

Die Entwicklung von Schlüsselkompetenzen im Englischunterricht



Dr. Frank Haß
Institut für Angewandte Didaktik

Was ist Schule?

- Verwahranstalt
- Informationsverarbeitungszentrum
- Lernort
- Kommunikationszentrale
- **Bildungsinstitution**



Bildung bezeichnet sowohl einen offenen, lebenslangen – besonders sprachlich vermittelten – **Prozess** als auch dessen (zeitweiliges) **Ergebnis**.

Der Bildungsprozess umfasst sowohl den Aspekt der Formung **von außen** (vgl. Begriffsursprung bei Meister Eckhardt) als auch den Aspekt der **Reflexivität** (sich bilden).

Bildung beinhaltet die harmonische Anregung / Entfaltung **aller Kräfte** des Menschen (biologisch, psychologisch, sozial).

Bildung ist die Auseinandersetzung des Individuums sowohl **mit sich selbst** als auch **mit seiner kulturellen und natürlichen Mit- und Umwelt**, mit dem Zweck der Situierung innerhalb derselben.

Bildung heißt, **Lebens- und Handlungsorientierung** zu gewinnen.

Bildung führt zu **selbst bestimmter Individualität** / Persönlichkeit des Einzelnen, die seine Mitwelt bereichert und der **Verantwortung** für diese gerecht wird.

Bildung als Kompetenzerwerb

Kompetenz ist das Vermögen eines Individuums, eine lebensweltliche Situation (sprach)handelnd zu bewältigen.



Thinkstock (Polka Dot), München



Thinkstock (Catherine Yeulet), München

Lebenskompetenzen

Lebenskompetenzen sind Fähigkeiten, die einen angemessenen Umgang sowohl mit unseren Mitmenschen als auch mit Problemen und Stresssituationen im täglichen Leben ermöglichen.

(World Health Organization 1994)

ab 1999: „Life skill education“

Ten core Life skills (World Health Organization)

- self-awareness
- empathy
- critical thinking
- creative thinking
- decision making
- problem solving
- effective communication
- interpersonal relationship
- coping with stress
- coping with emotion



Schlüsselkompetenzen

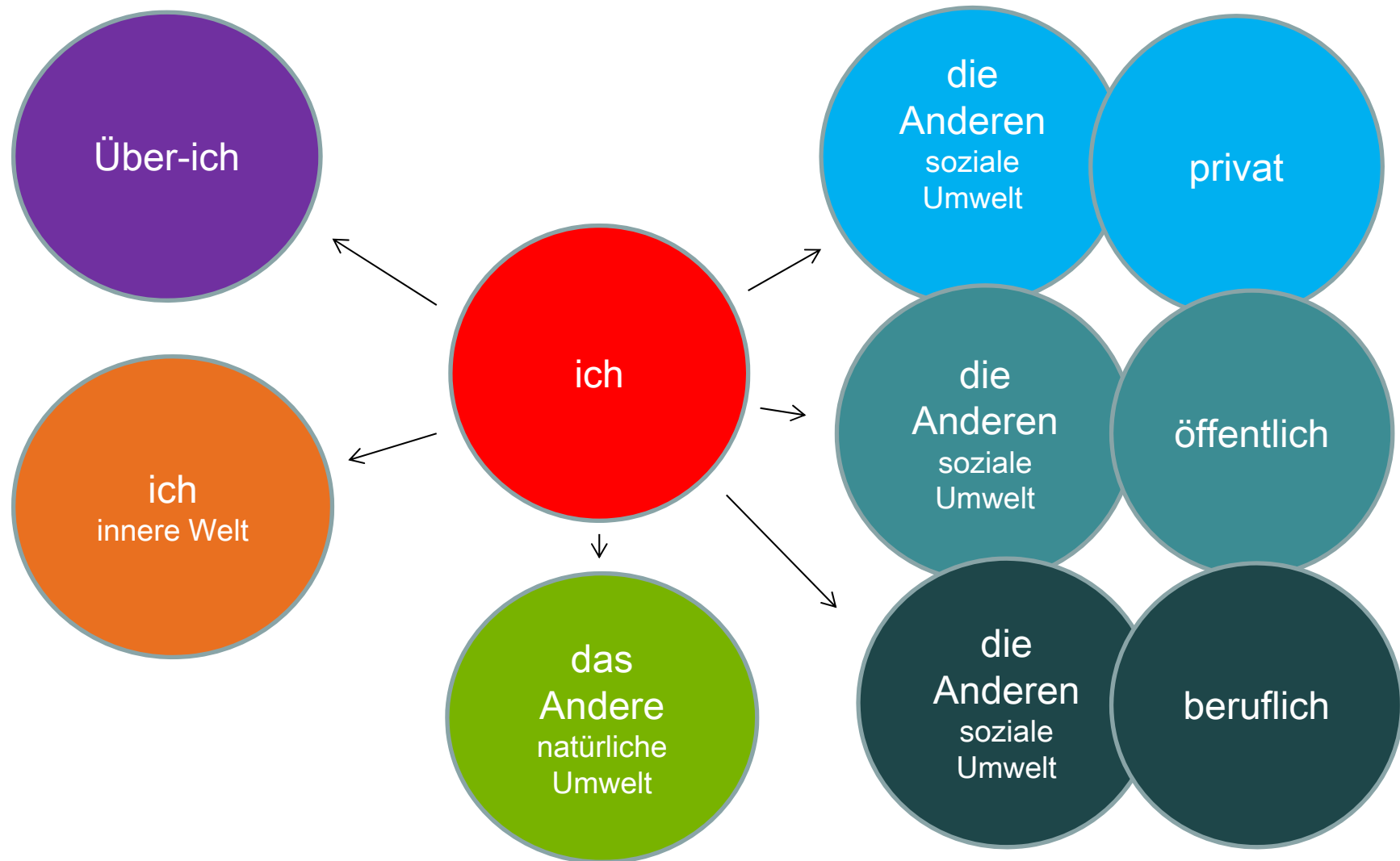
Schlüsselkompetenzen sind Kompetenzen, die dem Individuum helfen, Zugänge zu sich selbst und zur Mit- und Umwelt zu finden, die quasi helfen, sich und die Welt zu „erschließen“.

Schlüsselkompetenzen

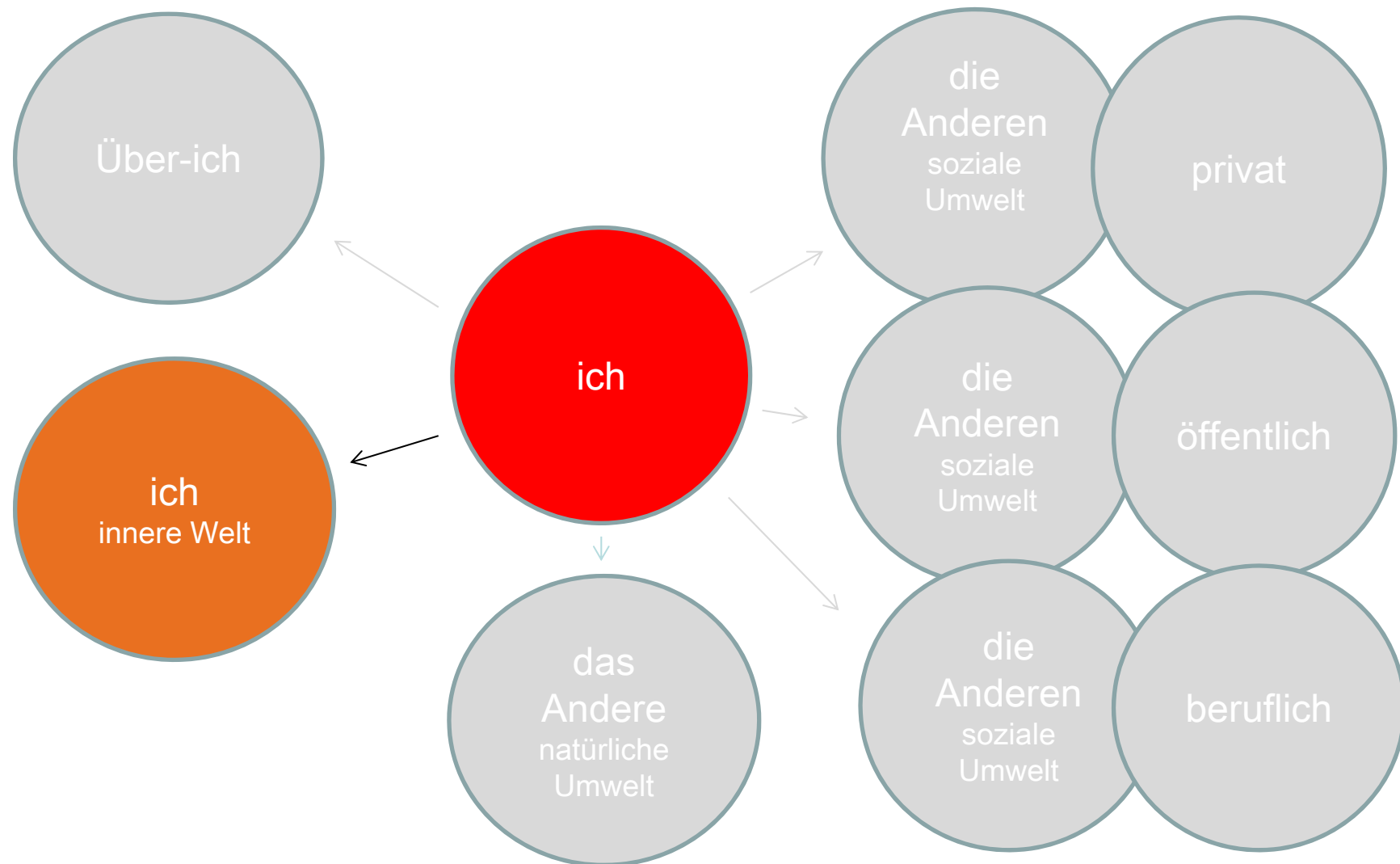
Der gebildete Mensch sollte über Schlüsselkompetenzen verfügen, die ihm ermöglichen,

- die eigene Persönlichkeit zu reflektieren und zu entwickeln (**Selbstkompetenzen**),
- an der Entwicklung der kulturellen Mitwelt mitzuwirken (**soziale Kompetenzen**)
- den Umgang mit der natürlichen Umwelt mitzugestalten (**ökologische Kompetenzen**).

Schlüsselkompetenzen



Schlüsselkompetenzen - Selbstkompetenzen



Selbstkompetenzen

- eine positive Einstellung zu sich selbst haben
- **sich seiner Stärken und Schwächen bewusst sein**
- Selbstvertrauen haben
- seinen Körper gesund halten können (Ernährung, Sport, Hygiene, ...)
- seine Psyche gesund halten können
- mit den eigenen Emotionen umgehen können
- mit Stress umgehen können
- mit Kritik umgehen können
- Informationen analysieren und bewerten können
- Entscheidungen treffen können
- Probleme lösen können
- kreativ denken können
- pünktlich sein
- zuverlässig sein
- sich anpassen können
- ...


What kind of star are you?

Find more online:
i8ce82

Am Ende dieser Unit kann ich ...


- sagen, was einen Star ausmacht,
- mich verabreden,
- jemanden interviewen,
- einen Text über eine Bewerbung beim Theater verstehen, Informationen aus einer Programmübersicht weitergeben und einen Film über eine Theater-AG verstehen.

Unit 2 Stars!




1

football player
crowd
happy
prize



2

singer
stage
famous



3

Last year Claire and my dad organized a jumble sale for people in Africa. I helped. We were tired after that, but it was great!

1 (SPEAKING) Talk about the photos.

a) What can you see in photos 1 and 2?
I can see

b) Read Olivia's text. Is she a star too?

c) What makes a star? What do you think?
Talk with a partner.

Is never afraid Is good at sport / music ...
works a lot helps others ...

2 Listen to the song.

a) Listen and read the lyrics. What is the message? Choose the best answer.

- Stars have to work a lot.
- You can do it! You can be a star.
- Stars are cool.

b) Think of actions for your favourite lines.
Listen again and sing with Will.Lam.

Way in Station 1 Station 2 Reading corner Meditation Film corner Checkpoint Extra activities

2


Hall of Fame

(By The Script feat. Will.Lam)

Yeah, you could be the greatest,
You can be the best,
You can be the King Kong banging on your chest.
You could beat the world,
You could beat the war,
You could talk to God, go banging on his door. (Yeah)
You can throw your hands up,
You can beat the clock,
You can move a mountain,
You can break rocks.
You can be a master,
Don't wait for luck,
Dedicate yourself and you could find yourself

Standing in the hall of fame, (yeah)
And the world's gonna know your name, (yeah)
'Cause you bum with the brightest flame, (yeah)
And the world's gonna know your name, (yeah)
And you'll be on the walls of the hall of fame, (yeah)

4



T: Adams, Will/Barry, Jones, W/Donoghue, Daniel John/Steehan, Mark Anthony

3 (YOUR TURN) You're a star to me! → V People's qualities, p.205

How is your partner a star? Tell him or her.

A: You're a star to me because
you're good at playing football.

B: Really? Thanks.

A: Yes. And you often help your little sister with her homework.

B: Oh! That's nice of you! You're a star to me because

you're good at music you're a good friend
you're good at dancing you're funny
you draw good pictures ...
always ...
help other people do jobs at home
go to the sports club ...

Ich kann sagen, was einen Star ausmacht. ✓

Quiz time



Answer the questions, add your points and find out **what kind of star you are**. Only pick one answer.

1. Your teacher has written a school play. Do you want to audition for it?
 - ☐ a) **No way! Are you joking?!**
 - ☐ b) **Maybe, but only if my friends can audition with me.**
 - ☐ c) **Of course, I can't wait!**
2. You are bored on a school bus trip. What do you do?
 - ☐ a) **I sing really loud songs with my friends.**
 - ☐ b) **I listen to music or talk to my neighbour.**
 - ☐ c) **My friends and I play cards together or some other game.**
3. Your parents have given you €30 for your birthday. How do you spend it?
 - ☐ a) **I go to the cinema or swimming pool with my friends.**
 - ☐ b) **I buy a DVD or computer game.**
 - ☐ c) **I buy some cool new clothes or shoes.**
4. Your friend has sent you an invitation to a fancy dress party. What is your costume?
 - ☐ a) **A popstar with a crazy costume and a wig.**
 - ☐ b) **An animal like a bat or a crocodile.**
 - ☐ c) **My best friend and I decide to wear the same costume.**
5. Your teacher has asked you to give a group presentation. What job do you like best?
 - ☐ a) **I like to stand and speak in front of the class.**
 - ☐ b) **I like to collect the information and write the texts.**
 - ☐ c) **I do what the other people in the group tell me to do.**
6. What kind of school trip do you like best?
 - ☐ a) **A sports trip like skiing or hiking.**
 - ☐ b) **A trip to a city like London or Paris.**
 - ☐ c) **A trip to see a play or musical.**
7. You have moved to a new school. How do you feel?
 - ☐ a) **Excited. I like to meet new people and make new friends.**
 - ☐ b) **I feel OK. I'm unhappy to leave my old friends but I am sure the new school is good.**
 - ☐ c) **Nervous. I feel shy with new people.**
8. Which activities in English lessons do you like best?
 - ☐ a) **Reading and writing**
 - ☐ b) **Group projects**
 - ☐ c) **Speaking**

Way in Station 1 Station 2 Reading corner Discussion Film corner Checkpoint Extra activities

2

Now count how many **red**, **blue** and **green** answers you have.

Most of my answers are red: **Creative star**

You are creative and maybe like to do things alone. You have good ideas and like to think about things for a long time. Maybe you are quiet but you are still a star! "Creative Stars" like you become film directors, dancers, designers or politicians.



Most of my answers are blue: **Team star**

You like to be in a team. Friends are very important to you and you don't like time alone. A "team star" works best with other people. "Team Stars" like you become football players, sing in a choir or play in a band.



Most of my answers are green: **Big star**

You are a leader and like people to notice you! You are not shy and maybe very loud! A "Big Star" works best alone. "Big Stars" like you become athletes, actors or TV presenters.



Talk about the quiz.

- a) Interview four of your classmates and find out what kind of star they are.
- b) Find a partner who has interviewed different classmates. Your partner must guess what kind of star the four classmates are. Ask your partner why he/she thinks that. Tell your partner if he/she is right or wrong.

Selbstkompetenzen

- eine positive Einstellung zu sich selbst haben
- sich seiner Stärken und Schwächen bewusst sein
- Selbstvertrauen haben
- **seinen Körper gesund halten können (Ernährung, Sport, Hygiene, ...)**
- seine Psyche gesund halten können
- mit den eigenen Emotionen umgehen können
- mit Stress umgehen können
- mit Kritik umgehen können
- Informationen analysieren und bewerten können
- Entscheidungen treffen können
- Probleme lösen können
- kreativ denken können
- pünktlich sein
- zuverlässig sein
- sich anpassen können
- ...

11 (YOUR TURN) A poster about your favourite activity or sport → V Sports and activities, p. 191
→ M Gallery walk, p. 172

a) Make a poster about your favourite sport or activity:
Make notes. Find more information. Add pictures.

- What's the sport like?
- What do you do?
- What must you be like?
- Which equipment do you need?

b) Talk about your poster.

Skiing is an exciting and popular sport.
It's quite easy. You can ski fast on beautiful mountains, but you must be fit and you must be careful. You can usually borrow equipment and special clothes.



STUDY SKILLS

Write your notes on cards. Practise what you want to say before you show your poster.
Speak slowly and clearly when you present it.
Check that the listeners have understood and ask: "Do you have any questions?" at the end.

I can present information about a sport.



Selbstkompetenzen

- eine positive Einstellung zu sich selbst haben
- sich seiner Stärken und Schwächen bewusst sein
- Selbstvertrauen haben
- seinen Körper gesund halten können (Ernährung, Sport, Hygiene, ...)
- seine Psyche gesund halten können
- mit den eigenen Emotionen umgehen können
- mit Stress umgehen können
- mit Kritik umgehen können
- **Informationen analysieren und bewerten können**
- Entscheidungen treffen können
- Probleme lösen können
- kreativ denken können
- pünktlich sein
- zuverlässig sein
- sich anpassen können
- ...

Scottish inventors

Which of the following inventions has not been made by a Scot?

- the raincoat
- car tyres
- adhesive stamps
- the telephone
- toothpaste
- the bicycle
- the TV-set
- the breech-loading rifle
- penicillin
- chloroform
- the Bank of England

Scottish inventors

Which of the following inventions has not been made by a Scot?

- the raincoat – Charles Macintosh (Glasgow, Scotland)
- tyres – John Boyd Dunlop (Dreghom, Scotland)
- adhesive stamps – John Chalmers (Dundee, Scotland)
- the telephone – Alexander Graham Bell (Edinburgh, Scotland)
- **toothpaste – Ottomar Heinsius von Mayenburg (Dresden, Saxony)**
- the bicycle – Kirkpatrick Macmillan (Thornhill, Scotland)
- TV – John Logie Baird (Helensburgh, Scotland)
- the breech-loading rifle – Patrick Ferguson (Pitfours, Scotland)
- penicillin – Alexander Fleming (Darvel, Scotland)
- chloroform – James Young Simpson (Bathgate, Scotland)
- the Bank of England – William Paterson (Dumfries, Scotland)

Presenting information about an inventor

A Scot who changed the world

1 (READING) Read the biography.

1,20

1 Alexander Graham Bell was an inventor and engineer born in Edinburgh in 1847. Most people know him as the man who invented the telephone. Bell grew up in Edinburgh and went to school there from the age of 10 (before that his mother gave him and his brothers lessons at home) and then in London when he was fourteen. When he was older he became a teacher in London. But he also had another ambition: His mother and his wife were both deaf, and so Bell became very interested in speech and the human voice. He wanted to make a machine which could change the sounds of speech to electricity and send them down wires. At the age of 23 Bell moved to Canada with his family, and in 1871 he went to Boston, in the USA. There he opened a school for people who couldn't hear well. And he never gave up on his ambition. After his work at the school, he worked on his invention every night. Bell invented the telephone in 1876. His invention wasn't made of plastic, like the phones which we use today. It was big and heavy, because it was made of metal and wood.



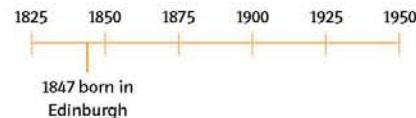
In 1877 he started a company, which sold his invention. Bell's telephone was a big success, and he became rich. The telephone wasn't Bell's only invention, but it stayed his most famous and successful one. Among other things Bell later also invented a metal detector and he tried to build a machine which could fly. Bell died in his home in Canada in 1922 at age 75. Even today people still remember him as a man whose invention changed the world forever.

2 Find the information in the text.

a) Where can you find it? → p. 119

- the place where Bell was born Edinburgh (line 2)
- what he invented
- why he was interested in speech
- how he became rich
- the countries in which he lived

b) Make a timeline for Bell's life.



READING SKILLS

A biography tells the story of a person's life. Find the phrases for what happens in every life ('was born', 'grew up' etc.). They will help you to understand the text more quickly.

Way in Station 1 Station 2 Reading corner Mediation Film corner Checkpoint Extra activities

3

3 Put the phrases in the right order for Bell's life.

opened a school E grew up G died L
became rich I moved to B was born A

If you have the phrases in the right order, you'll get a name. Which one?

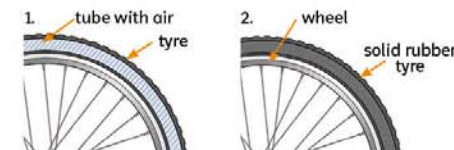


4 (LISTENING) Listen to the biography of John Dunlop.

a) Listen and complete the short profile of John Dunlop. → p. 120

John Dunlop
- born in ...
- worked as a vet in ...
- moved to ...
- started his company in ...
- died in ...

b) Listen again. Which of these two is Dunlop's invention? Say why you think so.



5 Things and materials.

a) Match the things with the materials. → p. 120

Windows	are usually made of	leather.
T-shirts		paper.
Car and bike tyres		glass.
Phones		plastic.
Book pages		metal.
Cars and bikes		wood.
Tables and chairs		cotton.
Shoes		rubber.

b) Find things which are made of these materials. → V Materials, p. 194

wool cotton steel concrete cardboard silk aluminium

6 (SOUNDS) Say the words. Then listen and check your answers.

1,22

- | | | | |
|------------------|--------------------|--------------------|--------------------|
| 1. [ə 'telɪfəʊn] | 3. [ˌhevi 'metl] | 5. [ɪn 'ædɪnbərə] | 7. [ə ,rʌbə 'taɪə] |
| 2. [ən ɪn'ventə] | 4. [ə ,kɒtn 'fɜ:t] | 6. [ə ,leθə 'tʃeə] | 8. [elɪk 'trɪsətɪ] |

7 What's your invention?

Think of an object. What is it made of?
Use funny materials.

My shoes are made of metal.
Cool, aren't they?



Language detectives → G6, p. 159



Bell is the man who invented the telephone.
The school was for people who couldn't hear well.
His telephone wasn't like the phones which we use today.
He also tried to build a machine which could fly.

When do you use who, when do you use which?
Can you find the rule?



8 Describe people and things.

a) Match the sentence parts to describe these people and things. → p. 121

1. T-shirts and jeans are clothes
2. An inventor is a person
3. A plane is a machine
4. A metal detector is a machine
5. Scots are people
6. Scotland is a country
7. Cars and bikes have tyres
8. Dunlop was an inventor

which
who

has had a lot of inventors.
are made of rubber.
made a successful tyre with air in it.
come from Scotland.
are usually made of cotton.
finds metal.
has ideas and makes new things.
can fly.

b) Make four sentences with 'who' or 'which' about Alexander Graham Bell and his invention.

Bell was a man who ... His telephone is (not) ...

9 (SPEAKING) Do you know the answers? → M Double circle, p. 171

a) Ask your partner. Can he or she guess the person or thing? → p. 121

1. person / helps when your pet is ill
A: It's a person who helps when your pet is ill.
B: Is it a vet?
A: That's right!
2. thing / makes electricity with the wind
3. person / cooks meals in a restaurant
4. city / is famous for its inventors
5. inventor / was born in Scotland
6. animal / has big ears
7. singer / comes from Germany

You can also use 'that' in sentences like these:
It's a thing that ...
It's a person that ...



b) Can your partner guess what you are thinking? Use your own ideas.

a person ... a material ...
an animal ... a thing ...

10 Match the sentences and use whose.

a) Match the sentences. Then use whose to make one sentence out of two. → p. 121

1. Dunlop was an inventor. ✓ A His mother and wife were both deaf.
2. He was a vet. B His invention made the bike better. ✓
3. Bell was a teacher. C Their work made Scotland famous.
4. He was one of many Scottish inventors. D His trips to farms were often on bad roads.

GRAMMAR

→ G6, p. 159

Dunlop was an inventor whose invention made the bike better.

1. Dunlop was an inventor whose invention made the bike better.

b) Choose who or whose?

1. Bell was a Scot — family moved to another country.
2. There are lots of Scots — don't live in Scotland.
3. People — inventions are successful often become rich.

11 (YOUR TURN) A short biography → V Inventors and inventions, p. 199

a) Here are some inventions. Choose one and find information in the library or on the internet about the person who invented it. Write a short biography for the inventor. Add photos.

- 1 windscreen wipers
- 2 blue jeans
- 3 trolley suitcase



- 4 steam engine



- 5 light bulb



Use these phrases when you write the biography:

... was born in (place) in (year).
He / She is the person who invented ...
... grew up ... It was a ... which ...
... moved to ... It was made of ...
... died in (place) in (year)?

WRITING SKILLS

A short biography gives the most important facts about a person's life. When you write your text, put them in chronological order. Also say what makes the person special. Use the simple past.

b) Show your biographies. What information surprised you? → M 1-minute-presentation, p. 170

I can present information about an inventor. ✓

Selbstkompetenzen

- eine positive Einstellung zu sich selbst haben
- sich seiner Stärken und Schwächen bewusst sein
- Selbstvertrauen haben
- seinen Körper gesund halten können (Ernährung, Sport, Hygiene, ...)
- seine Psyche gesund halten können
- mit den eigenen Emotionen umgehen können
- mit Stress umgehen können
- mit Kritik umgehen können
- Informationen analysieren und bewerten können
- Entscheidungen treffen können
- Probleme lösen können
- kreativ denken können
- **pünktlich sein**
- zuverlässig sein
- sich anpassen können
- ...

What time is it?

When a friend asks "Hey, what time is it?", you can look at your mobile or watch¹ and give an answer. But how did people know the time in the past², when there were no watches and mobiles?

Old times

In old times people had clocks³ but they were very simple⁴ and worked⁵ with sunlight⁶. A good example is the sundial. Even today you can find sundials on some old buildings⁷. But of course, they don't work at night or when it is cloudy. So people invented new ways to measure time: water clocks and hourglasses.

1 What do you think?

The pictures show:

1. a water clock
2. an hourglass
3. a sundial.

But which is which?
Talk to a partner.



Water time

The water clock is very simple. It's only two bowls⁸. Only the big bowl has water in it. The small bowl is in the big bowl. The small bowl has a hole in it. So the water goes into the small bowl. When the small bowl is full, there is no more time.

Hourglass time

Water clocks don't really work on ships. So people started to make hourglasses. These 'clocks' don't use water. They use sand and they are more exact. But they only work for a few minutes or an hour.

2 What do you think?

1. Where is the biggest sundial in the world? And in Germany? Check on the internet.
2. Why are water clocks not so good on ships?
(Think about what ships are like when the waves are very big!)
3. Hourglasses can be big or small. Where do people still use small hourglasses today?

1 watch [wɒtʃ] – Armbanduhr; 2 past [pɑːst] – Vergangenheit; 3 clock [klɒk] – Uhr; 4 simple [ˈsɪmpl] – einfach; 5 work [wɜːk] – funktionieren; 6 sunlight [ˈsʌnlaɪt] – Sonnenlicht; 7 building [ˈbɪldɪŋ] – Gebäude; 8 bowl [bəʊl] – Schale, Schüssel

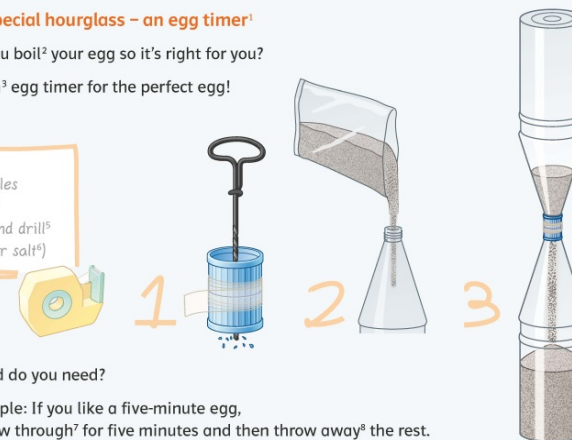
3 (PROJECT) A special hourglass – an egg timer!

How long do you boil⁹ your egg so it's right for you?

Make your own³ egg timer for the perfect egg!

You need:

- 2 small bottles
- sticky tape⁴
- 2-3 mm hand drill⁵
- fine sand (or salt⁶)



How much sand do you need?

Here's an example: If you like a five-minute egg, let the sand flow through⁷ for five minutes and then throw away⁸ the rest. Now you have the perfect egg timer!

Exact time

Do all the clocks, mobiles and watches in your house show⁹ the same time? And what about your watches and mobiles at school?

Probably¹⁰ not!

So how do we know the exact time?

Well, the best clock for this – the atomic¹¹ clock – doesn't look like a clock! And did you know your normal radio clock gets its time from an atomic clock too?



An atomic clock

4 (YOUR TURN) Be on time!

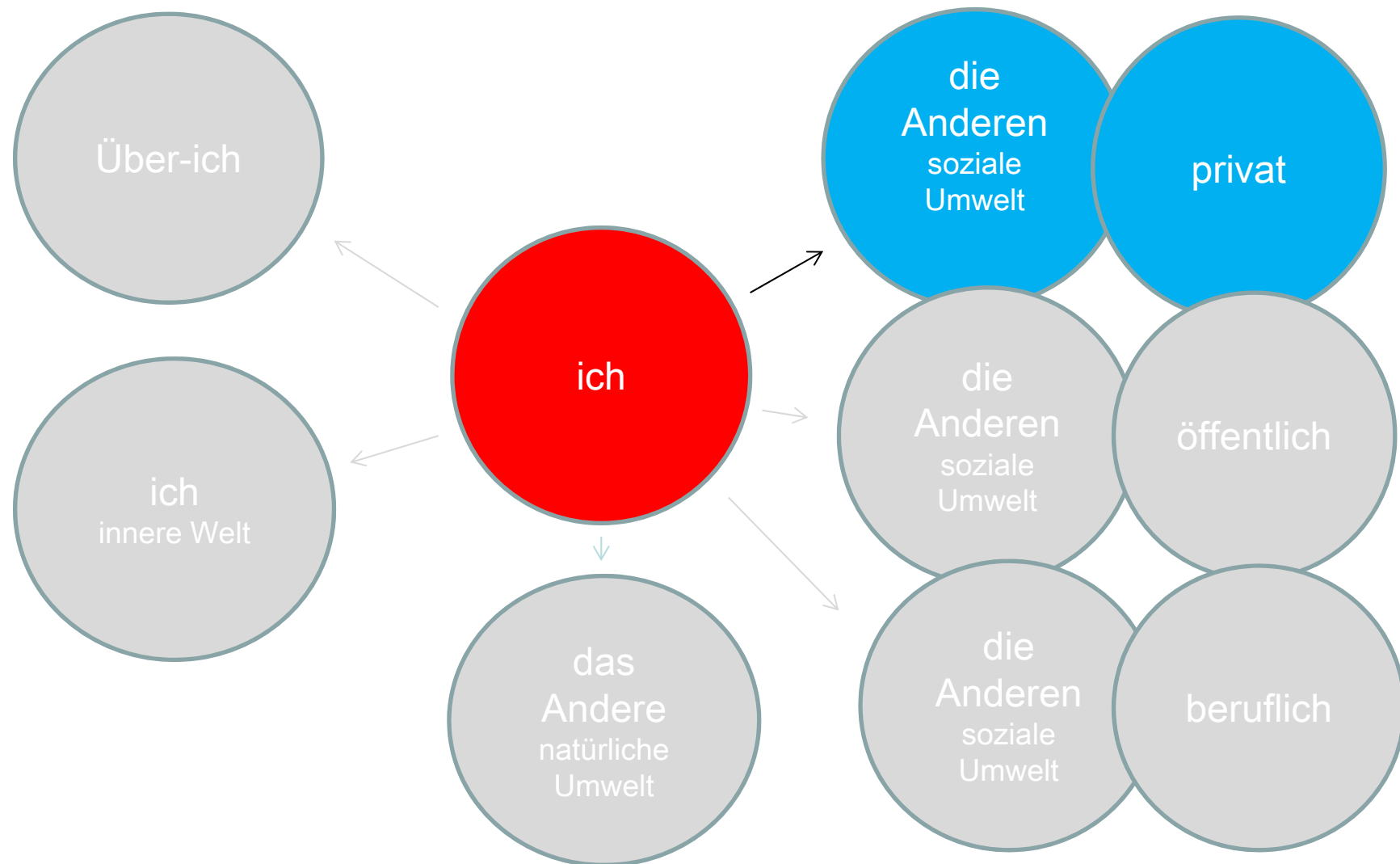
Think of three situations when it's very important to be on time¹².

Does your partner have the same or different ideas?

1 egg timer [egˈtaɪmɜː] – Sanduhr/Eieruhr; 2 boil [bɔɪl] – kochen (lassen); 3 own [əʊn] – eigene; 4 sticky tape [ˈstɪkiˌteɪp] – Klebeband; 5 drill [driːl] – Bohrer; 6 salt [sɔːlt] – Salz; 7 let flow through [letˌfləʊˈθruː] – durchfließen lassen; 8 throw away [θrəʊ əˈweɪ] – wegwerfen; 9 show [ʃəʊ] – zeigen; 10 probably [ˈprɒbəbli] – wahrscheinlich; 11 atomic [əˈtɒmɪk] – Atom-; 12 be on time [biː ɒnˈtaɪm] – pünktlich sein

Solution: a) water clock [ˈwɔːtəˌklɒk] – Wassenuhr; b) sundial [ˈsʌndiəl] – Sonnenuhr; c) hourglass [ˈaʊəɡlɑːs] – Sanduhr

Schlüsselkompetenzen – soziale Kompetenzen



Soziale Kompetenzen (privater Bereich)

- eine positive Einstellung zur Familie / zu Freunden haben
- Beziehungen zu Familienmitgliedern / Freunden aufbauen und pflegen können
- einen höflichen Umgang mit Familienmitgliedern / mit Freunden pflegen können
- mit Familienmitgliedern / Freunden zusammenarbeiten können (Teamfähigkeit)
- Mitgefühl mit Familienmitgliedern und Freunden haben und zeigen können
- zuhören können, wenn ein Familienmitglied / ein Freund Probleme hat
- Familienmitglieder / Freunde positiv beeinflussen können
- Konflikte mit Familienmitgliedern / Freunden lösen können
- **mit Familienmitgliedern / Freunden erfolgreich verhandeln können**
- mit Familienmitgliedern / Freunden mit anderen kulturellen Hintergründen sensibel umgehen können
- mit Familienmitgliedern / Freunden erfolgreich kommunizieren können
- in der Familie / im Freundeskreis die Führung übernehmen können
- ...

I will talk about options for a trip.

Where can we stay?

1 (READING) Read the dialogue.

1,23

Mum: Katie, Jake, Harry. Can you all come to the living room, please? You know our next family holiday is coming up. It's time to plan our trip to the Highlands. For a start we'll have to decide where we want to stay. Here's my idea: I'd love to stay at this cosy bed and breakfast in Inverness. Look, it's on this website. So, what do you think?

Dad: Oh, please, Abby. I thought we could go camping this year. It's a simple and cheap way to spend our holidays. You know I love hiking. If we stay at a campsite, we'll be outside all day. Isn't that great?

Jake: That's a terrible idea, Dad! No way! We'll freeze if we go camping. And there'll be insects too, and you know how much I hate them.

Katie: Are you serious, Dad? I agree with Jake. I don't want to go camping! How about staying at a hotel? If we go to a hotel, there won't be any insects. And we'll have our own bathroom.

Jake: Katie is right. A hotel sounds much better to me too. It's more comfortable and the hotel buffets are fantastic. If we don't stay at a hotel, we won't get nice food!

Mum: I don't want to go camping either but I'm sorry, it won't be a hotel, kids. That's too expensive. But we could rent a holiday cottage. Or maybe we will stay at



a B & B if you really want a good breakfast. Spending a few days at a B & B is a good idea. Maybe the people there can also give us some tips about local food and about things to see and do.

Dad: Yes, I think so too. If nobody wants to go camping, that's fine. But let's go to Loch Ness. Maybe we'll see Nessie, the Loch Ness monster ...

CULTURE

British people often stay at a B & B (bed and breakfast). That's a family home with extra bedrooms. Have you ever stayed somewhere like this?

2 Find the most important information. → M Bus stop, p. 170

a) Copy and complete the table.

Who?	Where?	Why?
Abby (Mum)	B & B	
Harry (Dad)		
Katie		
Jake		



b) Where do you think they will stay? Say why you think so.

Language tip → G7, p. 160

I love hiking.

Spending a few days at a B & B is a good idea.

3 Where do people stay on their holidays?

a) Match the words with the definitions. There are more definitions than you need. → p. 122

- hotel
- campsite
- bed and breakfast
- youth hostel
- caravan
- holiday cottage

- It's a place where you go camping.
- It's a small home which a car can pull from place to place.
- It has many rooms and often a swimming pool and large buffets.
- It's a place with no bathrooms but with a museum.
- It's a small house which you can rent for your holidays.
- It's a place that is almost like home. You stay at a family's place.
- It's a big train with beds.
- It's usually a cheap place where young people stay. Often there is only one kitchen for everyone.

b) Put the steps in the right order. → V Going on holiday, p. 195

check out

ask about prices

pay the bill

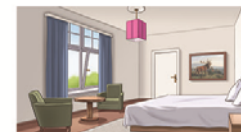
make a reservation

check in

1,24

4 (LISTENING) Which picture is it?

a) Listen to Jim and Dianne and look at the pictures. Where did they stay? → p. 122



hotel



bed and breakfast



hostel

LISTENING SKILLS

Look at the pictures before you listen, and think: What words do you know about the three places to stay? Listen carefully for these words when you listen to the dialogue.

b) Why did you choose the picture? Give reasons.

I chose the picture of the ... because ... And ...

Language detectives → G9, p. 162



If we go to a hotel, there won't be any insects.
If we don't stay in a hotel, we won't get nice food!
We'll freeze if we go camping.

What do you express with this kind of sentence?
What are the two parts of these sentences?
Which tenses are the verbs in each part?

5 Complete the sentences. → M Peer correction, p. 173

- If Jake goes (go) to Edinburgh, he — (go) shopping.
- If Dad — (have) time, he — (visit) the castle.
- If I — (see) a nice souvenir, I — (buy) it.
- If we — (stay) at a camp site, maybe we — (get) cold.
- I — (take) a photo of the Loch Ness monster if I — (see) it.
- We — (become) famous if we — (find) Nessie.
- Katie — (get) a local breakfast if we — (decide) to stay at a B&B.



6 Make sentences about a holiday in a hotel.

a) Make the parts of the sentences. → p. 122

- If everyone / agree, we / stay / at a hotel
If everyone agrees, we'll stay at a hotel.
- If we / stay / at a hotel, we / have / a TV
- It / not be / so boring / if we / have / a TV
- You / not meet / other kids if you / watch / TV all day
- If we / go / to a good hotel, we / have / internet too
- If we / have / internet, we / look for / information about things to see and do
- We / ask / at the Tourist Information Centre if we / not find / anything interesting online

b) Make more sentences with 'if'.

- get up early → go swimming before breakfast
- be hungry → eat at the hotel restaurant
- rain → not go horse riding
- try porridge → like it
- visit museum ← be open
- legs get cold ← wear a kilt
- hear the bagpipes → put hands over ears

Be carefull Which part of the sentence should have the 'if'?



7 What will we do if ... ?

a) Look at the pictures. Make sentences. → p. 123



1. We'll go hiking in the mountains if ...



2. If we leave the hostel after ten o'clock, ...



3. If there's a party at the campsite, ...



4. If we go to the Highlands, ...



5. We'll have a problem with insects if ...



6. We won't stay at that hotel if ...

b) What will happen if ... ? Make a chain of sentences.

If we have a party at the hostel, we'll go to bed late. If we go to bed late, ...

8 (SPEAKING) Persuade your teacher → M Round robin, p. 174

Oh please don't give us any homework today! If we don't have homework today, I ...

9 (YOUR TURN) A role play → V Places to stay, p. 200

Act a role play with two others. Use the cards and the phrases to talk about where you can go and stay. In the end agree on the place that you want to go to together.

MacGowan Hotel A
Place: Glasgow
Activities: museums, food, theatre, shopping
Price: £275 for 2 people for 2 nights

Nessie's Nest (B & B) B
Place: Inverness
Activities: walking, canoeing, cycling, Loch Ness
Price: £420 for 4 people for 3 nights

No Tree Hostel C
Place: Isle of Skye
Activities: bird watching, boat trips, beach walks
Price: £25 for 1 person for 1 night

Let's go to ...
... is cheaper / more expensive.
I like / don't like ..., so ... is better for me.
If you like ..., you will / won't like ...

I would like to ...
I prefer ...
I think so too. / I agree / disagree.
That's (not) a good / bad idea.

Soziale Kompetenzen (privater Bereich)

- eine positive Einstellung zur Familie/zu Freunden haben
- Beziehungen zu Familienmitgliedern/Freunden aufbauen und pflegen können
- einen höflichen Umgang mit Familienmitgliedern/mit Freunden pflegen können
- mit Familienmitgliedern/Freunden zusammenarbeiten können (Teamfähigkeit)
- Mitgefühl mit Familienmitgliedern und Freunden haben und zeigen können
- **zuhören können, wenn ein Familienmitglied/ein Freund Probleme hat**
- Familienmitglieder/Freunde positiv beeinflussen können
- Konflikte mit Familienmitgliedern/Freunden lösen können
- mit Familienmitgliedern/Freunden erfolgreich verhandeln können
- mit Familienmitgliedern/Freunden mit anderen kulturellen Hintergründen sensibel umgehen können
- mit Familienmitgliedern/Freunden erfolgreich kommunizieren können
- in der Familie/im Freundeskreis die Führung übernehmen können
- ...

Giving advice to a friend.

I'm really fed up!

- 1 (READING) Read the e-mails.



E-MAIL

1 Hi Julie,
I need your advice. I'm really fed up.
Mum and Dad never have any time for me any
more because they're so busy with their new
B&B. They work hard all day. And in the evenings
they're always too tired to do anything.
We had so much fun together when we lived in
Belfast. But now?
At the weekends Mum always nags me to tidy up
the dining room. Why do I have to do all this work?
It's not my B&B, is it? But at least Ashley helps me
a lot. Well, that's really nice of him, I have to say.
Sometimes little brothers can be useful. ☺
I don't like the B&B and sometimes I get fed up
with the people who come to stay at it too. We
have new guests every day and they always ask
the same questions. Where's this? Where's that?
How do we get there? Blah blah blah ... It drives
me crazy! I miss you so much! If you were here, I
wouldn't be so lonely.

See you,
Sarah ☺

E-MAIL

1 Hi Sarah,
I miss you too. It's so boring here without you.
Can't you talk to your parents? Maybe you can find
a quiet moment? I think they would understand if
you told them how horrible the place is for you. If I
were you, I would speak to your dad first. He seems
like somebody who would listen. Who knows,
maybe you can get more free time and do some
more fun things?
10 If I lived in a B&B, I'd probably hate it too. But stop
complaining - think positive! You can meet people
from lots of different places, even other countries.
Maybe they can tell you interesting stories or teach
you funny words in their language?
15 If I visited you in our next holidays, you could show
me Lough Neagh. I would probably ask the same
silly questions as the tourists. But I have to go to
Dublin with my family.
Can you come to Belfast again soon? If you were
here now, I would take you to the cool new
milkshake place in town.

I'll call you tomorrow.
Julie XOX

- 2 Find the answers.

1. Which things does Sarah complain about?
2. What is nice of her brother?
3. What is Julie's advice for Sarah?
4. What's a good thing about the B&B?

- 3 What's your opinion? → M Think-pair-share, p. 175

1. What do you think about Sarah's complaints? In my opinion she is right/wrong, because ...
2. What is your opinion on Julie's advice?

- 4 (LISTENING) Listen to the phone call. Choose the right answer.

1. Who called Sarah?
Ashley • Julie • her aunt
2. When was Sarah so fed up?
yesterday • last week • two days ago
3. Who will she try to talk to later that week?
her brother • her dad • her mum
4. When will the girls talk again?
tomorrow morning • tomorrow afternoon • tomorrow evening

Work with adjectives.

- a) Make a chart. Sort the adjectives. → O p. 123 → M Bus stop, p. 170

sad	honest	furious	smart
confident	horrible	optimistic	cautious

☺	☹
...	sad

You need your dictionary for some of these. There are tips about how to work with a dictionary on page 73.



- b) Find words with the same meaning. Match the new words with the words from a).

→ V Adjectives for feelings, p. 201

- | | | | |
|---------------|----------------|--------------------|--------------------|
| 1. down - sad | 3. hopeful | 5. straightforward | 7. sure of oneself |
| 2. dreadful | 4. intelligent | 6. very annoyed | 8. guarded |

- 6 (WRITING) Describe an important person in your life.

- a) Choose a person (family or friend) and make notes.

Who? Why is the person important?
Which adjectives (from Ex. 5) can you use?

- b) Write your text. → M Peer correction, p. 173

My best friend always
listens to me. He's smart
and knows a lot of things.
He also ... But he's often
late. That really makes me
furious. Sometimes he ...

- 7 (SONG) Let your tears fall → kompletter Liedtext, p. 286

Listen to the song. What advice does the singer give?

- | | |
|--|---|
| 1 Watch your tears fall, let them fall, falling now,
Make the seas calm, take you in my arms, you
cry. (Let your tears fall ...)
It's not a crime to fall apart sometimes,
5 It's not a crime to ask why, to ask why, you cry.
(Let your tears fall ...)
I will come, no, I won't run,
I'm not scared, to care. | 10 Come to me when you're in need,
Set it free, let the truth breathe.
(Chorus): Tell me all your secrets,
tell me your fears,
I'm gonna push you away,
then I'll pull you near.
15 No, I won't judge you, I'm gonna help
you through. |
|--|---|



Language detectives → G10, p. 163



If I lived in a B & B, I would hate it too.
If you were here, we'd go to the new place.
They would understand if you told them how you feel.

Look at the verbs. What is different from the if-sentences that you already know?
Are the sentences about something that really happens?

8 (WRITING) Complete the sentences.

- a) What would Sarah do if she was ten years older? Complete the sentences. → p. 124

If Sarah was 10 years older ...



1. move / Belfast



2. find / job



3. work / office



4. live / flat



5. meet / Julie



6. visit / parents

- b) Finish these sentences with your own ideas.

- If Sarah invited a new friend to her place, ...
- If Sarah's parents didn't come to Belfast, ...
- If Sarah's brother was older, ...
- If her parents didn't work in the B & B any more, ...

9 What would happen?

- a) Put in the verbs. → p. 124 → M Peer correction, p. 173

- If Sarah went (go) to a sports club, she would make (make) new friends.
- If Sarah — (speak) to her parents about her problems, they — (understand) her better.
- Sarah and her friend Julie — (be) happier if they — (meet) each other more often.
- If Julie — (not live) in Belfast, Sarah — (see) her best friend more often.
- Sarah — (spend) more time in Ashley's room if he — (not listen) to that awful music.
- If her mum and dad — (not work) so hard, they — (not be) so tired.

- b) When would you do it?

move to Belfast eat ten sausages sing for a big crowd kiss a spider

I would move to Belfast if all my friends came with me.

10 (SPEAKING) What would you do in this situation? → M Double circle, p. 171

- a) Make and answer questions with a partner. → p. 125

Here are some ideas:

- you lose your phone
- you own an elephant
- you have a year without school
- you are the only person in the world
- you can only eat one sort of food

ask travel

choose go to

play show

...

A: What would you do if you lost your phone?

B: I would ask a friend: "Can you call my number, please?"

Maybe then I would hear it and find it.

- b) Read the headlines. What you would do in each situation?

School boy finds 200 year old coins in garden!

Woman wins big prize in art competition!

Engineer invents time travel machine!

11 (YOUR TURN) An e-mail with advice → V Giving advice, p. 206

- a) Read the e-mail. What is Steve's problem?

E-MAIL

Hi Julie,

I've got a big problem, please help me. You know that 'The Spectacular Tigerboy III' is in cinemas now. My mum hates the 'Tigerboy' movies and she told me: "You can't see that horrible movie!" But I really wanted to see it.

So yesterday I told her: "I have to do homework with Seb tonight." But really Seb, Carol and I went to watch the movie together. And you already know what happens next. We walk into the building and look who's there: my mum's best friend. And of course she sees me. What should I do now? Mum will be furious ... Maybe it's a good idea to look for my mum's friend? But she's a very honest person. If I talked to her, what do you think she would do?

Any ideas? I'm really worried. You're the smart one here. Please help!

See you,

Steve

- b) Write an e-mail to Steve and give advice. These phrases can help:

That sounds awful. / That's bad news. / That's ...

Think positive. / I have a good idea. /

Why don't you ... / Maybe you should ...

If I were you, ... / If you told your mum, ... /

If you talked to your mum's friend, ... / If you ...

Call me later. / Let's speak soon. / ...

WRITING SKILLS

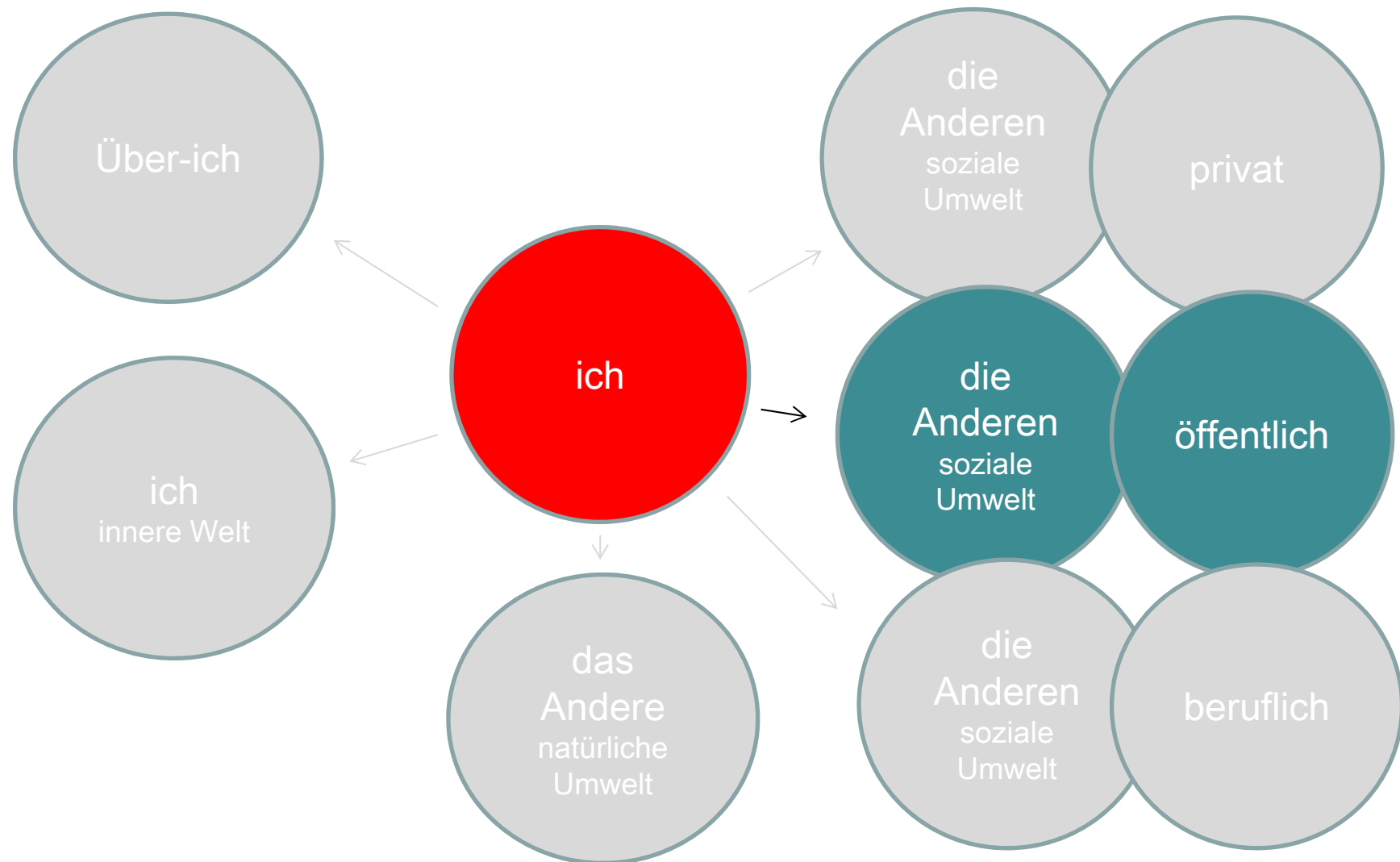
Follow these steps:

- Start the e-mail correctly.
- Show that you understand the problem.
- Say two things the person can do.
- Finish the e-mail correctly.

Giving advice to a friend.



Schlüsselkompetenzen – soziale Kompetenzen



Soziale Kompetenzen (öffentlicher Bereich)

- eine positive Einstellung zu Menschen haben, denen man im Alltag begegnet
- Beziehungen zu Fremden aufbauen/Freundschaften schließen können
- **einen höflichen Umgang mit Fremden pflegen können**
- mit Fremden zusammenarbeiten können (Teamfähigkeit)
- Mitgefühl mit Fremden haben und zeigen können
- Zuhören können, wenn ein Fremder Probleme hat
- Fremde positiv beeinflussen können
- Konflikte mit Fremden lösen können
- mit Fremden erfolgreich verhandeln können
- mit Fremden mit anderen kulturellen Hintergründen sensibel umgehen können
- mit Fremden erfolgreich kommunizieren können
- in einer Kontaktsituation mit Fremden die Führung übernehmen können
- ...



Hier geht es um das Verstehen von Filmen.
Im Film siehst du, wie man sich in England
verhält, wenn man höflich (polite) sein will.

How to be polite



Scene 1



Scene 2



Scene 3



Scene 4



VIEWING SKILLS

1 What can you say to be polite?

Talk with a partner. Make a list.

Welche Wörter benutzt man im Englischen,
wenn man höflich sein will?

2 Watch the film.

What is the film about? Choose the right
answer.

- Laura walks around Greenwich and shows us
- how to get to know people.
 - what to do and say in different situations.
 - where the best shops are.

Wenn du einen Film siehst, versuche erst
einmal nur herauszufinden, worum es
allgemein geht. Wer ist zu sehen? Wo
und wann spielt das Ganze? Was ist das
Thema? Du kannst deine Notizen so
anfertigen:



3 What's right?

1. When Laura opens the door
• she says "Please!"
• the woman says "Thank you!"
• the man is happy.
2. The woman in the queue says to Laura
• "Excuse me! There's a queue."
• "Don't do that, please!"
• "Are you crazy?"
3. The man on the escalator says
• "Good morning!"
• "Wake up!"
• "Excuse me!"
4. Who says sorry at the end?
• Laura
• The woman
• Laura and the woman

Bevor du den Film noch einmal schaust,
lies dir die Möglichkeiten durch. Was
erscheint dir logisch oder wahrscheinlich?
Achte dann genau auf diese Stellen im
Film.

4 Act the scene.

Choose one of the four situations
and act the scene.

Ihr müsst gar nicht viel sagen. Schaut
euch die Bewegungen und den
Gesichtsausdruck der Personen im Film
an und spielt eine der Szenen nach.

Soziale Kompetenzen (öffentlicher Bereich)

- eine positive Einstellung zu Menschen haben, denen man im Alltag begegnet
- Beziehungen zu Fremden aufbauen/Freundschaften schließen können
- einen höflichen Umgang mit Fremden pflegen können
- mit Fremden zusammenarbeiten können (Teamfähigkeit)
- Mitgefühl mit Fremden haben und zeigen können
- Zuhören können, wenn ein Fremder Probleme hat
- Fremde positiv beeinflussen können
- Konflikte mit Fremden lösen können
- mit Fremden erfolgreich verhandeln können
- mit Fremden mit anderen kulturellen Hintergründen sensibel umgehen können
- **mit Fremden erfolgreich kommunizieren können**
- in einer Kontaktsituation mit Fremden die Führung übernehmen können
- ...

Giving and understanding directions

Around York

- 1 Look at the pictures of York.
What do they tell you about the city?



- 2 (READING) Read the dialogue.

1 Sam: Excuse me. I'm here on holiday. Do you know the way to the tourist information centre?
Mrs Jenkins: I do, but maybe I can help you. I come to York almost every day, so I know my way around here. What are you interested in?
Sam: I would like to learn more about the history of the city.
Mrs Jenkins: Well, we are near the Viking Centre. It's a museum and lots of tourists visit it every year. You can see it from here, you just have to cross the road. It's really worth a visit, it shows what the city was like about a thousand years ago. After that you can go to the tourist information centre. The people there are always friendly. Walk past the post office and turn right at the end of the road. Then take the first road on the left.

Sam: I like shopping too but I don't have that much time. Do you know a good clothes shop?
Mrs Jenkins: Yes, I do. The best shops are on the Shambles. I often go there too. Why don't you go to the souvenir shop there? It sometimes sells Viking helmets at a special price.
Sam: Brilliant! I want one of those. How do I get there?
Mrs Jenkins: That's easy. Turn right and walk down the road ... it's on the left.
Sam: Is it far away?
Mrs Jenkins: No, not at all. It really doesn't take long. It's just a five minute walk.
Sam: Oh good. Thank you.
Mrs Jenkins: No problem. You're very welcome.

- 3 Answer the questions.

- Why is Sam in York?
- What is he interested in?
- What is the Viking Centre?
- Where is the best place to go shopping in York?
- How long does it take to walk from the Viking Centre to the souvenir shop?

Way in Station 1 Station 2 Reading corner Mediation Film corner Checkpoint Extra activities

1

- 4 (WRITING) Where can you buy these things?

- a) Match the things with the right shops. → p. 114

You can buy jeans at the clothes shop.

A	B	C	D	E	F
shoe shop	clothes shop	card shop	souvenir shop	baker's	sports shop

- b) Explain what you can buy at these places. → V Shops, p. 178

jeweller's newsagent's greengrocer's butcher's pet shop ...

A jeweller's is a shop where you can get jewellery.
At a newsagent's you can buy ...

- 5 (LISTENING) Find the way to the card shop.

- a) Listen to the dialogue. Find the way on the map. Tell it to a partner.

turn left turn right
go straight on walk past ...

- b) What's the fastest way to the card shop? Tell a partner.



- 6 (SPEAKING) Plan your own shopping trip.

What do you want to buy and where can you get it? Talk to a partner.

A: I need a new shirt. Can we first go to ... ?
B: All right. But after that I would like to ...

- 7 (SOUNDS) How quickly can you say this tongue twister?

Sharon sells shoes in the shoe shop. The shoes in the shoe shop aren't Sharon's size.

[s] [ʃ]

Language → G1, p. 154



Do you remember?

I often go to the Shambles.
I don't have much time.

Is it far away?
Do you know a good clothes shop? – Yes, I do.

Look at the sentences. Which tense is it? How do we form this tense?

8 Make sentences.

a) Complete the sentences with these verbs. → p. 114

know be (2x) not arrive have take
sell wait go not like meet prefer

1. I sometimes go shopping with my friends at the weekend.
2. We always at 11 a.m. in town.
3. My best friend usually before 11:30, but we always for him, because he all the places to find a bargain.
4. In the afternoon we often something to drink at a café.
5. My favourite shop The Busy Bookworm. It the best books.
6. My friends it. They the sports shop.
7. The oldest shops in York on the Shambles.
8. After that I usually the bus to get back home.

b) What do you or your friends usually do on Saturdays? What don't you do?
I don't get up early. I usually get up late. My friend always sleeps until ...

9 (SPEAKING) Interview your partner. → M Double circle, p. 171

a) Ask a partner questions. He or she gives short answers. → p. 114

Do	you	usually	buy ...	on Saturdays?
Does	your friends	sometimes	go to ...	on Sundays?
	they	often	do
	your dad		play ...	
	he		watch ...	

A: Do you often do the shopping on Saturdays? B: Yes, I do./ No, I don't.

b) Ask more questions. Your partner gives short answers and reasons. Take turns.

buy clothes online look for bargains
spend money on ... get comics at a newsagent's ...

A: Do you sometimes buy clothes online? B: No, I don't. They don't usually fit. Do you often ...?

Way in Station 1 Station 2 Reading corner Mediation Film corner Checkpoint Extra activities

10 (WRITING) Make questions and answers.

a) Complete the dialogue. → p. 115

1. (know) Do you know where the football stadium is? – Yes, I do.
2. How (get) I there? – You can walk or ... – I think ...
3. (take) it long to get there? – Yes, ... But ...
4. Where (be) the nearest bus stop? – It's ...
5. When (leave) the buses ?
6. (be) bus tickets expensive? – No, ...
7. Where (can) I buy a ticket? – ...

b) Make three more questions and answers. Use the words for help.

toilets food stalls ...

11 (YOUR TURN) Directions → V Directions, p. 183

a) You are at X on the map. Work with your partner. Ask for directions to:

post office swimming pool baker's ...



A: Excuse me, please. Do you know where there is a shoe shop near here?
B: Yes, I do. Go past the church. Then walk down the second street on the left. After that turn left. The shoe shop is opposite the cinema.

A: Is it far away?
B: No, it isn't. It doesn't take long.
A: OK. That's great. Thanks for your help.
B: You're welcome.

turn right go straight on
cross the road ...
on the left / right next to the ...
Can I walk there? Are there buses?
is just a five minute walk isn't far
is only five minutes away ...

b) Draw a simple map of your village/town/city. A is a tourist and B lives in the place. Make a dialogue and act it in a role play.

I can give and understand directions. ✓



Soziale Kompetenzen (öffentlicher Bereich)

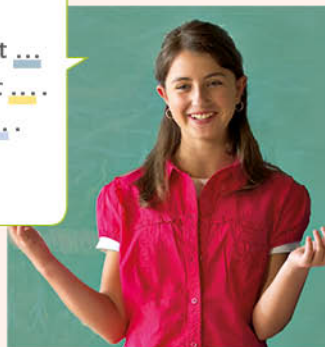
- eine positive Einstellung zu Menschen haben, denen man im Alltag begegnet
- Beziehungen zu Fremden aufbauen/Freundschaften schließen können
- einen höflichen Umgang mit Fremden pflegen können
- mit Fremden zusammenarbeiten können (Teamfähigkeit)
- Mitgefühl mit Fremden haben und zeigen können
- Zuhören können, wenn ein Fremder Probleme hat
- Fremde positiv beeinflussen können
- Konflikte mit Fremden lösen können
- mit Fremden erfolgreich verhandeln können
- mit Fremden mit anderen kulturellen Hintergründen sensibel umgehen können
- mit Fremden erfolgreich kommunizieren können
- **in einer Kontaktsituation mit Fremden die Führung übernehmen können**
- ...

9 (YOUR TURN) A short talk → V Where I live, p.184



Give a short talk about where you live.

I live in ..., a
Germany.
It is ... and it has about ...
inhabitants. In the past ...
My favourite place is ...
I like it because there I
can



name of place: Hamburg/...

size: small village/large town/city ...

where: in the northeast of .../in the southwest of .../
in the centre of .../...

how far away: near/100 kilometres from/...

number of inhabitants: 5,000/50,000/a million/...

history: there was .../there were .../

we didn't have .../people worked in .../...

favourite place: cinema/...

what I can do there: play football/...

CULTURE

English people usually talk about miles and not kilometres when they say how far it is from one place to another. One mile is 1.6 kilometres. How far is it from your home to your school in miles?

Soziale Kompetenzen (öffentlicher Bereich)

- eine positive Einstellung zu Menschen haben, denen man im Alltag begegnet
- Beziehungen zu Fremden aufbauen/Freundschaften schließen können
- einen höflichen Umgang mit Fremden pflegen können
- mit Fremden zusammenarbeiten können (Teamfähigkeit)
- **Mitgefühl mit Fremden haben und zeigen können**
- Zuhören können, wenn ein Fremder Probleme hat
- Fremde positiv beeinflussen können
- Konflikte mit Fremden lösen können
- mit Fremden erfolgreich verhandeln können
- mit Fremden mit anderen kulturellen Hintergründen sensibel umgehen können
- mit Fremden erfolgreich kommunizieren können
- in einer Kontaktsituation mit Fremden die Führung übernehmen können
- ...

Making an emergency call

Emergency on the beach

1 What do you do if you need help? Which number do you call?

2 (READING) Read the dialogue.

1,15



1 **Operator:** Hello, Emergency Services, which service?

Dylan: Hello, it's an emergency. I need an ambulance now! Please hurry! We need help!

5 **Operator:** OK, please wait a moment.

Woman: Hi, this is Janet from North Wales Ambulance Service. What's the problem?

Dylan: There's a man on the beach. His head is bleeding and his leg is too.

10 **Janet:** Tell me slowly what has happened.

Dylan: He has just had an accident. Maybe he fell over on the rocks, I'm not sure. I think he has broken his leg. It looks awful! He's hurt his head too. It is bleeding badly, he probably has a serious injury.

Janet: OK, where are you?

Dylan: I'm on the north beach in Llandudno, near the Glenbow Hotel.

Janet: Good, the ambulance is coming. I've already told them where you are. Is the man awake right now?

Dylan: Yes, he has just opened his eyes.

Janet: Can you give me your name and your phone number, please?

Dylan: Right, I haven't told you yet. It's Dylan Adams. 078 104 602 28.

Janet: Listen, Dylan. Stay with the man. The ambulance should arrive very soon. You've done the right thing.

Dylan: All right, I'll wait here. Thanks. Bye.

3 Correct the wrong sentences.

- Dylan needs the police. That's wrong. He needs an ambulance.
- The man has hurt his head.
- He has a problem with his leg too.
- Dylan is on the south beach.
- Dylan's family name is Thomas.
- Dylan should go back to the hotel.

4 (LISTENING) Look at the list and listen.

1,16

Which of these things does the caller *not* say?

A good emergency call

- Say which service you need. ☒
- Say what has happened. ☐
- Say where you are. ☐
- Give your name and phone number. ☐

CULTURE

The number for all emergency calls (police, fire brigade, ambulance or coastguard) is 999 in the UK but you can also call 112.

5 (WRITING) Match the sentences. Look at the pictures for help.



1. I've cut my finger. ✓



2. My tooth hurts.



3. You've broken your arm.



4. I've twisted my knee.



5. She's burnt her finger.



6. He's sprained his ankle.

A You need a cast.

B I'll put a bandage on it.

C Cool it with water.

D Take this tablet.

E Don't move it.

F Here's a plaster. ✓

6 (SPEAKING) Make excuses.

a) Why can't you do PE? Tell your teacher. → p.118

I'm so sorry but I really, really can't do PE today. My head hurts terribly. And I have a sore throat too. You know, I've also twisted my knee ...

I've cut ...

I've burnt ...

I've ...

My ... hurts/hurt

My ... is/are bleeding

SPEAKING SKILLS

When you speak, you can use your voice, your face and your hands. They can help you to say what you want to say.

b) What do you need? Make sentences. → V Health and medicine, p.187

Ooooh, I'm so ill. I think I need .../Please bring me .../I can't live without .../Let me have ...

an injection

an operation

some sleep

some medicine

a day off

a cuddly toy



Language → G5, p. 158



He has had an accident.
He has broken his leg.

You've done the right thing.
What has happened?

Which tense is it?
How do you form this tense?
How and when do you use it?

7 What has happened? Make sentences.



1. burn • hand



2. cut • finger



3. fall off • bike



4. twist • ankle



5. break • leg



6. hit • head



7. have • accident



8. hurt • foot

1. He has burnt his hand.

8 (SPEAKING) What has Megan already done? What hasn't she done yet?

a) Find the differences. Talk to a partner. Make questions and answers. → p. 118



put on her uniform

write a message

have lunch

open the door

collect bandages

drink tea

A: Has Megan already put on her uniform in picture 1?

B: Yes, she has. And in picture 2?

b) Look at the pictures again. Make more questions and answers.

Use already and not yet and the words from the box.

A: Has she already put her boots on in picture 1?

B: No, she hasn't yet.

put on boots • close the window •
put on the helmet • get a torch

9 (SPEAKING) Make dialogues.

a) Make sentences. Then act the dialogue with a partner. → p. 119

Kim: Hey, I /not see /your brother /at football training last Monday. What's wrong with him?

Jamie: He /be /in hospital /last week.

Kim: Oh, I'm sorry to hear that. He /already /hurt /his leg many times, right?

Jamie: Yes, he /... Last time, he and his friend /want /to try /some new cool skateboard tricks.

Kim: When /he /come /home?

Jamie: My parents /just /bring /him /back from the hospital.

Kim: That's great. His friend /already /hear /the good news?

Jamie: No, he /not ... I /not phone /him /yet.

You need to choose between the simple past and the present perfect. The signal words can help you.



b) Make notes to answer the questions. Then talk with a partner.

A: Have you ever been in hospital?

Have you ever had an operation?

Have you ever had a cast?

When did it happen?

What happened? Where did it happen?

What was the problem?

...

B: Yes, I have. / No, I haven't.

It happened in ... on ...

...



10 (YOUR TURN) A role play: Emergency! → V Emergency, p. 192

1. Work with a partner. Write a list like this.

Add your own ideas.

2. Exchange your list with another pair.

3. Practise the emergency call.

Use page 38 for help.

4. Act the role play.

5. Give feedback to the other pairs.

→ M Tip top, p. 175

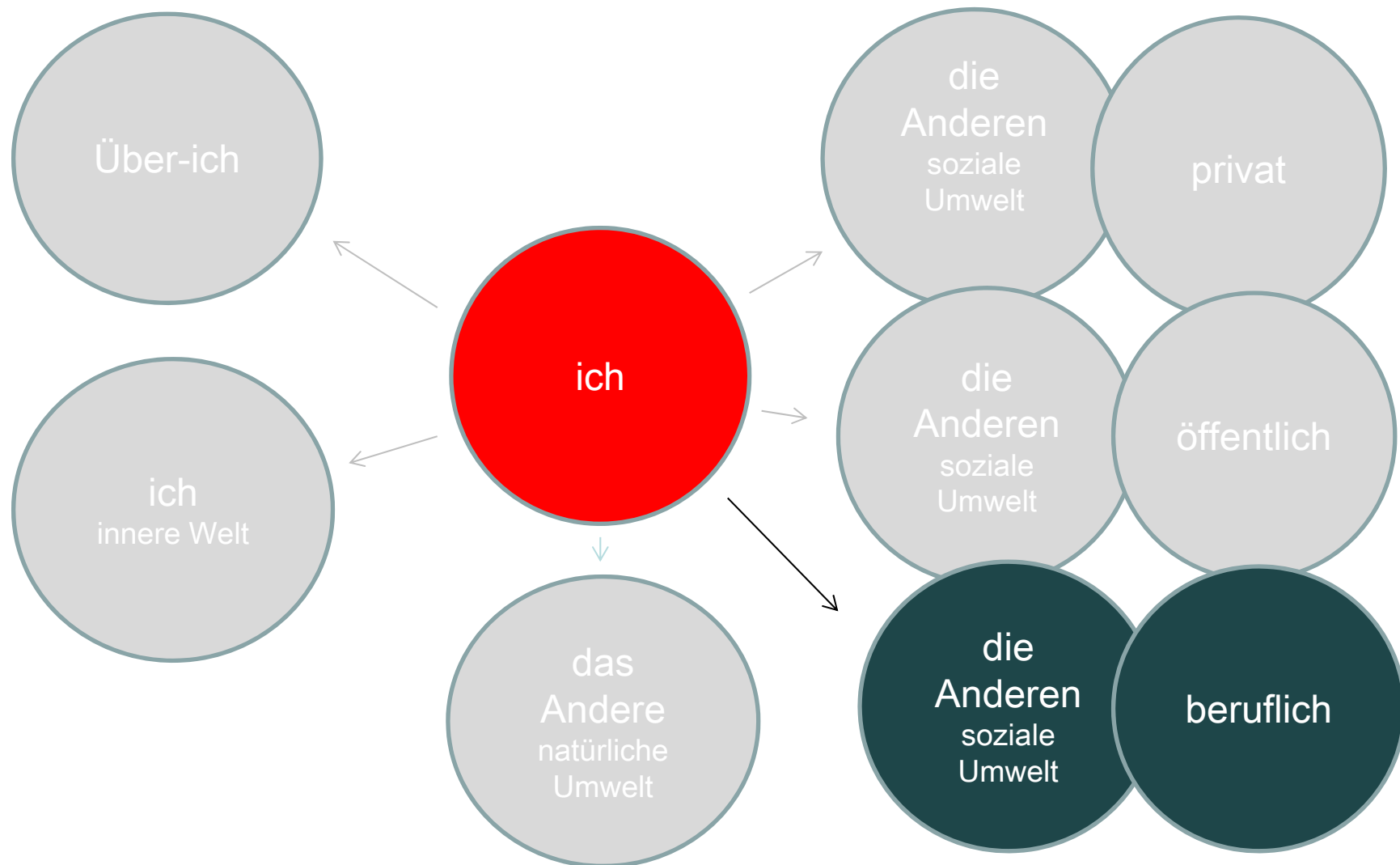
Who? Lena
Where? In the swimming pool
How? Fell over on the wet floor
What's the problem? Arm, cut,
bleeding
What do we need? Ambulance

I can make an emergency call. ✓

Methoden zur Entwicklung von Schlüsselkompetenzen

- class discussions
- brainstorming
- demonstration and guided practice
- role plays
- audio and visual activities (arts, music, theatre, dance)
- decision mapping
- educational games and simulations
- case studies
- story telling
- debates
- ...

Schlüsselkompetenzen



Soziale Kompetenzen (beruflicher Bereich)

... Arbeitskollegen / Mitarbeiter / Kunden / Geschäftspartner / ...

- eine positive Einstellung zu ... haben
- einen höflichen Umgang mit ... pflegen können
- Mitgefühl mit ... haben und zeigen können
- zuhören können, wenn ... Probleme hat
- mit ... zusammenarbeiten können (Teamfähigkeit)
- ... positiv beeinflussen können
- Konflikte mit ... lösen können
- mit ... erfolgreich verhandeln können
- mit ... mit anderen kulturellen Hintergründen sensibel umgehen können
- mit ... erfolgreich kommunizieren können
- im beruflichen Umfeld die Führung übernehmen können
- Unternehmergeist entwickeln können
- ...

besonders ab Band 4

Nationaler Pakt für Aus- bildung und Fachkräfte- nachwuchs in Deutschland



Kriterienkatalog zur Ausbildungsreife

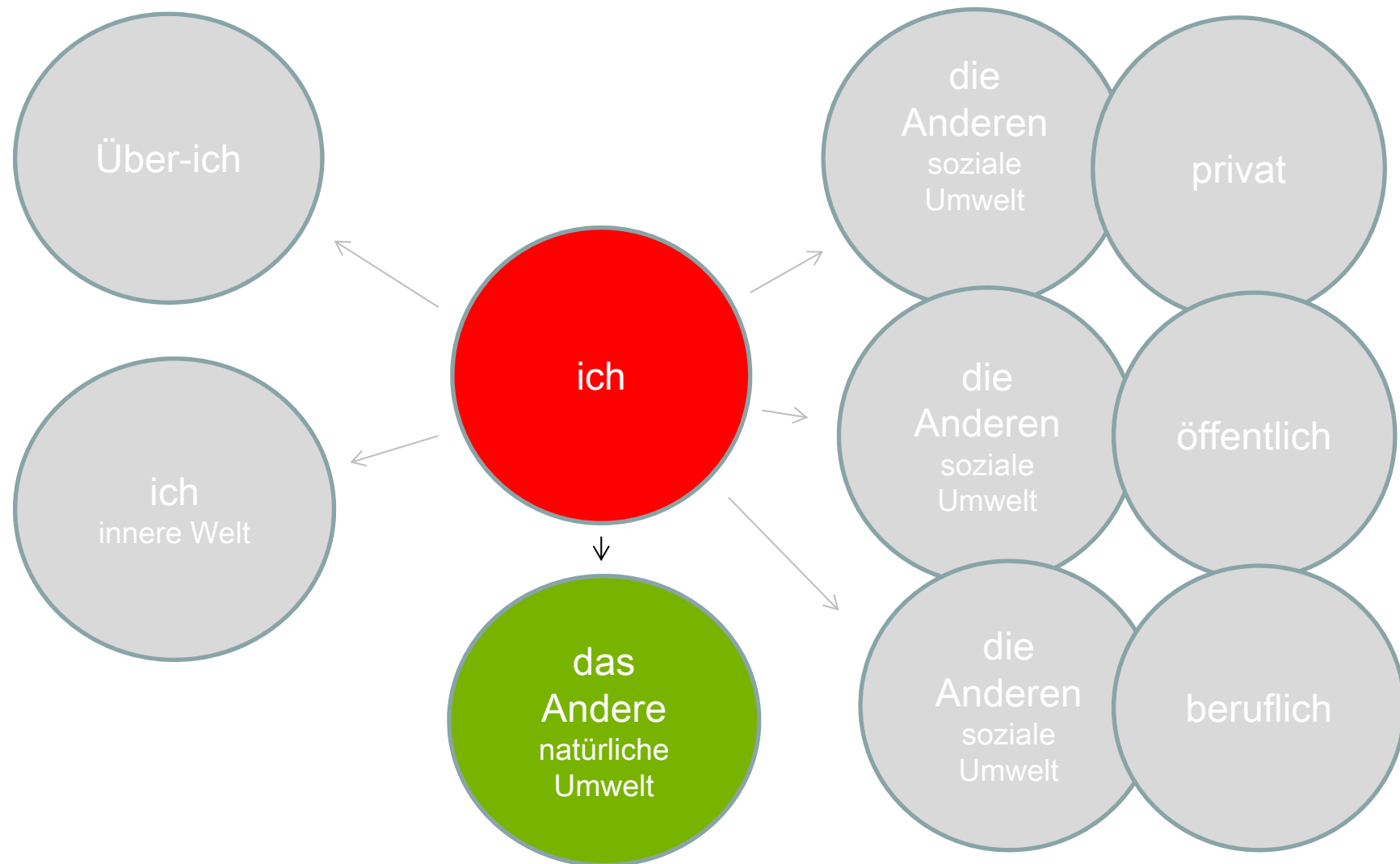
 **Bundesagentur
für Arbeit**

Eine Initiative
der Paktpartner



Quelle:
<https://www.arbeitsagentur.de>

Schlüsselkompetenzen – ökologische Kompetenzen



Ökologische Kompetenzen

- eine positive Einstellung zur natürlichen Umwelt haben
- sich der Bedeutung unserer natürlichen Umwelt bewusst sein
- **Wissen über Umwelt und Umweltprobleme haben**
- Verantwortung für die nachhaltige Nutzung der natürlichen Ressourcen entwickeln und entsprechend handeln
- ...

Bats – not birds, not mice

Bats fly¹, but they aren't birds.
They look like mice with wings².
But no, they aren't mice.
Most people know them from vampire films.
But what do you really know about bats?



1 True or false – what do you think?

1. Bats can't see.
2. Be careful: Bats can fly into your hair.
3. Bats can't be mammals³ because they can fly.
4. The smallest⁴ bat is the size⁵ of a bumblebee⁶.
5. People can be a danger⁷ to bats.

Now read on.

It's a bat's life

Bats sleep in caves⁸, trees and sometimes in houses in the daytime⁹. At night they fly around and look for insects and other food.

Bats' eyes aren't very good but they can see a little in the daytime.

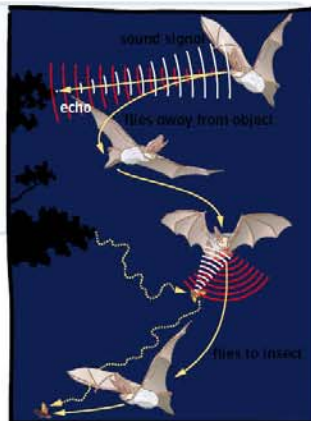
At night they don't use their eyes.

They use their big ears¹⁰!

The bat makes very high sounds.

The sounds hit¹¹ things around the bat and it hears an echo.

That's how bats can find very small insects. And it's also why they don't fly into houses – or into your hair at night!



Bats in danger

Many houses today don't have a place for bats to sleep, like under the roof¹. Also, people often cut down² old trees where bats like to live. And if you go into caves, you can disturb³ bats in their 'winter sleep' (or hibernation) and they can die⁴.



Did you know?

- People often find bats scary or think they bring bad luck⁵. But many Chinese⁶ people think bats bring good luck. 'Fu' is Chinese for 'bat' and for 'happy'!
- There are bats in lots of places around the world but not at the North or South Pole⁷.
- Bats are mammals. No other mammal can fly.
- Bats fly with their hands! They have long arms and long, thin fingers in their wings.
- The smallest bat in the world is the bumblebee bat. It is the size of a bumblebee and weighs⁸ under 1.7g (one cent weighs 2g)!
- 70% of all⁹ bats eat insects. The Little Brown Bat can eat 600 insects in one hour. But many big bats are vegetarian!

Bat care tips

- Never disturb a sleeping¹⁰ bat.
- Make a 'bat box' and put it in a tree for bats to live in.
- If you find a bat awake¹¹ or injured¹² in the daytime, call the hotline of a bat or animal club in your town. Or check on the internet and send an e-mail. They know the best thing to do.



2 Now check your answers from exercise 1.

1 fly [flaɪ] – fliegen; 2 wing [wɪŋ] – Flügel; 3 mammal ['mæml] – Säugetier; 4 the smallest ['smɔːləst] – die kleinste;
5 size [saɪz] – Größe; 6 bumblebee ['bʌmblbi:] – Hummel; 7 danger [ˈdæŋdʒə] – Gefahr (für);
8 cave [keɪv] – Höhle; 9 daytime ['deɪnaɪm] – am Tag; 10 ear [ɪə] – Ohr; 11 hit [hɪt] – auftreffen

1 roof [ruːf] – Dach; 2 cut down [kʌt daʊn] – fallen; 3 disturb [dɪ'stɜːb] – stören; 4 die [daɪ] – sterben; 5 bring bad/good luck [brɪŋ bəd/ˈlʌk] – Pech/Glück bringen; 6 Chinese [ˈtʃaɪniːz] – chinesisch; 7 North/South Pole [nɔːθ/saʊθ 'pəʊl] – Nordpol/Südpol; 8 weigh [weɪ] – wiegen; 9 of all [ɔːl] – aller; 10 sleeping ['slɪːpɪŋ] – schlafend; 11 awake [ə'weɪk] – wach; 12 injured ['ɪndʒəd] – verletzt

Ökologische Kompetenzen

- eine positive Einstellung zur natürlichen Umwelt haben
- sich der Bedeutung unserer natürlichen Umwelt bewusst sein
- Wissen über Umwelt und Umweltprobleme haben
- **Verantwortung für die nachhaltige Nutzung der natürlichen Ressourcen entwickeln und entsprechend handeln**
- ...

2.27  **A British scientist¹**  Find more online: i8ce82)

Chimpanzees² are Jane Goodall's big love. She fights for the rights of apes³ and wants alternatives to animal experiments. When she went to Africa in the 1960s, she became an expert on the life of these animals. She found out that chimpanzees use tools⁴ to get food or work together in groups. Just like us. Children can work on small projects in Goodall's Roots & Shoots groups all over the world to help the environment⁵. What do you think they do? Check the internet to find out more about it.



Jane Goodall

2.28  **A British author**



Ian Fleming

Who is the most famous spy⁶ of all time? It's Bond, James Bond – also known as 007. Ian Fleming invented⁷ James Bond in the 1950s. More than ten novels⁸ and 23 films later, James Bond has become the most popular⁹ spy in the world. And guess what – Ian Fleming was a spy himself! He served¹⁰ in the Royal Navy during World War II¹¹ and planned some dangerous¹² missions. Exciting, isn't it? Would you like to be a spy?

1 What do you think?

- Who did you find most interesting? Why?
- Find out about other famous British people. Present them in class.

1 scientist [ˈsaɪəntɪst] – Wissenschaftler, Wissenschaftlerin; 2 chimpanzee [tʃɪmˈpænziː] – Schimpanse; 3 ape [eɪp] – Menschenaffe; 4 tool [tuːl] – Werkzeug; 5 environment [ɪnˈvaɪənmənt] – Umwelt; 6 spy [spaɪ] – Spion; 7 invent [ɪnˈvent] – erfinden; 8 novel [ˈnɒvl] – Roman; 9 popular [ˈpɒpjələ] – beliebt; 10 serve [sɜːv] – dienen; 11 World War II [ˈwɜːld, woːˈtuː] – Zweiter Weltkrieg; 12 dangerous [ˈdeɪndʒərəs] – gefährlich

Facts about Jane Goodall

Here are Luke's notes about the interview. He forgot some facts! Can you help him?

1 About Jane:

Name: Jane Goodall

born in: _____

went to school in: Bournemouth (south of England)

lived for many years in: _____ (East Africa)



2 Jane had many different pets:

- | | | |
|------------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> a cat | <input type="checkbox"/> a horse | <input type="checkbox"/> a goldfish |
| <input type="checkbox"/> a hamster | <input type="checkbox"/> a canary | <input type="checkbox"/> guinea pigs |

3 What Jane found out about chimpanzee behaviour:

When they are in love, chimpanzees like _____.

They use tools to get their _____ when they are hungry

and sometimes they even _____ when it's raining!

4 What Jane thinks about us:

- Jane thinks that we humans ☐ ... can live without nature.
☐ ... cannot live without nature.
☐ ... have to be careful with nature.



5 About 'Roots and Shoots':

'Roots and Shoots' is Jane's programme for _____.

They can work together with their friends to protect _____.

Everyone can help! In South America, for example, a class tried to live without plastic _____

– and it worked!

www.janegoodall.de



„Each and everyone can make a difference every day.“ (Dr. Jane Goodall)

How to form a 'Roots and Shoots' group

1

Tell your friends and family about Jane and try to form a group.

There are many books and DVDs about Jane. Maybe you can find them in your library! You can also read more about Jane on the Internet, for example on this website:
<http://www.janegoodall.de/jane-goodall>



2

Have a group meeting and think about something you want to change – that's your project! Your project can be about animals, people or nature/the environment.

You can find ideas for your group here:
<http://www.janegoodall.de/aktionsvorschlaege>

3

Tell Jane about your group here:
<http://www.janegoodall.de/gruppe-grunden>



**Herzlichen Dank
für Ihre Aufmerksamkeit!**