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Unit 1: Cry for help

6–15

Look at a **cartoon strip** before you listen to the radio play **Moments of danger**. Then read the story **Adventure in the wilderness** – How do the wolves help Elizabeth Perkins? Listen to **another story** set in the Canadian wilderness. Practise your **everyday English**. **Flight three six eight nine** – a song. **Study and change**.

Sentence starters for telling a story; prepositional phrases



Unit 2: Rules

16–24

Talk about **housework** – Who helps with what? Listen to **interviews** about housework. Then read two **letters** about **rules in the family**. What are the rules you think are OK? Then fill in the missing words in a dialogue about **family matters**. **Too many rules** – a song. **Study and change**.

If-sentences (conditional I)



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Poison at The Grange – Read the mystery and find out **who killed Mrs Harmon**. Listen to the solution and find out if you were right. Listen to the song **A case for Alan Jones**. **Study and change**.

Each; the past progressive



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Some – any



Unit 5: Vampires

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Modal verbs

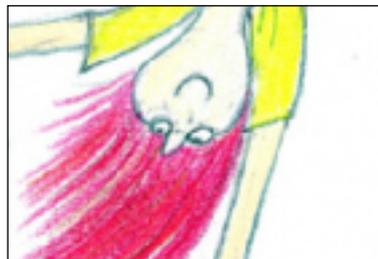


Unit 6: Just turned thirteen

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Falling in love – **letters to a youth magazine**. Practise your **everyday English**. Complete the answer to **another letter**. My dad wants to dance at our party! – Listen to two teenagers. **Grammar rhythm. Creative grammar practice**. Listen to the song **Just turned thirteen**. **Study and change**.

The present perfect



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The present perfect progressive



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If-sentences (conditional II)



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Reflexive pronouns



Unit 14: Living with disasters

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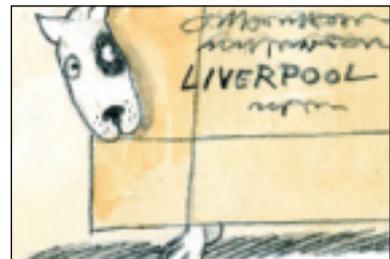
What happened when **Hurricane Andrew** passed through **Florida**? How can you **prepare for a hurricane**? **Grammar rhythm**. Read about **40 seconds that shook LA**. Listen to a radio programme about the earthquake. Do the **disaster questionnaire**. Would YOU make the right decisions?
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Diese Texte bzw. Übungen befinden sich auf CD.



Einfache Übungen bzw. Texte.



Etwas anspruchsvollere Übungen bzw. Texte.

Just turned thirteen

- 1 Write a poem with the title "Thirteen". Each line of the poem should begin with one letter of the word "thirteen". The words or sentences that you write down should have something to do with yourself, e. g. your interests, your favourite pop group etc. Then, in groups, read out what you have written. Choose the poem you like best.

T rue friends are hard to find.

H aven't seen Jenny for over a week.

I nk stains on my jeans.

R ock and roll music.

T ests, nothing but tests!

E nglish is okay.

C ome every day - homework.

N o time for myself.



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- 2 Read the two letters to Jennifer in a youth magazine. Her answers are jumbled up below. Sort them out by numbering the sentences.

Dear Jennifer

If you have a problem, please write to Jennifer. She will try to answer your questions on this page.



Dear Jennifer,

I'm a thirteen-year-old boy. I've fallen in love with this girl, but I don't know how to ask her out. Sometimes I think she likes me, but sometimes I've got the feeling she ignores me. I've never been out with a girl before and I don't know what to do. Where can I take her? I don't want my friends to see us on our first date. So I can't take her to my youth club. What can I do?

Yours,
Peter

Dear Jennifer,

I've been in love with this boy since Christmas. We were at a party together and I danced with him a lot. I thought he fancied me too, but I'm not so sure any more. I've tried everything to attract his attention. I've even written a letter to him, but he hasn't written back. He hasn't even said thank you. Do you think I can ask him to give the letter back to me? I'm afraid he could show it to his friends.

Yours,
Marion

Jennifer writes back!

ANSWERS:

- you'll know that she doesn't fancy you.
- ask her for a date. If she says no,
- Jennifer
- to see you. OK. Wait for a time
- Dear Peter,
- but you don't want your friends
- All the best.
- You want to ask the girl out,
- when you are alone with her. Then

- All the best.
- and ask him about the letter? Maybe he never got
- reacted to your letter? Why don't you talk to him
- Dear Marion,
- it. I'm sure talking would help.
- Jennifer
- Don't you think it's strange that the boy hasn't

3 Everyday English



Listen to the dialogues below and practise them. Then act out similar dialogues.

1/25

Cathy: Hi, Eddy.
 Eddy: What is it?
 Cathy: There's this new film on at the MGM Cinema.
 Eddy: Oh yeah.
 Cathy: Peter said it's really thrilling. Would you like to see it with me?
 Eddy: Yeah, sounds good. When?
 Cathy: What about Friday at six?
 Eddy: Friday at six? Yeah, I think that's OK.
 Cathy: Let's meet at the cinema at quarter to six.
 Eddy: OK. I'll be there.

Tony: Hi, Alison.
 Alison: Hi.
 Tony: Alison, what are you doing on Saturday?
 Alison: Why do you ask?
 Tony: There's a party at Jonathan's place. Would you like to go there with me?
 Alison: Saturday? I don't think I can on Saturday. Sorry.
 Tony: Pity. See you.
 Alison: See you.



4 Read the following letter. Then try to read the answer by filling in the words from the box.

Dear Jennifer,
 My problem is that everyone in my class is really trendy. My classmates always wear designer clothes, but I don't. My parents say money doesn't grow on trees and jeans are jeans, and it doesn't matter what label they are as long as they fit me.
 I've thought about saving my pocket money for some jeans I like. But I'm afraid that my parents will be angry when they find out what I've done.
 Yours,
 Sam

Dear Sam,
 I can see your _____. Lots of kids love wearing _____, but most of them are very expensive. I hope your _____ don't make fun of you because you don't wear them. But I can understand that you see yourself as a bit of an _____. Maybe you should talk to your _____ about that. The other thing you should talk about is _____. It's your pocket money and I think it's _____ to spend it on buying clothes. Your parents _____ tell you how to spend it. All the best.
 Jennifer

- parents
- shouldn't
- designer clothes
- OK
- pocket money
- problem
- classmates
- outsider

5 Listen to the conversation between two teenagers, Fay and Thomas. Then decide which of the texts below best describes Fay's problem.



Two weeks ago Fay had a birthday party. It wasn't a very good party because her father wanted to dance rock and roll all the time and tell his awful jokes.

Fay is going to a party at her best friend's house. She asks Thomas to come with her. But Thomas doesn't like the idea because he's not very good at dancing.

Fay is giving a party. But her parents are going to stay in the house. Fay is not very happy about this. She thinks her father will not leave her and her friends alone.

6 Listen to the grammar rhythm and then fill in the gaps with words from the box. There are more words in the box than you need.



written had had seen seen tried tried answered answered written found found found found found spoken spoken spoken been heard love

Marty: Oh dear! I haven't _____ Lisa since Monday. I haven't _____ on the phone to her. I haven't _____ a letter, and I haven't _____ anything from her.

Marty: Oh dear! I haven't _____ time to tell her. I haven't _____ to make it clear. I haven't _____ time to tell her that I've _____ another girl – oh!

Lisa: Oh dear! I haven't _____ Marty since Monday. He hasn't _____ to phone me for days. He hasn't _____ a letter, and I haven't _____ time to tell him.

Lisa: Oh dear! I haven't _____ time to tell him. I haven't _____ to make it clear. I haven't _____ time to tell him that I don't _____ him any more!

7 Creative grammar practice

Read the following texts. Study them, then cover them up. Try to reconstruct the texts with the help of the language on the next page.

I've never asked for more pocket money. I've only sometimes been late for school. I've never stayed out late. I've always helped my sister with her homework. I've often helped to wash the dishes. I've always helped Dad in the garden. But today I want to do what I really like.

I haven't been to the cinema for weeks. I haven't seen my friends since Saturday. I haven't bought any new clothes since Christmas. I haven't been to a party for months. You see, life hasn't been very exciting for me.

I've never _____.

I've only sometimes _____.

I've never _____.

I've always _____.

_____.

I've often _____.

I've always _____.

But today I want to do what I really like.

I haven't _____.

for _____.

I haven't _____.

since _____.

I haven't _____.

since _____.

I haven't _____.

for _____.

You see, life _____.

for me.



8 Fill in the rhyming words to complete the poem.
Then listen to it on the CD.

child nine me wild be fine



1/28

JUST TURNED THIRTEEN

I've just turned thirteen,
and I'm mad, mad, mad!
And if you are thirteen,
you will know what I mean:

Dad just wants me to work.
Mum won't let me go out.

Dad says, "Bedtime at _____!"

Mum says she thinks that's _____.

Dad says, "You are too young."
Mum adds, "Boyfriends are out."

Dad treats me like a _____.

Mum drives me really _____.

Anne, my sister's a bore.
Sam, my brother's a pest.

No one cares about _____.

Why can't they let me _____?

I've just turned thirteen,
and I'm mad, mad, mad!
And if you are thirteen,
you will know what I mean.



Study and change

● Text 1

I don't care about clothes very much. I think it's stupid to buy expensive clothes. I've got plenty of T-shirts, trainers and sweaters. Why should I buy more? It doesn't matter what you wear. It is important to feel OK in your clothes. I feel best in jeans and T-shirts.

■ Text 2

I sometimes envy Thomas. He always wears the latest fashion: T-shirts, trainers, sweaters, trousers, jeans. And all of them are new. I usually wear hand-me-downs from my brother. I hate wearing hand-me-downs. With the first money I make, I'll buy lots of clothes. I think clothes are important.

Grammar

The present perfect

Bildung: Person + **have/has (not)** + **third form of the verb**

Du verwendest das **present perfect** mit **since** und **for**, um auszudrücken, **seit wann (since)** oder **wie lange (for)** ein Zustand schon besteht:

I've **been** crazy about this boy **since** Christmas.
I **haven't seen** Lisa **since** Monday.
I **haven't been** to the cinema **for** weeks.
It **has been** like that **for** ages.

Du verwendest das **present perfect** mit **never**, **often** oder **sometimes**, wenn du ausdrücken willst, dass du in einem Zeitraum, der bis zur Gegenwart dauert, etwas **nie/oft/manchmal** gemacht hast:

I've **never been** out with a girl before.
I've **often helped** to do the washing-up.
I've **sometimes been** late for school.



Give me a call

1 Talk about it

Can you imagine a world without phones?
Would this be a problem for you? What would you miss?

I wouldn't be able to ...

speak to ... phone ... mail ... text ... take photos ... send messages

2 How it all began

Read the text and answer the questions below.



The first telephone call was made by Alexander Graham Bell in 1876. He phoned his assistant, Mr Watson, who was in the room next door. Bell spoke into the telephone receiver and said those famous words, "Come here, Watson, I want you." The next year, during the first month of the Bell Telephone Company, only six telephones were sold. But, fifteen years after its invention, there were five million phones in America! At that time, people seldom talked to each other directly on the phone. Young boys were employed at telephone exchanges as operators. They took messages from callers and then passed them on.

- 1 When was the telephone invented?
- 2 Who invented the telephone?
- 3 Who was the telephone company named after?
- 4 Who took the messages in the exchanges?

The telephone was ...
It was ...
It ...
Messages ...

3 Taking a message

Write the messages which these people left.



Phil

I'll ring again later.

Phil called and he said he'd ring again later.



Sue

I'll be in Mario's restaurant till 9 o'clock.



Ben

I haven't invited Ben.



Peter

I don't know what time to meet.



Wendy

No one has told me where to go.

4 Whispered messages

a First complete these sentences.

- ★ 1 I'll ... 2 I don't ... 3 I haven't ... 4 I'm not ...

b Now work in small groups and whisper one of your sentences to the person next to you. He / She will tell the group what you said.



I'll phone you.



She said she would phone me.

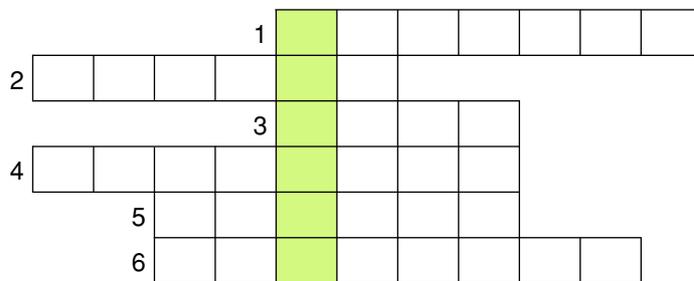
5 Word puzzle

Work with a partner. You each have clues for half a word puzzle. Your partner will help you to complete the puzzle. **Partner A**, look at the puzzle below; **Partner B**, look at page 116 in your workbook.

Partner A: First, complete the clues by putting in who or which.

- 1 Information _____ you pass on to another person.
- 3 The man _____ invented the telephone.
- 5 The person _____ makes the phone call.

Try to complete the word puzzle. Read the first clue to your partner and, together, decide on an answer. Then listen to your partner's second clue.



What is the highlighted word?

6 Telephone phrases

Match the phrases with a similar meaning. Then decide which phrase is more formal.

- | | |
|--|---|
| 1 Hi – James here. | <input type="checkbox"/> Sorry, she's out. |
| 2 Can I speak to Mary, please? | <input type="checkbox"/> Can I call back later? |
| 3 I'm afraid she's not in at the moment. | <input type="checkbox"/> I'd like to speak to Mary Jones, please. |
| 4 Perhaps I could telephone again later? | <input type="checkbox"/> Good morning, this is James Barlow speaking. |
| 5 Thanks a lot. Bye. | <input type="checkbox"/> Thank you very much. Goodbye. |