

**5 Vocabulary work**

When we tell somebody how to get somewhere, we often use buildings, places and the layout of streets to make things clear.

Make a table like the one below. First, fill in as many items as you can think of. Then compare your table with the material in the box, adding items as necessary.

Buildings	Places	Others
post office	park	crossroads traffic lights

- V** bottle bank • bus stop • castle • cathedral • church • cinema • crossroads • department store • footbridge • junction • main square • market place • pedestrian crossing • pedestrian precinct • petrol station/filling station • park • playground • police station • post office • public lavatories • recycling point • roundabout • row of shops • shopping centre/mall • speed bump • town hall • traffic lights • underpass

**6 Language work: prepositions**

Jody is an American girl touring Austria. She is looking for the local tourist office. Work with a partner. Read the dialogue and put in the missing prepositions.

- Jody** Excuse me. Do you speak English?
- Max** Yes, I do.
- Jody** Can you tell me how to get \_\_\_\_\_<sup>1</sup> the tourist office, please?
- Max** The tourist office? No problem. Are you \_\_\_\_\_<sup>2</sup> foot?
- Jody** No. I'm travelling \_\_\_\_\_<sup>3</sup> motorbike, actually. That's my bike \_\_\_\_\_<sup>4</sup> the other side \_\_\_\_\_<sup>5</sup> the road.
- Max** I see. Well, go \_\_\_\_\_<sup>6</sup> this road and take the first turning \_\_\_\_\_<sup>7</sup> the left \_\_\_\_\_<sup>8</sup> Leopoldgasse, OK?
- Jody** Leopoldgasse. OK.
- Max** Then go \_\_\_\_\_<sup>9</sup> Leopoldgasse and \_\_\_\_\_<sup>10</sup> about, let's see, 300 metres or so you'll see a church \_\_\_\_\_<sup>11</sup> your right. Go \_\_\_\_\_<sup>12</sup> the church and take the second right \_\_\_\_\_<sup>13</sup> Haydnstraße. OK so far?
- Jody** Yes. So far so good.
- Max** Great. Okay then. Go \_\_\_\_\_<sup>14</sup> Haydnstraße \_\_\_\_\_<sup>15</sup> you get \_\_\_\_\_<sup>16</sup> the traffic lights \_\_\_\_\_<sup>17</sup> a big T-junction. Turn left there \_\_\_\_\_<sup>18</sup> the main road \_\_\_\_\_<sup>19</sup> the direction \_\_\_\_\_<sup>20</sup> the town centre. Then just follow the signs \_\_\_\_\_<sup>21</sup> the tourist office. It's not far \_\_\_\_\_<sup>22</sup> there.



Now listen and check your answers.

Track 3

### 7 Word field: crime and punishment

Find the English equivalents of these German "crime" words and phrases in the text. They are in the same order as in the text.

- 1 *Gefängnisstrafe* \_\_\_\_\_
- 2 *Drogen* \_\_\_\_\_
- 3 *Kriminalität* \_\_\_\_\_
- 4 *Ladendiebstahl* \_\_\_\_\_
- 5 *ungestraft davon kommen* \_\_\_\_\_
- 6 *verhaftet werden* \_\_\_\_\_
- 7 *gegen Kautions freikommen* \_\_\_\_\_
- 8 *vor Gericht erscheinen* \_\_\_\_\_
- 9 *RichterIn* \_\_\_\_\_
- 10 *vorbestraft sein* \_\_\_\_\_

### 8 Working with prepositions

Complete these sentences with the correct prepositions.

- 1 Mairi grew up \_\_\_\_\_ a middle-class part \_\_\_\_\_ Glasgow.
- 2 When she was 18, she got involved \_\_\_\_\_ drugs because she was hanging around \_\_\_\_\_ a bad group of friends.
- 3 She thought she was rebelling \_\_\_\_\_ her parents and her strict upbringing.
- 4 When she was 20, she had to appear \_\_\_\_\_ court.
- 5 The judge sent her \_\_\_\_\_ prison \_\_\_\_\_ 30 days.
- 6 A few months later, a friend asked her to come \_\_\_\_\_ to a youth group meeting.
- 7 She became really interested \_\_\_\_\_ youth programmes because she had been \_\_\_\_\_ similar experiences herself.
- 8 Now she wants to carry on working \_\_\_\_\_ young people and help to keep them \_\_\_\_\_ the streets.



## 5 Who said what?

a) Match the correct sentence endings (a–h) to the correct speakers (1–8).

1	Leila's friends: "If you're bored,	a	I can go to art school in the autumn."
2	Leila: "If I get caught spraying,	b	I would never have started drawing."
3	Security guard: "If I see those sprayers again,	c	I'll turn them over to the police."
4	Leila: "If my friends really cared about me,	d	my Mum and Dad will throw me out of the house."
5	Magistrate: "If I ever see you in this court again,	e	they wouldn't run away and leave me."
6	Christy: "If you went back to your friends,	f	we'll show you something exciting to do."
7	Leila: "If Christy hadn't made me go to the youth club,	g	you'd end up spraying again."
8	Leila: "If I get good grades,	h	you'll go straight to prison!"

b) Talk with a partner. Three of the sentences are different to the other five: which sentences are they? How are they different? Compare your answers in class.

6 Expressing conditions and consequences: *if*-sentences types I and IIa) Put the verbs in brackets in the correct tense to make *if*-sentences type I.▶ Grammar review, p. 146: *if*-sentences

- If you are (be) bored, I ll show (show) you something exciting to do.
- I \_\_\_\_\_ (get) into trouble with the police if I \_\_\_\_\_ (start) spraying graffiti.
- If I \_\_\_\_\_ (be) arrested, I \_\_\_\_\_ (have to) go to court.
- I \_\_\_\_\_ (tell) her parents if I \_\_\_\_\_ (see) her spraying graffiti on my wall.
- If I \_\_\_\_\_ (go) to prison, I \_\_\_\_\_ (not be able to) study law.
- Leila \_\_\_\_\_ (be able to) work on the graphic novel if she \_\_\_\_\_ (decide) to join them.

b) Rewrite the sentences from 6a) as type II conditionals.

▶ Grammar review, p. 147: *if*-sentences1 If you were bored, I would show

2

3

4

5

6

**7 Reflecting on what would have happened: if-sentences type III**

Use the notes to make *if-sentences* type III. Look at the example first.

▶ Grammar review, p. 147: *if-sentences*

1 if / not start / spraying graffiti, not find out / good at / drawing comics

*If I hadn't started spraying graffiti, I wouldn't have found out that I'm good at drawing comics.*

2 never / go / youth club / if / not meet / Christy

3 if / listen / my mother, not hang around / old friends

4 stay / at school / if / not be / bored / all the time

5 if / not be / under 18, probably / go / prison

6 discover / like drawing / if / pay / more attention / during / art lessons

**8 What would you say?**

What would you say to your friend in these situations? Make sentences using the notes, but be careful of what the situation (a or b) is.

1 I / go / youth club / you / if / I / finish / working / on time  
a Unfortunately, you had to work late.

*I would have gone to the youth club with you if I had finished working on time.*

b You don't think that you will have to work longer.

*I will go to the youth club with you if I finish working on time.*

2 you / get / into trouble / if / hang around / that awful crowd  
a You don't think your friend really wants to hang around with them.  
b Your friend stopped seeing them very quickly.

3 you / earn / lot of money / if / draw / more comics  
a You think your friend is keen to draw lots more comics.  
b You don't think your friend is going to draw many more comics.

4 if / you / not work hard, not get / into / art school  
a You want to warn your friend that he / she has to work hard.  
b Your friend has already got a place at art school.

5 if / tickets / not cost / so much, we / go / concert  
a Unfortunately, the tickets are too expensive for you.  
b The concert was last week and the tickets were very expensive.



**9 Creative writing: describing an event**

- ★★ a) Look at the picture story in exercise 4 on page 36 again. Describe what happened to Leila using the comic strip to help you. Write about 150 words.
- ★★★ b) Think of an interesting, unusual or exciting event that happened to you and write a short story describing it.

**TIP**

Don't forget to use the *simple past* to describe events that took place in the past. You can use the *past progressive* to describe an action that was happening at the same time as another event.

**10 A 5-minute presentation**

Are you a member of a local club, youth club or other organisation? Do you do any voluntary work? Think of the volunteer fire brigade, the Red Cross, a local sports team or a dance school, for example. (If you aren't a member of a club, think of one you would like to join.)

Prepare a short presentation on your activity for the class. Use any pictures or videos you have to make your presentation more interesting. Think about the following:

- What do you do?
- When and where do you meet?
- Who are the other members?
- Why do you like it?



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

- a) Is there a rule or a law that you disagree with? Write an email of 150–200 words telling an English friend why it should be abolished.
- b) **Work with a partner.** Tell your partner that you want to do something that could have very bad consequences for you. (Look at Part A, exercise 3 for ideas, or choose something of your own.) Your partner tries to persuade you not to do it. Then swap roles.
- c) **Design an English leaflet** for a club or voluntary organisation that you belong to.
- d) **Create your own short English comic strip** (6–10 pictures) showing an interesting event or something exciting that happened to you.



<i>I can ...</i>	Seite / Übung	☺	☹	⊗
☺☹ Ich kann in Gesprächen, Diskussionen und Besprechungen zu vertrauten Themen meine Meinung einbringen und begründen. Weiters kann ich zustimmen oder höflich widersprechen und andere Vorschläge machen. (B1)	30 / A2 35 / B3			
☺ Ich kann gut vorbereitete, unkomplizierte Kurzpräsentationen durchführen und durch meine Darstellung das Zuhören leicht und interessant machen. (B1)	39 / B10			
☺ Ich kann einfachen Zeitungs- und Zeitschriftenartikeln, die klar gegliedert sind, die wesentlichen Informationen entnehmen. (B1)	32 / A6			
☺ Ich kann einfachen Alltagstexten, die sich auch vertraute Situationen beziehen, die wichtigsten Informationen entnehmen (z. B. Prospekten, [...] Anzeigen). (A2)	34 / B1			
☺ Ich kann Interviews, Berichten und Vorträgen in den wesentlichen Punkten folgen. (B1)	36 / B4			
☺ Ich kann einfache Geschichten, Aufsätze und kreative Texte verfassen. (B1)	39 / B9			

**7** Reflecting on what would have happened: *if*-sentences type III

Use the notes to make *if*-sentences type III. Look at the example first.

► Grammar review, p. 147: *if*-sentences

- 1 if/not start/spraying graffiti, not find out/good at/drawing comics

*If I hadn't started spraying graffiti, I wouldn't have found out that I'm good at drawing comics.*

- 2 never/go/youth club/if/not meet/Christy

- 3 if/listen/my mother, not hang around/old friends

- 4 stay/at school/if/not be/bored/all the time

- 5 if/not be/under 18, probably/go/prison

- 6 discover/like drawing/if/pay/more attention/during/art lessons

**8** What would you say?

What would you say to your friend in these situations? Make sentences using the notes, but be careful of what the situation (*a* or *b*) is.

- 1 I/go/youth club/you/if/I/finish/working/on time

a Unfortunately, you had to work late.

*I would have gone to the youth club with you if I had finished working on time.*

b You don't think that you will have to work longer.

*I will go to the youth club with you if I finish working on time.*

- 2 you/get/into trouble/if/hang around/that awful crowd

a You don't think your friend really wants to hang around with them.

b Your friend stopped seeing them very quickly.

- 3 you/earn/lot of money/if/draw/more comics

a You think your friend is keen to draw lots more comics.

b You don't think your friend is going to draw many more comics.

- 4 if/you/not work hard, not get/into/art school

a You want to warn your friend that he/she has to work hard.

b Your friend has already got a place at art school.

- 5 if/tickets/not cost/so much, we/go/concert

a Unfortunately, the tickets are too expensive for you.

b The concert was last week and the tickets were very expensive.

**6** Language work: reported statements

Complete these reported statements, using *say*, *tell (+ sb)* or *add*. Pay attention to the verb tenses and the personal pronouns.

► Grammar review, p. 147: Reported speech

1 Dr Kent to Fiona: "I'll take your temperature first."

Dr Kent told Fiona that he would take her temperature first.

2 Fiona to Dr Kent: "I ate a home-made cake. Perhaps there were nuts in it."

Fiona said that

3 Dr Kent to Fiona: "I'll give you some antihistamine tablets. They will help your breathing problems."

4 Jim to Fiona: "It's important that your sister takes all of her tablets."

5 Jim to Fiona: "If your sister doesn't take all her medicine, her flu will come back even worse."

6 Jim to Fiona: "There's a prescription charge. Nothing is free of charge these days."

7 Jim to Fiona: "Molibita 600 is extremely effective and it comes in pack sizes of 10 or 20."

**7** Language work: reported advice, orders, invitations, ...

Choose the most suitable verb to report these orders, advice and requests.  
Cross out the other reporting verbs.

1 Dr Kent to Fiona: "Take a seat, please."

Dr Kent invited / ~~ordered~~ / ~~warned~~ Fiona to take a seat.

2 Dr Kent to Fiona: "Can you tell me what the problem is?"

Dr Kent asked / ~~ordered~~ / ~~told~~ Fiona to tell him what the problem was.

3 Dr Kent to Fiona: "Don't forget to take all of the tablets."

Dr Kent advised / ~~offered~~ / ~~reminded~~ Fiona to take all of the tablets.

4 Dr Kent to Fiona: "Go straight back home and stay in bed for the rest of the day."

Dr Kent asked / ~~offered~~ / ~~ordered~~ Fiona to go straight back home and stay in bed for the rest of the day.

5 Dr Kent to Fiona: "If things don't get better quickly, you should come back."

Dr Kent advised / ~~asked~~ / ~~invited~~ Fiona to come back if things didn't get better quickly.

6 Dr Kent to Fiona: "Don't try to do too much too soon."

Dr Kent asked / ~~ordered~~ / ~~warned~~ Fiona not to try to do too much too soon.

7 Dr Kent to Fiona: "Why don't you come back next week when you are better?"

Dr Kent advised / ~~invited~~ / ~~warned~~ Fiona to come back next week when she was better.

## 6 Language work: reported statements

Complete these reported statements, using *say*, *tell* (+ *sb*) or *add*. Pay attention to the verb tenses and the personal pronouns.

► Grammar review, p. 147: Reported speech

- Dr Kent to Fiona: "I'll take your temperature first."  
Dr Kent *told Fiona that he would take her temperature first.*
- Fiona to Dr Kent: "I ate a home-made cake. Perhaps there were nuts in it."  
Fiona *said that*
- Dr Kent to Fiona: "I'll give you some antihistamine tablets. They will help your breathing problems."  
\_\_\_\_\_
- Jim to Fiona: "It's important that your sister takes all of her tablets."  
\_\_\_\_\_
- Jim to Fiona: "If your sister doesn't take all her medicine, her flu will come back even worse."  
\_\_\_\_\_
- Jim to Fiona: "There's a prescription charge. Nothing is free of charge these days."  
\_\_\_\_\_
- Jim to Fiona: "Mobilita 600 is extremely effective and it comes in pack sizes of 10 or 20."  
\_\_\_\_\_

## 7 Language work: reported advice, orders, invitations, ...

Choose the most suitable verb to report these orders, advice and requests. Cross out the other reporting verbs.

- Dr Kent to Fiona: "Take a seat, please."  
Dr Kent invited / ~~ordered~~ / ~~warned~~ Fiona to take a seat.
- Dr Kent to Fiona: "Can you tell me what the problem is?"  
Dr Kent asked / ordered / told Fiona to tell him what the problem was.
- Dr Kent to Fiona: "Don't forget to take all of the tablets."  
Dr Kent advised / offered / reminded Fiona to take all of the tablets.
- Dr Kent to Fiona: "Go straight back home and stay in bed for the rest of the day."  
Dr Kent asked / offered / ordered Fiona to go straight back home and stay in bed for the rest of the day.
- Dr Kent to Fiona: "If things don't get better quickly, you should come back."  
Dr Kent advised / asked / invited Fiona to come back if things didn't get better quickly.
- Dr Kent to Fiona: "Don't try to do too much too soon."  
Dr Kent asked / ordered / warned Fiona not to try to do too much too soon.
- Dr Kent to Fiona: "Why don't you come back next week when you are better?"  
Dr Kent advised / invited / warned Fiona to come back next week when she was better.



## 8 Writing: a visit to the doctor's

- ★★ a) Report this visit to a doctor using reported speech. Try to use as many of these reporting verbs as possible.

advise sb (not) to do sth • ask sb (not) to do sth • invite sb to do sth • order sb (not) to do sth • remind sb (not) to do sth • say that ... • tell sb that ... / to do sth • warn sb not to do sth / that ...

- Doctor** Come in. What seems to be the problem?  
**You** I have a really bad stomach ache.  
**Doctor** Lie down on the bed over there and pull up your T-shirt. I'm going to examine your stomach ache.  
*(After a few minutes:)*  
**Doctor** There doesn't seem to be any swelling there. I think you might have eaten something that didn't agree with you.  
**You** Well, I had a doner kebab for lunch yesterday and in the evening I had an Indian takeaway. It had lots of onions in it.  
**Doctor** That explains it. I'm certain there's nothing seriously wrong with you. Stay in bed for the rest of the day. Just drink some camomile tea today and maybe eat a few biscuits later. I'm sure the stomach ache will pass soon. You should come back, though, if it doesn't get better by tomorrow. Oh, and I would keep away from takeaway food with too many onions in it, if I were you!

*I went to the doctor's yesterday. I told him that I had ...*

- ★★★ b) Imagine you have been on holiday and fallen ill. Write an email to a friend reporting what you told the doctor and what he/she advised/told you to do.



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

- What do you think would reduce obesity in your country? What could the government, schools or charities do? Write 150–300 words.
- Plan the perfect dinner! Look online for recipes and translate them. Present your menu to your group. Rate each dinner from 1 (terrible) to 10 (absolutely delicious). The dinner with the most points wins.
- Research everyday medical vocabulary. Make mind maps of common medical problems and their symptoms.
- Role-play a discussion between two flatmates. One of you wants to go out and buy a takeaway meal, the other wants to go shopping and cook something together. What arguments would you use? Can you persuade your partner to do what you want?




## LERNTIPP

### For the 'aural' learner

Aural learners are people who learn best when they hear new information. When aural learners want to learn new information they have to turn on their 'inner voice-recorder' and 'record' what is said and heard. When they then want to recall the information, they 'replay' the recording. It is important that they are not disturbed while doing this or they will have to start the process all over again. If you are an aural learner, you should always make sure that you study in quiet surroundings.

**4 Writing messages**

Look at these tweets that have been posted on LivesOn.

	Why don't you call me this evening and I'll scream correctly stressed Russian words at you. #Theo_maerz@_liveson
	You're absolutely right, son, your ego is writing cheques your body can't cash... #marvin_speakman@_liveson
	Great people will never die. I'll be back soon. #bumblebee@_liveson

What would you like to have tweeted in your name when you are dead? Write a tweet for yourself.

**5 Giving your opinion**

Based on the information you have just read produce a personal statement for an Internet blog (either in a 1–2 minute video presentation or a text of about 150–180 words) presenting your opinion about having to be available and present on the Internet all the time.

**6 Practising grammar**

Complete the following sentences adding *if/whether* or a question word.

► Grammar review, p. 148: Indirect questions

- "Can you help me with my computer problem?"  
She asked if/whether I could help her with her computer problem.
- "Where is the handbook for the new computer program?"  
They wanted to know where the handbook for the new computer program was.
- "Will I be able to work more efficiently with the new software?"  
I wondered \_\_\_\_\_ I would be able to work more efficiently with the new software.
- "Does he need all that equipment?"  
We asked \_\_\_\_\_ he needed all that equipment.
- "Why is Miss Jones taking the new scanner with her?"  
He asked \_\_\_\_\_ Miss Jones was taking the new scanner with her.
- "When is he going to show us how this program works?"  
She asked \_\_\_\_\_ he was going to show them how the program worked.

Now get into pairs and write a list of the changes that you need to make when turning a direct question into an indirect one.

**7 Language work: reporting questions**

A friend of yours has never used an Internet chat room before and asks you what he/she has to do. Report your friend's questions as shown in the examples.

► Grammar review, p. 148: Indirect questions

Examples:

"How can I enter a chat room?"

*He asked me how he could enter a chat room.*

"Where can I find chat rooms on the Internet?"

*And then he wanted to know where he could find chat rooms on the Internet.*

- "How can I find friends who will chat with me?"
- "Who can read what I write?"
- "When is the best time to visit a chat room?"
- "How much does it cost?"
- "Why are so many young people fascinated by chat rooms?"
- "How many people can you chat to at the same time?"
- "When did you start chatting to people from around the world?"
- "What do you do if you don't like the person you're chatting to?"

**8 Practising grammar: reporting questions**

Examples:

Could you email Mr Richardson and send him this draft for our meeting next week?

*He asked if I could email Mr Richardson and send him the draft for their meeting the following week.*

Why is the Internet not working today?

*He asked why the Internet was not working that day.*

1  
Where did you save the draft of our product presentation?

2  
How can I change to the new printer?

3  
Has Modern Office Inc. already delivered the new computers?

4  
Would it be possible to order new printer cartridges?

5  
Could you help me? I have a problem with my computer.

6  
What has happened to the print out of the new contract that I gave you this morning?

7  
Why does the phone always ring when we're all busy?

8  
Have you corrected the mistakes in the letter to Brown and Sons yet?

### Practising grammar: indirect speech

Jason had his first computer lesson at school today. Back home he wants to report everything his teacher, Mr Miller, and his classmates had said to his parents. Put the sentences into indirect speech using the verbs in brackets to help him.

► Grammar review, p. 148 f.: Indirect speech

- 1 Mr Miller: "Enter your name first." (*advise*)
- 2 Jim: "Do we have to format the text in an attractive way?" (*want to know*)
- 3 Mr Miller: "Don't look at the keyboard when typing." (*encourage*)
- 4 Mr Miller: "Check the spelling before you hand in your work." (*remind*)
- 5 Jason (to Jim): "No, this time I won't help you." (*tell*)
- 6 Mr Miller: "Don't drink or eat anything in the computer room." (*warn*)
- 7 Jennifer: "Are we allowed to crop the images?" (*ask*)
- 8 Mr Miller: "Jason, you did a really good job." (*tell*)



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

- a) **Do you have a Facebook profile** too? If yes, describe it in some detail. If not, say why you do not want to have one.
- b) **Make a list** of things you would not
  - put on your online profile.
  - write in an email.
  - post on a forum.
  - say in a chat room.
- c) If you were an employer, would you rely on information you find on social-networking sites for your decision whether to take on a person or not? **Discuss this question in groups of four** and then sum up your findings in a short presentation.
- d) One of the most popular Internet services is Twitter. Do you tweet? Why (not)? **Try to write three tweets for different occasions.**



<i>I can ...</i>	Seite / Übung	😊	😐	☹️
🗣️ Ich kann in Gesprächen, Diskussionen und Besprechungen zu vertrauten Themen meine Meinung einbringen und begründen. Weiters kann ich zustimmen oder höflich widersprechen und andere Vorschläge machen. (B1)	58 / A6 a)			
🗨️ Ich kann meine Meinungen, Pläne, Absichten und Ziele darlegen und einfach begründen. (B1)	57 / A3			
🗨️ Ich kann zu mir vertrauten Themenbereichen berichten, was ich gehört, gesehen oder erlebt habe und dabei auch meine Gefühle und Reaktionen beschreiben. (B1)	58 / A4			
📖 Ich kann einfachen Zeitungs- und Zeitschriftenartikeln, die klar gegliedert sind, die wesentlichen Informationen entnehmen. (B1)	60 / B1			
👂 Ich kann Interviews, Berichten und Vorträgen in den wesentlichen Punkten folgen. (B1)	60 / B2			
🗣️ Ich kann <i>native speakers</i> bereits im Wesentlichen verstehen, wenn sie klar und deutlich über mir vertraute Dinge sprechen und Standardsprache verwenden. (B1)	58 / A5 60 / B2			
📝 Ich kann die neuen Medien zur persönlichen Kommunikation und als Basis für schriftliche Arbeiten nutzen. (B1)	62 / B4 + B5			



8 Understanding grammatical structures



★ a) Listen to conversation 2 again and complete the sentences putting the verbs in brackets in the correct forms.

a) Situation	b) Warum wird diese Zeitform verwendet?
Mrs Southgate _____ <sup>1</sup> (work) in the creative department for several months. But her colleagues really find it difficult to get along with her.	<i>Situation, die schon seit einiger Zeit andauert</i>
Mrs Southgate _____ <sup>2</sup> (love) making sarcastic comments about their work. Her colleagues are really fed up with it.	
They always _____ <sup>3</sup> (feel) bad when she is around.	
Look, she _____ <sup>4</sup> (scold) Rick, but I am sure Rick put in a lot of effort on the report he had to write for her.	
But things will change soon. I know that Rick _____ <sup>5</sup> (fix) an appointment with Mr Miller the other day.	
Then he _____ <sup>6</sup> (tell) him everything about Mrs Southgate's unacceptable behaviour.	
And I am sure Mr Miller will believe him. The other day he witnessed a similar situation himself when he entered the room and saw that Mrs Southgate _____ <sup>7</sup> (shout) at Lisa.	
I think that Rick will do the right thing, because he _____ <sup>8</sup> (change) so much over the past months: he is nervous, moody and often says that he has a headache.	

★★ b) Now get together with another student in class and match the reasons given in the box to explain why you have to use a certain tense in the various situations.

- Handlung, die im Moment des Sprechens stattfindet
- Handlung, die zu einem bestimmten Zeitpunkt in der Vergangenheit stattgefunden hat
- Handlung, die in der Vergangenheit begonnen hat und noch immer andauert
- (Dauer-)Zustand
- feste Vorhaben (für die es auch schon Anzeichen gibt)
- Handlung der Vergangenheit, die gerade andauerte, als sie durch eine andere Handlung unterbrochen wurde
- Situation, die schon seit einiger Zeit andauert
- Gewohnheit

## 11 Grammar practice

Complete the texts with the verbs in the correct forms.

► Grammar review, p. 150: Simple past – past progressive

Years ago I \_\_\_\_\_<sup>1</sup> (*be*) in Saudi Arabia. One evening, Ali, my Saudi Arabian business partner, and I \_\_\_\_\_<sup>2</sup> (*walk*) home from a business dinner. We \_\_\_\_\_<sup>3</sup> (*talk*) about his firm's new advertising campaign when we suddenly \_\_\_\_\_<sup>4</sup> (*see*) a poster for a washing powder. It \_\_\_\_\_<sup>5</sup> (*be*) similar to ones you see here: you know, a pile of dirty clothes on the left, the washing powder in the middle, and on the right, a neat pile of clean, ironed clothes. Ali immediately \_\_\_\_\_<sup>6</sup> (*start*) to laugh. While I \_\_\_\_\_<sup>7</sup> (*wonder*) what the problem \_\_\_\_\_<sup>8</sup> (*be*), Ali \_\_\_\_\_<sup>9</sup> (*start*) to explain: "What \_\_\_\_\_<sup>10</sup> (*they/think*) of when they \_\_\_\_\_<sup>11</sup> (*make*) this advert? Don't they know that we read from right to left?" So the ad \_\_\_\_\_<sup>12</sup> (*give*) the message that the washing powder would make clothes dirty instead of clean!

## 12 Grammar practice

Complete each of the sentences with the correct forms of the verbs given.

- 1 When we \_\_\_\_\_<sup>1</sup> (*decide*) to write an article about polite behaviour in places like New York, we \_\_\_\_\_<sup>2</sup> (*be*) sure that courtesy \_\_\_\_\_<sup>3</sup> (*be*) a thing of the past.
- 2 But our experiences \_\_\_\_\_ (*convince*) us that what we once thought was wrong.
- 3 Ever since we \_\_\_\_\_<sup>1</sup> (*start*) our polite behaviour experiment we \_\_\_\_\_<sup>2</sup> (*find*) ourselves in many situations in which people \_\_\_\_\_<sup>3</sup> (*treat*) us in a nice and friendly way.
- 4 And we too \_\_\_\_\_ (*change*) in the way we treat others.
- 5 As long as we \_\_\_\_\_<sup>1</sup> (*think*) that courtesy no longer existed, we sometimes \_\_\_\_\_<sup>2</sup> (*behave*) rudely, too.
- 6 And we \_\_\_\_\_ (*be*) really unhappy with that situation.
- 7 In the past months we \_\_\_\_\_ (*experience*) so many pleasant situations that we have hope for the future.
- 8 As we \_\_\_\_\_ (*put*) it at the end of our article: if you can make nice here, you can make nice anywhere. And remember, that means all of us.

## 8 Giving instructions: the passive

Complete the sentences about car safety with passive forms. Always use a modal verb.

► Grammar review, p. 146: The passive

**Example:** You can obtain advice about car security from the police.

*Advice about car security can be obtained from the police.*

Drivers and passengers must wear seatbelts when the car is moving.

*Seatbelts must be worn when the car is moving.*

- 1 You may not park your car on cycle paths.  
\_\_\_\_\_ on cycle paths.
- 2 You must switch off the anti-theft system with a special code.  
The anti-theft system \_\_\_\_\_ a special code.
- 3 People shouldn't hide expensive cameras under seats.  
Expensive \_\_\_\_\_ under seats.
- 4 You should never lock dogs in cars during hot weather.  
\_\_\_\_\_ during hot weather.
- 5 Drivers must never put children's safety seats opposite airbags.  
Children's \_\_\_\_\_.
- 6 Drivers can't blame car park attendants for loss or theft.  
Car park \_\_\_\_\_ loss or theft.
- 7 You needn't report minor accidents to the police.  
\_\_\_\_\_
- 8 Drivers mustn't sound their horns near hospitals.  
\_\_\_\_\_  
\_\_\_\_\_

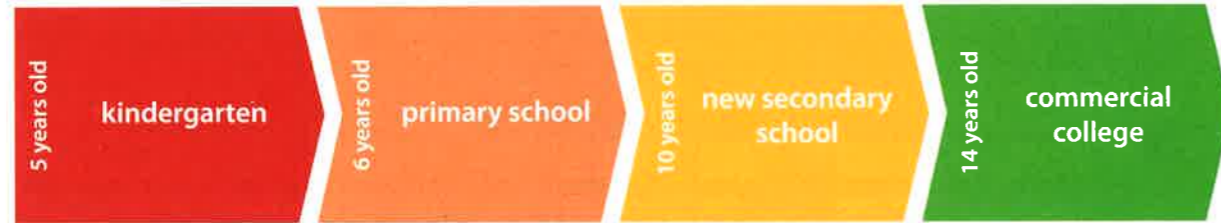


Here is some additional material if you want to do further work on this topic and improve your English skills:



- a) Imagine you are the airport announcer at Vienna airport and your classmates are English-speaking tourists waiting for their flights. Make one of the following announcements:
  - An English-speaking girl is lost. Describe her and tell her parents what to do.
  - There are no flights to Munich today. Tell passengers what the alternative arrangements are.
  - Tell passengers what they should do if they see something suspicious.
- b) With a partner act out one of the following dialogues.
  - Flight attendant and passenger: a complaint about the in-flight meal
  - Passenger who has just arrived from the USA and his/her "welcoming committee" at the airport
- c) Newspaper articles: Write a short article for an Austrian English-language newspaper with one of the following headlines:
  - *ESSEN VERBOTEN! SCANDAL: NO FREE REFRESHMENTS FOR TOURIST CLASS*
  - *EINE KLEINE NACHTMUSIK: AUSTRIAN CAT FLIES OVERNIGHT TO AUSTRALIA AND BACK WHILE OWNER IN SINGAPORE*
  - *WO IST BITTE DER OSTBAHNHOF?: AMERICAN TOURIST CONFUSES VIENNA AND BERLIN*

Tim's school career up to now



3 Writing about yourself

- ★ a) Produce a diagram or a timeline in which you give an account of your own school career up to now.
- ★★ b) Describe your own school career up to now in a short text of about 120–150 words for a brochure about the Austrian school system.
- ★★★ c) Describe your own school career up to now in a text of about 200–220 words for a brochure about the Austrian school system. Include information about interesting events you have taken part in during your school time so far.

4 Listening: multiple matching

Track 32

Does school stress you out? Listen to some students talking about how they prepare for their final exams and how they handle stress. Match the statements to the speakers.

	Ashley	Helen	Jane	Omar
1 I don't believe in discussing problems with other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I'm never really stressed out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Listening to music helps me calm down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 My grandad always helps me see things in perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I enjoy talking our dog for walks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Speaking: recommending people

Personal connections and relationships have often been the start of great careers. People you know because you go to same church or just the same gym can sometimes prove to be very helpful.

If you could help a friend by recommending them, what would you say about him or her? Which personal qualities, skills, information would you refer to?

▶ If you need any help, look at page 126 (exercise 4).

6 Practising grammar

Cross out the incorrect form in each sentence.

▶ Grammar review, p. 153: Verb + to-infinitive or verb + -ing form?

- I hope getting/to get a place at the commercial college in our town.
- Do you mind helping/to help me fill in this form?
- They still have not finished interviewing/to interview students for the available places.
- Of course you should avoid telling/to tell lies in interviews.
- The school is planning to offer/offering new non-compulsory subjects.
- The school is planning sending/to send out letters to the new students at the beginning of April.
- The principal refused giving/to give me any information before that date.
- Just imagine going/to go to that school together!
- Jill denied having/to have been refused a place at this school.

7 Grammar practice

Finish translating the sentences into English.

▶ Grammar review, p. 153: Verb + to-infinitive or verb + -ing form?

- Vergesst bitte nicht, euer Bewerbungsschreiben und euren Lebenslauf zu verfassen.  
Please \_\_\_\_\_ your application letter and CV.
- Dieses Jahr erwarten wir, mit mehr Bewerbern und Bewerberinnen Vorstellungsgespräche zu führen.  
This year we \_\_\_\_\_ more applicants.
- Joanna ist interessiert daran, so viel wie möglich über ihre neue Schule herauszufinden.  
Joanna \_\_\_\_\_ as much as possible about her new school.
- Die Bewerberin gab zu, beim Vorstellungsgespräch gelogen zu haben.  
The applicant \_\_\_\_\_ in the job interview.
- Die Schülerinnen und Schüler beschlossen, die Klasse in freundlichen Farben auszumalen.  
The students \_\_\_\_\_ their classroom in friendly colours.
- Ich wünsche mir, alle Schülerinnen und Schüler würden motiviert lernen.  
I'd wish that all students were \_\_\_\_\_.
- Leider können wir es uns nicht leisten, mehr Schulgeld zu bezahlen.  
Unfortunately we \_\_\_\_\_ higher school fees.
- Hat Joanna wirklich vor, sich einen Job zu suchen, wenn sie keinen Schulplatz bekommt?  
Does Joanna really intend \_\_\_\_\_ if she doesn't get a place at this school?

8 Grammar practice

Use the verbs in brackets to complete the sentences. Be careful: some verbs can change their meaning depending on the form (infinitive / -ing form) that follows them.

▶ Grammar review, p. 153: Verb + to-infinitive or verb + -ing form?

- Can you afford to send \_\_\_\_\_ (afford/send) Jill to that private school?
- I'm sorry but I didn't \_\_\_\_\_ (remember/bring) the book you asked me to.
- I \_\_\_\_\_<sup>1</sup> (enjoy/learn) new things, but I \_\_\_\_\_<sup>2</sup> (hate/learn) new words by heart.
- Do you \_\_\_\_\_ (remember/talk) to him at the open house day?
- A Why are you sitting here? Did you \_\_\_\_\_<sup>1</sup> (stop/have) a short break?  
B No, I \_\_\_\_\_<sup>2</sup> (try/finish) my CV but I have to ask mum for help.
- A What would you \_\_\_\_\_<sup>1</sup> (like/do) tomorrow?  
Do you \_\_\_\_\_<sup>2</sup> (enjoy/go) to the gym?  
B Not really. I would \_\_\_\_\_<sup>3</sup> (prefer/have) a look at the school library.

**6 Grammar practice**

Turn the verbs in brackets into adjectives to fill in gaps.

▶ Grammar review, p. 151: Using the *-ing* form

When personnel managers want to find a candidate to fill a position they have to read a lot of applications.

- 1 They pick out the most \_\_\_\_\_ (interest) ones.
- 2 The most \_\_\_\_\_ (promise) applicants are then invited for interview.
- 3 Hard-\_\_\_\_\_ (work), well-trained and highly-experienced people normally have the best chance of getting the job.
- 4 You can recognize the applicants who are short-listed from their \_\_\_\_\_ (smile) faces.  
A job interview is often only the first step in the application process.
- 5 Sometimes applicants are asked to undertake \_\_\_\_\_ (demand) tasks while the personnel manager assesses them.
- 6 Finally the personnel manager congratulates the \_\_\_\_\_ (win) candidate and hopes he/she has made the right decision.



**7 Language work: participles**

Complete the sentences with words from the box.

▶ Grammar review, p. 151: Using the *-ing* form

answering • looking • reading • shopping • waiting • waving

- 1 Jason Miller is standing in the hall \_\_\_\_\_ for Rosalie Jones.
- 2 They want to go \_\_\_\_\_ to buy a present for their boss's birthday.
- 3 Yesterday they sat together for a long time \_\_\_\_\_ through catalogues to find the right present.
- 4 As their boss often sits in his office \_\_\_\_\_ the latest reports they want to buy him a comfortable swivel chair.
- 5 Suddenly, Ruth, Rosalie's secretary, comes along the corridor, \_\_\_\_\_ at Jason to get his attention. She tells him that Rosalie will be with him shortly.
- 6 She is still sitting in her office \_\_\_\_\_ an important call.

**8 Grammar practice**

Replace the relative clause with a participle phrase.

▶ Grammar review, p. 151: Using the *-ing* form

**Examples:** All the employees who work for Maria Roberts think she is a good team leader.  
All employees **working** for Maria Roberts think she is a good team leader.

- 1 The team that is planning the new advertising campaign is full of new ideas.  
\_\_\_\_\_
- 2 Ideas are brainstormed and those which appeal to everyone are included in the advertising campaign.  
\_\_\_\_\_
- 3 The woman who designs the new advertising material is very good at visualizing their ideas.  
\_\_\_\_\_
- 4 All the team members who work on the project are really satisfied with their progress.  
\_\_\_\_\_
- 5 The company which is paying for the advertising campaign is very happy with their work.  
\_\_\_\_\_
- 6 The man who leads the team appreciates their commitment and is very proud of them.  
\_\_\_\_\_

**9 Grammar practice**

Put the verbs in brackets into the correct form.

▶ Grammar review, p. 152: Using the gerund

After \_\_\_\_\_<sup>1</sup> (go) to a job interview Peter sits in the kitchen \_\_\_\_\_<sup>2</sup> (talk) to his wife about it. "Well, I think the job interview went well. When I told the personnel manager I wanted to stop \_\_\_\_\_<sup>3</sup> (work) from home and that was why I intended \_\_\_\_\_<sup>4</sup> (change) jobs, he seemed keen. He asked me what job I would be interested in as he had several vacancies at his firm. I said I was interested in \_\_\_\_\_<sup>5</sup> (work) in a team, I wanted \_\_\_\_\_<sup>6</sup> (use) all the experience I'd gained in this job and I wanted to avoid \_\_\_\_\_<sup>7</sup> (do) the same things every day." "And what did he say then?" "Well, he told me that I could start \_\_\_\_\_<sup>8</sup> (work) for them next month." "And what did you say to that?" "Well, I said I'd let him know after \_\_\_\_\_<sup>9</sup> (discuss) it with you first as that would mean earning a little less money". "OK, but if you want \_\_\_\_\_<sup>10</sup> (work) there and it's an interesting job, then you should accept it. Money isn't everything in life, you know. \_\_\_\_\_<sup>11</sup> (be) satisfied and happy is what really matters."

**B People, people, people**

Everybody knows Facebook but not everybody uses it. Find out what happened when Peter Patts discovered Facebook.

**My experience with Facebook** by Peter Patts

Every day I come back home and hope that maybe Max, my older son, has made dinner but there is never any food on the table. No, my son has not been in the kitchen, my son has not done the shopping that I asked him to do, so there is nothing to eat except bread and cheese. Just great ...

My younger son, Patrick, and I are tired of having bread and cheese all the time. I have a full-time job so Max has to help. Why has he

done none of the simple things I ask him to? Is he ill? No, he has discovered Facebook. He plays scrabble and other games on Facebook, he reads all the stupid comments his friends write on Facebook and he comments on their comments! I say to him, "Think of other things you could be doing with the time you spend on Facebook."

One Saturday I made a list of all the things he could do instead. Here is the list:

1. *Go shopping and cook a meal for your father and brother!*
2. *Teach your brother to play football.*
3. *Get a part-time job and buy that bike you want.*
4. *Get fit.*
5. *Get a girlfriend.*
6. *Clean your room.*
7. *Meet people outside the four walls of your bedroom.*
8. *Read a book.*
9. *Listen to all the music you have downloaded from iTunes.*



I went into my son's room to give him the list. "Thanks, Dad," Max said without looking up from the computer. Why was he thanking me? Did he think I had brought him something to eat?

"Hey Dad, you're good at scrabble. What word can I make with these letters?" he asked. I looked at the screen and started to puzzle over the problem. I fetched a chair as I realised this was not an easy task. I gradually moved my chair in front of the screen and my son to one side. Three hours later Max and I had won the game and I was hooked.

I went downstairs to my laptop, switched it on and registered as a member of Facebook. When Max came down an hour later for something to drink, I said, "I have found ten long-lost friends from school through Facebook. I have started a game of scrabble with two of them and I have commented on some of my friends' profile photos. This is a great social network." Max just smiled at me and when Patrick came home later, I was still on Facebook. "What's for tea?" he asked. "Oh, just help yourself to some bread and cheese," I said.

**1 Language work**

There are nine sentences in the *present perfect* in the text. Find them and write them out. The first one has been done for you.

- 1 *... maybe my older son has made dinner.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

**2** Look at the sentences you found in exercise 1 again. Then complete the rule.

► Das *present perfect* wird mit \_\_\_\_\_ / \_\_\_\_\_ + \_\_\_\_\_ Form des Verbs gebildet.

► Grammar review, p. 131: *Present perfect*

**3 Reading comprehension**

Do (at least) one of the following tasks.

★ a) Match the sentence halves to make sentences about the story. Be careful, there are two endings that you don't need.

- |   |   |
|---|---|
| <input type="checkbox"/> 1 Peter Patts says that he and Patrick                 | <input type="checkbox"/> Max could do with the time he spends on Facebook.        |
| <input type="checkbox"/> 2 Peter suggests that there are other things           | <input type="checkbox"/> and in the end won the game.                             |
| <input type="checkbox"/> 3 Max could perhaps teach                              | <input type="checkbox"/> and pushed Max away.                                     |
| <input type="checkbox"/> 4 Max perhaps thought his father brought him some food | <input type="checkbox"/> Patrick to play football.                                |
| <input type="checkbox"/> 5 Peter slowly moved in front of the screen            | <input type="checkbox"/> Patrick came home.                                       |
| <input type="checkbox"/> 6 Peter and Max were good at the game                  | <input type="checkbox"/> Max could find on the Internet.                          |
| <input type="checkbox"/> 7 Peter realised how much fun Facebook could be        | <input type="checkbox"/> when he came into his room.                              |
| <input type="checkbox"/> 8 Before Max came downstairs                           | <input checked="" type="checkbox"/> 1 don't always want to eat bread and cheese.  |
|   | <input type="checkbox"/> and registered at once.                                  |
|   | <input type="checkbox"/> Peter started to play scrabble with some of his friends. |

★★ b) Work with a partner and change the father's list so that it could work for Patrick.

★★★ c) Answer these questions:

- 1 What was Patrick's life like at home before his father registered on Facebook and what was it like after?
- 2 Why did his father register on Facebook?
- 3 What did his father do on Facebook?