

Teildruck

NEU
BEARBEITET



NEUER LEHRPLAN

Abram · Clarke · Cox · Zekl

Focus on Modern Business

1. Jahrgang

1



Wichtige Informationen zu Focus on Modern Business 1. Neuer Lehrplan

Sehr geehrte KollegInnen,

In der jüngst überarbeiteten, derzeit aktuellen Fassung unserer Erfolgsreihe für HAK/HLW/HLT, *Focus on Modern Business* lagen die Schwerpunkte auf

- ▶ Verstärkung der Kompetenzorientierung,
- ▶ nachhaltigem Wortschatz- und Skills–Aufbau,
- ▶ gezieltem Training der Aufgabenformate für die neue SRDP,
- ▶ Förderung von Lernerautonomie und Selbsteinschätzung
- ▶ und der Bereitstellung von Differenzierungs- und Individualisierungsangeboten.

Die kommende **Lehrplanreform 2014** erfordert nun eine neuerliche Bearbeitung, insbesondere im Hinblick auf die modulare Oberstufe (Semestrierung). Das betrifft zwar den Band für den ersten Jahrgang nur bedingt, nichtsdestoweniger waren **Eingriffe nötig, um die von Ihnen erwartete Qualität und Verlässlichkeit sicherzustellen.**

Da die neuen Lehrpläne noch nicht in Kraft sind (Stand November 2013), ist *Focus on Modern Business 1. Neuer Lehrplan* für das **Schuljahr 2014/15** entweder **als Unterrichtsmittel eigener Wahl** oder **im freien Verkauf** erhältlich. Die **bisherige Ausgabe**, *Focus on Modern Business 1*, ist selbstverständlich **weiterhin lieferbar**.

Besonders wenn Sie an entsprechenden **Schulversuchen** teilnehmen, ist *Focus on Modern Business 1. Neuer Lehrplan* optimal einsetzbar.

Bitte beachten Sie folgende **Informationen für Sie und Ihren Schulbuchreferenten:**

Bisherige Ausgabe (in der Schulbuchaktion)		
Focus on Modern Business 1. Schülerbuch mit Audio-CD	SBNR 150.315	17,28
Focus on Modern Business 1. Schülerbuch mit Audio-CD und CD-ROM	SBNR 151.080	22,87
Neue Ausgabe (als Unterrichtsmittel freier Wahl)		
Focus on Modern Business 1. Neuer Lehrplan. Schülerbuch mit Audio-CD	ISBN 978-3-7101-0273-8	16,90
Focus on Modern Business 1. Neuer Lehrplan. Schülerbuch mit Audio-CD und CD-ROM	ISBN 978-3-7101-0272-1	22,90

How to use this book


Focus on Modern Business 1 ist ein modernes Lehrwerk für den Englischunterricht in den 1. Jahrgängen an Handelsakademien und höheren Lehranstalten für wirtschaftliche Berufe.

So finden Sie sich im Buch zurecht:

Am Beginn jeder der 12 Units finden Sie eine Übersicht über die Themen, Fertigkeiten und Grammatikbereiche, mit denen Sie sich anschließend eingehend beschäftigen werden.

This unit is about ...

- describing a home
- planning and describing a room
- dealing with problems at home
- reading blog entries
- discussing a topic

In jeder Unit finden sich einzelne **Übungen**, die **auf unterschiedlichen Lernniveaus** angeboten werden. Diese Übungen sind durch das Logo  gekennzeichnet. So können Sie selbst entscheiden, auf welchem Niveau Sie die Übungen nutzen möchten.

Hier gilt: ★ = leicht, ★★ = mittel, ★★★ = anspruchsvoll


► **Grammar review, p. ##:** Diese Verweise führen Sie zur jeweils passenden Stelle in der **Grammatikzusammenfassung** am Ende des Buches.



Die **Take your pick** Aufgaben am Ende jeder Unit stellen ein Angebot für diejenigen dar, die gezielt an weiterführenden sprachlichen Produkten arbeiten wollen – auch, um diese dann im Sprachenportfolio zu sammeln.

Am Ende jeder Unit zeigen Ihnen **Can-do-Statements**, welche Fertigkeiten aus dem Gemeinsamen Europäischen Referenzrahmen für Sprachen bzw. aus dem Europäischen Sprachenportfolio Sie in der Unit erworben oder gefestigt haben.



<i>I can ...</i>	Seite/Übung	⊕	⊖	⊕
 Ich kann in einfachen Worten meine Meinung zu bestimmten Themen sagen. (A2/4)	14/4			
Ich kann mir vertraute Orte in mehreren einfachen Sätzen beschreiben (z. B. wo ich wohne, mein Zimmer, meinen Lieblingsplatz, meinen Arbeitsbereich). (A2/3)	12/1 14/5			


Auf der letzten Seite jeder Unit finden Sie mit den **Wordbanks** Wortschatz aus der Unit nach Themen geordnet und visuell aufbereitet.

Mit Hilfe von Selbstkontrolltests (**Do you remember?**) nach jeder 4. Unit können Sie Ihr Wissen leicht überprüfen und feststellen, was Sie schon gut können und was Sie noch wiederholen müssen.


Weitere wichtige Symbole:

 = Texte und Übungen in amerikanischem Englisch

 = Übungen, deren Ergebnisse sich als Einträge ins persönliche Sprachenportfolio eignen

 = kennzeichnet Wort- und Phrasenkästen mit wichtigen Vokabeln und Wortschatz

 = kennzeichnet Höraufgaben und gibt die entsprechende Tonspur auf der Audio-CD an

 = die Farbe Lila und die Linie am linken Rand kennzeichnen Übungen, die auf die Testformate der standardisierten Reife- und Diplomprüfung hinarbeiten

Die **Vokabellisten** finden Sie am Ende des Buches, und zwar alphabetisch geordnet. Auch der Grundwortschatz, der für die Arbeit mit diesem Lehrwerk vorausgesetzt wird, ist angeführt. Eine chronologische Vokabelliste finden Sie im Internet unter <http://fomb1.veritas.at>.

Viel Spaß beim Lernen und gutes Gelingen wünschen Ihnen AutorInnen und Verlag!

PAGE	UNIT + TITLE	TOPICS / TEXTS
8	1 Back at school	<ul style="list-style-type: none"> • starting at a new school • the British school system • comparing Austrian and British schools
22	2 Friends and family	<ul style="list-style-type: none"> • family trees • different kinds of families • problems at school • festivals and tradition
33	3 Welcome home	<ul style="list-style-type: none"> • places to live • inside a typical home • furniture and equipment
44	4 Shopping	<ul style="list-style-type: none"> • where to go shopping • problems with shopping
56	Do you remember? 1	
58	5 A wired world	<ul style="list-style-type: none"> • kinds of home entertainment • pros and cons of TV
67	6 Sport and other leisure activities	<ul style="list-style-type: none"> • leisure activities outside the home • the leisure business • a wrestling girl • listening: sports and safety
78	7 Keeping in touch	<ul style="list-style-type: none"> • ways of communicating • problems with mobile phones
89	8 Fitness and food	<ul style="list-style-type: none"> • kinds of food • keeping fit • food and health problems
101	Do you remember? 2	
103	9 Party time	<ul style="list-style-type: none"> • cooking • problems at parties • staying safe while partying
113	10 TV and cinema	<ul style="list-style-type: none"> • types of film and TV programme • cinema vs. DVDs • young film-makers
123	11 An exchange visit	<ul style="list-style-type: none"> • pros and cons of exchange visits • stereotypes about people in Britain • an Austrian exchange student in Britain • a trip to Plymouth
134	12 Holiday time	<ul style="list-style-type: none"> • various forms of holidays • an excursion to Turkey • new trends in tourism
147	Do you remember? 3	
	Anhang:	
149	A Grammar Review	
158	B Do you remember? Answer Key	
163	C Alphabetical word list	
181	D Irregular Verbs	

LANGUAGE / SKILLS	GRAMMAR REVIEW → p. 149
<ul style="list-style-type: none"> • presenting yourself • getting to know each other • talking about your English skills • talking about routines and timetables 	<ul style="list-style-type: none"> – simple present tense – questions – word order
<ul style="list-style-type: none"> • describing relationships in families • presenting your family • talking about problems at school • describing festivals 	<ul style="list-style-type: none"> – word order – yes / no questions – wh-questions
<ul style="list-style-type: none"> • describing a room • giving your own opinion 	<ul style="list-style-type: none"> – imperatives – simple present tense – present progressive tense
<ul style="list-style-type: none"> • general shopping language • writing a letter 	<ul style="list-style-type: none"> – simple past tense – past progressive tense
<ul style="list-style-type: none"> • doing a class survey • answering a questionnaire 	<ul style="list-style-type: none"> – present perfect simple tense – present perfect progressive tense
<ul style="list-style-type: none"> • likes and dislikes • writing point-of-view stories • do / go / play + sports • verbs + prepositions 	<ul style="list-style-type: none"> – <i>will</i> and <i>going to</i> future – simple present and present progressive with future meaning
<ul style="list-style-type: none"> • saying phone numbers • telephone language • writing emails • giving an opinion, (dis)agreeing 	<ul style="list-style-type: none"> – modal auxiliary verbs
<ul style="list-style-type: none"> • putting together a menu • writing a (guided) summary • ordering meals from a menu • giving a personal opinion 	<ul style="list-style-type: none"> – tenses: revision
<ul style="list-style-type: none"> • the language of recipes • writing a letter • giving advice and making recommendations 	<ul style="list-style-type: none"> – adjectives and adverbs – comparisons – countable and uncountable nouns – <i>some, any</i> and their compounds – quantifiers (<i>much, many...</i>)
<ul style="list-style-type: none"> • booking cinema tickets • writing / talking about films • describing viewing habits • writing: continuing a film story 	<ul style="list-style-type: none"> – the passive
<ul style="list-style-type: none"> • talking about yourself • writing a story • giving advice on “good Austrian behaviour” • talking about the weather 	<ul style="list-style-type: none"> – past perfect tense
<ul style="list-style-type: none"> • describing a dream holiday • comparing holiday habits • filling out a form 	



= Übungen mit individualisiertem Aufbau
Hier gilt: ★ = leicht, ★★ = mittel, ★★★ = anspruchsvoll



= Übungen, deren Ergebnisse sich als Einträge ins persönliche Sprachenportfolio eignen



= Texte und Übungen in amerikanischem Englisch

| = Diese Linie am linken Rand kennzeichnet Übungen, die auf die Testformate der neuen Reife- und Diplomprüfung hinarbeiten.



= kennzeichnet Wort- und Phrasenkästen mit wichtigen Vokabeln und Wortschatz



= Übersicht über die pro Unit erworbenen / wiederholten Kompetenzen, analog zum europäischen Sprachenportfolio 15+

1

Back at school

This unit is about ...

- getting to know each other
- talking about school routines
- comparing the Austrian and the British school system
- presenting yourself
- talking about routines and timetables
- taking about your English skills

Grammar you need:

- simple present tense
- questions
- pronouns
- word order

A Getting started

Welcome to your new school and to a new year of learning English. Here is a little help for you to get organised and to reach your personal aims.



1 Getting to know each other

Do you already know all your classmates and your English teacher yet? No? Then use this list of questions and interview four of your classmates and your English teacher.

Take notes so that you can then sum up all the information you have collected.

- 1 What is your name?
- 2 Where do you come from?
- 3 What is your present home address?
- 4 When is your birthday?
- 5 Do you have any brothers or sisters?
- 6 How old are they?
- 7 What are your hobbies?
- 8 What do you not like in other people?
- 9 What is your favourite food?
- 10 What music do you like most?
- 11 Who is your favourite actor/singer/band?
- 12 What country would you like to visit for more than just a short time?
- 13 How can I contact you?

2 Writing a personal portrait of yourself

Now you know a bit about your classmates and teacher and they know about you. But there is so much more to find out about each other. Read what Monika has to say about herself.



My name is Monika Weißgram. I was born on 9th April in Neusiedl am See. I am 14 years old and I am Austrian.

My family moved to Vienna when I was six years old and I started school there.

Now I have just changed schools and I am curious about the other students and teachers.

I am 1.60 metres tall, I have long dark blond hair with lots and lots of curls. I have unusual eyes which seem to change colour according to the light. Sometimes they are blue, sometimes green. I am rather slim because I do a lot of sports. I am good-humoured, helpful, patient and a good friend. You can tell me anything and I will keep it a secret. I promise. 😊

Another unusual thing about me is my hobbies. In my free time I like to box in a club and I also play football in a team.

I don't like romantic films. I prefer thrillers and action movies, even if I often can't sleep after watching them.

I like travelling a lot. My biggest dream would be to go to Australia because I want to stroke a koala.

Well, I think that's all that there is to know about me. Oh, wait a minute, you should also know that I am a very bad cook and I do not have green fingers. But you can't be good at everything, can you?

Now try to write a personal portrait of yourself similar to Monika's. Include the following information:

- 1 name
- 2 date of birth
- 3 place of birth
- 4 nationality
- 5 email/chat address
- 6 description of what you look like
- 7 your personal characteristics
- 8 things you are (not so) good at
- 9 interests and hobbies
- 10 favourite things (subjects, countries, films, actors, songs, food, ...)

You might want to put up your portraits in class. So think about the design, and maybe add a photo of yourself.

► Countries and nationalities are in the wordbank on p. 20.



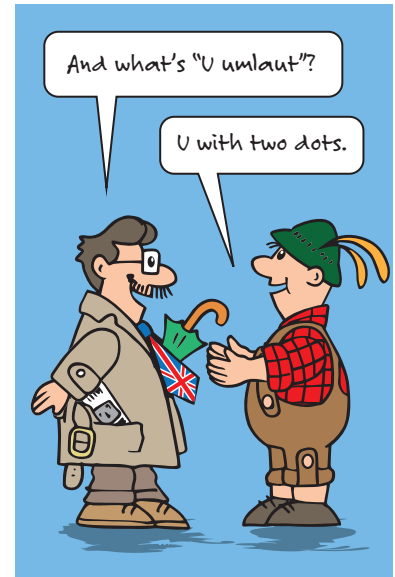
Track 2

3

The English alphabet

Listen and repeat the letters of the English alphabet.

A eɪ	G dʒi:	M em	S es	Y waɪ why
B bi: bee	H eɪtʃ	N en	T ti: tea	Z zed
C si: see	l aɪ eye	O əʊ oh	U ju: you	
D di:	J dʒeɪ	P pi:	V vi:	
E i:	K keɪ	Q kju: queue	W 'dʌbl.ju:	
F ef	L el	R a: are	X eks	



4

Spelling names and addresses

Use the table with the English alphabet and spell the following names and addresses:

- Your own name and address
- Gillian Baker, 46 Primrose Avenue, Los Angeles, CA 90068
- Rebecca and James Monroe, 37 Bayswater Road, London W2 3JH
- Richard Drury, 121 Challis Avenue, Potts Point, Sydney, New South Wales 2011, Australia

The number 0 is pronounced "oh" in addresses and telephone numbers.



5 I can ... - Assessing your skills

Now what about your English skills? Let's see how good you already are. This will help you see what you'll need to revise this year. Answer this questionnaire by ticking (✓) the correct answers.

I can ...	😊	😐	😞
... understand English texts even if I do not know every single word in them.			
... answer questions on an English text dealing with a topic that I know a little about.			
... understand people talking English when they give basic information about themselves, such as introducing themselves, telling me how and where they live, what work they do, etc.			
... understand and answer everyday questions like "How are you?", "What time is it?".			
... write short texts about myself, my life, everyday occurrences, etc.			
... write short emails in English.			
... talk to people in English about myself, my daily routine, my hobbies and interests, etc.			
... ask people about themselves, their lives, hobbies and interests, jobs, etc.			
... form correct English sentences in the present, past and future.			
... ask questions and form negations.			

6 I am good at ... - Talking about your English skills

Now sum up the information in exercise 5 in a short statement using phrases from the box below.

I	often hardly ever	write	emails songs texts	in English.
At	grammar school WMS/NMS secondary school	I was	rather good bad OK	at English.
I use English	only at school. in my private life too.			
I like	writing English texts. reading English books. listening to people from an English-speaking country.			
I	very often hardly ever	have contact with people from other countries.		
I	like English very much. do not like English that much.			
As far as my individual English skills are concerned			I am already	very good at ... rather good at ... good at ...
I still have some difficulties with ...				
I find it	easy difficult	to ...		
I am very good at	speaking listening reading writing	but I am not so good at		speaking. listening. reading. writing.
I think I still have to improve my		speaking listening reading writing	skills.	

B Talking about school life

1 Writing about your new school

What are your first impressions of your new school?
Write two or three lines about each of the following topics.
The box can help you.

- the school building
- your teachers
- your new subjects
- your classmates

- is/are (not) (very) modern/dark/light/inviting/hot/cold/young/old/old-fashioned/strict/friendly/interesting/boring/useful/easy/difficult/demanding/varied
- has/has not got lots of special classrooms/big windows/a gymnasium/a library/a sports court/a garden/a big/small hall/modern equipment
- is/are friendly/helpful/interested in working with us/motivating/committed/tell(s) good jokes
- live(s) near me/like(s) the same bands/TV programmes/football teams
- speak(s) too fast/work(s) hard/give(s) lots of homework

2 My school day – Comparing timetables

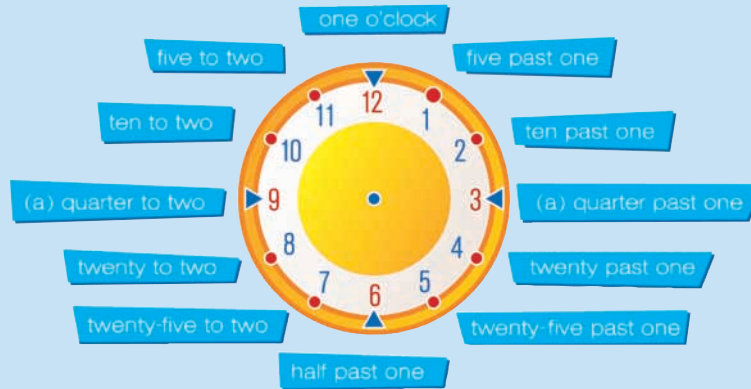
How is the day organised at your new school?

In groups have a look at the timetable of a typical Austrian business college.
Then compare it with your own timetable and find similarities and differences as in the following examples.

*Our lessons start at different times, e.g. our first lesson is from 7.45 to 8.35.
On Monday in the first lesson the students have Science, but we have English.
In the afternoon the last lesson ends at half past 4, well 4.40, actually.*

Lesson time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25	Science	Religious Education	Accounting	Business Studies	German
9:20	French	German	Accounting	English	German
Break 10:10 – 10:25					
10:25	Business Studies	Science	French	English	Geography
11:15	German	English	French	Science	Religious Education
Break 12:10 – 12:20					
12:20	Accounting	Business Studies	Personal Development	Accounting	Office Management & IT
13:15	Maths		Personal Development	Maths	Office Management & IT
14:10	Maths		Geography		
15:00		Physical Education			
15:50		Physical Education			
16:40					

Telling the time



Bei Angaben von Minuten, die nicht durch 5 teilbar sind, fügt man das Wort *minutes* hinzu, z. B. *six minutes past one, eleven minutes to two*.

Die 24-Stunden-Uhr wird im Englischen selten verwendet. Stattdessen sagt man *in the morning* oder *a.m.* bzw. *in the afternoon / evening* oder *p.m.*

02:00 = *two o'clock in the morning* oder *two a.m.*

14:30 = *half past two in the afternoon* oder *two thirty p.m.*

19:15 = *(a) quarter past seven in the evening* oder *seven fifteen p.m.*

13:35 = *one thirty-five (in the afternoon)*

23:45 = *(a) quarter to twelve at night* oder *eleven forty-five p.m.*

00:00 = *12 a.m. = midnight*

12:00 = *12 p.m. = midday*



Track 3

3 *Listening: the first day at a new school*

Julie and Rick are from London. They are spending a year at a business college in Austria but they are in different classes. Now their first day at their new school is over. They are in the cafeteria.

Listen to their conversation and take notes about the following points:

- the school building
- the teachers
- the new subjects
- the classmates

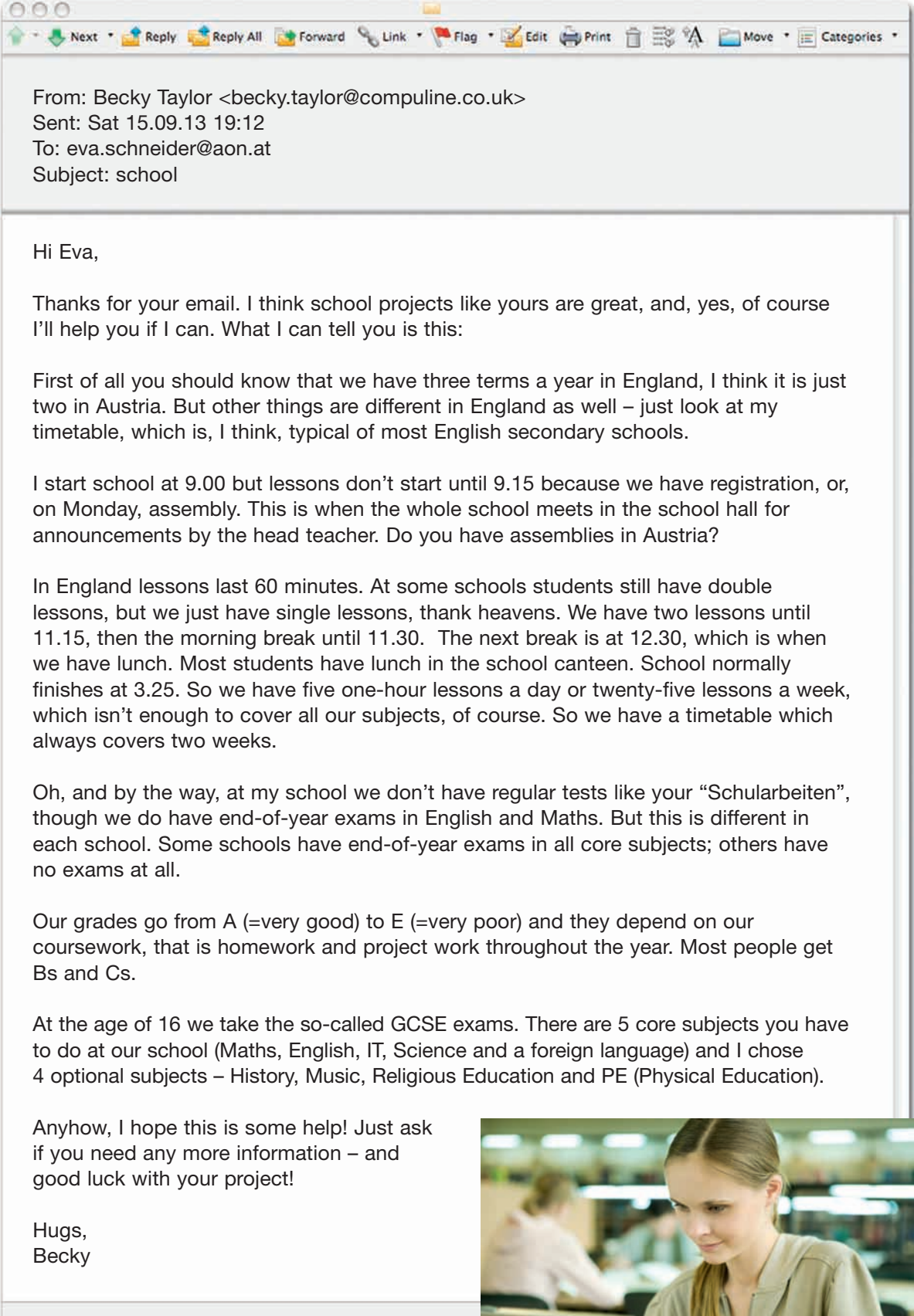
DID YOU KNOW?

When talking about schools, there are some differences between American and British English:

AE	BE
in school	at school
(12th) grade	Year (12)
grade	mark/grade
math	Maths

Note that, except for languages, e.g. English or Spanish, school subjects are usually written without a capital letter in AE, but in BE all subjects are written with a capital letter.

Eva is involved in a project at school about the British school system. So she has asked her English netpal, Becky Taylor from York, to give her some information about school in England. This is Becky's email to Eva.



From: Becky Taylor <becky.taylor@compuline.co.uk>
 Sent: Sat 15.09.13 19:12
 To: eva.schneider@aon.at
 Subject: school

Hi Eva,

Thanks for your email. I think school projects like yours are great, and, yes, of course I'll help you if I can. What I can tell you is this:

First of all you should know that we have three terms a year in England, I think it is just two in Austria. But other things are different in England as well – just look at my timetable, which is, I think, typical of most English secondary schools.

I start school at 9.00 but lessons don't start until 9.15 because we have registration, or, on Monday, assembly. This is when the whole school meets in the school hall for announcements by the head teacher. Do you have assemblies in Austria?

In England lessons last 60 minutes. At some schools students still have double lessons, but we just have single lessons, thank heavens. We have two lessons until 11.15, then the morning break until 11.30. The next break is at 12.30, which is when we have lunch. Most students have lunch in the school canteen. School normally finishes at 3.25. So we have five one-hour lessons a day or twenty-five lessons a week, which isn't enough to cover all our subjects, of course. So we have a timetable which always covers two weeks.

Oh, and by the way, at my school we don't have regular tests like your "Schularbeiten", though we do have end-of-year exams in English and Maths. But this is different in each school. Some schools have end-of-year exams in all core subjects; others have no exams at all.

Our grades go from A (=very good) to E (=very poor) and they depend on our coursework, that is homework and project work throughout the year. Most people get Bs and Cs.

At the age of 16 we take the so-called GCSE exams. There are 5 core subjects you have to do at our school (Maths, English, IT, Science and a foreign language) and I chose 4 optional subjects – History, Music, Religious Education and PE (Physical Education).

Anyhow, I hope this is some help! Just ask if you need any more information – and good luck with your project!

Hugs,
 Becky



5 *Reading for detail*

Read Becky's email on p. 14 and choose the correct alternative for each statement.

- 1 In England a school year has
 - A one term.
 - B two terms.
 - C three terms.
 - D four terms.

- 2 In England lessons are
 - A longer than in Austria.
 - B shorter than in Austria.
 - C as long as in Austria.
 - D sometimes longer, sometimes shorter than in Austria.

- 3 Becky has
 - A no breaks at all.
 - B a 15-minute break after every lesson.
 - C just a long break at lunchtime.
 - D a break in the morning and a break at lunchtime.

- 4 Timetables are normally for two weeks because
 - A there are too few lessons in a week.
 - B there are not enough teachers.
 - C too many lessons are lost through tests.
 - D the lesson times change all the time.

- 5 At Becky's school students get their final grades mainly from
 - A assemblies.
 - B their coursework.
 - C regular tests.
 - D end-of-year exams in all subjects.



Alamy/Alamy/Chapman/Alamy/Alamy/Alamy

DID YOU KNOW?

In British schools, students have to wear a school uniform. Casual clothes like trainers, jeans and T-shirts are not allowed. Older students in years 12 and 13 (16–18 years old) are often allowed to wear smart casual clothes.

**6** *Writing an email about school in Austria*

Tell Becky Taylor about your own school in Austria.

- ★ a) Rewrite the text of the email on p. 14 changing the information where necessary.
- ★★ b) Rewrite the text of the email on p. 14 changing the information where necessary as well as adding some new details about your school day, your subjects, the exams and the assessment system.
- ★★★ c) Write your own text. Describe your school day, pointing out the differences and similarities. Include information on your subjects, the exams and the assessment system.

7 Looking at language: personal pronouns

Read the following sentences, then complete the rules with the missing information.

- 1 Suzie and Mike are American. **They** live in the USA. **She** lives in New York, but **he** lives in Ohio.
- 2 **We** live in Austria. **I** live in Linz and **you** live in Vienna.
- 3 This is my new bike. **It** is red.
- 4 Can I ask **you** something? You can ask **me/us/them** anything. We can always ask **him/her**.
- 5 I like **my** school. Do you like **your** school? Does he/she like **his/her** school? We don't like **our** school that much. Do they like **their** school?
- 6 "This is my book. But where is **yours**?" – "I can't find **mine**."

- ▶ Pronomen können für Personen oder Dinge stehen. _____, _____, _____, _____, _____, _____ stehen immer für das Subjekt im Satz (1) (2) (3).
- ▶ Die Pronomen _____, _____, _____, _____, *it*, _____, _____ stehen immer für das Objekt im Satz (4).
- ▶ Die Pronomen *you* und *it* haben als Subjekt und im Objektfall dieselbe Form (2) (3) (4).
- ▶ _____, _____, _____, _____, _____ und *its* sind besitzanzeigende Fürwörter. Mit ihnen drückt man aus, (zu) wem etwas gehört (5).
- ▶ Auch _____, _____, *hers, his, its, ours, theirs* drücken aus, (zu) wem etwas gehört, werden aber immer ohne Hauptwort verwendet (6).

▶ Grammar review, p. 149, Pronouns

8 Practising grammar: using personal pronouns

Rewrite the sentences as shown in the example:

- 1 *Jennifer and Baris* are at a new school. – *They are at a new school.*
- 2 *Their classroom* is on the first floor. – _____
- 3 In the first week *the students* meet all their new teachers. – _____
- 4 *Their timetable* is full of new subjects. – _____
- 5 *Jennifer* likes English and Geography best. – _____
- 6 *Baris*, however, prefers sports. – _____
- 7 *Their French teacher, Monsieur Dupont*, comes from France. – _____

9 Practising grammar: using personal pronouns

Finding the right pronouns: complete the following sentences.

- 1 Hello, I'm Mr Hill's daughter. I'm looking for _____¹ father. Do you know where he is? _____² was here just a minute ago. But _____³ don't know where _____⁴ is now.
- 2 Do you think _____¹ (Lisa) can help me? – I am sure _____² can. _____³ is great at English grammar.
- 3 I am looking for _____¹ parents. I do not know where _____² are. I can't find _____³.
- 4 _____¹ (My parents and I) live in a big house. _____² house is really great, with lots of rooms and a garden. If you are interested, I can show you photos of _____³ all in the garden.

10 Classroom language

Hast du mein Buch gesehen? – How would you say sentences like these in English? Work it out.



11 Practising grammar

What does Julie tell her parents about her new classmates?
Read the text and complete it with the missing words.

In my class there _____¹ lots of interesting people. Many of _____² come from abroad. The girl sitting next to me _____³ Indian. _____⁴ is 15 years old. _____⁵ came here with _____⁶ family just 2 years ago. Her parents _____⁷ very nice. _____⁸ are helpful and friendly. I like talking to them about India. _____⁹ is such an interesting country.

Rashid, Indira's brother, is only 7 years old. _____¹⁰ goes to a primary school. _____¹¹ is not a very good pupil as _____¹² German isn't very good. But he _____¹³ a very intelligent boy. _____¹⁴ have promised to help him, because _____¹⁵ like _____¹⁶ very much. Rashid has promised to teach _____¹⁷ a bit of _____¹⁸ language. _____¹⁹ sounds funny and exotic to me.

LERN TIP P

Ziele formulieren

Wenn Sie für eine Wiederholung oder Schularbeit lernen, dann sollten Sie sich den Lernstoff gut einteilen. Es ist besser, jeden Tag eine Stunde als an einem Tag sieben Stunden zu lernen.

Formulieren Sie kleine Ziele für jede Lerneinheit. Wenn Sie diese erreichen und sehen, was Sie schon können, motiviert Sie das weiterzulernen.

Belohnen Sie sich für das Erreichen Ihrer Ziele z. B. mit einem Stück Schokolade, einem Spiel am Computer oder anderen Dingen, die Ihnen Spaß machen.

12 *Looking at language: word order*

Read these sentences and complete the rule.

- 1 Jill Baker has one brother.
- 2 He is in the first form.
- 3 His school day starts at 7 o'clock every day.
- 4 He does his homework carefully.
- 5 He always stays at school until 5 o'clock in the afternoon.

- ▶ Viele englische Sätze bestehen aus Subjekt – Prädikat – Objekt (1).
- ▶ Orts- und Zeitangaben stehen gewöhnlich am _____ eines Satzes (2, 3).
- ▶ Adverbien der Art und Weise stehen nach dem _____ bzw. _____ + Objekt (4).
- ▶ Wörter wie *always, often, ...* stehen vor dem _____ (5).

▶ [Grammar review, p. 149, Word order](#)

13 *Language work: word order*

Let me introduce you to Indira, the Indian girl in Julie's class. This is what she can say about herself. Put the words in the correct order.

- 1 Hello, / Indira / is / name / my / .

- 2 My / and / come / I / family / India / from / .

- 3 We / to / Austria / two / ago / years / just / came / .

- 4 My / had / problems / big / parents / our / in / home country / .

- 5 My / I / and / brother / schools / good / here / attend / .

- 6 Sometimes / difficult / is / it / to / learn / us / for / this / new / a / all / stuff / foreign / language / in / .

- 7 But / friends / us / always / our / help / .

- 8 Our / teachers / helpful / and / friendly / very / are / .

- 9 They / us / to / succeed / want / .



Here is some additional material if you want to do further work on this topic and improve your English skills:

- a) You are chatting with your friends on the computer. What do they want to know about your new school and what can you tell them about it?
- b) A friend of yours wants to know more about your first day at school. Write him/her an email.
- c) For an international contribution you have to prepare a presentation (in writing or orally) about your dream school. Think about:
 - the location of your school
 - school building (floors, rooms, ...)
 - students
 - teachers
 - your favourite subjects
 - general atmosphere
 - school rules
 - how you like it there
- d) A great school: have a look at the picture on page 8 and list ideas why you think the students are having such a good time. Think about
 - teacher-student relationships
 - school equipment
 - lessons and subjects
- e) At every school there are certain rules you have to keep to. Make a list of the 6 most important things a student at your school must pay attention to.

The people in the picture seem to be ...
 I think the people are having such a good time because ...
 The students and teachers seem to have a ... relationship.
 The students seem to be interested/committed/in a good mood/ as ...
 In the lessons they learn ...
 The students seem to be working on ...



<i>I can ...</i>	Seite/Übung	😊	😐	☹️
🗣️ Ich kann grüßen, mich verabschieden und mich oder jemand anderen vorstellen. (A1)	8/A1			
Ich kann einfache Fragen nach Namen, Wohnort, Dingen und Hobby stellen und solche Fragen beantworten. (A1)	8/A1			
Ich kann Namen und Adressen fließend buchstabieren. (A2)	9/A4			
👄 Ich kann jemanden in kurzen eingeübten Sätzen vorstellen. (A1)	8/A1			
Ich kann in mehreren einfachen Sätzen über gewohnheitsmäßige und geplante Aktivitäten (z. B. Interessen, Arbeitsplan, Tagesablauf) berichten. (A2)	11/A6 12/B2			
📖 Ich kann einfachen Alltagstexten, die sich auf vertraute Situationen beziehen, die wichtigsten Informationen entnehmen (z. B. Stundenplan) (A2)	12/B2			
Ich kann einfache Sachtexte (z. B. Beschreibungen) verstehen. (A2)	14/B4 15/B5			
Ich kann kurze einfache persönliche Emails verstehen. (A2)	14/B4; 15/B5			
🗉 Ich kann verstehen, worum es in einfachen Gesprächen geht, wenn mir das Thema vertraut ist und deutlich gesprochen wird. (A2)	13/B 2			
✍️ Ich kann kurze Einzelsätze über mich schreiben und einen Steckbrief mit kurzen Angaben vervollständigen (z. B. zu meiner Augenfarbe, Größe, meinem Alter). (A1)	9/A2 12/B1 15/B5			
Ich kann über meine Familie, mein Umfeld und meine Ausbildung schreiben. (A2)	9/A2; 12/B1 15/B5			

TIPP

In der Wordbank finden Sie die wichtigsten Vokabeln der jeweiligen Unit in übersichtlicher, lerntypengerechter Form zusammengestellt, um Ihnen das Lernen zu erleichtern. Denken Sie dabei immer daran, die Wörter in beide Richtungen zu lernen, also Deutsch – Englisch und Englisch – Deutsch. Sollten Sie einmal ein Wort nachschlagen wollen: Sie finden alle Begriffe der Wordbanks auch in der alphabetischen Wortliste hinten im Buch ab S. 163.

date of birth	Geburtsdatum
place of birth	Geburtsort
nationality	Staatsbürgerschaft
mother tongue	Muttersprache
address	Adresse
looks	Aussehen
personal characteristics	persönliche Eigenschaften
interests	Interessen
hobbies	Hobbys
favourite things	Liebingsgegenstände/-personen

- ① Austria – Austrian
- ② Bosnia – Bosnian
- ③ Croatia – Croatian
- ④ England – English
- ⑤ France – French
- ⑥ Germany – German
- ⑦ Italy – Italian
- ⑧ Russia – Russian
- ⑨ Serbia – Serbian
- ⑩ Spain – Spanish
- ⑪ Turkey – Turkish



During their studies students will have the following new subjects:

Personal Development (Persönlichkeitsbildung), **Accounting** (Rechnungswesen und Controlling),
Business Studies (Betriebswirtschaft), **Business Informatics** (Wirtschaftsinformatik),
Office Management & Information Technology (Officemanagement und angewandte Informatik),
Science(s) (Naturwissenschaften), **Economic Geography** (Wirtschaftsgeographie),
Modern Languages (Moderne Fremdsprachen), **Civics** (Politische Bildung und Recht),
Economics (Volkswirtschaft), **Physical Education (PE)** (Bewegung und Sport)



People at school

head teacher	DirektorIn
class/form representative	KlassensprecherIn
school representative	SchulsprecherIn
caretaker	Schulwart
class/form teacher	Klassenvorstand
school secretary	SchulsekretärIn

Examinations and certificates

school-leaving exam	Abschlussprüfung
A-level; higher school-leaving certificate	Reife- und Diplomprüfung ("Matura")
GCSE	mittlerer Schulabschluss
test, exam(ination)	Schularbeit

Other school terms

remedial course	Förderkurs
parents' day	Elternsprechtag
lunch break	Mittagspause
practice firm	Übungsfirma
revision	Wiederholung
timetable	Stundenplan
core subject	Kernfach
school canteen	Schulkantine, Cafeteria
grade	Note

LERN TIP P

Verschiedene Lerntypen

Sie lernen leichter und effektiver, wenn Sie wissen, welcher Lerntyp Sie sind. Ihre Lehrerin bzw. Ihr Lehrer hat einen kurzen Fragebogen für Sie, mit dem Sie das selbst feststellen können.

Es gibt u. a. folgende drei Arten von Lerntypen:

Visuelle Lerner – sie lernen am besten, wenn sie Bilder sehen, Texte lesen, Highlighter oder Farben verwenden, etc.

Auditive Lerner – sie erinnern sich am besten, wenn sie Inhalte hören und darüber sprechen können.

Kinästhetische Lerner – sie lernen am besten, wenn sie Dinge selbst ausprobieren und sich von den Inhalten persönlich berührt fühlen.

Die meisten Menschen sind Mischtypen, haben also zwei Stärken. Nutzen Sie Ihre Stärken beim Lernen!

2

Family and friends

This unit is about ...

- understanding family trees
- describing relationships in families
- presenting your family
- talking about problems at school
- describing festivals and traditions

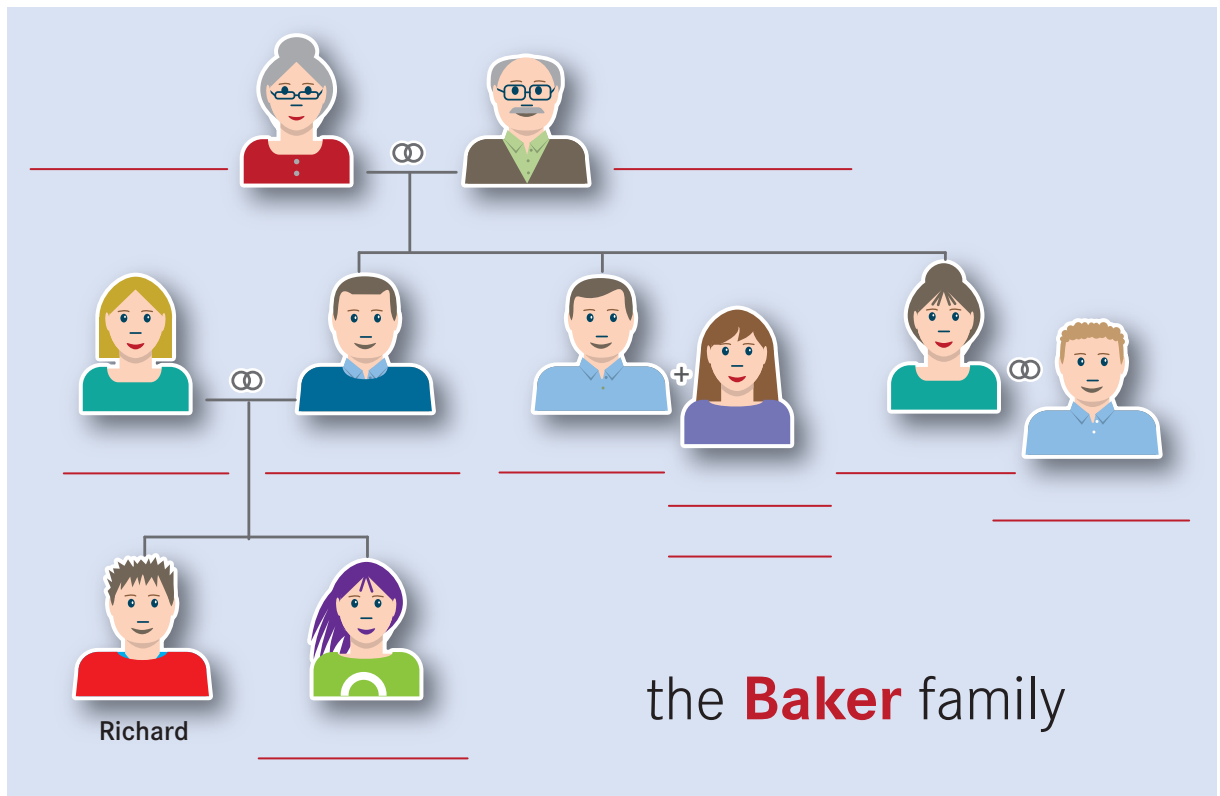
Grammar you need ...

- yes/no questions
- wh-questions

A Let me introduce you to my family

1 Understanding family trees

Richard Baker is describing his family in an email to his friend in the USA. Read it and complete the family tree with the correct names.



Now here is some information about my family. As you know, my name is Richard. I have a sister called Alexandra. We are twins. I am three minutes older than her, which is something that she does not like to hear 😊. Our parents are Alexander Baker and Joanne Miller. Alexander is the son of Jennifer Baker and Alexander Baker, my grandparents. Jennifer is 60 years old. She was a teacher and Alexander is 62 years old. He was a manager. Now they are enjoying their retirement. They have a daughter and two sons, my father and my uncle. My uncle's name is Peter Baker. He was single for a long time but now he is engaged to Rebecca Peterman. We think they will get married soon. And finally, there is my aunt, Sarah Baker. She is married to James Dillon. Sarah is pregnant and they are looking forward to the birth of their first child ...

2 *Vocabulary work: family relationships*

Which words in Richard Baker's email mean the same as the following?

- | | | |
|---|---|-------|
| 1 | two children who are born to the same mother at (almost) the same time | _____ |
| 2 | your parents' parents | _____ |
| 3 | your father's or mother's brother | _____ |
| 4 | not married or divorced (<i>geschieden</i>) | _____ |
| 5 | the time at the end of your working life when you don't have to work any more | _____ |
| 6 | expecting a baby | _____ |
| 7 | about to get married to somebody | _____ |
| 8 | your father's or mother's sister | _____ |

**3** *Presenting your family*

Imagine that an email friend wants to know more about your family.

★★ a) Write a short email answering the following questions:

- 1 What are your parents' names? How old are they? What are their jobs?
- 2 Do you have any brothers/sisters? What are their names? How old are they? Do they still go to school?
- 3 Do you still have grandparents? What are their names? What do they do every day?
- 4 Do you have a favourite uncle/aunt? What is his/her name? Why do you like him/her?
- 5 Who else is important in your family and why?

★★★ b) Write a detailed email about your family. Include information on the names, ages and jobs of your family members, but also describe their personalities and what they look like.

- | | |
|--------------------------------------|--|
| - Let me introduce you to my family. | - I am the (second) youngest/oldest child. |
| - My family consists of ... | - I am an only child. |
| - My parents are called ... | - My favourite uncle/aunt is called ... |
| - My father/mother works as a ... | - I like my family because ... |



Track 4

4 *Living in a patchwork family*

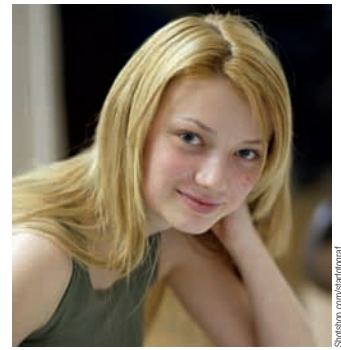
Patchwork families are different from traditional families. Listen to Jim telling Barbara more about his patchwork family to find out if the following statements are true or false.

	True	False
1 Jim spends most of his time at his father's place.	<input type="checkbox"/>	<input type="checkbox"/>
2 He has one sister and one stepbrother.	<input type="checkbox"/>	<input type="checkbox"/>
3 He does not like his father's girlfriend.	<input type="checkbox"/>	<input type="checkbox"/>
4 Jim sometimes misses his father when he stays at his mother's place.	<input type="checkbox"/>	<input type="checkbox"/>
5 Jim always stays at his mother's place over the weekend.	<input type="checkbox"/>	<input type="checkbox"/>
6 Both his mother and his father always try to make his time with them as exciting as possible.	<input type="checkbox"/>	<input type="checkbox"/>
7 Jim thinks that living in a patchwork family is great.	<input type="checkbox"/>	<input type="checkbox"/>

5 Reading comprehension: matching

Read the following text about stress at school and at home. Match these subheadings to the text. There is one heading more than you need.

A hug in time • Grade A • Great expectations • Mum knows best • Stress • Suicidal



A CASE STUDY: The crunch

1

My Mom and Dad have always been ambitious for me – maybe far too ambitious – but in 12th grade their hopes reached a new high. Every day they nagged me about working hard. And “How did things go in school today?” became the standard

greeting in our home, never “Hi, Laurie. How’re you?”

At first, I didn’t let it get to me. I’ve always worked hard at school, anyway, because my dream is to become a vet.

2

But in spite of working hard, I’ve never found it easy to get good grades. That has always meant some late nights doing homework and even missing out on parties and stuff at weekends. But I always made it in the end. Then things changed dramatically when I went into 12th grade.

The first warning sign was math. I was in the top class, but I was really struggling. Some nights I had to spend three hours studying just to keep up. By the time the mock math exam came round, I was totally stressed out, a nervous wreck. I couldn’t eat or sleep properly.

3

When I heard that I’d passed the mock math exam by three points, I was more than happy. But when I told Mom and Dad the good news, they just criticized me. “She’ll have to have private tuition,” said Dad. “Private tuition?” I yelled. “A tutor?” I just couldn’t believe it. “It’s for your own good, Laurie,” said Mom.

“You don’t want to fail, do you?”

Well, I felt like a failure then. Couldn’t they see how hard I was working? Didn’t they notice that I spent hours practicing math on the net? That night I cried myself to sleep. I knew that I could never be what they wanted me to be. I just wanted to curl up and die.

4

Then one day during math, my teacher, Ms Beckham, said, “I’d like a word with you after class, Laurie.” “Oh, God,” I thought. “What now?”

When everybody had left, I went to Ms Beckham’s desk. She looked at me and said, “Is there anything wrong, Laurie? You look so tired and miserable.” Well, I tried to hold back the tears, but soon I was crying. Ms Beckham took me in her arms and held me close, something my parents haven’t done for years.



“Why don’t you tell me all about it, Laurie?” she said.

Well, I told Ms Beckham absolutely everything – how worried I was, how hard I was studying, how lonely and misunderstood I felt.

“Do your parents know about this, Laurie?” she asked. “I think they do,” I said, “but they just say I’m not trying hard enough and I need a tutor.”

“Say no more,” she said. “I understand.”

5

Ms Beckham called round to see my parents and they talked for over an hour. Ms Beckham told Dad that the last thing I needed was a tutor,

and I was already working far too hard. “Laurie’s a good student, Mr Crawford, and she’s making real progress,” she said. “You should be proud of her.

She doesn't need a tutor, she just needs a little appreciation, that's all." I could hardly believe my ears.

Anyhow, Ms Beckham arranged for me to drop to a lower math class and the problem was solved literally over night. The lower class was much easier – I'd done most of the work already – and I

did better in my other classes, too, because I was less stressed out.

At the end of the year I got three Bs and four straight As, one of them in math!

And things are going much better at home, too. Mom and Dad have really taken Ms Beckham's advice to heart.

6 **Completing a summary**

Complete this summary of Laurie's story with the correct words from the box.

ambitious • lower • miserable • nervous • private • proud • straight • stressed • struggling

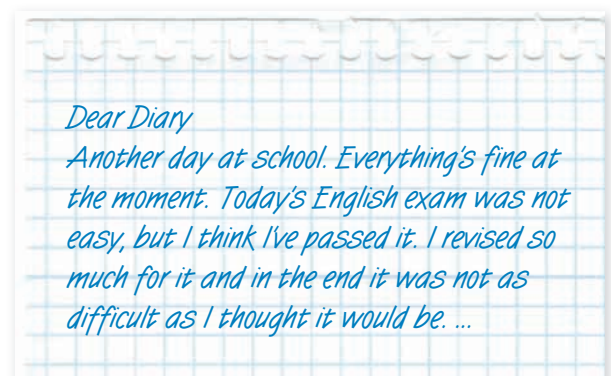
Laurie Crawford was a good student, but her problem was that her Mom and Dad were too _____¹ for her at school. They couldn't see that she was working so hard all the time and was completely _____² out because of it. When she got into 12th grade, she became a _____³ wreck because she was _____⁴ with math. Laurie was delighted when she passed her mock math exam by three points, but her parents just nagged at her about getting _____⁵ tuition. The only person who saw how _____⁶ she was, was Ms Beckham, her math teacher. She talked to Laurie's parents and told them they should be _____⁷ of her. After Laurie changed to a _____⁸ math class, she passed the end of the year with three Bs and four _____⁹ As, one of them in math.

7 **Writing a diary entry**

Imagine you are Laurie. Concentrate on different times in the story:

- when everything was still okay
- at the beginning of the story
- when there were more and more problems
- after talking to the teacher

and produce a diary entry for each of them. You can start like in the example on the right.



8 **Role-play**

Work in pairs. Write a dialogue for one of these situations and then role-play it to the class.

- 1 Laurie tells her father the result of her mock math exam, and her father's reaction to it.

Laurie Hi, Dad. Guess what? I passed the mock math exam! Isn't that wonderful?
Dad Oh, that's great! I'm really pleased. How many points did you pass by then?
Laurie Well, um, three. But I ...
Dad What, three? Did you say three? So in fact, you almost failed, didn't you?
Laurie ...

- 2 Laurie tells Ms Beckham about her situation, and Ms Beckham's reaction.
- 3 Laurie tells her parents about her results at the end of 12th grade, and their reaction.

B Friends and festivals

Lucy Shaw has just moved from London to Leicester because her mum has got a new job. It is her first day at her new school.

1 Before you read

Read the first paragraph and look at the picture. Think of reasons why Lucy is so unhappy? How do you think the story will develop?

A friend in need ...

The new girl stood next to the teacher at the front of the class. She looked angry and unhappy. She felt even unhappier when she saw the rows of brown faces staring back at her. This was Leicester, and there were lots of brown faces in the class. Deepa, sitting in the front row, smiled at the new girl because she knew what it was like to be the new girl. But the new girl didn't smile back. She just looked away.



Now read the rest of the text.

After a week, Deepa knew that her name was Lucy and that she lived alone with her mum, but she couldn't find out anything more about the new girl. She often saw her sitting on her own in the cafeteria or on the bus, but every time Deepa tried to talk to her she always said, "Go away. Please just leave me alone."

One evening, a few weeks later, Deepa and her friends Sucha and Kari were out in Belgrave Road. It was the start of November, cold and dark, but there were crowds of people all along the road and more people were coming every minute. Deepa saw a lonely figure waiting at a bus stop. It was the new girl.

"Lucy, what are you doing? Where are you going?"

"Leave me alone, just leave me alone!" Lucy replied. Deepa went over to Lucy and saw that she was crying.

"What's the matter?" Deepa asked.

"I'm waiting for the bus. But there are so many people here. What are they all doing? Why aren't there any buses? I hate Leicester!"

"Lucy, don't you know anything? There aren't any buses here tonight. The road is closed. Come with us, it's almost time for ..."

"Go away! Can't you just leave me alone!" Lucy cried. "I hate this city, I hate this school and I hate my mum for bringing me here!"

"I know how you feel," Deepa said. "I didn't know anyone either when I first came here. My dad got a new job here, so we had to leave London. I really missed my friends at first. But I love it here now."

"Ugh, how can you love this place! It's such a dump."

"I don't think so. Let me show you something. It might change your mind."

Deepa took Lucy's arm and they joined the crowd in the middle of the road. The people around them started to shout: "Ten - nine - eight ..."

"What's going on?" Lucy asked.

"... six - five - four ..."

"Wait and see," Deepa replied.

"... two - one - zero!" the crowd cheered.

Suddenly, there was a bright flash that almost hurt their eyes. Coloured lights shone brightly, as far as Lucy could see, up and down the road.

“What is it?” Lucy asked.

“Oh dear, you really don’t know anything about Leicester, do you?” Deepa replied. “More Indians live here than anywhere else in Britain. This is Diwali. The Hindu festival of light.”

“Oh my god, it’s beautiful!” Lucy sighed.



Getty Images/Andy Ward/VisualsUnltd

2 Reading comprehension: sequencing

Put these events from the text in the correct order. The first one has been done for you.

- a Deepa sees Lucy on her first day at school.
- b Deepa sees Lucy sitting alone in the school cafeteria.
- c Deepa sees Lucy waiting at the bus stop.
- d Deepa tells Lucy about her friends in London.
- e Deepa, Sucha and Kari go out to Belgrave Road one evening.
- f Lucy and her mum move from London to Leicester.
- g Lucy tells Deepa that she hates Leicester and her mum.
- 1 h Lucy’s mum gets a new job in Leicester.
- i The coloured lights are switched on.
- j The crowd of people start shouting and counting.

3 Completing questions

Complete the questions about the text with the correct question word from the box. Use each item only once. Draw lines from the questions to the correct answers.

How • What • Where • When • Who • Whose • ~~Why~~

- | | |
|--|---------------------------------------|
| 1 <u>Why</u> _____ is Lucy so unhappy at her new school? | a She hates it. |
| 2 _____ do Deepa and Lucy live? | b Because she hasn’t got any friends. |
| 3 _____ mum has got a new job? | c At the start of November. |
| 4 _____ does the story take place? | d The Diwali lights are switched on. |
| 5 _____ sees Lucy waiting at the bus stop? | e In Leicester. |
| 6 _____ does Lucy feel about Leicester? | f Deepa. |
| 7 _____ happens at the end of the story? | g Lucy’s. |



Track 5

4

Listening for detail

Lucy and Deepa are talking on their way home after seeing the Diwali lights. Say whether these statements are true (T) or false (F). Correct the false statements.

	True	False
1 Diwali is the start of the Hindu New Year.	<input type="checkbox"/>	<input type="checkbox"/>
2 Deepa, Sucha and Kari are all Hindus.	<input type="checkbox"/>	<input type="checkbox"/>
3 Deepa's mum and dad were born in India.	<input type="checkbox"/>	<input type="checkbox"/>
4 Lucy doesn't know anything about the Diwali festival.	<input type="checkbox"/>	<input type="checkbox"/>
5 Lucy and her mum live in a house in Leicester.	<input type="checkbox"/>	<input type="checkbox"/>
6 Lots of people in Leicester are of Asian heritage.	<input type="checkbox"/>	<input type="checkbox"/>
7 Deepa doesn't keep in contact with her old friends any more.	<input type="checkbox"/>	<input type="checkbox"/>
8 Lucy doesn't have a Facebook profile yet.	<input type="checkbox"/>	<input type="checkbox"/>
9 Lucy has to go to a different bus stop to get a bus home.	<input type="checkbox"/>	<input type="checkbox"/>
10 Lucy's mum has a new job at the hospital in Leicester.	<input type="checkbox"/>	<input type="checkbox"/>

5

Exchanging information

Work with a partner: **Partner A** looks at this page, **Partner B** looks at p. 30.

a) Read this fact file and answer your partner's questions about your festival.

FESTIVAL FACT FILE

Name of festival: Holi
Religion: Hindu
Date of festival: Usually in March
Festival celebrates: Start of spring
Special activities: Lighting bonfires, dancing, singing, throwing powdered paint and coloured water at each other; people have fun



Religious story:

Prahlad was a prince. His father, the king, wanted everyone in his kingdom to worship him. But Prahlad refused and worshipped the Hindu god Vishnu instead. So the king's sister Holika wanted to trick Prahlad and destroy him in a bonfire. But because she was using her powers for evil, the plan failed and Holika was burned by the flames while Prahlad was not hurt.

Other information:

Some people believe that the festival celebrates the Hindu god Krishna, who as a young boy threw coloured water over the *gopis* (milkmaids) for fun. This developed into the practical jokes and games of Holi.

b) Now ask your partner questions about his / her festival and make notes.

6 Looking at language: yes / no questions

Look at the table, then complete the grammar rules with the missing information.

Hilfsverb / Modalverb	Subjekt	Hilfsverb / Modalverb	Verb	Objekt	
	Deepa	is		from London.	
Is	Deepa			from London?	– Yes, she is.
	Lucy	has	seen	the Diwali lights.	
Has	Lucy		seen	the Diwali lights?	– No, she hasn't.
	Lucy		likes	Leicester.	
Does	Lucy		like	Leicester?	Doesn't Lucy like Leicester?
	Lucy	should	listen	to Deepa.	
Should	Lucy		listen	to Deepa?	Shouldn't Lucy listen to Deepa?

- ▶ Entscheidungsfragen (*yes / no questions*) können mit ja oder nein beantwortet werden und beginnen mit einem _____ (*be, have, do*) oder einem _____ (z. B. *should*).
- ▶ Man bildet einen Fragesatz, indem man das Hilfsverb des Aussagesatzes vor das _____ stellt.
- ▶ Ist im Aussagesatz kein Hilfsverb vorhanden, so wird im Fragesatz eine Form von _____ vor das Subjekt gestellt. Das Verb steht dann immer in der _____ (*like*).
- ▶ Verneinte Fragesätze werden mit einem Hilfsverb + _____ gebildet.

▶ Grammar review, p. 150: Asking questions

7 Forming questions

Rewrite each statement as a question and give a short answer to the question.

- Lucy comes from London. Does Lucy come from London? – Yes, she does. / No, she doesn't.
- Lucy is unhappy in Leicester.
_____ – Yes, she is. / No, she isn't.
- Deepa has seen Lucy alone in the cafeteria.
_____ – Yes, she has. / No, she hasn't.
- Deepa tried to talk to Lucy.
_____ – Yes, she did. / No, she didn't.
- Deepa still has some friends in London.
_____ – Yes, she does. / No, she doesn't.
- Diwali is the start of the Hindu New Year.
_____ – Yes, it is. / No, it isn't.
- Lucy could see bright lights all along the road.
_____ – Yes, she could. / No, she couldn't.
- Lucy and Deepa have become friends.
_____ – Yes, they have. / No, they haven't.

8

Looking at language: wh-questions

Look at the examples, then complete the grammar rules with the missing information.

- 1 **Why** is Lucy unhappy?
- 2 **When** did Lucy move to Leicester?
- 3 **Whose** mother has got a new job in Leicester?

- ▶ Bei Fragesätzen mit Fragewörtern (*wh-questions*) werden immer bestimmte Informationen erfragt. Fragewörter stehen immer am _____. (1, 2, 3)
- ▶ Wir verwenden _____, um zu fragen, (zu) wem etwas gehört. (3)

▶ Grammar review, p. 150: Asking questions

9

Asking for information

Ask about the underlined parts of the statements, using the correct question word.

- 1 Lucy said that the Diwali lights were beautiful. Who said that the Diwali lights were beautiful?
- 2 Diwali is celebrated at the start of the Hindu New Year. _____
- 3 Deepa's grandparents came from India. _____
- 4 Deepa's Mum and Dad were born in London. _____
- 5 Deepa and her family moved to London because of her Dad's job. _____
- 6 Lucy's mum works at the hospital in Leicester. _____
- 7 Deepa shows Lucy where the next bus stop is. _____
- 8 Lucy got home at 10 o'clock that night. _____

Partner file for **Partner B**, exercise 5 (p. 28):

- a) Ask your partner questions about his/her festival and make notes.
- b) Now read this fact file and answer your partner's questions about your festival.

FESTIVAL FACT FILE

Name of festival:	Eid-ul-Adha
Religion:	Islam
Date of festival:	November
Festival celebrates:	Ibrahim preparing to sacrifice his son Isma'il
Special activities:	sacrificing a sheep (or goat); sharing the meat between family, friends and poor; visiting family and friends; offering presents



Religious story: Eid-ul-Adha celebrates the following: Allah appeared to Ibrahim in a dream and asked him to sacrifice his son Isma'il as an act of obedience to God. The devil tempted Ibrahim by saying he should not obey Allah in order to save his son. As Ibrahim was about to kill his son, Allah stopped him and gave him a lamb to sacrifice instead.

Other information: This story is also found in the Jewish Torah and the Christian Old Testament (Genesis 22). Here God told Abraham to sacrifice his son Isaac.



10 Presenting a festival

Think of a festival that you find interesting or really enjoy. Search for information on the Internet and prepare a short presentation on it for the class. You can choose from this list, or think of your own festival.

Baisakhi • Christmas • Diwali • Easter • Eid-ul-Adha • Eid ul-Fitr • Hannukah • Holi • Rosh Hashanah

- ★ a) Write three or four sentences answering these questions:
- What is the festival called?
 - Who celebrates the festival?
 - What does the festival celebrate?
 - When is the festival usually held?
 - What special activities do people do to celebrate the festival?
- ★★ b) Research the festival and prepare a fact file similar to the ones in exercise 5.
- ★★★ c) Prepare a short oral presentation of the festival you have chosen. Make sure that you answer all the questions in a) and give enough background information on the festival similar to the fact file.



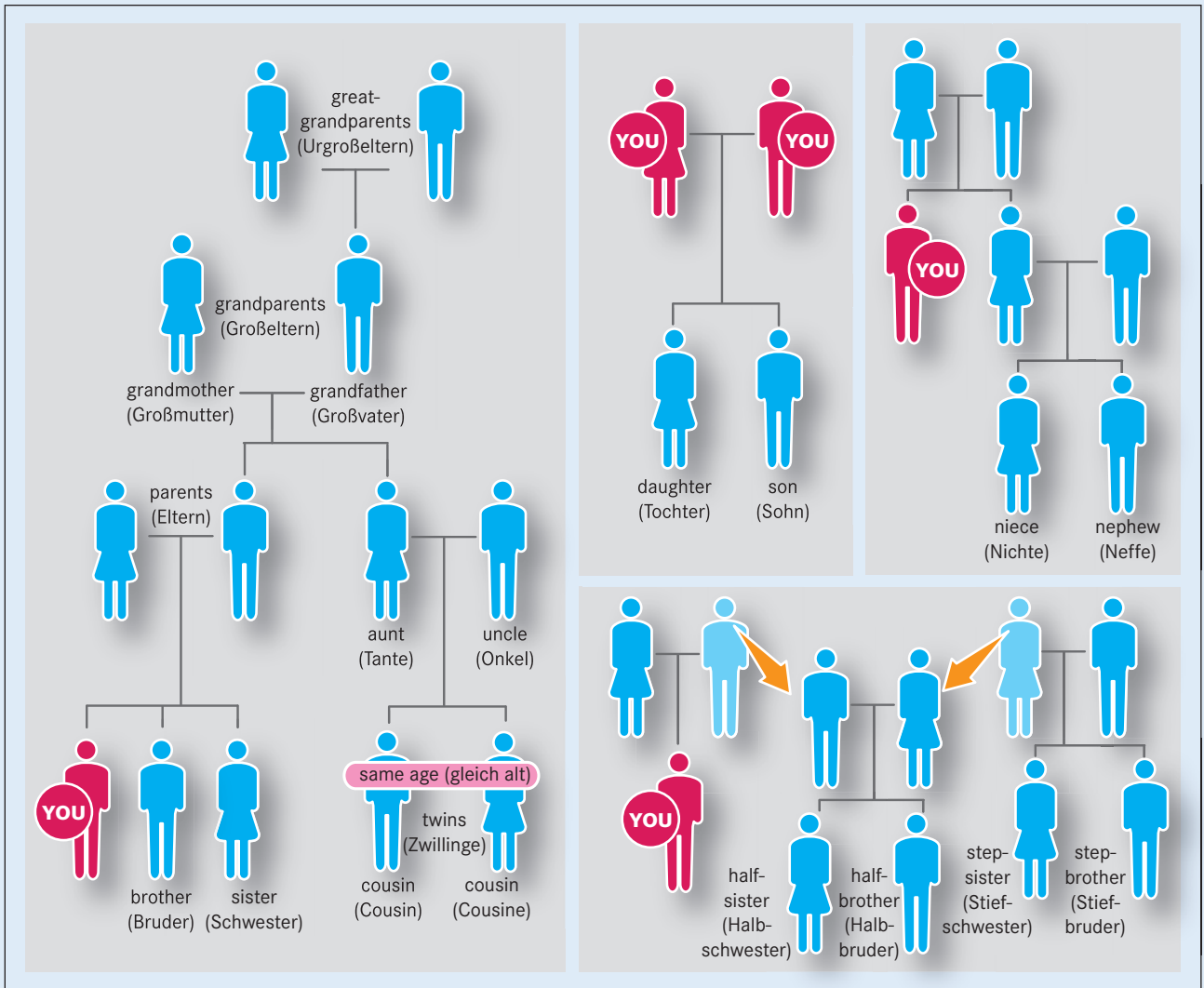
Here is some additional material if you want to do further work on this topic and improve your English skills:

- a) Pairwork: Act out a dialogue in which Lucy is telling her Mum about her first day at school in Leicester.
- b) You have just moved to a new town/city where you don't know anyone. Write an email to one of your friends back home and tell him/her about your first day at your new school.
- c) Relationships in families are often described in songs or poems. Search the Internet for a song or poem about family relationships. Tell your classmates about it and say why you (don't) like it.
- d) Describe your favourite festival in Austria in a text of about 200 words.
- e) Make a calendar of all the important religious festivals for all the members of the class for the rest of the school year. Think of ways in which you could join in the celebrations of each festival.



I can ...

	Seite/Übung	😊	😐	☹️
🗣️ Ich kann eine Rolle in einem Dialog oder einer Simulation übernehmen (z. B. in Alltags- oder Berufssituationen). (A2)	25/A8			
🗨️ Ich kann eine eingeübte, kurze, einfache Präsentation zu einem Thema vortragen, das mir vertraut ist. Ich kann dabei einfache Nachfragen beantworten, wenn ich um Wiederholung bitten kann. (A2)	31/B10c			
📖 Wenn ich mit dem Thema vertraut bin, kann ich einfache Geschichten, Gedichte und Dialoge im Wesentlichen verstehen, auch wenn ich nicht alle Wörter kenne. (A2)	24/A5 26/B1 27/B2			
Ich kann einfache Sachtexte verstehen, wenn Bilder oder Grafiken den Inhalt unterstützen. (A2)	22/A1 30/B9			
🗨️ Ich kann verstehen, worum es in einfachen Gesprächen geht, wenn mir das Thema vertraut ist und deutlich gesprochen wird. (A2)	23/A4 28/B4			
✍️ Ich kann über meine Familie, mein Umfeld und meine Ausbildung schreiben. (A2)	23/A3			
Ich kann einen kurzen, einfachen Text über ein persönliches Erlebnis oder eine Erfahrung (z.B. in der Ausbildung und im Beruf) schreiben. (A2)	25/A7			



Marital status

single	ledig, alleinstehend
engaged	verlobt
married	verheiratet
divorced	geschieden
pregnant	schwanger



Focus on Modern Business



Neuer Lehrplan

- Aktualisierung auf Basis der Lehrplanentwürfe HAK/HLW 2014: deckt so alle neuen Anforderungen ab und führt zur modularen Oberstufe hin
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