

- 3 Children in the fields
  - a) Farm work is the most dangerous sort of child work in the US – give two reasons. Make sentences.
  - 1 farm workers / work / have to / with unhealthy chemicals.  
dangerous / This / more / for children. / is
- Because \_\_\_\_\_
- 2 A large number of children / in accidents / with machines. / and teens / are hurt
- \_\_\_\_\_
- b) Problems of child workers at school. What sentences are in the text (✓)?
- |  |                          |
|--|--------------------------|
| 1 They have too much time to do their homework.                      | <input type="checkbox"/> |
| 2 They don't have enough time to do their homework.                  | <input type="checkbox"/> |
| 3 Sometimes they don't go to school.                                 | <input type="checkbox"/> |
| 4 Sometimes they have to work in the school.                         | <input type="checkbox"/> |
| 5 About half of the child workers never finish high school.          | <input type="checkbox"/> |
| 6 About half of the child workers never take the bus to high school. | <input type="checkbox"/> |

- 4 Laws for US child workers
  - a) What information do you get from the table?
- In farming children can \_\_\_\_\_ full-time when they're \_\_\_\_\_ years old.
  - In other industries children can work only \_\_\_\_\_ hours on school days. In farming \_\_\_\_\_
- b) Do you think that the laws should change? Why? Read the opinions. Which ones are for changing laws in the US, which ones are against changing them? Write for or against.
- 1 When children work they are tired at school. But school is important. (for)
  - 2 Child workers don't have much time to play and relax. That's unhealthy. ( )
  - 3 It's good when children can earn extra money. ( )
  - 4 Child workers often don't finish high school. So it is difficult to find a good job. ( )
  - 5 12-year-old children are not so young. They can work and go to school. ( )
  - 6 Working can be fun for children. ( )
  - 7 Children shouldn't have to work with chemicals and machines that are dangerous. ( )

- 1 What's your dream for the world?
- 2 Choose three ideas from the box and write them on the lines. Find one more idea by yourself and write it too.
- 3 Find your own ideas and write them on the lines.

I have a dream

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

▲ fold here

**Words to use**

everybody has enough food • everybody has enough water • everybody has clothes • everybody has shelter from the weather • everybody gets medication • everybody has a person to speak to about problems • everybody can learn how to read and write • everybody has access to information • everybody can live as a free person • everybody can earn a living

- 2 Martin Luther King, Jr.
- Find out more about his life. Look at the dates on this timeline and try and find out what happened in Martin Luther King, Jr.'s life in that year.

▲ fold here

**Words to use**

works as a Baptist minister • Peace Nobel Prizes • starts at colleges • pastor in Montgomery, Alabama • famous speech "I have a dream" • born in Atlanta, Georgia • Montgomery bus boycott (Rosa Parks) • another protest March in Alabama • killed

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What's its name?					
When is it?					
What do people celebrate?					
How do people celebrate?					

1 Festivals in the US  
Make notes about the festivals in your book

Die Veranstaltung dient dazu, um die eigene Lesekompetenz zu fördern. Für konkrete Verständnisse sind keine Lösungen im Vorfeld vorgesehen.

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- ... Day celebrates the day that ...
- Many people visit -- / go to -- / eat -- / listen to --
- ... has a very big parade. Millions of people watch --
- People wear/have special ...

What's its name?  
When is it?  
What do you celebrate?  
Why do you like it?  
Who do you spend it with?  
What do you do?

1 The timetable for Oscar's Saturday.  
Circle the right words.

TIME	ACTIVITY
At 3 a.m./4 a.m./5 a.m.	Oscar wakes up./ goes to bed./ starts work.
At 5 a.m./7 a.m./8 a.m.	he leaves the house./ has breakfast./ does his homework.
At 9 a.m./10:30 a.m./11 a.m.	he has lunch./ goes to school./ goes to the beach.
At 1:30 p.m./ 2:30 p.m./ 3:30 p.m.	he has an accident./ has lunch./ has school.
At 3 p.m./4 p.m./5 p.m.	he can go home./ can see his friends./ can play basketball.
At 8 p.m./9 p.m./10 p.m.	he falls asleep./ has dinner./ goes inline skating.

2 A huge industry

Read the questions a)–c). Give answers with the phrases in the **Word Box**. Be careful, you don't need one phrase!

a) Why is California's farm industry important to the US?

Because it \_\_\_\_\_

b) Why do farmers and farm workers need each other? Who do you think makes the most money?

The farmers need the farm workers because they \_\_\_\_\_

The farm workers need the farmers because they give \_\_\_\_\_

I think \_\_\_\_\_ make the most money.

c) Why are the children of farm workers important?

Because they \_\_\_\_\_

3 **Match up**

- farm workers • them a job to earn money. • can earn extra money for the family. • farmers • produce so many fruit and vegetables that they can't pick them themselves. • produces nearly half of US fruit and vegetables. The farms sell fruit and vegetables to other countries.

- 1 Finish this mind map. Complete the notes for topics 1 and 2. Make your own notes for topic 3.



- 2 Write about topics 1 and 2.

**Topic 1** is about: \_\_\_\_\_  
 I have learned that young people can drive \_\_\_\_\_  
 For example, Leah, she is only \_\_\_\_\_ She has \_\_\_\_\_  
 She sometimes drives \_\_\_\_\_  
 I think that's \_\_\_\_\_ I'm \_\_\_\_\_ years \_\_\_\_\_ I would like \_\_\_\_\_

**Topic 2** is about: \_\_\_\_\_  
 I have learned that many years ago life in the Deep South was difficult for \_\_\_\_\_  
 In the 1950s \_\_\_\_\_  
 For example, \_\_\_\_\_  
 They had to use \_\_\_\_\_  
 They had to sit \_\_\_\_\_  
 I think that's \_\_\_\_\_ African American people are the same as \_\_\_\_\_

- 3 Now write about topic 3.

**Topic 3** is about: \_\_\_\_\_  
 I have learned that \_\_\_\_\_  
 For example, \_\_\_\_\_  
 I think \_\_\_\_\_

- 1 Look at the texts A–D on pages 116–117 in your books. Choose a text (A, B, C, or D). Read your text and take notes about interesting facts.

My text (title): \_\_\_\_\_

My notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 2 Compare your notes with students who worked on the same text ...

I found the following information.

Who is first? \_\_\_\_\_

Let me write down your information.

Say that again please.  
 I agree. / I don't agree. I think ...

1 \_\_\_\_\_

2 \_\_\_\_\_

- 3 Go back to your first group. Name the two most interesting facts.

Who is going to start? \_\_\_\_\_

And I think the two most interesting facts are ...

My text is about ...

1 \_\_\_\_\_

2 \_\_\_\_\_

- 4 Now choose the four most interesting facts about the USA in your group and write them down.

We have eight facts now. We want to have four.

Let's decide.

Who thinks ... is very interesting?

Let's vote.

Let's discuss this.

... has two things. Are they interesting? Why? / Why not?

I agree. / I don't agree because ...

Okay, now we agreed on four.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## 3. Who is it?

Read the 'Meet the Jacksons' text on page 54 again. Who's who? Draw lines.

- 1 Andi ... has a part-time job in a shoe store.  
 2 Kenzie and Tim ... live with their mom.  
 3 Ally ... is half German, half American.  
 4 Andi's dad ... sells hot dogs and burgers.  
 5 Tim ... is a single parent.  
 6 Kenzie ... is Ally's brother.



• 18 p. 54

## 4. Seeing the sights

Complete the tourist information with words from the box.

adult • bridge • car • ferry • hire • pass • pay • performers • prison • sea

A good way to see San Francisco is to go on a cable car. You can buy a one day pass

for \$13. You don't have to buy a ticket before you get on - you can pay on the cable car.

Or why not take a ferry tour out on the San Francisco Bay and visit the

famous Alcatraz prison on the island? Adult admission is \$39. Or get

a bike from Golden Gate Bike hire and cycle over the famous bridge.

Then have some lunch at Fisherman's Wharf, where you can watch the

awesome street performers, and see the sea lions. You'll love

San Fran!



• 18 p. 55

## 5. What did they do on the road trip?

Put the sentences in the right order. Write the numbers 1-6.

3. In a national park, they walked in woods with huge redwood trees.  
 5. At Big Sur they camped and made s'mores on the fire.  
 6. They went to Kenzie and Tim's aunt and uncle's house.  
 4. Next, they took a trip through the woods on a steam train.  
 1. They drove south and saw some whales near the beach.  
 2. They saw pelicans and a roller coaster in Santa Cruz.



• 19 p. 57

## On the road in California

## 1. This is California!

Complete this mind map with information about California.

Write three facts for each thing. Write more things you know.

San Diego • surfing • Pacific Ocean • tall trees • hiking • Los Angeles • fruit & vegetables •  
 near-Oregon • technology • film & TV studios • national parks • mountain biking •  
 San Francisco • mountains • near Mexico



• 19 p. 53

## 2. How much do you know?

Close this workbook and tell your partner about California.

How many facts can you say in one minute? How many can your partner say?

0-3 facts - Hmm... could be better!  
 4-7 facts - Pretty good!  
 8+ facts - You're an expert!



• 19 p. 53



## 6 True or false?

Tick (✓) 'true' or 'false'. Correct the false sentences.

- |  |                                     |                                     |
|--|-------------------------------------|-------------------------------------|
| 1 When they left San Francisco, they went <del>west</del> and stayed in a motel. | True                                | False                               |
| <i>South</i>   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 2 Andi speaks English very well, but he forgets to say please and thank you.     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3 Andi has seen pelicans before, but only in a zoo.                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4 The Pacific Ocean is warm all the time, in summer and winter.                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <i>cold</i>  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5 Bears eat small food when it's outside in a box.                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6 In California you can see some amazing, huge redwood trees.                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 7 They saw lots of banana fields from the car.                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <i>strawberry</i>  |                                     |                                     |

## 7 Quiz - what is it?

- You can find all of these things on pages 56-57. What are they?
- Take one letter from each to find something you can see in California.



is a ...

S	T	E	A	M	T	R	A	I	N
J	T	V	D	I	O				
F	A	N	A	T	I	C			
G	A	P	T	I	O	N			

7 The title under a picture.

Answer: *Pelican*

## 111 REVISION Going camping

What things do people take when they go camping?

- Work in teams of two or three.
- Write down as many things as you can, in your exercise books.
- Compare your ideas with another team.

You get 1 point for each thing you get 5 points for any thing the other team hasn't written.



• 18 p. 57

## 9 A holiday in California

- a) James went to the USA on holiday. Listen and say which photo he's talking about.

1 Photo *C*

2 Photo *E*

3 Photo *A*

4 Photo *D*

5 Photo *E*



C



D



E



b) Listen again. Tick (✓) the right answers.

Answer the questions too.

A • Adult tickets for the boat tour cost a) \$18  b) \$28  c) \$38

• How long did their tour last? *One hour*

B • At Fisherman's Wharf, James thought the sea lions sounded like

- a) lions  b) bears  c) dogs

• What did he have for lunch? *A hot dog*

C • The person in the photo is James's a) aunt  b) sister  c) mum

• When did they go to the USA? *In April / Easter holidays*

D • Monterey is a) north  b) south  c) east of San Francisco

• Why were there no surfers? *It wasn't windy*

E • Megan took a photo of the flag because

- a) he liked it  b) he only saw it once  c) you see it a lot in the USA

• 20 p.



• 18 p. 57

## 10 Latino culture

Find the answers in the story.

- 1 What country does Bella's mother come from? Mexico
- 2 What is a quinceañera? A Mexican girl's 15th birthday.  
Why is it important? It's the day when a girl becomes a woman.
- 3 What languages do many Latino families speak? English and Spanish.
- 4 Find the names of two Latin things to eat. Tacos, por chug
- 5 How much money do people spend on a quinceañera?  
More than for a wedding, sometimes.

→ 18 p. 59

## 11 Words from the story – in code!

a) Use the code to find these words, then write the German.

code letters: z a b c d e f g h i j k l m n o p q r s t u v w x yreal letters: a b c d e f g h i j k l m n o p q r s t u v w x y z

- 1 ezjd = John – Waldorf
- 2 ambnm = Anton – Zwiebel
- 3 admbid = bechme – wedden
- 4 exqjd = Ulrike – Irroschein
- 5 vdzchmf = wedding – hochzeit
- 6 axzmr = beard – Beisen

b) Write more words in code. Can your partner write them in English and German?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



c) Choose two words from a) and write your own sentences with them.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

→ 18 p. 59

## 12 READING Yosemite National Park

Yosemite\* is a huge national park in the mountains in California. (\*you say 'yo-si-tem-ee-er')

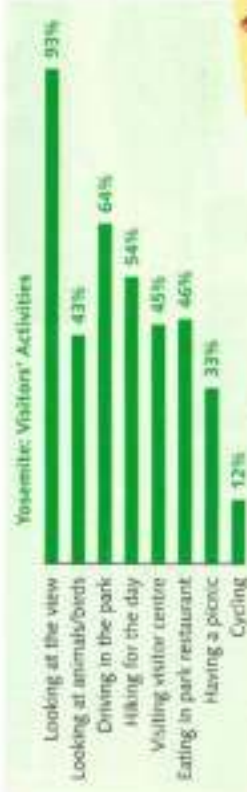


a) Look at the title and diagram and complete these sentences:

- 1 The diagram shows the ages of visitors to Yosemite.
- 2 28% % of visitors are children aged 0–15.
- 3 Only 2% of visitors are aged 76+.
- 4 The biggest group of visitors is aged 46–60.



b) Now answer the questions about this diagram.



You don't always find the same words in the question and the diagram.

- 1 What are the two most popular activities in Yosemite National Park?  
Looking at the view and driving in the park.
- 2 Do more people eat in a restaurant or have a picnic? In a restaurant.
- 3 What percentage of visitors like riding a bike in the park? 12%
- 4 Which is more popular, going to the visitor centre or hiking? Hiking.
- 5 What percentage of visitors like walking? 57%

→ 58 p. 60



## 13 READING American bears

## Wild bears

In US national parks, visitors are told to be very careful with their food and rubbish. Why? Well, the wild bears that live there need to eat up to 20,000 calories of food every day, so they have a big appetite! They also have good eyes and noses, and can see and smell food and rubbish from far away. They can even smell food inside a car and will break the doors to get in! So it's important to keep food in special lockers that bears can't open. There are special rubbish bins too.



Most wild bears are afraid of people. They stay away and nobody is hurt. If you see a bear when you're out hiking, don't go near it – stay more than 50m away. If wild bears are often near people, they stop being afraid? of us, and can become aggressive. If a bear comes into a camping place or car park, make a noise and shout as loudly as possible, and it will go away.

Do bears kill many people? About two people a year are killed by wild bears in the whole of the USA and Canada. That's two too many. But how many people are killed in car accidents? About 35,000! So respect bears, but don't have bad dreams about them!

a) Some words are like German words, so you can guess the meanings. Find these words in the text and **highlight** them: calories, appetite, aggressive, Canada, respect.

b) Circle the right answer.

- 1 Bears **can/can't** see very well.
- 2 People should keep their food in **special lockers/their cars**.
- 3 It's **OK/not OK** to go near a wild bear.
- 4 You **shouldn't/shouldn't** make a noise if a bear comes into a car park.
- 5 Bears **eat/don't eat** a lot of food.
- 6 Wild bears are afraid of people. That's a **good/dangerous** thing.
- 7 The writer **thinks/doesn't** think other people are more dangerous to us than bears.

1 bear, 2 OK, 3 should, 4 eat, 5 a lot of, 6 dangerous, 7 think

thirty-two

## 14 Kinds of TV shows and movies

a) REVISION Tell your partner an example for each kind of TV show/movie.

Who can think of an example faster, you or your partner? Tick each one that you do first!

- |                                       |   |  |
|---------------------------------------|---|--|
| <input type="checkbox"/> cartoon      | <input type="checkbox"/> reality show       | <input type="checkbox"/> <b>help wanted</b>    |
| <input type="checkbox"/> sports show  | <input type="checkbox"/> fantasy            | <input type="checkbox"/> news & weather        |
| <input type="checkbox"/> action movie | <input type="checkbox"/> talk show          | <input type="checkbox"/> science fiction movie |
| <input type="checkbox"/> soap         | <input type="checkbox"/> business programme | <input type="checkbox"/> comedy show           |
| <input type="checkbox"/> crime show   | <input type="checkbox"/> music              | <input type="checkbox"/> quiz show             |

b) WRITING Pick four sorts of TV programme and write sentences.

Example: *Talk shows are ... (really great, fun, OK, quite good, boring, rubbish, etc.)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 15 SPEAKING Guessing game

- Choose a TV show or movie. Write its name here: \_\_\_\_\_
- Your partner asks questions and tries to guess what it is.
- Then your partner chooses.
- Play lots of times – who is better at guessing, you or your partner?

Idea for questions!

Is it a TV show or a movie?

What kind of show/movie is it?

What day is it on?

What's it about?

Is it American? German? British?

RULES  
You can't ask what it's called or who's in it!



## FOCUS

the passive (past)

## Active

Campers **saw** a bear.  
Die Camper **sahen** einen Bären.  
People **took** lots of photos.  
Die Menschen **hoben** viele Fotos **gemacht**.

## Passive

A bear **was seen** by campers.  
Einem Bären **wurde** von den Campern **gesehen**.  
Lots of photos **were taken**.  
Viele Fotos **wurden gemacht**.

## 23 California facts

Complete the verbs in the passive form – write: was/were.

- Before California joined the USA in 1846, it **was** owned<sup>1</sup> by Spain and Mexico.
- Both English and Spanish **were** spoken, as well as American Indian languages.
- In 1850, California **was** made a 'free state' of the USA – this meant that slavery **was** not allowed.
- Different towns **were** made state capital of California before Sacramento **was** chosen.
- Lots of people came to California in 1849, when gold **was** found there.
- Many internet companies **were** started in Silicon Valley, e.g. Google, Yahoo and Facebook.

## 24 San Francisco's big earthquake

Write the verbs in the passive form. Use the words from the boxes.

was + were    built + destroyed + felt + given + hit + killed + made + sold

In 1906, San Francisco **was hit** by a huge earthquake and a terrible fire. The earthquake **was felt** 560 km away in Los Angeles.

Over 28,000 buildings **were destroyed**.About 3,000 people died and many more people **were made** homeless. They **were given** tents, food and water. 5,610 wooden houses **were built** forpeople to live in. They cost \$100–\$700 to build. You can still find a few of these houses in San Francisco today, and in 2006–100 years after the earthquake – one **was sold** for more than \$600,000! That's the price of a piece of history!

1 min 40 sec

thirty-four

the passive (present)

## Active

Film studios **make** a lot of money.  
Filmstudios **verdienen** viel Geld.  
They **pay** stars a lot.  
Sie **bezahlen** den Stars viel Geld.

## Passive

A lot of money **is made** by film studios.  
Viel Geld **wird** von Filmstudios **verdient**.  
Stars **are paid** a lot.  
Den Stars **wird** viel bezahlt.

## 25 The movie industry is more than just Hollywood!

Read the article and highlight ten more verbs in the passive form.

Have you heard of Bollywood? It **is called** 'Bollywood' after Hollywood and Bombay in India, where the film studios **are found**. (Today, Bombay **is known** as Mumbai.) More films **are made** in Bollywood: about 3,000 a year – Hollywood makes 800! But more money **is made** by Hollywood, because Hollywood films **are watched** by more people all over the world. Bollywood films have lots of singing and dancing, and the top stars **are paid** 5–10 million dollars – for one film! Another huge film industry is Nollywood! That's right, 'Nollywood'! The 'N' **is taken** from 'Nigeria'. About 2,000 Nollywood films **are made** every year. English **is used** instead of the different African languages, so Nollywood movies **are seen** by millions of people.



## 26 Complete the table.

Film Industry's name	Country	How many films a year
Hollywood	USA	800
Bollywood	India	3,000
Nollywood	Nigeria	2,000

## 27 Complete these sentences.

- More films are **made** in Bollywood than Hollywood, but Hollywood films are **watched** by more people.
- Bollywood stars are **paid** a lot of money.
- Nollywood films are **seen** by so many people because English is **used** not African languages.

You can find the verbs in the article.



1 min 15 sec

thirty-five



## After Unit 3 ...

The learner log can help you to think about your work and get better at English. How well can you do each thing? Tick ,  or . Then write some examples. Look at these pages in your student's book to help you.

pp. 52–53 I can understand information on a map of California.

Examples: \_\_\_\_\_

pp. 54–57 I can understand information in texts about California.

Examples: \_\_\_\_\_

pp. 58–59 I can understand some problems about living between two cultures.

p. 60 I can find information in a table.

p. 61 I know how to find information on the internet.

p. 62 I can ask questions about movies and TV.

Examples: *Do you ...* \_\_\_\_\_

pp. 64–65 I can say when something was built or done.

Examples: \_\_\_\_\_

## What next?

I'd like to get better at: \_\_\_\_\_

My plan (choose one or more):

Read page(s) \_\_\_\_\_ in the student's book again.  Ask the teacher for help.

Do exercise(s) \_\_\_\_\_ again.

Copy these difficult words and learn them: \_\_\_\_\_

Other: \_\_\_\_\_

My comment on Unit 3: \_\_\_\_\_

## 1 Andi answers the phone

a) Kenzie and her mum are at the shops and Tim is in the bathroom. The phone rings, and Andi feels brave! Complete the dialogue with words from the box.

afraid • give • hi • it's • saying • speaking • take • talk • tell • welcome • you

Mrs Smith: Hello, can I talk to Mrs Jackson, please?

Andi: I'm afraid, she can't come to the phone right now. Who's speaking, please?

Mrs Smith: Hi, Mrs Smith.

Andi: Can I take a message?

Mrs Smith: Yes, can you tell her I have tickets for the cinema?

Andi: Yes, of course. I'll give her your message.

Mrs Smith: Thank you.

Andi: You're welcome. Bye.



You don't need all the words in the box.

Use words from box A or B in a sentence, but not both.

- 11 b) Read the dialogue with a partner. Then change the details: Mrs White phones – she has a present for Mrs Jackson.

## 2 When Andi got home

What do you think Andi said to his friends at home? Write sentences.

camping	In the Pacific Ocean
watching	English
sitting	a trip on a steam train
swimming	in Big Sur
speaking	s'mores by the campfire
seeing	my cousins again
talking	the whales
eating	on the plane for hours

12 I enjoyed  
I'm quite good at  
I'm looking forward to  
I really liked

13 was awesome,  
was fun,  
was really cold,  
was a bit boring.

I enjoyed camping in Big Sur, watching the whales was awesome! Sitting on the plane for hours was a bit boring. Swimming in the Pacific Ocean was really cold. I'm looking forward to seeing my cousins again. I'm a quite good at speaking English. Taking a trip on a steam train was fun. I really liked eating s'mores by the campfire.

## Stories from the Deep South

## 1 About the Deep South

Watch (or listen to) the slide show again. Tick (✓) the right answers.

- 1 New Orleans is on the  
 a)  Missouri River  
 b)  Mississippi River  
 c)  Colorado River.
- 2 Hurricane Katrina was in  
 a)  2005  
 b)  2009  
 c)  2012.
- 3 Mardi Gras is a famous  
 a)  singer  
 b)  carnival  
 c)  city.
- 4 Cotton was so important, it was called  
 a)  King Cotton.  
 b)  Queen Cotton  
 c)  Prince Cotton.



New Orleans and the Mississippi

• SP p. 22

## 2 Good and bad in the Deep South

Copy these things into two lists: good and bad.

extreme weather • Mardi Gras carnival • storms can kill people • friendly people •  
 all sorts of music • slaves worked in the fields • people have time for you

## Good things in the Deep South

Mardi Gras festival  
 friendly people  
 all sorts of music  
 people have time for you

## Bad things in the Deep South

extreme weather  
 storms can kill people  
 slaves worked in the fields

• SP p. 22

## THEMES

## 3 Find these words

Look at Leah's article again. Find words or phrases which mean ...

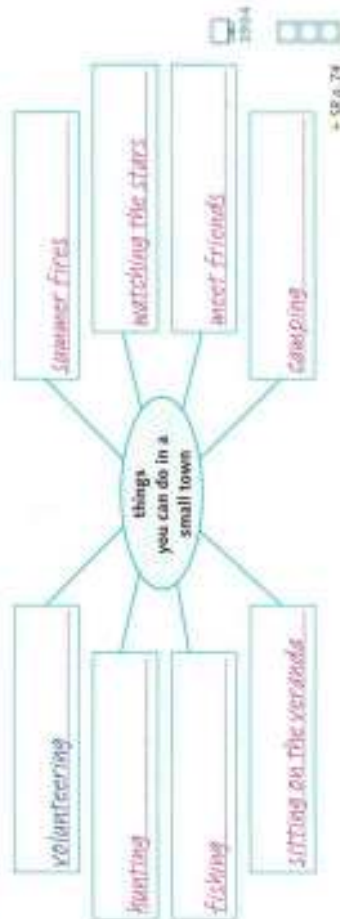
- 1 "How are you?" *How ya doin'?* 7 relax *chill*  
 2 the garden behind the house *backyard* 8 I'm really looking forward to it.  
 3 near Guntersville *across* Guntersville *Leah's aunt*  
 4 websites where you can chat *social networks*  
 5 now *at the moment*  
 6 without another person *on my own*



• SP p. 24

## 4 What can you do in a small town?

Find eight examples that Leah gives of things to do in a small town.



• SP p. 24

## 5 Driving in Alabama and Germany

a) Write the missing words.

In the US state of Alabama, young people can get a learner's driving licence at the age of 15.

They are only allowed to drive with *a person over 21*. They can do their driving test at the age of *16*, and then they can drive on their *own*.

b) Now write about driving in Germany.

What can young people do at 16? 17? 18?

*You can drive a small motorbike when you are 16. You can drive a car when you are 17 but only with an adult. You can drive anything when you are 18.*

You can use phrases from part a)







## 10 READING A part-time job

- a) Skim through the article quickly. What is *busking*? Choose A, B or C.
- A  When people sing or play music etc. in the street and people give them money.
- B  When people play music in a theatre or club.
- C  When homeless people sit in the street and ask for money.

## A great way to earn money

1 A great way to earn some money is busking! Why is this **work** so enjoyable? Because it's a job where you can make money and do something you love at the same time. And I love playing my guitar and singing!

2 A friend gave me some tips for busking:

- ▶ First, you have to practise. People won't give you money if you're not very good – and why should they!
- ▶ Another good idea is to sing songs that are popular, that people want to hear.
- ▶ And of course your **act** should be family-friendly – nothing that isn't OK for children.

3 ▶ Choose a good time and place to busk, e.g. a place where a lot of people come to shop on a Saturday or at lunchtime.

4 ▶ Of course, you also have to check the rules about busking in your town, for example, do you need a busking licence?

5 ▶ And be respectful to others. For example, don't be too loud, or spend hours in front of the same shop, or you'll be very unpopular with the people who work there!

6 And there are some downsides to busking. The weather can be bad: make sure you're wearing plenty of warm clothes if it's cold outside. Also, some people can be very unkind and **comment** on your performance – but don't let that **stress** you!

Most of the time, you'll have a positive experience. Happy busking!



b) Look at the words in **green** in the article.

Are they nouns or verbs? Tick the right meaning.

- 1  **work** n Arbeit  **work** v arbeiten
- 2  **act** n Aufführung  **act** v (eine Rolle) spielen
- 3  **shop** n Laden  **shop** v einkaufen
- 4  **comment** n Kommentar  **comment** v kommentieren
- 5  **stress** n Stress  **stress** v stressen

- c) Find and underline the words in **blue** in the article.
- Use words and word patterns you know to work out the meanings.

Check your answers in a dictionary.

You know ...	→ so work out ...	and write it in German:
1 enjoy + (like)able	enjoyable (line 2)	_____
2 family + friendly	family-friendly (line 13)	_____
3 driving licence	busking licence (line 18)	_____
4 respect + -ful	respectful (line 19)	_____
5 popular + (un-... = not)	unpopular (line 20)	_____
6 kind + (un-... = not)	unkind (line 22)	_____

## 11 Summarizing the article

Write a summary of the article on page 42.

This article is about *busking*.

To start, say what the article is about in one sentence.

Then write only the most important points from each paragraph – just all the extra detail and examples.

To help you, you can highlight important words and phrases in the text.

Look up any words or phrases that you really need to know.

Busking is enjoyable because *you can make money and...*

*do something you love at the same time.*

Some tips for success are:

• *Practise.*

• *Sing songs that are popular and family-friendly.*

• *Choose a good time and place to busk.*

• *Check the rules about busking in your town.*

• *Be respectful to others.*

Some downsides are:

• *The weather can be bad.*

• *Some people can be unkind.*

Most of the time *you'll have a positive experience.*

• 10 p. 81

## 12 LISTENING Singing the blues

Listen and complete these sentences.

- You could say that the blues is the *grandfather* of today's rock and pop music.
- People who study music think that the blues began in *the Deep South*.
- The first blues songs were sung around the year *1800*.
- The blues came from the hard lives of *black people*.
- Three reasons that people sang the blues are:
  - work was *hard*
  - they had problems *in love*
  - they were *in prison* and it wasn't fair.
- Three kinds of music that the blues came from are:
  - African music*
  - work songs*
  - church music*



Blues Musician

David 'Honeyboy' Edwards



4412

## 13 MEDIATION A blues festival review

You find this review online. Answer your friend's questions in German.



I went to the Way Out Blues Festival for the first time this year. It was an unforgettable experience – but for the wrong reasons! It really sucked! For a start, there weren't enough people selling food – you had to wait in line for half an hour just to get a burger. And the burgers weren't even nice! And another thing – it was hard to park your car because the car park was very small and it was full by the time I got there. I'll give them one star out of five, because the music was good – but you couldn't hear it very well if you weren't next to the band. OK, it was free entry, but I still won't go back next year.

- 1 Warum war das Fest so schlecht? Nenne vier Gründe.

*Es gab nicht genügend Menschen, die Essen verkauft haben, die Burger haben*

*nicht gut geschmeckt, es gab nicht genügend Parkplätze und man konnte die*

*Musik kaum hören.*

- 2 Gab es irgendwas Gutes? *Ja, die Musik.*

- 3 Wieviel hat der Eintritt gekostet? *Der Eintritt war umsonst.*



4413

## FOCUS

The past perfect

had + past participle

At school I saw that I **had forgotten** my books.

(simple past) (past perfect)

In der Schule habe ich **gesehen**, dass ich meine Bücher **vergessen** hatte.

## 14 A bad start to the family holiday!

Read Joe's sentences carefully. Write **1st** next to the picture of what happened first.



- 1 Before we went on holiday, Dad had already booked a motel on the internet.



- 2 We had seen photos of the motel, but when we arrived, it looked terrible!



- 3 After we had phoned about ten motels, we found a nice one with rooms free.



- 4 Then Mum felt ill after we had had lunch.

- 5 The next day, we went to go on a boat trip – but we couldn't, because Dad had lost all our money!



## 15 A new baby

Yesterday, Rose and Zac's mum came back from hospital with a new baby.

Look at the picture. Write the

things that the family had done

before she came home.

had

emptied • washed •  
done • made •  
written



They **had done** lots of chores in the house. Rose **had emptied** the dishwasher and

their grandma **had washed** the kitchen floor. Zac **had made** a cake and the whole

family **had written** a card.



## 18 What had happened at the party?

Joe's parents went away for the weekend. When they got back, they found that Joe had had a party in the house. They were angry! Here's why ...

Complete the verbs in the past perfect tense. verbs in *blue* = regular (+ -ed); in *red* = irregular

## Across →

- Joe and his friends had (play) loud music. (play)
- The birds had flown away because someone had (open) the cage.
- His friends had (go) home at 4 am.
- They had (break) six glasses and four plates.
- Joe and his friends had (lose) the dog.
- The neighbours had (call) the police because of the loud music.

## Down ↓

- Joe and his friends had (make) too much noise.
- His friends had (eat) all the biscuits, cakes and crisps in the house.
- The new sofa his parents had just (buy) was muddy.
- Joe and his friends had (drink) alcohol.
- Joe had (invite) too many people.

## 17 A job interview

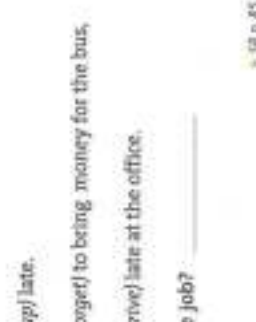
Annie and Amy went for an interview for a job. Write the verbs in the past perfect.

Annie *had found* (find) information about the business.

She *had thought* (think) of some questions to ask.

Annie *had washed* (wash) her clothes and she

*had checked* (check) the way to the office.



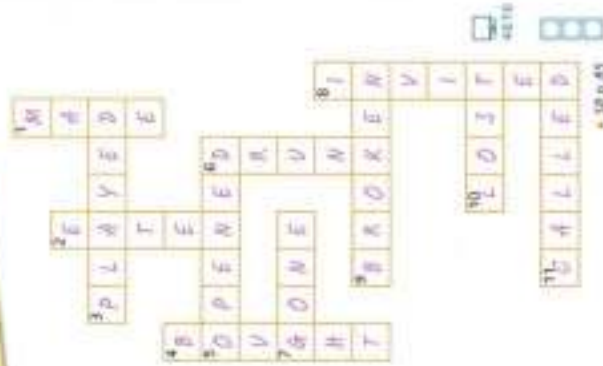
Amy *had got up* (get up) late.

She *had forgotten* (forget) to bring money for the bus, so she *had arrived* (arrive) late at the office.

Who do you think got the job? \_\_\_\_\_

• 59 p. 85

Not sure of the past perfect form of an irregular verb? Check in a dictionary or in your book on pages 212–213. Then learn it!



## After Unit 4 ...

The learner log can help you to think about your work and get better at English. How well can you do each thing? Tick , , or . Then write some examples. Look at these pages in your student's book to help you.

p. 72–74 I know some things about the Deep South and life in a small town there.

## Examples:

pp. 76–77 I've learned some things about Native Americans.

pp. 78–79 I know some things about hurricane Katrina.

p. 80 I can ask politely for information.

## Examples:

p. 81 I can understand new words when I know parts of the word.

p. 82 I can summarize a text.

pp. 84–85 I know the story of Rosa Parks.

p. 85 I can say what happened before something else happened.

## Examples:

## What next?

I'd like to get better at: \_\_\_\_\_

My plan (choose one or more): \_\_\_\_\_

Read page(s) \_\_\_\_\_ in the student's book again.  Ask the teacher for help.

Do exercise(s) \_\_\_\_\_ again.

Copy these difficult words and learn them: \_\_\_\_\_

Other: \_\_\_\_\_

My comment on Unit 4: \_\_\_\_\_