

Dear Teacher,

On the following pages (pp. 220 – 249), you will find additional material to make your lessons even more varied and give your students further opportunities to practise the language learnt in the main classroom units.

There is one double page of supplementary exercises and activities per unit. The exercises provide extra grammar, vocabulary and pronunciation practice. Occasionally new words are introduced. They are translated in a footnote on the respective page as well as in the alphabetical wordlist.

Particular emphasis has been placed on providing communicative exercises which allow your students to improve their speaking skills in pair or group work.

The additional material can be used whilst working on a specific unit or later for revision. At relevant points in the main units the small speech bubble and the page number (p. 222) indicate if and where additional material is available. Each task has a heading showing the focus of the exercise so that exercises can be done as required if and when a particular item needs to be practised.

The game on pages 248 – 249 takes your students on an imaginary trip through the South of England, in which they learn interesting things about the region, and practise their speaking skills in realistic travel situations. The game revises useful phrases from Fairway A1 and is best played when your students have finished the book.

For students working with a previous edition of Fairway the additional material is provided as a free download at www.klett.de/fairway.

Enjoy teaching with Fairway A1!

Liebe Kursteilnehmerinnen, liebe Kursteilnehmer,

auf den folgenden Seiten 220 – 249 finden Sie zusätzliche Aufgaben passend zu den 14 Units im Hauptteil. Ihre Kursleiterin wird Ihnen sagen, wann Sie welche Übungen machen können oder sollen.

Wenn Sie alle Units in Fairway A1 geschafft haben, können Sie in Gruppen das Abschlusspiel „A trip through Southern England“ auf den Seiten 248 – 249 spielen. Das Spiel führt Sie auf eine Reise durch den Süden Englands, bei der Sie interessante und schöne Orte kennenlernen und vielfältige und auf Reisen typische Situationen – natürlich auf Englisch! – bewältigen müssen. Sie werden erstaunt sein, was Sie schon alles sagen können!

Wir wünschen Ihnen viel Spaß und Erfolg mit Fairway A1!

Ihr Fairway-Team

Part A

Focus ► Greetings – 2 a), page 10

1 a) How do you greet someone at the following times of day? Wie grüßen Sie zu folgenden Tageszeiten? Schreiben Sie die Begrüßungen auf und vergleichen Sie mit einem Partner.







1 b) In pairs. Partnerarbeit. Zeigen Sie auf ein Bild und grüßen Sie einander.

Focus ► Where is it from – 4 b), page 11

2 In pairs. Woher kommen diese Weine? Ordnen Sie zu. Wer errät die meisten Herkunftsländer?

A: Where's number 1 from?

B: It's from _____.

South Africa • Croatia • Italy • Germany • Australia • Turkey



Focus ► Numbers 1–12 – 5 b), page 11

3 a) Write the missing numbers. Compare with a partner. Schreiben Sie die fehlenden Zahlen. Vergleichen Sie mit einem Partner.

a) one, three, five, seven, _____, _____

b) twelve, _____, eight, six, _____, _____

c) twelve, one, eleven, two, _____, _____

d) one, four, one, five, _____, _____

e) five, seven, nine, eleven, nine, seven, _____

f) eleven, nine, seven, five, three, _____

3 b) In class. Stellen Sie sich Rechenaufgaben bis 12. Beantworten Sie die Aufgabe, die Ihnen Ihr linker Nachbar gestellt hat. Beginnen Sie mit dem Ergebnis und stellen Sie eine neue Aufgabe an Ihren rechten Nachbarn.

+	plus	•	times	=	equals
-	minus	/	divided by		

A: Two plus four equals...?

B: Six. Six times two equals...?

C: Twelve. Twelve minus eight equals...?

D: ...

Focus ► Revision of 1A

4 In pairs (student A and student B). At a hotel.

Im Hotel. A verwendet die Informationen unten, B verwendet die Informationen auf S. 254. Fragen Sie sich gegenseitig nach den fehlenden Informationen.

A: Good morning. What's your name?

B: Good Morning, I'm ...

A: Where are you from?

B: I'm from ...

A: And what's your passport number?

B: My passport number is ...

A

Name:

Sarah Green

Country²:

UK

Passport number:

958373627

B

Name:

Country:

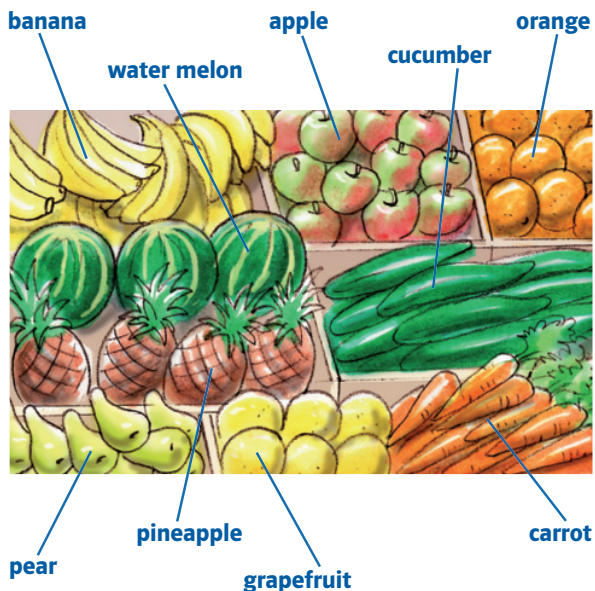
Passport number:

1 passport number: Ausweisnummer 2 country: Land

Part B

Focus ► Nouns: regular plural – grammar, page 15

1 You are at the market. Sie sind auf dem Wochenmarkt. Was kaufen Sie ein, und in welcher Stückzahl? Wiederholen Sie, was Ihr linker Nachbar einkauft und fügen Sie hinzu, was Sie einkaufen.



- A: Three bananas.
 B: Three bananas and four apples.
 C: Three bananas, four apples and two cucumbers.
 D: ...

Focus ► Stating location – 3 a), page 16

2 a) You are staying at a top hotel. Sie sind in einem exklusiven Hotel. Stellen Sie Ihr Programm für den Tag zusammen. Wo sind Sie zu den folgenden Uhrzeiten?

when?	where?
9–10	<i>breakfast room</i>
10–12	
12–2	
2–5	
5–7	
7–9	

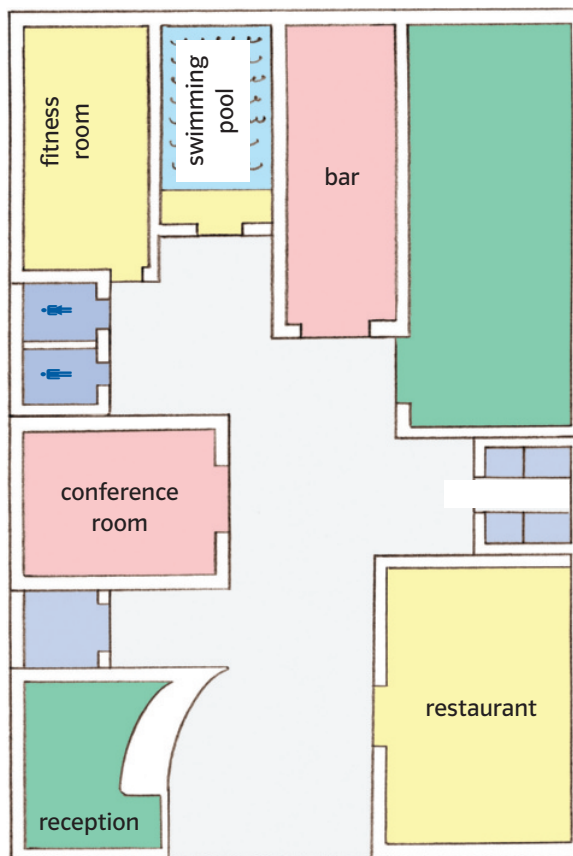
2 b) Walk around the classroom. Gehen Sie im Klassenzimmer herum und finden Sie Teilnehmer, die zu derselben Uhrzeit in demselben Raum sind wie Sie.

- A: I'm in the breakfast room from 9 to 10 – and you?
 B: I'm in the ...

Focus ► to be – 3 d), page 16

3 In pairs (student A and student B). Partnerarbeit.
 A: Schreiben Sie die Namen der Personen in die verschiedenen Zimmer im Hotel. B: Fragen Sie, in welchen Räumen sich die Personen befinden. Tauschen Sie die Rollen.

- 1) Mike and Jane Bacon 4) Trevor Kipper
 2) Paul Bean 5) Oliver and Julia Toast
 3) Lucy Egg 6) Mary Fry



- A: Is Paul Bean in the restaurant?
 B: Yes, he is. / No, sorry.
 A: Are Oliver and Julia Toast in the fitness room?
 B: Yes, they are. / No, sorry.

Part A

Focus ► [w] – 2 d), page 21

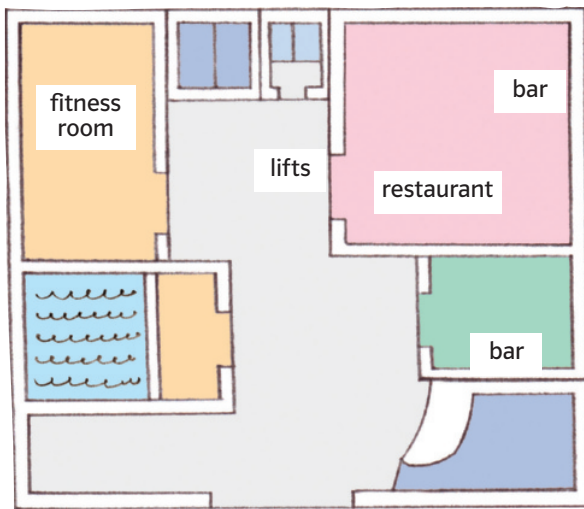
1 Tongue Twisters! Say the following sentences as quickly as you can. Wie schnell können Sie diese Zungenbrecher nachsprechen?

1. We're in Washington for the weekend².
2. Why³, Willy, why?
3. Welcome Wendy White.

¹ tongue twister: Zungenbrecher ² for the weekend: am Wochenende / über das Wochenende ³ why?: warum?

Focus ► there's / there are – grammar, page 21

2 a) Look at the hotel plan for 30 seconds. Schauen Sie sich 30 Sekunden lang den Grundriss des Hotels an.



2 b) In pairs. Cover the picture. Ask and answer questions about the hotel. Partnerarbeit. Bedecken Sie das Bild. Stellen Sie sich gegenseitig Fragen über das Hotel und antworten Sie.

- a restaurant? a fitness room? lifts?
- bars? conference rooms? a swimming pool?

A: Is there a ...? Are there any ...?
B: Yes./No./I can't remember.⁴

⁴ I can't remember.: Ich weiß es nicht mehr. / Ich kann mich nicht erinnern.

Focus ► tourist attractions and facilities – 4 a), page 22

3 a) Where are these people? Choose from the words in the box. Wo können Sie diese Sätze hören? Wählen Sie aus den Wörtern.

- | | | |
|----------------|------------------|-----------|
| a) art gallery | b) café | c) cinema |
| d) restaurant | e) museum | f) pub |
| g) hotel | h) swimming pool | |

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1. "Can I have a whisky, please?" ☐
2. "Where are the Picassos, please?" ☐
3. "Breakfast is from 7 am to 10 am." ☐
4. "Where is the dinosaur room?" ☐
5. "Two cups of coffee, please." ☐
6. "The water is cold." ☐
7. "Two tickets for the 7.30 pm film, please." ☐
8. "Good evening, sir. A table for two?" ☐

3 b) In pairs. Talk about a city or town you know well.

Partnerarbeit. Denken Sie an eine Stadt, die Sie gut kennen. Erzählen Sie Ihrem Partner, was es in dieser Stadt gibt.

There are two excellent museums in Liverpool.

There is ...

Focus ► is there? / are there? – 6, page 22

4 In pairs. Partnerarbeit. Suchen Sie einen Partner, der in der gleichen Stadt lebt wie Sie. Denken Sie an eine Straße in Ihrer Stadt. Ihr Partner muss erraten, um welche Straße es sich handelt. Wechseln Sie sich ab.

- A: Is there a cinema in it?
B: No, sorry.
A: Are there any restaurants in it?
B: Yes, there's an excellent Italian restaurant.
A: Is it (Goethestraße)?

Part B

Focus ► Telling the time – 3 d), page 26

1 Mime a time for other students to guess. Stellen Sie mit Ihren Armen eine Uhrzeit dar. Die anderen Teilnehmer sagen, um welche Uhrzeit es sich handelt.



- A: What time is it?⁵
B: It's half past four.
C: No, it's half past three.

⁵ What time is it?: Wie spät ist es?

2 a) In pairs (student A and student B). Zeichnen Sie die Uhrzeit ein und schreiben Sie auf, wo sich die Personen befinden, A auf den Bildern 1–3, B auf den Bildern 4–6.



at the theatre at the _____



at the _____ at the _____



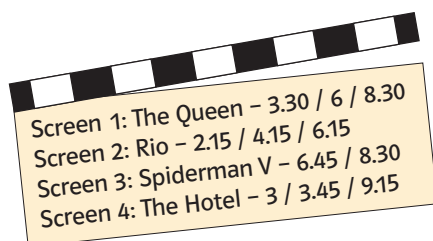
at the _____ at the _____

2 b) In pairs. Ask and answer. Partnerarbeit. Fragen Sie Ihren Partner und zeichnen Sie die fehlenden Uhrzeiten und Orte ein. Vergleichen Sie.

A: What time is it?
B: It's quarter to five.
A: Where are they?
B: They're at the cinema.

Focus ► Asking about times – 4 d), page 27

3 a) Read the dialogue at the cinema and complete with the name of the film. Lesen Sie den Dialog im Kino und fügen Sie den richtigen Film hinzu.



▲ Hello, what time is _____ ?

○ It's on at ¹ a quarter to seven and at half past eight.

▲ And which screen ² is it?

○ Screen 3.

▲ Thank you.

1 It's on at: *hier* Er (der Film) läuft um ... 2 screen: *hier* Vorführungs- / Kinosaal

3 b) In pairs. Benutzen Sie das Kinoprogramm und üben Sie Dialoge wie in 3 a).

Focus ► Revision of 2A and 2B

4 a) In pairs. Think of possible answers to these questions. Partnerarbeit. Beantworten Sie die Fragen. Finden Sie mehrere Antworten pro Frage.

Where's the cinema?

Are there any good restaurants near here?

Where are you from?

Where's the train station?

What time's the next train to London?

Which platform is it from?

4 b) In pairs. Think of possible questions for each of these answers. Check with a partner. Schreiben Sie mögliche Fragen zu den folgenden Antworten auf. Vergleichen Sie mit einem Partner.

1. I'm sorry. I'm not sure.

2. It isn't far.

3. Half past four.

4. Oh, it's over there, next to the cinema.

5. Yes, there's a very good Italian.

Part A

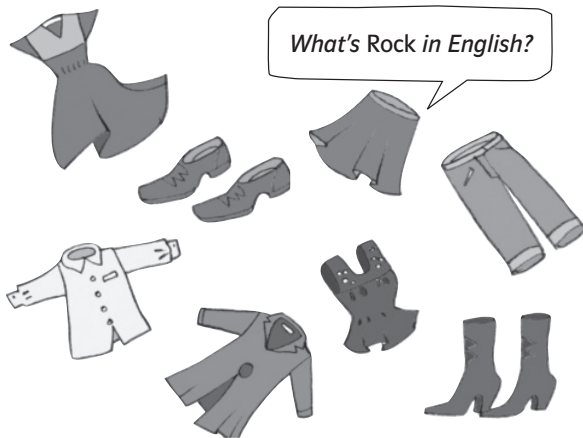
Focus ► Numbers 13–99 – 2 d), page 30

1 In pairs. Think of a number between 13 and 99 and write it on your partner's back. Denken Sie an eine Zahl zwischen 13 und 99. Schreiben Sie sie mit dem Finger auf den Rücken Ihres Partners. Ihr Partner errät, welche Zahl es ist. Wechseln Sie sich ab.



Focus ► Clothing items – 3 a), page 31

2 a) In pairs. Fragen Sie sich gegenseitig nach den Namen für Kleidungsstücke.



2 b) Do you know more words for clothing items? Welche Namen für Kleidungsstücke kennen Sie noch? Schreiben Sie zwei auf und vergleichen Sie mit den anderen Teilnehmern.

Focus ► Clothes and prices – step 4 d), page 32

3 a) In pairs (student A and student B). Denken Sie sich aus, was die Kleidungsstücke kosten und schreiben Sie die Preise in die leeren Felder. Fragen Sie sich gegenseitig nach 'Ihren' Preisen.

How much are the boots?

They're ...

A



B



3 b) In pairs. Take turns to compare the prices from 3 a). Partnerarbeit. Vergleichen Sie die Preise für die Kleidungsstücke aus 3 a). Wechseln Sie sich ab.

A: This coat is £25.90. That coat is £45.99.
B: These shoes are ... Those shoes are ...

Part B

Focus ► Availability and colours – 3 c), page 36

1 a) In pairs. Decken Sie die zweite Spalte zu. Lesen Sie die Fragen in der ersten Spalte und überlegen Sie mit einem Partner, wie man antworten kann.

- | | |
|---|--|
| 1. These are nice boots. Have you got them in grey? | a) Yes, of course. Medium – here you are. |
| 2. Have you got this blouse in medium? | b) Let me see. ¹ What size are you? |
| 3. This pullover's nice. Have you got it in medium? | c) I'm sorry, we haven't, but we've got them in black. |
| 4. Have you got those trousers in my size? | d) We haven't got them in blue. But we've got them in grey, brown and black. |
| 5. This jacket's very nice. Have you got it in red? | e) I'm sorry. We've only got it in small and in large. |
| 6. Have you got these trousers in blue? | f) I'm sorry, we haven't. But we've got it in a very nice green. |

¹ Let me see: *hier* Ich sehe mal nach.

1 b) In pairs. Ordnen Sie die Antworten in der zweiten Spalte den Fragen in der ersten Spalte zu. Unterscheiden Sie sich von Ihren eigenen Ideen aus 1 a)?

1 c) In pairs. Üben Sie die Dialoge.

Focus ► Clothes and colours – 3 d), page 37

2 In class. „In my suitcase, I've got ...“ Spielen Sie „Kofferpacken“ und sagen Sie, was Sie und Ihre Mitspieler eingepackt haben.

A: In my suitcase I've got a white blouse.
B: In my suitcase I've got a white blouse and grey jeans.
C: In my suitcase I've got a white blouse, grey jeans, and yellow socks.
D: In my suitcase I've got...

2 in my suitcase: in meinem Koffer

Focus ► Revision of 3A and 3B

3 a) Read the instructions and imagine the dialogue between the customer (A) and the assistant (B). Lesen Sie die Anweisungen und denken Sie sich den Dialog zwischen dem Kunden (A) und dem Verkäufer (B) aus.

A = customer, B = assistant

- A: Sie gehen in ein Kleidergeschäft und begrüßen den Verkäufer.
B: Begrüßen Sie den Kunden und fragen Sie, ob Sie weiterhelfen können.
- A: Sagen Sie, dass Ihnen die graue Hose gefällt. Fragen Sie nach dem Preis.
B: Sagen Sie, dass die Hose nicht billig ist, aber eine sehr gute Qualität hat. Sagen Sie, was die Hose kostet.
- A: Sagen Sie, dass dies wirklich teuer ist.
B: Zeigen Sie dem Kunden weniger teure Hosen.
- A: Fragen Sie, ob eine bestimmte Hose in Ihrer Größe da ist.
B: Sagen Sie, dass Sie sie nicht in dieser Größe haben.
- A: Fragen Sie über eine andere Hose, ob sie in Ihrer Größe vorrätig ist.
B: Sagen Sie, dass Sie die Hose in dieser Größe haben.
- A: Fragen Sie, ob die Hose in blau vorrätig ist.
B: Sagen Sie, dass Sie die Hose in blau haben.
- A: Sagen Sie, dass Ihnen die Hose sehr gut gefällt.
...

3 b) In pairs. Play the dialogue between the assistant and the customer. Spielen Sie den Dialog. A ist der Kunde, B ist der Verkäufer. Wie lange können Sie den Dialog weiterführen?

Part A

Focus ► Drinks – 2 c), page 43

1 In pairs (student A and student B). A wählt ein Wort aus Box A, B ein passendes Wort aus Box B. Wechseln Sie sich ab. Schreiben Sie richtige Kombinationen auf.

A: A pint of ...
B: ... lager!

A	B
pint	lager wine Guinness
bottle	bitter vodka water
glass	apple juice coke rum

Focus ► 'd like – 3 a), page 43

2 a) Look at the people. Choose a drink for each one. Sehen Sie sich die Personen auf den Bildern an und überlegen Sie sich, welche Getränke aus 1 sie wählen würden.



2 b) In pairs (student A and student B). A ist der Barkeeper, B wählt eine Person aus 2 a) und bestellt ein passendes Getränk. A muss erraten, welche Person B gewählt hat. Tauschen Sie die Rollen.

A: What would you like?
B: I'd like a glass of water.
A: You're the woman in picture 1 2.
B: No, I'm ...

1 picture: Bild

Focus ► [ænd] vs. [ən] – 3 b), page 43

3 In class. Order the drinks below. Bestellen Sie die Getränke. Wiederholen Sie, was Ihr Nachbar bestellt hat, und fügen Sie das nächste Getränk in der Liste hinzu.

pint of lager • pint of bitter • gin and tonic • glass of wine • mineral water • orange juice • apple juice • vodka and orange • rum and Coke

A: I'd like a pint of lager and a pint of bitter.
B: I'd like a pint of bitter and a gin and tonic.
C: I'd like a gin and tonic and a glass of wine.
...

Part B

Focus ► Food and drinks – 2 a), page 47

1 a) What food and drinks do you like? Write the foods into the correct row for you. Welche Lebensmittel und Getränke mögen Sie sehr gern, gern oder gar nicht? Schreiben Sie sie in die entsprechende Reihe.

onions



iced tea



tomatoes



milk



orange juice



oranges



apples



prawns



tea



potatoes



beer



strawberries



😊 I love...¹

😐 I like...²

😞 I don't like...³

1 I like: Ich mag ... / hier Mir schmeckt ... 2 I love: Ich mag ... sehr. / hier ... schmeckt mir sehr. 3 I don't like: ... mag ich nicht. / hier ... schmeckt mir nicht.

1b) Tell your partner what food and drinks you like.

Erzählen Sie Ihrem Partner, was Ihnen schmeckt!

I love / like / don't like ...

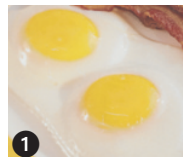
2 Play the food chain game. Schließen Sie Ihre Bücher. Können Sie ein Lebensmittel nennen, das mit dem letzten Buchstaben des Wortes anfängt, das Ihr Nachbar sagt? Spielen Sie reihum. Wie lang wird Ihre Kette?

apple - egg - garlic - cheese

Focus ► 'd like - 2 d), page 48

3 a) The English breakfast. Name the breakfast items. Use the words from the list. Ordnen Sie die Wörter den Bildern zu.

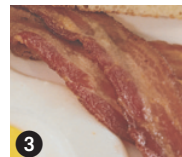
glass of milk • fried egg • sausages • cup of coffee • grilled mushrooms • fried bacon • grilled tomatoes • toast • baked beans • kippers • cup of tea • glass of orange juice



1



2



3



4



5



6



7



8



9



10



11



12

3 b) In pairs (student A and student B). A: Fragen Sie B, was er / sie zum Frühstück essen und trinken möchte. B: Bestellen Sie. Tauschen Sie die Rollen.

A: Good morning. What would you like?

B: I'd like the grilled mushrooms and the fried bacon.

A: OK, and what would you like to drink?

B: I'd like an orange juice.

Part A

Focus ► Vocabulary – 2 b), page 53

1 a) Put the correct numbers into the boxes. Ordnen Sie die Bilder den Begriffen zu.

- ☒ 4 a) driver's license ☐ d) chocolate
☐ b) boarding pass ☐ e) ticket
☐ c) apple ☐ f) passport



1 b) In class. Make a list of things people take in their hand luggage¹. Use the words from 1 a) or ask your teacher about new vocabulary. Schreiben Sie eine Liste von Sachen, die man im Handgepäck mitnehmen kann. Verwenden Sie die Wörter aus 1 a) oder fragen Sie Ihre Kursleiterin nach neuem Wortschatz.

What's Kamm in English?

¹ hand luggage: Handgepäck

1 c) In pairs. On a piece of paper, write eight things you take in your hand luggage. Give your list to a partner. Take turns to be the security officer and the passenger. Can you remember all your things? Schreiben Sie acht Dinge auf, die Sie im Handgepäck mitnehmen. Geben Sie Ihrem Partner die Liste. Spielen Sie den Dialog. An wie viele Dinge können Sie sich erinnern?

A: You are the security officer?
B: You are a passenger.

A: Good morning, Sir / Madam. Is this your hand luggage?

B: Yes, it is.

A: And what have you got in your bag, please?

B: Well, I've got ...

² security officer: Sicherheitsbeamter

Focus ► Spelling names (alphabet) – 7, page 54

2 Write down the first names of your classmates. Then walk around and ask other students for their surnames. Schreiben Sie die Vornamen der anderen Kursteilnehmer auf. Gehen Sie herum und erfragen Sie die Nachnamen der Kursteilnehmer.

A: Irina, what's your surname?

B: It's Lopez.

A: Can you spell that please?

B: Yes, that's L-O-P-E-Z.

A: Thanks.

first name ³	surname ⁴
<i>Irina</i>	<i>Lopez</i>

³ first name: Vorname ⁴ surname: Nachname

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Part B

Focus ► Days of the week – 3 b), page 58

1 In pairs. Partnerarbeit. Schreiben Sie die Buchstaben Ihres liebsten Wochentags in

My favourite day is <i>Thursday</i>	
<i>A</i>	<i>alphabet</i>
<i>D</i>	<i>dollar</i>
<i>H</i>	<i>have</i>
<i>R</i>	<i>rent</i>
<i>S</i>	<i>sorry</i>
<i>T</i>	<i>ticket</i>
<i>U</i>	<i>under</i>
<i>Y</i>	<i>your</i>

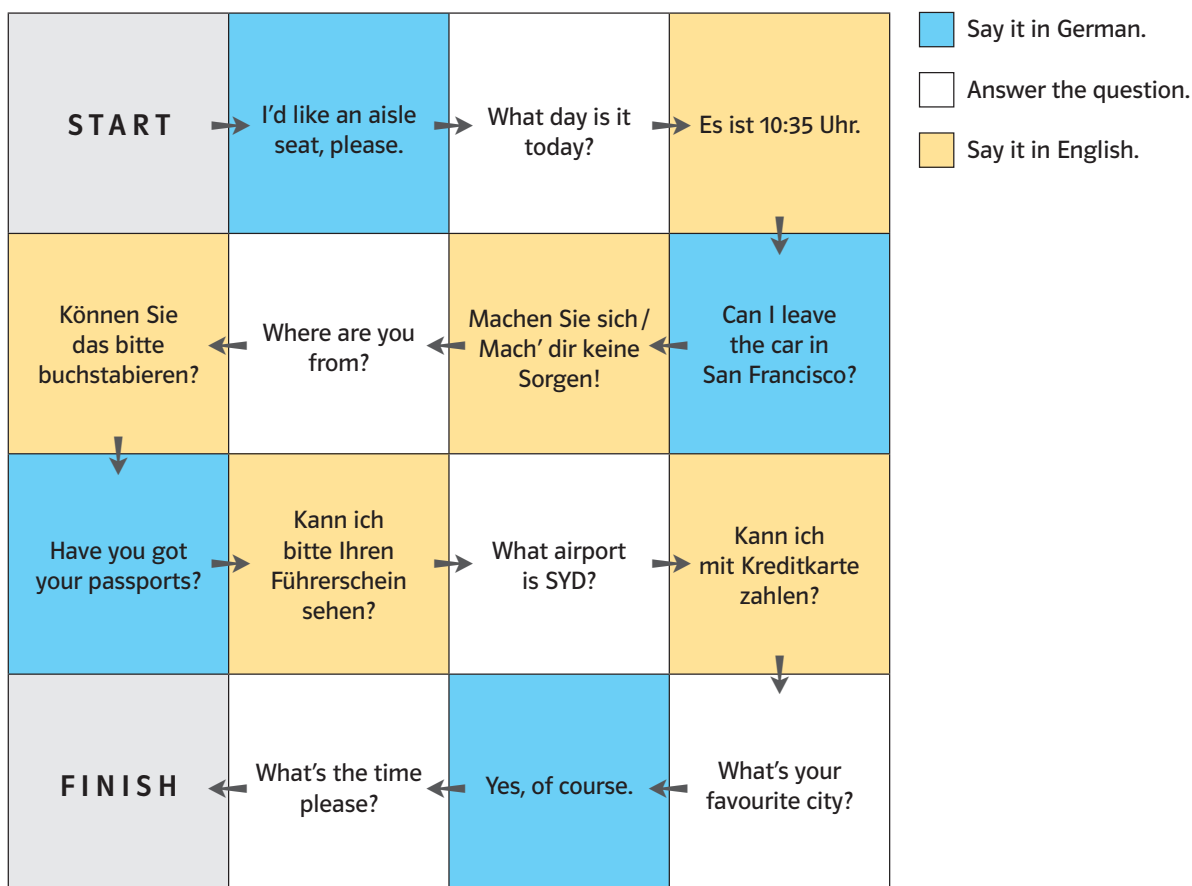
alphabetischer Reihenfolge in die Tabelle. Schreiben Sie für jeden Buchstaben ein englisches Wort aus Lektion 5 dazu. Diktieren Sie sich gegenseitig Ihre Wörter und finden Sie Ihre Lieblingstage heraus.

My favourite day is		My partner's words are:	
		My partner's favourite day is	

Focus ► Revision of 5A and 5B

2 Play in groups of three. Use a coin as counter and another coin as dice. Heads¹ = move one square, tails² = move two squares. Solve the tasks, one in each turn. Wrong answer = go back one square. Spielen Sie in Dreiergruppen. Eine Münze dient als Spielfigur, eine Münze als Würfel. Kopf = ein Feld vorrücken. Zahl = zwei Felder vorrücken. Lösen Sie nach jedem Zug eine Aufgabe. Bei einer falschen Antwort gehen Sie ein Feld zurück.

1 heads: Kopfseite (bei einer Münze) 2 tails: Zahlseite (auf einer Münze)



Part A

Focus ► Food and drinks – 1 b), page 62

1 a) In class. Make a list of things people like to eat and drink at parties. Your teacher can help with new vocabulary. Schreiben Sie eine Liste von Sachen, die auf Parties gerne gegessen und getrunken werden. Ihre Kursleiterin hilft mit neuem Wortschatz.



1 b) A game. In class. Walk around and ask others what they can bring to your party. Fragen Sie die anderen Kursteilnehmer, was sie zu Ihrer Party zu essen und zu trinken mitbringen. Sobald Sie drei verschiedene Snacks und drei verschiedene Getränke haben, rufen Sie „Bingo!“

A: What can you bring to my party?
B: Crisps.
A: What can you bring to my party?
C: A bottle of wine.

Focus ► [əʊ] and [u:] – 7, page 64

2 Cross out the word in each line that doesn't belong. Read it out to a partner to check. Streichen Sie das Wort durch, das jeweils nicht in die Reihe passt. Mit einem Partner: Lesen Sie sich gegenseitig die Wörter in jeder Reihe vor und vergleichen Sie Ihre Ergebnisse.

1. OK so tomato ~~do~~ over
2. you blue do no two
3. oh show Joe soup avocado
4. shoe food yellow room pool

Focus ► Small talk – 8, page 64

3 a) Make sentences. Setzen Sie die Sätze richtig zusammen.

1. I / sport. / a lot / do / of /
2. drink / don't / wine. / I /
3. a / you / Would / glass of wine? / like /
4. a lot / I / coffee. / of / drink /
5. from / Italy? / you / Are /
6. a / This / cool / party. / is /

3 b) In pairs. How many ways can you think of to reply to¹ the conversation openers from 3 a)? Which pair can think of the most?

¹ reply to: antworten auf, hier reagieren auf

Part B

Focus ► Countries and nationalities – 4 b), page 67

1 a) What countries do they stand for? Discuss in pairs. Zu welchen Ländern gehören diese Kennzeichen? Vergleichen Sie mit Ihrem Partner.

Switzerland • Germany • France • Austria • Spain • Croatia • Italy • Portugal • Sweden • Holland

- | | |
|------------|------------|
| (NL) _____ | (A) _____ |
| (S) _____ | (P) _____ |
| (D) _____ | (HR) _____ |
| (F) _____ | (CH) _____ |
| (E) _____ | |

1 b) Match the flags to the nationalities. Ordnen Sie die Flaggen den Nationalitäten zu.



Swiss



Austrian



Spanish



Croatian



German



French



Portuguese



Swedish



Dutch

1 c) In pairs. Choose three of the countries and think of a product that comes from each one. Tell your partner what product you're thinking of. Your partner says where the product is from. Take turns. Partnerarbeit. Wählen Sie drei der Länder und jeweils ein landestypisches Produkt. Sagen Sie Ihrem Partner den Namen des Produkts. Ihr Partner errät, was für ein Produkt es ist und aus welchem Land es stammt. Wechseln Sie sich ab.

A: Gorgonzola.
B: That's an Italian cheese.
B: Porsche.
A: That's a German car.

Focus ► *Do you ...?*; Short answers – grammar, p. 68

2 a) Use the words below to write questions. Wie viele Fragen können Sie in 5 Minuten schreiben? Verwenden Sie die Wörter unten.

drink • smoke • eat • go • do • play • like • watch • read

2 b) In pairs. How many things do you and your partner have in common? Ask each other your questions from 2 a). Stellen Sie sich gegenseitig Ihre Fragen aus 2 a) und antworten Sie mit den Kurzantworten. Wie viele Gemeinsamkeiten können Sie entdecken?

A: Do you drink coffee?
B: No, I don't.
A: I do. Do you do a lot of sports?
B: Yes, I do.
A: Really? Me too.
B: Do you ...?

Focus ► Small talk – 8 b), page 69

3 a) Match the types of music, food and drink with the names below. Ordnen Sie die Musikarten, Essensarten und Getränke den Namen zu.

classical music	Ella Fitzgerald
Mexican food	paella
rock music	Sauvignon Blanc
white wine	Johnny Cash
opera	Il trovatore
country music	whisky
strong alcohol	Cats
jazz	The Rolling Stones
Spanish food	tortillas
musicals	Pinot Noir
rock and roll	Elvis Presley
red wine	Mozart

3 b) In pairs. Make dialogues. Fragen Sie sich gegenseitig, was Sie mögen.

A: Do you like Johnny Cash?
B: Yes, I do. I love country music.
A: Do you like tortillas?
B: No, I don't. I don't like Mexican food. I prefer ...

Part A

Focus ► Sights – 2 b), page 75

1 a) Write the words. Finden Sie die richtigen englischen Namen für die Sehenswürdigkeiten.

1. dg brie _____
2. ildinbug _____
3. seummu _____
4. pkar _____
5. sopnri _____
6. quasre _____
7. woret _____

1 b) In pairs. You have five minutes to think of as many famous examples of the sights above. Which team can think of the most for each category?

Partnerarbeit. Finden Sie in fünf Minuten berühmte Beispiele für die Sehenswürdigkeiten. Welches Team findet die meisten Beispiele?

1. bridge _____:

2. _____:

3. _____:

4. _____:

5. _____:

6. _____:

7. _____:

Focus ► Sightseeing tours – 3 d), page 75

2 Read the dialogue. Can you find the eight mistakes? Correct them with the words from below and check with a partner. In dem Dialog haben sich acht Fehler versteckt. Korrigieren Sie sie anhand der Wörter unten und überprüfen Sie mit einem Partner.

information • sights • course • cost • starts • lunch • start • take • tea

A: Hello, I'd like some transportation on your Liverpool city tour. (1) information

B: Of horse, madam. How can I help you?

(2) _____

A: What time does the tour smart? (3) _____

B: It smart at 10 o'clock. From Albert Docks.

(4) _____

A: And how long does it steak? (5) _____

B: Three and a half hours.

A: That's quite long. Does that include bunch?

(6) _____

B: Yes, Madam. We serve sea and sandwiches.

(7) _____

A: OK. Does the tour go to Sefton Park?

B: I'm afraid it doesn't. It's an inner city tour. You see all the fights in the centre of Liverpool. We don't go to Sefton. (8) _____

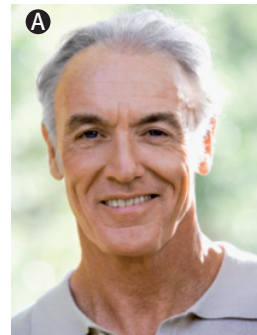
A: OK, that's fine. How much does the tour frost?

(9) _____

B: It's £120.

Focus ► Talking about people – 5 b), page 76

3 In pairs (student A and student B). Partnerarbeit. A denkt sich Informationen über die Person A aus, B über die Person B. Fragen Sie sich gegenseitig nach der Person Ihres Partners.



lives

speaks

likes



lives

speaks

likes

A: Does she live in London?

B: No, she doesn't. She lives in Paris.

A: Does she speak French?

B: Yes, she does.

A: ...

Part B

Focus ► Numbers 100+ – 3 c), page 80

1 a) In pairs. Take turns and read out the numbers to each other. Partnerarbeit. Lesen Sie sich gegenseitig abwechselnd die Zahlen vor.

6,400	138	8,848	6,650	336
829	21	196	10,910	8,852

1 b) Complete the sentences below with the numbers from 1 a). Vervollständigen Sie die Sätze mit den Zahlen aus 1 a).

Did you know? Interesting numbers...

- In 2012, there are _____ countries in the world.
- In 2012, _____ of the world's cities have more than 20 million people; _____ cities have more than one million. _____ of the cities above one million are in China.
- The record for tall buildings goes to Dubai in 2012. The Burj Khalif Tower is _____ metres.
- The Nile is _____ metres long, and the Amazon River is _____ metres.
- The Mariana Trench in the Pacific Ocean is _____ metres deep.
- Mount Everest is _____ metres high.
- The Great Wall of China is _____ kilometres long.

1 c) In pairs. Compare your answers. Then check on page 251. Vergleichen Sie Ihre Antworten. Überprüfen Sie auf Seite 251.

A: In 2012, there are ... countries in the world.

B: That's right.

B: The Nile is ... metres long.

A: No. I think / I'm sure the Nile is ... metres long.

Focus ► Talking about a building – 6, page 80

2 a) Put the dialogue in order. Then act it out with a partner. Bringen Sie den Dialog in die richtige Reihenfolge. Dann üben Sie den Dialog mit einem Partner.

___ A: And how tall is it?

___ A: No, I don't. Help me – where is it?

___ A: OK, I know. It's Tower Bridge. Right?

___ A: OK. Let's see. How long is it?

___ A: Really? And how old is it?

1 A: What's your favourite bridge?

___ B: How tall? I've got no idea¹. Sorry.

___ B: It's 265 m.

___ B: It's about 120 years old.

___ B: It's in London.

___ B: My favourite bridge? That's an easy question. You know the answer.

___ B: That's correct. Ask me questions about it – I know all the answers.

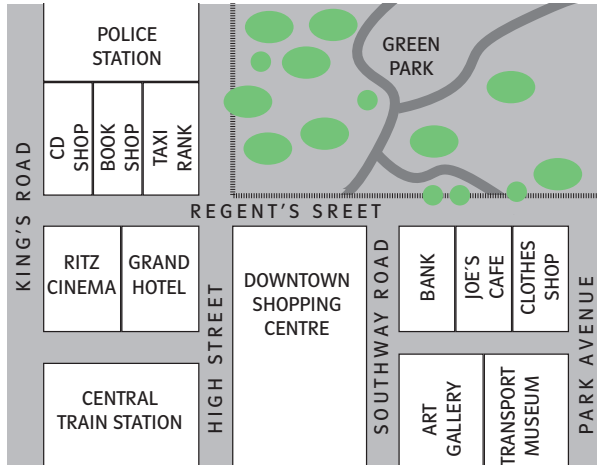
¹ I've got no idea: (Ich habe) keine Ahnung.

2 b) In pairs. Make a similar dialogue about a sight in your town. Play the dialogue in class. Partnerarbeit. Schreiben Sie einen Dialog wie in 2 a) über eine Sehenswürdigkeit in Ihrer Stadt. Spielen Sie den Dialog im Kurs vor.

Part A

Focus ► Saying where something is – 2 d), page 85

1 a) Look at the map for two minutes and memorise as much as you can. Prägen Sie sich zwei Minuten lang den Stadtplan ein.



1 b) In pairs (student A and student B). Student B: Close your book. Student A: Read sentences 1–4. B: Say if each sentence is true or false. Then change roles. Student B reads sentences 5–8.

- | | T | F |
|---|--------------------------|--------------------------|
| A: 1. Joe's cafe is opposite Green Park. | ☐ | ☐ |
| 2. The taxi rank is at the corner of High Street and Regent's Street. | ☐ | ☐ |
| 3. The book shop is between the CD shop and the taxi rank. | ☐ | ☐ |
| 4. The transport museum is next to the shopping centre. | ☐ | ☐ |
| B: 5. The Ritz cinema is next to the Grand Hotel. | ☐ | ☐ |
| 6. The art gallery is between the bank and the Grand Hotel. | ☐ | ☐ |
| 7. The CD shop is at the corner of King's Road and Regent's Street. | ☐ | ☐ |
| 8. The book shop is opposite the central station. | ☐ | ☐ |

2 In pairs. Have you got these buildings in your town? Where are they? Ask and answer. Partnerarbeit. Gibt es diese Gebäude in Ihrer Stadt? Wo sind sie? Fragen Sie sich gegenseitig und antworten Sie.

cinema • book shop • museum • art gallery •
café • internet café • clothes shop • bank •
shopping centre • train station

A: Is there a ... in your town?

B: Yes, there is.¹

A: Where is it?

B: It's next to ... / opposite the ... / between...

B: Is there a museum in your town?

A: No, there isn't.²

¹ Yes, there is.: Ja, (das) gibt es. ² No, there isn't.: Nein, (das) gibt es nicht.

Focus ► Explaining the way – 3 c), page 86

3 In pairs (student A and student B). Use the map in 1 a). You are in front of the Central Train Station.

Ask your partner for the way. Partnerarbeit.

Verwenden Sie die Karte in 1 a). Sie befinden sich vor dem Hauptbahnhof. Fragen Sie Ihren Partner nach dem Weg zu den Zielen wie unten angegeben.

A: Can you tell me the way to ...?

B: Sure. Go straight down ...

A: You want to go to	B: You want to go to
– the police station	– the book shop
– Joe's café	– the bank

Focus ► Explaining the way – 4 a), page 86

4 Look at the map in 1 a) and read the sentences below. Write in the missing words. Schauen Sie die Karte in 1 a) an und vervollständigen Sie die Sätze.

- (You are in the central train station.)
Walk _____ of the station and _____ right.
Turn _____ at the High Street and go straight _____. Cross _____ Regent's Street. The police station is the _____ building on your left.
- (You are outside the police station.)
Walk down King's Road and take the first left.
_____ straight on for about five minutes and take the _____ street on your right. Go down this street. _____ over one street and the transport museum is _____ the corner.
- (You are at the art gallery.)
Go to the end of³ Southway Road and _____ left.
Go _____ on and cross over High Street. The CD shop is the _____ building _____ your right.

³ to the end of: an das Ende von

Part B

Focus ► *Who ...? / Where ...?* – Memo, page 90

1 a) Complete the questions with *who* or *where*.

- _____ are you from?
- _____ is the best hotel in your town?
- _____ is your favourite singer?
- _____ do you live?
- _____ is your favourite actor?
- _____ do you go for your holidays?
- _____ is your best friend?

1 b) In pairs. Take turns to ask and answer the questions. Stellen Sie sich gegenseitig die Fragen und beantworten Sie sie.

Focus ► *Verbs with -ing* – Memo, page 91

2 Five of the sentences below have mistakes. Find them and correct them. Fünf der Sätze unten haben Fehler. Korrigieren Sie, falls nötig.

- Sorry. I can't talk right now. I'm writting an e-mail.
- They're not takeing English lessons with me.
- The dog's swiming in the sea.
- You're driveing very fast.
- We're not having a great time.
- My dad's the man smokeing the cigar.
- John is sitting over there in the corner.

Focus ► *Present progressive* – 7, page 91

3 a) What are they doing? Match the photos and the sentences.

- ☐ a) They aren't driving.
- ☐ b) They aren't staying at the best hotel.
- ☐ c) He's driving.
- ☐ d) We're really enjoying our holiday.
- ☐ e) They're staying at the best hotel.
- ☐ f) We aren't enjoying our holidays.



3 b) Think of one more sentence for each photo. Use the words below to help you. Denken Sie sich für jedes Foto einen weiteren Satz aus. Die Wörter unten können Ihnen helfen.

spend / lots of money • enjoy / sun • rain •
sun / shine • have / great time • talk / on the phone

3 c) Choose an action from 3 a) and mime it for other students to guess. Wählen Sie eine der Tätigkeiten aus 3 a) und stellen Sie sie pantomimisch dar.

A: Are you talking on the phone?
B: Yes, I am. / No, I'm not.

Focus ► *Revision of 8A and 8B*

4 a) In pairs. Make a dialogue.

A: Sie sind ein Tourist.

B: Sie sind ein Einheimischer.

A: Fragen Sie nach einem guten Restaurant in der Nähe.

B: Empfehlen Sie ein gutes Restaurant.

A: Fragen Sie, wie Sie dort hinkommen.

B: Beschreiben Sie den Weg zu dem Restaurant.

A: Bedanken Sie sich.

B: Fragen Sie A, woher er / sie kommt.

A: Sagen Sie, woher Sie kommen.

B: Fragen Sie A, was er / sie hier tut.

A: Sagen Sie, was Sie hier tun.

B: Wünschen Sie A noch einen schönen Aufenthalt und verabschieden Sie sich.

A: Bedanken Sie sich bei B und verabschieden Sie sich.

4 b) Perform your dialogue for the class.

Part A

Focus ► *usually, sometimes, ...* – grammar, page 95

1 a) Read the sentences. Are the underlined words in the correct place or not? Write ✓ or ✗. Correct the wrong sentences. Sind die unterstrichenen Wörter an der richtigen Stelle im Satz? Korrigieren Sie falls nötig.

1. I never am late for work. ✗ *I'm never late for work.*

2. I sometimes get up late on Sundays. ✓

3. I go on Mondays to my English lessons.

4. I go often to France for my holidays.

5. I watch the news on TV every day.

6. I always have coffee for breakfast.

7. Usually I'm busy at the weekend.

8. My friends and I hardly ever go out together.

9. I cook every day my own meals.

10. I play golf on Fridays.

1 b) Are the sentences in 1 a) true for you or not? If not, use a different adverb and change them so they are true. Compare with a partner. Sind die Sätze in 1 a) für Sie zutreffend? Falls nicht, verändern Sie sie. Vergleichen Sie mit einem Partner.

A: I am sometimes late for work.

B: Me too. I always get up late on Sundays. ...

2 Make sentences about you and food and drink.

Compare with a partner. Bilden Sie Sätze und sprechen Sie über Ihre Ess- und Trinkgewohnheiten. Vergleichen Sie mit einem Partner.

I always _____.

I _____ every day.

I usually _____.

I often _____.

I sometimes _____.

I hardly ever _____.

I never _____.

236 two hundred and thirty-six

A: I always drink tea for breakfast.

B: Really? I never drink tea for breakfast.
I sometimes drink milk.

Part B

Focus ► [ð] and [θ] – 2 c), page 99

1 Tongue Twisters! Say the following sentences as quickly as you can. Wie schnell können Sie diese Zungenbrecher nachsprechen?

1. My mother Thelma and father Arthur went¹ to the theatre.

2. These are the three things that I think are funny.

3. The three brothers say thank you.

¹ went: gingen

Focus ► Professions – 4 d), page 101

2 a) What are their jobs? Read the sentences and discuss with your partner. Lesen Sie die folgenden Sätze. Welche Berufe haben die Personen? Diskutieren Sie mit einem Partner.

1. Tammy works with tourists and she answers the phone a lot.

2. Sarah works in a hospital. Her job is very important.

3. Jenny works with children, and she speaks English a lot.

4. John spends a lot of time in a car.

5. Jim and Randy work with machines.

6. Ken works in a film studio. He helps his boss a lot.

A: I think she's a secretary.

B: No, I think she's a hotel receptionist.

2 b) In pairs. Choose one of the jobs from the list and make up a sentence about it as in 2 a). Can your partner guess which job it is? Wählen Sie einen Beruf aus der Liste aus und erfinden Sie einen Satz wie in 2 a). Kann Ihr Partner erraten, um welchen Beruf es sich handelt?

chef²
teacher
politician
flight attendant
postman

architect
builder
web designer
policeman
waiter

² chef: Koch

A: She talks a lot.

B: She's a teacher.

A: Wrong.

B: She's a politician.

Part A

Focus ► Informal phone call – Memo, page 107

1 a) Put the words in *italics* into the correct order.

Bringen Sie die *kursiv* gedruckten Wörter in die richtige Reihenfolge.

1. A: Hello?
B: Hi, it's Alex here. *speak / I / Can / to Pauline*, please?

Can I speak to Pauline, please?

2. A: I'm sorry, she's not here at the moment. *take / message / a / I / Can?*

B: Yes, please. Can she *back / me / before / phone / nine*, please?

4. A: Sure. *your / number / What's / phone*, please?

B: It's 4577 8039.

5. A: *seven / eight / nine / oh / Four / five / double / three*. OK, thanks, bye.

B: Bye.

1 b) In pairs. Replace the underlined words with your own ideas. Then practice the conversation.

Setzen Sie für die unterstrichenen Wörter Ihre eigenen Ideen ein, und üben Sie den Dialog.

1 c) In pairs (student A and student B). Use the words below to create a phone conversation.

Sprechen Sie einen Dialog mit einem Partner. Verwenden Sie die unten stehenden Wörter.

1. A: who? "Hello. Who's speaking?"
B: here; speak to?
2. A: not here; message?
B: yes; back?
3. A: number?
B: it's
4. A: OK; bye
B: thanks; bye

Focus ► Phone numbers – 2 d), page 107

2 a) In groups of three (student A, student B and student C). Listen closely.

In Dreiergruppen. A sagt eine Telefonnummer von seiner / ihrer Liste, B und C haken die richtige Nummer ab (✓). Dann sagt B eine Nummer, dann C. Vergleichen Sie.

A:	0406 3235	0466 3532	0406 3233
	0460 3253	0460 3255	0466 3232
B:	7739 1212	7730 1212	7730 1221
	7703 1212	7739 1221	7703 1221
C:	6219 0055	6291 0055	6291 0005
	6219 0005	6291 0500	6219 0500

2 b) In pairs. Schreiben Sie eine Telefonnummer auf (Ihre eigene oder eine aus 2 a). Sagen Sie Ihrem Partner die Nummer. Ihr Partner wiederholt die Nummer, sagt aber eine Ziffer falsch. Korrigieren Sie Ihren Partner und nennen Sie die richtige Nummer.

A: What's your phone number?
B: It's 576 081.
A: OK. That's 576 281.
B: No, sorry – it's 576 081.

Focus ► Social activities – 5 a), page 108

3 Make eight activities.

Bilden Sie aus den Wörtern acht Freizeitaktivitäten.

go meet up stay	to a show at home for a meal with friends bowling to a concert dancing	<i>go to a show</i>

Focus ► Social activities – 5 c), page 108

4 In pairs. Talk about your perfect weekend. Use some of the activities from 3.

Erzählen Sie Ihrem Partner, wie Ihr perfektes Wochenende aussieht. Verwenden Sie einige Aktivitäten aus 3.

My perfect weekend: On Saturday, I get up very early. I have a big breakfast. Then I meet up with a friend. After that I ...

Part B

Focus ► Pronouns – grammar, page 112

1 What or who can the underlined word in each sentence refer to? Cross through the option that is not possible. Was ist mit dem unterstrichenen Wort in jedem Satz gemeint? Streichen Sie jeweils das oder die Wörter heraus, die nicht gemeint sein können.

- I hate it.
a) ~~tomatoes~~ b) chicken c) ice cream
- I don't like him.
a) the waiter b) the restaurant
c) the man at the next table
- Can you bring us the menu?
a) you and me b) me and my husband
c) me and my friend
- I love them. They're delicious.
a) mushrooms b) prawns c) waiters
- Do you like her?
a) the waitress b) the chicken c) your girlfriend

1 b) In groups of three. Gruppenarbeit (Dreiergruppen). Jeder sagt einen Satz, der mit *it / him / her / them* endet. Die anderen in der Gruppe erraten, wer oder was damit gemeint ist.

A: I don't like them.
B: Some kind of food?
A: No.
C: Some type of clothes?
A: Yes.
D: Jeans?
A: Yes!

A: I really love him.
B: Your husband?
A: No.
C: Your son?
A: No. He's not in my family.
D: Julio Iglesias?
A: Yes!

Focus ► In a restaurant – 4 c), page 113

2 a) Read the sentences below and correct them with the words from the list. Lesen Sie die Sätze und korrigieren Sie die falschen Wörter. Verwenden Sie die Wörter aus der Liste.

bill • card • ~~table~~ • delicious • menu • right • plate • soup • table • order

- A chair for two, please. A table for two, please. ☐
- Your record, sir. _____ ☐
- These mushrooms are delirious. _____ ☐
- Excuse me. This soup's dirty. Can you bring me a clean one? _____ ☐
- Can you bring us the card, please? _____ ☐
- The shoe's for me. _____ ☐
- Is this bed OK? _____ ☐
- By credit car, please. _____ ☐
- Is everything all night? _____ ☐
- Are you ready to leave? _____ ☐

2 b) Who says these sentences in a restaurant? Write 1, 2 or 3 in the boxes. There may be more than one possibility. Wer sagt die Sätze in 2 a) in einem Restaurant? Schreiben Sie 1, 2 oder 3 in die Kästchen neben den Sätzen. Manchmal gibt es mehr als eine Möglichkeit.

☐ 1 Waiter to customer¹ ☐ 2 Customer to customer ☐ 3 Customer to waiter

¹ customer: hier Gast in einem Restaurant

Part A

Focus ► Adjectives – 3 b), page 117

1 a) Find the word and write the opposite. Finden Sie das richtige Wort und schreiben Sie das Gegenteil.

1. hot hot ↔ cold
2. slam ↔
3. or mend ↔
4. lac ne ↔
5. cap he ↔
6. ce in ↔

Focus ► was/were – grammar, page 117

2 a) Complete with was or were.

1. The food was good but it was expensive.
2. The rooms nice and our view fantastic.
3. The people very friendly but the music too loud.
4. It very crowded but the clothes cheap.
5. The film great and the popcorn fantastic!
6. The beaches beautiful but the weather terrible.
7. The tables dirty and the coffee awful.

2 b) Which places are the people in 2 a) talking about? Compare with a partner. Über welche Orte wird in den Sätzen in 2 a) geredet? Vergleichen Sie mit einem Partner.

A: In number one I think they are talking about a restaurant.
B: I agree.¹ / I'm not sure. / No, I think they are talking about ...

¹ I agree: Ich stimme dir zu. *hier* Das glaube ich auch.

3 In pairs. Play the dice game. Spielen Sie mit zwei Würfeln und fragen Sie sich gegenseitig, wo Sie gestern waren.



A: Where were you at nine o'clock yesterday evening?

B: I was in a restaurant with my husband.

Focus ► [v] and [w] – 5, page 118

4 Tongue twisters! Say the following sentences as quickly as you can. Wie schnell können Sie diese Zungenbrecher nachsprechen?

1. The weather was very wet and windy.
2. Vicky and William were in Vienna.
3. Welcome to wonderful Venice, Walter!
4. We were at a volleyball game this weekend.

Part B

Focus ► Verbs and nouns – 2 c), page 122

1 a) Combine the verbs with the nouns in the box. How many combinations can you make in 5 minutes? Compare in class. Wie viele sinnvolle Kombinationen können Sie in fünf Minuten bilden? Vergleichen Sie.

visit
watch
change
carry
wait for
open

a window
money
TV
clothes
trains
a suitcase
a taxi
a museum
a tennis match
relatives
a box
a friend
a door
a bag
a castle

1 b) Choose a verb and noun combination from 1 a) and mime it for the class to guess. Wählen Sie eine der Kombinationen aus 1 a) und stellen Sie sie pantomimisch dar. Die anderen Teilnehmer raten.

A: Are you waiting for a friend?
 B: No, I'm not.
 A: Are you waiting for a taxi?
 B: Yes, I am.

Focus ► Past events – grammar, page 122

2 a) Tick the things you did last weekend. Kreuzen Sie an, was Sie letztes Wochenende gemacht haben.

- | | |
|--|---|
| ☐ watched TV | ☐ listened to music |
| ☐ visited relatives | ☐ climbed a mountain |
| ☐ talked to best friend | ☐ stayed at home |
| ☐ worked out ¹ | ☐ washed the car |

¹ to work out: *hier* Sport treiben

2 b) In pairs. Tell each other about the things you did last weekend. Erzählen Sie sich gegenseitig, was Sie letztes Wochenende gemacht haben.

A: Last weekend, I talked to my best friend, worked out and listened to music. And you?
 B: Well, I visited relatives, washed the car and stayed at home in the evening.

Focus ► Past holidays – 4 c), page 123

3 a) In pairs. Think of two possible answers for each question. One for the perfect holiday and one for the holiday from hell! Partnerarbeit. Antworten Sie auf die Fragen 1–5. Schreiben Sie Antworten für einen schönen und für einen schrecklichen Urlaub.

1. How was your holiday?

☺ *It was great! We walked in the mountains all day and partied all night!*

☹ _____

2. Was it hot?

☺ _____

 ☹ _____

3. Were there lots of people?

☺ _____

 ☹ _____

4. What was the hotel like?

☺ _____

 ☹ _____

5. What were the beaches like?

☺ _____

 ☹ _____

3 b) In pairs. Use your ideas from 3 a) and make dialogues.

A: How was your holiday?
 B: It was terrible.
 A: Oh dear. Why was it bad?
 B: Well, the weather was terrible.
 A: Was it hot?
 B: Yes, it was really hot. ...

Part A

Focus ► Weekend activities – 3 a), page 127

1 a) In pairs. Make weekend activities. Write the words in the right row. Schreiben Sie Wochenendaktivitäten auf. Verwenden Sie die Wörter aus der Liste und setzen Sie sie in die richtige Reihe.

a barbecue • ~~a magazine~~ • to the shopping centre •
a pint of lager • a book • my homework • sports •
~~some exercise~~ • to the park • an e-mail • ~~a party~~ •
fun • the newspaper • to the pub • the gardening •
~~to the cinema~~

read a magazine,

do some exercise,

have a party,

go to the cinema,

1 b) Add one more word to each row. Tell it to your partner. Your partner says which row it belongs to. Schreiben Sie ein weiteres Wort in jede Reihe. Sagen Sie Ihrem Partner das Wort. Ihr Partner errät, in welche Reihe es gehört.

A: To the theatre.
B: Go to the theatre?
A: That's right.

1 c) In class. Choose one of the activities from 1 a) and mime it for the other students to guess.

A: Are you doing some exercise?
B: Yes, I am.

Focus ► Did s/he ...?; Yes, s/he did. – 4 a), page 128

2 a) In pairs (student A and student B). A fills in Claire's diary for last weekend. B fills in Simon's. Use activities from 1 a). Partnerarbeit. A schreibt auf, was Claire letztes Wochenende getan hat. B schreibt auf, was Simon letzte Woche getan hat. Verwenden Sie Tätigkeiten aus 1 a).

Claire (A):

last Saturday
morning <i>read a book</i>
afternoon
evening
last Sunday
morning
afternoon
evening

Simon (B):

last Saturday
morning
afternoon
evening
last Sunday
morning
afternoon
evening

2 b) In pairs. Find out what Simon and Claire did last weekend. Raten Sie, was Simon bzw. Claire letztes Wochenende getan haben.

A: Did Claire go to the shopping centre last Sunday morning?
B: No, she didn't.
A: Did she read a book last Sunday morning?
B: Yes, she did.

Part B

Focus ► Past simple – grammar, page 132

1 In pairs (student A and student B). The table shows pairs of verbs, one in the present and one in the past form (do – did). A: Cover one of the verbs in the table with a coin or your finger. B: Find the missing form, as quickly as possible! Take turns. Die Tabelle zeigt Paare aus einer Verbform der Gegenwart und einer Verbform der Vergangenheit (z. B. do – did). A bedeckt ein Wort mit einer Münze oder mit dem Finger. B versucht so schnell wie möglich herauszufinden, welche Verbform fehlt. Wechseln Sie sich ab.

DO	CATCH	HAD	LEAVE	WENT	SPENT
FIND	COME	GET	FOUND	SPEND	WAS
GO	IS	MEET	ARE	WERE	LEFT
DROVE	BOUGHT	EAT	GOT	ATE	DRIVE
BUY	HAVE	CAME	DID	CAUGHT	MET

B: Is it 'do'?
A: No, it isn't.
B: Is it 'went'?
A: No, it isn't.
B: Is it 'find'?
A: Yes, it is. Your turn.

Focus ► Past simple – 6 b), page 132

2 In groups. Play the memory game. Don't use the same verb twice. Gruppenarbeit. Trainieren Sie Ihre Gedächtnis und sagen und wiederholen Sie Dinge, die Sie und andere Kursteilnehmer gestern gemacht haben. Verwenden Sie keine Aktivität mehrmals.

A: Yesterday I did my homework.
B: Yesterday I did my homework and then I ate a sandwich.
C: Yesterday I did my homework, I ate a sandwich and then I drove to work.
D: Yesterday I did my homework, I ate a sandwich, I drove to work and then I...

Focus ► [ɔ:] and [ʊ] – 7 a), page 133

3 Read the text. Find words to put into each column, and add one more example for each one. Lesen Sie den Text. Ordnen Sie in beide Spalten Wörter ein, je nach Aussprache des Buchstabens <o>. Fügen Sie jeder Spalte ein weiteres Beispiel hinzu.

How the British spend their weekend

British people like their weekends. For many people it is a chance to do things they haven't got time to do during the week. DIY and shopping are very popular activities during the day. Sport is also important, for example football, cricket or a walk in the countryside. In the evening, a lot of people stay at home and watch TV (or a video). At 8 p.m. on Saturday evenings, 37% of the British people are watching television. ...

[ɔ:]

[ʊ]

for

got

Part A

Focus ► Months – 1 d), page 138

1 a) In pairs. What's your favourite month? Write the letters in the table, in alphabetical order. For each letter, find and write an English word. Dictate your words to a partner and find out each others' favourite months.

My favourite month is <i>August</i>	
<i>A</i>	<i>apples</i>
<i>G</i>	<i>glass</i>
<i>S</i>	<i>sugar</i>
<i>T</i>	<i>tree</i>
<i>U</i>	<i>umbrella</i>
<i>U</i>	<i>uncle</i>

My favourite month is		My partner's words are:	
		My partner's favourite month is	

1 b) In pairs. Tell your partner why it is your favourite month. Erzählen Sie Ihrem Partner, warum es Ihr Lieblingsmonat ist.

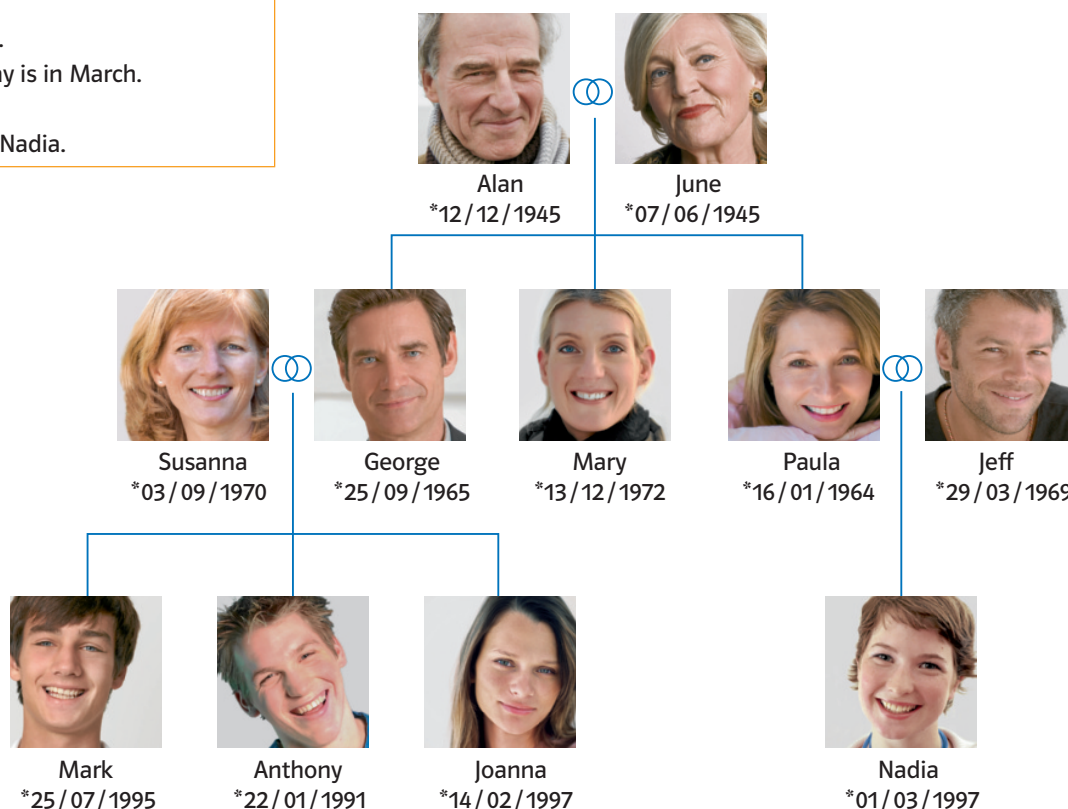
My favourite month is December because my birthday's in December.

My favourite month is August because I always go on holiday in August.

Focus ► Talking about the family – 2 c), page 139

2 a) In pairs (student A and student B). Look at the family tree below. A: think of a person in the family tree and say the month of his / her birthday. B: say who the person is. Take turns.

A: Her birthday is in December.
B: Mary.
A: That's right.
B: Her birthday is in March.
A: June.
B: Wrong. It's Nadia.



244 two hundred and forty-four

2 b) In pairs (student A and student B). A wählt zwei Namen aus dem Stammbaum aus; B sagt, wie die beiden Personen miteinander verwandt sind. Tauschen Sie die Rollen.

A: June and Mary.

B: June is Mary's mother. And Mary is June's daughter.

Focus ► Revision of 13A

3 a) In pairs. How many different ways can you think of to answer these questions? Wie viele verschiedene Antworten finden Sie auf die unten gestellten Fragen?

1. Are you one of Bob's friends?
2. Do you know everyone here?
3. Would you like to meet her?
4. Would you like to dance?
5. Would you like to go shopping tomorrow afternoon?
6. How about Sunday?

3 b) Write a short dialogue. Choose one of the questions from 3 a) and use it in the dialogue. Schreiben Sie einen kurzen Dialog. Verwenden Sie darin eine der Fragen aus 3 a).

Part B

Focus ► Comparatives – 3 b), page 144

1 Work in groups. Gruppenarbeit. Vergleichen Sie die Bilderpaare. Einer beginnt und die anderen wiederholen und fügen einen eigenen Vergleich hinzu. Wie viele Vergleiche finden Sie?

expensive • cheap • old • young • tall • big • small • beautiful • nice • interesting¹ • comfortable • good-looking • powerful²

A: Rome is smaller than London.

B: Rome is smaller and more beautiful than London.

C: Rome is smaller and more beautiful and ...

1.



Rome



London

2.



Al Pacino



George Clooney

3.



My house



A 5-star hotel

4.



The Queen



President Obama

1 interesting: interessant 2 powerful: mächtig

Focus ► Describing and comparing people – 6 c), page 145

2 Find a photo of your family at a social occasion. In small groups, ask and answer questions about your photo.

Who's that?

She looks just like you.
But she's a bit taller.

That's my older brother.

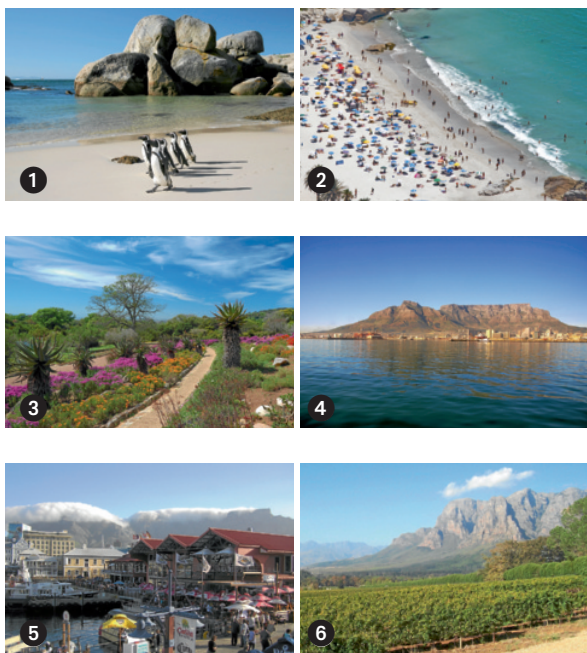
Part A

Focus ► Comparing places – 1 a), page 148

1 a) Look at the pictures of sights in Cape Town. Match the pictures with the captions¹. Ordnen Sie die Bilder der Sehenswürdigkeiten in Kapstadt den Bildunterschriften zu.

- ☐ a) Capetown's water front is a place to relax, with lots of shops and restaurants.
- ☐ b) Clifton Beach is one of the most popular beaches in summer.
- ☐ c) Table Mountain, 1084 m, is a very popular tourist spot.
- ☐ d) The Kirstenbosch Botanical Gardens show the flowers and plants of the Cape area. They are a must-see² for every plant enthusiast³.
- ☐ e) Not far from Cape Town is the famous wine country⁴. South Africa has excellent wines.
- ☐ f) Lots of people come to see the penguins on Boulders Beach.

1 caption: Bildunterschrift 2 a must-see: ein Muss
3 plant enthusiast: Pflanzenliebhaber 4 wine country: Weinanbaugebiet



1 b) In groups. Compare the things you can see in the pictures. Use *interesting*, *beautiful* and *old*. How many sentences can you write?

I think Boulders Beach is more interesting than Clifton Beach. I don't like beaches with lots of people.

Focus ► Planning a programme – 2 b), page 148

2 a) In pairs. Imagine you are on a holiday in Cape Town. Two friends, Bob and Mary, are coming to visit you. Read the texts.

Bob is an old school friend. This is his first time in South Africa and he is very excited. He loves nature and he likes to be active. He also likes good food and wine.

Mary is Bob's wife. She likes to shop. She also likes eating out. She says she wants to relax a bit when she's in South Africa.

2 b) Decide on a programme for Bob and Mary. How long can you keep the conversation going?

A: Bob and Mary are coming on Saturday.
B: That's right. So we need some ideas.
What can we do with them?
A: Well, Bob loves nature.
B: I know. Let's take them to ...
A: Yes, and we could ...
B: Why don't we ...?

Focus ► Superlatives – grammar, page 150

3 a) Complete the questions with superlatives. Choose from the words below. Vervollständigen Sie die Fragen mit den passenden Wörtern aus der Liste. Achten Sie auf die richtige Form.

nice • young • interesting¹ • relaxing² • boring • delicious • dangerous³ • tall

- Who is the _____ student in your class?
- What is the _____ TV show for you?
- What is the _____ sport you know?
- Which is the _____ English word you know?
- What's the _____ food for you?
- What's the _____ thing to do on a Sunday morning?

¹ interesting: interessant ² relaxing: entspannend
³ dangerous: gefährlich

3 b) In pairs. Take turns to ask and answer the questions from 3 a). Stellen Sie sich gegenseitig die Fragen aus 3 a) und beantworten Sie sie.

Part B

Focus ► [v] and [w] – 2 d), page 154

1 Tongue twisters! Say the following sentences as quickly as you can.



- Wally Walter walks in whacky wellies.
- There are various vegetables in Vivian's violin.

Focus ► Present progressive – grammar, page 154

2 a) Read and correct the sentences. Compare with a partner.

- I'm seeing to the match on Saturday afternoon.

- I'm looking away for the weekend.

- On Sunday, I'm walking to Paris.

- Are you doing cycling with me tomorrow?

- I'm making a lot of housework tonight.

- We're calling friends for a welcome drink at 5 o'clock.

2 b) Match these responses with the sentences in 2 a). Ordnen Sie die Antworten den Sätzen aus 2 a) zu.

- ☐ a) Really? You poor thing⁴, always busy!
- ☐ b) Where are you going?
- ☐ c) Do I know them?
- ☐ d) I'm sorry – I can't. I'm playing tennis with Jim.
- ☐ e) Who's playing?
- ☐ f) Is it a business trip?

⁴ You poor thing!: Du Arme / r!

2 c) In pairs. Wählen Sie einen Satz aus 2 a). Schreiben Sie einen Dialog, in dem der Satz vorkommt. Fragen Sie Ihre Kursleiterin nach Vokabeln oder lassen Sie sich von Ihrem Buch inspirieren.

A: Are you going cycling with me tomorrow?
B: Go cycling? I'm not sure.
A: Why not?
B: I haven't got a bike.
A: Oh, I've got two bikes. You can have one of my bikes.
B: OK, great! Let's meet at 8 o'clock in the square.
A: How about 9 o'clock?
B: ...

2 d) In pairs. Play your dialogue for the class.



A trip through Southern England

1. You are in Canterbury. It's an old town with a beautiful cathedral. Before you look around the town, you check into a hotel and ask about the meal times. How do you ask?

2. You spend the next day in the seaside town of Whitstable. It's great for sea food. You are looking for good restaurants. Ask someone for recommendations¹.

3. You are at the station in Canterbury. Tomorrow morning, you want to take a train to Dover, a beautiful seaside town. Ask about train times and platforms.

4. Dover is great. You take a walk² along³ the famous White Cliffs. After your walk you are hungry. You find a nice restaurant on High Street. Look at their specials menu. Order something to eat from the menu.

5. Next you go to Hastings. Here, the famous Battle of Hastings took place⁴ in 1066. You are spending the evening in a pub with two friends. Offer to buy a round.

6. You are in Brighton for the weekend. Brighton is great for shopping – some people call it "London by the sea". You are shopping in the famous lanes⁵. You walk into a clothes shop. You see a nice shirt. Ask if they've got it in your size, the colour you want and how much it costs.

7. You took the train from Brighton to Gatwick Airport. You want to go to Newquay in Cornwall by airplane. You're at the airport. What do you say at the check-in desk?

8. You arrive in Newquay, a popular seaside town and a good place for surfing. You take a long walk on the beautiful beach. After that, you want to rent a car for the next three days. You haven't got a reservation and you want to pay by credit card. What do you say at the rental agency?

9. Your next destination is Plymouth on the south coast. From Plymouth, the first English people set sail for the USA. After an hour and a half in the car, you arrive there. You want to have a look around the city. You call a city tours agency – ask three things about a tour they offer.

10. It's a short journey⁶ from Plymouth to Exeter, an old cathedral town in the county⁷ of Devon. You want to visit the cathedral in the town centre – but you get lost⁸! How do you ask for the way to the cathedral?

11. You left your rental car in Exeter and now you're on a train to London. You start a conversation with a stranger⁹. You tell her a little bit about your family – what do you say?

12. You're in London. You're staying with some friends. Tell them where you went before you came to London. Pick one place and tell your friends what you did there.

13. One of your friends is getting married in Windsor! You are at the wedding. You meet the bride. Ask her questions about her family.

14. You're flying home from London. At Heathrow airport, you meet an American. He wants to travel through the South of England. Suggest three things he could do. Use phrases like "You could...", "Why don't you..." and "The best thing to do is to ..."

- 1 recommendation: Empfehlung
- 2 take a walk: spazierengehen
- 3 along: entlang 4 took place: fand statt
- 5 lane = shopping lane: Einkaufsstrasse
- 6 journey: Reise, hier Fahrt (mit dem Auto)
- 7 county: hier Bezirk
- 8 get lost: sich verlaufen
- 9 stranger: Fremde(r)

Specials Menu

Starters

Butternut Squash (*Butternusskürbis*)
Soup £5.50

Chilli Prawns With Roasted (*gebraten*)
Garlic Aioli £6.50

Courgette (*Zucchini*) Roulade
With Grapefruit Ratatouille
And Mascarpone £6.50

Main Courses

Fillet Of Plaice (*Schollenfilet*)
And Homemade Chips £13.50

Red Pepper And Basil Pesto Quiche £8.00

Baked Mushrooms Parmigiane £12.50

Pot-Roasted (*geschmort*) Chicken
With Vegetables And Cider £12.50

Cakes And Puddings

Baked Blueberry Cheesecake £4.00

Dark Chocolate And Espresso Torte £4.00

Plate Of Assorted (*gemischte*) Cheeses
And Biscuits £6.50

8





● Liverpool

How to play: Play in two teams of 3 – 4 each. Use a coin as counter. Use another coin as dice: heads = move forward one field, tails = move forward two fields.

Start on field number 1. Throw the dice and move your counter. When you land on a field, read the task on the left with the same number. Solve the task. Use the language you have learnt in *Fairway A1*, but also use your own ideas. The others in the group decide if the solution is correct (for sample solutions, refer to page 254). If the solution is correct, throw the dice and move on. If your answer isn't correct, stay in the same field. Wait for your next turn to try again or to solve the next task.

If you land on the last field (number 14) and solve the task correctly, you win!

● Birmingham

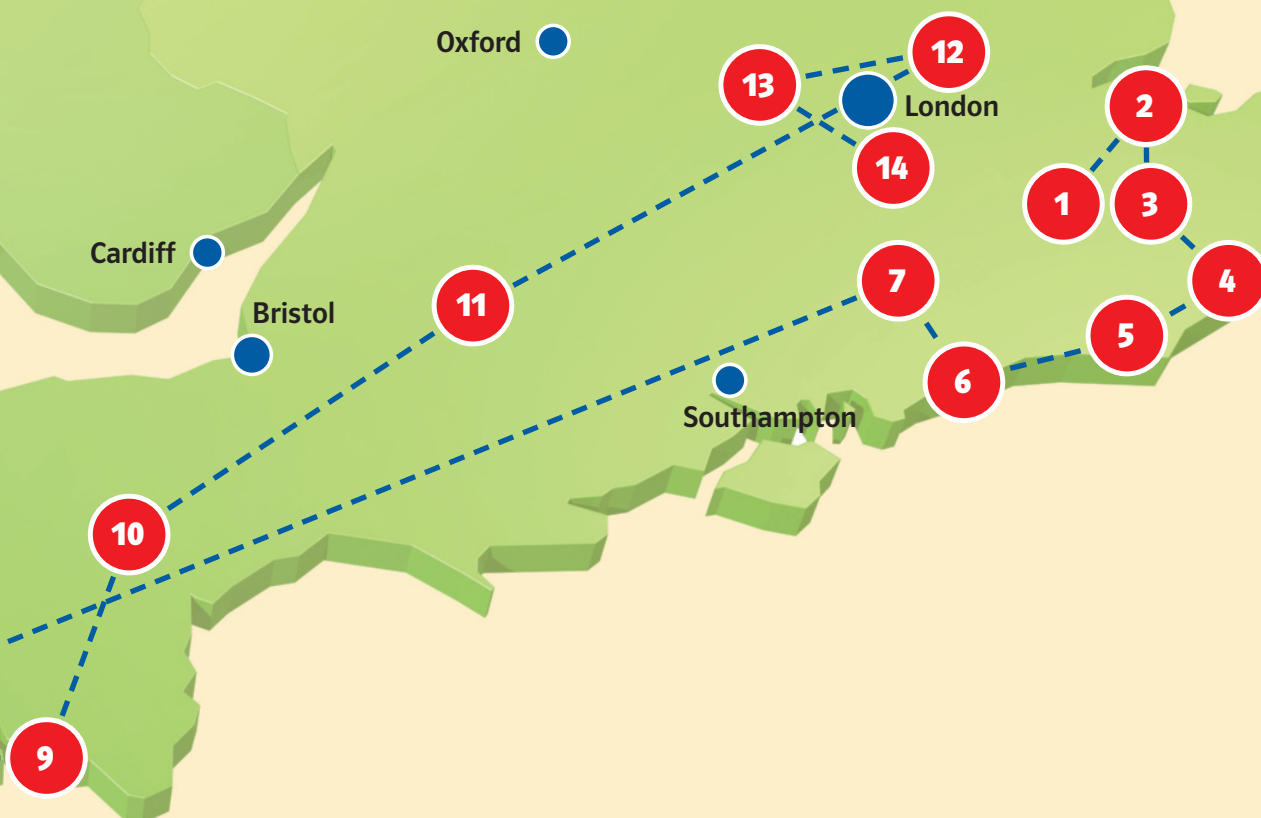
Oxford ●

Cardiff ●

Bristol ●

Southampton ●

London



Revision 1 A

1 a)

Good evening.
Good morning.
Good afternoon.

2

1 – Croatia	4 – Turkey
2 – Germany	5 – Australia
3 – Italy	6 – South Africa

3 a)

- a) one – three – five – seven – **nine** – eleven
b) twelve – **ten** – eight – six – **four** – two
c) twelve – one – eleven – two – **ten** – three
d) one – four – one – five – **one** – six
e) five – seven – nine – eleven – nine – seven – **five**
f) eleven – nine – seven – five – three – **one**

Revision 2 A

3 a)

1 – f	2 – a	3 – g	4 – e
5 – b	6 – h	7 – c	8 – d

Revision 2 B

2 a)

1. They're at the theatre.
2. They're at the supermarket.
3. They're at the pub.
4. They're at the cinema.
5. They're at the museum.
6. They're at the restaurant.

3 a)

Spiderman V

4 b)

(Mögliche Lösung)

1. Where's the train station?
Are there any good restaurants near here?
2. Where's the train station?
Where's the cinema?
3. Excuse me, what time is it?
What time is the next train to ...?
4. Where's the train station?
Where is the book shop?
5. Are there any good restaurants near here?
Is there a (good) restaurant near here?

Revision 3 A

2 a)

Kleid – dress	Rock – skirt
Schuhe – shoes	Hose – trousers

Hemd – shirt
Mantel – coat

Top – top
Stiefel – boots

Revision 3 B

1 b)

- | | | |
|-------|-----------|-----------|
| 1. c) | 2. a), e) | 3. a), e) |
| 4. b) | 5. f) | 6. d) |

3 a)

(mögliche Lösung)

1. A: Hello.
B: Hello. Can I help you?
2. A: These grey trousers are nice. How much are they?
B: They aren't cheap, but they're excellent quality.
They're £69.99.
3. A: Wow, that is expensive.
B: OK, what about these? They're not so expensive.
They're only £45. And what about these? They're only £29.99.
4. A: Have you got these trousers in medium?
B: I'm sorry, we haven't.
5. A: And how about these? Have you got these in medium?
B: Yes, we have.
6. A: Have you got them in blue?
B: Yes, we have.
7. A: Oh, these are very nice trousers.
B: ...

Revision 4 A

1

a pint of – lager, bitter, Guinness, water
a bottle of – water, rum, apple juice, coke
a glass of – wine, coke, vodka, rum

Revision 4 B

3 a)

1 – fried egg	7 – baked beans
2 – toast	8 – kippers
3 – fried bacon	9 – glass of orange juice
4 – sausages	10 – cup of tea
5 – grilled tomatoes	11 – cup of coffee
6 – grilled mushrooms	12 – glass of milk

Revision 5 A

1 a)

4 – a)	5 – d)
1 – b)	6 – e)
2 – c)	3 – f)

Revision 5 B

2

I'd like an aisle seat please. = Ich hätte gerne einen Sitzplatz am Gang.

What day is it today? – It's Tuesday. (*mögliche Lösung*)

Es ist 10:35 Uhr. = It's ten thirty-five.

Can I leave the car in San Francisco? = Kann ich das Auto in San Francisco zurückgeben?

Machen Sie sich / Mach' dir keine Sorgen! = Don't worry!

Where are you from? – I'm from Stuttgart. (*mögliche Lösung*)

Können Sie das bitte buchstabieren? = Can you spell that, please?

Have you got your passports? = Haben Sie Ihre Reisepässe dabei?

Kann ich bitte Ihren Führerschein sehen? = Can I see your driver's license, please?

What airport is SYD? – Sydney

Kann ich mit Kreditkarte zahlen? = Can I pay by credit card?

What's your favourite city? – It's / My favourite city is Cologne. (*mögliche Lösung*)

Yes, of course. = Aber sicher. / Aber natürlich. /

Selbstverständlich.

What's the time, please? – It's a quarter to twelve. (*mögliche Lösung*)

Revision 6 A

2

1. do 2. no 3. soup 4. yellow

3 a)

1. I do a lot of sport.

2. I don't drink wine.

3. Would you like a glass of wine?

4. I drink a lot of coffee.

5. Are you from Italy?

6. This is a cool party.

Revision 6 B

1 a)

(linke Spalte)

Holland

Sweden

Germany

France

Spain

(rechte Spalte)

Austria

Portugal

Croatia

Switzerland

1 b)

Dutch

Swedish

German

French

Spanish

Austrian

Portuguese

Croatian

Swiss

3 a)

classical music – Mozart

Mexican food – tortillas

rock music – The Rolling Stones

white wine – Sauvignon Blanc

opera – Il trovatore

country music – Johnny Cash

strong alcohol – whisky

jazz – Ella Fitzgerald

Spanish food – paella

musicals – Cats

rock and roll – Elvis Presley

red wine – Pinot Noir

Revision 7 A

1 a)

1. bridge 2. building 3. museum

4. park 5. prison 6. square

7. tower

2

(1) transportation – information

(2) horse – course

(3) smart – start

(4) smarts – starts

(5) steak – take

(6) bunch – lunch

(7) sea – tea

(8) fights – sights

(9) frost – cost

Revision 7 B

1 c)

1. In 2012, there are **196** countries in the world.

2. In 2012, **21** of the world's cities have more than 20 million people; **336** cities had more than one million. **138** of the cities above one million are in China.

3. The record for tall buildings goes to Dubai in 2012. The Burj Khalif Tower is **829** metres.

4. The Nile is **6,650** metres long, and the Amazon River is **6,400** metres.

5. The Mariana Trench in the Pacific Ocean is **10,910** metres deep.

6. Mount Everest is **8,848** metres high.

7. The Great Wall of China is **8,852** kilometres long.

2 a)

1 – A: What's your favourite bridge?

2 – B: My favourite bridge? That's an easy question. You know the answer.

3 – A: No, I don't. Help me – where is it?

4 – B: It's in London.

5 – A: OK, I know. It's Tower Bridge. Right?

6 – B: That's correct. Ask me questions about it – I know all the answers.

- 7 – A: OK. Let's see. How long is it?
8 – B: It's 265 m.
9 – A: Really? And how old is it?
10 – B: It's about 120 years old.
11 – A: And how tall is it?
12 – B: How tall? I've got no idea. Sorry.

Revision 8 A

1 b)

- | | | |
|------|------|------|
| 1. T | 4. F | 7. T |
| 2. T | 5. T | 8. F |
| 3. T | 6. F | |

4)

1. Walk **out** of the station and **turn right**. Turn **left** at the High Street and go straight **on**. Cross **over** Regent's Street. The police station is the **second** building on your left.
2. Walk down King's Road and take the first left. **Go** straight on for about five minutes and take the **third** street on your right. Go down this street. **Cross** over one street and the transport museum is **at** the corner.
3. Go to the end of Southway Road and **turn left**. Go **straight** on and cross over High Street. The CD shop is the **third** building **on** your right.

Revision 8 B

1 a)

- | | |
|----------|----------|
| 1. Where | 5. Who |
| 2. Where | 6. Where |
| 3. Who | 7. Who |
| 4. Where | |

2

- | | |
|-------------|--------------------|
| 1. writing | 5. having CORRECT |
| 2. taking | 6. smoking |
| 3. swimming | 7. sitting CORRECT |
| 4. driving | |

3 a)

- | | |
|------|------|
| a) 6 | d) 5 |
| b) 1 | e) 2 |
| c) 4 | f) 3 |

4 a)

(mögliche Lösung)

- A: Excuse me, is there a good restaurant near here?
B: Yes, there is. There is an Italian restaurant on Talstraße. It's called Alfredo's.
A: Can you tell me the way to the restaurant?
B: Of course. Go straight down this street. Cross over Goethestraße and then take the third street on your left. Alfredo's is the third building on your right.
A: Thank you!

- B: Where are you from?
A: I'm from Spain, from Madrid.
B: What are you doing here?
A: I'm staying here for three weeks, for my holidays.
B: Oh, well then, have a good time! Bye-bye!
A: Thanks. Good-bye!

Revision 9 A

1 a)

1. I'm **never** late for work.
2. (correct)
3. I go to my English lessons **on Mondays**.
4. I **often** go to France for my holidays.
5. (correct)
6. (correct)
7. (correct) or: I'm **usually** busy at the weekend.
8. (correct)
9. I cook my own meals **every day**.
10. (correct)

Revision 9 B

2 a)

1. Tammy is a hotel receptionist.
2. Sarah is a doctor.
3. Jenny is an English teacher.
4. John is a taxi driver.
5. Jim and Randy are engineers.
6. Ken is an assistant in a film studio.

3 a)

- | | | |
|-------|-------|-------|
| 1. c) | 2. g) | 3. a) |
| 4. b) | 6. d) | 7. h) |
| 8. e) | | |

4

- I sometimes rent a car. = Ich miete manchmal ein Auto.
Er ist Automechaniker. = He's a car mechanic.
WRONG; correct sentence: Is she **a** teacher?
Er ist Flugbegleiter. = He's a flight attendant.
WRONG; correct sentence: They never go to the cinema.
He's unemployed. = Er ist arbeitslos.
RIGHT
She works for a wine merchant. = Sie arbeitet in einer Weinhandlung.
Meine Schwester arbeitet bei einer Bank. = My sister works in a bank.
I sometimes dream about work. = Ich träume manchmal von meiner Arbeit.
WRONG; correct sentence: She doesn't work **at** the weekend.
I never work overtime. = Ich mache nie Überstunden.
Sie arbeiten bei Apple. = They work for Apple.
WRONG; correct sentence: My brother's **an** engineer.

Revision 10 A

1 a)

B: Can I speak to Pauline, please?

A: Can I take a message?

B: Can she phone me back before nine, please?

A: Oh, what's your phone number, please?

B: Four five double seven eight oh three nine.

1 c)

(mögliche Lösung)

1.

A: Hello. **Who's** speaking?

B: Hello, it's (Toby) **here**. Can I **speak to** (Anne), please?

2.

A: I'm sorry, she's **not here**. Can I take a **message**?

B: **Yes**, please. Can he / she phone me **back**?

3.

A: Yes, of course. What's your phone **number** (, please)?

B: It's (563 477 82).

4.

A: **OK** (, that's (563 477 82)). Thanks – **bye**!

B: **Thanks, bye**.

3)

go to a show

stay at home

go for a meal

meet up with friends

go to a concert

go dancing

Revision 10 B

1)

not possible:

1. tomatoes

4. waiters

2. the restaurant

5. the chicken

3. you and me

2 a)

1. A **table** for two, please.

2. Your **bill**, sir.

3. These mushrooms are **delicious**.

4. Excuse me. This **plate's** dirty. Can you bring me a clean one?

5. Can you bring us the **menu**, please?

6. The **soup's** for me.

7. Is this **table** OK?

8. By credit **card**, please.

9. Is everything all **right**?

10. Are you ready to **order**?

2 b)

1. – 3 (Customer to waiter)

2. – 1 (Waiter to customer)

3. – 2 (Customer to customer), 3 (Customer to waiter)

4. – 3 (Customer to waiter)

5. – 3 (Customer to waiter)

6. – 3 (Customer to waiter)

7. – 3 (Customer to waiter)

8. – 3 (Customer to waiter)

9. – 1 (Waiter to customer)

10. – 1 (Waiter to customer), 2 (Customer to customer)

Revision 11 A

1 a)

1. hot – cold

2. small – big / large

3. modern – old

4. clean – dirty

5. cheap – expensive

6. nice – bad

2 a)

1. was, was

2. were, was

3. were, was

4. was, were

5. was, was

6. were, was

7. were, was

2 b)

1. a restaurant

2. a hotel

3. a nightclub / a pub

4. a shopping centre

5. a cinema

6. a holiday destination

7. a café

Revision 11 B

1 a)

visit

a castle

a friend

relatives

a museum

watch

TV

a tennis match

change

trains

money

clothes

carry

a bag

carry

a suitcase

a box

wait

for a taxi

a friend

relatives

open

a window

a suitcase

a box

a door

a bag

Revision 12 A

1 a)

read – a magazine; a book; an e-mail; the newspaper

do – some exercise; my homework; sports; the gardening

have – a party; a barbecue; a pint of lager; fun

go – to the cinema; to the shopping centre; to the park; to the pub

Revision 12 B

3

[ɜ:] – for (2x); sport; important; or (2x); walk

[ɒ] – got; shopping; popular; lot; of (2x); on

Revision 13 A

3 a)

(Mögliche Lösung)

1. No, I'm Bob's cousin. / Yes, I am.
2. Well, I don't know your family. / Yes, I do. / Yes, I know most people here. / Yes, but I don't know that woman in red.
3. Yes, I'd love to. / Well, not really.
4. Yes, I'd love to. / No, thanks. / Sorry, I'd love to, but I can't.
5. Yes, sure. / Yes, why not? / Yes, I'd love to. / I'm busy, I'm afraid.
6. Sorry, I'm busy on Sunday. / I'm afraid Sunday's not good. / Yes, Sunday would be great. / Fine. That would be great.

Revision 14 A

1 a)

- 5 - a 3 - d
2 - b 6 - e
4 - c 1 - f

3 a)

(Mögliche Lösung)

1. nicest / youngest / most interesting / tallest
2. most interesting / most boring
3. most interesting / most relaxing / most boring / most dangerous
4. nicest / most interesting / most boring
5. most delicious / most interesting
6. nicest / most relaxing / most boring / most interesting

Revision 14 B

2 a)

1. I'm going to the match on Saturday afternoon.
2. I'm going away for the weekend.
3. On Sunday, I'm flying to Paris.
4. Are you going / coming cycling with me tomorrow?
5. I'm doing a lot of housework tonight.
6. We're inviting / visiting friends for a welcome drink at 5 o'clock.

2 b)

- 5 - a 4 - d
2 (,4) - b 1 - e
6 - c 3 - f

Game

(Mögliche Lösungen)

1. Excuse me, when's breakfast / lunch / dinner? (page 12)
2. Excuse me, is there a good restaurant / are there

any good restaurants near here? (pages 22, page 47)

3. Excuse me, what time's the next train to Dover? Which platform is it from? (page 27)
4. I'd like the butternut squash for a starter, please, and the red pepper and basil pesto quiche for my main course. Oh, and I'd like a dark chocolate and espresso torte for dessert. (pages 43, 48, 112)
5. OK, it's my round. What would you like (to drink)? (page 43)
6. This shirt is really nice. Have you got it in medium? Have you got it in blue? How much is it? (pages 32, 36)
7. Hello, I'm going to Newquay. Here's my ticket. (page 53)
8. Hi, I'd like to rent a car from today to next (Friday). I haven't got a reservation. Can I pay by credit card? (pages 57, 58)
9. What time does the tour start? Does the tour include lunch? How much does the tour cost? (pages 75, 76)
10. Excuse me, can you tell me the way to the cathedral? / Excuse me, where's the cathedral? (page 86)
11. I have a brother and a sister. My sister lives in Australia. She works as an engineer. My brother's a web designer. He works for IBM. His wife's an English teacher. She's from the USA. (pages 100, 101)
12. I visited Brighton. It was fantastic! The weather was really nice, and I went shopping! I bought a really nice shirt, and it was very cheap! (pages 117, 122, 128)
13. Who is your sister? Is your sister older than you? Does she live in Windsor? Where does your brother live? Has he got any children? (pages 144, 145)
14. You could visit Dover and take a nice walk along the White Cliffs. They are very beautiful. Why don't you go to Cornwall? The best thing to do is to rent a car and drive from Newquay to Exeter. (page 149)

Info gap activity

Revision 1, Übung 3

→ S. 220

A

Name:

Country²:

Passport number:

B

Name:

John Bell

Country:

USA

Passport number:

047884147

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(insg. ca. 68 Minuten)

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Sophie Chaumette
Monica Cociña-Iglesias
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Peter Fenn
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Joanne Popp
Astrid Proctor
Debby Rebsch
William Sears
David Shallis
Rebecca Simpson
Angelique Slaats
Helen Smyth
Inge Spaighton
Natalie Voss

Song (Track 67):

Friday I'm in Love (01:52)
Smith, Gallup, Thompson, Williams,
Bamonte, Fiction Records Ltd.

Audio engineering and mastering:

Philip Heck, Bauer Studios, Ludwigsburg
Andreas Nesic, Stuttgart

Sound recordings:

Klett Studio, Stuttgart

Production:

optimal media production GmbH,
17207 Röbel/Müritz

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