Land und Leute

Canadian highlights

- Wortschatz
  Bonfire Night

- Englisch für den Beruf
  Opening a speech

- Redewendungen
  Don’t blame me!
Volles Programm
Sprachbegeisterung.
Das Komplett-Paket
zum Vorzugspreis.

Lesen, üben, hören – alles im Paket
✓ Sprachmagazin + Übungsheft + Audio-Trainer
✓ Auch als Upgrade für Abonnenten
✓ Als Print- oder Digital-Ausgabe erhältlich

spotlight-online.de/paket
Dear plus reader,
Just after publication of the November issue of Spotlight, the clocks will go back and the days will continue to get shorter and darker. Time to cuddle up in a blanket “so as not to” get cold and “so that” you’ll keep warm. It’s all meant “for you to” stay cozy. In case you’re wondering what I’m going on about, take a look at our grammar section (pages 4–7) to find more phrases expressing aim and purpose.

Sorry! I do apologize. This introduction might seem a bit obscure. If it was difficult to follow my train of thought, you’re not to blame. It’s all my fault, and I feel terrible about it. For more ways of apologizing — or blaming others or yourself — turn to page 19.

In the meantime, have a lovely autumn and enjoy this issue of plus.

PETRA DANIELL
language editor
Expressing aim and purpose

On The Grammar Page (page 50), Adrian Doff looks at words and phrases expressing aim and purpose. Here, you can practise ways of using them.

1. The reason behind it

Complete the questions below, using the words from the list.

as | for | not | order | that | to | why

A. __________________________ did you tell him?

B. What did you tell him __________________________?

C. Did you tell him in __________________________ to impress him?

D. Did you tell him so __________________________ to impress him?

E. Did you tell him just __________________________ impress him?

F. Did you tell him so as __________________________ to disappoint him?

G. Did you tell him so __________________________ he would be impressed?

2. Be formal!

Each of the pairs of sentences below (A–E) has a similar meaning. Choose the sentence that sounds more formal in each pair.

A. 1. He went there in order to see the manager.
    2. He went there to see the manager.

B. 1. I’ve written it down so as not to forget it.
    2. I’ve written it down so I don’t forget it.

C. 1. They campaigned hard so they’d be elected.
    2. They campaigned hard so that they would be elected.

D. 1. What is the reason for their success?
    2. Why are they successful?

E. 1. He revised for weeks so he’d get good marks in his exam.
    2. He revised for weeks so as to get good marks in his exam.
3. What a mix up!

The ends of the sentences below have all been mixed up (A–G). To complete the sentences, which begin with “I phoned yesterday...”, write the words in the correct order in the spaces provided.

A. to | you | to | the | party | invite
   I phoned yesterday

B. in | the | news | order | to | know | let | him
   I phoned yesterday

C. speak | needed | because | to | to | I | her
   I phoned yesterday

D. so | could | I | make | an | that | appointment
   I phoned yesterday

E. Mum's | as | to | so | them | of | remind | birthday
   I phoned yesterday

F. directions | so | them | I | could | give
   I phoned yesterday

G. new | for | address | their
   I phoned yesterday

4. It’s a match!

Match the sentence beginnings on the left to the sentence endings on the right.

A. What are you...
   1. for doing that.

B. Why are you...
   2. that I could do that.

C. I apologized...
   3. to do that.

D. You have to study in...
   4. do that.

E. I studied for years so...
   5. doing that for?

F. I studied hard so as...
   6. order to do that.

G. I studied to...
   7. doing that?
Expressing aim and purpose

On the previous two pages, we looked at ways of expressing aim and purpose. Here, you can practise more words and phrases.

5. For what reason?

Rewrite the first sentences below (A–E), using the phrase “for ... reasons”.

A. You’ll need a security pass.
   You’ll need a pass for security reasons.

B. He’s learning English for his business.
   He’s learning English for business reasons.

C. He has to take tablets because of ill health.
   He has to take tablets for ill health.

D. He has closed his bank account because of his financial situation.
   He has closed his bank account for financial reasons.

E. He wants to move to be closer to his family.
   He wants to move for family reasons.

6. The same, but shorter

Some words can be left out of a sentence without changing its meaning. In each sentence below, leave out the number of words given in brackets, and rewrite the shorter sentences in the spaces provided.

A. They’re saving up in order to buy a car. (2 words)
   They’re saving up.

B. He trains every day so that he’ll be chosen for the football team. (1 word)
   He trains every day so that he’ll be chosen.

C. She left early so as to make sure she wouldn’t miss the train. (2 words)
   She left early so as to make sure she wouldn’t miss.

D. The instructions are too complicated for anyone to follow. (2 words)
   The instructions are too complicated.

E. I sent him an e-mail because I wanted to invite him to my birthday party. (3 words)
   I sent him an e-mail because I wanted to invite him.
Expressing aim and purpose

8. Round up

Rewrite the three sentences below (A–C), using “in order to”.

A. You have to make a reservation to obtain a table.
   -
B. You have to be 18 to vote in Britain.
   -
C. You have to know a member if you want to join that club.
   -

Rewrite the three sentences below (D–F), using “so that”.

D. Write clearly! Then I can read it.
   -
E. Please speak slowly — then everyone can understand.
   -
F. Use the navigation system so you don’t get lost.
   -

Rewrite the three sentences below (G–I), using “so as to”.

G. He’s given up alcohol in order to lose weight.
   -
H. He goes to the gym because he wants to keep fit.
   -
I. He sat in the shade to keep cool.
   -

7. “Aim” and “purpose” potpourri

Complete the sentences below with the words from the list.

at | for | on | to | to

A. What do you aim _________ do when you leave school?
B. I was talking about my brother, and she was talking about my father, so we were talking _________ cross-purposes.
C. Our company rates service very highly. We aim _________ please.
D. If you want to be successful, you have to aim _________ the stars.
E. Did you do that _________ purpose, or was it an accident?
A weekend away

On pages 54–55, Dagmar Taylor presents dialogues between two friends spending a weekend away in Edinburgh. Here, you can practise what you have learned.

1. In Edinburgh

Complete the sentences below with vocabulary from this month’s Everyday English.

A. I think I’ll have __________________. It’s a traditional Scottish dish, so you should try it at least once while you’re in Edinburgh, shouldn’t you?

B. I wouldn’t hold your __________________ waiting for the rain to stop. At least it’s not snowing.

C. Whisky is too strong for me. I think I’ll __________________ to my usual drink and order an Irn-Bru instead.

D. After being out in the rain all day, there’s nothing like a relaxing massage at a(n) __________________.

E. Of course I can take you gentlemen to the station. In you __________________!

F. We saw Greyfriars __________________ yesterday. What a story!

G. Hum! I __________________ of want a salad, but a sandwich would be easier to eat on the train.

2. Out of order

The dialogue below got mixed up. Starting with A, put the sentences back in order so that Ellie and Marika’s conversation makes sense again.

1. A. Ellie: Hi, Marika! How’s it going?
   B. Marika: No, not yet. How much is it going to be?
   C. Ellie: Hang on a minute... Ah, here it is. We leave from Euston at 17.40, and we arrive in Edinburgh Waverley at 22.19.
   D. Marika: That’s not too bad. So, what time does the train leave?
   E. Ellie: Ah, great minds and all that. Listen! I’m just about to book my train ticket, and I wanted to check that the time is OK for you. You haven’t booked yet, have you?
   F. Marika: Fine, thanks. Funny, I was just going to call you.
   G. Ellie: With our railcards, it’ll be £196.60 for the two of us.
   H. Ellie: Nope. Four hours and 39 minutes.
   I. Marika: Perfect! That’s not long at all, is it?
### 3. At The Elephant House

Complete the dialogue below, using the ten words and phrases from Everyday English in the following list.

*considering | Edinburgh Castle | Great minds think alike | Hang on a minute | How are we doing for time | it’s our turn | jam-packed | railcard | tattie scones | taxi rank*

Rowling: I’m so glad you were able to come to see me at The Elephant House. They have delicious (A) ________ here. Would you like a cup of tea with them?

Mackintosh: Tea? Do they not serve any beer here?

Rowling: Of course they do. Actually, I was just thinking what would go best with the beer I was planning to order.

Mackintosh: (B) ________! Beer sounds much better than tea. (C) _________. I’ll just have a look at the specials written on the board.

Rowling: It’s hard to see all the way over there. The place is (D) ________.

Mackintosh: I’ll just ask the waiter then, when (E) ________ to order. (F) ________, by the way?

Rowling: We have enough time to enjoy the view of (G) ________, and have a nice conversation over some good food. Don’t worry about it. I can take a taxi to the station, and the (H) ________ isn’t too far away. Ah, here comes the waiter.

Mackintosh: You know, with all the train travel you do, you really should consider a(n) (I) _________. (Takes a loud sip of his beer.)

Rowling: Ugh! You seem to enjoy your beer very much. I have considered buying a railcard, actually, but they offer discounts only on trains departing from platforms 1 to 9 — and I always travel from platform 9¾.

Mackintosh: Hum! It’s quite odd that you depart from a platform with such a strange number, (J) ________ how close it is to 10. Why not just round it up and call it platform 10?

Rowling: I have no idea, really. Well, it was great to see you again. Next time, we’ll have a cup of tea together.
Opening a speech

In English at Work on page 61, Ken Taylor gives some valuable advice on opening a speech effectively. Here, you can practise what you have learned.

1. Who said it?

Below, you’ll find the opening sentences of four famous speeches. Can you match them to the people who delivered them?

A. “I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.”

B. “That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman?”

C. “I am here as a soldier who has temporarily left the field of battle in order to explain — it seems strange it should have to be explained — what civil war is like when civil war is waged by women.”

D. “Good morning. How are you? It’s been great, hasn’t it? I’ve been blown away by the whole thing. In fact, I’m leaving.”

1. Emmeline Pankhurst, “Freedom or Death” (delivered in 1913)
3. Martin Luther King, Jr., “I Have a Dream” (delivered in 1963)
4. Sojourner Truth, “Ain’t I a Woman?” (delivered in 1851)

2. Which method?

Look at the speech openings in exercise 1 and decide which methods are used. Match each opening (A–D) to the method that best describes it (1–4).

A. “I am happy to join with you today...”
1. humour
2. paradox
3. promise
4. rhetorical question

B. “That man over there says...”

C. “I am here as a soldier...”

D. “Good morning. How are you?”
Opening a speech

3. Unfamiliar words

If you look at exercise 1 again, you’ll see that seven words and phrases with which you may not be familiar have been highlighted in red. See whether you can use them to complete the sentences below. You might want to use a dictionary to help you.

A. The “Me Too” movement has ______________ its battle for just over two years now.
B. The “Women’s March” is a political ______________ to promote women’s rights and equality for all.
C. The 2017 “Women’s March on Washington” was the largest demonstration on record in Washington, D.C., but will it ______________ as having made a difference?
D. Who knows? Our grandchildren and great-grandchildren might be ______________ to learn of the progress made.
E. They might go to see ______________ in a museum and think back to a time when these were commonly used for transportation.
F. Sojourner Truth argued that not just white women, but all women should be treated with respect. If white women were being lifted over ______________ and mud-_____________, she wanted to be lifted over them, too.

4. Closing time

Ken gives advice on how to open a speech. But how do you close it? Complete the tips with words from the list to finish your speech with a bang.

**action** | **invitation** | **memorable** | **quotation** | **title**

A. Use the ______________ of your speech in your closing words.
B. Close your speech with a challenge: ask your audience to take ______________.
C. To get your audience involved more deeply, end with a(n) ______________.
D. Using the words of others can sometimes be a great way to end a speech if a(n) ______________ fits in well with your message.
E. Make the ending ______________, so your speech won’t be forgotten.
Bonfire Night

In this month’s Vocabulary section (pages 48–49), Vanessa Clark describes Bonfire Night. Here, you can practise the language you need to talk about this topic.

1. The Fireworks Code

Choose the right words or phrases in each of the sentences below to complete the official safety advice.

A. Plan your fireworks display to make it safe / dangerous and enjoyable.

B. Keep fireworks in a(n) open / closed box and use them one at a time / all at once.

C. Read and burn / follow the instructions on each firework, using a torch / matches if necessary.

D. Light the firework at arm’s length / near your face and stand well back.

E. Keep naked flames of any kind, as well as cigarettes, away from / near fireworks.

F. Always / Never return to a firework once it has been lit.

G. Don’t put / Put fireworks in your pockets or handbag, and never throw / use them.

H. Direct any rocket fireworks towards / away from spectators.

I. Never use paraffin or petrol / wood or paper on a bonfire.

J. Make sure that the fire is lit / out before leaving.

2. The history of Bonfire Night

Read the following statements about the history of Bonfire Night and decide whether they are true (T) or false (F).

T  F

A. Bonfire Night takes place on 5 November.

B. It commemorates an attempt to kill the king in 1605.

C. The plot succeeded.

D. The conspirators were executed for treason.

E. The traditional “guy” on the bonfire is an effigy of King James I.

F. James I was King James V of Scotland.

G. The plot to kill the king is known as the “Gunpowder Plot”.

H. King James I was the Catholic ruler of England.
3. Fireworks crossword

Complete the crossword below. The letters in the orange boxes spell the name of a famous person associated with Bonfire Night.

A. A type of firework, the sparks of which look like water as they spray up and fall to the ground.
B. A small firework that children can hold in their hands.
C. A Catherine _______ is a kind of firework that spins around.
D. A type of firework that shoots up high into the sky and explodes.
E. Official safety advice is formulated in the Fireworks _______.
F. Children who don’t like fireworks can still enjoy holding a bright, fluorescent object of this kind.

Solution: _______ _______ _______ _______ _______

4. Sights and sounds

Fill in the missing letters in the words in bold below to complete this description of the sights and sounds of a fireworks display.

We warmed ourselves round a (A) b____zing bonfire and watched the grand finale of the evening — the fireworks display. The rockets went (B) sh____ting up into the air and (C) e____p____sed, filling the night sky with colour. Our ears rang with the (D) w____zes and (E) b____gs of the fireworks and the (F) g____ps and (G) c____es of the crowd.
**Sausages for a good cause**

On page 46, our columnist Peter Flynn volunteers to sell barbecued **sausages for a good cause**. Here, you can practise using words from the text.

1. **For starters**

   **Match the words A–F to the words 1–6 in order to create food and drink collocations used in Peter's column. Be careful, though: more than one answer might work, but the words should be paired in such a way that all the answers make sense.**

   - A. sausage   D. tomato
   - B. bread   E. soft
   - C. fried   F. bottled
   - 1. water   4. drink
   - 2. roll   5. sauce
   - 3. onions   6. sizzle

2. **What's your order?**

   **Can you remember what Peter said about the people who go to a sausage sizzle? Match the customers (A–D) correctly to what they order (1–4).**

   - A. adults
   - B. kids
   - C. dog
   - D. failed vegetarians
   - 1. “no sausage”
   - 2. “with fried onions”
   - 3. “no bread”
   - 4. “no fried onions”

3. **Help for the hot dog**

   **Unscramble the seven words in brackets to complete the sentences below.**

   - A. Military service is not (ycopomuslr) in Britain.
   - B. I can’t walk past a (aaugess) sizzle without buying something.
   - C. They’re having a (rundfasire) for their softball team.
   - D. I don’t mind spending a little extra money if it goes to a (throwy) cause.
   - E. Could you pick up a few things for me from the (erwhrada) store?
   - F. The soap bottle next to the (skin) is empty.
   - G. Would you like your sausage in a (erbad) roll?
“Cut” and “slice”

On pages 58–59, Clare Maas presents common collocations with the words “cut” and “slice”. Do you know how to use them? Here, you can test what you’ve learned.

1. Not quite right

The sentences below aren’t quite right. To correct them, replace one word in each sentence with a word from the list.

corners | cream | grass | paper | ribbon

A. Ouch! I just gave myself a pencil cut.
B. I’ll have a milk slice with my tea.
C. The quality won’t be good if you cut edges.
D. The mayor cut the bow to mark the opening of the new library.
E. Do you think we’ll need to cut the lawn again this year?

2. Director’s cut

Complete the following sentences with the words “cut” or “slice”.

A. I’m so full, I couldn’t possibly eat another ___________ of cake.
B. I wish you would stop. Just ___________ it out!
C. Who used my gardening knife to ___________ the onions?
D. Could you ___________ the pizza into four pieces, please?

3. A joke for you

Unscramble the words in brackets to create collocations with “cut” and “slice”, entering the correct letters in the boxes. Those highlighted in red will reveal the answer to the joke question below.

A. cut (foylurse)
B. cut (icepsr)
C. (wepor) cut
D. (shif) slice
E. (apepr) cut
F. (arhi) cut

What did the one mathematician say to the other mathematician?

Would you like a ___________ ___________ ___________ ?
November — the month we celebrate Thanksgiving in the US. This celebration dates back to 1621, when early settlers from England gave thanks in the autumn for a bountiful harvest. We learned as children that the Pilgrims invited the Native Americans (or Indians, as they used to be called) to feast with them in appreciation of their hospitality in welcoming them to their country and showing them which crops would thrive. Although the white settlers and the Indians didn’t always get along so well over the following centuries, as the white man usurped more and more of the natives’ land, they were obviously able to put their differences aside for this first Thanksgiving feast.

That first dinner included wild turkey, shellfish, fruit, and vegetables. Today’s Thanksgiving still involves turkey, though it now comes from the supermarket. But we also serve some things that were not on the table in 1621, such as cranberry sauce, sweet potatoes with marshmallows, and pumpkin pie.

For many, Thanksgiving also means bringing the extended family together. Even though my kids grew up in Germany, I made sure that they learned about American traditions. And today, my son Stefan loves having huge family Thanksgiving gatherings at his home in Florida. Since more and more of our relatives are moving to the “sunshine state,” these celebrations get larger every year — which brings me to the main point of this story: heated discussions around the dinner table.

You see, in our family — as in so many US families today — we don’t all see eye to eye on a lot of issues, such as our president and the direction he is taking our country in, or gun control, immigration, health care, social-welfare programs, the environment. The list goes on. Some relatives feel that Trump can do no wrong, while others say he can’t do anything right. Some think that immigrants are ruining our country; others say diversity makes our country strong.

I have a niece who moved to Florida from a town in Georgia that requires the head of household to own a gun. In her case, that head of household was her immigrant husband. It goes without saying that we won’t be seating her next to our cousin, who recently bought a gun to protect herself and her family from, among others, immigrants. I can remember a time not so long ago when this same cousin was so opposed to weapons that her children weren’t even allowed to play with water pistols.

So, as we prepare for our huge family Thanksgiving gathering, we will need to have some very strict rules: no guns at the table, for example, including water guns. No Trump supporters seated next to progressive Democrats. And at the end of the day, we will hopefully all be able to give thanks that we got through the day with everyone still speaking to each other.
No fighting at the table

1. Delicious words

Match the food-related words from the text (A–E) to their meanings (1–5).

A. feast  1. a dessert made of a hard crust with a soft pumpkin filling  
B. crops  2. soft sweets made with sugar and gelatine  
C. shellfish  3. plants grown on a large scale, such as fruit and vegetables  
D. pumpkin pie  4. a large meal, typically held to celebrate something  
E. marshmallows  5. creatures that live in water, such as oysters and shrimps

2. Were you paying attention?

 Decide whether the statements below are true (T) or false (F).

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Thanksgiving is celebrated in the US in November.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The first Thanksgiving dates back to 1621, when Pilgrims invited immigrants to feast with them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. That first dinner included wild turkey, shellfish, fruit, and vegetables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Ginger's children grew up in Florida.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Ginger's family agrees on a lot of issues, such as the president and the direction he is taking the US.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Ginger has a niece who used to live in Georgia.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. At Thanksgiving celebrations in Ginger's family, no guns will be allowed at the table — including water guns.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. To sum up

Which sentence best describes Ginger's feelings about spending Thanksgiving with her family?

Thanksgiving is a time when the extended family meets...

A. to discuss immigration and gun control.
B. and, despite different backgrounds and beliefs, tries to spend an enjoyable day together.
C. to take a break in Florida.
In our Travel feature, **Oh, Canada!** (pages 32–38), we describe 10 exciting highlights of that country. Here, you can test yourself on what you have read.

1. **Canadian highlights**

1. Prime Minister Justin Trudeau of Canada once famously said that, for his country, “__________ is a great source of strength”.
   A. British English  
   B. diversity  
   C. maple syrup

2. At the Winterlude festival, you can experience the world’s largest naturally frozen ________.
   A. knee cap  
   B. pay scale  
   C. ice rink

3. In Vancouver, the Capilano Suspension Bridge stretches over a ________ gorge.
   A. gigantic  
   B. monster-filled  
   C. small

4. Revelstoke, in the ________ province of British Columbia, has attracted adventure-ski types for a long time.
   A. eastern  
   B. unknown  
   C. western

5. No one knows the exact ________ of the butter tart, but it may have come to Canada with the French colonists.
   A. origin  
   B. flavour  
   C. ingredients

6. On Campobello Island, visitors can tour the historic ________ of US President Franklin Delano Roosevelt.
   A. safari tent  
   B. winter cabin  
   C. summer house

7. In Quebec City, there’s no missing Chateau Frontenac, a neo-Gothic building ________ the city with its fairy-tale towers.
   A. polluting  
   B. dominating  
   C. hidden from

8. Fogo Island is in ________, one of the ten provinces (and three territories) of Canada.
   A. Newfoundland and Labrador  
   B. Montana  
   C. Nunavut

9. ________ (no apostrophe) is a Canadian eatery named after an ice hockey player.
   A. Justin Trudeaus  
   B. Gina Haspels  
   C. Tim Hortons

10. The Inuit village of Qikiqtarjuaq, the “iceberg capital” in the Nunavut region, lies just north of the ________.
    A. Arctic Circle  
    B. border with Greenland  
    C. Toronto city limits
In this month’s Spoken English (page 60), Adrian Doff looks at phrases used to **apologize** and **to lay blame**. Here, you can practise what you’ve learned.

1. “Sorry” or “apologize”?

Complete the sentences below with either “sorry” or “apologize”.

A. Oops! ___________ I bumped into you with my shopping trolley.
B. I’m terribly ___________ for being late.
C. All the flights are booked out. I do ___________.
D. I ___________ for my daughter’s rude behaviour.
E. I’m so ___________ I forgot to pick you up at the station.
F. I would like to ___________ for the trouble I’ve caused you.

2. “Fault” or “blame”?

Complete the sentences below with either “fault” or “blame”.

A. It was my ___________ that the dogs got out. I left the gate open.
B. Don’t ___________ me! I wasn’t there when it happened.
C. He wasn’t to ___________. He was hit from behind.
D. We’re having a horrible time, and it’s all my ___________. I shouldn’t have booked a beach holiday in November.
E. It’s your ___________ we missed the bus. I was ready on time.

3. Missing prepositions

Enter the missing prepositions to complete the following sentences about apologizing and blaming.

A. I’d like to apologize ___________ behalf of my brother. He is too ill to come.
B. It’s your fault that he got lost. I’m afraid you directed him ___________ the wrong hotel.
C. Hard luck you lost the game, but don’t forget you were playing ___________ the best team in the league.
D. You have only yourself to blame ___________ not passing the exam. You should have studied harder.
E. The mess on the floor has nothing to do ___________ me.
Working the night shift

On pages 22–23, we meet Emmily Cox, a nurse from Brisbane, Australia. Listen to her talking about **working the night shift**. Then complete the exercises below.

### 1. Listen carefully

Listen to the audio file and choose the best answer to complete each of the sentences below.

A. Emmily says it’s important that the vital observations of the patients are...
   1. within their ranges.  
   2. treated with medication.  
   3. taken by the doctors.

B. A life-threatening complication of spinal injuries is...
   1. C5.  
   2. autonomic dysreflexia.  
   3. high blood pressure.

C. Most patients generally require...
   1. pressure-area cares.  
   2. feeling their own skin.  
   3. no care at night.

### 2. Checklist

Emmily Cox talks about some of the tasks she does. Complete the checklist below, which is based on what she says. Listen to the audio again for help.

A. Take __________ observations.
B. Have __________ pain medication on __________.
C. Check the catheter bags to make sure they are __________.
D. Do __________-area care.

### 3. Spot the mistakes

The following excerpt from the recording contains ten mistakes. Cross out the wrong words and rewrite them correctly. The first one has been done for you.

Once these is all done, many of our patients are also acquiring second hourly pressure-area care. So that involves rolling them side from side to alleviate the pressure that they’re lying on, because they’re really susceptible to pressure injuries, as they can’t feeling their own skin. That causes many problems, and unfortunately, no matter what much pressure-area care you do, they will eight times out of ten become a pressure area of some sort to some level.
See how much you’ve learned

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

1. I went inside in __________ not to get wet.
   A. that        B. order        C. as

2. Why did you __________?
   A. do that      B. to do that    C. doing that

3. She doesn’t eat pork __________ reasons.
   A. for religious B. because religious C. so as to religious

4. I saw that look on your face. You did that __________ purpose.
   A. for          B. to           C. on

5. I wouldn’t hold your __________. Mum may have said she likes ponies, but that doesn’t mean she’d buy you one.
   A. patience     B. horses       C. breath

6. Oh, look! __________ to board the train.
   A. It’s our doing for time  B. It’s our treat     C. It’s our turn

7. Begin your speech with a __________ that you’ll finish in time for lunch.
   A. promise      B. paradox      C. rhetorical question

8. I want my speech to be __________.
   A. memories     B. memorable    C. memorizable

9. Light fireworks __________.
   A. one at a time  B. all at once  C. near your face

10. You can practise writing your name with a __________.
    A. rocket       B. fountain     C. sparkler

11. I’m volunteering at a sausage __________ this weekend.
    A. social       B. sizzle      C. party

12. Would you like to __________ the pie into ten equal __________?
    A. slice, cuts   B. cut, slices  C. slice, slices

13. I love __________ pie at Thanksgiving.
    A. pumpkin      B. shellfish    C. wild turkey

14. In the US, we’re all __________ really, but don’t tell that to our cousin.
    A. politicians   B. relatives    C. immigrants

15. I’m __________ sorry for holding you up.
    A. terribly      B. fearfully    C. horribly
EXPRESSING AIM AND PURPOSE (PP. 4–7)

1. The reason behind it
A. Why
B. for
C. order
D. as
E. to
F. not
G. that

2. Be formal!
A–1; B–1; C–2; D–1; E–2

3. What a mix up!
A. I phoned yesterday to invite you to the party.
B. I phoned yesterday in order to let him know the news.
C. I phoned yesterday because I needed to speak to her.
D. I phoned yesterday so that I could make an appointment.
E. I phoned yesterday so as to remind them of Mum's birthday.
F. I phoned yesterday so I could give them directions.
G. I phoned yesterday for their new address.

4. It's a match!
A–5; B–7; C–1; D–6; E–3; F–3; G–4

5. For what reason?
B. ...for business reasons
C. ...for health reasons
D. ...for financial reasons
E. ...for family reasons

6. The same, but shorter
A. They're saving up to buy a car.
B. He trains every day so he'll be chosen for the football team.
C. She left early to make sure she wouldn't miss the train.
D. The instructions are too complicated to follow.
E. I sent him an e-mail to invite him to my birthday party.

7. “Aim” and “purpose” potpourri
A. to
B. at
C. to
D. for
E. on

8. Round up
A. You have to make a reservation in order to obtain a table.
B. You have to be 18 in order to vote in Britain.
C. You have to know a member in order to join that club.
D. Write clearly so that I can read it.
E. Please speak slowly so that everyone can understand.
F. Use the navigation system so that you don't get lost.
G. He's given up alcohol so as to lose weight.
H. He goes to the gym so as to keep fit.
I. He sat in the shade so as to keep cool.

A WEEKEND AWAY (PP. 8–9)

1. In Edinburgh
A. haggis
B. breath
C. stick
D. spa
E. get
F. Bobby
G. kind

2. Out of order
A–1; B–4; C–7; D–6; E–3; F–2; G–5; H–9; I–8

3. At The Elephant House
A. tattie scones
B. Great minds think alike
C. Hang on a minute
D. jam-packed
E. it’s our turn
F. How are we doing for time
G. Edinburgh Castle
H. taxi rank
I. railcard
J. considering

OPENING A SPEECH (PP. 10–11)

1. Who said it?
A–3; B–4; C–1; D–2

2. Which method?
A–3; B–4; C–2; D–1

3. Unfamiliar words
A. waged
B. demonstration
C. go down in history
D. blown away
E. carriages
F. glow stick
Solution: Fawkes

BONFIRE NIGHT (PP. 12–13)

1. The Fireworks Code
A. safe
B. closed, one at a time
C. follow, a torch
D. at arm’s length
E. away from
F. Never
G. Don’t put, throw
H. away from
I. paraffin or petrol
J. out

2. The history of Bonfire Night
A. true
B. true
C. false (The plot failed.)
D. true
E. false (The “guy” is an effigy of Guy Fawkes.)
F. false (James I was King James VI of Scotland.)
G. true
H. false (King James I was the Protestant ruler of Great Britain.)

3. Fireworks crossword
A. fountain
B. sparkler
C. wheel
D. rocket
E. Code
F. glow stick
Solution: Fawkes
4. Sights and sounds
A. blazing
B. shooting
C. exploded
D. whizzes
E. bangs
F. gasps
G. cheers

SAUSAGES FOR A GOOD CAUSE (P. 14)

1. For starters
A–6; B–2; C–3; D–5; E–4; F–1

2. What's your order?
A–2; B–4; C–3; D–1

3. Help for the hot dog
A. compulsory
B. sausage
C. fundraiser
D. worthy
E. hardware
F. sink
G. bread

“CUT” AND “SLICE” (P. 15)

1. Not quite right
A. Ouch! I just gave myself a paper cut.
B. I’ll have a cream slice with my tea.
C. The quality won’t be good if you cut corners.
D. The mayor cut the ribbon to mark the opening of the new library.
E. Do you think we’ll need to cut the grass again this year?

2. Director’s cut
A. slice
B. cut
C. slice
D. cut

3. A joke for you
A. cut yourself
B. cut prices
C. power cut
D. fish slice
E. paper cut
F. haircut

Answer: Would you like a slice of pi? (Wortspiel mit „pie“ und der Zahl „pi“)

NO FIGHTING AT THE TABLE (PP. 16–17)

1. Delicious words
A–4; B–3; C–5; D–1; E–2

2. Were you paying attention?
A. true
B. false
C. true
D. false
E. false
F. true
G. true

3. Missing prepositions
A. on
B. to
C. against
D. for
E. with

WORKING THE NIGHT SHIFT (P. 20)

1. Listen carefully
A–1; B–2; C–1

2. Checklist
A. vital
B. adequate, board
C. draining
D. pressure

DON'T BLAME ME! (P. 19)

1. “Sorry” or “apologize”? A. Sorry
B. sorry
C. apologize
D. apologize
E. sorry
F. apologize

2. “Fault” or “blame”? A. fault
B. blame
C. blame
D. fault
E. fault

3. Spot the mistakes
Once this is all done, most of our patients are also requiring second hourly pressure-area care. So that involves having to roll them side to side to alleviate the pressure that they’re lying on, because they’re really susceptible to pressure injuries, as they can’t feel their own skin. That causes a lot of problems, and unfortunately, no matter how much pressure-area care you do, they will nine times out of ten get a pressure area of some sort to some level.

SEE HOW MUCH YOU’VE LEARNED (P. 21)

1. Check your progress
1–B; 2–A; 3–A; 4–C; 5–C; 6–C; 7–A; 8–B; 9–A; 10–C; 11–B; 12–B; 13–A; 14–C; 15–A
Der Audio-Trainer – zum Kennenlernen!

2 Ausgaben für 20,20 €

Hörtraining auf Englisch
✓ Perfekte Ergänzung zum Sprachmagazin
✓ Begleit-Booklet zum Mitlesen
✓ Als CD oder als digitale Ausgabe

spotlight-online.de/2ausgaben