# Unit 2

# Weekdays and weekends



**Sk** Klett

9

2 Step 1 | Weekdays

Talking about routines | Telling the time | Adverbs of frequency | Jobs and workplaces



#### Routines

Tell the class.

I... every day. I... once a week.

My day 💮 1/29

Anna and Susan are in a café.

(S = Susan, A = Anna)

- S: So, Anna, you work in Canterbury. Do you like the city?
- A: Oh, I love it. And the people at my company are really friendly. I'm very lucky.
- S: That's nice! What time do you start work in the morning?
- A: I always start at about eight o'clock.
- S: That's early.
- A: Yes, it is. I'm usually the first person in the office. But I like it when the office is quiet. I can do a lot of work.
- S: You start work at eight so when do you get up?



- A: I usually get up at about quarter past six. I have a shower and a quick breakfast and then I walk to the bus stop. The bus leaves at twenty past seven, you see.
- S: Oh, dear. I don't like early mornings. I never start work before quarter to ten. And then it's the same routine every day – but it's never boring. I check my emails, have a meeting with the hotel manager and then I organise the hotel bookings.
- A: And when do you finish work?
- S: Well, I often work late. I sometimes work until half past eight in the evening and I often work at the weekend, too. I must be a workaholic!

-> L&C: Time, page 43

#### <sup>1a</sup> Comprehension

Order Anna's daily routines.

She has a shower. She starts work at about eight.

She has a quick breakfast.

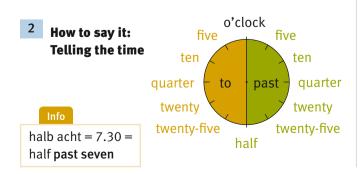
Anna gets up.She walks to the bus stop.

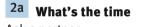
#### <sup>1b</sup> Times

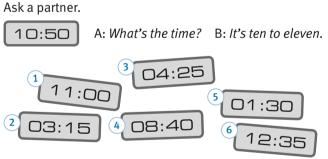
Find these times in the dialogue.

8 am | 6.15 am | 7.20 am | 9.45 am | 8.30 pm

Read them out.







#### 2b Now you: What do you do when?

Think of three things that you do every day. When do you do these things? Write the times on the clocks.



S Klett



Show your clocks to a partner. He / She guesses what you do at these times.

- A: Do you get up at half past seven?
- B: No, I start work at half past seven.



#### <sup>3</sup> Grammar

-> LS, page 30

#### You already know: Present simple

How often **do** you **get up** early? I **get up** early once or twice a week. I **don't get up** early every day. She **works** on Saturdays. He **doesn't work** at the weekend.

#### And now: Adverbs of frequency

Anna **always** starts work at 8 am. She's **usually** the first person in the office. Susan **never** starts work before 9.45. She **sometimes** works until 8.30. She **often** works at the weekend.

#### 3a Now you: Your day

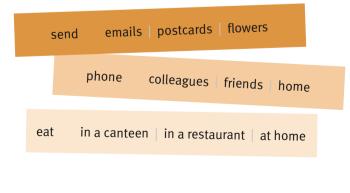
Make these sentences true for you. Write in *always*, *usually*, *often*, *sometimes* or *never*.

- 1 I \_\_\_\_\_ get up early.
- 2 I \_\_\_\_\_\_ surf the Internet.
- 3 I \_\_\_\_\_\_ work at the weekend.
- 4 I'm \_\_\_\_\_\_ late for the lesson.
- 5 I \_\_\_\_\_ do my homework.
- 6 I'm \_\_\_\_\_\_ at home on Sunday afternoon.
- 7 l...\_\_\_

Read out two of your sentences to the class.

#### <sup>3b</sup> How often do you ...?

Talk to a partner. Ask questions with *How often do you ...?* Answer with phrases from the grammar boxes.



#### <sup>4a</sup> Vocabulary: Jobs and workplaces

Say where these people work. More than one answer is possible.

babysitter | cleaner | cook | doctor | electrician | engineer | factory worker | housewife | manager | nurse | PA (personal assistant) | receptionist | shop assistant | teacher | waiter

in a hotel	in a shop	in a school	in a house
in a restaurant	in a hospital	in a factory	in an office

A: An engineer works in an office.

B: And an engineer can work in a factory.

#### 4b (T) 1/30 Routines

Listen to three people and write down their jobs.

2

3



**Speaker 1**: Cross out the wrong word. He **sometimes** | **often** | **never** works very late. He **always** | **never** | **usually** gets up early.

Speaker 2: Write in the correct word.

He's \_\_\_\_\_ late for work.

He \_\_\_\_\_ has a day off in the week.

**Speaker 3**: Say what he does in his job. Use *always*, *usually*, *often*, *sometimes* or *never*.



#### <sup>5a</sup> Routines at work

Say the name of a job. Then choose one of these words or phrases: *always*, *usually*, *often*, *sometimes*, *never*, *every day*, *once a week*, etc. Ask someone in the class to make a sentence with your words, e.g. *office worker* / *every day*.

An office worker writes emails every day.

#### <sup>5b</sup> An interview

Interview a partner about his / her daily routines.

How often do you ...? What time do you ...? When do you ...?



You already know: Present s Do you go out with your We have dinner together	friends every			don't	<b>.</b>			$\rightarrow$	Grammar, page 1
<b>Does</b> your sister <b>go</b> out fo And her husband <b>comes</b> The lesson <b>ends</b> at 8 so	to the English	course wit	th me	e on <sup>·</sup>	Tuesdays.				
Denken Sie daran: Im Prese Do <b>es</b> your sister go? / Yes		-				/ - <i>es</i> an	das Vei	rb:	
Im Englischen stehen Ausdr	ücke wie <i>ever</i> y	y week, on	се а	mon	th oder <i>on</i>	Tuesdays	norma	lerwei	se am Satzend
A1 Look at these parts of	sentences. W	rite <i>she</i> or	n fou	r line	s and they	on four	ines.		
1 lives 3								0	eat
2 meet 4									
<ul> <li>2 No, she S all the time at work. (spectrum)</li> <li>3 I to the comparison of the comparison of</li></ul>	eak)				the lesson	. (not sp	eak)		
And now: Adverbs of freque I always get up before eig My daughter sometimes Die Wörter always, usually, a das Verb to be (am, is, are) –	ght. works on Sat	urdays. es, never s	She stehe	<b>'s of</b> f en no	ormalerweis	the even se vor dei	ing. n Verb.	early.	Grammar, page 1 usnahme bilde
B1 Verbinden SIe die Wör					-				
always		four days a			.cm3.				
never		once or twi	ice a	wee	k				
often sometimes		seven days six days a v							
usually		zero days a							

с<sup>©</sup> р. 130



#### Selfstudy 2 Selfstudy online → A1U2S1

## 1 (S) 1/29 Listen again

Hören Sie den Dialog noch einmal an und beantworten Sie die Frage.

#### Anna's morning

What does Anna do at these times?

- 1 6.15 am: \_
- 2 8.00 am:

#### 2 (1/32 How to say it: Telling the time

Hören Sie zu und unterstreichen Sie die richtige Antwort.

- He gets up at
   5.45 am. | 6.15 am. | 6.45 am.
   He goes to work at twenty to eight. | ten to eight. | twenty past eight.
- 3 He has lunch at five past twelve. | twenty five past twelve. | five to one.
- 4 He finishes work at 5.30 pm. | 6.15 pm. | 6.30 pm.



#### <sup>3</sup> What's the time?

Schreiben Sie die Uhrzeiten.

1	04:40
2	02:05
3	03:30
4	06:25
5	05:35
6	01:00

#### 4 Vocabulary: Jobs and workplaces

Ergänzen Sie die fehlenden Buchstaben.

A n \_ r \_ e works in a \_ o \_ \_ i \_ a \_.
 A r \_ c \_ pt \_ \_ n \_ st works in a \_ o \_ e \_.
 A P \_ works in an o \_ \_ i \_ e.
 A t \_ \_ ch \_ r works in a \_ \_ \_ oo \_.
 A w \_ t \_ r works in a \_ e \_ au \_ a \_ .
 An \_ ng \_ n \_ \_ r works in a \_ a \_ o \_ .

#### <sup>5</sup> Question time

Welche Satzhälften gehören zusammen? Tragen Sie die Nummern in die Kästchen ein.

- 1 What's
- 2 Where
- 3 When do
- 4 Where do you
- 5 How often do you
- 6 What time does
- a) your lesson start?b) have a lesson?
- c) learn English?
- d) your job?
- e) do vou work?
- f) you start work?

🕲 2/33 Hören Sie und überprüfen Sie Ihre Antworten.

(S)2/34 Hören Sie noch einmal und wiederholen Sie.

2/34 Hören Sie ein drittes Mal und geben Sie Antworten, die auf Sie zutreffen.

#### 6 Round up

Lesen Sie die fünf Sätze. Entscheiden Sie, welchen Beruf die Person jeweils ausübt.

doctor housewife teacher engineer PA (personal assistant)

#### 1

She works with people. She sometimes works at night. She never drinks alcohol at work. She often works long hours. She usually wears a white jacket.

nurse shop assistant manager receptionist teacher

#### 2

He usually starts work early. He sometimes travels in his job. He usually has a lot of work. He has meetings every day. He often sends emails.

🔎 p. 130



# Step 2 Weekends

Making and reacting to suggestions | Questions | Positive and negative adjectives



#### How often?

What can you remember about people in your class? Use the words always, usually, often, sometimes, never.

- A: Armin usually gets up early.
- B: Vanessa's often at home on Sunday afternoons.

After class 1/35

The lesson is over and some of the students are in the local pub, Molly Malone's.

- (A = Anna, S = Susan)
- A: What do you do at the weekend in Faversham? Is it an interesting place?
- S: It's OK. We often invite friends to our place for dinner. Tom likes cooking – he's a fantastic cook. Anna, how about coming to dinner on Saturday?
- A: I'm sorry, I can't. I have plans for next weekend.
- S: Plans? That sounds interesting!
- A: Yes, it is. I want to go to London on Saturday.
- S: Really? Why do you want to go to London?



- A: Because I want to visit Mrs Benton. She's an old family friend. She went to school with my grandmother.
- S: With your grandmother! How old is she?
- A: I don't know exactly, but she must be over ninety. I want to talk to her about 'the old days'.
- S: That sounds great. I have an idea. Why don't we have dinner together on Monday evening? Then we can hear all about your visit.
- A: Yes, Monday's fine. I'd love to thanks.

-> L&C: Free time, page 43

#### 2 How to say it: Making and reacting to suggestions

#### Suggestions:

- a) We could (go out).
- b) How about (going out)?
- c) Why don't we (go out)?
- d) Let's (go out).
- b) Good idea!

a) I'd love to.

Reacting to suggestions:

- c) I'm sorry, I can't.
- d) That sounds ...
- e) Shall we (go out)?

2a 🖾 1/36 After the lesson Listen to these students. What do they decide to do?

🐨 1/37 Work in pairs. Look at the phrases in exercise 2. Listen again and tick the phrases you hear. Student A: Tick the suggestions. Student B: Tick the reactions.

#### <sup>2b</sup> Now you: What shall we do?

Work in small groups. Suggest what you can do after the lesson. Then tell the class: We want to have an ice cream after the lesson.

#### <sup>1a</sup> Comprehension

Answer the questions.

- 1 What do Susan and Tom often do at the weekend?
- 2 Why does Anna want to go to London?
- 3 Who is Mrs Benton?
- 4 Who did Mrs Benton go to school with?

#### **1b** Vocabulary: Adjectives

Underline the positive words and circle the negative words.



awful | boring | difficult | fantastic | good | great | interesting | terrible

Use these words to make sentences.

a trip to London | Faversham | the museum a Chinese course | an Indian meal | a jazz concert



## <sup>3</sup> Grammar

#### You already know: Questions

Who is Mrs Benton? How old is Mrs Benton? Where does she live?

#### What time does the lesson start? How often does Anna go to London? When can Anna have dinner with Susan and Tom?



Who does Anna want to talk to?Which part of London does Mrs Benton live in?Why does Anna want to go to London? - Because she wants to visit Mrs Benton.

#### 3a Questions

Choose the correct words.

- 1 How often | Why do you want to learn English?
- 2 Who | When is your teacher?
- 3 What | Which do you do at the weekend?
- 4 What time | Where do you live?
- 5 When | Why do you go on holiday? In summer or in winter?
- 6 What time | How do you finish work in the evening?
- 7 Why | How often do you live here?

Check the questions in class and then match these answers to the questions.

- a) I often meet friends or go shopping.
- b) Because my son lives in the USA.
- c) We have a small house near the station.
- d) I usually go home at 5 pm.
- e) We usually go away in the summer.
- f) Because my job's here.
- g) Paul he's from Idaho.

#### 3b Now you: Tell your partner about you

Work with a partner. In turns, ask and answer the questions in exercise 3a.

#### <sup>3c</sup> Where do you come from?

Choose the right word and complete the questions.

for  $\mid$  from  $\mid$  in  $\mid$  to  $\mid$  to

- 1 Where do you come \_\_\_\_\_?
- 2 Which restaurants do you go \_\_\_\_\_?
- 3 What are you interested \_\_\_\_\_
- 4 Which company do you work \_\_\_\_\_?
- 5 What sort of music do you listen \_\_\_\_\_?

## a 😨 1/38 Say it like this

This is how to ask your partner the same question. Listen to this short dialogue.

-> LS, page 34

🕸 1/39 Now listen and repeat the questions.

#### <sup>4b</sup> Now you: Walk and talk

Walk around and ask questions to different people. Use the questions in exercise 3c. Do it like this:

- A: Where do you come from?
- B: I come from (Athens) And you? Where do <u>you</u> come from?
- A: I come from (Bonn).

#### Round up

#### <sup>5a</sup> Tell me more

Walk and talk. Ask other students questions beginning with: *Do you ...?* When someone answers *Yes, I do*, find out more information.

- A: Do you speak English outside the classroom?
- B: Yes, I do.
- A: When do you speak English?
- B: I speak English when I phone my son's wife in Boston. She's American and she doesn't speak German.

Here are some ideas:

drive | get up early at the weekend | go on holiday in summer | speak English outside the classroom | speak other languages | have breakfast every day | do sport

#### <sup>5b</sup> At the weekend

Work in groups and ask and answer:

What do you do on weekdays? What do you do at the weekend?





2

-	
You already know: Questions How often? How old? What? Wha	-> Grammar, page 14
A1 Ergänzen Sie die Fragewörter.	
1 is she? – She's my best frie	end. 5 does she start work? – At 8 o'clock.
2's her name? – Carolyn.	6 does she go to London? – Once a weel
3 can she come? – On Saturo	day. 7 is she? – About forty-five.
4 does she live? – Near the s	station.
A2 Streichen Sie jeweils das falsche Frage	ewort.
1 Who   Where is she? – She's our teacher	
Fragesatzes.	
<ul> <li>Fragesatzes.</li> <li>Why does she want to go to London? – E</li> <li>Why does she want to visit her? – Becaus</li> <li>Hier werden die Fragen mit Why eingeleitet.</li> </ul>	Because she wants to visit her friend. See she likes her.
<ul> <li>Fragesatzes.</li> <li>Why does she want to go to London? – E</li> <li>Why does she want to visit her? – Becaus</li> <li>Hier werden die Fragen mit Why eingeleitet.</li> </ul>	e she likes her. Die Antworten beginnen mit <i>Because</i> . an einer anderen Stelle im Satz steht als im Deutschen.
<ul> <li>Fragesatzes.</li> <li>Why does she want to go to London? – E</li> <li>Why does she want to visit her? – Becaus</li> <li>Hier werden die Fragen mit Why eingeleitet.</li> <li>Beachten Sie, dass das Verb im Englischen</li> </ul>	<b>Because</b> she wants to visit her friend. Se she likes her. Die Antworten beginnen mit <i>Because</i> . an einer anderen Stelle im Satz steht als im Deutschen.
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### **Selfstudy** 28 Selfstudy online -> A1U2S2

## 1 🕲 1/35 Listen again

Hören Sie den Dialog noch einmal und beantworten Sie die Fragen.

- 1 Why does Tom cook at the weekend?
- 2 What does Anna want to do at the weekend?
- What do you know about Mrs Benton?

#### 2 How to say it: Making and reacting to suggestions

Streichen Sie das falsche Wort.

#### 1 Let's have having an Indian meal.

- 2 How about **to go going** to his party?
- 3 Why don't we watch watching a film?
- 4 Shall we **play** | **playing** Monopoly?
- 5 We could make making spaghetti.

Im Folgenden finden Sie Reaktionen auf Vorschläge. Streichen Sie auch hier die falschen Wörter.

- 1 Good idea! | thing! | to do!
- 2 I'd love of! to! with!
- 3 That wants | sounds | goes fascinating!
- 4 Im sorry interesting good, I can't.

#### <sup>3</sup> Vocabulary: Adjectives

Bringen Sie die Buchstaben in die richtige Reihenfolge und schreiben Sie die Wörter in die Lücken.

- 1 It was an (WFALU) film.
- 2 The homework was very (DFFICLTIU)
- 3 The weather is really (TBRLEERI)
- It's a really (ATACFINST) book. 4
- What a (AERGT) idea! 5
- I didn't finish my book it was very (GOIBRN)

#### **4 Question time**

Ergänzen Sie das richtige Wort.

are do much often old

- 1 How you?
- 2 How are you?
- do you go on holiday? 3 How
- was your English book? 4 How
- you spell your name? 5 How

Welche Fragen und Antworten gehören zusammen? Schreiben Sie die Nummern in die Kästchen.

- a) T-U-R-N-E-R
- d) About 20 Euros.
- b) l'm 35.

- e) Twice a year.
- c) I'm fine, thanks.
- 😂 1/40 Hören Sie und überprüfen Sie Ihre Antworten.
- 🔄 1/41 Wiederholen Sie jetzt die Fragen.
- 🖾 1/41 Geben Sie nun Antworten, die auf Sie zutreffen.

#### 5 Say it like this

Die Fragen aus Übung 4: Wiederholen Sie die Gegenfragen.

#### 6 🔄 1/43 Round up

Pat ruft Lucy an. Hören Sie und machen Sie ein Häkchen bei den Fragen, die Pat Lucy stellt.

a) How are you?

1

2

3

4

5

- a) Who is Tim?
  - a) Why is he at

did he go to?

a) Shall we have

dinner on

Saturday?

- home?
- a) Which doctor
  - b) Whose doctor did
  - he go to? b) How about having
    - lunch on Sunday?

b) Who are you?

b) Where is Tim?

b) When is he at

home?

#### Wie können Sie Ihren Wortschatz erweitern?

Wählen Sie fünf Wörter aus dem Lektionswortschatz im Anhang und schreiben Sie jedes Wort auf eine Karteikarte mit einem englischen Satz darunter. Schreiben Sie die deutsche Übersetzung auf die Rückseite. Wenn Sie diese Karteikarten immer wieder zur Hand nehmen, können Sie die Wörter problemlos wiederholen.

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# Step 3 At the pub

Notices | Reading: Molly Malone | Understanding instructions | Questions | *How many were there? – There was / were* ...

#### Starter

#### Where do you go?

Tell the class about your favourite pub or restaurant. What kind of place is it? Why do you like it? How often do you go there?

#### Pub notices

1

2

3

On Tuesday, after the class, Anna went with Susan and Tom to Molly Malone's, the local Irish pub. Look at notices that she saw there. What do they mean? Tick the right sentences.

- a) They don't sell cigarettes to people under 18.b) They don't sell cigarettes before 6 pm.
  - a) You pay to use the Internet.
- b) You don't pay to use the Internet.
- a) This is a toilet for men.
  - b) This is a toilet for women.
  - a) Al's curry is on the menu every evening.b) Al's curry is on the menu once a week.

-> L&C: Pubs, page 43

#### 2 Reading: Molly Malone

The name of the pub that Anna went to was Molly Malone's. There's a traditional Irish song about Molly Malone and some people say that she was a real person who lived in Dublin, the capital of Ireland, and died in 1699. Molly Malone was a very pretty girl who walked around the streets of the city and sold fish from a wheelbarrow. When she was young, she died of a



fever and people say that today you can see and hear her ghost as she walks around Dublin. There's a statue of Molly Malone in Grafton Street in Dublin – local people call the statue *The flirt in the skirt*.



#### <sup>2a</sup> Comprehension

Underline words in the reading text that mean:

1 the capital of Ireland 2 attractive 3 a hand cart 4 a very high temperature 5 a spook, a poltergeist

#### 2b 🖾 1/44 A traditional Irish song

Do you know the traditional Irish song *Molly Malone*? Write the words you underlined in the text into the song. Then listen to the song – and join in!

3	l Le	
	In's fair city,	
	where the girls are so,	L
٦	I first set my eyes on sweet Molly Malone,	L
	As she wheeled her,	L
	Through streets broad and narrow,	L
	Crying Cockles and mussels, alive, alive-o!	L
ł.	Alive, alive-o,	L
25	Alive, alive-o,	L
Y	Crying Cockles and mussels, alive, alive-o.	l
	She died of a	L
1	And no one could save her,	L
	And that was the end of sweet Molly Malone.	L
1	Now her wheels her barrow,	
	Through streets broad and narrow,	
8	Crying Cockles and mussels, alive, alive-o.	

**2c** Now you: Songs that you know Which songs in English are popular in your country?

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-> Translation, page 126



#### The pub quiz

Anna, Susan and Tom took part in the pub guiz at Molly Malone's.



#### <sup>3a</sup> Comprehension

Tick the right sentences.

- 1 The quiz takes place every week.
- 2 It starts at 8 o'clock in the evening.
- 3 There's only one prize.
- 4 You can have ten people in one team.
- 5 It costs £2 per team.
- 6 There's a total of 25 questions.
- 7 You can discuss your answers with your team.
- 8 The quiz finishes at half past nine.

Now correct the false information.

#### 3b 1/45 What's it about?

Listen to the start of the quiz. Which category is it: music, TV, general knowledge, sport or entertainment?

#### 4 Grammar

-> LS, page 38

#### You already know: There is / are How many teams are there tonight? There aren't a lot.

There are seven teams tonight. There's a really great atmosphere.

#### And now: There was / were

How many teams were there last week? There weren't a lot. There were ten teams last week. There was a film round last week.

#### <sup>4a</sup> Facts about the pub quiz

Underline the correct information and then compare your answers with a partner.

- 1 **There's** | **There isn't** a pub guiz every Tuesday.
- 2 There are | There aren't five categories of questions.
- 3 There's one prize. | There are two prizes.
- 4 There were a lot of | There weren't a lot of people at the guiz last Tuesday.
- 5 There was | There wasn't a question about the US flag.

### 4b 31/47 Say it like this

Listen and repeat. Notice how was and were are not stressed in positive sentences.

## 4c I/46 What does Brendan say?

Listen to Brendan again. Write in the missing words.

- 1 stars are there on the
  - US flag?
- 2 \_\_\_\_\_ do the initials JF stand for in JF Kennedy?
- musicians 3 How
  - in the Beatles?
- the first US president? 4
- real name was Clark Kent? 5

Now work in groups and try to answer the questions. (You can check your answers on page 126.)

#### 4d Make your own pub quiz

Make two teams, A and B. Sit with your team. Team A: Look at page 123. Team B: Look at page 126.



	Language study	7 2 Online → A1U2S3		S
١	You already know: There How many are there?	is / are → Grammar, page 145 There's only one. There are a lot.		i 🔮 òren Si achen
ļ	And now: There was / we How many were there	· -		2 S 3 A 4 1
	There was a (Es gab um über <u>ein</u> Ereignis zu sprechen. There was(n't) a musi There were a lot of t benutzt, um über <u>meh</u> Vergangenheit zu spre There were(n't) a lot o	in der Vergangenheit c round last week. ( <i>Es gab viele</i> ) wird <u>prere</u> Ereignisse in der echen.		2 Carlor Diren S e fehle There There
<b>A</b> falso	Lesen Sie diese Sätze u che Information.	ind streichen Sie die	3	There
1		This sentence is about the <b>present</b>   <b>past.</b>	4	Ther ques
2	•	This is a <b>negative</b> <b>positive</b> sentence.	5	Ther peop
2	The supervise sur 24 sec. 5			

3 There wasn't a history round.
4 There are a lot of Irish pubs in Germany.
This is a negative positive sentence.
This sentence is about the present past.

#### B Ergänzen Sie die fehlenden Wörter.

- A: There (1) \_\_\_\_\_\_ a party in the Irish pub last week.
- B: (2) \_\_\_\_\_ many people were (3) \_\_\_\_\_?
- A: Oh, there (4) \_\_\_\_\_\_ about forty people. There
  - (5) \_\_\_\_\_\_ a band. There (6) \_\_\_\_\_\_ one

or two Irish songs but there (7) \_\_\_\_\_\_ a lot.

- elfstudy 28 Selfstudy online -> A1U2S3 **1/48** The pub quiz Sie das Gespräch von Susan und Anna an. n Sie einen Haken vor die richtigen Sätze. The pub was full. Susan knows a lot about sport. Anna's team won the guiz. They both had a good time. 3/49 Listen and write Sie den Dialog noch einmal an. Ergänzen Sie lenden Wörter. re a really good atmosphere. re teams tonight. re difficult questions. re stion about history. re
- people in the winning team.

## 3 (Say it like this

Hören Sie die Sätze aus Übung 2 und wiederholen Sie. Beachten Sie, dass *was* und *were* in bejahten Sätzen nicht betont werden.

#### 4 Instructions

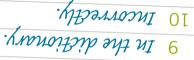
Suchen Sie folgende Arbeitsanweisungen auf dieser Seite auf Deutsch. Um welche Übung handelt es sich?

- 1 Tick the right sentences.
- 2 Listen and repeat the sentences.
- 3 Write in the missing words.
- 4 Cross out the wrong information.

🔎 p. 130

# Pub quiz – Round 3 – Riddles

- 1 How many letters does the post office have every day?
- 2 What is the longest word in the English language?
- How many days of the week start with the letter T? 3
- How many seconds are there in a year? 4
- What travels around the world but stays in a corner? 5
- What's at the start of everything and at the end of life? 6
- What goes up but never comes down? 7
- What's the difference between here and there? 8
- Where do results come before work? 9
- 10 Which English word does everyone say incorrectly?



- I vottol etter I. > Low age.
- 6 The letter E.
  - ·durozs y g
- Twelve the second of January, the second of February ...
  Iwelve the second of January, the second of February ...

  - - (*I-H-E-L-O-L-S-O-I-I-H-L*) *EL* Т

E :bnuoh ol & watew : Emstern & Co Round: 3

**Glossary:** riddle – Rätsel post office – Postamt longest – längste corner – Ecke everything – alles life – Leben | difference between – Unterschied zwischen results – Ergebnisse | stamp – Briefmarke | dictionary – Wörterbuch incorrectly – fälschlicherweise



# Now I can



It's one o'clock.

Around the class, say the time. Begin with one o'clock and each student adds five minutes.

- Jetzt kann ich u.a.:
- über den Tagesablauf sprechen
- über Berufe sprechen
   nach der Uhrzeit fragen und die Antwort geben
- Vorschläge machen und darauf reagieren
- Ankündigungen und Anweisungen verstehen

It's ten past one.

Fragen stellen und beantworten



Now add fifteen minutes. Begin with It's seven o'clock.



## 1a (1/52 What's my job?

Listen to an English class playing the game *What's my job?* and answer the questions. Before you listen – read the questions carefully. These are the things you need to listen for:

- 1 How many questions do the class ask?
- 2 How many positive answers does the student give?
- 3 How many negative answers does she give?

It's five past one.

- 4 Is the first guess correct?
- 5 What is her job?

#### <sup>1b</sup> Choose a job

Think of a job – not your real job but a job you'd like to do or find interesting. Write the name of your job on a piece of paper.

If you don't know the English word for your job, ask your teacher for help. Don't let other students see or hear what your job is.

#### <sup>1c</sup> The instructions

Here are the instructions for the game. They are in the wrong order. Number them 1–7 in the correct order.

- 1 Form groups of six.
- Listen to the answers very carefully and make notes.
- One student starts and says 'What's my job?'
- The 'job person' can only answer with short answers.
- Make a guess what's his / her job?
- Other people ask questions like the questions in 1a.
- 7 Are you wrong? Then ask more questions.
  - Are you right? Then play again with a new 'job person'.

#### <sup>1d</sup> Play the game

Read through the questions on page 125 for ideas about questions you can ask. Then play the game *What's my job?* in groups or with the whole class if your class isn't too big.





#### 2 \* 😜

#### 2a (1/53 Meeting for a meal

Four of the German students are now in a pub after the lesson. They want to meet in a restaurant next week. Listen and find out when they can meet. Block the times that aren't possible. For example, on Tuesday evening they have their German lesson.

	Мо	Tu	We	Th	Fr	Sa	Su
lunch							
dinner							



#### <sup>2b</sup> How to say it

🐷 1/54 Listen again. Tick these expressions every time you hear them. Which expression do they use most?

Let's	Why don't we	We could
How about	Shall we	

#### <sup>2c</sup> Role play

Work in groups of four. You want to go out for a meal next week. Find a time and a type of restaurant that is good for everybody. It's difficult – you are all very busy people with a lot of plans for next week and you all have different likes and dislikes (you can invent the details). Use the expressions in exercise 2b. You can also listen to the conversation in exercise 2a again and read the conversation on page 139 to find more expressions.

#### <sup>2d</sup> Tell the class

Tell the rest of the class about your group's plans for your meal out:

We can have a meal together on ...

We all like ... food, so the best restaurant is ... .

?

#### 3 💋 🝚

#### <sup>3a</sup> Six questions to ask

Write six questions (not too personal!) that you can ask other students. Where you see *italics*, choose one word.

- 1 How many \_\_\_\_\_\_ do you *eat / drink* a day?
- 2 How many times a week do you \_\_\_\_\_
- 3 What time do you \_\_\_\_\_?
- 4 What time do you \_\_\_\_\_?
- 5 What do you usually do in the *mornings / afternoon / evenings*?
- 6 Where do you usually \_\_\_\_\_?

#### <sup>3b</sup> And the answers?

First make a note of your answers to your questions.

Then sit together in groups of three or four. Ask the questions in your group and chat about the topics.



# **Test yourself**

Diese Testübungen orientieren sich an den Aufgabenformaten der Prüfung telc English A1: Language elements, Listening comprehension und Situational responses. Bitte markieren Sie Ihre Antworten mit einem Querbalken (-) in den Antwortabschnitten links neben den Aufgaben.

#### 1 Language elements

Markieren Sie (–) die richtige Antwort a) oder b) im Antwortabschnitt.

do you drink in the 2 ? Paul: 1 Lyn: I 3 drink tea – every day. I 4 drink coffee because I don't like it. I have breakfast with two friends 5 a week, on Saturdays. Last Saturday, there <u>6</u> a lot of people in the café. We arrived at half nine and got the last table. And last week there 8 champagne – it was someone's birthday. 7 9 is that café? There 10 a lot of cafés near here. Paul:

We go to the one in the park. Do you know it? Lyn:

>	1	a) How b) What	3	a) always b) usually	5	a) once b) one	7	a) past b) to	9	a) Where b) Who
>	2	a) breakfast b) mornings	4	a) always b) never	6	a) was b) were	8	a) was b) were	10	a) are b) was

## 2 Silver 1/55 Listening comprehension

Lesen Sie zunächst die Fragen. Hören Sie dann was Lyn über ihre Arbeit erzählt. Markieren Sie (–) die richtige Antwort a) oder b) im Antwortabschnitt.

- 11 What was the problem with Lyn's first job?
  - a) She didn't like the job.
    - b) The company was very big and she didn't like that.
- 13 When does Lyn start work? a) at the same time every day b) at different times
- 12 Where is the company where Lyn works now? a) in London
  - b) near London

14 Where does Lyn have lunch? a) She usually has lunch with people at work. b) She always goes home for lunch.

#### 3 **Situational responses**

Part A (1/56 Sehen Sie zunächst die Antworten a) – d) an. Hören Sie dann, was drei Personen fragen. Markieren Sie (-) die richtige Antwort a), b), c) oder d) im Antwortabschnitt. Sie hören jede Aussage zweimal.

15	a) Oh, she isn't here today.
16	b) She's thirty-four, I think.
10	<li>c) She's my best friend.</li>
17	d) She's very well now, thank you.

Part B (3)1/57

Sehen Sie zunächst die Erwiderungen e) – h) an. Hören Sie dann, was drei Personen fragen. Markieren Sie (–) die richtige Antwort e), f), g) oder h) im Antwortabschnitt. Sie hören jede Aussage zweimal.

- $20 \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$ 18 \_\_\_/3 19 20 \_\_ / 20
- e) You're welcome.
- f) No, it doesn't look very friendly.
- g) Yes, good idea. What time?
- h) Yes, please.

6 0 0  $7 \bigcirc \bigcirc$ 8 0 0 9 0 0 10 🔿 🔿 =\_\_\_\_/10 a) b)  $11 \bigcirc \bigcirc$  $12 \bigcirc \bigcirc$  $13 \bigcirc \bigcirc$  $14 \bigcirc \bigcirc$ = \_\_\_\_ / 4 a) b) c) d)  $15 \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$  $16 \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$  $17 \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$ 

\_\_\_\_/3

e) f) g) h)

 $18 \bigcirc \bigcirc \bigcirc \bigcirc$ 

total

a) b)  $1 \bigcirc \bigcirc$ 

 $2 \bigcirc \bigcirc$ 

 $3 \bigcirc \bigcirc$ 

 $4 \bigcirc \bigcirc$ 

 $5 \bigcirc \bigcirc$ 



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# Language and culture

#### Step 1: Time (page 28)

Anna usually starts work early – at about 8 o'clock.

Office workers in England normally start work at about 9 am. So if you have business contacts in Britain, don't phone their office early in the morning! And remember that when it's 9 am in Germany, it's only 8 am in Britain.

There are a lot of phrases in English with the word *time* in them:

- Have a good time.
- It's time to go. It's time for tea.
- What's the time?Time is money.

**Glossary:** if – falls | business contact – Geschäftsbeziehung

What about your language? Think of phrases with *time* in your language.

#### Step 2: Free time (page 32)

Anna asked Susan, "What do you do at the weekend in Faversham?"

How do people spend their free time in Britain? The European Commission gives us these statistics:

- 1 Television: 46%
- 2 Socialising meeting friends: 18.5%
- 3 Reading: 8.5%
- 4 Hobbies and games: 6.5%
- 5 Sports and exercise: 5%

That's a total of 84.5% of our free time. The other 15.5% is for cultural activities, voluntary work – and doing nothing!

**Glossary:** spend time – Zeit verbringen | socialising – soziale Kontakte pflegen | voluntary work – ehrenamt-liche Tätigkeit

What do you do in your free time? Find out what people in your country do in their free time. Go to <u>www.klett-sprachen.de/networknow/lc</u>.

#### Step 3: Pubs (page 36)

On Tuesday, after the class, Anna went with Susan and Tom to Molly Malone's, the local Irish pub.



In British towns you know which buildings are pubs because they all have a pub sign outside. (King Richard II made a law about that in 1393.) The word *pub* is short for *public house*, a place where you can buy alcoholic and non-alcoholic drinks.

You can buy food in most pubs, too. This is often traditional English food like fish and chips, baked potatoes, toasted sandwiches, a ploughman's lunch (that's cheese, bread and pickle). You normally order the food at the bar and pay immediately.

And you order your drinks at the bar, too. In Britain, beer comes in pints (about half a litre) or half pints and you can order *A pint of lager*, which is like the German *Pils*. When people meet their friends, they take turns to 'buy a round'. This means they ask their group of friends what they want to drink, go to the bar and order the drinks, pay for the round of drinks and then take the drinks back to their table. People say *Cheers!* before they drink.

**Glossary:** building – Gebäude | law – Gesetz | public – öffentlich | like – wie | order – bestellen immediately – sofort

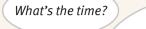
What is a typical drink in your country? In English-speaking countries, people say *Cheers!* before they drink. What do you say in your country?



# **Now me** The page for me and about me

#### What to say

Write the answer in the speech bubble.



#### My favourite time of the day

Write about your favourite time of the day – and say why you like it.

#### My daily routine

Write about a typical day for you.

Morning

#### Afternoon

Evening

#### My free time

How much time do you spend reading, playing computer games, doing sport, watching TV, etc.? Make a table of your top five free time activities and how much of your free time you spend on each activity.

Activity	% of free time

#### My weekend

Write about a typical weekend.

I always \_\_\_\_\_ I usually \_\_\_\_\_ I often \_\_\_\_\_ I sometimes \_\_\_\_\_

l never



In Unit 2, there were a lot of new words and phrases. Write down the words and phrases which are really important to you and learn them.

You can copy this page and add it to your portfolio.

# www.klett-sprachen.de/networknow/portfolio

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