>	<input type="checkbox"/>
4. Service dogs can help people with all kinds of special needs.	<input type="checkbox"/>	<input type="checkbox"/>
5. When Justin saw Pivy for the first time, he was afraid of her.	<input type="checkbox"/>	<input type="checkbox"/>
6. Because of Pivy, it became easier for Justin to talk to other people.	<input type="checkbox"/>	<input type="checkbox"/>
7. Justin wasn't allowed to take Pivy to the library.	<input type="checkbox"/>	<input type="checkbox"/>
8. Justin took Pivy to the bowling alley.	<input type="checkbox"/>	<input type="checkbox"/>
9. Justin is a young man now.	<input type="checkbox"/>	<input type="checkbox"/>
10. Pivy is still alive.	<input type="checkbox"/>	<input type="checkbox"/>

- c) Complete the sentences below with words from the text. There are two words too many.

- Justin was a clever **1** and friendly kid, but it was hard for him to _____ **2** with others.
- His Mom Kristy saw a TV programme on _____ **3** that help people with different _____ **4**.
- Service dogs are dogs that are specially _____ **5** to help their owners.
- When Justin first met Pivy, a black Labrador, he fell in _____ **6** with her.
- Labradors are lovely and _____ **7** dogs.
- When people saw Justin and Pivy together, they would start _____ **8** questions.
- Soon, Justin started _____ **9** to all kinds of people in all kinds of places.
- He got less and less _____ **10** of communicating with others.
- Today, Justin has a _____ **11** and a job.

abilities • afraid • asking • ~~clever~~ • communicate • expensive • friendly • girlfriend • love • outside • school • service dogs • talking • trained

😊 😐 😞 I can understand a story about a familiar topic.

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

Vocabulary



Tip: Practise out loud

It is important to write down new words. You will remember new words even better if you say them out loud when you practise them.

English	Example sentence	German
1 cute [kjʊt]	Your baby is so cute !	süß, niedlich
easygoing [i:zi'gəʊɪŋ]	Hannah is very easygoing but her sister isn't.	locker, gelassen
optimistic [ɒptɪ'mɪstɪk]	I'm a really optimistic person.	optimistisch
2 ticket office ['tɪkɪt ɒfɪs]	I didn't like the way the lady in the ticket office treated Mason.	Vorverkaufsschalter (der)
talent ['tælənt]	We all have talents , things we are very good at.	Talent (das), Begabung (die)
to support [sə'pɔ:t] sb.	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)
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
to lead [li:d] a life	These laws make sure they can lead a life like everybody else.	ein Leben führen
to discriminate [dɪ'skrɪmɪneɪt]	They make sure that people are not discriminated against.	jmdn. diskriminieren
to make fun of sb./sth.	A group of boys always makes fun of the way he walks.	sich über jmdn. lustig machen
night-time ['naɪttaɪm]	The incident happened in the night-time .	Nacht (die)
4 (book) excerpt ['eksɜ:pɪt]	Read the following book excerpt .	Auszug (der), Leseprobe (die)
space mission ['speɪs mɪʃn]	I'm reading about the Apollo space missions .	Weltraummission (die)
6 Asperger's syndrome [ˈæspɜ:ʃəz sɪndrəʊm]	For some people, Christopher is different because he has " Asperger's 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 ['mɜ:də] sb.	Christopher tries to find out who murdered the dog of one of his neighbours.	jmdn. ermorden
communication [kə'mju:nɪ'keɪʃn]	People with Asperger syndrome often have communication difficulties.	Kommunikation (die)
7 to compete [kəm'pi:t]	The athletes compete at the Paralympic Games.	wetteifern, konkurrieren
medal ['medl]	Paralympic medals are special in many ways.	Medaille (die)
bronze [brɒnz]	When you're in third place, you get a bronze medal.	Bronze
equal treatment [i:kwəl 'tri:tmənt]	They work for equal treatment with able-bodied Olympic athletes.	Gleichbehandlung (die)
10 to empty ['empti] your pockets	When I got to the police station they made me empty my pockets .	seine Taschen leeren
to attack [ə'tæk] sb.	They didn't want me to have anything I could use to attack a policeman with.	jmdn. angreifen
paperclip ['peɪpəklɪp]	The papers were held together by a red paperclip .	Büroklammer (die)

Key Check out

Unit 1 Journeys

8 Language in Use: An extraordinary journey

1. different 2. navigate/sail 3. around 4. vacation/holiday 5. computers
6. homeschooled 7. countries/environments 8. journey/adventure

9 Reading: Funny holiday complaints

1. The beach was too sandy!
2. We bought Ray Ban sunglasses for five Euros in the street, only to find out they are fake!
3. No one told us there would be fish in the sea – the children were scared!
4. The animals in the zoo looked so sad – can't they make them smile

Unit 2 What a life!

8 Listening: I'm extraordinary, too!

b) 2 4 5 1 3

9 Language in use and writing: This has been my life

a) since Christmas, since 2018, for three days, for a month, for many years, since my childhood, since 8 a.m. this morning, for two minutes

b)

1. I've had the book Frankenstein since Christmas.
2. I've known my best friend since my childhood.
3. I've liked reading for many years.
4. I've been tired since 8 a.m. this morning.
5. I've wanted to sail around the world since 2018.
6. I've hated skiing for a month.

Unit 3 Children's rights

7 Language in use: Adverbs and their opposites

1: quietly 2: well 3: badly/unfairly 4: quickly 5: sadly/unhappily

8 Reading: Everyday lives

1: S 2: A 3: S 4: -5: A 6: -7: S 8: S, A 9: A 10: S

Unit 4 That's entertainment!

6 Language in use: Tony's email

b) 1. some 2. anyone 3. who 4. some 5. someone 6. which/that 7. any 8. some 9. which/that 10. anything 11. Anymore

c) Difference: We haven't found any places in Ireland that we can use for filming. So, we need some people who are very creative on set!

Key Check out

Unit 5 London

7 Listening: The history of the London Underground

a) 1. True 2. True 3. False

c) 1. True 2. False 3. False 4. False 5. True 6. False 7. busiest 8. deepest 9. most

Unit 6 Podcasts

8 Reading: Pros and cons of podcast

b) 1 - 2 - 5

c) 1. vocabulary 2. portable 3. download

Unit 7 Water is life

8 Reading and language in use: Don't take water for granted!

a) 1c 2b 3d 4c

b) 1. a tiny amount; 2. groundwater; 3. river; 4. to end up

Unit 8 Picture perfect

6 Language in use and writing: What do you know about Lionel and Liam's family?

a)

1. Lionel, who makes scrapbooks, thinks that he has a good hairstyle.
2. In his scrapbooks, he puts pictures of himself and his twin brother, Liam, who doesn't like it when people are taking pictures all the time.
3. Lionel and Liam have a cousin named Ally, who is working on an art project.
4. Ally has interviewed her art teacher, who is also a photographer.
5. For her art project, Ally has described a photo of her grandpa, which shows him playing the violin.

b) Sample sentences:

Ally, who has an Austrian mother, spent one summer in Austria.

Ally's cat named Herbert, who sometimes stays with the children's grandpa, has left paw prints on her cheat sheet.

Liam, who is working on an art project, thinks Ally's art teacher has told her some nonsense.

The children's grandpa, who can play the violin, is sometimes quite grumpy.

7 Listening: Draw a picture!

a) Sample drawing:

8 Language in use and writing: A summary

1: First of all; 2: However; 3: Finally; 4: Then; 5: This is why



Key Check out

Unit 9 What if ...?

8 Listening: Advice on a radio show

b) 1 very much; 2 inform herself; 3 because of her parents; 4 talk to her parents

9 Focus on form: Conditionals

1. eat; 2. had; 3. snows; 4. you'll wake; 5. I'll make; 6. isn't allowed; 7. I'd join; 8. had

Unit 10 Extreme emotions

6 Listening: It's been a bad day

a) 1: his mother 2: a friend 3: sorry/sad/desperate 4: F 5: T 6: T 7: T 8: F 9: F

b) 1. understanding: 3 2. desperate: 4 3. sad: 1, 3, 4 4. disappointed: 2
5. angry: 2 6. lovesick: 1

7 Writing: Don't worry – it's just a story!

1: breath; 2: stinging; 3: crying; 4: fire; 5: screaming; 6: mood; 7: bottom

Unit 11 Canada

1. Niagara Falls 2. Banff National Park 3. Quebec and Quebec City 4. Nova Scotia 5. Ottawa

Unit 12 Stop bullying at our school – a play

7 Listening: What works to stop cyberbullying

b)

Blocking offenders		Offenders can be banned from the social network. Take screenshots and show them to a parent or teacher.
Ignoring cyberbullying		If they are ignored, offenders often get bored because they enjoy seeing people's reactions. They might stop sending messages if there aren't any.
Reporting to parents		Parents are there to listen to your problems and discuss with you what you could do. Keeping problems to yourself can make you feel sad and lonely.
Taking a break		But it's important to decide for yourself – you shouldn't give up something you like only because someone is mean to you.

8 Writing: Stop cyberbullying!

1 are banned from the social network

2 take screenshots

3 get bored

4 stop sending messages

5 listen to your problems

6 feel sad and lonely

7 close your account

8 someone else is mean to you

Unit 13 Agree to disagree

5 Listening: Pros and cons

b) 1F; 2F; 3T; 4F; 5F; 6T; 7T; 8F; 9F; 10T

c) 1 cages; 2 fun; 3 rights; 4 place; 5 education; 6 learn; 7 protect; 8 Living; 9 nature; 10 place

Unit 14 It's all about language

a) 1. expert; 2. created/invented; 3. international; 4. everyone; 5. rules; 6. popular; 7. information

8 Writing about language

Sample sentences:

If you are bilingual, you can speak two languages fluently.

British and American English are not that different from one another.

There are many different accents of English.

English is the primary language in more than 60 countries.

I only dream in German.

Esperanto is a planned language

Unit 15 Being different

8 Listening: Pivy, the service dog

b) 1 T; 2 F; 3 F; 4 T; 5 F; 6 T; 7 F; 8 T; 9 T; 10 T

c) 1 clever; 2 communicate; 3 service dogs; 4 abilities; 5 trained; 6 love; 7 friendly; 8 asking; 9 talking; 10 afraid; 11 outside; 12 girlfriend

ZUR INFORMATION
NICHT TEIL DER BEGUTACHTUNG

Audio Trackliste Prime Time 3 Workbook

Track	Unit/Titel	Seite	Task
CD3			
1	1 Life on a boat	5	4
2	2 I'm extra-ordinary, too!	13	8
3	3 Buy less, be fair*	16	2
4	4 Guess who or what, Dialogue 1 4 Guess who or what, Dialogue 2* 4 Guess who or what, Dialogue 3 4 Guess who or what, Dialogue 4	21	1
5	5 The history of the London Underground	31	7 b)
6	6 The history of podcasting	33	1 a)
7	7 Water and how we use it	40	3 b)
8	8 Focus on function: Question tags	48	5
9	8 Draw a picture	49	7 a)
10	9 Advice on a radio show	55	8 a)
11	10 A tragic love story continued	58	2 a)
12	10 It's been a bad day, dialogue 1 10 It's been a bad day, dialogue 2*	80	6 a)
13	11 A year in Montreal	63	1
14	12 What works to stop cyberbullying	73	8 a)
15	13 Adverbs of frequency	78	4 b)
16	13 Pros and cons	79	5 a)
17	14 Pronouncing <i>the world</i>	83	4
18	14 Check out: The truth about Esperanto	85	7 b)
19	15 What it's like to be a Paralympian	89	4
20	15 Check out: Pivy, the service dog	91	8 a)

*Die Teile in grauer Schrift konnten leider noch nicht aufgenommen werden.

PRIME TIME 3
WORKBOOK
Audioscript

Unit 1: Journeys, Task 4, Life on a boat

- Announcer: Ryan and Mara are being interviewed by their school newspaper about their life on a boat.
(*pause*)
- Interviewer: Hi, Mara and Ryan! Thank you for doing this interview with us!
- Ryan: No problem!
- Mara: You're welcome!
- Interviewer: So, you've recently come back from a long, long trip.
You were travelling around the world on a sailboat; isn't that right?
- Mara: Yes, we were, although I wouldn't really call it travelling.
It felt more like living in different places for a while...
- Interviewer: In how many places did you stay in those three years?
- Ryan: Hm, I think we stayed in 12 places for a longer period of time,
didn't we Mara?
- Mara: Yup, that's right.
- Interviewer: And which of those were your favourite spots, (*Pause*) Ryan?
- Ryan: I enjoyed Thailand most of all. The animals there and the sea –
I couldn't get enough of it!
- Interviewer: And you Mara?
- Mara: I think that's a difficult question because each place was special in its own way...
- Interviewer: But if you had to choose...?
- Mara: (*denkt nach*)... Ok, then I would choose New Zealand, we helped on a farm there and the landscape
was just great.
- Interviewer: I'd also like to know how you did your school work in that time. I mean, did you have time to study at
all?
- Ryan: Of course! We actually had a lot of time on our hands because on a boat there aren't so many things
you can do sometimes...
- Mara: We were officially homeschooled in that time, so we studied on our own or sometimes together with
our parents and had to take an exam at the end of each year.
- Interviewer: And did you enjoy that? Was it better than to go to school every day?
- Mara: Well, we had the chance to see and experience so many things first hand, so yeah, that was great... but
I did sometimes miss my friends.
- Interviewer: And what about you Ryan?
- Ryan: Oh, I loved it – it was a lot more practical than normal school, and that's just right for me.
- Interviewer: Ok, I think that's it. Thanks again for talking to me about your life on boat ... (*Fade out*)

Unit 2: What a life! Task 8, I'm extraordinary, too!

- Announcer: I'm extraordinary too! Listen to the children talking about their lives. (*pause*)1.
- Einstein: My nickname has been Einstein since kindergarten. I've had only As since grade 1. I've always liked
physics, especially black holes. The worst time in my life so far has been when I had to use a
wheelchair for six weeks after an accident.
- Announcer: 2.
- Interviewer: Naida, I've always wanted to ask you about your name – I've never heard it before!
- Naida: I know, it's a very unusual name. Actually, I've only had it since they spelled "Nadia" wrong in the
register office!
- Interviewer: What??? So it hasn't always been your name?
- Naida: No, but my parents liked the sound of Naida and so they've kept this name for me!
- Announcer: 3.
- Alan: I've always loved telling scary stories. I've even written a horror book! The one thing in my life that
makes me very sad is that I haven't seen my mother for five years. She has started a new family and
lives in Australia now.

- Announcer: 4.
 Jeremy: I've caught and held a poisonous snake, I've dived in the Great Barrier Reef, I've made a short video about dangerous animals for school and I've been on TV! B: I don't believe you! You have been scared of spiders ever since I've known you! A: Well, my fears are extraordinary, too!
- Announcer: 5.
 Liz: What's the most extraordinary place you've ever visited?
 Mary: Well, I've been to Africa!
 Liz: Really? Why?
 Mary: I had always wanted to go ever since I got this stuffed animal. It was a lion. I saw real lions on our safari!

Unit 3: Children's rights, Task 2, Buy less, be fair

- Announcer: Buy less, be fair. Listen to Max and Toby's presentation.
- Max: We people in the Western world buy too much stuff: trendy clothes, cool sneakers, the newest smartphone, expensive computers ... We spend so much money on things we don't even use that long.
- Toby: A big problem is that these things – the toys, the clothes – come from far away countries, such as China, India or Bangladesh. Have you ever wondered who has made these things that you buy every day?
- Max: Lots of workers making these products have to work very hard for very little money. Many have to work twelve hours a day, seven days a week! And often, children must work in such jobs.
- Toby: More than 200 million children around the world have to do jobs that are bad for their health and well-being. They make toys they will never play with and trendy clothes they will never wear.
- Max: That's true. Most of these kids are treated very badly. They should go to school, but they aren't allowed to. They have to earn money to help their family. That's really unfair.
- Toby: Children have rights, but lots of kids around the world don't have what they need for living well, going to school, having free time and so on. Instead, they have to work in unhealthy jobs.
- Max: But you can easily do something against this even if you are kids!
- Toby: Right! You can buy less stuff.
- Max: You can organise events at school where you bring things you no longer need.
- Toby: Maybe someone else wants them!
- Max: Yeah. Or you could go to a school club where you learn to make your own things. It's easy to make nice presents for friends.
- Toby: Or you buy your clothes at second-hand shops. It's cheap and fun!
- Max: That's right! All children have the same rights; try to remember this and be fair!

Unit 4, That's entertainment!, Task 1, Guess who or what

- Announcer: Guess who or what. Listen to some teenagers who are playing a guessing game (*pause*) Dialogue 1
- Boy 1: I'm talking about something that you can see on TV or online. In this show you can see people preparing cakes or biscuits. Actually, these people are taking part in a contest. They don't win any money in the end, but some become famous in Britain after they've won the show. The stars who present the show are quite funny, too. I like the show because I just love everything sweet.
- Girl 1: Is it *The Great British Bake Off*?
- Boy 1: Yes, it is!
- Announcer: Dialogue 2
- Girl 2: I'm thinking of someone who was a child actor when she was younger. She played in very popular fantasy films. At the beginning of the first film, that girl that she played doesn't have any friends. But a little later, she finds very good friends and together they have to solve a lot of problems. The films are about magic. I like this person very much. In fact, she is the one who gave me the idea to become an actress myself someday.
- Boy 2: Oh, now I know. It must be Emma Watson!
- Girl 2: Yes, you're right!
- Announcer: Dialogue 3
- Girl 3: The thing I'm describing is a type of ... hmm something that you can see in the cinema. We've sometimes seen such a thing together.

- Girl 4: Ok, you're talking about a film.
 Girl 3: Yes, it's a type of film. Most of these films don't have any action scenes but they often have some funny moments. But the typical thing is a love story. Do you have any idea what I'm talking about?
 Girl 4: Of course. I've known from the start. You are such a romantic!
 Girl 3: Well, what is it?
 Girl 4: Romance!
- Announcer: Dialogue 4
 Boy 3: I'm describing someone who is one of the most important people on a film set. Some of these people are very famous in the entertainment industry. But there are others nobody knows anything about. Well, they stay behind the camera. They are the ones who decide how a film looks and sounds.
 Boy 4: Film producers?
 Boy 3: Hmm, no, not quite. I'm talking about those people who tell the actors how to say their lines ...
 Boy 4: Directors!
 Boy 3: Right!

Unit 5, London, Task 7, The history of the London Underground b)

- Announcer: The history of the London Underground. Listen to the report. *(pause)*
 Woman: The London Underground is one of the largest rail services in the world. Its passengers make nearly 1 billion journeys every year. When it opened in 1863, it was the first underground system of its kind.
 Man: And it was a hit from the start. By 1880 the London Underground was carrying over 14 million passengers a year.
 Woman: And surprisingly - for something that's called the underground - 55 % of today's network is actually above ground. But it's the tube shaped tunnels that have made it famous, and some are much deeper than others. The oldest tunnels are just below street level, whereas newer sections are normally at least 20 metres underground.
 Man: The London tube operates 600 trains, seven days a week. Of all tube stops, Waterloo is the busiest, with around 95 million passengers in the year 2015. Just imagine 95 million people! Hampstead, on the Northern Line, is the deepest station, it is 58 metres below the ground. No wonder it takes that long to go up and down! The District Line has the most stations: 60 in total, and, just in case you were wondering: it is said that around half a million mice live in the underground system! Cheers for listening to our report on the tube!

Unit 6, Podcasts, Task 1), The history of podcasting

- Announcer: The history of podcasting. Listen to the interview.
 Interviewer: Hey, guys, and welcome to this week's media journal! In the studio today we've got media expert Jeff Torres. ...
 Good morning, Jeff!
 Media expert: Good morning!
 Interviewer: We would like to talk about podcasts, and especially the history of podcasts.
 Media expert: Right. *(pause)* For starters: a podcast is, for example, a radio programme that is stored in a digital form. You can download it from the internet and play it on a computer, an MP3-player or smartphone.
 Interviewer: Does it always have to be a radio programme?
 Media expert: No, it doesn't. It can also be done privately by all kinds of people who would like to share their stories.
 Interviewer: One more question before we talk about the history of podcast? What does the word podcast mean?
 Media expert: It's a combination. Take the word "iPod" and "broadcast", and take "Pod" and "cast".
 Interviewer: All right then. Let's talk about the history of podcasting.
 When did it all start?

- Media expert: Podcasting was first known as "audioblogging", and it goes back to the 1980s. *(pause)* With the rise of broadband internet and portable digital audio playback devices, for example the iPod, podcasting became successful around 2004.
- Interviewer: Do you know why people thought of this idea?
- Media expert: Well, ... podcasting is a way to share information, but not as a text. It's all about audio content *(pause)*. Podcasts are similar to radio programs, but they are audio files. As a listener, you can play them whenever you want to.
- Interviewer: Honestly, Jeff ... are there really any podcasts out there?
- Media expert: Absolutely! Today there are more than 125,000 English-language podcasts available on the internet, and lots of websites for distribution at little or no cost to the producer or listener.
- Interviewer: Oh, wow ... that is a lot.
- Media expert: I've got even more numbers for you ... *(pause)* According to one study from 2018, 42 million US Americans above the age of twelve listen to podcasts at least once a week.
- Interviewer: Really? So, podcasting isn't history ... hahaha.
- Media expert: Nope *(giggling)* ... absolutely not. It's hipper than ever before.
- Interviewer: Okay, thanks for coming to the studio. This show will be available as a podcast on our website. *(fade out)*

Unit 7, Water is life, Task 3 b), Water and how we use it

Announcer: Listen to the podcast about the usage of water.

(Podcast signatation)

- Speaker: Today's podcast is about something we all know and need ... it's about water. *(pause)*
 Water is the most important liquid on our planet. More than 75 percent of the Earth is covered with water; for example, with oceans, rivers and lakes. *(pause)*
 Every plant, every insect, every animal and, of course, we humans need water. *(pause)*
 We need water for drinking, but we also need water for many other activities. It is used for washing clothes, taking showers and cooking food. *(pause)*
 BUT: we use water for every single product in our lives.
 For example: you need about 12 litres of water to produce one piece of paper. Imagine: only one piece of paper. *(pause)*
 Everybody wears jeans, right? But do know how much is used for only pair of jeans? Maybe 5,000 litres, *(pause)* maybe 8,000 litres?
 ... No, you need 12,000 litres of water. Unbelievable!
 There're even more amazing facts about water... next time in my podcast... *(fade out)*

Unit 8, Picture perfect, Task 5 b), Focus on function: Question tags

- Announcer: Focus on function: Question tags. Listen to the dialogue.
- Woman: Good morning. I'm not too late, am I? ↗
- Man: No, don't worry. Marty has given you a cup of coffee, hasn't he? ↘
- Woman: Yes, he has, thank you.
- Man: We will be ready for you in about five minutes. You are ok with filling in these forms while you're waiting, aren't you? ↗
- Woman: No problem.
- Announcer: 15 minutes later...
- Man: So you'll teach from 9 to 4, Monday to Friday, that's ok, isn't it? ↘
 And you'll share an office with the other language teachers. Marty showed you where that is, didn't he? ↘
- Woman: Well yes, he did, but ...
- Man: And you haven't had any problems working with children, have you? ↗
- Woman: No, but I have the feeling someone has made a mistake.
- Man: A mistake? You are at the LSE Summer School for an interview.
 You would like to be our new language teacher, wouldn't you? ↗
- Woman: Well, no, actually, I'm a photography teacher. You are looking for

- photography teachers, too, aren't you? ↗
- Man: Oh, yes, we are. But your name is Norah Miller, isn't it? ↗
- Woman: My name's Norah Mueller.
- Man: Oh, what a perfect start!
- Woman: Picture-perfect!

Unit 8, Picture perfect, Task 7, Draw a picture! a)

- Announcer: Listen and draw the picture. Start like this:
- Narrator: Take a sheet of paper and a pencil. You are going to draw a nice picture.
Listen and follow the instructions. *(pause)*
First fold the sheet of paper in the middle. Then draw a line where you folded it. Look in the workbook to check your first step. It's easy, isn't it? *(pause)*
Now you have two parts. In the top part, just above the line, draw an island. Your island should be about ten centimetres long. *(pause)*
On the island, there are three houses. Draw the first one in the middle of the island, then draw the other two houses next to the one in the middle. One is on the left, the other one on the right. I would want to live here, wouldn't you? There's even a palm tree next to the house on the left.
(pause)
Now draw a sun with a smiley face in the upper right-hand corner. Draw a balloon in the upper left-hand corner. It's a lovely day, isn't it?
(pause)
Now look at the lower part of the picture, right below the first line you drew. Someone is swimming in the sea. You can see the person's head and arms in the bottom left-hand corner. Draw the head and the arms!
(pause)
Oh no! What is that? You can see the upper part of a shark in the bottom right-hand corner! Help!
Help!
(pause)
Well, I told you this was going to be a nice picture, didn't I?

Unit 9, What if ...?, Task 8, Advice on a radio show a)

- Announcer: Listen to part of a radio show where a teenager asks for advice.
- Presenter: ... and our next caller is Pat from Shrewsbury. What's up, Pat? What's on your mind?
- Pat: Hi, Boris, thanks for taking my call. Well... the thing is I'm really kind of glued to my mobile. There's so much stuff that you can do online nowadays. You can check the news, you can find out about anything you want to know, you can stay in touch with your friends. I really use my mobile a lot. But my parents say it's annoying and even dangerous. So, they won't allow me to have social media. I have a smartphone with data included in my plan, and all I can do is send boring text messages. I'm not allowed to post to social networks or join my friends' social media groups. I really feel like an outsider. I'm 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 still allow them to use social media. What can I do?
- Presenter: Well, Pat, I think technology lets you and other teenagers live a life that your parents and grandparents never knew. They don't completely understand your life and what's going on in your life. That frightens them, and so they rather don't allow anything they don't know. Why don't you invite your parents into your life and show them step by step what matters to you and what's important to you? Tell them why social media plays such a big role in the lives of young people. Explain to them why it's important for you to meet with your friends in social media groups. I'm sure, if they understand what matters to you and if they see that you use social media responsibly, they will accept a compromise.
- Pat: Sounds good, Boris. Thanks very much!
- Presenter: Good luck, and do call in a couple of weeks to tell me what has happened ... *(fade out)*

Unit 10, Extreme emotions, Task 2, A tragic love story continued a)

- Announcer: Listen to the dialogue of Lucy and her friend Candace.
- Candace: Lucy, you must be kidding me. You cannot NOT go to prom.
- Lucy: But I don't have anyone to go with! Sam just wouldn't listen when I tried to tell him what the text message was all about. I would feel so embarrassed going to prom on my own.
- Candace: Having a person to go with is not the most important thing about prom night. The most important thing is to have fun. Come on! Laura and the others are going, too. We'll have so much fun and dance all night through.
- Lucy: I don't know ... maybe ... I've spent so much money on that stupid dress, trying to look good for stupid Sam. Oh, how disappointed I am – why couldn't this boy just listen for a second?!
- Candace: Forget him. He can break your heart only once. But now it's time for a girls' night out. Laughing, dancing, taking selfies! And ... eating! This is what you haven't been doing in a while!
- Lucy: That's true ... I've been counting calories and I'm starving – silly me!
- Narrator: Finally, Lucy went to prom with her girlfriends. And ... they were having fun. She did not have to sell her prom dress! Instead she kept it forever. It reminded her that laughing all night keeps sadness away. One boy can break your heart only once. And a boy who won't really listen isn't worth being lovesick!

Unit 10, Extreme emotions, Task 6, It's been a bad day a)

- Announcer: It's been a bad day. Listen to the dialogues. *(pause)*
- Dialogue 1
- Theo: Mum?
- Mother: Yes?
- Theo: You know that biology exam I had today?
- Mother: *(annoyed)* The one you haven't been studying for?
- Theo: *(defensive)* I have been studying for it. I've been working for it since last Thursday. Don't you remember?
- Mother: *(angry)* Well, I also remember that you stayed out with your friends until four in the morning!
- Theo: But that was just once, and it was prom night! Anyway, I didn't pass the exam ...
- Mother: You must be kidding me!?! You told me that this was an extremely important exam ...
- Theo: *(sad)* It was. I'm not kidding. I'm really sorry.
- Mother: *(disappointed)* Well, so am I. I really wish you would take school more seriously.
- Theo: *(hesitant)* Well, I try to work hard, but sometimes it's hard to concentrate for me! Especially when I'm ... you know ... lovesick.
- Mother: Oh, Theo! I wish you could just forget that girl!
- Announcer: Dialogue 2
- Linda: *(sympathetic)* Hi, Sarah. You look terrible, did something happen?
- Sarah: *(crestfallen)* Well, yes actually. I've been crying for hours.
- Linda: Why? What happened?
- Sarah: Oh, it was terrible! I just feel sick at heart!
- Linda: Tell me everything about it! Maybe talking about it will make you feel better.
- Sarah: Well, my sister and I were throwing sticks for Cody in the park, and then ...
- Linda: Yes?
- Sarah: And Cody jumped over the fence to fetch the stick ... and ran onto the street. And a car came and ... *(weeping)*
- Linda: No! Is he ...
- Sarah: The car ran over him, we couldn't do anything for him.
- Linda: I'm so sorry! That's so horrible! Your heart must be broken.
- Sarah: I'm sorry, too. We'd had him since he was little. To be honest, I'm desperate. It's like losing a family member.

Unit 11, Canada, Task 1, A year in Montreal

- Announcer: A year in Montreal. Bree has just come back from her exchange year in Montreal. Listen to the dialogue. (*jingle*)
- Interviewer: Hey, Bree. Welcome to Teenage Radio Show. You have just come back from Montreal, right?
- Bree: Exactly. I spent the last 10 months in Montreal.
- Interviewer: So, why did you go to Montreal? I mean you're only 14 years old.
- Bree: Yes, that's true. You know I'm always looking for new adventures.
It was difficult when I left my family and friends behind
- Interviewer: What was new for you in Canada?
- Bree: Everything was new: my house, my room, my host family, the food, the school, the teachers, the language, and of course, the country.
- Interviewer: Was it sometimes hard for you to be in a foreign country?
- Bree: Yes, sometimes it was hard, but not very often. I was usually busy with high school, learning English and French and getting to know lots of new things.
- Interviewer: Getting to know new things? What exactly was new in Canada?
- Bree: For example, the city of Montreal. It's the second largest city in Canada. It's located in the province of Quebec and it's a great place. You can usually go to the museum, or sometimes hang out in parks and walk around town. There are so many interesting places.
- Interviewer: So, you were never really bored.
- Bree: No, absolutely not. I was never bored. I had a great host family and they often took me to nice places in town, but also outside town.
- Interviewer: What was the best thing about your year in Canada?
- Bree: Hmm...that's hard to tell. The best thing was all the interesting people who I got to know, all the nice people: my host family was always there for me, and I had some really cool teachers. We usually had lots of fun at school.
- Interviewer: That sounds great. Thank you, Bree, for coming to the studio (*fade out*).

Unit 12, Stop bullying at our school, Task 8, What works to stop cyberbullying a)

- Announcer: Listen to a podcast on cyberbullying.
(*podcast signiation, andere als in CB*)
- Speaker: Many people ask me what can stop cyberbullying. This question is not easy to answer. There are so many forms of cyberbullying and so many reasons why people bully or are bullied. We asked more than 5,700 middle and high school students from around the United States what worked for them when they were cyberbullied themselves.
- First, there is blocking. Most people said they usually block the person doing the bullying. Cyber bullies are often worried about being reported because they could be banned from the social network, so they stop the bullying. If you block an offender, you should take screenshots of the mean messages and show them to a parent or a teacher. Second, there is ignoring. Many people also told us that they simply ignored it altogether.
- Often, the bullying stops then. Some offenders get bored when nobody reacts. They enjoy seeing people's reactions and stop sending messages if there aren't any. Third, there is reporting. About half of the students said that they report cyberbullying experiences to their parents.
- Parents are there to listen to your problems and to discuss with you what you could do. Keeping problems like cyberbullying to oneself often makes people feel sad and lonely. Some parents even talked to the parents of the bullies, and that worked. Finally, there is taking a break. Many students told us that they took a short break from social media or closed their account altogether. It's important that you decide for yourself that you really want to do that. You shouldn't have to give up something you like only because someone else is mean to you.
- Now, before we end today's program, one or two words to all the adults out there: Discuss cyberbullying and what to do about it with the young people around you. Make sure that they know what to do if they come across cyberbullying in their lives. Talk about our ideas and about what has worked for other teens.

Unit 13, Agree to disagree, Task 4, Adverbs of frequency b)

- Announcer: A teenager is interviewed about her use of smartphones and TV.
- Interviewer: I'd like to talk to you about your use of smartphones and the media.
- Pam: Sure, why not? What do you want to know?
- Interviewer: OK, first question – how often do you watch TV?
- Pam: I don't watch TV very often. In fact, I always watch my favourite programmes on TV, you know, sitcoms or reality shows. I usually watch them on my smartphone when I'm on the bus to school.
- Interviewer: What do you watch on TV then?
- Pam: That's hard to say. You know, I rarely watch anything on TV where I have to pay much attention. I sometimes watch sports programmes on TV or music shows, but that's just once a week or so.
- Interviewer: What else do you do with your smartphone?
- Pam: Oh, I do lots of things. My favourite activity is taking photos. I often take lots of pictures when I'm out in the streets, but I never share them on social media. I know that sounds strange because people always share their smartphone pictures, but I don't.
- Interviewer: Why don't you do that?
- Pam: I don't know. It doesn't feel right. You know, I love taking photos of people. And people sometimes don't like their photo to be shared online. I usually print out the photos I like best and hang them up in my room.
- Interviewer: I like that. Thanks very much for talking to me about your life. And all the best for your career as a photographer!

Unit 13, Agree to disagree, Task 6, Pros and cons a)

- Announcer: Listen to Isabella and Benjamin talking about zoos.
- Isabella: Hey, Ben – let's go to the zoo. What do you think?
- Benjamin: The zoo? No way. I don't like zoos.
- Isabella: You don't like zoos? But everybody likes zoos! What do you have against zoos?
- Benjamin: In a zoo, animals are put in cages just for our entertainment.
I think, animals have rights too, you know? You can't put animals in cages just for fun.
- Isabella: OK, I see your point, Ben. But a zoo isn't a place for entertainment, it's a place for education. In a zoo, people can learn about nature.
They can find out why it's so important to protect endangered animals.
- Benjamin: I see what you mean. But more than half of the animals that you see in a zoo aren't endangered.
Among the animals you can typically find in a zoo there are racoons, meerkats or bears, which are mostly not endangered at all.
- Isabella: I'm not so sure about that. I mean, in a zoo animals live in large areas, like in nature. But they don't have to be afraid of enemies hunting or killing them.
- Benjamin: I don't agree – living in the zoo is not like living in nature. There is nothing "natural" about being a zoo animal. They are stressed and they are bored. I think we shouldn't pay money to zoos that they lock animals in cages.
- Isabella: I agree up to a point. But what about animal sanctuaries?
- Benjamin: What is an animal sanctuary?
- Isabella: It's like a zoo, so animals live there. But a sanctuary is a place for animals that nobody wants, like old farm animals or pets whose owners have died. They are not there to make money, like a zoo.
Sanctuaries help animals.
- Benjamin: That's cool. So, these animals really have nowhere to live – except the sanctuary?
- Isabella: Exactly.
- Benjamin: Is there an animal sanctuary near here?
- Isabella: Let me see... Yes, there's an animal sanctuary just a few miles away.
- Benjamin: Let's go there and help those animals!
- Isabella: Yes, let's go there...

Unit 14, It's all about language, Task 4, Pronouncing the world

Announcer: Pronouncing the world.

Read the following sentences and mark the words that contains the sound [3:]. Listen and check if you were correct. Then practise reading the sentences aloud again.

Speaker: 1. The early bird catches the worm.

(pause)

2. The girl learned the new words.

(pause)

3. Turn right at the next corner.

(pause)

4. It's never too late to learn.

(pause)

5. Her brother is a teacher.

(pause)

6. He thought he heard a bird.

Unit 14, It's all about language, Task 8, Check out: The truth about Esperanto

Announcer: Listen to the Interview with Dr Summers about Esperanto.

Interviewer: Dr Summers, you are an expert on the language Esperanto. Can you tell us more about it?

Dr Summers: Of course. The language Esperanto is about 130 years old. We call it a "planned" language, because it was created – by Dr L. L. Zamenhof.

Interviewer: Does the word Esperanto mean anything?

Dr Summers: Yes, it does! It means "someone who hopes".

Interviewer: And why is that?

Dr Summers: Because the idea of Esperanto is to have a language for international communication, a language that everyone can understand, but doesn't belong to any country.

Interviewer: Is Esperanto difficult to learn? And how can one learn it?

Dr Summers: Esperanto is not a difficult language to learn, the rules are simple, and every word is easy to pronounce and spell. There are lots of Esperanto textbooks and dictionaries. Also, there are over half a million Esperanto internet sites, and you can even learn it by email!

Interviewer: Wow, I didn't know it was so popular!

Dr Summers: Well, yes. There are also other planned languages, but Esperanto is the biggest. If you are interested in this language, you can also get information from your nearest Esperanto society.

Interviewer: I will. Thank you for the interview, Dr Summers!

Unit 15, Being different, Task 4, What it's like to be a Paralympian a)

Announcer: Listen to the story of wheelchair basketball Paralympian Alana Kors.

Interviewer: Hello, Alana. Thank you so much for joining us today to tell us more about what it's like to be a Paralympian. Sports have always been an important part of your life, haven't they?

Alana: Yes, definitely. I always played different sports as a kid, like basketball or softball. When I was 14, I discovered snowboarding. That's late for most people to pick up the sport, but it worked for me. It was a sport that was totally unlike any other. When I was snowboarding, I felt I could express myself through my tricks.

Interviewer: And it was also snowboarding that changed your life from one day to the other, wasn't it?

Alana: It was, indeed. On December 19, 2010, when I was 16 years old, a group of my friends and I went snowboarding near where I grew up.

It was early, and the resort wasn't open yet. So, we went out to the backcountry and built our own jumps. I had been thinking about doing a back flip on the mountain for a long time. So on that day, I was eager to try it for real. But I pushed too hard and didn't manage to land.

I landed on my back on top of a rock. When I crashed onto that rock, I felt my back break. I couldn't feel my board or boots anymore and I knew something was terribly wrong with my legs.

- Interviewer: You were taken to hospital immediately, I suppose?
- Alana: Yes, I had to be airlifted with a helicopter. In hospital, I was really confused. The doctor came in and told me that I was paralyzed, that I couldn't move my legs and feet. At first, I thought I'd be able to walk again in no time, but then another doctor told me that I would never be able to walk again. At that moment I woke up to reality.
It was a terrible blow.
- Interviewer: What did the accident mean to you as an athlete?
- Alana: I had been an athlete all my life. Being paralyzed made me feel that I wasn't an athlete anymore, and that was horrible. I missed my legs and everything that came with them—walking, running, jumping. I didn't know who I was anymore. Those were the hardest two years of my life because I couldn't accept what had happened.
- Interviewer: How did you become an athlete again?
- Alana: One day I saw people playing wheelchair basketball. I knew of wheelchair athletics, but I was too proud to give it a go. But then I saw how skilfully these guys were playing basketball in their wheelchairs, how they fell over in their chairs, I was fascinated. It was the first time I could imagine giving it a try, too, and become a true athlete again.
- Interviewer: And nowadays you're even part of the Paralympic basketball team?
- Alana: Yes, I am. After getting into wheelchair basketball, I transferred to the University of Arizona to play collegiate-level wheelchair basketball. I really focused on basketball, and after years and years of playing, finally made the U.S. women's Paralympic basketball team.

Unit 15, Being different, Task 7, Check out: Pivy, the service dog a)

Announcer: Listen to Kristy telling the story of her son Justin and his service dog Pivy.

- Kristy: My name's Kristy and I'm Justin's mom. Justin has Asperger syndrome. He was a clever and friendly kid, but it was very hard for him to communicate with other people. He was really shy and mostly didn't want to talk to anyone. My husband and I didn't know how to help him.
One day, we saw a TV programme on service dogs that help people with different abilities. Service dogs are dogs that are especially trained to help their owners. There are service dogs for people with difficulty seeing, for example. They help their owners to cross the street safely. But there are also service dogs for people like Justin, who have trouble communicating with others. We got in touch with an organisation called "Service Dogs for Kids". They train service dogs especially for children with special needs.
When we first went there with Justin, he fell in love with Pivy, a black Labrador. Labradors are lovely and friendly dogs. They give their owners a feeling of safety and can help them to relax.
When Justin met Pivy, he wasn't able to speak the words he wanted to say or to understand the words he was hearing. This was scary for him. Pivy changed all that. People who saw him and Pivy together would ask one of three questions: "What's your dog's name?", "What kind of a dog is it?" and "Can I pet her?". Justin could understand and answer these questions easily.
Soon, he started talking to all kinds of people in all kinds of places. And he got less and less afraid of communicating with others. With Pivy by his side, Justin dared to go outside and meet new people. He went to church, with Pivy sitting next to him. He also went to the library and found out how much he liked reading. He even went bowling with Pivy. Pivy was always by his side. Justin could take Pivy everywhere because she is a service dog.
Today, Justin is 21. He has a girlfriend and he has a job. He wouldn't be there without the help of Pivy, his lovely service dog. Pivy's now just over 11 years old. She's still a very important part in Justin's life and we hope that she'll live for many more years.

Unit 1

Journeys

1 Ally's podcast

a)

1. Ally was disappointed when her parents told her she had to spend the summer with her grandparents.
2. The first few days were rather boring because she didn't know anyone there.
3. One day she was cycling on a mountain road when she suddenly had an accident.
4. After a while the neighbour's son found her and helped her get home.
5. This was really a lucky day because after that she met other people and made new friends.
6. In the end she was sad to leave because she had changed her mind and was really enjoying her time in Austria.

b)

1. to spend time with grandparents B
2. to have new experiences A
3. to meet new friends D
4. to have an accident C
5. to feel unhappy E

2 Focus on form: Past simple and past progressive

a)

1. Sam was walking home when he suddenly heard a strange noise.
2. I was playing computer games when the light went out.
3. My brother was cooking breakfast while I was having a shower.
4. Aria was watching tv when she fell asleep.
5. Tom broke his leg when he was playing football.

3 Language in Use: Playing Lifeguard

1. after; 2. while; 3. suddenly; 4. when; 5. then

4 Listening: Life on a boat

a)

were living on a boat for three years

b) Ryan:

During their trip they stayed in over 10 different places for a longer period of time.

He really enjoyed the animals and the sea in Thailand.

He preferred studying that way to going to school every day.

Mara:

She thinks 'travelling' is not the best way to describe their journey.

In her opinion, every place was extraordinary in some way.

She sometimes missed her friends.

5 Describing a journey

Beispiel: L: travelling; I: different; F: change of life; O: extraordinary; N: journey; A: adventure; B: sailboat; O: homeschooled; A: practical learning; T: other cultures

6 Focus on function

a)

Ally's not happy that she's going to leave soon. Leo is going to visit Ally around Christmas.

b)

past	present	future
<i>I wasn't I met him I was riding I was sitting</i>	<i>Do you miss There is I never cry Leo and I are making plans</i>	<i>He's going to come You will meet him We'll have to say I'm going to land</i>

7 Focus on form

1. Yes, I did. 2. No they weren't. 3. Yes, I am. 4. No, he didn't. 5. Yes, she is. 6. No, it wasn't.

Unit 2

What a life!

1 Language in use: What have they done in their lives?

1: has been; 2: has presented; 3: has been; 4: has taken; 5: has written; 6: has caught; 7: have learned; 8: have read; 9: have saved; 10: have helped; 11: have become; 12: have travelled

2 Writing: What have you done in your life?

Sample text:

What makes my life extraordinary is that I have done lots of dangerous things.

I think it's really special that I have held a poisonous snake.

Lots of people cannot believe that I have swum across the Neusiedler See.

3 Reading: She has made a difference

a) teddy bear – Asia – steal – hiding – Boots – hunt

b)

1. It was a chimpanzee with the name Jubilee.
2. She knew she wanted to go to Africa to work with animals.
3. Before she could start her journey, she had to save some money.
4. She found out that those interesting animals were using tools.
5. Jane wrote several books and started the organisation "Roots and Shoots".
6. It helps schools with projects on how to help animals.

4 Language in use: What has just happened?

a)

1. He has just remembered something. OR: He has just had a surprise.
2. She has just cut her finger.
3. He has just made a mistake. OR: He has just hurt somebody.
4. She has just got some bad news. OR: She has just made a mistake.
5. His friends have just knocked on his door OR: His new neighbours have just arrived.
6. She has just gotten a present. OR: She has just had a nice surprise.

b) they've just happened

5 Language in use: Peter's road through life

b) 1: July; 2: about two months; 3: about one month; 4: yesterday/he met her at Paul's party; 5: two minutes

c) has had; has been; has known; has liked; has felt

6 Reading: Who said what?

2; 5; 6; 3; 1; 4

7 Language in use: Comparison of adjectives

a) 1: younger; 2: more dangerous; 3: richer; 4: happier; 5: older; 6: taller

b) 1: best; 2: most dangerous; 3: most poisonous; 4: most difficult; 5: most popular; 6: most intelligent; 7: worst

Unit 3

Children's rights

1 Language in use: Adverbs of manner

a) 1: hard; 2: quickly; 3: angrily; 4: carefully; 5: Well

b) good, angrily, hard, carefully, happily, fast, easy, quickly, loudly, sad

c) 1: angrily; 2: poor; 3: well; 4: easily; 5: cold; 6: bad; 7: unfairly; 8: quickly; 9: hard; 10: careful

2 Listening: Buy less, be fair

1: T; 2: F; 3: T; 4: F; 5: a, d

3 Reading and writing: What should I do?

a) 1: E; 2: B; 3: A; 4: D

b) Sample answer: An answer to Clara's question: I also think the sneaker look cool. But children should be allowed to play and rest. They shouldn't have to work. Adults aren't allowed to make kids do work that is bad for their health. I think you shouldn't buy them!

4 Writing: Ally's posters

a) 1: fairly; 2: should; 3: put up with; 4: healthily; 5: seriously; 6: allowed to

b) Sample posters:

Every child should feel safe at school!

Listen carefully – there's more than one bully!

Our school – our clothes – our choice!

Uniforms aren't what we want to wear – but you don't seem to care!

5 Reading and writing: The student council

b) Sample answers:

They should be able to present arguments well.

They should be able to speak freely in front of other people.

They should be able to make good posters.

They are allowed to say what they think is wrong.

They are allowed to make projects that help the pupils.

They must go to student council meetings.

They must be well prepared.

6 Reading and language in use: Malala's story

a) 1: taught; 2: came; 3: started; 4: spoke; 5: was going; 6: got; 7: woke; 8: told; 9: were praying; 10: was fighting/fought; 11: knew; 12: worked

b) 4 – 3 – 1 – 6 – 2 – 5

was riding, was informing, was working, was slowly getting

Unit 4

That's entertainment!

1 Listening and writing: Guess who or what!

a) 4 – 1 – 2 – 3

b) 1. any; 2. some; 3. someone; 4. any; 5. any; 6. some; 7. some

c)

Cool cars! Actions scenes ✓ Aliens ✗	In this type of film there are lots of romantic scenes and some problems that the lovers must solve. In typical romances, there aren't any scary moments.
Funny scenes! Live music ✓ Spoken dialogue ✗	<i>It is a type of film which has a lot of cool cars and some action scenes. But there usually aren't any aliens.</i>
Love scenes! Problems they must solve ✓ Scary moments ✗	It is a film genre which has lots of funny scenes. Sometimes these films have some live music, but there isn't any spoken dialogue.

2 Reading: Hollywood is lying

a) Sometimes I wonder: ... is Hollywood lying to us?

Somewhere in Los Angeles ... dreams come true.

They dream but don't get any ... sleep at night – Hollywood really is lying!

I can't go anywhere, and if I could, ... it wouldn't be there.

All the glitter is just fake – ... Hollywood's giving me a headache.

They're wonderful; they're becoming ... someone else in front of the camera, but how do they feel inside? They don't feel anything at all!

They're finding a pot of gold ... somewhere over the rainbow,

but at the end of the day, ... they just feel so low.

Someday I'll be a star, ... saying to the real me: "Au revoir!"

(6 – 8 – 4 – 1 – 10 – 9 – 5 – 7 – 3 – 2)

3 Writing: A little something about me

Sample sentences:

1. Something not many people know about me is that I once met Oprah Winfrey.
3. I don't know anybody who is famous.
4. I would really like to meet somebody who understands me and listens to my ideas.
5. Someday, I would like to be a successful writer.
6. I don't know anything about how to become successful.

4 Reading: A film review

a) 6 – 2 – 5 – 3 – 4 – 1

b) 1. which/that; 2. who; 3. which/that; 4. who; 5. which/that; 6. who; 7. who

c) 1: basic; 2: actors; 3: story; 4: genre; 5: critic; 6: review

5 Focus on form: Present perfect

a) 1. B); 2. A); 3. C); 4. A); 5. B); 6. C)

b) 1. Have you heard; 2. he's wanted; 3. he has had; 4. he's always been; 5. he's been; 6. has casted 7. she's started; 8. she hasn't been; 9. she's had

Unit **5**

London

1 Remember London's sights?

1. Big Ben; Westminster Abbey; 3. Tate Modern; 4. Tower of London; 5. Camden Town; 6. Harry Potter Tour; New Word: SIGHT

2 Focus on form: A postcard from London

1. have been; 2. has been; 3. went; 4. saw; 5. couldn't; 6. Rained; 7. visited; 8. haven't seen

3 Focus on form

1. was; 2. happened; 3. haven't heard; 4. were; 5. forgot; 6. Did you go; 7. have never been; 8. did you do; 9. had to; 10. have ever been

4 Voices of London

a) Sample sentences:

People: In London, 230 different languages are spoken./ The people in London speak 230 different languages. 12,5 % of the UK's population live in London.

Tourism: 16,8 million people visited London in 2013. Visitors spent 16,2 billion pounds.

Transport: Trains are the most popular form of transport in London. 540,000 bike journeys are made in London each day.

Culture: There are 500 cinemas and 300 theatres in London. People can eat in 12,000 different restaurants in London.

5 Focus on form: Strange facts about London

a)

1. It is forbidden to touch a pelican, in case you find one in the park.
2. Flying a kite in a public place can be punished with up to 200 pounds.
3. It is prohibited to jump the queue in a tube station.
4. It is against the law to die in the Houses of Parliament.
5. It is illegal to be drunk in a pub.
6. Putting a British stamp upside down is considered a crime.

b) **Sample sentences:**

It is not allowed to touch a pelican, in case you find one in a park.

You mustn't fly a kite in a public place.

You mustn't jump the queue in a tube station. /You must stand in the queue in a tube station.

It is not allowed to die in the Houses of Parliament.

You mustn't be drunk in a pub.

It is not allowed to put a British stamp upside down.

Unit 6

Podcasts

1 Listening: The history of podcasting

b) 1. is; 2. can; 3. doesn't; 4. Take; 5. was; 6. goes; 7. became; 8. is; 9. are; 10. listen

2 Vocabulary: Podcasting equipment

A - microphone; B - USB memory stick; C - microphone stand; D - headphones

3 Focus on form: Question tags

- 1 - aren't they?; 2 - haven't we?; 3 - can you?; 4 - didn't they?; 5 - does she?; 6 - didn't she?
- 1 - does she?; 2 - don't they?; 3 - doesn't she?; 4 - wasn't she?; 5 - didn't she?; 6 - wasn't it?
- 1 - negative; 2 - positive; 3 - modal

4 Language in use: All the steps for your own podcast

- 1 - topic; 2 - task; 3 - information; 4 - practice; 5 - speech; 6 - phone
- 1 - form; 2 - pick; 3 - use; 4 - do; 5 - find; 6 - practice; 7 - record

5 It's all about podcasting

SPEECH

INFORMATION

IPOD

MICROPHONE

PRACTICE

USB MEMORY STICK

TOPIC

RESEARCH

6 Focus on form: Relative pronouns (who, which, that)

a) 3 - 5 - 4 - 1 - 2

b) 1. which; 2. which; 3. who; 4. who; 5. which

7 Focus on form: Indefinite pronouns (some, any)

1. any; 2. some; 3. anything; 4. any; 5. some; 6. somehow; 7. anything

8 Reading: Pros and cons of podcasts

b) 1 - 2 - 5

c) 1. vocabulary; 2. portable; 3. download

Unit 7

Water is life

1 The water cycle

a) 5 - 2 - 6 - 4 - 1 - 3

b) are grouped - are formed - is called - is heated up - is turned (into)

c) 1. is heated up; 2. is turned (into); 3. is called; 4. are grouped; 5. are formed

2 How "International World Water Day" was started

1. An idea was started in 1992 by the United Nations Organisation.
2. The problems with freshwater around the world were highlighted (by the UN).
3. The first "International World Water Day" was held in 1993 (by the UN).
4. The importance and problems of freshwater worldwide were discussed (by the media).

3 Water and how we use it

a) 1. T ; 2. F; 3. N; 4. T; 5. F

b) 2; 4; 6; 5; 1; 3

4 Water is all we need

Sample acrostic:

W ashing clothes

A qua

T oilet flush

E arth

R ain

5 Quiz time: Every drop counts!

1. bucket; 2. full; 3. water; 4. baths; 5. short; 6. tap; 7. rain; 8. beef; 9. dripping

6 Reading: Water, water everywhere – save it if you care

b)

Dear Winnie,

It's important to use water carefully. Don't let the water run for a few minutes. If you want to have some ice-cold water, use ice-cubes from the fridge. Also turn off the water, when you brush your teeth. Use a glass or a cup and fill it up with water.

Try to keep your showers as short as possible. As your mum said, there won't be any warm water left and it costs a lot of energy, too.

If a tap is dripping, try to fix it as soon as possible. It saves some money and you don't get annoyed.

Best,

Xxx (103 words)

7 Focus on form: Past or present perfect?

1. took; 2. was; 3. was; 4. told; 5. asked; 6. Have/heard; 7. has/said; 8. was; 9. informed; 10. said; 11. have/heard; 12. wanted; 13. Were; 14. were; 15. designed; 16. informed; 17. recorded

Unit 8

Picture perfect

1 Reading: Picture-crazy parents

- a) 1: F; 2: F; 3: T ; 4: a); 5: a)
 b) for example, So, However, This is why, But, However, Furthermore
 c) **Sample sentences:**

When parents are posting photos of their kids, they should remember that not all children want that. For example, it can be embarrassing when your friends see funny photos of you when you were a baby. This is why parents shouldn't post any photos of their children. Of course, if the children want to share pictures, they can do this when they are older. Finally, parents should check their privacy settings on social media.

When I was little, my parents took a lot of pictures of me. Some of these pictures are really embarrassing. This is why I don't want anybody to see these photos. However, my parents still show them to some of their friends. I've told them many times to stop that, but they don't listen! Luckily, they don't post them online.

I think taking one's parents to court should be your last step. First, you should tell your parents what you find unfair. Then, if they are still treating you unfairly, you can ask a teacher or a friend to help you. Finally, you could write them a letter. However, I do understand that the girl in the text thought she had to ask a lawyer for help: her parents just never listened!

2 Is it really picture-perfect?

- a)
 1. First of all, people can ...
 2. Furthermore, most of my classmates ...
 3. Finally, when users post pictures ...
 4. This is why there are ...
 5. All of a sudden, Ally ...
 6. All in all, I think ...
- b)
 1. First of all, people can take pictures of you all the time, which can be quite boring.
 2. He always makes scrapbooks, in which he puts pictures and writes stuff about our family.
 3. He even takes pictures of our grumpy grandpa, who really hates that.
 4. My cousin Ally, who is also working on an art project, told me photography is art
 5. I'm sure her art teacher, who is also a photographer, told her that kind of nonsense.

3 Reading: A special picture

1: C; 2: B; 3: F; 4: A; 5: E; 6: H; 7: D; 8: G

4 Ally's cheat sheet

Introduction: give some general information

Say what kind of picture it is (e.g.: photograph, portrait, collage, poster, drawing, painting)

Say who took it when and where

Main part: be specific and describe details you can see in the picture

Conclusion: say what the picture means to you

5 Focus on function: Question tags

- a) 1: ↗; 2: ↘; 3: ↗; 4: ↘; 5: ↘; 6: ↗; 7: ↗; 8: ↗; 9: ↗
 c) 1: isn't it?; 2: aren't they?; 3: doesn't it?; 4: aren't you?; 5: isn't it?; 6: can't I?; 7: do we?; 8: should you?

Unit 9

What if ...?

1 Focus on form: What will happen?

- 1 If it is sunny tomorrow, we will go to the lake.
 2 If she doesn't get up, she will be late for school.
 3 If it rains tomorrow, we will stay at home.
 4 If she goes to the birthday party, she will buy a present.

5 If he goes to the doctor's, his stomach won't hurt tomorrow.

6 If she is hungry, she will make a sandwich.

3 Focus on form: What would you do?

1 played; 2 would have; 3 had; 4 would build; 5 had; 6 would sail; 7 told; 8 would be; 9 had; 10 would buy; 11 went; 12 would be; 13 had; 14 would learn; 15 were; 16 would go

4 Reading: Giving advice

a)

I have been in the same band project for almost 9 years now. My friends there are like my family, and I love the band leader and the way she runs the band. However, my mom and I are probably going to move soon and our new place is two and a half hours away from the place where my band meets. Because of this, I shall have to leave the band and my friends, which will break my heart. I know I shall not like any of the bands in the new place and I won't have as many close friends there. Please advise me on what I should do.

b)

Beispielantwort:

If I were in your shoes, I'd talk to your mum. I think she should know how you feel. Why don't you tell her that you don't want to move? If I had to move to a different place I'd feel the same. I'm sure your mum will understand you. Try to work out the problem together.

5 Reading: What matters to you?

1 offline; 2 teams; 3 fairly; 4 chances; 5 bullied; 6 politician; 7 world; 8 cyberspace; 9 live; 10 connect

6 Writing: What I think about the future

Beispielantwort

I really like to debate stuff online. To me it's important that everybody is treated fairly. I think that everybody is equal and I hate it if people are bullied. I want to fight for a fairer world.

7 Focus on form: A report

a)

1. Hookie was given a flying skateboard by Father Christmas last year.
2. The skateboard had to be taken to the shop three times. It was repaired by technicians.
3. Hookie was given a brand new skateboard.
4. Hookie was taken to Pookie by mum.
5. Hookie wanted to show Pookie some cool stuff on his new skateboard. But he was thrown off the skateboard.
6. Hookie fell to the ground, and was hit by the skateboard.
7. He was picked up by the robot nanny and was carried to her flying car.
8. Hookie was taken to hospital by the robot nanny.

b)

Nurse Bayer took me to room 1. I was interviewed about the accident by Doctor Senegal. Nurse Bayer called my mum and told her what had happened. My arm was checked by the doctor. Then the nurse gave me some medicine and the doctor gave me a plastercast. After two hours, I was taken home by mum.

Unit 10

Extreme emotions

1 Reading: A tragic love story

a) 1: L; 2: S; 3: - ; 4: L, S; 5: -; 6: L, S; 7: S; 8: L;

b) only a joke – just kidding; unhappy because of love – lovesick; changed his mind – had a change of heart; was a very kind person – had a heart of gold; not long ago – recently

c) Sample text: Lucy tried to call Sam, but he wouldn't answer his phone. She was desperate and tried to explain everything, but Sam would just never listen to her explanation of the text message. After two days of silence, Lucy was very disappointed. One day later, she was angry. She had no choice but to just forget about Sam. But Sam was heartbroken, too. He never picked up his phone because he was afraid Lucy might tell him that she wasn't interested in him anymore. For days, he was feeling sick at heart and was in a very bad mood.

2 Listening: A tragic love story continued

- a) Lucy ... thinks not eating enough wasn't clever, enjoys prom night
Candace ... definitely wants to go to prom, tells Lucy they'll have lots of food

b) picture C (girls having fun at the prom)

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

I'm so tired - I've been having fun at this party all night.

My feet hurt - my friends and I have been dancing for hours.

I'm not lovesick - I haven't been thinking about Sam at all.

I'm extremely happy - I've been chatting with my best friends.

I have a sore throat - I've been singing along to pop songs for too long.

I feel a bit bad - I've been spreading rumours about Sam all prom night.

I'm annoyed at some of my classmates because they kept asking me about the break-up.

Finally I'm not hungry anymore - I've been eating snacks all the time.

3 Language in use: I've been crying my heart out for hours

a) 1: 've been daydreaming - since; 2: 've been listening; 3: 've been having fun; 4: 've been writing - since; 5: 've been talking - for; 6: 've been playing - for; 7: 've been drinking - since; 8: 've been telling - for

b) Sample sentences:

Tony's been riding a rollercoaster for thirty minutes, but he is so bored.

He's been having fun with his friends all weekend, but he is desperate.

He's been chatting with Teena, but he feels sad.

The boy has been playing computer games since midnight, but he isn't tired.

Even though he's been jogging for an hour, he's not exhausted.

Furthermore, he's been eating all morning, but he's still hungry.

c)

1. Tyra's been lying on the couch for two hours and she's too exhausted even to answer her phone.

2. Dylan's "best friend" has been spreading rumours about him and Tyra since last week.

3. Dylan's been going out with Tyra for two months, but he has nobody to go to prom with.

4. Tyra's been jogging all morning because she wants to fit into her prom dress.

5. Dylan's been waiting for Tyra's call since yesterday.

6. Tyra's been studying for an important exam for three weeks.

7. Tyra's been staying up late to chat with Dylan for too long.

8. Dylan's been learning French since September, but he still can only say "Au revoir!".

4 Writing: Non-defining relative clauses

Sample relative clauses:

1. which were very expensive

2. which he has been looking forward to for weeks

3. who probably doesn't like him anymore

4. where his family are having dinner

5. who is always going out with pretty girls

6. who probably say bad things about him

5 Reading: How to cure lovesickness

a) 1: First; 2: for example; 3: This is why; 4: Of course; 5: But; 6: However; 7: Furthermore; 8: Finally

b) gives advice

Unit **11**

Canada

1 Listening: A year in Montreal

b) 1. always; 2. sometimes; 3. often; 4. usually; 5. Usually; 6. sometimes; 7. never; 8. often; 9. always

c) 100% - always - all the time; 90% - often - lots of times; 75% - usually - normally; 50% - sometimes - every now and then; 0% - never - at no time

2 Reading: A postcard from a national park

a) 1- quite well; 2 - extremely lucky; 3 - very early; 4 - quite clever; 5 - extremely interesting

b) 1 - false; 2 - true; 3 - true; 4 - false; 5 - true; 6 - false

c) Sample text:

Dear ...,

Right now I'm in a **national park** in Canada. It's **extremely** interesting to see all the **animals** and all this **nature**. We already saw buffaloes and moose. We almost saw bears, too, but they are **very** shy and so only saw from a distance.

See you soon...

Best, ... (51 words)

3 Language in use: Prepositions

a)

Toronto is the largest city in Canada. It is also the capital of the province of Ontario. Toronto isn't only a hotspot for tourists, it's also the center for culture and business. Before Europeans came to this area, the Toronto region east was home to the Seneca and the Mississauga, First Nation tribes. Toronto has always been a great place for trade and exchanging goods.

b) 3 - 5 - 1 - 2 - 4

4 Vocabulary: All the things you can find in Vancouver

a) 1. climate; 2. mountain; 3. province; 4. capital; 5. beach

b) maple

5 Focus on form: Conditional I and II

a) 1 - II; 2 - I; 3 - I; 4 - II; 5 - II

b) 1 - had; 2 - would travel; 3 - got; 4 - would be; 5 - saw; 6 - would write

d) Sample text:

If I went to Canada, I would do many things. First of all, I would visit all the cool cities such Vancouver and Montreal. If I were in Canada, I would also go to some of the national parks and watch wildlife. I would also like to see Niagara Falls and visit the French-Canadian east of Canada. The Canadian coasts are famous for their seafood and fish. So, I would also try fish and muscles, if I went to Canada. (80 words)

Unit 12

Stop bullying at our school

1 Reading: Invitation to the birthday party

b)

Where? The Aquarius

SPECIAL! Light show

A special cake

MUSIC! Rat Attack

c)

Beispielantwort:

Dear Carly, thank you so much for the invitation. I'm happy to come. Can I get you a special birthday present? See you on Saturday!

2 Reading: Who says what

1 Reuben; 2 Gaia; 3 Carly; 4 Gaia; 5 Gaia; 6 Carly; 7 Reuben; 8 Gaia

3 Reading: Gaia and Carly's late night chat

b) 1 F; 2 F; 3 F; 4 F; 5 T

4 Reading: Cyberbullying

1 technology; 2 text; 3 copied; 4 get away; 5 posted; 6 comment; 7 thousands; 8 quickly; 9 over; 10 home

5 What to do against Cyberbullying

1 d; 2 a; 3 e; 4 g; 5 b; 6 h; 7 c; 8 f

6 Focus on form: Present Perfect Progressive

a) 1 have been going; 2 have been trying; 3 has been going; 4 have been behaving; 5 has been supporting; 6 have been fighting

Unit 13

Agree to disagree

1 Reading: Banning smartphones from school

b) Beispielantwort:

I don't really agree with that idea. I think pupils should use smartphones in class for learning. I see your point that smartphones can be a distraction from what's going on in the lesson, but they are great for looking up information online.

2 Writing: An online discussion

a) 1c; 2a; 3f; 4d; 5e; 6h

b) 1 your point; 2 a good; 3 think; 4 really agree

3 Reading: School uniforms

1. e; 2. c; 3. f; 4. g; 5. a; 6. d; 7. h; 8. b

4 Focus on form: Adverbs of frequency

a) Beispielantworten:

1 often; 2 always; 3 usually; 4 rarely; 5 sometimes; 6 often; 7 never; 8 always; 9 sometimes; 10 usually

Unit 14

It's all about language

1 Language in Use: First, second and other languages

a) 1. languages; 2. mother tongue; 3. bilingual; 4. study; 5. second language; 6. foreign languages

b) Example:

My mother tongue is German. My parents are both Austrian, so we speak German at home, actually we speak an Austrian dialect. I read most books in German, only some comics in English - I think it's good practice.

I started studying English when I was in primary school. We often go to Italy on holiday, so I know a few words in Italian and I can say "Hello" in five different languages: Ahoi, Salut, Ciao, Hallo & Hello!

When we have to choose another language at school, I would like to learn Italian - I like how it sounds and I like the Italian soccer team!

2 Language in use: English as a world language

a) Malta, Ireland, Kenya, Canada, India, Australia, Jamaica, Bahamas, Pakistan, South Africa, New Zealand

b) 1. There are more than 60 countries in which English is the official language.

2. The largest English speaking countries are located in North America.

3. In the 19th and 20th century the British Empire brought the English language to all corners of the globe

4. Today it is American culture that spreads English throughout the world.

5. Although English is spoken in many countries, each country has its own accent.

6. Another difference is that some words are not the same at all.

3 Vocabulary: British vs. American words

- a) Dustbin/trashcan, crisps/chips, the cinema/the movies, chips/French fries, flat/apartment, lift/elevator, sidewalk/pavement, sweets /candy, lorry/truck, closet/wardrobe, mail/post, pants/trousers.
- b) Examples: Sessel/Stuhl, Marmelade/Konfitüre, Marille/Aprikose, Kühlschrank/Eiskasten, Bankomat/Geldautomat, Fisolen/grüne Bohnen, Jänner/Januar

4 Pronouncing the world

1. The **early bird** gets the **worm**.
2. The **girl learned** the new **words**.
3. **Turn** right at the next corner.
4. It's never too late to **learn**.
5. **Her** brother is a teacher.
6. He thought he **heard** a **bird**.

5 Reading: Decisions, decisions...

1. What would you do? 2. What do you think I should do? 3. Could you tell me what to do?

Unit 15

It's all about language

1 Focus on form: Jay's story

- b) 1 stepped; 2 didn't know; 3 was waiting; 4 put; 5 was; 6 didn't work; 7 helped; 8 let; 9 couldn't; 10 didn't understand; 11 saw; 12 had given; 13 bought; 14 wasn't; 15 didn't try; 16 made; 17 was sitting

2 Reading: Asperger syndrome

- b) 1 One name for many difficulties
2 Understanding what is said, but not how it is said
3 Making friends is hard
4 Really interested in something
5 The importance of the daily routine

4 Listening: What it's like to be a Paralympian

- b) 1 fourteen; 2 It's a bit too late to start. 3 performing tricks; 4 outside a snowboarding resort; 5 false; 6 legs and feet; 7 for two years; 8 She saw people play it. 9. That it seemed really skillful; 10 the U.S. women's Paralympic basketball team

5 Writing: Alana's story

- 1 interested; 2 changed; 3 crashed; 4 paralysed; 5 accept; 6 trying; 7 fascinated

6 Reading: Sport is good for us - in many ways

- b) 1 c; 2 e; 3 h; 4 j; 5 d; 6 a; 7 g; 8 f

7 Focus on form: Expressing opinion

- 1 not be taught in separate schools
- 2 they are in a school with everyone else
- 3 abilities get bullied and need protection
- 4 special needs won't learn well in public schools
- 5 special needs can help him or her
- 6 equal and so we must treat everyone equally