

Unit 1, Part A

CD-ROM Track 01

Exercise 1: Meeting and greeting people

In Unit 1, Part A haben Sie gelernt, was man sagt, wenn man Leute trifft und begrüßt.

L: Hi Steffi, how are you?
St: I'm fine, thanks. How are you?
L: Oh, I'm OK thanks.

L: Hi Daniel, how are you?
D: I'm fine, thanks. How are you?
L: Oh, I'm OK thanks.

Versuchen Sie es nun. Beantworten Sie Lyndas Frage und fragen Sie, wie es ihr geht.

L: Hi, how are you?
You: _____
L: Oh, I'm OK thanks.

Beantworten Sie Steffis Frage und fragen Sie, wie es ihr geht.

St: Hi, how are you?
You: _____
St: Oh, I'm OK, thanks.

Beantworten Sie Jonathans Frage und fragen Sie, wie es ihm geht.

J: Hi, how are you?
You: _____
J: Oh, I'm OK thanks.

Sehr gut! Versuchen Sie nun Übung 2.

CD-ROM Track 02**Exercise 2: Introducing yourself and others**

In Unit 1, Part A haben Sie gelernt, wie man sich vorstellt. Hören Sie sich zunächst das Gespräch an.

Sa: Hello, pleased to meet you. I'm Sarah.

J: Hi, Sarah. My name's Jonathan.

Wiederholen Sie jetzt jeden Satz. Verwenden Sie dabei Ihren eigenen Namen.

Sa: Hello, pleased to meet you. I'm ... Sarah.

You: _____

J: Hi, pleased to meet you. My name's ... Jonathan.

You: _____

In Unit 1, Part A haben Sie gelernt, wie man andere Personen vorstellt. Hören Sie sich die Sätze an und wiederholen Sie sie anschließend.

L: Hi Daniel!

You: _____

L: Hi Daniel! Can I introduce you ...?

You: _____

L: Hi Daniel! Can I introduce you to Steffi?

You: _____

Wenn Sie jemanden vorstellen, können Sie sagen Nice to meet you oder Pleased to meet you. Antworten Sie auf die folgenden Sätze mit Nice to meet you oder Pleased to meet you.

L: Can I introduce you to Steffi?

You: _____

St: Nice to meet you, too.

L: Can I introduce you to Jonathan?

You: _____

J: Nice to meet you, too.

L: Can I introduce you to Sarah?

You: _____

Sa: Nice to meet you, too.

Gut gemacht! Versuchen Sie nun Übung 3.

CD-ROM Track 03**Exercise 3: Talking about daily routines**

In Unit 1, Part A haben Sie gelernt, über tägliche Gewohnheiten zu sprechen. Hören Sie sich den Dialog zwischen Sarah und Jonathan an. Sie unterhalten sich über Alltagsroutinen.

Sa: When do you usually get up?
J: I usually get up at about 8 o'clock.
Sa: Really? I usually get up at half past seven.

Sa: What do you usually have for breakfast?
J: I usually have toast and coffee.
Sa: Really? I don't have breakfast.

Beantworten Sie jetzt Sarahs Fragen.

Sa: When do you usually get up?
You: _____
Sa: Really? I usually get up at half past seven.

Sa: What do you usually have for breakfast?
You: _____
Sa: Really? I don't have breakfast.

Sa: How do you go to work?
You: _____
Sa: Really? I go by taxi.

Sa: Where do you eat lunch?
You: _____
Sa: Really? I have lunch in a café.

Sa: What time do you go to bed?
You: _____
Sa: Really? I go to bed very early.

Woran können Sie sich erinnern? Wir werden jetzt über Sarahs Gewohnheiten sprechen. Denken Sie daran, dass an das Verb im Present Simple bei he und she am Ende ein „s“ angehängt wird. Hören Sie:

- Sa:** I get up at half past seven.
St: She gets up at half past seven.
J: Right, she gets up at half past seven.
Sa: I don't have breakfast.
St: She doesn't have breakfast.
J: Right, she doesn't have breakfast.

Und jetzt sprechen Sie über Sarahs Gewohnheiten.

- Sa:** I get up at half past seven.
You: _____
J: Right, she gets up at half past seven.

- Sa:** I don't have breakfast.
You: _____
J: Right, she doesn't have breakfast.

- Sa:** I go to work by taxi.
You: _____
J: Right, she goes to work by taxi.

- Sa:** I have lunch in a café.
You: _____
J: Right, she has lunch in a café.

- Sa:** I go to bed very early.
You: _____
J: Right, she goes to bed very early.

Sehr gut! Machen Sie jetzt mit Übung 4 weiter.

CD-ROM Track 04**Exercise 4: Talking about what people are doing at the moment.**

Wir verwenden das Present Progressive, um über Dinge zu sprechen, die gerade passieren. Zum Beispiel: You are listening to English exercises. Sagen Sie, was Sie meinen, dass diese Menschen gerade machen. Gehen Sie so vor:

L: What do you think? Is the Queen wearing a bikini or a dress?

St: She isn't wearing a bikini, she's wearing a dress.

J: Right. She isn't wearing a bikini, she's wearing a dress.

L: What do you think? Is the American president sitting in the Oval Office or in the Kremlin?

St: He isn't sitting in the Kremlin, he's sitting in the Oval Office.

J: Right. He isn't sitting in the Kremlin, he's sitting in the Oval Office.

Beantworten Sie jetzt Lyndas Fragen.

L: What do you think? Is the Queen wearing a bikini or a dress?

You: _____

J: Right. She isn't wearing a bikini, she's wearing a dress.

L: What do you think? Is the American president sitting in the Oval Office or in the Kremlin?

You: _____

J: Right. He isn't sitting in the Kremlin, he's sitting in the Oval Office.

L: What do you think? Is Bill Gates making money or baking a cake?

You: _____

J: Right. He isn't baking a cake, he's making money.

L: What do you think? Is George Clooney acting or singing in an opera?

You: _____

J: Right. He isn't singing in an opera, he's acting.

L: What do you think? Is Madonna singing or climbing Mount Everest?

You: _____

J: Right. She isn't climbing Mount Everest, she's singing.

L: And you? Are you speaking German or English?

You: _____

J: Right. You aren't speaking German, you're speaking English. And you're doing very well!

Gut gemacht. Das ist das Ende von Unit 1, Part A.

Unit 1, Part B

CD-ROM Track 05

Exercise 5: Talking about important events in your life

In Unit 1, Part B haben Sie gelernt, über wichtige Ereignisse in Ihrem Leben zu sprechen. Hören Sie sich den Dialog zwischen Lynda und Steffi an.

L: I left school when I was seventeen. And you?

St: I left school when I was eighteen.

L: I went on my first holiday alone when I was fifteen. And you?

St: I went on my first holiday alone when I was thirteen.

Jetzt sind Sie an der Reihe. Antworten Sie auf Lyndas Fragen.

L: I left school when I was seventeen. And you?

You: _____

L: I went on my first holiday alone when I was fifteen. And you?

You: _____

L: I got my first job when I was twenty-one. And you?

You: _____

L: I first flew on a plane when I was eighteen. And you?

You: _____

L: I met my best friend when I was at school. And you?

You: _____

L: I went skiing for the first time twenty years ago. And you?

You: _____

Super! Weiter geht's mit Übung 6.

CD-ROM Track 06**Exercise 6: Describing things and experiences**

In Unit 1, Part B haben Sie gelernt, Dinge und Erfahrungen zu beschreiben. Hören Sie sich die Sätze an und drücken Sie das Gegenteil aus. Machen Sie es so:

J: My first job was really *boring*. What was your first job like?

St: My first job was really *interesting*.

Sa: My first job was really *interesting*, too.

J: My flat is very *expensive*. What's your flat like?

St: My flat is very *cheap*.

Sa: My flat is very *cheap*, too.

Versuchen Sie es. Denken Sie daran, in jedem Satz das Gegenteil zu sagen.

J: My first job was really *boring*. What was your first job like?

You: _____

Sa: My first job was really *interesting*, too.

J: My flat is very *expensive*. What's your flat like?

You: _____

Sa: My flat is very *cheap*, too.

J: My first English lessons were *easy*. What were your first English lessons like?

You: _____

Sa: My first English lessons were *difficult*, too.

J: I thought that film was *interesting*. What did you think of the film?

You: _____

Sa: I thought the film was *boring*, too.

J: I thought the lesson was *difficult*. What did you think?

You: _____

Sa: I thought the lesson was *easy*, too.

J: My first car was very *cheap*. And yours?

You: _____

Sa: My first car was very *expensive*, too.

Sehr schön! Machen Sie jetzt mit Übung 7 weiter.

CD-ROM Track 07**Exercise 7: Asking other people about their experiences**

In Unit 1, Part B haben Sie gelernt, wie man andere Menschen nach Ihren Erfahrungen fragt. Hören Sie sich die Unterhaltung zwischen Sarah und Steffi an.

- Sa:** Hey Steffi - have you ever been to London?
St: Have I ever been to London? Yes, I have.
Sa: What was it like?
St: What was it like? It was fantastic. There were lots of things to do.
Sa: When did you go?
St: When did I go? I went last summer. The weather was lovely.

Stellen Sie jetzt Steffi einige Fragen zu ihren Reisen in europäische Hauptstädte. Gehen Sie so vor:

- L:** Ask Steffi if she has ever been to Paris.
Sa: Have you ever been to Paris, Steffi?
St: Have I ever been to Paris? Yes I have.

Versuchen Sie es jetzt.

- Sa:** Ask Steffi if she has ever been to Paris.
You: _____
St: Have I ever been to Paris? Yes I have.

- Sa:** Ask Steffi what it was like.
You: _____
St: What was it like? It was great.

- Sa:** Ask Steffi when she went to Paris.
You: _____
St: When did I go? I went two years ago.

- Sa:** Ask Steffi if she has ever been to Berlin.
You: _____
St: Have I ever been to Berlin? Yes I have.

- Sa:** Ask Steffi what it was like.
You: _____
St: What was it like? It was brilliant.

Sa: Ask Steffi when she went to Berlin.

You: _____

St: When did I go? I went last month.

Sehr gut! Sie haben das Ende von Unit 1, Part B erreicht.

Unit 2, Part A

CD-ROM Track 08

Exercise 8: Making complaints

In Unit 2, Part A haben Sie gelernt, Beschwerden auszudrücken. Lynda übernachtet in einem Hotel in Großbritannien. Sie ist unzufrieden. Sie spricht mit dem Mitarbeiter am Empfang. Hören Sie zu.

- J:** Good morning, madam. Is everything OK with your room?
L: No, I'm afraid it isn't. I want to make a complaint. First of all, the lights in our bedroom don't work.
J: Oh dear.
L: And there's something wrong with the heating in our bathroom. It's freezing cold!
J: I see.
L: And the TV is faulty. The picture is all blurred.
J: Ah.
L: Well, what are you going to do about it?
J: Oh! Well...
L: I want to speak to someone in charge, please.

Üben Sie jetzt die Sätze, die Lynda verwendet, um sich zu beschweren. Wiederholen Sie jeden Satz, nachdem sie ihn gesprochen hat.

L: I want to make a complaint.

You: _____

L: The lights in our bedroom don't work.

You: _____

L: There's something wrong with the heating.

You: _____

L: The TV is faulty.

You: _____

L: Well, what are you going to do about it?

You: _____

L: I want to speak to someone in charge.

You: _____

Lynda spricht mit einer Verantwortlichen und sie kann ihr weiterhelfen. Hören Sie zu.

- Sa:** Good morning, madam. Is everything OK with your room?
L: No, I'm afraid it isn't. I want to make a complaint.
Sa: Oh dear, I'm sorry to hear that. What's the problem?
L: First of all, the lights in our bedroom don't work.
Sa: I'll deal with it straight away, Madam.
L: And there's something wrong with the heating in our bathroom. It's freezing cold!
Sa: Don't worry. I'll see what I can do.
L: And the TV is faulty. The picture is all blurred.
Sa: The TV? Sorry, but I'm afraid I can't help you with that.
L: Well, what are you going to do about it?
Sa: Don't worry Madam, I'll talk to the manager about it.
L: OK. Thank you.

Üben Sie jetzt, wie man höflich auf eine Beschwerde reagiert. Wiederholen Sie jeden Satz, den die Hotelangestellte sagt.

- L:** I want to make a complaint.
Sa: Oh dear, I'm sorry to hear that. What's the problem?
You: _____

- L:** The lights in our bedroom don't work.
Sa: I'll deal with it straight away Madam.
You: _____

- L:** It's freezing cold!
Sa: Don't worry. I'll see what I can do.
You: _____

- L:** And the TV is all blurred.
Sa: Sorry, but I'm afraid I can't help you with that.
You: _____

- L:** Well, what are you going to do about it?
Sa: I'll talk to the manager about it.
You: _____

Gut gemacht! Weiter geht's mit Übung 9.

CD-ROM Track 09**Exercise 9: Talking about tasks and responsibilities at work**

In Unit 2, Part A haben Sie gelernt, über Aufgaben und Zuständigkeiten in der Arbeit zu sprechen. Hören Sie zu.

- St:** What do you do for a living, Sarah?
Sa: I'm a sales and marketing manager.
St: What do you do in your job?
Sa: Well, I'm in charge of the marketing team.
St: How many people are in the team?
Sa: Ten. I'm also responsible for finding new customers, and looking after old ones.
St: That sounds exciting!
Sa: It is. But sometimes I also have to handle unhappy customers and their problems.
St: Is that stressful?
Sa: Yes, it can be. I have to make sure that all of our customers are happy with the service.
St: And if they are unhappy?
Sa: I have to deal with their complaints politely.

Jetzt sind Sie dran. Hören Sie, was Sarah über ihren Job sagt. In jedem Dialog fehlt ein Wort. Wiederholen Sie die Sätze und setzen Sie das fehlende Wort ein. Machen Sie es so:

- Sa:** I'm ... charge.
St: I'm in charge.
Sa: I'm in charge.

- Sa:** I'm in charge ... the marketing team.
St: I'm in charge of the marketing team.
Sa: I'm in charge of the marketing team.

Versuchen Sie es.

- Sa:** I'm ... charge.
You: _____
Sa: I'm in charge.

- Sa:** I'm in charge ... the marketing team.
You: _____
Sa: I'm in charge of the marketing team.

Sa: I'm responsible ... finding new customers

You: _____

Sa: I'm responsible for finding new customers.

Sa: I also have to ... unhappy customers.

You: _____

Sa: I have to handle unhappy customers.

Sa: I have to make ... that our customers are happy.

You: _____

Sa: I have to make sure that our customers are happy.

Sa: I have to deal ... their complaints politely.

You: _____

Sa: I have to deal with their complaints politely.

Gut gemacht. Machen Sie jetzt mit Übung 10 weiter.

CD-ROM Track 10**Exercise 10: Saying how long you've done something**

In Unit 2, Part A haben Sie gelernt, zu sagen, wie lange man schon etwas macht. Wir müssen hier das Present Perfect verwenden und die Wörter for oder since. I've lived here for five years bedeutet, dass ich vor 5 Jahren hierher gezogen bin und immer noch hier wohne. Beantworten Sie die Fragen zu Ihrer Person. Verwenden Sie for plus eine Angabe zum Zeitraum in Ihren Antworten. Gehen Sie so vor:

L: I've lived here for three years. And you?

St: I've lived here for five years.

Sie sind dran.

L: I've lived here for three years. And you?

You: _____

L: I've known my best friend for over twenty years.

You: _____

L: I've known my teacher for three weeks. And you?

You: _____

L: I've been in the English course for two weeks. And you?

You: _____

I've lived here for five years. I've lived here since I got married. Im Englischen gibt es zwei Wörter für seit, nämlich for und since. Wir verwenden for vor der Angabe eines Zeitraums: I've lived here for five years. Wir verwenden since vor dem Zeitpunkt, bevor etwas begann: I've lived here since I got married. I've lived here since 2010. Beantworten Sie die Fragen, die Ihnen gestellt werden. Verwenden Sie since und den Zeitpunkt, zu dem es begann. Machen Sie es so:

L: I've lived here since 2010. And you?

St: I've lived here since 1998.

Machen Sie weiter.

L: I've lived here since 2010. And you?

You: _____

L: I've known my best friend since 1980. And you?

You: _____

St: I've known my teacher since April. And you?

You: _____

St: I've been in the English course since last Wednesday. And you?

You: _____

Gut! Machen Sie weiter mit Übung 11.

CD-ROM Track 11**Exercise 11: Asking other people how long they've done something**

In Unit 2, Part A haben Sie gelernt, wie man andere Menschen danach fragt, wie lange sie schon etwas tun. Antworten Sie auf den Klatsch und stellen Sie eine Frage mit How long ...? Machen Sie es so:

- L:** Did you know ... Peter has a tattoo!
Sa: Really? How long has he had a tattoo?
L: How long has he had a tattoo? Oh, for about six weeks.

Jetzt versuchen Sie es.

- L:** Did you know ... Peter has a tattoo!
You: _____
L: How long has he had a tattoo? Oh, for about six weeks.

- L:** Did you know ... Peter is ill!
You: _____
L: How long has he been ill? Oh, for about two days.

- L:** Did you know ... James is in Paris!
You: _____
L: How long has he been in Paris? Oh, for about two weeks.

- L:** Did you know ... Bob has a flat in London.
You: _____
L: How long has he had a flat in London? Oh, for about six months.

- L:** Did you know ... Andrew has a Labrador.
You: _____
L: How long has he had a Labrador? Oh, for about a month.

Sehr gut! Das ist das Ende von Unit 2, Part A.

Unit 2, Part B

CD-ROM Track 12

Exercise 12: Asking for clarification

In Unit 2, Part B haben Sie gelernt, nach Erklärungen zu fragen, wenn Sie etwas nicht verstanden haben. Hören Sie sich das Gespräch an.

- J:** Have you seen the beautiful new stable?
St: Sorry, I don't understand. What is a 'stable'?
J: A stable is a place where you keep horses.

Jetzt sind Sie an der Reihe. Wiederholen Sie was Steffi sagt.

- J:** Have you seen the beautiful new stable?
St: Sorry.
You: _____
St: Sorry I don't understand.
You: _____
St: Sorry, I don't understand. What is a 'stable'?
You: _____
J: A stable is a place where you keep horses.

Hören Sie sich die nächste Unterhaltung an.

- D:** I've got a new job as a doorman!
St: What does that word 'doorman' mean?
D: A doorman is a man who checks people who are going into a nightclub.

Wiederholen Sie jetzt was Steffi sagt.

- D:** I've got a new job as a doorman!
St: What does that word 'doorman' mean?
You: _____
D: A doorman is a man who checks people who are going into a nightclub.

Hören Sie sich die nächste Unterhaltung an.

- Sa:** I sent off the application two weeks ago.
St: What exactly do you mean by 'application'?
Sa: An application is a written document you send when you want to get a new job.

Sie sind dran. Wiederholen Sie was Steffi sagt.

Sa: I sent off the application two weeks ago.

St: What exactly do you mean?

You: _____

St: What exactly do you mean by 'application'?

You: _____

Sa: An application is a written document you send when you want to get a new job.

Hören Sie sich das letzte Gespräch an.

J: They need lots of new personnel at the nightclub.

St: Could you explain what 'personnel' means?

J: 'Personnel' means the people who work in a company.

Wiederholen Sie nun was Steffi sagt.

J: They need lots of new personnel at the nightclub.

St: Could you explain?

You: _____

St: Could you explain what 'personnel' means?

You: _____

J: 'Personnel' means the people who work in a company.

Gut gemacht! Gehen Sie nun zu Übung 13.

CD-ROM Track 13**Exercise 13: Talking about different ways of working**

In Unit 2, Part B haben Sie gelernt, sich über unterschiedliche Arten zu arbeiten zu unterhalten. Hören Sie sich erst den Satz an und wiederholen Sie ihn anschließend.

L: He does full-time work.

You: _____

L: She does freelance work.

You: _____

L: He does voluntary work.

You: _____

L: She does short-term contract work.

You: _____

L: He does part-time work.

You: _____

L: She does shift work.

You: _____

Hören Sie den Personen zu und sagen Sie dann, welche Art von Arbeit sie beschreiben. Sagen Sie z. B. I think he does part-time work oder I think he does shift work. Hören Sie sich zunächst das Beispiel an:

L: He works for a company, for 40 hours every week. What kind of work does he do?

D: I think he does full-time work.

L: Yes, he does full-time work.

Ok, versuchen Sie es.

L: She works for different companies, and has no contract. Sometimes she works at home and sometimes she goes to firms. What kind of work does she do?

You: _____

L: Yes, she does freelance work.

L: He works for different charities, for no money. What kind of work does he do?

You: _____

L: Yes, he does voluntary work.

L: She works for different companies for a few months at a time, on special contracts. What kind of work does she do?

You: _____

L: Yes, she does short-term contract work.

L: He works for 20 hours a week so he can spend more time at home with his children. What kind of work does he do?

You: _____

L: Yes, he does part-time work.

L: She works for ten hour periods - sometimes during the night. What kind of work does she do?

You: _____

L: Yes, she does shift work.

Ausgezeichnet! Versuchen Sie jetzt Übung 14.

CD-ROM Track 14**Exercise 14: Saying how long you've been doing something**

In Unit 2, Part B haben Sie gelernt, wie man sagt, wie lange man schon etwas tut. Wir verwenden das Present Perfect Progressive, um über Dinge zu reden, die in der Vergangenheit angefangen haben und immer noch andauern. I've been watching television for three hours oder I've been learning English since 2010. Hören Sie Jonathan zu und sagen Sie dann, wie lange er schon etwas macht. Fangen Sie Ihre Sätze mit He's been ... an. Machen Sie es so:

- J:** I've been learning German for ten years.
St: He's been learning German for ten years.
Sa: Yes, he's been learning German for ten years.

Versuchen Sie es jetzt.

- J:** I've been living in Germany since 2007.
You: _____
Sa: Yes, he's been living in Germany since 2007.

- J:** I've been doing this homework for one hour.
You: _____
Sa: Yes, he's been doing this homework for one hour.

- J:** I've been driving all night.
You: _____
Sa: Yes, he's been driving all night.

- J:** I've been watching television since 8 o'clock.
You: _____
Sa: Yes, he's been watching television since 8 o'clock.

Antworten Sie jetzt auf die an Sie gerichteten Fragen. Beginnen Sie jede Antwort mit: I've been ... Hier ein Beispiel.

- J:** How long have you been learning English?
L: I've been learning English for two years.

Gut. Jetzt sind Sie dran.

J: How long have you been learning English?

You: _____

J: How long have you been listening to this exercise?

You: _____

J: How long have you been sitting here?

You: _____

Gut gemacht! Weiter geht's mit Übung 15.

CD-ROM Track 15**Exercise 15: Asking how long someone has been doing something**

In Unit 2, Part B haben Sie gelernt, wie man jemanden danach fragt, wie lange er schon etwas macht. Stellen Sie Sarah Fragen, die mit Sarah, how long have you been ... ? beginnen. Versuchen Sie es so zu machen.

- J:** I've been doing a computer course for six months. What about Sarah?
St: Sarah, how long have you been doing a computer course, Sarah?
J: Yes, how long have you been doing a computer course, Sarah?
Sa: Oh, for about 6 months.

Jetzt übernehmen Sie.

- J:** I've been doing a computer course for six months. What about Sarah?
You: _____
J: Yes, how long have you been doing a computer course, Sarah?
Sa: Oh, for about 6 months.

- J:** I've been learning to drive for four weeks. What about Sarah?
You: _____
J: Yes, how long have you been learning to drive, Sarah?
Sa: Oh, for about two months.

- J:** I've been looking for a new job for three weeks. What about Sarah?
You: _____
J: Yes, how long have you been looking for a new job, Sarah?
Sa: Oh, for about a month.

- J:** I've been looking at the job ads for two weeks. What about Sarah?
You: _____
J: Yes, how long have you been looking at the job ads?
Sa: Oh, for about a week.

- J:** I've been applying for jobs for about a week. What about Sarah?
You: _____
J: Yes, how long have you been applying for jobs, Sarah?
Sa: Oh, for about three days.

Sehr gut! Sie haben das Ende von Unit 2 erreicht.

Unit 3

CD-ROM Track 16

Exercise 16: Talking about your daily routine

In Unit 3 haben Sie gelernt, über Ihren Alltag zu sprechen. Hören Sie sich das Gespräch zwischen Steffi und Jonathan an, die sich über ihren Alltag unterhalten. Sagen Sie dann, was Steffi macht. Gehen Sie so vor:

J: I work as a teacher. What do you work as, Steffi?

St: I work as a nurse.

L: Steffi works as a nurse.

J: Yes, Steffi works as a nurse.

Jetzt sind Sie dran. Sagen Sie, was Steffi tut. Beginnen Sie ihre Antworten mit: Steffi...

J: I'm responsible for teaching English and history. And you Steffi?

St: I'm responsible for looking after sick children.

You: _____

J: Yes, Steffi's responsible for looking after sick children.

J: I start work at 9 o'clock. And you Steffi?

St: I start work at 7 o'clock.

You: _____

J: Yes, Steffi starts work at 7 o'clock.

J: I wear a shirt and trousers at work. And you Steffi?

St: I wear a nurse's uniform at work.

You: _____

J: Yes, Steffi wears a nurse's uniform at work.

J: I finish work at 4 o'clock. And you Steffi?

St: I finish work at 7 o'clock.

You: _____

J: Yes, Steffi finishes work at 7 o'clock.

J: I don't like the stress in my job. And you Steffi?

St: I don't like the long hours in my job.

You: _____

J: Yes, Steffi doesn't like the long hours in her job.

Super! Und jetzt lassen Sie uns Übung 17 machen.

CD-ROM Track 17**Exercise 17: Understanding information about people's jobs**

In Unit 3 haben Sie gelernt, Informationen über die Jobs von anderen Menschen zu verstehen. Hören Sie sich diese Aussagen zu den Jobs an und beantworten Sie dann die Fragen. Machen Sie es so:

- L:** I work in Scotland.
Sa: Where does Lynda work?
J: Lynda works in Scotland.
St: That's right - she works in Scotland.

Ok. Versuchen Sie es jetzt.

- L:** I work in Scotland.
Sa: Where does Lynda work?
You: _____
St: That's right - she works in Scotland.

- L:** I work for a charity.
Sa: What does Lynda work for?
You: _____
St: That's right - she works for a charity.

- L:** I do voluntary work.
Sa: What sort of work does Lynda do?
You: _____
St: That's right - she does voluntary work.

- L:** I'm responsible for marketing.
Sa: What is Lynda responsible for?
You: _____
St: That's right – she's responsible for marketing.

- L:** I used to be a teacher.
Sa: What did Lynda use to be?
You: _____
St: That's right – she used to be a teacher.

Gut gemacht! Das ist das Ende von Unit 3.

Unit 4, Part A

CD-ROM Track 18

Exercise 18: Talking about your home

Hören Sie Lynda zu, die Dinge in unterschiedlichen Räumen in ihrem Haus aufzählt. Sagen Sie, welches Objekt nicht im jeweiligen Zimmer sein sollte und sagen Sie dann, in welchem Raum es stattdessen sein sollte. So sollen Sie es machen:

L: Well, in my kitchen, there's a table and four chairs, lots of cupboards – kitchen machines, of course, like a coffee maker - a fridge, a cooker, a shower, a freezer and a microwave.

Sa: Which item is in the wrong place?

St: The shower.

Sa: That's right – the shower. And where is the shower normally?

St: In the bathroom.

Sa: Yes, of course, in the bathroom.

L: Well, in my kitchen, there's a table and four chairs, lots of cupboards - kitchen machines, of course, like a coffee maker - a fridge, a cooker, a shower, a freezer and a microwave.

Sa: Which item is in the wrong place?

You: _____

Sa: That's right – the shower. And where is the shower normally?

You: _____

Sa: Yes, of course, in the bathroom.

L: I've got a big balcony with lots of plants. There's a blue garden chair on the balcony and a small table and I often have breakfast or coffee there in the summer. What else is there? There's a lamp, a toilet and a useful little cupboard with my gardening things in it.

Sa: Which item is in the wrong place?

You: _____

Sa: That's right – the toilet. And where is the toilet normally?

You: _____

Sa: Yes, of course, in the bathroom or in its own room.

L: I've got a nice bedroom. There's a big antique chest of drawers, a double bed, a freezer, a bedside table – and, I know this is decadent, but I've got a TV in my bedroom, too.

Sa: Which item is in the wrong place?

You: _____

Sa: That's right – the freezer. And where is the freezer normally?

You: _____

Sa: Yes, of course, in the kitchen.

L: My living room is my favourite room. It has a big window and 2 sofas. There's a music centre, a TV, a shaving mirror and some family photos on the wall.

Sa: Which item is in the wrong place?

You: _____

Sa: That's right – the shaving mirror. And where is the shaving mirror normally?

You: _____

Sa: Yes, of course, in the bathroom.

L: My bathroom isn't very big. The colour doesn't help – it's dark red. Well, the bath is white but the towels and hair drier and things are dark red. There's a bath and a shower, a wardrobe, a shelf for cosmetics and a cupboard for towels and shower gels and things.

Sa: Which item is in the wrong place?

You: _____

Sa: That's right – the wardrobe. And where is the wardrobe normally?

You: _____

Sa: Yes, of course, in the bedroom.

Gut. Jetzt geht's weiter mit Übung 19.

CD-ROM Track 19**Exercise 19: Saying where things are**

Lynda erzählt Ihnen etwas zu ihrem Schlafzimmer. Wiederholen Sie die Sätze.

L: My bedroom is next to the bathroom.

You: _____

L: The door is opposite the window.

You: _____

L: The chest of drawers is under the window.

You: _____

L: The mirror is near the door.

You: _____

L: My bed is in the corner of the room.

You: _____

L: The wardrobe is on the left of the bed.

You: _____

L: The bedside table is on the right of the bed.

You: _____

Erzählen Sie jetzt von Ihrem Schlafzimmer. Beschreiben Sie, wo die Dinge sind.

L: Where is your bedroom?

You: _____

L: Where's the door?

You: _____

L: Where's the chest of drawers?

You: _____

L: Where's the mirror?

You: _____

L: Where's the bed?

You: _____

L: Where's the wardrobe?

You: _____

L: Where's the bedside table?

You: _____

Gut gemacht. Versuchen Sie jetzt Übung 20.

CD-ROM Track 20**Exercise 20: Can you give me a hand, please?**

Es gibt viele Möglichkeiten, jemanden zu bitten, etwas für einen zu tun. Wiederholen Sie die Sätze.

L: Would you mind?

You: _____

L: Would you mind helping?

You: _____

L: Would you mind helping me?

You: _____

L: Would you mind helping me, please?

You: _____

L: Would you mind opening the window, please?

You: _____

L: Would you mind closing the window, please?

You: _____

Sa: Could you?

You: _____

Sa: Could you help?

You: _____

Sa: Could you help me?

You: _____

Sa: Could you help me, please?

You: _____

Sa: Could you open the window, please?

You: _____

Sa: Could you close the window, please?

You: _____

St: Can you?

You: _____

St: Can you help?

You: _____

St: Can you help me?

You: _____

St: Can you help me, please?

You: _____

St: Can you open the window, please?

You: _____

St: Can you close the window, please?

You: _____

J: Do you think you could?

You: _____

J: Do you think you could help?

You: _____

J: Do you think you could help me?

You: _____

J: Do you think you could help me, please?

You: _____

J: Do you think you could open the window, please?

You: _____

J: Do you think you could close the window, please?

You: _____

Gut. Machen wir mit Übung 21 weiter.

CD-ROM Track 21**Exercise 21: What are your plans?**

Wir verwenden going to, wenn wir über etwas sprechen, das wir geplant haben: I'm going to do some more English exercises. Erzählen Sie Lynda von Ihren Plänen.

L: I'm going to wear my new jacket tomorrow. What are you going to wear?

You: _____

L: I'm going to get up at six thirty tomorrow. What time are you going to get up?

You: _____

L: I'm going to have lunch in the canteen tomorrow. Where are you going to have lunch?

You: _____

L: I'm going to watch TV tomorrow evening. What are you going to do tomorrow evening?

You: _____

L: I'm going to buy some computer software this week. What are you going to buy this week?

You: _____

L: I'm going to phone my mother at the weekend. Who are you going to phone at the weekend?

You: _____

L: I'm going to get up at 8 on Sunday. What time are you going to get up on Sunday?

You: _____

Sie haben das Ende von Unit 4, Part A erreicht.

Unit 4, Part B

CD-ROM Track 22

Exercise 22: Making arrangements

Wenn Sie ein Treffen mit jemandem vorschlagen möchten, können Sie eine Reihe von Phrasen verwenden. Hören Sie Lynda zu und wiederholen Sie ihre Sätze.

L: Let's get together soon.

You: _____

L: Are you free a week on Wednesday?

You: _____

L: What are you doing next Friday?

You: _____

L: How about the day after tomorrow?

You: _____

L: We could meet up on Thursday, if you like.

You: _____

Wiederholen Sie die Phrasen, die Sie hören. Fügen Sie aber Ihre eigenen Zeiten hinzu. Machen Sie es so:

L: Let's get together ...

St: Let's get together next week.

Jetzt sind Sie an der Reihe.

L: Let's get together ...

You: _____

L: Are you free ...

You: _____

L: What are you doing ...

You: _____

L: How about ...

You: _____

L: We could meet up ...

You: _____

Sehr gut. Machen Sie mit Übung 23 weiter.

CD-ROM Track 23**Exercise 23: Future arrangements**

Wenn Sie vereinbart haben, etwas in der Zukunft zu tun - z. B. etwas mit einem Freund geplant haben, Karten für eine Veranstaltung gekauft haben oder eine Reservierung gemacht haben – verwenden Sie das Present Progressive, wenn Sie darüber sprechen: I'm going to the cinema with Dave on Thursday. Hören Sie sich die drei Unterhaltungen an und sagen Sie dann, was die Personen miteinander ausgemacht haben.

St: So, what are your plans for the weekend, Sarah?

Sa: Oh, I haven't got anything special planned – I'm just going to relax. What about you, Steffi?

St: I'm going to Peter's birthday party on Saturday.

Sa: Oh, that should be fun!

L: Who has arranged something for this weekend, Sarah or Steffi?

You: _____

L: That's right – Steffi. And what's she doing this weekend?

You: _____

L: Yes, she's going to Peter's birthday party on Saturday.

J: Hi Sarah.

Sa: Hello Jonathan. Hey, Jonathan – are you doing anything this weekend? I thought we could ...

J: (interrupting) Oh this weekend? I'm at work this weekend. There's a big marketing meeting.

Sa: At the weekend?

J: I'm afraid so – from Friday evening to Sunday evening.

Sa: Honestly! You must be a workaholic!

L: What's Jonathan doing this weekend?

You: _____

L: Yes, he's working – he's going to a marketing meeting this weekend.

D: Hi Sarah.

Sa: Hi Daniel. You look pleased with yourself.

D: Yes, well ... I've just asked Helen to have dinner with me on Friday. I've wanted to ask her out for ages.

Sa: Helen – your boss? Great! So where are you going?

D: To that new Italian restaurant in Bridge Street.

Sa: Well don't forget to book a table – I've heard it's very popular.

D: I've already reserved a corner table for two ...

L: What's Daniel doing this weekend?

You: _____

L: Who's he having dinner with?

You: _____

L: Where are they having dinner?

You: _____

L: Yes – Daniel's having dinner with his boss, Helen, at the Italian restaurant on Friday.

L: And what about you? What are you doing this weekend?

You: _____

Super! Lassen Sie uns jetzt mit Übung 24 weitermachen.

CD-ROM Track 24**Exercise 24: Accommodation: What's the word?**

Lynda wird einige Arten von Wohnungen beschreiben, über die Sie in Unit 4, Part B gelesen haben. Sagen Sie, um welchen Wohnungstyp es sich handelt.

L: What's the word for a house with no stairs?

You: _____

L: It's a bungalow.

L: What's the word for a single house with no other house directly next to it?

You: _____

L: It's a detached house.

L: What's the word for a house in a row of houses?

You: _____

L: It's a terraced house.

L: What's the word for a little house in the country?

You: _____

L: It's a cottage.

L: What's the word for a tall building with lots of flats in it?

You: _____

L: It's a block of flats.

L: What's the word for a house with another house directly next to it – joined onto it, in fact?

You: _____

L: It's a semi-detached house.

Sie haben das Ende von Unit 4, Part B erreicht.

Unit 5, Part A

CD-ROM Track 25

Exercise 25: Magazines

In Unit 5 wurde das Thema Medien behandelt. In Part A ging es um Zeitschriften. Lynda wird einige Wörter, die in Zeitschriften vorkommen, buchstabieren. Versuchen Sie die Wörter zu erraten, bevor Lynda sie zu Ende buchstabiert hat.

L: C-E-L-E-B-R-I-T-Y

You: _____

St: Celebrity

L: R-E-P-O-R-T-E-R

You: _____

St: Reporter

L: I-N-T-E-R-V-I-E-W

You: _____

St: Interview

L: G-O-S-S-I-P

You: _____

St: Gossip

L: H-E-A-D-L-I-N-E

You: _____

St: Headline

L: S-C-A-N-D-A-L

You: _____

St: Scandal

Lassen Sie uns mit Übung 26 weitermachen.

CD-ROM Track 26**Exercise 26: News, news, news**

Hören Sie Lynda zu, die Sarah einige Neuigkeiten über Menschen erzählt, die sie beide kennen. Wiederholen Sie Sarahs Reaktion.

L: Have you heard – Peter and Mary are getting married next month - in Hawaii!

Sa: You're joking!

You: _____

L: Apparently they're going to buy a hotel out there.

Sa: Really?

You: _____

L: I've heard that Peter's mother is going to finance the hotel.

Sa: That can't be true!

You: _____

L: Yes, they say that she's won the lottery!

Sa: That's amazing!

You: _____

L: It seems that she's going to divorce her husband and keep all the money for herself.

Sa: Unbelievable!

You: _____

L: Ah, but did you know, she's planning to live with Peter and Mary in Hawaii.

Sa: I don't believe it!

You: _____

Verwenden Sie jetzt diese Sätze, um auf Lyndas Neuigkeiten zu reagieren.

L: I don't know if it's true, but I've heard that Bill Gates is going to give 90% of his money to charity!

You: _____

L: I don't know if it's true, but they say that Prince William is going to buy a flat in New York!

You: _____

L: I don't know if it's true, but I've read that the American president is coming to Germany next week.

You: _____

L: I don't know if it's true, but it seems that Scrabble will be a game in the next Olympics.

You: _____

L: I don't know if it's true, but apparently America is going to adopt the Euro.

You: _____

Gut. Sind Sie bereit für Übung 27?

CD-ROM Track 27**Exercise 27: Your future**

Wenn wir über die Zukunft nachdenken, verwenden wir die Zukunft mit will: I'll definitely do that. I'll probably do that. I don't think I'll do that. I definitely won't do that. Wiederholen Sie erst diese Phrasen.

L: I'll definitely do that.

You: _____

L: I'll probably do that.

You: _____

L: I don't think I'll do that.

You: _____

L: I definitely won't do that.

You: _____

Beantworten Sie jetzt Lyndas Fragen. Gehen Sie so vor:

L: Do you want to do the next English course?

St: I'll definitely do the next English course. And you?

D: I'll probably do the next English course.

Sie sind dran.

L: Do you want to do the next English course?

St: I'll definitely do the next English course. And you?

You: _____

L: Do you want to go on holiday this summer?

St: I don't think I'll go on holiday this summer. And you?

You: _____

L: Do you want to have a birthday party this year?

St: I'll definitely have a birthday party this year. And you?

You: _____

L: Do you want to get up early tomorrow?
St: I definitely won't get up early tomorrow. And you?
You: _____

L: Do you want to go to your English course next week?
St: I'll probably go to my English course next week. And you?
You: _____

L: Do you want to go shopping at the weekend?
St: I don't think I'll go shopping at the weekend. And you?
You: _____

Sehr gut. Weiter geht's mit Übung 28.

CD-ROM Track 28**Exercise 28: may and might**

Wir verwenden may und might, um darüber zu sprechen, was wahrscheinlich passieren könnte. Die verneinten Formen sind may not und might not. May und might bedeuten mehr oder weniger das Gleiche, deshalb macht es keinen Unterschied, welches der beiden Wörter Sie verwenden. Formulieren Sie Lyndas Sätze um. Verwenden Sie dafür may und might. Machen Sie es wie in diesem Beispiel:

L: Maybe I'll go to the cinema after work.

St: I may go to the cinema after work.

L: Or.

St: I might go to the cinema after work.

L: I don't think I'll come to the lesson next week.

St: I may not come to the lesson next week.

L: Or.

St: I might not come to the lesson next week.

Ok. Versuchen Sie es jetzt.

L: Maybe I'll go to the cinema after work.

You: _____

L: I don't think I'll come to the lesson next week.

You: _____

L: Maybe I'll buy a new phone at the weekend.

You: _____

L: Maybe I'll visit my brother on Sunday.

You: _____

L: I don't think I'll have much time this weekend.

You: _____

L: Maybe I'll invite my sister to lunch.

You: _____

L: Maybe I'll do my homework after the lesson.

You: _____

Und damit haben Sie das Ende von Unit 5, Part A erreicht.

Unit 5, Part B

CD-ROM Track 29

Exercise 29: TV shows

In Unit 5, Part B ging es um das Fernsehen. Führen Sie mit Lynda eine Unterhaltung darüber.

L: I watch TV about twice a week. How often do you watch TV?

You: _____

L: I never watch sport on TV. Do you?

You: _____

L: My favourite programme is *Cold Case*. What's your favourite programme?

You: _____

L: I really dislike reality TV shows. What about you?

You: _____

L: I never watch daytime TV. Do you?

You: _____

L: I've got two TVs. And you?

You: _____

L: I buy lots of DVDs. Do you?

You: _____

Ok. Machen Sie mit Übung 30 weiter.

CD-ROM Track 30**Exercise 30: In my opinion ...**

Lynda wird einige Wörter buchstabieren, die Sie verwenden können, um Fernsehsendungen zu beschreiben. Versuchen Sie das Wort zu erraten, bevor Lynda es fertig buchstabiert hat.

L: A-M-U-S-I-N-G

You: _____

St: Amusing

L: R-U-B-B-I-S-H

You: _____

St: Rubbish

L: S-H-O-C-K-I-N-G

You: _____

St: Shocking

L: T-E-R-R-I-B-L-E

You: _____

St: Terrible

L: D-I-S-G-U-S-T-I-N-G

You: _____

St: Disgusting

L: L-I-V-E-L-Y

You: _____

St: Lively

L: E-N-T-E-R-T-A-I-N-I-N-G

You: _____

St: Entertaining

L: I-N-F-O-R-M-A-T-I-V-E

You: _____

St: Informative

Ausgezeichnet! Bereit für Übung 31?

CD-ROM Track 31**Exercise 31: I agree**

Sagen Sie, ob Steffi Lynda zustimmt oder anderer Meinung ist. Sagen Sie: She agrees, oder She disagrees. Machen Sie es so:

L: I think Italian is really easy.

St: You're joking!

D: She disagrees.

L: She disagrees with me.

L: I love Berlin.

St: Me, too.

D: She agrees.

L: She agrees with me.

Jetzt übernehmen Sie.

L: I think Italian is really easy.

St: You're joking!

You: _____

L: She disagrees with me.

L: I love Berlin.

St: Me, too.

You: _____

L: She agrees with me.

L: I think Formula one is great.

St: I like it, too!

You: _____

L: She agrees with me.

L: I can't stand football on TV.

St: Sorry, I can't agree.

You: _____

L: She disagrees with me.

L: I think Heavy Metal music is rubbish.

St: I don't think so.

You: _____

L: She disagrees with me.

L: The weather was awful last summer.

St: You're right.

You: _____

L: She agrees with me.

Verwenden Sie jetzt die Sätze, die Sie gehört haben und mit denen Sie Lynda zustimmen oder widersprechen können.

L: I love detective films on TV.

You: _____

L: I think London is the most exciting city in Europe.

You: _____

L: I really like Indian food.

You: _____

L: I don't think that children should watch television.

You: _____

L: I love this weather.

You: _____

Gut gemacht. Versuchen Sie jetzt Übung 32.

CD-ROM Track 32**Exercise 32: When will you do that?**

Wir verwenden die Wörter before, after, when und as soon as, um zu sagen, wann etwas passieren wird. Hören Sie zu und wiederholen Sie Lyndas Sätze.

L: I'll stop work when I'm sixty.

You: _____

L: I'll stop work as soon as I'm sixty.

You: _____

L: I'll stop work after my sixtieth birthday.

You: _____

L: I'll stop work before my sixty-first birthday.

You: _____

Verwenden Sie jetzt before, after, when und as soon as, um die Sätze zu vervollständigen. Sie hören als erstes ein Beispiel. Danach sind Sie an der Reihe

L: I'll stop work ...

St: I'll stop work when I'm 65.

L: I'll have something to eat ...

You: _____

L: I'll do my homework ...

You: _____

L: I'll go shopping ...

You: _____

L: I'll phone ...

You: _____

L: I'll have a drink ...

You: _____

Unit 5, Part B haben Sie hiermit abgeschlossen.

Unit 6

CD-ROM Track 33

Exercise 33: Your favourite building

Sprechen Sie mit Lynda über Ihr Lieblingsgebäude. Überlegen Sie sich zuerst welches Ihr Lieblingsgebäude ist. Antworten Sie dann auf Lyndas Fragen.

L: What is your favourite building?

You: _____

L: Where is it?

You: _____

L: About how old is it?

You: _____

L: When did you last see it?

You: _____

L: Do you know who built it – or who it was built for?

You: _____

L: Why do you like it?

You: _____

Gut. Machen Sie jetzt mit Übung 34 weiter.

CD-ROM Track 34**Exercise 34: My American office**

In Unit 6 haben Sie einige Wörter gelernt, die sich im britischen und amerikanischen Englisch voneinander unterscheiden. Sehen wir zuerst, ob Sie sich an die Wörter erinnern. Lynda wird die britischen Wörter sagen und Sie sollen die amerikanischen Entsprechungen sagen.

L: Cooker

You: _____

Sa: Cooker is stove in *American English*.

L: Wardrobe

You: _____

Sa: Wardrobe is closet in *American English*.

L: Curtains

You: _____

Sa: Curtains are drapes in *American English*.

L: Lift

You: _____

Sa: Lift is elevator in *American English*.

L: Tap

You: _____

Sa: Tap is faucet in *American English*.

L: Ground floor

You: _____

Sa: Ground floor is first floor in *American English*.

L: Toilet

You: _____

Sa: Toilet is restroom in *American English*.

L: Rubbish bin

You: _____

Sa: Rubbish bin is trash can in *American English*.

Wiederholen Sie jetzt Lyndas Sätze zu ihrem Büro. Verwenden Sie aber das amerikanische Wort, nicht das britische. Machen Sie es wie in diesem Beispiel:

L: The rubbish bin is in the corner.

Sa: The trash can is in the corner.

Sie sind dran.

L: The rubbish bin is in the corner.

You: _____

Sa: The trash can is in the corner.

L: The curtains are green.

You: _____

Sa: The drapes are green.

L: My office is on the ground floor.

You: _____

Sa: My office is on the first floor.

L: I don't need the lift.

You: _____

Sa: I don't need the elevator.

L: My office is opposite the toilet!

You: _____

Sa: My office is opposite the restroom!

Gut gemacht. Sind Sie bereit für Übung 35?

CD-ROM Track 35**Exercise 35: Where is it?**

Hören Sie Lynda zu, die von ihrem Büro erzählt.

L: Well, my office is too small. It has a desk – which is very untidy! My desk is under the window. There's a computer on my desk and a printer under the desk. I've got shelves above my desk and there are a lot of dictionaries and English books on the shelves. There's a drawer in my desk and I have lots of things in there – you know, my hole-punch, glue, paper clips, rubber bands – things like that. And – what else? Oh yes, there are some photos on the wall. You know, family photos of my sisters and their children and of my kids and cats. I think it's important to have personal things in your office and not just work things.

Können Sie sich daran erinnern, wo alle Dinge in Lyndas Büro sind? Versuchen Sie es.

D: Where's Lynda's desk?

You: _____

L: My desk is under the window.

D: Where's Lynda's computer?

You: _____

L: It's on the desk.

D: Where's the printer?

You: _____

L: It's under the desk.

D: Where are the shelves?

You: _____

L: They're above the desk.

D: Where are the books?

You: _____

L: They're on the shelves.

D: Where are the paperclips?

You: _____

L: They're in the drawer.

D: Where are the photos?

You: _____

L: They're on the wall.

Super! Damit haben Sie Unit 6 beendet.

Unit 7, Part A

CD-ROM Track 36

Exercise 36: Preferences

In Unit 7, Part A haben wir über Vorlieben gesprochen. Hören Sie Lynda zu, die einige Vorschläge macht und sagen Sie dann, was sie lieber machen würden. Als erstes hören Sie ein Beispiel, wie Sie es machen sollen:

L: Shall we go to the cinema or to the pub?

St: I'd rather go to the cinema.

D: I'd prefer to go to the pub.

L: Shall we watch the news or a comedy programme?

You: _____

L: Would you like to have tea or coffee?

You: _____

L: Would you like to go on a picnic or go for a walk?

You: _____

L: Shall we go to London or Paris?

You: _____

L: Would you prefer to go to a classical concert or a jazz concert?

You: _____

L: Would you prefer to watch tennis or football?

You: _____

L: Shall we go for an Indian meal or an Italian meal?

You: _____

Ok. Üben wir weiter mit Übung 37.

CD-ROM Track 37**Exercise 37: Where shall we go?**

In Unit 7, Part A haben wir über Orte gesprochen. Wiederholen Sie die korrekte Phrase. Sie sollen so vorgehen:

L: An open-air concert. An open-air display.

St: An open-air concert.

L: Right: an open-air concert.

Jetzt übernehmen Sie.

L: An open-air concert. An open-air display.

You: _____

L: Right: an open-air concert.

L: A candlelit dinner. A candlelit firework.

You: _____

L: Right: a candlelit dinner.

L: A firework quiz. A firework display.

You: _____

L: Right: a firework display.

L: A pub quiz. A pub market.

You: _____

L: Right: a pub quiz.

L: A flea market. A flea bar.

You: _____

L: Right: a flea market.

L: A cocktail concert. A cocktail bar.

You: _____

L: Right: a cocktail bar.

Gut. Bereit für Übung 38?

CD-ROM Track 38**Exercise 38: What had already happened?**

In Unit 7, Part A haben Sie gelernt, wie man das Past Perfect verwendet, um zu sagen, was passiert war. Wenn wir eine Geschichte in der Vergangenheit erzählen, verwenden wir das Past Tense und berichten die Geschichte in chronologischer Reihenfolge: He left the house, walked to the bus stop and got on the bus. Wenn wir die chronologische Reihenfolge verlassen und in der Zeit weiter zurückgehen, verwenden wir das Past Perfect: He left the house, walked to the bus stop and got on the bus. But he had left some important papers on the breakfast table, so he returned home as quickly as possible.

Hören Sie sich jetzt Lyndas Geschichte über Robin an.

- L:** Robin's parents were away for the weekend and so Robin invited his girlfriend for dinner. He made a lot of effort and started the preparations early. He put romantic music on the music centre. He put roses on the table. He cooked a vegetarian meal. He turned down the lamps. He chilled the champagne. He put on his best jeans.
And then the telephone rang.
It was his girlfriend to say that she couldn't come.
Robin was really disappointed because he'd already made all the preparations.
What had he already done when she phoned?

Sagen Sie jetzt, was Robin bereits alles vorbereitet hatte, als das Telefon klingelte. Machen Sie es wie in folgendem Beispiel:

- L:** Make – a lot of effort
St: He had already made a lot of effort.
J: Yes, he had already made a lot of effort.

Sagen Sie jetzt, was Robin bereits gemacht hatte.

- L:** Make – a lot of effort
You: _____
J: Yes, he had already made a lot of effort.

- L:** Start – the preparations
You: _____
J: Yes, he had already started the preparations.

- L:** Put – romantic music on
You: _____
J: Yes, he had already put romantic music on.

L: Put – roses on the table

You: _____

J: Yes, he had already put roses on the table.

L: Cook – a vegetarian meal

You: _____

J: Yes, he had already cooked a vegetarian meal.

L: Turn down – the lamps

You: _____

J: Yes, he had already turned down the lamps.

L: Chill – the champagne

You: _____

J: Yes, he had already chilled the champagne.

L: Put on – his best jeans

You: _____

J: Yes, he had already put on his best jeans.

Das ist das Ende von Unit 7, Part A.

Unit 7, Part B

CD-ROM Track 39

Exercise 39: Starting a conversation

In Unit 7, Part B haben wir geübt, wie man eine Unterhaltung beginnt. Hören Sie zu und wiederholen Sie dann die Phrasen.

L: Did you hear?

You: _____

L: Did you hear about the scandal?

You: _____

L: Did you hear about the scandal at the Oscar ceremonies?

You: _____

L: Have you?

You: _____

L: Have you ever flown?

You: _____

L: Have you ever flown in a helicopter?

You: _____

L: What do you think?

You: _____

L: What do you think about the price?

You: _____

L: What do you think about the price of cigarettes?

You: _____

L: Do you know?

You: _____

L: Do you know how long it takes?

You: _____

L: Do you know how long it takes to get home?

You: _____

L: Do you know how long it takes to get home from here?

You: _____

L: Do you know how long it takes to get home from here by taxi?

You: _____

L: They say ...

You: _____

L: They say there's going to be a strike.

You: _____

L: They say there's going to be a strike on the buses.

You: _____

L: They say there's going to be a strike on the buses next week.

You: _____

Ok. Weiter geht's mit Übung 40.

CD-ROM Track 40**Exercise 40: Small talk**

Small talk machen zu können, ist eine hilfreiche Fähigkeit, wenn Sie Menschen treffen, die Sie nicht oder nicht gut kennen. Es gibt einige Themen, die unverfänglich sind, wie z. B. Sport oder das Wetter. Aber andere Themen, beispielsweise Geld oder Religion, sollten vermieden werden. Antworten Sie auf Lyndas small talk.

L: Hello – lovely to see you again.

You: _____

L: How did you come here, by tram?

You: _____

L: So, what do you think about the weather at the moment?

You: _____

L: I really like this wine. Where's it from? Do you know?

You: _____

L: Have you read the Harry Potter books?

You: _____

L: Which is your favourite restaurant near here?

You: _____

L: What are you doing next weekend?

You: _____

L: Have you been to the cinema recently?

You: _____

Ok. Machen wir mit Übung 41 weiter.

CD-ROM Track 41**Exercise 41: Giving advice**

In Unit 7, Part B haben Sie gelernt, wie man Ratschläge erteilt: You should, You ought to, You shouldn't, You mustn't, You have to. Denken Sie daran, dass mustn't "darf nicht" bedeutet. „Muss nicht“ wird durch: you don't have to ausgedrückt. Wiederholen Sie die Phrasen.

L: You must do it.

You: _____

L: You have to do it.

You: _____

L: You ought to do it.

You: _____

L: You should to do it.

You: _____

L: You shouldn't to do it.

You: _____

L: You don't have to do it.

You: _____

L: You mustn't do it.

You: _____

Geben Sie jetzt Jonathan einige Ratschläge.

J: I really want to stop smoking. What should I do?

You: _____

J: I can't sleep at night. Any ideas?

You: _____

J: I'm going to meet my girlfriend's parents on Saturday. I'm going to their house for dinner.

You: _____

J: I get a lot of headaches.

You: _____

J: I'd like to go somewhere really different on holiday.

You: _____

J: My laptop is faulty.

You: _____

J: I had an argument with my father last weekend.

You: _____

Das ist das Ende von Unit 7, Part B.

Unit 8, Part A

CD-ROM Track 42

Exercise 42: Crimes and criminals

In Unit 8, Part A haben wir über Verbrechen und Verbrecher gesprochen. Sagen Sie, wie man diese Verbrecher bezeichnet. Machen Sie es wie in dem Beispiel:

L: He killed someone with a knife.

D: He's a murderer.

St: Yes, he's a murderer.

Jetzt machen Sie weiter.

L: He killed someone with a knife.

You: _____

St: Yes, he's a murderer.

L: He had sex with a woman against her will.

You: _____

St: Yes, he's a rapist.

L: He took a little girl away in his car and then demanded money from her family for her return.

You: _____

St: Yes, he's a kidnapper.

L: He broke into a house and stole jewellery, money and expensive electronic things.

You: _____

St: Yes, he's a burglar.

L: He attacked a woman and stole her handbag.

You: _____

St: Yes, he's a mugger.

L: He stole my bike!

You: _____

St: Yes, he's a thief.

Gut gemacht. Weiter geht's mit Übung 43.

CD-ROM Track 43**Exercise 43: He asked me to do that**

D: Please listen to Lynda. I asked you to listen to Lynda.

Sagen Sie jetzt, worum Jonathan Sie gebeten hat. Gehen Sie so vor:

J: Open your book, please.
St: He asked me to open my book.
Sa: Right, he asked me to open my book.

J: Don't talk, please.
St: He asked me not to talk.
Sa: Right, he asked me not to talk.

Jetzt sind Sie dran.

J: Open your book, please.
You: _____
Sa: Right, he asked me to open my book.

J: Don't talk, please.
You: _____
Sa: Right, he asked me not to talk.

J: Close the window, please.
You: _____
Sa: Right, he asked me to close the window.

J: Close the window, please.
You: _____
Sa: Right, he asked me to close the window.

J: Spell your surname, please.
You: _____
Sa: Right, he asked me to spell my surname.

J: Don't write it down, please.
You: _____
Sa: Right, he asked me not to write it down.

J: Please don't forget.

You: _____

Sa: Right, he asked me not to forget.

J: Please post the letter.

You: _____

Sa: Right, he asked me to post the letter.

Sehr gut. Machen wir mit Übung 44 weiter.

CD-ROM Track 44**Exercise 44: What did he say?**

Lyndas Vater ist etwas schwerhörig. Wir müssen oft Dinge für ihn wiederholen. Hören Sie zu und wiederholen Sie, was Lynda sagt. Denken Sie daran, dass man die Vergangenheitsform des Verbs verwendet, wenn man berichtet, was jemand gesagt hat. Hören Sie zu:

L: It's nice to be home.
Sa: She said it was nice to be home.
L: Yes, I said it was nice to be home.

L: I can show you some photographs.
Sa: She said she could show you some photographs.
L: Yes, I said I could show you some photographs.

L: I have a new camera.
Sa: She said she had a new camera.
L: Yes, I said I had a new camera.

Übernehmen Sie jetzt für Sarah.

L: It's nice to be home.
You: _____
L: Yes, I said it was nice to be home.

L: I can show you some photographs.
You: _____
L: Yes, I said I could show you some photographs.

L: I have a new camera.
You: _____
L: Yes, I said I had a new camera.

L: I can't find my old camera.
You: _____
L: Yes, I said I couldn't find my old camera.

L: The coffee's good.
You: _____
L: Yes, I said the coffee was good.

L: The cakes are nice.

You: _____

L: Yes, I said the cakes were nice.

L: I haven't got much time.

You: _____

L: Yes, I said I hadn't got much time.

L: I'm a bit late.

You: _____

L: Yes, I said I was a bit late.

Sie haben Unit 8, Part A abgeschlossen.

Unit 8, Part B

CD-ROM Track 45

Exercise 45: The environment

Unit 8, Part B behandelte das Thema Recycling und Umwelt. Lynda buchstabiert einige Wörter aus dem Bereich Recycling. Versuchen Sie zu erraten, welches Wort Lynda buchstabiert, bevor sie fertig ist.

L: R-E-C-Y-C-L-I-N-G

You: _____

St: Yes – recycling.

L: E-N-V-I-R-O-N-M-E-N-T

You: _____

St: Yes – environment.

L: P-O-L-L-U-T-E

You: _____

St: Yes – pollute.

L: R-U-B-B-I-S-H

You: _____

St: Yes – rubbish.

L: R-E-S-O-U-R-C-E-S

You: _____

St: Yes – resources.

L: P-R-O-D-U-C-T-S

You: _____

St: Yes – products.

L: W-A-S-T-E

You: _____

St: Yes – waste.

Ok. Lassen Sie uns als nächstes Übung 46 machen.

CD-ROM Track 46**Exercise 46: Giving reasons**

In Unit 8, Part B haben wir geübt, Begründungen zu liefern. Hören Sie zu und antworten Sie auf Sarahs Fragen.

L: The river is polluted because of factory waste.

Sa: Why is the river polluted?

You: _____

L: Yes – **because of** factory waste.

L: The old factory has been closed down as a result of public protest.

Sa: Why has the factory closed down?

You: _____

L: Yes – **as a result of** public protest.

L: A new factory has been built, thanks to money from the government.

Sa: How was it possible to build a new factory?

You: _____

L: Yes – **thanks to** money from the government.

Antworten Sie jetzt auf Lyndas Fragen, indem Sie because of, as a result of oder thanks to verwenden.

L: Why is your English so good?

You: _____

L: How did you find out about this English course?

You: _____

L: How did you meet your best friend?

You: _____

Sehr gut. Sind Sie bereit für Übung 47?

CD-ROM Track 47**Exercise 47: It will be done**

Formulieren Sie die Sätze um und sagen Sie was getan werden kann – what can be done, was getan werden muss – what must be done, und was getan werden wird – what will be done. Gehen Sie so vor:

L: They can repair the car.
St: The car can be repaired.
L: Yes, the car can be repaired.

L: They must repair the car.
St: The car must be repaired.
L: Yes, the car must be repaired.

L: They will repair the car.
St: The car will be repaired.
L: Yes, the car will be repaired.

Versuchen Sie es jetzt selbst.

L: They can repair the car.
You: _____
L: Yes, the car can be repaired.

L: They must repair the car.
You: _____
L: Yes, the car must be repaired.

L: They will repair the car.
You: _____
L: Yes, the car will be repaired.

L: They will recycle the bottles.
You: _____
L: Yes, the bottles will be recycled.

L: They can use the old paper.
You: _____
L: Yes, the old paper can be used.

L: They must close the factory.

You: _____

L: Yes, the factory must be closed.

L: They will build a new factory.

You: _____

L: Yes, a new factory will be built.

L: They must do something.

You: _____

L: Yes, something must be done.

Super! Sie haben Unit 8, Part B beendet.

Unit 9

CD-ROM Track 48

Exercise 48: Sports

In Unit 9 haben wir etwas über unterschiedliche Sportarten gelesen. Lynda wird eine Sportart nennen und eine Liste von vier Wörtern vorlesen. Eines der Wörter gehört nicht zu der Sportart. Sagen Sie, welches Wort nicht in die Reihe passt.

L: Tennis: racket – ball – net – referee

You: _____

L: Yes – a referee is for football; in tennis, it's an umpire.

L: Hockey: ball – racket – team – field

You: _____

L: Yes – a racket is for tennis; in hockey, it's a stick.

L: Golf: club – pitch – course – ball

You: _____

L: Yes – a pitch is for football; in golf, it's a course.

L: Football: club – shorts – court – referee

You: _____

L: Yes – a court is for tennis; in football, it's a pitch.

Beantworten Sie jetzt Lyndas Fragen.

L: What's your favourite sport?

You: _____

L: Name two famous sports people from your country.

You: _____

L: What sports do they play?

You: _____

L: What's the last sports event that you saw, either live or on TV?

You: _____

L: What sports do you do?

You: _____

Gut gemacht. Machen Sie mit Übung 49 weiter.

CD-ROM Track 49**Exercise 49: A radio interview**

Hören Sie sich einen Ausschnitt eines Radiointerviews an. Dieses Mal geht es wieder um ein Spiel, aber nicht um Sport, sondern um ein Spiel mit Wörtern – Scrabble.

Sa: So, what do Mel Gibson, Joan Collins and Queen Elizabeth have in common? They play a word game which is sold in 121 countries in the world and sold in 29 different languages. Yes, we're talking about Scrabble. And here to tell us a bit about the history of the world's most popular board game, is Jonathan Price. Hi Jonathan.

J: Hello Sarah.

Sa: Jonathan, you've just taken part in a national Scrabble competition, haven't you?

J: That's right Sarah but I'm afraid I only came 26th! But there were over a hundred and fifty competitors so I don't feel too bad about it.

Sa: Congratulations! Scrabble's an American word game originally. Isn't that right?

J: Yes – it was invented in the 1930s by Alfred Butts, an out-of-work architect from New York.

Sa: And was it an immediate success?

J: Oh no. Butts went to a lot of big companies to get it marketed, but they weren't interested in producing the game. But he finally got a patent in 1948. At first Butts and his friends made Scrabble boards and letters in an empty schoolhouse – and they were able to make only twelve games an hour.

Sa: Hmm – not a very profitable production method! So when did it start to be successful?

J: It was in the 1950s. The president of Macy's, the world's biggest department store, discovered the game when he was on holiday and he – well, he became addicted! Soon every department store in America stocked Scrabble.

Sa: Did Butts live to see this success?

J: Oh yes. He lived – and played Scrabble – until he was 93 and that was the year he died actually 1993. So yes, he knew that his game was a success. Do you know one million Scrabble games are sold each year.

Sa: Wow! Amazing! (Fade) And, tell us, Jonathan, why ...

Jetzt sollen Sie sagen, ob die folgenden Aussagen wahr oder falsch sind. Sagen Sie True oder False.

L: Scrabble is a word game.

You: _____

L: True.

L: Queen Elizabeth plays Scrabble.

You: _____

L: True.

L: Scrabble was invented in England.

You: _____

L: False. It was invented in America.

L: The inventor was an out-of-work engineer.

You: _____

L: False. The inventor was an out-of-work architect.

L: Scrabble was an immediate success.

You: _____

L: False. It wasn't an immediate success.

L: The department store, Macy's, stocked Scrabble.

You: _____

L: True.

L: Butts, the inventor, died before he saw his success.

You: _____

L: False. He knew he invented a game which sold about 1 million games a year.

Gut. Das ist das Ende von Unit 9.

Unit 10, Part A

CD-ROM Track 50

Exercise 50: Questioning a bill

In Unit 10, Part A haben Sie einige Phrasen gelernt, die hilfreich sind, wenn Sie eine Rechnung für nicht richtig halten. Hören Sie zu und wiederholen Sie, was Lynda sagt.

L: Excuse me,

You: _____

L: Excuse me, could you explain ...

You: _____

L: Excuse me, could you explain this item?

You: _____

L: Excuse me, could you explain this item, please?

You: _____

L: I'm sorry,

You: _____

L: I'm sorry, but I don't understand ...

You: _____

L: I'm sorry, but I don't understand what this is.

You: _____

L: Excuse me,

You: _____

L: Excuse me, I think there's a mistake ...

You: _____

L: Excuse me, I think there's a mistake here.

You: _____

L: Excuse me,

You: _____

L: Excuse me, could you check ...

You: _____

L: Excuse me, could you check this, please?

You: _____

Ok. Machen Sie mit Übung 51 weiter.

CD-ROM Track 51**Exercise 51: Car parts**

Hören Sie Lynda zu. Sie beschreibt Teile ihres Autos. Sagen Sie, welche Teile Lynda beschreibt.

L: Well, this is where you put your luggage – Americans call it the *trunk*.

You: _____

Sa: The boot.

L: Americans have a different word for this, too. They say the *hood*. The car engine is under this.

You: _____

Sa: The bonnet.

L: This part of the car has numbers and letters on it. For example, Munich has an M on it.

You: _____

Sa: The number plate.

L: This is something the driver uses to steer the car – there... I've nearly told you the answer!

You: _____

Sa: The steering wheel.

L: This is the window in front of the driver's seat.

You: _____

Sa: The windscreen.

L: And these are things you need to clean that window when it's raining.

You: _____

Sa: Windscreen wipers.

L: These things are round, made of rubber and a car has got four of them – one on each wheel.

You: _____

Sa: Tyres.

L: These are at the front of the car and you turn them on when you're driving and it's dark.

You: _____

Sa: Headlights.

L: You look into this so that you can see the traffic behind you.

You: _____

Sa: The mirror.

Gut gemacht. Lassen Sie uns jetzt Übung 52 machen.

CD-ROM Track 52**Exercise 52: Having things done for you**

In Unit 10, Part A haben Sie gelernt, wie man ausdrücken kann, dass man etwas machen lässt – to have something done. Hören Sie zu und sagen Sie dann, was jemand für Lynda getan hat. Machen Sie es wie im folgenden Beispiel:

L: I have a cleaner and she does my ironing.

St: She has her ironing done.

Sa: Lucky her! She has her ironing done.

Übernehmen Sie jetzt.

L: I have a cleaner and she does my ironing.

You: _____

Sa: Lucky her! She has her ironing done.

L: My cleaner cleans the windows for me.

You: _____

Sa: Lucky her! She has the windows cleaned.

L: My cleaner makes the beds for me.

You: _____

Sa: Lucky her! She has the beds made.

L: My cleaner does the shopping.

You: _____

Sa: Lucky her! She has the shopping done.

L: My cleaner cleans the kitchen.

You: _____

Sa: Lucky her! She has the kitchen cleaned.

Letzte Woche ist Lynda mit dem Auto verreist. Vor ihrer Abfahrt hat sie ihr Auto in die Werkstatt gebracht. Sagen Sie, was sie hat machen lassen. Gehen Sie so vor:

L: They serviced my car at the garage.

St: She had her car serviced.

Sa: Yes, she had her car serviced.

Sagen Sie jetzt, was Lynda an ihrem Auto hat machen lassen.

L: They serviced my car at the garage.

You: _____

Sa: Yes, she had her car serviced.

L: They repaired the headlight.

You: _____

Sa: Yes, she had the headlight repaired.

L: They changed a wheel.

You: _____

Sa: Yes, she had a wheel changed.

L: They filled the tank with petrol.

You: _____

Sa: Yes, she had the tank filled.

L: They checked the oil.

You: _____

Sa: Yes, she had the oil checked.

L: And they mended the windscreen wipers.

You: _____

Sa: Yes, she had the windscreen wipers mended.

Gut. Sie haben das Ende von Unit 10, Part A erreicht.

Unit 10, Part B

CD-ROM Track 53

Exercise 53: Asking for information on public transport

In Unit 10, Part B haben Sie gelernt, wie man nach Informationen zu öffentlichen Verkehrsmitteln fragt. Wiederholen Sie die Phrasen.

L: Excuse me.

You: _____

L: Excuse me. Could you tell me ...

You: _____

L: Excuse me. Could you tell me how to get to ...

You: _____

L: Excuse me. Could you tell me how to get to London Bridge?

You: _____

L: Excuse me. Could you tell me how to get to London Bridge, please?

You: _____

L: Excuse me.

You: _____

L: Excuse me. How do I get to ...?

You: _____

L: Excuse me. How do I get to Soho?

You: _____

L: Excuse me. How do I get to Soho from here?

You: _____

L: How much?

You: _____

L: How much is a day return?

You: _____

L: How much is a day return ticket?

You: _____

L: How much is a day return ticket to Manchester?

You: _____

L: How much is a day return ticket to Manchester, please?

You: _____

L: Excuse me.

You: _____

L: Excuse me. How much?

You: _____

L: Excuse me. How much does a weekly travel pass cost?

You: _____

Super! Versuchen Sie jetzt Übung 54 zu bearbeiten.

CD-ROM Track 54
Exercise 54: Transport

In Unit 10, Part B haben wir über das Reisen mit öffentlichen Verkehrsmitteln in London gesprochen. Hören Sie sich die folgenden Informationen an:

L: Another name for the London Underground is the **Tube**. It's the oldest underground system in the world – it was opened in 1863. Today there are 275 **stations** and 11 different **lines**. It's used for around a billion **journeys** every year – mostly by **commuters**, travelling to and from work. But there are other transport services, of course. The famous double decker **buses** and the black London **taxis**, for example. There's also a Thames ferry boat service – a nice way for tourists to **travel** around. Travelling in London is expensive – you'll be surprised at the high **fares**! It's best to get a one-day or a weekly **Travelcard** – that's a lot cheaper. But you should always have a **ticket** or you may have to pay a big **fine**!

Hören Sie sich die Informationen noch einmal an und ergänzen Sie die fehlenden Wörter, wenn Sie dieses Geräusch hören: 🎵

L: Another name for the London Underground is the 🎵
You: _____.

It's the oldest underground system in the world – it was opened in 1863. Today there are 275 🎵 **You:** _____ and 11 different 🎵 **You:** _____.

It's used for around a billion 🎵 **You:** _____ every year – mostly by 🎵 **You:** _____, travelling to and from work.

But there are other transport services, of course. The famous double decker 🎵 **You:** _____ and the black London 🎵 **You:** _____, for example.

There's also a Thames ferry boat service – a nice way for tourists to 🎵 **You:** _____ around.

Travelling in London is expensive – you'll be surprised at the high 🎵 **You:** _____!

It's best to get a one-day or a weekly 🎵 **You:** _____ –
that's a lot cheaper.

But you should always have a 🎵 **You:** _____ or you may
have to pay a big 🎵 **You:** _____!

Wenn Sie sich nicht mehr an die richtigen Wörter erinnern konnten, hören Sie sich Lyndas ersten Informationstext noch einmal an.

Lassen Sie uns jetzt mit Übung 55 weitermachen.

CD-ROM Track 55**Exercise 55: Too and either**

In Unit 10, Part B haben wir geübt, anderen Menschen zuzustimmen, indem wir too und either verwenden. Wenn jemand eine positive Aussage macht, z. B. I like tennis, können Sie dem zustimmen, wenn Sie sagen: I like tennis, too. Wenn jemand eine negative Aussage macht, wie: I don't like football, können Sie Zustimmung ausdrücken, indem Sie sagen: I don't like football, either. Hören Sie Lynda zu und stimmen Sie ihren Aussagen zu. Hier ein Beispiel:

L: I enjoy card games.
St: I enjoy card games, too.

L: I can't speak Italian.
St: I can't speak Italian, either.

Jetzt sind Sie an der Reihe.

L: I enjoy card games.
You: _____

L: I can't speak Italian.
You: _____

L: I don't like Paris.
You: _____

L: I've never been to America.
You: _____

L: I've travelled on the Tube.
You: _____

L: I read detective stories.
You: _____

L: I always watch the News.
You: _____

L: I don't go to bed before midnight.

You: _____

L: I get up early on Sundays.

You: _____

Gut gemacht! Damit ist Unit 10, Part B beendet.

Unit 11, Part A

CD-ROM Track 56

Exercise 56: Advice

Hören Sie zu, wie Lynda Jonathan Ratschläge gibt. Wiederholen Sie die Phrasen, die Lynda verwendet. So sollen Sie vorgehen:

J: I really want to stop smoking but I'm finding it very difficult.

L: Why don't you try nicotine plasters?

St: Why don't you try nicotine plasters?

Jetzt wiederholen Sie Lyndas Ratschläge.

J: I really want to stop smoking but I'm finding it very difficult.

L: Why don't you try nicotine plasters?

You: _____

J: I've tried those but they don't seem to work.

L: You could try to smoke less.

You: _____

J: That works for a day or two but then I'm soon back to thirty cigarettes a day.

L: You ought to try hypnosis.

You: _____

J: Hypnosis? No, thank you – I don't like the sound of that!

L: I think you should eat sweets instead of smoking.

You: _____

J: I don't think that's a very good idea ... I would get fat!

L: Have you thought about acupuncture?

You: _____

J: Acupuncture? Needles? No way!

L: If I were you, I'd ask my doctor for advice

You: _____

J: Yes, that's a good idea.

Sehr gut. Benutzen Sie jetzt einige dieser Phrasen, um Sarah Ratschläge zu geben.

Sa: I'd like to learn Italian.

You: _____

Sa: My neighbours play really loud music late at night.

You: _____

Sa: I've got a high temperature.

You: _____

Sa: I don't want to cook this evening.

You: _____

Gut. Weiter geht's mit Übung 57.

CD-ROM Track 57**Exercise 57: I don't feel well**

Wiederholen Sie Lyndas Sätze und fügen Sie die fehlenden Wörter ein. Machen Sie es so:

L: When you have a cold, you have a high 🎵 and a sore 🎵.

You: _____

St: Yes, when you have a cold, you have a high temperature and a sore throat.

L: If you sneeze a lot when you're in the garden, maybe you have 🎵.

You: _____

St: Yes, if you sneeze a lot when you're in the garden, maybe you have hay fever.

L: He can't eat nuts because he's 🎵 to them.

You: _____

St: Right. He can't eat nuts because he's allergic to them.

L: He had a 🎵 in his chest so they took him to 🎵.

You: _____

St: Right. He had a pain in his chest so they took him to hospital.

Und jetzt.... Können Sie sich an die fünf achtes erinnern, die es im Englischen gibt? Das Einfachste nenne ich Ihnen: headache. Was sind die anderen vier?

You: _____

L: headache – stomach ache – backache – toothache - earache

Ok. Machen wir mit Übung 58 weiter.

CD-ROM Track 58**Exercise 58: What would you do if ...?**

Lynda wird Ihnen einige hypothetische Situationen nennen. Sie wird Sie fragen: What would you do if...? Antworten Sie mit: I'd... Hören Sie sich das Beispiel an.

L: What would you do if you lost your keys?

St: I'd phone my husband.

Versuchen Sie es jetzt.

L: What would you do if you lost your keys?

You: _____

L: What would you do if you won 500 euros?

You: _____

L: What would you do if you lost your job?

You: _____

L: What would you do if you found a watch?

You: _____

L: What would you do if you saw a car accident?

You: _____

L: What would you buy if you had a lot of money?

You: _____

L: What would you say if you met the American president?

You: _____

L: Where would you travel if you had an open ticket?

You: _____

Das ist das Ende von Unit 11, Part A.

Unit 11, Part B

CD-ROM Track 59

Exercise 59: Ambitions

In Unit 11, Part B haben wir über persönliche Ziele gesprochen. Führen Sie eine Unterhaltung mit Lynda.

L: I've always wanted to work in a theatre. What about your dream job? What have you always wanted to do?

You: _____

L: I have a dream that I'll travel to India one day. Do you daydream about travelling?

You: _____

L: My ambition is to write a book. What's your ambition?

You: _____

L: What I would really like on my birthday is to have a huge party. What would you really like to do on your birthday?

You: _____

L: My big hope is to have lots of grandchildren. What's your big hope?

You: _____

Ok. Machen wir jetzt mit Übung 60 weiter.

CD-ROM Track 60**Exercise 60: Therapies**

In Unit 11, Part B haben wir über unterschiedliche Therapien gesprochen. Versuchen Sie zu erraten, welche Therapie Lynda beschreibt, bevor Sarah spricht.

L: Oh, they say it doesn't hurt ... but I can't believe that. If they stick needles into you, it must hurt!

You: _____

Sa: No, really – acupuncture doesn't hurt.

L: Well, I don't know. You sometimes see it on TV - you know, when they make all the people think that they're chickens or they tell them to stand on one leg and moo like a cow. It doesn't seem very serious to me!

You: _____

Sa: Oh come on – that's just entertainment. Hypnosis is a serious medical therapy.

L: I have my weekly appointment and I went yesterday. It's so relaxing! I usually fall asleep while the masseur is working.

You: _____

Sa: Yes, I love massage treatment, too.

L: I don't understand how it works but I take these little tablets every morning and it stops my headaches. Apparently they contain all kinds of herbs – well, it certainly worked for me.

You: _____

Sa: Really? A lot of people are sceptical about homeopathy.

L: My daughter used to have terrible problems with her skin – even when she was a baby. But then we took her to a specialist clinic – you know, the one in Denby Street - and she had these tests done. They told us which foods she should avoid – and she's much better now.

You: _____

Sa: Ah yes – I've heard good things about that allergy relief centre.

Gut gemacht. Bereit für Übung 61?

CD-ROM Track 61**Exercise 61: Would it ...?**

In Unit 11, Part B haben Sie Fragen zur Wahrscheinlichkeit gestellt. Stellen Sie Lynda einige Fragen über ihren Bruder. Machen Sie es so:

J: Maybe he'd come if we phoned him. Ask Lynda.

St: Would he come if we phoned him?

J: Yes - would he come if we phoned him?

Jetzt machen Sie weiter.

J: Maybe he'd come if we phoned him. Ask Lynda.

You: _____

J: Yes - would he come if we phoned him?

J: Maybe he would learn more if he did his homework. Ask Lynda.

You: _____

J: Yes, would he learn more if he did his homework?

J: Maybe he would lose weight if he did more exercise. Ask Lynda.

You: _____

J: Yes, would he lose weight if he did more exercise?

J: Maybe he would feel better if he didn't smoke. Ask Lynda.

You: _____

J: Yes, would he feel better if he didn't smoke?

J: Maybe he would be happier if he had a partner. Ask Lynda.

You: _____

J: Yes, would he be happier if he had a partner?

J: Maybe he would find a new job if he moved. Ask Lynda.

You: _____

J: Yes, would he find a new job if he moved?

J: Maybe he would visit us more if he lived nearer. Ask Lynda.

You: _____

J: Yes, would he visit us more if he lived nearer?

J: Maybe he would talk to us if he had problems. Ask Lynda.

You: _____

J: Yes, would he talk to us if he had problems?

Hiermit haben Sie das Ende von Unit 11, Part B erreicht.

Unit 12

CD-ROM Track 62

Exercise 62: Understanding narratives

In Unit 12 haben Sie einige Geschichten zu übernatürlichen Phänomenen gelesen. Hören Sie – hier ist eine weitere Geschichte.

L: I watched a TV programme recently about an American woman who was flying to a small town in California for a holiday. The woman, Anna, I think her name was, got on the plane and was going to sit in her seat when the flight attendant, a good-looking young man, told her that she had been upgraded to business class. Of course, Anna was delighted and she went to the business class seats and sat in a place near the window. The same flight attendant came to her and asked her to move to the middle seat because the window seat was taken. Just then a man came – the man who had the ticket for the window seat. He offered Anna the window seat but the flight attendant said a very determined No! So then they took off – it was a bit stormy, but nothing extreme. Anna took out a book and began to read – but the flight attendant looked at Anna and then looked at her seat belt. He pointed to Anna's seat belt but didn't say anything. Anna began to feel a bit uncomfortable because the flight attendant just didn't take his eyes off her seat belt. So Anna fastened it – and then the flight attendant smiled at her. Well, I expect you can guess what happened, can't you? The weather got worse and suddenly there was an explosion – something was terribly wrong with the plane. It lost height. Passengers screamed and panicked. And the plane made a crash landing. 73 passengers died in the crash – and there were only seven survivors. Anna was one of them. All seven were in the business class seats. But the man in the window seat next to Anna was not one of the lucky ones. All the seven passengers later reported how the flight attendant had looked after them and told them where to sit and to fasten their seat belts. But the airline had no record of a male flight attendant on that flight ...

Beantworten Sie jetzt Lyndas Fragen zu der Geschichte. Hören Sie sich die Geschichte noch einmal an, wenn Sie sich manche Details nicht merken konnten.

L: Was Anna on business or on holiday?

You: _____

St: She was on holiday.

L: Did Anna sit in business class or economy class?

You: _____

St: She sat in business class.

L: Had she bought a ticket for business class?

You: _____

St: No, she hadn't – she was upgraded.

L: What was the weather like when they took off?

You: _____

St: It was stormy.

L: Why did Anna fasten her seat belt?

You: _____

St: Because the flight attendant pointed to her belt.

L: How many people died in the crash?

You: _____

St: Seventy-three.

L: How many survived?

You: _____

St: Seven.

L: Did the man in the window seat survive?

You: _____

St: No, he didn't.

L: Why did the airline find the survivors' reports about the crash strange?

You: _____

St: Because there was no male flight attendant on that flight.

Gut gemacht. Weiter geht's mit Übung 63.

CD-ROM Track 63**Exercise 63: Talking about the supernatural**

In Unit 12 haben Sie einige Wörter zum Thema übernatürliche Phänomene gelernt. Hören Sie Lynda zu, die die Wörter buchstabiert. Versuchen Sie die Wörter zu erraten, bevor Lynda mit buchstabieren fertig ist.

L: S-U-P-E-R-N-A-T-U-R-A-L

You: _____

St: Supernatural

L: S-P-O-O-K-Y

You: _____

St: Spooky

L: U-N-B-E-L-I-E-V-A-B-L-E

You: _____

St: Unbelievable

L: I-M-P-O-S-S-I-B-L-E

You: _____

St: Impossible

L: M-Y-S-T-E-R-Y

You: _____

St: Mystery

L: S-T-R-A-N-G-E

You: _____

St: Strange

L: G-H-O-S-T

You: _____

St: Ghost

L: D-I-S-A-P-P-E-A-R

You: _____

St: Disappear

Super! Das ist das Ende von Unit 12.

Unit 13, Part A

CD-ROM Track 64

Exercise 64: Would you like some?

Lynda wird Ihnen Essen anbieten. Nehmen Sie es an, indem Sie sagen: Just a bit, please oder Just a few, please. Denken Sie daran, dass a bit "ein bisschen" und a few "ein paar" bedeutet. Machen Sie es so:

L: Would you like some curry?
St: Just a bit for me.
Sa: Just a bit for me, too, please.

Versuchen Sie es jetzt.

L: Would you like some chips?
You: _____
Sa: Just a few for me, too, please.

L: Would you like some cheese?
You: _____
Sa: Just a bit for me, too, please.

L: Would you like some olives?
You: _____
Sa: Just a few for me, too, please.

L: Would you like some chicken wings?
You: _____
Sa: Just a few for me, too, please.

L: Would you like some salad?
You: _____
Sa: Just a bit for me, too, please.

L: Would you like some soup?
You: _____
Sa: Just a bit for me, too, please.

L: Would you like some nuts?

You: _____

Sa: Just a few for me, too, please

CD-ROM Track 65**Exercise 65: Planning a buffet**

In Unit 13, Part A haben wir darüber gesprochen, ein Buffet für eine Familienfeier zu planen. Welche Speisen und Getränken würden Sie bei einem Buffet erwarten? Lynda wird einige Speisen und Getränke vorschlagen und Sie sagen, ob Sie diese Dinge brauchen. Antworten Sie mit: No, we don't need any ... / Yes, we need some ... oder Yes, we need a lot of ... Machen Sie es so:

- L:** What about cheese?
St: Yes, we need a lot of cheese.
L: What about beer?
St: Yes, we need some beer.
L: What about olives?
St: No, we don't need any olives.

Jetzt sind Sie an der Reihe.

L: What about cheese?
You: _____

L: What about beer?
You: _____

L: What about olives?
You: _____

L: What about red wine?
You: _____

L: What about white wine?
You: _____

L: What about cola?
You: _____

L: What about chicken wings?
You: _____

L: What about cake?

You: _____

L: What about coffee?

You: _____

L: What about potato salad?

You: _____

L: What about tiramisu?

You: _____

CD-ROM Track 66**Exercise 66: A special diet**

In Unit 13, Part A haben wir uns über unterschiedliche Diäten unterhalten. Hören Sie zu und sagen Sie dann, was diese Menschen nicht trinken oder nicht essen. Machen Sie es wie in diesem Beispiel:

- L:** Tom has a nut allergy.
St: So he doesn't eat nuts.
L: That's right, he doesn't eat nuts.

Ok. Sie sind dran.

- L:** Tom has a nut allergy.
You: _____
L: That's right, he doesn't eat nuts.

- L:** Paul is diabetic.
You: _____
L: That's right, he doesn't eat sugar.

- L:** Jim is lactose intolerant.
You: _____
L: That's right, he doesn't drink milk.

- L:** Mike is tee-total.
You: _____
L: That's right, he doesn't drink alcohol.

- L:** Carl is vegetarian.
You: _____
L: That's right, he doesn't eat meat.

CD-ROM Track 67**Exercise 67: Quantities**

In Unit 13, Part A haben wir uns über Mengen unterhalten. Hören Sie zu und wiederholen Sie die Sätze.

L: I've got lots of sugar.

You: _____

L: I've got a bit of milk.

You: _____

L: I haven't got much butter.

You: _____

L: I've got a few eggs.

You: _____

L: I haven't got many eggs.

You: _____

L: I haven't got any wine.

You: _____

Sagen Sie jetzt, was Sie in Ihrer Küche haben.

L: How much cheese have you got?

You: _____

L: How much butter have you got?

You: _____

L: How many olives have you got?

You: _____

L: How much bread have you got?

You: _____

L: How many biscuits have you got?

You: _____

L: How much coffee have you got?

You: _____

L: How much chocolate have you got?

You: _____

Sie sind jetzt am Ende von Unit 13, Part A angelangt.

Unit 13, Part B

CD-ROM Track 68

Exercise 68: I'm sorry to hear that

In Unit 13, Part B haben wir geübt, Verständnis auszudrücken. Hören Sie zu und wiederholen Sie die Kommentare.

L: Oh, how awful!

You: _____

L: That's really terrible.

You: _____

L: You must be really upset.

You: _____

L: I'm so sorry.

You: _____

L: Oh dear.

You: _____

Verwenden Sie jetzt diese Kommentare, um auf die Neuigkeiten zu reagieren.

L: My cat died last week.

You: _____

Sa: My purse was stolen on the tram.

You: _____

J: I had a car crash last week.

You: _____

D: I've got a bad cold.

You: _____

St: I didn't pass my driving test.

You: _____

L: I have to work next weekend.

You: _____

J: I forgot my wife's birthday.

You: _____

CD-ROM Track 69**Exercise 69: Talking about families**

In Unit 13, Part B haben wir über Patchworkfamilien gesprochen. Sagen Sie, wer diese Personen sind. Machen Sie es so:

Sa: My mother divorced my father when I was young. Last year she married Paul.

J: So Paul is your stepfather.

Sa: Yes – Paul's my stepfather.

Versuchen Sie es jetzt.

Sa: My mother divorced my father when I was young. Five years ago she married Paul.

You: _____

Sa: Yes – Paul's my stepfather.

Sa: Paul has a daughter from his first marriage – Gilly.

You: _____

Sa: Yes – Gilly's my step-sister.

Sa: And Mum and Paul had a baby last year – Robin.

You: _____

Sa: Yes – Robin's my half-brother.

Sa: We've got a big house now. My Mum's mother lives with us, too – you know Grace, don't you?

You: _____

Sa: Yes – Grace is my grandmother.

Erzählen Sie Lynda jetzt von Ihrer Familie.

L: Are you an only child – or have you got brothers and sisters?

You: _____

L: Who are you closest to in your family?

You: _____

L: Which member of your family did you last speak to?

You: _____

CD-ROM Track 70**Exercise 70: Question tags**

In Unit 13, Part B haben wir question-tags, also Frageanhängsel, verwendet, um Informationen zu überprüfen. Erinnern Sie sich? Wenn Sie eine positive Aussage machen wollen, benötigen Sie einen negativen question-tag: It's very warm in here, isn't it? und wenn Sie eine negative Aussage treffen, verwenden Sie einen positiven question-tag: It isn't very warm in here, is it? Üben Sie jetzt, Sätze mit question-tags zu bilden. Gehen Sie so vor:

L: It's very warm in here ...
Sa: It's very warm in here, isn't it?
J: It's very warm in here, isn't it?

L: It isn't very warm in here ...
Sa: It isn't very warm in here, is it?
J: It isn't very warm in here, is it?

Sie sind jetzt an der Reihe.

L: It's very warm in here ...
You: _____
J: It's very warm in here, isn't it?

L: It isn't very warm in here ...
You: _____
J: It isn't very warm in here, is it?

L: She doesn't smoke ...
You: _____
J: She doesn't smoke, does she?

L: He's got time...
You: _____
J: He's got time, hasn't he?

L: They can repair the car ...
You: _____
J: They can repair the car, can't they?

L: She can speak good English ...

You: _____

J: She can speak good English, can't she?

L: They haven't phoned her ...

You: _____

J: They haven't phoned her, have they?

L: You don't like cats ...

You: _____

J: You don't like cats, do you?

Sie haben jetzt Unit 13, Part B abgeschlossen.

Unit 14, Part A

CD-ROM Track 71

Exercise 71: What exactly is it?

In Unit 14, Part A haben wir über ungewöhnliche Speisen gesprochen. Hören Sie zu und wiederholen Sie die Phrasen, die wir verwendeten, um nach Speisen zu fragen.

L: What exactly is Schweinebraten?

You: _____

L: What are Weißwurst like?

You: _____

L: Can you tell me what's in Leberkäs?

You: _____

L: What are Pfannkuchen made of?

You: _____

L: How are Wienerwurst prepared?

You: _____

Versuchen Sie jetzt die Fragen zu beantworten. Oder sagen Sie Sorry, I don't know.

L: What exactly is Schweinebraten?

You: _____

L: What are Weißwurst like?

You: _____

L: Can you tell me what's in Leberkäs?

You: _____

L: What are Pfannkuchen made of?

You: _____

L: How are Wienerwurst prepared?

You: _____

CD-ROM Track 72
Exercise 72: Food

In Unit 14 haben wir über Essen gesprochen. Testen Sie hier, ob Sie sich an die Wörter erinnern.

L: What's the meat from a pig?

You: _____

St: Right – pork.

L: What's the meat from a calf?

You: _____

St: Right – veal.

L: What's the meat from a cow?

You: _____

St: Right – beef.

L: What's the name of plants like oregano, rosemary and basil?

You: _____

St: Right – herbs.

L: What's the name of a small, strong-smelling, onion-like vegetable?

You: _____

St: Right – garlic.

L: What's one word for lobster, prawns and salmon?

You: _____

St: Right – seafood.

CD-ROM Track 73**Exercise 73: How does he drive?**

In Unit 14, Part A haben wir die Adverbien wiederholt, indem wir gesagt haben, wie Menschen etwas tun. Die meisten Adverbien enden auf -ly: He drives carefully./ He drives carelessly. Ausnahmen sind: hard, fast und well – He works hard. He works fast, and he works well. Üben Sie den Gebrauch der Adverbien. Gehen Sie so vor:

L: He's a careful driver.
St: He drives carefully.
L: Yes, he drives very carefully.

L: He's a careless driver.
St: He drives carelessly.
L: Yes, he drives very carelessly.

Machen Sie weiter.

L: He's a careful driver.
You: _____
L: Yes, he drives very carefully.

L: He's a careless driver.
You: _____
L: Yes, he drives very carelessly.

L: He's a good driver.
You: _____
L: Yes, he drives very well.

L: He's a dangerous driver.
You: _____
L: Yes, he drives really dangerously.

L: He's a slow driver.
You: _____
L: Yes, he drives very slowly.

L: He's a fast driver.
You: _____
L: Yes, he drives very fast.

CD-ROM Track 74**Exercise 74: What's it like?**

In Unit 14, Part A haben wir beschrieben, wie Dinge riechen, schmecken, sich anfühlen, aussehen und sich anhören. It smells good, It tastes good, It feels good, It looks good and It sounds good. Wiederholen Sie die Sätze, die ein passendes Adjektiv beinhalten. Versuchen Sie es so zu machen:

L: It sounds interesting. / It sounds salty.

St: It sounds interesting.

L: Yes, it sounds interesting.

Jetzt wiederholen Sie die Sätze.

L: It sounds interesting. / It sounds salty.

You: _____

L: Yes, it sounds interesting.

L: It tastes delicious. / It tastes hard.

You: _____

L: Yes, it tastes delicious.

L: It smells hot. / It smells great.

You: _____

L: Yes, it smells great.

L: It sounds soft. / It sounds easy.

You: _____

L: Yes, it sounds easy.

L: It feels hard. / It feels delicious.

You: _____

L: Yes, it feels hard.

L: It looks loud. / It looks expensive.

You: _____

L: Yes, it looks expensive.

L: It tastes quiet. / It tastes good.

You: _____

L: Yes, it tastes good.

L: It feels awful. / It feels easy.

You: _____

L: Yes, it feels awful.

Und das ist das Ende von Unit 14, Part A.

Unit 14, Part B

CD-ROM Track 75

Exercise 75: Describing scenes

In Unit 14, Part B haben wir geübt, Situationen zu beschreiben. Wählen Sie das richtige Wort und wiederholen Sie den Satz. Hier ein Beispiel:

L: It was December 23rd - town was full of shoppers. It was crowded. / It was quiet.

St: It was crowded.

L: Yes, it was really crowded.

Jetzt sind Sie dran.

L: It was December 23rd - town was full of shoppers. It was crowded. / It was quiet.

You: _____

L: Yes, it was really crowded.

L: There was a strike at the airport – there were passengers and bags everywhere. It was chaotic. / It was peaceful.

You: _____

L: Yes, it was really chaotic.

L: The ghost tour was spookily realistic – it was really frightening. / It was boring.

You: _____

L: Yes, it was really frightening.

L: It was early in the morning by the lake, no one around. It was so hectic. / It was so peaceful.

You: _____

L: Yes, it was really peaceful.

L: We went into the cottage and it was like stepping back into the 1920s – antique furniture and no technology in sight! It was beautifully modern. / It was beautifully old-fashioned.

You: _____

L: Yes, it was really old-fashioned.

L: Crowds of people watched the formula one race. At the very last minute, the German driver overtook the French driver. It was so exciting. / It was so boring.

You: _____

L: Yes, it was really exciting.

L: We were welcomed by Hawaiian dancers in grass skirts and they gave us a delicious coconut drink. It was really exotic. / It was really confusing.

You: _____

L: Yes, it was really exotic.

CD-ROM Track 76**Exercise 76: So and such**

Wir können Adjektive besonders betonen, indem wir very, really und so verwenden: It was very difficult, It was really difficult, It was so difficult. Formulieren Sie die Sätze nach den folgenden Beispielen um:

L: It was really difficult.
St: It was so difficult.

L: It was so easy.
St: It was very easy.

Jetzt versuchen Sie es. Verwenden Sie very, really und so.

L: It was really difficult.
You: _____

L: It was so easy.
You: _____

L: It was very interesting.
You: _____

L: It was really boring.
You: _____

L: It was very exciting.
You: _____

L: It was so expensive.
You: _____

L: It was so colourful.
You: _____

Wenn wir ein Adjektiv und ein Nomen haben, z. B.: a difficult exam, können wir sagen: It was a very difficult exam, oder It was a really difficult exam. Wir können aber nicht so verwenden. Stattdessen müssen wir such benutzen: It was such a difficult exam. Formulieren Sie die Sätze um und verwenden Sie dabei such. Machen Sie es so:

L: It was a really difficult test.

St: It was such a difficult test.

Und jetzt versuchen Sie es. Denken Sie daran, such zu verwenden.

L: It was a really difficult test.

You: _____

L: It was a very easy exam.

You: _____

L: It was a very interesting film.

You: _____

L: It was a really boring programme.

You: _____

L: It was a very exciting race.

You: _____

L: It was a really expensive jacket.

You: _____

L: It was a very colourful costume.

You: _____

Sie haben das Ende von Unit 14, Part B erreicht.

Unit 15

CD-ROM Track 77

Exercise 77: A radio report

Hören Sie sich die Radioreportage zu den Guinness World Records an.

J: Guinness World Records get over 50,000 enquiries a year from people who want to try to break a world record and get into the Guinness World Records. You can get the application form online and you can tell us about your idea on this form. The application form is free and it takes about five weeks to be processed. We'll check your idea and consult experts - and we may ask for more information from you. We try to work as quickly as possible and we'll send you an email as soon as we have checked the details of your record attempt. Some record suggestions are not acceptable – some are just too dangerous so, of course, we can't accept those. We don't pay record breakers or sponsor them – or pay expenses – but taking part is free – we don't charge. So – why not have a try? Think of a category and get in touch online.

Sagen Sie jetzt, ob die Aussagen wahr (true) oder falsch (false) sind.

L: Guinness World Records get over 50,000 enquiries a year from people who want to try to break a world record.

You: _____

L: Yes, that's true.

L: You can contact Guinness World Records online.

You: _____

L: Yes, that's true.

L: You must pay for the application form.

You: _____

L: False – the application form is free.

L: Guinness World Records accept all record-breaking suggestions.

You: _____

L: False – not if they're dangerous.

L: Guinness World Records pay the applicants' expenses.

You: _____

L: False – they don't pay any money.

CD-ROM Track 78**Exercise 78: Parts of the body**

In Unit 15 haben Sie einige Wörter für die Körperteile und ihre Funktionen gelernt. Welchen Körperteil beschreibt Lynda?

L: It pumps blood around the body.

You: _____

St: Yes – heart.

L: You blink with this.

You: _____

St: Yes – eye.

L: You shake this when you meet someone.

You: _____

St: Yes – hand.

L: It sits on your neck!

You: _____

St: Yes – head

L: Your toes are on the end of these.

You: _____

St: Yes – feet

L: This is in the middle of your leg.

You: _____

St: Yes – knee,

L: This is in the middle of your face.

You: _____

St: Yes – nose.

L: You hear with these.

You: _____

St: Yes – ears.

L: If you eat bad fish, this aches!

You: _____

St: Yes – stomach.

CD-ROM Track 79**Exercise 79: Childhood memories**

Sprechen Sie mit Lynda über Ihre Kindheitserinnerungen.

L: My first memory was when we moved house – I was about three years old. What's your first memory?

You: _____

L: It's strange how some things stay in your memory. Think about smells. My grandmother's sitting room always smelt of furniture polish. I liked that. What smell can you remember from your childhood?

You: _____

L: And taste ... I often used to buy an orange ice-lolly on my way to school. It tasted really strongly of oranges. I can still remember the sweet taste and how wonderfully cold and refreshing it was in summer. What did you like to eat as a child?

You: _____

L: My mother made me wear woollen jackets – and I hated the feel of them. They felt so rough on my skin. What clothes did you like or dislike as a child?

You: _____

L: I loved my bedroom. I shared it with my sister so it always looked a bit untidy but all our toys and books were in there – and Mum and Dad never came in without knocking on the door. Tell me about your favourite place as a child. What was it like?

You: _____

L: I can remember the sound of my mother's laugh. She had a good sense of humour and when she laughed, everybody else laughed, too! Can you remember a sound that has stayed in your memory?

You: _____

Und das ist das Ende von Unit 15.

Unit 16, Part A

CD-ROM Track 80

Exercise 80: The aims of advertising

In Unit 16, Part A haben wir über Ziele in der Werbung gesprochen. Warum machen Firmen Werbung? Hören Sie zu und wiederholen Sie Lyndas Sätze.

St: Why do companies advertise?

L: Because they want to sell their products.

You: _____

St: Why do companies advertise?

L: In order to sell their products.

You: _____

St: Why do companies advertise?

L: So that people will buy their products.

You: _____

St: Why do companies advertise?

L: To encourage people to buy their products.

You: _____

St: Why do companies advertise?

L: They aim to sell their products.

You: _____

CD-ROM Track 81**Exercise 81: Describing products**

In Unit 16, Part A haben wir über die Vermarktung unterschiedlicher Produkte gesprochen. Hören Sie zu und wählen Sie das am besten passende Adjektiv. Machen Sie es so

- L:** Our yoghurt is ...
J: Creamy or powerful?
St: Our yoghurt is creamy.
L: Yes, our yoghurt is creamy.

Versuchen Sie es jetzt.

- L:** Our yoghurt is ...
J: Creamy or powerful?
You: _____
L: Yes, our yoghurt is creamy.

- L:** Our watches are ...
J: Mild or accurate?
You: _____
L: Yes, our watches are accurate.

- L:** Our tablets are ...
J: Effective or light?
You: _____
L: Yes, our tablets are effective.

- L:** Our mobile phones are ...
J: User-friendly or fruity?
You: _____
L: Yes, our mobile phones are user-friendly.

- L:** Our shampoo is ...
J: Reliable or healthy?
You: _____
L: Yes, our shampoo is healthy.

- L:** Our fruit juice is ...
J: Pure or gentle?
You: _____
L: Yes, our fruit juice is pure.

CD-ROM Track 82**Exercise 82: Advertising**

Formen Sie die folgenden Sätze aus dem Bereich Werbung um. Jeder Satz soll mit einem Gerund beginnen. Das Gerund ist ein Verb mit –ing am Ende. Gehen Sie so vor:

L: It's forbidden to advertise cigarettes on TV. Advertising ...

St: Advertising cigarettes on TV is forbidden.

Sa: Right - advertising cigarettes on TV is forbidden.

L: It costs a lot to advertise on TV: Advertising ...

St: Advertising on TV costs a lot.

Sa: Right - advertising on TV costs a lot.

Jetzt sind Sie an der Reihe.

L: It's forbidden to advertise cigarettes on TV. Advertising ...

You: _____

Sa: Right - advertising cigarettes on TV is forbidden.

L: It costs a lot to advertise on TV: Advertising ...

You: _____

Sa: Right - advertising on TV costs a lot.

L: It's a good idea to use celebrities. Using ...

You: _____

Sa: Right – using celebrities is a good idea.

L: It's a good idea to organise events. Organising ...

You: _____

Sa: Right – organising events is a good idea.

L: It's a good idea to put ads on the Internet. Putting ...

You: _____

Sa: Right – putting ads on the Internet is a good idea.

Und jetzt anders herum. Formen Sie die Sätze in die andere Richtung um. Beginnen Sie jetzt jeden Satz mit It ... So sollen Sie vorgehen:

L: Advertising cigarettes on TV is forbidden. It's ...
St: It's forbidden to advertise cigarettes on TV.
Sa: Right - it's forbidden to advertise cigarettes on TV.

L: Advertising on TV costs a lot. It ...
St: It costs a lot to advertise on TV.
Sa: Right - it costs a lot to advertise on TV.

Jetzt machen Sie weiter.

L: Advertising cigarettes on TV is forbidden. It's ...
You: _____
Sa: Right - it's forbidden to advertise cigarettes on TV.

L: Advertising on TV costs a lot. It ...
You: _____
Sa: Right – it costs a lot to advertise on TV.

L: Using celebrities is a good idea. It's ...
You: _____
Sa: Right – it's a good idea to use celebrities.

L: Organising events is a good idea. It's
You: _____
Sa: Right – it's a good idea to organise events.

L: Putting ads on the Internet is a good idea. It's ...
You: _____
Sa: Right – it's a good idea to put ads on the Internet.

Und das ist das Ende von Unit 16, Part A.

Unit 16, Part B

CD-ROM Track 83

Exercise 83: Likes and dislikes

In Unit 16, Part B haben Sie einige neue Arten gelernt, um auszudrücken, ob Sie etwas mögen, nicht mögen oder ob es Ihnen gleichgültig ist. Wiederholen Sie die Phrasen:

L: I'm very keen on skiing.

You: _____

L: I'm interested in the theatre.

You: _____

L: I don't mind shopping.

You: _____

L: I'm not bothered about computer games.

You: _____

L: I can't stand modern jazz.

You: _____

L: I can't bear olives.

You: _____

Vervollständigen Sie jetzt die Sätze über sich selbst.

L: I'm very keen on ...

You: _____

L: I'm interested in ...

You: _____

L: I don't mind ...

You: _____

L: I'm not bothered about ...

You: _____

L: I can't stand ...

You: _____

L: I can't bear ...

You: _____

CD-ROM Track 84**Exercise 84: Shopping**

Jonathan wird einige Namen von Abteilungen in einem Kaufhaus vorlesen. Sagen Sie, welcher Gegenstand nicht in die Abteilung gehört. Machen Sie es wie in diesen Beispielen:

J: The toy department.
L: A teddy bear, a wardrobe, a rocking horse.
St: You can't buy a wardrobe in the toy department.
J: Right - you can't buy a wardrobe in the toy department.

J: The furniture department.
L: A table, a wardrobe, a frying pan.
St: You can't buy a frying pan in the furniture department.
J: Right - you can't buy a frying pan in the furniture department.

J: The men's department.
L: A tie, a shirt, a chair.
St: You can't buy a chair in the men's department.
J: Right - you can't buy a chair in the men's department.

Ok. Versuchen Sie es jetzt.

J: The toy department.
L: A teddy bear, a wardrobe, a rocking horse.
You: _____
J: Right - you can't buy a wardrobe in the toy department.

J: The furniture department.
L: A table, a wardrobe, a frying pan.
You: _____
J: Right - you can't buy a frying pan in the furniture department.

J: The men's department.
L: A tie, a shirt, a chair.
You: _____
J: Right - you can't buy a chair in the men's department.

J: The sports department.

L: Pyjamas, a football, a punchbag.

You: _____

J: Right - you can't buy pyjamas in the sports department.

J: The luggage department.

L: A rucksack, earrings, a suitcase.

You: _____

J: Right - you can't buy earrings in the luggage department.

CD-ROM Track 85**Exercise 85: so and neither**

In Unit 16, Part B haben wir geübt, wie man Personen zustimmen kann, indem man so und neither verwendet. Wenn jemand eine positive Aussage macht, wie: I like tennis, können Sie dem zustimmen, indem Sie sagen: So do I. Wenn jemand eine negative Aussage trifft, z. B.: I don't like football, können zustimmen, indem Sie sagen: Neither do I. Hören Sie sich Lyndas Aussagen an und stimmen Sie diesen zu. Machen Sie es so:

L: I can't speak Italian.
St: Neither can I.
J: Neither can I.

L: I like chicken.
St: So do I.
J: So do I.

Versuchen Sie es jetzt.

L: I can't speak Italian.
You: _____
J: Neither can I.

L: I like chicken.
You: _____
J: So do I.

L: I enjoy card games.
You: _____
J: So do I.

L: I phoned Tim.
You: _____
J: So did I.

L: I don't like Paris.
You: _____
J: Neither do I.

L: I've never seen the pyramids.

You: _____

J: Neither have I.

L: I'm tired.

You: _____

J: So am I.

Sehr gut! Das ist das Ende von Unit 16.

Unit 17, Part A

CD-ROM Track 86

Exercise 86: Speculations

In Unit 17, Part A haben wir Vermutungen über die Vergangenheit angestellt. Hören Sie zu und formen Sie dann die Sätze um. Beginnen Sie mit She might have ... oder She might not have ... Gehen Sie wie in den Beispielen vor:

L: I saw Helen in town last week – but she didn't speak to me. Maybe she didn't see me.

St: She might not have seen me.

L: She might not have seen me.

L: I didn't get a birthday card from Helen. Maybe she forgot.

St: She might have forgotten.

L: She might have forgotten.

Jetzt sind Sie dran.

L: I saw Helen in town but she didn't speak to me. Maybe she didn't see me.

You: _____

L: She might not have seen me.

L: I didn't get a birthday card from Helen. Maybe she forgot.

You: _____

L: She might have forgotten.

L: She didn't come to my party. Maybe she lost the invitation.

You: _____

L: She might have lost the invitation.

L: Maybe she didn't want to come.

You: _____

L: She might not have wanted to come.

L: I was out all day. Maybe Helen phoned.

You: _____

L: She might have phoned.

L: Or maybe she sent an email.

You: _____

L: Or she might have sent an email.

CD-ROM Track 87**Exercise 87: Money**

In Unit 17, Part A haben wir über Geld gesprochen. Vervollständigen Sie die Sätze. Gehen Sie so vor:

L: For fun, I spend money on ...

St: For fun, I spend money on eating out.

L: The most expensive thing I've bought recently is ...

St: The most expensive thing I've bought recently is a new coffee machine.

Jetzt machen Sie weiter.

L: For fun, I spend money on ...

You: _____

L: The most expensive thing I've bought recently is ...

You: _____

L: I think shopping on the Internet is ...

You: _____

L: I enjoy buying ...

You: _____

L: I spent a lot of money on ...

You: _____

L: I'd like to buy ...

You: _____

CD-ROM Track 88**Exercise 88: What would you have done?**

Hören Sie zu und sagen Sie dann, was Sie in diesen Situationen getan hätten. Beginnen Sie mit I'd have... Machen Sie es so:

L: I saw a car accident. What would you have done?

St: I would have phoned the police.

L: I found a handbag. What would you have done?

St: I would have taken it to the police.

Versuchen Sie es.

L: I saw a car accident. What would you have done?

You: _____

L: I found a handbag. What would you have done?

You: _____

L: Someone rang my doorbell at midnight. What would you have done?

You: _____

L: I forgot my house keys. What would you have done?

You: _____

L: My cat went missing. What would you have done?

You: _____

L: I was offered a good job in Italy. What would you have done?

You: _____

Sie haben das Ende von Unit 17, Part A erreicht.

Unit 17, Part B

CD-ROM Track 89

Exercise 89: Excuse me ...

In Unit 17, Part B haben Sie gelernt, wie man jemanden unterbricht. Hören Sie zu und wiederholen Sie die Phrasen.

L: Excuse me.

You: _____

L: Excuse me, could I interrupt?

You: _____

L: Excuse me. Could I interrupt you?

You: _____

L: Excuse me. Could I interrupt you for a moment?

You: _____

L: Excuse me. Could I interrupt you for a moment, please?

You: _____

L: Sorry.

You: _____

L: Sorry to interrupt.

You: _____

L: Sorry to interrupt but could I ...?

You: _____

L: Sorry to interrupt but could I ask a question?

You: _____

L: Sorry.

You: _____

L: Sorry but can I ask ...?

You: _____

L: Sorry but can I ask a question ...?

You: _____

L: Sorry but can I ask a question, please?

You: _____

CD-ROM Track 90**Exercise 90: If I hadn't done that ...**

In Unit 17 haben wir die Verwendung der If-Sätze geübt. Bilden Sie Sätze wie in diesen Beispielen:

L: I went to bed late and I overslept.

St: If I hadn't gone to bed late, I wouldn't have overslept.

L: Yes, if I hadn't gone to bed late, I wouldn't have overslept.

L: I overslept and I missed the bus.

St: If I hadn't overslept, I wouldn't have missed the bus.

L: Yes, if I hadn't overslept, I wouldn't have missed the bus.

Jetzt sind Sie dran.

L: I went to bed late and I overslept.

You: _____

L: Yes, if I hadn't gone to bed late, I wouldn't have overslept.

L: I overslept and I missed the bus.

You: _____

L: Yes, if I hadn't overslept, I wouldn't have missed the bus.

L: I missed the bus and I was late for work.

You: _____

L: Yes, if I hadn't missed the bus, I wouldn't have been late for work.

L: I was late for work and my boss was angry.

You: _____

L: Yes, if I hadn't been late for work, my boss wouldn't have been angry.

CD-ROM Track 91**Exercise 91: When I was ...**

Erzählen Sie Lynda etwas über Ihre bisherigen Lebensabschnitte. Beginnen Sie Ihre Antworten mit: When... Machen Sie es so:

L: Tell me about when you were a toddler.
St: When I was a toddler, I lived in Mannheim.

L: Tell me about when you were a child.
St: When I was a child, I had a pet dog.

Sprechen Sie jetzt mit Lynda.

L: Tell me about when you were a toddler.
You: _____

L: Tell me about when you were a child.
You: _____

L: Tell me about when you first went to school.
You: _____

L: Tell me about when you were a teenager.
You: _____

L: Tell me about when you started work.
You: _____

L: Tell me about when you were in your twenties.
You: _____

Und das ist das Ende von Unit 17, Part B.

Unit 18

CD-ROM Track 92

Exercise 92: Gifts

Unit 18 behandelte die Welt der Geschenke. Sprechen Sie mit Lynda darüber, Geschenke zu machen.

L: What's the best present you've ever been given?

You: _____

L: Who gave it to you?

You: _____

L: What was the occasion?

You: _____

L: Do you give presents at Christmas?

You: _____

L: Who's the most difficult person to buy a present for? And why?

You: _____

L: What do you normally take as a present when you're invited to someone's house for dinner?

You: _____

L: What present would you most like to receive?

You: _____

CD-ROM Track 93**Exercise 93: A story**

Hören Sie sich Sarahs Geschichte an.

Sa: When I'm invited to dinner, I usually take a little gift – you know, flowers or wine or chocolates. And when I first came to Germany, I was invited to my husband's parents' house for dinner. I'd only met them a few times before. Well, of course, I wanted everything to be just right. I wore very conservative clothes – not my usual jeans and a T-shirt. And I bought a bottle of wine for my husband's father and some lovely flowers for my husband's mother. When I arrived at their house, I gave my father-in-law the wine and I handed my mother-in-law the six red roses, still nicely wrapped in the paper ...

Sagen Sie jetzt, ob die Aussagen wahr (true) oder falsch (false) sind. Machen Sie es so:

L: Sarah takes a little gift when she's invited to dinner.

You: _____

St: Yes, that's true.

L: Sarah knew her in-laws well.

You: _____

St: False – she'd only met them a few times before.

L: Sarah wore jeans and a T-shirt.

You: _____

St: False – she wore conservative clothes.

L: She'd bought a bottle of whisky for her father-in-law.

You: _____

St: False – she gave him a bottle of wine.

L: She gave her mother-in-law some flowers.

You: _____

St: True.

L: And finally – what was the problem with the flowers?

You: _____

Und damit haben Sie das Ende von Unit 18 und von Ihrem Compass B1 Course erreicht. Wir hoffen, es hat Ihnen gefallen.