

Your path to success
**Aufschlagen
und überzeugen!**



Die Reihe liegt vollständig
von Klassenstufe 5 bis 10 vor.

ENGLISCH
MITTLERE
SCHULFORMEN

Klar

CAMDEN MARKET bietet Ihnen **Orientierung** schon beim ersten Blick ins Buch und **Entlastung** in allen Phasen Ihres Englischunterrichts.

Lebensnah

Themen, die Ihre Schülerinnen und Schüler wirklich interessieren, führen zu **echten Kommunikationsanlässen** und **natürlichem Sprachgebrauch**. So locken Sie alle hinter dem Buch hervor.

Flexibel

Jede Unit besteht aus einem **Basis-Weg**, der durch parallele und zusätzliche Aufgaben aus dem **Challenge-** und **Support-Teil** ersetzt oder ergänzt werden kann.

Nach dem **gemeinsamen Start** entsteht ein **individueller Weg** durch die Lerneinheit, die dann wieder **gemeinsam abgeschlossen** wird. Das Besondere: Zwischen den Differenzierungsstufen kann **flexibel gewechselt** werden!



Mehr Informationen zur Reihe unter:
www.westermann.de/cm20



Gemeinsamer Unterricht trotz unterschiedlicher Leistungsniveaus?

IHRE HERAUSFORDERUNG

Variierende Leistungsniveaus und unterschiedliche Vorkenntnisse erschweren den Unterricht im heterogenen Klassenverband.

Wie gestalten Sie einen gemeinsamen Unterricht, der Ihre Schülerinnen und Schüler trotzdem individuell fördert und fordert?

UNSERE LÖSUNGEN

Bei CAMDEN MARKET muss sich niemand dauerhaft auf ein Niveau festlegen. An geeigneten Stellen werden je nach individueller Voraussetzung einfachere oder herausfordernde Aufgaben alternativ (**Parallel-aufgaben ①**) oder ergänzend (**Zusatzaufgaben ②**) zu denen des Basis-Teils bearbeitet.

Ihre Schülerinnen und Schüler können dabei selbstständig von Thema zu Thema und von Aufgabe zu Aufgabe zwischen den drei Niveaustufen Basis, Support und Challenge wählen.

Das **Arbeitsbuch für den Förderschwerpunkt Lernen** bietet eine vereinfachte, seitengleiche Variante des Textbooks.

So arbeiten alle Schülerinnen und Schüler an den gleichen Inhalten, immer auf dem individuell passenden Lernniveau.

① Parallelaufgaben



Basisaufgabe mit Verweis auf vereinfachte Parallelaufgabe (blau = Support) und fordernde Parallelaufgabe (grün = Challenge)

② Zusatzaufgaben



Verweis auf vereinfachte Zusatzaufgabe (Support)



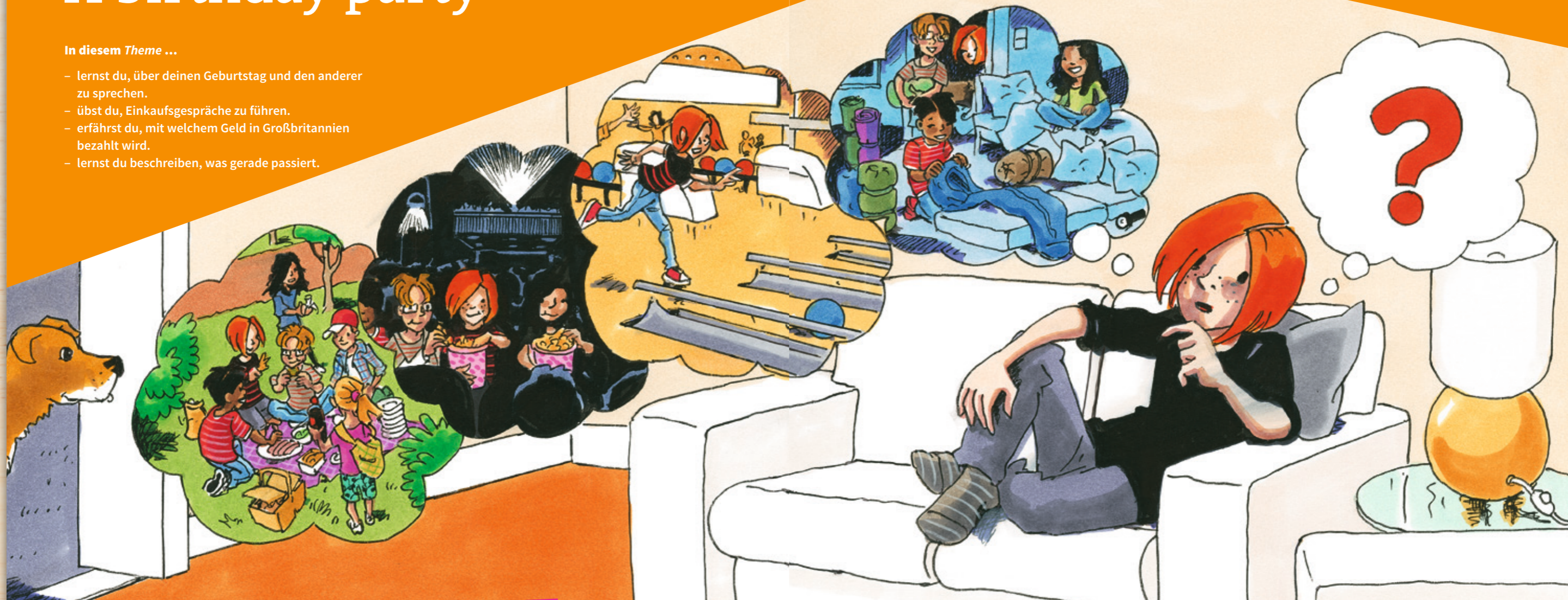
Verweis auf fordernde Zusatzaufgabe (Challenge)



A birthday party

In diesem Theme ...

- lernst du, über deinen Geburtstag und den anderer zu sprechen.
- übst du, Einkaufsgespräche zu führen.
- erfährst du, mit welchem Geld in Großbritannien bezahlt wird.
- lernst du beschreiben, was gerade passiert.



1 Birthday party ideas

Aufgabe auf Basis-Niveau

Megan's birthday is in May. She wants to invite her friends to a party.

a) Look at the pictures. What can you see?

b) Listen to Megan. What are her ideas? 1.52

Megan could ...

have a picnic in the park | go bowling | have a sleepover | ...

c) What would YOU do?

I would ...

2 The months of the year WB 1 p.74

a) Listen to the chant and say it. Stand up when you hear YOUR birthday month. 1.53

b) Put the months in the right order.

March	November	June	April	February	September
July	December	January	October	August	May

January, ...



2.1 p.164

Zusatzaufgabe auf höherem Niveau zu Seite 164

1 Megan's birthday party WB 10 + 11 p. 79

a) Look at the pictures. Where is the party? Who is at the party? What else can you see?

b) Listen and read along. 1.60

It is quarter past three on Saturday afternoon. Megan and her parents are in the garden. Her dad is putting food and drinks on the tables. Megan is helping him. Her mum is decorating the garden. And what is Sir Barks-A-Lot doing? He is playing with a balloon.



Now Megan's friends are arriving. They are giving her their presents.

Jasmine: Hi Megan, happy birthday.
Megan: Hey Jasmine, thanks. Come in.
Ben: Here's your present. It's from David and me. Hope you like it.
Megan: Hi Ben, thanks. Hello David.
Mrs McGregor: Hello children. Nice to see you all. Come into the garden. My special chocolate cake is waiting for you.

The friends are eating cake in the garden. Megan is opening her presents.
Mr McGregor: Would you like some lemonade?
Sarah: Yes, please. Thank you.
Megan: Wow, what a fantastic poster! Thanks a lot, Ben and David. Sir Barks-A-Lot, come here and have a look.



Megan and some of her friends are dancing. Mr McGregor is taking some nice photos. Mrs McGregor is grilling sausages and vegetables on the barbecue. Sir Barks-A-Lot is waiting for his first sausage. And Bagheera? She is sitting in the tree and watching the party.

Aufgabe auf Basis-Niveau

c) Look at the pictures again. Say what the people and pets are doing.

11c p.160

In the first picture Sir Barks-A-Lot is playing with a balloon.

In the second picture the friends are arriving.

Blau Verweise verweisen auf den Support-Anhang mit vereinfachten Aufgaben → hier nur Aufgabenteil c

Megan
 Megan's mum
 Megan's dad
 Sir Barks-A-Lot
 Bagheera
 The friends
 ...

is
 are

sitting in the tree.
 playing with a balloon.
 opening presents.
 dancing.
 arriving.
 saying hello.
 putting food and drinks on the tables.
 ...

1.1 p.167

2 Right or wrong?

Read the sentences about Megan's birthday party. Are they right or wrong? Correct what's wrong.

- Megan's party is in the garden.
- Megan's mum is putting food and drinks on the tables.
- Megan's dog is playing with a mouse.
- Megan gets a poster from Ben and David.
- Sarah likes lemonade.
- Mr McGregor is grilling sausages.
- Sir Barks-A-Lot wants to eat vegetables.
- Jasmine's cat is sitting in the tree.

3 Sound check

Listen to the sentences. Then say them yourself. 1.61

[θ]

[ð]

- His birthday is on Thursday.
- Thank you for your three little presents.
- My father helps me with the shopping.
- They are making a great cake for their mother.

Parallelaufgabe Support auf einfacherem Niveau auf Seite 160

14 p.160 4 Hello?

Listen and find out: 1.62

- Who is Megan talking to?
- What does Megan say about the chocolate cake?
- What are Megan's birthday presents?
- What is the problem with one of the presents?

4.1 p.167



15 p.161 5 Party photos WB 13 p.81

a) Look at Mr McGregor's photos. What is everyone doing? Ask and answer questions with a partner. Take turns.

- | | |
|---------------------|-----------------------|
| Megan | sleep under the table |
| Sarah | play a game |
| Megan's mum | sing "Happy birthday" |
| Sir Barks-A-Lot | dance to the music |
| The friends | eat a sausage |
| Jasmine and Sandeep | drink lemonade |
| ... | ... |

What is **Megan** doing? She is drinking lemonade.

What are **the friends** doing? They are ...



b) Now write down what everyone is doing.

Megan is drinking lemonade.
The friends are ...

c) Choose pictures from YOUR birthday party. Talk about them.

5.1 p.162

Zusatzaufgabe auf einfachem Niveau

4: Skills Listen | p.233
5: Grammar 17 | p.256

6 Language detective

Be a language detective.

Erstelle Listen wie diese und finde weitere Beispiele in den Aufgaben 1 und 5. Kannst du die Grammatikregel aufspüren?

sleep - am/is/are sleeping	decorate - am/is/are decorating	put - am/is/are putting
...

Inhaltsgleiches Angebot mit gleicher Aufgabennummer aus dem Arbeitsbuch Inklusion

7 After the party

17 p.162
17 p.167

Parallelaufgabe Support auf einfacherem und Challenge auf höherem Niveau

It is quarter past eight on Saturday evening. What is everyone doing after the party? Complete the sentences with verbs from the box in the correct form.

- | | |
|---|--|
| <ol style="list-style-type: none"> Megan's dad is XX the garden. Megan's mum is XX the tables. Megan is XX on the sofa. She is XX her new book. Sir Barks-A-Lot and Bagheera are XX in the garden. Jasmine is XX to her friend in Leeds. Ben is XX some food in A & B's cage. | read put tidy play clean sit write |
|---|--|

8 Can you help me, please?

a) Work with a partner. Look at the pictures. Ask and answer questions.

Can you help me, please? Sorry, I can't right now. I'm **washing my hair**.

Are you ready? Wait! I'm ...

wash - hair	chat with - friends	lay - table	do - homework	make - bed
-------------	---------------------	-------------	---------------	------------

b) Make up more dialogues with your partner.

6: Grammar 17 | p.256
7: Grammar 17 | p.256
8: Grammar 17 | p.256

8.1 p.168

9 Activities

Work in groups. Act out an activity. Can the others guess what you are doing?

eat | watch TV | play tennis | sing | drink | brush your teeth | write | ...

Are you eating? No, I'm not.

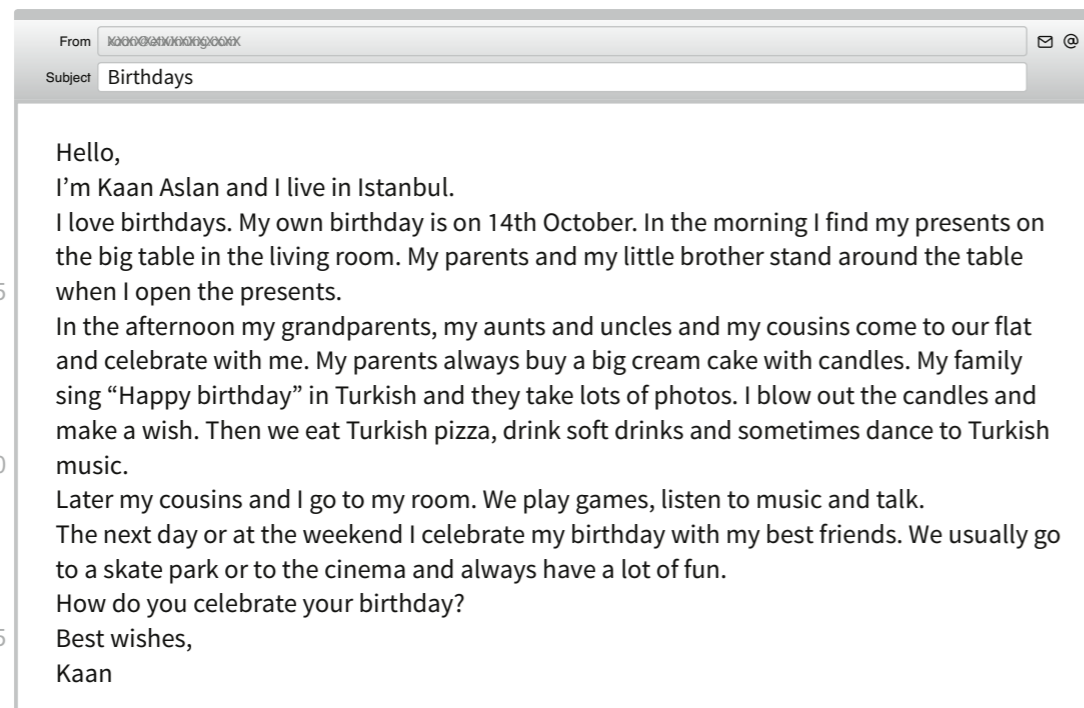
Are you singing? Yes, I am. Now it's your turn.

10 Kaan's email

Parallelaufgabe auf einfacherem und höherem Niveau

takes part in the eTwinning project 'Birthdays around the world'.

a) Read the email they get from Kaan. Why does he love birthdays?



b) Read the email again and find out:

- When is Kaan's birthday?
- Where are the presents?
- Who comes in the afternoon?
- What does Kaan do with the candles?
- What do Kaan and his cousins do?
- Where does Kaan go with his best friends?

10.1 p. 169
10.2 p. 169

Zusatzaufgabe auf höherem Niveau

9: Grammar 17 | p. 256
10: Skills Read | p. 234

11 Choose an activity WB 14 p. 81

You can:

- Find out how many words you can make out of "chocolate cake".

he, the, look ...



Then find another long word and give it to a partner. How many words can he/she make out of it?

- Listen to the poem and read along. Then learn it by heart and present it in class. 1.63

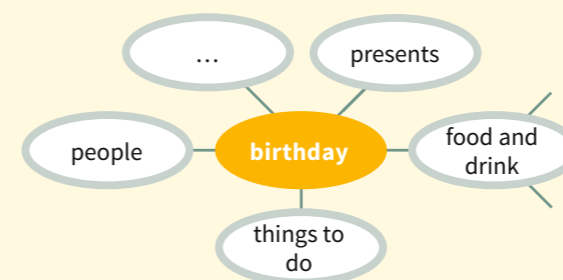
Happy birthday to you,
On this your special day.
We're so glad to share it with you,
To bring presents, eat cake and play.

We hope you have a great time,
And that all your wishes come true.
Because we don't know anyone who deserves
A happier birthday than you!

- Act out a scene from Megan's (numbers 1 and 5) or YOUR birthday party.

12 Target task: YOUR birthday WB test yourself p. 82 + 83; Portfolio p. 128 / P 5

- a) Write about your birthday. Portfolio-Ordner
Make a word web first:



My birthday

My birthday is on 12th November. I always have a party with my friends. I usually invite five or six children. First we eat cake and drink hot chocolate. My friends sing "Happy birthday". Then I open my presents. I often get books, games and sweets. After that we go bowling, we go swimming or we play games at home. In the evening we usually eat pizza and drink lemonade. My birthday is always a cool day.

- b) Ask a partner or your teacher to check your text. Then correct it. Computer programs can check texts, too. MB 3

- c) Present your text to your class: Read it, record it or put it up in the classroom. MB 4

12: Wordbank Free time | p. 214
12: Skills Write | p. 237

1 Megan's birthday party WB 10 + 11 p. 79

1c p. 150 c) Look at the pictures on page 150 again. Say what the people and pets are doing.

In the first picture Sir Barks-A-Lot is playing with a balloon.	In the second picture the friends are arriving.	In the third/ fourth picture ...
Megan Megan's mum Megan's dad Sir Barks-A-Lot Bagheera ...	is	sitting in the tree. playing with a balloon. opening presents. dancing. waiting for his first sausage. taking some nice photos. decorating the garden. arriving. saying hello. putting food and drinks on the tables. helping her dad. eating cake in the garden. grilling sausages and vegetables. giving Megan their presents. ...
The friends Megan and some of her friends ...	are	

14 p. 152 4 Hello? WB 12 p. 80

Parallelaufgabe
zu Seite 152

Listen and find out: 1.62

- Who is Megan talking to?
 - her aunt and uncle
 - her grandmother and grandfather
- What does Megan say about the chocolate cake?
 - It is as yummy as every year.
 - It is as sweet as every year.
- What are Megan's birthday presents?
 - a fantasy book, a small basketball, lots of sweets, a poster and a T-shirt
 - a fantasy book, a small rugby ball, some sweets, a poster and a T-shirt
- What is the problem with one of the presents?
 - It is not cool.
 - It is too small.



1: Grammar 17 | p. 256
4: Skills Listen | p. 233

Support-Anhang
hinten im Buch

5 Party photos WB 13 p. 81

15 p. 152
Parallelaufgabe zur
Basis auf Seite 152

a) Look at Mr McGregor's photos. What is everyone doing?
Ask and answer questions with a partner. Take turns.

What is Megan doing?	She is drinking lemonade.	What are the friends doing?	They are ...
Megan Sarah Megan's mum Sir Barks-A-Lot ...	is	sleeping under the table. playing a game. singing "Happy birthday". dancing to the music. playing with a ball. eating a sausage. drinking lemonade. ...	
The friends Jasmine and Sandeep ...	are		



b) Now write down what everyone is doing.

Megan is drinking lemonade.
The friends are

c) Choose pictures from YOUR birthday party. Talk about them.

5: Grammar 17 | p. 256

5.1 Bagheera's party

Look at the pictures. What is Bagheera doing?
What are her friends doing?

1. The friends are arriving.
2. Bagheera is ...
- ...

Endet das Verb auf -e, dann fällt das -e in der *ing*-Form weg:
arrive → arriving
take → taking
dance → dancing



The friends – arrive



Bagheera – open her presents



The friends – eat cake



A friend – take some photos



The friends – play a game



They – dance



17 p.153 **7** After the party

It is quarter past eight on Saturday evening.
What is everyone doing after the party?

1. Megan's dad is (tidy) the garden.
2. Megan's mum is (clean) the tables.
3. Megan is (sit) on the sofa.
4. She is (read) her new book.
5. Sir Barks-A-Lot and Bagheera are (play) in the garden.
6. Jasmine is (write) to her friend in Leeds.
7. Ben is (put) some food in A & B's cage.

1. Megan's dad is tidying the garden.
2. ...

Endet das Verb auf einen kurzen betonten Vokal (Selbstlaut) + Konsonant (Mitlaut), wird der Konsonant verdoppelt:
sit → sitting
put → putting

5.1:  Grammar 17 | p.256
7:  Grammar 17 | p.256



1.1 The right word

What are the words? Look at number 1 on page 150 for help.

1. You get this for your birthday.
2. You can eat this and it is usually very sweet.
3. You can use this as a decoration for a party.
4. This is a large picture you put on a wall for decoration.
5. This is a place next to a house where you can sit down or play.
6. This is something tall you find in a garden or a park.

4.1 Messages

 Zusatzaufgabe
zu Seite 152

- a) Listen. Who leaves the two messages?   1.66
- b) Listen again and find out:
 - Who is singing?
 - What could they bring to the party?
 - What else do they want to know?
 Take notes.
- c) Compare your notes with a partner.

7 After the party



17 p.153

It is quarter past eight on Saturday evening. What is everyone doing after the party?
Complete the sentences with verbs from the box in the correct form.
There are more verbs than you need.

 Parallelaufgabe
zu Seite 153

1. Megan's dad is **XX** the garden.
2. Megan's mum is **XX** the tables.
3. Megan is **XX** on the sofa.
4. She is **XX** her new book.
5. Sir Barks-A-Lot and Bagheera are **XX** in the garden.
6. Jasmine is **XX** to her friend in Leeds.
7. Ben is **XX** some food in A & B's cage.
8. Sandeep and his brother are **XX** TV.
9. Sarah is **XX** her mum in the kitchen.

 read | put | help | tidy | arrive | play | eat |
clean | decorate | watch | sit | write | make

4.1:  Skills Listen | p.233
7:  Grammar 17 | p.256



8.1 Sorry, I can't

After the party, Megan's parents ask her to help them tidy the garden.
Make up excuses for Megan. You can use these verbs:

read | look at | brush | watch | feed | write | ...

Sorry, I can't. I'm reading my new book.

...

10 p.154

10 Kaan's email

Megan's class takes part in the eTwinning project 'Birthdays around the world'.

a) Read the email they get from Kaan. Why does he love birthdays?

From: [icon]@[icon].com
Subject: Birthdays

Hello,
I'm Kaan Aslan and I live in Istanbul.
I love birthdays. My own birthday is on 14th October. In the morning I find my presents on the big table in the living room. The table and the room are decorated with lots of balloons and garlands. My parents and my little brother stand around the table when I open the presents.
In the afternoon my grandparents, my aunts and uncles and my cousins come to our flat and celebrate with me. My grandparents usually give me clothes for my birthday, for example shoes and shirts. My parents always buy a big cream cake with candles. My family sing "Happy birthday" in Turkish and they take lots of photos. I blow out the candles and make a wish. Then we eat Turkish pizza and meat with beans and rice, drink soft drinks and sometimes dance to Turkish music.
Later my cousins and I go to my room. We play games, listen to music and talk until it is late and their parents want to go home.
The next day or at the weekend I celebrate my birthday with my best friends. We usually go to a skate park or to the cinema and always have a lot of fun.
How do you celebrate your birthday?
Best wishes,
Kaan

b) Read the email again and find out:

- When is Kaan's birthday?
- Where are the presents?
- What kind of decoration is there?
- Who comes in the afternoon?
- What does Kaan get from his grandparents?
- What does Kaan do with the candles?
- What do the family eat and drink?
- What do Kaan and his cousins do?
- Where does Kaan go with his best friends?

8.1: Grammar 17 | p.256

10: Skills Read | p.234



10.1 A recipe WB 4+5 p.88+89

Zusatzaufgabe
zu Seite 154

a) Read the recipe for party punch. Then match the pictures with the instructions.

PARTY PUNCH

1 litre cherry juice
1 litre pineapple juice
1 litre bitter lemon / lemonade
fruit: lemon, pineapple, cherries
sugar, lemon juice
cocktail sticks

1. Dip the glasses in the lemon juice.
2. Then dip them in the sugar.
3. Mix the drinks.
4. Cut the fruit into pieces.
5. Put the fruit on the cocktail sticks.
6. Add a cocktail stick and a straw to each glass.



b) Tell a classmate in German how to make this party punch.

Zusatzaufgabe
zu Seite 154
(gymnasiales Niveau)

10.2 An English party in YOUR class

a) How can you celebrate an English party in your class? Collect ideas.

Think about:

- decoration
- things you need
- recipes for party food and drink
- games
- songs
- ...

b) Present your ideas in class.

Party game: Balloon race

Blow up one balloon for each player.
Each player begins at the starting line and puts a balloon between his or her knees.
On the word "Go!" each player walks, runs or hops as quickly as he or she can.
If a balloon breaks, that player is out of the game.
If a player loses a balloon, he or she begins at the starting line again.
Who crosses the finishing line first?



Wie lassen sich Kinder zum Sprechen animieren?

IHRE HERAUSFORDERUNG

Sie kennen das Problem – im Klassenraum herrscht Stille, es melden sich immer dieselben Schülerinnen und Schüler zu Wort oder es steht eine mündliche Prüfung an?

UNSERE LÖSUNGEN

Sprachen muss man sprechen! CAMDEN MARKET verfolgt diesen Aspekt von Anfang an. Die vielen Sprechaufgaben, echte und vor allem lebensnahe Kommunikationsanlässe und ein systematischer Sprachsupport unterstützen und motivieren selbst schüchterne oder unsichere Schülerinnen und Schüler.



4 Talking to Dad

6 Making a reservation WB 10 p. 108



2 A text message

7 Arrivals and departures WB 6 p. 104



5 At the station WB 4 p. 103

9 At the ticket office WB 7 p. 105



In diesem Theme ...

- sprichst du über Reisepläne und Ferienaktivitäten.
- orientierst du dich auf einem Bahnhof.
- erfährst du, wie man Fahrkarten an einem Schalter kauft.
- lernst du interessante Urlaubsziele in Schottland kennen.
- übst du, telefonisch ein Zimmer zu reservieren.

We're all going on a summer holiday
 No more working for a week or two
 Fun and laughter on our summer holiday
 No more worries for me or you
 For a week or two
 We're going where the sun shines brightly
 We're going where the sea is blue
 We've seen it in the movies
 Now let's see if it's true

Everybody has a summer holiday
 Doing things they always wanted to
 So we're going on a summer holiday
 To make our dreams come true
 For me and you
 For me and you

Das Thema
 Ferien animiert
 zum Erzählen



1 Summer holidays WB 1+2 p.102

- Listen to the song "Summer Holiday" by Cliff Richard and read or sing along.
- Read the song lyrics. What do people like about holidays?
- Double circle: What are YOU going to do in the summer holidays? What would you like to do?

In the summer holidays
 I'm going to ... And you?

I'd like to ...

stay ... | meet ... | visit ... |
 go to ... | see ... | play ... | ...



2 Holidays without parents

- Look at the picture. What can you see? What is happening?
- What could the children and their parents be thinking? How do they feel?


The children / parents could
 be thinking ...

I think the children / parents
 feel / are ...

Der Bildimpuls regt
 zum mündlichen
 Beschreiben an



3 Making plans WB 3 p. 103

a) Listen to Megan and Ben. What is Megan's idea? What does Ben think of it?   1.27



- Megan:** So what are you going to do in the summer holidays?
Ben: Well, sleep in, watch films, go cycling ... stuff like that.
Megan: Are you going anywhere with your family?
Ben: I don't think so. My dad has to work a lot. And what about you?
Megan: My mum hasn't decided where to go yet. But first I'm going to visit my dad, as usual.
Ben: Sounds good. Edinburgh is a nice place, isn't it?
Megan: Yeah, it is. But sometimes it's a bit boring with my dad and his family. Fergus is really cute, but after a while ...
Ben: Oh yeah, little children can really get on your nerves.
Megan: I'm just thinking ... Would you like to come to Edinburgh with me ... for a week?
Ben: Well, I've never been there before.
Megan: It's not as exciting as London. But there's a great castle and lots of good shops.
Ben: Cool!
Megan: And we could climb Arthur's Seat. That's an old volcano.
Ben: Wow, I've never heard of it.
Megan: And when it's warm and sunny, we could go to Portobello Beach. It's really nice there.
Ben: A beach? That's great! But where am I going to stay in Edinburgh?

- Megan:** At my dad's place, of course. He has a spare bedroom. And I'll sleep in my half brother's room.
Ben: I guess he'll wake you up really early.
Megan: No problem. I'll tell him to go to your room and play with you.
Ben: Ha ha! But how are we going to get to Edinburgh?
Megan: By train. There's a direct one from King's Cross to Edinburgh.
Ben: And how long does it take?
Megan: It takes about five hours. It's faster than going by car. It'll be fun to travel with you.
Ben: You think so?
Megan: Sure. So would you like to come to Edinburgh with me?
Ben: Yeah, sounds like fun. But I have to ask my parents first.
Megan: And I'll phone my dad ...

b) Now read the dialogue and find out:

1. What can you do in Edinburgh?
2. Where can Megan and Ben stay?
3. How can they get to Edinburgh?





3.1 p. 163



3.1 p. 170

4 Talking to Dad

4 p. 163
4 p. 171

a) Listen to Megan and her dad. What does he think of Megan's idea?   1.28



b) Listen again and finish the sentences.

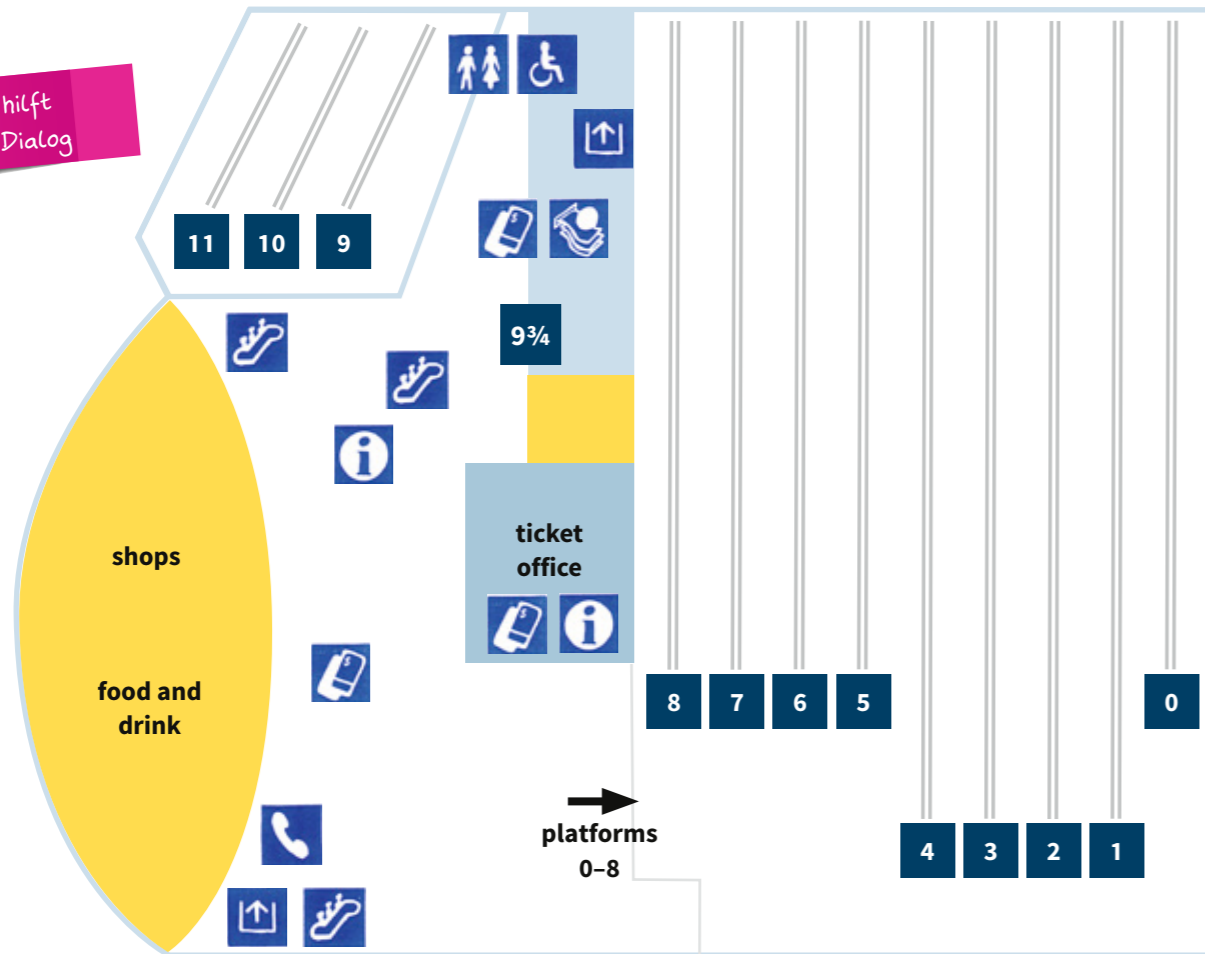
1. Megan's dad thinks Ben is ...
2. They could show Ben ...
3. Megan went there when ...
4. But she didn't ...
5. Megan's dad's computer ...
6. Megan is sure Ben will ...

5 At the station WB 4 p. 103

a) Megan and Ben are at King's Cross in London. Look at the station map. What is there at the station? What is special about it?



Sprachmaterial hilft beim gelenkten Dialog



- toilets
- escalators
- ticket machines
- cash machine
- accessible toilets
- lift
- information point
- telephones

b) Work with a partner. Ask and answer like this:

Where is / are

- the ticket office?
- the platforms?
- the escalators?
- the information point?
- ...?

It's
They're

- on the left / right.
- next to / behind / in front of ...
- between ... and ...
- near ...
- ...

5.1 p. 163
5.2 p. 164
5.1 p. 171

6 A timetable WB 5 p. 104

Work with a partner. Look at the timetable and find the information.

Mündlicher Informationsaustausch

When does the next train to **Edinburgh** leave?

It leaves at ...

Which platform does the train to **Edinburgh** leave from?

It leaves from platform ...

When does the next train from **Newcastle** arrive?

It arrives at ...

Which platform does the train from **Newcastle** arrive at?

It arrives at platform ...

Departures			Arrivals		
Time	To	Platform	Time	From	Platform
11:30	Edinburgh	1	14:30	Newcastle	2
12:02	Cambridge	11	17:45	Hull	7
13:18	Leeds	4			

7 Arrivals and departures WB 6 p. 104

Look at the timetable and complete the sentences.

1. The next train to York leaves at **XX**.
2. The next train to Newcastle leaves at **XX**.
3. The train to King's Lynn leaves from **XX**.
4. The train to York leaves from **XX**.
5. The train from Foxtton arrives at platform **XX**.
6. The train from Aberdeen arrives at **XX**.

Departures			Arrivals		
Time	To	Platform	Time	From	Platform
10:40	Newcastle	3	13:23	Aberdeen	10
11:52	York	6	15:10	Foxtton	8
14:05	King's Lynn	2			

6: Grammar 20 | p. 248
7: Grammar 20 | p. 248

7.1 p. 165
7.1 p. 172

8 Station announcements

a) Listen to the announcements at King's Cross.
Find out: 🎧📺 1.29

- When does the next train from platform 7 leave?
- Where is the train from platform 8 going to?
- Which platform does the train to Aberdeen leave from?

b) Höre dir nun die folgenden Durchsagen an. Beantworte die Fragen von jemandem, der nur wenig Englisch versteht. 🎧📺 1.30

- Was ist im Bahnhofsgebäude nicht erlaubt?
- Welcher Zug fällt aus?
- Worauf ist beim Einsteigen in den Zug zu achten?
- Was ist im Zug erhältlich?

⚙️ Auf einem Bahnhof werden viele Durchsagen gemacht, die meist nicht wiederholt werden. Höre deshalb genau hin, um wichtige Informationen zu erhalten.

9 At the ticket office WB 7 p. 105

a) Megan and Ben are at the ticket office to buy their train tickets. Listen.
How much do the tickets cost altogether? 🎧📺 1.31

b) Now read the dialogue. What kind of ticket do they buy? Why do they have to hurry?

- Megan:** Two tickets to Edinburgh, please.
Man: Single or return?
Megan: Return, please.
Man: OK, that's £218 altogether.
Megan: Here you are. Oh, what platform is it, please?
Man: Platform 1.
Megan: Thank you. And could you tell us when the next train leaves?
Man: You have to hurry. It leaves in ten minutes.



9.1 p. 165
9.2 p. 165



9.1 p. 172

10 Sound check

Listen to the recording in number 9 again. Stop the recording after each sentence. Say the sentence yourself. Try to sound like Megan and the man at the ticket office. 🎧📺 1.31

8b: ⚙️ Skills Help out | p. 223

11 Helping out

Du bist mit deinem Vater am Fahrkartenschalter in einem englischen Bahnhof. Er spricht kaum Englisch. Die Frau am Schalter versteht kein Deutsch. Kannst du den beiden helfen?

Woman at the ticket office	You	Your father
1 Where would you like to go?	2 Die Frau fragt, wohin wir ...	3 Wir möchten nach Manchester fahren.
	4 We would like ...	
5 Would you like a single or a return ticket?	6 ...	7 Wir hätten gerne eine Rückfahrkarte.
	8 ...	
9 Sure. That's £196, please. The next train to Manchester leaves in ten minutes from platform 5.	10 ...	

Vorbereitung auf Alltags-szenen im englisch-sprachigen Ausland

12 Target task: Scenes at a station

a) Work with a partner or in small groups. Make up some scenes at a station. You could:

- ask people where the ticket office, the toilets, ... are
- ask people what time and where trains leave and arrive
- make your own station announcements
- buy tickets at the ticket office
- ...

Write dialogues. You can look at numbers 5–9 (pages 150–152) for help.

b) Ask your classmates or your teacher to check your dialogues. Then correct them.

c) Decide who plays which role. Learn your role by heart.

d) Think about what you need for your scenes (tickets, a whistle, ...). Then practise them and act them out in class. You can also make a video. 📺 MB 3

e) Ask for and give feedback.



Du kannst deinen Text auch auf Karteikarten schreiben. Die sind hilfreich, wenn du beim Vorspielen mal nicht weiterweißt.

11: ⚙️ Skills Help out | p. 223

12a: ⚙️ Skills Write | p. 218/219



12b: ⚙️ Skills Write | p. 218/219

12c: ⚙️ Skills Dramatic reading | p. 224

12e: ⚙️ Skills Give feedback | p. 215

1 First day in Edinburgh

WB 8+9 p. 106+107

- a) Look at these photos. Then listen to Ben and his mum. In what order do they talk about the photos?   1.32

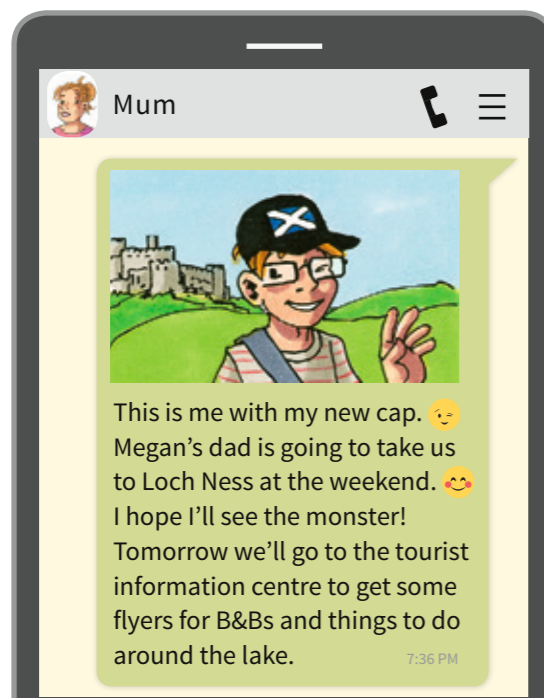



- b) Listen again. Are these sentences true or false? Correct the false sentences.

- At Edinburgh Castle, Ben had a look at Scotland's Crown Jewels.
- The One o'Clock Gun is fired every day at one o'clock.
- Ben bought a cap and Megan bought a scarf.
- Ben thinks the bagpipers' music is really cool.
- They had haggis at Megan's dad's place.
- Ben liked haggis but Fergus didn't.



2 A text message

Read Ben's text message to his mum. What are the plans for the next few days?





 B&B ist die Abkürzung für *bed and breakfast*. Dabei handelt es sich um eine private Unterkunft, in der man übernachten kann und Frühstück bekommt. B&Bs haben weniger Zimmer als Hotels und sind günstiger.

3 Giving directions

- a) Listen and read along. Where does the woman want to go?   1.33

Ben: Is the tourist information centre far from here?
Megan: No, we just have to walk down this road and then turn right at the end.
Ben: You know Edinburgh really well, don't you?
Megan: Yes, I do. I've been here so often.
Woman: Excuse me. Do you know if there are any good souvenir shops near here?
Ben: Well, yeah, there're some good ones on Princes Street.
Woman: Can I walk there?
Megan: Yes, it isn't far. Go straight on and turn left at the next corner. Cross the street and walk past the church. Then turn right into Princes Street.
Woman: That's great. Thanks for your help.
Megan: You're welcome.

- b) Listen to the directions and follow them on the map. Where do you get to?   1.34

- c) Work with a partner. Tell him or her the way to these places.



Excuse me, can you tell me the way to ..., please?



turn left | turn right |
 go straight on |
 walk past ... |
 cross the street |
 it's on your left |
 it's on your right | ...

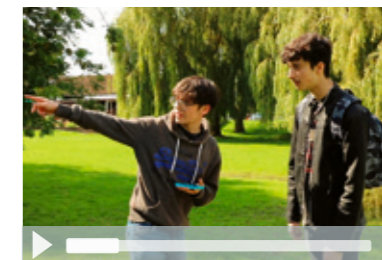
mögliche mündliche Prüfungssituation





3.1 p.166

4 Being polite

- a) Watch the clip and find out:   8
- What happens in the different situations?
 - What polite words and phrases do the people use?



- b) Work with a partner or in small groups. Choose a situation from the clip. Practise it and act it out in class.

3:  Wordbank Travelling | p. 195
 4:  Skills Watch a video clip | p. 211

5 Where to stay?

Look at the two flyers and find out:

- Which B&B can put up more guests?
- Which B&B is cheaper for a family of four? (The children are 9 and 12 years old.)

Murray House B&B

... for a great stay in the Scottish Highlands



Our B&B in Grottaig offers you a friendly and relaxing atmosphere – and the world's best breakfast.

We have two single rooms, one double room and a family room for three people.

£27 per person per night

The Murray Family and our three dogs are looking forward to your visit.



5.1 p. 166
5.2 p. 166



5.1 p. 173 Which B&B do you think is Megan's and Ben's first choice? Why do you think so?

6 p. 167
6 p. 174

6 Making a reservation WB 10 p. 108

- a) Listen to the phone call.
How much does one night at the B&B cost for Megan, her dad and Ben? 🎧 1.35



Nessie's B&B

You'll find us in the beautiful village of Drumnadrochit in the Scottish Highlands.

We are only a short walk away from the shores of Loch Ness and Loch Ness attractions.

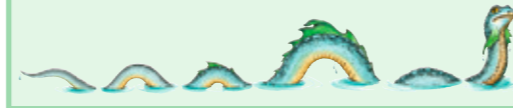


We have two single rooms, two double rooms and a family room with four beds.

We charge £38 per person per night. (Children under 10 in family room are free.)

A warm welcome awaits you.

Sue and Andrew



- b) Read the dialogue. Then practise reading it with a partner.

Ann: Hello, this is Ann from Murray House B&B. How can I help you?
Mr McGregor: Hello, this is Ethan McGregor. Have you got two rooms for Friday night?
Ann: Yes, we have. Would you like single or double rooms?
Mr McGregor: I'd like a single room and a double room. We're three people.
Ann: That's fine.
Mr McGregor: How much does that cost?
Ann: That's £27 per person so £81 altogether.
Mr McGregor: Alright.
Ann: Would you like to make a reservation?
Mr McGregor: Yes, please.
Ann: What are your names, please?
Mr McGregor: I'm Ethan McGregor. The others' names are Megan McGregor and Ben Hancock.
Ann: OK, I've made a reservation for this Friday for Ethan McGregor, Megan McGregor and Ben Hancock.
Mr McGregor: Perfect. Thank you very much for your help.
Ann: You're welcome. See you on Friday.
Mr McGregor: Bye.

Selbstgeschriebene Dialoge als Rollenspiel mündlich präsentieren

- c) Make a different reservation at a B&B. Work with a partner and write a dialogue. Then present it in class.



6.1 p. 167



LAND & LEUTE 9

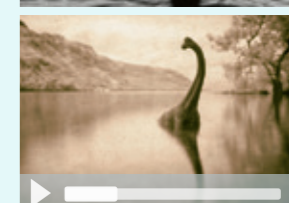
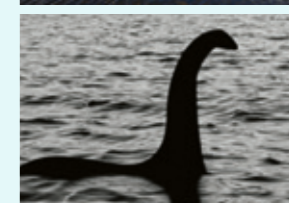
Loch Ness

Schottland hat viele Seen, die dort *loch* heißen. Loch Ness liegt im schottischen Hochland (*Scottish Highlands*) und ist nach Loch Lomond der zweitgrößte See Schottlands. Er ist ca. 37 km lang und ca. 1,5 km breit. Loch Ness ist ein sehr tiefer und dunkler See und sein Wasser ist auch in der warmen Jahreszeit sehr kalt. Menschen, die darin schwimmen, sieht man daher nur äußerst selten. Aber viele unterschiedliche Fischarten fühlen sich in dem kalten Wasser sichtbar wohl.



Loch Ness ist weltberühmt, denn in ihm soll angeblich ein Seeungeheuer leben, das *Loch Ness Monster*. Es wird auch liebevoll Nessie genannt. Jedes Jahr reisen unzählige Touristen zum Loch Ness, um nach Nessie Ausschau zu halten.

Hast du schon einmal von Nessie gehört? Was weißt du darüber? Sieh dir nun den Clip an und finde heraus:

- Wann hat eine Zeitung das erste Mal über Nessie berichtet?
- Wann ist das erste Foto von Nessie erschienen?
- Was könnten die Menschen tatsächlich gesehen haben?



7 A trip to Loch Ness

- a) Look at the title and the pictures. What do you think happens in the story?
- b) Listen and read along.   1.36

It was Friday morning and Megan, Ben and Megan's dad were on their way from Edinburgh to Loch Ness. Megan and Ben joked about seeing the famous Loch Ness Monster.

- 5 They knew it wasn't real, but both secretly hoped to see it.

After about four hours they arrived at their B&B in Grottaig. They dropped off their bags and then drove to Urquhart Castle. Ben was

- 10 very excited because he loves castles.

At the castle, Megan, Ben and Megan's dad climbed to the top of the Grant Tower. "Wow, look at that amazing view," said Megan. "You can see so much of the loch!"

- 15 "Yes, you can see why the castle was so important when the Scottish fought against the English," said Ben excitedly.

"You and your history lessons," said Megan. She rolled her eyes and laughed. Then the three of them had a look at the rest of the castle.

- 20 Afterwards they went for a walk along the lake. The water sparkled beautifully in the sun. "It's such a lovely day. Why is there no one in the water?" asked Megan.

"Dip your toe in the water and you'll see," answered her dad.

- 25 "It can't be that bad," said Megan. Then she took her shoe off and put her foot in the water carefully. "Aaaah, that's ice-cold!" she shouted and pulled her foot back quickly.

- 30 "Well, the water is only five degrees all year round," laughed her dad. Megan punched her dad's shoulder jokingly. It was getting late so the three of them decided to have some dinner and then return to their B&B. They agreed to take a boat trip in the morning.

"Do you think we'll see Nessie tomorrow?" asked Megan before they went to sleep.

"Don't be silly, Nessie doesn't exist!" answered Ben.



35 Early the next morning, Megan, Ben and Megan's dad went on their boat trip. It was another beautiful, sunny day. Ben stared at the water excitedly. Suddenly he saw a dark shadow in the water. He let out a little scream and pointed at the shadow. "It's Nessie! It's the Loch Ness Monster!" he shouted.

40 Megan and her dad ran over to Ben and looked at the water. They could see a large fish at the surface of the water. And just as quickly it disappeared again. "That was only a

45 fish, Ben! Don't be so silly, you know Nessie doesn't exist," said Megan. The friends looked at each other and started laughing.

After the boat trip the three of them visited the Loch Ness Centre and Exhibition. Their tour guide told them more about the lake and its famous monster. "Did you know that the loch is deep enough to fit all the people and animals on the planet inside it three times?!" she asked.

50 "Can you imagine how big that is? Surely that's enough room for a monster to hide in!" whispered Megan.

"Who knows?" laughed her dad.



55 After the tour Megan and Ben had a look at the Nessie Shop. And finally there were Loch Ness Monsters everywhere! "I think I'll get one of these for Fergus," said Megan and picked up a green Nessie toy animal.

"That's a great idea. I'm sure he'll love it," said Ben.

60 Megan and Ben also bought some postcards to send to their families and friends.

After that they had some dinner. Then it was time to say goodbye to Loch Ness and go back to Edinburgh. Maybe they will see the real Nessie next time?!

- c) Read the story again and answer the questions.

1. What did Megan and Ben hope to see?
2. What did they visit first?
3. Why did Megan put her foot in the water?
4. Why was Ben so excited on the boat?
5. Where did they finally find Nessie?

18 p. 168

8 The story in short

What happens in the story in number 7 (pages 158–159)?
Sit together with a partner and tell a short version of the story.
Here is some help:

On Friday morning ...
First they visited ...
Afterwards they ...
The next morning ...
After the boat trip ...
Finally ...

On Friday morning
Megan, Ben and Megan's
dad went to Loch Ness.
Now it's your turn.

OK. First they visited ...

19 p. 168

9 How did they do it? WB 11 p. 108

a) Complete the sentences with an adverb from the box.

- Megan and Ben **XX** hoped to see the monster.
- Ben spoke about Urquhart Castle **XX**.
- The water sparkled **XX** in the sun.
- Megan put her foot in the cold water **XX**.
- She punched her dad's shoulder **XX**.
- The large fish **XX** disappeared again.

beautifully | quickly | carefully |
jokingly | secretly | excitedly

b) Pick the right word (adjective or adverb) to complete the text.

Ben enjoyed the **short / shortly** trip to Loch Ness. He liked the B&B with its really **good / well** breakfast. The B&B's three dogs were **cute / cutely** but often barked **loud / loudly**. Instead of Nessie, Ben saw a big fish in the lake which swam away **quick / quickly**. But there were lots of little monsters in the **large / largely** Nessie Shop.

10 p. 169

10 Choose an activity

You can:

- Design YOUR Loch Ness Monster for the Nessie Shop. Describe it or draw and label it.
Then present your monster to the class. Portfolio-Ordner
- Imagine you are Megan or Ben. Write a postcard to your family or a friend. Tell them what you think about your trip to Loch Ness, what the weather is like, what you did, ...

Portfolio-Ordner

9: Grammar 21R | p. 248/249
10: Skills Write a postcard | p. 221

- Imagine you are Ben. Send a voice message to Sandeep and tell him about your boat trip on Loch Ness. Write your text first, then record it. MB 4, 5

You can start like this: Portfolio-Ordner

Hi Sandeep, we've just come back from our boat trip on Loch Ness. It was

- Find out more about Urquhart Castle. Collect information (library, Internet, ...) and give a short talk in class. MB 1



10.1 p. 175
10.2 p. 175

11 Target task: YOUR story WB 12 p. 109; test yourself p. 110–112; Portfolio p. 149/ P 5

- a) Make up a story about Loch Ness and its monster. Here are some ideas:
- You are Nessie. You hide in the water because you are scared of people. But one day ...
 - You are on a class trip to Loch Ness. No one believes there is a monster, only you. Then one evening when you all walk along the lake ...
 - ...
- b) Plan your story and make notes.
- Who is in your story?
 - Where does the story take place?
 - When does it take place?
 - What happens?
- c) Write your story. Portfolio-Ordner
Here is an example of a beginning:

Last weekend Sarah, Tim and Miles went for a walk along Loch Ness. It was late and the weather was ...
Suddenly ...



Ein guter Text braucht eine **Einleitung**, einen **Mittelteil** und einen **Schluss**.
Benutze **Adjektive** und **Adverbien**, um deinen Text interessanter zu machen.
Verbinde deine Ideen und Sätze mit **linking words** (*and, but, because, ...*).
Benutze auch **time words** (*in the morning, then, later, ...*), um zu sagen, wann etwas geschieht.
Überlege dir abschließend noch eine passende **Überschrift**.

- d) Check your story.
- Is the English OK?
 - Is your story interesting enough for others to read or listen to it?
 - Swap stories with a partner. Give each other feedback on your texts.
 - Edit your text.
- e) Present your story in class. Read it, record it or put it up in the classroom.

10: Skills Search the Internet | p. 217
10: Skills Give a talk | p. 214

11: Skills Write | p. 218/219
11: Wordbank People | p. 193

Wie gelingen die Abschlussprüfungen?



IHRE HERAUSFORDERUNG

Die Abschlussprüfungen stehen vor der Tür – wie können Sie Ihre Schülerinnen und Schüler optimal und gezielt auf die verschiedenen Aufgabenformate in den Kompetenzbereichen *Listening, Reading, Writing, Mediation* und *Speaking, Grammatik* und *Wortschatz* vorbereiten?

UNSERE LÖSUNGEN

Die Exam-Practice-Seiten mit Hinweisen und Hilfestellungen direkt an den Aufgaben ermöglichen Ihren Schülerinnen und Schülern, viele Aufgabenformate auszuprobieren. Dadurch gewinnen sie mehr Sicherheit für die Prüfung.

MOCK EXAM Reading

Queen Elizabeth II
Read the text.

Queen Elizabeth II, who was the longest-serving monarch in British history, passed away on 8 September 2022, at Balmoral Castle in Scotland. She was 96 years old. Her impressive reign lasted for 70 years, saw 15 British prime ministers come and go, and witnessed countless important events. Her oldest son, Prince Charles, became King of the United Kingdom on 10 September 2022.

Elizabeth was born in London on 21 April 1926, as Princess Elizabeth Alexandra Mary. She was the first child of Prince Albert and Elizabeth Bowes-Lyon, who later became King George VI and Queen Elizabeth. When World War II started on 1 September 1939, she was just 13 years old.

On 13 October 1940, which was a month after Germany began its invasion of France, she appeared on a radio broadcast to provide comfort to the British people during the war.

Elizabeth served in the British military as a second lieutenant, working in the Royal Air Force, and was promoted to the rank of junior commander. She married Philip Mountbatten, who was a former prince of Greece and Denmark, in 1947. They had four children.

Elizabeth visited 137 countries and hosted more than 100 heads of state. Her visit to Germany in 1965 was especially significant as it was the first time a British monarch had visited Germany in 52 years, symbolizing the reconciliation between the two countries.

Elizabeth II was the longest-serving monarch of the British Empire in the years following World War II, with her reign lasting over 70 years. She was also the first female monarch to control over 70 overseas territories. However, at the time of her death, she was the second longest-reigning monarch in British history, after Queen Victoria as the longest-serving British monarch. In February 2022, she reached another milestone, becoming the second longest-reigning monarch in British history.

Elizabeth II became queen when she was born. However, after the death of her father, Edward VIII, she gave up the throne. Her husband, Prince Philip, became king, placing her as the second longest-reigning monarch. She was laid to rest in St George's Chapel, Windsor, on 19 September 2022. She was laid to rest with her husband, Prince Philip, on 19 September 2022.

MOCK EXAM Reading

a) What do these words mean in German as used in the text?

(line 2) reign: Regentschaft / Herrschaft
 (line 18) former: ehemalig / früher
 (line 24) dissolution: Auflösung / Zerfall
 (line 30) milestone: Meilenstein
 (line 37) funeral: Beerdigung / Bestattung / Trauerfeier

b) Tick the correct answers. There is only one correct answer for each question.

1. What was Queen Elizabeth II's historic achievement during her reign?

a) longest-serving British monarch
 b) first female British monarch
 c) most travelled British queen
 d) youngest British monarch

2. In which year did Queen Elizabeth II celebrate her Platinum Jubilee?

a) 2015
 b) 2019
 c) 2021
 d) 2022

3. What did Queen Elizabeth II do during World War II?

a) She became a nurse on the front.
 b) She joined the women's branch of the British military.
 c) She wrote patriotic songs.
 d) She organised charity events for the royal family.

MOCK EXAM Reading

c) Answer the following questions. Write full sentences.

1. When was Queen Elizabeth II born?
 Queen Elizabeth II was born on 21 April 1926 (in London).

2. What happened to the British Empire after World War II?
 After World War II, the British Empire began to break up / become smaller.

3. What is a Platinum Jubilee?
 A Platinum Jubilee celebrates 70 years on the throne.

4. How many children did the Queen and her husband have?
 The Queen and her husband had four children.

5. Where and when did the Queen die?
 The Queen died at Balmoral Castle in Scotland on 8 September 2022.

d) Summarise the Queen's life and reign in four to five sentences.
 Lösungsvorschlag: Elizabeth II, was born on 21 April 1926 to Prince Albert and Elizabeth Bowes-Lyon, later king and queen of the United Kingdom. Elizabeth married Philip Mountbatten in 1947 and together they had four children. As queen, Elizabeth II represented the United Kingdom, visiting many countries, hosting international leaders and witnessing the break-up of the British Empire. When she died on 8 September 2022, Elizabeth II had been on the throne for longer than any other British monarch in history.

e) If you had had the chance to meet Queen Elizabeth II, what would you have asked her about her long reign? Write three to four questions.
 Lösungsvorschlag:
 1. What was the most difficult thing you had to do during your reign?
 2. What was it like to see your own face every time you used money or a stamp?
 3. What was your favourite country or place that you visited?
 4. If you weren't the queen, what job would you want to have?

Weitere Mock-Exams kostenlos herunterladen

Mit Lösungen zur Selbstkontrolle unter:
www.westermann.de/cm_mock_exam



In deiner Abschlussprüfung wird dir eine Auswahl verschiedener Aufgabenformate begegnen. Sie überprüfen deine Fähigkeiten in den Bereichen *Listening*, *Reading*, *Writing*, *Mediation* und *Speaking*. In einigen Bundesländern werden in der Abschlussprüfung auch deine Kompetenzen in den Bereichen Wortschatz und Grammatik getestet. Informiere dich bei deiner Lehrkraft, ob solche Aufgaben Bestandteil der Prüfung in deinem Bundesland sind.

Die *Exam-Practice*-Seiten geben dir die Möglichkeit, viele Aufgabenformate auszuprobieren und dich mit ihnen vertraut zu machen. Dadurch gewinnst du mehr Sicherheit für deine Prüfung. Viel Erfolg!

Bitte schreibe nicht ins Buch. Den nötigen Platz für deine Antworten findest du auf den Exam-Practice-Seiten im Workbook.

Eine komplette Probearbeit (*Mock Exam*) findest du online:



Digital+
Mock Exam
WES-149194-004

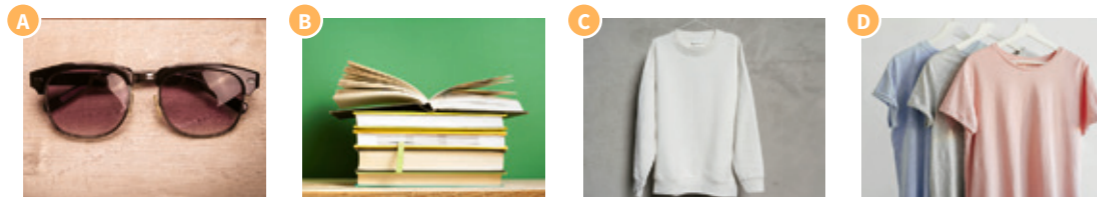
Noch mehr üben mit dem digitalen Angebot

L1 A voice message

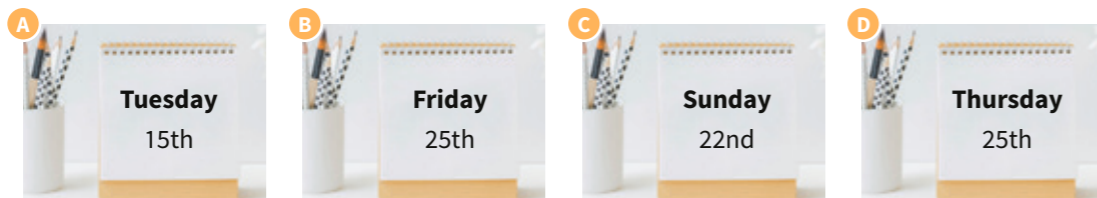
Bei dieser *multiple choice* Aufgabe musst du eines von vier Bildern als richtige Antwort auswählen sowie Sätze mit Informationen aus dem Hörtext vervollständigen. Sieh vor dem Hören genau hin, welche Informationen benötigt werden.

You will hear a short voice message. 🎧 2.3

a) What should Jamie not pack? Decide which photo is the correct answer to the question.



b) When is Jamie and John's flight? Decide which photo is the correct answer to the question.



c) Fill in the missing information. 🎧 2.3

- The boys are flying to **XX**.
- Their flight's departure time is **XX**.
- The hotel is near **XX**.



L2 The trip

Bei diesem Aufgabenformat gibt es drei Möglichkeiten, einen Satz zu beenden. Aber nur eine davon ist richtig. Lies dir vor dem Hören alle drei Antwortmöglichkeiten genau durch, damit du dich dann besser entscheiden kannst.

a) Listen to John and Jamie. Choose the right answer. 🎧 2.4

- The boys are talking about ...
 - their next school trip.
 - a trip they're planning for John's mum.
 - their plans for their stay in London.
- They will start ...
 - with Buckingham Palace.
 - with Green Park.
 - with Camden Market.
- The boys ...
 - have tickets for the London Eye for the 26th.
 - have to book tickets for the London Eye for the 27th.
 - have tickets for the London Eye for the 27th.

Bei dieser Aufgabe musst du feststellen, ob vorgegebene Aussagen zum Hörtext richtig oder falsch sind. Lies dir jede Aussage gründlich durch.

b) Listen again and decide whether the following statements are true or false. 🎧 2.4

- John is not tired.
- John's mum wants some photos of St Paul's Cathedral.
- Jamie doesn't think that they'll see King Charles at Buckingham Palace.
- There is a direct connection between Tottenham Court Road and Green Park.
- The boys have to walk from Green Park to Buckingham Palace.
- John doesn't like the idea of having lunch at Camden Market.

Bei dieser Aufgabe musst du die falschen Aussagen korrigieren. Formuliere dabei die Sätze entsprechend um.

c) Correct the false statements in b).

Hilfestellungen zu jeder Aufgabe



L3 At the vet

Bei dieser Aufgabe musst du gezielt Informationen aus dem Text heraushören und notieren. Finde vor dem Hören heraus, welche Informationen benötigt werden.

a) Listen and fill in the form. 2.5

Pet Hospital — Cape Town

pet owner's name: XX
 address: XX
 city: XX
 telephone number: XX
 pet's name: XX
 species (cat, dog, guinea pig etc.): XX
 reason for visit: XX
 age: XX

Bei diesem Aufgabenformat beantwortest du eine Frage, die sich auf den gehörten Text bezieht.

b) Listen again. What other information do you get about the pet? Give at least three examples.

L4 Plans for the future

Bei dieser Aufgabe musst du Aussagen entsprechenden Personen zuordnen. Dabei können die Aussagen auch auf beide bzw. keine der beiden Personen zutreffen – in diesem Fall setzt du zwei bzw. gar keine Häkchen. Häufig wird dir eine maximale Anzahl von zutreffenden Antworten vorgegeben. Überprüfe zum Schluss die Anzahl der von dir gesetzten Häkchen.

a) Listen and decide which statement is made by which person. Sometimes a statement can be true for both / neither of them. You may place a maximum of 7 ticks. 2.6

	Sophie	James
1. This teenager can't believe that school is nearly over.	X	X
2. This teenager will start an apprenticeship in September.	X	X
3. This teenager loves working outside.	X	X
4. This teenager wants to stay at school for two more years.	X	X
5. This teenager hopes to test boundaries.	X	X
6. This teenager wants to spend a few months in South Africa.	X	X
7. He / She hopes the other person has an unforgettable experience.	X	X

L3: Skills Listen | p. 196
L4: Skills Listen | p. 196



Bei diesem Aufgabenformat wirst du aufgefordert, Schlussfolgerungen aus dem Gehörten zu ziehen oder deine Meinung dazu zu äußern. Dabei kannst du Informationen der vorherigen Teilaufgabe nutzen und auch Wortschatz und Formulierungen übernehmen. Vergiss nicht, deine Meinung zu begründen und vollständige Sätze zu bilden.

b) After listening:
 What do you think about James' and Sophie's plans?
 Is one of their plans similar to your future plans?
 What are your plans?
 Write two sentences for each question.

R1 A volcano warning sign

Read the sign.

DANGER

Volcanic fumes are hazardous to your health and may be life-threatening

DO NOT enter this area if you are among the following persons who are especially at risk:

- People with breathing or heart problems
- Infants and young children
- Pregnant women

Bei dieser *multiple choice* Aufgabe kannst du aus vier Antwortmöglichkeiten auswählen. Nur eine Antwort ist richtig. Beachte dabei, dass die drei falschen Antwortmöglichkeiten oft Elemente / Wörter enthalten, die auf den ersten Blick richtig erscheinen, weil sie im Ausgangstext vorkommen. Wichtig ist also, dass die von dir gewählte Antwort völlig mit dem Ausgangstext übereinstimmt.

Tick the correct statement.

- a) Young children have no problems with volcanic fumes.
- b) Volcanic fumes are not hazardous to health.
- c) Everyone can enter the area.
- d) Pregnant women shouldn't enter the area.

R1: Skills Read | p. 196

R2 Volcanic eruptions

Read the article.

Hawaii's Mauna Loa volcano erupts after 38 years

1

Hawaii experienced a significant volcanic event when Mauna Loa, the world's largest active volcano, erupted for the first time in 38 years. The eruption began on November 27, 2022, at about 11:30 p.m. local time, and has been captivating observers with amazing lava fountains reaching as high as 148 feet. Although the flowing lava is now moving toward a major highway, there is no immediate threat to people living nearby.



2

However, authorities have advised residents to be careful in areas with high levels of volcanic smog, known as "vog". Vog is a type of air pollution formed when volcanic emissions, such as sulfur dioxide, react with moisture, oxygen, dust, and sunlight. This pollution can be particularly harmful, especially to vulnerable groups such as children, older people, and individuals with breathing conditions. Another potential danger lies in "Pele's hair," a dangerous phenomenon named after the Hawaiian goddess of volcanoes and fire. When lava bursts from a volcano and cools down quickly, it can trap gas bubbles which then stretch into thin, hair-like strands of volcanic glass. These delicate fibers may look fascinating but can be dangerous if they come into contact with skin or eyes. People should wear gloves when touching Pele's hair to prevent injury.

3

Mauna Loa, meaning "long mountain" in Hawaiian, holds the title of the world's largest active volcano. Its recent eruption is the 34th recorded since monitoring began in 1843. Covering over half of Hawaii's Big Island, it is larger than all other Hawaiian islands put together. Although only 13,000 feet of Mauna Loa can be seen above sea level, the volcano is actually 30,000 feet tall. This makes it even taller than Mount Everest, by about 1,000 feet.

4

The eruption of Mauna Loa has attracted thousands of visitors to Hawaii Volcanoes National Park. They are treated to the extraordinary spectacle of not only Mauna Loa but also the glow emanating from the nearby Kilauea volcano, which has been active since September 2021. The fact that two eruptions are happening at the same time is regarded as a very special and sacred event by the people of Hawaii.

Bei dieser *matching* Aufgabe musst du den einzelnen Textabschnitten vorgegebene Überschriften zuordnen. Dabei werden meist mehr Überschriften angeboten, als Textabschnitte vorhanden sind. Beachte, dass es um die Gesamtaussage eines Textabschnittes geht.

a) Find the best heading for each paragraph. There is one more heading than you need.

Facts about Mauna Loa

Tourists in danger

Two active volcanoes

The eruption

Health problems

Bei diesem Aufgabenformat musst du vorgegebene Aussagen einem Textinhalt entsprechend in die richtige Reihenfolge bringen.

b) Put the statements in the right order. (1–5)

Pele's hair can cause severe injuries to people's eyes.

There are two volcanoes erupting at the same time.

Vog is a dangerous form of air pollution for certain people.

The eruption started before midnight.

Mauna Loa covers more than half of Hawaii's Big Island.

Bei diesem Aufgabenformat musst du die benötigten Informationen aus einem Text herauschreiben, um Fragen gezielt und in ganzen Sätzen zu beantworten.

c) Answer the following questions with the help of the text. Write full sentences.

1. Which island is Mauna Loa located on?
2. What is vog?
3. When did people begin monitoring Mauna Loa's eruptions?
4. How much taller than Mount Everest is Mauna Loa?
5. Which other Hawaiian volcano is also active?

Bei dieser *multiple choice* Aufgabe zeigst du, dass du die Bedeutung eines Wortes oder Ausdrucks erkennst, indem du ihm die entsprechende englische Umschreibung zuordnest. Versuche, das Wort bzw. den Ausdruck im Text zu finden. Es ist wichtig, dass du dir den Gesamtzusammenhang klarmachst.

d) Which expression has the same meaning? Tick.

1. to **captivate observers**

- a) to threaten people who are watching
- b) to fascinate people who are watching
- c) to attack people who are watching
- d) to scare people who are watching

2. to **prevent injury**

- a) to cause harm
- b) to treat an injury
- c) to hurt someone
- d) to avoid getting hurt



EXAM PRACTICE Writing

W1 Reacting to a comment

Bei diesem Aufgabenformat wirst du aufgefordert, einen kurzen zusammenhängenden Text zu einem Foto zu verfassen. Dabei erhältst du Fragen oder Kommentare, auf die du eingehen musst. Solange du die gestellten Fragen beantwortest, kannst du hier inhaltlich deiner Fantasie freien Lauf lassen. Achte auf die in den Fragen verwendeten Zeitformen und benutze sie in deinen Antworten.

Erkundige dich bei deiner Lehrkraft, wie viele Wörter du schreiben sollst.

You have posted this photo online on social media. Your best friend Tom saw it and now he wants to know more. He posted some questions under your post. Write a text about the photo and answer his questions.



Tom

That looks like a lot of fun, man! Is that really you?? I can't believe it. Was that during your summer holiday? Where did you go to? Who took the photo? Did you have fun? Was it difficult to learn?

12 hrs ago

Like

Answer

Üben anhand verschiedenster Medienformate

W2 Creative writing

Bei diesem Aufgabenformat sollst du einen Text zu einem vorgegebenen Thema bzw. einer vorgegebenen Situation verfassen. Finde zunächst heraus, welche Textsorte gefordert ist (*blog entry, article, ...*) und überlege, wie du deinen Text aufbauen musst. Achte darauf, dass du Zeitformen möglichst einheitlich verwendest.

Erkundige dich bei deiner Lehrkraft, wie viele Wörter du schreiben sollst.

Choose one of the following topics.

1. Write a blog entry about your plans after you have finished school. What do you plan to do and what are your feelings towards this new chapter of your life? Are you anxious or are you looking forward to this new situation?

W1: Skills Write | p. 204/205

W2: Skills Write | p. 204/205

W2: Skills Write a blog entry | p. 207

W2: Skills Write a story | p. 205



EXAM PRACTICE Writing

2. Your teacher has asked you to write a text for your school's website in English. Describe the school, school life and other things people might be interested in getting to know about your school.
3. At what age should teenagers be allowed to vote? Write an article for your school magazine.
4. Write a story. Choose one of the following titles:

The perfect present

A great day out

A dream came true

W3 Discussing statements

Bei diesem Aufgabenformat musst du deine Meinung zum vorgegebenen Thema schriftlich äußern. Begründe deine Position stets. Nutze dazu auch Beispiele aus deiner eigenen Erfahrung. Achte darauf, dass du nicht vom Thema abschweifst.

Erkundige dich bei deiner Lehrkraft, wie viele Wörter du schreiben sollst.

Choose one of the following statements and write down your opinion. Give reasons for your opinion using examples where possible.

1. AI (Artificial Intelligence) makes the world a better place.
2. Everyone should be allowed to say whatever they want on social media.
3. Every teenager should take a year out after finishing school.
4. Protecting the environment should be a subject at school.

W4 Writing a personal letter

Bei dieser Aufgabe musst du einen persönlichen Brief schreiben. Beachte die inhaltlichen Aspekte, die dein Brief enthalten sollte. Beginne und beende deinen Brief in angemessener Form.

Erkundige dich bei deiner Lehrkraft, wie viele Wörter du schreiben sollst.

You are on holiday with your parents in Cape Town, South Africa. Your English-speaking aunt has no email, so you decide to write her a letter about your trip and how you feel about being in South Africa.

W3: Skills Write a comment | p. 208

W4: Skills Write an email/letter | p. 206

**M2** Say it in English

Bei diesem Aufgabenformat musst du Schlüsselinformationen in die jeweils andere Sprache übertragen. Dies kann mündlich oder schriftlich erfolgen.
Auch hier geht es nur um die wichtigsten Informationen und nicht um die Übersetzung einzelner Wörter.

Du bist mit deiner Familie in New York im Urlaub. Ihr seid gerade nach einem langen Flug in eurem Hotel angekommen. Deine Eltern sprechen nicht so gut Englisch, daher musst du ihnen helfen. Ergänze den folgenden Dialog.

- Receptionist:** Hello and welcome to the Manhattan Hotel. How can I help you?
Father: Was möchte er denn wissen?
You: XX
Mother: Sag ihm bitte, dass wir zwei Doppelzimmer mit Frühstück für fünf Nächte gebucht haben. Wir sind Familie Schneider. Wir freuen uns schon sehr auf die Zeit in New York!
You: XX
Receptionist: Oh, OK. Welcome to our hotel. The rooms are ready for you. The room numbers are 509 and 510. They are on the fifth floor.
Father: Was hat er zu unseren Zimmern gesagt? Müssen wir noch warten, bevor wir sie beziehen können? Sie liegen hoffentlich nebeneinander!
You: XX
Mother: Frag doch bitte, ob sie wirklich nebeneinander liegen.
You: XX
Receptionist: Yes, they are next to each other.
You: XX
Father: Prima! Ab wann gibt es denn Frühstück?
You: XX
Receptionist: Breakfast is from 6:00 to 11:00 every morning. Would you like to book a table for tomorrow morning?
You: XX
Mother: Bevor wir nicht zusammen am Tisch sitzen können, wäre es schon gut, wenn wir einen Tisch reservieren. 9:30 wäre eine gute Uhrzeit.
You: XX
Receptionist: OK, I've booked a table for you. Here are your key cards. The elevator is just around the corner on the right.
Father: Sind das unsere Zimmerkarten? Wie kommen wir denn jetzt in den fünften Stock?
You: XX
Mother: Super, dann wollen wir jetzt mal die Zimmer beziehen.

**M3** Explaining an ad in English

Bei diesem Aufgabenformat musst du die wichtigsten Informationen aus einem deutschen Text ins Englische übertragen. Das kannst du auch in deinen eigenen Worten machen. Sollte dir ein wichtiges Wort nicht einfallen, versuche, es zu umschreiben bzw. ein ähnliches Wort zu finden.

Your mum's friend from Ireland is a cook and would like to work in Germany. You found this job ad. Write an email to your mum's friend and let him/her know what the job is about and how to apply.

Wir suchen ab sofort

Koch / Köchin
(m / w / d)

Wir sind ein modernes Restaurant, das sich auf hochwertige aber auch traditionelle Küche spezialisiert hat. Wir legen großen Wert auf Qualität, Zuverlässigkeit und Zufriedenheit bei unseren Gästen.

Sind Sie ein ausgebildeter Koch / eine ausgebildete Köchin mit einigen Jahren Berufserfahrung? Dann suchen wir Sie! Sie sollten gut mit anderen Menschen umgehen und im Team arbeiten können, da Sie Teil eines großen Küchenteams werden. Auch sollten Sie in der Lage sein, lange zu arbeiten bzw. mit flexiblen Arbeitszeiten umzugehen. Wir bieten einen Vollzeitjob mit einer fairen Bezahlung und hoffen auf Ihre Bewerbung.

Sollten Sie interessiert sein, schicken Sie uns gerne eine Bewerbung an:
job@restaurantxx.xxx

**Bewerben
Sie sich
jetzt!**



EXAM PRACTICE Speaking

S1 Talking about photos

Bei diesem Aufgabenformat sollst du Bilder beschreiben bzw. interpretieren. Gehe auf die Situation, die Atmosphäre und die abgebildeten Personen ein. Verwende die Verben im *present progressive*, wenn du beschreibst, was Menschen auf den Bildern tun.

Choose one of the photos and describe it. Then talk about it. What could be the story behind the photo?



S2 A holiday trip

Bei diesem Aufgabenformat sollst du gemeinsam mit einem Partner / einer Partnerin ein Gespräch nach Vorgaben führen. Hörst einander genau zu und geht auf eure Gesprächsbeiträge ein. Eure Fragen, Antworten und Reaktionen müssen zueinander passen. Achtet auch darauf, dass ihr in gleicher Weise sprachlich aktiv seid.

Two friends are talking about their last holiday trip. Act out their conversation.

S1: Skills Talk about pictures | p. 200



EXAM PRACTICE Speaking

Partner A	Partner B
1 Ask your partner if he / she was on holiday recently.	2 Say that you went on holiday during the school's summer holidays.
3 Ask where your partner was.	4 Say where you were.
5 Tell your partner that you have been there, too. / that you haven't been there. Find out if he / she liked it there.	6 Answer honestly.
7 React to your partner's answer and ask why he / she liked / didn't like it.	8 Give your partner two examples why you liked / didn't like it.
9 Ask your partner where he / she plans to go next.	10 Tell your partner about your plans.
11 React to your partner's plans.	12 Tell your partner when you will travel und that you are looking forward to it.

S3 Checking in at the airport

Üben mit Inhalten
Lebensnaher Themen

Bei diesem Aufgabenformat sollst du in einem Gespräch mit einem Partner / einer Partnerin Informationen austauschen (geben bzw. erfragen). Lies dir deine Rollenkarte genau durch und beachte, dass du den dort verwendeten Wortschatz auch im Gespräch nutzen kannst.

Work in pairs. Look at the role cards and decide on a role. Act out the dialogue.

Partner A	Partner B
You work at the check-in at the airport and you have the following information:	You are at the airport and you have to check in for your flight from Frankfurt to Melbourne.
<ul style="list-style-type: none"> - flight is on time and will leave at 10:45 a.m. - suitcases can weigh up to 23kg - you can bring one carry-on bag and one personal item on board, but the carry-on bag has to fit in the overhead compartment - food, plants and animal products are prohibited and must be declared - you need a visa to enter Australia - gate opens 45 minutes before departure 	Find out: <ul style="list-style-type: none"> - if your flight is on time - the highest possible weight of your suitcase - if you are allowed to bring one carry-on bag <u>and</u> one personal item on board - the regulations regarding customs and visas in Australia - when you have to be at the gate



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Verteilen Sie maßgeschneiderte Arbeitsblätter und Materialien mit wenigen Klicks. Die Ergebnisse können Ihre Schülerinnen und Schüler schnell und leicht an Sie zurücksenden – für eine dynamische, wechselseitige Interaktion mit Ihrer Klasse.

Passgenaue Materialien

Profitieren Sie von einer übersichtlichen Struktur, bei der sämtliche Materialien direkt in den Kontext der jeweiligen Buchseite eingebunden sind. Mithilfe der Upload-Funktion können Sie eigene Materialien integrieren und auf den Buchseiten platzieren.



Komfortable Werkzeuge

Arbeiten Sie mit einer vielfältigen Palette an Werkzeugen einfach und direkt mit den Inhalten des Schulbuches. Mit dem integrierten Medienfenster lassen sich alle Materialien parallel zur Buchseite darstellen und bearbeiten.



1 BASIS New school

10 How many?

a) Look at the picture of the classroom on pages 24 and 25. How many things are there?

1. There are ten desks.
2. There is one ...
3. ...

b) Read your sentences to a partner. Have you got the same sentences?

11 Things in the classroom

a) Make a list of the things in YOUR classroom.

13	thirteen	22	twenty-two
14	fourteen	23	twenty-three
15	fifteen	24	twenty-four

b) Work with a partner. Talk about your classroom.

How many ... are there in our classroom?

There is one ... in our classroom.

There are ...

LAND & LEUTE

Schulalltag in Großbritannien

Ein Schultag in Großbritannien dauert etwa von 9 bis 15 Uhr. Der Tag fängt meist mit der registration an. Hier wird die Anwesenheit überprüft. Mittags gibt es in der Kantine eine warme Mahlzeit, bevor der Unterricht weitergeht. Ab 15 Uhr beginnen dann die Nachmittagsaktivitäten der verschiedenen school clubs. Mindestens einmal pro Woche findet eine assembly statt. In dieser Schülerversammlung werden Ankündigungen gemacht, z. B. zu Projekten, Aufführungen und Festen. Übrigens trägt man an den meisten britischen Schulen eine Schuluniform. Würdest du gerne eine Schuluniform tragen?

Sieh dir nun den Clip an und finde heraus:

- Wann beginnt die Schule am Mitternacht?
- Aus welchen Kleidungsstücken besteht die Schuluniform?
- Wie heißen Schließfächer auf Englisch?

Videoplayer

Video 2 zu TB Seite 26, Land & Leute

westermann GRUPPE

The British school day

28 twenty-eight

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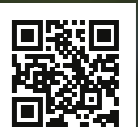
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