

12 Looking at language: word order

Read these sentences and complete the rule.

- 1 Jill Baker has one brother.
- 2 He is in the first form.
- 3 His school day starts at 7 o'clock every day.
- 4 He does his homework carefully.
- 5 He always stays at school until 5 o'clock in the afternoon.

- ▶ Viele englische Sätze bestehen aus Subjekt – Prädikat – Objekt (1).
- ▶ Orts- und Zeitangaben stehen gewöhnlich am _____ eines Satzes (2, 3).
- ▶ Adverbien der Art und Weise stehen nach dem _____ bzw. _____ + Objekt (4).
- ▶ Wörter wie *always, often, ...* stehen vor dem _____ (5).

▶ Grammar review, p. 149, Word order

13 Language work: word order

Let me introduce you to Indira, the Indian girl in Julie's class. This is what she can say about herself. Put the words in the correct order.

- 1 Hello, / Indira / is / name / my / .

- 2 My / and / come / I / family / India / from / .

- 3 We / to / Austria / two / ago / years / just / came / .

- 4 My / had / problems / big / parents / our / in / home country / .

- 5 My / I / and / brother / schools / good / here / attend / .

- 6 Sometimes / difficult / is / it / to / learn / us / for /
this / new / a / all / stuff / foreign / language / in / .

- 7 But / friends / us / always / our / help / .

- 8 Our / teachers / helpful / and / friendly / very / are / .

- 9 They / us / to / succeed / want / .

Suddenly, there was a bright flash that almost hurt their eyes. Coloured lights shone brightly, as far as Lucy could see, up and down the road.

"What is it?" Lucy asked.

"Oh dear, you really don't know anything about Leicester, do you?" Deepa replied. "More Indians live here than anywhere else in Britain. This is Diwali. The Hindu festival of light."

"Oh my god, it's beautiful!" Lucy sighed.



2 Reading comprehension: sequencing

Put these events from the text in the correct order. The first one has been done for you.

- a Deepa sees Lucy on her first day at school.
- b Deepa sees Lucy sitting alone in the school cafeteria.
- c Deepa sees Lucy waiting at the bus stop.
- d Deepa tells Lucy about her friends in London.
- e Deepa, Sucha and Kari go out to Belgrave Road one evening.
- f Lucy and her mum move from London to Leicester.
- g Lucy tells Deepa that she hates Leicester and her mum.
- 1 h Lucy's mum gets a new job in Leicester.
- i The coloured lights are switched on.
- j The crowd of people start shouting and counting.

3 Completing questions

Complete the questions about the text with the correct question word from the box. Use each item only once. Draw lines from the questions to the correct answers.

How • What • Where • When • Who • Whose • Why

- | | |
|--|---------------------------------------|
| 1 <u>Why</u> is Lucy so unhappy at her new school? | a She hates it. |
| 2 _____ do Deepa and Lucy live? | b Because she hasn't got any friends. |
| 3 _____ mum has got a new job? | c At the start of November. |
| 4 _____ does the story take place? | d The Diwali lights are switched on. |
| 5 _____ sees Lucy waiting at the bus stop? | e In Leicester. |
| 6 _____ does Lucy feel about Leicester? | f Deepa. |
| 7 _____ happens at the end of the story? | g Lucy's. |

6 Looking at language: yes / no questions

Look at the table, then complete the grammar rules with the missing information.

Hilfsverb / Modalverb	Subjekt	Hilfsverb / Modalverb	Verb	Objekt	
	Deepa	is		from London.	
Is	Deepa			from London?	– Yes, she is.
	Lucy	has	seen	the Diwali lights.	
Has	Lucy		seen	the Diwali lights?	– No, she hasn't.
	Lucy		likes	Leicester.	
Does	Lucy		like	Leicester?	Doesn't Lucy like Leicester?
	Lucy	should	listen	to Deepa.	
Should	Lucy		listen	to Deepa?	Shouldn't Lucy listen to Deepa?

- ▶ Entscheidungsfragen (yes / no questions) können mit ja oder nein beantwortet werden und beginnen mit einem _____ (be, have, do) oder einem _____ (z. B. should).
- ▶ Man bildet einen Fragesatz, indem man das Hilfsverb des Aussagesatzes vor das _____ stellt.
- ▶ Ist im Aussagesatz kein Hilfsverb vorhanden, so wird im Fragesatz eine Form von _____ vor das Subjekt gestellt. Das Verb steht dann immer in der _____ (like).
- ▶ Verneinte Fragesätze werden mit einem Hilfsverb + _____ gebildet.

▶ Grammar review, p. 150: Asking questions

7 Forming questions

Rewrite each statement as a question and give a short answer to the question.

- Lucy comes from London. Does Lucy come from London? – Yes, she does. / No, she doesn't.
- Lucy is unhappy in Leicester.
_____ – Yes, she is. / No, she isn't.
- Deepa has seen Lucy alone in the cafeteria.
_____ – Yes, she has. / No, she hasn't.
- Deepa tried to talk to Lucy.
_____ – Yes, she did. / No, she didn't.
- Deepa still has some friends in London.
_____ – Yes, she does. / No, she doesn't.
- Diwali is the start of the Hindu New Year.
_____ – Yes, it is. / No, it isn't.
- Lucy could see bright lights all along the road.
_____ – Yes, she could. / No, she couldn't.
- Lucy and Deepa have become friends.
_____ – Yes, they have. / No, they haven't.

8

Looking at language: wh-questions

Look at the examples, then complete the grammar rules with the missing information.

- 1 Why is Lucy unhappy?
- 2 When did Lucy move to Leicester?
- 3 Whose mother has got a new job in Leicester?

- ▶ Bei Fragesätzen mit Fragewörtern (*wh-questions*) werden immer bestimmte Informationen erfragt. Fragewörter stehen immer am _____ . (1, 2, 3)
- ▶ Wir verwenden _____ , um zu fragen, (zu) wem etwas gehört. (3)

▶ Grammar review, p. 150: Asking questions

9

Asking for information

Ask about the underlined parts of the statements, using the correct question word.

- 1 Lucy said that the Diwali lights were beautiful. *Who said that the Diwali lights were beautiful?*
- 2 Diwali is celebrated at the start of the Hindu New Year.
- 3 Deepa's grandparents came from India.
- 4 Deepa's Mum and Dad were born in London.
- 5 Deepa and her family moved to London because of her Dad's job.
- 6 Lucy's mum works at the hospital in Leicester.
- 7 Deepa shows Lucy where the next bus stop is.
- 8 Lucy got home at 10 o'clock that night.

Partner file for **Partner B**, exercise 5 (p. 28):

- a) Ask your partner questions about his / her festival and make notes.
- b) Now read this fact file and answer your partner's questions about your festival.

FESTIVAL FACT FILE

Name of festival:	Eid-ul-Adha
Religion:	Islam
Date of festival:	November
Festival celebrates:	Ibrahim preparing to sacrifice his son Isma'il
Special activities:	sacrificing a sheep (or goat); sharing the meat between family, friends and poor; visiting family and friends; offering presents

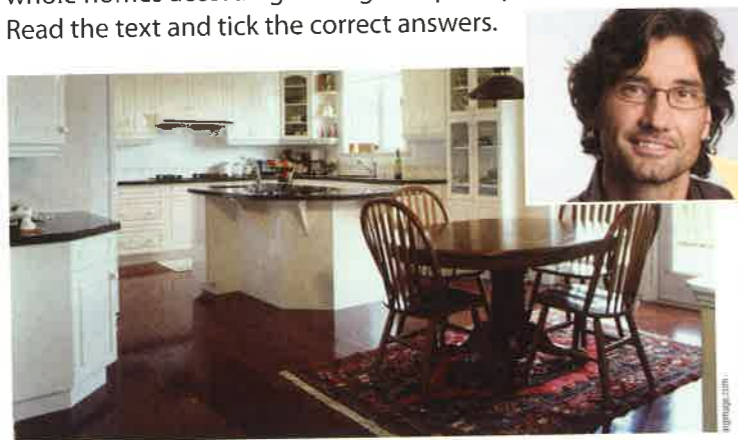


Religious story: Eid-ul-Adha celebrates the following: Allah appeared to Ibrahim in a dream and asked him to sacrifice his son Isma'il as an act of obedience to God. The devil tempted Ibrahim by saying he should not obey Allah in order to save his son. As Ibrahim was about to kill his son, Allah stopped him and gave him a lamb to sacrifice instead.

Other information: This story is also found in the Jewish Torah and the Christian Old Testament (Genesis 22). Here God told Abraham to sacrifice his son Isaac.

3 Reading for detail: multiple choice

People usually want their homes to be places where they feel comfortable, can 'recharge their batteries' and have fun. Some people furnish their favourite rooms or even their whole homes according to feng shui principles. Read the text and tick the correct answers.



"Now here we are in the kitchen. In feng shui this is a very important area when it comes to happiness and wealth. The kitchen is the part of the house where everybody comes together to eat, have a drink, talk about everything under the sun and have a lot of fun together. It is also the place kids make for when they come home from school to have something to eat before they do their homework, watch TV or play with friends. The ancient Chinese thought that the more people they could feed, the wealthier they were. And there's something in that. Just think of the feeling you have when you go shopping and put different kinds of food into your basket. Being able to pay for fresh fruit, vegetables, meat, bread, sweets, whatever – makes you feel good, doesn't it?"

- In feng shui the kitchen is important because it is a place
 - where most kids like watching TV.
 - that gives you the feeling of being wealthy.
 - where kids can play with their friends.
- The ancient Chinese had the idea that the more food people could buy
 - the wealthier they were.
 - the healthier they were.
 - the more friends they had.
- The kitchen is normally the place where family members
 - relax and enjoy some time for themselves.
 - only come to have a meal.
 - come together to enjoy each other's company.
- The kitchen is the heart of the home because the kids
 - love doing their homework there.
 - play games and have fun there.
 - drop in there after school to get something to eat.

4 Looking at language: simple present

Do you know how to use the *simple present*? Look at these sentences. Then complete the rules below.

- Every day I **leave** the house at 7:00 o'clock.
- She **lives** close to my house.
- She **does not / doesn't like** studying, but I **don't mind** it.
- "Do you **have** lessons until 5 o'clock every Monday?"

- Gewohnheitsmäßige Handlungen werden im Englischen in mit Hilfe des *simple present* ausgedrückt. Es wird mit der _____ des Verbes gebildet. (1)
- Nur bei der 3. Person Einzahl (nach *he, _____, it*) wird an das Verb ein _____ angehängt. (2)
- Verneinungen und Fragen bildet man mit _____ / _____ + Grundform des Verbes (3, 4)

► Grammar review, p. 150: Simple present

5 Grammar in use: present tenses

The Galloways are a rather old-fashioned family. They normally spend their weekends, free time and holidays together as a family. Fill in the correct form of the verbs in brackets.

On Sundays my grandmother and grandfather very often _____¹ (*visit*) us.
I _____² (*like*) these family get-togethers a lot. The most precious moments for me are those when my grandfather _____³ (*tell*) stories from his youth. He _____⁴ (*be*) such a good storyteller and we always _____⁵ (*laugh*) a lot. He _____⁶ (*make*) a lot of jokes. Sometimes my friends _____⁷ (*visit*) us. They _____⁸ (*like*) listening to my grandfather, too and they even _____⁹ (*envy*) me. My best friend Sue _____¹⁰ (*not / have*) any grandparents any more. They died years ago. My grandfather and Sue _____¹¹ (*get along*) very well with each other. And so she _____¹² (*enjoy*) weekends at my place as much as I _____¹³ (*do*).

6 Looking at language: present progressive

Look at these sentences. Then complete the rules below.

- It is Sunday afternoon and Mrs Galloway **is repairing** her bike in the garage.
- Kevin and his friend Mark **are playing** computer games in the living room.
- Mr Galloway **is not / isn't reading** his book. He is having an afternoon nap.
- Is their dog Spike **sleeping**, too?

- Handlungen, die _____ passieren, werden im Englischen in mit Hilfe des *present progressive* ausgedrückt. Die Form wird mit *am, _____, _____* und der _____ des Verbs gebildet. (1, 2)
- Verneinungen bildet man mit _____ bzw. _____. (3)
- Fragen werden gebildet, indem *am / is / are* und das Subjekt _____. (4)

► Grammar review, p. 150: Present progressive

7 Grammar in use: present tenses

It is Sunday afternoon. The Galloways are enjoying their free time in the house because it is raining heavily outside. Fill in the correct form of the verbs in brackets.

- Mrs Galloway _____ (*repair*) her bike in the garage.
- Jane _____ (*chat*) with her friends on the computer.
- Mr Galloway _____ (*read*) a good book.
- Kevin and his friend Mark _____ (*play*) computer games in the living room.
- Their dog Spike _____ (*lie*) under the table and _____ (*have*) a nap.
- Now someone _____ (*ring*) at the door. – It is Jessica, Mrs Galloway's sister.
- She and her daughter Sue _____ (*come*) round for a cup of tea.
- Mrs Galloway _____ (*call*) all the members of her family to come to the kitchen.
- They _____ (*have*) a good cup of tea and some snacks together.

8 Grammar in use: present tenses

It's Saturday morning at the Galloways'.

Look at the cartoon and use the material to say what is happening. Then ask each other questions about it with *what?* and *who?*

Nouns

a bird • her bike • the grass • the lunch • the washing • their goldfish bowl • the lawnmower

Verbs

bark at • catch • cook • cut • hang out • repair • shine • swim



- 1 The next-door neighbour *is hanging out the washing.*
- 2 Spike, the dog, _____
- 3 Harry Galloway _____
- 4 Jane _____
- 5 Snowflake, the cat, _____
- 6 Tessa and Kevin _____ in the kitchen.
- 7 The goldfish _____
- 8 The sun _____

LERNTIPP

Visuelle Lerner

Für visuelle Lerner ist wichtig, Bilder zu sehen, Inhalte zu lesen und Farben zu verwenden. Es kann Ihnen daher beim Lernen helfen, wenn Sie Ihre Lernunterlagen in Ordnung halten, indem Sie z. B. in den Mappen Trennblätter verwenden, mit einer sauberen Schrift schreiben, wichtige Informationen unterstreichen oder markieren.

Stellen Sie sich Bilder oder kurze Filme vor, wenn Sie neue Inhalte lernen. Beim Lernen neuer Vokabeln sollten Sie die Wörter mehrmals lesen. Sie können sich auch kleine Zeichnungen machen, wenn Sie sich ein Wort besonders schwer merken.

7 Language work: talking about past events

Complete the gaps to find out what happened at the new shopping mall in Dublin last Saturday.

▶ Grammar review, p. 151: Simple past

- 1 Last Saturday, a big new shopping mall (open) opened near Dublin.
- 2 On opening day, some shops (try) _____ to attract customers with free gifts.
- 3 For example, people who (buy) _____¹ a computer (get) _____² a free printer with it.
- 4 One travel agent (sell) _____ two-week holidays in Spain with one week free.
- 5 Of course, Kathleen and her father (go) _____ to the opening of the mall.
- 6 It (be) _____¹ huge and (have) _____² over 100 shops, restaurants and cinemas.
- 7 They (park) _____¹ the car in a huge car park and then (catch) _____² the free shuttle to the mall.
- 8 As Kathleen and her father (not want) _____¹ to go to the same shops, they (agree) _____² to meet at the shuttle bus at 4 p.m.
- 9 Mr O'Hara (arrive) _____¹ there at 4 p.m. Shuttles (come) _____² and (go) _____³, but Kathleen still (not show) _____⁴ up.
- 10 After nearly an hour, Mr O'Hara (begin) _____¹ to get worried because Kathleen (not be) _____² normally late.

Where do you think Kathleen was? Why was she late?

8 Practising grammar: talking about past events

Ask the questions in the speech bubbles on the left that give the answers on the right. Then you'll find out why Kathleen was late: She was caught stealing ...

▶ Grammar review, p. 151: Simple past

1 Where did Kathleen steal a blouse from?

2 Who _____ to?

3 Where _____ Kathleen?

4 How _____ the blouse?

5 How _____ the blouse?

6 Why _____ ?

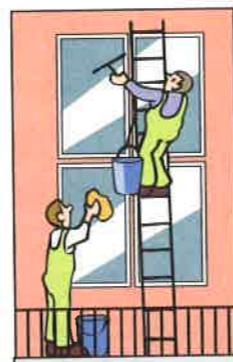
- 1 She stole it from a boutique in the new shopping mall.
- 2 It belonged to Sarah Connors.
- 3 The customer stopped her just outside the shop.
- 4 She tried to steal it by replacing the new blouse with her old one.
- 5 Sarah Connors knew that Kathleen planned to steal it because another customer saw her.
- 6 Kathleen thought that nobody would notice because both blouses were the same colour.

9 Describing a situation in the past

When Kathleen O'Hara and her friend Mary visited their favourite boutique yesterday evening it was quite busy. Write what Kathleen and Mary saw going on around them.

► Grammar review, p. 151: Past progressive

- 1 An assistant was hanging (hang) some dresses on a rack.
- 2 Two girls _____ (take) clothes into a cubicle.
- 3 Some children _____ (read) comics in Kids' Corner.
- 4 A man _____ (put) some pullovers on a shelf.
- 5 A dog _____ (sit) outside the shop.
- 6 A man and a woman _____ (pay) for their purchases.
- 7 The owner of the shop _____ (make) a telephone call.
- 8 Two men _____ (clean) the windows.



10 Grammar in use: talking about the past

Form questions about statements 1–6 in exercise 9.

- 1 What was the assistant doing when Kathleen went into the boutique?
- 2 Where _____?
- 3 What _____ in Kids' Corner?
- 4 Who _____ on a shelf?
- 5 Where _____ for its owner?
- 6 How many _____ clothes?

11 Looking at language: simple past or past progressive?

a) Do you know when to use the simple past and when the past progressive? Look at the example and then complete the information in the box.

Sarah Connor **was talking** to a customer when Kathleen **left** the shop with the stolen blouse.

- Wir verwenden das _____, um auszudrücken, dass eine (längere) Handlung in der Vergangenheit gerade im Gange war, als etwas passierte.
- Mit dem _____ beschreiben wir Ereignisse, die zu einem ganz bestimmten Zeitpunkt in der Vergangenheit passierten.



► Grammar review, p. 151

b) Now put the verbs in brackets into the correct form of simple past or past progressive.

It (be) was ¹ about five o'clock on Saturday evening. Kathleen's father (wait) _____ ² at the shuttle bus when his mobile phone suddenly (ring) _____ ³. The caller (be) _____ ⁴ Sarah Connors from the Jet Set boutique. 'I'm very sorry, Mr O'Hara,' she (say) _____ ⁵, 'but one of our customers just (catch) _____ ⁶ your daughter Kathleen as she (leave) _____ ⁷ the shop without paying for an expensive blouse. In fact, she (wear) _____ ⁸ the blouse under her coat.' At first, Mr O'Hara (not worry) _____ ⁹. 'I know my daughter,' he (tell) _____ ¹⁰ Mrs Connors. 'Kathleen would never steal anything.' 'I wish that were true, Mr O'Hara,' Mrs Connors (answer) _____ ¹¹, 'but I'm afraid it's clear what (happen) _____ ¹². The other customer (watch) _____ ¹³ Kathleen the whole time. She (take) _____ ¹⁴ off her own blouse, (put) _____ ¹⁵ on the new one and then (hang) _____ ¹⁶ her blouse back in the rack. She (not think) _____ ¹⁷ we would notice because both blouses are the same colour. Our customer then (follow) _____ ¹⁸ Kathleen as she (walk) _____ ¹⁹ out of the shop and (stop) _____ ²⁰ her in the street. As I said, the other customer (see) _____ ²¹ what Kathleen (do) _____ ²² from start to finish.'

12 Writing a letter

Sarah Connors turned out to be a kind woman. She spoke to Kathleen and her father, and decided not to go to the police this time. Kathleen's parents are grateful for this, and they tell Kathleen to write a letter to Mrs Connors.

Use the language below to write Kathleen's letter to Sarah Connors.



Dear Mrs Connors

Opening paragraph

- (to) be truly sorry about something
- (to) want to apologize for doing something

Second paragraph

- (to) not be able to resist something
- (to) want lovely things like other people / one's friends

Third paragraph

- (to) understand something is wrong
- (to) feel ashamed of what one did

Closing paragraph

- (to) promise not to do something again
- (to) be truly grateful to somebody
- (to) thank somebody for their kindness / understanding

Yours very sincerely

Kathleen O'Hara

DID YOU KNOW?

Why do the British dress so lightly (e.g. T-shirts, cotton dresses or flip-flops without socks or tights) even in cold weather? Some say putting up with cold makes you tougher, and others think that thick, warm clothing is very 'uncool'.

Do the exercises to find out how much you have learnt in Units 1 to 4. Check your score by looking at the key on page 158.

1 Put the pronoun in brackets in the correct form to complete the sentences.

Hi Kylie,

Deepa is my ¹ (I) best friend in Leicester now. ² (I) wasn't very friendly to ³ (she) when I first started at ⁴ (I) new school, but Deepa helped ⁵ (I) to make friends and to learn about Leicester. ⁶ (We) often spend time together after school, either at ⁷ (we) flat or at ⁸ (she) house. ⁹ (She) dad is a doctor at the hospital, the same as ¹⁰ (I) mum. ¹¹ (We) parents haven't met yet, but ¹² (I) am sure that ¹³ (they) will do soon.

Deepa's dad has said that he will take ¹⁴ (we) to the Holi festival next week. I am very interested to see how Deepa and ¹⁵ (she) family celebrate a Hindu festival.

How are ¹⁶ (you)? Do ¹⁷ (you) parents still complain about ¹⁸ (you) grades at school? ¹⁹ (You) should show ²⁰ (they) an article that ²¹ (we) have just read at school about pushy parents. I can send it to ²² (you) by email.

Hugs, Lucy

2 Ask questions about the underlined parts of the sentences.

- Lucy lives in Leicester. Where does Lucy live?
- School starts at 8.30 a.m.
- She has six lessons a day.
- Lucy goes to school by bus.
- Lucy loves English and Sport.
- She often meets Deepa after school.
- Deepa's dad is a doctor.
- Deepa's favourite film is Twilight.

3 Simple present or present progressive? Complete the questions.

- What _____? – My dad? He's a taxi driver.
- What _____? – At the moment? I'm feeding the dog.
- Where _____? – I work nowhere. I'm still at school.
- I mean, where _____ now? – At a café in Deal. It's my summer job.
- What books _____ Jane _____? – Jane? Mainly thrillers, I think.
- _____ she _____ at present? – The latest book by Stephen Birch.
- _____ your sister _____ the cello? – No, she plays the violin.
- _____ she _____ that lovely music? – You must be joking. That's a CD.

4 Simple past or past progressive? Put in the right form of the verb in brackets.

- We _____ (go) to Austria on holiday last winter.
- Lynn _____ ¹ (hurt) her hand when she _____ ² (play) with her dog.
- The cars _____ ¹ (not travel) very fast when I _____ ² (see) them.
- The police _____ ¹ (ask) everybody in the bank what they _____ ² (do) at the time of the robbery.
- The teacher _____ ¹ (make) a mistake. I _____ ² (not talk) during the exam.
- I _____ ¹ (not speak) to the boss because she _____ ² (talk) on the phone.

5 Choose the correct word from the list (a–o) to complete the gaps. There are two more words than you need. The first one has been done for you.

Our school has 850 pupils ¹ and 79 ². Our school year is divided into three _____ ³ instead of two semesters. The first thing we have every Monday morning is _____ ⁴, where everyone meets to hear news and announcements. We have 5 one-hour _____ ⁵ every day, but that is not enough to cover all the _____ ⁶ we have to learn, so our full _____ ⁷ covers two weeks. Our _____ ⁸ go from A to E and they depend mostly on our _____ ⁹ (homework and projects), rather than on tests. We only have end-of-year _____ ¹⁰ in English and Maths, which are the two most important _____ ¹¹ subjects. We have a short _____ ¹² after the first two lessons and one hour at lunchtime. Then I usually go to the school _____ ¹³ to eat.

- a assembly
- b break
- c buildings
- d canteen
- e core
- f coursework
- g equipment
- h exams
- i grades
- j lessons
- k pupils
- l subjects
- m teachers
- n terms
- o timetable

6 Choose the correct word (a, b, c or d) from the list to complete each gap. The first one has been done for you.

Laura is 15 and comes from St. Pölten in Lower Austria. Her parents ¹ are called Stefan and Marianne. They have been _____ ² for 28 years. Laura has a _____ ³, Michael, who is ten years older than she is. He is _____ ⁴ to his girlfriend, Denise. She is _____ ⁵ and they are expecting the baby in two months' time. Laura's _____ ⁶, her mother's brother, lives in America and Laura would love to visit him there. He is married to an American. She is _____ ⁷ from her first husband, so her uncle now has two _____ ⁸ from her first marriage.

1	a parents	b family	c relationships	d friends
2	a engaged	b divorced	c married	d single
3	a aunt	b brother	c daughter	d son
4	a engaged	b divorced	c pregnant	d single
5	a divorced	b married	c pregnant	d engaged
6	a aunt	b nephew	c stepsister	d uncle
7	a engaged	b divorced	c married	d single
8	a half-brothers	b half-sisters	c stepchildren	d stepmothers



9 Language work: verb phrases

Listen again to the dialogue in Exercise 8 and complete the following extracts, which are in the same order as in the dialogue.

- | | |
|---|--|
| 1 (to) welcome somebody _____ something | 5 (to) agree _____ somebody |
| 2 (to) do something _____ a problem | 6 (to) focus _____ something |
| 3 (to) lead _____ a certain situation | 7 (to) think _____ something |
| 4 (to) be _____ an idea | 8 (to) stop somebody _____ doing something |



10 Discussing dangerous sports

- ★ a) Make a list of the pros and cons of dangerous sports and discuss them with a partner / in class.
- ★★ b) Give a (PowerPoint) presentation with photos of your favourite dangerous sports and explain to your audience why the sports would not be popular / exciting if there were very strict safety rules.
- ★★★ c) Draw a humorous cartoon about the dangers of a particular sport.

11 Looking at language: talking about the future

Read the following sentences, then complete the grammar rules with the missing information.

- We **are going to go** skiing in Tyrol next week.
- I think it **will be** a fantastic holiday.
- We **are flying** to Innsbruck on Saturday morning.
- Our flight **leaves** from Gatwick at 9.25 a.m.

- ▶ Wir verwenden das Futur mit _____, um über Pläne und Absichten zu sprechen, oder wenn es klare Anzeichen gibt, dass etwas gleich passieren wird. (1)
- ▶ Wir verwenden das Futur mit _____ für Vorhersagen, Vermutungen über die Zukunft, Hoffnungen, Versprechen und spontane Entscheidungen. (2)
- ▶ Wir verwenden das _____ mit Zukunftsbedeutung für konkrete Pläne. Hier steht meist eine Zeitangabe, die auf die Zukunft hinweist. (3)
- ▶ Wir verwenden das _____ mit Zukunftsbedeutung für Fahrpläne und Programme. (4)

▶ Grammar review, p. 153: Future forms

12 Grammar in use: talking about future events

Now complete the sentences with the *will* or *going to* future.

- I'm sure Annie (enjoy) will enjoy her cookery course.
- The Greens (take) are going to take a winter holiday in Austria this year.
- A The tourists (be) _____¹ disappointed, but the forecast says we (not have) _____² any new snow this week.
B Really? Well, we (have to) _____³ call in some snowguns immediately.
A Yes, but where (we / find) _____⁴ them? And they (be) _____⁵ terribly expensive, too.

- A We (be) _____¹ in real trouble if we have any more bad skiing accidents. Families (not go) _____² on to the slopes.
B Sure, but what (we / do) _____³ about it?
A Well, I (police) _____⁴ the slopes much better for a start.
- Tom says he (book) _____¹ a winter holiday on the Internet. He thinks he (save) _____² a lot of money that way.

13 Practising grammar

Make sentences with the *going to* future or the present progressive. Only use the present progressive when there is an adverb of future time. Look at the examples first.

Example: *we / buy / new snowboard / Austria* *We are going to buy a new snowboard in Austria.*
Tom / fly / Salzburg / next Saturday *Tom is flying to Salzburg next Saturday.*

1 Sarah / collect / tickets / travel agent's / tomorrow

2 Ben and Jane + join / sports club?

3 A you + drive / all the way / Graz?

B No. I / fly / Vienna / then / I / hire / car

4 Mandy / take part in / wrestling match / next week

5 A Joshua + come / match / Saturday afternoon?

B No. He says he / leave / France / Friday evening

14 Talking about future events

Put the verbs into the correct form: *will* future, *going to* future, present progressive or simple present.

- A What time (film / start) _____¹ tomorrow, Ann?
B Well, it (begin) _____² at 8, but we (meet) _____³ in the café at 7. Why don't you join us? Chris and Maria (come) _____⁴.
A That's great. I (certainly / be) _____⁵ there. It (be) _____⁶ nice to see Chris and Maria again.
- A Is it true that Grant (give up) _____¹ wrestling because Mandy beat him?
B Who told you that? In fact, he (wrestle) _____² in the match on Saturday. Come along and you (see) _____³ just how good he is.

turn the page →



5 Parents and teenagers: talking about problems at home

- ★ a) Collect a list of five topics that parents and teenagers often argue about. Say why they argue. Tell the class. For example:

- mobile phone bills (too high – some parents really can't afford to pay the bills)
- clothes (too expensive. Teenagers want ...)
- holidays
- girlfriends/ boyfriends
- household chores (...)

- ★★ b) Write a text message (no more than 160 characters!) telling a friend in England about (imaginary) problems at home. Try to include all the following:

- what happened
- how you feel now
- what you plan to do next

You can use the points in 5a to help you.

Here are some useful abbreviations for text messages:

2DAY: today	B4: before	H8: hate	THX: thanks
2MOR: tomorrow	BC: because	P911: Parents coming into room!	WKD: weekend
AAF: as a friend	BFN: bye for now	L8: late	YTG: You're the greatest!
ADIH: another day in hell	BOYF: boyfriend	TGIF: Thank God it's Friday!	ZZZ: Going to bed.
AFAIK: as far as I know	G/F: girlfriend		



- ★★★ c) Write an entry in your diary about what happened.

- Remind yourself of what happened.
- Write how you feel now.
- What will you do in future in a similar situation?

6 Looking at language: modals

Read the following sentences, then complete the grammar rules with the missing information.

- 1 I **must** save some money so that I **can** pay my phone bill.
- 2 I **had to** save some money last month so that I **could** pay my phone bill.
- 3 I **will have to** save some money next month so that I **will be able to** pay my phone bill.
- 4 Students **mustn't** use their smartphones during exams.
- 5 You **needn't / don't have to** send him a text. He's just tweeted that he's already heard the news.

- ▶ Um eine Verpflichtung auszudrücken, verwendet man das modale Hilfsverb _____.
Das modale Hilfsverb _____ drückt eine Fähigkeit oder Möglichkeit aus. (1)
- ▶ Statt *must* verwendet man _____ und statt *can* _____, um über Vergangenes zu sprechen. (2)
- ▶ Statt *must* verwendet man _____ und statt *can* _____, um über Zukünftiges zu sprechen. (3)
- ▶ Verbote drückt man mit dem modalen Hilfsverb _____ aus. (4)
- ▶ Will man sagen, dass keine Verpflichtung oder Notwendigkeit besteht, braucht man _____ oder _____. (5)

▶ Grammar review, p. 154: Modal auxiliary verbs

7 Practising grammar

Mobile phones: fill in *must*, *mustn't* or *needn't*.

- 1 Mobile phones and emails make it easier to keep in touch. People needn't write letters now that they can send emails or texts.
- 2 Mobile phones are very important to children. They think that they _____ have one to be popular.
- 3 The phones _____ be too old, or their friends will laugh at them.
- 4 Children think phones _____ be expensive and have a lot of games and 'apps'.
- 5 Many parents think that children _____ have a mobile to use in emergencies.
- 6 These parents tell their children that they _____ lose their phones because they are expensive.
- 7 Other parents think that very young children _____ have a mobile because they are not old enough to go out alone.
- 8 Young children with mobile phones are easy targets for thieves. These children _____ be careful when they are out with their phones.

8 Practising grammar

Complete these sentences about mobile phones, emails and chat rooms with the correct modal verbs.

▶ Grammar review, p. 154: Modal auxiliary verbs

- 1 When the first cheap mobile phones appeared, you could send text messages, but you _____ send photos, videos or music files. (*Fähigkeit*)
- 2 You _____ use a mobile phone in the cinema. (*keine Erlaubnis*)
- 3 John asked if he _____ borrow Sarah's phone to ring Jan. (*Bitte*)
- 4 Sarah said that he _____ use her phone to ring her. (*Erlaubnis*)
- 5 In the future, emails _____ stop people writing letters altogether. (*Möglichkeit*)
- 6 You _____ write the email address correctly or the message will not be sent. (*Verpflichtung*)
- 7 You _____ send emails if you don't want to. You can always use chat rooms or text messages instead. (*freie Wahl*)
- 8 But you _____ be careful when meeting new people in chat rooms. (*Empfehlung*)
- 9 Some people _____ try to trick you or tell you lies. (*Möglichkeit*)
- 10 So it's a good thing that you _____ have several different email addresses with many providers. (*Fähigkeit*)

10 Continuing a story

Use the expressions in the box to continue the story from p. 97.

2003 France – (to) not help – the USA in the war against Iraq • the House of Representatives – (to) rename – French fries as “freedom fries” in all their restaurants • the French embassy in Washington, D.C. – (to) make – no comment • a spokeswoman – (to) say: “They come from Belgium anyway!” • in 2006 the House of Representatives – (to) change the name in its restaurants back to “French fries”

Tenses you need to tell stories

simple present	Things that happen often / sometimes / usually
present progressive	Things that are happening at the moment of speaking / writing
present perfect	Things that began in the past, but are still not over
	Things that are just over, but still have a direct effect on the present
present perfect progressive	Things that began in the past, and have been going on for a relatively long time
simple past	Things that are completely over
past progressive	Things that were going on at a certain time in the past
	Things that were going on when something else (suddenly) happened

► If you need more help, look at the Grammar review, p. 150 ff.

11 Looking at language: talking about the future

a) Look at the sentences and complete the information in the box.

- Are you **going to** cook a meal when you get home?
- No. It **will** be too late to cook when I get home. I'll just have a sandwich.

- We use the _____ future for things that we ... – plan or intend to do, – can see are going to happen soon. [1]
- We use the _____ future for things that we ... – are sure will happen, – expect or hope to happen, – forecast or suppose will happen, – suddenly decide to do. [2]

► Grammar review, p. 153: Future forms

b) Now complete the sentences with the *will* or *going to* future.

- A (you / go) _____¹ on a diet?
B No, but (I / eat) _____² less.
- Young people who are overweight (have) _____ health problems later.
- Don't panic. (I / do) _____ the shopping on my way home.
- A Ellen and Ben (buy) _____¹ their food at wholefood shops in future.
(they / not go) _____² to supermarkets any more.
B Really? I wonder how long that (last) _____³.
- Luke thinks that doing more exercise (be) _____ good for his health.
- I read that the government (put) _____ a heavy tax on alcopops.
- We (not eat) _____¹ out. We (stay) _____² at home.
- You can't ban intensive farming. Food (become) _____ too expensive.



Here is some additional material if you want to do further work on this topic and improve your English skills:

- Think of all the different ways people spend their free time.
 - Make a list.
 - Indicate on your list whether the activity helps you to get or stay fit (+), makes you unfit (–) or doesn't affect you either way (0).
 - Write how often (*once a week, rarely, at Christmas, ...*) you engage in the various activities.
- Dialogues
Partner A is a fitness freak, while Partner B is a real couch potato. Act a dialogue in which the two partners try to find something they would both like to do next weekend.
- Raps
Write a rap with one of the following titles:
 - 'Speak up for sport'
 - 'My couch is cool'
 - 'When fat meets fit'



<i>I can ...</i>	Seite / Übung	☺	☹	⊗
☺☺ Ich kann an einfachen Gesprächen teilnehmen (z. B. über Essgewohnheiten). Ich kann dabei auch zeigen, dass ich mich für das interessiere, was mir jemand erzählt. (A2)	90/4			
Ich kann sagen, was ich gerne habe und was nicht, und andere danach fragen. (A2)	90/3 96/8			
Ich kann sagen, ob ich mit etwas einverstanden bin oder nicht, und wenn nötig einen anderen Vorschlag machen. (A2)	90/4			
Ich kann eine Rolle in einem Dialog oder einer Simulation übernehmen (z. B. in Alltags- oder Berufssituationen). (A2)	95/6c 75/8			
📖 Ich kann einfache Sachtexte verstehen, wenn Bilder oder Grafiken den Inhalt unterstützen. (A2)	90/4 94/2 + 3			
👂 Ich kann einfache Gespräche über mir vertraute Themen verstehen, wenn deutlich gesprochen wird. (A2)	95/7			
✍ Ich kann Listen schreiben. (A1)	90/2 95/6a			
Ich kann mit Hilfe von vorgegebenen Wörtern, Illustrationen oder Filmmaterial eine kurze einfache Geschichte schreiben oder Vorgänge und Abläufe beschreiben. (A2)	95/6b 98/10			
Ich kann die wichtigsten Inhalte eines Textes zusammenfassen, wenn es sich um Sachinformationen zu einem Thema handelt, das mir vertraut ist, und der Ausgangstext klar strukturiert und nicht zu komplex ist. Dabei kann der Ausgangstext in der Muttersprache oder in der Zielsprache verfasst sein. (B1)	92/5 94/4			

LERNTIPP

Die Lernunterlagen ordentlich führen

Alle Lerntypen tun sich leichter, wenn sie ihre Unterlagen strukturiert und griffbereit haben. Das bedeutet, dass Sie Ihre Hefte, Bücher, Kopien etc. gleich finden, wenn Sie sie brauchen, und dass Sie z. B. eine bestimmte Kopie nicht lange suchen müssen, wenn Sie darin nachlesen möchten.

So können Sie sich gut auf eine Prüfung und später auch auf die Matura vorbereiten und müssen nicht Angst haben, etwas vergessen oder übersehen zu haben.

3 Listening and language work

Claudia and her friend Josie have just been to the cinema. On the way home they are talking about the film and Joëlle Baker, their favourite film star. Listen and complete the dialogue with the missing words.

Claudia: And did you like the film?

Josie: Yes, it was a really good thriller. Especially the scene where the old man _____¹, it was quite horrible – but in a good way – I hardly dared to breathe.

Claudia: Me neither. I am glad that the killer _____² in the end, otherwise I would not have been able to sleep tonight.

Josie: I know why I normally do not like watching films like these. But then the movie _____³ so much in the papers and I like Joëlle Baker a lot, too – so I simply had to watch this film. She is such a good actress.

Claudia: You are right, she is really good. Have you heard that she _____⁴ as best actress for this year's Oscars.

Josie: Yes, I heard it in the news and I do keep my fingers crossed that she _____⁵ this important award.

Claudia: Well I think she has the best chances to get it. Here, look, this platform has also rated her chances high this year. And they say that the Oscar _____⁶ since 1929 and that it _____⁷ by Louis B. Mayer, an executive of the Metro-Goldwyn-Mayer studio.

4 Looking at language: passive voice

Now have a look at the words you have written in Exercise 3 and complete the following rule.

Passive voice drückt immer aus, dass mit einer Person oder einer Sache etwas passiert.

► Um diese Zeitwortform zu bilden, nimmt man immer das Hilfszeitwort _____ in der jeweiligen Zeit und setzt das Zeitwort in das _____.

► Grammar review, p. 157: Passive

5 Practising grammar

And the Oscar goes to ... - Read the dialogue and complete it with the passive forms of the verbs in brackets.

Ruth: Oh, look! Another movie with Colin Firth! I love him!

James: Oh? What do you like about him?

Ruth: Well, he is a brilliant actor. For his role in *The King's Speech* he _____¹ (*award – past simple*) the Oscar as best actor. – And, you know, he _____ already _____² (*give – present perfect*) dozens of awards.

James: Oh, really? Well I don't know that much about him.

Ruth: Okay, then let me tell you more. Colin Firth is British, he was born on 10th September 1960 in Grayshott, Hampshire. The role which made him famous was that of Mr Darcy in the BBC mini-series of Jane Austen's *Pride and Prejudice*. From then on he _____³ (*give – present perfect*) roles in films like *Bridget Jones's Diary* or *Love, Actually*. He _____⁴ (*also/offer – past simple*) a star on the Hollywood Walk of Fame and he _____⁵ (*select – past simple*) as one of the 100 most influential people by *Time* magazine in 2011. Two more films starring him _____⁶ (*release – will-future*) soon.



11 Looking at language: past perfect

Read these sentences, then complete the rules below.

- 1 Before we went to Plymouth I **had done** some research in the library where I work in the afternoons.
- 2 After I **had spent** many hours in the library, I felt well prepared for the trip.
- 3 So I also knew a lot about Sir Francis Drake even though we **had never read** anything about him at school.

- ▶ Das *past perfect* wird mit _____ und dem _____ gebildet. (1, 2, 3).
- ▶ Mit ihm kann man ausdrücken, dass eine Handlung _____ einer anderen Handlung in der Vergangenheit passiert ist. (1, 2).

▶ Grammar review, p. 157: Past perfect

12 Practising grammar

Complete the following text with the correct forms of the verbs in brackets.

Before we went to Plymouth I _____¹ (*do*) a lot of research about the place. So it was easy for me to find all the interesting historical sites when we finally got there because of everything I _____² (*learn*) about Plymouth back at home already.

Even Mr and Mrs Collins were impressed with my stories because I _____³ (*hear*) so much about people like Sir Francis Drake back at school in Austria before.

Mr and Mrs Collins are truly wonderful hosts. And so I decided to invite them to have lunch at the River Cottage Canteen. I _____⁴ (*read*) an article about Plymouth's 10 best budget restaurants in *The Guardian* recently and River Cottage Canteen received good reviews.

Finally I asked Mr and Mrs Collins if we could come back to Plymouth for the Flavour Fest in a few weeks as I _____⁵ (*see*) an interesting film about it on the Internet quite recently.

13 Talking about events in the past

Complete the following text with the correct forms of the verbs in brackets.

After we _____¹ (*visit*) Plymouth, Mr and Mrs Collins also _____² (*want*) to show me the countryside of Great Britain. Before we _____³ (*go*) for a trip a few weeks later, we _____⁴ (*put*) together a plan of interesting spots in the area.

I _____⁵ (*be*) especially interested in Dartmoor National Park: I _____⁶ (*read*) so much about it. On another weekend we also _____⁷ (*go*) to the Flavour Fest because I _____⁸ (*mention*) my interest in it several times. At the Flavour Fest I _____⁹ (*can*) taste a lot of free dishes and drinks, some of which I _____¹⁰ (*never / hear*) of before.