

Puchta | Holzmann | Lewis-Jones | Jory

Student's Book

# MORE!

2



mit App für Audios,  
Videos und Stories



# HELBLING Media App


Mit der **HELBLING Media App** hast du Zugriff auf alle Audios, Videos und *Stories* zu *MORE! 2*.

## So einfach geht's:

### 1. App herunterladen

Lade dir die kostenlose HELBLING Media App im *Apple App Store* oder im *Google Play Store* auf ein Smartphone oder Tablet herunter.

### 2. Inhalte hinzufügen

Starte die HELBLING Media App und tippe auf . Scanne den QR-Code oder gib unter MANUELLE EINGABE den untenstehenden Code ein und bestätige die Eingabe. Die Inhalte werden der Media App hinzugefügt.

### 3. Inhalte verwenden



Die Inhalte der HELBLING Media App sind im Buch mit diesen Symbolen gekennzeichnet. Starte die HELBLING Media App, tippe auf **MORE! 2 Student's Book** und wähle die gewünschten Inhalte über das Menü aus.

**Die Media App Inhalte werden gestreamt. Wir empfehlen dir, eine WLAN-Verbindung zu nutzen.**

## MORE! 2 Student's Book

Mit Bescheid vom 1. Februar 2024, GZ: 2023-0.349.326, erklärt das Bundesministerium für Bildung, Wissenschaft und Forschung das Unterrichtsmittel *MORE! 2 Student's Book* in der vorliegenden Fassung gemäß § 14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86, und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 2. Klasse an Mittelschulen und allgemein bildenden höheren Schulen - Unterstufe im Unterrichtsgegenstand Englisch (Lehrplan 2023) geeignet.

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Puchta | Holzmann | Lewis-Jones | Jory

**Student's Book**

# MORE!

**2**

# So lernst du am besten Englisch mit MORE!

Wer im Fußball oder Volleyball zu den Besten gehören will, muss regelmäßig trainieren. Wer regelmäßig und gern trainiert, lernt ständig dazu und verbessert seine Fähigkeiten. In der Musik ist es ähnlich: Um ein guter Musiker oder eine gute Musikerin zu werden, braucht es Können und Wissen.

**Können** und **Wissen** entwickelst du auch beim Englischlernen. Du wirst zum Beispiel lernen, jemanden zu verstehen, wenn er oder sie dich auf Englisch nach dem Weg fragt – das ist eine sprachliche Fähigkeit. Fähigkeiten nennt man beim Sprachenlernen auch **Kompetenzen**.

Mit **MORE!** entwickelst du Kompetenzen in vier Bereichen:




1. Im **Hören** (*Listening*) – damit du zum Beispiel lernst, Lehrer/innen und Mitschüler/innen ebenso zu verstehen wie Tonaufnahmen und Videos.
2. Im **Sprechen** (*Speaking*) – damit du lernst, dich auf Englisch auszudrücken.
3. Im **Lesen** (*Reading*) – damit du zum Beispiel Zeitungsartikel und Geschichten verstehen lernst.
4. Im **Schreiben** (*Writing*) – damit du lernst, zum Beispiel E-Mails oder andere Texte zu schreiben.


Verschafe dir jetzt am besten gleich einen Überblick darüber, was dich in **MORE! 2** erwartet:

- Auf den Seiten 4–7 findest du das Inhaltsverzeichnis mit den 15 Themen in MORE! 2.
- Im Student's Book findest du mehrere Symbole, die dir Folgendes anzeigen:


Diese Inhalte können auch über die HELBLING Media App abgerufen werden.


1/5


-  Zu dieser Übung gibt es eine Audioaufnahme.
-  Zu dieser Übung gibt es ein Video.
-  Von diesem Text gibt es eine *Graphic story* (Version im Comic-Stil), welche du dir ansehen bzw. anhören kannst.

 Hier übst du, etwas auf Englisch zu erzählen bzw. an einem Gespräch teilzunehmen.

**CHOICES** Bei dieser Übung stehen dir zwei Varianten zur Verfügung.

 Dazu gibt es eine Hausübung auf der HELBLING e-zone. ([www.helbling-ezone.com](http://www.helbling-ezone.com))

 Hier kannst du ein Projekt mithilfe der HELBLING e-zone durchführen.

 **WB p. 15** Dazu gibt es passende Übungen im Workbook (auf Seite 15).

- Am Beginn jeder Unit siehst du eine Liste jener Dinge, die du am Ende der jeweiligen Unit **wissen** und **können** wirst.

At the end of unit 1 ...

**you know**

- 11 words for school subjects
- how to use the present simple (revision)
- how to use the past simple (revision)

**you can**

- talk about your holidays
- understand, ask and talk about daily routines
- understand a story about a past holiday
- understand a leaflet about a tourist attraction
- understand a poem about an animal
- understand and talk about a timetable
- write an email about a past holiday/weekend

-  **Now go back to page 8. Check  with a partner what you know / can do.**

Am Ende jeder Unit findest du einen Hinweis darauf, dass du nun wieder zum Anfang der Unit gehen und die Ziele abhaken kannst, die du erreicht hast. Das macht ihr am besten zu zweit. Stellt euch dann gegenseitig Fragen nach den neuen Wörtern – in der Unit 1 sind das zum Beispiel die englischen Wörter für Schulfächer (*school subjects*). Wenn du sie alle weißt, kannst du sie abhaken. So erhältst du einen guten Überblick über deinen Lernfortschritt.

- Die Wörter, die im Student's Book eingeführt werden, findest du alle – alphabetisch gereiht – in der Nachschlagliste am Ende dieses Buches. Mithilfe dieser Liste kannst du schnell die Bedeutung neu vorgekommener Wörter nachschlagen.

**Noch ein Tipp: Wortschatztraining!** Am Ende jeder Unit im Workbook sind jene Wörter für dich zusammengefasst, die du dir merken sollst. Wer diese Wörter regelmäßig wiederholt, hat schon bald einen tollen Wortschatz!

**Und noch etwas:** Wiederhole wichtige Übungen aus dem Student's Book und Workbook mehrfach. Gehirnforscher/innen haben herausgefunden, dass regelmäßiges Üben der wirksamste Weg zur Steigerung deiner Kompetenzen ist!



Im **E-BOOK+** findest du noch mehr Übungen, mit denen du deine Kompetenzen trainieren kannst. So unterstützt dich dein E-BOOK+ optimal beim Englischlernen:



Alle Übungen aus dem Student's Book sind im E-BOOK+ bearbeitbar und werden **automatisch ausgewertet**.



Du kannst alle **Audios, Videos und Stories** direkt abspielen bzw. anschauen und lesen. Wenn du möchtest, kannst du Audios auch langsamer abspielen.



In der **interaktiven Wordlist** kannst du Wörter suchen, nachschlagen und anhören.



Der **integrierte Lernplaner** ist ein praktisches Tool, das dich z. B. bei der Vorbereitung auf Tests unterstützt. Du kannst Übungen aus dem Student's Book zum Lernen auswählen und einen Zieltermin im Kalender eintragen.



**Dialogue karaoke:** Hier trainierst du dialogisches Sprechen. Höre dir die Dialoge an und nimm dich selbst auf.



My personal learning track ▶

**My personal learning track:** Am Ende jeder Unit kannst du deinen Lernstand überprüfen und dich dann auf deinen individuellen Lernweg begeben. Mithilfe von zusätzlichen Übungspaketen, die auf deine individuellen Lernbedürfnisse abgestimmt sind, kannst du deine Kompetenzen gezielt trainieren und verbessern. Ein abschließender Test macht deinen Lernfortschritt sichtbar.

**Noch ein Hinweis:** Solltest du das E-BOOK+ zum MORE! 2 Student's Book noch nicht haben, kann es auch nachträglich noch bestellt werden.



# CONTENTS

## Unit 1: First day back at school

8-15

<b>Vocabulary</b>	School subjects
<b>Grammar</b>	Present simple (revision) / Past simple (revision)
<b>Listening</b>	Oliver's timetable
<b>Speaking</b>	Talking about your holidays / Talking about your daily routine / Talking about a timetable
<b>Reading</b>	A school day in Australia and Rwanda / Snake adventures / A leaflet: Welcome to beautiful Chichen Itza!
<b>Writing</b>	Writing an email about a past holiday/weekend
<b>Our Young World 1</b>	Luna's 'Call to action!'
<b>MORE!</b>	A song 4 U: Where did you go? A poem: A snake poem



## Unit 2: How embarrassing!

16-23

<b>Vocabulary</b>	Adjectives
<b>Grammar</b>	Past simple negation (revision) / Past simple questions / <i>Why and because</i>
<b>Listening</b>	Modern art / A dialogue: Ellie and her Dad
<b>Speaking</b>	Acting out a dialogue: Giving reasons / Expressing your opinion
<b>Reading</b>	Embarrassing stories / A leaflet / A webpage: Online dos and don'ts / A sketch: Mrs Wu's dumplings
<b>Writing</b>	Writing a picture story
<b>MORE!</b>	Sounds right: /w/ The Story of the Stones 1: It's only a dream
<b>Everyday English</b>	<i>I mean. Oh, come on. I promise.</i>



## Unit 3: Halloween

24-31

<b>Vocabulary</b>	Halloween
<b>Grammar</b>	<i>should / shouldn't</i>
<b>Listening</b>	The mysterious girl (part 2)
<b>Speaking</b>	Creating an ending to a story / Saying why you (didn't) like a story / Making suggestions
<b>Reading</b>	The Twins 1: The bike tour (apologising / expressing strong dislike)
<b>Writing</b>	A webpage: Halloween traditions / The mysterious girl (part 1)
<b>MORE!</b>	Writing an email answer based on a mind map (making suggestions) A song 4 U: When they come after you A poem: I'm not so keen on Halloween



## Unit 4: What an animal!

32-39

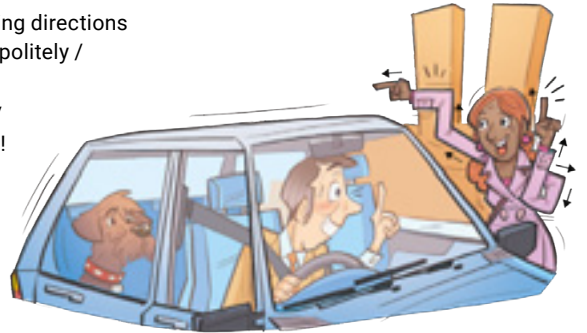
<b>Vocabulary</b>	Adjectives to describe animals / Animals
<b>Grammar</b>	Comparatives / <i>as ... as</i> / Superlatives
<b>Listening</b>	A group discussion
<b>Speaking</b>	Comparing and describing animals / Taking part in a group discussion
<b>Reading</b>	A newspaper article: How a fisherman saved a crocodile from dying / Facts about animals that became extinct A magazine article: The most incredible animals in the world
<b>Writing</b>	Writing sentences based on notes / Writing a magazine article about an extinct animal / Writing about animals and comparing them
<b>MORE!</b>	Sounds right: /dʒ/ /tʃ/ A song 4 U: A mascot for the school team The Story of the Stones 2: We're all in danger
<b>Everyday English</b>	<i>Here you are. I don't get it. How can that be?</i>



## Unit 5: Where's the supermarket?

40-47

<b>Vocabulary</b>	Phrases for giving directions / Buildings
<b>Grammar</b>	Directions (prepositions of place)
<b>Listening</b>	A dialogue: Understanding directions
<b>Speaking</b>	Acting out a dialogue: A phone call / Understanding directions The Twins 2: The way to the station (interrupting politely / checking understanding)
<b>Reading</b>	Dialogues: Asking the way and giving directions / A newspaper article: Missing tourist finally found!
<b>Writing</b>	Writing a text message with directions
<b>Our Young World 2</b>	Jamie's pizza problem
<b>MORE!</b>	A song 4 U: This is where you go



## Unit 6: Time for adventure

48-53

<b>Vocabulary</b>	Places
<b>Grammar</b>	<i>have to / don't have to</i>
<b>Listening</b>	A treasure hunt
<b>Speaking</b>	Describing a picture / Making and suggesting plans
<b>Reading</b>	The Forest of Fear / An email
<b>Writing</b>	Writing an email home from a youth camp
<b>MORE!</b>	Sounds right: <i>have to</i> The Story of the Stones 3: The new girl
<b>Everyday English</b>	<i>I'm off now. Too late! Poor you! Hang on.</i>



## Unit 7: Plans for the weekend

54-61

<b>Vocabulary</b>	Activities
<b>Grammar</b>	<i>might / might not / going to</i> (negative)
<b>Listening</b>	Dialogues: Weekend plans
<b>Speaking</b>	Acting out a dialogue: Weekend plans / Talking about weekend plans / Talking about things that might happen The Twins 3: At the cinema (buying a cinema ticket / expressing disappointment)
<b>Reading</b>	Short messages / A cartoon story: William, the worrier
<b>Writing</b>	Writing a party invitation / Writing a birthday card
<b>MORE!</b>	Grammar chant: <i>(not) going to</i> Sounds right: <i>going to</i>



## Unit 8: Out of this world

62-67

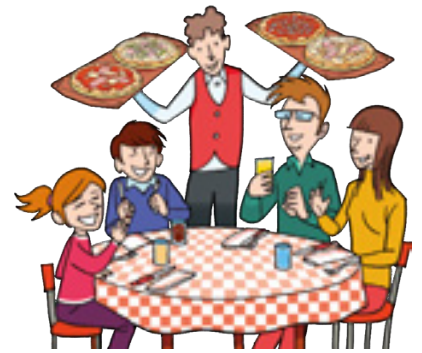
<b>Vocabulary</b>	Science fiction
<b>Grammar</b>	Past simple (revision) / Past time markers
<b>Listening</b>	An interview about UFOs
<b>Speaking</b>	Discussing and telling an ending to a story
<b>Reading</b>	Benson's bad luck / UFOs – are they really out there?
<b>Writing</b>	Writing a picture story / Writing an ending to a story
<b>MORE!</b>	Sounds right: /ɪd/ /d/ /t/ A song 4 U: Hero of space The Story of the Stones 4: You can run, but you can't hide
<b>Everyday English</b>	<i>In that case. Calm down. One thing at a time. Look.</i>



## Unit 9: Eating out

68-77

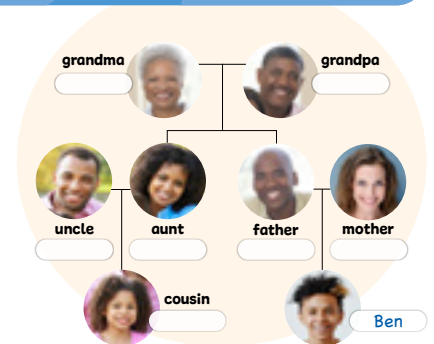
<b>Vocabulary</b>	Food
<b>Grammar</b>	some – any / one – ones
<b>Listening</b>	People's shopping baskets
<b>Speaking</b>	Acting out a dialogue: Ordering food in a restaurant The Twins 4: The pizza (ordering food / changing your mind)
<b>Reading</b>	A dialogue: In a restaurant / A sketch: The worst waiter / The world's most wonderful restaurants
<b>Writing</b>	Writing a short text message from a restaurant / Writing a story about a visit to a restaurant
<b>Our Young World 3 MORE!</b>	Jamie's terrible restaurant trip A song 4 U: My dream



## Unit 10: Who's in your family?

78-83

<b>Vocabulary</b>	Families / Activities
<b>Grammar</b>	like + -ing / must / mustn't
<b>Listening</b>	Short interviews / A dialogue between Eric and his mum
<b>Speaking</b>	Talking about things you like doing / Talking about your family / Talking about rules at home/school
<b>Reading</b>	Sophie's diary entry / Who's in your family?
<b>Writing</b>	Writing about a family in space
<b>MORE!</b>	The Story of the Stones 5: It's you!
<b>Everyday English</b>	Hopefully. It wasn't your fault. That's for sure. Not exactly.



## Unit 11: Homes

84-91

<b>Vocabulary</b>	Houses and furniture
<b>Grammar</b>	Questions with whose and who / Possessive pronouns / Possessive 's
<b>Listening</b>	Talking about possessions
<b>Speaking</b>	Talking about your perfect bedroom / Talking about homes, rooms and furniture / Talking/Asking about possessions The Twins 5: Leo's watch (describing an object / checking what someone says)
<b>Reading</b>	Houses and Homes / A dialogue: What's in your bedroom?
<b>Writing</b>	Writing a text about the best place in your home
<b>MORE!</b>	Sounds right: /ju:/ /ʊ/



## Unit 12: Feeling bad and feeling better

92-99

<b>Vocabulary</b>	Aches and pains
<b>Grammar</b>	Present perfect / Past participles
<b>Listening</b>	"Doctor, doctor" jokes / Understanding what has happened
<b>Speaking</b>	Talking about aches and pains / Acting out dialogues: Saying/Asking what has happened to someone / Talking about a magazine article
<b>Reading</b>	Medicine from the past / A newspaper article: Saved by a friend / Comments on a newspaper article
<b>Writing</b>	Writing a reply to a comment / Writing a text message or email to someone who has had an accident
<b>MORE!</b>	Sounds right: /p/ /b/ /æ/ /e/ Grammar chant: Present perfect The Story of the Stones 6: Farewell!
<b>Everyday English</b>	I'm afraid so. Believe me. It doesn't matter. I'm afraid not.

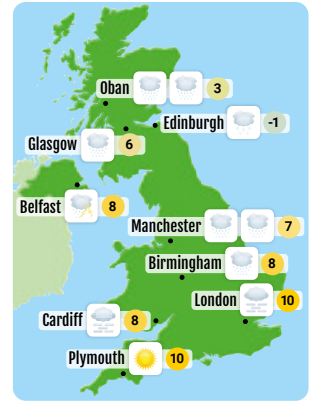




## Unit 13: Rain and sun

100-107

<b>Vocabulary</b>	Weather
<b>Grammar</b>	<i>will</i> -future / Adverbs of manner
<b>Listening</b>	Weather forecasts
<b>Speaking</b>	Talking about the weather / Talking about hopes and expectations
<b>Reading</b>	The weather today / The old man and the mountain / Two magazine texts: The hottest place in the USA, The wettest place in England
<b>Writing</b>	Writing an email about the weather on your last holiday
<b>Our Young World 4</b>	Luna's dream job
<b>MORE!</b>	Sounds right: /l/



## Unit 14: Move and keep fit!

108-115

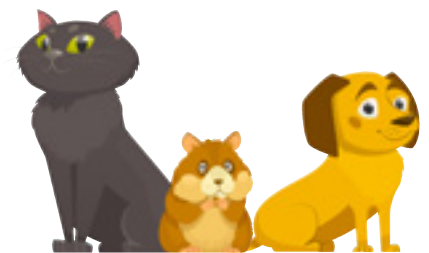
<b>Vocabulary</b>	Sports
<b>Grammar</b>	Present perfect with <i>already/yet/ever/never</i>
<b>Listening</b>	Interviews with two American teenagers
<b>Speaking</b>	Talking/Asking about sports / Asking questions with <i>Have you ever ...?</i> The Twins 6: The sports party (making requests and offers / responding to requests and offers)
<b>Reading</b>	Two magazine articles on crazy sports
<b>Writing</b>	Writing a text about sports you've done
<b>MORE!</b>	Sounds right: /ɔ:/ /əʊ/ A poem: The game



## Unit 15: Caring for animals

116-121

<b>Vocabulary</b>	Looking after a pet
<b>Grammar</b>	<i>So do/have I / Neither do/have I</i>
<b>Listening</b>	Interviews about Megan's and David's pets
<b>Speaking</b>	A memory game / Asking/Talking about pets / Talking about your classmates' pets
<b>Reading</b>	A picture story: A new pet / The story of Happy Feet
<b>Writing</b>	Writing a text about a pet
<b>MORE!</b>	A song 4 U: Getting a pet



## GRAMMAR

122-134

## CLASSROOM LANGUAGE

135

## ENGLISH SOUNDS

136

## WORDLIST

137-156

# UNIT 1 First day back at school

At the end of unit 1 ...

## you know

- 11 words for school subjects
- how to use the present simple (revision)
- how to use the past simple (revision)

## you can

- talk about your holidays
- understand, ask and talk about daily routines
- understand a story about a holiday
- understand a leaflet about a tourist attraction
- understand a poem about an animal
- understand and talk about a timetable
- write an email about a past holiday/weekend

## A SONG 4 U

1/1+2



### 1 Listen and sing.

## Where did you go?

Hey, hey, hey!  
Where did you go for  
your holiday?

Did you go to Paris?  
And did you go to Rome?  
Did you go to Lisbon?  
Or did you stay at home?

*I didn't go away,  
I didn't go away.  
I was glad to stay  
at home.*

Were you on a cruise ship?  
Were you at a spa?  
Were you in the jungle?  
Did you travel far?

*I didn't go away,  
I didn't go away.  
I was glad to stay  
at home.*



Did you see the North Pole?  
Did you see Madrid?  
Did you go Down Under?  
Tell me what you did.

*I didn't go away,  
I didn't go away.  
I was glad to stay  
at home.  
Yeah, I was glad to stay  
at home.*

## SPEAKING Talking about your holidays



### 2 Say what you did in your holidays.

I went to ...

I stayed at home.

I swam a lot.

I went to see ...

I really liked ...

**READING**

**3 CHOICES**

**A a** Read about Michael's day quickly. Has he got a lot of free time?

**b** Read again. Then write the times.

- 1 Michael wakes up at 7.30 a.m.
- 2 Michael goes to school at .....
- 3 Michael's lessons start at .....
- 4 Michael gets home at .....
- 5 Michael goes to bed at .....

My name's Michael. I live in Perth in the west of Australia. I usually wake up at 7.30. I wash, get dressed and have breakfast with my mum and dad. At ten past eight my mum drives me to school. I play with my friends at home. School starts at 8.45 in the school. My teacher takes us on a lot of trips – I like that best. School ends at 3 o'clock. Then I usually go to rugby practice with my friends. I get home at 5 o'clock. Then I go for a quick walk with my mum. At 8 o'clock, we have dinner. After dinner, I watch TV or read a bit. I usually go to bed at 9.30.



**B a** Read about Grace's day quickly. Has she got a lot of free time?

**b** Read again. Then cover up the text and write the times in the boxes. Check with a partner.

My name's Grace and I go to school in a village 100 kilometres from Kigali in Rwanda. I usually wake up early in the morning, around 4 a.m., so I can study a bit and do my household chores\*. People here get up early because it is better to do your chores when it is not so hot. First, I say my morning prayers, then I sweep the house, wash, make breakfast and put on my school uniform. I always get to school around 6.30 a.m. As soon as I get to school, I sweep my classroom – this is what my friends and I do every day. At 7 a.m., we all meet in assembly\*, where we usually get important information. Our first lesson starts at 7.30 a.m., and lasts for 80 minutes. Every day, we have five lessons. We have a break at 10.10 a.m. and we start again at 10.40 a.m. The older kids have more lessons, of course. But when we finish, I don't go home right away. I stay for practice with one of our teachers. I get home at about 3.30 p.m. I have my lunch, then go for water for the house. After that, I help my mum to prepare food for supper. I do my homework after supper. I usually go to bed at 10 p.m.

**VOCABULARY:** \*household chores – Aufgaben im Haushalt; assembly – Versammlung

4 a.m.  7.30 a.m.  3.30 p.m.  10 p.m.

Grace wakes up



**SPEAKING** Talking about your daily routine

**4** Work in pairs. Talk about your daily routines.

I wake up at ... I go to school at ...





## READING



5 Read through the story quickly and answer the questions.

- 1 Who are Jenny and Danielle?
- 2 Where are they?
- 3 Where were they?



### Snake adventures

It was the first day back to school, and Jenny saw her best friend Danielle. They said hello and walked to school together.

“How was your summer, Danielle?” asked Jenny.

“Oh, it was OK,” said Danielle. “I went to France and stayed in Paris. We went to Disneyland! It was amazing, but there were too many people. I didn’t like it. I don’t like the food there!”

“Wow, that’s amazing. Disneyland,” said Jenny. “My family and I had a very holiday.”

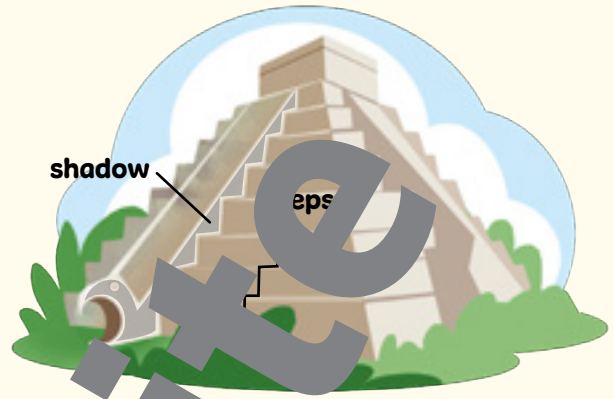
“You did?” asked Danielle.

“Oh yes. My brother works in Mexico! So, we all went to visit him. My dad, my mum, my grandmother and I,” said Jenny. “We went to Chichén Itzá.”

“Is it a beach?” asked Danielle.

“No, it’s a city in Mexico. There’s a pyramid. It’s a temple to the Mayan god Kukulcan – a snake god. It’s over 1,500 years old!” said Jenny.

“Wow, that’s amazing.”



“Yes, and the pyramid has 365 steps, one for every day of the year. It’s like a big calendar. And my brother told us that twice a year, the snake god comes to love the steps!” said Jenny.

“Wow, that can’t be true!” said Danielle.

“It is! In the spring and summer, the shadows of the steps look like a huge snake moving down!” said Jenny.

“I want to see that!” said Danielle.

“Yes, but ... I hate scary things! And there were lots of strange statues around the temple. It was very scary. And when we walked near the jungle,”

Jenny sat down on a stone and my brother shouted:

‘There’s a snake on your shoe!’ I didn’t believe him, and I threw my water in his face,” Jenny laughed.

“And then what?” asked Danielle.

“It wasn’t a joke! – There was a snake on my shoe!”



“Oh no!”

“Yes, it was a milk snake! He picked it up and put it back in the forest!” said Jenny.

“Wow. Your brother was very brave\*,” said Danielle.

“Not really ... milk snakes aren’t dangerous at all. But I’m very happy there aren’t any snakes at school! Come on, let’s go.”

VOCABULARY: \*brave – mutig

**6 How many of these tasks can you do?**

Circle T (True) or F (False).

- 1 It's the last day of the school year. T / F
- 2 Jenny and Danielle are best friends. T / F
- 3 Danielle went to Disneyland, Florida. T / F

Choose the correct answer.

- 4 How many people of Jenny's family were in Chichen Itza?  
 three    five    seven
- 5 What is in Chichen Itza?  
 a beach    a city    a temple
- 6 How many steps does the pyramid have?  
 1,500    1,000    365

Answer the questions.

- 7 What looks like a moving snake?  
 .....  
 .....
- 8 How did Jenny's mother help her?  
 .....  
 .....
- 9 Was Jenny happy about her school?  
 .....  
 .....

1/3+4



**7 Check your answers with a partner. Then listen to the audio.**

**READING**

**8 a Quickly read the extract from a tourist leaflet about Chichen Itza, the place that Jenny visited. Answer the question.**

How do we know that Chichen Itza is well-liked with tourists?

**b Read the text again and discuss the questions in pairs.**

- 1 Why do you think so many people want to visit Chichen Itza?
- 2 Why would our people maybe not want to go to the place?
- 3 What about you? Would you like to visit a place like that? Why (not)?
- 4 What are some reasons can you think of why people should be careful in the forests?



**welcome to beautiful CHICHEN ITZA!**

**This is a very popular tourist attraction in Mexico, in fact more than two million people come here every year. You should be one of them - it's an amazing place.**

Chichen Itza is a Mayan city and is over 1,500 years old. It is very important in the history of Mexico. And, of course, it is the home of the famous snake god, Kukulcan, who visits twice a year in March and September! Then you can see his amazing shadow\* move down the side of the pyramid steps.



Come and visit Chichen Itza and see for yourself what the shadow looks like! But be warned - it's not for the faint-hearted\*, and be careful when you take a walk in the forests around the pyramid.

**Join us for an amazing tour of this special place with the best local\* guides. Contact us to book today!**

**tourist@travelmexico.com**

**VOCABULARY:**

- \*shadow - Schatten;
- It's not for the faint-hearted - Es ist nichts für schwache Nerven;
- local - ortsansässig, einheimisch





# VOCABULARY School subjects

1/6



12 Listen and number the school subjects. Say which subject you like best.

# LISTENING & SPEAKING Talking about the timetable

1/7



13 Oliver is from England. Here is his timetable. Listen and complete.

	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 9.55 a.m.	English	maths	science	French	11 .....
10 – 10.55	1 .....	English	history	science	IT
BREAK					
11.15 – 12.10	design and technology	4 .....	art	9 .....	history
LUNCH					
1 – 1.55 p.m.	maths	science	7 .....	English	12 .....
2 – 2.55	art	French		10 .....	English
3 – 3.55	2 .....	5 .....		music	geography



14 Look at your timetable and talk about it with a partner.

... days we have ...  
... the most ...

In the afternoon ...  
I (don't) like ...

... is my favourite subject.

After the break we've got ...

## WRITING

### 15 CHOICES

Tricia is from Brighton in the UK. Read her email to you.

**A** Write an email answer to Tricia (50–60 words). Tell her about your holidays.

Write about:

- the place (*I was in ... / We went to ...*)
- who was with you (*My parents, my ...*)
- what the weather was like (*It was sunny / ...*)
- how good it was (*The holidays were good / ...*)

From: tricia\_p05@mailconnect.com 

Subject: My summer holidays

Hi,

This year, my family stayed at home. I can update every day. In the mornings, I usually watched TV. After lunch, I played volleyball or went swimming in the pool. In the evenings, I played games on my computer.

I sometimes went to the cinema. It was the perfect holiday.

Bye,  
Tricia

**B** Write your answer to Tricia (70–80 words). Tell her:

- where you went
- who you went with
- how long you stayed
- what you did every day
- how you enjoyed it
- what interesting things you did
- why you enjoyed / didn't enjoy your holidays

## GRAMMAR

### ▶ Present simple (revision)

Du verwendest das **Present simple**, um über Tatsachen und Gewohnheiten zu sprechen.

The milk snake **eats** mice and rats.

They **have** beautiful red bellies and black skin.

They **sleep** in the day and wake up at night.

I **do** my homework after supper.

Our first lesson **starts** at 7.30 a.m.

I **don't believe** you.

### ▶ Past simple (revision)

Mithilfe des **Past simple** berichtest du über Ereignisse und Situationen in der Vergangenheit.

Bei regelmäßigen Verben (**regular verbs**) hängst du ein **-ed** an das Verb:

walk – I **walked** to school.

pick – He **picked** the snake up.

Einige Verben haben unregelmäßige Formen im **Past simple**:

be – We **were** in Sneyland in Paris.

put – I **picked** the snake up and **put** it back in the forest.

sit – I **sat** down on a stone.

do – Tell me what you **did**.

say – They **said** hello and **walked** to school together.

swim – I **swam** a lot.

have – My family and I **had** a scary holiday.

◀ Now go back to page 8. Check  with a partner what you know / can do.

# OUR YOUNG WORLD 1

## Luna's 'Call to action!'



1 Watch the video. What's the new rule about the school uniform for girls at Luna's school?

.....

2 Watch again and answer the questions.

- 1 Is Luna happy back at school? .....
- 2 What can't girls wear at school? .....
- 3 What can boys wear at school? .....
- 4 What did the boys do? .....
- 5 Who voted on\* the new rule? .....
- 6 What was the result? .....

VOCABULARY: \*vote on sth. – für etw. stimmen

### FIND OUT Democracy

3 Match the questions with the answers.

- 1 What is democracy?  You can say what you really think.
- 2 What is another way of making rules?  A king, queen or person can make the rules.
- 3 What is freedom of speech?  Everyone can vote on the rules.

### Our local world



4 Discuss in pairs. How bad are the problems in your area? Rank the problems below:

(1 = terrible!, 2 = bad!, 3 = not a problem!)

- |  |  |
|--|--|
| <input type="checkbox"/> rubbish in the street | <input type="checkbox"/> no parks          |
| <input type="checkbox"/> speeding cars         | <input type="checkbox"/> no sports centre  |
| <input type="checkbox"/> no bicycle lanes      | <input type="checkbox"/> no trees          |
| <input type="checkbox"/> noise                 | <input type="checkbox"/> dangerous animals |



### CYBER PROJECT: Our call to action

5 Work in groups. Choose one of the problems in 4 or think of one of your own. Produce a short video to present to the class. In your video, include:

- what the problem is
- what you and your group think about it
- interviews with members of your group
- ideas for new rules to fix the problem
- the results of a group vote

## At the end of unit 2 ...

### you know

- 14 adjectives
- how to use the past simple negation (revision)
- how to form past simple questions
- how to use *why* and *because*

### you can

- understand posts and stories about embarrassing situations
- understand a leaflet
- understand a webpage about online safety
- express and give reasons for your feelings
- ask and answer questions about the past
- write a picture story

## READING

### 1 CHOICES

**A a** Read Alan's story quickly. Who's Mr Harris?

**b** Read again and match the answers to the questions. There is one extra answer.

- 1 What did Alan's class plan for their teacher?
- 2 What did they want to give him?
- 3 What did Alan write in his email?
- 4 What mistake did he make?

- He sent the email to Mr Harris, too.
- A big box of chocolates.
- He made a mistake.
- He wrote, "The party is a surprise. So don't tell him!"
- They planned a surprise party.

## The party that wasn't a surprise

(by Alan S., 12)

At the end of the last school year, my friends and I wanted to organise a surprise party for Mr Harris, our English teacher. He had a job at a new school. So we wanted to say thank you and goodbye. We made a big cake and we bought a big box of chocolates, too.

Two days before the party, I wrote an email to the kids from my class. I said, "Don't forget! The party for Mr Harris is a SURPRISE! So don't tell him!" Then I pressed SEND.

The next day at school my friends told me about my mistake. I had sent\* the email to them and I had sent it to Mr Harris, too!



**VOCABULARY:** \*had sent – hatte geschickt

**B a** Read Sophia's story quickly. Who's Mr Jefferson?

## Online lesson

(by Sophia S., 12)



It was another online lesson. For half an hour, my geography teacher talked on my computer. I didn't listen to a thing. I was bored, so I switched on my mobile phone and called David. "Guess what, Sophia," he said. "Clare and Joe went to the cinema together." "No way," I said. "When was that?" "Yesterday. In the evening," David said. "I didn't know Clare liked Joe," I shouted.

Suddenly Mr Jefferson said, "Very interesting Sophia, but we're talking about the Brazilian rainforest."

Oh no – my microphone was on. Everybody could hear my conversation with David. I could hear other kids say, "Come on, tell us more." And the teacher said, "No, don't. Turn off your phone and listen to the lesson." I quickly said sorry, and switched off my mobile phone. How embarrassing!

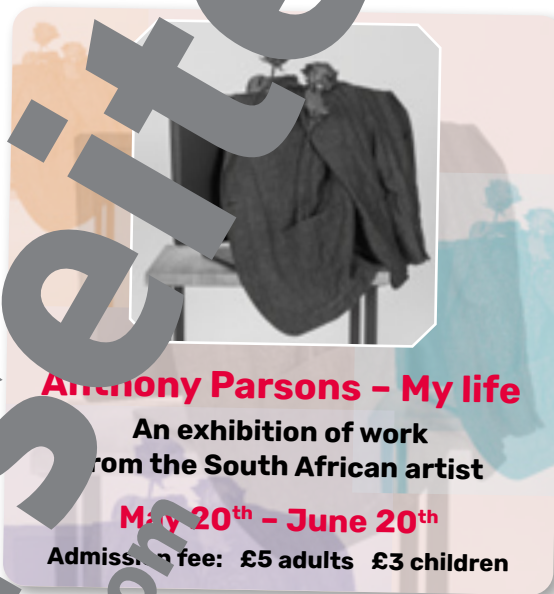


**b Read Sophia's story again and answer the questions.**

- |                                       |  |
|---------------------------------------|--|
| 1 What lesson was Sophia in?<br>..... | 3 What was the lesson about?<br>.....  |
| 2 Who is David?<br>.....              | 4 Why was Sophia embarrassed?<br>..... |

**2 Look at the leaflet and answer the questions.**

- Who is Anthony Parsons?  
.....
- How long is the exhibition on?  
.....
- How much does it cost for two adults and two children to see the exhibition?  
.....



**LISTENING**

1/8



**3 a Listen to the story Modern art. How much was the sculpture worth?**

- £5,000     £50,000     £500,000

**b Listen to the story again and write (True) or (False).**

- |  |       |
|--|-------|
| 1 Mrs Smith had a new job in a shop.                   | T / F |
| 2 The director went to see Mrs Smith's work.           | T / F |
| 3 The floor was still dirty.                           | T / F |
| 4 Part of the modern sculpture was missing.            | T / F |
| 5 The jacket with five buttons was missing.            | T / F |
| 6 The jacket with the buttons was part of a sculpture. | T / F |



**SPEAKING Expressing your opinion**

**4 Write replies. Think of the stories in 1 and 3. What would you say in response to these things?**

- "What a nice jacket!"
- "Oh no. I didn't take out his address."
- "We can hear everything you are saying."
- "What's the matter? You look upset."
- "There's something missing here."
- "I thought she liked Joe."



I think Alan / Sophia / Sophia's teacher / the cleaning lady / the director of the museum said "..."

## READING

- 5 Work in pairs. Read and write two more rules for staying safe online.

### RULES FOR STAYING SAFE ONLINE

- Don't open attachments you don't know.
- .....
- .....

- 6 Read the webpage. Does it mention any of your ideas?

## ONLINE DOS AND DON'TS



Why was 14-year-old Jacob so upset when he opened the door of his house? Because there were about a hundred young people in his garden for his birthday party. Some of them he knew. Most of them he didn't know.

Why were they there? Because Jacob posted his invitation online. But why did so many people turn up? Because Jacob didn't check who could see his post. So not only his real friends turned up, but also friends of his friends.

Jacob was lucky because one of his neighbours called the police and the people went away. The garden was a mess, but the house was fine.

Jacob made a common mistake. Jacob isn't the only one to make such a mistake. There are lots of stories about something going wrong because of wrong use of your phone on the web. So here are some important tips for when you go online.

- Think twice before you post something and check who can see it.
  - Think about what you write or what sort of pictures you send. You never know how many people can read your text or look at the picture. Your best friend could send it on to his or her best friend and so on. Do you really want that?
  - Don't give your passwords to anyone. And don't post your real name and address online.
  - When you hear something bad about someone, don't pass it on to other people. Maybe it isn't true.
- When someone bullies you online, talk to an adult.

- 7 Match the questions to the questions.

- |  |  |
|--|--|
| 1 Why were there lots of people in Jacob's garden?                 | <input type="checkbox"/> Because a neighbour called the police.              |
| 2 Why was Jacob upset?   | <input type="checkbox"/> Because you don't want everyone to know your plans. |
| 3 Why was Jacob lucky?   | <input type="checkbox"/> Because they can help when someone bullies you.     |
| 4 Why is it a good idea to check who can see your postings?        | <input type="checkbox"/> Because he posted his invitation online.            |
| 5 Why is it not a good idea to give your password to other people? | <input type="checkbox"/> Because you don't want other people to use it.      |
| 6 Why is it a good idea to talk to an adult?                       | <input type="checkbox"/> Because lots of people turned up for his birthday.  |

## 1/9 DIALOGUE WORK



8 Listen to the dialogue. Then act it out.

**Ellie** Dad?  
**Dad** Yes, what is it?  
**Ellie** Can you get me another T-shirt?  
**Dad** Another T-shirt? Why's that?  
**Ellie** Because I don't like the one I'm wearing. I want my extra-large white T-shirt with the flower on it.  
**Dad** Umm. I'm sorry I can't give you that one.  
**Ellie** Really? Why's that not possible?



**Dad** Because it's in the washing machine.  
**Ellie** Dad?  
**Dad** It's extra small and pink.  
**Ellie** Oh, Dad. Not again!

## 1/10 SOUNDS RIGHT /w/



9 Listen and repeat.

Why and why and why!  
Why is it always why?  
Why not ask me when,  
 or where or what or who?  
 It's something you could do.



## VOCABULARY Adjectives

10 a Write an example for each of the adjectives.

- 1 a TV series / show .....
- 2 a school subject - .....
- 3 a pop group / singer .....
- 4 a book - .....

b Look at the adjectives in the box. What do they mean? You can also ask your teacher.

What does ... mean?

exciting	interesting	boring	confusing	silly
fun	funny	bad	scary	awesome
cool	great	too long	difficult	

## SPF Giving reasons for your opinion



11 Work in pairs. Talk to your partner about the things in 10. Make short dialogues. Use words from the box in exercise b.

- |                                  |                                  |                   |
|----------------------------------|----------------------------------|-------------------|
| A Do you like PE?                | A Do you like <i>The Voice</i> ? | A Do you like ... |
| B Yes, I do.                     | B No, I don't.                   | B ...             |
| A Why do you like it?            | A Why not?                       |                   |
| B Because sport is <b>cool</b> . | B Because it's <b>boring</b> .   |                   |

12 Read the sketch. How many dumplings does Chloe get?

Scene 1



Mei arrives home from school with her friend Chloe.

**Mei** Hi, Mum. I'm home.

**Mrs Wu** Hi, Mei. Did you have a good day at school?

**Mei** It was OK.

**Mrs Wu** And who's this?

**Mei** Mum, this is my friend Chloe. We're going to do our homework together.

**Mrs Wu** Hello, Chloe. I'm Mei's mum.

**Chloe** Hello, Mrs Wu.

**Mrs Wu** Well, did you two eat on the way home from school?

**Chloe** No, Mum.

**Mrs Wu** You go and start your homework.

I'm going to make some dumplings.

**Chloe** Thanks, Mum. Call us when they're ready.

Scene 2



The girls are sitting at the table. The mother is serving them dumplings each on a plate.

**Chloe** They're so delicious, Mrs Wu.

**Mrs Wu** What are they?

**Mrs Wu** Meat dumplings.

**Mei** My favourite. Thanks, Mum.

Chloe, you're going to love these.

**Chloe** Umm ... Did you say meat?

**Mei** Yes, meat. The best.

**Chloe** Um ... OK. Can I have a glass of water, please?

**Mrs Wu** Of course you can. I'll get you one.

While Mei is away, Chloe puts the dumplings in her jacket pocket.

**Mei** Here you are, Chloe ... Wow! You were hungry. Did you like them? Do you want some more? What a silly question – Mum ...

**Chloe** No really, it's fine. I'm not ...

**Mrs Wu** Yes, Mei?

**Mei** Any more dumplings for Chloe?

**Mrs Wu** Of course. Here are two more dumplings.

**Mei** Thanks, Mum.

**Chloe** Umm ... thanks, Mrs Wu.

Mei, could I have another glass of water?



Scene 3



The girls are upstairs in Mei's bedroom.

**Chloe** So, let's start with the homework, Mei. Oh, who's this?

**Mei** That's my dog, Rosie. Rosie, come here. Leave Chloe alone. Wow, she really likes you.

**Chloe** Yes, she does. Down Rosie. Down girl.

**Mei** I mean she REALLY likes you. Rosie! Rosie! Oh Chloe. I'm sorry. What did Rosie do to your jacket?



**Chloe** It's OK. It doesn't matter.

**Mei** And why are there dumplings on the floor?

**Chloe** Oh Mei. I'm so embarrassed. I'm a vegetarian. I don't eat meat. I didn't want to upset your mum, so I put the dumplings in my bag.

**Mei** (laughing) That's so funny!

**Chloe** I'm so embarrassed. Please don't say anything to your mum.

**Mei** Don't worry. Your mum is safe with me – and Fannie. (laughing)



13 How many of these tasks can you do?

- Circle T (True) or F (False).** Answer yes or no. Give reasons.
- 1 Mei had a bad day at school. T / F Was Chloe embarrassed? .....
  - 2 Mei and Chloe are school friends. T / F .....
  - 3 The girls had some food on their way home from school. T / F .....
- Complete the sentences with one word.**
- 4 Mrs Wu gives the girls .....  
.....
  - 5 Chloe has a glass of .....  
.....
  - 6 Mei does .....  
.....
- 8 Is Mei going to tell her mum?  
.....  
.....
  - 9 Were there any dumplings left on the floor in the end?  
.....  
.....



14 Now listen to the sketch. Then act it out in class.

**SPEAKING** Asking questions about the past



15 Ask your partner questions about the story. You can use the verbs in the box.

arrive eat do cook like say have

## WRITING

### 16 CHOICES

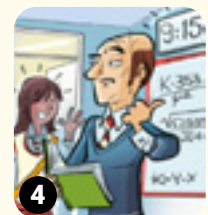
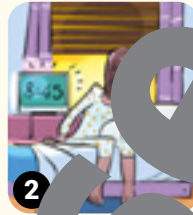
**A** Look at the pictures. Write a story (30–40 words). You can use the words below to help you.

This morning, Tom was ...  
 He looked ... and saw ...  
 He ran ...  
 His friends ... because ... slippers\*.



VOCABULARY: \*slippers – Hausschuhe

**B** Look at the pictures. Write a story (70–80 words). Add a good title.



## GRAMMAR

### Past simple negation (negative)

I **didn't listen** to a thing.

I **didn't know** Clare liked ...

**Wichtig:** Kein *did* oder *didn't* ...

The jacket **wasn't** on the green.

The roses **weren't** on the back.

### Past simple questions

**Did** you **like** the dumplings?

**Did** you **have** ... day at school?

**Wichtig:** ... *did* oder ... mit *was/were*!

**Was** Clare ... ?

**Were** there ... dumplings left on the floor?

... **or didn't**.

So bildest du die Verneinung im Past simple: Person + 1..... + Grundform des Verbs

So bildest du Fragen im Past simple: 2..... + Person + Grundform des Verbs

### More irregular verbs

buy – We **bought** a big box of chocolates.

know – He **knew** it was wrong.

make – Jacob **made** a terrible mistake.

write – I **wrote** an email to the kids.

### why – because

**Why** do you want another T-shirt? –

**Because** I don't like this one.

**Why** is that not possible? –

**Because** I put it in the washing machine.

**Why** do you like PE? –

**Because** sport is cool.

Now go back to page 16. Check  with a partner what you know / can do.

# THE STORY OF THE STONES 1

## ▶ It's only a dream

1 Match the names to the characters.

Darkman  
Sarah  
Sunborn  
Daniel  
Emma



.....

▶ 2 Watch episode 1 and complete the sentences with the names from 1.

- 1 ..... makes a promise.
- 2 ..... has three dreams about .....
- 3 ..... dreams she is ..... a rope.
- 4 ..... says they have ..... Sunborn.
- 5 ..... thinks Darkman is dead.

3 Write a message to Sunborn from the character you chose in 2.

.....

.....

.....

.....

### EVERYDAY ENGLISH

▶ 4 Watch episode 1 again and complete the sentences with the words in the box.

I mean    Oh, come on    I promise



**Daniel** ..... let's get in touch  
with her.

**Darkman** I'll get them.  
2.....

**Daniel** It's the third time this  
week.

**Sarah** 1.....  
They're only dreams.

.....

**Sarah** Me too.  
3.....  
I have almost the  
same dream.



# UNIT 3 Halloween

## At the end of unit 3 ...

### you know

- 6 Halloween words
- how to use *should* and *shouldn't*

### you can

- understand a webpage about Halloween traditions
- understand a story about Halloween
- create an ending to a story
- say why you liked or didn't like a story
- make suggestions
- write a poem based on a mind map
- write a paragraph

## VOCABULARY Halloween

1/12



1 Listen and look at the picture. Then write the numbers next to the words.

- apple bobbing
- 1 a ghost
- a pumpkin
- a haunted house
- a vampire
- a witch



## A SONG 4 U

1/13+14



2 Listen and sing.

When they come after you



We are brave, we are strong.  
Here's our Halloween song:

We aren't afraid of witches.  
We smile at every ghost.  
We do not fear the zombies.  
In fact, we like them most.  
But what will you do  
when they come after you?

We are brave, we are strong.  
Here's our Halloween song:

We say hello to pirates  
and wizards are our friends.  
We do not fear the vampires  
that fly until night ends.  
But what will you do  
when they come after you?

We are brave, we are strong.  
Here's our Halloween song:

We're the Halloween monsters.  
We are so dangerous.  
We frighten boys and girls.  
You must be scared of us.



3 Read the webpage about Halloween. Who do you think has the most fun and why?

**HALLOWEEN**

About    Google+    Blog    Contacts

The question was:  
**Do you have any Halloween traditions or things to do?**

Your answers were:

**George, USA, aged 11**  
 At Halloween, we always watch a scary film. We turn the house into a haunted castle and then we invite friends for a Halloween party. My mother and I look for scary noises on the internet, and play them when our friends walk up the stairs in the dark. After the tour of the house, we eat popcorn and watch the film.

**Megan, Ireland, aged 14**  
 We always have a party. Everyone wears a mask. There are vampires, witches and ghosts. And we also play apple bobbing. There are lots of apples in a bowl of water and you try to take them out with your mouth. You can't use your hands. It's difficult, but fun. I often win the game because I'm a vampire. With my vampire teeth it's easy to get the apple.

**Steve, UK, aged 12**  
 Me and my brothers usually go door to door on Halloween. We knock on people's doors and say, "trick or treat". People sometimes give us a treat – sweets, etc. But if they don't, we play a trick on them. Last year our neighbour Mr Ellis didn't give us a treat, so we put some vampire stickers on his front window.

**Henry, Canada, aged 11**  
 Every year we make a jack-o'-lantern to school. We cut off the top and take out everything inside. Then we make a face in it. Finally, we put a candle inside the pumpkin. This year my pumpkin face was the best. It was so scary that the teacher said, "Let's keep it for our Halloween party at school." I was very proud. Henry – Master of Horror!

4 Read the sentences below. Which of the four texts on the webpage in 3 do they go with?

Write the name of the person: **George, Megan, Steve or Henry.**

- 1 I'm really sorry, well done! All we need now is a candle. ....
- 2 My clothes are really wet. I must get another T-shirt! ....
- 3 Wait for me before you start the film! ....
- 4 Can I borrow your knife, please? ....
- 5 Those pictures look really scary! ....
- 6 This is unfair. Your teeth are so long. ....
- 7 Wow, that's a lot of sweets. ....

## READING



5 a Before you read, look at the pictures and answer the questions.

- 1 What was Lara's problem?
- 2 In which pictures can you see a graveyard?

b Read the story.

### The mysterious girl

It was Halloween. And I was out trick-or-treating with my sister Lara. I was dressed up\* as a pirate and she was dressed up as a superheroine. We were pretty good at trick-or-treating. A lot of people gave us sweets, and Lara couldn't stop eating them.



She had one sweet after the other, and after a while she said, "I feel a bit sick. Maybe I should go home." "You shouldn't eat so many sweets," I said. But Lara was already a bit green in the face and said, "Let's go home!" "No way," I said. "I want to do some more trick-or-treating on my own."

So Lara went home and I walked down another street, a street I didn't really know.



There were some trees next to the graveyard, and behind one of the trees I saw a girl. She was dressed like a girl from the 19<sup>th</sup> century. She only had a small bag, so I said, "Hi, I'm Ron. I see your bag is very small and there isn't much in it. Would you like to go trick-or-treating with me?"



The girl looked at me and said, "That is so very, very kind of you. I'm Edwina." (In a strange way to talk, I said to myself, what a strange name.)

"Where shall we go?" she asked. "Well, down the road," I said. "Do you live here?" "Yes," she said, "up the road." "You're a bit late, I believe." "Well, then you should phone your parents and tell them!" "Phone?" she said. "Yeah, haven't you got a phone?" "A phone?" she said, and she laughed a little.

Anyway, we went up to some houses and the people there gave us lots of sweets. "Oh!" most of them said when they saw the girl. "Isn't she cute? And her costume looks so real."

Then we came to a really old house and the girl said, "I have to go in there." The building looked like a haunted house and I was a bit scared, so I said, "You shouldn't go in there alone. Do you know the people who live there?" I asked. "Yes," she said. "OK, I'll wait here," I said. And then she disappeared.



VOCABULARY: \*dressed up – verkleidet

**6 How many of these tasks can you do?**

- 1 Lara and Ron *were / weren't* very good at trick-or-treating.
- 2 Lara *liked / didn't like* sweets.
- 3 Lara *went home / didn't go home* on her own.
- 4 Behind a tree, Ron saw .....
- 5 The girl's dress looked very .....
- 6 The girl went ..... with Ron.
- 7 What did Ron think of the girl? .....
- 8 Why did the girl laugh about the phone? .....
- 9 Why did the girl stop in front of the old house? .....

1/15+16



**7 Check your answers with a partner. Then listen to the story.**

**SPEAKING & LISTENING**

Creating an ending to a story / Saying why you liked or didn't like a story



**8 Work in pairs. Think of an ending to the story. T (True) / F (False).**

1/17



**9 Now listen to the end of the story and circle T (True) / F (False).**

- 1 After ten minutes, the girl came out of the house. T / F
- 2 An old woman looked out of the window of the house across the road. T / F
- 3 "You're in front of a haunted house," the old woman told Ron. T / F
- 4 Last year, a girl lived in the old house. T / F
- 5 Ron tried to open the door, but it was locked. T / F
- 6 Ron was confused by his signature. T / F



**10 Talk to your partner.**

**How did you like the story?**

I liked it because ...

I didn't like it because ...

Ron/Edwina is (a bit) interesting/ boring/ strange/funny ... because ...

I liked / didn't like the ending because ...



**11 Discuss in class.**

- What do you and your friends do on Halloween?

I usually go trick-or-treating with ...

I don't go ... because ...

It's good fun to ...

- What do you (not) like about Halloween? Say why (not).

I (don't) like ... because ...

What I like about Halloween is ...



## SPEAKING Making suggestions

- 12 Complete Sarah's list of suggestions for going trick-or-treating. Write *should* or *shouldn't*.

- 1 You ..... wear a Halloween costume.
- 2 You ..... play really mean tricks on people.
- 3 You ..... wear black clothes at night.
- 4 You ..... take a bag with you for sweets.
- 5 You ..... always go with friends.
- 6 You ..... stay out very late.
- 7 You ..... go on your own.
- 8 You ..... always tell an adult where you are going.



1/18



- 13 Listen and check. Then say the sentences in 12 yourself.

## WRITING

- 14 Read Sarah's email to you. Then write an email answer.

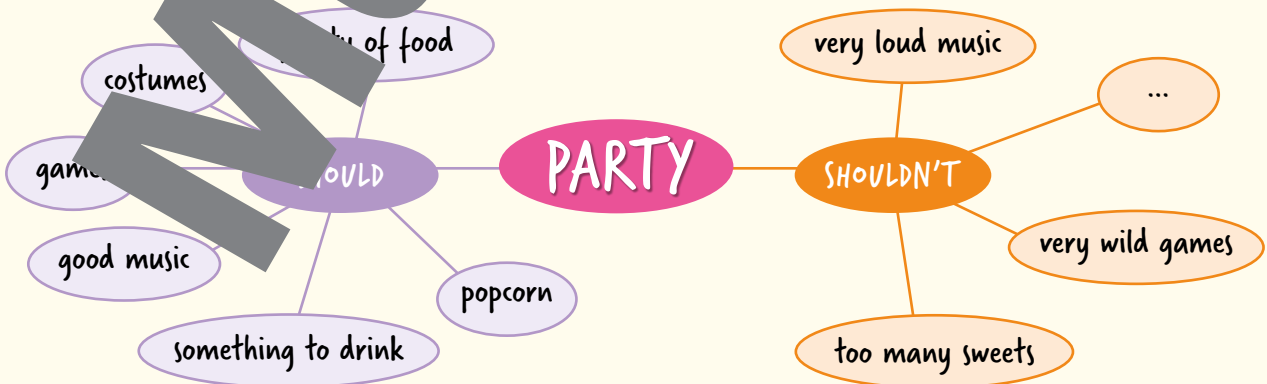
From: sarah\_clarkson@mail.com  
 Subject: Halloween party

Hi there,

Mum says I can have a Halloween party (and U R the first I'm inviting), but I don't really know how to do it. I have some ideas, but you're much better at that than I am. So could you send me a few ideas? Please.

C U

Here are some ideas for your email:







15 Listen to the poem. Then read it.

## I'm not so keen on Halloween



I'm not so keen on Halloween.  
When my friends meet for trick or treat,  
I'm not the one who thinks it's fun  
to run around with them or most.

What's more, like many other kids  
who hunt for treats, who look for sweets.  
They don't play, but just give kicks  
to get their treats, to get your sweets.

### GRAMMAR



#### should / shouldn't

Lies die Beispielsätze.

We **should** go home – it's late.

We **shouldn't** go in there – it's dangerous.

What **should** I do?

We should take our dog.



🔍 Complete the sentences with **should** or **shouldn't**.

Wenn du sagen willst, was jemand tun sollte, dann verwendest du <sup>1</sup>.....

Wenn du sagen willst, was jemand tun nicht sollte, dann verwendest du <sup>2</sup>.....

Wenn du um Rat fragst, dann verwendest du ebenfalls <sup>3</sup>.....

Bildung: **should / shouldn't** = Grundform des Verbs



Now go back to page 24. Check  with a partner what you know / can do.

# THE TWINS 1

## The bike tour

### Developing speaking competencies

#### Language function

I can apologise (*sich entschuldigen*)

#### Speaking strategy

I can express strong dislike (*Mein Gefallen ausdrücken*)

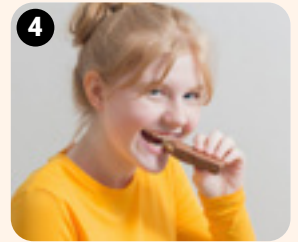
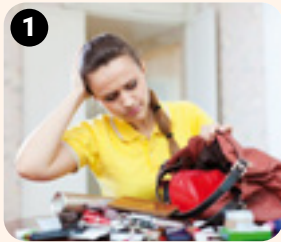
### VOCABULARY Mistakes

1/20



**1** Look at the photos. Match them with the mistakes. Listen and check.

- |  |  |
|--|--|
| <input type="checkbox"/> send a text message to the wrong person | <input type="checkbox"/> eat someone's chocolate |
| <input type="checkbox"/> break someone's camera                  | <input type="checkbox"/> use someone's pen       |



1/21



**2** Watch or listen to the dialogue. Then read it. Why does Leo say sorry?

**Leo** Lucy, I'm really sorry. I made a terrible mistake.

**Lucy** What did you do?

**Leo** Well, you told me to invite Emily White for the bike tour.

**Lucy** And?

**Leo** I wanted to text her, but I sent the message to Emily White.

**Lucy** What? You know she really like her. She's a really boring girl.

**Leo** I feel really bad about it.

**Lucy** It's not your fault. She's so boring.

**Leo** I'm sorry. It was a mistake. I know.



**Lucy** But how could you do that?

**Leo** Hang on a minute. Here's her answer: *Great idea. Thanks. See you both near the old castle at two. Say hi to Lucy.*

**Lucy** Oh, no!

**3** Write the sentences with **Lucy, Leo or Emily**.

- ..... invited the wrong person for a bike tour.
- ..... got an invitation to go on a bike tour with Lucy and Leo.
- ..... knows what ..... thinks about Emily White.
- ..... thinks that Emily White is boring.
- ..... tells ..... that she will join them.
- When ..... hears that she is not happy at all.

## USEFUL PHRASES Apologising

4 Write the sentences that Leo uses to apologise to Lucy. Then check with 2.

- 1 sorry / really / I'm .....
- 2 about / I / really / bad / it / feel .....

? What do you think? Answer the questions.

- Do they meet Emily White?
- What happens on the bike tour?

## MOBILE HOMEWORK

Watch part 2 of the video. Use a verb from the box and your own ideas to complete the sentences.

meet stop apologise have ride

- 1 Lucy and Leo ..... next .....
- 2 The three kids ..... their bikes .....
- 3 They ..... next .....
- 4 Emily ..... surprise .....
- 5 In the end, Lucy .....

## SPEAKING STRATEGY Expressing strong dislike

5 Try to complete the phrases. Check the dialogue in 2.

- 1 **Leo** I sent the message to Emily White.      3 **Leo** I'm sorry. It was a mistake. I know.  
**Lucy** W.....?      **Lucy** But h..... C.....
- 2 **Leo** I know. I feel really bad about it.      y..... d.....  
**Lucy** You f..... so boring      that?

## 6 CHOICE



**A** Work in pairs. A apologises to B for a mistake. B reacts.

send / text message  
 bank / mobile phone  
 eat / cream

**A** I sent the text message to Pam, not to Paula. I'm so sorry.

**B** How could you do that?



**B** **ROLE PLAY:** Look at the situations from A. Choose one. Work in pairs and extend it into a longer dialogue. Take 2 or 3 minutes to practise it. Don't write it down. Act it out in class.

### At the end of unit 4 ...

#### you know

- 7 adjectives to describe animals
- 14 words for animals
- how to use the comparative and superlative
- how to use as ... as

#### you can

- understand a newspaper article about a friendship with an animal
- describe animals and compare them
- understand facts and stories about animals
- understand and take part in a group discussion
- find out information online and talk about it
- write a magazine article about an animal
- write about animals and compare them

## READING

### 1 Read through the story quickly and answer the questions.

- 1 What was the problem with the crocodile when the man found it?    2 What did he do to help it?

## How a fisherman saved a crocodile from dying

The incredible, but true story of a friendship between a man and a crocodile



More than 30 years ago, a farmer in Costa Rica saw a huge crocodile near one of his cows. The crocodile had fallen into the river. The farmer, who had a gun, shot the crocodile in the head.

The next day, a fisherman named Chito found the crocodile on the bank of the river near his home. He noticed that the animal was bigger than any of the other crocodiles in that area, but it was already dead.

This week, a new film comes to the cinema. It's called *The Man who Saved the Crocodiles*. We sent a reporter to find out more about the story. "When I first saw the crocodile, I wanted to shoot the animal that no other humans are allowed to. So I gave it food and I talked with it and spoke to it. I was happy to see that the next day the animal was

already a little stronger than it was the day before. I gave it a name too, Pocho."

A few weeks later, the crocodile was much healthier. It went to the river. Then it started to swim. It went into a part of the river where the water was deeper. "I was a little sad when it was gone. But the next day, the crocodile was back. It was on my veranda when I opened the door in the morning!"

The man and the dangerous animal became friends, and soon they started swimming in the river together. "When I went into the water, it opened its big mouth. As soon as I got near it, it closed it. I was a little scared first, but I felt better when I saw that. I knew it liked me," Chito said. "And I never felt scared again when the animal was near me."

### 2 Read the text and answer the questions. How many of these tasks can you do?

- 1 The story happened last year. T / F
- 2 A farmer shot the crocodile because it wanted to eat his cow. T / F
- 3 There is a film about the fisherman and the crocodile. T / F
- 4 The man gave the crocodile ..... : Pocho.
- 5 The man gave the croc food and the next day it was ..... than the day before.
- 6 More than a month later, the crocodile was .....
- 7 What happened when the crocodile went into the river one day?
- 8 Was the man ever scared of the crocodile? Why (not)?
- 9 How did the man feel in different parts of the story, and why?

### 3 Check your answers with a partner.



## VOCABULARY Adjectives

- 4 Match the pictures with the adjectives. Write the numbers.

- small    hairy    heavy    dangerous  
 strong    clever    big



## SPEAKING Comparing animals



- 5 Choose one of the animals. Make sentences using comparative adjectives. Your partner guesses what animal it is. Use the words in the box in 4 to help you.



A It's bigger than a mouse.

B Is it a guinea pig?

A No, it's heavier than a guinea pig.

B Is it a rabbit?

A That's right.

## READING Understanding facts about animals

- 6 Read the facts about animals that became extinct\* in the last two hundred years.

**PARADISE PARROT**

The paradise parrot lived in parts of Australia and became extinct in 1927. It was more colourful than most other birds in the area, but we cannot see this bird any more. Why did it become extinct? Nobody knows really, but wildfires killed many of the beautiful birds.

**GOLDEN TOAD**

Golden toads were as big as the frogs you see in our gardens. But they were more colourful. The male was gold and red, the female was dark green. People saw the last one in 1988. Scientists think they became extinct because of climate change.

**PASSENGER PIGEONS**

About 450 years ago, there were a lot more passenger pigeons than other birds in North America. There were billions of them! But people started hunting them for their meat. Only fifty years later, the birds became extinct!

**WESTERN BLACK RHINO**

Western black rhinos were amazing animals. They could run very fast. Elephants can run about 40 km/h. The western black rhino was faster – almost 55 km/h. But that didn't help them. People hunted them for their horns, so they became extinct in 2011.

**VOCABULARY:** \*extinct – ausgestorben

- 7 Read the statements and circle T (True) or F (False).

- 1 Australian birds were more colourful than the paradise parrot. T / F
- 2 Frogs we have in our gardens are not bigger than the golden toad. T / F
- 3 The golden toad was not as colourful as the frogs are today. T / F
- 4 The golden toad died out earlier than the paradise parrot. T / F
- 5 Before 1900, people in North America saw as many passenger pigeons as other birds. T / F
- 6 In about 50 years, people killed billions of pigeons. T / F
- 7 Elephants cannot run as fast as the western black rhino. T / F
- 8 The western black rhino ran fast, but less than 60 km/h. T / F



8 Read the magazine article. Complete it with the numbers from the box. Then listen and check.

- 150
- 2
- 8
- 3
- 110
- 1
- 3

# The most INCREDIBLE ANIMALS in the world

The world's most venomous\* snake is the **TAIPAN**. It lives in the deserts of Australia. It can be more than <sup>a</sup>..... metres long.

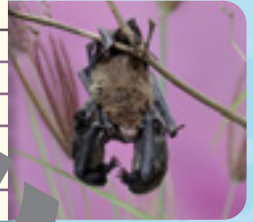


The **ESTUARINE CROCODILES** of South East Asia are the longest crocodiles in the world. They can be <sup>b</sup>..... metres long – as long as two cars together!



The biggest animal on land or in the sea is the **BLUE WHALE**. It is the heaviest. It weighs <sup>c</sup>..... tonnes.

The **BUMBLEBEE BAT** from Thailand is the smallest mammal in the world. It is <sup>d</sup>..... centimetres long and weighs <sup>e</sup>..... grams.



The most dangerous animal in the world is the **MOSQUITO**. It can carry malaria. Every year, more than <sup>f</sup>..... million people worldwide die from malaria.



The fastest land animal in the world is the **CHEETAH**. It can run very fast – more than <sup>g</sup>..... km/h.



VOCABULARY: \*venomous – giftig

9 Look at the fact file. Write sentences comparing the snakes. Use superlatives and comparatives. Use adjectives from the box.

- long
- heavy
- fast
- dangerous
- venomous

## Fact file

	Amuronda	Boa constrictor	Python
maximum length	6 m	2.4 m	6 m
maximum weight	227 kg	15 kg	75 kg
speed	8 km/h	2 km/h	8 km/h
venomous	yes	no	no

## SOUNDS RIGHT /dʒ/ /tʃ/



10 Listen and repeat.

His name's Jim, I'm more beautiful than him. He's a chimpanzee, and he's as big as me.



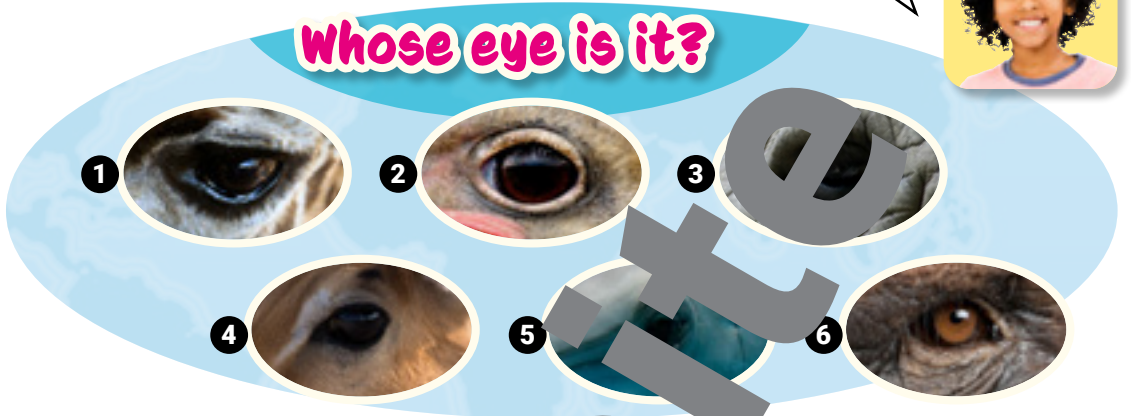
## VOCABULARY Animals

11 Match the eyes and the animals.

I think number ... is the ostrich's eye.



- antelope
- giraffe
- rhino
- ostrich
- chimpanzee
- dolphin



1/24




12 Listen and check.

## SPEAKING Describing animals

13 Put the animals in order. Write 1, 2 and 3 in the boxes.

### THE ANIMAL QUIZ




**1** Which is the tallest?

a  a giraffe  
b  an ostrich  
c  an elephant

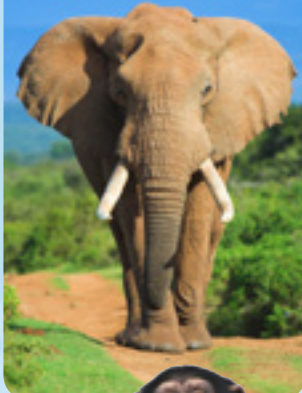
**2** Which is the largest?

a  an antelope  
b  a whale shark  
c  a blue whale



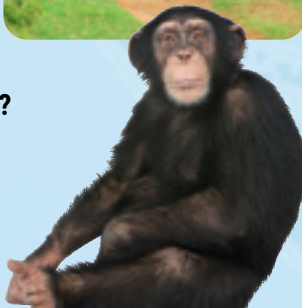
**3** Which is the fastest?

a  a lion  
b  a rabbit  
c  an antelope




**4** Which is the heaviest?

a  a rhino  
b  a blue whale  
c  an elephant



**5** Which is the most intelligent?

a  a dolphin  
b  a pig  
c  a chimpanzee




14 Discuss your answers with a partner. Then listen and check.

1/25



I think the elephant is the tallest.



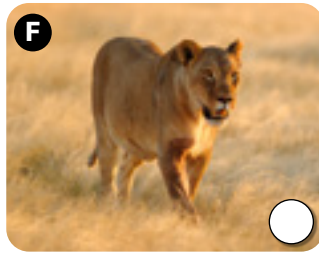
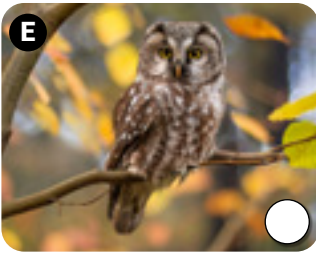
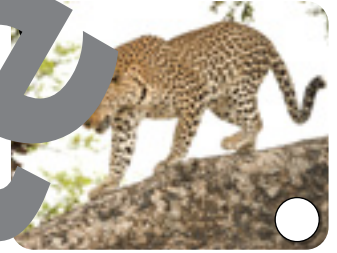
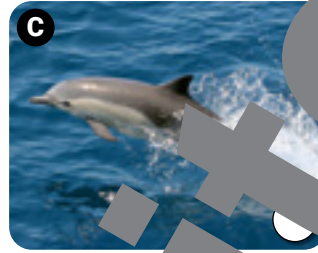
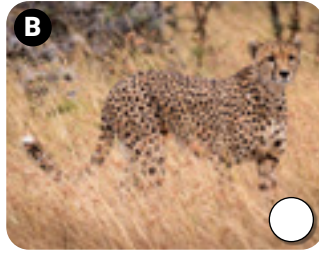
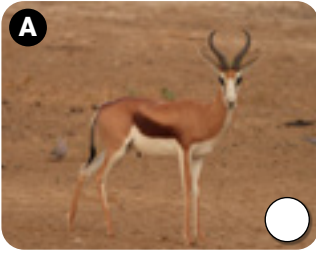
I don't think so. I think the ...





**15 Read and match. Then listen and check.**

- 1 cheetah    2 fox    3 lion    4 leopard    5 ladybird    6 antelope    7 dolphin    8 owl



**16 Read through the useful language for a group discussion:**

**Making suggestions and giving reasons:**

*I think the ... would be a good mascot because ...*  
*It is ...er than a ...*  
*It isn't as ... as ...*  
*Let's choose ...*  
*Do you know what I think?*

**Asking to give reasons:**

*Can you tell me why you think so?*  
*Are you sure about that?*  
*Why do you think so?*

*...ing ... people remains to see ... you ...*

*I see. ... what you mean.*

**Asking for repetition:**

*Sorry?*  
*Can you say that again, please?*

*... understand.*  
*Good point.*



**Inviting others to speak:**

*What do you think, (Tom)?*  
*Do you agree, (Tina)?*



**17 Listen to a group discussion and answer the questions.**

- 1 What are they talking about? What suggestions do they make and why?
  - 2 Listen again. Which of the language suggestions in **16** do they use in the discussion?
- Write your answers in your notes with a partner.



**18 a Work in groups. Imagine your class needs to decide on an animal as a mascot for the school volleyball team. Use the language in **16**.**

- b Think about your discussion. What was easy or difficult? How can you make it even better?**
- c Work in groups again. Imagine your class needs to decide on an animal as a mascot for the school football team. You can suggest other animals too.**



## A SONG 4 U

1/28+29



### 19 Listen and sing.

## A mascot for the school team

We need a mascot for the school team  
that's as brilliant as we are.

What animal can bring us luck  
in races near and far? (x2)

Why don't we choose a dolphin?  
Dolphins are so cool.  
They are the smartest animals.  
Ideal for our school!

We need a mascot for the school team  
that's as brilliant as we are.

What animal can bring us luck  
in races near and far? (x2)

I'd say let's pick a rhino,  
bigger than a truck.  
Rhinos are so powerful,  
rhinos don't get stuck.

We need a mascot for the school team  
that's as brilliant as we are.

What animal can bring us luck  
in races near and far? (x2)



The mascot for the dream team  
that helps us all the time.  
It won't normally be a ladybird.  
A rhino is a good choice. That's fine!

We've got our mascot for the school team.  
It's as brilliant as we are.

It's a ladybird that brings us luck  
in races near and far? (x2)

## WRITING

### 20 CHOICES

Do an internet search. Find an animal that became extinct. Take notes about:

- the animal's name
- what it looked like
- when and where it lived
- why it became extinct

**A** Use your notes to write four sentences about the animal.

**B** You have been invited to write a short article of 80–100 words for your online school magazine about an animal that became extinct. Include the following information:

- the place where and the time when the animal lived
- what the animal looked like (use one comparative and one superlative)
- the reason(s) why the animal became extinct

# GRAMMAR



## Comparatives

Wenn du zwei Dinge vergleichst, die verschieden sind, dann verwendest du das Wort **than**. An die Adjektive mit einer Silbe (**fast, slow, deep, old, ...**) hängst du **-er** an.

He's **older than** me.  
She's **faster than** me.

An die Adjektive mit zwei Silben, die auf **-y, -le** und **-ow** enden (**happy, simple, ...**) hängst du ebenfalls **-er** an.

Bei einigen Adjektiven ändert sich die Schreibweise:

hot – It's **hotter** today **than** yesterday.  
big – The whale is **bigger than** a dolphin.  
fat – A rhino is **fatter than** a cheetah.  
heavy – An elephant is **heavier than** a mouse.  
angry – My mum was **angrier than** my dad.  
hungry – I was **hungrier than** my sister.

Wenn das Adjektiv mehr als zwei Silben hat (**dangerous, difficult, interesting, ...**), dann verwendest du **more + adjective + than**.

The book is **more interesting than** the film.

**Ausnahmen:**

good – **better**  
He was **better** than me.  
bad – **worse**  
I'm **worse** than he's.



## as ... as

Wenn du sagen willst, dass sich zwei Dinge/Tiere/Personen in irgendeiner Weise gleichen (z. B. gleich groß, klein usw. sind), dann verwendest du **as ... as**:

It was **as small as** a mouse.  
It was **as dangerous as** a snake.

Wenn sie sich nicht gleichen, verwendest du **not as ... as**:

The female golden toad is **not as colourful as** the male animal.



## Superlatives

Wenn du ausdrücken willst, dass etwas am größten, schnellsten usw. ist, verwendest du **the** und hängst **-est** an das Adjektiv.

fast, slow, deep, old, etc. – The cheetah is **the fastest** mammal in the world.

Bei einigen Adjektiven ändert sich die Schreibweise:

hot – This is **the hottest** day of the year.  
big – The blue whale is **the biggest** animal in the world.  
fat – This is **the fattest** snake in the zoo.  
heavy – The blue whale is **the heaviest** animal in the world.  
angry – He is **the angriest** person I know.  
hungry – I was **the hungriest** one on our school trip.

Bei Adjektiven, die aus drei oder mehr Silben bestehen (**dangerous, difficult, interesting, ...**), verwendest du **the most + adjective**:

The mosquito is **the most dangerous** animal in the world.

**Ausnahmen:**

good – **the best**  
She's **the best** player in the team.  
bad – **the worst**  
It's **the worst** restaurant in town.



Now go back to page 32. Check  with a partner what you know / can do.



# THE STORY OF THE STONES 2

## We're all in danger

1 Look at the pictures from episode 1 and put them in the correct order.



2 Can you remember who morphs into each of these animals? Write the names.



1 ..... 2 ..... 3 .....

 3 Watch episode 2 and answer the questions. Circle a, b or c.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1 Who is Darkman's master?         | 3 Which Lord wanted all the stones? |
| a The Black Knight                 | a The Lord of the Earth             |
| b Demon Eyes                       | b The Lord of the Fire              |
| c The Lord of the Fire             | c The Lord of the Water             |
| 2 What does Darkman's master want? | 4 Who is trying to find the stones? |
| a the belt of stones               | a Sunborn                           |
| b a spaceship                      | b Darkman                           |
| c the stones                       | c The Lords                         |

### EVERY DAY ENGLISH

 4 Watch episode 2 again. Complete the sentences and match them with the person who said them.

Here you are ..... get it ..... How can that be .....

- |  |                         |                                  |
|--|-------------------------|----------------------------------|
| 1 .....                                      | ? He's dead, isn't he?  | <input type="checkbox"/> Emma    |
| 2 Only your stones can protect you now. .... |                         | <input type="checkbox"/> Sarah   |
| 3 But I still don't .....                    | Why didn't Darkman die? | <input type="checkbox"/> Sunborn |

# UNIT 5

# Where's the supermarket?

At the end of unit 5 ...

### you know

- 5 phrases for giving directions
- 12 words for buildings
- how to use prepositions of place

### you can

- understand directions
- ask for and give directions
- understand a short newspaper article about a missing tourist
- write a text message with directions

## VOCABULARY Directions

2/1



1 a Listen to the conversation and answer the questions.

- 1 Where do they want to go?
- 2 How long does it take to walk there?

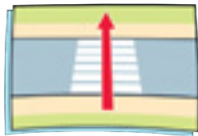
b Listen again and draw the route on the map.



go past the little park



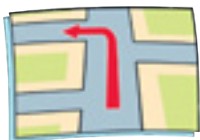
go straight ahead



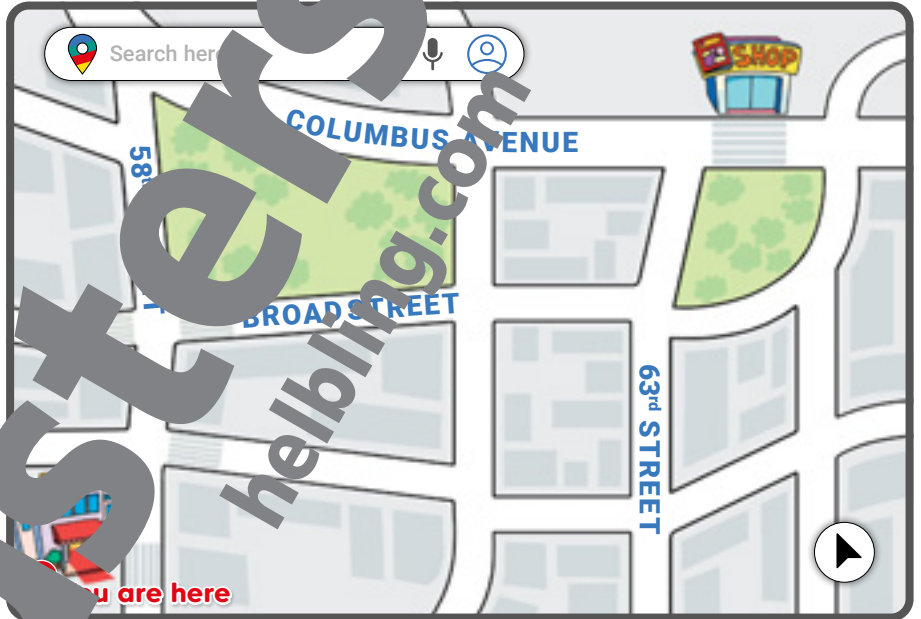
cross the street



turn right



take the second left



## VOCABULARY Buildings

2/2



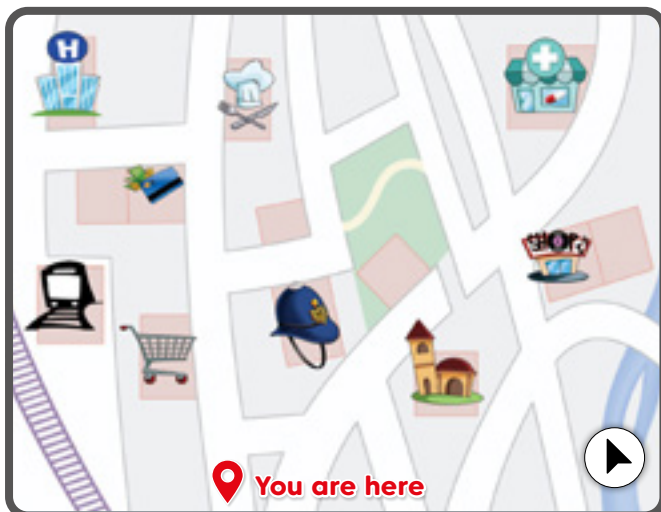
2 Listen and match the pictures. Then write the number next to the words.

- |   |  |
|---|--|
| <input type="checkbox"/> bank           | <input type="checkbox"/> post office     |
| <input type="checkbox"/> church         | <input type="checkbox"/> restaurant      |
| <input type="checkbox"/> police station | <input type="checkbox"/> tourist office  |
| <input type="checkbox"/> supermarket    | <input type="checkbox"/> music shop      |
| <input type="checkbox"/> chemist's      | <input type="checkbox"/> railway station |
| <input type="checkbox"/> cinema         | <input type="checkbox"/> hospital        |





3 CHOICES



**A** Read the dialogue and draw the sign for the post office on the map.

**DIALOGUE 1**

**Woman** Excuse me, where's the post office?  
**Man** The post office? Go straight ahead. Go past the supermarket.  
**Woman** Alright. And then?  
**Man** Then take the first left.  
**Woman** OK.  
**Man** Go past the bank. The post office is next to it.

**B** Read the dialogue and draw the sign for the cinema on the map.

**DIALOGUE 2**

**Boy** Excuse me.  
**Woman** Yes, dear.  
**Boy** Can you tell me where the Odeon cinema is?  
**Woman** The Odeon? Well, let me think. It's in Hill Road.  
**Boy** How do I get there?  
**Woman** Go straight on, take the second right and go past the police station.  
**Boy** OK, past the police station ...  
**Woman** Then there's a little park in front of you. Go through the park. Turn right, then left, and then right again. The cinema is behind the large music shop.  
**Boy** Thank you.  
**Woman** Not at all.

2/3

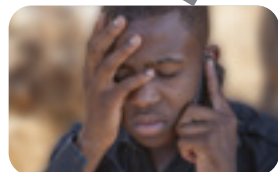


**4** Listen to two more dialogues and draw the other two signs on the map in **3**.

**DIALOGUE WORK**



**5** Put the dialogues in the correct order. Compare with your partner. Then act it out.



- Jasmine** The Carlton? The film's at the Odeon. Hurry up!
- Jasmine** I'm in front of the cinema, too. The Odeon cinema.
- Jasmine** Hey, Ron, where are you?
- Jasmine** Go up Broad Street and turn left after the bank.
- Ron** What's the quickest way?
- Ron** I'm in front of the cinema.
- Ron** Right. See you in five minutes.
- Ron** Oh dear. Wrong cinema. I'm in front of the Carlton cinema.

## SPEAKING Asking for and giving directions



- 6 Work in pairs. Student A works with the map here, student B works with the map in the Workbook (page 41).



You ask your partner the way to the supermarket, cinema, school and the post office.

Excuse me, how do I get to ... / Excuse me, I'm trying to find ...  
Excuse me, I'm looking for ... ?



B That's easy.  
Take the ...

7 Read the newspaper article.

# Missing tourist finally found!

## Romanian tourist found safe and well after three days.

Mr Vasile Belea (63) from Romania came to London three days ago. He wanted to have a holiday with his son's family. His son picked him up from the airport and they went into London by underground. When they changed trains at Stockwell Station, Mr Belea's son, Radu, jumped on the next train and the doors closed. Mr Belea was too slow and the doors closed in front of him.



"I came back right away," Radu Belea said, "but Dad wasn't there. So I looked around the station, and then I went to the next stop again, but I really couldn't find him."

We know now that Mr Belea went back into the street and tried to ask a policeman for help. When he finally found one, the policeman was very friendly, but he didn't understand a word Mr Belea said to him. And Mr Belea didn't know a word of English! So he walked around and hoped to see his son somewhere, but, of course, he didn't. He asked another policeman and another – they were all very friendly, but they

didn't understand him and he didn't understand them. Mr Belea had only £17 in his pockets and didn't know where his son had gone and he couldn't talk to people. When it got dark, he sat on a bus stop and spent the night there. The morning, he started walking again. When he was very cold, he went into a shopping centre. He stayed there most of the day and in the evening he went to a bus stop again.

After two days and nights like this, he was reading a newspaper. On the cover of this newspaper he saw a picture. It was him.

Mr Belea had one pound left. So he bought a newspaper and with the newspaper he went to a police station. He showed the paper to a policeman there, and after half an hour, Mr Belea was back with his son's family.

"We're so glad to have him back," his son said. "And I think it's great that the paper helped so much. They put an extra large photo of my dad on the cover. I really want to thank everybody for their help."

8 How many of these tasks can you do?

- 1 Mr Vasile Belea is  English.  British.  Romanian.
- 2 Vasile Belea came to London  on business.  for a conference.  for a holiday with his son's family.
- 3 Mr Belea was lost  on the underground.  on a bus.  in a shopping centre.
- 4 Mr Belea didn't speak .....
- 5 Mr Belea only had a little ..... on him.
- 6 Vasile Belea didn't know his son's .....
- 7 Where did Vasile Belea spend the nights? .....
- 8 Why did Vasile Belea buy the newspaper? .....
- 9 Why was the paper a big help? .....

2/4+5



9 Check your answers with a partner. Then listen to the story.

## A SONG 4 U

2/6+7



### 10 Listen and sing.

You want to go to Newtown?  
Then simply go ahead.  
Just cross the bridge and don't forget  
to stop when lights are red.

*Right and left and straight ahead,  
this is where you go.*

*Right and left and straight ahead,  
that's what you need to know. (x2)*

You want to go to Market Square?  
Then take the second right.  
Then turn left and left again.  
That's Market Square alright.

## This is where you go



*Right and left and straight ahead ...*

You want to find the cinema?  
Go past the ... shop.  
It's opposite the ... restaurant.  
A few more steps, then stop.

*Right and left and straight ahead ...*

## WRITING

- 11 Your friend is coming to visit you. She ... a text message. Send her a text message (40-60 words) with directions to your home.

Hi, coming 2 see u tomorrow.  
Can you send me a text message  
how to get to your house?  
Details, please!!!  
And address again! cya Susan

## GRAMMAR

### Directions (prepositions of place)

So sagst du jemandem, wie er/sie an ein bestimmtes Ziel gelangen kann:

- Go straight ahead.*
- Turn left / right.*
- Take the first left / second right.*
- Cross the bridge / street.*
- Go past the post office.*
- Walk up the hill as far as the church.*



opposite

So sagst du, wo ein bestimmtes Ziel zu finden ist:

- The cinema is ... behind the shopping centre.*
- Next to the bank, there's the post office.*
- The ... is in front of the church.*
- There's a ... park in front of you.*
- On the corner of the next street, there's a large bank.*
- It's just round the corner, beside the bank.*



in front of



round the corner



Now go back to page 40. Check  with a partner what you know / can do.



# OUR YOUNG WORLD 2

## Jamie's pizza problem



1 Watch the video. Who wrote the positive comment on *Mickey's Place*?

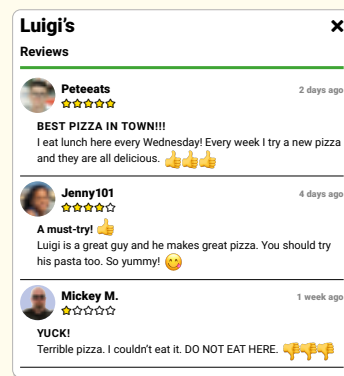
2 Watch again and answer the questions.

- 1 Does Jamie eat pizza every day? .....
- 2 Where did Jamie find the reviews? .....
- 3 What were most of the reviews like? .....
- 4 Who wrote that *Luigi's* pizza was the worst pizza ever? .....
- 5 What were the comments like on *Mickey's Place*? .....

### FIND OUT Using media

3 Match the words and the definitions.

- |                     |                          |   |
|---------------------|--------------------------|---|
| 1 a review          | <input type="checkbox"/> | to say what you think about something     |
| 2 fake              | <input type="checkbox"/> | a bad review                              |
| 3 to comment        | <input type="checkbox"/> | an opinion about a place / an event, etc. |
| 4 negative feedback | <input type="checkbox"/> | not real                                  |



### Our media world

4 Work in pairs. Who do you think wrote the social media comments below? Say why.

1 What a wonderful book. One of the best romantic novels I know. Buy it! Read it!

- a reader
- the author
- we can't be sure

2 Chappy's burgers are the worst in town. My new favourite is Ron's Burger Place. The food is great and the prices are right too.

- Chappy
- Ron
- a customer

3 Stay at our hotel in Amherst. We offer you three nights for the price of two. Contact Amherst Star Hotel.

- the hotel owner
- a guest
- we can't be sure

4 My French teacher is so unfair. She lets the girls do what they want but as a boy you're always in trouble.

- the teacher
- a boy
- a girl

### CYBER PROJECT An online review

5 Where is a new shopping centre opening?

- Write five positive and four negative comments about it.
- Collect the comments and upload your project.
- Present it to the class.

Here's an example:



Alex ★★★★★

We had a great day at the Funfair. Super rides and super food.

Mum30 ★★★★★

We had a lovely day. Plenty of things to do also for small kids.

Tomtom ★☆☆☆☆

Booooooring! I was so bored I fell asleep.

Maxine ★★★★★

It's for small kids. Don't go there if you're older than 10.

# THE TWINS 2

## The way to the station

### Developing speaking competencies

#### Language function

I can interrupt politely (*jemanden höflich unterbrechen*)

#### Speaking strategy

I can check understanding (*nachfragen ob man etwas richtig verstanden hat*)

### VOCABULARY Around town

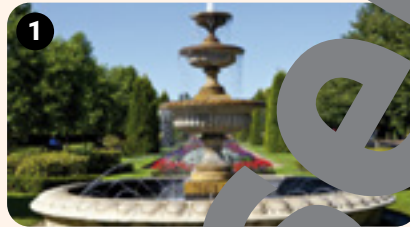
2/8



**1 Match the places and the pictures. Then listen and check.**

bridge            traffic lights  
bus stop        fountain  
statue            clock tower

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....



2/9



**2 Watch or listen to the dialogue. Then read it. What items from 1 do Lucy and Leo mention?**

**Tourist** Excuse me.  
**Leo** Yes?  
**Tourist** I'm sorry to bother you. Can you tell me the way to the railway station?  
**Leo** Sure, no problem.  
**Lucy** Can you see the bus stop over there?  
**Tourist** Yes.  
**Lucy** Can you see the traffic lights?  
**Tourist** Yes, and take the second left.  
**Tourist** Second left?  
**Lucy** Yes, the second left. Then go straight ahead and turn left at the traffic lights.  
**Tourist** Thank you.



**Lucy** Straight ahead and then left at the traffic lights. The railway station is at the end of the road.  
**Tourist** So that's second left after the bus stop, then left at the traffic lights.  
**Lucy** That's right. You can't go wrong.  
**Tourist** Thank you.

**3 Cover up the dialogue in 2. Try to complete the directions. Then check.**

Walk past the 1..... and then take the 2..... left. Go straight ahead until you get to some 3..... lights. Turn 4..... The 5..... is at the end of the road.

**USEFUL PHRASES** Interrupting politely

**4** Write the words in the correct order to make sentences. Then check with the dialogue in **2** to find a good answer to the phrases.

- 1 me / excuse .....
- 2 sorry / bother / I'm / to / you .....

**?** What do you think? Answer the questions.

- The tourist asks Leo for directions. Why does Lucy tell him the way? What happens next?

**MOBILE HOMEWORK**



Watch part 2 of the video and complete the sentences with Leo and/or Leo.

- 1 ..... is angry with .....
- 2 ..... gives the directions to the next tourist.
- 3 ..... tells the tourist to follow the map.
- 4 ..... laugh at the end.

**SPEAKING STRATEGY** Checking understanding

**5** Complete. Check with the dialogue in **2**.

**Lucy** Then go straight ahead and turn left at the traffic lights. **Tourist** .....

**Tourist** 1..... second left after the bus stop, then left at the traffic lights.

**Lucy** Straight ahead and left at the traffic lights. The railway is at the end of the road. **Lucy** That's right. You can't go wrong.

**6 CHOICES**



**A** Work in pairs. Use the phrases.

first / second / third  
first / second / third left

**A** Take the third right. Then take the second left and then the first right.

**B** Sorry?

**A** Give directions.



**B** Check understanding.



**B** **ROLE PLAY:** Work in pairs. Then swap roles.

**Student A:** You are a tourist. Where do you want to go? Ask student B the way. Interrupt politely and check his/her directions.

**Student B:** Give student A directions. Make sure he/she understands.

At the end of unit 6 ...

**you know**

- 16 words for places
- how to use *have to* – *don't have to*

**you can**

- describe a picture
- make and suggest plans
- understand a story about an adventure camp
- understand and write an email

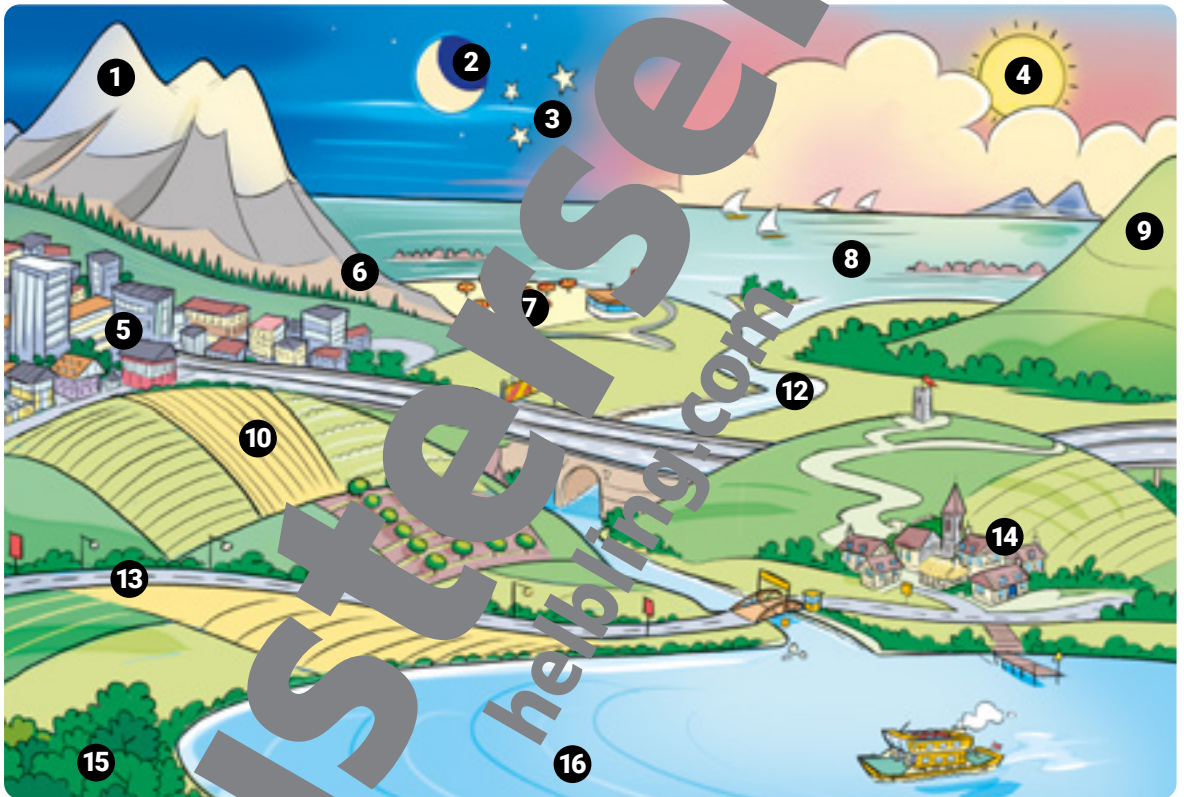
**VOCABULARY** Places

2/10



**1** Listen and look. Then write the numbers next to the words.

- hill
- stars
- valley
- sea
- motorway
- town
- forest
- sun
- fields
- lake
- road
- village
- mountain
- river
- moon
- beach



**SPEAKING** Describe a picture



**2** Work in pairs. Look at the picture above for half a minute. Student B closes the book. Ask and answer questions. Then swap roles.

**Student A**

Where	's	the	village?
	are		sea?
			lake?
			...
			fields?
			...

**Student B**

On the right-hand side.  
 On the left-hand side.  
 In the middle.  
 In the top right-hand corner.  
 In the bottom left-hand corner.  
 Next to the ...



## SPEAKING Making and suggesting plans

2/11



### 3 Listen and complete the dialogue.

- A Let's 1..... on Monday.  
 B Canoeing? I'm not sure.  
 A Well, you don't have to come along. I'll go alone, then.  
 B Wait a minute. I think I'll join you.
- A Great. But bring 2..... ! And you have to 3..... a life jacket in the boat all the time.  
 B Of course. I'll bring that.



### 4 Work in pairs. Look at the notices and act out dialogues.

A Let's visit/go/build ...

A Well, you don't ...

A Great. But ... . And you ...

B ... I'm not ...

B Wait ...



### GO ROCK CLIMBING!

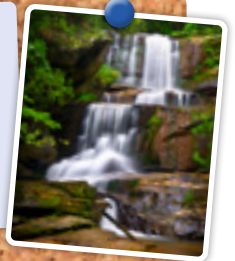
When: Friday 11 a.m.

Bring warm clothes and good shoes.  
 Read the camp guide carefully.

### Visit the waterfall!

When: Saturday 2 p.m.

Don't be late!  
 Wear an apron near the waterfall.



### Build a tree house!

When: Thursday 3 p.m.

Don't be late!  
 Bring a hard hat!



### Go for a picnic!

When: Sunday 12 a.m.

Bring your own food and drink!  
 Clean up the picnic area after the picnic!

## SOUNDS RIGHT have to

2/12



### 5 Listen and repeat.

- A I can't stay here. I have to go.  
 B You have to? But why?
- A I **have to** move to London!  
 B I **have to** say goodbye.



## LISTENING

2/13



### 6 Listen to Emma and Harry talking about a treasure hunt. Take notes.

	When?	What did you find?	Where did you find it?
Emma			
Harry			

## READING



7 a Read part 1 of the story. Circle the best summary.

- 1 The story is about animals in the countryside.
- 2 The story is about a girl going to an adventure camp.
- 3 The story is about working in a forest.

b Read the story.

### The Forest of Fear

#### Part 1

"Look out!" I shouted to my dad as he drove down the hill. There were lots of sheep running through the field and across the road. My dad stopped the car and watched the animals go by.

"We are a long way from the motorway," he laughed.

"Where is the adventure camp?"

I checked the address on the brochure and looked at the map on my phone again.

"It's not far, only 6 kilometres, just past the town and through the valley. Then a short drive into a big forest. Hmm ... But Dad, I'm not sure about the adventure camp. Maybe it's not a good idea."

He looked at me and smiled. "You always wanted an adventure holiday, remember? Well, you have to work, but this is really the best for you. When I was young, I loved adventure camps. You can make new friends, go canoeing, rock climbing, and build tree houses in the forest ... tell scary stories at night!"

"But Dad, look at the name. It's called *The Forest of Fear!* That sounds like the name of a horror film to me," I said.

"It's called *The Forest of Fear* because you can face your fears\*, do something different, learn to be brave! Trust me." He smiled at me, but I didn't feel better.

## Part 2

Welcome to  
The Forest of Fear

Soon we were in a dark forest and arriving at the camp. There was a huge gate\* with a big sign on it: "Welcome to *The Forest of Fear!*"

There were lots of teenagers carrying big backpacks and talking to the guides. The guides looked very cool in their green camouflage clothes and big hats. "OK, hi, Dad. Look, you don't have to do all the things, OK? Just ... do what you want. It's only a few days. Go! Have fun! Love you!"

I gave him a kiss and watched him drive away.

I came to the camp. Are you Dana?"

She said to our new woman. She had a blonde ponytail and glasses.

"Hi!" I said.



"Great! I'm Polly, and I'm one of the guides. Come with me. Here's your room, and your roommates! This is Alice and Lena."

I smiled at the two other girls in the room. They were the same age as me and looked friendly. Alice was taller than me and thin with red hair, and Lena was the same height as me, but a lot stronger.

"So! It's lunchtime soon, and then we are going to build a tree house in the forest, and after that we are going to visit a waterfall by canoe! Sounds good, right?" Polly made it sound quite exciting.

I chatted to the girls for a while, and they were really nice. The rest of the day was actually fun! The forest was beautiful, and although I wasn't very good at building a tree house, I really enjoyed canoeing by the waterfall. Most of the other people were cool, although a few of the boys were always trying to show off.

**VOCABULARY:** \*face one's fears – sich seinen Ängsten stellen;  
gate – Gatter, Tor



One of them called Bob climbed up to the top of the waterfall and jumped into the lake! He was fine, he swam around for a while and then got out. But the guides were absolutely furious! They said that we have to follow the rules or go home.

That evening after dinner, we sat around the campfire in the middle of the forest and toasted marshmallows. And that's when things went strange.

One of the older guides, a man called Peter, stood up. It was very dark and cold in the forest now, and the only sound came from the fire. His face looked very scary in the light from the flames.

"Listen carefully. I want to tell you a story. Once upon a time there was a young shepherd boy\* who lived in this forest. Every day, he let the sheep go where they wanted! His father told him a hundred times, 'you have to watch the sheep.' The boy didn't care. He wanted to swim and climb trees and play.



One day, the boy climbed to the top of the waterfall. He wasn't afraid. He jumped down into the lake! And ... he never came out again. They say that at night you can hear him ... water dripping from his little hands and feet ... drip ... drip ... drip. And sometimes he comes up behind you and puts his wet hands on your face.



Everyone was very quiet. We all listened to the story. What we didn't know was that all the other guides were standing behind us! They had white makeup on their faces and then they suddenly reached around and put their cold wet hands on our faces!! Everyone

cried! Especially Bob – the boy who jumped into the waterfall. He ran straight back to his tent! After a while, we all laughed. It was a pretty clever trick. And after that, everyone followed the rules.

*The Forest of Fear* was a pretty cool adventure. Believe it or not, my dad was right!



**VOCABULARY:**

\*shepherd boy – Hirtenjunge

**8 How many of these tasks can you do?**

- 1 Dana thought it was a good idea to go to the camp. T / F
- 2 Dana's dad had adventures in the camps when he was a child. T / F
- 3 Dana had wanted to try all of the activities. T / F
- 4 First thing in the morning, Dana and the others
  - went swimming.
  - built a tree house.
  - went canoeing.
- 5 Dana was
  - happy with Bob.
  - angry with Bob.
  - confused by Bob.
- 6 The shepherd boy loved to
  - play with sheep.
  - listen to his father.
  - play in the forest.
- 7 What did the other guides do? .....
- 8 What did Bob do at the end of the story? .....
- 9 Why did Peter tell the story? .....

2/14+15



**9 Check your answers with a partner. Then listen to the story.**



## WRITING

**10** Samantha is at a youth camp. Read her email to her mum. Which paragraph (1, 2 or 3) talks about:

- a  what she did yesterday?
- b  the rules at the camp?
- c  all the different things you can do at the camp?

## 11 CHOICES

**A** Imagine you are at the same youth camp as Samantha. Write an email to a friend (30–40 words). Write about:

- what sports you can do
- what sport you played yesterday

**B** Imagine you are at a different youth camp. Write an email to your parents (100–120 words). Write about:

- what the camp is like
- how you like it there
- what you can do there
- the rules at the camp
- what you did yesterday
- what you are going to do tomorrow
- what you like best
- what you don't like

FROM: sam06@hello.uk  
SUBJECT: Youth camp

Hi Mum,


1 The camp is really great! There are lots of things to do here like football, volleyball, for example. We can go horse riding too. We can go swimming in the river – it's fantastic. We never go home.

2 Yesterday I went on a great canoeing trip! We went down the river for 2 hours and then we had a picnic. Our guide, made a fire and we sang\* songs and played games.

3 Everything is great, but of course there are rules. We have to go to bed at ten. We have to help in the kitchen. We have to make our beds. But we don't have to wash up – that's good.

I hope you and Dad are well. See you soon.

Love,  
Samantha



**VOCABULARY:**  
\*sang – past form of sing (irregular verb)

## GRAMMAR



have to / don't have to

You **have to** wear a life jacket. | You **don't have to** wash up.



Complete the rules with **have to** or **don't have to**.

Mit 1..... sagst du, dass etwas **notwendig** ist.

Mit 2..... sagst du, dass etwas **nicht notwendig** ist.

You **have to** wear a helmet!



⏪ Now go back to page 48. Check  with a partner what you know / can do.



# THE STORY OF THE STONES 3

## The new girl

**1 Match the sentence halves to complete the summary of episode 2.**

- |                              |   |
|------------------------------|---|
| 1 The children tell Sunborn  | <input type="checkbox"/> Darkman is alive.        |
| 2 The children learn that    | <input type="checkbox"/> to the children.         |
| 3 Sunborn tells the children | <input type="checkbox"/> about their dreams.      |
| 4 Sunborn gives the stones   | <input type="checkbox"/> into animals.            |
| 5 The children morph         | <input type="checkbox"/> the story of the stones. |

**2 Look at the picture from episode 3 and say what you can see. What do you think happens in this episode?**



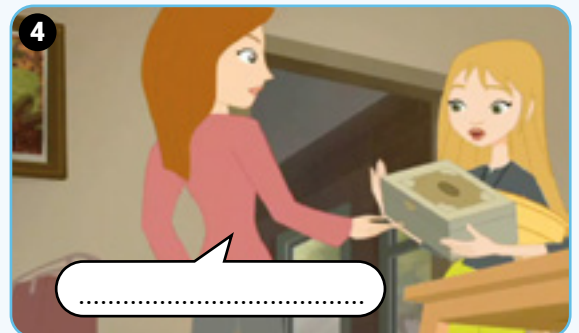
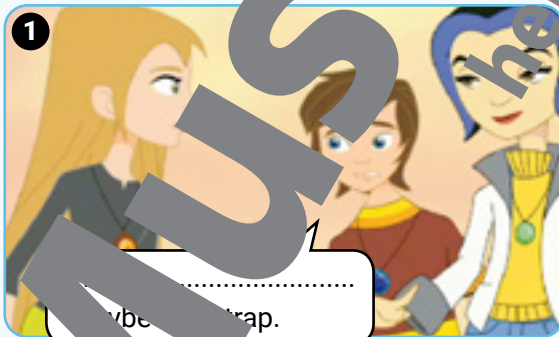
**3 Watch episode 3 and put the sentences in order to tell the story.**

- The children hear a cry for help.
- The children talk about their dreams.
- The children learn the new girl's name is Gillian.
- The tiger rescues the girl.
- Emma morphs and jumps in the water.
- Daniel thinks it's a trap.

### EVERYDAY ENGLISH

**4 Watch episode 3 again. Match the sentences with the expressions.**

I'm off now.  
Too late ... !  
Poor you!  
Hang on.



# UNIT 7

## Plans for the weekend

At the end of unit 7 ...

### you know

- 8 phrases for activities
- how to use *going to* (negative)
- how to use *might / might not*

### you can

- understand and talk about (weekend) plans
- understand short messages, notes, posts and cards
- identify different text types
- write an invitation

## VOCABULARY Activities



- 1 Look at the pictures. What are these people's plans? Talk about them with your partner. Use the words in the box to help you.

watch a film    do the shopping    tidy (your) room    play basketball  
do (your) homework    stay at a friend's house    have a party    do nothing

A What's she going to do?

B Who's going to do her homework?



## LISTENING SPEAKING Talking about weekend plans

2/16



- 2 Listen to the audio and tick the correct boxes.

	Sharon	Nick	Chloe	Bill
have a party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
do nothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
do homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stay at a friend's place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3 CHOICES

2/17



**A** Read the dialogue and complete it with the phrases from the box. There is one phrase you don't need. Then listen and check. Act out the dialogue.

I'm going to watch TV. I'm going to do nothing. And your school project?

**Steve** What are your plans for the weekend?

**Luke** 1.....

**Steve** What about TV?

**Luke** I'm not going to watch TV. There's nothing good on.

**Steve** 2.....

**Luke** I'm not going to do any work this weekend.



**B** Work with a partner and complete the dialogue with your own ideas. Then act out the scene.

**A** Have you got any special plans for the weekend?

**B** Well, I'm going to watch films tomorrow night. Do you want to watch them with me?

**A** I'd love to\*, .....

**B** Oh, why not?

**A** I'm going to Jenny's party.

**B** .....

**VOCABULARY:** \*I'd love to ... – Ich würde gerne ...



**4** Find out about your partner's plans for this weekend.

**A** Are you going to play football?

**B** No, I'm not. I'm going to watch films. What about you?

### GRAMMAR CHANT I'm going to

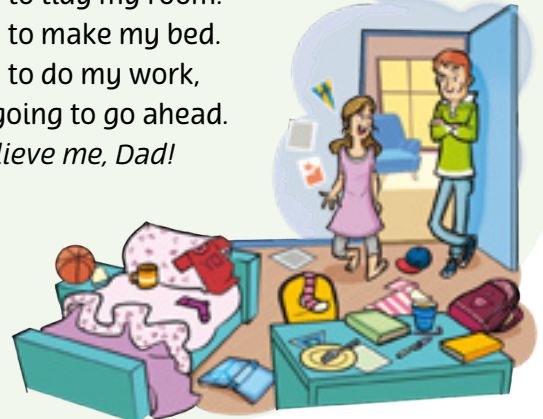
2/18



**5** A chant. Listen and repeat.

Hey, Dad! Listen to my plan.  
But I'm not going to tidy my room.  
I'm not going to make my bed.  
I'm not going to work for school.  
I'm not going to do it easy instead.  
Listen to me. That's fine, but ...  
I'm not going to cook for you.  
I'm not going to drive you around.  
I'm not going to buy you sweets.  
I'm not going to give you a pound.

Hey, listen Dad. That was only a joke. Honestly ...  
I am going to tidy my room.  
I am going to make my bed.  
I am going to do my work,  
I am now going to go ahead.  
Really! Believe me, Dad!



**SOUNDS RIGHT** *going to*

2/19



**6** When you hear someone say “gonna”, it is an informal way of saying “going to”. Listen and repeat.

I'm going to write a letter,

And the letter's going to tell you

I'm going to put it in the post.

that I love you the most.

**READING** Understanding messages, notes, posts and cards

**7** Look at the mixed-up messages. Match them with the type of communication in the box. Write letters A-I.

text messages <input type="checkbox"/>	note <input type="checkbox"/>	social media post <input type="checkbox"/>
email <input type="checkbox"/>	invitation <input type="checkbox"/>	group chat <input type="checkbox"/>

**A**

I've just come home. We had a great Sunday out. We, that's Mum, Dad, me and my sister Mia. We went to Brighton to see Grandma. Mia and I climbed a tree – see the photo! She's cool. I really like my sister.

Like Comment

**B**

along to see Grandma on Sunday

😞 No way! We're all going to visit Grandma, and you're not going with us. You've got another day to do your work for school. No excuses, please.

Mum

**C**

Hi, Zoe. There was a phone call from Mia. She's not feeling well. She's not going to come over today. Dad

**D**

😊 Hey Mum. I'm sorry. I've got a lot of work for school this week. I need to come along to see Grandma on Sunday.

Mia

**E**

Hi Mia, I saw the photos your brother posted online. I can see you had a lot of fun. But why did you tell me you're ill? Zoe

**F**

FROM: mia\_hd@hello.co.uk

SUBJECT: party

Hello Zoe, thank you for your invitation for Sunday. Great! My parents and my brother Lucas are going to visit Grandma. I'm not going with them. I'll tell them I've got a lot of work for school. LOL! Mia

**G**

😞 OK, I understand. I'm going to join you all, of course.

Mia

**H**

Hi there, I really, really, really wanted to see you today, Zoe. Then my mum said no. I felt ashamed and didn't want to tell you I had to go with them. It was a big mistake! Sorry for telling you a lie. Can we meet up tomorrow after school? Mia

**I**

Dear Mia,  
Come to my birthday party next Sunday.  
Time: 10 a.m. – 6 p.m.  
Place: 7, Station Road  
Love, Zoe



**8** Read the messages in **7** again. Tick the correct answer.

- 1 What does Mia say in her email to Zoe about Sunday?
- She's going to visit her grandma with her family.
  - She's going to climb a tree with her brother.
  - She isn't going to visit her grandma with her family.
- 2 What message does Mia give Zoe's dad?
- She's going to come over to Zoe's place two hours later.
  - She isn't feeling well and isn't going to come over to Zoe's place.
  - She isn't feeling well, but she's going to come over anyway.
- 3 What does Zoe see on Mia's brother's social media page?
- A photo of Mia's family and their grandma.
  - A photo of Lucas and his grandma.
  - A photo of Lucas and Mia.
- 4 How does Mia feel when Zoe finds out what she did?
- She's sorry she didn't tell Zoe the truth.
  - She's very angry with herself.
  - She's angry with Lucas because he posted the photo.

**9** Read the messages again. In what order do they come? Write the letters A-I in the correct order.

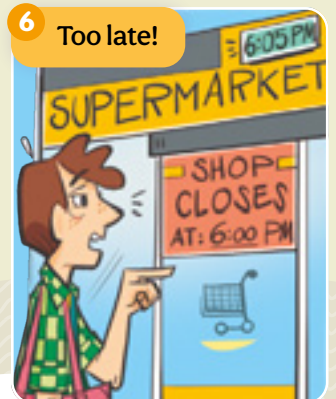
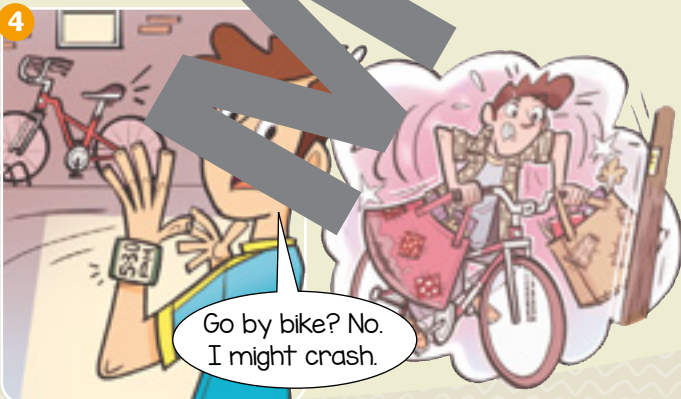
- 1  I    2     3     4     5     6     7     8     9

**READING**

**10** Read the story.

**William, the worrier**

**1** William is going to do the shopping. He is worried. William is always worried.



**11 Here are some more of William's worries. Match the sentence halves.**

- |   |  |
|---|--|
| 1 I don't want to go to the beach –               | <input type="checkbox"/> I might break my leg.         |
| 2 I don't want to go skiing –                     | <input type="checkbox"/> I might not get it right.     |
| 3 I'm going to study tonight –                    | <input type="checkbox"/> I might fall off.             |
| 4 I don't want to go near that dog –              | <input type="checkbox"/> it might be poisonous*.       |
| 5 I don't want to answer the teacher's question – | <input type="checkbox"/> the sun might be too hot.     |
| 6 I don't want to ride your bike –                | <input type="checkbox"/> I might get into trouble.     |
| 7 I'm not going to eat that –                     | <input type="checkbox"/> we might not see it tomorrow. |
| 8 I'm not going to go trick-or-treating –         | <input type="checkbox"/> it might bite.                |

**VOCABULARY:** \*poisonous – giftig

**12 Work in pairs. Take turns to test your partner.**

A Why doesn't William want to go to the beach?  
 B Because the sun might be too hot.

A That's right.

**WRITING**


**13 CHOICES**

**A** Read Jill's invitation to her birthday party. Imagine it's your birthday next week. Invite a friend (30–40 words). Write about:

- why there is a party
- when and where it is
- what there is going to be at the party

### Party invitation

It's my birthday on Friday and I'm going to have a party on Saturday at my place. There's going to be lots of food and drink and there's going to be a DJ, too. It's going to be great. The party starts at 6 p.m. Don't be late. See you on Saturday, Jill



**B** Imagine there is going to be a fancy dress party at your school. Draw a mind map first – see the example below. Then use your ideas to write an invitation to a friend (60–70 words).



14 In pairs, decide which of these are good to write in a birthday card.

- Have a great day.  With best wishes and lots of love.  
 Hope you like the present.  Birthdays – they're nothing special.  
 You're old!

15 Think of a friend and write your own birthday message in the card.



## GRAMMAR

### ▶ going to (negative)

Du verwendest *going to*, wenn du etwas planen oder beabsichtigst, etwas zu tun. Beim Verb *go* verwendest du normalerweise *am going to*. Also: *I'm going to a party*.

So bildest du die Verneinung *not going to*:

Verneinung von *be + going to* = *am not going to* (Form des Verbs)

- I'm not going to play tennis tomorrow.*  
*You aren't going to like the film.*  
*He/She isn't going to do his homework.*  
*It isn't going to rain this afternoon.*  
*We aren't going to do any homework.*  
*They aren't going to play football on Sunday.*



### ▶ might/might not

Wenn du sagen willst, dass etwas möglicherweise (nicht) eintreten wird, verwendest du:

*might/might not* (Form des Verbs)

- I might forget something.*  
*I might not get it right.*  
*The bags might break.*



◀ Now go back to page 54. Check  with a partner what you know / can do.

# THE TWINS 3



## At the cinema

### Developing speaking competencies

#### Language function

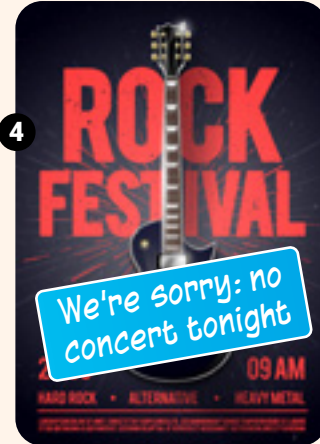
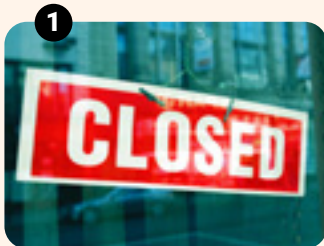
- I can buy a cinema ticket (*Kinokarten kaufen*)

#### Speaking strategy

- I can express disappointment (*Enttäuschung ausdrücken*)

### VOCABULARY Problems

- 1 Read what these signs say. How would you say them in German?



2/20



- 2 Watch or listen to the dialogue. Then read it. What's the problem for Lucy and Leo?

**Leo** Two tickets for the 5 o'clock showing of *They Came From Mars*, please.

**Assistant** I'm sorry. It's sold out.

**Leo** What a shame!

**Lucy** What time is the next showing, please?

**Assistant** It's not until 7.30. However, there's a showing at 5.00, but it's in 3D.

**Lucy** What film is that?

**Assistant** It's the same film: *They Came From Mars*.

**Leo** That's great!

**Assistant** But it's in 3D, so it's more expensive.

**Lucy** That's a pity.

**Leo** Lucy! Are you crazy? It's in 3D! Let's go.



**Lucy** Oh, OK. Two tickets, please.

**Assistant** Where would you like to sit?

**Lucy** Just a moment. Er ... row 12, please.

- 3 Read the sentences and correct them.

- 1 There is only one ticket for the 5 o'clock showing of *They Came From Mars*.
- 2 The showing at 7.30 is more expensive than the showing at 5 o'clock.
- 3 Leo doesn't like 3D films very much.
- 4 Lucy doesn't think it's a problem that the 3D showing is more expensive.
- 5 The twins don't buy tickets for the 3D showing.



## USEFUL PHRASES Buying a cinema ticket

### 4 Who says what? Write C (Customer) or A (Assistant).

- 1 I'm sorry. It's sold out.
- 2 Two tickets for the ... o'clock showing of ..., please.
- 3 What time is the next showing, please?
- 4 It's not until 7.30.
- 5 There's a showing at 5.30, but it's in 3D, so it's more expensive.
- 6 Where would you like to sit?
- 7 Row 12, please.

### ? What do you think? Answer the questions.

- What do they do until the film begins?
- Does the film start on time?

## MOBILE HOMEWORK

Watch part 2 of the video. Use the verbs from the box in the correct form and information from part 2 to complete the sentences.

have got buy begin win notice want

- 1 Lucy and Leo ..... until the film .....
- 2 First they ..... a hot dog.
- 3 Leo ..... play ..... on the mobile.
- 4 Leo ..... game and he is very .....
- 5 Lucy suddenly ..... started 15 minutes before.

## SPEAKING STRATEGY Expressing disappointment

### 5 Complete. Then check the dialogue in 2.

- 1 **Assistant** I'm sorry. It's sold out.      2 **Assistant** It's in 3D, so it's more expensive.  
**Leo** ..... shame.      **Lucy** ..... pity.

### 6 CHALLENGES

**A** Work in pairs. A mentions a problem (from 1). B reacts and shows disappointment.

A The shop's closed.

B What a pity.

**B** **ROLE PLAY:** Look at the situations from 1. Choose one. Work in pairs and extend it into a longer dialogue. Take 2 or 3 minutes to practise it. Don't write it down. Act it out in class.

## At the end of unit 8 ...

### you know

- 6 words for things in space
- how to use the past simple (revision)
- how to use past time markers

### you can

- understand a science fiction story
- discuss and present an ending to a story
- write a story in the past
- understand a factual text and talk about it
- understand and take notes from a service
- write an ending to a story

## VOCABULARY Science fiction

### 1 Match the words and the pictures.

- spaceship    commander    alien    satellite    planet    space centre



## READING & SPEAKING

### 2 a Read the story quickly and answer the questions.

- 1 Who is Benson?
- 2 Why was he with the Aliens?

### b Read the story again.

Commander Patrick Benson from Spaceship X9 was in the cabin. His first officer Tanika always worked with him. "Commander Benson, we've got a problem. Half an hour ago we heard some strange noise coming from the top of our spaceship." "Did you talk to Chief from technology?" Benson asked. "Yes, but he says he can't repair it from the inside. Somebody must go outside. It's really dangerous. Shall I do it?" "No," Benson replied, "I am the commander. Let me do it."

Benson connected a cable to his spacesuit. Then he left the spaceship and started work. It took a long time. He finished the job and started to go back inside, but suddenly the cable broke. Benson was lost in space. "So this is how I die," he thought. Then everything went black.

Ten hours later, Benson woke up. An alien was next to him and asked "Trkellan don?" "What?" Benson said. The alien gave him a little machine. It helped him to understand the language.





“Who are you?” the alien asked. Benson told him or her or it about his spaceship and about Earth. “We know there is a planet called Earth,” the alien said. “Good to have you as a visitor. Welcome Earthling\*. I’m Troin.”

“Visitor?” Benson thought. “How did I get here?”

“We found you in space. And we took you into our ship. We are travellers from the planet Arconia. We would like to study you.”

“Study me?” Benson asked. “Yes, we want to know more about you and Earthlings.”

What could Benson do? He stayed with the Arconians for many, many *haktrony* (Arconian for ‘days’).

One day, after many years, Troin told him, “We’re taking you back to Earth. We know all about Earthlings now. One day, we’re going to come over Earth.”

So they took Commander Benson back to Earth, to the middle of the Earth’s capital city. Benson looked around and saw a huge statue. He went closer and looked at the statue. There was an inscription\*.

It said:

**TO COMMANDER PATRICK BENSON, HERO OF SPACE**

The statue was of him.

The next day Benson went to the Space Centre on Earth. He learned that the statue was more than 100 years old. Benson couldn’t believe it. He still looked exactly the same.

He talked to the boss of the Space Centre. “I’m Benson, remember?” “There are aliens who want to take over the Earth.”

The boss of the Space Centre phoned the hospital. “There’s a man here who is very confused. He needs some help.”

Nobody believed Benson. But he knew the truth. But what could he do? He just watched and waited.



**VOCABULARY:** \*Earthling – Erdenbewohner/in; inscription – Aufschrift, Inschrift

**3 How many of these tasks do you do?**

- 1 There was a problem with the spaceship. T / F
- 2 Commander Benson sent his first officer to repair the spaceship. T / F
- 3 The cable to the engine Benson broke. T / F
- 4 Who woke up, .....
- 5 To understand the alien language, Benson used .....
- 6 The Arconians wanted to .....
- 7 Why did they take Benson back to Earth? .....
- 8 What did Benson see first on Earth? .....
- 9 Why do you think they didn't believe Benson? .....

2/21+22



**4 Check your answers with a partner. Then listen to the story.**



**5 Get together in groups and think of an ending to the story. Then tell the end of the story to the class. Use the past simple.**

**SOUNDS RIGHT** /ɪd/ /d/ /t/

2/23



**6** Which is the odd one out? Listen and check.

- 1 arrived / landed / planned    2 looked / started / barked    3 asked / walked / visited

**WRITING**

**7** Complete the sentences. Use the verbs in the box in the past simple.

see pick go ~~be~~ hear put see turn

**They never saw him again!**

- 1 James ..... was ..... alone in a town.
- 2 He ..... a strange noise.
- 3 He ..... round.
- 4 He ..... a gold key on the ground.
- 5 He ..... it up.
- 6 He ..... a green light in a window.
- 7 He ..... the key in the door of the house.
- 8 He ..... into the house.



**8** Look at the pictures again. Then write the story.

- Sentence 1: One day, ...    Sentence 2: Finally ...    Sentence 7: Then ...  
 Sentence 2: Suddenly, ...    Sentence 6: After a few minutes, ...    Sentence 8: Finally, ...

**A SONG 4 U**

2/24+25



**9** Listen and sing.

**Hero of space**



Commander Benson's our hero.  
 He saved us all, but you must know.  
 He saved us and got lost in space.  
 Hero of the human race. (x2)  
 Earth Control to spaceship 9 -  
 Commander Benson, are you fine?  
 Commander Benson, let us know.  
 How's your day, how does it go?  
 Spaceship 9 to Earth Control.  
 In our spaceship there's a hole.  
 Benson went out to repair.  
 Now suddenly he's not there.

Commander Benson's our hero ...  
 And the ship, is it OK?  
 Yes, 'cause Benson saved the day.  
 Yes, 'cause Benson saved the crew.  
 Now he's gone, what can we do?  
 Spaceship 9, what can we say?  
 This really is a dreadful day.  
 Let's build a statue for this man.  
 Can we do it? Yes, we can!  
 Commander Benson's our hero ...



10 Read the text and match the sentence halves.

# UFOs ARE THEY REALLY OUT THERE?

There are people who believe in UFOs, ufologists, and there are people who don't. There are thousands of photos of unidentified flying objects (UFOs). Many of them are nothing but clouds or balloons and aeroplanes. And some are just mistakes. Here is one of the most famous UFO photographs and the story behind it:

On May 11<sup>th</sup>, 1950, Evelyn Trent was in the garden of her farm in McMinnville, Oregon. On her way back to the house, she saw a metallic disk flying in the sky in the same direction. She called out to her husband. He quickly got a camera and took a picture of the disk.



Even today, ufologists believe that this photo shows a UFO; other people say it's just a hoax, a trick to fool people. The Trents died many years ago, so we will never know the truth from them. In 2013, there was a big investigation into the photograph. Scientists used the most modern technology to study the photo, but the experts still can't decide if it was real or not.

- |                 |                          |   |
|-----------------|--------------------------|---|
| 1. Evelyn Trent | <input type="checkbox"/> | thought she saw a UFO in the back garden. |
| 2. Evelyn Trent | <input type="checkbox"/> | and George are no longer alive.           |
| 3. Evelyn Trent | <input type="checkbox"/> | studied the photo in 2013.                |
| 4. The Trents   | <input type="checkbox"/> | believe in UFOs.                          |
| 5. Scientists   | <input type="checkbox"/> | took a photo of the "UFO".                |

2/26



11 Listen to an interview with ufologist Paul Brady and George Brendel, who does not believe in UFOs. Take notes to answer the questions below.

1. Why do you think people believe aliens are doing this?  
.....
2. Why do you think they are doing this?  
.....
3. What does George think about his ideas?  
.....



12 Here are two endings for the story in 7. Choose the one you like best and say why.

**ENDING 1**

James went into the house. He saw a chair and he sat down. It was very comfortable! Then he found a button on the floor, near the chair. "What's this?" he said, and he pushed the button. The chair started to go round and round very quickly, but after a minute, it stopped. James went out of the house. He was in the year 2090!

**ENDING 2**

James went into the house. He saw a chair and he sat down. It was very comfortable! He went to sleep. Five hours later, James woke up. In front of him were two strange people with big eyes. "Why are you here?" said one of the people. "You shouldn't be here! Now we have to take you to our planet."

13 Write another ending.

GRAMMAR

Past simple (revision)

Bei regelmäßigen Verben bildest du das **Past simple**, indem du **-ed** anhängst:

| open – open**ed** | laugh – laugh**ed** | look – look**ed**

Es gibt auch viele unregelmäßige Verben:

be – <b>was/were</b>	see – <b>saw</b>	sing – <b>sang</b>
take – <b>took</b>	wake up – <b>woke</b>	buy – <b>bought</b>
come – <b>came</b>	break – <b>broke</b>	win – <b>won</b>
go – <b>went</b>	can – <b>could</b>	lose – <b>lost</b>
run – <b>ran</b>	know – <b>knew</b>	

Die Verneinung bildest du mit **didn't** + Verb:

| They **didn't** believe her.  
| She **didn't** take any photographs.

Was/were verneinst du mit **wasn't/weren't**.



Mr Brown didn't look before he opened the door.

Past simple (revision)

So kannst du auch sagen, wann sich etwas in der Vergangenheit ereignet hat:

| **At 9 o'clock**, we heard some funny noises.  
| **Every day**, the sky went black.  
| **The day before**, Benson went to the old Space Centre.  
| **After a minute**, the chair stopped.

| **Finally**, they took him back to Earth.  
| **One day**, James was alone in a town.  
| **In 2013**, there was a big investigation.  
| **Last night**, a spaceship landed in our garden.

Now go back to page 62. Check  with a partner what you know / can do.

# THE STORY OF THE STONES 4



## You can run, but you can't hide

### 1 Answer the questions about episode 3. Tick the right answers.

- 1 Where were the children?  on the beach  by a river  by a lake
- 2 Who jumped in the water?  the eagle  the rat  the tiger
- 3 What is the new girl's name?  Lillian  Emma  Debbie
- 4 Why was she in the water?  to save a dog  to save a cat  to save a rabbit

### 2 Complete the summary of episode 3 with Gillian, Emma, Sunborn or Darkman.

1..... goes to Emma's house and gives the children a box of chocolates. Gillian tells them that she met a strange man. The children are worried it was probably 2..... . He wanted to know about the kids. Before she leaves, Sunborn gives them a box that 3..... gave to her. 4..... opens the box. A gas escapes. She and 5..... are unconscious\*. 6..... returns and saves them. 7..... tells her about the morphing powers.

#### VOCABULARY:

\*unconscious – bewusstlos



### 3 Watch episode 4 and match the questions with the answers.

- 1 Why did Emma tell Gillian about the morphing powers?  Because he wants the stones.
- 2 Why does Sunborn want to give Emma morphing powers?  Because she can help them make a stronger team.
- 3 Why does Gillian want them to close the door quickly?  Because she doesn't like fighting.
- 4 Why doesn't Gillian want to join the team?  Because Darkman is after her.
- 5 Why does Darkman break into the house?  Because she saw the eagle on the floor.

### EVERYDAY ENGLISH

In that case    One thing at a time

Calm down    Look

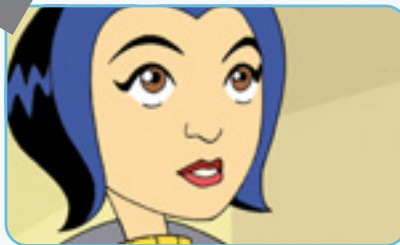


### 4 Watch episode 4 again and complete the sentences.



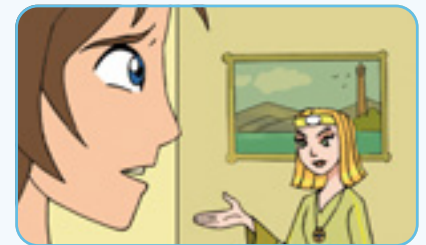
Gillian Please stand behind me. I know.

Emma I'm sorry, Gillian. You're safe here with us.



Sarah I'm sure..... – we know who this man is. His name's Darkman and he's after us.

Sunborn Sometimes I feel that Darkman is very close indeed.



Daniel I'm sorry, Sunborn. I think we should give Gillian morphing powers.

Sunborn I know, Daniel. First I have to meet her.

At the end of unit 9 ...

**you know**

- 19 food words
- how to use *some* and *any*
- how to use *one* and *ones*

**you can**

- order food in a restaurant
- talk about food
- understand a sketch
- understand a menu in a restaurant
- understand a simple recipe
- write a short text message
- write a story about a ...
- ...

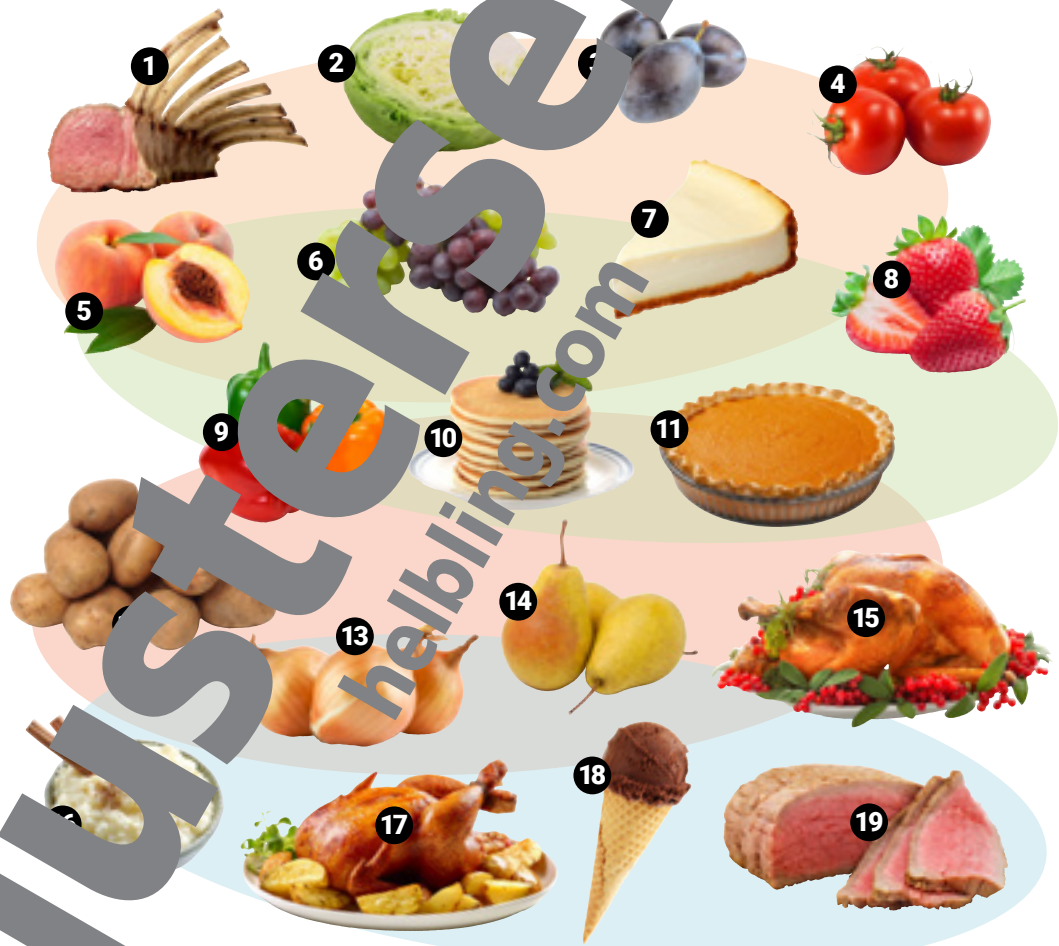
## VOCABULARY Food

3/1



**1** Listen and look at the pictures. Then write the numbers next to the words.

- pears
- beef
- chicken
- plums
- lamb
- rice pudding
- pumpkin pie
- peppers
- onions
- tomatoes
- (chocolate) ice cream
- cabbage
- cheesecake
- strawberries
- turkey
- pancakes
- peaches
- grapes
- potatoes



**2** Write the food words from **1** in the table below.

fruit	vegetables	meat	desserts



## LISTENING Talking about food

3/2



3 Listen and write the names of the people under the shopping baskets.

Henry  
Ella  
Jacob  
Laura



1 .....



2 .....



3 .....



4 .....

## READING & SPEAKING Ordering food in a restaurant

4 Write the words next to the pictures.

sausages  
cheese  
ham  
mushrooms  
olives

1 .....



4 .....

2 .....



3 .....



4 .....

5 Read the dialogue. Then write the names under the pizzas.

**Waiter** Are you ready to order?  
**Mr Hutton** Yes, we are.  
**Mrs Hutton** I'd like a pizza with ham, cheese and tomatoes.  
**Waiter** And to drink?  
**Mrs Hutton** Mineral water, please.  
**Mr Hutton** I'd like a pizza with ham, mushrooms and green peppers. And an orange juice, please.  
**Ben** For me a pizza with ham, sausage and cheese.  
**Waiter** And to drink?  
**Ben** A cola, please.  
**Vicky** And for me a pizza with mushrooms, tomatoes and sausages.  
**Waiter** And to drink?  
**Vicky** An apple juice, please.



1 .....



2 .....



3 .....



4 .....

3/3



6 Listen to the dialogue and act it out.

# TIME FOR A SKETCH The worst waiter

3/4+5



7 Read and listen to the sketch. Tick the food the man and woman order from the menu.



## Scene 2

**Waiter** Here you are, madam.  
**Woman** Thank you.  
**Waiter** Let me open the juice.  
*He opens the juice with a loud 'bang', the juice splashes.*



**Man** Oh dear. The juice is going everywhere.  
**Waiter** I'm sorry. Let me pour it for you.  
**Man** Thank you, Tom. But those are the glasses for the water. These are the ones for the apple juice.  
**Waiter** My mistake. I'm sorry. I'll get some new glasses for you.

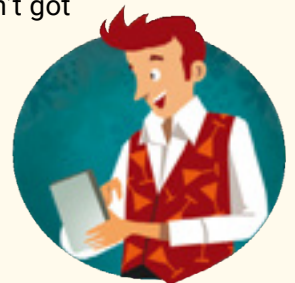
## Scene 1



**Waiter** Good evening. My name is Tom and I'm your waiter this evening.  
**Woman** Hello, Tom. My name is Laura and this is my husband, Daniel. Tom, could we get the menu, please? We're very hungry.  
**Waiter** Certainly. Can I get you any drinks?  
**Man** Could we have some water, please?  
**Woman** And have you got any sparkling apple juice?  
**Waiter** Yes, we have. Water, apple juice and the menu coming straightaway.

## Scene 3

**Waiter** Are you ready to order?  
**Woman** Onion soup for starters, please.  
**Man** And tomato soup for me.  
**Woman** And then lamb chops for the main course and cheesecake for dessert.  
**Man** And for me, the beef and then pancakes.  
**Waiter** I'm sorry. We haven't got any pancakes left.  
**Man** OK, how about the pumpkin pie?  
**Waiter** Good choice.  
*He walks away backwards and into a chair behind him.*  
**Waiter** Ouch!  
**Woman** Careful, Tom.



## Scene 4

- Waiter** Here you are. The tomato soup for you and the onion soup for your husband.
- Man** Smells delicious.
- Woman** There's just one problem, Tom.
- Waiter** What is it?
- Woman** My soup is the onion. The tomato is for my husband.
- Waiter** I'm so sorry.

## Scene 5

- Waiter** Here come the main courses. Beef for you, sir.
- Man** That's right.
- Waiter** And the lamb for you.
- Woman** That's right. Well done, Tom.

*As he puts the plate down for the woman, a potato rolls off onto the table.*

- Waiter** Whoops.
- Woman** No problem.

*The potato rolls onto the woman's legs.*



- Waiter** I'm so sorry.
- Woman** Don't worry, Tom. I've

## Scene 6

- Waiter** Here are your desserts.
- He puts the plates down.*

- Waiter** Don't say anything. I've got it wrong again.
- Woman** You certainly



## Scene 7

- Waiter** I hope you enjoyed your meal and sorry again about the accidents.

- Man** Don't worry about it. The meal was fine and the accidents were funny.

- Waiter** You're not really a very good waiter. I want to be an actor\*, but I need the money.

- Man** An actor? Well this might just be your lucky day.

- Waiter** Why?

- Woman** Because I make films and I think you might be perfect for the one we're going to make soon.

- Waiter** A film? Really?

- Woman** Yes, really. Come and see me tomorrow at 9 a.m.

- Waiter** Here's my card with the address.

- Waiter** I'll be there.

- Woman** Oh and Tom.

- Tom** What?

- Woman** I hope you're a better actor than you are a waiter.



**VOCABULARY:** \*actor – Schauspieler

### 8 How many of these can you do?

- 1 The waiter's name is .....
- 2 The man gets some .....
- 3 The waiter pours the apple juice in the ..... glasses.
- 4 The man and woman both order soup for starters. T / F
- 5 Tom walks into a table when he leaves. T / F
- 6 Tom gives the onion soup to the woman. T / F
- 7 What goes wrong when the waiter gives the woman her main course?
- 8 What goes wrong when the waiter gives them their dessert?
- 9 Why is it Tom's lucky day?



## READING & WRITING

- 9 Read and match the restaurants and the pictures.

# The world's most wonderful restaurants

## 1 Hajime Robot Restaurant in Thailand

In this restaurant robots do everything. They take you to your table and serve you food. In the kitchen, robot chefs cook the food, and after dinner the robots dance to entertain the guests. There are a few humans too, just to make sure nothing goes wrong.

## 2 Spaque in Los Angeles

In Spaque no one can see what they are eating because the restaurant is completely dark. Many of the customers believe that food tastes better when you can't see what you are eating. The waiters wear special glasses so they can serve the customers.

## 3 The restaurant in the sky

This is an idea that you can find in several cities in Europe and the USA. A crane holds a restaurant more than 50 m above the ground. There is room for 100 guests, two waiters and a chef. Just don't look down.

## 4 Ithaa Underwater Restaurant in the Maldives

In this restaurant you can eat your food while fish swim all around you. The restaurant is nearly 5 m underwater in the middle of the Indian Ocean. The glass walls mean you can see wonderful sea creatures while you enjoy some of the best food from the sea.

- 10 Read the text messages. Write the restaurant name next to these pictures.

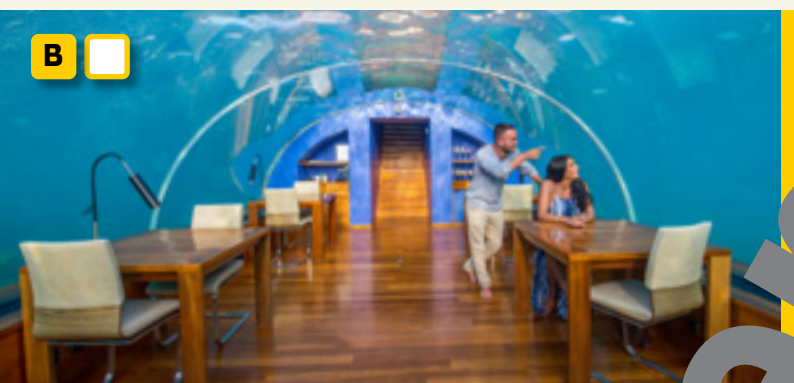
A I dropped my phone. I can't find it.

B I think I just saw a shark!

C The waiter doesn't understand anything I say. It's crazy.

D I can see my house from here.

- 11 Imagine you are at one of these restaurants. Write a short text message to one of your friends.





## A SONG 4 U

3/6+7



### 12 Listen and sing.

## My dream

Last night I dreamed of chicken,  
of rice and cabbage stew.  
Last night I dreamed of pancakes,  
and then I dreamed of you.

*You served me cakes.  
You served me grapes.  
You served me pumpkin pie.  
You said to me,  
you said to me,  
you said to me: Please try.*



Last night I dreamed of strawberries,  
of grapes both green and blue.  
Last night I dreamed of the cream,  
and then I dreamed of you.

*You served me cakes.  
I tried and I tried and tried.  
I felt like a balloon.  
Then I woke up. You said to me:  
Come on, it's breakfast soon! (x2)*



## WRITING

### 13 CHOICES

Read these two stories about a visit to a pizza place. Underline the differences in the second text. Which text is more interesting to read, and why is it better?

1 Last Sunday, my dad and I went to a restaurant. We had tomato soup and a pizza. Suddenly, Dad stopped eating. There was something under the cheese. It was a coin\*. Dad called the waiter. The waiter was very sorry and Dad got another pizza.

Last Sunday, my dad and I went to a restaurant. We had tomato soup and a pizza. Suddenly, Dad stopped eating. What was the matter? I asked. "I don't know," Dad said. "There's something under the cheese." "Yes," I said, "your pizza is very funny," Dad said. Then he lifted the cheese. There was a coin under it! Dad called the waiter. "I'm so sorry," the waiter said. Dad got another pizza.

VOCABULARY: \*coin – Münze

**A** Look at the picture. Write a story about it (50–60 words). Use these words and phrases to help you.

On Saturday, Mum and I went to a ... with her ...  
Mrs Green had ..., Susan ... and James had ...  
Suddenly ... "Don't eat your ..., Mum! There's a ..."  
Mum called the ...



**B** Look at the picture. Write a story about it (100–100 words). Use dialogue to make it more interesting.



**14 Complete the sentences with *some* or *any*. Then listen and check.**

**Dad** Sue, are there <sup>1</sup>..... plums and peaches in the fridge?

**Sue** There are <sup>2</sup>..... plums, but there aren't <sup>3</sup>..... peaches. Are you making fruit salad?

**Dad** Yes. What have we got?

**Sue** There are <sup>4</sup>..... grapes and <sup>5</sup>..... pears.

**Dad** OK. Are there <sup>6</sup>..... strawberries?

**Sue** No, sorry, Dad. There aren't <sup>7</sup>.....

**GRAMMAR****some - any**

| I'll get **some** new glasses for you.

**Du verwendest in diesem Satz *some*, weil nicht angegeben wird, wie viele Gläser gebracht werden sollen.**

| Could we have **some** water, please?

**In diesem Satz sagst du *some*, weil von etwas gesprochen wird, das man nicht zählen muss (Wasser).**

| We haven't got **any** pancakes left.

**Hier verwendest du *any*, weil du ausdrücken willst, dass etwas nicht vorhanden ist.**

| Have you got **any** sparkling juice?

**In diesem Satz sagst du *any*, weil du wissen möchtest, ob noch etwas vorhanden übrig ist.**



**Read the questions. Write *some* or *any*.**

Have we got **any** beef?

Can I have **some** ice cream?

Mit <sup>1</sup>..... fragst du nach etwas, von dem du weißt, dass es vorhanden ist.

Mit <sup>2</sup>..... fragst du, ob etwas vorhanden ist.

**one - ones**

**Wenn du über gleiche Dinge sprichst, aber das Nomen nicht immer wiederholen möchtest, dann sagst du das Nomen durch *one* oder *ones* zu ersetzen.**

| Those are the **ones** for the water. These are the **ones** for the apple juice.

| I'd like the pizza with mushrooms, and for my friend the **one** with ham on it.



**Use *one* or *ones*.**

Du verwendest <sup>1</sup>....., wenn du ein Nomen im Singular nicht wiederholen willst.

Du verwendest <sup>2</sup>....., wenn du ein Nomen im Plural nicht wiederholen willst.



**Now go back to page 68. Check  with a partner what you know / can do.**

# OUR YOUNG WORLD 3

## Jamie's terrible restaurant trip



1 Watch the video. What did Jamie order for dessert?

2 Watch again and answer the questions.

- 1 Why did Jamie's family go to the restaurant? .....
- 2 What kind of restaurant did they go to? .....
- 3 What does Jamie's mum always do in restaurants? .....
- 4 What did Jamie's mum order for dessert? .....
- 5 What was wrong with Jamie's dessert? .....
- 6 What did the waiter do when Jamie complained? .....

### FIND OUT Consumer rights\*

3 Match the words and the definitions.

- |               |                          |  |
|---------------|--------------------------|--|
| 1 consumer    | <input type="checkbox"/> | to say when something is wrong                     |
| 2 refund      | <input type="checkbox"/> | to get your money back when something is not right |
| 3 to complain | <input type="checkbox"/> | someone who has a problem                          |

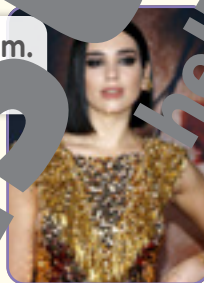
#### VOCABULARY:

\*consumer rights – Verbraucherrechte

### Our consumer world

4 In pairs, read the texts. Can you see people complain? What should they do?

“I downloaded the new Dua Lipa album. It's terrible. I want my money back.”



“My game console controller just stopped working after a week.”



“The hotel brochure said 'five minutes from the Eiffel Tower'. It took more than an hour to walk there.”



“I bought a new T-shirt. I've only worn it three times but I don't think I really like the colour.”



### CYBER PROJECT: A sketch on video

5 In pairs, choose one of these situations and write a sketch. Create a short video and present it to the class.

- Your new mobile phone doesn't work any more.
- Your pizza delivery is all wrong.
- You bought a computer game, but there was no disc inside.

# THE TWINS 4

## The pizza

### Developing speaking competencies

#### Language function

I can order food (*Essen bestellen*)

#### Speaking strategy

I can change my mind (*seine Meinung ändern*)

### VOCABULARY Pizza toppings

3/9



1 Match the food and the pictures. Listen and check.

pepperoni mushroom tomato cheese pineapple ham

1 .....



4 .....



2 .....



5 .....

3 .....



6 .....



3/10



2 Watch or listen to the dialogue. Then read it. What toppings from 1 do the family choose on their pizzas?

**Assistant** Hello, can I take your order?

**Dad** Pizzas for three, please?

**Leo** Yes, I'd like the ham and pineapple pizza.

**Lucy** I'd have the cheese and tomato one?

**Mum** and I'd like a pepperoni one.

**Dad** So that's one ham and pineapple, one cheese and tomato ... two pepperoni. Hang on. Er ... Make that one pepperoni and two cheese and tomato.

**Assistant** What would you like to drink?

**Dad** Four cokes, please. No, wait a second. Make that three cokes and a bottle of water.



**Assistant** Eat in or take away?

**Dad** Eat in.

**Assistant** OK, that's £24, please. If you'd like to take a seat, your food will be ready in ten minutes. Your order is 21.

**Dad** Thanks.



**3 Complete the waiter's order.**

Order number <sup>1</sup> .....	DRINKS
PIZZAS	3 x <sup>7</sup> .....
1 x <sup>2</sup> ..... and <sup>3</sup> .....	1 x <sup>8</sup> .....
1 x <sup>4</sup> .....	
2 x <sup>5</sup> ..... and <sup>6</sup> .....	Total £ <sup>9</sup> .....

**USEFUL PHRASES** Ordering food

**4 Read the sentences. Write C (Customer) or A (Assistant).**

- 1 Can I take your order?       3 Can I have a cheese and tomato one?   
 2 I'd like a ham and pineapple pizza.       4 Eat in or take away?

**? What do you think? Answer the questions.**

- Does everyone get what they ordered?

**MOBILE HOMEWORK**



Watch part 2 of the video and circle T (True) or F (False).

- 1 Mum falls in the pond.    T / F      3 Mum is scared on the London Eye.    T / F  
 2 Dad misses the bus.      T / F      4 Dad eats his pizza in six slices.    T / F

**SPEAKING STRATEGY** Changing your mind

**5 Complete. Then check with a partner.**

<b>Dad</b> So that's one ham and pineapple, one cheese and tomato and two pepperoni.	<b>Assistant</b> What would you like to drink?
<b>Dad</b> <sup>1</sup> H..... <sup>2</sup> W.....	<b>Dad</b> Four cokes, please. No, <sup>2</sup> w..... a s.....
<b>Dad</b> Er ... Make that one pepperoni and two cheese and tomato.	<b>Assistant</b> Make that three cokes and a bottle of water.

**6 CHOICE**



**A Work in pairs. Use the prompts.**

- A Order a pizza.      B Repeat the order.      →      A Change your mind.

A Can I have a pepperoni pizza, please?      B A pepperoni pizza.      A Hang on. I'd like a ham one.



**B ROLE PLAY: Work in fours.**

**Student A, B and C**  
 You are customers in a pizza restaurant. Order pizzas and drinks.

**Student D**

- Take the other students' order.
- Ask if it's eat in or take away.

# UNIT 10 Who's in your family?

At the end of unit 10 ...

## you know

- 9 family words
- 8 words for activities
- how to use *like + -ing*
- how to use *must / mustn't*

## you can

- understand a diary entry
- understand short interviews
- talk about things you like doing
- understand a text about different types of families
- talk about your family
- talk about activities at school/home
- write sentences about what people do (n't) do
- use a structure

## VOCABULARY Families

3/11



1 Listen and write the first names.

William Natasha Anthony  
Susan Fred Jo Lisa



2 Work in pairs. Write down the first names of people in your family (uncles, cousins, parents, etc.). Give the list to your partner. Your partner asks you who is who.

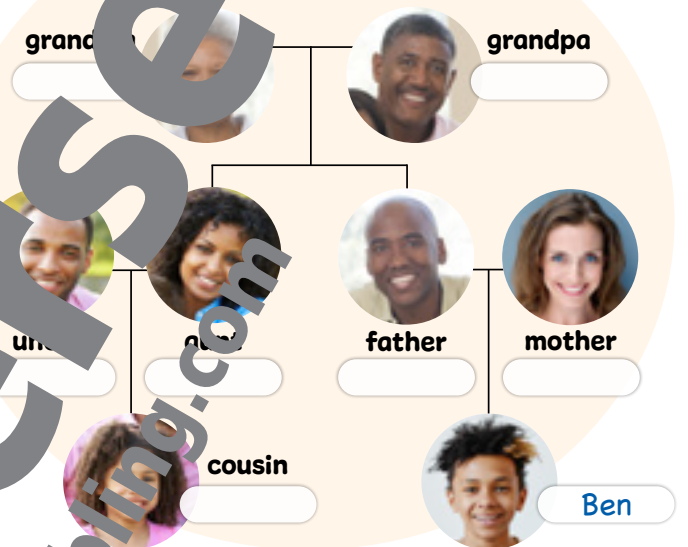
Who's Vera?

She's my aunt.

Who are Charlotte and Tina?

They're my cousins.

**Note** William is Anthony's son.  
Jo is Susan's daughter.



## READING

3 a Read Sophie's diary entry. What does she think about her grandpa?

b Read the text again and complete it with *because, and* or *but*.

Today I'm really proud of myself. We had a family get-together <sup>1</sup>..... that's when I get a bit difficult at times. That's why Mum says I stayed calm this time. Uncle Laurie and Auntie Millie arrived first. I really don't like them. Of course, they wanted a kiss from me, <sup>2</sup>..... as soon as they came up to me, I started to cough\*. "I'm so sorry, I got you sick." Laurie asked me all day if I was OK. I said, "I'm fine as long as others don't come too close. I know there's no danger they'll get the virus!" And then I heard him say to his wife, "She's so caring. I wish all the other grandmas and grandpas wouldn't say anything." My grandpa arrived next. He has a new girlfriend now <sup>3</sup>..... my grandma died a few years ago. His new girlfriend Caroline wears the weirdest\* hats. And she loves hearing compliments about them. Maybe it wasn't such a good idea when I said, "Your hat's so ugly!" She didn't look too happy. "Ugly" is a word my friends and I use to say that something looks super cool," I said. "Oh, really. That's sweet!" she answered. Grandpa is great. He couldn't stop smiling. I think we've got the same sense of humour\*, Grandpa and I.



**VOCABULARY:** \*cough – husten; weird – seltsam, schräg; sense of humour – Sinn für Humor

**4** Read the text in **3** again. Circle T (True) or F (False).

- 1 Sophie's mum thinks her daughter is always difficult. T / F
- 2 Sophie's aunt's name is Laurie. T / F
- 3 Grandpa's girlfriend likes compliments about her hats, but Sophie didn't give her one. T / F
- 4 Sophie thinks her grandpa hasn't got a good sense of humour. T / F

**LISTENING & SPEAKING** Talking about things you like doing

3/12



**5** Listen to the interviews with Joanna, Vicky and Jonathan. What did they learn to do?



Joanna (12)



Vicky (12)



Jonathan (13)

Joanna: .....

Vicky: .....

Jonathan: .....

**VOCA** **LARY:** \*stay keep calm – ruhig bleiben; decision – Entscheidung

3/12



**6** Listen again. Then answer the questions.

- 1 What does Joanna like cooking with? .....
- 2 What does she like doing with friends around the fire? .....
- 3 Why does Vicky think it's important to keep cool? .....
- 4 How does Vicky stay calm? .....
- 5 What did Jonathan try to do on their farm holidays at first? .....
- 6 What did he have to do when the farmer asked for some help? .....



**7** Work in pairs. What's the coolest thing you can do?

**VOCA** **LARY** Activities

3/13



**8** Listen and find out what things Natalie and Dylan like doing. Write N, D or B for both.

- making a fire     building things     reading     playing football
- using tools     climbing trees     going shopping     dancing



**9** Work in pairs. Tell your partner what you like doing. Look at **5** and **8**.



10 Quickly read through the text. Which of the children live in a house?

Who's in your FAMILY?



RICK

How many are you and where do you live?

Hi, I'm Rick and there are three people in my family. My mum, my brother and I. We live in a flat in

Saffron Walden in England.

What's your story?

My parents don't live together any more, but they are not divorced\*. My dad lives in Cambridge and he's got a new partner now. Cambridge is 30 miles from our town. My brother and I spend every other\* weekend with Dad. He's a travel agent\*. In the summer, we sometimes go on holidays together. I like spending time with my dad.

VOCABULARY: \*divorced – geschieden; every other – jede/r/s zweite; travel agent – Reisebüromitarbeiter/in



LUCAS

How many are you and where do you live?

We're a big family. There are my two sisters, Emma and Amelia. They're both older than me. I'm 12 and my name's Lucas. We live in an old farmhouse in Scotland with our parents and my grandparents. And we have a lovely dog, Rover.

What's your story?

My grandma says that when she was a girl, most families were bigger than today. I can't imagine living in a family with only one or two other people. What's most is when we're all together. I love sitting around the big table in our living room. After dinner on Saturday, we often come together. Sometimes, my grandpa and my grandma tell stories. I like listening to them talk.



LILY

How many are you and where do you live?

Our family is pretty small. It's my mum and my dad, our cat Leo and me, Lily. We live in a small house in York.

What's your story?

I think my mum and I have the best family in the world. She's my mum, of course, but she's also my best friend. I never call her Mum but always Claire. We do a lot of things together, and we have a lot of fun. Then we laugh a lot. And we often sit and talk. She's a great listener.

11 Read the text again. How many of these tasks can you do?

- 1 Rick lives with his mother and brother / dad.
- 2 Rick's parents are divorced / not together.
- 3 His dad and his new partner live in Cambridge / 30 miles from Cambridge.
- 4 Rover is ...
- 5 Lucas really likes ... when ...
- 6 Lily ...
- 7 Why is Lily's mum special?
- 8 Which of the three children do you think has the best life, and why?
- 9 How are Lily and Lucas. What's the same about them?

12 Check your answers with a partner.



13 Work in groups of three. Talk to your partners about your family. Talk about:

- their names and how they are related to you
- what you like best about each one
- what they do



**14 Put the dialogue in the correct order. Check it with a partner.**

- Dad** Yes, but you must be home by eight. You mustn't be late, Rory!
- Dad** No, you mustn't stay out so late. Let's say you must be home by 9.30.
- Dad** I don't care about the others.
- Rory** Dad, please. I just want to stay till ten.
- Rory** But Dad. That's not fair. All the others stay till ten.
- Rory** Great. Thanks, Dad.
- Rory** Dad, can I go?



3/14



**15 a Listen to the dialogue between Eric and his mum. Tick the things he mustn't do.**

- go into private files
- delete a file
- print out everything
- chat
- check social media

**b Listen again. Take notes to answer the questions.**

- 1 Why does Eric need his mum's laptop?
- 2 How does Eric react when his mum looks at photos and messages on his phone?
- 3 Why does his mum say he mustn't print things out?
- 4 How does Eric react when his mum tells him about the printing?
- 5 What does Eric say his mum mustn't do?
- 6 How does the conversation end?



**16 Read through these rules for teenagers at school in England in the 1950s. Work with a partner and rank them 1–7: 1 = least ridiculous, 7 = most ridiculous. Then compare your answers in class.**



- SCHOOL RULES**
- ..... Girls must wear skirts all the time.
  - ..... Boys mustn't wear jeans outside in public.
  - ..... Young people mustn't dance to rock'n'roll music.
  - ..... Young people must say "Please, may I have ..." . They mustn't say "I want ..." .
  - ..... When an adult comes into a room, a young person must stand up.
  - ..... Young people must always use Sir or Madam when talking to an adult.
  - ..... Young people mustn't eat using their fingers.

**VOCABULARY:** \*least ridiculous – am wenigsten lächerlich

**WRITE**

**17 Imagine a family living in space. Work in groups and write up rules for them.**

Example: *You mustn't feed the robots water or fruit. You must feed them oil and old batteries.*

**18 Read out your rules in class. Take notes and say which you think are the best.**

# GRAMMAR



## like + -ing

So sagst du, dass jemand etwas gerne macht:

I **like** reading.

She **likes** dancing.

She **doesn't like** going shopping.

I don't like ice skating.



Complete. Write in the right order **-ing / like / person**.

Bildung: 1 ..... + 2 ..... + 3 .....



## must / mustn't

Du verwendest **must**, um zu sagen, dass jemand etwas **muss**.

I You **must** be home by eight.

Achtung: **mustn't** bedeutet im Deutschen „nicht dürfen“ und nicht „nicht müssen“.

Bildung: Person + **mustn't (must not)** + Grund des Verbs

I You **mustn't** print things out.

I You **mustn't** be late. The film starts at 8!

You **mustn't** swim here.



**must** = 1 .....

**mustn't** = 2 .....

**doesn't/don't have to** = 3 .....ich!.....



Now go back to page 78. Check  with a partner what you know / can do.

# THE STORY OF THE STONES 5

## ▶ It's you!

1 How well do you remember episode 4? Circle T (True) or F (False).

- 1 Daniel thinks Darkman is trying to kill them. T / F
- 2 Darkman attacked Gillian on the beach. T / F
- 3 Gillian hit Darkman with her bag. T / F
- 4 Gillian doesn't want to join the team. T / F
- 5 Gillian is going to meet Sunborn. T / F

2 Look at the picture. Who do you think says:

- 1 Hello, Gillian. And welcome to the team.
- 2 Do you know where he is?
- 3 How about a wolf?
- 4 Isn't there a stone for me?
- 5 Darkman is very close.



▶ 3 Watch episode 5. Complete the sentences with the words in the box. There are some words you don't need.

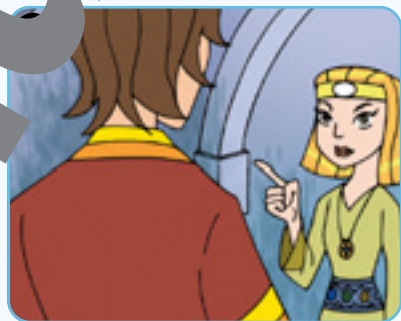
wolf snake Darkman kill  
Gillian Sunborn an alien  
Emma Daniel Darkman

- 1 Darkman is going to ..... the children.
- 2 Gillian wants to know a .....
- 3 Gillian ..... kills .....

### EVERYDAY ENGLISH

▶ 4 Watch episode 5 again. Complete the sentences.

hopefully it wasn't your fault for sure Not exactly



**Sunborn** Yes. Hello, Gillian. And welcome to the team. We're happy to have you, 1.....

**Daniel** Do you know where he is?

**Sunborn** 2....., but he's close.

**Emma** ... but you didn't know that we had brought him here.

**Sunborn** No, I didn't. But 3..... and you've helped me again.

**Sarah** And 4..... for the last time!



# UNIT 11 Homes

At the end of unit 11 ...

## you know

- 16 words for furniture inside a room
- how to form questions with *who* and *whose*
- how to use possessive pronouns
- how to use the possessive 's

## you can

- understand a text about different types of houses and homes
- understand a group interview
- talk about your bedroom
- talk about rooms and furniture
- talk and ask about possessions in your home
- write a text about the best room in your home

## READING

### 1 Read the text.

**W**e all know what a house is. It has a roof, walls, rooms, windows and doors. There might be a staircase. There might be a cellar underneath it or a garden around it. But not all houses are like this. Take a look around the world and see how different houses can be.

## Houses and Homes



Around twenty million Americans live in trailer homes. They usually keep them in special parks. They are like little villages. In the park the owners connect their trailers to electricity and water. Trailers are a cheap way of living in your own home and, if you get tired of one place, you can always move your home to another park.



This means that the only people who have movable houses. Traditionally the Mongolian people move their houses a lot. Their houses are "yurts". When there isn't enough grass for their sheep anymore, they take down their houses. They put the parts on the backs of their camels and horses. They then carry the parts to other places where there is enough food for their animals.

In some parts of the world, people live in houses that are not on the ground. For example, some people in South East Asia build their houses on stilts\*. They do this because their houses are near water. The stilts keep their homes high above the water and out of danger.

**VOCABULARY:** \*stilt – Pfahl



Other people actually live on the water. The Uros people live on Lake Titicaca in Peru. There are about two thousand of them on fifty floating islands of reeds. Reeds are long, strong grasses. They use the reeds to build their houses. When the Uros want to visit a neighbour, they move from island to island by boat.



Finally, in the jungle of Costa Rica some people live in tree houses. There is even a tree house hotel. There are wooden bridges between the houses so that people can visit their neighbours easily.



**2 How many of these tasks can you do?**

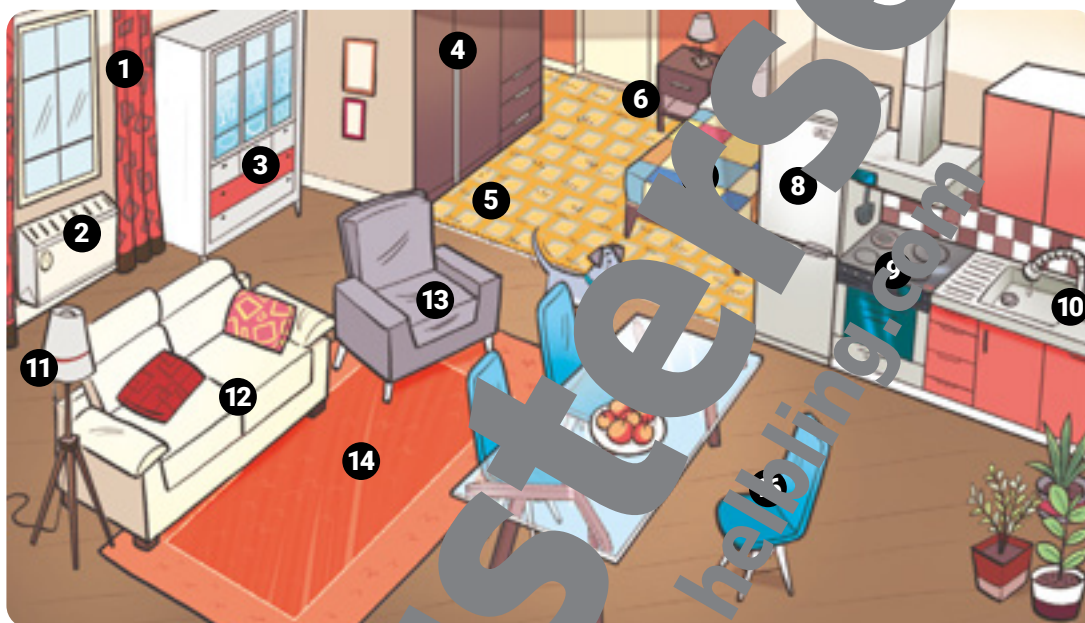
- 1 Trailer home parks are like little villages. T / F
- 2 Trailer homes cannot be moved to other parks. T / F
- 3 Only Mongolian people move their homes. T / F
- 4 Why do Mongolian people transport their homes? .....
- 5 How do they transport their homes? .....
- 6 Why do people build their houses on stilts? .....
- 7 The Uros people use .....
- 8 The Uros people visit .....
- 9 To visit your neighbours in a special hotel in Costa Rica, you .....

**VOCABULARY Inside a room**

3/15



**3 Listen and look at the picture. Then number the words.**



- wardrobe
- bed
- table
- chair
- fridge
- cooker
- bedside table
- armchair
- sink
- cupboard
- carpet
- rug
- radiator
- sofa
- curtains
- lamp



**4 Work in pairs. One of you asks the question. Test each other.**

What colour's the table?      It's ...  
 That's right. / No, it's ...

**SOUND RIGHT /ju:/ /ʊ/**

3/16



**5 Listen and repeat.**

New curtains for the window,  
new cupboards for my books.  
 A wardrobe for my clothes,  
 and how nice my bedroom looks!



## READING & SPEAKING Talking about your bedroom



- 6 Look at the results of the group interview. Work in pairs. Ask questions with *Who has got a ...?* and *Who hasn't got a ...?*

### What's in your bedroom?

	bed	computer	armchair	sofa	TV	ice cream machine
<b>Robert</b>	no	yes	no	yes	no	no
<b>Julia</b>	yes	no	yes	no	no	no
<b>Sean</b>	yes	yes	no	no	no	no

- 7 Read the text. Then answer the questions.

**Robert** Hey Julia! Hi Sean! OK, here are the results of the interview.

**Julia** Hi Robert, wow. Why don't you have a bed?

**Robert** I did have a bed. But it broke. Now I have a hammock!

**Sean** That's cool.

**Julia** Who broke your bed?

**Robert** Umm ... I broke my bed!

**Sean** Oh no!



**Sean** Well, I want a bed and a big TV.

**Julia** You have a big TV.

**Sean** I did, but someone took it.

**Robert** Who took your TV?

**Sean** Mum! She thinks I have too many

cars!



**Julia** So, what's the last one?

**Robert** I don't remember?

**Julia** That's the one thing we all want, but don't have!

**Julia** Oh! I remember! A fridge for food!

**Robert** No, that's not it. What we all want is ... an ice cream machine!

**Julia** Ha! Yes, that's even better.



1 Who does Robert sleep in?

.....

2 Who wants a TV?

.....

3 Who wants a fridge?

.....

4 Who wants an ice cream machine?

.....



- 8 Work in pairs. Talk about your perfect bedroom.

A What's in your perfect bedroom?

B In my perfect bedroom, there's a ... and ... What about you?

A In my perfect bedroom, there's a special machine! It does my homework!

B Wow! My special machine ...

## SPEAKING Talking about rooms and furniture

9 Work in pairs. Look at the plan of the house. Close your book. Say what's in each room.

In the living room, there's a television, and ...

In the kitchen, there are ...



## LISTENING & SPEAKING Talking / Asking about possessions

3/17



10 a Listen. Which room in 9 are the possessions in?

Conversation 1: ..... Conversation 3: .....

Conversation 2: ..... Conversation 4: .....

b Listen again and complete with the word in the box.

mine  
yours  
hers  
his  
whose  
ours  
theirs  
whose

**Mum** 1 ..... school bag is this?

**Mike** It's Joanna's.

**Mum** Well, it shouldn't be on the sofa. Take it to her room, please.

**Mike** Why me? It's ..... , not 3 .....

**Simon** I like your .....

**Nick** Thanks. I share ..... with my brother. This is my bed, and that's 4 .....

**Simon** Right. ..... laptop?

**Nick** ..... and no ..... mean, it's 5 .....

**Mum** ..... trainers are those? Are they 7 .....

**Nick** ..... are Mike's! I borrowed them, and they got dirty – so now I'm cleaning them.

**Mum** OK, but don't clean them here! Wash them in the kitchen!

**Mike** Dad, why is there a book here on top of the fridge?

**Dad** Oh, that – yes, can you take it to Mr and Mrs Smith next door, please?

**Mike** OK. Is it 8 .....

**Dad** No, it's ours, but they want to borrow it.





**11 Listen to the dialogue. Then act out similar dialogues using the things in the pictures.**



**Susan** Whose pen is this? Is it yours?

**Mark** No. It's hers.



**12 Listen and complete. Then repeat.**

Whose is it? Is it yours?  
No, it isn't <sup>1</sup>.....

Whose is it? Is it Mike's?  
No, it isn't <sup>2</sup>.....

Whose is it? Is it Sue's?  
No, it isn't <sup>3</sup>.....

Whose is it? Jane and Paul's?  
No, it isn't <sup>4</sup>.....

Whose is it? Whose is it?  
Give it to us.  
It's ours!  
And it's good!  
Thank you!



**WRITING**

**13 Read Emily's text and answer the questions.**

- Which is her favourite room?
- Why does Emily like this room best?



The best place in my house

The best place in my house is the kitchen. There's a big table and four chairs where we have breakfast and dinner. There's a big window and we can look into the garden. There's a sink and a fridge but no washing machine (that's in the garage). Our cat's basket is in the kitchen, too, and she sleeps there at night.

I like it because it's a place for all the family. It's always warm in there, too!

**14 Write a text about the best place in your house or flat. Write 60–80 words.**

**Think about:**

- where the place is
- what it looks like
- what you do there
- why it is your special place



# GRAMMAR

## Questions with "Who ... ?"

Wenn du mit *Who ...?* nach dem Subjekt fragst, verwendest du kein do/does oder did:

*Who broke your bed?*

(Not: *Who did break your bed?*)

*Who wants an ice cream machine?*

(Not: *Who does want an ice cream machine?*)

## Whose ... ?

Wenn du fragen willst, wem etwas gehört, fragst du mit *Whose ... ?*.

*Whose school bag is this?*

(oder: *Whose is this school bag?*)

*Whose trainers are those?*

(oder: *Whose are those trainers?*)

## Possessive 's

Wenn du sagen willst, wem etwas gehört, hängst du an den Namen der Person oder das Nomen **'s** an:

*Whose bag is this? – It's Joanna's.*

*They're Mike's trainers.*

*This is my brother's bed.*

Wenn der Name oder das Nomen im Plural ist oder auf *s* endet, setzt du ans Ende des Wortes ein **'s**:

*This is the students' room.*

*That's our neighbours' dog.*

*It's my mum's bag.*

Bei Wörtern mit unregelmäßiger Pluralform setzt du **'s** ans Ende des Wortes:

*That's the children's school.*

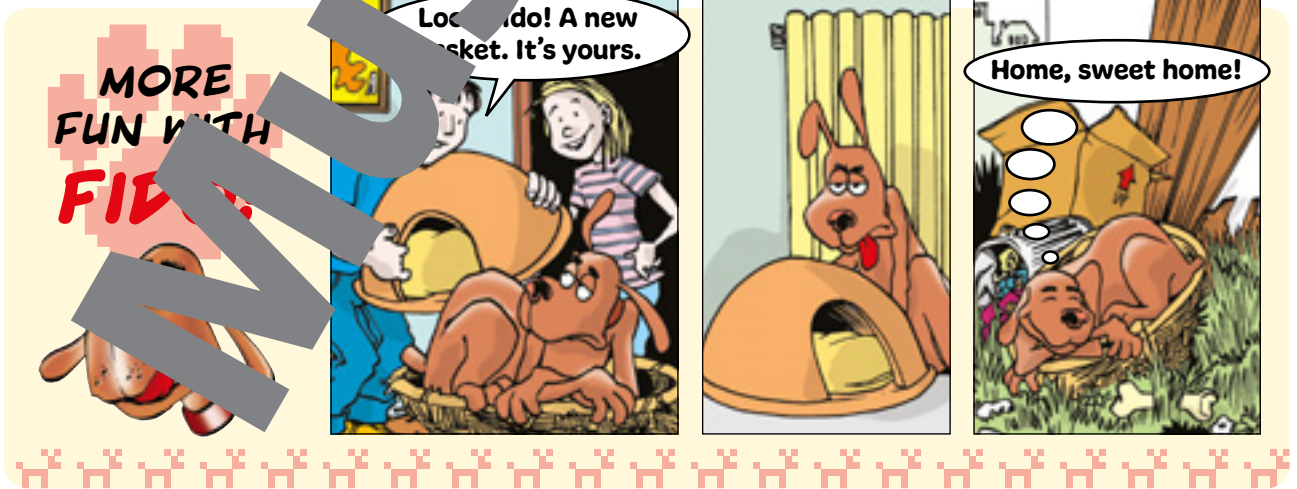
*Don't take other people's things!*

## Possessive pronouns

Du verwendest ein *Possessive pronoun*, wenn du sagen willst, wem etwas gehört – ohne dass du den Namen der Person angibst.

Complete with *mine / yours / his / hers / ours / theirs*.

1	.....	.....
2	<i>your</i> bag is blue. Are they <i>yours</i> ?	
3	..... is my bed, and that's <i>his</i> .	
4	..... The bag is <i>hers</i> .	
5	<i>Whose</i> laptop is <i>ours</i> .	
6	..... The book isn't <i>theirs</i> .	



Now go back to page 84. Check  with a partner what you know / can do.

# THE TWINS 5

## Leo's watch

### Developing speaking competencies

#### Language function

I can describe an object (*einen Gegenstand beschreiben*)

#### Speaking strategy

I can check what someone says (*jemandem nochmal nachhaken*)

### VOCABULARY Materials and patterns

1 Match the materials and the patterns with the pictures.

#### MATERIALS:

- 1 made of leather
- 2 made of plastic
- 3 made of cotton

#### PATTERNS:

- A spotted
- B plain
- C striped



3/20



2 Watch or listen to the dialogue. Try to find out what's Leo's problem?

**Leo** Hello. I'm looking for my watch. I think I lost it at the office this morning.

**Assistant** OK, let's see what we can do. What's it like?

**Leo** Well, it's white. It's made of plastic.

**Assistant** OK, but it's plain white, is it?

**Leo** No, sorry. The watch face is white with some orange on it, but the strap is different.

**Assistant** So what's the strap like?

**Leo** It's striped. Orange, green, purple and ... erm ... red.

**Assistant** Are you certain?



**Leo** Yes, it's orange, green, purple and red.

**Assistant** And what's the strap made of?

**Leo** It's made of metal. No, sorry. It's made of plastic.

**Assistant** Are you sure?

**Leo** Yes, yes. It's made of plastic, and it's striped orange, green, purple and red.

**Assistant** OK, so let's see what we've got.

3 Cover up the dialogue in 2. Try to answer the questions. Then check.

- 1 Where does Leo think he lost his watch? .....
- 2 What's the watch face like? .....
- 3 What's the watch strap like? .....

## USEFUL PHRASES Describing an object

4 Write two sentences to describe each object.



- 1 It's made of plastic.  
It's .....
- 2 .....
- 3 .....

? What do you think? Answer the questions.

- Where did Leo lose his watch?
- How does he ...?

## MOBILE HOMEWORK

Watch part 2 of the video. Read the sentences and ...

- The assistant hasn't got any lost and found watch .....
- The librarian shows Leo a watch, but it's not .....
- Leo goes to the gym to do some exercise there. ....
- Leo talks to his friends. They don't want to help him. ....
- In the end, Leo finds the watch. He is very ...

## SPEAKING STRATEGY Check what someone says

5 Fill in the correct words. Then check with the dialogue in 2.

- 1 **Leo** It's striped. Orange, green, purple and ... erm ... red.  
**Assistant** A..... you c..... ?
- 2 **Leo** It's made of metal, so, sorry. It's made of plastic.  
**Assistant** A..... you s..... ?

## 6 CHOICE



**A** Work in pairs. A says something he/she can't find and describes it. B checks what A says.

A I can't find my shirt. It's ... erm ... blue.

B Are you sure?

A Yes, I am. It's blue.



**B** **ROLE PLAY.** You are in a lost and found office. One of you is the assistant in the office. The other one lost something a few days ago (a watch, a phone, a pen, etc.). Work in pairs and extend it into a longer dialogue. Take 2 or 3 minutes to practise it. Don't write it down. Act it out in class.



# UNIT 12 Feeling bad and feeling better

At the end of unit 12 ...

## you know

- 6 words for aches and pains
- how to use the present perfect
- how to use past participles

## you can

- understand jokes
- talk about aches and pains
- say and ask what has happened to someone
- understand and talk about a text about medicine (in the past)
- understand a text and a newspaper article about an accident
- write a reply to a comment
- write a text or an email to someone
- understand a text about an accident
- understand and write notes
- find a ...

## LISTENING & READING Understanding jokes

3/21



- 1 Listen to the jokes. Then read them and colour 1-5 stars to give a score for each joke.

http://www.jennysjokes.co.uk

**JENNY'S JOKES!**

Hi! My name's Jenny and welcome to my page. Every week, I choose a topic and ask you to send me your favourite jokes. Last week, I chose "doctor, doctor" jokes. You sent me hundreds. Here are my favourites, six. What do you think? Vote for each joke on the star chart. Let's find out which is the best "doctor, doctor" joke.

**Patient**  
Doctor, doctor, every time I drink a cup of hot chocolate I get a pain in the eye.

**Doctor**  
Try taking the spoon out first.

Vote now:  
☆☆☆☆☆

**Patient**  
Doctor, doctor, please come to my house quickly. My son has swallowed a pen.

**Doctor**  
What should I do?

**Doctor**  
Bring a pencil until I arrive.

Vote now:  
☆☆☆☆☆

**Patient**  
Doctor, doctor, I've only got 59 seconds to live.

**Doctor**  
OK. Give me a minute and I'll call you back.

Vote now:  
☆☆☆☆☆

**Patient**  
Doctor, doctor, I've broken my arm.

**Doctor**  
Don't go back to school of them.

Vote now:  
☆☆☆☆☆

**Patient**  
Doctor, doctor, I've lost my memory.

**Doctor**  
When did this happen?

**Patient**  
When did what happen?

Vote now:  
☆☆☆☆☆

**Patient**  
Doctor, doctor, I couldn't drink my medicine after my bath like you told me.

**Doctor**  
Why not?

**Patient**  
Well, after I drank my bath, I didn't have room for the medicine.

Vote now:  
☆☆☆☆☆

VOCABULARY: \*swallow – hinunterschlucken



2 Here are three more “doctor, doctor” jokes. In pairs, think of an ending for each one. Then listen and check.

1 **Patient**  
 Doctor, doctor, I think  
 I need glasses.  
**Doctor**  
 You certainly do.

.....

.....

2 **Patient**  
 Doctor, doctor, I think  
 I'm a sheep.  
**Doctor**  
 How do you feel?  
**Patient**

.....

.....

3 **Patient**  
 Doctor, doctor,  
 what's the quickest way  
 get to hospital?  
**Doctor**

.....

.....

**VOCABULARY** Aches and pains

3 Write the names of the people under the pictures.

- Emily has got a pain in her back.
- Jacob's knee hurts.
- Aisha has got stomach ache.
- Mila has got a pain in her ankle.
- William's throat hurts.
- Lia's head hurts.

Now write the names of the people under the pictures.  
 I've got stomach ache (or stomachache).  
 I've got earache.  
 I've got toothache.  
 I've got backache.  
 But we usually say "I've got a headache."



**SOUNDS RIGHT** /p/ /b/ /æ/ /e/



4 Listen and repeat.

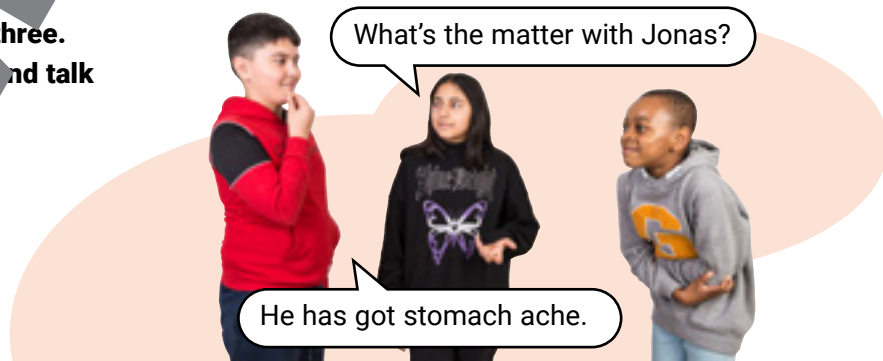
A pain in your hand. A pain in your leg?  
 A pain in your back? A pain in your head?  
 That's too bad! When stay in bed!



**SPEAKING** Talking about aches and pains



5 Work in groups of three.  
 Write down the names of the people and talk about their aches and pains.





**6 Listen and number the pictures in the order you hear them.**



**7 Complete the dialogues with the words in the box. Then practise the dialogues in pairs.**

- dropped
- cut
- broken
- walked
- fallen
- hurt

- |  |   |
|--|---|
| <p>1 A Does your head hurt?<br/>B Yes, I've just ..... to a lamp post.</p> <p>2 A What's the matter?<br/>B I think I've ..... my leg.</p> <p>3 A Come quickly!<br/>B Why? What's the matter?<br/>A Kevin has ..... one of the trees.</p> | <p>4 A Why is he walking like that?<br/>B He has ..... his ankle.</p> <p>5 A Why is she crying?<br/>B She has just ..... a heavy box on her foot.</p> <p>6 A There's blood on your shirt.<br/>B Yes, I've just ..... my hand.</p> |
|--|---|

**8 Look at the dialogues again and find the past participles of these verbs. Write them.**

- |               |              |
|---------------|--------------|
| 1 walk .....  | 4 hurt ..... |
| 2 break ..... | 5 fall ..... |
| 3 cut .....   | 6 drop ..... |

**9 Here are some past participles. What do you think the base forms of the verbs are?**

- |                 |                 |
|-----------------|-----------------|
| 1 eaten .....   | 7 put .....     |
| 2 loved .....   | 8 met .....     |
| 3 thought ..... | 9 known .....   |
| 4 hit .....     | 10 wanted ..... |
| 5 told .....    | 11 rung .....   |
| 6 played .....  | 12 read .....   |



10 Read the text and guess what the underlined words could mean.



## Medicine from the past

1 Toothache is terrible. In Ancient Egypt they didn't have dentists. One cure\* they had was the following. They mashed a dead mouse and mixed it with rotten fish to get a paste. And for very bad toothache they put a dead mouse on the tooth.

2 Today, if you want white teeth, your dentist can help you. In Ancient Rome, a few thousand years ago, people also wanted to have white teeth. Of course, they didn't have any toothpaste. So they used their own urine.

3 What about stomach ache? Well, people believed rotten\* fish might help you. The problem was it smelled so bad you had to mix it in a lot of drink or food to hide the taste.



4 Another cure for stomach ache was to eat live worms. The doctor gave a patient five to seven worms and he or she had to swallow them. They believed that when the worms moved through your stomach, it cured the stomach ache.

5 Finally, some doctors thought that taking blood from a person cured many problems. They used leeches\* to do this. Very often doctors used many leeches on a person that they lost too much blood and died.



VOCABULARY: \*cure – Heilmittel; rotten – verfault; leech – Blutegel

11 Read the text and circle (True) or F (False).

- 1 For toothache, doctors in Ancient Egypt used dead mice. T / F
- 2 In Ancient Egypt they also used urine for the teeth. T / F
- 3 The smell of rotten fish was awful. T / F
- 4 Worms cured your stomach ache. T / F
- 5 Taking blood from a person only cured a headache. T / F
- 6 Using many leeches on a person is dangerous. T / F

12 Check your answers with a partner.



13 Two of the methods in 10 are made-up\*. Which are they? Discuss with a partner. Say what you think and give a reason.

VOCABULARY: \*made-up – erfunden





14 Read the newspaper article. How many of the tasks below can you do?

HOME > NEWS > ENTERTAINMENT > SCIENCE > ARTS > SPORTS > POLITICS >

## Saved by a friend

4 days ago

**The day after finishing her first aid class, teen uses CPR\* to save her friend's life.**



Students during a first aid class

Two days ago, Salma Hernández (13) had a first aid class at her school in San Diego, California. Yesterday she used that lesson to save her best friend's life!

"We were on our bikes going quite fast, when Alice suddenly crashed into a tree. I've never seen anyone have an accident like that. It was horrible," Salma said. "Alice was on the ground and she couldn't move. I ran to help her and I checked her pulse. Then I put my head against her chest\* and I didn't hear anything, so I started doing CPR on her. I did 30 compressions\* and breathing into her mouth, Alice moved a little. There were people around and I shouted, 'Someone call an ambulance!' I've already called a guy. And a few minutes later the ambulance arrived and took Alice to the hospital!"

"I don't remember the accident," Salma said. "All I can remember is that I woke up in hospital. And there they told me, 'Your friend has saved your life.' I'm so happy that Salma was in the first aid class and learnt about CPR." "I was glad I could help," Salma said, "and I have been friends for years. I'm so happy I could help her." Salma's first aid teacher told us, "Salma has always been a great and helpful pupil. I'm so proud that she could use what she learnt." And what does Salma want to do when she leaves school? "I really want to be a doctor or a nurse when I'm older. I like helping people. And I'm so happy I could help my best friend."

VOCABULARY:

\*CPR – Herzdruckmassage, Wiederbelebnungsmaßnahme;  
chest – Brustkorb;

compression – hier: Kompression, Druck

- Salma saved her best friend's life and school. True or False?
- Alice crashed into a tree on her bike. True or False?
- Alice shouted for help. True or False?
- After the CPR, Alice moved a little. True or False?
- An ambulance arrived. True or False?
- All Alice can remember is that she was in hospital. True or False?
- What did they tell Alice when she was in hospital? Write in your notebook.
- Why is Salma's teacher proud? Write in your notebook.
- What does Salma want to do for the future? Write in your notebook.

3/25+26



15 Check your answers with a partner. Then listen to the story.

16 Write two comments on the newspaper article. Choose two and write a reply.

**cleverclever** I don't believe that a 13-year-old can do CPR. This can't be a true story.

Like • Reply



**Rontheman** How can you have an accident like that? I don't believe it.

Like • Reply



**Cheryl** I'm in a first aid class at the moment. Salma is my heroine.

Like • Reply



**Sunny2010** What a great story. Well done, Salma!

Like • Reply



## GRAMMAR CHANT Present perfect

3/27



### 17 A chant. Listen and repeat.

I've hurt my head.  
I've hurt my back.  
I've hurt both of my knees.  
I've hurt my arm.  
I've hurt my leg.  
Please, call a doctor, please.

She's hurt her head.  
She's hurt her back.  
She's hurt both of her knees.  
She's hurt her arm.  
She's hurt her leg.  
Please, call a doctor, please.



## WRITING

### 18 CHOICES

Read the text message and answer the questions.

- 1 Where is the writer?
- 2 What's the problem?
- 3 Who gets the message?

Hi guys, I'm in hospital. No school for ten days 😞  
I don't know why? I had a bike accident!!! Both  
knees badly injured. I've broken my ankle. Terrible  
headache. I've got to stay in bed for a week.  
Boooooooring! CU soon!

**A** Imagine the writer of the text message is your friend. Write a text message (30–40 words) to make him/her feel better. Think of the following points:

- say how you feel about the fact that he/she can't come to school
- make suggestions what he/she could do to make the time in hospital less boring
- say you will go and phone him/her soon

**B** Imagine the writer of the text message above is your friend. Write an email (about 150 words) to your friend:

- try to make him/her feel better
- tell him/her about something funny/interesting that happened in school since he/she has been in hospital
- make suggestions what he/she could do while in hospital so it's less boring

## Present perfect

Du verwendest das *Present perfect*, um über Ereignisse/Handlungen zu berichten, die zu einem unbestimmten Zeitpunkt in der Vergangenheit stattgefunden haben und bis in die Gegenwart andauern bzw. Auswirkungen auf die Gegenwart haben.



**Bildung: have/has + Past participle**  
(3. Form des Verbs)

Ereignis:

He **has fallen off** his bike.  
I've **lost** my cat.  
David **has broken** his leg.  
We've **bought** a new car.  
They've **gone** on holiday.  
She's **cut** her finger.

Folge:

es schmerzt  
sie ist weg  
er hat einen Gips  
hier parkt es  
sie sind weg  
der Finger

Wenn du betonen willst, dass etwas erst vor Kurzem geschehen ist, ergänze **just** zwischen *have/has* und dem *Past participle* (3. Form des Verbs).

I've **just passed** my English.  
He's **just walked** into a lamppost.  
We've **just moved** house.



They **just** scored a goal.

## Past participles

Das *Past participle* findest du in der dritten Spalte der Verblisten. Bei regelmäßigen Verben hat das *Past participle* die gleiche Form wie das *Past simple*. Bei unregelmäßigen Verben wird es mit **-ed** (oder **-d**) an die Endung angehängt.

pass	passed	passed
walk	walked	walked
move	moved	moved

Die Namen der unregelmäßigen Verben findest du am besten in der Tabelle auf Seite 125 (siehe auch S. 125):

go	went	gone
buy	bought	bought
fall	fell	fallen
break	broke	broken
find	found	found
lose	lost	lost
cut	cut	cut
hurt	hurt	hurt
win	won	won
see	saw	seen
be	was/were	been
meet	met	met
put	put	put
write	wrote	written
eat	ate	eaten
think	thought	thought
hit	hit	hit
ring	rang	rung
read	read	read
know	knew	known
tell	told	told

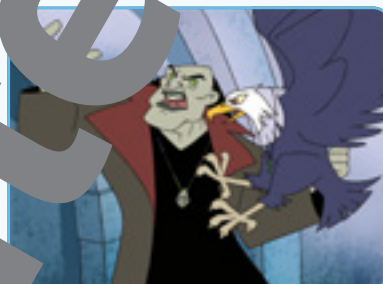
Now go back to page 92. Check  with a partner what you know / can do.



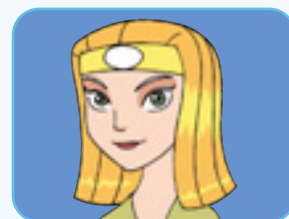
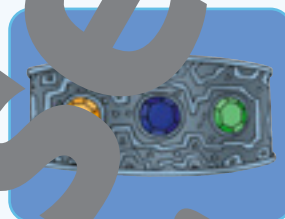
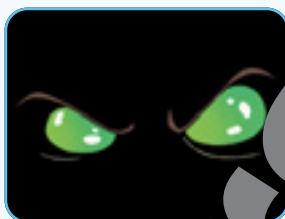
# THE STORY OF THE STONES 6

## Farewell!

 **1 Use the pictures to tell the story of episode 5.**



**2 What do you think happens to these in the final episode?**




 **3 Watch episode 6 and answer the questions.**

- 1 Why does Sunborn destroy the belt and stones?
- 2 What happens when she destroys the belt and stones?
- 3 What can the children no longer do?

**4 Complete the sentences about the story.**

- 1 My favourite character in *The Story of the Stones* is ..... because .....
- 2 My least favourite character in *The Story of the Stones* is ..... because .....
- 3 My favourite scene was .....

### EVERYDAY ENGLISH

 **5 Watch episode 6 again. Complete the sentences (1–4) with the words in the box. Then match them to the questions (a–d).**

I'm afraid so  
believe me  
it doesn't matter  
I'm afraid not

- 1 That's right, Daniel. But .....
- 2 ..... There's no place for me here on Earth.
- 3 The Lord of the Fire still lives. He won't give up, .....
- 4 ....., Sarah. But I'll never forget you.

- a Will it all start again?
- b So we can't morph any longer?
- c Does this mean we won't see you again?
- d Can't you stay here?

# UNIT 13 Rain and sun

At the end of unit 13 ...

## you know

- 9 words to describe the weather
- how to use the *will*-future
- how to use adverbs of manner

## you can

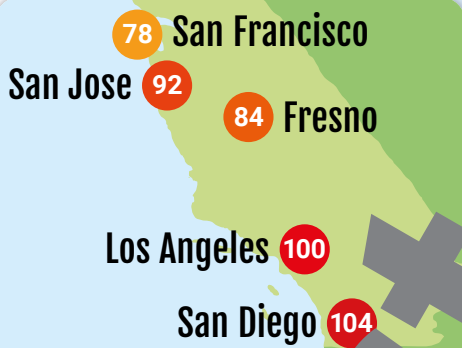
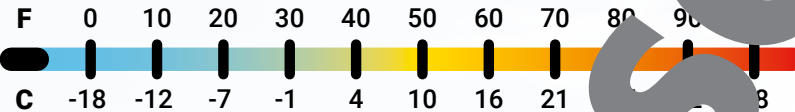
- understand and write weather forecasts
- talk about the weather
- talk about hopes and expectations
- understand a story about the weather
- express a suggestion or opinion
- write an email about a holiday and weather

## READING

- 1 Look at the map and read the text. Change the Fahrenheit temperatures into Celsius. Use this scale to help you.

### Note

To change Fahrenheit to Celsius, use this formula:  
 $(^{\circ}\text{F} - 32) \times \frac{5}{9} = ^{\circ}\text{C}$   
 $0^{\circ}\text{F} = -18^{\circ}\text{C}$



## The weather today

The good weather continues. Early morning clouds give way to lots of sunshine. Nicely cool and dry in the east with lower temperatures in the north. Very hot in the south with temperatures in the 100s: it will be 104 degrees Fahrenheit in San Diego.

## VOCABULARY

- 2 Listen and look. Then fill in the numbers. Test your partner.

- hot
- cold
- cloudy
- the storm
- snowy
- foggy
- rainy
- sunny
- windy

What's "neblig" in English?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

# LISTENING Understanding weather forecasts

4/2



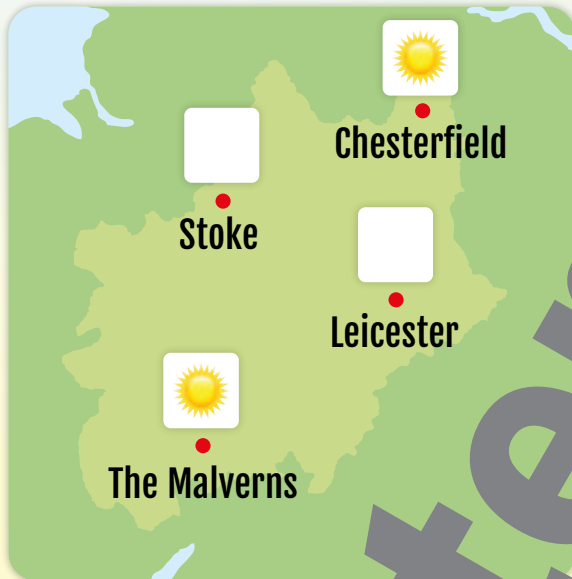
3 Listen to the weather forecast. Then read it and draw the missing symbols on the maps.

**Note**

° = degrees

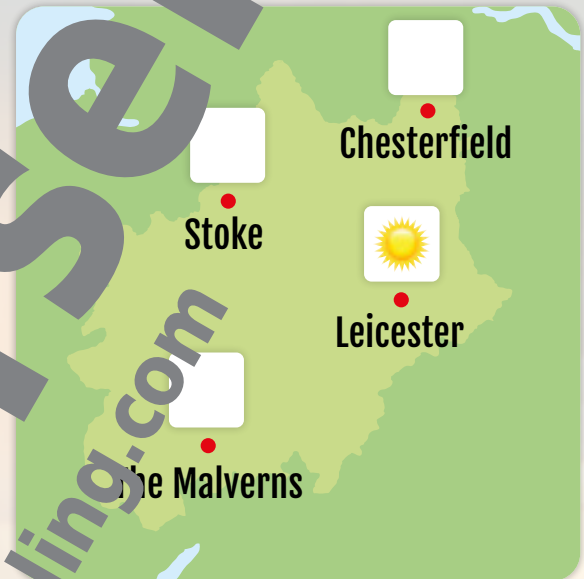
## Today

Sunny, some clouds north of Leicester. Thick fog in the Stoke area will clear up later. Temperatures between 3°C and 12°C. Winds 10–20 mph.



## Outlook for tomorrow

Light rain in the Stoke area. Sunny in the Leicester area. Mist in the Malverns and thunderstorms coming from the north in the evening. Strong winds. Temperatures between 8°C and 15°C.



4/3



4 Look at the maps of the UK and draw the symbols to the weather forecasts and draw the symbols.





5 CHOICES

Listen to the dialogues. Then read them. Make some changes and act them out.



A DIALOGUE 1: Weather small talk

**Monica** Nice day today.  
**Robert** That's right. It's really nice. But ...  
**Monica** But what?  
**Robert** They say it'll rain later.  
**Monica** Oh, really. That's bad.  
**Robert** Why's that?  
**Monica** I wanted to go for a walk with you.  
**Robert** Really? Let's go. But ...  
**Monica** But what?  
**Robert** I'll get an umbrella.

VOCABULARY:

\*hiking holiday – Wanderurlaub



B DIALOGUE 2: Planning a trip

**Receptionist** Highland Hotel, can I help you?  
**Tourist** Yes, I'd like to ask you about a holiday\*.  
**Receptionist** ...  
**Tourist** ... the weather like at your place right now? I'm asking because my mobile phone says it's raining.  
**Receptionist** Well, that's not true. But it's raining and it's pretty cold.  
**Tourist** What about next week?  
**Receptionist** They say it'll be a bit warmer.  
**Tourist** But are you sure?  
**Receptionist** Well, I can't promise, of course. But we all hope it'll be warmer and less windy. The weather forecast says towards the end of the week, it'll be sunny.  
**Tourist** Lovely. Thank you.



6 Work in pairs. Look at the map and discuss what the weather is like in an area. Your partner tries to guess the place.



There will be thick fog and the temperature will be 10°C.



It's London.

SPEAKING Talking about hopes and expectations



7 Work in pairs. Talk to your partner about your hopes for the weather next week.

I hope | it'll be warmer. I hope we can ...  
 I think | it'll rain, so I don't have to ...  
 | there won't be so much ...





READING



8 Read the story quickly. How many wishes did the old man make?

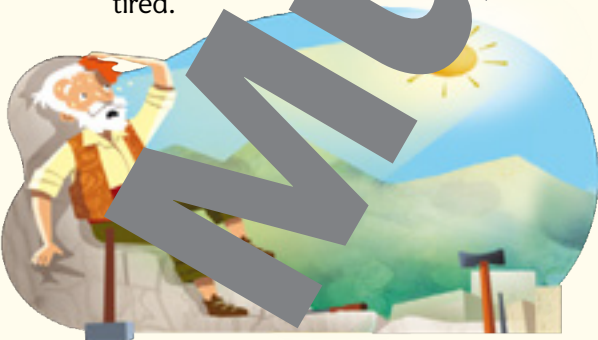
The old man and the mountain



**Narrator** Many years ago, in a country far far away, there was an old man. Every day, he walked slowly to the mountain and worked from morning until night, cutting the stone. *Bang, bang, bang!* In sun, rain, wind and snow, he carefully broke the stone so people could build their houses.

**Old man** I'm too old for this! Every day for many years ... hot weather, cold weather ... cloudy days, sunny days, rainy days! Thunderstorms and snow ... It will never end ... All this hard work will kill me.

**Narrator** One day, the old man cut down his pickaxe and sat on the stone. The sun was too hot, and the sun was too strong. He was very tired.



**Old man** I've had enough! I want to be strong! Strong like the sun! Oh please, please make me as strong as the sun!

**Narrator** The old man shouted angrily at the sky. Suddenly, there was a bright flash of light, and the man disappeared. When he opened his eyes, he was not a man any more, he was the sun!

**Old man** YES! I have all the power of the sun! Look at me. I'll shine my light all over the world. Ha ha ha!

**Narrator** But then the clouds covered the Earth, and he couldn't see the people.



**Old man** I've had enough! I want to be strong! Strong like the clouds! Oh please, please make me as strong as the clouds!

**Narrator** The old man shouted angrily at the sky. Suddenly, there was a bright flash of light, and the man disappeared. When he opened his eyes, he was not the sun any more, he was a cloud!

**Old man** YES! I have all the power of the clouds! Look at me, I can easily stop the sun! Ha ha ha!

**Narrator** But then, the wind blew the clouds all over the world and he couldn't stop the sun.



**Old man** I've had enough! I want to be strong! Strong like the wind! Oh please, please make me as strong as the wind!

**Narrator** The old man shouted angrily at the sky. Suddenly, there was a bright flash of light, and the man disappeared. When he opened his eyes, he was not a cloud any more, he was the wind!

**Old man** YES! I have all the power of the wind! Look at me. I'll fly all around the world. Ha ha ha!

**Narrator** But then, the wind stopped! It hit a mountain.



**Old man** I've had enough! I want to be strong! Strong like the mountain! Oh please please make me as strong as the mountain!

**Narrator** The old man shouted angrily at the sky. Suddenly, there was a bright flash of light, and the man disappeared. When he opened his eyes, he was not the wind any more, he was the mountain!

**Old man** YES! I have all the power of the mountain! Ha ha ha! No one can stop me!

**Narrator** But then, he felt something. Somebody was breaking a stone from the mountain. He looked down and saw an old man carefully cutting the mountain stone into small pieces.



**9 Read the story again. How many of these tasks can you do?**

- 1 This happened a long time ago. T / F
- 2 The man was strong. T / F
- 3 The mountains were for building houses. T / F
- 4 The man cut down an  an axe.  a stone.  the floor.
- 5 The wind was stronger than the  wind.  sun.  mountain.
- 6 The man realized that the wind is stronger than the  sun.  sky.  clouds.
- 7 Why does the man think the mountain is the strongest? .....
- 8 In the end, who was cutting the mountain? .....
- 9 What do you think is the meaning of the story? .....

4/5+6



**10 Check your answers with a partner. Then listen to the story.**

## READING

- 11 Read the two texts and convert the numbers from Fahrenheit to Celsius, feet to metres and inches to centimetres.

### Note

1 ft (foot) = 30.48 centimetres  
1 inch = 2.54 centimetres



### The hottest place in the USA

Death Valley is generally sunny, dry and clear throughout the year. The winters are mild, but summers are very hot and dry. In fact, Death Valley is one of the hottest places on Earth. The highest temperature ever recorded in the USA was 134°F on July 10<sup>th</sup>, 1913. Summer high temperatures are usually around 120°F. The average rainfall each year is two inches.

Death Valley has the lowest point in the western world – 282 feet below sea level near Badwater – as well as many high mountains such as Telescope Peak at over 11,000 feet.



### The wettest place in England

The wettest place in England is in the Lake District. It is a small village called Seatoller. Seatoller is the starting point for some great walks.

Bring your rain clothes against the rain. The average rainfall each year is 120 inches. Some people say there is even more rainfall at Malpas (one mile away): 130 inches.

Seatoller doesn't have more rainy days than other places – but when it rains, it rains more.

## WRITING

- 12 Read Carina's email to Tony and underline where she should start a new paragraph.



TO: tony@home.co.uk  
SUBJECT: bad weather

Hi Tony,  
I'm sitting at the desk in the hotel lobby – guess why? No swimming, no lying in the sun. It's raining heavily. It all started with a thunderstorm yesterday. The weather changed to rain, got colder and then the heavy rain came. No tan\* when I come back! 😞  
And the outlook? The weather forecast says it'll rain all week. How boring. It isn't going to change. I can go and see a movie in town. How are things with you? Alright?  
I'll be back in a few days. We can chat a bit.  
Love,  
Carina

**VOCABULARY:** \*tan – Bräune

- 13 Think back on your last holiday. Write an email (60–80 words) to a friend about what it was like. Write as much as possible about the weather.





14 Listen. Number the sentences as you hear them.

- I do it every day.
- I'll speak English to her.
- We tell jokes a lot.
- I speak English quite well.
- They see us on Fridays.
- We'll tell you a joke.
- They'll see us on Friday.
- I'll do it my way.

GRAMMAR



will-future

There'll be some showers today.



Mithilfe der **will-future** drückst du Erwartungen, Vermutungen und Hoffnungen für die Zukunft aus:

It **will** never end. (It'll never end.)  
All this hard work **will** kill me.

Du verwendest die **will-future** auch dann, wenn du etwas vorhersagen willst:

Some heavy rain **will** come in from New Scotland.  
The south of England **will** have quite a bit of fog near the coast.  
The sun **won't** come out for a few days.

Du verwendest die **will-future** auch dann, wenn du dich spontan entschließt oder spontan versprichst, etwas zu tun:

I'll get an umbrella.  
I'll fly to London and the...

Complete with 'll or won't.

Be careful. The person is ..... (not)

..... Verbs

Kurzform will = I<sup>2</sup> .....

will not = I<sup>3</sup> .....



Verbs of manner

Mit dem **Verb** der Art und Weise drückst du aus, **wie** jemand etwas macht oder **wie** etwas geschieht.

He **slowly** walked to the mountain.  
He **carefully** broke the stone.  
The old man shouted **angrily** at the sky.  
Look at me, shining **beautifully**.  
I can **easily** stop the sun.  
Look at me, flying **quickly**.

Bildung: Adjektiv + **ly**

slow – **slowly** | careful – **carefully**  
quick – **quickly**

Bei den Adjektiven, die auf **y** enden, wird das **y** zu einem **i**:

happy – **happily** | easy – **easily**  
angry – **angrily**

Ausnahmen:

fast – **fast**  
The weather changed so **fast**.  
good – **well**  
I speak English quite **well**.

Complete with adverb or adjective.

Mit einem <sup>1</sup>.....  
kannst du ein Nomen beschreiben.  
Mit einem <sup>2</sup>.....  
kannst du ein Verb beschreiben.

Now go back to page 100. Check  with a partner what you know / can do.



# OUR YOUNG WORLD 4

## Luna's dream job



1 Watch the video. What is Luna's dream job?

.....

2 Watch again and answer the questions.

- How old is Luna? .....
- What other two jobs does she mention? .....
- What four types of weather does she talk about? .....
- What school subject does she need to be good at? .....
- What social skill does she need to be good at? .....
- What kind of meteorologist does she want to be? .....

### FIND OUT Jobs

3 Match the words and the definitions.

- |                 |                          |   |
|-----------------|--------------------------|---|
| 1 career        | <input type="checkbox"/> | something you do in your free time (not to earn money)          |
| 2 part-time job | <input type="checkbox"/> | work you feel that you were born to do                          |
| 3 hobby         | <input type="checkbox"/> | a job that you usually do for a long time (maybe all your life) |
| 4 vocation      | <input type="checkbox"/> | a job that you only do for a few hours a day/week               |

### Our working world



4 In pairs, decide if these people are talking about a career, part-time job, hobby or vocation.



"My dad's interested in birdwatching. As a hobby he's got a pair of binoculars\* and he goes off into the countryside."

"I help my dad in the shop on Saturday mornings. I really enjoy it and I get to talk to lots of interesting people."

"I've always known that I want to help people so being a doctor is my dream job."



"My mum works in a bank. I think she quite enjoys it and she gets paid quite a lot of money."

VOCABULARY: \* binoculars – Fernglas

### CYBER PROJECT: My dream job on video

5 Think about your dream job. Think about what school subjects you need to be good at to do this job. What social skills do you need?

- Make a short presentation about this job.
- Produce a short video to present it to the class.

# UNIT 14 Move and keep fit!

At the end of unit 14 ...

## you know

- 16 words for sports
- how to use the present perfect with *already/yet/ever/never*

## you can

- talk and ask about sports
- understand short interviews about sports
- ask questions with *Have you ever ...?*
- understand information in a factual text about (crazy) sports
- understand a poem
- write a text about sports
- write a poem or haven't
- write a poem
- write a poem

## VOCABULARY Sports

1 Write the numbers of the sports in each picture.

- play
- 1 football
  - 2 tennis
  - 3 basketball
  - 4 volleyball

- go
- 5 mountain climbing
  - 6 cycling
  - 7 mountain biking
  - 8 roller-skating
  - 9 ice skating
  - 10 snowboarding
  - 11 swimming
  - 12 snowboarding

- 13 surfing
- 14 windsurfing
- 15 skiing
- 16 running



4/8



2 Listen and check your answers.

## SPEAKING Talking/Asking about sports



3 Ask and answer questions about some of the sports in 1.

Do you like ... ?

What's your favourite ... team?

Do you play/go ... ?

How often do you ... ?

Do you like watching ... on TV?

Who's your favourite sportsman/sportswoman?

## LISTENING Understanding interviews about sports

4/9



4 a Listen to the interviews with two American teenagers and answer the questions.

1 What does Liam want to be one day? 2 Who are the people who help Katie most?

b Listen to the interviews again and complete the notes.



16-year-old Liam Hayes started windsurfing when 1..... He got windsurfing gear\* at the age of 2..... During..... and at the weekends, he goes windsurfing 3..... During..... he can only go 4..... As from next year, he'll be a 5.....

WB CYBER: \*gear – Ausrüstung



This is 15-year-old Katie Hull. She's from Texas in the US. Her favourite sport is mountain biking. She got her first mountain bike when she was 1..... years old. She is a member of her High School mountain biking team and 2..... now. When she was a young girl, she did a lot of sports, but now she doesn't have 3..... for that. Katie's biggest fan is her 4..... Her dad helps her to be 5..... and.....

5 Listen to the questions from the interviews below. Which questions are for Liam, and which are for Katie? Which are for both? Write L, K or B in the boxes.

- |  |                          |                                |                          |
|--|--------------------------|--------------------------------|--------------------------|
| 1 Have you ever been to Europe?            | <input type="checkbox"/> | 4 Have you ever lost your way? | <input type="checkbox"/> |
| 2 Have you ever had an accident?           | <input type="checkbox"/> | 5 Have you ever seen a bear?   | <input type="checkbox"/> |
| 3 Have you ever had any serious accidents? | <input type="checkbox"/> | 6 Have you ever won a race?    | <input type="checkbox"/> |

4/10



6 Listen and check. Then listen again. Take notes. What are their answers to the questions?



## SPEAKING Asking questions with *Have you ever ... ?*



7 Work in small groups. Ask and answer questions to find someone who has ...

- 1 met a famous person.
- 2 won a competition.
- 3 appeared on television.
- 4 found some money.
- 5 lived in another country.
- 6 been to a pop concert.
- 7 fallen asleep in a lesson.
- 8 written a poem.

A Have you ever met a famous person?

B Yes, I have.



A Who?



A When was that?

B ...

## READING Understanding factual texts about sports

### 8 CHOICES

A a Read through the magazine article quickly. When does each sport start?



#### What's the history?

Egg throwing goes back to the 14<sup>th</sup> century. After a heavy rain there was a flood in a small village north of Cambridge named Swaton. Only one person in the village had a chicken. That person lived on one side of the river, and everybody else lived on the other side. Nobody could cross the bridge because of the flood. So the chicken owner started throwing the eggs across the river. And that was the beginning of a rather unusual sport.

#### What's the record?

There has never been an official world record in egg throwing. It's, absolutely. The world champions now are two people from New Zealand. Their record is 93.60 m.

#### What does one egg thrower say?

**Neil Short, 57:** "I was on holiday in Swaton with a friend, when I heard about egg throwing for the first time. It looked like a fun idea and we both liked it. That was six years ago. We've already taken part in four competitions together. We've never won a competition, but that's fine. I've learnt that a crazy sport can be a lot of fun!"

#### What is the challenge?

Egg throwing is played in teams of two. In a competition, the winner is the one that can throw an egg over the largest distance without breaking it. So, one person in each team has to be good at throwing and the other has to be good at catching the egg on the course.

Match the sentence halves.

- |  |                          |  |
|--|--------------------------|--|
| 1 Egg throwing has been a sport            | <input type="checkbox"/> | in a little village near Cambridge.      |
| 2 Only people good at throwing or catching | <input type="checkbox"/> | more than one player.                    |
| 3 Egg throwing started                     | <input type="checkbox"/> | broke after a big flood.                 |
| 4 It started because the village bridge    | <input type="checkbox"/> | for hundreds of years.                   |
| 5 An egg throwing team has to have         | <input type="checkbox"/> | to set a new world record: almost 100 m! |
| 6 A team from New Zealand managed          | <input type="checkbox"/> | can win an egg throwing competition.     |



**c Add the missing words in italics to each sentence.**

- 1 Neil and his friend taken part in four competitions together. *have*
- 2 They've a lot of fun. *had*
- 3 They won a competition yet. *haven't*
- 4 Neil learnt that an unusual sport can be a lot of fun. *'s*

**B a Read through the magazine article quickly. What gear do you need to do this sport?**



**What is the challenge?**

You want to take part in a bog snorkelling competition? Yes? Then the first thing you have to remember is your idea of snorkelling. Bog snorkelling isn't about colourful fish in tropical waters, that's for sure! It's a swimming competition. You have to swim about 100 m in a muddy ditch\*. The water in the course extremely dirty and you can't use your hands to swim. You can only use your feet. On your feet you've got flippers. And on your head you've got a diving mask\* and a snorkel. But you've got to be a bit of course!

**What's the history?**

The first bog snorkelling competition took place in 1990 in a town called Llanwrtyd Wells in Wales in England. Some people had this crazy idea, just for fun, and it was the start of an annual\* competition.

**What's the record?**

Has anyone ever had an official world record in bog snorkelling? Yes, absolutely. At the moment, the world record is 1 minute and 18.81 seconds. Do you want to break it? Then start looking for a bog snorkelling club. You'll need a lot of muddy water, so you can train to be a bog snorkeller.

**What does the bog snorkeller say?**

**Ellis, 28** "Bog snorkelling's a crazy sport. But I've had so much fun doing it. I've made lots of friends. I've already been to three competitions and I've already won one. But I'm not doing it to win. I'm doing it for fun!"

**VOCABULARY:** \*bog – Moor; muddy ditch – schlammiger Graben; diving mask – Tauchermaske; annual – jährlich

**b Read the text again and complete the sentences.**

- 1 Bog snorkelling is ..... .
- 2 In a bog snorkelling competition you mustn't ..... .
- 3 It's difficult because ..... .
- 4 Bog snorkelling first took place in ..... .
- 5 The world record in bog snorkelling is ..... .  
Sally has already been ..... .

**c Put the words in the correct order to make the sentences.**

- 1 has / a lot of / fun / been / for / Sally. / snorkelling / a lot of
- 2 lots of / made / friends. / She's
- 3 to / been / more / already. / competitions / than / She / two / has
- 4 already / one. / She's / won

**SOUNDS RIGHT** /k:/ /əʊ/

4/11



**9 Which is the odd one out? Listen and check.**

- 1 a more    b board    c coat                      3 a four    b know    c saw  
 2 a door    b go            c slow                      4 a sport    b bought    c toe

**READING** Understanding a poem

4/12



**10 Listen to the poem. Then read it.**

**The game**



Eleven of us were on the field.  
 The other team looked scared.  
 "We're going to win," our trainer said.  
 "We're really well prepared."

Then Johnny kicked the ball to Paul  
 and Paul kicked it to Sue,  
 when Sue's mum shouted "Come home, Sue.  
 There's work for you to do."

Ten of us were on the field  
 and Helen tackled Ed.  
 Then Mr Sutton arrived and said,  
 "Triplets, your game's really good."

Seven of us were on the field.  
 The other team looked scared.  
 And Tom and Helen said, "We're off,  
 you're all so bored."

Five of us were on the field,  
 when Lisa hurt his knee.  
 Phil left and Lisa went with him.  
 And the boys were only three.

Three of us were on the field.  
 The score was twenty – nil.  
 "I've had enough. It's a waste of time."  
 And off the field went Phil.

Two of us were on the field  
 and we tried our very best.  
 But then Johnny turned to me and said,  
 "I'm off, I need a rest."

So there I was all on my own,  
 a goalie without a team.  
 Then Dad called out, "Wake up! You're late."  
 Thank God – it was just a dream.



**11 Read the poem again. Circle T (True) or F (False).**

- |                                    |       |                              |       |
|------------------------------------|-------|------------------------------|-------|
| 1 The poem is about a sports team. | T / F | 4 Lisa hurt her knee.        | T / F |
| 2 Sue kicked the ball to Sam.      | T / F | 5 Johnny didn't need a rest. | T / F |
| 3 Tom and Helen were really bored. | T / F | 6 The goalie was in bed.     | T / F |

## WRITING

- 12 a Read the text.  
What sports has the writer already tried or not?

I love sports. I've tried lots of ball sports: football, volleyball, tennis and table tennis. I've never tried basketball. I don't think I'd like it. Maybe I'm not tall enough for it 😞. But I like watching a good basketball match on TV!

I've done a lot of mountain biking. I started mountain biking last year with my older brother. I love it. I've never tried any extreme sports, and I've never taken part in an equestrian competition. I think that isn't a sport for me.

- b Write a text about sports you've already done or tried (for 100 words). Think about:

- what sports you've tried
- when you started that sport
- what sports you've never tried
- why you like it
- a sport you've done a lot of

## GRAMMAR

### Present perfect with *already* / *yet*

Zur Erinnerung: Du verwendest das **Present perfect** dann, wenn du nicht über einen bestimmten Zeitpunkt in der Vergangenheit sprichst.

| *I've tried* lots of ball sports. (Ich habe viele Ballsportharten ausprobiert, es ist nicht wichtig, wann das war!)

| *I've given up* volleyball. (Ich habe Volleyball aufgegeben, aber es ist unwichtig, wann das war.)

Wenn du sagen willst, dass jemand etwas schon gemacht hat bzw. etwas schon erledigt ist, kannst du das **Present perfect** mit dem Wort *already* verwenden. Das Wort *already* steht zwischen *has/have* und dem **Past participle** (3. Form des Verbs).

| She **has already been** to three competitions. | She **has already won** one.

Wenn du sagen willst, dass etwas noch nicht geschehen ist, verwendest du *not yet* mit **Present perfect**. Das Wort *yet* kommt dabei an das **Satzende**.

| They **haven't won** a competition **yet**. | He **hasn't been** to Europe **yet**.

### Present perfect with *ever* / *never*

Um über persönliche Erfahrungen zu sprechen oder danach zu fragen, ob jemand irgendwann in der Vergangenheit etwas getan oder erlebt hat, verwendest du das **Present perfect** mit *ever* / *never*.

Bitte **have/has + ever/never + Past participle** (3. Form des Verbs)

| **Have** you **ever been** a bear?

| **I've never had** an accident.

| **Have** you **ever won** a competition?

| **I've never met** a famous person.

Now go back to page 108. Check  with a partner what you know / can do.

# THE TWINS 6



## The sports party

### Developing speaking competencies

#### Language function

I can make requests and offers (*einen Wunsch äußern und Vorschläge machen*)

#### Speaking strategy

I can respond to requests and offers (*auf Wünsche und Vorschläge*)

### VOCABULARY Sports

4/13



1 Match the sports and the pictures. Listen and check.

football  
rugby  
tennis  
cricket  
golf  
swimming



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

4/14



2 Watch or listen to the dialogue. Then read it. What sports do Lucy and Leo want at their party?



**Lucy** So we're having a sports party for our birthday this year.

**Leo** Yeah. Football and tennis. It's going to be the best party ever.

**Lucy** What about the invitations?

**Leo** That's great. And I'll organise the drinks.

**Lucy** Fantastic. What else do we need to do?

**Leo** Well, Mum's already booked the sports centre.

**Lucy** What about food? Can you make a list of the food?

**Leo** Sure, no problem. And could you organise the drinks?



**Lucy** Of course.

**Leo** Football, tennis, food and drink. This is going to be the best party ever.

**Lucy** I just hope the weather's good.

**Leo** Don't be so silly. I checked the forecast. It's going to be sunny all day.



**3** Read the to-do list for Lucy and Leo's party and tick  for 'done' or cross  for 'to do'.

- |   |   |
|---|---|
| 1 Decide what kind of party to have. <input type="checkbox"/> | 4 Hire the sports centre. <input type="checkbox"/>        |
| 2 Write the invitations. <input type="checkbox"/>             | 5 Make a list of food and drink. <input type="checkbox"/> |
| 3 Organise the equipment. <input type="checkbox"/>            | 6 Check the weather forecast. <input type="checkbox"/>    |

**USEFUL PHRASES** Making requests and offers

**4** Read the sentences. Write R (Request) or O (Offer).

- |   |   |
|---|---|
| 1 I'll organise the equipment. <input type="checkbox"/>     | 3 Could you organise the drinks? <input type="checkbox"/>       |
| 2 Can you make a list of the food? <input type="checkbox"/> | 4 Why don't you write the invitations? <input type="checkbox"/> |

**?** What do you think? Answer the questions.

- Is the party a success?
- Why (not)?

**MOBILE HOMEWORK**



Watch part 2 of the video and answer the questions.

- 1 What other sports does Lucy suggest? .....
- 2 What does Leo think about these suggestions? .....
- 3 What's the weather like on the day of the party? .....
- 4 What sports do they play at the party? .....
- 5 Is the party a success? .....

**SPEAKING STRATEGY** Responding to requests and offers

**5** Match the responses with the requests in 1. Check with the dialogue in 2.

- |                                  |                                  |   |                                     |
|----------------------------------|----------------------------------|---|-------------------------------------|
| <input type="radio"/> Of course. | <input type="radio"/> Fantastic. | <input type="radio"/> Sure, no problem. | <input type="radio"/> That's great. |
|----------------------------------|----------------------------------|---|-------------------------------------|

**6 CHOICE**



**A** Work in pairs. Use the prompts.

A Make a request. → B Respond.

**REQUEST**  
 make a sandwich  
 take me to the cinema  
 help me with / help me with my homework

- A Can you make me a sandwich?
- B Of course.

**OFFER**  
 play tennis / you play  
 do / washing-up  
 wash / car



**B** **ROLE PLAY:** Work in pairs. You are organising a party.

- Make a list of all the things you need to organise (e.g. what kind of party, food, drink, music, invitation, etc.).
- Discuss the list. Make offers and requests.

# UNIT 15 Caring for animals

At the end of unit 15 ...

## you know

- 10 words for looking after a pet
- how to use *so do/have I* and *neither do/have I*

## you can

- talk and ask questions about pets
- understand a picture story
- say if something is (not) true for you
- write a text about your pet

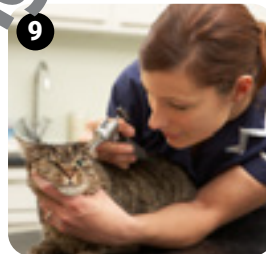
## VOCABULARY Looking after a pet

4/15



1 Listen and look at the pictures. Then number the words.

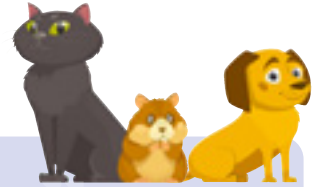
- |   |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> play with your pet       | <input type="checkbox"/> clean out your pet's cage | <input type="checkbox"/> brush your pet           | <input type="checkbox"/> feed your pet        |
| <input type="checkbox"/> dry your pet             | <input type="checkbox"/> stroke your pet           | <input type="checkbox"/> take your pet to the vet | <input type="checkbox"/> give your pet a bath |
| <input type="checkbox"/> take your pet to the vet | <input type="checkbox"/> clean out the litter tray |   |   |



2 Play a memory game.



# LISTENING & SPEAKING Talking/Asking about pets



4/16



## 3 Listen to the interviews and tick the correct answers.

### MEGAN

- What is Megan's pet?  
 a cat     a hamster     a dog
- What colour is she?  
 black and white  
 black and grey  
 black, grey and brown
- Where does she sleep?  
 in Megan's room  
 in the bathroom  
 in the living room
- How often does she feed her?  
 once a day  
 twice a day  
 three times a day
- How much time a day does she spend on her?  
 15 minutes     50 minutes  
 90 minutes

### DAVID

- What is David's pet?  
 a cat     a hamster     a dog
- What colour is it?  
 black and white  
 black and grey  
 brown and white
- How often does he feed him?  
 once a day  
 twice a day  
 three times a day
- How much time a day does he spend on him?  
 15 minutes     50 minutes  
 90 minutes
- Where does he sleep?  
 in the hall  
 in David's room  
 in the living room

4/16



## 4 Listen to the interviews again and complete the sentences.

- Megan doesn't often ...
- When Megan does ... her ... , Princess ...
- Megan doesn't like to ...
- When it rains, David has to ...
- David's sister doesn't ...
- David plays a lot with Buddy when he ...



## 5 Hold interviews. Ask your classmates. Take notes.

### QUESTIONS:

- Have you got a pet?
- What is it?
- What colour is it?
- How often do you feed it?
- Where does it sleep?
- How much time a day do you spend on it?
- What would you like?

### ANSWERS:

Yes, I have. A mouse / ...

No, I don't.  
A ...



## 6 Report to the class.

Nathalie has got a ... . It's ... . It sleeps ... . She feeds it ... . She spends ... minutes on it.



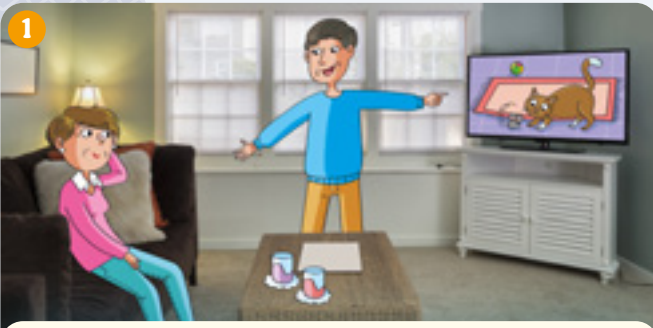
## READING

4/17



7 Read the picture story. Then listen to it.

## A new pet



- Bob** Do you know what this house needs, Alice?  
**Alice** What does it need, Bob?  
**Bob** A pet. This house needs a pet. A pet to keep us company.  
**Alice** That's a great idea. Let's get one.



- Alice** "The Animal Shelter". I think we're going to find something in here.  
**Bob** So do I. Something very special to make the perfect home.



- Alice** How about a dog? They've got some lovely dogs here.  
**Bob** Hmm, I'm not too sure. Think of the mess they make and the noise. Then we need to take them for walks ...  
**Alice** Yes, that's a good point. Let's look at the cats.



- Bob** Cats. They're cleaner than dogs, but they're not very good company. I don't really like cats.  
**Alice** Neither do I. Let's forget about cats and look for something else.  
**Bob** Let's go to the pet shop.

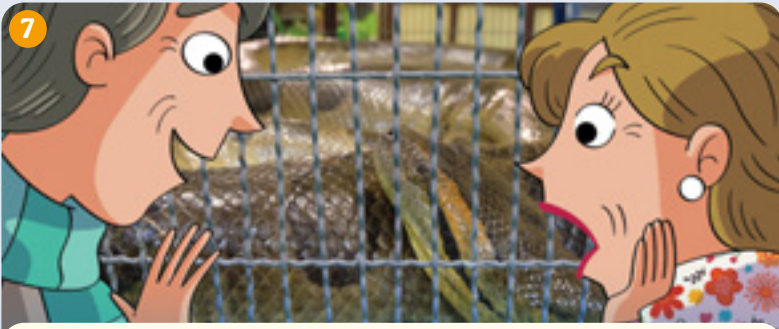


- Bob** "The Perfect Pet". The best pet shop in town. What are these?  
**Alice** Rats! No way. I've got a fear of rats.  
**Bob** So have I. There's no way I want a rat in the house.



- Alice** What about a budgie? They're easy to look after and they're great company.  
**Bob** No. I don't really like the idea of birds in cages. Birds need to fly.





**Bob** Snakes. Hmm. Interesting. They're easy to look after, for sure. And they'll keep the house safe. Nobody's going to break into a house with a snake like this in it. It's going to need a big glass cage, but we've got lots of space in the living room.

**Alice** No way! I'm scared of snakes.

**Bob** So what are we going to get, Alice?

**Alice** Come with me. I think I've got the perfect pet for us.



**Bob** Goldfish. Perfect.

**Alice** Isn't it beautiful?

I haven't thought of a name for it

**Alice** I'll name it for you. I'll think of one for you. I'll name it for you. I'll think of one for you. I'll name it for you. I'll think of one for you.

**8 Read the picture story again and answer the questions.**

- 1 Why does Bob say they need a pet?
- 2 Why doesn't Bob want a dog?
- 3 Why don't Bob and Alice want a rat?
- 4 Why don't Bob and Alice want a bird?
- 5 Why doesn't Bob want a bird?
- 6 Why does Bob think a snake might be a good idea?

**A SONG 4 U**

4/18+19



**9 Listen and sing.**

*We've got to get a pet,  
something for our home.  
We've got to get a pet,  
Don't want to be alone.*

Shall we get a cat?  
Or shall we get a dog?  
Shall we get a rat?  
Or shall we get a frog?  
Hmmmmmmmmmm ...  
A dog is much too loud.  
A cat is much too proud.  
A snake is far too dangerous.  
A frog is much too loud.

*We've got to get a pet ...*

Shall we get a bird?  
Or shall we get a rat?  
Or shall we get a goldfish?  
What do you say to that?  
Hmmm ...  
Bird in a cage? No way!  
I've got a fear of rats.  
I'd really love a goldfish.  
So would the neighbours' cats.

*We've got to get a pet ...*



**READING**



**10** Read the story.

# The story of Happy Feet

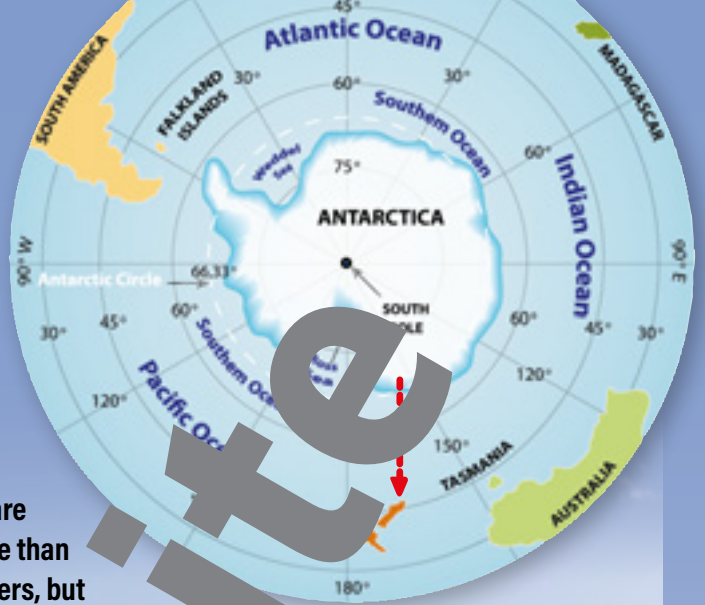
In June 2011, some people found an emperor penguin on a beach in New Zealand. It was really unusual because there are no emperor penguins in New Zealand. The penguin was more than 2,500 kilometres from home! Penguins are excellent swimmers, but that's a very long way to swim, even for a penguin.



The people saw that the penguin ate sand. They also saw that the bird was quite sick. Why did he eat sand? Because the poor bird thought it was snow.

They took the penguin to the zoo in Wellington, the capital of New Zealand. They called the emperor penguin "Happy Feet". The penguin became a star. Lots of people wanted to see him. At the zoo they fed Happy Feet fish and after some months Happy Feet was fine again. They decided to take him back home. They fixed a transmitter\* to the bird and put him on a ship. The ship took him about 2,500 kilometres south. Then they said goodbye to him and put him in the water to swim home.

But what happened to Happy Feet? After five days there was no signal from the transmitter any more. Did he get home? Did a shark eat him? We will never know.



**Did you know?**

The emperor penguin is the tallest and heaviest of all penguins. They can be 120 cm tall and weigh up to 45 kilos. They eat fish and other small animals that live in the Antarctic Ocean.

**VOCABULARY** Transmitter – Sender

**11** How many of these tasks can you do?

- 1 The penguin was a very long way from home. T / F
- 2 Penguins can swim more than 2,500 km. T / F
- 3 The penguin was sick. T / F
- 4 The penguin ate sand because he ..... for a while.
- 5 The penguin stayed ..... on him.
- 6 Before they let Happy Feet go, they ..... on him.
- 7 Where did they release Happy Feet? .....
- 8 What happened to Happy Feet? .....
- 9 How are emperor penguins different from other penguins? .....

4/20+21



**12** Check your answers with a partner. Then listen to the story.

## WRITING

### 13 CHOICES

Read the texts. Then write your own text.

A

I haven't got a pet. We live in a flat and my parents always say no. I'd like a dog. My parents say dogs are a lot of work, but I don't think so. One of my friends has got a dog. He doesn't spend a lot of time on it. We sometimes play with it in the park.

B

My pet is a rat. He's brown and his name is Fluff. I often play with Fluff. He likes it when I put him inside my shirt. Some of my friends are scared of Fluff. When I take Fluff out of my shirt or jacket, they run away. I don't understand that. I clean the cage every second day and I put in clean water twice every day. Fluff sleeps in his cage. When I get up at the weekend, I put him in the pocket of my pyjamas. Then I go into the kitchen and hug my mum. When she sees Fluff, she screams.



## GRAMMAR



**So do/have I. – Neither do/have I.**

Read the examples.

A Rats! No way. **I've got** a fear of rats.

**I think** we're going to find something in here.

B **So have I.**

**So do I.**

A **I haven't thought** of a name for my yet.

A **I don't really like** cats.

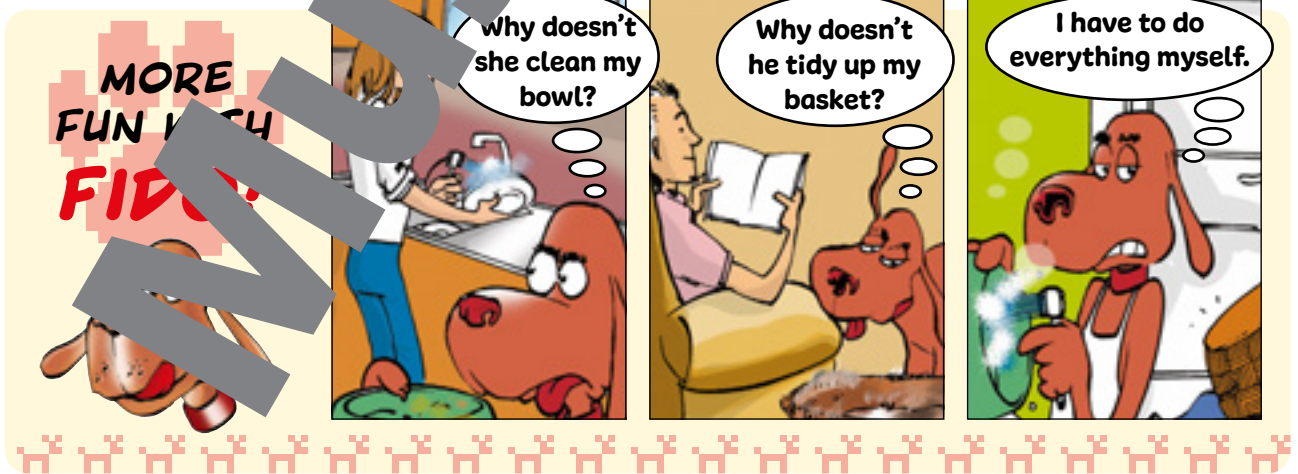
B **Neither have I.**

**Neither do I.**

**Complete the sentences with either or so.**

Du verwendest <sup>1</sup>....., um eine positiven Aussage zuzustimmen.

Du verwendest <sup>2</sup>..... *do/have I*, um einer negativen Aussage zuzustimmen.



Now go back to page 116. Check  with a partner what you know / can do.

## TENSES (ZEITEN)

### PRESENT TENSE

#### Present simple (Einfache Gegenwartsform)

Das *Present simple* verwendest du, wenn du über Gewohnheiten, Tatsachen, Vorwissen und wiederholte Handlungen sprichst. Die Form des *Present simple* ist für alle Personen gleich.

**Ausnahme:** In der 3. Person Singular wird ein **-s** angehängt. Verneinung und Fragen werden mit dem Hilfsverb **do** (3. Person Singular **does**) gebildet.

Statement	Negation	Question	Short answer	
I like London.	I <b>don't (do not)</b> like London.	<b>Do/Don't</b> I like London?	Yes, I <b>do</b> .	No, I <b>don't</b> .
You like London.	You <b>don't (do not)</b> like London.	<b>Do/Don't</b> you like London?	Yes, you <b>do</b> .	No, you <b>don't</b> .
He likes London.	He <b>doesn't (does not)</b> like London.	<b>Does/Doesn't</b> he like London?	Yes, he <b>does</b> .	No, he <b>doesn't</b> .
She likes London.	She <b>doesn't (does not)</b> like London.	<b>Does/Doesn't</b> she like London?	Yes, she <b>does</b> .	No, she <b>doesn't</b> .
It likes fish.	It <b>doesn't (does not)</b> like fish.	<b>Does/Doesn't</b> it like fish?	Yes, it <b>does</b> .	No, it <b>doesn't</b> .
We like London.	We <b>don't (do not)</b> like London.	<b>Do/Don't</b> we like London?	Yes, we <b>do</b> .	No, we <b>don't</b> .
You like London.	You <b>don't (do not)</b> like London.	<b>Do/Don't</b> you like London?	Yes, you <b>do</b> .	No, you <b>don't</b> .
They like London.	They <b>don't (do not)</b> like London.	<b>Do/Don't</b> they like London?	Yes, they <b>do</b> .	No, they <b>don't</b> .

#### Present continuous (Verlaufsform, Progressive)

Wenn du beschreiben möchtest, was jemand gerade tut oder gerade in diesem Augenblick passiert, verwendest du im Englischen die sogenannte *Continuous Form* der Verbs. Das *Present continuous* wird mit der richtigen Form von **be (am/is/are)** und der **-ing**-Form des Vollverbs gebildet.

Statement	Negation	Question	Short answer	
I'm (I <b>am</b> ) <b>playing</b> football.	I'm <b>not</b> (I <b>am not</b> ) <b>playing</b> football.	<b>Am</b> I <b>playing</b> football?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
You're (You <b>are</b> ) <b>playing</b> football.	You <b>aren't</b> (You're <b>not</b> ) <b>playing</b> football.	<b>Are</b> you <b>playing</b> football?	Yes, you <b>are</b> .	No, you <b>aren't</b> . / No, you're <b>not</b> .
He's (He <b>is</b> ) <b>playing</b> football.	He <b>isn't</b> (He <b>is not</b> ) <b>playing</b> football.	<b>Is</b> he <b>playing</b> football?	Yes, he <b>is</b> .	No, he <b>isn't</b> . / No, he's <b>not</b> .
She's (She <b>is</b> ) <b>playing</b> football.	She <b>isn't</b> (She <b>is not</b> ) <b>playing</b> football.	<b>Is</b> she <b>playing</b> football?	Yes, she <b>is</b> .	No, she <b>isn't</b> . / No, she's <b>not</b> .
It's (It <b>is</b> ) <b>snowing</b> .	It <b>isn't</b> (It <b>is not</b> ) <b>snowing</b> .	<b>Is</b> it <b>snowing</b> ?	Yes, it <b>is</b> .	No, it <b>isn't</b> . / No, it's <b>not</b> .
We're (We <b>are</b> ) <b>playing</b> football.	We <b>aren't</b> (We're <b>not</b> ) <b>playing</b> football.	<b>Are</b> we <b>playing</b> football?	Yes, we <b>are</b> .	No, we <b>aren't</b> . / No, we're <b>not</b> .
You're (You <b>are</b> ) <b>playing</b> football.	You <b>aren't</b> (You're <b>not</b> ) <b>playing</b> football.	<b>Are</b> you <b>playing</b> football?	Yes, you <b>are</b> .	No, you <b>aren't</b> . / No, you're <b>not</b> .
They're (They <b>are</b> ) <b>playing</b> football.	They <b>aren't</b> (They're <b>not</b> ) <b>playing</b> football.	<b>Are</b> they <b>playing</b> football?	Yes, they <b>are</b> .	No, they <b>aren't</b> . / No, they're <b>not</b> .



## Present perfect – Regular verbs (Regelmäßige Verben)

Das *Present perfect* ist wie eine Art Brücke zwischen der Vergangenheit und der Gegenwart. Du verwendest es, um über eine Handlung zu sprechen, die in der Vergangenheit begonnen hat und bis in die Gegenwart andauert bzw. wenn das Resultat dieser Handlung in der Gegenwart noch sichtbar ist. Außerdem verwendest du es, wenn du sagen willst, dass etwas gerade oder vor kurzer Zeit passiert ist. Dabei gibst du (im Gegensatz zur *Past simple*) keinen genauen Zeitpunkt an.

Das *Present perfect* wird gebildet mit **have/has** und dem **Past participle** (dritte Form des Verbs). Siehe Liste der *Irregular verbs* auf S. 125).

Statement		Negation		Question			
I've (I have)	finished.	I	haven't (have not)	Have/ Haven't	I	Yes, I <b>have</b> .	No, I <b>haven't</b> .
You've (You have)		You			you	Yes, you <b>have</b> .	No, you <b>haven't</b> .
He's (He has)		He	hasn't (has not)	Has/ Hasn't	he	Yes, he <b>has</b> .	No, he <b>hasn't</b> .
She's (She has)		She			she	Yes, she <b>has</b> .	No, she <b>hasn't</b> .
It's (It has)		It			it	Yes, it <b>has</b> .	No, it <b>hasn't</b> .
We've (We have)		We	haven't (have not)	Have/ Haven't	we	Yes, we <b>have</b> .	No, we <b>haven't</b> .
You've (You have)		You			you	Yes, you <b>have</b> .	No, you <b>haven't</b> .
They've (They have)		They			they	Yes, they <b>have</b> .	No, they <b>haven't</b> .

## Present perfect + already / yet

Wenn du sagen möchtest, dass jemand etwas schon gemacht hat bzw. etwas schon erledigt ist, verwendest du das *Present perfect* zusammen mit dem Wort **already**. Dabei steht das Wort **already** zwischen **have/has** und dem **Past participle**.

I've **already** washed the car.      We've **already** seen this film.

Wenn du sagen möchtest, dass jemand etwas noch nicht gemacht hat, verwendest du das *Present perfect* zusammen mit den Wörtern **not yet**. Das Wort **yet** kommt dabei an das Ende.

I **haven't** done my homework **yet**.      She **hasn't** told me.

## Present perfect + ever / never

**Ever** und **never** stellst du zwischen **have/has** und dem **Past participle**.

Wenn du fragen möchtest, ob jemand irgendwann in der Vergangenheit etwas getan hat, verwendest du das *Present perfect* mit dem Wort **ever**.

**Have** you **ever** been to Hollywood?      She **ever** met a famous person?

Wenn du sagen möchtest, dass jemand in der Vergangenheit noch nie etwas Bestimmtes getan oder erlebt hat, verwendest du das *Present perfect* mit dem Wort **never**.

I've **never** been to Hollywood.      She has **never** met a famous person.

## PAST TENSE

### Past simple – was / were (Einfache Vergangenheitsform)

Wenn du sagen willst, was war (bzw. nicht war), verwendest du die *Past simple* Form von **be**. Diese wird folgendermaßen gebildet:

Statement	Negation	Question	Short answer
I <b>was</b> tired.	I <b>wasn't (was not)</b> tired.	<b>Was/Wasn't</b> I tired?	Yes, I <b>was</b> . / No, I <b>wasn't (was not)</b> .
You <b>were</b> tired.	You <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> you tired?	Yes, you <b>were</b> . / No, you <b>weren't (were not)</b> .
He <b>was</b> tired.	He <b>wasn't (was not)</b> tired.	<b>Was/Wasn't</b> he tired?	Yes, he <b>was</b> . / No, he <b>wasn't (was not)</b> .
She <b>was</b> tired.	She <b>wasn't (was not)</b> tired.	<b>Was/Wasn't</b> she tired?	Yes, she <b>was</b> . / No, she <b>wasn't (was not)</b> .
It <b>was</b> blue.	It <b>wasn't (was not)</b> blue.	<b>Was/Wasn't</b> it blue?	Yes, it <b>was</b> . / No, it <b>wasn't (was not)</b> .
We <b>were</b> tired.	We <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> we tired?	Yes, we <b>were</b> . / No, we <b>weren't (were not)</b> .
You <b>were</b> tired.	You <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> you tired?	Yes, you <b>were</b> . / No, you <b>weren't (were not)</b> .
They <b>were</b> tired.	They <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> they tired?	Yes, they <b>were</b> . / No, they <b>weren't (were not)</b> .

### Past time markers

Mithilfe der *Past time markers* kannst du ausdrücken, wann in der Vergangenheit etwas passiert ist. Bei diesen Wörtern verwendest du das *Past simple*:

then	ago	later	after	one day	finally	the next ...	in (2020) ...
------	-----	-------	-------	---------	---------	--------------	---------------

### Past simple – Regular verbs (Regelmäßige Verben)

- Das *Past simple* wird bei regelmäßigen Verben mit **d** gebildet.
- Endet ein regelmäßiges Verb auf **-e** (z. B. *like*), fügst du **-d** an (*liked*).
- Endet das Verb auf **-y** (z. B. *carry*), verwandelt du das **y** in **-i** und du fügst **-ed** an (*carried*).

Statement	Negation	Question	Short answer
I <b>liked</b> London.	I <b>didn't (did not)</b> like London.	<b>Did</b> I like London?	Yes, I <b>did</b> . / No, I <b>didn't</b> .
You <b>laughed</b> a lot.	You <b>didn't (did not)</b> laugh a lot.	<b>Did</b> you laugh a lot?	Yes, you <b>did</b> . / No, you <b>didn't</b> .
He <b>walked</b> home.	He <b>didn't (did not)</b> walk home.	<b>Did</b> he walk home?	Yes, he <b>did</b> . / No, he <b>didn't</b> .
She <b>looked</b> up.	She <b>didn't (did not)</b> look up.	<b>Did</b> she look up?	Yes, she <b>did</b> . / No, she <b>didn't</b> .
It <b>slipped</b> .	It <b>didn't (did not)</b> slip.	<b>Did</b> it slip?	Yes, it <b>did</b> . / No, it <b>didn't</b> .
We <b>jumped</b> into the water.	We <b>didn't (did not)</b> jump into the water.	<b>Did</b> we jump into the water?	Yes, we <b>did</b> . / No, we <b>didn't</b> .
You <b>carried</b> our books.	You <b>didn't (did not)</b> carry our books.	<b>Did</b> you carry our books?	Yes, you <b>did</b> . / No, you <b>didn't</b> .
They <b>loved</b> the film.	They <b>didn't (did not)</b> love the film.	<b>Did</b> they love the film?	Yes, they <b>did</b> . / No, they <b>didn't</b> .

## Irregular verbs (Unregelmäßige Verben)

Es gibt auch Verben, deren *Past simple* Form nicht durch das Anhängen der Endung **-ed** gebildet werden kann. Diese Verben nennt man unregelmäßige Verben. Ihre Form des *Past simple* und *Past participle* lernst du am besten auswendig.

Hier findest du eine Liste mit einer Auswahl der wichtigsten unregelmäßigen Verben:

Present	Past simple	Past participle	Übersetzung
be	was/were	been	sein
become	became	become	werden
begin	began	begun	beginnen
bend	bent	bent	beugen; biegen
break	broke	broken	brechen
bring	brought	brought	bringen
build	built	built	bauen
buy	bought	bought	kaufen
can	could	could	können
catch	caught	caught	fangen
choose	chose	chosen	(aus-)wählen
come	came	come	kommen
cut	cut	cut	schneiden
do	did	done	tun, machen
draw	drew	drawn	zeichnen
dream	dreamt (dreamed)	dreamt (dreamed)	träumen
drink	drank	drunk	trinken
drive	drove	driven	fahren; treiben
eat	ate	eaten	essen
fall (asleep)	fell (asleep)	fallen (asleep)	fallen; schlafen
feel	felt	felt	fühlen
fight	fought	fought	kämpfen
find	found	found	finden
fly	flew	flown	fliegen
forget	forgot	forgotten	vergessen
freeze	froze	froze	erstarren; erstarren
get	got	got	kommen; werden
get up	got up	got up	aufstehen
give	gave	given	geben
go	went	gone	gehen; fahren
hang	hung	hung	hängen
have	had	had	haben
hear	heard	heard	hören
hide	hid	hidden	(sich) verstecken
hit	hit	hit	schlagen
hold	held	held	(fest-)halten
hurt	hurt	hurt	(sich) verletzen, schmerzen

Present	Past simple	Past participle	Übersetzung
know	knew	known	wissen; kennen
learn	learnt (learned)	learnt (learned)	lernen
leave	left	left	verlassen
let	let	let	lassen
lose	lost	lost	verlieren
make	made	made	machen
meet	met	met	treffen
pay	paid	paid	(be-)zahlen
put	put	put	legen; setzen; stellen
read	read	read [red]	lesen
ride	rode	ridden	reiten; fahren
ring	rang	rung	läuten
run	ran	run	laufen
say	said	said	sagen
see	saw	seen	sehen
sell	sold	sold	verkaufen
send	sent	sent	senden, schicken
shine	shone	shone	scheinen
shoot	shot	shot	schießen
show	showed	shown (showed)	zeigen
sing	sang	sung	singen
sit	sat	sat	sitzen, sich setzen
sleep	slept	slept	schlafen
smell	smelt (smelled)	smelt (smelled)	riechen
speak	spoke	spoken	sprechen, sagen
spend	spent	spent	verbringen; ausgeben
stand	stood	stood	stehen
steal	stole	stolen	stehlen
swim	swam	swum	schwimmen
take	took	taken	nehmen
teach	taught	taught	lehren, unterrichten
tell	told	told	sagen, erzählen
think	thought	thought	denken
wake (up)	woke (up)	woken (up)	(auf-)wachen
wear	wore	worn	tragen (Kleidung)
win	won	won	gewinnen
write	wrote	written	schreiben

## FUTURE TENSE

### going to-future (Zukunft mit going to)

Wenn du ausdrücken möchtest, was jemand für die Zukunft plant oder vorhat, verwendest du eine Form von **be** und **going to** und die Grundform des Verbs.

Statement		Negation		Question		Short answer	
I'm	going to play football.	I'm not	going to play football.	Am I	going to play football.	I am / No, I'm not.	
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).	
He's		He isn't (He's not)		Is/Isn't he		Yes, he is. / No, he isn't (he's not).	
She's		She isn't (She's not)		Is/Isn't she		Yes, she is. / No, she isn't (she's not).	
We're		We aren't (We're not)		Are/Aren't we		Yes, we are. / No, we aren't (we're not).	
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).	
They're		They aren't (They're not)		Are/Aren't they		Yes, they are. / No, they aren't (they're not).	

### will-future

Für Vorhersagen, spontane Entschlüsse oder Versprechen verwendest du die **will-future**.

Bildung: Person + **will** / **won't (will not)** + Grundform des Verbs

Statement	Negation	Question	Short answer	
I'll (I will) see you tomorrow.	I won't (will not) see you tomorrow.	Will I see you tomorrow?	Yes, I will.	No, I won't (will not).
You'll (You will) see me tomorrow.	You won't (will not) see me tomorrow.	Will you see me tomorrow?	Yes, you will.	No, you won't (will not).
He'll (He will) see her tomorrow.	He won't (will not) see her tomorrow.	Will he see her tomorrow?	Yes, he will.	No, he won't (will not).
She'll (She will) see him tomorrow.	She won't (will not) see him tomorrow.	Will she see him tomorrow?	Yes, she will.	No, she won't (will not).
It'll (It will) rain tomorrow.	It won't (will not) rain tomorrow.	Will it rain tomorrow?	Yes, it will.	No, it won't (will not).
We'll (We will) see you tomorrow.	We won't (will not) see you tomorrow.	Will we see you tomorrow?	Yes, we will.	No, we won't (will not).
You'll (You will) see me tomorrow.	You won't (will not) see me tomorrow.	Will you see me tomorrow?	Yes, you will.	No, you won't (will not).
They'll (They will) see you tomorrow.	They won't (will not) see you tomorrow.	Will they see you tomorrow?	Yes, they will.	No, they won't (will not).

## ESSENDE VERBEN

### to be – affirmative, negative

Das Verb **be** wird wie das deutsche **sein** verwendet. Du kannst die Formen von **be** in der Langform (**I am**) oder der Kurzform (**I'm**) schreiben. In der Sprechpraxis verwendest du fast immer die Kurzform.

Statement	Negation
I'm (I am) tired.	I'm not tired.
You're (You are) happy.	You aren't / You're not happy.
He's (He is) nice.	He isn't / He's not nice.
She's (She is) in class 3B.	She isn't / She's not in class 3B.
It's (It is) blue.	It isn't / It's not blue.
We're (We are) out.	We aren't / We're not out.
You're (You are) from York.	You aren't / You're not from York.
They're (They are) twelve.	They aren't / They're not twelve.



## Questions with to be

Question	Short answer	
Am I tired?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
Are/Aren't you happy?	Yes, you <b>are</b> .	No, you <b>aren't</b> . / No, you're <b>not</b> .
Is/Isn't he nice?	Yes, he <b>is</b> .	No, he <b>isn't</b> . / No, he's <b>not</b> .
Is/Isn't she in class 3B?	Yes, she <b>is</b> .	No, she <b>isn't</b> . / No, she's <b>not</b> .
Is/Isn't it blue?	Yes, it <b>is</b> .	No, it <b>isn't</b> . / No, it's <b>not</b> .
Are/Aren't we out?	Yes, we <b>are</b> .	No, we <b>aren't</b> . / No, we're <b>not</b> .
Are/Aren't you from York?	Yes, you <b>are</b> .	No, you <b>aren't</b> . / No, you're <b>not</b> .
Are/Aren't they twelve?	Yes, they <b>are</b> .	No, they <b>aren't</b> . / No, they're <b>not</b> .

## have got / haven't got

**Have got** wird wie das deutsche Verb **haben** (besitzen) verwendet.

Die richtige Form für die 3. Person der Gegenwart (**he/she/it**) ist **has got**.

Statement	Negation	Question	Short answer	
I've got (I <b>have got</b> ) a dog.	I <b>haven't got</b> (have not got) a dog.	Have/Haven't I got a dog?	Yes, I <b>have</b> .	No, I <b>haven't</b> .
You've got (You <b>have got</b> ) a dog.	You <b>haven't got</b> (have not got) a dog.	Have/Haven't you got a dog?	Yes, you <b>have</b> .	No, you <b>haven't</b> .
He's got (He <b>has got</b> ) a dog.	He <b>hasn't got</b> (has not got) a dog.	Has/Hasn't he got a dog?	Yes, he <b>has</b> .	No, he <b>hasn't</b> .
She's got (She <b>has got</b> ) a dog.	She <b>hasn't got</b> (has not got) a dog.	Has/Hasn't she got a dog?	Yes, she <b>has</b> .	No, she <b>hasn't</b> .
It's got (It <b>has got</b> ) big ears.	It <b>hasn't got</b> (has not got) big ears.	Has/Hasn't it got big ears?	Yes, it <b>has</b> .	No, it <b>hasn't</b> .
We've got (We <b>have got</b> ) a dog.	We <b>haven't got</b> (have not got) a dog.	Have/Haven't we got a dog?	Yes, we <b>have</b> .	No, we <b>haven't</b> .
You've got (You <b>have got</b> ) a dog.	You <b>haven't got</b> (have not got) a dog.	Have/Haven't you got a dog?	Yes, you <b>have</b> .	No, you <b>haven't</b> .
They've got (They <b>have got</b> ) a dog.	They <b>haven't got</b> (have not got) a dog.	Have/Haven't they got a dog?	Yes, they <b>have</b> .	No, they <b>haven't</b> .

## there is / there are

**There is / there are** wird verwendet, um auszudrücken, dass etwas vorhanden ist oder dass es etwas gibt.

There's a parrot in the tree. (= There is a parrot in the tree.)

There are three frogs on the desk.

## like (doing)

Mit **like doing** sagst du, dass jemand etwas mag oder sich gerne mit etwas beschäftigt.

Bildung: (**don't/doesn't**) + **verb** + **-ing**

In diesem Fall wird das **Verb** wie gewöhnlich verwendet (Deutsch: Ich mag Lesen/Schwimmen/Laufen ...). Man nennt diese Form auch **gerund**.

Samantha **doesn't like** listening to music.

James **likes** running, but he **doesn't like** swimming.

## MODAL VERBS (MODALVERBEN)

Modalverben sind Hilfsverben mithilfe derer du Fähigkeiten, Verpflichtungen, Wünsche oder Vorschläge ausdrücken kannst. Sie werden immer in Kombination mit der Grundform eines anderen Verbs verwendet.

- Achtung:**
- an die 3. Person Singular wird kein -s angehängt
  - Fragen und verneinte Form werden ohne das Hilfsverb *do/does* oder *did* gebildet

### can / can't

Wenn du ausdrücken möchtest, dass jemand etwas kann oder nicht kann, verwendest du **can**. **can** ist ein Modalverb und wird deshalb immer in Verbindung mit einem Vollverb verwendet. Die Verneinung lautet **cannot** oder **can't**.

Statement	Negation	Question	Answer
I <b>can</b> speak French.	I <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> I speak French?	Yes, I <b>can</b> . No, I <b>can't</b> .
You <b>can</b> speak French.	You <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> you speak French?	Yes, you <b>can</b> . No, you <b>can't</b> .
He <b>can</b> speak French.	He <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> he speak French?	Yes, he <b>can</b> . No, he <b>can't</b> .
She <b>can</b> speak French.	She <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> she speak French?	Yes, she <b>can</b> . No, she <b>can't</b> .
It <b>can</b> run fast.	It <b>can't (cannot)</b> run fast.	<b>Can/Can't</b> it run fast?	Yes, it <b>can</b> . No, it <b>can't</b> .
We <b>can</b> speak French.	We <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> we speak French?	Yes, we <b>can</b> . No, we <b>can't</b> .
You <b>can</b> speak French.	You <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> you speak French?	Yes, you <b>can</b> . No, you <b>can't</b> .
They <b>can</b> speak French.	They <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> they speak French?	Yes, they <b>can</b> . No, they <b>can't</b> .

### have to / don't have to / must / mustn't

Wenn du sagen möchtest, dass jemand etwas tun muss, verwendest du entweder **must** oder **have/has to** zusammen mit der Grundform des Verbs verwenden. Wenn du aber sagen möchtest, dass jemand etwas nicht tun muss, oder nicht zu tun braucht, verwendest du **don't have to** oder **doesn't have to**. Wenn im Englischen **mustn't** etwas ganz anderes, nämlich dass jemand etwas nicht darf.

You <b>have to / must</b> come to the party. I really want to see you.	<b>has/have to</b> oder <b>must</b> („müssen“)
You <b>don't have to</b> come to the party. It will be boring.	<b>doesn't/ don't have to</b> („nicht müssen“)
You <b>mustn't</b> come to the party. You are too young.	<b>mustn't</b> („nicht dürfen“)

### should / shouldn't

Um auszudrücken, was jemand tun oder nicht tun soll, verwendest du **should** oder **shouldn't** (= **should not**) mit der Grundform des Verbs.

I <b>should</b> do my maths homework.	You <b>shouldn't</b> eat that much chocolate.	<b>Should</b> I call my friend and say sorry?
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### might / might not

Mit **might / might not** zusammen mit der Grundform des Verbs drückst du die Möglichkeit bzw. Wahrscheinlichkeit aus, dass in Zukunft etwas vielleicht (nicht) passieren könnte, oder jemand etwas (nicht) tun könnte.

It <b>might</b> rain today.	We <b>might not</b> go on holiday this year.
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## IMPERATIVES (IMPERATIV / BEFEHLSFORMEN)

Die Befehlsform ist immer gleich wie die Grundform des Verbs (ohne to).

Die Verneinung wird mit **do not (don't)** + Grundform gebildet.

Run!	<b>Don't</b> run!
Sit down.	<b>Don't</b> sit down.
Open the window.	<b>Don't</b> open the window.

## CONJUNCTIONS (KONJUNKTIONEN)

### Linking words (*and, but, because*)

Konjunktionen (Bindewörter) verbinden Hauptsätze und Nebensätze miteinander.

We went to the cinema	<b>and</b> watched a great film.
	<b>but</b> it was closed.
	<b>because</b> we had free tickets.

### why – because

Um die Ursache von etwas zu erfragen bzw. etwas zu begründen, verwendest du **why** bzw. **because**.

**Why** did you go to the store? – **Because** I needed bread.

**Why** are you tired? – **Because** I went to bed late.

### So do/have I – Neither do/have I

Wenn du jemandem zustimmen willst („ich auch“), verwendest du **So do I**. Bei einer negativen Aussage, der du zustimmst („ich auch nicht“), verwendest du **Neither do I**.

Bei Modalverben (**can, should, might** etc.) verwendest du **do** wiederholst du das Verb, ansonsten verwendest du **do**.

I like rap. – <b>So do I.</b>	I don't like rock. – <b>Neither do I.</b>
I've got a laptop. – <b>So have I.</b>	I haven't got a laptop. – <b>Neither have I.</b>
I can play the piano. – <b>So can I.</b>	I can't play the piano. – <b>Neither can I.</b>
I went to the cinema last night. – <b>So did I.</b>	I didn't go to the cinema last night. – <b>Neither did I.</b>
I had a great holiday. – <b>So had I.</b>	Yesterday, we had no homework. – <b>Neither had I.</b>

## ADVERBS (ADVERBIEN)

Generell beschreiben Adverbien ein Verb, Adjektiv oder Substantiv näher. Es gibt unterschiedliche Arten von Adverbien.

### Adverbs of frequency (Häufigkeitsadverbien)

Mithilfe dieser Wörter kannst du sagen, wie oft jemand etwas macht oder wie oft etwas geschieht.

**Achtung:** Die Wortstellung im Englischen ist anders als im Deutschen. Im Englischen steht das *Adverb of frequency* immer direkt vor dem Verb:

I <b>sometimes</b> go to the cinema on Fridays.
We <b>usually</b> visit my grandparents on Sundays.
They <b>never</b> play football, but they <b>often</b> play basketball.

0%	XXXXXX	never
	✓XXXXX	sometimes
	✓✓XXXX	often
	✓✓✓XXX	usually
	✓✓✓✓XX	always

Nur bei ... es nach dem Verb:

She is <b>always</b> late.
I am <b>usually</b> happy.
They are <b>never</b> ...

### Adverbs of manner (Adverbien der Art und Weise)

Mit den *Adverbs of manner* kannst du die Art und Weise beschreiben, wie etwas geschieht oder getan wird. Bei regelmäßigen Adverbien wird einfach ein **-ly** an das Adjektiv angehängt.

Achtung bei der Schreibweise: **-y** wird zu **-i + ly**; **-e** wird vor dem ...

Regular (+ -ly) (Regelmäßig)
bad – badly
quiet – quietly

Regular (-y oder -e am Wortende)
happy – happily
terrible – terribly

Irregular (Unregelmäßig)
fast – fast
good – well

## PREPOSITIONS (PRÄPOSITIONEN)

Präpositionen stehen vor einem Nomen oder Pronomen und zeigen die Zeit (siehe *Time prepositions*), die Richtung oder den Ort (siehe *Prepositions of place*) an.

### Time prepositions (Präpositionen der Zeit)

Wenn du sagen möchtest, wann etwas geschieht, verwendest du die Präpositionen **on**, **in** oder **at**.

My birthday is <b>on</b> February 12 <sup>th</sup> / May 1 <sup>st</sup> / September 1 <sup>st</sup> .	Tage
My sister's birthday is <b>in</b> December / April.	Monate
The film starts <b>at</b> 7 o'clock / eight / six forty five.	Uhrzeit
We have maths <b>in</b> the morning / the afternoon.	Tageszeit
We go to bed late <b>at</b> night.	
The concert is <b>on</b> Friday.	Wochentage

### Prepositions of place (Präpositionen des Ortes)

on	in	behind	next to	in front of	under
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## ARTICLES (ARTIKEL)

### Indefinite article (Unbestimmter Artikel)

Der unbestimmte Artikel **a** (im Deutschen **ein/eine**) wird vor einem zählbaren Nomen verwendet, **an** wird vor jenen zählbaren Nomen verwendet, die mit einem Selbstlaut (a, e, i, o, u) beginnen.

a bike

a teacher

a dog

Vor den Vokalen (Selbstlauten): a, e, i, o, u

an egg [ən 'eg]

an apple [ən 'æpl]

### Definite article (Bestimmter Artikel)

Der bestimmte Artikel, der wie **der/die/das** im Deutschen verwendet wird, ist im Englischen immer **the**.

the bike

the teacher

the dog

## NOUNS (NOMEN)

### Plural nouns – Irregular plurals (Mehrzahlformen)

Regelmäßige Mehrzahlformen werden gebildet, indem ein **-s** angehängt wird.

#### Regular plural

dog – dogs

bear – bears

cat – cats

boy – boys

Bei unregelmäßigen Formen wird am Wortende **-y** zu **-ies** (bei Vokalen vor **-y** bleibt **-y**) und **-f** oder **-fe** zu **-ves**. Aber es gibt auch Ausnahmen, die ganz andere Formen bilden und keiner Regel folgen. Diese lernst du am besten auswendig, um sie dir gut zu merken.

#### Irregular plural

baby – babies

leaf – leaves

fish – fish

child – children

mouse – mice

foot – feet

tooth – teeth

man – men

sheep – sheep

### whose + Possessive 's (Genitiv)

Wenn du fragen willst, wem etwas gehört, verwendest du **whose**. Wenn du mit einem Namen oder Nomen antwortest, fügst du das *Possessive 's* an. Wenn der Name oder das Nomen im Plural steht oder auf **-s** endet, setzt du ans Ende des Wortes ein **'** (Apostroph). Bei Wörtern mit unregelmäßiger Pluralform hängst du ebenfalls das *Possessive 's* an.

Whose is this book? It's Amanda's (book).

Whose book is this? It's Amanda's (book).

Whose is this room? It's the teachers' (room).

Whose room is this? It's the children's (room).

# PRONOUNS (PRONOMEN)

## Personal pronouns – Subject and object pronouns (Personalpronomen)

Personalpronomen haben zwei Formen, je nachdem wie sie in einem Satz gebraucht werden:

- als Subjekt: *Subject pronoun*
- als Objekt: *Object pronoun*

<b>Subject pronoun</b>	I	you	he	she	it	we	you	they
<b>Object pronoun</b>	me	you	him	her	it	us	you	them

Das unpersönliche deutsche **man** kann im Englischen durch **you, they** oder **one** ausgedrückt werden.

## Possessives / Possessive pronouns (Possessivpronomen)

Possessives stehen immer vor dem Nomen und zeigen an, wem oder zu wem etwas gehört.





<b>Possessives</b>	my	your	his	her	its	our	your	their
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Du verwendest ein *Possessive pronoun*, wenn du sagen willst, wem etwas gehört. Es steht anstelle eines Nomens, das vorher bereits mindestens einmal erwähnt wurde, z. B.: *This is my bike. – It's mine.*

<b>Possessive pronoun</b>	mine	yours	his	hers	its	yours	ours	theirs
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## this / that – these / those

**This / that** (Einzahl) und **these / those** (Mehrzahl) sind Demonstrativpronomen – sie weisen also auf eine spezielle Person, einen Gegenstand oder einen Satz hin. **This / these** beschreiben die Nähe, **that / those** etwas weiter Entferntes.

I like <b>this</b> T-shirt here.		I like <b>that</b> sweater over there.	
I like <b>these</b> shoes here.		I like <b>those</b> shoes over there.	

## one – ones

Wenn du ein zählbares Nomen nicht wiederholen willst, kannst du es durch **one / ones** ersetzen.

Which is your <u>bike</u> ? – The red <b>one</b> .	My <u>shoes</u> are old. I need to buy new <b>ones</b> .
What's your favourite <u>T-shirt</u> ? – The <b>one</b> with pink stripes on it.	Find your <u>sunglasses</u> . – The green <b>ones</b> ?

## Question words (Fragewörter)

Wenn du eine Frage stellst, auf die eine ausführlichere Antwort erwartest als nur ja oder nein, verwendest du z. B. folgende Fragewörter:

Who (Wer?)	What (Was?)	Where (Wo?)	Why (Warum?)
Who is the best?	What's your name?	Where are you now?	Why are you scared?
Who are you?	What eats insects?	Where do you live?	Why do you ask?
Who likes ice cream?	What does your dog eat?		Why does Harry like Mandy?
Who doesn't like her?	What's in your pencil case?		Why can't a helicopter land?

How often (Wie oft?)	Whose (Wessen?)	How many (Wie viele?)	How much (Wie viel?)*
How often do you feed your pet?	Whose dog is this?	How many shoes do you have?	How much are the jeans?
How often do you eat meat?	Whose tablet did you use?	How many kids were in the park?	How much homework do you have?

\*How much verwendest du bei der Frage nach dem Preis oder der Menge bei **nicht zählbaren Wörtern** (z. B. *water, homework, meat, ...*).

# ADJECTIVES (ADJEKTIVE)

## as ... as

Wenn du sagen willst, dass sich Dinge/Tiere/Personen in irgendeiner Weise gleichen (z. B. gleich groß, klein usw. sind), dann verwendest du **as ... as**. Wenn sie sich nicht gleichen, verwendest du **not as ... as**.

I am **as intelligent as** my sister.

He is **not as tall as** his father.

## Comparatives & Superlatives (Vergleiche & Steigerung der Adjektive)

Einsilbige Adjektive steigerst du mit **-er than** und **-est**.

Comparative	Superlative
My sister is <b>older than</b> me.	My sister is <b>the strongest</b> girl in her class.
My hair is <b>longer than</b> your hair.	Yesterday was <b>the coldest</b> day of the year.

Bei mehr als zwei Silben steigerst du mit **more than** und **(the) most**.

Comparative	Superlative
The boots are <b>more expensive than</b> the trainers.	My mum is <b>the most intelligent</b> person in our family.
This house looks <b>more modern than</b> the one next to it.	This is <b>the most interesting</b> book I've ever read.

Eine Auflistung der am häufigsten verwendeten Adjektivsteigerungen findest du hier. Achte dabei auf die Schreibweise.

Adjective	Comparative	Superlative	Comparative (-y)	Comparative (-y → i)	Superlative (-y → i)
big	bigger	biggest	funny	funnier	funniest
cold	colder	coldest	happy	happier	happiest
fast	faster	fastest	heavy	heavier	heaviest
hot	hotter	hottest	ugly	uglier	ugliest
long	longer	longest			
new	newer	newest			
old	older	oldest			
rich	richer	richest			
safe	safer	safest			
small	smaller	smallest			
strong	stronger	strongest			
tall	taller	tallest			
young	younger	youngest			

mehr als zwei Silben		
beautiful	more beautiful	most beautiful
boring	more boring	most boring
dangerous	more dangerous	most dangerous
difficult	more difficult	most difficult
exciting	more exciting	most exciting
expensive	more expensive	most expensive
handsome	more handsome	most handsome
important	more important	most important
intelligent	more intelligent	most intelligent
poisonous	more poisonous	most poisonous
popular	more popular	most popular
relaxing	more relaxing	most relaxing

Ausnahmen		
good		best
bad	worse	worst

# QUANTITY / MEASUREMENT (MENGENANGABEN)

## How much is / are ...?

Mit **how much** wird nach der Menge (bei nicht zählbaren Nomen) oder nach dem Preis gefragt.

How much ice cream do you eat every day?

How much money have you got?

How much is the ice cream?

How much are the trainers?

## Ordinal numbers

Ordnungszahlen (der/die/das Erste, Zweite, Dritte usw.) werden im Englischen durch spezielle Endungen gebildet.

Merkregel: Hänge beim Schreiben an die Zahl 1 **-st**, an 2 **-nd** und an 3 **-rd** an, sonst **-th**!

Cardinal	Ordinal
1 one	1 <sup>st</sup> first
2 two	2 <sup>nd</sup> second
3 three	3 <sup>rd</sup> third
4 four	4 <sup>th</sup> fourth
5 five	5 <sup>th</sup> fifth
6 six	6 <sup>th</sup> sixth
7 seven	7 <sup>th</sup> seventh
8 eight	8 <sup>th</sup> eighth
9 nine	9 <sup>th</sup> ninth
10 ten	10 <sup>th</sup> tenth

Cardinal	Ordinal
11 eleven	11 <sup>th</sup> eleventh
12 twelve	12 <sup>th</sup> twelfth
13 thirteen	13 <sup>th</sup> thirteenth
14 fourteen	14 <sup>th</sup> fourteenth
15 fifteen	15 <sup>th</sup> fifteenth
16 sixteen	16 <sup>th</sup> sixteenth
17 seventeen	17 <sup>th</sup> seventeenth
18 eighteen	18 <sup>th</sup> eighteenth
19 nineteen	19 <sup>th</sup> nineteenth
20 twenty	20 <sup>th</sup> twentieth

Cardinal	Ordinal
21 twenty-one	21 <sup>st</sup> twenty-first
30 thirty	30 <sup>th</sup> thirtieth
40 forty	40 <sup>th</sup> fortieth
50 fifty	50 <sup>th</sup> fiftieth
60 sixty	60 <sup>th</sup> sixtieth
70 seventy	70 <sup>th</sup> seventieth
80 eighty	80 <sup>th</sup> eightieth
90 ninety	90 <sup>th</sup> ninetieth
100 hundred	100 <sup>th</sup> hundredth
101 a/one hundred and one	101 <sup>st</sup> the (one) hundred and first

## some – any

Wenn du etwas Unzählbares beschreibst oder nach etwas fragst, in dem du weißt, dass es vorhanden ist, verwendest du **some**.

Wenn du fragen willst, ob es etwas gibt, oder du sagen willst, dass es etwas nicht gibt, verwendest du **any**.

some	any	any
We've got <b>some</b> cheese.	We haven't got <b>any</b> cheese.	Is there <b>any</b> milk in the fridge?
I've got <b>some</b> money.	I haven't got <b>any</b> money.	Have we got <b>any</b> strawberries?
Can I have <b>some</b> soup?	There isn't <b>any</b> onions in the kitchen.	Do they sell <b>any</b> sweets?



# CLASSROOM LANGUAGE

## Can you understand your teacher?

We have plenty of time.

Have a go.

Have a guess.

Don't worry about your pronunciation.

Don't worry, it'll get better.

Maybe this will help you.

Can anybody correct this sentence?

That's very good.

Well done.

That's nice.

I like that.

You did a great job.

That's correct.

That's quite right.

Yes, you've got it.

That's much better.

That's a lot better.

You didn't make a single mistake.

Your pronunciation is very good.

You're getting better all the time.

Work in pairs/threes/fours/fives.

Work in groups of two/three/four.

Open your books at page ...

Stand up and find an ... partner.

Have you finished?

Do the next activity.

Let's check answers.

Come out and write on the board.

Repeat after me.

Again, please.

Would you like to answer question 3?

Right. No, we'll go on to the next exercise.

Next time.

You have ten minutes to do this.

Put this up.

Are you ready?

Any questions?

I'm afraid it's time to finish now.

We'll have to stop here.

Hang on a moment.

Just a moment, please.

One more thing before you go.

This is your homework.

Do exercise 11 on page 22 for your homework.

There is no homework today.

## When you have a problem, say this:

Sorry? / Pardon?

Can you help me, please?

Can you ... please?

What's ... in English, please?

I don't understand.

Sorry, I've forgotten my ...

Sorry, what's our homework?

# ENGLISH SOUNDS

[ɑ:] arm	[eə] there	[ŋ] song, long
[ʌ] fun	[eɪ] take, they	[p] present, top
[e] desk	[ɪə] here	[r] red, right
[ə] a, an	[ɔɪ] boy	[s] sister, class
[ɜ:] girl, bird	[əʊ] go, old	[tʃ] one, cat
[æ] apple	[ʊə] tourist	[z] nose, dogs
[ɪ] in, it	[b] bag, club	[tʃ] television
[i] every	[d] duck, card	[dʒ] orange
[i:] easy, eat	[f] fish, laugh	[ʃ] sure, English
[ɒ] orange, sorry	[g] get, dog	[tʃ] child, cheese
[ɔ:] all, call	[h] hot	[ð] these, mother
[ʊ] look	[j] you	[θ] think, mouth
[u] February	[k] can, clock	[v] very, have
[u:] food	[l] lot, milk	[w] what, word
[aɪ] eye, buy	[m] man, mum	
[aʊ] our	[n] no, nose	

## The English alphabet:

<b>A</b> [eɪ]	<b>Q</b> [kju:]
<b>B</b> [bi:]	<b>R</b> [ɹ]
<b>C</b> [si:]	<b>S</b> [s]
<b>D</b> [di:]	<b>T</b> [ti:]
<b>E</b> [i:]	<b>U</b> [ju:]
<b>F</b> [ef]	<b>V</b> [vi:]
<b>G</b> [dʒi]	<b>W</b> ['dʌbəlju:]
<b>H</b> [eɪtʃ]	<b>X</b> [eks]
<b>I</b> [aɪ]	<b>Y</b> [waɪ]
<b>J</b> [dʒeɪ]	<b>Z</b> [zed/zi:]
<b>K</b> [keɪ]	
<b>L</b> [el]	
<b>M</b> [em]	
<b>N</b> [en]	
<b>O</b> [əʊ]	
<b>P</b> [pi:]	

# WORDLIST

**U2/4** = Unit 2 Exercise 4; **OYW1** = Our Young World Episode 1; **T1** = The Twins Episode 1;  
**S1** = The Story of the Stones Episode 1; **G** = Grammar; **F** = Fido

## A

<b>a / an</b> MORE 1	[ə, eɪ / ən]	ein/e	<b>alright</b> MORE 1	[ə'raɪt]	in Ordnung; schön, na gut
<b>a.m.</b> MORE 1	[eɪ 'em]	vormittags	<b>also</b> MORE 1	[ɔːlsəʊ]	außerdem
<b>about</b> MORE 1	[ə'baʊt]	über; ungefähr	<b>although</b> U6/7	[ɔːl'ðəʊ]	obwohl
<b>above</b> MORE 1	[ə'boʊv]	(dar-)über, oberhalb	<b>always</b> MORE 1	[ɔːlweɪz]	immer
<b>absolutely</b> U6/7	[æbsə'ljuːtli]	absolut	<b>amazing</b> MORE 1	[ə'maɪzɪŋ]	erstaunlich
<b>accident</b> MORE 1	[æksɪdənt]	Unfall	<b>ambulance</b> MORE 1	[æm'bʊləns]	Krankenwagen
<b>ache</b> U12	[eɪk]	Schmerz(en)	<b>American</b> U11/12	[ə'merɪkən]	Amerikaner/Amerikanerin, amerikanisch
<b>across</b> MORE 1	[ə'krɒs]	quer durch, über	<b>among</b> U11/12	[ə'mɒŋ]	unter
<b>action</b> MORE 1	[ækʃn]	Handlung, Tat	<b>anacard</b> U4/7	[ə'nækərdə]	Anakonda
<b>activity</b> MORE 1	[æk'tɪvəti]	Aktivität, Beschäftigung	<b>ancient</b> MORE 1	[eɪnfənt]	alt, antik
<b>actor, actress</b> U9/7	[æktər, æktrɪs]	Schauspieler/ Schauspielerin	<b>Ancient Egypt</b> U11/12	[eɪnfənt iːdʒɪpt]	das Alte Ägypten
to <b>act out</b> MORE 1	[tə ækt aʊt]	vorspielen, nachspielen	<b>ancient Rome</b> U11/12	[eɪnfənt rəʊm]	das Alte Rom
<b>actually</b> U6/7	[æk'tʃʊəli]	eigentlich; tatsächlich	<b>and</b> MORE 1	[ænd]	und
to <b>add</b> U2/14	[tə æd]	hinzufügen	<b>angry</b> MORE 1	[æŋɡri]	verärgert, zornig, wütend
<b>address</b> MORE 1	[ə'dres]	Adresse	<b>animal</b> MORE 1	[æniməl]	Tier
<b>adjective</b> U4/G	[ædʒektɪv]	Adjektiv	<b>animal shelter</b> U11/12	['æniməl ʃeltə]	Tierheim
<b>admission fee</b> U2/2	[əd'mɪʃən fiː]	Eintritt, Eintrittspr.	<b>ankle</b> MORE 1	[æŋkl]	Fußgelenk, Knöchel
<b>adult</b> MORE 1	[ædʌlt]	Erwachsener/ Erwachsene	<b>annual</b> U11/12	[ænjʊəl]	jährlich
<b>adventure</b> MORE 1	[əd'ventʃə]	Abenteuer, Erlebnis	<b>anorak</b> U6/7	[ənəræk]	Anorak, Jacke
<b>adventure camp</b> U6/7	[əd'ventʃə kæmp]	Abenteuercamp	<b>another</b> MORE 1	[ə'nʌðə]	ein anderer / eine andere / ein anderes
<b>advice (no pl)</b> U1/9	[əd'vaɪs]	Ratschlag	<b>answer</b> MORE 1	[ɑːnsər]	Antwort; Lösung
to <b>be afraid (of)</b> U6/7	[tə biː ə'freɪd əv]	Angst haben (vor)	to <b>answer</b> MORE 1	[tə ɑːnsər]	antworten
<b>after</b> MORE 1	[ɑːftə]	nach	<b>antelope</b> U4/11	[æntɪləʊp]	Antilope
<b>afternoon</b> MORE 1	[ɑːftə'nuːn]	Nachmittag	<b>any</b> MORE 1	[eni]	irgendein/e; kein/e; etwas
<b>again</b> MORE 1	[ə'ɡen]	wieder, noch einmal	<b>anybody</b> U12/14	[eni,bɒdi]	irgendjemand
<b>against</b> MORE 1	[ə'ɡenst]	gegen	<b>anymore</b> U2/12	[eni'mɔːr]	nicht mehr
<b>age</b> MORE 1	[eɪʒ]	Alter	<b>anyone</b> U2/6	[eniwʌn]	irgendjemand
<b>(two days) ago</b> U4/1	[ə'ɡoʊ]	vor zwei Tagen	<b>anything</b> MORE 1	[eniθɪŋ]	(irgend-)etwas
<b>aeroplane</b> U8/10	[eə'plɑːn]	Flugzeug	<b>anyway</b> MORE 1	[eniweɪ]	auf alle Fälle, jedenfalls
<b>airport</b> U5/7	['eəpɔːt]	Flughafen	<b>apple</b> MORE 1	[æpl]	Apfel
<b>album</b> OYW3	[ə'lʌbm]	Album	<b>apple bobbing</b> U3/3	['æpl ,bɒbɪŋ]	Apfeltauchen (traditionelles Halloween-Spiel)
<b>alien</b> T3	[eɪ'liən]	Außerirdischer/ Außerirdische	<b>apple juice</b> U9/G	[æpəl ,dʒuːs]	Apfelsaft
<b>alive</b> U6/S3	[ə'laɪv]	lebendig, am Leben	to <b>apologise</b> T1	[tə ə'pɒlədʒaɪz]	sich entschuldigen
<b>all</b> MORE 1	[ɔːl]	alle; alles	to <b>appear</b> U14/7	[tə ə'piə]	erscheinen, auftauchen
<b>almost</b> S1	['ɔːlməʊst]	fast, beinahe	<b>Antarctic Ocean</b> U15/10	[æn'tɑːktɪk 'əʊʃən]	Antarktischer Ozean
<b>alone</b> MORE 1	[ə'ləʊn]	allein	<b>area</b> U1/8	[eəriə]	Gebiet, Region
<b>along</b> U1/11	[ə'lɒŋ]	entlang	<b>arm</b> MORE 1	[ɑːm]	Arm
<b>already</b> MORE 1	[ɔːl'redi]	schon, bereits			

<b>armchair</b>	U11/3	[ɑ:mtʃeə]	Sessel, Lehnstuhl
<b>around</b>	MORE 1	[ə'raʊnd]	herum; um
to <b>arrive</b>	MORE 1	[tə ə'raɪv]	ankommen
<b>art</b>	MORE 1	[ɑ:t]	Kunst
<b>article</b>	MORE 1	[ɑ:tɪkl]	Artikel, Begleiter
<b>artist</b>	U2/2	[ɑ:tɪst]	Künstler/Künstlerin
<b>as</b>	MORE 1	[əz]	als; wie
<b>as far as</b>	U5/G	[æz fɑ:r æz]	so weit wie, bis
<b>as soon as</b>	U1/3	[əz su:n əz]	so bald (wie)
to <b>be ashamed</b>	U7/7	[tə bi: ə'ʃeɪmd]	sich schämen
<b>Asia</b>	U4/8	[eɪzə]	Asien
to <b>ask</b>	MORE 1	[tə ɑ:sk]	fragen; bitten
to <b>be asleep</b>	MORE 1	[tə bi: ə'sli:p]	schlafen
<b>assembly</b>	U1/3	[ə'sembli]	Versammlung
<b>at</b>	MORE 1	[æt]	bei; auf; um; zu
<b>attachment</b>	U2/5	[ə'tætʃmənt]	Anhang
to <b>attack</b>	T3	[tə ə'tæk]	angreifen
<b>attraction</b>	U1/8	[ə'trækʃən]	Attraktion
<b>aunt</b>	MORE 1	[ɑ:nt]	Tante
<b>auntie</b>	U10/3	[ɑ:nti]	Tantchen
<b>Australia</b>	MORE 1	[ɒs'treɪliə]	Australien
<b>Australian</b>	U4/7	[ɒs'treɪliən]	australisch
<b>avenue</b>	U5/2	['ævənju:]	(breite) Straße, Allee
<b>average</b>	U13/9	['ævərɪdʒ]	durchschnittlich
<b>away</b>	MORE 1	[ə'weɪ]	weg
<b>awesome</b>	U2/11	[ɔ:səm]	beeindruckend
<b>awful</b>	MORE 1	[ɔ:fəl]	schrecklich, schei
<b>axe</b>	U13/8	[æks]	Axt

## B

<b>back</b>	MORE 1	[bæk]	zurück
<b>back</b>	U12/3	[bæk]	Rücken
<b>back garden</b>	U8/10	[bæk ɡɑ:dən]	Gartens
<b>backache</b>	U12/3	[bækeɪk]	Rückenschmerzen
<b>backpack</b>	MORE 1	[bækpæk]	Rucksack
<b>backwards</b>	MORE 1	[bækwərdz]	rückwärts
<b>bad</b>	MORE 1	[bəd]	schlecht, böse
<b>bag</b>	MORE 1	[bæg]	Tasche
<b>ball</b>	MORE 1	[bɔ:l]	Ball
<b>balloon</b>	U8/10	[bə'lu:n]	Ballon
<b>bank</b>	MORE 1	[bæŋk]	Bank
<b>basket</b>	MORE 1	[bæskɪt]	Korb
<b>basketball</b>	MORE 1	[bæskɪtbɔ:l]	Basketball
<b>bat</b>	MORE 1	[bæt]	Fledermaus
<b>bath</b>	U12/1	[bɑ:θ]	Bad
<b>bathroom</b>	MORE 1	[bɑ:θru:m]	Bad, Badezimmer
<b>battery</b>	U10/17	['bætəri]	Batterie
to <b>be</b>	MORE 1	[tə bi:]	sein
<b>beach</b>	MORE 1	[bi:tʃ]	Strand

<b>bear</b>	MORE 1	[beə]	Bär
<b>beast</b>	MORE 1	[bi:st]	Bestie
to <b>beat</b>	MORE 1	[tə bi:t]	schlagen
<b>beautiful</b>	MORE 1	[bju:tɪfl]	schön
<b>because</b>	MORE 1	[br'kəz]	weil
to <b>become</b>	MORE 1	[tə br'kʌm]	werden
<b>bed</b>	MORE 1	[bed]	Bett
<b>bedroom</b>	MORE 1	[bedru:m]	Schlafzimmer
<b>bedside table</b>	U11/3	[bedsaɪd teɪbl]	Nachttisch
<b>beef</b>	MORE 1	[bi:f]	Rindfleisch
<b>before</b>	MORE 1	[br'fɔ:]	bevor; zuvor; vor
to <b>begin</b>	MORE 1	[tə br'ɪn]	beginnen
<b>beginning</b>	MORE 1	[br'ɪnɪŋ]	Anfang
<b>behaviour</b>	U2/6	[br'heɪvjər]	Verhalten
<b>behind</b>	MORE 1	[br'haɪnd]	hinter
to <b>believe</b>	MORE 1	[tə br'li:v]	glauben
<b>Believe me</b>	MORE 1	[br'li:v mi:]	Glaub mir!
<b>below</b>	MORE 1	[br'ləʊ]	unten; darunter
<b>belt</b>	MORE 1	[belt]	Gürtel
<b>between</b>	MORE 1	[br'twi:n]	zwischen
<b>bicycle</b>	U1	[baɪsɪkl]	Radweg
<b>big</b>	MORE 1	[bɪg]	groß
<b>bike</b>	MORE 1	[baɪk]	Fahrrad
<b>bike tour</b>	T1	[baɪk tuə]	Fahrradtour
<b>billion</b>	U4/7	[bɪljən]	Milliarde
<b>binoculars</b>	(n) U10/YW4	[br'nɒkjələz]	Fernglas
<b>bird</b>	MORE 1	[bɜ:d]	Vogel
<b>birthday</b>	MORE 1	[bɜ:θdeɪ]	Geburstag
<b>a bit</b>	U1/3	[ə bɪt]	ein bisschen
to <b>bite</b>	MORE 1	[tə baɪt]	beißen
<b>black</b>	MORE 1	[blæk]	schwarz
<b>blood</b>	U12/7	[blʌd]	Blut
<b>blue</b>	MORE 1	[blu:]	blau
<b>blue whale</b>	U4/8	[blu: weɪl]	Blauwal
<b>boat</b>	MORE 1	[bəʊt]	Boot
<b>bone</b>	U3/F	[bəʊn]	Knochen
<b>book</b>	MORE 1	[bʊk]	Buch
to <b>book</b>	U1/8	[tə bʊk]	buchen
<b>boots</b>	MORE 1	[bu:ts]	Stiefel
to <b>be bored</b>	MORE 1	[tə bi bɔ:d]	gelangweilt sein
<b>boring</b>	MORE 1	[bɔ:rɪŋ]	langweilig
<b>born</b>	MORE 1	[bɔ:n]	geboren
to <b>borrow</b>	MORE 1	[tə bɒrəʊ]	(sich) ausleihen/borgen
<b>boss</b>	U8/2	[bɒs]	Chef/Chefin
<b>both</b>	MORE 1	[bəʊθ]	beide
to <b>bother</b>	T2	[tə 'bɒðə]	stören
<b>bottle</b>	MORE 1	[bɒtl]	Flasche
<b>bottom</b>	U6/2	['bɒtəm]	hier: unterer/untere/unteres
<b>bowl</b>	MORE 1	[bəʊl]	Schüssel



<b>box</b> MORE 1	[bɒks]	Box, Schachtel
<b>boxer</b> U15/3	[bɒk.sə]	Boxer/Boxerin
<b>boy</b> MORE 1	[bɔɪ]	Junge
<b>brave</b> U1/5	[breɪv]	tapfer, mutig
<b>Brazilian</b> U2/1	[brə'zɪljən]	brasilianisch
to <b>break</b> MORE 1	[tə breɪk]	brechen, kaputt machen
<b>breakfast</b> MORE 1	[brekfəst]	Frühstück
to <b>breathe</b> U10/5	[tə bri:ð]	atmen
<b>bridge</b> MORE 1	[brɪdʒ]	Brücke
<b>bright</b> U13/8	[braɪt]	hell
<b>brilliant</b> MORE 1	[brɪljənt]	brillant, hervorragend
to <b>bring</b> MORE 1	[tə brɪŋ]	(mit-)bringen
<b>British</b> MORE 1	['brɪtɪʃ]	britisch
<b>broad</b> MORE 1	[brɔ:d]	breit
<b>brochure</b> U6/7	[brəʊʃər]	Broschüre
<b>broken</b> MORE 1	[brəʊkən]	kaputt; gebrochen
<b>brother</b> MORE 1	[brʌðə]	Bruder
<b>brown</b> MORE 1	[braʊn]	braun
to <b>brush</b> U15/1	[tə brʌʃ]	(ab-)bürsten
<b>budgie</b> MORE 1	[bʌdʒi]	Wellensittich
to <b>build</b> MORE 1	[tə bɪld]	bauen
<b>building</b> MORE 1	[bɪldɪŋ]	Gebäude
to <b>bully</b> U2/6	[tə bʊli]	tyrannisieren, mobben
<b>bumblebee bat</b> U4/8	[bʌmblbi:bæt]	Hummelfledermaus
to <b>burn</b> U10/5	[tə bɜ:n]	(ver-)brennen
<b>bus</b> MORE 1	[bʌs]	Bus
<b>bus stop</b> MORE 1	[bʌs stɒp]	Bushaltestelle
<b>but</b> MORE 1	[bʌt]	aber
<b>button</b> MORE 1	[bʌtən]	Knopf
to <b>buy</b> MORE 1	[tə baɪ]	kaufen
<b>by</b> MORE 1	[baɪ]	an; bei; mit
<b>bye</b> MORE 1	[baɪ]	(auf Wiedersehen, tschüss)

## C

(a) <b>cup (of)</b> MORE 1	[(ə) kʌp (ɒv)]	ein(e) Tasse
<b>cabbage</b> U9/1	[kæbɪdʒ]	Kraut, Kohlkohl
<b>cable</b> U8/2	['kæbl]	Kabel
<b>cage</b> MORE 1	[keɪdʒ]	Käfig
<b>cake</b> MORE 1	[keɪk]	Kuchen
<b>calendar</b> U1/5	['kælɪndər]	Kalender
<b>California</b> MORE 1	['kælɪfɔ:nɪə]	Kalifornien
to <b>call</b> U10/10	[kɔ:l]	hier: nennen; (an-)rufen
<b>Call to action!</b> OYW	[kɔ:l tu]	Aufruf zum Handeln
<b>calm</b> U10/30	[kɑ:m]	ruhig
<b>Calm down!</b> S4	[kɑ:m daʊn]	Beruhige dich!
<b>camel</b> MORE 1	[kæml]	Kamel
<b>camera</b> MORE 1	[kæmrə]	Kamera, Fotoapparat
<b>camp</b> MORE 1	[kæmp]	Camp, Zeltlager
<b>campfire</b> U6/7	[kæmpfaɪər]	Lagerfeuer

<b>can</b> MORE 1	[kæn]	können
<b>candle</b> MORE 1	[kændl]	Kerze
<b>canoe</b> U6/7	[kə'nu:]	Kanu
<b>canoeing</b> U6/3	[kə'nu:ɪŋ]	Kanufahren
<b>can't (cannot)</b> MORE 1	[kɑ:nt, kænɒt]	nicht können
<b>cape</b> MORE 1	[keɪp]	Umhang
<b>capital</b> U8/2	['kæpɪtl]	Hauptstadt
<b>car</b> MORE 1	[kɑ:]	Auto
<b>card</b> MORE 1	['kɑ:d]	Karte
to <b>care</b> U6/7	[tə keə]	sich kümmern
<b>career</b> OYW4	['kæəri]	Karriere
<b>careful</b> MORE 1	['keəfəl]	vorsichtig
<b>carpet</b> U11/3	['kɑ:pɪt]	Teppich
<b>carrot</b> MORE 1	['kærət]	Karotte
to <b>carry</b> MORE 1	[tə 'kæri]	tragen, (Krankheit) übertragen
<b>cartoon</b> MORE 1	['kɑ:tʊ:n]	Zeichentrick
<b>cast</b> MORE 1	[kɑ:st]	(-geschichte)
<b>castle</b> MORE 1	['kɑ:sl]	Schloss
<b>cat</b> MORE 1	[kæt]	Katze
to <b>catch</b> MORE 1	[tə kætʃ]	fangen; festnehmen
<b>category</b> U10/0	['kætəɡri]	Kategorie
to <b>celebrate</b> MORE 1	[tə seləbreɪt]	feiern
<b>cellar</b> U11/1	['selər]	Keller
<b>Celsius</b> U13/1	['selsɪəs]	Celsius
<b>centimetre</b> U4/8	['sentɪ,mɪtər]	Zentimeter
<b>Central Asia</b> U11/1	['sentrəl eɪzə]	Zentralasien
<b>centre</b> MORE 1	['sentər]	Zentrum
<b>century</b> U13/5	['sentʃəri]	Jahrhundert
<b>certain</b> MORE 1	['sɜ:tn]	sicher, gewiss
<b>certainly</b> MORE 1	['sɜ:tnli]	sicherlich, bestimmt
<b>chair</b> MORE 1	[tʃeə]	Stuhl
<b>challenge</b> U14/8	[tʃælɪndʒ]	Herausforderung
<b>champion</b> U14/8	[tʃæmpiən]	Meister/Meisterin; Champion
<b>chance</b> S1	[tʃɑ:ns]	Chance, Gelegenheit
<b>chant</b> MORE 1	[tʃɑ:nt]	Sprechgesang
to <b>change</b> MORE 1	[tə tʃeɪndʒ]	(sich) (ver-)ändern
to <b>change trains</b> U5/7	[tə tʃeɪndʒ treɪnz]	umsteigen (Zug)
to <b>change one's mind</b> T4	[tə tʃeɪndʒ wʌnz maɪnd]	seine Meinung ändern
<b>character</b> MORE 1	['kærəktə]	Charakter, Figur
<b>chart</b> U12/1	[tʃɑ:t]	Diagramm
to <b>chase</b> MORE 1	[tə tʃeɪs]	verfolgen, jagen
<b>chat</b> MORE 1	[tʃæt]	Chat, Unterhaltung
to <b>chat</b> MORE 1	[tə tʃæt]	chatten, plaudern
<b>cheap</b> MORE 1	[tʃi:p]	billig
to <b>check</b> MORE 1	[tə tʃek]	überprüfen, kontrollieren
<b>cheese</b> MORE 1	[tʃi:z]	Käse
<b>cheetah</b> MORE 1	[tʃi:tə]	Gepard

<b>chef</b> U9/9	[tʃef]	Koch/Köchin
<b>chemist's</b> U5/2	[kɛmɪsts]	Apotheke, Drogerie
<b>chest</b> U12/14	[tʃɛst]	Brust(korb)
<b>chicken</b> MORE 1	[tʃɪkɪn]	Huhn
<b>child (pl children)</b> MORE 1	[tʃaɪld 'tʃɪldrən]	Kind
<b>chimpanzee</b> U4/9	[tʃɪmpæn'zi:]	Schimpanse
<b>chips</b> MORE 1	[tʃɪps]	Pommes frites
<b>chocolate</b> MORE 1	[tʃɒklət]	Schokolade
<b>choice</b> MORE 1	[tʃɔɪs]	Alternative, Wahlmöglichkeit
to <b>choose</b> MORE 1	[tə tʃu:z]	(aus-)wählen
<b>church</b> U5/2	[tʃɜ:tʃ]	Kirche
<b>cinema</b> MORE 1	[sɪnəmə]	Kino
to <b>circle</b> MORE 1	[tə sɜ:kəl]	einkreisen
<b>city</b> MORE 1	[sɪti]	(Groß-)Stadt
<b>class</b> MORE 1	[klɑ:s]	(Schul-)Klasse
<b>classroom</b> MORE 1	[klɑ:sru:m]	Klassenzimmer
to <b>clean</b> MORE 1	[tə kli:n]	sauber machen, putzen
to <b>clean out</b> U15/1	[tə kli:n aʊt]	ausmisten
<b>clean</b> MORE 1	[kli:n]	sauber
<b>cleaning lady</b> U2/3	[kli:nɪŋ leɪdi]	Raumpflegerin
to <b>clear up</b> U13/3	[tə klɪər 'ʌp]	(auf-)klären; hier: sich aufhellen
<b>clever</b> MORE 1	[klevə]	klug, schlau
to <b>click</b> U1/8	[tə klɪk]	klicken
<b>climate</b> MORE 1	[klaɪmət]	Klima
<b>climate change</b> U4/6	[klaɪmət ,tʃeɪndʒ]	Klimawandel
to <b>climb</b> MORE 1	[tə klaɪm]	klettern
<b>clock tower</b> T2	[klɒk taʊə]	Uhrturm
<b>close</b> MORE 1	[kləʊz]	nahe
to <b>close</b> MORE 1	[tə kləʊz]	schließen, zumachen
<b>closer</b> MORE 1	[kləʊsə]	näher
<b>clothes</b> MORE 1	[kləʊðz]	Kleidung
<b>cloud</b> MORE 1	[klaʊd]	Wolke
<b>cloudy</b> U13/2	[klaʊdi]	wolkenhaft
<b>coast</b> U13/1	[kəʊst]	Küste
<b>coat</b> U14/9	[kəʊt]	Mantel
<b>coin</b> U9/13	[kɔɪn]	Münze, Geldstück
<b>cold</b> MORE 1	[kəʊld]	kalt
to <b>collect</b> MORE 1	[tə kə'lekt]	sammeln
<b>colour</b> MORE 1	[kʌlə]	Farbe
<b>colourful</b> U1/1	[kʌləfʊl]	bunt, farbenfroh
to <b>come</b> MORE 1	[kʌm]	kommen
<b>Come on!</b> MORE 1	[kʌm ɒn]	Komm(t) jetzt!, Mach(t) schon!
to <b>come over</b> U7/7	[tə kʌm əʊvə]	vorbeikommen
<b>comfortable</b> U8/12	[kʌmfətəbəl]	bequem
<b>commander</b> U8/1	[kə'mɑ:ndər]	Kommandant/ Kommandantin
<b>comment</b> OYW2	[kɒment]	Kommentar

to <b>comment</b> OYW2	[tə kɒment]	kommentieren
<b>communication</b> U7/7	[kə'mju:nɪ 'keɪʃən]	Kommunikation
to <b>compare</b> U4	[tə kəm'peər]	vergleichen
<b>competency</b> MORE 1	[kɒmpɪtənsɪ]	Kompetenz
<b>competition</b> U14/7	[kɒmpə'tɪʃn]	Wettbewerb
to <b>complain</b> OYW3	[tə kəm'pleɪn]	sich beschweren
<b>complaint</b> OYW3	[kəm'pleɪnt]	Beschwerde
to <b>complete</b> MORE 1	[tə kəm'pli:t]	vollständigen
<b>completely</b> U9/1	[kəm'pli:tli]	vollständig
<b>compliment</b> MORE 1	[kɒmplɪ'ment]	Kompliment
<b>compression</b> U12/1	[kəm'preʃn]	Kompression; Pressen; Druck
<b>concert</b> MORE 1	[kɒnsət]	Konzert
<b>conference</b> U5/9	[kɒn'fərəns]	Konferenz, Tagung
<b>confused</b> MORE 1	[kən'fju:zd]	verwirrt
<b>confusing</b> U2/1	[kən'fju:zɪŋ]	verwirrend
<b>congratulate</b> MORE 1	[kən'grætʃə 'leɪʃənz]	Glückwunsch
to <b>connect</b> U8/2	[tə kə'nekt]	verbinden; anschließen
<b>console</b> MORE 1	[kən'səʊl]	Konsole
<b>consumer</b> MORE 1	[kən'sju:mər]	Konsument/Konsumentin
<b>consumer rights</b> OYW3	[kən'sju:mər 'raɪts]	Verbraucherrechte
to <b>contact</b> U2/6	[tə kɒntækt]	kontaktieren
to <b>continue</b> U13/1	[tə kən'tɪnju:]	weitermachen; andauern
<b>control</b> MORE 1	[kən'trəʊl]	Kontrolle
<b>conversation</b> MORE 1	[kɒnvə'seɪʃən]	Unterhaltung, Gespräch
to <b>convert</b> U13/9	[tə kən'vɜ:t]	umwandeln
to <b>cook</b> MORE 1	[tə kʊk]	kochen
<b>cooker</b> U11/3	[kʊkə]	Herd
<b>cool</b> MORE 1	[ku:l]	cool; kühl
<b>coral snake</b> U1/9	[kɒrəl sneɪk]	Korallenschlange
<b>corner</b> U5/G	[kɔ:nər]	Ecke
<b>correct</b> MORE 1	[kə'rekt]	richtig, korrekt
to <b>correct</b> T3	[tə kə'rekt]	korrigieren
to <b>cost</b> MORE 1	[tə kɒst]	kosten
<b>costume</b> MORE 1	[kɒstju:m]	Kostüm, Verkleidung
<b>cotton</b> T5	[kɒtn]	Baumwolle
<b>could</b> MORE 1	[kʊd]	könnte/n, könntest
<b>couldn't (could not)</b> U3/5	[kʊdnt]	könnte/n nicht; konnte/n nicht
to <b>count</b> MORE 1	[tə kaʊnt]	zählen
<b>country</b> MORE 1	[kʌntri]	Land; Staat
<b>countryside</b> U6/7	[kʌn'traɪsaɪd]	Land, ländliche Gegend
<b>courage</b> S6	[kʌrɪdʒ]	Mut, Tapferkeit
<b>cousin</b> U10/2	[kʌzn]	Cousin/Cousine
<b>cover</b> U5/8	[kʌvər]	Umschlag; Titelseite
to <b>cover (up)</b> MORE 1	[tə kʌvər (ʌp)]	zudecken, verdecken
<b>cow</b> MORE 1	[kaʊ]	Kuh

<b>CPR</b> U12/14	[si:pi:'ɑ:r]	Herz-Lungen-Reanimation (Wiederbelebung)
<b>crane</b> U9/9	[kreɪn]	Kran
to <b>crash</b> U7/10	[tə kræʃ]	zu Bruch fahren
to <b>crawl</b> U1/11	[tə krɔ:l]	kriechen, krabbeln
<b>crazy</b> MORE 1	[kreɪzi]	verrückt
to <b>create</b> MORE 1	[tə kri'eɪt]	erstellen, entwerfen
<b>creature</b> U9/9	[kri:tʃə]	Kreatur, Lebewesen
<b>crew</b> U8/9	[kru:]	Besatzung
<b>cricket</b> T6	[krɪkɪt]	Kricket
<b>crocodile</b> MORE 1	[krɒkədəɪl]	Krokodil
to <b>cross</b> U5/1	[tə krɒs]	überqueren
<b>cruise ship</b> U1/1	[kru:z ʃɪp]	Kreuzfahrtschiff
<b>cry</b> S3	[kraɪ]	Schrei
to <b>cry</b> MORE 1	[tə kraɪ]	weinen; schreien
<b>cupboard</b> U11/3	[kʌbəd]	(Geschirr-)Schrank
<b>cure</b> U12/10	[kjʊə]	Heilmittel
to <b>cure</b> U12/10	[tə kjʊə]	heilen
<b>curry</b> MORE 1	[kʌrɪ]	Curry
<b>curtain</b> U11/3	[kɜ:tən]	Vorhang
<b>customer</b> MORE 1	[kʌstəmə]	Kunde/Kundin
to <b>cut</b> MORE 1	[tə kʌt]	schneiden
<b>cute</b> U3/5	[kjʊ:t]	niedlich, süß
to <b>cut down</b> U12/18	[tə kʌt daʊn]	fällen
to <b>cut off</b> U3/3	[tə kʌt ɒf]	abschneiden
to <b>cycle</b> U14/1	[tə saɪkl]	Rad fahren
<b>cycle helmet</b> T1	[saɪkl helmət]	Fahradhelm

## D

<b>dad</b> MORE 1	[dæd]	Papa
<b>daily</b> MORE 1	[deɪli]	täglich
<b>daily routine</b> U1	[deɪli ru:ti:n]	tägliche Routine
to <b>dance</b> MORE 1	[tə dɑ:ns]	tanzen
<b>danger</b> MORE 1	[deɪndʒə]	Gefahr
<b>dangerous</b> MORE 1	[deɪndʒərəs]	gefährlich
<b>dark</b> MORE 1	[dɑ:k]	dunkel; Dunkelheit
<b>date</b> MORE 1	[deɪt]	Datum; Abmachung; Abmachung
<b>daughter</b> MORE 1	[dɔ:tə]	Tochter
<b>day</b> MORE 1	[deɪ]	Tag
<b>dead</b> MORE 1	[ded]	tot
<b>dear</b> MORE 1	[dɪə]	lieber/liebe
to <b>decide</b> MORE 1	[tə dɪ'saɪd]	entscheiden
<b>decision</b> MORE 1	[dɪ'sɪʒən]	Entscheidung
<b>deep</b> MORE 1	[di:p]	tief
<b>degree</b> U13/1	[di'ɡri:]	Grad (°)
to <b>delete</b> U10/15	[tə dɪ'li:t]	löschen
<b>delicious</b> MORE 1	[dɪ'lɪʃəs]	köstlich
<b>delivery</b> OYW3	[dɪ'lɪvəri]	Lieferung
<b>democracy</b> MORE 1	[dɪ'mɒkrəsi]	Demokratie

<b>demon</b> S2	[di:mən]	Dämon
<b>dentist</b> U12/10	[dentɪst]	Zahnarzt/Zahnärztin
to <b>describe</b> MORE 1	[tə dɪ'skraɪb]	beschreiben
<b>desert</b> U4/8	[dezət]	Wüste
<b>design and technology</b> U1	[dɪ'zaɪn ænd tek'nɒlədʒi]	Design und Technologie
<b>desk</b> MORE 1	[desk]	Schreibtisch
<b>dessert</b> MORE 1	[desət]	Nachisch, Nachspeise
to <b>destroy</b> U8/11	[tə dɪ'strɔɪ]	zerstören
<b>detail</b> U5/12	[deɪteɪl]	Detail
<b>dialogue</b> MORE 1	[daɪələʒ]	Gespräch, Dialog
to <b>die</b> MORE 1	[tə dɪ]	sterben
to <b>die out</b> U4/7	[tə dɪ aʊt]	aussterben
<b>difference</b> MORE 1	[dɪfərəns]	Unterschied
<b>different</b> MORE 1	[dɪfərənt]	verschieden/e; anders
<b>difficult</b> MORE 1	[dɪfɪkəlt]	schwierig
<b>dinner</b> MORE 1	[dɪnə]	Abendessen
<b>direction</b> MORE 1	[daɪ'rekʃən]	Richtung
<b>director</b> U2/10	[daɪ'rektər]	Direktor/Direktorin
<b>dirty</b> U2/10	[dɜ:ti]	dreckig, schmutzig
to <b>disagree</b> MORE 1	[tə dɪ'sə'ɡri:]	jdm. nicht zustimmen
to <b>disagree with sb</b> MORE 1	[tə dɪ'sə'ɡri: wɪð sʌmbədi]	nicht übereinstimmen
to <b>disappear</b> MORE 1	[tə dɪ'sə'pɪə]	verschwinden
<b>disappointment</b> T3	[dɪ'sə'pɔɪntmənt]	Enttäuschung
to <b>discuss</b> MORE 1	[tə dɪ'skʌs]	besprechen, diskutieren
<b>discussion</b> U4	[dɪ'skʌʃən]	Diskussion
<b>disgusting</b> U1/1	[dɪ's'ɡʌstɪŋ]	ekelhaft
<b>disk</b> U8/10	[dɪsk]	Scheibe
<b>dislike</b> MORE 1	[dɪ'slaɪk]	Abneigung, Missfallen
<b>distance</b> U14/8	[dɪstəns]	Abstand, Distanz
<b>ditch</b> U14/8	[dɪtʃ]	Graben
<b>diving mask</b> U14/8	[daɪvɪŋ mɑ:sk]	Tauchermaske
<b>divorced</b> U10/11	[dɪ'vɔ:st]	geschieden
to <b>do</b> MORE 1	[tə du:]	tun
to <b>do homework</b> T3	[tə du: haʊmwɜ:k]	Hausaufgaben machen
to <b>do nothing</b> U7/14	[tə du: nʌθɪŋ]	nichts tun
<b>doctor</b> MORE 1	[dɒktə]	Arzt/Ärztin
<b>dog</b> MORE 1	[dɒg]	Hund
<b>dolphin</b> U4/11	[dɒlfin]	Delfin
<b>done</b> MORE 1	[dʌn]	fertig
<b>Don't worry!</b> MORE 1	[dəʊnt 'wʌri:]	Mach dir keine Sorgen!
<b>door</b> MORE 1	[dɔ:]	Tür
<b>dos and don'ts</b> U2/6	[du:z ænd dəʊnts]	Dinge, die man tun und lassen sollte; Verhaltensregeln
<b>down</b> MORE 1	[daʊn]	nieder; hinunter
<b>Down Under</b> U1/1	[daʊn 'ʌndə]	Australien und Neuseeland
to <b>download</b> OYW3	[tə daʊn'ləʊd]	herunterladen

to <b>draw</b>	MORE 1	[tə drɔ:]	malen, zeichnen
<b>dream</b>	MORE 1	[dri:m]	Traum
to <b>dream</b>	MORE 1	[tə dri:m]	träumen
<b>dream team</b>	U4/21	[dri:m ,ti:m]	Traumteam
<b>dress</b>	MORE 1	[dres]	Kleid
<b>drink</b>	MORE 1	[driŋk]	Getränk
to <b>drink</b>	MORE 1	[tə driŋk]	trinken
to <b>drip</b>	U6/7	[tə dri:p]	tropfen
<b>drive</b>	U6/1	[draiv]	Fahrt
to <b>drive</b>	MORE 1	[tə draiv]	fahren
to <b>drop</b>	U9/9	[tə drɒp]	fallen (lassen)
<b>dry</b>	U13/9	[drai]	trocken
to <b>dry</b>	U15/1	[tə drai]	trocknen
<b>dumpling</b>	U2/12	[dʌmplɪŋ]	Knödel; Kloß
<b>during</b>	MORE 1	[dʒʊəriŋ]	während

## E

<b>each</b>	MORE 1	[i:tʃ]	jeder/jede/jedes
<b>eagle</b>	MORE 1	[i:gl]	Adler
<b>earache</b>	U12/3	[iəreɪk]	Ohrenschmerzen
<b>early</b>	MORE 1	[ɜ:li]	früh
to <b>earn</b>	OYW4	[tə ɜ:n]	verdienen
<b>Earth</b>	MORE 1	[ɜ:θ]	Erde
<b>Earthling</b>	U8/2	[ɜ:θlɪŋ]	Erdenbürger/Erdenbürgerin
<b>east</b>	U11/1	[i:st]	östlich, Ost-; Oste
<b>easy</b>	MORE 1	[i:zi]	einfach
to <b>eat</b>	MORE 1	[tə i:t]	essen
to <b>eat out</b>	U9	[tə i:t aʊt]	auswärts essen
<b>education</b>	MORE 1	[edʒʊ'keɪʃən]	(Aus-)Bildung
<b>egg</b>	MORE 1	[eg]	Ei
<b>either</b>	U12/1	[aɪðər]	beide; entweder
<b>electricity</b>	U11/1	[elɪk'trɪsəti]	Elektrizität
<b>elephant</b>	MORE 1	[elɪfənt]	Elefant
<b>else</b>	MORE 1	[els]	sonst; anders
<b>embarrassed</b>	U2/12	[ɪm'bærəst]	verlegen; beschämt
<b>embarrassing</b>	MORE 1	[ɪm'bærəsɪŋ]	peinlich; unangenehm
<b>emperor penguin</b>	U15/10	[em'perə pɛn'ɡwɪn]	Imperatorenpinguin
to <b>end</b>	MORE 1	[tə end]	beenden
<b>ending</b>	MORE 1	[enɪŋ]	Ende; Schluss
<b>England</b>	MORE 1	[ɪŋglənd]	England
<b>English</b>	MORE 1	[ɪŋglɪʃ]	Englisch, englisch
to <b>enjoy</b>	MORE 1	[tə ɪn'dʒɔɪ]	genießen
<b>enough</b>	MORE 1	[ənəʊ]	genügend, genug
to <b>entertain</b>	U9/9	[tə ɪn'teɪn]	unterhalten
<b>episode</b>	MORE 1	[epɪsəʊd]	Folge, Episode
<b>equipment</b>	T6	[ɪ'kwɪpmənt]	Ausrüstung
to <b>escape</b>	S4	[tə ɪ'skeɪp]	(ent-)fliehen; entkommen
<b>estuarine crocodile</b>	U4/8	[estʃʊəri:n 'krɒkədai]	Salzwasserkrokodil

<b>Europe</b>	U4/8	[jʊərəp]	Europa
<b>even</b>	U4/19	[i:vən]	sogar, noch
<b>evening</b>	MORE 1	[i:vniŋ]	Abend
<b>event</b>	MORE 1	[ɪ'vent]	Veranstaltung
<b>ever</b>	MORE 1	[evə]	jemals, je
<b>every</b>	MORE 1	[evri]	jeder/jede/jedes
<b>everybody</b>	MORE 1	[evri'bɒdi]	jeder/jede; alle
<b>everyone</b>	MORE 1	[evriwʌn]	jeder/jede; alle
<b>everything</b>	MORE 1	[evriθɪŋ]	alles
<b>everywhere</b>	MORE 1	[evriweə]	überall
<b>evidence</b>	U2/12	[eɪvɪdəns]	Beweis
<b>evil</b>	S2	[ɪvəl]	das Böse
<b>exactly</b>	MORE 1	[ɪg'zæktli]	genau
<b>for example</b>	MORE 1	[fər ɪg'zɑ:mpəl]	zum Beispiel
<b>excellent</b>	MORE 1	[ɪk'selənt]	ausgezeichnet
<b>exciting</b>	MORE 1	[ɪk'saɪtɪŋ]	aufregend, spannend
<b>excuse</b>	MORE 1	[ɪk'skju:z]	Ausrede
<b>exercise</b>	MORE 1	[ɪksəsaɪz]	Übung; Bewegung
to <b>exercise</b>	MORE 1	[tə ɪksəsaɪz]	trainieren, Sport machen
<b>exhibition</b>	U3/2	[eksɪ'bɪʃən]	Ausstellung
<b>expectation</b>	U3/3	[ɪk'spektetʃən]	Erwartung
<b>expensive</b>	MORE 1	[ɪk'spensɪv]	teuer
<b>expert</b>	U8/10	[ɪkspɜ:t]	Experte/Expertin
<b>explain</b>	MORE 1	[tə ɪk'spleɪn]	erklären
to <b>express</b>	MORE 1	[tə ɪk'spres]	ausdrücken
to <b>extend</b>	T1	[tə ɪk'stend]	erweitern
<b>extinct</b>	U4/10	[ɪk'stɪŋkt]	ausgestorben
<b>extra</b>	MORE 1	[ekstrə]	mehr; besonders; Extra
<b>extreme</b>	U14/8	[ɪk'stri:m]	extrem
<b>eye</b>	MORE 1	[aɪ]	Auge
<b>face</b>	MORE 1	[feɪs]	Gesicht
<b>fact</b>	MORE 1	[fækt]	Fakt, Tatsache
<b>fact file</b>	U3/10	[fækt faɪl]	Steckbrief
to <b>fail</b>	S1	[tə feɪl]	scheitern
<b>fair</b>	MORE 1	[feə]	fair, gerecht
<b>fake</b>	OYW2	[feɪk]	gefälscht
to <b>fall</b>	MORE 1	[tə fɔ:l]	fallen
to <b>fall asleep</b>	OYW2	[tə fɔ:l ə'sli:p]	einschlafen
<b>false</b>	MORE 1	[fɔ:ls]	falsch
<b>family</b>	MORE 1	[fæməli]	Familie
<b>famous</b>	MORE 1	[feɪməs]	berühmt
<b>fancy dress</b>	MORE 1	[fænsi 'dres]	Verkleidung, Kostüm
<b>fantastic</b>	MORE 1	[fæn'tæstɪk]	fantastisch
<b>far</b>	MORE 1	[fɑ:r]	weit
<b>far away</b>	MORE 1	[fɑ:r ə'weɪ]	weit weg
<b>Farewell!</b>	S6	[feə'wel]	Lebe wohl!
<b>farm</b>	MORE 1	[fɑ:m]	Bauernhof
<b>farmer</b>	U4/6	[fɑ:mə]	Bauer/Bäuerin



<b>fast</b> MORE 1	[fɑ:st]	schnell
<b>father</b> MORE 1	[fɑ:ðər]	Vater
<b>fault</b> S5	[fɔlt]	Schuld
<b>favourite</b> MORE 1	[feivərɪt]	Lieblings-
to <b>have got a fear of sth.</b> U15/7	[tə hæv gɒt ə fiər ɒv]	Angst vor etwas haben
<b>fear</b> U6/7	[fiər]	Furcht, Angst
to <b>fear</b> U3/2	[tə fiər]	fürchten
to <b>feed</b> MORE 1	[tə fi:d]	füttern
to <b>feel</b> MORE 1	[tə fi:l]	fühlen
<b>feeling</b> MORE 1	[fi:lɪŋ]	Gefühl
<b>fellow</b> U1/9	[feləʊ]	Kollege/Kollegin
<b>female</b> U4/7	[fi:meɪl]	weiblich; Weibchen (Tierwelt)
a <b>few</b> MORE 1	[ə fju:]	ein paar; einige
<b>field</b> U6/1	[fi:ld]	Feld; Spielfeld
<b>fight</b> MORE 1	[faɪt]	Kampf
to <b>fight</b> S4	[tə faɪt]	kämpfen
<b>file</b> U10/15	[faɪl]	Datei
<b>final</b> MORE 1	[faɪnəl]	letzter/letzte; End-
<b>finally</b> MORE 1	[faɪnəli]	schließlich; endlich
to <b>find</b> MORE 1	[tə faɪnd]	finden
to <b>find out</b> MORE 1	[tə faɪnd aʊt]	herausfinden
<b>fine</b> MORE 1	[faɪn]	gut, fein
<b>finger</b> MORE 1	[fɪŋgər]	Finger
to <b>finish</b> MORE 1	[tə fɪnɪʃ]	aufhören, beenden; vervollständigen
<b>fire</b> MORE 1	[faɪər]	Feuer
<b>first</b> MORE 1	[fɜ:st]	erster/erste/erstes
<b>first aid</b> U12/14	[fɜ:st 'eɪd]	erste Hilfe
<b>fish (pl fish)</b> MORE 1	[fɪʃ]	Fisch
<b>fisherman (pl -men)</b> U4/1	[fɪʃmən]	Fischer
to <b>fix a problem</b> OYW1	[tə fɪks ə 'prɒbləm]	ein Problem lösen
<b>flash of light</b> U13/8	[flæʃ ɒv laɪt]	Lichtblitz
<b>flat</b> U10/10	[flæt]	Wohnung
<b>flipper</b> U14/8	[flɪpər]	Flosse
to <b>float</b> U11/1	[tə fləʊt]	schwimmen; treiben
<b>flood</b> U14/8	[flʊd]	Überschwemmung
<b>floor</b> MORE 1	[flɔː]	Boden; Stockwerk
<b>flower</b> MORE 1	[flaʊə]	Blume
to <b>fly</b> MORE 1	[tə flaɪ]	fliegen
<b>fog</b> U13/3	[fɒg]	Nebel
<b>foggy</b> U13/2	[fɒgi]	neblig
to <b>follow</b> MORE 1	[tə fɒləʊ]	folgen
<b>food</b> MORE 1	[fu:d]	Essen
<b>fool</b> T1	[fu:l]	Dummkopf, Narr
<b>foot (pl feet)</b> MORE 1	[fʊt, fi:t]	Fuß
<b>football</b> MORE 1	[fʊtbɔ:l]	Fußball
<b>for</b> MORE 1	[fɔ:r]	für
<b>forecast</b> U13/10	[fɔ:kɑ:st]	Vorhersage

<b>foreign language</b> U10/5	[fɔrən 'læŋgwɪdʒ]	Fremdsprache
<b>forest</b> MORE 1	[fɔrɪst]	Wald
<b>forever</b> S2	[fə'revər]	für immer
to <b>forget</b> MORE 1	[tə fə'get]	vergessen
to <b>forgive</b> S1	[tə fə'gɪv]	vergeben
<b>formula</b> U13/1	[fɔ:mjʊlə]	Formel
<b>forward</b> MORE 1	[fɔ:wəd]	vorwärts
<b>fountain</b> T2	[faʊntɪn]	(Sprung-)Brunnen
<b>fox (pl foxes)</b> MORE 1	[fɒks]	Fuchs
<b>France</b> MORE 1	[frɑ:ns]	Frankreich
to <b>free</b> MORE 1	[tə fri:]	befreien
<b>free time</b> MORE 1	[fri:tɪm]	Freizeit
<b>freedom of speech</b> OYW1	[fri:dəm ɒv 'spi:tʃ]	Redefreiheit
<b>French</b> MORE 1	[frentʃ]	Französisch, französisch
<b>Friday</b> MORE 1	[fraɪdeɪ]	Freitag
<b>fridge</b> U14/1	[frɪdʒ]	Kühlschrank
<b>friend</b> MORE 1	[frend]	Freund/Freundin
<b>friendly</b> U5/7	[frendli]	freundlich
<b>friendship</b> MORE 1	[frendʃɪp]	Freundschaft
to <b>frighten sb</b> U1/2	[tə fraɪtn səmbədi]	jd. erschrecken
<b>frog</b> MORE 1	[frɒg]	Frosch
<b>from</b> MORE 1	[frəm]	von, aus
<b>front window</b> U3/1	[frʌnt wɪndəʊ]	Vorderfenster, Frontscheibe
<b>fruit</b> MORE 1	[fru:t]	Obst
<b>fun</b> MORE 1	[fʌn]	Spaß
<b>funfair</b> OYW2	[fʌnfɛər]	Jahrmarkt
<b>funny</b> MORE 1	[fʌni]	lustig, komisch
<b>funny</b> U6/7	[fju:ni]	wütend
<b>furniture</b> U11	[fɜ:nɪtʃə]	Möbel
<b>future</b> MORE 1	[fju:tʃə]	Zukunft
<b>game</b> MORE 1	[geɪm]	Spiel
<b>garage</b> MORE 1	[gæərə:dʒ]	Garage
<b>garden</b> MORE 1	[gɑ:dən]	Garten
<b>gas</b> MORE 1	[gæs]	Gas
<b>gate</b> U6/7	[geɪt]	Tor
<b>gear</b> U14/8	[gɪər]	Ausrüstung
<b>generally</b> U13/9	[dʒenrli]	im Allgemeinen
<b>geography</b> U1/12	[dʒɒgrəfi]	Erdkunde, Geografie
<b>German</b> T3	[dʒɜ:mən]	Deutsch; deutsch
to <b>get</b> MORE 1	[tə ɡet]	holen; bekommen; werden
to <b>get dressed</b> U1/3	[tə ɡet drɛst]	sich anziehen
to <b>get fit</b> U14	[tə ɡet fɪt]	fit werden
to <b>get home</b> U1/3	[tə ɡet həʊm]	heimkommen
to <b>get up</b> MORE 1	[tə ɡet ʌp]	aufstehen
to <b>get into trouble</b> MORE 1	[tə ɡet 'ɪntu: 'trʌbl]	in Schwierigkeiten geraten

<b>ghost</b>	U3/1	[gəʊst]	Geist
<b>giraffe</b>	MORE 1	[dʒə'ra:ʃ]	Giraffe
<b>girl</b>	MORE 1	[gɜ:l]	Mädchen
<b>girlfriend</b>	U10/3	[gɜ:lfrɛnd]	feste Freundin
to <b>give</b>	MORE 1	[tə ɡɪv]	geben
to <b>give up</b>	MORE 1	[tə ɡɪv ʌp]	aufgeben
to <b>give way</b>	U13/1	[tə ɡɪv weɪ]	Platz machen
<b>glad</b>	U1/1	[glæd]	froh
<b>glass</b>	MORE 1	[glɑ:s]	Glas
<b>glasses (pl)</b>	U9/G	[glɑ:səz]	Brille
<b>goalie (informal)</b>	U14/10	[gəʊli]	Tormann/Torfrau
to <b>go for a walk</b>	U13/5	[tə ɡəʊ fɔ:ɪ ə wɔ:k]	einen Spaziergang machen
to <b>go past</b>	U5/2	[tə ɡəʊ pɑ:st]	vorbeigehen
to <b>go straight on</b>	U5/3	[tə ɡəʊ streɪt ɒn]	geradeaus weitergehen
to <b>go to bed</b>	MORE 1	[tə ɡəʊ tu: bɛd]	zu Bett gehen
to <b>go to school</b>	MORE 1	[tə ɡəʊ tu: sku:l]	zur Schule gehen
<b>god</b>	U1/8	[gɒd]	Gott
<b>gold</b>	MORE 1	[gəʊld]	Gold
<b>golden</b>	MORE 1	[gəʊldən]	aus Gold, golden
<b>goldfish</b>	MORE 1	[gəʊldfɪʃ]	Goldfisch
<b>golf</b>	T6	[gɒlf]	Golf
<b>good</b>	MORE 1	[ɡʊd]	gut
to <b>be good at sth.</b>	U6/5	[tə bi: ɡʊd æt]	etw. gut können, in etw. sein
to <b>be good company</b>	U15/7	[tə bi: ɡʊd 'kʌmpəni]	gute Gesellschaft sein
<b>goodbye</b>	MORE 1	[ɡʊd'baɪ]	auf Wiedersehen
<b>grandma</b>	MORE 1	[grænmə:]	Oma
<b>grandmother</b>	U1/5	[grænmlðər]	Großmutter
<b>grandpa</b>	MORE 1	[grænprɑ:]	Opapa
<b>grandparents</b>	MORE 1	[grænpeə'rɒnts]	Großeltern
<b>grape</b>	MORE 1	[greɪp]	Traube
<b>grass</b>	MORE 1	[grɑ:s]	Gras
<b>graveyard</b>	U3/5	[grævja:rd]	Friedhof
<b>great</b>	MORE 1	[ɡreɪt]	großartig; riesig
<b>green</b>	MORE 1	[ɡri:n]	grün
<b>ground</b>	U1/11	[graʊnd]	(Erd-)Boden, Erde
<b>group</b>	MORE 1	[ɡru:p]	Gruppe
to <b>grow up</b>	U14/1	[tə ɡrəʊ ʌp]	erwachsen werden
to <b>guess</b>	MORE 1	[ɡes]	(er-)raten
<b>guest</b>	OYW2	[ɡest]	Gast
<b>guide</b>	MORE 1	[ɡaɪd]	Reiseführer/Reiseführerin
<b>guinea pig</b>	MORE 1	[ɡɪni piɡ]	Meerschweinchen
<b>gun</b>	MORE 1	[ɡʌn]	(Schuss-)Waffe
<b>guys (informal)</b>	T1	[ɡaɪz]	Leute
<b>gym</b>	T4	[dʒɪm]	Turnhalle; Fitnesscenter

## H

<b>hairy</b>	U4/4	[heəri]	haarig, stark behaart
<b>half (pl halves)</b>	MORE 1	[ha:f, hæ:vz]	Hälfte
<b>half an hour</b>	MORE 1	[ha:f ən aʊə]	eine halbe Stunde
<b>hall</b>	MORE 1	[hɔ:l]	Flur, Eingangsbereich
<b>ham</b>	MORE 1	[hæm]	Schinken
<b>hammock</b>	U11/7	[hæm'ɒk]	Hängematte
<b>hand</b>	MORE 1	[hænd]	Hand
to <b>hang on</b>	T1	[tə hæŋ ɒn]	durchhalten; hier: warten
to <b>happen</b>	MORE 1	[hæpən]	geschehen
<b>happy</b>	MORE 1	[hæpi]	glücklich, fröhlich
<b>hard</b>	U6/3	[hɑ:d]	hart; schwierig
<b>hat</b>	MORE 1	[hæt]	Hut
<b>haunted</b>	MORE 1	[hæntɪd]	heimgesucht (von einem Spuk)
<b>Have a nice day</b>	U13/4	[hæv ə naɪs 'deɪ]	Hab(t) einen schönen Tag!
to <b>have food</b>	MORE 1	[tə hæv fu:d]	Essen zu sich nehmen
to <b>have a party</b>	MORE 1	[tə hæv ə 'pɑ:ti]	eine Party veranstalten
to <b>have breakfast</b>	MORE 1	[tə hæv 'brekfəst]	frühstücken
to <b>have dinner</b>	U1/3	[tə hæv 'dɪnər]	zu Abend essen
to <b>have a room</b>	U12/1	[tə hæv ru:m]	Platz haben
<b>head</b>	MORE 1	[hi:]	Kopf
<b>headache</b>	U12/3	[hedəɪk]	Kopfschmerzen
<b>headteacher</b>	OYW1	[hed'ti:tʃə]	Schulleiter/Schulleiterin, Schuldirektor/Schuldirektorin
to <b>hear</b>	MORE 1	[tə hɪə]	hören
<b>heavy</b>	MORE 1	[hevi]	schwer
<b>heavy rain</b>	U13/10	[hevi reɪn]	starker Regen
<b>helmet</b>	U3/G	[helmət]	Helm
<b>help</b>	MORE 1	[help]	Hilfe
to <b>help</b>	MORE 1	[tə help]	helfen
<b>helpful</b>	U12/14	[helpfəl]	hilfsbereit
<b>her</b>	MORE 1	[hə]	sie; ihr/ihre
<b>here</b>	MORE 1	[hɪə]	hier; her
<b>Here you are.</b>	MORE 1	[hɪə ju: 'ɑ]	Hier, bitte., Bitte schön.
<b>hero, heroine</b>	U8/9	[hɪərəʊ, herəʊɪn]	Held, Heldin
<b>hers</b>	U11/11	[hɜ:z]	ihrer/ihre/ihrer
<b>herself</b>	U7/8	[hɜ:'self]	sich selbst, ihr selbst
to <b>hide</b>	MORE 1	[tə haɪd]	(sich) verstecken
<b>high</b>	MORE 1	[haɪ]	hoch
<b>hiking holiday</b>	U13/5	[haɪkɪŋ 'hɒlədeɪ]	Wanderurlaub
<b>hill</b>	U5/G	[hɪl]	Hügel
<b>him</b>	MORE 1	[hɪm]	ihm, ihn

to <b>hire</b>	T6	[tə haɪə]	mieten, ausleihen
<b>his</b>	MORE 1	[hɪz]	sein/seine
<b>history</b>	U1/8	[hɪstəri]	Geschichte
to <b>hit</b>	MORE 1	[tə hɪt]	schlagen
<b>hoax</b>	U8/10	[həʊks]	Streich, Trick
<b>hobby (pl hobbies)</b>	MORE 1	[hɒbi, hɒbiz]	Hobby
to <b>hold</b>	MORE 1	[tə həʊld]	(ab-)halten
<b>hole</b>	MORE 1	[həʊl]	Loch
<b>holiday</b>	MORE 1	[hɒlədeɪ]	Urlaub, Ferien
<b>home</b>	MORE 1	[həʊm]	Zuhause; zu Hause
<b>homework (pl)</b>	MORE 1	[həʊmwɜ:k]	Hausaufgaben
<b>honestly</b>	U7/4	[ɒnɪstli]	ehrlich; wirklich
<b>hope</b>	U13/5	[həʊp]	Hoffnung
to <b>hope</b>	MORE 1	[tə həʊp]	hoffen
<b>hopefully</b>	S5	[ˈhəʊpfli]	hoffentlich
<b>horn</b>	MORE 1	[hɔ:n]	Horn
<b>horrible</b>	U12/14	[hɒrɪbl]	schrecklich
<b>horror</b>	MORE 1	[hɒrər]	Horror
<b>horse</b>	MORE 1	[hɔ:s]	Pferd
<b>hospital</b>	MORE 1	[hɒspɪtəl]	Krankenhaus
<b>hot</b>	MORE 1	[hɒt]	heiß
<b>hot chocolate</b>	MORE 1	[hɒt ˈtʃɒklət]	heiße Schokolade, heißer Kakao
<b>hotel</b>	OYW2	[həʊˈtel]	Hotel
<b>hotel owner</b>	OYW2	[həʊˈtel əʊ.nər]	Hotelbesitzer/ Hotelbesitzerin
<b>hour</b>	MORE 1	[aʊə]	Stunde
<b>house</b>	MORE 1	[haʊs]	Haus
<b>household chores</b>	U1/3	[haʊshəʊld tʃɔ:z]	Haushaltsarbeiten
<b>how</b>	MORE 1	[haʊ]	wie
<b>however</b>	T3	[haʊˈevə]	allerdings, hingegen
<b>How much?</b>	MORE 1	[haʊ mʌtʃ]	Wieviel?
to <b>hug</b>	MORE 1	[tə hʌg]	umarmen
<b>huge</b>	MORE 1	[hju:dʒ]	riesig
<b>human</b>	U4/1	[hju:mən]	Mensch
<b>hundred</b>	MORE 1	[hʌndrəd]	hundert
<b>hungry</b>	MORE 1	[ˈhʌŋɡri]	hungrig
to <b>hunt</b>	MORE 1	[tə hʌnt]	jagen
to <b>hurry</b>	MORE 1	[tə ˈhʌrɪ]	beeilen
to <b>hurt</b>	MORE 1	[tə hɜ:t]	wehtun, schmerzen
<b>husband</b>	MORE 1	[ˈhʌzbənd]	Ehemann

<b>I</b>	MORE 1	[aɪ]	ich
<b>I promise.</b>	S1	[aɪ prəmɪs]	Ich verspreche.
<b>ice cream</b>	MORE 1	[aɪs kri:ɪm]	Eiscreme
<b>ice skating</b>	U14/1	[aɪs skeɪtɪŋ]	Eislaufen
<b>idea</b>	MORE 1	[aɪˈdɪə]	Idee, Einfall
<b>ideal</b>	U4/21	[aɪˈdɪəl]	ideal

<b>if</b>	MORE 1	[ɪf]	wenn; falls
<b>ill</b>	MORE 1	[ɪl]	krank
<b>I'm (I am)</b>	MORE 1	[aɪm, aɪ æm]	Ich bin; Ich heiße
<b>I'm off now.</b>	S3	[aɪm ɒf naʊ]	Ich bin jetzt weg.
to <b>imagine</b>	MORE 1	[tə ɪˈmædʒɪn]	sich vorstellen
<b>important</b>	MORE 1	[ɪmˈpɔ:tnt]	wichtig
<b>in</b>	MORE 1	[ɪn]	in
to <b>include</b>	OYW1	[tə ɪnˈklu:d]	einhalten
<b>in front of</b>	MORE 1	[ɪn frʌnt ɒv]	vor
to <b>injure</b>	U12/2	[tə ɪnˈdʒʊə]	verletzen
<b>italics</b>	U14/8	[ɪˈtæɪlɪks]	Kursivschrift
to <b>interrupt</b>	T2	[ɪnˈtɜ:pʃ]	unterbrechen
<b>in pairs</b>	MORE 1	[ɪn peɪəz]	zu zweit
<b>in that case</b>	S4	[ɪn ðæt keɪs]	in diesem Fall
<b>inch (pl inches)</b>	U13/9	[ɪntʃɪz]	Zoll (= 2,54 cm)
<b>incredible</b>	U4/	[ɪnˈkredəbəl]	unglaublich
<b>indeed</b>	MORE 1	[ɪnˈdi:d]	in der Tat
<b>Indian Ocean</b>	MORE 1	[ɪndiən ˈəʊʃən]	Indischer Ozean
<b>informatics</b>	MORE 1	[ɪnfəˈmeɪ tɪk ˈnɒl ədʒɪ]	Informatik
<b>technology</b>	U1/12	[ˌtɛkˈnɒlə dʒɪ]	Technologie
<b>inscription</b>	U8/2	[ɪnˈskrɪpʃən]	Aufschrift, Inschrift
<b>insect</b>	MORE 1	[ɪnsekt]	Insekt
<b>in</b>	MORE 1	[ɪnˈsaɪd]	in, innerhalb
<b>instead</b>	U7/4	[ɪnˈsted]	stattdessen
<b>intelligent</b>	U1/13	[ɪnˈtelɪdʒənt]	intelligent
<b>interest</b>	MORE 1	[ɪntrəst]	Interesse
<b>interesting</b>	MORE 1	[ɪntrəstɪŋ]	interessant
<b>internet</b>	MORE 1	[ɪntənət]	Internet
<b>interview</b>	MORE 1	[ˈɪntəvju:]	Interview
<b>into</b>	MORE 1	[ɪnˈtu]	in (... hinein)
to <b>introduce</b>	MORE 1	[tə ɪntrəˈdʒu:s]	(sich/jdn.) vorstellen
<b>investigation</b>	U8/10	[ɪnˌvestɪˈgeɪʃn]	Untersuchung, Ermittlung
<b>invitation</b>	MORE 1	[ɪnviˈteɪʃən]	Einladung
to <b>invite</b>	MORE 1	[tə ɪnˈvaɪt]	einladen
<b>Ireland</b>	MORE 1	[aɪələnd]	Irland
<b>island</b>	MORE 1	[aɪlənd]	Insel
<b>it</b>	MORE 1	[ɪt]	es
<b>Italian</b>	U5/4	[ɪˈtæljən]	Italiener/Italienerin; italienisch
<b>Italy</b>	MORE 1	[ˈɪtəli]	Italien

<b>J</b>			
<b>jacket</b>	MORE 1	[dʒækɪt]	Jacke
<b>jeans</b>	MORE 1	[dʒi:nz]	Jeanshose
<b>job</b>	MORE 1	[dʒɒb]	Beruf, Arbeit, Aufgabe
to <b>join</b>	MORE 1	[tə dʒɔɪn]	beitreten, mitmachen
<b>joke</b>	U1/5	[dʒəʊk]	Witz

<b>juice</b> MORE 1	[dʒu:s]	Saft
<b>July</b> MORE 1	[dʒu'laɪ]	Juli
to <b>jump</b> MORE 1	[tə dʒʌmp]	hüpfen; springen
<b>June</b> MORE 1	[dʒu:n]	Juni
<b>jungle</b> U1/1	[dʒʌŋɡl]	Dschungel
<b>junior</b> U14/6	[dʒu:nɪə]	Junioren-, Jugend-
<b>just</b> MORE 1	[dʒʌst]	gerade eben

## K

to <b>be keen on</b> U3/15	[tə bi ki:n ɒn]	sich begeistern für
to <b>keep</b> U3/3	[tə ki:p]	(be-)halten
to <b>keep someone company</b> U15/7	[tə ki:p 'sʌmwʌn 'kʌmpəni]	jdm. Gesellschaft leisten
<b>key</b> U8/7	[ki:]	Schlüssel
to <b>kick</b> MORE 1	[tə kɪk]	treten, kicken
<b>kid</b> MORE 1	[kɪd]	Kind
to <b>kidnap</b> U8/11	[tə kɪdnæp]	entführen
to <b>kill</b> MORE 1	[tə kɪl]	töten
<b>kilo</b> MORE 1	[ki:ləʊ]	Kilo
<b>kilometre</b> U1	[kɪlə'mi:tər]	Kilometer
<b>kind</b> MORE 1	[kaɪnd]	freundlich, liebenswürdig
<b>king</b> OYW1	[kɪŋ]	König
<b>kiss</b> MORE 1	[kɪs]	Kuss
<b>kitchen</b> MORE 1	[kɪtʃən]	Küche
<b>knee</b> MORE 1	[ni:]	Knie
<b>knife (pl knives)</b> U3/4	[naɪf, naɪvz]	Messer
<b>knight</b> S2	[naɪt]	Ritter
to <b>knock</b> MORE 1	[tə nɒk]	klopfen
to <b>know</b> MORE 1	[tə nəʊ]	wissen; kennen

## L

<b>a lot of</b> MORE 1	[ə lɒt ɒv]	viel/e, viele/n
<b>ladybird</b> U4/15	[leɪdɪbɜ:d]	Damenkäfer
<b>lake</b> MORE 1	[leɪk]	See
<b>lamb</b> U9/1	[læm]	Lamm
<b>lamb chops</b> U9/7	[læm tʃɒps]	Lammfleisch
<b>lamp</b> U11/3	[læmp]	Leuchte
<b>lamp post</b> U12/7	[læmp pɒst]	Laternenmast
<b>language</b> MORE 1	[læŋɡwɪdʒ]	Sprache
<b>laptop</b> MORE 1	[læptɒp]	Laptop
<b>large</b> U2/8	[lɑ:dʒ]	groß
<b>last</b> MORE 1	[lɑ:st]	letzter/letzte/letztes
to <b>last</b> MORE 1	[lɑ:st]	(an-)dauern
<b>late</b> MORE 1	[leɪt]	(zu) spät
to <b>laugh</b> MORE 1	[tə lɑ:f]	lachen
<b>leaflet</b> U2	[li:flət]	Broschüre
to <b>learn</b> MORE 1	[tə lɜ:n]	lernen; herausfinden
<b>least</b> U10/17	[li:st]	wenigster/wenigste/wenigstes

<b>leather</b> MORE 1	['leðə]	Leder
to <b>leave</b> MORE 1	[tə li:v]	verlassen, weggehen
<b>leech (pl leeches)</b> U12/10	[li:tʃ, li:tʃəz]	Blutegel
<b>left</b> MORE 1	[left]	übrig; links
<b>left-hand</b> U6/2	[left hænd]	linker/linker/linkes
<b>leg</b> MORE 1	[leg]	Bein
<b>length</b> U4/10	[leŋθ]	Länge
<b>leopard</b> MORE 1	[leɪpəd]	Leopard
<b>less</b> U4/7	[les]	weniger
<b>lesson</b> U1/3	[lesən]	Unterrichtsstunde
<b>letter</b> MORE 1	[letə]	Brief; Buchstabe
<b>library</b> MORE 1	['laɪbrəri]	Bibliothek, Bücherei
<b>lie</b> MORE 1	[laɪ]	Lüge
to <b>lie</b> MORE 1	[laɪ]	liegen; sich legen
<b>life (pl lives)</b> U5/1	[laɪf, laɪvz]	Leben
<b>life jacket</b> MORE 1	['laɪf dʒæktɪt]	Schwimmweste
<b>light</b> MORE 1	[laɪt]	hell; leicht; Licht
<b>lights</b> U5/7	[laɪts]	hier: Verkehrsampel
to <b>like</b> MORE 1	[tə laɪk]	mögen
<b>lion</b> MORE 1	[laɪən]	Löwe
<b>Lissabon</b> U1/7	[lɪzəbən]	Lissabon
<b>list</b> MORE 1	[lɪst]	Liste
to <b>listen (to)</b> MORE 1	[tə lɪsn (tu:)]	zuhören
<b>listener</b> U10/10	[lɪsənər]	Zuhörer/Zuhörerin
<b>litter tray</b> U15/7	[lɪtə treɪ]	Katzenklo
<b>little</b> MORE 1	[lɪtəl]	klein
to <b>live</b> MORE 1	[tə lɪv]	leben
<b>living room</b> MORE 1	[lɪvɪŋ ru:m]	Wohnzimmer
<b>lobby</b> U13/10	[lɒbi]	Lobby, Vorhalle
<b>local</b> MORE 1	[ləʊkəl]	lokal, ortsansässig, einheimisch
to <b>lock</b> U3/9	[tə lɒk]	abschließen, zusperren
<b>long</b> MORE 1	[lɒŋ]	lang
to <b>look (at)</b> MORE 1	[tə lʊk ət]	betrachten, ansehen
to <b>look for</b> MORE 1	[tə lʊk fɔ]	suchen nach
<b>lord</b> S2	[lɔ:d]	Herr
to <b>lose</b> U3/1	[tə lu:z]	verlieren
<b>lost</b> MORE 1	[lɒst]	verloren
<b>lots of</b> MORE 1	[lɒts ɒv]	viel/e, jede Menge
<b>loud</b> MORE 1	[laʊd]	laut
to <b>love</b> MORE 1	[tə lʌv]	lieben, mögen
<b>lovely</b> MORE 1	[lʌvli]	großartig, reizend, nett
<b>luck</b> U4/21	[lʌk]	Glück
to <b>be lucky</b> MORE 1	[tə bi: 'lʌki]	Glück haben
<b>lunch</b> MORE 1	[lʌntʃ]	Mittagessen
<b>lunchtime</b> MORE 1	[lʌntʃtaɪm]	Mittagspause

## M

<b>machine</b> MORE 1	[mə'ʃi:n]	Maschine
<b>mad</b> OYW4	[mæd]	böse, wütend



to <b>be mad about sth.</b> OYW4	[tə bi məd ə'baʊt]	verrückt nach etwas sein	<b>middle</b> U6/2	[mɪdl]	Mitte
<b>magazine</b> MORE 1	[mægə'zi:n]	Zeitschrift, Magazin	<b>midnight</b> MORE 1	[mɪdnɑ:t]	Mitternacht
<b>main course</b> U9/7	[meɪn 'kɔ:s]	Hauptgericht	<b>might</b> U1/11	[maɪt]	könnte; vielleicht (tun, sein)
to <b>make</b> MORE 1	[tə meɪk]	machen	<b>mild</b> U13/9	[maɪld]	mild
to <b>make sure</b> U13/4	[tə meɪk ʃʊə]	sich versichern	<b>mile</b> U13/9	[maɪl]	Meile
<b>malaria</b> U4/8	[mə'leəriə]	Malaria	<b>milk snake</b> U1/9	[mɪlk sneɪk]	Dreiecksnatter
<b>male</b> U4/6	[meɪl]	männlich; Männchen (Tierwelt)	<b>million</b> MORE 1	[mɪljən]	Million
<b>mammal</b> U4/8	[mæməl]	Säugetier	<b>mind map</b> MORE 1	[mɪnd mæp]	Mindmap, Gedankenkarte
<b>man (pl men)</b> MORE 1	[mæn, men]	Mann	<b>mine</b> U9/G	[maɪn]	Miner/meine/meines
to <b>manage</b> U14/8	[tə məneɪdʒ]	etwas schaffen	<b>mineral water</b> MORE 1	[mɪnərəl wɔ:tə]	Mineralwasser
<b>many</b> MORE 1	[meni]	viele	<b>minute</b> MORE 1	[mɪnɪt]	Minute
<b>map</b> MORE 1	[mæp]	(Land-)Karte	<b>missing</b> U4	[mɪsɪŋ]	fehlend; verschollen
<b>March</b> MORE 1	[mɑ:tʃ]	März	to <b>miss</b> T5	[tə mɪs]	vermissen; verpassen
<b>market</b> U5/10	[,mɑ:kɪt]	Markt	<b>mission</b> S6	[mɪʃən]	Auftrag, Mission
<b>Mars</b> T3	[mɑ:z]	Mars	<b>mistake</b> U4	[mɪ'steɪk]	Fehler
<b>mascot</b> U4/15	[mæskɒt]	Maskottchen	to <b>mix</b> U2/10	[tə mɪks]	vermischen
to <b>mash</b> U12/10	[tə məʃ]	zerdrücken, zerstampfen	<b>mobile</b> U14/10	[məʊbaɪl]	Handy
<b>mask</b> MORE 1	[mɑ:sk]	Maske	<b>modern</b> U2/3	[mɒdn]	modern
<b>master</b> S1	[mɑstə]	Meister/Meisterin	<b>moment</b> U1	[məʊmənt]	Moment
<b>match</b> MORE 1	[mætʃ]	Match, Spiel	<b>Monday</b> MORE 1	[mʌndeɪ]	Montag
<b>material</b> T5	[mə'tɪəriəl]	Material	<b>money</b> MORE 1	[mʌni]	Geld
<b>maths</b> MORE 1	[mæθs]	Mathe(matik)	<b>Mongolian</b> U11/1	[mɒŋ'gəʊliən]	mongolisch
<b>It doesn't matter.</b> MORE 1	[ɪt dʌznt 'mætə]	Das ist nicht wichtig.	<b>monster</b> MORE 1	[mɒnstə]	Monster
<b>maximum</b> U4/10	[mæksɪməm]	Maximum	<b>month</b> MORE 1	[mʌnθ]	Monat
<b>Mayan</b> U1/5	[maɪən]	Maya-	<b>moon</b> MORE 1	[mu:n]	Mond
<b>maybe</b> MORE 1	[meɪbi]	vielleicht	<b>more</b> MORE 1	[mɔ:]	mehr
<b>me</b> MORE 1	[mi:]	mir; mich	<b>morning</b> MORE 1	[mɔ:nɪŋ]	Morgen
<b>Me too.</b> MORE 1	[mi: 'tu:]	Ich auch	to <b>morph</b> MORE 1	[tə mɔ:ʃ]	sich verwandeln
<b>meal</b> MORE 1	[mi:l]	Mahlzeit, Essen	<b>(the) most</b> MORE 1	[(ðə) 'məʊst]	am meisten; die meisten
to <b>mean</b> MORE 1	[tə mi:n]	meinen, bedeuten	<b>most of the time</b> U5/7	[məʊst əv ðə taɪm]	die meiste Zeit
<b>meaning</b> U13/9	[mi:nɪŋ]	Bedeutung	<b>mosquito</b> U4/8	[mɒ'ski:təʊ]	Stechmücke, Moskito
<b>meat</b> MORE 1	[mi:t]	Fleisch	<b>mother</b> MORE 1	[mʌðə]	Mutter
<b>medicine</b> U12/10	[medsn]	Medizin	<b>motorway</b> U6/1	[məʊtəweɪ]	Autobahn
to <b>meet</b> MORE 1	[tə mi:t]	(sich) treffen, kennen lernen	<b>mountain</b> MORE 1	[maʊntən]	Berg
<b>member</b> OYW1	[mɛmbə]	Mitglied	<b>mountain biking</b> U14/1	[maʊntɪn baɪkɪŋ]	Mountainbiken
<b>memory</b> MORE 1	[məməri]	Erinnerung	<b>mouse (pl mice)</b> MORE 1	[maʊs, maɪs]	Maus
to <b>mention</b> MORE 1	[menʃən]	erwähnen	<b>mouth</b> MORE 1	[maʊθ]	Mund
<b>menu</b> U9	[meɪnu]	Speisekarte	to <b>move</b> MORE 1	[tə mu:v]	(sich) bewegen
<b>mess</b> U2/6	[mes]	Unordnung, Durcheinander	<b>moveable</b> U11/1	[mu:vəbl]	beweglich
<b>message</b> MORE 1	[mesɪdʒ]	Nachricht	<b>movie</b> U13/10	[mu:vi]	Film
<b>metal</b> T5	[metl]	Metall	<b>Mr</b> MORE 1	[mɪstər]	Herr (Anrede)
<b>metallic</b> U8/10	[mə'tælɪk]	metallisch	<b>Mrs</b> MORE 1	[mɪsɪz]	Frau (Anrede)
<b>meteorologist</b> OYW4	[mi:tɪə'lɒlədʒɪst]	Meteorologe/ Meteorologin	<b>much</b> MORE 1	[mʌtʃ]	viel
<b>metre</b> MORE 1	[mi:tər]	Meter	<b>muddy</b> U14/8	[mʌdi]	schlammig
<b>Mexico</b> U1/5	[meksɪkəʊ]	Mexiko	<b>mum</b> MORE 1	[mʌm]	Mama, Mutti
<b>microphone</b> U2/1	[maɪkrə'fəʊn]	Mikrofon	<b>museum</b> U2/3	[mju:'zi:əm]	Museum
			<b>mushroom</b> U9/5	[mʌʃru:m]	Pilz

<b>music</b>	MORE 1	[mju:zɪk]	Musik
<b>music shop</b>	U5/2	[mju:zɪk ˌʃɒp]	Musikladen
<b>must</b>	MORE 1	[mʌst]	müssen
<b>my</b>	MORE 1	[maɪ]	mein/meine
<b>myself</b>	U3/5	[maɪ'self]	mich selbst, mir selbst

## N

<b>name</b>	MORE 1	[neɪm]	Name
<b>narrator</b>	U13/8	[nə'reɪtər]	Erzähler/Erzählerin
<b>near</b>	MORE 1	[nɪə]	nah, in der Nähe von
<b>nearly</b>	MORE 1	[nɪəli]	fast, beinahe
to <b>need</b>	MORE 1	[tə ni:d]	brauchen
<b>negative</b>	MORE 1	[negətɪv]	negativ; verneinend
<b>neighbour</b>	MORE 1	['neɪbə]	Nachbar/Nachbarin
<b>Neither do/have I.</b>	U15	['naɪðə du:/hæv 'aɪ]	Ich auch nicht.
<b>never</b>	MORE 1	[nevə]	nie(mals)
<b>new</b>	MORE 1	[nju:]	neu
<b>New Zealand</b>	MORE 1	[nju: 'zi:lənd]	Neuseeland
<b>newspaper</b>	MORE 1	['nju:zpeɪpə]	Zeitung
<b>next</b>	MORE 1	[nekst]	nächster/nächste/ nächstes
<b>next to</b>	MORE 1	[nekst tu:]	neben
<b>nice</b>	MORE 1	[naɪs]	nett; schön, angenehm
<b>night</b>	MORE 1	[naɪt]	Nacht
<b>nil</b>	U14/10	[nɪl]	null
<b>no</b>	MORE 1	[nəʊ]	nein
<b>No excuse.</b>	U7/7	[nəʊ ɪks'kju:s]	keine Ausrede
<b>No way!</b>	MORE 1	[nəʊ weɪ]	Auf keinen Fall
<b>nobody</b>	U4/6	[nəʊbədi]	niemand
<b>noise</b>	MORE 1	[nɔɪz]	Lärm, Krach, Geräusch
<b>noisy</b>	OYW1	[nɔɪzi]	laut, lautlos, laut laut, lautlos, laut
<b>none</b>	S6	[nʌn]	keiner/keine/keines
<b>nonsense</b>	U8/11	[nɒnsəns]	Unsinn
<b>north</b>	MORE 1	[nɔ:θ]	nördlich; Norden; nördlich
<b>North America</b>	U4/6	[nɔ:θ ə'merɪkə]	Nordamerika
<b>note</b>	MORE 1	[nəʊt]	Anmerkung, Notiz
<b>nothing</b>	MORE 1	[nʌθɪŋ]	etwas, nichts
to <b>notice</b>	MORE 1	['nɒtɪs]	bemerken
<b>novel</b>	OYW2	['nɒvəl]	romanhaft, neu romanhaft, neu
<b>now</b>	MORE 1	[naʊ]	jetzt; sofort
<b>number</b>	MORE 1	['nʌmbə]	Zahl; Ziffer, Nummer
<b>nurse</b>	U12/14	[nɜ:s]	Krankenschwester

## O

<b>object</b>	MORE 1	[ɒbdʒɪkt]	Objekt, Gegenstand
<b>(one) o'clock</b>	MORE 1	[(wʌn) ə'klɒk]	(ein) Uhr
<b>ocean</b>	U9/9	['əʊʃən]	Ozean
the <b>odd one out</b>	U8/6	[ði ɒd wʌn aʊt]	hier: das Wort, das nicht dazugehört

<b>of</b>	MORE 1	[əv]	von
<b>of course</b>	MORE 1	[əv 'kɔ:s]	natürlich
<b>off</b>	MORE 1	[ɒf]	aus; weg
<b>offer</b>	OYW2	[ɒfər]	Angebot
<b>office</b>	MORE 1	[ɒfɪs]	Büro
<b>officer</b>	U8/2	[ɒfɪsə]	Offizier/Offizierin; Beamter/Beamtin
<b>official</b>	U14/8	[ə'fɪʃl]	offiziell
<b>often</b>	MORE 1	[ɒftən]	häufig
<b>old</b>	MORE 1	[əʊld]	alt
<b>old-fashioned</b>	MORE 1	[əʊld'fæʃənd]	altmodisch
<b>olive</b>	U9/4	['ɒlɪv]	Olive
<b>on land</b>	U10	[ɒn lænd]	an Land
<b>on one's own</b>	MORE 1	[ɒn wʌnz əʊn]	alleine, selbstständig
<b>once</b>	MORE 1	[wʌns]	einmal
<b>once upon a time</b>	U6/7	[wʌns əpən ɪn ɪm taɪm]	es war einmal
<b>onion</b>	MORE 1	[ˈɒnjən]	Zwiebel
<b>online safety</b>	MORE 1	[ɒn.laɪn 'seɪftɪ]	Internetsicherheit
<b>only</b>	MORE 1	[əʊnli]	nur
<b>open</b>	MORE 1	[əʊpən]	offen
to <b>open</b>	MORE 1	[tə əʊpən]	öffnen
<b>opening</b>	OYW2	[əʊpənɪŋ]	Eröffnung
<b>opinion</b>	U2	[ə'pɪnjən]	Meinung
<b>opposite</b>	U5/5	[ɒpəzɪt]	gegenüber
<b>optimistic</b>	U14/4	[ɒptɪ'mɪstɪk]	optimistisch
<b>or</b>	MORE 1	[ɔ:r]	oder
<b>orange</b>	MORE 1	[ɒrɪndʒ]	Orange; orange
<b>order</b>	MORE 1	[ɔ:də]	Reihenfolge; Bestellung
to <b>order</b>	U9	[tə ɔ:də]	bestellen
to <b>organise</b>	U2/1	[tə ɔ:ɡnaɪz]	organisieren
<b>ostrich</b>	U4/11	[ɒstrɪtʃ]	(Vogel-)Strauß
<b>other</b>	MORE 1	[ʌðər]	anderer/andere/anderes
<b>our</b>	MORE 1	[aʊər]	unser/unsere
<b>ours</b>	U11/11	[aʊəz]	unserer/unsere/unsere
<b>out (of)</b>	MORE 1	[aʊt (əv)]	aus; hinaus
<b>outlook</b>	U13/3	[aʊtlʊk]	Aussicht
<b>outside</b>	MORE 1	[aʊt'saɪd]	außen, außerhalb
<b>over</b>	MORE 1	[əʊvə]	über, herüber
<b>owl</b>	MORE 1	[aʊl]	Eule
<b>own</b>	MORE 1	[əʊn]	eigener/eigene/eigenes
<b>owner</b>	MORE 1	[əʊnə]	Besitzer/Besitzerin

## P

<b>page</b>	MORE 1	[peɪdʒ]	Seite
<b>pain</b>	U12	[peɪn]	Schmerz
<b>pair</b>	MORE 1	[peər]	Paar
<b>pancakes</b>	U9/7	[pænkeɪkz]	Palatschinken, Pfannkuchen
to <b>panic</b>	U10/5	[tə pænɪk]	in Panik geraten

<b>paper</b> U5/8	[ˈpeɪpər]	Papier; Zeitung
<b>paradise</b> U4/7	[ˈpærədəɪs]	Paradies
<b>paragraph</b> MORE 1	[ˈpærəgrɑ:f]	Absatz; Abschnitt
<b>parents</b> MORE 1	[ˈpeərənts]	Eltern
<b>park</b> MORE 1	[pɑ:k]	Park
<b>parrot</b> MORE 1	[ˈpærət]	Papagei
<b>part</b> MORE 1	[pɑ:t]	Teil
<b>partner</b> MORE 1	[ˈpɑ:tnə]	Partner/Partnerin
<b>party</b> MORE 1	[ˈpɑ:ti]	Party, Feier
<b>passenger</b> U4/7	[ˈpæsəndʒə]	Passagier/Passagierin
to <b>pass on</b> U2/6	[tə pɑ:s ɒn]	weitergeben
<b>password</b> U2/6	[ˈpɑ:swɜ:d]	Passwort
<b>past</b> MORE 1	[pɑ:st]	nach; vergangen; Vergangenheit
<b>patient</b> U12/1	[ˈpeɪfənt]	Patient/Patientin
<b>pattern</b> T5	[ˈpætn]	Muster
<b>pause</b> MORE 1	[pɔ:z]	Pause
<b>pea</b> MORE 1	[pi:]	Erbse
<b>peach (pl peaches)</b> U9/1	[pi:tʃ, pi:tʃɪz]	Pfirsich
<b>pear</b> U9/1	[peə]	Birne
<b>pen</b> MORE 1	[pen]	Füllfeder, Kugelschreiber
<b>pencil</b> MORE 1	[ˈpensəl]	Bleistift
<b>penguin</b> MORE 1	[ˈpɛŋɡwɪn]	Pinguin
<b>people (pl)</b> MORE 1	[ˈpi:pl]	Leute, Menschen
<b>pepper</b> MORE 1	[ˈpepər]	Pfeffer; Paprika
<b>perfect</b> MORE 1	[ˈpɜ:fekt]	perfekt
<b>person (pl people)</b> MORE 1	[ˈpɜ:sn, pi:pl]	Person, Mensch
<b>pet</b> MORE 1	[pet]	Haustier
<b>phone</b> MORE 1	[fəʊn]	Telefon
to <b>phone</b> MORE 1	[tə fəʊn]	anrufen
<b>photo</b> MORE 1	[fəʊtəʊ]	Foto
<b>photograph</b> U8/10	[fəʊtəgrɑ:f]	Fotografie
<b>phrase</b> MORE 1	[freiz]	Phrasen
<b>physical education (PE)</b> U1/4	[ˈfɪzɪkəl edʒuˈkeɪʃən]	Sportunterricht
to <b>pick up</b> MORE 1	[tə pik ʻʌp]	aufheben; holen
<b>picnic</b> T1	[ˈpɪknɪk]	Picknick
<b>picture</b> MORE 1	[ˈpɪktʃə]	Bild
<b>picture story</b> MORE 1	[ˈpɪktʃə ˈstɔ:ri]	Bildgeschichte
<b>piece</b> MORE 1	[pi:s]	Stück
<b>pig</b> MORE 1	[pɪɡ]	Schwein
<b>pigeon</b> U4/7	[ˈpiʒən]	Taube
<b>pineapple</b> T4	[ˈpaɪnæpl]	Ananas
<b>pink</b> MORE 1	[pɪnk]	pink
<b>pirate</b> MORE 1	[ˈpaɪrət]	Pirat/Piratin
<b>place</b> MORE 1	[pleɪs]	Ort, Platz
<b>plain</b> T5	[pleɪn]	einfarbig
<b>plan</b> MORE 1	[plæn]	(Lage-)Plan
to <b>plan</b> MORE 1	[tə plæn]	planen
<b>planet</b> U8/1	[plænɪt]	Planet

<b>plant</b> U12/18	[plɑ:nt]	Pflanze
<b>plastic</b> T4	[plæstɪk]	Plastik, Kunststoff
<b>plate</b> U2/12	[pleɪt]	Teller
<b>platform</b> U9/7	[plætfɔ:m]	Plattform
<b>play</b> MORE 1	[pleɪ]	Theaterstück; Spiel
to <b>play</b> MORE 1	[tə pleɪ]	spielen
<b>player</b> MORE 1	[ˈpleɪə]	Spieler/Spielerin
<b>please</b> MORE 1	[pli:z]	bitte
<b>plenty of</b> U3/14	[ˈplenti əv]	eine Menge von
<b>plum</b> MORE 1	[plʌm]	Zwetschke
<b>pocket</b> MORE 1	[ˈpɒkɪt]	(Hosen-)Tasche
<b>poem</b> MORE 1	[pəʊm]	Gedicht
to <b>point (at, to)</b> MORE 1	[tə pɔɪnt (æt)]	zeigen (auf)
<b>poisonous</b> U7/11	[ˈpɔɪzənəs]	giftig
<b>police (no pl)</b> MORE 1	[pəˈli:s]	Polizei
<b>police station</b>	[pəˈli:s ˈsteɪʃn]	Polizeiwache
<b>policemen (no pl)</b> MORE 1	[pəˈli:smən]	Polizist
<b>politely</b> T2	[pəˈlɪtli]	höflich
<b>pond</b> MORE 1	[pɒnd]	Teich
<b>poor</b> MORE 1	[pɔ:r]	arm
<b>Poor you!</b>	[pɔ:r ju:]	Du Arme/r!
<b>popcorn</b> U3/14	[ˈpɒpkɔ:n]	Popkorn
<b>popular</b> U1/8	[ˈpɒpjələ]	beliebt
<b>positive</b> OYW2	[ˈpɒzətɪv]	positiv
<b>possible</b> U2/8	[ˈpɒsɪbl]	möglich
<b>post</b> U2/11	[tə pəʊst]	posten, einen Beitrag verfassen (online)
<b>post office</b> U5/2	[pəʊst ɒfɪs]	Postamt
<b>posting</b> U2/6	[pəʊstɪŋ]	Posting, Beitrag (online)
<b>potato (pl potatoes)</b> MORE 1	[pəˈteɪtəʊ, pəˈteɪtəʊz]	Kartoffel
<b>pound (£)</b> MORE 1	[paʊnd]	Pfund
to <b>pour</b> U9/7	[tə pɔ:r]	einschenken, schütten
<b>power</b> MORE 1	[paʊə]	Kraft; Macht
<b>powerful</b> U4/21	[paʊəfəl]	mächtig
<b>practice</b> MORE 1	[ˈpræktɪs]	Übung
to <b>practise</b> MORE 1	[tə ˈpræktɪs]	üben
<b>prayer</b> U1/3	[preɪ]	Gebet
to <b>prepare</b> U1/3	[tə prɪˈpeə]	(vor-/zu-)bereiten
<b>preposition</b> MORE 1	[prepəˈzɪʃən]	Präposition, Vorwort
<b>present</b> MORE 1	[preznt]	Geschenk
to <b>present</b> MORE 1	[tə prɪˈzent]	präsentieren
<b>presentation</b> MORE 1	[prezənˈteɪ ʃən]	Präsentation
to <b>press</b> MORE 1	[tə pres]	drücken
<b>pretty</b> MORE 1	[ˈprɪti]	hübsch
<b>price</b> MORE 1	[praɪs]	Preis
to <b>print out</b> U10/15	[tə prɪnt aʊt]	ausdrucken
<b>private classes</b> U1/3	[praɪvət ˈkla:sɪz]	Privatstunden

<b>probably</b> MORE 1	[prɒbəbli]	wahrscheinlich
<b>problem</b> MORE 1	[prɒbləm]	Problem
to <b>produce</b> OYW1	[tə prə'dʒu:s]	produzieren
<b>professional</b> U14/4	[prə'feʃənəl]	professionell
<b>profile</b> U14/4	[prəʊfaɪl]	Profil
<b>project</b> MORE 1	[prɒdʒekt]	Projekt
to <b>protect</b> S2	[tə prə'tekt]	(be-)schützen
<b>promise</b> MORE 1	[prɒmɪs]	Versprechen
to <b>promise</b> S2	[tə prɒmɪs]	versprechen
<b>proud</b> MORE 1	[praʊd]	stolz
to <b>be proud (of)</b> U10/3	[tə bi: praʊd (ɒv)]	stolz sein (auf)
<b>public</b> U10/16	[pʌblɪk]	öffentlich
<b>pulse</b> U12/14	[pʌls]	Puls
<b>pumpkin</b> MORE 1	[pʌmpkɪn]	Kürbis
<b>pumpkin pie</b> U9/1	[pʌmpkɪn paɪ]	Kürbiskuchen
<b>pupil</b> U12/14	[pju:pəl]	Schüler/Schülerin
<b>purple</b> MORE 1	[pɜ:pəl]	violett, lila
to <b>push</b> MORE 1	[tə pʊʃ]	drücken; schieben
to <b>put</b> MORE 1	[tə pʊt]	setzen, legen, stellen
to <b>put on</b> U1/3	[tə pʊt ɒn]	anziehen
<b>pyjamas (no pl)</b> MORE 1	[pə'dʒɑ:məz]	Pyjama, Schlafanzug
<b>pyramid</b> U1/8	[pɪrəˈmɪd]	Pyramide

## Q

<b>queen</b> OYW1	[kwi:n]	Königin
<b>question</b> MORE 1	[kwɛstʃən]	Frage
<b>quick</b> MORE 1	[kwɪk]	schnell
<b>quiet</b> MORE 1	[kwaɪət]	leise, ruhig
<b>quite</b> MORE 1	[kwaɪt]	ziemlich
<b>quiz</b> MORE 1	[kwɪz]	Quiz

## R

<b>rabbit</b> MORE 1	[ræbɪt]	Hase
<b>race</b> U14/5	[reɪs]	Wettbewerb, Wettkampf
<b>radiator</b> U11/3	[reɪdɪeɪtə]	Heizkörper
<b>railway station</b> U5/2	[raɪlweɪ stʃeɪʃən]	Bahnhof
<b>rain</b> U13	[reɪn]	Regen
to <b>rain</b> MORE 1	[tə reɪn]	regnen
<b>rainfall</b> U13/9	[reɪnfɔ:l]	Niederschlag
<b>rainforest</b> U2/7	[reɪnfɔ:st]	Regenwald
<b>rainy</b> U13/2	[reɪni]	regnerisch
to <b>rank</b> U10/17	[tə ræŋk]	einstufen, rangieren
<b>raspberry</b> OYW3 (pl raspberries)	[ræzˈbɛri: ræzˈbærɪz]	Himbeere
<b>rat</b> MORE 1	[ræt]	Ratte
<b>rather</b> U14/8	[rɑ:ðər]	ziemlich; eher, vielmehr
to <b>react</b> U10/16	[tə ri'ækt]	reagieren
to <b>read</b> MORE 1	[tə ri:d]	lesen

<b>ready (for)</b> MORE 1	[redi]	bereit (für); fertig
<b>real</b> MORE 1	[ri:əl]	wirklich; echt, real
<b>really</b> MORE 1	[ri:əli]	wirklich
<b>reason</b> U4/16	[ri:zn]	Grund
<b>recipe</b> U9	[resɪpi]	Rezept
<b>record</b> U14/8	[rekɔ:d]	Rekord
to <b>record</b> U13/9	[tə rɪkɔ:d]	aufzeichnen
<b>red</b> MORE 1	[red]	rot
<b>reed</b> U11/1	[ri:d]	Stroh, Rohr, Rohrhilf(rohr)
<b>refund</b> OYW3	[ri:fʌnd]	Rückerstattung
to <b>be related to</b> S2 U10/13	[tə bi: rɪ'leɪtəd]	mit jdm. verwandt sein
to <b>release</b> U1	[tə ri'li:s]	befreien, freilassen
to <b>rise</b> U13/4	[raɪz]	(an-)steigen
<b>remark</b> U	[rɪ'mɑ:k]	Anmerkung
to <b>remember</b> MORE 1	[tə ri'membə]	sich erinnern (an)
to <b>remember</b> S2	[tə ri'maɪnd sʌmbədi]	jdn. erinnern
to <b>repair</b> U8/2	[tə ri'peə]	reparieren
to <b>repeat</b> MORE 1	[tə ri'pi:t]	wiederholen
to <b>repeat</b> S2	[ri'peɪt]	Wiederholung
to <b>reply</b> MORE 1	[ri'plai]	Antwort
to <b>reply</b> MORE 1	[tə ri'plai]	antworten
to <b>report</b> U4/1	[ri'pɔ:tər]	Reporter/Reporterin
<b>request</b> U6	[ri'kwest]	Bitte, Anfrage
to <b>rescue</b> MORE 1	[tə reskju:]	retten
to <b>respond</b> MORE 1	[tə ri'spɒnd]	antworten
to <b>rest</b> MORE 1	[rest]	Rest
<b>restaurant</b> MORE 1	[restrɒnt]	Restaurant
<b>result</b> U1	[ri'zʌlt]	Folge; Ergebnis
<b>review</b> OYW2	[ri'vju:]	Rezension
<b>revision</b> U1	[ri'vɪʒən]	Wiederholung
<b>rhino</b> U4/7	[raɪnəʊ]	Nashorn, Rhinoceros
<b>rice</b> MORE 1	[raɪs]	Reis
<b>rice pudding</b> U9/1	[raɪs 'pu:dɪŋ]	Milchreis
to <b>ride</b> MORE 1	[tə raɪd]	reiten; fahren
<b>ridiculous</b> U10/17	[ri'dɪkjələs]	lächerlich
<b>right</b> MORE 1	[raɪt]	richtig, korrekt; rechts; rechter/rechte/rechtes
<b>river</b> MORE 1	[rɪvə]	Fluss
<b>road</b> MORE 1	[rəʊd]	Straße
<b>robot</b> MORE 1	[rəʊbɒt]	Roboter
<b>rock</b> MORE 1	[rɒk]	Stein, Fels
<b>rock climbing</b> U6/3	[rɒk ,klaɪmɪŋ]	Klettern
<b>role</b> MORE 1	[rəʊl]	Rolle
to <b>roll</b> MORE 1	[tə rəʊl]	rollen
<b>roller-skating</b> U14/1	[rəʊləskeɪtɪŋ]	Rollschuhlaufen
<b>Romania</b> U5/8	[rʊ'meɪniə]	Rumänien
<b>Romanian</b> U5/8	[rʊ'meɪniən]	rumänisch; Rumäne/Rumänin
<b>romantic</b> MORE 1	[rəʊ'mæntɪk]	romantisch



<b>Rome</b> U1	[rəʊm]	Rom
<b>roof</b> MORE 1	[ru:f]	Dach
<b>room</b> MORE 1	[ru:m]	Zimmer, Raum
<b>roommate</b> U6/7	[ru:mmeɪt]	Mitbewohner/Mitbewohnerin
<b>rope</b> MORE 1	[rəʊp]	Seil
<b>rose</b> MORE 1	[rəʊz]	Rose
<b>rotten</b> U12/11	[rɒtən]	verfault, verdorben
<b>round</b> U5/G	[raʊnd]	rund; um ... herum
<b>route</b> U5/2	[ru:t]	Route, Strecke
<b>round the corner</b> U5/G	[raʊnd ðə 'kɔ:nə]	um die Ecke
<b>row</b> T3	[rəʊ]	(Sitz-)Reihe
<b>rubbish</b> OYW1	[rʌbɪʃ]	Müll, Abfall
<b>rug</b> U11/3	[rʌg]	Läufer (Teppich)
<b>rugby practice</b> U1/3	[rʌgbi prækʃɪs]	Rugbytraining
<b>rule</b> OYW1	[ru:l]	Regel
<b>to run</b> MORE 1	[tə rʌn]	laufen, rennen

## S

<b>sad</b> MORE 1	[sæd]	traurig
<b>safe</b> MORE 1	[seɪf]	sicher
<b>salad</b> MORE 1	[sæləd]	Salatteller
<b>the same</b> MORE 1	[ðə 'seɪm]	derselbe/dieselbe/dasselbe
<b>sand</b> U15/11	[sænd]	Sand
<b>sandwich</b> MORE 1	[sænwtɪʃ]	Sandwich, belegtes Brot
<b>Saturday</b> MORE 1	[sætədeɪ]	Samstag
<b>sauce</b> MORE 1	[sɔ:s]	Soße
<b>sausage</b> MORE 1	[sɔ:sɪdʒ]	Wurst, Würstchen
<b>to save</b> MORE 1	[tə seɪv]	retten, sparen
<b>to say</b> MORE 1	[tə seɪ]	sagen
<b>scale</b> U13/1	[skeɪl]	Skala, Maßstab
<b>to scare</b> U3/15	[tə skeə]	Angst machen, erschrecken
<b>to be scared of</b> MORE 1	[tə bi skeəd əv]	Angst vor, fürchten
<b>scary</b> U1/5	[sɪəri]	furchterlich, erschreckend, unheimlich
<b>scene</b> MORE 1	[si:n]	Szene
<b>school team</b> U4/21	[sku:l ti:m]	Schulmannschaft, Schulteam
<b>science</b> MORE 1	[saɪns]	Naturwissenschaft
<b>scientist</b> U4/6	[saɪntɪst]	Wissenschaftler/Wissenschaftlerin
<b>to score</b> U14/10	[tə skɔ:]	erreichen, erzielen (Tore)
<b>Scotland</b> MORE 1	[skɒtlənd]	Schottland
<b>to scream</b> U6/7	[tə skri:m]	schreien; kreischen
<b>screen</b> MORE 1	[skri:n]	Bildschirm, Leinwand
<b>sculpture</b> U2/3	[skʌlptʃə]	Skulptur
<b>sea</b> MORE 1	[si:]	Meer

<b>sea level</b> U13/9	[si: ,levəl]	Meeresspiegel
<b>to search</b> U4/22	[tə sɜ:tʃ]	suchen
<b>seat</b> T5	[si:t]	Sitzplatz
<b>second</b> U5/1	[sekənd]	zweiter/zweite/zweites; Sekunde
<b>secret</b> U2/12	[si:kret]	Geheimnis
<b>to see</b> MORE 1	[tə si:]	sehen
<b>to sell</b> MORE 1	[tə sel]	verkaufen
<b>to send</b> MORE 1	[tə send]	senden, schicken
<b>sense of humour</b> U10/3	[sens əv 'ju:mə]	Sinn für Humor
<b>sentence</b> S3	[sentəns]	Satz
<b>series</b> MORE 1	[siəri:]	Serie; Reihe
<b>serious</b> U14/5	[siəriəs]	ernst(haft)
<b>servant</b> S2	[sɜ:vənt]	Diener/Dienerin
<b>to serve</b> U3	[tə sɜ:v]	servieren
<b>to set a record</b> U4/8	[tə set ə 'rekɔ:d]	einen Rekord aufstellen
<b>several</b> U13/1	[sevərəl]	einige, mehrere
<b>shadow</b> U1/8	[ʃædəʊ]	Schatten
<b>should</b> U3	[ʃəd]	sollen; wollen
<b>to share</b> U4	[tə ʃeə]	teilen
<b>shark</b> MORE 1	[ʃɑ:k]	Hai
<b>sheep (pl sheep)</b> U6/5	[ʃi:p]	Schaf
<b>shepherd</b> U6/7	[ʃepəd]	Schäfer/Schäferin
<b>to shine</b> U13/8	[tə ʃaɪn]	scheinen
<b>ship</b> MORE 1	[ʃɪp]	Schiff
<b>shirt</b> MORE 1	[ʃɜ:t]	Hemd
<b>shoe</b> MORE 1	[ʃu:]	Schuh
<b>shop</b> MORE 1	[ʃɒp]	Geschäft, Laden
<b>to do the shopping</b> U7/1	[tə du: ðə 'ʃɒpɪŋ]	Einkäufe erledigen
<b>shopping centre</b> U5/7	[ʃɒpɪŋ 'sentə]	Einkaufszentrum
<b>short</b> MORE 1	[ʃɔ:t]	kurz; klein
<b>should</b> U3	[ʃəd]	sollte/n, solltest
<b>to shout</b> MORE 1	[tə ʃaʊt]	rufen
<b>to show</b> MORE 1	[tə ʃəʊ]	zeigen
<b>sick</b> U3/5	[sɪk]	übel; krank
<b>side</b> MORE 1	[saɪd]	Seite
<b>sign</b> U5/4	[saɪn]	Zeichen; Schild
<b>signal</b> MORE 1	[sɪgnəl]	Signal; Zeichen
<b>silly</b> MORE 1	[sɪli]	dumm, albern
<b>simple</b> MORE 1	[sɪmpl]	einfach
<b>simply</b> U5/10	[sɪmpli]	einfach
<b>since</b> U12/18	[sɪnts]	seit
<b>to sing</b> MORE 1	[tə sɪŋ]	singen
<b>sink</b> U11/3	[sɪŋk]	Waschbecken, Spüle
<b>sir</b> MORE 1	[sɜ:r]	Herr
<b>sister</b> MORE 1	[sɪstə]	Schwester
<b>to sit</b> MORE 1	[tə sɪt]	sitzen
<b>situation</b> MORE 1	[sɪtʃu'eɪʃn]	Situation, Lage
<b>to skateboard</b> MORE 1	[tə skeɪt bɔ:d]	skateboarden

<b>sketch</b> MORE 1	[sketʃ]	Sketch
to <b>ski</b> MORE 1	[tə ski:]	skifahren
<b>skin</b> MORE 1	[skɪn]	Haut
<b>skirt</b> MORE 1	[skɜ:t]	Rock
<b>sky</b> MORE 1	[skaɪ]	Himmel
to <b>sleep</b> MORE 1	[tə sli:p]	schlafen
<b>slice</b> OYW2	[slais]	Scheibe
to <b>slide</b> U1/11	[tə slaid]	rutschen
<b>slipper</b> U2/14	[slɪpər]	Hausschuh
<b>slow</b> U5/7	[sləʊ]	langsam
<b>small</b> MORE 1	[smɔ:l]	klein
<b>small talk</b> U13/5	[smɔ:l ˈtɔ:k]	Small Talk, Plauderei
<b>smart</b> U4/21	[smɑ:t]	schlau
<b>smell</b> U12/11	[smel]	Geruch
to <b>smell</b> MORE 1	[tə smel]	riechen
to <b>smile</b> MORE 1	[tə smaɪl]	lächeln
<b>snake</b> MORE 1	[sneɪk]	Schlange
to <b>snorkel</b> U14/8	[tə snɔ:kəl]	schnorcheln
<b>snow</b> MORE 1	[snəʊ]	Schnee
to <b>snowboard</b> U14/1	[tə snəʊbɔ:d]	snowboarden
<b>snowy</b> U13/2	[snəʊi]	verschneit
<b>social media</b> U7/7	[səʊʃəl 'mi:diə]	soziale Medien
<b>So do I.</b> U15/7	[səʊ du: aɪ]	Ich auch.
<b>sofa</b> MORE 1	[səʊfə]	Couch, Sofa
<b>sold out</b> T3	[səʊld aʊt]	ausverkauft
<b>some</b> MORE 1	[səm]	einige; etwas
<b>somebody</b> MORE 1	[səmbədi]	jemand
<b>someone</b> MORE 1	[səmwən]	jemand
<b>something</b> MORE 1	[səmθɪŋ]	etwas
<b>sometimes</b> MORE 1	[səmtaɪmz]	manchmal
<b>somewhere</b> U05/7	[səmwɛə]	irgendwo
<b>son</b> MORE 1	[sʌn]	Sohn
<b>song</b> MORE 1	[sɒŋ]	Lied
<b>soon</b> MORE 1	[su:n]	ald
<b>Sorry!</b> MORE 1	[sɒri]	leid!, Entschuldigung!
<b>sort (of)</b> MORE 1	[sɔ:t əv]	Sorte, Art (von)
to <b>sound</b> MORE 1	[saʊnd]	klängen
<b>soup</b> MORE 1	[su:p]	Suppe
<b>south</b> MORE 1	[saʊθ]	südlich, Süd-; Süden
<b>South African</b> U2/2	[saʊθ 'æfrɪkən]	südafrikanisch
<b>South East Asia</b> U10/10	[saʊθ 'eɪzjə]	Südostasien
<b>South Sudan</b> U10/10	[saʊθ 'sʊdən]	Südsudan
<b>southeast</b> U10/10	[saʊθ'i:st]	südost
<b>space</b> U8	[speɪs]	Weltall; Platz
<b>space centre</b> U8/1	[speɪs 'sɛntə]	Raumfahrtzentrum
<b>spaceship</b> MORE 1	[speɪsʃɪp]	Raumschiff
<b>spacesuit</b> U8/1	[speɪssu:t]	Weltraumanzug

<b>Spain</b> MORE 1	[speɪn]	Spanien
to <b>sparkle</b> U9/7	[spɑ:kəl]	sprudeln
to <b>speak</b> MORE 1	[tə spi:k]	sprechen
<b>special</b> MORE 1	[speʃəl]	speziell, besonders
<b>speed</b> U4/10	[spi:d]	Geschwindigkeit, Tempo
to <b>speed</b> OYW1	[tə spi:d]	rasen, flitzen
to <b>spell</b> MORE 1	[tə spel]	buchstabieren
to <b>spend</b> MORE 1	[tə spend]	ausgeben (Geld); bringen (Zeit)
<b>spontaneous</b> U12/1	[spɒn'teɪnəs]	spontan
<b>spoon</b> U12/1	[spu:n]	Löffel
<b>sport(s)</b> MORE 1	[spɔ:t]	Sport
<b>sports centre</b> MORE 1	[spɔ:t sɛntə]	Sportzentrum
<b>sportsman (pl -men)</b> U14/3	[spɔ:tsmən, -smen]	Sportler
<b>sportswoman (pl -women)</b> U14/3	[spɔ:tswʊmən, -wɪmɪn]	Sportlerin
<b>spotted</b> MORE 1	[spɒtɪd]	gepunktet
<b>spring</b> MORE 1	[sprɪŋ]	Frühling
<b>square</b> MORE 1	[skweə]	Platz
<b>stairs</b> U3/3	[steəz]	Treppe
to <b>stand</b> MORE 1	[tə stænd]	stehen
<b>star</b> MORE 1	[stɑ:]	Stern
<b>star chart</b> U12/1	[stɑ: tʃɑ:t]	Stern diagramm
to <b>start</b> MORE 1	[tə stɑ:t]	starten, beginnen
<b>starter</b> U9/7	[stɑ:tə]	Vorspeise
<b>station</b> T2	[steɪʃn]	Bahnhof; Station
<b>statue</b> U11/1	[stætʃu:]	Statue
to <b>stay (at home)</b> U14/1	[tə steɪ æt həʊm]	(zu Hause) bleiben
<b>step</b> U5/11	[step]	Schritt; Stufe
<b>step</b> MORE 1	[stju:]	Eintopf
<b>sticker</b> U3/3	[stɪkə]	Aufkleber, Etikett
<b>still</b> MORE 1	[stɪl]	(immer) noch
<b>stilt</b> U11/1	[stɪlt]	Pfahl
<b>stomach ache</b> U12/3	[stəmæk ˈeɪk]	Magen-/Bauchschmerzen
<b>stone</b> MORE 1	[stəʊn]	Stein
<b>stop</b> MORE 1	[stɒp]	Halt, Haltestelle
to <b>stop</b> MORE 1	[tə stɒp]	aufhören, stoppen
<b>storm</b> MORE 1	[stɔ:m]	Sturm
<b>story</b> MORE 1	[stɔ:ri]	Geschichte, Erzählung
<b>straight ahead</b> U5/4	[streɪt ə'hed]	genau vor; geradeaus
<b>straightaway</b> U9/7	[streɪtə'weɪ]	sofort
<b>strange</b> MORE 1	[streɪndʒ]	komisch, sonderbar
<b>strap</b> T5	[stræp]	Band, Riemen
<b>strategy</b> MORE 1	[strætədʒi]	Strategie
<b>strawberry</b> MORE 1	[strɔ:bəri]	Erdbeere
<b>street</b> MORE 1	[stri:t]	Straße
<b>striped</b> T5	[straɪpt]	gestreift
to <b>stroke</b> U15/1	[tə strəʊk]	streicheln

<b>strong</b> MORE 1	[strɒŋ]	stark
<b>stuck</b> MORE 1	['stʌk]	festsitzen
<b>student</b> MORE 1	[stju:dnt]	Student/Studentin; Schüler/Schülerin
to <b>study</b> MORE 1	[tə stʌdi]	studieren, lernen
<b>stuff</b> MORE 1	[stʌf]	Zeug, Kram
<b>stupid</b> MORE 1	[stju:pɪd]	dumm, blöd
<b>subject</b> U1/12	[sʌbdʒekt]	(Schul-)Fach; Betreff
<b>success</b> T6	[sək'ses]	Erfolg
<b>such</b> U2/6	[sʌtʃ]	solch, derartig
<b>suddenly</b> MORE 1	[sʌdnli]	plötzlich, auf einmal
to <b>suggest</b> MORE 1	[tə sə'dʒest]	vorschlagen
<b>suggestion</b> MORE 1	[sə'dʒestʃn]	Vorschlag
<b>summary</b> S3	[sʌmri]	Zusammenfassung
<b>summer</b> MORE 1	[sʌmər]	Sommer
<b>sun</b> MORE 1	[sʌn]	Sonne
<b>Sunday</b> MORE 1	[sʌndeɪ]	Sonntag
<b>sunny</b> MORE 1	[sʌni]	sonnig
<b>sunshine</b> U13/1	[sʌnʃaɪn]	Sonnenschein
<b>super</b> MORE 1	[su:pər]	super
<b>superheroine</b> U3/5	[su:pə'her əʊɪn]	Superheldin
<b>superlative</b> U4	[su:pə:lətɪv]	Superlativ
<b>supermarket</b> MORE 1	[su:pəmə:kɪt]	Supermarkt
<b>supper</b> U1/3	[sʌpə]	Abendessen
<b>sure</b> MORE 1	[ʃʊ:r]	sicher
<b>surprise</b> MORE 1	[sə'praɪz]	Überraschung
to <b>swallow</b> U12/1	[tə swɒləʊ]	(hinunter-)schlucken
to <b>swap</b> MORE 1	[tə swɒp]	(ver-)tauschen
to <b>sweep</b> U1/3	[tə swi:p]	kehren, fegen
<b>sweets (pl)</b> U3/3	[swi:tʃz]	Süßigkeiten
to <b>swim</b> MORE 1	[tə swɪm]	schwimmen
to <b>switch off</b> MORE 1	[tə swɪtʃ ɒf]	aus-/ab-/abstellen
to <b>switch on</b> MORE 1	[tə swɪtʃ ɒn]	an-/auf-/aufstellen
<b>symptom</b> U12	[sɪmptəm]	Symptom

## T

<b>table</b> MORE 1	['teɪbəl]	Tisch
<b>table tennis</b> U14/11	['teɪbəl tenɪs]	Tischtennis
to <b>tackle</b> U14/10	['tækəl]	ankern (im Sport)
<b>taipan snake</b> U4	['taɪpən sneɪk]	Taipan
to <b>take</b> MORE 1	[teɪk]	(mit-)nehmen
to <b>take a rest</b> U1/7	[teɪk ə rest]	sich ausruhen
to <b>take it easy</b> U7/7	[teɪk ɪt 'i:zi]	sich entspannen
to <b>take notes</b> U4/22	[teɪk noʊts]	Notizen machen
to <b>take out</b> MORE 1	[teɪk aʊt]	herausnehmen
to <b>take over</b> U8/2	[teɪk əʊvə]	übernehmen
to <b>take part (in)</b> U4	[teɪk pɑ:t (ɪn)]	teilnehmen (an)
<b>tall</b> MORE 1	[tɔ:l]	groß; hoch

to <b>talk</b> MORE 1	[tɔ:tɔ:k]	sprechen, sich unterhalten
<b>tan</b> U13/10	[tæn]	Bräune
<b>task</b> MORE 1	[tɑ:sk]	Aufgabe, Übung
<b>taste</b> U12/10	[teɪst]	Geschmack
to <b>teach</b> MORE 1	[tə ti:tʃ]	lehren, unterrichten
<b>teacher</b> MORE 1	[ti:tʃə]	Lehrperson
<b>team</b> MORE 1	[ti:m]	Team
<b>teen</b> U10/17	[ti:n]	Jugendlicher, Teenie
<b>teenager</b> MORE 1	[ti:nɪdʒər]	Jugendlicher, Teenie
<b>television (TV)</b> MORE 1	[telɪvɪʒən]	Fernseher; Fernsehen
to <b>tell</b> MORE 1	[tel]	erzählen
to <b>tell a lie</b> U7/7	[tə tel ə laɪ]	lügen
<b>temperature</b> U13/7	[temprətʃər]	Temperatur
<b>temple</b> U1/1	[tempəl]	Tempel
<b>Tenerife</b> U14/6	[tenə'ɪ:fi]	Teneriffa
<b>tennis</b> MORE 1	[tenɪs]	Tennis
<b>tent</b> MORE 1	[tent]	Zelt
to <b>terrify</b> MORE 1	[terə'ɪf]	schrecklich, scheußlich
<b>test</b> MORE 1	[test]	Test, Prüfung
to <b>text message</b> MORE 1	[tekst mesɪdʒ]	Textnachricht, SMS
<b>(more) than</b> U1/8	[(mɔ:ɪ) ðæn]	(mehr) als
to <b>thank sb.</b> MORE 1	[tə θæŋk sʌmbədɪ]	jdm. danken
<b>thank you</b> MORE 1	[θæŋk ju:]	danke, dankeschön
<b>that</b> MORE 1	[ðæt]	der/die/das; dass
<b>that</b> MORE 1	[ðə]	der/die/das
<b>their</b> MORE 1	[ðeə]	ihr/ihre
<b>theirs</b> U11/11	[ðeəz]	ihrer/ihre/ihres
<b>them</b> MORE 1	[ðem]	sie; ihnen
<b>then</b> MORE 1	[ðen]	dann
<b>there</b> MORE 1	[ðeə]	dort
<b>these</b> MORE 1	[ði:z]	diese (hier)
<b>they</b> MORE 1	[ðeɪ]	sie
<b>thick</b> U13/3	[θɪk]	dicht; dick
<b>thing</b> MORE 1	[θɪŋ]	Ding, Sache
to <b>think</b> MORE 1	[tə θɪŋk]	denken
<b>third</b> MORE 1	[θɜ:d]	dritter/dritte/drittes
<b>this</b> MORE 1	[ðɪs]	dieser/diese/dieses
<b>those</b> MORE 1	[ðəʊz]	jene
<b>thousand</b> MORE 1	[θaʊzənd]	tausend
<b>throat</b> U12/3	[θrəʊt]	Hals
<b>through</b> MORE 1	[θru:]	durch
<b>throughout the year</b> U13/9	[θru:'aʊt ðə 'jɪə]	das ganze Jahr (über)
to <b>throw</b> MORE 1	[tə θrəʊ]	werfen
<b>thunderstorm</b> U13/2	[θʌndəstɔ:m]	Gewitter
to <b>tick</b> MORE 1	[tə tɪk]	abhaken
<b>ticket</b> T3	[tɪkɪt]	Ticket, Eintrittskarte
to <b>tidy (up)</b> U15/11	[tə taɪdi' (ʌp)]	aufräumen
<b>tiger</b> MORE 1	[taɪgər]	Tiger

<b>till</b> MORE 1	[tɪl]	bis
<b>time</b> MORE 1	[taɪm]	Zeit
<b>timetable</b> U1/13	[taɪmteɪbl]	Stundenplan
<b>tip</b> U2/6	[tɪp]	Hinweis, Tipp
<b>tired</b> MORE 1	[taɪəd]	müde
<b>title</b> MORE 1	[taɪtəl]	Titel
<b>toad</b> U4/6	[təʊd]	Kröte
<b>toast</b> MORE 1	[təʊst]	Toast
<b>today</b> MORE 1	[tə'deɪ]	heute
<b>toe</b> U12/7	[təʊ]	Zeh(e)
<b>together</b> MORE 1	[tə'geðə]	zusammen, gemeinsam
<b>tomato (pl tomatoes)</b> MORE 1	[tə'mɑ:təʊ, tə'mɑ:təʊz]	Tomate
<b>tomorrow</b> MORE 1	[tə'mɒrəʊ]	morgen
<b>ton</b> U4/8	[tʌn]	Tonne (1000 kg)
<b>tonight</b> MORE 1	[tə'naɪt]	heute Abend; heute Nacht
<b>too</b> MORE 1	[tu:]	auch; zu
<b>tool</b> U10/8	[tu:l]	Werkzeug
<b>tooth (pl teeth)</b> MORE 1	[tu:θ, ti:θ]	Zahn
<b>toothache</b> U12/3	[tu:θeɪk]	Zahnschmerzen
<b>toothpaste</b> U12/10	[tu:θpeɪst]	Zahnpasta
<b>top</b> MORE 1	[tɒp]	ganz oben; Gipfel; Spitze
<b>topic</b> U12/1	[tɒpɪk]	Thema
<b>topping</b> OYW2	[tɒpɪŋ]	Belag
<b>tornado</b> U13	[tɔ:'neɪdəʊ]	Wirbelsturm
to <b>touch</b> MORE 1	[tə tʌtʃ]	berühren
<b>tour</b> U1/8	[tuə]	Tour
<b>tourist</b> MORE 1	[tuəɪst]	Tourist
<b>tourist office</b> U5/7	[tuəɪst 'ɒfɪs]	Fremdenverkehrsamt, Touristenbüro
<b>towards</b> U13/5	[tə'wɔ:dz]	in Richtung auf
<b>tower</b> MORE 1	[taʊə]	Turm
<b>town</b> MORE 1	[taʊn]	Stadt
<b>tractor</b> U10/5	[træktə]	Traktor
<b>tradition</b> U3	[trə'dɪʃn]	Tradition
<b>traffic lights</b> T2	[træfɪk laɪts]	Verkehrsschilder, Ampel
<b>trailer</b> U11/1	[treɪlə]	Anhängerkupplung, Anhänger, Wohnwagen
<b>train</b> MORE 1	[treɪn]	Zug
<b>trainer</b> U14/10	[treɪnə]	Trainer, Trainerin
<b>trainers</b> MORE 1	[treɪnəz]	Turnschuhe
<b>transmitter</b> U15/10	[trænz'mɪtə]	Sender
to <b>transport</b> U11	[tə træn'spɔ:t]	transportieren
<b>trap</b> MORE 1	[træp]	Falle
to <b>travel</b> U1/1	[trævl]	reisen
<b>travel agent</b> U10/10	[trævl eɪdʒənt]	Reisebüromitarbeiter/ Reisebüromitarbeiterin
<b>traveller</b> U8/2	[trævlə]	Reisender/Reisende
<b>treasure</b> MORE 1	[trezə]	Schatz
<b>treasure hunt</b> U6/6	[trezə ,hʌnt]	Schatzsuche
<b>tree</b> MORE 1	[tri:]	Baum
<b>tree house</b> U6/7	[tri: haʊs]	Baumhaus

<b>trick</b> U1/8	[trɪk]	Trick
<b>Trick or treat!</b> U3/3	[trɪk ə 'tri:t]	Süßes oder Saures (Frage beim Halloween-Umzug)
<b>trip</b> MORE 1	[trɪp]	Ausflug, Reise
<b>triplets</b> U14/10	[trɪpləts]	Drillinge
<b>tropical</b> U14/8	[trɒpɪkəl]	tropisch
<b>trouble</b> MORE 1	[trʌbl]	Schwierigkeiten, Problem
<b>trousers (pl)</b> MORE 1	[traʊzəz]	Hose
<b>truck</b> U4/21	[trʌk]	LKW, Lastwagen
<b>true</b> MORE 1	[tru:]	wahr; richtig
to <b>trust</b> U6/7	[tə trʌst]	vertrauen
<b>truth</b> U7	[tru:θ]	Wahrheit
to <b>try</b> MORE 1	[tə traɪ]	versuchen; probieren
<b>turkey</b> U9/1	[tɜ:kɪ]	Truthahn
to <b>turn left/right</b> U5/1	[tu:ɜ:n left/right]	links/rechts abbiegen
to <b>turn off</b> MORE 1	[tə tɜ:n 'ɒf]	abschalten
to <b>turn up</b> MORE 1	[tə tɜ:n ʌp]	auftauchen, erscheinen
<b>twice</b> MORE 1	[twɑɪs]	zweimal
<b>twinkl</b> U11/1	[twɪŋk]	Zwilling, Zwillingss-
<b>type, (pl types)</b> MORE 1	[taɪp (ə)v]	Art; Typ; Sorte (von)
<b>UFO (unidentified flying object)</b> U8/9	[ju:ɛfəʊ]	Ufo (unidentifiziertes Flugobjekt)
<b>ufologist</b> U8/10	[ju:'fɒlədʒɪst]	Ufologe/Ufologin
<b>ugly</b> U10/3	[ʌɡli]	hässlich
<b>umbrella</b> MORE 1	[ʌm'brelə]	Regenschirm
<b>uncle</b> MORE 1	[ʌŋkl]	Onkel
<b>unconscious</b> S4	[ʌn'kɒnʃəs]	bewusstlos
<b>under</b> MORE 1	[ʌndə]	unter
<b>underground</b> U5/7	[ʌndəgraʊnd]	U-Bahn
to <b>underline</b> U9/13	[tə ʌndə'laɪn]	unterstreichen
<b>underneath</b> U11/1	[ʌndə'ni:θ]	unterhalb
to <b>understand</b> MORE 1	[tə ʌndə 'stænd]	verstehen
<b>understanding</b> T2	[ʌndə 'stændɪŋ]	Verständnis
<b>underwater</b> U9/7	[ʌndə'wɔ:tə]	Unterwasser-; unter dem Wasser
<b>unfair</b> MORE 1	[ʌn'feə]	unfair, ungerecht
<b>uniform</b> MORE 1	[ju:nɪfɔ:m]	Uniform
<b>unit</b> MORE 1	[ju:nɪt]	Gerät; Einheit
<b>universe</b> MORE 1	[ju:nɪvɜ:s]	Universum
<b>until</b> MORE 1	[ən'tɪl]	bis
<b>unusual</b> MORE 1	[ʌn'ju:zʊəl]	ungewöhnlich
to <b>upload</b> OYW2	[tə ʌp'ləʊd]	hochladen
<b>upset</b> U2/12	[ʌp'set]	verärgert, aufgebracht
<b>upstairs</b> MORE 1	[ʌp'steəz]	oben
<b>urine</b> U12/10	[jʊəɪn]	Urin
<b>us</b> MORE 1	[ʌs]	uns



<b>USA (United States of America)</b> MORE 1	[ju:es'eɪ]	USA (Vereinigte Staaten von Amerika)
to <b>use</b> MORE 1	[tə ju:z]	benutzen, verwenden
<b>useful</b> MORE 1	[ju:sfəl]	nützlich
<b>usually</b> MORE 1	[ju:ʒuəli]	gewöhnlich, normalerweise

## V

<b>valley</b> U6/1	[væli]	Tal
<b>vampire</b> U3/1	[væmpaɪə]	Vampir/Vampirin
<b>vegetable</b> MORE 1	[vedʒtəbl]	Gemüse
<b>vegetarian</b> MORE 1	[vedʒɪ'teəriən]	Vegetarier/Vegetarierin
<b>venomous</b> U4/8	[venəməs]	giftig
<b>veranda</b> U4/1	[və'rændə]	Veranda
<b>very</b> MORE 1	[veri]	sehr
<b>vet(erinarian)</b> U15/1	[vet (əri'neəriən)]	Tierarzt/Tierärztin
<b>village</b> MORE 1	[vɪlɪdʒ]	Dorf
<b>virus</b> U10/3	[vaɪərəs]	Virus
to <b>visit</b> MORE 1	[tə vɪzɪt]	besuchen
<b>visitor</b> U8/2	[vɪzɪtər]	Besucher/Besucherin
<b>vlog</b> MORE 1	[vlɒɡ]	Videoblog
<b>vocabulary</b> MORE 1	[və'kæbjələri]	Vokabeln, Wortschatz
<b>volleyball</b> MORE 1	[vɒlibɔ:l]	Volleyball
to <b>vote</b> MORE 1	[tə vəʊt]	wählen, abstimmen

## W

to <b>wait</b> MORE 1	[tə weɪt]	warten
<b>waiter</b> U9/7	[weɪtər]	Kellner
to <b>wake up</b> MORE 1	[tə weɪk ʌp]	aufwachen
to <b>walk</b> MORE 1	[tə wɔ:k]	(zu Fuß) gehen
<b>wall</b> MORE 1	[wɔ:l]	Wand, Mauer
to <b>want</b> MORE 1	[tə wɒnt]	wollen, wünschen
<b>war</b> MORE 1	[wɔ:r]	Krieg
<b>wardrobe</b> U11/3	[wɔ:drəʊb]	Kleiderschrank
<b>warm</b> MORE 1	[wɔ:m]	warm
to <b>wash</b> MORE 1	[tə wɒʃ]	waschen
<b>washing machine</b> MORE 1	[wɒʃɪŋ məʃi:n]	Waschmaschine
to <b>wash up</b> U6/10	[tə wɒʃ ʌp]	abspülen, abwaschen
<b>waste of time</b> U14/10	[weɪst əv taɪm]	Verschwendung
to <b>watch</b> MORE 1	[tə wɒtʃ]	anschauen; zuschauen
<b>water</b> MORE 1	[wɔ:tə]	Wasser
<b>waterfall</b> U6/3	[wɔ:təfɔ:l]	Wasserfall
<b>way</b> MORE 1	[weɪ]	Weg
<b>we</b> MORE 1	[wi]	wir
to <b>wear</b> MORE 1	[tə weə]	tragen (Kleidung)
<b>weather</b> MORE 1	[weðə]	Wetter
<b>weather forecast</b> U13/10	[weðə fɔ:kə:st]	Wetterbericht

<b>web</b> U2/6	[web]	Netz, Internet
<b>webpage</b> U3/3	[webpeɪdʒ]	Internetseite
<b>Wednesday</b> MORE 1	[wenzdeɪ]	Mittwoch
<b>week</b> MORE 1	[wi:k]	Woche
<b>weekend</b> MORE 1	[wi:k'end]	Wochenende
to <b>weigh</b> U4/8	[tə weɪ]	wiegen
<b>weight</b> U4/10	[weɪt]	Gewicht
<b>weird</b> U10/3	[wɪəd]	seltsam
<b>Welcome!</b> MORE 1	['welkəm]	Willkommen!
<b>well</b> MORE 1	[wel]	gut; gesund wohlauf
<b>west</b> MORE 1	[west]	Westen
<b>western</b> U13/9	[westən]	westlich
<b>wet</b> MORE 1	[wet]	nass
<b>what</b> MORE 1	[wɒt]	was
<b>What a shame!</b> T3	[wɒt ə ʃeɪm]	Wie schade!
<b>What's the matter?</b> U2/4	[wɒts ðə 'mætə]	Was ist los?
<b>when</b> MORE 1	[wen]	wenn; als
<b>where</b> MORE 1	[weə]	wo
<b>which</b> MORE 1	[wɪtʃ]	welcher/welche/welches
<b>while</b> MORE 1	[waɪl]	während; Weile
<b>white</b> MORE 1	[waɪt]	weiß
<b>who</b> MORE 1	[hu:]	wer; der/die/das
<b>whose</b> U11/11	[hu:z]	wessen
<b>why</b> MORE 1	[waɪ]	wieso, warum
<b>wife (pl wives)</b> MORE 1	[waɪf, waɪvz]	Ehefrau
<b>wild</b> U3/14	[waɪld]	wild
<b>wildfire</b> U7/7	[waɪldfaɪə]	Waldbrand
<b>wildlife</b> MORE 1	[waɪldlaɪf]	wilde Tierwelt
<b>will</b> MORE 1	[wɪl]	werden (Zukunft)
to <b>win</b> MORE 1	[tə wɪn]	gewinnen
<b>wind</b> MORE 1	[wɪnd]	Wind
<b>window</b> MORE 1	[wɪndəʊ]	Fenster
<b>windsurfing</b> U14/1	[wɪndsɜ:fɪŋ]	Windsurfen
<b>windy</b> U13/2	[wɪndi]	windig
<b>winner</b> MORE 1	[wɪnə]	Gewinner/Gewinnerin
<b>winter</b> MORE 1	[wɪntər]	Winter
<b>wish</b> MORE 1	[wɪʃ]	Wunsch
<b>witch (pl witches)</b> U3/1	[wɪtʃ, wɪtʃɪz]	Hexe
<b>with</b> MORE 1	[wɪð]	mit
<b>without</b> U14/8	[wɪð'aʊt]	ohne
<b>wizard</b> U3/1	[wɪzəd]	Zauberer
<b>wolf (pl wolves)</b> MORE 1	[wʊlf, wʊlvz]	Wolf
<b>woman (pl women)</b> MORE 1	['wʊmən, wɪmɪn]	Frau
<b>wonderful</b> MORE 1	['wʌndəfəl]	wunderbar
<b>wood</b> MORE 1	[wʊd]	Wald; Holz
<b>wooden</b> MORE 1	[wʊdn]	Holz-, hölzern
<b>word</b> MORE 1	[wɜ:d]	Wort

<b>work</b> MORE 1	[wɜ:k]	Arbeit; Aufgabe
to <b>work</b> MORE 1	[tə wɜ:k]	arbeiten; funktionieren
<b>world</b> MORE 1	[wɜ:ld]	Welt
<b>world record</b> U14/8	[wɜ:ld rekɔ:d]	Weltrekord
<b>worldwide</b> U4/8	[wɜ:ld,waɪd]	weltweit
<b>worm</b> U12/11	[wɜ:m]	Wurm
to <b>be worried</b> U7/10	[tə bi 'wʌrɪd]	besorgt sein
<b>worrier</b> U7/10	[wʌrɪə]	Schwarzmalerei/ Schwarzmalerin
<b>Don't worry!</b> U1/8	[dəʊnt 'wʌrɪ]	Mach dir keine Sorgen!
<b>worry</b> U7/11	[wʌrɪ]	Sorge
to <b>worry about</b> MORE 1	[tə wʌrɪ ə'baʊt]	sich Sorgen machen
to <b>be worth</b> U2/3	[tə bi: 'wɜ:θ]	wert sein
<b>would</b> MORE 1	[wʊd]	würde/n, würdest
to <b>write</b> MORE 1	[tə raɪt]	schreiben
<b>writer</b> U12/21	[raɪtə]	Schriftsteller/Schriftstel- lerin
<b>wrong</b> U2	[rɒŋ]	falsch

## Y

<b>year</b> MORE 1	[jɪə]	Jahr; Jahrgangsstufe
<b>yellow</b> MORE 1	[jeləʊ]	gelb
<b>yes</b> MORE 1	[jes]	ja
<b>yesterday</b> MORE 1	[jestədeɪ]	gestern
<b>not ... yet</b> U14	[nɒt 'jet]	noch nicht
<b>young</b> MORE 1	[jʌŋ]	jung
<b>your</b> MORE 1	[jɔ:r]	dein/deine
<b>yours</b> U11	[jɔ:z]	deiner/deine/deine
<b>yourself</b> MORE 1	[jɔ:'self]	du selbst; Sie selbst
<b>youth camp</b> U6/10	[ju:θ kæmp]	Jugendcamp
<b>yummy</b> MORE 1	[jʌmi]	lecker

## Z

<b>zombie</b> U3/2	[zɒmbi]	Zombie
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2