



Prime Time

Workbook

4

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Let the journey begin

1 Travel vocabulary

a) Unscramble the travel vocabulary. Use page 8 in your coursebook if you need help.



sreupdaert departures



mja crfagit _____



orpaltmf _____



yrialwa tinosat _____



rkutn _____



ryrfe _____



burrhao _____



gulgaeg _____



ivarlsar _____

b) Ian and Sofie are talking about their school trip to France. Use some of the words from above to complete the dialogue below.

Ian: Hi Sofie! Have you already packed all your _____ **1** for tomorrow?

Sofie: Of course! I'm always a bit nervous before a journey ...

Ian: Why? What could possibly go wrong?

Sofie: Well, on the way to the airport we could get stuck¹ in a

_____ **2**, and then I'd miss the flight!

Ian: Hm, take the train then!

Sofie: Are you crazy? Even more could happen on our way to the _____ **3**!

And then if I don't find the right _____ **4**, I'll miss the train and then, of course, I'll miss ...

Ian: Okay, okay, wait, wait! Just order² an airport taxi then!

Sofie: I suppose, that's the best option ... *(thinks)*

Ian: Just make sure your luggage is really in the _____ **5**! *(laughs)*

Sofie: What!?!

¹ to get stuck – stecken bleiben ² to order – rufen, bestellen



The world is yours

2 Vocabulary work

Match the definitions with words from the texts in your coursebook on p. 10 and write them down.

- | | | | |
|--------------------------------|-----------------------|-------------------------------|--------------------|
| 1. a person who has guests | o _ _ _ | 2. to put your name on a list | g i _ _ _ r |
| 3. ready for use or service | v _ _ l _ b l _ | 4. before/earlier in | d v _ _ c _ |
| 5. a place to stay | cc _ m _ _ _ t _ _ _ | 6. to take (time) | t o l a s t |
| 7. the place you want to reach | d _ _ t _ _ _ t _ _ _ | 8. mostly free of chemicals | rg _ _ _ _ _ |

3 Listening: Different ways of travelling

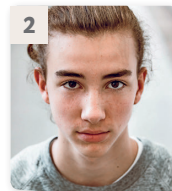


a) Listen to these people describing their favourite travelling experience. What did they do?

- Interrail
- backpacking
- couchsurfing



Eva



Martin



Stephanie

b) What else could they have said? Write down the names of the speakers, listen again if necessary.

1. One day we got really wet because our "hotel" had a hole in it. _____
2. As soon as I'm 18, I will definitely do another tour. _____
3. It can sometimes get a bit loud in youth hostels. _____
4. Luckily my brother speaks French really well now. Otherwise¹ it would have been difficult to communicate. _____
5. One thing I recommend are comfortable shoes. **Eva** _____
6. Staying at other people's homes was a great experience. _____

c) Do some internet research and find the answers to the following questions.

1. How much is a global² Interrail pass for people under 27, valid³ on 5 days a month?
2. Is WWOOFing possible in all nine provinces of Austria?
3. Which of the world's ten best destinations for backpackers would you choose?

¹ otherwise – sonst ² global – hier: umfassend ³ valid – gültig

Talking about *wanderlust*

4 Ally's journey to New Zealand

Complete Ally's chat with her friend Rachel and fill in the missing questions. There are two questions you do not need.

- Did you get Do you know that feeling Where were you yesterday Where will you go Will you keep
 What was it like Did you hear What happened What did you do first ~~Where have you been~~

Allybally (10:03 p.m.) Hi Rachel, are you there ...?

rAchel (10:15 p.m.) Ally!! Finally!! Where have you been **1**?

Allybally (10:17 p.m.) Well, just on the other side of the planet. 😊 It took me a while to get here ...

rAchel (10:18 p.m.) Why? **2**?

Allybally (10:20 p.m.) The journey here was a disaster! _____ **3** about that terrible storm? Because of that our flight was delayed for 5 hours, and then we missed our next flight in Australia ...

rAchel (10:22 p.m.) Oh no, poor you! _____ **4** any sleep at all?

Allybally (10:23 p.m.) Well I thought I could never sleep on an airplane, but it only took me half an hour to fall asleep 😊 That's how tired I was ...

rAchel (10:25 p.m.) No movies then? What a shame! 😞 _____ **5** then, the arrival in New Zealand?

Allybally (10:27 p.m.) It was fantastic! Although we all had jetlag², we were so excited ... the landscape is so great here ... 😊
 _____ **6** when everything seems to feel very clear and bright?

rAchel (10:30 p.m.) Hmm, not sure if I do ... but it makes me want to go there too 🤔
 _____ **7** next?

Allybally (10:32 p.m.) We will go to Wellington (the capital) and from there to our first WWOOFing farm near Nelson. Wish me luck with the farm work.

rAchel (10:33 p.m.) 👍 _____ **8** me posted?

rAchel (10:35 p.m.) Ally??

¹ what a shame - wie schade ² jetlag - Müdigkeit aufgrund von Zeitunterschieden

5 Focus on form: Have a safe trip!

a) Adverb or adjective? Read the following travel tips and circle the correct form of the word.

Travel tips

1. Make use of helpful • helpfully internet resources¹ before you go on a trip!
2. Taking a good • well travel guide² on the journey is never a bad • badly idea.
3. Think hard • hardly about what you really need to take with you on the trip and what might just be extra luggage.
4. Be flexible • flexibly. That way you might experience something new!
5. Travel slow • slowly. Remember: It's not the destination, it's the journey!

¹ resources – Quellen ² travel guide – Reiseführer

b) Tick the correct description.

An *adverb* describes how you do something. An *adjective* describes how you do something.

c) Add three more travel tips by using some of the words in green.

1. _____
2. _____
3. _____

careful

carefully

dangerous

fast

safe

6 Focus on form: Present perfect or past simple?

Complete Ian's dialogue with his mum by using the correct tense.

Mum: Ian, have you already packed (already, pack) **1** your bags for your trip tomorrow?

Ian: No, _____ (have) **2** time yet ...

Mum: Why? What _____ (happen) **3**?

Ian: Nothing really, I just _____ (watch) **4** TV until very late last night, and then I _____ (fall) **5** asleep on the couch ...

Mum: Hurry up then! You have to be ready at 7 a.m. tomorrow! Oh, by the way, _____ (think) **6** about a present for your host family³?

Ian: What?! I _____ (not know) **7** that we have to bring a present!

Mum: Oh Ian, you are going to stay with them for a week. Of course, you need a present ...

³ host family – Gastfamilie

Check out

7 Language in use: Airport announcements



a) Complete the announcements with a fitting word for each gap.

- Good morning. This is an announcement for all passengers travelling on the 7:15 flight OS 413 to Paris. This flight is _____ **1** by approximately 1 hour because of bad weather.
- Attention, would all _____ **2** travelling to Cairo on flight OS 863 please have their boarding passes and passports ready for boarding. Flight OS 863 is now boarding at _____ *gate* **3** 17.
- Attention, Anja and Stephan Werner, your flight BA 699 to London is ready to leave. Please go to _____ **4** 7 immediately. The doors of the plane will close in five minutes.
_____ **5** boarding call for passengers Anja and Stephan Werner.
- Good morning ladies and gentlemen. We have _____ **6** at Pudahuel Airport in Santiago de Chile, where the local time is 6:25 a.m., and the temperature is 13°C.
We _____ **7** you have enjoyed your flight with LATAM Airlines and wish you a safe journey to your final destination¹. ¹ final destination – Endstation



b) Listen to see if you were correct.

☺ ☹ ☹ I can understand a text and complete it with fitting words.

8 Writing: Travel slogans

Choose the one you like best and explain why.

Collect moments, not things.

SAY YES TO NEW ADVENTURES.

Life is short, and the world is wide.

**Dream.
Explore.
Discover.**

Adventure is out there.

I like the slogan, "Collect moments, not things," best because it describes ...

☺ ☹ ☹ I can express my opinion on a topic.

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

Vocabulary



Tip: "Sorting hat"

"Sorting hat": Put words from the list into categories of your own choice, e.g. "activities when travelling", "ways of travelling", etc.

English	Example sentence	German
abroad [ə'brɔ:d]	Are you going to travel abroad this summer?	im/ins Ausland
1 volunteer work [vɒlən'tɪə wɜ:k]	We could do volunteer work on a farm.	ehrenamtliche Arbeit (die)
apartment [ə'pɑ:tmənt]	I don't want to pay for a hotel or apartment .	Wohnung (die)
not only ... but also [nɒt 'əʊnli bʌt 'bɔ:lsəʊ]	These special hotels are not only for people but also for dogs.	nicht nur ... sondern auch
WWOOFing ['wʊfɪŋ]	WWOOFing is a cheap way to stay in another country.	Arbeit auf einer Farm für Unterkunft und Verpflegung
couchsurfing ['kaʊtʃ sɜ:ʃɪŋ]	He saved a lot of money by doing couchsurfing .	Couchsurfing (das)
Interrail ['ɪntəreɪl]	Many young Europeans do Interrail trips.	Interrail
backpacking ['bækpækɪŋ]	My friends and I went backpacking last summer.	Rucksackreise (die)
3 arrival [ə'raɪv]	We apologise for the late arrival of the train.	Ankunft (die)
departure [dɪ'pɑ:tʃə]	Departure times may change due to the weather.	Abfahrt (die)
flight [flaɪt]	I overslept and almost missed my flight .	Flug (der)
harbour ['hɑ:bə]	Our ship is leaving the harbour in one hour.	Hafen (der)
luggage ['lʌɡɪdʒ]	We have been waiting for our luggage for 2 hours!	Gepäck (das)
platform ['plætfɔ:m]	The train is leaving from platform 9.	Bahnsteig (der)
to rent [rent]	They decided to rent a car at the airport.	mieten
4 travel agency ['trævl eɪdʒnsi]	They booked the trip with a new travel agency .	Reisebüro (das)
to take (long/time)	The train ride to the centre takes about an hour.	(lang/eine Zeit) dauern
to leave [li:v]	We would like to leave around July 15.	weggehen, wegfahren
to stay [steɪ]	We want to stay there for two weeks.	übernachten, wohnen
to avoid [ə'vɔɪd] sth.	If you take the train, you can avoid traffic jams.	etw. vermeiden
5 passenger ['pæsɛndʒə]	Passengers travelling to Cairo should go to boarding gate 22.	Fahrgast (der), Passagier (der), Passagierin (die)
boarding call ['bɔ:ɪdɪŋ kɔ:l]	This is the final boarding call for flight HP394 to London.	Aufruf zum Einsteigen (der)
6 accommodation [əkɒmə'deɪʃn]	Tom usually looks for cheap accommodation .	Unterkunft (die)
youth hostel ['ju:θ hɒstl]	We usually go to a youth hostel .	Jugendherberge (die)
campsite ['kæmpsaɪt]	Is there a campsite near here?	Campingplatz (der)
destination [destɪ'neɪʃn]	They want to experience the "real" destination .	Reiseziel (das)
host [həʊst]	There are WWOOF hosts in 210 countries.	Gastgeber/-in (der/die)
to visit ['vɪzɪt]	How many countries would you like to visit ?	besuchen, besichtigen
available [ə'veɪləbl]	The Interrail Pass is available to all European citizens.	verfügbar, erhältlich
7 environment [ɪn'vaɪrnmənt]	How are you protecting the environment ?	Umwelt (die)
8 work experience ['wɜ:k ɪk'spɪəriəns]	WWOOFing is a great work experience .	Arbeitserfahrung (die)
to help out [help 'aʊt]	You stay at organic farms or parks and help out .	aushelfen
Take care! [teɪk 'keə]		Mach's gut!

The Big Apple

1 Vocabulary work: History of New York City

Look back at the text in your CB on page 16. Use the words in blue to complete the sentences below.

1. New York City was _____ **1** as a trading post by the Dutch in 1624. In the beginning it was called *New Amsterdam*.
2. Viktor Hochhauser was my great-great-grandfather¹; he is one of my _____ **2**.
3. In Austria, German is the _____ **3** language.
4. Our cruise ship had already left when we reached the _____ **4**.
5. Because of strong wind and big _____ **5** the ferry to Staten Island was cancelled².
6. _____ **6** and _____ **7** are the main reasons for migration.
7. The Statue of Liberty is one of New York's most famous _____ **8**.

¹ great-great-grandfather – Ururgroßvater ² to cancel – hier: absagen

2 Focus on form: Past perfect tense

a) Find the past participles for the following verbs.

- | | |
|---------------------------|----------------------|
| 1. give: <u>g i v e n</u> | 6. arrive: <u> </u> |
| 2. become: <u> </u> | 7. leave: <u> </u> |
| 3. land: <u> </u> | 8. bring: <u> </u> |
| 4. see: <u> </u> | 9. have: <u> </u> |
| 5. catch: <u> </u> | 10. be: <u> </u> |



The circled letters make up which part of New York? _____

b) Use some of the past participles to complete the following sentences.

1. After the Statue of Liberty had been _____ **1** to New York as a present from the French, it became an international symbol for freedom.
2. New York became a British city, after it had _____ **2** part of the Dutch colonies.
3. Millions of immigrants had _____ **3** at Manhattan, before the city opened a new immigration centre on Ellis Island.
4. Most immigrants had _____ **4** behind a life of poverty and oppression in Europe.

A visit to Ellis Island

3 Personal migration story

Remember some facts about Giuseppe's migration story and tick the correct sentences.

Use your coursebook page 19 if you need help.

- Giuseppe emigrated from Italy.
- He could afford¹ the ticket to New York on his own.
- He became sick on the trip across the Atlantic.
- As a result² of his health problems, he was put in the hospital building on Ellis Island.
- Giuseppe was one of the 2% of immigrants who were sent back to their home countries.
- He was finally able to start his life as a legal immigrant to the US.

¹ to afford – sich etw. leisten können
² as a result – infolge



Info

When you leave your home country, you emigrate. When you come to a country to live there, you immigrate.

4 Focus on form: Giuseppe's story

a) Look at the events of Giuseppe's life and make sentences with "before" and "after". Use the past simple and the past perfect tense.

work as a peasant in Sicily	before after	emigrate to the United States
have a difficult trip across the ocean		land on Ellis Island
be examined by doctors		become a legal citizen
legally immigrate		start a new life in the US

1. *Before he emigrated to the United States, Giuseppe had worked as a peasant in Sicily.*
2. _____
3. _____
4. _____

b) How do you think Giuseppe's story in the United States continued? Write a few sentences about what his life in the US was like.

After Giuseppe had become a US citizen, he ...



New York: It's all here

5 Listening: New York landmarks



Listen to the descriptions of some of New York's famous landmarks and tick the words you hear.



- immigrants large villages cities
- green trees fields plants
- three years seven years twenty years
- Brooklyn Bronx Manhattan
- biggest public park first public park



- 100 102 1931 1930
- official name Empire State
- Upper West Side Midtown Upper East Side
- 150 movies 500 movies 250 movies and TV shows
- visitors observation deck¹ two terraces



- "The Metro" "The Met" "The Vet"
- Upper East Side Upper West Side Lower East Side
- Egyptian Roman Japanese
- fundraiser² ball club

¹ observation deck – Aussichtsplattform ² fundraiser – Benefizveranstaltung

6 New York neighbourhoods

Match the sentence halves about the neighbourhoods of New York.

- | | |
|---|--|
| <p>1. Tribeca actually means</p> <p>2. It is difficult to afford a place to live here</p> <p>3. If you fancy¹ celebrity watching,</p> <p>4. The East Village is the perfect place to go out,</p> <p>5. Being in Chinatown,</p> <p>6. Seeing lots of tourists</p> | <p><input type="checkbox"/> you sometimes feel as if you were in a different part of the world.</p> <p><input type="checkbox"/> since there is always something going on.</p> <p>1 Triangle below Canal Street.</p> <p><input type="checkbox"/> is something you have to get used to in New York.</p> <p><input type="checkbox"/> because it is one of the most expensive neighbourhoods in New York.</p> <p><input type="checkbox"/> Tribeca's the place – you will probably see someone famous around each corner.</p> |
|---|--|



Info

A *celebrity* describes a person who is famous, especially in the entertainment business.

¹ to fancy – auf etw. stehen

7 Language in use: New York for teenagers

Read the pages from a travel guide describing activities that are perfect for teenage travellers. Fill in *who, that* or *which* and *some* or *any*.



There is a reason why families from all over the world come to New York City. Between the history and the landmarks there is so much to

see and explore. Here are **some** **1** of

the things **that** **2** you can do in NYC with teenagers.

Sport in NYC

You have never seen a live baseball or basketball game? Take your family to one of the sports arenas around the city and cheer on

_____ **3** of New York's great pro sport

teams. Watch the players of the New York

Yankees, _____ **4** are at home at Yankee Stadium, or watch the



New York Knicks _____ **5** play basketball at Madison Square Garden.



Broadway Shows



Every first-time NYC visitor has to see a

Broadway show. _____ **6** of the shows

_____ **7** fascinate teenage audiences include *Harry Potter and the Cursed Child*, *Wicked*, *Mean Girls* or *King Kong*. Tickets for hit shows are hard to get and should be bought

in advance. If you can't get _____ **8** tickets, there's another chance: Sometimes the production offers a lottery system

_____ **9** hands out tickets for the day

to _____ **10** lucky winners.

Pro tip: Never buy tickets from people

_____ **11** sell them on the street!



New York Pizza

Need we say more? Make it a mission to try

_____ **12** of the top NYC pizza spots. Take notes to remember the place

_____ **13** you liked the most.



Check out

8 Focus on form: Visiting New York

Look at the events of Karim's visit to New York. Use the sentences on the left to complete the paragraphs on the right with the correct tense of the verb – past simple or past perfect.



<ol style="list-style-type: none"> They got up at 7 a.m. They arrived at the Empire State Building at 8:30 a.m. They had to stand in line¹ for 2 h before they could go up to the platform. 	<p>We <u>arrived</u> 1 at the Empire State Building at half past 8 after we <u>had gotten</u> 2 up at 7. But we still _____ 3 (have) to stand in line for 2 hours!</p>
<ol style="list-style-type: none"> They booked a boat tour to Liberty Island. They missed the boat. They went on the Staten Island ferry for free instead. 	<p>We _____ 4 (book) a boat tour to Liberty Island but we _____ 5 (miss) it by a few minutes, so we _____ 6 on the Staten Island ferry instead.</p>
<ol style="list-style-type: none"> They planned to walk along the High Line Park. They couldn't find it right away so they asked an old man for directions. The New Yorker told them stories about his neighbourhood. 	<p>We _____ 7 (plan) to walk along the High Line Park but we _____ 8 (can) find it right away², so we asked an old man for directions. He _____ 9 (grow up) in the neighbourhood and _____ 10 (have) interesting stories to tell.</p>

¹ to stand in line – sich anstellen ² right away – gleich, sofort

☺ ☹ ☹ I can choose the correct tense to complete a sentence.

9 Writing: Describing a picture

Describe what you can see in this picture. Use the questions and write around 80–100 words.

- What does the picture show?
- What do you know about this situation?
- How do you think the people in the picture are feeling?
- What are their hopes/dreams/fears?



The picture shows ... In the foreground you can see ... In the background one can see ...

☺ ☹ ☹ I can describe a picture in detail.

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

Vocabulary



Tip: New sentences

Create new sentences: Write three new sentences for every word you have problems with.

English	Example sentence	German
2 to found sth. [faʊnd]	In 1624 they founded New Amsterdam.	etw. gründen
in honour [ˈhɒnə] of	They renamed the city New York, in honour of the Duke of York.	zu Ehren von
immigrant [ˈɪmɪgrənt]	Waves of new immigrants from Europe brought new cultures into the city.	Einwanderer (der), Einwanderin (die)
borough [ˈbɒrə]	New York is divided into five boroughs .	Bezirk (der), Stadtteil (der)
still [stɪl]	New York has been and still is a city of immigrants.	noch immer
multiculturalism [mʌltiˈkʌltʃrɪzəm]	It is a city of immigrants and multiculturalism .	Multikulturalismus (der)
diverse [daɪˈvɜːs]	The city has many diverse neighbourhoods.	vielfältig, multikulturell, divers
as well as [əz ˈwel əz]	There are diverse neighbourhoods as well as areas like Greenpoint.	sowie, und auch
area [ˈeəriə]	It is one of the most expensive areas of New York.	Gegend (die)
Statue of Liberty [stætʃuː əv ˈlɪbətɪ]	The Statue of Liberty was given to New York as a present from France.	Freiheitstatue (die)
landmark [ˈlændmɑːk]	It is one of the most well-known landmarks of the city.	Wahrzeichen (das)
to land [lænd]	Boats of immigrants landed at Manhattan harbour.	an Land gehen
immigration station [ɪmɪˈɡreɪʃn steɪʃn]	They had to go through the immigration station on Ellis Island.	Immigrantensammel- stelle (die)
poverty [ˈpɒvəti]	They came to America to escape poverty in Europe.	Armut (die)
oppression [əˈpreʃn]	Most wanted to escape poverty and oppression .	Unterdrückung (die)
ancestor [ˈænsəstə]	Many American citizens have an ancestor who came through Ellis Island.	Vorfahre (der), Vorfahrin (die)
estimated [ˈestɪmeɪtɪd]	An estimated 12 million people landed on the island.	geschätzt
to consist [kənˈsɪst] of sth.	By 1898 New York City consisted of five parts.	aus etw. bestehen
to recognise [ˈrekəɡnaɪz] sth.	This famous building is easily recognised .	etw. erkennen
3 sight [saɪt]	They felt hopeful at the first sight of the Statue of Liberty.	Anblick (der)
5 immigration [ɪmɪˈɡreɪʃn]	Listen to Giuseppe's personal immigration story.	Einwanderung (die)
to examine [ɪɡˈzæmɪn] sb.	They were examined by doctors.	jmdn. untersuchen
a lack [læk] of sth.	There was a great lack of workers.	ein Mangel an etw. (der)
to immigrate [ˈɪmɪɡreɪt]	He wanted to immigrate to the United States.	einwandern
legally [ˈliːɡli]	Giuseppe legally started his new life in the US.	legal, rechtmäßig
6 once [wʌns]	These trains once transported goods.	einst, früher (einmal)
9 either [ˈaɪðə] ... or	They either had to stay on the island or go back home.	entweder ... oder
belongings [brɪˈlɒŋɪŋz]	They had their most important belongings with them.	persönliche Sachen, Hab und Gut (das)

Intelligent machines around us

1 Focus on form: Reported speech

- a) For her blog, Ally interviews a friend of hers about what she thinks about robots and AI. Read the chat between Ally and her friend Liliana.

Ally 9:34 p.m. Hey, Liliana, thanks for taking the time to chat with me tonight. 😊 You know, I'm working on a blog series on artificial intelligence. 😬 Now I'm interviewing people about what they think about it. Have you heard of artificial intelligence before?

Liliana 9:35 p.m. Yes, I have. There are more and more things AI can help us with.

Ally 9:35 p.m. Yeah, right. What are you thinking of? 🤔

Liliana 9:37 p.m. AI helps you to find information online very quickly for example. It often takes you hours on the internet to find an answer to your question. If you send your question to an AI search assistant¹, however, it will tell you everything you want to know about a topic in less than a second.

Ally 9:38 p.m. Do you think that's a good thing? 😬


Liliana 9:40 p.m. It feels a little strange if you don't know how AI has come up with the information it gives you. I mean, maybe there has been some mistake, or the software has misunderstood² something. You can never be sure... 😬

Ally 9:41 p.m. That's right, that might really be a problem. Well, thanks, Liliana; you really helped me a lot! 😊

¹ search assistant – Suchmaschine





² to misunderstand sth. – etw. missverstehen

- b) Help Ally to complete her blog post with the correct verbs in the reported speech.



Ally's Blog

What people think about AI

Home About me Topics

One of my friends from science club, Liliana, tells me that AI helps **1** you to find information online very quickly. She explains that it often _____ **2** you hours to surf the internet to find an answer to your question. Liliana has already tried out an AI search assistant. She writes that such an assistant will tell you everything you want to know about a topic in less than a second. It's a kind of software that understands all your questions in real language. You might ask it "Why is the world's climate changing?" and it will give you a real answer, not just a list of webpages. Liliana likes the assistant, but she thinks it _____ **3** a little strange if you don't know how AI _____ **4** with the information it _____ **5** you. She says that maybe there _____ **6** some mistake or the software has misunderstood something. What do you think? Have you ever tried out such an assistant?

An interview with a robotics professor

2 Focus on form: Reported speech

Turn the following sentences from Ally's blog post into direct speech.

1. I told her that I was writing a post for my blog. "I am writing a post for my blog."

2. She explained that she didn't design such robots herself but that she experimented with the technology behind them.

3. Professor Holmlund told me that even a robot could be intelligent in some way.

4. She pointed out that a robot could do things on its own only with the help of special software.

5. The robotics professor told me that it could even remember where it had been.

6. In the end, she told me that today artificial intelligence could even teach itself.

3 Reading: Meet iVac, your new vacuum cleaning robot

Study the advert and underline the information below.

colours available

why animal owners love it

how it finds its way around

who empties it



iVac, your new vacuum cleaning robot,

now comes in a brand new design in either black or black and red. It cleans deep into corners with our newly designed corner brush and lifts away all your cats' and dogs' hair. The iVac robot vacuum uses an optical sensor to collect over 230,400 reference points¹ per second to map your home and find the best way to clean every room. Plus, it empties its own bin, so you don't have to think about vacuuming for weeks.

¹ reference points – hier: Punkte in der Wohnung, an denen sich der Roboter orientieren kann

All that glitters is not gold



4

Listening: Will there be robot teachers?



Listen to the interview with Dr Philip Meyer about how AI may take away people's jobs and do the tasks below.

1. Which jobs are done by robots nowadays according to¹ the interviewer?
 - factory worker
 - teacher
 - shop assistant

2. What does the interviewer think is important for jobs like a doctor or a teacher?
 - being able to see blood
 - knowing how to interact² with people
 - speaking a foreign language

3. Robots don't find as many illnesses as doctors.
 - true false

4. Which part of a teacher's job might be difficult for robots?
 - understanding how students feel
 - giving feedback to an exercise
 - writing reports

5. How many children under 14 don't go to school? _____

6. What could robots do for teachers at your school? _____

¹ according to – laut, gemäß (des Interviewers) ² to interact with sb. – mit jmdm. umgehen/interagieren

5

Privacy tips

Complete the information leaflet below with suitable words.

How to protect your privacy online

1. You should *find out* **1** which apps on your smartphone _____ **2** about you. When you install a new app, it usually asks you for permission³. Pay extra attention to what you allow.
2. Don't _____ **3** every app to use your camera and _____ **4**, especially if the app doesn't need it to work, for example, a calculator⁴.
3. _____ **5** the security settings of your smartphone regularly. Usually, smartphone companies automatically send out security updates for your device.
4. _____ **6** an app if you are not _____ **7** what happens to your information. Often these apps are not worth it anyway.



³ permission – Erlaubnis ⁴ calculator – Taschenrechner

6 Focus on form: Questions → CB, p. 13

Complete the questions in the interview with robot engineer Dr Martha Rebrikova.



Interviewer: Dr Rebrikova, what

_____ *does a robotics engineer do* **1**?

Martha Rebrikova: A robotics engineer designs and builds robots.

Interviewer: And what _____ **2**?

Rebrikova: A robot is a machine that can help us to do things we don't want to do or we cannot do.

Interviewer: Why _____ **3** actually?

Rebrikova: Well, I have always been interested in two things: developing software and designing things. As a robotics engineer I can do both: I design the robot, and I write its code¹.

Interviewer: Sounds interesting. What _____ **4**?

Rebrikova: Actually, it's a secret, you know. But I will tell you. Right now, I am developing a new kind of vacuum cleaning robot.

Interviewer: I own a vacuum cleaning robot myself.

What _____ **5**?

Rebrikova: My robot will be special because it won't only clean your floors, but will also be able to clean your windows.

Interviewer: Wow, that sounds really cool. I hate cleaning windows.

Rebrikova: So do I!

Interviewer: Let me ask you one more question.

What _____ **6**?

Rebrikova: In ten years? That's a difficult question. I think in ten years our world will look not much different from nowadays. But there will be all kinds of robots around to make our lives easier.

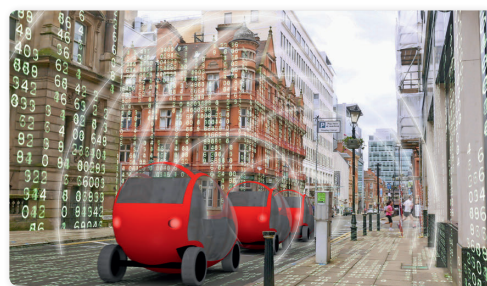
Interviewer: I should hope so. Thank you for the interview, Dr Rebrikova.

¹ code – hier: Programmcode, Computerprogramm

7 Focus on form: Negations

What kind of robots will/won't be around in your life to make it easier? Write sentences in your exercise book using negations.

*I don't like mowing the lawn. A robot will do that for me.
I won't have a robot that cooks a soup for me because I love cooking.*



Check out

8 Reading: You won't believe what robots can do

Read the text below and put the sentences in the correct order.

- 1 Robots can do many things. You won't believe what they are able to do nowadays.
- by the engineers at MIT can run at a speed of 30 mph. Drones¹ are robots, too, and they're
- First, robots can cook. Just choose a recipe, and Moley Robotics' Robotic Kitchen will
- robots to operate on patients. This gives doctors much more control.
- Australia's beaches for sharks². In retirement homes³, personal trainer bots are
- make it for you. Robots can also easily run faster than you. A mechanical leopard built
- body position. Finally, robots can perform operations. More and more hospitals use
- working all over the world, doing many jobs from transporting blood to searching
- teaching exercise lessons to elderly people. They can even give feedback on the correct

¹ drone – Drohne, fliegender Roboter ² shark – Hai ³ retirement home – Seniorenheim

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

9 Focus on form: Reported speech

Write down what people said with the reporting verbs in the past. Write in your exercise book.

- Ally:** "I am writing a new post for my blog."
Ally said she was writing a new post for her blog.
- Professor Holmlund:** "I don't design vacuum cleaning robots myself."
- Alcott:** "I've heard that artificial intelligence is very good at playing board games."
- Jane:** "AI can help you to find information in texts very quickly."
- Shelby:** "Very often, patients have x-rays taken of their lungs."
- Parker:** "I have listened to some songs written by AI, and they don't sound bad."
- Edison:** "I don't want to ride in a self-driving car."

😊 😐 😞 I can write about what other people said.



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

Vocabulary



Tip: Look up words you don't know.

If you have a dictionary programme on your computer, keep it open and handy. Internet services have dictionaries and thesauruses on their tool bars. Find them and look up any word you are not absolutely sure of.

English	Example sentence	German
1 machine [məʃi:n]	Machines can help us in many ways.	Maschine (die)
navigation app [nævɪ'geɪʃn æp]	The navigation app showed us all the traffic jams.	Navigationsapp (die)
vacuum cleaning robot ['vækju:m kli:nɪŋ rəʊbɒt]	My parents gave my aunt a vacuum cleaning robot as a wedding present.	Staubsaugerroboter (der)
brilliant ['brɪljənt]	Some of these robots are brilliant .	hier: hervorragend
dustbin ['dʌstbɪn]	The robot empties its own dustbin .	hier: Staubbehälter (der), Mistkübel (der)
unbelievable [ʌnbɪ'li:vəbl]	It's unbelievable how many intelligent machines there are around nowadays.	unglaublich
nowadays ['nəʊədəɪz]	Nowadays everybody has a vacuum cleaning robot.	heutzutage
text message ['tekst mesɪdʒ]	Some phones can answer text messages on their own.	Kurznachricht (die), SMS (die)
2 human ['hju:mən]	It's important for humans to keep those jobs.	Mensch (der)
robot ['rəʊbɒt]	Robots and machines can have a brain.	Roboter (der)
artificial intelligence (AI) [ɑ:tiʃɪl ɪn'telɪdʒəns]	What things is artificial intelligence good at?	künstliche Intelligenz (die)
piano [pi'æniəʊ]	Are robots able to play the piano ?	Klavier (das)
patient ['peɪʃnt]	Doctors are better at talking to patients .	Patient (der), Patientin (die)
5 sensor ['sensə]	The robot has sensors that tell it where the walls are.	Sensor (der)
6 technology [tek'nɒlədʒi]	She worked with the technology behind the robots.	Technologie (die)
computer software [kəm'pjʊ:tə sɒftweə]	It needed a certain type of computer software .	Computersoftware (die)
complicated ['kɒmplɪkeɪtɪd]	It sounds complicated , but it's actually quite easy.	kompliziert
7 daily life [deɪli 'laɪf]	Artificial intelligence can help us in our daily lives .	Alltag (der), tägliches Leben (das)
popular ['pɒpjələ]	What are the most popular apps?	beliebt
position [pə'zɪʃn]	Your smartphone always knows your exact position .	Standort (der)
at the moment ['məʊmənt]	Is this street closed at the moment ?	momentan
soft toy ['sɒft tɔɪ]	Kids love a soft toy that really talks to them.	Kuscheltier (das)
on the one hand, ...	On the one hand , AI can make our lives easier.	einerseits, ...
on the other hand, ...	On the other hand , AI can take away people's jobs.	andererseits, ...
taxi driver ['tæksi draɪvə]	What do taxi drivers do if more and more driverless cars are used as taxis?	Taxifahrer (der), Taxifahrerin (die)
8 data ['deɪtə]	AI needs a lot of data to work.	Daten (die)
to update ['ʌpdeɪt]	Update the security settings of your smartphone.	aktualisieren
9 fire alarm ['faɪə əlɑ:m]	Can you hear the fire alarm ?	Feueralarm (der)
to programme ['prəʊgræm]	We can programme machines and tell them what to do.	programmieren

No limits

1 Reading: Know your limits

a) Read the short texts and circle the correct answer.

1

Office is open from 9:30 a.m. to 6:30 p.m. (Monday–Friday)
10.00 a.m. to 1 p.m. (Saturday)

2

Gary, I found the office closed right now! Call me when you read this. Sasha

3

Office closed. Will be back soon.

4

Hey, Gary, how's work? Let's go for a coffee! Mon, 10:30? Love, Liz ☺

1.	The office ...	a) is open five days a week.	b) closes later on Saturday.	c) is not open on Sunday.
2.	Sasha ...	a) has tried to call Gary.	b) will call Gary.	c) wants Gary to call her.
3.	This note ...	a) is for customers.	b) says when the office is open.	c) is sent by mail.
4.	Liz ...	a) works with Gary.	b) wants to meet at the weekend.	c) wants to meet before lunch.

b) Read the two dialogues. Then complete the sentences. Don't use more than four words.

L: Gary, I think this job is just too much. Don't do this to yourself!
G: It's just an office job, you know.
L: But Sasha wants you to be there all the time! She knows no limits.
G: I'll talk to her, I promise.

S: You can't just put up a note and leave, Gary! Don't do this ever again!
G: I'm so sorry, Sasha.
S: Next time you make a mistake like that, you're fired¹. There are limits, you know.
G: Yes. I won't, I promise.

¹ fired – gefeuert

1. Liz advises Gary to change things at work.
2. Gary promises Liz to _____.
3. Sasha doesn't allow Gary to _____.
4. Sasha warns Gary not to _____.
5. Gary promises Sasha not to _____.

c) Imagine what will happen next. Write at least three sentences in your exercise book.

Gary will • Sasha will • Liz will	want • tell • ask • warn • advise • not allow • promise	Sasha to ... • Liz to ... • Gary to...
-----------------------------------	---	--

Balance is the key

2 Language in use: Joshua's report

Complete Joshua's report for his boss, Alsana. Fill in one or two words.

This is a quiz we could put on our website to help our customers choose their unXpected Xperience. In the quiz we ask interested people _____ 1 they are adventure freaks and if they _____ 2 speed and heights. Next, we ask how often they _____ 3 things others find extreme. Other questions are _____ 4 they like about feeling the adrenaline and _____ 5 they last did something dangerous. Then the quiz asks if they _____ 6 extreme sports before. We also want to find out how many points _____ 7 and where _____ 8 like to have their Xperience. The quiz works well with our radio ads.

3 Writing: Sia's note

a) Read Sia's answer to Tom and tick. Sia's message ...

doesn't sound very nice. could be more personal. should be shorter. is perfect.

b) Tick the best ending for Sia's message.

When will you be at the café? Bye, S.

I'm looking forward to your interview. See you tomorrow! Yours, Auntie Sia

See you in two weeks then! Until then, Sia

c) Rewrite Sia's message so that it sounds nicer. Your new message should have about 60 words.

4 Listening: Two job interviews



Listen to the parts of two job interviews and tick the sentences that are true.

The **sports teacher** is asked ...

- if he likes extreme sports.
- how good he is at scuba diving.
- when he last taught rock climbing.
- when he could start.
- if he has questions about the course.

The **underwater photographer** is asked ...

- why she takes risks for good photos.
- what she likes best about the job.
- how good she is at free diving.
- if she has any questions about the job.
- if she can start tomorrow.

Too much of a good thing

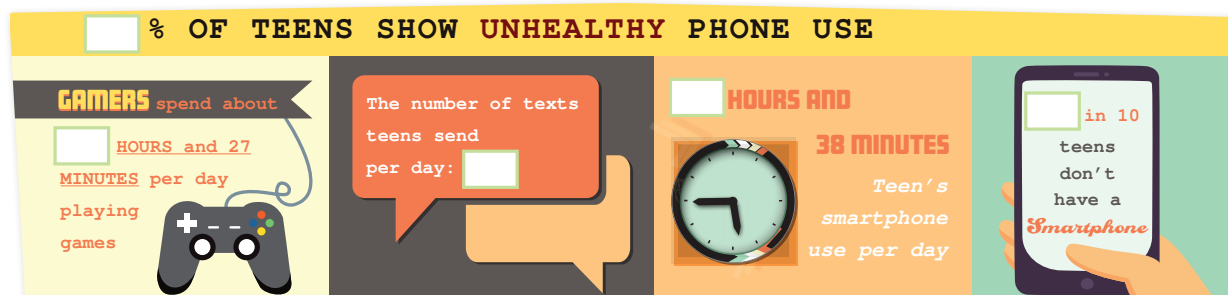
5 Reading and language in use: Do you know your limits?

a) For his school project on teen stress, Kevin has found a quiz and an infographic in a teenage magazine. Answer the questions in the quiz.

Are you a “phonoholic”?

Do you have a smart-phone?	Have you ever felt nervous because you couldn't use your phone?	Would you say you couldn't live without your phone?	How many hours did you spend playing on your phone yesterday?	How many hours are you planning on spending playing today?	How many texts do you send per day?	How much time do you usually spend on your phone?
<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no				

b) Fill in the gaps in the infographic and in Kevin's report.



I found a quiz and an infographic about phone use and teenagers in the teen mag “XOXO”. In the quiz, teenagers were asked if they had **1** a smartphone. 70% said they did. Another question was _____ **2** teenagers had ever felt nervous because they couldn't use their phone. One half of the teenagers answered yes when asked if they _____ **3** say they were crazy about their phone. The magazine also asked how many hours one had spent playing on the phone the day _____ **4** and how many hours they _____ **5** planning on spending _____ **6** day. “XOXO” found out that teens spent over two hours a day on gaming. When asked how many texts they _____ **7** per day, most teenagers said 55. The last question was how much time they usually _____ **8** on their phone. The answer was almost five hours.

Enough is enough → CB, p. 17

6 Language in use: Past perfect and past simple

a) Read Joshua's notes. Then fill in the gaps with the correct tense.

Studio: Record new radio ad – slogan: "Going to the limit"
Develop new advertising plan
E-mail new ideas for a special offer to Alsana
Lunch break
Present new plan to Alsana
Work on ideas with Alsana
E-mail notes to Alsana
Listen to new radio ad
E-mail suggestions to speakers
Book studio for second recording



When Joshua _____ 1 (finish)

breakfast that day, he _____ 2 (begin)

to make plans for his day at work. Before he

_____ 3 (go) to the office, he

_____ 4 (be) at the recording

studio, where they had recorded a new radio ad.

Alsana _____ 5 (tell) him to remember

the slogan, "Going to the limit", many times before, so Joshua _____ 6 (remind) the

speakers frequently not to go over the top. After he _____ 7 (come) to the office, he felt

that there was still so much to do. First, he _____ 8 (develop) a new advertising plan,

then he e-mailed new ideas for a special offer to Alsana. By the time it _____ 9 (be)

time for lunch, Joshua _____ 10 (start) to feel a bad headache. After his lunch break

Joshua _____ 11 (go) to Alsana's office to present his new advertising plan and to work

on some ideas. Joshua _____ 12 (feel) nervous before going to Alsana's office, but things

only _____ 13 (get) worse during the meeting. He thought he _____ 14

(reach) his limit. There _____ 15 (be) still so many things on his list, and he felt

extremely tired. It was too much for one person. Joshua _____ 16 (think), "The company

should be called 'Xhausted 24/7!'"

b) Continue the text. Use Joshua's notes and some of the words in the green boxes.

after

as soon as

before

then

when

c) Tick the title that fits the text in a) best.

How to not get tired The dangers of extreme sports Reaching your limits at work

Check out

7

Listening and reading: Xcellent Relaxation



a) Listen to Joshua talking to Hannah, his Xcellent Relaxation camp guide. Tick what is true.

Hannah teaches yoga Joshua hates his job Hannah and Joshua haven't met before

b) Listen again and circle the correct words in the report Hannah wrote.

First, I asked Joshua **if** • **why** he **had needed** • **needed** a break from his working life and after he had told me about his eating problems, I asked **when** • **why** he **had started** • **would start** to eat too much. He talked about his job and I wanted to know **if** • **why** he **was** • **wasn't** still happy in it. He seemed ready to change his life, so I asked **if** • **whether** he **had had** • **had** any questions about the camp. Joshua then asked **when** • **if** he **will be** • **was** allowed to use his phone. Of course, I **didn't allow** • **told** him to check his phone. After I had **advised** • **allowed** him to stay offline for a while, he wanted to know **where** • **when** his first workshop **would start** • **started**. Joshua also **promised** • **asked** me to follow the camp's rules.

c) Read Hannah's note to Joshua. Cross out the words that shouldn't be in the text.

Dear hi Joshua, you seem to be exploring the camp limits. Your hot yoga class has been ready cancelled. The teacher, Ina, is sick. You asked earlier if you could call use my phone. I'll be in my office between 4 now and 6. Don't be afraid to come if. But remember you promised asked me not to check your phone offline! Hannah



I can understand a recording of a conversation and work on short texts about it.

8

Reading: Say no to FOMO!

Fill in the gaps. For each gap, use a word that is used somewhere else in the text.

In 2017, schools in the UK started to teach lessons in dealing with online stress and FOMO (fear of missing out¹). These _____ **1** were started after it had been found out that three pupils in each class was under _____ **2** because of social media. Lots of children reach their limits when they feel they need to answer each message immediately² and should be _____ **3** all the time. The organisation Public Health England said that the programme should help teach _____ **4** how to stay healthy. Spending too much time on social _____ **5** can make children unhappy because they don't spend enough _____ **6** being active anymore.

¹ to miss out on something:
sich etwas entgehen lassen
² immediately: sofort



I can complete an article about recent news.

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

Vocabulary



Tip: Focus on meaning

Use one colour to highlight words for sports and another colour to highlight words for people.

English	Example sentence	German
limit ['lɪmɪt]	You have to know your own limits .	Grenze (die), Limit (das)
1 speed [spi:d]	Do you like speed ?	(hohe) Geschwindigkeit (die)
extreme sports [ɪk'stri:m spɔ:ts]	What you know about extreme sports ?	Extremsport (der)
aggressive in-line skating [əɡresɪv ɪnlaɪn 'skeɪtɪŋ]	Aggressive in-line skating can be dangerous.	Freestyle-Skating (das), Aggressive-Skating (das)
bungee jumping ['bʌndʒi: dʒʌmpɪŋ]	Have you ever gone bungee jumping ?	Bungeejumping (das)
ad (advertisement) [æd]	Listen to the radio ad .	Werbung (die), Werbespot (der)
2 this way ['ðɪs weɪ]	Adrenaline junkies: this way!	hier entlang
beginner [bɪ'ɡɪnə]	The half-pipe is not recommended for beginners!	Anfänger (der), Anfängerin (die)
avalanche area ['ævələ:ntʃ eəriə]	We mustn't ski there – it's an avalanche area .	Lawinengebiet (das)
skater ['skeɪtə]	What should skaters do first?	hier: Rollschuhfahrer (der), Rollschuhfahrer(in) (die)
climber ['klaɪmə]	Climbers need to have the right shoes.	Kletterer (der), Kletterin (die)
snowboarder ['snəʊbɔ:də]	This sign is for snowboarders .	Snowboarder (der), Snowboarder(in) (die)
to warn [wɔ:n] sb.	Signs warn snowboarders about avalanches.	jmdn. warnen
to skate [skeɪt]	Do not to skate on the half-pipe.	Rollschuh fahren
suggestion [sə'dʒestʃn]	May I make a suggestion ?	Vorschlag (der)
3 boss [bɒs]	The writer is Joshua's boss .	Chef (der), Chefin (die)
4 stressed [strest]	She asks Joshua if he's stressed .	gestresst
5 college professor [kɒlɪdʒ prə'fesə]	My neighbour is a college professor .	Universitätsprofessor (der), Universitätsprofessorin (die)
sports teacher ['spɔ:ts ti:tʃə]	We have a new sports teacher .	Sportlehrer (der), Sportlehrerin (die)
historian [hɪ'stɔ:riən]	We have asked a historian about it.	Historiker (der), Historikerin (die)
ancient culture [eɪnʃnt 'kʌltʃə]	What do you know about ancient cultures ?	antike Kultur (die)
6 instead [ɪn'sted]	Do you want to try healthy snacks instead ?	stattdessen
stress [stres]	Find out how stress can change your life.	Stress (der)
7 infographic [ɪnfəʊ'græfɪk]	Fill in the gaps in the infographic .	Informationsgrafik (die)
8 lion ['laɪən]	Watch the lions on a safari in Africa.	Löwe (der)
Africa ['æfrɪkə]	Have you ever been to Africa ?	Afrika (das)
tiger [taɪgə]	We want to look for tigers in India.	Tiger (der)
yoga [jəʊgə]	Forget about all the stress with our yoga workshop.	Yoga (das)
9 camp [kæmp]	How do you like the camp ?	Camp (das), (Zelt)lager (das)

First in colour!

1 Summary: The history of television

Match the sentence halves about the history of television.

- | | | |
|--|-------------------------------------|---|
| 1. The invention of television was | <input type="checkbox"/> | it took until the early 20 th century for television to develop. |
| 2. Although the idea of moving pictures had started around 1830, | <input checked="" type="checkbox"/> | 3 to show pictures on a screen. |
| 3. The first step was | <input type="checkbox"/> | was done in black and white. |
| 4. All television sets were | <input type="checkbox"/> | a shared effort ¹ of inventors from all over the world. |
| 5. Until the 1950s most television broadcasting | <input type="checkbox"/> | mechanical devices in the beginning. |

¹ effort - Anstrengung

2 Reading: The story of Philo Farnsworth

Read the story of Philo Farnsworth and his groundbreaking² invention.

Then read the statements and tick T (= true), F (= false) or NG (= not given).

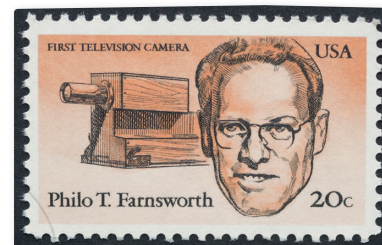
Philo Farnsworth was a 14-year-old farmboy when he had an idea that changed the rest of his life.

Farnsworth, who was born in Utah in 1906, had wanted to be an inventor since the age of six. He was extremely good at chemistry and physics in high school and even showed his science teacher a diagram of an electronic television system.

After the death of his father, however, he took over the family farm to care for his family.

According to relatives³ he was plowing⁴ a potato field in straight, parallel lines when he had the amazing idea that a picture could also be broken up into horizontal lines and then be put together again at the other end of a wire. By doing that, he was the first person to solve the problem of sending a picture without a mechanical device. In 1927, when he and his wife Elma were living in San Francisco, he managed to send a first picture, a simple straight line, to a screen in another room. Elma Farnsworth later said that her husband broke the surprised silence of his assistants by saying, "There you are - electronic television!"

² groundbreaking - wegweisend ³ relatives - Verwandte ⁴ to plow - pflügen



- | | T | F | NG |
|--|-------------------------------------|--------------------------|--------------------------|
| 1. Philo Farnsworth was very good at science in school. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Just like his father, he was an inventor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. At school he had an extraordinary new idea for showing a picture. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He built the first mechanical television set. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Later he moved to California to be closer to Hollywood. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The first picture he sent was of his wife, Elma. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The way we used to

3 Language in use: what it used to be like

watch come go love
invite own join

Read the interview between Aisha and her grandmother Margaret.
Fill in the gaps with a word from the green box and the correct form of “used to”.

Aisha: So, Grandma, is it true that you used to watch **1** TV in your neighbours’ living room?

Margaret: Yes, it is. You see, not everyone _____ **2** a TV back then.

Aisha: How often _____ **3** over to your neighbours’ house then?

Margaret: Oh, not very often. Broadcasting wasn’t all day, every day back then. My parents _____ **4** the Bakers in watching the news on Sundays and

we children _____ **5** along.

Aisha: Did you enjoy watching the news at that age?

Margaret: (laughs) Not really, no. I think it was more the TV watching that was fascinating. What

I _____ **6**, however, was watching the special children’s programmes that

were on sometimes. The Baker children _____ **7** us over to their house, and a group of us sat around the television set for an hour, glued to¹ the screen!

Aisha: Do you still remember those programmes?

Margaret: Of course I do! My favourite one was called *DoDo, the Kid from Outer Space*!

¹ glued to – hier: am Bildschirm klebend

4 Open gap: *DoDo, the Kid from Outer Space*

Read the description of the TV show *DoDo, the Kid from Outer Space* and fill in the gaps with words from page 42 in your coursebook.

DoDo, the Kid from Outer Space was an animated cartoon series that was _____ **1** from 1965–1970. It was one of the most popular children’s _____ **2** of the time, starring *DoDo*, a young extraterrestrial¹ from the planet Hena

Hydro, who came to Earth in his spaceship and had lots of adventures. Other _____ **3**

included *Compy* the Computer Bird, and *How* and his younger sister *Why*, two children from Earth.

The series also showed the development of computers and space travel. Each _____ **4**

only lasted about five minutes, and could be watched on the _____ **5** BBC1.



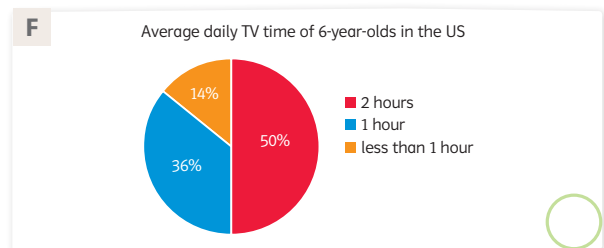
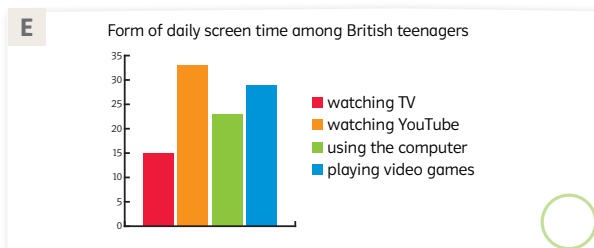
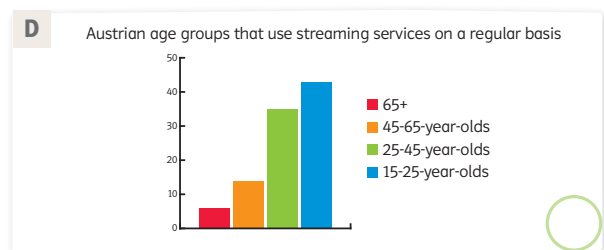
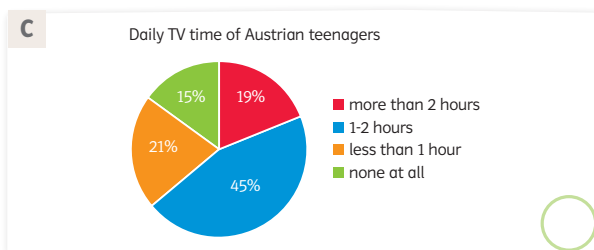
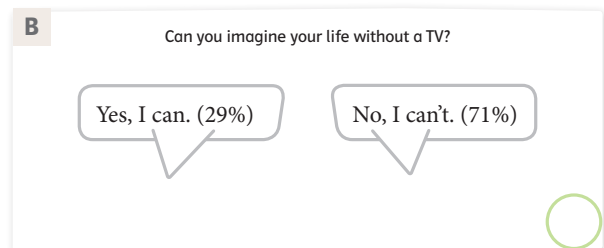
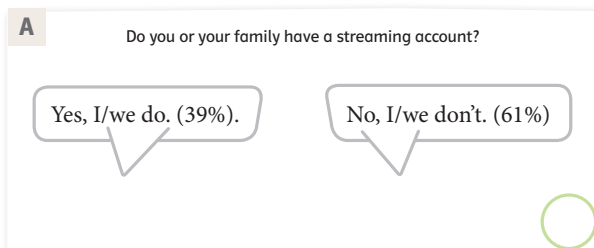
¹ extraterrestrial – außerirdisch

Keep on watching

5 Listening: Watching habits



a) Listen to the statements about watching habits and write the correct number to the correct charts or statements. There are two options you do not need.



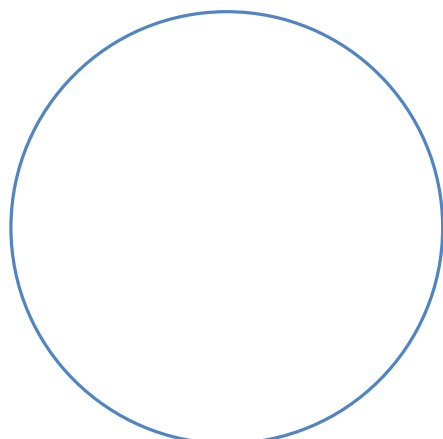
b) Look at how 100 students from an eighth grade (14-year-olds) answered the following two questions, then design one pie chart and one bar chart for the results.

Do you often watch together with friends or family?

Yes, often. (15%) Yes, sometimes. (13%) Only once in a while. (45%) No, never. (27%)

Do you sometimes feel guilty about watching too much?

Yes, regularly. (15%) Very rarely. (25%) No, not at all. (55%) Other (5%)



6 Focus on form: Reported speech → CB, p. 25–27

Read the statements from the interview with Dr Rayburn and put them into reported speech.

1. The biggest change, in my opinion, is the change from live TV to using other forms of TV.

*Dr Rayburn said that the biggest change, in his opinion, was the change from live TV
to other forms of TV.*

2. People no longer sit in front of the old-fashioned TV set in their living room.

3. Instead of watching a programme together, people watch on their own more and more.

4. Also, people don't want to wait around for their favourite programme anymore.

5. People choose streaming sites, such as *Netflix* or *YouTube* more frequently.

6. Today I mostly stream TV shows on my computer or tablet.

7 Focus on form: Reporting what a survey said

Read the report of a survey about daily TV time of Austrian teenagers and complete the text with the correct tenses of the words.

A recent survey in a teen magazine asked Austrian teenagers about the amount of their daily TV time. The overwhelming¹ majority of the teenagers said that they

watched **1** (watch) TV for approximately 1–2 hours

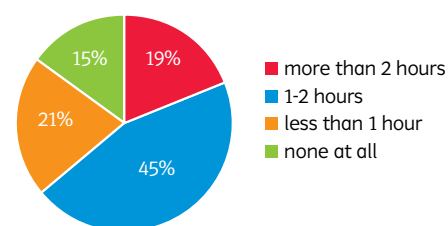
a day. 19% admitted² that they _____ **2** (spend) more than 2 hours every day in front of the

screen, whereas 21% of teenagers said that their daily TV time _____ **3** (be) less than 1 hour.

A quite surprising result was that 15% of teens asked said that they _____ **4** (do not watch) any TV at all.

¹ overwhelming – überwältigend ² to admit – zugeben

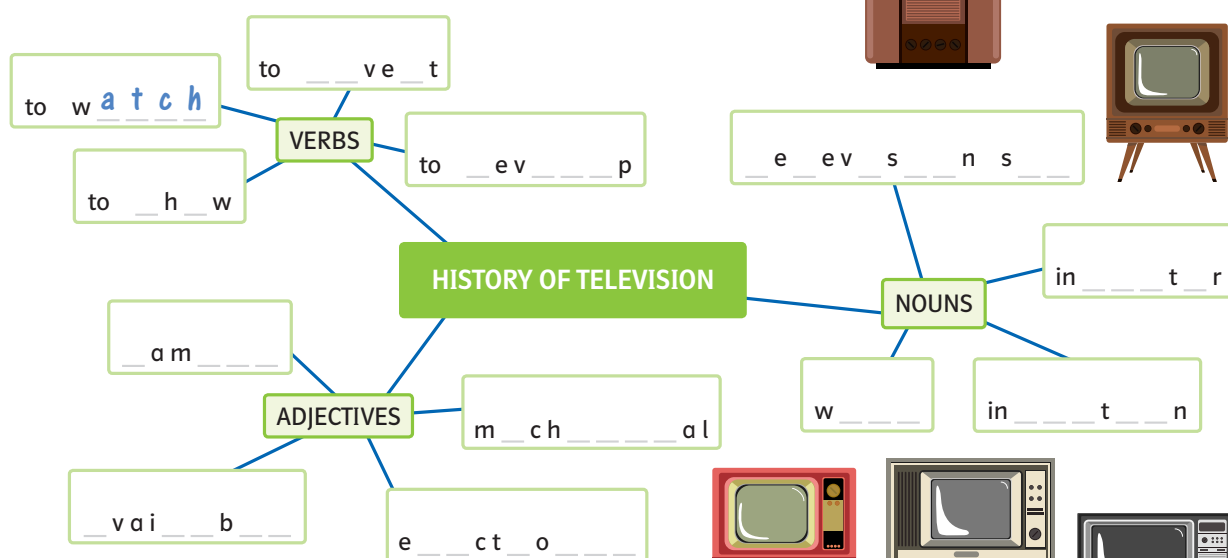
Daily TV time of Austrian teenagers



Check out

8 Mind map: History of television

Complete the words (in different word forms) connected to the history of television. Look at the text on page 40 of your coursebook for help.



☺ ☹ ☹ I can complete words (in different word forms) on a topic.

9 Speaking and writing: TV – good or bad?

a) Read the beginning of Roald Dahl's poem "Television".

The most important thing we've learned,
So far as children are concerned,
Is never, NEVER, NEVER let
Them near your television set --
Or better still, just don't install
The idiotic thing at all.
In almost every house we've been,
We've watched them gaping¹ at the screen.

They loll² and slop and lounge about³,
And stare until their eyes pop out.
(Last week in someone's place we saw
A dozen eyeballs on the floor.)
They sit and stare and stare and sit
Until they're hypnotised by it,
Until they're absolutely drunk
With all that shocking ghastly⁴ junk.
[...]

¹ gaping – starren, glotzen ² to loll – lümmeln

³ to slop and lounge about – herumhängen, -lümmeln ⁴ ghastly – grässlich

b) Do you agree with what he says about children watching TV?
Write 3 sentences.

I agree with Roald Dahl that children who watch TV look like ...

I disagree with Roald Dahl, I don't think that watching TV makes children ...

☺ ☹ ☹ I can give my opinion on a piece of literature.

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



Tip

You don't need to understand every word to understand the meaning of the poem.

Vocabulary



Tip:

To practise word forms you can colour code the vocabulary list (or flash cards), with one colour each for nouns, adjectives, verbs, etc.

English	Example sentence	German
2 invention [ɪn'venʃn]	The world changed after the invention of television.	Erfindung (die)
television set ['telɪvɪʒn set]	The first real television set wasn't built until the 1900s.	Fernsehgerät (das)
to be associated [ə'səʊsɪeɪtɪd] with	Five men are associated with the invention of TV.	mit etw. in Zusammenhang stehen
wire ['waɪə]	Paul Nipkow was able to send pictures over wire .	Draht (der), Leitung (die)
mechanical [mə'kæɪnɪkl]	Charles Jenkins invented a mechanical television.	mechanisch
electronic device [elektroˈnɪk dɪ'vaɪs]	Television systems are electronic devices .	elektronisches Gerät (das)
widely available [waɪdli ə'veɪləbl]	In the 1950s colour TVs became widely available .	weitgehend verfügbar
household item [haʊshəʊld 'aɪtəm]	The television became a popular household item .	Haushaltsgegenstand (der)
3 recording device/machine	The next step in development was a recording device .	Aufnahmegerät (das)
latest [leɪtɪst]	The latest inventions in television is the change to streaming services.	letzte, neueste
streaming service ['stri:mɪŋ sɜ:vɪs]	People now choose streaming services such as <i>Netflix</i> or <i>YouTube</i> .	Streaming-Dienst (der)
4 misunderstanding [mɪsʌndə'stændɪŋ]	He believed that there wouldn't be any misunderstandings .	Missverständnis
to connect [kə'nekt] sb.	He thought that television would connect mankind.	jmdn. miteinander verbinden
prediction [prɪ'dɪkʃn]	His predictions didn't come true.	Vorhersage (die)
5 to broadcast – broadcast – broadcast ['brɔ:dka:st] sth.	A special children's programme was broadcast on Sundays.	etw. ausstrahlen, etw. senden
totally ['tɔtli]	For me it was totally different.	völlig, total
6 the news [nju:z] (= singular)	We used to watch the news on television.	die Nachrichten
8 habit ['hæbɪt]	There have been great changes in watching habits .	Gewohnheit (die)
no longer [nəʊ 'lɒŋgə]	People no longer sit in front of the TV set.	nicht mehr
old-fashioned [əʊld 'fæʃnd]	TV sets are quite old-fashioned now.	altmodisch
viewer [vju:ə]	Viewers watch TV on their own more and more.	Zuschauer (der), Zuschauerin (die)
frequently ['fri:kwntli]	They use streaming services more frequently than ever before.	häufig
cable TV ['keɪbl ti:vi:]	I don't have cable TV in my house.	Kabelfernsehen (das)
to stream [stri:m] sth.	I stream TV shows on my computer.	etw. streamen
9 rarely ['reəli]	We rarely watch TV together.	selten
majority [mə'dʒɔrəti]	The majority of US teenagers prefer streaming services to live TV.	Mehrheit (die)
10 minority [maɪ'nɔrəti]	The minority of students owns a TV set.	Minderheit (die)

Ally's world of blogs

1 Reading: Paragraphs in a text

a) Read Ally's blog post and use the keywords from the green box to label the paragraphs.

~~conclusion~~ • content point 1 • content point 2 • content point 3 • introduction

It's simply amazing how many cool and interesting blogs you can find out there. All of them are special in their own way, and that is what blogging is all about: showing that you and your skills are special.

conclusion

I'm back again and today let's look at some famous teenage bloggers. We've all realised by now that it is the digital age. Kids are learning how to use technology at younger ages, and some of them start their blogging careers well before they are allowed to vote. Check out the blogs of these kids under the age of 18.

First of all, let's check out my favourite blogger. It's *Spencer Tweedy*. He's a musician, writer, photographer, and of course a blogger. Spencer Tweedy is just as well known for his many crazy short films as his blog. He tells about his life in high school, his family, and all the other moments that make life fun through his words and pictures.

Last but not least, it's all about food. The blog *Jeremy Cooks* is written by Jeremy, an 18-year-old high school student from Florida who is a lot more than a chef¹. His great website offers tutorials² and so called "cookisodes" teaching viewers how to prepare³ more than just a sandwich. Started in 2009, Jeremy's blog includes reviews as well as recipes, tips and interviews with top chefs. This teen food blogger's motto is, "keep on cooking."

Another cool blogger is Emma. In her blog *The Emma Edition* she shares her favourite NYC spots, cool fashion and just about any food destination through detailed writing and photographs, all of which she takes on her own. *The Emma Edition* was formerly⁴ called *Gotham Hipster* and began in February of 2009. She has a great sense of humour and doesn't take blogging too seriously.

¹ chef – Koch ² tutorial – Selbsterlernheit ³ to prepare – hier: zubereiten ⁴ formerly – früher/einst

b) Read the blog post again and say which one of the blogs you would like to read. Write 2 to 3 sentences in your exercise book.



Let's get it started ...

2 Ally's tips on how to start your own blog

a) Match the sentence halves about how to get your own blog started.

- | | | |
|---|-------------------------------------|---|
| 1. "A good blog name should be catchy, | <input type="checkbox"/> | their friends, it multiplies your readers." |
| 2. "Once you have some blog name ideas | <input checked="" type="checkbox"/> | so readers know what your blog is all about." |
| 3. "To get your blog up and running, you | <input type="checkbox"/> | you will need some time to promote it." |
| 4. "In order to get readers for your blog | <input type="checkbox"/> | on social media accounts such as Twitter." |
| 5. "To get readers you should post links | <input type="checkbox"/> | you will need to choose a domain extension." |
| 6. "If your friends share the link with | <input type="checkbox"/> | need a blog host and blogging software." |

b) Use Ally's advice and report two of the sentences. Look at the example below.

- Ally tells the readers to have a catchy blog name, so readers know what the blog is about.
- Ally tells the audience to _____.
- Ally tells the readers to _____.

3 Focus on form: Which one is the one?

Read the dialogue with Ally and her friend. Then complete it with the missing verbs.

Friend: So, can you tell me more about blogging?

Ally: Yes, I can 1. What _____ 2 you want to know? Just ask me.

Friend: Have you _____ 3 any tips for me how to get started with a blog?

Ally: Hmm. _____ 4 you got any ideas what you'd like to blog about?

Friend: Maybe food and good restaurants in my town.

Ally: As soon as you have _____ 5 a topic,

_____ 6 a name for your blog.

Friend: I think that _____ 7 the first big challenge.

I _____ 8 not so sure anymore if
I want to start blogging.

From blogs to vlogs



4

Listening: My life as a YouTube star



- a) Listen to Ally's podcast.
 b) Listen again. Then read the statements and tick T (= true), F (= false) or NG (= not given).

	T	F	NG
1. The podcast is about a young boy who is a famous video blogger.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The video blogger is from Toronto, Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Moringa has turned her job into a hobby and is very successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Making video blogs has to be done outside in the nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Online life isn't always as happy and friendly as it seems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. People in the online world are always friendly and nice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. She says being safe in the online community is very important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Video blogs can help you to make a lot of money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- c) Correct the statements that are false.

5

It's all about vlogging

- a) Complete the sentences below with one word/phrase.

- The word "vlog" is the short version for video blog.
- Video blogs are posted on video _____ such as YouTube.
- Videos can take place in an unprepared¹ but also a prepared _____.
- Smartphones are used to take _____ or any other pictures.

¹ unprepared - unvorbereitet

- b) Design an acrostic on a piece of paper. Use any letter of the word "VLOGGING" as the start for a new word.

V L O G G I N G

6 Focus on function: Asking questions → CB, p. 35

Read the interview with a teacher and complete it with the missing words to form questions.

Student: Why **1** do you think teachers and students should start blogging in class?

Teacher: Because it's helpful. For example, blogs keep your virtual world organized.

Student: _____ **2** do you mean by that? _____ **3** you give me an example?

Teacher: Yes, I can. A blog can be a place where you can put all the pieces you've created.

Student: _____ **4** often should you blog in the classroom?

Teacher: It depends. It's not so much about the quantity¹, more about the quality² of your blogs.

Student: _____ **5** subjects can blogging be used for?

Teacher: There aren't any rules. You can use it for any subject: French, English, arts, etc.

Student: _____ **6** or at _____ **7** age can students get started with a blog?

Teacher: There's no right or wrong. It depends on the class and how responsible they are.

Student: Alright. Thank you for the interview for our school magazine.

¹ quantity - Quantität/Menge ² quality - Qualität

7 Focus on form: Past simple vs. past perfect → CB, p. 17

Complete the sentences below with past simple and past perfect.

- When the girls arrived at school, the teacher had already started (already/start) the blogging project in class.
- Jo watched his favourite video blog after he _____ (have) lunch.
- I _____ (ask) Mr Greenie how many blogs he had made before.
- Yu was sorry that he _____ (tell) my mum about my secret blog.
- Vlogging _____ (be) much more complicated and hard work than she _____ (think) at first.
- Mariella _____ (ask) me what _____ (happen) to my blog last week.

Check out

8 Reading: Teenage blogging is a good thing, a study says

a) Read the article below.

Teenagers and blogging

A study¹ shows the positive effect of teenage blogging. Most of the teenagers involved² in this study used the blogs to work on relationships³ with other teenagers and feel like a group. The scientists at the Ohio State University studied 100 teen bloggers from around the USA. It was an absolutely positive finding that blogs were used in a positive way. In fact, the study suggests that blogging could be used as a form of therapy to help teens with personal problems. They could learn how to express themselves in positive ways and finding their own voice. The researchers looked at blog posts from the website Xanga (“Zanga”) for a month, to find out whether teens blogged about risky behaviours⁴, or negative topic such as missing



lessons, or doing drugs⁵. The findings, however, showed quite the opposite. Most teenagers

taking part in the study blogged about positive behaviours, such as studying, participating in school activities, spending time with family, and doing their free time activities. They showed a lot of creative expression by writing poetry and songs. The blog data in this study came from 2007. Xanga is less popular with teens nowadays, as most of them are “micro-blogging” their activities on other social media platforms.

¹ study – Studie ² involved – hier: beteiligt ³ relationship – Beziehung
⁴ risky behaviour – Risikoverhalten ⁵ doing drugs – Drogen nehmen

(Abridged from: <https://www.livescience.com/>)

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

1. The article is about teenagers and their blog post on a website.
2. The scientists looked at about 1,000 teenage bloggers from the USA.
3. Most of the teenagers in this study use blogs in a positive way.
4. According to the study, blogs could be used as a form of therapy.
5. Lots of bloggers describe negative behaviour such as smoking or drinking.
6. Blogging online can be way of expressing yourself in a creative way.

c) Complete each statements below with one word from the text.

1. Blogging can be a helpful way to express yourself and to find your own voice.
2. Most teenagers blog about positive _____ such as studying.
3. Nowadays there are many social _____ platforms where teenagers blog.

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

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

Vocabulary

eco-friendly



Tip:

Sometimes you can't remember the one or the other word, no problem! Take a sticky note and write the word(s) down. Then put these sticky notes somewhere you often go to (e.g. WC, living room, etc.).

English	Example sentence	German
1 eco-friendly ['i:kəʊfrendli]	I'm trying to travel in an eco-friendly way.	umweltfreundlich
2 to deal [di:l] with sth.	Blogs deal with all kinds of topics.	etw. behandeln
content ['kɒntent]	Blogs can include a great variety of content .	Inhalt (der)
heading ['hedɪŋ]	A blog post can include elements such as texts, videos, pictures or headings .	Überschrift (die)
successful [sək'sesfl]	What should a successful blogger do?	erfolgreich
focus ['fəʊkəs]	Find your focus and your interests.	Fokus (der), Blickpunkt (der)
social networking ['netwɜ:kɪŋ] site	Post to social networking sites .	soziales Online-Netzwerk
3 aspect ['æspekt]	A paragraph deals with one aspect .	Aspekt (der), Gesichtspunkt (der)
4 layout ['leɪaʊt]	You can change your whole layout with just a few clicks.	Layout (das)
blog hosting ['blɒg həʊstɪŋ]	For your blog, you need blog hosting .	Blog-Hosting (das)
blog host ['blɒg həʊst]	The blog host stores all the files for your blog.	Blogbetreiber (der)
to type [taɪp] in sth.	To find your blog, they type in your blog name.	etw. eintippen
to publish ['pʌblɪʃ] sth.	Write and publish your first post.	etw. veröffentlichen
5 social skills [səʊl] skɪlz]	Team activities help you develop your social skills .	soziale Kompetenzen
ICT skills [aɪsɪ'ti: skɪlz]	You don't need special ICT skills to create a blog.	IuK-Kompetenzen
classroom community ['klɑ:sru:m kəmju:nəti]	Class projects build classroom community .	Klassengemeinschaft (die)
virtual ['vɜ:tʃʊəl]	Blogs can keep your virtual world well organised.	virtuell
6 to feature ['fi:tʃə] sth.	A vlog is a blog which features video content.	etw. zeigen, etw. beinhalten
to focus ['fəʊkəs] on sth.	Gaming focuses on a person playing a game.	sich auf etw. konzentrieren
7 self-made [self'meɪd]	These teenagers are self-made superstars.	selbstgeschaffen
brand [brænd]	Big brands want to advertise with influencers.	Marke (die)
to realise ['ri:əlaɪz] sth.	They have realised the importance of advertising with influencers.	sich einer Sache bewusst werden
celebrity [sə'lebrəti]	Digital influencers continue to replace traditional celebrities .	Berühmtheit (die), Star (der)
8 to make money (from sth.)	Most YouTube stars make money from online advertisements.	(mit etw.) Geld verdienen
consumer [kən'su:mə]	With them, you know what you get as a consumer .	Konsument (der), Konsumentin (die)

The filter bubble

1 Words, words, words

Match the words with the definitions.

- | | | |
|--------------------------|-------------------------------------|---|
| 1. filter bubble | <input type="checkbox"/> | step-by-step set of rules to solve a problem (usually by a computer) |
| 2. algorithm | <input type="checkbox"/> | website that updates regularly to show the latest news |
| 3. to track something | <input type="checkbox"/> | list of websites on a given keyword |
| 4. search results | <input type="checkbox"/> | to follow something, to collect information about something |
| 5. source of information | <input checked="" type="checkbox"/> | situation in which people only see online content about things they already think or know |
| 6. newsfeed | <input type="checkbox"/> | the place where certain information comes from |



2 Listening: Breaking out of the filter bubble



- a)** Listen to a presentation by an expert on internet safety about tricks to avoid the filter bubble.
b) Complete the sentences with no more than four words.

1. White Americans have 91 times as many white friends _____ *as black friends* _____.
2. Social networks mostly show us only the posts _____.
3. If we're in a filter bubble, we don't learn _____.
4. To get to know you better, a search engine usually _____.
5. It's a good idea not to use your favourite search engine _____.
6. You shouldn't get all your information through _____.
7. The expert recommends looking for websites by people _____.
8. On social networks you could get to know someone who _____.
9. When meeting an online friend in real life, you must make sure that _____.
10. Finally, you shouldn't be online _____.

Data Protection Day

3 Reading: How you pay for free apps

a) Read the text below.

Nothing in this world is free. So who pays for free apps?

Most of the software we use is free: e-mail providers, cloud services, all of our social media, and many apps and games on our app stores. Isn't that strange? Nothing in this world is free – but apps?

... no, in fact, they're not. No app is for free. After all, software makers need to eat. In fact, someone does pay them. If it isn't you who pays for the software you use, it's someone else. Almost always, it's advertisers. The idea is that you see their ads when you use the software.

Another popular way to pay for free apps is data collection. Large companies want to find out what people are interested in, for example what they searched for on the internet and what they bought. For this reason, they need your personal data in order to be able to show you personalised ads. That's why social media like Facebook and others always seem to know what you might want to buy.

Of course, these companies only make money when you use their software as much as possible. So they hire psychologists who know what their software and apps must be like to make their users addicted¹ to them.

This happens because we feel we'll miss something if we don't use them. Take farming games apps, for example. You can pick fruit and vegetables only in a certain window of time. If you miss that window, your plants will die. We don't like to lose anything, even digital vegetables that are not worth anything, so we open the app again and again to collect them.

Another point is that we value² things which we do ourselves. Apps make use of this by getting you to do something yourself in the app early when you start using it, for example, by playing a tutorial level. You feel good after having done something yourself, and you go on.

What can you do about it, you might ask. Who can stop us from being glued to our phones? Well, the only ones who can do something about it are we ourselves. After all, if nobody gave away their data and no one wanted to see ads, those big companies wouldn't try to make software that works that way.

¹ addicted – süchtig ² to value sth. – etw. wertschätzen



b) Look at the text in detail and find the following information.

Information	Lines
examples of free software	1-3
who pays for free software	
why companies collect data	
how social networks personalise ads	
how app developers ³ make us use their apps regularly	
who could do something about it	

³ developer – Entwickler/in

Civil courage online

4 Focus on form: Using modal verbs

Read the social media rules below and complete them with various modal verbs. There might not be only one correct solution.

Social Media Rules

You should **1** remember that whatever you post online stays there forever.

You _____ **2** change your privacy settings, so that only your friends can see what you post and upload.

You _____ **3** share any personal information online.

You _____ **4** always use a strong password that is hard to crack.

You _____ **5** tell anyone your password.

You _____ **6** change your password regularly.

You _____ **7** never forget to log out before leaving a computer.

You _____ **8** accept friendship requests¹ by people you don't know.

You _____ **9** trust strangers you meet online.

You _____ **10** use antivirus programmes or firewall software.

You _____ **11** click on every banner commercial that pops up².



¹ request – Anfrage ² to pop up – plötzlich auftauchen

5 Writing: A blog post

Go back to the picture story you've written about how a boy from Nigeria is bullied online. Write a short blog post about the situation.

In your post, you should ...

- describe what happened to the boy,
- use reported speech to report what someone said,
- suggest what people should do to fight online bullying.

Usman from my school was attacked by cyber bullies. One day, when he was walking home, he was followed by two boys from another class. The other day Usman told us that he had been very frightened when the boys had started making fun of his clothes ...

The good old times → CB, p. 43

Because of the internet we do many things differently from our parents.

6 Focus on form: used to

a) Put the words in the correct order.

1. in • used to • a • numbers • people • phone book • look up

People used to look up numbers in a phone book.

2. in • white • used to • black • my grandparents • watch TV • and
-

3. newspaper • the • used to • look up • my parents • movie times • in
-

b) Rewrite the sentences to say what your parents used to do.

1. If people wanted to get information, they went to libraries to read real books.

Our parents used to go to libraries to read real books.

2. People bought music they wanted to listen to on records or tapes in shops.
-

3. To show photos to each other people met in person and shared prints.
-

4. To communicate with each other people wrote letters by hand.
-

5. People had to watch TV shows at the time they were on air.
-

6. To know how to get from A to B people found their way on big paper maps.
-

7. If you wanted to get to know someone new, you actually went out to meet them.
-

8. People went to a shop to buy things and carried their shopping home.
-

Check out

7

Listening: The safest password



3.10 6732m3

a) Listen to part of a radio show with tips and tricks on safe passwords.

b) Answer the questions below.

- What does Kerry's project "Play IT safe"? help people to stay safe online
 recommend new compute games teach people to become programmers
- Why should you never share your password, not even with close friends?
 You can share it only with your best friend. You never know what happens to it.
 It's not easy to change passwords.
- How many passwords do you need? one for all your accounts
 one for school, one for private accounts a different password for each account
- Which of these is a "pass phrase"?
 dMW4I1Cajeyx MyMomI0vesRock24H0ursADay Pumpkin
- What does the expert say about password managers? He recommends using them.
 He wouldn't use them himself. He has developed his own password manager.



I can understand a conversation about a familiar topic.

8

Focus on form: Using modal verbs

Complete the sentences using modal verbs. More than one might be correct.

- You should start being on time if you don't want to lose your job.
- Why don't you ask Robert? He _____ know Susan's telephone number.
- _____ I use your phone? My battery's dead.
- You _____ play outdoors today. It's raining cats and dogs¹.
- It's just after ten o'clock. He _____ have gone home by now.
- No, dear, you _____ invite more than ten friends to your birthday party.
- Sandra _____ improve her language skills. ¹ It's raining cats and dogs. – Es regnet sehr heftig.



I can give recommendations, express possibilities and permissions.

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

Vocabulary



Tip: Play with words.





Play Scrabble, Boggle, and do crossword puzzles. These and other word games are also available for the computer or your smartphone.

English	Example sentence	German
1 to receive [rɪ'si:v]	You received a message from a school friend.	erhalten, bekommen
straight away [streɪt ə'weɪ]	Send the phone number straight away .	sofort, gleich
to check [tʃek] with sb.	Check with the other person first.	bei jmdm. nachfragen
to sign up [saɪn 'ʌp] for sb.	I signed up for a new online game.	sich bei etw. anmelden
form [fɔ:m]	The form asks you to submit your full name.	Formular (das)
rude [ru:d]	He made a rude comment about a friend.	unhöflich, unfreundlich
to stand up [stænd 'ʌp] for sb.	Do you stand up for your friend?	sich für jmdn. einsetzen
to reply [rɪ'plai] to sth.	Reply to the message immediately.	etw. beantworten
to teach sb. a lesson ['lesn]	We should teach them a lesson .	jmdm. eine Lehre erteilen
to hand [hænd] sth. over to sb.	Hand the phone back to your dad.	jmdm. etw. reichen
to agree [əgri:]	Don't share it if you don't both agree .	sich einig sein/werden
to convince [kən'vɪns] sb.	I convinced my friend to post the photo.	jmdn. überzeugen
2 to surf [sɜ:f] the internet	When I surf the internet , I always see ads.	im Internet surfen
to place [pleɪs] sth. somewhere	They place little files on your device.	etw. irgendwohin setzen/ stellen/legen
to support [sə'pɔ:t] a team	Some of my friends support Liverpool.	ein Team unterstützen
search engine ['sɜ:tʃ endʒɪn]	Always use your favourite search engine .	Suchmaschine (die)
4 data protection ['deɪtə prətektʃn]	Data protection is important to our company.	Datenschutz (der)
personal data [pɜ:snl 'deɪtə]	We show you how to secure your personal data .	persönliche Daten (die)
relationship [rɪ'leɪʃnʃɪp]	I want to keep my relationships private.	Beziehung (die)
thanks [θæŋks] to sth.	Thanks to this, people are very well informed about data protection.	dank, wegen
5 to take action [teɪk 'æktʃn]	If something bad happens, take action to stop it.	handeln, etw. unternehmen
settings ['setɪŋz]	You can change the privacy settings here.	Einstellungen (die)
to back up ['bæk ʌp] sth.	Backing up your data will keep it safe.	etw. sichern
the cloud [klaʊd]	Store a copy of your data on the cloud .	Cloud (die)
a number of [ə 'nʌmbər əv]	There are a number of criminal apps trying to steal your data.	etliche
6 hate comment ['heit kɔment]	Has he ever seen hate comments on social media?	Hasskommentar (der)
7 violent language [vaɪələnt 'læŋgwɪdʒ]	You mustn't use violent language against someone else.	gewalttätige Ausdruckweise (die)
8 at all [ət 'ɔ:l]	Why has the boy posted the comment at all ?	überhaupt
9 hate speech ['heit spi:tʃ]	Ignore people who use hate speech .	Hassrede (die), Hetzrede (die)
to fight [faɪt] sth.	It's very difficult to fight hate speech.	etw. bekämpfen
role model ['rɔl mɒdl]	They learned this behaviour from their role models .	Vorbild (das)
online identity [ɔnlain aɪ'dentəti]	It's easy to hide behind an online identity .	Online-Identität (die)

Making this world a better place

1 Reading: How to consume in a sustainable way

a) Read the teenagers' tips on how to consume sustainably. Draw lines.

1.  **Wendy:** Every single product we buy affects our environment. Producing and consuming cheap products often means injustice to people in other countries. Think about your consumption and ask yourself if you really need this or that product.
2.  **Tim:** Changing your driving habits can dramatically reduce your emissions. Use public transportation whenever possible or even better: try to walk and bike or use your scooter when going to school.
3.  **Carla:** I think farmers should use less chemicals, and we as consumers should buy locally and buy less. We don't need to have everything all the time. Sometimes "less is more" and even better quality.
4.  **Jake:** We should all act responsibly with our planet's resources. Thinking about what we use and how we use it has a huge impact on our planet. If you want to live a sustainable life, act carefully.

Doing better with less

Think twice before shopping

Be careful with our resources

Drive less and drive green

b) Your turn: What do you do to live sustainably? Write down one thing.

2 Vocabulary work

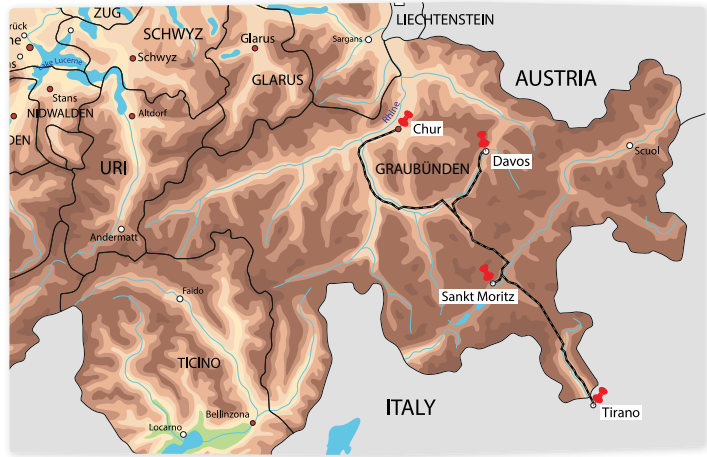
Read the definitions below and find the correct vocabulary (look at the text on page 64 in your coursebook).

1. an effect that something has = _____
2. the amount of heat, gas, etc. which is sent out to the atmosphere = _____
3. a situation in which there is no fairness and equality = _____
4. the amount of something used or eaten = _____
5. behaviour which causes little/no damage to the environment = _____

Sustainable travel

3 Language in use: A postcard from Switzerland

a) Read the postcard and complete it with the passive voice phrases from below. There is one too many.



Dear Hector,

I'm riding the Bernina Express in Switzerland at the moment. I know, the trip ... **1** some time ago, but I thought now is the perfect time.

This rail line ... **2** around 1900 and ... **3** ever since. Travelling from Switzerland to Italy gives amazing views. You can check it out online because the line ... **4** and ... **5** on *Google street view*. Every year lots of tourists ride the Bernina Express, as it ... **6** even more in the last few years. I think it's great because travelling by train means travelling in a more sustainable way. I think people ... **7** on this topic way more. So, see you soon again. I have to enjoy the landscape 😊

Your friend,
Joel



TO:
Hector Johnson
74 Oak Drive
Brenson
OK1F 7PL
UK

- _____ was built
- _____ has been operated
- _____ should be informed
- _____ was photographed
- 1** _____ had been planned
- _____ has been advertised
- _____ has been written
- _____ was put

b) Read Joel's postcard again and tick the sentences that are true.

- 1. Joel writes a postcard to his friend who lives in the United Kingdom.
- 2. Joel describes his adventures when flying to Switzerland.
- 3. The writer tells his experiences on a tram journey.
- 4. In his postcard Joel says that his journey started out in Switzerland.
- 5. According to Joel, travelling by train is part of a sustainable way of life.
- 6. Joel is fascinated by the views and the landscape he sees.

Live sustainably and save money

4

Listening: Smart and sustainable



3.11

i7hp7v

a) Listen to the interview. Then, listen again and complete the sentences with the correct option.

1.	The interview is about ...	a) eating less meat and more vegetables. <input type="checkbox"/>	b) riding your bike and scooter more often. <input type="checkbox"/>	c) promoting sustainable ways of life. <input checked="" type="checkbox"/>
2.	Our planet has got ...	a) enough resources for every single person. <input type="checkbox"/>	b) a limited ¹ amount of resources and soon they'll be gone. <input type="checkbox"/>	c) a limited amount of water in the mountains. <input type="checkbox"/>
3.	All the choices we make ...	a) are negative for our planet and the people. <input type="checkbox"/>	b) have a positive impact on our planet. <input type="checkbox"/>	c) have an impact on our planet. <input type="checkbox"/>
4.	Every single person is ...	a) a problem because the planet has got its limits. <input type="checkbox"/>	b) responsible for keeping this planet as healthy as possible. <input type="checkbox"/>	c) bad for our planet because lots of resources are used. <input type="checkbox"/>
5.	The interview explains ...	a) that people should eat tomatoes all year round. <input type="checkbox"/>	b) that consumers should buy locally and seasonally. ² <input type="checkbox"/>	c) we should stop buying things at the farmer's market. <input type="checkbox"/>
6.	Buying more local food ...	a) helps us to use less fossil energy ³ and plastic. <input type="checkbox"/>	b) is better for the supermarkets and the consumers. <input type="checkbox"/>	c) shouldn't be done too often because it doesn't really help. <input type="checkbox"/>
7.	The interviewer presents ...	a) the problems of buying local and seasonal food. <input type="checkbox"/>	b) one example of how to live a more sustainable life. <input type="checkbox"/>	c) how tomatoes are produced in Spain and Turkey. <input type="checkbox"/>

¹ limited – beschränkt ² seasonally – saisonal ³ fossil energy – fossile Brennstoffe

b) Complete the sentences from the interview with verbs in the passive voice.

- More products should be bought (should buy) locally and seasonally.
- Our planet _____ (influence) by the choices we make.
- Your shopping behaviour _____ (can change).
- Resources such as food, water and woods _____ (limit).
- Our planet's resources _____ (use) too heavily for too long.
- One way to live more sustainably _____ (present) in the interview.

5 Focus on form: Reported speech → CB, p. 25, 27

a) Ally is at the students' council and they discuss aspects of "sustainability". Look at the pictures below and read the students' statements.



b) Ally has to report the comments to headmistress Thornhill. Help her with the statements above and rewrite them in reported speech.

1. Students said that ... students should learn more about sustainability.
2. We students said that ... _____
3. At the council we discussed that ... _____
4. The teenagers said that ... _____

c) Your turn: What else could have been discussed at the students' council? Think of two more statements concerning "sustainability" that should be reported to the school's headmistress. You can start like this:

The students discussed ...

Check out

6 Reading and writing: What makes up our ways of life?

a) Which of these elements can be found in the infographic?

- | | | | | | |
|---------------------------------------|---------------------------------|--------------------------------------|------------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> mobile phone | <input type="checkbox"/> fish | <input type="checkbox"/> skyscrapers | <input type="checkbox"/> people | <input type="checkbox"/> factory | <input type="checkbox"/> airplane |
| <input type="checkbox"/> car | <input type="checkbox"/> fruits | <input type="checkbox"/> palm trees | <input type="checkbox"/> waste bin | <input type="checkbox"/> dogs | <input type="checkbox"/> ship |
| <input type="checkbox"/> flowers | <input type="checkbox"/> bus | <input type="checkbox"/> horses | <input type="checkbox"/> clothes | <input type="checkbox"/> trees | <input type="checkbox"/> river |



b) Use the elements from the chart and write down at least 3 tips for a sustainable way of life.

Resources Groceries Hobbies Cities Factories Means of transport	must be should be need to be have to be	produced consumed treated done organised designed	carefully. sustainably. thoughtfully ¹ . meaningfully. efficiently ² . reasonably ³ .
--	--	--	---

¹ thoughtfully = aufmerksam ² efficiently = wirksam ³ reasonably = vernünftig

😊 😐 😞 I can read an infographic and form sentences about it.

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

Vocabulary



Tip:

Try to work with colours. Your brain can remember vocabulary more easily if you categorise them; for example, in word categories such as nouns, verbs, adjectives, ... or maybe by topic (e.g. grocery).

English	Example sentence	German
sustainability [səsteɪnə'bɪləti]	Our company is committed to environmental sustainability .	Nachhaltigkeit (die)
1 sustainable [sə'steɪnəbl]	Living a sustainable life is easier than you think.	nachhaltig
2 vegetarian [vedʒə'teəriən]	How often do you eat vegetarian food?	vegetarisch
(shopping) mall ['ʃɒpɪŋ mə:l]	How often do you go to big shopping malls ?	Einkaufszentrum (das)
3 effect [ɪ'fekt]	Our food choices have an effect on the environment.	Auswirkung (die)
atmosphere [ætməsfiə]	The gas is sent into the atmosphere .	Atmosphäre (die)
consumption [kən'sʌmpʃn]	The consumption of energy has increased.	Verbrauch (der)
equality [ɪ'kwɒləti]	In many countries there is no equality yet.	Gleichberechtigung (die), Gleichheit (die)
emissions [i'mɪʃn]	They are responsible for around 22% of all greenhouse gas emissions .	hier: Emission (die)
impact ['ɪmpækt]	Food production has a huge impact on the environment.	Auswirkung (die)
production [prə'dʌkʃn]	Read the text about sustainable production .	Produktion (die)
global challenges [glɔːbl 'tʃælɪndʒəz]	The plan includes 16 goals which address global challenges .	weltweite Herausforderungen (die)
poverty ['pɒvəti]	This decision could lead to mass poverty .	Armut (die)
inequality [ɪni'kwɒləti]	Women still face many inequalities in their daily lives.	Ungleichheit (die)
agriculture ['ægrɪkʌltʃə]	Food production has a huge impact in agriculture .	Landwirtschaft (die)
eating habits ['i:tɪŋ hæbɪt]	We influence the environment with our eating habits .	Essgewohnheiten (die)
energy ['enədʒi]	We should reduce our energy consumption.	Energie (die)
4 subject [sʌbdʒekt]	The object becomes the subject of the passive sentence.	Subjekt (das)
5 tourism ['tʊərɪzəm]	Nature has affected by tourism .	Tourismus (der)
7 railway line ['reɪlweɪ laɪn]	They opened a railway line between St. Moritz and Tirano.	Bahnstrecke (die)
existence [ɪg'zɪstns]	In the first years of its existence , the company did well.	Bestehen (das)
8 (city) gardening ['sɪti ɡɑ:dnɪŋ]	I'm a great fan of city gardening .	Gärtnern (das) (in der Stadt)
grocery ['grəʊsəri]	Try to buy your groceries locally.	Lebensmittel (die)
food waste ['fu:ɪd weɪst]	Food waste makes up about 1/3 of household waste.	Lebensmittelabfälle (die)
second-hand [seknd'hænd]	I'm a great fan of second-hand shopping.	gebraucht, secondhand
9 inspiration [ɪnspɪ'reɪʃn]	Use the keywords as an inspiration .	Inspiration (die)
10 environmental footprint [ɪnvəɪrnməntl fʊtprɪnt]	Every product has got its environmental footprint .	ökologischer Fußabdruck (der)
reusable bag [ri'ju:zəbl 'bæg]	Use reusable bags when going to the shops.	wiederverwendbare Tasche (die)

The perks of expressing yourself

1 Reading: The mix tape

Read another excerpt from *The Perks of Being a Wallflower* in which Charlie talks about the mix tape he made for Patrick. Complete the sentences. Don't use more than four words.



Info

A mix tape is a cassette tape with two sides on which songs by different artists are recorded.

I spent all night working on it, and I hope Patrick likes it as much as I do. Especially the second side. I hope it's the kind of second side that he can listen to whenever he drives alone and feel like he belongs to something whenever he's sad. I hope it can be that for him.

I had an amazing feeling when I finally held the tape in my hand. I just thought to myself that in the palm of my hand¹, there was this one tape that had all of these memories and feelings and great joy and sadness. Right there in the palm of my hand. And I thought about how many people have loved those songs. And how many people got through a lot of bad times because of those songs. And how many people enjoyed good times with those songs. And how much those songs really mean. I think it would be great to have written one of those songs. I bet if I wrote one of them, I would be very proud. I hope the people who wrote those songs are happy. I hope that they feel it's enough. I really do because they've made me happy. And I'm only one person.

¹ palm of one's hand - Handfläche

1. It took Charlie one night to finish the mix tape.
2. Charlie wants Patrick to enjoy _____.
3. Once he had recorded the tape, Charlie felt _____.
4. The songs on the tape express happiness and _____.
5. Writing a powerful song would make Charlie feel proud of _____.
6. Charlie thinks that the songs have made lots of people _____.

2 Language in use: Reflexive pronouns

Use the sentence parts and reflexive pronouns to make sentences. Write in your exercise book.

1. earlier • is mad¹ at • Charlie • all the details • for not thinking about
2. for • magnetic poetry • can try • You
3. when • at poetry readings • Sandy • she was • didn't really enjoy
4. at home • shouldn't make • Poetry slammers • on the slam stage
5. had • the tape • thought to • I • so many memories and feelings
6. Mark • calls • "Slampapi"
7. to the artist • should introduce • We

1. Charlie is mad at himself for not thinking about all the details earlier.

¹ to be mad at sb. - auf jmdn. böse sein



All you need is rhythm and beat

3 Language in use: Do it yourself – help each other

Read the four dialogues and fill in “each other” or a fitting reflexive pronoun.

A: For me, volunteering¹ is about not always putting yourself/oneself **1** first.

B: Oh, yes. I think it has really helped me to see that not all people have a full fridge at home and are able to help _____ **2** to whatever snack they want.

A: I’ve found a cool online forum where people post tips and help _____ **4**.

B: That sounds good. Are there tips on how to decorate one’s room? I wouldn’t call _____ **5** a decorating expert, but I really want to try and make my room look good.

A: There are posts on almost anything.

A: Nick and Susie are so lovely. They always paint _____ **3**’s nails.

B: Black, right?

A: What else?

A: Have you seen Viv’s photograph of _____ **6** with the safety pin?

B: Yes?

A: Well, she and Jonnie have pierced _____ **7**. I think Viv did Jonnie’s first.

¹ volunteering – Freiwilligenarbeit

4 Language in use and listening: “Make your own monster”

a) Read the second part of “Make your own monster” and fill in the missing words.

When **1** making this recipe, make sure that you always _____ **2** yourself first

_____ **3**, put the natural disasters in a very large pan

_____ **4**, add the cheap flights and wait till it’s hot

Then season with money and power

And add the slices of endangered species – careful, don’t cut _____ **5**!

Now pour some fish juice into the pan

Put in the garbage and cook _____ **6** lightly golden

Then add ten litres of water –

make _____ **7** you don’t save it

Simmer forever _____ **8** until the garbage is soft

_____ **9**, season with plastic, the more the _____ **10**.



b) Now listen and check.

Wallflower power



5 Reading and language in use: A personal letter

a) Order the paragraphs of Jacob's letter.

The second thing I'm worried about is how I should dress. Of course, I don't want to change, but what if the others don't find me interesting? Some kids are into fashion; they read those expensive magazines and talk about things like the Met Gala and high fashion all the time.

Please don't stop writing your letters! **1** writing is a great form of self-expression! But, of course, **2**.
Your worried, "wallflowery" friend

Dear friend,
I hope everything is good with you. To be honest, **3** about the first days in my new class.

5 I'm really enjoying spending time with these two, but the most amazing person in my new class is probably Patrick. He writes poems. Can you believe that? He says poetry helps him **4**. Although I'm looking forward to our class poetry slam and Patrick's performance, I'm also a little worried. **5** on the slam stage? And I keep asking myself this other question: am I cool enough to be in this class?

However, there is this one girl, Mary Elizabeth, who doesn't care about the latest trends in the magazines. She even designs and sews her clothes herself. **6** she likes being different. Then there's Charlie, who records mix tapes.

First of all, I don't know anybody in my new class. There are little groups of people and I was so shy **7**. For example, there is this clique of goths who always dress in black. Then there are some punks. Can you believe that some of them **8** – with safety pins!?

b) Read the letter again and decide where the missing sentence parts should go.

- | | |
|---|--|
| <input type="checkbox"/> You yourself said once that | <input checked="" type="checkbox"/> 2 you'll have to decide that yourself |
| <input type="checkbox"/> How should I present myself | <input type="checkbox"/> She's told me herself that |
| <input type="checkbox"/> have pierced themselves | <input type="checkbox"/> to express himself |
| <input type="checkbox"/> I myself couldn't say that | <input type="checkbox"/> about introducing myself |

c) Read the sentence parts in b) again. Use different colours to highlight **reflexive** and **emphatic** pronouns.

Shoe who you are → CB, p. 57, 59

6 Language in use: This shoe's for you

3.13  4S6ZW6

a) Listen to the dialogue and tick. Sam ...

isn't allowed to

should

doesn't have to

buy the shoes.

b) Listen again and fill in the gaps. Then match each sentence with a function.

1. Dad, _____ I have £140, please?

2. Shoes are _____ express who you are.

3. You *should* _____ open your eyes.

4. Yes, that _____ be so.

5. You _____ get that kind of money from me.

ability

possibility

permission

prediction

3 suggestion



c) Read these extracts from magazine articles and circle the correct modal verbs.

We **mustn't** • **couldn't** be happier that sneakers have become shoes you can wear to prom and on the red carpet, but some of the latest trends **might** • **won't** be a bit too "high fashion". You **should** • **couldn't** check out our tips for sneakers in beautiful light colours that will become your summer favourites.

What do punk, goth, grunge and Britpop have in common? A shoe! Are you **able** • **allowed** to guess which? Yes, of course it **might** • **must** be the black leather boot known as Dr. Martens. It has been worn by lots of teenagers in the last decades and it probably **won't** • **couldn't** disappear any time soon.

Hippies used to wear them. Now, hipsters do. Sandals! You **must** • **may** even see them at the Oscars. So you **might** • **mustn't** be afraid of wearing them yourself – they **shouldn't** • **couldn't** be cooler these days. And the best thing is that you will be **allowed** • **able** to wear them. They are not that expensive and you **must** • **won't** find a shoe that is better for your feet.

How **should** • **can** you make people wait in long lines in the bitter cold for basketball sneakers? The first thing you **may** • **need to** do is name the shoes after a well-known basketball player. Of course, you'll **have** • **be able** to think about design, too. But really – a big name should be all you need.

d) Read the extracts again and highlight at least one modal verb expressing the functions in b).

Check out

7 Reading and listening: It's a question of style

a) Match each statement with a question. One statement matches with two questions.

- How can you express yourself through fashion when you can't afford very expensive clothes?
- What can you do to make your clothes look different from everybody else's?
- What do you think of the fashion you can buy in a store?
- How can you become the designer of your own clothes?
- What can you do if you want to express your style without supporting the fashion industry?

2 **Luke:** I like to make old T-shirts look cool and different from clothes you can buy by using special colours. Some of the T-shirts I made look a bit crazy, but they are special, and nobody else has the same one. Sometimes I write something funny on a T-shirt and give it someone else as a present. I gave one to my best friend. It said, "Nothing to wear, but I don't care". She loved it!

Sadie: I've been making my own clothes for a while now. A few months ago I saw a pair of trousers that looked amazing, but I didn't have enough pocket money to buy them. So I asked my arts teacher to help me make my own. She drew the trousers I liked, and I used my grandma's sewing machine to make them. When I went back to the shop, I was wearing my homemade¹ trousers to see which ones I liked better. I have to say that mine looked much cooler!

Iman: I bought a T-shirt and a mini skirt in a second-hand shop, but I didn't like some of the details. I changed the buttons of the skirt and the colour of the T-shirt. Then I cut up some leggings I found in the same shop. I wear them as long fingerless gloves at parties. I think the clothes I changed really show who I am so much more than store-bought clothes!

Cole: Young people in the UK have always been creative when expressing themselves through fashion. Punks cut their clothes and use safety pins to pierce their ears. Goths love wearing black clothes. Kids who are into grunge wear shirts their dads don't want anymore. My dad has lots of those, and I've started wearing them. You don't need that much money; you need good ideas!

¹ homemade – selbst gemacht



3.14

nr9t45

b) Listen to the dialogues and do the tasks below.

- In dialogue 1, _____ is talking to Luke's friend.
- In dialogue 2, _____ and _____ are talking to each other.
- In dialogue 3, _____ and _____ are talking to each other.
- Luke wears clothes that were fashionable in the 80s.
- The teenagers talk about Cole's birthday party.
- Iman agrees that people and clothes don't have to be perfect.

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



I can understand short statements and a recording when people speak slowly and clearly, e.g. about expressing yourself through fashion.

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

Vocabulary



Tip: Make connections with other languages

It is easier to remember words in English when you can find a word that is similar or the same in other languages. For example, we use the word “design” in German, too.

English	Example sentence	German
1 garbage [ˈgɑːbɪdʒ]	Do you think this is art or garbage ?	Müll (der)
2 handwriting [ˈhændraɪtɪŋ]	He knows what my handwriting looks like.	Handschrift (die)
gift [ɡɪft]	I have thought of a gift for Patrick.	Geschenk (das)
Christmas Eve [krɪsməs ˈiːv]	He wrote the letter before Christmas Eve .	Heiliger Abend (der)
suit [suːt]	Sean was wearing a suit .	Anzug (der)
diary entry [ˈdaɪəri ɛntri]	I write a diary entry every day.	Tagebucheintrag (der)
design [dɪˈzaɪn]	Design and architecture are both visual art forms.	Design (das)
3 divorced [dɪˈvɔːst]	My parents got divorced when I was four.	geschieden
to enjoy [ɪnˈdʒɔɪ] yourself	They were trying to enjoy themselves .	sich amüsieren
dead [ded]	Why does poetry feel dead ?	tot
prop [prɒp]	They used props , costumes and music.	Requisite (die)
4 look [lʊk]	I like your new look !	Aussehen (das), Look (der)
punctual [ˈpʌŋktʃʊəl]	She is a very punctual person.	pünktlich
each other [iːtʃ ˈʌðə]	Claire and Giles respect each other .	einander
5 flyer [ˈflaɪə]	I designed the flyer for the poetry slam.	Flugblatt (das), Flyer (der)
despite [dɪˈspart]	Despite my bad singing, I love music.	trotz
whereas [weəˈræz]	Whereas Luke had dressed up, Sean was wearing a suit.	während, wohingegen
even though [iːvn ˈðəʊ]	Even though they destroyed his work of art, he was able to laugh about it.	obwohl, wenn auch
since [sɪns]	Since the party celebrated the moon landing, the DJ played “Man on the Moon”.	hier: da, weil
6 drama club [ˈdraːmə klʌb]	I am going to join drama club next year.	Theatergruppe (die)
art gallery [ˈɑːt ɡæləri]	Let’s go to a few art galleries .	Kunstgalerie (die)
7 still [stɪl]	She still feels like a wallflower.	noch immer
moon landing [ˈmuːn lændɪŋ]	I saw the moon landing on TV.	Mondlandung (die)
astronaut [ˈæstrənɔːt]	Luke dressed up as an astronaut .	Astronaut (der)
wise [waɪz]	She feels much wiser already.	weise
owl [aʊl]	I feel as wise as an owl .	Eule (die)
8 cleaner [ˈkliːnə]	A cleaner put a work of modern art in the bin.	Reinigungskraft (die)
drip [drɪp]	There was water dripping from the ceiling.	tropfen
paint [peɪnt]	The cleaner didn’t know it was paint .	Farbe (die), Lack (der)
coffee cup [ˈkɒfi kʌp]	He arranged bottles, ashtrays and coffee cups on the floor.	Kaffeebecher (der)

Facts worth remembering



1 Vocabulary work on New Zealand

a) Match the vocabulary with their definitions. Go back to the coursebook, if necessary.

- | | | |
|--------------|-------------------------------------|---|
| 1. Maori | <input type="checkbox"/> | a region of the central Pacific that includes islands such as Hawaii |
| 2. kiwi | <input type="checkbox"/> | a raised part of the earth; maybe covered with snow |
| 3. volcano | <input checked="" type="checkbox"/> | one of the native people of New Zealand and the Cook Islands |
| 4. island | <input type="checkbox"/> | a bird which can't fly, but also a nickname ¹ for New Zealanders |
| 5. mountains | <input type="checkbox"/> | a mountain with a large hole at the top through which lava comes out |
| 6. Polynesia | <input type="checkbox"/> | a piece of land which is completely surrounded by water |
- ¹ nickname – Spitzname

b) Complete the report below with the words from exercise 1a.

New Zealand

New Zealand consists of two parts: there is a North and a South island **1**. The country's landscape is really fascinating, too. There are lots of **2** and there are also **3** which are still active today, at least some of them. The **4** are the native people of New Zealand. They came from **5** a long time ago. New Zealand is also famous for a special fruit called **6**. This word is also a nickname for the people of New Zealand.

2 Language in use: quantifiers

Complete the grid below and tick the boxes. Use the grammar guide on page 81 of your CB.

	birds	time	money	students	people	sights	snow	mountains
a lot of	✓							
lots of	✓							
much								
many	✓							

Maori culture

3 Listening: Getting to know the Maori culture



- a) Listen to the audio.
 b) Listen again. Then read the statements and tick T (= true), F (= false) or NG (= not given).



- Lots of names in New Zealand come from the Maori.
- The Maori came to New Zealand 100 years ago.
- Nowadays 40% of the population of New Zealand are Maori.
- James Cook was a British explorer who came to New Zealand.
- One big part of culture is the tradition of oral history.
- Traditional and modern Maori art can be seen in New Zealand.

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

- c) Correct the statements that are false.
- _____
- _____
- _____

4 Focus on form: At the tourist information

Read the dialogue between a tourist and the assistant at the tourist information. Complete it with “a few” and “a little”.

Tourist: Hello, Sir. I've got a few **1** questions.

Clerk: Hello. Of course, how can I help you?

Tourist: I've got _____ **2** money left and so thought I

could visit _____ **3** places where I can learn

_____ **4** things about the Maori culture.

Have you got any ideas?

Clerk: Sure. Here are _____ **5** leaflets and info brochures with all the places to be seen.

_____ **6** of them are outside, so you have to mind the weather. There might

be _____ **7** rain or even _____ **8** snow.

Tourist: Hmmm. That's good to know. Thank you.



Adventure is out there

5 Reading: Going to New Zealand



a) Read the dialogue about the Meyer family planning their trip and put it in the correct order.

- Maya:** Wow that's awesome. I've always wanted to see whales in open nature.
- Mum:** Great idea, but whale watching means having a lot of luck, too.
- Maya:** Sounds great, but there're so many other people in one boat with us.
- 1 Dad:** Rafting seems to be great fun. I think we should try it. What do you think?
- Mum:** That's right. Kayaking is a better idea. It's not as wild and dangerous as rafting.
- Dad:** Kayaking is okay for me. Another great thing we should try is whale watching.

b) Go back to the dialogue in 5a and underline the gerunds. Then write them down.

rafting

c) Revise the grammar on "gerunds" and match the sentence halves below.

- | | | |
|--|----------------------------|---------------------------------------|
| 1. A gerund is a noun ... | <input type="checkbox"/> | is used as a subject in the sentence. |
| 2. For example, the gerund form of ... | <input type="checkbox"/> 1 | made from a verb by adding "-ing". |
| 3. In this case, the gerund ... | <input type="checkbox"/> | New Zealand takes about 24 hours." |
| 4. Another example is: "Flying to ... | <input type="checkbox"/> | "sleep" is "sleeping". |

6 Writing: What about New Zealand?

a) Design an acrostic. The first letter of the word "NEW ZEALAND" is the start for a new word.

N E W Z E A L A N D

b) Use the words from your acrostic and write an informative text on New Zealand (60 words).

7 Focus on form: Passive voice → CB, p. 65, 67



a) Put the words in the correct order and form sentences.

1. New • sometimes • Zealanders • nickname • a •
is • but • this • are • called • “Kiwis”

Sometimes New Zealanders are called “Kiwis”, but this is a nickname.

2. The • “Cook Strait” • the • by • North • South • and • Island • New Zealand •
of • separated • are

3. main • The • islands • ago • years • million • 23 • two • were • by • created •
volcanic • power

4. Maori • New Zealand • respected • The • is • in • culture

5. In • 18th and 19th • of • the • Maori land • most • century • the • was • away • by •
taken • the • British

6. 20th • After • a • the • land • late • century • returned¹ • was • to • the • Maori •
fight • long • in

¹ to return – zurückkommen

b) Read the sentences in 7a again and highlight the phrases in passive voice (e.g. sentence 1).

c) Use the verbs in passive voice from 7a to complete the boxes below.

Passive voice present
are called

Passive voice past

Check out

8 Reading and language in use: Wellington – New Zealand's capital

a) Read the text below. Then answer the questions below.

Wellington is the capital of New Zealand. It has been its capital since 1865. Before then Auckland was the capital. Wellington is the second largest city in New Zealand. It had about 430,000 inhabitants in 2019. Wellington is the most southern capital city in the world. It was named after Arthur Wellesley, 1st Duke of Wellington. Wellington is in the middle of New Zealand, at the south end of the North Island. South of Wellington is Cook Strait, the sea between the North Island and the South Island. The city has a lot of hills and a deep harbour. The middle of the city is very busy; busier than most small cities, and it is easy for people to walk around.



- | | | | |
|--------------------------------|--------------------------|--|--------------------------|
| 1. What is the text all about? | | 2. Where is Wellington located? | |
| a) Cities in New Zealand | <input type="checkbox"/> | a) In the middle of the North Island | <input type="checkbox"/> |
| b) New Zealand's capital city | <input type="checkbox"/> | b) At the north end of the South Island | <input type="checkbox"/> |
| c) Wellington, New Zealand | <input type="checkbox"/> | c) At the south end of the North Island | <input type="checkbox"/> |
| d) The landscape of Wellington | <input type="checkbox"/> | d) At the north end of the South Island | <input type="checkbox"/> |
| 3. How many people live there? | | 4. What does the city's landscape look like? | |
| a) 440,000 | <input type="checkbox"/> | a) Lots of snow-covered mountains | <input type="checkbox"/> |
| b) 430,000 | <input type="checkbox"/> | b) A lot of harbours and volcanoes | <input type="checkbox"/> |
| c) 420,000 | <input type="checkbox"/> | c) A deep harbour and lots of hills | <input type="checkbox"/> |
| d) 450,000 | <input type="checkbox"/> | d) A lot of hills and lakes | <input type="checkbox"/> |

b) Read the text again and complete the sentences with words from the text above.

A city that is the centre of government of a country is called _____ 1. A person that lives in a particular place is called inhabitant 2. If a place is situated furthest¹ to the south, then it is _____ 3. A piece of land completely surrounded by² water is an _____ 4. A place that is higher than the rest of this area is a _____ 5. An area of water next to the coast where you can find boats is a _____ 6. If a place is full of activity, then this place is called _____ 7.

¹ furthest – am weitesten ² surrounded by – umgeben von

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

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

Vocabulary**Tip:**

Try to understand where to use which words: when you read texts or listen to conversations try to pay attention how and when words are used. So, understanding the context helps you to study and remember words correctly.

English	Example sentence	German
New Zealand [nju: 'zi:lənd]	I want to visit New Zealand one day.	Neuseeland (das)
1 Asia ['eɪʒə]	Have you ever been to a country in Asia ?	Asien (das)
geographic region [dʒɪəgræfɪk 'rɪ:dʒən]	Oceania is a geographic region .	geografische Region (die)
2 Maori culture [məʊri 'kʌltʃə]	The Maori culture is respected by New Zealanders.	Maorikultur (die)
narrow ['nærəʊ]	There is a narrow area of sea between the islands.	eng, schmal
mountain peak ['maʊntɪn pi:k]	It is the highest mountain peak in New Zealand.	Berggipfel (der)
to rise [raɪz]	Mount Cook rises to 3,754 meters.	ragen, sich erheben
to introduce [ɪntrə'dʒu:s] sth. to sth.	Other animals were introduced to the islands.	einführen, einschleppen
enemy ['enəmi]	The birds couldn't escape their enemies .	Feind (der), Feindin (die)
3 mythology [mɪ'thɒlədʒi]	The Maori have a rich mythology .	Mythologie (die)
crafts [kra:fts]	They developed crafts and weapons.	Kunsthandwerk (das)
conflict ['kɒnflikt]	Maori had conflicts with Europeans.	Konflikt (der)
4 mighty stream [maɪti 'stri:m]	This land has mighty streams .	mächtiger Strom (der)
voyage ['vɔɪdʒ]	They sometimes made long voyages into the seas.	Reise (die), Seereise (die)
fairy tale ['feəri teɪl]	My favourite fairy tale is "Snow White".	Märchen (das)
mystery ['mɪstri]	I read a lot of mystery novels.	Krimi (der)
drama ['drɑ:mə]	Shakespeare wrote a lot of dramas .	Drama (das)
autobiography [ɔ:təbɑ'ɒgrəfi]	She has written her autobiography .	Autobiografie (die)
5 indigenous [ɪn'dɪdʒɪnəs]	New Zealand's indigenous people came from the islands of Polynesia.	indigen, einheimisch
oral history [ɔ:rəl 'hɪstri]	The tradition of oral history continues till today.	mündlich überlieferte Geschichte (die)
storytelling ['stɔ:ritelɪŋ]	They were passed on by storytelling and song.	Geschichtenerzählen (das)
sacred ['seɪkrɪd]	Some of the stories are sacred to them.	heilig
to keep a promise ['prɒmɪs]	It's important to keep one's promises .	ein Versprechen halten
7 gerund ['dʒerənd]	Complete the text with the missing form of the gerund .	Gerundium (das)
real-life [riəl 'laɪf]	Documentaries can never replace a real-life experience.	real, echt
school system ['sku:l sɪstəm]	You will get to know a new school system .	Schulsystem (das)
8 treaty [tri:ti]	The British colonialists signed a treaty with the Maori.	Vertrag (der), Abkommen (das)
control [kən'trəʊl]	A war against the British for control of the North Island began.	Kontrolle (die), Herrschaft (die)
to protest [prə'test] against sth.	The Maori protested against the treaty.	gegen etw. protestieren

Lots of things to do ...

1 Reading: Many ways to spend your holidays

a) Read the flyer of a travel agency.

With **DreamHol days**, everybody's dreams come true. Have a look at a few of our happy customers. Will your **dream holiday** come true soon as well?



Leon: I'm a person who just can't really sit still. In my holidays, I want to see lots of different places and do exciting fun things. I enjoy going to places where I can go to the zoo in the morning, then go shopping and after that eat something at a market.

DreamHolidays made my dream come true. They organised a three-day city break in Vienna for me: exactly my type of holiday.



Owen: I just love the winter. And I love snowboarding. It gets you exercise, lets you have fun, breathe fresh air and enjoy the beauty around you. For me, snowboarding is freedom.

When I'm out there surfing the snow and the sun is shining, I feel free.

DreamHolidays organised a wonderful snowboarding adventure just for myself in the Austrian Alps. Peaks covered with snow - just wonderful.



Maya: I work in a really stressful job. So sometimes I just have to take a break. **DreamHolidays** knew exactly what I needed and sent me to a spa in the Austrian Alps. It felt like a week in heaven. I got nice food and drinks all day round, and I could relax and just float in warm water. I got a massage every morning, and after that I always relaxed in a steam room that smelled of roses.



Amelia: Call me an adventurer - that's what I am. It has always been that way. My parents have always loved walking and hiking. And today, with my own family, I'm the same. **DreamHolidays** sent us to Salzburg. Can you imagine the view? Mountains everywhere! We spent a lovely time hiking the Salzburg mountains. I especially liked the people there. Everyone was really friendly and helpful.



b) Read the texts in detail and fill in the names.

1. Maya needed to take a break from work.
2. _____ remembers meeting nice people.
3. _____ likes to be in places where you can do many different things.
4. _____ went on holidays for seven days.
5. _____ mostly did sports in the holidays.
6. _____ spent the holidays in the city.
7. _____ went on holiday alone.
8. _____ likes to spend holidays like those in childhood.

Going to Sankt Magdalena

2 Writing: An e-mail to a hotel

a) Study the hotel offer below.

	Room type	Price for 3 nights
 <p>Hotel Zollerhof*** Located in Langendorf, 13 km from the centre of Vienna, Hotel Zollerhof offers free WiFi and free private parking, as well as a bicycle storage room. A bus stop is right outside.</p> <p>Each room has a flat-screen TV with satellite channels. Private bathrooms also come with a bathtub or shower, and a toilet.</p> <p>At Hotel Zollerhof guests will find a garden and a restaurant as well as a rich breakfast buffet in the morning. A supermarket is 150 m away, and a public swimming lake is 900 m away.</p> <p>A cycling track starts 900 m away, and a golf course is 4,300 m away. Families particularly like the location.</p> 	<p>Family room 2 large double beds</p>	<p>€409 Breakfast €8.00 per person/day</p>
	<p>Junior suite 2 large double beds and 1 sofa bed</p>	<p>€789 Breakfast €8.00 per person/day</p>

b) Write an e-mail to the hotel to ask for more information and to book.

In your e-mail, you should ...

- say what you like about the hotel,
- book a room for two adults and two children for three nights,
- ask if you can bring a dog,
- ask what there is on offer for children.



Useful phrases

Booking a hotel

Are pets allowed in the hotel? • Can you confirm that ... • Let me know if you need any further information. • Many thanks. • Please could you confirm the booking? • We/I would like to book ... for five nights ... • We've got a promotional code ... • With kind regards...

3 Working with words: At a hotel

Unscramble the words.

- | | | |
|-----------------------|-------------------|--------------------------|
| 1. ranrsteaut: _____ | <i>restaurant</i> | 7. blavelaia: _____ |
| 2. meartepant: _____ | | 8. ncremodme: _____ |
| 3. lcoyban: _____ | | 9. ysat votgehrni: _____ |
| 4. ingokbo: _____ | | 10. dauvenret: _____ |
| 5. giscodrinve: _____ | | 11. ilsdeuico: _____ |
| 6. ebodul ormo: _____ | | 12. ilv-naluclsie: _____ |

Childhood memories

4 Focus on form: Saying what has changed

Look at the photos. Write sentences describing what has changed. Use the present perfect tense. The words in green may help you.

~~build~~

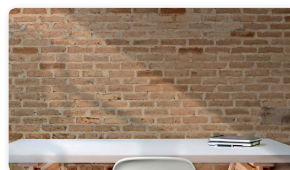
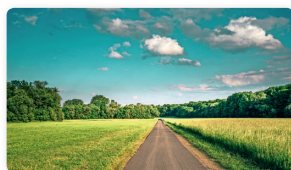
buy

do the laundry¹

grow

move

mow



1. They have built houses.

2. My sister _____.



3. Dad _____.

4. Flowers _____.



5. Simon _____.

6. The Brompton family _____.

¹ to do the laundry – die Wäsche waschen

5 Writing: Changes in my neighbourhood

You've decided to post a comment in Ally's blog to describe changes in your neighbourhood. Complete the gaps.

Dear Ally's mum, thank you very much for the post. You should write in Ally's blog more often! I'd like to tell you now about changes in my neighbourhood, first the changes I like. I like that they have built **1** (build) a skate park around the corner. There used to be a petrol station, but it _____ **2** (move) somewhere else. I also like that a cinema _____ **3** (open) next to where I live. There's so much to do now! Now the changes I don't like: I don't like that so many of my friends _____ **4** (change) to a different school this year. My best friend is now attending a tourism school, and so he _____ **5** (stop) going to school with me.

6 Focus on form: Reflexive pronouns → CB, p. 73

myself

yourself

himself

Read the dialogue below and complete the sentences.

herself

~~ourselves~~

themselves

Sam: Here we are. Finally. We've arrived at the hotel. I never thought we'd be able to find it

ourselves **1.** I mean, the navigation app was really useless, wasn't it?

Bea: Indeed it was. But you said it _____ **2.**, didn't you? It's all a big adventure, isn't it?

Sam: You're right, Bea. It is. I wonder what Matt and Isa are doing right now. It seems that they

haven't worked out the way to the hotel _____ **3.**

Bea: Well ... let's call them from our room.

Sam: What kind of hotel is this actually? There isn't anyone we could ask for help. Do we really have

to carry our bags _____ **4.**?

Bea: I'm afraid we do. Can you carry the bags up the stairs by _____ **5.**, or do you need help?

Sam: Don't worry, Bea. I can do it, and I can also carry my camera equipment _____ **6.** It isn't very heavy.

Bea: Okay, but don't hurt _____ **7.**! **Sam:** Don't worry. I'll be fine.

7 Focus on form: Contrasting ideas

Ally really liked the days at the Windhagenbauer's farm, but not everything was perfect. Connect the sentences with the linking words in brackets.

1. The farm animals were really cute. They were loud at night.

(but) *The farm animals were really cute, but they were loud at night.*

2. The food was delicious. I didn't like everything.

(although) _____

3. There were lots of things to do. Sometimes I felt bored.

(despite the fact that) _____

4. Our apartment was cleaned every day. The bathroom was a bit dirty.

(even though) _____

5. The horse-riding lessons were brilliant. They were a bit expensive.

(but) _____

6. We spent a lot of time outdoors. The weather was bad sometimes.

(in spite of the fact that) _____

Check out

8

Listening: A hotel review



a) Listen to a hotel review in a podcast and tick T (= true) or F (= false).

1. The “Mees de Jong Budget Hotel” is in Antwerpen.
2. The hotel wants to attract business people.
3. There are only rooms for one person.
4. Guests can lock their money away.
5. In the showers, there’s only cold water.
6. The hotel is quite expensive.
7. Not many people stay at the hotel.
8. The hotel is far away from the town centre.
9. The reviewer didn’t get a big breakfast in the morning.
10. The hotel owners tell people not to stay at their place.

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

b) Complete the text below with words from the box. There are four words too many.

arrive • beds • cheap • cleaning • hotel • lift • lockers • looks • luggage
nicer • owners • popular • recommend • students • water • ~~worst~~

The “Mees de Jong Budget Hotel” in Amsterdam is called the “ worst **1** hotel in the world.”

Interestingly, the hotel _____ **2** don’t have a problem with that. When you _____ **3** at the hotel, the owners tell you to stay at other Amsterdam hotels, which are much _____ **4**.

They have prepared a list with much better hotels they _____ **5**. One of their funniest slogans reads: “Disappointing travellers for 40 years.” The hotel is extremely basic and is made for backpackers and _____ **6**. The rooms are not very comfortable. The hotel actually _____ **7** like a prison. There are just up to eight metal _____ **8** per room and blue metal _____ **9** to store your money and passport. There is no hot _____ **10** in the showers and there is no free shampoo. Therefore, the hotel is quite _____ **11**. It costs only €22.50 a night to stay there. The hotel is very _____ **12** with young people and is almost always fully booked.

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

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

Vocabulary**Tip: Repeat and then repeat some more**

Remember: Don't just repeat the new words, but also the ones which you think you have memorised already. The more often you use new and familiar vocabulary the better you will be able to express yourself.

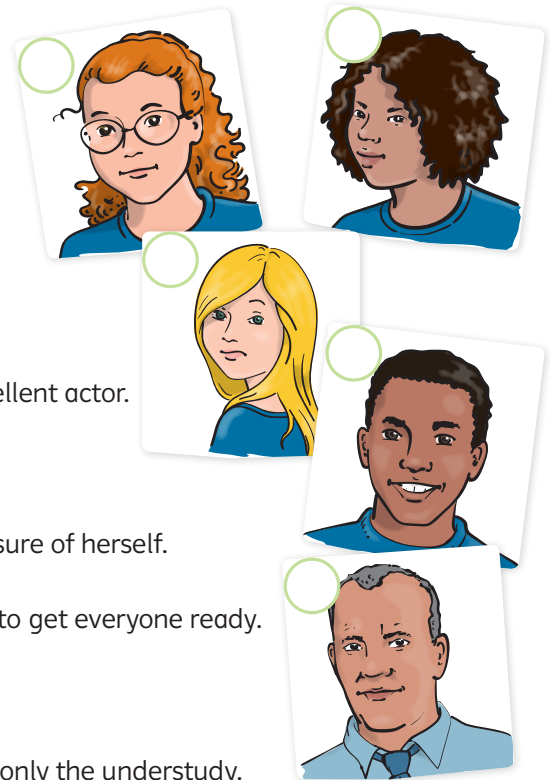
English	Example sentence	German
1 to be likely to ['laɪkli]	Are you more likely to book a hotel or a bed and breakfast?	wahrscheinlich
thrill [θrɪl]	I want to experience the thrills of my life.	Nervenkitzel (der)
perfect ['pɜːfɪkt]	Where would you spend your perfect holiday?	perfekt
villa ['vɪlə]	His ideal accommodation would be a luxurious villa .	Villa (die)
walking shoes ['wɔːkɪŋ ʃuːz]	Please bring comfortable walking shoes .	hier: leichte Wanderschuhe (die)
barefoot ['beəfʊt]	Do not walk barefoot on this floor.	barfuß
hiking boots ['haɪkɪŋ buːts]	You will need hiking boots for this trip.	Bergschuhe (die)
to fall asleep [fɔːl ə'sliːp]	She enjoys falling asleep in a fancy hotel room.	einschlafen
to hike [haɪk]	Why not hike through the woods?	wandern
2 to party ['paːti]	In the evening, people like to party .	feiern
family-run [fæmli 'rʌn]	All the local guest houses are family-run .	in Familienbesitz, familiengeführt
guest house ['gesthaʊz]	Guest houses are extremely popular to stay at.	Gasthof (der), Pension (die)
delicious [dɪ'liʃəs]	Our restaurant offers delicious , healthy food.	köstlich, lecker
sauna [səʊnə]	You have a choice of various saunas .	Sauna (die)
3 theme park ['θiːm pɑːk]	He would love to go to a theme park .	Themenpark (der)
to greet [griːt] sb.	Hikers always greet each other.	jmdn. (be)grüßen
5 booking website ['bʊkɪŋ websaɪt]	They are studying a booking website to see where they could stay.	Buchungsseite (die)
ski slope ['skiː sləʊp]	Hotel Montana is located right next to the ski slope .	Skipiste (die)
ski lift ['skiː lɪft]	We are only a few metres from the ski lift .	Skilift (der)
safe [seɪf]	All rooms have safes .	Safe (der), Tresor (der)
hairdryer ['heədraɪə]	There are hairdryers in every bathroom.	Haartrockner (der)
balcony [bælkəni]	Most rooms have balconies .	Balkon (der)
farmhouse ['fɑːmhaʊs]	The Windhagenbauer is a traditional farmhouse .	Bauernhaus (das)
outdoor pool [aʊtdɔː 'puːl]	We also have an outdoor pool .	Außenbecken (das), Freibad (das)
satellite TV [sætələɪt tiː'viː]	The large apartments come with satellite TV .	Satellitenfernsehen (das)
free of charge [friː əv 'tʃɑːdʒ]	Bicycles are provided free of charge .	kostenfrei
7 booking ['bʊkɪŋ]	Ally writes an e-mail to the hotel to place a booking .	Reservierung (die), Buchung (die)
8 car park ['kɑː pɑːk]	They have been turned into car parks .	Parkplatz (der)
10 homemade [həʊm'meɪd]	The man was slicing homemade cheese.	hausgemacht

The Understudy

1 Remember the characters?

Fill in the names of the characters fitting the description and match them with the pictures.

1. _____ is secretly in love with Ross.
2. _____ is convinced that he is an excellent actor.
3. _____ is a loyal and good friend.
4. _____ is often unprepared, but very sure of herself.
5. _____ is directing the play and tries to get everyone ready.
6. _____ has got the part of Juliet.
7. _____ would like to play Juliet but is only the understudy.



2 Pronunciation: Sentence stress

a) It is sentence stress that gives a sentence a certain meaning. Match the correct meaning for each given sentence.

- | | | |
|--|-------------------------------------|--|
| 1. I don't think she would listen to him. | <input type="checkbox"/> | Instead of listening she might do something else. |
| 2. I don't think she will listen to him. | <input type="checkbox"/> | I think that someone else might listen, but not she. |
| 3. I don't think she will listen to him. | <input type="checkbox"/> | I know that, but I could be wrong. |
| 4. I don't think she will listen to him. | <input type="checkbox"/> | She might listen to someone else, but not to him. |
| 5. I don't think she will listen to him. | <input checked="" type="checkbox"/> | I don't think that, but someone else does. |
| 6. I don't think she will listen to him . | <input type="checkbox"/> | I do not believe that she will do that, even if some people do believe it. |

b) Now read the following sentences aloud. Which word should be stressed to give the sentence the meaning it should have? Underline it.

1. Romeo will cycle to Juliet's house tonight. → How will he get there tonight?
2. Romeo will cycle to Juliet's house tonight. → Who will cycle to Juliet's house tonight?
3. Romeo will cycle to Juliet's house tonight. → Where will Romeo cycle tonight?
4. Romeo will cycle to Juliet's house tonight. → When will Romeo cycle to Juliet's house?

c) Listen to see if you were correct.



Moral dilemma¹**3 Writing: Remember what happened in scene 3**

a) After an exhausting day of rehearsal and a moral dilemma, Deva writes down what happened. Write her diary entry of about 120 words including the bullet points below. Write in your exercise book.

- Say what nearly happened and describe the general situation.
- Describe what you felt and why you maybe were uncertain what to do.
- Give your opinion on Blossom's actions as a friend.

Dear Diary,

...

b) Blossom's plan and Deva's moral dilemma. Would you react the same way as Deva? Write down some pro and some con arguments about the situation.

Pro	Con
Deva would get the role of Juliet.	

4 The balcony scene

Read the summary of the balcony scene in *Romeo and Juliet* and complete it with the words in green. There is one word you do not need.

balcony

Capulet

~~famous~~

lines

love

Montague

tragedy

The balcony scene in *Romeo and Juliet* is one of the most famous **1** scenes in all of Shakespeare's plays. Romeo, a _____ **2**, and Juliet, a _____ **3**, meet at a masquerade party² in Juliet's home. Romeo and his friends go to the party, uninvited, and when Romeo sees Juliet, he immediately falls in _____ **4** with her. After the party, Romeo jumps over the Capulets' garden wall, and searches for Juliet. Romeo hides in the garden and watches Juliet walking onto the _____ **5**. It is at this time that Juliet speaks some of Shakespeare's most famous _____ **6**: 'O Romeo, Romeo! Wherefore art thou Romeo?

Deny thy father and refuse thy name and I'll no longer be a Capulet. ¹ moral dilemma – Situation, in der jemand zwischen zwei unangenehmen Alternativen wählen muss ² masquerade party – Maskenball

The final scene

5 Last sentences

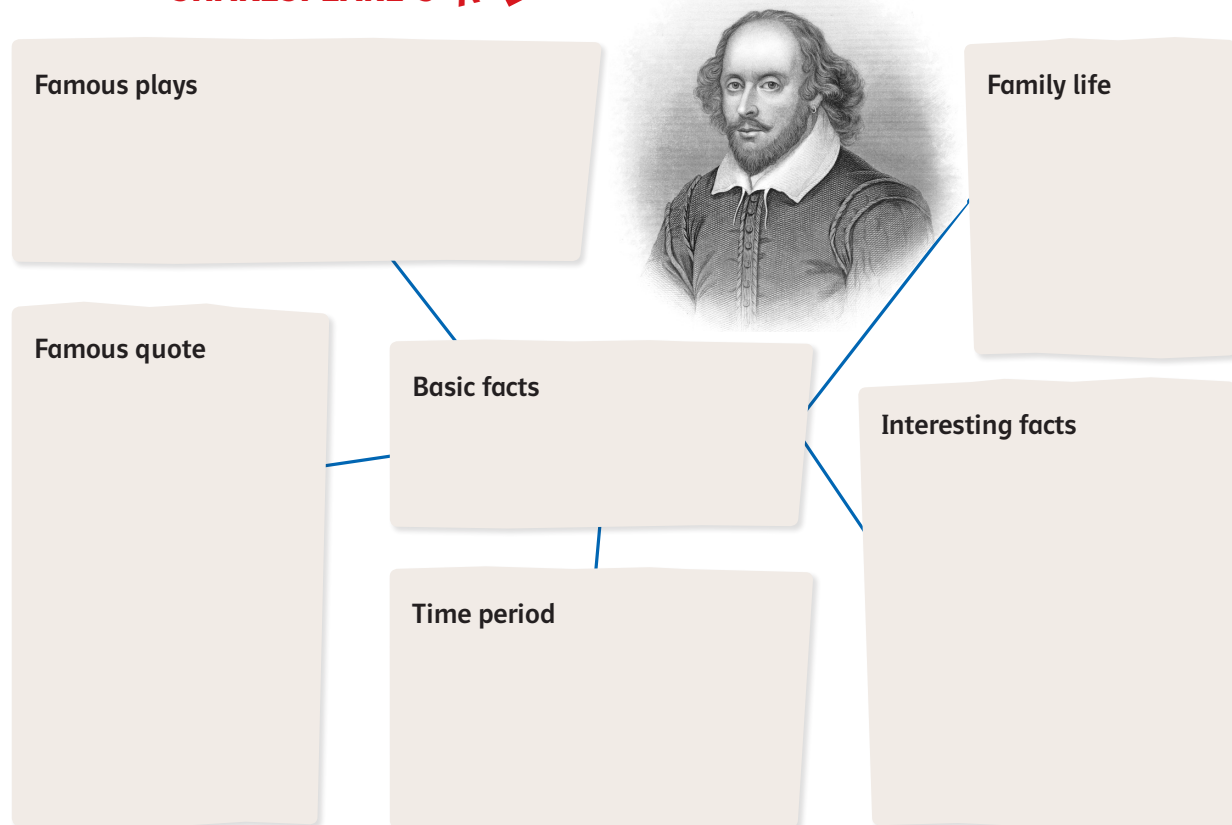
Match the sentence halves from scene 4 below and match them with the speakers.

- | | | | |
|--|-------------------------------------|---------------------------------------|--------------|
| 1. Let's rehearse | <input type="checkbox"/> | a) on the set! | |
| 2. Happy and sad? | <input type="checkbox"/> | b) Wherefore. | Mr Gillespie |
| 3. I quite like you | <input type="checkbox"/> | c) the scene with the kiss this time? | Prompt |
| 4. Silence | <input checked="" type="checkbox"/> | d) the balcony scene. | Deva |
| 5. (prompting) | <input type="checkbox"/> | e) see a thing! | Jade |
| 6. ... I can't | <input type="checkbox"/> | f) with them on. | Ross |
| 7. Sir, maybe we can try | <input type="checkbox"/> | g) How do I act that? | Blossom |
| 8. She's still in costume and make-up, | <input type="checkbox"/> | h) Sir. I'll get her. | |

6 Research project

Find out more about the famous author behind *Romeo and Juliet* and complete the graphic below.

What made **SHAKESPEARE SHAKE**



7 Focus on form: Quantifiers → CB, p. 81

a) Read the text about Shakespeare's life and complete the sentences with "a lot of", "much" or "many".

William Shakespeare was born in 1564 in Stratford-upon-

Avon, in England. He had a lot of **1** siblings¹, four sisters and three brothers. At school, William didn't study

_____ **2** different subjects, only Latin, Greek and history, as it was common at that time. He left school when he was 14 or 15 years old. Not

_____ **3** is known about Shakespeare's adult life. He left Stratford sometime before 1590 and

went to London, the capital city of England. Before becoming a writer himself, he got _____ **4**

experience on stage as an actor. Later on, Shakespeare helped build a new theatre called *The Globe*. It was opened in 1599, had a round shape and had space for 3,000 people. Contrary to² today's theatre

practices, the audience could shout, clap, boo³ and laugh as _____ **5** as they wanted. Not

_____ **6** women were involved in the world of theatre back then: men and boys played all the parts. Shakespeare became rich and famous before he died when he was 52 years old. He had written

_____ **7** comedies, tragedies and history plays, and had created stories that are still popular

today. Not _____ **8** authors are still as famous 400 years after their death as William Shakespeare.

¹ siblings – Geschwister ² contrary to – im Gegensatz zu ³ to boo – buhen, auspfeifen

b) Deva and Blossom discuss the play and the rehearsals. Fill in the correct quantifiers *a few/a little* to complete their statements.

Deva: Phew, this day was more than a little **1** exhausting – I'm dead tired!

Blossom: Absolutely! (*lies down on Deva's couch*). Jade really is _____ **2** complicated!

Deva: What do you mean?

Blossom: What do I mean? (*shakes her head*) I mean she's always unprepared and makes rehearsals horrible for everyone!

Deva: (*thoughtful*) Well, she does make _____ **3** mistakes with her lines ...

Blossom: _____ **4** mistakes?? Deva, she gets nearly every sentence wrong!

Deva: Yeah ... I guess she is _____ **5** nervous, playing Juliet and all ...

Blossom: Oh Deva ... (*shakes her head*) You are more than just _____ **6** naive ... Jade is just too full of herself! But I guess you always see the good in people.



Shakespeare's birth place in Stratford

Check out

8 Language in use: The people behind a stage production

In this unit you have met a lot of people responsible¹ for making a stage production work. You have also been shown different steps of rehearsing a play. Choose the correct words for the gaps. There is one you do not need.

dress rehearsal read-through ~~understudy~~ stage manager
 technical crew prompt director

1. A person who learns another's role in order to be able to act if another person gets ill or cannot act, is called an understudy **1**.
2. At a _____ **2**, which is also the final rehearsal before a live performance, everything is done as it would be in a real performance, e.g. costumes, make up, decorations, etc.
3. The person whose job it is to help actors, during a performance, to remember words that they have forgotten is called a _____ **3**.
4. The _____ **4** is the group of people responsible for all decorations and technical aspects in a stage production.
5. Every stage production also has a _____ **5** who is responsible for managing the people on stage and helping the director.
6. The first reading of a play, at which actors still read their parts from scripts and there are no costumes or decorations, is called a _____ **6**.

¹ to be responsible for sth. – für etw. verantwortlich sein

😊 😐 😞 I can understand the roles of various people involved in a stage production.

9 Language in use: so/such

Read Mr Gillespie's tips and tricks about performing a play and circle the correct word.

1. Study your lines **so** • **such** well that you never have to worry about them.
2. Keep a notebook about the play. Having **so** • **such** a notebook makes it easier to remember instructions about acting and how to use stage decorations.
3. Making mistakes isn't **so** • **such** bad. Everybody makes them. Don't stop acting if you do!
4. If something goes wrong, don't ignore¹ it, but try to react spontaneously². Every performance will have **so** • **such** situations, and it is up to you to make the best of it!



¹ to ignore – ignorieren ² spontaneously – spontan

😊 😐 😞 I can use the words so/such in the right context.

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

Vocabulary**Tip:**

Associating a word with a gesture or movement can be extremely helpful. For example say “romantic” and draw a heart into the air.

English	Example sentence	German
1 understudy [ˈʌndəstʌdi]	The understudy learns the part of another actor.	Zweitbesetzung (die)
tragedy [ˈtrædʒədi]	<i>Romeo and Juliet</i> is a tragedy .	Tragödie (die)
to involve [ɪnˈvɒlv] sth.	The most famous scene involves a balcony.	etw. beinhalten
2 stage performance [ˈsteɪdʒ pəfɔːməns]	In the school’s stage performance there are five main characters.	Theatervorstellung (die)
self-centered [selfˈsentəd]	He is a very self-centred person.	egozentrisch
romantic [rəˈmæntɪk]	We can both be very romantic sometimes.	romantisch
stage manager [ˈsteɪdʒ mænɪdʒə]	The stage manager knows where everything is.	Bühnenmeister (der), Bühnenmeisterin (die)
drama teacher [ˈdraːmə ti:tʃə]	This play was directed by our drama teacher .	Schauspiellehrer (der), Schauspiellehrerin (die)
3 read-through [ˈriːdθruː]	We should do a read-through of the play first.	Durchlesen (das)
script [skript]	The actors read their parts from scripts .	Skript (das)
drama group [ˈdraːmə gruːp]	The drama group meet for a first read through.	Theatergruppe (die)
school auditorium [ˈskuːl ɔːdɪtɔːriəm]	Everyone meets in the school auditorium .	Schulaula (die)
part [pɑːt]	Deva is studying her part .	hier: Rolle (die), Part (der)
lines [laɪnz]	He continues repeating his lines .	hier: Text (der)
to deserve [dɪˈsɜːv] sth./sb.	I think he deserves a better Juliet.	etw. verdienen
to seem [siːm]	True love always wins, even when it seems impossible.	scheinen
impossible [ɪmˈpɒsəbəl]	It’s impossible to work with her!	unmöglich
to rehearse [rəˈhɜːs]	We can’t rehearse without a Juliet!	proben
lead [liːd]	We need a female lead .	Hauptrolle (die)
5 to fall for [fɔːl fə] sb.	Juliet falls for Romeo.	sich in jmdn. verlieben
rehearsal [rəˈhɜːsəl]	Today is the first rehearsal of our play.	Probe (die)
prompt [prɒmpt]	Every good play has a prompt .	Souffleur (der), Souffleuse (die)
6 public performance [pʌblɪk pəfɔːməns]	After enough rehearsals, we will have a public performance .	öffentliche Aufführung (die)
enemy [ˈenəmi]	She fell in love with a boy from an enemy family.	feindlich
frustrated [frʌsˈtreɪtɪd]	Ross is frustrated about the rehearsal.	frustriert
nut ‘n granola bar [nʌtŋgrəˈnəʊlə bɑː]	Have a nut ‘n granola bar .	Müsliriegel (der)
to be about to do sth.	The lovers are about to have their first kiss.	im Begriff sein, etw. zu tun
to take one’s place	All of them take their places .	seinen Platz einnehmen
7 to ruin [ruːn] sth.	You’ve totally ruined the scene!	etw. zerstören
furious [ˈfjʊəriəs]	Jade is furious because the scene is ruined.	sehr wütend
silence [saɪləns]	Silence on the set!	Ruhe (die)

Would you have known it all?

1 Language in use: If only we could make our siblings be quiet

a) Read what Clara and Kevin wrote about their invention. Circle the correct verb forms.

If we were inventors, we older siblings **will** • **would** try to make our lives easier. Younger siblings can be so annoying, especially when you're travelling by bus and they just won't stop talking! We've tried so many things. For example, both of us said, "If you **continue** • **continued** to talk so loudly, I'll tell Mum and Dad and you won't get an ice cream," or, "If you let me have some peace and quiet now, I **will** • **would** give you my phone for an hour." But nothing has worked so far. If we **have** • **had** lots of money to produce our invention, we would make a small device that makes a sound only young kids can hear. If your younger sibling **is** • **was** too loud, the device will produce its annoying sound. If you are old enough to use our device, you **won't** • **wouldn't** be able to hear it. If we **get** • **got** some help to make our device small enough, users would be able to hide it from their parents. Parents **will** • **would** probably get angry if you tried to annoy their little angels!

b) Use one colour to highlight sentences that use conditional 1 and another one for conditional 2.

2 Language in use: If I ate my hat, I would ...

a) Think about the situations in the green box. Use one colour to highlight situations that will probably happen in your life and another one for situations which probably won't happen.

become an expert on programming • eat my hat • get an A in history •
get the newest smartphone • give a presentation on a famous inventor •
go to space with my grandma • invent a time machine • stop chatting in class

b) Write sentences about the situations above in your exercise book. Use conditional 1 or 2.

If I get an A in history, my parents will ... or: *If I got an A in history, I would ...*

3 Listening and writing: Idiomatic language



a) Listen to the short dialogues. In each dialogue, one sentence (part) is missing. Write the number of the correct dialogue next to the sentence or sentence part.

A step by step 6

B I'll eat my hat _____

C it serves you right _____

D I was just kidding _____

E You're such an annoying know-it-all _____

F I know a thing or two about history _____

b) Choose one of these starters for your own dialogue. Use the idiomatic phrases from a).

A: If only I could invent ...

or: *A: This is incredible! I've just seen ...*

Tech savvy or tech slaves?

4 Language in use: Amazing Ada

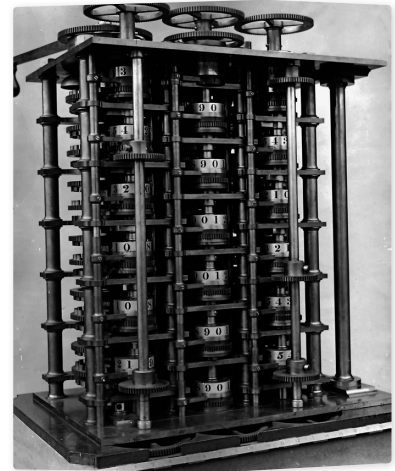
be go ~~have~~
not become work

a) Complete the sentences which people in Ada's life could have said.

1. "If Ada continues to study hard, she _____ as moody as her father."
2. "If I _____ back to England, I would probably meet my daughter."
3. "If I didn't have to lie still for so long, I *would have* _____ so much more fun."
4. "If we can create the right codes, the machine _____ with letters, symbols and numbers."
5. "If Ada stopped taking the medicine, she _____ herself again."

b) Who could have said these sentences?

1. *Lady Anne Byron* _____
2. _____
3. _____
4. _____
5. _____



Charles Babbage's machine

c) Read the sentences about Ada below. Imagine what would have made Ada happy or sad if her life had been different. Write sentences under the right heading 1. or 2.. Use conditional 3.

Her mother was very strict¹.
She created new codes for Babbage's machine.
She didn't know her father.
She didn't stop gambling.

She had to take medicine.
She married the Earl of Lovelace.
She was allowed to study science.
She worked with Charles Babbage.

¹ strict - streng

1. She would have been happy if ...	2. She would have been sad if ...
... <i>she had known her father.</i>	

The good, the bad, the weird

5 Reading: Inventors who were killed by their own inventions

a) Before you read this text carefully, scan it quickly and tick. The date in the text gives the ...

number of sheets printed day of somebody's death day something was invented

Actually, Marie Curie was not an inventor, but a discoverer. She discovered radium. We need radium to produce radon, a radioactive gas used as medicine. Marie Curie died because she had not known how dangerous radioactive gas was for the human body.

Alexander Bogdanov, a doctor, experimented with blood transfusion. Bogdanov gave the transfusions to himself because he thought they would make him young and healthy. However, once he used the blood of a sick person and died.

William Bullock improved a printing press that could print 30,000 sheets an hour. One day he wanted to make his press even better. But his leg got caught in the machine. Bullock died of this bad injury¹.

Franz Reichelt invented a special suit which had wings you could open by opening your arms. He wanted to prove that his invention worked and jumped off the Eiffel Tower in Paris on February 4, 1912. However, the parachute folded around Reichelt and didn't open. He probably died of the shock during his fall.

¹ injury – Verletzung

b) Read the last paragraph of a biography and the diary entry. Write who each text is about.

The famous scientist had become worse overnight. Everybody in the room was very quiet. It hadn't been a very long life, but it had been very successful. It was clear to everyone that all of this hadn't been for nothing. There would be more and more experiments. None of this would ever be forgotten.

This text is about: _____

... enough experimenting; I'm going to do it myself! This will show everyone how great my invention really is. Nobody will be able to say I wasn't brave enough!

This text is about: _____

c) In each of these sentences there is at least one mistake. Correct them in your exercise book.

1. If Marie Curie hadn't discovered radon, radium would never have been produced.
2. If Marie Curie had been working with radioactive material for years, she wouldn't have become sick.
3. If Bogdanov hadn't used his own blood in one transfusion, he would have got malaria.
4. If Bogdanov hadn't managed to make himself and his patients healthier and older with his transfusions, lots of people would have wanted to be treated by him.
5. If Bullock hadn't made printers more efficient, newspapers wouldn't have become so expensive.
6. If Bullock had been more careful, his arm would have got caught in the machine.
7. If Reichelt had invented a suit that worked, wingsuit flying could have started in the early 19th century.
8. If Reichelt hadn't been successful with his jump, he would have been celebrated as a hero.

Incredibly clever CoolBot

6 Language in use: Look what CoolBot has done! → CB, p. 93

a) Colleen has invented a robot that should make her grandma's life easier. Look at the two pictures and complete the text about what it has and hasn't done.

bake

clean up

decorate

~~do~~

do

mark

not tell

put

put up



Look what CoolBot _____ 1! It _____ 2 Colleen's birthday on the calendar. CoolBot *has done* 3 the dishes. Also, CoolBot _____ 4 an embarrassing photo of Colleen's dad. CoolBot _____ 5 flowers in a vase. Luckily, CoolBot _____ 6 the mess Colleen made earlier. As she loves sweet things, CoolBot _____ 7 a cake for her birthday. Lastly, CoolBot _____ 8 the room for her birthday party. But Colleen's dad's birthday is coming, too. CoolBot _____ 9 grandma of that!

b) Tick the correct answer. The present perfect tense is used in the text above to express ...

activities that happened long ago what has changed what someone is doing now

c) CoolBot has learned to write. Read his note for Colleen's grandma and circle the correct words.

Dear Ms Carter, six months ago Colleen **invented** • **has invented** me to make your life easier, and helping you **was** • **has been** great. But in the last few days, things **have changed** • **changed**. On Monday I **have found** • **found** a note that said, "You **'ve ruined** • **ruined** my life". Since then I **'ve been** • **was** worried. On Wednesday your son came by and **has sung** • **sang**, "Lonely birthday to me!", all the while looking at me strangely. What **have I done** • **did I do** wrong?

Check out

7 Language in use and listening: What if CoolBot hadn't done this?

a) Complete the sentences about CoolBot with your own ideas. Write in your exercise book.

- If CoolBot hadn't marked Colleen's birthday in the calendar, ...
- Nothing would have been ready for your party if ...
- If CoolBot hadn't put up the embarrassing photo of Colleen's dad, ...
- The room wouldn't have looked so nice if ...
- If CoolBot had told grandma of Colleen's dad's coming birthday, ...
- If CoolBot hadn't learned to write, ...



3.19 kg79bm

b) Now listen to Colleen and her dad discussing CoolBot. Do the tasks.

- | | T | F | NG |
|--|--|---|-------------------------------------|
| 1. Colleen's dad would like to have another robot. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Colleen thinks her party wasn't so great. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Colleen's dad thinks CoolBot was really designed to _____ | | | |
| 4. Colleen thinks her friends wouldn't have liked to _____ | | | |
| 5. Colleen makes a joke about inventing ... | | | |
| a) a party planning tool. <input type="checkbox"/> | b) another robot. <input type="checkbox"/> | c) a time machine. <input type="checkbox"/> | |
| 6. Colleen calls her dad ... | | | |
| a) a baby. <input type="checkbox"/> | b) a grown-up. <input type="checkbox"/> | c) a wise man. <input type="checkbox"/> | |

I can express my own ideas about a situation and understand a conversation about it.

8 Reading and writing: Udigonch – Chindogu!

Read the descriptions of three chindogu inventions and fill in the gaps with unscrambled words.

Now your pet can help with the most boring job in the house! If you hate cleaning, you'll love these

special _____ **1** (sedurt koscs) for your cat.

These days crossing the road can be dangerous because there are so many cars. With this roll-up

_____ **2** (beraz ginscors), you can cross safely and don't lose any time.

How cool that you can now use your car for drying your clothes! Use this _____ **3** (hangsiw nile) roof rack¹, and your clothes will be dry quickly.

¹ rack – Gestell

I can understand short descriptions of imaginary inventions.

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

Vocabulary**Tip: Good (☺) or bad (☹)?**

Think about the meaning of some of the new words. Most people think that doing something “step by step” is good and that being a “know-it-all” is bad. What do you think?

English	Example sentence	German
1 to take part [teɪk 'pɑ:t] in sth.	You are taking part in a contest.	an etw. teilnehmen
triangle ['traɪæŋɡl]	The invention has the shape of a triangle .	Dreieck (das)
function ['fʌŋkʃn]	What is your invention's function ?	Funktion (die)
slogan ['sləʊɡən]	Think of a slogan for your product!	Slogan (der)
2 blind [blaɪnd]	This is a useful tool for blind people.	blind
3 step by step [step baɪ 'step]	We should do this step by step .	stufenweise, Schritt für Schritt
know-it-all ['nəʊɪtɔ:l]	Isn't she a bit of a know-it-all ?	Besserwisser (der), Besserwisserin (die)
programming ['prəʊɡræmɪŋ]	Ada's an expert on programming .	Programmieren (das)
to season [si:zn] sth.	Would you like me to season it with salt and pepper?	etw. würzen
4 in a nutshell [ɪn ə 'nʌtʃəl]	Here is Ada's life in a nutshell .	kurz gesagt
poet ['pəʊɪt]	She was the daughter of the famous poet Lord Byron.	Poet (der)
to control [kən'trəʊl] yourself	Her mother thought it would help her to control herself .	sich beherrschen
to translate [trænz'leɪt]	Ada translated an article about the machine.	übersetzen
to have sth. in mind [ɪn 'maɪnd]	This is the machine Babbage had in mind .	etw. im Sinn haben
marriage ['mæɪrɪdʒ]	Their marriage was happy.	Ehe (die)
pill [pɪl]	Ada took pills because of her health problems.	Tablette (die), Pille (die)
5 unpleasant [ʌn'pleznt]	In a dystopia everything is unpleasant .	unerfreulich, unangenehm
society [sə'saɪəti]	Dystopian societies are usually different from ours.	Gesellschaft (die)
to cycle [saɪkl]	People have to cycle all day to produce electricity.	Rad fahren
to control [kən'trəʊl] sb./sth.	Parents can control their child by using a tablet.	jmdn. unter Kontrolle haben
6 weird [waɪəd]	What are the weirdest inventions of all time?	seltsam, komisch
bicycle ['baɪsaɪkl]	The bicycle was invented over a century ago.	Fahrrad (das)
in a green way [grɪ:n 'weɪ]	Try to travel to school in a green way .	auf umweltfreundliche Weise
7 useless [ju:sləs]	This invention is completely useless .	nutzlos, sinnlos, zwecklos
item ['aɪtəm]	Choose two of these items and combine them.	Gegenstand (der)
toothbrush ['tu:θbrʌʃ]	You should change your toothbrush every 3 months.	Zahnbürste (die)
running shoes ['rʌnɪŋ ʃu:z]	Never use new running shoes for a race.	Laufschuhe (die)
flashlight ['flæʃlaɪt]	Every household should have at least one flashlight .	Taschenlampe (die)
8 system ['sɪstəm]	The idea is used in the GSM cell phone system .	System (das)

Jobs of the future

1 Listening: Jobs machines can't do



- a) Listen to Norma and her mum talking about jobs machines can't do.
- b) Listen again and take notes of what you have to do in the three jobs mentioned below.

Hotel receptionist	Shop assistant	Taxi driver
<i>check in guests</i> <i>hand out room keys</i>		

- c) Write six sentences: Why can or can't these jobs be done by machines?

2 Focus on form: Tenses

Complete the sentences below with the correct tenses.

1. Do you know any teen who wants **1** (want) to talk about school when they _____ **2** (come) home?
2. There was no question I _____ **3** (hate) more when I was a teen than how school _____ **4** (be).
3. Computers and robots _____ **5** (take over) more and more jobs that we humans used to do.
4. Nobody _____ **6** (want) to talk to a robot all the time.
5. I _____ **7** (read) about cars that can drive on their own recently.
 _____ **8** (not make) all drivers useless?



Personal qualities

3 Working with words: Personal qualities

Match the sentences below with the correct adjectives. There are two words too many.



- My friend Ralphie wants to get a high-paying job one day.
He is so ambitious **1**.
- I can't say that I'm _____ **2**. Usually, I arrive everywhere five minutes late ...
- Mum's boss says she needs to be more _____ **3**. Yesterday, she had to go to work even though she had promised to take me to the museum.
- That dog's really _____ **4**. He exactly knows where I've put his treats¹.
- I don't know anyone as _____ **5** as Sue. She has been waiting for twenty minutes now for somebody at the helpdesk² to pick up³ the phone.
- Are you always so _____ **6**. OK, I'll explain to you how artificial intelligence works.
- I wish I were as _____ **7** as Jack. I can't even draw a tree.
- I am _____ **8**. I'd never lie to you.

¹ treat - hier: "Leckerli" für Haustier

² helpdesk - Kundenservice

³ to pick up - hier: abheben

4 Reading: What I want to do one day

Put the text below in the correct order.


- | | |
|---|---|
| <input type="checkbox"/> First, he or she has to find out which health problems an animal has. | <input type="checkbox"/> To begin with, I'll describe what a veterinarian has to do. |
| <input type="checkbox"/> Finally, I'll explain why I'm so interested in this job. | <input type="checkbox"/> After the bird had got better, I knew that I wanted to become a vet. |
| <input type="checkbox"/> After that he or she suggests what to do about them. | <input checked="" type="checkbox"/> 1 I definitely want to be a veterinarian when I get older. |
| <input type="checkbox"/> I'd like to become a vet because I've always loved animals. | <input type="checkbox"/> He or she has to understand how the animal owner feels and has to treat them nicely. |
| <input type="checkbox"/> Often, the vet doesn't only have to take care of the animals, but of worried owners as well. | <input type="checkbox"/> A vet has to take care of sick animals. |
| <input type="checkbox"/> When I was five, I took care of a sick bird which had fallen out of its nest. | |
| <input type="checkbox"/> Therefore, a vet must be friendly and open-minded. | |







Ally's Blog

5 Focus on form: Talking about the future

Read Ally's newest post on her blog and fill in the correct forms of the future tense.



Preparing for the summer job

Home
About me
Topics

I can't believe it – one week ago I wrote that I'd like to work in a retirement home this summer and now I've already got a job! Thanks to Eve, who sent me the contact details of the home where she worked last year, I applied and got the job right away. Now there's no time to lose to get prepared.

I'm sure I 'll enjoy **1** (enjoy) working in the retirement home. I have already decided that I

2 (visit) them in the next days. I **3** (talk) to the nurses to find out more about what it means to work in a retirement home.

There's a lot I need to know. I promise that I **4** (tell) you everything about my visit in my next post. Maybe I

5 (turn) my summer job at the retirement home even into a miniseries.

I think I **6** (bring) the nurses some coffee when I go there. Mum said it's always a good idea to bring a little something for the first visit. I'm sure that my new colleagues **7** (not say) no to a pack of delicious organic coffee beans¹. ☺ When I pop² down to the shops maybe I

8 (stop) by the bookshop too. I've found an interesting book online about taking care of elderly people.

Oh no ... there are black clouds in the sky! It **9** (rain) any minute and I don't want to get wet. Bye for now! I **10** (keep) you updated!



¹ coffee beans – Kaffeebohnen ² to pop down – vorbeischaun

6 Writing: Commenting on Ally's blog post

Write a comment on Ally's blog post in which you wish her luck for her summer job. Use the useful phrases on the right.

In your comment, you should ...

- wish her luck for her summer job,
- describe why you like/don't like the job Ally has chosen,
- write about your own summer plans.



Useful phrases

I wish you ... • I really hope ... •
 It's great that ... • I think it's a great idea to ... • For me, ... is/isn't the best option. •
 I would/wouldn't work ... •
 This summer, ... • I have/haven't decided ...

7 Focus on form: *so* and *such* → CB, p. 100

a) Match the beginnings of the sentences to the correct endings.

- | | | |
|---|-------------------------------------|---|
| 1. Ally felt so | <input type="checkbox"/> | the computer only answered three questions. |
| 2. It was such a difficult task | <input type="checkbox"/> | Eve wants to do it again. |
| 3. As a social worker Parker needs to do so much talking | <input type="checkbox"/> | Ally came home an hour early. |
| 4. Sheila made such a spectacular dance show | <input type="checkbox"/> | that it will still be done by humans in the future. |
| 5. The task was so difficult that | <input type="checkbox"/> | that the computer couldn't do it in the end. |
| 6. It was such an easy job interview that | <input checked="" type="checkbox"/> | happy about her new job that she wrote a post on her blog right away. |
| 7. Working at the retirement home last summer was so interesting that | <input type="checkbox"/> | that he is sometimes very tired in the evening. |
| 8. The robot did such a horrible job | <input type="checkbox"/> | that the audience watched with their mouths open. |

b) Complete the sentences with either *so* or *such*.

- Ally's boss is so **1** funny! He always makes her laugh.
- The last show earned _____ **2** much money that Sheila's ballet company can travel to Japan next summer.
- My mum speaks Spanish _____ **3** fluently that she got the job right away.
- The audience had never seen _____ **4** a spectacular show.
- Ally is _____ **5** a clever girl! That's why Mr Nevis offered her a summer job.
- Parker finds his job _____ **6** fascinating that he would not want to do anything different.
- Pat is _____ **7** a good hairdresser that his costumers always come back.
- I don't know if it's _____ **8** a good idea to let the computer do this job.
- Ally is _____ **9** easy to work with that all her workmates really like her.
- Sheila is _____ **10** a creative choreographer that everybody wants to work with her.

Check out

8

Listening: Ally's podcast



a) Listen to Ally's new podcast episode about her summer job in the retirement home.

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

1. On the first day of her summer job, Ally was late.
2. When Ally saw the head nurse for the first time, she felt a bit worried.
3. When the head nurse saw Ally, she was afraid that Ally was lazy.
4. Ally had watched TV documentaries about the care of elderly people.
5. Sam has been a basketball fan all his life.
6. Ally doesn't know the names of the sports teams she watched.
7. Because of Ally the nurses could concentrate on their work.
8. There are nurses in the retirement home 24 hours a day.
9. Ally assisted some clients with eating their food.
10. After breakfast, all clients have to go to their rooms.
11. The people living in the retirement home can choose their lunch.
12. Ally once gave a concert in the afternoon.
13. The clients usually have dinner in their rooms.
14. Ally thinks she wants to do something completely different after school.

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

c) Complete the sentences below with words from the text. There are two words that you don't need.

afraid • curious • different • fascinated • great • ~~impressive~~ • lazy • lovely



1. Nurse McCormick in her white uniform looked very impressive 1 to Ally.
2. On the first day, Ally looked really _____ 2, as if she couldn't wait to begin.
3. Sam told Ally so much about football that she became quite _____ 3.
4. One afternoon, Ally did a _____ 4 reading for the clients.
5. For Ally, it felt _____ 5 to make a difference to other people's lives.
6. Every day in Ally's job was _____ 6 and there were new challenges every day.

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

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

Vocabulary**Tip: Relaxing while trying to memorise words**

Just relax while you try to memorise new words. This helps you to remember them. By relaxing the brain you create more space for new memories.

English	Example sentence	German
1 high school reunion [haɪ sku:l riːjuːnjən]	They met again at a 10-year high school reunion .	Klassentreffen (das)
quality ['kwɒləti]	I'm sure I have all the qualities that I need.	Eigenschaft (die)
ambitious [æm'bɪʃəs]	Geoffrey is a very ambitious boy.	ehrgeizig
disciplined ['dɪsəplɪnd]	I wish I was more disciplined .	diszipliniert, ordentlich
cooperative [kəʊ'ɒprətɪv]	I think I'm cooperative and friendly.	kooperativ, hilfsbereit
patient ['peɪʃnt]	My mum always says I'm patient .	geduldig
medicine ['medɪsn]	I am interested in medicine .	Medizin (die), Arztberuf (der)
to train as sth. ['treɪn əz]	So I trained as a nurse.	eine Ausbildung in etw. machen
nurse [nɜːs]	My brother is a nurse at the hospital.	Krankenpfleger (der), Krankenschwester (die)
elderly people ['eldli pi:pl]	He takes care of elderly people .	ältere Menschen (die)
3 to assist [ə'sɪst] sb.	They assist doctors with difficult tasks.	jmdm. helfen, jmdm. assistieren
4 TV journalist [tiː'viː dʒɜːnəlɪst]	My best friend works as a TV journalist .	TV-Journalist (der), TV-Journalistin (die)
5 to improve [ɪm'pru:v] sth.	We try to improve our clients' situations.	etw. verbessern
choreographer [kɔːrɪ'ɒgrəfə]	As a choreographer , you have to be creative.	Choreograf (der), Choreografin (die)
ballet ['bæleɪ]	I am a choreographer in the National Ballet Company.	Ballett (das)
piece of music [pi:s əv 'mju:zɪk]	Listen very carefully to the piece of music .	Musikstück (das)
hairstylist ['heədresə]	I've worked as a hairstylist for a long time.	Frisör (der), Frisörin (die)
specialist ['speʃlɪst]	A hairstylist is a specialist for cutting hair.	Spezialist (der), Spezialistin (die)
training course ['treɪnɪŋ kɔ:s]	I love to attend training courses regularly.	Schulung (die), Fortbildung (die)
to address [ə'dres] sb.	I need to address customers in a friendly manner.	jmdn. ansprechen
6 cheerful ['tʃɪəfl]	She's such a cheerful person!	fröhlich, heiter
to work long hours [lɔŋ 'aʊəz]	I am able to work long hours .	Überstunden machen
7 to remind [rɪ'maɪnd] sb. (of sth.)	Mum reminded me to look for a job.	jmdn. (an etw.) erinnern
to apply [ə'plai] for sth.	You'd better apply for a summer job soon.	sich für etw. bewerben
summer job ['sʌmə dʒɒb]	I've never had a summer job before.	Sommerjob (der)
automation [ɔ:tə'meɪʃn]	Many jobs are cut due to automation .	Automatisierung (die)
right away [raɪt ə'weɪ]	I'll start looking for job offers right away .	sofort, gleich
carer [keərə]	I'm sure that machines won't replace carers .	Betreuer (der), Betreuerin (die)
promise ['prɒmɪs]	I can't make any promises .	Versprechen (das)
sunscreen ['sʌnskri:n]	You'd better put on some sunscreen .	Sonnencreme (die)
to turn red [tɜ:n 'red]	Your skin's already turned red .	rot werden
to get sunburned ['sʌnbɜ:nd]	You're going to get sunburned .	einen Sonnenbrand bekommen
9 space tourism ['speɪs tʊəɪzəm]	Space tourism rockets will leave the earth.	Weltraumtourismus (der)
smart home [smɑ:t 'həʊm]	More and more people have smart homes .	intelligente Haustechnik (die)

Persuade me!

1 Language in use: Adjectives and adverbs

a) Complete the grid.

	positive (A)	comparative (B)	superlative (C)	adverb (D)
1		<i>cleverer</i>		
2				<i>angrily</i>
3		<i>better</i>		
4			<i>the most beautiful</i>	
5	<i>brave</i>			
6		<i>more aggressive</i>		
7				<i>excitedly</i>
8			<i>the friendliest</i>	
9				<i>fast</i>

b) Find the keyword. Write the fifth letter of the words you wrote in C9, D1, D8, A7, B2, C3, D5, A8 and A4.

 D V S M

c) Use some of the words you wrote in the grid to fill in the missing gaps in the ad.



Time to get _____ **1** -
our new collection has arrived!

_____ **2** designed,
only _____ **3** quality.
Are you a fashionista?

Are you always _____ **4**-dressed?

Try _____ **5** colours this season!

Act _____ **6**, or your favourites
might be gone forever!

Cool _____ **7** Clothes -
forget the rest, we are the best!

d) Find typical language techniques in the ad. Use the grid in task 2a on page 120 of your coursebook for help. Write in your exercise book.

Appealing or appalling?

2 Reading and language in use: Adverts, adverbs and adjectives

a) Scan Irem's interview with Rose and tick the forms of ads that make Rose buy products.

free samples¹ celebrity endorsement big sales of special brands radio ads

Irem: Hey, Rose! Thanks for helping me out here, you are saving my life! I have to find out if you're a dream customer.

Rose: No problem. **Usually** it's **completely** different when I copy your homework. You won't mention this in the interview, will you?

Irem: Oh, I would **never** do that. But listen, I have some questions. We can do this **really quickly**, I promise. First situation: on the radio, they **casually** mention a big sale in the mall. They are offering two pairs of jeans for the price of one, which is **extremely** cheap. What do you do?

Rose: That's a **very** funny situation. I **hardly ever** listen to the radio anymore. But if it's my favourite brand, I'll go immediately!

Irem: Okay. So we'll say you went to the mall. There they are giving away free muesli bars, and you take one. Do you feel guilty about not buying one?

Rose: Listen, I work **hard** for my pocket money. And **personally**, I think that this is a marketing trick, so, no, I **definitely** don't feel guilty!

Irem: I see. Next thing you see is a shampoo with your favourite star on it. Let's say you are **quite** unhappy with the product you're using at the moment. So what do you do?

Rose: Haha, my favourite star does not even have any hair! But I would **probably** buy it anyway. He sings **beautifully**, and he's **terribly** cool. **Obviously**, I'm in love!

Irem: **Perhaps** you are not the dream customer. But **quite clearly** you are a dream interview partner!

¹ free sample – Gratiskostprobe

b) Read the short summary of the interview and circle the correct words.

Irem is a **(hard)** • **hardly**-working student, who takes homework **serious** • **seriously**. Her first interview question is about an **extreme** • **extremely** cheap offer at the mall advertised on the radio. But **late** • **lately**, Rose hasn't listened to the radio much, which is why she finds this question **funny** • **funnily**. **Clear** • **Clearly**, Rose wouldn't feel **bad** • **badly** for not buying a muesli bar, even if she had got one for **free** • **freely**. It's **obvious** • **obviously** that Rose thinks her favourite star's music sounds **amazing** • **amazingly**. This is why she would **probable** • **probably** buy any product this celebrity is advertising.

c) Complete the grid on the types of adverbs with highlighted words from the interview.

adverbs of ...	examples
manner	<i>quickly,</i>
degree	<i>completely,</i>
probability	<i>definitely,</i>
opinion	<i>personally,</i>
frequency	<i>usually,</i>

Awesome or awful?

3 Writing: Express your opinion

a) Read the questions below and choose one topic you would like to write about.

fashion

- Which fashion trends do you follow?
- What do you think about haul or #haulalternative videos?
- What are good and bad things about (fast) fashion?

electronic devices

- How often do you buy a new phone, tablet or computer?
- What do you think about cheap deals¹?
- What are good and bad things about using electronic devices?

¹ cheap deal – Billigangebot

b) Express your opinion on the topic you chose. Use some of the words and write between 50 and 70 words.

frankly

surely

definitely

personally

obviously

clearly

4 Do the crossword: Trends in advertising

Across

- the consumer an ad is designed to reach
- asking consumers for direct feedback on products
- an ad that secretly influences consumers
- information produced by internet users that companies can use to influence what they buy

Down

- video posted online in which a vlogger or influencer talks about items they bought recently
- a way of recycling food waste
- cheaper price or special gift buyers can get during a certain time period
- site for dangerous waste
- using parts that can't be recycled to make something new

What would we do without ads?

5 Listening and language in use: Early advertising → CB, p. 106



3.22

u2cx3t

a) Listen to the presentation on advertising and tick the title that fits best.

- The history of advertising The most famous ads of all time Advertising on TV

b) Listen again and match the sentence halves.

- | | | |
|--|-------------------------------------|--|
| 1. If Théophraste Renaudot hadn't created <i>The Gazette</i> in 1631, | <input type="checkbox"/> | the ads wouldn't have grown in size and number. |
| 2. If the Great Fire of London in 1666 hadn't happened, | <input type="checkbox"/> | it would not have become so popular in Europe. |
| 3. If the advantages of coffee hadn't been advertised in newspapers, | <input type="checkbox"/> | advertising a product's benefits would not have become necessary. |
| 4. If the Industrial Revolution hadn't introduced mass production, | <input checked="" type="checkbox"/> | ads wouldn't have been printed. |
| 5. If making newspapers hadn't become cheap by the mid-nineteenth century, | <input type="checkbox"/> | his soap wouldn't have become such a huge success. |
| 6. If Thomas Barratt hadn't used a famous painting by John Millais, | <input type="checkbox"/> | people would not have had to advertise <i>lost and found</i> ¹ and changes of address in the paper. |

¹ lost and found – eine Art Fundbüro

c) Use your own ideas and the sentence beginnings to write about what would (not) have happened in the past in your exercise book.

- If ads had never been printed, ...
- If people hadn't been able to advertise their new address after the Great Fire of London, ...
- If mass advertising hadn't become necessary, ...
- If Thomas Barratt's soap hadn't become so successful, ...

If ads had never been printed, advertisers wouldn't have started to use pictures.

6 Language in use: CheeryConditionals → CB, p. 105

Read the ads and fill in fitting words.

If it rains tomorrow, I'll _____ **1**
my **CheeryChoc**.

If _____ **2**
sunny tomorrow,



I _____ **3** have my **CheeryChoc**.
I'll just have my **CheeryChoc**.

Imagine you _____ **4** a millionaire.
Would you _____ **5** on a cruise trip or
_____ **6** you buy a cruise ship?



Check out

7 Language in use: Language used in ads

a) Unscramble the language techniques used in ads on the left. Then match each one with an example on the right.

- | | | |
|-------------------------|-------------------------------------|--|
| 1. vrbdaes = _____ | <input type="checkbox"/> | Try the new <i>MerryBerry</i> and <i>YumPlum</i> ! |
| 2. xagaregetoin = _____ | <input type="checkbox"/> | As sweet as honey. |
| 3. noscaripmos = _____ | <input type="checkbox"/> | Unhappy with your bank account? |
| 4. mehry = _____ | <input type="checkbox"/> | One of the most wonderful films of all time. |
| 5. soniquets = _____ | <input type="checkbox"/> | Delicious and healthy at the same time? Yessir! |
| 6. letiranolati = _____ | <input checked="" type="checkbox"/> | Give me a Y! Give me a U! Give me an M! It's YUM! |
| 7. iteprinote = _____ | <input type="checkbox"/> | Fresh fish from Florida |
| 8. javacidets = _____ | <input type="checkbox"/> | This will quickly become your family's favourite! |

b) Write your own example for techniques 1, 2, 3 and 8 in your exercise book.

I can understand and work with techniques used in advertising texts.

8 Listening: Advertising secrets I learned from a salesperson



Listen to the story and number the secrets. Then highlight the adverbs of manner.

- Secretly manipulate¹ your customers to agree with you. It will make them open-minded.
- Play on your customers' emotions. Again, don't do it too openly.
- 1 Give your customers something absolutely free of charge. It can be useful or completely useless but it has to be free.
- Get to know your customers. But don't do it too aggressively.
- Casually mention the price once the customer has fallen in love with the product. Don't give away the full price so that the product seems less expensive.
- Show that you are an expert and that your product works just perfectly.

¹ to manipulate - manipulieren

I can understand details in the recording of a story.

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

Vocabulary

**Tip: Study new words and grammar at the same time**

Use two colours to highlight the new adjectives and adverbs.
For an extra challenge, look up the opposites of some of the adjectives.

English	Example sentence	German
1 grown-up [ˈgrəʊnʌp]	Growing up is for grown-ups .	Erwachsener (der), Erwachsene (die)
jungle [dʒʌŋɡl]	There's a jungle right there.	Dschungel (der), Urwald (der)
slang [slæŋ]	The slogan uses slang .	Slang (der)
2 light [laɪt]	Cake as light as a feather.	leicht
immediately [ɪˈmiːdiətli]	Call us immediately!	gleich, sofort
humour [ˈhjuːmə]	Advertisements frequently use humour .	Humor (der)
to take a bite [teɪk ə ˈbaɪt]	Take a bite quickly, or it might be gone!	abbeißen, reinbeißen
service [ˈsɜːvɪs]	Make up an advertisement for the products and services .	hier: Dienstleistung (die)
3 obviously [ˈɒbvɪəsli]	Obviously , this ad was designed to attract boys.	offensichtlich, deutlich
scary [ˈskeəri]	It was a very scary experience.	gruselig, unheimlich
evil [ˈiːvl]	The ad makes the bacteria look evil .	böse
surely [ˈʃʊəliː]	Surely it's wrong to advertise sweets to children.	sicher, bestimmt
4 to stop [stɒp] to do sth.	The readers probably won't stop to look at it more carefully.	anhalten, um etw. zu tun
typically [ˈtɪpɪkli]	Typically , ads interrupt series or films.	normalerweise
hardly [ˈhɑːdli]	Some of these are hardly noticed by the viewers.	(wohl) kaum
casual [ˈkæʒjʊəl] / casually [ˈkæʒjʊəli]	The product is advertised through a casual comment. / The product is casually being used by characters in a film.	beiläufig
immediate [ɪˈmiːdiət]	They want an immediate reaction from the viewers.	sofort, unmittelbar
5 posing [ˈpəʊzɪŋ]	Sometimes the posing influencers do, seems so silly.	posieren
6 to order [ˈɔːdə] sth.	You shouldn't order anything online.	etw. bestellen
tidy [ˈtaɪdi]	Buy our product to keep your room tidy .	sauber, aufgeräumt
comfortable [ˈkʌmfətəbl]	This chair is really comfortable .	gemütlich
unprofessional [ʌnprəˈfeʃnəl]	This ad looks rather unprofessional .	unprofessionell
unnatural [ʌnˈnætʃrəl]	The acting is just unnatural .	unnatürlich
uncomfortable [ʌnˈkʌmfətəbl]	Watching this makes me uncomfortable .	unbehaglich, unwohl
uncool [ʌnˈkuːl]	Ads with emojis are unbelievably uncool .	uncool
7 social [ˈsəʊʃl]	They make you think about a social problem.	sozial
container [kənˈteɪnə]	It's a good idea to bring containers .	Behälter (der), Gefäß (das)
8 general [ˈdʒenrəl]	I can understand general ideas and details.	Haupt-, generell

Unit 1 Going abroad

task 7

1. delayed; 2. passengers; 3. gate; 4. gate; 5. final; 6. landed; 7. hope

task 8

Sample text:

I like the slogan, "Collect moments, not things," best because it describes what travelling is all about. For me, it is not about how expensive the hotel is, or how many things and souvenirs I have bought on a trip, but the places I have seen and the people I have met. You can lose "things", but you can never lose experiences.

Unit 2 New York

task 8

1. arrived; 2. had gotten; 3. had; 4. had booked; 5. missed; 6. went; 7. had planned; 8. couldn't; 9. had grown up; 10. had

task 9

Sample text:

In the foreground of the picture you can see people/immigrants on a ship. In the background you can see the Statue of Liberty. One man on the left side of the picture is pointing at the statue. Lots of immigrants came to New York from European countries, most of them were escaping poverty or oppression.

I think the people in the picture are feeling hopeful and happy that they have finally reached New York. They are hoping for a better life in America, they are dreaming of a better life for their families.

Unit 3 Intelligent machines

task 8

numbers top to bottom: 1; 4; 2; 9; 6; 3; 8; 5; 7

task 9

1. Ally said she was writing a new post for her blog.
2. Professor Holmlund explained that she didn't design vacuum cleaning robots herself.
3. Alcott answered that he had heard that artificial intelligence was very good at playing board games.
4. Jane thought that AI could help you to find information in texts very quickly.
5. Shelby explained that patients very often had x-rays taken of their lungs.
6. Parker said that he had listened to some songs written by AI and that they didn't sound bad.
7. Edison answered that he wouldn't want to ride in a self-driving car.

Unit 4 Going to the limit

task 7

- a) Hannah and Joshua haven't met before
- b) First, I asked Joshua why he needed a break from his everyday life, and after he had told me about his binge eating, I asked when he had started to binge eat. He talked about his job, and I wanted to know if he was

still happy in it. He seemed ready to change his life, so I asked if/whether he had any questions about the camp. Joshua then asked if he was allowed to use his phone. Of course, I didn't allow him to check his phone. After I had advised him to stay offline for a while, he wanted to know when his first workshop would start. Joshua also promised me to follow the camp's rules.

- c) hi, limits, ready, call, now, if, asked, offline

task 8

1. lessons; 2. stress; 3. online; 4. pupils/children; 5. media; 6. time

Unit 5 Television and streaming

task 8

Verbs: to watch, to invent, to develop, to show

Nouns: television set, inventor, invention, wire

Adjectives: famous, available, mechanical, electronic

task 9

Sample text: I don't agree with Roald Dahl's description that children become like "zombies" in front of a TV, or that they are hypnotised by it. Sure, some kids watch too much TV and don't have time for anything else, but there are also good sides to television: you can watch nature programmes, you can learn languages or facts about science that your parents maybe wouldn't know. You cannot have all that just from reading books, I think.

Unit 6 Blogs

task 8

- b) True: 1.; 3.; 4.; 6.
c) 1. voice; 2. behaviours; 3. media

Unit 7 Play IT safe

task 7

1. help people to stay safe online
2. You never know what happens to it.
3. a different password for each account
4. MyMomIovesRock24H0ursADay
5. He recommends using them.

task 8

1. should; 2. may/might/should/could/must;
3. Might/May; 4. can't/mustn't/shouldn't;
5. should/must/will/...; 6. can't/mustn't; 7. Should

Unit 8 Sustainability

task 6

- a) **These are NOT in the infographic:** flowers, dogs, horses, waste bin, river
- b) Sample answers:
Resources must be consumed thoughtfully.
Groceries need to be produced sustainably.
Hobbies have to be done reasonably.
Cities ought to be designed efficiently.
Factories should be designed meaningfully.
Means of transport must be designed reasonably.

Unit 9 Express yourself**task 7**

- a) **numbers top to bottom:** 2; 4; 3; 1 and 5
 b) 1. In dialogue 1, Cole is talking to Luke's friend.
 2. In dialogue 2, Iman and Sadie are talking to each other.
 3. In dialogue 3, Luke and Iman are talking to each other.
 4. F
 5. F
 6. T

Unit 10 New Zealand**task 8**

- a) 1. b, c; 2. c; 3. c; 4. c
 b) 1. capital; 2. inhabitant; 3. most southern; 4. island;
 5. hill; 6. harbour; 7. busy

Unit 11 Coming back**task 8**

- a) 1. F; 2. F; 3. F; 4. T; 5. T; 6. F; 7. F; 8. F; 9. T; 10. T
 b) 1. worst; 2. owners; 3. arrive; 4. nicer; 5. recommend;
 6. students; 7. looks; 8. beds; 9. lockers; 10. water;
 11. cheap; 12. Popular

Unit 12 The Understudy – a play**task 8**

1. understudy; 2. dress rehearsal; 3. prompt;
 4. technical crew; 5. stage manager; 6. read-through

task 9

1. so; 2. such; 3. so; 4. such

Unit 13 The Understudy – a play**task 7**

- a) **Sample answers:**
 1. If CoolBot hadn't marked Colleen's birthday in the calendar, her grandma wouldn't have remembered it.
 2. Nothing would have been ready for your party if CoolBot hadn't cleaned up the room.
 3. If CoolBot hadn't put up the embarrassing photo of Colleen's dad, nobody would have seen his pimples.
 4. The room wouldn't have looked so nice if CoolBot hadn't put flowers in a vase.
 5. If CoolBot had told grandma of Colleen's dad's coming birthday, there would have been a party for him, too.
 6. If CoolBot hadn't learned to write, nobody would have found out about its feelings.
 b) 1. NG; 2. F; 3. make Colleen's life easier/better;
 4. hang out with grown-ups; 5. c); 6. a)

task 8

- a) 1. duster socks; 2. zebra crossing; 3. washing line

Unit 14 Work hard; play hard**task 8**

- b) 1. F; 2. T; 3. F; 4. F; 5. F; 6. T; 7. T; 8. T; 9. T; 10. F; 11. T; 12. F;
 13. F; 14. F
 c) 1. impressive; 2. curious; 3. fascinated; 4. lovely;
 5. great; 6. different

Unit 15 Awesome ads**task 7**

- a) 1. adverbs; 2. exaggeration; 3. comparisons;
 4. rhyme; 5. questions; 6. alliteration; 7. repetition;
 8. adjectives
numbers top to bottom: 4; 3; 5; 2; 8; 7; 6; 1
 b) Sample answers:
 1. Want to learn Italian really quickly?
 2. Learn from the best!
 3. It will be as easy as pie!
 8. Become a fluent speaker of Italian in no time. Quick, efficient, cheap.

task 8

numbers top to bottom: 3; 5; 1; 2; 6; 4

Secret 1: Give your customers something absolutely free of charge. It can be useful or completely useless but it has to be free.

Secret 2: Get to know your customers. But don't do it too aggressively.

Secret 3: Secretly manipulate your customers to agree with you. It will make them open-minded.

Secret 4: Show that you are an expert and that your product works just perfectly.

Secret 5: Play on your customers' emotions. Again, don't do it too openly.

Secret 6: Casually mention the price once the customer has fallen in love with the product. Don't give away the full price so that the product seems less expensive.

adverbs of manner: secretly, openly, aggressively, casually, perfectly

Bildquellen

U1: altrendo images/Getty-Images; **S. 3.A:** ake1150sb/Getty Images – iStockphoto; **S. 3.B:** Grafissimo/Getty Images; **S. 3.C:** shilh/Getty Images – iStockphoto; **S. 3.D:** zefart/Getty Images – iStockphoto; **S. 3.E:** ChiccoDodiFC/Getty Images – iStockphoto; **S. 3.F:** stockcam/Getty Images; **S. 3.G:** stockcam/Getty Images; **S. 3.H:** owngarden/Getty Images – iStockphoto; **S. 3.I:** ake1150sb/Getty Images – iStockphoto; **S. 3.10:** HRAUN/Getty Images; **S. 4.1:** MmeEmil/Getty Images; **S. 4.2:** MmeEmil/Getty Images; **S. 4.3:** Damir Khabirov/Getty Images – iStockphoto; **S. 5.1:** Gunay Aliyeva/Getty Images – iStockphoto; **S. 5.2:** Ivan Kopylov/Fotolia; **S. 5.3:** Ivan Kopylov/Fotolia; **S. 5.4:** Ihor Kashurin/Getty Images – iStockphoto; **S. 6:** AldanNa/Thinkstock; **S. 7:** stellalevi/Getty Images; **S. 9:** Nikada/iStockphoto.com; **S. 10:** lcodacci/Getty Images; **S. 11.1:** David Sucsy/dszc/Getty Images; **S. 11.2:** Ultima_Gaina/Getty Images – iStockphoto; **S. 11.3:** diegograndi/Getty Images; **S. 12.1:** kukurikov/Getty Images – iStockphoto; **S. 12.2:** Pierre E. Debbas/Shutterstock; **S. 12.3:** Debby Wong/Shutterstock; **S. 12.4:** Nature, food, landscape, travel/Getty Images; **S. 12.5:** Juanmonino/Getty Images – iStockphoto; **S. 13.1:** alexat25/Getty Images; **S. 13.2:** ullstein bild/Ullstein Bild/picturedesk.com; **S. 15.1:** stockerteam – Thinkstock; **S. 15.2:** rvlsoft/Getty Images – iStockphoto; **S. 15.3:** Silvia Feraru/Getty Images – iStockphoto; **S. 16:** Anna_Voskoboinikova/Getty Images – iStockphotos; **S. 17.1:** shironosov/Getty Images – iStockphoto; **S. 17.2:** maxkabakov/Thinkstock; **S. 18.1:** Ulza/Getty Images – iStockphoto; **S. 18.2:** peterhowell/Getty Images – iStockphoto; **S. 19:** julien Tromeur/iStockphoto.com; **S. 23:** Sudowoodo/Getty Images – iStockphoto; **S. 24.1:** Cheremuha/Getty Images – iStockphoto; **S. 24.2:** Deagreez/Getty Images – iStockphoto; **S. 27:** catwalker/Shutterstock; **S. 28:** The Halas & Batchelor Collection Limited, London; **S. 31:** coolvectormaker/Getty Images – iStockphoto; **S. 33:** AntonioGuillem/Getty Images – iStockphoto **S. 34:** scyther5/Getty Images – iStockphoto; **S. 37:** kate_sept2004/Getty Images; **S. 38:** Cheremuha/Getty Images – iStockphoto; **S. 39:** metamorworks/Getty Images – iStockphoto; **S. 40:** shapecharge/Getty Images; **S. 41.1:** SunnyGraph/Getty Images – iStockphoto; **S. 41.2:** AldanNa/Thinkstock; **S. 41.3:** BrilliantEye/Getty Images – iStockphoto; **S. 43:** Steve Debenport/Getty Images – iStockphoto; **S. 45.1:** fstop123/Getty Images; **S. 45.2:** mtreasure/Getty Images – iStockphoto; **S. 45.3:** gustavofraza/Getty Images – iStockphoto; **S. 45.4:** DMEPhotography/Getty Images – iStockphoto; **S. 46.1:** BardoczPeter/Getty Images – iStockphoto; **S. 46.2:** cbies/Getty Images – iStockphoto; **S. 48.1:** monkeybusinessimages/Getty Images – iStockphoto; **S. 48.2:** monkeybusinessimages/Getty Images – iStockphoto; **S. 48.3:** monkeybusinessimages/Getty Images – iStockphoto; **S. 48.4:** monkeybusinessimages/Getty Images – iStockphoto; **S. 51:** gianlucabartoli/Getty Images; **S. 52:** Taylor Hinton/Getty Images; **S. 53:** MariaSemj/Getty Images – iStockphoto; **S. 54:** PeopleImages/Getty Images; **S. 57:** Norman Chan/Fotolia; **S. 58.1:** MollyNZ/Getty Images – iStockphoto; **S. 58.2:** Christopher Howey/Fotolia; **S. 59:** Steve Debenport/Getty Images; **S. 60:** pijama61/Getty Images; **S. 61:** mikael74/Fotolia; **S. 63.1:** cnythzl/Getty Images; **S. 63.2:** vector/Getty Images – iStockphoto; **S. 63.3:** andresr/Getty Images; **S. 63.4:** Yuri_Arcurs/Getty Images; **S. 63.5:** Ranta Images/Getty Images – iStockphoto; **S. 63.6:** tyler olson/Thinkstock; **S. 64:** macniak/Getty Images – iStockphoto; **S. 65.1:** Nikada/Getty Images; **S. 65.2:** ewg3D/Getty Images – iStockphoto; **S. 65.3:** BongkarnThanyakij/Getty Images – iStockphoto; **S. 65.4:** BongkarnThanyakij/Getty Images – iStockphoto; **S. 65.5:** dimistangl/Getty Images – iStockphoto; **S. 65.6:** DERO2084/Getty Images – iStockphoto; **S. 65.7:** temmuz can arsiray/Getty Images; **S. 65.8:** omersukrugoksu/Getty Images – iStockphoto; **S. 65.9:** fatihhoca/Getty Images – iStockphoto; **S. 65.10:** Aslan Alphan/Getty Images – iStockphoto; **S. 65.11:** kali9/Getty Images; **S. 65.12:** kali9/Getty Images – iStockphoto; **S. 71:** Roberto A Sanchez/Getty Images; **S. 72:** Joris Van Ostaeen/Getty Images – iStockphoto; **S. 76:** akg-images/picturedesk.com; **S. 81:** metamorworks/Getty Images – iStockphoto; **S. 82:** Dron/Fotolia; **S. 83.1:** rvlsoft/Getty Images – iStockphoto; **S. 83.2:** Silvia Feraru/Getty Images – iStockphoto; **S. 83.3:** Bela Hoche/Getty Images – iStockphoto; SilviaJansen/Getty Images; **S. 85:** SilviaJansen/Getty Images **S. 87:** Happycity21/Getty Microstock – iStockphoto; **S. 90.1:** Irina Fischer/Fotolia; **S. 90.2:** MEV-Verlag, Germany

Textquellen

S. 31: Roald Dahl "Television" in: "Charlie and the Chocolate Factory", George Allen & Unwin, 1964; **S. 37:** abridged from: <https://www.livescience.com/8161-teen-blogging-good-study-suggests.html>; **S. 51:** From: The Perks of Being a Wallflower by Stephen Chbosky, Pocket Books 1999

Irregular verbs

Base form	Past form	Last form	
be	was, were	been	sein
beat	beat	beaten	schlagen
become	became	become	werden
begin	began	begun	anfangen, beginnen
bite	bit	bitten	beißen
blow	blew	blown	blasen
break	broke	broken	(zer)brechen
bring	brought	brought	(mit)bringen
broadcast	broadcast	broadcast	senden, ausstrahlen
buy	bought	bought	kaufen
can	could	-	können
catch	caught	caught	fangen
choose	chose	chosen	(aus)wählen
come	came	come	kommen
cost	cost	cost	kosten (Preis)
cut	cut	cut	schneiden
dig	dug	dug	graben
do	did	done	tun
draw	drew	drawn	zeichnen, ziehen
drink	drank	drunk	trinken
drive	drove	driven	fahren (Auto)
eat	ate	eaten	essen
fall	fell	fallen	fallen
feed	fed	fed	füttern
feel	felt	felt	fühlen
fight	fought	fought	kämpfen, raufen
find	found	found	finden
fly	flew	flown	fliegen
forbid	forbade	forbidden	verbieten
forget	forgot	forgotten	vergessen
forgive	forgave	forgiven	vergeben
freeze	froze	frozen	(ge)frieren
get	got	got	bekommen
give	gave	given	geben
go	went	gone	gehen, fahren
grow	grew	grown	wachsen, anbauen
hang	hung	hung	hängen
have	had	had	haben
hear	heard	heard	hören
hide	hid	hidden	(sich) verstecken
hit	hit	hit	(zu)schlagen
hold	held	held	(fest)halten
hurt	hurt	hurt	verletzen, weh tun
keep	kept	kept	(be)halten
know	knew	known	wissen, kennen

Base form	Past form	Last form	
lead	led	led	führen
leave	left	left	(ver)lassen
lie (in bed)	lay	lain	liegen
lose	lost	lost	verlieren
make	made	made	machen, herstellen
meet	met	met	treffen
pay	paid	paid	zahlen
put	put	put	legen, stellen, setzen
read	read [red]	read [red]	lesen
ride	rode	ridden	reiten, fahren
ring	rang	rung	läuten
rise	rose	risen	aufgehen (Sonne, Teig), steigen (Temperatur, Meeresspiegel)
run	ran	run	rennen, laufen
say	said	said	sagen
see	saw	seen	sehen
sell	sold	sold	verkaufen
send	sent	sent	schicken
shake	shook	shaken	schütteln (Hände)
shoot	shot	shot	schießen
show	showed	shown	zeigen
shut	shut	shut	schließen
sing	sang	sung	singen
sink	sank	sunk	(ver)sinken
sit	sat	sat	sitzen
spend	spent	spent	ausgeben (Geld), (Zeit) verbringen
stand	stood	stood	stehen
steal	stole	stolen	stehlen
strike	struck	struck	schlagen, heimsuchen, schlagen (Turmuhr)
swim	swam	swum	schwimmen
take	took	taken	nehmen
teach	taught	taught	lehren
tear	tore	torn	(zer)reißen
tell	told	told	sagen, mitteilen, erzählen
think	thought	thought	denken
throw	threw	thrown	werfen
understand	understood	understood	verstehen
wake up	woke up	woken up	aufwachen, aufwecken
wear	wore	worn	(Kleidung) tragen
win	won	won	gewinnen
write	wrote	written	schreiben