Grammatik
Prepositions of time and duration

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Dear plus reader,

The unofficial working title of Spotlight for October was “the crime issue”, and we’ve had a lot of fun putting it together. In the current issue of plus, you can practise the vocabulary and phrases you’ve learned this month. Obviously, we hope you’ll never witness a crime (pages 8–9) nor be present at the scene of a crime (pages 12–13). But try our exercises anyway — just to be on the safe side (page 19). After all, watching a good crime series in its original English version or reading an English whodunnit will be so much more fun once you know how to talk the talk.

There’s another scary side to this month’s plus: you’ll find spooky Halloween collocations (page 15), and we listen to a podcaster on all things paranormal (page 20). So try to keep safe!

PETRA DANIELL
language editor
Prepositions of time and duration

On The Grammar Page this month (page 50), Adrian Doff looks at prepositions of time and duration. Here, you can practise different ways of using them.

1. For how long?

When used with a period of time, “for” indicates how long an activity continues. Tick the words and phrases below that can follow the word “for”.

- A. ages
- B. a few minutes
- C. Tuesday
- D. a long time
- E. 2001
- F. a minute or two
- G. three o’clock
- H. years and years
- I. a couple of days
- J. last night

2. Past, present and future

The preposition “for” can be used with different tenses. Match each sentence beginning below (A–E) with a suitable ending (1–5).

A. I’ve worked for this company for six years...
B. I’m going to work in Africa for four weeks...
C. I worked as a waiter for six weeks...
D. I’ll have to work in the office for a few hours...
E. I’d already been working for an hour...

1. next year.
2. when I was a student.
3. when my boss arrived.
4. and I still love it!
5. next Sunday.

3. All the same

Match the phrases on the left with the phrases on the right that have the same meaning.

- A. for a decade
- B. for ages
- C. for a fortnight
- D. for a century
- E. for a minute
- F. for a millennium
- G. for a month

1. for 60 seconds
2. for a hundred years
3. for two weeks
4. for about four weeks
5. for ten years
6. for a thousand years
7. for a long time
4. Lovely sayings

The five sayings below all contain prepositions of time, but which preposition is correct? Underline the correct options.

A. The saying “from / to” from / till” dusk means “the whole day”, starting at sunrise (dawn) and ending at sunset (dusk).

B. In a wedding service, the couple promise to stay married, “to / until” death do us part”.

C. The saying “to / till” the cows come home” means “for a very long time”.

D. The saying “from / till” the cradle (Wiege) until / to” the grave (Grab)” means “a whole lifetime”.

E. The saying “don’t put off to / until” tomorrow what you can do today” means you shouldn’t delay doing something if you can do it immediately.

5. Phrases with “in”

Rewrite the sentences below, using phrases from the list, but in such a way that their meanings remain the same.

in a fortnight | in a matter of minutes | in an hour and a half | in no time at all | in plenty of time

A. The lesson ends 90 minutes from now.
   The lesson ends

B. It took him about ten minutes to repair my computer.
   He repaired my computer

C. I’m nearly ready to leave. I’ll just get my bag.
   I’ll be ready to leave

D. They’re getting married in two weeks’ time.
   They’re getting married

E. I finished the exam with lots of time to spare.
   I finished the exam
Prepositions of time and duration

On the previous two pages, you were able to practise using *prepositions of time and duration*. Here are a few more exercises on this topic.

6. Tricky pairs

Complete the sentences below with prepositions from the list. Use each preposition only once.

**by | during | for | in | on | since | until | while**

A. She’s been learning English __________ four years.
B. I was a bit late, but I got there __________ time to hear his presentation.
C. I’ll be busy in the office __________ 6.30.
D. Children aren’t allowed to use their phones __________ my lessons.
E. I hope I’ll have finished the letters __________ lunchtime.
F. My mother phoned __________ I was watching TV.
G. They’ve been waiting to see the doctor __________ nine o’clock.
H. I really hope the train will be __________ time today.

7. The rules of the game

Choose the correct word from each pair in bold to complete the following grammar rules about the use of the tricky prepositions from exercise 6.

A. **In / On** time means “punctually”.
B. **In / On** time means that you didn’t miss anything.
C. **For / Since** is used with a period of time from the past to the present.
D. **For / Since** is used with the point in time that an activity started.
E. **By / Until** means that an activity will continue up to the time given.
F. **By / Until** means that an activity will be completed at some point before the given time.
G. **During / While** is used before a noun.
H. **During / While** is used before a verb.
Remember

In order to talk about activities, you can use the verb “spend” + length of time + verb + -ing:
- I spend a lot of time answering all my e-mails.

In order to talk about achievements, you can use the verb “take” + length of time + “to” + infinitive:
- It takes me a long time to answer all my e-mails.

8. Time to use verbs

Complete the pairs of sentences below in two different ways so that they have a similar meaning to the introductory sentences.

He has a 15-minute drive to work every day.
A. It takes him ___________________________ to work every day.
B. He spends ___________________________ to work every day.

The boys did their homework in an hour.
C. It took the boys ___________________________ their homework.
D. The boys spent ___________________________ their homework.

She’ll be ready in 20 minutes. She’s just getting ready.
E. It’ll take her ___________________________ ready.
F. She’ll spend ___________________________ ready.

9. Word puzzle

Complete the sentences below (A–F) and write the answers in the word grid. The letters in the coloured boxes spell a preposition of duration.

A. Ten years is a ___________________________.
B. I’ll be working ___________________________ 6 p.m., and then I’ll go home.
C. My normal working hours are ___________________________ nine to five.
D. I’ve been waiting for you ___________________________ five o’clock.
E. He likes people to be punctual. Please arrive ___________________________ time.
F. Hello, Peter! I haven’t seen you for ___________________________.
Witnessing a crime

In Everyday English (pages 54–55), Dagmar Taylor presents four dialogues about witnessing a crime. Here, you can practise the words and phrases you have learned.

1. Fill the gaps

   Complete the sentences below using the phrases from the list.

   chances are | hand over | I can imagine | look as if you've seen a ghost | right away |
   spate of | witness to a crime

A. The guy drove off in that woman’s car. Do you think I was just ________________?

B. __________________ Paul is at Sarah’s house if he’s not outside.

C. You __________________. Was the film that scary?

D. I had to __________________ my licence after I was caught speeding.

E. Because of a __________________ injuries, he wasn’t able to play football for the rest of the season.

F. After taking the cake out of the oven, you can’t eat it __________________. You have to let it cool first.

G. __________________ that losing your job must have been traumatic.

2. More on “mug”

   Unscramble the words in brackets to discover the word “mug” used in several different contexts.

   A. Why do you always drink from such a large ________________ (cofefe) mug?

   B. Oh, Linus, can’t you see? They’re ________________ (gnatki) you for a mug. They know you’ll believe anything.

   C. I wouldn’t date someone with a mug like that. Just look at his hideous ________________ (soen)!

   D. Will you please stop mugging for the ________________ (racame) so that I can take a serious picture?

   E. I saw his mugshot at the ________________ (cipole) station.

   F. The older woman was mugged by two men who stole her ________________ (usepr).

   G. I need to mug up as much vocabulary as I can before the ________________ (ttes) tomorrow.

   H. People think he’s a real mug, but he’s actually well behaved and never gets into ________________ (ouebltr).
3. At work with Dad

Owen has taken his daughter Valerie to work with him. Choose the correct options to complete this dialogue between father and daughter.

Valerie: Wow! Do you get to watch TV at work?
Owen: Well, those are TVs, and we do watch them, but it’s not what you think. They’re called (A) **CCTV** / **pay-per-view**. We can see everything that’s happening in the shop here. We once saw a man walk in dressed like Superman. We really thought there would be a (B) **hand over** / **hold-up**.

Valerie: Why would Superman be interested in your shop’s (C) **takings** / **ATM**? He’s a good guy. He’d never (D) **mug** / **withdraw** anyone.

Owen: You’re right. But at first, I really did think we’d be (E) **witness to a crime** / **seeing a ghost**. Maybe he just loved the costume.

Valerie: What happens if you really do see a crime?
Owen: Then we phone the police (F) **eyewitness** / **right away**. Sometimes we also have to make a (G) **statement** / **lead**.

Valerie: Perhaps you should ask Superman to come here to (H) **spate of** / **safeguard against** robberies.

Owen: That’s a very good idea. I’ll ask him next time I see him.

4. What is it?

After each definition (A–G), write a word in each space that has the same meaning and that is used in Dagmar Taylor’s dialogues and descriptions.

A. a short form of a word: ____________________________
B. to assume something is true: ____________________________
C. part of a film recording: ____________________________
D. people who steal: ____________________________
E. a description of an experience: ____________________________
F. a person working at the till: ____________________________
G. someone you share a flat with: ____________________________
On page 57, Ken Taylor has good advice on the use of the verbs “will” and “shall”. Practise what you have learned here.

1. **Question and answer**

Match the questions on the left to the appropriate responses on the right.

A. Shall I turn on the heater?
B. Will you have some more coffee?
C. Shall we watch some TV?
D. Will you clear the table, please?
E. Shall we invite the neighbours?
F. Will you text him, or shall I?

1. I’d rather you did. My phone is in the car.
2. Yes, let’s. I’d like to stay in tonight.
3. No! It’s your turn.
4. No thank you. I have a jumper.
5. No, I’d rather not. They don’t like our cat.
6. Yes, please — with sugar.

2. **Famous quotes**

Complete the quotations below, using either “shall” or “will”. In one instance, you’ll need to write “won’t”.

“**You (A) __________ know the truth, and the truth (B) __________ make you mad.”**”

Aldous Huxley, English writer (1894–1963)

“As you think, so (C) __________ you become.”

Bruce Lee, Cantonese American martial artist and actor (1940–1973)

“Look deep into nature, and then you (D) __________ understand everything better.”

Albert Einstein, German physicist (1879–1955)

“Change (E) __________ not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.”

Barack Obama, 44th US president (b. 1961)

“The lion and the calf (F) __________ lie down together, but the calf (G) __________ get much sleep.”

Woody Allen, American director (b. 1935)
3. Fill the blanks

Complete the sentences below, using the words and phrases from the list.

_acquaintances | based on | gradually | in common | predict | volunteer_

A. I think I shall ______________ to help at the race.
B. Shall we create the new logo ______________ last year’s?
C. I’ll see if we have some common ______________ we can invite.
D. You will have something ______________, even if it’s only that you both work at the same company.
E. Shall I add a bit more sauce? I’ll pour it ______________, and you can tell me when it’s enough.
F. I think I shall be able to ______________ the winner correctly.

4. “Will” or “shall”?

Form statements or questions with either “will” or “shall” and the sentence parts below. Write the full sentences on the lines provided.

A. do | on Saturday | what | you

B. every Tuesday | meet | sales team | the

C. about George | do | we | what

D. an umbrella | need | tomorrow | you

E. for | I | make | the party | what

F. come | the dance | to | with me | you
The scene of a crime

On pages 48–49, Anna Hochsieder visits the scene of a crime with a rookie detective. Here are some exercises to practise the vocabulary you have learned.

1. What happens at the scene of a crime?

The verbs on the left all appear on page 48 of this month’s Spotlight. Match them to their definitions on the right.

A. cordon off
B. crouch down
C. bag and tag
D. tape-lift

1. pick something up by touching it with a long narrow strip of sticky transparent material
2. lower your body close to the ground
3. stop people from entering an area; for example, by putting police tape around it
4. put something in a bag and attach a note with information about its contents

2. Think carefully

Choose the correct word or phrase to complete each sentence below.

A. A man was shot in an accident/incident that was probably gang-related.
B. Stabbings are not uncommon around here. It’s a rough/tough area.
C. These hairs could be a(n) clue/evidence to the killer’s identity.
D. We found his fingerprints. It’s an open-and-closed/open-and-shut case.
E. Some eyewitnesses/onlookers were trying to take photos of the victim.

3. Informally speaking

Replace the informal word(s) in bold in each sentence with a word or phrase from the list that means the same.

arrest | follow | go to prison | inform | solve

A. It took the police a year to ______________________ (crack) that case.
B. Someone should ______________________ (tip off) the police about it.
C. We’ve been ordered to ______________________ (tail) the suspect.
D. Put out that joint, or the cops will ______________________ (bust) you!
E. We’ll make sure you ______________________ (do time) this time.
4. Crime collocations

Match three verbs from the list on the left (A–L) to each of the four nouns on the right (1–4) to form 12 common collocations.

A. arrest  
B. break  
C. charge  
D. collect  
E. commit  
F. destroy  
G. enforce  
H. interrogate  
I. obtain  
J. respect  
K. solve  
L. witness

1. a crime  
2. evidence  
3. the law  
4. a suspect

5. A press report

Fill the gaps with words from the list to complete the newspaper article.

arrested | charged | cordoned off | planted | pointed to | suspected | tipped off | tried

A man has been (A) arrested with attempting to blackmail a supermarket in Newcastle. The man, who was described as a 43-year-old electrician from Sunderland, was (B) charged last week after police had been (C) tipped off by the man’s ex-wife. He is (D) suspected of having made a threatening phone call and demanding £1m in cash. The Newcastle store was (E) cordoned off by police after the manager had received a phone call claiming that a bomb had been (F) planted on the premises. No explosives were found, but fingerprints and other evidence soon (G) pointed to the 43-year-old, who has a long criminal record. The inquiry was led by the Northumbrian police. The man will be (H) tried at Newcastle Magistrates' Court in January.
Schooling in English

In The UK in Germany (pages 42–45), Dagmar Taylor looks at **schooling in English**. Here, you can practise using words from the text.

1. Collocations for you

Match the words on the left to those on the right to create the collocations that Dagmar Taylor uses in her article. Each one is related to the topic of attending school in English.

A. quality
B. beginner
C. learning
D. native
E. teaching

1. speakers
2. programmes
3. centres
4. staff
5. education

2. A new school?

Use the words from the list to complete the dialogue between Jan, a parent who is looking for a new school for his children, and Eric, a teacher.

world | lesson | mother-tongue | positive reinforcement | hands-on | native speaker | British | negative feedback | English | textbooks | exams

Jan: I understand that this school avoids giving (A) __________ as a way of developing young learners. Is that right?

Eric: Correct. We really believe in the power of (B) __________.

Jan: And in a typical (C) __________, only (D) __________ is spoken? For me, the (E) __________ principle is important.

Eric: Yes, that is important to us here. We think of it as central to providing quality (F) __________ education, something that is of great advantage to families who travel around the (G) __________.

Jan: Are there any other aspects that make your school stand out?

Eric: I would say that our (H) __________ approach to learning is very effective as well. We encourage pupils here to learn from their real-life experiences.

Jan: Oh, yes. I read about that. “Not just (I) __________” is your motto.

Eric: That said, pupils still must take the standard (J) __________.

Jan: Of course. I'll speak to my wife about sending our kids here. She is a (K) __________ of English, after all.
Spooky collocations

On pages 60–61, Clare Maas presents some spooky collocations. Here, you can test what you’ve learned.

1. Goosebumps

Goosebumps is the title of a series of children’s horror stories by American author R. L. Stine. Match the phrases below to recreate the titles of eight of the original 62 books. We’ve done the first one for you.

A. Welcome to 1. Dead House
B. Stay Out 2. Tomb
C. Be Careful What 3. Jack-o’-Lanterns
D. You Can’t 4. Walks at Midnight
E. Attack of the 5. of the Basement
F. The Scarecrow 6. Breath
G. The Curse of the Mummy's 7. You Wish for...
H. Vampire 8. Scare Me!

2. Extra spooky

The sentences below contain Halloween words and collocations. Choose the correct options in bold to complete them.

A. It is said that a werewolf/pumpkin will transform only under a full moon.

B. In the middle of the forest, right up on the hill, stands a haunted house/spider’s web.

C. You could make your face look like that of a ghost story/zombie if you used some face paint.

D. Every wicked witch should have a black cat/vampire bat as a friend.

E. I don’t like seeing blood, and I don’t want to be frightened. Why don’t we go to watch a horror film/romantic comedy?

F. It’s so dark out here! We should have brought a jack-o-lantern/torch along.

G. I’m trying to think of activities for my Halloween party. So far, I have only apple-bobbing/pumpkin pie planned.
I’m not talking about people who tell us how smart they are, but who are actually sadly lacking in the brains department. We seem to have more than our fair share of those folks around these days, at least here in the US.

AI refers to computers and other machines with human-like intelligence. One interesting aspect of AI is facial recognition. This means, for example, that my computer can recognize my face and allow me to log in without a password — theoretically. About eight times out of ten, however, it says it does not recognize me and asks me for my password. That’s not a good track record. Even the woman at the supermarket checkout counter remembers me and greets me by name.

It seems that one company has trained its AI systems to recognize whether a person is happy or sad, tired or energetic, angry or relaxed. There might at some point even be a way for machines to discover whether a person tends toward dishonesty. I am trying to imagine the consequences. I can see why businesses would love to scan shoppers’ faces (surreptitiously, of course) to find out who might be thinking about shoplifting that day.

On the other hand, I guess I wouldn’t mind them knowing that I’m angry because the tomatoes in the produce section look old, or because my favorite kind of ice cream is sold out.

Probably nobody would have anything against these companies developing an application that sounds an alarm when it recognizes that a car driver is getting sleepy. However, this same facial-recognition technology could, in theory, be used by an authoritarian regime to scan faces in a crowd and identify people who are angry or sad — and thus potential dissidents. Today, we are battling racial profiling, especially when people are considered to be suspicious simply because of their race. Could we be dealing with emotional profiling in the future?

In the future, an emoticon will possibly appear under my picture that tells everyone my state of mind. If AI can recognize anger, sadness, energy levels, and dishonesty, what further emotions could it identify and share with others? It seems like a slippery slope indeed.
1. That’s a first!

The first sentence of each paragraph has been removed and appears below. Which sentence goes where? Put the correct letters (A–F) into the gaps (1–6) on page 16.

A. Back to my main topic, though:
B. It’s unsettling enough that Facebook recognizes my face when someone posts a photo of me.
C. Recently I read about some possible future uses of facial-recognition software.
D. Some companies developing AI applications are now beginning to take a moral stand on what business opportunities they will or will not pursue.
E. Do I really want the supermarket employees to know, however, that I’m angry because I would rather be enjoying my garden than standing in a long checkout line?
F. The term AI — artificial intelligence — has been around for years.

2. Word pairs

Use the words from the list below to complete the word pairs on the left (A–F). Then, match these word pairs to their meanings (1–6).

**counter | recognition | record | section | share | slope**

A. checkout 1. a large amount of something that is usually negative
B. fair 2. a decision or action that will likely lead to a negative result
C. slippery 3. a software that is able to recognize a person based on facial patterns
D. track 4. a place in a store where customers can pay for their purchases
E. facial 5. the past performance of a person, product or service
F. produce 6. an area of a store that sells fruit and vegetables
The good life

In our Travel feature (pages 14–21), Guy Archer enjoys the good life in Dublin. On this page, you can test yourself on what you have read.

1. Letting go in Dublin

1. The author learns golf at ................., just north of Dublin City.
   - A. Old Fawn Golf
   - B. Fox Run Club
   - C. Deer Park Golf

2. In Howth Castle, servants were once called using a system of ..................
   - A. horns
   - B. bells
   - C. whips

3. The author recommends taking a personalized, guided ................. to those visiting the Irish capital for the first time.
   - A. walking tour
   - B. biking tour
   - C. skiing tour

4. Daniel O’Connell was a great Irish pacifist and ..................
   - A. chemist
   - B. liberator
   - C. songwriter

5. Dublin ................. is a "leftover breakfast", a kind of stew made from many different ingredients.
   - A. toddle
   - B. moddle
   - C. coddle

6. The author learns that a proper ................. should look a bit like a pint of Guinness.
   - A. whiskey sour
   - B. hot toddy
   - C. Irish coffee

7. Dublin’s oldest pub, the Brazen Head, dates from ..................
   - A. 1398
   - B. 1198
   - C. 1798

8. The Irish Museum of Modern Art, or IMMA, as it is known, is home to more than ................. works of art.
   - A. 4,500
   - B. 3,000
   - C. 8,000

9. The author says the design of the Royal Hospital Kilmainham was inspired by ................. in Paris.
   - A. Les Invalides
   - B. the Orangerie
   - C. the Panthéon

10. Dublin Bay is famous for its seafood, especially a delicious type of ..................
    - A. manta ray
    - B. prawn
    - C. manatee
1. Which side will you choose?

Choose the most appropriate responses to the statements below.

A. I’d like some salad dressing, but not too much. — Why don’t you _____?
   1. order it on the side   2. order a side salad

B. Why did you wash the trousers like that? — Mum told me to _____.
   1. turn them outside in   2. turn them inside out

C. Politics has become so complicated. — Yes, it’s hard to decide _____.
   1. which side to support   2. who takes sides

D. Where exactly is your flat? — It’s _____.
   1. at the side of the road   2. in a side street

E. I thought she was really busy. — Yes, it was a surprise to hear that she’s _____.
   1. working side by side   2. working on the side

F. Our flight is delayed. — We have access to the first-class lounge, so _____.
   1. look on the bright side   2. look up the sunny side

G. I’m going to need a lot of coffee today. — You were out late, weren’t you? Are you starting to feel _____?
   1. the unpleasant side effects   2. the unwanted side issues

2. Many different sides

Use the words from the list to complete the texts about Jacob’s cousins.

ambitious | by | down | job | mother’s | neck | romantic

Francine is my oldest cousin on my (A) ____________________ side. She has quite a(n) (B) ____________________ side to her. In addition to going to university, she has a full-time (C) ____________________ on the side. She also loves sport, especially gymnastics. I don’t know why, but I personally hate being upside (D) ____________________ .

Francine has an older sister named Lily, and she is my only other cousin. But if you sat them side (E) ____________________ side, you’d never see that they’re sisters. Lily has bright red hair and a big tattoo on the right-hand side of her (F) ____________________. She seems like she could be a mean person, but she has a (G) ____________________ side to her, too.
Ross Blocher enjoys **podcasting the paranormal** (Spotlight, pages 22–23). Listen to what he has to say, and test your comprehension in the exercises below.

1. **What does Ross say?**

Choose the correct options to complete the following sentences.

A. We like to _______.
   1. carpool to events
   2. drive separately to events

B. We usually drive back to _______.
   1. my
   2. Carrie’s

C. For an hour-long episode, we’ll probably record about _______ of audio.
   1. an hour and a half
   2. two hours

D. We try to get as good a _______ audio as possible.
   1. frequency
   2. quality

2. **So...**

Ross begins many of his sentences with “so” or “and”. Match the sentence halves below to recreate lines from the audio. Listen again for help.

A. So on that day, I can kind of leave it alone and forget about it after I’ve uploaded the audio,...

B. So it wouldn’t be atypical for me to then go home and have audio for the next show that Victor’s already gone through,...

C. And that’s the fun of our podcasts is that we never know whether it’s going to be a yoga class...

D. And then we’ll just experience it,...

1. and I’ll do my edit pass.
2. whatever it may be.
3. but it’ll come back to me later.
4. or reflexology treatment for our feet.

3. **That’s not what I said!**

One word in each of the sentences below is not what Ross said. Identify the word and correct it in the space provided. Listen to the audio for help.

A. We tend to carpool to save on time. _______.

B. So whatever it is, we go out and record it. _______.

C. That’s where we try to do our recording. _______.

D. I’ll do some noise removal [...] and upload it onto the sky. _______.

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**Spotlight PLUS**

Hörverständnis **US**

**Podcasting the paranormal** (Spotlight, pages 22–23).

Listen to what Ross has to say, and test your comprehension in the exercises below.
We hope you’ve enjoyed this issue of Spotlight plus. Try this revision test to see how much you’ve learned. Any questions? Contact us at: language@spotlight-verlag.de

### 1. Check your progress

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. We’ll be away for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. eight o’clock</td>
<td>B. 2018</td>
<td>C. a week</td>
</tr>
<tr>
<td>2. John didn’t say the words “               death do us part” at his wedding. Instead, he ran out of the church.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. until</td>
<td>B. from</td>
<td>C. to</td>
</tr>
<tr>
<td>3. I’m going to post a letter quickly               you’re at your music lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. during</td>
<td>B. while</td>
<td>C. until</td>
</tr>
<tr>
<td>4. You spend far too much time               your hair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. doing</td>
<td>B. making</td>
<td>C. working</td>
</tr>
<tr>
<td>5. Are you OK? You look as if you’ve seen a               .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. ghost</td>
<td>B. goblin</td>
<td>C. spirit</td>
</tr>
<tr>
<td>6. Unfortunately, the police don’t have any               they can follow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. ATMs</td>
<td>B. leads</td>
<td>C. hand overs</td>
</tr>
<tr>
<td>7. Is the sun in your eyes?               I close the blinds?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Will</td>
<td>B. Shan’t</td>
<td>C. Shall</td>
</tr>
<tr>
<td>8. Arline’s pumpkin pie is               a recipe from her grandmother.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. based on</td>
<td>B. in common</td>
<td>C. gradually</td>
</tr>
<tr>
<td>9. I had to               behind the bushes so I wouldn’t be seen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. cordon off</td>
<td>B. crouch down</td>
<td>C. bag and tag</td>
</tr>
<tr>
<td>10. I’m not going to speed just because we’re late. I respect the               .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. law</td>
<td>B. crime</td>
<td>C. suspect</td>
</tr>
<tr>
<td>11. I had no idea they were getting married. I just               an announcement in the paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. stumbled across</td>
<td>B. fell on</td>
<td>C. ran into</td>
</tr>
<tr>
<td>12. I got water up my nose when I went               .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. pumpkin-bobbing</td>
<td>B. trick or treating</td>
<td>C. apple-bobbing</td>
</tr>
<tr>
<td>13. You can buy a bag at the               if you forgot to bring one.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. checkout counter</td>
<td>B. buying desk</td>
<td>C. payment table</td>
</tr>
<tr>
<td>14. The               AI — artificial intelligence — has been around for years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. term</td>
<td>B. definition</td>
<td>C. word</td>
</tr>
<tr>
<td>15. The steak looks good. And I’ll have a               as well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. salad side by side</td>
<td>B. on the side salad</td>
<td>C. side salad</td>
</tr>
</tbody>
</table>
PREPOSITIONS OF TIME AND DURATION (PP. 4–7)

1. For how long?
   A–✓; B–✓; D–✓; F–✓; H–✓; I–✓

2. Past, present and future
   A–4; B–1; C–2; D–5; E–3

3. All the same
   A–5; B–7; C–3; D–2; E–1; F–6; G–4

4. Lovely sayings
   A. from dawn till dusk
   B. until death do us part
   C. till the cows come home
   D. from the cradle to the grave
   E. don't put off until tomorrow...

5. Phrases with “in”
   A. ...in an hour and a half
   B. ...in a matter of minutes
   C. ...in no time at all
   D. ...in a fortnight
   E. ...in plenty of time

6. Tricky pairs
   A. for
   B. in
   C. until
   D. during
   E. by
   F. while
   G. since
   H. on

2. More on “mug”
   A. coffee (mug = hier: Becher)
   B. taking (mug = hier: (UK ifml.) leichtgläubiger Trottel)
   C. nose (mug = hier: (ifml.) Gesicht, Visage)
   D. camera (to mug = hier: (UK, ifml.) Grimassen schneiden)
   E. police (mugshot = hier: (ifml.) Polizeifoto)
   F. purse (to mug = hier: (ifml.) ausrauben, überfallen)
   G. test (to mug up = hier: (UK ifml.) pauken)
   H. trouble (mug = hier: (ifml.) Rowdy, harter Typ)

3. At work with Dad
   A. CCTV
   B. hold-up
   C. takings
   D. mug
   E. witness to a crime
   F. right away
   G. statement
   H. safeguard against

4. “Will” or “shall”?
   A. What will you do on Saturday?
   B. The sales team will meet every Tuesday.
   C. What shall we do about George?
   D. You will need an umbrella tomorrow. / Tomorrow, you will need an umbrella.
   E. What shall I make for the party?
   F. Will you come to the dance with me? / Will you come with me to the dance?

THE SCENE OF A CRIME (PP. 12–13)

1. What happens at the scene of a crime?
   A–3
   B–2
   C–4
   D–1

WITNESSING A CRIME (PP. 8–9)

1. Fill the gaps
   A. witness to a crime
   B. Chances are
   C. look as if you’ve seen a ghost
   D. hand over
   E. spate of
   F. right away
   G. I can imagine

THE SCENE OF A CRIME (PP. 12–13)

1. What happens at the scene of a crime?
   A–3
   B–2
   C–4
   D–1
2. Think carefully
A. incident
B. rough
C. clue
D. open-and-shut
E. onlookers

3. Informally speaking
A. solve
B. inform
C. follow
D. arrest
E. go to prison

4. Crime collocations
A–4
B–3
C–4
D–2
E–1
F–2
G–3
H–4
I–2
J–3
K–1
L–1

5. A press report
A. charged
B. arrested
C. tipped off
D. suspected
E. cordoned off
F. planted
G. pointed to
H. tried

SCHOOLING IN ENGLISH (P. 14)
1. Collocations for you
A–5
B–2
C–3
D–1
E–4

2. A new school?
A. negative feedback
B. positive reinforcement
C. lesson
D. English
E. mother-tongue
F. British
G. world
H. hands-on
I. textbooks
J. exams
K. native speaker

2. Word pairs
A. checkout counter, 4
B. fair share, 1
C. slippery slope, 2
D. track record, 5
E. facial recognition, 3
F. produce section, 6

THE GOOD LIFE (P. 18)
1. Letting go in Dublin
1–C
2–B
3–A
4–B
5–C
6–C
7–B
8–B
9–A
10–B

ON THE SAFE SIDE (P. 19)
1. Which side will you choose?
A–1
B–2
C–1
D–2

2. Many different sides
A. mother’s
B. ambitious
C. job
D. down
E. by
F. neck
G. romantic

PODCASTING THE PARANORMAL (P. 20)
1. What does Ross say?
A–1
B–2
C–1
D–2

2. So...
A–3
B–1
C–4
D–2

3. That’s not what I said!
A. We tend to carpool to save on gas.
B. So whatever it is, we go out and do it.
C. That’s where we tend to do our recording.
D. I’ll do some noise removal [...] and upload it onto the cloud.

SEE HOW MUCH YOU’VE LEARNED (P. 21)
1. Check your progress
1–C
2–A
3–B
4–A
5–A
6–B
7–C
8–A
9–B
10–A
11–A
12–C
13–A
14–A
15–C
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