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CAMDEN TOWN

Oberstufe



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OBERSTUFE

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Schritt für Schritt zum Abitur

Nach dem kürzlich erschienenen überarbeiteten Band für die Einführungsphase erscheint zum Schuljahr 2025/2026 die Neubearbeitung des Bands für die Qualifikationsphase.


Mit unserem neu bearbeiteten Band für die Qualifikationsphase werden die Schülerinnen und Schüler **Schritt für Schritt auf das Englisch-Abitur vorbereitet**. Die wichtigsten Kompetenzen dafür werden in umfangreichen *Workshops* trainiert. Auf den *Texts*-Seiten wird das Kapitelthema über Materialien und Aufgaben aus allen Kompetenzbereichen inhaltlich entfaltet. Die *Advanced texts*-Seiten richten sich speziell an das Anforderungsniveau eines Leistungskurses/Kurses mit erhöhtem Anforderungsniveau.

Camden Town Oberstufe bietet zudem ein umfassendes **Differenzierungskonzept**, bestehend aus neigungs-differenzierenden *Choose*-Aufgaben, anspruchsvolleren *Challenge*-Aufgaben sowie umfangreichem Support in der *Diff section*. Außerdem überzeugt das Lehrwerk mit einem besonderen Augenmerk auf der **Spracharbeit**.

Das **Workbook** dient der selbstständigen Wiederholung und Vertiefung des Erlernten und ist eng mit dem Schulbuch verzahnt.

Die **Materialien für Lehrkräfte** bieten umfassende Hinweise zur Unterrichtsgestaltung. Ebenfalls sind **Klausuren** erhältlich. Zu jedem der Themen des Textbooks bieten die Klausurvorschläge ein umfangreiches Materialpaket mit mehreren Klausurmodulen, die flexibel miteinander kombinierbar sind.

Sie arbeiten lieber digital? Kein Problem, *Camden Town Oberstufe Qualifikationsphase* wird natürlich auch als **BiBox** erscheinen!

Camden Town Oberstufe Qualifikationsphase		
 Textbook	978-3-14-180701-1	29,50 € <input type="checkbox"/>
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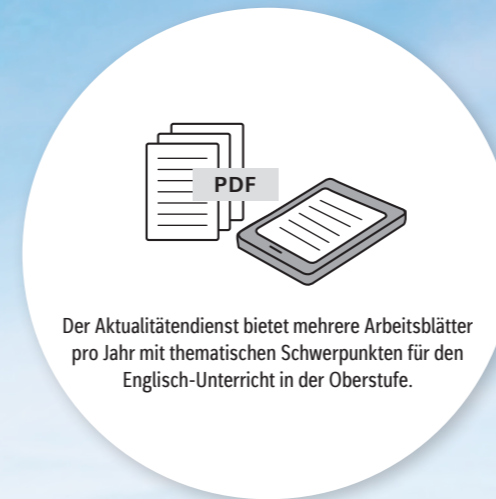
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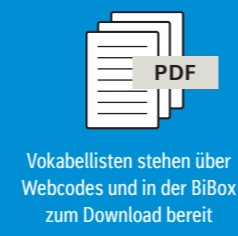
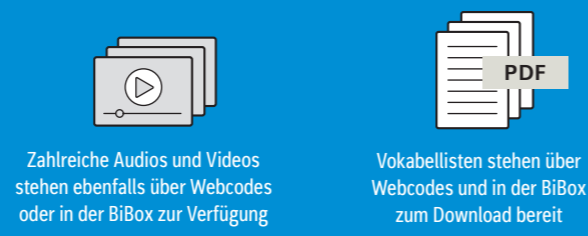


Hybrider Unterricht perfekt unterstützt

Entlastung beim Unterrichten, Erleichterung und Motivation beim Lernen – erleben Sie die Vorteile des digital ergänzten Unterrichts! Egal ob mit dem gedruckten Schulbuch oder mit dem Tablet: Sie und Ihre Schülerinnen und Schüler profitieren bei *Camden Town Oberstufe* jederzeit und überall von einer Vielzahl passender Materialien. Kombinieren Sie *Camden Town Oberstufe* mit unseren digitalen Lernlösungen – passend zu den Bedürfnissen Ihrer Klasse und den Zielen Ihres Unterrichts.



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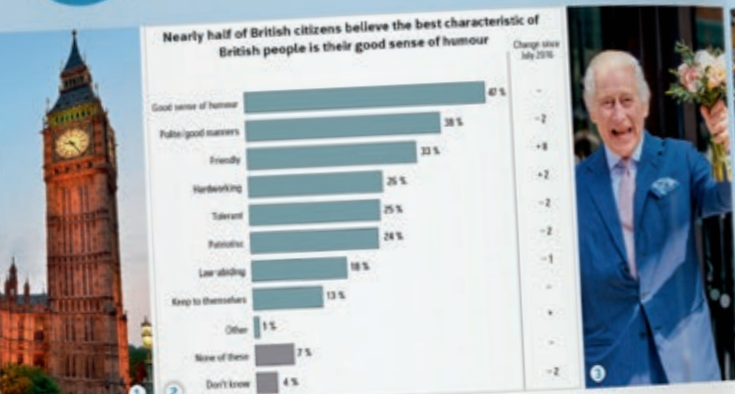
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Themeneinstieg leicht gemacht

Jedes Kapitel startet mit einer Auftaktdoppelseite als Einführung in das Thema. Auf den Text-Seiten wird das Kapitelthema über Materialien und Aufgaben aus allen Kompetenzbereichen inhaltlich entfaltet. Die Advanced texts-Seiten richten sich speziell an das Anforderungsniveau eines Leistungskurses/Kurses mit erhöhtem Anforderungsniveau.



3 The United Kingdom – disunited?



1 Pair work
a) The pictures on this double page illustrate aspects of British traditions and culture. Identify the aspect(s) depicted in each photo and explain them to each other.
b) Which pictures of the UK should be added to represent British culture and traditions? Make a list and compare your aspects of British traditions and culture with your classmates.

2
a) Make a list of the best and the worst characteristics of German people. Tick the three characteristics you find most striking for Germans.
b) Make a class survey of each of your top three results.
c) Compare them to the statistics about British people. Name similarities and differences.
d) **Group work (3-4)** According to a recent poll, the top three aspects that make people proud to be British are the NHS, their history and the Royal family. What would the answers be if Germans were asked the question what makes them proud? Agree on three aspects in your group.

Webcode
You can watch the video here: WES-180791-87

Preview
In this Theme you will get to know different facets of the United Kingdom of Great Britain and Northern Ireland.
Part A focusses on various aspects of the Britain's political identity. In the first Workshop you are going to analyse a newspaper article.
Part B deals with a wide range of social and cultural aspects of Britain such as food and humour. In the second Workshop you are going to write a comment.

Webcode
You can watch the video here: WES-180791-88

3
a) Share your results with the ones of the other groups and give reasons for your choice.
f) Discuss to what extent these aspects differ from the British ones.

1
Watch the video produced by British filmmakers in which they try to find answers to the question "What does it mean to be British". Take notes how they answer the question. Compare them with the statistics.

2
a) Read the two quotations by British artists. With your neighbour, talk about with which one you agree more and give reasons for your answer.

"I've never felt British. I'm just not interested in national identity. I don't know why." (Elvis Costello)
"I do believe in my national identity. I'm very proud, of what I come from and where I come from, and there are values up there that I like and that I hold on to: loyalty I suppose, and a sense of humour, and a lack of self-pity." (Douglas Hemshall)

3
In class, discuss to what extent the idea of national identity can influence

Intro
Die Intro-Doppelseite dient als Einstieg in ein neues Thema. In der Preview-Box gibt es einen ersten Eindruck davon, was die Schülerinnen und Schüler in dem Kapitel erwartet.

Seiten aus Camden Town Oberstufe Qualifikationsphase

Seite aus Camden Town Oberstufe Qualifikationsphase

WordPool
Auf den WordPool-Seiten wird sowohl in das Kapitelthema eingeführt als auch für das Kapitel wichtiger Wortschatz erarbeitet. Zusätzlich gibt es zu jedem Kapitel Vokabellisten, die über im Buch eingedruckte Webcodes zur Verfügung gestellt werden.

3 WordPool The United Kingdom – disunited?

BRITISH IDENTITY
British identity is a complex tapestry shaped by the traditions, values, and histories of the four nations that form the United Kingdom: England, Northern Ireland, Scotland, and Wales. Each nation has its own distinct culture, yet together they create a shared identity that continues to evolve. This identity is influenced by the iconic British countryside, traditional foods like fish and chips, and the celebrated sense of humor, as well as the many cultures that have settled in Britain over the centuries. Britain has long been a destination for people from all over the world, resulting in a vibrant, multicultural society. Foods from around the globe, such as Indian curry, have become as British as traditional dishes, illustrating how foreign influences are integrated into British life. The adaptability of British identity has been especially evident following major events like Brexit, which prompted the country to reconsider its place in an increasingly globalized world.

MONARCHY AND POLITICAL SYSTEM
The United Kingdom's political system uniquely blends ancient traditions with modern democracy, with the monarchy at its core. Unlike many nations, the UK does not have a single written constitution. Instead, its governance is shaped by historic documents like the Magna Carta (1215), which limited the monarch's powers, and the Bill of Rights (1689), which established parliamentary authority. These foundations led to Britain's constitutional monarchy, where the monarch's role is largely ceremonial, while real political power lies with Parliament. The British Parliament, one of the world's oldest representative assemblies, comprises two houses: the elected House of Commons and the appointed House of Lords. The House of Commons reflects the people's will through general elections, while the House of Lords acts in a more limited, revising capacity. Though the monarch remains the ceremonial head of state and undertakes duties such as appointing the Prime Minister, governance rests with Parliament, reflecting the balance of tradition and democracy in Britain's political identity.

THE MANY FACES OF BRITAIN
Britain's identity as a multicultural society is deeply woven into the fabric of its colonial history, which has played a crucial role in shaping the nation's diverse character. As the British Empire extended its reach across Africa, Asia, the Americas, and beyond, it created connections with a vast array of cultures. From the Romans, Vikings, and Normans to more recent immigrants from former colonies in Africa, Asia, and the Caribbean, each group has contributed to the rich multitude of traditions, languages, and religions that define modern Britain. This diversity enriches British life, influencing everything from cultural practices to the economy. However, it also brings challenges, particularly around social inequality. The disparities between upper classes - whether between the wealthy and working classes, or the working classes - continue to spark debates about fairness and equality. As Britain evolves, addressing these divides will be crucial to ensuring that all citizens can contribute to and benefit from the nation's future.

BRITAIN'S GLOBAL ROLE
Since the 2016 Brexit referendum and the UK's departure from the European Union in 2021, Britain has been redefining its place in the world. No longer an EU member, the UK is focused on crafting its own economic and foreign policies, while strengthening relationships with Commonwealth nations and global partners. This transition has been challenging, but it also offers opportunities for Britain to assert its role on the global stage. Despite the uncertainties of this new era, Britain remains a significant global player. Its influence extends through cultural exports like music, film, and literature, as well as its strong tradition of humanitarian efforts. The UK's recognized worldwide, reflects the nation's values of compassion and generosity. As Britain looks to the future, it aims to maintain its legacy as a global superpower while adapting to the new realities of a post-Brexit world.

1 Choose from the highlighted words in the text to complete the sentences.
1. British culture is marked by the traditions of its four nations: England, Northern Ireland, Scotland, and Wales.
2. Over centuries, the UK has developed into a society that includes influences from around the world.
3. Many foreign traditions have been integrated into British life, enriching the culture.
4. The adaptability of British society allows it to navigate challenges, such as Brexit, while continuing to adapt to new circumstances.
5. The UK prides itself on being one of the world's oldest nations, with a long history of parliamentary governance.
6. Real power lies with the British Parliament, while the monarchy plays a largely ceremonial role.
7. The House of Lords helps shape legislation before it becomes law.
8. Britain's diverse cultures and traditions have shaped its modern identity.
9. Immigration has contributed to the rich cultural fabric of British society.
10. Despite Brexit, Britain remains a significant player in world-wide politics and economics.
11. The British Empire left a lasting legacy on the many countries it once controlled.

2 Match the words to their correct definitions.
1 governance A a vote by the people on an important political issue
2 constitution B the unfair differences in wealth, opportunities, or living conditions between social groups
3 parliamentary authority C a set of basic rules or principles that a country or organization uses to govern itself
4 social inequality D the way a government or organization is run and controlled
5 referendum E work done to help people in need, usually through non-profit organizations
6 charity work F the power or right of a parliament to make and change laws

3 Rewrite the sentences by replacing the underlined words or phrases with a highlighted word or phrase from the text.
1 The various cultures that have settled in Britain have combined to create a rich social structure.
2 The political system of the UK is based on a combination of traditions and elected authority.
3 The House of Lords plays a limited role in reviewing laws and making changes before they are finalized.
4 Britain faces ongoing challenges related to gaps between social groups, which continue to spark debates about fairness.
5 The British Empire left behind an important historical impact that still affects many countries today.

4 Match the highlighted words from the text to the correct synonym below. There are more highlighted words than you need.
1 a variety or mix of different things 4 gradually becoming more and more
2 a group of people meeting together for a specific purpose 5 concerned with the welfare and well-being of people
3 a political system where people vote to elect their leaders 6 a wide range or collection of different items

5 Write sentences using some of the phrases from a).

Kompetenzen fördern

Workshop

Die Workshops für das Kompetenztraining sind fest in die Kapitel eingebettet, sodass Kompetenzaufbau und inhaltliche Erarbeitung parallel stattfinden. Dabei erfolgt der Kompetenzaufbau in einem ersten Abschnitt **Step by step** mit viel Hilfestellung. Im zweiten **Practice**-Abschnitt werden die zuvor eingeübten Kompetenzen anhand neuer Materialien angewendet.

Folgende Kompetenzen werden in der Qualifikationsphase trainiert:

- Listening
- Speaking
- Mediation
- Film analysis
- Working on a play
- Writing a comment
- Working on comprehension tasks
- *Text-Bild-Kombination* in evaluation
- Analysing a newspaper article
- Analysing atmosphere
- Analysing narrative perspective
- Analysing modern poetry
- Analysing a speech
- Writing a speech
- Creative writing tasks

Part B: Civil Rights in the USA Workshop: Step by step 6

Step by step Analysing modern poetry

PRE-READING

1 The following poem by Rita Dove deals with the killing of a black teenager called Trayvon Martin in 2012, whose death (amongst others) ultimately led to the creation of the Black Lives Matter movement in the US.

a) Watch a video commemorating the 10th anniversary of Trayvon Martin's death. Take notes on:

- what, as far as we know, happened to Trayvon Martin on 26 February, 2012,
- the sentence the man who killed Trayvon, George Zimmerman, received,
- the aftermath and cultural and societal impact of the killing.

b) **Partner work** To check your understanding, talk to a partner and add to your notes, if necessary.

2 George Zimmerman shot Trayvon Martin while the 17-year-old was walking back from a convenience store in Sanford, Fla., where he purchased a pack of candy and iced tea. Zimmerman told the police he killed the teen in self-defense after a confrontation and scuffle. Look at the timeline and consider the information you already learned about the case from the video and identify the events the poet Rita Dove refers to in the highlighted passages of her poem. Say:

- what is happening for each passage highlighted in orange
- who the speaker is in the orange passage and in the last passage, highlighted in pink.

COMPREHENSION

1 **Talking to the text**

a) Read the poem more closely now and "talk" to it by noting down observations, questions, ideas or associations, that come to your mind while reading it.

b) **Partner work** Talk to your partner about your annotations and comment on theirs.

Trayvon, Redux

Move along, you don't belong here.
This is what you're thinking. Thinking
drives you nuts these days, all that
talk about rights and law abidance when
you can't even walk your own neighborhood
in peace and quiet, get your *Nack ass gone*.
You're thinking again. Then what?
Marlock's on TV and here you are,
vigilant, weary, exposed to the elements
on a wet winter's evening in Florida
when all's not right but no one sees it.
Where are they – the law, the enforcers
blind as a bunch of lazy bats can be,
holsters dangling from coat hooks above their desks
as they jaw the news between donuts?

Hey! It tastes good, shoving your voice
down a throat thinking only of sweetness.
Go on, choke on that. Did you say something?
Are you thinking again? Stop! – and
get your ass gone, your blackness,
that casual little red riding hood
I'm just on my way home attitude
as if this street was his to walk on.
Do you hear me talking to you? Boy.
How dare he smile, jiggling his goodies
in that tiny shiny bag, his black paw crinkling it,
how dare he tinkle their laughter at you.

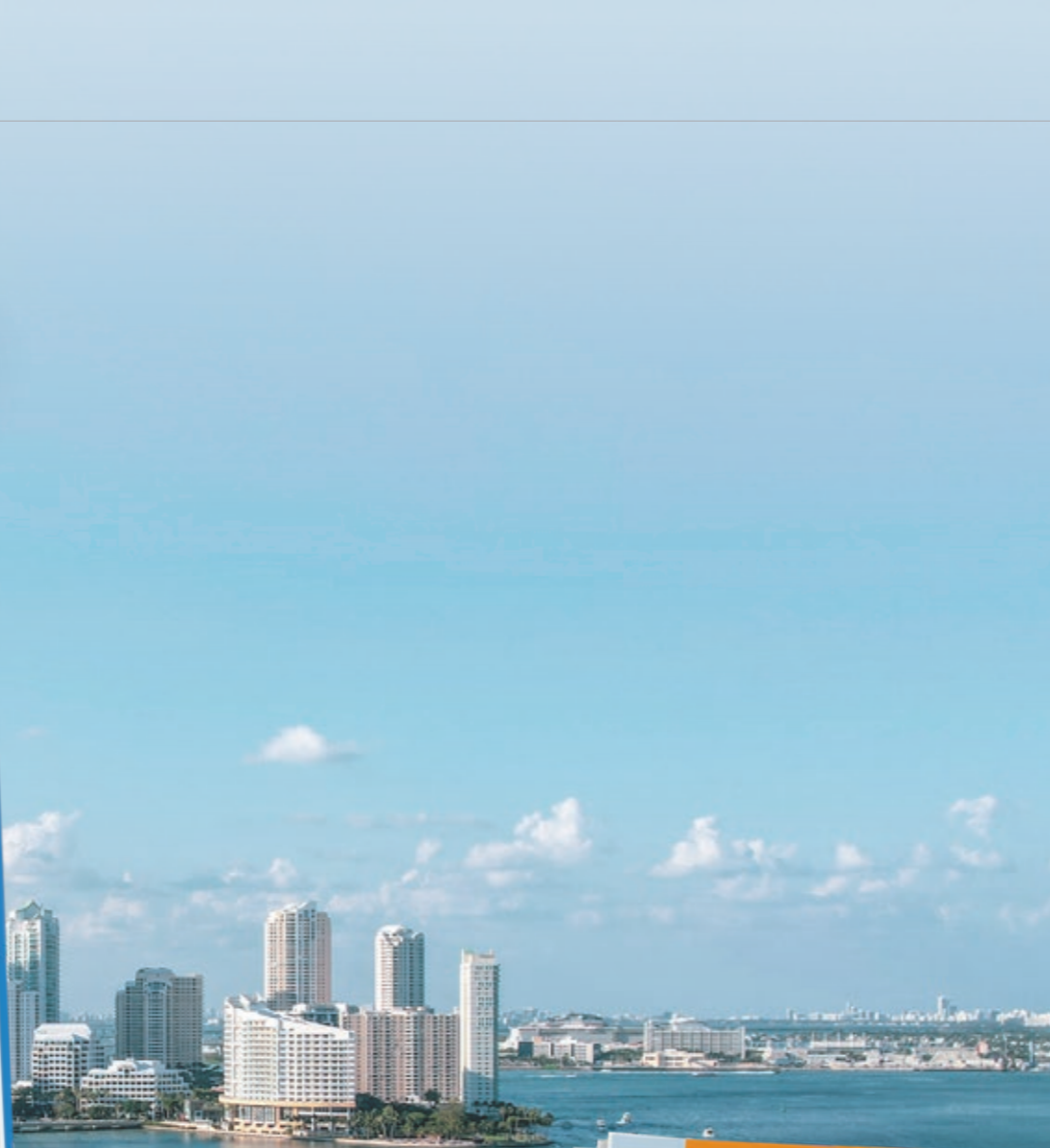
Here's a fine basket of riddles:
If a mouth shoots off and no one's around
to hear it, who can say which came first –
push or shove, bang or whimper?
Which is news fit to write home about?

Webcode: You can watch the video here: WES-180701-102

Webcode: You can download a template with the poem here: WES-180701-103

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Seiten aus Camden Town Oberstufe Qualifikationsphase



5 Workshop: Step by step Part C: Struggles and repercussions

Part C: Struggles and repercussions Workshop: Step by step 5

Practice Speaking

MONOLOGUE

1 **Pair work** (15 minutes) (p. 304)

Each of you chooses a cartoon.

- Describe the cartoon and explain its message about Britain's colonial past to your partner.
- Comment on the effectiveness of the cartoon in presenting the consequences of the British Empire in India.

2 **Talk to another pair and compare your ideas about the message. While listening take notes to give feedback.**

Checklist

- ✓ Did they have a convincing line of argument? Did they include a variety of aspects?
- ✓ Did they talk about all pictures? Why or why not?
- ✓ Did they come to a conclusion?
- ✓ Did they use suitable vocabulary?
- ✓ Did they use a variety of functional vocabulary (see language support)?
- ✓ How was the interaction between the partners? Were they respectful to each other? Was one partner dominating the conversation?
- ✓ Did they keep the conversation going for about 7 to 8 minutes?

Language support

Pay attention to what your partner is saying before formulating your response.
I hear what you're saying, and...
I see your perspective, and I'd like to add...
What is more, we could also consider...
I agree with you about [point], and I'd like to explore another angle...

If you disagree, do it in a respectful way.
I see it differently because...
That's an interesting perspective, but have you considered...?
I don't quite agree. Here's why...

Keep the conversation balanced by turn-taking. Encourage your partner to speak.
I don't know your ideas yet. What do you think?
Do you have a different perspective?
What other solutions/possibilities could there be?
Could we look at this from...

How do you think this relates to what we discussed earlier?
That's a great point. Can you explain more about...?

Support your points with evidence or examples to make your ideas clearer.
I remember reading/hearing about... that relates to this.
A good example of this would be...

Stay focused on the topic. In case you think the discussion goes off track, remind your partner on the topic.
Let's refocus on the main question...
We're getting off track – let's circle back to...

When you come to a conclusion, reflect and summarize the key points.
So far, we've talked about... summarize.
It sounds like we're saying that...

Dialogue

2 (15 minutes) (p. 304)

Your school is taking part in an international youth conference on global history which features a visual display of postcolonial imagery. The goal is to raise awareness about how colonialism shaped the lives of the people in the past and today. Agree on two photos that best represent the impact of colonialism and give reasons for your choice.

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Seiten aus Camden Town Oberstufe Qualifikationsphase

Part A: Gender identities Texts 1

Gender concepts between tradition and change

PRE-READING
1 Look up the words and terms highlighted in the text and explain their meaning.

COMPREHENSION
2 Read the text and outline what the so-called "tradwife" movement includes.

'Tradwives' promote a lifestyle that evokes the 1950s. But their nostalgia is not without controversy
By Harriet Kaur, CNN.com, 27 December 2022

On certain corners of the Internet, a segment of women is exhibiting a nostalgia for an era it has never known. These millennials and boomers glamorize the aesthetics of 1950s Americana, donning retro fit-and-flare dresses and posing vintage illustrations of approved housewives placing dinner on the table. Their politics, too, hearken back to that of post-World War II boom (at least, for those who were straight, white and middle class). In their ideal society, men are the providers, women are the homemakers and the nuclear family is the holy grail.

These young women belong to a small subculture called "tradwives." Short for "traditional wives", tradwives aren't your average stay-at-home moms. They sneer at what they consider to be modern-day feminism, with its girlbosses and its ingratiating grind, and wax lyrical about the value of traditional gender roles. Crucially, they promote submission to one's husband, sometimes evoking fundamentalist Christian principles in their beliefs.

As tradwives showcase their idyllic, domesticated lives on social media, implicit is the message that today's women and girls are being "fed pills" by the feminist movements that promise to liberate them – and that true security and fulfilment can be achieved by reverting to certain norms of the past. [...] Though the numbers of self-identified tradwives are low, social media has allowed them to reach sizable audiences. The 10 to 15 largest tradwife accounts have tens of thousands of followers across Instagram and YouTube, according to an analysis from Political Research Associates, a think tank focused on the US political right.

Women who associate with the label exist on a spectrum of sorts [...]. Estee C. Williams, who is 24 and posts tradwife content on TikTok, said she doesn't consider herself to be "super traditional" but implements traditional gender roles in her life and relationship – which she frames as a personal choice. She said she isn't concerned with whether others adopt those same values, but is merely sharing her lifestyle with others who want to embark on a similar path.

"I love the '50s aesthetic with my own modern twist on homemaking," she told CNN. "The difference is that we have the choice. Women can choose not to be homemakers or work, or have a mix." British author and blogger Alena Kate Pettit, meanwhile, has written on her website [...] about what she feels tradwives are not, while noting that her intent

Associations:
 1 to don = to put on a piece of clothing
 2 to groom = wearing an apron
 3 to hearken back = to look back
 4 to sneer at = to talk about sth. with a lot of disrespect
 5 to wax lyrical about sth. = to talk about sth. with a lot of excitement
 6 to ramp = here: to lower, to quit

Texts
Die Texts-Seiten enthalten authentische und aktuelle Materialien sowie abwechslungsreiche Aufgaben aus allen Kompetenzbereichen.



Texts Part B: The many faces of Britain 3

Charity shops

Charity shops are a familiar part of many English high streets. These shops sell second-hand items that have been donated by the public, such as clothing, books, and household goods. The proceeds from sales are used to support various charitable causes. Charity shops provide an affordable shopping option and help reduce waste by giving items a second life.

Pair work Talk to each other about:
 • what you usually do with things you do not want to keep anymore but that are still of fairly good quality or in a fairly good state.
 • whether you have ever bought second-hand items.
 • how you (would like to) support charities or good causes.

LAUREN BRAVO
The Standard, 26 April 2023

Why charity shops are the romantic heroes of the high street

From the slow experience to stories that lurk on every shelf (plus Giordano to be fondly – author, debut novelist and charity shop volunteer Lauren Bravo) to the timeless thrill of thrifting in the capital.

Let me tell you about my favourite London local. It's a part in a storm, a glowing beacon of light on a bleak afternoon. It's been the source of many happy memories. Pub, you ask? Nope, it's a charity shop. Where other parents were squeamish about other people's leftovers, mine hunted. I inherited their enthusiasm, first pocket money and student loans stretch further, coughing them for retro polyester to make me stand out as an 'individual' in a sea of Jane Norman and Topshop. Later, I used them to offset the guilt of my fast fashion habit, then as a withdrawal drug when I eventually quit.

Finally, when I was spending so many hours in my favourite local that it had become almost embarrassing not to, I started volunteering there. Five years of weekly shifts at 'Shop From Crisis' in Finsbury Park has confirmed what I knew all along: charity shops are the romantic heroes of the high street. [...] Any dedicated charity fiend will tell you the cut-off feel good on our conscience, but it's the stories that keep us coming back.

In the age of the TikTok haul, where IRL retail feels quaint compared to being on first-name terms with your DPD driver, charity shops are still slow, tactile experiences. They have their own set of verbs – you don't 'shop' so much as 'potter', 'rummage', 'pootle around' – and set of expectations. When you buy second hand, destiny is your stylist and fate your personal shopper.

Knowing you might not find anything to buy today makes it all the sweeter when you do.

Shopping second hand also challenges you to dress differently. Customers gravitate towards gorgeous prints, great cuts and quality fabric, without caring so much about brands or trends. Charity picking from across the decades makes for a wardrobe that's never outdated. Less dictated by hype, I'm not saying that charity shoppers have more style – except maybe I am.

In a world where plenty gets called a 'great leveller', charity shops actually are. They're open to everyone, places to be when you have nowhere to be – whether that means killing a few minutes before

Associations:
 1 to potter = to spend time doing sth. without special purpose or planning
 2 to rummage = to search through sth. for sth. that is useful or interesting
 3 to pootle around = to go for a walk, here: to spend time doing sth. without special purpose or planning
 4 to be fondly = something that refines differences between individuals

Advanced texts Part B: India 5

India's economy: A journey from tradition to innovation?

PRE-READING
1 a) Look at the photos and note down your first impressions.

b) **Pair work** Compare your ideas with a partner and explain what image of India's economy is conveyed.

c) Watch the video and take notes on what you learn about:
 • the textile trade in India,
 • the significance of shipbuilding in India,
 • the metal industry in India before and after British rule.

d) **Pair work** With a partner, reflect on your explanation from task b) and discuss how the historical insights from the video have influenced or changed the impressions you formed earlier based on the photos of India's economy.

COMPREHENSION
2 Read the article and outline the transformation of Bangalore into a major hub.

How Bangalore became the Silicon Valley of India
Marcel Theroux, 27 April 2024

The technology hub of the subcontinent is young, upwardly mobile and talking up the future – yet cows still roam the streets

Sitting under the ceiling fans in Koshy's restaurant, a fixture in this city since 1952, it felt as though nothing had changed. White-uniformed waiters with silver buttons on their tunics attended to elderly customers in pressed shirts. Even the items on the menu seemed like artefacts from a different era – cream of vegetable soup, pineapple steak and onions, glazed mutton. They harked back to the years after Indian independence, when Queen Elizabeth and Jawaharlal Nehru visited

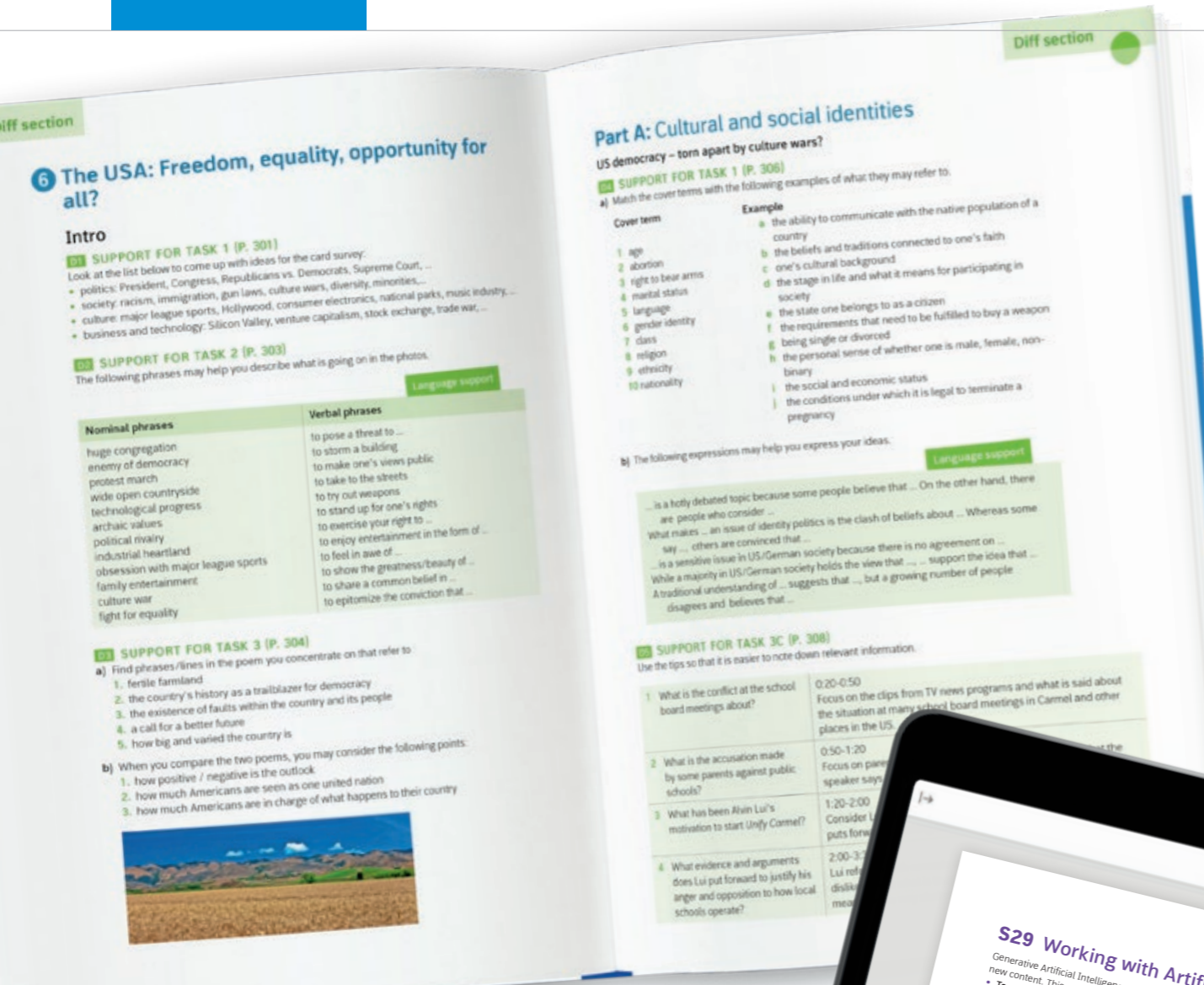
Koshy's – at least according to the menu – and Bangalore was a leafy, temperate city of 750,000 people, loved in particular by middle-class retirees. I first came to Koshy's in 2006. By then, Bangalore was the centre of an extraordinary economic boom that was transforming India. The city had swollen to six million people, drawn by its exploding IT industry. I was working on a screenplay [...] set in one of the city's call centres. It struck me as an extraordinary moment. An old India, sluggish, bureaucratic, poor, conservative, religious, was being modernised at incredible speed. [...] Every child in the class wanted to become an educated child from Bangalore's slums. [...] I visited a charity school which called centres where young employees were studying the movies *Nightingale* and *Bridget Jones's Diary* to tune their ears to British accents. They might spend their days in a traditional Hindu home where arranged marriage was the norm, but at night they answered phones under assumed western names, trying to assist callers whose lifestyles were totally alien to them. The training they got included lessons on British culture [...]. The gleaming, air-conditioned campuses where the young employees worked seemed like evidence that India was changing irrevocably. Coming back 18 years later, I wondered if I would recognise anything.

First of all, it's no longer Bangalore. The old name has been retired – not completely, people still default to it in conversation – but Bangalore is the official one. It's now a megapolis of at least 13 million people. It has a new metro system. And the new airport, opened last year, is an architectural masterpiece [...]. I had flown in on one of Virgin Atlantic's inaugural direct flights from Heathrow. These daily flights, which link up with onward routes to San Francisco and beyond, are further evidence of the city's economic clout. Arriving at night, driving from the airport on the elevated highway to my hotel, I didn't see a single auto-rickshaw. In the distance, there was a row of shiny tower-blocks and a new luxury shopping centre – the Phoenix Mall of Asia – that wouldn't look out of place in Dubai.

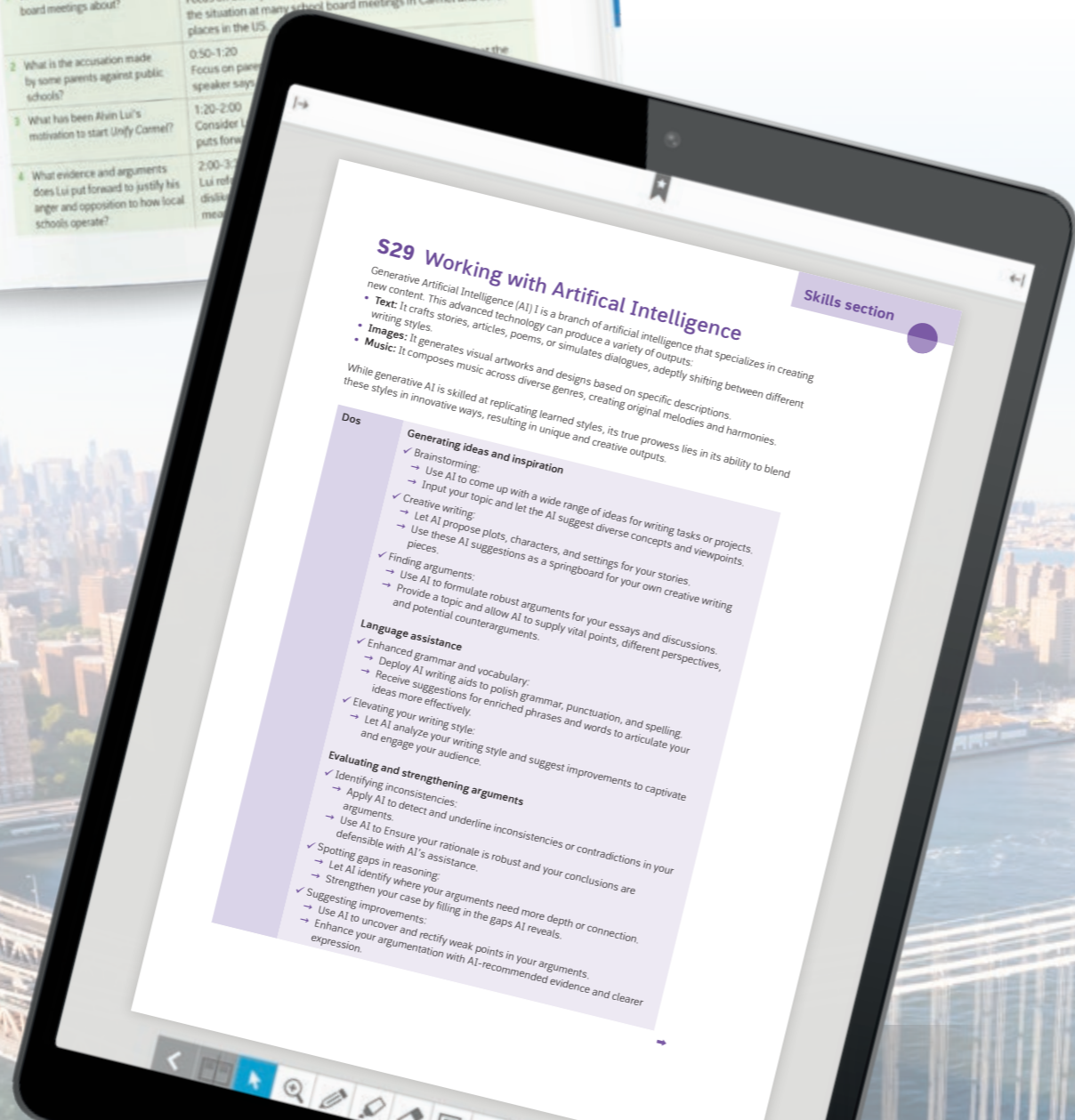
We were headed to the Leela – a five-star Indo-Saracenic building on the edge of the city. Although a palace, the Leela is not in fact Bangalore's economic epicentre. In 2001, it's vast and opulent of solicitous staff, a spa and Tokyo-themed speaker system, which is said to be the sixth largest in the world. I can't comment on that, because away for wearing flip-flops. Flip flops, however, were not a cocktail in the Library Bar – a library of rare spits – under alabaster light fitting [...]. It was the Leela Palace Hotel that hosted the wedding reception of Prime Minister, Rishi Sunak and Akshata Murthy [...]. It's hard to overstate the software industry on India. I earned more from software exports than from exporting dollars. Thanks in large part to the industry, an economy that was regarded as a basket case largest in the world. By the time I ventured out expecting to find a suburb of Miami palm trees and fly some bold tech-entrepreneur to work with jet-packs. Instead, when I was plunged into a dusty streets, honking women passengers in rickshaws riding side-saddle on overgrown chai sellers and even occasionally through the familiar-looking India was was able to use Uber to have a driver called Naveen to take me for 86 rupees – less than some ways a lot like the streets, but there was the price, no worrying about with were torn or dirty. It was one of the newest compressed natural gas

Webcode:
You can watch the video here: WES-180705-048

Advanced texts
Die Advanced texts-Seiten bieten anspruchsvollere Materialien für das erhöhte Anforderungsniveau.



Seiten aus Camden Town Oberstufe Qualifikationsphase



Seite aus Camden Town Oberstufe Qualifikationsphase

Anhänge

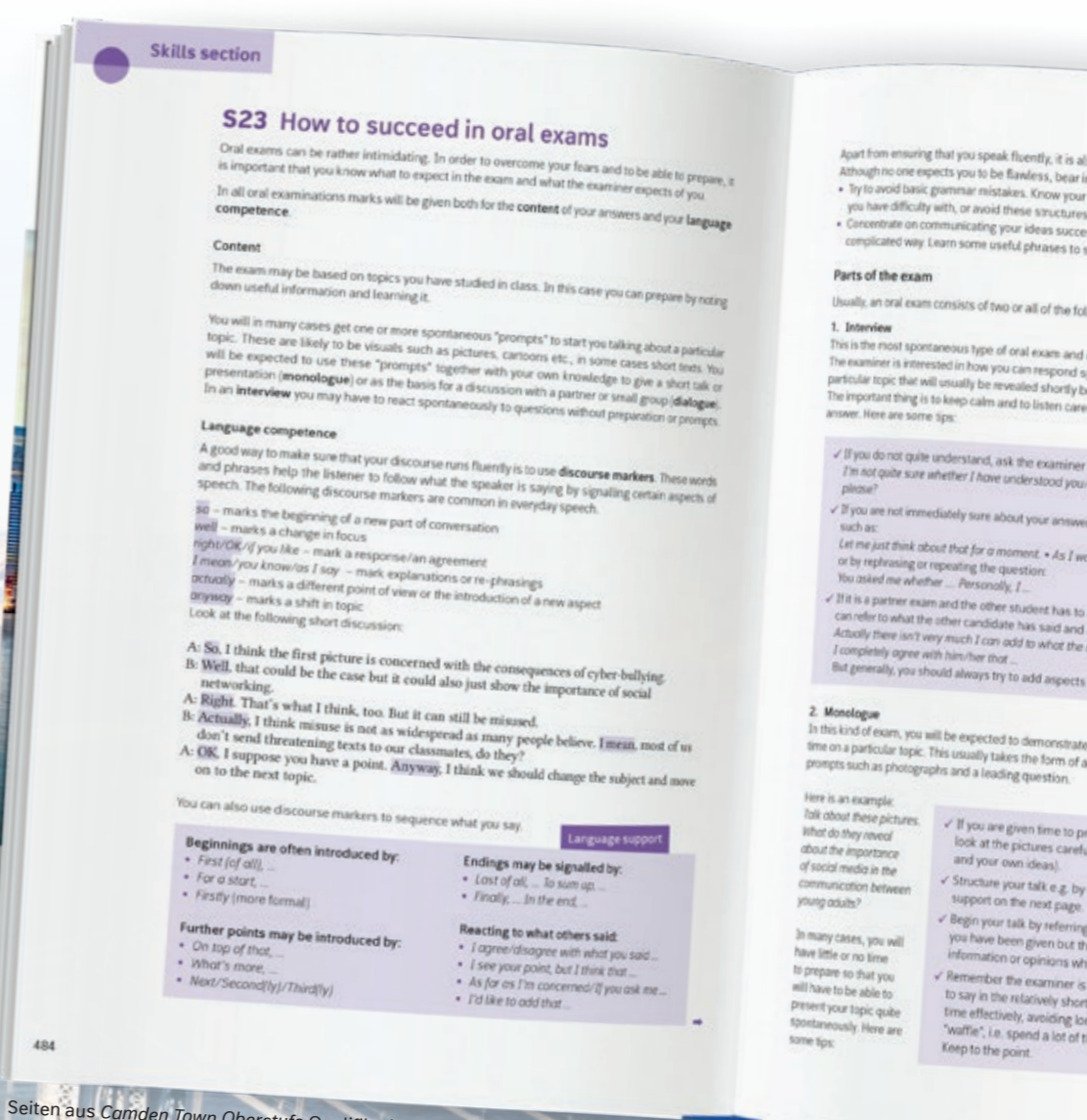
Camden Town Oberstufe bietet umfassende Anhänge zu den Bereichen Differenzierung und Skills.

Diff section

Neben den Choose- und Challenge-Aufgaben bildet die umfangreiche Diff section den zweiten Baustein des Differenzierungskonzeptes. In dieser finden sich unterschiedliche Unterstützungsangebote wie zusätzliche Aufgaben zur Hinführung auf eine komplexere Aufgabe, zusätzlicher Language support und Tipps.

Skills section

In der umfangreichen Skills section finden sich detaillierte Anleitungen zum Umgang mit gängigen Prüfungsformaten aus allen Kompetenzbereichen sowie zur Produktion und Analyse wichtiger Textsorten. Dabei wird auch wichtiger funktionaler Wortschatz aufgeführt.



Seiten aus Camden Town Oberstufe Qualifikationsphase


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BiBox für Lehrerinnen und Lehrer

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BiBox – Das digitale Unterrichtssystem zu *Camden Town Oberstufe*

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Sie haben Fragen?
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Sie erreichen uns Montag – Donnerstag von 8.00 – 18.00 Uhr
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CAMDEN TOWN Oberstufe

NEU