



Animals and people

Have you got a pet?

Do you usually work indoors or outdoors?

What's the best moment of your day?



A Animals

Homestudy H1a

A1a Look at these words for animals. Which words look similar to words in German or another language you know?

- | | | | | | |
|-------------------------------|------------------------------|--------------------------------|--------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> bear | <input type="checkbox"/> cat | <input type="checkbox"/> horse | <input type="checkbox"/> whale | <input type="checkbox"/> elephant | <input type="checkbox"/> zebra |
| <input type="checkbox"/> dog | <input type="checkbox"/> rat | <input type="checkbox"/> bird | <input type="checkbox"/> mouse | <input type="checkbox"/> wolf | <input type="checkbox"/> crocodile |

1 7

Homestudy H1b

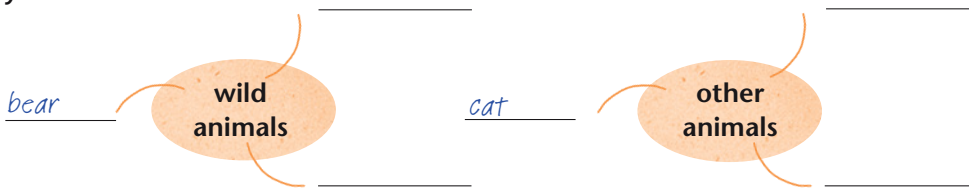
A1b Now listen to the words. Number them in the order you hear them. Which words sound similar to words in German or another language you know?

Exploring learning p. 24

TIP 1 Compare languages



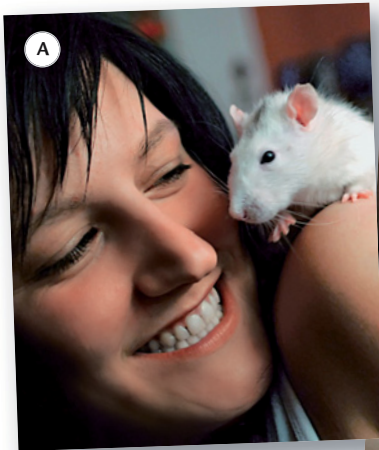
A1c Make two word wheels: wild animals, other animals (pets, etc.). Add any other animals you know.



1 8

A2a Three people talk about their pets. Listen. What animals have they got? Match the photos and the dialogues.

- Dialogue 1 Dialogue 2 Dialogue 3



Companion: Grammar 2.2.2

A2b Which sentence is true?

- Most students in the class have got a pet.
- Most students in the class haven't got a pet.

Ask the other members of the class:

- Have you got a pet?
- Yes, I have. I've got two dogs.
 - No, I haven't, but I like cats.
 - No, I haven't. I don't like animals.

Focus on grammar

- Have you got a pet?
- Yes, I have. I've got a dog.
 - No, I haven't. I don't like animals.

Homestudy H2, H3

Companion: Grammar 2.2.2

A2c Tell the rest of the class about the pets you can remember.

- Example: Sonja's got a bird.
Frank hasn't got a pet.

Focus on grammar

- Sonja's got (has got) a bird.
Frank hasn't got a pet.



A3a Work in pairs. Here are some reasons why people have got pets or haven't got pets. Which reasons are the most popular, do you think? Can you think of other reasons?

Why? Because ...

- my children love animals.
- I like walking (with my dog).
- I live alone.
- I love animals.
- ...

Why not? Because ...

- I have no time for animals.
- I don't like animals.
- I can't have a pet in my apartment.
- I travel a lot and I'm not at home.
- ...

A3b Ask other people in your class. Example: Why have you got a pet? / Why haven't you got a pet?

Focus on grammar
Why haven't you got a pet?
– Because I don't like animals.

Homestudy
H4

Companion:
Grammar 3.13.4

B What do you do at work?

B1 Look at the pictures. Which of the animals do you think you can see in Yellowstone National Park?



B2a Louise Benton is a park ranger at the Yellowstone National Park. Read the sentences about her. Guess what is correct.

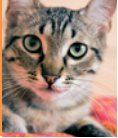
- She usually / often / sometimes / never works indoors / outdoors.
- She usually / often / sometimes / never works alone / in a team.

B2b Now listen to Louise and check your answers.

B2c Put these words in the right place on the scale.

often | never | sometimes





Homestudy
H5, H6

B2d How often do you do the following things? Read the sentences and add *never*, *sometimes* or *often* so they are true for you. Then compare with your partner.

1. I use social media (Facebook, Twitter, LinkedIn). I often use social media.
2. I go to meetings. _____
3. I travel by train. _____
4. I go shopping for other people. _____

Companion:
Grammar 2.3

Focus on grammar

Louise **usually works** outdoors.

B2e Where do the words *sometimes*, *often*, etc. come in an English sentence? What is the difference between German and English?

Exploring learning p. 24

TIP 2 Notice differences

Companion:
Grammar 1.2, 1.3

B3a Work in pairs. Ask your partner about their work (or what they do every day). Use the ideas in B2a and B2d.

Example: Do you work indoors?

Focus on grammar

Do you work indoors?

- Yes, I do.
- No, I don't. I (usually) work outdoors.

Homestudy
H7

B3b Tell the rest of the class about your partner.

Example: Jürgen usually works indoors.

He doesn't work in a team.

He sometimes goes to meetings and he doesn't work with a computer.

Focus on grammar

Jürgen usually **works** indoors.

He **doesn't work** with a computer.

Companion:
Grammar 2.3

Homestudy
H8

B4a Read the article about Louise and her job as a park ranger. What do you like about her job? What don't you like?

JOB PARK RANGER

LOUISE BENTON HAS GOT AN UNUSUAL JOB: SHE IS A PARK RANGER IN YELLOWSTONE NATIONAL PARK. About 3 million people visit Yellowstone National Park every year, so Louise Benton meets a lot of tourists. She organizes guided tours of the park, writes information material, runs campgrounds and answers questions about the national park. She is also responsible for the safety of the visitors.

The park rangers help to manage the park. They study animals, plants and water quality. They look after the visitors, but they also have some office work to do. Louise, for example, sometimes



writes reports or goes to meetings. Because she always has so many different things to do, her job is not boring.

Homestudy
H9
Companion:
Grammar 2.3

B4b Underline or highlight all the verbs in the article. When is there an "s" at the end, and when is there no "s"?

Focus on grammar

3 million people **visit** Yellowstone National Park every year.
Louise **meets** a lot of tourists.

Exploring learning p. 24

TIP 3 Compare forms



B5a Work in pairs. Write three things about your work or what you do every day on a piece of paper. Don't write your name on the paper. You can use the verbs from the article in B4a. Examples: I organize meetings. I work indoors. I help to manage the company. I cook meals. I go shopping. I visit friends.

B5b Mix up the papers and take one. Can you guess the person?

C The best moment of the day

C1a Work in pairs. Sort the following into things you like (✓) and things you dislike (✗). Can you add other things to the lists?

- | | |
|---|--|
| <input type="checkbox"/> my first cup of tea or coffee in the morning | <input type="checkbox"/> reading my email |
| <input type="checkbox"/> breakfast with my children | <input type="checkbox"/> the radio programme in the car on my way home from work |
| <input type="checkbox"/> the journey to work | <input type="checkbox"/> the bedtime story |
| <input type="checkbox"/> a talk with my boss | <input type="checkbox"/> a drink in the evening |
| <input type="checkbox"/> my daily Sudoku puzzle | |

C1b Compare your ideas with the rest of the class.

C2 Work in pairs. Read the following stories and match them with the "authors".

1 : I live with a wonderful person called Wendy. Every evening at about 8 o'clock I go out and leave her at home. I walk all night. Then at nine o'clock in the morning, Wendy takes the children to school by car. Then she comes to get me. We always meet at the same place: it's about five miles from our home. She drives up in her car, opens the door and I get in. It's the best moment of the day. Then we go home. I have breakfast and then I sleep. :

2 :: I always like to go to bed at ten o'clock in the evening, but my partner, Eric, usually likes to watch TV at that time. I get up, but sometimes he doesn't see me. So then I go over to his chair and stand in front of the TV. I'm quite big, so Eric can't see it. One time I found out how to change the TV channel. That surprised him! But in the end he comes with me to my bed. He always gives me a drink of milk and then I go to sleep and Eric can go back to his TV. ::

3 :: I don't like to get up too early in the morning. But my partner, Dave, is very kind to me. He always gets up first because he goes to work early. He gets up, washes and gets dressed. And then, before he leaves the house, he makes a cup of tea for me and he brings it to me in my bed. I like to sit quietly with my cup of tea and think about the day. It's my favourite moment. ::

The "authors":

Dell, a Labrador dog



Sandy, a woman



Mr Podge, a cat





C3a Work in pairs. What's the best moment of your day? Tell your partner.

What time does it happen?

Where are you?

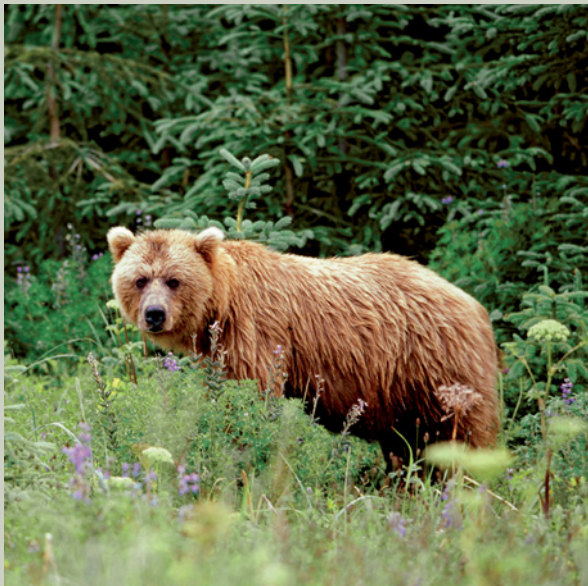
What do you do?

Homestudy
H10

C3b Now tell the rest of the class about your partner's best moment of the day.

D A trip to Yellowstone

D1a Work in pairs. Read the information about the grizzly bear safari in Yellowstone National Park. Would you or your partner like to go on a safari like this? Why or why not?



Grizzly Bear Safaris

From May to November
Spend 2 days in the backcountry
of Yellowstone.

Expert guides to take you to the best
places to see animals. Short hikes
– not too far for children or older
people. Small groups of 4 – 10 people.
Learn all about America's
grizzlies and black bears.
Book now to make sure of your
safari.

96% chance of seeing bears.

>> For more information,
write to [contact](#)

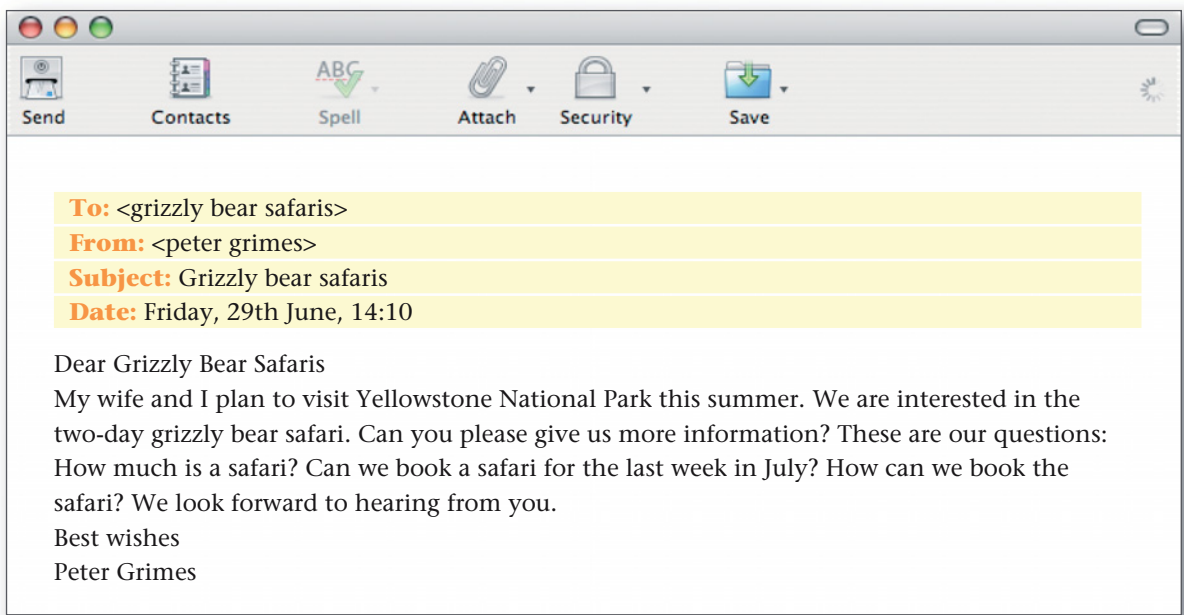
D1b Peter and Mandy from London are interested in the bear safari in Yellowstone. They want some more information about the tour. Work in pairs. Look at the list and tick the things you think they want to know.

- how the weather is in the summer
- the price of the safari
- what bears eat
- how to book
- what they should pack
- how they can pay





D1c Read the email Peter writes and check your answers in D1b.



Focus on email writing

Dear ...
We are interested in ... Can you ...
We look forward to hearing from you.
Best wishes

D2a Read the information about two other animal safaris.

1
ALL-DAY WHALE-WATCHING TOUR
Cape Cod / Nantucket Island, USA
April to October.
99% chance of seeing whales.
Experts on board to inform you and answer your questions.
Special group and family prices.
>> For more information contact us by phone, fax or email.

2
SOUTH AFRICAN ANIMAL SAFARIS
Kruger National Park
April to September.
Guided tours in jeeps, guided walks.
Photograph elephants and other animals in their natural habitat.
Luxury lodge.
4 nights for the price of 3 in May!
>> Contact our office for more information.

D2b Work in pairs. Choose one of the safaris and write for more information. Look at the email in D1c for help.



Exploring my progress

Am Ende dieser Unit kann ich ...



- | | | | |
|--|--------------------------|--------------------------|-----------------|
| ... sagen, ob ich ein Haustier habe oder nicht, und Gründe dafür geben.
(I haven't got a pet because I don't like animals.) | <input type="checkbox"/> | <input type="checkbox"/> | A3b, H2, H4 |
| ... erzählen, was ich in meinem beruflichen oder privaten Alltag
regelmäßig mache. (I usually work outdoors.) | <input type="checkbox"/> | <input type="checkbox"/> | B3a, B5a, H5–H8 |
| ... über den schönsten Moment in meinem Tagesablauf erzählen.
(I like to sit with my cup of tea and think about the day.) | <input type="checkbox"/> | <input type="checkbox"/> | C3a, H10 |
| ... eine kurze, einfache E-Mail schreiben, um Informationen über ein
Reiseziel einzuholen. | <input type="checkbox"/> | <input type="checkbox"/> | D2b, H11 |

Online-Übungen ► S. 129

Exploring learning – comparing and exploring systems

A1b TIPP 1 Sprachen vergleichen

Viele englische Wörter sehen wie deutsche Wörter aus (z.B. *zebra* – Zebra) oder werden ähnlich bzw. gleich ausgesprochen (z.B. *bear* – Bär). Achten Sie beim Lesen und Hören auf Wörter, die deutschen Wörtern ähnlich sind. Auf diese Weise verstehen Sie schon eine ganze Menge und können erschließen, worum es in einem Text geht.

B2e TIPP 2 Regeln entdecken

Der englische Satzbau ist oft anders als der deutsche. Versuchen Sie die Unterschiede bzw. Gemeinsamkeiten zu entdecken. Beispiel: *I never go hiking.* – Ich *gehe nie* wandern.

B4b TIPP 3 Formen vergleichen

Wenn Sie die Formen der englischen Sprache vergleichen, können Sie Regeln und Regelmäßigkeiten entdecken. In diesem Fall haben Sie sicher wieder bemerkt, dass im **present simple** bei **he**, **she** und **it** die Verbform mit **–s** endet. Sonst bleibt die Form für alle Personen gleich! Nur wenn man etwas selber entdeckt hat, kann man es richtig lernen.

Vergleichen und Systeme entdecken

Eine Sprache lernt man durch aktive Anwendung und intuitive Aufnahme, aber auch durch das Entdecken und Ableiten von Regelmäßigkeiten.

Besonders hilfreich ist das Erkennen von Ähnlichkeiten beim Erlernen von Wortschatz, da man (meist unbewusst) neue Wörter mit bereits bekannten vergleicht. Wenn es gelingt, Neues mit „Altem“ zu verbinden, kann man sich die neue Information viel besser merken.

Companion → Im Abschnitt **Your link to the Portfolio – Mehr zu Unit 2** finden Sie Hinweise, wie Sie Ihren Lernfortschritt planen und durchdenken können.

Lernen außerhalb des Englischkurses

Wenn Sie eine Reise in ein englischsprachiges Land planen, informieren Sie sich vorher im Internet. Englischsprachige Websites geben Ihnen Anregungen, und die Bilder auf diesen Seiten werden das Verstehen unterstützen. Und denken Sie daran, immer nach (sprachlich) Bekanntem Ausschau zu halten!

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