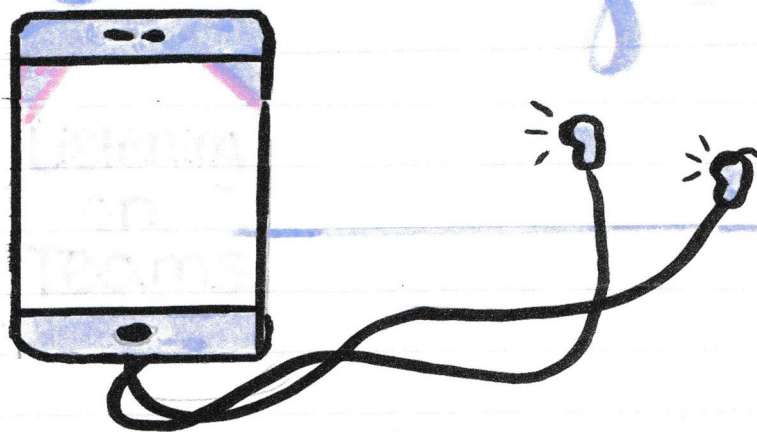


Listening Exercise.

15



Lilli, Melia, Rebecca

Choose the correct answer

1. What is the girl's project about?
 - a) A football player
 - b) Ed Sheeran ~~X~~
 - c) Mike Tyson
2. What problem did Ed Sheeran have at school?
 - a) He hated music.
 - b) He was bullied. ~~X~~
 - c) He never went to school.
3. What is the main message of the story?
 - a) Success comes from luck.
 - b) Famous people never fail.
 - c) Don't give up when life is difficult. ~~X~~

True or False

Ed Sheeran was bullied as a child.
 He sometimes had very little money.
 He stopped writing songs.
 He became successful after years of hard work.
 Record companies immediately wanted to sign him.

True	False
☒	☐
☒	☐
☐	☒
☒	☐
☐	☒
☐	☐

Lilli

13

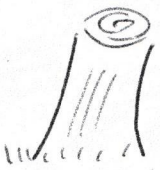
Voc. Test

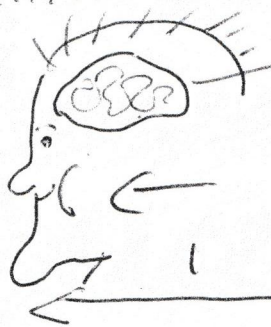
- 1 exam —
- 2 overhead locker —
- 3 metro —
- 4 synonym alot/many ⇒ plenty of —
- 5 beer —
- 6 big- farm —
- 7 foreigner —
- 8 out of the blue —
- 9 backpacker —
- 10 to burst out laughing, burst, burst —
- 11 downside —

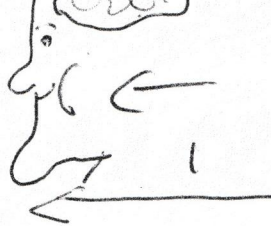
9,5
~~8,5~~ / 10
~~20~~
 01
 16-7
 01
 geändert
 of
 3

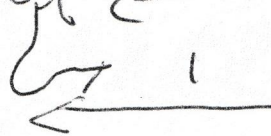
Voc. 946 pp. 186-187 Name: Louis B. Bos

- (1) another word for "I think": I reckon ✓
(2) Von mir aus gern: That's fine by me ✓
(3) translate: Politik ist langweilig Politics are boring. ✓
(4) My girlfriend is a good listener and to my feelings. ✓

(5)  a tree trunk ✓

(6)  6 Brain ✓

(7)  7 cheek ✓

(8)  8 chin ✓

(9) Look, his hands are shaking ✓
He is nervous.

(10) Water is limited. Don't waste ✓ it.

7,5 / 10

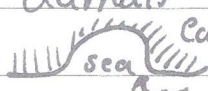
3(-)
6

D

2. Von mir aus gern: That's fine by me.

3. Politik is langweilig: Politics is boring.

4 My girlfriend is a good listener and sensitive to my feelings

- ① Fremdenführer: t. (tour) guide ✓
- ② This person never lies, he always tells the truth, he is honest ✓
- ③ Let's take the scenic ✓ coastal route, not the main road.
- ④ A flying fox ✓ looks a bit like a bat and lives in Australia
- ⑤ When the Romans settle ✓ in Britain, they built roads and towns.
- ⑥ Shall I put some more soundtracks on the barbie/barbecue ✓?
- ⑦ When a person speaks a lot, he is talkative ✓
- ⑧ 24th of December: Christmas Eve 0,5 ✓
- ⑨ damals back then ✓
- ⑩  sea : a bay ✓
- ⑪ public ↔ private ✓
- ⑫ gelassen easy-going ✓
- ⑬ In this big house people sing and play classical music: opera ✓
- ⑭ eine halbstündige Fahrt: a half-hour ride ✓
- ⑮ Quart = a quarter ✓ (Don't write cheese!)
- ⑯ Die Geschäfte liefen gut: The businesses were good. ✓
(business)
- ⑰ lebhaft lively ✓
- ⑱ umwandeln to transform ✓
- ⑲ einen Fährer erwischen: to catch a ferry ✓
- ⑳ He thought he was going to be sick when he realized that he had seen ✓ a spider.

12,5/20


2(+1)
01

Correction Voc. Test pp. 179-180

⑧ 24th of Decembre: Christmas Eve

⑩ Business was good

⑫ ...that he had swallowed a spider

9Gb

p. 241

Name: Louis B. Bös

German	Infinitive	past	past participle
1) (Rad) fahren	<u>to ride</u>	<u>rode</u>	<u>ridden</u>
2) <u>ausgeben</u>	<u>to spend</u>	<u>spent</u>	<u>spent</u>
3) <u>lehren</u>	<u>to teach</u>	<u>taught</u>	<u>taught</u>
4) legen, stellen	<u>to lie</u> &	<u>lay</u>	<u>laid</u>
5) denken	<u>to think</u>	<u>thought</u>	<u>thought</u>
6) <u>werfen</u>	<u>to throw</u>	<u>threw</u>	<u>thrown</u>
7) <u>aufsteigen</u>	<u>to rise</u>	<u>rose</u>	<u>risen</u>
8) <u>bezahlen</u>	<u>to pay</u>	<u>paid</u>	<u>paid</u>
9) <u>nähen</u>	to sew <u>to sew</u>	<u>sewed</u>	<u>sewn</u>
10) <u>zerreißen</u>	<u>to tear</u>	<u>tore</u>	<u>torn</u>

9/10

201

Australia ABC

A- Ayers Rock: Large sandstone monolith, which is
sacred to the Aboriginal people
The Rock/Monolith is listed as a
UNESCO Heritage site * marked



B- Boomerang: A Boomerang is an Aboriginal hunting
weapon that's thrown and designed
to come back to the thrower
The oldest Boomerang was found
in Australia and was dated
to 10 000 BC.



C- Canberra:

C- Canberra is the capital of Australia
It is located at the ~~west~~ southeast end
of Australia and has a population
of about 474 thousand people

D- Didgeridoo is a wind instrument played
by the aborigines from Australia
it usually ~~measures~~ measures from 1 to 3
meters.



E- Eucalyptus is a typical Australian plant, that
is used for medicine and balm.
It's the only thing Koala bears are willing
to eat. They also are evergreen and
their leaves have a waxy or glossy
surface



F- Flying Fox is a description for very big species
of bats, also called megabats. They're
spread over a large area, covering most
of Australia and parts of Asia and
Africa. One of these species is called ^{for example:}
Pteropus or Polynesian Flying Fox.
(Pteropus vampyrus niger)



K-Koala

<https://wikipedia.org/wiki/koala>
<https://www.janor.de/tiere/koala>

- Beuteltäuger
- Neben dem Känguru das am weitesten verbreitete Symbol Australiens
- 60-85 cm groß 4-14 kg
- silbergrauer, wolliger und wasserabweisendes Fell
- haben Fingerabdrücke, genau wie Menschen
- nachtaktiv
- ernähren sich ausschließlich von Eukalyptus

L- Leopard sharks

<https://australiananimals.com/fish/leopard-shark>

- besonders verbreitet im südöstlichen Australien
- ~~lebt~~ lebt in schlammigen Böden in Küstennähe
- Schlange
- grau bis bronzefarben
- schwarze über den Rücken verlaufende Flecken sowie kleinere auf den Flanken

<https://marinelandmuseum.wfpl.edu/discover-fish/species-profiles/leopard-shark>

M-Murray River

- Der längste Fluss Australiens
- Erstreckt sich über 2.503 km
- Entspringt den Snowy Mountains auf einer Höhe von 900m
- Natürliche Grenze zwischen New South Wales und Victoria

P - Perth

de.wikipedia.org/wiki/Perth

- Hauptstadt von Western Australia
- Sehr hoher Lebensstandard
- 2 Millionen Einwohner auf einer Fläche von 6.400 km²
- Sehr viel Tourismus
- Wurde am 12.08.1829 am Swan River gegründet, um die Franzosen von Besiedeln des Westens abzuhalten

Q - Queensland

- Hauptstadt: Brisbane
- zweitgrößter Bundesstaat Australiens
- 1,73 Millionen km²
- 5,2 Millionen Einwohner
- Bundesstaat mit den meisten Inseln
- Dort liegt das Great Barrier Reef

<https://reisebue.de/erleben/qlld/queensland-fakten>
de.wikipedia.org/wiki/Queensland

R - Redback spider

- Auch bekannt als die australische schwarze Witwe
- Fressen Insekten und kleine Tiere, die sich ins Netz verfangen z.B. Eidechsen ~~und Schlangen~~
- Ähnlich gefährlich, wie die schwarze Witwe
- Häufigster Grund zur Verabreichung von Gegengift

en.wikipedia.org/wiki/Redback_spider
de.wikipedia.org/wiki/Rotrückenspinne

U- Undara Lava Tubes

- Liegen in Queensland
- Durch Lava geschaffene riesige unterirdische Röhren
- 100 000 Jahre alt
- Viele Schildvulkane in der Umgebung

<https://www.queensland.com/en/en/places-to-see/destinations/cairns-and-great-barrier-reef/undara-lava-tubes>

V- Vegemite

- Konzentrierter Hefeextrakt
- Typisch australischer Aufstrich
- Gilt als „den Geschmack Australiens“
- Enthält viele Vitamine
- Wurde von der australischen Armee im Zweiten Weltkrieg als Aufstrich ausgegeben
- Ist im Song Down Under von „Men at Work“ vereint (He just smiled and gave me a vegemite sandwich)

de.wikipedia.org/wiki/Vegemite

en.wikipedia.org/wiki/ammen-yabby

Z- Zebra Fuch

- auffällige schwarze Streifen auf Brust und Kopf, daher der Name. Rote Zungen und braune Flügel
- wird ~~st~~ sehr oft als Haustier gehalten
- Männchen können zum Beta komplexe Lieder auswendig
- Ist oft in australischer Kunst dargestellt

de.wikipedia.org/wiki/Zebrafinken

The ABC of AUSTRALIA – UNIT TASK



Write your ABC of Australia:

Find for each letter something typical about Australia.

Then write a short text about it (3-4 sentences) and give some important information about it.

Find pictures to illustrate your alphabet.

EXAMPLE:

A – Aborigines: Aborigines are the first or native people of Australia. They

B -

C -

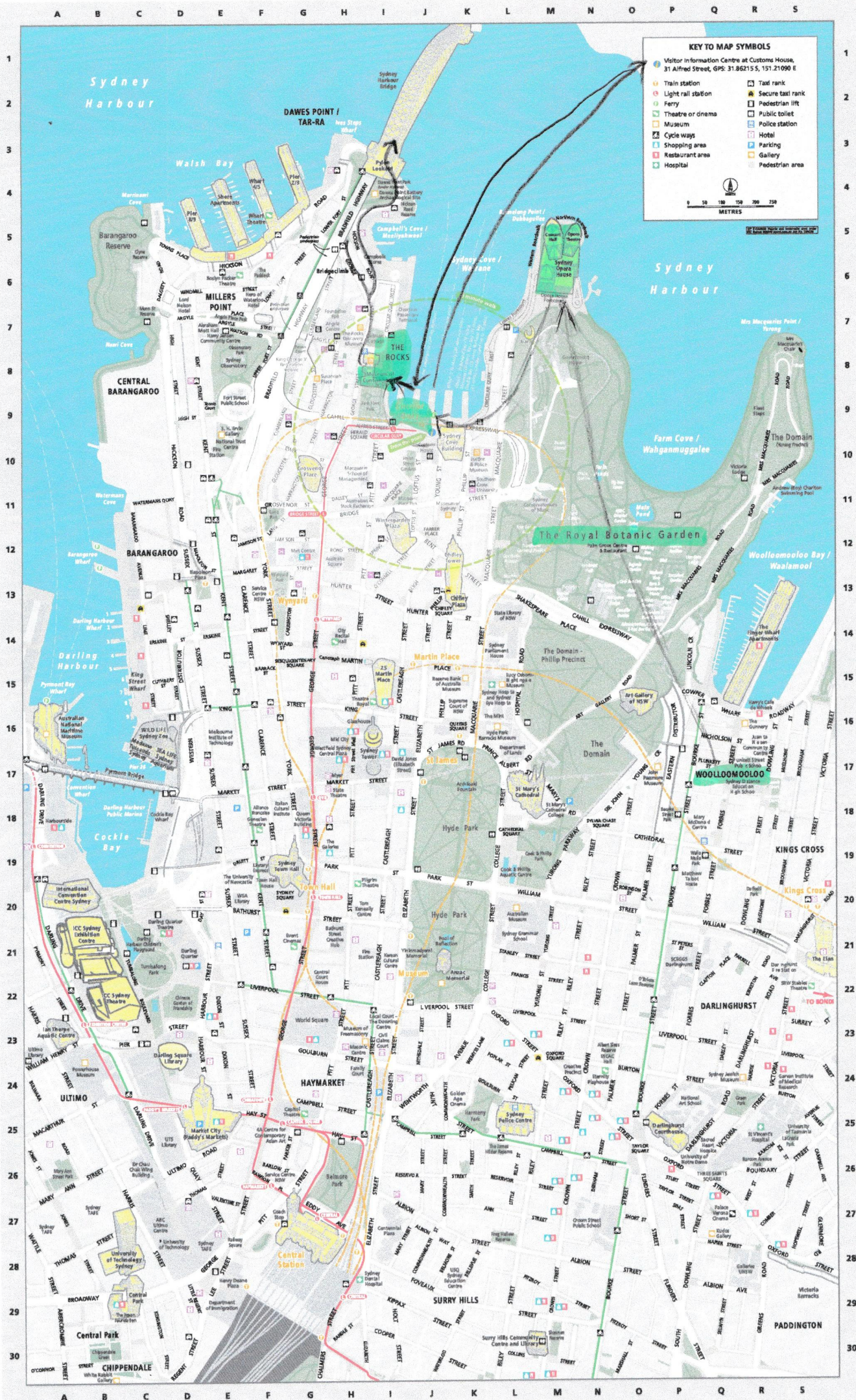
D -

.

.

.

Z -....



p. 14

ex. 2.

a) Aboriginal: The native people from Australia

Camel: Animal with two humps on their back

Poisonous Snake: A snake with venom for hunting and defending themselves

Koala: ~~Animal~~ Grey animal that feeds from eucalyptus and only lives in Australia

Convict

Right or wrong

- | | | | | |
|----|------------|-------------|---|-------------------------------------|
| 1 | <u>✓</u> X | 75m sheep | ✓ | 3 times as many sheep as people |
| 2 | <u>✓</u> X | | ✓ | Japanese speakers |
| 3 | <u>✓</u> X | 750k camels | ✓ | wild camels in Australia |
| 4 | <u>✓</u> X | | ✓ | no more people in the outback |
| 5 | <u>✓</u> X | | X | where have people been longer |
| 6 | <u>✓</u> X | | ✓ | poisonous snakes in Australia |
| 7 | <u>✓</u> X | | X | sheep is an Australian invention |
| 8 | <u>✓</u> X | | X | Kangaroo is 1cm long when it's born |
| 9 | <u>✓</u> X | | ✓ | a koala cat died |
| 10 | <u>✓</u> X | | ✓ | British convicts in Australia |

Leon's testimonials

Elvira's point of view

elements:

Surfing

- teaching him to surf (with Nick, son)
- beach only 5 minutes away
- not good at it at first

Language

- didn't understand a lot
- couldn't speak well at first - but now sounds like an Aussie
- Christmas
- Leon was homesick - away from his family

School

- private school - boys only - school uniform

Character

- shy and insecure at first
now self-confident

Present perfect and past (1) (I have done and I did)

A

Study this example situation:



Tom is looking for his key. He can't find it.

He **has lost** his key. (*present perfect*)This means that he **doesn't have** his key **now**.

Ten minutes later:

Now Tom **has found** his key. He **has** it now.Has he **lost** his key? (*present perfect*)No, he **hasn't**. He **has found** it.Did he **lose** his key? (*past simple*)Yes, he **did**.He **lost** his key (*past simple*)but now he **has found** it. (*present perfect*)

The *present perfect* is a *present* tense. It always tells us something about *now*. 'Tom **has lost** his key' = he **doesn't have** his key **now** (see Unit 7).

The *past simple* tells us only about the *past*. If somebody says 'Tom **lost** his key', we don't know whether he has it now or not. We only know that he lost it at some time in the past.

Two more examples:

- Jack **grew** a beard but now he **has shaved** it off. (so he **doesn't have** a beard **now**)
- They **went** out after lunch and they've just come back. (so they are back **now**)

B

Do *not* use the present perfect if there is no connection with the present (for example, things that happened a long time ago):

- The Chinese **invented** printing. (*not* 'have invented')
- How many plays **did** Shakespeare **write**? (*not* 'has Shakespeare written')
- Beethoven **was** a great composer. (*not* 'has been')

Compare:

- Shakespeare **wrote** many plays.
- My sister is a writer. She **has written** many books. (she *still* writes books)

C

We use the present perfect to give new information (see Unit 7). But if we continue to talk about it, we normally use the past simple:

- A: Ow! I've **burnt** myself.
- B: How **did** you **do** that? (*not* 'have you done')
- A: I **picked** up a hot dish. (*not* 'have picked')
- A: Look! Somebody **has spilt** milk on the carpet.
- B: Well, it **wasn't** me. I **didn't do** it. (*not* 'hasn't been...haven't done')
- A: I wonder who it **was** then. (*not* 'who it has been')

Present perfect and past (2) (I have done and I did)

A

Do **not** use the present perfect (I have done) when you talk about a *finished* time (for example, yesterday / ten minutes ago / in 1985 / when I was a child). Use a *past* tense:

- The weather **was** nice yesterday. (*not* 'has been nice')
- They **arrived** ten minutes ago. (*not* 'have arrived')
- I **ate** a lot of sweets **when** I was a child. (*not* 'have eaten')
- A: Did you see the news on television **last night**? (*not* 'Have you seen')
- B: No, I **went** to bed early. (*not* 'have gone')

Use a past tense to ask **When...?** or **What time...?**:

- **When** did they arrive? (*not* 'have they arrived')
- **What time** did you finish work?

Compare:

Present perfect

- Tom **has lost** his key. He can't get into the house.

Here, we are not thinking of the past action. We are thinking of the present result of the action: Tom doesn't have his key *now*.

Past simple

- Tom **lost** his key yesterday. He couldn't get into the house.

Here, we are thinking of the action in the past. We don't know from this sentence whether Tom has his key *now*.

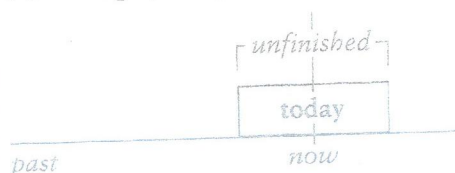
B

Compare present perfect and past:

Present perfect (have done)

- I've done a lot of work today.

We use the present perfect for a period of time that continues *from the past until now*. For example, today, this week, since 1985.



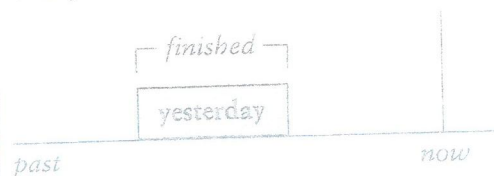
- It **hasn't** rained this week.
- Have you **seen** Ann **this morning**? (it is still morning)
- Have you **seen** Ann **recently**?
- I **don't** know where Ann is. I **haven't** seen her. (= I haven't seen her recently)
- We've **been waiting** for an hour. (we are still waiting now)
- Ian **lives** in London. He **has lived** there for seven years.
- I **have never** played golf. (in my life)

The present perfect always has a connection with *now*. See Units 7–12.

Past simple (did)

- I **did** a lot of work yesterday.

We use the past simple for a *finished* time in the past. For example, yesterday, last week, from 1985 to 1991.



- It **didn't** rain last week.
- Did you **see** Ann **this morning**? (it is now afternoon or evening)
- Did you **see** Ann **on Sunday**?
- A: Was Ann at the party **on Sunday**?
- B: I **don't** think so. I **didn't** see her.
- We **waited** (or **were waiting**) for an hour. (we are no longer waiting)
- Ian **lived** in Scotland for ten years. Now he lives in London.
- I **didn't** play golf when I was on holiday last summer.

The past simple tells us only about the past. See Units 5–6.

Gleichbleibend

(vokal.)
leichte Veränderung zu simple past
+ -en bei past participle

beat (1.2. form)
(to) become (1+3. form)
band (2.+3. form)
bring (2.+3. form)
burst (1.2.3. form)
buy (2+3. form)
catch (2.+3. form)
came (1+3. form)
cost (1.2.3. form)
cut (1.2.3. form)
dig (2+3. form)
feed (2+3. form)
feel (2.+3. form)
fight (2.+3. form)
find (2.+3. form)
get (2+3. form)
hang (2+3. form)
have (2.+3. form)
hear (2.+3. form)
hit (1.2.3. form)
hold (2+3. form)
hurt (1.2.3. form)
keep (2.+3. form)
kneel (2.+3. form)
lead (2.+3. form)
leave (2.+3. form)

blow
break
bite
choose
draw
drive
eat
fall
fly
forget
freeze
give
grow
lick
beat
know
be

1 Far North Queensland (FNQ)

Say what impressions Emily's pictures give you of FNQ.

CAPE TRIB KID

Hi, I'm Emily. I'm 15 and I live in Cape Tribulation – Cape Trib as we call it in FNQ. This is a great place for the outdoor life with the world's oldest rainforest (the Daintree) and biggest coral reef (the Great Barrier Reef) at our front door. I'm posting some stuff you only know about if you live up here.



Two school kids ... out in the wet



Is anyone at home?

Being tropical, FNQ is always very warm and has two seasons – the “dry” and the “wet”. In the wet, it rains a lot, sometimes flooding the roads. While these guys were determined to get to school, most of us (like me) were in bed, listening to the radio. But it doesn't always help to stay inside. You can also get wet while hanging out at home if an FNO cyclone tears your walls away.



The ants escape the water ...



... and a frog comes to visit.

Insects aren't keen on wet weather either. While waiting for the flood waters to go down, the ants headed a safe place. But green tree frogs love wet weather. So why was this guy here, sitting on the living room floor, when he could have been out enjoying the rain?

While these guys

Während diese Jungs entschlossen waren
in die Schule zu gehen, blieben die meisten
von uns (wie ich) zu Hause

You can also get wet

Auch beim Abhängen zu Hause kann
man nass werden, wenn ein FNO
CYCLONE seine Winde abreibt

While waiting

Während sie darauf warteten, dass das
Hochwasser vortrang, suchten die meisten
eine sichere Stelle

So why wasn't he

Also warum ^{saß} ~~war~~ dieser Typ hier, auf dem
Wohnzimmerboden, während er draußen
sein und den Regen genießen könnte.

Nebenhandlung
① (Auf einem Bein hüpfend) gelangte Peter in die Schule.
HS

Peter gelangte in die Schule, indem er auf einem Bein hüpfte.

Peter gelangte in die Schule, obwohl er auf einem Bein hüpfte.

Peter gelangte in die Schule, während er auf einem Bein hüpfte.

Peter gelangte in die Schule, weil er auf einem Bein hüpfte.

HS
② Das neue Auto, gerade erst von den Eltern gekauft, fuhr der Sohn gegen einen Baum.

Der Sohn fuhr das neue Auto gegen einen Baum, obwohl es gerade erst von den Eltern gekauft wurde.

Der Sohn fuhr das neue Auto gegen einen Baum, doch es wurde gerade erst von den Eltern gekauft.

Die Partizipalkonstruktion enthält Zusatzinformationen. Man kann sie in einem Nebensatz auflösen, z.B. mit 'indem', 'weil', 'während', etc., aber auch als Relativsatz, 'der'... Das Partizip enthält die Nebenhandlung.

[By]

① [While] jumping on one leg, Peter reached his school.

Peter, who jumped on one leg, reached his school

PARTICIPLES Übungen

So why was this guy

Also warum war dieser Typ hier, sitzend auf dem Wohnzimmerboden, wenn er draußen sein und den Regen genießen könnte.

WB p. 5

2.

a)

1. Outside the café, there is a tiny dog drinking from a dish of water. ✓

3. Inside there is a teenage boy buying an ice cream. ✓

4. Look at that woman running into the sea with her surfboard. ✓

5. A girl is filming her friend who's trying to stand up on his surfboard. ✓

6. Behind her friend is a very good surfer riding a huge wave. ✓

7. An old man is walking past some tourists taking silly photos. ✓

21

2. Being asked in 2011 for a government study, ~~at 1.~~ said they were Aboriginal. ✓
3. Pintupi is the name of the group and the language spoken in Kintore ✓
4. There is a group of artists known for their special type of painting ✓
5. In the past, paintings made by the group always sold for a lot of money ✓
6. Bush turkeys are just one kind of animals, being hunted when the Pintupi people go out bush ✓
7. "The Honey Ant Dreaming" is a story, told to kids around the fire ✓
8. The band Midnight Oil sang about Kintore in "Beds are Burning" a famous song described as the third-best Australian song of all time ✓

1960s Blue Ford Mustang

georginetatzworkshopfix.z13.web.core.windows.net



[1965 Chevrolet, Red, Corvair. | Chevy corvair, Classic cars, American ...](#)

pinterest.com



Ch. 8

Two-bit wishes to get Johnny
gone with the wind

Dally said he
was dead he
didn't hurt Pony

They get told to
leave

They tell him about the
big fight and that it
was so he couldn't
be in it

The two meet Cherry,
who tells them about
the situation



The gang visits Johnny
in hospital

Ok, they meet
Dally

Johnny tells Pony
about his life and that
he wasn't ready to die

They get told that
Johnny is dying

At a gas station Two-bit sees
that Pony is sick, but decides
not to tell Darry

They inform him
about the news paper



Ch. 9

Dally joins them
even though he looks
chubby

The gangsters and the
fight against the cops

Dally couldn't leave the
pen and ran away

Darry worries about Pony
not looking very well

Johnny dies

They meet up with
another gang from the
west side

They hurry to tell
Johnny that they
won



Dallas

criminal (been to prison several times)



chased + shot by the police
after robbing a drugstore
& unloaded his weapon



died like the gangster he always was
Doesn't want to look like a coward
Wants to die in action

Dallas: - tough guy → hates everybody except Johnny

- can't cope with Johnny's death - so he wants to
commit suicide by using the police

"Stay gold"

Summary

The story "Yummy - The last days of a southside shorty" is a graphic novel.

It was published by G. Neri and R. Du Banke in 2010

It is about the death of an 11-year-old boy, called Yummy, who had previously killed another popular girl from the neighborhood.

The comic starts with Yummy being found dead in a railroad tunnel, killed by his own gang members.

The following day, two of them get captured.

Surprisingly, they are only 14 and 16 years old, good students and happen to be siblings.

Robert couldn't stop thinking about his and Yummy's brother Gary, still hanging out with the gang, who killed Yummy.

At the funeral, the only photo they have ~~of~~ of Yummy is a mug shot.

In front of the coffin there ~~are~~ ^{are} a lot of boys with their mothers to look at the ~~thing~~ in the coffin.

As soon as their grandmother sees his brother ^{Gary}, who still hangs out with that gang, she shouts at him ~~for~~ for letting Yummy get killed. His brother Robert thinks the same about him.

The priest tells them that Yummy's death was not for nothing and to take it as a warning so they ~~do~~ won't end up like him.

In his coffin, Yummy looked small and innocent like a kid sleeping.

Outside, there ~~are~~ ^{are} reporters everywhere asking them about Yummy and the magazine article, he was in.

As a sign of protest against gangs, people ~~hang~~ tie blue ribbons on the trees of Yummy's block and yellow ones on the trees in Sharon's block.

There is also a big box with prayers for the two written down. When they come home, they meet Gary, who wants to return to the family.

The graphic novel "Yummy" by G. Neri and R. DuBarke has many parallels and differences with the novel "The Outsiders" by S.E. Hinton. ✓

The message of both novels is to ~~highlight~~ highlight social problems, especially in American cities with gangs and hoods. ✓

In both novels an important person dies. In "The Outsiders" it is Johnny, ~~as~~ a close friend and gang member of the narrator. In "Yummy" it is the main ~~character~~ character named after the graphic novel. ✓

The two were very close to the narrator. Yummy was a friend of Robert, who narrates the novel and Johnny was a friend of Ponyboy, also narrating the novel. ✓

Their deaths are the result of ~~so~~ many dangerous decisions around them adding up.

Yummy and Johnny were both a very young age when they died and they had missed out on a whole life.

Also both novels ~~do~~ tell what happens after the death of Yummy and Johnny, for example Yummy's funeral as well as the feelings of the people they left behind.

The last similarity is that both, Johnny and Yummy had killed somebody before.

On the other hand, we have the differences between those two novels.

The biggest one is that Johnny died a hero and Yummy died a hood, even though they both killed somebody.

Next there is a big difference between the gangs of each novel. The "Greasers" from S.E. Hinton's "Outsiders" is just like a family with all of them caring about each other but the "Black Disciples" from "Yummy" are real hoods even turning against their own members.

Yummy was killed by his own gang and Johnny died in

Practice 2

Read the following compare-and-contrast essay and fill in the gaps using appropriate expressions of comparison and contrast from the box below.

aren't similar in every respect as well as be compared to the biggest difference between both in the first place	more different quite similar similarly the only difference being unlike whereas
---	--

Some people say that German television can easily be compared to American TV. They both put advertising and entertainment before information and both can be accused of attaching too much importance to "ratings". Is that all there is?

In the first place, there can be no doubt that advertising time on German as well as on American TV is excessive, the only difference being that over here advertising intervals are rather long while in the U.S. the intervals are shorter but come more often.

Similarly, in both countries entertainment is the order of the day. Even the news shows, sometimes poorly disguised, are expected to have a high entertainment value. Hence the term "infotainment".

Unlike German anchors, however, their American counterparts are more professional and entertaining.

However, German and American TV aren't similar in every respect. In a few key ways, they are more different than they are the same.

Whereas the major German channels run at

Practice 1

A. Huxley's "Brave New World" can be called welfare tyranny in contrast to/differing greatly from/compared to/as against G. Orwell's "1984", which is based on sheer violence and terror. In "Brave New World" however/by comparison drugs play an important part.

The rulers of "1984" are not reluctant to use intimidation and torture, whereas/while the system in "Brave New World" ...

The two novels are very different indeed/are very dissimilar/very much opposed to each other. Unlike/In comparison with "Brave New World"-citizens, ...

One might say that life in "Brave New World" is the very antithesis of/contrasts sharply with/has nothing in common with that in "1984". On the one hand/It is true that "Brave New World's" world controllers ...

Practice 2

Some people say that German television can easily be compared to American TV. They both put advertising and entertainment ...

In the first place, there can be no doubt that advertising time on German as well as on American TV is excessive, the only difference being that over here ...

Similarly, in both countries entertainment is the order of the day. Even the news shows, sometimes poorly disguised, are expected to have a high entertainment value. Hence the term "infotainment". Unlike German anchors, however, their American counterparts are more professional and entertaining.

However, German and American TV aren't similar in every respect. In a few key ways, they are more different than they are the same. Whereas the major German channels run at least some informative programmes, in the U.S. TV the human interest angle is central. Finally, the biggest difference between the two countries is that, in America, TV is generally free of charge, while in our country there is a competition between commercial TV and fee-paying TV stations.

Given that TV in both countries can appear to be quite similar, it makes sense to draw attention to one or two significant differences between them that cannot be denied.

least some informative programmes, in the U.S. TV the human interest angle is central. Finally, the biggest difference between the two countries is that, in America, TV is generally free of charge, while in our country there is a competition between commercial TV and fee-paying TV stations.

Given that TV in both countries can appear to be quite similar, it makes sense to draw attention to one or two significant differences between them that cannot be denied.

In this text, I will compare the graphic novel "Yummy" and the novel "The Outsiders". ~~First I will start with the significance~~

~~This~~ The following text compares the two novels "Yummy" and "The Outsiders". "Yummy" is a short graphic novel about a young boy, called Yummy, who was found dead in a railway tunnel after killing a popular girl.

① The graphic novel "Yummy" by G. Neri and R. Du Banke has many parallels and differences with the novel "The Outsiders" by S.E. Hinton.

② There are many parallels and differences in the comic "Yummy" ... and the novel "The Outsiders" ...

~~1~~ ② The following text shows...

③ In the following text, I will show the parallels and differences in between the comic...

Summary Coast to coast p. 36 to 39

The following text summarizes part of the novel "Coast to coast" by David Fermer.

It is about a boy, called Cooper, who often argues with his father.

2)

1) reasons

I think... because...

I'm quite sure that...

Let me explain why...

2) support with examples

Let me give you an example of what I mean.
A good example is that...

3) stress

I feel very strongly that...

4) interrupt

Sorry, but can I say something here?
Let me remind you that...

5) answer when interrupt

Yes, of course. Go ahead.
Sorry, but can I just finish what I was saying?

~~2)~~

b)

Worm: I really don't think you should eat me

Hen: I'm not sure if I share your ~~view~~ view

W: Let me explain why it isn't a good idea

H: go ahead then

W: Well, let me remind you that there are so many other things to eat

H: I'm quite sure that I want to eat you.

W: I feel very strongly that seeds are a better alternative.

Teacher: Where is your homework

Student:

1

a)

1. You must be disappointed
2. You must be hungry
3. You must be wet
can't
4. You must be cold
5. You ^{can't} must be tired
6. You must be excited
7. You must be worried
8. You can't be serious

b)

1. - I can't find my keys - I've looked everywhere
- Oh no, you must've lost them
2. - Why didn't you answer the phone yesterday?
- Sorry, I must have fallen asleep
3. - I'm glad I passed that test. I was so worried
- Well done! It can't have been easy

Training

1. Lies den Text und male ein entsprechendes Bild.

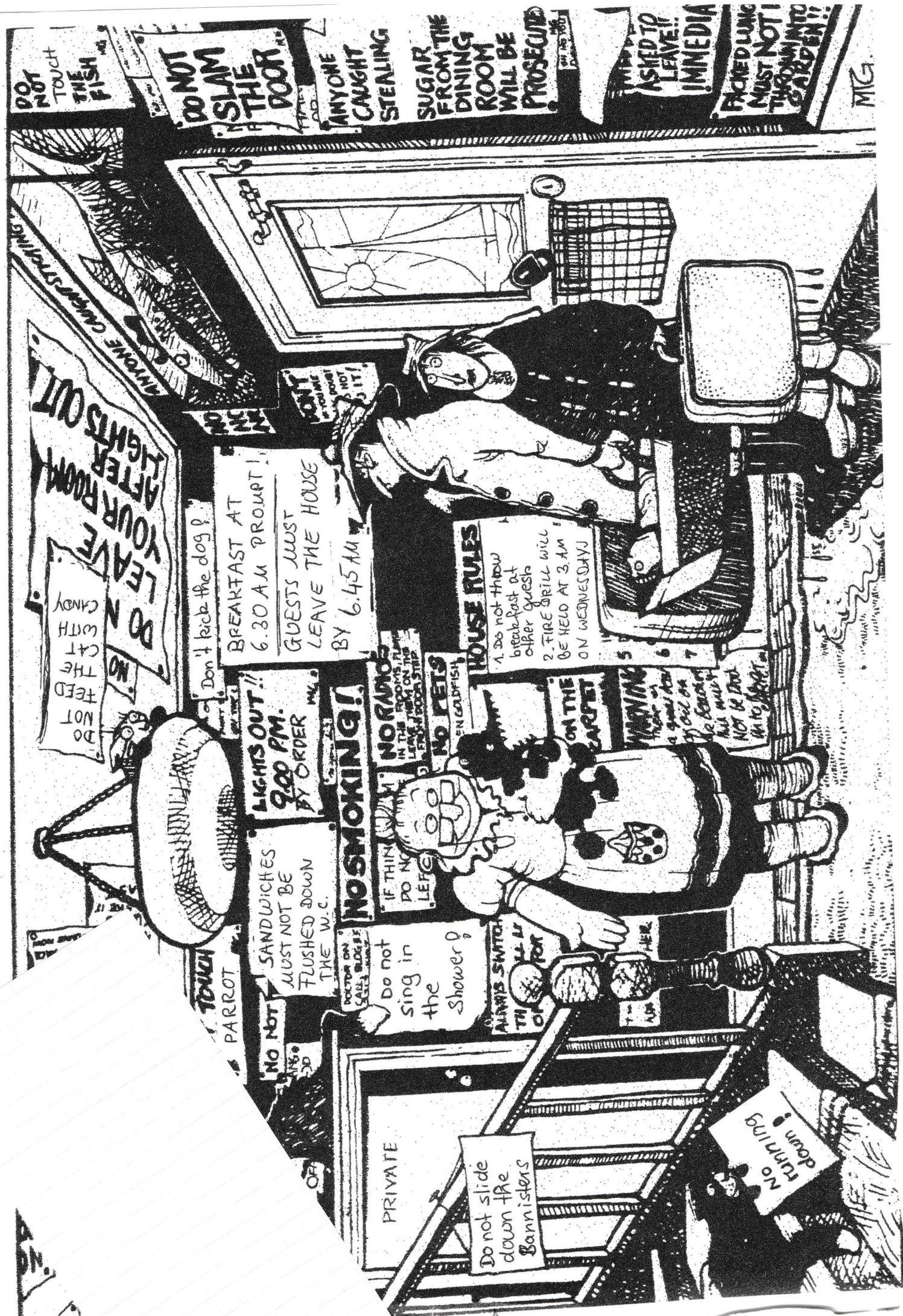
The object that catches the viewer's eye first is a very big bird in the bottom right-hand corner. It is in the foreground. Then the view is directed towards several flowers that are clustered in the lower left-hand corner. They are growing through the road surface, destroying it. This road goes diagonally across the whole picture; it is without any cars. A central element in the middle of the picture is a family standing on the road. You see a husband, on his left his wife and on his right a small child. Right next to the child there is a big tortoise coming from the left. The top of the picture shows some small planes fleeing from the location; they are fading in the background. From top to bottom, the picture shows several raindrops.



2. Nutze die Redewendungen im Kasten, um ein anderes Bild zu beschreiben.

Phrases: Describing pictures

at the bottom (*unten*) – in the bottom left-hand corner (*unten links*) – in the bottom right-hand corner (*unten rechts*) – at the top (*oben*) – diagonally across (*quer über*) – from the left (*von links*) – from the right (*von rechts*) – from top to bottom (*von oben bis unten*) – in the background (*im Hintergrund*) – in the foreground (*im Vordergrund*) – in the middle (*in der Mitte*) – in the lower part (*im unteren Teil*) – in the upper part (*im oberen Teil*) – on his right (*rechts von ihm*) – on his left (*links von ihm*) – on the left (*auf der linken Seite*) – on the right (*auf der rechten Seite*) – right next to (*unmittelbar neben*) – vertically (*senkrecht*)



German *sollen* (I)

Problem

Das deutsche „sollen“ kann ganz verschiedene Sachverhalte ausdrücken. Es kann eine Aufforderung sein („Ihr sollt jetzt leise sein.“), eine höfliche Frage („Sollen wir ins Kino gehen?“) oder auch eine Vermutung („Der neue Lehrer soll ganz nett sein.“). Im Englischen musst du dafür jeweils andere Verben benutzen.

Lösung

Um Verwechslungen zu vermeiden, musst du dir genau überlegen, welche Funktion das Wort „sollen“ im Satz hat, und danach die englische Entsprechung wählen. Die folgende Übersicht zeigt dir, welche englischen Verben welcher Funktion entsprechen.

Funktion

Shall wird verwendet, um einen Vorschlag zu machen oder eine höfliche Frage zu stellen.

Should und **ought to** drücken einen Rat oder eine Ermahnung aus.

Had better drückt einen Rat aus, von dem der Sprecher meint, dass er befolgt wird.

To be to wird verwendet, um die Anweisung eines anderen zu erfragen oder weiterzugeben.

Mit **to be supposed to** und **to be expected to** wird auf eine Verpflichtung oder Vereinbarung hingewiesen.

To be said to, **to be believed to** und **to be supposed to** drücken eine Information aus, die man von anderen gehört hat.

Beispiel

Shall I help you with your homework?

We **should** get something to eat.
You **ought to** stop smoking.

You **had better** stop at the next petrol station.

Mum said we **re to** be home before ten.

You **re supposed to** switch off your mobile in class.

We **re expected to** bring our own drinks.

He **is said to** be an expert in karate.

She **is supposed to** be quite arrogant.

Training

1. Setze die Verben aus dem Wörternvorrat richtig in die Lücken ein.

expected to – are to – said to – should – had better

- You should not judge a book by its cover.
- Bill Gates is said to be one of the richest people in the world.
- The roads are icy. You had better not drive so fast.
- The coach said we are to be at the gym half an hour before the match.
- Film stars are expected to give some of their money to a charity.



p. 56-57

①

picture 1:

A goldfish is jumping from a small bowl of water into a bigger aquarium.

There is a blue background and water is splashing from the small aquarium. The message is that you have to leave your comfort-zone to

picture 2: take risks in life, if you want to be successful.

The second picture shows a green pair of shoes on asphalt. Around the shoe are white markings in the form of arrows pointing in random directions. The shoes are made of fabric and the person wearing them doesn't wear socks.

The message is that you have unlimited opportunities and you should decide on your own path.

②

When I graduate, I want
In school, I am working to get good marks so
I have more opportunities for the future.

After I graduate, I want to start a business to and protect

- 1 refugee / Flüchtling ✓
2. shop window / Schaufenster
3. apron / Schürze ✓
- 4 advisor (adviser) / Berater ✓
- 5 not... anywhere / nirgendwohin
- 6 transport / ~~trans~~ Verkehrsmittel; Transport (wesen)
- 7 f / Verantwortung
- 8 to be in a hurry / in Eile sein
- 9 to adapt^a to sth / sich einer Sache anpassen ✓
- 10 to be self dependant^e on sth / auf sich angewiesen sein^{o, r}
- 11 to run, run, run (an organization...) / etw. leiten, führen ✓

8,5/10

Sorry!

1(-)
5

20/21

Louis 13.130s

18.03.26

- 0,5
1. fly ✓
 2. embarrassing ✓
 3. court ✓
 4. tandem ✓
 5. skydiving ✓
 6. goal ✓
 7. web ✓
 8. sweat ✓
- 0,5
9. (to) shave
- 0,5
10. Bible
 11. scientific ✓

9,5 / 10

Ag
8

 Get together in groups of seven. Cut out the role cards and prepare your part. Then debate sport scholarships in your group.

You are the **president of an American college** that offers sport scholarships for student athletes. With its very successful sports teams, your college earns a lot of money from ticket and team product sales, advertising and television rights.

To prepare for the debate, write down your arguments for why sport scholarships are a good thing. Think of examples to support your statements.

You **work for an American TV company** that makes a lot of money by showing matches of college sports teams and selling adverts that are shown during the matches. Your company also pays a lot of money to the colleges for the television rights.

To prepare for the debate, write down your arguments for why sport scholarships are a good thing. Think of examples to support your statements.

You are a **professor at an American college** that offers sport scholarships to elite athletes. Because you want to give your students an excellent education, you are very critical of these sport scholarship programmes.

To prepare for the debate, write down your arguments for why sport scholarships are a problem. Think of examples to support your statements.

You are a **parent of a college student** who does not take part in elite college athletics. You are quite critical and not sure if elite college athletics and sport scholarships go together with the idea of college education and fairness.

To prepare for the debate, write down your arguments for why you are critical of sport scholarships. Think of examples to support your statements.

You are a **college student who takes part in elite college athletics** and has a scholarship. You want to inform people about the opportunities as well as the challenges this scholarship brings you.

To prepare for the debate, write down the opportunities and challenges a sport scholarship means for a student. Think of examples to underline your statements.

You are a **college student** who does not take part in elite college athletics. Think about your opinion of these programmes. Find arguments for and against scholarships from the point of view of a student who does not take part in elite sport.

To prepare for the debate, write down your arguments and think of examples to underline your statements.

You are the **moderator** of the debate between a college president, someone from a TV company, a professor, a parent of a student who does not take part in elite college athletics, a student who has a college sport scholarship and a student who does not take part in such a programme.

To prepare, write down questions for each person in the debate and think of questions that the group can discuss together.

Mit 17 dankt der High School Schüler Wes Young über die Universität nach. Er erklärt, dass er sich bei verschiedenen Bewerben, doch sein Traum sei das in Ohio State. Er hofft, er bekomme ein Sportstipendium angeboten. Für Wes und tausende andere amerikanische Schüler ist das Stipendium ein Ticket zu einer Bildung, die sich sonst nicht leisten könnten.

Mit College-Abgaben und Lebenskosten bräuchte er über \$20.000 im Jahr. Wie im Leben könnten sich das seine Eltern leisten. Die College-Ausbildung in dem US ist teuer, und Ohio State ist noch eine der günstigeren. An führenden, privaten Universitäten wie Princeton oder Harvard liegen die jährlichen Kosten näher an \$60.000. Das ist drei mal so viel, wie an den besten englischen Universitäten. Ein gutes Stipendium würde die Kosten der Lehrer, Räume, die Transportes und der Bücher decken, erklärt Wes. Das sei ein guter Deal.

Wie bewertet Wes seine Chancen? „Also ich bin verannt in Basketball, seit ich ein kleines Kind war. In der High School habe ich dann ausgebungen, meine Fähigkeiten zu perfektionieren und ich bin fast jeden Sommer ins Basketballcamp gegangen. Das hat sich ausgezahlt, da ich nun einer der Favoriten unseres High School Teams bin.“ Wes's Chancen stehen gut“ sagt Coach Marvin Isler, „Colleges aus den ganzen US sind darauf aus, die besten Athleten zu finden. Sie brauchen Leute wie Wes & funktionieren College Sport.“

In den vereinigten Staaten ist Sport am College mehr, als man fit zu bleiben, während man an der Universität ist. Über das Land verteilt gibt es Millionen an Fans, die diese Events verfolgen. - In riesigen Stadien, im Fernsehen,

1) I am going to buy a T-shirt. geplant

2) I will buy a T-shirt some day möglich/allgemeine Aussage über die Zukunft

3) Look, there's a T-shirt, I think I ll buy it right away. spontan

auch: I hope, I'll see you.

p. 66

1.

1. Just a moment. I'll help you if I can
2. Yes, please. I'll have a glass of water
3. Don't worry. I'll call her later
4. OK. I'll open the door
5. What's your number? I'll call you if you want.
6. Please, I promise I'll bring it back clean
7. No, thanks. I'll stay here
8. Of course, I'll take care of it.

2.

1. I'm going to dress up as a pirate.
2. What are you going to dress up as?
3. Maybe I'll go as a ghost
4. I'm going to play my new computer game.
5. I'll let you know later

Voc Test

1. synonym because : ✓
2. ~~are~~ competitive ✓
3. \$ gift gift ✓
4. lazy ✓
5. virus ✓
6. to diagnose ✓
7. canoeing ✓
8. ausständig / based ✓
9. emotion ✓
10. mean ✓
11. loyal ✓

8/10

3 st

9Gb

Summer jobs / volunteering

Step I Advert

- Think of a summer job (volunteering)
(It can be funny :) ; ideas p. 70 and p. 120
- or : animal shelter; homeless shelter; soup kitchen;
zoo...

Words, phrases etc can and should be taken
from the examples on p. 70 or 120.

This must be in your advert:

- Name of your organisation
- target group:
- qualifications (skills required)
- description of job + tasks
- date / length of time
- costs
- contact information
(...)
- optional: a picture / photo

Step 2 : Letter of application and CV

Use the advert of one of your students.

Apply for the job:

Write a CV and letter of application

Step 3: Job interview ...

p. 41

S.

b)

Ms. Fiona Bridges
youth development charity

Orber Straße 4
60386 Frankfurt a.M.
Germany

Letter of application

Dear Ms. Fiona Bridges ~~summer camp assistant.~~
I am writing about the job as a camp assistant
from July to August. ~~I'll be around that's~~
I was planning to go on vacation near your camp,
so this would come in handy

Advert volunteering

We are a small ice cream shop near ~~Eastern~~ Sydney specialised ~~to be~~ for families. We are looking for a skilled vendor and reliable vendor during holiday. You will need to have good English and feel comfortable serving ice cream to others.

The tasks will be ~~see~~ serving the ice cream and collecting the money from our customers.

For the whole duration of your stay, we will grant you free meals and to pay for your housing.*

Please apply to

John Doe + 612 9974 8440

2 The Boathouse

The Esplanade 2, Mosman NSW 2088, Australia

*

This is ideal if you want to spend your holiday in Australia and want to practice your English skills.

SPEAKING

03 An assessment centre – Part 1

Think of a job you would like to apply for. Imagine you sent an application and a CV to the company. A few days later you received a message on your answer-phone. The manager of the company called you and suggested two possible dates. Listen to what he says.



Gesamteindruck

Gesamtemwurf

Assessment sheet							
The candidate:	1	2	3	4	5	Comments	
1 was relaxed and friendly (smiled in the interview, was polite, ...)							
2 dressed suitably							
3 listened carefully							
4 talked well (not too much/too little)							
5 was well prepared:							
– could answer questions (about strengths and weaknesses, work experience, ...)							
– showed interest in the company (asked questions about the company/job)							
6 was confident							
7 kept eye contact							
General impression ¹							
Total points						=	

¹Gesamteindruck

Cornelsen

English G Access | 5 Handreichungen für den Unterricht

6 Manager



You Bedanke dich. (1P)

7 Manager



MEDIATION

— / 12

A job for your exchange partner

Your exchange partner Pete from England is staying with you for the summer holidays. He has found an advert for a summer job but doesn't understand everything, so he asks you to explain some things to him.

Read the advert, then answer your partner's questions in English on page 32.

Aushilfe in der Touristeninformation gesucht!

Jedes Jahr kommen Tausende Besucher aus allen Ländern der Erde nach Stuttgart. Hier finden sie Erholung, attraktive Freizeitangebote und ein breites Spektrum an Einkaufsmöglichkeiten. Nicht zuletzt sind auch unsere hervorragenden Restaurants ein beliebtes Ziel für Liebhaber saisonaler Küche.

Für die Zeit der Sommerferien suchen wir deshalb eine englischsprachige Aushilfe in unserer Touristeninformation für unsere Gäste aus den USA. Sie müssen nicht unbedingt über Erfahrungen im Tourismus verfügen und auch keine Kenntnisse über unsere Stadt mitbringen.

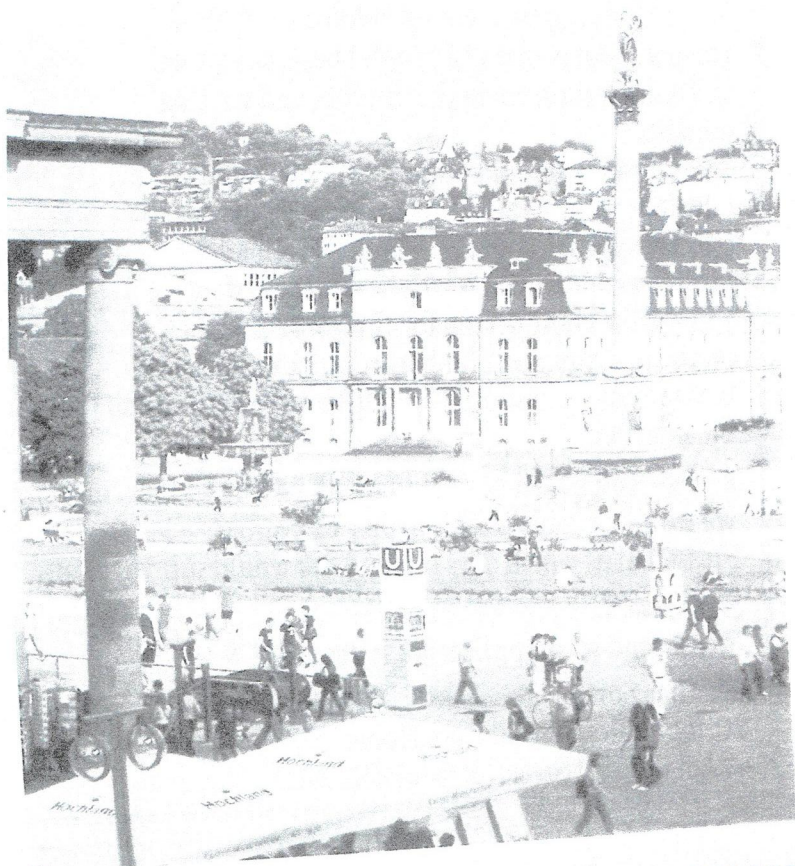
Ihre Aufgaben werden sein, Touristen am Flughafen zu begrüßen und ihnen ein Informationsblatt auszuhändigen. In der Touristeninformation werden Sie dann alle englischen Fragen an unsere ausgebildeten Mitarbeiter weitergeben. Ihre Arbeitszeit ist montags bis samstags von 9.00 bis 18:30 Uhr.

Wir erwarten von Ihnen ein sicheres Auftreten sowie hervorragende Englischkenntnisse. Pünktlichkeit und Zuverlässigkeit sind darüber hinaus selbstverständlich.

Wir bieten Ihnen einen überdurchschnittlichen Verdienst von € 12,00 pro Stunde.

Interesse? Dann schauen Sie doch einfach direkt in der Touristeninformation am Marktplatz vorbei und fragen Sie dort nach Frau Eigel.

Tourismusverband Stuttgart
0711 - 34 56 78.



SPEAKING

___ / 14

An assessment centre – Part 2

Now you arrive at the Boxcom assessment centre. The first task is to give a presentation for five minutes about yourself, your skills and why you applied for this job.

Make notes for your speech and practise it. If possible, record it and check your results.



Sprechen üben

Auch beim Sprechen solltest du dich kontrollieren. Du kannst deinen Vortrag aufnehmen oder eine andere Person bitten, deinen Vortrag anzuhören und dir später eine Rückmeldung zu geben.

Achte auf:

Gliederung des Vortrags,
korrekte Zeitformen,
flüssiges Sprechen.



You can use the following table for your preparation.

Personal information	Name:
	Age:
	City in which you live:
Education	
What your interests are (should have something to do with the job)	
What your skills are (should have something to do with the job)	
Why you applied for the job	
What makes you the best person for the job	

Fran Eigel
Tourismusverband Stuttgart
Marktplatz Stuttgart
Germany

Pete doe
Orber Straße 4. B
6386 Frankfurt a. M.
Germany

Application

Dear Ms Eigel,

I am writing about the helper job at the tourist-info in Stuttgart. I would love to do that this summer.

I am 16 years old and have a very high level of english, it is also one of my favorite ~~subj~~ subjects in school. I feel, I have the competences necessary for this

job.

Thank you ~~for~~ for considering my application. I am looking forward to hearing from you.

Yours sincerely,

Pete doe

dialogue between the twins

Glad, you're back from mom's office.

JB: What did she say? ~~Disgust~~

~~Josh~~

Josh: She told me that I couldn't go to any college; if I cheated and thought about sending me to the marines. And all that just because **you** couldn't wait with your stupid note until the test was over.

JB: Calm down. It's not my fault that you got caught. But did you tell her about the note?

Josh: I didn't say a word.

JB: Thank you. That would've been real embarrassing if they found out about it. I'm in your debt and I would be really sorry if you couldn't go to college because of me.

Josh: At least I'm not being suspended.

JB: That's good, but ~~to~~ I don't think you would've been ~~suspended~~, suspended, even if you had cheated.

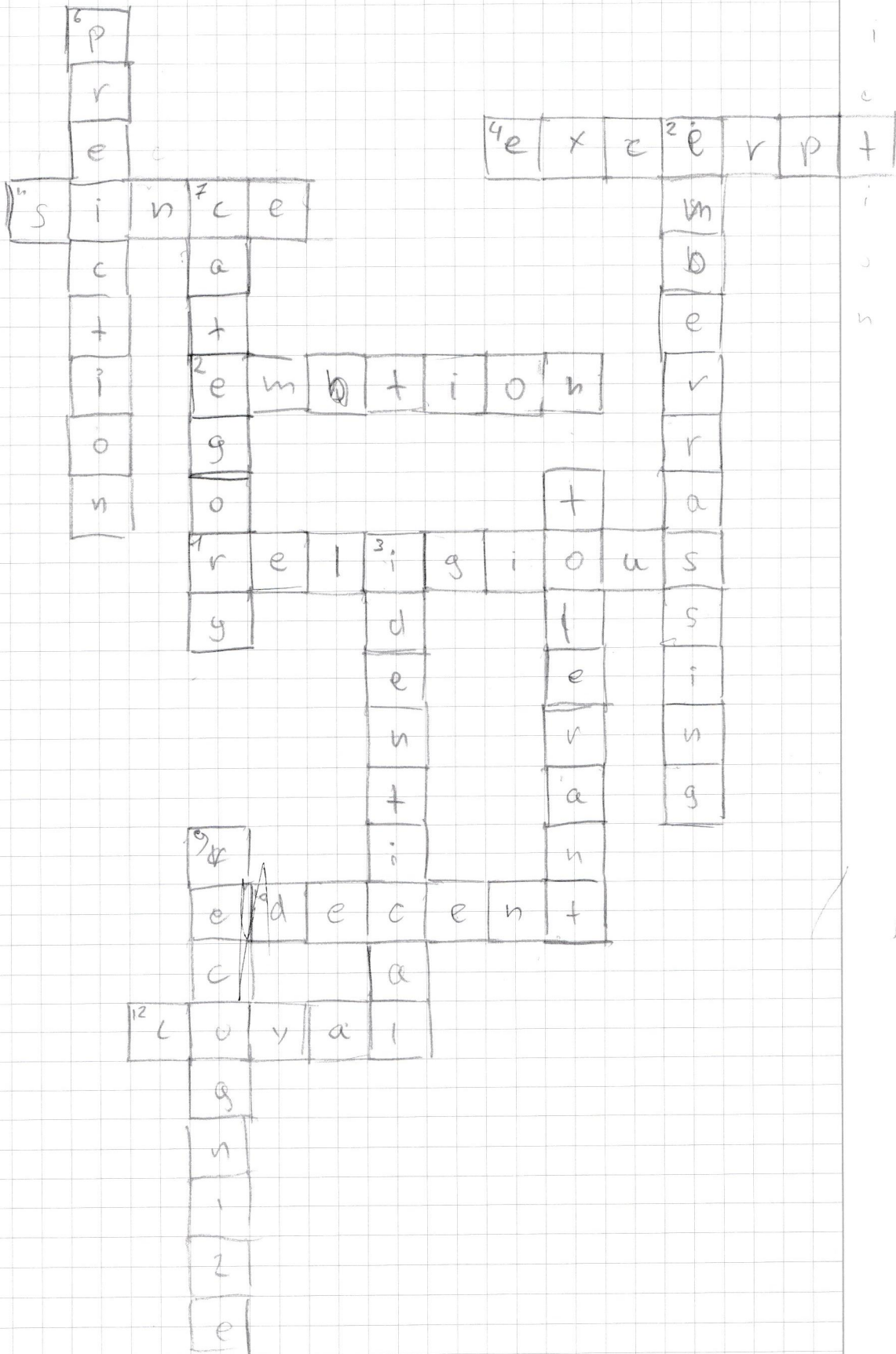
~~Josh: Anyway, what's up with all those girl girls lately?~~

- 1 luggage / baggage ✓
- 2 wander f
- 3 ~~to~~ dub 0,5
- 4 stipendium 1 scholarship ✓
- 5 ~~air~~ aerospace f
- 6 ~~portray~~ portrait ✓
- 7 flight attendant ✓
- 8 unterkunft 1 housing f
- 9 mediation f
- 10 mach dich verständlich 1 f
- 11 Reisebüro 1 f

4,5 / 10

6..
51

WZGLAP



✓ ✓
 n n
 w v
 r

VOGAB.

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

Horizontal und vertikal

Wörter: competitive

share

Bible

quality

emotion

identical

former

lazy

brave

poetry

fly

opposite

sweat

santa

particular

religious

canoeing

recognize

- a) Choose five of the following activities and make a prediction with "will" or "might"

Camping • Cooking • Gardening •
Riding • Photography • Tennis •
Singing • Driving • Eating

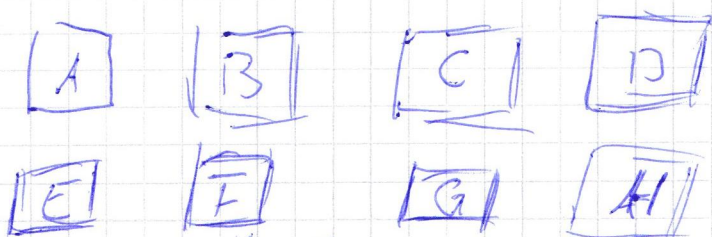
I don't think, you will be driving us home.
...

- b) Compare your sentences in class

3. Predictions with the going to future

The going to-future is used if you can see that something is about to happen. You can also use it if something is planned.

- a) Write a prediction to each picture



It looks like there's going to be a storm.

- b) Write a short story about one of the pictures.

2.

- a)
- 1- An impatient person is someone who can't wait and is not patient
 - 2- An impolite person can be rude and is the opposite of ^{polite}
 - 3- A dishonest person is someone who doesn't tell the truth and lies often. Not honest.
 - 4- An irresponsible person can't handle responsibilities very well and is the opposite of responsible.
 - 5- An impractical solution can be using a fork for eating soup. It's not practical. Not the optimal way.

c)

kindness	kind
laziness	lazy
honesty	honest
impatience	impatient
jealousy	jealous
liveliness	lively
meanness	mean
patience	patient
politeness	polite
rudeness	rude
self-confidence	self-confident
tolerance	tolerant

Jake and I

are 16 years old and best friends. We know each other since primary school. Our dream is to get into the NBA, but it's still a long way.

I'm power forward on our college team and he is point guard. I would say that we are the best ballers on our team and maybe in the country.

We go to Duke which is a college famous for getting many drafts in the NBA.

Next week, we have an important playoff game, against our biggest rival. It's the most crowded game in the country, because we are the best team of the west side and they are the best team on the east side.

3 In the hospital

As I open my eyes, I find myself ^{laying} in ~~the~~ a hospital bed. I see my parents and Jake standing beside me. I ask what happened and they answer, You broke your your leg in the gym and started fainting.

Am I gonna be able to play next week? The doctor hasn't got the result of your scan yet. He should be back any minute.

The the doctor comes in the room. I instantly asked if my leg will be ok next week and he answers: No, your leg needs resting time for two or three months and a big operation...

Before I could have the rest I start fainting again.

9G6

7 'units'

1) Australia

- a) Australia allg.
- b) Aboriginal Australians

2) Relationships

- a) immigration
 - b) family arguments
- } + statistics

3) Big Dreams

- a) basketball (sports)
- b) school project
- c) applications + CVs / volunteering

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~~p80~~ p81

1.

how to go

plane

ferry

van

fly

railway

where to stay

hotel

accommodation

campsite

(ferry)

hostel

what to take

itinerary

dictionary

luggage

passport

rucksack

sleeping bag

suitcase

sunscreen

tent

timetable

visa

monuments

what to do

climbing

go cycling

explore

go hiking

meet people

go sightseeing

write a blog

Countable and uncountable 1

A noun can be *countable* or *uncountable*:

Countable

- ☐ I eat **a banana** every day.
- ☐ I like **bananas**.



Banana is a *countable* noun.

A countable noun can be singular (**banana**) or plural (**bananas**).

We can use numbers with countable nouns. So we can say 'one banana', 'two bananas' etc.

Examples of nouns usually countable:

- ☐ Kate was singing **a song**.
- ☐ There's **a nice beach** near here.
- ☐ Do you have **a ten-pound note**?
- ☐ It wasn't your fault. It was **an accident**.
- ☐ There are no **batteries** in the radio.
- ☐ We haven't got enough **cups**.

Uncountable

- ☐ I eat **rice** every day.
- ☐ I like **rice**.



Rice is an *uncountable* noun.

An uncountable noun has only one form (**rice**).

We cannot use numbers with uncountable nouns. We cannot say 'one rice', 'two rices' etc.

Examples of nouns usually uncountable:

- ☐ Kate was listening to (some) **music**.
- ☐ There's **sand** in my shoes.
- ☐ Do you have any **money**?
- ☐ It wasn't your fault. It was bad **luck**.
- ☐ There is no **electricity** in this house.
- ☐ We haven't got enough **water**.

You can use **a/an** with singular countable nouns:

a beach **a student** **an umbrella**

You cannot use singular countable nouns alone (without **a/the/my** etc.):

- ☐ I want **a banana**. (*not* I want banana)
- ☐ There's been **an accident**. (*not* There's been accident)

You can use *plural* countable nouns alone:

- ☐ I like **bananas**. (= bananas in general)
- ☐ **Accidents** can be prevented.

You cannot normally use **a/an** with uncountable nouns. We do not say 'a sand', 'a music', 'a rice'.

But you can often use **a ... of**. For example:
a bowl / a packet / a grain of rice

You can use uncountable nouns alone (without **the/my/some** etc.):

- ☐ I eat **rice** every day.
- ☐ There's **blood** on your shirt.
- ☐ Can you hear **music**?

You can use **some** and **any** with plural countable nouns:

- ☐ We sang **some songs**.
- ☐ Did you buy **any apples**?

We use **many** and **few** with plural countable nouns:

- ☐ We didn't take **many photographs**.
- ☐ I have **a few things** to do.

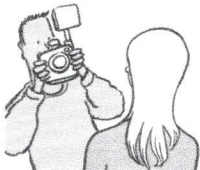
You can use **some** and **any** with uncountable nouns:

- ☐ We listened to **some music**.
- ☐ Did you buy **any apple juice**?

We use **much** and **little** with uncountable nouns:

- ☐ We didn't do **much shopping**.
- ☐ I have **a little work** to do.

46.1 Tick (✓) the correct sentence, (a) or (b), for each picture.

1  SARAH (a) Sarah is cutting her hair. (b) Sarah is having her hair cut.	2  BILL (a) Bill is cutting his hair. (b) Bill is having his hair cut.	3  JOHN (a) John is cleaning his shoes. (b) John is having his shoes cleaned.	4  SUE (a) Sue is taking a photograph. (b) Sue is having her photograph taken.
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46.2 Answer the questions using To have something done. Choose from the boxes:

my car	my eyes	<u>my jacket</u>	my watch	<u>clean</u>	repair	service	test
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- 1 Why did you go to the garage? To have my car serviced.
 2 Why did you go to the cleaner's? To have my jacket cleaned.
 3 Why did you go to the jeweller's? To have my watch repaired.
 4 Why did you go to the optician's? To have my eyes tested.

46.3 Write sentences in the way shown.

- 1 Lisa didn't repair the roof herself. She had it repaired.
 2 I didn't cut my hair myself. I had it cut.
 3 They didn't paint the house themselves. They had it painted.
 4 John didn't build that wall himself. He had it built.
 5 I didn't deliver the flowers myself. I had them delivered.

46.4 Use the words in brackets to complete the sentences. Use the structure have something done.

- 1 We are having the house painted. (the house / paint) at the moment.
 2 I lost my key. I'll have to have another key made. (another key / make).
 3 When was the last time you had your hair cut. (your hair / cut)?
 4 Do you have a newspaper delivered (you / a newspaper / deliver) to your house every day, or do you go out and buy one?
 5 A: What are those workmen doing in your garden?
 B: Oh, we are having a garage built. (a garage / build).
 6 A: Can I see the photographs you took when you were on holiday?
 B: I'm afraid I don't have the film developed. (not / the film / develop) yet.
 7 This coat is dirty. I must have it cleaned. (it / clean).
 8 If you want to wear earrings, why don't you have your ears pierced. (your ears / pierce)?
 9 A: I heard your computer wasn't working.
 B: That's right, but it's OK now. I have it repaired. (it / repair).

In these items, use 'have something done' with its second meaning (see Section D).

- 10 Gary was in a fight last night. He had his nose broken. (his nose / break).
 11 Did I tell you about Jane? She had her handbag stolen. (her handbag / steal) last week.
 12 Did you hear about Pete? He had his car vandalized. (his car / vandalise) a few nights ago.