

Dear Teacher,

On the following pages (226 – 253), you will find additional material to give your students further opportunities to practise the language learnt in the main units of Fairway A2.

There is one double page of supplementary exercises and activities per unit. The exercises provide extra grammar, vocabulary and pronunciation practice. To allow your students to improve their speaking skills, the exercises focus on communicative tasks. Occasionally new words are introduced. They are translated on the respective page as well as in the alphabetical wordlist.

You can use the supplementary material whilst working on a specific unit, or at a later point in your course as revision.

The cross-references in the main part (p.237, 1) indicate that there is a matching exercise in the supplement. Your students can do that exercise after finishing the respective exercise in the main part.

If you want to practise a specific topic as revision, the Focus headings in the supplement help you to pick and choose the right exercise:

Focus ► Comparatives & superlatives – 1 b), page 10

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 A2!

Liebe Kursteilnehmerinnen, liebe Kursteilnehmer,

auf den folgenden Seiten 226 – 253 finden Sie zusätzliche Aufgaben passend zu den 14 Units im Hauptteil. Mit diesen Übungen werden Sie im Unterricht viel Gelegenheit haben, Ihre Englischkenntnisse zu festigen und anzuwenden. Ihre Kursleiterin wird Ihnen sagen, wann Sie welche Übungen machen können.

Wir wünschen Ihnen viel Spaß und viel Erfolg beim Englischlernen mit Fairway A2!

Ihr Fairway-Team

Part A

Focus ► Comparatives & superlatives – 1 b), page 10

1 a) Match the words with the pictures.

- ☐ sightseeing holiday
☐ beach holiday
☐ adventure holiday

1 b) Work in groups of three. Decide which kind of holiday you'd like to go on. You can use the words below to help you.

boring • exciting • dangerous • safe • cheap • expensive • relaxing • stressful • fun

A: Let's go on a beach holiday – they're the most relaxing.

B: They're also the most boring. I'd like to do something more exciting.

Focus ► Rooms in the house – 4 b), page 12

2 a) Read what these people say. Which room are they in? Compare your answers with a partner.

bathroom • bedroom • dining room • garage • kitchen • living room

1. Can you turn the TV down?!
2. Hmm. That smells good.
3. There's no hot water!
4. Don't put your shoes on the bed.
5. Come on into the car.
6. Mmm. This looks delicious.

1 turn down: *hier* leiser machen

A: I think person 1 is in the living room.

B: I think she's in the bedroom.

2 b) Choose two rooms from 2 a). Think of a sentence you might hear in each room. Read your sentences to a partner. Your partner guesses which room it is.

A: There's nothing in the fridge.

B: You're in the kitchen.

Focus ► Household objects – 4 c), page 12

3 a) Work in teams. Each team takes one of the rooms in 2 a). In five minutes, make a list of objects you can find in that room.**3 b)** Read out your list. The other teams decide if the object is 'right' for your room or not. You get one point for each object in the right room. The team with the most points wins.

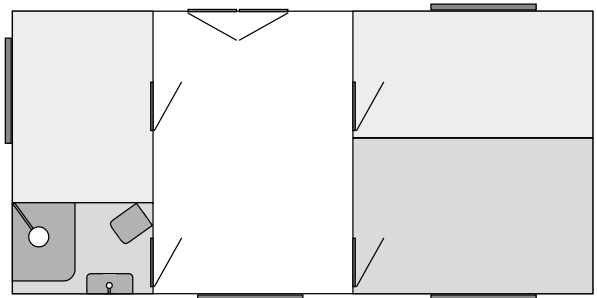
Focus ► Accommodation – 5 c), page 12

4 In pairs. Draw or write the things into drawing A. Tell your partner where the things are in your flat. Your partner listens and draws or writes the things into drawing B. Swap roles. In the end, compare your pictures.

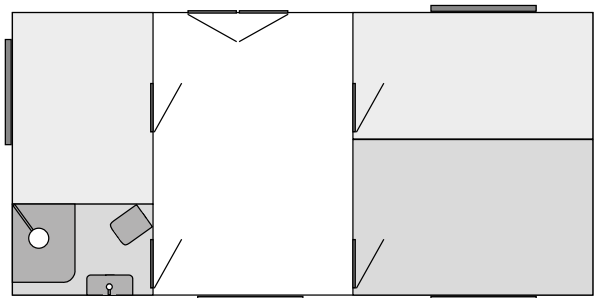
fridge • dishwasher • television (TV) • armchair • sofa • cooker • cupboard • sound system

There's / I've got a TV in my living room. /
There are two cupboards in my kitchen.

A



B



Part B

Focus ► Broken things – 2 c), page 16

1 a) Match the sentences with the pictures.

1. It doesn't work.
2. It's broken.

3. It doesn't close.
4. It doesn't open.

**1 b)** What would you say to the people in 1 a)?

Write down the problem to the answer. Sometimes there is more than one option.

1. Problem: _____

Answer: I can fix it this afternoon.

2. Problem: _____

Answer: I know. It's very annoying¹.

3. Problem: _____

Answer: Here. Borrow mine.

4. Problem: _____

Answer: Let me try.

¹ annoying: ärgerlich

Focus ► How to be polite – 4, page 16

2 a) Work in pairs. Look at the mini dialogues. How can you make them sound more polite?

1. A: Can I have a ticket to London?
B: Yes.
2. A: Would you like to dance?
B: No.
3. A: Is everything OK?
B: No, the wine is terrible.
4. A: Call the manager now.
B: OK.
5. A: I've got my driving test this afternoon.
B: Oh.

2 b) Choose one of the dialogues and add 2 more lines to it. Act out your dialogues.**2 c)** Discuss (in English or German).

Is it important to be polite in your country? Think about

- a) how you buy a bus ticket.
- b) how you complain about something.
- c) how you answer a question.
- d) what you say when you bump into someone.

Focus ► Revision 1B – 5 c), page 17

3 a) Complete the proverbs with *broken* or *fix*.

1. Rules are made to be _____.

Proverb

2. Eggs and promises² are easily _____.

Proverb

3. If it isn't _____, don't _____ it.

Proverb

² promise: Versprechen

3 b) In class. Talk about the proverbs (in English or German). Do you say the same in your language?

Part A

Focus ► Comparatives (revision) – 3 b), page 21

1 In pairs. What do you know about these cities? Complete the sentences. Then compare with a partner.

1. Amsterdam is _____ (modern / old) than London.
2. New York is _____ (dangerous / safe) than Moscow.
3. Berlin is _____ (expensive / cheap) than Rome.
4. Kuala Lumpur is _____ (hot / cold) than Chicago.
5. Sydney is _____ (big / small) than Detroit.
6. Bombay is _____ (noisy / quiet) than Christchurch.

A: Amsterdam is older than London.

B: I think so, too. / I don't think so. I think ...

Focus ► Conditional sentences – 4 d), page 22

2 Work in groups of four. Use one of the sentence beginnings below to make chain sentences. How long can you go on for?

1. If I don't go on holiday once a year ...
2. If I'm feeling hungry late at night ...
3. If I'm tired after work ...
4. If I've got nothing to do at the weekend ...

If I don't go on holiday once a year, I get stressed.

If I get stressed, I often shout at my husband.

If I shout at my husband, I don't feel good.

If I don't feel good, I eat chocolate.

If I eat chocolate, I ...

3 a) Match the sentences to find information about "One World English" courses. How quickly can you do it? Compare in class.

One World English

If you've got the 'ifs', we've got the answers.

1. If you pay for three months now,
2. If you need to learn quickly ¹,
3. If you want more homework,
4. If you are interested in international exams,
5. If you don't enjoy your lessons,
6. If you miss a lesson,

- ☐ a) we've got special intensive courses.
☐ b) we can help you pass ².
☐ c) you get your money back.
☐ d) we've got many extra exercises online.
☐ e) you can ask for a private revision session.
☒ f) you get the fourth month for free.

1 quickly: schnell 2 pass: bestehen

3 b) In pairs. You offer the worst English course in town! Complete the rules.

1. If you fail ³ the exams, you have to pay us £100.

2. If you miss a lesson,

3. If you want to do international exams,

4. If you don't have fun in our lessons,

3 fail: durchfallen

Part B

Focus ► Transport – 1 b), page 25

1 a) Complete the table using the given letters.

	Where?	Transport?
B	Brazil	bus
P		
C		
T		
B		

1 b) In groups. Compare your sentences. You get one point for a country or a type of transport that no one else has. Who has the most points?

A: I'm going to Brazil by bus.
B: I'm going to Burma by ...
C: ...

Focus ► Questions in Present simple – 2 c), page 25

2 a) Put the dialogue in order.

- 1 A: What time does the next train to Taunton leave?
 ___ A: And where does it leave from?
 ___ A: What time does it arrive in Taunton?
 ___ A: So how long does it take?
 ___ A: And how much does it cost?
 ___ A: And how many suitcases can I take with me?
 ___ B: Single, that's £25.
 ___ B: From platform 3.
 ___ B: One large suitcase and a small one.
 ___ B: Let me see. That's about an hour and a half.
 ___ B: At 3.15 in the afternoon.
 ___ B: At 1.50 in the afternoon.

TIPP • TIPP • TIPP •

8 : 20 (It's) eight twenty.

11 : 50 (It's) eleven fifty.

10 : 35 (It's) ten thirty-five.

2 b) Use the dialogue in 2 a) to complete the information below.

Train to Taunton

Leaves at _____

Leaves from _____

Arrives at _____

Length of journey _____

Price _____

Suitcases _____

2 c) In pairs. Ask and answer questions to complete your table. Student A uses the information on this page, student B uses the information on page 255.

A: What time does the next plane to Plymouth leave?

B: It leaves at ...

Student A

1. Ask B and find out about the plane to Plymouth.	2. Give B information about the bus to Birmingham.
Leaves at _____	The next bus leaves at 10.20 from platform C.
Leaves from _____	It arrives in Birmingham at 2.40. The price of a single ticket is £13.
Arrives at _____	Passengers can take two suitcases with them.
Length of journey _____	
Price _____	
Suitcases _____	

Focus ► Present simple (future) – Grammar, page 27

3 a) Which sentence in each pair has a future meaning?

- a) My aunty arrives on Friday.
b) Our post usually arrives before midday.
- a) The doctor's surgery opens early on Fridays.
b) What time does the pub open tonight?
- a) The game finishes when one player has 20 points.
b) The football match on Saturday finishes at 5 p.m.
- a) Hurry up! The shops close in half an hour.
b) London is a town that never closes.

3 b) Make three more sentences with a future meaning.

Part A

Focus ► Present progressive – Grammar, page 31

1 a) Complete the sentence with the present progressive form. Use the verbs below.read • ~~look~~ • choose • try on¹ • play • try

- I'm looking for a pair of boots for my son.
- We _____ to find some spicy Spanish chorizo. Have you got any?
- I love the CD you _____. Who is it and can I buy it?
- Dad's over there. He _____ a wine to take to the party tonight.
- Jane's in the dressing room. She _____ some jeans.
- The kids are in the children's section. They _____ a comic book.

¹ try on: anprobieren**1 b) In pairs. Decide what kind of shop the people in 1 a) are in.****2 In pairs. What are the people in your family doing at this moment?***I think my son is watching TV.**My wife is doing exercise² at the gym.*² do exercise: Sport machen, trainieren

Focus ► Enquiring about shops – 3 d), page 32

3 In pairs. Student A: Choose a place you're looking for. Student B: Suggest a place in your town.A: I'm looking for (*a good place to eat pizza*).

What do you suggest?

B: You could try / I suggest you try (*Mario's Pizzeria*).**What are you looking for?**

- a good place to eat ...
- a good place to buy ...
- a good place to watch ...
- a good place to ...

- a cheap place to buy ...
- a cheap place to eat ...
- a cheap place to ...

Focus ► could – 4 b), page 32

4 a) In pairs. Student A: Throw two dice and choose the words with the same number below. Make a 'could' sentence. Student B must reply. After three sentences, swap roles.

- give – hand
- watch – dog
- keep eye – on suitcase
- open – window
- carry – bag
- clean – plate
- lend³ – car
- call – taxi
- carry – suitcase
- tell – time
- call – lift

A: Could you call me a taxi, please?

B: No problem. / Of course. / I'm sorry. I'm in a hurry.

³ lend: ausleihen

Part B

Focus ► Vocabulary / containers – 5 b), page 36

1 a) Look at the containers (1.– 6.) and the products a) – c). Which product doesn't fit?

- | | | | |
|----------------|--------------|---------------|-------------------------|
| 1. a bottle of | a) milk | b) water | c) <u>ham</u> |
| 2. a box of | a) peanuts | b) cornflakes | c) chocolates |
| 3. a can of | a) coke | b) soup | c) cigarettes |
| 4. a packet of | a) peanuts | b) whisky | c) crisps |
| 5. a tin of | a) tuna fish | b) tomatoes | c) rice |
| 6. a jar of | a) olives | b) gin | c) pickles ⁴ |

⁴ pickles: Gewürzgurken

1 b) In pairs. Think of containers for the words which don't fit from 1 a).

ham: 200 grams of ham

1 c) In pairs. Say a container (choose from the words below) – your partner must reply with a product. Then your partner says a container, and you reply with a product. Play for two minutes. You get a point for each correct product. Who gets the most points?

a bottle of • a box of • a can of • a packet of •
a tin of • a jar of

A: A bottle of ...
B: wine! A can of ...
A: coke! ...

Focus ► some – any – Grammar, page 37

2 a) Look at the picture for one minute and try to memorise as much as you can. Then cover the picture.



2 b) How many items from 2 a) can you remember? Write them down. Then compare with a partner.

There were some bananas.
Were there any pineapples?
No, there weren't any pineapples.

3 a) Tick three ingredients to make your perfect sandwich.

- | | | |
|----------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> ham | <input type="checkbox"/> chicken | <input type="checkbox"/> tuna |
| <input type="checkbox"/> salami | <input type="checkbox"/> cheese | <input type="checkbox"/> salmon |
| <input type="checkbox"/> lettuce | <input type="checkbox"/> cucumber | <input type="checkbox"/> tomatoes |
| <input type="checkbox"/> butter | <input type="checkbox"/> houmous | <input type="checkbox"/> mayonnaise |

3 b) In pairs. Guess what's in your partner's sandwich. How many guesses do you need?

A: Is there any salmon in it?
B: Yes, there is. / No, there isn't.

Part A

Focus ► Landscapes – 2 b), page 43

1 a) Unscramble the words.

1. akle lake
2. inoutnma _____
3. defil _____
4. lihl _____
5. merats _____
6. revir _____
7. sorfet _____

1 b) In pairs. Think about some of these places that are special to you. Tell your partner.

When¹ I was a child, we always went to the mountains on holiday.

I often take a walk in the beautiful forest near our house.

1 when: *hier* als

Focus ► Imperative – Grammar, page 44

2 In groups of six. Play 'Simon Says'.Rules of the game

One person is 'Simon'. Simon gives commands ("Touch your nose.", "Stand up.", "Lift your arm.")

There are two rules:

- 1) If 'Simon' says "Touch your nose!", you don't do anything.
- 2) If 'Simon' says "Simon says: Touch your nose!", you touch your nose.

If you don't follow the rules, you're out. The winner is the next 'Simon'.

3 a) Put the sentences in the right order and find out the recipe.**HOW TO MAKE A SIMPLE CHEESE OMELETTE.**

- ☐ Put on some cheese.
- ☐ Fold² the omelette in half.
- ☐ Pour³ the egg into a hot frying pan.
- ☐ Mix⁴ the eggs with some salt. Don't put in too much.
- ☐ Put on a plate and enjoy. Don't eat too fast.
- ☒ Break an egg into a cup. Don't make a mess⁵.

2 fold (in half): (in der Mitte) zusammenfallen 3 pour: gießen
4 mix: vermischen 5 make a mess: hier verkleckern

3 b) Write simple instructions for something you know how to cook or make. Ask your teacher to help you with words or use a dictionary. Read your instructions to the others in class.

Focus ► Directions – 5 e), page 44

4 In pairs. Match the words to give directions. How many sentences can you make?

go	down	the bridge
turn	across	the town square
take	up	into ... Road
cross	right	on the right
	the first / second / third road	the park
	through	the hill
	left	this road
	past	

Turn left into (Station) Road.
Go up the hill.

Part B

Focus ► Past simple – Grammar revision, page 47

1 a) In pairs. Play 'past tense tennis'.

- Student A says a verb.
- Student B says the past tense of the verb and (if correct) then says another verb.
- Student A says the past tense of that verb, etc.
- You get a point when your partner makes a mistake.

A: I have.

B: I had. I like.

A: I liked. I go.

...

1 b) In small groups. Mime an activity you did yesterday. The others guess. Take turns.

Did you paint your house?

Did you have an accident?

Did you play tennis?



Focus ► Saying the year – 3, page 48

2 a) In class. Make a list of events that can be important in someone's life. Your teacher can help you with vocabulary.

get married!

1 get married: heiraten

2 b) In pairs. Write down three years that are special to you. Tell them to your partner. Your partner guesses why they are special. Use expressions from 2 a). Swap roles.

A: 1978.

B: Did you get married in 1978?

A: Yes, I did. / No, I didn't.

Focus ► Relative pronouns – 5 b), page 49

3 a) In pairs. Quiz time!

- Complete the questions with the missing pronouns.
- Write down your answers. Compare in class. Your team gets a point for each correct answer.

Can you name ...



... the King of England
_____ had six wives?



... the artist _____
painted 'The Scream'?



... the man _____
invented the telephone?



... the city _____ is
the capital of Peru?

3 b) In pairs. Think of two more quiz questions. Ask and answer in class. Each correct answer gets a point. If no one can answer your question, your team gets the point. Add your points to the ones from 3 a). The team with the most points wins.

two hundred and thirty-three 233

Part A

Focus ► Gerund: love -ing – Grammar, page 53

1 Read the text below and solve the puzzle.

Adam, Billy and Chris are good friends. But they have little in common¹. They have different jobs: One of them is a teacher, the other one's a salesman, and the third one's a doctor.

They have different hobbies, too: One of them likes painting, the other one likes travelling, and the third one likes gardening. Each has only one hobby.

Who has which job and which hobby?

- a) Billy is a salesman.
- b) Adam isn't a teacher.
- c) Adam doesn't like painting.
- d) The teacher doesn't like painting.
- e) The doctor likes gardening.
- f) The salesman likes painting.
- g) Billy isn't a doctor.
- h) Billy doesn't like travelling.

	Adam	Billy	Chris
job			
hobby			

¹ have little in common: wenige Gemeinsamkeiten haben

Focus ► likes and dislikes – 3 c), page 53

2 a) Next to each expression, write down two activities that you like / don't like. Your teacher can help with vocabulary.

- + really love _____
- love _____
- like _____
- don't mind _____
- don't like _____
- hate _____
- can't stand _____

2 b) In pairs. Read out the activities but don't say how you feel about them. Can your partner guess?

- A: Shopping and writing emails.
 B: I think you like doing these things.
 A: No. Actually, I can't stand doing these things.

Focus ► Hobbies – 4 e), page 54

3 a) Write down the right words for the hobbies. The first letter is underlined.

- 1. shiifng _____
- 2. vtrelanlgi _____
- 3. intgtink _____
- 4. ingngdrae _____
- 5. khigin _____
- 6. gekeipn a pcasbkoor _____

3 b) What are their hobbies? Use the hobbies from 3 a). There is one hobby in 3 a) that no one has. Which one is it?

Bob: I speak different languages and I love meeting people from all over the world.

Sally: I need fresh air and I like doing exercise².

Ann: I love sitting alone for hours next to a river or a lake.

Peter: I love thinking back on things I've done in my life.

Joanna: I enjoy being outside, and I like working with my hands.

² do exercise: *hier* sich sportlich betätigen

I think Bob's hobby is ...
 Joanna's hobby is ...

3 c) In pairs. Talk about the hobbies in 3 a).

- A: I don't enjoy gardening. It's too hard work, and I don't really like flowers.
 B: I love gardening. We have a huge garden behind our house, and I often work there on the weekend!

Part B

Focus ► have to – 3 b), page 58

1 a) Make lists. Ask your teacher about new vocabulary.

Four things I have to do every day.

Four things I don't have to do every day.

1 b) In pairs. Compare your lists.

A: I have to go to the office every day.

B: Really? I don't have to do that. Some days I work at home. But I have to take my children to school every day.

2 Match the sentence halves to make quotes. Do you understand what the quotes mean?

1. You **don't have to** be crazy to work here
2. To be successful
3. I have Social Disease¹.
4. Getting old is no problem –

- ☐ a) I **have to** go out every night. (Andy Warhol)
- ☐ b) you just **have to** live long enough. (Groucho Marx)
- ☐ c) but it helps. (Anonymous)
- ☐ d) you **have to** be selfish². (Michael Jordan)

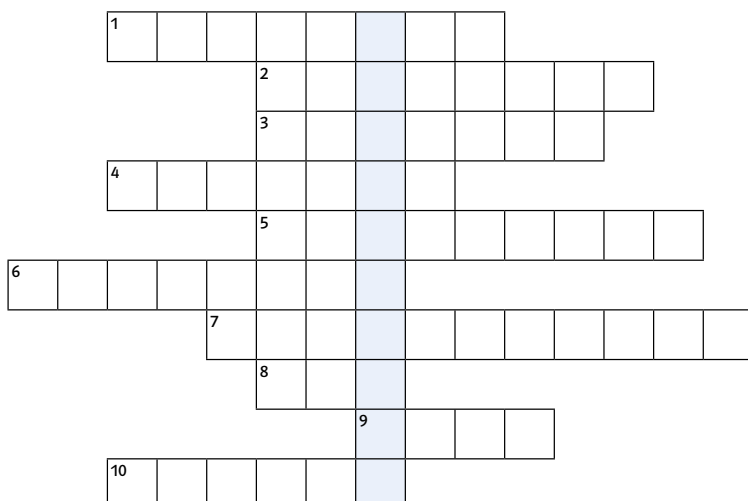
¹ disease: Krankheit ² selfish: selbstsüchtig

Focus ► Describing personality – 4 c), page 59

3 a) Read the school report and use the missing words to fill in the word grid. What is the name of this 'wonder' child?

She is a very (1) child and loves being with other children. She is also very (4) and doesn't mind waiting for her turn when playing games. She is (5) too and always finds a way to solve any problems in the playground. She is extremely (8) for a child of her age – the fastest runner and the best swimmer in the year. Inside the classroom, she is a very (7) girl and always gets very good marks in tests. She is especially (3) when she does her work and makes sure she doesn't make silly³ mistakes. She is a (9) girl and her desk is never messy⁴. But she is not just good at her classwork. She is also extremely (6) in other areas. She plays the piano very well and sings beautifully. She has a (2) side too and produces the most amazing paintings in art class. Finally, she is very (10) – she never forgets to say 'please' and 'thank you'. All in all, she is a wonderful child to have in the class. It's amazing⁵ to think she's only six years old.

3 silly: dumm 4 messy: unordentlich 5 amazing: erstaunlich

**3 b) In pairs. Use the adjectives from 3 a) to talk about your friends and family. Your teacher can help with new vocabulary.**

My husband isn't patient. He hates waiting for me in shops, for example.

My best friend is very creative: She loves painting and doing DIY.

two hundred and thirty-five 235

Part A

Focus ► *will*-future – 3 c), page 63**1 a)** Tick the things that you think you will do or write what you will do instead.

- ☐ I'll go to the cinema tonight.
- ☐ I'll _____ tonight.
- ☐ I'll do a lot of sport this weekend.
- ☐ I'll _____ this weekend.
- ☐ I'll go to a football match on Saturday.
- ☐ I'll _____ on Saturday.
- ☐ I'll stay in Germany for my next holidays.
- ☐ I'll _____ for my next holidays.

1 b) In pairs. Ask each other about the ideas in 1 a).

A: Will you go to the cinema tonight?

B: Yes, I think I will. And you?

A: I don't think so. I'll stay at home and listen to music.

2 a) Match the sentences about the weather with the symbols.

- a) It'll be sunny. d) It'll be very warm.
- b) It'll be very cold. e) It won't be sunny.
- c) It'll be rainy. f) It'll be windy¹.

1. ☐2. ☐3. ☐4. ☐5. ☐6. ☐¹ windy: windig**2 b)** Write three sentences about the weather tomorrow. Compare with a partner.

A: I think it'll be sunny tomorrow.

B: I think it won't be sunny, but it'll be very warm.

Focus ► Grammar revision, page 64

3 a) Complete the sentences with the correct forms of the verbs.

1. Kevin plays golf once a week, but this week he is playing tennis with his friend Peter.
2. Peter very often _____ his friends' cars – but today he _____ his own car. (fix)
3. John usually _____ glasses. Tonight, he _____ contact lenses. (wear)
4. Mr Silver _____ for an international company. He _____ with a project team from China at the moment. (work)
5. Nancy _____ a lot of chocolate, but this week she _____ vegetables only – she's on a diet. (eat)

3 b) Complete the sentences so they are true for you.

1. (play) I _____ once a week, but this week I _____.
2. (wear) Normally I _____ but today I _____.
3. (work) I _____ for _____ I _____ at the moment.
4. (eat) I _____ a lot of _____, but this week I _____.

Part B

Focus ► Describing people – 3 b), page 68

1 a) Are the adjectives rather positive or rather negative? Write them under the two headings. Compare in class.

honest • difficult • polite • shy • moody • serious • strange • arrogant • easy-going • thoughtful • rude • kind • charming • funny • sociable

positive

negative

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1 b) What are the three most important qualities you look for in other people? Discuss in groups.

I think a good friend needs to be ...
I also think it's important that he or she is ...
I think a good boss has to be ...
I think a partner needs to be ...
I think a sports coach¹ ...

¹ sports coach: Trainer

1 c) Look at the following adjectives. You often use them to describe people – but you can also use them to describe other things. Try to match the adjectives with the words on the right.

honest	reply
charming	behaviour
difficult	answer
serious	thought(s)
polite	animal
rude	old lady / hotel
shy	question / exercise

Focus ► adverbs before adjectives – 5 c), page 69

2 a) Choose one of the pictures. Write a short text about the person: What does he / she look like? What kind of person do you think she / he is? Use adjectives from 1 a) and *very* / *quite* / *not at all* etc.



2 b) Read out and compare your texts in class.

3 Write examples. Compare your choices in class.

a film maker who is really talented

an athlete who is very charming

a reporter who is very intelligent

a star who is quite arrogant

a student in your class who is very funny

4 What kind of person are you? Ask each other and answer the questions.

Are you ...
shy?
moody?
arrogant?
funny?
thoughtful?
easy-going?

Yes, I'm fairly / quite ...
No, I'm not very / not at all ...

A: Are you shy?

B: Yes, I'm quite shy. I don't like speaking in front of other people. Are you moody?

A: No, I'm not moody at all. I'm always happy.

Part A

Focus ► Activities – 5 c), page 76

1 a) Complete the words for the activities.

1. a yoga course
2. a c _____ w _____
3. a v _____ c _____ c _____
4. a w _____ w _____
5. an a _____ c _____
6. a h _____ f _____ w _____
7. a f _____ d _____ c _____
8. a m _____ c _____

1 b) In pairs. Student A: mime one of the activities from 1 a). Student B: guess. Take turns.

B: A cycling weekend?
 A: No.
 B: An aquarobics course?
 A: Yes!

1 c) Complete the sentences with activities from 1 a). Compare in class.

1. If you're stressed, I think it's a great idea to _____.
 2. If you're stressed, I don't think it's a good idea to _____.
 3. I think it's very relaxing to _____.
 4. I don't think it's very relaxing to _____.
 5. I would never take part in ¹ a _____.
- ¹ take part in: teilnehmen an

Focus ► Giving advice – 5 c), page 76

2 a) In groups. Choose one of the activities from 1 a). Write a list of DOs and DON'Ts for it.

activity: _____

DOs:

DON'Ts:

2 b) Read your DOs and DON'Ts to the class, but don't say the activity. The others guess.

You should do it in spring or summer.
 You shouldn't go alone.
 – That's a cycling weekend!

Focus ► Giving advice – 6 b), page 76

3 a) Read the text about social rules in different cultures.**Different cultures – different rules**

Argentina: You have an invitation to a friend's house. It's OK to be 30 minutes late.

Thailand: You meet a person with a child. Don't touch the child on the head!

Southern Italy: You are walking in a city. You come to a traffic light that is red for the pedestrians. It's OK to cross the street if there are no cars.

UK: You are invited to a party. Don't take your shoes off when you enter the house.

China: It's a friend's birthday. You should never give him / her a watch or a clock as a present.

Chile: You are in a restaurant with friends. It's not polite to use a toothpick¹.

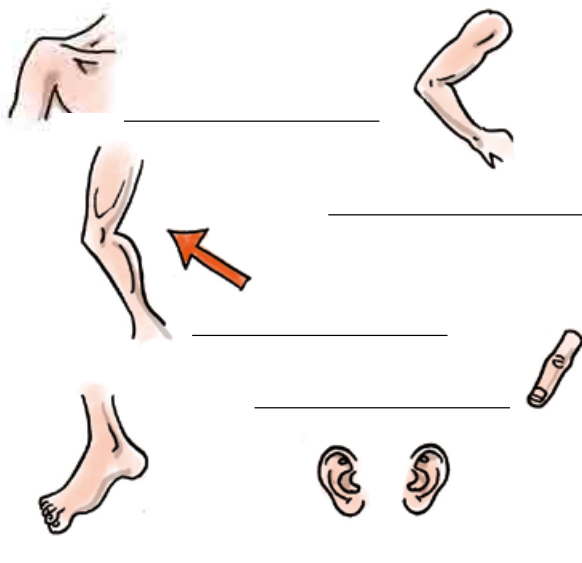
¹ toothpick: Zahnstocher**3 b) Talk about the rules in 3 a). Say what is OK or what you shouldn't do in your country.**

A: In my country you shouldn't be 30 minutes late if you have an invitation to a friend's house.
 B: For me / In my country it's (not) OK to ...

Part B

Focus ► Parts of the body – 3 d), page 80

1 Write the words in the correct spaces.



2 a) Write the correct words for the body parts.

1. h d e a _____
2. e n o s _____
3. d a n h _____
4. s a r e _____
5. b c a k _____

2 b) Complete the expressions. Use the words from 2 a). Use every word only once.

1. I lost my _____.
2. Her _____ is in the air.
3. Can you lend me a _____?
4. She's still wet behind the _____.
5. They did it behind her _____.

2 c) Match the expressions from 2 b) with the meanings below. Do you have similar¹ expressions in your language?

- ☐ a) Can you help me?
- ☐ b) I was very angry.
- ☐ c) They did it but they didn't tell her.
- ☐ d) She is very arrogant.
- ☐ e) She doesn't have a lot of experience.

¹ similar: ähnlich

Focus ► if-sentences – 5 c), page 81

3 a) Match the sentence halves and discover some superstitions².

1. If your nose itches,
2. If you meet a black cat,
3. If a girl catches the bride's bouquet³,
4. If you break a mirror,

- ☐ a) she will be the next one to marry.
- ☐ b) you'll have seven years of bad luck.
- ☐ c) someone is thinking about you.
- ☐ d) you'll have good luck.

² superstition: Aberglaube ³ bride's bouquet: Brautstrauß

3 b) In class: Do you have the same superstitions in your language?

3 c) What other superstitions do you have in your language? Find out how to say them in English (your teacher can help with vocabulary).

Focus ► if-sentences – 6 b), page 81

4 In groups. Play the 'But what if ...?' game. One of you starts. The others answer with 'But what if ...?' Change roles.

A: I'll make a bike tour on Sunday.
B: But what if it rains?
A: No problem. I'll take my car.
C: But what if your wife needs your car?
A: I'll go with my wife then.
...

Focus ► Aches and pains – Memo, page 81

5 a) What is wrong with these people? Say "She / He has a ...(ache)" or "Her / His ... hurts."



5 b) In pairs. Discuss: What should the people in 5 a) do?

A: I think he should stay in bed.
B: Yes, and he should drink a lot of tea.

Part A

Focus ► *will*-future for offers – Grammar, page 86**1** Match the pictures with the offers.

1. I'll call the ambulance.
2. Oh wait, I'll help you.
3. I'll get you some water.
4. Don't worry. I'll buy you a new one.

2 Something is wrong with these offers.
Practise the dialogues and say the correct sentences.

1. A: I dream about a holiday with you in the Caribbean.
B: No problem, I'll book us a taxi.
2. A: I've got so much work at the moment.
B: I won't come back when you're not so stressed.
3. A: I'm so hungry.
B: I'll get you an aspirin.
4. A: Look at the mess on your desk!
B: No problem. I won't tidy it up.
5. A: I hate writing postcards.
B: No problem, I'll read them for you.
6. A: I'd love to see a film on Saturday.
B: OK, I'll take you to the museum!

3 a) Write down three things you hate doing. Your teacher can help with new words.**3 b)** In pairs. One of you is Ms Grumpy¹ and the other one is Mr Nice. Ms Grumpy complains about things she hates doing (use your ideas from 3 a). Mr Nice always offers to help. Make three exchanges, then swap roles.Ms Grumpy: Oh, I hate *going shopping*.Mr Nice: Really? Well, I'll *go shopping* for you.Ms Grumpy: That's nice – but I have to *write a shopping list* first. I hate *writing shopping lists* ...Mr Nice: Well, I'll *write the shopping list* for you, then!

Ms Grumpy: That's nice, but I have to ...

¹ grumpy: mürrisch, schlecht gelaunt

Focus ► Phone calls – 6 b), page 86

4 In pairs. Read these messages. What do you think was said in the phone calls? Invent the calls.

- Choose one of the notes.
- Student A is the person calling, student B is the person who answered the phone and wrote the message.
- Practise your phone call first, then present it to the class.

*Hi James,
Your wife called. Can you drive Tommy to his
swimming class at 4 o'clock? Your wife is busy.
Please send her a text message if OK.*

Karen

*Hello Helen,
Jim called, but you were in the meeting. Can
you please call him back on 07829 7693802?*

Sandra

Part B

Focus ► Ordinal numbers – Memo, page 89

1 a) Think of a big shopping mall you know well. Write down where the following shops are.

café • delicatessen • book shop • clothes shop • shoe shop

ground floor¹: _____

1st floor: _____

2nd floor: _____

3rd floor: _____

1 ground floor: Erdgeschoss

1 b) In pairs. Student A: You are the client. You ask for something you want to buy.
Student B: You work at the information desk. You give student A information about 'your' shopping mall. Change roles.

A: I'm looking for ... / I'd like to ...
B: OK, sure, you have to go to the ... (shop).
A: Which floor is it on?
B: (It's on the) 5th floor.
A: Thank you!

Focus ► Talking about dates – 3 b), page 90

2 In class. Ask the others about their birthday. Make a class list of birthdays.

A: When's your birthday?
B: It's on the ... of ... When's your birthday?

3 a) Do you know the dates of these public holidays²? Write the numbers next to the dates. Compare in class.

1. Halloween
2. St. Patrick's Day
3. Independence Day
4. Thanksgiving
5. May Day Bank Holiday
6. Boxing Day

- ☐ a) the first Monday in May
☐ b) 26th of December
☐ c) 17th of March
☐ d) 4th of July
☐ e) 31st of October
☐ f) the fourth Thursday in November

² public holiday: gesetzlicher Feiertag

Halloween is on the ...

3 b) Repeat the days of the week. What days of the week are / were the public holidays from 3 a) this year? Guess the answer, then check with a calendar.

A: What day is Boxing Day this year?
B: I'm not sure ... a Tuesday, maybe?
A: Let's check. No, it's a ...

Focus ► Polite offers and requests – TIPP, page 91

4 a) Write polite questions.

1. A: _____
B: I'm sorry, but we ask people not to smoke in this area.
2. A: _____
B: Certainly. It's R – A – N – D – Y.
3. A: _____
B: Not at all.
4. A: _____
B: Ms Munt? I'm so sorry. She's in a meeting.
5. A: _____
B: No, go ahead. Take it.

4 b) Act out the mini-dialogues with a partner. Add one more line each.

A: Do you mind if I open the window?
B: I'm sorry, but we ask people not to smoke in this area.
A: Oh, OK, no problem ... I'll go outside then.
B: Thanks, that's nice of you.

5 Ask your teacher polite nonsense questions. Choose from the list below or use your own ideas. See how your teacher reacts.

- you want to have a running competition in the classroom
- you want to make a barbecue in the classroom
- you want to borrow the teacher's wallet³
- you want to use your teacher's phone for a long-distance call⁴

³ wallet: Brieftasche ⁴ long-distance call: Ferngespräch

Do you mind if I use your phone for a quick call to China?

Excuse me, could I borrow your ...?

Part A

Focus ► Places in a town – 2 c), page 95

1 Write the names of the places.

Focus ► Talking about where you live – 3, page 96

2 a) What are the things that you like in your town or village? Write down how important these things are for you.

extremely important:

school nearby,

really important:

quiet,

fairly important:

not at all important:

no nice restaurants nearby,**2 b)** Use your ideas from 2 a) to write a short paragraph about your town or village, and why you like it.

I live in a little village. The neighbourhood is very quiet – that's really important for me. I hate noise, and I hate stress! My children's school is nearby. That's extremely important for me because I have to drive my kids to school every day. There aren't any nice restaurants nearby. But I don't mind – that's not important for me at all: I don't like going out for dinner.

2 c) Give your texts to your teacher. Your teacher reads them aloud. Guess who wrote the text.

Focus ► Adjectives and adverbs – 4 b), page 96

3 Read the text. Change the underlined words to make meaningful sentences below.

The party was wonderful. When we arrived at Sally's house, we were already early. The first thing we heard was a man playing the piano much too quietly. We couldn't talk because it was easy to hear each other. What a beautiful noise! So we decided to dance. Janet danced so gently that she bumped into¹ a table. There was a small birthday cake on it – more than half a metre high! It fell onto the floor. Sally's reaction was really bad. She just smiled and cleaned the floor! We left the party soon after. I was so unhappy to be back home!

¹ bump into s.th.: gegen etwas stoßen

The party was _____ (1).

We were already _____ (2).

The man was playing the piano much too _____ (3).

It was _____ (4) to hear each other.

What a _____ (5) noise!

Janet danced very _____ (6).

The birthday cake was _____ (7).

Sally's reaction was really _____ (8).

I was so _____ (9) to be home!

4 a) Find adverbs that describe how people do these things. Can you find more pairs of verbs and adverbs?

laugh: *loudly*

talk: _____

sing: _____

play tennis: _____

speak a language: _____

4 b) In pairs. Use the combinations from 4 a) to describe someone in your class. Your partner guesses who it is. Change roles.

A: The person I'm thinking of is a woman. She speaks English very well. She always listens carefully.

B: Hmm. I'm not sure who you mean. One more sentence, please?

A: OK. She plays tennis very well.

B: Ah, that's Sandra.

A: Correct.

Part B

Focus ► *going to-future* – 3 e), page 100

1 a) Look at Petra Sullivan's diary. Write sentences about her plans for this week.

	8:00	9:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00
Mon	meet deputy managers						make phone calls		
Tue	answer emails						write sales report		
Wed	meet with staff						go to dentist		
Thur	get birthday present (Tim)						answer emails		
Fri	talk to bank managers						see branch managers		
Sat		shopping with Tim in London							
Sun		with Tim in London: Tate Gallery							

1 b) Have a conversation with a partner about Petra. Discuss these questions.

1. What job do you think Petra has?
2. What kind of lifestyle does she have?
3. Would you like a lifestyle like hers? Give reasons.

1 c) Make sentences to compare Petra's week with your own.

On Monday afternoon, Petra's going to make some phone calls, but I'm going to meet a friend.

2 In pairs. Student B: Close your book. Student A: Ask student B the three questions below. Don't take notes, just listen. Student B: Answer the questions. One answer should be a lie. Student A tries to find the lie. Swap roles.

- What are you going to do on Sunday?
- What are you going to do on your next holiday?
- What are you going to give your best friend for his / her next birthday?

B: On Sunday I'm going to work in the garden.

On my next holiday, I'm going to lie in the sun for a whole month.

And I'm going to give my best friend tickets to the cinema. She loves going to the cinema.

A: I think number 2 is a lie. You're not going to lie in the sun for a whole month!

3 Think of something you are going to do next week. Tell your partner three things that are a part of doing this. Your partner has to guess what you want to do.

Something I want to do next week:
paint my living room

I'm going to

- take a week off from work
- take furniture out of living room
- buy paint at DIY store

A: Next week, I'm going to take a week off from work. I'm going to take all the furniture out of my living room. I'm going to buy paint at the DIY store.

B: I think you're going to paint your living room!

A: That's right.



Part A

Focus ► Present perfect – 4 b), page 108

1 a) Unscramble the verbs. Write them down and add the correct form of the present perfect.

1. e v l a e leave ↔ left
2. i s k _____ ↔ _____
3. e b _____ ↔ _____
4. e k m a _____ ↔ _____
5. s l o e _____ ↔ _____
6. e i g v _____ ↔ _____
7. u b y _____ ↔ _____

1 b) Complete the questions with the verbs from 1 a). You have to use some verbs twice.

1. Have you ever _____ a shop without paying?
2. How many phone calls have you _____ today?
3. What is the most expensive thing you've ever _____?
4. How many times have you _____ to London?
5. Have you ever _____?
6. Have you ever _____ your passport?
7. What's the best present someone has ever _____ to you?
8. Have you _____ any clothes this month?
9. Have you _____ to the cinema in the last 10 days?

1 c) In pairs. Ask and answer the questions from 1 b). Take a few minutes to think about your answers. How long can you talk for?

- A: Have you ever left a shop without paying?
 B: Yes, I have. That was on my last holiday.
 A: What happened?
 B: I was in a souvenir shop and I wanted to buy a key ring – but I couldn't find my money.
 A: So what did you do?
 B: My wife stayed in the shop, and I went back to the hotel and got the money.

1 d) Read the sentences. Find out what is wrong and correct the sentences.

1. I'm not hungry any more. I've just seen a big pizza.
I've just eaten a big pizza.
2. John is on a holiday in France. He's met me a lovely postcard from Paris.

3. You're so good at dancing. I'm sure you've eaten salsa lessons.

4. I've seen this new radio show. It's really good.

5. A: Have you ever seen to Italy?
 B: Yes, I've visited Rome lots of times.

6. A: Do you know their new CD?
 B: Yes, I've watched it. It's great!

7. A: Have you ever come on a holiday in Spain?
 B: Yes, I've been to Madrid twice.

Part B

Focus ► yet / never – 4 b), page 112

1 For each situation, write what hasn't happened yet.

1. They won't be able to go to the concert. (they – buy tickets)
They haven't bought tickets yet.
2. The kids will not be happy. (we – blow up balloons)

3. I'm not ready to go home. (I – write all my e-mails)

4. I have no idea where to go for my next holiday.
(I – make plans)
- _____

5. We're not ready to order. (we – choose food)
- _____

6. He hasn't prepared the birthday party. (he – write invitations)
- _____

2 James always finds excuses when Sara wants to do things. Write what he says. Compare in class.

○ = Sara ▲ = James

1. ○ Let's eat now.

▲ *I'm afraid I haven't made the sandwiches yet.*

2. ○ Are you ready for the party?

▲ _____

3. ○ Can I use the laptop now, please?

▲ _____

4. ○ Has the postcard from Grandma arrived in the mail, James?

▲ _____

5. ○ It's Mike's birthday tomorrow. Have you got a nice present for him?

▲ _____

6. ○ Hurry up, James. Let's go shopping now.

▲ _____

7. ○ Can you help me in the garden, James?

▲ _____

3 In groups (max. 5 people). Play the "I've never ..." game. Say what you've never done in your life. The others say if they have done this or not.

Think about

- places you haven't been to.
- exotic food you haven't tried.
- extreme sports you haven't done.
- animals you haven't seen.

Try to be creative.

If no one has done what you mention, you get a point. If someone else has done it, he or she gets a point.

A: I've never (*been to New York*). Have you (*been to New York*)?

B: No, I've never (*been to New York*). How about you?

C: I've (*been to New York*) three times.



He hasn't noticed yet that something is different about him today.

Part A

Focus ► Ingredients – 2 a), page 116

1 a) Complete the words by adding the vowels.

○ = Waiter ▲ = Customer

○ Can I take your order?

▲ Yes, I'd like the Tahiti pizza please. But is it possible to change some of the ingredients?

○ Sure. What do you want to change?

▲ Well I don't like (1) p _ n _ _ ppl _ very much – could I have (2) sw _ _ tc _ rn instead?

○ Certainly. Is that all?

▲ No. Can I also change the (3) _ l _ v _ s? I prefer (4) c _ p _ rs.

○ Of course, we can do that, too.

▲ And one more change ... I don't like (5) p _ pp _ rs, so I want (6) p _ _ s instead.

○ Right. Finished?

▲ Not yet ... the last change is: no (7) b _ c _ n. Give me (8) m _ shr _ _ ms, please.

○ OK. So in fact, you don't want the Tahiti pizza at all. You want the Fiji pizza – look at the menu!

▲ Oh, yes. You're right! Sorry!

1 b) Act out the dialogue in 1 a) in pairs.**1 c) Use the dialogue in 1 a) to complete the menu descriptions. Which pizza would you prefer: Tahiti or Fiji?**

Tahiti pizza	<u>tomatoes</u> , <u>cheese</u> , _____, _____, _____, _____
Fiji pizza	<u>tomatoes</u> , <u>cheese</u> , _____, _____, _____, _____

1 d) Take four ingredients to make a horrible pizza! Tell your partner.

A: My horrible pizza has got capers, pineapple, chocolate and bacon on it!

B: Ugh! That's awful! My pizza has got ...

Focus ► too much / too many – Grammar, page 118

2 a) Underline the correct option.

1. A: Is the food OK, sir?

B: Not really. There's too much / many salt in it, I'm afraid.

2. A: Do you like the history teacher?

B: No. She asks too much / many difficult questions.

3. A: How were things at the office today?

B: Awful! The boss gave me so much / many work to do!

4. A: I think I'm a bit overweight.

B: Yes, you are. Try not to eat too much / many hamburgers and things like that.

5. A: Do you like your new job?

B: It's OK – but there are too much / many children in my class.

6. A: Was everything OK with your room, madam?

B: It was very comfortable – but there was too much / many noise in the street outside.

2 b) Which of the 'B's in 2 a) is:

- ☐ a) a teacher?
☐ b) a secretary?
☐ c) a guest at a restaurant?
☐ d) a doctor?
☐ e) a guest at a hotel?
☐ f) a school child?

2 c) In pairs (student A and student B). Make mini-dialogues like in 2 a). In your answers, use 'too much' or 'too many'.

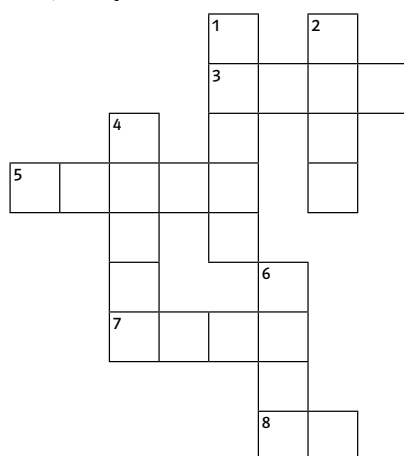
A: Ask about:	B: Say what the problem is / was:
pizza	cheese
coffee	sugar
work	problems
town	cars
hotel	noise
holiday	rain
city	tourists
train	people

A: Did you like the pizza?

B: Not very much – there was too much cheese on it.

Part B

Focus ► Activities – 3 d), page 122

1 a) Complete the crossword with the correct verbs.

1. ... time with someone
2. ... lessons
3. ... chess
4. ... television
5. ... knitting
6. ... the newspaper
7. ... a conversation
8. ... crosswords

1 b) What can you do with these things?
Use verbs from 1 a).

1. _____ the guitar
2. _____ films
3. _____ sports
4. _____ cooking
5. _____ money
6. _____ dinner with friends or family

Focus ► Gerund – Grammar, page 122

2 a) Make sentences that are true for you.

I	love like don't mind don't like hate	doing spending watching taking reading	the newspaper in the morning. puzzles. photographs when I'm on holiday. films on DVD at home. time with my family.
---	--	--	--

2 b) Compare with a partner.**2 c)** Make new sentences. Use new words for the last column in 2 a).

Focus ► Giving advice – TIPP, page 123

3 a) In groups. Read the questions. Write down some ideas to answer them.

1. How can I keep fit?

do exercise / get enough sleep /

2. How can I eat better?

3. How can I improve my English?

4. How can I be a good neighbour?

3 b) Look at your ideas for 3 a). Write phrases and give advice for the questions above. Use the gerund and expressions like *is a good idea*, *is the best way to ...*, *is important for ...*, *is good for you*.Doing exercise every day is a good idea.Getting enough sleep is important for fitness.**3 c)** Find a partner who wasn't in your group before. Ask each other the questions in 3 a) and use your phrases in 3 b) to answer them. React to the advice.

A: How can I keep fit?

B: Going to the gym¹ is a good idea.

A: Hmm, that's really not a bad idea. / I agree, but it's expensive and I work long hours every day.

¹ gym: Fitnessstudio

Part A

Focus ► Raising money for charity – 2 d), page 127

1 a) Match the statements with the ways of raising money for charity.

- I bought ten tickets – they cost me £5.00 each! Of course I didn't win anything. I never do.
- Our son Jim finished in two hours, and he made £250.00 for hungry children. We're very proud of him!
- There wasn't anything we wanted to buy – everything was really old and horrible.
- The music wasn't bad, but we couldn't see the people on the stage.
- At first there were games and some dancing in the street – but then it started to rain and so we didn't enjoy it much.

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> a) fête | <input type="checkbox"/> d) raffle |
| <input type="checkbox"/> b) jumble sale | <input type="checkbox"/> e) concert |
| <input type="checkbox"/> c) sponsored walk | |

1 b) Only one person in 1 a) was happy. Which one?

Focus ► [dʒ] and [tʃ] – 2 e), page 127

2 Practise saying the following English first names. Are they men's or women's names (some might be both)?

- | | |
|-------------|-------------|
| 1. James ♂ | 6. Jackie |
| 2. Chuck | 7. Jessie |
| 3. Jason | 8. Charlie |
| 4. Cheryl ♀ | 9. Chandler |
| 5. Chelsea | 10. Jolene |

Focus ► will-future for offers – 4 d), page 128

3 In pairs. Student A: Read the statements 1. – 6. Student B: Say the corresponding offer. Write down the numbers.

- I haven't got any money.
- This suitcase is really heavy.
- This is just so difficult!
- I left my coat in the restaurant.
- I missed the bus to town.
- I'm going on holiday. What should I do with my cat?

- | |
|---|
| <input type="checkbox"/> a) It's OK. I'll go back and get it. |
| <input type="checkbox"/> b) Don't worry, I'll take you in my car. |
| <input type="checkbox"/> c) It's OK, I'll pay. |
| <input type="checkbox"/> d) Don't worry – I'll look after it. |
| <input type="checkbox"/> e) Wait, I'll carry it for you. |
| <input type="checkbox"/> f) Don't worry – I'll help you. |

4 In pairs. Choose a picture and make an offer using "I'll ..."



Focus ► will-future – Grammar, page 128

5 Read the sentences. Which ones are not offers? What are they?

- Is it heavy? OK, I'll carry it for you.
- Thanks for the book! I'll give it back to you tomorrow.
- Oh, the phone's ringing. – Don't worry. I'll answer it.
- There are a lot of dirty dishes here! – I'll wash them.
- See you at 8 o'clock. And don't worry ... I won't be late.
- I'll go and get the kids from school, OK?
- You know ... I'll always love you!
- Please tell me what he said! I won't tell anyone!

6 Write four offers or promises that you would really like to hear someone say to you! Then write who you would like to hear it from. Compare in class.

'I'll wash your car for you.' – I'd like to hear that from my son!

'I'll take you to New York.' – I'd like to hear that from anyone!

Part B

Focus ► Vocabulary – 3 c), page 132

1 a) Combine the words. How many combinations can you make?

solo
music
rock
charity
lifelong

career
concert
critic
event
fan
foundation
friend
shop

1 b) Use a combination from 1 a) to complete the questions. There may be more than one possibility.

1. Can you name a musician who played in a group and then had a _____?
2. Is there anyone in your life who's been a _____?
3. Do you like going to _____?
4. Have you ever given things away to a _____?

Focus ► Linking words – Grammar, page 132

2 a) Underline the word that doesn't fit.

1. The concert was really bad, and / so / or I didn't like it at all.
2. It was very cold because / so / and we put our warm coats on.
3. We were hungry after the concert and / but / so we went to have a pizza.
4. You can have chocolate and / but / or an ice cream.
5. My parents sent me to an expensive school but / because / or I was a slow learner.

2 b) Join the two sentences using and / but / because / or / so. There may be more than one possibility.

1. I was very ill. I didn't go to work.
I was very ill so / and I didn't go to work. /
I didn't go to work because I was very ill.
2. I was very ill. I went to work.

3. We can go to the concert. We can stay at home.

4. I don't have a lot of money. I don't go on holiday.

5. You can borrow my book. You must give it back on Monday.

3 Write a paragraph about your last weekend. Use and / but / or / because / so.

Last Friday I was very tired but I went out to the cinema. On Saturday I didn't do much because I was still tired. I didn't do the food shopping or take my dog for a walk. I felt better on Saturday evening so I went to a charity concert with a friend. I really enjoyed the concert and...

Focus ► Reading – 7 e), page 133

4 a) Read the three texts and match them to the three names of charities.

- ☐ a) 'Plan for kids'
☐ b) 'No player forgotten'
☐ c) 'Great music'

1. Our programme was created to give young people from poor parts of the city an opportunity¹ to get better at the sport(s) that they love. We try to provide money and resources to educate and train young sportspeople.

2. We started ten years ago – what we do is, we give opportunities to people who want to play musical instruments but don't have the money to buy instruments or pay for lessons. Can you help us?

3. There are children all over the world who have no opportunity to go to school and learn – so we aim to help them by getting money and resources to them. You wouldn't want your child not to go to school – help other children to do the same.

1 opportunity: hier Möglichkeit

4 b) What words / ideas do the charities have in common?

4 c) Which of the three charities would you help? Why? Discuss in class.

Part A

Focus ► Revision: Simple past – 1 b), page 138

1 In groups. Choose a picture. Make up a story about a meal that went wrong. Use *but* / *and* / *so*. Compare your stories in class.



Once I went to a restaurant and I asked for a salad. But when it came ...

Focus ► Eating out – 1 b), page 138

2 a) Complete each sentence so that it is true for you.

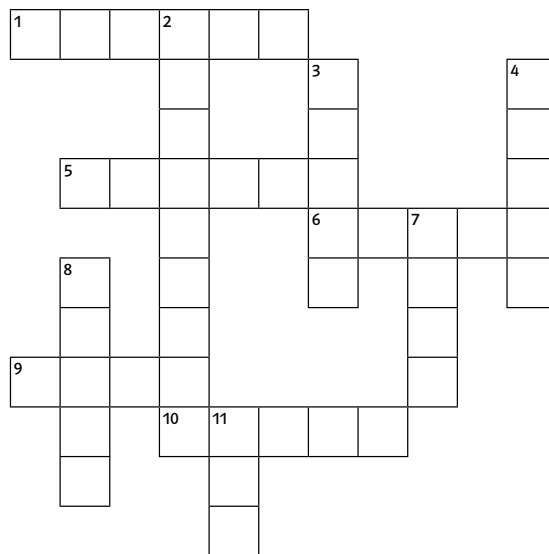
- I _____ eat out in restaurants.
- My favourite kind of food is _____.
- I have never eaten _____ food – and I don't want to!
- I have never eaten _____ food – but I'd like to try it!
- The best restaurant meal I've ever had was in _____.

2 b) Talk about your eating out habits.

A: How often do you eat out in restaurants?
B: I rarely eat out in restaurants. How about you?
A: Have you ever eaten Vietnamese food?
B: No, I haven't, but I'd like to try it.
A: Where was the best restaurant meal you've ever had?
B: The best restaurant meal I've ever had was in ...

Focus ► Restaurant words – 2 d), page 139

3 Complete the crossword.



- Do you accept ... cards?
- The fish is ...
- Sorry, this knife is Could I get a new one, please?
- Are you ready to ...?
- OK, so we've chosen. Let's call the ...
- A ... for two, please.
- Coffee, please, and then bring us the ..., please.
- Waiter? Can you bring me a ... glass, please?
- The ... is great! I want to try everything!
- Waiter! I need a ... to eat my soup.
- How would you like to ...?

Focus ► verb / noun combinations – 3 c), page 139

4 a) In pairs. Combine the words. How many combinations can you make?

Verb	Noun
recommend	the fish
spill	a cloth
order	a restaurant
bring	japanese food
try	the wine
pay	the bill
	some water
	a clean spoon

4 b) Choose three of the combinations in 4 a). Write a sentence or question for each combination you've chosen.

4 c) Read your sentences to your partner. Your partner replies to your sentences.

Part B

Focus ► Present perfect progressive – Grammar, page 144

1 a) Correct these sentences.

- I've been look for you everywhere.
I've been looking for you everywhere.
- How long has you been living here?

- He's being working here for more than twenty years.

- My team is been playing very badly.

- She not has been practising enough.

1 b) Which of these replies goes with the correct sentences in 1 a)?

- ☐ a) Since 2009.
- ☐ b) So, why isn't he the boss?
- ☐ c) I know – listen to her! It's awful.
- ☐ d) Well, here I am!
- ☐ e) Perhaps they'll get better.

2 Who says what? Match the sentences and the people. Sometimes there is more than one possibility.

- I've been looking forward to this for four years.
 - We've been planning today for ages!
 - I've been waiting for you for an hour.
 - I've been practising since I was a kid.
 - You haven't been listening to me!
 - You've been working very hard.
- ☐ a) A teacher.
- ☐ b) A man talking to his girlfriend / wife.
- ☐ c) An Olympic athlete.
- ☐ d) A boss.
- ☐ e) A woman on her wedding day.

3 a) Look at the cartoon and the three captions¹ (a – c). Complete each one with a verb from below. Put the verb into the correct form.



wait • come • try

- a) I've been _____ to decide what to order.
- b) Have you been _____ for long, sir?
- c) I've been waiting for ages – I think my wife isn't _____.

¹ caption: Bildunterschrift

3 b) Which caption do you prefer? Discuss with others in the class. Can you think of another caption?

Focus ► Present perfect progressive – 5 c), page 145

4 In class. Answer the following questions. Who has been doing these things for the longest time?

How long ...

- have you been living in the same house?
- have you been doing the same job?
- have you been driving the same car?
- have you been travelling to the same holiday destination?

A: I've been living in the same house for 13 years.

B: Oh, that's nothing! I've been living in the same house for 28 years!

C: Wow, that's very long. I've been living in the same house for only three years.

Part A

Focus ► TV programmes – 2 b), page 148

1 Discuss these questions in class.

- What are the most popular TV programmes in your country?

- How many hours do you watch TV every day / week?

- What kinds of TV programmes do you love / hate?

- Do you watch any programmes from other countries?

- Are there any programmes on TV that you think should not be shown?

Focus ► TV programmes – 2 c), page 149

2 Read the following sentences from TV programmes. What kinds of programmes are they from? Choose from the box. There may be more than one possibility.

a film • a documentary • the news • a sitcom •
a sports programme • a soap opera • a chat show •
a quiz show • a reality show • a cookery programme

- The government said today that it is going to increase taxes. the news

- If you add tomatoes, it's even better.

- OK, so what are your plans for the future?

- Right – the next question is for twenty points.

- No – don't jump! Please, don't jump!

- And that's the best time she's ever run.

- I wish I could help ... but I don't want to!

- Someone has to leave the house – so who are you going to vote for? _____
- Istanbul is a fascinating city.

- Bond. James Bond.

Focus ► (not) as ... as – Grammar, page 150

3 a) Look at the information. How many sentences can you make with (not) as ... as? Use these adjectives: **big** / **long** / **rich**. Compare in class.

	Size (in million km ²)	GDP ¹ (per person in US\$)	Biggest city (inhabitants in million)	Longest river (in km)
Brazil	8.5	12,800	São Paulo: 12	Amazon: 6,400
Canada	9.9	50,400	Toronto: 5.5	Mackenzie: 1,730
China	9.6	5,400	Shanghai: 22	Yangtze: 6,300

Chinese people aren't as rich as Brazilians.
The Mackenzie river isn't as long as the Amazon.

¹ GDP (Gross Domestic Product): Bruttoinlandsprodukt (BIP)**3 b)** In class. Which information in 3 a) surprises you?

I thought Brazil was bigger than China!

I didn't know the Yangtze was so long.

3 c) Can you make similar sentences about your country and other countries? Use (not) as ... as ... and -er / more ... than. You can use the adjectives below or your own ideas.

expensive • interesting • friendly • small • noisy • clean

Germany is smaller than Russia. But it's as big as France – I think!
People in my country aren't as ... as Americans.
The TV programmes here aren't as ...

Part B

Focus ► Headlines – 2 c), page 153

1 Here are four newspaper headlines. Read what people say about them and match.

City streets too dirty,

1 says mayor.

BLOCK OF FLATS ON PENN STREET

2 to be knocked down¹ next year

Bus in accident on freeway

3

More and more people shopping in new Walmart.

4

- ☐ a) Oh, I hope no one was hurt.
☐ b) That's right. There's rubbish² everywhere!
☐ c) Everything's cheaper there, that's why.
☐ d) Doesn't Mary live there?

1 knock down: hier abreißen 2 rubbish: Müll, Abfall

2 Look at the beginnings of newspaper headlines and the possible endings (a – c). Which ending do you think is most likely³? Discuss in class.

- Schoolchildren don't want ...
a) better teachers.
b) less homework.
c) healthy meals at school.
- Doctors find ...
a) a cure for old age.
b) that diet makes a big difference.
c) ways to get more patients.
- National football coach ...
a) resigns.
b) agrees to work for less pay.
c) promises better results in the next matches.
- Government promises ...
a) lower taxes next year.
b) to listen more to voters.
c) will not be kept⁴, says top politician.

³ likely: wahrscheinlich ⁴ keep, kept, kept (a promise): (ein Versprechen) halten

Focus ► something / everything ... – 5 b), page 155

3 There's something wrong with the sentences below. Write the correct sentences.

- I can't find my glasses. I've looked everything for them!

- I'm really bored. There's nowhere to watch on TV.

- John's such a nice guy. But he thinks that nothing likes him!

- I'm a bit hungry. I'm going to make someone to eat.

- It was a fantastic party! No one who was there enjoyed it.

- I watched a quiz show last night. Everyone I know was in it – and he won!

4 a) Here are the titles of six songs. Complete them with the words below.

everywhere • nothing • nowhere • something • somewhere • someone

- Here, there and _____
- If I needed _____
- Money for _____
- _____ man
- _____ over the rainbow
- _____

4 b) Do you know other song titles with the words something / somewhere / someone / everything / everywhere / everyone / nothing in them?

Revision 1 A

1 a)

- 2 – sightseeing holiday
- 1 – beach holiday
- 3 – adventure holiday

Revision 1 B

1 a)

- 1. – c, 2. – a, 3. – b, 4. – d

3 a)

Rules are made to be **broken**.
Eggs and promises are easily **broken**.
If it isn't **broken**, don't **fix** it.

Revision 2 A

3 a)

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

Revision 2 B

2 a)

1. What time does the next train to Taunton leave?
2. At 1.50 in the afternoon.
3. And where does it leave from?
4. From platform 3.
5. What time does it arrive in Taunton?
6. At 3.15 in the afternoon.
7. So how long does it take?
8. Let me see. That's about an hour and a half.
9. And how much does it cost?
10. Single, that's £25.
11. And how many suitcases can I take with me?
12. One large suitcase and a small one.

3 a)

- 1. – a), 2. – b), 3. – b), 4. – a)

Revision 3 A

1 a)

- 1. 'm looking, 2. 're trying, 3. 're playing,
- 4. 's choosing, 5. 's trying on, 6. 're reading

Revision 3 B

1 a)

- a) ham, b) peanuts, c) cigarettes,
- d) whisky, e) rice, f) gin

1 b)

200 grams of ham, a packet of peanuts,
a packet / box of cigarettes, a glass /
bottle of whisky, a packet of rice, a glass /
bottle of gin

Revision 4 A

1 a)

lake, mountain, field, hill, stream, river,
forest

3 a)

- 1 – Break an egg into a cup. Don't make a mess.
- 2 – Mix the eggs with some salt. Don't put in too much.
- 3 – Pour the egg into a hot frying pan.
- 4 – Put on some cheese.
- 5 – Fold the omelette in half.
- 6 – Put on a plate and enjoy. Don't eat too fast.

Revision 4 B

3 a)

... the king of England **who** / **that** had six wives? – Henry VIII.
... the artist **who** / **that** painted 'The Scream'? – Edvard Munch
... the man **who** / **that** invented the telephone? – Alexander Graham Bell / Antonio Meucci
... the city **which** / **that** is the capital of Peru? – Lima

Revision 5 A

1

Adam – is a doctor, likes gardening
Billy – is a salesman, likes painting
Chris – is a teacher, likes travelling

3 a)

- 1. fishing, 2. travelling, 3. knitting,
- 4. gardening, 5. hiking, 6. keeping a scrapbook

Revision 5 B

2

- 3. – a), 4. – b), 1. – c), 2. – d)

3 a)

- 1 – sociable, 2 – creative, 3 – careful,
- 4 – patient, 5 – practical, 6 – talented,
- 7 – intelligent, 8 – fit, 9 – tidy, 10 – polite

Revision 6 A

2 a)

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

3 a)

- 1. plays – is playing, 2. fixes – is fixing,
- 3. wears – is wearing, 4. works – is working,
- 5. eats – is eating

Revision 6 B

1 c)

honest answer, charming old lady / hotel,
difficult questions / exercise, serious
thought(s), polite reply, rude behaviour,
shy animal

Revision 7 A

1 a)

- 1. yoga course, 2. cycling weekend,
- 3. vegetarian cooking course, 4. walking

weekend, 5. aerobics course, 6. health
farm weekend, 7. folk dancing course,
8. meditation course

Revision 7 B

1

- 1 – shoulder
- 2 – leg
- 3 – foot
- 4 – arm
- 5 – finger
- 6 – ears

2 a)

- 1. head, 2. nose, 3. hand, 4. ears, 5. back

2 b)

1. I lost my **head**. 2. Her **nose** is in the air.
3. Can you lend me a **hand**? 4. She's still
wet behind the **ears**. 5. They did it behind
her **back**.

2 c)

- 3. – a), 1. – b), 5. – c), 2. – d), 4. – e)

3 a)

- 1. – c), 2. – d), 3. – a), 4. – b)

5 a)

(Mögliche Lösung)

1 – Her elbow / arm hurts. 2 – He has a
backache. / His back hurts. 3 – He has a
stomach ache. / His stomach hurts.
4 – She has a headache.

Revision 8 A

1

- 3., 4., 2., 1.

Revision 8 B

3 a)

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

4 a)

(Mögliche Lösung)

1. Do you mind if I smoke?
2. Could you spell that, please?
3. Do you mind if I sit here? / Do you
mind if I open the window? / ...
4. I'd like to / Could I speak to Ms. Munt,
please?
5. Excuse me, are you reading this
magazine?

Revision 9 A

1

post office, baker's, public library,
newsagent's, restaurant, school

3

(1) awful, (2) late, (3) loudly, (4) difficult /
impossible, (5) terrible, (6) wildly, (7) big /
tall, (8) nice, (9) happy

Revision 10 A

1 a)

1. leave – left, 2. ski – skied, 3. be – been,
4. make – made, 5. lose – lost, 6. give –
given, 7. buy – bought

1 b)

1. left, 2. made, 3. bought, 4. been,
5. skied, 6. lost, 7. given, 8. bought, 9. been

1 d)

1. I've just **eaten** a big pizza. 2. He's
written me a lovely postcard from Paris.
3. I'm sure you've **taken** salsa lessons.
4. I've **listened to** this new radio show.
5. A: Have you ever **been** to Italy?
6. B: Yes, I've **listened to** it. 7. A: Have you
ever **been** on a holiday in Spain?

Revision 10 B

1

1. They haven't bought tickets yet.
2. We haven't blown up the balloons yet.
3. I haven't written all my e-mails yet.
4. I haven't made (any) plans yet. 5. We
haven't chosen our food yet. 6. He hasn't
written the invitations yet.

Revision 11 A

1 a)

(1) pineapple, (2) sweetcorn, (3) olives,
(4) capers, (5) peppers, (6) peas,
(7) bacon, (8) mushrooms

2 a)

1. much, 2. many, 3. much, 4. many,
5. many, 6. much

2 b)

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

Revision 11 B

1 a)

1. spend, 2. take, 3. play, 4. watch, 5. learn,
6. read, 7. have, 8. do

1 b)

play the guitar, **watch** films, **do** sports,
learn cooking, **spend** money, **have** dinner

Revision 12 A

1 a)

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

2

1. James: man, 2. Chuck: man, 3. Jason:
man, 4. Cheryl: woman, 5. Chelsea:
woman, 6. Jackie: man / woman, 7. Jessie:
man / woman, 8. Charlie: man / woman,
9. Chandler: man / woman, 10. Jolene:
woman

3

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

5

Sentences 2, 5, 7 and 8 are not offers;
they are promises.

Revision 12 B

1 a)

solo career / concert, music critic / event,
rock concert / fan, charity concert /
foundation / shop, lifelong friend

1 b)

1. solo career, 2. lifelong friend,
3. rock concerts / music events / charity
concerts, 4. charity shop

2 a)

1. and / so, 2. so / and, 3. and / so, 4. or,
5. but / because

2 b)

1. I was very ill **so** / **and** I didn't got to
work. / I didn't go to work **because** I
was very ill.
2. I was very ill **but** I went to work.
3. We can go to the concert **or** we can
stay at home.
4. I don't have a lot of money **so** I don't
go on holiday. / I don't go on holiday
because I don't have a lot of money.
5. You can borrow my book **but** you must
give it back on Monday.

4 a)

3. – a), 1. – b), 2. – c)

Revision 13 A

3

1. credit, 2. delicious, 3. dirty, 4. order,
5. waiter, 6. table, 7. bill, 8. clean, 9. menu,
10. spoon, 11. pay

4 a)

recommend the fish / a restaurant / the
wine / Japanese food, spill the wine /
some water, order the fish / the wine,
bring the bill / a cloth / a clean spoon, try
the wine / the fish / Japanese food /
a restaurant, pay the bill

Revision 13 B

1 a)

1. I've been **looking** for you everywhere.,
2. How long **have** you been living here?,
3. He's **been** working here for more than
twenty years., 4. My team **has** been
playing very badly., 5. She **has not** /
hasn't been practising enough.

1 b)

2. – a), 3. – b), 5. – c), 1. – d), 4. – e)

2

6. / 5. – a), 3. / 5. – b), 1. / 4. – c), 5. / 6. – d),
2. – e)

3 a)

a) trying, b) waiting, c) coming

Revision 14 A

2

(Mögliche Lösung)

1. the news, a chat show
2. cookery programme
3. chat show
4. quiz show
5. soap opera, film
6. sports programme
7. sitcom
8. reality show
9. documentary, film
10. film

Revision 14 B

1

3 – a), 1 – b), 4 – c), 2 – d)

3

1. I've looked **everywhere** for them.
2. There's **nothing** to watch on TV.
3. But he thinks that **nobody** likes him!
4. I'm going to make **something** to eat.
5. **Everyone** who was there enjoyed it.
6. **Someone** I know was in it – and he
won!

4 a)

1. everywhere, 2. someone, 3. nothing,
4. Nowhere, 5. Somewhere, 6. Something

Info gap activity

Revision 2 B, Exercise 2 c) → S. 229

Student B

1. Give A information about the plane to Plymouth.	2. Ask A and find out about the bus to Birmingham.
The next plane leaves at 5.50 from gate 23.	Leaves at _____
It arrives in Plymouth at 6.35.	Leaves from _____
The price of a single ticket is £45.	Arrives at _____
Passengers can take one suitcase with them.	Length of journey _____
	Price _____
	Suitcases _____

Irregular verbs

Infinitive	Past simple	Past participle
be	was / were	have been / has been
become	became [br'keɪm]	become
begin	began	begun
bet	bet	bet
blow	blew [blu:]	blown
break	broke	broken
bring	brought [brɔ:t]	brought
build	built	built
buy	bought [bɔ:t]	bought
catch	caught [kɔ:t]	caught
choose	chose [tʃəʊz]	chosen
come	came	come
do	did	done [dʌn]
drive	drove	driven
eat	ate [eɪt]	eaten
feel	felt	felt
find	found	found
fly	flew [flu:]	flown [flaʊn]
forget	forgot	forgotten
get	got	got
give	gave [geɪv]	given
go	went	gone
grow	grew [gru:]	grown
have	had	had
hold	held	held
keep	kept	kept
knit	knit (or knitted)	knit (or knitted)

Infinitive	Past simple	Past participle
know	knew [nju:]	known
leave	left	left
let	let	let
lie	lay [leɪ]	lain [leɪn]
lose	lost [lu:z]	lost
make	made	made
mean	meant [ment]	meant
meet	met	met
put	put	put
read	read [red]	read [red]
ring	rang [ræŋ]	rung [rʌŋ]
run	ran [ræn]	run
say	said [sed]	said
see	saw [sɔ:]	seen
send	sent	sent
set	set	set
show	showed	shown
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spill	spilt (or spilled)	spilt (or spilled)
split	split	split
stand	stood [stʊd]	stood
take	took [tʊk]	taken
think	thought [θɔ:t]	thought
understand	understood	understood
win	won [wʌn]	won
write	wrote	written

Quick grammar reference

Present simple	Present progressive	Future with <i>will</i>
I / you / we / they wait	I'm	I'll / you'll / we'll / they'll wait
he / she / it waits	he's / she's / it's (not) waiting	he'll / she'll / it'll
Do I / you / we / they wait?	we're / you're / they're	Will I / you / we / they wait?
Does he / she / it	Am I	he / she / it
I / you / we / they don't wait	Is he / she / it waiting?	I / you / we / they won't wait
he / she / it doesn't	Are we / you / they	he / she / it
Past simple	Present perfect	Present perfect progressive
I / you / we / they waited	I've / you've / they've waited	I've / you've / they've been waiting
he / she / it	he's / she's / it's	he's / she's / it's
Did I / you / we / they wait?	Have I / you / we / they waited?	Have I / you / we / they been waiting?
he / she / it	Has he / she / it	Has he / she / it
I / you / we / they didn't wait	I / you / we / they haven't waited	I / you / we / they haven't been waiting
he / she / it	he / she / it hasn't	he / she / it hasn't