

Unit 10, Part A

CD-ROM Track 01

Exercise 1: What must I do?

In Unit 10, Part A haben wir gelernt, wie man durch den Gebrauch von Befehlsformen und den Wörtern must und mustn't Warnungen und Ratschläge gibt. Formulieren Sie Lyndas Sätze um. Wenn Lynda die Befehlsform benutzt, bilden Sie den gleichen Satz mit must. Wenn Lynda must verwendet, sprechen Sie die gleiche Warnung aus, indem Sie die Befehlsform benutzen. Machen Sie es wie im folgenden Beispiel:

L: Be careful!
St: You must be careful.
J: Right, you must be careful.

L: You must check in early!
St: Check in early.
J: Right, check in early.

Gut, versuchen Sie es nun.

L: Be careful!
You: _____
J: Right, you must be careful.

L: You must check in early!
You: _____
J: Right, check in early.

L: Fasten your seat belt now!
You: _____
J: Right, you must fasten your seat belt now.

L: You must turn off your mobile phone now!
You: _____
J: Right, turn off your mobile phone now.

L: Take *two* travel sickness tablets!
You: _____
J: Right, you must take *two* travel sickness tablets.

L: You must tell me if you feel ill!
You: _____
J: Right, tell me if you feel ill.

L: Put your bag under the seat!
You: _____

J: Right, you must put your bag under the seat.

L: Sit down – we're taking off!

You: _____

J: Right, you must sit down – we're taking off.

Denken Sie daran, dass das Wort mustn't "nicht dürfen" heißt und nicht etwa "nicht müssen". Formulieren Sie die Sätze um. Wenn Lynda die Befehlsform benutzt, bilden Sie den gleichen Satz mit mustn't. Wenn Lynda mustn't verwendet, sprechen Sie die gleiche Warnung aus, indem Sie die Befehlsform mit Don't ... benutzen. Machen Sie es wie im folgenden Beispiel:

L: Don't be late!

St: You mustn't be late.

J: Right, you mustn't be late.

L: You mustn't take so much hand luggage!

St: Don't take so much hand luggage.

J: Right, don't take so much hand luggage.

Gut, versuchen Sie es nun.

L: Don't be late!

You: _____

J: Right, you mustn't be late.

L: You mustn't take so much hand luggage!

You: _____

J: Right, don't take so much hand luggage.

L: Don't put that sun cream in your hand luggage!

You: _____

J: Right, you mustn't put that sun cream in your hand luggage.

L: You mustn't use your mobile phone on the plane!

You: _____

J: Right, don't use your mobile phone on the plane.

L: Don't take *four* travel sickness tablets!

You: _____

J: Right, you mustn't take *four* travel sickness tablets.

L: Don't stand up – we're taking off!

You: _____

J: Right, you mustn't stand up – we're taking off.

Gut – gehen wir nun weiter zu Übung 2.

CD-ROM Track 02**Exercise 2: Going away**

In Unit 10, Part A haben wir über Sicherheit im Urlaub gesprochen. Hören Sie die Sicherheitsvorkehrungen, die diese Leute getroffen haben und entscheiden Sie, auf welcher Art von Reise sie waren. Machen Sie es wie im folgenden Beispiel:

L: Well, I put all the presentation papers in my hand luggage – you know how often they lose cases at airports!

Sa: Was she on a business trip or a family holiday?

St: She was on a business trip.

Sa: Yes, she was on a business trip.

Gut, nun versuchen Sie es.

L: Well, I put all the presentation papers in my hand luggage – you know how often they lose cases at airports!

Sa: Was she on a business trip or a family holiday?

You: _____

Sa: Yes, she was on a business trip.

St: I had three injections before I left – and I had malaria tablets with me. And lots of sun cream, of course!

Sa: Was she going to Scandinavia or Africa?

You: _____

Sa: Yes, she was going to Africa.

N: I was worried about – well – leaving things like my passport and cash when we went out for the day. But then I saw there was a safe in the room so we put our things in there.

Sa: Was she on a camping holiday or staying in a hotel?

You: _____

Sa: Yes, she was staying in a hotel.

L: When I packed my case I wrote my name and address on a piece of paper and put it inside the case – and I put a red belt round my case. My case is black, you see, and they all look the same, don't they?

Sa: Was she travelling by plane or by car?

You: _____

Sa: Yes, she was travelling by plane.

J: I photocopied my passport and my visa. And I changed euros to dollars before I left – I had the cash with me – inside my jacket.

Sa: Was he going on a domestic flight or an international flight?

You: _____

Sa: Yes, he was going on an international flight.

Gut gemacht, und nun zu Übung 3.

CD-ROM Track 03**Exercise 3: You should do that**

Wählen Sie nun die beste Art, Lyndas Ratschlag zu vervollständigen, indem Sie should oder shouldn't in den Satz einfügen. Machen Sie es wie im folgenden Beispiel:

- L:** If you are travel sick, you ... take a tablet.
St: If you are travel sick, you should take a tablet.
L: Right, if you are travel sick, you should take a tablet.

- L:** If you take a tablet, you ... drink alcohol.
St: If you take a tablet, you shouldn't drink alcohol.
L: Right, if you take a tablet, you shouldn't drink alcohol.

Versuchen Sie es nun.

- L:** If you are travel sick, you ... take a tablet.
You: _____
L: Right, if you are travel sick, you should take a tablet.

- L:** If you take a tablet, you ... drink alcohol.
You: _____
L: Right, if you take a tablet, you shouldn't drink alcohol.

- L:** If you go to a very hot country, you ... stay in the sun.
You: _____
L: Right, if you go to a very hot country, you shouldn't stay in the sun.

- L:** If the water isn't clean, you ... drink it.
You: _____
L: Right, if the water isn't clean, you shouldn't drink it.

- L:** If the hotel room isn't clean, you ... tell the manager.
You: _____
L: Right, if the hotel room isn't clean, you should tell the manager.

- L:** If you go to the city at night, you ... go alone.
You: _____
L: Right, if you go to the city at night, you shouldn't go alone.

- L:** If you can't speak the language, you ... take a phrase book.
You: _____
L: Right, if you can't speak the language, you should take a phrase book.

Gut, und das ist das Ende von Unit 10, Part A.

Unit 10, Part B

CD-ROM Track 04

Exercise 4: Parts of the body

In Unit 10, Part B haben wir einige neue Wörter gelernt, um über Körperteile zu sprechen. Versuchen Sie, das Wort zu erraten, das Lynda buchstabiert, bevor sie fertig ist! Wiederholen Sie dann den Satz mit dem Wort darin. Machen Sie es wie im folgenden Beispiel:

L: B-A-C-K

St: Back.

L: He hurt his back when he was gardening.

St: He hurt his back when he was gardening.

L: F-I-N-G-E-R

St: Finger.

L: She's got a wedding ring on her finger.

St: She's got a wedding ring on her finger.

Gut, versuchen Sie es nun.

L: B-A-C-K

You: _____

L: He hurt his back when he was gardening.

You: _____

L: F-I-N-G-E-R

You: _____

L: She's got a wedding ring on her finger.

You: _____

L: T-H-R-O-A-T

You: _____

L: I've got a sore throat.

You: _____

L: T-E-E-T-H

You: _____

L: Teeth is the plural of tooth.

You: _____

L: C-H-E-S-T

You: _____

L: He had a pain in his chest.

You: _____

L: K-N-E-E

You: _____

L: She fell off her bike and hurt her knee.

You: _____

L: B-R-A-I-N

You: _____

L: Someone who is very clever is: *brainy*.

You: _____

Okay, machen Sie nun Übung 5.

CD-ROM Track 05**Exercise 5: What's wrong?**

In Unit 10, Part B haben wir über Krankheiten und Symptome gesprochen. Wiederholen Sie diese Wendungen und beginnen Sie jeden Satz mit I feel oder I've got. Machen Sie es wie im folgenden Beispiel:

L: a bit dizzy

St: I feel a bit dizzy.

J: I feel a bit dizzy, too.

L: a terrible headache

St: I've got a terrible headache.

J: I've got a terrible headache, too.

Okay, versuchen Sie es nun.

L: a bit dizzy

You: _____

J: I feel a bit dizzy, too.

L: a terrible headache

You: _____

J: I've got a terrible headache, too.

L: awful toothache

You: _____

J: I've got awful toothache, too.

L: really sick

You: _____

J: I feel really sick, too.

L: very tired

You: _____

J: I feel very tired, too.

L: a pain in my arm

You: _____

J: I've got a pain in my arm, too.

L: a really sore throat

You: _____

J: I've got a really sore throat, too.

L: a very high temperature

You: _____

J: I've got a very high temperature, too.

L: a bad cold

You: _____

J: I've got a bad cold, too.

Gut gemacht - kommen wir jetzt zu Übung 6.

CD-ROM Track 06**Exercise 6: Advice**

In Unit 10, Part B haben wir anderen Ratschläge gegeben, wie sie gesund werden – oder bleiben – können. Hören Sie zu und wählen Sie das jeweils beste Ende für die Sätze. Machen Sie es wie im folgenden Beispiel:

- L:** If you've got a bad cold, ...
J: ... go to work ... go to bed.
St: If you've got a bad cold, go to bed.
L: Yes, if you've got a bad cold, go to bed.
- L:** He's got toothache so he should ...
J: ... go to the dentist's ... have an operation
St: He's got toothache so he should go to the dentist's.
L: Yes, he's got toothache so he should go to the dentist's.

Gut, versuchen Sie es nun.

- L:** If you've got a bad cold, ...
J: ... go to work. ... go to bed.
You: _____
L: Yes, if you've got a bad cold, go to bed.
- L:** He's got toothache so he should ...
J: ... go to the dentist's. ... have an operation.
You: _____
L: Yes, he's got toothache so he should go to the dentist's.
- L:** If you feel dizzy ...
J: ... drive home. ... sit down.
You: _____
L: Yes, if you feel dizzy, sit down.
- L:** If you have a pain in your chest, you should ...
J: ... phone the doctor. ... do some exercise.
You: _____
L: If you have a pain in your chest, you should phone the doctor.
- L:** Take an aspirin if you've got ...
J: ... cold feet. ... a headache.
You: _____
L: Yes, take an aspirin if you've got a headache.
- L:** Don't eat *more* chocolate if you feel ...
J: ... sick. ... tired.
You: _____
L: Right. Don't eat *more* chocolate if you feel sick.

Gut, versuchen Sie nun Übung 7.

CD-ROM Track 07**Exercise 7: Instructions**

Wenn Sie Medizin nehmen, ist es wichtig, die Anweisungen der Beipackzettel zu verstehen. Hören Sie, wie Lynda manche Anweisungen vorliest und beantworten Sie Ninas Fragen mit Yes, that's right oder No, listen again. Machen Sie es wie im folgenden Beispiel:

L: Take one spoonful daily.
N: Does that mean I must take it every day?
St: Yes, that's right.
L: Yes, that's right. You must take it every day.

L: Only for adults and children over twelve.
N: So can young children take that medicine?
St: No, listen again.
L: Listen again: Only for children over twelve.

Gut, versuchen Sie es nun.

L: Take one teaspoonful daily.
N: Does that mean I must take it every day?
You: _____
L: Yes, that's right. You must take it every day.

L: Only for adults and children over twelve.
N: So can young children take that medicine?
You: _____
L: Listen again: Only for children over twelve.

L: Take one tablet every four to six hours.
N: Can I take two tablets every four hours?
You: _____
L: Listen again. *One* tablet every four to six hours.

L: Take tablets before or with each meal.
N: Can I take the tablets after the meal?
You: _____
L: Listen again. Take tablets *before* or *with* each meal, not after.

L: May cause tiredness. Do not drive or operate machines after taking these tablets.
N: Does that mean I mustn't drive when I take these tablets?
You: _____
L: Yes, that's right.

L: Avoid alcoholic drink when you take this medicine.
N: Does that mean I mustn't drink alcohol when I take this medicine?
You: _____

L: Yes, that's right.

Sehr gut – und das ist das Ende von Unit 10, Part B.

Unit 11, Part A

CD-ROM Track 08

Exercise 8: My hobbies

In Unit 11, Part A haben wir über unsere Hobbys gesprochen. Lynda wird Ihnen einige Fragen zu Freizeitaktivitäten stellen. Wählen Sie aus den vier Optionen die Antwort, die auf Sie am ehesten zutrifft. Machen Sie es wie im folgenden Beispiel:

L: I like playing ...
J: the guitar football Scrabble with my children
St: I like playing Scrabble.

L: I enjoy ...
J: cooking sport DIY dancing
St: I enjoy cooking.

Gut, versuchen Sie es nun.

L: I like playing ...
J: the guitar football Scrabble with my children
You: _____

L: I enjoy ...
J: cooking sport DIY dancing
You: _____

L: I like listening to ...
J: classical music jazz rock music country and western
You: _____

L: I'm interested in ...
J: languages travelling gardening art
You: _____

L: I often watch ...
J: television detective films documentaries musicals
You: _____

L: I sometimes go ...
J: swimming skiing walking shopping
You: _____

L: And tell me – what is your favourite hobby?
You: _____

Sehr gut, gehen wir zu Übung 9.

CD-ROM Track 09**Exercise 9: What are you good at?**

In Unit 11, Part A haben wir über unsere Fähigkeiten gesprochen, über das was wir gut – und was wir nicht gut – können. Wir haben Wendungen benutzt wie I'm good at it oder I'm not very good at it. Beteiligen Sie sich an der Unterhaltung. Denken Sie daran, I'm good at something zu sagen. Versuchen wir es.

L: I'm good at singing.

Sa: I'm good at singing, too.

J: Oh, I'm not very good at singing. And you?

St: I'm good at singing.

L: I can cook.

Sa: I can cook, too.

J: Oh, I'm not very good at cooking. And you?

St: I can cook.

Okay, versuchen Sie es nun.

L: I'm good at singing.

Sa: I'm good at singing, too.

J: Oh, I'm not very good at singing. And you?

You: _____

L: I can cook.

Sa: I can cook, too.

J: Oh, I'm not very good at cooking. And you?

You: _____

L: I can use a computer.

Sa: I can use a computer, too.

J: Oh, I can't use a computer. And you?

You: _____

L: I can speak French – but not very well.

Sa: I can speak French, too.

J: Oh, I can't speak French. And you?

You: _____

L: I can do little repairs on my car.

Sa: I can repair my car, too.

J: Oh, I can't repair my car. And you?

You: _____

L: I'm good at taking photographs.

Sa: I'm good at taking photographs, too.

J: Oh, I'm not very good at taking photographs. And you?

You: _____

L: Tell me – what would you like to learn?

You: _____

Gut gemacht – nun zu Übung 10.

CD-ROM Track 10**Exercise 10: Learning languages**

Sprechen Sie mit Lynda über Ihre Erfahrungen beim Englischlernen.

L: When is your English course?

You: _____

L: How many people are there in your class?

You: _____

L: Where is your teacher from?

You: _____

L: Do you enjoy your English lessons?

You: _____

L: Why do you want to learn English?

You: _____

L: Do you find English easy or difficult?

You: _____

L: Do you always do your homework?

You: _____

L: Did you learn English at school?

You: _____

L: When was your very first English lesson?

You: _____

L: What is your native language?

You: _____

L: Were you good at that language at school?

You: _____

L: Have you ever learnt another language?

You: _____

L: What other language would you like to learn?

You: _____

L: Do you think you can teach yourself a language?

You: _____

Gut – und das ist das Ende von Unit 11, Part A.

Unit 11, Part B

CD-ROM Track 11

Exercise 11: Do that instead

In Unit 11, Part B haben wir das Wort instead gelernt, um eine Alternative auszudrücken: You don't have to use a pen, you could use a pencil instead. Machen Sie Lynda ein paar Alternativvorschläge, die Ihnen einfallen. Machen Sie es wie im folgenden Beispiel:

- L:** I don't want to walk there.
Sa: You could go by bus instead.
St: You could take a taxi instead.
J: You could go by bike instead.

Gut, versuchen Sie es nun.

L: I don't want to walk there.

You: _____

L: I don't want to go to the Italian restaurant.

You: _____

L: I don't want to watch a cowboy film.

You: _____

L: I don't want to go jogging.

You: _____

L: I don't want to eat chicken.

You: _____

L: I don't want to phone him.

You: _____

L: I don't want to wear jeans.

You: _____

L: I don't want to drink tea.

You: _____

Gut – machen Sie jetzt die Übung 12.

CD-ROM Track 12**Exercise 12: If I were you ...**

In Unit 11, Part B haben wir unterschiedliche Arten kennengelernt, um anderen Vorschläge zu machen. Lynda möchte Italienisch lernen. Hören Sie sich einige Empfehlungen an und wiederholen Sie sie.

St: If I were you, I'd do a course.

You: _____

D: Why don't you teach yourself?

You: _____

Sa: What about having private lessons?

You: _____

J: You could do a course on TV.

You: _____

Nutzen Sie nun Ihre eigenen Ideen, um Lynda Vorschläge zu machen. Wiederholen Sie, was Jonathan sagt und vervollständigen Sie die Sätze. Machen Sie es wie im folgenden Beispiel:

L: I want to stop smoking.

J: If I were you, I'd

St: If I were you, I'd buy a lot of chewing gum.

Gut, versuchen Sie es nun.

L: I want to stop smoking.

J: If I were you, I'd

You: _____

L: I'd like to find a new flat.

J: Why don't you ... ?

You: _____

L: I can't sleep at night.

J: What about ... ?

You: _____

L: I want to lose about ten kilos.

J: You could

You: _____

L: My telephone bill is really high every month.

J: If I were you, I'd

You: _____

L: I need a babysitter.

J: Why don't you ... ?

You: _____

Gut – machen Sie jetzt die Übung 13.

CD-ROM Track 13**Exercise 13: What's the word?**

In Unit 11, Part B haben wir viele neue Wörter gelernt, die mit der Schule zu tun haben. Nehmen Sie an diesem Ratespiel teil – versuchen Sie, die Wörter zu erraten. Machen Sie es wie im folgenden Beispiel:

L: My word is ... a school subject. It's got five letters. It begins with M and it deals with numbers.

St: Maths.

L: That's right – maths!

Gut, versuchen Sie es nun.

Sa: My word is a school subject, too. It's got seven letters. It begins with B and it deals with plants and animals and parts of the body.

You: _____

Sa: That's right – biology!

J: My word is another word for a test – a big test. It begins with E.

You: _____

J: That's right – exam!

L: My word begins with L. It's where you can go to borrow books.

You: _____

L: Yes – library!

St: This word begins with U. It's what English schoolchildren wear.

You: _____

St: Right – uniform!

N: This is a word which begins with H. It's what schoolchildren must do every evening, after school and then show it to their teacher the next day.

You: _____

N: Yes – homework!

Sa: My word is a school subject again. It begins with H and it's a lesson which focuses on the past.

You: _____

Sa: That's right – history!

L: If someone wants to study, when they finish school they can go to ...?

You: _____

L: Yes - university!

J: My word begins with T. It's a sort of plan of the week's lessons.

You: _____

J: Right – timetable.

St: OK – last one. It's another school subject. It's a very short word. And in this lesson, you draw pictures.

You: _____

St: That's right – art!

Gut – versuchen Sie jetzt die Übung 14.

CD-ROM Track 14**Exercise 14: What do they have to do?**

Nina ist eine Freundin von uns. Sie wird uns von der Schule in New York erzählen, an der sie unterrichtet. Hören Sie und beantworten Sie die Fragen. Beginnen Sie jede Antwort mit They have to ... oder They don't have to Machen Sie es wie im folgenden Beispiel:

N: Kids in America usually start school when they're five years old and they can't leave school before they're 16. They *can* stay at school until they're 18, of course – but they can leave at 16.

L: When do they have to start school?

St: They have to start school when they're five.

N: Right. They have to start school when they're five.

L: Do they have to stay at school until they're 18?

St: They don't *have to* stay at school until they're 18.

N: Right, they don't *have to* stay at school until they're 18.

Gut, versuchen Sie es nun.

N: Kids in America usually start school when they're five years old and they can't leave school before they're 16. They *can* stay at school until they're 18, of course – but they can leave at 16.

L: When do they have to start school?

You: _____

N: Right, they have to start school when they're five.

L: Do they have to stay at school until they're 18?

You: _____

N: Right, they don't have to stay at school until they're 18.

N: School here begins at 8am and finishes at 3pm. But we like the kids to be in the classroom around 7.45.

L: Do the children have to be at school at 7.30?

You: _____

N: Right, they don't have to be at school at 7.30.

N: Uniforms? No, the kids at my school don't have uniforms. Some private schools have a uniform, but our kids don't.

L: Do the children at Nina's school have to wear a uniform?

You: _____

N: Right, they don't have to wear a uniform.

N: Aah - homework? Yes, like most school children, our kids get homework every day.

L: Do the children at Nina's school have to do homework?

You: _____

N: Right, they have to do homework every day.

N: We don't have school on Saturdays or Sundays – five days a week is more than enough!

L: Do the children have to go to school on Saturdays?

You: _____

N: Right, they don't have to go to school on Saturdays.

N: The kids take exams at the end of each school year. And if they do OK, they can go to the next class.

L: Do the children at Nina's school have to take exams?

You: _____

N: Right, they have to take exams at the end of the year.

Gut – und das ist das Ende von Unit 11, Part B.

Unit 12

CD-ROM Track 15

Exercise 15: Asking politely

In Unit 12 haben wir unterschiedliche Arten geübt, jemanden um einen Gefallen zu bitten. Hören Sie zu und wiederholen Sie die Sätze.

D: 1

L: Could you?

You: _____

L: Could you do that?

You: _____

L: Could you do that for me?

You: _____

L: Could you do that for me, please?

You: _____

D: 2

L: Would you?

You: _____

L: Would you do that?

You: _____

L: Would you do that for me?

You: _____

L: Would you do that for me, please?

You: _____

D: 3

L: Can you?

You: _____

L: Can you do that?

You: _____

L: Can you do that for me?

You: _____

L: Can you do that for me, please?

You: _____

D: 4

L: Could I ask you to?

You: _____

L: Could I ask you to do that?

You: _____

L: Could I ask you to do that for me?

You: _____

L: Could I ask you to do that for me, please?

You: _____

D: 5

L: If you have time ...

You: _____

L: If you have time, could you do that?

You: _____

L: If you have time, could you do that for me?

You: _____

L: If you have time, could you do that for me, please?

You: _____

Gut – machen Sie jetzt die Übung 16.

CD-ROM Track 16**Exercise 16: She asked me to do it**

*In Unit 12 haben wir gelernt, folgende Wendungen zu gebrauchen: He asked me to do it und He told me to do it. Und die verneinenden Formen: He asked me **not** to do it und He told me **not** to do it. Denken Sie daran: jemandem zu sagen, dass er/sie etwas tun soll ist viel stärker, als ihn/ sie darum zu bitten. Dazu ein paar Übungen. In welchen Sätzen sagt Ihnen Lynda deutlich, dass Sie etwas tun sollen und in welchen Sätzen bittet sie Sie darum?*

L: Please could you open your book.
St: She asked me to open my book.
J: Yes, she asked you to open your book.

L: Look at the picture.
St: She told me to look at the picture.
J: Yes, she told you to look at the picture.

Gut, versuchen Sie es nun.

L: Please could you open your book.
You: _____
J: Yes, she asked you to open your book.

L: Look at the picture.
You: _____
J: Yes, she told you to look at the picture.

L: Please could you read the sentence.
You: _____
J: Yes, she asked you to read the sentence.

L: Work with a partner.
You: _____
J: Yes, she told you to work with a partner.

L: Turn to page 40.
You: _____
J: Yes, she told you to turn to page 40.

L: Could I ask you to close the window, please?
You: _____
J: Yes, she asked you to close the window.

Gut. In welchen Sätzen sagt Ihnen Lynda deutlich, dass Sie etwas nicht tun sollen, und in welchen Sätzen bittet sie Sie darum, etwas nicht zu tun?

L: Don't speak German.

You: _____

J: Yes, she told you not to speak German.

L: Please don't forget your homework.

You: _____

J: Yes, she asked you not to forget your homework.

L: Please don't use your mobile.

You: _____

J: Yes, she asked you not to use your mobile.

L: Don't be late.

You: _____

J: Yes, she told you not to be late.

Gut – machen Sie jetzt die Übung 17.

CD-ROM Track 17**Exercise 17: Things in the office**

Stefi hat wieder einmal Probleme mit ihrem Englisch – sie kann sich nicht immer an die englischen Ausdrücke für Dinge erinnern. Können Sie ihr helfen? Machen Sie es wie im folgenden Beispiel:

St: It was on my desk a minute ago and now I can't find it.

J: What?

St: Oh – you know – when you write in pencil and you make a mistake, you need a ...

J: An eraser.

St: That's it – an eraser.

Gut, versuchen Sie es nun.

St: It was on my desk a minute ago and now I can't find it.

J: What?

St: Oh – you know – when you write in pencil and you make a mistake, you need a ...

You: _____

St: That's it – an eraser.

St: Oh, where is it?

J: What?

St: Oh – you know – when you want to keep pieces of paper together – it's a metal thing.

You: _____

St: That's it – a paper clip.

St: It was here a minute ago.

J: What?

St: Oh – you know – when your pencil's broken and you can't write with it, you need a ...

You: _____

St: That's it – a pencil sharpener.

St: It was on my desk this morning.

J: What?

St: Oh – you know – when you want to cut paper.

You: _____

St: That's it – scissors.

St: It was next to my computer a minute ago and now I can't find it.

J: What?

St: Oh – you know – a pen with a really bright colour – neon pink or shocking yellow.

You: _____

St: That's it – a highlighter.

Gut – und das ist das Ende von Unit 12.

Unit 13, Part A

CD-ROM Track 18

Exercise 18: Making an appointment

In Unit 13, Part A haben wir manche Wendungen gelernt, um Termine zu vereinbaren. Dazu ein paar Übungen. Wiederholen Sie die Wendungen, die Sie hören.

L: Hello.

You: _____

L: Hello, I'd like to make an appointment.

You: _____

L: Hello, I'd like to make an appointment with Dr Brown.

You: _____

L: Hello, I'd like to make an appointment with Dr Brown, please.

You: _____

J: When would you like to come?

You: _____

J: When would you like to come? On Tuesday?

You: _____

J: When would you like to come? On Tuesday at about three?

You: _____

L: Tuesday?

You: _____

L: Tuesday? No, I'm sorry.

You: _____

L: Tuesday? No, I'm sorry, I can't.

You: _____

L: Tuesday? No, I'm sorry, I can't, I'm busy.

You: _____

L: Tuesday? No, I'm sorry, I can't, I'm busy on Tuesday.

You: _____

Beantworten Sie nun die Fragen.

L: So, you'd like to make an appointment. Could I have your name, please?

You: _____

L: Sorry – can you spell your surname, please?

You: _____

L: Thank you. And on what day would you like to come?

You: _____

L: Right - we have some appointments free in the afternoon. What time would you like to come?

You: _____

L: OK – that’s fine. We’ll see you then. Bye. .

You: _____

Gut – gehen wir zur nächsten Übung

CD-ROM Track 19**Exercise 19: What's the word?**

In Unit 13, Part A haben wir über Geld gesprochen. Hören Sie dieser Person zu, die Geldprobleme hat.

Sa: I've got a good job and I earn good money. But, at the end of the month my purse is always empty! And my bank account is at zero. I don't spend a lot on clothes. But I've got a car and the insurance costs a lot. And my flat is expensive; the rent is very high. So I can't save money. I don't want to borrow money from my parents. So I use my credit cards.

Wiederholen Sie nun die Sätze und fügen Sie die fehlenden Wörter hinzu. Machen Sie es wie im folgenden Beispiel:

Sa: I've got a good job and I ... good money.

St: I've got a good job and I earn good money.

Sa: I've got a good job and I earn good money.

Gut, versuchen Sie es nun.

Sa: I've got a good job and I ... good money.

You: _____

Sa: I've got a good job and I earn good money.

Sa: But, at the end of the month my ... is always empty!

You: _____

Sa: But, at the end of the month my purse is always empty!

Sa: And my ... is at zero.

You: _____

Sa: And my *bank* account is at zero.

Sa: I don't ... a lot on clothes.

You: _____

Sa: I don't spend a lot on clothes.

Sa: But I've got a car and the ... costs a lot.

You: _____

Sa: But I've got a car and the insurance costs a lot.

Sa: And my flat is

You: _____

Sa: And my flat is expensive.

Sa: The ... is very high.

You: _____

Sa: The rent is very high.

Sa: So I can't ... money.

You: _____

Sa: So I can't save money.

Sa: I don't want to ... money from my parents.

You: _____

Sa: I don't want to borrow money from my parents.

Sa: So I use my

You: _____

Sa: So I use my credit cards.

Gut gemacht – gehen wir nun zu Übung 20.

CD-ROM Track 20**Exercise 20: What are you going to do?**

In Unit 13, Part A haben wir going to verwendet, um über unsere Pläne zu sprechen. Hören Sie, wie Lynda über ihre Pläne für das nächste Wochenende spricht. Sagen Sie, ob Sie die gleichen Dinge tun werden wie Lynda. Machen Sie es wie im folgenden Beispiel:

- L:** I'm going to do the housework next weekend.
St: I'm going to do the housework next weekend, too.
J: I'm not going to do the housework next weekend.

Gut, versuchen Sie es nun.

- L:** I'm going to do the housework next weekend.
You: _____

- L:** I'm going to see friends next weekend.
You: _____

- L:** I'm going to practise my English next weekend.
You: _____

- L:** I'm going to get up late next weekend.
You: _____

- L:** I'm going to surf the Internet next weekend.
You: _____

- L:** I'm going to watch television next weekend.
You: _____

Seien Sie vorsichtig mit dem Verb go – denken Sie daran, dass wir normalerweise nicht I'm going to go shopping sagen. Wir kürzen es ab zu I'm going shopping. Dazu ein paar Übungen. Sagen Sie, ob sie die gleichen Dinge tun werden wie Lynda. Machen Sie es wie im folgenden Beispiel:

- L:** I'm going shopping next weekend.
St: I'm going shopping next weekend, too.
J: I'm not going shopping next weekend.

Gut, versuchen Sie es nun.

- L:** I'm going shopping next weekend.
You: _____

- L:** I'm going to the cinema next weekend.
You: _____

L: I'm going to a restaurant next weekend.

You: _____

L: I'm going to town next weekend.

You: _____

L: I'm going swimming next weekend.

You: _____

Gut – machen Sie jetzt die Übung 21.

CD-ROM Track 21**Exercise 21: Why do you do it?**

In Unit 13, Part A haben wir über die Gründe gesprochen, aus denen man etwas tut: I go to a course to improve my English. Ich besuche einen Kurs, um mein Englisch zu verbessern. Formulieren Sie diese Sätze um. Machen Sie es wie im folgenden Beispiel:

L: I go to a course because I want to improve my English.

St: I go to a course to improve my English.

J: I go to a course to improve my English.

Versuchen Sie es nun.

L: I go to a course because I want to improve my English.

You: _____

J: I go to a course to improve my English.

L: I shop at supermarkets because I want to save money.

You: _____

J: I shop at supermarkets to save money.

L: I go jogging because I want to stay fit.

You: _____

J: I go jogging to stay fit.

L: I cycle to work because I want to save time.

You: _____

J: I cycle to work to save time.

L: I eat vegetables because I want to stay healthy.

You: _____

J: I eat vegetables to stay healthy.

Gut – und das ist das Ende von Unit 13, Part A.

Unit 13, Part B

CD-ROM Track 22

Exercise 22: Offering help

In Unit 13, Part B haben wir gelernt, wie man Hilfe anbietet. Hören Sie und wiederholen Sie die Sätze:

L: Let me do that.

You: _____

L: I'll do that for you.

You: _____

L: Shall I do that for you?

You: _____

L: Would you like me to do that?

You: _____

Verwenden Sie nun diese Sätze, um Sarah Ihre Hilfe anzubieten. Machen Sie es wie im folgenden Beispiel:

Sa: I can't carry it.

St: Shall I carry it for you?

L: Or ...

St: Would you like me to carry it?

Gut, versuchen wir es.

Sa: I can't carry it.

You: _____

Sa: I can't do it.

You: _____

Sa: I can't spell it.

You: _____

Sa: I can't read it.

You: _____

Sa: I can't open it.

You: _____

Sa: I can't repair it.

You: _____

Gut – gehen wir weiter zu Übung 23.

CD-ROM Track 23**Exercise 23: Promises**

In Unit 13, Part B haben wir will benutzt, um Versprechen abzugeben. Hören Sie, wie Jonathan über seine guten Vorsätze für das neue Jahr nachdenkt. Was verspricht er seiner Frau? Bilden Sie Sätze mit I'll

J: Hmm – smoking – I must stop smoking.

St: I'll stop smoking.

J: Yes, I'll stop smoking.

Gut, versuchen Sie es nun.

J: Hmm – smoking – I must stop smoking.

You: _____

J: Yes, I'll stop smoking.

J: Hmm – I must walk the dog at the weekend.

You: _____

J: Yes, I'll walk the dog at the weekend.

J: Hmm – I must cook dinner once a week.

You: _____

J: Yes, I'll cook dinner once a week.

J: Hmm – I must make breakfast on Sundays.

You: _____

J: Yes, I'll make breakfast on Sundays.

J: Hmm – I must do a bit of housework.

You: _____

J: Yes, I'll do a bit of housework.

J: Hmm – I must wash the car sometimes.

You: _____

J: Yes, I'll wash the car sometimes.

J: Hmm – I must be nice to my mother-in-law.

You: _____

J: Yes, I'll be nice to my mother-in-law.

J: Hmm – I must try to remember birthdays.

You: _____

J: Yes, I'll try to remember birthdays.

Gut – machen Sie jetzt die Übung 24.

CD-ROM Track 24**Exercise 24: Banks**

In Unit 13, Part B haben wir über Banken gesprochen und darüber, was sie ihren Kunden anbieten. Sind Sie mit Ihrer Bank zufrieden? Wiederholen Sie die Sätze, die auf Ihre Bank zutreffen. Vergeben Sie Ihrer Bank einen Pluspunkt für jeden Satz. Denken Sie daran – wiederholen Sie nur die Sätze, die auf Ihre Bank zutreffen. Wie viele Punkte erreicht Ihre Bank aus möglichen acht?

L: I live or work near my bank.

You: _____

L: The people in my bank are friendly.

You: _____

L: My bank offers me good service.

You: _____

L: My bank informs me about its services.

You: _____

L: It's easy to get an appointment at my bank.

You: _____

L: My bank offers online banking.

You: _____

L: My bank offers telephone banking.

You: _____

L: I don't have to pay extra for my credit card.

You: _____

Also – wie viele Punkte aus 8 hat Ihre Bank bekommen?

You: _____

Und das ist das Ende von Unit 13, Part B.

Unit 14, Part A

CD-ROM Track 25

Exercise 25: Newspapers

In Unit 14, Part A haben wir über Zeitungen gesprochen. Hören Sie einige Rubriken, die Sie in einer Zeitung finden können, und wiederholen Sie.

L: International news

You: _____

L: Local news

You: _____

L: Sports

You: _____

L: Fashion

You: _____

L: Entertainment

You: _____

L: Technology

You: _____

L: Work

You: _____

L: Weather

You: _____

Hören Sie nun und sagen Sie Lynda, welche Zeitungsrubrik sie sich ansehen soll. Machen Sie es wie im folgenden Beispiel:

L: Will it rain this afternoon, do you think?

St: Look in the weather section.

L: OK – I'll look in the weather section.

Gut, versuchen Sie es nun.

L: Will it rain this afternoon, do you think?

You: _____

L: OK – I'll look in the Weather section.

L: Who won the football match?

You: _____

L: OK – I'll look in the Sports section.

L: Who's the new Secretary-General of the United Nations?

You: _____

L: OK – I'll look in the International news section.

L: What's on television tonight?

You: _____

L: OK – I'll look in the Entertainment section.

L: I'm looking for a new job.

You: _____

L: OK – I'll look in the Work section.

L: What time is the opening ceremony for the new library?

You: _____

L: OK – I'll look in the Local news section.

L: What do you know about the new Microsoft programme?

You: _____

L: OK – I'll look in the Technology section.

L: Do you think men really will wear shorts and jackets next summer?

You: _____

L: OK – I'll look in the Fashion section.

Gut – machen Sie jetzt die Übung 26.

CD-ROM Track 26**Exercise 26: What's the word?**

In Unit 14, Part A haben wir über Stellenangebote und Bewerbungen gesprochen. Wiederholen Sie diese Sätze aus einem Stellenangebot und fügen Sie jeweils das fehlende Wort ein. Machen Sie es wie im folgenden Beispiel:

- L:** We're looking ... someone for our London office.
St: We're looking for someone for our London office.
L: Yes, we're looking for someone for our London office.

Gut, versuchen Sie es nun.

- L:** We're looking ... someone for our London office
You: _____
L: Yes, we're looking for someone for our London office.

- L:** We need someone ... experience.
You: _____
L: Yes, we need someone with experience.

- L:** He or she will deal ... customer phone calls.
You: _____
L: Yes, he or she will deal with customer phone calls.

- L:** He or She will be responsible ... customer service.
You: _____
L: Yes, he or she will be responsible for customer service.

- L:** This person will have contact ... our German office.
You: _____
L: Yes, this person will have contact with our German office.

- L:** So he or she will have to speak German ... the phone.
You: _____
L: Yes, he or she will have to speak German on the phone.

- L:** And write emails ... German.
You: _____
L: Yes, and write emails in German.

- L:** Our London offices are ... the city centre.
You: _____
L: Yes, our London offices are in the city centre.

- L:** Send your application ... our main office.
You: _____
L: Yes, send your application to our main office.

L: What are you waiting ...?

You: _____

L: Right. What are you waiting for?

Gut gemacht. Und nun zur Übung 27.

CD-ROM Track 27**Exercise 27: What will happen?**

In Unit 14, Part A haben wir will benutzt, um über die Zukunft zu spekulieren. Nehmen Sie an diesen Gesprächen teil und stellen Sie Vermutungen an, was passieren wird. Beginnen Sie jeden Satz mit: I think ... oder I don't think Machen Sie es wie im folgenden Beispiel:

L: Will it rain this afternoon? What do you think?

Sa: I think it'll rain.

J: I don't think it'll rain. And you? What do you think?

St: I think it'll rain.

Gut, versuchen Sie es nun.

L: Will it rain this afternoon? What do you think?

Sa: I think it'll rain.

J: I don't think it'll rain. And you? What do you think?

You: _____

L: Will the weather be good next weekend? What do you think?

Sa: I think the weather will be good next weekend.

J: I don't think the weather will be good next weekend. And you? What do you think?

You: _____

L: Will Germany win the next World Cup? What do you think?

Sa: I think Germany will win the next World Cup.

J: I don't think Germany will win the next World Cup. And you? What do you think?

You: _____

L: Will the Olympic Games come to Germany again? What do you think?

Sa: I think the Olympic Games will come to Germany again.

J: I don't think the Olympic Games will come to Germany again. And you? What do you think?

You: _____

Wir benutzen die Zukunft mit will auch, um über Fakten in der Zukunft zu sprechen – was definitiv passieren wird und was definitiv nicht passieren wird: it will happen – it won't happen. Beantworten Sie Lyndas Fragen mit Yes, it will oder No, it won't.

L: Will your alarm clock ring before seven o'clock tomorrow morning?

You: _____

L: Will it be dark when you get up tomorrow?

You: _____

L: Will your local supermarket be open at 7am tomorrow?

You: _____

L: Will your local supermarket be open on Sunday?

You: _____

L: Will the supermarket be open tomorrow lunchtime?

You: _____

L: Will the bank be open tomorrow lunchtime?

You: _____

Gut, versuchen Sie nun Übung 28.

CD-ROM Track 28**Exercise 28: Are you sure?**

In Unit 14, Part A haben wir gelernt, Sicherheit und Unsicherheit auszudrücken. Hören Sie und wiederholen Sie die Wendungen:

L: I'm sure they will.

You: _____

L: I think they will.

You: _____

L: I don't think they will.

You: _____

L: I'm sure they won't.

You: _____

L: I don't know.

You: _____

Verwenden Sie nun diese Wendungen, um Lyndas Fragen zu beantworten.

L: Do you think your class will have a party at the end of this course?

You: _____

L: Do you think your friends will send you cards on your birthday?

You: _____

L: Do you think food prices will fall next year?

You: _____

L: Do you think house and flat prices will be more expensive next year?

You: _____

L: Do you think the next *Recap* exercises will be easy?

You: _____

Gut – und das ist das Ende von Unit 14, Part A.

Unit 14, Part B

CD-ROM Track 29

Exercise 29: Magazines

In Unit 14, Part B haben wir über Hobbies und Interessen, sowie unterschiedliche Arten von Zeitschriften gesprochen. Sie werden hören, wie Leute über ihre Interessen sprechen und Lynda wird ihnen zwei Zeitschriften empfehlen. Wählen Sie das richtige Magazin für diese Leute. Machen Sie es wie im folgenden Beispiel:

- J:** I love dogs – I've got a terrier and a labrador.
L: *Dog Owner Weekly* or *National Geographic*
St: *Dog Owner Weekly*
J: And I've got a subscription to *Dog Owner Weekly*.

Wählen Sie nun die Zeitschrift, die am besten passt.

- J:** I love dogs – I've got a terrier and a labrador.
L: *Dog Owner Weekly* or *National Geographic*
You: _____
J: And I've got a subscription to *Dog Owner Weekly*.

- Sa:** I'm crazy about – well, anything technical, really.
L: *Camping Monthly* or *Computer World*
You: _____
Sa: And I read *Computer World* every week.

- St:** I'm interested in films and the theatre – you know, actors, actresses, Hollywood ...
L: *Astrologers' Stars* or *Film Stars*
You: _____
St: I get the magazine *Film Stars*.

- N:** My main hobby is photography. I take photos of people mainly – you know, faces, not buildings or the countryside.
L: *Fashion photography* or *Portrait photography*.
You: _____
N: I like the magazine *Portrait photography*.

- D:** I love watching television. For me, that's the perfect way to relax every evening.
L: *Bird Watching* or *What's on tonight?*
You: _____
D: I look forward to choosing my programmes from *What's on tonight*.

- J:** I'm a fanatic about formula one car racing. And I've got a veteran car in my garage. My wife says I spend more time in the garage than in our home!
L: *Motor Sport* or *Cooking for one*.

You: _____

J: Her last birthday present to me was a subscription to *Motor Sport*.

L: And what about you? Which magazines do *you* enjoy reading?

You: _____

Gut – machen Sie jetzt die Übung 30.

CD-ROM Track 30**Exercise 30: Promises**

In Unit 14, Part B haben wir geübt, Telefonnachrichten zu hinterlassen und entgegenzunehmen. Wiederholen Sie die Wendungen, die Sie hören.

L: Hello.

You: _____

L: Hello, this is Lynda.

You: _____

L: Hello, this is Lynda. I'd like to speak to Peter.

You: _____

L: Hello, this is Lynda. I'd like to speak to Peter, please.

You: _____

J: I'm sorry.

You: _____

J: I'm sorry, Peter isn't here at the moment.

You: _____

J: I'm sorry, Peter isn't here at the moment. Can I take a message?

You: _____

L: Oh dear.

You: _____

L: Oh dear. Could you tell him Lynda phoned?

You: _____

L: Oh dear. Could you tell him Lynda phoned, please?

You: _____

L: Oh dear. Could you tell him Lynda phoned, please? And I'll call again.

You: _____

L: Oh dear. Could you tell him Lynda phoned, please? And I'll call again later.

You: _____

J: Yes, of course.

You: _____

J: Yes, of course. I'll tell him that you phoned.

You: _____

J: Yes, of course. I'll tell him that you phoned. I'll ask him to phone you.

You: _____

J: Yes, of course. I'll tell him that you phoned. I'll ask him to phone you when he gets back.

You: _____

Gut gemacht – nun zu Übung 31.

CD-ROM Track 31**Exercise 31: What will happen if ...?**

In Unit 14, Part B haben wir über Folgen von möglichen Ereignissen gesprochen. Wählen Sie das wahrscheinlichste Ende für Lyndas Sätze und wiederholen Sie die Sätze. Machen Sie es wie im folgenden Beispiel:

L: If it rains tomorrow, ...

J: we'll have a picnic we won't have a picnic

St: If it rains tomorrow, we won't have a picnic.

L: Right. If it rains tomorrow, we won't have a picnic.

Versuchen Sie es nun.

L: If it rains tomorrow, ...

J: we'll have a picnic we won't have a picnic

You: _____

L: Right. If it rains tomorrow, we won't have a picnic.

L: If you do your homework, ...

J: your English will improve your English won't improve

You: _____

L: Right. If you do your homework, your English will improve.

L: If she forgets his birthday, ...

J: he'll be happy he won't be happy

You: _____

L: Right. If she forgets his birthday, he won't be happy.

L: If he doesn't have breakfast, ...

J: he'll be hungry he won't be hungry

You: _____

L: Right. If he doesn't have breakfast, he'll be hungry.

L: If you don't leave now, ...

J: you'll be late you won't be late

You: _____

L: Right. If you don't leave now, you'll be late.

L: If we eat that cake, ...

J: we'll want our dinner we won't want our dinner

You: _____

L: Right. If we eat that cake, we won't want our dinner.

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

Unit 15

CD-ROM Track 32

Exercise 32: Inventions

In Unit 15 haben wir über Erfindungen gesprochen. Versuchen Sie zu erraten, welche Erfindungen hier beschrieben werden. Denken Sie daran: Sie müssen nicht jedes Wort einer Geschichte kennen, um das Wesentliche zu verstehen!

L: The inventor Alexander Graham Bell was from Scotland but he lived in America. He got the patent for his invention on February 14th, 1876. February 14th – that's Valentine's Day. And a lot of people use his invention on Valentine's Day! Without his invention, we couldn't send text messages today. What was Bell's invention?

You: _____

L: So – did you guess? It was the telephone. Alexander Graham Bell invented the telephone in 1876.

J: The inventor of this machine was the American Josephine Cochrane. She first showed her invention to the public in 1893. She was a rich woman and she never used the invention herself – she didn't do any housework. Without this invention, we would have a lot of extra work after a dinner party. What was Cochrane's invention?

You: _____

L: So – did you guess? It was the dishwasher. Josephine Cochrane invented the dishwasher in 1893.

N: American inventor Elisha Otis showed his invention to the public in New York in 1857. And by 1873, there were more than 2000 of these inventions in cities. Without this invention, there would be no skyscrapers in New York because people couldn't walk up to the top of the buildings. What was Otis's invention?

You: _____

L: So – did you guess? It was the lift. Elisha Otis invented the lift in 1857.

Gut – machen Sie jetzt die Übung 33.

CD-ROM Track 33**Exercise 33: Yesterday, today and tomorrow**

In Unit 15 haben wir darüber gesprochen, wie das Leben sich als Folge des technologischen Fortschritts verändert hat. Bilden Sie Sätze darüber, was die Menschen früher machten. Verwenden Sie used to Machen Sie es wie im folgenden Beispiel:

L: Did people take black and white photos?

St: Yes, people used to take black and white photos.

L: Yes, people used to take black and white photos.

L: Did people write letters?

St: Yes, people used to write letters.

L: Yes, people used to write letters.

Gut, versuchen Sie es nun.

L: Did people take black and white photos?

You: _____

L: Yes, people used to take black and white photos.

L: Did people write letters?

You: _____

L: Yes, people used to write letters.

L: Did people travel by horse?

You: _____

L: Yes, people used to travel by horse.

L: Did people use candles?

You: _____

L: Yes, people used to use candles.

Bilden Sie nun Sätze darüber, was die Menschen heute machen. Machen Sie es wie im folgenden Beispiel:

L: Do people take black and white photos or colour photos today?

St: People take colour photos today.

L: Yes, people take colour photos today.

L: Do people write letters or emails today?

St: People write emails today.

L: Yes, people write emails today.

Gut, versuchen Sie es nun.

L: Do people take black and white photos or colour photos today?

You: _____

L: Yes, people take colour photos today.

L: Do people write letters or emails today?

You: _____

L: Yes, people write emails today.

L: Do people travel by horse or by car today?

You: _____

L: Yes, people travel by car today.

L: Do people use candles or electric light today?

You: _____

L: Yes, people use electric light today.

Denken wir nun über die Zukunft nach. Bilden Sie Sätze mit In the future, maybe they'll have Machen Sie es wie im folgenden Beispiel:

L: Solar cars

St: In the future, maybe they'll have solar cars.

L: Yes, maybe they'll have solar cars.

Und nun Sie.

L: Solar cars

You: _____

L: Yes, maybe they'll have solar cars.

L: food tablets

You: _____

L: Yes, maybe they'll have food tablets.

L: 3D televisions

You: _____

L: Yes, maybe they'll have 3D televisions.

L: cyber schools

You: _____

L: Yes, maybe they'll have cyber schools.

L: chips in their brains

You: _____

L: Yes, maybe they'll have chips in their brains.

Gut – machen Sie jetzt die Übung 34.

CD-ROM Track 34**Exercise 34: Do you agree?**

In Unit 15 haben wir gelernt, Menschen zuzustimmen und ihnen zu widersprechen. Wiederholen Sie diese Wendungen, die Sie benutzen können, um anderen zuzustimmen.

L: I think so, too.

You: _____

L: I agree.

You: _____

L: You're right.

You: _____

Wiederholen Sie nun diese Sätze, die Sie benutzen können, um jemandem zu widersprechen.

L: I don't think so.

You: _____

L: I'm sorry, I can't agree.

You: _____

L: Well, no, I don't agree.

You: _____

Verwenden Sie nun diese Sätze, um Lyndas Aussagen zuzustimmen oder ihnen zu widersprechen:

L: I think professional footballers earn too much money.

You: _____

L: Learning English is really easy!

You: _____

L: Children under 5 shouldn't watch television.

You: _____

L: I think computers are fantastic.

You: _____

L: I think London is nicer than Paris.

You: _____

L: Sport is bad for your health!

You: _____

Gut – gehen Sie jetzt weiter zu Übung 35.

CD-ROM Track 35**Exercise 35: Could, can and able to**

In Unit 15 haben wir zu sagen gelernt, was wir jetzt tun können, was wir in der Vergangenheit tun konnten und was wir in der Zukunft können werden: I could do it, I can do it, I'll be able to do it. Dazu ein paar Übungen. Machen Sie es wie im folgenden Beispiel:

L: I could walk when I was a year old. And you?

St: I could walk when I was eighteen months old.

Gut, versuchen Sie es nun. Sagen Sie, wann Sie diese Dinge tun konnten.

L: I could walk when I was a year old. And you?

You: _____

L: I could read when I was five. And you?

You: _____

L: I could ride a bike when I was six. And you?

You: _____

L: I could swim when I was eleven. And you?

You: _____

L: I could drive a car when I was 18. And you?

You: _____

Sagen Sie nun, was Sie tun können. Machen Sie es wie im folgenden Beispiel:

L: I can use a computer. And you?

St: I can use a computer, too.

L: Or

St: I can't use a computer.

Und jetzt Sie ...

L: I can use a computer. And you?

You: _____

L: I can sing. And you?

You: _____

L: I can cook Italian food. And you?

You: _____

L: I can make cocktails. And you?

You: _____

L: I can play tennis. And you?

You: _____

L: I can speak French. And you?

You: _____

Denken Sie nun an die Zukunft. Denken Sie sich zwei Dinge aus, die Sie in 10 Jahren tun werden können und sagen Sie sie Lynda. Bilden Sie Sätze mit I'll be able to Aber hören Sie sich zunächst Stefi an.

St: In ten year's time?

I'll be able to speak really good English.

I'll be able to buy a car.

I'll be able to run a marathon.

What will you be able to do in ten years' time?

You: _____

Gut – und das ist das Ende von Unit 15.

Unit 16, Part A

CD-ROM Track 36

Exercise 36: The post office

In Unit 16, Part A haben wir über Dienstleistungen gesprochen, die die Post anbietet. Lynda schreibt gerade eine Liste. Wiederholen Sie, was sie sagt. Finden Sie anschließend heraus, ob Sie sich an alle Dinge erinnern können, die Lynda auf dem Postamt erledigen möchte. Machen Sie es wie im folgenden Beispiel:

L: ... buy some stamps.

Sa: ... buy some stamps.

L: ... buy some stamps and send a parcel.

Sa: ... buy some stamps and send a parcel.

Gut, versuchen Sie es nun.

L: ... buy some stamps.

You: _____

L: ... buy some stamps and send a parcel.

You: _____

L: ... buy some stamps and send a parcel and post a letter.

You: _____

L: ... buy some stamps and send a parcel and post a letter and buy some envelopes.

You: _____

L: ... buy some stamps and send a parcel and post a letter and buy some envelopes and send a postcard.

You: _____

L: Oh dear, I've lost my list. Can you help me?

You: _____

Gut – machen wir nun weiter mit Übung 37.

CD-ROM Track 37**Exercise 37: Are you allowed to?**

In Unit 16, Part A haben wir über Dinge gesprochen, die Sie tun und nicht tun dürfen. You are allowed to do it heißt soviel wie You can do it, und You're not allowed to do it heißt soviel wie You mustn't do it. Formulieren Sie diese Sätze um, indem Sie allowed to benutzen. Machen Sie es wie in den folgenden Beispielen:

L: You mustn't smoke in here.
St: You're not allowed to smoke in here.
J: Right, you're not allowed to smoke in here.

L: You can smoke in the garden.
St: You're allowed to smoke in the garden.
J: Right, you're allowed to smoke in the garden.

Gut, versuchen Sie es nun.

L: You mustn't smoke in here.
You: _____
J: Right, you're not allowed to smoke in here.

L: You can smoke in the garden.
You: _____
J: Right, you're allowed to smoke in the garden.

L: You mustn't speak in the exam.
You: _____
J: Right, you're not allowed to speak in the exam.

L: You can use a dictionary.
You: _____
J: Right, you're allowed to use a dictionary.

L: You mustn't use your mobile phone on the plane.
You: _____
J: Right, you're not allowed to use your mobile phone on the plane.

L: You can use your mobile in the airport terminal.
You: _____
J: Right, you're allowed to use your mobile in the airport terminal.

L: You mustn't put scissors in your hand luggage.
You: _____
J: Right, you're not allowed to put scissors in your hand luggage.

L: You can put scissors in your suitcase.
You: _____
J: Right, you're allowed to put scissors in your suitcase.

L: You mustn't swim in that lake.

You: _____

J: Right, you're not allowed to swim in that lake.

L: You can go water skiing on that lake.

You: _____

J: Right, you're allowed to go water skiing on that lake.

Gut – machen wir nun weiter mit Übung 38.

CD-ROM Track 38**Exercise 38: Where is it done?**

In Unit 15, Part A haben wir uns das Passiv angeschaut – also wie man Sätze bildet, um zu sagen was getan wird. Zum Beispiel: English is spoken in most city shops. Lynda wird Ihnen ein paar Fragen stellen. Antworten Sie wie im Beispiel:

L: Where is French spoken? In Canada or in Australia?

St: French is spoken in Canada.

L: French is spoken in Canada.

L: Where are white sausages traditionally eaten? In Germany or in Italy?

St: White sausages are eaten in Germany.

L: White sausages are eaten in Germany.

Versuchen Sie es nun.

L: Where is French spoken? In Canada or in Australia?

You: _____

L: French is spoken in Canada.

L: Where are white sausages traditionally eaten? In Germany or in Italy?

You: _____

L: White sausages are eaten in Germany.

L: Where is ouzo traditionally drunk? In Greece or in Spain?

You: _____

L: Ouzo is drunk in Greece.

L: Where are Jaguar cars made? In America or in England?

You: _____

L: Jaguar cars are made in England.

L: Where are kilts traditionally worn? In France or in Scotland?

You: _____

L: Kilts are worn in Scotland.

L: Where is curry traditionally eaten? In Australia or in India?

You: _____

L: Curry is eaten in India.

L: Where are Swatch watches made? In Switzerland or in Germany?

You: _____

L: Swatch watches are made in Switzerland.

L: Where are kimonos traditionally worn? In India or in Japan?

You: _____

L: Kimonos are worn in Japan.

L: Where is Dutch spoken? In Holland or in Germany?

You: _____

L: Dutch is spoken in Holland.

Gut, und das ist das Ende von Unit 16, Part A.

Unit 16, Part B

CD-ROM Track 39

Exercise 39: Hotel rooms

In Unit 16, Part B haben wir Räume beschrieben. Lynda wird ein Hotelzimmer beschreiben, mit dem sie zufrieden war. Sie aber und Nina waren nicht so zufrieden mit dem Zimmer. Widersprechen Sie Lynda, indem Sie das Gegenteil behaupten. Machen Sie es wie im folgenden Beispiel:

- L:** The hotel was modern.
St: No it wasn't. It was old-fashioned.
N: You're right. It was old-fashioned.

Widersprechen Sie Lynda nun.

- L:** The hotel was modern.
You: _____
N: You're right. It was old-fashioned.

- L:** The hotel was cheap.
You: _____
N: You're right. It was expensive.

- L:** The room was comfortable.
You: _____
N: You're right. It was uncomfortable.

- L:** The room was clean.
You: _____
N: You're right. It was dirty.

- L:** The room was big.
You: _____
N: You're right. It was small.

- L:** The room was warm.
You: _____
N: You're right. It was cold.

- L:** The bed was soft.
You: _____
N: You're right. It was hard.

- L:** The bed was new.
You: _____
N: You're right. It was old.

Gut – machen wir nun weiter mit Übung 40.

CD-ROM Track 40**Exercise 40: Complaining**

In Unit 16, Part B haben wir geübt, wie man sich in einem Hotel beschwert. Wiederholen Sie, was Lynda und Jonathan sagen.

L: Excuse me.

You: _____

L: Excuse me, I've got a problem.

You: _____

L: Excuse me, I've got a problem with the air conditioning.

You: _____

L: Excuse me, I've got a problem with the air conditioning. It's too hot.

You: _____

L: Excuse me, I've got a problem with the air conditioning. It's too hot in my room.

You: _____

J: I'm sorry. I'll deal with it immediately.

You: _____

L: I'm sorry.

You: _____

L: I'm sorry but I'm not happy.

You: _____

L: I'm sorry but I'm not happy with my room.

You: _____

L: I'm sorry but I'm not happy with my room. It's too loud.

You: _____

L: I'm sorry but I'm not happy with my room. It's too loud. I'd like a different room.

You: _____

L: I'm sorry but I'm not happy with my room. It's too loud. I'd like a different room, please.

You: _____

J: I'm sorry. I'll deal with it immediately.

You: _____

L: Excuse me.

You: _____

L: Excuse me. There's something wrong.

You: _____

L: Excuse me. There's something wrong with the television.

You: _____

L: Excuse me. There's something wrong with the television in my room.

You: _____

L: Excuse me. There's something wrong with the television in my room. I think it's broken.

You: _____

L: Excuse me. There's something wrong with the television in my room. I think it's broken. Could you have a look?

You: _____

L: Excuse me. There's something wrong with the television in my room. I think it's broken. Could you have a look, please?

You: _____

J: I'm sorry. I'll deal with it immediately.

You: _____

Gut – machen Sie nun die Übung 41.

CD-ROM Track 41**Exercise 41: It was dealt with**

Lynda hat sich an der Hotelrezeption über ihr Zimmer beschwert. Das Hotelpersonal hat sich nicht nur um die Beschwerde gekümmert, sondern sogar versucht, Lynda für die Unannehmlichkeiten zu entschädigen. Sagen Sie, was getan wurde, um Lyndas Aufenthalt komfortabler zu gestalten. Verwenden Sie was oder were in Ihren Antworten.

L: Someone repaired the television.

St: The television was repaired.

J: The television was repaired.

L: Someone put flowers in the room.

St: Flowers were put in the room.

J: Flowers were put in the room.

Versuchen Sie es nun.

L: Someone repaired the television.

You: _____

J: The television was repaired.

L: Someone put flowers in the room.

You: _____

J: Flowers were put in the room.

L: Someone repaired the air conditioning.

You: _____

J: The air conditioning was repaired.

L: Someone closed the windows.

You: _____

J: The windows were closed.

L: Someone put champagne in the room.

You: _____

J: Champagne was put in the room.

L: Someone put magazines in the room.

You: _____

J: Magazines were put in the room.

L: Someone cleaned the bathroom.

You: _____

J: The bathroom was cleaned.

L: Someone put towels in the bathroom.

You: _____

J: Towels were put in the bathroom.

L: Someone washed the glasses.

You: _____

J: The glasses were washed.

L: Someone brought the suitcases to the room.

You: _____

J: The suitcases were brought to the room.

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

Unit 17, Part A

CD-ROM Track 42

Exercise 42: The countryside

Kennen Sie das Spiel „Ich sehe was, was du nicht siehst und es beginnt mit C“ – es muss etwas sein, das ich sehen kann und das mit C beginnt – ja, es ist eine Compass CD-Rom!

Lynda macht einen Spaziergang auf dem Land. Sie wird Ihnen den ersten Buchstaben von etwas nennen, das sie sehen kann, und Sie haben 5 Sekunden Zeit, das Wort zu erraten. Machen Sie es wie im folgenden Beispiel:

L: I spy with my little eye, something beginning with C.

Sa: Church ... cloud ... cow.

L: My word was cloud.

Gut, versuchen Sie es nun.

L: I spy with my little eye, something beginning with F.

You: _____

L: My word was field.

L: I spy with my little eye, something beginning with V.

You: _____

L: My word was village.

L: I spy with my little eye, something beginning with R.

You: _____

L: My word was river.

L: I spy with my little eye, something beginning with T.

You: _____

L: My word was tree.

L: I spy with my little eye, something beginning with H.

You: _____

L: My word was hill.

L: I spy with my little eye, something beginning with S.

You: _____

L: My word was sheep.

L: I spy with my little eye, something beginning with G.

You: _____

L: My word was grass.

Gut gemacht – weiter zu Übung 43.

CD-ROM Track 43**Exercise 43: too and enough**

In Unit 17, Part A haben wir darüber gesprochen, auf dem Land zu leben – manche Menschen lieben es, andere mögen es weniger. Lynda hasst es und sie erklärt warum. Hören Sie, was sie sagt und wiederholen Sie ihre Kritik, indem Sie too und enough verwenden. Machen Sie es wie in den folgenden Beispielen:

L: It's too boring. What do you do in the evening – watch sheep?

St: It's too boring.

L: Yes, it's too boring.

L: There isn't enough entertainment – no cinemas, no theatres, no leisure centre – just the local pub and the church.

St: There isn't enough entertainment.

L: No, there isn't enough entertainment.

Gut, versuchen Sie es nun.

L: It's too boring. What do you do in the evening – watch sheep?

You: _____

L: Yes, it's too boring.

L: There isn't enough entertainment – no cinemas, no theatres, no leisure centre – just the local pub and the church.

You: _____

L: No, there isn't enough entertainment.

L: There aren't enough restaurants – you can eat at the local pub or there's a sort of snack bar near the school. But Indian food or Chinese or Italian? Forget it!

You: _____

L: No, there aren't enough restaurants.

L: And shopping is impossible. There aren't enough shops.

You: _____

L: No, there aren't enough shops.

L: And the three shops we have close at 5.30! The shops all close too early.

You: _____

L: Yes, the shops all close too early.

L: And another thing - public transport isn't good enough. There's only one bus so you can't get out of the place – only if you've got a car.

You: _____

L: No, public transport isn't good enough.

L: And it's too loud! Yes, too loud! The birds start singing at about five o'clock in the morning – how can you sleep? And the frogs – and the cows - what a noise!

You: _____

L: Yes, it's too loud.

Gut – machen wir nun weiter mit Übung 44.

CD-ROM Track 44**Exercise 44: Advantages and disadvantages**

In Unit 17, Part A haben wir über Vor- und Nachteile gesprochen. Hören Sie, wie Lynda darüber spricht, wo sie lebt.

- L:** One good thing is that my flat is near a bus stop and a tram stop.
Another positive thing is that there are a lot of shops near my home.

Denken Sie sich zwei Pluspunkte dazu aus, wo Sie leben – Ihr Haus oder Ihre Wohnung, oder Ihre Stadt. Vervollständigen Sie die Sätze. Machen Sie es wie in den folgenden Beispielen:

- L:** One good thing is that ...
St: One good thing is that ... my flat is very quiet.

- L:** Another positive thing is that ...
St: Another positive thing is that ... my flat has got a balcony.

Und jetzt Sie – nennen Sie uns zwei positive Dinge darüber, wo Sie leben.

- L:** One good thing is that ...
You: _____

- L:** Another positive thing is that ...
You: _____

Und wie steht es mit negativen Dingen? Hören Sie zunächst, wie Lynda über ihr Zuhause spricht.

- L:** One negative thing is that flats in this town are very expensive. Another disadvantage is that my neighbours are very loud.

Denken Sie sich nun zwei negative Dinge über Ihr eigenes Zuhause aus. Vervollständigen Sie die Sätze. Machen Sie es wie im folgenden Beispiel:

- L:** One negative thing is that ...
St: One negative thing is that ... my flat is too small.

- L:** Another disadvantage is that ...
St: Another disadvantage is that ... I can't park my car near my flat.

Und jetzt Sie – nennen Sie uns zwei negative Dinge darüber, wo Sie wohnen.

- L:** One negative thing is that ...
You: _____

- L:** Another disadvantage is that ...
You: _____

Gut – und das ist das Ende von Unit 17, Part A.

Unit 17, Part B

CD-ROM Track 45

Exercise 45: City life

In Unit 17, Part B haben wir über das Leben in der Stadt gesprochen. Wählen Sie das für Sie passende Ende für diese Sätze aus. Machen Sie es wie in den folgenden Beispielen:

L: I think that life in the city is ...
J: interesting ... boring
St: I think that life in the city is interesting.

L: I think that flats in the city are very ...
J: cheap ... expensive
St: I think that flats in the city are very expensive.

Okay, versuchen Sie es nun.

L: I think that life in the city is ...
J: interesting ... boring
You: _____

L: I think that flats in the city are very ...
J: cheap ... expensive
You: _____

L: I think that living in the city is ...
J: too loud ... too quiet
You: _____

L: I think that the city is ...
J: too crowded ... too empty
You: _____

L: In the city there are ...
J: too many cars ... too many cows
You: _____

L: In the city the air is ...
J: too clean ... too dirty
You: _____

Gut – machen wir nun die Übung 46.

CD-ROM Track 46**Exercise 46: Please may I ...?**

In Unit 17, Part B haben wir geübt, nach Erlaubnis zu fragen. Wiederholen Sie zunächst die Wendungen, die wir gelernt haben.

L: Is it OK if I do that?

You: _____

L: Could I do that, please?

You: _____

L: May I do that?

You: _____

L: Do you mind if I do that?

You: _____

Benutzen Sie nun diese Sätze, um um Erlaubnis zu fragen. Machen Sie es wie in den folgenden Beispielen:

L: You want to smoke, so you ask:

St: Is it OK if I smoke?

L: You want to leave, so you ask:

St: May I leave?

Gut, versuchen Sie es nun.

L: You want to smoke, so you ask:

You: _____

L: You want to leave, so you ask:

You: _____

L: You want to sit here, so you ask:

You: _____

L: You want to take it, so you ask:

You: _____

L: You want to go now, so you ask:

You: _____

L: You want to use it, so you ask:

You: _____

L: You want to borrow it, so you ask:

You: _____

Gut – machen wir nun weiter mit Übung 47.

CD-ROM Track 47**Exercise 47: It's annoying when that happens**

In Unit 17, Part B haben wir über Dinge gesprochen, die uns nerven. Hören Sie wie Lynda, Nina und Jonathan sagen, was sie in verschiedenen Situationen nervt. Was finden Sie am nervigsten? Wiederholen Sie den entsprechenden Satz. Machen Sie es wie im folgenden Beispiel:

L: Well, when you travel by plane, I think it's annoying when you have to walk a long way to your gate.

N: Yes. And I think it's annoying when you have to wait for a long time.

J: You're right. And I think it's annoying when you have to pay extra for your luggage. What do *you* think is the most annoying thing?

St: I think it's annoying when you have to walk a long way to your gate.

Sagen Sie uns nun, was Sie nervt.

L: Well, when you travel by plane, I think it's annoying when you have to walk a long way to your gate.

N: Yes. And I think it's annoying when you have to wait for a long time.

J: You're right. And I think it's annoying when you have to pay extra for your luggage. What do *you* think is the most annoying thing?

You: _____

L: Well, when you're shopping, I think it's annoying when you have to wait a long time to pay.

N: Yes. And I think it's annoying when you can't use your credit card.

J: You're right. And I think it's annoying when you have to use really big supermarket trolleys. What do *you* think is the most annoying thing?

You: _____

L: Well, in restaurants, I think it's annoying when people bring their dogs.

N: Yes. And I think it's annoying when the waiters are unfriendly.

J: You're right. And I think it's annoying when there's loud music. What do *you* think is the most annoying thing?

You: _____

L: Well, in class, I think it's annoying when students are late.

N: Yes. And I think it's annoying when students speak a lot of German.

J: You're right. And I think it's annoying when students don't do their homework. What do *you* think is the most annoying thing?

You: _____

L: Well, in a car, I think it's annoying when someone smokes.

N: Yes. And I think it's annoying when the music is too loud.

J: You're right. And I think it's annoying when the driver uses a mobile phone. What do *you* think is the most annoying thing?

You: _____

Gut gemacht – und nun zu Übung 48.

CD-ROM Track 48**Exercise 48: It's nice here, isn't it?**

In Unit 17, Part B haben wir Frageanhängsel benutzt, um eine Unterhaltung zu beginnen und um Leute davon zu überzeugen, uns zuzustimmen. Zum Beispiel: It's nice here, isn't it? Denken Sie daran – wenn eine Aussage positiv ist, ist das Frageanhängsel negativ: It's nice here, isn't it? Und umgekehrt – wenn die Aussage negativ ist, ist das Frageanhängsel positiv: It isn't very warm here, is it? Üben wir, Sätze mit Frageanhängseln zu bilden. Wiederholen Sie, was Lynda sagt und fügen Sie ein Frageanhängsel hinzu. Machen Sie es wie in den folgenden Beispielen:

L: It's nice here.
St: Yes, it's very nice here, isn't it?
J: Yes, it's very nice here, isn't it?

L: It isn't very warm here.
St: No, it isn't very warm here, is it?
J: No, it isn't very warm here, is it?

Versuchen Sie es nun.

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

L: It isn't very warm here.
You: _____
J: No, it isn't very warm here, is it?

L: It's a good idea.
You: _____
J: Yes, it's very good idea, isn't it?

L: It isn't comfortable.
You: _____
J: No, it isn't very comfortable, is it?

L: She's late.
You: _____
J: Yes, she's very late, isn't she?

L: They aren't friendly.
You: _____
J: No, they aren't very friendly, are they?

L: They're pretty.
You: _____
J: Yes, they're very pretty, aren't they?

L: They aren't difficult.

You: _____

J: No, they aren't very difficult, are they?

L: He isn't attractive.

You: _____

J: No, he isn't very attractive, is he?

L: They're interesting.

You: _____

J: Yes, they're very interesting, aren't they?

Und das ist das Ende von Unit 17, Part B.

Unit 18

CD-ROM Track 49

Exercise 49: Ending a conversation

Lynda ist heute sehr gesprächig und Jonathan ist in Eile, weil er einen Termin hat. Er versucht, die Unterhaltung mit Lynda höflich zu beenden. Hören Sie sich die Wendungen an, die er gebraucht, um die Unterhaltung zu beenden.

- L:** Jonathan, nice to see you.
J: Oh, hello Lynda. Nice to see you, too.
L: You don't look very well, Jonathan. What's wrong?
J: I've got terrible toothache – I'm on my way to the dentist's now.
L: Oh dear – I hate going to the dentist's, don't you?
J: Yes, but I've got an appointment so – *I'm sorry but I have to go now.*
L: Oh, I understand. Toothache is awful, isn't it? Toothache and earache. Terrible.
J: You're right. *Well, I mustn't keep you.*
L: I should make a dentist's appointment, too – you know, for a check up. It's just a problem to find the time.
J: Yes, *I'm sure you must be busy* so I'll ...
L: I'm looking for a new dentist. Is your dentist good?
J: Yes, very good. I'll email you her phone number. *Well, I'm sure you must have things to do ...*
L: Don't forget to send me her phone number?
J: No, no. *I'll be in touch.* Bye, Lynda.
L: OK. Bye Jonathan – good luck at the dentist's.

Versuchen Sie nun, sich an die Sätze zu erinnern, die Jonathan benutzt hat, um die Unterhaltung zu beenden. Vervollständigen Sie die Sätze:

- J:** I'm sorry but I ...
You: _____
Sa: I'm sorry but I have to go now.
- J:** Well, I mustn't ...
You: _____
Sa: Well, I mustn't keep you.
- J:** I'm sure you must be ...
You: _____
Sa: I'm sure you must be busy.
- J:** I'm sure you must have ...
You: _____
Sa: I'm sure you must have things to do.

J: I'll be ...

You: _____

Sa: I'll be in touch.

Gut gemacht – gehen wir nun zu Übung 50.

CD-ROM Track 50**Exercise 50: That must be right**

Sie werden einige Fakten über berühmte Persönlichkeiten hören. Es werden Ihnen zwei Namen genannt, und Sie müssen entscheiden, zu welcher Person diese Information gehört. Machen Sie zwei Sätze: It can't be ... und It must be Machen Sie es wie im folgenden Beispiel:

L: This person was born in England but worked in America. He worked in the film industry. He made, and acted in, comedy films. Is this person Charlie Chaplin or Alfred Hitchcock?

St: It can't be Alfred Hitchcock, it must be Charlie Chaplin.

L: Right, it can't be Alfred Hitchcock, it must be Charlie Chaplin.

Okay, versuchen Sie es nun.

L: This person was born in England but worked in America. He worked in the film industry. He made, and acted in, comedy films. Is this person Charlie Chaplin or Alfred Hitchcock?

You: _____

L: Right, it can't be Alfred Hitchcock, it must be Charlie Chaplin.

J: This person was the first man in space - that was in 1961. He wasn't an astronaut, he was a cosmonaut – he was Russian. Is this person Yuri Gagarin or Neil Armstrong?

You: _____

J: Right, it can't be Neil Armstrong, it must be Yuri Gagarin.

Sa: This person was the British prime minister from 1979 to 1990. She was the first woman to hold this position. Is this person Tony Blair or Margaret Thatcher?

You: _____

Sa: Right, it can't be Tony Blair, it must be Margaret Thatcher.

D: This person was a queen called Elizabeth – but people called her Sissi. She was born in Munich in 1837 and spent some of her life in Bavaria. Is this person Queen Elisabeth of Hungary or Queen Elizabeth of England?

You: _____

D: Right, it can't be Queen Elizabeth of England, it must be Queen Elisabeth of Hungary.

N: This person was an American singer. He started singing with his family when he was very young. He died in 2009. Is this person Michael Jackson or Elvis Presley?

You: _____

N: Right, it can't be Elvis Presley, it must be Michael Jackson.

Gut gemacht – versuchen wir nun die Übung 51.

CD-ROM Track 51**Exercise 51: A newspaper article**

Lynda wird Ihnen einen Zeitungsartikel vorlesen. Hören Sie sich ihn mehr als einmal an, wenn Sie möchten.

L: Hey, – listen to this! An article from this morning's newspaper:
A Russian man is in jail today for an unusual crime! Police arrested 31-year-old Ivan Volokov after he ate his wife's passport. A police spokesperson said, "Ivan and his wife are divorced but they live together in the same flat. Ivan and his wife had a big argument and Ivan ate her only official document – her passport." The police don't say how long Ivan has to stay in prison – but let's hope the food is better than the passport!

Sagen Sie nun, ob diese Aussagen richtig (true) oder falsch (false) sind. Machen Sie es wie im folgenden Beispiel:

L: The article was from a magazine. True or false?

St: That's false.

J: That's false.

Versuchen Sie es nun.

L: The article was from a magazine. True or false?

You: _____

J: That's false.

L: The man is Russian. True or false?

You: _____

J: That's true.

L: The man is 31 years old. True or false?

You: _____

J: That's true.

L: The man ate his passport. True or false?

You: _____

J: That's false.

L: Ivan is in prison. True or false?

You: _____

J: That's true.

L: Ivan and his wife are divorced. True or false?

You: _____

J: That's true.

L: The police say that Ivan has to stay in prison for ten years. True or false?

You: _____

J: That's false.

Genau – und nun zu Übung 52.

CD-ROM Track 52**Exercise 52: A conversation**

Bald endet der Kurs und Lynda, Sarah, Stefi, Nina und Jonathan haben Urlaubspläne. Hören Sie, was sie geplant haben.

- L:** Hi Jonathan. Well, the term is nearly over. What are your holiday plans?
J: I'm going home to Scotland on Thursday. I want to visit my family. I go home every year – but this year is special because my sister has had a baby!
L: Oh, that's lovely! Is it a girl or a boy?
J: A boy – and they've called him – Jonathan.
L: How nice! Oh look – Sarah's here.
J: Hello, Sarah. Was that your last class?
Sa: Hello, you two. No, I've got one more class tomorrow.
L: And what then? Are you planning to go away?
Sa: No – I haven't told you yet, have I? We've found a new flat so we're going to move over the holidays.
J: Oh, dear! Well, it's good that you've found a flat – but moving, yuk!
Sa: Yes, it's a lot of work – but we're lucky because our new flat is in the same house as our old flat – so we only have to carry everything downstairs.
L: That's practical! I remember when ...
St: Hi everyone.
L, Sa, J: Hi Stefi / Hi Stefi / Hello
St: I just wanted to say goodbye – I'm going to Malta tomorrow.
L: To Malta? ...
St: Yes, I'm going to do an English course in Malta – well, I'm going to enjoy the sun, too – swimming and diving.
L: And learning English – a perfect combination.
N: Hi.
L, J: Hi Nina / Hello
L: What are your plans for the next few weeks?
N: Well, my brother is here from the States so we're going to do some sightseeing in Germany – mountains, beer gardens, lakes.
J: Sounds good – you don't have to go away to enjoy a holiday. But you're going away, aren't you, Lynda?
L: Yes – I'm going to meet my two sisters in Barcelona and just talk and eat and drink for a week!
Sa: Sounds great!

Hören Sie sich jetzt noch einmal Ausschnitte aus der Unterhaltung an und beantworten Sie die Fragen.

- L:** Hi Jonathan. Well, the term is nearly over. What are your holiday plans?
J: I'm going home to Scotland on Thursday. I want to visit my family. I go home every year – but this year is special because my sister has had a baby!
L: Oh, that's lovely! Is it a girl or a boy?
J: A boy – and they've called him – Jonathan.

L: Where is Jonathan from?

You: _____

L: Right – he’s from Scotland.

L: Why is this visit home so special?

You: _____

L: Right – because his sister’s had a baby.

L: How nice! Oh look – Sarah’s here.

J: Hello, Sarah. Was that your last class?

Sa: Hello, you two. No, I’ve got one more class tomorrow.

L: And what then? Are you planning to go away?

Sa: No – I haven’t told you yet, have I? We’ve found a new flat so we’re going to move over the holidays.

J: Oh, dear! Well, it’s good that you’ve found a flat – but moving, yuk!

Sa: Yes, it’s a lot of work – but we’re lucky because our new flat is in the same house as our old flat – so we only have to carry everything downstairs.

L: That’s practical! I remember when ... Xxx Fade anywhere in this sentence Xxx

L: What’s Sarah going to do?

You: _____

L: Right – she’s going to move to a new flat.

L: Where is her new flat?

You: _____

L: Right – it’s in the same house as her old flat.

St: Hi everyone.

L, Sa, J: Hi Stefi / Hi Stefi / Hello

St: I just wanted to say goodbye – I’m going to Malta tomorrow.

L: To Malta ...

St: Yes, I’m going to do an English course in Malta – well, I’m going to enjoy the sun, too – swimming and diving.

L: And learning English – a perfect combination.

L: When is Stefi going to Malta?

You: _____

L: Right – she’s going to Malta tomorrow.

L: Why is she going to Malta?

You: _____

L: Because she’s going to do an English course.

N: Hi.

L, J: Hi Nina / Hello

L: What are your plans for the next few weeks?

N: Well, my brother is here from the States so we’re going to do some sightseeing in Germany – mountains, beer gardens, lakes.

L: Who's visiting Nina at the moment?

You: _____

L: Right – her brother's visiting her.

L: Are they going to do sightseeing in Austria or Germany?

You: _____

L: Right - they're going to do sightseeing in Germany.

L: And, as you heard, I'm going to meet my sisters in Barcelona. What are you going to do when school finishes?

You: _____

Und jetzt sind wir am Ende des Kurses angelangt – das ist das Ende von Unit 18. Aber wenn Sie im Urlaub wegfahren, warum nehmen Sie nicht Out and About mit, so dass Sie ein wenig Englisch üben können ... Wir wollen, dass Sie nach den Ferien fit sind für Compass B1! Das Compass Team wünscht Ihnen:

H, L, Sa, St, N, J: Happy holidays!