

Freeway



Ausgabe Soziales
Englisch für berufliche Schulen
Lösungsheft zum Workbook

Vocabulary Revision

Seite 4

1

- | | |
|------------------|--------------|
| 1. grandchildren | 6. wife |
| 2. women | 7. gentleman |
| 3. son | 8. female |
| 4. child | 9. aunt |
| 5. dad | 10. life |

2

1. e); 2. g); 3. b); 4. i); 5. f); 6. j); 7. c); 8. d); 9. h);
10. a)

3

Across:

- employee
- applicant
- career
- application
- producer
- earn
- economy

Down:

- competition
- factory
- department
- company
- advertise
- tool
- buyer
- job

4

- | | |
|-------------------------------------|-----------------------------|
| 1. roof | 10. chair |
| 2. balcony | 11. bed |
| 3. bathroom | 12. desk |
| 4. bedroom | 13. wardrobe BE / closet AE |
| 5. kitchen | 14. toilet |
| 6. living room | 15. shower |
| 7. table | 16. shelf |
| 8. cooker BE / stove AE | 17. clock |
| 9. cupboard BE / kitchen cabinet AE | 18. sofa / couch |

5

- | | |
|---------------------------|-------------------------|
| 1. bicycle – Fahrrad | 11. driver – Fahrer/in |
| 2. airport – Flughafen | 12. flight – Flug |
| 3. passenger – Fahrgast | 13. engine – Motor |
| 4. accident – Unfall | 14. petrol – Benzin |
| 5. railway – Eisenbahn | 15. ticket – Fahrschein |
| 6. platform – Bahnsteig | 16. arrival – Ankunft |
| 7. baggage – Gepäck | 17. suitcase – Koffer |
| 8. cargo – Fracht, Ladung | 18. customs – Zoll |
| 9. vehicle – Fahrzeug | 19. journey – Reise |
| 10. wheel – Rad | 20. lorry – LKW |

6

- | | |
|------------------|-----------------|
| 1. glasses | 10. shoulder |
| 2. nose | 11. hair |
| 3. tooth / teeth | 12. knee |
| 4. beard | 13. leg |
| 5. eye | 14. dress |
| 6. ear | 15. foot / sock |
| 7. lip | 16. shoe |
| 8. button | 17. suit |
| 9. shirt | 18. umbrella |

7

1. f); 2. a); 3. g); 4. b); 5. i); 6. e); 7. j); 8. c); 9. h);
10. d); 11. l); 12. k)

8

- | | |
|-------------------------------------|-------------------------------------|
| 1. lunch – Mittagessen | 16. vegetable – Gemüse |
| 2. marmalade – (Orangen-) Marmelade | 17. wine – Wein |
| 3. meat – Fleisch | 18. apple – Apfel |
| 4. milk – Milch | 19. bottle – Flasche |
| 5. potato – Kartoffel | 20. bread – Brot |
| 6. sugar – Zucker | 21. breakfast – Frühstück |
| 7. supper – Abendessen | 22. cake – Kuchen |
| 8. dinner – (Mittag-, Abend-) Essen | 23. chocolate – Schokolade, Praline |
| 9. tea – Tee | 24. cheese – Käse |
| 10. tomato – Tomate | 25. chips – Pommes frites |
| 11. coffee – Kaffee | 26. spoon – Löffel |
| 12. cup – Tasse | 27. knife – Messer |
| 13. plate – Teller | 28. ice cream – Eiscreme |
| 14. egg – Ei | 29. sweet – süß |
| 15. fork – Gabel | 30. hungry – hungrig |

9

- | | |
|----------------|----------------|
| 1. interesting | 11. unfriendly |
| 2. boring | 12. bored |
| 3. different | 13. certain |
| 4. tired | 14. surprised |
| 5. angry | 15. careful |
| 6. friendly | 16. careless |
| 7. active | 17. difficult |
| 8. beautiful | 18. unhappy |
| 9. dirty | 19. clever |
| 10. hungry | 20. important |

10

- | | |
|----------|--------------|
| 1. for | 7. from |
| 2. for | 8. after |
| 3. about | 9. down |
| 4. to | 10. over, on |
| 5. with | 11. up |
| 6. on | 12. off, on |

11

- | | |
|--------------|-----------------------|
| 1. energy | 7. darkness |
| 2. plant | 8. atmosphere |
| 3. river | 9. sea |
| 4. distance | 10. sunshine |
| 5. tree | 11. weather |
| 6. pollution | Solution: environment |

Grammar Revision

Seite 10

1 a)

- | | |
|-------------------|-----------------|
| 3. an address | 6. a university |
| 4. a college | 7. an hour |
| 5. an examination | 8. an office |

1 b)

My English friend Derek goes to (1) – college. When I visited him he showed me (2) the college buildings. Next year he will attend (3) – university. Maybe he can study at (4) the University of Exeter. In my next holidays I will go to (5) – Great Britain. I will be in (6) – London and will see (7) the Thames and (8) Buckingham Palace. I would like to fly to (9) – London Gatwick Airport. I hope that my friend will meet me at (10) the airport.

2 a)

- 2. university
- 3. addresses
- 4. woman
- 5. cities
- 6. children
- 7. life
- 8. feet
- 9. tooth
- 10. yourself
- 11. copies
- 12. wives

2 b)

Singular: information, weather, homework, furniture, knowledge, news, work, nature, mathematics, advice, economics, hair. Plural: jeans, glasses, trousers, clothes.

3

Customer: I'd like (1) some red apples, please.
 Salesperson: Here you are. Is there (2) anything else I can do for you?
 Customer: Yes, I can't see (3) any strawberries here. Have you got (4) any (some)?
 Salesperson: Of course. We've got (5) some very sweet ones over here. Would you like (6) some?
 Customer: Oh yes. I love strawberries. And I mustn't forget to get (7) some bananas.
 Salesperson: That's five pounds then.
 Customer: Oh dear! I haven't got (8) any small change. Can you change a twenty-pound note?
 Salesperson: No problem. That's fine.

4

During the winter only (1) a few people stay at seaside hotels in southern England. There is not (2) much (a lot) to do and so (3) a lot of (many) people stay at home. If they have saved (4) a little money, young people book cheap flights to Majorca and spend (5) a few days there. It's just about a thousand miles away. After (6) a few hours they land in Majorca, where (7) many of them enjoy parties and have (8) a lot of fun.

5

When Melinda landed (1) at London Gatwick Airport (2) on a Saturday (3) in June she arrived just (4) in time for the Wimbledon tennis championships. She is very interested (5) in sports and so she tried to get some tickets. First she went to the city centre (6) by train and then she went (7) to a ticket office (8) on foot. When she arrived (9) at five minutes (10) past six, she found that the office had just closed (11) at six o'clock. So she went to her hostel (12) by bus. (13) At the hostel she booked tickets (14) on the Internet there. Later on (15) in the evening she went (16) to the cinema and watched the latest Leonardo di Caprio film. She came back to her hostel (17) at midnight and slept (18) until 9 o'clock (19) in the morning.

6 a)

	-er	-est
small	smaller	smallest
easy	easier	easiest
big	bigger	biggest
cheap	cheaper	cheapest
nice	nicer	nicest
heavy	heavier	heaviest
tall	taller	tallest
hungry	hungrier	hungriest
happy	happier	happiest
hot	hotter	hottest
large	larger	largest
healthy	healthier	healthiest

	more	most
beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult
attractive	more attractive	most attractive
elegant	more elegant	most elegant
intelligent	more intelligent	most intelligent
interesting	more interesting	most interesting

	irregular (unregelmäßig)	irregular (unregelmäßig)
good	better	best
bad	worse	worst
much	more	most
little	less	least

6 b)

- Mobile phone 3 is more expensive than phone 2.
- Mobile phone 1 is not as expensive as phone 2.
- Mobile phone 3 is the most expensive phone.
- Shanghai Tower is taller than the Empire State Building.
- Shanghai Tower is not as tall as Burj Khalifa.
- Burj Khalifa is the tallest (building).
(Auch andere Sätze möglich.)

7 a)

- You are from Boston, aren't you?
- You live in Liverpool, don't you?
- Your friend Tracy isn't from Boston, is she?
- Tracy is from England, isn't she?
- Tracy and Sharon are staying in Paris at the moment, aren't they?
- They love France, don't they?
- They have been to France several times, haven't they?
- But they haven't seen the Port of Marseille yet, have they?
- They will come back next week, won't they?
- You will meet them at the airport, won't you?

7 b)

- Many people are worried about our nature, aren't they?
- They do not believe in a positive development, do they?

3. The earth is getting warmer, isn't it?
4. We are consuming too much water, aren't we?
5. We haven't paid enough attention to our environment, have we?
6. Last year, people bought more cars than in the years before, didn't they?
7. We can all do something, can't we?
8. You will come to our meeting tomorrow, won't you?

8

- | | |
|---------------|---------------------|
| 3. parents' | 6. Prime Minister's |
| 4. Smiths' | 7. people's |
| 5. children's | 8. yesterday's |

9

2. Some people are walking quickly to the bus stop.
3. (At the moment) The cars are waiting at the red lights (at the moment).
4. Some shoppers are crossing the street in a hurry.
5. They have already bought lots of presents in the department stores.
6. (On Christmas Day) They want to give these presents to their children (on Christmas Day).

Unit 1

Seite 16

1

- | | |
|-------------------|--------------|
| 1. work placement | 6. outskirts |
| 2. practice | 7. outing |
| 3. insight | 8. ward |
| 4. abroad | 9. to feed |
| 5. nursery school | 10. routine |

2

- | | |
|----------|-----------|
| 1. is | 6. drives |
| 2. comes | 7. has |
| 3. has | 8. chats |
| 4. live | 9. plays |
| 5. works | 10. loves |

3

4. Do you eat lunch at college? – Yes, I do.
5. Do you prefer IT to Health Studies? – No, I don't.
6. Do you start college at half past nine? – No, I don't.
7. Do you go home by bus? – Yes, I do.
8. Do you take tests in every subject? – Yes, I do.
9. Do you have exams? – Yes, I/we have.
10. Are you nervous before exams? – Yes, I am.

4

3. Is Marco sleeping? No, Marco is not sleeping, he is working on his laptop.
4. Are Lisa and Sam talking? No, Lisa and Sam are not talking, they are kissing (each other).
5. Is Sarah working? No, Sarah is not working, she is sleeping.
6. Is Sabrina watching TV? No, Sabrina is not watching TV, she is reading in the library.
7. Is Julio singing? No, Julio is not singing, he is playing the guitar.
8. Are the girls playing volleyball? No, the girls are not playing volleyball, they are playing football (soccer).

5 a)

present simple: normally, every weekend, every Monday, on Sundays, usually, regularly

present continuous: now, this afternoon, today, at the moment, right now

5 b)

- | | |
|------------------|------------------|
| 3. is staying | 9. trains |
| 4. goes | 10. meet |
| 5. is using | 11. practise |
| 6. Does she want | 12. are standing |
| 7. does not like | 13. are waiting |
| 8. is taking | |

6 a)

1. I go to college.
2. I like (English, maths, ...) but I don't like ...
3. In the afternoon / In the evening / At the weekends I work (part-time) at ...
4. At the moment I'm preparing for college, relaxing, ...

6 b)

1. Where are you from?
2. How long are you staying?
3. How do you like it here in ...?
4. Do you speak German?

7

- | | |
|------------------|---------------|
| 1. decision | 6. share |
| 2. communication | 7. to live |
| 3. to place | 8. to trouble |
| 4. to check out | 9. guess |
| 5. improvement | 10. sound |

8

- | | |
|---------------------------|--------------------------|
| 1. increasing | 7. luckily / fortunately |
| 2. to go abroad | 8. well |
| 3. to share | 9. different |
| 4. better | 10. foreign |
| 5. interesting / exciting | 11. to improve |
| 6. to shift | 12. alone |

9 a)

- | | |
|----------------------|-----------------------|
| 2. are sitting | 9. seems |
| 3. in the foreground | 10. is smiling |
| 4. are | 11. On the left |
| 5. are having | 12. is passing |
| 6. On the right | 13. in the centre |
| 7. is holding | 14. In the background |
| 8. is looking | |

9 b)

The colour photo shows a group of six young people standing in the middle of the countryside. We can see three young women and three young men. They seem to be hiking because they are carrying backpacks and hiking sticks. The young woman in a green sweater who is standing in the centre of the group is holding a map in her hands. The young woman in the foreground who is wearing sunglasses is pointing to the right.

Maybe they are wondering in which direction they should go and she is showing them the way.

The sun is shining and it seems to be quite warm because some of the hikers have taken off their sweaters. They look as if they are enjoying their walking-tour.

10

Across:

1. carer
2. occupation
7. exercise
9. physiotherapist
11. senior
12. support
13. medical

Down:

1. childminder
3. nurse
4. diet
5. nutritionist
6. health
8. midwife
10. assist

11

2. apply
3. jury
4. audition
5. like
6. package
7. successful
8. image/personality

9. work/effort
10. fortune
11. finalist/contestant
12. experience
13. self-confident
14. coaches
15. careers

Unit 2

Seite 22

1

- | | |
|--------------------------------------|------------------------|
| 1. qualified, line 2 | 5. problems, line 21 |
| 2. community, line 12 | 6. useful, line 25 |
| 3. to look after, line 14 | 7. to improve, line 26 |
| 4. to organize / plan,
line 15/16 | 8. to advise, line 33 |
| | 9. extension, line 36 |

2

- | | |
|---|---|
| 1. nursery nurses;
to look after children;
to organize parent
evenings | 3. medical assistants,
health advisers; to treat
patients; to give tips on a
healthy lifestyle |
| 2. social workers; to discuss
financial problems; to
help find a job | 4. specialist care workers;
to look after th elderly;
to advise senior citizens |

3 a)

- | | |
|-------------|----------------|
| 1. changed | 8. sent |
| 2. handed | 9. owned |
| 3. were | 10. was not |
| 4. were not | 11. printed |
| 5. had | 12. published |
| 6. paid | 13. bought |
| 7. rose | 14. introduced |

3 b)

2. When did John Walter change the title?
3. Why were the profits of *The Times* so large at that time?
4. How did John Walter pay his writers?
5. Who did the newspaper send to write about conflicts?
6. What did the newspaper not print on its front page until 1966?
7. What did Rupert Murdoch introduce?

4 a)/b)

4. live / in Liverpool / from 1998 to 2002 (simple past)
She lived in Liverpool from 1998 to 2002.
5. family / move / to Birmingham / in 2000. (simple past)
His family moved to Birmingham in 2000.
6. live / in Birmingham / since then (present perfect simple)
She has (They have) lived in Birmingham since then.
7. start / babysitting / four years ago (simple past)
Jane started babysitting four years ago.
8. pass / exams / in 2014 (simple past)
She passed her exams in 2014.
9. find / a good job as a nurse / after her exams (simple past)
She found a good job as a nanny after her exams.
10. be / with that family / for a few years now (present perfect simple)
She has been with that family for a few years now.

5

1. Sally has been ill since the beginning of October.
2. It hasn't rained in Cornwall since the end of July.
3. He has been in China for five days.
4. She hasn't had a big party for a year.
5. Nick has been watching TV since half past six.

6

- | | |
|------------------|---------------------------|
| 1. was born | 11. spent |
| 2. lived | 12. taught |
| 3. moved | 13. have made |
| 4. found | 14. Have you already done |
| 5. Did you go | 15. have not done |
| 6. did | 16. have taken |
| 7. attended | 17. helped |
| 8. have been | 18. enjoyed |
| 9. did you start | 19. have applied |
| 10. began | |

7

1. I have already heard a lot about your company.
2. Before I applied I found out about the company on the Internet.
3. I moved here only a year ago.
4. I have already done a placement.
5. I have always wanted to work as a social worker.

8

1. h); 2. d); 3. f); 4. g); 5. c); 6. e); 7. a); 8. b)

9

- | | |
|--------------------------|---------------------------|
| 1. street worker | 4. addictions counsellor |
| 2. midwife | 5. nursery school teacher |
| 3. carer for the elderly | 6. physiotherapist |

10

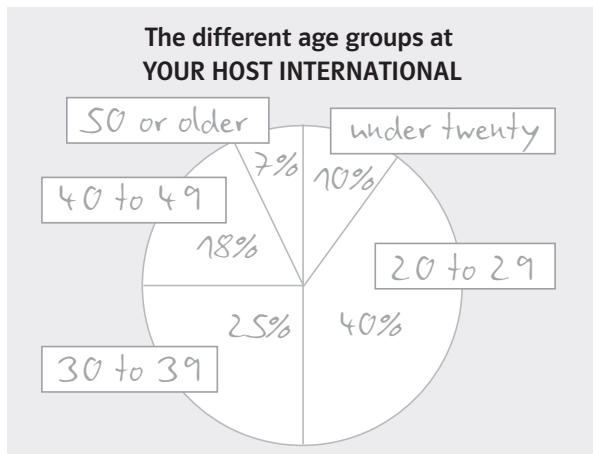
- | | |
|----------------|---------------|
| 1. interested | 4. excited |
| 2. motivated | 5. motivating |
| 3. interesting | 6. exciting |

11 a)

1. line graph, 2. pie chart, 3. bar chart

11 b)

- 7%
- 50

**11 c)**

- bar
- applicants
- 460
- fell, decreased, dropped, went down
- rose, increased, grew, went up
- 15
- significantly, considerably, sharply
- remained
- rose, increased, grew, went up

Unit A

Seite 28

1 a)

- Scotland, a) Edinburgh
- Northern Ireland, b) Belfast
- Ireland, c) Dublin
- Wales, d) Cardiff
- England, e) London

1 b)

Ireland

1 c)

Northern Ireland

1 d)

London

2

- | | |
|------------------------|---------------------|
| 1. Dear | 6. placement |
| 2. Thank you very much | 7. experience |
| 3. glad | 8. forward |
| 4. get to know | 9. working |
| 5. As you know | 10. Yours sincerely |

3 a)

- | | |
|--------------|-----------------|
| 1. help | 6. far |
| 2. vacancies | 7. sorry, offer |
| 3. moment | 8. reduction |
| 4. check | 9. spell |
| 5. is | 10. lot |

3 b)

1. B; 2. L; 3. D; 4. I; 5. F; 6. M; 7. A; 8. K; 9. E;
10. J; 11. G; 12. N; 13. H; 14. O; 15. C; 16. P

Unit 3

Seite 30

1

1. e); 2. a); 3. b); 4. f); 5. d); 6. h); 7. c); 8. g)

2

- After Julia had entered the chemist's she bought a bottle of shampoo.
- She tried on some trainers after she had looked at new fitness equipment.
- After she had met her friend Jenny they had lunch together.
- After Jenny had left Julia continued with her shopping.
- She went to a clothes shop after she had bought a magazine.
- After she had tried on new clothes for an hour she decided to go to the supermarket.
- She went to the cash desk after she had put milk, bread and meat into her shopping basket.
- After she had left the shopping centre she took the bus home.

3

- The car was coming from the petrol station.
- The driver was using his mobile phone.
- He was not watching the traffic.
- The school bus driver was talking to a pupil on the bus.
- They crashed in the middle of the street.
- I got on the school bus.
- The pupils were crying.

4

- While / When Julia was unpacking her bags the telephone rang.
- While / When she was counting her money she dropped some coins.
- While / When she was putting the food in the fridge a neighbour knocked on the door.
- While / When she was talking to the neighbour her cat ran out.
- While / When she was looking for her cat another accident happened.

freie Übung – Beispiel:

While / When she was phoning the ambulance her cat came back.

While / When she was helping an injured man the ambulance arrived.

5

- | | |
|-----------------|----------------------|
| 1. got | 6. had found |
| 2. were | 7. invented |
| 3. had been | 8. has become |
| 4. were working | 9. has sold |
| 5. had | 10. is / are working |

6 a)

Synonyms:

1. several (l. 4)
2. need (l. 7)
3. to introduce (l. 27)
4. major (l. 40)
5. four out of five (l. 39)
6. modern (l. 44)
7. to struggle (l. 45)
8. sure (l. 50)
9. spend (l. 15, l. 40)
10. advisable (l. 53)

Antonyms:

1. simple (l. 2)
2. latest (l. 7), modern (l. 44)
3. deep (l. 18)
4. online (l. 22)
5. less (l. 30)
6. to save (l. 39)
7. major (l. 40)
8. to welcome (l. 47)
9. cheapest (l. 61)
10. carefully (l. 51)

6 b)

- | | |
|---------------|----------------------|
| 1. deep | 7. reasonable / wise |
| 2. spend | 8. save |
| 3. latest | 9. major |
| 4. convinced | 10. online |
| 5. up-to-date | 11. need |
| 6. introduced | |

7

1. How can I help you?
2. Where did you see the advertisement for the digital camera?
3. Have you already tested / tried out the camera?
4. How did you feel when you were testing / trying out the camera?
5. Did you still like your old digital camera after you had tested / tried out the new camera?

8 a)

1. Good morning, sir, how can I help you?
2. Good morning. I'm interested in laptops. Have you got any special offers?
3. Of course, sir. We have a wide range of laptops. What are you especially interested in?
4. Well, I'd like to have a small one which I can put in my briefcase.
5. No problem, sir. This here is our latest netbook. Would you be interested in learning some more about it?
6. That would be nice.
7. This netbook has a 10 inch screen and Internet access and it's not too expensive.
8. How much is this model?
9. We have a special offer today. It's only \$199.
10. And what about different colours? I'd prefer a white one.
11. No problem. The white one is the same price.
12. That's fine. I'll take it.
13. Thank you very much.
14. Thank you for your help.
15. You're welcome.

8 b)

1. How much is this model?
2. Would you be interested in learning some more about it?
3. That would be nice.
4. And what about different colours?
5. Thank you for your help.
6. I'll take it.
7. I'd prefer a white one.
8. Of course, sir.
9. How can I help you?
10. It's only ...
11. You're welcome.
12. No problem, sir.

8 c) freie Übung

9

- | | |
|---------------|------------------|
| 1. fair trade | 10. analyze |
| 2. desire | 11. org |
| 3. advert | 12. launch |
| 4. customer | 13. target group |
| 5. promotion | 14. influence |
| 6. attention | 15. advantage |
| 7. price | 16. action |
| 8. interest | 17. company |
| 9. convince | |

Solution: Advertising agency

10

1. to interest – interest – interesting
2. to effect – effect – effective
3. to inform – information – informative
4. to differ – difference – different
5. to rely – reliance, reliability – reliable
6. to specialize – specialisation BE / specialization AE, specialty – special
7. to regulate – regulation, regulator – regular
8. to create – creator, creation - creative
9. to live – life – live, alive
10. to succeed – success – successful
11. to use – use, user – useful
12. to integrate – integration – integrative

Unit 4

Seite 36

1

- | | |
|----------------|--------------------|
| 1. viewer | 6. audience |
| 2. decade | 7. generation |
| 3. significant | 8. entertainment |
| 4. attitude | 9. habit |
| 5. difference | 10. communications |

2

1. I'll help you.
2. I'll bring you one.
3. I'll look it up for you.
4. I'll do it for you.
5. I'll show you.
6. I'll be with you in a minute.

3 Beispiele:

1. I expect that there will be commercials on TV most of the time.
2. I (do not) think that people will not talk to each other any more.
3. I suppose we will not use mobile phones any more.
4. I'm afraid that people will still go by car then.
5. I expect that some people will live on Mars.
6. I'm sure that life will be more comfortable than it is today.

4 a) 1. c); 2 d); 3. b); 4 a); 5 g); 6 e); 7 f)

4 b)

1. c) The assistant is going to send it.
2. d) The trainee is going to turn it on.
3. b) The manager is going to make a call.
4. a) The secretary is going to write a letter.
5. g) The employee is going to eat it.
6. e) The technical assistant is going to test it.
7. f) The secretary is going to put it in an envelope.

5

1. will
2. will
3. will
4. will
5. is going to
6. will

6

1. I will probably pass my exam(ination).
2. I suppose I will have enough time to study.
3. I'm going to visit you in my next holidays.
4. I've bought a new computer program and I'm going to try/test it tonight.
5. My mother has just asked me to help her. I'll be back in ten minutes.

7

1. f); 2. g); 3. a); 4. c); 5. j); 6. h); 7. k); 8. e); 9. b); 10. d); 11. l); 12. i)

8

- | | |
|-------------------|--------------------------|
| 1. according to | 6. to find out |
| 2. to check out | 7. to have access to |
| 3. in order to | 8. to be obsessed with |
| 4. to be aware of | 9. to be addicted to |
| 5. the use of | 10. to have an effect on |

9 a)

- | | |
|---------------|-----------------|
| 1. painting | 9. social |
| 2. sitting | 10. Internet |
| 3. girl's | 11. exaggerates |
| 4. puzzled | 12. publish |
| 5. waiting | 13. users |
| 6. caption | 14. care |
| 7. cartoonist | 15. dangers |
| 8. past | |

9 b)

The cartoon shows a man sitting at a table in an Internet café. He is looking at the notebook which is in front of him – maybe he is doing some work on it. In the background we can see another man who is also using a laptop. Beside the man in the foreground a waitress who is holding the menu in her hands is looking at the man. Maybe she has just asked him what he wants to order. According to the caption the guest says: "I've never eaten here. I come for the broadband." The cartoonist is making fun of the fact that more and more restaurants, bars and cafés offer free Wi-Fi in order to attract customers. This could lead to the situation where guests do not come to eat or drink something but only want free access to the Internet.

In my opinion the cartoonist exaggerates a little but of course, sometimes people only order one drink and then spend hours using the free Internet in the bar or café.

10

Across:

4. flipside
8. confidential
9. decrease
10. independent
12. application
14. replace
15. prefer

Down:

1. abroad
2. spell
3. online
5. professional
6. task
7. graduate
9. dull
11. employee
13. hire

Unit 5

Seite 42

1

- | | |
|-----------------------------|------------------|
| 1. challenge | 7. rejection |
| 2. heading | 8. communication |
| 3. equality | 9. shift |
| 4. isolation | 10. support |
| 5. (un)employment, employee | 11. government |
| 6. application | 12. balance |

2

1. e) England is a country which has a large number of immigrants.
2. b) Beefeaters are guards who work at the Tower of London.
3. a) Drugstores are shops which sell cosmetics as well as medicine.
4. c) Diana was a princess who died in a car accident.
5. d) Leeds is a big city which lies in the north of England.

3

- | | |
|-----------|------------|
| (1) which | (7) which |
| (2) -- | (8) -- |
| (3) which | (9) which |
| (4) who | (10) which |
| (5) who | (11) -- |
| (6) -- | |

4

3. You must turn your mobile phone off.
4. You mustn't use your mobile phone in the museum.
5. You must be quiet.
6. You mustn't shout or run in the museum.
7. You mustn't take photos in the museum.
8. You must keep a safe distance between you and the pictures.
9. You mustn't touch the pictures.
10. You mustn't smoke inside the building.

5 Beispiele:

2. In 100 years' time I think people will not be able to go skiing in the Alps.
3. In 100 years' time I think Americans will have to have an identity card.
4. In 100 years' time I think a lot of older people will be able to handle a computer.
5. In 100 years' time I think guests will not be allowed to smoke in restaurants.
6. In 100 years' time I think people will not be allowed to drive cars with a petrol engine.
7. In 100 years' time I think young people will be allowed to drive a car at the age of 17.

6 Beispiele:

1. *Berufsschule* is a college which is attended by older pupils who do their vocational training partly in companies and partly at school.
2. *Fachhochschulreife* is a grade which you can obtain at college after doing a two-year course there.
3. *Klausur* is a kind of test which pupils (students) take during terms.
4. *Klassenbuch* is a large book in which names and attendance of students are registered and in which the teachers fill in the contents of their lessons.
5. *Klassensprecher* is a student who acts as a representative for his or her class.

7 a)

1. school, education
2. (the) development (of schools)

7 b)

The text deals with the development/history of schools or of the school system.

7 c)

- | | |
|--------------------------|------------|
| 1. leisure | 5. Britain |
| 2. more than 2,000 years | 6. 1880 |
| 3. mosque | 7. eleven |
| 4. Latin | 8. one |

7 d)

„Schulen früher und heute“

Heutzutage besteht in den meisten Ländern Schulpflicht für Kinder, jedoch hatte das Wort für „Schule“ im Griechischen ursprünglich die Bedeutung „Freizeit“. Vor mehr als 2000 Jahren gab es in Griechenland und China schon Schulen. Auch im Islam entwickelte sich sehr früh ein Schulsystem: In den

Moscheen wurde nicht nur gebetet, sondern auch gelernt, bis separate Schulen eingerichtet wurden. Im Mittelalter wurde in Europa vor allem Latein unterrichtet. Jedoch konnten die meisten Kinder nicht zur Schule gehen, da sie arbeiten mussten. Erst 1880 wurde in Großbritannien die Schulpflicht für 5- bis 10-jährige eingeführt. 1944 wurde die Schulpflicht in Großbritannien für Kinder bis zu einem Alter von 15 Jahren erweitert und die Schulen wurden in Grundschulen und weiterführende Schulen aufgeteilt. Viele der ersten Schulen in Europa und Nordamerika bestanden aus einem Raum, in dem alle – unabhängig vom Alter – von einem Lehrer unterrichtet wurden. Erst 1920 entwickelten sich die Schulen zu größeren Institutionen, die aus mehreren Klassenräumen und anderen Einrichtungen bestanden.

8

- | | |
|------------|-----------|
| 1. with | 9. out |
| 2. about | 10. about |
| 3. through | 11. out |
| 4. at | 12. with |
| 5. out | 13. from |
| 6. up | 14. about |
| 7. up | 15. with |
| 8. with | 16. for |

9

1. is about, points out
2. worrying / thinking about
3. suffering from / worrying about
4. stresses (them) out
5. cope with
6. go out
7. apply for

10

1. d); 2. h); 3. a); 4. j); 5. b); 6. g); 7. e); 8. c); 9. k);
10. f); 11. l); 12. i)

11

- | | |
|---------------------------|--------------------|
| 1. couple | 6. car park |
| 2. single | 7. barbecue (area) |
| 3. family | 8. play area |
| 4. single mother / parent | 9. living room |
| 5. roof | |

12

- | | |
|--------------|------------------|
| 1. primary | 8. promote |
| 2. collar | 9. steady |
| 3. growth | 10. relationship |
| 4. necessity | 11. career |
| 5. degree | 12. caregiver |
| 6. coincide | 13. poverty |
| 7. childcare | 14. average |

Solution: maternity leave

1 a)

B, G, C, I, H

1 b)

Lösungsvorschlag:

1. First go down Abingdon Street.
2. At the traffic lights turn right.
3. Then go down Bridge Street.
4. Go past Big Ben.
5. Cross Westminster Bridge.
6. After crossing the bridge turn left into Queen's Walk.
7. Soon you can see the London Eye right in front of you.

2

- | | |
|-------------|-----------|
| 1. from | 8. on |
| 2. welcome | 9. easily |
| 3. I'm | 10. fine |
| 4. Pleased | 11. May |
| 5. meet | 12. serve |
| 6. call | 13. else |
| 7. pleasant | 14. tired |

3 a)

- | | |
|----------|----------|
| 1. e) n) | 5. f) m) |
| 2. c) i) | 6. h) k) |
| 3. a) j) | 7. b) p) |
| 4. g) o) | 8. d) l) |

3 b)

1. May I join you? Of course, please take a seat.
2. Have you just arrived? No, I've been staying here for a week.
3. Where do you come from, Rose? I'm from Cardiff. That's in Wales.
4. What brings you to this part of the world? I'm on holiday.
5. What are you doing here in London? I'm doing a work placement here in London.
6. And what are your plans for the next few days? I'm going to do some sightseeing.
7. Are you ready to order? One moment please.
8. What are you having for breakfast, Graham? I would like to have a full English breakfast.

4

Across

2. warm
4. hot
7. frosty
9. sunny
11. stormy
12. windy
14. cold
15. hazy

Down:

1. shower
3. rainy
5. unsettled
6. cloudy
8. snow
10. bright
13. fog

1

1. g); 2. j); 3. a); 4. l); 5. c); 6. k); 7. e); 8. d); 9. b); 10. f); 11. h); 12. i)

2

1. b); 2. i); 3. e); 4. h); 5. f); 6. c); 7. d); 8. a); 9. g)

3

1. The presenter welcomed us to his nature presentation.
2. He thanked us all for coming.
3. He said that some days before he had been right there and had found that place ideal for the meeting that day.
4. He went on to say that he wanted to show us the beauty and the problems of our environment.
5. He added that the tree next to him was a good example.
6. (He told us that) It had grown for many years.
7. He said that during his presentation that beautiful tree was protecting us from the sunshine.
8. But (he went on to say that) the tree did not look as good as it had done some years before.
9. He informed us that air pollution had made it difficult for many species to survive.
10. He concluded that perhaps within only a few generations there would be no trees there any more.
11. He added that it was his aim to stop that development.
12. In the end he said that he knew that we were all there to help.

4

3. Drizzlezizzle asked if they had taken part in the latest demonstration for tuna.
4. Foxy1a wanted to know if there was a local group.
5. TreeTop asked when *GreenLife* had become international.
6. EnviroTwo wanted to know if they worked together with other organizations.
7. LogoLogo asked where the meeting would take place in the following week.
8. DesmondDes wanted to know how much money they got from companies.
9. Wishywashy asked if they were also dealing with the water problems in the Third World.

5

1. The scientists stated that they had found new results.
2. They hoped that they would be able to help the environment.
3. They added that they were working hard on the problems.
4. The scientists informed the viewers that their solutions would cost a lot of money.
5. They said in conclusion that they had talked with the president about their plans the week before.

6

- | | |
|---|----------------------|
| 1. to produce | 9. reaction |
| 2. life | 10. offer / offering |
| 3. consumer | 11. to contribute |
| 4. development | 12. pollution |
| 5. competition | 13. to modify |
| 6. to standardise BE / to
standardize AE | 14. to label |
| 7. to expect | 15. protection |
| 8. taste | 16. challenge |

7 a)

- | | |
|---------------|---------------|
| 1. ecological | 7. economist |
| 2. ecologist | 8. economize |
| 3. ecology | 9. economy |
| 4. economic | 10. ecosystem |
| 5. economical | 11. ecstasy |
| 6. economics | 12. ecstatic |

7 b)

Nouns:

ecologist, ecology, economics, economist, economy, ecosystem, ecstasy

Adjectives:

ecological, economic, economical, ecstatic

Verbs: economize

7 c)

- Stress on the first syllable:
ecosystem, ecstasy
- Stress on the second syllable:
ecologist, ecology,
economist, economize,
economy, ecstatic
- Stress on the third syllable:
ecological, economic, economical, economics

7 d)

- | | |
|--------------|---------------|
| 2. ecologist | 8. economize |
| 3. ecstasy | 9. economical |
| 4. economic | 10. ecosystem |
| 5. economist | 11. ecstatic |
| 6. economics | 12. ecology |
| 7. economy | |

7 e)

- | | |
|---------------|----------------|
| 2. ecology | 8. ecosystem |
| 3. economical | 9. economize |
| 4. economy | 10. ecological |
| 5. economics | 11. economic |
| 6. ecstatic | 12. economist |
| 7. ecologist | |

8 a)

Economy
supermarket
trade
goods
products
demand

Transportation
flight
railway
road

Ecological effects

climate change
overfishing
soil erosion
lack of fresh water

Political effects

instability
violence
conflict

9

- | | |
|--------------|-------------|
| 1. halve | 9. use up |
| 2. pollute | 10. pump |
| 3. destroy | 11. emit |
| 4. provide | 12. absorb |
| 5. protect | 13. plummet |
| 6. produce | 14. dump |
| 7. calculate | 15. import |
| 8. analyse | 16. ensure |

Unit 7

Seite 56

1

- | | |
|---|---|
| 1. to act, active / inactive,
activity | 6. to live, live / alive; life |
| 3. to connect, connective,
connection | 7. to encourage, encouraging,
couragement, courage |
| 4. to free, free, freedom | 8. to risk, risky, risk |
| 5. to comfort, comfortable,
comfort | |

2 Beispiele:

Meaningful sentences:

- Milk must / should be kept in the refrigerator.
- Soup must / can be cooked on the cooker.
- Plates should / can be cleaned in the dishwasher.
- E-mails can / must be written on a laptop.
- Calls can / must be made on the telephone (laptop).

Funny sentences:

- Bread cannot be made in the dishwasher.
- Milk must not be kept in the toaster.
- Plates cannot be toasted in the refrigerator.
- E-mails cannot be written on the cooker.

3

1. First the chicken is cleaned under running water.
2. Then the chicken is boiled in 6 cups of salt water until it is fully cooked.
3. The chicken is taken out and cut into pieces.
4. The potatoes are peeled and cut into small pieces.
5. The carrots are prepared in the same way.
6. Chicken bouillon is added and the potatoes, carrots and chicken are cooked for twenty minutes.
7. At the end the noodles are added and cooked until they are tender.
8. The soup is decorated with parsley.

4

1. In 1828 the method of producing cocoa powder was invented by Van Houten.
- 2./3. This powder was mixed with sugar and a drink was made that tasted delicious.

4. Some years later the first chocolate bar was produced by an English company.
5. In 1875 the first milk chocolate was made by a Swiss manufacturer.
6. Today chocolate is loved by most people.
7. Last year over 5 billion pounds were spent by chocolate lovers in the UK.
8. About half of the world's chocolate production was eaten by US consumers.
9. The Swiss eat the most per person – more than 10kg are consumed per person per year.

5 a)

- | | |
|-------------------|----------------|
| 1. printing press | 4. robot |
| 2. wheel | 5. metal tools |
| 3. stone tools | |

5 b)

- | | |
|--------------------------|----------------------------|
| 2. is called | 8. was developed |
| 3. was discovered | 9. have been changed |
| 4. had been invented | 10. is done |
| 5. were revolutionized | 11. are entertained |
| 6. was/had been invented | 12. will be made |
| 7. was made | 13. cannot even be thought |

6 Beispiele:

1. Credit cards are not accepted.
2. Money can be changed here.
3. All items/ articles are sold at half price.
4. Cars must not be parked here./You are not allowed to park your car here.

7

1. i); 2. a); 3. f); 4. l); 5. h); 6. c); 7. e); 8. k); 9. b); 10. g); 11. d); 12. j)

8

- | | |
|----------------------------|------------------------------|
| 1. genetic modification | 7. deadly diseases |
| 2. reality | 8. genetically modified food |
| 3. genetic | 9. gender |
| 4. Artificial insemination | 10. designer babies |
| 5. diagnostics | 11. risks |
| 6. defects | |

9 a)

Arguments for technology:

- creates new jobs
- makes work more efficient
- makes hard work easier with the help of machinery
- lets machines do the dirty and dangerous work
- increases international competitiveness
- connects people worldwide through information technology and new or faster forms of transport
- access to information is easier
- communication has become cheaper, quicker and more efficient
- makes life easier
- medical science saves lives

Arguments against technology:

- replaces workers with computers and robots
- increases unemployment

- has led to weapons of mass destruction
- uses a lot of energy
- developing countries cannot afford advanced technology
- people in developing countries are still dying of hunger
- people must learn new skills for the new production methods
- it is becoming more and more complex and difficult to handle

9 b) freie Übung

9 c) Beispiel:

We are all surrounded by modern technology today. We work on computers, communicate by Internet or mobile phone and can watch football matches on TV that are taking place right now thousands of miles away. This all seems to make our world a much easier place to live in.

Some people argue that modern technology has not really helped mankind. In developed countries it has made millions of people unemployed because workers have been replaced by computers and robots. Secondly – in the wrong hands – technology in the form of weapons of mass destruction can be used to kill millions of people. Moreover, modern technology has not really helped people in developing countries. Poor countries cannot afford expensive technology and so people there still die of hunger.

On the other hand, though, many people argue that modern technology has improved life in many ways. Machines do the dull, dirty or dangerous jobs and those countries that introduced modern technology first have increased their competitiveness because they can produce faster and more cheaply. Communication networks have brought people closer together and we have access to a wide range of information from all over the world. Finally we should not forget that the use of modern technology in medicine has already helped to save millions of lives and will be even more useful in the future.

I think that the advantages by far outweigh the disadvantages. Modern technology will improve everybody's life in the future but of course, we must watch out for the dangers. In conclusion I would like to point out that modern technology is present in nearly all areas of life and the clock cannot be turned back any more even if we wanted to.

10

Across:

2. probably
3. shortage
5. reliance
9. decade
10. challenge
16. science
18. productivity
21. plant
22. planet
23. modified
24. researcher
25. billion

Down:

1. urge
2. pesticide
4. debate
6. starvation
7. modification
8. genetic
11. suffer
12. cultivation
13. sustainable
14. unacceptable
15. population
17. crop
19. benefit
20. response
21. powerful

Unit 8

Seite 62

1

- | | |
|------------------|------------------|
| 1. tourism | 9. skills |
| 2. leisure | 10. first |
| 3. opportunities | 11. exciting |
| 4. travel | 12. fun |
| 5. range | 13. East |
| 6. degree | 14. destinations |
| 7. experience | 15. theory |
| 8. people | |

2

- If the alarm clock does not ring, the Barkers will get up late.
- If the Barkers get up late, they will be in a hurry.
- If they are in a hurry, they will forget their passports.
- If they forget their passports, they will not be able to check in at the airport.
- If they are not able to check in at the airport, they will decide to drive home again to get their passports.
- If they drive home again to get their passports, they will not be in time for their flight.
- If they are not in time for their flight, they will (have to) spend their holidays in England.
- If they spend their holidays in England, they will not have as much sunshine as in Majorca.
- If they do not have as much sunshine as in Majorca, the children will not get sunburned.
- If the children do not get sunburned, they will not suffer from skin problems when they are older.

3

- If it rained, I would not play badminton.
- If I had money, I would buy a car.
- If I were sick, I would not go on holidays.
- If Toby liked football, he would watch it on TV.
- If Mandy went on holiday to the USA, she would visit the White House.
- If Roberta and Sue lived in London, they would go shopping a lot.
- If Dave and Allen went to Ireland, they would travel by ferry.
- If Vance had a driving licence, he would go by motorbike.

4 a)

1. c); 2. g); 3. e); 4. b); 5. f); 6. d); 7. h); 8. i); 9. a)

4 b)

- If Columbus' ship had sunk, he wouldn't have discovered America.
- If someone invents a very fast spaceship, we will be able to travel to other galaxies.
- The oil reserves would last longer if cars consumed less petrol.
- If people drove more slowly, driving would be less dangerous.
- Fewer people would travel by plane if flights were more expensive.
- Someone else would have invented the car if Gottlieb Daimler had not had the idea.

- Columbus would not have been able to search for India if the Queen had not given him the money.
- There would be more road accidents if people bought more cars.
- You will never reach your aim if you do not start now.

5

- I will be able to check in via Internet if I want to save time.
- If I want to have breakfast at the hotel, I will have to pay \$10 more.
- If I travelled with a partner, the journey would be cheaper for me.
- If I had come a week ago/ the week before, the agent/ he/ she would have had a special offer.
- I will have to pay \$300 more if I want to fly directly to Washington.

6 a)

- past simple
- present continuous
- will-future
- past simple
- present simple
- past simple
- present perfect
- will-future

6 b)

- The health care industry added 480,000 jobs last year.
- The employment chances in health care are rising because Baby Boomers are senior citizens now.
- The manufacturing sector will expect job losses.
- President Truman supported compulsory national health insurance in the US.
- Medicare is a US health care programme.
- President Johnson signed Medicare in 1965.
- High costs have motivated reforms of health care.
- The health care sector will offer five million jobs.

7

Across:

- | | |
|------------------|-----------------|
| 5. recover | 18. security |
| 7. career | 20. population |
| 8. support | 21. dentist |
| 9. injury | 22. application |
| 10. task | 23. decision |
| 11. supplies | |
| 13. occupation | |
| 15. content | |
| 16. unemployment | |

Down:

- salary
- records
- medical
- assist
- healthcare
- profession
- opportunity
- research
- demand

8

- | | |
|---------------|-------------------|
| 1. fitness | 5. sustainability |
| 2. wellness | 6. responsibility |
| 3. business | 7. popularity |
| 4. happiness | 8. activity |
| Ending: -ness | Ending: -ity |

- | | |
|----------------|--------------------|
| 9. treatment | 15. operation |
| 10. management | 16. information |
| 11. employment | 17. education |
| 12. equipment | 18. rehabilitation |
| Ending: -ment | Ending: -ation |

9

1. pay (line 4), wage (line 25)
2. food (line 6)
3. daily (line 8)
4. customers (line 12)
5. rent (line 12)
6. recall (line 17)
7. hourly (line 48)
8. in fact, actually (line 58)
9. résumé (line 83)
10. increase (line 100)

Unit C

Seite 68

1

- | | | |
|--------------|------------|---------|
| 1. meet | 4. Pleased | 7. from |
| 2. introduce | 5. myself | 8. come |
| 3. this | 6. name | |

2

- | | | |
|-------------|--------------|-------------|
| 1. behind | 4. next | 7. the left |
| 2. in front | 5. far | |
| 3. between | 6. the front | |

3

1. b); 2. e); 3. c); 4. d); 5. a)

4 a)

- | | |
|-------------------|------------------------------|
| 1. interview | 4. people |
| 2. tips, exercise | 5. advise, practical, useful |
| 3. thank | 6. introduce |

4 b)

- 3, 6, 4, 1, 2, 5

Unit 9

Seite 70

1

1. g); 2. h); 3. b); 4. c); 5. a); 6. i); 7. e); 8. f); 9. d)

2 Beispiele:

1. Mrs Wilson wanted us to inform as many people as possible about their group.
2. She asked us not to leave the poor countries alone with their problems.
3. She made us think about the ways we could help.
4. She asked us to come to their next meeting.
5. She let us watch the new film about Central Africa.
6. She expected us not to look the other way when there were people in need.
7. She let us have a cup of tea in the break.
8. She asked us to help with their future activities.

3

1. Desmond likes watching films on TV.
2. Desmond dislikes watching basketball.
3. Desmond prefers cycling to skating.
4. Desmond hates just hanging around.
5. Desmond enjoys talking to Debbie.
6. Desmond loves helping other people.

4 a)

1. be afraid of
2. have the chance to
3. be good at
4. look forward to
5. succeed in
6. have the opportunity to
7. be tired of
8. apologize for
9. have difficulty in

4 b)

1. We have the chance (opportunity) to change the world a little.
2. Sometimes we have difficulties in finding new members.
3. I'm afraid of making too many mistakes.
4. We succeeded in raising £800 at the last meeting.
5. I look forward to having a nice barbecue in July.
6. I apologize for talking too much.

5

- | | |
|---------------|------------|
| 1. invisible | 5. legal |
| 2. properly | 6. poorly |
| 3. really | 7. cheaply |
| 4. inadequate | 8. largely |

6

1. a) employee, b) fashion designer, c) researcher, d) women e) children
2. a) textile industry, b) company, c) garment industry, d) retailer
3. a) health and safety standards, b) bullying, c) toilet breaks, d) employment contracts, e) workers' rights
4. a) wage, b) maternity pay, c) labour costs, d) income
5. a) factory, b) shed, c) workshop, d) sewing machine

7 a)

A Geografie, B Geschichte, C Regierungssystem, D Bevölkerung, E Wirtschaft

7 b)

A Geografie

South Asia – neighbouring India – less than half the size of Germany – flat – land of rivers

B Geschichte

British Empire for a long time – after World War II part of India and part of Pakistan – independent in 1971

C Regierungssystem

parliamentary democratic state – capital Dhaka – Prime Minister Sheik Hasina

D Bevölkerung
 doubled in 50 years – 150 million – densely populated – Bengali – English second language – 85% Muslims

E Wirtschaft
 developing country – important agricultural producer – 70% export earnings textile industry – poor country – 25% below international poverty line (US\$1.25 per day)

7 c)

A Geografie
 Südasien – Nachbarland Indien – weniger als halb so groß wie Deutschland – flach – viele Flüsse

B Geschichte
 lange Zeit zum Britischen Weltreich gehörend – nach dem 2. Weltkrieg teils zu Indien, teils zu Pakistan – seit 1971 unabhängig

Regierungssystem
 parlamentarische Demokratie – Hauptstadt Dhaka – Premierministerin Scheich Hasina

Bevölkerung
 in 50 Jahren verdoppelt – 150 Millionen – dicht besiedeltes Land – Sprache: Bengali – Zweitsprache Englisch – 85% Muslime

Wirtschaft
 Entwicklungsland – wichtiger Produzent von landwirtschaftlichen Produkten – 70% der Exporterlöse durch die Textilindustrie – armes Land – 25% der Bevölkerung unter der internationalen Armutsgrenze (US\$1,25 am Tag)

8

- | | |
|-----------------------------|-------------------|
| 1. growth | 13. dress |
| 2. to produce | 14. to label |
| 3. export | 15. change |
| 4. to sell | 16. to train |
| 5. demand | 17. ability |
| 6. to attend | 18. to globalize |
| 7. statement | 19. organization |
| 8. to commit | 20. to cooperate |
| 9. protection | 21. communication |
| 10. to exist | 22. to move |
| 11. shopper, shopping, shop | 23. management |
| 12. to improve | 24. to cost |

9

- Across:**
- local
 - poverty
 - useful
 - abuse
 - sustainability
 - footprint
 - resource
 - garment

- Down:**
- mill
 - cotton
 - exploitation
 - production
 - demands
 - customer
 - fashion
 - charity
 - colleague
 - disaster
 - require
 - treat

10

- I enjoy living in the 21st century.
- Now I have the chance/opportunity of informing lots of people.
- I don't want people in the Third World to suffer from hunger.
- I'm asking you to buy Fairtrade products.
- I look forward to helping a lot of children.
- Thinking of it/the thought of it makes me hope for a better world.

Unit 10

Seite 76

1

1. g); 2. c); 3. a); 4. i); 5. b); 6. j); 7. d); 8. e); 9. h); 10. l); 11. f); 12. k)

2

- ... in the country officially called the Republic of Nicaragua ...
- ... the region lying close to the Caribbean Sea ...
- ... of the population living in Nicaragua ...
- ... of the population totalling nearly six million ...
- ... most of the Indian civilization destroyed by the Spanish ...
- ... and those having jobs ...
- ... but products made in the USA ...
- ... people living here ...

3

- After hearing a lot about Nicaragua Rita decided to live there.
- Wanting to know as much as possible about Nicaragua she did a lot of research into the country.
- Before going to Nicaragua she sold her car.
- After looking for a place to live for a few days she rented a small house.
- While working for a US company she met a lot of US Americans.
- Being very open-minded she soon found friends in Nicaragua.
- Wanting to get to know the country better Rita bought an old motorbike.
- After having so many nice experiences in Nicaragua Rita wants to stay there forever.

4

- | | |
|-------------------|----------------|
| 1. losing | 8. to come |
| 2. causing | 9. offering |
| 3. leave | 10. collecting |
| 4. being attacked | 11. creating |
| 5. helping | 12. providing |
| 6. trying | 13. living |
| 7. join | 14. help |

5

Hello!

Are you tired of spending your evenings in front of the TV? Are you interested in working with a group of young people? Do you enjoy helping other people who are poor or suffer from health problems? So why don't you join our One World group. Young people from all walks of life meet here regularly. You will also have the chance to get to know members of groups from other countries.

6

1. to create, creative, creation / creator
2. to secure, secure, security
3. to widen, wide, width
4. to collect, collective, collection
5. to inform, informative, information
6. to effect, effective, effect
7. to realize, real, reality
8. to suspect, suspicious, suspicion
9. to weaken, weak, weakness
10. to save, safe, savings / safe
11. to use, useful / useless, use
12. to worry, worried, worry / worries
13. to protect, protective, protection
14. to stabilise BE / stabilize AE, stable, stability
15. to globalise BE / globalize AE, global, globalisation BE / globalization AE
16. to practise BE / practice AE, practical, practice

7 a)

A 3 B 4 C 2 D 6 E 1 F 5

7 b)

1. d); 2. a); 3. f); 4. c); 5. b); 6. e)

7 c)

- | | |
|--------------------------------------|-------------------------|
| 1. Thomas Wilson | 9. transparency |
| 2. <i>The Political Newspaper</i> | 10. Facebook |
| 3. 13 November 2015 | 11. governments |
| 4. user data | 12. the United States |
| 5. Internet | 13. content limitations |
| 6. democracy | 14. provide |
| 7. NSA | 15. cornerstones |
| 8. communication technology industry | 16. freedom |

8

- | | |
|-----------------|-----------------|
| 1. discussion | 9. judgment |
| 2. decision | 10. development |
| 3. restriction | 11. assignment |
| 4. expression | 12. argument |
| 5. constitution | Ending: -ment |
| 6. motion | |
| 7. introduction | |
| 8. division | |
- Ending: -ion

13. examination
 14. participation
 15. publication
 16. presentation
 17. discrimination
 18. specification
 19. motivation
 20. declaration
- Ending: -ation

21. authority
 22. equality
 23. humanity
 24. nationality
- Ending: -ity

9

- | | |
|----------------|----------------|
| 1. open | 10. legal |
| 2. safety | 11. short-term |
| 3. deaths | 12. gloomy |
| 4. immigration | 13. enable |
| 5. deadly | 14. systematic |
| 6. desperate | 15. public |
| 7. inside | 16. safe |
| 8. received | 17. locked |
| 9. pull | 18. enter |

10

- | | |
|---------------|------------------|
| 1. protection | 8. approach |
| 2. scheme | 9. rescue |
| 3. smuggler | 10. vulnerable |
| 4. military | 11. condemnation |
| 5. announce | 12. refugee |
| 6. tide | 13. emergency |
| 7. measure | 14. cemetery |

Solution: The Independent

Unit 11

Seite 84

1 a)

- | | | | |
|-------------|----------|----------|----------|
| 1. a) true | b) false | c) false | d) true |
| 2. a) false | b) true | c) false | d) true |
| 3. a) true | b) false | c) true | d) false |

1 b)

1. ... she didn't want to be unemployed ... she didn't want to be left without any job qualifications.
2. ... a special effects company in Manchester.
3. ... the leading British TV broadcasters have their offices in Media City in Manchester, too.
4. ... Sheffield is too far away from Manchester to travel every day.
5. ... has to take a special course at college.
6. ... look at the national website for apprenticeships.

2 a)

1. ... the job and the company you apply for.
2. ... 8.8 seconds ...
3. ... their mission statement if it is online.
4. ... always put emphasis on how your skills fit in with the company.
5. ... look for personal drive and ambition.
6. ... participation in youth programmes, volunteering, passion projects, sport and social activities.

7. ... confidence and resilience, presenting skills, the ability to work effectively in teams or to lead teams.
8. ... bad grammar, spelling mistakes and poor formatting.
9. ... take advantage of simple online templates.
10. ... should be professional but more importantly be yourself.

2 b)

- | | |
|-----------------|-------------------------------|
| 1. to showcase | 6. ambition |
| 2. achievements | 7. experience |
| 3. unique | 8. extracurricular activities |
| 4. to review | 9. volunteering |
| 5. skills | 10. enthusiasm |

2 c)

1. It is important because it presents years of education and results someone has already achieved. Furthermore it needs to attract attention quickly so that the employers go on reading the CV. Another reason is that the job market today is very competitive.
2. The author gives eight tips on how to write a CV. First he says that you need to research the company thoroughly. Second, he points out to show numbers and statistics because they can be quickly read by the employers. Third, you should add personality to your CV so that you stand out from rival applicants. Another tip given by the author is to try to offer more than your academic performance and add life experiences as well as extracurricular activities. The next tip is to add personal skills you have gained during your school life. Of course, it is also important to check the language of the CV. The author says you should not only copy the language used in the job description but also watch out for mistakes in your CV. The seventh tip is to check the format of the CV and if you are not able to create your own format you should use a template. Last but not least, he emphasizes to always be yourself.
3. It is important because the job market is highly competitive nowadays so applicants need to stand out from rival applicants. Moreover, the study by NCS shows that many employers reject CVs without experiences made outside school. Additionally, employers look for candidates who go well together with the company culture and the team.

2 d)

In the newspaper comment "School-leavers and graduates: how to write your first CV" written by Piers Linney and published in *The Guardian* on 4 February 2015, the author gives advice to school-leavers on what to do when writing their first CV.

First the author points out that it is important to put some effort into writing a CV because it has to catch and keep the employer's attention so that he or she will go on reading. Then the author gives eight tips on how to write a CV. First he says that you need to research the company thoroughly. Second, he suggests including numbers and statistics, if possible, because these can be quickly read by employers. Third, you should add some personality to your CV so that you stand out from other applicants. Another tip given by the author is to try to include more than your academic performance: life experiences as well as extracurricular activities are important, too. The next tip is to add personal

skills you have gained during your school time. Of course, it is also important to check the language of the CV and check for mistakes. The seventh tip is to check the format of the CV. If you are not able to create your own format you should use a template.

In his last paragraph the author encourages readers not to be afraid when writing a CV. If you are invited to an interview you should be yourself, show enthusiasm and your willingness to learn.

3

Einerseits ist das *Gap-Year* (die Auszeit) sicherlich ein positives Erlebnis. Neben dem Sammeln von wertvollen Erfahrungen kann eine Auszeit auch dazu führen, dass man seine Zukunftsplanung noch einmal überdenkt und sich doch für einen anderen Weg als den geplanten oder bereits eingeschlagenen entscheidet. Vielen jungen Menschen hilft eine solche Auszeit dabei, neue Energie zu tanken, wenn sie sich nach der Schulzeit motivationslos fühlen. Hinzu kommt, dass man während dieser Auszeit nicht nur Arbeitserfahrungen sammelt, sondern gleichzeitig die Welt bereist.

Andererseits fürchten sich viele junge Leute davor, bestimmte Fähigkeiten, die sie in der Schule gelernt haben, wieder zu verlernen. Auch sich nach dem *Gap-Year* wieder an einen geregelten Tagesablauf zu gewöhnen mit festen Arbeitszeiten bzw. einem Semesterplan an der Universität, kann für manche junge Menschen schwierig sein. Darüber hinaus besteht die Gefahr, dass man durch die Auszeit seinen Nebenjob verliert, weil dieser in dem Jahr an eine andere Person vergeben wurde. Die hohen Kosten eines Auslandsjahres sind sicherlich ein weiterer Aspekt, den man bedenken sollte.

Letztlich will auch gut überlegt sein, ob man es sich vorstellen kann, für ein ganzes Jahr weit weg von zu Hause zu sein.

4

The text shows us the different possibilities you can choose from when you do a gap year. One possibility is to travel to a foreign country to do a special language course there. In this case you generally live with a host family or share a flat with other students. Another possibility is "work and travel". In this way you can get a job to finance your accommodation in the foreign country. A third possibility is to do voluntary work which is also a form of "work and travel", e.g. in developing countries. The last possibility mentioned in the text is the chance to do a work placement in a foreign country which gives participants some work experience.

5

"Planning a gap year?" seems to be an advertisement for a company that arranges gap years for young people. The text on the right of the advertisement gives you some basic information about the company and how you can contact them. On the left there are four small photos of different parts of the world. Above the photos we see the slogan "Travel round the world with the gap year specialist". This is written in a curve which makes the reader associate it with a part of a globe. Above the slogan you can see some drawings of famous buildings and an aeroplane.

6

In the illustration the gap year is depicted as a winding road. At the beginning, in September, a student with a backpack says "I didn't know that ...". Along the road he and other students find ideas about the things they can do on a gap year: experiencing new things, helping other people, getting to know other cultures, improving language skills, boosting CVs and getting work experience. All these things can improve the gap year participant's chances of finding a good job later. At the end of the road, in July, one student is no longer walking but riding a bicycle optimistically into the future.

7

Freie Übung

Unit 12

Seite 90

1 a)

- Now at the age of 19 Christina has reduced her TV viewing to two hours a day in the evenings. She spends most of her time on social networking sites or watching videos on the Internet.
- Mark's TV habits are similar to Christina's. However, he watches about 6 to 7 hours of sports programmes a week, plays online games with friends and watches his favourite series online.
- Christina thinks that the media often show young women who look like models or pop stars.
- Often the media show drinking alcohol as something "cool". Christina thinks that as a result many teenagers who want to be cool drink too much and can end up binge-drinking.
- Mark thinks that the media show too much violence. As a consequence he thinks that some teenagers can have a strange view of reality. They think violent behaviour is normal and they may become violent themselves.
- Mark thinks that it is very important to teach teenagers how to deal with media and social networking websites. He also suggests some sort of control on what can be sent via these media.

1 b)

- ... the companies know that today teenagers have significant spending power and use the media a lot.
- ... teenagers spend most of their money on music.
- ... showing commercials which portray smoking and drinking alcohol as something that is cool.
- ... choose real women with "normal" bodies and not super thin models for their advertising campaigns.
- ... banning commercials which involve smoking and drinking.

2 a)

- a) true b) false c) true d) true
- a) true b) false c) false d) false
- a) false b) true c) true d) false
- a) false b) true c) false d) true
- a) true b) false c) true d) true

2 b)

- habit
- alert
- adolescence
- onset
- to switch off
- sunset
- 24/7
- to underestimate

2 c)

- The researchers asked more than 460 teenagers about their usual media routines as well as their use of social networking sites at night. The teenagers were also questioned about their sleep quality, their self-esteem, feelings of anxiety and depression, their emotional investment in social media and the pressure to constantly being available.
- The researchers found out that the total use of social media and especially the night-time use affect the quality of sleep. Moreover, they found out that children at the age of 11 were using social networking sites very often. Another aspect they noted is that some children use several digital devices at the same time. There is also evidence poor sleep quality can be related to use of media at night.
- Cleland Woods from Glasgow University points out that there is growing evidence that social media use and the health of teenagers are connected though the causes are not known so far. So poor sleep quality can contribute to mental health problems.
- The study suggests that girls turn to social media when they are afraid and upset. The researchers found out that 90 percent of teenage girls have encountered stress. From those girls 70 percent even show symptoms of illnesses that can be related to stress. Girls more often turn to social media when they want to talk instead of turning to their parents. Additionally, girls experience stress more often than boys. The three main reasons why girls feel stressed are bad exam results, an increasing worry to make important decisions in life and fights with friends.

2 d)

The newspaper report "Teens' night-time use of social media 'risks harming mental health'" written by Sally Weale and published in *The Guardian* on 11 September 2015 deals with the consequences for teenagers of using social media at night. Researchers at Glasgow University have found that the total use of social media, and especially its night-time use, affect the quality of sleep. The author quotes Dr Cleland Woods, who carried out the study, several times. Dr Cleland Woods points out that adolescence is usually a period in which teenagers are much more vulnerable to depression and that poor sleep quality can contribute to mental health problems. However, the study suggests that although there is growing evidence that social media use and the health of teenagers are connected the causes are not known so far. Dr Cleland Woods recommends switching off all digital devices before going to bed. The author refers to another study of teenage stress. *The National Citizen's Service* youth programme suggests that girls often turn to social media instead their parents when they want to talk about their problems. Furthermore, girls experience stress more often than boys. The three main reasons why girls feel stressed are exam results, worries about important decisions in life and arguments with friends. The author closes her report by quoting Lucy Russell from the

youth mental health charity *Young Minds*. Ms Russell thinks that teenagers experience increasing stress levels as social media have made their lives more complex and their future lives more uncertain. This is why Ms Russell thinks that we need to prepare teenagers to deal with these pressures.

3

Der Zeitungsartikel „Facebook deal with Diageo fuels underage drinking fears“ handelt von den Risiken, die Alkoholwerbung auf Jugendliche haben kann.

Der Getränkehersteller *Diageo* hat einen Millionenvertrag mit der sozialen Netzwerkseite *Facebook* abgeschlossen, der zur Folge hat, dass immer mehr Jugendliche Alkoholwerbung ausgesetzt werden.

Facebook widerspricht der Meinung vieler Gesundheitsexperten mit dem Argument, dass die Seiten, die Alkoholwerbung zeigen, eine Altersbeschränkung aufweisen. Jedoch gäben viele Jugendliche nicht ihr wahres Alter an und hätten *Facebook*-Konten, die ihren Eltern unbekannt seien, so Gesundheitsexperten.

Es sei nicht nur ein Problem von *Facebook*, sondern auch vieler anderer Internetseiten, die zu lasche oder gar keine Altersbeschränkungen haben. Deshalb raten Experten, dass Internetanbieter mit Eltern, Sicherheitsexperten und Kindern zusammenarbeiten sollen.

4

The results of a study carried out by scientists in Kiel, Germany, clearly show an increased risk of binge drinking among children and teenagers who watch advertisements for alcoholic drinks on German TV. The study proves that young people who didn't watch adverts for alcoholic drinks on TV were four times less likely to drink excessively than those who watched such adverts. The long-term findings of the study also show that young people's alcohol consumption has become a big problem in Germany. It is shocking to read that 11% of the schoolgirls interviewed and 18% of the schoolboys admitted they had already drunk alcohol excessively more than five times. The study came to the conclusion that the advertising of alcoholic drinks on TV was a risk factor which can lead young people to drink excessively. A leading insurance company and *IFT-Nord* who have been running an anti-drinking campaign for six years now demand a ban on adverts for alcoholic drinks on TV. They also support initiatives to educate children to see such adverts in a more critical way.

5

On the left-hand side of the advertisement for an alcoholic drink there is a photo of two young women. They are drinking alcohol from cans and seem to be enjoying it. On the right-hand side we can see an orange can of the drink and in the centre of the advert there is the slogan: 'Have fun – have *Little Dirt*'. The advertisement appeals to young people and it links the consumption of alcohol with having fun. The name *Little Dirt* could mean that people know that it is not 100% correct to have this alcoholic drink but sometimes things which are not 100% correct are quite attractive to young people

6

The diagram gives us an overview of the long-term effects of the use of alcohol. Alcohol seems to affect all parts of the body in a negative way. Many people know that the liver can be

damaged by the consumption of alcohol but the illustration shows us that other important organs such as the brain, the heart and the stomach are also affected. Possible kinds of damage range from memory loss and hallucinations to hepatitis, cancer and an irregular heartbeat.

7

Freie Übung

Unit 13

Seite 96

1 a)

- | | | | |
|-------------|----------|----------|----------|
| 1. a) false | b) true | c) false | d) true |
| 2. a) false | b) false | c) true | d) true |
| 3. a) false | b) true | c) true | d) false |
| 4. a) false | b) true | c) false | d) false |
| 5. a) true | b) true | c) false | d) false |

1 b)

- Currently relative poverty in the UK is defined as having less than 60 per cent of the average household income.
- Every person living in the UK should have access to running water, food, clothing, a telephone connection and heating.
- She thinks that cultural choices – so-called “non-material resources” – should also be considered when measuring poverty.
- Mary Wintour lists several reasons for child poverty: unemployed parents, low paid work, inadequate state benefits, the high cost of childcare facilities, family breakdowns and drug-addicted parents.
- Basically she refers to three measures. She thinks that the government must lift children out of poverty by increasing the minimum wages. She also believes the government should help parents find work. A further measure she believes is essential is that the government should improve access to education services. In this way we would reduce the risk of poor children staying poor for the rest of their lives.

2 a)

- US\$ 919
- a very special experience / a lot of stress and costs
- 73% of the costs for a prom night
- Groupon and Living Social* / the best deals/discounts
- dresses, makeup, tanning etc. / promposals and tuxedo rentals
- free formal wear / non-profit organizations like *Operation Prom*
- that the prom night is not such a huge deal

2 b)

- Prom season is in full operation or at its highest level.
- Teenagers are earning or obtaining hundreds of dollars.
- To pay the lowest price they can find for items.
- Prom night is not so important or troublesome.
- It is not the most important event anymore.

2 c)

1. According to the survey from *Visa* the average American family intends to pay US\$919 on a teenager who attends a prom. Of the US\$919 parents plan to pay for 73% of the costs. *Visa* found out that the lower the family income the more money the family spends on the prom. Families with a yearly income below US\$25,000 intend to spend US\$1,393 while families with an income over US\$50,000 only plan to spend US\$799. The survey also shows that the costs for so-called promposals add up to as much as US\$324.
2. Teenagers spend a huge amount of money for their prom. The expenses range from spending money on dresses and tuxedo rentals, makeup and tanning, hairdressers, expensive flowers, fancy dinners up to hiring limos and professional photographers as well as promposals. Then they also have to pay for the prom tickets, of course.
3. According to the text promposals are ostentatious invitations to proms. Usually the boy asks a girl to prom. So it is the boy who has to think of good ideas how to ask a girl to prom. These promposals can for example be scavenger hunts or flashmobs or may be built into lesson plans.
4. On the one hand the text states positive aspects of prom nights. For American teenagers prom night only happens twice in their lives so it is a very exciting experience most teenagers do not want to forget. On the other hand it is also very stressful and costly for many families. A lot of families cannot afford to spend such a huge amount of money and are worried about this time of the year. However, those families can be supported by non-profit organizations with free formal wear. For many teenagers this time is also stressful. The girls might fight over who is going to wear which dress and the boys need to come up with good ideas for promposals.

2 d)

The newspaper report "Prom night can cost teenagers (and parents) a pretty penny" written by Jana Kasperkevic and published in *The Guardian* on 20 April 2015 is about the huge costs, the high expectations and the stress caused by prom nights in the USA.

The author presents the findings of a survey carried out by *Visa*. According to the survey the average American family intends to pay \$919 on a teenager who attends a prom. *Visa* states that the lower the family income the more money the family will spend on the prom.

When asked what people spend money on for prom night, teenagers replied that a lot of money goes on dresses and tuxedos, makeup, tanning, flowers, dinners, limos and photographers.

Teenagers also spend huge amounts of money on so-called promposals, which are elaborate invitations to proms and are usually made by the boys.

The author explains that the huge amounts of money spent on prom night might be a problem for low-income families. In order to make sure that students from low-income families are not excluded, some non-profit organizations provide free formal wear.

The author closes her report by quoting two teenagers. One of them says that although some families spend huge amounts of money and have a lot of stress she often thinks that prom

night is not such a huge deal. The other teenager says that prom night is a special night and you want to have good memories of it. She thinks it is worth investing in it.

3

Der Artikel „Female sport stars should earn the same as their male counterparts“ deckt auf, dass es erhebliche Unterschiede in der Höhe des Verdienstes bei Spitzensportlern gibt. Weibliche Sportler verdienen zum Teil nur ein Viertel ihrer männlichen Kollegen bei derselben Sportveranstaltung. Fast ein Drittel der Sportveranstaltungen im Bereich Fußball, Cricket und Squash haben ihre Preisgelder für weibliche Sportler bis heute nicht angeglichen. Eines ihrer Argumente ist, dass Frauensport nicht genügend Interesse bei den Zuschauern wecke, sodass ein Angleichen der Preisgelder nicht gerechtfertigt sei. Auch im Bereich der Sponsorenverträge gibt es erhebliche Unterschiede, die nicht leistungsabhängig sind, sondern aufgrund des unterschiedlichen Geschlechts über unterschiedlich hohen Summen abgeschlossen werden.

4

In the article "Her mit dem Geld!" from *Der Tagesspiegel* we can read about how much sponsors pay sportsmen and sportswomen to advertise their products. To show the dimensions of the money paid the author of the article tells us about the 200 million dollars that were paid to the professional golfer, Rory McIlroy, by *Nike*. The author goes on to question the reasons for such sponsorship contracts. On the one hand the author realizes that this type of marketing can be very profitable for the companies and the sportspeople involved. Sometimes however sportspeople advertise products that they themselves do not use. Moreover, the author points out that companies only invest in sports clubs and sportspeople as long as they are successful. When the sportspeople are no longer popular with the public the companies quickly drop them from their advertising campaigns.

5

In the cartoon you can see three athletes who have won medals in a competition. They are standing on the winner's rostrum. You cannot really see their faces because the rostrum is so high. However, what you can see is the large poster on the rostrum which is advertising the products of the event's sponsors. The cartoonist wants to show us how important sponsorship in sports events has become and that the athletes now seem to take second place.

6

The statistics show us how much money in which sports leagues is earned by professional sportspeople. The highest salaries are earned in basketball and baseball in the USA, in cricket in India and in football in the *English Premier League*. These sportspeople all earn more than 3 million dollars per year. In comparison the players in the top football leagues in the US, Germany, France and Italy earn quite a bit less than in the leagues mentioned above. However they all earn more money in a year than most ordinary people earn in twenty or thirty years.

7

Freie Übung

Unit 14

Seite 102

1

- suffers from asthma and she hates breathing in traffic fumes.
- develop bad habits, e.g. dropping their rubbish or spitting out their chewing gum on the street.
- the constant pushing and jostling in public transport and also on escalators, in shops and cafés.
- the number 14 bus / Northern Line underground train to Kings Cross.
- his workplace has shifted from a small town just outside London to Oxford Street in the centre of London.
- take medicine to combat his stress-related heart problems.

2 a)

- a) false: lack of food / hunger, starvation
b) true
- a) false: takes huge problems
b) true
- a) true
b) false: all campaigns start with ordinary people
- a) false: a simple behaviour change can have a massive global impact
b) true
- a) false: the number of single-use plastic bags dropped by 85%
b) true
- a) true
b) false: not fight those who

2 b)

- | | |
|-----------------|--------------|
| 1. construction | 6. drop |
| 2. ordinary | 7. major |
| 3. solution | 8. hope |
| 4. consumer | 9. local |
| 5. ban | 10. sceptics |

2 c)

- John Coventry from *GoFundMe* thinks that campaigners need to show people the impact of huge environmental problems on everyday life so that the problem becomes a concrete issue for people. Furthermore, he believes that campaigners should make use of all the opportunities of our modern media to make their points clear.
- In England the 5p charge on disposable plastic bags was very successful. Already in the first half year of the introduction of the charge the number of plastic bags fell by more than four fifths. The decreasing number of plastic bags is beneficial for the survival of marine life worldwide.
- Caroline Russell started to get involved in politics after a child was killed in a car accident in her neighbourhood. In order to prevent such accidents from happening again she started to campaign for a better road policy. She is of the opinion that you can change things if you get yourself elected / if you hold a political office.

- Caroline Russell advises future climate campaigners to start their campaigns locally and change things in their neighbourhood. She also points out how important it is to know the facts about climate change in order to convince sceptics. However, she admits that campaigners should concentrate on those people who believe in climate change but need help because they don't know how to stop it.

2 d)

The newspaper report "So you want to be a climate campaigner – Here's how" written by Maeve Shearlaw and published in *The Guardian* on 23 January 2017 gives advice to readers who are interested in becoming climate activists. The first tip is that campaigners need to show people the impact of huge environmental problems on everyday life so that the problem becomes a concrete issue for people. Second, campaigners should make use of all the opportunities of our modern media to make their points clear. Third, successful climate activists initiate small changes in the behaviour of people that have a huge global effect like the 5p charge on plastic bags in England. Fourth, the newspaper report advises that you can change things if you get yourself elected in politics. Then future climate campaigners should start their campaigns locally and change things in their neighbourhood. Another important point is to know the facts about climate change in order to convince sceptics. However, campaigners should concentrate on those people who believe in climate change but need help because they don't know how to stop it. ((185 words))

3

Wir sollten in unserer Ernährung auf den Konsum von Fleisch gänzlich verzichten bzw. den Fleischkonsum zumindest reduzieren – nicht nur aus gesundheitlichen Gründen sondern auch aus ökologischen. Eine unausgewogene Ernährung mit einem hohen Konsum an rotem Fleisch begünstigt die Entstehung vieler Krankheiten. Wenn Gesundheitsvorgaben zum Fleischkonsum beachtet würden, hätten wir weitaus weniger vorzeitige Todesfälle und könnten die Kosten im Gesundheitswesen um 1 Milliarde US-Dollar senken. Wenn die Verbraucher ihren Fleischkonsum lediglich soweit reduzierten, dass der Konsum nicht gesundheitsschädlich ist, sanken die Emissionen weltweit bis zum Jahr 2050 um ein Drittel. Ernährte sich der Großteil der Menschen vegetarisch, sanken die Treibhausgasemissionen sogar auf 63%.

4

Industrial livestock farming is responsible for 15 per cent of global greenhouse gas emissions and 70 per cent of our global freshwater consumption is used for livestock farming. That's why we should try to eat less meat. Of course the supermarkets offer a wide range of meat substitutes for vegetarian or vegan consumers. However, it is meat producers that are offering most of those meat substitutes so even if you are living without meat you are still likely to support meat producers. All in all, sustainable consumption calls for eating less meat and buying products which are in season and were grown regionally.

5

The colour illustration shows a man who is standing on a small and secluded island. In the foreground we can see a huge whale which has got stranded. From the man's outer appearance we can draw the conclusion that he is cast away as he has a beard and is wearing ragged clothes. The cartoonist might want to allude to Robinson Crusoe. He is wearing a green T-shirt with the print "Green Peace". So we can conclude that the man is a climate campaigner. There are also four speech bubbles showing the man's thoughts about the stranded whale. The man has an inner conflict: On the one hand he is very hungry and wants to eat the whale. But on the other hand his green conscience forbids him to eat the whale because eating meat causes greenhouse gas emissions. The cartoonist is making fun of the current trend of not eating meat and fish because it is dangerous for the environment. In the cartoon the whale is already dead so it would be ok for the man to eat the whale.

6

Stan & Fairies', we want vegan ice cream options!
For years and years now we have been regular customers of *Stan & Fairies'* ice cream and we are surprised that your company has not thought of making vegan ice cream yet. Of course, we do know your sorbet options and we really are happy that you offer those, but it would be an important step and a huge sign of your company for taking action against climate change if you offered vegan ice cream options. *Stan & Fairies'*, you are such a well-known and big company that you are in the position to make vegan ice cream a well-established ice cream option. Recent statistics show that animal agriculture is one of the largest contributors to climate change. There are already so many non-dairy milk options made from almond, coconut and soy that an innovative company such as *Stan & Fairies'* would want to offer these options as the first company on the ice cream market.
Please help us call on *Stan & Fairies'* to start a vegan ice cream line and cut back on animal products in their collection of ice cream!

7

Freie Übung

Unit 15

Seite 108

1 a)

- 1.8 billion tourists will be travelling in the next 15 years.
- The environment and the living conditions of the people who live in holiday resorts will be destroyed.
- When she started up her hotels she first spoke to representatives of the community to find out about employment and handicrafts in the area. Now local people are permitted to sell their handicrafts in her hotel.
- She has established 90 hotels all over Southeast Asia.
- Mass tourism is still in the early stages when it comes to managing the environmental and social problems that it creates.

1 b)

- have access to cheap flights and accommodation thanks to digital technology.

- tourists are brought into contact with children who are in danger of becoming victims of crimes such as child trafficking.
- long hours and sometimes in dangerous conditions.
- recognize and respond to cases of child exploitation.
- work in the construction of new hotels or in building roads to improve the infrastructure for tourism.

2 a)

- a) false b) true c) true d) false
- a) true b) false c) true d) false
- a) false b) true c) true d) true
- a) true b) true c) false d) false

2 b)

- garment factory 6. monitoring
- progress 7. retailer
- to contribute 8. commitment
- compensation 9. union
- keep pace 10. funding

2 c)

- On 24 April 2013 the collapse of Rana Plaza, a huge textile factory in Dhaka, killed more than 1,000 people because the building was poorly constructed.
- As a consequence of the tragedy in Dhaka they took action on several levels. First, many global clothing brands paid compensation to the victims and their families. Second, Dhaka's permitting offices have controlled three-quarters of Bangladesh's garment factories for safety. As a consequence they had to close 35 factories because they were not safe and the remaining factories have to be remediated. Several international brands and retailers support this process on the one hand by financially helping with remediation and on the other hand by working hand in hand with government agencies and non-governmental organisations.
- Bangladesh's director for the *International Labour Organization* Reddy says that in the future they need to concentrate on how to continue those developments. First he says that they need qualified monitoring staff: people need to be trained and more monitoring staff needs to be employed. He goes on that permitting offices must not be allowed to permit the construction of factory buildings and then not monitor them. Moreover, he points out that there has been made progress on worker rights issues but workers still do not have the chance to express concerns about safety issues. He calls for the establishment of worker safety committees.
- According to Reddy the attention that resulted from the catastrophe of Rana Plaza has been good for Bangladesh's garment industry because it has started up global brands to finally take an interest in the country's textile industry. Several brands have started to improve working conditions as well as to fund improvements concerning the construction of buildings. However, he thinks that the attention has also put pressure on the textile industry in Bangladesh to fix problems in a very short period.

2 d)

The newspaper report "Two years after Rana Plaza, have conditions improved in Bangladesh's factories?" written by Amy Westervelt and published in *The Guardian* on 24 April 2015 deals with the consequences of the collapse of a huge garment factory in Bangladesh where more than 1,000 people were killed.

The author examines what has been done two years after the catastrophe.

First, the author informs readers that many global clothing brands have already paid compensation to the victims and their families. Second, she points out that out of over 3,500 factories which are exporting clothing from Bangladesh the Bangladeshi authorities have closed 35 because they were not safe. The rest had to be renovated. According to the author several international brands and retailers support this process by helping to finance factory renovations. They are also working hand in hand with government agencies and non-governmental organizations to improve conditions for factory workers.

According to the director for the *International Labour Organization*, the attention that resulted from the catastrophe has been good for Bangladesh's garment industry because several brands have started to improve working conditions as well as to fund improvements to buildings.

However, the director also states that in the future they need to concentrate on ways of continuing these developments. There is a need for more qualified monitoring staff and the authorities must not permit the construction of factory buildings and then not monitor them. In addition workers need a forum to express concerns about safety issues. This means more worker safety committees will have to be established.

At the end of the article, the author makes it clear that the attention following the catastrophe has put pressure on the textile industry in Bangladesh to fix problems in a very short period of time but there is still a lot that needs to be done.

3

Der Zeitungsartikel „Welsh youngsters learn to rethink racism“ setzt sich auseinander mit den Chancen und Problemen der Integration von Migranten in die walisische Gesellschaft.

Auf der einen Seite zeigt der Artikel die Integrationsprobleme auf, z. B. dass weiße Männer Migranten beschimpfen und der Rechtsextremismus im Süden von Wales immer mehr Zulauf bekommt.

Auf der anderen Seite zeigt der Text, wie walisische Schüler mit Rassismus umgehen. Viele von ihnen sind mit dem Rassismus in der Gesellschaft nicht einverstanden und nehmen an einem Projekt teil, dem *Think Project*, das zum einen verhindern soll, dass Schüler sich dem rechten Extremismus zuwenden. Darüber hinaus soll das Projekt sie für politische Themen begeistern.

4

The text "Ehrenamt-Projekt in Köln" introduces a project which helps refugees in Cologne to integrate into society by getting them involved in voluntary work. The project gives refugees the chance to get to know some German people better and also to feel useful again. This is why the refugees voluntarily help in an old people's home for example. They read stories to the elderly or communicate with them and by doing so they learn German and get to know various aspects of the German culture.

5

The cartoon shows two men who are both holding a soft-drink in one hand and a hamburger or fries in the other. They are both extraordinarily fat. The man on the left is saying: "Great to see you are a fully integrated immigrant to our culture." This implies that the man on the right is an immigrant while the man on the left is a native of the country.

The cartoonist wants to point out that immigrants adopt the negative aspects of societies, too. It seems that the immigrant has become part of the fast food culture, which leads to obesity and consequently higher costs for the health system. But as the immigrant in the cartoon looks the same as the local resident, with the same bad eating and drinking habits, this seems to be proof that he is now fully integrated.

6

The pie chart shows factors that determine the successful integration of immigrants into German society. According to the pie chart the most important factor is high school graduation (28.96%), immediately followed by the duration of schooling (26.57%). Other important factors are the use of language (main language 8.61%, being able to write German 9.19% and being able to speak German 8.90%). Factors like citizens' initiative, volunteerism and visits to German people's homes and receiving visits from Germans are of minor importance.

All in all, the pie chart shows that the most important factors that influence successful integration are the level of education and the use of the language.

7

Freie Übung

Workbook

Freeway Ausgabe Soziales

Englisch für berufliche Schulen

Herausgeber: Wolfgang Rosenkranz

Autoren: Catherine Küpper, Wolfgang Rosenkranz, Graham Tucker

1. Auflage

1 6 5 4 3 2 | 21 20 19 18 17

Alle Drucke dieser Auflage sind unverändert und können im Unterricht nebeneinander verwendet werden. Die letzte Zahl bezeichnet das Jahr des Druckes.

Das Werk und seine Teile sind urheberrechtlich geschützt. Jede Nutzung in anderen als den gesetzlich zugelassenen Fällen bedarf der vorherigen schriftlichen Einwilligung des Verlages. Hinweis § 52 a UrhG: Weder das Werk noch seine Teile dürfen ohne eine solche Einwilligung eingescannt und in ein Netzwerk eingestellt werden. Dies gilt auch für Intranets von Schulen und sonstigen Bildungseinrichtungen. Fotomechanische oder andere Wiedergabeverfahren nur mit Genehmigung des Verlages. Auf verschiedenen Seiten dieses Heftes befinden sich Verweise (Links) auf Internet-Adressen. Haftungshinweis: Trotz sorgfältiger inhaltlicher Kontrolle wird die Haftung für die Inhalte der externen Seiten ausgeschlossen. Für den Inhalt dieser externen Seiten sind ausschließlich die Betreiber verantwortlich. Sollten Sie daher auf kostenpflichtige, illegale oder anstößige Inhalte treffen, so bedauern wir dies ausdrücklich und bitten Sie, uns umgehend per E-Mail davon in Kenntnis zu setzen, damit beim Nachdruck der Verweis gelöscht wird.

© Ernst Klett Verlag GmbH, Stuttgart 2017. Alle Rechte vorbehalten.
www.klett.de

Redaktion: Karin Hirmer

Herstellung: Lina Schedlbauer

Gestaltung: kognito Gestaltung, Berlin; media office gmbh, Kornwestheim

Umschlaggestaltung: kognito Gestaltung, Berlin

Satz: media office gmbh, Kornwestheim

Reproduktion: Meyle + Müller Medien-Management, Pforzheim

Druck: AZ Druck und Datentechnik GmbH, Kempten/Allgäu

Printed in Germany
ISBN 978-3-12-800137-1



Freeway

Ausgabe Soziales
Englisch für berufliche Schulen
Lösungsheft zum Workbook

Freeway Ausgabe Soziales

Dieses Lösungsheft ist
Bestandteil von:

ISBN 978-3-12-**800137-1**



9 783128 001371