

Journeys, arrivals and routines

1 How did they get there?

Listen and tick how each person travelled.



→ 9/5

1 Tim went to Spain ...

a ☐ by car

b ☐ by train

c ☐ by plane

2 Molly went to Greece ...

a ☐ by train

b ☐ by plane

c ☐ by boat

3 Tami and her sister went to Frankfurt ...

a ☐ by plane

b ☐ by train

c ☐ by car

4 Yesterday, Stephen went to school ...

a ☐ on foot

b ☐ by bicycle

c ☐ by bus

5 Mike and his mother went to Ireland ...

a ☐ by train

b ☐ by plane

c ☐ by boat

2 Vocabulary

→ 9/5

Complete the diagrams with the words below.

a motorbike • a lorry • a bicycle • a boat
• a yacht • a car • a horse • a kayak

a motorbike

ride

sail

paddle

pedal

drive

You can write down new words like this. If you put them in groups, they will be easier to remember.

Remember

I **went by** train.

I **went by** bus.

I **went on foot**./I walked.

G

Challenge

Make a new diagram with the verb 'fly'.

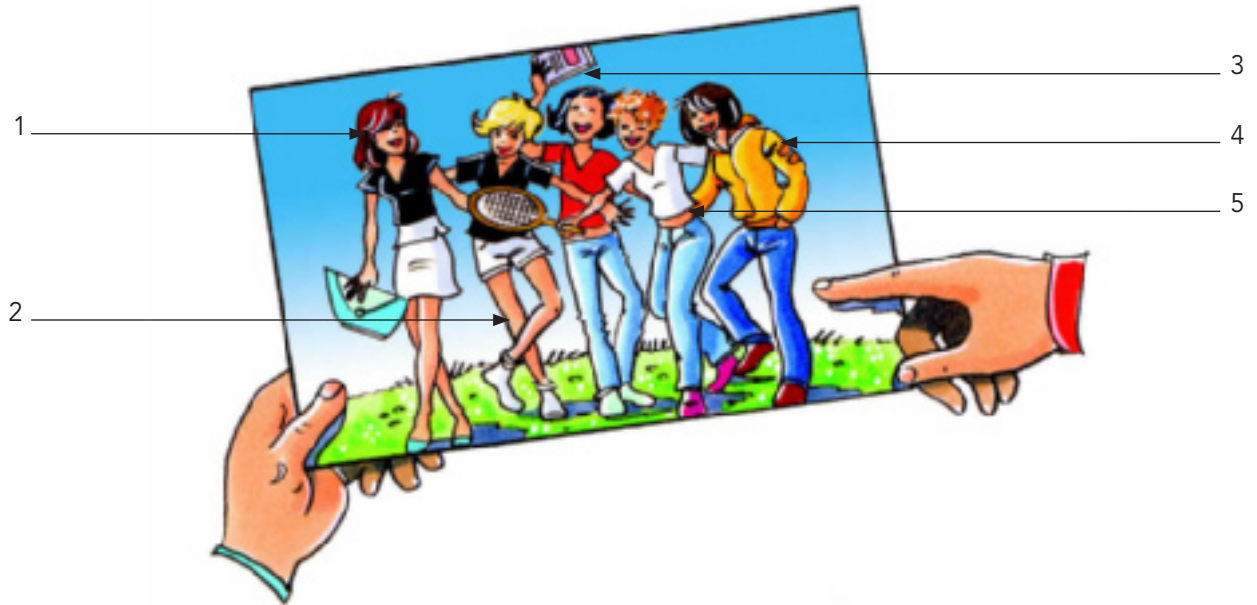
3 Klara's photo



3

→ 10/1

- a Klara Altmann is a new student at Molly's school. She is showing Molly a photo of her old school friends in Austria. Listen and write the names.



Remember

We use the **present continuous** to talk about what is happening now.
We also use it to describe what people are wearing.

Klara **is showing** Molly a photo.
Molly **is looking** at the photo.
She **is wearing** a red T-shirt.
He **is holding** an umbrella.



→ see page 135/1.2

- b What are the girls in Klara's photo wearing? Write sentences.

- 1 Klara is wearing a red T-shirt and jeans.
- 2 Susanne _____.
- 3 Maria _____.
- 4 Laura _____.
- 5 Ingrid _____.

Challenge

Write three sentences about what you are wearing.

4 What are they doing?

→ 10/3

Klara is showing Molly another photo. It shows her, her brother Martin and their parents in the garden of their new house in England. Look at the photo and complete the text.

Klara: This is my family in the garden of our new house.

That's my brother Martin in the green T-shirt.

He (1) is riding his bike (ride/bike).

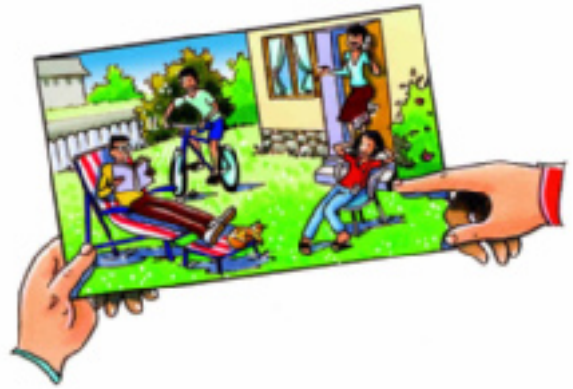
My mum (2) _____

(talk/phone). She (3) _____

(talk/my grandmother). My dad (4) _____ (sit/garden chair). He

(5) _____ (read/book). Our cat (6) _____

(sleep/sun). And that's me, of course. I'm (7) _____ (listen to/music).



5 A good student?

Complete the conversation with the correct form of the verbs below.

forget • arrive • listen • sleep • do • go

Tim: I am very good at school. I always (1) go to school by bus and I never (2) _____ late. I never (3) _____ my homework and I always (4) _____ to the teacher.

Molly: Don't believe him! Tim never (5) _____ his homework and he sometimes (6) _____ in class!

Remember

We use the **present simple** with **usually, always, never** and **sometimes** to talk about how often you do things.

I **usually go** to school by bicycle.

I **always do** my homework.

I **never play** football.

I **sometimes read** the newspaper.

→ see page 134/1.1

6 Going to school

Mark the correct verbs.

It is 7 o'clock and Klara (1) **gets/is getting up**. She often (2) **wears/is wearing** jeans and a T-shirt, but this morning she (3) **wears/is wearing** her school uniform. Martin and Klara usually (4) **go/are going** to school by bus, but this morning their father (5) **drives/is driving** them. They never (6) **arrive/are arriving** late.

7 What's my job?

Listen and tick the correct boxes.



4

→ 10/4

	works outside	works in a shop	can watch TV	wears a uniform	needs special equipment	climbs a ladder	works in the evening
Mark							
Jane							

Now complete the sentences.

1 Mark is a _____. 2 Jane is a _____.

8 Working outside school

→ 11/6

Read the advert and complete the sentences.

Are you looking for a job?

Have you got your own bike?

Do you like to get up early?

Are you reliable?

If the answer to these questions is **YES** and you want to earn some extra pocket money with a Saturday morning paper round, call Peter before Friday on 01628 47634.

- 1 If you want to do a paper round, you have to have your own _____.
- 2 If you want to do a paper round, you have to _____.
- 3 If you want to do a paper round, you _____.
- 4 If you want to do a paper round, you _____ before Friday.

9 Would you rather ...?

→ 12/2

Answer the questions. (You have to choose one option!)

- 1 Would you rather eat a spider for 10 euros, a slug for 20 euros or a live cockroach for 50 euros?
- 2 Would you rather be chased by a wolf, a bull or a bear?
- 3 Would you rather have your mother dance in your English lesson, your father sing to your friends or your grandfather tell jokes to your teachers?

Challenge

Say why you would rather do it.

I'd rather eat a cockroach because I'd get more money.

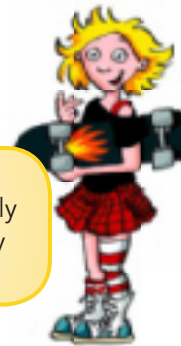
I'd rather be chased by a wolf because I think they're less dangerous.

10 Pronunciation puzzle

Can you read this poem?

I'd rather do my homework.
 I'd rather walk the [dɒg].
 I'd rather wash the dishes.
 I'd rather kiss a [frɒg].
 I'd rather eat a plate of worms
 or drink slugs from a [glɑ:s].
 I'd rather do most anything
 than sing a song in [kla:s].

Learn to read phonemic symbols! Then you can easily find how to pronounce a word by looking in a dictionary.



11

Teen Life Radio

→ 12/3

a Look at the TLR website and answer these questions.

- 1 How many programmes does it mention?
- 2 Which is the longest programme?
- 3 How many programmes have music?



You don't have to read and understand everything to answer the questions. Just look quickly at the website to find the answers.

Welcome to TLR – where kids come first

Saturday

Teen Life Radio is a radio station with a difference. It's run by kids for kids. All our presenters are under 18 years old. They talk about the things you want to talk about. Have a look at the programme for today:

10-10.30 Henry's half hour
Music, comment and jokes with 14-year-old Henry Watson

10.30-10.50 Sue's sports roundup
A great sports programme with all the important sports results. Plus an interview with Jason Lewis who pedalled, skated, paddled and cycled his way around the world for 13 years. Don't miss it!

10.50- 11.50 Toby and Tom's Tune Time
An hour of your favourite music – music chosen by you, the listeners. Call Toby and Tom and tell them what you want to hear!

11.50- 12.00 Matt's newsround
What's happening around the world? The latest news from Matt.

→ 12/3

b Read the website again and find the answers to these questions.

- 1 How long does Henry's programme last?

- 2 What kind of programme does Sue present?

- 3 Who did Sue interview?

- 4 Who chooses the music on Toby and Tom's programme?

- 5 Is Matt's programme about local news or international news?

You have to read more carefully this time!



1 Strange jobs

Read about people who do strange jobs. One of these jobs does not exist. Which one? Check your answer at the bottom of this page.



Deo tester

Hello, I'm Samantha. I work as a deodorant tester. My company makes deodorants and perfume. When we make a new deodorant, we ask people to use it. After a few hours they come back. Do they smell nice? Then the deodorant has worked. Do they smell bad? Then the deodorant hasn't worked and we have to change it. Sometimes my job is really horrible, especially if the new deodorant doesn't work well.

Stamp checker

Hi, I'm Isabel and I work as a stamp checker. In Britain all stamps have a picture of the Queen. You're not allowed to put stamps on letters upside down. I work in the post office and check that all the stamps are put on the letters in the correct way. It's quite boring sometimes.



Sofa tester

My name's Thomas and I've got the perfect job. I test sofas, beds and armchairs. Well, I don't just sit on them and watch TV. I jump on them. I pour water on them. I put them in the sun to see if the colour changes. My favourite test is the 'ignition test'. I set fire to them to see if they burn easily. Well, some do!

2 Which job would you rather have?

Answer the questions. Give reasons.

- 1 Would you rather be a deo tester or a sofa tester?

I'd rather be a sofa tester because the fire test is exciting.

- 2 Would you rather be a deo tester or a stamp checker?

I'd rather

- 3 Would you rather be a sofa tester or a stamp checker?

- 4 What's your favourite job? Why?

3 Who could say these sentences?

Match Samantha (S), Isabel (I) and Thomas (T) from Exercise 1 with the speech bubbles.

☐ I love my job.

☐ I sit in an office all day.

☐ My job is fun.

☐ I like to burn things.

☐ I work with people every day.

☐ My job's quite boring.

☐ I use my nose more than my hands.

4 Does it exist?

Write two short job descriptions, one of a real job and one that doesn't exist. Read them out in class. Can the other students guess which job doesn't exist?

The job 'stamp checker' does not really exist.

Making progress

1

Our part-time jobs

Listen and tick the correct answers.



5

1 What's Peter's job?

- a ☐ He's a waiter.
 b ☐ He's a window cleaner.
 c ☐ He's a firefighter.
 d ☐ He's a gardener.

2 Sue is talking to ...

- a ☐ her children's primary school teacher.
 b ☐ the parents of a classmate.
 c ☐ the parents of the children she is babysitting.
 d ☐ the children she is babysitting.

3 Tony thinks doing a paper round ...

- a ☐ is hard work.
 b ☐ is better in summer than winter.
 c ☐ takes too long.
 d ☐ is a very well-paid job.

I can understand simple conversations and identify important information.



3

Ich kann einfache Gespräche über bekannte Themen verstehen und die Hauptpunkte benennen.

2

School trip

Read the text and tick the correct answers.

Arrangements for our trip to England

Day 1 (Thursday September 4)	am: flight to London pm: sightseeing in London (Buckingham Palace, London Eye, British Museum)
Day 2 (Friday September 5)	am: travel to Bath (The bus will stop at Stonehenge for 1 hour.) pm: sightseeing in Bath (Roman Baths, Royal Crescent)
Day 3 (Saturday September 6)	am: free (You can go shopping in Bath or visit a museum.) pm: return to London by train
Day 4 (Sunday September 7)	pm: return flight to Edinburgh

Parents should make sure that their children are at the school gate by 9 am on Thursday September 4 and that they have their school ID cards with them. Mr Rogers will have all the tickets. The bus to the airport will leave at 9.30 am exactly. We will arrive back on Sunday September 7 at around 5.00 pm.

1 This text is from ...

- a ☐ a guidebook on the UK.
 b ☐ a letter from a school to parents.
 c ☐ a bus timetable.
 d ☐ a travel agent's brochure.

2 What is different about Saturday morning?

- a ☐ They are all going shopping.
 b ☐ The children can choose what they do.
 c ☐ They have to return to London.
 d ☐ They have to visit another museum.

3 What time should the children be at school on Thursday?

- a ☐ before 8.30 am
 b ☐ at 9.00 am
 c ☐ at exactly 9.30 am
 d ☐ after 5.00 pm

4 What will the children need to bring?

- a ☐ their school ID cards
 b ☐ their tickets
 c ☐ their parents
 d ☐ their textbooks

I can identify text types.

I can find specific details in a text.



4

Ich kann Textsorten erkennen.

Ich kann in Texten bestimmte Informationen finden.

My score out of 7 – Meine Punktzahl von 7 möglichen Punkten:



7

This page was

☐ easy

☐ just right

☐ difficult

for me.

warm-up

1A

to last	How long does an English lesson last?	(an)dauern
to have a bath (had, had)	How often do you have a bath?	baden
across	How did he travel across America?	über, durch
to be chased by (was, were)	He was chased by a giant crocodile.	gejagt werden von
to crash into something	A car driver crashed into Jason's car.	in etwas hineinfahren (einen Unfall verursachen)
to turn over	How many times was the boat turned over?	umdrehen, umkippen
to cross	How did he cross the sea?	überqueren
to take (took, taken)	How long did Jason's journey take?	dauern
to travel	We travelled to Paris by train.	reisen
on foot	I go to school on foot.	zu Fuß
on in-line skates	He went to the park on in-line skates.	auf Inlineskates
by bicycle/boat/bus/train	He crossed the sea by boat.	mit dem Fahrrad/Boot/Bus/Zug
to brush my/your teeth	How long do you brush your teeth for in the morning?	sich die Zähne putzen

1B

to get to sleep (got, got)	How long did it take you to get to sleep?	einschlafen
extraordinary	What an extraordinary hat!	außergewöhnlich
headphones	There is a cameraman with headphones on.	Kopfhörer
presenter	I want to be a radio presenter.	Moderator/in
to do a paper round (did, done)	Some kids do a paper round to earn money.	Zeitungen austragen
to help out at the stables	Teenage girls often help out at the stables.	im (Pferde)stall aushelfen
to work hard	He is tired because he works hard.	viel arbeiten
to vacuum the house	My mother vacuums the house every day.	staubsaugen
to mow the lawn (mowed, mown)	My dad asked me to mow the lawn.	den Rasen mähen
to sweep leaves (swept, swept)	In autumn the leaves fall from the trees and we sweep them up.	Blätter zusammenkehren/ aufkehren

1C

to be in charge of	Adults are in charge of Teen Life Radio.	betreuen, leiten
senior teenager	Matt is the senior teenager at TLR.	hier: leitender Teenager (bei TLR)
either ... or	You can either wear the red sweater or the blue one.	entweder ... oder
in front of	A radio presenter works in front of the microphone.	vor
to prefer	You can either have an ice cream or a banana. Which would you prefer?	bevorzugen
I'd rather ...	I'd rather have orange juice than lemonade.	Ich würde/möchte lieber ...
latest (news)	Where do you hear the latest football news?	neuste (Nachrichten)
How often ...?	How often do you listen to the radio?	Wie oft ...?
once/twice a week	I watch TV once or twice a week.	einmal/zweimal in der Woche
How long ...?	How long do you watch TV for?	Wie lang(e) ...?
up to one hour	I watch TV for up to one hour a day.	bis zu einer Stunde
to listen to the radio (for a certain time)	How long do you listen to the radio for?	Radio hören (für eine bestimmte Zeitspanne)
to log on to the Internet	How often do you log on to the Internet?	sich ins Internet einloggen, ins Internet gehen, online sein
about	I log on to the Internet about twice a day.	ungefähr

Big break: Writing corner

1 Writing a biography

Step 1 Listen and find out. Who are Nora and Klara talking about?

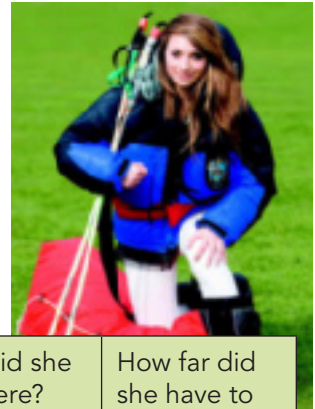


- a ☐ a boy who climbed all the highest mountains in the world
 b ☐ a girl who went to the North Pole
 c ☐ a family of explorers

Step 2 Listen again and complete the table about a teenage adventurer.



Name	When did she learn to ski?	How old was she when she went to the North Pole?	Who went with her?	How did she get there?	How far did she have to go?
Hempleman-Adams					



Step 3 Look at the table and complete the sentences about Camilla.

- a Camilla Hempleman-Adams started to ski when she was _____ years old.
 b Camilla Hempleman-Adams _____ to the North Pole.
 c At the age of _____ she skied to the _____ with her _____.
 d She had to ski _____ miles.

Challenge



Listen again and complete these sentences.

- a Her father is an _____.
 b She wanted other teenagers to think about _____.

Step 4 Put Klara's homework in the correct order and copy the biography into your exercise book.

- ☐ 1 Camilla Hempleman-Adams is the youngest British woman to ski to the North Pole. Camilla comes from a family of _____
☐ all the way. She made the trip to make teenagers think about global warming. Her trip has been made into a film: *Polar girl*.
☐ to ski at the age of three. At the age of fifteen Camilla skied to the North Pole with her father. It was a hard
☐ explorers. Her father is a famous explorer: he was the first man who has reached the
☐ North and the South Pole and has climbed the highest mountain of every continent. Camilla was born in 1992 and learned
☐ trip. They skied 80 miles and Camilla had to pull her own sledge

Step 5 Use the skeleton text to write the biography of a person you know.

name was born in ... year ...
 name's parents were ...
 When name was a child he/she ...

When name was ... years old he/she ...
 At the age of ... name ...

1 Text attack

a Have a quick look at the text. What is it about?

- ☐ films ☐ radio plays ☐ colours

b Find the paragraph you have to read, if you want to find out:

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

Special effects

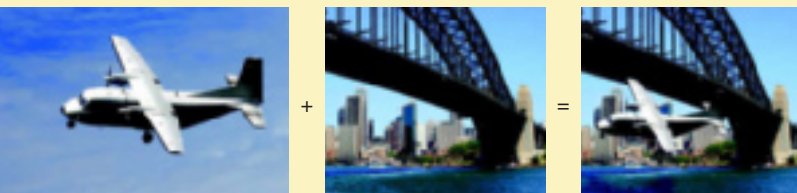
Films are fantastic. Everything's possible. Planes can fly through narrow streets, dinosaurs are alive and living in Los Angeles, characters change their colour or form – how does that work?

Some of the tricks that are used in films are very easy, others are very complicated and very expensive. Read on for a few examples.

1 Flying under Sydney Harbour Bridge

In a film you see a plane flying under Sydney Harbour Bridge. There are cars on the **bridge** and boats under the bridge. The plane is very fast. How does it work? It's far too dangerous to let a pilot try this, so what you have to do is to make two films and put them together. First you film the bridge with the cars and the boats – that's the background. Then you film the plane, or a model plane. The rest is done on the computer – you put the two layers together and now your plane is flying under Sydney Harbour Bridge.

first film second film films put together



2 A dinosaur comes to life



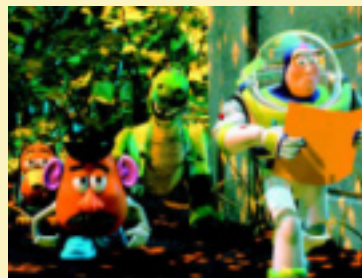
Dinosaurs are fascinating animals and there are lots of films in which dinosaurs – or other gigantic animals – come to life. How does it work? These giants are often models that can be moved by **remote control**. Some of these models are very big – the spinosaurus in *Jurassic Park 3* was 13 metres long and weighed more than 10 000 kg. The models are built with great care because they have to look as

natural as possible. In this picture the **skin** is still grey. To make it look natural they have to paint it. Just imagine how long that takes! And that's only one of many tasks!

How do you move a giant puppet like this? Eight people were needed to control the spinosaurus model – one for the eyes, one for the tongue, one for moving the arms etc. even one for the breathing. They didn't use normal remote controls – in the picture you can see a man wearing the remote control for the arms of the spinosaurus. He can move the arms of the puppet by moving his own arms.



3 Computer-generated characters



With powerful computers and special programmes you can make films that are completely **computer-generated**. This means that you don't really film anything, but make everything on your computer. That's

why you can produce characters that can do everything. It's no problem to make them fly, change colours or change their form – anything you can think of – because they do not exist in the real world.

In 1995 *Toy Story* was produced. It was the first cinema film that was completely computer-generated and in 3D. Another famous computer-generated film is *Shrek*. It took over 275 people more than three years to create it. The production costs were about \$70 million.



c Read the text again. Look at the **brown** words in the text. Tick the correct explanations.

A bridge

- ☐ links two sides of a river.
- ☐ is a model that can be moved by remote control.
- ☐ is a ship.

A remote control is

- ☐ a thing that you use to move models.
- ☐ a dinosaur.
- ☐ a stunt plane.

A computer-generated film is

- ☐ a film with many actors.
- ☐ a film that is made on a computer.
- ☐ a science fiction film.

The skin is

- ☐ what covers the body of a human or animal.
- ☐ grey plastic.
- ☐ a painting.

d Read in more detail. Answer the questions below.

1 Why can't you use a stuntman to fly a plane under Sydney Harbour Bridge?

2 How big was the spinosaurus in *Jurassic Park*?

3 Why did they have to paint the skin of the dinosaurs?

4 How many people were needed to make the spinosaurus move?

5 Find two examples of computer-generated films.

Challenge

You are a special effects artist. You need to film the following situations. How would you do it?

- 1 A real lion is walking through a train with lots of people in it.
- 2 A sea monster is swimming in the Danube.
- 3 A toy car race where all the cars suddenly change into rockets.

I would film a lion first and then Then I would

1 Present simple or present continuous (-ing form)? → 134/1.1 + 135/1.2

Use the verbs below.

do • go • live • stay • watch • not watch • wait • wear • work (2x) • not work

*I **surf** the Internet every day, but I'm **not surfing** the Internet now.*

- Look, that's Monica. – She's _____ a blue hat. She _____ for the bus. She always _____ to school by bus.
- My mum _____ as a shop assistant. She only _____ in the mornings. It's three o'clock now, so she _____.
- What _____ you _____? – I _____ TV. I _____ TV very often but at the moment there's an important football match on!
- I _____ in Graz but right now I _____ at my aunt's house in Pörschach for the holidays.

2 I'd rather ...

Write dialogues like the example.

- | | |
|--------------------------------|---|
| (have ice cream / cake) | <i>You can either have ice cream or cake.</i> |
| | <i>Which would you prefer?</i> |
| (ice cream) | <i>I'd rather have ice cream, please.</i> |
| (go skiing / skating) | You can _____. |
| | Which _____? |
| (skating) | I'd _____. |
| (go to Paris by train / plane) | _____. |
| | _____? |
| (train) | _____. |
| (drink tea / juice) | _____. |
| | _____? |
| (juice) | _____. |

3 Prepositions

Complete the text using the prepositions 'by', 'on', 'for', 'into' and 'down'.

- I always go to school _____ foot. I never go _____ bus.
- How long do you watch TV every day? – I usually watch TV _____ two hours a day.
- I never go shopping _____ inline skates because you're not allowed to go _____ shops on skates.
- Have you ever fallen _____ the stairs to the cellar? – No, I haven't.
- Why are you wet? – I fell _____ the water.
- Help! This cupboard is too big. I can't get it _____ the lift.

4 Present perfect, 'for' and 'since' → 137/1.5

Write sentences about the situation given. Use the present perfect (I've done) and 'for' and 'since'.

- 1 Today is Friday. Vincent arrived in Vienna five days ago.

He's been in Vienna for five days. He's been in Vienna since Sunday.

- 2 It's the year 2020. Matthias met Lara four years ago.

He's known Lara _____. He's known _____.

- 3 It's the year 2020. Tina bought her first computer two years ago.

She's had a computer _____. She's had _____.

- 4 It's the year 2020. My parents are married. They got married 15 years ago.

_____.

5 Past simple or present perfect? → 135/1.3 + 136/1.5

Write the words in the correct tense. Use the past simple (I did) or present perfect (I've done).

be • go • go • go • rain • see • not see

- 1 Where's Alexander?

I don't know. I _____ him.

And where's Valentin? _____ you _____ him?

Yes, I have. He _____ to the swimming pool
a few minutes ago.

- 2 _____ you ever _____ to London?

No, I haven't. But we _____ to
Edinburgh last year. It _____
very cold and it _____ all the time.

6 Present perfect with 'just' → 137/1.5

What has just happened? Look at the picture and write sentences.

eat a chilli • drop drink • fall over • break window
• find rat • draw picture • drop a bucket of paint

The headmaster has just found a mouse.

- 1 The twins _____

- 2 The girl _____

- 3 The boy _____

- 4 The teacher _____

- 5 The painter _____

- 6 The caretaker _____



Big break: Working towards the standards

1 Sports in my life



13

Two teenagers are talking about activities they do. Read the sentences below. Then listen and fill in the missing words.

Jill She is in a _____ club. She usually trains on _____ and Friday for _____. Jill also takes part in competitions. She _____ a prize last year.

Alex He _____ a lot of sports. He likes _____ but he's not in a team. He goes to school _____ and he plays football with his friends. He thinks he's _____ to start playing in a club.

Fertigkeit: Hören

Themenbereich: Hobbys und Interessen

Deskriptor 5: Kann einfachen Interviews, Berichten, Hörspielen und Sketchen zu vertrauten Themen folgen.

2 Finding the best job for you

Read about the following professions. Then tick the correct boxes below.

Fertigkeit: Lesen

Themenbereich: Jobs

Deskriptor 8: Kann aus dem Textzusammenhang die Bedeutung einzelner unbekannter Wörter und Äußerungen erschließen, wenn die Thematik vertraut ist.

Computer programmer

Computer programmers write new computer programs. They usually work in a company, but they might also work from home. Most of the time they work alone in front of the computer. Some programmers prefer to work in the evening or at night.

Skills and interests:

- excellent computer skills
- patience
- good concentration

Kindergarten teacher

Kindergarten teachers work with preschool children in kindergartens. They have to be gentle, patient and understanding. They should know different games to play with the children. In addition, they should be able to play a musical instrument and should like singing.

Skills and interests:

- love of children
- communication skills
- musical talent

Film actor

Actors work in big teams either in a film studio or on location. They have to learn their lines and be able to act well. They need to be patient because they often have to wait a long time until it's their turn. They might work long hours and can be away from home for a long time.

Skills and interests:

- talent in acting
- good pronunciation
- excellent memory

Vocabulary:

skill – Fähigkeit; on location – am Drehort

	computer programmer	kindergarten teacher	film actor
She/He needs musical skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/He has to be patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/He sometimes works on location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/He works long hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Part-time jobs

- a You and your friend want to earn some extra money and you are both looking for a part-time job. One of you found ad A, the other one ad B. Decide who reads which ad before you go on. Read your ad.

A Young couple need babysitter for their two-year-old son.

Hours: Wednesday 2–7 pm,

Saturday 6–8 pm

£ 6 per hour

Apply to Mr and Mrs Mitchell, tel:
02345/6730535, 67 Cayman Drive
Start immediately.

B Patel's News is looking for reliable girl or boy to deliver newspapers in Watery Lane, Percy Street and Cecil Street, starting in January.

Hours: Mo–Fr 6.30–7.30 am

£ 4.50/hour

Apply to Patel's News, 23a Hardshaw Street, St. Helens, Merseyside

- b Tell your friend about the ad you found. Your friend is interested in the job and asks questions about it.

What are my working hours? Do I have to work on Saturdays and Sundays? How much do I get per hour? Where do I work? Who do I have to contact? What exactly do I have to do? When can I start?

- c Your friend has also found a job ad in the local newspaper. Find out what the conditions of the job are.

Make sure you talk as much as possible.

4 Superstitions – saying what you think

- a Talk for two minutes about superstitions and how you feel about this topic.

You can

- talk about superstitions in general
 - are there many superstitious people?
 - are superstitions good/bad/useless/useful?
 - are more old people/more young people superstitious?
- tell us which superstitions you know and (if you want to) what you think of them
 - People think it's good/bad luck to ... but/and I think
- talk about the cultural differences (English superstitions, superstitions of your home country)
 - In Austria people think In England people think
- (if you want to) talk about your family's and friends' beliefs
 - My grandmother always/never
- talk about what you do before an important test to have good luck
 - Before an important test I ... for good luck.

- b You have got three minutes to make notes.

Fertigkeit: an Gesprächen teilnehmen
Themenbereich: Schule und Arbeitswelt
Deskriptor 1: Kann ein einfaches Gespräch über vertraute Themen (z. B. über Familie, Freundinnen und Freunde, Schule, Freizeit) beginnen, in Gang halten und beenden.

Fertigkeit: zusammenhängend sprechen
Themenbereich: Interkulturelle Kompetenz
Deskriptor 4: Kann über Sachverhalte und Abläufe aus dem eigenen alltäglichen Lebensbereich berichten, z. B. über Leute, Orte, Tätigkeiten.

The Your Turn Magic Trick

Can you interlock two paperclips without touching them? No? I'm sure you can – just try it:

You need:

- a strip of paper
- two paperclips

This is how you do it:

- 1 Fold your strip of paper like an "S" to form two loops.

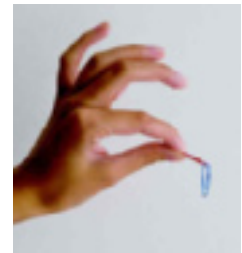


- 2 Fix the two loops with two paperclips. Secure **two** layers of paper with each clip.



- 3 Now tell your audience that you're going to link the two paperclips without touching them.

- 4 Take the ends of the paper strip and pull them apart quickly. The two paperclips will fall to the floor and they'll be linked together.



The Your Turn Experiment

Can you sit completely still if you try really, really hard? You can use some paperclips to find out.

You need:

- a long pencil or ruler
- three or four paperclips
- some sticky tape

- 1 Link your paperclips to make a chain.
- 2 Fix your paperclips to one end of a pencil or ruler.
- 3 Put the other end of the pencil or ruler in your mouth or hold it in your hand.



Now try to keep completely still. Can you stop the paperclips from moving?

Explanation

You cannot stop moving completely. Your eyes have to close from time to time, muscles move a tiny bit, even the blood moving through your body causes tiny movements. When you get tired you start to move even more.