

Methodische Erläuterungen und Lösungen für Units 1-4 Your Turn – Schritt für Schritt

Bevor Sie mit Unit 1 beginnen, empfiehlt es sich, in einem lockeren Gespräch die Schüler/innen an die Schulsituation zu gewöhnen. Es muss nicht unbedingt, die Frage nach den vergangenen Ferien sein, mit der Sie die Schüler/innen aktivieren.

Alternativen wären:

What are your plans for the new school year?

Have you experienced something you would like to tell the group?

Can you think of new words or phrases you have learnt during the holidays?

Ein anderer Einstieg könnte eine kurze Anekdote aus Ihren Ferien sein mit den anschließenden Frage: Have you ever been in a similar situation?

Unit 1 – Earth and sky

Schwerpunkt:

Hören/Sprechen: Urlaubserlebnisse anhören, einen Film beschreiben, ein Storyboard präsentieren, Ratespiel "Hot seat"

Lesen/Schreiben: eine Filmbeschreibung lesen, einen Film beschreiben

Grammatik: Wiederholung der Zeiten: Present simple, Past simple, Present perfect, Past perfect; Present simple für Inhaltsangaben

Aussprache: Buchstaben, die nicht ausgesprochen werden, bewusst machen; Betonung im Satz

Unit 1, warm-up, Textbook S. 7

((1)) Word warm-up

Lassen Sie zuerst einmal die Bilder und den Bildhintergrund mit Hilfe der Wörter in Übung 1 beschreiben.

((1a)) ((Audioscript: TB CD 1 Track 2))

Woman: bad-tempered – bank robbery – bow and arrow – cable car – cheer up

Man: crime – dentist – documentary – experience – foggy – gliding

Woman: kneel – luggage – steel cable – tightrope walking – tower – volcano

((Hörtext endet))

Wenn die Listen erstellt worden sind, vergleichen jeweils zwei Schüler/innen ihre Ergebnisse und tauschen Informationen zu den Wörtern aus, die sie noch nicht kennen.

((Ex 1b)) Am Beginn des neuen Schuljahres ist es zweckmäßig, noch einmal auf die Wörterbuchseiten am Ende des Textbuchs (S. 152-154) hinzuweisen. Der Hinweis, jeweils den ganzen Wörterbucheintrag zu lesen, kann sehr hilfreich sein (siehe Fixit Box).

((1c)) Leistungsstarke Gruppen lassen Sie mit den angegebenen Wörtern Sätze bilden. Dabei sollten möglichst viele Wörter aus der Liste verwendet werden.

((2)) Pronunciation corner

((Audioscript: TB CD 1 Track 3))

1

Bow and arrow.

2

Woman: Coffee?
Man: Yes, please?
Woman: Milk and sugar?
Man: Just milk, please.

3

Student: What do I need?
Teacher: Just a pen and paper.

4

Customer: Have you got any salt and pepper?
Waiter: Yes, of course.

((Hörtext endet))

((Schlüsselsymbol))

Es wird jeweils das „d“ in „and“ verschluckt.

((3)) Getting-ready grammar

((3a)) ((Schlüsselsymbol))

1c I have never walked on a tightrope / because I am scared of heights.

2b He couldn't pay for his sandwich because / he had left all his money at home.

3d In the film a poor boy from the city / wins a TV quiz – and the heart of his girlfriend.

4a It's the most interesting book I / have ever read.

((3b)) ((Schlüsselsymbol))

1c Present perfect simple / Present simple

2b Past tense simple / Past perfect simple

3d Present simple

4a Present simple / Present perfect simple

An dieser Stelle geht es zuerst einmal nur darum, die Zeiten wieder zu benennen. Die Übung und Festigung der bereits gelernten Zeiten folgt später in der Unit.

Unit 1A, Skylining, Textbook S. 8-9

((1)) Akiko's story

((1a)) Sammeln Sie die Dinge, an die sich die Schüler/innen erinnern können an der Tafel. Als Hausübungen lassen Sie die Schüler/innen diese Informationen mit Hilfe des Bandes 3 (Abschnitte 1C, 2B, 6C, 9B, 10A, 11B, 13B) überprüfen.

((1b)) Bevor die Schüler/innen die Wörter hören, sollen sie versuchen, die von ihnen erwarteten Wörter abzuhaken. Ein Blick auf die Abbildung erleichtert die Auswahl. Kontrolliert wird erst im nächsten Schritt.

((Schlüsselsymbol))

Animals: bats – butterflies – monkeys – snakes – spiders

Geography: a forest – trees – a volcano

Other things: a steel cable

((1c)) ((Audioscript: TB CD 1 Track 4))

Pam: Hi Akiko. It's nice to see you back at Teen Life Radio.

Akiko: It's great to be here.

Pam: Have you had a nice summer?

Akiko: Yeah. Fantastic. Look at this.

Pam: Hold on. It's a bit small I can't see it clearly. What's going on?

Akiko: It's called skylining. Have you ever tried it?

Pam: I don't think so. What's it all about?

Akiko: It's like when you travel on a **steel cable**, you know, like high up in the air.

Pam: Sounds good. But I've never done it. What about you?

Akiko: Sure. That's what I'm showing you! That's me. In the photograph.

Pam: That's you? Wow, where was that taken?

Akiko: Monteverde. In Costa Rica. They call it the cloud **forest**. It's a national park.

Pam: When did you go there?

Akiko: Three weeks ago. My parents took me to Costa Rica to see my uncle and aunt – and my cousins. They live there.

Pam: Oh, I see. So what's it like, this – what is it? – Skylining?

Akiko: It's the most exciting thing I've ever done. You go at nearly 40 miles an hour and you're like five hundred feet in the air. The **forest** is below you. You can even see the crater of Mount Arenal.

Pam: Sorry?

Akiko: Mount Arenal. It's a **volcano**. Well, it was a volcano, anyway.

Pam: It sounds amazing Akiko. Fantastic. Now look the reason I ...

- Akiko: And I've never had such an exciting adventure. And we saw **butterflies** and **snakes** and a special **bat** cave and –
- Pam: Akiko, it really does sound amazing but I wanted to talk about your programmes for Teen Life Radio.
- Akiko: Oh, OK. Sorry. But the thing is we went on a skywalk too through the rainforest, and you can see all kinds of **trees** and **monkeys** and horrible **spiders** and –
- Pam: Akiko!
- Akiko: Oh, sorry. It was just so great, that's all.

((Hörtext endet))

((2)) Talk about Akiko

((2a)) ((Schlüsselsymbol))

- 1 Akiko went to Costa Rica.
- 2 Her parents took her to Costa Rica to see her relatives.
- 3 She went skylining.
- 4 She saw the rainforest and the crater of a volcano.

((2b)) Bevor Sie die Lösungen vorgeben, versuchen die Schüler/innen die richtigen Lösungen herauszufinden.

Your turn

An dieser Stelle bietet es sich (speziell für schwächere Gruppen) an, Vokabular zu dieser Aufgabenstellung, z. B. mit einem Tafelbild, zu erarbeiten.

Beispiele:

- I don't like heights.
- I like risks.
- I don't mind walking on a tightrope.
- I'm scared.
- I think it's dangerous.

((2c)) Mit besseren Gruppen lassen Sie zu diesen Sätzen Erweiterungen (z. B. Fragen) finden.

((Schlüsselsymbol))

- 1 Have you had a nice summer?
- 2 Have you ever tried it?
- 3 My parents took me to Costa Rica.
- 4 It's the most exciting thing I have ever done.
- 5 I've never had such an exciting adventure.
- 6 We saw butterflies and snakes.

((2d)) ((Schlüsselsymbol))

About events in the past that were finished in the past: 3, 6 ⇒ Past tense
About Akiko's life in the present (including past events): 1, 4, 5 ⇒ Present perfect

((3)) **Things I've never done**

((3a)) ((Schlüsselsymbol))

horse C – aeroplane A – kangaroo E – raw fish D – snowboarding G – volcano F – tightrope walking B – waterskiing H

((3b)) Zuerst werden nur die Wörter verwendet, die in der Übung angegeben sind. Mit leistungsschwächeren Gruppen wiederholen Sie bei der Besprechung der zu verwendenden Verben auch gleich die Stammformen.

((3c)) Bei dieser Übung kommt es – im Gegensatz zu 3b - darauf an, bei konkreten, abgeschlossenen Ereignissen in der Vergangenheit die Past tense zu verwenden.

((4)) **The hot seat**

Zuerst sollten Sie darauf achten, dass auch wirklich ein Gespräch zwischen den Schüler/innen zustande kommt. Dabei ist die genaue Anlehnung an das vorgegebene Beispiel eine Hilfe für schwächere Schüler/innen.

Ein Kernelement dieser Übung ist die Verwendung der richtigen Zeiten. Dazu wiederholen Sie den Gebrauch der Zeiten mit Hilfe der Lee- (= Grammar-) Box am Ende der Seite. Weisen Sie besonders auf die Signalwörter für den Gebrauch der Past tense hin (two years ago, last week, last year, yesterday, ...).

Unit 1B, A beautiful crime, Textbook S. 10-11

((1)) **Text attack**

Lassen Sie diesen Text zuerst einmal leise lesen bzw. als Hausübung vorbereiten. Weisen Sie dann darauf hin, dass die Schüler/innen Wörter, die ihnen unbekannt sind, im Wörterverzeichnis (Textbuch S. 156ff.) nachschauen können.

((2)) **Wordfind**

Besonders gute Gruppen lassen Sie die Textstellen, in denen die blau gedruckten Wörter vorkommen, mit Hilfe der Definitionen neu schreiben.

Beispiel:

How can the police catch someone for doing something so beautiful?

((Schlüsselsymbol))

1 fishing line – 2 van – 3 guard – 4 construction workers – 5 reconstruction – 6 arrest – 7 blanket

((3)) **Why...**

Lassen Sie hier die Fragen von jeweils einem/r Schüler/in stellen. Es sollte ein kurzer Dialog zwischen zwei Schüler/innen entstehen.

((Schlüsselsymbol))

- 1 She watched the film because her friend insisted on it.
- 2 She is pleased because it is one of the best films she has ever seen.
- 3 They are nervous because they do not want to get caught.
- 4 Because they want to help Philippe Petite to walk on a tightrope from one tower to the other.
- 5 They have to be careful because their plan is against the law.
- 6 Because they do not want to be seen by the guards.
- 7 They have to get a fishing line to the other tower.
- 8 Because Philippe Petite steps onto the tightrope.

((4)) **Language question**

Zur Verdeutlichung können Sie die Zeitformen im zweiten Absatz der Geschichte (Zeile 16-27) unterstreichen lassen.

Mit Hilfe der Grammar-Box festigen Sie die Regel, dass Inhaltsangaben immer in der Present tense zu schreiben sind.

((Schlüsselsymbol))

She uses the present tense.

((5)) **What kind of film?**

((5a)) ((Schlüsselsymbol))

a comedy: 4 It's funny.

a drama: 6 People try to live through problems or difficult situations in their lives.

an epic: 3 It's a long (often historical) story on a big, big scale.

a horror film: 10 Bad things happen. People get very scared. People often die horribly.

a love story: 1 Boy meets girl. They fall in love.

romantic comedy (romcom): 2 Boy meets girl. They fall in love. It's funny.

a war film: 8 Soldiers from different countries fight each other.

an action film: 5 People fight, there are car chases, people jump off buildings, etc.

an adventure film: 7 People try to win against difficult or dangerous situations or people – and often have to travel to do so.

an animated film: 9 Somebody has drawn, designed or made all the characters in the film.

No definitions for: a documentary, a musical, a western

Possible definitions:

a documentary: A factual report based on pictures and/or interviews with people involved in real events.

a musical: A play in which singing and dancing play an essential part.

a western: A movie about the life of cowboys and Native Americans in North America.

((5b)) Achten Sie hier darauf, dass die Schüler/innen wirklich kleine Gespräche führen. Bei schwächeren Gruppen lassen Sie solche Dialoge vorspielen, bevor die Schüler/innen in Pairwork selbst solche Dialoge verfassen.

((5c))

((Audioscript: TB CD 1 Track 5))

Yasmin: OK, I'm going to describe a film and you have to say which one it is, OK?

Archie: OK. Fire away.

Yasmin: Well, it's an animated film about a green ogre who falls in love with a princess. He rescues her from a castle with the help of a friendly donkey. When the princess kisses the ogre she becomes an ogre too.

Archie: I know what it is. It's –

Yasmin: Yes. That's right. Now why don't you describe one yourself.

Archie: OK, it's a romantic comedy about two young people. They meet at an airport when they are teenagers, but they don't fall in love. But they see each other again a few times over the next 8 years and then, finally, they DO fall in love and they are very happy.

((Schlüsselsymbol))

Shrek

A lot like love

Your turn

Mit schwächeren Gruppen erarbeiten Sie eine Struktur, nach der die Filme beschrieben werden können. Die Sprechblase unten rechts und die Grammar-Box können als Anhaltspunkte dienen.

Alternatives Beispiel:

The film I want to describe is a kind of ...

It is about ... (person) who ...

What do you think it is?

Unit 1C, First day, Textbook S. 12-13

((1)) The Robinsons' first day in San Francisco

Als Einstieg lassen Sie die Schüler/innen Informationen über die Familie Robinson sammeln. Als Hilfestellung dürfen die Schüler/innen das Buch der 3. Klasse verwenden.

Diese Vorübung bietet sich als Hausübung an. Damit werden die Inhalte, die mit den Robinsons verbunden werden sollen, reaktiviert und die dafür notwendigen sprachlichen Mittel gefestigt.

((1a)) Bevor Sie die Schüler/innen den Text lesen lassen, stellen Sie die Frage, was man alles in einer fremden Stadt, in die man umgezogen ist, machen würde. Was würden die Schüler/innen als Erstes tun? Was werden die Robinsons in San Francisco machen?

Beispiel:

What would you do on the first day in a new home town?

What do you think did the Robinsons do on their first day in San Francisco?

Lassen Sie – wenn überhaupt – den Text erst nach einiger Vorbereitung laut vorlesen. Sie können auch die richtige Aussprache überprüfen, wenn Sie den Schüler/innen Fragen zum Text stellen, bei deren Beantwortung notgedrungen neue Wörter verwendet werden müssen (siehe Übung 1c).

Dieser Text bietet sich auch dafür an, Phrasen bestehend aus Nomen und Verb suchen und markieren zu lassen.

Beispiel:

to take pictures

to deliver suitcases

((1b)) ((Schlüsselsymbol))

Why did Jack / get all bad-tempered?

Why was Emily's / father cross?

Why did the Robinsons have / to wait for four hours?

Why couldn't Jack / take any photographs?

Why did everyone feel a lot / better?

Why was Emily's mother / really happy?

Why didn't Jack say / a word?

((1c)) Hier besprechen jeweils zwei Schüler/innen die Fragen zum Text. Dabei achten Sie auf die Verwendung der Past perfect tense. Siehe Lee- (= Grammar-) Box.

((2)) Pronunciation corner: Emily's podcast

((Audioscript: TB CD 1 Track 6))

It's all been a bit crazy since we got to San Francisco.
The airline had lost our luggage.
The hotel had lost our booking.
You can jump on them as they go past.
It was because Zoe hadn't sent him an email.
But Mum says it'll get sunny later.

((Hörtext endet))

Lassen Sie zuerst die Sätze, die im Audio-Text vorkommen, in Emilys Text auf S. 12 markieren.

Nach dem Nachsprechen geben Sie den Schüler/innen einige Minuten Zeit, ihre Zusammenfassung des Textes vorzubereiten. Notizen dürfen gemacht werden, aber es dürfen keine Sätze vorgeschrieben werden.

((3)) Second day

((3a)) ((Schlüsselsymbol))

have – 1 breakfast at the hotel
visit – 2 the cable car museum
take – 3 a boat trip round San Francisco Bay
have – 4 lunch in 'Chinatown'
drive over – 5 the Golden Gate Bridge
see – 6 an action film at the cinema
have – 7 supper at the hotel

((3b)) Bei jedem Satz muss vorher die vorangegangene Handlung im Past perfect erzählt werden (siehe Beispiel in der Sprechblase). Sie können diese Vorgabe mit Hilfe eines Tafelbildes deutlich machen, indem Sie das Wort „After...“ an die Tafel schreiben und dazu eine Beispielverbform (z. B. have had) setzen.

SECRETS

Erläutern Sie zur Sicherheit noch einmal das Prinzip dieser Information-gap-Übungen.

((a)) Die Schüler/innen stellen die Fragen zum folgenden Text mit Hilfe der angegebenen Wörter. Bei schwächeren Gruppen lassen Sie die Verben im Text markieren, dann wird die Zuordnung der Fragen leichter.

((b)) ((Schlüsselsymbol))

Name

Alcatraz. 'Alcatraz' means (A1) '**pelican**' in old Spanish.

Where

In (B1) *San Francisco Bay*.

When & What

It opened as a prison in (A2) **1933**. It closed in (B2) *1963* because it was (A3) **too expensive and too old**. Today it is a (B3) *popular tourist destination*.

Prisoner accommodation

Prisoners lived in small (A4) **cells** – like animal cages.

Facilities

Prison library: Prisoners could (B4) *read books* here.

Prison laundry: The men (A5) **worked there. They washed clothes etc.**

Famous prisoners

Al Capone: He was called 'Scarface' because (A6) **someone once cut him with a knife**. He worked in the prison laundry.

Robert Stroud: He was called 'the Birdman' of Alcatraz because (B5) *he bought and sold birds and he wrote a book about birds*.

Alvis Karpis: They called him 'creep' (B6) *because of his strange smile*. He was in Alcatraz for (A7) **25** years. He worked in (B7) *the prison library*.

Escapes

(A8) **Thirty-six** men tried to escape, but they never made it. Or did they? On (B8) *June 11, 1962* three men (Frank Morris, with brothers John and Clarence Anglin) disappeared. No one has ever seen them since. Did they die in the cold and dangerous waters of the bay? We may never know.

Films about Alcatraz

There are three famous films about Alcatraz: (A9) **"The Rock"** with Sean Connery and Nicholas Cage, (B9) *"The Birdman of Alcatraz"* about Robert Stroud and (A10) **"Escape from Alcatraz"** about Frank Morris and the Anglin brothers.

Unit 1D, Tasks plus, Textbook S. 14

Die Aufgaben auf dieser Seite sind optional. Sie müssen entscheiden, ob – und mit welchem Zeitkontingent – Ihre Schüler sich mit diesen praktischen Anwendungsaufgaben nach Unit 1 beschäftigen sollen oder ob andere Lernphasen für diese Aufgaben besser geeignet sind (z.B. Projekttag, Offenes Lernen, etc.).

((1)) Storyboards

((1a)) Hier können Sie die Schüler/innen auffordern, mit ihren Handys entsprechende Szenen zu fotografieren und sie zusammen mit den Texten in einem Portfolioblatt zusammenzustellen.

((1b)) Das Beispiel gibt vor, wie die Schüler/innen diese Aufgabe lösen können. Achten Sie hier besonders auch auf die Verwendung der richtigen Zeit.

((1c)) Wie in der Angabe vorgeschlagen, können Sie den Schüler/innen die Aufgabe geben, diese Szene dann zu filmen.

Eine solche Übung ist oft auch für weniger sprachbegabte Jugendliche die Gelegenheit, sich einzubringen und ihren Beitrag positiv zu erleben.

Research task

Diese Aufgabe lassen Sie am besten mit Hilfe des Internets lösen. Achten Sie dabei darauf, dass die Texte handschriftlich vorgelegt werden müssen, damit nicht nur aus dem Internet kopiert wird.

Bei der Präsentation der Ergebnisse lassen Sie jeweils zwei Schüler/innen miteinander antreten. Sie haben dann die Aufgabe, die Informationen wechselseitig zu ergänzen.

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

((1)) Warm-up crossword

((1a)) Lassen Sie – nach der Lösung des Kreuzworträtsels – auch die Bilder zuordnen.

((Schlüsselsymbol))

- 1 A doctor who looks after teeth. – DENTIST
- 2 An adventure isn't boring, it's ... – EXCITING
- 3 When people are tired or unhappy they sometimes can be ... – BAD-TEMPERED
- 4 If you're sad, people try to do nice or funny things because they want you to ... – CHEER UP
- 5 A building that is very high and narrow. It can be part of a castle. – TOWER
- 6 Stealing is a ... – CRIME
- 7 To be on your knees, e. g. when you are praying. – KNEEL
- 8 A mountain that can erupt and throw out lava. – VOLCANO
- 9 A kind of tram that is pulled by a cable. – CABLE CAR
- 10 A film where you learn about something serious, such as nature, science or history – DOCUMENTARY

Pictures (from left to right): cable car, dentist, volcano, tower

((1b)) Ergänzen Sie diese Übung durch Fragen an die Schüler/innen.

Beispiele:

Have you ever seen a TV documentary? What was it about?
Have you ever been bad-tempered? When? Why?

((Schlüsselsymbol))

1 I don't often watch TV but yesterday I saw a great documentary about blue whales.

2 When my father comes home from work he is often tired and bad-tempered. Then I tell him about my day at school because I want him to cheer up.

3 My dentist told me to brush my teeth three times a day.

4 A hundred years ago this was a prison. If people committed a crime, they were locked up there. It has got a high tower where the guards stood and watched everything.

5 Experts say that Mount Vesuvius is a very dangerous volcano because so many people live nearby.

((2)) **Questions and answers**

Nachdem Sie die Übung gemacht haben, stellen Sie Ihren Schüler/innen dieselben Fragen. Diesmal sprechen die Schüler/innen jedoch über sich selbst.

((Schlüsselsymbol))

1e Have you ever walked on a tightrope? – No, I haven't.

2a Did you climb the tower when you visited the castle? – No, I didn't.

3b What was the weather like? – It was foggy.

4g What do you do if someone is bad-tempered? – I don't go anywhere near them!

5c Why didn't he go by bus? – Because it didn't come for hours.

6d Where did you leave your luggage? – At the hotel.

7f Why did you go to England? – We wanted to visit my sister.

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

Hinweise zur Differenzierung in den Workbooks:

Übung 3 WB A & E: Diese Übung können Sie mit Ihrer Gruppe nach der Einheit 1A auf den Seiten 8-9 im TB machen. Im WB A vervollständigen die Schüler zunächst eine Liste mit ausgewählten und zu verwendenden Verben aus bevor sie 2 Dialoge vervollständigen. In den Dialogen findet die praktische Anwendung der Zeiten Past simple und Present perfect in einer gelenkten Übung statt, während im WB E der Dialog frei produziert werden soll.

Übung 5 & 6 WB A und 4 & 5 WB E: Diese Übungen können Sie nach der Einheit 1B im TB machen. Im WB A erleichtert eine *multiple choice*-Aufgabe den Einstieg in die Übung. Um die Handlung der Filmsequenzen wiederzugeben, erhalten die Schüler im WB Textzeilen, die sie in die

richtige Reihenfolge bringen müssen. Schüler im WB E sind aufgefordert, die Handlung frei zu erzählen.

Allerdings erhalten auch die leistungsschwächeren Schüler in einer Challenge die Gelegenheit, den Film zu erzählen. In den WB von Your Turn 3 und 4 sind bewusst auch Challenges für Schüler des WB A angeboten, damit auch diese Gruppe interessante Anreize erhält. Diese Challenges sind im Vergleich zum WB E immer vorentlastet.

((1)) **Stephen's exciting life**

Ähnlich WB E Unit 1/1.

((Schlüsselsymbol))

- 1 Stephen has never been climbing. – x
- 2 Stephen has never been skydiving. – ✓
- 3 Stephen has tried waterskiing. – ✓
- 4 Stephen has been trampolining. – ✓
- 5 Stephen has been to Paris. – x

Challenge

Hier müssen die Schüler einen Satz frei produzieren; als Muster dienen die Sätze 1-5.

((Schlüsselsymbol))

Pictures (from left to right): climbing, waterskiing, trampolining, snowboarding
Stephen has been snowboarding.

((2)) **The class survey**

Identisch mit WB E Unit 1/2a.

Lücke (9) muss jede/r Schüler/in für sich selbst ausfüllen. Weisen Sie speziell auf die Lee-Box hin, die die Struktur noch einmal darstellt.

((Schlüsselsymbol))

Christopher (1) **has sailed a boat**. Pia and Olivia have never (2) **sailed a boat**. Olivia has never (3) **swum across a lake** but Pia and Christopher have (4) **swum across** a lake. Pia and Christopher (5) **have never played ice hockey** but Olivia (6) **has played ice hockey**. Both girls (7) **have ridden a horse** but Christopher (8) **has never ridden a horse**. I have (9)...

((3)) **Experiences**

((3a)) ((Schlüsselsymbol))

to be – was / were – has been / have been
to go – went – has gone / have gone

Your Turn 4 Teacher's Guide



to try – tried – has tried / have tried
to fall – fell – has fallen / have fallen
to hurt – hurt – has hurt / have hurt

((3b)) Identisch mit WB E Unit 1/3.

Bevor Sie mit dieser Übung beginnen, weisen Sie noch einmal auf die Signalwörter (gelb unterlegt) hin, die bei der Wahl der Zeiten besonders nützlich sind.

Achten Sie beim Vorlesen darauf, dass immer zwei Schüler/innen diese Dialoge abwechselnd lesen, damit sich eine möglichst realistische Abfolge der einzelnen Sätze ergibt.

((Schlüsselsymbol))

1

A: Have you ever been waterskiing?

B: Yes, I have.

A: When was that?

B: We went waterskiing last summer when we were in Carinthia.

A: What was it like?

B: It was cool.

2

C: Have you ever tried tightrope walking?

D: Yes, I have.

C: When did you do it?

D: Last month. My parents and I went to an adventure park.

C: What was it like?

D: Very scary! I almost fell! But I was wearing a harness so I didn't hurt myself.

((4)) **Pronunciation joke**

Identisch mit WB E Unit 1/7.

((Schlüsselsymbol))

The man inside tore **the first one in half**.

((5)) **What kind of film is it?**

Ähnlich WB E Unit 1/4.

Nach Beendigung der Übung lassen Sie die Bücher schließen und fragen nach Wörtern bzw. Sätzen, die sich die Schüler/innen gemerkt haben. Lassen Sie diese Sätze auch z. B. an die Tafel bzw. ins Heft schreiben.

Überprüfen Sie durch nochmaliges Anhören, ob die Sätze auch dem entsprechen, was im Hörtext vorkommt. Achten Sie drauf, dass die Schüler/innen selbst überprüfen, ob die Sätze richtig sind. Das schärft das Hinhören und regt zu höherer Aufmerksamkeit an.

((Audioscript: WB CD Track 2))

1

A: Where were you last night?

B: I was at the cinema. I watched "The End of the Road".

A: What's it about?

B: It's a story about a woman and a child who are kidnapped. It all ends happily but it's quite exciting – lots of car chases and fights. At one point a policeman jumps off a building and lands on a truck in which the child is being held.

A: Well, that's not my kind of film ...

2

C: Did you watch TV yesterday?

D: Sure.

C: Did you watch "Ben's secret life"?

D: No, what's it about?

C: It's a love story but it's very funny.

D: Yuck, I hate romantic films.

3

E: I saw a fantastic film yesterday – "The forgotten diamond". Have you seen it?

F: No, I haven't. What's it about?

E: It's about a team of scientists who are looking for an old treasure. There are old legends about a big diamond in a cave in the middle of the jungle. So they set out to find it but the journey is very, very difficult. They have to defend themselves against wild animals. When they reach the cave it gets even more exciting because it seems that the diamond is protected by a lot of traps. It's really exciting! Once they nearly die when ...

F: Stop, don't tell me what happens. That sounds like a great film.

4

G: Were you at the cinema with Tom last night?

H: Yes, we were.

G: Did you watch "Nintora"?

H: Yes, we did.

G: I saw that last week. Did you like it?

H: Yes, it was funny but not as well drawn as in the books. I was a bit disappointed because I like the drawings in the book so much.

G: Really? I thought it was fantastic.

5

I: Did you watch "The Sound of Music" on TV yesterday?

J: Oh God, no. I can't stand films where people sing all the time!

((Hörtext endet))

((Schlüsselsymbol))

a4 – an animated film

b5 – a musical

c2 – a romantic comedy

d3 – an adventure film

e1 – an action film

((6)) Talking about films

((6a)) Identisch mit WB E Unit 1/5a.

((Schlüsselsymbol))

animated film

((6b))

((Schlüsselsymbol))

- 1 This is the story of a teenage boy called Nigel. He is in love with Lily, the girl next door, but his father won't allow him to see her. He thinks her family is strange.
- 2 One night Nigel is in his room on the top floor when there's a fire. His parents get out of the house in time but Nigel can't get out of his room because there's too much smoke.
- 3 Nigel is lucky because Lily is not a normal girl. She and her family have special powers. She sees the fire in his house and flies over with a wire in her hand.
- 4 Then they skyline back together. Lily has saved Nigel's life.
- 5 Nigel's parents are very happy. They thank Lily. From now on Nigel and Lily are allowed to go out together.

Challenge

Zur Vorbereitung dieser Aufgabe lassen Sie Reaktionen auf einen beliebigen Film und die Gründe dafür sammeln.

Beispiele für Reaktionen:

I liked it because it was exciting.

I didn't like it because it as boring.

The main actress is my favourite.

Die Schüler können auch die kurzen Dialoge von Audio-Track 2 nochmals hören, um eine Vorlage für den Austausch mit einem Freund zu haben.

((7)) Film magazine

((7a)) Identisch mit WB E Unit 1/6a.

((Schlüsselsymbol))

Galapagos 2 – Category: animated film

Love on the Air – Category: romantic comedy

Lost in the Jungle – Category: adventure film

Deep Blue Ocean – Category: documentary

((7b)) Ähnlich WB E Unit 1/6b.

((Schlüsselsymbol))

1 Find two films where you can see animals. – Galapagos 2, Deep Blue Ocean

2 Find a film that young children can watch. – Galapagos 2

3 Find a film that is in 3D. – Deep Blue Ocean

4 Find two films that are funny. – Galapagos 2, Love on the Air

5 Find a film with lots of special effects. – Lost in the Jungle

((7c)) Identisch mit WB E Unit 1/6c.

((Audioscript: WB CD Track 3))

Interviewer: Tim, what kind of films do you like best?

Tim: I love nature films. I'm especially fascinated by the ocean. I'd love to go diving but my parents won't let me.

Interviewer: And what about you, Mike?

Mike: I like really exciting films with lots of action. I don't mind if films are a bit violent – it's only a film, after all. What I don't like is the kind of film where you know from the very beginning how it's going to end. I like films with heroes who are smart and who use their brains to win. I also like films that have lots of special effects.

Interviewer: Thank you, Mike. Nora, what kind of films do you like to watch?

Nora: I like films that make me feel good. They should be nice and funny and if possible there should be a love story, too. I want to know that nothing bad is going to happen to the characters.

Interviewer: And what about you, Molly.

Molly: I don't want to say.

Interviewer: Why not?

Molly: Well, everybody will laugh at me.

Interviewer: No, they won't.

Molly: I like animated films. I think they're really great – I love drawing myself and I'm really fascinated by how they make

animals show feelings. But people always say they're just children's films. I think they can be works of art!

((Hörtext endet))

((Schlüsselsymbol))

- 1 Tim – a Deep Blue Ocean
- 2 Mike – d Lost in the Jungle
- 3 Nora – b Love on the Air
- 4 Molly – c Galapagos 2

((7d)) Ähnlich WB E Unit 1/6d.

Die Schüler/innen geben hier individuelle Antworten. Vgl. Anleitung zur Challenge auf TB S. 10 (siehe oben).

Bevor Sie beginnen, lassen Sie die Schüler/innen Sätze aufschreiben, die sie sich aus der Hörverständnisübung 7c gemerkt haben. Dabei sind die Bücher geschlossen.

Mit leistungsschwächeren Schüler/innen hören Sie den Dialog noch einmal an und weisen speziell darauf hin, dass sich die Schüler/innen einzelne Sätze daraus merken sollten.

((8)) **Molly and Nora's shopping trip puzzle**

Ähnlich WB E Unit 1/9.

((8a)) Besprechen Sie hier vorher durch, was unter „time expressions“ zu verstehen ist (siehe gelb unterlegte Wörter).

((Schlüsselsymbol))

Last Saturday Molly and Nora went to the shopping centre. When they met **at ten o'clock**, Molly had already been there **for half an hour**. **First** they went to a café together and had a milkshake. After chatting **for half an hour**, they decided to have a look around and meet again **at half past eleven**. Nora went off to buy a dress for a party and Molly went to the music store.

At 11.30 Nora arrived at the meeting point. It had taken her only **15 minutes** to find a nice dress to buy. When Molly still hadn't arrived **ten minutes later**, Nora phoned her but Molly's phone had run out of battery. Nora waited **for another five minutes**, then she went to look for Molly. She found her **after 15 minutes**. Molly was talking to a friend from school who she had met **an hour earlier**.

((8b)) Hier werden die Past tense Formen und die Past perfect Formen unterstrichen. Die Schüler/innen verwenden für jede Zeit eine andere Farbe.

((Schlüsselsymbol))

Last Saturday Molly and Nora **went** to the shopping centre. When they **met** at ten o'clock, Molly **had** already **been** there for half an hour. First they **went** to a café together and **had** a milkshake. After chatting for half an hour, they **decided** to have a look around and meet again at half past eleven. Nora **went** off to buy a dress for a party and Molly **went** to the music store.

At 11.30 Nora **arrived** at the meeting point. It **had taken** her only 15 minutes to find a nice dress to buy. When Molly still **hadn't arrived** ten minutes later, Nora **phoned** her but Molly's phone **had** run out of battery. Nora **waited** for another five minutes, then she **went** to look for Molly. She **found** her after 15 minutes. Molly **was talking** to a friend from school who she **had met** an hour earlier.

((8c)) Kärtchen für diese Übung können Sie auf der Website <http://www.yourturn.at/teacher> finden.

Geben Sie den Hinweis, dass der Zeitstrahl in 8c gut in das Heft passt, wenn es quer gelegt wird.

((Schlüsselsymbol))

Timeline:

9:30: Molly arrives at the shopping centre.

10:00: Molly and Nora meet.

10:30: They decide to have a look around.

10:45: Nora buys a dress for a party. Molly goes to a music store.

11:30: Nora arrives at the meeting point.

11:45: Nora goes to look for Molly.

12:00: Nora finds Molly.

((9)) **More timelines**

((9a)) Ähnlich WB E Unit 1/10.

((Schlüsselsymbol))

1 After he had had breakfast, Stephen took the dog for a walk.

2 After he had taken the dog for a walk, he went shopping.

3 After he had gone shopping, he had lunch.

((9b)) Ähnlich WB E Unit 1/10 Challenge.

Als Vorübung sammeln Sie mögliche Aktivitäten, die an einem durchschnittlichen Tag stattfinden, an der Tafel.

Unit 1, Making progress, Workbook Achieve S. 13

Weisen Sie Ihre Schüler/innen noch einmal darauf hin, dass die Lösungen zu diesen Übungen am Ende des Buches (WB A S. 151-152) zu finden sind. Dabei geht es nicht darum, die Lösungen abzuschreiben, sondern die Schüler/innen sollen lernen, sich selbst zu kontrollieren und damit Verantwortung für den Lernprozess zu übernehmen.

((1)) An afternoon at the movies

((Audioscript: WB CD Track 4))

- A: Did you have a nice afternoon yesterday?
B: Well, it was OK, but nothing went right. Mum, Dad and I went to the cinema, but we had to walk – or rather run there because Dad had lost his car keys. It was half an hour before the film started and we were all looking for the keys. Then Dad remembered that he had given his keys to Mum but Mum couldn't remember where she had put them.
A: So what happened next?
B: So we decided to run to the cinema, to get there in time. It took twenty minutes. When we arrived, the film had already begun. We bought tickets and went in. We'd only missed the first five minutes and the film was really good. After the film we wanted to go out for pizza and so we walked to our favourite pizza restaurant. It's right around the corner from the cinema – but it had closed an hour earlier. It was that type of day! We went home and ordered pizza from a different pizza place. I ordered a pizza margherita and guess what I got ... salami. And if there's one thing I can't stand on a pizza, it's salami ...

((Hörtext endet))

((Schlüsselsymbol))

- 1 Dad gives the keys to Mum.
- 2 Everybody searches for the car keys.
- 3 They run to the cinema.
- 4 The film starts.
- 5 They buy a ticket.
- 6 The pizza restaurant closes.
- 7 They want to out go for pizza.
- 8 They order pizza.

((2)) The rainforest of the Austrians

((Schlüsselsymbol))

- 1 In the Costa Rican rainforest there are more **different animals and plants** per square metre than in any place on Earth.

2 The founder of the association 'Rainforest of the Austrians' is **Michael Schnitzler**.

3 The land you buy is given to **the Piedras Blancas National Park**.

4 The association supports two additional projects. One aims to plant **trees** and the other aims to **help the people of Costa Rica**.

5 You have to pay **only 7 €** for 50m² of Costa Rican rainforest and **12 €** to plant a new tree.

6 After you've paid, you get **a certificate**.

Unit 1, Exercises, Workbook Excel S. 6-11

((1)) Stephen's exciting life

Ähnlich WB A Unit 1/1.

((Schlüsselsymbol))

- 1 Stephen has never been climbing. – x
- 2 Stephen has never been skydiving. – ✓
- 3 Stephen has tried waterskiing. – ✓
- 4 Stephen has been trampolining. – ✓
- 5 Stephen has been to Paris. – x
- 6 Stephen has never been snowboarding. – x

((2)) The class survey

((2a)) Ähnlich WB A Unit 1/2.

Lücke (9) muss jede/r Schüler/in über sich selbst ausfüllen. Weisen Sie speziell auf die Lee-Box hin, die die Struktur noch einmal darstellt.

((Schlüsselsymbol))

Christopher (1) **has sailed a boat**. Pia and Olivia have never (2) **sailed a boat**. Olivia has never (3) **swum across a lake** but Pia and Christopher have (4) **swum across** a lake. Pia and Christopher (5) **have** never **played ice hockey** but Olivia (6) **has played ice hockey**. Both girls (7) **have ridden a horse** but Christopher (8) **has** never **ridden a horse**. I have (9)...

((2b)) Am einfachsten ist es, wenn die Schüler/innen den vorliegenden Text nur in ihrem Sinn abändern und erst dann eigenständige Sätze produzieren.

((3)) Experiences

Ähnlich wie WB A Unit 1/3b.

Achten Sie beim Vorlesen darauf, dass immer zwei Schüler/innen diese Dialoge abwechselnd lesen, damit sich eine möglichst realistische Abfolge der einzelnen Sätze ergibt.

((Schlüsselsymbol))

A: **Have** you ever **been** waterskiing?

B: Yes, I **have**.

A: When was that?

B: We **went** waterskiing last summer when we **were** in Carinthia.

A: What was it like?

B: It **was** cool.

((4)) **What kind of film is it?**

Ähnlich wie WB A Unit 1/5.

Nach Beendigung der Übung lassen Sie die Bücher schließen und fragen nach Wörtern bzw. Sätzen, die sich die Schüler/innen gemerkt haben. Lassen Sie diese Sätze auch z. B. an die Tafel bzw. ins Heft schreiben. Überprüfen Sie durch nochmaliges Anhören, ob die Sätze auch dem entsprechen, was im Hörtext vorkommt. Achten Sie drauf, dass die Schüler/innen selbst überprüfen, ob die Sätze richtig sind. Das schärft das Hinhören und regt zu höherer Aufmerksamkeit an.

((Audioscript: WB CD Track 2))

1

A: Where were you last night?

B: I was at the cinema. I watched "The End of the Road".

A: What's it about?

B: It's a story about a woman and a child who are kidnapped. It all ends happily but it's quite exciting – lots of car chases and fights. At one point a policeman jumps off a building and lands on a truck in which the child is being held.

A: Well, that's not my kind of film...

2

C: Did you watch TV yesterday?

D: Sure.

C: Did you watch "Ben's secret life"?

D: No, what's it about?

C: It's a love story but it's very funny.

D: Yuck, I hate romantic films.

3

E: I saw a fantastic film yesterday – "The forgotten diamond". Have you seen it?

F: No, I haven't. What's it about?

E: It's about a team of scientists who are looking for an old treasure.

There are old legends about a big diamond in a cave in the middle of the jungle. So they set out to find it but the journey is very, very difficult. They have to defend themselves against wild animals. When they reach the cave it gets even more exciting because it seems that the diamond is protected by a lot of traps. It's really exciting! Once they nearly die when ...

F: Stop, don't tell me what happens. That sounds like a great film.

4

G: Were you at the cinema with Tom last night?

H: Yes, we were.

G: Did you watch "Nintora"?

H: Yes, we did.

G: I saw that last week. Did you like it?

H: Yes, it was funny but not as well drawn as in the books. I was a bit disappointed because I like the drawings in the book so much.

G: Really? I thought it was fantastic.

5

I: Did you watch "The Sound of Music" on TV yesterday?

J: Oh God, no. I can't stand films where people sing all the time!

((Hörtext endet))

((5)) Talking about films

Ähnlich WB A Unit 1/6.

((5a)) ((Schlüsselsymbol))

animated film

((5b)) ((Schlüsselsymbol))

Sample text:

The film is about a teenage boy called Nigel. He is in love with Lily, the girl next door, but his father won't allow him to see her. He thinks her family is strange. One night Nigel is in his room on the top floor when there's a fire. His parents get out of the house in time but Nigel can't get out of his room because there's too much smoke. Nigel is lucky because Lily is not a normal girl. She and her family have special powers. She sees the fire in his house and flies over with a wire in her hand. Then they skyline back together. Lily has saved Nigel's life. Nigel's parents are very happy. They thank Lily. From now on Nigel and Lily are allowed to go out together.

((6)) Film magazine

Ähnlich WB A Unit 1/7.

((6a))

((Schlüsselsymbol))

Galapagos 2 – Category: animated film
Love on the Air – Category: romantic comedy
Lost in the Jungle – Category: adventure film
Deep Blue Ocean – Category: documentary

((6b))

((Schlüsselsymbol))

- 1 Find two films where you can see animals. – Galapagos 2, Deep Blue Ocean
- 2 Find a film that young children can watch. – Galapagos 2
- 3 Find a film that is in 3D. – Deep Blue Ocean
- 4 Find two films that are funny. – Galapagos 2, Love on the Air
- 5 Find a film with lots of special effects. – Lost in the Jungle
- 6 Find a film in which you'll probably see blood and violence. – Lost in the Jungle

((6c))

((Audioscript: WB CD Track 3))

Interviewer: Tim, what kind of films do you like best?

Tim: I love nature films. I'm especially fascinated by the ocean. I'd love to go diving but my parents won't let me.

Interviewer: And what about you, Mike?

Mike: I like really exciting films with lots of action. I don't mind if films are a bit violent – it's only a film, after all. What I don't like is the kind of film where you know from the very beginning how it's going to end. I like films with heroes who are smart and who use their brains to win. I also like films that have lots of special effects.

Interviewer: Thank you, Mike. Nora, what kind of films do you like to watch?

Nora: I like films that make me feel good. They should be nice and funny and if possible there should be a love story, too. I want to know that nothing bad is going to happen to the characters.

Interviewer: And what about you, Molly?

Molly: I don't want to say.

Interviewer: Why not?

Molly: Well, everybody will laugh at me.

Interviewer: No, they won't.

Molly: I like animated films. I think they're really great – I love drawing myself and I'm really fascinated by how they make

animals show feelings. But people always say they're just children's films. I think they can be works of art!

((Hörtext endet))

((Schlüsselsymbol))

- 1 Tim – a Deep Blue Ocean
- 2 Mike – d Lost in the Jungle
- 3 Nora – b Love on the Air
- 4 Molly – c Galapagos 2

((6d)) Ähnlich WB A Unit 1/7d.

Bevor Sie beginnen, lassen Sie die Schüler/innen Sätze aufschreiben, die sie sich aus der Hörverständnisübung 6c gemerkt haben. Dabei sind die Bücher geschlossen.

Mit leistungsschwächeren Schüler/innen hören Sie den Dialog noch einmal an und weisen speziell darauf hin, dass sich die Schüler/innen einzelne Sätze daraus merken sollten.

((7)) **Pronunciation joke**

Identisch mit WB A Unit 1/4.

((Schlüsselsymbol))

The man inside tore **the first one in half**.

((8)) **Different kinds of things**

((Schlüsselsymbol))

- 1f Black Mambas are the coolest – kind of snakes.
- 2e In Australia there are hundreds of different – kinds of snakes.
- 3a The supermarket has got thirty-two different – kinds of cheese on sale.
- 4g Parmesan is a – kind of hard cheese from Italy.
- 5h When I was a child there was only one – type of crisps.
- 6b Today there are twenty different – types of crisps.
- 7c In this personality test it says that there are only five – types of people.
- 8d She's going to help everybody with their work. She is that – type of person.

((9)) **Molly and Nora's shopping trip puzzle**

Ähnlich WB A Unit 1/8.

((9a)) ((Schlüsselsymbol))

Zeitangaben:

Last Saturday Nora wanted to go to the shopping centre. **At nine o'clock** – two hours after she had got up – Nora phoned Molly. Molly had got up **an hour before**. They arranged to meet at the shopping centre **in an hour**.

When they met there **at ten o'clock**, Molly had already been there **for half an hour**. **First** they went to a café together and had a milkshake. **After** chatting **for half an hour**, they decided to have a look around and meet again **at half past eleven**. Nora went off to buy a dress for a party and Molly went to the music store. **At 11.30** Nora arrived at the meeting point. It had taken her **only 15 minutes** to find a nice dress to buy. **When** Molly still hadn't arrived **ten minutes later**, Nora phoned her but Molly's phone had run out of battery. Nora waited **for another five minutes**, then she went to look for Molly. She found her **after 15 minutes**. Molly was talking to a friend from school who she had met **an hour earlier**.

((9b)) ((Schlüsselsymbol))

Verbformen:

Last Saturday Nora **wanted to go** to the shopping centre. At nine o'clock – two hours after she **had got up** – Nora **phoned** Molly. Molly **had got up** an hour before. They **arranged to** meet at the shopping centre in an hour.

When they **met** there at ten o'clock, Molly **had** already **been** there for half an hour. First they **went to** a café together and had a milkshake. After chatting for half an hour, they **decided to have** a look around and meet again at half past eleven. Nora **went off** to buy a dress for a party and Molly **went to** the music store. At 11.30 Nora **arrived at** the meeting point. It **had taken** her only 15 minutes to find a nice dress to buy. When Molly still **hadn't arrived** ten minutes later, Nora **phoned** her but Molly's phone **had run out** of battery. Nora **waited for** another five minutes, then she **went to** look for Molly. She **found** her after 15 minutes. Molly **was talking to** a friend from school who she **had met** an hour earlier.

Akzeptieren Sie auch wenn nicht die komplette Verbform (z. B. went off) unterstrichen ist.

((9c)) ((Schlüsselsymbol))

7:00: Nora got up.

8:00: Molly got up.

9:00: Molly and Nora wanted to meet at the shopping centre.

10:00: They met at the shopping centre.

11:00: Molly met a friend.

12:00: Nora found Molly.

((10)) More timelines

Ähnlich WB A Unit 1/9a.

((Schlüsselsymbol))

Stephen

- 1 After he had had breakfast, Stephen took the dog for a walk.
- 2 After he had taken the dog for a walk, he went shopping.
- 3 After he had gone shopping, he had lunch.

Tim

- 1 After Tim had run three miles, he had a shower.
- 2 After he had had a shower, he met Mike.
- 3 After he had met Mike, he surfed the net.

Challenge

Achten Sie hier genau auf die Einhaltung der Zeiten. Vielen Schüler/innen fällt der Gebrauch der Past perfect tense schwer.

Tasks plus

((1)) **Storyboard stories**

Regen Sie Ihre Schüler/innen dazu an, beim Schauen von Filmen auf Unstimmigkeiten im Ablauf zu achten. Sie können bei nächster Gelegenheit im Unterricht darüber berichten.

((1a)) ((Schlüsselsymbol))

In **Monty Python and the Holy Grail** the storyboard had to be changed because the film-makers didn't have enough money. It would have been too expensive to have **real horses** so they used **coconuts to make the sound of horses' hooves** instead. The sword-fight scene in **Indiana Jones** had to be shortened because **Harrison Ford was ill**. They decided to change the scene completely so the hero just **shot** the swordsman. In one James Bond film they made a mistake. James Bond gets into a car and doesn't **close the door of his car**. In the next scene **the door is shut**, but in the following scene **the door is open again**.

((1b))

((Schlüsselsymbol))

- that the sword-fight should have been longer – People would not notice.
- that Harrison Ford was ill and had to use the toilet a lot – People would not notice.
- that the knights don't have horses – People would notice.
- that the knights should have had horses – People would notice.
- that the car door in the James Bond film opened and closed on its own – People would notice.

Unit 1, Making progress, Workbook Excel S. 12

((1)) An afternoon at the movies

Identisch mit WB A Unit 1/MP1.

((Audioscript: WB CD Track 4))

- A: Did you have a nice afternoon yesterday?
B: Well, it was OK, but nothing went right. Mum, Dad and I went to the cinema, but we had to walk – or rather run there because Dad had lost his car keys. It was half an hour before the film started and we were all looking for the keys. Then Dad remembered that he had given his keys to Mum but Mum couldn't remember where she had put them.
A: So what happened next?
B: So we decided to run to the cinema, to get there in time. It took twenty minutes. When we arrived, the film had already begun. We bought tickets and went in. We'd only missed the first five minutes and the film was really good. After the film we wanted to go out for pizza and so we walked to our favourite pizza restaurant. It's right around the corner from the cinema – but it had closed an hour earlier. It was that type of day! We went home and ordered pizza from a different pizza place. I ordered a pizza margherita and guess what I got ... salami. And if there's one thing I can't stand on a pizza, it's salami ...

((Hörtext endet))

((Schlüsselsymbol))

- 1 Dad gives the keys to Mum.
- 2 Everybody searches for the car keys.
- 3 They run to the cinema.
- 4 The film starts.
- 5 They buy a ticket.
- 6 The pizza restaurant closes.
- 7 They want to out go for pizza.
- 8 They order pizza.

((2)) The rainforest of the Austrians

Identisch mit WB A Unit 1/MP2.

((Schlüsselsymbol))

- 1 In the Costa Rican rainforest there are more **different animals and plants** per square metre than in any place on Earth.

2 The founder of the association 'Rainforest of the Austrians' is **Michael Schnitzler**.

3 The land you buy is given to **the Piedras Blancas National Park**.

4 The association supports two additional projects. One aims to plant **trees** and the other aims to **help the people of Costa Rica**.

5 You have to pay **only 7 €** for 50m² of Costa Rican rainforest and **12 €** to plant a new tree.

6 After you've paid, you get **a certificate**.

Unit 2 – At the shops

Schwerpunkt:

Hören/Sprechen: Dialog mit einem Polizisten hören, Verkaufssituation in einem Geschäft, Straßeninterviews

Lesen/Schreiben: einen Zeitungsartikel über einen ungewöhnlichen Ladenbesitzer lesen, Interviewfragen formulieren

Grammatik: Indirekte Rede, indirekte Fragen und Befehle, Zeitbestimmungen

Aussprache: Wortbetonung, Identifikation von Wortkomponenten, Intonation bei Fragen und Befehlen

Unit 2, warm-up, Textbook S. 15

((1)) Word warm-up

((1a)) Spielen Sie die Wörter vor und lassen Sie dabei die Wörter – wie in der Anleitung beschrieben – abhaken.

((Audioscript: TB CD1 Track 7))

bucket – cash register – driving licence – escalator – fork – fuse

hammer – hire car – interviewee – interviewer – out of the corner of her eye – screwdriver

shopping centre – shopping mall – sleeve – stepladder – suitcase – ticket

((Hörtext endet))

((1b)) Zunächst geht es in der Partnerarbeit nur darum festzustellen, welche Wörter die beiden Schüler/innen angekreuzt haben und ob es stimmt, dass der/die andere Schüler/in auch wirklich diese Wörter kennt.

((1c)) Das Warm-up dictionary sollte eingesetzt werden, wenn beide Schüler/innen ein Wort nicht kennen. Ansonsten versuchen sie, einander die Wörter zu erklären oder damit aussagekräftige Sätze zu bilden.

((1d)) Die Beschreibungen können auch mit Hilfe der Bilder auf dieser Seite gemacht werden.

((2)) Pronunciation corner

((2a)) Zur Verdeutlichung schreiben Sie die Wörter mit einem deutlich sichtbaren Zeichen für die betonte Silbe an die Tafel. Achten Sie auf genügend Platz unter jedem Wort, da Sie dann in der nächsten Übung ähnliche, aber anders ausgesprochene Wörter unmittelbar darunter schreiben können.

((Schlüsselsymbol))

((Audioscript: TB CD1 Track 8))

- 1 **i**nterview
- 2 **sh**opping
- 3 **l**adder
- 4 **ph**otograph
- 5 **t**icket

((Hörtext endet))

((2b)) Schreiben Sie jetzt die Wörter dieser Übung unter die Wörter der vorangegangenen Aufgabe und arbeiten Sie damit den Unterschied in der Betonung heraus. Weisen Sie auch darauf hin, wie in Wörterbüchern die betonten Silbe angegebene werden (siehe Warm-up dictionary TB S. 152-154).

((Audioscript: TB CD1 Track 9))

- 1 interview**ee**
- 2 sh**o**pping centre
- 3 st**e**pladder
- 4 phot**o**grapher
- 5 **tr**ain ticket

((Hörtext endet))

((2c)) Verwenden Sie zu dieser Übung auch die CD, die Sie nach jedem Wort stoppen können.

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

((3a)) ((Schlüsselsymbol))

The conversation is taking place in shop B.

((3b)) ((Schlüsselsymbol))

Beispiel:

- Girl: Excuse me, have you got a hammer?
Man: No, sorry, I don't.
Girl: Have you got any nails?
Man: No, I'm sorry.
Girl: But what have you got then?
Man: I haven't got anything to sell.
Girl: Why not?
Man: I don't work in this shop. I'm a customer myself.
Girl: Oh, I'm ever so sorry.
Man: That's ok.

Unit 2A, A day off, Textbook S. 16-17

((1)) Text attack

((1a)) Lassen Sie die Schüler/innen zuerst raten, worüber der Text sein könnte und wie sich das Problem, das in der Überschrift genannt ist, lösen ließe.

((1b)) Lassen Sie den Text leise lesen und fragen Sie dann, wer die richtige Antwort gegeben hat.

((1c)) Um diese Fragen zu beantworten, lassen Sie den Schüler/innen genügend Zeit, den Text noch einmal zu lesen.

((Schlüsselsymbol))

- 1 Manchester (biggest) – Bolton – Settle
- 2 Tom wanted to keep his shop open on Boxing Day, but he wanted to spend the day with his son and his daughter. And the other people who work at the shop had a day off, too.
So he left the shop open with a basket for the customers to put their money in.
- 3 The people had left more money than necessary.
- 4 Tom and three other people.
- 5 You can get: hammers, fuses, stepladders, buckets, screwdrivers, candles, batteries, light bulbs, etc.

((2)) Wordfind

((Schlüsselsymbol))

- 1 cleaned out
- 2 I have given everyone a day off.
- 3 This has made my day.
- 4 a bit extra
- 5 to be sure

((3)) What does the man want?

((3a)) ((Audioscript: TB CD1 Track 10))

Man: I want four candles.

Woman: I haven't got any fork handles.

Man: I don't want fork handles, I want four candles.

Woman: I haven't got any fork handles.

Man: I don't want fork handles.

Woman: You don't want fork handles.

Man: I've told you. I want candles. Four candles. I want four – one-two-three-four – candles.

Woman: Oh, I understand now. You want four candles.

Man: That's what I said.

Your Turn 4 Teacher's Guide



Woman: No, you didn't.

Man: Yes, I did.

Woman: No, you didn't.

Man: Yes, I did.

Woman: No, you didn't.

Man: Yes, I did.

((Hörtext endet))

((Schlüsselsymbol))

The man wants four candles.

Stellen Sie in guten Gruppen die Frage, warum es hier zu Verständigungsschwierigkeiten kommt. Was sagt der Mann? Was versteht die Frau?

((3b)) Diese Konversation kann sowohl in der direkten Rede als auch in indirekter Rede wiedergegeben werden. Siehe Beispiel und Sprechblase. Weisen Sie jedoch die Schüler/innen auf die Grammar Box hin, die den Unterschied zwischen direkter und indirekter Rede und die entsprechenden Regeln anhand von Beispielen darstellt.

((4)) **Pronunciation corner: words that go together**

((Audioscript: TB CD1 Track 11))

- 1 right eye
- 2 why choose
- 3 why cheat
- 4 great ape
- 5 more ice

((Hörtext endet))

((Audioscript: TB CD1 Track 12))

- 1 I've got something in my right eye. I can't see.
- 2 Why choose? Have both.
- 3 You know all the answers. Why cheat?
- 4 I don't like him. He's a great ape. Like a gorilla.
- 5 Can I have some more ice? It's really hot so I want chilled orange juice.

((Hörtext endet))

SECRETS

Partner/in A: p. 136, Partner/in B: p. 141, Partner/in C: p. 145, Partner/in D: p. 147.

((a))

Diese Übung wird von jeweils vier Schüler/innen gelöst.

((Schlüsselsymbol))

"Good morning," he said.

She said, "It's a nice day today."

He said, "Yes, it's a nice day."

She said, "I would like a hammer, please."

He said, "Sorry, I haven't got any hammers."

She said, "I don't feel very well. Can I sit down?"

He said, "Yes, you can sit down on this chair."

She said, "That's better."

He said, "I will also get you a glass of water."

She said, "That's very kind of you."

He said, "I'll be back in a minute."

She said, "That's ok. Thank you."

(The man noticed the cash register. It was open. There was no one in the shop.)

And so he said, "I don't believe it."

((b)) Am besten ist es, wenn man die Schüler/innen darauf hinweist, dass jeweils einmal der Mann und einmal die Frau abwechselnd sprechen.

((c)) Die Erklärung: Die Frau täuschte einen Schwächeanfall vor, um den Mann dazu zu bringen, das Geschäftslokal zu verlassen und ein Glas Wasser zu holen. In der Zwischenzeit hat die Frau Geld aus der Kassa genommen und sich davon gemacht.

Diese Szene lässt sich sehr gut in der Klasse vorspielen.

Unit 2B, Left and right, Textbook S. 18-19

((1)) **On the road**

((1a))

((Audioscript: TB CD1 Track 13))

Jack: I really like that shopping centre.

Emily: They call them shopping malls here.

Jack: I don't care. I've always called them shopping centres and I'm going to go on calling them shopping centres.

Paul: Jack! We're in America you know, and –

Emily: Please hurry up Dad. Marco – the guy from the house next door – is coming round to see me.

Jack: Oh please!

Emily: Jack! Don't be horrible!

Paul: Come on you two. Just stop it while I put the ticket in the machine, OK?

Paul: Right, off we go.

Emily: Dad! You're driving on the wrong side of the road.

Your Turn 4 Teacher's Guide



Paul: No, I'm not.

Jack: Yes, Dad. You are. You're driving on the left.

Jack: Dad watch out!

Emily: Dad!

Paul: Sorry you two. I thought I was back home for a minute.

Jack: Wish we were.

Emily: Oh Jack, just because –

Paul: Oh no, that's done it.

Jack: Dad, Marco's coming to the house in ten minutes.

Police officer: Pull over, sir. Pull over to the side of the road.

Paul: Oh no. I'm in trouble now.

Jack: What's going to happen now?

Police officer: Stay in the car, sir.

Paul: Is there a problem?

Officer: Is this your car?

Paul: Yes ... no ... I mean it isn't my car. We've rented it.

Officer: Please show me the hire car papers.

Paul: Here you are, officer.

Officer: Thank you, sir. What's your accent, sir? Are you from Britain?

Paul: Yes, I am. Yes, we are.

Officer: I love Britain. London ... the north, Manchester ...

Paul: You know Britain, then?

Officer: Why yes, sir. My grandfather on my mother's side is from your beautiful country. I went to visit three years ago. It's such a lovely place, so beautiful, you know, and I just LOVE you people. You know once I was –

Officer: Excuse me. Copy that ... er, I'm sorry sir, please show me your licence.

Paul: Here you are, officer.

Officer: Thank you, sir. Now answer a question. Why did I stop you, sir?

Paul: I was driving on the wrong side of the road?

Officer: Yes, sir, that just about sums it up. Here in America we drive on the right.

Paul: Yes, I know. I know. But I came out of the car park and –

Officer: So don't drive on the left in future. Is that a deal?

Paul: Yes, it's a deal. It was just a once-in-a-lifetime mistake. Honestly. I will never make the same mistake again.

Jack: Emily.

Officer: Ok, now you all go on your way, you hear. And please to be careful next time, OK sir?

Paul: Yes. Yes, I will. Thank you.

Emily: Come on Dad. Let's go home.

((Hörtext endet))

((Schlüsselsymbol))

- 1 Jack and Emily arrive at a shopping mall with their father. – T
- 2 A boy called Marco lives at the next house to the Robinsons in San Francisco. – T
- 3 Paul Robinson drives on the right-hand side of the road. – F
- 4 The police officer likes Britain and British people. – T
- 5 Paul has just bought a new car and he is driving it. – F
- 6 The police officer gives Paul a ticket (= a fine). – F

Bei dieser Gelegenheit können Sie auch andere unterschiedliche Wörter im britischen und amerikanischen Englisch nennen bzw. die Schüler/innen nennen lassen. Eine Liste dieser Wörter finden Sie unter www.yourturn.at/teacher.

Weisen Sie auch auf andere Unterschiede hin, z. B. auf welcher Straßenseite man fährt. (siehe Trax-Box).

((1b)) ((Schlüsselsymbol))

- 1 **Pull** over to the side of the **road**.
- 2 Stay in the **car**, sir.
- 3 Please **show** me the hire car **papers**.
- 4 **Please** show me your **licence**.
- 5 Now answer a **question**.
- 6 Don't drive **on** the left in the **future**.
- 7 **Go** on your **way**.

((1c)) Erläutern Sie zuerst mit Hilfe der Lee-Box, wie diese Konstruktionen gebildet werden.

Weisen Sie besonders auf den verneinten Infinitiv in Satz 6 hin. Lassen Sie in leistungsstarken Gruppen weitere, auch verneinte Beispiele bilden.

((Schlüsselsymbol))

- 1 She told him to pull over to the side of the road.
- 2 She told him to stay in the car.
- 3 She asked him to show her the hire car papers.
- 4 She asked him to show her his licence.
- 5 She told him to answer a question.
- 6 She told him **not to drive** on the left in the future.
- 7 She told him to go on his way.

((2)) Pronunciation corner: asking or telling?

((2a)) Weisen Sie darauf hin, dass ein und derselbe Satz jeweils andere Bedeutungsnuancen erhält, wenn man ihn verschieden betont.

((Audioscript: TB CD1 Track 14))

- 1 (*ordering*) Lend me your book.
- 2 (*asking*) Stop using my pen.
- 3 (*asking*) Leave me alone.
- 4 (*asking*) Get out of my way.
- 5 (*ordering*) Get out of the car.

((Hörtext endet))

((2b)) Am besten verwenden Sie dazu die CD und stoppen Sie sie nach jedem Satz.

((3)) Commands

Fordern Sie Ihre Schüler/innen dazu auf, die Sätze besonders genau (sogar übertrieben) nachzusprechen.

((3a)) ((Schlüsselsymbol))

- Picture A: Stop writing.
Picture B: Open your suitcase.
Picture C: Put your hands up.
Picture D: Don't put your feet on the seats and show me your tickets.
Picture E: Don't talk in the library.
Picture F: Roll up your sleeve.

((3b)) ((Schlüsselsymbol))

- Picture A: In Picture A the teacher is telling the students to stop writing.
Picture B: In picture B he is telling her to open her suitcase.
Picture C: In picture C she is telling them to put their hands up.
Picture D: In picture D he is telling them not to put their feet on the seats and he is asking them to show him their tickets.
Picture E: In picture E she is asking them not to talk in the library.
Picture F: In picture F she is asking him to roll up his sleeve.

Your turn

Diese Anwendungsübung gelingt besonders gut mit Tätigkeiten, die mit dem Alltagsleben oder mit der Schule zu tun haben.

Unit 2C, Vox pop interrupted, Textbook S. 20-21

((1)) Akiko's interview

((1a)) Nach dem zweiten Anhören sammeln Sie die für ein Interview typischen Phrasen an der Tafel.

Beispiele:

Can I ask you some questions?

Thanks very much.

((Audioscript: TB CD1 Track 15))

Akiko: Can I ask you some questions?

Man: Umm, OK, but I haven't got much time.

Akiko: Just one or two. I'll be very quick.

Man: OK. Just one or two.

Akiko: What do you think of the new shopping centre?

Man: I'm not very keen on it.

Akiko: What's the problem?

Man: Difficult to explain. It's just not right somehow.

Akiko: What's wrong with it?

Man: It's too big for this area. We need something smaller.

Akiko: Something smaller?

Man: That's four questions. Look I'm sorry, but I really have to go.
Sorry. Good luck with your questions.

Akiko: OK, and thanks very much.

Akiko: Can I ask you some questions?

Old lady: Of course, dear.

Akiko: Is this your first visit to the shopping centre?

Old lady: Yes, it is.

Akiko: Why have you come here?

Woman: I've come to look at the shops.

Akiko: Er ... yes ... the shops ... umm ... umm

Old lady: Young lady!

Akiko: Er, yes? Sorry I think I saw someone. Sorry. What were you saying?

Old lady: Haven't you got any more questions?

Akiko: I'm sorry. No, I don't think so. I have to go. Thank you. Thank you very much. Bye.

Old lady: Young people nowadays. What is the world coming to?

((Hörtext endet))

((Schlüsselsymbol))

1 How many people does she interview? – 2.

- 2 What is the topic of her interviews? – She asks questions about the shopping centre.
- 3 Who finishes each interview? The man (the interviewee) in interview 1 and Akiko (the interviewer) in interview 2.
- 4 Do you know why they finished the interviews? – The man finishes the interview because he has to go and they had agreed on four questions only. – Akiko finishes the interview because she thought she had seen Matt out of the corner of her eye.

((1b)) ((Schlüsselsymbol))

- 1 **The man** said **he** hadn't got much time.
- 2 **Akiko** asked **him** what **he** thought of the new shopping centre.
- 3 **The man** said **he** wasn't very keen on it.
- 4 **Akiko** asked **him** what was wrong with it.
- 5 **He** said that **the shopping centre** was too big for the area.
- 6 **Akiko** asked **the lady** if it was **her** first visit to the shopping centre.
- 7 **She** asked **the lady** why **she** had come there.
- 8 **The lady** said **she** had come to look at the shops.
- 9 **She** asked **Akiko** if **she** hadn't got any more questions.

((2)) Why the second interview finished quickly

Dieser Text liegt auch als Hörtext vor. Lassen Sie die Schüler/innen den Text anhören und gleichzeitig mitlesen.

(((Audioscript: TB CD1 Track 16)))

After Akiko had finished talking to the man, she interviewed a woman in the shopping centre. While she was interviewing the woman, she noticed someone out of the corner of her eye. He was at the bottom of the escalator. He looked just like Matt from Teen Life Radio. The last time she had seen him was before the summer holidays, and she had been looking forward to seeing him again. As soon as she finished the interview she ran to the escalator. But when she got there, 'Matt' had gone. She got on to the escalator, but by the time she reached the top she couldn't see 'Matt' anywhere ...

((Hörtext endet))

((Schlüsselsymbol))

- 1 one thing happened and immediately after the second thing happened – as soon as
- 2 the time something happened – when
- 3 two things happening at the same time – while
- 4 when something was already done/finished – by the time

((3)) Pronunciation corner

Der Audiotext 16 wird hier auch zur Übung der Aussprache und der Intonation verwendet. Lassen Sie den Text dazu gründlich vorbereiten, damit die Schüler/innen auch wirklich fließend lesen können.

((4)) What happened next?

((4a)) Korrigieren Sie diese Übung vorerst nicht. Lassen Sie die Schüler/innen in 4b die richtige Lösung selbst suchen.

((Schlüsselsymbol))

- 1 When she realised that Matt had disappeared ... – (c) she decided to have a cola in the cafeteria.
- 2 While she was drinking her cola ... – (f) she thought she saw Matt again and she rushed outside.
- 3 When she got outside ... – (e) she saw the man but it wasn't Matt at all so she went back to the cafeteria.
- 4 As soon as she paid the bill ... – (g) she went back down the escalator to do more interviews.
- 5 By the time she had finished her interviews ... – (b) it was late and she decided to go home.
- 6 As soon as she got on the bus ... – (d) she realised she had left her school bag in the cafeteria.
- 7 By the time she got back to the cafeteria ... – (a) it had closed.

((4b)) Schlussendlich sollten alle Schüler/innen die gleiche Version haben. Lassen Sie sie jedoch selbst die Lösungen finden, bevor Sie mögliche Fehler korrigieren.

((4c)) ((Schlüsselsymbol))

Beispiele:

- 1 She could phone the cafeteria.
She could go there after school.
She could write a note and put it through the door of the cafeteria so that the people would find the note in the morning.
- 2 "I'm sorry but I left my bag in the cafeteria yesterday. I'll try and get it back in the afternoon after school. I've already phoned ..."
- 3

((5)) What did they say?

Der Cartoon mit den Sprechblasen zeigt an, wie diese Übung zu absolvieren ist: A stellt B Fragen, die C in indirekter Rede wiederholt, damit auch D den Inhalt kennt.

Unit 2D, Tasks plus, Textbook S. 22

((1)) Shopping

((1a)) Lassen Sie zunächst die Fragen üben bzw. auch ergänzen, je nach Leistungsstärke Ihrer Schüler/innen. Das Interviewblatt dient zur Sicherung bzw. Ergänzung der Fragen.

((1b)) In Partnerarbeit stellen die Schüler/innen einander Fragen zum Thema „Shopping“ und geben einander Antworten. Dies dient zur Vorbereitung des Interviews in 2.

((2)) Vox pop interviews

((2a)) Hier geht es in erster Linie darum, dass die Schüler/innen die Fragen so höflich formulieren, dass sie auch eine Antwort bekommen. Als Vorlage dient die vorbereitete Fragenliste aus 1a und die Mustersätze aus 2, die sich die Schüler auch extra notieren können.

((2b)) Wie in der Sprechblase vorgegeben, erstellen die Schüler/innen nach den Interviews Berichte in indirekter Rede. Vgl. Sprechblase.

Research task

Die Schüler/innen suchen sich ein oder zwei Themen aus und recherchieren dazu im Internet bzw. in traditionellen Nachschlagewerken. Es ist sehr wichtig, dass die Schüler/innen ihre Recherchen gleich auf Englisch machen. Es ist wichtig, dass sie die Ergebnisse dann handschriftlich vorlegen, um ein einfaches Kopieren aus dem Internet zu vermeiden.

Unit 2, warm-up, Workbook Achieve S. 15

((1)) Words and pictures

((1a)) ((Schlüsselsymbol))

- 1 bucket – screwdriver – stepladder
- 2 light bulb – hammer – garden fork – cash register
- 3 plane ticket – suitcase – driving licence

((1b)) ((Schlüsselsymbol))

- 1 There's a hole in my **bucket** and there's water coming out of it!
- 2 I couldn't get the screw in with a **screwdriver** so I hit it with a **hammer** and now there's a hole in the wall.
- 3 Oh no! I think I've lost my plane **ticket!** I thought I'd put it into my **suitcase** with my clothes but it's not there!

((2)) A bad time to shop

((Schlüsselsymbol))

Sentence 4: ... they hadn't got any webcams.

Sentence 6: ... someone had just robbed the shop.

Sentence 8: ... the robbers had taken the keys, too.

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

Hinweise zur Differenzierung in den Workbooks:

Übung 4 WB A / 5 WB E: Diese Übung können Sie mit Ihrer Gruppe nach der Einheit 2A im TB machen. Der Magazin-Artikel ist für beide Gruppen gleich. Während das Textverständnis in WB A mit *multiple choice*-Aufgaben abgefragt wird, müssen die Schüler im WB E Fragen in vollständigen Sätzen beantworten.

Übung 6 WB A / 8 WB E: Diese Aufgaben können am besten nach der Einheit 2B im TB gemacht werden. Wieder enthalten die Aufgaben im WB A Hilfestellungen, so müssen zunächst vollständig ausformulierte Sätze den Bildern zugeordnet werden bevor die Sätze in die indirekte Rede übertragen werden. Im WB E müssen die Anweisungen und Bitten frei formuliert werden; auch die Übertragung in die indirekte Rede ist weniger gelenkt. In beiden WB gibt es eine ausführliche Hilfe in der Grammar-Box.

((1)) When I went shopping

((1a)) Ähnlich WB E Unit 2/1.

Wiederholen Sie mit Hilfe dieser Dialoge die typischen Phrasen, die in einem Verkaufsgespräch vorkommen. Dann lassen Sie die Phrasen bei nochmaligem Vorspielen genau nachsprechen.

((Audioscript: WB CD Track 5))

1

A: Can I help you?

B: Yes, please. I'm looking for the new Bingoboy's CD.

A: I'm not sure if we have it. I'll check on the computer... I'm sorry but we haven't got it.

2

A: Can you help me?

C: Of course.

A: I'm interested in a new computer.

C: Please come with me, I'll show you one that's on special offer.

3

A: Can I help you?

D: I'm not sure. My computer is broken.

A: I'm sorry, but we don't do repairs.

((Hörtext endet))

((1b)) ((Schlüsselsymbol))

A: Can I help you?

B: Yes, please. I'm looking for the new Bingoboy's CD.

A: I'm not sure if we have it. I'll check on the computer... I'm sorry but we haven't got it.

((2)) Stephen's shopping story

((2a)) Ähnlich WB E Unit 2/2.

((Audioscript: WB CD Track 6))

Tim: Hello?

Stephen: Hi Tim, it's Stephen!

Tim: Hi Stephen!

Stephen: I have to tell you what happened to me today. Mike and I went shopping. We wanted to buy a big pinboard for our geography poster.

Tim: Wait a second ... (He says he and Mike went shopping. They wanted to buy a pinboard for their geography poster.) Sorry. Molly wanted to know what you were telling me.

Stephen: OK, listen. We got the pinboard and a few other things. I was carrying the pinboard and we went to the checkout. Mike paid and we went out.

Tim: Oh, shut up, Molly. Sorry Stephen – wait a second. (He says they got the pinboard and a few other things. He says he was carrying the pinboard and they went to the checkout. Mike paid and they went out.)

Tim: Sorry. I'm back.

Stephen: On the bus I looked at the receipt and saw that the pinboard wasn't on it – we hadn't paid for the pinboard although we had paid for everything else. That means I've stolen it, Tim. What do you think I should do?

Tim: I don't know. Oh shut up, Molly. (In the bus he looked at the receipt and saw that the pinboard wasn't on it. They hadn't paid for the pinboard although they had paid for everything else. That means that he has stolen it!) I don't think you can steal anything by accident. What do you think?

((Hörtext endet))

((Schlüsselsymbol))

Stephen says he and Mike **went** shopping. They **wanted** to buy a big pinboard for their geography poster. He says they **got** the pinboard and a few other things. He says he **was carrying** the pinboard and they **went** to the checkout. Mike paid and they went out. On the bus Stephen **looked** at the receipt and saw that the pinboard wasn't on it. They **hadn't paid** for the pinboard although they had paid for everything else. That means he **has stolen** it.

((2b)) Geben Sie mindestens einen vollständigen Beispielsatz auf der Tafel vor. Beachten Sie dabei auch, dass die Schüler/innen immer eine Begründung für ihre Aussagen anführen.

((3)) **Gossip**

Identisch mit WB E Unit 2/4a.

((3a)) Lassen Sie die Verbformen in der direkten und der indirekten Rede mit jeweils einer Farbe markieren.

((Schlüsselsymbol))

1 I like Barbara. – (d) He said he liked Barbara but I think he loves her.

2 She wasn't at school last week. – (b) He said she hadn't been at school last week, which means he was looking out for her.

3 I saw her on the bus yesterday afternoon. – (a) He said he had seen her on the bus yesterday afternoon.

4 I've asked her to go to the cinema with me. – (e) Did you hear? He's asked her to go to the cinema with him.

5 I haven't kissed her yet but I'm going to kiss her in the cinema. – (f) He said he hadn't kissed her but he was going to kiss her in the cinema. Shall I tell her?

6 I won't phone her in the afternoon, but I'll text her. – (c) He said he wouldn't phone her in the afternoon but he would text her.

((3b)) Identisch mit WB E Unit 2/4b.

What the boy said	What the girls said
like	liked
wasn't	had not been
saw	had seen
have asked	has asked
haven't kissed	hadn't kissed
am going to kiss	was going to kiss
won't phone	wouldn't phone
will text	would text

((3c)) Identisch mit WB E Unit 2/4c.

Nach dieser Übung lassen Sie die Schüler/innen über einen Tag der Vorwoche erzählen. Andere Schüler/innen berichten dann darüber in der indirekten Rede.

((Schlüsselsymbol))

Angelina said that Alex had bought a new smartphone.
Angelina said that Nelli and Tina had gone to the cinema.
Angelina said that Sophia and Vincent had kissed.
Angelina said that Muhamed had written a love letter to Anna.
Angelina said that Matthias and Jasmin had phoned each other a lot.

((4)) **The wallet test**

((4a)) Ähnlich WB E Unit 2/5a.

Lassen Sie den Text leise lesen und dann die Fragen in 4b beantworten, bevor Sie die Antworten kontrollieren. Damit bleibt der Konzentrationsbogen erhalten.

((Schlüsselsymbol))

Class 4C did a test to find out what happened if you lost your wallet at school.

((4b)) ((Schlüsselsymbol))

- 1 Who was tested in the wallet test? – (b) the pupils at a school
- 2 How many times did Class 4C do the wallet test? – (d) 100 times
- 3 What does 'returned' mean in this text? – (c) given back
- 4 How many wallets were returned? – (d) ninety-one

Challenge

Ähnlich WB E Unit 2 Challenge (S. 16).

Hier müssen auch if-Sätze gebildet werden, um diese Frage diskutieren zu können. Wenn nötig, wiederholen Sie diese Struktur, indem Sie den Satzanfang: „If I found a wallet, I would return it ...“ an die Tafel schreiben.

((5)) **Commands or requests?**

Identisch mit WB E Unit 2/7.

((Audioscript: WB CD Track 7))

- 1 (*a very polite request*) Please open the window.
- 2 (*an order*) Close the door please.

- 3 (*a very polite request*) Please don't write in the book.
4 (*a very polite request*) Be more quiet, please.
5 (*an order*) Please don't touch the picture.

((Hörtext endet))

((Schlüsselsymbol))

- 1 request
- 2 command
- 3 request
- 4 request
- 5 command

((6)) **What do they say?**

((6a)) Ähnlich WB E Unit 2/8a.

((Schlüsselsymbol))

- 1D Please don't use the good cups, Tami.
- 2B Molly, Tim, don't put your feet on the table, please.
- 3C Molly, Tim, turn off the TV!
- 4A Please post this letter for me, Stephen.
- 5F Please help me with the dishes, Mike.
- 6E Don't come in, Tami!

((6b)) Ähnlich wie WB E Unit 2/8a.

In einer Erweiterung der Übung 6a lassen Sie die Gesprächssituation beschreiben, indem „ask“ oder „tell“ für Anweisungen und Bitten verwendet wird.

((Schlüsselsymbol))

- A Grandfather asked Stephen to post a letter.
- B Their father told them not to put their feet on the table.
- C Their mother told them to turn off the TV.
- D Tami's mother told Tami not to use the good cups.
- E Nora and Molly told Tami not to come in.
- F Mike's father asked Mike to help him with the dishes.

((6c)) Diese Übung dient der Wiederholung der persönlichen Fürwörter. Lassen Sie die Schüler/innen selbstständig diesen Punkt mit Hilfe der Grammar-Box und des Abschnitts 8.1 auf S. 146 wiederholen. Weisen Sie bei der Gelegenheit wiederum auf den Grammatikteil am Ende des Buches (WB A ab S. 135ff) hin.

((7)) What did they ask?

Ähnlich WB E Unit 2/10.

Bei diesen Fragen handelt es sich um Entscheidungsfragen (Ja/Nein-Fragen).

((Schlüsselsymbol))

- 1 He asked her if she liked basketball.
- 2 She asked him if he had a pet.
- 3 They asked me if I could help them.
- 4 We asked them if they knew the way.

((8)) Questions

Ähnlich WB E Unit 2/11.

Besprechen Sie die Grammar-Box auf S. 20 unten, bevor die Schüler/innen die indirekten Ergänzungsfragen bilden.

((Schlüsselsymbol))

- 1 The teacher asked him why he was late.
- 2 He asked her where she had been.
- 3 She asked him what he wanted to do next.
- 4 The student asked when they had to hand in their homework.

Unit 2, Making progress, Workbook Achieve S. 21

((1)) Buying a present

Ähnlich WB E Unit 2/MP1.

((Audioscript: WB CD Track 8))

- A: Hello, can I help you?
B: I'm looking for a present for my mother.
A: How much would you like to spend?
B: About 10 pounds.
A: How about one of these tea cups?
B: No, my father loves tea but my mother doesn't drink it at all.
A: Does your mother drink coffee?
B: Yes, she likes strong Italian espresso.
A: Then maybe one of these espresso cups would be a good present.
B: Hmmm ... they look really nice. How much are they?
A: They're 9.99.
B: Pretty expensive for one cup. I think that's too expensive. But they look very nice.... Yes, I think I'll take a yellow one, please.

((Hörtext endet))

((Schlüsselsymbol))

- 1 The shop assistant asked if he could help. – ✓
- 2 He asked how much she would like to spend. – ✓
- 3 He asked if her mother drank tea. – x
- 4 She said her mother didn't like coffee. – x
- 5 She asked how much the espresso cups were. – ✓
- 6 She didn't buy anything. – x

((2)) **Left or right?**

Identisch mit WB E Unit 2/MP2.

((Schlüsselsymbol))

1a Austria, England; 2c It has to do with the way our brain works.

Unit 2, Exercises, Workbook Excel S. 14-19

((1)) **When I went shopping**

Ähnlich WB A Unit 2/1a.

Wiederholen Sie mit Hilfe dieser Dialoge die typischen Phrasen, die in einem Verkaufsgespräch vorkommen. Dann lassen Sie die Phrasen bei nochmaligen Vorspielen genau nachsprechen.

((Audioscript: WB CD Track 5))

1

A: Can I help you?

B: Yes, please. I'm looking for the new Bingoboy's CD.

A: I'm not sure if we have it. I'll check on the computer ... I'm sorry but we haven't got it.

2

A: Can you help me?

C: Of course.

A: I'm interested in a new computer.

C: Please come with me, I'll show you one that's on special offer.

3

A: Can I help you?

D: I'm not sure. My computer is broken.

A: I'm sorry, but we don't do repairs.

((Hörtext endet))

((Schlüsselsymbol))

Text li / Dialog 1; Text Mitte / Dialog 3; Text re / Dialog 2

Challenge

((2)) Stephen's shopping story

Ähnlich WB A Unit 2/2a.

((Audioscript: WB CD Track 6))

Tim: Hello?

Stephen: Hi Tim, it's Stephen!

Tim: Hi Stephen!

Stephen: I have to tell you what happened to me today. Mike and I went shopping. We wanted to buy a big pinboard for our geography poster.

Tim: Wait a second ... (He says he and Mike went shopping. They wanted to buy a pinboard for their geography poster.) Sorry. Molly wanted to know what you were telling me.

Stephen: OK, listen. We got the pinboard and a few other things. I was carrying the pinboard and we went to the checkout. Mike paid and we went out.

Tim: Oh, shut up, Molly. Sorry Stephen – wait a second. (He says they got the pinboard and a few other things. He says he was carrying the pinboard and they went to the checkout. Mike paid and they went out.)

Tim: Sorry. I'm back.

Stephen: On the bus I looked at the receipt and saw that the pinboard wasn't on it – we hadn't paid for the pinboard although we had paid for everything else. That means I've stolen it, Tim. What do you think I should do?

Tim: I don't know. Oh shut up, Molly. (In the bus he looked at the receipt and saw that the pinboard wasn't on it. They hadn't paid for the pinboard although they had paid for everything else. That means that he has stolen it!) I don't think you can steal anything by accident. What do you think?

((Hörtext endet))

((Schlüsselsymbol))

Stephen says he and Mike **went** shopping. They **wanted** to buy a big pinboard for their geography poster. He says they **got** the pinboard and a few other things. He says he **was carrying** the pinboard and they **went** to the checkout. Mike paid and they went out. On the bus Stephen **looked** at the receipt and saw that the pinboard wasn't on it. They **hadn't paid** for the pinboard although they had paid for everything else. That means he **has stolen** it.

((3)) A shop with nothing to sell

Dieser Dialog soll flüssig klingen. Daher ist es notwendig, zusätzlich Wörter einzufügen

((Schlüsselsymbol))

Woman: "Have you got any red shoes in size five?"

Shop assistant: "I'm sorry, but we haven't got any red shoes."

Woman: "Have you got any children's boots?"

Shop assistant: "We haven't got any boots either."

Woman: "Why not?"

Shop assistant: "Because someone has just robbed the shop."

Woman: "Why haven't you closed the shop?"

Shop assistant: "Because the robbers have broken the door."

((4)) Gossip

((4a)) Identisch mit WB A Unit 2/3a.

((Schlüsselsymbol))

1 I like Barbara. – (d) He said he liked Barbara but I think he loves her.

2 She wasn't at school last week. – (b) He said she hadn't been at school last week, which means he was looking out for her.

3 I saw her on the bus yesterday afternoon. – (a) He said he had seen her on the bus yesterday afternoon.

4 I've asked her to go to the cinema with me. – (e) Did you hear? He's asked her to go to the cinema with him.

5 I haven't kissed her yet but I'm going to kiss her in the cinema. – (f) He said he hadn't kissed her but he was going to kiss her in the cinema. Shall I tell her?

6 I won't phone her in the afternoon, but I'll text her. – (c) He said he wouldn't phone her in the afternoon but he would text her.

((4b)) Identisch mit WB A Unit 2/3b.

What the boy said	What the girls said
like	liked
wasn't	had not been
saw	had seen
have asked	has asked
haven't kissed	hadn't kissed
am going to kiss	was going to kiss
won't phone	wouldn't phone
will text	would text

((4c)) Nach dieser Übung lassen Sie die Schüler/innen über eine Tag der Vorwoche erzählen. Andere Schüler/innen berichten dann darüber in der indirekten Rede.

((Schlüsselsymbol))

Angelina said that Alex had bought a new smartphone.
Angelina said that Nelli and Tina had gone to the cinema.
Angelina said that Sophia and Vincent had kissed.
Angelina said that Muhamed had written a love letter to Anna.
Angelina said that Matthias and Jasmin had phoned each other a lot.

((5)) **The wallet test**

((5a)) Ähnlich WB A Unit 2/4a.

Lassen Sie den Text leise lesen und dann die Fragen in 5b beantworten, bevor Sie die Antworten kontrollieren. Damit bleibt der Konzentrationsbogen erhalten.

((Schlüsselsymbol))

Class 4C did a test to find out what happened if you lost your wallet at school.

((5b)) ((Schlüsselsymbol))

- 1 Who was tested in the wallet test? – The pupils at a school were tested.
- 2 They filmed all the people who found the wallet.
- 3 How many times did Class 4C do the wallet test? – Class 4C did the test 100 times.
- 4 In the wallet, there was £10,25 cash, a gift voucher, an ID card, an address, a stamp, a shopping list, a receipt and some dirt
- 5 What does 'returned' mean in this text? – It means 'given back'.
- 6 Ninety-one wallets were returned; nine wallets were not returned.

Challenge

Ähnlich WB A Unit 2 Challenge (S. 18).

Hier müssen auch if-Sätze gebildet werden, um diese Frage diskutieren zu können. Wenn nötig, wiederholen Sie diese Struktur, indem Sie den Satzanfang: „If I found a wallet, ...“ an die Tafel schreiben.

((6)) **Pronunciation joke**

((Schlüsselsymbol))

"I told you not to play with your food!"

((7)) **Commands or requests?**

Identisch mit WB A Unit 2/5.

((Audioscript: WB CD Track 7))

1

(a very polite request) Please open the window.

2

(an order) Close the door please.

3

(a very polite request) Please don't write in the book.

4

(a very polite request) Be more quiet, please.

5

(an order) Please don't touch the picture.

((Hörtext endet))

((Schlüsselsymbol))

1 request

2 command

3 request

4 request

5 command

((8)) What did they say?

((8a)) Ähnlich wie WB A Unit 2/6a.

In einer Erweiterung der Übung lassen Sie die Gesprächssituation beschreiben.

((Schlüsselsymbol))

A Grandpa: "Please post this letter for me, Stephen."

B Dad: "Molly, Tim, don't put your feet on the table, please."

C Mum: "Molly, Tim, turn off the TV!"

D Mum: "Please don't use the good cups, Tami."

E Molly and Nora: "Don't come in, Tami!"

F Mum: "Please help me with the dishes, Mike."

((8b)) Ähnlich wie WB A Unit 2/6b.

((Schlüsselsymbol))

A Grandpa asked Stephen to post a letter.

B Their father told them not to put their feet on the table.

C Their mother told them to turn off the TV.

D Tami's mother told Tami not to use the good cups.

E Nora and Molly told Tami not to come in.

F Mike's father asked Mike to help him with the dishes.

((9)) At the school disco

Eine genaue Übersicht über die indirekte Rede finden Sie auf S. 141.

((Schlüsselsymbol))

Someone said that the disco was better the year before.

Sarah had told him/her about the disco the day before.

Ben had phoned him/her that day.

It was terribly hot there.

She/he had to go home – she/he had got a test the following week.

She/he couldn't help him clean up the next day. She/He was going to his aunt's.

((10)) What did they ask?

Ähnlich wie WB A Unit 2/7.

Besprechen Sie die Grammar-Boxen, bevor die Schüler/innen die indirekten Fragen bilden.

- 1 He asked her if she liked basketball.
- 2 She asked him if he had a pet.
- 3 They asked me if I could help them.
- 4 We asked them if they knew the way.

Challenge

Als Vorübung lassen Sie direkte Fragen bilden und aufschreiben.

((11)) Questions

Ähnlich wie WB A Unit 2/8.

((Schlüsselsymbol))

- 1 The teacher asked him why he was late.
- 2 He asked her where she had been.
- 3 She asked him what he wanted to do next.
- 4 The student asked when they had to hand in their homework.

Tasks plus

((1)) Shopping psychology

((1a)) Dieser Text sollte unbedingt leise gelesen werden. In einer zweiten Phase können Sie durch gezielte Fragen den Inhalt überprüfen. Sie können dafür z. B. die Fragen zu Beginn der jeweiligen Abschnitte stellen.

((1b)) ((Schlüsselsymbol))

- 1 Shoes piled up in large quantities. (2)

2 Because they think they are cheaper. (2)

3 The customers will buy them because they seem to be cheaper even if the price is higher.

((1c)) Lassen Sie Ihren Schüler/innen genügend Zeit eine Produktpräsentation vorzubereiten und eine Verkaufsstrategie zu entwickeln. Der Text in 1a dient dabei als Leitfaden. Folgende Fragen könnten z. B. auf einem Produktblatt stehen:

New product: ...

Name: ...

What it looks like: ...

Market: ...

Special features: ...

Cost: ...

Where to sell it: ...

Unit 2, Making progress, Workbook Excel S. 20

((1)) **Buying a present**

Ähnlich wie WB A Unit 2/MP1.

((*Audioscript: WB CD Track 8*))

A: Hello, can I help you?

B: I'm looking for a present for my mother.

A: How much would you like to spend?

B: About 10 pounds.

A: How about one of these tea cups?

B: No, my father loves tea but my mother doesn't drink it at all.

A: Does your mother drink coffee?

B: Yes, she likes strong Italian espresso.

A: Then maybe one of these espresso cups would be a good present.

B: Hmmm ... they look really nice. How much are they?

A: They're 9.99.

B: Pretty expensive for one cup. I think that's too expensive. But they look very nice ... Yes, I think I'll take a yellow one, please.

((*Hörtext endet*))

((*Schlüsselsymbol*))

1 The shop assistant asked if he could help. – ✓

2 She said she was looking for a present for her mother. – ✓

3 He asked how much she would like to spend. – ✓

4 She said that her mother loved tea. – x

5 She said her mother didn't like coffee. – x

6 She asked how much the espresso cups were. – ✓

7 She said that they looked nice but they were too expensive. – ✓

8 She didn't buy anything. – x

((2)) Left or right?

Identisch mit WB A Unit 2/MP2.

((Schlüsselsymbol))

1a Austria, England; 2c It has to do with the way our brain works.

Unit 3 – Making a difference

Schwerpunkt:

Hören/Sprechen: Studio-Interview für eine Radiosendung hören, über vergangene Situationen sprechen

Lesen/Schreiben: Regeln und Vorschriften für eine bestimmte Situation beschreiben, Informationen aus einem Text entnehmen

Grammatik: Passivformen, used to + infinitive, Reihenfolge von Adjektiven

Aussprache: Intonation bei Fragen und Befehlen, Minimalpaare

Unit 3, warm-up, Textbook S. 23

((1)) Word warm-up

((1a)) Lassen Sie die Schüler/innen zu jedem der angegebenen Wörter ein zweites – passendes Wort - dazusetzen.

Beispiele:

young chameleon – coal mine – new double-decker bus – ...

Mit leistungsschwächeren Gruppen machen Sie diese Übung gemeinsam, leistungstärkere Schüler/innen bilden jeweils Sätze mit den Wörtern.

Lassen Sie auch die Bilder der Seite beschreiben. Dazu können bereits die neuen Wörter verwendet werden.

((Audioscript: TB CD1 Track 17))

chameleon – coal – double-decker bus – fear – hollow – laptop – log
newspaper – oil – pear – second-hand – shed – solid – spear
switch on/switch off – tears – tent – thumb – timetable – toothpaste –
toothpaste tube

((Hörtext endet))

((1b)) Unbekannte Wörter werden nachgeschlagen. Weisen Sie besonders auf die Fixit-Box hin, in der die Verwendung des Wörterbuchs erläutert wird.

((1c)) Neben der Beschreibung bzw. Darstellung eines Wortes können Sie auch die Buchstaben erraten lassen. Dazu wird für jeden Buchstaben ein Punkt an die Tafel geschrieben. Die Schüler/innen erraten dann die Buchstaben. Wer das Wort errät, darf das nächste Wort aussuchen und an der Tafel die Übung leiten.

((2)) Pronunciation corner

((2a)) Die Minimalpaare bereiten oft Schwierigkeiten. Lassen Sie die Schüler/innen deshalb auch die Wörter nachsprechen, damit sie sich die Aussprache deutlich einprägen.

Mit guten Gruppen lassen Sie die Wörter herausfinden, die sich miteinander reimen.

Beispiele:

1 air – 2 Clare – 5 pear
3 fear – 4 hear – 6 steer

((Audioscript: TB CD1 Track 18))

1 air – 2 Clare – 3 fear – 4 hear – 5 pear – 6 steer

((Hörtext endet))

((2b)) Schreiben Sie die Wörter aus Übung 2a an die Tafel und lassen Sie die Schüler/innen beim Nachsprechen auch jeweils auf das Schriftbild zeigen.

((Audioscript: TB CD1 Track19))

1 Phew it's freezing. The air's really cold.
2 Hi everyone. My name's Clare.
3 There's nothing to fear. You'll really enjoy your first parachute jump.
4 Could you speak more loudly? I can't hear you.
5 I don't want an orange, but I'd love a pear. Pears are delicious.
6 I can't steer this boat. I can't make it go in a straight line.

((Hörtext endet))

((3)) Getting-ready grammar

((Schlüsselsymbol))

1 Who are used to going to work in the dark? – people from Norway
2 What is a beautiful stripey black and white animal? – a zebra
3 What is a small cylindrical shiny metal wind instrument? – a flute
4 Who isn't used to eating raw fish – and doesn't like it yet? – my friend who is in Japan for the first time
5 What must be bought if you want to travel by bus? – a ticket
6 What used to be the oldest money in the world? – the Greek Drachma
7 What used to live on earth but then disappeared? – dinosaurs
8 Who was chosen as the first African American president of the United States in 2008? – Barack Obama

Unit 3A, On the buses, Textbook S. 24-25

((1)) Where would you like to sit?

((1a)) Beispiele:

I would like to sit at the back because ...

I would like to sit in front because ...

I would like to sit in the middle of the bus because ...

((1b))

((Audioscript: TB CD1 Track 20))

Akiko: Hi Pete. Are you ready?

Pete: Yeah. Hold on, just let me have a sip of water. OK, Akiko, ready when you are.

Akiko: I'll give you a green light, OK?

Pete: Sure.

Akiko: Right, green light coming.

Pete: Hello everyone. How're you doing? On today's programme we have an item about buses – no, don't go away, you'll love this one! – and we'll be talking to a teenager who's a weight-lifting champion. And there's music too, all your requests. So don't go away.

Akiko: That's great Pete. I'm going to send Sal in now.

Pete: OK.

Pete: Hi Sal.

Sal: Hello Pete.

Akiko: OK, on the green light. Ready.

Pete: Sure.

Sal: Yes.

Pete: I'm joined by Sal Gutteridge. She's been reading the papers for Teen Life Radio. What have you got for us Sal?

Sal: Well, you're never going to believe this –

Pete: Try me!

Sal: Yeah, well it seems that when you get on a bus you choose where you sit –

Pete: Yes, OK...

Sal: – and your choice is all about what kind of person you are.

Pete: What kind of person you are?

Sal: Yes, different types of people sit in different places.

Sal: Well, these people from the university of Salford carried out some research, right. They watched people on double-decker buses – you know. Did they talk to other people? Did they read newspapers? Were they listening to their stereos? – that kind of thing.

- Pete: And what did they find out?
- Sal: Well it seems that people who have a lot of imagination (you know, kind of forward thinkers), they sit on the top deck at the front. But the people who sit at the back, well they are more rebellious. They don't like rules and things. They want their 'personal space'.
- Pete: What about the people in the middle?
- Sal: They're the independent crowd, apparently. On the top deck and on the bottom deck they read newspapers, listen to their MP3 players, that kind of thing.
- Sal: So what about the rest of us?
- Pete: Wait, I'm coming to that. On the bottom deck the people who sit at the front are the really friendly ones, you know the 'meeters-and-greeters' – the kind of people who say hello to everyone and start conversations.
- Pete: Oh yes, them.
- Sal: And the people at the back – that's downstairs – they want to feel important.
- Pete: So they sit at the back?
- Sal: Yes. Because the seats at the back are higher. They like taking risks.
- Pete: You know what, Sal, I don't believe any of that. When I get on the bus I sit anywhere. Sometimes I sit at the front, sometimes I sit at the back. Depends.
- Sal: Ah, well yes, you're a chameleon.
- Pete: A what?
- Sal: A chameleon, you know, like the animal that changes colour.
- Pete: That's just silly.
- Akiko: Sorry to interrupt you two. There was a noise on the recording. Did you move some papers Pete?
- Pete: Might have.
- Akiko: OK, then. Can we go back to where you ask about the people in the middle?
- Pete: Er, ok. Sure.
- Akiko: On my green light?

((Hörtext endet))

((Schlüsselsymbol))

- 1 Akiko is – the producer.
- 2 Pete is – the interviewer.
- 3 Sal is – the studio guest.
- 4 The green light is – the signal for people to start talking.

Lassen Sie die Schüler/innen auch ihre Aussagen begründen.

((1c)) Lassen Sie auch hier die Begründungen anführen, weshalb das Studiogespräch live stattfindet.

((Schlüsselsymbol))

The interview is going to be recorded.

Reason: Akiko interrupts them and lets them do one passage again.

((1d)) ((Schlüsselsymbol))

- 1 people who are against authority – on the top deck at the back
- 2 people who can think 'for themselves' (e.g. think intelligently about the future) – in the middle on the bottom or on the upper deck
- 3 people who like talking to people – on the bottom deck
- 4 people who 'think ahead' – on the top deck at the front
- 5 people who want to be number 1 – on the bottom deck at the back

((1e)) ((Schlüsselsymbol))

A chameleon would sometimes sit at the back and sometimes at the front.

((1f)) Lassen Sie die Passivformen mit einem Marker anstreichen, um sie hervorzuheben.

((Schlüsselsymbol))

- 1 Back seats – (d) are taken by people who are rebellious.
- 2 Conversations – (c) on buses are started by 'meeters-and-greeters'.
- 3 MP3 players – (a) are listened to by more independent people.
- 4 People on buses – (f) were watched by people from the University of Salford.
- 5 Research – (g) was carried out by people from the University of Salford.
- 6 The front seats on the top deck – (b) are occupied by forward thinkers.
- 7 Sal – (e) is interviewed by Pete.

((2)) Rules in an eco-centre

((2a)) Im ersten Schritt geht es darum, die Möglichkeiten eines solchen Eco-Centres darzustellen. Die Sprechblasen geben einen Eindruck, was vorgeschlagen werden kann.

((2b)) Die graue Box gibt Beispiele für Aufforderungen und Hinweise, die die Besucher einzuhalten haben. Zusammen mit den Sprechblasen haben die Schüler/innen genug Anregungen, ihre eigene Liste zu erstellen.

Hausübung: Als Abschluss dieser Übung lassen Sie Poster mit Bildern und Texten erstellen, die im Eco-Centre verwendet werden könnten, um die Besucher auf die wesentlichen Verhaltensweisen und die Möglichkeiten des Centres aufmerksam zu machen.

((3)) Pronunciation corner: official or traveller?

((3a)) Erläutern Sie, dass alle Aussagen im Kontext „Flughafen/Flugzeug“ gemacht werden können – sowohl von Reisenden als auch vom

Bodenpersonal. Je nach Betonung des Satzes – fragend oder bestimmend – wird klar, ob ein Reisender oder jemand vom Personal spricht. Die Lösungen entsprechen der Hörverständnisübung.

((Schlüsselsymbol))

- 1 Food and drink can be taken onto the aeroplane. – traveller
- 2 You have to take your shoes off. – official
- 3 Belts must be removed. – traveller
- 4 Mobile phones must be switched off. – traveller
- 5 The flight has been delayed. – official
- 6 We'll be met at the airport. – traveller

((3b))

((Audioscript: TB CD1 Track 21))

- 1 Traveller: Food and drink can be taken onto the aeroplane?
- 2 Official: You have to take your shoes off.
- 3 Traveller: Belts must be removed?
- 4 Traveller: Mobile phones must be switched off?
- 5 Ground crew: The flight has been delayed.
- 6 Traveller: We'll be met at the airport?

((Hörtext endet))

((3c)) Hier ist besonders auf die Intonation zu achten.

Your turn

Diese Aufgabe schließt an das Poster aus Übung 2b an. Damit die Übung etwas spannender wird, ist es sinnvoll, vorerst keine Überschriften zu verwenden. Diese werden im Anschluss an die Übung erst angefertigt.

Unit 3B, Making a difference, Textbook S. 26-27

((1)) Text attack

((1a)) Lassen Sie die Schüler/innen zuerst einmal raten, was diese Erfindungen sein könnten. Erst nach der Lektüre des Textes erklären Sie die Dinge, wenn nötig.

((Schlüsselsymbol))

- A toothpaste squeezer
- B a water carrier for up to four buckets
- C an environmentally friendly fridge

((1b)) Lassen Sie diesen Text zuerst einmal leise lesen. Wenn es Probleme mit einzelnen Ausdrücken geben sollte, so fordern Sie Ihre Schüler/innen auf, diese Wörter – ohne zu sprechen – an die Tafel zu schreiben. Sie besprechen dann mit der Gruppe die Begriffe, die an der Tafel stehen, wobei zuerst die Schüler/innen versuchen richtige Erklärungen zu finden.

((1c)) ((Schlüsselsymbol))

A helps elderly people to squeeze toothpaste tubes.

B helps people to carry water buckets.

C helps people to cool their food without using electricity.

((2)) **Interviewing Emily**

((2a)) Beachten Sie hier den Wechsel zwischen der Present tense und der Past tense, je nach Situation.

((2b)) Lassen Sie hier auch ruhig Fragen in der Past tense bilden, speziell mit leistungstärkeren Gruppen.

((2c)) Diese Übung kann man gut in Partnerarbeit vorbereiten.

Schlussendlich treten dann diese Paare gemeinsam vor der Klasse auf und spielen ihren Dialog.

((3)) **When I was a young child**

Zur Vorbereitung dieser Übung besprechen Sie die Grammar-Box mit der Struktur 'used to'.

Mit schwächeren Gruppen machen Sie die ersten Sätze gemeinsam, bevor die Schüler/innen selbstständig, nach den vorgegeben Mustern, ihre Sätze bilden.

((4)) **In the past**

((4a))

((Audioscript: TB CD1 Track 22))

Yasmin: Choose a picture.

Archie: OK. I've chosen the picture of –

Yasmin: No, no, no, don't tell me which picture. I'm going to ask you a question with the verb "hunt". You answer yes or no, OK?

Archie: OK.

Yasmin: Right. Here goes. Did the people in your picture use to hunt with bows and arrows?

Archie: No, they didn't.

Yasmin: OK. Did they use to hunt with spears?

Archie: Ummm, no. Well, yes.

Yasmin: Oh, I think I know. One more question. Did they use to hunt whales with harpoons?

Archie: Yes. Yes they did.

Yasmin: I know which picture it is!

Archie: Yes. I think you do.

((Hörtext endet))

((Schlüsselsymbol))

Picture B.

((4b)) Die Schüler/innen stellen einander Fragen, die sich auf die Bildunterschriften beziehen. Mit leistungsschwächeren Gruppen lassen Sie zuerst die Verben in den Bildtexten markieren.

Your turn

Als Vorbereitung auf diese Übung lassen Sie die Schüler/innen zu Hause ihre Großeltern bzw. ihre Eltern befragen, wie das Leben der Großeltern ausgesehen haben mag. In der nächsten Stunde werden dann die Berichte präsentiert.

Unit 3C, I miss him, Textbook S. 28-29

((1)) I miss him

((1a)) Bei einem Text mit der Überschrift "I miss him" können die Schüler/innen vermuten, dass Zoe ihren ehemaligen Schulfreund Jack vermisst (der nun in den USA lebt). Es geht aber darum, dass über den Verlust des Großvaters gesprochen wird. Gehen Sie hier behutsam vor, da es sein kein, dass ein naher Verwandter eines/er Schülers/in gerade verstorben ist.

((Audioscript: TB CD1 Track 23))

Zoe: I miss him, Mum.

Zoe's mum: I know you do Zoe.

Zoe: It's terrible knowing we'll never see him again.

Zoe's mum: Yes, I know. It is terrible. But we can't change it, that's the trouble.

Zoe: Mum, how do you get over something like that?

Zoe's mum: I don't know sweetheart. Time, I think, time.

Zoe: I feel really bad, Mum.

Zoe's mum: Why Zoe?

Zoe: Because I never went round to see him last week. I was too busy, you know, with homework and the music, you know, the gui-

Zoe's mum: Zoe?

Zoe: Yes?

Zoe's mum: There's something I never told you about your grandfather. When he was young, not much older than you are now, he played in a rock band.

Zoe: Grandpa? In a rock band? You're making it up.

Zoe's mum: No, really. They even made a record.

Zoe: Wow. Grandpa the rocker!

Zoe's mum: And Zoe?
Zoe: Yes?
Zoe's mum: Before last Thursday... I mean before your grandfather died... he asked me to give you his old guitar. He said you'd know what to do with it. I think it's quite a good instrument.
Zoe: What make is it?
Zoe's mum: I don't know. It's a smallish shiny red-and-gold electric guitar. That's all I know. A Gibson I think. Yes, that was it.
Zoe: Oh Mum! Not a Gibson Les Paul? That's fantastic. I've been learning on Harry's guitar, but a Les Paul of my own! That's amazing.
Zoe's mum: On Harry's guitar? Well ... Zoe?
Zoe: Yes?
Zoe's mum: Have you heard from Jack recently?
Zoe: No. Why should I?
Zoe's mum: Nothing. Just asking.

((Hörtext endet))

((Schlüsselsymbol))

Zoe and her mother are talking about Zoe's grandfather.

((1b)) ((Schlüsselsymbol))

Zoe is going to get her late grandfather's old guitar, a Gibson Les Paul.

((2)) All about guitars

Besonders interessierte Schüler/innen können die Namen der Gitarren im Internet recherchieren und ein Poster für die Klasse dazu machen. Alternativ erstellen sie eine Präsentation, die in der Stunde vorgeführt wird.

((2a)) ((Schlüsselsymbol))

1B – 2A – 3C

((2b)) ((Schlüsselsymbol))

age – brand-new
colour – brown, white, red, gold,
opinion – attractive
origin/nationality – Japanese
size – smallish
type – acoustic, electric

((2c)) Die Lösung finden Sie in der Grammar-Box. Lassen Sie jedoch die Schüler/innen zuerst allein auf die Lösung kommen.

((3)) Zoe went shopping

((Schlüsselsymbol))

guitar plectrums – two small plastic (or: brown)
MP3 player – new black
guitar case – big second-hand
jacket – old brown (or: second-hand) leather

Your turn

Achten Sie hier auf die richtige Reihenfolge der Adjektive. Am besten beginnt man mit nur zwei Adjektiven.

((4)) Zoe's song

((4a))

((Audioscript: TB CD1 Track 24))

You can change the world
And stop it getting sick
You can make a difference
If you want to
If you want to

We can change the things we do
We can stop pollution too
We can save the planet
If we want to
If we want to

'Cause the earth is like a little child and it's asking us to care
And we have got to do something if we want to go on living here
So the polar bears can fish and the rivers can run clean
And the rainforests can raise their branches, full of life, and green

You can change the world
And stop it getting sick
You can make a difference
If you want to
If you want to

((Hörtext endet))

((4b)) Eine Vorlage mit diesen Zeilen finden Sie im Internet unter <http://www.yourturn.at/teacher>.

((4c)) In Gruppen wird hier diskutiert, welchen Rat die Gruppe Zoe geben würde. Dazu ist es notwendig, in der Gruppe ein Einvernehmen herzustellen.

Unit 3D, Tasks plus, Textbook S. 30

((1)) The ECO sports and swimming pool complex

((1a)) Lassen Sie im ersten Schritt die Freizeitanlage Ecosport beschreiben.

((1b)) ((Schlüsselsymbol))

balls – table tennis, main pool

bats – table tennis

drinks – cafeteria

food – cafeteria

goggles – shop, female and male changing rooms, main pool, diving board

lockers – female and male changing rooms

showers – female and male changing rooms

swimming costumes – shop, female and male changing rooms, main pool

tickets – ticket office

T-shirts – female and male changing rooms

towels – female and male changing rooms

valuables – female and male changing rooms

((2)) Making rules/giving information

((2a)) Die Regeln werden zuerst einmal mit den Wörtern aus 1B gebildet. In einer zweiten Phase machen die Schüler/innen eigene Sätze.

((2b)) Jedes Schild sollte bis zu drei markante Aussagen enthalten, die auch entsprechend zu illustrieren sind, um Aufmerksamkeit zu erregen.

Research task

Die Schüler/innen recherchieren die Begriffe im Internet bzw. in traditionellen Nachschlagewerken. Es ist sehr wichtig, dass die Schüler/innen ihre Recherchen gleich auf Englisch machen. Sie sollten allerdings die Ergebnisse handschriftlich vorlegen.

Alternativ präsentieren die Schüler/innen ihre Ergebnisse in der Klasse.

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

((1)) Warm-up crossword

((Schlüsselsymbol))

1 It's black and it burns well. It's found underground. – COAL

- 2 Something you put on your head for protection. – HELMET
 - 3 A computer that you can carry around with you. – LAPTOP
 - 4 Nails, cars, keys and many other things are made of this material. – METAL
 - 5 The world around us. – ENVIRONMENT
 - 6 If something is not a liquid or gas it is... – SOLID
 - 7 If you read this, you will know what is going on in the world. – NEWSPAPER
 - 8 Something you buy that is not new. – SECOND-HAND
 - 9 You can sleep inside it when you go camping. – TENT
- Mystery word: CHAMELEON

((2)) What we used to do

((Schlüsselsymbol))

- 1 Mammoths – (e) used to live here 100,000 years ago.
- 2 When I was five – (d) I used to get up early.
- 3 Japanese children – (b) are used to eating raw fish.
- 4 My grandmother – (a) used to make the best cake in the world but she doesn't cook anymore.
- 5 My father is – (f) used to getting up at 5 o'clock but I'm not.
- 6 My mother used to – (c) go to work by car but now she always takes the bus.

((3)) Find the mistakes

((Schlüsselsymbol))

The dog is not allowed to run around. He has to put his dog on a lead.
Bags must be left outside. He has to leave his bag behind before going into the cave.

Helmets must be worn at all times. She has to put on her helmet.
Headlamps must be turned on at all times. They have to turn on their headlamps.

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

Hinweise zur Differenzierung:

Übungen 2 und 3, WB A und WB E: Diese Übungen können Sie mit Ihrer Gruppe nach der Einheit 3A im TB machen. In beiden Ausgaben der Workbooks wird die grammatische Struktur der TB-Einheit wiederholt und geübt. Im WB E erhalten die Schüler weniger Hilfestellungen; so müssen sie in der Übung 2 die Passivformen aktiv verwenden während die Schüler im WB A zunächst eine Übersicht über die Verbformen ausfüllen bevor sie den Text mit der korrekten Passivform vervollständigen.

In Übung 3 sind die Schüler im WB E wiederum gefragt, die korrekte Form erst zu bilden bevor sie die Sätze komplettieren. Für die Schüler im WB A ist die korrekte Verbform bereits vorgegeben; sie müssen die Wörter noch in die richtige Reihenfolge bringen.

Übung 6b, WB A und WB E: Diese Übung kann nach der Einheit 3B imTB gemacht werden. Die Schüler im WB E erstellen einen freien Dialog und können hierfür die genannten Satzanfänge verwenden. Im WB A können sich die Schüler dagegen an komplett vorformulierten Fragen orientieren und diese bei Bedarf kopieren. Aus Antwortmustern können sie auswählen.

((1)) Chimpanzees are great kissers

Identisch mit WB E Unit 3/1.

((Audioscript: WB CD Track 9))

Nora: Did you watch TV yesterday?

Mike: No, why?

Nora: There was a funny show on. They tricked people and filmed them with hidden cameras.

Mike: What did they do?

Nora: Well, in one clip – it was in a shop – people were asked to take part in a study for a lipstick company.

Mike: A study for a lipstick company? Why do you need a study about lipsticks?

Nora: I don't know. People do all kinds of strange studies. However, this one was fake – it wasn't a study at all.

If the people agreed to take part, they were taken to a room in the back of the shop where an attractive model was waiting. They were told that the person was going to put on different brands of lipstick. All they had to do was to kiss the person and describe how the kiss felt. They were blindfolded so they couldn't see which lipstick it was.

Mike: That's silly. They could just put on the lipstick in another room where people couldn't see it.

Nora: Sure, but as the model was attractive, most people agreed to take part in the test, even if they thought it was silly.

Mike: OK, so what's 'fake' about that?

Nora: Well, this is the clever bit! Once the people had been blindfolded, the model was quickly replaced by a chimpanzee that was trained to kiss people. When the people got ready to – you know –, they were kissed by the chimpanzee.

Mike: Yuck! How did they react?

Nora: Well, the funny thing was, most people quite liked it – after all, they thought they were being kissed by an attractive man or woman. So when they were asked what the kiss felt like, most said things ranging from "normal" to "very nice".

Mike: And what did they think when they discovered what had happened?

Nora: You can imagine how shocked they were when the blindfold was taken off and they saw that they had been kissed by a chimpanzee. Most of them screamed!

Mike: I would have screamed too! Ew ... a chimpanzee ... and then everyone you know seeing it on TV that would be so embarrassing.

((Hörtext endet))

((Schlüsselsymbol))

- 1 The people were **tricked** by the filmmakers.
- 2 People were asked to **take part in a study**.
- 3 People were taken to **a room in the back of a shop**.
- 4 People were told they had to kiss **a person**.
- 5 The chimpanzee was trained to **kiss** people.
- 6 People were asked what the **kiss** felt like.
- 7 The test was **for a TV show**.

((2)) **Where do people like to sit in a restaurant?**

Ähnlich WB E Unit 3/2.

((2a)) ((Schlüsselsymbol))

infinitive	past simple	past participle	passive
1 ask	asked	asked	was / were asked
2 tell	told	told	was / were told
3 choose	chose	chosen	was / were chosen
4 avoid	avoided	avoided	was / were avoided
5 take	took	taken	was / were taken

((2b)) ((Schlüsselsymbol))

Setup:

In a recent study people (1) **were asked** to go to a restaurant in order to take part in a market research on soup. They (2) **were told** they would have to test different soups. When the guests arrived they (1) **were asked** to go into the restaurant and sit down.

Results:

Seats in the back with a view of the whole room (3) **were chosen** most often. Seats near the toilets (4) **were avoided**. If the 'best seats' (5)

were already **taken**, seats as far away from the people present as possible (3) **were chosen**.

((3)) Signs

Ähnlich WB E Unit 3/3.

((Schlüsselsymbol))

- 1 Shoes can't be worn here.
- 2 Helmets must be worn at all times.
- 3 Dogs can be walked on a lead here.
- 4 Mobile phones must be switched off.
- 5 Bags will be searched.
- 6 Bottles mustn't be taken into this area.

Challenge

Hier wird das Passiv wiederholt, wie im Beispiel angegeben.

((4)) Pronunciation joke

Identisch mit WB E Unit 3/4.

((Schlüsselsymbol))

How do you know that bees are happy?
Because they hum **while they work**.

((5)) Grandma's so embarrassing!

Ähnlich WB E Unit 3/5.

((Audioscript: WB CD Track 10))

Tami: May I have some apple juice?

Grandma: Apple juice? You never used to drink apple juice, dear.

Tami: Well, I didn't use to like apple juice when I was at primary school but I quite like it now.

Grandma: Can you remember how Tami used to cry if she wasn't given her orange juice? My, my.... you were stubborn.

Tami: Yes, but I...

Grandma: And can you remember how Tami used to bring all kinds of animals into the house? Once she brought in a worm and wanted to put it on the table so that it could eat from her plate.

Tami: Grandma, please! That was years ago!

Grandma: And she never used to wear her own shoes, she always used to wear mine. Once she insisted on wearing my shoes to walk to the shops. Of course she couldn't walk properly and so she fell and hurt her knees.

Father: And I had to carry her all the way back home.

Grandma: That's true. Oh, you were quite a headstrong young lady, my dear.

Tami: But I'm not a child...

Grandma: Oh, can you remember how she didn't use to sleep in her bed at night? Every morning we had to search for her. Once she was sleeping in the dogs basket and poor old Newton was completely confused.

Tami: Oh...

Grandma: Oh, where are you going, sweetie?... You know you should wait for everyone to finish their dinner before you leave the table.

((Hörttext endet))

((Schlüsselsymbol))

Tami **didn't use to** like apple juice when she was at primary school. She **used to** cry if she wasn't given orange juice. She **used to** bring all kinds of animals into the house. She **didn't use to** wear her own shoes, she **used to** wear her grandmother's shoes. At night, Tami **didn't use to** sleep in her bed.

Lassen Sie Ihre Schüler/innen ähnliche Dinge über ihre frühe Jugend erzählen („used to“).

((6)) **What was school like?**

((6a)) Ähnlich WB E Unit 3/6a.

Ein Blatt mit diesen Fragen finden Sie unter www.yourturn.at/teacher.

((Schlüsselsymbol))

Stephen: (1) When did you use to get up when you were at school?

Stephen: (2) How did you get to school?

Stephen: (3) What was school like?

Stephen: (4) Were you a good student?

Stephen: (5) What kind of tricks did you play on the teachers?

((6b)) Ähnlich WB E Unit 3/6b.

((7)) **Save energy and save the world**

((7a)) Ähnlich WB E Unit 3/7a.

((Schlüsselsymbol))

energy

((7b)) Ähnlich WB E Unit 3/7b.

((Schlüsselsymbol))

1 a solar charger

- 2 a smart meter, a water-powered alarm clock, a designer carafe
- 3 a smart meter
- 4 a designer carafe, a water-powered alarm clock
- 5 a smart meter

((7c)) Identisch mit WB Ex 3/7c.

((7d)) Ähnlich WB E Unit 3/7d. Individuelle Schülerantworten.

Challenge

Achten Sie hier auf aussagekräftige Begründungen. Fordern Sie die anderen Schüler/innen dazu auf, die Aussagen ihrer Mitschüler/innen zu kommentieren.

((8)) Describing things

Identisch mit WB E Unit 3/8.

((Schlüsselsymbol))

- 1 My mother bought a **horrible old** carpet.
- 2 My best friend has got a **sweet little** cat.
- 3 He made me a **big chocolate** cake for my birthday.
- 4 I promised to give him **five delicious blueberry** muffins.
- 5 My father always makes a **wonderful Indian curry** sauce on Sundays.

Unit 3, Making progress, Workbook Achieve S. 29

((1)) Talking about a new product

Identisch mit WB E Unit 3/MP1.

((Audioscript: WB CD Track 11))

Salesperson: Have a look at our newest mobile phone – the Eco312 – the first solar-powered mobile phone.

Girl: Solar-powered mobile phone?

Salesperson: Yes, that's right. A solar-powered mobile phone. You never need electricity again to charge your phone – just put it on your desk and it charges itself using energy from the sunlight.

Girl: Hmm, I don't really think that would work.

Salesperson: Of course it will. It works just like a solar-powered calculator. That's really great because you never need to think about charging your phone again, plus it's really good for the environment.

Girl: Hmmm ... I don't know.

Salesperson: Now, look at this cool design. It's available in black, white, red and of course in green. Doesn't it look fantastic? And it's really light – hold it – no weight at all.

Girl: That's true. It's not heavy. And it looks great. How much is it?

Salesperson: You're lucky, because it's on special offer today.

Girl: Really, what's the offer?

Salesperson: Usually you can't get a mobile phone like this for less than 200 pounds but today it's only 159 pounds.

Girl: 159 pounds? Wow, that's much too expensive for me. Thanks.

Salesperson: Well, maybe another time. Sir, can I interest you in the phone of the future? On special offer, today only.

((Hörttext endet))

((Schlüsselsymbol))

- 1 c at a shopping centre
- 2 c He wants to sell her something.
- 3 b a solar-powered mobile phone
- 4 b It uses energy from the sunlight.
d It's on special offer.
- 5 c She doesn't want to spend so much money.

((2)) Shopping online

Ähnlich wie WB E Unit 3/MP2.

((Schlüsselsymbol))

- 1 c 8,000 hours
- 2 a 23 watts
- 3 a very bright
- 4 a It can be dimmed.
- 5 c reading at home

Unit 3, Exercises, Workbook Excel S. 22-27

((1)) Chimpanzees are great kissers

Identisch mit WB A Unit 3/1.

((Audioscript: WB CD Track 9))

Nora: Did you watch TV yesterday?

Mike: No, why?

Nora: There was a funny show on. They tricked people and filmed them with hidden cameras.

Mike: What did they do?

Nora: Well, in one clip – it was in a shop – people were asked to take part in a study for a lipstick company.

Mike: A study for a lipstick company? Why do you need a study about lipsticks?

Nora: I don't know. People do all kinds of strange studies. However, this one was fake – it wasn't a study at all.

If the people agreed to take part, they were taken to a room in the back of the shop where an attractive model was waiting. They were told that the person was going to put on different brands of lipstick. All they had to do was to kiss the person and describe how the kiss felt. They were blindfolded so they couldn't see which lipstick it was.

Mike: That's silly. They could just put on the lipstick in another room where people couldn't see it.

Nora: Sure, but as the model was attractive, most people agreed to take part in the test, even if they thought it was silly.

Mike: OK, so what's 'fake' about that?

Nora: Well, this is the clever bit! Once the people had been blindfolded, the model was quickly replaced by a chimpanzee that was trained to kiss people. When the people got ready to – you know –, they were kissed by the chimpanzee.

Mike: Yuck! How did they react?

Nora: Well, the funny thing was, most people quite liked it – after all, they thought they were being kissed by an attractive man or woman. So when they were asked what the kiss felt like, most said things ranging from "normal" to "very nice".

Mike: And what did they think when they discovered what had happened?

Nora: You can imagine how shocked they were when the blindfold was taken off and they saw that they had been kissed by a chimpanzee. Most of them screamed!

Mike: I would have screamed too! Ew... a chimpanzee...and then everyone you know seeing it on TV that would be so embarrassing.

((Hörtext endet))

((Schlüsselsymbol))

- 1 The people were **tricked** by the filmmakers.
- 2 People were asked to **take part in a study**.
- 3 People were taken to **a room in the back of a shop**.
- 4 People were told they had to kiss **a person**.
- 5 The chimpanzee was trained to **kiss** people.
- 6 People were asked what the **kiss** felt like.
- 7 The test was **for a TV show**.

((2)) Where do people like to sit in a restaurant?

Ähnlich WB A Unit 3/2b.

Als Hilfe für diese Übung bietet es sich an, die Verbformen im Text unterstreichen zu lassen, bevor der zweite Teil der Übung begonnen wird.

((Schlüsselsymbol))

Report

Setup: In a recent study people **were asked** to go to a restaurant in order to take part in a market research on soup. They **were told** they would have to test different soups. When the guests arrived they **were asked** to go into the restaurant and sit down.

Results:

Seats in the back with a view of the whole room **were chosen** most often. Seats near the toilets **were avoided**. If the 'best seats' **were** already **taken**, seats as far away from the people present as possible **were chosen**.

((3)) **Signs**

Ähnlich wie WB A Unit 3/3.

((Schlüsselsymbol))

- 1 Shoes can't be worn here.
- 2 Helmets must be worn at all times.
- 3 Dogs can be walked on a lead here.
- 4 Mobile phones must be switched off.
- 5 Bags will be searched.
- 6 Bottles must not be taken into this area.

Challenge

Lassen sie die Schilder getrennt von den Texten herstellen. In der Gruppe werden dann – von den Bildern ausgehend – Verbote bzw. Gebote formuliert. Wer das jeweilige Schild hergestellt hat, erklärt schlussendlich die Bedeutung bzw. korrigiert Vorschläge von anderen Schüler/innen.

((4)) **Pronunciation joke**

Identisch mit WB A Unit 3/4.

((Schlüsselsymbol))

How do you know that bees are happy?
Because they hum **while they work**.

((5)) **Grandma's so embarrassing!**

Ähnlich wie WB A Unit 3/5.

((Audioscript: WB CD Track 10))

Tami: May I have some apple juice?

Grandma: Apple juice? You never used to drink apple juice, dear.

- Tami: Well, I didn't use to like apple juice when I was at primary school but I quite like it now.
- Grandma: Can you remember how Tami used to cry if she wasn't given her orange juice? My, my you were stubborn.
- Tami: Yes, but I ...
- Grandma: And can you remember how Tami used to bring all kinds of animals into the house? Once she brought in a worm and wanted to put it on the table so that it could eat from her plate.
- Tami: Grandma, please! That was years ago!
- Grandma: And she never used to wear her own shoes, she always used to wear mine. Once she insisted on wearing my shoes to walk to the shops. Of course she couldn't walk properly and so she fell and hurt her knees.
- Father: And I had to carry her all the way back home.
- Grandma: That's true. Oh, you were quite a headstrong young lady, my dear.
- Tami: But I'm not a child...
- Grandma: Oh, can you remember how she didn't use to sleep in her bed at night? Every morning we had to search for her. Once she was sleeping in the dogs basket and poor old Newton was completely confused.
- Tami: Oh ...
- Grandma: Oh, where are you going, sweetie? ... You know you should wait for everyone to finish their dinner before you leave the table.

((Hörttext endet))

((Schlüsselsymbol))

Tami **didn't use to** like apple juice when she was at primary school. She **used to** cry if she wasn't given orange juice. She **used to** bring all kinds of animals into the house. She **didn't use to** wear her own shoes, she **used to** wear her grandmother's shoes. At night, Tami **didn't use to** sleep in her bed.

Lassen Sie Ihre Schüler/innen ähnliche Dinge über ihre frühe Jugend erzählen („used to“).

((6)) **What was school like?**

((6a)) Ähnlich WB A Unit 3/6a.

Ein Blatt mit diesen Fragen finden Sie unter www.yourturn.at/teacher.

((Schlüsselsymbol))

Stephen: (1) When did you use to get up when you were at school?

Stephen: (2) How did you get to school?

Stephen: (3) What was school like?

Stephen: (4) Were you a good student?

Stephen: (5) What kind of tricks did you play on the teachers?

((6b)) Ähnlich WB A Unit 3/6b.

((7)) **Save energy and save the world**

((7a)) Ähnlich WB E Unit 3/7a.

((Schlüsselsymbol))

energy

((7b)) Ähnlich WB A Unit 3/7b.

((Schlüsselsymbol))

1 a solar charger

2 a smart meter, a water-powered alarm clock, a designer carafe

3 a smart meter

4 a designer carafe, a water-powered alarm clock

5 a solar charger, a water-powered alarm clock

((Schlüsselsymbol))

((7c)) Ähnlich WB A Unit 3/7c.

((7d)) Ähnlich WB A Unit 3/7d.

Challenge

Achten Sie hier auf aussagekräftige Begründungen. Fordern Sie die anderen Schüler/innen dazu auf, die Aussagen ihrer Mitschüler/innen zu kommentieren.

((8)) **Describing things**

Identisch mit WB E Unit 3/8.

((Schlüsselsymbol))

1 My mother bought a **horrible old** carpet.

2 My best friend has got a **sweet little** cat.

3 He made me a **big chocolate** cake for my birthday.

4 I promised to give him **five delicious blueberry** muffins.

5 My father always makes a **wonderful Indian curry** sauce on Sundays.

Tasks plus

((1)) An environmentally-friendly night out

((Schlüsselsymbol))

- 1 Greenhouse gases must be reduced dramatically to prevent climate change.
- 2 By dancing as much as possible.
- 3 A dancer can create between 5 and 20 watts.
- 4 A man who weighs 85 kg
- 5 There is a light metre that shows how much energy the dancers are generating.

((2)) **My club**

Diese Übung eignet sich besonders gut für eine Partnerarbeit. Die beiden Schüler/innen planen zuerst ihren Club und präsentieren dann gemeinsam ihr Ergebnis.

Unit 3, Making progress, Workbook Excel S. 28

((1)) **Talking about a new product**

Identisch mit WB A Unit 3/MP1.

((Audioscript: WB CD Track 11))

Salesperson: Have a look at our newest mobile phone – the Eco312 – the first solar-powered mobile phone.

Girl: Solar-powered mobile phone?

Salesperson: Yes, that's right. A solar-powered mobile phone. You never need electricity again to charge your phone – just put it on your desk and it charges itself using energy from the sunlight.

Girl: Hmm, I don't really think that would work.

Salesperson: Of course it will. It works just like a solar-powered calculator. That's really great because you never need to think about charging your phone again, plus it's really good for the environment.

Girl: Hmmm ... I don't know.

Salesperson: Now, look at this cool design. It's available in black, white, red and of course in green. Doesn't it look fantastic? And it's really light – hold it – no weight at all.

Girl: That's true. It's not heavy. And it looks great. How much is it?

Salesperson: You're lucky, because it's on special offer today.

Girl: Really, what's the offer?

Salesperson: Usually you can't get a mobile phone like this for less than 200 pounds but today it's only 159 pounds.

Girl: 159 pounds? Wow, that's much too expensive for me. Thanks.

Salesperson: Well, maybe another time. Sir, can I interest you in the phone of the future? On special offer, today only.

((Hörtext endet))

((Schlüsselsymbol))

- 1 c at a shopping centre
- 2 c He wants to sell her something.
- 3 b a solar-powered mobile phone
- 4 b It uses energy from the sunlight.
d It's on special offer.
- 5 c She doesn't want to spend so much money.

((2)) Shopping online

Ähnlich wie WB A Unit 3/MP2.

((Schlüsselsymbol))

- 1 It lasts about 8,000 hours.
- 2 It has 23 watts.
- 3 It is very bright.
- 4 It costs \$ 2.25.
- 5 No, you cannot dim it.
- 6 It only takes one second to come on. – It gives off a nice warm white light. – It's the best bulb one of them has used.
- 7 It takes about 30 seconds to reach its full brightness. – It's not quite as bright as a BrightLight bulb.

Unit 4 – Big break

Big break units wiederholen den Stoff der drei vorangegangenen Units (siehe Einleitung).

Unit 4A, Big break, Textbook S. 31

((1)) Picture puzzle description: Which workshop?

((1a)) Mit leistungsschwächeren Gruppen lassen Sie hier Listen von den Gegenständen auf den Bildern erstellen. Leistungsstärkere Gruppen bilden gleich entsprechende Sätze.

Beispiel:

In picture A there is ...

((Schlüsselsymbol))

Picture A: a pair of boots, a pair of skis, a roll of steel cable, a ball of string, a bow and arrow, some batteries, a stepladder, a cash register, a bucket

Picture B: a pair of skis, a roll of steel cable, a ball of string, some batteries, a stepladder, a cash register, a bucket

Picture C: a pair of skis, a roll of steel cable, a ball of string, some batteries, a stepladder, a cash register, a bucket

Picture D: a pair of boots, a pair of skis, a roll of steel cable, a ball of string, a bow and arrow, some batteries, a stepladder, a cash register, a bucket

((1b))

((Audioscript: TB CD1 Track 25))

Archie: Have you chosen a picture?

Yasmin: Yes.

Archie: Which one?

Yasmin: You have to ask me questions to find out.

Archie: Ok. How many pairs of skis are there in your picture?

Yasmin: No, no. I can only answer yes or no.

Archie: OK. I'll try again. Is there a pair of skis in your picture?

Yasmin: No.

Archie: Are there three pairs of skis in your picture?

Yasmin: Yes.

Archie: Is there a stepladder in your picture?

Yasmin: No.

Archie: Are there 2 stepladders in your picture.

Yasmin: Yes.

Archie: Then it's picture D.

Yasmin: Is that a question?

Archie: OK. OK. Is it picture D?

Yasmin: No, it isn't.

Archie: It isn't? That's ridiculous. Which picture is it?

Yasmin: That's the wrong kind of question!

((Hörttext endet))

((Schlüsselsymbol))

Picture B: There are three pairs of skis and two stepladders in the picture.

((2)) How many questions?

Bei dieser Übung geht es um die Bildung von Fragen, damit die Anzahl der Dinge herausgefunden werden kann. Diese Übung lassen Sie mit guten Gruppen auf Zeit machen. Wer kann die meisten Fragen innerhalb von z. B. 30 Sekunden beantworten?

((3)) Word detectives

((3a)) 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. Eine Vorlage dazu finden Sie auch unter www.yourturn.at/teacher.

Beispiele:

Types of film: (from Unit 1B) a comedy, a drama, a documentary, an epic, a horror film, a love story, a musical, romantic comedy (romcom), a war film, a western, an action film, an adventure film, an animated film ...

Fun activities: (from Unit 1A) water skiing, snowboarding, tightrope walking, slack lining, riding, ...

Words of things that are made of metal or steel: (from Unit 2 WU) bucket, cash register, escalator, fork, hammer, screwdriver, ...

Words to describe materials that are not metal or steel: (from Unit 3C) wood, leather, plastic ...

Words to describe what people do or are: (from Unit 3) interviewer, interviewee, producer, visitor, traveller...

((3b)) Die Fortsetzung der Übung 3a eignet sich besonders gut für eine Hausübung, bei der die Schüler/innen auch mit dem Wörterbuch arbeiten können.

Unit 4B, School Times: episode 5, Textbook S. 32-33

((1)) Pippa's microblogging puzzle

((1a)) ((Schlüsselsymbol))

1 Am in school hall for opening of new hall. They re-built it in the summer holidays. Waiting for Mrs Griffiths.

2 Mrs Griffiths starts to speak. "Welcome to our new improved beautiful school hall. School life will be made better by it. This is a good day."

3 "Outdoor shoes must not be worn in the hall", says head teacher Mrs G. What about outdoor wheels?!

4 She's stopped talking about shoes! Now Mrs Griffiths is saying that food and drink cannot be brought into the hall. Another rule!

5 Mrs Griffiths has finished. A man stands up. He's the head of the PTA (Parent Teacher Association).
I recognise him. Andy's Dad! Where's Andy?

6 Mr Green (Andy's dad) says that many parents gave money for the hall. They organised quiz evenings / concerts.
He says "thank you". We clap.

7 School choir sings a song to finish the opening ceremony. Time to go to lessons. English first – my favourite. Where's Tracy?

((1b)) ((Schlüsselsymbol))

Pippa is in the school for the opening of the new hall.
Some of the money came from the parents.
Andy and Tracy are not there.

((2)) School Times: episode 5

((2a)) Bevor Sie mit den Schülern in Episode 5 von School Times einsteigen, rufen Sie den Ausgang der letzten Episode aus Your Turn 3 ins Gedächtnis. Hierfür können Sie die Cartoons aus Your Turn 3, S. 128-129 kopieren (siehe Zusatzmaterial) und die Schüler Teile der letzten Episode erzählen lassen. Wenn der Rückblick schwer fällt, erinnern Sie daran, dass Tracy verdächtigt wurde Wände und Mauern mit Graffiti überzogen zu haben. Letztlich haben Pippa & Andy (denen Tracy nicht freundlich gegenüberstand) geholfen, die Situation aufzuklären – natürlich hatte sich Tracy in ihrer frechen und überheblichen Art nicht bedankt.

Am Ende der Episode 4 gab es leider ein Missverständnis zwischen den Freunden Andy und Pippa. Andy lud Pippa zum Abschlussfest an der Schule ein – er wollte aber mit ihr als *seiner* Freundin gehen (und nicht nur als Schulkollegin). Dies hatte Pippa sehr verwirrt.

Zu Beginn der Fortsetzungs-Episode 5 scheint Andy darüber nachzudenken, was schief gelaufen ist. Tracy hat sich von ihrem früheren „Freund“ Charlie distanziert – und so kommen Tracy und Andy ins Gespräch während Pippa weiterhin als Schulreporterin tätig ist und zu Beginn des Schuljahres die Eröffnungszereemonie besucht.

Mit schwächeren Gruppen hören Sie die Dialoge (Tracy – Andy; Pippa – Pippa's mum) getrennt jeweils zweimal an.

((Audioscript: TB CD1 Track 26))

Tracy: Well, if it isn't golden-boy Andy Green!

Andy: Leave it out Tracy. I'm not in the mood.

Tracy: What's the matter?

Andy: Nothing, OK?

Tracy: Why aren't you at the school hall thing?

Andy: What? What are you taking about?

Tracy: The opening of the new school hall. They're giving speeches. The choir's singing a song. Yuck.

Andy: Oh that! Not interested, OK?

Tracy: We'll get into trouble! Hey, you'll get into trouble. You never get into trouble!

Andy: So? Anyway where's Charlie? You never go around without Charlie.

Tracy: Mind if I sit here?

Andy: It's a free country.

Tracy: Me and Charlie? Let's just say we're not mates anymore. Since that spray-painting thing last term.

Andy: Oh yeah, I remember.

Tracy: Hey what's that you've got there?

Andy: Nothing.

Tracy: Oh come on. What is it?

Andy: Why? Are you interested?

Tracy: Might be. Come on. I don't bite you know.

Andy: That's not what I remember.

Tracy: Well, maybe I've changed. Growing up. You know.

Andy: Hmm.

Tracy: So come on, what's that thing?

Andy: It's just an invention of mine, that's all.

Tracy: You invented it? What does it do?

Andy: Well if you can't reach anything – like on the top shelf in a supermarket – you can reach it with these – see two halves of a cylinder, like fingers – and then you squeeze this handle here, see,

and it closes the cylinder.

Tracy: Yes, but how do you get it down – you know, to your level.

Andy: You pull on this string here. It doesn't work too well yet. I've got to do some more work on it.

Tracy: Wow. That's a bit clever.

Andy: Not really.

Tracy: I think it is. Who's it for?

Andy: No one. No one, OK. Just an idea.

Tracy: I bet it would be useful for a person in a wheelchair.

Andy: Maybe.

Tracy: So where is she, your shadow-on-wheels? Hanging out with her new best friend Jane? Have you two had an argument?

Andy: Go home Tracy.

Just leave me alone, OK?

Pippa's mum: Hello dear. What are you doing?

Pippa: Writing about the new school hall for 'School Times'

Pippa's mum: That's interesting.

Pippa: Yeah.

Pippa's mum: Pippa?

Pippa: Mmm?

Pippa's mum: Andy hasn't been round much lately.

Pippa: No.

Pippa's mum: Any reason?

Pippa: Mum!

Pippa's mum: I thought Andy was your best friend

Pippa: Yeah. Kind of. Not really. Anyway, Jane's my friend now.

Pippa's mum: Yes, I know. But you and Andy; you did use to be friends, Pippa? What happened?

Pippa: Mum, I don't want to talk about it, OK? I have to finish this article.

Pippa's mum: Pippa. What's going on?

Pippa: Leave it out, OK?

Pippa's mum: All right. Have it your own way! Honestly no one ever tells me anything.

Pippa: Mum?

Pippa: Yes.

Pippa: I AM sorry about you and Tracy's dad.

Pippa's mum: Are you? Are you really?

Pippa: Well, I never liked the idea of him and you, you know that. But I don't like seeing you unhappy. That's worse.

Pippa's mum: Thanks sweetheart. I, er...it's been, er..

Pippa: What?

Pippa's mum: Nothing. Nothing. I don't want to talk about it.

Pippa: See. You're just as bad as me!

((Hörttext endet))

((Schlüsselsymbol))

Statement 3 is false: Charlie and Tracy aren't friends any more.

((2b)) ((Schlüsselsymbol))

Andy's invention helps people to reach things that are high up.

((2c)) ((Schlüsselsymbol))

1 He asked her where – (a) Charlie was. – Andy asked Tracy, "Where's Charlie?"

2 She asked her – (f) what was going on. – Pippa's mum asked Pippa, "What's going on?"

3 She asked her what – (b) had happened. – Pippa's mum asked Pippa, "What happened?"

4 She asked him if – (e) she could sit next to him. – Tracy asked Andy, "Mind if I sit here?"

5 She asked him who – (d) it was for. – Tracy asked Andy, "Who's it for?"

6 She asked him why – (c) he wasn't at the school opening. – Tracy asked Andy, "Why aren't you at the school hall thing?"

((3)) **Pippa's article**

Dieser Text eignet sich auch dazu, die typischen Formulierungen und den richtigen Aufbau eines Reports mit den Schüler/innen zu besprechen. Dazu vergleichen Sie die Aussagen in Pippa's microblog mit dem Text für School Times.

((3a)) ((Schlüsselsymbol))

Grand School Hall Opening

By Pippa Moorehouse, School Times reporter

Last Saturday, a ceremony was held to reopen the school hall. It had been re-built over the summer holidays because it had been 'falling to pieces' in the words of Clare Griffiths, the head teacher.

Year 10 and 11 pupils were allowed in to the ceremony, together with many of the teachers, school governors and members of the Parent Teacher Association.

2 The ceremony started when Mrs Griffiths welcomed everyone to the new hall.

She called it 'our new improved beautiful school hall, an exciting new construction of steel, glass, wood and imagination'.

4 There are some rules for the new hall, according to head teacher Mrs Griffiths.

For example, outdoor shoes must not be worn in the hall because of the smart new wooden floor. Food and drink cannot be taken into the hall. No one can use the hall without permission outside school hours.

1 After Mrs Griffiths had finished, there were more speeches.

The head of the PTA, Mr Green, thanked all the people who had raised money for the new hall. Alan Spicer (year 11) spoke a famous speech from the Shakespeare play 'As you like it' and the choir sang three songs, including one called 'The Bluebird' which everyone liked very much.

3 The school hall will be used for assemblies, plays and concerts.
It will be used to make our school a better and more exciting place.

((3b)) ((Schlüsselsymbol))

new improved beautiful: age – type – type

exciting new: opinion – age

smart new wooden: opinion – age – type

famous

better and more exciting: opinion – opinion

((4)) **Acting**

Wenn Sie diese Szene spielen lassen, unterstützen Schüler/innen, die nicht so gerne spielen, die Schauspieler, indem sie ihnen einsagen, wenn sie nicht weiter wissen. Sie dürfen dann das Buch verwenden.

Unit 4C, Reading and writing: film plots, Textbook S. 34-35

((1)) **Three animated films**

((1a)) ((Schlüsselsymbol))

Picture A: Beauty and the Beast

Picture B: WALL-E

Picture C: Ratatouille

((1b)) ((Schlüsselsymbol))

2 dreams that one day he will be a great chef like his hero Auguste Gusteau

1 is a beast because of a magic spell

3 lives on earth all by himself

((1c)) ((Schlüsselsymbol))

1 Beauty and the Beast

2 Beauty and the Beast

3 WALL-E

4 Beauty and the Beast

5 WALL-E

6 Ratatouille

7 Ratatouille

((1d)) Lassen Sie die Schüler/innen zuerst ohne Wörterbuch herausfinden, was diese Wörter bedeuten könnten. Sammeln Sie die Erklärungen an der Tafel. Dann erst wird überprüft, ob die Erklärungen stimmen.

((Schlüsselsymbol))

wardrobe – spell – stab – spill – rubbish – spaceship
(Kleiderschrank – Zauber – erstechen – verschütten – Abfall, Müll – Raumschiff)

((2)) **Portfolio writing: a plot**

Üben Sie diese Textform mit den drei Filmen von S. 34, wobei die Texte der Schüler natürlich kürzer sein können als die „Muster“ auf S. 34. Dann schreiben die Schüler/innen selbstständig ihre Texte. Als Erweiterung lassen Sie die Schüler/innen auch nach Reviews im Internet suchen.

Der jeweils beste Text wird dann dem Portfolio beigelegt.

((3)) The phonemic alphabet

Zuerst schreiben die Schüler/innen die Wörter auf. Dann wird überprüft, ob alles richtig ist. Dazu können Sie auch die Anzahl der Buchstaben in Form von Punkten oder Strichen vorgeben.

((Audioscript: TB CD1 Track 27))

- 1 tightrope (9): _____
2 fork handle (4+6): _____
3 leather (7): _____
4 escalator (9): _____
5 double-decker bus (6-6+3): _____ - _____

- 6 I miss him. (1+4+3): _____.

((Hörtext endet))

((4)) **Dictionary training**

((Schlüsselsymbol))

Alle Wörter stehen unter dem jeweils ersten Wortteil im Warm-up dictionary, weil sich durch den Zusatz (erster Wortteil) die Bedeutung verändert.

Unit 4D, Language practice, Textbook S. 36-37

((1)) Different lives: Zak's journey

((Schlüsselsymbol))

Zak is a dog and he describes his journey.
He went by plane to a new owner.

Before the journey, Zak was living with his owner, who then took him to the airport with all his things. There he was looked after very well but he was together with other animals which he didn't like at all. After the journey, he was picked up by his other owner, who he had not seen for a long time.

The two people the dog describes used to live together. The dog is now looking forward to stay with the woman.

((2)) Compare

Achten Sie bei dieser Übung darauf, dass die angegebenen Wörter verwendet werden.

((3)) Angels and devils?

Mit der angegebenen Struktur bilden die Schüler/innen in Gruppen Sätze nach dem Muster der Sprechblasen.

((4)) Did the message get through?

Hier ist es wichtig, dass wirklich geflüstert wird, damit jeweils nur der/die nächste Schüler/in die Nachricht hört (hier die „Anordnung“ auf einem Bein zu stehen).

((5)) Twenty questions

Für diese Übung ist es angebracht, die Fragen mit leistungsschwächeren Schüler/innen zuerst gemeinsam zu erarbeiten. Am besten beginnt man mit allgemeinen Fragen und wird dann immer konkreter.

((6)) Mini-test

((Schlüsselsymbol))

- 1 Did you – (a) use to like singing at primary school?
- 2 She told me – (b) to cheer up.
- 3 He asked – (c) if she was happy.

- 4 I have never – (b) been skylining.
5 As soon as she had got dressed – (c) she went downstairs.
6 (c) A monkey – is a type of animal.

Unit 4E, Speaking, Textbook S. 38

((1)) Looking back – do you have a good memory?

Wählen Sie eine Jury aus Schülerinnen/Schülern für jedes Kapitel aus, die die Aussagen der Mitschüler/innen auf ihre Richtigkeit prüft.

Den zweiten Teil der Aufgabenstellung machen die Schüler/innen in Form von Mindmaps. Diese Mindmaps werden gesammelt und dienen dann der Schularbeitsvorbereitung.

((2)) Speaking: the talking star

((2a)) Hier schreiben die Schüler/innen kurze Sätze auf (wie im Muster gezeigt), in denen die angegebenen Phrasen verwendet werden.

((2b)) In Kleingruppen werden hier die Sätze vorgelesen und dann die Fragen dazu gestellt. Die Schüler/innen wechseln sich dabei ab. Wichtig ist, dass die Fragen in der richtigen Zeit (Past tense) gestellt werden – außer für den Eintrag „ a kind of“.

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

((1)) Retelling the plot of a film

((1 Step 1))

Ähnlich WB E Unit 4/Writing corner 1/1.

((Audioscript: WB Track 12))

- A: I saw "Men in Black" on TV yesterday. Have you seen it?
B: No, what is it about?
A: It's a science fiction comedy with Will Smith and Tommy Lee Jones. They're the Men in Black. The film's a few years old, but it's still good, and I laughed all the way through.
B: What – or who – are the Men in Black?
A: Well, the story is that many aliens live on Earth but most humans don't know about it. The MIB, that's Men in Black, is an agency – like the CIA – that controls aliens on Earth. They have to make sure that the humans never find out about all the aliens.
B: And how do they do that?
A: Most aliens can look like humans. But if someone sees an alien, the Men in Black go there and delete his memory.

B: I see. And what's the main story?

A: Well, one alien has got an important energy source and another alien, called the Bug, wants to steal it. When the Bug kills the alien, the alien's family want to destroy Earth so that the energy source doesn't fall into the wrong hands.

The Men in Black have to find the energy source and give it back.

B: Is it really funny? It sounds a bit serious.

A: I thought it was really funny. There are lots of funny details – and Will Smith is a really great actor. I always like the films he's in.

((Hörtext endet))

((Schlüsselsymbol))

1c – It's funny.

2b – a secret organisation that controls aliens

3c – to make sure that humans don't find out about the aliens on Earth

((1 Step 2))

Identisch mit WB E Unit 4/Writing corner 1/2.

((Schlüsselsymbol))

1 Men in Black is a science fiction comedy directed by Barry Sonnenfeld, starring Tommy Lee Jones and Will Smith. The film was released in 2 1997. Agent J and Agent K are members of the MIB ('Men in Black').

This top-secret organisation controls all aliens who live on

3 Earth. In the film, an alien called 'the Bug' wants to steal a mini-galaxy from another alien. The galaxy is an energy source. The Bug comes to Earth and kills the other alien, but he can't find the galaxy. The family of the dead alien would rather destroy Earth than let the Bug find the galaxy, so the Agents have to save Earth by finding it.

4 Can they find the galaxy before Earth is destroyed? Will they be able to kill the Bug? You'll have to watch this fun and exciting film to find out!

((1 Step 3)) Ähnlich WB E Unit 4/Writing corner 1/4.

Die Schüler/innen verwenden den gleichen Aufbau wie im Beispiel *Men in Black*. Sie ändern nur für den von ihnen gewählten Film die jeweiligen Angaben. Als Vorübung lassen Sie eine englische Film-Review im Internet suchen und vorbereiten.

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

((1)) They just can't stop shopping

((1a)) Ähnlich WB E Unit 4/Reading corner 1a.

((Schlüsselsymbol))

A film; shopaholics

((1b)) Ähnlich WB E Unit 4/Reading corner 1b.

((Schlüsselsymbol))

1f shopaholic – a person who can't stop shopping and buys lots of things they don't need

2a advice – helpful tips

3d to be accused of something – when people say that you've done something wrong

4e to support somebody – to help someone

5c run out of money – to have no money left

6b addiction – a behaviour you can't stop (e. g. smoking, drinking alcohol)

((1c)) Ähnlich WB E Unit 4/Reading corner 1c.

((Schlüsselsymbol))

1 shop

2 fashion journalist

3 not giving back money she has borrowed

4 There's a happy ending.

5 losing one's job, losing one's family

6 No, she isn't.

((1d)) Identisch mit WB E Unit 4/Reading corner 1d.

((Schlüsselsymbol))

Alexander is the person who is in danger of becoming a shopaholic.

((1e)) Ähnlich WB E Unit 4/Reading corner 1e.

Mit Hilfe der Sentence starters erarbeiten die Schüler/innen diesen Dialog. Achten Sie beim Vorspielen bzw. Vorlesen darauf, dass auch die für ein Telefongespräch üblichen Phrasen verwendet werden.

Unit 4, Big break: Focus on form, Workbook Achieve S. 34-35

((1)) Present perfect or past simple?

Ähnlich WB E Unit 4/Focus on form 1.

((Schlüsselsymbol))

- 1 This is the most boring film I **have ever seen**.
- 2 I **didn't watch** TV yesterday evening because I **went** to the cinema.
- 3 **Have** you **ever been** in prison? – No, I **haven't**. Are you crazy?
- 4 **Have** you **ever tried** horse riding? – Yes, I **have**. We **tried** it last summer but I **fell** off the horse and **broke** my arm.
- 5 Take off your shoes. I **have just cleaned** the floor.

((2)) Past perfect or past simple?

Ähnlich WB E Unit 4/Focus on form 2.

((Schlüsselsymbol))

- 1 She couldn't call her friend because she **had left** her mobile phone at home.
- 2 Charlotte **ran** to school because she **had missed** the bus.
- 3 She **didn't go** for a swim because she **had forgotten** her swimsuit.
- 4 After he **had arrived** at the station, he **called** his parents.
- 5 She **wanted** to buy a pair of shoes but she **didn't have** any money left because she **had bought** an expensive dress.
- 6 They **hadn't finished** their breakfast but the waiter **started** to take away the plates anyway.

((3)) Passive

Ähnlich WB E Unit 4/Focus on form 3.

((Schlüsselsymbol))

- 1 Gloves should be worn.
- 2 Boots can be borrowed from the store.
- 3 Activities must be booked at the tourist information.
- 4 Rubbish mustn't be left in the woods.
- 5 Dogs can't be taken into the cave.

((4)) Reported speech

Ähnlich WB E Unit 4/Focus on form 4.

((Schlüsselsymbol))

Tom said **he liked** exciting hobbies. He **was** never afraid, he claimed. He said **he had tried** many things. Last summer he **had gone** skylining. He

told me it **had been** great. He explained he **didn't know** what **he wanted** to do next. Maybe he'll try tightrope walking...

((5)) Reported commands, requests and questions

Ähnlich WB E Unit 4/Focus on form 5.

((Schlüsselsymbol))

- 1 Mum asked Karen and Michael to take off their shoes.
- 2 Dad told Tom to tidy up his room.
- 3 Mum asked Peter if he wanted her to help him with the dishes.
- 4 Dad told Monica not to leave her schoolbag in the living room.
- 5 Dad told Paul to take the dog for a walk.
- 6 Mum asked Peter if he had called Granny.

((6)) Used to

Ähnlich WB E Unit 4/Focus on form 6.

((Schlüsselsymbol))

Monica: "Mum, (1) **did** you **use to** drink coffee when you were my age?"

Mum: "No, I didn't, I (2) **used to** drink hot chocolate or tea."

Monica: "(3) **Did** Dad **use to** smoke?"

Mum: "Yes, he did when he was younger. But he (4) **didn't use to** smoke inside the house, he always went on the balcony. However, he stopped smoking when you were born."

Monica: "(5) **Did** you **use to** get cross with him for smoking?"

Mum: "Well, I (6) **used to** tell him to stop because it is very dangerous. I was so pleased when he did."

((7)) Adjectives

Identisch mit WB E Unit 4/Focus on form 7.

((Schlüsselsymbol))

- 1 I've got a new red mountain bike.
- 2 My mum bought three black and white angora pullovers.
- 3 Our neighbour has got five big brown dogs.
- 4 These are expensive French designer shoes.

**Unit 4, Big break: Working towards the standards, Workbook
Achieve S. 36-37**

((1)) Store guide

Identisch mit WB E Unit 4/Working towards the standards 1.

((Schlüsselsymbol))

- 1 a swimsuit for your mother – Floor 3
- 2 a toy car – Floor 2
- 3 a ring – Floor 0
- 4 a packet of crisps – Floor 5
- 5 a suitcase – Floor 4
- 6 shoes for your father – Floor 1

((2)) Film weekly magazine

Ähnlich WB E Unit 4/Working towards the standards 2.

((Audioscript: WB Track 13))

Tim: I'm bored. Let's go to the cinema.

Paul: Great idea. What's on?

Tim: I don't know but I've got this magazine somewhere ... ah, yes, here it is. ... Let's see ... we can watch Superdog 3.

Paul: What kind of film is that?

Tim: It's an animated film.

Paul: I'm not a fan of animated films. What else is on?

Tim: Treasure Island.

Paul: What kind of film is that?

Tim: Let's see – Some kids on an island are looking for a long lost treasure.

Paul: Hmm ... Sounds ok, although it might be a bit boring. Are there any action films on?

Tim: This one sounds exciting. "Payday" – an action packed police story – that's what it says here – Policeman Ben Morgan is driving his granddaughter to school when he witnesses a bank robbery. He follows the robbers in his car and soon finds himself in front of their safe house. Will he and his granddaughter be able to arrest the bank robbers?

Ben's creativity reminds us of good old McGyver. Lots of special effects!

Paul: Who's McGyver?

Tim: Don't know – never heard of him. But "action packed" and "special effects" sounds good.

Paul: Yeah. When does it start?

Tim: Twenty past five – that's in half an hour – if we hurry, we can make

it.
Paul: All right, let's go.

((Hörtext endet))

((Schlüsselsymbol))

- 1a – planning to go to the cinema
- 2c – They want to find a film they can watch at the cinema.
- 3c – An animated film.
- 4a – An exciting film with lots of action.

((3)) Talking about films

Identisch mit WB E Unit 4/Working towards the standards 3. Zur Vorbereitung des kurzen Vortrags ist es sinnvoll, dass sich die Schüler zu den Hauptaspekten Stichworte notieren und dafür die Muster der „Language help“ verwenden.

((4)) **My shopping blog**

Identisch mit WB E Unit 4/Working towards the standards 4.

Zur Aktivierung des für Blogs üblichen Vokabulars und des entsprechenden Stils lassen Sie die Blog-Einträge von Akiko im Textbuch lesen (z. B. Akikos's New Year blog. Your Turn 3, S. 52 und auch Portfolio writing: a blog in Your Turn 3, S. 131).

Unit 4, Big break: Try it out, Workbook Achieve S. 38

Identisch mit WB E Unit 4/Try it out.

Diese Anleitungstexte eignen sich besonders für selbstständiges Lesen. Daher können Sie diese Seiten auch sehr gut für Offenes Lernen verwenden.

The Your Turn Magic Trick

Viele Schüler/innen beherrschen Zaubertricks. Lassen Sie im Anschluss an diese Übung eine/n Schüler/in einen Zaubertrick erklären.

The Your Turn Experiment

Wenn Sie diesen Trick in der Schule ausprobieren, so sollten Ihre Schüler/innen jeweils auch einen Spiegel in die Klasse mitbringen. Alternativ lassen Sie dieses Experiment zu Hause ausführen und sich dann berichten, was geschehen ist. In einer Übungserweiterung lassen Sie die Schüler/innen berichten, wie ihre Eltern, Geschwister etc. auf diesen Trick reagiert haben.

((Schlüsselsymbol))

5c You don't see your friend anymore.

Unit 4, Big break: Writing corner, Workbook Excel S. 30

((1)) Retelling the plot of a film

((1 Step 1))

Ähnlich WB A Unit 4/Writing corner 1/1.

((Audioscript: WB Track 12))

- A: I saw "Men in Black" on TV yesterday. Have you seen it?
B: No, what is it about?
A: It's a science fiction comedy with Will Smith and Tommy Lee Jones. They're the Men in Black. The film's a few years old, but it's still good, and I laughed all the way through.
B: What – or who – are the Men in Black?
A: Well, the story is that many aliens live on Earth but most humans don't know about it. The MIB, that's Men in Black, is an agency – like the CIA – that controls aliens on Earth. They have to make sure that the humans never find out about all the aliens.
B: And how do they do that?
A: Most aliens can look like humans. But if someone sees an alien, the Men in Black go there and delete his memory.
B: I see. And what's the main story?
A: Well, one alien has got an important energy source and another alien, called the Bug, wants to steal it. When the Bug kills the alien, the alien's family want to destroy Earth so that the energy source doesn't fall into the wrong hands.
The Men in Black have to find the energy source and give it back.
B: Is it really funny? It sounds a bit serious.
A: I thought it was really funny. There are lots of funny details – and Will Smith is a really great actor. I always like the films he's in.

((Hörtext endet))

((Schlüsselsymbol))

- 1 It's a science fiction comedy.
- 2 Funny.
- 3 The MIB, that's Men in Black, is an agency – like the CIA – that controls aliens on Earth.
- 4 They have to make sure that the humans never find out about all the aliens.
- 5 The Men in Black have to find the energy source and give it back.

((1 Step 2))

Identisch mit WB A Unit 4/Writing corner 1/2.

((Schlüsselsymbol))

1 Men in Black is a science fiction comedy directed by Barry Sonnenfeld, starring Tommy Lee Jones and Will Smith. The film was released in
2 1997. Agent J and Agent K are members of the MIB ('Men in Black'). This top-secret organisation controls all aliens who live on
3 Earth. In the film, an alien called 'the Bug' wants to steal a mini-galaxy from another alien. The galaxy is an energy source. The Bug comes to Earth and kills the other alien, but he can't find the galaxy. The family of the dead alien would rather destroy Earth than let the Bug find the galaxy, so the Agents have to save Earth by finding it.

4 Can they find the galaxy before Earth is destroyed? Will they be able to kill the Bug? You'll have to watch this fun and exciting film to find out!

((1 Step 3)) ((Schlüsselsymbol))

a1 We learn what kind of film it is, when it was released and who stars in the film.

b2 We learn what the film is about.

c3 This is a short summary of the main events in the story.

d4 This paragraph tells us a bit about how the film ends.

((1 Step 4)) Ähnlich WB A Unit 4/Writing corner 1/3.

Die Schüler/innen verwenden den gleichen Aufbau wie im Beispiel *Men in Black*. Sie ändern nur für den von ihnen gewählten Film die jeweiligen Angaben. Als Vorübung lassen Sie eine englische Film-Review im Internet suchen und vorbereiten.

Unit 4, Big break: Reading corner, Workbook Excel S. 31-32

((1)) They just can't stop shopping

((1a)) Ähnlich WB A Unit 4/Reading corner 1a.

((Schlüsselsymbol))

A film; shopaholics

((1b)) Ähnlich WB A Unit 4/Reading corner 1b.

((Schlüsselsymbol))

1 shopaholic – (f) a person who can't stop shopping and buys lots of things

2 column – (a) a regular item in a newspaper, always in the same place and written by the same person

3 to be accused of something – (h) when people say that you've done something wrong

4 to support somebody – (g) to help someone

5 debts – (c) money you have borrowed, from the bank or from family or friends

6 purchases – (b) things you have bought

7 sensible – (e) when you make decisions after thinking them through

8 addiction – (d) a behaviour you can't stop (e. g. smoking, drinking alcohol)

((1c)) Ähnlich WB A Unit 4/Reading corner 1c.

((Schlüsselsymbol))

1 Sophie Kinsella wrote the book „Confessions of a Shopaholic“.

2 She is a fashion journalist.

3 She is accused of not giving back money she has borrowed.

4 There's a happy ending.

5 You might lose your job and/or lose your family.

6 It makes them feel good.

7 They often hide their purchases because they feel bad about their addiction.

((1d)) Identisch mit WB A Unit 4/Reading corner 1d.

((Schlüsselsymbol))

Alexander is the person who is in danger of becoming a shopaholic.

((1e)) Ähnlich WB A Unit 4/Reading corner 1e.

Mit Hilfe der Sentence starters erarbeiten die Schüler/innen diesen Dialog. Achten Sie beim Vorspielen bzw. Vorlesen darauf, dass auch die für ein Telefongespräch üblichen Phrasen verwendet werden.

((1f)) Die Schüler/innen setzen die Geschichte mit Hilfe der Phrasen fort.

((Schlüsselsymbol))

Beispieltext:

... Nick lay down on his bed and stared at the ceiling. "I just want to feel better", he thought. So he got up and went to the shopping centre. He had some money left from his birthday. He went to a clothes shop and tried on a few things. He didn't really need them but he bought them to feel better. Then he went to a CD store and bought the new album by his favourite band. Altogether he spent all the money he had left from his birthday. On the way home he still felt rather uneasy and disappointed. At home he put all the things he had bought into his wardrobe to hide them from his mother. He knew she would ask him why he had bought all these things. So in fact, he had not solved his problem.

Unit 4, Big break: Focus on form, Workbook Excel S. 33-34

((1)) Present perfect or past simple?

Ähnlich WB A Unit 4/Focus on form 1.

((Schlüsselsymbol))

- 1 This is the most boring film I **have ever seen**.
- 2 I **didn't watch** TV yesterday evening because I **went** to the cinema.
- 3 **Have** you **ever been** in prison? – No, I **haven't**. Are you crazy?
- 4 **Have** you **ever tried** horse riding? – Yes, I **have**. We **tried** it last summer but I **fell** off the horse and **broke** my arm.
- 5 Take off your shoes. I **have just cleaned** the floor.

((2)) Past perfect or past simple?

Ähnlich WB A Unit 4/Focus on form 2.

((Schlüsselsymbol))

- 1 She couldn't call her friend because she **had left** her mobile phone at home.
- 2 Charlotte **ran** to school because she **had missed** the bus.
- 3 She **didn't go** for a swim because she **had forgotten** her swimsuit.
- 4 After he **had arrived** at the station, he **called** his parents.
- 5 She **wanted** to buy a pair of shoes but she **didn't have** any money left because she **had bought** an expensive dress.
- 6 They **hadn't finished** their breakfast but the waiter **started** to take away the plates anyway.

((3)) Passive

Ähnlich WB A Unit 4/Focus on form 3.

((Schlüsselsymbol))

- 1 Gloves should be worn.
- 2 Boots can be borrowed from the store.
- 3 Activities must be booked at the tourist information.
- 4 Rubbish mustn't be left in the woods.
- 5 Dogs can't be taken into the cave.

((4)) Reported speech

Ähnlich WB A Unit 4/Focus on form 4.

((Schlüsselsymbol))

Tom said **he liked** exciting hobbies. He **was** never afraid, he claimed. He said **he had tried** many things. Last summer he **had gone** skylining. He told me it **had been** great. He explained he **didn't know** what **he wanted** to do next. Maybe he'll try tightrope walking...

((5)) Reported commands, requests and questions

Ähnlich WB A Unit 4/Focus on form 5.

((Schlüsselsymbol))

- 1 Mum asked Karen and Michael to take off their shoes.
- 2 Dad told Tom to tidy up his room.
- 3 Mum asked Peter if he wanted her to help him with the dishes.
- 4 Dad told Monica not to leave her schoolbag in the living room.
- 5 Dad told Paul to take the dog for a walk.
- 6 Mum asked Peter if he had called Granny.

((6)) Used to

Ähnlich WB A Unit 4/Focus on form 6.

((Schlüsselsymbol))

Monica: "Mum, (1) **did** you **use to** drink coffee when you were my age?"

Mum: "No, I didn't, I (2) **used to** drink hot chocolate or tea."

Monica: "(3) **Did** Dad **use to** smoke?"

Mum: "Yes, Dad (4) **used to** smoke when he was younger. But he (5) **didn't use to** smoke inside the house, he always went on the balcony. However, he stopped smoking when you were born."

Monica: "(6) **Did** you **use to** get cross with him for smoking?"

Mum: "Well, I (7) **used to** tell him to stop because it is very dangerous. I was so pleased when he did."

((7)) Adjectives

Identisch mit WB A Unit 4/Focus on form 7.

((Schlüsselsymbol))

- 1 I've got a new red mountain bike.
- 2 My mum bought three black and white angora pullovers.
- 3 Our neighbour has got five big brown dogs.
- 4 These are expensive French designer shoes.

Unit 4, Big break: Working towards the standards, Workbook Exel S. 35-36

((1)) Store guide

Identisch mit WB A Unit 4/Working towards the standards 1.

((Schlüsselsymbol))

- 1 a swimsuit for your mother – Floor 3
- 2 a toy car – Floor 2

Your Turn 4 Teacher's Guide

- 3 a ring – Floor 0
- 4 a packet of crisps – Floor 5
- 5 a suitcase – Floor 4
- 6 shoes for your father – Floor 1

((2)) Film weekly magazine

Ähnlich WB A Unit 4/Working towards the standards 2.

((Audioscript: WB Track 13))

- Tim: I'm bored. Let's go to the cinema.
- Paul: Great idea. What's on?
- Tim: I don't know but I've got this magazine somewhere... ah, yes, here it is. ... Let's see ... we can watch Superdog 3.
- Paul: What kind of film is that?
- Tim: It's an animated film.
- Paul: I'm not a fan of animated films. What else is on?
- Tim: Treasure Island.
- Paul: What kind of film is that?
- Tim: Let's see – Some kids on an island are looking for a long lost treasure.
- Paul: Hmm ... Sounds ok, although it might be a bit boring. Are there any action films on?
- Tim: This one sounds exciting. "Payday" – an action packed police story – that's what it says here – Policeman Ben Morgan is driving his granddaughter to school when he witnesses a bank robbery. He follows the robbers in his car and soon finds himself in front of their safe house. Will he and his granddaughter be able to arrest the bank robbers?
Ben's creativity reminds us of good old McGyver. Lots of special effects!
- Paul: Who's McGyver?
- Tim: Don't know – never heard of him. But "action packed" and "special effects" sounds good.
- Paul: Yeah. When does it start?
- Tim: Twenty past five – that's in half an hour – if we hurry, we can make it.
- Paul: All right, let's go.

((Hörttext endet))

((Schlüsselsymbol))

- 1a – planning to go to the cinema
- 2c – They want to find a film they can watch at the cinema.
- 3c – An animated film.
- 4a – An exciting film with lots of action.

((3)) Talking about films

Identisch mit WB A Unit 4/Working towards the standards 3. Zur Vorbereitung des kurzen Vortrags ist es sinnvoll, dass sich die Schüler zu den Hauptaspekten Stichworte notieren und dafür die Muster der „Language help“ verwenden.

((4)) My shopping blog

Identisch mit WB A Unit 4/Working towards the standards 4.

Zur Aktivierung des für Blogs üblichen Vokabulars und des entsprechenden Stils lassen Sie die Blog-Einträge von Akiko im Textbuch lesen (z. B. Akikos's New Year blog. Your Turn 3, S. 52 und auch Portfolio writing: a blog in Your Turn 3, S. 131).

Unit 4, Big break: Try it out, Workbook Excel S. 37

Identisch mit WB A Unit 4/Try it out.

Diese Anleitungstexte eignen sich besonders für selbstständiges Lesen. Daher können Sie diese Seiten auch sehr gut für Offenes Lernen verwenden.

The Your Turn Magic Trick

Viele Schüler/innen beherrschen Zaubertricks. Lassen Sie im Anschluss an diese Übung eine/n Schüler/in einen Zaubertrick erklären.

The Your Turn Experiment

Wenn Sie diesen Trick in der Schule ausprobieren, so sollten Ihre Schüler/innen jeweils auch einen Spiegel in die Klasse mitbringen. Alternativ lassen Sie dieses Experiment zu Hause ausführen und sich dann berichten, was geschehen ist. In einer Übungserweiterung lassen Sie die Schüler/innen berichten, wie ihre Eltern, Geschwister etc. auf diesen Trick reagiert haben.

((Schlüsselsymbol))

5c You don't see your friend anymore.