

Georg Hellmayr

Your Turn

Teacher's Guide 3



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YourTurn

Ein leistungsdifferenziertes Lehrwerk in vier Bänden für Hauptschulen und AHS

Teacher's Guide 3

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Welcome to Your Turn 3



Dear teachers,

The change from year 2 to year 3 is an important step for students and teachers alike. There are new horizons to explore and new competencies to encourage. Our

students are set to expand their knowledge of grammar and vocabulary – and the contexts they use them in. Both in their studies and in their own lives big changes are coming.

How is this reflected in **Your Turn 3**? Well, for a start the topics we have to offer provide a firm bridge between their own lives and the outside world. Students can witness (safely) the trials and tribulations of adolescence or find out where football chants come from, and there are texts about sleepwalking and superstitions. The reading texts are longer too, reflecting our own belief that reading becomes more and more important for students at this level.

And there's more! We are still following the lives of Jack and Emily Robinson and their friends and family in the UK – but this year we also have new worlds to offer our students: there is a contemporary story, *School Times*, based around the lives and adventures of kids just like the ones who are using **Your Turn 3**. It is part of the revision cycle which we believe is so important for learners at this age. A new character, Akiko, will enchant your students with tales of her life at *Teen Life Radio* – a radio station for kids.

We have provided new helpers to guide your students through **Your Turn 3**: Fixit is a learning coach, PG is a pronunciation guru, Trax the traveller tells students about the world, and Lee is on hand to give grammar advice. And throughout there is a range of activities for serious study, fun, practice and consolidation ranged across the four skills of reading, writing, listening and speaking. And there is one more thing we really want to tell you about: **Your Turn 3** comes with TWO Workbooks to reflect the fact that students learn in different ways and at different speeds. Workbook Excel is for faster learners and offers them extra challenge and extension activities. Workbook Achieve provides additional help for weaker students at the other end of the spectrum who need more support. Both Workbooks provide solid preparation for the "Bildungsstandards". The children are growing up and so is **Your Turn**. We hope that this material – the Textbook, Workbooks Achieve and Excel, together with our innovative CD-ROM and the SBX will all help you and your students on the exciting journey that you are helping them to take. We wish you and your students an action-packed lively and productive year!

John Ana

1 Einleitung

Dieser *Teacher's Guide* soll Ihnen bei der Arbeit mit **Your Turn 3** hilfreich zur Seite stehen, Ihnen brauchbare Arbeitsvorschläge anbieten, Lösungen zu den einzelnen Übungen zur Verfügung stellen und eine sinnvolle Differenzierung ermöglichen. Grundsätzlich bietet **Your Turn** ein breites Spektrum an verschiedenen Aufgaben, sodass Sie als Lehrer/in einfach jene Arbeitsschritte zusammenstellen können, die Sie für Ihre Arbeit im Einklang mit dem Lehrplan und den Bedürfnissen Ihrer Schüler/innen als wichtig erachten.

Nach zwei Jahren Englischunterricht mit **Your Turn** haben sich die Jugendlichen weiterentwickelt und verändert. Diese Entwicklung spiegelt sich in **Your Turn 3** wider, indem sich die Gestaltung des Lehrwerks sowohl inhaltlich durch eine zielgruppengerechte Themenauswahl und längere Lesetexte als auch im jugendlicheren Aussehen der Units anpasst.

Your Turn 3 berücksichtigt die veränderten Ansprüche Ihrer Schüler/innen auch durch ein erweitertes Konzept. Um mit dem Lehrwerk differenziert arbeiten zu können und gleichzeitig dafür zu sorgen, dass die unterschiedlichen Leistungsgruppen in einer Klasse gleichermaßen die Lernziele erreichen, besteht **Your Turn 3** aus einem Textbook und zwei differenzierten Workbooks.

Auch im dritten Unterrichtsjahr mit **Your Turn** steht der Bezug des Lehrwerks zur Realität, einerseits zur Sprachrealität in Form authentischer Sprache, andererseits zur Realität der Lernenden, im Mittelpunkt. Der dritte Band von **Your Turn** baut auf dem Lernstoff der beiden vorangegangenen Lernjahre auf. Ein wesentlicher Aspekt der Arbeit in der dritten Klasse besteht darin, neben den neuen Lerninhalten die Inhalte und die Strukturen aus **Your Turn 1** und **2** zu wiederholen, zu aktivieren und erneut zu festigen. Um den neuen Lernstoff gut im Langzeitgedächtnis

zu verankern, bleibt der bewährte 3:1-Rhythmus auch in **Your Turn 3** erhalten – in jeder vierten Unit (*Big break*) wird der Stoff aus den vorherigen drei Units (*Input-Units*) wiederholt.

Da die Differenzierung in den höheren Klassen immer wichtiger wird, bietet Ihnen dieser *Teacher's Guide* Vorschläge, die Ihnen den Unterricht mit heterogenen Lerngruppen erleichtern.

2 Überblick über die Lehrwerkskomponenten bei Your Turn 3

Your Turn stellt unterschiedliche Materialien und Zusatzangebote zur Verfügung, die jeweils spezifische Zugänge abdecken.

2.1 Textbook (inklusive Audio-CDs Textbook)

Textbook und Audio-CDs dienen dem Einsatz in der Klasse unter Anleitung einer Lehrerin/eines Lehrers.

2.2 Zwei differenzierte Workbooks

Die beiden differenzierten Workbooks decken den gleichen Lernstoff ab, sind jedoch unterschiedlich aufgebaut – Workbook *Achieve* richtet sich an leistungsschwächere, Workbook *Excel* an leistungsstärkere Schüler/innen. Beide Workbooks sind eng auf das Textbook abgestimmt und können mit der entsprechenden Vorbereitung in derselben Lerngruppe parallel eingesetzt werden. Beide Arbeitsbücher sind nicht nur zur eigenständigen Arbeit zu Hause konzipiert, sondern ermöglichen eine weitere Anwendung und Festigung des Lernstoffs im Unterricht.

2.3 CD-ROM

Die Übungs-CD-ROM dient in erster Linie der Vertiefung der gelernten Inhalte und ist so gestaltet, dass sie von den Schülerinnen und Schülern autonom zu Hause verwendet werden kann. Eine netzwerkfähige Version für den Einsatz in der Schule ist ebenfalls erhältlich.

2.4 Schularbeiten-CD-ROM (Bildungsstandards)

Diese Aufgabensammlung für Schularbeiten bietet Übungen zu den Fertigkeiten, die auch in den Bildungsstandards beschrieben werden.

2.5 SbX – Schulbuch Extra

Hier werden online Übungen zur Verfügung gestellt, die den Lehrstoff parallel zum Textbook und zu den Workbooks aufbereiten. Sie können sowohl zu Hause als auch in der Schule verwendet werden (www.sbx.at, www.sbxshop.at).

2.6 Website: <http://www.yourturn.at/teacher>

Hier finden Sie als Lehrer/in eine Reihe von Ressourcen (druckbaren Vorlagen), die Ihnen die Arbeit in der Klasse erleichtern und differenziertes Arbeiten möglich machen.

Im Bereich *Clues* stehen hier für schwächere Gruppen Arbeitsmaterialien zur Verfügung, die es Ihnen

ermöglichen, differenziert auf die Bedürfnisse Ihrer Schüler/innen einzugehen.

Unter *Materialien zu Your Turn* werden verschiedene Vorlagen und andere Materialien zum Ausdrucken angeboten, die Ihnen die Vorbereitung Ihrer Stunden erleichtern. Sie finden hier auch eine Vorlage für die Jahresplanung.

3 Aufbau von Textbook und Workbooks Your Turn 3

Im Gegensatz zu **Your Turn 1** und **2** stehen Ihnen ab **Your Turn 3** neben dem Textbook zwei Workbooks für zwei verschiedene Leistungsniveaus zur Verfügung. Während im Textbook die neuen Inhalte für alle Niveaus vorgestellt und erstmals erläutert werden, haben die beiden Workbooks (*Achieve* und *Excel*) die Aufgabe, für verschiedene Leistungsniveaus systematisch Übungen zum Gelernten und einen grundlegenden Leitfaden für die sprachlichen Strukturen anzubieten. Das Textbook gibt die Inhalte vor, die genau darauf abgestimmten Workbooks dienen der Festigung und Wiederholung, nicht nur im Unterricht, sondern auch zu Hause durch die Schülerin/den Schüler selbst.

Die beiden Workbooks sollen es Ihnen ermöglichen, den unterschiedlichen Anforderungen in leistungsschwächeren und im Lerntempo langsameren Gruppen (Workbook *Achieve*) und in leistungsstärkeren Gruppen (Workbook *Excel*) gerecht zu werden. Trotzdem haben beide Workbooks ein gemeinsames Ziel: Sie sollen die Schüler/innen – auf unterschiedlichen Wegen – zum Erreichen des Lernziels führen und gleichzeitig auf die Bildungsstandardstests vorbereiten.

3.1 Textbook

3.1.1 Aufbau des Textbooks

Ein gemeinsames Textbook erleichtert das Gruppenmanagement in der Klasse, da alle Schüler/innen arbeiten mit denselben Units und Themen. Die Differenzierung im Textbook erfolgt u. a. über spezielle Seiten – *Warm-up*-Seite und *Tasks plus*-Seite.

Inhaltsübersicht

Die Inhaltsübersicht erleichtert die Einteilung des Lernstoffs für Sie als Lehrer/in und für Ihre Schüler/innen. Sie kann im Unterricht zur Planung der Vorbereitung z. B. einer Schularbeit eingesetzt werden (siehe Seite 3-6 im TB).

Blocks

Das Textbook ist in Blöcke mit jeweils vier Units gegliedert, an deren Beginn zusätzlich eine *Warm-up*-Seite steht. Jeder Block wird mit einem Kapitel (*Big break*) abgeschlossen, in dem – in variierten Form – die Inhalte der vorangegangenen Units wiederholt und gefestigt werden.

Einleitung

Input-Units

In den ersten drei Units eines Blocks werden neue sprachliche Strukturen eingeführt, neue Inhalte vorgestellt und geübt. Jede *Input-Unit* besteht aus drei Doppelseiten zu verschiedenen Aspekten des Hauptthemas sowie einer *Warm-up*- und einer *Tasks plus*-Seite. Die Doppelseiten sind in vier Abschnitte (A-D) gegliedert, wobei der vierte Teil jeweils optionale Aufgaben (*Tasks plus*-Seite) anbietet.

Warm-up-Seite

Die *Warm-up*-Seite zu Beginn jeder Unit dient als Einstieg und führt die Schüler/innen mit gezielten Übungen zu Wortschatz, Aussprache und Grammatik in das neue Thema der Unit ein. Dies dient sowohl zur Festlegung des Lernziels in konkreter Form als auch zur Vorentlastung, da die Schüler/innen mit dem zum Teil schon bekannten Vokabular neue Inhalte und Strukturen sehen und ausprobieren können, bevor sie sie in der Unit selbst vertiefend lernen und anwenden.

Tasks plus-Seite

Diese Seite ist optional, muss also nicht unbedingt im Unterricht behandelt werden. Die *Tasks plus*-Seite richtet sich generell an leistungsstärkere Schüler/innen, was jedoch nicht ausschließt, dass leistungsschwächere Schüler/innen unter entsprechender Anleitung ebenfalls mit dieser Seite arbeiten können. Sie kann besonders gut zur Differenzierung bei unterschiedlich starken Lernern eingesetzt werden.

Big breaks

In jeder vierten Unit wird der Stoff der vorangegangenen drei Units (in fünf Abschnitten A–E) in neuer Form aufgegriffen, wiederholt und gefestigt. Die Übungen dienen der systematischen (nach Fertigkeiten geordneten) Aufarbeitung des Lernstoffs.

Warm-up dictionary

Auf diesen Seiten sollen die Schüler/innen an die Verwendung eines Wörterbuchs herangeführt werden. Diese Seiten sind Auszüge/Einträge aus dem *Power Dictionary Englisch* (Langenscheidt), die dazu dienen, die auf den *Warm-up*-Seiten neu eingeführten Vokabeln zu erläutern. Bei diesen Aufgaben auf den *Warm-up*-Seiten und im *Dictionary Training* in den *Big breaks* wenden die Schüler/innen Nachschlagetechniken an und erlernen so den Umgang mit einem Wörterbuch.

Pronunciation table

Um den Schülerinnen und Schülern die Aussprache neuer Wörter zugänglich zu machen, beinhaltet die alphabetische Wortliste die phonetische Transkription. Damit die Schüler/innen diese aktiv nutzen können, finden sie vor der alphabetischen Wortliste die *Pronunciation table* (TB S. 152). Hier werden die einzelnen Laute mit Beispielwörtern abgebildet.

Alphabetical word list

Am Ende des Textbooks finden Sie eine alphabetische Liste der im Buch verwendeten Wörter, zusammen mit einer Übersetzung und der Aussprache sowie der Fundstelle (Seite, Übung), um schnelles Nachschlagen zu ermöglichen. Diese Liste dient lediglich als Glossar, das Lernvokabular finden Sie in den Workbooks am Ende jeder *Input-Unit* (*My words and phrases*).

List of irregular verbs

Im Anschluss an die alphabetische Wortliste finden Sie eine Liste der unregelmäßigen Verben aus den bisherigen Bänden von **Your Turn** (alphabetisch geordnet). Hier können die Schüler/innen sowohl die *past simple* als auch die *past participle* Formen nachschlagen und lernen.

3.1.2 Aufgaben- und Übungsformen im Textbook

Word warm-up (Warm-up-Seite)

In dieser Übung wird der Schwerpunkt auf die Vokabelarbeit gelegt. Hier werden neue Vokabeln, die in der kommenden Unit eine Rolle spielen, in Verbindung mit dem *Warm-up dictionary* am Ende des Buches (TB S. 150) geübt. Gleichzeitig kommen auch bereits bekannte Vokabeln vor, die die Schüler/innen so wiederholen.

Pronunciation corner (Warm-up-Seite)

Hier erklärt der Aussprachecoach PG Besonderheiten der englischen Aussprache mit einer praktischen Übung.

Getting-ready grammar (Warm-up-Seite)

In diesem Übungsformat wird ein wichtiger Grammatikaspekt aus der folgenden Unit vorentlastet. Die Schüler/innen kommen mit einer neuen Struktur als „chunk“ in Berührung, ohne die zugrunde liegenden Regeln beherrschen zu müssen.

Text attack

Bei diesem Übungsformat lernen die Schüler/innen, längere Lesetexte zu erschließen. Dabei spielen unterschiedliche Lesestrategien eine große Rolle. Häufig werden die Schüler/innen deshalb vom Lerncoach Fixit unterstützt. Fixit gibt ihnen hilfreiche Tipps, wie man mit einem längeren Lesetext am besten umgehen kann (z. B. dass die Überschrift zusammen mit Fotos im Text bereits einiges über den Text aussagt; wie man mit unbekanntem Wörtern im Text umgeht; wie man gesuchte Informationen am schnellsten aus einem Text filtert usw.). Gleichzeitig werden mit diesem Übungsformat verschiedene Aspekte behandelt, die den Umgang mit Lesetexten und deren Erschließung erleichtern. Diese reichen von Überlegungen, die die Schüler/innen vor dem Lesen des Textes anstellen können (wie z. B. Aussagen über das Textthema machen oder Angaben dazu, welche Themenfelder sie im Text erwarten), über spezielle inhaltliche Fragen in *Read in more detail* (bei denen die Schüler/innen

Informationen aus dem Text filtern sollen), bis hin zur Erschließung einzelner Wörter in *Word find*. Auch Lesestrategien wie das Überfliegen eines Textes werden dabei behandelt.

Your Turn

Die Aufgaben und Aktivitäten in **Your Turn** geben den Schülerinnen und Schülern die Möglichkeit, Inhalte und Strukturen zu personalisieren. Hier äußern sie ihre eigene Meinung, wenden bereits Gelerntes aktiv an und stellen so eine persönliche Verbindung zum behandelten Thema her.

Songs

Wie schon **Your Turn 1** und **2** beinhaltet auch **Your Turn 3** einige Songs. Sie dienen als Ergänzung zum behandelten Thema einer Unit. Die Schüler/innen hören hier authentisches Englisch und bekommen so einen anderen Zugang zum Thema. Mit den Songs wird häufig Vokabelarbeit verknüpft oder auf Besonderheiten des gesprochenen Englisch hingewiesen.

Secrets

Diese Übungen können nur in Zusammenarbeit von zwei Schülerinnen/Schülern gelöst werden, die jeweils verschiedene Informationen besitzen (*information gap*). Zur Lösungsfindung muss zwischen den Partnern kommuniziert werden.

Die unterschiedlichen Informationen finden sich daher nicht auf denselben Seiten (sondern am Ende des Textbooks), damit die Schüler/innen angehalten sind, auch wirklich Informationen miteinander auszutauschen. Nur gemeinsam sind diese Aufgaben lösbar.

Word detectives (Big breaks)

Hier wird der Fokus auf die Vokabelarbeit gelegt. Die Schüler/innen bekommen dabei ein bestimmtes Themengebiet vorgegeben und sollen dazu so viele Vokabeln wie möglich aus den drei vorher behandelten *Input-Units* finden. So erstellen sie eine Sammlung von Wörtern zu einem bestimmten Wortfeld und verknüpfen gleichzeitig neue mit bereits bekannten Vokabeln.

School Times (Big breaks)

In den Wiederholungsunits im Textbook spielt der Abschnitt *School Times* eine ähnliche Rolle wie der Fortsetzungscartoon *Stargazer* in **Your Turn 1** und **2**. Das Hauptaugenmerk liegt hierbei auf der Anwendung des Gelernten in einer konkreten sprachlichen Situation. Durch die besondere Textsorte können die Schüler/innen die gelernten Inhalte auf andere Art und Weise wiederholen und anwenden – und haben sicher Spaß daran.

Portfolio writing (Big breaks)

Die Portfolioarbeit kann mit Hilfe der Übungsvorschläge *Portfolio writing* wesentlich erleichtert werden. Dabei bleibt es Ihnen und Ihren Schülerinnen und Schülern überlassen, ob es sich eher um ein Prozessportfolio (Schwerpunkt: Erarbeitung der Port-

foliomappe) oder um ein Produktportfolio (Schwerpunkt: ein möglichst schönes und aussagekräftiges Endergebnis) handeln soll. Beide Formen sowie Mischformen sind möglich und bieten jeweils verschiedene Vorteile.

Während leistungsstärkere Schüler/innen mit diesen Aufgaben wahrscheinlich alleine zurecht kommen, benötigen leistungsschwächere Lerngruppen möglicherweise eine zusätzliche Übungsphase. Deshalb ist es sinnvoll, Texte, die in der Portfoliomappe abgelegt werden, auch mehrmals schreiben zu lassen und gegebenenfalls zusammen mit den Kindern zu korrigieren. Damit wird auch der Lernfortschritt für die Schüler/innen sichtbar dokumentiert. Das Portfolio ist keine Prüfungsmappe, sondern soll den Schülerinnen und Schülern Freude machen und ihnen zeigen, was sie schon gelernt haben.

Insgesamt sollten Sie jedoch darauf achten, dass es sich bei den Arbeiten für das Portfolio in erster Linie um eigenständige Texte handelt, die nicht unbedingt direkt an die Beispieltexthe angelehnt sind. Gerade im Bereich der Portfolioarbeit besteht die Möglichkeit, den Schülerinnen und Schülern einen Freiraum zu bieten, der wesentlich zur Motivation beiträgt. Anregungen zur Erledigung dieser Aufgaben finden die Schüler/innen nicht nur in den Beispielen, sondern auch in den jeweils vorangegangenen Units. Somit wird eine breitere Ausgangsbasis gelegt, die einerseits den individuellen Ansprüchen der Jugendlichen besser gerecht wird, und andererseits auch die gelernten Inhalte wiederholt und damit festigt. Eine grafische Ausgestaltung der Blätter durch die Kinder fördert die bessere Identifikation mit der Arbeit am Portfolio, sodass sie schlussendlich stolz auf ihre Leistungen sind, die im Portfolio dokumentiert werden.

Vom zeitlichen Ablauf her lohnt es sich, die Portfolioarbeit zu einem immer wiederkehrenden Unterrichtselement mit entsprechenden Freiräumen (z. B. durch Arbeiten im Computerraum) zu machen.

Die Portfolioaufgaben können Sie sowohl im Zusammenhang mit dem *European Language Portfolio* des Europarates als auch für ein Schreibportfolio einsetzen.

The phonemic alphabet (Big breaks)

Your Turn zeichnet sich durch ein Aussprache- und Betonungstraining (siehe *Pronunciation corner in jeder Input-Unit*) aus, das im ganzen Lehrwerk stringent unterschiedliche Phänomene (wie z. B. Minimalpaare oder Änderung der Satzbedeutung durch Verschiebung der Hauptbetonung) erläutert. Hier lernen die Schüler/innen die Lautschrift zu entziffern. Dabei werden sie vom Aussprachecoach PG mit Hinweisen und Tipps unterstützt. Diese Übungsform soll es den Schülerinnen und Schülern erleichtern, sich

Einleitung

die Aussprache von unbekanntem Wörtern in einem Wörterbuch zu erschließen.

Dictionary training (Big breaks)

Dies ist eine spezielle Aufgabenform, die ähnlich wie die Übung *Word warm-up* eng mit dem *Warm-up dictionary* (TB S. 150f) verknüpft ist. Die Schüler/innen erhalten dabei einen speziellen Arbeitsauftrag, den sie mithilfe des *Warm-up dictionaries* erfüllen sollen. So werden sie an die Arbeit mit Wörterbüchern herangeführt und lernen die einzelnen Komponenten eines Wörterbucheintrags (Lemma, Aussprache, Beispielsatz, Übersetzung) kennen und für ihre Zwecke zu nutzen.

Angels and devils (Big breaks)

Hier wählt jede/r Schüler/in die Rolle eines „Engelchens“ oder „Teufelchens“. Die „Engelchen“ äußern sich wahrheitsgemäß zu einem Thema, während die „Teufelchen“ inhaltlich falsche Sätze erstellen. Dann werden die Sätze in der Klasse vorgelesen und es wird geraten, wer „Engelchen“ und wer „Teufelchen“ ist. So entsteht eine kommunikative Situation im Klassenzimmer, in der die Schüler/innen ihre eigene Meinung äußern und begründen.

Mini-test (Big breaks)

In jeder *Big break* Unit üben die Schüler/innen bestimmte Grammatikaspekte in einem *Mini-test*. Hier wird die Grammatik kontrastiv getestet. Die Schüler/innen wählen also aus verschiedenen Formen die ihrer Meinung nach korrekte aus.

Looking back (Big breaks)

Diese Übung finden Sie auf der letzten Seite der *Big break Units*. Dabei wählen die Schüler/innen ein Thema aus den drei vorherigen Units aus und schreiben so viele Sätze wie möglich auf. So wird der behandelte Stoff wiederholt, in der Klasse diskutiert und überprüft.

3.2 Differenzierte Arbeitsbücher: Workbook Achieve und Workbook Excel

Die farbig gestalteten Workbooks sind parallel zum Textbook konzipiert und liefern systematisch Arbeitsmaterialien zu den Inhalten des Textbooks. Die Workbooks bestehen aus Blocks zu je vier Units (drei *Input-Units*, eine *Big break Unit*).

Die enge Verschränkung mit dem Textbook wird im jeweiligen Workbook bei jeder geeigneten Übung durch einen Verweis in der Randspalte angezeigt (→103/3 = TB Seite 103/Übung 3). Dieser Verweis stellt eine Empfehlung für Sie als Lehrer/in dar: Die Übung im Workbook ist gut für Ihren Unterricht geeignet, wenn Sie die ausgewiesene Übung im Textbook bereits durchgenommen haben.

Das Workbook Achieve zeichnet sich durch eine wesentlich flachere Progression aus als das Workbook Excel. Die Lernziele sind für beide Workbooks gleich, allerdings wird im Workbook Achieve kleinschrittiger

und mit mehr Hilfestellung gearbeitet. Viele Übungen werden für die Schüler/innen in diesem Workbook vorentlastet und stärker gesteuert. Um leistungsschwächeren Schülerinnen/Schülern das Verständnis zu erleichtern, sind die Hinweise (die von den Helferfiguren Fixit [Lerntipps], PG [Aussprache], Lee [Grammatik] und Trax [Landeskunde] gegeben werden) im Workbook Achieve auf Deutsch abgefasst. Um die Schüler/innen langsam an die neuen Themen einer *Input-Unit* heranzuführen, können sie die eigens für das Workbook Achieve entwickelte *Warm-up*-Seite vor der eigentlichen Unit bearbeiten.

Demgegenüber setzt das Workbook Excel mehr Eigenständigkeit der Lernenden und auch bessere Kenntnisse des bisher Erlernten voraus. Dieses Workbook arbeitet mit einer steileren Progression und bietet anspruchsvollere Aufgaben an, die nach oben offen und in Schwierigkeitsgrad und Umfang skalierbar sind. Die Schüler/innen, die mit dem Workbook Excel arbeiten, finden am Ende jeder *Input-Unit* die *Tasks plus*-Seite mit zusätzlichen – zum Teil kniffligen – Aufgaben. Die Grammatik wird in diesem Buch (ähnlich wie im TB) in den Grammatikkästchen innerhalb der Units auf Englisch erklärt.

3.2.1 Aufbau der Workbooks

Blocks

Parallel zum Textbook ist das Workbook in Blocks zu je vier Units (drei *Input-Units*, eine *Big break Unit*) aufgebaut.

Input-Units

Die einzelnen Units in den Workbooks bieten zahlreiche und abwechslungsreiche Aufgaben, Grammatikkästchen und notwendige Erklärungen, die das Angebot des Textbooks ergänzen und weiterführen.

Damit verbunden gibt es in den Workbooks auch Hörverständnisübungen, die die Schüler/innen selbstständig mit der dem Workbook beiliegenden CD anhören und bearbeiten können. Die CD ist für beide Workbooks identisch. Allerdings finden Sie auf der CD jeweils drei Tracks, zu denen nur in einem der beiden Workbooks Übungen zu finden sind. (Tracks 4, 16, 36 nur mit Übungen im Workbook Excel; Tracks 21, 45, 46 nur mit Übungen im Workbook Achieve).

Sie haben hier die Möglichkeit, bei Bedarf die entsprechenden Übungen von der **Your Turn** Webseite (<http://www.yourturn.at/teacher>) herunterzuladen und mit Ihrer Leistungsgruppe (die eigentlich mit dem anderen Workbook arbeitet) zu behandeln. Die Schüler/innen können diese drei Tracks aber auch einfach zusätzlich anhören, ohne eine konkrete Übung damit zu verwenden.

Making progress

Am Ende jeder *Input-Unit* finden Sie eine Seite (*Making progress*) zur Selbstevaluation. Die Schüler/innen können bei der Bearbeitung selbst feststellen,

ob sie den Stoff auch wirklich beherrschen – ein wesentlicher Schritt zur richtigen Einschätzung der eigenen Sprachkenntnisse. Damit schließt **Your Turn** an das Vorbild des Gemeinsamen Europäischen Referenzrahmens und des damit verbundenen Sprachenportfolios sowie der dort verwendeten *Can-do-Statements* an.

Die Schüler/innen lernen so für ihren eigenen Lernerfolg Verantwortung zu übernehmen, ihre Aktivitäten in der Fremdsprache zu evaluieren, zu gestalten und zu steuern.

My words and phrases

Im Gegensatz zum Textbook finden Sie hier am Ende jeder *Input-Unit* nur jenen Wortschatz, den die Schüler/innen auch aktiv beherrschen sollten. Die Beispielphrasen und Sätze dienen dazu, dass die Jugendlichen nicht nur einzelne Vokabeln übersetzen, sondern auch den Gebrauch der Wörter im Kontext erlernen können.

Warm-up-Seite (nur im Workbook Achieve)

Vor jeder *Input-Unit* finden Sie eine Seite, auf der wichtige Aspekte der kommenden Übungen vorbereitet werden. Diese Seite dient der Vorentlastung und soll die Schüler/innen langsam mit dem neuen Stoff vertraut machen. Dabei werden sowohl Vokabeln vorentlastet (neue Vokabeln aus dem Text- bzw. Workbook, die für die Unit von Bedeutung sind) als auch die neuen Grammatikaspekte aus dem Textbook weiter geübt.

Tasks plus-Seite (nur im Workbook Excel)

Diese Übungen erweitern das Angebot für (leistungsstärkere) Schüler/innen. Hier erschließen die Schüler/innen z. B. einen zusätzlichen Lesetext, lösen knifflige Rateaufgaben oder lesen Witze auf Englisch. So wird die Unit teilweise spielerisch und mit interessanten Themen erweitert.

Big breaks

Die Wiederholungseinheiten nach jeder dritten Unit in den Workbooks bieten einerseits nach Fertigkeiten geordnete Seiten (*Writing corner, Reading corner*), andererseits jeweils auch einen Abschnitt *Focus on form*, in dem gezielt die grammatischen Formen geübt werden. Außerdem finden Sie hier (ab dem dritten Band von **Your Turn**) einen Abschnitt, der sich an den Aufgaben der Bildungsstandards orientiert (*Working towards the standards*), sowie eine Seite mit dem Titel *Try it out*, auf der die Schüler/innen durch Experimente und Zaubertricks spielerisch mit der Sprache umgehen. Die *Try it out*-Seiten eignen sich besonders gut für offene Lerneinheiten, bei denen die Schüler/innen selbstständig auswählen, welche Übungen sie bearbeiten wollen.

Grammar

Am Ende der Workbooks finden Sie eine Grammatikübersicht, in der alle behandelten Aspekte der Gram-

matik (aus den Grammatikkästchen in den Units) übersichtlich dargestellt und auf Deutsch erklärt werden. Die Schüler/innen haben somit die Möglichkeit, einzelne Grammatikpunkte nachzulesen und zu wiederholen. Sie werden in den *Input-Units* durch Seiten- und Nummernangaben unter jedem Grammatikkästchen auf diese Grammatikübersicht verwiesen.

Key

Für jede Aufgabe aus den Bereichen, die der Selbstevaluation dienen (*Making progress* und *Focus on form*), finden Ihre Schüler/innen hier die entsprechenden Lösungen. Weisen Sie Ihre Schüler/innen besonders auf diese Seiten hin, denn sie ermöglichen erst die Selbstevaluation.

3.2.2 Aufgaben und Übungsformen in den beiden Workbooks

Aufbau und Konzeption der Übungen spielen für den Lernerfolg eine große Rolle. Einen entscheidenden Anteil zur erfolgreichen Differenzierung trägt beispielsweise eine kleinschrittige Abfolge von Aufgaben, d. h. Aufgaben werden in klar überschaubare Einzelschritte zerlegt, damit sie leichter bewältigt werden können. So können Sie als Lehrer/in den Weg zum Erreichen des Lernziels in unterschiedlich großen Schritten gehen – das Lernziel bleibt dabei für alle Leistungsniveaus in Ihrer Lerngruppe gleich. Auf der Internetseite <http://www.yourturn.at/teacher> finden Sie eine Reihe von Hilfestellungen, mit denen Sie einzelne Aufgaben nicht nur speziell für Ihre Lerngruppe, sondern sogar für einzelne Schüler/innen differenzieren können.

Bei selbst entworfenen Übungen ist eine klare Aufgabenstellung besonders wichtig. Denn nur wer ganz genau weiß, was zu tun ist, wird die Aufgabe auch richtig bearbeiten können.

Oft sind leistungsschwächere Schüler/innen von der Anzahl der zu lösenden Teilschritte einer Aufgabe anfangs überwältigt und trauen sich nicht, eine Übung zu beginnen. Reduzieren Sie daher diesen Druck durch eine Einteilung der Übungen in kleinere, übersichtlichere Abschnitte, die jeder Ihrer Schülerinnen/jedem Ihrer Schüler machbar erscheint. Dabei kann die Gesamtzahl der Teilschritte bei allen Lerngruppen gleich bleiben, d. h. alle erreichen das gleiche Lernziel, allerdings auf unterschiedliche Art und Weise. In den Bereichen *Clues* und bei den Zusatzmaterialien auf der Website <http://www.yourturn.at/teacher> finden Sie solche Übungsbeispiele.

Challenge

Unter diesem Titel finden Sie anspruchsvollere Übungen, die leistungsstärkeren Schülerinnen und Schülern die Gelegenheit geben, ihr Wissen und ihre Fertigkeiten zu zeigen. Die *Challenges* sind Teil beider Workbooks, da auch eine lernschwächere Gruppe,

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die mit dem Workbook Achieve arbeitet, aus heterogenen Leistungsgruppen bestehen kann. So können die schnelleren und leistungsstärkeren Schüler/innen hier ebenfalls anspruchsvollere Übungen in Form einer *Challenge* lösen.

Pronunciation puzzle/Pronunciation joke

Hier soll den Schülerinnen und Schülern ein spielerischer Zugang zur Lautschrift gewährt werden. Sie sollen die in Lautschrift gesetzten Wörter entziffern. Erst dann können sie den Witz oder kurzen Text vollständig verstehen.

Writing corner (Big break)

In diesen Abschnitten im Workbook üben die Jugendlichen Schritt für Schritt Texte zu schreiben. Sie lernen natürlich klingende schriftliche Texte zu erstellen. Dabei wird in **Your Turn 3** ein breites Spektrum von Textsorten (z.B. Biographie, Beschreibung eines Ortes, Artikel für die Schülerzeitung, Kommentar etc.) behandelt. Die jeweils letzte Übung in diesem Bereich dient der Umsetzung des Gelernten in einem eigenständig zu verfassenden Text. Die Übungen in diesen Abschnitten dienen auch der Vorbereitung schriftlicher Arbeiten und Tests.

Reading corner (Big break)

Mit diesen Übungen trainieren die Schüler/innen vor allem das Leseverständnis anhand von verschiedenen Textsorten (z.B. Artikel, Rezept etc.) und erlernen sinnvolle Lesestrategien. Hier geht es nicht primär um die Inhalte, sondern darum, wie Ihre Schüler/innen am besten an einen (längeren) Text herangehen.

Focus on form (Big break)

In diesen Abschnitten im Workbook üben die Schüler/innen grammatische Formen. Hier steht die Sprachrichtigkeit im Mittelpunkt. Diese Abschnitte dienen der Festigung und der systematischen Erarbeitung von Formen, die die Schüler/innen aus dem Textbook kennen und bereits in den Workbooks geübt haben.

Working towards the standards

In jeder *Big break Unit* in den beiden Workbooks finden Sie eine Doppelseite unter dem Titel *Working towards the standards*, die Übungen enthält, die eine Vorbereitung auf die Bildungsstandardtests ermöglichen. Zur Orientierung sehen Sie und Ihre Schüler/innen die verwendeten Deskriptoren auf einem gelben Post-it, das neben der jeweiligen Übung abgebildet ist. So erkennen Sie auf einen Blick, welche Fertigkeit und welcher Themenbereich im Zentrum der Übung stehen.

Try it out (Big break)

In jeder *Big break Unit* haben die Schüler/innen hier die Möglichkeit, verschiedene Experimente und Zaubertricks kennen zu lernen. Der Zweck dieser Seiten liegt darin, einerseits das für solche Erklärungen wichtige Vokabular spielerisch zu erlernen, andererseits

den Unterricht mit interessanten Aufgaben aufzulockern.

4 Wiederkehrende Charaktere

4.1 Personen

Da sich die Schüler/innen weiterentwickelt haben, haben sich auch die **Your Turn** Charaktere verändert. Die Robinsons sind mit den Schülerinnen und Schülern älter geworden und beschäftigen sich mit anderen Themen. Einige bekannte Figuren aus **Your Turn 1** und **2** kommen in **Your Turn 3** nicht mehr vor (z. B. die SiXXes und Rotta). Dafür lernen die Schüler/innen neue Charaktere kennen.

The Robinsons

Die bereits aus **Your Turn 1** und **2** bekannte Familie Robinson (Mutter Mary, Vater Paul, die Kinder Jack, Emily und Baby Jed) übersiedelt in **Your Turn 3** von England nach Amerika. So erfahren die Schüler/innen, welche Schwierigkeiten auftreten können, wenn man sich in einer neuen Umgebung einleben muss. Gleichzeitig wird damit auch der landeskundliche Fokus in Richtung Amerika erweitert. Harry und Zoe, die britischen Freunde von Jack und Emily, stellen die Verbindung der Robinsons zu ihrer Heimat Großbritannien dar.

Akiko

Akiko ist ein Mädchen mit einem japanischen und einem englischen Elternteil. Sie hat mit ihren Eltern bereits in verschiedenen Ländern gelebt. In **Your Turn 3** arbeitet sie – in ihrer Freizeit/nach der Schule – bei Teen Life Radio (einem Radiosender von Jugendlichen für Jugendliche) mit. Der Sender TLR hat eine Webseite, die in **Your Turn 3** immer wieder in Übungen gezeigt wird. Akiko wird bei TLR von der erfahrenen Carmen Hesky und dem Jugendlichen Matt als Produzenten unterstützt. Im Laufe der Geschichte verliebt sich Akiko in Matt. Privat berichtet Akiko in ihrem Blog oder in Emails an Freunde über ihr Leben in England.



School times: Pippa Moorehouse, Andy Green, Tracy Shipton und Charlie Grace



Diese Jugendlichen gehen gemeinsam in die Schule und erleben verschiedene Situationen im Schulalltag. Dabei spielen auch Clare Griffiths (*head teacher*) und Steve Hardy (*head of English*) eine Rolle. Pippa schreibt für die Schülerzeitung *School times*. Die Handlung dieser Episoden wird einerseits als Hörspiel, andererseits als Artikel aus eben jener Schüler-

zeitung präsentiert. Pippa (die im Rollstuhl sitzt) und Andy sind gute Freunde, genau wie auch 'school bully' Tracy und Charly befreundet sind. Die behandelten Themen dieser Geschichten reichen von einem Unfall, über den Pippa berichtet, bis hin zu Graffiti an der Schule.

4.2 Helfer im Lernprozess

Lee, der Grammatikcoach

Lee, der Grammatikcoach, erklärt in seinen Kästchen sprachliche Besonderheiten und grammatische Details.



Fixit, die Lernberaterin

Fixit, die Lernberaterin, gibt altersgerechte, praktische Lerntipps.



PG, der Aussprachecoach

PG, der coole DJ, gibt praktische Tipps und liefert Übungen zu allem, was mit der korrekten Aussprache und Betonung zu tun hat.



Trax, der Spezialist für Landeskunde

Trax, der Globetrotter, erklärt landeskundliche Fakten und kulturelle Eigenheiten, die zum Verständnis der Texte beitragen.



5 Didaktische Grundsätze

5.1 Bezug zur Lebenswelt der Jugendlichen

Die Inhalte von **Your Turn 3** sind so angelegt, dass sie einerseits die Lebenswelt Ihrer Schüler/innen reflektieren, andererseits wird durch verschiedene Themen der Aktionskreis erweitert. Immer wieder werden die Schüler/innen dazu aufgefordert, ihre eigenen Erfahrungen und ihre eigene Lebenswelt in den Unterricht einzubringen. Dies geschieht hauptsächlich dadurch, dass die Jugendlichen ihr eigenes Leben im Kontrast zu dem der dargestellten Personen überdenken und dann darüber sprechen und/oder schreiben. Dieses Konzept spiegelt bereits der Titel der Lehrbuchreihe – **Your Turn** – wider.

5.2 Authentische Sprache – realistische Kommunikation

Ein unerlässlicher Schwerpunkt von **Your Turn** ist die Konzentration auf authentische, realitätsnahe Sprache. Es werden möglichst realistische Sprechakte vorgestellt, die für jeden kommunikativen Unterricht unerlässlich sind.

Die Reflexion über sprachliche Regeln und die Erklärung von grammatischen Phänomenen ist hier zweitrangig. Im Vordergrund steht die Imitation von Sprachmustern, die – in verschiedenen Variationen – schlussendlich dem autonomen authentischen

Sprachgebrauch und einer realitätsnahen Kommunikation zugrunde liegen.

5.3 Differenzierung

Ziel der Differenzierung ist es einerseits, lernschwächeren Schülerinnen und Schülern einen besseren Zugang zu den Lerninhalten zu eröffnen und sie in kleinen Schritten (Vermeidung von Überforderung) an das gewünschte Leistungsniveau heranzuführen. Andererseits bieten Differenzierungselemente auch die Möglichkeit, wirklich gute Schüler/innen zu fördern und auch bei ihnen eine Leistungssteigerung (Vermeidung von Unterforderung) zu erreichen.

In **Your Turn 3** wird dem unterschiedlichen Lernfortschritt Ihrer Schüler/innen durch ein breites Differenzierungsangebot Rechnung getragen. Sowohl im Textbook als auch in den beiden Workbooks finden Sie eine Vielzahl an Differenzierungsmöglichkeiten. Damit Sie diese optimal nutzen können, finden Sie zu Beginn jeder Unit des Workbook *Achieve* in diesem *Teacher's Guide* einige Beispiele, die Ihnen die Differenzierungsmöglichkeiten in der entsprechenden Unit exemplarisch aufzeigen. Außerdem gibt Ihnen dieser *Teacher's Guide* didaktische Hinweise und zeigt Ihnen im Bereich der Workbooks – durch Querverweise auf das jeweils andere Workbook – auf einen Blick die Übungen, die in beiden Workbooks inhaltlich ähnlich sind und somit gut parallel oder ergänzend verwendet werden können. Die differenzierten Workbooks dienen der genauen Abstufung des Lerntempos auf die Möglichkeiten Ihrer Lerngruppe.

Mit einer gelungenen Differenzierung können die für alle Unterrichtseinheiten gültigen Parameter sinnvoll erweitert werden. Es liegt in Ihrer professionellen Verantwortung, die jeweiligen Schritte der Differenzierung bedacht zu setzen – dieser *Teacher's Guide* unterstützt Sie dabei. Sie finden im *Teacher's Guide* immer wieder Hinweise, wie Sie eine Übung für leistungsschwächere (siehe S. 19), aber auch für leistungstärkere Gruppen (siehe S. 19) abändern bzw. vorbereiten können.

Zusätzlich dazu bieten die Bereiche *Clues* und *Materialien* zu *Your Turn* auf der Internetseite <http://www.yourturn.at/teacher> Unterlagen für den differenzierten Unterricht an.

5.3.1 Unterrichtsplanung

Planen Sie Ihren Unterricht in Phasen, die den verschiedenen Lerntypen entgegenkommen. Wenn Sie sowohl ruhige Phasen, die Sie mit bewegungs- und aktionsintensiven abwechseln, als auch rezeptive (z. B. Hörverständnis- und Leseübungen), produktive (z. B. Sprechen und Schreiben) und reproduzierende (z. B. Nachsingen, Mitsingen, Nachspielen) Phasen einplanen, geben Sie allen Schülerinnen und Schülern

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die Möglichkeit, erfolgreich im Unterricht zu arbeiten.

Darüber hinaus ist es besonders wichtig, Phasen mit dem Hauptaugenmerk auf Kommunikation klar von solchen, die den Fokus auf Sprachrichtigkeit legen, zu trennen und abzuwechseln. Wird ein Dialog geübt, ist die Kommunikation wichtiger als ein möglicherweise auftretender Fehler. Andererseits sind Phasen, in denen es besonders auf die sprachliche Korrektheit ankommt, für die Schüler/innen ebenfalls notwendig, um – langfristig – korrekte grammatische Strukturen und den richtigen Gebrauch des Vokabulars zu üben.

5.3.2 Methodenvielfalt

Methodenvielfalt erleichtert die Konzentration über einen längeren Zeitraum. Während leistungsstärkere Schüler/innen sich zum Teil sehr lange konzentrieren können, ist die Konzentrationsspanne bei schwächeren Lerngruppen häufig geringer. Beobachten Sie daher die Jugendlichen bei der Erledigung ihrer Aufgaben. Passen Sie dann die Auswahl und Länge der Aufgaben an Ihre Schülergruppe an.

5.3.3 Klassenklima – Lernsituation

Entscheidend für den Lernerfolg ist sicherlich ein leistungsförderndes Klassenklima. Deshalb ist es wichtig, auch schwächeren Schülerinnen und Schülern Erfolgserlebnisse zu ermöglichen. Nur so kann der Unterricht zu einem positiven Erlebnis für alle werden. Ein wohlwollender Umgang mit den Kindern (unabhängig von der Leistung) ermutigt gerade schwächere Schüler/innen, sich mehr zuzutrauen, Dinge auszuprobieren, Fragen zu stellen und damit auch auf lange Sicht bessere Lernfortschritte zu erzielen.

5.4 Steigerung der Lesekompetenz

Eine große Hürde im Sprachunterricht ist oft die mangelnde Lesekompetenz der Lernenden. Arbeiten Sie mit Ihren Schülerinnen und Schülern ganz gezielt, um deren Lesekompetenz zu erhöhen. Achten Sie dabei darauf, dass Lesen vor allem heißt, Inhalte zu erfassen. Leseübungen eignen sich nur bedingt als Aussprachetraining. Selbstverständlich kann man mit Dialogen (aus einem Lesetext) bestimmte Aussprache-Aspekte (z. B. wie Sätze durch Betonungsverschiebung eine neue Bedeutung erhalten können usw.) üben, indem man den Schülerinnen und Schülern die verschiedenen Rollen zuteilt. **Your Turn** bietet zum gezielten Aussprachetraining durchgehend Übungen in den sogenannten *Pronunciation Corners* (im TB) und den *Pronunciation jokes/puzzles* (in den WBs) an.

Um die Lesekompetenz zu steigern, finden Ihre Schüler/innen in **Your Turn 3** eine hohe Anzahl von Lesetexten, deren Erschließung sie (unterstützt von Lerncoach Fixit) mithilfe verschiedener Lesestrategien

und konkreter Inhaltsfragen erlernen. Ein besonderer Schwerpunkt, was die Steigerung der Lesekompetenz angeht, wird in den Workbooks im Bereich *Reading corner* gesetzt.

5.5 Verbesserung der Grammatikkenntnisse

Your Turn verfolgt das Ziel, Grammatik so weit bewusst zu machen, wie sie für den allgemeinen Sprachgebrauch notwendig ist. Dabei ist es wichtig, durch das Einüben von Strukturen (z. B. durch Nachsprechen, Nachspielen, Verändern von bereits Bekanntem) Sprachmuster und Redebausteine zu festigen und zu verankern. Daher wird bei **Your Turn** – im Einklang mit den Vorgaben des Lehrplans – vieles zuerst mündlich eingeführt. Dabei sollte gerade in kommunikativen Unterrichtsphasen darauf geachtet werden, die grammatikalische Korrektheit der Äußerungen Ihrer Schüler/innen nicht in den Vordergrund zu stellen. In solchen Phasen sollte der Fokus deutlich auf der erfolgreichen Kommunikation liegen.

Die Grammatik wird in **Your Turn** einerseits in den Grammatikkästchen (die sowohl im Textbook als auch in den Workbooks vorkommen) und auch am Ende der Workbooks in Form einer Gesamtübersicht dargestellt. Weisen Sie Ihre Schüler/innen immer wieder auf diese Kästchen und die Übersicht hin; besonders in der Vorbereitungsphase auf Schularbeiten können sie sehr hilfreich sein. Die Schüler/innen wenden die neuen Strukturen aus den Grammatikkästchen in **Your Turn** in Form von gelenkten und freien Übungen an. In den *Big break Units* werden neue grammatische Strukturen im Übungsteil *Focus on form* gezielt wiederholt und gefestigt.

5.6 Wiederholungskapitel – Big break Units

Ein Hauptaugenmerk dieser Lehrbuchreihe liegt in der systematischen Wiederholung und Festigung gelernter Inhalte. Wie in den ersten beiden Bänden von **Your Turn** folgt nach jeweils drei *Input-Units* eine Wiederholungseinheit, in der die bis zu diesem Zeitpunkt neu gelernten Inhalte in anderer Form wiederholt werden. Damit können Sie sicherstellen, dass in regelmäßigen, aber gleichzeitig nicht allzu großen Abständen neue Inhalte und Strukturen abgerufen und angewendet werden.

6 Schularbeitsvorbereitung

In der Vorbereitung auf Schularbeiten ist es besonders wichtig, Ihren Schülerinnen und Schülern zu zeigen, wie sie effektiv und sinnvoll lernen können. Um organisatorische Fehler zu vermeiden, bietet es sich an, gemeinsam mit den Schülerinnen und Schülern einen groben Arbeitsplan für die Wochen vor der Schularbeit zu erstellen. Dieser Arbeitsplan kann auch gleichzeitig dazu dienen, erledigte Aufgaben zu dokumentieren. Damit hat die Schülerin oder der

Schüler die Möglichkeit, den eigenen Wissensstand richtig einzuschätzen.

Achten Sie darauf, dass die Schüler/innen Wörter und Phrasen immer eingebettet in einen Kontext lernen (siehe Vokabelteil *My words and phrases* in den Workbooks, mittlere Spalte). Zur Festigung des Vokabulars können die Schüler/innen nach Sachgebieten geordnete Vokabellisten oder auch *Mindmaps* erstellen. Dabei sollten sie alle wichtigen Ausdrücke und Phrasen sammeln, unabhängig davon, ob sie sie schon kennen oder nicht. Der Vorteil von *Mindmaps* liegt darin, dass die Aufteilung in Wort- oder Begriffgruppen bzw. Themengebiete zu einer größeren Übersichtlichkeit führt und somit der Lernerfolg erleichtert wird.

Zur Beseitigung von orthographischen Schwächen können Ihre Schüler/innen gleich geschriebene Wörter sammeln, z. B. alle Wörter, die auf *-ght* enden (*thought, caught, bought, eight ...*). Die jeweils als schwierig empfundene Stelle lassen Sie markieren. Besonders gut zur Vorbereitung auf Schularbeiten eignen sich auch die *Making progress*-Seiten, die nach jeder *Input-Unit* in den Workbooks zu finden sind. Wenn sie gewissenhaft ausgefüllt werden, hat die Schülerin oder der Schüler einen guten Überblick über den Stoff, der geübt und gefestigt werden muss.

Weisen Sie Ihre Schüler/innen außerdem auf die bereits erwähnten *Big break Units*, die Wiederholungskapitel am Ende eines jeden Blocks, hin. Diese können ebenfalls hervorragend zur selbstständigen Wiederholung und Übung herangezogen werden.

Bei der Erstellung von Schularbeiten empfiehlt es sich, soweit möglich, auf kommunikativ sinnvolle Situationen zu achten. Bieten Sie (wo möglich) anstatt einer Reihe von Einzelsätzen z. B. einen durchgehenden Dialog an.

Eine nach Kapiteln geordnete Liste der unregelmäßigen Verben aus **Your Turn 1** und **2** (siehe Seite 193) sowie der neuen unregelmäßigen Verben in **Your Turn 3** (siehe Seite 196) hilft Ihnen bei der Zusammenstellung der Schularbeiten und Ihren Schülerinnen/Schülern bei der Vorbereitung.

Die Aufgabensammlung für Schularbeiten auf CD-ROM (ISBN: 978-3-526-53612, zu bestellen unter <http://www.langenscheidt.at/>) erleichtert Ihnen die Arbeit bei der Zusammenstellung von Schularbeiten und geeigneten Übungsaufgaben.

7 Vorbereitung auf die Überprüfung der österreichischen Bildungsstandards

Die Vorbereitung auf die Tests im Rahmen der österreichischen Bildungsstandards wird in **Your Turn 3** durchgehend weiter vorangetrieben. Hierzu dient in besonderem Maße die Selbstevaluation, die Sie am Ende jeder *Input-Unit* in den Workbooks finden (*Making progress*), sowie die Abschnitte *Writing corner*, *Reading corner*, *Focus on form* und *Working towards the standards* in den Wiederholungsunits. Dort werden die einzelnen Lernschritte systematisch aufgearbeitet und geübt.

Wenn auch die Überprüfung der österreichischen Bildungsstandards erst im vierten Lernjahr ansteht, so ist die Vorbereitung auf diese Tests im Konzept von **Your Turn** langfristig angelegt.

8 Your Turn im Internet

Weitere Hinweise zum Gebrauch des Buches und der verschiedenen Zusatzmaterialien sowie den *Teacher's Guide* als Download finden Sie auf den folgenden Internetseiten:

<http://www.yourturn.at/>

<http://www.yourturn.at/teacher>

9 Erklärung der Symbole

→ 7/1 Zeigt, welche Übung im Textbook gemacht worden sein sollte, bevor die entsprechende Übung im Workbook gelöst wird.



Track 2 auf der Audio-CD der Workbooks gehört zu dieser Übung.



Track 2 auf Audio-CD 1 der Textbook CDs gehört zu dieser Übung.



Diese Übung im Textbook eignet sich gut für das Portfolio.

Abkürzungen: TB = Textbook, WB = Workbook, WB A = Workbook Achieve, WB E = Workbook Excel
Längere Personennamen werden im *Teacher's Guide* 3 (v. a. in den Hörtexten) abgekürzt.

10 Methodische Erläuterungen und Lösungen – Your Turn Schritt für Schritt

In den methodischen Erläuterungen finden Sie sowohl Vorschläge zur Unterrichtsgestaltung wie auch sämtliche Audio-Transkripte und Lösungen.

Journeys, arrivals and routines

Schwerpunkt:

Hören/Sprechen: Menschen beschreiben, Gespräche über Alltagsroutinen führen, seine Meinung äußern

Lesen/Schreiben: einen Reisebericht lesen, einen Fragebogen ausfüllen

Wortschatz: Reisen, Hobbys und Nebenjobs, Zeitangaben

Grammatik: Fragen im *past simple*; das *present continuous*; *either ... or* und *I'd rather ...*

Aussprache: bestimmte Laute erkennen, Silben und Betonung im Wort bestimmen

Zusatzmaterialien: Für Übung 1/WU/1a, *Word warm-up* (TB S. 7): Eine zusätzliche Vokabelübung als Erweiterung finden Sie unter www.yourturn.at/teacher.

Für Übung 1A/5a, *Past tense questions with 'How?'* (TB S. 9): Karten mit den Satzteilen finden Sie unter www.yourturn.at/teacher.

Für Übung 1D/1b, *London to Paris* (TB S. 14): Rolecards zu dieser Übung finden Sie unter www.yourturn.at/teacher.

Unit 1, warm-up, Textbook S. 7

1 Word warm-up

1a Boy: babysitter – bicycle – boat – bus – capsized
 Girl: crash – crocodile – grown-ups – in-line skates
 Boy: kayak – microphone – microscope – paper round
 Girl: roller skates – stables – train – training

Lassen Sie in leistungsstarken Gruppen zusätzlich zu jedem der Wörter ein zweites finden, das inhaltlich dazupasst. Diese Wörter können Sie an die Tafel schreiben. Damit entstehen kleine Wortfelder. Außerdem wird vielleicht die Bedeutung des ein oder anderen Wortes schon durch das dazu genannte klar.

Beispiel:

stables – horses

Siehe auch www.yourturn.at/teacher.

1b Mit dem *Warm-up dictionary* im TB (S. 150ff.) sollen die Schüler/innen an die Verwendung eines Wörterbuchs herangeführt werden. Diese Seiten sind Auszüge aus dem *Power Dictionary English* (Langenscheidt). Besprechen Sie die Anordnung der Wörter (z. B. *train*¹ und *train*²), die Abkürzungen und die grafischen Besonderheiten (z. B. graue Kästchen – weitere Bedeutung).

1c Sie können diese Übung auch so durchführen, dass ein/e Schüler/in das Klassenzimmer verlässt und die Gruppe dann gemeinsam ein Wort auswählt. Die Schülerin/Der Schüler wird dann hereingeholt und die Gruppe versucht, mit verschiedenen Mitteln den ausgewählten Begriff darzustellen.

2 Pronunciation corner

2a Man: bicycle – capsized – in-line skates

Woman: bicycle – kayak

Man: capsized – crash – kayak – stables

1/3



1 two:	bicycle, capsized, in-line	[aɪ]
	in-line	[ɪ]
2 two:	bicycle	[ɪ]
	kayak	[aɪ]
3 three:	capsized, crash, kayak	[æ]
	kayak	[aɪ]
	stables	[eɪ]

2b Spielen Sie den Track 3 noch einmal (mit Pausen) ab und lassen Sie die Wörter nachsprechen.

3 Getting-ready grammar

3a Pro Frage gibt es nur eine korrekte Antwort. Die Schüler/innen sollen auf die Zeiten und die Fragewörter in den Fragen achten.



Banana or apple? – I'd rather have a banana.
 How did you come to school? – I walked.
 How do you come to school? – I usually walk.
 How long does an English lesson last? – About 50 minutes, usually.
 How often do you have a bath? – Once a day – every day.

3b Geben Sie vor, dass in der Partnerarbeit die Antworten andere sein sollten als die im Buch vorgegebenen.

Unit 1A, 13 years, Textbook S. 8–9

1 Text attack

1a Nach der Partnerarbeit sollen die Schüler/innen ihre Vermutungen zum Textinhalt aufschreiben. Damit wird es leichter, später darauf zurückzugreifen.

1b Längere Lesetexte können Sie zuerst still lesen lassen. Bei Fragen nach unbekanntem Wörtern verweisen Sie zunächst auf die *Wordlist* am Ende des Buches (TB S. 153ff.). So sollen die Schüler/innen dazu angehalten werden, selbstständig mit Texten umzugehen. Am Ende überprüfen die Schüler/innen ihre Vermutungen zum Textinhalt.

2 Read in more detail



- 1 **Who** built a boat? – Steve (Smith) and Jason (Lewis) built a boat.
- 2 **Who** can go on a big adventure, according to Jason? – Anyone.
- 3 **What** chased Jason in Australia? – A giant crocodile.
- 4 **Who** crashed into Jason? – An 86-year-old car driver.
- 5 **What** is Moksha? – That is their boat.
- 6 **What** turned over? – Their boat (Moksha).
- 7 **Who** was a window cleaner? – Jason Lewis.

3 Wordfind



Pictures from top left to bottom right: circle the world – Moksha – pedalled – cycled – in-line skated – paddled

4 The Jason game

4a Teilen Sie die Klasse in kleine Gruppen ein. Jede Gruppe überlegt sich drei Sätze (siehe Beispiel). Dann lassen Sie die Gruppen an der Tafel gegeneinander antreten. Dabei schreibt ein/e Schüler/in aus Team A die Aussagen über Jason an die Tafel. Das hilft leistungsschwächeren Schülerinnen/Schülern, sich die einzelnen Aussagen zu merken.

4b Auch bei diesem Durchgang sollte das Spiel am besten an der Tafel gespielt werden.

5 Past tense questions with 'How?'



- (1) **How** did Jason cross the sea?
 - (2) **How did** Jason travel across the land?
 - (3) **How long** did Jason's journey take?
 - (4) **How many** oceans did Jason cross?
 - (5) **How long did** Steve stay with Jason?
 - (6) **How many times** did Moksha turn over?
- Siehe auch www.yourturn.at/teacher.

5b Achten Sie bei dieser Partnerarbeit auf eine natürliche Frage-Antwort-Situation.



(1) by boat – (2) by bicycle and on in-line skates/He cycled and in-line skated. – (3) 13 years – (4) three – (5) five years – (6) twice

5c Lassen Sie die Zeitangaben jeweils farblich markieren, um auf die Schlüsselwörter (z. B. *yesterday*) hinzuweisen.

Beispiele:

How did you come to school yesterday?

How did you go into town last week?

How did you go on holiday last year?

How long did it take you to brush your teeth

yesterday evening?

How long did it take you to do your homework

yesterday afternoon?

How long did it take you to get to sleep last night?

How many people did you meet yesterday between 7am and 5pm?

6 Listen to Archie and Yasmin



Ar: How did you go to America last year, Yasmin?

1/4 Ya: I swam.

Ar: You did what?

Ya: Oh, all right. That's not true. I went by plane. How did you go to America?

Ar: I went by boat. It was very slow.

Im Anschluss führen die Schüler/innen den Dialog in Partnerarbeit.

7 Your questions and answers

Achten Sie auf die Fixitbox im TB, die den Ablauf beim Question tennis erklärt. Geben Sie den Hinweis, dass man mit einer kurzen Gegenfrage einseitige Gespräche zu wechselseitigen Gesprächen machen kann.

Your turn

Achten Sie hier besonders auf die richtigen Zeiten. Die Frage steht hier im *present perfect*, in positiven Antworten (d.h. im Unterschied zu *I've never ...*) wird aber das *past tense* verwendet.

Beispiel:

"What's the longest journey you've ever taken?"

"The longest journey I have ever taken was a trip to South Africa."

Unit 1B, Activities, occupations and routines, Textbook S. 10–11

1 What are the Robinsons doing?



Boy: He's wearing a black T-shirt and black trousers. He's wearing headphones and carrying a film camera. He's climbing a ladder.

Girl: She's standing in a radio studio control room. She's wearing a white top and blue jeans. She's speaking into a microphone. She's giving instructions. She's carrying a clipboard.

Boy: He's wearing goggles and a white coat. He's looking through a microscope. He's writing something on a piece of paper.

Girl: She's wearing white shorts – well they were white – and a green football shirt. She's playing in goal. She's feeling very cold.

Boy: He's sitting on the floor. He's playing with a truck and some cars. He's wearing a fireman's helmet, red shorts and a blue T-shirt.



Jack: second from the left, looking through a microscope
 Emily: first from the left, playing football
 Mary Robinson: on the right, in a studio control room
 Jed: second from the right, playing with a toy truck
 Paul Robinson: third from the left, working as a camera man

2 Wordfind

2a In diesem Abschnitt sind einige Distraktoren (*floor, instructions*) enthalten. Weisen Sie Ihre Schüler/innen darauf hin, falls sie Probleme haben sollten.



1 goal – 2 white shorts – 3 green T-shirt/she is feeling cold – 4 piece of paper – 5 microscope – 6 truck – 7 car – 8 fireman's helmet – 9 blue T-shirt – 10 ladder – 11 film camera – 12 black T-shirt – 13 black jeans – 14 headphones – 15 microphone – 16 white top – 17 blue jeans – 18 clipboard



Beispiele:
 carry a clipboard/a film camera
 climb a ladder

feel cold
 give instructions
 look through a microscope
 play in goal/with a truck
 sit on the floor
 speak into a microphone
 wear blue jeans
 write on a piece of paper

3 Guess the Robinson

Teilen Sie die Klasse in Zweiergruppen ein. Pro Paar kann eine dritte Schülerin/ein dritter Schüler als Schiedsrichter fungieren. Der Schiedsrichter darf das Buch verwenden.


4 Questions with 'Who?' and 'How often?'



- 1 **Who** goes to school by bicycle? – I think Jack does.
- 2 **Who** goes to playschool in their mother's car most days? – Jed.
- 3 **Who** goes to work by car? – Mary Robinson.
- 4 **Who** travels around the world by plane? – Paul Robinson.
- 5 **Who** plays football at least once a week? – Emily.
- 6 **Who** plays for most of the day? – Jed.
- 7 **Who** works with actors and presenters? – Mary and Paul Robinson.

4b Die Schüler/innen überlegen sich zwei weitere Fragen in Partnerarbeit. Geben Sie als Hilfe zusätzliche Fragewörter an: *Where?, When?, Why?, ...*

5 Pronunciation corner

5a Woman: **headphones** (2 Silben) – **Internet** (3 Silben) – **laboratory** (4 gesprochene Silben) – **microphone** (3 Silben)
 1/6 Man: **microscope** (3 Silben) – **presenter** (3 Silben) – **questionnaire** (3 Silben) – **secondary** (3 gesprochene Silben)

5b Lassen Sie zusätzlich zu jedem Wort einen Satz sagen, damit die Wörter im Zusammenhang ausgesprochen werden.

6 Activities outside school

6a Die Schüler/innen sprechen in Partnerarbeit über die einzelnen *out-of-school activities*.



If you want to **babysit**, you have to **like children**.
do a paper round – get up very early
be a radio presenter – speak clearly

6b Die einzelnen Schülerpaare vergleichen ihre Antworten mit einem anderen Paar.

Your turn: Pocket money

Sammeln Sie die einzelnen Angaben an der Tafel und lassen Sie die Schüler/innen mitschreiben. So entsteht eine Sammlung von Ideen, die später verwendet werden kann.

Unit 1C, Akiko and the radio station, Textbook S. 12–13

1 Teen Life Radio



1/7 Wo: Hi. Can I help you?
Ak: Yes. I'm looking for Teen Life Radio.
Wo: Well, this is TLR, so you've found us!!
What can we do for you?
Ak: I'm interested in working for Teen Life Radio – er TLR.
Wo: Oh yes? And you are?
Ak: Akiko. Akiko Yamanashi.
Wo: Nice to meet you Akiko. How do you know about us?
Ak: My teacher at my school told us about it. It sounds like real fun.
Wo: It is – but you have to work hard. Are you up for that?
Ak: Sure.
Wo: OK, then. What would you like to do here?
Ak: Umm. I'm not sure. Can you give me an idea, you know of what ...?
Wo: Yes, of course. You can either work in front of the microphone or behind the microphone.
Ak: Behind the microphone?
Wo: Yeah. We have presenters who work in front of the microphone – you know, they do the speaking. And then there's everyone else. That's the producers, the directors, the sound engineers.
Ak: Umm, I think I'd rather work behind the microphone.
Wo: OK. You'd better talk to Matt.
Ak: Matt?
Wo: He's our station co-ordinator.
Ak: Station co-ordinator?
Wo: Yeah. The number one.
Ak: Can I ask you a question?
Wo: Sure.

Ak: Our teacher said this was kids' radio.
Wo: Yes?
Ak: But you are –
Wo: Oh I see. Yes, I'm an adult. Not a kid, obviously. I'm an adult 'helper'. We're here to help, that's all. But all the major jobs here – presenters, web-page managers, engineers – they're all young people aged between 12–18.
Ak: Wow.
Wo: So have a talk to Matt – Matt, Akiko – Akiko, yes?
Ak: Yes.
Wo: Akiko wants to join us. Can you have a chat with her?
Matt: Sure. Just give me a couple of minutes.
Wo: OK Akiko. Matt'll be right back.
Ak: Thanks.

1a Die Schüler/innen haken die richtigen Aussagen während des Anhörens ab. Lassen Sie Ihre Schüler/innen erklären, warum die beiden falschen Aussagen falsch sind, indem Sie sie richtig stellen lassen. Dabei ist es durchaus in Ordnung, wenn die Schüler/innen einfach nur wörtlich wiederholen, was sie gehört haben.



Falsche Aussagen: 1 und 2

- "... all the major jobs here – presenters, web-page managers, engineers – they're all young people aged between 12–18."
- "I'd rather work behind the microphone."



I think I'd rather **work behind the microphone**.

2 Ask a partner: either ... or

2a Lassen Sie vor der eigentlichen Partnerarbeit zunächst den Musterdialog genau nachsprechen.

2b Lassen Sie in Partnerarbeit zwei weitere Sätze mit jeweils zwei Optionen zur Wahl nach dem gleichen Muster bilden und beantworten.

3 New shows on TLR



1 WOWHOWO – 2 Opinion and stuff – 3 Sports mad – 4 WOWHOWO – 5 Opinion and stuff – 6 The 3Ms – 7 WOWHOWO – 8 The 3Ms

1 Textbook/Workbook Achieve

4 Questions with 'How often?' and 'How long?'

4a Jede Schülerin/Jeder Schüler füllt den Fragebogen für sich aus.

4b Lassen Sie in der Partnerarbeit die Rollen (Fragen stellen/Antworten geben) abwechseln.

5 Class pies

Fragen Sie die Schüler/innen danach, was sie im Fragebogen angekreuzt haben, und halten Sie die Ergebnisse zu 3–4 Fragen aus dem Fragebogen in einer Strichliste an der Tafel fest. Teilen Sie die Klasse in kleinere Gruppen ein. Nun bearbeitet jede Gruppe eine Frage (z. B. *How often do you listen to the radio?*) und erstellt anhand der Strichliste an der Tafel ein Tortendiagramm zu dieser Frage. Helfen Sie Ihren Schülerinnen und Schülern bei den Prozentzahlen. Die Ergebnisse lassen Sie ins Heft schreiben.

Beispiel: 5% listen to the radio twice a week.

In leistungsstarken Gruppen können Sie auch andere Phrasen einführen: *5 out of ten, one third, ...*

SECRETS: All about Akiko

Information gap exercise: Die Schüler/innen müssen hier Informationen austauschen. Sie können die Aufgabe nur gemeinsam lösen.

Partner A: Unit 1 on page 135

Partner B: Unit 1 on page 140

a 

Partner A:

1 (e) – 2 (f) – 3 (g) – 4 (d) – 5 (c) – 6 (a) – 7 (b)

Partner B:

1 (g) – 2 (e) – 3 (h) – 4 (i) – 5 (d) – 6 (b) – 7 (f) – 8 (c) – 9 (a)

b 

Hinweis:

fett markiert = Lösungen für die Lücken im Text von **Partner A**

kursiv markiert = Lösungen für die Lücken im Text von *Partner B*

Akiko's parents are (a) **Japanese**, but she was born in (a) *Vienna, Austria*, where her father was working (b) **at the Japanese embassy**. She learnt her English at (b) *an American school in Jakarta, Indonesia*. She and her family have also lived in (c) **Canada**, (c) *Japan and the United States*. She came (d) *to England* (d) **three months ago**. Her father now (e) *works as a*

journalist. Her mother has a job at (f) *a university in London*.

Akiko plays (g) *volleyball* and (e) **the violin** – though not at the same time! She spends a lot of time chatting with her friends on the Internet – friends from all over the world.

Akiko speaks (h) *Japanese, English* and (f) **Indonesian** – and a few words of German. Her favourite school subject is (i) *maths*, her favourite colour is (g) **blue**, and her favourite food is sushi (check it out!).

Unit 1D, Tasks plus, Textbook S. 14

1 London to Paris

1a Sprechen Sie die einzelnen Optionen in der Gruppe durch und arbeiten Sie anhand folgender Fragen die wichtigen Punkte bzw. Unterschiede heraus:

Which trip is the most expensive one?

Which trip is the longest one?

Which trip has the best environmental score?

1b Es empfiehlt sich, dass pro 5-er Gruppe eine leistungsstarke Schülerin/ein leistungsstarker Schüler die Rolle E übernimmt. Siehe auch www.yourturn.at/teacher.

Unit 1, warm-up, Workbook Achieve S. 7

1 Word puzzle



						b	o	a	t		
t						u					
r	o	l	l	e	r	s	k	a	t	e	s
a											
i			b	i	c	y	c	l	e		
n					k	a	y	a	k		

You can go: by bus – by bicycle – by boat – by train – by kayak – on roller skates

2 Questions

2a 

1 How often – 2 How – 3 How long – 4 How – How long – How often

2b 


- 1 How did you get to school this morning?
- 2 How long did you wait for the bus?
- 3 Did you have to change buses?
- 4 How often did you have to change?

Unit 1, Exercises, Workbook Achieve S. 8–12

Hinweise zur Differenzierung in den Workbooks:
Übung 3 WB A&E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 1 auf Seite 10 im TB machen. Im WB E finden Sie innerhalb der Übung eine etwas steilere Progression als im WB A – die leistungsstärkeren Schüler/innen produzieren im Format des ‘guided writing’ schneller ganze Sätze, in denen sie die behandelte Grammatik verwenden. Die leistungsschwächeren Schüler/innen bekommen die Grammatik in der Übung im WB A zunächst passiv präsentiert und wenden diese erst in der (optionalen) Challenge aktiv an.

Übung 7 WB A/Übung 11 WB E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 3 auf Seite 12 im TB machen. Inhaltlich unterscheiden sich die beiden Workbooks hier nur geringfügig. Allerdings erhalten die Schüler/innen im WB A durch das ‘multiple choice’ Übungslayout mehr Unterstützung bei der Suche nach Informationen im Text. Die Schüler/innen, die mit dem WB E arbeiten, sollen die gesuchte Information in ihren Antworten bereits in ganzen Sätzen wiedergeben.

1 How did they get there?

 I: Hi. Can I ask you some questions for a travel questionnaire?
 WB2

Number one

I: Tim, how did you go to Spain this summer?

Ti: I went **by car**.

Number two

I: Molly, you went to Greece for your holiday this year. Did you go there by train?

Mo: No, I went **by plane**.

Number three

Ta: My sister and I went to see our grandmother in Frankfurt last weekend.

I: How did you go there, Tami?

Ta: We went **by train**.

Number four

I: You go to school by bicycle, don't you, Stephen?

St: Yes, but I didn't go by bicycle yesterday because it was raining. I went **by bus**.

Number five

I: Did you go to Ireland by plane, Mike?

Mi: My father went by plane but my mother and I went **by boat**.

I: How long did it take?

Mi: We were on the boat for about three hours.



1a – 2b – 3b – 4c – 5c

2 Vocabulary



ride: motorbike, bicycle, horse

drive: car, lorry

sail: yacht

3 Klara's photo

3a

Mo: Are these your old school friends, Klara?

Kla: Yes, that's Susanne, Laura, Ingrid and Maria – and that's me in the middle, of course.



WB3 Mo: Oh, there you are. You're holding a book. Which one of your friends is which?

Kla: Susanne's wearing jeans and a white T-shirt. She's holding a tennis racket.

Mo: Oh, yeah, there she is. And the girl who's wearing a black T-shirt and white shorts, who's she?

Kla: That's Ingrid. She's my best friend. She's standing next to Laura. Laura's wearing a black T-shirt and a white skirt. She's holding a bag.

Mo: Right, so this must be Maria. She's wearing jeans and a yellow jacket.

Kla: That's right.

Mo: I like her jacket. Do you miss your old friends?

Kla: Yes, I do. But I like my new friends, too!



Maria = Nr. 4 im Bild

3b 

1 Klara = Nr. 3 im Bild

2 Susanne = Nr. 5 im Bild

3 Laura = Nr. 1 im Bild

4 Ingrid = Nr. 2 im Bild

3c 

1 Susanne – 2 Laura – 3 Ingrid – 4 Maria – 5 Klara

Challenge

Geben Sie bei leistungsschwachen Gruppen noch einmal die Struktur (*present continuous/Klara is wearing ...*) an der Tafel vor.

1 Workbook Achieve



Klara is/She's wearing jeans and a red T-shirt.

4 What are they doing?

Lassen Sie die Kinder zusätzlich Bilder ihrer Familie mitbringen bzw. bringen Sie selbst Bilder mit, die dann in der Klasse beschrieben werden. Daraus können Sie auch Plakate für die Klasse machen lassen.



- 2 Klara's dad is reading a **book**.
- 3 Martin is wearing a **green** T-shirt.
- 4 A **cat** is sleeping in the sun.
- 5 Klara's mum is **talking on the phone**.

5 A good student?



Tim: (2) arrive (3) forget (4) listen
Molly: (5) does (6) sleeps

Festigen Sie diese Struktur, indem Sie Fragen nach alltäglichen Abläufen etc. stellen. Als Faustregel gilt, dass die Antworten im Allgemeinen mit der gleichen Zeitform wie die Frage gebildet werden.

Vorschläge:

Where do you live?

When do you get up?

How long does it take you to get to school?

6 Going to school



(2) wears – (3) is wearing – (4) go – (5) is driving – (6) arrive

7 Teen Life Radio

7a In diesem Abschnitt sollen der Website zunächst allgemeine Informationen entnommen werden. Dazu ist es nicht wichtig, die gesamte Seite genau durchzulesen. Es genügt, wenn die Seite überflogen wird.



1 four – 2 Toby and Tom's Tune Time (one hour) – 3 two (Henry's half hour, Toby and Tom's Tune Time)

7b Hier sollen nun spezifische Informationen aus dem Text entnommen werden. Dazu ist es notwendig, den Text der Website genau zu lesen und eventuell die wichtigen Informationen mit einem Marker hervorzuheben.



1c – 2a – 3b – 4a – 5a – 6c

7c



Beispiele:

- 2 I'd rather be a sound engineer than a presenter.
- 3 I'd rather play music than tell jokes.
- 4 I'd rather interview a famous footballer than a teacher.
- 5 I'd rather have fun than work hard.

8 Working outside school



1 bike – 2 get up – 3 have to be reliable – 4 have to call

9 Pronunciation puzzle

Weisen Sie die Schüler/innen auf die *Wordlist* am Ende des Textbooks (S. 153ff.) hin, wo sie die richtige Aussprache (Lautschrift) neben den Wörtern finden können. Hilfestellung: In der Lautschrift bleiben die meisten Konsonanten gleich wie in der Schreibschrift, die Vokale ändern sich jedoch oft.



I'd rather do my homework.

I'd rather walk the **dog**.

I'd rather wash the dishes.

I'd rather kiss a **frog**.

I'd rather eat a plate of worms or drink slugs from a **glass**.

I'd rather do most anything than sing a song in **class**.

Unit 1, Making progress, Workbook Achieve, S. 13

1 Our part-time jobs



Number one

WB5 I work outside. I don't have to wear a uniform. I have to use clean water and a cloth. Sometimes I have to climb a ladder to reach the windows.

Number two

Come on then girls, it's late. It's time for bed.

Mummy and Daddy are going to be home in two hours. I'm going to be downstairs until they come back, so you don't have to worry. I'm going to do my homework and maybe watch TV.

Number three

Doing a paper round is OK. It's better than working in a shop. And you only have to work for 30 minutes each day, that's good. It's better in the summer because in the winter it can be really cold in the mornings. More money would be good though!



1b/c – 2d – 3b

2 School trip



1b – 2c – 3b – 4a

Unit 1, Exercises, Workbook Excel S. 6–10

1 How did they get there?



I: Hi. Can I ask you some questions for a travel questionnaire?

WB2

Number one

I: Tim, how did you go to Spain this summer?

Ti: I went **by car**.

Number two

I: Molly, you went to Greece for your holiday this year. Did you go there by train?

Mo: No, I went **by plane**.

Number three

Ta: My sister and I went to see our grandmother in Frankfurt last weekend.

I: How did you go there, Tami?

Ta: We went **by train**.

Number four

I: You go to school by bicycle, don't you, Stephen?

St: Yes, but I didn't go by bicycle yesterday because it was raining. I went **by bus**.

Number five

I: Did you go to Ireland by plane, Mike?

Mi: My father went by plane but my mother and I went **by boat**.

I: How long did it take?

Mi: We were on the boat for about three hours.



1a – 2b – 3b – 4c – 5c

2 Vocabulary



ride: a motorbike, a horse, a bicycle

drive: a car, a lorry

sail: a yacht, a boat

paddle: a kayak, a boat

pedal: a bicycle, a boat

Challenge

fly: a helicopter, an airplane, a jet, a balloon, a spaceship, a rocket etc.

3 Klara's photo



Mo: Are these your old school friends, Klara?

Kla: Yes, that's Susanne, Laura, Ingrid and Maria – and that's me in the middle, of course.



WB3

Mo: Oh, there you are. You're holding a book. Which one of your friends is which?

Kla: Susanne's wearing jeans and a white T-shirt. She's holding a tennis racket.

Mo: Oh, yeah, there she is. And the girl who's wearing a black T-shirt and white shorts, who's she?

Kla: That's Ingrid. She's my best friend. She's standing next to Laura. Laura's wearing a black T-shirt and a white skirt. She's holding a bag.

Mo: Right, so this must be Maria. She's wearing jeans and a yellow jacket.

Kla: That's right.

Mo: I like her jacket. Do you miss your old friends?

Kla: Yes, I do. But I like my new friends, too!



Klara = Nr. 3 im Bild

Susanne = Nr. 5 im Bild

Ingrid = Nr. 2 im Bild

Laura = Nr. 1 im Bild

Maria = Nr. 4 im Bild

3b

2 Susanne is wearing jeans and a white T-shirt.

3 Maria is wearing jeans and a yellow jacket.

4 Laura is wearing a black T-shirt and a white skirt.

5 Ingrid is wearing a black T-shirt and white shorts.

Challenge

Geben Sie bei leistungsschwachen Gruppen noch einmal die Struktur (*present continuous/I'm wearing ...*) an der Tafel vor.

4 What are they doing?

Lassen Sie die Kinder zusätzlich Bilder ihrer Familie mitbringen bzw. bringen Sie selbst Bilder mit, die dann in der Klasse beschrieben werden. Daraus können Sie auch Plakate für die Klasse machen lassen.



(2) is talking on the phone

(3) is talking to my grandmother

(4) is sitting in a garden chair

(5) is reading a book

(6) is sleeping in the sun

(7) listening to music

1 Workbook Excel

5 A good student?

Festigen Sie diese Struktur, indem Sie Fragen nach alltäglichen Abläufen etc. stellen. Als Faustregel gilt, dass die Antworten im Allgemeinen mit der gleichen Zeitform wie die Frage gebildet werden.

Vorschläge:

Where do you live? When do you get up? How long does it take you to get to school?



Tim: (2) arrive (3) forget (4) listen

Molly: (5) does (6) sleeps

6 Going to school



(2) wears – (3) is wearing – (4) go – (5) is driving – (6) arrive

7 What's my job?

Mit leistungsstarken Gruppen können Sie das Ratespiel aus der Radiosendung im Hörtext mit selbst gewählten Tätigkeiten weiterspielen.



Pre: Good morning. You're listening to TLR. Welcome to 'What's my job'. I'm Jake and I've invited two kids to answer questions about their part-time jobs. Can our panel guess their jobs? Can you guess them first? We'll begin with Mark. Hi, Mark.

Mark: Hi!

Pre: Right, panel, let's have your questions.

Matt: Do you work outside?

Mark: Yes, I do.

Sue: Do you have to wear a uniform?

Mark: No, I don't.

Jim: Hmm, what about ... Do you have to deliver anything?

Mark: No, I don't.

Matt: Do you need any special equipment?

Mark: Yes, I need a bucket and a cloth.

Sue: Do you have to climb a ladder?

Mark: Sometimes.

Pre: Well, listeners, can you guess Mark's part-time job?

Matt: Are you a window cleaner?

Mark: Yes, I am.

Pre: Well done, Matt. So that was Mark and he has a part-time job as a window cleaner. Let's move on to Jane. Hi, Jane.

Jane: Hi.

Pre: OK. Let's have your questions, panel.

Sue: Do you have to wear a uniform?

Jane: No.

Matt: Do you need any special equipment?

Jane: No.

Sue: Do you work outside?

Jane: No, I don't.

Matt: Do you work in a shop?

Jane: No, I don't.

Sue: Do you work in the evenings?

Jane: Yes, I do. I usually work in the evenings.

Matt: Can you watch television when you are working?

Jane: Yes, I can.

Pre: Well, listeners. What do you think Jane's part-time job is?

Sue: Are you a babysitter?

Jane: Yes, I am.



Mark: works outside, needs special equipment, climbs a ladder

Jane: works in the evening, can watch TV
1 window cleaner – 2 babysitter

8 Working outside school



1 bike – 2 get up early/be reliable – 3 have to get up early/have to be reliable – 4 have to call Peter

9 Would you rather ...?

Besprechen Sie vor der Übung die Phrase 'I'd rather ...', indem Sie einige Beispielsätze durchgehen und eventuell an die Tafel schreiben.

Challenge

Als Hilfe können Sie Stichwörter für mögliche Begründungen an die Tafel schreiben bzw. gemeinsam Stichwörter sammeln.

Beispiele: ... it's funnier, ... my friends would laugh about it

Wenn Sie diese Übung erweitern möchten, lassen Sie die Schüler/innen jeweils drei Wörter auf einen Zettel schreiben. Sammeln Sie die Zettel ein und verteilen Sie sie neu unter den Schülerinnen/Schülern, die anschließend mit diesen Wörtern Fragen mit 'Would you rather ...?' bilden sollen.

Beispiele: frog, snake, budgie

10 Pronunciation puzzle

Weisen Sie die Schüler/innen auf die *Wordlist* am Ende des Textbooks (S. 153 ff.) hin, wo sie die richtige Aussprache (Lautschrift) neben den Wörtern finden. Hilfestellung: In der Lautschrift bleiben die meisten Konsonanten gleich wie in der Schreibschrift, die Vokale ändern sich jedoch oft.



I'd rather do my homework.
 I'd rather walk the **dog**.
 I'd rather wash the dishes.
 I'd rather kiss a **frog**.
 I'd rather eat a plate of worms or drink slugs from a **glass**.
 I'd rather do most anything than sing a song in **class**.

11 Teen Life Radio

11a In diesem Abschnitt sollen der Website zunächst allgemeine Informationen entnommen werden. Dazu ist es nicht wichtig, die gesamte Seite genau durchzulesen. Es genügt, wenn die Seite überflogen wird.



1 four – 2 Toby and Tom's Tune Time (one hour) – 3 two (Henry's half hour, Toby and Tom's Tune Time)

11b Hier sollen nun spezifische Informationen aus dem Text entnommen werden. Dazu ist es notwendig, den Text der Website genau zu lesen und eventuell die wichtigen Informationen mit einem Marker hervorzuheben.



- 1 Henry's programme/It lasts half an hour.
- 2 Sue/She presents the sports roundup.
- 3 Sue/She interviewed Jason Lewis.
- 4 The listeners choose the music (on Toby and Tom's programme).
- 5 Matt's programme is/It's about international news.

Unit 1, Tasks plus, Workbook Excel S. 11

1 Strange jobs



The job 'stamp checker' does not exist.

2 Which job would you rather have?

Diese Übung dient der Festigung der Struktur 'I'd rather ...'. Als Vorübung erarbeiten Sie mit der Gruppe mögliche Gründe, weshalb man einen Job gerne oder nicht gerne machen würde. Beispiele:

- ... because it is interesting.
- ... because I like working with people.
- ... because I don't like the smell of deos.

Bei Satz 4 bietet es sich an, noch einmal die Struktur *My favourite job is ... because ...* vorzugeben.

3 Who could say these sentences?



- I love my job. – Thomas
- I sit in an office all day. – Isabel
- I like to burn things. – Thomas
- I work with people every day. – Samantha
- My job is fun. – Thomas
- My job's quite boring. – Isabel
- I use my nose more than my hands. – Samantha

4 Does it exist?

Als Muster für diese Aufgabe dienen WB E, S. 8, Übung 7 und WB E, S. 11, Übung 1.

Unit 1, Making progress, Workbook Excel S. 12

1 Our part-time jobs



Number one

WB5 I work outside. I don't have to wear a uniform. I have to use clean water and a cloth. Sometimes I have to climb a ladder to reach the windows.

Number two

Come on then girls, it's late. It's time for bed. Mummy and Daddy are going to be home in two hours. I'm going to be downstairs until they come back, so you don't have to worry. I'm going to do my homework and maybe watch TV.

Number three

Doing a paper round is OK. It's better than working in a shop. And you only have to work for 30 minutes each day, that's good. It's better in the summer because in the winter it can be really cold in the mornings. More money would be good though!



1b – 2d – 3b

2 School trip



1b – 2b – 3b – 4a

Sounds, speech and what's right

Schwerpunkt:

Hören/Sprechen: Geräusche erkennen, eine Präsentation erstellen

Lesen/Schreiben: einen Blog lesen und selbst schreiben, eine Geschichte erzählen

Wortschatz: Geräusche, Schule, Behinderung

Grammatik: *present perfect* mit *just*; *present perfect* mit *since* und *for*

Aussprache: bestimmte Laute erkennen, Stimmungslage mit der Aussprache verdeutlichen

Zusatzmaterialien:

Für Übung 2B/2, *Akiko's email to her friend* (TB S. 18): Einen Lückentext zur Vokabelüberprüfung finden Sie unter www.yourturn.at/teacher.

Für Übung 2C/4a, *Questions* (TB S. 21): Karten mit den Halbsätzen dieser Übung finden Sie unter www.yourturn.at/teacher.


Für Übung 2D/2, *The presentation* (TB S. 22):

Ein Feedback-Formular zum Ausdrucken finden Sie unter www.yourturn.at/teacher.

Unit 2, warm-up, Textbook S. 15

1 Word warm-up

1a Lassen Sie zur Festigung der richtigen Aussprache die betonte Silbe bei den mehrsilbigen Wörtern unterstreichen. Damit helfen Sie den Schüler/innen, ungewohnte Betonungsmuster zu erlernen.

 *assembly* – *bungee jump* – *celery* – *coconut*
1/8 shells – *footsteps* – *hedgehog* – horses' *hooves*
– lift – *plasticine* – *punch* – *slap* – *slug* – *sound*
engineer – *taxi* – *thunder* – *tortoise* – *water* –
wheelchair – wind

1b Weisen Sie Ihre Schüler/innen noch einmal besonders auf das *Warm-up dictionary* (TB S. 150 ff.) hin.

Beispiel:

assembly: Pupils and teachers get together in a big hall before school starts.

slug: It's a small creature with a soft body like a snail but without a shell.

1c Beginnen Sie mit Schüler/innen, die sich für diese Übung freiwillig melden. Die etwas schüchternen Schüler/innen steigen dann später leichter in die Übung ein. Oft sind leistungsstarke Schüler/innen nicht unbedingt die mutigsten. Mit diesem Vorgehen können Sie Leistungsunterschiede auf einer anderen Ebene ausgleichen und jeder Schülerin/jedem Schüler das Gefühl geben, im Unterricht etwas Positives zu leisten. Mit zwei Teams, die

gegeneinander antreten, können Sie diese Übung unterhaltsamer gestalten.

2 Pronunciation corner

2a

- four words with the sound [ʌ] like son: *bungee*, *punch*, *slug*, *thunder*
- one word with the sound [əʊ] like photograph: *coconut*
- three words with the sound [ɔ:] like more: *horses'*, *tortoise*, *water*

2b Fragen Sie nach dem Vorspielen der CD, ob auch wirklich alle Schüler/innen die richtigen Wörter gefunden bzw. die richtige Aussprache erkannt haben, und lassen Sie die Wörter laut sprechen. Zusätzlich dazu können Sie die Lautschrift ansprechen und auf die Bedeutung der einzelnen phonetischen Zeichen hinweisen.



The words with the sound [ʌ] like son are *bungee*, *punch*, *slug*, *thunder*.

1/9

The word with the sound [əʊ] like photograph is *coconut*.

The words with the sound [ɔ:] like more are *horses'*, *tortoise*, *water*.

3 Getting-ready grammar

Die Schüler/innen ergänzen zuerst die fehlenden Formen in der Verbtabelle.



have – **having** – had – had
eat – **eating** – ate – eaten
get – getting – got – got
climb – climbing – climbed – climbed
go – going – went – gone
am/is/are – being – was/were – been
play – playing – played – played

Für die anschließende Aufgabe ist es am besten, wenn Sie die Klasse zunächst in insgesamt nur zwei Teams einteilen und selbst die Rolle des Schiedsrichters übernehmen.

Unit 2A, Sound effects, Textbook S. 16–17

1 Look carefully

1a Besprechen Sie hier noch nicht die richtige Lösung. Die Überprüfung der Zuordnungen geschieht in Übung 1b, nachdem der Hörtext 1/10 vorgespielt worden ist.



Mary: get into a car – Philip: get on to a train –
Jonnie: fall into the water – Daisy: climb up a ladder
– Naomi: get out of a lift – David: fall down the
stairs – Gavin: fall off a chair

1b Die Schüler/innen überprüfen ihre Zuordnungen
aus Übung 1a anhand des Hörtextes.



Daisy
1/10 Daisy: Thank god, you are here ...
David
David: Out of the way stupid cat ... ouch ...
Gavin
Gavin: I can't reach the light, Mum.
Mum: Yes, you can.
Gavin: No I – aaaggh.
Mum: Don't be so careless!
Gavin: Mum ...
Jonnie
Jonnie: Hey, hey, hey ...
Mary
Driver: Good evening, Madam. Where to?
Naomi
Naomi (plus sound)
Philip
Philip (plus sound)

1c Diese Übung wird in Partnerarbeit ausgeführt.
Beide Partner sollen genau auf den Wortlaut im
vorgegebenen Beispiel achten. Weisen Sie noch
einmal extra darauf hin, dass sowohl in der Frage
als auch in der Antwort *just* verwendet werden
muss.

2 Team pictures

Team A und Team B sollten am besten jeweils aus
sechs Schülerinnen/Schülern bestehen. Beauftra-
gen Sie eine/n zusätzliche/n Schüler/in mit der Zeit-
nehmung (30 Sekunden). In Team B kommen die
Schüler/innen der Reihe nach mit Zeichnen dran.
Für jeden richtig geratenen Satz gibt es einen
Punkt. Nach einem Durchgang mit sechs Sätzen
tauschen Team A und Team B die Rollen.

3 Making sound effects



(Sound effects):
1/11 **a** a broken bone – breaking a stick of celery (1)
b a kiss – kissing the back of a hand (2)
c a punch – hitting a phone book or a raw
chicken (8)
d a slap – clapping hands (7)
e footsteps – walking on a wooden board (9)

f horses' hooves – banging coconut shells
together (3)

g soldiers marching – shaking dried pasta or
peas in a box (5)

h the wind – blowing into your cupped hands (4)

i thunder – blowing into a microphone (6)

4 Sound story

4a Erarbeiten Sie mit leistungsschwächeren Grup-
pen eine Modellantwort, bevor die Schüler/innen
die Übung alleine fortsetzen.

Beispiel: Somebody is waking up ...



Hörtext besteht aus Geräuschkulisse
1/12

4b In Partnerarbeit vergleichen die Schüler/innen
ihre Notizen zu den gehörten Geräuschen und for-
mulieren gemeinsam die Geschichte zum Hörtext
und die Antwort auf die letzte Frage, warum die
Schule geschlossen ist. Hier geht es zuerst einmal
darum, einen richtig zusammengestellten Text zu
erstellen. Erst dann kann man auch sprachliche
Fehler korrigieren.

4c Wichtig ist hier, dass der Redefluss nicht unter-
brochen wird – selbst dann nicht, wenn Fehler auf-
treten. Fehler können aber notiert und danach
besprochen werden.

Unit 2B, Akiko's blog, Textbook S. 18–19

1 Read the blog. Tick the topics which Akiko
discusses.



all-school gatherings, friends, a pop group

2 Akiko's email to her friend

Weisen Sie hier auf das Grammatikkästchen hin,
in dem der Gebrauch von *for* (Zeitraum) und *since*
(Zeitpunkt) erläutert wird. Geben Sie weitere Bei-
spiele.

Beispiele: since Christmas, since Dec. 15th, for five
days, for two weeks



a since – b for – c for – d since – e for

Siehe auch www.yourturn.at/teacher.

3 Then and now

3a Im ersten Teil der Übung reicht es, wenn nur die Zeitangabe (z. B. *two days ago*) in die Tabelle eingetragen bzw. in der Partnerarbeit als Antwort gegeben wird. In Übung 3b sollen die Schüler/innen dann vollständige Sätze formulieren.

3b Achten Sie hier genau darauf, dass *for* und *since* jeweils richtig verwendet werden. Diese Korrekturaufgabe können auch einzelne Schüler/innen übernehmen.

4 Pronunciation corner: amazed, doubtful or bored?

4a One

Boy: I've just won a prize.

Girl (**bored**): Have you?

1/13 Two

Boy: I saw the prince in town yesterday.

Girl (**amazed**): Did you?

Three

Boy: I'm going to sing at the school assembly tomorrow.

Girl (**doubtful**): Are you?

Four

Boy: I've got two tickets for the concert tonight.

Girl (**amazed**): Have you?

Five

Boy: I played football yesterday.

Girl (**bored**): Did you?



1 b(ored) – 2 a(mazed) – 3 d(oubtful) – 4 a(mazed) – 5 b(ored)

4b Bevor die Schüler/innen die Übung in Partnerarbeit machen, weisen Sie Partner B auf den Zusammenhang zwischen dem Ausgangssatz von Partner A und der Frage von Partner B hin: Wiederholung des gleichen Hilfszeitworts bzw. der Frage mit *to do*. Partner B soll seine Gefühlslage (*amazed, doubtful or bored*) ruhig etwas übertrieben zum Ausdruck bringen, damit sie von Partner A richtig erkannt werden kann.

Beispiel:

A: I fell down the stairs yesterday.

B: (bored) Did you?

A: I have just met our maths teacher at the cinema.

B: (doubtful) Have you?

A: I'm going to see a football match tomorrow evening.

B: (amazed) Are you?

5 My blog

In dieser Übung arbeiten Sie am Anfang am besten mit Freizeitaktivitäten. Diese können Sie zuerst gemeinsam an der Tafel erarbeiten, bevor die Schüler/innen die Übung selbstständig schriftlich machen.

Unit 2C, Watch me, Textbook S. 20–21

1 Text attack



A Brian – B Flash – C Peg – D Slim – E Spud – F Tim

2 Read in more detail



1 Tim – 2 Tim – 3 Slim – 4 Slim – 5 Flash – 6 Peg – 7 Brian – 8 Aardman Animations – 9 Wallace and Gromit

3 Wordfind



1 wheelchair – 2 walking stick – 3 ramps – 4 entrance – 5 'disabled'

4 Questions



Siehe auch www.yourturn.at/teacher.

- (1) Have you ever seen a – film about Wallace and Gromit?
- (2) How many characters – are in the animated films about disability?
- (3) What do people – say about Peg?
- (4) What does Brian like – doing?
- (5) Who are the stars of – 'The Wrong Trousers'?
- (6) Who made the – animated films?
- (7) Who uses – a walking stick?

4b Die Schüler/innen lösen Teil b der Aufgabe im partnerschaftlichen Dialog, wobei sie für jede Frage die Partnerin/den Partner wechseln können.



- (2) There are six characters.
- (3) They say/think that Peg is unintelligent.
- (4) He likes bungee jumping.
- (5) Wallace and Gromit.
- (6) A famous company called 'Aardman Animations'.
- (7) Slim, the stick insect.

Your turn

Diese Übung kann ein guter Anlass sein, die (evtl. sprachlich anspruchsvollen) baulichen Details des eigenen Schulgebäudes gemeinsam zu besprechen.

Hilfreiche Wörter: gate, entrance, ramp, hall, lift, stairs, steps, corridor, doors, classroom, staff room, gym, library, toilets

Unit 2D, Tasks plus, Textbook S. 22**1** How to make a presentation

1a Am besten geben Sie diese Übung als Hausübung. Die Schüler/innen können dann in Ruhe recherchieren und dabei verschiedene Hilfsmittel/Quellen nutzen.

1b 

Good advice:

- look at the audience
- pause from time to time
- smile a lot
- speak clearly
- think before you speak

Bad advice:

- always speak at exactly the same speed
- chew gum
- listen to your MP3 player and speak at the same time
- read out exactly the words you have written down
- speak very fast
- speak very loudly
- speak very quietly
- wear dark glasses

1c 

D – E – B – C – A

2 The presentation

Weisen Sie Ihre Schüler/innen darauf hin, dass sie Jacks Präsentation als Muster für ihre eigene Präsentation nehmen können. Speziell leistungsschwächere Schüler/innen können davon profitieren. Achten Sie bei der Besprechung der einzelnen Präsentationen besonders darauf, dass die Schüler/innen die jeweilige Präsentation eher beschreiben als beurteilen. Sachliche Rückmeldungen sind für den Referenten besser aufzunehmen und motivierender. Siehe auch www.yourturn.at/teacher.

Unit 2, warm-up, Workbook Achieve S. 15**1** Word puzzle

assembly, plasticine, wheelchair, sound engineer

2 Word search

been (column 1 = c1), written (row 2 = r2), spoken (r5), had (r3), liked (c9), run (c5), swum (c7), eaten (r4)

I have always **been** good at maths.

You've **written** lots of letters today.

He has always **spoken** loudly.

She's always **had** a dog.

My aunt's new dog has never **liked** me.

We've never **run** the London marathon.

... but you've never **swum** in a river.

They've **eaten** lots of pizza this week.

Unit 2, Exercises, Workbook Achieve S. 16–20

Hinweise zur Differenzierung in den Workbooks:

Übung 4 WB A&E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 2 auf Seite 18 im TB machen. Während die Schüler/innen im WB A durch ein Farbsystem bei der Auswahl der zu *for* und *since* passenden Zeitangaben unterstützt werden, ergänzen die Schüler/innen im WB E diese Angaben bereits selbstständig.

Übung 3 WB A&E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 2 auf Seite 16 im TB machen. Während die Schüler/innen im WB A die Übung durch *true/false*-Verständnisfragen abschließen, werden die Schüler/innen im WB E in einer zusätzlich angebotenen Challenge dazu ermutigt, weitere Sätze zu produzieren.

Übung 5 WB A&E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 2 auf Seite 18 im TB machen. Bei der Textproduktion eines persönlichen Briefes werden die Schüler/innen im WB A durch sprachliche Vorschläge und ein Textskelett im Schreibprozess unterstützt. Die Schüler/innen, die mit dem WB E arbeiten, produzieren den Text bereits ohne diese Hilfestellung.

1 Movement

1 get in, get out

2 climb up, climb down, climb up, fall off

3 get into, fall into

2 Workbook Achieve

2 What do they say?

Ähnlich WB E Unit 2/2.



- A – 1 "Where has Mum gone?"
 B – 2 "I've forgotten my homework."
 C – 4 "I've just had lunch."
 D – 3 "I've bought a new computer game."

3 What has just happened?

3a Ähnlich WB E Unit 2/3a.

Hier bietet es sich an, die Stammformen der angegebenen Verben in der Gruppe zu wiederholen, bevor die Schüler/innen die Übung machen.



- 1 The shop **has just closed**.
- 2 She **has just missed** the bus.
- 3 The dog **has just run off**.
- 4 She **has just fallen down** the stairs.
- 5 The car **has just broken down**.

3b Identisch mit WB E Unit 2/3b.



WB6

- Ti: Where is everybody? They should have arrived by now.
 Mo: Why didn't they phone me? Oh no, my phone was off. Let me check if I've got any messages.
 V: You have five new messages. Today at 5.37.
 Mum: Molly? This is Tami's Mum. Tami's fallen down the stairs and hurt her leg. I don't think it's broken but I'm taking her to hospital to check. I'll bring her over afterwards if she's OK. Bye.
 V: To delete the message press one, to save ... beep ... Today at 6.55.
 No: Hi, this is Nora. I'm sorry ... I'm gonna be late. I've just missed the bus. The next one's in ... mhhhm ... oh, no ... in twenty minutes. Just get started without me ... Bye!
 V: To delete the message press one, to save ... beep ... Today at 7.02.
 Mi: Hi Molly, this is Mike. I'm sorry, I completely forgot to buy the drinks and now the shop's just closed. My mum's gonna take me to the supermarket. I'll be at your place in 20 minutes max.
 Vo: To delete ... beep ... Today at 7.09.
 St: Hi, this is Stephen. Listen, I'm running late. I had to take my grandma's stupid dog for a walk and the beast has run off

... I can't find it anywhere. My grandma's going to kill me ... I'll come as soon as I've found it. Bye.

- V: To delete the ... beep ... Today at 7.17.
 Mi: Hi. It's me ... Mike ... again. You won't believe this ... I've got the drinks now but my mum's car's broken down! We're waiting for the man from the garage ... They said it's going to be half an hour ... Sorry ... I'll be there as soon as I can ...
 V: You have no new messages. To listen ...
 Mo: I can't believe it. Nobody's coming ...
 Mum: Molly, Tim ... Look who's just arrived!



Bilder in 3a von links nach rechts: Mike, Nora, Stephen, Tami, Mike

3c Ähnlich WB E Unit 2/3c.

Die Schüler/innen sollen die Sätze im Textbook vor dem nochmaligen Hören der CD lesen, damit sie besser auf die entsprechenden Informationen im Hörtext achten können.



1 false, 2 false, 3 true, 4 ?, 5 false

4 Say it another way

Ähnlich WB E Unit 2/4.



- 1 I have been online for four hours. = I have been **online since 8 o'clock**.
- 2 I haven't eaten anything for 17 hours. = I haven't **eaten anything since yesterday evening**.
- 3 I haven't watched TV for the last three hours. = I **haven't watched TV since 9 o'clock**.
- 4 I haven't sent a text message since half past ten. = I **haven't sent a text message for ninety minutes**.
- 5 I have had a cold since Tuesday. = I **have had a cold for five days**.
- 6 I haven't been to the swimming pool since Monday. = I **haven't been to the swimming pool for six days**.

Challenge

Beispiele: I haven't **watched TV** since **half past six**.
 I haven't **eaten anything** for **two hours**.

5 A letter to grandma

Ähnlich WB E Unit 2/5.

Weisen Sie Ihre Schüler/innen darauf hin, dass sie die unterschiedliche Verwendung des *past simple* (mit Schlüsselwörtern zur Zeitangabe) und des

present perfect beachten. Die Schüler/innen können selbstverständlich auch eigene Ideen einbringen.

6 What do they really think?

Identisch mit WB E Unit 2/9.



Number one

WB7 Girl: I've got a new tarantula.

Boy (bored): Have you?

Number two

Girl: I saw the Prime Minister yesterday.

Boy (surprised): Did you?

Number three

Girl: I'm going to Austria for Christmas.

Boy (doubtful): Are you?

Number four

Girl: I went to the zoo last weekend.

Boy (bored): Did you?

Now try it yourself. Try to sound bored, surprised, doubtful or amazed.

Girl: I've got a new tarantula.

PAUSE [for an answer as above]

Girl: I saw the Prime Minister yesterday.

PAUSE [for an answer as above]

Girl: I'm going to Austria for Christmas.

PAUSE [for an answer as above]

Girl: I went to the zoo last weekend.

PAUSE [for an answer as above]



1 No. – 2 Yes. – 3 No. – 4 No.

7 At the zoo

Ähnlich WB E Unit 2/6.

7a

go – went, meet – met, phone – phoned, not answer – didn't answer, leave – left, not listen – didn't listen, read – read, not be – wasn't/weren't, see – saw, run – ran

7b

(1) went (2) met (3) phoned (4) didn't answer (5) left (6) didn't listen (7) read (8) weren't (9) saw (10) ran

8 Talking about life experiences

Ähnlich WB E Unit 2/7.



1 **Have you ever eaten** sushi?

Yes, I have.

When did you last **eat** sushi?

Last week.

2 **Have you ever sung** a song in public?

Yes, we have.

When **did you last sing** a song in public?

Actually, we **sang** in assembly yesterday.

It was one of the most horrible songs I know!

9 How animation works

Ähnlich WB E Unit 2/10.



a twenty-four – b plasticine – c with beads – d on the Internet – e a computer, a webcam, plasticine and a film program

Unit 2, Making progress, Workbook Achieve S. 21

1 Brie's problem

Identisch mit WB E Unit 2/MP1.



WB8 Do: Hi Brie. You look really exhausted. What's the matter?

Br: Hi Dorina. Well, I am exhausted. I've been doing schoolwork all day long. I've almost finished my English portfolio but I still have to do my English homework. I've done my biology experiment and I've written my report for my physics project. And I've revised for our maths test on Tuesday.

Do: Poor you! You should take a break. Let's watch a DVD together.

Br: No, we can't. Our TV is broken. Mum said she won't take it to the shop because she likes not having a TV. I think that's silly, but I don't have time to watch TV anyway, with all the work for school, so I don't really mind. But my brother's really angry!



1d – 2b/c/d – 3d

2 Monika's blog: One year in the UK

Ähnlich WB E Unit 2/MP2.

Beachten Sie hier, dass man manchmal auch eine Verneinung verwenden muss, um sinnvolle Sätze zu erstellen.



haven't written, for, haven't played, since, have been, for, have learnt, joined, have seen, put

Unit 2, Exercises, Workbook Excel S. 14–18

1 Stephen's bad day



- 1 Tim is angry with me. – b. I've broken his MP3 player.
- 2 I can't find my watch. – c. I've lost it.
- 3 There isn't any cake left. – a. Dad's eaten it.
- 4 I'm cold. – d. I've been out in the rain for hours.
- 5 I haven't got any money left. – e. I've bought five new computer games.

Challenge

He feels tired because he has played football all afternoon. – She feels sick because she has eaten too many sweets.

2 What do they say?

Ähnlich WB A Unit 2/2.



- 1 Hand in your homework, please.
I'm sorry, Mr. Anderson, I **haven't done it**.
- 2 Where's Mike?
I don't know. I **haven't seen** him since yesterday.
- 3 I can't find my schoolbag. Have you seen it?
No, I haven't. But I don't think anyone **has stolen** it.
- 4 **Have you seen** my tarantula?
No, I haven't. Isn't it in its tank?
No, it isn't. I think it **has escaped**.
- 5 Tim, you look really tired.
I am. I overslept. I **have just woken up**.

3 What has just happened?

3a Ähnlich WB A Unit 2/3a.

Als Hilfestellung können Sie kurz die Bildung des *present perfect* wiederholen.



- 1 The shop **has just closed**.
- 2 The bus **has just left**.
- 3 The dog **has just run off**.
- 4 She **has just fallen** down the stairs.
- 5 The car **has just broken down**.

3b Identisch mit WB A Unit 2/3b.



- WB6
- Ti: Where is everybody? They should have arrived by now.
- Mo: Why didn't they phone me? Oh no, my phone was off. Let me check if I've got any messages.

V: You have five new messages. Today at 5.37.

Mum: Molly? This is Tami's Mum. Tami's fallen down the stairs and hurt her leg. I don't think it's broken but I'm taking her to hospital to check. I'll bring her over afterwards if she's OK. Bye.

V: To delete the message press one, to save ... beep ... Today at 6.55.

No: Hi, this is Nora. I'm sorry ... I'm gonna be late. I've just missed the bus. The next one's in ... mhhhm ... oh, no ... in twenty minutes. Just get started without me ... Bye!

V: To delete the message press one, to save ... beep ... Today at 7.02.

Mi: Hi Molly, this is Mike. I'm sorry, I completely forgot to buy the drinks and now the shop's just closed. My mum's gonna take me to the supermarket. I'll be at your place in 20 minutes max.

V: To delete ... beep ... Today at 7.09.

St: Hi, this is Stephen. Listen, I'm running late. I had to take my grandma's stupid dog for a walk and the beast has run off ... I can't find it anywhere. My grandma's going to kill me ... I'll come as soon as I've found it. Bye.

V: To delete the ... beep ... Today at 7.17.

Mi: Hi. It's me ... Mike ... again. You won't believe this ... I've got the drinks now but my mum's car's broken down! We're waiting for the man from the garage ... They said it's going to be half an hour ... Sorry ... I'll be there as soon as I can ...

V: You have no new messages. To listen ...

Mo: I can't believe it. Nobody's coming ...

Mum: Molly, Tim ... Look who's just arrived!



Bilder in 3a von links nach rechts: Mike, Nora, Stephen, Tami, Mike

3c

Ähnlich WB A Unit 2/3c.

Die Schüler/innen sollen die Sätze im Workbook vor dem nochmaligen Hören der CD lesen, damit sie besser auf die entsprechenden Informationen im Hörtext achten können.



1 true, 2 false, 3 false, 4 false, 5 true, 6 false, 7 ?, 8 false

Challenge

Beispiele:

Tami's hurt her leg.

Nora's missed the bus.

Stephen's grandma's got a dog.

4 Say it another way

Ähnlich WB A Unit 2/4.

4a 

- 2 I have been online **for** two hours. = I have been **online since ten o'clock.**
- 3 I haven't eaten anything **for** four hours. = I haven't **eaten** anything **since 8 o'clock.**
- 4 I haven't watched TV **for** 15 hours. = I **haven't watched TV since 9pm last night.**
- 5 I have had a cold **since** Tuesday. = I **have had** a cold **for five days.**
- 6 I haven't been to the swimming pool **since** Monday. = I **haven't been** to the swimming pool **for six days.**
- 7 I haven't called anyone on my mobile **since** half past ten. = I **haven't called anyone on my mobile for one and a half hours.**

Challenge

Beispiele:

I haven't talked to my mum for one hour/since seven o'clock.

I have watched a car race for 45 minutes/since six o'clock.

I haven't eaten any sweets for one hour/since three o'clock.

4b 

Tim is tired. He hasn't slept **for** 20 hours. He's been up **since** four o'clock in the morning.

What's the time?

It's **midnight.**

Molly is tired, too. She has been horse riding **for** 3 hours and 45 minutes. She has been on her horse **since** half past eleven.

What's the time?

It's **quarter past three.**

Mike's been in his room **for** 46 hours. He hasn't been out **since** five o'clock, Monday afternoon.

What day is it today?

Wednesday.

What's the time?

Three o'clock, Wednesday afternoon.

5 A letter to grandma

Ähnlich WB A Unit 2/5.

Weisen Sie Ihre Schüler/innen darauf hin, dass sie die unterschiedliche Verwendung des *past simple* (mit Schlüsselwörtern zur Zeitangabe) und des *present perfect* beachten. Die Schüler/innen können selbstverständlich auch eigene Ideen einbringen.

6 At the zoo

Ähnlich WB A Unit 2/7.

Lassen Sie zur Vereinfachung zuerst die *past tense*-Formen der angegebenen Verben bilden.



(1) went (2) met (3) phoned (4) didn't answer (5) left (6) listened (7) weren't (8) saw (9) ran

7 Talking about life experiences

Ähnlich WB A Unit 2/8.



- 1 Have you ever **written** to a famous person?
Yes, I have. I **wrote** an email to Thomas Brezina two years ago.
Did he **write** back?
Yes, he did.
- 2 **Have** you ever **eaten** sushi?
Yes, I have.
When **did** you last **eat** sushi?
Last week.
- 3 **Have** you ever **been** to England?
Yes, we have. We **went** there two years ago.
Did you like it?
Yes, it **was** great.

Challenge

Beispiel:

Have you ever fallen into a river?

Yes, I have. I fell into a river when I was a child.

Did you get hurt?

No, I didn't, I only got wet.

Have you ever gone skiing?

Yes, I have. I went skiing last month.

Did you like it?

Yes, it was great.

8 Secret joke



Why are ghosts bad at telling lies?

Because you can always **see through them.**

9 What do they really think?

Identisch mit WB A Unit 2/6.

2 Workbook Excel

Number one

WB7 Girl: I've got a new tarantula.
Boy (bored): Have you?

Number two

Girl: I saw the Prime Minister yesterday.
Boy (surprised): Did you?

Number three

Girl: I'm going to Austria for Christmas.
Boy (doubtful): Are you?

Number four

Girl: I went to the zoo last weekend.
Boy (bored): Did you?

Now try it yourself. Try to sound bored, surprised, doubtful or amazed.

Girl: I've got a new tarantula.

PAUSE [for an answer as above]

Girl: I saw the Prime Minister yesterday.

PAUSE [for an answer as above]

Girl: I'm going to Austria for Christmas.

PAUSE [for an answer as above]

Girl: I went to the zoo last weekend.

PAUSE [for an answer as above]



1 No. – 2 Yes. – 3 No. – 4 No.

10 How animation works

Ähnlich WB A Unit 2/9.



a – a little bit different

b – 24

c 1. a webcam, 2. a computer, 3. some plasticine,
4. a background.

d – yes

e You can take white beads and paint a black dot on each of them.

Unit 2, Tasks plus, Workbook Excel S. 19

1 Ben's bad day



Alex served Ben tea, lemon, a fried egg and a scrambled egg.

2 Spot the difference



The girl has bought a blue jacket and a little rabbit.

The man has bought a newspaper and a red tie.

The woman has bought a yellow bag for her dog and sunglasses.

The boy has bought roller skates and an ice cream.

3 Brainteaser: Be a detective



Lösung: The suspect phoned Andrew today because Andrew only says that he didn't phone him yesterday, using the past simple rather than the present perfect. The suspect met Cora, but she didn't see him because she is blind.

Unit 2, Making progress, Workbook Excel S. 20

1 Brie's problem

Identisch mit WB A Unit 2/MP1.



Do: Hi Brie. You look really exhausted. What's the matter?

WB8 Br: Hi Dorina. Well, I am exhausted. I've been doing schoolwork all day long. I've almost finished my English portfolio but I still have to do my English homework. I've done my biology experiment and I've written my report for my physics project. And I've revised for our maths test on Tuesday.

Do: Poor you! You should take a break. Let's watch a DVD together.

Br: No, we can't. Our TV is broken. Mum said she won't take it to the shop because she likes not having a TV. I think that's silly, but I don't have time to watch TV anyway, with all the work for school, so I don't really mind. But my brother's really angry!



1d – 2b/c/d – 3d

2 Monika's blog: One year in the UK

Ähnlich WB A Unit 2/MP2.

Beachten Sie, dass man z. T. auch eine Verneinung verwenden muss, um sinnvolle Sätze zu erzeugen.



Monika's blog: 15 Sept 17:10

I haven't written anything for a week because I've been busy. And I haven't played the drums since I moved here because I left my drums in Austria. I can't believe it. I have been here for three weeks already and I have learnt a lot of new things: Last week I joined the film club. It's great fun. We go to the cinema together and write about the films for the school magazine. I have seen three films so far. But we don't just watch films, we also make our own. I have made only one film so far and it's only 15 seconds long but it's funny. Yesterday I put my film on the Internet.

Schwerpunkt:

Hören/Sprechen: ein Radioprogramm hören, eigene Meinung äußern

Lesen/Schreiben: einen Bericht über Aberglauben lesen, einen Dialog vervollständigen

Wortschatz: Sport, Aberglaube, Glück, Pech

Grammatik: Adjektive und Adverbien, Steigerung von Adverbien, *too ... / not ... enough*

Aussprache: bestimmte Laute erkennen, Betonung in kurzen Phrasen erkennen


Zusatzmaterialien:

Für Übung 3A/1, *Text attack* (TB S. 24): Eine zusätzliche Übung zu Adverb und Adjektiv zum Ausdrücken finden Sie unter www.yourturn.at/teacher.

Für Übung 3B/2, *Giving opinions* (TB S. 26): Eine Tabelle als Vorlage zu den Fragen finden Sie unter www.yourturn.at/teacher.

Unit 3, warm-up, Textbook S. 23**1** Word warm-up

1a Teilen Sie die Klasse in Gruppen ein. Besprechen Sie vorerst die unbekanntesten Wörter nicht. Das soll erst in der nächsten Übung (1b) geschehen.

 a pinch of salt – adventurous – brave – careless
1/14 – dangerous – diver – graceful – hurry up – lucky
– pray – strict – strong – Sumo wrestler – superstition – under – weak – young

1b Erläutern Sie anhand des *Warm-up dictionary*, wie man Wörter im Wörterbuch nachschlägt und welche Abkürzungen bzw. Layout-Eigenheiten in einem Wörterbuch üblicherweise vorkommen. Weisen Sie auf den Tipp im Textbook hin, dass man Wörter auch mit Hilfe eines Beispielsatzes erklären kann. Beispielsätze können die Schüler/innen auch aus den kommenden Units herausuchen, sofern ihnen keine eigenen einfallen.

1c Die Gruppen wählen im Anschluss die ihrer Meinung nach beste Präsentation, Darstellung oder Beschreibung der Wörter aus und präsentieren sie der ganzen Klasse.

2 Pronunciation corner

2a piece – pinch – weak – brave – careless – dangerous – lucky – hurry – superstition

 1/15



1 pinch: [ɪ] statt [i:]

2 careless: [eə] statt [ei]

3 superstitious [u:] statt [ʌ]

2b Lassen Sie diese Wörter auch von einzelnen Schüler/innen nachsprechen. Die betreffenden Laute sollte jede Schülerin/jeder Schüler fehlerlos beherrschen.

3 Getting-ready grammar

Who is the fastest swimmer? – Dave

Who is the most dangerous cyclist? – Marcia

Who is the best English speaker? – Prof. Grey

Unit 3A, Superstitions, Textbook S. 24–25**1** Text attack

Bevor Sie den Text lesen, lassen Sie die Schüler/innen raten, wovon er handeln könnte. Fragen Sie auch nach den Hinweisen auf den Inhalt, die die Schüler/innen gefunden haben. Siehe auch www.yourturn.at/teacher.



- 1 two ideas for good luck: crossing your fingers, touching wood/one's head
- 2 three ideas for bad luck: a black cat crossing your path, breaking a mirror, walking under ladders
- 3 two articles of clothing: belt, socks
- 4 a bad luck colour in tennis: yellow

2 Make your own comprehension task

Die Schüler/innen sollen für den richtigen Satz eine Aussage aus dem Text im TB S. 24 übernehmen und für den falschen Satz eine andere Aussage aus dem Text so umformulieren, dass sie falsch wird. Weisen Sie darauf hin, dass bei diesen allgemeinen Aussagen immer das *present simple* verwendet wird. Für die Korrektur der falschen Sätze nehmen die Schüler/innen den Text im TB S. 24 zu Hilfe.

Your turn

Diese Übung kann dahingehend erweitert werden, dass die Schüler/innen erzählen, wie ihnen ein Hilfsmittel/Talisman/... schon einmal geholfen hat. So können Sie die richtige Verwendung des *present simple* (allgemeine Aussage über Dinge, die immer gelten – vgl. WB A S. 135, WB E S. 134) und des *past simple* (Bericht über Erfahrungen/Ereignisse, die zu einem bestimmten Zeitpunkt in der Vergan-

genheit gemacht/geschehen und abgeschlossen wurden – vgl. WB A S. 136, WB E S. 135) üben.

3 Language puzzle



Adjectives: strong, large, friendly, evil, lucky, bad, terrible

Adverbs: quickly, angrily, loudly, well, carefully, badly, silently, nervously

4 A fantastic race

4a Reporter:



Welcome to this morning's Australian junior motocross championships here in Cooloom.
 1/16 We've got a FANTASTIC race for you right now, with four riders all looking for a place in tomorrow's final. And what a final it's going to be. Cindy, the American girl, is a very slow rider. And to me, she's very boring – she just goes on and on and on. But she might win. If she's lucky. Nicole, the Canadian is very careful – always. She's a really good rider, though – a pleasure to watch. She's very graceful, like a motocross ballet dancer! And you know what? She always carries a picture of her grandfather with her. It's a superstitious thing – kind of lucky charm. Silvina, the Argentinean! Wow, she's something. She's a really dangerous rider. I mean she's really fast and she takes chances, and sometimes she gets into trouble. Let's see what happens to her! Rose – the girl in the red helmet – is from here in Australia. Her problem is that she's a bit careless, sometimes. She forgets to concentrate – but she never forgets to wear something red when she's on the bike. She says it brings her good luck. But she's a really good rider.

The starter's gun is up and yes, they're away ...



good: Nicole

careful: Nicole – fast: Silvina

careless: Rose – graceful: Nicole

dangerous: Silvina – slow: Cindy

good: Rose

4b Bevor Sie die Klasse in Paare einteilen, können Sie die unregelmäßigen Adverbien wiederholen (WB A S. 144; WB E S. 143) und ihre Steigerungsformen angeben (*well – better; fast – faster*).

Als Erweiterung zu dieser Übung können Schüler/innen aus der Klasse miteinander verglichen werden. Dabei empfiehlt es sich aber, zuerst

entsprechende Vokabeln anzugeben, damit keine abwertenden Aussagen getroffen werden.

SECRETS: Who won the motorcross race?

Information gap exercise: Die Schüler/innen müssen hier Informationen austauschen. Sie können die Aufgabe nur gemeinsam lösen.

Partner A: Unit 3 on page 135

Partner B: Unit 3 on page 140

Partner C: Unit 3 on page 145

a Es ist sinnvoll, dass die drei Partner ihr Wissen über das Rennen der Reihe nach (A, B, C) vortragen, um die Lösung nach und nach einzugrenzen. Dabei können sie natürlich jeweils schon erste Vermutungen über die einzelnen Plätze, die die Mädchen belegt haben, äußern.

Beispiele:

Partner A: Rose fell off her bike but perhaps she got back on her bike and won. Nicole nearly won but she fell off her bike. So perhaps she was number 2.

Partner B: Cindy didn't come last even though she was very slow. So perhaps she was number 3. Silvina was faster than Nicole. So she was perhaps the winner.

Partner C: Rose tried to catch Cindy but she couldn't. So Rose was number 4. Silvina rode faster than Nicole. So she was the one who won.



Die 4 Mädchen belegten folgende Plätze:
 1. Silvina – 2. Nicole – 3. Cindy – 4. Rose

Unit 3B, The phone-in, Textbook S. 26–27

1 Phone-in



Ca: Welcome back. You're listening to *Opinion and stuff* with me, Carmen Hesky. And today's topic is superstitions. Are you superstitious or do you think all that stuff about ladders is just silly?

I have Joe on line 1. Yes, Joe, what do you want to say about superstitions?

Joe: In my opinion superstitions are ridiculous. I mean if I see a ladder, I walk under it ON PURPOSE and nothing bad happens.

Ca: So you're not superstitious at all?

Joe: No, not at all, of course not.

Ca: You never cross your fingers or touch wood or anything.

Joe: No, of course not ... well, I er ...

Ca: Well what?

- Joe: Well I do sometimes, you know, cross my fingers and touch wood. It's a habit.
 Ca: Just habits? That's interesting.
 Ca: Here's Caroline on line 3. Hi Caroline.
 Car: Hi Carmen.
 Ca: What do you want to say?
 Car: I don't agree with Joe. I mean I think we have to be careful.
 Ca: So **do I**, Caroline. But careful how?
 Car: Like in my house, if you drop salt, that's really bad luck. Everyone believes that.
 Ca: What happens when you drop salt?
 Car: You pick up a pinch of salt and throw it over your left shoulder.
 Ca: And then it's OK?
 Joe: Salt over your left shoulder? You spill salt and then you spill some more? That's nonsense. I mean I just don't believe in superstitious nonsense like that.
 Ca: But you cross fingers and touch wood.
 Joe: That's different.
 Ca: Why?
 Joe: Cause it works. Usually. And if you don't do it, then you're going to have bad luck.
 Car: See?
 Ca: See what, Caroline?
 Car: Joe **is superstitious** after all!

1a

1 Joe – 2 Joe – 3 Caroline – 4 Caroline – 5 Joe

1b

So **do I**, Caroline. But careful how?
 Joe **is superstitious** after all.

2 Giving opinions

Bei leistungsstärkeren Gruppen verlangen Sie gleich auch Begründungen von den Schülerinnen/Schülern für ihre Aussagen. Das dient auch als Vorbereitung für die entsprechende Erweiterung der nächsten Übungen.
 Siehe auch www.yourturn.at/teacher.

3 Let's agree

Auch hier lassen Sie leistungsstärkere Gruppen Begründungen anführen.

4 Your opinion

4a Bei solchen Übungen neigen Schüler/innen dazu, die Standardphrase („I think that ...“, „In my opinion ...“) zu vergessen. Sollte das der Fall sein, schreiben Sie diese Phrasen als Erinnerung an die Tafel. Lassen Sie zusätzlich hilfreiche Stichwörter an die Tafel und dann ins Heft schreiben. Damit haben die Schüler/innen ein Inventar zur Verfügung, das sie beim Schreiben der Sätze verwenden können. Beispiele: strict, boring, funny, noisy, nice, friendly, helpful

4b Pronunciation corner



1

1/18

Man: I think friends should always support you.

Wo: **Me too.**

2

Man: In my opinion schools should only open for two days a week.

Wo: **I don't agree.**

3

Man: I don't think parents should say 'No' very often.

Wo: **Me neither.**

4

Man: I think all teenagers should learn a musical instrument.

Wo: **Do you?**

5

Man: I always cross my fingers for luck.

Wo: **Do you? I don't believe in all that.**

Spielen Sie für den zweiten Teil von 4b den Hörtext noch einmal vor, wobei Sie jeweils nach dem ersten Sprecher die Pausentaste drücken, damit die Schüler/innen antworten können.

4c Falls die Schüler/innen in der mündlichen Gruppenarbeit die Standardphrasen (s. o. bei Übung 4a) vergessen sollten, weisen Sie z. B. durch Handzeichen darauf hin, dass diese Phrasen verwendet werden sollen. Hier können Sie die Schüler/innen dazu auffordern, Begründungen anzugeben. Eine schriftliche Aufarbeitung der Meinungen und Gegenmeinungen kann für die Vorbereitung von Schularbeiten sehr hilfreich sein.


Unit 3C, Why can't I be a firefighter?, Textbook S. 28–29

1 Ladders

1a

- 1 a going to – b under – c scared – d believe – e Don't
- 2 f climb – g Why? – h old
- 3 i ladder – j heavy – k heavy – l strong


1b 1

-  1/19
- J: Come on Zoe, hurry up!
 Z: I'm not (a) **going to** walk (b) **under** that ladder.
 J: Why not?
 Z: Because I'm too (c) **scared**.
 H: You don't (d) **believe** all that stuff, do you?
 Z: Of course. (e) **Don't** you?
 2
 Jed: I want to (f) **climb** the ladder.
 P: No Jed, you can't.
 Jed: I want to.
 P: No Jed, you can't.
 Jed: (g) **Why?**
 P: Because you're not (h) **old** enough.
 3
 M: Bring the (i) **ladder**, Jack.
 J: I can't.
 M: Why not?
 J: It's too (j) **heavy**.
 E: It isn't too (k) **heavy**. You're just not (l) **strong** enough!
 J: Emily, I'm going to ...
 M: Going to what, dear?

2 Guess the problem

2a Die Schüler/innen sollen hier – wie gewohnt – Begründungen für ihre Meinungen geben. Die Fotos zeigen: pilot – dancer – mountaineer – fireman – cameraman – model

2b Für die Übung in 2d sucht sich Partner A eine Person aus der Liste aus, ohne Partner B zu sagen, welche Person er/sie ausgewählt hat. (Der Übungsablauf für 2d wird in der Audio-Sequenz in 2c gezeigt.)

- 2c** Ar: OK, Yasmin, you choose someone, but don't tell me, OK?
 1/20 Ya: OK, I've chosen. Now you ask me questions.
 Ar: What about?

- Ya: About being a fireman or a mountaineer. You have to guess who you are.
 Ar: OK. Here goes. Why can't I be a basketball player?
 Ya: Because you're too short.
 Ar: OK, so I can't be Kim or Kyle. OK, why can't I be a wildlife cameraman?
 Ya: Because you're not adventurous enough.
 Ar: Why can't I be a teacher?
 Ya: Oh, well you can be a teacher.
 Ar: Got it! I must be ...
 Ya: That's right!




Die Lösung ist Pat, da sie die höchste Punktzahl bei „intelligence“ (+4) hat.

2d Jetzt führen die Schüler/innen den Dialog in Partnerarbeit nach dem Muster im Hörtext durch. Beginnen Sie diese Übung mit leistungsstarken Schüler/innen. In leistungsschwächeren Gruppen stellen Sie zuerst noch einmal den Zusammenhang von Nomen und Adjektiven dar:

height: tall, short
 age: old, young
 intelligence: clever, intelligent
 bravery: brave
 strength: weak, strong

3 A song: Superstitions (Stevie Wonder)

3a  1/21 Very superstitious, (a) writings on the wall, Very superstitious, (b) ladders (c) bout to fall, (d) Thirteen-month-old baby, broke the (e) lookin glass
 Seven years of bad luck, the good things in your past.

When you believe in things that you don't understand,
 Then you suffer,
 Superstition (f) aint the way.

Very superstitious, wash your face and hands,
 Rid me of the problem, do all that you can,
 Keep me in a daydream, keep me (g) goin strong,
 You don't (h) wanna save me, sad is my song.

When you believe in things that you don't understand,
 Then you suffer,
 Superstition aint the way.
 Hey, hey, hey.

Very superstitious, (i) nothin more to say,
 Very superstitious, (j) the devils on his way,
 Thirteen-month-old baby, broke the (k) lookin
 glass,
 Seven years of bad luck, good things in your
 past.

When you believe in things that you don't
 understand,
 Then you suffer,
 Superstition aint the way.
 Hey, hey, hey.

3b

- 1
(e)/(k) looking glass
- (g) going strong
- (i) nothing more to say
- 2
(f) isn't the way
- 3
(c) about to fall
- 4
(a) writing's on the wall
(b) ladder's bout to fall
(j) the devil's on his way
- 5
(h) want to save me
- 6
(d) A thirteen-month-old baby
- 7
(a) the writings on the wall
- 8
(i) There is nothin more to say

Your turn

Die Schüler/innen geben an, wie ihnen der Song gefallen hat. Es genügt dabei, dass sie nur ihre Zahlen-Bewertungen für die vier im TB genannten Kriterien abgeben. Diese können Sie per Strichliste an der Tafel sammeln.

In einer Erweiterung der Übung lassen Sie einzelne Schüler/innen über das Lied sprechen und begründen, weshalb sie es gut/nicht so gut finden.

Andere Schüler/innen können in die Diskussion einsteigen und dabei die vorher geübten Phrasen (*In my opinion ...*, *I (don't) think ...*, *I (don't) agree* etc. von TB S. 26/27, Übungen 2–4) verwenden.

Unit 3D, Tasks plus, Textbook S. 30

1 The radio phone-in

Leistungsschwächere Schüler/innen fragen Sie, was die an Carmens *phone-in-programme* beteiligten

Leute machen. Erst dann lassen Sie erklären, was ein *phone-in-programme* ist.

Vorschlag: Carmen asks people for their opinion on a special topic. Different people call her and tell her their opinion. In a phone-in programme a studio presenter discusses a special topic with his/her listeners.

2 I really like exams

2a Lassen Sie die Schüler/innen in Partnerarbeit darüber sprechen, welcher Person sie am ähnlichsten sind. Das dient der Vorbereitung von Übung 3, wo die Schüler/innen die Rollen von Clare, Ruth etc. übernehmen sollen.

Beispieldialog:

A: Are you like Ruth?

B: No, I'm like Alan. I think exams are fun and exciting.

2b

1 Katie – 2 Ruth – 3 Clare – 4 Alan – 5 Steve

3 Your phone-in

3a Lassen Sie 6-er Gruppen bilden. Innerhalb der einzelnen Gruppen wird bestimmt, wer die Rolle des *studio presenters* übernimmt. Geben Sie den Hinweis, dass es am leichtesten sein wird, wenn die anderen Schüler/innen in den einzelnen Gruppen vorerst die Rolle derjenigen Person übernehmen, mit der sie sich in Übung 2a identifiziert haben.

Für beide Rollen (*presenter* und *students/listeners*) sind die wichtigen Phrasen in der *Language box* im TB S. 30 unten und in der Audiosequenz 1/17 zu Übung 1 im Abschnitt 3B zu finden. (Bei Bedarf können Sie die Audiosequenz 1/17 noch einmal als Muster vorspielen.)

3b Mit Hilfe des Computers lassen sich solche Gespräche gut aufnehmen. Wenn Sie den Schüler/innen/Schülern etwas Zeit lassen, legen sie viel Ehrgeiz an den Tag, eine möglichst perfekte Aufnahme zu erzeugen.

Your turn

Lassen Sie – wie in der vorangegangenen Übung – die Schüler/innen in Gruppen planen, wer welche Rolle übernehmen bzw. Aussage machen wird. (Bei Bedarf können Sie die Audiosequenz 1/17 noch einmal als Muster vorspielen.) Am Ende lassen Sie die Schüler/innen ihre Version präsentieren.

3 Workbook Achieve

Unit 3, warm-up, Workbook Achieve S. 23

1 Vocabulary

1a

weak – strong, difficult – easy, young – old, unlucky – lucky, slow – fast, careless – careful

1b

- 1 This bus is too **slow**! We won't get to the cinema on time.
- 2 Tim is really **lucky**. He often wins prizes.
- 3 Be **careful** or you will break that glass.
- 4 Molly was really **unlucky**. She failed her exam by only one mark.
- 5 This quiz is very **easy**. I know all the answers.
- 6 How **old** is your dog? – She's 16.
- 7 It is **difficult** to become a doctor. You have to work hard and pass lots of exams.
- 8 A **strong** wind blew down the tree in our garden.

2 Adjectives

2a

slow – **snake**, slower – **tortoise**, slowest – **snail**
fast – **dog**, faster – **horse**, fastest – **cheetah**

2b

- 1 Tortoises, snakes and snails are all **slow**. A tortoise is **slower** than a snake. A snail is **slower** than a tortoise. A snail is the **slowest** animal.
- 2 A dog is **fast**, but a horse is **faster**. A cheetah is **faster** than a horse. A cheetah is the **fastest** animal.

Unit 3, Exercises, Workbook Achieve S. 24–28


Hinweise zur Differenzierung in den Workbooks:
Übung 3 WB A&E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 4 auf S. 25 im TB machen. Während die Schüler/innen im WB A die vorgegebenen (Komparativ)formen der Adjektive in die Tabelle einsetzen, produzieren die Schüler/innen im WB E diese Formen bereits selbst.

1 Lucky or unlucky?

Identisch mit WB E Unit 3/2.

1a Die Schüler/innen raten hier zunächst. Beantworten Sie deshalb keine Fragen zum Inhalt, sondern nur Verständnisfragen. Versuchen Sie nach Möglichkeit, gemeinsam mit den Schülerinnen und Schülern ein Gespräch aufzubauen, wenn sie sich nicht sicher sind und Hilfe suchen. Die Lösungen erfahren die Schüler/innen aus dem Hörtext in 1b.

1b Während des Hörens der CD füllen die Schüler/innen die rechte Spalte in der Checkliste in 1a aus.

 **Ti:** Hey, Klara, have you read that article for our English homework?

Kla: No, not yet. What's it about?

Ti: Superstitions. Some people believe some really strange things.

Kla: Why? What does it say?

Ti: Well, one thing is that you shouldn't open an umbrella inside a house. That's very bad luck.

Kla: I wonder why.

Ti: And also you shouldn't put a hat on a bed. That's unlucky.

Kla: I've never heard that before.

Ti: Neither have I. And here's a funny one. Actors never say the name of one of Shakespeare's plays.

Kla: Which one?

Ti: *Macbeth*. They think it's very bad luck. So they always say 'the Scottish play' instead.

Kla: Is anything good luck in England?

Ti: Well, yes. Finding a four-leaf clover is good luck.

Kla: What's clover?

Ti: It's a kind of plant. Most clover leaves have three parts. If you find one with four parts, it's very lucky.

Kla: I see. Anything else?

Ti: If you see a pin on the ground and pick it up, that's good luck. Oh, yes and the last one is if a frog comes into the house, that's also good luck.

Kla: Well, I guess it's my lucky day, too!

Ti: Why?

Kla: Well, you've just told me what's in our English homework, so I don't have to read it!



1 U (unlucky) – 2 L (lucky) – 3 U (unlucky) – 4 U (unlucky) – 5 L (lucky) – 6 L (lucky)

2 Good luck, bad luck, who knows?

Identisch mit WB E Unit 3/1a.



Bilder (von links nach rechts): 4 – 1 – 3 – 2

3 Comparing adjectives

Ähnlich WB E Unit 3/3.

3a

big – bigger – (the) biggest
 hard – **harder** – (the) hardest
 fast – faster – (the) **fastest**
 hungry – hungrier – (the) hungriest
 beautiful – **more beautiful** – (the) most beautiful
 intelligent – more intelligent – (the) **most intelligent**
 good – better – (the) best
 bad – worse – (the) worst

3b

1 bigger, 2 more intelligent, 3 most beautiful,
 4 better, 5 fastest, 6 hardest

4 Comparing adverbs

Ähnlich WB E Unit 3/4.

4a

slowly – more slowly
 loudly – **more loudly**
 carefully – **more carefully**
 well – better
 badly – worse
 fast – faster
 hard – harder

4b

1 more slowly, 2 more loudly, 3 more carefully,
 4 harder, 5 better, 6 faster

5 Adjectives and adverbs

Identisch mit WB E Unit 3/5.



1 slowly, 2 careful, 3 well, 4 hungry, 5 bad, 6 loudly

6 What should they do?

Ähnlich WB E Unit 3/6.



- 1 Tim should stay at home today.
He shouldn't go to school.
- 2 Mrs Altmann should drive more carefully.
She shouldn't drive so fast.
- 3 Molly should work harder.
She shouldn't watch so much TV.

- 4 Martin should talk more quietly.
He shouldn't talk so loudly.
- 5 Klara should go to bed earlier.
She shouldn't go to bed so late.

7 What do you think?



Ben: Hello and welcome to *What do you think?*
 I'm Ben and this is Laura, and today we're
 talking about teenage life.

Lau: Are you a teenager? What would you like
 to talk about? Give us a call now on 01730
 829741. Hello?

Am: Hi, Laura. Hi, Ben.

Ben: Hello, who's that?

Am: Amanda.

Ben: Hello, Amanda, so what do you think?

Am: I don't think teenagers should have part-
 time jobs. Teenagers have to work hard at
 school. I don't think they should do more
 work after school. I think they should enjoy
 their free time.

Ben: Yes, **so do I. I agree with you, Amanda.**
 How about you, Laura?

Lau: **I'm not sure.** Some teenagers have to
 work to earn money. Do your parents give
 you money, Amanda?

Am: Yes, they do. It's not much but it's enough.
 They pay me for things I do at home, like
 cleaning my room or doing the washing.
 I think teenagers should be paid for work
 they do at home, but they shouldn't have
 part-time jobs.

Ben: **Me, too.** Thanks, Amanda. Right, we have
 another caller on the line. Go ahead.

Jim: Hi, Ben. Hi, Laura. It's Jim here. I don't
 agree with Amanda. I think it's OK for
 teenagers to have part-time jobs. But
 I don't think their parents should pay them
 to do jobs at home.

Lau: **Neither do I, Jim.** In my house everyone
 does some of the cleaning and washing,
 but no one gets paid for it. I think that's
 fair.

Jim: So do I. My parents do a lot for me, so
 I don't expect them to pay me for cleaning
 my room.

Ben: Well, thanks, Jim. Now, what do the rest of
 you think?

Bec: Hi, Laura. Hi, Ben. This is Beccy.

Lau: Go ahead, Beccy. What do you think?

Bec: **I don't agree with Amanda and Ben.**
 I think some teenagers have to have part-
 time jobs. My parents don't have much
 money, so I need my part-time job. It's the

only way I can pay for things like music and books and going to the cinema.

Ben: Thanks, Beccy. Well, that's all we have time for this week. Goodbye for now and remember to tune in next week to *What do you think?*

7a Ähnlich WB E Unit 3/7a.



1 – 2 – 3

7b Identisch WB E Unit 3/7b.



1 So do I. – 2 I agree with you, Amanda. – 3 I'm not sure. – 4 Me, too. – 5 Neither do I, Jim. – 6 I don't agree with Amanda and Ben.

8 Why can't they?

Ähnlich WB E Unit 3/8.

Hier sind jeweils zwei verschiedene Antworten möglich, abhängig von den Adjektiven, die eingesetzt werden.



- 2 Why can't Martin reach the apple?
He's too short.
He isn't tall enough.
- 3 Why can't Tim put on the sweater?
It is too small.
It isn't big enough.
- 4 Why can't Martin lift the box?
It's too heavy.
It's not light enough.
- 5 Why did Tami miss the bus?
She was too slow.
She wasn't fast enough.

9 Pronunciation puzzle

Identisch mit WB E Unit 3/9.



See a pin and pick it up
all day long you'll have good luck.
See a pin and let it stay
bad luck will be yours all day.

Unit 3, Making progress, Workbook Achieve S. 29

1 Agreeing and disagreeing

Identisch mit WB E Unit 3/MP1.



1c, 2d, 3e, 4a, 5b

2 Who do you think will win?

Identisch mit WB E Unit 3/MP2.



- Ma: What are you watching, Alfie?
WB11 Al: It's a football match. It's really exciting.
Ma: Who's playing?
Al: Winchester United and Petersfield Rovers.
Ma: And who do you support?
Al: Winchester United, of course, they're the **best** team in the world! Look at Davies running!
Ma: Who?
Al: Rob Davies. He runs **faster** than anyone else on the team. He's really fit. But Mike Watson is even fitter!
Ma: Who's that? He doesn't look fit! He looks **fat**!
Al: That's the Petersfield manager, Harry Jones.
Ma: Who do you think will win?
Al: Oh, United, definitely. They are much better than Petersfield. The Petersfield players are much slower and they make a lot of mistakes. They are much **more careless** than the United players ... GOAL!



1 best – 2 fastest – 3 fat – 4 slower – 5 more careless

3 English superstitions

Identisch mit WB E Unit 3/MP3.



(1) unlucky (2) open (3) rain (4) plants (5) frogs (6) plays

Unit 3, Exercises, Workbook Excel S. 22–26

1 Good luck, bad luck, who knows?

1a Identisch mit WB A Unit 3/2.



Bilder (von links nach rechts): 4 – 1 – 3 – 2

1b

- 1 The farmer lived in the country with his wife and son. – false
- 2 They were rich. – false
- 3 At the beginning of the story they only had one horse. – true
- 4 The son fell off a horse and broke his arm. – false
- 5 The son had to become a soldier. – false
- 6 The meaning of the story is that you never know if something is good or bad luck. – true

Correct the false sentences:

- 1 The farmer lived in the country with his son.
- 2 They were poor.
- 4 The son fell off a horse and broke his leg.
- 5 The son didn't have to become a soldier because of his broken leg.

Challenge

Beispiel:

When his son's leg was OK again, the farmer became ill so the son had to do all the work. "What bad luck!" the neighbours said.

"Good luck, bad luck, who knows?" answered the farmer.


A few weeks later the army returned to the village to take the son to war but when they saw that the father was ill and the son had to look after the farm, they let him stay.

2 Lucky or unlucky?

Identisch mit WB A Unit 3/1.

2a Die Schüler/innen raten hier zunächst. Beantworten Sie deshalb keine Fragen nach dem Inhalt, nur Verständnisfragen. Versuchen Sie nach Möglichkeit, mit den Schülerinnen und Schülern ein Gespräch aufzubauen, wenn sie sich nicht sicher sind und Hilfe suchen. Die Lösungen erfahren die Schüler/innen aus dem Hörtext in 2b.

2b Während des Hörens der CD füllen die Schüler/innen die rechte Spalte in der Checkliste in 2a aus.

 Ti: Hey, Klara, have you read that article for our English homework?

Kla: No, not yet. What's it about?

Ti: Superstitions. Some people believe some really strange things.

Kla: Why? What does it say?

Ti: Well, one thing is that you shouldn't open an umbrella inside a house. That's very bad luck.

Kla: I wonder why.

Ti: And also you shouldn't put a hat on a bed. That's unlucky.

Kla: I've never heard that before.

Ti: Neither have I. And here's a funny one. Actors never say the name of one of Shakespeare's plays.

Kla: Which one?

Ti: *Macbeth*. They think it's very bad luck. So they always say 'the Scottish play' instead.

Kla: Is anything good luck in England?

Ti: Well, yes. Finding a four-leaf clover is good luck.

Kla: What's clover?

Ti: It's a kind of plant. Most clover leaves have three parts. If you find one with four parts, it's very lucky.

Kla: I see. Anything else?

Ti: If you see a pin on the ground and pick it up, that's good luck. Oh, yes and the last one is if a frog comes into the house, that's also good luck.

Kla: Well, I guess it's my lucky day, too!

Ti: Why?

Kla: Well, you've just told me what's in our English homework, so I don't have to read it!



- 1 U (unlucky) – 2 L (lucky) – 3 U (unlucky) – 4 U (unlucky) – 5 L (lucky) – 6 L (lucky)

3 Comparing adjectives

Ähnlich WB A Unit 3/3.



big – bigger – (the) biggest

hard – **harder** – (the) hardest

fast – faster – (the) **fastest**

hungry – hungrier – (the) hungriest

beautiful – **more beautiful** – (the) most beautiful

intelligent – more intelligent – (the) **most intelligent**

good – better – (the) best

bad – worse – (the) worst



- 1 bigger, 2 more intelligent, 3 most beautiful, 4 better, 5 fastest, 6 hardest

4 A car accident

Ähnlich WB A Unit 3/4.



- (1) carefully (2) slowly (3) quickly (4) loudly (5) dangerously (6) well



slowly – more slowly

loudly – **more loudly**

carefully – **more carefully**

well – better

badly – worse

fast – faster

hard – harder

3 Workbook Excel

4c

1 more slowly, 2 more loudly, 3 more carefully,
4 harder, 5 better, 6 faster

5 Adjectives and adverbs

Identisch mit WB A Unit 3/5.



1 slowly, 2 careful, 3 well, 4 hungry, 5 bad, 6 loudly

6 What should they do?

Ähnlich WB A Unit 3/6.



- 1 Tim should stay at home today.
He shouldn't go to school.
- 2 Mrs Altmann should drive more carefully.
She shouldn't drive so fast.
- 3 Molly should work harder.
She shouldn't watch so much TV.
- 4 Martin should talk more quietly.
He shouldn't talk so loudly.
- 5 Klara should go to bed earlier.
She shouldn't go to bed so late.

7 What do you think?



- WB10 Ben: Hello and welcome to *What do you think?*
I'm Ben and this is Laura, and today we're talking about teenage life.
- Lau: Are you a teenager? What would you like to talk about? Give us a call now on 01730 829741. Hello?
- Am: Hi, Laura. Hi, Ben.
Ben: Hello, who's that?
Am: Amanda.
Ben: Hello, Amanda, so what do you think?
Am: I don't think teenagers should have part-time jobs. Teenagers have to work hard at school. I don't think they should do more work after school. I think they should enjoy their free time.
- Ben: Yes, **so do I. I agree with you, Amanda.**
How about you, Laura?
- Lau: **I'm not sure.** Some teenagers have to work to earn money. Do your parents give you money, Amanda?
- Am: Yes, they do. It's not much but it's enough. They pay me for things I do at home, like cleaning my room or doing the washing. I think teenagers should be paid for work they do at home, but they shouldn't have part-time jobs.
- Ben: **Me, too.** Thanks, Amanda. Right, we have another caller on the line. Go ahead.

Jim: Hi, Ben. Hi, Laura. It's Jim here. I don't agree with Amanda. I think it's OK for teenagers to have part-time jobs. But I don't think their parents should pay them to do jobs at home.

Lau: **Neither do I, Jim.** In my house everyone does some of the cleaning and washing, but no one gets paid for it. I think that's fair.

Jim: So do I. My parents do a lot for me, so I don't expect them to pay me for cleaning my room.

Ben: Well, thanks, Jim. Now, what do the rest of you think?

Bec: Hi, Laura. Hi, Ben. This is Beccy.

Lau: Go ahead, Beccy. What do you think?

Bec: **I don't agree with Amanda and Ben.** I think some teenagers have to have part-time jobs. My parents don't have much money, so I need my part-time job. It's the only way I can pay for things like music and books and going to the cinema.

Ben: Thanks, Beccy. Well, that's all we have time for this week. Goodbye for now and remember to tune in next week to *What do you think?*

7a Ähnlich wie WB A Unit 3/7a.



Amanda 2 – Jim 1 – Beccy 3

7b Identisch mit WB A Unit 3/7b.



1 So do I. – 2 I agree with you, Amanda. – 3 I'm not sure. – 4 Me, too. – 5 Neither do I, Jim. – 6 I don't agree with Amanda and Ben.

8 Why can't they?

Ähnlich WB A Unit 3/8.

Hier sind jeweils zwei verschiedene Antworten möglich, abhängig von den Adjektiven, die eingesetzt werden.



- 1 Why can't Martin reach the apple?
He's too short.
He isn't tall enough.
- 2 Why did Tami miss the bus?
She was too slow.
She wasn't fast enough.
- 3 Why can't Tim put on the sweater?
It is too small.
It isn't big enough.

- 4 Why can't Martin lift the box?
He is not strong enough.
It is not light enough.

9 Pronunciation puzzle

Identisch mit WB A Unit 3/9.



See a pin and pick it up
all day long you'll have good luck.
See a pin and let it stay
bad luck will be yours all day.

Unit 3, Tasks plus, Workbook Excel S. 27

1 Chinese luck



- 1 the Chinese character "fu", the colour red, the number 8
- 2 Because they get presents of 'lucky money'.
- 3 Because the word for eight in Chinese sounds like the word for wealth.
- 4 The Olympic Games in 2008 were opened on 8/8/08 at 8.08.08 pm.

Frage 5 beantworten die Kinder individuell.

2 Brainteaser



Lösung: John works in a library. The people are taking books.

3 Joke

Durch die Bewertung des Witzes wird den Schülerinnen/Schülern die Möglichkeit gegeben, mit dem Witz zu arbeiten, selbst wenn sie ihn evtl. nicht lustig fanden.

Unit 3, Making progress, Workbook Excel S. 28

1 Agreeing and disagreeing

Identisch mit WB A Unit 3/MP1.



1c, 2d, 3e, 4a, 5b

2 Who do you think will win?

Identisch mit WB A Unit 3/MP2.



Ma: What are you watching, Alfie?

WB11 Al: It's a football match. It's really exciting.

Ma: Who's playing?

Al: Winchester United and Petersfield Rovers.

Ma: And who do you support?

Al: Winchester United, of course, they're the **best** team in the world! Look at Davies running!

Ma: Who?

Al: Rob Davies. He runs **faster** than anyone else on the team. He's really fit. But Mike Watson is even fitter!

Ma: Who's that? He doesn't look fit! He looks **fat!**

Al: That's the Petersfield manager, Harry Jones.

Ma: Who do you think will win?

Al: Oh, United, definitely. They are much better than Petersfield. The Petersfield players are much **slower** and they make a lot of mistakes. They are much **more careless** than the United players ... GOAL!



1 best – 2 fastest – 3 fat – 4 slower – 5 more careless

3 English superstitions

Identisch mit WB A Unit 3/MP3.



(1) unlucky (2) open (3) rain (4) plants (5) frogs (6) plays

Zusatzmaterialien:

Für Übung 4A/3, *Word detectives* (TB S. 31):
Eine Tabelle zum Eintragen der verschiedenen
Vokabelgruppen zum Ausdrucken finden Sie unter
www.yourturn.at/teacher.
Für Übung 4B/2, *Text message puzzle* (TB S. 32):
Karten mit den Dialogtexten finden Sie unter
www.yourturn.at/teacher.

Unit 4A, Big break, Textbook S. 31**1** Picture puzzle description

Ya: I'm going to describe a picture to you
Archie, OK?

Ar: OK.

Ya: The picture is in a zoo.

Ar: Oh, well that's easy, picture A.

Ya: Hold on. Listen a bit more.

(Archie sighs)

Ya: And there's a boy with his mum and dad in
the cafeteria. He's wearing a blue
policeman's helmet. And a girl is passing
by.

Ar: On a bicycle or on in-line skates?

Ya: You can't ask questions! Just listen.

Ar: OK.

Ya: They're making a film of the crocodiles.
There's a cameraman with headphones on,
and a girl is talking into a microphone.

Ar: But is there someone on a bicycle, or on
in-line skates?

Ya: You can't ask questions. I told you.

Ar: Sorry.

Ya: Oh – hey look!

Ar: What?

Ya: A boy has just fallen into the water – but
he's getting out of the water fast.

Ar: But what about the bicycle, the skates?

Ya: No questions, Archie. Don't you listen?

Ar: Sorry.

Ya: Another boy is watching the filming, I think.
And by the cafeteria a girl's climbing a
ladder – she's getting a frisbee, I think.
She's got white shorts and a blue T-shirt.

Ar: I know which picture it is!

Ya: You do?

Ar: Yes, I do, I think. It's ...

Ya: Yes, Archie, which is it?



Picture D

2 Dictate pictures

Für diese Partnerarbeit können Sie als zusätzliche
Hilfestellung folgende Phrasen, die zur Beschrei-
bung von Bildern dienen und in der Audiosequenz
1/22 vorkommen, in für diese Übung leicht ange-
passter Form an die Tafel schreiben:

I'm going to describe my picture to you.

My picture is in a ...

And there's a boy/girl with his/her ... in ...

He/She's wearing ...

There's a ... with ...

Another boy/girl is ...

He/She's got (white shorts) and a (blue) ...

3 Word detectives

Bevor die Schüler/innen in ihren Gruppen die Units
1–3 durchsuchen, ist es sinnvoll, dass jede Gruppe
eine Tabelle mit den sechs Kategorien anlegt,
in die die gefundenen Wörter eingetragen werden
können. Ein/e Schüler/in kann das Aufschreiben der
Wörter übernehmen.

Siehe auch www.yourturn.at/teacher.

Beispiele:

Animals: crocodile, horse, tortoise, slug, hedgehog,
dachshound, stick insect, bull terrier, chicken

Sounds in films: horses' hooves, coconut shells,
thunder, footsteps, a broken bone, a kiss, a punch,
a slap, the wind, soldiers marching

Words to describe how people are: careless, intelli-
gent, adventurous, brave, dangerous, graceful,
lucky, strict, strong, weak, boring, slow, fast

Things to wear: T-shirt, jeans, school uniform, white
shorts, white top, fireman's helmet

Food and drink: celery, pinch of salt, icecream,
banana, eggs, chicken, sweets

Things to travel with: in-line skates, roller skates,
bicycle, boat, train, kayak, truck, car, plane, bus,
coach, taxi

**Unit 4B, School Times: episode 1, Textbook
S. 32–33**

Im Abschnitt *School times* (TB S. 148–149) finden
Sie jeweils die Transkription der Hörtexte. Damit
wird den Schüler/innen das Verständnis und die
Vorbereitung zu Hause erleichtert. Zusätzlich dazu
können diese Seiten auch zum Nachspielen heran-
gezogen werden.

1 Meet the characters

Hier lernen die Schüler/innen die einzelnen Perso-
nen kennen, die in den folgenden Übungen eine
Rolle spielen.

2 Text message puzzle

1 = D, 2 = J, 3 = I, 4 = H, 5 = G, 6 = E, 7 = B, 8 = F,
9 = C, 10 = A

Pippa's going to meet Andy at 8.30 (outside the sports hall). Siehe auch www.yourturn.at/teacher.

3 School Times: episode 1**3a**

1/23

- A: Hi Pippa. I'm over here. Look, I'm waving!
P: Oh, hello Andy. I'm coming over.
A: Oh no.
P: What?
A: Here come the terrible twins.
P: Oh no! Tracy and Charlie.
T: Hello Andy.
A: Hello Tracy.
T: Oh, that IS a nice mobile phone. A very SPECIAL mobile phone. I want that phone.
A: Stop that. Give it back!
T: Or what? Are you going to take it back?
A: Give it back.
T: Why don't you chase me? Oh sorry, I forgot. You run more slowly than me, don't you?
A: Yes, but ...
T: And you're not as strong as me, either ...
A: Well, that's not ...
C: Tracy's right. You don't do anything very well, really.
A: Yes, I do, I ...
P: **Charlie! Tracy! Stop it!**
T: Why should I?
P: Because it's silly. Charlie's silly. And so are you.
T: Careful Pippa, OK? **Just because my mum and your dad are friends**, that doesn't mean ...
P: Doesn't mean what Tracy?
C: Hey look. Up there. Look at Mark.
T: What's he doing?
A: He's trying to get the ball.
P: That's stupid. He's going to fall.
M: Aaahh.
C: Wow. Look. He's hurt.
P: He's not breathing.
T: Oh my God. What are we going to do?
C: I don't know, Tracy.
T: We've got to do something, Charlie.
A: I know what to do.
T: You? You know what to do?
A: Yes. **Get out of the way, Tracy.** OK, ...
T: What ... Andy, **what are you doing? That's, uugh, yuck! That's disgusting.**

- A: Puff, puff ... one ... two ... three ... four ...
P: Go on Andy. Go on.
A: five ... six ... seven ... eight ...
Tea: What's going on here?
T: It's Mark, sir. He fell.
Tea: Well don't just stand there, Tracy Ship-ton. Use that phone and call an ambulance.
A: Is Mark going to be all right, sir?
Tea: They think so. **He's broken an arm but that's about it. You did well, Andy.**
A: Thank you, sir. I did a first aid course in my scout group.
Tea: That was very sensible. Everyone should do a first aid course like Andy – then you can help people, just like he did, OK?
Mum: Pippa?
P: Yeah, Mum?
Mum: Can you come into the front room?
P: In a bit, Mum. I'm writing something for the school newspaper.
Mum: Well, that will have to wait. Can you come now?
P: Now?
Mum: Yes, now. There's something I have to tell you. Something important.
P: What Mum, what?
Mum: Just come here, OK?



Picture 1: Give it back! – Or what? Are you going to take it back? – ...

Picture 2: He's trying to get the ball. – ...

Picture 3: He's not breathing. – ...

Picture 4: You did well, Andy. – ...

Picture 5: Pippa? – Yeah, Mum? – ...

3b

1 Pippa, 2 Andy, 3 teacher, 4 teacher, 5 Tracy,
6 Tracy

4 Pippa's article**4a**

1 Mark Shaw – 2 head teacher Mrs Griffiths –
3 School Times reporter Pippa Moorehouse –
4 Mark Shaw – 5 Andy Green – 6 head teacher Mrs Griffiths – 7 Mark Shaw – 8 Andy Green

4b

Die Partnerin/Der Partner, die/der zuhört, macht sich Notizen, damit die Erzählung am Ende auf ihre Vollständigkeit überprüft werden kann.

4c Um Fehler zu konstruieren, schauen sich die einzelnen Paare den Text „A lucky escape!“ aus der Schülerzeitung noch einmal gemeinsam an. Dann fällt es leichter, Einzelheiten zu ändern.

Weitere Beispiele für Fehler:

Year 9 (→ 8) pupil Mark Smith (→ Shaw) broke his leg (→ arm). He can't play basketball (→ football) now. Mrs Griffiths isn't (→ is) cross with Mark. Mark was saved by Peter (→ Andy) Green. It was difficult (→ nothing) for him.

5 Acting

Den Abdruck des Hörtextes zu *School Times: episode 1* finden Sie im TB auf S. 148. Damit können die einzelnen Szenen dieser Episode eingeübt und später nachgespielt werden. Leistungsschwächere Schüler/innen, die sich nicht so sicher fühlen, fungieren als *coaches* für die ‚Schauspieler‘. Bei der Vorführung sagen sie gegebenenfalls ein. Für die gesamte Episode sind sieben Schüler/innen pro Gruppe erforderlich (Andy, Pippa, Tracy, Charlie, Mark, Teacher, Pippa's mum).

Unit 4C, Reading and writing: a biography, Textbook S. 34–35

1 Sportsperson of the decade

1a In jeder 3-er Gruppe sucht sich jede Schülerin/ jeder Schüler eine andere Frau aus dem Text aus.



Name: Samantha Larson
Date of birth: born in 1989
From? Long Beach, California
Why they are famous? She became the youngest person ever to have climbed the 'seven summits'.
Important moments in childhood: When Samantha was twelve, she decided to climb Mount Kilimanjaro with her father.

Other people in the story (what they did or said): Her father – he's a doctor./He asked if anyone in the family wanted to climb Mount Kilimanjaro with him.
Other interesting facts: At school Samantha was very involved in music and dance (she played the oboe in the Pacific Symphony Youth Orchestra).

Name: Ellen McArthur
Date of birth: born in 1976
From? near Matlock in Derbyshire, England
Why they are famous? In 2005 she broke the record for the fastest non-stop circumnavigation of the globe.

Important moments in childhood: When she was a child she read a famous children's story (called 'Swallows and Amazons') about children who sail.
Other people in the story (what they did or said): Her aunt – she owned the first boat Ellen got on when she was eight.
Other interesting facts: Ellen saved all her pocket money until she could buy her own little 8ft dinghy (a small sailing boat)./She is only 5ft tall./She came second in the Vendee Globe round-the-world solo race.

Name: Michelle Wie
Date of birth: born in 1989
From? Hawaii (USA)

Why they are famous? She is one of the world's best women golfers ever.

Important moments in childhood: Michelle started playing golf when she was four. At the age of 11 she became the youngest player in a major golf tournament in the USA.

Other people in the story (what they did or said): Arnold Palmer – he said, "She's going to influence golf as much as Tiger (Woods)."

Other interesting facts: Michelle went to university, but she didn't stay because she wanted to play golf instead.

1b In ihren Gruppen vergleichen die Schüler/innen die Angaben, die sie über die drei Frauen gesammelt haben, und stellen Gemeinsamkeiten und Unterschiede fest.

Beispiele:

same: All of them were born before 1990/are great sports personalities/started their sport when they were a child (rather young).

different: Michelle was born in the USA. Ellen was born in England. Michelle is one of the world's best women golfers ever. Ellen broke the record for the fastest non-stop circumnavigation of the globe.

2 Prize

Setzen Sie diese Übung auch als Leseübung ein. Die Schüler/innen durchsuchen zuerst noch einmal die Texte über die drei Sportlerinnen (TB S. 34). Erst dann beantworten sie die gestellten Fragen.

Beispiel:

I would give the prize to Samantha Larson/Ellen McArthur/Michelle Wie because she is the youngest person to have climbed the 'seven summits'./she broke the record for the fastest nonstop circumnavigation of the globe./she became a professional golfer when she was 14./she lives her dream/she is a very successful sports-person/she worked hard to achieve her dream ...

3 Portfolio writing: a biography

Lassen Sie zuerst die Tabelle mit den biografischen Angaben ausfüllen. Dabei zeigt sich auch, ob die Schüler/innen genügend Informationen haben, um die gewählte Persönlichkeit zu beschreiben. Wenn Sie diese Übung als Hausübung aufgeben, haben die Schüler/innen die Möglichkeit, Informationen aus Nachschlagewerken, Büchern, Zeitschriften etc. bzw. aus dem Internet zu entnehmen.

4 The phonemic alphabet

Weisen Sie die Klasse darauf hin, dass die meisten Konsonanten in der Lautschrift genauso geschrieben werden wie in der Schreibschrift. Damit haben die Schüler/innen meist schon einen Anhaltspunkt, um welches Wort es sich jeweils handeln könnte. (Vgl. Hinweis in der grünen Sprechblase im Textbook S. 35). Lassen Sie die Wörter nach dem Aufschreiben von den Schüler/innen sprechen.



Die Schüler/innen überprüfen ihre Aussprache der Wörter anhand der CD.

film (1) – career (2) – continent (3) – tournament (4) – striking (5) – influence (6)

1/24

5 Dictionary training

Die Schüler/innen sortieren die Wörter und überprüfen ihre Lösung anhand des *Warm-up dictionary* im TB, S. 150/151. Sollten Fehler vorgekommen sein, besprechen Sie die richtige Reihenfolge der Wörter mit den Schülerinnen/Schülern an der Tafel.



assembly – microphone – microscope – pray – punch – slap – slug – stables – strict – strong – superstition – volleyball

**Unit 4D, Language practice, Textbook
S. 36–37**
1 Different lives

1a Lassen Sie diesen Text leise lesen, da es um sinnerfassendes Lesen geht. Stellen Sie dann Fragen zum Inhalt. So können Sie das Textverständnis Ihrer Schüler/innen prüfen. Außerdem können Sie auf deren Aussprache achten.

1b Die beiden Beispielstrukturen (... *and so do I*. – ..., *but* ...) helfen leistungsschwächeren Schülerinnen/Schülern, diese Übung erfolgreich zu absolvieren.

1c Lassen Sie zuerst die Kinder beschreiben, die auf den Fotos zu sehen sind, und erläutern Sie die Besonderheiten (Hoki: *Inuit* – Joshua: *Amish*).

Beispiele:

Scott goes to school by bus, but Laurence can't because there is no bus stop near the river.
His father gives him a lift on his way to work.

Scott can go round to his friend's house on inline skates, but Hoki can't because of the ice and snow.

Scott lives in a city, but Joshua lives in a small village.

Scott goes to school by bus, but Joshua goes by carriage.

Scott flies to see his grandparents, but Laurence and his parents go by boat.

2 Angels and devils

2a Sammeln Sie vor der eigentlichen Gruppenarbeit Adjektive, die für diese Übung verwendet werden können. Zur Ordnung kann eine *mind map* hilfreich sein.

Beispiele: exciting – dangerous – boring – exhausting – demanding – interesting – elegant – expensive

2b Zur leichteren Festlegung der Rollen geben Sie den Schülerinnen/Schülern Schilder mit den entsprechenden Symbolen/Wörtern (*angel/devil*) in die Hand.

Wichtige Strukturen:

devil/disagreeing: I don't agree. – I don't think so. – I don't believe in that.

angel/agreeing: I agree. – So do I. – I think you are right. – Me too. – Neither do I. – Me neither.

2c Die Schüler/innen wechseln die Rollen innerhalb ihrer jeweiligen Gruppe.

3 Choosing a member of the crew

3a Lassen Sie die Schüler/innen beschreiben, welche Eigenschaften eines neuen Mitglieds der Mannschaft wohl am wichtigsten sind bzw. ggf. wichtig werden könnten.

Beispiele:

Judy sails carefully. That's important for the safety of the whole crew.

Rowan swims strongly. That's important if we have an accident.

4 Textbook/Workbook Achieve

Ken speaks English well. That's important because most of the people in the different countries/round the world speak English.

3b Erarbeiten Sie zuerst noch einmal die sprachlichen Strukturen, die man für Vergleiche benötigt: *more ... than ... / ... as ... as ... / ... not as ... as ...*

Hier brauchen die Schüler/innen eventuell auch Komparative von Adjektiven und Adverbien. Am besten arbeiten Sie mit Beispielen. Die Regeln sollten hier nicht im Mittelpunkt stehen. Sie können auch während des Gesprächs die Vergleichsformen jeweils an die Tafel schreiben.

3c Lassen Sie die Ergebnisse der Gruppen vergleichen und die Schüler/innen begründen, warum sie die eine oder andere Person gewählt haben. Dabei kann auf die in Übung 3a beschriebenen wichtigen Eigenschaften zurückgegriffen werden.

4 Write it, grab it, keep it

4a Beide Schüler/innen aus einem Schülerpaar vervollständigen gemeinsam die vorgegebenen sieben Fragen. Danach schreiben sie diese je zweimal ab (da je ein Set der sieben Fragen an den/die Lehrer/in geht [Übungsteil b] und ein Set bei dem/der Schüler/in verbleibt). Als Nächstes beantwortet jede/r Schüler/in jede Frage auf einem extra Kärtchen/Zettel.

4b Je nach Gruppengröße liegen die Antwortzettel aller Schüler/innen auf einem Tisch im Raum. Die Schüler/innen stehen um diesen Tisch. Sollten Sie diese Übung in kleineren Gruppen machen wollen, dann ernennen Sie eine/n Schüler/in aus den Kleingruppen zum „Schiedsrichter“ (der ein Set der sieben Fragen von jedem/jeder Schüler/in bekommt).

4c Sie oder der „Schiedsrichter-Schüler“ lesen die Fragen nun einzeln vor und die restlichen Schüler/innen versuchen, so schnell wie möglich nach der passenden Antwort auf dem Tisch zu greifen. Wer die meisten richtigen Antworten sammeln konnte, hat gewonnen.

5 Mini-test



1a, 2c, 3c, 4b, 5a, 6b

Unit 4E, Speaking, Textbook S. 38

1 Looking back – do you have a good memory?

Lassen Sie die Schüler/innen in Zweiergruppen so viele Sätze wie möglich aus der Erinnerung aufschreiben. Beim anschließenden Vorlesen, das die Partner abwechselnd übernehmen können, fungieren die anderen Schüler/innen als Kontrollinstanz und überprüfen die inhaltliche und sprachliche Richtigkeit.

2 Speaking: travellers' tales

2a Ermutigen Sie Ihre Schüler/innen – ausgehend von den Angaben in den farbigen Kästchen im TB S. 38 – eigene Ideen für die Antworten einzubringen.



How did you travel? – E

How long was your trip? – G

What seas or oceans did you have to cross? – F

What was the best moment of your trip? – B

What was the best thing you saw on your trip? – C/D/F/E

What was the worst moment of your trip? – A

Where did you go to? – D/F

Who did you meet? – C

Who was the most interesting person you met on your trip? – C

2b Diese Gruppenübung lassen Sie am besten schriftlich vorbereiten. Speziell leistungsschwächere Schüler/innen werden hier auf jeden Fall einen Stichwortzettel zur Unterstützung brauchen. Die Korrektur möglicher Fehler sollte hier nicht die oberste Priorität haben. Lassen Sie die Schüler/innen ihre Interviews ohne große Unterbrechungen führen, notieren Sie aber die auftretenden Fehler. Diese können Sie dann nach Abschluss der Übung gemeinsam besprechen.

Unit 4, Big break: Writing corner, Workbook Achieve S. 31

1 Writing a biography

Step 1

Identisch mit WB E Unit 4/Writing corner, Step 1.



No: Hi Klara. What are you doing here in the library?

WB12

Kla: I have to write a biography for my English class but I've got no idea who to write about.

No: How about that girl who went to the North Pole? She's cool. She was only **15** when she and her **father** skied to the **North Pole**. I think she was the youngest British woman to ski there. We saw a film about her last year – it was called *Polar girl* – and there's an article about her in *Explorers* ... hmmm ... here ... Look.

Kla: Yeah, sounds good. What's her name?

No: Camilla something ... Ah, here: Camilla Hempleman-Adams.

Kla: And when was she born?

No: Let's see. She was born in **1992**. It says here that she learned to ski at the age of **three**. That's pretty early.

Kla: In Austria we all learn to ski really early. I also started skiing when I was three.

No: And, are you going to go to the North Pole when you're fifteen?

Kla: Probably not! How did she get there?

No: She and her father skied there. She had to pull her own sledge across **80** miles of arctic ice.

Kla: That's like ... er ... nearly 130 kilometres!

No: And the temperatures were -40°C . Brrr ...

Kla: Why did she go? Just to be famous?

No: No, she wanted other teenagers to think about **the environment**. The climate is getting warmer and warmer and the ice on the Pole is melting. So she wanted to make a film so that young people would think about it.

Kla: That's cool. Is there anything else I can write about her?

No: Hmm ... I don't know ... oh, maybe that she comes from a family of explorers? Her father's **quite famous – he's an explorer**. He climbed the *Seven Summits* – that's the highest mountains in all seven continents and he went to the North and South Poles.

Kla: OK, I think I've got enough. Thanks a million, Nora. It would have taken me ages to find all this stuff on my own.



b

Step 2

Ähnlich WB E Unit 4/Writing corner, Step 2 und Step 3.



a 1992 – b three – c 15/North Pole/father – d 80 – e the environment

Challenge



... quite famous – he's an explorer. / ... quite a famous explorer.

Step 3

Ähnlich WB E Unit 4/Writing corner, Step 4.



- 1 Camilla Hempleman-Adams was the youngest British woman to ski to the North Pole.
- 3 At the age of three she learnt to ski.
- 7 She made this trip because she wanted to make teenagers think about the environment.
- 6 What's more, they had to pull their own sledges and the temperature was -40°C .
- 4 At the age of fifteen she skied to the North Pole with her father.
- 2 Camilla was born in 1992.
- 5 It was a hard trip. They had to ski 80 miles across the arctic ice.

Step 4

Ähnlich WB E Unit 4/Writing corner, Step 5.

Als Hilfestellung können Sie die Schüler/innen die Phrasen aus dem Textskelett links im Beispieltext rechts markieren lassen. Bevor die Schüler/innen ihren eigenen Text schreiben, können sie die relevanten Daten und Ereignisse in Stichworten notieren. Die fertigen Texte eignen sich besonders gut für die Portfoliomappe.

Unit 4, Big break: Reading corner, Workbook Achieve S. 32–33

1 Text attack

Ähnlich WB E Unit 4/Reading corner 1.

1a

films

1b

- 1 ... how to let a plane fly under a bridge. – paragraph 1
- 2 ... about computer-generated films. – paragraph 3
- 3 ... about films with dinosaurs. – paragraph 2

1c

A bridge – links two pieces of land, divided e.g. by water.

4 Workbook Achieve

A remote control is – a small machine that you use to move and control a model.

The skin is – what covers the body of a human or animal.

A computer-generated film is – a film that is made on a computer.

1d

- 1 It is safe to fly a plane under Sydney Harbour Bridge. – false
- 2 Models that are made for films cannot move. – false
- 3 Sometimes you need several people to move a model. – true
- 4 All dinosaurs in *Jurassic Park* were computer-generated. – false
- 5 You can generate films on the computer. – true

Challenge



A real lion is walking through a train with lots of people in it. – Film two situations separately and put them together on the computer.

A sea monster is swimming in the Danube. – Make a model.

A toy car race where all the cars suddenly change into rockets. – Create the whole film on the computer.

Unit 4, Big break: Focus on form, Workbook Achieve S. 34–35

Hinweise zur Differenzierung in den Workbooks:
Übung 1 FOF WB A&E: Die Schüler/innen im WB A sollen in dieser Übung aus zwei angegebenen Zeitformen die richtige auswählen. Die Schüler/innen im WB E sehen zwar die Infinitivform des Verbs, bilden die korrekte Zeitform jedoch ohne weitere Hilfestellung.

1 Present simple or present continuous (-ing form)?

Ähnlich WB E Unit 4/Focus on form 1.



- 1 Look, that's Monica. – She's **wearing** a blue hat. She's **waiting** for the bus. She **always goes** to school by bus.
- 2 My mum **works** as a shop assistant. She **only works** in the mornings. It's three o'clock now, so she **isn't working** now.
- 3 What **are you doing?** – I'm **watching** TV. I **don't watch** TV very often but at the moment there's an important football match on!
- 4 I **live** in Graz but right now I'm **staying** at my aunt's house in Pörschach for the holidays.

2 I'd rather ...

Ähnlich WB E Unit 4/Focus on form 2.



You can either go skiing or skating. Which would you prefer?
I'd rather go skating.

You can either go to Paris by train or by plane. Which would you prefer?
I'd rather go by train.

3 Prepositions

Ähnlich WB E Unit 4/Focus on form 3.



- 1 I always go to school **on** foot. I never go **by** bus.
- 2 How long do you watch TV every day? – I usually watch TV **for** two hours a day.
- 3 Why are you wet? – I fell **into** the water.
- 4 I never go shopping **on** inline skates because you're not allowed to go **into** shops on skates.

4 Present perfect, 'for' and 'since'

Ähnlich WB E Unit 4/Focus on form 4.



- 1 Today is Friday. Vincent arrived in Vienna five days ago.
He's been in Vienna **for** five days. He's been in Vienna **since** Sunday.
- 2 It's the year 2020. Matthias met Lara four years ago.
He's known Lara **since** 2016. He's known her **for** four years.
- 3 It's the year 2020. Tina bought her first computer two years ago.
She's had a computer **for** two years. She's had it **since** 2018.
- 4 It's the year 2020. My parents are married. They got married 15 years ago.
They've been married **for** 15 years. They've been married **since** 2005.

5 Past simple or present perfect?

Ähnlich WB E Unit 4/Focus on form 5.



- 1 Where's Alexander?
I don't know. I **haven't seen** him.
And where's Valentin? **Have you seen** him?
Yes, I have. He **went** to the swimming pool a few minutes ago.
- 2 **Have you ever gone** to London?
No, I haven't. But we **went** to Edinburgh last year. It **was** very cold and it **rained** all the time.

6 Present perfect with 'just'

Ähnlich WB E Unit 4/Focus on form 6.



- 1 The girl has just dropped her drink.
- 2 The twins have just drawn a picture on the wall.
- 3 The boy has just eaten a chilli.
- 4 The headmaster has just found a mouse.
- 5 The painter has just dropped a bucket of paint.

7 Comparisons



- 1 Mike runs **more quickly** than David.
- 2 David speaks English **better** than Mike.
- 3 Mike skies **as well as** David.
- 4 David drives **more carefully** than Mike.

Unit 4, Big break: Working towards the standards, Workbook Achieve S. 36–37

1 Sports in my life

Ähnlich WB E Unit 4/Working towards the standards 1.

Girl: Hi there, this is Jill. I'm in a **swimming** club. WB13 I go swimming every Monday and **Friday** for two hours. Our team usually takes part in competitions twice a year. Before a competition we do extra training on Saturday but that's only 90 minutes. So in these weeks I actually swim for five and a half hours. Training is really hard but I love it. Our trainer is very nice – and very good-looking, too. All the girls are in love with him. Last year I **didn't win** a prize but this year I worked even harder and I hope I'll win.

Boy: Hello everybody. I'm Alex. I have to admit I **don't do** a lot of sports. I like **basketball** but I can't play in a team because I'm not tall enough. I also like Sumo wrestling but you can't do it in my home town and anyway, I'm not fat enough. Well, I do go to school **by bike** and I like to play football with my friends but I don't play in a club – I'm too old to start now, I think.



Jill: swimming – Friday – didn't win
Alex: doesn't do – basketball – by bike

2 Finding the best job for you

Ähnlich WB E Unit 4/Working towards the standards 2.



She/He can work from home. – computer programmer

She/He has to be able to play a musical instrument. – kindergarten teacher

She/He sometimes works at night. – computer programmer

She/He has to like children. – kindergarten teacher

She/He has to be able to concentrate. – computer programmer

She/He sings at work. – kindergarten teacher

She/He never works after 6 pm. – kindergarten teacher

3 Superstitions – saying what you think

Ähnlich WB E Unit 4/Working towards the standards 4.

3a In dieser Übung bereiten sich die Schüler/innen auf die kommende Übung vor. Achten Sie auf saubere Stichwortzettel.

3b Mit Hilfe der Phrasen in der Tabelle geben die Schüler/innen ihre Meinung zum Thema Aberglaube wieder. Dabei können sie auch auf die Stichworte aus 3a zurück greifen.

4 Are you superstitious

Die Notizen aus Übung 3a und die Phrasen aus Übung 3b können für die Schüler auch hier hilfreich sein.

Unit 4, Big break: Try it out!, Workbook Achieve S. 38

Identisch mit WB E Unit 4 Big break: Try it out!

The Your Turn Magic Trick

Für diesen Trick brauchen die Schüler/innen Papier und Büroklammern. Kündigen Sie das rechtzeitig an, damit genügend Schüler/innen die entsprechenden Dinge mit in die Schule nehmen.

The Your Turn Experiment

Hier brauchen die Schüler/innen einen langen Bleistift oder ein langes Lineal, drei bis vier Büroklammern und etwas Klebeband. Um wirklich sicher zu gehen, dass alle mitmachen können, nehmen Sie genügend Material zusätzlich mit.

Unit 4, Big break: Writing corner, Workbook Excel S. 30

1 Writing a biography

Step 1

Identisch mit WB A Unit 4/Writing corner, Step 1.



WB12

No: Hi Klara. What are you doing here in the library?

Kla: I have to write a biography for my English class but I've got no idea who to write about.

No: How about that girl who went to the North Pole? She's cool. She was only **15** when she and her father **skied** to the **North Pole**.

I think she was the youngest British woman to ski there. We saw a film about her last year – it was called *Polar girl* – and there's an article about her in *Explorers* ... hmmm ... here ... Look.

Kla: Yeah, sounds good. What's her name?

No: Camilla something ... Ah, here: Camilla Hempleman-Adams.

Kla: And when was she born?

No: Let's see. She was born in 1992. It says here that she learned to ski at the age of **three**. That's pretty early.

Kla: In Austria we all learn to ski really early. I also started skiing when I was three.

No: And, are you going to go to the North Pole when you're fifteen?

Kla: Probably not! How did she get there?

No: She and her father skied there. She had to pull her own sledge across **80** miles of arctic ice.

Kla: That's like ... er ... nearly 130 kilometres!

No: And the temperatures were -40°C . Brrr ...

Kla: Why did she go? Just to be famous?

No: No, she wanted other teenagers to think about **the environment**. The climate is getting warmer and warmer and the ice on the Pole is melting. So she wanted to make a film so that young people would think about it.

Kla: That's cool. Is there anything else I can write about her?

No: Hmm ... I don't know ... oh, maybe that she comes from a family of explorers? Her father's quite famous – he's an **explorer**. He climbed the *Seven Summits* – that's the highest mountains in all seven continents and he went to the North and South Poles.

Kla: OK, I think I've got enough. Thanks a million, Nora. It would have taken me ages to find all this stuff on my own.



b

Step 2

Ähnlich WB A Unit 4/Writing corner, Step 2.



Name – Camilla ...

When did she learn to ski? – At the age of three.

How old was she when she went to the North Pole?

– She was only 15.

Who went with her? – Her father.

How did she get there? – She skied to the North Pole.

How far did she have to go? – 80 miles/nearly 130 kilometres.

Step 3

Ähnlich WB A Unit 4/Writing corner, Step 2.



a three – b skied – c 15/North Pole/father – d 80

Challenge



a ... explorer.

b ... the environment.

Step 4

Ähnlich WB A Unit 4/Writing corner, Step 3.



- 1 Camilla Hempleman-Adams is the youngest British woman to ski to the North Pole. Camilla comes from a family of
- 2 explorers. Her father is a famous explorer: he was the first man who has reached the
- 3 North and the South Pole and has climbed the highest mountain of every continent. Camilla was born in 1992 and learned
- 4 to ski at the age of three. At the age of fifteen Camilla skied to the North Pole with her father. It was a hard
- 5 trip. They skied 80 miles and Camilla had to pull her own sledge
- 6 all the way. She made the trip to make teenagers think about global warming. Her trip has been made into a film: *Polar girl*.

Step 5

Ähnlich WB A Unit 4/Writing corner, Step 4.

Bevor die Schüler/innen ihren eigenen Text schreiben, können sie die relevanten Daten und Ereignisse in Stichworten notieren. Die fertigen Texte eignen sich besonders gut für die Portfoliomappe.

Unit 4, Big break: Reading corner, Workbook Excel S. 31–32

1 Text attack

Ähnlich WB A Unit 4/Reading corner 1.

1a 

films

1b 

- 1 ... how to let a plane fly under a bridge. – paragraph 1
- 2 ... about computer-generated films. – paragraph 3
- 3 ... about films with dinosaurs. – paragraph 2

1c 

A bridge – links two sides of a river.
 A remote control is – a thing that you use to move models.
 A computer-generated film is – a film that is made on a computer.
 The skin is – what covers the body of a human or animal.

1d 

- 1 Why can't you use a stuntman to fly a plane under Sydney Harbour Bridge?
Because it is far too dangerous.
- 2 How big was the spinosaurus in *Jurassic Park*?
It was 13 metres long and weighed 10 000 kg.
- 3 Why did they have to paint the skin of the dinosaurs?
They had to paint the skin to make it look natural.
- 4 How many people were needed to make the spinosaurus move?
Eight people.
- 5 Find two examples of computer-generated films.
Toy Story, Shrek

Challenge



Beispiele:

- 1 I would film a lion first and then I would film the train with the people. Then I would put the two layers of films together on the computer.
- 2 I would film a model sea monster and then I would film the river Danube. On the computer I would put the two films together.

- 3 I would do this on the computer. First I would draw the toy cars and then I would animate them on the computer.

Unit 4, Big break: Focus on form, Workbook Excel S. 33–34

1 Present simple or present continuous (-ing form)?

Ähnlich WB A Unit 4/Focus on form 1.



- 1 Look, that's Monica. – She's **wearing** a blue hat. She **is waiting** for the bus. She always **goes** to school by bus.
- 2 My mum **works** as a shop assistant. She only **works** in the mornings. It's three o'clock now, so she **is not working**.
- 3 What **are you doing**? – I'm **watching** TV. I **do not watch** TV very often but at the moment there's an important football match on!
- 4 I **live** in Graz but right now I **am staying** at my aunt's house in Pörtschach for the holidays. I'd rather ...

2 I'd rather ...

Ähnlich WB A Unit 4/Focus on form 2.



You can either go skiing or skating. Which would you prefer?
I'd rather go skating.

You can either go to Paris by train or by plane. Which would you prefer?
I'd rather go by train.

You can either drink tea or juice. Which would you prefer?
I'd rather drink juice.

3 Prepositions

Ähnlich WB A Unit 4/Focus on form 3.



- 1 I always go to school **on** foot. I never go **by** bus.
- 2 How long do you watch TV every day? – I usually watch TV **for** two hours a day.
- 3 I never go shopping **on** inline skates because you're not allowed to go **into** shops on skates.
- 4 Have you ever fallen **down** the stairs to the cellar? – No, I haven't.
- 5 Why are you wet? – I fell **into** the water.
- 6 Help! This cupboard is too big. I can't get it **into** the lift.

4 Workbook Excel

4 Present perfect, 'for' and 'since'

Ähnlich WB A Unit 4/Focus on form 4.



- 1 Today is Friday. Vincent arrived in Vienna five days ago.
He's been in Vienna **for** five days. He's been in Vienna **since** Sunday.
- 2 It's the year 2020. Matthias met Lara four years ago.
He's known Lara **since 2016**. He's known her **for four years**.
- 3 It's the year 2020. Tina bought her first computer two years ago.
She's had a computer **for two years**. She's had it **since 2018**.
- 4 It's the year 2020. My parents are married.
They got married 15 years ago.
My parents have been married for 15 years.
They have been married since 2005.

5 Past simple or present perfect?

Ähnlich WB A Unit 4/Focus on form 5.



- 1 Where's Alexander?
I don't know. I **haven't seen** him.
And where's Valentin? **Have you seen** him?
Yes, I have. He **went** to the swimming pool a few minutes ago.
- 2 **Have you ever gone** to London?
No, I haven't. But we **went** to Edinburgh last year. It **was** very cold and it **rained** all the time.

6 Present perfect with 'just'

Ähnlich WB A Unit 4/Focus on form 6.



- 1 The twins have just drawn a picture on the wall.
- 2 The girl has just dropped her drink.
- 3 The boy has just eaten a chilli.
- 4 The teacher has just fallen over.
- 5 The painter has just dropped a bucket of paint.
- 6 The caretaker has just broken a window.

Unit 4, Big break: Working towards the standards, Workbook Excel S. 35–36

1 Sports in my life

Ähnlich WB A Unit 4/Working towards the standards 1.

Girl: Hi there, this is Jill. I'm in a **swimming** club.
WB13 I go swimming every **Monday** and Friday for **two hours**. Our team usually takes part in com-

petitions twice a year. Before a competition we do extra training on Saturday but that's only 90 minutes. So in these weeks I actually swim for five and a half hours. Training is really hard but I love it. Our trainer is very nice – and very good-looking, too. All the girls are in love with him. Last year I **didn't win** a prize but this year I worked even harder and I hope I'll win.

Boy: Hello everybody. I'm Alex. I have to admit I **don't do** a lot of sports. I like **basketball** but I can't play in a team because I'm not tall enough. I also like Sumo wrestling but you can't do it in my home town and anyway, I'm not fat enough. Well, I do go to school **by bike** and I like to play football with my friends but I don't play in a club – I'm **too old** to start now, I think.



Jill: swimming – Monday – two hours – didn't win
Alex: doesn't do – basketball – by bike – too old

2 Finding the best job for you

Ähnlich WB A Unit 4/Working towards the standards 2.



She/He needs musical skills: kindergarten teacher
She/He has to be patient: computer programmer, kindergarten teacher, film actor
She/He sometimes works on location: film actor
She/He works long hours: film actor

3 Part-time jobs

3a Hier wird festgelegt, wer welche Annonce (und damit Rolle) übernimmt.

3b Das Wichtige an dieser Übung ist das möglichst ununterbrochene, wechselseitige Sprechen. Weisen Sie Ihre Schüler/innen daher darauf hin, dass sie auch den anderen/die andere sprechen lassen sollen. Der Erfolg dieser Übung hängt von der Kooperation der beiden Sprecher/innen ab.

3c Mit Hilfe von detaillierten Fragen (siehe Übung 3b) soll möglichst viel Information erfragt werden.

4 Superstitions – saying what you think

Ähnlich WB A Unit 4/Working towards the standards 3.

4a Bevor die Schüler/innen zu sprechen beginnen, ist es notwendig, dass sie die einzelnen Punkte durchgehen und sich überlegen, was sie sagen möchten.

4b Die Schüler/innen dürfen bis zu drei Minuten Zeit darauf verwenden, Notizen für ihren Vortrag anzufertigen.

**Unit 4, Big break: Try it out!,
Workbook Excel S. 37**

Identisch mit WB A Unit 4 Big break: Try it out!

The Your Turn Magic Trick

Für diesen Trick brauchen die Schüler/innen Papier und Büroklammern. Kündigen Sie das rechtzeitig an, damit genügend Schüler/innen die entsprechenden Dinge mit in die Schule nehmen.

The Your Turn Experiment

Hier brauchen die Schüler/innen einen langen Bleistift oder ein langes Lineal, drei bis vier Büroklammern und etwas Klebeband. Um wirklich sicher zu gehen, dass alle mitmachen können, nehmen Sie genügend Material zusätzlich mit.

Home and surroundings

Schwerpunkt:

Hören/Sprechen: was Leute am Sonntag unternehmen, ein Thema kontrovers (pro/kontra) diskutieren

Lesen/Schreiben: einen Text über ein Stadtviertel lesen, das eigene Wohnumfeld beschreiben, eine E-Mail schreiben

Wortschatz: Gebäude und Plätze in einer Stadt, Sonntagsaktivitäten, was man zu Hause machen kann

Grammatik: *present perfect continuous, phrasal verbs, possessive pronouns*

Aussprache: Minimalpaare

Zusatzmaterialien:

Für Übung 5/WU/3a, *Getting-ready grammar*

(TB S. 39): Eine Vorlage für eine Umfrage finden Sie unter www.yourturn.at/teacher.

Für Übung 5A/1, *Text attack* (TB S. 40):

Ein Lückentext zur Vokabelüberprüfung steht unter www.yourturn.at/teacher zur Verfügung.

Unit 5, warm-up, Textbook S. 39

1 Word warm-up

1a Die Schüler/innen haken die Bilder ab, deren Motiv sie auf Englisch benennen können.

1b stall – art galleries – street market – street signs
– festival – band – library – cinema – shopping
centre – demonstration (demo) – car park



Bilder von links oben nach rechts unten, gegen den Uhrzeigersinn: (9) shopping centre – (7) library – (8) cinema – (4) street sign – (1) stall – (10) demonstration (demo)

1c Lassen Sie Zweier- oder Dreiergruppen bilden, in denen diese Fragen gestellt und beantwortet werden.

Beispiel:

Is there a shopping centre near your place? – I think there's one in ... Street/at the corner of ... Street/next to the (school/park/skate park/car park/cinema/theatre/...)/...

2 Pronunciation corner

2a 1 bad – 2 ten – 3 marry – 4 band – 5 dead –
6 men



1/26

2b Weisen Sie die Schüler/innen darauf hin, dass der Partner, der die Wörter aus 2a spricht, die Vokale jeweils übertrieben deutlich aussprechen soll. In einem zweiten Durchgang tauschen die Partner ihre Rollen.

3 Getting-ready grammar

3a Für diese Übung dürfen die Schüler/innen in der Klasse herumgehen und einander nach dem Muster im TB (S. 39, Übung 3a) befragen. Siehe auch www.yourturn.at/teacher.

3b Danach lassen Sie einzelne Schüler/innen von ihren Ergebnissen berichten. Nach dem Muster im TB (S. 39, Übung 3b) nennen sie die Namen der von ihnen gefundenen Schüler/innen und geben an, was diese gemacht haben. Die genannten Schüler/innen bestätigen die Aussagen und ergänzen weitere Details.

Unit 5A, Happy neighbourhoods, Textbook S. 40–41

1 Text attack

1a Achten Sie darauf, dass Ihre Schüler/innen den Text der Website erst *nach* dieser Übung lesen. Siehe auch www.yourturn.at/teacher.

Beispiele: shops, restaurants, market, art galleries, bakeries, spice shops, stalls, ...

1b Lassen Sie jetzt den Text lesen und besprechen Sie anschließend mit Ihren Schüler/innen, ob die von ihnen vorhergesagten Wörter im Text enthalten sind.

2 Wordfind



Fotos spaltenweise von oben links beginnend nach oben rechts: festival – stall – street market – street sign – street market

3 Read in more detail



- 1 In the middle of the East End of London.
- 2 You can buy anything there, from the latest fashions in clothes and music to fruit and vegetables.
- 3 Fatema's dad has a stall there.
- 4 Because it is the home of the Bangladeshi community./Because there are people from all over the world in Brick Lane.

- 5 At the street market. [... you can buy anything ...]
 6 Because Brick Lane is the home of the Bangladeshi community.
 7 Because there is a big festival.

4 Ask Fatema

Erarbeiten Sie die Fragen für die Partnerarbeit mit leistungsschwächeren Gruppen gemeinsam an der Tafel.

5 The Brick Lane game

Erlauben Sie leistungsschwächeren Schüler/innen, dass sie sich Notizen machen. Achten Sie bei der Zusammensetzung der Gruppen darauf, dass sie vom Leistungsniveau der Schüler/innen gemischt sind. So verringern Sie die Gefahr, dass die Kette zu früh abbricht. Hinweis: Die Frage im TB ‚How long can you go on without breaking the chain?‘ kann mit der Anzahl der Dinge, die die Schüler/innen in Brick Lane ‚gekauft‘ haben, beantwortet werden.

Your turn

Um die Antworten ggf. schriftlich festhalten zu können, schreiben die Schüler/innen zuerst die Fragen so auf, dass sie sich während des Interviews leicht die zugehörigen Antworten notieren können.

6 The place where you live

Lassen Sie die *sentence frames* im TB S. 41 unten nicht ausfüllen, sondern verwenden Sie sie nur als Hilfe für die Texte, die die Schüler/innen in ihre Hefte schreiben. Lassen Sie einzelne Schüler/innen über ihre Wohngegend sprechen, wobei die nicht ausgefüllten *frames* als Gedächtnisstütze dienen.

Unit 5B, Home sweet home, Textbook S. 42–43

1 Sundays, home and away


1a Die Schüler/innen erarbeiten diese Liste zuerst individuell, indem sie passende Aktivitäten ankreuzen und zwei weitere Aktivitäten ergänzen.

1b Lassen Sie die Listen nun in Partnerarbeit vergleichen. Anschließend bietet es sich an, die Aktivitäten an die Tafel/ins Heft schreiben zu lassen. Diese Liste dient dann als Hilfestellung für andere Aufgaben in diesem Bereich. Am besten lassen Sie die Schüler/innen die Liste einrahmen, damit sie sich von den anderen Einträgen im Heft abhebt.

Beispiele für weitere Aktivitäten, die im TB ergänzt werden könnten:

watch TV – play computer games – go to church – have a picnic – play tennis – play football – make a bicycle tour – play games

2 Sunday at the Robinsons

-  Mum: Emily, are you still at the computer? You've been **sitting** there for hours! What have you been doing?
 1/27
 E: Just chatting.
 Mum: Who have you been chatting to?
 E: People.
 Mum: Of course people. What people?
 E: I don't know. People in a chatroom.
 Mum: You mean, you've been talking to people you don't know? Turn the computer off, please.
 E: But Mum ...
 Mum: No buts. You know the rules – no chatting when Dad and I are not around. Turn it off now.
 E: But I was only ...
 Mum: Now, Emily.
 E: Oh, OK. But it's not fair.
 J: Has anyone seen a roller skate? I've lost one and I can't find it!
 E: Wow Jack! Have you been tidying up your room? Have you looked in your cupboard?
 J: I've looked everywhere. It's gone.
 Dad: AAAARRRGHHHH! Who's left this thing here?
 E: Jack? Dad's found your roller skate!
 J: Thanks Dad! I've been **looking** for it all morning.
 J: Hello?
 H: Hi, it's me.
 J: What's up?
 H: Nothing. It's just a typical boring Sunday at home. Dad's been reading the paper all morning, I've been watching sport on the telly, you know the usual. Listen, do you want to come to the shops?
 J: What, now?
 Dad: Jack! Lunch! Come and lay the table.
 Dad: Jack! It's lunch time! Please lay the table.
 J: Sorry Harry. I can't. I think Dad wants me. I'll call you later, yeah?
 Dad: Jack! Turn the volume down! And come and lay the table!
 J: OK, I'm coming. Hey, what's happened to you? What have you been doing?

2a

The Robinsons have Sunday lunch.

2b

You **(ve been sitting)** there for hours! What **(have)** you **(been doing)**? – Just chatting.

Jack? Dad's found your roller skate! – Thanks Dad!

I **(ve been looking)** for it all morning.

What **(have)** you **(been doing)**?

3 What have the Robinsons been doing?

3a

Jack has been tidying up his room/has been looking for his roller skates.

Mrs Robinson has been reading the papers.

Emily has been chatting.


Jed has been playing.

3b Nachdem die Schüler/innen ihre Ergebnisse in Partnerarbeit verglichen bzw. sich auf die Tätigkeiten der einzelnen Familienmitglieder geeinigt haben, können sie sich in leistungsstarken Gruppen gegenseitig (richtige und falsche) Fragen nach diesen Tätigkeiten stellen.

Beispiel: Emily has been watching TV, hasn't she? – No, she hasn't. She's been chatting on the computer.

4 Three guesses!

4a Ar: It's your turn, Yasmin.

 Ya: OK, I'm the girl in picture B.

Ar: Have you been doing your homework?

1/28 Ya: No, I haven't.

Ar: Have you been writing a poem?

Ya: No, I haven't. Try again! This is your last guess.

Ar: Have you been writing a love letter?

Ya: Don't be silly! Of course I haven't.

Ar: OK, you win. So, what have you been doing?

Ya: I've been writing a shopping list!

Ar: Oh ...



- Picture B.

- She's been writing a shopping list.

4b Die Bilder sind bewusst mehrdeutig. Beginnen Sie in kleinen Gruppen zu maximal vier Schüler/innen. Achten Sie bei leistungsschwächeren Schüler/innen darauf, dass sie sich genau an den im Textbook vorgegebenen Dialog halten.

5 Phrasal verb hunt

Weisen Sie Ihre Schüler/innen darauf hin, dass es wichtig ist, *phrasal verbs* immer als zusammengehörige Einheiten zu lernen.



Turn the volume down!

And please **tidy up** the room.

Turn on the light. You'll ruin your eyes! And **turn** the telly **off** if no one is watching.

Unit 5C, Protecting our surroundings, Textbook S. 44–45

1 A demo

1a

- Because the local council is planning to close down the (Middletown) skate park and build a new car park instead.
- This Sunday from 4–6.

1b



1/29

Ma: It's 10 o'clock on Saturday the 3rd of May. You're listening to *Teen Life Radio*. This morning there is a demo going on in Middletown. Our correspondent Carmen Hesky is there for us. Good morning, Carmen, what's all the fuss about?

Ca: Matt, I'm here at the skate park in Middletown. People are protesting against plans to close the skate park. With me are two people with very different views. Jerry, why are you here?

Jer: **This park is important for the neighbourhood.** Young people can play, skate and cycle safely here. Now **the council wants to put a car park in its place.** **We're here to have our say.** And we say: 'Save our skate park.'

Ca: Marcia Nolan is a local shop keeper here in Middletown. Marcia, the park is a safe place for young people to play. A good reason to save it?

Mar: Well, **a car park is good for business** and good business is good for everybody. **We have to do what's best for everybody** not just young people's interests.

Jer: But the park isn't just ours. It's yours, too. And hers. And it's also theirs. See what I mean? It's everybody's park. **We need parks for people, not for cars.**

Ca: Thank you, Jerry and Marcia. Back to you in the studio, Matt.

Ma: Well listeners, what's it going to be, skate park or car park? Have your say!
Phone Carmen on 08009476 during her show at 5.



- 1 The demonstration takes place on Saturday, not on Sunday.
- 2 At the demonstration there are not just skateboarders, there are other people as well.

1c

1 Jerry – 2 Jerry – 3 Marcia – 4 Jerry – 5 Marcia – 6 Jerry

2 Whose? – Language puzzle

2a Weisen Sie Ihre Schüler/innen auf das Grammatikkästchen im TB S. 44 hin, bevor Sie den Hörtext aus 1b noch einmal vorspielen.



It isn't just our park. – (But) the park isn't just ours.
It's your park, too. – It's yours, too.
And her park. – And hers.
And it's also their park. – And it's also theirs.

2b Hier ist es besonders wichtig, dass die Struktur der Sätze wie im Beispiel im TB beibehalten wird: am Beginn des Satzes steht immer das Possessivpronomen. Lassen Sie daher dieses Pronomen jeweils markieren bzw. in Farbe schreiben.

2c Diese Partnerübung kann erweitert werden, indem sie auf die Kleidung oder Schulmaterialien der Schüler/innen ausgedehnt wird.

3 Opinions: for or against?



Ca: Well, hello there. Welcome to today's edition of *Opinions and Stuff*. Have your say about the skate park. Are you for the skate park or for the car park? Here's our first caller. Hello?

Man: I want to say 'yes' to the car park. It would be good for the health centre. I have to go to see the doctor there often and it's really difficult to park!

Ca: Thanks for your views. Hello, caller two?

Wo: I say 'yes' to the car park. It's going to be really useful not just for the shops, for the health centre too! Anyway, skate parks are ugly and noisy!

Ca: Thanks. Caller three? Sorry to keep you waiting.

Girl: Save the skate park. It's safe for us to play in. And there is nothing else to do around here!

Ca: Thank you. Hello there.

Man: Hi, Carmen. I say 'yes' to the car park. If we have a good car park, more shoppers will come to our shops. That's good, isn't it?

Ca: Hello, what's your view?

Wo: I say 'keep the skate park'. It's a good place for young people to meet. My children go there all the time. It keeps them out of trouble!

Ca: Thank you for that! Hello?

Boy: I say 'hands off our skate park'. The skate park brings in lots of kids from other places – and that's good for the neighbourhood and the shops, isn't it?

Ca: Thank you, callers. So far opinions are divided. But you still have a chance to phone in. Come on, have your say!



Folgende Gründe werden im Hörtext genannt:

For the skate park

It's safe.

It's a good meeting place.

It keeps children out of trouble.

It brings in kids from other places.

For the car park

There is nowhere to park around here!

More people will come to our shops.

Skate parks are ugly and noisy!

It's useful for the health centre.

For the skate park: 3 people

Against the skate park/For the car park: 3 people

Your turn

Diese Übung lässt verschiedene Meinungen zu.

Das gibt Ihnen die Gelegenheit, diese verschiedenen Standpunkte in der Gruppe zu diskutieren.

Dazu können Sie die Gruppe auch in Befürworter und Gegner des Projekts teilen.

4 A song: Big yellow taxi (Joni Mitchell)

4a

a) a car park – a parking lot

b) a fashionable dancing club – a swinging hot spot

c) a wonderful place – paradise

4b Big yellow taxi

They paved paradise
and put up a parking lot
with a pink hotel, a boutique
and a swinging hot spot.
Don't it always seem to go
That you don't know what you've got
Till it's gone.
They paved paradise
and put up a parking lot.

They took all the trees
put 'em in a tree museum
and they charged all the people
a dollar and a half just to see 'em.
Don't it always seem to go
That you don't know what you've got
Till it's gone.
They paved paradise
and put up a parking lot.



Dieser Song handelt von der Umgestaltung von Orten und Plätzen in Städten und davon, dass man meist erst merkt, wie wertvoll etwas war, wenn es nicht mehr existiert.

Unit 5D, Tasks plus, Textbook S. 46

1 What's in your neighbourhood?

1a

A leisure centre – B cinema – C football ground –
D park – E shopping centre – F restaurants –
G car park – H health centre – I market – J school

1b Die Schüler/innen nummerieren die Bilder nach der Wichtigkeit, die die einzelnen Angebote für sie persönlich haben. Zusätzlich können sie sich überlegen, aus welchem Grund sie eine bestimmte Reihenfolge gewählt haben. In Vierergruppen werden dann die Ergebnisse verglichen. Für die Diskussion sind die Gründe hilfreich, die sich die Schüler/innen vorher überlegt haben. Jede Gruppe soll sich am Ende auf eine gemeinsame Reihenfolge einigen.

1c Jede Gruppe schreibt ihre gemeinsam beschlossene Reihenfolge als Liste auf, z. B. 1 *leisure centre* 2 *park* etc. Am Ende können die für die ganze Klasse eher wichtigen bzw. eher unwichtigen Einrichtungen ermittelt werden. Hier sammeln Sie die Bewertungen am besten in einer Tabelle an der Tafel. Bei 24 Schüler/innen, also sechs Gruppen á vier Schülerinnen/Schülern, könnte diese Tabelle z. B. so aussehen:

(1 = most important)

(10 = least important)

	1	2	3	4	5	6	7	8	9	10
leisure centre	IIII	II								
cinema	II	IIII								
park		II				II				II
...										

Um diesen Schritt auch sprachlich nutzbar zu machen, können leistungsstärkere Schüler/innen bei der Nennung der Gruppenergebnisse Begründungen abgeben.

2 Town planners

Am besten ist es, wenn Sie die Gruppen aus Übung 1 im Unterricht nur mit der Planung ihrer *neighbourhood map* beginnen lassen und die weitere Ausarbeitung (je nach Zeit) evtl. als Hausübung geben. Das gibt den Schülerinnen/Schülern genügend Zeit, anschauliche Pläne zu erstellen.

3 Neighbourhood of the Year Award

3a Je nachdem wie weit die Schüler/innen mit der Planung ihrer Karte (Übung 2) kommen, können sie diese entweder noch in der Klasse oder zu Hause ins Reine bringen. Das Ergebnis kann dann als Gruppenergebnis in der Klasse präsentiert werden. Sollten die Schüler/innen ihre Karten zu Hause gezeichnet haben, so können diese ebenfalls an die Wand gehängt und „prämiert“ werden. Mit Hilfe des Textgerüsts im TB S. 46 erstellen die Gruppen (aus Übung 1 und 2) Beschreibungen zu ihren fertigen Plänen, die auch Begründungen für die Gestaltung enthalten. Diese Texte können die Schüler/innen für ihr Portfolio verwenden.

Als Erweiterung können Sie leistungsstärkere Gruppen auffordern, ihre Pläne mit den tatsächlichen Angeboten in ihrer eigenen Umgebung zu vergleichen und in Stichworten Verbesserungsvorschläge für ihre eigene Umgebung zu notieren.

3b Achten Sie auf eine schöne Präsentation in der Klasse. Das macht den Schülerinnen/Schülern Freude und erhöht ihre Motivation.

Unit 5, warm-up, Workbook Achieve S. 39

1 Wordsearch



demonstration (row 2 = r2), cinema (column 11 = c11), festival (r6), sign (c13), street (c6), stall (c10)

2 My city

Ähnlich WB E Unit 5/1.



- 1 Is there a shopping centre near your house? – Yes, there is.
- 2 Where's the shopping centre? – It's near my house, behind the street market.
- 3 Is there a skate park in the park? – No, there isn't.
- 4 Where's the car park? – It's on top of the shopping centre.
- 5 Where's the library? – It's opposite the cinema.
- 6 Where's your house? – It's between the street market and the cinema.
- 7 Where can you buy food? – At the street market.

Unit 5, Exercises, Workbook Achieve S. 40–44

Hinweise zur Differenzierung in den Workbooks:
Übung 3a WB A&E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 3 auf Seite 43 im TB machen. Im WB A wird diese Übung zum *present perfect continuous* durch die Wiederholung des *present continuous* in der vorherigen Übung und in dem entsprechenden Grammatikkästchen stärker vorentlastet als im WB E. Außerdem sehen die Schüler/innen im WB A die Informationen aus dem Hörtext als Stichworte, um die Tätigkeiten der Personen beschreiben zu können. Im Gegensatz dazu wenden die Schüler/innen im WB E die aus dem Hörtext entnommene Form des *present continuous* schneller an.

Übung 5 WB A/Übung 6 WB E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 3 auf Seite 45 im TB machen. Im WB A werden unbekannte Vokabeln, die im Text der Übung vorkommen, durch Illustrationen im Übungsteil a) vorentlastet. Obwohl der Text in beiden WBs die gleiche Thematik behandelt, hat er im WB A durch Layout und Textlänge ein etwas einfacheres Niveau als im WB E. Auch bei den anschließenden Verständnisfragen erhalten die Schüler/innen im WB A mehr Unterstützung durch *multiple choice*-Fragen, wohingegen im WB E ganze Antwortsätze produziert werden sollen.

1 Interview

Ähnlich WB E Unit 5/2.



- B: Where do you live?
 J: About 15 kilometres north of Vienna.
 B: Is it a nice neighbourhood?
 J: Yes, it is. There are only small houses and lots of trees.

- B: Is there a cinema in your neighbourhood?
 J: No, there isn't. If we want to see a film, my mother sometimes takes us to Vienna by car.
 B: What do you like best about your neighbourhood?
 J: What I like best is that it's very safe. I can walk everywhere, even at night.
 B: Is there anything you don't like about it?
 J: What I don't like is that there aren't many children my age, so I'm often bored in the afternoons.

Challenge

Leistungsschwächere Schüler/innen orientieren sich in Bezug auf die Struktur der Antworten am besten nah an der Vorlage.

2 Saturday morning

Weisen Sie hier darauf hin, dass die Schüler/innen das *present continuous* verwenden sollen (wie im Grammatikkästchen erklärt).



- a Nora is reading a book.
- b Tami is playing tennis.
- c Mike and Stephen are doing their homework.
- d Molly and Tim are watching TV.

3 What have they been doing?

3a Ähnlich WB E Unit 5/3a.



Number one

- WB14 A: Abbie? ... Abbie? Where are you?
 B: I'm in my room.
 A: What are you doing? Are you still surfing the internet?
 B: Yes, but ...
 A: Turn off the computer now! You've been surfing the internet for more than an hour!

Number two

- C: Thomas? What are you doing in the cellar? You've been down here since breakfast.
 D: Ssh! Be quiet ... Our cat's got two kittens. I'm playing with them.

Number three

- E: Molly! Why are you sitting in the wardrobe? You've been in there for two hours. What are you doing?
 F: Nothing ...
 E: Molly!
 F: I've been texting my friends.

Number four

- G: Nathan? Brandon? Where are you?
 H: We're in the kitchen.
 G: You're still in the kitchen? You've been there since lunchtime. Oh my word. What have you been doing?
 H: We've been trying to make a cake for Mum's birthday.
 G: That's a cake, is it? It looks more like a ...

Number five

- J: Alice?
 K: I'm in the garden, Mum.
 J: Are you still reading your magazines? You've been out there for three hours. Come in and do your homework.
 K: Sorry, Mum.



- 2 Thomas has been playing with the cats since breakfast.
- 3 Molly has been texting her friends for two hours.
- 4 Nathan and Brandon have been making a cake since lunchtime.
- 5 Alice has been reading magazines for three hours.

3b Ähnlich WB E Unit 5/3b.

- 2 I've been reading a magazine. – I've been reading a book for school.
- 3 I've been writing a love letter. – I've been writing a letter to Granny.
- 4 I've been daydreaming. – I've been learning my French vocabulary.

3c

A3 – B5 – C1 – D2 – E4

4 I don't like hers ...

Identisch mit WB E Unit 5/5.

Number one

- WB15 A: What about hers?
 B: No, it's too short.
 A: And his?
 B: Urgh, awful. It's much too long for a boy.
 A: And what about theirs?
 B: They look nice, both of them. I like his especially, it's nice and short!

Number two

- C: What about theirs?
 D: It looks poisonous. It's green! What flavour can that be?
 C: But hers looks nice.
 D: Yes, it looks yummy. Let's get one like that. I just love ...

Number three

- E: Oh, look at his! I like those.
 F: Do you? I like hers better, his are a bit boring.
 E: Really? Well, I don't want any really, I can see perfectly.

Number four

- G: Oh, look at hers!
 H: It's a bit small. But theirs is sweet and he looks friendly.
 G: No, theirs is too big. I'd rather ...



1 hair, 2 ice cream, 3 glasses, 4 dogs

5 You can make a difference!

Ähnlich WB E Unit 5/6.

5a

Lösung (von links nach rechts): nameplate – lollipop lady – plant a tree

5b

- 1 The text is about students who are doing something for their neighbourhood. – true
- 2 They present five different projects. – false
- 3 All the projects have to do with school. – false
- 4 The paper is looking for the best project. – true

5c Hier bietet sich die Gelegenheit, fehlerhafte Zuordnungen zu besprechen.**5d**

- 1 readers of the newspaper
- 2 project 1: Get to school safely; project 2: Adopt a tree
- 3 (b) students who walk to school in a big group
- 4 (a) Yes, it was.
- 5 (a) You can choose a type of tree. (e) You get a nameplate under the tree.
- 6 January, March, November

5e

1c, 2e, 3d, 4a, 5b

Challenge

Zur Vorbereitung dieser Challenge besprechen Sie mit der Gruppe die einzelnen Argumente, die für bzw. gegen die vorgeschlagenen Projekte sprechen.

6 Pronunciation joke

Identisch mit WB E Unit 5/8.



A boy walks past a garden. A man leans over the fence and shows him a ball.

"Is this yours?" he asks. "Did it break anything?" the boy asks. "No." "Then it's mine."

Unit 5, Making progress, Workbook Achieve S. 45

1 My neighbourhood

Identisch mit WB E Unit 5/MP1.



WB17 Boy: I live in an old part of town. There are only old buildings in my street. There's a market there every Saturday. Lots of people come to it and it's nice and colourful. The market doesn't sell any clothes but it's got all kinds of food. My street is quite noisy. There are often bands playing there. I especially like the Mexican group. I love the little shops and cafés in the street too. But I think it's a pity we haven't got a restaurant.



Folgende drei ‚Fehler‘ sind im abgedruckten Text: Every Thursday there's a street market. → It's every Saturday.

You can buy all kinds of clothes but you can't buy any food. → The market doesn't sell any clothes but it's got all kinds of food.

It's a shame we don't have a cinema, though. →

But I think it's a pity we haven't got a restaurant.

2 The car park

Identisch mit WB E Unit 3/MP2.



(1) What do you think? – (2) I think so too. – (3) I think – (4) Do you? I don't – (5) I agree with – (6) but – (7) In my opinion, they

3 Email from London

Identisch mit WB E Unit 3/MP3.



1 false, 2 true, 3 false, 4 true, 5 false

Unit 5, Exercises, Workbook Excel S. 38–42

1 My city

Ähnlich WB A Unit 5/Warm-up 2.



- 1 Is there a shopping centre near your house?
– **Yes, there is.**
Where? – **It is next to the market.**
- 2 Is there a car park next to the shopping centre?
– **No, there isn't.**
Where is the car park? – **It is on top of the shopping centre.**
- 3 Is there a park near your house? – **Yes, there is.**
Where is the park? – **It is just across the road.**
- 4 Is there a skate park in the park? – **No, there isn't.**
- 5 Is there a library near your house? – **Yes, there is.**
Where? – **It is opposite the cinema.**

Challenge

Die Schüler/innen können sich an den Fragen in Übung 1 orientieren.

2 Interview

Ähnlich WB A Unit 5/1.

2a

1e, 2a, 3f, 4d, 5c, 6b

2b

Lassen Sie die Schüler/innen die Fragen erst beantworten und dann zu einem Text zusammenfügen. Sie können hier auch Satzanfänge vorgeben.

Textgerüst:

I live in ... (place). There is ... cinema in our neighbourhood. I like my neighbourhood because ... The streets in our neighbourhood look ... The best about my neighbourhood is ... What I don't like about my neighbourhood is that ...

3 What have they been doing?

3a Ähnlich WB A Unit 5/3a.

Number one

- WB14 A: Abbie? ... Abbie? Where are you?
B: I'm in my room.
A: What are you doing? Are you still surfing the internet?
B: Yes, but ...
A: Turn off the computer now! You've been surfing the internet for more than an hour!

Number two

- C: Thomas? What are you doing in the cellar?
You've been down here since breakfast.
- D: Ssh! Be quiet ... Our cat's got two kittens.
I'm playing with them.

Number three

- E: Molly! Why are you sitting in the wardrobe?
You've been in there for two hours. What
are you doing?
- F: Nothing ...
- E: Molly!
- F: I've been texting my friends.

Number four

- G: Nathan? Brandon? Where are you?
- H: We're in the kitchen.
- G: You're still in the kitchen? You've been there
since lunchtime. Oh my word. What have
you been doing?
- H: We've been trying to make a cake for
Mum's birthday.
- G: That's a cake, is it? It looks more like a ...

Number five

- J: Alice?
- K: I'm in the garden, Mum.
- J: Are you still reading your magazines?
You've been out there for three hours.
Come in and do your homework.
- K: Sorry, Mum.



- Abbie has been surfing the internet for more than an hour.
- Thomas has been down in the cellar/playing with the kittens since breakfast.
- Molly has been sitting in the wardrobe/texting her friends for two hours.
- Nathan and Brandon have been in the kitchen/have been trying to make a cake for Mum's birthday since lunchtime.
- Alice has been in the garden/reading her magazines for three hours.



Ähnlich WB A Unit 5/3b.

Beispiele:

- I've been reading a magazine. – I've been looking for a nice recipe.
- I've been writing a love letter. – I've been preparing a presentation for biology.
- I've been daydreaming. – I've been thinking about my German essay.
- I've been making Mum's birthday present. – I've been tidying up my room.

- 6 I've been texting my best friend. – I've been trying to find out what I have to prepare for the next test.

4 A trip to Brick Lane

Pictures that show an action that started in the past and is still happening: 1, 4.

Pictures that show the result of an action that happened a short time ago: 2, 3.

4b Lassen Sie speziell mit leistungsschwächeren Gruppen den Text dieser Postkarte mit den zusätzlichen Punkten aus Übung 4a ergänzen.

Vorschlag:

Dad's feet hurt, so we're having a break in a nice café. Mum was mad earlier on because she had to wait while we were shopping. Joe's already spent all his money.

Love,
Rachel

5 I don't like hers ...

Identisch mit WB A Unit 5/4.

Number one

- WB15 A: What about hers?
- B: No, it's too short.
- A: And his?
- B: Urgh, awful. It's much too long for a boy.
- A: And what about theirs?
- B: They look nice, both of them. I like his especially, it's nice and short!

Number two

- C: What about theirs?
- D: It looks poisonous. It's green! What flavour can that be?
- C: But hers looks nice.
- D: Yes, it looks yummy. Let's get one like that. I just love ...

Number three

- E: Oh, look at his! I like those.
- F: Do you? I like hers better, his are a bit boring.
- E: Really? Well, I don't want any really, I can see perfectly.

Number four

- G: Oh, look at hers!
- H: It's a bit small. But theirs is sweet and he looks friendly.
- G: No, theirs is too big. I'd rather ...



1 hair, 2 ice cream, 3 glasses, 4 dogs

6 You can make a difference!

Ähnlich WB A Unit 5/5.



Hier sollen die Schüler/innen zuerst raten. Geben Sie ihnen die richtige Lösung erst in Teil b) dieser Aufgabe.

Lösung:

- 1 The text is about students who are doing something for their neighbourhood. – true
- 2 They present five different projects. – false
- 3 All the projects have to do with school. – false
- 4 The paper is looking for the best project. – true

6b Hier bietet sich die Gelegenheit, fehlerhafte Zuordnungen zu besprechen.



- 1 The aim of all these projects is to make their neighbourhood safer, more friendly and more fun to live in.
- 2 You can send an email or a normal letter.
- 3 41% of students went to school by car last year, today only 18% go by car.
- 4 They organised cycle training, walking school 'buses' and they arranged for three lollipop ladies to work in the streets around the school.
- 5 It costs £150 to adopt a tree.
- 6 You can choose the type of tree and a place for your tree. And you also get a nameplate with your name under the tree.
- 7 The best time for planting trees is from November to March.
- 8 They wanted to create an area where people of all ages can meet. They have succeeded because their park has become a place for people of all ages.
- 9 They are working on opening of a new skate park.

6d Hier sollen die Schüler/innen ihre eigene Meinung äußern. Als sprachliche Unterstützung dienen die Phrasen.

Vorschlag:

- 1 I think it is much better to build a skate park for young people.
- 2 In my opinion project 3 is the best project because we need a skate park.
- 3 Do you? I don't. More car parks attract more cars and that could be dangerous for school children.

- 4 In my opinion it is a very good idea because young people learn how to cycle safely.
- 5 I agree.

Challenge

Zur Vorbereitung dieser Übung besprechen Sie mit der Gruppe die einzelnen Argumente, die für bzw. gegen die vorgeschlagenen Projekte sprechen.

7 Pronunciation corner

Number one

WB16 Mum: Your room looks nice.
Girl: Thanks. I've been tidying up for two hours.

Number two

Mum: Your room looks nice.
Girl: Thanks. I've been tidying up for two hours.

Number three

Mum: Your room looks nice.
Girl: Thanks. I've been tidying up for two hours.



- 1 It took a long time.
- 2 I've only been tidying up, I haven't been doing anything else.
- 3 I've been tidying up, but no one else has.

8 Pronunciation joke

Identisch mit WB A Unit 5/6.



A boy walks past a garden. A man leans over the fence and shows him a ball. "Is this yours?" he asks. "Did it break anything?" the boy asks. "No." "Then it's mine."

Unit 5, Tasks plus, Workbook Excel S. 43

1 A special school project

1a Lassen Sie eine Liste der Dinge erstellen, die in diesem Haus anders/bemerkenswert sind. Bevor Sie zur nächsten Übung gehen, lassen Sie die Schüler/innen erklären, was sie sich notiert haben.

Vorschlag: special toilet, solar shower, solar oven, plastic rug

1b Am besten arbeiten hier Kleingruppen (zwei bis vier Schüler/innen) zusammen. Nach einer gewissen Diskussionsphase (abhängig von der Aktivität in der Gruppe) präsentieren die Klein-

5 Workbook Excel

gruppen ihre Projekte. Die Schüler/innen können die Aufgabe auch alleine lösen. Gerne können sie ‚ihr Haus‘ zeichnen und dann den anderen vorstellen.

2 Brainteaser



Bob Wilson went to Brick Lane in 2008.
Anna Brown took part in a demo in 2006
Cecile Campbell ate curry in 2007.
Dan Smith went to a car boot sale in 2009.

Unit 5, Making progress, Workbook Excel S. 44

1 My neighbourhood

Identisch mit WB A Unit 5/MP1.



WB17 Boy: I live in an old part of town. There are only old buildings in my street. There's a market there every Saturday. Lots of people come to it and it's nice and colourful. The market doesn't sell any clothes but it's got all kinds of food. My street is quite noisy. There are often bands playing there. I especially like the Mexican group. I love the little shops and cafés in the street too. But I think it's a pity we haven't got a restaurant.



Folgende drei ‚Fehler‘ sind im abgedruckten Text:
Every Thursday there's a street market. → It's every Saturday.

You can buy all kinds of clothes but you can't buy any food. → The market doesn't sell any clothes but it's got all kinds of food.

It's a shame we don't have a cinema, though. → But I think it's a pity we haven't got a restaurant.

2 The car park

Identisch mit WB A Unit 5/MP2.



(1) What do you think? – (2) I think so too. – (3) I think – (4) Do you? I don't – (5) I agree with – (6) but – (7) In my opinion, they

3 Email from London

Identisch mit WB A Unit 5/MP3.



1 false, 2 true, 3 false, 4 true, 5 false

Schwerpunkt:

Hören/Sprechen: Geburtstagspläne verstehen und formulieren, Gefühle ausdrücken

Lesen/Schreiben: Lesen, welche lustigen Geburtstagsbräuche es gibt, einen Blog zum Thema Neujahrstraditionen lesen und schreiben

Wortschatz: Geburtstag, Silvester

Grammatik: Modalverben, *if-sentences* (type 1 = present simple/will), *if-sentences* mit *unless*

Aussprache: bestimmte Laute erkennen, die Hauptbetonung in zusammengesetzten Nomen setzen

Zusatzmaterialien:

Für Übung 6B/4, *Act it out!* (TB S. 51):

Rolecards zu dieser Übung finden Sie unter www.yourturn.at/teacher.

Für Übung 6C/3a, *My New Year blog* (TB S. 53):

Eine Vorlage mit den Leitfragen zu dieser Übung finden Sie unter www.yourturn.at/teacher.

Unit 6, warm-up, Textbook S. 47

1 Word warm-up

1a

It's a birthday party.

1b present – cake – candles – charades – board game – fireworks – bump – kite – furious – decorations – invitation

1/32

Fotos von oben links nach unten rechts:

(10) decorations – (8) kite – (5) board game – (2) cake – (11) invitation

1c Als Alternative zur Einzelpräsentation können Sie auch Zweiergruppen zur Präsentation der Begriffe auffordern. Dazu ist allerdings eine kurze Vorbereitungszeit notwendig.

2 Pronunciation corner

2a

Gruppe 1 [ei]: came – neighbour – may – safe – day – same

Gruppe 2 [ai]: like – try – might – sky – decide – invite

2b Die Schüler/innen überprüfen ihre Zuordnung anhand der CD und sprechen die Wörter im Anschluss selbst.



Listen to these words with the sound [ei]:
1/33 came – neighbour – may – safe – day – same

Listen to these words with the sound [ai]:
like – try – might – sky – decide – invite

3 Getting-ready grammar

3a

- 2 If you give a birthday party, you'll have a lot of fun./If we go to a birthday party, we'll have a lot of fun.
- 3 If you eat too much chocolate, you'll get stomach ache.
- 4 If you get bad grades, you'll be in trouble.
- 5 If you get good grades, you'll get a present from your parents.
- 6 If it snows, you can go skiing./If it snows, we'll go skiing.

3b

Sie können eine solche Übung, deren Sätze inhaltlich eindeutig sind, verfremden lassen, indem die Schüler/innen in Partnerarbeit andere Kombinationen bilden. Die unpassendsten Kombinationen sind bei so einer Verfremdung erwünscht. Sie erreichen damit, dass die Schüler/innen einerseits viel stärker auf den Inhalt achten und andererseits unbewusst die Strukturen festigen. Zusätzlich kann eine solche Aktivität auch sehr lustig sein.

Beispiel: If you get bad grades, you'll get a present from your parents.

Unit 6A, All about birthdays, Textbook S. 48–49

1 Text attack

Weisen Sie die Schüler/innen auf die Zwischenüberschriften im Text hin, die helfen, die Lösungen zu finden. Solche Überschriften werden erfahrungsgemäß sehr oft gar nicht wahrgenommen.



- 1 Because otherwise evil spirits could hurt the people on their birthdays. Friends and family kept them safe.
- 2 In the Kingdom of Prussia.
- 3 In Vietnam.
- 4 'Happy Birthday to You'.
- 5 The people in ancient Egypt.
- 6 In Italy and in Britain.

2 Read in more detail



- 1 People will know it is a birthday song.
- 2 Your wish will come true.
- 3 13 times.
- 4 14 bumps, 13 for your age and one extra bump for good luck.
- 5 Because they believe that the smoke would carry their thoughts to the gods in the sky.
- 6 Because they thought that evil spirits would hurt the people on their birthdays.

3 Wordfind



birthday cake – birthday person – birthday presents – birthday card – birthday customs – birthday kid – birthday song

4 Pronunciation corner

4a

1 birthday party, 2 birthday cake, 3 ice cream, 4 paper hat, 5 party game, 6 board game



1/34



In diesen Zusammensetzungen ist immer das erste Wort betont.

4b

Teilen Sie die Klasse in Paare ein. Bei dieser Übung wird es notgedrungen etwas lauter. Lassen Sie diesen ‚Lärm‘ zu, damit Ihre Schüler/innen die genaue Betonung lernen können.



I had a **birthday** party. We had some **ice** cream and some **birthday** cake. We played **party** games and we all wore a **paper** hat.

5 Our birthdays

5a

Im ersten Schritt können leistungsschwächere Schüler/innen ihre Notizen zu den Fragen im TB auf ein Blatt schreiben, das sie mit ihrem Namen versehen. Leistungsstärkere Schüler/innen können ganze Sätze formulieren. Gehen Sie dabei in der Klasse herum und helfen Sie Schülerinnen/Schülern, die Probleme haben.

5b

Nachdem die Schüler/innen ihre Blätter untereinander ausgetauscht haben, fragen Sie sie nach speziellen Geburtstagsbräuchen. Die Schüler/innen sollten beim Antworten aber nicht über sich selbst sprechen, sondern über ihre Mitschüler/innen.

Unit 6B, Surprise, surprise, Textbook S. 50–51

1 A surprise party

1a

J: What shall we do for Harry's birthday?

Z: Let's have a surprise party! I love surprises! We can have it at my house.



1/35

J: Oh no, we don't want parents around, do we? I thought we might go bowling. Harry might like that.

Z: Brilliant! Yes, let's go bowling. Harry will like that. But can we still make it a surprise, please?

J: He'll find out.

Z: He won't find out unless someone tells him. Jack, promise you won't tell him!

J: OK, I promise, I promise.

Z: Great! Let's make it Saturday at the bowling alley, around 5 o'clock?

J: That's too early! It's not a kid's party! Let's make it 7, 7 till 10.

Z: Better make it 6 to 9. My parents won't let me stay out so late.

J: OK, then **Saturday the 12th of December, from 6 till 9.**

Z: **At the Red Lion bowling alley.**

J: At the Red Lion bowling alley.

Z: Brilliant! I'll make the invitations and email them to everybody. Harry will so love it!



When? – Saturday the 12th of December.

What time? – 6 till 9.

Where? – At the Red Lion bowling alley.

1b

Fordern Sie die Schüler/innen in leistungsstärkeren Gruppen auf, Begründungen bzw. weitere Erklärungen für ihre Aussagen zu geben.

2 Harry's plans



H: Hey Jack. Guess what!

J: What?

1/36

H: Well, you know it's my birthday soon? Well, this year I won't have a silly party.

J: What, like last year's?

H: Don't remind me! It was so embarrassing! Ugh! I hate surprise parties!

J: Oh, do you?

H: Anyway, this year my parents have got me tickets to the Chelsea match on the 12th. And I get to take three mates! So I thought you, and who else?

J: Max **will** want to come for sure – he's a real fan.

- H: Definitely. And Sam? He **might** want to come too.
 J: Hmm. He **might not** want to. He hates Chelsea!
 But Zoe **may** like to see a match.
 H: Zoe!? She's not into football, is she?
 J: But she may like to come with us.
 H: No, let's get another guy. It **won't** be the same with girls. I'll ask Alex.
 J: The thing is, Zoe's organised a surprise party for your birthday and now she'll be really disappointed. She'll be gutted!
 H: Oh, oh! Well, I'd better ask her, I suppose ... She may not want to come anyway. And then we can ask Alex.

2a 

Harry doesn't want to have a surprise party. He wants to go to the Chelsea match on the 12th with three of his friends, Jack, Max and either Zoe or Alex.

2b 

Max **will** want to come for sure. Definitely. And Sam? He **might** want to come, too. Hmm. He **might not** want to. He hates Chelsea! But Zoe **may** like to see a match. It **won't** be the same with girls.

Lassen Sie zum Abschluss der Übung Ihre Schüler/innen spekulieren, wer schlussendlich zum Match mitkommen wird.

2c

Hier diskutieren jeweils zwei Schüler/innen ihre Ansicht darüber, wen Harry einladen soll (Zoe oder nur Buben oder ...?).

3 Feelings

3a 

A furious – B relieved – C hurt – D excited – E disappointed

3b

Besprechen Sie in leistungsschwächeren Gruppen die möglichen Sätze, die sich in dieser Übung ergeben. Schreiben Sie einzelne Sätze an die Tafel, damit Sie sie nachher für die folgende Übung parat haben.

Beispiele:

If Harry invites Zoe, Alex may be disappointed.
 If Zoe knows Jack told Harry about the party, she will be furious.
 If Harry invites Alex to the match, Zoe might be hurt.

If Jack lies to Zoe, Zoe will be hurt.
 If Zoe doesn't want to go to the match, Harry will be relieved.

3c Die Schüler/innen überprüfen anhand des Hörtextes, ob sie in 3b passende Sätze geschrieben haben.



- J: Zoe, you're going to kill me but I had to tell Harry about the party.
 Z: You did what? Jack, you idiot, how could you! You promised!
 J: Sorry! Anyway, he can't come. He has other plans.
 Z: Really? Oh, no! What a pity! I was really looking forward to the party.
 H: Hi Zoe. Jack told me about the party. Listen, I'm sorry but I'm going to a football match with the guys.
 Z: Oh, are you? Oh well, never mind. If you prefer to go out with your friends, ...
 H: Oh Zoe, come on! We can have the party some other time!
 Z: Forget it, Harry. You have fun with your friends.
 H: Zoe ... – Alex? I was about to call you. Do you fancy coming to the Chelsea match?
 A: The Chelsea match! Wow. Cool! Thanks Harry!

4 Act it out!

Die Schüler/innen sollen ihre Rollen in der Partnerarbeit abwechseln.
 Siehe auch www.yourturn.at/teacher.
 Mögliche Kombinationen und Äußerungen:

Situation 1

I'm sorry, (Anna). My cousin's birthday party is on the same day as yours. All my family will be there so I'd like to go as well to meet them.

Reaction:

(You're disappointed!) What a pity! I was looking forward to seeing you at my birthday.

Situation 2

I'm so sorry, (Tim). I forgot to buy you a birthday present. I'll get one tomorrow, OK?

Reaction:

(You feel hurt!) Oh well, never mind. Be like that.

Situation 3

(Mark), I've done something terrible. ... I've told my parents your secret. I know that was wrong. I'm so sorry!

Reaction:

(You're furious!) How can/could you! That's not nice!

Situation 4

It's my birthday next Saturday. My parents have got me tickets for a pop concert. Do you fancy coming with me?

Reaction:

(You're excited!) Wow! Brilliant! Great!

Situation 5

This is your watch, isn't it? I've just found it on the floor in our classroom.

Reaction:

(You feel relieved!) Phew! Thank goodness for that!

Unit 6C, Akiko's New Year blog, Textbook S. 52–53

1 My New Year celebrations

1a

She probably went kite-flying on New Year's Day.
She probably went surfing.
She probably went to see the fireworks in London.

1b Lassen Sie den Blog-Text leise lesen. Stellen Sie aber anschließend zur Überprüfung des Textverständnisses Fragen, was in den jeweiligen Ländern bzw. an den jeweiligen Orten zu Neujahr gemacht wird. In lernschwächeren Gruppen stellen Sie eher geschlossene Fragen (z. B. einfache Ergänzungsfragen mit *Who? What? Where? When?* oder ja-nein-Fragen), in lernstärkeren Gruppen stellen Sie offene Fragen, d. h. die Schüler/innen müssen etwas erklären oder beschreiben (meist Fragen mit *How ...? oder Why ...?*).

Beispiel für eine geschlossene Frage:

Where do people go kite-flying on New Year's Day?
– In Japan.

Beispiel für eine offene Frage:

How do people in Japan celebrate New Year's Day?
– They go kite-flying and eat a big meal.

1c Fragen 1–3 sind Fragen zum Inhalt des Blogs, Fragen 4–5 betreffen die Schüler/innen selbst.



- 1 She liked best that they watched the fireworks on TV after midnight.
- 2 That the celebrations go on for days.
- 3 The best thing about New Year in Australia is that it is celebrated on the beach.

- 4 Beispiel: We usually have a big meal in the evening and watch the fireworks at midnight.
- 5 Beispiel: I would like to go to the beach on New Year's Day.

Lassen Sie die Antworten in Partnerarbeit vergleichen und anhand des Textes im TB S. 52 überprüfen.

2 Conditions!

2a Mit leistungsschwächeren Gruppen sollten Sie diese Übung zumindest in Teilen an der Tafel machen und die unterschiedlichen Formen (*unless* aus den Originalsätzen von Akiko/*if + negative* aus der Lösung zu Übung 2a) mit Farbe markieren (vgl. Markierungen im Grammatikkästchen).



- 3 I won't eat too many doughnuts **if I don't get** really desperate.
- 4 I'll be the best sound engineer at TLR **if I don't become** a DJ instead (still not sure!).
- 5 I'll continue to write this blog **if I don't run out** of things to say!

2b Lassen Sie die Vorsätze der beiden Teams für Übung 2c an die Tafel schreiben.

2c Das Team, das den jeweiligen Vorsatz geschrieben hat, liest ihn laut vor; das jeweils andere Team schreibt eine Bedingung (*unless*) zu dem vorgelesenen Vorsatz. Das Team, von dem der Vorsatz stammt, entscheidet so schnell wie möglich, ob der Satz richtig ist und ob die Bedingung Sinn ergibt. Wenn Sie diese Übung als Spiel anlegen, bestimmen Sie vorher, wie viele Runden es geben wird.

3 My New Year blog

3a Mit Hilfe des Blog-Gerüsts und der Leitfragen sollte es allen Schülerinnen/Schülern möglich sein, den Text zu vervollständigen. Gehen Sie auf jeden Fall in der Klasse herum und stehen Sie für Fragen bereit. Bevor Sie jedoch den Schülerinnen/Schülern weiterhelfen, verweisen Sie sie zuerst auf Akikos Blog als Muster. Siehe auch www.yourturn.at/teacher.

3b Lassen Sie einzelne Schüler/innen die inhaltlichen Gemeinsamkeiten und Unterschiede zwischen verschiedenen Blogs erläutern.

Unit 6D, Tasks plus, Textbook S. 54**1** Lost!

1a Mit leistungsschwächeren Gruppen lassen Sie zuerst das Bild einfach beschreiben. Erst in einem zweiten Schritt stellen die Schüler/innen dann ihre Vermutungen an, wie es zu der im Bild gezeigten Situation gekommen sein könnte.

1b Lassen Sie den Text (Einleitung und Dialog) nur nach ausreichender Vorbereitungszeit laut vorlesen. Die Schüler/innen überprüfen ihre Vermutungen aus Übung 1a anhand des Textes.

1c Bevor sich die Schüler/innen entscheiden, welche Ideen die besten sind, können Sie Fragen als Hilfestellung geben.

Beispiele:

What is the advantage if they stay together?

What is the advantage if some of them leave and go in different directions?

What does Lucy want?

1d In Kleingruppen (max. 4 Schüler/innen) wird zunächst die Reihung aus Übung 1c verglichen und es werden Begründungen dafür gegeben. Anschließend wird über das optimale Verhalten in dieser Situation diskutiert. Zusätzlich zu den Möglichkeiten, die im Dialog besprochen werden, können die Schüler/innen eigene Lösungen überlegen. (Auch die schlechteste Lösung für die Situation der Kinder kann diskutiert werden.)

1e Die Gruppen präsentieren ihre Ergebnisse und vergleichen ihre Ideen für ein optimales Verhalten in der Situation der Kinder. Sie können auch von jeder Gruppe die beste und die schlechteste Lösung vorstellen lassen. Damit ergibt sich dann zwangsläufig eine Diskussion. Bei solchen Diskussionen ist es in erster Linie wichtig, dass gemeinsam kommuniziert wird. Hier ist es nicht notwendig, die Diskussion der Schüler/innen zu unterbrechen, um sprachliche Mängel aufzuarbeiten. Das kann – wenn wirklich Bedarf besteht – nach Abschluss der Diskussion passieren. Das heißt, dass Sie die Fehler während der Diskussion nur notieren, um sie später aufzuarbeiten.

2 Send an SOS message.**2a** 

Where are you? It's late! Are you okay? We are very worried. Please phone.

2b Überlassen Sie es den Schülerinnen/Schülern, passende Antwort-Texte zu erfinden. Die Nachrichten sollten nicht länger als 60 Zeichen sein. Die Schüler/innen können die Antwort-SMS auch in Paar-/Gruppenarbeit erstellen. Bei Gruppen, die sich bei dieser Aufgabe unsicher fühlen, ist es sicherlich nützlich, einige SMS-Kürzel zu besprechen bzw. von den Schülerinnen/Schülern an die Tafel schreiben zu lassen.

2c Lassen Sie die einzelnen Antwort-Texte in der für SMS typischen Schreibung an die Tafel schreiben. Die anderen Schüler/innen müssen sie verstehen können. Lassen Sie in der Klasse über die originellste Antwort abstimmen.

Unit 6, warm-up, Workbook Achieve S. 47**1** Crossword

1 card – 2 firework – 3 candles – 4 cake – 5 balloon – 6 party – 7 birthday – 8 invitation – 9 decoration – 10 present

Lösung: celebration

2 If it's your birthday, ...**2a** 

1c, 2f, 3d, 4e, 5a, 6b

2b 

(1) have – (2) will you come – (3) invite – (4) eats – (5) will be – (6) will be – (7) ask – (8) will you help – (9) give – (10) will you buy

Unit 6, Exercises, Workbook Achieve S. 48–52

Hinweise zur Differenzierung in den Workbooks:
Übung 3 WB A&E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 2 auf Seite 50 im TB machen. Im WB A wird diese Übung durch Übungsteil a) stärker vorentlastet als im WB E. Im WB A werden die Schüler/innen langsam an die Grammatik herangeführt, indem sie in 3a) das richtige (Modal)verb auswählen sollen. Die Grammatik erarbeiten sie in einem situativen Kontext, der in 3b) ebenfalls verwendet wird (Vokabelvorentlastung).

6 Workbook Achieve

Im WB E wählen die Schüler/innen das richtige (Modal)verb (nur) mit Hilfe des Grammatikkästchens aus. Außerdem produzieren die Schüler/innen hier in einer Challenge bereits eigene Sätze zu diesem Thema.

1 Birthday stories

Identisch mit WB E Unit 6/1.

Number one

WB18 Hi, I'm Jim and my story is about when I was nine. I had a birthday party and five of my friends bought me exactly the same present. It was the first Harry Potter book. I liked the book, but I had already read it and I didn't need five copies of it! As I opened each one, I tried to sound happy when I thanked my friends, but it was very difficult.

Number two

My name's Emma and I'm going to tell you about the best birthday I ever had. I was seven and my dad was spending a lot of time away from home that year. He said he would try to come home for my birthday, but when I went to bed the night before he hadn't arrived. My mum said it was best not to expect him because he was very busy, but when I woke up, there he was! He had come home in the night just to see me on my birthday. He took me to the zoo and we had a wonderful day.

Number three

Hello. I'm Sam and I'd like to tell you about my tenth birthday. My parents bought me a new bicycle – I had already learnt to ride on my brother's bike and I really wanted one of my own. I was so excited that I wanted to try it right away. I rode really fast down a steep hill near my house and crashed into a tree. I spent the rest of my birthday in hospital. But everyone was really nice to me. The nurses brought me cake and ice cream and they all sang *Happy Birthday*.

Number four

My best birthday ever – I'm Tessa, by the way – was definitely when we were living in Vietnam. My parents warned me that people don't really celebrate birthdays in Vietnam so I wasn't expecting anything. But my school friends were wonderful. They organised a surprise party for me, and they all made food to bring to the party and I got birthday cards and presents. It was great.



1c, 2b, 3c, 4a

2 My favourite birthday game

Identisch mit WB E Unit 6/2.



1e, 2a, 3d, 4c, 5b

3 A present for Tim

Ähnlich WB E Unit 6/3.

3a Erklären Sie den Schülerinnen/Schülern, dass sie die Sätze ganz lesen und dann einschätzen sollen, wie wahrscheinlich es ist, dass eine Handlung ausgeführt wird.



1 will, 2 may, 3 might, 4 'm not going, 5 am going

3b

(1) going to (2) going to (3) may (4) going to (5) may (6) will

4 Another birthday story

4a Ähnlich zu WB E Unit 6/4a.

Besprechen Sie in der Gruppe, wie die Geschichte weitergehen könnte. Als Hilfe können Sie folgende Strukturen anbieten:

I (don't) think ... – Maybe ... – Probably ... – Perhaps ...

4b Ähnlich WB E Unit 6/4b.



WB19 Karen: When I arrived at the party, I found that Sue had lied to me. It wasn't a fancy dress party at all. All my other friends were wearing beautiful party dresses and no one could understand why I had come dressed as an ugly dwarf. They all laughed and I felt really embarrassed. But I think Sue's mother realised what had happened because she took Sue into the kitchen and there was a lot of shouting and when Sue came out, she was crying.



Picture B

4c Identisch mit WB E Unit 6/4c.



- 1 False. The story is about Sue's birthday party.
- 2 False. Sue had a lot of friends at school.
- 3 False. Karen wasn't surprised but she was still disappointed.
- 4 True.
- 5 True.

4d Identisch mit WB E Unit 6/4d.



Sue and Karen were in the same **class** at school. Sue hated Karen and was very **mean** to her. She invited everyone else to her **party** except Karen. Karen felt **sad**, but she wasn't surprised. The day before the party, Sue gave Karen an **invitation**. She told her she had to wear **fancy dress**. Karen went to the party dressed as a **dwarf**, but everyone else was wearing party **dresses**. Sue's mother realised what had happened and she was **angry** with Sue and shouted at her.

5 Feelings



Positive feelings: happy, excited, relieved, pleased, surprised

Negative feelings: sad, lonely, angry, embarrassed, hurt, disappointed

6 How do you feel?

Ähnlich WB E Unit 6/5.



- 1 If someone is mean to you, you may feel **sad**.
- 2 Sue's mother shouted at her because she was **angry**.
- 3 If you don't have many friends, you feel **lonely**.
- 4 Karen felt **embarrassed** because she wasn't wearing a party dress.
- 5 If you are worried about something but it doesn't happen, you feel **relieved**.
- 6 If you are really looking forward to something, you feel **excited**.
- 7 If someone does something unkind to you, you feel **hurt**.

7 'If' and 'unless'

Falls erforderlich, erklären Sie den Zusammenhang zwischen *unless* und *if*.



1a, 2a, 3b, 4a

8 Writing

Identisch mit WB E Unit 6/8.

8a Lassen Sie Ihre Schüler/innen die wichtigsten Punkte in dieser E-Mail markieren.

8b Mit Hilfe der markierten Stellen der E-Mail und der Tabelle sollte es jeder Schülerin/jedem Schüler möglich sein, einen Text über eine Geburtstagsparty zu schreiben.

Unit 6, Making progress, Workbook Achieve S. 53

1 Tom's New Year

Identisch mit WB E Unit 6/MP1.



Ch: What are you doing at New Year, Tom?

WB20 To: We're going back to Belfast to visit my grandmother. New Year's Day is also my grandmother's birthday, so we have two things to celebrate.

Ch: Are you going to have a party?

To: Yes, we are. It's her 90th birthday so we're going to have a big party. All my aunts, uncles and cousins will be there. I'm really excited.

Ch: Are you going to buy her a present?

To: Yes, of course. I want to get her something from England, but I'm not sure what to get.

Ch: How about something to eat?

To: Yes, she really likes biscuits, so I may get her some nice English biscuits.

Ch: When are you coming back to England?

To: Well, school starts again on the 5th of January, so we may come back on either the 4th or the 3rd.

Ch: Have a good New Year – and enjoy your grandmother's birthday party.

To: Thank you. I'm sure we will have a great time.



- 1 False. Only Tom is going to Belfast.
- 2 True.
- 3 False. He's really excited about it.
- 4 True.
- 5 False. Chloe has got an idea for a birthday present.
- 6 False. Tom will come back to England one or two days before school starts.

2 Sally's birthday

Identisch mit WB E Unit 6/MP2.



- 1 false
- 2 not in the text
- 3 true
- 4 true
- 5 false
- 6 false

Unit 6, Exercises, Workbook Excel S. 46–50

1 Birthday stories

Identisch mit WB A Unit 6/1.

Number one

WB18 Hi, I'm Jim and my story is about when I was nine. I had a birthday party and five of my friends bought me exactly the same present. It was the first Harry Potter book. I liked the book, but I had already read it and I didn't need five copies of it! As I opened each one, I tried to sound happy when I thanked my friends, but it was very difficult.

Number two

My name's Emma and I'm going to tell you about the best birthday I ever had. I was seven and my dad was spending a lot of time away from home that year. He said he would try to come home for my birthday, but when I went to bed the night before he hadn't arrived. My mum said it was best not to expect him because he was very busy, but when I woke up, there he was! He had come home in the night just to see me on my birthday. He took me to the zoo and we had a wonderful day.

Number three

Hello. I'm Sam and I'd like to tell you about my tenth birthday. My parents bought me a new bicycle – I had already learnt to ride on my brother's bike and I really wanted one of my own. I was so excited that I wanted to try it right away. I rode really fast down a steep hill near my house and crashed into a tree. I spent the rest of my birthday in hospital. But everyone was really nice to me. The nurses brought me cake and ice cream and they all sang *Happy Birthday*.

Number four

My best birthday ever – I'm Tessa, by the way – was definitely when we were living in Vietnam. My parents warned me that people don't really celebrate birthdays in Vietnam so I wasn't expecting anything. But my school friends were wonderful. They organised a surprise party for me, and they all made food to bring to the party and I got birthday cards and presents. It was great.



1c, 2b, 3c, 4a

2 My favourite birthday game

Identisch mit WB A Unit 6/2.



1e, 2a, 3d, 4c, 5b

3 A present for Tim

Ähnlich WB A Unit 6/3.



(1) going to (2) going to (3) may (4) going to (5) may (6) will (7) will

Challenge

Die Schüler/innen können sich am Dialog von Übung 3 orientieren. Die Challenge kann auch als Dialog zwischen zwei Partnern nachgespielt werden.

Vorschlag: I'm going to buy Miriam a Harry Potter DVD because she loves reading the books. I may get her the latest DVD. I hope she'll like it.

4 Another birthday story

4a Ähnlich zu WB A Unit 6/4a.

Besprechen Sie in der Gruppe, wie die Geschichte weitergehen könnte. Als Hilfe können Sie folgende Strukturen anbieten:

I (don't) think ... – Maybe ... – Probably ... – Perhaps ...

4b Ähnlich WB A Unit 6/4b.

Die Schüler/innen überprüfen ihre Vermutungen zum Ausgang der Geschichte anhand des Hörtextes.



WB19

Karen: When I arrived at the party, I found that Sue had lied to me. It wasn't a fancy dress party at all. All my other friends were wearing beautiful party dresses and no one could understand why I had come dressed as an ugly dwarf. They all laughed and I felt really embarrassed. But I think Sue's mother realised what had happened because she took Sue into the kitchen and there was a lot of shouting and when Sue came out, she was crying.

4c Identisch mit WB A Unit 6/4c.



- 1 False. The story is about Sue's birthday party.
- 2 False. Sue had a lot of friends at school.
- 3 False. Karen wasn't surprised but she was still disappointed.
- 4 True.
- 5 True.

4d Identisch mit WB A Unit 6/4d.



Sue and Karen were in the same **class** at school. Sue hated Karen and was very **mean** to her. She invited everyone else to her **party** except Karen. Karen felt **sad**, but she wasn't surprised. The day before the party, Sue gave Karen an **invitation**. She told her she had to wear **fancy dress**. Karen went to the party dressed as a **dwarf**, but everyone else was wearing party **dresses**. Sue's mother realised what had happened and she was **angry** with Sue and shouted at her.

Challenge

Eine Möglichkeit, auf gute Ideen zu kommen, ist es, sich vorzustellen, wie die einzelnen Charaktere auf die Situation auf der Party reagiert haben könnten. Dazu schreiben Sie die Namen der Beteiligten (*Sue, Sue's mother, Karen, the other children from their class*) weit verteilt an die Tafel. Wenn nötig, können Sie mit der Klasse einige Optionen zu den einzelnen Namen schreiben. Die Schüler/innen fügen die Optionen dann zu einem Ende zusammen.

Beispiel: Sue apologized to me and we both went up to her room so that she could give me one of her party dresses. Then we went back to the other guests who were all really nice to me. I had a good time with my friends and could finally enjoy the party. Still, I couldn't forget what Sue had done – so we probably won't become best friends.

5 Feelings

Ähnlich WB A Unit 6/6.



- 1 If someone is mean to you, you may feel **sad**.
- 2 Sue's mother was **angry** so she shouted at Sue.
- 3 If you don't have many friends, you feel **lonely**.
- 4 Karen felt **embarrassed** because she wasn't wearing a party dress.
- 5 If you are worried about something but it doesn't happen, you feel **relieved**.
- 6 If you are really looking forward to something, you feel **excited**.
- 7 If someone does something unkind to you, you feel **hurt**.

Challenge



Beispiele:
 I feel excited when I'm waiting for a phone call.
 I feel angry when a friend lets me down.
 I feel relieved when I get a good mark.
 I feel sad when I have to leave my friends.

6 I'll do it unless ...



- 2 Unless Tim invites me to his party, I'll watch TV on New Year's Eve.
- 3 Unless I forget to buy some eggs, I'll make a cake for our New Year's party.
- 4 I won't make any New Year's resolutions unless you make some too!
- 5 I'll come to your party unless my parents ask me to visit my aunt.

7 I'll do it if ...



- 1 If you don't hurry, we'll miss the party.
- 2 If you can't come, we won't have a party.
- 3 If you don't tell me what you want, I won't buy you a present.
- 4 If you don't invite Tim and Molly, they will be hurt.
- 5 I'll cook a meal if you don't prefer to go to a restaurant.

8 Writing

Identisch mit WB A Unit 6/8.

8a Lassen Sie Ihre Schüler/innen die wichtigsten Punkte in dieser E-Mail markieren.

8b Mit Hilfe der markierten Stellen der E-Mail und der Tabelle sollte es jeder Schülerin/jedem Schüler möglich sein, einen Text über eine Geburtstagsparty zu schreiben.

Unit 6, Tasks plus, Workbook Excel S. 51

1 Frost fairs



- 1 They could buy Christmas presents, watch games and listen to music.
- 2 They could walk on the ice and drive horses and carts on it.
- 3 It went on for four days in 1814.
- 4 It used to have low wide banks which allowed the water to move slowly. Because the weather was much colder than today.
- 5 The river banks are higher today and the water flows faster. That's why it doesn't freeze.

6 Workbook Excel

2 Brainteaser



They fall in the same year every year.

3 Jokes

Durch die Bewertung der Witze können sich die Schüler/innen dazu äußern, selbst wenn sie die Witze nicht lustig fanden.

Unit 6, Making progress, Workbook Excel S. 52

1 Tom's New Year

Identisch mit WB A Unit 6/MP1.



Ch: What are you doing at New Year, Tom?

WB2B To: We're going back to Belfast to visit my grandmother. New Year's Day is also my grandmother's birthday, so we have two things to celebrate.

Ch: Are you going to have a party?

To: Yes, we are. It's her 90th birthday so we're going to have a big party. All my aunts, uncles and cousins will be there. I'm really excited.

Ch: Are you going to buy her a present?

To: Yes, of course. I want to get her something from England, but I'm not sure what to get.

Ch: How about something to eat?

To: Yes, she really likes biscuits, so I may get her some nice English biscuits.

Ch: When are you coming back to England?

To: Well, school starts again on the 5th of January, so we may come back on either the 4th or the 3rd.

Ch: Have a good New Year – and enjoy your grandmother's birthday party.

To: Thank you. I'm sure we will have a great time.



- 1 False. Only Tom is going to Belfast.
- 2 True.
- 3 False. He's really excited about it.
- 4 True.
- 5 False. Chloe has got an idea for a birthday present.
- 6 False. Tom will come back to England one or two days before school starts.

2 Sally's birthday

Identisch mit WB A Unit 6/MP2.



- 1 false
- 2 not in the text
- 3 true
- 4 true
- 5 false
- 6 false

Schwerpunkt:

Hören/Sprechen: eine Umfrage zu Frühstücksgewohnheiten verstehen, ein Restaurant auswählen, Erfahrungen mit verschiedenen Gerichten austauschen

Lesen/Schreiben: Frühstücksgewohnheiten herausfinden, mehr über einen jungen Koch erfahren

Wortschatz: Frühstück, gesunde Ernährung

Grammatik: *defining relative clauses, indefinite pronouns*

Aussprache: bestimmte Laute erkennen, mit der Satzbetonung die Satzbedeutung verändern


Zusatzmaterialien:

Für Übung 7B/2, *Definitions* (TB S. 58): Ein zusätzlicher Lückentext (*who/which*) steht unter www.yourturn.at/teacher zur Verfügung.

Unit 7, warm-up, Textbook S. 55

1 Word warm-up

1a In einer Erweiterung dieser Übung können Sie eine Mindmap zum Thema *Food and drink* an der Tafel erstellen. Achten Sie dabei auf sinnvolle Gruppierungen, z. B. *fruit, cereals, meat, soft drinks*.

 muffin – fried eggs – junk food – bowl of cereal –
1/38 soft drinks – snacks – bacon – organic food –
pesticides – nutritionist – vegetables – chef –
crisps – waiter – fruit

1b Lassen Sie leistungstärkere Gruppen verschiedene Begriffe auf Englisch definieren. Wenn Sie diese Übung als Hausübung aufgeben, können auch leistungsschwächere Schüler/innen mit Hilfe eines einsprachigen Wörterbuchs passende Definitionen finden.

1c Als Hilfe können Sie hier angeben, dass es bei regelmäßigen zählbaren Nomen einen Plural mit –s geben muss.




countable nouns: muffin(s), fried egg(s), bowl(s) of cereal, soft drink(s), snack(s), pesticide(s), nutritionist(s), vegetable(s), chef(s), crisp(s), waiter(s), fruit(s) (einzelne Früchte)
uncountable nouns: junk food, bacon, organic food, fruit (Obst)

1d Als Erweiterung der Übung können Sie auch das Spiel *Hangman* spielen, um auch die Schreibung der Wörter zu trainieren.

2 Pronunciation corner

Stoppen Sie die CD vor dem zweiten Teil des Hörtextes (nach den Wörtern zu 3), damit die Schüler/innen ihre eigenen Überlegungen zum jeweiligen *odd man out* anstellen können.

 1 where – what – when – who
1/39 2 why – white – were – wrong
3 write – which – with – word
In 1 the odd one out is 'who'.
In 2 the odd one out is 'wrong'.
In 3 the odd one out is 'write'.



Hier soll auf die Aussprache von ‚w‘ geachtet werden. Je nachdem, welcher Buchstabe folgt (z. B. ‚h‘ oder ‚r‘), kann die Aussprache unterschiedlich sein. Die Lösung wird im zweiten Teil des Hörtextes gegeben.

3 Getting-ready grammar

3a

1 Which – 2 Which – 3 Who – 4 Which – 5 Who –
6 Who

3b Bei solchen Partnerübungen wird es in der Klasse zwangsläufig etwas lauter. Der Vorteil dabei ist jedoch, dass viele, wenn nicht sogar alle Schüler/innen zum Sprechen kommen.

Unit 7A, Full English breakfast, Textbook S. 56–57

1 A street survey

1a

Full English breakfast: tomato, baked beans, fried egg, bacon

Muffin: blueberries

Cereal: milk, nuts, raisins, brown sugar

1b Die Schüler/innen überprüfen nun ihre Lösungen zu 1a anhand des Hörtextes.



Matt: Hi, I'm from *Teen Life Radio*. We're doing a survey about breakfast. Can I ask you some questions?

1/40

Boy: Go on.

Matt: Look at these three breakfast dishes. Number 1 is a typical full English breakfast: fried eggs with bacon, baked beans and tomato. Number 2 is a large

muffin with blueberries and number 3 is a cereal with raisins, nuts, milk and a teaspoonful of brown sugar. Which is the breakfast with the most calories?

- Boy: I'd say the muffin. But blueberries are supposed to be good for you, aren't they?
- Matt: And which do you think is the **healthiest**?
- Man: The cereal, I suppose.
- Matt: Do you eat **breakfast**?
- Boy: When I have time. Full English, that's my favourite.
- Matt: Thanks.
- Matt: Excuse me, we're doing a survey about breakfast. Can I ask you a couple of questions?
- Girl: OK, but I never have breakfast so I'm not the best person to ask.
- Matt: Which of these three breakfasts is the one with the most **calories**, do you think?
- Girl: I don't know ... the English breakfast?
- Matt: And the healthiest?
- Girl: The cereal, I bet. Did I guess right?
- Matt: Ah, you'll have to look at our website – you'll see the results there. It's www.TLR.com. Look us up. You may be surprised!

1c

- 1 Which is the breakfast with the most **calories**? – Cereal.
- 2 Which do you think is the **healthiest**? – Cereal unless you add sugar.
- 3 Do you eat **breakfast**?

Die Antworten zu Nr. 1 und 2 ergeben sich erst aus dem Text in Übung 2. In Übung 1c geht es zunächst darum, dass die Schüler/innen Vermutungen anstellen. Sie können die Beantwortung der Fragen aber auch als Rechercheauftrag in die Hausübung verlagern.

1d Lassen Sie die Antworten zu den Fragen in Übung 1c in Partnerarbeit vergleichen.

2 Breakfast – the survey

Lassen Sie diesen Text leise lesen. Stellen Sie aber danach Fragen nach dem Inhalt. Damit können Sie das inhaltliche Verständnis und die richtige Aussprache überprüfen. Als Zusatzaufgabe können die Schüler/innen ihre Antworten zu Nr. 1 und 2 in Übung 1c anhand des Textes überprüfen.



According to the survey, people thought the full English breakfast has the most calories. In fact, it has the least calories.

3 A class survey

Bei dieser Übung sollten Sie darauf achten, dass übergewichtige Schüler/innen nicht bloßgestellt werden.

3a In leistungsstärkeren Gruppen können Sie eine Erweiterung des Fragebogens erstellen, indem die Schüler/innen weitere geeignete Fragen beisteuern.

Beispiel:
Do you have breakfast every day?

3b Achten Sie darauf, dass bei der Gruppenarbeit, bei der am besten jeweils drei Schüler/innen in einer Gruppe sind, in den Fragebögen keine Namen genannt werden.

3c Da im Text zu Übung 2 (TB S. 56) Prozentzahlen bzw. Durchschnittswerte genannt werden, ist es sinnvoll, dass jede Gruppe vor dem Vergleich mit den britischen Kindern ihre Ergebnisse zuerst bündelt, indem sie zu den einzelnen Fragen Durchschnittswerte ermittelt. Mit dieser Aufgabe können Sie leistungsstärkere Schüler/innen der Gruppe beauftragen.

Beispiel Frage 1:
Angaben im Fragebogen z. B. 3/4/5 = 12 Portionen Obst/Gemüse insgesamt → 12 : 3 Schüler/innen = durchschnittlich 4 Portionen Obst/Gemüse werden jeden Tag von den Schülerinnen/Schülern der Gruppe gegessen → Vergleich mit 2 Portionen bei britischen Kindern

Geben Sie für Frage 3 als Hilfestellung das Umrechnungsverhältnis Pfund/Euro an.

Am Ende teilen die einzelnen Gruppen der Klasse mit, was ihr Vergleich mit den britischen Kindern ergeben hat.

4 Dishes with funny names



2 jam roly-poly – 3 Bangers and mash –
4 Fish fingers and mushy peas – 5 bacon butty –
6 Shepherds pie

4b Lassen Sie die Schüler/innen in Zweiergruppen arbeiten und achten Sie darauf, dass immer wieder die gleichen Phrasen wie im Musterdialog im TB S. 57 verwendet werden.

Unit 7B, A healthy eater, Textbook S. 58–59**1** What's on the menu?

1a Die Schüler/innen wählen jeweils ein Gericht/Getränk von der Speisekarte aus und teilen ihrem Partner ihre Wahl mit. Leistungsstärkere Schüler/innen können ihre Wahl begründen. Danach können Sie einen der beiden Partner aufrufen und sie/ihn die Auswahl zusammenfassen lassen.

Beispiel:

Peter would like to eat a hamburger, but I would like to eat a salad.

- 1b** Z: What are you having? The hamburgers here are really good.
 H: I'll have a kebab.
 J: I'll pass on those. I don't eat meat.
 H: Since when?
 J: Since I read it's bad for you. I'll have an omelette. Excuse me. Are the **eggs** free range?
 Wa: Free range? What's that exactly?
 J: Eggs from free range **chickens**. Chickens **that** are happy and run around freely.
 Wa: I don't know. An egg's an egg, isn't it?
 J: Then I'll have a **salad**. Is it organic?
 Wa: Organic? What do you mean?
 J: You know, vegetables **that** are grown naturally, without nasty pesticides and stuff like that.
 Wa: I don't know. I didn't grow the vegetables.
 Wa: Who's the hamburger for?
 Z: Me. Jack, have some chips.
 J: No, thanks, chips are full of saturated fat. And before you ask, that's fat which ...
 Z: I know. It's the kind of fat that comes from animals. It's really bad for you. Look, don't eat anything if you don't want to but let us enjoy our meal.
 J: Am I the only one **who** cares about health?
 H: You're going to starve, man.
 J: No, I'm not. Excuse me, that's my salad and can I have a coke, please?
 Z+H: Coke!
 J: One coke won't kill me! Come on guys, I'm not a loony or anything!



Die Schüler/innen vergleichen ihre Wahl von Gerichten/Getränken der Speisekarte mit folgender Wahl von Zoe, Jack und Harry:
 Zoe – hamburger, chips; Jack – salad, coke;
 Harry – kebab

1c Jack: Are the **eggs** free range?Jack: Eggs from free range **chickens**. Chickens **that** are happy and run around freely.Jack: I'll have a **salad**. Is it organic?Jack: Vegetables **that** are grown naturally without nasty pesticides. Am I the only one **who** cares about health?**2** Definitions

- Nutritionists are professional people **who/that** know a lot about food and health.
- Pesticides are chemical substances **that/which** kill insects.
- 'Picky' is an informal word **that/which** describes someone who is difficult to please.
- A 'smoothie' is a drink **that/which** is made with fruit and nothing else.

Siehe auch www.yourturn.at/teacher.**SECRETS: A crossword puzzle**

Information gap exercise. Die Schüler/innen müssen hier Informationen austauschen. Sie können die Aufgabe nur gemeinsam lösen.

Partner A: Unit 7 on page 136

Partner B: Unit 7 on page 141

Hier kommt es besonders auf die richtigen Wort-erklärungen an.

a Crossword Partner A:Down

- A dish that is made of beaten eggs. It usually has a filling.
- A person who helps you if you have health problems.

Across

- A dish that is made of a bread role with fried ground beef, a slice of tomato or a lettuce leaf, ketchup, etc. Usually served with chips.
- A dish that is made of a bread role with a sausage inside.

Crossword Partner B:Down

- A word that describes food which has been grown without using pesticides.
- A list of ingredients and instructions that is used for cooking.

Across

- 3 drink that is made with fruit and nothing else.
6 A person who serves food in a restaurant.

b Partner A löst das *crossword* mit Hilfe der Erklärungen von Partner B und umgekehrt.

3 Where do you want to eat?

3a Wenn die Schüler/innen den jeweils anderen beiden Gruppenmitgliedern nicht verraten, welche Karte sie gewählt haben, werden die folgenden Übungen unterhaltsamer.

3b Die Schüler/innen sollen hier alle drei Beschreibungen lesen, auch über die Restaurants, die nach ihrer Wahl in Übung 3a nicht in Betracht kommen. So bekommen sie Ideen für die anschließende Diskussion in Übung 3c.

3c Bevor Sie mit dieser Übung beginnen, gehen Sie gemeinsam mit der Klasse die Box mit den Diskussionsphrasen im TB S. 59 unten durch. Am Ende sollen sich die einzelnen Gruppen auf jeweils ein Restaurant geeinigt haben.

Unit 7C, A cool chef, Textbook S. 60–61

1 Text attack

Geben Sie den Hinweis, dass die Schüler/innen den ganzen Text schnell lesen sollen, bevor sie sich für den passendsten Titel entscheiden.



3 Sam Stern, the Teenage Chef

2 Read in more detail



Favourite meal: **roast chicken and chocolate mousse**
Favourite chef: **Jamie Oliver**
First cookbook: **Cooking up a Storm**
Other books: **Real Food, Real Fast, Get Cooking**
Dreams for the future: **to have his own restaurant, to do a trek to the North Pole**

3 Wordfind

Weisen Sie die Schüler/innen auf den Fixit-Tipp im TB S. 60 unten hin.



recipes: instructions for cooking meals
junk food: food that's not good for you
cookbook: a book with recipes
trek: a long, difficult walk

4 Food experiences

4a Lassen Sie leistungsstärkere Gruppen, wo es möglich ist, auch die jeweiligen Namen nennen.



1 True – 2 True – 3 True: Anja – 4 True: Thomas –
5 True: Thomas – 6 True: Hannah, Thomas, Nick

4b Achten Sie im zweiten Teil der Gruppenarbeit genau darauf, dass die Mustersätze aus dem TB S. 61 exakt nachgeahmt werden. Damit werden die Phrasen und die Grammatik automatisch gefestigt.

5 Pronunciation corner

5a 1 I've **eaten** something spicy.

2 I've eaten something **spicy**.

3 I've eaten something **spicy**.

1/42



1 I've eaten it, not cooked it.

2 I've eaten it, not somebody else.

3 It was spicy, not sweet.

5b Gehen Sie in der Klasse herum und hören Sie den Schülerinnen/Schülern zu, wie sie die Sätze aussprechen.

Unit 7D, Tasks plus, Textbook S. 62

1 What's for dinner?



Group A: meat – chicken – fruit – vegetables –
ketchup – mustard

Group B: butter – sugar – chocolate – cereal –
pasta – potatoes – dried fruit

2 Meet the experts

Für diese Übung lassen Sie die Schüler/innen beider Gruppen ihre Texte in Übung 1 als Anregung für die Formulierung sinnvoller Fragen noch einmal genau lesen.

3 Special chefs

Die Schüler/innen verwenden für diese Aufgabe auch die anderen Abschnitte dieser Unit als Anregungen, um eine möglichst interessante Speisekarte zu erstellen.

Zuerst einigen sich die Gruppen auf ihr Reiseziel (*Space/Antarctica*). Dann erstellen die beiden Gruppen jeweils eine Liste mit einigen ihrer persönlichen Lieblings Speisen. Die Liste wird nun mit der

jeweils anderen Gruppe ausgetauscht. Jede Gruppe erstellt aus der erhaltenen Liste eine Speisekarte und berücksichtigt dabei möglichst viele Dinge von der Liste, aber lässt die Dinge weg, die man im Weltraum oder der Antarktis nicht essen kann (abhängig vom Reiseziel der anderen Gruppe). Dann werden die Speisekarten zwischen den Gruppen getauscht und jede Gruppe äußert sich zu der für sie erstellten Karte.

4 Talk about it

Zusätzlich zu Aussagen über die Ernährung im Weltraum bzw. in der Antarktis können in der Diskussion andere Gründe angeführt werden (vgl. Beispiele im TB S. 62 unten). Als Vorbereitung besprechen Sie die Lebensumstände, das Klima etc., die einen Einfluss auf die Entscheidung der Schüler/innen haben könnten.


Beispiel:

Antarctica: people could come and help us/it's too cold/more space/we can breathe normally/...

Space: it's too far away from home/I don't like floating/you live on small space/...

Unit 7, warm-up, Workbook Achieve S. 55

1 What are they eating or drinking?

 1 tea – 2 cereals – 3 carrot – 4 can of cola –
WB21 5 fried eggs – 6 bar of chocolate



- 4 a fizzy drink
- 1 tea
- 6 a chocolate bar
- a muffin
- 2 cereal
- bacon
- 5 fried eggs
- 3 a carrot

2 Molly asks Stephen questions



- 1 Which meal do you like best?
- 2 Who cooks dinner on Sundays?
- 3 What is your favourite dish?
- 4 What food do you like least?
- 5 Who in your family eats most junk food?

3 Wordsearch



I often buy **fizzy** (column 5 = c5) drinks but I don't eat much **junk** (c2) food. My mum always has a **bowl** (c8) of cereal for breakfast but my father has **fried**

(row 1 = r1) eggs and **bacon** (r3). My mother likes to buy fruit and **vegetables** (r8) at the market. She prefers **organic** (r7) food that is grown without nasty **pesticides** (r2). She has a friend who knows a lot about healthy food and she always tells my mum what she should cook – well, it's her job, she's a **nutritionist** (r4).

Unit 7, Exercises, Workbook Achieve S. 56–60

Hinweise zur Differenzierung in den Workbooks:

Übung 1 WB A&E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 2 auf Seite 56 im TB machen. Während die Schüler/innen im WB A *multiple choice* Fragen zur Verständnissicherung beantworten, interpretieren die Schüler/innen im WB E bereits Tabellen zu den Fakten aus dem Text, die das Textverständnis sichern. Außerdem beantworten sie Fragen bereits in eigenständigen Sätzen.

Übung 2 WB A/Übung 3 WB E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 2 auf Seite 58 im TB machen. Die Schüler/innen erhalten im WB A mit 2a eine Vokabelvorentlastung der eigentlichen Übung in 2b. Außerdem sollen sie (mit Hilfe des Grammatikkästchens) die bereits in der richtigen Anzahl angegebenen Relativpronomen in die Lücken füllen. Im WB E sollen die Schüler/innen als Teil einer steileren Progression die Relativpronomen nur mit Hilfe des Grammatikkästchens im Text ergänzen.

1 Austrian food survey

Ähnlich WB E Unit 7/1.



1a, 2a, 3b, 4a, 5c, 6b

2 A healthy eater

Ähnlich WB E Unit 7/3.

2a

(1) nutritionist (2) organic food (3) vegetables
(4) smoothie (5) free range

2b

Dear Abby,
I don't know what to do. I've got a friend **who** has been to a nutritionist and now she's a different person! She shouts at our classmates **who** eat at fast food restaurants. She doesn't eat in restaurants **which** serve meat anymore. She only eats eggs **which** are free range and she only eats vegetables

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which are organic. She doesn't eat any food which you can buy in normal supermarkets but only food which she (or her mother) buy from a farmer who grows organic food. It's really annoying! She got into a fight with one of our friends who likes to eat fish and chips sometimes. What can I do? I really like her but she is driving me crazy.

Yours,
Nora

Challenge

Achten Sie darauf, dass die Schüler/innen hier Sätze mit *who* bilden.

Beispiele:

A good friend is someone who you can trust at all times. A good teacher is someone who is always fair to everybody.

3 Going out for lunch

Ähnlich WB E Unit 7/5.

3a

Molly: Why don't we go to a restaurant for lunch?
Tim: That's a good idea, let's go to the Taj Mahal.
Molly: The Taj Mahal? I don't think that's a good idea. I don't like spicy food.
Tim: Shall we go to the new Chinese restaurant?
Molly: What a good idea. Let's meet there at half past twelve.
Tim: OK. See you then.


3b

Beispiel:

Nora: (1) Let's go to the new Moroccan restaurant for lunch.
Stephen: (2) I don't think that's a good idea. (3) It's too expensive.
Nora: (4) Why don't we go to the Chinese takeaway in High Street?
Stephen: (2) Let's not go there. (3) I don't eat meat. (4) I'd prefer to go to the Vegetarian Kitchen.
Nora: (5) That sounds good.
Stephen: Perfect. Let's meet there at one o'clock.
Nora: Sure. See you there.

4 What's for dinner?

Ähnlich WB E Unit 7/6.

 Mo: Oh no, look, the restaurant is closed.

WB22 Ti: Oh no! What are we going to do?
I'm really, really hungry.

Ta: Shall we go to my place? It's just around the corner.

Mi: But Tami, we're hungry now.

Ta: I know, but we can quickly cook something.

Mo: I can't cook!

Ta: Don't worry Molly. I've got a cookbook by Sam Stern. His recipes are really easy. And we can even have a look at some videos on the Internet if we aren't sure how to do it.

Mi: I don't like that idea, Tami. It'll take ages until we can eat.

Ta: Don't worry. Why don't I show you Sam's quick pizza?

Ti: A pizza? That sounds good. Let's go.

Ta: Molly, I've got everything I need for the dough. Why don't you go and buy some ham, mushrooms, cheese and tomato sauce for the pizza? I'll take the boys to my place and we'll start on the pizza.

Mo: What a good idea. I'll be back in no time.

Ta: Come on, boys. Let's start cooking.

Ti: What a terrible idea. Cooking. That's for girls.

Ta: Don't be silly, Tim. Look at Sam Stern. Isn't he one of the coolest guys on the planet?

Ti: Yeah ... let's get going. I'm hungry.



1c, 2c, 3c, 4b, 5c

5 Who ate all the chocolate?



1 anything (= F) – 2 anyone (= A) – 3 Someone (= T) – 4 something (= H) – 5 anything (= E) – 6 anyone (= R)
It was her FATHER.

6 Pronunciation joke

Identisch mit WB E Unit 7/8.



Because it's always in the middle of water.

7 Feel-good food

Ähnlich WB E Unit 7/9.

7a

1 Eat the right things! – 2 Eat better, look better – 3 Eat yourself to better grades – 4 What you can do today

7b

1 (c) calcium, (d) vitamins – 2 (c) sweet things, (d) fatty food – 3 (b) eat the right things, (c) take exercise – 4 (a) skin, (b) hair – 5 (b) use the stairs, (d) go to school by bike


Challenge


Als Hilfestellung bieten Sie an der Tafel Leitfragen an wie z. B.: What should you (not) eat? What should you (not) do? How should you (not) start the day? What kind of exercise should you do?

Unit 7, Making progress, Workbook Achieve S. 61

1 Jamie Oliver

Ähnlich WB E Unit 7/MP1.

-  WB23 G1: Did you see Jamie Oliver on TV yesterday evening?
 G2: Who's Jamie Oliver?
 G1: You must have heard about him! Jamie Oliver's a famous **chef**. He goes to schools and changes the food they serve. He shows the chefs how to cook healthier meals.
 G2: Oh, yes. I've heard about him. I hope he **never** comes to our school! I really like the food we've got. There's burgers and chips, pizza and pasta every day.
 G1: But it's really unhealthy. I don't like it. My mum gives me sandwiches and fruit most of the time. She makes the bread herself. It's much **healthier** than what we get at school.
 G2: I bet it doesn't **taste** that good.
 G1: That's not true. Healthy food can be really good. Like that pumpkin pie Jamie Oliver did yesterday. Look, my Mum made it for me. Do you want to taste it?
 G2: Pumpkin pie? Nobody could make me eat that.
 G1: Maybe **somebody** should. You always complain about your skin and your hair and you say that you're **tired** and haven't got enough energy. Maybe that's because you eat the wrong things.
 G2: What do you mean?
 G1: Eating healthy food makes you feel good and look good.
 G2: Really? Maybe I **should** try your pie after all ... Let me have a piece ...

- 
- 1 "Jamie Oliver is a famous **chef**."
 - 2 "I hope he **never** comes to our school."
 - 3 "It's much **healthier** than what we get at school."
 - 4 "I bet it doesn't **taste** that good."
 - 5 "Maybe **somebody** should."
 - 6 "You say that you're **tired** and haven't got enough energy."
 - 7 "Maybe I **should** try your pie after all."

2 Eating out

Ähnlich WB E Unit 7/MP2.


-  1B, 2A, 3D, Buenos Aires doesn't fit to any of the descriptions.

Unit 7, Exercises, Workbook Excel S. 54–58


1 Austrian food survey

Ähnlich WB A Unit 7/1.


- 1a**  linkes Diagramm – Text A, rechtes – Text B

- 1b**  Text A
- 4 31% leave home without breakfast
 - 3 8% ate breakfast on their way to school
 - 2 23% said they didn't eat breakfast at all
 - 1 69% of 15-year-old Austrian students said that they had breakfast at home every day

- Text B
- 5 77% of the students say that they don't eat fast food often or don't eat it at all
 - 4 68% of the students eat pasta often or even every day
 - 3 45% of the students say that they drink water most of the time
 - 2 29% say they prefer fizzy drinks
 - 1 25% say they eat vegetables or fruit every day

- 1c** 
- 1 300 15-year-old students in Austria were asked about their eating habits last year.
 - 2 It is not a good idea to leave out breakfast because you need energy to start the day and you can work better at school if you've eaten breakfast. If you don't have breakfast, you may want to eat snacks all day long.
 - 3 Most young people in Austria like pasta.
 - 4 77% of students say that they don't eat fast food often or don't eat it at all.
 - 5 Most students prefer water to fizzy drinks.

2 In an Austrian restaurant

-  'Kaiserschmarrn' is (1) a pancake with raisins and sugar. [...]
 It's (2) pancake with ice cream, chocolate sauce and whipped cream. [...]

7 Workbook Excel

That's (3) dumplings with apricots. [...]
It's (4) chocolate cake made of cherries and whipped cream. [...]

Challenge

Beispiele für solche Rezepte finden Sie im Internet unter dem Suchbegriff „Austrian recipes“.

3 A healthy eater

Ähnlich WB A Unit 7/2.



1 who – 2 who – 3 which – 4 which – 5 which –
6 which – 7 which – 8 who – 9 who

4 Descriptions

Die Schüler/innen können die vorgegebenen Wörter verwenden oder eigene Beschreibungen verfassen.

Vorschläge:

- 2 A baker is a person **who makes bread.**
- 3 A doctor is a person **who helps people in a hospital.**
- 4 A chef is a person **who cooks in a restaurant.**
- 5 A secretary is a person **who writes letters in an office.**
- 6 A journalist is a person **who works for a newspaper.**

5 Going out for lunch

Ähnlich WB A Unit 7/3.



- Molly: Why don't we go to a restaurant for lunch?
– [Making suggestions]
- Tim: That's a good idea, let's go to the Taj Mahal.
– [Accept suggestions]
- Molly: The Taj Mahal? I don't think that's a good idea. I don't like spicy food.
– [Reject suggestions, Give explanations]
- Tim: Shall we go to the new Chinese restaurant?
– [Making new suggestions]
- Molly: What a good idea. Let's meet there at half past twelve. – [Accept suggestions]
- Tim: OK. See you then.

5b Als Vorbereitung der Übung kann es hilfreich sein, die Überschriften der Kästchen im Übungsteil b) dem Dialog des Übungsteils a) zuordnen zu lassen (siehe eckige Klammern in der Lösung zu a)). Beginnen Sie mit dem Kästchen 'Making suggestions'. Bei einer negativen Antwort ('Reject suggestions', 'Give explanations') wird ein neuer Vorschlag ('Making new suggestions') gemacht. Wird dieser

abgelehnt, gehen die Schüler/innen zurück zu 'Reject suggestions', bei Zustimmung gehen sie zu 'Accept suggestions'. Der Dialog zwischen Nora und Stephen kann ähnlich zum Dialog von Molly und Tim verlaufen.

6 What's for dinner?

Ähnlich WB A Unit 7/4.



- Mo: Oh no, look, the restaurant is closed.
WB22 Ti: Oh no! What are we going to do? I'm really, really hungry.
- Ta: Shall we go to my place? It's just around the corner.
- Mi: But Tami, we're hungry now.
- Ta: I know, but we can quickly cook something.
- Mo: I can't cook!
- Ta: Don't worry Molly. I've got a cookbook by Sam Stern. His recipes are really easy. And we can even have a look at some videos on the Internet if we aren't sure how to do it.
- Mi: I don't like that idea, Tami. It'll take ages until we can eat.
- Ta: Don't worry. Why don't I show you Sam's quick pizza?
- Ti: A pizza? That sounds good. Let's go.
- Ta: Molly, I've got everything I need for the dough. Why don't you go and buy some ham, mushrooms, cheese and tomato sauce for the pizza? I'll take the boys to my place and we'll start on the pizza.
- Mo: What a good idea. I'll be back in no time.
- Ta: Come on, boys. Let's start cooking.
- Ti: What a terrible idea. Cooking. That's for girls.
- Ta: Don't be silly, Tim. Look at Sam Stern. Isn't he one of the coolest guys on the planet?
- Ti: Yeah ... let's get going. I'm hungry.



- 1 They don't eat at the restaurant because **it's closed.**
- 2 Tami wants to go to **her place.**
- 3 Tami wants to use a recipe from **Sam Stern.**
- 4 Mike is unhappy about the idea because **he's hungry now/he wants to eat now.**
- 5 Tim thinks **pizza sounds good/cooking is for girls.**
- 6 Molly is going to **do the shopping/buy some ham, mushrooms, cheese and tomato sauce.**

7 Things are getting frantic in the kitchen



- (1) Something – (2) anything – (3) everybody – (4) anything – (5) anybody – (6) anything – (7) somebody – (8) everything – (9) anybody

8 Pronunciation joke

Identisch mit WB A Unit 7/6.



Because it's always in the middle of water.

9 Feel-good food

Ähnlich WB A Unit 7/7

9a

1 Eat the right things! – 2 Living in the Ice Age –
3 The 50-year-old teenager – 4 Eat yourself to
better grades – 5 Eat better, look better – 6 What
you can do today

9b

- 1 Many people don't eat enough of the things the body needs, e. g. calcium or vitamins.
- 2 Our brains still prefer food with lots of calories (like in the Ice Age). But that's not always healthy.
- 3 They can easily get diabetes or a heart attack because their blood vessels are as bad as those of 50-year-old smokers.
- 4 You can eat the right things (fish or food that contains iron) and you can take some exercise before you sit down to learn.
- 5 Healthy food makes your skin, your hair and your fingernails look better because vitamin A has an effect on your body.

Challenge

Als ersten Schritt durchsuchen die Schüler/innen die Texte nach entsprechenden Vorschlägen. Dann fügen sie eigene Ratschläge hinzu.

Unit 7, Tasks plus, Workbook Excel S. 59

1 Somebody, anybody, everybody and nobody

Lassen Sie hier alle Formen von *somebody/anybody/something/everybody/nobody* mit Marker hervorheben. Um zu sehen, ob die Schüler/innen die Geschichte verstanden haben, fragen Sie nach, ob ihnen dazu eine konkrete Situation als Beispiel einfällt.

2 Everybody was angry!

Als Unterstützung können die Schüler/innen erneut den Text in Übung 7 lesen. Sie können sie auch dazu auffordern, sich in eine der Personen hinein zu versetzen und sich zu überlegen, wie sie sich an deren Stelle verhalten hätten.

3 Brainteaser



apple (take away „five letters“).

4 What are they going to cook?



flour, milk, eggs, jam: pancakes
cheese, ham, tomatoes, bread: sandwich
flour, butter, eggs, sugar, blueberries: muffins
eggs, bacon, baked beans, tomatoes: Full English Breakfast
flour, tomato sauce, ham, cheese: pizza

Unit 7, Making progress, Workbook Excel S. 60

1 Jamie Oliver

Ähnlich WB A Unit 7/MP1.



G1: Did you see Jamie Oliver on TV yesterday evening?

G2: Who's Jamie Oliver?

G1: You must have heard about him! Jamie Oliver's a famous **chef**. He goes to schools and changes the food they serve. He shows the chefs how to cook healthier meals.

G2: Oh, yes. I've heard about him. I hope he **never** comes to our school! I really like the food we've got. There's burgers and chips, pizza and pasta every day.

G1: But it's really unhealthy. I don't like it. My mum gives me sandwiches and fruit most of the time. She makes the bread herself. It's much **healthier** than what we get at school.

G2: I bet it doesn't **taste** that good.

G1: That's not true. Healthy food can be really good. Like that pumpkin pie Jamie Oliver did yesterday. Look, my mum made it for me. Do you want to taste it?

G2: Pumpkin pie? Nobody could make me eat that.

G1: Maybe **somebody** should. You always complain about your skin and your hair and you say that you're **tired** and haven't got enough energy. Maybe that's because you eat the wrong things.

G2: What do you mean?

G1: Eating healthy food makes you feel good and look good.

G2: Really? Maybe I **should** try your pie after all ... Let me have a piece ...

7 Workbook Excel



- 1 "Jamie Oliver is a famous **chef**."
- 2 "I hope he **never** comes to our school."
- 3 "It's much **healthier** than what we get at school."
- 4 "I bet it doesn't **taste** that good."
- 5 "Maybe **somebody** should."
- 6 "You say that you're **tired** and haven't got enough energy."
- 7 "Maybe I **should** try your pie after all."

2 Eating out

Ähnlich WB A Unit 7/MP2.



1D, 2A, 3E, 4B, Sushi Palace doesn't fit to any of the descriptions.

Zusatzmaterialien:

Für Übung 8A/2a, *Word detectives* (TB S. 63): Eine Tabelle zum Eintragen der verschiedenen Vokabelgruppen finden Sie unter www.yourturn.at/teacher.
 Für Übung 8B/1, *Internet chat puzzle* (TB S. 64): Unter www.yourturn.at/teacher finden Sie Textbausteine zum Ausdrucken.
 Für Übung 8D/3, *Angels and devils* (TB S. 68): Eine Tabelle zum Eintragen von Definitionen finden Sie unter www.yourturn.at/teacher.

Unit 8A, Big break, Textbook S. 63

1 Dramatic dialogues

- 1a** Ya: OK, let's make a dialogue.
 Ar: OK. Here goes. What on earth have you been doing?
 1/43 Ya: I've been painting a new masterpiece.
 Ar: You're absolutely covered in paint.
 Ya: Yeah, well I used a lot of colours.
 Ar: Well, you can't come to the lesson unless you clean yourself up.
 Ya: OK, then. I won't come to the lesson!
 Ar: Hey, that's not in the script!
 Ya: No. But it's a good last line, isn't it?



Picture B

Beispiel: painting, masterpiece, colour etc.

Als Erweiterung dieser Aufgabe können leistungsstärkere Schüler/innen auch versuchen, den Dialog von Yasmin und Archie nachzuspielen.

1b

Picture A

- I've been fixing my bike.
- But your clothes are covered in oil.
- Yeah. The chain came off and I had to put it on again.
- Well, you can't go to the wedding unless you change your clothes.

Picture B

- I've been painting a new masterpiece.
- You're absolutely covered in paint.
- Yes, well, I used a lot of colours.
- Well, you can't come to the lesson unless you clean yourself up.

Picture C

- I've been learning to parachute.
- But you've broken your leg.
- Yes, I wasn't very good at it.

- You'd better choose a different sport unless you want to spend all your time in hospital!

Picture D

- I've been swimming.
- But it's the middle of winter. Aren't you cold?
- Yes, I'm absolutely freezing! But it was great.
- Well, you'd better go home and put on some dry clothes if you don't want to catch a cold.

Leistungsstärkere Schüler/innen können sich zu einem der Bilder einen neuen Dialog ausdenken – unabhängig von den Vorgaben im TB.

2 Word detectives

2a Sammeln Sie die Wörter zu den einzelnen Kategorien nach der Gruppenarbeit an der Tafel. Bei leistungsschwächeren Gruppen geben Sie als Suchhilfe die jeweiligen Units vor, in denen passende Wörter vorkommen. Siehe auch www.yourturn.at/teacher.

Beispiel:

Things to eat and drink: Unit 7 – fried eggs, blueberry muffin, tomato, bacon, baked beans, milk, soft drink, ...

Birthday things: Unit 6 – present, cake, candles, decorations, invitation, ...

Words to describe how people feel: Unit 6 – disappointed, relieved, furious, excited, hurt, ...

Words to describe places in a neighbourhood:

Unit 5 – museum, art galleries, cinema, street signs, shopping centre, ...

2b Hier können Sie Kleingruppen gegeneinander antreten lassen (z. B. mit aufgeklappter Tafel, auf jeder Seite eine Gruppe). Sieger ist, wer mehr Wörter in einer vorgegebenen Zeit (z. B. 2 Minuten) richtig zuordnen und aufschreiben kann.

Unit 8B, School Times: episode 2, Textbook S. 64–65

1 Internet chat puzzle



1 → E → 2 → C → 3 → D → 4 → A → 5 → B

Siehe auch www.yourturn.at/teacher.

2 School Times: episode 2



P: Thanks for coming to join me.

1/44 A: That's OK. Here. Do you want a muffin? I bought one for you from that stall over there.

- P: Thanks, Andy. I HATE car boot sales. They're so boring. People buying and selling rubbish. But my mum's been coming every Saturday ...
- A: Pippa?
- P: Yeah?
- A: Who's 'him'? You said 'that's where she met him ...' – last night.
- P: My mum's met somebody.
- A: Met somebody?
- P: Andy! Don't be so thick! A boyfriend. She's got a new boyfriend. She's all serious about him. It's horrible.
- A: Why?
- P: Because 'he' is Tracy's dad.
- A: Tracy's dad?
- P: Yes. Tracy's dad. She wants us to live with Tracy's dad.
- A: Wow! If you do that, Tracy will be, like, your sister!
- P: Andy!
- A: Yes, she will be – if your mum and her dad get married.
- P: They won't. And anyway *she'll* never ever be my sister. Ever. Understand?
- A: OK, OK. Sorry. Hey, what's going on?
- P: It's a demonstration. They're protesting about something.
- D: 1-2-3-4
*stop the curfew and what is more
5-6-7-8
we're grown up. We'll stay out late.*
- P: It's a demonstration against the curfew idea.
- A: What curfew?
- P: Andy, I told you about it – last night. Some teenagers have been causing trouble in the city centre at night – they've been fighting, smashing windows. It's quite serious.
- A: Serious?
- P: Yeah, so the police want a curfew. No under-16s on the streets after 9.30 pm.
- A: Well, it's not much of a demonstration. There are only about twelve people.
- P: That's true, but I can still write about them for my article.
- A: Oh no, watch it! Here comes Tracy.
- P: What's she doing here? I hope she won't make trouble.
- T: Oh look, who it is. It's the lovebirds.
- A: Don't be silly, Tracy.
- P: Yeah, don't be silly.
- T: Well? Are you going to join the demonstration or what?
- P: No, I'm not.
- C: Well, you should.

- A: Why? You're not on the demonstration.
- T: Of course I'm not. Demonstrations are silly. They won't change anything. The city council will pass their silly law anyway. And then we won't be able to have any more fun.
- P: Fun? What fun? Like the fun two nights ago in the town centre? All that trouble! Teenagers fighting? – Tracy! Was that you?
- T: I don't know what you're talking about.
- P: Why have you got a black eye?
- T: I fell. That's all.
- P: It was you, wasn't it?
- T: Oh, get away from me! You and your boyfriend, go and save somebody's life or something. And Pippa, your Mum and my dad? Forget it. Over my dead body.
- D: 1-2-3-4
*stop the curfew and what is more
5-6-7-8
we're grown up. We'll stay out late.*
- P: I've got a bad feeling about this, Andy.
- A: Yes, your new 'sister' might be in a lot of trouble.
- P: Andy!

2a 

- 1 (1) car boot sales – 2 (2) muffins – 3 (3) boyfriend
(4) Tracy's – 4 (5) curfew – 5 (6) indoors

2b 

- 1 He sees/talks to Pippa, Tracy and Charlie.
- 2 She doesn't want to be Pippa's step sister.
- 3 She thinks that they are silly and they don't change anything.
- 4 She thinks that Tracy and her friends caused trouble in the city centre where Tracy got a black eye in a fight/because Tracy has got a black eye.

3 Be a spellchecker**3a** 

- demnostraiton (line 2) – demonstration
crefwu (l. 5) – curfew
intrestin (l. 18) – interesting
tengarese (l. 21) – teenagers
praenst (l. 31) – parents

3b Lassen Sie die Sätze mit den Meinungen der jeweils ausgewählten Person auf Zettel schreiben. Dann können die Schüler/innen einerseits die *statements* vorlesen oder andererseits die Zettel weitergeben und die anderen raten lassen, wer sie sind.

4 Acting

Teilen Sie die Klasse in Kleingruppen und lassen Sie diese Szene mehrmals aufführen. Die Schüler/innen, die ungern spielen, sagen den anderen ein. (Für die komplette Szene werden vier Schüler/innen und ein paar Demonstranten benötigt. Die Rolle der Demonstranten kann auch vom Rest der Klasse übernommen werden.)

Unit 8C, Reading and writing: describing places, Textbook S. 66–67
1 Welcome to my world!**1a** 

Text 1: Picture B
Text 2: Picture A
Text 3: Picture C

1b 

Text 3 describes City Life.
Text 1 describes a boarding school.
Text 2 describes an aircraft carrier.

1c **What you can see in the neighbourhood:**

Text 1: There are some lovely old buildings and some fantastic places to play sport. We have an athletics track, too. My world has music rooms (where you can play all kinds of music) and a theatre and a large chapel.

Text 2: You will see a lot of people in a small space (more than 4,000). My world almost never stays in the same place. We have a cardio gym, TV and video rooms and a 'coms' room.

Text 3: There are a lot of tall buildings, a river and a large lake and a 'Dome' which people use for sports and concerts.

What life is like:

Text 1: There are five hundred boys and two hundred and seventy girls. We live here for nine months every year. Many people come here when they are thirteen years old and they leave our world when they are eighteen.

Text 2: If you want to go from room to room (or location to location), you have to climb up ladders or wait – because the passageways are very small. In my world, people sleep in very small beds called bunks, one on top of another. 60 people sleep in the same room. It is very crowded.

Text 3: The workers are people who build roads and clean offices. They don't like the houses which

they live in. The 'suits' are the people who are in control. They own the banks and the factories and have big cars and big houses. They don't like the workers and they don't want to give them better houses. The white collar workers are the people who work in offices (like secretaries, bank workers etc.). They have been demonstrating about the traffic – they say there are too many cars and buses.

What the problem is/what the writer is not very keen on:

Text 1: I do not see my family very often. Sometimes it is difficult to live with other people around you all the time. We have to get up too early (for me!) and we have to work all the time. And I don't like playing rugby in the wind and the rain!

Text 2: Sometimes we have to fight, and there are lots of enemies out there. And my neighbourhood is very noisy, too – with all the aeroplanes, night and day.

Text 3: The worst problem is that sometimes people do not like each other, and then they do not get on well together.

What might/will happen in the future:

Text 1: I'm going to stay here for another year. Maybe I'll go to university/I'll travel the world/I'll be the most famous rock star on the planet.

Text 2: Perhaps I'll change my job and live in a new neighbourhood which is quieter and which doesn't move!

Text 3: I might move the white collar workers to a different part of my world. Perhaps I will build a new road.

Am Ende sagen die Schüler/innen, wo sie am liebsten bzw. am wenigsten gern leben würden, und begründen ihre Meinung.

2 Portfolio writing: a description

Als Muster für diesen Portfolio-Text dienen die Texte im TB auf Seite 66. Die Struktur der Sätze sollte von den Vorgaben im TB S. 67 übernommen werden, die Inhalte können variieren.

3 The phonemic alphabet

3a In der Lautschrift sind die meisten Konsonanten dem normalen Schriftbild sehr ähnlich. Das gibt den Schülerinnen/Schülern ein Gerüst, mit dessen Hilfe sie die in der Lautschrift vorgegebenen Wörter leichter ermitteln können.

Nach dem Schreiben der Wörter sollen die Schüler/innen die Wörter nachsprechen und dabei auf die richtige Betonung achten.

Ein einfaches Anführungszeichen oben bedeutet, dass die folgende Silbe voll betont wird, ein einfaches Anführungszeichen unten bedeutet, dass die folgende Silbe nur halb so stark wie eine voll betonte Silbe betont wird.



1 curfew – 2 decoration – 3 disappointed – 4 fireworks – 5 gallery – 6 invitation – 7 tomato

3b Die Schüler/innen überprüfen ihre Lösung zu 3a anhand der CD.



1 curfew – 2 decoration – 3 disappointed – 1/45 4 fireworks – 5 gallery – 6 invitation – 7 tomato

4 Dictionary training



Beispiele:

Parents wanted to have a **curfew** for teenagers in my town.

My mother was really **disappointed** when I told her my marks.

My friend got **furious** when I told my parents her secret.

A blueberry **muffin** has got less calories than a bowl of cereal.

After the test he was **relieved**.

Let's have a **snack**. I'm hungry.

I like **soft drinks** like lemonade.

Unit 8D, Language practice, Textbook S. 68–69

1 Different lives

1a Während des Lesens lassen Sie die Schüler/innen die wichtigsten inhaltlichen Punkte im Text markieren.



Bianca is on a lonely island. Maybe her boat sank and so she landed on this island.



Beispiele:

Bianca had a birthday party and so did I.

She wants to make three resolutions for the New Year and so do I.

1d

Beispiele:

I won't start building a boat – so that's different from Bianca.

I don't catch fish – so that's different from Bianca.

I don't build a hut for myself, we live in a house – so that's different from Bianca.

I eat meat – so that's different from Bianca.

2 Compare



Vorschläge:

Kim is an astronaut. He lives in a spaceship. He is alone there like Bianca, but he can talk to people on the radio. And he knows that he will return to Earth.

Clara likes sailing with her family. She is not alone. She is sailing on a lake.

Akara lives in the jungle. He lives in a small village with all his family. They go hunting and fishing.

3 Angels and devils

3a Speziell leistungsschwächere Schüler/innen halten sich genau an das Muster. Je genauer sie das Muster nachahmen, desto authentischer klingen die Definitionen (auch die falschen). Siehe auch www.yourturn.at/teacher.

3b Lassen Sie abwechselnd die Definitionen vortragen. Wer den Wahrheitsgehalt einer Definition richtig errät, darf die nächste Definition vorlesen.

4 The waiter's nightmare

4a Schicken Sie die Kellnerin/den Kellner aus der Klasse. Dann wählen so viele Schüler/innen eine Speise, wie mit der jeweiligen Zahl in den Bildern im TB S. 69 angegeben, also z. B. vier Schüler/innen wählen *full English breakfast*, drei wählen *muffins*. Alle Schüler/innen im Klassenzimmer wissen darüber Bescheid. Am besten notieren Sie sich, wer welche Speisen gewählt hat, um bei Übung 4b kontrollieren zu können, ob die richtigen Schüler/innen auch die richtigen Speisen erhalten haben.

4b Alle Schüler/innen in der Klasse stehen. Die Kellnerin/Der Kellner wird hereingerufen und muss die Speisen ausrufen. Die Schüler/innen antworten – entweder für sich selbst oder sie zeigen auf die Mitschüler/innen, die ihrer Meinung nach die Speise gewählt haben. Wenn eine Schülerin/ein Schüler ihre/seine richtige Speise bekommen hat, darf sie/

er sich setzen. Verwenden Sie Fotokopien der Speisen, um die Aufgabe für die Kellnerin/den Kellner zu erleichtern. Sie/Er kann dann die Speisen konkret austeilen.

5 Leo's bad day



- 1 Did you turn the cooker off? – Picture A
- 2 I can't hear the phone. Turn that music down. – Picture B
- 3 Your room's a complete mess. Tidy it up. – Picture D
- 4 It's time for your computer homework. Turn it on. – Picture C

Lassen Sie Schüler/innen die Sätze darstellen, die anderen raten.

6 Mini-test



- 1 We have been (a) playing football.
- 2 I can't hear the music. Please turn it (c) up.
- 3 I went to the party but the room was empty. There was (b) nobody there.
- 4 I won't tidy my room (c) unless you give me some money.
- 5 I might (a) go to Harry's party.
- 6 A milk shake is a drink (c) that is made with milk and ice cream.

Unit 8E, Speaking, Textbook S. 70

1 Looking back – do you have a good memory?

Wählen Sie eine Jury aus Schülerinnen/Schülern für jedes Kapitel aus, die die Aussagen der Mitschüler/innen auf ihre Richtigkeit prüft.



Brick Lane

- Where is Brick Lane? – In the East End of London.
- Why is it special? – There are people from all over the world.
- What can you do there? – You can buy almost anything there: clothes, music, fruit and vegetables.

A demonstration

- Why did the people go on a demonstration? – They wanted to protest against the plans of the local council.
- What do young people want? – They want a skate park.
- What do business people want? – They want a car park.

Birthday facts

- What do people in different countries do on their birthdays? – In Europe people visit their friends, some write birthday cards. In England people lift the birthday kid and bump him/her on the floor. In Vietnam everybody celebrates their birthday on the same day ('New Year'). In Italy people pull the ears of children on their birthdays.
- Why do people make a wish and blow out candles? – Many people believe that your wish will come true.

Akiko's New Year blog

- What did Akiko do on New Year's Eve? – Akiko and her family had a big dinner and played board games and charades.
- What did she like about the evening? – She liked the fireworks on the telly best.
- How is New Year celebrated in her country? – All the family have a big dinner, with special dishes and lots of decorations, and the celebrations go on for days.

Jack, Harry and Zoe go to a restaurant

- What kind of foods does Jack dislike? – Meat, chips full of saturated fat, vegetables with nasty pesticides.
- Why? – Because he thinks that they are bad for his health.
- What do his friends think about it? – They think he is going to starve.

Sam Stern – a cool chef

- Why is Sam Stern famous? – Because he was just 14 when he wrote his first cookbook.
- How does he teach people to cook? – He writes cookbooks and a newspaper column.
- What is his favourite food? – Roast chicken and chocolate mousse.

2 Talk about ... celebrations

2a Geben Sie hier eine gewisse Anzahl von Wörtern vor, die unbedingt verwendet werden müssen. Je größer die Zahl der verpflichtenden Wörter, desto schwieriger ist die Übung.

2b Mit Hilfe eines Wörterbuchs können die Schüler/innen weitere Wörter, die sie verwenden möchten, suchen.


2c Mit Hilfe der Leitfragen planen die Schüler/innen ihre Kurzreferate und machen sich Notizen. Für leistungsschwächere Gruppen reicht es, wenn sie einfach die Leitfragen beantworten. Die Notizen sollten nicht zu umfangreich sein, da die Schüler/innen sprechen und nicht ablesen sollen.

2d Achten Sie bei den Zweiergruppen darauf, dass nie zwei leistungsschwächere Schüler/innen gemeinsam üben. Eine Durchmischung der Klasse ist wesentlich effektiver. Die Schüler/innen sollten nach Möglichkeit einen Zeitrahmen von 1 Minute einhalten.

Unit 8, Big break: Writing corner, Workbook Achieve S. 63

1 Writing a description of a place

Step 1

 Mo: Hi Martin. How was your holiday?
 Ma: Great, thanks.
 WB24 Mo: You and Klara went to Croatia, didn't you?
 Ma: That's right.
 Mo: Did you fly there?
 Ma: Not exactly. We went with my aunt and uncle who live in Italy, so first we flew to Italy and then we took a boat from Ancona to Split. From there we went by bus to Dubrovnik. We spent the rest of the holiday there.
 Mo: Thanks for the postcard. Dubrovnik is lovely, isn't it?
 Ma: Yes, it's very beautiful.
 Mo: Where did you stay? Did you go camping?
 Ma: No, we stayed in a little hotel. It was right by the harbour, which is really pretty – lots of boats and lots of cats. People were fishing there and the cats were hoping for some fish, I think.
 Mo: Did you go sailing?
 Ma: No, but we did go kayaking. Klara and I both took kayaks over to the island of Lokrum.
 Mo: Wow! How far was that?
 Ma: Not very far. It's just outside the harbour. It has some lovely beaches, so we went swimming there. I think going to Lokrum was the thing we liked best.
 Mo: What else did you do?
 Ma: Well, there is a wall all the way round the old part of the city. We climbed up that one morning and walked round. The views were really great – we could see lots of islands and the city itself is beautiful; all the roofs are orange.
 Mo: Was the weather good?
 Ma: Yes, it was really nice and the food was good, too. The only real problem was that it was so crowded. Lots of ships come into the harbour and there are lots of tourists in the streets. Sometimes it was hard to move!



b

Step 2

Ähnlich WB E Unit 8/Writing corner Step 1.



1 Croatia – 2 Dubrovnik – 3 by boat – 4 their aunt and uncle – 5 in a hotel – 6 they walked around the city wall – 7 the island of Lokrum – 8 the number of people

Step 3

Ähnlich WB E Unit 8/Writing corner Step 2.



(1) Croatia – (2) aunt and uncle – (3) boat – (4) hotel – (5) wall – (6) the island – (7) number of people

Step 4

Ähnlich WB E Unit 8/Writing corner Step 3.

Achten Sie hier immer auf die richtige Verwendung der Zeiten.

Step 5

Ähnlich WB E Unit 8/Writing corner Step 4.

Als Einstieg bietet es sich an, die Phrasen, die die Schüler/innen aus der E-Mail nutzen können, im Text bei Step 3 markieren zu lassen.

Unit 8, Big break: Reading corner, Workbook Achieve S. 64–65

1 Lemon ice cream

1a Ähnlich WB E Unit 8/Reading corner 1a.



a



Fotos von links nach rechts: 4, 1, 5, 2, 3



1 true – 2 false – 3 false – 4 true

2 Making pumpkin soup

Ähnlich WB E Unit 8/Reading corner 2.



Fotos von links nach rechts: obere Reihe: 4, 1, 7, 3; untere Reihe: 2, 8, 6, 5

2b 

1B, 2A, 3D, 4C

2c 

a – b – d – f – g

Unit 8, Big break: Focus on form, Workbook Achieve S. 66–67

Hinweise zur Differenzierung in den Workbooks:
Übung 1 FOF WB A&E: Während die Schüler/innen im WB A die richtige Zeitform im Dialog ergänzen sollen, erarbeiten sich die Schüler/innen den Dialog im WB E unter Verwendung der richtigen Zeitform nur mit Hilfe des Beispiels und der angegebenen Phrasen.

1 Present perfect – past simple

Ähnlich WB E Unit 8/Focus on form 1.



1

Have you ever drunk green tea?

Yes, I have.

Where did you drink it?

At a Japanese restaurant.

2

Have you ever swum in the sea?

Yes, I have.

Where did you swim in the sea?

In the south of France.

3

Have you ever driven a tractor?

Yes, I have.

Where did you drive it?

On my uncle's farm.

4

Have you ever read a Harry Potter book?

Yes, I have.

When did you read it?

When I was on holiday.

5

Have you ever seen a famous person?

Yes, I have.

Who did you see?

I saw Arnold Schwarzenegger.

2 Present perfect continuous (with 'for' and 'since')

Ähnlich WB E Unit 8/Focus on form 2.

1 Tim has been playing tennis since two o'clock.

2 Molly has been playing the piano since she was five.

- 3 Klara and Martin have been living in the UK for six months.
- 4 Mike has been watching TV for two hours.
- 5 Mr Altmann has been working at the office since 8.30 this morning.
- 6 Molly's mother has been working at the library for ten years.

3 'Some' and 'any'

Identisch mit WB E Unit 8/Focus on form 3.



(1) any – (2) some – (3) any – (4) any – (5) any – (6) any – (7) some – (8) some – (9) any – (10) some

4 Defining relative clauses

Ähnlich WB E Unit 8/Focus on form 4.



1d, 2e, 3g, 4a, 5f, 6h, 7b, 8c

5 Conditionals

Ähnlich WB E Unit 8/Focus on form 5.



- 1 **Unless** you eat a good breakfast, you will be hungry by ten o'clock.
- 2 If you don't invite Tim and Molly to your party, they will be sad.
- 3 I'll buy you a book for your birthday – **unless** there is something else you would like.
- 4 Remember to buy some tomatoes **if** you are going to the supermarket.
- 5 I won't go to the cinema **unless** you come with me. I don't want to go on my own.
- 6 Try some of this peanut ice cream – **unless** you can't eat nuts.

Unit 8, Big break: Working towards the standards, Workbook Achieve S. 68–69

1 Party talk

Ähnlich WB E Unit 8/Working towards the standards 1.



Kel: It's your birthday next month, isn't it, Sarah?

WB25 Sa: Yes, that's right.

Ke: Are you going to have a party?

Sa: Well, I'd like to have a party, but I'm not sure.

Ke: Why? What's the problem?

Sa: I don't know who to invite.

Ke: That's easy. Your friends. You've got lots of friends.

Sa: Yes, that's the problem – I can't invite them all. Mum says I can have a party but I can't

have more than 12 people. As you know, our house is quite small and she's worried that if there are too many people, things will get broken. But if I invite some of my friends and not others, they will be upset.

Ke: Oh, dear. That is a problem. But do you have to have the party at your house?

Sa: Where else can I have it? It will be too cold next month to have a picnic in the park. A restaurant would be too expensive ...

Ke: Not necessarily. Why don't you have it at the bowling alley? There's a café there. If you paid for the bowling, people could pay for their own food. Come on, it would be fun! And then you could have at least 20 people, maybe more.

Sa: Yes, that's a really good idea. But I still don't know who to invite.

Ke: Here's a pen and paper. Let's make a list.



1b – 2c



2 The Blue Aubergine

Identisch mit WB E Unit 8/Working towards the standards 2.



1 d – 2 a, c



3 Talking about your town

Identisch mit WB E Unit 8/Working towards the standards 3.



I: Hi, Sanjay.

S: Hi.

I: Could you tell me about the place where you live?

S: Well, I live in a small town in the south of England. I live in a house with my parents. It's a nice town and from my bedroom window I can see an old church, two shops and some other houses. My school is in another town, so I have to go by bus, but lots of my friends live in the same town as me. There is a big park near my house and we play football there after school. It has a lake with boats and some beautiful trees. There is also a sports centre here. Sometimes we go here to swim or play tennis. On Saturdays I often go to the cinema. There is one in the centre of the town and it shows great films.



1e, 2d, 3f, 4g, 5a, 6b, 7c



Die Schüler/innen verwenden hier den Fragenkatalog 1–7 des vorigen Übungsteils 3a und schreiben die Antworten vorerst als Notizen auf.



Bevor die Schüler/innen mit ihren kurzen Referaten beginnen, können Sie ihnen als Modell noch einmal den Hörtext vorspielen.



4 All about my town

Identisch mit WB E Unit 8/Working towards the standards 4.

Lassen Sie Ihre Schüler/innen zunächst Notizen zu den Fragen im Brief machen. Dann erst schreiben sie den Antwortbrief.

Unit 8, Big break: Try it out!, Workbook Achieve S. 70

Identisch mit WB E Unit 8/Try it out!

Bei den beiden folgenden Übungen geht es in erster Linie darum, dass die Schüler/innen die Texte verstehen und umsetzen. Sie müssen die einzelnen Schritte nicht erklären können.

The Your Turn Magic Trick

Die Schüler/innen machen den Trick am besten zu Hause nach. Dafür können sie sich auch in Gruppen treffen. In der Klasse erklären sie dann, ob und wenn ja, wie der Trick funktioniert hat, welche Schwierigkeiten möglicherweise aufgetreten sind und wie ihr Publikum reagiert hat.

The Your Turn Experiment

Dieses Experiment lässt sich leicht in der Klasse nachmachen. Lesen Sie dann gemeinsam den Erklärungstext und erklären Sie eventuell Punkte, die Ihre Schüler/innen nicht verstanden haben.

Unit 8, Big break: Writing corner, Workbook Excel S. 62



1 Writing a description of a place

Step 1

Ähnlich WB A Unit 8/Writing corner Step 2.



Mo: Hi Martin. How was your holiday?

Ma: Great, thanks.

Mo: You and Klara went to Croatia, didn't you?

Ma: That's right.

Mo: Did you fly there?

Ma: Not exactly. We went with my aunt and uncle who live in Italy, so first we flew to Italy and then we took a boat from Ancona to Split. From there we went by bus to

Dubrovnik. We spent the rest of the holiday there.

- Mo: Thanks for the postcard. Dubrovnik is lovely, isn't it?
 Ma: Yes, it's very beautiful.
 Mo: Where did you stay? Did you go camping?
 Ma: No, we stayed in a little hotel. It was right by the harbour, which is really pretty – lots of boats and lots of cats. People were fishing there and the cats were hoping for some fish, I think.
 Mo: Did you go sailing?
 Ma: No, but we did go kayaking. Klara and I both took kayaks over to the island of Lokrum.
 Mo: Wow! How far was that?
 Ma: Not very far. It's just outside the harbour. It has some lovely beaches, so we went swimming there. I think going to Lokrum was the thing we liked best.
 Mo: What else did you do?
 Ma: Well, there is a wall all the way round the old part of the city. We climbed up that one morning and walked round. The views were really great – we could see lots of islands and the city itself is beautiful; all the roofs are orange.
 Mo: Was the weather good?
 Ma: Yes, it was really nice and the food was good, too. The only real problem was that it was so crowded. Lots of ships come into the harbour and there are lots of tourists in the streets. Sometimes it was hard to move!



1 Croatia – 2 by plane/by boat/by bus – 3 their aunt and uncle – 4 Dubrovnik – 5 in a hotel – 6 they took kayaks to an island/they went swimming/they walked around the city wall – 7 the orange roofs/ some islands – 8 the island of Lokrum – 9 the number of tourists

Step 2

Ähnlich WB A Unit 8/Writing corner Step 3.



(1) Croatia – (2) aunt and uncle – (3) boat – (4) hotel – (5) wall – (6) the island – (7) number of tourists

Step 3

Ähnlich WB A Unit 8/Writing corner Step 4.

Lassen Sie die Schüler/innen zuerst Notizen zu den Fragen in Step 1 machen – bezogen auf den Ort, den sie besucht haben.

Step 4

Ähnlich WB A Unit 8/Writing corner Step 5.

Als Einstieg bietet es sich an, die Phrasen, die die Schüler/innen aus der E-Mail nutzen können, im Text in Step 3 markieren zu lassen.

Unit 8, Big break: Reading corner, Workbook Excel S. 63–64

1 Lemon ice cream

1a Ähnlich WB A Unit 8/Reading corner 1a.



a

1b

A2, B3, C1, D4

1c

1 false – 2 false – 3 true – 4 false – 5 true – 6 true

Challenge



- 1 You have to grate them first.
- 2 You have to put the ice cream in the freezer before you put it in the fridge.
- 4 You have to whip the cream until it forms soft peaks.

2 Making pumpkin soup

Ähnlich WB A Unit 8/Reading corner 2.

2a

Fotos von links nach rechts: obere Reihe: 4, 1, 7, 3; untere Reihe: 2, 8, 6, 5

2b

A2, B3, C1, D4

2c

a – b – d – f – g

**Unit 8, Big break: Focus on form,
Workbook Excel S. 65–66**

1 Present perfect – past simple

Ähnlich WB A Unit 8/Focus on form 1.



1

Have you ever drunk green tea?

Yes, I have.

Where did you drink it?

At a Japanese restaurant.

2

Have you ever swum in the sea?

Yes, I have.

Where did you swim in the sea?

In the south of France.

3

Have you ever driven a tractor?

Yes, I have.

Where did you drive it?

On my uncle's farm.

4

Have you ever read a Harry Potter book?

Yes, I have.

When did you read it?

When I was on holiday.

5

Have you ever seen a famous person?

Yes, I have.

Who did you see?

I saw Arnold Schwarzenegger.

2 Present perfect continuous (with 'for' and 'since')

Ähnlich WB A Unit 8/Focus on form 2.

1 Tim has been playing tennis since two o'clock.

2 Molly has been playing the piano since she was five.

3 Klara and Martin have been living in the UK for six months.

4 Mike has been watching TV for two hours.

5 Mr Altmann has been working at the office since 8.30 this morning.

6 Molly's mother has been working at the library for ten years.

3 'Some' and 'any'

Identisch mit WB A Unit 8/Focus on form 3.



(1) any – (2) some – (3) some – (4) any – (5) any –

(6) any – (7) some – (8) some – (9) any – (10) some

4 Defining relative clauses

Ähnlich WB A Unit 8/Focus on form 4.



1d, 2e, 3g, 4a, 5f, 6h, 7b, 8c

5 Conditionals

Ähnlich WB A Unit 8/Focus on form 5.



1 **Unless** you eat a good breakfast, you will be hungry by ten o'clock.

2 **If** you don't invite Tim and Molly to your party, they will be sad.

3 I'll buy you a book for your birthday – **unless** there is something else you would rather have.

4 Remember to buy some tomatoes **if** you are going to the supermarket.

5 I won't go to the cinema **unless** you come with me. I don't want to go on my own.

6 Try some of this peanut ice cream – **unless** you are allergic to nuts.

Unit 8, Big break: Working towards the standards, Workbook Excel S. 67–68

1 Party talk

Ähnlich WB A Unit 8/Working towards the standards 1.



Ke: It's your birthday next month, isn't it, Sarah?

WB25 Sa: Yes, that's right.

Ke: Are you going to have a party?

Sa: Well, I'd like to have a party, but I'm not sure.

Ke: Why? What's the problem?

Sa: I don't know who to invite.

Ke: That's easy. Your friends. You've got lots of friends.

Sa: Yes, that's the problem – I can't invite them all. Mum says I can have a party but I can't have more than 12 people. As you know, our house is quite small and she's worried that if there are too many people, things will get broken. But if I invite some of my friends and not others, they will be upset.

Ke: Oh, dear. That is a problem. But do you have to have the party at your house?

Sa: Where else can I have it? It will be too cold next month to have a picnic in the park. A restaurant would be too expensive ...

Ke: Not necessarily. Why don't you have it at the bowling alley? There's a café there.

If you paid for the bowling, people could pay for their own food. Come on, it would

be fun! And then you could have at least 20 people, maybe more.

Sa: Yes, that's a really good idea. But I still don't know who to invite.

Ke: Here's a pen and paper. Let's make a list.



1c – 2b

2 The Blue Aubergine

Identisch mit WB A Unit 8/Working towards the standards 2.



1 d – 2 a, c

3 Talking about your town

Identisch mit WB A Unit 8/Working towards the standards 3.

3a I: Hi, Sanjay.

S: Hi.

I: Could you tell me about the place where you live?

S: Well, I live in a small town in the south of England. I live in a house with my parents. It's a nice town and from my bedroom window I can see an old church, two shops and some other houses. My school is in another town, so I have to go by bus, but lots of my friends live in the same town as me. There is a big park near my house and we play football there after school. It has a lake with boats and some beautiful trees. There is also a sports centre here. Sometimes we go there to swim or play tennis. On Saturdays I often go to the cinema. There is one in the centre of the town and it shows great films.



1e, 2d, 3f, 4g, 5a, 6b, 7c

3b Die Schüler/innen verwenden hier den Fragenkatalog 1–7 des vorigen Übungsteils 3a und schreiben die Antworten vorerst als Notizen auf.

3c Bevor die Schüler/innen mit ihren kurzen Referaten beginnen, können Sie ihnen als Modell noch einmal den Hörtext vorspielen.

4 All about my town

Identisch mit WB E Unit 8/Working towards the standards 4.

Lassen Sie Ihre Schüler/innen zunächst Notizen zu den Fragen im Brief machen. Dann erst schreiben sie den Antwortbrief.

Unit 8, Big break: Try it out!, Workbook Excel S. 69

Identisch mit WB E Unit 8/Try it out!

Bei den beiden folgenden Übungen geht es in erster Linie darum, dass die Schüler/innen die Texte verstehen und umsetzen. Sie müssen die einzelnen Schritte nicht erklären können.

The Your Turn Magic Trick

Die Schüler/innen machen den Trick am besten zu Hause nach. Dafür können sie sich auch in Gruppen treffen. In der Klasse erklären sie dann, ob und wenn ja wie der Trick funktioniert hat, welche Schwierigkeiten möglicherweise aufgetreten sind und wie ihr Publikum reagiert hat.

The Your Turn Experiment

Dieses Experiment lässt sich leicht in der Klasse nachmachen. Lesen Sie dann gemeinsam den Erklärungstext und erklären Sie eventuell Punkte, die Ihre Schüler/innen nicht verstanden haben.

Schwerpunkt:

Hören/Sprechen: über sich selbst sprechen, Probleme anderer verstehen

Lesen/Schreiben: ein Problem in einer E-Mail beschreiben und Ratschläge geben

Wortschatz: Arbeitswelt, mehr über Arbeitsbedingungen erfahren, Berufe

Grammatik: Reflexivpronomen, Modalverben

Aussprache: Minimalpaare, Satzbedeutung über Betonung verändern


Zusatzmaterialien:

Für Übung 9A/1 *Me, Myself, I* (Joan Armatrading) (TB S. 72): Karten mit den Textbausteinen finden Sie unter www.yourturn.at/teacher.

Für Übung 9B/1 *Emails* (TB S. 74): Eine Lückentextübung (Vokabeln) finden Sie unter www.yourturn.at/teacher.

Unit 9, warm-up, Textbook S. 71**1** Word warm-up

1a Besprechen Sie vorerst die Bedeutung der unbekanntesten Wörter nicht. Das soll erst in der nächsten Aufgabe (1b) geschehen.

 ballet – brush your teeth – collar – factory –
1/46 flight attendant – hammer – iron – kitchen knife
– lifeguard – paper clip – sandwich – sewing
machine – shed – stage – Stanley knife –
workshop – zoo keeper

1b Lassen Sie leistungsstärkere Gruppen verschiedene Begriffe auf Englisch definieren. Wenn Sie diese Übung als Hausübung aufgeben, können auch leistungsschwächere Schüler/innen mit Hilfe eines einsprachigen Wörterbuchs oder des Internets passende Definitionen finden.

Mit dem *Warm-up dictionary* im TB (S. 150 ff.) sollen die Schüler/innen an die Verwendung eines Wörterbuchs herangeführt werden. Diese Seiten sind Auszüge aus dem *Power Dictionary Englisch* (Langenscheidt). Die Schüler/innen wenden Nachschlagetechniken an und erlernen so den Umgang mit einem Wörterbuch. Ziehen Sie zur Erklärung der Begriffe auch die Abbildungen im TB S. 71 oben heran (vgl. Fixit-Tipp im TB).

Reihenfolge von oben links gegen den Uhrzeigersinn: *factory, workshop, collar, kitchen knife, lifeguard*

1c Als Erweiterung oder alternative Aufgabe können Sie Ihren Schülerinnen/Schülern Quizfragen zu den einzelnen Begriffen stellen.

Beispiele:

Tools to cut things? – kitchen knife, Stanley knife
Buildings or parts of buildings where goods/things are produced? – factory, workshop

Name three jobs from the list of words in your Textbook. – flight attendant, lifeguard, zoo keeper

A snack? – sandwich

A place where you keep your garden tools? – shed

2 Pronunciation corner

Das Hauptaugenmerk liegt hier auf den Zischlauten. Lassen Sie nach dem Anhören der Sätze die Wortpaare 1–6 im TB S. 71 deutlich nachsprechen, damit die unterschiedliche Aussprache der Anfangslaute gefestigt wird.



- 1/47 1 Get out of the way. I can't (see) the screen.
2 We found my little brother. He was playing in the garden (shed).
3 I love your (shoes). Where did you get them?
4 When that dog barked he (saved) my life.
5 When I was a little child I collected sea (shells) on the beach.
6 Don't eat too many (chips). You'll feel sick!

3 Getting-ready grammar

3a Lassen Sie hier die Verbformen (*have to work/be, are not allowed to work, don't need to be*) markieren, die später in der Unit erklärt werden.



- 1 (a) true – (b) not true – 2 (a) not true – (b) true

3a Auch hier lassen Sie die Verbformen (*If I were you, I would eat; should do*) markieren.




- 1 good advice – 2 bad advice

3c

- 1c, 2a, 3d, 4b

Unit 9A, Me, myself, I, Textbook S. 72–73**1** Me, Myself, I (Joan Armatrading)

1a Fordern Sie Ihre Schüler/innen auf, während des Anhörens der CD die im TB abgedruckten Strophen in der richtigen Reihenfolge zu nummerieren.

 I sit here by myself
1/48 And you know I love it
You know I don't want someone
To come pay a visit

I wanna be by myself
I came in this world alone
Me myself I

I want to go to China
And to see Japan
I'd like to sail the oceans
Before the seas run dry

I wanna go by myself
I've just room enough for one
Me myself I

I wanna be a big shot
And have ninety cars
I wanna have a boyfriend
And a girl for laughs

But only on Saturdays
Six days to be alone
just me myself I
Me myself and I
Just me myself I

Don't want to be the bad guy
Don't want to make a soul cry
It's not that I love myself
I just don't want company
Just me myself I
Me myself and I
Just me myself I

I sit here by myself
And you know I love it
You know I don't want someone
To come pay a visit

I wanna be by myself
I came in this world alone
Just me myself I
Me myself I
Me myself I
Me myself I



A6, B7, C1, D5, E2, F4, G3

1b Fordern Sie Ihre Schüler/innen auf hier einzubringen, was ihnen persönlich wichtig ist.

Beispiele:

I want to **fly away** and **see the world**.

I don't want to **stay here**.

2 Jack's sandwich

2a



1/49

E: What are you doing, Jack?

J: I'm making myself a sandwich.

E: **But we've just had supper.**

J: **Yeah I know. But I'm still hungry.**

E: You'll get fat.

J: Don't be silly.

E: What are you putting in your sandwich?

J: Peanut butter, jam, chocolate and tomato ketchup.

E: That's disGUSTing.

J: No, it isn't.

E: Yes, it is. You'll make yourself sick.

J: No, I won't.

E: Yes, you will.

P: Jack! Emily! **For heaven's sake, stop it! You're going to drive me crazy!**

J: Hi Zoe. What are you doing here?

Z: **I need some help with my homework.**

I can't do it by myself and my mum doesn't understand it. Will you help me?

J: OK.

Z: Jack ... **You look terrible!**

J: Thanks.

Z: Don't be silly, Jack. **Friends can say stuff like that.**

J: Yeah.

Z: So come on Jack. What's the problem?

J: I feel sick.

E: I am ALWAYS right!



1 Emily – 2 Paul – 3 Zoe – 4 Zoe – 5 Jack – 6 Zoe

2b



Peanut butter, jam, chocolate and tomato ketchup.

Die Zutaten für das persönliche *dream sandwich* können auch in Gruppen diskutiert werden.

3



3a

Weisen Sie Ihre Schüler/innen vor der Bearbeitung dieser Aufgabe auf das Grammatikkästchen zum Thema *reflexives* im TB S. 73 hin. Besonders ist auf die Verben *dress, relax, hurry, concentrate, feel, wash* in den letzten beiden Zeilen zu achten, die sich von ihren deutschen Übersetzungen dadurch unterscheiden, dass sie *keine* Reflexivpronomen bei sich haben.



1 –, 2 me, 3 myself, 4 –, 5 –, myself, 6 –

3b Wenn es bei Aufgabe 3a falsche Lösungen gegeben hat, verweisen Sie erneut auf das Grammatikkästchen und üben Sie ähnliche Sätze (evtl. mit anderen Subjekten) mit Ihren Schülerinnen/Schülern.

SECRETS: What happened?

Information gap exercise. Die Schüler/innen müssen hier Informationen austauschen. Sie können die Aufgabe nur gemeinsam lösen.

Partner A: Unit 9 on page 137

Partner B: Unit 9 on page 142

a/b Partner A fragt Partner B, was den einzelnen Personen zugestoßen ist (*What happened to Boris/Delia/Rudy and Marge?*) und bekommt folgende Antworten:



- Boris was playing tennis and hit himself in the eye with his tennis racket.
- Delia cut herself with a Stanley knife during a school workshop.
- Rudy and Marge hurt themselves on stage. They were in a ballet show.

Partner B fragt Partner A, was den einzelnen Personen zugestoßen ist (*What happened to Patsy, Gordon, Kevin and Brad?*) und bekommt diese Antworten:



- Patsy hit herself with a hammer during a school workshop.
- Gordon cut himself with a kitchen knife.
- Kevin and Brad hurt themselves in an American football game.

c Nach dem Muster im TB S. 137 bzw. 142 führen Partner A und B gemeinsam sechs verschiedene Rollenspiele durch. Während Partner A nacheinander die Rollen von Patsy, Gordon, Kevin/Brad übernimmt, übernimmt Partner B die Rolle der *nurse*. Während Partner B nacheinander die Rollen von Boris, Delia, Rudy/Marge übernimmt, übernimmt Partner A die Rolle der *nurse*.

Gehen Sie während dieser Partnerarbeitsphase durch die Klasse, beantworten Sie Fragen, aber korrigieren Sie Fehler immer erst im Anschluss an einen abgeschlossenen Dialog, um die einzelnen Rollenspiele nicht zu unterbrechen. Leistungsstärkere Schüler/innen können ein/zwei Rollenspiele vor der Klasse präsentieren und sollten dabei auch etwas schauspielern bzw. Emotionen zeigen.

4 Making conversation

Machen Sie Ihre Schüler/innen auf den Gebrauch von Reflexivpronomen bei den hier vorkommenden Verben (*help, talk, go, suit*) und auf die Bedeutung der jeweiligen Aussage aufmerksam.



A Help yourself – B to himself, to yourself – C by myself, Suit yourself

Unit 9B, Akiko's dilemma, Textbook S. 74–75

1 Emails

1a Lassen Sie Ihre Schüler/innen erklären, was ein *dilemma* ist. Das sollte nicht auf Deutsch stattfinden. Lassen Sie Beispiele nennen, aus denen klar wird, was das Wort bedeutet.

Vorschläge: I'd like to go to the cinema with my friend but I've got to finish my homework.
I've got two birthday invitations from good friends for the weekend and can't decide which party I should go to.



- 1 His idea is to have TLR's first ever discussion programme in front of an audience of kids. Akiko should introduce the programme and the questioners.
- 2 She does not want to say no to Matt's idea. But she thinks she'll be too nervous.
- 3 She had a strong opinion about teenagers who have to work in clothes factories in different countries.

1b

Beispiele:

1 Hi Akiko,
I have read your email and I can understand that this is not an easy decision for you. Everybody is nervous in front of the microphone. But you will soon see that you can cope with it. I think you should do the programme. You'll be great.
Shirley

2 Hi Akiko,
This is a real dilemma. If you really feel uneasy about working in front of the microphone, your programmes won't be very good. The listeners will realise that you are nervous. Good presenters are very self-confident. Matt thinks you can do it but if you don't think so, I think you ought to say no. Explain that you are nervous. He'll understand.
Shirley

3 Hi Akiko,

You are in a very difficult situation. Matt wants you to present a programme but *you* feel very uneasy about the whole thing. I think you have to do what you think is right.

If I were you, I'd forget about the programme, forget about the radio station, and forget about Matt. It's not a good idea to be in front of the microphone if you don't feel confident enough to do it. If you want to talk about it, just pop round.
Shirley

2 Yasmin's problem

Ya: Hello Archie.

1/50 Ar: Hello Yasmin. Let's practise problems and advice. OK?

Ya: Yes, sure.

Ar: Right. Fire away.

Ya: I feel sleepy all day.

Ar: Well, I think you should **go to bed earlier**.

Ya: And I get bad marks on all my tests.

Ar: Well, you ought to **study harder**.

Ya: I know I know, but I don't like my school.

Ar: Well, if I were you, **I'd change school**.

Ya: That's easy for you to say.

Ar: No, it isn't.

Ya: Yes, it is. But it's much harder to do!

Ar: Hey Yasmin. This is just a language practice exercise!

Ya: Oh yeah, sorry.



1 go to bed earlier. – 2 study harder. – 3 change school.

3 Dilemmas

Lassen Sie Ihre Schüler/innen in Partnerarbeit über passende Ratschläge diskutieren. Am Ende müssen sie sich auf drei Sätze einigen.

Beispiele:

Dilemma B:

- 1 I think you should talk to your mum again.
- 2 You ought to introduce your friends to your mum.
- 3 If I were you, I'd give a party at your home so that your mum can see that your friends are OK.

Dilemma C:

- 1 I think you should not worry about this situation.
- 2 You ought to invite both of them to your place so that they get to know each other better/so that Amy gets to know Jill better.
- 3 If I were you, I'd talk to both of them separately.

Dilemma D:

- 1 I think you should talk to them and tell them that you are looking for a new team.
- 2 You ought to find a new team.
- 3 If I were you, I'd join another football club.

Your turn

Lassen Sie die Ratschläge in der Klasse diskutieren und ggf. über den besten abstimmen.

Beispiel: I think you should not meet this guy. You never know what he is up to. But if you do, I'd make sure to meet him in a public place and to have a friend coming with you. You ought to be careful!

4 Pronunciation corner: using stress to say what you really mean

4a



- 1 I think you should tell your mother. – c
- 2 I think you should tell your mother. – b
- 3 I think you should tell your mother. – d
- 4 I think you should tell your mother. – a

4b In Partnerarbeit sprechen sich die Schüler/innen den Satz abwechselnd mit verschiedenen Betonungen vor. Der jeweils andere Partner soll die richtige Bedeutung heraushören.

Unit 9C, Eighteen hours a day, Textbook S. 76–77

1 Text attack

1a Die Schüler/innen sollen hier zunächst ihre Vermutung über die Bedeutung des Wortes *sweatshop* äußern, ohne in den Text zu schauen.



3

1b Die Schüler/innen überprüfen nun ihre Vermutung aus Aufgabe 1a anhand des Textes.



Die richtige Antwort findet sich in den Zeilen 5/6 bzw. 9–13.

1c Achten Sie darauf, dass in den einzelnen Dreiergruppen immer alle drei Aufgaben bearbeitet werden, d. h. jede Schülerin/jeder Schüler eine andere Aufgabe übernimmt.



Task 1:

huge (lines 5+15), hot (lines 6+11), smelly (line 11), noisy (line 11)

Task 2:

a thousand (line 15): In one place they went to, there were about a thousand people in a huge shed.

eighteen (line 21): In some sweatshops people have to work eighteen hours a day.

fifty (line 18): In one of these sweatshops a girl had to iron fifty shirts an hour.

sixty (line 16): Other girls have to put sixty collars on sixty shirts every hour.

Task 3:

The work is too hard. (line 28)

The days are too long. (line 28)

The pay is too low. (line 28)

Some of the workers are too young. (line 29)

1d Stellen Sie sicher, dass Ihre Schüler/innen die im Hörtext geäußerten Meinungen und Begründungen verstanden haben und so Anregungen für die eigenen Überlegungen in der Folgeaufgabe *Your Turn* haben.

I: What's your opinion about the sweatshops where our clothes are made?
1/52

Gra: **I think we should close them down.**
They're a disgrace.

Girl: **We should stop buying fashion clothes.**
It's wrong.

Boy: **We should buy more clothes.** Then the workers in the sweatshops can earn more money.

Man: Well, obviously **the sweatshop owners ought to pay their workers more** money.

Your turn

Beispiele:

People in Europe should stop buying fashion clothes which are produced in sweatshops.

People should ask in the shops where the clothes come from.

People ought to write to the managers of clothes companies and ask them to pay their workers more money.

People ought to build smaller clothing factories where it is not so hot and noisy and where the workers earn more money.

2 Language search



Some of the girls **have to** put a collar on a shirt every minute. (lines 15–16)

They **have to** stay at their machines all the time. (lines 21–22)

... they are **not even allowed to** go to the toilet unless they ask their supervisor first. (lines 22–24)

... they **have to** sleep by the sewing machines. (lines 25–26)



Beispiele:

In the factory, people have to ...

- work from 7 am till 4 pm./have a break every three hours./wear headphones because of the noise./be careful with the machines so that they don't hurt themselves./be older than 18.

In the factory, people are not allowed to ...

- arrive late./work without having breaks./work without headphones./keep their machines working while they are having a break./bring their children with them./eat while they are working at their machines.

3 Qualities

Bevor Sie mit den Aufgaben 3a und 3b beginnen, weisen Sie auf die beiden Grammatikkästchen im TB S. 77 hin. Hier finden die Schüler/innen die wichtigsten Informationen zu dem Grammatikpunkt, um den es Aufgabe 3 geht.



- Fire officers: ...; have to like climbing ladders; have to be good team members; have to be very brave; have to think quickly; ...
- Flight attendants: have to be taller than 1.65m; have to wear smart clothes; have to like flying; have to be really beautiful/handsome; have to like people; have to think quickly; have to be good team members; don't need to be physically strong; ...
- Lifeguards: have to be physically strong; have to be very brave; have to think quickly; have to be good swimmers; don't need to be beautiful/handsome; don't need to wear smart clothes; ...
- Zoo keepers: have to like animals; have to be very clever; have to think quickly; don't need to wear smart clothes; don't need to be physically strong; ...

3b Diese Aufgabe kann mit der gesamten Klasse oder in Gruppenarbeit gemacht werden. Vor allem leistungsschwächere Schüler/innen nutzen ihre Notizen aus Aufgabe 3a.

Unit 9D, Tasks plus, Textbook S. 78**1** Problem page

Bei Teil 1a und 1b dieser Aufgabe empfiehlt es sich, vor der jeweiligen Gruppenarbeitsphase eine kurze gemeinsame Einführung zu machen (siehe jeweils unter 1a bzw. 1b).

1a Besprechen Sie anhand der Muster in 1b im TB S. 78 den Aufbau der Frage an Abby: Anrede/ Begrüßung, Beschreibung des Problems am Anfang, Bitte um Rat am Ende (*What should I do?*), Schlussformel. Ermutigen Sie die Schüler/innen (vor allem in leistungsstärkeren Gruppen) sich eigene Probleme, unabhängig von den Vorschlägen im TB, zu überlegen. Weisen Sie die Schüler/innen darauf hin, auf den beiden Fragezetteln an Abby jeweils genügend Platz für die Antworten der beiden anderen Gruppenmitglieder zu lassen.

1b Auch hier empfiehlt sich zuerst ein Blick auf die Antworten in den beiden Mustern im TB S. 78. Typische Redemittel einer solchen Antwort sind (neben Begrüßungs- und Schlussformel): *should – ought to – have to – don't need to – if I were you – would – will/won't – be allowed to*

1c Lassen Sie verschiedene Antworten auf gleiche Fragen vortragen. Beispielhafte Antworten schreiben Sie an die Tafel. In einer zweiten Runde können Sie auch Scherzantworten zulassen. So können die Schüler/innen die Struktur weiter üben und haben dabei Spaß an ihren Ideen.

Unit 9, warm-up, Workbook Achieve S. 71**1** Word match

- 2 flight attendant
- 3 paper clip
- 4 kitchen knife
- 5 sewing machine
- 6 zoo keeper
- 7 brush your teeth

2 Sort the sentences

Bild A:

- 1 You have to work hard.
- 8 You're not allowed to sleep.
- 10 You're not allowed to use your mobile phone.

- 11 You have to be quiet.
- 12 You don't have to pay anything.
- 13 You have to wear a uniform.
- 14 You needn't use sun lotion.

Bild B:

- 2 You don't have to be quiet.
- 3 You are allowed to sleep.
- 4 You needn't wear a uniform.
- 5 You're allowed to use your mobile phone.
- 6 You don't have to work hard.
- 7 You have to pay a lot.
- 9 You should use sun lotion.

3 What should I do?

1g, 2f, 3c, 4h, 5a, 6d, 7b

Unit 9, Exercises, Workbook Achieve S. 72–76**Hinweise zur Differenzierung in den WBs**

Übung 4 WBA&E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 4 auf S. 73 im TB machen. Um zu überprüfen, ob die Schüler/innen die gesuchte Information aus dem Hörtext entnehmen können, sollen sie im WB A aus zwei Möglichkeiten das korrekte Wort auswählen. Von den Schülerinnen/Schülern mit dem WB E wird erwartet, dass sie die gesuchte Information selbstständig aus dem Hörtext herausfiltern können.

1 The kids go camping

Ähnlich WB E Unit 9/1



- 2 I fell over but I didn't hurt myself.
- 3 Did you make the cake **yourself**?
- 4 Klara organised the whole trip **herself**.
- 5 We enjoyed **ourselves**.
- 6 Tami, Stephen – have some cake!
Help **yourselves**!
- 7 Mike and Tim were making a fire and burnt **themselves**.

2 What are they saying?

Identisch mit WB E Unit 9/2



1A, 2C, 3A, 4D, 5B

3 Word puzzle

Identisch mit WB E Unit 9/3



- 1 Be quiet, I can't concentrate. = B
- 2 Would you like to go to the cinema with me? = A
No, sorry, but I really want to be by myself. = N
All right, suit yourself. = A
- 3 Can I have some more cake?
Sure, help yourself. = N
- 4 This morning I felt sick. = A
- 5 Grandma's always talking to herself. = S

I like – bananas.

4 Tim and Molly home alone

Ähnlich WB E Unit 9/4



- Ta: How was your weekend?
WB27 Mo: Hmm ... Not so great.
Ta: Why? What did you do?
Mo: Mum and Dad went to visit Aunt Marylin. But Tim and I didn't want to go to our aunt's place. It's awfully boring. She hasn't got any children and we have to sit around and listen to her boring stories for hours.
Ta: Uh ... I know what you mean. My grandmother's like that.
Mo: Yeah ... but of course Mum didn't want to let us to stay at home. Sometimes she thinks we're still babies. We told her that we were old enough to stay at home all by ourselves and finally she said it was OK.
Ta: Really, great. But why didn't you call us? We could have had a nice day together ...
Mo: Yeah, well, it wasn't as much fun as we'd thought.
Ta: Why? What happened?
Mo: My parents left early and half an hour later Tim went to the kitchen to make himself breakfast. And imagine what happened – he cut himself on a knife. He was bleeding and I panicked. I called grandma and she came over quickly – it's good that she lives next door! Tim wasn't hurt badly but grandma didn't want to leave us alone again. She stayed the whole day.
Ta: Oh no. Poor you.
Mo: Yes, poor me. Tim simply went to his room and said he wanted to be by himself and I was stuck with grandma. So I watched TV with her all day – all those boring old films she likes ... We were so happy when Mum and Dad came home.

4a

A bad day

4b

at home – fun – cut himself – their grandmother – hurt badly – his room – watched TV – happy

5 Pronunciation corner

Ähnlich WB E Unit 9/5



- Number one:
WB28 I think you ought to buy **him** a new CD!
Number two:
I think you ought to buy him a new **CD**!
Number three:
I **think** you ought to buy him a new CD!
Number four:
I think **you** ought to buy him a new CD!
Number five:
I think you ought to buy him a new CD.



- 1 He means, 'You should buy the CD for him, not for yourself.'
- 2 He means, 'You should buy a CD, not a DVD.'
- 3 He means, 'I'm not absolutely sure about my opinion.'
- 4 He means, 'You should buy the CD, not your parents.'
- 5 He means, 'That's my opinion but others may not agree.'

6 Dr Angela's problem page

Ähnlich WB E Unit 9/6

6a

The letter is for Aimee, because she has lied to one of her friends.

6b

- 1 – in the shopping centre
- 2 – Anny
- 3 – because Aimee lied to Sue
- 4 – his football club
- 5 – Yes, he has.
- 6 – She changed schools.

6c

- 1 Dear Robyn,
- 2 You shouldn't try to be like your
- 3 sister – you should always be
- 4 yourself. If you want to have better

- 5 marks, ask your parents to
- 6 help you. If you want to find
- 7 new friends, join a club at school. But
- 8 don't do these things if you don't want to.
- 9 *Dr Angela*

6d Die Einschätzung, ob Dr Angelas Rat hilfreich ist oder nicht, bleibt jeder Schülerin/jedem Schüler individuell überlassen.



Tell your parents that you don't want to be compared to your sister.



6e
Dear Barbara,
It's always hard when **you change schools** because you have to get used to new people and new teachers. But **don't worry**, you can make new friends. First you should find one or two nice girls or boys. Talk to them during the break and ask them if they want to **share a table with you** at lunch. If you like them, you should **invite** them to your place or ask them to **go to the cinema** with you.

If I were you, I'd also join a **club** at school to meet more people. In a club it's easier to get to know each other.

Don't worry. It takes time to **make friends**, but you'll make it!

Dr Angela

Challenge

Beispiel:

Dear Julian,

If I were you, I would try to find friends in your class. Maybe there are others who like to play football, too. You should also join a club at your new school. This often helps. And don't forget to stay in touch with your friends. You shouldn't stay at home and be sad. Go out and do something.

Yours,

Sue

7 School rules

Ähnlich WB E Unit 9/7



- 2 You have to turn off your mobile phone at school.
- 3 You're not allowed to text friends.
- 4 You have to wear school uniform at all times.
- 5 You have to listen to each other.
- 6 You're not allowed to video the teachers.

8 Job descriptions

Ähnlich WB E Unit 9/8



Policeman:

As a policeman you **have to wear** a uniform.

You **have to be brave** but you **don't have to like/needn't like** animals.

Model:

As a model you **don't have to like/needn't like** children and teenagers. You **don't have to be** physically strong. You **have to be** very handsome.

You **have to wear** smart clothes.

Stuntwoman:

As a stuntwoman you **have to be** very brave. You **have to be** physically strong. You **have to like** flying and doing dangerous things. You **don't have to be** beautiful. You **don't have to wear** a uniform.

9 The pronunciation joke

Identisch mit WB E Unit 9/9



"It wasn't one person. My dad helped me."

Unit 9, Making progress, Workbook Achieve S. 77

1 Family rules

Identisch mit WB E Unit 9/MP1



- WB29
- I: What rules do you have in your family, Rebecca?
- R: Rules? Phew, I don't know ... I have to tidy up my room on Tuesdays and Saturdays.
- I: Why on Tuesdays and Saturdays?
- R: Our cleaning lady comes on Tuesdays and so I have to tidy up so that she can vacuum my room. And on Saturday mornings we all tidy up the flat together – we have to do our rooms and Mum and Dad do the kitchen and the living room.
- I: Is there something you have to do every day?
- R: Well, yeah, I have to finish my homework before I'm allowed to watch TV or meet my friends.
- I: What about watching TV? Are there any rules about that?
- R: In theory, yes. Mum says we aren't allowed to watch for more than one and a half hours a day. But she isn't very strict about it, especially at the weekend. If there's something interesting on in the evening, we're usually allowed to watch it.

- I: Are there any rules your parents are really strict about?
 R: Yes, there's one. If I go out in the evening, they want to know exactly where I'm going and when I'll be back. And I have to leave my mobile switched on so that they can reach me. Once I was twenty minutes late and I had forgotten my phone – my mum got so angry that I wasn't allowed to go out for two weeks.
- I: Do you think that was unfair?
 R: Yes, I do. It wasn't my fault – I had to wait for the bus for half an hour. But I know they were worried ...



- 1 on Tuesdays; on Saturdays
- 2 do her homework
- 3 90 minutes
- 4 where she's going; when she'll be back
- 5 her mother was angry; she wasn't allowed to go out for two weeks
- 6 3 watching TV; 1 being home on time; 2 tidying up her room

2 Giving advice

Ähnlich WB E Unit 9/MP2



- 1 I think you should get an alarm clock.
- 2 I think you should join a sports club.
- 3 I think you should do a paper round.
- 4 I think you should watch English films on TV.
- 5 I think you should stay with your friends during the holidays.

Unit 9, Exercises, Workbook Excel S. 70–74

1 The kids go camping

Ähnlich WB A Unit 9/1



- 1 I tripped on the stairs but I didn't hurt **myself**.
- 2 Did you make the cake **yourself**?
- 3 She didn't come because she wanted to be by **herself**.
- 4 I didn't invite him – he invited **himself**.
- 5 We enjoyed **ourselves**.
- 6 Tami, Stephen – have some cake!
Help **yourselves**!
- 7 Mike and Tim were making a fire and burnt **themselves**.

2 What are they saying?

Identisch mit WB A Unit 9/2



1A, 2C, 3A, 4D, 5B

3 Word puzzle

Identisch mit WB A Unit 9/3



- 1 Be quiet, I can't concentrate. = B
- 2 Would you like to go to the cinema with me? = A
No, sorry, but I really want to be by myself. = N
All right, suit yourself. = A
- 3 Can I have some more cake?
Sure, help yourself. = N
- 4 This morning I felt sick. = A
- 5 Grandma's always talking to herself. = S
I like bananas.

4 Tim and Molly home alone

Ähnlich WB A Unit 9/4



- Ta: How was your weekend?
 WB27 Mo: Hmm ... Not so great.
 Ta: Why? What did you do?
 Mo: Mum and Dad went to visit Aunt Marylin. But Tim and I didn't want to go to our aunt's place. It's awfully boring. She hasn't got any children and we have to sit around and listen to her boring stories for hours.
 Ta: Uh ... I know what you mean. My grandmother's like that.
 Mo: Yeah ... but of course Mum didn't want to let us to stay at home. Sometimes she thinks we're still babies. We told her that we were old enough to stay at home all by ourselves and finally she said it was OK.
 Ta: Really, great. But why didn't you call us? We could have had a nice day together ...
 Mo: Yeah, well, it wasn't as much fun as we'd thought.
 Ta: Why? What happened?
 Mo: My parents left early and half an hour later Tim went to the kitchen to make himself breakfast. And imagine what happened – he cut himself on a knife. He was bleeding and I panicked. I called grandma and she came over quickly – it's good that she lives next door! Tim wasn't hurt badly but grandma didn't want to leave us alone again. She stayed the whole day.
 Ta: Oh no. Poor you.

Mo: Yes, poor me. Tim simply went to his room and said he wanted to be by himself and I was stuck with grandma. So I watched TV with her all day – all those boring old films she likes ... We were so happy when Mum and Dad came home.

4a 

A bad day

4b 

(1) aunt's – (2) at home – (3) fun – (4) breakfast – (5) cut himself – (6) their grandmother – (7) hurt badly – (8) himself – (9) was stuck

5 Pronunciation corner

Ähnlich WB A Unit 9/5

 Number one:

WB28 I think you ought to buy **him** a new CD!

Number two:

I think you ought to buy him a new **CD**!

Number three:

I **think** you ought to buy him a new CD!

Number four:

I think **you** ought to buy him a new CD!

Number five:

I think you ought to buy him a new CD.



- 1 He means, 'You should buy the CD for him, not for yourself.'
- 2 He means, 'You should buy a CD, not a DVD.'
- 3 He means, 'I'm not absolutely sure about my opinion.'
- 4 He means, 'You should buy the CD, not your parents.'
- 5 He means, 'That's my opinion but others may not agree.'

6 Dr Angela's problem page

Ähnlich WB A Unit 9/6

6a 

- Answer to letter 1: Dear Aimee, there's really not much that you can do about the situation because it's your friends' problem, really. ...
- Answer to letter 2: Dear Julian, this is a difficult situation but you have to accept it and make the best of it. ...
- Answer to letter 3: Dear Ben, before you do anything you should find out how you really feel. ...
- Letters four and five have no answer from Dr Angela.

6b 

- 1 She was in the shopping centre with Anny.
- 2 Aimee lied to Sue.
- 3 Because he moved to a new place a long way from his old house.
- 4 Yes, he has.
- 5 Since kindergarten.
- 6 No, he is not.
- 7 He is bullied by other boys from school.
- 8 He tried to run away or go to school a different way.
- 9 She changed schools.

6c 

- 1 Dear Dr Angela,
- 2 I've got a big problem! My
- 3 sister is just perfect. She has
- 4 got lots of friends and she is
- 5 a really good student. I never
- 6 get good marks and I don't
- 7 have many friends. My parents
- 8 always tell me to be more like
- 9 her, but I can't, I'm me!
- 10 What can I do?
- 11 *Robyn*
- 1 Dear Robyn,
- 2 You shouldn't try to be like your
- 3 sister – you should always be
- 4 yourself. Find out what is
- 5 important to you – not to your
- 6 parents. If you know what
- 7 you really want, you'll
- 8 get it. If I were you, I'd tell
- 9 your parents that you don't
- 10 want to be compared to
- 11 your sister all the time and that
- 12 you are trying to find your own way.
- 13 *Dr Angela*

6d 

Die Schüler/innen können hier angeben, was sie persönlich an Dr Angelas Rat gut oder auch weniger hilfreich finden. Diese Einschätzung fällt ihnen sicher leichter, wenn sie sich in die Situation von Robyn versetzen.

Beispiele:

Yes, it is because she tells Robyn things he can do.
No, it isn't because her answer is too vague.

If I were you, I'd find another person outside your family to talk to about it, e.g. a friend or a teacher at school.

7 School rules

Ähnlich WB A Unit 9/7



- 2 You're not allowed to drink during class.
- 3 You have to turn off your MP3 players.
- 4 You're not allowed to text in class.
- 5 You have to raise your hand if you want to speak.
- 6 You have to listen to each other.
- 7 You are not allowed to check your private emails.
- 8 You have to wear school uniform at all times.
- 9 You're not allowed to video the teachers.

8 Job descriptions

Ähnlich WB A Unit 9/8



Policeman:

As a policeman you **have to wear** a uniform. You **have to be brave** but you **don't have to like/needn't like** animals.

Model:

As a model you **don't have to like/needn't like** children and teenagers. You **don't have to be/needn't be** physically strong. You **have to be/should be** very handsome. You **have to wear** smart clothes.

Stuntwoman:

As a stuntwoman you **have to be/should be** very brave. You **have to be/should be** physically strong. You **have to like/should like** flying and doing dangerous things. You **don't have to be/needn't be** beautiful. You **don't have to wear** a uniform.

9 The pronunciation joke

Identisch mit WB A Unit 9/9



"It wasn't one person. My dad helped me."

Unit 9, Tasks plus, Workbook Excel S. 75

1 Silly laws in the UK



1E, 2A, 3B, 4D, 5C

2 A sweatshop hero



Iqbal Masih was from Pakistan. His parents sold him to a factory when he was only four years old. He had to work 16 hours a day.

At the age of ten he was as small as a six-year-old boy.

He went around Europe and America to tell people about children working in factories.

Although children are not allowed to work, there are still around 150 million child workers in the world.

Unit 9, Making progress, Workbook Excel S. 76

1 Family rules

Identisch mit WB A Unit 9/MP1



- WB29
- I: What rules do you have in your family, Rebecca?
- R: Rules? Phew, I don't know ... I have to tidy up my room on Tuesdays and Saturdays.
- I: Why on Tuesdays and Saturdays?
- R: Our cleaning lady comes on Tuesdays and so I have to tidy up so that she can vacuum my room. And on Saturday mornings we all tidy up the flat together – we have to do our rooms and Mum and Dad do the kitchen and the living room.
- I: Is there something you have to do every day?
- R: Well, yeah, I have to finish my homework before I'm allowed to watch TV or meet my friends.
- I: What about watching TV? Are there any rules about that?
- R: In theory, yes. Mum says we aren't allowed to watch for more than one and a half hours a day. But she isn't very strict about it, especially at the weekend. If there's something interesting on in the evening, we're usually allowed to watch it.
- I: Are there any rules your parents are really strict about?
- R: Yes, there's one. If I go out in the evening, they want to know exactly where I'm going and when I'll be back. And I have to leave my mobile switched on so that they can reach me. Once I was twenty minutes late and I had forgotten my phone – my mum got so angry that I wasn't allowed to go out for two weeks.
- I: Do you think that was unfair?
- R: Yes, I do. It wasn't my fault – I had to wait for the bus for half an hour. But I know they were worried ...



- 1 on Tuesdays; on Saturdays
- 2 do her homework
- 3 90 minutes
- 4 where she's going; when she'll be back
- 5 her mother was angry; she wasn't allowed to go out for two weeks
- 6 3 watching TV; 1 being home on time; 2 tidying up her room

2 Giving advice

Ähnlich WB A Unit 9/MP2



- 1 I think you should get an alarm clock.
- 2 I think you should join a sports club.
- 3 I think you should do a paper round.
- 4 I think you should watch English films on TV.
- 5 I think you should stay with your friends during the holidays.

Schwerpunkt:

Hören/Sprechen: eine Diskussion verfolgen, Vorhaben ausdrücken

Lesen/Schreiben: eine abenteuerliche Geschichte lesen, eine Geschichte zusammenfassen

Wortschatz: eine Diskussion im Radio verfolgen, Fähigkeiten, Versagen und Erfolge

Grammatik: *if-sentences type 1 and 2, could/managed to, wanted to/had to*

Aussprache: Wort- und Satzbetonung, *past tense -ed* Endungen

Zusatzmaterialien:

Für Übung 10/WU3 *Getting-ready grammar* (TB S. 79): Karten mit den einzelnen Satzgliedern finden Sie unter www.yourturn.at/teacher.

Für Übung 10C/2 *Past tense verbs – again* (TB S. 84): Eine Tabelle zu diesen *past tense*-Formen finden Sie unter www.yourturn.at/teacher.

Unit 10, warm-up, Textbook S. 79**1** Word warm-up

Besprechen Sie vorerst die Bedeutung der unbekannteren Begriffe nicht. Das soll erst in der nächsten Aufgabe (1b) geschehen.

1b (aero)plane – plane – beach – blow up – chat – chat (on the Internet) – chest – control column – flick a switch – gasp – gorilla – heights – invisible – jungle – statue – tell a joke – touch – upset – wallet – washing up

1b Lassen Sie in leistungsstärkeren Gruppen verschiedene Begriffe auf Englisch definieren. Wenn Sie diese Übung als Hausübung aufgeben, können auch leistungsschwächere Schüler/innen mit Hilfe eines einsprachigen Wörterbuchs oder des Internets passende Definitionen finden.

Mit dem *Warm-up dictionary* im TB (S. 150 ff.) sollen die Schüler/innen an die Verwendung eines Wörterbuchs herangeführt werden. Diese Seiten sind Auszüge aus dem *Power Dictionary Englisch* (Langenscheidt). Die Schüler/innen wenden Nachschlagetechniken an und erlernen so den Umgang mit einem Wörterbuch. Ziehen Sie zur Erklärung der Begriffe auch die Abbildungen im TB S. 79 oben heran (vgl. Fixit-Tipp im TB).

Reihenfolge von oben links beginnend gegen den Uhrzeigersinn: *statue, wallet, gorilla, (aero)plane*.

1c Lassen Sie die Materialien/Bestandteile/... bzw. das Umfeld in die Erklärungen einfließen. Verben lassen sich am besten mimisch/gestisch darstellen.

Beispiel: It's made of stone. You often find it in big squares. – statue

2 Pronunciation corner

2a aeroplane – gorilla – Internet – jungle – invisible



2/3



Gorilla und *invisible*, da sie auf der zweiten Silbe betont werden.

2b plane – game – chat – Jack – pain – same – statue



2/4



cat: chat (3), Jack (4), statue (7)

Jane: plane (1), game (2), pain (5), same (6)

2c Zur besseren Verankerung der Laute [æ] und [eɪ] aus Teil 2b schreiben die Schüler/innen die beiden Wörter *cat* bzw. *Jane* in verschiedenen Farben auf zwei getrennte Zettel. Spielen Sie dann die anderen Wörter (*plane, game, ...*) vor. Die Schüler/innen halten den jeweils lautlich passenden Zettel hoch. Anhand der Farben können Sie sehr leicht sehen, ob der richtige Laut erkannt wurde.

3 Getting-ready grammar

- If I was rich, I would buy a beautiful new bicycle for my sister.
- If I found some money in the street, I would keep it and buy some new trainers with it.
- I managed to answer all the questions in the test.
- Jack wanted to play a computer game with Harry but he had to finish his mathematics homework.
- I wanted to hang out with my friends but I had to help my father in the kitchen.

Unit 10A, Akiko in front of the microphone, Textbook S. 80–81**1** Question time

1a Lassen Sie hier zuerst einmal beschreiben, was die Jugendlichen auf den Bildern machen. Dann lassen Sie Vermutungen anstellen, in welcher Situation sie sich befinden. Stellen Sie entsprechende Fragen. Vorschläge: *What are the people in the pictures doing? Where are they?*

1b



2/5

Ak: Hello everyone, and welcome to *What would you do?*, the new discussion show on *Teen Life Radio*. I'm Akiko Yamanashi and this is my first time in front of the microphone so I hope you'll all be kind to me.

Ak: We're here at Mayfield Secondary school – thank you Mayfield – and on today's panel we have Ellie.

El: Hello, Akiko. Hello everyone.

Ak: And Josh

Jo: Hi, I'm Josh. Nice to be on the programme, Akiko. Your first time, eh? Have a good one.

Ak: Thanks Josh. And finally, here's Sky.

Sky: Hello everyone. This is my first time too so I hope you'll be really really really kind.

Ak: So everyone, that's our panel.

Ak: OK, so let's kick off with our first question from Mark. What's your question, Mark?

Ma: What would you do if your friend had horrible clothes?

Ak: Thanks Mark. So panel, what would you say if your friend had horrible clothes?

Jo: I'd tell him. **I'd say: "Your clothes are rubbish." I'd say: "If you wore clothes like mine, then you'd be cool."**

Sky: Oooh, would you? Would you really? You'd really say that?

Jo: Yes, I would. Why not?

Ak: What about you Sky? What's your answer to Mark's question?

Sky: Well, it's never happened. I hope it never does. But **if it DID happen, I wouldn't say anything.** I wouldn't want to lose a friend.

Ak: What about you, Ellie? What would you do if your best friend's clothes looked really horrible?

El: **Perhaps I'd say: "Those aren't your usual clothes, are they? They're different."** – You know, something which isn't very direct. And then she'd, you know, take the hint.

Ak: Take the hint?

El: Yes, you know, get the idea.

Ak: Thanks Ellie. OK. Let's have our next question. This one comes from Monica. What's your question, Monica?

Girl: Hello. My question is what would you do if the student next to you asked to copy your work?

Ak: I don't quite follow.

Girl: In a test. What would you do if a student asked to copy your work?

Ak: Good question, thank you. Sky?

Sky: Oooh. Wow. Gosh. That's never happened to me. Never. Umm. **I think I'd say: "No. No, you can't."**

Ak: Hm ... Elli?

El: Well, it has happened to me, actually. In a test last term at my school. It was really difficult. He was my friend so **I wanted to say yes, but I didn't want to get into trouble.** So in the end I said no. He hasn't spoken to me since then.

Jo: You said no? But you should always help someone like that. I mean you **HAVE** to. **I would let him copy and hope nobody was watching.**

Sky: But it's not right to copy. We're not allowed to copy.

Jo: We're not allowed to copy!

Ak: Is it bad? What do the rest of you think? Who wants to say something here?



Ellie: 4 Häkchen – Sky: 5 Häkchen – Akiko: 15 Häkchen – Josh: 5 Häkchen
Akiko speaks the most (because she is the presenter).

1c

Geben Sie den Schülerinnen/Schülern den Hinweis, dass die Antworten im TB nicht in der Reihenfolge angegeben sind, wie sie im Dialog vorkommen.



Mark: What would you say if your friend had horrible clothes?

4 (Josh)

5 (Josh)

6 (Sky)

7 (Ellie)

Monica: What would you say if a boy asked to copy your work?

1 (Sky)

2 (Ellie)

3 (Josh)

2

What would you do?

2a



1 found – 2 told – 3 were


2b

Lassen Sie leistungsstärkere Schüler/innen Gründe für ihre Wahl anführen. Danach können die Schüler/innen auch erklären, welche Option wohl jeweils die schlechteste wäre.



1c, 2a, 3b/c

3 A song: The yeah yeah yeah song (with all your power) – (The Flaming Lips)

 If you could blow up the world (a) **with the flick of a switch**

Would you do it?

If you could make everybody poor (b) **just so you could be rich**

Would you do it?

If you could watch everybody work (c) **while you just lay on your back**

Would you do it?

If you could take all the love (d) **without giving any back**

Would you do it?

And so we cannot know ourselves or what we'd really do ...

With all your power

With all your power

With all your power

What would you do?

If you could make your own money (e) **and then give it to everybody**

Would you do it?

If you knew all the answers and could give it to the masses

(f) **Would you do it?**

No no no no no no – Are you crazy?

It's a very dangerous thing to do exactly what you want.

Because you cannot know yourself or what you'd really do.

With all your power

With all your power

With all your power

What would you do?

Your turn

Anhand des Beispiels im TB S. 81 erkennen die Schüler/innen, wie sie beim Bilden der Fragen vorgehen müssen. Für den zweiten Teil der Aufgabe ist wichtig, dass die Antworten immer mit *I'd like to ...* beginnen. Die Schüler/innen können hier in der Klasse umhergehen und mehrere Mitschüler/innen befragen.



(A) If you could work with any animal, (B) what animal would you work with?

(A) If you could meet any famous person, (B) who would you meet?

(A) If you could visit anywhere in the world, (B) where would you visit?

(A) If you could buy anything in the world, (B) what would you buy?

(A) If you could change one thing in your life, (B) what would you change?

Unit 10B, A day he will never forget, Textbook S. 82–83

1 Predicting what will happen next

Die richtigen Teile der Geschichte sind verstreut auf verschiedenen Seiten im TB S. 135 ff. zu finden. Bei jeder richtigen Antwort werden die Schüler/innen zum nächsten Teil der Geschichte weitergeleitet. Nur so kann die Geschichte richtig zusammengefügt werden.



Have you ever said 'yes' when you wanted to say 'no'? Greg Kominski did and it was the worst decision he ever made. You see it all started when his girlfriend's father asked him something ... It was 'the worst decision he ever made' because c) Greg experienced a real-life emergency.

→ Go to number 3 on page 136.

You're right! Something really terrible happened to Greg – and to his girlfriend's father.

→ Go to text B on page 82.

Greg's girlfriend Kerry lived in a big house and Greg went there two or three times a week.

But every time he went there, father Rudi asked him "Do you want to come up in my plane?" Greg always said no. He couldn't think of a worse idea. He didn't like planes and he didn't like heights.

"To be honest, I was scared," he says, "and I was right to be scared!" But Rudi Carlson kept on asking, again and again.

b) Greg said he wanted to go, he said 'yes', and they got into the plane.

→ Go to number 5 on page 135.

Yes, you are right. That's exactly what happened.

→ Go to number 7 on page 147.

Greg and Kerry's father Rudi took off in Rudi's little plane, and climbed into the sky. Soon they were a few thousand feet in the air. Greg looked down at the Nevada desert (in the USA) below him. This was his first time in an aeroplane. He felt excited, but a little bit scared. Suddenly Rudi gasped (it sounded like 'Aaahhh') and held his chest. Greg looked over to him. Rudi's eyes were closed. He wasn't moving. b) Greg was very frightened and didn't know what to do.

→ Go to number 9 on page 141.

You were right! Greg was very very frightened indeed. And then ...

And then, Greg realised that HE COULDN'T FLY! He didn't know how to fly a plane, yet here he was, thousands of feet in the air. He panicked – he was

really frightened and his only thought was 'I'm going to die too'. But he remembered the radio. Rudi spoke on the radio before he collapsed. Greg looked for the radio control and found it. He started to shout "Mayday! Mayday! I'm in a plane. My girlfriend's father has had a heart attack. I don't know how to fly. I've never been in a plane before. Help help!"

b) Someone appeared in the sky and helped Greg. → **Go to number 11 on page 145.**

Right again. This is the *really* incredible part of the story.

Pat Kelly, a flying teacher, was flying his plane that day because it was a beautiful day. He was near Greg's plane. He heard Greg's voice on the radio and so he changed direction and flew over to Greg's plane.

Greg was still panicking. But Pat started to talk to him through his headphones. "It's OK," he said, "you're going to be OK." He started to give him instructions like "Pull the control column back," he said, or "Push the control column forward ... slowly ... slowly ..." or "Press your foot on the right pedal". But Greg wasn't able to hear him because he was too frightened.

Pat kept on talking slowly and calmly and quietly. And finally, after some time, Greg began to listen. He pushed the control column and the plane started to descend. He was able to turn the plane around, and finally after hours and hours (well it seemed like hours to Greg) he landed the plane. It was a day that Greg will never forget.

And Pat Kelly? "When I first heard Greg I didn't think he would be able to do it. He was so frightened that he wasn't concentrating. But gradually, minute by minute, he was able to listen to what I was saying. I am very sorry about Rudi Carlson, of course I am. But I am happy that I was able to help Greg. He landed safely. That day I learned that nothing is impossible."

Rudi's daughter Kerry is still Greg's girlfriend – and Greg has applied to a flying school – "he just might have talent for it," according to Pat Kelly.

2 Comprehension check

2a

- 1 Greg is the boyfriend of Rudi's daughter, Kerry.
- 2 Kerry is Greg's girlfriend.
- 3 Pat is the flying teacher who was flying very close to Greg's plane and helped him to land safely.

2b

- 1 Rudi (Carlson), Kerry's father – 2 Greg (Kominski) – 3 Pat (Kelly), the flying teacher

3 What's the story?

3a Greg kann aus seiner Sicht vor allem seine Gefühle schildern. Daher ist es angebracht, zuerst die Vokabeln bzw. Passagen, die Gefühle ausdrücken, in den einzelnen Textpassagen der Geschichte suchen und markieren zu lassen. Pat kann besser beschreiben, was er gemacht hat. Lassen Sie daher in seinem Fall vor allem die Handlungen markieren, die er ausführt. In der Partnerarbeit können dafür z. B. zwei verschiedene Farben verwendet werden.

Zur Festigung lassen Sie die markierten Vokabeln/Passagen getrennt an die Tafel bzw. ins Heft schreiben. Damit entsteht eine Übersicht, die das anschließende Schreiben der ganzen Sätze erleichtert und für die weitere Festigung bzw. für die Vorbereitung einer Schularbeit verwendet werden kann.

3b Lassen Sie hier auch erklären, woran die Person jeweils erkannt wurde.

4 Ability, failure and success

Die vollständige Geschichte finden Sie unter Aufgabe 1.

4a

Die Wörter sind im Lösungstext der Geschichte bei Aufgabe 1 unterstrichen.

He couldn't think of a worse idea.

... Greg realised that HE COULDN'T FLY!

But Greg wasn't able to hear him ...

He was able to turn the plane around ...

... I didn't think he would be able to do it.

... he was able to listen to what I was saying.

4b Beispiele:

baby:

couldn't: stand up, climb a tree, dress myself, feed myself, play a computer game, play a musical instrument, read, ride a bicycle, ski, tie my own shoelaces, walk, write my name

at one year:

could: stand up, walk

couldn't: climb a tree, dress myself, feed myself, play a computer game, play a musical instrument, read, ride a bicycle, ski, tie my own shoelaces, write my name, say more than four words

at two years:

could: stand up, walk, say more than four words, feed myself

couldn't: climb a tree, dress myself, play a computer game, play a musical instrument, read, ride a bicycle, ski, tie my own shoelaces, write my name

at five years:

could: stand up, walk, say more than four words, dress myself, climb a tree, feed myself, play a computer game, tie my own shoelaces, ski
 couldn't: play a musical instrument, read, ride a bicycle, write my name

at nine years:

could: stand up, walk, say more than four words, dress myself, climb a tree, feed myself, play a computer game, tie my own shoelaces, ski, play a musical instrument, read, ride a bicycle, write my name

5 Pronunciation corner: do-de-DO

5a Ziel dieser Übung ist es nicht, dass die Schüler/innen die Laute, die auf der CD zu hören sind, nachsprechen können. Sie sollen nur versuchen, das jeweilige Intonationsmuster zu erkennen.



- 1 And then he realised that he couldn't fly.
 2/7 2 Do you want to come up in my plane?
 3 That was one of the most terrifying days of his whole life.
 4 Were you able to mend your bicycle?
 5 I'd rather not. I'm really scared of heights.

5b Spielen Sie die Intonationsmuster der einzelnen Sätze langsam vor und lassen Sie zuerst die ganze Gruppe und dann einzelne Schüler/innen die einzelnen Sätze sprechen. Zur Kontrolle können die Intonationsmuster von der CD noch einmal vorgespielt werden.

Your turn

Hier wird die Phrase *Did you manage ...?* geübt. Achten Sie daher bei der Partnerarbeit unbedingt darauf, dass diese Phrase in jeder Frage enthalten ist.

Unit 10C, Gentle giant, Textbook S. 84–85

1 A true story

Weisen Sie Ihre Schüler/innen auf den Fixit-Tipp hin, vor dem Hören der CD auf Bilder und Fragen im TB zu achten, um einen Hinweis auf den Inhalt des Hörtextes zu bekommen.

1a P: Look at this statue everybody.

J: It's a gorilla, just a gorilla. What's so special about that?

2/8 M: Oh, come on, Jack. I think your father wants to tell us something.

J: I wanted to go to the beach, but we had to come here to a zoo. I'm not a kid, you know.

E: Yes, you –

P: Look, the story of Jambo is amazing.

J: Yeah, right.

P: No, Jack, it is. Jambo saved a little boy once.

J: Don't believe you. That's rubbish.

E: Jack, let Dad tell the story.

P: Thank you, Emily. You see, there was this boy once called Lloyd and he wanted to see the gorillas. 'Daddy, I want to see the gorillas. Daddy I want to see the gorillas.'

E: Dad, be quiet. There are people listening.

P: Don't worry about that. Anyway Lloyd was too short to see the gorillas so his father had to lift him up. Lloyd stood on the wall – and then he fell into the gorilla pit.

J: And his father jumped in and saved him.

P: No, Jack, listen. His father wanted to jump down and get Lloyd. He kept shouting, 'My boy, my boy, I want to save him, I've got to save him. Help! Help!'

E: Dad!

P: And the crowd had to stop him.

J: Why?

P: Why, Jack? See, you are interested.

J: No, I'm not.

P: We'll see about that. The crowd had to stop him because it was too dangerous to have Lloyd and his father and a whole group of gorillas, you know going 'ooff ooff ooff'.

J: Dad.

M: Paul, stop it.

P: Don't be a spoilsport, dear. Now you have to remember that gorillas are very very big and strong and they can be very violent, very aggressive and angry.

J: Yes, so?

P: Well, all the gorillas ran over to the boy. 'Ooff ooff ooff.'

E: Dad, stop it.

P: And the boy, Lloyd, was on the ground, unconscious. He wasn't moving. And people were screaming 'aaah aaah' because they thought the gorillas are going to hurt the boy, the gorillas are going to hurt the boy.

J: What happened?

P: Well, Jambo, the biggest gorilla – the leader of the gorillas – went over to the boy and the people screamed 'help help', but Jambo –

E: Dad get up, get up. People are watching.

P: No, listen! Jambo told the other gorillas to go away (in gorilla language of course, 'ooff ooff') and then he went over to the

boy and touched him, pulled down his shirt to cover him. Just like a nice Dad.

J: Dad!

P: Jambo saved him, you see, from the other gorillas. He protected him. And that's why Jambo is so special.

M: Well, Jack, what do you think of the story now?

J: Dad, that was so embarrassing.

M: Oh, come on, Jack! It was fun.



(1) Paul Robinson – (2) a gorilla – (3) boy – (4) Jambo – (5) Emily and Jack



1 the gorillas – 2 Lloyd's dad – 3 the crowd – 4 Jambo – 5 the crowd – 6 Jambo – 7 Jambo – 8 Jack – 9 Lloyd's dad – 10 Lloyd – 11 Lloyd

2 Past tense verbs – again!



Irregular verbs:

go – went – gone; run – ran – run; say – said – said; stand – stood – stood; tell – told – told; think – thought – thought; wake up – woke up – woken up

Regular verbs:

happen – happened – happened; jump – jumped – jumped; lift – lifted – lifted; move – moved – moved; pull – pulled – pulled; save – saved – saved; stop – stopped – stopped; touch – touched – touched; want – wanted – wanted

3 Pronunciation corner: -ed



- [t] jumped, stopped, touched
- [d] happened, moved, pulled, saved
- [ɪd] lifted, wanted

3b Die Schüler/innen überprüfen ihre Lösung zu Aufgabe 3a anhand der CD und sprechen die Wörter nach.

happened – jumped – lifted – moved – pulled – saved – stopped – touched – wanted

The verbs that sound like 'crashed' are: jumped, stopped, touched.

The verbs that sound like 'played' are: happened, moved, pulled, saved.

The verbs that sound like 'needed' are: lifted and wanted.

4 The story of Jambo



4a Beispiele:

Lloyd's father lifted Lloyd because he wanted to see the gorillas.

Lloyd stood on the wall.

Lloyd's father wanted to jump down into the gorilla pit.

Jambo told the other gorillas to go away.

4b Lassen Sie nach Möglichkeit diejenigen Schüler/innen mit dem Vorlesen ihrer Sätze beginnen, deren Sätze sich auf den Anfang der Geschichte beziehen. So kann jeweils eine andere Schülerin/ein anderer Schüler den zur Abfolge der Geschichte passenden nächsten Satz sagen.

4c Die Schüler/innen machen sich zuerst Notizen, was sie sagen wollen. Wenn es Meinungsverschiedenheiten über die Richtigkeit der Aussagen gibt, spielen Sie noch einmal den Hörtext vor, bevor eine Aussage endgültig bestätigt bzw. zurückgewiesen wird.

5 wanted to ... had to



do his homework
download some music
have tea with her grandmother
help her mother with the washing up
practise her drumming
tidy his room
watch TV



Emily wanted to watch TV but she had to help her mother with the washing up.

Jack wanted to chat on the Internet but he had to tidy his room.

Harry wanted to download some music but he had to do his homework.

Zoe wanted to practise her drumming but she had to have tea with her grandmother.

Your turn

Achten Sie bei dieser Partnerarbeit auf die Einhaltung des Musters im TB S. 85 unten. Als Vorbereitung lassen Sie die zentrale Struktur mit einem Marker hervorheben: *I wanted to ... but I had to ...*

Unit 10D, Tasks plus, Textbook S. 86

1 It's your life!

1a In leistungsschwächeren Gruppen lassen Sie die Anweisungen aller drei Karten (*audience, panelists, chairperson*) gemeinsam in der Gruppe bearbeiten, damit sich die Schüler/innen gegenseitig anregen und helfen können. Erst anschließend werden dann die verschiedenen Rollen innerhalb der Gruppe verteilt. Jede Gruppe sollte aus ca. 6–7 Schülerinnen/Schülern bestehen (1 *chairperson*, 3 *panellists*, 2–3 *audience*).

1b Die Schüler/innen können auch entsprechende Musik (Signation) vorbereiten. Der Ablauf wird noch lebendiger, wenn Sie auch Karten mit „*Applause*“, „*Laughter*“ etc. bereit halten. Ein/e Schüler/in hebt diese Karten an den geeigneten Stellen hoch, damit die Zuschauer wissen, was zu tun ist.

Unit 10, warm-up, Workbook Achieve S. 79

1 What are they talking about?

Ähnlich WB E Unit 10/1.

 One:

WB30 St: ... and when I got on the bus, there it was on the seat.

Mo: So what did you do?

St: I picked it up and looked inside it to see if there was a name or anything.

Mo: Was there?

St: Yes, there was a name, but no address.

Mo: Was there any money in it?

St: Yeah, quite a lot.

Mo: So what did you do?

St: I took it to the police and they ...

Two:

Mo: ... and it was absolutely huge and very hairy with really long arms.

St: Were you frightened?

Mo: No, because I knew it was in a cage.

St: What did you do?

Mo: I took a photo of it. Look.

St: Wow, that's amazing! It looks a bit like our maths teacher.

Three:

St: It's in the park. It's really tall.

Mo: And what is it of?

St: A man on a horse. I don't know who he was or what he did.

Mo: I expect he was a famous soldier or a king or something.

St: Yes, probably. Or maybe ...

Four:

Mo: ... the water was the most amazing blue and really clear.

St: So did you go swimming?

Mo: Yes, I swam all morning and then in the afternoon Dad and I went out on a boat – and he caught a fish.

St: What about your mum?

Mo: She was happy just lying on the sand reading her book. Later we ...



1 a wallet – 2 a gorilla – 3 a statue – 4 a beach

2 A great day out



Dear Jenny,

Do you remember that my parents said they

(1) **would take** me out for the day if I passed my exams? Well, I managed to (2) **pass** all of them! I wanted to (3) **go** to the beach but they said it was too far. So we went to the lake instead. We had a great time.

In the morning, I went swimming – you didn't know I could (4) **swim** now, did you? Then we had a big picnic. After lunch, we went sailing. I had never done it before, but I managed not to (5) **hit** anything! At six o'clock we had to (6) **go** home and I was really disappointed. I wanted to (7) **stay** there for ever.

Love,

Molly

Unit 10, Exercises, Workbook Achieve S. 80–84

Hinweise zur Differenzierung in den Workbooks:

Übung 4 WB A/Übung 3 WB E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 2 auf S. 80 im TB machen. Die Schüler/innen im WB A wählen hier im *multiple choice* Verfahren die richtigen Antworten aus. Die Schüler/innen im WB E beantworten die Fragen hingegen in eigenständigen Sätzen. Außerdem erstellen sie im Anschluss mit Hilfe eines Textskeletts einen eigenen Text, während die Schüler/innen im WB A *if*-Sätze mit größerer Hilfestellung anwenden.

1 If I win, ...



- 2 If Tim passes his exam, he will be very pleased.
- 3 If you cut your hand, it will hurt.
- 4 If you invite me to your party, I will come.
- 5 If Klara goes to university, she will study Italian.

2 It will probably never happen, but ...



- 2 If I had a dog, I **would call it Rover**.
- 3 If I could play a musical instrument, I **would play the violin**.
- 4 If I found a wallet in the street, I **would take it to the police**.
- 5 If I saw a gorilla in the street, I **would take a photo**.

Challenge

Hier schreiben die Schüler/innen die Sätze um. Achten Sie dabei auf die korrekte Verwendung der Zeiten.

3 If it is fine, ...

Ähnlich WB E Unit 10/2.



- 2 If you pass the exam, I will buy you a present.
- 3 If you ride dangerously, you will have an accident.

4 If you could live your life again, ...

Ähnlich WB E Unit 10/3

4a Mo: Dad, if you could live your life again, would you do anything differently?



D: That's a hard question, Molly, but yes, I think there are some things I would change. Firstly, I think if I could be a child again, I would work harder at school.

Mo: Oh, Dad, really! You're just saying that to make me work harder!

D: No, I'm serious. I didn't work hard at school and I failed my biology and chemistry exams. If I could live my life again, I would work harder at school, I would pass my science exams and I would become a doctor.

Mo: You really wanted to be a doctor?

D: Yes, I did.

Mo: Is there anything you wouldn't do if you could live your life again?

D: If I could be 25 again, I wouldn't spend so much time at the office. I would take more

free time, I would learn to play tennis and I would visit lots of countries.

Mo: Well, it's not too late to do that. Is there anything you wouldn't change?

D: Well, if I could live my life again, I would still marry your mother!



1c, 2b, 3c, 4b

4b

- 1 If he could be a child again, he would work harder at school.
- 2 If he passed his exams, he would become a doctor.
- 3 If he had more free time, he would visit lots of countries.
- 4 If he could live his life again, he would still marry Molly's mother.

5 Talking about the past



- 1 could – 2 couldn't – 3 couldn't – 4 Could – 5 couldn't – 6 could, couldn't

6 What could they do?

Ähnlich WB E Unit 10/4

6a Ma: Can you swim, Molly?

Mo: Yes, I can. I learnt to swim when I was six.

Ma: Really? I couldn't swim when I was six.

WB32 I could ride a bicycle, though. Could you?

Mo: Yes, I could. I learnt to ride a bicycle when I was four.

Ma: How old were you when you learnt to read?

Mo: I'm not sure. I know I could read when I was six, but I don't think I could when I was five.

So I was probably five. What about you?

Ma: I think I learnt to read when I was five, so, yes, I could read when I was six.

Mo: Can you play the piano, Martin?

Ma: No, I can't. Can you?

Mo: Yes, I can. I started learning when I was seven.

Ma: Wow, that's early!

Mo: Not really ...



	swim	read	ride a bicycle	play a piano
Martin	X	✓	✓	X
Molly	✓	✓	✓	X

6b

Beispiele:

- Martin could ride a bicycle when he was six. He could read when he was six. He couldn't play the piano when he was six.
- Molly could swim when she was six. She could ride a bicycle when she was six. She could read when she was six. She couldn't play the piano when she was six.

7 I was able to ...

Identisch mit WB E Unit 10/5

1 he wasn't able to – 2 was able to – 3 wasn't able to – 4 was able to – 5 was able to

8 What happened?

Ähnlich WB E Unit 10/6.

8a

1 was able to – 2 wasn't able to – 3 wasn't able to – 4 wasn't able to – 5 were able to – 6 was able to

8b

- 2 Bobby **didn't manage to** reach the cat.
- 3 The firefighters **managed to** reach Bobby with a ladder.
- 4 The cat **managed to** climb down from the tree without help.

9 Storytelling

Ähnlich WB E Unit 10/7.

9a Lassen Sie die Fragewörter in den Fragen unterstreichen oder markieren. Diese Fragewörter sind bei 9c hilfreich, wo die Schüler/innen eine Geschichte schreiben sollen.

In einem zweiten Schritt erarbeiten Sie mit der Gruppe den notwendigen Wortschatz an der Tafel, z. B. Ausdrücke, die das Wetter beschreiben.

9b Lassen Sie in diesem Text wichtige Phrasen markieren, die bei 9c Verwendung finden können.

9c Das Gerüst gibt die Struktur des Textes vor. Die Zahlen in Klammern verweisen dabei auf die Fragen (und somit auch auf die Antworten der Schüler/innen) in 9a. Es ist noch nicht notwendig, dass die Schüler/innen auf dieser Stufe völlig eigenständige Texte entwickeln. Lassen Sie Ihre Schüler/

innen ruhig Phrasen und Sätze aus der Textvorlage verwenden, sofern sie zum Text passen.

Challenge

Verwenden Sie das Tafelbild aus Übung 9a. Damit ist es für die Schüler/innen leichter, geeignete Sätze zu finden, mit denen sie ihren Text vervollständigen können.

10 We wanted to go

Identisch mit WB E Unit 10/8.

- 2 I wanted to go to the beach, but I had to go to school.
- 3 I wanted to wear jeans, but I had to wear my school uniform.
- 4 I wanted to have pizza, but I had to have meat and vegetables.
- 5 I wanted to watch a film, but I had to watch the news.

11 Pronunciation puzzle

Identisch mit WB E Unit 10/9.

If I had ten million pounds, I think I'd learn to fly. I'd buy a plane, a silver jet, and go up in the sky. If I had ten million pounds, it really would be cool. I'd learn to dance, I'd move to France, I'd never go to school.

Unit 10, Making progress, Workbook Achieve S. 85

1 Making plans

Identisch mit WB E Unit 10/MP1.

One:

WB33 To: Hey, Joe, how about a game of football this afternoon?

Joe: Sure. What time?

To: Meet me at the playing field at 3 o'clock. Don't forget your boots!

Joe: Don't worry, I won't forget.

Two:

Jo: Do you want to go to the pool on Saturday, Hannah?

Ha: I'd love to, but I can't go swimming at the moment.

Jo: Why not?

Ha: I haven't got anything to wear. I've lost my swimsuit.

Jo: Don't worry. I'll lend you one.

Three:

Fa: Tony, where are you going?
 To: To the cinema.
 Fa: Not until you've washed the dishes.
 To: But Dad, all the others will be waiting.
 Fa: Come on. It won't take you more than ten minutes.

Four:

Ha: Are you running in the race this afternoon?
 Jo: Yes, I am.
 Ha: Is there a prize for the winner?
 Jo: No, but Mum said she'd take me out for pizza if I win.



1a) – 2b) – 3a) – 4b)

2 Consequences

Identisch mit WB E Unit 10/MP2.



1c, 2a, 3e, 4b, 5d

3 What I did at the weekend

Identisch mit WB E Unit 10/MP3.



- 1 Hi, Joe. Did you have a good weekend?
- 2 Yes, thank you. It was great.
- 3 What did you do?
- 4 I went to the park with some friends from school.
- 5 What did you do there?
- 6 We played football.
- 7 Did you do anything else?
- 8 Yes, we had a picnic, too.

Unit 10, Exercises, Workbook Excel S. 78–82

1 What are they talking about?

Ähnlich WB A Unit 10/WU1.



One:

WB30 St: ... and when I got on the bus, there it was on the seat.
 Mo: So what did you do?
 St: I picked it up and looked inside it to see if there was a name or anything.
 Mo: Was there?
 St: Yes, there was a name, but no address.
 Mo: Was there any money in it?
 St: Yeah, quite a lot.
 Mo: So what did you do?
 St: I took it to the police and they ...

Two:

Mo: ... and it was absolutely huge and very hairy with really long arms.
 St: Were you frightened?
 Mo: No, because I knew it was in a cage.
 St: What did you do?
 Mo: I took a photo of it. Look.
 St: Wow, that's amazing! It looks a bit like our maths teacher.

Three:

St: It's in the park. It's really tall.
 Mo: And what is it of?
 St: A man on a horse. I don't know who he was or what he did.
 Mo: I expect he was a famous soldier or a king or something.
 St: Yes, probably. Or maybe ...

Four:

Mo: ... the water was the most amazing blue and really clear.
 St: So did you go swimming?
 Mo: Yes, I swam all morning and then in the afternoon Dad and I went out on a boat – and he caught a fish.
 St: What about your mum?
 Mo: She was happy just lying on the sand reading her book. Later we ...



1 a wallet – 2 a gorilla – 3 a statue – 4 a beach

2 If it is fine, ...

Ähnlich WB A Unit 10/3.



- 2 If you pass the exam, I will buy you a present.
- 3 If you ride dangerously, you will have an accident.
- 4 If you clean our car, we will take you to the cinema.

3 If you could live your life again, ...

Ähnlich WB A Unit 10/4



3a Mo: Dad, if you could live your life again, would you do anything differently?
 WB31 D: That's a hard question, Molly, but yes, I think there are some things I would change. Firstly, I think if I could be a child again, I would work harder at school.
 Mo: Oh, Dad, really! You're just saying that to make **me** work harder!
 D: No, I'm serious. I didn't work hard at school and I failed my biology and chemistry exams. If I could live my life again, I would

work harder at school, I would pass my science exams and I would become a doctor.

Mo: You really wanted to be a doctor?

D: Yes, I did.

Mo: Is there anything you wouldn't do if you could live your life again?

D: If I could be 25 again, I wouldn't spend so much time at the office. I would take more free time, I would learn to play tennis and I would visit lots of countries.

Mo: Well, it's not too late to do that. Is there anything you wouldn't change?

D: Well, if I could live my life again, I would still marry your mother!



- 1 Because he would then pass his science exams.
- 2 He would become a doctor.
- 3 He would learn how to play tennis and he would visit lots of countries.
- 4 He would still marry Molly's mother.

3b

Beispiel: If my dad could live his life again, there are some things he would change. Firstly, he would **work harder at school** so that he would **pass his biology and chemistry exams**. If he **passed his science exams**, he would become a **doctor**. He wouldn't **spend so much time at his/the office**. If he **had more free time**, he would **learn how to play tennis and visit lots of countries**. The one thing he wouldn't change is **that he would still marry Molly's mother**.

4

What could they do?

Ähnlich WB A Unit 10/6

4a

Ma: Can you swim, Molly?

Mo: Yes, I can. I learnt to swim when I was six.

Ma: Really? I couldn't swim when I was six. I could ride a bicycle, though. Could you?

Mo: Yes, I could. I learnt to ride a bicycle when I was four.

Ma: How old were you when you learnt to read?

Mo: I'm not sure. I know I could read when I was six, but I don't think I could when I was five. So I was probably five. What about you?

Ma: I think I learnt to read when I was five, so, yes, I could read when I was six.

Mo: Can you play the piano, Martin?

Ma: No, I can't. Can you?

Mo: Yes, I can. I started learning when I was seven.

Ma: Wow, that's early!

Mo: Not really ...



	swim	read	ride a bicycle	play a piano
Martin	X	✓	✓	X
Molly	✓	✓	✓	X

4b



Beispiele:

- Martin could ride a bicycle when he was six. He could read when he was six. He couldn't play the piano when he was six.
- Molly could swim when she was six. She could ride a bicycle when she was six. She could read when she was six. She couldn't play the piano when she was six.

Challenge



Beispiele: I could ski when I was six. I couldn't speak English when I was six.

5

I was able to ...

Identisch mit WB A Unit 10/7



- 1 Tim got up very late this morning so he **wasn't able to** catch the bus.
- 2 When the teacher asked a difficult question, only Molly **was able to** answer.
- 3 The car drove past so fast that I **wasn't able to** see who was driving it.
- 4 When I looked at the map, I **was able to** find his address easily.
- 5 Klara was sick last week, but yesterday she **was able to** go back to school.

6

What happened?

Ähnlich WB A Unit 10/8.

6a



- 2 Bobby **wasn't able to** reach the cat when he climbed up the tree.
- 3 When Bobby first shouted to his mother, she **was not able to** see where he was.
- 4 Bobby **wasn't able to** climb down from the tree without help.
- 5 The firefighters **were able to** reach Bobby with a ladder.
- 6 The cat **was able to** climb down from the tree without help.

6b 

- 2 Bobby didn't manage to reach the cat.
- 3 The firefighters managed to reach Bobby with a ladder.
- 4 The cat managed to climb down from the tree without help.

7 Storytelling

Ähnlich WB A Unit 10/9.

7a Lassen Sie die Fragewörter in den Fragen unterstreichen oder markieren. Diese Fragewörter sind bei 7c eine Hilfe, wo die Schüler/innen eine Geschichte schreiben sollen.

7b Lassen Sie in diesem Text wichtige Phrasen markieren, die bei 7c Verwendung finden können.

7c Es ist noch nicht notwendig, dass die Schüler/innen auf dieser Stufe völlig eigenständige Texte entwickeln. Lassen Sie Ihre Schüler/innen ruhig Phrasen und Sätze aus der Textvorlage verwenden, sofern sie zum Text passen.

8 We wanted to go

Ähnlich WB A Unit 10/10.



- 2 I wanted to go to the beach, but I had to go to school.
- 3 I wanted to wear jeans, but I had to wear my school uniform.
- 4 I wanted to have pizza, but I had to have meat and vegetables.
- 5 I wanted to watch a film, but I had to watch the news.

9 Pronunciation puzzle

Identisch mit WB A Unit 10/11.



If I had ten million pounds, I think I'd learn to fly.
I'd buy a plane, a silver jet, and go up in the sky.
If I had ten million pounds, it really would be cool.
I'd learn to dance, I'd move to France,
I'd never go to school.

Unit 10, Tasks plus, Workbook Excel S. 83

1 Koko



- 1 No, she doesn't. She speaks in sign language.
- 2 Koko's favourite story was about three kittens and she asked Dr Patterson for a kitten to keep as a pet.
- 3 He was run over by a car.
- 4 Because Koko used the signs for 'cry' and 'sad' when 'All Ball' was killed.

2 Sign like Koko



D all day – E love – A sorry – C sick – B angry

3 Joke

Lassen Sie hier die Schüler/innen erklären, was sie von diesem Witz halten. Dabei geht es um Kommunikation, nicht um absolute sprachliche Richtigkeit.

Unit 10, Making progress, Workbook Excel S. 84

1 Making plans

Identisch mit WB A Unit 10/MP1.

 One:

WB33 To: Hey, Joe, how about a game of football this afternoon?

Jo: Sure. What time?

To: Meet me at the playing field at 3 o'clock. Don't forget your boots!

Jo: Don't worry, I won't forget.

Two:

Jo: Do you want to go to the pool on Saturday, Hannah?

Ha: I'd love to, but I can't go swimming at the moment.

Jo: Why not?

Ha: I haven't got anything to wear. I've lost my swimsuit.

Jo: Don't worry. I'll lend you one.

Three:

Fa: Tony, where are you going?

To: To the cinema.

Fa: Not until you've washed the dishes.

To: But Dad, all the others will be waiting.

Fa: Come on. It won't take you more than ten minutes.

What would you do?

Four:

Ha: Are you running in the race this afternoon?

Jo: Yes, I am.

Ha: Is there a prize for the winner?

Jo: No, but Mum said she'd take me out for pizza if I win.



1a) – 2b) – 3a) – 4b)

2

Consequences

Identisch mit WB A Unit 10/MP2.



1c, 2a, 3e, 4b, 5d

3

What I did at the weekend

Identisch mit WB A Unit 10/MP3.



- 1 Hi, Joe. Did you have a good weekend?
- 2 Yes, thank you. It was great.
- 3 What did you do?
- 4 I went to the park with some friends from school.
- 5 What did you do there?
- 6 We played football.
- 7 Did you do anything else?
- 8 Yes, we had a picnic, too.

Strange nights, strange days

Schwerpunkt:

Hören/Sprechen: eine Geschichte über einen Schlafwandler hören, über bestimmte Sachverhalte berichten

Lesen/Schreiben: mehr erfahren über Schlafwandeln, Gefühle beschreiben, eine E-Mail über Probleme lesen

Wortschatz: Mysteriöses, Gefühle, Emotionen

Grammatik: indirekte Rede (Präsens und Vergangenheit)

Aussprache: Betonung in mehrsilbigen Wörtern, Gefühle durch Tonlagen ausdrücken

Zusatzmaterialien:

Für Übung 11A/4 *What we feel* (TB S. 89):

Eine Tabelle zu diesen Adjektiven finden Sie unter www.yourturn.at/teacher.


Für Übung 11B/1 *Not the same* (TB S. 90):

Eine Lückentextübung (Vokabeln) finden Sie unter www.yourturn.at/teacher.

Unit 11, warm-up, Textbook S. 87

1 Word warm-up

1a Besprechen Sie vorerst die Bedeutung der unbekanntesten Wörter nicht. Das soll erst in der nächsten Aufgabe (1b) gemacht werden.

 2/10 amused – angry – crane – dial – downhearted – emergency services – feel sick – miserable – pleased – reporter – sleepwalking – sympathetic – worried

1b Lassen Sie leistungsstärkere Gruppen verschiedene Wörter auf Englisch definieren. Wenn Sie diese Übung als Hausübung aufgeben, können auch leistungsschwächere Schüler/innen mit Hilfe eines einsprachigen Wörterbuchs oder des Internets passende Definitionen finden.


Mit dem *Warm-up dictionary* im TB (S. 150 ff.) sollen die Schüler/innen an die Verwendung eines Wörterbuchs herangeführt werden. Diese Seiten sind Auszüge aus dem *Power Dictionary Englisch* (Langenscheidt). Die Schüler/innen wenden Nachschlagetechniken an und erlernen so den Umgang mit einem Wörterbuch. Ziehen Sie zur Erklärung der Begriffe auch die Abbildungen im TB S. 87 oben heran.

Reihenfolge von oben links beginnend gegen den Uhrzeigersinn: *dial*, *amused*, *emergency services*, *worried*.

1c Lassen Sie Ihre Schüler/innen abwechselnd die Wörter aus Aufgabe 1a vorstellen. Wer ein Wort erraten hat, darf das nächste Wort vorspielen, zeichnerisch darstellen oder erklären.

2 Pronunciation corner

2a

 1 amused – angry – dial – worried
2 downhearted – miserable – reporter – sleepwalking
3 emergency – sympathetic

2b Nachdem die Schüler/innen die Wörter aus Aufgabe 2a nachgesprochen haben, suchen sie weitere mehrsilbige Wörter. Diese Aufgabe kann in Gruppenarbeit mit Hilfe der *Wordlist* im TB S. 153 ff. erledigt werden.



Beispiele:

zweisilbig: sandwich, member, question, favourite

dreisilbig: chairperson, visitor, understand

viersilbig: information, intelligence

3 Getting-ready grammar



A1 – Bd; A2 – Bc; A3 – Bb; A4 – Be; A5 – Ba

Unit 11A, A mystery, Textbook S. 88–89

1 Night visitor

1a M: Paul! Paul! Come quick!

P: What's the matter?

 M: Someone's been in the house.

2/12 P: Oh no! Have they taken anything?

M: I don't think so. Except ... wait a minute. Someone's eaten all of the chocolates from this box. And the fridge door is open.

P: The front door's open too. But no one has broken in.

M: Wait a minute, what's that?

P: It's Jack's jacket.

M: But he and Emily are staying with their grandmother. And he took the jacket with him.

P: Yes. So you'd better ring your mother up, don't you think?



- 1 Because someone has been in the house.
- 2 Someone's eaten all of the chocolates from the box.
- 3 They found Jack's jacket.

1b Gr: Hello?

M: Hello Mum.

Gr: Hello Mary.

^{2/13} M: Is Jack there?

Gr: Yes, dear.

M: Can you ask him some questions?

Gr: Well, I could ...

J: I feel sick.

Gr: He says he feels sick.

M: Oh he does, does he!

Gr: Yes, he doesn't look very well. Here Jack, have some breakfast.

J: I don't want any breakfast.

Gr: He says he doesn't want any breakfast.

M: I'm not surprised. Now Mum, ask him about last night.

Gr: Last night, dear?

M: Ask him why he came back to the house last night and ate all the chocolates.

Gr: Your mother says why did you go back to the house last night and eat all the chocolates?

J: It's nothing to do with me.

Gr: He says it's nothing to do with him.

M: Oh I see. Well, then, ask him where his jacket is.

Gr: Why? Oh, all right. Where's your jacket?

J: My jacket? I don't know where my jacket is.

M: Mum? Ask him what he was doing last night. Just ask him that.

Gr: Your mother wants to know what you were doing last night.

J: I don't know. I don't remember anything about last night. I'll come home in twenty minutes.

Gr: He says he'll come home in twenty minutes.

M: Oh good. That will be interesting. We're going to have a very interesting conversation.



1 sick, 2 don't want, 3 nothing to do, 4 don't know, 5 last night, 6 twenty minutes

1c Machen Sie Ihre Schüler/innen auf das Grammatikkästchen zur indirekten Rede ohne *tense shift* im TB S. 88 aufmerksam.



- (2) He says he doesn't want any breakfast.
- (3) He says it's nothing to do with him.

- (4) He says he doesn't know where his jacket is.
- (5) He says he doesn't remember anything about last night.
- (6) He says he'll come home in twenty minutes.

2 Pronunciation corner: expression in the voice

2a 1 He says he doesn't feel well.

2 He says he's going to be sick!

3 He says he's feeling terrible.

^{2/14} 4 He says he's never felt this bad.



1 sympathetic, 2 amused, 3 amused, 4 worried

2b Spielen Sie vor und nach dieser Partnerarbeit noch einmal die originalen Sätze aus 2a von der CD vor, damit sich die Intonationsmuster richtig einprägen.

3 Later, after school

3a

Z: Hi Emily. How's **Jack**?

^{2/15} E: How's **Jack**? Why do you want to **know**?

Z: **Just asking**, that's all.

E: Well, you'll never **guess** what **happened**. Me and Jack stayed over at our grandmother's house last night, and in the morning my mum rang.

Z: Yes. And?

E: Well Jack said he felt sick. He said he didn't want any breakfast.

Z: This isn't a very interesting story, Emily. In fact it's rather boring.

E: No, but it is, you see, because what happened was that in the night ...

3b Machen Sie Ihre Schüler/innen auf das Grammatikkästchen zur indirekten Rede mit *tense shift* im TB S. 89 und S. 91 aufmerksam.



He said he didn't know where his jacket was. (4)

He said he didn't remember anything. (5)

He said he would come home. (6)

3c Lassen Sie die Schüler/innen zuerst vermuten, was passiert ist. Dann erst spielen Sie die Lösung vor.

Later, after school

^{2/16} Z: So what do you think happened, Emily?

E: It's obvious, isn't it! Jack was sleepwalking.

4 What we feel

4a

1 amused – 2 downhearted, sympathetic –
3 miserable – 4 disappointed

4b Beispiele:

I am very worried when I don't hear from her for days. I get very angry when I miss the bus to school. I'm always disappointed when she's late.

4c Für die folgenden Schritte bietet es sich an, die Schüler/innen in 4-er Gruppen einzuteilen. Bei 4c wird die indirekte Rede ohne *tense shift* geübt, d. h. die jeweiligen Zeitformen aus der direkten Rede werden beibehalten.

4d Achten Sie hier auf die richtige Veränderung der Zeitformen aus der direkten Rede. Wenn jede Gruppe eine Runde durchgesprochen hat, können die Rollen neu verteilt werden, sodass jede Schülerin/jeder Schüler Sätze mit oder ohne *tense shift* gebildet hat.

Unit 11B, Akiko's grades, Textbook S. 90–91

1 Not the same



- 1 Her teacher asked her to go to her office in the break.
- 2 When Akiko got to her office she said "sit down".
- 3 She started walking up and down and speaking in a loud voice.
- 4 And then she said that she would like Akiko to go to extra lessons the next day and the next week too.
- 5 Her father came to the door when Akiko arrived at home./At home Akiko's father came to the door when she arrived.
- 6 Her father told her to go into the sitting room because he and her mum had something to say to her.
- 7 Her mum started up. She sounded all angry.

2 What they all said



- 1 Akiko's form teacher – 2 Akiko's parents –
- 3 Akiko – 4 Akiko's form teacher – 5 Akiko's parents –
- 6 Akiko's form teacher – 7 Akiko's form teacher –
- 8 Akiko's form teacher – 9 Akiko's form teacher –
- 10 Akiko's father

3 Akiko's new friends

Bevor Sie die Schüler/innen diese Aufgabe bearbeiten lassen, besprechen Sie das Grammatikkästchen im TB S. 91. Hier werden die notwendigen Veränderungen bei der Umwandlung der direkten in die indirekte Rede erklärt.



Ruth said she would see her the next day. She said Akiko could come to her house.
Alan said he'd like to help her with her homework. He said he might be able to help her with maths.
He said it was his best subject. He said she would get top marks in the test.

4 The 'helpful' whisper test

Bei dieser Kettenübung sollten Sie darauf achten, dass auch wirklich geflüstert wird, sodass immer jeweils nur die zwei gerade beteiligten Schüler/innen das Gesprochene hören können.

Unit 11C, Sleepwalking, Textbook S. 92–93

1 Text attack

1a Verraten Sie nicht, worum es in dem Text geht. Sie können aber die einzelnen Vermutungen der Schüler/innen in Stichworten an die Tafel schreiben.

1b Lassen Sie den Text unbedingt leise lesen. Wenn es Fragen nach unbekanntem Vokabeln gibt, schreiben Sie die nötigen Informationen an die Tafel bzw. verweisen Sie die Schüler/innen auf das Vokabelverzeichnis am Ende des TB (S. 153 ff.).

Anhand des Textes überprüfen die Schüler/innen ihre Vermutungen zur Aufgabe 1a.

2 Wordsearch



1 crawled – 2 safety net – 3 a safety harness –
4 building site – 5 affects – 6 horizontal – 7 history of sleepwalking – 8 common – 9 adulthood

3 Detailed questions

3a

Mandy – Mandy was sleeping on a crane's arm, 130 feet up. In her sleep she climbed the tall crane. At the top she lay down and continued sleeping. She didn't want to jump.


the passerby – She saw Mandy and feared the worst. She thought Mandy wanted to kill herself. She dialled 999.

Jonnie Holbrook – Firefighter Jonnie Holbrook climbed up the crane, crawled along the crane's arm and secured Mandy with a safety harness. He had to be very careful because he was frightened that Mandy might wake up and fall to the ground.

the other firefighters – The other firefighters fixed a safety net under the crane's arm.

3b Lassen Sie Ihre Schüler/innen das Phänomen des Schlafwandels erklären. Achten Sie aber darauf, dass sich die Schüler/innen nicht gezwungen fühlen, allzu private Erfahrungen zu erzählen.

4 Reactions

-  I: What did you think of the story about the girl on the crane?
 2/17 B: I was really interested **in** it.
 G: Were you? I wasn't. I didn't believe **in** it at all.
 I: Well, it's a true story.
 G: Oh, OK. I'm wrong then.
 B: I was fascinated **by** what the fireman said – about how he was worried that she would wake up and fall.
 I: Yes, I was amazed **by** that.
 G: Well, if it is a true story, I hope I don't ever sleepwalk! I would be so frightened **of** that.



A in – B in – C by – D by – E of

5 What about you?

5a Lassen Sie die Schüler/innen zu jeder Person Aussagen in der Ich-Form auf getrennte Zettel schreiben.



Beispiele:

I'm frightened of cats/fond of eating chicken.

(Beethoven)

I'm amazed by my powers. (Batman)

I'm fond of magicians. (Harry Potter)

I'm interested in technology/fascinated by flying.

(Superman)

5b Bei dieser Übung sollte nur Englisch gesprochen werden. Beginnen Sie in Gruppen mit drei oder vier Schülerinnen/Schülern. Wenn alle Personen richtig erraten wurden, legt die nächste Schülerin/der nächste Schüler ihre/seine Sätze auf den Tisch.

Unit 11D, Tasks plus, Textbook S. 94

1 Youth news TV

1a Wenn sich Ihre Schüler/innen nicht für eine Rolle entscheiden können, lassen Sie jeweils bis 6 durchzählen und verteilen Sie die Rollen dann nach den Nummern (z. B. 3 = *fire officer*). Für Rolle Nummer 2 (*girl's parents*) werden zwei Schüler/innen benötigt, für die Rolle Nummer 6 (*youth journalists*) zwei bis drei Schüler/innen. Bestimmen Sie zusätzlich ein oder zwei Schüler/innen, die später die Moderatorenrolle übernehmen und durch das Programm führen.

Sobald alle ca. elf Rollen einmal verteilt sind (*sleepwalking girl, girl's father, girl's mother, fire officer, police officer, expert on sleepwalking, 2–3 youth journalists, 1–2 presenters*), steht eine Gruppe fest und es können auf die gleiche Weise die Rollen in einer zweiten Gruppe verteilt werden.

1b Diese Aufgabe eignet sich auch als Hausübung. Wenn die Schüler/innen recherchieren, ist besonders wichtig, dass sie nach englischen Quellen suchen und nicht aus dem Deutschen übersetzen.

1c Die Rolle der Journalisten kann von den betreffenden Schülerinnen/Schülern gemeinsam vorbereitet werden. Auch die Moderatoren bereiten ihren Auftritt am besten gemeinsam vor (inklusive der Vorbereitung eigener Fragen für den Fall, dass in der Sendung einmal Stille eintritt).

1d Wenn jede Journalistin/jeder Journalist Fragen zu jeder einzelnen Person (Rollen 1–5) vorbereitet hat, dann stehen genügend Fragen zur Verfügung, um die Sendung abwechslungsreich zu gestalten.

2 Your turn

Kündigen Sie diese Aufgabe schon bei Aufgabe 1 an, damit sich die Schüler/innen bereits dort Notizen für ihren Artikel machen können. In Bezug auf den Aufbau des Artikels ist darauf zu achten, dass die Aussagen der einzelnen Personen in der indirekten Rede wiedergegeben werden (siehe Muster im TB S. 94 unten).

Unit 11, warm-up, Workbook Achieve S. 87

1 Crossword



Across:

1 emergency service, 4 miserable, 6 sympathetic, 7 worried, 8 crane

Down:

2 reporter, 3 sleepwalking, 5 dial

2 Who said what?



1 Molly, 2 Klara, 3 Tim, 4 Tim, 5 Tami, 6 Martin



Der Unterschied besteht im Wechsel der Zeitform (*tense shift*), der zwischen direkter und indirekter Rede stattfindet.

- 1 Molly: direct speech: want to go
→ reported speech: said that she wanted to go
- 2 Klara: direct speech: will find out
→ reported speech: said that she would find out
direct speech: would like to have
→ reported speech: would like to have
- 3 Tim: direct speech: want
→ reported speech: wanted
- 4 Tim: direct speech: will go
→ reported speech: would go
- 5 Tami: direct speech: want to go
→ reported speech: wanted to go
- 6 Martin: direct speech: would rather have
→ reported speech: would rather have

Unit 11, Exercises, Workbook Achieve S. 88–92

Hinweise zur Differenzierung in den Workbooks:
Übung 2&3 WB A/Übung 2a&b WB E: Der wesentliche Unterschied zwischen den beiden WBs besteht hier in der Vorentlastung. Da die indirekte Rede mit Bezug zur Vergangenheit einen nicht ganz einfachen *tense shift* beinhaltet, wird die Aufmerksamkeit der Schüler/innen im WB A durch die vorentlastende Übung 2 auf den Zeitenwechsel gelenkt. Im WB E üben die Schüler/innen den Zeitenwechsel in der indirekten Rede als Teil einer steileren Progression schneller und ohne diese Vorentlastung.

1 A phone call with Klara

Ähnlich WB E Unit 11/1.

1a Mo: Klara! Where are you? The film starts in ten minutes!



Kla: I'm still at school.

WB34 Ti: Where is she?

Mo: Sssh, Tim. Why, what's happened, Klara?

Kla: I had to stay behind after class. I did badly in my test and Mr Jenkins wanted to talk to me.

Mo: Oh dear. Was he angry?

Kla: Not really, but he says I have to work harder.

Ti: What's wrong?

Mo: Sssh, Tim. Are you going to come to the cinema, Klara?

Kla: Yes, but I'll be a little late. I'm just leaving school now.

Ti: What did she say?

Mo: Shut up, Tim. So you're on your way?

Kla: Yes, I'll be there in ten minutes.

Mo: Great. See you soon.

1b Weisen Sie die Schüler/innen auf die Fixit-Figur hin. So erhöhen Sie deren Bewusstsein für die indirekte Rede. Als zusätzliche Hilfestellung können die Schüler/innen die hervorgehobenen Verben im Text bei Übungsteil 1a suchen und unterstreichen.



Molly: is – had – did – will be – is just leaving – will be

1c Lassen Sie die Schüler/innen ihre Lösungen zu 1b anhand des Hörtextes (Track 35) überprüfen.



Ti: So what's the problem?

WB35 Mo: She says she is still at school.

Ti: Why?

Mo: She says she had to stay behind after class.

Ti: Why?

Mo: She says she did badly in her test and Mr Jenkins wanted to talk to her.

Ti: Oh dear. Is she going to come to the cinema?

Mo: Yes, but she says she will be late. She says she is just leaving school now.

Ti: But the film starts soon. How long will it take her?

Mo: She says she'll be here in ten minutes.

Ti: Great. Let's buy the tickets and some popcorn.

2 A step back in time

Diese Übung dient der Vorentlastung. Zusammen mit dem Grammatikkästchen soll sie die Schüler/innen auf den *tense shift* in der indirekten Rede vorbereiten. Erklären Sie den Schülerinnen/Schülern, welche Zeit in der indirekten Rede mit Vergangenheitsbezug durch welche andere Zeitform ersetzt wird. Sie können dies auch grafisch durch einen Zeitstrahl an der Tafel erläutern.



- 1 thought
- 2 is thinking
- 3 thought
- 4 was thinking

3 An interview

Ähnlich WB E Unit 11/2.

3a Als Zusatzaufgabe können leistungsstärkere Schüler/innen sich anhand der Antworten von Mr Dobson Tims Fragen überlegen.

Beispiel:

- Tim: What can you tell us about the place where you live?
 Mr Dobson: I have lived in the same street all my life. I think it's a great place to live.
 Tim: Has it always been like this or have there been changes?
 Mr Dobson: There have been many changes.
 Tim: Could you give us an example?
 Mr Dobson: We played football in the street. You can't do that now. There are too many cars.
 Tim: What other changes do you remember?
 Mr Dobson: There was a post office next to the bank.
 Tim: What did you do in your free time?
 Mr Dobson: We didn't watch television in the evening.
 Tim: So you had to go to the cinema?
 Mr Dobson: There wasn't a cinema.

3b Hier können leistungsschwächere Schüler/innen die Verbform in der Sprechblase in 3a unterstreichen. Verweisen Sie auf das vorhergehenden Grammatikkästchen.



(2) thought (3) was (4) had played (5) were (6) had been (7) hadn't been (8) had been

3c

- 1 he – I
- 2 he and his friends – we
- 3 they – we
- 4 we – you

4 Feelings

Identisch mit WB E Unit 11/3.



1 bored – 2 miserable – 3 disappointed, sympathetic

5 What did they say?

Ähnlich WB E Unit 11/4.



- 2 My mother **said** she **could** take us shopping on Saturday morning.
- 3 Klara **said** she **wouldn't** be able to come to the cinema on Friday.
- 4 Mr Jenkins said Klara **had to** take **the test** again.
- 5 Mr Brown **said** Tim **might** get a place on the football team.
- 6 Tim **said** he **would like** to go home.

6 Back in time

Identisch mit WB E Unit 11/6.

6a

- 1 yesterday – the day before/the previous day
- 2 today – that day
- 3 next week – the next week/the following week
- 4 last week – the week before/the previous week
- 5 last year – the year before/the previous year
- 6 next year – the next year/the following year
- 7 this afternoon – that afternoon
- 8 tomorrow – the next day/the following day

6b

- 2 the next year/the following year
- 3 the week before/the previous week
- 4 that afternoon
- 5 the next week/the following week
- 6 the next month/the following month

7 Pronunciation joke

Identisch mit WB E Unit 11/5.



He said he wanted to see time fly.

8 A night to remember

Ähnlich WB E Unit 11/8.

8a 

- 1 When the bath was full, the water started to go on the floor.
- 2 Joe's parents woke up because they heard a strange noise. They went to look and saw water running downstairs. They were horrified. Joe also woke up. He was very surprised.
- 3 One night Joe went to bed at about ten o'clock.
- 4 Joe was still asleep and he went back to bed without waking up.
- 5 He went into the bathroom, put the plug in the bath and turned on the taps.
- 6 At two o'clock he got out of bed, but he was still asleep – he was sleepwalking!

8b

- 1 One night Joe went to bed at about ten o'clock.
- 2 At two o'clock he got out of bed, but he was still asleep – he was sleepwalking!
- 3 He went into the bathroom, put the plug in the bath and turned on the tap.
- 4 Joe was still asleep and he went back to bed without waking up.
- 5 When the bath was full, the water started to go on the floor.
- 6 Joe's parents woke up because they heard a strange noise. They went to look and saw water running downstairs. They were horrified. Joe also woke up. He was very surprised.

9 Reactions

Ähnlich WB E Unit 11/9.



- 2 "Tim, is there anything you are fascinated by?"
– "Yes, old coins. My hobby is collecting them."
- 3 "Is there anything you are frightened of, Klara?"
– "Yes, spiders!"
- 4 "Are you interested in history, Tami?"
– "No, not really."

Challenge

Die Schüler/innen beantworten die Fragen auf einem Zettel oder als Hausübung. Dann kommen sie paarweise zusammen und fragen einander.

Unit 11, Making progress,
Workbook Achieve S. 93

1 Can I ask you some questions?

Identisch mit WB E Unit 11/MP1.



- WB37
- I: Hello, I'm interviewing teenagers about their sleeping habits. Do you mind if I ask you a few questions?
- Ti: No, not at all.
- I: First, what is your name and how old are you?
- Ti: My name's Tina and I'm 14.
- I: Right, thank you, Tina. Now how many hours a night do you think you sleep?
- Ti: I don't know. About 6 or 7, I think.
- I: And what time do you go to bed?
- Ti: Usually about midnight. Sometimes later. One o'clock maybe.
- I: Do you find it hard to get to sleep?
- Ti: That depends. If I have a test the next day or I'm worried about something, then yes, sometimes it is hard.
- I: What do you do to help you get to sleep?
- Ti: I get up and make myself a cup of hot chocolate. That usually works.
- I: I see. And do you ever find it hard to wake up in the morning?
- Ti: Yes, definitely. Sometimes my mother shouts and shouts and I still don't wake up!
- I: Do you remember your dreams?
- Ti: Sometimes.
- I: Do you ever have bad dreams?
- Ti: No, I don't think so.
- I: Right. Well, thank you very much, Tina.
- Ti: You're welcome.



1 true, 2 false, 3 true, 4 false, 5 true

2 Problem page

Identisch mit WB E Unit 11/MP2.



- 1 Be honest, tell your parents why you are doing this. Try to agree with them on the time you will spend on your homework and how much free time you will have. And try to get to bed earlier!
- 2 Try to drink your last cola before 10 pm, then have a milky drink such as hot chocolate just before you go to bed. See if this solves your problem.
- 3 Teenagers often feel that their parents are unfair. Maybe if you explained the situation to them, they would understand why you weren't as successful as you usually are.

Unit 11, Exercises, Workbook Excel S. 86–90

1 A phone call with Klara

Ähnlich WB A Unit 11/1.

1a Mo: Klara! Where are you? The film starts in ten minutes!

 Kla: I'm still at school.

WB34 Ti: Where is she?

Mo: Sssh, Tim. Why, what's happened, Klara?

Kla: I had to stay behind after class. I did badly in my test and Mr Jenkins wanted to talk to me.

Mo: Oh dear. Was he angry?

Kla: Not really, but he says I have to work harder.

Ti: What's wrong?

Mo: Sssh, Tim. Are you going to come to the cinema, Klara?

Kla: Yes, but I'll be a little late. I'm just leaving school now.

Ti: What did she say?

Mo: Shut up, Tim. So you're on your way?

Kla: Yes, I'll be there in ten minutes.

Mo: Great. See you soon.

1b Weisen Sie die Schüler/innen auf die Fixit-Figur hin. So erhöhen Sie deren Bewusstsein für die indirekte Rede. Als zusätzliche Hilfestellung können die Schüler/innen die hervorgehobenen Verben im Text bei Übungsteil 1a suchen und unterstreichen.



(1) is still at (2) she had to (3) she did ... her (4) she will be (5) she is just leaving (6) she'll be

1c Lassen Sie die Schüler/innen ihre Lösungen zu 1b anhand des Hörtextes (Track 35) überprüfen.

 Ti: So what's the problem?

WB35 Mo: She says she is still at school.

Ti: Why?

Mo: She says she had to stay behind after class.

Ti: Why?

Mo: She says she did badly in her test and Mr Jenkins wanted to talk to her.

Ti: Oh dear. Is she going to come to the cinema?

Mo: Yes, but she says she will be late. She says she is just leaving school now.

Ti: But the film starts soon. How long will it take her?

Mo: She says she'll be here in ten minutes.

Ti: Great. Let's buy the tickets and some popcorn.

1d 

Beispiel: "Klara, I want to talk to you because you did badly in your test. You have to do something about this. I think you have to work harder."

2 An interview

Ähnlich WB A Unit 11/3.

2a Leistungsstärkere Schüler/innen können sich anhand der Antworten in den Sprechblasen Tims Fragen überlegen.

Beispiel:

Tim: What can you tell us about the place where you live?

Mr Dobson: I have lived in the same street all my life. I think it's a great place to live.

Tim: Has it always been like this or have there been changes?

Mr Dobson: There have been many changes. There weren't many cars.

Tim: What other changes do you remember?

Mr Dobson: There was a post office next to the bank.

Tim: What did you use to do when you were younger?

Mr Dobson: We played football in the street. You can't do that now. There are too many cars.

Tim: What else did you do in your free time?

Mr Dobson: We didn't watch television in the evening.

Tim: So you had to go to the cinema?

Mr Dobson: There wasn't a cinema.

2b 

(1) had lived (2) thought it was (3) hadn't (4) had (5) couldn't (6) were (7) hadn't been (8) had been (9) hadn't been (10) had been

3 Feelings

Identisch mit WB A Unit 11/4.



1 bored – 2 miserable – 3 disappointed, sympathetic

4 What did they say?

Ähnlich WB A Unit 11/5.



- 2 My mother said she could take us shopping on Saturday morning.
- 3 Klara said she wouldn't be able to come to the cinema on Friday evening.
- 4 Mr Jenkins said to Klara/told Klara that she had to take the test again.
- 5 Our teacher said we should tell our parents that we would be late.
- 6 Tim said he would like to go home.
- 7 Mr Brown said to Tim/told Tim he might get a place on the football team.
- 8 Mrs Grant said she would be pleased if we could come.

Challenge

Bevor Sie die Übung beginnen, lassen Sie leistungsschwächere Schüler/innen die Verbformen in den Beispielsätzen unterstreichen.

5 Pronunciation joke

Identisch mit WB A Unit 11/7.



He said he wanted to see time fly.

6 Back in time

Identisch mit WB A Unit 11/6.



- 1 yesterday – the day before/the previous day
- 2 today – that day
- 3 next week – the next week/the following week
- 4 last week – the week before/the previous week
- 5 last year – the year before/the previous year
- 6 next year – the next year/the following year
- 7 this afternoon – that afternoon
- 8 tomorrow – the next day/the following day



- 2 the next year/the following year.
- 3 the week before/the previous week.
- 4 that afternoon.
- 5 the next week/the following week.
- 6 the next month/the following month.

7 Getting to sleep



WB36 Boy: Hi, I'm interviewing kids for the school magazine. I want to do an article on sleep. Can I ask you some questions?

Ti: Sure.

Boy: First of all, what is your name?

Ti: Tim.

Boy: Tim, do you ever find it difficult to sleep?

Ti: Yes, I do. Particularly when I have a test the next day.

Boy: And what do you do to try to sleep?

Ti: Well, I usually switch on the lights and I read a chapter of a book. Then when I feel tired again, I switch off the lights and go back to sleep.

Boy: Thanks, Tim.

Boy: You're Molly, aren't you?

Mo: Yes, that's right.

Boy: Do you ever find it difficult to get to sleep?

Mo: Yes, sometimes I do.

Boy: And what do you do then?

Mo: Well, I often can't sleep because it's too hot, so I open the window.

Boy: Does that work?

Mo: Usually it does.

Boy: What's your name?

Kla: It's Klara.

Boy: What do you do when you find it hard to sleep, Klara?

Kla: I get up and make myself a warm drink, usually milk. That helps me sleep.

Boy: I see, thank you, Klara.

Boy: What about you, Martin? What do you do to make yourself sleep?

Ma: I don't usually have a problem. But if I do, I just turn my pillow over.

Boy: Why?

Ma: Because it's cooler on the other side and that helps me sleep.

Boy: You are Mike, aren't you?

Mi: Yes, Mike, that's right.

Boy: Do you ever lie awake at night, unable to sleep?

Mi: Yes, I do.

Boy: And what do you do to make yourself sleep?

Mi: I count sheep.

Boy: Sheep? Where?

Mi: In my head. I count imaginary sheep and that sends me to sleep again.

Boy: What's your name, please?

Ta: Tami.

Boy: Tami. Right. What do you do if you want to go to sleep but you can't?

Ta: I do a crossword or a sudoku puzzle. That makes me tired and I can usually go to sleep then.

Boy: I see. Thanks very much.

Ta: You're welcome.



- 1 Tim – I read a chapter of a book.
- 2 Molly – I open the window.
- 3 Klara – I drink a glass of warm milk.
- 4 Martin – I turn my pillow over.
- 5 Mike – I count sheep.
- 6 Tami – I do a crossword or sudoku puzzle.

Challenge

Als Vorlage dient das Interview (Workbook CD Track 36). Spielen Sie dieses Interview mindestens zweimal vor und lassen Sie die Fragen mitschreiben. Dann teilen Sie die Schüler/innen z. B. in Vierergruppen ein. Die Schüler/innen führen dann ähnliche Interviews.

8 A night to remember

Ähnlich WB A Unit 11/8.



Beispiel: One night Joe went to bed at about ten o'clock. At two o'clock he got out of bed, but he was still asleep – he was sleepwalking! He went into the bathroom, put the plug in the bath and turned on the tap. Joe was still asleep and he went back to bed without waking up. When the bath was full, the water started to go on the floor. Joe's parents woke up because they heard a strange noise. They went to look and saw water running downstairs. They were horrified. Joe also woke up. He was very surprised.

9 Reactions

Ähnlich WB A Unit 11/9.



- 1 "Molly, do you believe in ghosts?"
– "No, I don't."
- 2 "Tim, is there anything you are fascinated by?"
– "Yes, old coins. My hobby is collecting them."
- 3 "Is there anything you are frightened of, Klara?"
– "Yes, spiders!"
- 4 "Are you interested in history, Tami?"
– "No, not really."
- 5 "Are you fond of cats, Mike?"
– "Yes, I love them."
- 6 "Are you afraid of anything, Martin?"
– "Yes, I'm afraid of heights."



- 2 Tim said that he was fascinated by old coins. His hobby was collecting them.
- 3 Klara said that she was frightened of spiders.
- 4 Tami said that she was not really interested in history.
- 5 Mike said that he was fond of cats. He loved them.
- 6 Martin said that he was afraid of heights.

Challenge

Lassen Sie zuerst die Fragen aus 9a beantworten. In einem zweiten Schritt können leistungsstärkere Schüler/innen paarweise ihre Antworten austauschen und dann in der indirekten Rede (wie bei 9b) über ihren jeweiligen Gesprächspartner berichten.

Unit 11, Tasks plus, Workbook Excel S. 91

1 The sleep blog

1a Lassen Sie diesen Text leise lesen und geben Sie Hilfestellung, wenn es Probleme mit Vokabeln gibt. Dazu schreiben Sie die neuen Vokabeln an die Tafel, ohne den Lesevorgang zu unterbrechen.



- 1 true, 2 true, 3 false, 4 true, 5 false, 6 true, 7 false

2 Sleep joke

Die Schüler/innen können den Witz bewerten und ihre Meinung zu diesem Witz äußern. (War der Witz lustig oder nicht? Warum?)

Unit 11, Making progress, Workbook Excel S. 92

1 Can I ask you some questions?

Identisch mit WB A Unit 11/MP1.

- I: Hello, I'm interviewing teenagers about their sleeping habits. Do you mind if I ask you a few questions?
WB37
- T: No, not at all.
- I: First, what is your name and how old are you?
Ti: My name's Tina and I'm 14.
- I: Right, thank you, Tina. Now how many hours a night do you think you sleep?
Ti: I don't know. About 6 or 7, I think.
- I: And what time do you go to bed?

- Ti: Usually about midnight. Sometimes later.
One o'clock maybe.
- I: Do you find it hard to get to sleep?
- Ti: That depends. If I have a test the next day
or I'm worried about something, then yes,
sometimes it is hard.
- I: What do you do to help you get to sleep?
- Ti: I get up and make myself a cup of hot
chocolate. That usually works.
- I: I see. And do you ever find it hard to wake
up in the morning?
- Ti: Yes, definitely. Sometimes my mother
shouts and shouts and I still don't wake up!
- I: Do you remember your dreams?
- Ti: Sometimes.
- I: Do you ever have bad dreams?
- Ti: No, I don't think so.
- I: Right. Well, thank you very much, Tina.
- Ti: You're welcome.



1 true, 2 false, 3 true, 4 false, 5 true

2 Problem page

Identisch mit WB A Unit 11/MP2.



- 1 Be honest, tell your parents why you are doing this. Try to agree with them on the time you will spend on your homework and how much free time you will have. And try to get to bed earlier!
- 2 Try to drink your last cola before 10 pm, then have a milky drink such as hot chocolate just before you go to bed. See if this solves your problem.
- 3 Teenagers often feel that their parents are unfair. Maybe if you explained the situation to them, they would understand why you weren't as successful as you usually are.

12 Big break

Zusatzmaterialien:

Für Übung 12A/2 *Word detectives* (TB S. 95):
Eine Tabelle mit diesen Kategorien finden Sie unter www.yourturn.at/teacher.

Für Übung 12B/1 *Class note puzzle* (TB S. 96):
Karten mit diesen Dialogbausteinen finden Sie unter www.yourturn.at/teacher.

Unit 12A, Big break, Textbook S. 95

1 A sweet story

1a Lassen Sie zuerst Ihre Schüler/innen ihre eigenen Ideen äußern. Stellen Sie dann Fragen und sammeln Sie die Antworten an der Tafel, z. B.:

*What do you think happened? Where are the sweets from? What does a delivery man do?
How old do you think is the boy in the picture?*

1b Ya: Oh Archie, look. Here is someone just like you.

Ar: Oh yeah? Who?

2/18 Ya: This little kid in this article.

Ar: I'm not a little kid.

Ya: No, but listen. This kid, Max, really likes sweets, right?

Ar: I really like sweets too, so?

Ya: So you know what he did?

Ar: No, what?

Ya: He walked all the way to the supermarket, just because he wanted some sweets.

Ar: He looks a bit too young to go to the supermarket alone.

Ya: Yes, he's only three but that's not all. He went to the supermarket all by himself, in the middle of the night!

Ar: Wow! He must really like sweets! So what happened?

Ya: This man found him and took him back to his house, Max's house.

Ar: But was the boy sleepwalking, or what? How did he find the way?

Ya: Well, here, you can read the article. Isn't Max just like you? You'd do anything to get sweets.

Ar: No, Yasmin. If I had to choose between eating sweets and sleeping, I'd definitely choose sleeping.



Three-year-old Max McGrath really liked sweets. So he walked to the supermarket in the middle of the night because he wanted some sweets. James Brown, a delivery man, found him and took Max back to his house.

1c Weisen Sie Ihre Schüler/innen darauf hin, dass sie bei dieser Partnerarbeit die im TB S. 95 angebotenen Sätze nicht nur abschreiben, sondern auch miteinander verbinden sollen. Hier finden Sie ein Beispiel für eine Auswahl von Sätzen in einer logischen Abfolge:



THREE-YEAR-OLD IN NIGHT SWEET HUNT

Max McGrath, dressed in pyjamas and his big brother's shoes went on a sweet hunt ... at 3 am. Delivery man James Brown found Max looking into the shop window – all alone.

Some people would do anything to get a sweet – even in the middle of the night! (A)

This is the story of a little boy with a very sweet tooth. (A)

When Max got up at 3 am he wanted some sweets and decided to get some. (A)

He left the house and walked for more than 2 kilometres (B) to the next supermarket but he could not get in.

Later Max said, "I wanted some sweeties and the shop was closed." (C)

He was crying because he was lost. (B)

When delivery driver James Brown came by, the boy asked him for help (B) and told James where he lived. (B) James took him home and rang the bell, but everybody was asleep so he called the police. (C) When his parents opened the door they were shocked. His father could not believe his eyes.

"I didn't know Max could open the door," (C) he said. And his mother said, "He had to cross several streets. We are lucky he's OK." (C)

Max enjoyed his adventure but he promised he will never leave the house alone again. (D) But the McGraths can never have a good night's sleep again. (D)

1d Lassen Sie den Text auf S. 146 im TB leise lesen und mit der Version der Schüler/innen vergleichen, bevor Sie einzelne Textbeispiele in der Klasse vorlesen lassen.

2 Word detectives

Bevor die Schüler/innen in ihren Gruppen die Units 9–11 durchsuchen, ist es sinnvoll, dass jede Gruppe eine Tabelle mit den vier Kategorien anlegt, in die die gefundenen Wörter eingetragen werden können. Eine Schülerin/Ein Schüler kann das Aufschreiben der Wörter übernehmen, die anderen Schüler/innen konzentrieren sich auf die Suche der Wörter. Im Fall von Fünfergruppen könnten vier Gruppenmitglieder jeweils eine Kategorie übernehmen, eine Schülerin/ein Schüler schreibt die Wörter auf.



Beispiele:

Positive feelings: pleased, amused, sympathetic, happy

Negative feelings: disappointed, worried, nervous, frightened, downhearted, miserable, angry, sad

Jobs: reporter, lifeguard, fire officer, firefighter, flight attendant, zoo keeper, pilot, flying teacher, journalist, police officer, presenter

Instruments and machines: crane, sewing machine, airplane, microphone

Unit 12B, School Times: episode 3, Textbook S. 96–97

1 Class note puzzle

1a

1E – 2H – 3B – 4J – 5A – 6G – 7J – 8K – 9C – 10F – 11D

1b Weisen Sie Ihre Schüler/innen darauf hin, für die Beantwortung dieser Frage das Bild im TB S. 96 oben zu Hilfe zu nehmen.



Pippa might have stopped writing because the teacher came and said that they should stop writing notes to each other/they shouldn't write notes to each other during the lesson.

2 School Times: episode 3

2a T: Andy, Pippa, could you stay behind please?

P: Now we're in trouble.

A: Yes. It wasn't a good idea to write notes to each other.

T: Andy, Pippa, I'm surprised at you.

P: Sorry, Sir.

A: Sorry, Sir.

T: You know that you are not supposed to write notes to each other in class.

P: Sorry, Sir.

A: Sorry, Sir.

T: I'm going to throw these notes in the bin and forget it. This time. But next time you'll be in real trouble. Do you understand?

P: Yes, Sir.

A: Yes, Sir.

T: All right. Now off you go.

P: Look, there's Mrs Griffiths.

A: Yeah, with a police officer.

P: They're going over to Tracy!

A: What do you think they're saying to her?

P: I reckon it's got something to do with this graffiti thing.

A: Graffiti? What are you talking about?

P: Someone's been putting graffiti all over town. Spray painting the walls, the buses. Haven't you seen it?

A: Oh that. Yes. All those messages. 'The streets belong to the young', 'No curfew today.'

P: Yes, that's right. And 'Democracy yes! Curfew no!' I heard Mrs Griffiths talking about it.

A: What, in front of you?

P: No. Well yes. I was in the computer room, but sometimes, you know, people just don't really see me. They forget I am there. Just cause I'm in this chair. I get really angry when it happens, usually, but it can be useful.

A: What did she say, then?

P: Well, you know they thought Tracy was one of the kids in town that night? You know when we saw her with the black eye the day after?

A: Yes ...

P: Well, Mrs Griffiths said that she was sure Tracy was there. And Mr Hardy said 'but nobody saw her', but Mrs Griffiths said she was certain that Tracy was one of the leaders of all that trouble. She said that she was really worried about Tracy, that something about Tracy wasn't 'quite right'. Those were her actual words ...

A: Oh dear. Poor Tracy.

P: No, listen, Mrs Griffiths said Tracy was in real trouble now.

A: Why?

P: She said she thought that Tracy was the graffiti artist. That it was Tracy. She had done all that graffiti in town.

A: But Pippa. It wasn't Tracy. It couldn't have been Tracy.

P: Look, there she is. Terrible Tracy.

A: Looks like she's talking to herself.

P: First sign of madness.

A: Oh no. She's got one of those Bluetooth earpieces.

P: She looks miserable.

A: Is she crying?

P: Tracy? No. I don't believe it.

A: Look, Pippa, I have to talk to her. You know, about the graffiti.

P: OK.

A: Tracy!

- Tr: What do you want lovebirds?
 P: Stop that, Tracy, stop that.
 A: Yes, please, stop that. We –
 Tr: 'Please stop that'. How nice. How polite.
 What if I don't want to?
 P: Oh come on Tracy. Enough's enough. Just stop it.
 Tr: Or what? You're going to make me? I'd like to see you try.
 A: We were going to help you.
 Tr: Help me? You were going to help me?
 P: Yes, because we know that you didn't do the graffiti.
 Tr: Oh you do, do you? Well, you can forget it, OK. I don't need your help. I don't need anyone's help. Now go away and leave me in peace.



- 1 Their teacher is surprised because Pippa and Andy wrote notes to each other during the lesson. They know that they are not supposed to write notes to each other during the lesson.
- 2 The police officer wants to talk to Tracy about the graffiti in town. He thinks it was her.
- 3 They could provide an alibi.



1 true – 2 the text doesn't say that – 3 false – 4 true – 5 true



Falls nötig, spielen Sie die betreffenden Stellen aus dem Hörtext noch einmal vor. Hier muss die indirekte Rede aus dem Hörtext in die direkte Rede umgewandelt werden.



Mrs Griffiths: I'm sure Tracy was there.
 Mrs Griffiths: I'm certain that Tracy is one of the leaders of all that trouble. I'm really worried about Tracy. Something about Tracy isn't 'quite right'.



3 Graffiti fact file



tag: A tag is the signature of a graffiti artist.
 TAKI 183: He was the first graffiti artist. His real name was Demetraki.
 two years: In many countries you have to go to prison for two years for painting graffiti.
 2000 years: Graffiti has been around for more than 2000 years.

Lassen Sie die Frage, ob Graffiti eher Kunst oder eher kriminell/ein Vergehen ist, in der Klasse disku-

tieren. Wenn möglich sollten die Schüler/innen ihren Standpunkt begründen.

4 Acting

Teilen Sie die Klasse in Fünfergruppen (teacher, Pippa, Andy, Tracy, Souffleuse/Souffleur) und lassen Sie diese Szene mehrmals aufführen. Jeweils eine Schülerin/ein Schüler hilft den anderen weiter, wenn sie Textprobleme haben.

Unit 12C, Reading and writing: interviews and articles, Textbook S. 98–99

1 A sympathetic ear



Students at Rosemount High, Melbourne, for their Main Mates Project, a school mentoring programme run for and by students. The award was presented to Sue Lowry and Sam de Marco by the Mayor.



- 1 Why did you start the project?
- 2 How did you start the project?
- 3 Where are you from?

Beispiele für mögliche eigene Fragen der Schüler/innen:

How many people are involved in the project?
 How long have you been involved in the project?

2 Main Mates



- 1 Why did you start the project? – Because we remembered how scary school was at the beginning.
- 2 How did you start the project? – One day I (Sue) saw a new kid outside the school – she didn't want to go in! I decided to help her by talking to her.
- 3 Where are you from? – Melbourne.

Weitere mögliche Antworten im Text hängen von den eigenen Fragen der Schüler/innen in Aufgabe 1b ab.



1c, 2b, 3a, 4d

2c 

As the kids get more confident they do not need to talk to their mentors as often as at the beginning. Their work makes the mentors feel really grown up. They feel that they are doing something useful.

2d Diskutieren Sie diese Frage in der Gruppe. Sie können auch abstimmen lassen. Wichtig ist hier nicht die Sprachrichtigkeit, sondern dass die Schüler/innen miteinander auf Englisch kommunizieren.

3 Portfolio writing: an article

Der fertige Artikel wird Teil des Portfolios, das schon seit der 1. Klasse zusammengestellt wird. Die Schüler/innen setzen mit Hilfe der blauen Beispielsätze und des Originaltextes im TB S. 98 einen Artikel zusammen. Leistungsschwächere Schüler/innen werden nur wenig Eigenständiges hinzufügen; leistungsstärkere Schüler/innen sollten darauf achten, die einzelnen Abschnitte des Artikels mit passenden *link-words* bzw. *-phrases* zu versehen.

4 The phonemic alphabet

4a Mit Hilfe der Lautschrifttabelle im TB S. 152 sollen die Schüler/innen die Wörter entschlüsseln und aufschreiben. Die CD kommt erst bei Teil 4b der Aufgabe zum Einsatz.



1 zoo keeper – 2 flight attendant – 3 mentor – 4 parachute – 5 sleepwalking – 6 lifeguard

4b Anhand der CD überprüfen die Schüler/innen ihre Lösung zu Aufgabe 4a. Lassen Sie die Wörter beim zweiten Anhören der CD auch nachsprechen.



1 zookeeper 2 flight attendant 3 mentor
2/20 4 parachute 5 sleepwalking 6 lifeguard

5 Dictionary training

Beispiele:

flight attendant: A flight attendant serves food to the passengers on a plane.

sleepwalking: Many young people are sleepwalking during the night.

lifeguard: On public beaches lifeguards make sure that everybody is safe.

downhearted: I was downhearted when I failed the test.

dilemma: I've got three good friends but only two cinema tickets left. That's a real dilemma.

Unit 12D, Language practice, Textbook S. 100–101**1** Extraordinary sports people

1a Lassen Sie diesen Text leise lesen. Fordern Sie vorher Ihre Schüler/innen auf, unbekannte Wörter bzw. Phrasen an die Tafel zu schreiben. Legen Sie dazu ausreichend Kreiden bereit. Jede Schülerin/Jeder Schüler darf unaufgefordert an die Tafel gehen und die Wörter anschreiben. Dabei wird vorerst nicht gesprochen. Erst wenn keine neuen Wörter mehr angeschrieben werden, lassen Sie die Wörter an der Tafel erklären bzw. erklären Sie sie selbst.

1b Die Schüler/innen wählen die für sie wichtigsten Fragen aus und begründen ihre Wahl. Sie können pro Frage eine Schülerin/einen Schüler bestimmen, die/der diese Frage dann im Sinne Tobys beantwortet.

1c Lassen Sie die Schüler/innen hier möglichst frei sprechen, ohne sie bei jedem Fehler zu unterbrechen. Fehler können Sie sich notieren und im Anschluss besprechen.

2 Same or different?

Toby, Yang Buzon, the blind swimmer, and Henry Wangoike, the blind marathon runner, need some help to guide them.

Toby and all the other sports people have to work hard.

3 Angels and devils

Lassen Sie hier eine Hälfte der Schüler/innen gegen die andere Hälfte antreten. Die eine Gruppe hat die Bücher vor sich, die andere Gruppe, die angeben muss, ob eine Aussage falsch oder richtig ist, muss die Bücher schließen und aus der Erinnerung heraus antworten.

4 Mini-test

1a+b, 2b, 3a, 4b, 5c

Unit 12E, Speaking, Textbook S. 102

1 Looking back – do you have a good memory?
Am besten wählen Sie eine Jury aus Schülerinnen/Schülern für jedes Kapitel aus, die dann die Sätze der einzelnen Paare auf ihre Richtigkeit prüfen muss.

2 The King and Queen's banquet

2a Geben Sie den Schülerinnen/Schülern ausreichend Zeit, sich auf die einzelnen Themen aus der *Topic box* im TB S. 102 vorzubereiten, sich Notizen zu machen und drei weitere eigene Themen zu überlegen. Die Notizen und die Hilfen in den *speaking boxes* im TB S. 102 sollen den Schülerinnen/Schülern während des ‚Banketts‘ zur Verfügung stehen. Bestimmen Sie für das erste ‚Bankett‘ eine leistungsstärkere Schülerin/einen leistungsstärkeren Schüler als *queen* bzw. *king*.
Realistischer und lustiger wird diese Aufgabe, wenn Sie die Tische im Klassenzimmer zu einer langen Tafel zusammenstellen. Achten Sie darauf, dass jede Schülerin/jeder Schüler etwas Zeit hat, über das vorgegebene Thema zu sprechen. Jeder sollte mindestens einmal an die Reihe kommen. Bestimmen Sie eine Jury, die das ‚Bankett‘ beobachtet und am Ende eine Schülerin und einen Schüler aussucht, die sich besonders gut geschlagen haben. Diese beiden werden dann das nächste Königspaar.

2b Das neue Königspaar wurde bei Aufgabe 2a durch die Jury bestimmt. Die anderen Schüler/innen wechseln untereinander die Plätze, um für das nächste ‚Bankett‘ neue Gesprächspartner zu bekommen.

Unit 12, Big break: Writing corner, Workbook Achieve S. 95

Hinweise zur Differenzierung in den Workbooks: Writing Corner WBA&E: Das Lernziel beider WBs besteht darin, dass die Schüler/innen einen Artikel schreiben können. Im WB A werden die Schüler/innen anhand des Textes und der Zwischenschritte dazu angeleitet, einen Artikel zum gleichen Thema zu schreiben. Im WB E hingegen sollen die Schüler/innen das Gelernte auf einen thematisch zwar verwandten, inhaltlich aber doch anderen eigenen Text übertragen und anwenden.

1 Writing an article for a school magazine

Ähnlich WB E Unit 12/Writing corner 1.

Step 1

Als Hilfestellung für leistungsschwächere Schüler/innen können diese Schlüsselwörter in den einzelnen Absätzen markieren. Lassen Sie die Schüler/innen beispielsweise bei der *When ...?*-Frage nach Zeitangaben suchen oder weisen Sie sie darauf hin, dass die *conclusion* für gewöhnlich am Artikelende steht. Durch diese Aufgabe lernen die Schüler/innen, wie ein Artikel strukturiert ist.



1 – 4 – 3 – 2 – 5 – 6

Step 2



Beispiel:

3 Help! I'm a sleepwalker

Step 3



Beispiel:

- 1 It happened last week at my uncle's place. My mother and father, my brother Paul and my aunt and uncle were there. We were celebrating my uncle's birthday and stayed for the night.
- 2 I woke up because I heard strange noises coming from the kitchen.
- 3 I was afraid there was a burglar in the house, so I woke up my father. He got a torch and we went downstairs.
- 4 We found my brother Paul in the kitchen. He was sleepwalking.
- 5 I was really relieved that it was Paul. Next time I won't be afraid anymore.

Step 4



Beispiel:

So if you think a burglar is in your house, check for sleepwalkers first.

Step 5



Beispiel:

An exciting sleepover

Last week we were at my uncle's place because it was my uncle's birthday. We stayed for the night. When everybody was asleep, I went to bed, too. Suddenly I woke up because I heard strange noises coming from the kitchen.

I was afraid there was a burglar in the house, so I woke up my father. He got a torch and we went

downstairs. We found my brother Paul in the kitchen. He was sleepwalking. Later we found out that he couldn't remember anything about his visit to the kitchen.

So next time you hear strange noises in the middle of the night, don't be afraid – it might just be a sleepwalker.

**Unit 12, Big break: Reading corner,
Workbook Achieve S. 96–97**

1 True stories – false stories

Ähnlich WB E Unit 12/Reading corner 1.

1a 

- A Another use for your mobile phone
- B Which potatoes you shouldn't eat
- C What microwaved water does to plants

1b Hier geben die Schüler/innen zuerst ihre Einschätzung ab. Ob die Geschichte wahr oder gelogen ist, sehen sie am Seitenende von S. 97.




A: Not true. – B: True. – C: Not true.

1c 

1 false, 2 true, 3 false, 4 true, 5 false

2 Nora's urban legend

Ähnlich WB E Unit 12/Reading corner 2.

-  St: Hi Nora. I'm thinking about getting dreadlocks. What do you think?
WB38
No: No, you mustn't!
St: Why not? Don't you like them?
No: They're dangerous!
St: Dangerous? Are you crazy? They're cool.
No: No, really. My cousin told me this story about a boy from her town who died.
St: He died? Because of his dreadlocks?
You're kidding me!
No: No, really. It's true. He had dreadlocks and one day he wanted to cut them off. So he went to the hairdresser's.
St: And the hairdresser killed him?
No: No, don't be silly. The hairdresser cut through one of his dreadlocks and suddenly the boy started screaming and he ran out of the shop. And the next day they found him in the park and he was dead.
St: That's a stupid story.

No: No, listen, it's true. They found out why he died. There was a nest of poisonous spiders in his dreadlocks and when the hairdresser tried to cut them off, the spiders started to bite the boy. And that's why he died.

St: Nora, you don't really believe this story, do you?

No: It's true. I'm sure. My cousin knows someone who knew the boy.

St: So you know someone who knows someone who knows someone ... that's an urban legend, Nora! If something like that really happened, it would be on the TV – I'm sure it's a legend. It can't be true.

No: I don't think so. It think it is true. But let's check ...

2a 

Der erste Text im TB S. 97 ist die richtige Zusammenfassung.

2b 

- 1 Because Stephen says he wants to get dreadlocks.
- 2 Yes, she does.
- 3 No, he doesn't.

**Unit 12, Big break: Focus on form,
Workbook Achieve S. 98–99**

1 Reflexive pronouns

Identisch mit WB E Unit 12/Focus on form 1. Hier können Sie die Schüler/innen darauf aufmerksam machen, dass sie auf die Anzahl der Personen achten sollen (Singular/Plural).



- 1 no pronoun – 2 ourselves – 3 herself –
- 4 no pronoun – 5 yourselves

2 'To have to' and 'to be allowed to'

Identisch mit WB E Unit 12/Focus on form 2.



- 2 In the gym you have to **wear trainers**. You're not allowed to **wear football boots** but you don't have to **wear shorts**.
- 3 In the laboratory you **have to wear protective gloves**. You're **not allowed to eat** but you **don't have to wear goggles**.
- 4 In the park you **have to stay on the path**. You're **not allowed to sit on the grass** but you **don't have to sit on a bench**.

3 You should ... You shouldn't ...

Ähnlich WB E Unit 12/Focus on form 3.



- 2 You should **go to school by bus**. You shouldn't **ride your bike to school**.
- 3 If I were you, I **wouldn't go skating in the park**.
If I were you, I **would stay at home**.
- 4 You should **stay at home**. You shouldn't **go for a walk**.

4 If I ..., I will ...

Ähnlich WB E Unit 12/Focus on form 4.



(1) will wake (2) see him (3) will give it

5 If I did, I would ...

Ähnlich WB E Unit 12/Focus on form 5.



- 2 If I had a dog, I **would go for a walk every day**.
- 3 If Nora had more money, **she would go to the cinema more often**.
- 4 If Stephen knew Marion's number, **he would call her**.
- 5 If Tim and Mike worked harder at school, **they would get better marks**.

6 When I was young, I could ...

Ähnlich WB E Unit 12/Focus on form 6.



1c, 2a, 3b, 4d

7 He said, she said ...

Identisch mit WB E Unit 12/Focus on form 7.



- 1 Mike said that **he was sorry he was late**. He **had been** in the bathroom.
- 2 Last Tuesday Tami said that **they had been** late for school **the day before**.
- 3 Nora said she **would buy** Tami an ice cream.
- 4 The teacher said **she might fail** her exams!

Unit 12, Big break: Working towards the standards, Workbook Achieve S. 100–101

Hinweise zur Differenzierung in den Workbooks: Standards Übung 4 WBA&E: Beide Leistungsgruppen sollen in dieser Übung eine persönliche E-Mail schreiben. Die Schüler/innen im WB A erhalten dabei mehr sprachliche Unterstützung.

1 Three wishes

Identisch mit WB E Unit 12/ Working towards the standards 1.



WB39 Ne: Maria, if you had three wishes what would they be?

Ma: If I had three wishes? That's easy. First I would buy "Silver". He's a horse at the stables where I go riding. He's the most beautiful horse and he's really fast. I have wanted to own him since I was eight years old, since I first rode him. My second wish would be to have a swimming pool. A really big one – so that I could go swimming every day in summer. I love swimming but the public pool is so far away that I don't go very often. And my third wish would be ... hmmm ... let me think ... yes, my third wish would be to have a baby sister or a baby brother, I think. I love babies! But what about you, Nell?

Ne: If I had three wishes, I would wish for my father to come back home again. I hate spending weekdays with my mother and weekends with my father. I want to have a real family again. But I don't think that will ever happen. And for the other two ... hmmm ... well, they're not that important. I'd like to have a cat. My neighbour's cat has had kittens and they're really sweet ... I'd love to have one of those. And I'd like to have a new bicycle. Mine's really old and I can't go very fast ...



Maria wants to have: a horse, a swimming pool, a baby sister or brother
Nell wants to: have her father back in the family, get a cat, buy a new bicycle

2 Modern sweatshops

Ähnlich WB E Unit 12/Working towards the standards 2.

Sie können Ihre Schüler/innen darauf hinweisen, dass sie sich Schlüsselwörter im Text markieren. So fällt die Zuordnung der einzelnen Sätze leichter.



A3 – B2 – C1 – D5 – E4

3 Where would you go?

3a Lassen Sie die sechs Punkte in Partnerarbeit bzw. an der Tafel mit der ganzen Gruppe vorbereiten. Zu jedem Punkt wird mind. eine Antwort erarbeitet.

3b Lassen Sie jetzt einzelne Schüler/innen ihre Ideen (nicht länger als 2 Minuten) präsentieren. Die Schüler/innen können den Zettel mit ihren Notizen verwenden, um sich sicherer zu fühlen.

4 What should I do?

Ähnlich WB E Unit 12/Working towards the standards 4.



Beispiel:

Dear Emily,

If I were you, I would ask your parents to visit your neighbour to take a look at the little kittens and hold them. Then I would not talk about kittens anymore.

What's more, you should show your parents that you can take care of a kitten. You shouldn't just get a kitten without asking your parents. I think it's best if you wait for a few days and then ask your parents again.

Good luck!

Yours,

Priscilla

**Unit 12, Big break: Try it out!,
Workbook Achieve S. 102**

1 The Your Turn Magic Trick

Identisch WB E Unit 12/The Your Turn Magic Trick.

Sagen Sie den Schüler/innen in der Stunde vorher, dass sie für die nächste Stunde einen weichen Bleistift und einen Zuckerwürfel mitbringen sollen (oder stellen Sie das Material selbst zur Verfügung). Der Zaubertrick kann dann von einzelnen/mehreren Schülerinnen/Schülern vor der Klasse vorgeführt werden. Lassen Sie die Schüler/innen dann beschreiben, warum der Trick funktionieren könnte.

2 The Your Turn Experiment

Identisch WB E Unit 12/The Your Turn Experiment.

Diese Texte dienen dazu, das Verständnis komplizierterer Anweisungen zu üben. Lassen Sie das Experiment zum Abschluss ausführen.

**Unit 12, Big break: Writing corner,
Workbook Excel S. 94**

1 Writing an article

Ähnlich WB A Unit 12/Writing corner 1.

Step 1

Als Hilfestellung für leistungsschwächere Schüler/innen können diese Schlüsselwörter in den einzel-

nen Absätzen markieren. Lassen Sie die Schüler/innen beispielsweise bei der *When ...?*-Frage nach Zeitangaben suchen oder weisen Sie sie darauf hin, dass die *conclusion* für gewöhnlich am Artikelende steht. Durch diese Aufgabe lernen die Schüler/innen wie ein Artikel strukturiert ist.



1 – 5 – 3 – 2 – 4

Step 2



Beispiel:

2 Sleep disorders: sleepwalking

Step 3



Beispiel:

- 1 According to Mr Rosner, sleepwalking affects 15 percent of children at some time.
Children sleepwalk more often than adults.
Males are more likely to sleepwalk than females.
- 2 You should not try to wake them. Instead, you should lead them gently back to bed.
- 3 People who sleepwalk do almost everything.
According to Mr Rosner they drive cars, ride horses or climb cranes etc.

Step 4



Beispiel:

- 2 "Sleepwalking is normal and usually harmless," Dr Bing says. "If someone in your family walks around in their sleep, just lead them back to their bed so that they can't hurt themselves."

Step 5



Beispiel:

Sleep disorders: sleepwalking

Sleepwalking affects 15% of children at some time. It is most common between the ages of five and twelve but may last right through the teenage years – and even into adulthood, but children sleepwalk more often than adults.
Males are more likely to sleepwalk than females.
When you see a sleepwalker you should not try to wake them. Instead, you should lead them gently back to bed.

People who sleepwalk do almost everything. Some people have even driven cars, ridden horses, climbed cranes etc.

Last year, my little brother was sleepwalking. He went to the kitchen and wanted to help himself to a drink. My mother saw him and guided him back to his bed.

"Sleepwalking is normal and usually harmless," Dr Bing says. "If someone in your family walks around in their sleep, just lead them back to their bed so that they can't hurt themselves."

Unit 12, Big break: Reading corner, Workbook Excel S. 95–96

1 True stories – false stories

Ähnlich WB A Unit 12/Reading corner 1.

1a

- A Another use for your mobile phone
- B Which potatoes you shouldn't eat
- C What microwaved water does to plants

1b Hier geben die Schüler/innen zuerst ihre Einschätzung ab. Ob die Geschichte wahr oder gelogen ist, sehen sie am Seitenende von S. 96.




A: Not true. – B: True. – C: Not true.

1c

shouldn't – on the Internet – headsets – should – poisonous – die – that it makes no difference

2 Nora's urban legend

Ähnlich WB A Unit 12/Reading corner 2.

-  **WB38** St: Hi Nora. I'm thinking about getting dreadlocks. What do you think?
 No: No, you mustn't!
 St: Why not? Don't you like them?
 No: They're dangerous!
 St: Dangerous? Are you crazy? They're cool.
 No: No, really. My cousin told me this story about a boy from her town who died.
 St: He died? Because of his dreadlocks?
 You're kidding me!
 No: No, really. It's true. He had dreadlocks and one day he wanted to cut them off. So he went to the hairdresser's.
 St: And the hairdresser killed him?
 No: No, don't be silly. The hairdresser cut through one of his dreadlocks and suddenly the boy started screaming and he ran out of the shop. And the next day they found him in the park and he was dead.
 St: That's a stupid story.
 No: No, listen, it's true. They found out why he died. There was a nest of poisonous spiders in his dreadlocks and when the hairdresser

tried to cut them off, the spiders started to bite the boy. And that's why he died.

St: Nora, you don't really believe this story, do you?

No: It's true. I'm sure. My cousin knows someone who knew the boy.

St: So you know someone who knows someone who knows someone ... that's an urban legend, Nora! If something like that really happened, it would be on the TV – I'm sure it's a legend. It can't be true.

No: I don't think so. It think it is true. But let's check ...

2a

Der erste Text im TB S. 97 ist die richtige Zusammenfassung.

2b

- 1 Because Stephen is thinking about getting dreadlocks (and Nora wants to warn him).
- 2 Yes, she does.
- 3 No, he doesn't. He thinks it's an urban legend.

Unit 12, Big break: Focus on form, Workbook Excel S. 97–98

1 Reflexive pronouns

Identisch mit WB A Unit 12/Focus on form 1.



- 1 no pronoun – 2 ourselves – 3 herself –
- 4 no pronoun – 5 yourselves

2 'To have to' and 'to be allowed to'

Identisch mit WB A Unit 12/Focus on form 2.



- 2 In the gym you have to **wear trainers**. You're not allowed to **wear football boots** but you don't have to **wear shorts**.
- 3 In the laboratory you **have to wear protective gloves**. You're **not allowed to eat** but you **don't have to wear goggles**.
- 4 In the park you **have to stay on the path**. You're **not allowed to sit on the grass** but you **don't have to sit on a bench**.

3 You should ... You shouldn't ...

Ähnlich WB A Unit 12/Focus on form 3.



- 2 If I were you, I wouldn't ride my bike to school.
If I were you, I would go to school by bus.
You shouldn't ride your bike to school. You should go to school by bus.
- 3 If I were you, I wouldn't go skating in the park.
If I were you, I would stay at home today.
You shouldn't go skating in the park. You should stay at home today.
- 4 If I were you, I wouldn't go for a walk. If I were you, I would stay at home.
You shouldn't go for a walk. You should stay at home.

4 If I ..., I will ...

Ähnlich WB A Unit 12/Focus on form 4.



- Molly: Have you seen my English book?
Tim: No, I haven't. But **if I see it, I'll tell you.**
Molly: Can you wake me up tomorrow morning?
Tim: **If I wake up before you, I'll wake you up.**
Molly: Can you give this to Stephen?
Tim: **If I see him, I'll give it to him.**

5 If I did, I would ...

Ähnlich WB A Unit 12/Focus on form 5.



- 2 If I had a dog, **I would go for a walk every day.**
- 3 If Nora had more money, **she would go to the cinema more often.**
- 4 If Stephen knew Marion's number, **he would call her.**
- 5 If Tim and Mike worked harder at school, **they would get better marks.**

6 When I was young, I could ...

Ähnlich WB A Unit 12/Focus on form 6.

Beispiele:

- 1 When I was five I **couldn't read but I could write.**
- 2 On my last birthday I **was able to** blow out all my birthday candles.
- 3 I **was able to** do my English homework.
- 4 When I was a baby I **couldn't walk.**

7 He said, she said ...

Identisch mit WB A Unit 12/Focus on form 7.



- 1 Mike said that **he was** sorry **he was** late.
He **had been** in the bathroom.
- 2 Last Tuesday Tami said that **they had been** late for school **the day before.**
- 3 Nora said she **would buy** Tami an ice cream.
- 4 The teacher said **she might fail** her exams!

Unit 12, Big break: Working towards the standards, Workbook Excel S. 99-100

1 Three wishes

Identisch mit WB A Unit 12/Working towards the standards 1.



Ne: Maria, if you had three wishes what would they be?
WB39

Ma: If I had three wishes? That's easy. First I would buy "Silver". He's a horse at the stables where I go riding. He's the most beautiful horse and he's really fast. I have wanted to own him since I was eight years old, since I first rode him. My second wish would be to have a swimming pool. A really big one – so that I could go swimming every day in summer. I love swimming but the public pool is so far away that I don't go very often. And my third wish would be ... hmmm ... let me think ... yes, my third wish would be to have a baby sister or a baby brother, I think. I love babies! But what about you, Nell?

Ne: If I had three wishes, I would wish for my father to come back home again. I hate spending weekdays with my mother and weekends with my father. I want to have a real family again. But I don't think that will ever happen. And for the other two ... hmmm ... well, they're not that important. I'd like to have a cat. My neighbour's cat has had kittens and they're really sweet ... I'd love to have one of those. And I'd like to have a new bicycle. Mine's really old and I can't go very fast ...



Maria wants to have: a horse, a swimming pool, a baby sister or brother
Nell wants to: have her father back in the family, get a cat, buy a new bicycle

2 Modern sweatshops

Ähnlich WB A Unit 12/Working towards the standards 2.



A3 – B2 – C6 – D1 – E5 – F4

3 You've won the lottery

Üben Sie hier das dialogische Sprechen. Dazu ist es zuerst notwendig, dass die Schüler/innen ihre Punkte vorbereiten. Wenn Sie den Dialog vorspielen lassen, achten Sie darauf, dass die Schüler/innen jeweils auch aufeinander eingehen, d. h. dass sie ein gemeinsames Gespräch führen.

Beispiel:

A: If I won the lottery, I would travel around the world with my family. What would you buy or do if you won the lottery?

B: If I won the lottery, I would buy a horse.

A: Why would you buy a horse?

B: Because I like horse-riding and I always wanted to have my own horse.

A: What about buying a house for your family?

B: Hey, that's a good idea too. Our flat is too small anyway.

A: Maybe we should give the money to children in Africa.

B: Well, OK. But I would still like to keep some for buying the horse.

4 What should I do?

Ähnlich WB A Unit 12/Working towards the standards 4.



Beispiel:

Dear Emily,

It must be very hard for you to see that your neighbour's cat has kittens and you can't have one. However, I think there is a way to solve your problem. Ask your parents to visit your neighbour to take a look at the little kittens. I'm sure they will love them.

I hope it works.

Yours,

Priscilla

Unit 12, Big break: Try it out!, Workbook Excel S. 101

1 The Your Turn Magic Trick

Identisch WB E Unit 12/The Your Turn Magic Trick.

Sagen Sie den Schüler/innen in der Stunde vorher, dass sie für die nächste Stunde einen weichen Bleistift und einen Zuckerwürfel mitbringen sollen (oder stellen Sie das Material selbst zur Verfügung). Der Zaubertrick kann dann von einzelnen/mehreren Schülerinnen/Schülern vor der Klasse vorgeführt werden. Lassen Sie die Schüler/innen dann beschreiben, warum der Trick funktionieren könnte.

2 The Your Turn Experiment

Identisch WB E Unit 12/The Your Turn Experiment.

Diese Texte dienen dazu, das Verständnis komplizierterer Anweisungen zu üben. Lassen Sie das Experiment zum Abschluss ausführen.

Friendship, love and romance

Schwerpunkt:

Hören/Sprechen: Anweisungen verstehen, eine Geschichte erzählen

Lesen/Schreiben: Texte über Gefühle lesen, ein Happy End schreiben

Wortschatz: Freunde, Freundschaften, Beziehungen

Grammatik: *-ing nouns, the, phrasal verbs*

Aussprache: die Laute [dʒ] und [tʃ] erkennen, betontes und unbetontes *the* unterscheiden

Zusatzmaterial:


Für Übung 13A/1 *Could it be love?* (TB S. 104):

Eine Lückentextübung (Vokabeln) finden Sie unter www.yourturn.at/teacher.

Unit 13, warm-up, Textbook S. 103

1 Word warm-up

1a Besprechen Sie vorerst die Bedeutung der unbekanntesten Wörter nicht. Das soll erst in der nächsten Übung (1b) geschehen.

 argue – ashamed – beat – belly button – button
2/21 – blow – crush – dream – icon – knock – nosy – pick up – wind

1b Lassen Sie leistungsstärkere Gruppen verschiedene Wörter auf Englisch definieren. Wenn Sie diese Übung als Hausübung aufgeben, können auch leistungsschwächere Schüler/innen mit Hilfe eines einsprachigen Wörterbuchs oder des Internets passende Definitionen finden.


Mit dem *Warm-up dictionary* im TB (S. 150 ff.) sollen die Schüler/innen an die Verwendung eines Wörterbuchs herangeführt werden. Diese Seiten sind Auszüge aus dem *Power Dictionary Englisch* (Langenscheidt). Die Schüler/innen wenden Nachschlagetechniken an und erlernen so den Umgang mit einem Wörterbuch. Ziehen Sie zur Erklärung der Begriffe auch die Abbildungen im TB S. 103 oben heran.

Reihenfolge von oben links beginnend gegen den Uhrzeigersinn: *crush, argue, nousey*.

1c Lassen Sie Ihre Schüler/innen abwechselnd die Wörter aus Aufgabe 1a vorstellen. Wer ein Wort erraten hat, darf das nächste Wort vorspielen/zeichnerisch darstellen/erklären.


2 Pronunciation corner

Weisen Sie hier auf den Zusammenhang zwischen der Schreibung und der Aussprache hin: Geschriebenes „g“ in der entsprechenden Umgebung und „j“ in der entsprechenden Umgebung werden [dʒ] ausgesprochen; geschriebenes „tch“ und „ch“ in der entsprechenden Umgebung werden [tʃ] ausgesprochen.

2a Listen to sound 1: [dʒ] – [dʒ] – [dʒ] – [dʒ]
 Listen to these words with the sound [dʒ]:
age (2x) – Jane (2x) – Jerry (2x) – Jess (2x)

2/22 Listen to sound 2: [tʃ] – [tʃ] – [tʃ] – [tʃ]
Listen to these words with the sound [tʃ]:
match (2x) – chain (2x) – cherry (2x) – chess (2x)

2b Hier werden die beiden Laute aus Aufgabe 2a jeweils direkt gegenübergestellt.

 Listen to the pairs of words:
2/23 1 age [dʒ] – match [tʃ], 2 Jane [dʒ] – chain [tʃ],
3 Jerry [dʒ] – cherry [tʃ], 4 Jess [dʒ] – chess [tʃ]

2c Lassen Sie die beiden Lautschriftsymbole, [dʒ] und [tʃ] auf ein Blatt Papier oder ins Heft schreiben. Um eindeutig anzugeben, welchen der beiden Laute die zuhörende Partnerin/der zuhörende Partner jeweils gehört hat, zeigt sie/er auf das entsprechende Symbol.

3 Getting-ready grammar

3a Fordern Sie die Schüler/innen auf, hier auch ihre persönlichen Vorlieben mit einzubringen.



Beispiele:

walking barefoot on the grass – on a sunny morning
talking to friends – any day
going jogging – on a Sunday morning
reading a book – on a school day
tidying up my room – on a rainy day
listening to the radio – any day
eating chocolate – on a bad day
watching TV – late at night
sleeping – late at night

3b Die Schüler/innen können in dieser Partnerarbeit die Liste der Aktivitäten und Situationen aus Aufgabe 3a zusätzlich durch eigene Ideen erweitern. Bei leistungsschwächeren Gruppen sollten Sie diese Erweiterung allerdings gemeinsam an der Tafel machen.

Unit 13A, Love is in the air, Textbook S. 104–105

1 Could it be love?

1a Lassen Sie diesen Text leise lesen und ermuntern Sie Ihre Schüler/innen, unbekannte Vokabeln selbstständig in der Wortliste im TB S. 153 ff. nachzuschlagen.



Tom's in love.

1b

- 1 Because he has strange attacks: his hands shake, his heart beats fast, he gets a funny feeling in his stomach, right above his belly button. (lines 1–3)
- 2 He gets attacks when she's around. Seeing her makes him go stupid. (lines 5, 9)
- 3 Just saying her name makes him feel funny. (lines 5–6)
- 4 Because he had fallen in love. He was listening to soppy songs, waiting for the phone to ring and buying flowers for a girl. (lines 14–16)
- 5 No, Tom was not nice to Leila and she was not nice to him. (lines 8–12)
- 6 Love./It's the Love thing. (lines 14–16)

2 The other side of the coin

2a Lassen Sie diesen Text leise lesen, unbekannte Vokabeln selbstständig nachschlagen und die Fragen von mehreren Schülerinnen/Schülern beantworten.



Beispiel:

Leila is in love with Tom, but does not know how to show it to him. She thinks he doesn't even notice her. When she finally sees him, her face goes bright red, her voice is all wobbly and she makes a total idiot of herself. And when she wants to say something nice to him, she takes too long and he is gone again.

2b Nachdem die Schüler/innen in Partnerarbeit ihre Liste mit den Unterschieden zwischen Leilas und Toms Darstellung erstellt haben, vergleichen sie sie mit der Liste eines anderen Paares. In leistungsschwächeren Gruppen kann die Liste zusätzlich an der Tafel festgehalten werden.



Tom's story: Tom ... thinks he bumped into her. / thinks Leila was blushing with anger. / thinks he can't be in love.

Leila's story: Leila ... thinks she ran into him because she wasn't looking where she was going. / says she went bright red because she was talking to him. / knows that she has a crush on him.

3 Wordfind

3a Weisen Sie Ihre Schüler/innen auf den Fixit-Tipp im TB S. 105 oben hin.



to bump into (verb) – to run into someone
to blush (verb) – to become red in the face
to tremble (verb) – to shake
in complete silence (adverbial phrase) – silently

3b

to bump into – to run into
to blush – the face goes bright red
(the voice) trembles – (the voice) is all wobbly
in complete silence – without speaking
soppy – corny

4 Read in more detail

Lassen Sie die beiden Texte in Aufgabe 1 und 2 noch einmal im Detail lesen.



- 1 Saying Leila's name.
- 2 Thinking of Tom and planning how she can get him to notice her.
- 3 Seeing Leila.
- 4 Eating chocolate.
- 5 Listening to soppy songs, waiting for the phone to ring and buying flowers for a girl.

5 The love quiz

5a Das Ergebnis der Umfrage zu Punkt 2 finden Sie im TB auf S. 146. Bevor Ihre Schüler/innen auf diese Seite gehen, besprechen Sie die Möglichkeiten, was man mit den Verben aus Punkt 1 alles tun kann, wobei die jeweilige Handlung ein typisches Anzeichen für Verliebtsein sein soll. Weisen Sie auf die Verwendung der *-ing*-Form hin (vgl. Grammatikkästchen im TB S. 105). Das Umfrageergebnis auf S. 146 im TB kann vor allem in leistungsschwächeren Gruppen als Anregung benutzt werden. Die Schüler/innen erstellen die Rangordnung der Aktivitäten in Übungsteil 5c.

- 5b** Ya: Hey Archie, what's that quiz you're doing?
 Ar: It's about, erm, love. It's called the *Love Quiz*. Do you want to do it with me?
 2/24 Ya: Archie's in love, Archie's in love ...
 Ar: No, I'm not. Don't be silly! Why don't you do it with me?
 Ya: OK, what do we have to do?
 Ar: For each of these verbs we have to come up with something people often do when they're in love.
 Ya: OK. I'm not sure I understand. You start.
 Ar: OK. I'll choose ... eat. An activity with 'eat' when you're in love. Hmm, what do people eat when they're in love? How about **eating lots of sweets**?
 Ya: Eating lots of sweets? Yes, that's a good one. See? You're very good at this, you must be in love. My turn. I'll choose ... read.
Reading love letters!
 Ar: Hmm, OK. Let's say reading love letters. My turn, hmm, buy ...
 Ya: Wait a minute. What do we do this for?
 Ar: Well, at the end we number the activities from 1 to 8.
 Ya: And 1 is the most popular?
 Ar: That's it. And then we compare our list to the results of a survey. If we get the same activities in the same order, that means we really know the signs of love!
 Ya: OK, I get it. Go on then, it's your turn.
 Ar: Mmmm ...



Archie: Eating lots of sweets.
 Yasmin: Reading love letters.

5c Lassen Sie Ihre Schüler/innen das Quiz nach dem Muster im Hörtext durchführen, bis sie acht typische Handlungen (eine pro Verb) beisammen haben. Es ist sinnvoll, dass die Handlungen notiert werden, damit sie anschließend für die Reihenfolge nummeriert werden können. Am Ende vergleicht jedes Paar sein Ergebnis mit dem Ergebnis auf S. 146 im TB.

Bei einer abschließenden Besprechung der Ergebnisse können Sie eine Umfrage in der ganzen Gruppe machen und die nach Meinung aller Schüler/innen besonders typischen Handlungen ermitteln.

6 Make up a happy ending

6a Die Schüler/innen erarbeiten in Partnerarbeit ein *happy ending* für die Begegnung von Tom und Leila.



Beispiele:

- 1 I'm sorry, I haven't seen you. Are you OK? Let me help you.
- 2 Don't worry. I'm alright. It was my fault. I wasn't looking where I was going.
- 3 He invites her out. (How about enjoying an ice cream together this afternoon? Let me invite you.)
 He invites her to the cinema. (Would you like to come to the cinema with me on Saturday? I've got two tickets.)

6b Lassen Sie auch die Reaktionen und Gefühle von Leila and Tom beschreiben (z. B. *Tom smiled at her*). Falls sich einzelne Paare für das Vorspielen ihres Dialogs entscheiden, können sie auf diese Reaktionen/Gefühle zurückgreifen.

Unit 13B, How do you do that?, Textbook S. 106–107

1 A tough job

1a Die hier angegebenen Fähigkeiten sind – bis auf Fähigkeit 1 – alle in der einen oder anderen Form für eine gute Radioproduzentin/einen guten Radioproduzenten wichtig (vgl. auch die *Did you know?*-Box zu *radio producers* im TB S. 106 unten). Daher geht es hier darum, Gewichtungen zu überlegen.

1b Die Schüler/innen vergleichen ihre Gewichtungen aus Aufgabe 1a mit einer Partnerin/einem Partner. Achten Sie dabei darauf, dass Englisch gesprochen wird. Es ist hier jedoch zweitrangig, ob jeder Satz grammatikalisch richtig ist. Die Kommunikation geht vor.

1c Fordern Sie Ihre Schüler/innen auf, beim Hören der CD die entsprechenden Fähigkeiten, die Akiko lernt, in der Liste in Aufgabe 1a anzukreuzen.



- Ma: Hey Akiko!
 2/25 Ak: Oh, Matt! Matt, hi, erm, how are you?
 Ma: Good.
 Ak: Listen, thank you for letting me work with you. I so want to be a producer.
 Ma: That's OK. Have you had any ideas for your show?
 Ak: Oh yes! I thought love and stuff like that?
 Ma: 'Love' is always a popular topic but you need a special angle – like the love between children and parents, the love of

friends towards other friends, crushes?

Think about it. Now, I'm going to show you how to work with audio files.

Ak: OK, I suppose we need a special computer programme?

Ma: That's right. Click on that icon, the one that looks like headsets.

Ak: This one?

Ma: Yes. Just click on it. And there it is.

Ak: Oh ...

Ma: So, the first thing you need to do is to get some sound in. You can record some audio, or you can import a piece of audio that you already have. That's what we're going to do now.

Ak: Import a piece of audio? How do we do that?

Ma: Go to the 'Project Menu'.

Ak: OK. **This one?**

Ma: That's **right**. Now choose 'Import Audio'.

Ak: **Like** this?

Ma: **Yes, good**. Now you see that 'Dialogue Box'? Let's choose a music file. That one ...

Ak: OK.

Ma: That's done. Now let's try recording something to go with that file.

Ak: Oh, you just press the 'Record Button', right? The red one?

Ma: Yes, you're very **good at this**.

Ak: Well, it's not that hard. But wait, this isn't right, **is it?** Nothing's happening!

Ma: Don't panic. It's **fine**. Look, something is happening. It's recording our voices.

Ak: Oh ...

Ma: OK, stop there. Press 'Stop'.

Ak: Oh my God! What are those wiggly things on the screen? It's scary!

Ma: Those waves are a picture of the sound waves we've just recorded. – You see, the higher the wave, the louder the volume.

Ak: Oh ...

Ma: When you have more practice you'll recognize sounds from their shapes.

Ak: Can you do that? Wow! That's amazing! Listen, can you cut and copy and paste and stuff like that?

Ma: Yes, it's pretty easy. But before we do that, do you think you can import the next file alone?

Ak: I hope so. So 'Project Menu' ... Are you going to stand there and watch me?

Ma: Not if you don't want me to.

Ak: I don't think I want you to.

Ma: Fine, if you need help, just shout.

Ak: Thanks Matt.



Akiko is learning how to work with sound equipment.



1

Akiko: OK. **This one?**

Matt: **That's right**.

2

Akiko: **Like** this?

Matt: **Yes, good**.

3

Matt: Yes, you're very **good at this**.

4

Akiko: But wait, this isn't right, **is it?**

Matt: It's **fine**.

2 Language puzzle



1 Life is sometimes hard. – abstract word (talking about it in general)

2 The life of a radio producer is often stressful. – specific thing (the life of a radio producer)

3 I can still hear the anger in her voice. – specific thing (the anger in her voice)

4 Anger is an ugly feeling. – abstract word (talking about it in general)

5 Work in the studio is never boring. – abstract word (talking about it in general)

6 I love the work you did. – specific thing (the work you did)



work – friendship – romance – the fear – the security – society – the importance

2c Hier können die Schüler/innen nicht nur die Vorschläge aus Akikos Nachricht an Matt kommentieren, sondern auch eigene Vorschläge machen.

3 Pronunciation corner



1 I've finally finished the [ðə] tape.

2 It'll be great on the [ðə] website.

3 The [ði] editing process was really interesting.

4 I was a bit nervous but it was OK in the [ði] end, thanks to Matt.

5 He's the [ði:] production expert at TLR. – stressed „the“

6 I have the [ði:] best job in the world! – stressed „the“

Listen again.



In sentences 5 and 6.

3b Erklären Sie den Schülerinnen/Schülern, dass es hier nicht auf die Schreibung, sondern allein auf die Aussprache ankommt. Vor einem Vokal wird *the* als [ði] ausgesprochen, um die Aussprache zu erleichtern. Außerdem wird *the* als [ði:] ausgesprochen, wenn es betont wird – und zwar unabhängig davon, ob ein Vokal oder ein Konsonant folgt.

Unit 13C, A nosy sister!, Textbook S. 108–109

1 Nosy Emily

1a Zuerst sollen die Schüler/innen ihre Versionen der Geschichte in Partnerarbeit vergleichen. Die vollständige Lösung (richtige Reihenfolge der Bilder und Wörter für die Lücken in den Sprechblasen) finden Sie unter 1c.

1b Beim ersten Hören überprüfen die Schüler/innen zunächst nur ihre Reihenfolge der Bilder.

- E: Jack, look, I've ...
 2/27 J: Jack, Jack, Jack ...
 J: Don't you ever knock?
 E: Sorry. What are you doing?
 Jed: What are you doing?
 J: Nothing special.
 E: You're always in your room! You **must** be doing something!
 J: Emily, don't be nosy. You always want to know what people are doing. Hey Jed, don't touch that! **Watch** out!
 E: Hey, what's this? A picture of Zoe! Why have you got a photo of Zoe in your book?
 J: I didn't even know it was in my book.
 E: Oh My God! You're **in** love **with** Zoe!
 J: Don't be silly! I **like** Zoe. We **get** on, that's all.
 E: Oh yes? You're always talking about her.
 J: So? Talking about friends is normal. Zoe happens to be one of my best mates.
 E: She can't be! Boys and girls can't be best mates. And you two argue a lot too. When a boy and a girl argue a lot it's because they're in love.
 J: Rubbish! Where do you get all these weird ideas?
 Jed: Zoe's girlfriend.
 J: Now look what you've done. Jed, you must never say that, OK? Zoe's my friend.

- E: Falling in love's OK you know. Everybody falls in love. One day I'm going to fall in love too.
 J: Emily, **give** it a rest. Stop **going on** about it!
 E: It's nothing to **be** ashamed of.
 J: I'm not in love with Zoe, OK? Get **over** it!
 Jed: Girlfriend, Zoe's girlfriend.
 J: No, Jed ... Oh what's the point? Emily, go away. I want to listen to the radio, ALONE.
 E: Oooo, you are definitely in love.
 J: Well, if I were in love with Zoe ... I'm not saying I am, but if I were in love with her, I wouldn't tell you. Now go away!



Richtige Reihenfolge von oben links im Uhrzeigersinn: 2, 1, 3

1c Beim zweiten Hören ergänzen die Schüler/innen nun die fehlenden Wörter in den Sprechblasen.



- 2 You're **in** love **with** Zoe!
 Don't be silly! I **like** Zoe. We **get** on, that's all.
 1 You're always in your room! You **must** be doing something!
 Emily, don't be nosy.
 Hey Jed, don't touch that! **Watch** out!
 3 It's nothing to **be** ashamed of.
 Emily, **give** it a rest. Stop **going on** about it!
 I'm not in love with Zoe, OK? Get **over** it!

1d

- 2 is in love with Zoe
 3 he talks about her a lot
 4 they are definitely in love
 5 is normal and you shouldn't feel ashamed
 6 Falling in love happens to everybody.

2 Phrasal verb hunt

2a Machen Sie Ihre Schüler/innen auf das Grammatikkästchen im TB S. 108 unten aufmerksam.



- **Watch out!** The plates are going to fall!
 Bruno! **Go away!**
 Don't run around here.
- We are friends. We **get on**.
- I know dear. You don't have to **go on about** it.
 You'll **get over** it, I'm sure.

2b

He said he was going to **give** my CDs **away** and when I go to his room he says '**go away**' and we just don't **get on** and he **goes on and on about** my music.

She uses four phrasal verbs:
give away – go away – get on – go on about

3 A song about friendship

3a Spielen Sie hier das Lied noch nicht von der CD vor, sondern lassen Sie den Liedtext zunächst nur lesen. Die CD kommt erst in 3d zum Einsatz.



1 isn't – ain't 2 autumn – fall 3 leave you – desert you

3b In leistungsstärkeren Gruppen können Sie die zehn Wörter auch durcheinander an die Tafel schreiben und dann die Reimpaare finden lassen.



cloud – loud, right – night, name – again, fall – call, hurt – desert

3c

night – name – call – loud – hurt

3d Die Schüler/innen überprüfen ihre Lösungen zu Aufgabe 3c anhand des Hörtextes.



You've got a friend (Carole King)

^{2/28} When you're down and troubled
And you need some loving care
And nothing, nothing is going right.
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest **night**.

Chorus

You just call out my **name**
And you know wherever I am
I'll come running to see you again.
Winter, spring, summer or fall
All you have to do is **call**
And I'll be there, yes I will
You've got a friend.

If the sky above you
Grows dark and full of clouds
And that old north wind begins to blow
Keep your head together and
Call my name out **loud**
Soon you'll hear me knocking at your door.

Chorus

You just call out my name

...

Ain't it good to know that you've got a friend?
When people can be so cold
They'll **hurt** you
And then desert you
And take your soul if you let them
So don't you let them.

Chorus

You just call out my name

...

Unit 13D, Tasks plus, Textbook S. 110

1 S.O.S!



Sonia has sent a photo of her friend to Vinnie in Australia. Vinnie has also sent a photo of his friend, not of himself.

2 Give a helping hand

2a

Beispiele:

Why don't you tell him/her that it was all a big mistake?

Why don't you tell him/her that you were just too shy to send the real photograph?

If I were you, I'd tell him/her that you would really like to see him/her.

If I were you, I'd send him/her a photo of myself very soon and explain everything to him/her.

2b Lassen Sie einzelne E-Mails von den Schülerinnen/Schülern vorlesen und sammeln Sie verschiedene Vorschläge und Ratschläge an der Tafel. Anhand des Tafelbildes kann anschließend in der ganzen Gruppe über die besten Ideen diskutiert werden.

3 Be Sonia or Vinnie!

Im Anschluss an die Partnerarbeit können Sie einzelne Schüler/innen ihre E-Mail vorlesen lassen.



Beispiel:

Dear Vinnie,

I really want to see you but I have something to tell you first. When I sent you the photograph it wasn't of me but one of a friend of mine. I wasn't sure whether I should send you a photograph of me because I thought I didn't know you that well.

But my idea was stupid because I knew you from our chats, of course. And I know that I can trust you. So here is a new photograph for you. No more lies. I hope you will like it. I'm really sorry about all this, but I hope you understand.
Sonia

Unit 13, warm-up, Workbook Achieve S. 103

1 Explanations



- 1 belly button
- 2 barefoot
- 3 pick up
- 4 nosy, knock

2 Sort the words

Ähnlich WB E Unit 13/1.



signs of love:

listening to soppy songs – buying flowers – thinking of him/her – using the bathroom for hours – waiting for the phone to ring – writing a diary – writing poems

sports:

riding your bike – running – skating – swimming

things that can lead to conflicts at home:

bringing home bad marks – coming home late – listening to loud music – playing computer games all day – using the bathroom for hours

ways to relax:

listening to loud music – riding your bike – running – skating – playing with your dog – swimming – talking to friends on the phone – writing a diary – writing poems

2b Hier können die Schüler/innen Phrasen aus 2a einsetzen. Es gibt daher keine eindeutige Lösung. Sie können hier auch eigene Ideen einbringen.



Beispiele:

Listening to soppy songs is a sign of love.

Waiting for the phone to ring is a sure sign of love.

Talking to friends on the phone is the best way to relax.

Swimming is my favourite sport.

Using the bathroom for hours creates conflicts at home.

I love **writing my diary**.

I don't like **running**.

Unit 13, Exercises, Workbook Achieve S. 104–108

Hinweise zur Differenzierung in den Workbooks:

Übung 3 WBA&E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 6 auf S. 105 im TB machen. Gerade im Übungsteil b) werden von den Schülerinnen/Schülern andere Lesestrategien gefordert als im WB A. Während die Schüler/innen im WB A ihr Textverständnis durch *true/false*-Fragen belegen, wird von den Schülerinnen/Schülern im WB E gefordert, spezifische Stellen im Text zu finden. Ihr Textverständnis belegen sie, indem sie umformulierte Sätze zu Informationen aus dem Text richtig vervollständigen.

Übung 4 WBA&E: Während die Schüler/innen im WB A zum visuellen Input einen Dialog erstellen, indem sie die vorgegebenen Sprechblasen dem richtigen Bild zuordnen, schreiben die Schüler/innen im WB E diesen Dialog selbst. Sie wandeln dabei Informationen zu den Personen und ihren Äußerungen in einen aktiven Dialog um.

1 First love can be hard

Identisch mit WB E Unit 13/2.



- 1 Seeing her makes him feel happy.
- 2 Looking at her makes his hands shake.
- 3 Saying her name makes him feel funny.
- 4 Talking to her is very difficult for him.
- 5 Thinking of her stops his brain from working properly.
- 6 Seeing him makes her feel funny.
- 7 Looking at him makes her mouth go dry.
- 8 Saying his name makes her voice go wobbly.
- 9 Talking to him makes her blush.
- 10 Thinking of him makes her heart beat faster.

2 Pronunciation puzzle

Identisch mit WB E Unit 13/6.



Very carefully.

3 Body language

Ähnlich WB E Unit 13/3.



1 the Internet – 2 teenagers – 3 body language



1 false, 2 true, 3 false, 4 true, 5 true, 6 false, 7 false

4 That wasn't exactly what I wanted to say ...

Ähnlich WB E Unit 13/4.

4a Da: I'd like a hamburger and a small coke, please.

 As: That's two eighty, please. Thanks, enjoy your meal.

Da: Thanks.

No: Oh ...

Da: Oh, sorry.

No: Watch where you're going.

Da: Chill out, won't you. It was an accident.

No: Oh no, there's cola on my T-shirt!

Boy: What are you doing, Daniel? Come on.

Da: I'm coming.



1a, 2a, 3c

4b

A
Daniel: Oh no, oh sorry.
Nora: That's OK.

B
Daniel: What's your name?
Nora: I'm Nora.

C
Daniel: Would you like to share a table with me?
Nora: Yeah, sure. Great.

D
Nora: Do you like basketball, Daniel?
Daniel: Yes, I love basketball. I'm a big fan.
Nora: Really? Me too. Would you like to go to the game tomorrow afternoon?

Challenge



Beispiel:

Nora: Hi Molly, how are you?

Molly: Hi Nora, I'm fine, thanks.

Nora: I must tell you something about this afternoon.

Molly: Yes??

Nora: I met a nice guy at the burger bar.

Molly: Really? What's his name?

Nora: Daniel. He bumped into me and this is how we started talking. And then he asked me to share a table with him. He is so nice. And he loves basketball, just like me. We're going to a game tomorrow afternoon.

Molly: That sounds good. What are you going to wear?

Nora: Well, ...

5 Writing love letters



A Choose some pretty writing paper for your letter.

B Don't use a pencil.

C Write carefully.

D Don't forget to buy a stamp.

6 The Morning Star Cocktail

Ähnlich WB E Unit 13/5.

6a

1B – 2D – 3A – 4E

6b Mo: OK, listen. It's very easy. Just pour the pineapple juice into the blender.



Ti: Hmm ...OK.

WB41 Mo: Then add a tablespoon of sugar and three tablespoons of honey.

Ti: One tablespoon of sugar ... and three tablespoons of honey.

Mo: Now you have to blend it.

Ti: How do I turn it on? Like this? No, that's not right.

Mo: No, here. Let me show you.

Ti: Done. Ready?

Mo: ... OK, pour the drink into a glass and add a cherry. That's it.

Ti: Hmm. This is OK, isn't it?

Mo: It should be ... it looks a bit thick, though

...

Ti: What about the pineapple pieces? What are they for?

Mo: Oh no ... I must have mixed up the recipes

...

Ti: Oh no, and that's Megan. Help!



1 Tim adds too much honey.

2 Tim adds a cherry.

3 Tim forgets to add the pineapple pieces.

7 The most common English word

Identisch mit WB E Unit 13/7.

7a

1 \emptyset Love is in the air. Nora has just met **the** love of her life. Or has she?

2 Tim made a cocktail for Megan, but **the** cocktail wasn't very good. What's more, Megan doesn't like \emptyset pineapples very much.

3 \emptyset Life is difficult sometimes. But **the** life of a teenager in love is very difficult.

4 All's fair in \emptyset love and \emptyset war.

7b 

- 1 Usually, Ø women live longer than Ø men.
- 2 Ø Kilimanjaro is the name of the highest mountain in Africa.
- 3 Everyone knows that Ø plants need Ø water.
- 4 Berlin is the capital of Ø Germany.
- 5 Tokyo is the biggest city in the world.
- 6 In Austria you have to go to Ø school for nine years.
- 7 I read that Ø Mozart learnt to play the piano at the age of four.

8 Pronunciation corner

Identisch mit WB E Unit 13/8.



[ði]

icon – instructions – attack – idea – audio

[ðə]

button – dream – wind – DVD-player – TV – story – song – room – belly

Unit 13, Making progress, Workbook Achieve S. 109

1 Sarah-Jane and Ashley

Identisch mit WB E Unit 13/MP1.



Ve: Hi Sarah-Jane it's me, Verity. How are you?

WB42 Sa: I'm fine ... great ... actually absolutely fantastic.

Ve: What's happened?

Sa: I've got a date with Ashley.

Ve: Ashley? Gorgeous Ashley in Year 10? How come?

Sa: I bumped into him at Mc Frys ...

Ve: Mc Frys? You always say you don't like the unhealthy food at Mc Frys.

Sa: Well, I don't, not really. But anyway – we literally bumped into each other and he asked me to share a table with him. We started to talk and we found out that we're both big football fans, so I asked him if he wanted to go to the match with me. Guess what, he said 'yes'. We're going to meet in half an hour.

Ve: I can't believe he said 'yes'.

Sa: Neither could I. This is my first real date. I'm so nervous. What shall I wear?

Ve: I don't know. How about your new skirt? – The blue one.

Sa: No, it's in the wash.

Ve: Then how about that dress you wore at the party last month?

Sa: But it's a bit strange to go to a football match in a dress, isn't it?

Ve: You're right. Maybe you should just wear normal clothes, like jeans and a nice T-shirt.

Sa: That's a good idea. I have to go Verity, I have to get dressed. Keep your fingers crossed for me.

Ve: Sure. Good luck. Call me afterwards.

Sa: Of course! Bye.



1 Sarah-Jane and Ashley – 2 at Mc Frys – 3 to a football match – 4 they like football – 5 none – 6 jeans and a T-shirt

2 First dates

Ähnlich WB E Unit 13/MP2.



1 teenagers – 2 first dates – 3 the cinema – 4 Listen to what he or she is telling you. Ask questions. – 5 It depends on how you (and your date) feel about it.

Unit 13, Exercises, Workbook Excel S. 102–106

1 Sort the words

Ähnlich WB A Unit 13/WU2.

1a 

signs of love:

listening to soppy songs – buying flowers – thinking of him or her – using the bathroom for hours – waiting for the phone to ring – writing a diary – writing poems

sports:

riding your bike – running – skating – swimming

things that can lead to conflicts at home:

bringing home bad marks – coming home late – listening to loud music – playing computer games all day – using the bathroom for hours

ways to relax:

listening to loud music – playing computer games all day – riding your bike – running – skating – stroking your pet – talking to friends on the phone – writing a diary – writing poems

1b 

Beispiele:

Waiting for the phone to ring is a sure sign of love.
Talking to friends on the phone is the best way to relax.

Swimming is my favourite sport.

Using the bathroom for hours creates conflicts at home.

2 First love can be hard

Identisch mit WB A Unit 13/1.



- 1 Seeing her makes him feel happy.
- 2 Looking at her makes his hands shake.
- 3 Saying her name makes him feel funny.
- 4 Talking to her is very difficult for him.
- 5 Thinking of her stops his brain from working properly.
- 6 Seeing him makes her feel funny.
- 7 Looking at him makes her mouth go dry.
- 8 Saying his name makes her voice go wobbly.
- 9 Talking to him makes her blush.
- 10 Thinking of him makes her heart beat faster.

3 Body language

Ähnlich WB A Unit 13/3.

3a

1 Read the whole text. – 2 Hier kreuzen die Schüler/innen abhängig von ihrer Einschätzung *yes/no* an – 3 the Internet – 4 teenagers – 5 body language

3b

- 1 Body language is – the way you communicate with your body.
- 2 We communicate most – by body language.
- 3 If someone looks you in the eye while you're talking, that means – they like you.
- 4 If we look at a person we're attracted to, – our pupils get wider.
- 5 "Who fancies who?" means – Who likes who?

4 That wasn't exactly what I wanted to say ...

Ähnlich WB A Unit 13/4.

4a Da: I'd like a hamburger and a small coke, please.

As: That's two eighty, please. Thanks, enjoy your meal.

D: Thanks.

N: Oh ...

D: Oh, sorry.

N: Watch where you're going.

Da: Chill out, won't you. It was an accident.

No: Oh no, there's cola on my T-shirt!

Boy: What are you doing, Daniel? Come on.

Da: I'm coming.



1 In a burger bar. – 2a – 3c

4b

A

Daniel: "Oh no, oh sorry."

Nora: "That's OK."

B

Daniel: "Hi, I'm Daniel and what's your name?"

Nora: "Hi Daniel, my name's Nora."

C

Daniel: "Would you like to share a table with me?"

Nora: "Yes, sure."

D

Nora: "Do you like basketball?"

Daniel: "Yes, I love it."

Nora: "Would you like to go to a/the game with me tomorrow afternoon?"

Challenge



Beispiel:

Daniel: "That sounds great. What time does it start?"

Nora: "It's at 5 o'clock at the Giants' Stadium. We could meet at the bus stop at half past four."

Daniel: "Perfect. So, I'll be there at half past four. But just in case – could you give me your phone number?"

Nora: "Yes, sure, if you give me yours too ... "

5 The Morning Star Cocktail

Ähnlich WB A Unit 13/6.

5a

1B – 2D – 3A – 4E

5b Mo: OK, listen. It's very easy. Just pour the pineapple juice into the blender.

Ti: Hmm ... OK.

WB41 Mo: Then add a tablespoon of sugar and three tablespoons of honey.

Ti: One tablespoon of sugar ... and three tablespoons of honey.

Mo: Now you have to blend it.

Ti: How do I turn it on? Like this? No, that's not right.

Mo: No, here. Let me show you.

Ti: Done. Ready?

Mo: ... OK, pour the drink into a glass and add a cherry. That's it.

Ti: Hmmm. This is OK, isn't it?

Mo: It should be ... it looks a bit thick, though
 ...
 Ti: What about the pineapple pieces? What are they for?
 Mo: Oh no ... I must have mixed up the recipes
 ...
 Ti: Oh no, and that's Megan. Help!



- 1 He adds too much honey (three tablespoons instead of only one).
- 2 He adds a cherry.
- 3 He forgets to add the pineapple pieces.

6 Pronunciation puzzle

Identisch mit WB A Unit 13/2.



Very carefully.

7 The most common English word

Identisch mit WB A Unit 13/7.



- 1 Ø Love is in the air. Nora has just met **the** love of her life. Or has she?
- 2 Tim made a cocktail for Megan, but **the** cocktail wasn't very good. What's more, Megan doesn't like Ø pineapples very much.
- 3 Ø Life is difficult sometimes. But **the** life of a teenager in love is very difficult.
- 4 All's fair in Ø love and Ø war.



- 1 Usually, Ø women live longer than Ø men.
- 2 Ø Kilimanjaro is the name of **the** highest mountain in Africa.
- 3 Everyone knows that Ø plants need Ø water.
- 4 Berlin is **the** capital of Ø Germany.
- 5 Tokyo is **the** biggest city in **the** world.
- 6 In Austria you have to go to Ø school for nine years.
- 7 I read that Ø Mozart learnt to play **the** piano at the age of four.

8 Pronunciation corner

Identisch mit WB A Unit 13/8.



[ðɪ]
 icon – instructions – attack – idea – audio
 [ðə]
 button – dream – wind – DVD-player – TV – story – song – room – belly

Unit 13, Tasks plus, Workbook Excel S. 107

1 Mum's friends are coming over – oh no!



b



- 1 You don't talk enough and your parent's friends feel you're being impolite.
 You say the wrong things and your parents are embarrassed.
 The adults ask lots and lots of questions that you can't answer or don't want to answer.
- 2 Ask them questions about themselves.
- 3 They like talking about the time when they were young and about their jobs.
- 4 You can talk about school or about what a teacher did.
- 5 Die Schüler/innen beantworten diese Frage individuell. Beispiel: The strategy might work with some of my parents' friends because they really like talking about themselves. It might not work with others because they are really interested in what I am doing. So they will keep asking me, whether I like it or not.

2 Brainteaser

Lösung: Pour glass two into glass five.

Unit 13, Making progress, Workbook Excel S. 108

1 Sarah-Jane and Ashley

Identisch mit WB A Unit 13/MP1.

Ve: Hi Sarah-Jane it's me, Verity. How are you?
 WB42 Sa: I'm fine ... great ... actually absolutely fantastic.
 Ve What's happened?
 Sa: I've got a date with Ashley.
 Ve: Ashley? Gorgeous Ashley in Year 10? How come?
 Sa: I bumped into him at Mc Frys ...
 Ve: Mc Frys? You always say you don't like the unhealthy food at Mc Frys.
 Sa: Well, I don't, not really. But anyway – we literally bumped into each other and he asked me to share a table with him. We started to talk and we found out that we're both big football fans, so I asked him if he wanted to go to the match with me.

Guess what, he said 'yes'. We're going to meet in half an hour.

Ve: I can't believe he said 'yes'.

Sa: Neither could I. This is my first real date. I'm so nervous. What shall I wear?

Ve: I don't know. How about your new skirt? – The blue one.

Sa: No, it's in the wash.

Ve: Then how about that dress you wore at the party last month?

Sa: But it's a bit strange to go to a football match in a dress, isn't it?

Ve: You're right. Maybe you should just wear normal clothes, like jeans and a nice T-shirt.

Sa: That's a good idea. I have to go Verity, I have to get dressed. Keep your fingers crossed for me.

Ve: Sure. Good luck. Call me afterwards.

Sa: Of course! Bye.



1 Sarah-Jane and Ashley – 2 at Mc Frys – 3 to a football match – 4 they like football – 5 none – 6 jeans and a T-shirt

2

First dates

Ähnlich WB A Unit 13/MP2.



1 teenagers – 2 first dates – 3 the cinema – 4 Listen to what he or she is telling you. Ask questions. – 5 Talk about personal things. – 6 It depends on how you (and your date) feel about it.

Two books and a play

Schwerpunkt:

Hören/Sprechen: eine Episode über Gruppenzwang hören, mehr über ein Theaterstück von Jugendlichen erfahren

Lesen/Schreiben: Buchkritiken lesen, einen Artikel und einen Blog über Jugendsprache lesen, eine kurze Geschichte schreiben

Wortschatz: Jugendbücher, Theaterworkshop, Jugendsprache

Grammatik: Passiv (*present* und *past tense*), Verben mit zwei Objekten

Aussprache: die Laute [ð] und [θ] erkennen; einen Satz betonen, mit dem Ziel jemanden zu überzeugen

Zusatzmaterialien:

Für Übung 14/WU3 *Getting-ready grammar* (TB S. 111): Karten mit den einzelnen Wörtern finden Sie unter www.yourturn.at/teacher.


Für Übung 14B/2a *Language puzzle* (TB S. 114): Karten mit den einzelnen Satzgliedern finden Sie unter www.yourturn.at/teacher.

Für Übung 14C/1 *Text attack* (TB S. 116):

Eine Lückentextübung (Vokabeln) finden Sie unter www.yourturn.at/teacher.

Unit 14, warm-up, Textbook S. 111**1** Word warm-up

1a Lassen Sie Ihre Schüler/innen die Wörter anhören und den Fotos im TB S. 111 zuordnen. (Motive der Fotos: siehe Aufgabe 1b).

 author – chapter – character – diary – title – fiction – play – playwright – rehearsal – to rehearse – (book) review

1b Lassen Sie leistungsstärkere Gruppen verschiedene Begriffe auf Englisch definieren. Wenn Sie diese Übung als Hausübung aufgeben, können auch leistungsschwächere Schüler/innen mit Hilfe eines einsprachigen Wörterbuchs oder des Internets passende Definitionen finden.

Mit dem *Warm-up dictionary* im TB (S. 150 ff.) sollen die Schüler/innen an die Verwendung eines Wörterbuchs herangeführt werden. Diese Seiten sind Auszüge aus dem *Power Dictionary Englisch* (Langenscheidt). Die Schüler/innen wenden Nachschlagetechniken an und erlernen so den Umgang mit einem Wörterbuch. Ziehen Sie zur Erklärung der Begriffe auch die Abbildungen im TB S. 111 oben heran.

Reihenfolge von oben links beginnend gegen den Uhrzeigersinn: *diary, rehearsal/to rehearse/play, playwright/author, fiction (books)*.

1c 

Drama: author, character, title, play, playwright, rehearsal, to rehearse


Books: author, character, chapter, diary, title, fiction (books), (book) review

1d Lassen Sie Ihre Schüler/innen abwechselnd die Wörter aus Aufgabe 1a vorstellen. Wer ein Wort erraten hat, darf das nächste Wort vorspielen/zeichnerisch darstellen/erklären.

2 Pronunciation corner

2a Stoppen Sie bei jedem Wort die CD nach dem ersten Vorsagen des Wortes und lassen Sie die Schüler/innen die Zahl (1 oder 2) für den gehörten Laut im TB eintragen. Das zweite Vorsagen des Wortes auf der CD dient jeweils der Überprüfung.



 1 thing, thing = sound 1 – 2 thick, thick = sound 1 – 3 the, the = sound 2 – 4 three, three = sound 1 – 5 other, other = sound 2 – 6 teeth, teeth = sound 1 – 7 mother, mother = sound 2 – 8 with, with = sound 2

2b Achten Sie bei dieser Übung darauf, dass auf keinen Fall ein [s] gesprochen wird.

3 Getting-ready grammar

3a In Teil 3a der Aufgabe arbeiten die Schüler/innen zunächst alleine.



Alexander Graham Bell invented the telephone.
Leonardo da Vinci painted the Mona Lisa.
Charles Lindberg made the first solo transatlantic flight.

John Pemberton invented Coca Cola.
Mozart composed the Magic Flute.

3b In diesem zweiten Teil der Aufgabe stellen die Schüler/innen einander in Vierergruppen Fragen und überprüfen ihre Lösungen zu 3a.



Beispiele: Who invented the telephone? Who wrote Romeo and Juliet? Who made the first transatlantic flight?

Unit 14A, Planet Teen, Textbook S. 112–113

1 What do you want to read?



1 True. – 2 False. He wrote 'Don't Sweat ...'. –
3 False. Alex, Jen, Roy and Jo wrote their opinions
about the books. – 4 True. – 5 True.

2 Read in more detail



- 1 school, family and friends, romance and other teenage experiences
- 2 how to deal with peer pressure, with parents who don't listen, with exam stress; how to stay out of trouble
- 3 Because there's nothing wimpy about Greg. Because the book is very funny. Because Greg's life is like the life of most teenagers.
- 4 Because this book can help you a lot with your problems. Because it is never boring. Because it has helpful advice, really practical tips for every stressful situation.

3 Wordfind



1 peer pressure – 2 hilarious – 3 wimpy – 4 chore –
5 stressful situation/s – 6 tip/s

4 Language puzzle



- 1 Greg's diary was first published online by Funbrain.com.
- 2 It was read online by 100,000 kids every day.
- 3 The diaries are published in book form by Amulet Books.
- 4 Real-life stories are told by teenagers around the world.

4b Machen Sie Ihre Schüler/innen auf das Grammatikkästchen im TB S. 113 aufmerksam.



- 2 read – was read
- 3 publish – are published
- 4 tell – are told

SECRETS: When were T-shirts first made?

Information gap exercise. Die Schüler/innen müssen hier Informationen austauschen. Sie können die Aufgabe nur gemeinsam lösen.

Partner A: Unit 14 on page 138

Partner B: Unit 14 on page 143

a Beide Partner unterstreichen in ihren Texten die Passivformen.



Im Text von Partner A und Partner B müssen folgende Passivformen unterstrichen werden (sie sind in beiden Texten identisch):

- the word 'teenager': was used, was invented, was invented
- the first chewing gum: was invented, was called
- cool clothes: jeans and T-shirts: was made, were sold, were worn, were made, were worn, were worn
- the potato: were ... to be grown, were grown, were brought, were made
- early video games: was invented, was called, was played, was written, was called

b Partner B beantwortet in diesem Schritt die Fragen von Partner A. Partner A füllt die Lücken in seinem Text mit Hilfe der Antworten von Partner B aus.



- Who was the word 'teenager' invented by? – It was invented by Popular Science magazine.
- What was the first chewing gum people could buy from a machine called? – It was called 'tutti frutti'.
- When were T-shirts first made? – They were first made in the 19th century.
- Who were they first worn as a T-shirt by? – They were first worn as a T-shirt by American soldiers in World War I.
- Who were crisps first made by? – They were first made by chef George Crum.
- What was Ralph Baer's first video game called? – It was called 'Chase'.

c Partner A beantwortet in diesem Schritt die Fragen von Partner B. Partner B füllt die Lücken in seinem Text mit Hilfe der Antworten von Partner A aus.

- When was the word 'teenager' first used? – It was first used in 1941.
- Who was the first commercial chewing gum invented by? – It was invented by John B. Curtis.

- Who was the first pair of jeans made by? – It was made by Jacob Davies.
- Who were they worn by? – They were worn by cowboys and miners.
- When were potatoes first brought to Europe? – They were first brought to Europe in the 16th century.
- What was the ever first video game called? – It was called 'Tennis for Two'.

Nach Übung c sollte jeder der beiden Partner seinen Text vervollständigt haben (die einzusetzenden Wörter sind die unterstrichenen Wörter in den Antworten von Partner B bzw. Partner A oben). In der vorhergehenden Frage- und Antwortphase ist strikt darauf zu achten, dass auch wirklich auf Englisch Fragen gestellt und Antworten gegeben werden.

d Dieser letzte Schritt kann durchaus auch gemeinsam in der ganzen Gruppe behandelt werden.

Your turn


Diese Aufgabe wird in Partnerarbeit gemacht. Als Grundlage dienen die Texte auf S. 112 im TB. Weisen Sie darauf hin, dass es sinnvoll ist, diese Texte noch einmal zu lesen und authentische Phrasen für die eigenen Aussagen zu übernehmen. Falls es Schüler/innen gibt, die keines der beiden Bücher, die auf S. 112 beschrieben werden, kaufen würden, können sie auch anhand der Fragen über ein anderes Buch ihrer Wahl sprechen.

Unit 14B, A rehearsal, Textbook S. 114–115

1 Peer pressure

1a Zuerst sollen sich die Schüler/innen anhand der Bilder dazu äußern, was Harry und Zoe gerade machen. Die Lösung finden Sie unter 1b (Hörtext) bzw. 1c (Wörter für die Lücken in den Sprechblasen).

1b Beim ersten Hören der CD überprüfen die Schüler/innen ihre Vermutungen zu Aufgabe 1a.

-  H: Hey, is that what I think it is?
 2/31 Z: Maybe. It's something really nice. Want some?
 H: No, thanks. Where did you get it anyway? Shops don't **sell** that stuff to **young people**.
 Z: Oh, somebody **bought** it **for me**. You know, an older guy. Go on, try it. It'll make you feel nice.
 H: Hmm. Does it taste nice?

- Z: Yes, it tastes great! Here, have some. You know you want to.
 H: Well, maybe just a sip ... No, actually, I'd better not.
 Z: Oh, don't be such a wimp!
 H: Erm, I'm not a wimp, Sarah! Erm, I'm not a wimp Sarah, something, something ... – What comes after that? Can you **read out my line** to me?
 Z: Oh, Harry! You still don't know your lines! And the play's tomorrow!
 H: Yes, I know. Help me out here, just read out the line to me. What does Danny say?
 Z: Danny says: "I'm not a wimp. I just don't want to drink that stuff, OK?" And put some feeling into it. Say it like you really mean it.
 H: I'll tell you what. Let's take a break. I'll make **us** some lemonade. And then we can start again from the beginning. How's that Sarah? I mean, Zoe.
 Z: Oh, all right. But please bring **me** a **sandwich** as well. We've been here for hours – and we haven't even had lunch!
 H: Thanks, Zoe. When I'm famous I'll sign my photograph for you.
 Sandwich and lemonade coming right up!

1c Beim zweiten Hören der CD ergänzen die Schüler/innen die fehlenden Wörter in den Sprechblasen.



Harry: Where did you get it? Shops don't **sell** that stuff to **young people**.

Zoe: Somebody **bought** it **for me**.

Harry: What comes after that? Can you **read out my line** to me?

Harry: I'll make us some lemonade.

Zoe: Oh, all right. But please bring **me** a **sandwich** as well.

The names of the characters Harry and Zoe play are Danny and Sarah.

2 Language puzzle

2a Weisen Sie Ihre Schüler/innen auf das Grammatikkästchen im TB S. 114 hin.



In the play:

- 1 Somebody offers some alcohol to Danny.
- 2 An older person buys some alcohol for Sarah.
- 3 Sarah gives a bottle to Danny.

At the rehearsal:

- 4 Harry makes some lemonade for Zoe.
- 5 Harry brings a sandwich to Zoe.
- 6 Zoe reads the lines to Harry.

2b In Partnerarbeit sollen sich die Schüler/innen gemeinsam für drei Verben entscheiden und drei Sätze schreiben. Leistungsstärkere Paare können auch mehr Verben auswählen bzw. mehr Sätze schreiben.



Beispiele:

I gave a book to him for his birthday. OR: I gave him a book for his birthday.

I sang a song for my sister for her birthday. OR: I sang my sister a song for her birthday.

My mother bought a new T-shirt for me for our summer holiday. OR: My mother bought me a new T-shirt for our summer holiday.

Jason offered a drink to me. OR: Jason offered me a drink.

2c Legen Sie für diese Übung entsprechende Karten bzw. Zettel für die einzelnen Teile der Sätze bereit. Auf die Rückseite jeweils einer der Karten/der Zettel lassen Sie den kompletten Satz mit der richtigen Wortstellung schreiben. Jeder Satz sollte mit einer anderen Farbe geschrieben werden, damit man die Sätze leichter auseinander halten kann.

2d Mit Hilfe der richtigen Lösungen auf der Rückseite (vgl. 2c) kann das jeweils andere Paar sehr leicht die richtige Wortstellung überprüfen.

3 A play

3a Lassen Sie jeweils auch Begründungen anführen, warum die eine oder andere Meinung vertreten wird. Es ist hier vor allem wichtig, dass auf Englisch kommuniziert wird. Korrekturen sollten nur falls unbedingt erforderlich vorgenommen werden. Sie können aber Ihren Schülerinnen/Schülern anbieten, dass Sie jederzeit helfen, wenn sie etwas gar nicht ausdrücken können.

Hinweis: Im folgenden Hörtext spielt H(arry) die Rolle des Danny und Z(oe) spielt Sarah.

- 2/32 H: Hi guys! What's up? Hey. What have you got there? Is that what I think it is?
Z: Maybe. It's something really nice. Want some?
H: No, thanks. Where did you get it anyway? Shops don't sell that stuff to young people.

Z: Somebody bought it for me. You know, an older guy. Go on, try it. It'll make you feel nice.

H: Hmm. Does it taste nice?

Z: Yes, it tastes great! Here, have some. You know you want to.

H: Well, maybe just a sip ... No, actually, I'd better not.

Z: Oh, don't be such a wimp!

J: Yeah, don't be a wimp man.

H: I'm not a wimp, Sarah. I just don't want to drink that stuff, OK?

J: Why? What are you scared of?

H: I'm not scared of anything. It's just that ...

Z: Oh Danny, Danny. I thought you wanted to be friends with us. But you obviously don't.

J: Yeah, if you want to be part of the group, you have to do what we do. Go on, man, prove you want to be our friend and have a drink.

3b Mit leistungsschwächeren Gruppen sollten Sie diese Übung statt in Partnerarbeit gemeinsam machen. Sammeln Sie dazu zunächst Ideen an der Tafel. Dann schreiben Sie die Szene gemeinsam mit Hilfe der gesammelten Stichwörter.

3c Die Schüler/innen vergleichen hier ihre Version der Szene aus Aufgabe 3b mit der Szene auf der CD.

Hinweis: Im folgenden Hörtext spielt H(arry) die Rolle des Danny und Z(oe) spielt Sarah.

- 2/33 Z: Oh, leave him alone, guys. Danny's not like us. He's a good boy.
H: Well look, if you want to drink, that's your problem. I'm not going to, and that's that. So, I'll leave you to it.
J: Where are you going?
H: I've got this new game I want to try. You know, 'Ark Raiders'?
Z: You got that? Cool, I'll come with you.
H: You mean, we can be friends, even if we don't do the same things?
Z: Sorry, you're right. Anyway, this isn't much fun. I'll get my coat.

4 Pronunciation corner

4a 1

- 2/34 Sentence 1: Don't be such a wimp!
Sentence 2: Don't be such a **wimp**!

- 2
Sentence 1: I'm not a **wimp**.
Sentence 2: I'm not a wimp.

3

Sentence 1: I'm not scared of anything.
Sentence 2: I'm not scared of **anything**.



1 sentence 2 – 2 sentence 1 – 3 sentence 2

4b 1 Don't be such a **wimp**!

2 I'm not a **wimp**.

3 I'm not scared of **anything**.

2/35

4c Lassen Sie Ihre Schüler/innen hier durchaus übertreiben. Je übertriebener gesprochen wird, desto besser merken sich die Schüler/innen diese Betonungsmuster.

Unit 14C, Teenspeak, Textbook S. 116–117

1 Text attack

Weisen Sie Ihre Schüler/innen auf den Tipp im TB S. 116 oben hin, der helfen soll, Texte leichter zu verstehen.



1 The article is about the way teenagers speak.
2 The article gives information and advice.

2 Read in more detail

2a

- 1 What is *teenspeak*? (line 3) – Teenspeak is language used only by teenagers.
- 2 Why do teens use *teen slang*? (line 6) – Because older people can't understand it.
- 3 Who wrote a *dictionary* of teen slang? (line 9) – Tony Thorne.
- 4 What can *web guides* help parents do? (line 34) – Web guides can help parents to understand their teenage sons and daughters./... to understand teenspeak.
- 5 When was the word *cool* first used? (line 20) – In the 1930s.

2b Hier bietet es sich an, Lesestrategien zu besprechen: Wer findet welche Informationen wie schnell im Text? Welche Techniken wenden die Schüler/innen dabei an?

Weisen Sie Ihre Schüler/innen zum Schluss auf die *Did you know?*-Box zu *teenspeak* im TB S. 116 unten hin.

3 Akiko's blog

3a

- 1 Akiko had a barbie (barbecue) at her place.
- 2 Her parents wanted to talk like teenagers. Her mum started talking about her teenage years in Japan.
- 3 Akiko thinks her mum looked really cool.

3b Lassen Sie hier auch Begründungen für die Meinungen der Schüler/innen anführen und thematisieren Sie generell, warum sich Teenager häufig für ihre Eltern genieren. Sprechen Sie dabei auch darüber, welche Ratschläge man Eltern geben könnte, damit sie vor den Teenager-Freunden ihrer Kinder ‚bestehen‘ können.

Beispiele:

They should not talk like teenagers.

They should not try to be funny.

They should leave teenagers alone.

4 Write a paragraph

4a

Die richtige Reihenfolge der Sätze ist: 2 – 4 – 1 – 3 – 5 – 6

4b Nach dem Vergleich in Partnerarbeit sollte klar gemacht werden, dass sich die Reihenfolge der Sätze aus der inhaltlich logischen Abfolge ergibt. Weisen Sie auch auf den Fixit-Tipp im TB S. 117 hin.



topic sentence (generelle Aussage über die Mutter) (2)

Beispiel:

Vorgeschichte (4) – Vorfall im Detail (1, 3) – Reaktion des Jugendlichen (5) – Reaktion der Freunde (6)

Unit 14D, Tasks plus, Textbook S. 118

1 A play

1a Lassen Sie die Schüler/innen die kurzen Beschreibungen der Personen und der Situationen des Stücks zunächst alleine lesen und sich Gedanken zu den beiden gestellten Fragen machen. Anschließend kann ein Austausch in der Gruppe stattfinden. Speziell auf die zweite Frage gibt es verschiedene Antworten. Diese können den Schülerinnen und Schülern helfen, sich bei Aufgabe 1b für eine Person zu entscheiden.



The play is about teenagers at school. One of them, Ben, would like to do something unusual and play truant.

1b Für die Partnerarbeit gehen immer zwei Schüler/innen zusammen, die sich für die gleiche Person entschieden haben. Am einfachsten ist es, die Situation im Theaterstück kurz zu simulieren, um passende Aussagen für die Person formulieren zu können. Als zusätzliche Hilfe kann ggf. das Stück im Abschnitt 14B noch einmal vorgespielt werden.

2 Be a playwright

2a Die Schüler/innen finden sich in Dreiergruppen zusammen und schreiben mit Hilfe ihrer Notizen aus 1b ihr *mini-play*. Das Stück wird dann interessant, wenn die Personen nicht nur sagen, was sie tun möchten, sondern auch Begründungen anführen, weshalb sie bestimmte Dinge tun/nicht tun möchten.

2b Lassen Sie die verschiedenen Versionen des Stücks in der Klasse diskutieren, indem Sie die Fragen in der Aufgabe einzeln stellen und beantworten lassen. Anschließend kann in den Gruppen evtl. noch einmal am Ende des eigenen *mini-plays* gearbeitet werden.

3 Rehearse the play

Besonders wichtig ist hier die richtige Intonation, um überzeugend zu klingen, wie es in der Aufgabe *Pronunciation corner* auf S. 115 geübt wurde. Sie können den entsprechenden Hörtext (Tracks 34/35) ggf. noch einmal vorspielen, um diese Problematik erneut bewusst zu machen.

4 Act it out!

Nach dem Vorspielen diskutieren Sie gemeinsam mit der Gruppe die verschiedenen Umsetzungen des *mini-plays*. Dabei ist darauf zu achten, dass vor allem beschrieben und nicht gleich beurteilt wird. Evaluationen sind in dieser kreativen Phase zu vermeiden.

Bei technisch gut ausgerüsteten Klassen können Sie ein Video machen lassen, das dann auch zur Analyse herangezogen werden kann.

Unit 14, warm-up, Workbook Achieve S. 111

1 Definitions



1 author, 2 playwright, 3 fiction, 4 title, 5 characters, 6 book review, 7 diary, 8 rehearse, 9 rehearsal

2 What is it?

Ähnlich WB E Unit 14/1.



1d, 2e, 3g, 4a, 5f, 6c, 7h, 8b

3 Active or passive?



- 2 Greg Hefley wrote a diary. – active
- 3 Greg's diary was published on the Internet. – passive
- 4 *The Diary of the Wimpy Kid* is the best book I've read this year. – active
- 5 In *Don't Sweat the Small Stuff for Teens* real-life stories are told by teenagers. – passive
- 6 The book was written by Richard Carlson. – passive
- 7 Many tips are given in Richard Carlson's book. – passive
- 8 Most tips are helpful. – active

Unit 14, Exercises, Workbook Achieve S. 112–116

Hinweise zur Differenzierung in den Workbooks:

Übung 2 WB A/Übung 3 WB E: Diese Übung können Sie mit Ihrer Gruppe nach Übung 4 auf S. 113 im TB machen. Während die Schüler/innen im WB A die vorgegebene Passivform der Verben in die Lücken einsetzen, bilden die Schüler/innen im WB E die Passivform aus den beiden Komponenten selbst.

Übung 10 WB A/Übung 11 WB E: Hier haken die Schüler/innen im WB A *multiple choice*-Fragen ab. Die Schüler/innen im WB E schreiben hingegen selbst formulierte Antworten auf die Fragen. Auch in Übungsteil b) erhalten die Schüler/innen im WB A durch vorgegebene Wörter mehr Unterstützung als die Schüler/innen im WB E.

1 Did you know?

Ähnlich WB E Unit 14/2.



- 2 Glasses were invented in 1284 by Salvino D'Armata.
- 3 The biggest sandwich ever was made in 2005 by *Wild Woody's Chill and Grill*.
- 4 The tallest pyramid in the world was built around 2560 BC by the Pharaoh Khufu.

2 Magazines

Ähnlich WB E Unit 14/3.



Tim: Wow, look at this! A baby panda **was born** in Schönbrunn – that's a zoo in Austria.
 Molly: New animals **are born** in zoos all the time.
 Tim: Yes, but there are only three European zoos where **giant pandas are kept** and there hasn't been a baby panda for 25 years.
 Molly: I see. Talking about animals, did you know that lots of glass animals **are made** in Venice? Aren't they nice? I'm reading this really interesting article about Venice. It **was written by** Mike Cardwell. He says that Venice **is called** the 'City of water' because it **was built** on water. ...

3 Tami loves to read

Ähnlich WB E Unit 14/4.



St: What are you reading?
 WB43 Ta: It's the new book by Terry Pratchett. It's called *The Last Continent*.
 St: Doesn't sound very exciting. Is it a travel book?
 Ta: No, it's a fantasy story. It's quite weird, really, but it's funny. It's about a wizard who ends up on a strange continent with talking animals and a group of other wizards want to get him back. The story is not very exciting, but the way it's written is really funny.
 St: I don't think that's a book for me ...
 Ta: What kind of books do you read?
 St: I'm not much of a bookworm, really. That is, I don't like reading stories. I got a great book for my last birthday. The author tries to answer questions that people ask in the science museum, like "Will we be able to travel back in time?" And the author tries to give answers that everybody can understand. That's the kind of book I love.
 Ta: That sounds interesting. Who is it written by?

St: Glenn Murphy. You can borrow it if you want to.
 Ta: Yeah, that would be great. I can never get enough books.
 St: What do you like to read best?
 Ta: I can't say, really. I read almost everything. I don't like horror stories, though. But apart from that, no book is safe from me.



- 1 The Last Continent
- 2 a fantasy story
- 3 It's about wizards. There are talking animals.
- 4 He likes science books, like the book he got for his birthday.
- 5 almost everything
- 6 a person who reads a lot

4 Talking about books



Molly isn't going to buy *Don't Sweat the Small Stuff for Teens* for Tim because **he doesn't really have lots of problems with his parents or his friends**.
 Molly's going to buy *The Diary of a Wimpy Kid* for Tim because **he loves funny stories**.



Beispiel: I'm going to buy a **biography** because I **like to read about famous people**. I'm not going to buy a **science book** because I **like funny stories**.



The book blog 1:
 I really don't know what book to buy. I don't read a lot – reading is boring. At the moment I've got lots of problems with my classmates. Maybe I can find a book to help me with those problems. I think I'll buy *Don't Sweat the Small Stuff for Teens*. That's a useful book.

The book blog 2:
 I know lots and lots of books that I want to buy. I love reading. At the moment fantasy books are my favourites. I've already read *Harry Potter* and *Eragon*. I've heard that Patrick Rothfuss is really good – he has written a new book called *The Name of the Wind*. I think I'll buy it – it's the first book of a trilogy, so if I like it, I can read the other two books as well.

5 The pronunciation joke

Identisch mit WB E Unit 14/7.



Mike: Because I can't speak French.

6 Stephen's grandma

Identisch mit WB E Unit 14/6.

6a Die Schüler/innen können hier auf ganz verschiedene Sätze kommen. Leistungsstärkere Schüler/innen können Sie dazu ermutigen, die einzelnen Sätze logisch miteinander zu verknüpfen.



Beispiele:

Stephen's grandma bought a fantasy book for Stephen.

Stephen's grandma sent the book to Stephen.

Stephen's grandma wrote a nice letter to Stephen.

Stephen gave the book to Tim.

Tim gave the book to Tami.

Tami read the letter to Stephen.

6b Lassen Sie die Schüler/innen ihre Lösung zu 6a anhand des Hörtextes (Track 44) überprüfen.



M: Now find out what really happened:

WB44 W: **Stephen's grandma bought Stephen a fantasy book. She wrote him a nice letter and put it in the book. Then she sent the book to Stephen.** Stephen didn't like the book. **He gave the book to Tim for his birthday.** Tim didn't read the book. The next month **he gave it to Tami** for her birthday. Tami opened the book and saw the letter. It said: "Dear Stephen, thank you for your nice card. I hope you like the book. Love, Granny" There was £20 in the letter too. Tami used the money to go to the cinema with Stephen and Tim.

M: Were you right? How many sentences did you get right?

7 Tami's play

Identisch mit WB E Unit 14/8.



(2) for – (3) to – (4) to – (5) to – (6) for – (7) to – (8) for

8 Nora's problems

Ähnlich WB E Unit 14/9.



1 My mother is so embarrassing!
 2 Yesterday we went to the public pool. We sat down in the sun. My mother lay down
 3 on her towel to read her book and I went for a swim. When I came back to our place my mum
 4 was talking to one of my teachers! In her swimsuit! I don't know what they were talking about but they were laughing. I just wanted to die.

1 My uncle's impossible!
 2 When he comes to visit he always asks silly questions like "What do you want to do after school?" or "What
 3 are you doing in geography at the moment?" The only possible answer is "I don't know."
 But then my
 4 parents tell me that I should be more polite. What am I supposed to say? I can't remember what we are doing in
 5 geography and I've got no idea what I'm going to do after school!

9 I don't know what to do

Ähnlich WB E Unit 14/10.

Bevor die Schüler/innen mit der Aufgabe beginnen, sollten Sie wiederholen, was man unter einem *topic sentence* versteht. Ein *topic sentence* ist meist der erste Satz eines Absatzes, der die Hauptidee oder das Hauptargument des Absatzes wiedergibt. Die Schüler/innen sollten die Texte genau lesen, bevor sie sich für eine Überschrift entscheiden.



green box: What's worse – smoking or being teased?
 orange box: Adults shouldn't try to speak teenspeak.

10 Book review

Ähnlich WB E Unit 14/11.

10a

1a, 2b, 3a, 4a

10b

(1) is called, (2) was written, (3) teenagers,
 (4) parents, (5) questions, (6) best, (7) answer,
 (8) important, (9) sisters, (10) your girlfriend or boyfriend

Challenge



difficult family situations – nosy questions from your parents

Unit 14, Making progress, Workbook Achieve S. 117

1 Say it another way

Ähnlich WB E Unit 14/MP1.

1a

- 2 ... is called 'Lucky Luke' ... school.
- 3 ... were written ... Douglas Adams.
- 4 ... are sold in Venice.
- 5 ... was painted by my grandma.

1b

- 2 Samantha read her little brother the story.
- 3 I gave my brother a piece of cake.
- 4 My mother bought me a pair of jeans.
- 5 We sent Naomi a birthday card.

a Book review

Ähnlich WB E Unit 14/MP2.



- 1 peers, parents, relationships, school life choices, concerns for the future
- 2 seven
- 3 teenagers
- 4 her classmates
- 5 Yes, it did.

Unit 14, Exercises, Workbook Excel S. 110–114

1 What is it?

Ähnlich WB A Unit 14/WU2.



1d, 2h, 3f, 4a, 5b, 6e, 7c, 8g

2 Did you know?

Ähnlich WB A Unit 14/1.



- 2 The book *The Adventures of Tom Sawyer* was written in 1876 by Mark Twain.
- 3 Glasses were invented in 1284 by Salvino D'Armato.

- 4 The biggest sandwich ever was made in 2005 by *Wild Woody's Chill and Grill*.
- 5 The tallest pyramid in the world was built around 2560 BC by the Pharaoh Khufu.

3 Magazines

Ähnlich WB A Unit 14/2.



- Tim: Wow, look at this! A baby panda **was born** in Schönbrunn – that's a zoo in Austria.
- Molly: New animals **are born** in zoos all the time.
- Tim: Yes, but there are only three European zoos where giant pandas **are kept** and there hasn't been a baby panda for 25 years.
- Molly: I see. Talking about animals, did you know that lots of glass animals **were made** in Venice? Aren't they nice? I'm reading this really interesting article about Venice. It **was written** by Mike Cardwell. He says that Venice **is called** the 'City of water' because it **was built** on water. People travel by boat – there aren't any roads for cars.
- Tim: How did they build a city on water?
- Molly: Many trees **were cut** down to make piles. ...

4 Tami loves to read

Ähnlich WB A Unit 14/3.

- St: What are you reading?
- WB43 Ta: It's the new book by Terry Pratchett. It's called *The Last Continent*.
- St: Doesn't sound very exciting. Is it a travel book?
- Ta: No, it's a fantasy story. It's quite weird, really, but it's funny. It's about a wizard who ends up on a strange continent with talking animals and a group of other wizards want to get him back. The story is not very exciting, but the way it's written is really funny.
- St: I don't think that's a book for me ...
- Ta: What kind of books do you read?
- St: I'm not much of a bookworm, really. That is, I don't like reading stories. I got a great book for my last birthday. The author tries to answer questions that people ask in the science museum, like "Will we be able to travel back in time?" And the author tries to give answers that everybody can understand. That's the kind of book I love.
- Ta: That sounds interesting. Who is it written by?
- St: Glenn Murphy. You can borrow it if you want to.

Ta: Yeah, that would be great. I can never get enough books.

Ste: What do you like to read best?

Ta: I can't say, really. I read almost everything. I don't like horror stories, though. But apart from that, no book is safe from me.



- 1 The Last Continent
- 2 a fantasy story
- 3 It's about wizards. There are talking animals. It's written in a funny way.
- 4 He likes science books, like the book he got for his birthday.
- 5 almost everything
- 6 Tami

5 A book token



Beispiel: I really don't know what book to buy. I won't buy a **fantasy book** because I **don't like fantasy stories**. Maybe I'll buy a **biography** because I **like to read about famous people**.

6 Stephen's grandma

Identisch mit WB A Unit 14/6.

6a Die Schüler/innen können hier auf ganz verschiedene Sätze kommen. Leistungsstärkere Schüler/innen können Sie dazu ermutigen, die einzelnen Sätze logisch miteinander zu verknüpfen.



Beispiele:

Stephen's grandma bought a fantasy book for Stephen.

Stephen's grandma sent the book to Stephen.

Stephen's grandma wrote a nice letter to Stephen.

Stephen gave the book to Tim.

Tim gave the book to Tami.

Tami read the letter to Stephen.

6b Lassen Sie die Schüler/innen ihre Lösung zu 6a anhand des Hörtextes (Track 44) überprüfen.



M: Now find out what really happened:
 WB44 W: **Stephen's grandma bought Stephen a fantasy book. She wrote him a nice letter and put it in the book. Then she sent the book to Stephen.** Stephen didn't like the book. **He gave the book to Tim for his birthday.** Tim didn't read the book. The next month **he gave it to Tami** for her birthday. Tami opened the book and saw the letter. It said: "Dear Stephen, thank you

for your nice card. I hope you like the book. Love, Granny" There was £20 in the letter too. Tami used the money to go to the cinema with Stephen and Tim.

M: Were you right? How many sentences did you get right?

7 The pronunciation joke

Identisch mit WB A Unit 14/5.



Mike: Because I can't speak French.

8 Tami's play

Identisch mit WB A Unit 14/7.



(2) for – (3) to – (4) to – (5) to – (6) for – (7) to – (8) for

9 Nora's problems

Ähnlich WB A Unit 14/8.



- 1 My mother is so embarrassing! Yesterday we went to the
- 2 public pool. We sat down in the sun. My mother lay down
- 3 on her towel to read her book and I went for a swim. When I
- 4 came back to our place my mum was talking to my maths
- 5 teacher! In her swimsuit. I don't know what they
- 6 were talking about but they were laughing. I just wanted to die.
- 1 My uncle's impossible! When he comes to visit he always
- 2 asks silly questions like "What do you want to do after school?" or "What
- 3 are you doing in geography at the moment?" The only possible answer
- 4 is "I don't know." But then my parents tell me that I should be more
- 5 polite. What am I supposed to say? I can't remember what we are doing in
- 6 geography and I've got no idea what I'm going to do after school!

10 I don't know what to do

Ähnlich WB A Unit 14/9.



green box: What's worse – smoking or being teased?
 orange box: Adults shouldn't try to speak teenspeak.

Challenge

Beispiel: Reading isn't just fun – some books can help you with your problems.

Or you can learn a lot about other countries and other people.

And you can even learn a lot for school.

11 Book review

Ähnlich WB A Unit 14/10.

11a

- 1 *Is Anyone's Family as Mad as Mine? A Survival Guide for Teenagers*
- 2 Kathryn Lamb
- 3 for teenagers
- 4 Yes, she does (she gave it five stars).
- 5 It gives you the best answers to questions from parents and other family members. It gives you practical tips how to deal with brothers and sisters. It tells you how to make your parents like your new boyfriend or girlfriend.
- 6 They will be happy parents who are nice and who like to say 'yes'.

11b

- (1) is called, (2) was written, (3) teenagers, (4) parents, (5) questions, (6) right, (7) brothers, (8) sisters, (9) boyfriend or girlfriend

11c

- 1 bad answer: Nothing. – good answer: Thinking about global warming.
- 2 The chapter about how to make your parents like your boyfriend or girlfriend.
- 3 Because it is fun to read.

Challenge

Lassen Sie hier zuerst die Gründe für die eine oder andere Meinung aufschreiben. Dann besprechen Sie sie gemeinsam. In besonders leistungsstarken Gruppen können Sie anregen, dass jede/jeder, die/der sich zu Wort meldet, auf die Aussagen der anderen Bezug nehmen soll.

Unit 14, Tasks plus, Workbook Excel S. 115**1** Headlines**1a**

- A: Yesterday a dog was bitten by an angry father.
 B: Yesterday a man was bitten by a dog.
 C: Yesterday a policeman was arrested for stealing newspapers.
 D: Yesterday a newspaper thief was arrested by a policeman.

1b

B – D – C – A

2 Who is it?

- 1 telephone – 2 radio – 3 car – 4 post-it note –
 5 Yesterday – 6 Mona Lisa – 7 Hamlet

Unit 14, Making progress, Workbook Excel S. 116**1** Say it another way

Ähnlich WB A Unit 14/MP1.

1a

- 2 ... is called 'Lucky Luke' ... school.
 3 ... were written ... Douglas Adams.
 4 ... are sold in Venice.
 5 ... was painted by my grandma.

1b

- 2 Samantha read her little brother the story.
 3 I gave my brother a piece of cake.
 4 My mother bought me a pair of jeans.
 5 We sent Naomi a birthday card.

2 Book review

Ähnlich WB A Unit 14/MP2.



- 1 peers, parents, relationships, school life choices, concerns for the future
 2 seven
 3 teenagers
 4 Carol had troubles with her classmates.
 5 Yes, it did.

Schwerpunkt:

Hören/Sprechen: ein Radioprogramm hören, über Pläne für die Zukunft sprechen, über Vorhaben sprechen

Lesen/Schreiben: über Freundeskreise lesen und schreiben

Wortschatz: Verhaltensregeln in Freundeskreisen, Pläne für die Zukunft

Grammatik: *will-future, going-to future, present continuous with future meaning*

Aussprache: Minimalpaare; wütend, glücklich oder unglücklich klingen


Zusatzmaterial:

Für Übung 15C *SECRETS* (TB S. 125, S. 139, S. 144): Einen Monatskalender ohne Eintragungen finden Sie unter www.yourturn.at/teacher.

Unit 15, warm-up, Textbook S. 119

1 Word warm-up

1a Besprechen Sie vorerst die Bedeutung der unbekanntesten Wörter nicht. Das soll erst in der nächsten Übung (1b) geschehen.

 atmosphere – belong to – celebrate –
2/36 fashionable – get on – fans – lark – lonely –
share – similar – storm – to support

1b Lassen Sie leistungsstärkere Gruppen verschiedene Wörter auf Englisch definieren. Wenn Sie diese Übung als Hausübung aufgeben, können auch leistungsschwächere Schüler/innen mit Hilfe eines einsprachigen Wörterbuchs oder des Internets passende Definitionen finden.

Mit dem *Warm-up dictionary* im TB (S. 150 ff.) sollen die Schüler/innen an die Verwendung eines Wörterbuchs herangeführt werden. Diese Seiten sind Auszüge aus dem *Power Dictionary Englisch* (Langenscheidt). Die Schüler/innen wenden Nachschlagetechniken an und erlernen so den Umgang mit einem Wörterbuch.

1c

Reihenfolge von oben links beginnend gegen den Uhrzeigersinn:

Bild 1: atmosphere, to belong to, to celebrate, fans, to share, similar, to support


Bild 2: fans, to share, similar, to support

Bild 3: to belong to, fashionable, to get on, to share, similar

Bild 4: fan/s, lonely

2 Pronunciation corner

2a Listen to the sets of words.

 Set 1: **bag – pick – lock** (2x)

Set 2: **cab – robe – rip** (2x)

2/37 Set 3: **ride – said – heart** (2x)

Now listen to the complete sets.

Set 1: bag – back, pig – pick, log – lock

Set 2: cab – cap, robe – rope, rib – rip

Set 3: ride – write, said – set, hard – heart



Die Wörter, die auf der CD zu hören sind, sind im Hörtext oben fett markiert.

2b Zur leichteren Kontrolle lassen Sie die Schüler/innen die Wörter aufschreiben, bei denen sie denken, dass ihre Partnerin/ihr Partner sie gesagt hat. Weiche und harte Verschlusslaute werden sehr leicht verwechselt.

3 Getting-ready grammar

3a

Monday: It will be sunny and hot.

Tuesday: There will be showers and sunny spells but it will be warm.

Wednesday: It will rain heavily.

Thursday: There will be thunderstorms.

Friday: It will be cloudy.

Saturday: There will be storms.

Sunday: It will snow.

3b Die Schüler/innen arbeiten hier für sich alleine.



Beispiele: There will be showers and sunny spells on Tuesday so I'm going to stay at home and tidy my room. It will rain heavily on Wednesday so I'm going for a swim in an indoor swimming pool.

3c Regen Sie Ihre Schüler/innen an, in der Partnerarbeit Fragen nach dem folgenden Muster zu stellen: *It will snow on Sunday. So what are you going to do?*

Unit 15A, Fitting in, Textbook S. 120–121

1 Text attack

1a Besprechen Sie das Foto im TB S. 120 in der Gruppe. Sammeln Sie die Antworten auf die Frage an der Tafel bzw. im Heft.



Beispielantworten:

- 1 These students seem to be in a school sports ground. They are wearing school uniforms.
- 2 The girl is alone because she is not part of the group in the background.
- 3 She probably feels lonely. It looks like she's not accepted by the group.
- 4 The people in the group feel superior to her. They are talking about her and they are laughing at her.

1b Die Schüler/innen vergleichen ihre Antworten in 1a mit den Informationen im Text. Interessant ist hier vor allem die Unterscheidung zwischen *friendship groups* und *cliques*. Lassen Sie die Unterschiede zwischen diesen beiden Gruppen in der Diskussion herausarbeiten. Eine Gegenüberstellung der beiden Begriffe an der Tafel kann hier sinnvoll sein:

friendship groups: *People in friendship groups have similar interests, share ideas, have fun, like the same things; anybody is welcome, people can move in and out.*

cliques: *People in cliques think they are 'better' than others, they exclude others, they do not talk to everyone, they don't welcome everybody, they have their own rules on how to behave, they want to be popular. Cliques have leaders who decide who is in and who is out, the other members are followers.*

2 Read in more detail



- 1 Because it is nice to feel you belong and fit in. Because it shows that other people accept you. Because it shows that other people like you. You learn to get on with others, you support each other.
- 2 Because the teenagers have similar interests. People can move in and out if their interests change. Anybody is welcome.
- 3 Some groups are different because they do not welcome everybody – because they have their own rules on how to behave.
- 4 Some girls want to be in cliques because they want to be fashionable and popular. They want to be like the leaders of the clique.
- 5 If you are not accepted by a group, try and find other people you can be friends with. Be yourself.



- 1 Fashion queens – Picture C
- 2 Skaters – Picture D
- 3 Computer geeks – Picture A
- 4 Sport jocks – Picture B

Beispiele:

- 1 Because they share the same interests. Because they have the same hobbies.
- 2 They like the same things/have the same interests (e.g. computers, sports, fashion, skateboarding).
- 3 They spend their free time together/have fun together.
- 4 The Skaters look more fun to me because I like skateboarding.

2c Lassen Sie in dieser Partnerarbeit auch Begründungen für die diversen Antworten zu 2b angeben.

3 Wordfind



- 1 to fit in – 2 sport jocks – 3 clique – 4 leader/s – 5 follower/s – 6 to exclude

3b Weisen Sie Ihre Schüler/innen auf den Fixit-Tipp im TB S. 121 hin, bevor sie sich mit ihrer Partnerin/ihrem Partner austauschen.



Beispiel: I guessed it because I thought sport jocks must have something to do with sport.

4 You and your group



Beispiel: Friendship groups are great. ...



lines 6–14, topic sentence: Friendship groups are good.

4c Lassen Sie einzelne Texte in der Gruppe vorlesen.



Beispiel:

Paragraph 1: Friends are important. You always need someone to talk to and to share ideas. And of course, you want to have fun with your friends.

Paragraph 2: Often, people make friends with people with similar interests. They do sports together or they spend their free time playing computer games. My friends and I are in a group that ...

Unit 15B, You'll never walk alone, Textbook S. 122–123

1 Good luck!

1a 

- 1 Matt is in Bristol.
- 2 He sent Akiko a card because he won't be at TLR when Akiko will produce her first programme.

1b Die beiden Sätze in Nr. 6 beziehen sich auf die persönliche Einschätzung der Schüler/innen. Daher können beide Sätze gleich gut geeignet sein.



Beispiel:

- 1 Today Akiko's producing a programme.
- 2 She's never done it before on her own.
- 3 Of course, she is nervous.
- 4 Matt's not there to support Akiko.
- 5 Matt will listen to Akiko's programme later.
- 6 beide Sätze

1c Die Schüler/innen lesen einander in Partnerarbeit ihre Geschichten vor und stellen ggf. Unterschiede fest. Vor allem bzgl. Nr. 6 aus 1b sollten sie ihre Wahl begründen.

2 What will you do?

2a Verwenden Sie genug Zeit für Aufgabe 2a, damit die Schreibaufgabe 2b ausreichend vorbereitet wird. Bei Bedarf können Sie den Satzaufbau noch einmal an der Tafel zeigen.



The words are: as soon as, when, before
After these words we use the present simple. In the main clause we use the future tense.

2b 

Beispiele:

- What will you do when you leave school today?
What will you do when school is out for the summer?
What will you do before you go to bed tonight?

2c Gehen Sie während dieser Partnerarbeitsphase durch die Klasse und korrigieren Sie, falls falsche Zeiten in einem oder beiden Satzteil/en verwendet werden. In leistungsschwächeren Gruppen üben Sie das Muster aus dem Grammatikkästchen im TB S. 122 nochmals gemeinsam als Auftakt für die Übung.

3 Toby and Tom's 3Ms

3a Toby: Hi everyone! I'm Toby.

Tom: And I'm Tom. Welcome to the 3Ms, Magic Music Madness! This week it's the battle of the anthems – all about football anthems.



2/38

Toby: That's right! YOU vote for your club's song. Phone in and answer this question: What are football anthems for?

Tom: And sing us a bit of the song! Phone in now – the lines are open.



1 True. – 2 False. Only this week. – 3 False. They have to answer questions (and sing songs). – 4 True. – 5 True.

3b Beim zweiten Anhören der CD überprüfen die Schüler/innen ihre Antworten zu 3a und beantworten die beiden Fragen aus Aufgabe 3b.



The people have to answer the question what football anthems are good for.
They have to sing the anthem of their club.

4 The battle of the anthems

4a Toby: Hello, caller, can you answer this question? What are football anthems for?



2/39

Boy: Well, when all the fans sing together they feel part of something, **they are all part of a big family.**

Toby: So it's all about belonging! It makes you all part of the same group. What's your team? What's your anthem? Sing us a bit!

Boy: My team is Chelsea, the best team in the world. Our anthem goes like this: 'Blue is the colour, football is the game, we're all together and winning is our aim. So cheer us on through the sun and rain, 'cos Chelsea, Chelsea is our name'.

- Toby: You heard it! Get voting!
 Tom: We have another caller. What's your team and what are anthems for?
 2nd caller: My team is the fantastic Manchester United! Anthems are important because **they tell our team 'We're all here for you'**.
 Tom: And how does your song go?
 2nd caller: 'United Road, take me home, to the place I belong. To Old Trafford, to see United, take me home, United Road.'
 Trish: Who's on line three?
 Girl: Hi. This is Ginny and my team is Liverpool. Our anthem says it all – **'You'll never walk alone!' And they make a great atmosphere at the stadium!** 'Walk on, walk on, with hope in your heart and you'll never walk alone. You'll never walk alone.' Isn't that fantastic? Liverpool!
 Toby: You said it, what do you at home think? Keep phoning! The winner will be announced after the break!



1 – 2 – 5 – 6



Beispiele:

Football anthems ... make the teams feel strong/
 support the players/can help to relax if you are
 worried about a match/make the teams play better/
 make the fans feel good/let the fans have fun

5 And the winner is ...

Lassen Sie Ihre Schüler/innen ihre Meinung auch begründen. Weisen Sie auf die *Did you know?*-Box im TB S. 123 hin, die die Geschichte der Hymne *You'll Never Walk Alone* beschreibt.



2/40

- Tom: Welcome back! We have a winner! And the winner is ... 'You'll Never Walk Alone.' Enjoy it! Bye!
 Ak: The 3Ms was presented by Toby and Tom and produced by Akiko Yamanashi.

When you walk through a storm
 Hold your head up high
 And don't be afraid of the dark
 At the end of the storm
 Is a golden sky
 And the sweet silver song of a lark

Walk on through the wind
 Walk on through the rain

Though your dreams be tossed and blown
 Walk on, walk on
 With hope in your heart
 And you'll never walk alone
 You'll never walk alone

Unit 15C, Is this good-bye?, Textbook S. 124–125**1** Good news?

1a Anhand des Bildes im TB S. 124 stellen die Schüler/innen Vermutungen über die jeweilige Stimmungslage der einzelnen Familienmitglieder an.



Mum feels worried.
 Dad feel excited.
 Emily feels happy.
 Jed feels happy.
 Jack feels angry.

1b Die Schüler/innen überprüfen ihre Lösung zu Aufgabe 1a anhand des Hörtextes und beantworten die beiden Fragen.



2/41

- P: So, **that's exciting news, isn't it?** What do you guys think?
 J: It sucks! I'm not going. I'm staying right here. **I'll move in with grandma and grandpa.**
 M: **You'll love San Francisco.** It's a great place!
 J: What about my friends? **I'll never see them again!**
 P: Of course you will. They can come and visit. **Besides, you'll make new friends.**
 J: But why do we have to move?
 P: It's a good job opportunity for Mum and me. **It'll be great for all of us.**
 E: Hey, San Francisco's by the sea, isn't it? – Cool! **I'm going to go to the beach every day.** Oh, and I'll learn to surf!
 J: Stop being so silly for once!
 E: Sorry! I'm just trying to cheer you up.
 J: Well, don't. **I'm going to my room.**
 E: Jack, wait!
 M: Leave him, Emily. Jack needs to be alone for a bit.



Paul has just told the family that they would move to San Francisco.

It is good news for everybody apart from Jack.

1c Die Schüler/innen hören sich die CD ein zweites Mal an und notieren die Personen, von denen die einzelnen Aussagen stammen.



- 1 That's exciting news, isn't it? – Paul – 1
- 2 You'll love San Francisco. – Mary – 3
- 3 I'll move in with grandma and grandpa. – Jack – 2
- 4 I'm going to go to the beach every day. – Emily – 7
- 5 It'll be great for all of us. – Paul – 6
- 6 I'll never see them again. – Jack – 4
- 7 Besides, you'll make new friends. – Paul – 5
- 8 I'm going to my room. – Jack – 8

1d

Die Lösung finden Sie in 1c.
Beim Vorspielen des Gesprächs können schüchterne bzw. leistungsschwächere Schüler/innen den anderen einsagen.

2 Go to California!

2a In Partnerarbeit erstellen die Schüler/innen zunächst eine Liste der Dinge, die sie in Kalifornien machen werden. Da in den anschließend an das andere Paar gerichteten Sätzen Absichten (*intentions/plans*) geäußert werden, beginnen diese Sätze mit *I'm going to ...*



Beispiel:

Places to visit/go to: Los Angeles, Disneyland, Hollywood, San Francisco, Chinatown
Things to see/look at: cable cars, film studios, shopping centres; the Golden Gate Bridge and Park
Things to do: surfing, skiing, shopping

2b Hier handelt es sich um Vorhersagen (*predictions*), daher wird das *will-future* verwendet.



Beispiele: I think Emily will like the beaches.
I think Jack will like Disneyland.

Weisen Sie auf das Grammatikkästchen im TB S. 124 hin, das noch einmal die Verwendung der beiden Zukunftsformen *going to/will* zusammenfasst.

3 Pronunciation corner

3a

- 1 I'm staying right here. (angry)
- 2 I'll never see them again. (unhappy)
- 3 Stop being so silly for once! (angry)
- 4 I'm going to my room. (unhappy)

3b Lassen Sie die Schüler/innen die Sätze mehrmals anhören und auch mitsprechen, bevor sie Jacks Intonation ohne Unterstützung so gut wie möglich nachahmen.

4 Jack breaks the news

4a In der Partnerarbeit können weitere mögliche Reaktionen gemeinsam erarbeitet werden.



Beispiele:

Zoe might be sad. She might say: I'll miss you.
Harry might be surprised. He might say: Don't worry. We'll email each other.

4b Die Schüler/innen überprüfen ihre Antworten zu 4a anhand des Hörtexts.



2/43

- Z: Hi Jack! I came as soon as I could. What's so important?
J: I've got something to tell you.
Z: Really? Go on. What is it?
J: Let's wait for Harry.
Z: Oh, is he coming too?
J: Yes, he'll be here in a minute. Oh! Here he is now.
H: What's up guys?
Z: Jack's got something to tell us.
H: Oh, get on with it then. I'm **meeting** my dad for the match at 4.
J: We're moving.
Z: What do you mean? Are you moving to a new house or something?
J: No, I mean we're moving to San Francisco in California. We're leaving Cambridge at the end of the summer. – Well? Say something.
H: Man, that sucks!
Z: **Are** you going, like, for ever?
J: Well, for a long time anyway. Mum's **starting** a new job in **August**. Emily and I **are** starting at our American school in **September**. – Emily, come out, I know you're there.
E: Hey, don't be sad. Mum says you can come and visit. And then we'll all be **together** again!
Z: Emily's right. It's not goodbye for ever – and we've still got the summer. But, Jack, I'll **miss** you.
J: I'll **miss** you too.
H: Ahem ... let's make plans for the summer. Why don't we have ...?

4c Beim zweiten Hören der CD füllen die Schüler/innen die Lücken in den Sprechblasen im TB S. 125.



Zoe: Jack's got something to tell us.
 Harry: Get on with it then. I'm **meeting** my dad at 4.
 Jack: We're moving.
 Zoe: **Are** you going, like, for ever?
 Jack: Well, for a long time anyway. Mum's **starting** a new job in **August**. Emily and I are starting school in **September**.
 Emily: Mum says you can come and visit. And then we'll all be **together** again!
 Zoe: It's not goodbye for ever. But, Jack, I'll **miss** you.
 Jack: I'll **miss** you too.

5 Language puzzle

Weisen Sie Ihre Schüler/innen auf das Grammatik-kästchen im TB S. 125 hin, das die Verwendung des *present progressive* für feste Zukunftspläne thematisiert.



1 F, 2 P, 3 NS (könnte sowohl Gegenwart als auch Zukunft sein), 4 F, 5 F

SECRETS: Jack's last month in Cambridge

Information gap exercise. Die Schüler/innen müssen hier Informationen austauschen. Sie können die Aufgabe nur gemeinsam lösen.

Partner A: Unit 15 on page 139

Partner B: Unit 15 on page 144

a Partner A fragt Partner B nach dem Muster im TB S. 139, was Jack, Zoe und Harry an den in seinem Kalender blau markierten Tagen vorhaben (inkl. Frage nach Uhrzeit und Ort), und füllt die blauen Kalenderfelder entsprechend aus.

Partner B beantwortet die Fragen von Partner A nach dem Muster im TB S. 144.

b Partner B fragt nun Partner A nach dem Muster im TB S. 144, was Jack, Zoe und Harry an den in seinem Kalender gelb markierten Tagen vorhaben (inkl. Frage nach Uhrzeit und Ort), und füllt die gelben Kalenderfelder entsprechend aus.

Partner A beantwortet die Fragen von Partner B nach dem Muster im TB S. 139.

c Die beiden Partner gleichen am Ende ihre beiden Kalender miteinander ab und überprüfen, ob sie alles richtig eingetragen haben.



Die Eintragungen aus beiden Kalendern auf S. 139 bzw. S. 144 im TB ergeben zusammen die Lösung.

Unit 15D, Tasks plus, Textbook S. 126

1 The battle of the anthems

1a Hier sollen sich die Schüler/innen der einzelnen Gruppen zunächst einmal darauf einigen, welche Punkte aus den grünen Kästchen im TB S. 126 in ihrer Hymne angesprochen werden sollen. Die betreffenden Phrasen werden am besten unterstrichen.

1b Am einfachsten ist es, wenn hier nur die in 1a und 1b vorgegebenen Textteile verwendet werden. Zur Erleichterung bzw. als Erinnerung an die Melodie sollte vorab das Original von S. 123 im TB (= CD 2, Track 40) noch einmal vorgespielt und dazu der Text im TB angeschaut werden. Anschließend stellen die einzelnen Gruppen ihren Hymnentext anhand des Textgerüsts im TB S. 126 zusammen.

1c Geben Sie jeder Gruppe/jedem Team einen anderen Namen, damit die Hymnen für die Abstimmung leichter unterschieden werden können. Wenn Sie die Vorbereitung dieser Aufgabe als Hausübung aufgeben, dann können die Schüler/innen eine Präsentation vorbereiten, bei der alle mitsingen können. Sie können sie dabei unterstützen, indem Sie die jeweiligen Texte kopieren oder über den Beamer/Projektor für alle lesbar projizieren.

Unit 15, warm-up, Workbook Achieve S. 119

1 Crossword



Across: 4 fashionable, 6 get on

Down: 1 celebrate, 2 lonely, 3 lark, 4 fans, 5 storm

2 What's the weather like?

1 Girl: Phew, it's hot. Can you pass me the sunscreen?

WB45 **2** [thunder and lightning]

3 Boy: Let's make a snowman!


4 [pouring rain]

5 [howling gale]



1D, 2B, 3E, 4C, 5A

3 Weathering the weather

 G: Whether the weather is cold
Whether the weather is hot
WB46 We'll weather the weather, whatever the weather
Whether we like it or not!

Spielen Sie das Gedicht mehrmals vor und geben Sie Ihren Schülerinnen/Schülern ausreichend Zeit zum Üben, bevor Sie das Gedicht von einzelnen Schülerinnen/Schülern in der Klasse aufsagen lassen.

Unit 15, Exercises, Workbook Achieve S. 120–124


Hinweise zur Differenzierung in den Workbooks:
Übung 9 WB A/Übung 8 WB E: Die Schüler/innen, die mit dem WB A arbeiten, werden bei dieser Übung durch die vorgegebenen Satzanfänge stärker unterstützt. Im Workbook E bringen die Schüler/innen die Satzteile ohne diese Hilfestellung in die richtige Reihenfolge.


1 School clubs

Ähnlich WB E Unit 15/1.


 1c, 2b, 3d, 4a

2 Definitions


2a  fascinating – Text 4, senior member – Text 1, fit – Text 3, experienced player – Text 3, equipment – Text 1

2b  Ähnlich WB E Unit 15/1b.
1 experienced player, 2 senior member,
3 equipment, 4 fascinating, 5 fit


3 Before I go to school ...

Ähnlich WB E Unit 15/3.
 1 linkes Bild, 2 rechtes Bild, 3 rechtes Bild, 4 linkes Bild


4 What will you do?

Identisch mit WB E Unit 15/4.
 1e, 2c, 3a, 4b, 5d


Challenge

 1 I will have lunch.
2 I will pack my schoolbag.

5 You'll love it!

Ähnlich WB E Unit 15/4.
 A4, B6, C1, D3, E5, F2


6 Predicting the weather

Identisch mit WB E Unit 15/5.
 2 It will be rainy in Graz.
3 It will be snowy in Villach.
4 It will be windy in Vienna.
5 It will be cloudy in Innsbruck.

7 Decisions

Ähnlich WB E Unit 15/6.

7a Number 1:

 Boy: Do you want cake or ice cream?
Girl: I'll have ice cream, please.

WB47 Number 2:


Boy: Are you cold? I'll shut the door.

Number 3:

Girl: Which club shall I join: the basketball club or the chess club? I think I'll join the chess club.

Number 4:

Boy: Shall I do my maths homework first or my history homework? I can't decide. Maths or history? History or maths? Oh, I think I'll do the maths homework first.

 1A, 2A, 3B, 4A


7b

a: 2A – b: 4A – c: 3B – d: 1A

8 Intentions

Ähnlich WB E Unit 15/7.

8a Number 1:

 I: Klara, what are you going to do this term?
WB48 Kla: I want to meet more people, so I'm going to join an after-school club.

Number 2:

I: Tim, what are you going to do this term?
Ti: I'm going to try to get a place on the football team.

Number 3:

I: Molly, what about you?
 Mo: I'm going to practise hard every day and pass my next piano exam.

Number 4:

I: Martin, what are you going to do?
 Ma: I'm going to learn to play chess.



Klara: join an after-school club
 Tim: get a place on the football team
 Molly: pass piano exam
 Martin: learn to play chess

8b

Tim is going to try to get a place on the football team. Molly is going to practise hard every day to pass her next piano exam. Martin is going to learn to play chess.

9 An exciting year

Ähnlich WB E Unit 15/8.



- 1 Tami's family is moving to France next year.
- 2 Her father's company is opening a new office in Paris.
- 3 Tami's father is moving in January.
- 4 Tami, her mother and her sister are joining him a month later.
- 5 Tami's new school is starting in March.
- 6 Tami is going back to England in June to see her friends.

10 Pronunciation puzzle

Identisch mit WB E Unit 15/9.



A freezing breeze is freezing three trees.

Unit 15, Making progress, Workbook Achieve S. 125

1 Are you going to join a club?

Identisch mit WB E Unit 15/MP1.

Su: What are you looking at, Amanda?
 WB49 Am: The school website – the after-school clubs page.
 Su: Oh, are you thinking of joining one of the clubs?
 Am: Yeah. I'd like to meet more people, make more friends. At my old school I was a member of the chess club. My best friend

was the leader of the club and it was quite fun.

Su: Chess? I didn't know you could play chess. Are you good at it?
 Am: Well, I'm not as good as my dad, but I'm not bad. I see there's a chess club here, too – The White Knights.
 Su: Hm, I was thinking of joining the Westfield Wanderers.
 Am: What's that?
 Su: It's the school basketball club.
 Am: Oh, that sounds like fun.
 Su: Yes, I think it would be a good way to meet people and make friends.
 Am: I don't think I'd be good at basketball. I'm too short.
 Su: It says here that you don't have to be very tall. You do have to be fit and energetic, though. Come on, why don't you join it, too? It would be fun. You'd meet more people at the basketball club than the chess club.
 Am: OK, let's join it together.
 Su: Great. We have to go to the gym on Friday after school with our trainers.
 Am: Right. I'd better go out and buy some!



1c, 2b, 3b, 4a

2 Drummer wanted!

Identisch mit WB E Unit 15/MP2.



1a, 2a, 3a

Unit 15, Exercises, Workbook Excel S. 118–122

1 School clubs

Ähnlich WB A Unit 15/1.

1a

1f, 2b, 3e, 4a

1b Ähnlich WB A Unit 15/2b.



1 experienced player, 2 senior member, 3 equipment, 4 fascinating, 5 fit

1c Beispiel:

TSI – The Science Investigators
 You don't need to be a Nobel Prize winner.

Our senior members will help you with your first steps in chemistry. Come and explore the mysteries of science.

2 What will you do?

Identisch mit WB A Unit 15/4.



1e, 2c, 3a, 4b, 5e

Challenge

G Beispiele:

1 I will have lunch.

2 I will pack my schoolbag.

What will you do before you start working at your computer?

What will Jimmy do as soon as the alarm clock wakes him up?

What will your parents do when you get home?

3 Before I go to school ...

Ähnlich WB A Unit 15/3.



2 As soon as I see him, I'll call you.

3 When I get home, I'll make a sandwich.

4 Before I go to bed, I'll watch TV.

4 You'll love it!

Ähnlich WB A Unit 15/5.



A4, B5, C1, D3, E - , F2



Oh no, we will be late for school.

5 Predicting the weather

Identisch mit WB A Unit 15/6.



2 It will be rainy in Graz.

3 It will be snowy in Villach.

4 It will be windy in Vienna.

5 It will be cloudy in Innsbruck.

6 Decisions

Ähnlich WB A Unit 15/7.

6a Number 1:

Boy: Do you want cake or ice cream?

Girl: I'll have ice cream, please.

WB47

Number 2:

Boy: Are you cold? I'll shut the door.

Number 3:

Girl: Which club shall I join: the basketball club or the chess club? I think I'll join the chess club.

Number 4:

Boy: Shall I do my maths homework first or my history homework? I can't decide. Maths or history? History or maths? Oh, I think I'll do the maths homework first.



1A, 2A, 3B, 4A



1 I'll have ice cream, please.

2 I'll shut the door.

3 I think I'll join the chess club.

4 I think I'll do the maths homework first.



7 Intentions

Ähnlich WB A Unit 15/8.



7a Number 1:

I: Klara, what are you going to do this term?

Kla: I want to meet more people, so I'm going to join an after-school club.

WB48

Number 2:

I: Tim, what are you going to do this term?

Ti: I'm going to try to get a place on the football team.

Number 3:

I: Molly, what about you?

Mo: I'm going to practise hard every day and pass my next piano exam.

Number 4:

I: Martin, what are you going to do?

Ma: I'm going to learn to play chess.



Klara: join an after-school club

Tim: get a place on the football team

Molly: pass piano exam

Martin: learn to play chess



Tim is going to try to get a place on the football team.

Molly is going to practise hard every day to pass her next piano exam.

Martin is going to learn to play chess.

Challenge



Beispiele:

- I'm going to join the basketball club at school.
- I'm going to finish reading my first book in French.
- I'm going to plant a new pot plant.
- I'm going to buy a headset for my computer.
- I'm going to bake a cake for my grandmother's birthday.
- I'm going to call my host family in Canada.

8 An exciting year

Ähnlich WB A Unit 15/9.



- 1 Tami's family is moving to France next year.
- 2 Her father's company is opening a new office in Paris.
- 3 Tami's father is moving in January.
- 4 Tami and her mother are joining him a month later.
- 5 Tami is starting her new school in March.
- 6 Tami is going back to England in June to see her friends.

9 Pronunciation puzzle

Identisch mit WB A Unit 15/10.



A freezing breeze is freezing three trees.

Unit 15, Tasks plus, Workbook Excel S. 123

1 Anthem anecdotes



1 false, 2 true, 3 true, 4 false, 5 true, 6 false

2 Weather joke

Lassen Sie Ihre Schüler/innen erklären, warum sie diesen Witz als mehr oder weniger lustig empfinden.

Unit 15, Making progress, Workbook Excel S. 124

1 Are you going to join a club?

Identisch mit WB A Unit 15/MP1.

- Su: What are you looking at, Amanda?
WB49 Am: The school website – the after-school clubs page.

Su: Oh, are you thinking of joining one of the clubs?

Am: Yeah. I'd like to meet more people, make more friends. At my old school I was a member of the chess club. My best friend was the leader of the club and it was quite fun.

Su: Chess? I didn't know you could play chess. Are you good at it?

Am: Well, I'm not as good as my dad, but I'm not bad. I see there's a chess club here, too – The White Knights.

Su: Hm, I was thinking of joining the Westfield Wanderers.

Am: What's that?

Su: It's the school basketball club.

Am: Oh, that sounds like fun.

Su: Yes, I think it would be a good way to meet people and make friends.

Am: I don't think I'd be good at basketball. I'm too short.

Su: It says here that you don't have to be very tall. You do have to be fit and energetic, though. Come on, why don't you join it, too? It would be fun. You'd meet more people at the basketball club than the chess club.

Am: OK, let's join it together.

Su: Great. We have to go to the gym on Friday after school with our trainers.

Am: Right. I'd better go out and buy some!



1c, 2b, 3b, 4a

2 Drummer wanted!

Identisch mit WB A Unit 15/MP2.



1a, 2a, 3a

Zusatzmaterialien:

Für Übung 16A/2 *Word detectives* (TB S. 127):
Eine Tabelle mit diesen Kategorien finden Sie unter
www.yourturn.at/teacher.

Für Übung 16C/1 *Mean teens?* (TB S. 130):
Eine Lückentextübung (Vokabeln) finden Sie unter
www.yourturn.at/teacher.

Für Übung 16C/4 *Dictionary training* (TB S. 131):
Eine Tabelle zu diesen Wörtern finden Sie unter
www.yourturn.at/teacher.

Unit 16A, Big break, Textbook S. 127**1** Magic tricks

1a Ya: Hey Archie, do you want to see some magic? You'll be amazed!

 Ar: OK.

^{2/44} Ya: I have 11 cards here, right? We have an ace, 2, 3, 4, 5, 6, 7, 8, 9, 10 and a joker. OK?

Ar: Yes.

Ya: So, I'm going to put the cards face down on the table. Like this, so we can't see what cards they are. You can't see and I can't see.

Ar: Yes, I get it. So?

Ya: Now move as many cards as you like from the right to the left.

Ar: Like this?

Ya: No, you have to move them one at a time and always from right to left. Like this, take the last card on the right and move it, take the next card from the right and move it to the left, one by one. But you can do that as many times as you like. OK?

Ar: OK, but where's the magic?

Ya: Well, I'm going to turn around so I can't see how many cards you are moving. When you finish, I'll guess how many cards you have moved.

(Sound of cards being moved around)

Ar: All right Yasmin. I'm done now.

Ya: I'm going to wave my hands over the cards and say a few secret words. 'Abracadabra. Magic number come to me!'

Now I'm going to turn one card over.

It's the 3. That means you moved three cards. Is that right?

Ar: It is! How did you do that?

Ya: I told you, it's magic!

Ar: Seriously. How do you do it?


Ya: I'll give you a clue. Turn the cards round and see in what order I put them down. I'm sure you can work it out!



Yasmin is doing the trick with the cards. It works.

Die Erklärung, wie beide Zaubertricks funktionieren, finden Sie im TB auf S. 147.

1b Ar: Hmm. Oh I get it. You always put the cards in the same order, right?

 Ya: Right. Always put them in the same order, like this **6, 5, 4, 3, 2, Ace, Joker, 10, 9, 8, 7**.

^{2/45}

Ar: Right. So because I moved three we now have **9, 8, 7, 6, 5, 4, 3, 2, Ace, Joker, 10**. But how do you know which one to turn?

Ya: Do you give in?

Ar: Yes, I give in.

Ya: You always count **seven** cards from left to right and turn round the 7th card. It will always be the number of cards that you moved!

Ar: Wow! Clever! But why is that?

Ya: I don't know but I'm sure your maths teacher can help!



order of cards before the trick:

6, 5, 4, 3, 2, A, J, 10, 9, 8, 7

order of cards after the trick:

9, 8, 7, 6, 5, 4, 3, 2, A, J, 10.

Yasmin counts seven cards to find the correct one.

1c Beim ersten Durchgang dieser Partnerarbeit dürfen die Schüler/innen das TB zum Nachschauen verwenden. In einem weiteren Durchgang sollen sie versuchen den Trick ohne Hilfe zu machen.

Auch der Trick mit dem Briefumschlag kann natürlich in Partnerarbeit ausprobiert werden.

2 Word detectives

Bevor die Schüler/innen in ihren Gruppen die Units 13–15 durchsuchen, ist es sinnvoll, dass jede Gruppe eine Tabelle mit den fünf Kategorien anlegt, in die die gefundenen Wörter eingetragen werden können. Eine Schülerin/Ein Schüler kann das Aufschreiben der Wörter übernehmen, die anderen Schüler/innen konzentrieren sich auf die Suche nach den Wörtern. Bei Vierergruppen können drei Gruppenmitglieder jeweils eine Unit übernehmen, ein Gruppenmitglied kann schreiben.



Beispiele:

Words to talk about football:

fans, players, supporters, match, team, anthem, game

Words that say what people are like:

wimpy, nosy, embarrassing, stupid, nervous, cool, fashionable, corny

Words to talk about cliques and friendship:

to belong to, to exclude, to fit in, to support each other, to have similar interests, to move in and out, to welcome others, to do things together, to learn to get on with others, to be part of a group, to share ideas

Things people may feel or do when they are in love:

to blush, to dream, to tremble, to listen to soppy songs, to wait for the phone to ring, to buy flowers

Words to talk about books:

author, playwright, diary, chapter, fiction, book review

**Unit 16B, School Times: episode 4,
Textbook S. 128–129**

1 Email puzzle

1a 


1=A, 2=E, 3=C, 4=D, 5=B, 6=F

1b 

1 Tracy. – 2 Democracy and curfew. – 3 Andy Green and Pippa Moorehouse. – 4 She should lift Tracy's exclusion.

2 School Times: episode 4

2a Fordern Sie Ihre Schüler/innen auf, während des Anhörens der CD die Bilder im TB S. 128/129 anzuschauen und sich deren richtige Reihenfolge zu überlegen.

-  C: Hey, get out of the way!
 2/46 P: Please, Charlie, please get out of the way.
 C: Please nothing! Get out of way, OK. **That stupid chair of yours, it's always in the way.**
 A: Hey, Charlie, **that's dead out of order.** Leave Pippa alone.
 C: Or what?
 A: Or I'll make you.
 C: Don't make me laugh! You're just a wimp.
 A: **I am not a wimp.**
 C: **Get your hands off me.**
 P: Stop it, stop it, you two. Stop fighting.
 C: Now look what you've done. **My rucksack's broken.** I'll get you for that.
 P: Wait a minute, Charlie. What's that? It fell out of your rucksack.

- C: I don't know. It's not mine.
 A: I think it is. It was in your rucksack.
 C: Well OK, maybe it was IN my bag, but –
 P: It's spray-paint, isn't it? The kind that graffiti artists use.
 C: Yeah. Maybe. So what?
 P: So perhaps it was you. The graffiti was done by you.
 C: No, it wasn't. I bought the spraypaint for Tracy. She asked me for it, so I bought it.
 P: Give it to me, Andy. – That's interesting. It's nearly empty.
 C: So what?
 A: We know it wasn't Tracy. Mrs Griffiths knows. Now we know who the graffiti was done by.
 C: So what. **Are you going to tell?**
 A: Hi Tracy.
 T: What do you want?
 P: It was great to see you back today.
 T: What do you mean? Back where?
 A: Back at school. You're not excluded anymore.
 T: Yeah, I heard what you did. But **if you think I'm going to say thank you, you can think again.**
 P: Tracy! – She's never going to change, is she!
 A: No, but Pippa ...
 P: Yes.
 A: **There's something I want to say to you.**
 P: Well go on, say it.
 T: Oh, and by the way, **being right isn't the same as being cool**, geddit lovebirds. Hello? Oh, hi Charlie. What's up?
 A: Pippa!
 P: What?
 A: Shall we go to the year 9 party?
 P: Of course. What do you mean?
 A: **I mean ... er ... together.**
 P: Together? What, you mean ...?
 M: Pippa! Pippa! **Time for tea.** You too, Tracy. Your dad's having tea with us.
 P: Sorry, Andy. Got to go.
 A: Pippa!



Die Bilder im TB S. 128/129 stehen bereits in der richtigen, zum Ablauf im Hörtext passenden Reihenfolge (von S. 128 rechts oben nach S. 129 rechts unten gesehen).

Charlie is the graffiti artist/sprayed the graffiti. Pippa found a nearly empty spray-paint can in his rucksack.

2b

Who says ...?

- 1 Charlie – 2 Tracy – 3 Charlie – 4 Andy – 5 Tracy –
6 Charlie – 7 Charlie – 8 Andy – 9 Andy – 10 Andy –
11 Pippa's mum

3 End of year dance



- Three school groups have signed up/will take part. People have to listen and vote. It's to decide which is the best school band.
- A wall in the school where students can paint and say what they want. Art teacher Stephen Keys is providing spray-paint cans. As soon as the term is over the school hall will be redecorated and all the graffiti will be destroyed. So people should bring their cameras to take pictures of the graffiti for an exhibition of the best ones.

Lassen Sie die Frage, ob Ihre Schüler/innen gerne zu der *Year 9 party* gehen würden, in der Gruppe diskutieren und Begründungen für die jeweiligen Meinungen angeben.

4 Acting

Bevor die Schüler/innen die Rollentexte auf S. 149 im TB lernen, lesen sie sich die Texte der Seiten 128/129 noch einmal durch. Bilden Sie anschließend Gruppen mit je sechs Schülerinnen/Schülern (1 Regisseur/Souffleur und fünf Rollen: Andy, Pippa, Charlie, Tracy, Pippa's mum).

Unit 16C, Reading and writing: a blog, Textbook S. 130–131

1 Mean teens?

1a Bei dieser Aufgabe sollen die Schüler/innen zunächst nur die Hauptüberschrift und die Zwischenüberschriften des Artikels lesen.



In what part of the article may you read about ...

- Does the way teenagers are shown in the press matter? (line 46 etc.)
- The project (line 22 etc.)
- What the papers say (line 1 etc.)
- What did we find? (line 31 etc.)

1b Lassen Sie jetzt den kompletten Text leise lesen und die Vermutungen der Schüler/innen zu Aufgabe 1a überprüfen. Falls es Probleme mit unbekanntem Vokabeln gibt, verweisen Sie auf die *Wordlist* am Ende des TB (S. 153 ff.).

1c

1 – 2 – 3 – 5

1d

- a description of the school project (lines 22–30) (the results of the project: lines 31–45)
- an example of things 'good teenagers' do (lines 40–43)
- a description of teenagers in a magazine (lines 4–13)
- an opinion sometimes expressed by older people (lines 38–39)

1e Diese Aufgabe sollte als Hausübung gegeben werden. Besonders Fotos eignen sich dafür, die Einstellung der Leserschaft einer Zeitung gegenüber Jugendlichen zu beeinflussen. Lassen Sie Ihre Schüler/innen auch im Internet recherchieren, damit sie englische Texte finden. Beim Austausch über das gefundene Material helfen die in den Sprechblasen im TB S. 131 oben enthaltenen Phrasen.

1f Lassen Sie Ihre Schüler/innen die gefundenen Bilder und Texte in die Schule mitbringen. Im Unterricht kann dann anhand aller Materialien ein genereller Trend in der Darstellung von Jugendlichen in der Presse ermittelt werden. Im Rahmen dieser Aufgabe können Sie den Schülerinnen/Schülern auch verdeutlichen, wie leicht man durch die Medien manipuliert werden kann. Wählen Sie dazu ein neutrales Bild und geben Sie einer Gruppe eine positive und einer anderen Gruppe eine negative Schlagzeile dazu. Fragen Sie dann, welchen Gesichtsausdruck der/die Jugendliche auf dem Bild hat. Er wird voraussichtlich zur jeweiligen Schlagzeile passen, obwohl er eigentlich neutral ist.

2 Portfolio writing: a blog

Die Schüler/innen setzen mit Hilfe der Beispiele für mögliche Themen, der blauen Beispielsätze und der Anregungen aus 14C und 15A einen Blog-Text zusammen. Vor allem leistungsstärkere Schüler/innen sollten darauf achten, die einzelnen Teile des Blogs mit passenden *linking words* zu versehen. In Punkt 4 der Aufgabe im TB S. 131 wird beschrieben, wie man die virtuelle Situation eines Bloggein-

trags auf das Klassenzimmer übertragen kann. Weisen Sie Ihre Schüler/innen auch auf die Vorsichtsmaßnahmen hin, die man beim Bloggen unbedingt beachten sollte (vgl. TB S. 131 Kasten *Safe blogging*).

3 The phonemic alphabet

3a Mit Hilfe der Lautschriftübersicht auf S. 152 im TB entschlüsseln die Schüler/innen die einzelnen Wörter.



siehe 3b

3b Anhand der CD überprüfen die Schüler/innen ihre Lösung zu Aufgabe 3a.



1 sippy – 2 chore – 3 review – 4 pressure – 2/47 5 share – 6 clique

4 Dictionary training



comment – rehearse – hilarious – atmosphere – lonely

Unit 16D, Language practice, Textbook S. 132–133

1 Planet Teen

1a Fordern Sie Ihre Schüler/innen auf, die Fragen 1–4 vor dem Lesen des Textes genau anzuschauen, damit sie gleich bei der Lektüre des Textes auf die entsprechenden Informationen im Text achten können.



- This year is difficult for Steve because he's taking important exams (GCSEs).
- His favourite part of the day is the time after supper because he gets to spend hours watching films. He writes film reviews for *Planet Teen*.
- Because his whole family is into cinema films. His father is a film critic and his mother teaches drama. And Steve is good at writing.
- Because for him watching films is work not fun like for everybody else./Because Steve watches films for work not (*just*) for fun.

1b

Beispiele:

School is tough for Steve. It's tough for me, too.
Steve thinks that very few films are worth seeing.
I think so, too.

Steve is tired in the morning. I'm tired in the morning, too.

Steve is good at writing, I'm good at writing, too.

2 Angels or devils?

2a In diesem Schritt arbeiten die Schüler/innen die richtigen (*angel*) und falschen (*devil*) Antworten auf die Fragen 1–3 im TB S. 133 schriftlich aus, indem sie die einzelnen Berufe analysieren.

Beispiele:

1 What do they have to be good at?

film/music reviewer:

angel: has to know a lot about the latest cinema films/concerts/CDs

devil: has to be good at using a film camera/
playing the guitar

fashion editor:

angel: has to know the latest fashion trends

devil: has to be good at spending a lot of money
on clothes

sport editor:

angel: has to know a lot about sports records

devil: has to be good at free running and championships

mentor:

angel: has to be good at helping teenagers with their problems

devil: has to have exam anxiety

2 What do they probably enjoy doing most?

Lucy:

angel: doing sports herself

devil: sitting on the couch and watching sports events on TV

Luke:

angel: listening to music, going to concerts

devil: going to the opera, playing with his own band

Nick:

angel: giving advice, reading books on psychology

devil: being alone/on his own

Ellie:

angel: going shopping

devil: buying second-hand clothes

3 What is probably the worst thing about their job?

Lucy:

angel: watching accidents at sports events, visiting sports events in bad weather

devil: having to visit a lot of sports events

Luke:

angel: listening to all that loud music – especially in bad concerts

devil: having to go to a concert every weekend

Nick:

angel: not being able to give any good advice/ to help a teenager with his/her problem

devil: having to talk to so many nervous people

Ellie:

angel: meeting all the girls who think they are better than others

devil: having to look always fashionable herself

2b Lassen Sie hier zwei Gruppen gegeneinander antreten. Die Schüler/innen beurteilen gegenseitig, ob die jeweiligen Antworten richtig oder falsch sind.

2c In leistungsstärkeren Gruppen lassen Sie zuerst die Erwartungen der Schüler/innen an die verschiedenen Berufe beschreiben. Dann erst sollen sie begründen, warum ihnen der eine oder andere Beruf attraktiv erscheint.

3 Murphy, the travelling garden gnome



- 1 Murphy was stolen from his garden.
- 2 He was taken on a trip round the world.
- 3 The gnome was flown to 12 countries in 3 continents.
- 4 He was carried around in a rucksack.
- 5 Murphy was photographed in different places.
- 6 He was left on his owner's doorstep.
- 7 His photos were put in a beautiful photo album.
- 8 Murphy and his photo album were returned to his owner 7 months later.

4 Mini-test



1a, 2c, 3c, 4a, 5a/b

Unit 16E, Speaking, Textbook S. 134

1 Looking back – do you have a good memory? Lassen Sie nach einer ausreichenden Vorbereitungszeit jeweils zwei Schüler/innen über eines der sechs Themen im TB S. 134 oben referieren. Die anderen Schüler/innen fungieren als Jury und bewerten die Referate. Die Schüler/innen, die Referate halten, dürfen nicht mit bewerten. Die Jury darf das TB verwenden und in den einzelnen Kapiteln nachlesen.

2 Talk about ... moving to a new place

2a Dieser erste Schritt wird in Einzelarbeit erledigt.



Beispiel:

Positive:

meet new people, see new places, learn a new language (maybe), do things you haven't done before

Negative:

be away from old friends/family, go to a new school, not know anyone

2b Weisen Sie Ihre Schüler/innen darauf hin, dass sich beide Partner an diesem Gespräch beteiligen müssen, damit das Gespräch auch seinen Zweck erfüllt. Lassen Sie mindestens ein solches Gespräch vor der Gruppe vorführen, bevor die einzelnen Paare die Aufgabe machen.

2c Die beiden Sprechblasen im TB S. 134 liefern Modelle für den Beginn und den Schluss eines solchen *mini-talks*. Die einzelnen Argumente können aus 2a oder aus der Diskussion mit der Partnerin/dem Partner in 2b übernommen werden.

2d Hier sollten die Schüler/innen möglichst frei sprechen. Sie können einen Stichwortzettel verwenden, sollten aber auf keine Fall ihre *statements* davon ablesen. Achten Sie auf die Einhaltung der Zeit (1 Min.), damit alle Schüler/innen gleiche Bedingungen haben.

Unit 16, Big break: Writing corner, Workbook Achieve S. 127

1 Writing comments

Ähnlich WB E U16 Writing Corner/1

Step 1

- WB50** St: What are you reading, Molly?
 Mo: It's a blog about teenagers. It started with someone called Billy saying that he thought teenagers wasted a lot of their time on stupid things like chatting online.
 St: I don't think chatting is stupid or a waste of time. It's a great way to meet new people.
 Mo: That's what a lot of the bloggers are saying. Here's one from Fran. She says life at home is difficult and she gets a lot of support from online chats with friends. I agree with Fran that there are things you can talk

about in chats that you wouldn't want to talk about to your parents.

St: Well, I like online chatting, but I don't think that's right. I can talk to my parents about anything, so there's nothing I'd chat about that I wouldn't talk to them about.

Mo: Yes, but don't you think that you're unusual? You have a really good relationship with your parents. Not everyone is that lucky! I think chats can be helpful.

St: Hm, perhaps you're right, but is online chatting the answer? With serious things, wouldn't it be better to talk to a teacher?

Mo: A teacher? No, I don't agree. Would you really want to talk to a teacher about personal stuff?

St: No, you're probably right!



3 a blog

Step 2

Spielen Sie den Hörtext noch einmal vor, bevor die Schüler/innen die Tabelle ausfüllen.



Giving your opinion: I think ...

Agreeing with someone's opinion: You're probably right!

Disagreeing with someone: I don't think that's right.

Offering an alternative opinion: Yes, but don't you think that ...

Step 3

Spielen Sie den Hörtext noch einmal vor, bevor die Schüler/innen die Lücken in den beiden Kommentaren füllen.



(1) agree with Fran that (2) think (3) don't think (4) agree with (5) I think

Step 4

Bearbeiten Sie diese Übung mit leistungsschwächeren Gruppen gemeinsam; in leistungsstärkeren Gruppen können die Schüler/innen einzeln oder zu zweit arbeiten.

Step 5

Lassen Sie hier zuerst schematisch die Anfangsphrasen aus Step 2 verwenden. Damit wird das Muster geübt. In einem zweiten Schritt schreiben die Schüler/innen individuellere Texte, indem sie die Versatzstücke freier kombinieren.

Unit 16, Big break: Reading corner, Workbook Achieve S. 128–129

Hinweise zur Differenzierung in den Workbooks:
Reading corner WBA&E: Der Text im *Reading corner* bietet inhaltlich zwar die gleichen Informationen, ist im WB A jedoch sprachlich auf einer etwas einfacheren Ebene als der Text im WB E. Auch im Übungsteil d) wird zwischen den beiden Büchern differenziert, da die Schüler/innen im WB E selbstständig einen Absatz zum Artikel hinzufügen, wohingegen die Schüler/innen im WB A den bereits als Lückentext vorgezeichneten Absatz durch die vorgegebenen Informationen vervollständigen.

1 Strange inventions

Ähnlich WB E Unit 16/Reading corner 1.

1a

A3, B1, C2

1b

1 – 2008, 2 – 14, 3 – 1, 4 – 1903, 5 – 4, 6 – 50%, 7 – 2

1c

1 false, 2 false, 3 false, 4 true, 5 false, 6 true

1d

(1) was invented (2) propeller (3) lands (4) get out of bed (5) propeller (6) put it back (7) get out of bed (8) a really annoying sound

Challenge



Beispiel: The sound of mosquitoes

Unit 16, Big break: Focus on form, Workbook Achieve S. 130–131

1 Passives

Identisch mit WB E Unit 16/Focus on form 1.



- 2 Dusterslippers were invented in Japan in 1995.
- 3 Air-conditioned shoes were invented in the USA in 1994.
- 4 The bottlebrella was invented in Australia in 1997.
- 5 The snakewalker was invented in the USA in 2002.

2 Predictions with 'will'

Ähnlich WB E Unit 16/Focus on form 2.



- 1 It will rain.
- 2 The cat will climb the tree.
- 3 He will brush his teeth.

3 Plans with 'going to'

Identisch mit WB E Unit 16/Focus on form 3.



(1) are you going to do, (2) is going to drive, (3) are going to stop, (4) am going to stay, (5) are going to come, (6) Are you going to show, (7) are going to take

4 Verbs with two objects

Ähnlich WB E Unit 16/Focus on form 4.



- 2 Tim sent Klara flowers.
- 3 Martin lent Mike a book.
- 4 Klara brought Tami a CD.
- 5 Mike gave Martin a magazine.



(1) for, (2) to, (3) to, (4) for, (5) to

5 Using articles

Identisch mit WB E Unit 16/Focus on form 5.



(1) the, (2) -, (3) a, (4) a, (5) an, (6) -, (7) The, (8) a, (9) The, (10) -, (11) a

Unit 16, Big break: Working towards the standards, Workbook Achieve S. 132–133

1 An interview

Identisch mit WB E Unit 16/Working towards the standards 1.

- WB51 A: ... and on today's *Youth in the News*, we're talking to Greg Butler, a young man who clearly has a future in the media. Hello, Greg. Welcome to the programme.
- B: Thank you.
- A: Now you've just started *Teen View*, a newspaper written by teenagers for teenagers.
- B: That's right.
- A: How did your interest in newspapers start?

B: Well, when I was 14 I got a job delivering newspapers. I lost it pretty quickly, though! I liked reading the newspapers that I was supposed to be delivering and people started complaining that their newspapers were always late.

A: What made you start your own paper, though?

B: Well, really I suppose it was the negative image of teenagers that I saw presented in newspapers and magazines written by adults. I felt sad that teenagers were constantly stereotyped as bad or dangerous. The only stories about young people were police reports about teenagers stealing from shops. I thought it was time we had our own paper so we could put our side of the story.

A: Well, your paper has certainly been successful. I understand sales have doubled in the last month. So, Greg, will you be taking a job on a national newspaper soon?

B: I don't think so. *Teen View* is doing well, but there's still plenty of work to be done. I also have to do my schoolwork!



1c – 2b

2 The world's worst magician?

Identisch mit WB E Unit 16/Working towards the standards 2.



1 true, 2 ?, 3 true, 4 false, 5 true

3 Connor's holidays

Identisch mit WB E Unit 16/Working towards the standards 3.

3a I: Hi, Connor.

C: Hi.

WB52 I: Could you tell me about your summer holiday?

C: Well, this summer my parents are taking me to Scotland. I hope it's not cold and rainy! It rains a lot in Scotland and it can be quite cool, even in the summer. We're going to visit my cousins in Edinburgh and we'll stay there for two weeks. My cousins are fascinated by magic so we're going to see a play about a famous magician at the theatre in Edinburgh. We're also going to do some climbing in the mountains. When we get back from Scotland, I expect I'll see my

school friends most days. We'll go to the park and the cinema and things like that. Fortunately our teachers don't give us homework during the summer holidays so I won't have to do any schoolwork. I'll just have fun and relax.



1a, 2b, 3b, 4b, 5b, 6b

3b Diese Übung dient auch als Vorbereitung auf Übung 4.

3c Spielen Sie das Interview noch einmal als Muster vor bzw. lassen Sie es als Hausübung anhören.

4 My holiday plans

Identisch mit WB E Unit 16/Working towards the standards 4.

Am einfachsten ist es, wenn die Fragen im Brief nacheinander beantwortet werden. Die Notizen aus den vorangegangenen Übungen sind hier hilfreich.

Unit 16, Big break: Try it out!, Workbook Achieve S. 134

1 The Your Turn Magic Trick

Identisch mit WB E Unit 16/The Your Turn Magic Trick.

Für diesen Trick brauchen die Schüler/innen drei alte Tassen und ein Stück besonders glatten Stoff. Bereiten Sie beides für die Stunde vor, wenn Sie den Trick im Unterricht ausprobieren möchten.

2 The Your Turn Experiment

Identisch mit WB E Unit 16/The Your Turn Experiment.

Achten Sie darauf, dass bei diesem Experiment das Cola aus der Flasche schießt. Am besten führen die Schüler/innen dieses Experiment im Freien durch.

Unit 16, Big break: Writing corner, Workbook Excel S. 126

1 Writing comments

Ähnlich WB A U16 Writing Corner/1

Step 1

St: What are you reading, Molly?
 Mo: It's a blog about teenagers. It started with someone called Billy saying that he thought

teenagers wasted a lot of their time on stupid things like chatting online.

St: **I don't think** chatting is stupid or a waste of time. It's a great way to meet new people.

Mo: That's what a lot of the bloggers are saying. Here's one from Fran. She says life at home is difficult and she gets a lot of support from online chats with friends. **I agree with Fran that** there are things you can talk about in chats that you wouldn't want to talk about to your parents.

St: Well, I like online chatting, but **I don't think that's right**. I can talk to my parents about anything, so there's nothing I'd chat about that I wouldn't talk to them about.

Mo: **Yes, but don't you think that** you're unusual? You have a really good relationship with your parents. Not everyone is that lucky! **I think** chats can be helpful.

St: Hm, **perhaps you're right, but** is online chatting the answer? With serious things, wouldn't it be better to talk to a teacher?

Mo: A teacher? No, **I don't agree**. Would you really want to talk to a teacher about personal stuff?

St: No, **you're probably right!**



Giving your opinion:

Molly: I think ... chats can be helpful.

Stephen: I don't think ... chatting is stupid or a waste of time.

Offering an alternative opinion:

Molly: Yes, but don't you think that ... you're unusual?

Stephen: Perhaps you're right, but ... is online chatting the answer?

Agreeing with someone's opinion:

Molly: I agree with Fran that ... there are things you can talk about in chats that you wouldn't want to talk about to your parents.

Stephen: You're probably right!

Disagreeing with someone:

Stephen: Well, I like online chatting, but I don't think that's right.

Molly: A teacher? No, I don't agree.

Step 2

Spielen Sie den Hörtext noch einmal vor, bevor die Schüler/innen die Lücken in den beiden Kommentaren füllen.



(1) agree with Fran that (2) think (3) don't think (4) agree with (5) I think

Step 3

Bearbeiten Sie diese Übung mit leistungsschwächeren Gruppen gemeinsam; in leistungsstärkeren Gruppen können die Schüler/innen einzeln oder zu zweit arbeiten.

Step 4

Lassen Sie hier zuerst schematisch die Anfangsphrasen aus Step 3 verwenden. Damit wird das Muster geübt. In einem zweiten Schritt schreiben die Schüler/innen individuellere Texte, indem sie die Versatzstücke freier kombinieren.

Unit 16, Big break: Reading corner, Workbook Excel S. 127–128

1 Strange inventions

Ähnlich WB A Unit 16/Reading corner1.

1a

1B, 2C, 3A

1b

1 – 2008, 2 – 14, 3 – 1, 4 – 1903, 5 – 4, 6 – 50%, 7 – 2

1c

1 false, 2 false, 3 false, 4 false, 5 true, 6 false, 7 true

Challenge



- 1 The chocolate phonograph failed.
- 2 Half the people who die in house fires are over seventy.
- 3 Wasabi is a type of plant.
- 4 In the smoke alarm test, one person didn't wake up because he/she had a cold.
- 6 The dress does not just use information about body temperature. It also measures heart rate and other functions associated with emotions.

1d

The sound of mosquitoes

The flying alarm clock was invented by Sanjay Mahtani. When the alarm goes off, a propeller flies off the clock and lands somewhere in the room. To switch off the clock, you have to get out of bed, find the propeller and put it back on the base. One advantage of this alarm clock is that you have to get out of bed to switch off. One disadvantage is that it makes a really annoying noise. It sounds like a mosquito.

Unit 16, Big break: Focus on form, Workbook Excel S. 129–130

1 Passives

Identisch mit WB A Unit 16/Focus on form 1.



- 2 Dusterslippers were invented in Japan in 1995.
- 3 Air-conditioned shoes were invented in the USA in 1994.
- 4 The bottlebrella was invented in Australia in 1997.
- 5 The snakewalker was invented in the USA in 2002.

2 Predictions with 'will'

Ähnlich WB A Unit 16/Focus on form 2.



- 1 It will rain.
- 2 The cat will climb the tree.
- 3 He will brush his teeth.

3 Plans with 'going to'

Identisch mit WB A Unit 16/Focus on form 3.



(1) are you going to do, (2) is going to drive, (3) are going to stop, (4) am going to stay, (5) are going to come, (6) Are you going to show, (7) are going to take

4 Verbs with two objects

Ähnlich WB A Unit 16/Focus on form 4.

4a

- 2 Tim sent Klara flowers.
- 3 Martin lent Mike a book.
- 4 Klara brought Tami a CD.
- 5 Mike gave Martin a magazine.
- 6 Tami bought Molly a box of chocolates.

4b

- 2 Tim sent flowers to Klara.
- 3 Martin lent a book to Mike.
- 4 Klara brought a CD for Tami.
- 5 Mike gave a magazine to Martin.
- 6 Tami bought a box of chocolates for Molly.

5 Using articles

Identisch mit WB A Unit 16/Focus on form 5.



(1) the, (2) –, (3) a, (4) a, (5) an, (6) –, (7) The, (8) a, (9) The, (10) –, (11) a

Unit 16, Big break: Working towards the standards, Workbook Excel S. 131–132

1 An interview

Identisch mit WB A Unit 16/Working towards the standards 1.

- WB51 A: ... and on today's *Youth in the News*, we're talking to Greg Butler, a young man who clearly has a future in the media. Hello, Greg. Welcome to the programme.
- B: Thank you.
- A: Now you've just started *Teen View*, a newspaper written by teenagers for teenagers.
- B: That's right.
- A: How did your interest in newspapers start?
- B: Well, when I was 14 I got a job delivering newspapers. I lost it pretty quickly, though! I liked reading the newspapers that I was supposed to be delivering and people started complaining that their newspapers were always late.
- A: What made you start your own paper, though?
- B: Well, really I suppose it was the negative image of teenagers that I saw presented in newspapers and magazines written by adults. I felt sad that teenagers were constantly stereotyped as bad or dangerous. The only stories about young people were police reports about teenagers stealing from shops. I thought it was time we had our own paper so we could put our side of the story.
- A: Well, your paper has certainly been successful. I understand sales have doubled in the last month. So, Greg, will you be taking a job on a national newspaper soon?
- B: I don't think so. *Teen View* is doing well, but there's still plenty of work to be done. I also have to do my schoolwork!



1c – 2b

2 The world's worst magician?

Identisch mit WB A Unit 16/Working towards the standards 2.



1 true, 2 ?, 3 true, 4 false, 5 true

3 Connor's holidays

Identisch mit WB A Unit 16/Working towards the standards 3.



3a I: Hi, Connor.



C: Hi.

WB52 I: Could you tell me about your summer holiday?

C: Well, this summer my parents are taking me to Scotland. I hope it's not cold and rainy! It rains a lot in Scotland and it can be quite cool, even in the summer. We're going to visit my cousins in Edinburgh and we'll stay there for two weeks. My cousins are fascinated by magic so we're going to see a play about a famous magician at the theatre in Edinburgh. We're also going to do some climbing in the mountains. When we get back from Scotland, I expect I'll see my school friends most days. We'll go to the park and the cinema and things like that. Fortunately our teachers don't give us homework during the summer holidays so I won't have to do any schoolwork. I'll just have fun and relax.



1a, 2b, 3b, 4b, 5b, 6b



3b Diese Übung dient als Vorbereitung auf Übung 4.



3c Spielen Sie bei Bedarf das Interview noch einmal als Muster vor bzw. lassen Sie es auch als Hausübung anhören.



4 My holiday plans

Identisch mit WB A Unit 16/Working towards the standards 4.

Am einfachsten ist es, wenn die Fragen im Brief nacheinander beantwortet werden. Die Notizen aus den vorangegangenen Übungen sind hier hilfreich.

Unit 16, Big break: Try it out!, Workbook Excel S. 133



1 The Your Turn Magic Trick

Identisch mit WB A Unit 16/The Your Turn Magic Trick.

Für diesen Trick brauchen die Schüler/innen drei alte Tassen und ein Stück besonders glatten Stoff.

16 Workbook Excel

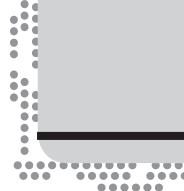
Bereiten Sie beides für die Stunde vor, wenn Sie den Trick im Unterricht ausprobieren möchten.

2 The Your Turn Experiment

Identisch mit WB A Unit 16/The Your Turn Experiment.

Achten Sie darauf, dass bei diesem Experiment das Cola aus der Flasche schießt. Am besten führen die Schüler/innen dieses Experiment im Freien durch.

Liste der Can-do-Statements



11. Liste der Can-do-Statements in Your Turn 3

Im Folgenden finden Sie die Can-do-Statements, die in Your Turn 3 verwendet werden.

Unit 1

I can understand simple conversations and identify important information.

Ich kann einfache Gespräche über bekannte Themen verstehen und die Hauptpunkte benennen.

I can identify text types.

Ich kann Textsorten erkennen.

I can find specific details in a text.

Ich kann in Texten bestimmte Informationen finden.

Unit 2

I can understand a simple conversation.

Ich kann einfache Unterhaltungen verstehen.

I can choose the correct tense to write about what I've done recently.

Ich kann die richtige Zeitform auswählen, um darüber zu schreiben, was ich in letzter Zeit getan habe.

Unit 3

I can express agreement or disagreement appropriately.

Ich kann meine Zustimmung oder Ablehnung angemessen äußern.

I can understand the main points of a conversation.

Ich kann die wichtigsten Informationen eines Gesprächs verstehen.

I can understand short, simple, personal letters, cards or emails.

Ich kann einfache, kurze persönliche Briefe, Karten und E-Mails verstehen.

Unit 4

I can follow simple interviews, reports, radio plays and sketches on familiar themes.

Ich kann einfachen Interviews, Berichten, Hörspielen und Sketchen zu vertrauten Themen folgen.

I can deduce the meaning of single unknown words and expressions from the context if the topic is familiar.

Ich kann aus dem Textzusammenhang die Bedeutung einzelner unbekannter Wörter und Äußerungen erschließen, wenn die Thematik vertraut ist.

I can understand stories and accounts of everyday life if they are on familiar topics.

Ich kann über Sachverhalte und Abläufe aus dem eigenen alltäglichen Lebensbereich berichten, z. B. über Leute, Orte, Tätigkeiten.

I can begin, keep going and end a simple conversation on familiar themes (e.g. family, friend, school and free time).

Ich kann ein einfaches Gespräch über vertraute Themen (z. B. über Familie, Freundinnen und Freunde, Schule, Freizeit) beginnen, in Gang halten und beenden.

I can write simple texts given picture impulses, sentence beginnings and key words.

Ich kann einfache Texte zu Bildimpulsen, Satzanfängen und Schlüsselwörtern (*key words*) schreiben.

Unit 5

I can understand descriptions.

Ich kann Beschreibungen verstehen.

I can react to other people's opinions.

Ich kann auf Meinungsäußerungen anderer reagieren.

I can understand a text about what people have been doing.

Ich kann einen Text verstehen, der beschreibt, was Leute gemacht haben.

Unit 6

I can understand a simple conversation about what people are going to do.

Ich kann eine einfache Unterhaltung, in der Leute Pläne machen, verstehen.

I can understand a text about an event in the past.

Ich kann einen Text über ein Ereignis in der Vergangenheit verstehen.

Unit 7

I can listen for specific information.

Ich kann Details im Textzusammenhang verstehen.

Liste der Can-do-Statements

I can come to a conclusion based on information I have read.

Ich kann aus gelesenen Texten Informationen entnehmen und zu einem Schluss kommen.

I can recognise the consequences of an action.

Ich kann die Konsequenzen einer Handlung erkennen und verstehen.

Unit 8

I can recognise and understand the main points of a conversation if standard English is used and clearly spoken.

Ich kann Gesprächen über vertraute Themen die Hauptpunkte entnehmen, wenn Standardsprache verwendet und auch deutlich gesprochen wird.

I can understand a simple conversation.

Ich kann ein einfaches Gespräch verstehen.

I can understand and recognise the central information from simple texts on familiar themes in newspapers and magazines if they are clearly organised and perhaps include photos.

Ich kann einfachen Texten zu vertrauten Themen in Zeitungen und Zeitschriften die wesentlichen Informationen entnehmen, wenn sie klar gegliedert und gegebenenfalls mit Bildmaterial ausgestattet sind.

Unit 11

I can follow simple interviews on familiar themes.

Ich kann einfachen Interviews zu vertrauten Themen folgen.

I can understand short personal letters.

Ich kann kurze, einfache persönliche Briefe verstehen.

I can describe myself, family, friends, and familiar places, objects and activities in several simple sentences.

Ich kann mich, die Familie, Freundinnen und Freunde sowie vertraute Orte, persönliche Gegenstände und Tätigkeiten in mehreren einfachen Sätzen beschreiben.

Unit 12

I can recognise and understand the main points of a conversation if standard English is used and clearly spoken.

Ich kann Gesprächen über vertraute Themen die Hauptpunkte entnehmen, wenn Standardsprache verwendet und deutlich gesprochen wird.

I can understand and recognise the central information from simple texts on familiar themes in newspapers and magazines if they are clearly organised and perhaps include photos.

Ich kann einfachen Texten zu vertrauten Themen in Zeitungen und Zeitschriften die wesentlichen Informationen entnehmen, wenn sie klar genug gegliedert und ggf. mit Bildmaterial ausgestattet sind.

I can write coherent sentences about daily aspects of my own surroundings, such as about family, other people, places and circumstances.

Ich kann in Form verbundener Sätze etwas über alltägliche Aspekte des eigenen Umfelds schreiben wie z. B. über Familie, andere Menschen, Orte, Schule.

I can give explanations or reasoning for intentions, plans or courses of action.

Ich kann für Ansichten, Pläne oder Handlungen kurze Begründungen oder Erklärungen geben.

Unit 9

I can understand conversations about rules.

Ich verstehe Gespräche über Regeln.

I can express and explain in simple terms one's own views, plans and intentions.

Ich kann in einfachen Worten eigene Ansichten, Pläne und Absichten äußern und begründen.

I can give advice.

Ich kann Ratschläge geben.

I can write cards, personal letters and e-mails reporting on experiences, feelings and events.

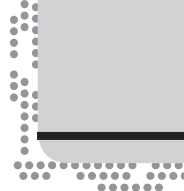
Ich kann Karten, persönliche Briefe und E-Mails schreiben und darin auch über Erfahrungen, Gefühle und Ereignisse berichten.

Unit 10

I can understand conversations about plans.

Ich verstehe Gespräche über Pläne und Vorhaben.

Liste der Can-do-Statements



Unit 13

I can understand telephone conversations about relationships.

Ich kann Telefongespräche über Beziehungen verstehen.

I can understand simple magazine texts.

Ich kann einfache Beiträge in Zeitschriften verstehen.

Unit 14

I can say things in different ways.

Ich kann Sachverhalte auf unterschiedliche Weise ausdrücken.

I can understand book descriptions and reviews.

Ich kann Buchrezensionen und Bewertungen verstehen.

Unit 15

I can understand conversations about plans.

Ich kann Gespräche über Pläne verstehen.

I can read and understand adverts.

Ich kann Anzeigen lesen und verstehen.

Unit 16

I can recognise and understand the main points of a conversation if standard English is used and clearly spoken.

Ich kann Gesprächen über vertraute Themen die Hauptpunkte entnehmen, wenn Standardsprache verwendet und deutlich gesprochen wird.

I can deduce the meaning of simple unknown words and expressions from the context if the topic is familiar.

Ich kann aus dem Textzusammenhang die Bedeutung einzelner unbekannter Wörter und Äußerungen erschließen, wenn die Thematik vertraut ist.

I can describe dreams, hopes and aims.

Ich kann Pläne, Ziele, Träume und Hoffnungen beschreiben.

I can write coherent sentences about daily aspects of my own surroundings, such as about family, other people, places and circumstances.

Ich kann in Form verbundener Sätze etwas über das alltägliche Umfeld schreiben, wie z. B. über Familie, andere Menschen, Orte, Schule.

Wortschatz: Classroom vocabulary

12. Wortschatz: Classroom vocabulary

Hier finden Sie eine Reihe von Phrasen, die im Schulalltag Verwendung finden.

General

Thank you. – You're welcome.

Thank you very much.

Excellent!

Fine.

Good work!

Quite good!

Super!

That's (not) correct.

That's (not) very good.

That's right.

Very good!

Well done!

You can do better than that.

Questions

Have you finished?

Pardon?

Which page number?

Any questions?

Have you got any questions?

Can you help me, please?

What's ... in German/English, please?

How do you spell that?

Excuse me, can I ask something?

Can you help me with the exercise, please?

Sorry, what's the homework?

Could you say it again, please?

Can you understand what your teacher says?

Who is absent?

We are going to do some group work now.

Have you finished?

Problems

What's the matter?

Speak up, please.

I can't hear you.

Sorry.

Sorry, I don't understand.

Not so fast, please!

Sorry, I've forgotten (my exercise book).

Sorry for being late.

Can I go to the loo/to the toilet?

Instructions

Act out.

All together now.

Be quiet, please.

Can you say that in English, please?

Clean the board.

Close your books, please.

Come on, have a try!

Come on, you can say it in English.

Come to the board.

Copy the sentences.

Do number 5.

Fill in the numbers.

Fill in the words.

Get out your books.

Get out your textbooks/workbooks, please.

Go and get me some chalk, please.

Go on.

Hand out the homework, please.

Hurry up!

It's your turn now.

Listen carefully.

Listen to the CD first.

Look at the pictures.

Open the window, please.

Open your books (at page ...), please.

Please collect the books, (Christine).

Put away your books.

Put up your hand if you know the answer.

Quiet, please!

Read on page ...

Repeat this word, please.

Say it again, please.

Say it in English, please.

Show me your pencil case.

Shut your books.

Sit down.

Take out your books.

Take your textbook/workbook.

Turn round, please.

Underline the words.

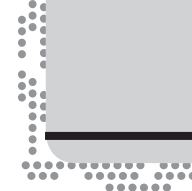
Work in pairs/groups.

Would one of you hand these out, please?

Would you clean the blackboard, please?

Write this down, please.

Liste der unregelmäßigen Verben



13. Unregelmäßige Verben aus Your Turn 1 und 2 – alphabetisch geordnet

Hier finden Sie die bereits bekannten *past tense*-Formen aus Your Turn 1 und 2. Damit können Sie leichter geeignete Aufgaben z. B. für Schularbeiten erstellen.

Infinitive	Past tense	Past participle	Translation
to be	was	been	sein
to beat	beat	beaten	schlagen
to become	became	become	werden
to begin	began	begun	anfangen
to bet	bet	bet	wetten
to bite	bit	bitten	beißen
to blow	blew	blown	(aus)blasen
to break	broke	broken	kaputt machen, brechen
to bring	brought	brought	bringen
to build	built	built	bauen
to buy	bought	bought	kaufen
to catch	caught	caught	fangen
to choose	chose	chosen	(aus)wählen
to come	came	come	kommen
to cost	cost	cost	kosten
to dig	dug	dug	graben
to do	did	done	tun, machen
to draw	drew	drawn	zeichnen
to drink	drank	drunk	trinken
to drive	drove	driven	fahren
to eat	ate	eaten	essen
to fall	fell	fallen	fallen
to feed	fed	fed	füttern, ernähren
to feel	felt	felt	fühlen
to fight	fought	fought	(be)kämpfen
to find	found	found	finden

Liste der unregelmäßigen Verben

Infinitive	Past tense	Past participle	Translation
to fly	flew	flown	fliegen
to forget	forgot	forgotten	vergessen
to get	got	got	bekommen
to give	gave	given	geben
to go	went	gone	gehen
to grow	grew	grown	wachsen
to hang (out)	hung (out)	hung (out)	(ab)hängen
to have	had	had	haben
to hear	heard	heard	hören
to hide	hid	hidden	verstecken
to hit	hit	hit	schlagen
to hold	held	held	halten
to hurt	hurt	hurt	schmerzen
to keep	kept	kept	behalten
to know	knew	known	kennen, wissen
to learn	learnt, learned	learnt, learned	lernen
to leave	left	left	(ver)lassen
to lend	lent	lent	leihen
to let	let	let	lassen
to lose	lost	lost	verlieren
to make	made	made	machen
to meet	met	met	treffen
to pay	paid	paid	bezahlen
to put	put	put	setzen, legen, stellen
to read	read	read	lesen
to ride	rode	ridden	fahren, reiten
to run	ran	run	laufen
to say	said	said	sagen

Liste der unregelmäßigen Verben

Infinitive	Past tense	Past participle	Translation
to see	saw	seen	sehen
to send	sent	sent	senden, schicken
to shine	shone	shone	scheinen
to shut	shut	shut	schließen
to sing	sang	sung	singen
to sit	sat	sat	sitzen
to sleep	slept	slept	schlafen
to speak	spoke	spoken	sprechen
to spend	spent	spent	ausgeben
to stand	stood	stood	stehen
to steal	stole	stolen	stehlen
to swim	swam	swum	schwimmen
to take	took	taken	nehmen
to tell	told	told	erzählen
to think	thought	thought	denken
to throw	threw	thrown	werfen
to understand	understood	understood	verstehen
to wake up	woke up	woken up	aufwachen
to wear	wore	worn	tragen
to win	won	won	gewinnen
to write	wrote	written	schreiben

Liste der unregelmäßigen Verben

14. Unregelmäßige Verben aus Your Turn 3 – nach Kapiteln geordnet

Infinitive	Past tense	Past participle	Translation	Unit
to mow	mowed	mown	mähen	1
to sweep	swept	swept	kehren	1
to shake	shook	shaken	schütteln	2
to kneel	knelt	knelt	knien	3
to bend	bent	bent	biegen, krümmen	5
to sell	sold	sold	verkaufen	5
to burn	burnt/burned	burnt/burned	brennen, verbrennen	7
to lay	laid	laid	legen, Tisch decken	7
to set	set	set	festlegen	8
to cut	cut	cut	schneiden	9
to lead	led	led	führen, bringen	11
to ring	rang	rung	jemanden anrufen	11



My notes



