

## Unit 5 – California, the Golden State

### Schwerpunkt:

**Hören/Sprechen:** Radioprogramm (radio phone-in), Ratschläge erfragen und erteilen, über ein historisches Ereignis sprechen

**Lesen/Schreiben:** Über Vergangenes schreiben, Skript für ein Rollenspiel, Lesetechniken Skimming und Scanning

**Grammatik:** if-Sätze (Typ 2 und 3)

**Aussprache:** Aussprache schwacher Formen, Kontraktionen

Bevor Sie mit diesem Kapitel beginnen, schreiben Sie "California" an die Tafel. Dann lassen Sie Begriffe, Personen etc. sammeln, die die Schüler/innen mit diesem Namen verbinden.

Alternativ schreiben Sie den Namen in vertikaler Richtung an die Tafel und lassen zu jedem Buchstaben ein Wort dazu schreiben. Das kann so geschehen, dass die Schüler/innen diese Assoziationen auf ein Blatt Papier, ins Heft oder an die Tafel schreiben.

Als Hausübung fertigen die Schüler/innen ein Poster dazu an, das dann in der Klasse aufgehängt werden kann. Es kann einerseits eine Art Werbeposter für Kalifornien sein, andererseits könnte es auch ein Poster sein, das mit Begriffen in kreativer Anordnung spielt.

## Unit 5, warm-up, Textbook S. 39

### ((1)) Word warm-up

#### ((1a))

((Audioscript: TB CD1 Track 28))

driving licence – freshman – guilt – gym

hang up – locker – population – product – school subject

ranches – roller coaster – support – survey – track and field

((Hörtext endet))

Die Schüler/innen fragen zuerst einander nach der Bedeutung dieser Begriffe, wenn sie nicht in der Lage sind, die Bedeutungen selbst herauszufinden.

((1b)) Das Nachschlagen im Warm-up dictionary (S. 152-154) dient dazu, die Fertigkeiten zu üben, die man im Umgang mit Wörterbüchern unbedingt braucht. Die Fixit-Box weist auf die Betonung eines Wortes hin. Ihre Schüler/innen sollten sich angewöhnen, automatisch auch immer die Aussprache zu beachten, wenn sie ein Wort nachschlagen.

((1c)) Hier wird praktisch umgesetzt, was die Schüler/innen im Wörterbuch gefunden haben. Geben Sie Ihren Schüler/innen als Hausübung auf, eine Reihe anderer Wörter in einem Wörterbuch zu finden und mit der richtigen Betonung ins Heft zu übertragen. Die betonte Silbe wird unterstrichen.

### ((2)) **Pronunciation corner**

((2a))

((Audioscript: TB CD1 Track 29))

can – for – from – a – of – to

((Hörtext endet))

((2b))

((Audioscript: TB CD1 Track 30))

- 1 He *can* speak Spanish.
- 2 This is *for* you.
- 3 She's *from* Los Angeles.
- 4 Have *a* cup *of* tea.
- 5 Explain it *to* me.

((Hörtext endet))

Die in 2a angegebenen Wörter werden nur schwach ausgesprochen, da sie nicht den wesentlichen Inhalt der Sätze bilden.

((2c)) Beim Nachsprechen ist darauf zu achten, dass auch wirklich die Intonation des englischen Satzes genau nachgemacht wird.

### ((3)) **Getting-ready grammar**

((3a)) Lassen Sie diese Fakten leise lesen und lassen Sie dann in der Gruppe die lustigste Regelung auswählen.

((3b)) Hier ist zu beachten, dass jeweils diese Konstruktion als Muster verwendet werden sollte (vgl. Sprechblase).

## **Unit 5A, California – past and present, Textbook S. 40-41**

### ((1)) **Text attack**

((1a)) ((Schlüsselsymbol))

- 1 the time when California belonged to Mexico: paragraph 4
- 2 Russian settlements in California: paragraph 2
- 3 the different cultures that live in the state today: paragraph 5
- 4 Spanish rule in California: paragraph 3

((1b)) Besprechen Sie auch die Struktur eines Absatzes. Nach dem „topic sentence“ folgt meist eine weitere Erklärung mit Details. Am Ende des Absatzes folgt ein Satz, der den Absatz abrundet und zum nächsten Absatz überleitet.

### ((2)) Read in more detail

((Schlüsselsymbol))

1821: Mexico won independence from Spain.

1697–1821: Spain ruled California.

26% of Californians speak Spanish.

\$18,250,000 was the price the U.S. paid for California.

1848: The Mexican government sold California to the U.S.

32% of the population are 'Latinos'.

### ((3)) Wordfind

((Schlüsselsymbol))

1 The Spanish were the first Europeans to live in Mexico. They were the first European **settlers**.

2 The original people in North America, like the Sioux and the Cheyenne, are called **Native Americans**.

3 Cows and bulls are collectively called **cattle**.

4 Joe García is American but his grandparents were from Latin America. Joe is of **Latin American descent**.

5 India became independent in 1948. Before that, it was ruled by Britain – it was a British **colony**.

6 Spanish priests in California had buildings where they taught Christianity to Native Americans. These religious buildings or **missions** can still be visited in many places in California.

### ((4)) Portfolio writing

((4a)) Besprechen Sie zuerst einmal die „time line“ für die Geschichte Kaliforniens. Mit Hilfe des Internets oder englischer Nachschlagewerke erstellen die Schüler/innen eine solche „time line“ für das von ihnen gewählte historische Ereignis.

((4b)) Für diese Aufgabenstellung weisen Sie die Schüler/innen noch einmal auf den Anfangssatz eines Absatzes hin (siehe Fixit-Box auf S. 40).

Achten Sie besonders auf die richtige Zeitenfolge (Past tense, Past perfect).

## Unit 5B, Jefferson High School, Textbook S. 42-43

### ((1)) News from Jack

((1a)) Um diese Frage zu beantworten, lassen Sie die Adjektive markieren, die sich auf die Schule und das Schulleben beziehen.

### ((Schlüsselsymbol))

huge – big – cool – pretty exciting – a bit scary

Jack is very pleased with his new school.

### ((1b)) ((Schlüsselsymbol))

1 freshman

2 gowns and mortar boards

3 Jack's electives: Spanish, driver's education. (individuelle Schülerantworten)

4 (individuelle Schülerantworten)

5 (individuelle Schülerantworten)

### ((2)) Language puzzle

Weisen Sie auf die Grammar-Box am Rand hin, die die Verwendung von 'you' und 'one' erklärt.

#### ((2a)) ((Schlüsselsymbol))

You kommt 11 Mal vor.

#### ((2b)) ((Schlüsselsymbol))

This makes me a "freshman", which is what **you** (= general) call students – boys and girls! – in the first year of high school (9th grade).

**You** (= general) wear gowns and mortar boards!

Over here only a few subjects are the same for everybody and then **you** (= general) have to choose what else **you** (= general) want to study ("electives").

... but in California **you** (= general) can get a driving licence at 15 and a half!

**You** (= Harry and Zoe) guys would love it!

**You** (= general) don't have to wear a uniform and **you** (= general) get a locker for your stuff.

Miss **you** (= Harry and Zoe) lots.

Zoe, the song in the attachment is especially for **you**. (= Zoe)

Listen and see if **you** (= Zoe) get the message!

### ((3)) Jack's new school

((3a)) Lassen Sie die Schüler/innen auch begründen, warum sie etwas als überraschend oder interessant finden.

#### ((3b))

((Audioscript: TB CD1 Track 31))

Harry: Jack sounds really happy, doesn't he?

Zoe: Do you really think so? If I were him, I would feel miserable without my friends.

Harry: Oh, I mean, not happy, happy like he doesn't miss us or anything. Of course he's missing us – he said so in his email.

Zoe: Whatever.

## Your Turn 4 Teacher's Guide



Harry: Anyway, that High School really sounds like the movies, doesn't it?  
Zoe: Yes, it does. But I don't think I'd like it.  
Harry: Why?  
Zoe: I don't know. It sounds too big. I wouldn't like to go to such a big school.  
Harry: And he's learning to drive! I'd love to learn to drive!  
Zoe: I wouldn't. Cars pollute the air. They're sooo not cool.  
Harry: Hmm, maybe you're right. But wouldn't you like to learn Spanish? Jack says many people in California speak Spanish.  
Zoe: You can learn Spanish in our school too, you know?  
Harry: Hey! Zoe, what is the matter? Why can't you be happy for Jack?  
Zoe: I am! Sorry Harry, I'm being an idiot. It's just that, I don't want Jack to change. Things would never be the same again.  
Harry: I know. I worry sometimes too. Listen, why don't we listen to that song he sent you?  
Zoe: OK. Maybe that will cheer me up. Harry, thanks.  
Harry: For what?  
Zoe: For being you. What would I do without you?

*((Hörttext endet))*

*((Schlüsselsymbol))*

- 1 Harry thinks Jack sounds happy.
- 2 Zoe wouldn't like to go to a school like Jack's.
- 3 Zoe doesn't think cars are cool.

### SECRETS

Partner/in A: p. 136, Partner/in B: p. 141.

*((a))* Lassen Sie die Antworten zuerst einmal still ausarbeiten. Zur Erinnerung spielen Sie nach einigen Minuten noch einmal Track 31 vor.

*((b))* Die Aussagen werden gemeinsam gelesen und ergeben dann den folgenden Dialog.

*((Schlüsselsymbol))*

- 1 Harry: Jack sounds really happy. – Partner/in A
- 1 Zoe: If I were him, I'd feel really miserable without my friends. – Partner/in B
- 2 Harry: Jack misses us because he said so in his email. His school really sounds like the movies. – Partner/in A
- 2 Zoe: Yes, I agree, but I wouldn't like it. – Partner/in B
- 3 Harry: Why wouldn't you like Jack's school? – Partner/in A
- 3 Zoe: I wouldn't like to go to such a big school. – Partner/in B
- 4 Harry: I'd like to learn to drive, like Jack. – Partner/in A
- 4 Zoe: I wouldn't like to learn to drive because cars pollute the air. – Partner/in B
- 5 Harry: Wouldn't you like to learn Spanish? – Partner/in A
- 5 Zoe: You can learn Spanish in our school too. – Partner/in B
- 6 Harry: Why can't you be happy for Jack? – Partner/in A

## Your Turn 4 Teacher's Guide



- 6 Zoe: Sorry Harry, I'm being an idiot. It's just that, I don't want Jack to change.  
– Partner/in B
- 7 Harry: I sometimes worry about that too. Do you want to listen to the song Jack sent you? – Partner/in A
- 7 Zoe: OK. Maybe that will cheer me up. Harry, thanks. – Partner/in B

((c)) Zum Schluss wird Track 31 noch einmal vorgespielt und es werden eventuell notwendige Änderungen eingefügt.

### Your turn

Diesem Text kann Jacks E-Mail (TB S. 42) zugrunde gelegt werden. Mit schwächeren Gruppen besprechen Sie noch einmal die Unterschiede an Schulen, bevor die Schüler/innen zu schreiben beginnen.

### ((4)) A song for Zoe

((4a))

((Audioscript: TB CD1 Track 32))

1

Please Mr Postman  
There must be some word today  
From my girlfriend so far away  
Please Mr Postman look and see  
If there's a letter, a letter for me.

2

I've been standing here waiting Mr Postman  
So patiently  
For just a card or just a letter  
Saying she's returning home to me.

3

Mr Postman look and see  
If there's a letter in your bag for me  
I've been waiting a long, long time  
Since I heard from that girl of mine

4

So many days you passed me by  
See the tears standing in my eyes  
You didn't stop to make me feel better  
By leaving me a card of a letter

5

Mr Postman look and see  
If there's a letter in your bag for me



## Your Turn 4 Teacher's Guide



I've been waiting a long, long time  
Since I heard from that girl of mine

6  
You gotta wait a minute, wait a minute  
Wait a minute, wait a minute  
Deliver the letter, the sooner the better.

*((Hörtext endet))*

*((Schlüsselsymbol))*

Der Refrain kommt zwei Mal vor.

*((4b))* Lassen Sie Songs als Hausübung vorbereiten. Im Internet lassen sich die Liedtexte leicht finden. Die Schüler/innen bringen die Liedtexte mit und präsentieren die Songs (wenn möglich, spielen sie die Songs auch vor).

### Unit 5C, Ups and downs, Textbook S. 44-45

#### *((1))* Real friends

Bevor Sie mit diesem Abschnitt beginnen, fragen Sie Ihre Schüler/innen, was sie unter einem richtigen Freund verstehen (vgl. auch Facebook friends).

*((1a))* *((Schlüsselsymbol))*

1  
If I were Frank, I would talk to Dan.  
I think Frank should talk to Dan.  
I think Frank should ask someone else to talk to Dan.

2  
If I were the girl, I would call the boy.  
I think the girl should forget the boy.  
I think the girl should find someone else from work to talk to the boy.

#### *((1b))* Stellen Sie nach dem Anhören Verständnisfragen.

Beispiel:

What kind of programme is it?  
Who is the presenter?  
Who is the guest?

*((Audioscript: TB CD1 Track 33))*

Carmen Heskey: After a long break, Opinions and Stuff is back! This is Carmen Heskey. Today's topic is Real Friends. Dr Rosemary Forbes, a psychologist, is in the studio to take your calls. Our first caller is Frank. Hello Frank.

First caller: Hello. I'm calling because I think my best friend, Dan, is in trouble.



## Your Turn 4 Teacher's Guide



Dr Forbes: What makes you think Dan's in trouble?  
First caller: Well, he's been lying to me and to his parents. I don't know why!  
Dr Forbes: What's he been lying about?  
First caller: He's told his mum he's over at my place all the time because I'm helping him with school work. But that's not true. I haven't seen him for ages. He's told me he's always busy with his parents. I don't know what to do.  
Dr Forbes: I think you're right to worry about your friend. He may be in trouble. You should talk to Dan.  
First caller: But if he'd got into trouble surely he would have told me.  
Dr Forbes: Some people find it difficult to talk about their problems. If he won't talk to you, talk to his mum. But do it soon. Dan sounds like he may need help.

Akiko/Second caller: Hello? This is Ak.. er ... Cindy.  
Dr Forbes: Hello Cindy. What's your problem?  
Akiko/Second caller: Well, there was this guy I really, really liked. We worked together and he was really nice to me.  
Dr Forbes: Was? You mean he isn't nice anymore?  
Akiko/Second caller: Well, you see, after the holidays he just didn't come back to work. He just left and never said goodbye.  
Dr Forbes: Maybe he had a problem and he didn't have a chance to say goodbye. You should wait for him to come back and give you an explanation.  
Akiko/Second caller: The thing is I have seen him around, in the shopping centre.  
Dr Forbes: You've seen him around, have you? Well, in that case, he's not really a friend. If he cared about you, he'd get in touch. Forget him and move on.  
Akiko/Second caller: Oh! Oh, OK. Thank you.  
Carmen: Do you have a problem and you don't know what to do? Call us! And remember, if you want to post a comment on these problems today, go onto our website. Hello?

*((Hörttext endet))*

*((1c)) ((Schlüsselsymbol))*

- 1 The topic of the programme is 'Real Friends'. – T
- 2 Several people call the programme. – We don't know. We only know of two people.
- 3 Dr Forbes thinks the first caller's friend may have a problem. – T
- 4 Dr Forbes tells the first caller to talk to his friend. – T
- 5 The second caller is calling to talk about a person who left work and never said goodbye. – T
- 6 Dr Forbes first advises the second caller to wait for an explanation. – T

*((1d)) ((Schlüsselsymbol))*

The second caller is Akiko. She called the radio station because she misses Matt.

### ((2)) Akiko's blog

((2a)) Lassen Sie diesen Text still lesen und fragen Sie dann nach den Dingen, die Akiko belasten bzw. glücklich machen.

#### ((Schlüsselsymbol))

Akiko feels good about a postcard from Matt from South Africa.  
Akiko feels bad about Matt not having said goodbye to her. She also feels bad about the fact that she phoned the radio programme and pretended to be Cindy.

((2b)) Besprechen Sie an dieser Stelle, dass die Schüler/innen darauf achten sollten, ihre Privatsphäre zu schützen. Besprechen Sie, was passieren kann, wenn man all seine privaten Details anderen im Internet zugänglich macht.

### ((3)) Language puzzle

Bevor Sie diese Übungssequenz machen, besprechen Sie unbedingt die Bedingungssätze in der Grammar-Box. In diesen Fällen wird eine Bedingung ausgedrückt, die nicht mehr erfüllt werden kann.

#### ((3a)) ((Schlüsselsymbol))

- 1 It was not OK to call the programme because Akiko said she was Cindy. → That would have been OK if I hadn't said I was Cindy, a girl from school.
- 2 The guy didn't want to get in touch. That is why he didn't (get in touch). → ... if this guy had wanted to get in touch, he'd have done so.
- 3 Akiko felt bad because the doctor didn't tell her anything positive. → I wouldn't have felt so bad if she had told me something positive.
- 4 He didn't answer the phone so Akiko didn't say anything. → If he'd answered the phone, I'd probably have said something.

#### ((3b)) ((Schlüsselsymbol))

If I'd been in Akiko's place, I would/wouldn't have written about what I did in my blog. Cindy might read it!

If I'd been in Akiko's place, I would/wouldn't have called the radio station for advice. Nobody out there needs to know about my problems.

If I'd been in Akiko's place, I would/wouldn't have called his mother.

#### ((3c)) ((Schlüsselsymbol))

Answer: If I had used a friend's name, I wouldn't have felt guilty.

Explanation: Everybody does that sometimes.

Answer: If I had called his mother, I wouldn't have felt guilty about it.

Explanation: I only wanted to ask where Matt was. That's all.

Answer: If I had written about everything in my blog, I wouldn't have felt guilty about it.

Explanation: People shouldn't read it if they don't like to read about these things.

## ((4)) Frank's story

((Schlüsselsymbol))

Beispielsätze:

If Frank had listened to Dr Forbes, he would have talked to Dan.

If he had listened to Dr Forbes, Dan could have told him about his problems.

If Dan had been able to talk about his problems, he would not have run away.

## ((5)) Pronunciation corner

((5a)) Kontraktionen werden vor allem in der gesprochenen Sprache benutzt.

((Audioscript: TB CD1 Track 34))

1 If I'd known, I'd have told you.

2 If he'd called, I'd have been very happy.

3 If I'd not lied, I wouldn't have felt so guilty.

4 If she'd not come, I'd have gone alone.

((Hörtext endet))

((Schlüsselsymbol))

Die kürzer gesprochenen Wörter sind: had, would, would not

((5b)) Weisen Sie Ihre Schüler/innen darauf hin, dass englische Sätze aus einer zusammenhängenden Lautkette bestehen. Es sollte nicht nach jedem Wort eine Pause gemacht werden.

## Unit 5D, Tasks plus, Textbook S. 46

### ((1)) California, the Golden State

Im ersten Schritt beschreiben die Schüler/innen den Bildinhalt. Dann spekulieren sie, was diese Bilder zusammen bedeuten könnten.

### ((2)) All about the Gold Rush

Diese Übung ist wie eine SECRETS-Übung angelegt.

Partner/in A: p. 137, Partner/in B: p. 142, Partner/in C: p. 145, Partner/in D: p. 147.

Ziel ist es, dass die Schüler/innen selbstständig im Team Informationen sammeln. Jede/r Partner/in in der Vierergruppe liest einen Text.

### ((3)) Spread the news

Um wirklich sinnvoll über den Goldrausch sprechen zu können, ist es notwendig, die Texte in Stichwörtern zusammenzufassen. Wenn zusätzliche Informationen

## Your Turn 4 Teacher's Guide



(wie Bilder) verarbeitet werden sollen, dann ist es zweckmäßig, diese Aufgabe als Hausübung vorbereiten zu lassen.

Für technisch versierte Schüler/innen bietet es sich an, eine Internet-Seite zu dem Thema zu erstellen, die dann auch Links zu anderen Seiten enthält. Diese Aufgabe lassen Sie am besten in Kleingruppen durchführen.

Eine solche Übung gibt weniger sprachbegabten Kindern die Möglichkeit, ihre anderen Fertigkeiten (z. B. Computer-Skills) einzubringen.

### ((4)) **Work it out!**

#### ((Schlüsselsymbol))

1 The San Francisco football team is called the San Francisco 49ers because this was the name given to the people who arrived in Northern California around 1849 during the California Gold Rush.

2 San Francisco's Chinatown started in 1849.

Chinese immigrants started laundries, shops and restaurants in the Gold Rush because they were hard-working and accepted low wages.

3 Levi Strauss sold jeans.

4 These prices meant that the miners had to work hard to earn a decent living.

### **Research task**

Wenn Sie Powerpoint-Präsentationen machen lassen, besprechen Sie vorher die Charakteristika einer guten Powerpoint-Präsentation.

Als Research-Medium empfiehlt sich das Internet. Diese Aufgabe kann aber auch eine gute Gelegenheit sein, einmal in die Schulbibliothek zu gehen und traditionelle Nachschlagwerke zu verwenden.

## **Unit 5, warm-up, Workbook Achieve S. 39**

### ((1)) **Matching**

#### ((Schlüsselsymbol))

1 freshman – (c) someone in their first year of an American high school

2 locker – (e) a cupboard where you can keep your things at school

3 ranch – (d) a very large farm, often with lots of cows

4 guilt – (a) a feeling you have when you know you have done something wrong

5 track and field – (f) a group of sports involving running, jumping and throwing things

6 roller coaster – (b) a high-speed ride at an amusement park

### ((2)) **I can, you can't**

((2a)) Die Lösung zu dieser Hörverstehensaufgabe finden Sie im folgenden Audioscript.



((2b))

((Audioscript: WB CD Track 14))

1

A: Sophie, can you help me move this table?

B: No, I'm sorry, I can't. I've hurt my back.

2

C: I haven't got anything to wear so I can't go to the party.

D: Yes, you can. You can borrow my red dress.

3

A: I can speak French better than you!

B: No, you can't. I can speak French much better than you!

A No, you can't.

B Yes, I can!

((Hörtext endet))

((3)) **If you ...**

((Schlüsselsymbol))

1d If you go on this roller coaster, – you might feel sick.

2c If you go to New York, – you must visit the Statue of Liberty!

3e If you get a driving licence, – you will be allowed to drive a car.

4b If you do track and field, – you have to wear running shoes.

5a If you study geography, – you may know the population of California.

## Unit 5, Exercises, Workbook Achieve S. 40-46

((1)) **Borrowed words**

((1a)) Ähnlich WB E Unit 5/1a.

Bei dieser Gelegenheit können Sie auch über die Einflüsse der verschiedenen Sprachen auf die englische Sprache sprechen. Eine genauere Erklärung finden Sie im Text. Auch einige deutsche Wörter haben Eingang in die englische Sprache gefunden (s. Liste im Text).

((Schlüsselsymbol))

Words from other languages in English.

((1b)) ((Schlüsselsymbol))

1b – the Indians

2b – England is near to other European countries.

3c – Inuit

## Your Turn 4 Teacher's Guide



- 4c – English has many words from different languages around the world.  
5a – There is no English word for many food items from different cultures.

### ((2)) Facts and figures

Ähnlich WB E Unit 5/2.

Nach dem Anhören des Textes und nach der Korrektur besprechen Sie die anderen Zahlen- bzw. Zeitangaben, die in der Übung zur Auswahl gestellt wurden.

*((Audioscript: WB CD Track 15))*

1

- A What's the population of California?  
B Um, I think it's about 37 million.  
A Wow! That's a lot of people.

2

- C He was born in 1918.

3

- A How many of the students voted to have the party in the school hall?  
B About 90%.

4

- C How much did your trainers cost?  
D £14.99.

5

- A The American War of Independence was fought from 1775 to 1783.

6

- B In California you can get a driving permit when you're 15.

*((Hörtext endet))*

*((Schlüsselsymbol))*

1a – 37,000,000; 2b – 1918; 3b – 90%; 4a – £14.99; 5a – 1775-1783; 6a – 15

### ((3)) What happened first?

*((3a))* Identisch mit WB E Unit 5/3a.

*((Audioscript: WB CD Track 16))*

Tami: Hello?

Tim: Tami, hi, it's Tim.

Tami: What's up?

Tim: I'm bored. Do you want to come over and watch a DVD with Molly and me? I bought a new one on Saturday.

Tami: Sure. Let's invite Martin and Klara over as well.

Tim: Good idea. Shall we buy some popcorn?

Tami: I don't think Klara likes popcorn.



## Your Turn 4 Teacher's Guide



- Tim: Crisps then, and tortilla chips.  
Tami: Great. And I'll make some salsa to go with them.  
Tim: Brilliant.  
Tami: But you'll have to buy some tomatoes, an onion and some chillies. Oh and get some cola, too.  
Tim: OK. I'll get the tomatoes, onion and chillies, but I've already got cola. I bought some yesterday. I'll go shopping now. You call Klara and Martin. See you later.  
Tami: Tim, Tim, wait! I need a lemon as well. Tim! Oh...

((Hörtext endet))

((Schlüsselsymbol))

- 1 Tim bought a DVD.
- 2 Tim bought some cola.
- 3 Tim called Tami.
- 4 Tim invited Tami to watch the DVD with him and Molly.
- 5 Tim suggested buying some popcorn.
- 6 Tami offered to make some salsa.
- 7 Tami told Tim to buy some tomatoes, an onion, some chillies and some cola.
- 8 Tim hung up.
- 9 Tami remembered that she needed a lemon.

((3b)) Ähnlich WB E Unit 5/3b.

((Schlüsselsymbol))

Tim was bored so he (1) **called** Tami. He invited her to watch a DVD with him and Molly which he (2) **had bought** the previous Saturday. Tami (3) **suggested** inviting Martin and Klara, too. After Tami (4) **had told** Tim that Klara didn't like popcorn, he (5) **suggested** getting some crisps and tortilla chips instead. Tami said that she would make some salsa. She (6) **told** Tim to buy some tomatoes, an onion, some chillies and some cola. Tim (7) **had bought** some cola the previous day, so he didn't need to get any more, but he agreed to get the other things. After he (8) **had hung up**, Tami remembered that she needed a lemon, too.

### Challenge

Ähnlich WB E Unit 5/Challenge S. 39.

Achten Sie hier genau darauf, dass jeweils die richtige Handlung in die Past perfect tense gesetzt wird.

((4)) **High School Musical**

((4a)) Ähnlich WB E Unit 5/4a.

((Schlüsselsymbol))

- 1 Troy and Gabriella are brother and sister. – x
- 2 Troy and Gabriella met for the first time at East High School. – x
- 3 Troy and Gabriella are in different cliques at the school. – ✓

## Your Turn 4 Teacher's Guide



4 In the end, Troy and Gabriella's friends feel bad that they tried to keep them apart. – ✓

5 Sharpay and Ryan are jealous because Troy and Gabriella are good at singing. – ✓

6 Sharpay and Ryan get the best parts in the musical. – x

((4b)) Ähnlich WB E Unit 5/4b.

((Schlüsselsymbol))

1 If I were you, I would forget about him. He doesn't really like you. – G

2 If you didn't think about Gabriella all the time, you would play better! – T

3 If you came to basketball practice, the rest of the team would be happy. – T

4 If I were you, I would tell Sharpay that she can have the best part in the musical. – G

5 If you came to the science club, we would win the quiz. – G

### Challenge

((Schlüsselsymbol))

Beispielsätze:

If I were Troy, I would talk to Gabriella about it.

If I were Gabriella, I would ask Sharpay and Ryan why they were so jealous.

### ((5)) People in general

Identisch mit WB E Unit 5/5.

((Schlüsselsymbol))

... Klara: Why did you move schools, Jodie? Usually **you** can't change schools in the middle of the year. ...

Molly: Is it true that **you** don't have to wear school uniform in America?

Jodie: Yes, at most schools **you** don't have to, but at some **you** do. ...

Jodie: I know where the sports hall is, but I don't know about lunch. Can **you** buy food at school or do **you** have to bring a lunchbox?

Klara: **You** can buy food in the canteen, but I don't think you'll like it! If **you** bring your own food, **you** can eat it in the canteen, though. But watch out, **you're** not allowed to eat if **you're** walking around the school. ...

Molly: I know. Our headteacher thinks it's important. '**One** does not eat and walk,' she always says.

### ((6)) Dear Aunt Annie

Ähnlich WB E Unit 5/6.

((Schlüsselsymbol))

1 If I Andy hadn't gone to the cinema with his girlfriend, he **wouldn't have missed** the basketball match.

2 If Andy had played in the match, his team **would have won**.

3 If Jenny **had not gone** to the library, she wouldn't have heard the boy she likes talking about her.



## Your Turn 4 Teacher's Guide



- 4 If Jenny hadn't heard what the boy said, she **wouldn't have felt** awful.  
5 If Sandra's parents hadn't moved to a new town, she **wouldn't have had to change** schools.  
6 If Sandra had stayed at her old school, she **wouldn't have had to say** goodbye to her old friends.

### ((7)) Pronunciation joke

Identisch mit WB E Unit 5/7.

### ((Schlüsselsymbol))

Johnny: "I'm sorry, but just think how many goals I **would have scored** if I hadn't been ill."

## Unit 5, Making progress, Workbook Achieve S. 45

### ((1)) Talking about a book

Ähnlich WB E Unit 5/MP1.

### ((Audioscript: WB CD Track 17))

- Sam: Hi, Emily.  
Emily: Hi, Sam. Oh, did you read that book I lent you.  
Sam: Which one?  
Emily: *Dancing for the Stars*.  
Sam: Oh, er, yes.  
Emily: Did you enjoy it?  
Sam: Well, um...  
Emily: Oh, no, you didn't enjoy it, did you?  
Sam: No, not really.  
Emily: Oh, I really thought you would. I loved it. I thought it was an amazing story.  
Sam: Well, yes, the story was interesting, but the characters were awful, totally unbelievable. The hero – Brad, was it? He was useless. He was so weak. He couldn't even ask the girl to dance with him.  
Emily: He was just shy. I thought it was rather sweet. I liked him. And Lucy was lovely.  
Sam: I didn't like her. She was pathetic. The only character I liked was Bob. He was great!  
Emily: Bob! But he was horrible. He nearly ruined everything. When he told Lucy that Brad didn't like her and she was so upset, I nearly cried!

### ((Hörtext endet))

### ((Schlüsselsymbol))

- 1 The book was enjoyable. – E
- 2 The story was interesting. – B
- 3 The characters were unbelievable. – S
- 4 Brad was useless. – S



## Your Turn 4 Teacher's Guide



- 5 Brad was shy. – E  
6 Bob was horrible. – E

### ((2)) **Audition for *Oliver***

Ähnlich WB E Unit 5/MP2.

#### ((Schlüsselsymbol))

- 1 What is *Oliver*? – (b) A musical.
- 2 Who can go to the audition? – (a) Anyone at the school.
- 3 What kind of students is Mr Harris looking for? – (c) Those who can sing solo and those who can sing in the chorus.
- 4 Can you be in *Oliver* if you can't go to the audition? – (a) Yes.

## Unit 5, Exercises, Workbook Excel S. 38-45

### ((1)) **Borrowed words**

((1a)) Ähnlich WB A Unit 5/1a.

Bei dieser Gelegenheit können Sie auch über die Einflüsse der verschiedenen Sprachen auf die englische Sprache sprechen. Eine genauere Erklärung finden Sie im Text. Auch einige deutsche Wörter haben Eingang in die englische Sprache gefunden (s. Liste im Text).

#### ((Schlüsselsymbol))

- 1 three groups that invaded England: the Romans, the Vikings and the French
- 2 two countries that were invaded by the English: America and India
- 3 two languages which are not European: Arabic, Japanese
- 4 another word for 'languages': tongues
- 5 the people from whom English got a word for a winter jacket: the Inuit people of Greenland
- 6 a word that English borrowed from Japanese: typhoon

#### ((1b)) ((Schlüsselsymbol))

- 1 Words started moving from one language to another when people started writing to each other. – x
- 2 English has only borrowed words from European languages. – x
- 3 The English have never been great travellers. – x
- 4 A lot of borrowed words in English are food words. – ✓
- 5 English people prefer to describe food items rather than use a foreign word. – x

### ((2)) **Facts and figures**

Ähnlich WB A Unit 5/2.

Nach dem Anhören des Textes und nach der Korrektur besprechen Sie die anderen Zahlen- bzw. Zeitangaben, die in der Übung zur Auswahl gestellt wurden.



## Your Turn 4 Teacher's Guide



((Audioscript: WB CD Track 15))

1

- A What's the population of California?  
B Um, I think it's about 37 million.  
A Wow! That's a lot of people.

2

- C He was born in 1918.

3

- A How many of the students voted to have the party in the school hall?  
B About 90%.

4

- C How much did your trainers cost?  
D £14.99.

5

- A The American War of Independence was fought from 1775 to 1783.

6

- B In California you can get a driving permit when you're 15.

((Hörtext endet))

((Schlüsselsymbol))

1a – 37,000,000; 2c – 1918; 3c – 90%; 4a – £14.99; 5a – 1775-1783; 6a – 15

**((3)) What happened first?**

((3a)) Identisch mit WB A Unit 5/3a.

((Audioscript: WB CD Track 16))

Tami: Hello?

Tim: Tami, hi, it's Tim.

Tami: What's up?

Tim: I'm bored. Do you want to come over and watch a DVD with Molly and me? I bought a new one on Saturday.

Tami: Sure. Let's invite Martin and Klara over as well.

Tim: Good idea. Shall we buy some popcorn?

Tami: I don't think Klara likes popcorn.

Tim: Crisps then, and tortilla chips.

Tami: Great. And I'll make some salsa to go with them.

Tim: Brilliant.

Tami: But you'll have to buy some tomatoes, an onion and some chillies. Oh and get some cola, too.

Tim: OK. I'll get the tomatoes, onion and chillies, but I've already got cola. I bought some yesterday. I'll go shopping now. You call Klara and Martin. See you later.

Tami: Tim, Tim, wait! I need a lemon as well. Tim! Oh...



## Your Turn 4 Teacher's Guide



((Hörtext endet))

((Schlüsselsymbol))

- 1 Tim bought a DVD.
- 2 Tim bought some cola.
- 3 Tim called Tami.
- 4 Tim invited Tami to watch the DVD with him and Molly.
- 5 Tim suggested buying some popcorn.
- 6 Tami offered to make some salsa.
- 7 Tami told Tim to buy some tomatoes, an onion, some chillies and some cola.
- 8 Tim hung up.
- 9 Tami remembered that she needed a lemon.

((3b)) Ähnlich WB A Unit 5/3b.

((Schlüsselsymbol))

Tim was bored so he (1) **called** Tami. He invited her to watch a DVD with him and Molly which he (2) **had bought** the previous Saturday. Tami (3) **suggested** inviting Martin and Klara, too. After Tami (4) **had told** Tim that Klara didn't like popcorn, he (5) **suggested** getting some crisps and tortilla chips instead. Tami said that she would make some salsa. She (6) **told** Tim to buy some tomatoes, an onion, some chillies and some cola. Tim (7) **had bought** some cola the previous day, so he didn't need to get any more, but he agreed to get the other things. After he (8) **had hung up**, Tami remembered that she needed a lemon, too.

### Challenge

Ähnlich WB A Unit 5/Challenge S. 41.

Achten Sie hier genau darauf, dass jeweils die richtige Handlung in die Past perfect tense gesetzt wird.

((4)) **High School Musical**

((4a)) Ähnlich WB A Unit 5/4a.

((Schlüsselsymbol))

- 1 Troy and Gabriella met on a skiing holiday.
- 2 Gabriella's mother had to move there for work. Gabriella had to come with her.
- 3 Troy and Gabriella are in different cliques at the school but they want to be in the same musical together.
- 4 Sharpay and Ryan are jealous because Troy and Gabriella are good at singing.
- 5 The basketball team and the science club team help them.
- 6 Other students then realise that they don't all like the same things and that it's OK to be different.

((4b)) Ähnlich WB A Unit 5/4b.

((Schlüsselsymbol))

- 1 He doesn't really like you. If I were you, – (b) I would forget about him.

## Your Turn 4 Teacher's Guide



- 2 If the whole team came to basketball practice, – (e) we would have a better chance of winning our next game.
- 3 If you didn't think about Gabriella all the time, – (f) you would play better!
- 4 Sharpay can be really mean. If I were you, – (c) I would let her have the best part in the musical.
- 5 You're really clever. If you were on the team, – (a) we would win the science quiz.
- 6 If you cared about Troy, – (d) you wouldn't take him away from the basketball team.

### ((5)) People in general

Identisch mit WB A Unit 5/5.

#### ((Schlüsselsymbol))

- ... Klara: Why did you move schools, Jodie? Usually **you** can't change schools in the middle of the year. ...
- Molly: Is it true that **you** don't have to wear school uniform in America?
- Jodie: Yes, at most schools **you** don't have to, but at some **you** do. ...
- Jodie: I know where the sports hall is, but I don't know about lunch. Can **you** buy food at school or do **you** have to bring a lunchbox?
- Klara: **You** can buy food in the canteen, but I don't think you'll like it! If **you** bring your own food, **you** can eat it in the canteen, though. But watch out, **you're** not allowed to eat if **you're** walking around the school. ...
- Molly: I know. Our headteacher thinks it's important. '**One** does not eat and walk,' she always says.

### ((6)) Dear Aunt Annie

Ähnlich WB A Unit 5/6.

#### ((Schlüsselsymbol))

- 1 If I Andy hadn't gone to the cinema with his girlfriend, he **wouldn't have missed** the basketball match.
- 2 If Andy had played in the match, his team **would have won**.
- 3 If Jenny **had not gone** to the library, she wouldn't have heard the boy she likes talking about her.
- 4 If Jenny hadn't heard what the boy said, she **wouldn't have felt** awful.
- 5 If Sandra's parents hadn't moved to a new town, she **wouldn't have had** to change schools.
- 6 If Sandra had stayed at her old school, she **wouldn't have had** to say goodbye to her old friends.

### ((7)) Pronunciation joke

Identisch mit WB A Unit 5/7.

#### ((Schlüsselsymbol))

Johnny: "I'm sorry, but just think how many goals I **would have scored** if I hadn't been ill."

## Tasks plus

### ((1)) Native wisdom

((1a)) Lassen Sie diesen Text leise lesen bzw. als Hausübung vorbereiten. Wenn es Vokabelfragen gibt, lassen Sie die Schüler/innen zuerst die Lösungen selbst suchen. Bei Bedarf erläutern Sie die unbekanntesten Wörter auf Englisch.

### ((1b)) ((Schlüsselsymbol))

- 1 The chief was able to forecast the weather by looking at nature. – x
- 2 He told his people it would be cold because he thought it would be better to have too much wood rather than too little. – ✓
- 3 The chief used his mobile phone to call the National Weather Service. – x
- 4 The more wood the tribe collected, the worse the weather forecast became. – ✓
- 5 The forecaster didn't know who he was speaking to on the phone. – ✓
- 6 The National Weather Service based its forecast only on scientific data. – x

### ((2)) Native American quiz

#### ((Schlüsselsymbol))

1a – 2 true – 3 They were all invented by the Native Americans.

## Unit 5, Making progress, Workbook Excel S. 44

### ((1)) Talking about a book

Ähnlich WB A Unit 5/MP1.

#### ((Audioscript: WB CD Track 17))

Sam: Hi, Emily.

Emily: Hi, Sam. Oh, did you read that book I lent you.

Sam: Which one?

Emily: *Dancing for the Stars*.

Sam: Oh, er, yes.

Emily: Did you enjoy it?

Sam: Well, um...

Emily: Oh, no, you didn't enjoy it, did you?

Sam: No, not really.

Emily: Oh, I really thought you would. I loved it. I thought it was an amazing story.

Sam: Well, yes, the story was interesting, but the characters were awful, totally unbelievable. The hero – Brad, was it? He was useless. He was so weak. He couldn't even ask the girl to dance with him.

Emily: He was just shy. I thought it was rather sweet. I liked him. And Lucy was lovely.

## Your Turn 4 Teacher's Guide



Sam: I didn't like her. She was pathetic. The only character I liked was Bob. He was great!

Emily: Bob! But he was horrible. He nearly ruined everything. When he told Lucy that Brad didn't like her and she was so upset, I nearly cried!

((Hörtext endet))

((Schlüsselsymbol))

- 1 The book was enjoyable. – E
- 2 The story was interesting. – B
- 3 The characters were unbelievable. – S
- 4 Brad was weak and useless. – S
- 5 Brad was shy. – E
- 6 Lucy was pathetic. – S
- 7 Bob was horrible. – E

### ((2)) Audition for *Oliver*

Ähnlich WB A Unit 5/MP2.

((Schlüsselsymbol))

- 1 What is *Oliver*? – (b) A musical.
- 2 Who can go to the audition? – (a) Anyone at the school.
- 3 What kind of students is Mr Harris looking for? – (c) Those who can sing solo and those who can sing in the chorus.
- 4 Can you be in *Oliver* if you can't go to the audition? – (a) Yes.
- 5 Who will watch *Oliver*? – (c) The other students and teachers and the parents.



**Unit 6 – Reaching out**

**Schwerpunkt:**

**Hören/Sprechen:** Über Marken und Vorlieben sprechen, Für und Wider abwägen, ein Radioprogramm machen

**Lesen/Schreiben:** Detailinformationen aus einem Text entnehmen, Inhalt eines Textes vom Titel ableiten

**Grammatik:** Relativsätze, if-Sätze

**Aussprache:** Minimalpaare, Intonation bei Ausrufen

**Unit 6, warm-up, Textbook S. 47**

**((1)) Word warm-up**

Die Bilder zeigen verschiedene Aspekte der Kommunikation. Lassen Sie diese Bilder erst am Ende der Unit beschreiben, wenn die Schüler/innen genügend Vokabular zum Thema gesammelt haben.

*((1a))*

*((Audioscript: TB CD1 Track 35))*

brand – honour – consumer goods – companies – database – detention – keep up with – logo – park bench – research – serious issues

*((Hörtext endet))*

*((Schlüsselsymbol))*

*((Ex 1b))* Bei manchen dieser Begriffe ist es gut, wenn die Schüler/innen auch ein englisch-deutsches Wörterbuch verwenden, da sie sonst nicht klar sind.

*((Ex 1c))* Manche dieser Begriffe sind sehr komplex und wahrscheinlich nicht so leicht zu erklären bzw. darzustellen. Alternativ dazu werden Sätze gebildet, in denen das gesuchte Wort durch ein Pronomen ersetzt wird.

Beispiel:

You get it when you do not behave properly at school. – detention

**((Ex 2)) Pronunciation corner**

*((Ex 2a))*

*((Audioscript: TB CD1 Track 36))*

1 hear here **heard**

2 hour **how** our

3 **ride** write right

## Your Turn 4 Teacher's Guide



4 **bin** bean been

5 won one **on**

((Hörtext endet))

((Ex 2b)) Lassen Sie die Schüler/innen diese Wörter laut nachsprechen, eventuell auch im Chor.

### ((Ex 3)) **Getting-ready grammar**

In dieser Vorentlastung geht es darum, die Past perfect tense als Form vorzustellen. Die Verwendung der Zeit wird erst zu einem späteren Zeitpunkt erklärt.

((Ex 3a)) ((Schlüsselsymbol))

#### **Before Gina arrived in London**

She had read a lot about the city...

... she had always dreamed of going there.

They had travelled by road...

She had slept on the coach...

#### **Before Gina got back to the hotel**

... it had got dark.

She had walked for hours ...

... she had completely forgotten about the time!

... everybody else had gone to dinner

((Ex 3b)) Der Text sollte mit der folgenden Passage beginnen:

John went camping for the weekend. When he came back his room was in a mess. What had happened while he was away? ...

Mit schwächeren Gruppen machen Sie diese Übung gemeinsam an der Tafel.

## **Unit 6A, Singing your heart out, Textbook S. 48-49**

### ((Ex 1)) **A world of song**

((Ex 1a)) Lassen Sie diesen Text, wie alle längeren Texte, zunächst einmal leise lesen. Erst in einem zweiten Durchgang können Sie die Schüler/innen laut vorlesen lassen. Achten Sie aber darauf, dass jede/r Schüler/in mindestens einige Zeilen liest, denn bei sehr kurzen Einzelsätzen ist es sehr schwierig, sinnbetont zu lesen.

((Schlüsselsymbol))

Matt found surprising that a boy went to the front of the class and started singing.



## Your Turn 4 Teacher's Guide



((Ex 1b))

((Audioscript: TB CD1 Track 37))

Lead voice: (claps hands once) H

Group: (clap hands once) H

Lead voice: H (claps thighs once) O

Lead voice: (claps hands once) H, (claps thighs once) O, (claps hands once) M

*Group repeats exactly the same way.*

Lead voice: (claps hands once) H, (claps thighs once) O, (claps hands once) M,  
(claps thighs once) E

*Group repeats exactly the same way.*

Lead voice: (claps hands once) H, (claps thighs once) O, (claps hands once) M,  
(claps thighs once) E (faster)

*Group repeats exactly the same way.*

Lead voice: Home is (as he claps hands twice, once for each word), where (as he  
claps thighs once), the heart is (claps hands three times, once or  
each word)

*Group repeats exactly the same way.*

((Hörttext endet))

((Ex 2)) **Read in more detail**

((Schlüsselsymbol))

What ...

- 1 did Matt hear in the streets of Durban? – He heard people sing all the time.
- 2 does Matt's new friend do? – She is a teacher.
- 3 surprised Matt about the kids' homework? – They had to sing.
- 4 were the songs and dances in the last class about? – They were about feelings, about social issues like HIV, about violence in the communities.

Why ...

- 5 did Sarah invite Matt to her school? – Because she wanted to show to him why people in Durban sing all the time.
- 6 did people traditionally sing without musical instruments? – Because originally the people were singing in the fields or at home when they had other work to do.
- 7 is singing important in families and communities? – Because it is a way to celebrate happy times and to get through sad times and to get support from the other members of the community.

((Ex 3)) **Wordfind**

((Schlüsselsymbol))

Every Saturday, I go to drama club. The plays we perform can be funny but they are always about **serious** things, like bullying. This is how it works: First, we discuss the topic we want to use. Then, we split into groups and discuss our ideas. We don't write a script: We **improvise** our lines! Acting helps people to **deal with** things that are difficult to talk about. Some people say our plays are

## Your Turn 4 Teacher's Guide



**rubbish** , but it **doesn't matter** what people think. What matters is that WE love it. If you ask me, drama club really **rocks!**

### ((Ex 4)) **Reactions**

((Ex 4a)) Diese Einträge bestehen zum Teil aus emotionalen Ausrufen. Lassen Sie diese Ausrufe hervorheben, nachdem Sie die Schüler/innen auf die Lee- (= Grammar-) Box hingewiesen haben. Das dient zur Vorbereitung auf die nächste Aufgabenstellung.

((Ex 4b)) Sie können auch die Einträge der Schüler/innen an der Tafel sammeln. Achten Sie jedoch dabei darauf, dass vorerst niemand kommentiert oder Fehler verbessert. Es geht hier zuerst einmal darum, dass sich die Schüler/innen in der für Foren typischen Form äußern.

Die Fehlerkorrektur, wenn überhaupt notwendig, erfolgt erst am Schluss der Übung.

### ((Ex 5)) **Pronunciation corner**

((Ex 5a)) Bei dieser Ausspracheübung wird die Intonation geübt. Die Schüler/innen können hier ruhig etwas übertreiben.

((Audioscript: TB CD1 Track 38))

- 1 What a surprise!
- 2 How lovely!
- 3 How boring!
- 4 How terrible!
- 5 What a silly thing to say!
- 6 What a good story!

((Hörtext endet))

((Ex 5b)) Wechseln Sie die Partner/innen mehrmals ab, damit jede/r Schüler/in mit mindestens drei anderen übt.

## **Unit 6B, Cool hunting, Textbook S. 50-51**

### ((Ex 1)) **Hunters of cool**

((Ex 1a)) Die Schüler/innen sollen hier über ihre Wünsche und Kaufgewohnheiten sprechen. Achten Sie aber darauf, dass niemand gezwungen wird, dazu Stellung zu beziehen. Alternativ dazu lassen Sie die Schüler/innen ihre Meinungen auf Zettel aufschreiben, die dann anonym vorgelesen werden.

## Your Turn 4 Teacher's Guide



((Ex 1b)) Bevor die Schüler/innen ihre Ergebnisse mit anderen diskutieren, einigen sie sich auf jeweils eine Aussage pro Frage. Die abschließende Frage „What's cool?“ besprechen Sie gemeinsam in der ganzen Gruppe.

### ((Ex 2)) **Text attack**

((Ex 2a)) ((Schlüsselsymbol))

Cool hunters are young people who know what is cool among young people.

((Ex 2b)) Diskutieren Sie diese Fragen mit der ganzen Klasse, indem Sie zuerst darüber abstimmen lassen, wie die Klasse zu diesem Problem steht.

### ((Ex 3)) **Read in more detail**

((Ex 3a)) Nach nochmaligem leisen Lesen beantworten die Schüler/innen diese Fragen.

((Schlüsselsymbol))

- 1 It's the heart of Donna's business. It collects information. – A website
- 2 They are companies. They make products people buy. – Consumer goods companies.
- 3 They are young people. They know a lot about teenagers and what they like. – The 'hunters of cool.'
- 4 They are high school and college students. They are cool. – Correspondents.
- 5 It's part of the website. It collects, stores and classifies information. – A database.

((Ex 3b)) Vor dieser Übung besprechen Sie gemeinsam die Lee- (= Grammar-) Box, in der der Gebrauch von „who“, „which“ und „that“ erklärt wird.

((Schlüsselsymbol))

- 1 The heart of Donna's business is a website **that/which** collects information.
- 2 Consumer goods companies are companies **that/which** make products people buy.
- 3 The 'hunters of cool' are young people **that/who** know a lot about teenagers and what they like.
- 4 Correspondents are high school and college students **that/who** are cool.
- 5 A part of the website **that/which** collects, stores and classifies information is a database.

## **SECRETS**

Partner/in A: p. 137, Partner/in B: p. 142.

Die beiden Partner/innen arbeiten die Aufgabenstellungen a-c gemeinsam durch. Dabei werden auf einen Zettel Notizen gemacht.

Die gelben Boxen geben Anhaltspunkte für die Präsentation, für die auch eine Skizze mit dem Design angefertigt wird.

## ((Ex 4)) **Decisions**

((Ex 4a)) In diesem Abschnitt können die Schüler/innen Argumente für bzw. gegen einen No-Logo-Day finden. Zusätzlich dazu können sie auch weitere Argumente anführen. Mit leistungsschwächeren Gruppen suchen Sie zusätzliche Argumente gemeinsam an der Tafel.

((Ex 4b)) Einzelne Schüler/innen erklären in Kleingruppen (3-4 Leute) ihre Entscheidung. In einer Übungserweiterung berichten dann andere Schüler/innen über diese Entscheidungen ihrer Kolleg/innen.

## **Unit 6C, Hip hop news, Textbook S. 52-53**

### ((Ex 1)) **Hip hop rocks!**

((Ex 1a)) Die Schüler/innen sollen hier wirklich aufgrund der Überschriften erraten, wovon die Texte handeln könnten. Sie sollten die Texte nicht lesen. Sie können dazu auch einfach die Überschriften an die Tafel schreiben, bevor Sie das Buch verwenden.

### ((Ex 1b)) ((Schlüsselsymbol))

#### **Hip Hop Shakespeare**

- 1 The story is about Akala, an award-winning rapper.
- 2 He wants to combine rap and Shakespeare.
- 3 He wants to help people understand Shakespeare through a form of music they understand.
- 4 (individuelle Schülerantworten)

#### **Rapping the news**

- 1 The story is about a New York publisher.
- 2 He wants to get teens interested in the news.
- 3 He wants to produce a music video rapping a summary of the most important news of the week.
- 4 (individuelle Schülerantworten)

#### **Rapper writes rap for NASA**

- 1 The story is about Jonathan Chase, a student at the University of Glamorgan.
- 2 He wants to put together science and rap.
- 3 He has put together an Astrobiology Rap for NASA.
- 4 (individuelle Schülerantworten)

((Ex 1c)) Die Schüler/innen präsentieren ihren Artikel nach dem Muster der Sprechblase.

## Your Turn 4 Teacher's Guide



### ((Ex 2)) **Rapping news**

((Ex 2a)) ((Schlüsselsymbol))

Auch Mr Goodall lässt die Schüler/innen Raps zu den Nachrichten und zu Shakespeare machen.

((Ex 2b)) ((Schlüsselsymbol))

If you had stayed here, you would have had THE COOLEST English teacher EVER.  
If you had told me I would be Shakespeare mad, I would have thought YOU were mad!

### ((Ex 3)) **Harry Harper, king rapper**

((Ex 3a)) Bei dieser Übung geht es vor allem um das genaue Zuhören. Die Zeilen, die die Schüler/innen verstehen, werden angezeichnet.

((Audioscript: TB CD1 Track 39))

#### **A rap**

They are always saying no news is good news  
But when you're far away you can get the blues  
Put your books down, shut the door, listen here now, understand?  
Listen to this news rap from your mates in England

#### **Hook**

Chill out. Hang loose. Let everything go  
Wind down. Ease up. That's the way to go

Zoe's always dreaming, thinking of the stars  
Harry's there just sitting thinking of fast cars  
Teacher asks a question: 'You two pay attention!'  
The kids never heard her so they got detention

#### **Hook**

Chill out. Hang loose. Let everything go  
Wind down. Ease up. That's the way to go

We went to a party and we missed the train  
Why was mum so furious, can you please explain?  
Worry, worry, hurry, hurry, she won't leave me alone  
If she'd been so worried, she'd have used the phone

#### **Hook**

Chill out. Hang loose. Let everything go  
Wind down. Ease up. That's the way to go

It was pretty awful, as you can imagine dude  
If only I hadn't shouted or hadn't been so rude

## Your Turn 4 Teacher's Guide



Life isn't always fair at least that's what I fear  
Why am I now grounded while Harry's in the clear?

*((Hörttext endet))*

*((Schlüsselsymbol))*

1 ✓ – 2 ✓ – 3 ✓ – 4 ✓ – 6 ✓ – 7 ✓

Harry and Zoe did not pay attention in class. That's why they got detention. – They went to a party and missed the train. So they came home late. When Zoe's mum told her off, Zoe answered back in a rude way. Zoe will have to stay at home the next time. Harry didn't have any problems.

*((Ex 3b))* Die Schüler/innen überprüfen hier selbstständig die Antworten. Erst bei Unklarheiten greifen Sie ein.

*((Ex 3c))* *((Schlüsselsymbol))*

- 1 They would not have got detention.
- 2 They would have got home in time.
- 3 Her mum would not have grounded her.
- 4 He would have been grounded too.

*((Ex 3d))* Für diese Übung ist es nützlich, noch einmal den Conditional zu wiederholen (siehe Grammar-Box).

*((Ex 4))* **Pronunciation corner**

Zunächst hören Sie den Rap noch einmal an. Die Schüler/innen dürfen dazu auch den Text auf Seite 148 verwenden.

*((Ex 4a))* Verdeutlichen Sie den Rhythmus durch Mitklatschen oder Mitklopfen, sofern Ihre Schüler/innen nicht ohnehin den Rhythmus erfassen.

*((Audioscript: TB CD1 Track 40))*

Zoe:

Each line has 9 syllables. Listen.  
Chill out. Hang loose. Let everything go.  
Wind down. Ease up. That's the way to go.

Harry:

Chill out. Hang loose. Let everything go.  
Wind down. Ease up. That's the way to go.

*((Hörttext endet))*

*((Ex 4b))* Nachsprechen im Chor fällt den meisten Schüler/innen leichter.



((Ex 4c)) Als Vorübung lassen Sie die Reimwörter im Text auf S. 148 suchen. Dann machen sich die Schüler/innen an die Arbeit.

((Ex 4d)) Lassen Sie nun die Schüler/innen ihre Raps vorführen. Der beste Rap wird per Abstimmung in der Klasse ermittelt.

## Unit 6D, Tasks plus, Textbook S. 54

### ((Ex 1)) A radio show

((Ex 1a)) ((Schlüsselsymbol))

2 sports results: These are the football results...

5 the weather: It's 10.30. Here's Andy Philips with the 'Weather'. ...

1 an interview: It's 10.15, time for 'Talk of the Town'. ...

6 What's on? You are listening to Radio 8 'Entertainment Today', ...

4 a phone-in programme: You're listening to 'Play My Song!' ...

3 the news: This is 'The World Today'. ...

((Ex 1b)) 1 Die ersten Sätze dienen als Vorbereitung für Übung 2.

2 Hier kommen verschiedene Zeitformen vor. Lassen Sie sie unterstreichen und besprechen Sie dann, welche in welchem Text vorkommen.

### ((Ex 2)) Your radio programme

Die Fünfergruppen erarbeiten fünf Elemente, die sie schon aus Übung 1 kennen. Als Vorbereitung dienen die Texte aus Abschnitt 1.

Die Schüler/innen sollten ihre Radio-Shows erst aufführen, wenn sie sie wirklich gut geübt haben. Mit schwächeren Gruppen üben Sie die Shows unter Ihrer Anleitung, bevor die Schüler/innen auftreten. Besonders lustig ist es, wenn Sie die Radio-Shows aufnehmen (z. B. mit Kassettenrekorder oder Computer) und den Schüler/innen später wieder einmal vorspielen.

## Unit 6, warm-up, Workbook Achieve S. 47

### ((Ex 1)) Muddled words

((Schlüsselsymbol))

1 I forgot my homework three times. My teacher was very angry and gave me a **detention**.

2 We sat on a **park bench** in the sun and ate our picnic.

3 She was given **an honour** for her brilliant invention.

4 You can't buy a T-shirt these days without a **logo** printed on it!

5 At the end of each year you will be given a **school report** to take home to your parents.

6 Our school keeps a **database** of all the students' names and addresses.

((Ex 2)) **It sounds the same!**

((Schlüsselsymbol))

- 1 a write – b right
- 2 a hear – b here
- 3 a ours – b hours
- 4 a won – b one

((Ex 3)) **What did you say?**

((Audioscript: WB CD Track 18))

1: bean – 2: hear – 3: ride – 4: on – 5: earth – 6: how

((Hörttext endet))

### Unit 6, Exercises, Workbook Achieve S. 48-54

((Ex 1)) **Whistling in class**

((Ex 1a)) Ähnlich WB E Unit 6/1a.

Sie können diesen Text als Hausübung vorbereiten lassen. Wenn es Vokabelprobleme gibt, sollten die Schüler/innen ein Wörterbuch benutzen.

((Schlüsselsymbol))

2 a language

((Ex 1b)) Ähnlich WB E Unit 6/1b.

((Schlüsselsymbol))

- 1 A **compulsory** subject is one that you have to study.
- 2 **Ancient** means very old.
- 3 A country's **official** language is the language that the government says everyone must speak.
- 4 To **whistle** is to make a sound by blowing air through your lips.
- 5 To **protect** something is to look after it so it doesn't die or disappear.

((Ex 1c)) ((Schlüsselsymbol))

- 1 The official language of La Gomera is Silbo Gomero. – x
- 2 The island of La Gomera is very flat. – x
- 3 Silbo Gomero was invented after the mobile phone. – x
- 4 The name of the language comes from Spanish. – ✓
- 5 Silbo Gomero has more consonants than English. – x
- 6 Silbo Gomero is only used to ask for help. – x
- 7 Silbo Gomero can be heard across large distances. – ✓
- 8 Silbo Gomero died out in the 1990s. – x

## Challenge

Identisch mit der Challenge-Übung im WB E S. 46 unten.

Im Internet finden Sie eine Reihe von Videos, die die Verwendung der Sprache zeigen. Suchbegriff: Silbo Gomera

((Ex 2)) **How wonderful!**

((Ex 2a)) Identisch mit WB E Unit 6/2a.

((Schlüsselsymbol))

1f I've just won a holiday! – How wonderful!

2e Molly's cat has died. – How sad!

3d Let's go to La Gomera this summer. – What a great idea!

4a We have to do five grammar exercises for homework. – How boring!

5c My dad shows my friends photos of when I was a baby. – How embarrassing!

6b Their dog got lost on holiday but five days later they found it outside their house – it had walked over 50 kilometres. – What an incredible story!

((Ex 2b)) Identisch mit WB E Unit 6/2b.

Je übertriebener diese Ausrufe nachgeahmt werden, desto besser bleiben sie im Gedächtnis. Fordern Sie daher die Schüler/innen auf, möglichst genau (und vielleicht auch übertrieben) die Intonation der Ausrufe nachzumachen.

((Audioscript: WB CD Track 19))

1

Boy: I've just won a holiday!

Girl: How wonderful!

2

Boy: Molly's cat has died.

Girl: How sad!

3

Boy: Let's go to La Gomera this summer.

Girl: What a great idea!

4

Boy: We have to do five grammar exercises for homework.

Girl: How boring!

5

Boy: My dad shows my friends photos of when I was a baby.

Girl: How embarrassing!

6

Boy: Their dog got lost on holiday but five days later they found it outside their house – it had walked over 50 kilometres.

Girl: What an incredible story!

((Hörtext endet))

## Challenge

Die Situationen können zuerst an die Beispielsätze angelehnt sein. Mit leistungsschwächeren Gruppen machen Sie die Vorbereitung auf diese Übung gemeinsam.

### ((Ex 3)) **Where cool-hunters go in Japan**

Ähnlich WB E Unit 6/3.

Achten Sie darauf, dass dieser Text zuerst einmal leise gelesen wird. Nach der Kontrolle der Übung können Sie auch einzelne Schüler/innen diesen Text vortragen lassen. Dafür geben Sie den Schüler/innen aber genügend Zeit zur Vorbereitung.

#### ((Schlüsselsymbol))

1b a shopping area in Tokyo

2a fashion styles

3b a way of advertising

4b They give them the products for free.

5a trend setters

### ((Ex 4)) **It's a thing that ... They're people who ...**

#### ((Ex 4a)) ((Schlüsselsymbol))

- 1 Teenagers are young people **who** are often interested in fashion.
- 2 Cosplay is a style **which** some teenagers like.
- 3 Fans of the Kawaii style wear pretty clothes. Kawaii is a Japanese word **that** means 'cute'.
- 4 Trend spotters are people **who** look for trend setters in Harajuku.
- 5 Viral marketing is a way of advertising **which** companies use to sell their products.
- 6 Louis Vuitton is a fashion designer **who** makes expensive clothes.
- 7 Trend setters are teenagers **who** get free products from companies and then show them to their friends.

#### ((Ex 4b)) ((Schlüsselsymbol))

- 1 Yoyogi is a park **which** is near Harajuku.
- 2 Designers are people **who** make fashionable clothes.
- 3 Harajuku is an area of Tokyo **which** is popular with teenagers.
- 4 Designer clothes and electronic goods are fashionable things **which** are popular with teenagers.
- 5 A computer virus is like a disease **which** spreads from one computer to another.
- 6 Teenagers in Tokyo listen to bands **which** play in Yoyogi Park on Sundays.

## Your Turn 4 Teacher's Guide



7 Coco Chanel was a French fashion designer **who** started her career by making hats.

### ((Ex 5)) **What actually happened?**

Ähnlich WB E Unit 6/5.

#### ((Schlüsselsymbol))

- 1b Marianne threw the newspaper away.
- 2a Marianne went to the supermarket.
- 3b Marianne didn't tell them where they were going.
- 4b Marianne didn't buy the tickets.
- 5a Marianne broke the bottle.

### ((Ex 6)) **Pronunciation joke**

Identisch mit WB E Unit 6/6.

#### ((Schlüsselsymbol))

Teacher: Do you have **trouble** making **decisions**?

## **Unit 6, Making progress, Workbook Achieve S. 53**

### ((Ex 1)) **Weekend plans**

Identisch mit WB E Unit 6/MP1.

#### ((Audioscript: WB CD Track 20))

Katrina Hi, Melissa.

Melissa Oh, hi, Katrina.

Katrina Melissa, what are you doing on Saturday?

Melissa Nothing special, why?

Katrina Well, my parents gave me some money as a birthday present and I want to go shopping. I want to buy some clothes, but I'm not sure what to get. Would you come and help?

Melissa Sure. Do you have any idea what you are looking for?

Katrina Well, I thought maybe some new jeans and a top.

Melissa What about going to Bangles?

Katrina Bangles?

Melissa You know, that new shop on Cedar Street. There are some great tops in the window and I'm sure they sell jeans, too.

Katrina I don't know. Isn't it a bit expensive?

Melissa I don't think so. Julie bought a skirt and a top there last week and she said the clothes were really nice but quite cheap.

Katrina OK, let's go there. Are you free in the morning?

Melissa Well, I promised my mother I would take some cakes to my aunt, and I want to go to the library but I should be free by about 10.30. Why don't I meet you outside the café in the high street at 10.45?

Katrina Great. If it's raining, we can meet inside.

Melissa Fine. See you then.



## Your Turn 4 Teacher's Guide



((Hörtext endet))

((Schlüsselsymbol))

- 1a some clothes
- 2c a clothes shop
- 3c A friend bought some clothes there.
- 4c inside the café

((Ex 2)) **Rap Around**

Ähnlich WB E Unit 6/MP2.

((Schlüsselsymbol))

- 1d a poetry and music club
- 2d Jonathan Chase will be there.

### Unit 6, Exercises, Workbook Excel S. 46-53

((Ex 1)) **Whistling in class**

((Ex 1a)) Ähnlich WB A Unit 6/1a.

Sie können diesen Text als Hausübung vorbereiten lassen. Wenn es Vokabelprobleme gibt, sollten die Schüler/innen ein Wörterbuch benutzen.

((Schlüsselsymbol))

- 1 La Gomera is one of the Canary Islands which lie off the southwest coast of Spain.
- 2 Spanish is the official language of La Gomera.
- 3 Silbo Gomero is an ancient language that is 'spoken' through whistles.
- 4 The word 'silbo' comes from the Spanish word 'silbar' which means 'to whistle'.
- 5 Because it became easy to communicate with people just by picking up the phone.
- 6 The Gomerans are trying to keep their language alive by making it a compulsory subject in primary schools.

### Challenge

Identisch mit der Challenge-Übung im WB A S. 49 oben.

Im Internet finden Sie eine Reihe von Videos, die die Verwendung der Sprache zeigen. Suchbegriff: Silbo Gomera

((Ex 1b)) Ähnlich WB A Unit 6/1b.

((Schlüsselsymbol))

- 1 I'm afraid it is **compulsory** – you have to do it.
- 2 Switzerland has four **official** languages: French, German, Italian and Rhaeto-Romanic.
- 3 In an **emergency** you can call the police or the ambulance service.

## Your Turn 4 Teacher's Guide



- 4 This tree is **ancient**; it's been here for at least 200 years.  
5 If we don't take care of endangered animals, they may become **extinct**.  
6 Animals, plants and other things which are in danger need to be **protected**.

((Ex 2)) **How wonderful!**

((Ex 2a)) Identisch mit WB A Unit 6/2a.

((Schlüsselsymbol))

- 1f I've just won a holiday! – How wonderful!  
2e Molly's cat has died. – How sad!  
3d Let's go to La Gomera this summer. – What a great idea!  
4a We have to do five grammar exercises for homework. – How boring!  
5c My dad shows my friends photos of when I was a baby. – How embarrassing!  
6b Their dog got lost on holiday but five days later they found it outside their house – it had walked over 50 kilometres. – What an incredible story!

((Ex 2b)) Identisch mit WB A Unit 6/2a.

Je übertriebener diese Ausrufe nachgeahmt werden, desto besser bleiben sie im Gedächtnis. Fordern Sie daher die Schüler/innen auf, möglichst genau (und vielleicht auch übertrieben) die Intonation der Ausrufe nachzumachen.

((Audioscript: WB CD Track 19))

1

Boy: I've just won a holiday!  
Girl: How wonderful!

2

Boy: Molly's cat has died.  
Girl: How sad!

3

Boy: Let's go to La Gomera this summer.  
Girl: What a great idea!

4

Boy: We have to do five grammar exercises for homework.  
Girl: How boring!

5

Boy: My dad shows my friends photos of when I was a baby.  
Girl: How embarrassing!

6

Boy: Their dog got lost on holiday but five days later they found it outside their house – it had walked over 50 kilometres.  
Girl: What an incredible story!

((Hörtext endet))



### Challenge

Die Situationen können zuerst an die Beispielsätze angelehnt sein. Mit leistungsschwächeren Gruppen machen Sie die Vorbereitung auf diese Übung gemeinsam.

#### ((Ex 3)) **Where cool-hunters go in Japan**

((Ex 3a)) Ähnlich WB A Unit 6/3.

Achten Sie darauf, dass dieser Text zuerst einmal leise gelesen wird. Nach der Kontrolle der Übung können Sie auch einzelne Schüler/innen diesen Text vortragen lassen. Dafür geben Sie den Schüler/innen aber genügend Zeit zur Vorbereitung.

#### ((Ex 3b)) ((Schlüsselsymbol))

- 1 sales will soar
- 2 affordable
- 3 socialise
- 4 consumers
- 5 word of mouth
- 6 cater for
- 7 a small price to pay

#### ((Ex 3b)) ((Schlüsselsymbol))

- 1 Harajuku is the capital of Japan. – x
- 2 Gothic lolita, kawaii, cosplay and decora are the names of shops in Harajuku. – x
- 3 All the clothes sold in the shops of Harajuku are cheap. – x
- 4 Viral marketing is a way of getting consumers to advertise products. – ✓
- 5 Trend spotters and trend setters are the same thing. – x
- 6 Companies sell their products to trend setters at low prices. – x
- 7 Companies pay trend setters thousands of dollars to advertise their products. – x
- 8 Viral marketing is cheaper for companies than regular advertising. – ✓

### Challenge

#### ((Schlüsselsymbol))

- 1 Harajuku is the fashion capital of Japan.
- 2 Gothic lolita, kawaii, cosplay and decora are the names of styles of dress.
- 3 Not all the clothes sold in the shops of Harajuku are cheap.
- 5 Trend spotters and trend setters are not the same thing.
- 6 Companies give their products to trend setters for free.
- 7 Companies do not pay trend setters thousands of dollars to advertise their products.

### ((Ex 4)) **It's a thing that ... They're people who ...**

#### ((Ex 4)) ((Schlüsselsymbol))

- 1 Cosplay is a style **which** involves dressing up as a character from a film, cartoon or band.
- 2 Kawaii is a Japanese word **which** means 'cute', and fans of this style wear pretty clothes that make them look like children.
- 3 Trend spotters are people **who** walk around the streets looking for trend setters.
- 4 Viral marketing is a kind of advertising **which** involves getting people to tell their friends about a product.
- 5 Louis Vuitton, Chanel and Prada are designers **who** have opened shops in Harajuku.
- 6 Trend setters are teenagers **who** get free products from companies and then show them to their friends.

### ((Ex 5)) **What actually happened?**

Ähnlich WB A Unit 6/5.

#### ((Schlüsselsymbol))

- 1b Marianne threw the newspaper away.
- 2a Marianne went to the supermarket.
- 3b Marianne didn't tell them where they were going.
- 4b Marianne didn't buy the tickets.
- 5c Marianne is sorry she broke the bottle.

### ((Ex 6)) **Pronunciation joke**

Identisch mit WB A Unit 6/6.

#### ((Schlüsselsymbol))

Teacher: Do you have **trouble** making **decisions**?

## **Tasks plus**

### ((Ex 1)) **Six-word life stories**

((Ex 1a)) Lassen Sie diesen Text sehr schnell lesen und dann die Bücher schließen. Sammeln Sie dann gemeinsam die Informationen, die sich die Schüler/innen gemerkt haben. Fragen Sie Ihre Schüler/innen, welchen Effekt diese Form des Lesens erzielt hat. War es effektiver als langsames Lesen?

#### ((Ex 1b)) ((Schlüsselsymbol))

- 1 The response to the magazine's challenge was disappointing. – x
- 2 All the stories are about bad things that have happened to people. – x

## Your Turn 4 Teacher's Guide



- 3 People found that six words were not enough to convey their feelings. –  
x  
4 The editors of SMITH didn't originally intend to publish the stories in a  
book. – ✓  
5 The book is very popular. – ✓

((Ex 1c)) Diese Übung bietet sich auch für eine Partnerarbeit an. Lassen Sie  
dabei jeweils schwächere Schüler/innen mit leistungsstärkeren  
zusammenarbeiten.

### Unit 6, Making progress, Workbook Excel S. 52

#### ((Ex 1)) Weekend plans

Identisch mit WB A Unit 6/MP1.

((Audioscript: WB CD Track 20))

Katrina Hi, Melissa.

Melissa Oh, hi, Katrina.

Katrina Melissa, what are you doing on Saturday?

Melissa Nothing special, why?

Katrina Well, my parents gave me some money as a birthday present and I want  
to go shopping. I want to buy some clothes, but I'm not sure what to get.  
Would you come and help?

Melissa Sure. Do you have any idea what you are looking for?

Katrina Well, I thought maybe some new jeans and a top.

Melissa What about going to Bangles?

Katrina Bangles?

Melissa You know, that new shop on Cedar Street. There are some great tops in  
the window and I'm sure they sell jeans, too.

Katrina I don't know. Isn't it a bit expensive?

Melissa I don't think so. Julie bought a skirt and a top there last week and she said  
the clothes were really nice but quite cheap.

Katrina OK, let's go there. Are you free in the morning?

Melissa Well, I promised my mother I would take some cakes to my aunt, and I  
want to go to the library but I should be free by about 10.30. Why don't I  
meet you outside the café in the high street at 10.45?

Katrina Great. If it's raining, we can meet inside.

Melissa Fine. See you then.

((Hörttext endet))

#### ((Schlüsselsymbol))

1a some clothes

2c a clothes shop

3c A friend bought some clothes there.

4c inside the café



## Your Turn 4 Teacher's Guide



### ((Ex 2)) **Rap Around**

Ähnlich WB A Unit 6/MP2.

### ((Schlüsselsymbol))

1d a poetry and music club

2d Jonathan Chase will be there.

3c his life and work



**Unit 7 – Life experiences**

**Schwerpunkt:**

**Hören/Sprechen:** Meinung ausdrücken, über eine Umfrage sprechen

**Lesen/Schreiben:** Detailinformationen einem Text entnehmen,  
Touristenbroschüre

**Grammatik:** Zukünftiges ausdrücken, Zeitbestimmungen

**Aussprache:** Wortbetonung in zusammengesetzten Wörtern, Intonation  
im Satz

**Unit 7, warm-up, Textbook S. 55**

**((Ex 1)) Word warm-up**

**((Ex 1a))** Die meisten dieser Wörter werden Ihre Schüler/innen wahrscheinlich nachschlagen müssen. Es bietet sich an, die Übungsteile a und b miteinander zu kombinieren und dann die Ergebnisse gemeinsam zu besprechen.

*((Audioscript: TB CD 1 Track 41))*

human rights – emotional stress – voice an opinion – an experience of a lifetime –  
village chief – white-water rafting – scuba diving – community project – world-  
famous sights – school dormitory – be mugged

*((Hörtext endet))*

**((Ex 1b))** Bei der Besprechung dieser Wörter versuchen Sie, die Erklärungen auf Englisch zu geben, indem Sie einen Satz mit diesen Wörtern bilden oder eine englische Definition angeben.

**((Ex 2)) Pronunciation corner**

**((Ex 2a))**

*((Audioscript: TB CD 1 Track 42))*

- 1 **scuba** diving
- 2 **white**-water rafting
- 3 world-**famous** sights
- 4 human **rights**
- 5 **deep**-water fishing

*((Hörtext endet))*

**((Ex 2b))** Im Chor ist es für viele Schüler/innen leichter, ein Wort auszusprechen. Danach sollten Sie aber auch einzeln die Aussprache überprüfen.

## Your Turn 4 Teacher's Guide



((Ex 2c)) Als ersten Schritt tauschen die Partner/innen die Begriffe aus, für die sie sich näher interessieren. Als Hausübung recherchieren sie diese Ausdrücke und bringen in die nächste Stunde eine Definition und/oder zusätzliche Informationen mit, die dann in der Klasse am Anschlagbrett aufgehängt werden.

In einem weiteren Schritt hat jede/r die Aufgabe, sich einen selbst nicht gewählten Begriff genauer anzusehen.

### ((Ex 3)) **Getting-ready grammar**

#### ((Ex 3a)) ((Schlüsselsymbol))

I know I've still got several years to go before I finish school. But as soon as I finish school **I'm going to go on a trip of a lifetime!** Of course, **that will cost a lot of money** so I need to save up for it. I talked to the newsagent near my house and **I'm going to start a part-time job: I'm going to do a paper round** starting next month. **It won't be easy** – I hate getting up early! **I'm going to save as much as I can** so I can fulfil my dream.

#### ((Ex 3b)) ((Schlüsselsymbol))

1 William's intentions: I'm going to go on a trip of a lifetime! – I'm going to start a part-time job... – I'm going to do a paper round ... – I'm going to save as much as I can

2 predictions about the future: ... that will cost a lot of money... – It won't be easy

((Ex 3c)) „Intentions“ werden mit „going to“ gebildet, „predictions“ mit „will-future“. Die Schüler/innen bilden diese Sätze allerdings nur aufgrund der Beispiele. Die grammatischen Erklärungen werden später nachgereicht.

## Unit 7A, Know your rights?, Textbook S. 56-57

### ((Ex 1)) **Right or wrong?**

((Ex 1a)) Im Gegensatz zu England dürfen Kinder im Alter von 13 Jahren in Österreich keiner Tätigkeit nachgehen. // Meinungen stehen auch Jugendlichen dieser Altersgruppe zu. // In einem Krieg zu kämpfen ist für Kinder in manchen Ländern traurige Realität. // Besprechen Sie diese Fragen offen mit Ihren Schüler/innen.

#### ((Ex 1b))

#### ((Audioscript: TB CD 1 Track 43))

David: Harry says children can get jobs. That's not true, is it?  
Harry: It is true! My cousin has a job and she's 14.  
David: But she's not a child, is she? She's fourteen!  
Harry: Fourteen year olds are children, legally. I think they are.  
Zoe: I think Harry's right. You can get a job but you can't work many hours.

## Your Turn 4 Teacher's Guide



- And it depends what kind of job it is.
- Harry: That's right. I don't mean it's OK to work in a sweatshop or anything like that but you can get other kinds of jobs if you want to.
- David: Not always, only if your parents agree.
- Harry: True, but children have the right to discuss things with their parents, don't they? You are allowed to have an opinion, especially if you're making decisions about you.
- David: I don't think so. I think you can only have opinions when you are old enough to vote. I mean you can have opinions but people don't have to listen.
- Zoe: Are you sure? Kids of 15 can go to war so surely they can have a say too.
- Harry: You can't go to war at 15!
- Zoe: Don't you read the papers? Many kids go to war at that age and even younger!
- David: Yes, but that doesn't make it OK.
- Zoe: So they're breaking the law?
- Teacher: Let's calm down a bit. I think we should find out exactly what children's rights are. Why don't you look it up and we can discuss it next week.
- Kids: But miss ...!
- Teacher: Well, you do want to know the answers to your questions, don't you? I'll give you a hand.

((Hörtext endet))

((Schlüsselsymbol))

- Zoe: I think Harry's right. You can get a job but you can't work many hours.
- Harry: That's right. I don't mean it's OK to work in a sweatshop or anything like that but you can get other kinds of jobs if you want to.
- David: Not always, only if your parents agree.
- Harry: True, but children have the right to discuss things with their parents, don't they?
- David: I don't think so. I think you can only have opinions when you are old enough to vote.
- David: Yes, but that doesn't make it OK.

((Ex 1c)) In dieser Übung werden die Phrasen aus Übung 1b praktisch angewendet. Achten Sie darauf, dass die Schüler/innen diese Phrasen auch wirklich beachten und einsetzen.

((Ex 2)) **Class discussion**

((Ex 2a)) ((Schlüsselsymbol))

**Completely agree**

I think Harry's right.  
That's right.

**Partly agree**

True, but ...  
Yes, but ...



## Your Turn 4 Teacher's Guide



Not always, only if ...

### **Completely disagree**

I don't think so.

((Ex 2b)) In dieser Übung soll eine richtige Diskussion in der Klasse stattfinden. Dabei sollten unbedingt die Phrasen aus Übung 2a verwendet werden. Der kommunikative Aspekt steht dabei im Vordergrund. Mögliche Fehler werden notiert und erst nach der Diskussion besprochen.

### ((Ex 3)) **Text attack**

Die Antworten zu den drei Fragen finden sich im Text. Lassen Sie zuerst die Schüler/innen den Text leise lesen (und damit vorbereiten). Dann beantworten die Schüler/innen die Fragen, indem sie die entsprechenden Textpassagen laut vorlesen.

### ((Ex 4)) **Wordfind**

((Schlüsselsymbol))

1 human beings – 2 to have your say – 3 exploit – 4 beggar – 5 light work – 6 interfere

### ((Ex 5)) **Read in more detail**

((Ex 5a)) ((Schlüsselsymbol))

1 No – 2 Yes – 3 No – 4 No – 5 Yes

((Ex 5b)) Bei dieser Übung werden Ratschläge erteilt und begründet, wie es in den Beispielen angegeben ist.

### ((Ex 6)) **Portfolio writing**

Bei diesem Text ist auf die drei Abschnitte (Erklärung der Situation, Meinung, Begründung der Meinung) zu achten. Da es Schüler/innen oft nicht leicht fällt, diese Aspekte klar zu unterscheiden, ist es ratsam, diese Schritte anhand eines Beispiels zu erläutern.

## **Unit 7B, The experience of a lifetime, Textbook S. 58-59**

### ((Ex 1)) **An exciting trip**

((Ex 1a)) Dieser Text ist typisch für eine Werbebroschüre (tourist brochure). Arbeiten Sie mit Ihren Schüler/innen heraus, wie so ein Text formuliert ist. Einerseits finden sich viele „imperatives“ (z. B. „Learn to ...“, „Explore ...“), andererseits enthalten die Texte zum Zeitplan Zeitformen wie „present-tense“ und „will-future“.

((Ex 1b)) ((Schlüsselsymbol))

1, 3 and 4 are the correct answers.

((Ex 2)) **Language puzzle**

Bevor die Schülerinnen die Konstruktionen suchen, besprechen Sie noch einmal, welche Konstruktionen dafür verwendet werden, Zukünftiges auszudrücken. Gehen Sie dabei von den Beispielen in der Grammar-Box aus. Lassen Sie Ihre Schüler/innen nach den Beispielen im Text auch eigene Beispielsätze finden.

((Schlüsselsymbol))

**1 going to:**

We are going to help the younger students with their English skills through fun activities and games, and help the older children with geography. (l. 33ff.)

**2 will-future:**

... you will get very wet ... (l. 7f.)

Each day, we will be greeted by the village chief and get a chance to participate in a traditional Fijian welcome ceremony, the sevusevu ceremony. (l. 26ff.)

**3 present tense:**

We travel to Barron River Gorge, home of the spectacular World Heritage rainforest for an afternoon of white-water rafting. (l. 4ff)

You get training in rafting techniques. (l. 6f.)

**4 future continuous:**

We will be hiking for three days between villages, enjoying the wonderful views of the rainforest! (l. 24ff.)

((Ex 3)) **Experiences to look forward to**

Für diese Übung wird zunächst der Text von jedem/r noch einmal durchgearbeitet. Die Reaktionen auf die Aussagen sollten spontanen Äußerungen ähnlich sein. D.h. schwächere Schüler/innen werden sich an die vorgegebenen Beispielreaktionen halten, leistungsstärkere Schüler/innen werden schon spontan reagieren können.

((Ex 4)) **Pronunciation corner**

((Ex 4a))

((Audioscript: TB CD1 Track 44))

We set off for a small Fijian village. ↓ We take school supplies ↑ and spend three days at the school. ↓ We are going to help the younger students with their English ↑ and help the older children with geography. ↓ You will be sleeping in the school dormitory. ↓

((Hörtext endet))

((Ex 4b)) Am Ende des Satzes geht man mit der Stimme hinunter, in der Mitte des Satzes geht man mit der Stimme hinauf, um anzudeuten, dass noch eine

## Your Turn 4 Teacher's Guide



Aussage folgt. Besonders häufig heben die Schüler/innen die Stimme am Ende des Satzes an. Achten Sie daher genau darauf, dass jede/r auch wirklich am Ende des Satzes mit der Stimme hinuntergeht.

### Your turn

Geben Sie Ihren Schüler/innen genügend Zeit, diese Aufgabe zu lösen. Es empfiehlt sich, die Vorbereitungen dazu in der Schule zu machen und dann die Ausarbeitung als Hausübung zu geben. Die Informationen werden der Vorlage auf S. 58 angepasst.

Eine ansprechende Präsentation der Ergebnisse steigert die Motivation Ihrer Schüler/innen.

### Unit 7C, Voices, Textbook S. 60-61

#### ((Ex 1)) Worries

##### ((Ex 1a)) ((Schlüsselsymbol))

#### Voices from down under

"... I am sure it's all to do with climate **change**. At school the only thing I worry about is being called names because of my **culture**. ..." **Kora, 13**

"... I'm **convinced** we'll be living in a **desert** in a few years' time. ... I am unhappy about the way I look and maybe I could do **better** at school. ..." **Bob, 13**

"I'm a bit of a worrier. I think the world's kind of **dangerous** now. ... I don't think adults care about what teenagers think but my parents are **different**. ... If I could change one thing about the world, I would ban **wars** and if I could change one thing about myself, it would be my nose!" **Poppy, 14**

"... I'll probably be **fighting** in a war when I am an adult. It's scary! My other worry is **climate** change. Maybe I worry too much but I am nervous about being **teased**, or worse, being bullied. ... In 4 years' time I'll be **going** to uni. ..." **Jim, 14**

##### ((Ex 1b)) ((Schlüsselsymbol))

The teenagers are worried about:

- the future of the world – Kora, Bob, Poppy, Jim
- their relationship with their peers (e.g. other kids, friends) – Kora,
- their education – Bob,
- the environment – Kora, Bob, Jim
- the way they look – Bob, Poppy,

They do not worry about:

- money
- their relationship with the adults closest to them



## Your Turn 4 Teacher's Guide



((Ex 1c)) Lassen Sie nach der Hörübung typische Phrasen ins Heft bzw. an die Tafel schreiben. Diese Übung dient als Vorübung für die Your turn Aufgabe auf S. 61.

((Audioscript: TB CD 1 Track 45))

- Man: Do you have time to answer a few questions?  
Kora: About what?  
Man: Sorry. I should have said. We're doing a survey about how Australian kids feel about the world.  
Kora: OK.  
Man: Let's see. What do you think about the future of the world?  
Kora: The world? ... erm ... well, what worries me most is water running out. It doesn't rain much here and it's a real problem because without water there's no life. I'm sure it's all to do with climate change.  
Man: And how do you feel about your peers? You know, kids at school, friends ...  
Kora: One thing that worries me at school is being called names because of my culture. I am an Aboriginal and sometimes people can be pretty nasty you know. But I have many friends and I think I fit in all right.  
Man: How do you feel about your family and other adults closest to you?  
Kora: Yes, great. It's just me and my mum. I love spending time with her because she's so much fun. Next summer, we'll be going to the Great Barrier Reef. I can't wait!  
Man: Thanks Kora.  
Kora: No worries.
- Woman: Excuse me. Can you answer some questions for our survey? It won't take long.  
Poppy: Sure. Is that OK with you Jim?  
Jim: Yes, sure.  
Woman: How do you feel about the future of the world?  
Poppy: I'm a bit of a worrier. I think the world is kind of dangerous now? Sometimes I worry about being mugged or something because someone wants my money or my mobile phone. It happens all the time. I'll be taking self-defence classes next month!  
Jim: Yes! The world's a mess. People are always fighting. I'll probably be fighting in a war when I'm an adult! It's scary!  
Poppy: Do you really believe that?  
Jim: Sure I do. My other worry is climate change. I'm sure that's why we have so many terrible fires here.  
Woman: How do you feel about your family and other adults closest to you?  
Poppy: I don't think adults care about what teenagers think. Except my parents. My parents are different. They care. And they're always interested in what I do.  
Jim: Yes, my parents are good too. They are divorced but I get on with both of them. One of them always comes to see me play cricket. So adults are not a problem.  
Woman: And how do you feel about your peers? You know, other kids your age, your friends ...

## Your Turn 4 Teacher's Guide



- Jim: Maybe I worry too much but I am nervous about being teased, or worse, being bullied. It's never happened to me but it could happen. Luckily I have friends and I'm doing well at school so life's OK really.
- Woman: What would you change about yourself or about the world, if you could?
- Poppy: If I could change one thing about the world, I would ban wars and if I could change one thing about myself, it would be my nose!
- Woman: Great. Thanks!
- Poppy/Jim: That's OK. No problem.
- Bob: How do I feel about the future of the world? I think the world's OK! Australia's a safe place and it's pretty rich. But water is a problem. We'll be living in a desert by the time I'm an adult. I really believe that. I don't know what will happen then.
- Woman: What would you change about the world or yourself, if you could?
- Bob: I'm unhappy about the way I look and maybe I could do better at school. Other than that things are fine.
- Woman: What about your family and other adults you are close to?
- Bob: I get on with my parents but I'd rather spend time with my friends. And my parents don't seem to mind!

((Hörtext endet))

### ((Ex 2)) The survey

Lassen Sie die Schüler/innen die Antworten durchlesen und dann kommentieren. Leistungsstarke Gruppen müssen dabei die Prozentzahlen durch andere Zahlenangaben ersetzen (z. B. 25% = one in four). Als Vorübung dazu lassen Sie die Zahlenangaben im Text markieren.

### ((Ex 3)) Language puzzle

Diese Übung dient auch als Vorentlastung für die Your turn Aufgabe auf S. 61.

((Schlüsselsymbol))

**By the time I'm an adult** we'll be keeping trees in museums!

I'm convinced we'll be living in a desert **in a few years' time**.

What will we be doing **then**?

**Pretty soon** most people will be carrying guns to defend themselves.

So I'll be starting self-defence classes **next month**!

I'll probably be fighting in a war **when I am an adult**.

**In 4 years' time** I'll be going to uni.

### Your turn

Hier werden die Textbausteine aus der Hörübung (Track 1/45) wieder verwendet. Siehe Übung 1c. Es empfiehlt sich, die Anzahl der Fragen auf vier zu limitieren.

## Unit 7D, Tasks plus, Textbook S. 62

### ((Ex 1)) **Living in poverty**

Die Antworten auf diese Fragen finden Sie in Übung 2. Bevor Sie allerdings diese Texte lesen, müssen die Schüler/innen einmal darüber nachdenken, wie das Leben dieser Familie aussehen könnte.

### ((Ex 2)) **Role play**

((Ex 2a)) Die Rollen der einzelnen Familienmitglieder werden hier in der Ich-Form wiederholt. Damit wird den Jugendlichen die Lage dieser Familie wesentlich bewusster.

((Ex 2b)) Hier soll darüber nachgedacht werden, wie man die Situation der Familie realistisch ändern könnte. Dieser Schritt kann als Fortsetzung des Rollenspiels ausgeführt werden.

### ((Ex 3)) **Discussion**

In der Gruppe wird darüber diskutiert, welche der Vorschläge sinnvoll sein könnten. Die Schüler/innen verwenden dazu das Wortmaterial (Language help ...).

### **Research task**

Lassen Sie die Schüler/innen diese Aufgabe selbstständig durchführen. Als Suchbefehl bietet sich an: unicef children's rights.

Die Schüler/innen suchen sich zwei bis drei der Kinderrechte und kommentieren sie.

Weiterführung der Übung: Jede/r Schüler/in schreibt den Aspekt, der ihm/ihr wichtig erscheint, auf ein Blatt. Diese Blätter werden an der Pinwand oder auf einem großen Bogen Papier in der Klasse ausgehängt.

## Unit 7, warm-up, Workbook Achieve S. 55

### ((Ex 1)) **Word match**

((Ex 1a)) Diese Wortgruppen bzw. zusammengesetzten Wörter sollten von Ihren Schüler/innen als Einheit gelernt werden.

### ((Schlüsselsymbol))

1b school dormitory

2c scuba dive

3f voice an opinion

4a world-famous sights

5e human rights

## Your Turn 4 Teacher's Guide



6d an experience of a lifetime

((Ex 1b))

((Schlüsselsymbol))

- 1 Going white-water rafting in Australia was **an experience of a lifetime**. I will never forget it!
- 2 When I was eleven, my parents sent me away to school. I slept in a **school dormitory** with 15 other girls.
- 3 We visited six different countries and saw lots of **world-famous sights**, including the Taj Mahal and the Eiffel Tower.
- 5 If you want to **voice an opinion** in class, you should raise your hand first and wait until the teacher asks you to speak.
- 6 When I visit the Great Barrier Reef in Australia, I hope to learn to **scuba dive** so I can see lots of beautiful fish underwater.
- 7 Everyone has **human rights**. Unfortunately, there are still many places where people are treated badly.

((Ex 2)) **I'm going to ...**

Wiederholen Sie hier noch einmal, dass diese Konstruktion Absicht ausdrückt.

((Audioscript: WB CD Track 21))

- Interviewer Molly, what are you going to do this summer?  
Molly Oh, it's so exciting. We're going to Australia – to the Great Barrier Reef. I'm going to learn to scuba dive. There'll be all sorts of fish and turtles and things to see under the water. I can't wait!
- Interviewer What about you, Nora?  
Nora I'm going to Paris with my parents and my brother. I want to buy some clothes in the markets and visit the art museums. Oh and I'm definitely going to go to the Eiffel Tower and climb right to the top.
- Interviewer Are you going abroad, Stephen?  
Stephen No, I'm going surfing with my brother and some friends in Cornwall. The waves are really good there and they're going to teach me to surf.
- Interviewer Will you go scuba diving as well?  
Stephen No. I can't dive and there isn't much to see in the water where we're going. It's too cold!
- Interviewer How about you, Tami?  
Tami I'm spending two weeks at a holiday camp for teenagers in Wales. We'll do all sorts of exciting things like white water rafting, surfing and climbing.
- Interviewer That sounds great!

((Hörtext endet))

## Your Turn 4 Teacher's Guide



((Schlüsselsymbol))

- 1 Molly wants to go to the Great Barrier Reef in Australia.
- 2 Nora wants to go to Paris with her parents and her brother
- 3 Stephen wants to go surfing.
- 4 Tami wants to spend two weeks at a holiday camp with lots of sports activities.

### Unit 7, Exercises, Workbook Achieve S. 56-62

((Ex 1)) **Life changes**

Ähnlich WB E Unit 7/1a.

Lassen Sie zusätzlich zu der Übung auch noch beschreiben, was man auf den Bildern sehen kann.

Beispiele:

A: a van with boxes

B: a bride and a bride groom

((Schlüsselsymbol))

A leave home

B get married

C be sent to prison

D get a tattoo or body piercing

E learn to drive

F open a bank account

((Ex 2)) **How old do you have to be?**

((Ex 2a)) Identisch mit WB E Unit 7/1b.

Lassen Sie zuerst die Schüler/innen raten, welche Altersbegrenzungen es im Vereinigten Königreich gibt. Die Lösungen geben Sie nicht vor, sondern warten das Ergebnis der Hörverständnisübung ab.

((Ex 2b)) Identisch mit WB E Unit 7/1c.

((Schlüsselsymbol))

((Audioscript: WB CD Track 22))

Klara: Hi, Molly. Did you see this list that Mrs Halton gave us about things you can do at different ages. We're supposed to fill in the ages, but I don't think they're the same as in my country. Can you help?

Molly: Let's see. I think number 1 is 13. Yes, it is. You can get a part-time job at 13. And you can buy cigarettes when you are 18, but not before. You can get married if your parents agree when you are 16.

Klara: Really? What about number 4? How old do you have to be to choose your own doctor?

Molly: That's 16.

Klara: What about the bank account one?

Molly: Um, you can open a bank account and get a credit card when you are 18.

Klara: Right. What about drinking? When can you go to a bar?

## Your Turn 4 Teacher's Guide



- Molly: Well, you can go in when you are 14 but you have to buy a soft drink like cola or orange juice. You can't buy alcohol until you are 18.
- Klara: What about tattoos and piercings?
- Molly: 18, I think. Yes, it says here.
- Klara: But Naomi has pierced ears and she's only our age.
- Molly: Yes, but her mum let her do it. I think it's OK if your parents agree. But you have to be 18 to get it done without their permission.
- Klara: I see. What about number 8?
- Molly: That's 17. The police can interview you without your parents when you are 17. And you can be sent to prison at 17 as well.
- Klara: Right. When can you drive?
- Molly: You can start learning to drive on the roads when you are 17.
- Klara: Do you have to be 18 to leave home?
- Molly: No, you don't. You can leave home at 16 if your parents agree that you can.
- Klara: What about changing your name?
- Molly: That's another thing you can't do until you are 18. Not legally anyway.

((Hörtext endet))

((Schlüsselsymbol))

- 1 You can get a job, but not for more than two hours per day. – 13
- 2 You can buy cigarettes. – 18
- 3 You can get married if your parents agree. – 16
- 4 You can choose your own doctor. – 16
- 5 You can open a bank account by yourself and get a credit card. – 18
- 6 You can go into a bar or pub by yourself, but you can only buy soft drinks. – 14
- 7 You can get a tattoo or body piercing without your parents' permission. – 18
- 8 You can be interviewed by the police on your own, without your parents. – 17
- 9 You can be sent to prison if you do something very bad. – 17
- 10 You can buy alcohol in pubs, restaurants and supermarkets. – 18
- 11 You can learn to drive a car on the road. – 17
- 12 You can leave home if your parents agree. – 16
- 13 You can change your name. – 18

### Challenge

Ähnlich Challenge auf WB E S. 54.

Lassen Sie die Schüler/innen unter <http://www.help.gv.at/> selbst recherchieren, was Jugendlichen in Österreich erlaubt ist. In der nächsten Stunde wird darüber berichtet.

((Ex 3)) **Do you agree?**

((Ex 3a)) Ähnlich WB E Unit 7/2a.

## Your Turn 4 Teacher's Guide



((Schlüsselsymbol))

agree: 1 Yes, you're absolutely right.

partly agree: 2 Yes, but don't you think that ... – 4 You could be right, but I'm not sure.

disagree: 3 That's not true. – 5 I totally disagree.

((Ex 3b)) Ähnlich WB E Unit 7/2b.

((Schlüsselsymbol))

1 Martin **agrees with** Klara.

2 Tami **disagrees with** Martin.

3 Molly **agrees with** Tami.

((Ex 3c)) ((Schlüsselsymbol))

1 Tim **disagrees with** Klara.

2 Martin **disagrees with** Tim.

3 Molly **partly agrees with** Martin.

((Ex 4)) **Future predictions**

Ähnlich WB E Unit 7/3.

Weisen Sie besonders auf die Lee-Box und die Erläuterungen hin.

((Schlüsselsymbol))

1 Try some of this delicious cake. – (b) You'll love it!

2 We have been sitting in this traffic jam for 20 minutes. – (f) We won't get to the airport on time.

3 Don't go out in the snow without a coat. – (a) You will catch a cold.

4 The Dynamos are a really good team. – (e) I think they will win the match easily.

5 Those students haven't worked very hard. – (c) They won't pass their exams.

6 Put this sweater on. – (d) You'll feel warmer.

((Ex 5)) **Future plans and intentions**

Ähnlich WB E Unit 7/4.

((Schlüsselsymbol))

1 He is carrying two tins of paint and some brushes.

He is going to paint the living room.

2 She is studying maths, chemistry and physics.

She is going to be a scientist.

3 He has got an airline ticket to Sydney and a guidebook.

He is going to fly to Australia.

4 I have bought eggs, flour, sugar and butter.

I am going to make a cake.

5 My mother likes classical music.

Are you going to get her a CD for her birthday?

## Your Turn 4 Teacher's Guide



6 My best friend has just told me a secret.  
I'm not going to tell anyone else.

### ((Ex 6)) Travel plans

Ähnlich WB E Unit 7/5.

#### ((Schlüsselsymbol))

- 1 On Thursday they take the train from London to Winchester at 10.30.
- 2 They arrive at 12.30 and check into Hotel Hampshire.
- 3 They have lunch at the Pizza Palace at 1.15.
- 4 At 2.00 they visit the cathedral and at 3.00 they visit the City Museum.
- 5 They go to a concert in the cathedral at 7.00.
- 6 On Friday they take the bus to Salisbury at 9.30.
- 7 At 10.30 they visit Salisbury and Stonehenge.
- 8 They take the train from Salisbury to London at 4.40.

### ((Ex 7)) Just imagine!

Ähnlich WB E Unit 7/6ab.

#### ((Ex 7a)) ((Schlüsselsymbol))

Welcome to the most famous ship in the world. This is her first voyage and we **are going to** make the fastest Atlantic crossing in history. On day one we **leave** from Southampton. Just imagine – hundreds of people **will be watching** excitedly as we sail away. As we race across the ocean, you **will be having** dinner in the most luxurious dining room in the world. Or perhaps you **will be swimming** in our wonderful swimming pool or exercising in the gym. You **will be amazed** at what we have on board this fantastic ship. We **are going to** arrive in New York in fewer than four days, beating the previous record by at least twelve hours. So buy your ticket for the Titanic now!

#### ((Ex 7b)) ((Schlüsselsymbol))

- 1 You will be amazed at what we have on board. – (d) 'Will' for predictions.
- 2 We are going to make the fastest Atlantic crossing in history. – (c) 'Going to' for plans and intentions.
- 3 You will be swimming in our wonderful swimming pool. – (b) Future continuous for making future events sound exciting.
- 4 On day one we leave from Southampton. – (a) Present simple for timetables and itineraries.

### ((Ex 8)) Pronunciation corner

Identisch mit WB E Unit 7/7.

#### ((Schlüsselsymbol))

"I was afraid of **what my mother would say.**"

## Your Turn 4 Teacher's Guide



((Ex 9)) **That will never happen!**

((Ex 9a)) Identisch mit WB E Unit 7/8a.

((Audioscript: WB CD Track 23))

Interviewer Hi, today I'm talking to Lola, Frank and Jessie about their thoughts on the future. Let's start with you, Lola. Are you worried about the future?

Lola Actually, I'm quite hopeful about the future. I think things are going to get much better. I think scientists will find a cure for cancer pretty soon and I think the world will be peaceful.

Interviewer You mean you think that there won't be any more wars?

Lola Yes, that's right. By the time I'm an adult, people won't be fighting any more.

Interviewer Do you agree, Frank?

Frank I'm afraid not. I'm really quite worried about the future. I think we have done such terrible things to the environment that we are going to see major problems in the future. Within the next 15 years I think global warming will cause sea levels to rise and there will be flooding in many countries. But I also think that there is going to be too little drinking water. In 20 years' time, I think that will be a very big problem.

Interviewer So, too much water and too little water.

Frank Yes, the world will run out of drinking water.

Interviewer What about you, Jessie? Are you worried about the environment?

Jessie Well, yes, I am quite worried about it. But I am most worried by aliens.

Interviewer Aliens? Really?

Jessie Yes! I think there is life out there in space and aliens will definitely attack the Earth some time in the future.

Interviewer Do you think it will happen soon?

Jessie Oh, yes. At least within my lifetime.

Interviewer Oh, I see. Well three very different opinions there. Thank you all very much.

((Hörtext endet))

((Schlüsselsymbol))

1 Aliens will attack the Earth.

Name: Jessie

When: Some time in the future.

2 Scientists will find a cure for cancer.

Name: Lola

When: Pretty soon.

3 The world will run out of drinking water.

Name: Frank

When: In 20 years' time.

4 There won't be any more wars.

Name: Lola

When: By the time she is an adult.

5 Global warming will cause flooding in many countries.

## Your Turn 4 Teacher's Guide



Name: Frank

When: Within the next 15 years.

((Ex 9b)) Ähnlich WB E Unit 7/8b.

Die Lösung finden Sie in Übung 9a.

Lassen Sie die Schüler/innen mit diesen Phrasen dann auch entsprechende Sätze bilden.

### Unit 7, Making progress, Workbook Achieve S. 61

#### ((Ex 1)) Holiday plans

Ähnlich WB E Unit 7/MP1.

((Audioscript: TB CD1 Track 24))

Number 1

Jim: Hi, Martha. What are you doing here?

Martha: I'm going to the sports shop. I've got to buy some new walking boots for my summer holiday.

Jim: Oh, are you going somewhere special?

Martha: Yes, I'm going to Tanzania. I'm going to climb Mount Kilimanjaro. That's the highest mountain in Africa. It'll be the experience of a lifetime!

Number 2

Sally: What are your plans for the summer, Ben?

Ben: My cousins from Australia are coming over for six weeks. We're taking them sailing and then we are all going to visit my aunt in Manchester.

Sally: Wow, how exciting. Do you see your cousins often?

Ben: This will be the first time we've met!

Number 3

A: What time does our flight go?

B: At 7.30, but we have to check-in at 5.30.

A: We should leave early. The traffic will be bad at that time.

B: Yes, we don't want to be late.

Number 4

Mike: Just think! This time next week we will be lying in the sun!

Linda: Yes, no work, no worries. It will be wonderful.

Mike: I hope the hotel has a pool.

Linda: I'm sure it does.

((Hörtext endet))

((Schlüsselsymbol))

1b – Martha is going to climb a mountain in the summer holidays.

2a – Ben will see his cousins for the first time this summer.

3b – They think it will take a long time to get to the airport.

4a – They are going to go away on holiday next week.

## Your Turn 4 Teacher's Guide



### ((Ex 2)) **Book review**

Identisch mit WB E Unit 7/MP2.

#### ((Schlüsselsymbol))

- 1 Who is the book written for? – (c) teenagers and their families
- 2 Why was the book written? – (b) to stop teenagers breaking the law without knowing it – (c) to help people understand what their rights are at different ages
- 3 Find three features of the book that show it has been written for teenagers.  
simple language, funny cartoons, amusing real-life stories of teenagers
- 4 Did the author of the review learn anything from the book? – (a) yes

## Unit 7, Exercises, Workbook Excel S. 54-61

### ((Ex 1)) **How old do you have to be?**

Ähnlich WB A Unit 7/1.

Lassen Sie zusätzlich zu der Übung auch noch beschreiben, was man auf den Bildern sehen kann.

Beispiele:

A: a van with boxes

B: a bride and a bride groom

#### ((Schlüsselsymbol))

A leave home

B get married

C be sent to prison

D get a tattoo or body piercing

E learn to drive

F open a bank account

### ((Ex 1a)) Identisch mit WB A Unit 7/2a.

Lassen Sie zuerst die Schüler/innen raten, welche Altersbegrenzungen es im Vereinigten Königreich gibt. Die Lösungen geben Sie nicht vor, sondern warten das Ergebnis der Hörverständnisübung ab.

### ((Ex 1b)) Identisch mit WB A Unit 7/2b.

#### ((Schlüsselsymbol))

#### ((Audioscript: WB CD Track 22))

Klara: Hi, Molly. Did you see this list that Mrs Halton gave us about things you can do at different ages. We're supposed to fill in the ages, but I don't think they're the same as in my country. Can you help?

Molly: Let's see. I think number 1 is 13. Yes, it is. You can get a part-time job at 13. And you can buy cigarettes when you are 18, but not before. You can get married if your parents agree when you are 16.

Klara: Really? What about number 4? How old do you have to be to choose your own doctor?



## Your Turn 4 Teacher's Guide



- Molly: That's 16.  
Klara: What about the bank account one?  
Molly: Um, you can open a bank account and get a credit card when you are 18.  
Klara: Right. What about drinking? When can you go to a bar?  
Molly: Well, you can go in when you are 14 but you have to buy a soft drink like cola or orange juice. You can't buy alcohol until you are 18.  
Klara: What about tattoos and piercings?  
Molly: 18, I think. Yes, it says here.  
Klara: But Naomi has pierced ears and she's only our age.  
Molly: Yes, but her mum let her do it. I think it's OK if your parents agree. But you have to be 18 to get it done without their permission.  
Klara: I see. What about number 8?  
Molly: That's 17. The police can interview you without your parents when you are 17. And you can be sent to prison at 17 as well.  
Klara: Right. When can you drive?  
Molly: You can start learning to drive on the roads when you are 17.  
Klara: Do you have to be 18 to leave home?  
Molly: No, you don't. You can leave home at 16 if your parents agree that you can.  
Klara: What about changing your name?  
Molly: That's another thing you can't do until you are 18. Not legally anyway.

*((Hörtext endet))*

*((Schlüsselsymbol))*

- 1 You can get a job, but not for more than two hours per day. – 13
- 2 You can buy cigarettes. – 18
- 3 You can get married if your parents agree. – 16
- 4 You can choose your own doctor. – 16
- 5 You can open a bank account by yourself and get a credit card. – 18
- 6 You can go into a bar or pub by yourself, but you can only buy soft drinks. – 14
- 7 You can get a tattoo or body piercing without your parents' permission. – 18
- 8 You can be interviewed by the police on your own, without your parents. – 17
- 9 You can be sent to prison if you do something very bad. – 17
- 10 You can buy alcohol in pubs, restaurants and supermarkets. – 18
- 11 You can learn to drive a car on the road. – 17
- 12 You can leave home if your parents agree. – 16
- 13 You can change your name. – 18

### Challenge

Ähnlich Challenge auf WB A S. 56.

Lassen Sie die Schüler/innen unter <http://www.help.gv.at/> selbst recherchieren, was Jugendlichen in Österreich erlaubt ist. In der nächsten Stunde wird darüber berichtet.

## Your Turn 4 Teacher's Guide



### ((Ex 2)) **Do you agree?**

((Ex 2a)) Ähnlich WB A Unit 7/3a.

((Schlüsselsymbol))

agree: 1 Yes, you're absolutely right. – 8 Certainly.

partly agree: 2 Yes, but don't you think that ... – 4 You could be right, but I'm not sure. – 7 Well, that's possible, but ...

disagree: 3 That's not true. – 5 I totally disagree. – 6 Never!

((Ex 2b)) Ähnlich WB A Unit 7/2b.

((Schlüsselsymbol))

1A, 3A

2D, 5D, 6D

4P, 7P

### **Challenge**

Hier schreiben die Schüler/innen ihre Meinung auf. Am besten halten sie sich dabei an die vorgegebenen Phrasen.

### ((Ex 3)) **Future predictions**

Ähnlich WB A Unit 7/4.

Weisen Sie besonders auf die Lee-Box und die Erläuterungen hin.

((Schlüsselsymbol))

1 We have been waiting at passport control for 20 minutes. We won't catch the plane.

2 Don't go out in the snow without a coat. You will catch a cold.

3 They are a really good team. I'm sure they will win the match.

4 This student hasn't worked very hard. She won't pass the exam.

### ((Ex 4)) **Future plans and intentions**

Ähnlich WB A Unit 7/5.

((Schlüsselsymbol))

1 He is carrying two tins of paint and some brushes.

He is going to paint the living room.

2 She is studying maths, chemistry and physics.

She is going to be a scientist.

3 He has got an airline ticket to Sydney and a guidebook.

He is going to visit his aunt in Australia.

4 I have bought eggs, flour, sugar and butter.

I am going to make a cake.

5 My mother likes classical music.

Are you going to buy her a CD for her birthday?

6 My best friend has just told me a secret.



## Your Turn 4 Teacher's Guide



I'm not going to tell anyone else.

### ((Ex 5)) Travel plans

Ähnlich WB A Unit 7/6.

#### ((Schlüsselsymbol))

- 1 On Thursday they take the train from London to Winchester at 10.30.
- 2 They arrive at 12.30 and check into the Hotel Hampshire.
- 3 They have lunch at the Pizza Palace at 1.15.
- 4 At 2.00 they visit the cathedral and at 3.00 they visit the City Museum.
- 5 They go to a concert in the cathedral at 7.00.
- 6 On Friday at 9.30 they take the bus to Salisbury.
- 7 At 10.30 they visit Salisbury and Stonehenge.
- 8 They take the train from Salisbury to London at 4.40.

### ((Ex 6)) Just imagine!

Ähnlich WB A Unit 7/7ab.

#### ((Ex 6a)) ((Schlüsselsymbol))

Welcome to the most famous ship in the world. This is her first voyage and we **are going to** make the fastest Atlantic crossing in history. On day one we **leave** from Southampton. Just imagine – hundreds of people **will be watching** excitedly as we sail away. As we race across the ocean, you **will be having** dinner in the most luxurious dining room in the world. Or perhaps you **will be swimming** in our wonderful swimming pool or exercising in the gym. You **will be amazed** at what we have on board this fantastic ship. We **are going to** arrive in New York in fewer than four days, beating the previous record by at least twelve hours. So buy your ticket for the Titanic now!

#### ((Ex 6b)) ((Schlüsselsymbol))

1 Present simple for timetables and itineraries. – On day one we **leave** from Southampton.

2 Future continuous for making future events sound exciting.

Just imagine – hundreds of people **will be watching** excitedly as we sail away.

... you **will be having** dinner in the most luxurious dining room in the world.

... you **will be swimming** in our wonderful swimming pool or exercising in the gym.

3 'Going to' for plans and intentions.

We **are going to** make the fastest Atlantic crossing in history.

We **are going to** arrive in New York

4 'Will' for predictions.

You **will be amazed** at what we have on board.



## Your Turn 4 Teacher's Guide



### ((Ex 7)) Pronunciation corner

Identisch mit WB A Unit 7/8.

### ((Schlüsselsymbol))

"I was afraid of **what my mother would say.**"

### ((Ex 8)) That will never happen!

((Ex 8a)) Identisch mit WB A Unit 7/9a.

### ((Audioscript: WB CD Track 23))

Interviewer Hi, today I'm talking to Lola, Frank and Jessie about their thoughts on the future. Let's start with you, Lola. Are you worried about the future?

Lola Actually, I'm quite hopeful about the future. I think things are going to get much better. I think scientists will find a cure for cancer pretty soon and I think the world will be peaceful.

Interviewer You mean you think that there won't be any more wars?

Lola Yes, that's right. By the time I'm an adult, people won't be fighting any more.

Interviewer Do you agree, Frank?

Frank I'm afraid not. I'm really quite worried about the future. I think we have done such terrible things to the environment that we are going to see major problems in the future. Within the next 15 years I think global warming will cause sea levels to rise and there will be flooding in many countries. But I also think that there is going to be too little drinking water. In 20 years' time, I think that will be a very big problem.

Interviewer So, too much water and too little water.

Frank Yes, the world will run out of drinking water.

Interviewer What about you, Jessie? Are you worried about the environment?

Jessie Well, yes, I am quite worried about it. But I am most worried by aliens.

Interviewer Aliens? Really?

Jessie Yes! I think there is life out there in space and aliens will definitely attack the Earth some time in the future.

Interviewer Do you think it will happen soon?

Jessie Oh, yes. At least within my lifetime.

Interviewer Oh, I see. Well three very different opinions there. Thank you all very much.

### ((Hörtext endet))

### ((Schlüsselsymbol))

1 Aliens will attack the Earth.

Name: Jessie

When: Some time in the future.

2 Scientists will find a cure for cancer.

Name: Lola



## Your Turn 4 Teacher's Guide



When: Pretty soon.

3 The world will run out of drinking water.

Name: Frank

When: In 20 years' time.

4 There won't be any more wars.

Name: Lola

When: By the time she is an adult.

5 Global warming will cause flooding in many countries.

Name: Frank

When: Within the next 15 years.

((Ex 8b)) Identisch mit WB A Unit 7/9b.

Die Lösung finden Sie in Übung 8a.

Lassen Sie die Schüler/innen mit diesen Phrasen dann auch entsprechende Sätze bilden.

### Tasks plus

((Ex 1)) **An experience of a lifetime**

((Ex 1a)) ((Schlüsselsymbol))

1 He was 16.

2 156 days.

3 Mike himself.

4 His father sailed in a boat behind him.

5 To cut away some rope that was caught under the rudder.

6 He ate almost constantly. – He sometimes only slept for ten minutes at a time.

((Ex 1b)) Geben Sie diese Übung als Hausübung oder machen Sie sie in einer Stunde im Computerraum der Schule.

Die Schüler/innen recherchieren im Internet und fertigen dabei handschriftliche Notizen an. Dann referieren Sie über das, was sie gefunden haben.

((Ex 2)) **A long wait**

Anekdoten wie diese werden in der Past tense erzählt. Achten Sie besonders auf die Einhaltung der Zeit. Leistungsschwächere Schüler/innen werden Ihre Hilfestellung brauchen. In einem solchen Fall ist es günstig, die anderen Schüler/innen mit Übungsblättern oder anderen Übungen zu beschäftigen, damit Sie sich einzelnen Schüler/innen widmen können.

## Unit 7, Making progress, Workbook Excel S. 60

((Ex 1)) **Holiday plans**

Ähnlich WB A Unit 7/MP1.

((Audioscript: TB CD1 Track 24))

## Your Turn 4 Teacher's Guide



### Number 1

Jim: Hi, Martha. What are you doing here?

Martha: I'm going to the sports shop. I've got to buy some new walking boots for my summer holiday.

Jim: Oh, are you going somewhere special?

Martha: Yes, I'm going to Tanzania. I'm going to climb Mount Kilimanjaro. That's the highest mountain in Africa. It'll be the experience of a lifetime!

### Number 2

Sally: What are your plans for the summer, Ben?

Ben: My cousins from Australia are coming over for six weeks. We're taking them sailing and then we are all going to visit my aunt in Manchester.

Sally: Wow, how exciting. Do you see your cousins often?

Ben: This will be the first time we've met!

### Number 3

A: What time does our flight go?

B: At 7.30, but we have to check-in at 5.30.

A: We should leave early. The traffic will be bad at that time.

B: Yes, we don't want to be late.

### Number 4

Mike: Just think! This time next week we will be lying in the sun!

Linda: Yes, no work, no worries. It will be wonderful.

Mike: I hope the hotel has a pool.

Linda: I'm sure it does.

*((Hörttext endet))*

*((Schlüsselsymbol))*

1b – Martha is going to climb a mountain in the summer holidays.

2a – Ben will see his cousins for the first time this summer.

3b – They think it will take a long time to get to the airport.

4a – They are going to go away on holiday next week.

### *((Ex 2))* **Book review**

Identisch mit WB A Unit 7/MP2.

*((Schlüsselsymbol))*

1 Who is the book written for? – (c) teenagers and their families

2 Why was the book written? – (b) to stop teenagers breaking the law without knowing it – (c) to help people understand what their rights are at different ages

3 Find three features of the book that show it has been written for teenagers.

simple language, funny cartoons, amusing real-life stories of teenagers

4 Did the author of the review learn anything from the book? – (a) yes

## Unit 8 – Big break 2

### Unit 8A, Big break, Textbook S. 63

#### ((Ex 1)) A dilemma

((Ex 1a)) Lassen Sie den Text leise lesen. Bevor die Schüler/innen in Übung 1c über dieses Dilemma diskutieren, hören sie sich an, was Archie und Yasmin Jo und Mary raten würden.

((Ex 1b))

((Audioscript: TB CD 1 Track 46))

Archie: Yasmin, do you want to solve this dilemma with me? We are going to discuss it in class tomorrow.

Yasmin: What's a dilemma?

Archie: It's a problem someone has. You have to decide whether what the people do is right or wrong.

Yasmin: OK.

Archie: Read it then.

Yasmin: Right. "Mary has a problem. Her sister Jo, 14, wanted to go to a pop concert. Their mum promised she could go as long as she saved up for it because the family didn't have any money."

That's fair enough. If her mum hasn't got any money, then it's right for Jo to get the money together.

Archie: I agree. But read on.

Yasmin: "Jo did odd jobs for family friends and managed to save up the £15 she needed for her ticket ... she was such a good worker that ... she also got £5 in tips." – Oh, that's good. Now she can go to the concert!

Archie: If it were that easy, there wouldn't be a dilemma. Read to the end.

Yasmin: OK. –

"A few days before the concert their mum told Jo that money was very tight and she would have to buy her school things with the money she had earned. Jo was really disappointed.

She thought of a plan. She bought her ticket to the concert. She told her mum she had only been able to save £5 and she gave it to her for her school things. On the day of the concert Jo told her mum she was going to do homework with a friend and went to the concert instead. Her mum had to borrow money to buy Jo's school things. She didn't find out the truth. A few days later, Jo told Mary what she had done. Mary doesn't know whether to tell their mum about Jo's lie. What should Mary do?" –

Yasmin: Oh no! Poor Jo! And poor Mary! What should she do?

Archie: That's what we have to decide.

Yasmin: Well, Jo wasn't right but she wasn't wrong. Her mum made her a promise – promises should not be broken.

Archie: True, but remember her mum didn't have any money.

Yasmin: I don't think promises should ever be broken but maybe this is different.

## Your Turn 4 Teacher's Guide



I think Jo shouldn't have lied but it's too late to tell her mum now. She shouldn't do anything.

Archie: What about Mary? Her sister told her a secret. You shouldn't tell on people.

Yasmin: You're right. Besides, there's nothing they can do about the money now. If Mary told her mum, she would only make her unhappy.

Archie: So, Jo shouldn't have lied but she shouldn't do anything now. Mary should not tell their mum. And the mum was wrong to break the promise but in this case she had to. Great! Thanks, Yasmin. That's my homework done!

((Hörtext endet))

((Schlüsselsymbol))

Jo shouldn't have lied ... // She shouldn't do anything now.

Mary shouldn't tell their mum ...

Their mother shouldn't have broken the promise ...

((Ex 1c)) Am besten arbeiten die Schüler/innen die Fragen in Kleingruppen durch. Danach können sie weitere Aspekte ergänzen. Die Sprachbausteine dienen dazu, diese Diskussion auf Englisch führen zu können.

((Ex 1d)) Diesen Ideenaustausch können Sie auch vor der Klasse durchführen. Rufen Sie dazu jeweils zwei Kleingruppen auf, die miteinander diskutieren bzw. einander ihre Ansichten erläutern.

((Ex 1e)) Ein mögliches Alternativszenario wäre, dass die beiden Schwestern versuchen, ihrer Mutter dadurch zu helfen, dass sie selbstständig Geld durch kleine Tätigkeiten aufreiben und dann dieses Geld ihrer Mutter zurückgeben und sich entschuldigen bzw. ihr die Situation aus ihrer Sicht erklären.

### ((Ex 2)) **Word detectives**

Sammeln Sie die Wörter zu den einzelnen Kategorien an der Tafel. Bei leistungsschwächeren Gruppen geben Sie als Suchhilfe die jeweiligen Units vor, in denen passende Wörter vorkommen.

Beispiele:

#### **Words to do with American schools:**

freshman, sophomore, juniors, seniors, grade, graduation ceremony, gowns, mortar boards, electives, locker, hallway, cafeteria

#### **Words to talk about adventure holidays:**

travel plan, journey of a lifetime, scuba dive, white-water rafting, explore, community project, rainforest, navigate the rapids, boat, pool, sights, culture, customs, trek, hiking, departure

#### **Words to do with brands and advertising:**

hunters of cool, company, products, clients, consumer goods company, electronic gadgets, advertising agency, database, website, logo, pressure

#### **Words to do with teenagers' worries:**



## Your Turn 4 Teacher's Guide



bullying, tease, nasty, wars, being a soldier, having to fight in a war, their looks, being mugged, self-defence, climate change, the environment

### **Words to do with (possible) world problems:**

climate change, water running out, wars, violence, the environment

## **Unit 8B, School Times: episode 6, Textbook S. 64-65**

### **((Ex 1)) Pippa and Jane's text puzzle**

#### **((Ex 1a)) ((Schlüsselsymbol))**

- 1 Need someone to talk to. Can u come round?
- 2 When?
- 3 After school
- 4 I'll be playing volleyball till 5. Shall I come after that?
- 4 Yeah. About 5.30?
- 6 5.30 it is. Pippa are you OK?
- 7 Tell you when I see you.

**((Ex 1b))** Vermeiden Sie hier bei der Erklärung der Begriffe auf jeden Fall deutsche Übersetzungen. Die Antworten sollten aus dem Dialog entnommen werden.

#### **((Audioscript: TB CD 1 Track 47))**

- Tracy: Hi Andy.  
Andy: Hummmppph.  
Tracy: 'Hello Tracy'  
Andy: Hello Tracy. What are you doing in the workshop? You don't usually come here.  
Tracy: Na. Had to bring a note over to Mr Grimshaw. From Mr Hardy. Is that your invention? The 'top shelf' thing?  
Andy: Yeah.  
Tracy: It's really coming on.  
Andy: Not really.  
Tracy: So what's that handle?  
Andy: I'm trying to make the whole thing telescopic.  
Tracy: Telescopic?  
Andy: Yeah. You wind this handle and the thing gets longer or shorter.  
Tracy: Wow that's amazing. Pippa's going to love it.  
Andy: Yeah. Maybe.  
Tracy: Andy, what's going on?  
Andy: Nothing.  
Tracy: No, I mean with you and Pippa?  
Andy: Nothing. Mind your own business.  
Tracy: Hey, I thought we were mates now.  
Andy: No, sorry, I didn't mean that.  
Tracy: But I never see you two together anymore. She's always with that girl Jane.  
Andy: Yeah. I know. If I hadn't asked her to the school dance last summer...  
Tracy: You invited her? But she wasn't there. I remember thinking 'where's

## Your Turn 4 Teacher's Guide



Pippa?'  
Andy: Yeah, cause I invited her.  
Tracy: I don't get it.  
Andy: No me neither. Because I invited her she didn't come! Work that out. I've tried to ask her why, but she just looks the other way when I turn up.

Tracy: What's going on over there?  
Andy: Oh that's just Drew Mackay having a go at Asif.  
Tracy: What the new kid?  
Andy: Yeah.  
Tracy: He seems nice enough. What's Drew got against him?  
Andy: Drew's a bully. And a racist.  
Tracy: That's a bit strong.  
Andy: Is it? You should hear him. Some of the things he says.  
Tracy: He's as bad as that is he?  
Andy: Yeah, as bad as you used to be.  
Tracy: OK. I was a bully. But I've never been a racist. I'm not that stupid. Anyway, that was then.  
Andy: Yeah. That was then. Come on. Let's get out of here.  
Tracy: Sure. Will Asif be all right?  
Andy: Yeah. He's cool.

Jane: Hi Pip.  
Pippa: Hello Jane, I'll buzz the door open.

Jane: OK. I'm in.  
Pippa: Come on upstairs.  
Jane: OK, coming. Hey how are you? What have you been doing?  
Pippa: I've been writing a thing for School Times about where all the students come from.  
Jane: Sounds interesting.  
Pippa: Yeah.  
Jane: Pippa, you OK?  
Pippa: Not really.  
Jane: What's the matter?  
Pippa: It's the thing with Andy. Since last summer. When he got all, you know, 'sentimental' on me and it wasn't, you know, right, and I didn't know what to say. I couldn't explain myself, and he got upset and now he's always talking to her.  
Jane: Her?  
Pippa: Don't be thick Jane! Tracy.  
Jane: Oh Tracy. But she's not his girlfriend, is she?  
Pippa: I don't know. I don't care if she is.  
Jane: Pippa?  
Pippa: I like Andy, I really do. He's my friend. More than that perhaps.  
Jane: What are you going to do?  
Pippa: I don't know. I don't know if Andy will ever speak to me again.

Andy: Can you smell something?  
Tracy: Hey, watch what you're saying. We may be friends now, but that's going



## Your Turn 4 Teacher's Guide



too far.  
Andy: No. Burning. I can smell burning.  
Tracy: Don't be silly.

Andy: I'm not being silly.  
Tracy: Wow, you're right. Here come the fire engines.  
Andy: Where are they going?  
Tracy: Look. The hall! The school hall. There's smoke coming from the hall.

((Hörtext endet))

((Schlüsselsymbol))

- 1 the 'top-shelf thing' – A telescopic tool for disabled people to get things from the top of the shelves in supermarkets.
- 2 telescopic – getting longer and shorter by winding the handle
- 3 why Tracy is in the school workshop – She had to bring a note to Mr Grimshaw from Mr Hardy.
- 4 what happened when Andy asked Pippa to the dance last summer – Andy invited Pippa but she didn't turn up.
- 5 what kind of boy Drew is – Drew is a bully.

((Ex 2)) **Phrases from School Times**

((Schlüsselsymbol))

- 1 Don't be thick! – (f) You're not being very intelligent.
- 2 Having a go at somebody. – (a) Attacking someone with words.
- 3 He got all sentimental. – (b) Became emotional and silly.
- 4 It's really coming on. – (c) Developing/making progress.
- 5 Mind your own business. – (g) You have said too much.
- 6 That's going too far. – (d) Don't ask about my private life.
- 7 What's Drew got against him? – (e) To have a reason for not liking someone.

((Ex 3)) **School Times**

((Ex 3a)) ((Schlüsselsymbol))

The best summary is: 1

((Ex 3b)) ((Schlüsselsymbol))

- 7: The language projects starts in a week's time.  
31: The project is called 'language awareness' month.  
60: About 60 languages a year 'die' – become extinct.  
560: There are 560 pupils at the school in total.  
21: For the next three weeks teachers and students will be gathering information and analysing data.  
6000: There are about 6,000 languages in the world.



### ((Ex 4)) Acting

Geben Sie Ihren Schüler/innen Gelegenheit, Episode 6 von School Times noch einmal anzuhören und dabei mitzulesen, damit sich auch die Aussprache und die Intonation richtig einprägen. Schüler/innen, die nicht mitspielen wollen, sagen den anderen ein oder helfen beim Einüben des Textes, indem sie die anderen abprüfen.

### Unit 8C, Reading and writing: a poster, Textbook S. 66-67

#### ((Ex 1)) Should we worry about climate change?

((Ex 1a)) Diese Übung wird zunächst nur mündlich gemacht.

#### ((Schlüsselsymbol))

- 1 What is climate? – Climate describes the long-term average weather conditions of a region. (ll. 6-7)
- 2 Is climate change a new thing? – Climate change is not new. The earth's climate has been changing constantly over its five-billion-year history. (ll. 15-17)
- 3 Has there been any climate change this century? – The earth has become warmer in the past 100 years. (l. 22)
- 4 What may happen if the earth gets warmer? – We don't know for sure but the consequences could be serious. (ll. 41-42)

((Ex 1b)) Hier sollten die Schüler/innen darauf achten, dass sie nicht unbedingt die gleichen Erklärungen wie im Text aufschreiben, sondern dass sie die Antworten zumindest leicht variieren.

((Ex 1c)) Sie können die Tipps, auf die sich die Schüler/innen geeinigt haben, als Vorbereitung auf die Portfolio-Aufgabe auf Zettel aufschreiben lassen.

((Ex 1d)) Hier soll vor allem geübt werden, wie man Absichten ausdrückt („going to“). Am besten halten sich die Schüler/innen an die vorgegebenen Beispielsätze.

#### ((Ex 2)) Portfolio writing: a poster

Aus den Vorschlägen, die in 1c und 1d gesammelt wurden, können 6 für diese Poster ausgewählt werden.

Die Poster werden mit Bildern und/oder Zeichnungen geschmückt, die die Schüler/innen zu Hause vorbereiten.

#### ((Ex 3)) The phonemic alphabet

((Ex 3a)) Bei schwächeren Gruppen geben Sie die Anzahl der Buchstaben an.

## Your Turn 4 Teacher's Guide



((Schlüsselsymbol))

- 1 missions (8)
- 2 serious (7)
- 3 rubbish (7)
- 4 Native American (6+8)
- 5 experience (10)
- 6 human rights (5+6)

((Ex 3b))

((Audioscript: TB CD 1 Track 48))

- 1 missions
- 2 serious
- 3 rubbish
- 4 Native American
- 5 experience
- 6 human rights

((Hörtext endet))

((Ex 4)) **Dictionary training**

((Schlüsselsymbol))

Native Americans: under 'native'  
human rights: under 'human'  
scuba diving: under 'scuba diving'  
roller coaster: under 'roller coaster'  
consumer goods: under 'consumer'

### Unit 8D, Language practice, Textbook S. 68-69

((Ex 1)) **A trip to the UK**

((Ex 1a)) Dieser erste Schritt sollte nur mit Hilfe der Titel und der Bilder gelöst werden. Erst in Übung 2 wird der Text tatsächlich genau gelesen.

((Ex 1b)) Während des Lesens lassen Sie die Schüler/innen die wichtigsten inhaltlichen Punkte markieren.

((Schlüsselsymbol))

- 1 Who is the tour designed for?  
Tour 1: for active people who like to combine adventure and sightseeing  
Tour 2: for people who like excitement
- 2 Which three activities on the tour sound most interesting? – (individuelle Schülerantworten)

## Your Turn 4 Teacher's Guide



3 What part of the tour do you think you may not enjoy? – (individuelle Schülerantworten)

4 Who would you most like to go on the tour with? Why? (name three/four people) – (individuelle Schülerantworten)

((Ex 1c)) Hier wird hauptsächlich die Struktur „going-to“ verwendet. Zusätzlich dazu werden Vermutungen mit „may“ angestellt.

((Ex 2)) **Any regrets?**

((Ex 2a)) Bevor die Schüler/innen mit ihren Sätzen beginnen, lassen Sie in den Beispielsätzen die Verbformen anstreichen.

((Ex 2b)) Die beiden unterschiedlichen Touren eignen sich für verschiedene Zielgruppen. Die Schüler/innen müssen hier begründen, warum sie eine Tour gewählt bzw. nicht gewählt haben.

((Ex 3)) **Angels and devils?**

((Ex 3a)) ((Schlüsselsymbol))

Correct answers:

A climatologist is a scientist that studies the climate.

German is a subject.

A prom is a formal dance (at a high school or college at the end of the year).

A ghost is a kind of spirit that haunts a house.

A cool person is someone we would like to be.

A rap is a special form of song.

((Ex 3b)) Lassen Sie abwechselnd die Definitionen vortragen. Wer den Wahrheitsgehalt einer Definition richtig errät, darf die nächste Definition vorlesen.

((Ex 4)) **Mini-test**

((Schlüsselsymbol))

1 If I had known it was your birthday, (a) I would have sent you a birthday card.

2 What would you have done if (a) you'd found a wallet in the street on the way to school?

3 If only (b) I'd told her her the truth, she wouldn't be angry with me.

4 A 'cool hunter' is someone (a) who finds out what young people like.

5 I don't know what I'll do when (c) I finish this school year.



## Unit 8E, Speaking, Textbook S. 70

((Ex 1)) **Looking back – do you have a good memory?**

((Schlüsselsymbol))

### **California (→ unit 5A)**

What countries did California belong to before becoming part of the US? – Russia, Spain and Mexico.

Why did the Spanish build missions? – To teach Christianity to the Native Americans.

### **A trip to South Africa (→ unit 6A)**

What is 'call and response' singing? – One person sings one or two lines and the whole group repeats these lines.

Why do people sing a cappella without musical instruments? – The people used to sing on the fields and had to work at the same time.

### **The hunters of cool (→ unit 6B)**

What are hunters of cool? – They are young people who know a lot about teenagers.

Who can become a hunter of cool? – High school or college students who are cool themselves and can find other cool kids.

Who uses the information collected by cool hunters? – Consumer goods companies.

### **The Rights of the Child (→ unit 7A)**

What is the Convention on the Rights of the Child? – It is a document about the rights of young people.

What kind of jobs are children NOT allowed to do? – Children are not allowed to do work that exploits them, for example, work that is bad for their health, that causes them physical or emotional stress, that stops them from having an education or that they are forced to do or doesn't pay fairly.

### **Akiko's blog (→ unit 5C)**

Why does Akiko phone a radio programme? – She does not know what to do and asks for advice.

What is Akiko's problem? – She does not know where Matt is.

Why does Akiko feel guilty about her call? – Because she lied to the people and pretended to be Cindy.

### **Zoe, Jack and Harry (→ unit 6C)**

Why are Zoe and Harry so interested in rap? – Because they have a lot of fun recording their raps.

How do they study Shakespeare? – They have to write a rap about him.

Who writes a rap? – Zoe (see ex 3a)

What is it about? – About Zoe's and Harry's everyday life (school, family) without Jack.

((Ex 2)) **Talk about...: schools**

((Ex 2a)) Mit Hilfe dieser Übersicht bekommen die Schüler/innen Anregungen, worüber sie sich austauschen können.

## Your Turn 4 Teacher's Guide



((Ex 2b)) In dieser Phase einigen sich die Schüler/innen auf drei gemeinsame Punkte. Diese Diskussion sollte unter allen Umständen auf Englisch geführt werden. Dabei geht es in erster Linie darum, dass auf Englisch kommuniziert wird. Die Sprachrichtigkeit steht hier nicht im Vordergrund. Stehen Sie aber zur Verfügung, wenn sprachliche Probleme auftauchen.

((Ex 2c)) Die Präsentation vor der Gruppe sollte nach ausreichend Vorbereitungszeit erfolgen. Die Schüler/innen sollten dabei zusammenhängend und ohne größere Pausen bzw. Konstruktionsbrüche sprechen.

### Unit 8, Big break: Writing corner, Workbook Achieve S. 63

#### ((Ex 1)) Writing a report

((Ex Step 1)) Identisch mit WB E Unit 8/Writing corner 1/1.

((Audioscript: WB CD Track 25))

Stephen Excuse me, do you mind if I ask you some questions?

Woman What about?

Stephen Well, my classmates and I are writing a report for school about teenagers' rights so we're doing a survey here in the shopping centre and asking people what they think.

Woman Oh, OK, then. It won't take long, will it?

Stephen No, just a minute or two. First of all, do you think people should be allowed to vote at 16?

Woman At 16? Well, yes, I don't see why not. I think most 16 year olds are quite sensible.

Stephen I see, what about alcohol? Should 16 year olds be allowed to buy alcohol?

Woman Ah, now there I don't think so. I think there are too many problems with teenagers and alcohol. I think 18 is about right. 16 is too young.

Stephen Thank you. What about driving? Do you think that the age at which you can drive should be raised to 21?

Woman Yes, yes I do. I think most accidents are caused by young drivers showing off to their friends. I think it would be a good idea to make them wait till they are 21 and more responsible.

Stephen I see. And what about getting your ears pierced? Should you be able to do that at any age, even if your parents don't allow you?

Woman Yes, I think so.

Stephen Finally, should teenagers be allowed to marry at 15?

Woman Hmm, I don't know about that...

((Hörttext endet))

((Schlüsselsymbol))

c He is doing a survey on teenagers' rights.



## Your Turn 4 Teacher's Guide



((Ex Step 2)) Ähnlich WB E Unit 8/Writing corner 1/2.

((Schlüsselsymbol))

### Teenagers' rights – a report

#### The interviews

My friends and I interviewed (1) **100** people in the Westfield Shopping Centre on Saturday morning. The youngest person was 13 and the oldest was (2) **75**. The majority of people were aged between (3) **16** and 45.

#### The results

Just over half the people thought that you (4) **should** be allowed to vote at 16. However, the majority – (5) **80%** – said that you shouldn't be allowed to buy alcohol at 16. Many people were worried about the number of road accidents caused by young drivers and 70% thought that the age at which you can drive should (6) **be raised to 21**.

((Ex Step 3)) Ähnlich WB E Unit 8/Writing corner 1/3.

((Schlüsselsymbol))

(7) The majority of people thought that you should not be allowed to get your ears pierced without your parents' permission.

(8) Only five people thought teenagers should be allowed to marry at 15.

((Ex Step 4)) Ähnlich WB E Unit 8/Writing corner 1/4.

((Schlüsselsymbol))

Most people were happy with the present laws on the ages at which you can do things. However, more than (1) **50%** thought the age at which you can (2) **vote** should be lowered to 16 and the majority thought that the age at which you can drive should be (3) **raised to 21**.

## Unit 8, Big break: Reading corner, Workbook Achieve S. 64-65

((Ex 1)) **The choir**

((Ex 1a)) Ähnlich WB E Unit 8/Reading corner 1a.

((Schlüsselsymbol))

3 a review

((Ex 1b)) Identisch mit WB E Unit 8/Reading corner 1b.

((Schlüsselsymbol))

1✓ – 2x – 3x – 4✓ – 5x – 6x – 7x



## Your Turn 4 Teacher's Guide



((Ex 1c)) Ähnlich WB E Unit 8/Reading corner 1c.

((Schlüsselsymbol))

- 1 popular – (b) the TV series
- 2 sporty – (d) Lancaster School
- 3 unenthusiastic – (e) the teachers at Lancaster School
- 4 negative – (c) the attitudes of the staff and students
- 5 caring – (f) Gareth Malone
- 6 talented – (a) Imran

((Ex 1d)) Ähnlich WB E Unit 8/Reading corner 1d.

((Schlüsselsymbol))

- a talented: very good at something  
b unenthusiastic: not interested in something  
c caring: good at helping and looking after other people  
d popular: liked by lots of people  
e sporty: interested in sports  
f negative: only able to see the bad things about a situation

((Ex 1e)) Ähnlich WB E Unit 8/Reading corner 1g.

Sammeln Sie gemeinsam Ideen, die hier in den Text eingebaut werden können.  
Mit Hilfe der vorgegebenen Phrasen lassen Sie dann die drei Statements verfassen.

### Unit 8, Big break: Focus on form, Workbook Achieve S. 66-67

((Ex 1)) **If ...**

Ähnlich WB E Unit 8/Focus on form 1.

((Schlüsselsymbol))

If I were you I'd lie down for half an hour.

- 1 If I were you I'd join the school choir.
- 2 If I could remember where I put it, I would be able to find it!
- 3 If he were on the team, we might win the match.
- 4 If you didn't worry about failing all the time, you would do better in your exams.

((Ex 2)) **If only things had been different!**

Ähnlich WB E Unit 8/Focus on form 2.

((Schlüsselsymbol))

- 1 If Klara hadn't lost her watch, she wouldn't have been late.
- 2 If Tim hadn't broken his leg, he would have played football on Saturday.
- 3 If Klara and Martin hadn't moved to the UK, they wouldn't have met Tim and Molly.

## Your Turn 4 Teacher's Guide



4 If Tami had joined the school choir, she would have learnt to sing.

5 If Klara hadn't thrown away the newspaper, she would have seen the film review.

### ((Ex 3)) **It's someone who ...**

Ähnlich WB E Unit 8/Focus on form 3.

#### ((Schlüsselsymbol))

1 A mathematician is someone – (c) who is good at maths.

2 My cousin plays in an orchestra – (e) which is giving a concert next week.

3 Teenagers are young people – (a) who are aged between 13 and 19.

4 Gareth Malone is a teacher – (b) who understands teenagers.

5 *High School Musical* is a film – (d) which is popular with teenagers.

### ((Ex 4)) **If only!**

Ähnlich WB E Unit 8/Focus on form 4.

#### ((Schlüsselsymbol))

1 "If only I hadn't eaten all the cake!"

2 "If only I hadn't broken my leg!"

3 "If only I had taken piano lessons at school!"

4 "If only I hadn't forgotten to buy a present for Molly's birthday!"

5 "If only I had done my homework!"

6 "If only I had worn glasses!"

### ((Ex 5)) **'Will' and 'going to'**

Identisch mit WB E Unit 8/Focus on form 5.

#### ((Schlüsselsymbol))

1 – will

2 – 'm going to

3 – going to

4 – will

5 – 'm going to

6 – will

7 – is going to

8 – going to

9 – will

10 – will

## **Unit 8, Big break: Working towards the standards, Workbook Achieve S. 68-69**

### ((Ex 1)) **An experience of a lifetime**

Identisch mit WB E Unit 8/Working towards the standards 1.



## Your Turn 4 Teacher's Guide



((Audioscript: WB CD Track 26))

- Interviewer Hi, Jim.  
Jim Hi.  
Interviewer Tell us all about this exciting trip you're going on. It's to Australia and New Zealand, isn't it?  
Jim Well, I'm going to Australia, but there won't be time to visit New Zealand as well.  
Interviewer Right. And is this your first visit to Australia?  
Jim Yes, it is. But my grandfather comes from Australia. He came over to England on a visit in the 1960s and never went back. He'd love to come with us, but he says he's too old to fly.  
Interviewer I see. Do you have any family still in Australia?  
Jim No, unfortunately not.  
Interviewer And what are you going to be doing there?  
Jim Well, I will be travelling around quite a lot. I want to visit the Blue Mountains and Uluru – that's also known as Ayer's Rock. I also want to go to the Great Barrier Reef because I want to learn to scuba dive.  
Interviewer That sounds fantastic. But it isn't all holiday, is it?  
Jim No, for part of the time I am going to work on a farm, picking fruit.  
Interviewer What are you looking forward to most?  
Jim Spending Christmas on the beach. I'll miss my family back home, but I think it will be really cool swimming and surfing and having a barbecue in the sun in December!

((Hörttext endet))

((Schlüsselsymbol))

1x – 2✓ – 3x – 4✓ – 5✓ – 6x

### ((Ex 2)) An unusual school

Identisch mit WB E Unit 8/Working towards the standards 2.

((Schlüsselsymbol))

- A 5 like maths, chemistry, history and geography
- B 3 how to act on stage and in films
- C 1 doing the lighting and designing sets and costumes
- D 4 the kind of experience that may help them find work after they leave school
- E 2 who used to be a student there

### ((Ex 3)) Talking about your school

((Ex 3a)) Identisch mit WB E Unit 8/Working towards the standards 3a.

((Audioscript: WB CD Track 27))

- Interviewer: Hi, Jeff.  
Jeff: Hi.  
Interviewer: Could you tell me about your school?  
Jeff: Well, I go to St Matthew's. It's quite near my house so I can walk or cycle to school, which is nice. It's a mixed school, so there are girls and boys, which is great and the classes aren't too big – usually

## Your Turn 4 Teacher's Guide



around 20 to 25 students. We have to wear a uniform. Lots of kids don't like it, but it isn't really that bad: a white shirt, black trousers or a black skirt and a red tie.

The day begins with the school assembly. We all have to meet in the school hall at 8.20 and the head teacher gives out any important information. Then we go to class.

For the first three years, we all study the same subjects, but after that we can choose some of them. Most people continue taking English and maths, but they might choose more science subjects like physics and chemistry or more arts subjects like languages or history. There are school exams at the end of every year, but the really important exams are GCSEs and A-levels. In the UK we take GCSE exams when we are about 15 or 16 and A-levels in our final year when we are about 17 or 18.

There are quite a few after-school clubs that you can join if you want. There are lots of sports clubs; there's a chess club, a music club, things like that. Oh and there's a choir. Music is quite important at our school and we have a very enthusiastic music teacher. The choir is quite good and they have won prizes in many competitions.

((Hörtext endet))

((Schlüsselsymbol))

- 1 Does your school have boys and girls? – (h) Yes, it does.
- 2 How many students are there in a class? – (g) Usually between 20 and 25.
- 3 Do all the students study the same subjects? – (f) In the first three years they do, but then they can choose some of the subjects they do.
- 4 When do you take exams? – (a) We take GCSEs when we are 15 or 16 and A-levels in our final year when we are 17 or 18.
- 5 Does your school have a choir? – (b) Yes, it does. Music is an important subject at my school.
- 6 Are there any after-school activities? – (c) Yes, there are lots of sports clubs, a chess club, a music club, etc.
- 7 Do you have a morning assembly when all the classes meet? – (d) Yes, we all have to be in the main hall at 8.20 and the head teacher gives out any important information.
- 8 Do you have to wear a school uniform? – (e) Yes, we do. A white shirt, black trousers or a black skirt and a red tie.

((Ex 3b)) Identisch mit WB E Unit 8/Working towards the standards 3b.

Hier gehen die Schüler/innen nach den Fragen in 3a vor. Auch die Antworten können als Language input verwendet werden.

((Ex 3c)) Identisch mit WB E Unit 8/Working towards the standards 3c.

Hier ist es wichtig, dass die Schüler/innen ihren Text auch wirklich gut vorbereiten, sodass sie auch tatsächlich zwei Minuten ohne Hilfe über ihre Schule sprechen können.

## Your Turn 4 Teacher's Guide



### ((Ex 4)) All about my school

Identisch mit WB E Unit 8/Working towards the standards 4.

Hier gehen die Schüler/innen von den Fragen im Brief aus und beantworten in ihrem Text genau diese Fragen. Achten Sie auch auf die für Briefe typische Form. Dieser Text kann auch im Portfolio abgelegt werden.

### Unit 8, Big break: Try it out!, Workbook Achieve, S. 70

#### The Your Turn Magic Trick

Identisch mit WB E Unit 8/The Your Turn Magic Trick.

Bevor Sie diesen Trick erklären bzw. lesen lassen, zeigen Sie dieses Experiment vor und lassen die Schüler/innen raten bzw. erklären, wie der Trick gemacht wurde.

#### The Your Turn Experiment

Identisch mit WB E Unit 8/The Your Turn Experiment.

Dieser Text dient dazu, naturwissenschaftliche Informationen zu vermitteln. Lassen Sie typische Wendungen und Vokabeln mit einem Marker anstreichen.

### Unit 8, Big break: Writing corner, Workbook Excel S. 62

#### ((Ex 1)) Writing a report

((Ex Step 1)) Identisch mit WB A Unit 8/Writing corner 1/1.

((Audioscript: WB CD Track 25))

Stephen Excuse me, do you mind if I ask you some questions?

Woman What about?

Stephen Well, my classmates and I are writing a report for school about teenagers' rights so we're doing a survey here in the shopping centre and asking people what they think.

Woman Oh, OK, then. It won't take long, will it?

Stephen No, just a minute or two. First of all, do you think people should be allowed to vote at 16?

Woman At 16? Well, yes, I don't see why not. I think most 16 year olds are quite sensible.

Stephen I see, what about alcohol? Should 16 year olds be allowed to buy alcohol?

Woman Ah, now there I don't think so. I think there are too many problems with teenagers and alcohol. I think 18 is about right. 16 is too young.

Stephen Thank you. What about driving? Do you think that the age at which you can drive should be raised to 21?

Woman Yes, yes I do. I think most accidents are caused by young drivers showing off to their friends. I think it would be a good idea to make them wait till

## Your Turn 4 Teacher's Guide



they are 21 and more responsible.

Stephen I see. And what about getting your ears pierced? Should you be able to do that at any age, even if your parents don't allow you?

Woman Yes, I think so.

Stephen Finally, should teenagers be allowed to marry at 15?

Woman Hmm, I don't know about that...

((Hörtext endet))

((Schlüsselsymbol))

c He is doing a survey on teenagers' rights.

((Ex Step 2)) Ähnlich WB A Unit 8/Writing corner 1/2.

((Schlüsselsymbol))

### Teenagers' rights – a report

#### The interviews

My friends and I interviewed (1) **100** people in the Westfield Shopping Centre on Saturday morning. The youngest person was (2) **13** and the oldest was (3) **75**.

The majority of people were aged between (4) **16** and (5) **45**.

#### The results

Just over half the people thought that you (6) **should** be allowed to (7) **vote** at 16. However, the majority – 80% – said that you shouldn't be allowed to (8) **buy alcohol at 16**. Many people were worried about the number of road accidents caused by young drivers and 70% thought that the (9) **age at which you can drive should be raised to 21**.

((Ex Step 3)) Ähnlich WB A Unit 8/Writing corner 1/3.

((Schlüsselsymbol))

(10) The majority of people thought that you should not be allowed to get your ears pierced without your parents' permission.

(11) Only five people thought teenagers should be allowed to marry at 15.

((Ex Step 4)) Ähnlich WB A Unit 8/Writing corner 1/4.

((Schlüsselsymbol))

Most people were happy with the present laws on the ages at which you can do things.

However, more than half thought the age at which you can vote should be lowered to 16.

The majority thought that the age at which you can drive should be raised to 21.



## Unit 8, Big break: Reading corner, Workbook Excel S. 63-64

### ((Ex 1)) **The choir**

((Ex 1a)) Ähnlich WB A Unit 8/Reading corner 1a.

((Schlüsselsymbol))

3 a review

((Ex 1b)) Identisch mit WB A Unit 8/Reading corner 1b.

((Schlüsselsymbol))

1✓ - 2x - 3x - 4✓ - 5x - 6x - 7x

((Ex 1c)) Ähnlich WB A Unit 8/Reading corner 1c.

((Schlüsselsymbol))

- 1 charismatic - (b) (g) Gareth Malone
- 2 sporty - (f) Lancaster School
- 3 unenthusiastic - (e) the teachers at Lancaster School
- 4 moving - (a) the TV series
- 5 enthusiastic - (b) (g) Gareth Malone
- 6 decent - (d) the boys at Lancaster School
- 7 gifted - (c) a boy called Imran

((Ex 1d)) Ähnlich WB A Unit 8/Reading corner 1d.

((Schlüsselsymbol))

- a gifted: talented, having natural ability  
b enthusiastic: showing excitement and interest in something  
c unenthusiastic: not interested or keen on something  
d moving: causing people to feel deep emotion  
e decent: pretty good  
f sporty: interested in sports  
g charismatic: charming, able to make people like you very easily

((Ex 1e)) ((Schlüsselsymbol))

- 1 enthusiastic ≠ unenthusiastic
- 2 interesting = fascinating
- 3 fantastic = wonderful
- 4 friendly ≠ hostile
- 5 gifted = talented

## Your Turn 4 Teacher's Guide



((Ex 1f)) ((Schlüsselsymbol))

a I understand what makes teenage boys think and behave as they do.

((Ex 1g)) Ähnlich WB A Unit 8/Reading corner 1e.

Sammeln Sie gemeinsam Ideen für diese Übung. Achten Sie dann bei der Abfassung der Texte darauf, dass die Absätze auch logisch aufgebaut sind.

### Unit 8, Big break: Focus on form, Workbook Excel S. 65-66

((Ex 1)) **If ...**

Ähnlich WB A Unit 8/Focus on form 1.

((Schlüsselsymbol))

If I were you, I'd lie down for half an hour.

1 If I were you, I'd join the school choir.

2 If I could remember where I put it, I would be able to find it!

3 If he were on the team, we might win the match.

4 If you didn't worry about failing all the time, you would do better in your exams.

((Ex 2)) **If only things had been different!**

Ähnlich WB A Unit 8/Focus on form 2.

((Schlüsselsymbol))

1 If Klara hadn't lost her watch, she wouldn't have been late.

2 If Tim hadn't broken his leg, he would have played football on Saturday.

3 If Klara and Martin hadn't moved to the UK, they wouldn't have met Tim and Molly.

4 If Mike hadn't played computer games for two hours, he would not have had a headache.

5 If Tami had joined the school choir, she would have learnt to sing.

6 If Klara hadn't thrown away the newspaper, she would have seen the film review.

((Ex 3)) **It's someone who ...**

Ähnlich WB A Unit 8/Focus on form 3.

((Schlüsselsymbol))

1 A mathematician is someone – (d) who is good at maths.

2 My cousin plays in an orchestra – (f) which is giving a concert next week.

3 Teenagers are young people – (a) who are aged between 13 and 19.

4 Junk food is food – (b) which isn't good for you.

5 Gareth Malone is a teacher – (c) who understands teenagers.

6 *High School Musical* is a film – (e) which is popular with teenagers.



## Your Turn 4 Teacher's Guide



### ((Ex 4)) **If only!**

Ähnlich WB A Unit 8/Focus on form 4.

#### ((Schlüsselsymbol))

1 "If only I hadn't eaten all the cake!"

2 "If only I hadn't broken my leg!"

3 "If only I had taken piano lessons at school!"

4 "If only I hadn't forgotten to buy a present for Molly's birthday!"

5 "If only I had done my homework!"

### ((Ex 5)) **'Will' and 'going to'**

Identisch mit WB A Unit 8/Focus on form 5.

#### ((Schlüsselsymbol))

1 - will

2 - 'm going to

3 - going to

4 - will

5 - 'm going to

6 - will

7 - is going to

8 - going to

9 - will

10 - will

## **Unit 8, Big break: Working towards the standards, Workbook Excel S. 67-68**

### ((Ex 1)) **An experience of a lifetime**

Identisch mit WB A Unit 8/Working towards the standards 1.

#### ((Audioscript: WB CD Track 26))

Interviewer Hi, Jim.

Jim Hi.

Interviewer Tell us all about this exciting trip you're going on. It's to Australia and New Zealand, isn't it?

Jim Well, I'm going to Australia, but there won't be time to visit New Zealand as well.

Interviewer Right. And is this your first visit to Australia?

Jim Yes, it is. But my grandfather comes from Australia. He came over to England on a visit in the 1960s and never went back. He'd love to come with us, but he says he's too old to fly.

Interviewer I see. Do you have any family still in Australia?

Jim No, unfortunately not.

Interviewer And what are you going to be doing there?

Jim Well, I will be travelling around quite a lot. I want to visit the Blue Mountains and Uluru – that's also known as Ayer's Rock. I also want to go to the Great Barrier Reef because I want to learn to scuba dive.

Interviewer That sounds fantastic. But it isn't all holiday, is it?

## Your Turn 4 Teacher's Guide



Jim No, for part of the time I am going to work on a farm, picking fruit.  
Interviewer What are you looking forward to most?  
Jim Spending Christmas on the beach. I'll miss my family back home, but I think it will be really cool swimming and surfing and having a barbecue in the sun in December!

*((Hörttext endet))*

*((Schlüsselsymbol))*

1x – 2✓ – 3x – 4✓ – 5✓ – 6x

### *((Ex 2))* **An unusual school**

Identisch mit WB A Unit 8/Working towards the standards 2.

*((Schlüsselsymbol))*

A 5 like maths, chemistry, history and geography  
B 3 how to act on stage and in films  
C 1 doing the lighting and designing sets and costumes  
D 4 the kind of experience that may help them find work after they leave school  
E 2 who used to be a student there

### *((Ex 3))* **Talking about your school**

*((Ex 3a))* Identisch mit WB A Unit 8/Working towards the standards 3a.

*((Audioscript: WB CD Track 27))*

Interviewer: Hi, Jeff.

Jeff: Hi.

Interviewer: Could you tell me about your school?

Jeff: Well, I go to St Matthew's. It's quite near my house so I can walk or cycle to school, which is nice. It's a mixed school, so there are girls and boys, which is great and the classes aren't too big – usually around 20 to 25 students. We have to wear a uniform. Lots of kids don't like it, but it isn't really that bad: a white shirt, black trousers or a black skirt and a red tie.

The day begins with the school assembly. We all have to meet in the school hall at 8.20 and the head teacher gives out any important information. Then we go to class.

For the first three years, we all study the same subjects, but after that we can choose some of them. Most people continue taking English and maths, but they might choose more science subjects like physics and chemistry or more arts subjects like languages or history. There are school exams at the end of every year, but the really important exams are GCSEs and A-levels. In the UK we take GCSE exams when we are about 15 or 16 and A-levels in our final year when we are about 17 or 18.

There are quite a few after-school clubs that you can join if you want. There are lots of sports clubs; there's a chess club, a music club, things like that. Oh and there's a choir. Music is quite important at our school and we have a very enthusiastic music teacher. The choir



## Your Turn 4 Teacher's Guide



is quite good and they have won prizes in many competitions.

((Hörtext endet))

((Schlüsselsymbol))

- 1 Does your school have boys and girls? – (h) Yes, it does.
- 2 How many students are there in a class? – (g) Usually between 20 and 25.
- 3 Do all the students study the same subjects? – (f) In the first three years they do, but then they can choose some of the subjects they do.
- 4 When do you take exams? – (a) We take GCSEs when we are 15 or 16 and A-levels in our final year when we are 17 or 18.
- 5 Does your school have a choir? – (b) Yes, it does. Music is an important subject at my school.
- 6 Are there any after-school activities? – (c) Yes, there are lots of sports clubs, a chess club, a music club, etc.
- 7 Do you have a morning assembly when all the classes meet? – (d) Yes, we all have to be in the main hall at 8.20 and the head teacher gives out any important information.
- 8 Do you have to wear a school uniform? – (e) Yes, we do. A white shirt, black trousers or a black skirt and a red tie.

((Ex 3b)) Identisch mit WB A Unit 8/Working towards the standards 3b.

Hier gehen die Schüler/innen nach den Fragen in 3a vor. Auch die Antworten können als Language input verwendet werden.

((Ex 3c)) Identisch mit WB A Unit 8/Working towards the standards 3c.

Hier ist es wichtig, dass die Schüler/innen ihren Text auch wirklich gut vorbereiten, sodass sie auch tatsächlich zwei Minuten ohne Hilfe über ihre Schule sprechen können.

((Ex 4)) **All about my school**

Identisch mit WB A Unit 8/Working towards the standards 4.

Hier gehen die Schüler/innen von den Fragen im Brief aus und beantworten in ihrem Text genau diese Fragen. Achten Sie auch auf die für Briefe typische Form. Dieser Text kann auch im Portfolio abgelegt werden.

### Unit 8, Big break: Try it out!, Workbook Excel S. 69

#### The Your Turn Magic Trick

Identisch mit WB A Unit 8/The Your Turn Magic Trick.

Bevor Sie diesen Trick erklären bzw. lesen lassen, zeigen Sie dieses Experiment vor und lassen die Schüler/innen raten bzw. erklären, wie der Trick gemacht wurde.

## Your Turn 4 Teacher's Guide



### **The Your Turn Experiment**

Identisch mit WB A Unit 8/The Your Turn Experiment.

Dieser Text dient dazu, naturwissenschaftliche Informationen zu vermitteln.  
Lassen Sie typische Wendungen und Vokabeln mit einem Marker anstreichen.