

FACHBUCHREIHE

für wirtschaftliche Bildung

Retailing now!

Workbook

Englisch für Kaufmann/Kauffrau im Einzelhandel

Wessels

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Vorwort

Retailing now! ist ein neu konzipiertes Lehrwerk zum Erlernen von Englisch in der beruflichen Aus-, Fort- und Weiterbildung. Es orientiert sich an den Rahmenlehrplänen für die fachliche Ausbildung zum Kaufmann/zur Kauffrau im Einzelhandel und bildet somit die dort beschriebenen Lernfelder ab.

Retailing now! ist geeignet für:

- **Auszubildende Kaufmann/Kauffrau im Einzelhandel**
- **Auszubildende Verkäufer/Verkäuferin**
- **Innerbetriebliche Aus- und Weiterbildung im Einzelhandel**
- **Dozent/-innen und Lernende bei freien Bildungsträgern**

Das Lehrwerk knüpft an Englischkenntnisse an, die bis zum Abschluss der Sekundarstufe I erworben wurden (Niveaustufe A2 des Europäischen Referenzrahmens). Ausgehend von **Kompetenzen in der englischen Grammatik** und von einem Grundwortschatz von ca. 1.000 Wörtern will **Retailing now!** die Lernenden befähigen, die Anforderungen der KMK-Zertifikatsprüfung (Niveaustufe II) – das entspricht der Niveaustufe B1 des Europäischen Referenzrahmens – erfolgreich zu bewältigen.

Die **Texte und Übungen** sind überwiegend handlungsorientiert angelegt. Sie greifen also gezielt **Themen und Situationen aus den Lernfeldern** auf, in denen fremdsprachliches Handeln im Beruf erforderlich ist. Diese Handlungsorientierung spiegelt sich in der Fokussierung auf die sprachliche Fortentwicklung in den **Kompetenzfeldern Hörverstehen, Leseverstehen, schriftliche und mündliche Kommunikation** sowie Sprachmittlung wieder. Somit sind **Dialoge, Telefonate, Schriftverkehr auf elektronischem Wege, Diskussionen, Rollenspiele, aber auch Mediationsanlässe** häufiger verwendete Formate in Texten und Übungen.

In **6 Units** entwickeln die Lernenden ihre handlungsorientierte Sprachkompetenz themenspezifisch weiter. Hierzu werden neben dem variantenreichen Übungskanon auch **Übungen für Partner- und Gruppenarbeit** wie auch Gelegenheiten zur **Präsentation und Diskussion** in der Klasse angeboten. Auf die Erfahrungen der Lernenden im betrieblichen Alltag greift **Retailing now!** gezielt zurück. Mit dem systematischen Angebot von **binnendifferenzierenden Aufgaben** können auch leistungsstärkere Lernende angesprochen werden. Darüber hinaus gibt das Lehrwerk Gelegenheit, **wichtige Gebiete der englischen Grammatik** aufzufrischen.

Zu **Retailing now!** steht **digitales Zusatzmaterial zur Verfügung**. Die gesprochenen Hörtexte stehen in Form von Audio-Dateien in der EUROPATHEK zur Verfügung. Auf der vorderen Umschlaginnenseite finden Sie Hinweise, wie Sie das digitale Zusatzmaterial nutzen können.

Wenn Ihnen dieses Lehrwerk gefällt, sagen Sie es weiter. Und helfen Sie uns auch, die vorhandenen Texte und Übungen aus der Praxis für die Praxis zu optimieren. Schreiben Sie uns dazu per E-Mail unter lektorat@europa-lehrmittel.de.

Auf Ihr Feedback freuen wir uns. Vor allem aber wünschen wir Ihnen erfolgreiches Arbeiten mit **Retailing now!**

Frühjahr 2020

Autor und Verlag



Legende der Icons



Digitales Zusatzmaterial (Hörtexte/Audio-Dateien); Download über die EUROPATHEK (s. Hinweise auf der Umschlaginnenseite)



Aufgabe zur schriftlichen oder mündlichen Beantwortung. Für die schriftliche Lösung sind im Workbook Schreiblinien eingefügt.



Partnerarbeit/Gruppenarbeit



Aufgabe, die durch Diskussion in der Klasse gelöst werden soll



Aufgabe, die in Form eines Rollenspiels gelöst werden soll



Allgemeine Sachinformationen



Zusatzaufgaben für Schüler und Schülerinnen, die weitere bzw. etwas schwierigere Aufgaben bearbeiten möchten.

¹Vorort

Deutsche Übersetzung eines Wortes oder Ausdrucks aus dem Text (im Text und am Rand blau gedruckt und mit einer Ziffer versehen)

4



Hinweis zum Sprachgebrauch des Englischen

Example:

Beispielsatz im Grammatikteil oder als Lösungsmuster

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1.1

Let's get started – Introducing oneself



Track 1

1. Listen to people saying "Hello".

1

Close friends

- Hi! Haven't seen you for long.
- Yeah, hi. OK. What's up?
- Nothin' much. And you?
- Pretty much the same.



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B



© fizkes – stock.adobe.com

2

Very formal / polite

- How do you do?
- How do you do?
- Pleased to meet you. My name is Jenny Armstrong.
- I'm Ted Jones from K & N Partners.

3

Informal

- Hello, Pete! Sorry for being late. But the traffic, you know.
- Hello, Jill. Good that you are here now.



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D



© Antongiullem – stock.adobe.com

4

Young people

- Hiya! How's it goin'?
- Good. And you?
- Waah, so so.
- An' what'ya doin'?



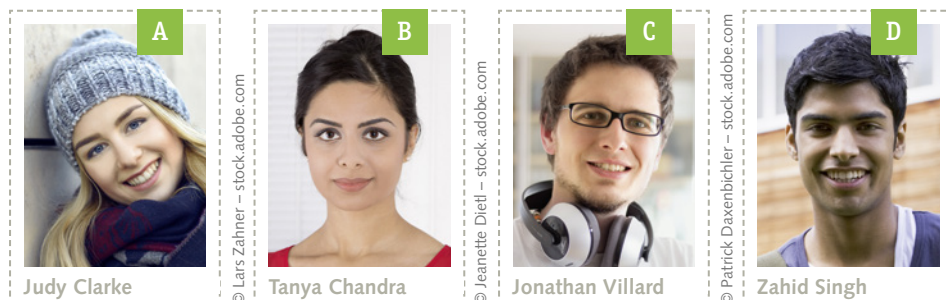
Decide which of the pictures A, B, C or D fit the texts 1–4.

Photo	A	B	C	D
Text	2	3	4	1

2. Listen to the audio file. You'll hear four young people introduce themselves. Their names are: Tanya Chandra, Judy Clarke, Zahid Singh and Jonathan Villard. They are **training**¹ to become **shop assistants**².



¹sich ausbilden lassen, Ausbildung/Lehre machen
²Verkäufer/in



Can you remember in which order they introduced themselves? Put the right numbers 1–4 against their names.



Tanya Chandra: 4 Judy Clarke: 1 Zahid Singh: 3 Jonathan Villard: 2

3. Listen to the audio file again. Find out what the young people say about their families, their age, their hometown and their **pastimes**¹. Fill in the details in the boxes below.



¹Freizeitaktivitäten, -beschäftigung

	Judy	Jonathan	Zahid	Tanya
Parents' jobs				
a) Father	a) <u>bus driver</u>	a) <u>lab technician</u>	a) <u>shop manager/</u> <u>owner</u>	a) <u>electrician</u>
b) Mother	b) <u>(office) clerk</u>	b) <u>nurse</u>	b) <u>doesn't work,</u> <u>helps out in shop</u>	b) <u>sales assistant</u>
Age	<u>17</u>	<u>16</u>	<u>16</u>	<u>16</u>
Home town	<u>Woking</u>	<u>Leicester</u>	<u>Bradford</u>	<u>Salford/Manchester</u>
Brothers & sisters	<u>1 brother</u>	<u>1 brother</u>	<u>2 sisters, 1 brother</u>	<u>1 brother, 1 sister</u>
Pastimes	a) <u>playing volleyball</u>	a) <u>playing football</u>	a) <u>hanging out</u>	a) <u>badminton</u>
	b) <u>hanging out</u>	b) <u>Leicester Football</u> <u>matches</u>	b) <u>playing video</u> <u>games</u>	b) <u>swimming</u>
				c) <u>sewing and</u> <u>needlework</u>

Now read the text on p. 195 and study the new words and phrases.



Info

Introducing oneself

When asked to introduce yourself, you state your first name and your full name. Then you say what you are doing right now. Sometimes people also want to know your age, when and where you were born and where you live. In conversation, it's good to be able to say what your **interests**¹ are and to talk about your **achievements**². Sometimes people want to know what your parents' jobs are.

¹Interessen

²Leistung, Erfolg



4. Talk about yourself. But first study this mindmap.



10

¹umziehen (nach); ²Geschwister; ³Zwillings-; ⁴Freizeit; ⁵beschäftigt sein, arbeiten; ⁶stricken; ⁷tüfteln, basteln; ⁸Ausbildung/Lehre machen (zum/zur); ⁹(Berufs)Ausbildung, Lehre



5. Use the box on the next page and write down the things you want to say to introduce yourself, also what your parents' jobs are OR what they trained as. State your pastimes or your interests. Use your (online) dictionary if you don't know the terms.

open answers

My name			
Age	Brothers	Sisters	
Town			
My school			
Jobs			
Father			Mother
My pastimes & interests			

6. Now work with a partner. Practise saying "Hello" and introducing your partner. First find out about your partner's name, where they live and where they went to school. Ask questions beginning with who, when, where, what, etc. Use the phrases in the box. – Put the information in a table.

- What's your name?
- (And / Tell me) Where do you live?
- (And / Tell me) Where did you go to school?
- Good morning /afternoon / Hello / Hi, (everyone).
- I'd like to introduce / Let me introduce ...
- He / She lives in ...
- ... went to school in ...



Addit. Tasks

p. 28, 1.1 {B}



Bild 1, 3–5, 7, 8 © Wessels, Bild 2 © contrastwerkstatt, Bild 6 © oneblink1 – stock.adobe.com



1. Talk about the photos on p. 11. Use the phrases in the box.

- 1 Can you buy these goods in your home town or in a town close to where you live?
- 2 Where are these shops? – In the town centre, in the **suburbs**¹, on the **outskirts**², near your home?
- 3 Are the shops big or small?
- 4 Do you use self-service or are there shop assistants to help you?
- 5 How often do you go to these shops?

- I can buy/get the goods ...
- I need to go to ... if I want to buy ...
- I cannot get/buy ...
- The shops are ...
- every day, regularly, often, sometimes, **occasionally**³, every now and again, hardly at all, once a week/month/year, never

¹ Vorort
² Stadtrand, Außenbezirke
³ manchmal, gelegentlich



2. Write down as many names of shops as you can.

- | | |
|----------------------------------|-----------------------------------|
| 1 the baker's _____ | 2 the butcher's _____ |
| 3 the greengrocer's _____ | 4 the jeweller's _____ |
| 5 the ironmonger's _____ | 6 the confectioner's _____ |
| 7 the card shop _____ | 8 the shoe shop _____ |
| 9 the sports shop _____ | 10 the toy shop _____ |



3. Match the English terms with the German translation. There are more German words than you need. – Make sure you learn the terms.

English	German
bookshop	Bekleidungsgeschäft
chemist's (shop)	Buchhandlung
clothes shop	Diskontladen
discount shop, discounter	Drogerie; Apotheke
do-it-yourself (DIY) store	Eisenwarenhandlung
fashion shop	Heimwerker-, Baumarkt
furniture store ¹	Juwelier-, Schmuckgeschäft
grocer's (shop)	Lebensmittelgeschäft
hardware shop	Möbelgeschäft, Einrichtungshaus
newsagent's	Mode(fach)geschäft
stationer's (shop)	Schreibwarengeschäft
supermarket	Supermarkt
	Teppichgeschäft, -laden
	Zeitschriftenladen

¹ Möbelgeschäft

Note: In American English the term "store" is commonly used for any kind of shop. In Britain people use the word "store" for big shops. The ending "s" in *chemist's*, *grocer's* and *stationer's* shows that the word "shop" has been dropped (*I'm going to the baker's to get some rolls.*). This is also found in *butcher's*, *newsagent's* or *jeweller's (shop)*.

4. Use the terms in the list below to say where you can buy these things. Complete the sentences. There are more terms than you need.

butcher's • chemist's/pharmacist's¹ • clothes shop • florist's² • gift shop³ • hardware shop • newsagent's • shoe shop • stationer's • supermarket



¹Apotheke; ²Blumenladen, -geschäft; ³Geschäft für Geschenkartikel, Souvenirladen

- 1 If I need butter, I go to the supermarket.
- 2 I want to go the shoe shop to buy a new pair of boots¹.
- 3 I saw a nice winter anorak in the clothes shop. I think I'll go there tomorrow.
- 4 My parents are having visitors tomorrow and they want me to get a nice leg of lamb² at the butcher's.
- 5 I couldn't get my favourite fashion magazine³ at my newsagent's, so I'll try in the town centre.
- 6 I must get something nice for my friend's first wedding anniversary⁴. I'll try the gift shop first.
- 7 It's my mother's birthday today. So, I better buy her some flowers at the florist's.
- 8 You'd better go to the chemist's/pharmacist's to get some cough mixture⁵ for your cold.

¹Paar Stiefel

²Lammkeule

³Modezeitschrift

⁴Hochzeitstag

⁵Hustensaft

5. For some retail shops listed in Task 3 above give some examples of the products sold there. Choose at least five shops. Use your (online) dictionary if necessary.



Shop	Products
Example: textile shop	fabrics ¹ , curtain materials ² , sewing & knitting material, wool etc.
...	

¹Stoffe, Textilien

²Gardinen-, Vorhangstoff

Addit. Tasks

p. 30, 1.2 {C}



6. Decide which of these adjectives you can use to talk about the quality and prices of goods. Put the letters "Q" for quality and "P" for prices against the words. Make sure you know what the words mean.

affordable	P	favourably priced	P	luxurious	Q
cheap	P	high-end, up-market	Q	moderately priced	P
expensive	P	low-priced	P	second-rate	Q
fashionable	Q	low-quality	Q	top-quality	Q

Which of these adjectives would make you buy such a product?

Additional Tasks

p. 30, 1.2 {D}

open answers

1.3 Becoming a shop assistant



1. What is there in retailing? In the list below find some points that may have been important for your decision to start a career in retailing. Which are they? Tick [✓] the boxes as you see fit. **open answers**

Reasons for choosing retailing	One of my reasons
1 At the job centre ¹ they told me going into retailing was a good idea.	
2 Having to work on Saturdays may be a drawback ² . But you get a day off ³ in the week.	
3 I can help people make up their minds ⁴ .	
4 I didn't like the idea of sitting in an office all day or do hairdressing ⁵ .	
5 I don't mind starting early or finishing late.	
6 I like beautiful things such as clothes, cosmetics, furniture.	
7 I like buying goods myself. / I quite like to go shopping.	
8 I like dealing with people. / You meet new people every day.	
9 I was told it was something that suit ⁶ me.	
10 I've always been interested in ... (electrical goods, electronics, fashion ⁷ , sportswear, glass- and tableware ⁸ etc.).	
11 The shop opening hours suit me (10 am to 6 pm).	
12 You have to deal with many different things (buying & selling, marketing, changes in taste/fashion). That's what I like.	
13 I didn't know what else to do.	
14 I quite like the atmosphere in shops.	

¹Arbeitsvermittlung, -amt

²Nachteil, Manko
³einen Tag frei

⁴sich entscheiden

⁵frisieren

⁶jdm. zusagen/gefallen,
zu jdm. passen

⁷Mode; ⁸Geschirr

Note: There is a difference between “ware” and “wear”. The ending “ware” is added to words for things, i.e. “glassware” (things made of glass) or “kitchenware” (things made for use in the kitchen). The ending “wear” is used with words for things that you can wear: “outerwear” (things you wear out of doors) or “shoewear” (different kinds of shoes and boots), “sportswear” (things you wear for sports activities). The pronunciation of both endings is the same.

2. Write down three of the points 1–14 on p. 14 which were the most important and three which were the least important for you in your decision to go into retailing.

Most important reasons	Least important reasons
open answers	open answers
...	

3. Combine the sentences 1–14 in Task 1 with one of those below. There may be several answers.

- I decided to do my apprenticeship in retailing because ...
- ... therefore, it didn't take me long to make up my mind.
- For me a career in retailing is attractive because ...
- Going into retailing seemed a good idea because ...
- As I like ... I thought it was a good idea to do my training in the retail sector.
- ... and therefore, I didn't really think about anything else.
- I never thought about anything else because ...
- I know retailing will change. But ...
- The main reason for going into retailing was that ...
- ... that's why going into retailing seemed very interesting for me.

Some words and phrases to help you organise your ideas. Decide in which order they should be arranged.

- (and) last but not least
- (and) not to forget
- (and) then
- also
- finally
- first ..., second ..., third ...
- furthermore
- in addition
- to begin with

Addit. Tasks

p. 30, 1.3



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1.4 My company



© Wessels



1. Let's take a look at shops. Discuss your ideas in class.

- 1 Which photo shows a shop like the one where you work?
- 2 What kind of goods can you buy in the shops shown here?
- 3 Would you like to work in any of these shops? – Say, why or why not.



2. Company profiles

Listen to what Judy, Jonathan, Zahid and Tanya have to say about the shop where they work. Listen to the audio file again and make notes. Then do Tasks 3 and 4.



3. List at least three products/product groups sold in the shops where Judy, Jonathan, Zahid and Tanya work.

- | | | | |
|---|----------|---|---------------------------------------|
| A | Judy | 1 <u>cosmetics</u> | 2 <u>household goods</u> |
| | | 3 <u>pharmaceutical products</u> | |
| B | Jonathan | 1 <u>electronic goods</u> | 2 <u>radios & television sets</u> |
| | | 3 <u>household appliances</u> | |
| C | Zahid | 1 <u>tools</u> | 2 <u>nuts & bolts</u> |
| | | 3 <u>timber</u> | |
| D | Tanya | 1 <u>fashion goods for men, women & teens, esp. suits, coats, dresses</u> | |

4. Decide who said what. Tick [✓] the boxes as you see fit. There often is more than one answer.



Statement	Judy	Jonathan	Zahid	Tanya
1 I started my training this year.			X	
2 I started my training in a company in Leicester.		X		
3 We sell all sorts of things.	X	X	X	X
4 Our shop is in a shopping centre.	X			X
5 You can find our shop on the outskirts.		X		
6 In our shop we work seven days a week.	X	X	X	X
7 My shop is family-owned.			X	
8 My company has many outlets ¹ .	X	X		X
9 Our staff are mostly female.	X			
10 We also have some part-timers.	X	X		
11 The pensioners ¹ are good at giving advice ² .			X	
12 At the weekend we are very busy.			X	X

¹Geschäft, Filiale, Verkaufsstelle

¹Rentner(in), Pensionär(in)

²Ratschläge geben, beraten

Addit. Tasks

p. 31, 1.4 {A}

5. Hören Sie einen Text im digitalen Zusatzmaterial zu den Ladenöffnungszeiten in Großbritannien und den USA. Sagen Sie kurz auf Deutsch, wann die Geschäfte in diesen Ländern geöffnet sind. Hören Sie die Audio-Datei zweimal. Lesen Sie dann den Text auf S. 196/197. open answers – some suggestions



Ladenöffnungszeiten in den USA und in GB

- für Supermärkte: a) lang, bis zu 24 Stunden
b) viele von 7 oder 8 Uhr morgens bis 8, 9 oder 10 Uhr abends
- für kleinere und familiengeführte Geschäfte: meistens 9 bis 17 Uhr oder 17.30 Uhr
- Zeitschriftenläden oder Kioske: meistens sehr früh, einige schließen spät am Abend
- für größere Geschäfte und Einkaufszentren: Öffnung zwischen 9 und 10 Uhr, Schließung zwischen 17.30 und 18 Uhr
- an Sonntagen in GB: sonntags begrenzte Öffnungszeiten (oft 6 Stunden)
- an Sonntagen in den USA: viele Läden öffnen an Sonntagen zwischen 8 und 17 Uhr

Addit. Tasks

p. 31, 1.4 {B}



6. Describe the opening hours of some of the shops in your home town or the town near where you live. Discuss the results in class. **open answers**

Note: In English there are three ways of saying and writing the time. Most people use the 12 hour clock (example: "I'll see you at 5 o'clock" or "I'll see you at 5 pm." or very short "I'll see you at 5." when the situation is quite clear for both partners). To make clear whether they are talking about the morning or afternoon/evening they add "am" or "a.m." (this is short for the Latin term *ante meridiem* = before midday) for the first half of the day or "pm" or "p.m." (this is short for the Latin term *post meridiem* = after midday) for the hours of the second half of the day. So you can say: "I'll meet you at the bus stop at 11 o'clock." or "I'll meet you at the bus stop at 11 am." The 24-hour clock is used in **notices**¹ of the opening hours of shops for example or in **timetables**² (examples: "Opening hours on Sundays from 10.00–17.00". And you say: "... from ten (in the morning) to five (in the afternoon)". – "My train leaves at 15.35." And you say: "My train leaves at fifteen thirty-five.").

¹Anschlag, Aushang
²Fahrplan



7. Write down the times mentioned in Column 1 in figures (Column 2).

(1) Time	(2) Time in figures	(1) Time	(2) Time in figures
1 At a quarter to seven	6.45 hrs.	7 At a quarter past one	1.15 hrs.
2 At half past seven	7.30 hrs.	8 From two o'clock till four o'clock	2.00–4.00 p.m.
3 At a quarter past eight	8.15 hrs.	9 At about a quarter past four	4.15 hrs.
4 At nine o'clock sharp ¹	9.00 hrs.	10 At twenty-five past five	5.25 hrs.
5 At ten a.m.	10.00 a.m.	11 At ten to six	5.50 hrs.
6 From eleven to twelve	11.00–12.00 hrs.	12 At twenty past six	6.20 hrs.

¹Punkt 9.00 Uhr



8. Read the activities (Column 1) and arrange them in the proper order (Column 2). – Then say at what times you do the things listed in Column 1.

Activity (1)	Proper order (2)	Time when I do things (3)
A I arrive in ... and I've got to walk for a few minutes to get to the shop.	3	
B I get home and have a bit of a rest and then we have dinner.	12	
C I get up, have a shower, get dressed and then have breakfast.	1	
D I have my lunch break and walk into town to get a sandwich or a snack and a drink.	7	
E I return from lunch and some other colleagues have their lunch break. I walk round the shop and help customers if necessary.	8	

Activity (1)	Proper order (2)	Time when I do things (3)
F I leave home and walk to the station to get the train to ... / take the bus / tram to ...	2	
G In the early afternoon, and especially if we are not busy, I refill the shelves or rearrange goods in the shelves.	9	
H Later in the morning, I spend time in the stockroom ¹ to unpack the parcels that have arrived earlier in the morning.	5	
I Then if we are not so busy, a senior colleague has time to tell me about a particular range of goods.	6	
J We finish work and close the shop at 6 p.m.	11	
K We start work at 9.30. Our shop opens and the first customers arrive. My first task is to clear things away, tidy up the shelves and make everything look nice and clean.	4	
L When people start coming back from work, we normally get very busy and I help out in the shop.	10	

¹(Waren)Lager

Addit. Tasks
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1.5 Types of shops



Bild 1, 2, 4-6 © Wessels, Bild 3 © Cineberg – stock.adobe.com

1. What types of shops can you see in these photos? – Put the numbers of the pictures into the appropriate boxes in the table on p. 20.



