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ENGLISH Step by Step



Student's Book

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 *ENGLISH Step by Step 2*.

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

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

ENGLISH Step by Step Student's Book 2

Mit Bescheid vom 1. Februar 2024, GZ: 2023-0.328.775, erklärt das Bundesministerium für Bildung, Wissenschaft und Forschung das Unterrichtsmittel *ENGLISH Step by Step 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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ENGLISH
Step by Step

Student's Book

2



So lernst du am besten mit ENGLISH Step by Step

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 nach dem Weg fragt – das ist eine sprachliche Fähigkeit. Fähigkeiten nennt man beim Sprachenlernen auch **Kompetenzen**.

Mit **ENGLISH Step by Step 2** 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 Mitteilungen und Geschichten verstehen lernst.
4. Im **Schreiben** (*Writing*) – damit du lernst, zum Beispiel E-Mails oder andere Texte zu schreiben.

Verschaffe dir jetzt am besten gleich einen Überblick darüber, was dich in **ENGLISH Step by Step 2** erwartet:

- Auf den Seiten 4–7 findest du das Inhaltsverzeichnis – dort siehst du die Themen der 12 Units in **ENGLISH Step by Step 2**.
- 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

- adjectives for personality
- friendship verbs
- how to use the present simple (revision)
- how to use adverbs of frequency (revision)

you can

- introduce yourself and others
- describe your friends and family
- understand personal posts about people and their likes/dislikes
- fill in a form and write a personal profile
- understand a short podcast interview
- understand a short article
- give a short presentation

- **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 machst du am besten mit einem Partner / einer Partnerin. Stellt euch dann gegenseitig Fragen nach den neuen Wörtern – in der Unit 1 sind das zum Beispiel Adjektive und Verben, um Personen zu beschreiben. 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 *Wordlist* am Ende dieses Buches. Mithilfe dieser Liste kannst du schnell die Bedeutung neu vorgekommener Wörter nachschlagen.

- Wenn du durch das Student's Book blätterst, findest du mehrere Symbole, die dir Folgendes anzeigen:

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

1/2



Zu dieser Übung gibt es eine Audioaufnahme.
(Erste Zahl: CD Nummer / Zweite Zahl: Tracknummer)



Zu dieser Übung gibt es ein Video.



Von diesem Text gibt es eine vereinfachte oder eine anspruchsvollere Version, die du lesen bzw. anhören kannst.



Mit dieser Übung trainierst du zusammenhängendes Sprechen.



Mit dieser Übung trainierst du dialogisches Sprechen.



CYBER Homework

Dazu gibt es eine Hausübung auf der HELBLING e-zone.
(www.helbling-ezone.com)



WEB Project

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

WB

p. 10

Dazu gibt es passende Übungen im Workbook (auf Seite 10).

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 **ENGLISH Step by Step 2 Student's Book** noch nicht haben, kann es auch nachträglich noch bestellt werden.

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Sounds right /dʒ/

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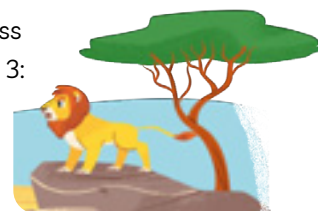
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Sounds right Word stress

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Sounds right c and ch sounds

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Sounds right /w/ and /v/

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Sounds right 'll

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1

Friendship

At the end of unit 1 ...

you know

- adjectives for personality
- friendship verbs
- how to use the present simple (revision)
- how to use adverbs of frequency (revision)

you can

- introduce yourself to others
- describe your friends and family
- understand personal notes about people and their likes/dislikes
- fill in a form and write a personal profile
- understand a short podcast interview
- understand a short article
- give a short presentation

Vocabulary Adjectives for personality

1/1

1 a Listen and write the names.

Ana
Tom
Jill
Sam
Ben
Lucy
Dan
Katy



1 is friendly.



2 is polite.



3 is funny.



4 is funny.



5 is clever.



6 is rude.



7 is helpful.



8 is sporty.

b In pairs, remember a classmate.

Ben? He's clever.

c Look at the photos on page 9. Find and say the adjectives.

2 a Watch part 1 of the video.

b Read the story. How many of these tasks can you do?

- 1 The new student is a boy / girl.
- 2 Maya introduces Maya to Lily / Oliver first.
- 3 Maya goes to the school. T / F
- 4 Ana doesn't know Kingfisher Park. T / F
- 5 Who is Mr Wilson?
- 6 How many children are now in the After School Club?

3 Watch part 2 of the video. Who says Mr Wilson is ...

- 1 rude?
- 2 helpful?
- 3 funny?
- 4 his favourite teacher?

VOCABULARY: *uncle – Onkel

The After School Club 1 The new student

1



Let's ... Introducing yourself and others

4 Work in groups of four. Act out.

A Hello, my name is ...

B Lily, this is ...

C Oliver, say hi to ...

D Nice to meet you.

C Nice to meet you too!

1 Look at the photo story on page 9 again. Write the sentences. Who says each one? Draw lines.

1 to / the / very / don't / live / school. / I / close

.....

2 the / at / there / often / We / go / weekends.

.....

3 there. / sometimes / play / tennis / We

.....

4 He / like / doesn't / talk / to / much.

.....

- ssa
- Lily
- Maya

1/2

2 a Listen and read.

LANGUAGE BOX

- | | |
|---|--|
| 1 I like burgers. I don't like pizza. | 5 It starts at 7. It doesn't start at 8. |
| 2 You wear red clothes. You don't wear black clothes. | 6 We live in a house. We don't live in an apartment. |
| 3 He teaches French. He doesn't teach English. | 7 You like basketball. You don't like volleyball. |
| 4 She plays football. She doesn't play tennis. | 8 They eat vegetables. They don't eat meat. |




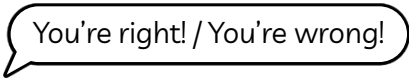
b Match the sentences from the language box in 2a with the pictures.

| | | | |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |

3 a Write down three sentences about yourself. Make two true and one false.

I like cats. I don't like pizza.

b In pairs read out your sentences and find the false sentence.

| | | | |
|---|---|--|---|
|  |  |  |  |
|---|---|--|---|

A song

1/3+4



1 a Listen and sing.

My best friend

When I need a friend,
you listen to what I say.
You are always there for me,
and help me through* the day.

I'm often a bit shy
and don't know what to say.
But you are very sporty
and always want to play.



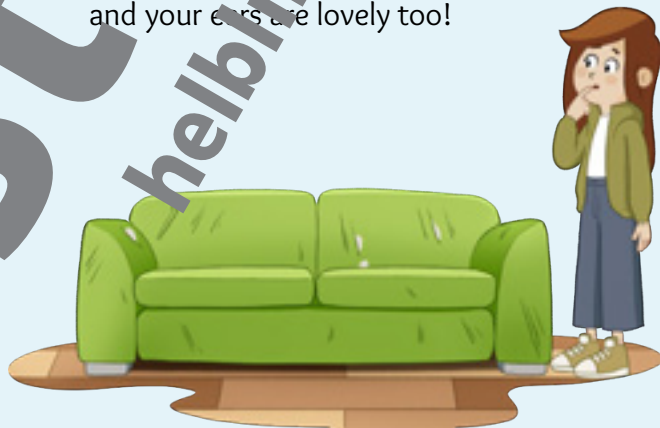
You know we are best friends,
as everyone can see.
But when you scratch* the back of my head,
my mother shouts at me!

Can you keep a secret?
What do you say?
Do you want to play with me?
Are we best friends today? (x2)



Can you keep a secret?
What do you say?
Do you want to play with me?
Are we best friends today? (x2)

I'm very happy,
because when I see you,
your eyes are green and shiny,
and your ears are lovely too!



VOCABULARY: *through – durch; scratch – (zer-)kratzen

1/3



b Listen again. Who do you think is her best friend?

Her best friend is

2 Do you agree? Write Y (Yes) or N (No).

A good friend is someone who ...

- | | |
|--------------------------------|------------------------------|
| 1 never keeps a secret..... | 4 sometimes helps me..... |
| 2 sometimes listens to me..... | 5 always laughs with me..... |
| 3 is never there for me..... | 6 shares sweets with me..... |

1/5



1 a Listen and complete the dialogues.

1 May I'm so hungry!
 Tina 1..... you want an apple?
 May No, I 2.....
 I 3..... like apples.
 Tina OK. 4..... you want a banana?
 May Yes, I do! Thank you!
 Tina You're welcome. That's what friends are for!

2 Mark 1..... your brother like tennis, Sven?
 Sven No, he 2..... He only likes football.
 Mark 3..... like Manchester City?
 Sven No....., he likes Manchester United.
 Mark Great! I have tickets to the United game. Here they are! Go and have fun.
 Sven Oh yes. Thank you, Mark!

1/6



b In pairs, act out the dialogues.

2 Listen and read.

LANGUAGE BOX

1 Do you **want** an apple? Yes, I do. / No, I don't.
 2 Does he **like** football? Yes, he does. / No, he doesn't.
 3 Do we **have** homework? Yes, we do. / No, we don't.
 4 Do they **speak** German? Yes, they do. / No, they don't.

1/7



3 Complete the sentences. Listen and check.



1 A want it need a a bath?
 B B, it.....!

3 A we look happy?
 B, we.....!

4 A they like cats?
 B, they.....!

4a Complete the table for you.

| | | | | | |
|----------------------|---------|--------|--------|-------|----------|
| My favourite colour: | colour: | sport: | hobby: | food: | TV show: |
| | | | | | |

b Walk around the classroom. Ask your classmates what they like. How many people like the same things as you?

Hi! Do you like the colour red?
 Yes, I do. / No, I don't.

Sounds right /p/

1/8



1 Listen and repeat.

My pal* Pete always says please.
How perfectly polite!



VOCABULARY Friend/Freundin, Kumpel

1/9




2 a Listen to two people talking about their best friends. Circle T (True) or F (False).



- 1 Maria is from Spain. T/F
- 2 Maria is good at English. T/F
- 3 Maria is shy. T/F
- 4 Tim is from Italy. T/F
- 5 Marco loves computer games and ... T/F
- 6 Tim and Marco play computer games every day. T/F
- 7 Tim loves tennis. T/F
- 8 Marco's friends think Tim is shy. T/F




b In pairs, talk about Maria and Tim.



... is ...

... isn't shy, ...

As a friend, she always ...



... is really good at ...

... talks a lot / doesn't ...

He/She often/sometimes/never ...



3 In pairs, think of an ideal friend. Imagine what this person is like. Take notes. Then give a presentation to the class. Think about the following things:

- How old is the friend?
- Is it a boy or a girl?
- What is he/she good at?
- What is his/her personality like?
- What does he/she do that makes him/her a good friend?

1 a Read the profiles quickly and choose the correct name.

- 1 Who likes dancing? Sebastian Emilie

Welcome to the Schools Language Exchange* Website! Make friends from all over the world. Sign up* today!



Name: Sebastian
Age: 12
Country: Denmark
Languages: Danish, Norwegian, English
Likes: skiing, singing, football
Dislikes: cooking, boats, dancing

Hi! I'm Seb. I'm from Denmark. I'm very polite and friendly and I really want to practise speaking English. My friends say I'm clever and my mother says I'm helpful. What sports do you like? My favourite sport is football. Do you have a favourite team? Let's talk soon.



Name: Emilie
Age: 13
Country: France
Languages: French, English, Italian
Likes: dancing, swimming, eating
Dislikes: rude people

Hello, my name is Emilie and I'm from France. I live in Marseille. It's next to the sea, so I swim every day. I'm very helpful in the kitchen and I love to eat. My favourite hobby is dancing. I don't like rude people, so I hope you are polite. Let's talk about food!

VOCABULARY: *exchange – Austausch; sign up – anmelden

b Read the text again. Answer the questions.

- Where is Seb from?
- Who thinks Seb is clever?
- What is Seb's favourite sport?
- What doesn't Emilie like?
- What's Emilie's favourite hobby?
- What does Emilie want to talk about?

2 Do open-ended questions.

A Fill in your information.

Name:

Age:

Country:

Languages:

Likes:

Dislikes:

B Write your profile (40–60 words) for the language exchange website. In your text, write about:

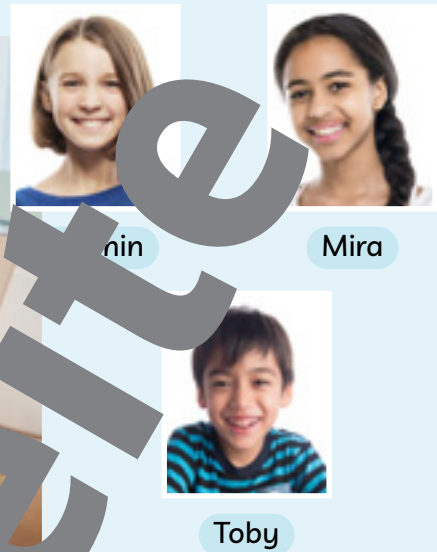
- what you like and don't like
- what you do at the weekend
- your personality
- what your friends say about you

Then read out your profile to your partner.

1/10

1 a Listen to the podcast interview and answer the question.

1 Who has one best friend?



VOCABULARY: *trust – vertrauen

1/10

b Listen again. Write the correct names.

- 1 I have two best friends.
- 2 My sister is really funny.
- 3 I don't have to be cool or funny.
- 4 I am polite and shy.
- 5 I can tell her my secrets.
- 6 Friends can change.
- 7 I think all friends are for life.
- 8 One best friend for life is great.

1/11

2

In pairs, do option A or B.

A Listen. Act out one dialogue.

B Listen. Act out the dialogues. Choose one. Change it.

1 Verity Hi, Moira. Do you have a best friend?
 Moira Yes, I do.
 Verity What makes someone a best friend?
 Moira I am ... best friend is always ... always friendly and ... funny! A best friend listens to your secrets and ... doesn't tell anyone!
 Verity Good answer! OK, last question. Who is your best friend?
 Moira Ha ha, you know the answer. You are my best friend!

2 Simon Hey, Ben. Who's that?
 Ben That's my brother, Fred.
 Simon Oh cool. Are you good friends with your brother?
 Ben Yes, I am! He's my best friend. We do lots together. He loves computer games and watching football and so do I. He's really funny but not very clever. I help him with his homework!
 Simon Really? Is that true?
 Ben Ha ha, OK, OK. No, it's not true. He helps me with my homework!

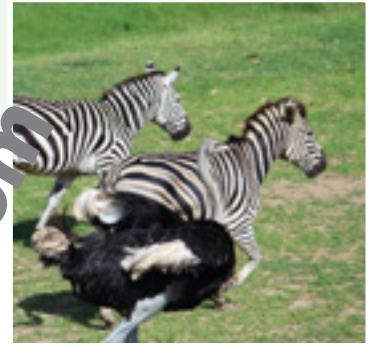
1 a Read the article quickly. What unusual animal friends can you find in the text?

Unusual friends

It's good to have a best friend. Best friends make us happy, they listen to us, they keep our secrets and they always help us. Making friends isn't always easy though*. In the animal world, there are stories of very unusual friends.



Do you know that baby cheetahs are very shy? Sometimes in wildlife parks* they don't want to come out and play, so they need a friend. Who wants to be friends with baby cheetahs? Dogs! In some wildlife parks, dogs are friends with the cheetahs. Dogs are very helpful and always friendly. They help baby cheetahs and protect them. Playing is a really important lesson for animals.



There are lots of stories of wild animals too. Do you know that zebras and ostriches help each other? Zebras have really good eyes and really bad noses. They can't smell lions. Ostriches have really bad eyes and great noses. They can't see the lions. Together, they watch out for* animals that want to eat them.



Do you want to know about a really unusual friendship? Crocodiles and birds. People think that crocodiles are not very friendly, and they are right! But they are clever. Birds are very clever too. The birds help the crocodiles by cleaning their teeth! Crocodiles open their mouths, and the birds go inside. But the crocodiles are very polite, they don't eat the birds. The birds eat little bits of food in the crocodile's mouth. Everyone wins!

VOCABULARY: *to watch out for – jediteljati; wildlife park – Wildtierpark; watch out for – achtgeben, aufpassen auf

b Read the article quickly. Answer the questions.

- 1 Who do baby cheetahs play with dogs?
- 2 What do zebras do?
- 3 What can ostriches do?
- 4 How do birds help crocodiles?

c Listen and check.

2 What do your friends do for you? Write a short text of 30–40 words.

.....

.....

.....

.....

1 a Think about this:

Nobody is perfect, but everybody is good at something. In this project, you are going to find out more about your strengths.

b What are my strengths?

Look at the example below. Draw a similar table on a piece of paper. Take a few minutes to think about yourself. Write your ideas in the table.

| | school | sports and hobbies | family and friends |
|---------------------|---------------------------------------|---|--|
| Things I like | PE, English, German, music, ... | playing table tennis, playing the guitar, ... | talking to my sister, playing games with my family, being with my best friend, ... |
| Things I am good at | writing stories, reading, singing ... | swimming, playing football, sports, taking photos, looking after my car ... | helping my mum, helping my dad, going for long walks* in the countryside, ... |

VOCABULARY: *go for a walk – spazieren gehen

2 a What strengths do you see in others?

Work in groups. Think about the others in your group. What are their strengths? Write their names next to what they are good at.

| Who is ... | |
|------------|---------------------------------------|
| friendly? | go a problem solver? |
| helpful? | a good leader? |
| funny? | a good team player? |
| sporty? | a good listener? |
| kind? | a good thinker? |
| creative? | fun to be with? |
| energetic? | interesting to listen to? |

b Give your friends feedback. Listen to your friends' feedback.

Noah, I think you're a good leader. You often have good ideas when we work in groups.

Isabel, I think you're very creative. You sometimes have new and surprising ideas.

Tom, I think you're energetic and sporty. You're good at football, and you're a good team player.

c Make a video about what you learnt from this project.

... is what I learnt from this project.
 ... are the things I like to do: I like to ... / At school ... / My sport and hobbies are ... / When I'm with my family and friends, I like to ...
 Others say that I'm ... / They say that I'm a good ...
 I like who I am!

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

2

Music

At the end of unit 2 ...

you know

- words for types of music
- words for musical instruments
- how to use *should/shouldn't*
- how to use *whose*, possessive pronouns and possessive 's

you can

- give someone a compliment
- talk about possessions
- understand simple instructions at a concert
- write a short magazine article about a band
- understand and interact about music
- interview someone
- understand a person's story
- use information to fill in a form

Vocabulary Types of music

1/15

1 a Listen and write the numbers.



opera



rap



rock music



jazz



rock



pop



classical music



dance music

b In pairs, say what you like and what you don't like. I like rap. I don't like jazz. / I don't like ...

c Look at the photo stories on page 17. Find and say the words for types of music.

2 a Watch part 1 of the video.

b Read the photo stories. How many of these tasks can you do?

- 1 Alissa likes / doesn't like Oliver's voice.
- 2 Alissa thinks Oliver should be a rapper. / Oliver should be a rock star.
- 3 What instrument does Oliver play?
- 4 What is the band's name?
- 5 Alissa wants to write the music. T/F
- 6 Ahmed doesn't know what he wants to do. T/F

3 Watch part 2 of the video. Complete the chorus*. Then say what you think about it.

We don't have no club.
 We're The After School Club.
 You should come
 You should come
 We don't have no club.
 The really really club.
 And join in all the fun.
 You should come along.
 We're The After School Club.

I really like this song.
 What about you?

I think it's OK. /
 I don't like it at all.

VOCABULARY: *chorus – Refrain



Let's ... Giving a compliment

4 Work in pairs. Give each other compliments.

- You're a really good singer.
- You're a great ... player.
- You've got a really nice ...



- Thank you.
- Your ... looks great.
- You ... really well.

2 Steps to grammar 1 *should / shouldn't*

1 a Remember the photo story. Complete with *should* and *shouldn't*.

- 1 You and Oliver do something for the talent show.
- 2 We make a band and call it *The After School Club*.
- 3 I think Ahmed do jazz.

1/16



b Listen and check.

1/17

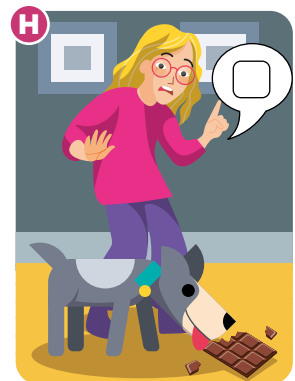


2 a Listen and tick the sentences you hear.

LANGUAGE BOX

- | | |
|---|--|
| <input type="checkbox"/> 1 I should go now. | <input type="checkbox"/> 5 It shouldn't eat chocolate. |
| <input type="checkbox"/> 2 You should be quiet. | <input type="checkbox"/> 6 We should put jumpers on. |
| <input type="checkbox"/> 3 He should be here. | <input type="checkbox"/> 7 I shouldn't be so rude. |
| <input type="checkbox"/> 4 She shouldn't be so loud. | <input type="checkbox"/> 8 They shouldn't play football here. |

b Match the sentences from 2a with the pictures. Write 1–8 in the boxes.



1/18



3 a Complete the dialogues with *should* and *shouldn't*. Listen and check.

- 1 I really like classical music.
Oh, you listen to Handel's Water Music. It's great.
- 2 A What's your favourite type of music?
B I really like rap.
A Oh, then you listen to Dave. He's great. But you listen to Eminem. I don't think he's so good.



b Write two similar dialogues with a partner. Act them out in class.

A song

1/19+20



1 a Listen and sing.

Whose is this guitar?



People get into your cars. There's a concert by the Rocking Stars. We can drive you there alright. Join their super gig tonight!

Tell me, whose is this guitar?
I think it's Janet's, she's a superstar.
Just listen to her play.
She's the very best by far.

People get into your cars ...

Tell me, whose are those drums?
I think they're Simon's, here he comes.
Just listen to him play.
Clap your hands, hold up your thumbs!

People get into your cars ...

Tell me, whose is this keyboard?
I think it's Robin's, she's my mate.
Just listen to him play.
You must love that Robin's great.

People get into your cars ...

Tell me, whose is that accordion?
I think it's Lisa's, she's in 2B.
Just listen to her play.
It's amazing, you will see.

People get into your cars ...



1/19



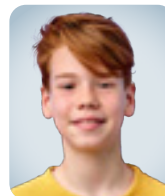
b Listen and write. Look carefully. Write the answers.

- 1 Whose is the keyboard? *It's Robin's.*
- 2 Whose is the accordion?
- 3 Whose are the drums?
- 4 Whose is the guitar?
- 5 Whose is the violin?
- 6 Whose is the bass guitar?



2 Close your book. Ask and answer.

Whose is the bass guitar?



It'ss.

1/21



1 a Read and listen to the dialogue.

Dev I've got the instruments for you. Whose is the bass guitar? Is it yours, Janet?
Janet The bass guitar. No, that's not ¹..... Give it to Luna. It's ².....
Dev Ah, OK, thanks. Is the guitar ³....., Janet?
Janet Yes, it's ⁴....., thanks.
Dev And what about the violin? Is it Luna's too?
Janet Yes, it's ⁵.....
Dev And the drums? Whose are they?
Janet Give them to Simon. They're ⁶.....
Dev OK, got you. The drums are Simon's and the violin is Luna's. The bass guitar is ⁷..... too.
Janet That's right. And then there's the accordion. It's ⁸..... too!
Dev Wow! You're such a great band, with a great name like *The Rocking Stars*. I love it. Is the piano ⁹..... too?
Janet No, that's not ¹⁰..... Janet plays the piano, but it's not ¹¹..... It's the piano from the concert hall.
Dev Hooray! That means I don't need to carry the piano after the concert!

1/21



b Complete the dialogue with *mine, yours, his, hers* and *ours*. Then listen and check.

1/22



2 Listen and read.

LANGUAGE BOX

A Whose is the purse? It isn't **his**. It isn't **her**. It isn't its purse.
 B It isn't **mine**. It's **yours**. You two. Is it **yours**?
 A Well, is it **yours**? C It isn't **ours**. The purse is **theirs**!

Look!

I – **mine**
 you – **yours**
 he – **his**
 she – **hers**
 we – **ours**
 you – **yours**
 they – **theirs**

3 Look at the pictures. Choose the correct sentences.



- Hey, you two. Is that yours?
- The purse is theirs.



- It isn't his.
- It isn't mine.



- No, it isn't ours.
- It isn't its purse.



- It isn't ours.
- It isn't theirs.



- It isn't hers.
- It isn't his.



- The purse is theirs!
- It isn't theirs.

Sounds right *should / shouldn't*

1/23



1 Listen and repeat.

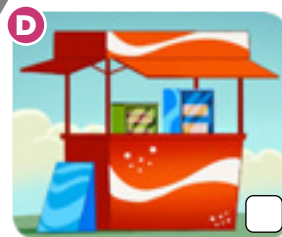
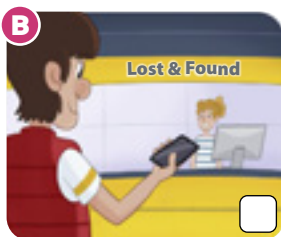
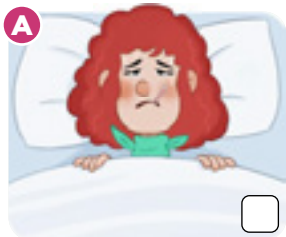
You should know you shouldn't talk. You should listen when I squawk*!



1/24



2 a Listen to the announcements at a pop concert. Look at the pictures and write the numbers. There is one extra picture.



1/24



b Listen again. Complete what the messages say.

Message 1:

There is a waiting in the Lost and Found. Do you think it's yours? Then you should to the Lost and Found, say your name and them the of

Message 2:

The guitar from the band The Stars is, so they can't tonight.

Message 3:

Listen everybody. You stand on the, please! Thank you!

1/25



3 a Listen to the dialogues and answer the question.

1 Who is Iris' favourite rapper

1/25



b Listen again. Choose the correct option.

- 1 Iris is listening to a song by Jack Harlow / Chuck Smith.
- 2 It's a rap / rock song.
- 3 She thinks it's OK / really not good.
- 4 Noah thinks Iris *should / shouldn't* listen to André 3000.
- 5 Iris *knows / doesn't know* his music.
- 6 She *loves / doesn't like* it.



4 In pairs do a role play. Read the ideas box. Add one or two ideas of your own.

Ideas box

Situation: Imagine you are meeting a friend. Your friend is listening to music.

- Ask what they are listening to.
- Your friend tells you.
- Ask if they like it.
- Ask what type of music they like.
- Make suggestions what they should(n't) listen to.

1 a Read the magazine article quickly. Write the correct name under the pictures.

b Read again. Which bands play pop music? and



1



2



3

Fouever

This band is amazing! There are four people, and they can really sing. They love to dance and they are really popular with teenagers. Their music is fast and fun. They don't play any instruments, but you can hear their pop songs on the radio every day. You can watch their music videos on the internet too. Millions of people watch their songs and like to do their special dances. Some people make videos of their dances and post them online. You should try it too!

Fire Time

Some people think violins and pianos are not interesting, but this band should open your eyes! They don't play classical music, they play pop music. They love to sing and dance as well. They don't post their videos online, they like to travel and perform in the real world. They have a TV show. Their piano player is a professional dancer.

Electric Storm

All of these musicians love rap music, but they don't play rap music. They play rock music! They have an amazing guitar player and drummer. Their guitar player is the best in the world and he's really famous. One of their singers is a really famous rapper. He can rap and play rock music. They never post videos online, but they should! Thousands of people go to watch them in stadiums all over the world.

c Read again. Answer the questions.

- 1 How many people are in *Fouever*?
- 2 What type of music do they play?
- 3 How many people watch their videos?
- 4 What do you watch *Fire Time* play?
- 5 In *Fire Time*, who is a professional dancer?
- 6 Who loves rap music?
- 7 How many people watch *Electric Storm* play?

2 Write a magazine article about your favourite band (60–80 words). In your article, write about:

- the name of the band
- what kind of music they play
- how many people there are in the band
- what instruments they play
- how many people watch their videos
- where you can see them play

1/26



1 Listen to the interviews. Tick the correct answers.



Arabella

- 1 Why does Arabella like classical music?
 - Because it makes her feel great.
 - Because it helps her to relax.
 - Because she listens to it when doing her homework.
- 2 Why does she like rap?
 - Because most of her friends like it.
 - Because her best friend likes it.
 - Because all the kids in her class like it.
- 3 What instrument does she play?
 - She plays the guitar.
 - She plays the drums.
 - She plays the piano.
- 4 Does she think she's good at it?
 - Yes, she does.
 - She thinks she isn't bad at it.
 - No, she doesn't.



Elias

- 1 Why does he like rock?
 - Because it makes him feel great.
 - Because it helps him to relax.
 - Because he listens to it when doing his homework.
- 2 When does he listen to music?
 - Every morning on his way to school.
 - When he does his football training.
 - On his way to school and on weekends.
- 3 Does he play an instrument?
 - He plays the guitar.
 - He plays the drums.
 - He plays the piano.
- 4 Does he think he's good at it?
 - Yes, he does.
 - He thinks he isn't bad at it.
 - No, he doesn't.



2 a Hold an interview with a classmate about music.

In pairs, plan the questions you want to ask. Think about the following:

- What's your favourite type of music?
- What's the name of your favourite singer/band?
- Find out why he/she likes this type of music/singer/band.
- Where do they listen to the music?

b Write down your questions.

c Interview someone in your class. Take notes.

d Go back to your partner from 2a. Tell them what you found out.



1 a Read the text quickly. Find as many answers to these questions as you can in three minutes.

- Who are the people?
- What is the idea?

b Read the text and check your answers.

It wasn't my idea.

Hi, I'm Stevie. I'm 13 and I want to tell you how I became a star. Just kidding. I'm not a real star, but I'm pretty good. Here is what happened.

My sister Jasmin is a good guitar player. Really good. And she also writes songs. Many of her friends say her songs are good. Well, I don't know, they sound pretty okay. They're like pop songs Mum and Dad like; but of course they are not rap songs. Rap is what I like.

So, Jasmin is good at the guitar and also quite good at the keyboard. But she's not a very good singer, but I am. So one day she wrote a song: "I can see the sunshine*." Not a bad song, I must say. And she said, "Hey, Stevie, can you sing it for me?" I said, "OK." We weren't bad, I must say. Her on the keyboard, and me singing. And then it was Jasmin's idea to film it and put it on TikTok. "No way," I said. "We aren't good enough." But she

is 15. She doesn't always listen to me. So she put the video on TikTok. Do you know what happened? Lots of people found it. Dad said: "What about YouTube?" So we uploaded the song.

When Dad found it on YouTube, he said, "Whose idea was that?" I said, "It wasn't mine." "Jasmin," he said. "You should ask me before you do something like that!" But two weeks later he saw how many followers we had. 100,000 views on TikTok and 500,000 likes on YouTube. "Not bad," he said, "not bad." Now we are thinking about making more songs together.



VOCABULARY: *sunshine – Sonnenschein

1/27+28+29



c Read the text again. Answer the questions. Then listen and check.

- What does Stevie think of his sister's songs?
- What is Jasmin good at?
- What is Stevie good at?
- Why was Stevie not against putting up the video on TikTok?
- What was Dad's reaction when he found out?
- What was Jasmin's reaction later, and why?

2 Do one of A or B.

A Fill in these details to create an online profile for Stevie and Jasmin.

| Name | Stevie | Jasmin |
|----------------------|--------|--------|
| My talent: | | |
| Song/video on: | | |
| Number of likes: | | |
| Number of followers: | | |
| Plan for the future: | | |

B Write an email (30–40 words) to your friend Stevie about his song.

Start like this:

Hi Stevie,
I saw you on TikTok.
Boy, was that cool! ...

1 Match the pictures with the names. Draw lines.

1 Jenna
2 Squirrel
3 Druff
4 Draven
5 Aiden
6 Victoria

▶ 2 Watch the short review of what happened in the first two episodes, answer the questions.

- 1 Who are Aiden and Victoria?
- 2 Who are Druff and Draven?
- 3 Where does Victoria come from?
- 4 What happens to Jenna in our world?
- 5 How do they travel between our world and the Forest World?
- 6 What does Aiden think of the Forest World?

▶ 3 In pairs, discuss how many of the characters are now in the Forest World. Who are they? Watch episode 1 and write your ideas.

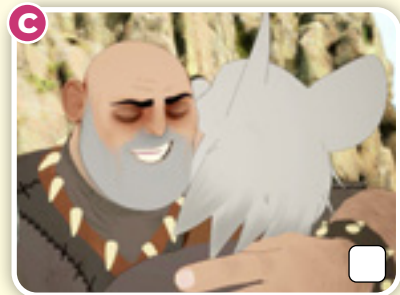
▶ 4 Watch again and answer the questions. Then check with your partner.

- 1 What is Draven's plan?
- 2 What is the squirrel's plan?

Everyday English

5 Match the pictures with the phrases.

- 1 I probably mean ... 3 Come on!



Now go back to page 18. Check with a partner what you know / can do.

3

It's a mystery

At the end of unit 3 ...

you know

- words for types of stories
- words to describe scary things
- how to use the past simple (negatives and questions)

you can

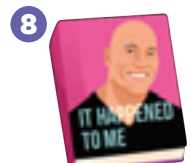
- say that something is ...
- say what you (don't) like or prefer
- ask and answer questions about past activities
- understand information from a description
- write a description of ...
- understand ... all a (mystery) story in the past

Vocabulary Types of stories

1/30

1 a Listen and match.

- | | | | |
|--|--|---|---------------------------------------|
| <input type="checkbox"/> romance story | <input type="checkbox"/> true story | <input type="checkbox"/> ... | <input type="checkbox"/> horror story |
| <input type="checkbox"/> adventure story | <input type="checkbox"/> mystery story | <input type="checkbox"/> historical story | <input type="checkbox"/> short story |



b In pairs, say what you like.

I like adventure stories.

I prefer romance stories.

VOCABULARY: *prefer – bevorzugen, lieber mögen

c Look at the photo stories on page 29. Find and say the words for types of stories.

2 a Watch part 1 of the video.

b Read the photo stories. How many of these tasks can you do?

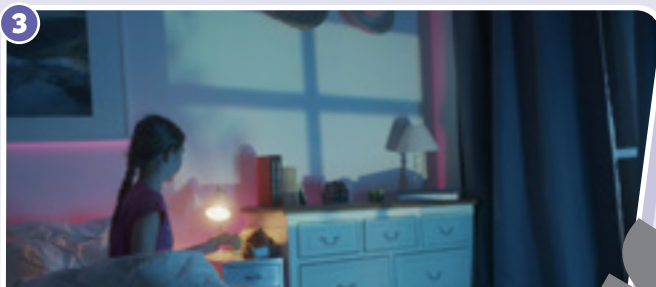
- 1 Aliss is tired.
- 2 Lily works at a ... mystery / romance story.
- 3 Lily works at ...
- 4 ...
- 5 ... at Ahmed's on her bedroom wall?
- 6 Why does Alissa call Ahmed 'silly'?

3 Watch part 2 of the video. Write the names.

Who wants ...

- | | |
|-------------------------------|-------------------------------|
| 1 a romance story? – | 4 an adventure story? – |
| 2 a true story? – | 5 poetry? – |
| 3 a historical story? – | 6 a horror story? – |

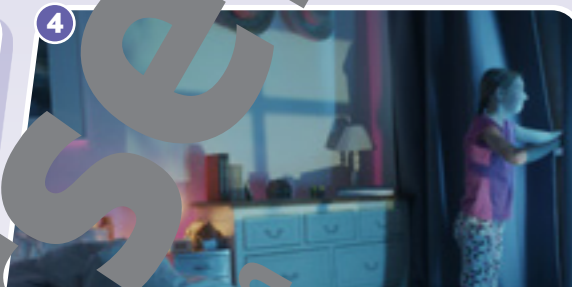
VOCABULARY: *awake – wach



Lily In the middle of the night, I heard a strange noise. I looked at my alarm clock. It was 2.30 a.m.

Oliver Spooky.

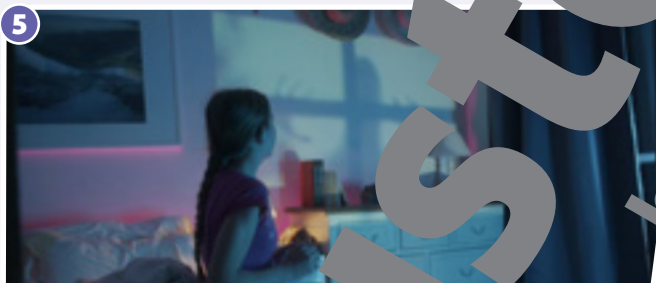
Maya That's strange.



Lily The noise was outside, so I opened the window and I looked in the garden.

Maya And?

Lily I didn't see anything and when I opened the window, the noise stopped.



Lily So I went back to bed. Then I saw a strange shadow in my wall.

Alissa How weird. It's unusual.

Lily I closed my eyes and opened them again. The shadow was there anymore!



Let's ... Saying that something is strange

4 In pairs use your imagination to think of something strange. Tell your partner what you saw.

I saw a yellow cat yesterday.

I saw a monster in my garden last night.



Spooky! / That's strange. / How weird.

1 Look at the photo story on page 29 again. Put the events in the order they happened.

- She saw a shadow on the wall.
- She opened the window.
- Lily heard a strange noise.
- She looked at her alarm clock.
- She didn't want to stay in her room.
- She didn't see anything in the garden.

1/31

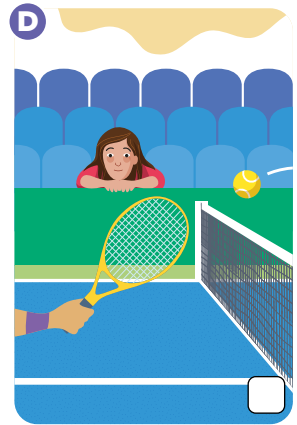
2 a Listen and read.

LANGUAGE BOX

- 1 I **watched** the game, but I **didn't play**.
- 2 He **ate** the pizza, but he **didn't eat** the salad.
- 3 We **didn't like** the film, so we **left** the cinema.
- 4 They **opened** the present, but they **didn't open** the card.

didn't = did not

b Match the sentences from 2a with the pictures. Write 1-4 in the boxes.



3 Complete the sentences with the correct form of the verbs in the past simple.

- 1 I the beginning of the book, but I the ending. (like)
- 2 My mum the cake, but she the biscuits. (make)
- 3 We to France, but they to Paris. (go)
- 4 I David at the party, but I his brothers. (see)
- 5 Jo her English homework, but she her English homework. (do)
- 6 They Jason, but they me! (call)

4 In pairs, play a card game. Student A says an affirmative sentence. Student B says a negative sentence.

I left my house at 7 a.m. yesterday.

I went ...



But I didn't go to school.

But I didn't ...

A song

1/32+33



1 a Listen and sing.

All the things that scare me

All the things that scare me
and frighten me at night.
All the thoughts that spook me.
I know things aren't quite right.

Did you see the monster
behind the big dark tree?
Did you see the monster
creeping* up on me?

Did you see the alien
in its UFO?
Did you see the alien?
It's here for me I know.

All the things that scare me
and frighten me at night.
All the thoughts that spook me.
I know things aren't quite right.

Did you see the ghost there
right beside the door?
Did you see the ghost there?
I can't take this anymore!

All the things that scare me
and frighten me at night.
All the thoughts that spook me.
I know things aren't quite right.



VOCABULARY: *creep – schleichen, kriechen

b Find the words in the song and write them under the pictures.



1 3 4

c Find the words in the song that mean to scare.

1 to 2 to

2 Work in groups. Talk about what you were scared of when you were a young child.

I was scared of dark rooms.

Dogs frightened me.

Look!

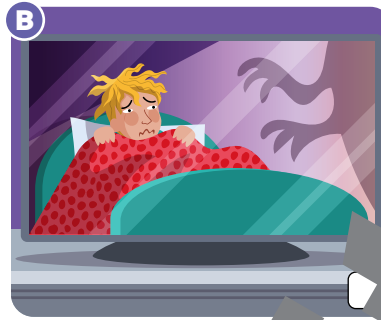
Sometimes the dark **scares** me.
I'm not **scared of** dogs.
I love **scary** movies.

3 Steps to grammar 2 Past simple questions

1/34



1 Listen and match the dialogues to the pictures.



2 a Remember the dialogues from **1**. Read and match the two lines.

LANGUAGE BOX

- | | |
|---|------------------------------|
| 1 Did you see the horror film on TV last night? | It was terrible. |
| 2 Did you sleep well after it? | Yes, she did. |
| 3 What did you think of the game last night? | I went to the cinema. |
| 4 What did you do last night? | No, I didn't. |
| 5 Where did you go last night? | I went with Anna. |
| 6 Who did you go with? | Yes, I did. It wasn't scary! |
| 7 Did she enjoy it? | I did my English homework. |

1/35



b Listen and check.

3 Answer the questions for you.

- Did you do homework last night?
- When did you wake up this morning?
- What did you eat for breakfast this morning?
- Did you ride your bike last weekend?
- Who did you text last night?
- Did you play computer games yesterday?

4 Play "Find someone...". Ask and answer questions. Write your answers in the boxes.

- Did you watch TV last night? What did you watch?

| Find someone who... | | |
|------------------------------|------------------------|----------------------------|
| played sports yesterday. | watched TV last night. | went on holiday last year. |
| Who? - | Who? - | Who? - |
| Who? - | What? - | Where? - |
| went to bed late last night. | ate pizza last week. | woke up early on Sunday. |
| Who? - | Who? - | Who? - |
| What time? - | What kind? - | Why? - |

1/36

1 Listen to the sketch *The mystery of the missing cake*. Choose the correct answers.

1 What kind of cake is Tommy's cake?



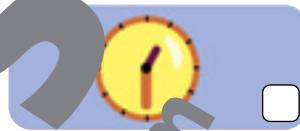
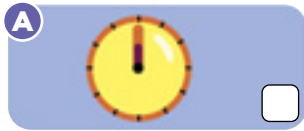
2 How long ago did Tommy put the cake on the table?



3 What kind of sandwich did Ruby eat?



4 What time did Ruby eat her sandwich?



5 Where's Dad?



6 Who ate the cake?



2 a Work in groups of three. Your teacher will tell you which student you are. Think about your character.

Student A

Your chocolate bar is missing. Who was it? When was it taken? What questions can you go to the class to find out who took it?

Student B

You didn't take the chocolate bar. Answer all of student A's questions honestly*.

Student C

You took the chocolate bar, but you don't want student A to know it was you.

VOCABULARY: *honestly – ehrlich

b Do the role-play. Can student A discover the mystery of the missing chocolate bar?

A Did you take my chocolate bar? Were you in my bedroom at one o'clock?

B No, I don't like chocolate.

C It wasn't me. I didn't go into your bedroom.

1 a Read the story quickly to find the answers to the questions.

- How old is the oldest story about frog rain?
- Where did it happen?

Solving the mysteries of our world – frog rain

There are more than 60,000 newspaper reports from all over the world telling stories about strange things falling out of the sky: frogs, snakes, fish, nuts, and even golf balls. Heraclides Lembus, a man from Greece, wrote the first story about unusual rain about 2,500 years ago. He wrote: "A few



days ago, it rained frogs in two of our cities. They fell out of the sky and the roads were full of them!" Now, is this really a mystery or is this just an ancient fairy tale, a story for children that is not true? Well, in 1999 a woman who lived near London called the police and said, "Please come and help me. There are hundreds of frogs in my garden. They

all called the police went to her place and it was true! We were confused because there was no river or lake near it. Nobody knew where the frogs came from. It was a mystery!

So what really happened? In her book *Rain: A Natural and Cultural History*, Cynthia Barnett writes that weather

experts often explain those mysteries. They say that a strong tornado or hurricane can lift up* lots of things – even big cars. They can also suck up* water from a lake or the sea and everything that is in it – fish, frogs or other things – and then carry them over long distances. Then it rains them down in another place, often far away.

So, what do you think? Did Heraclides Lembus write a true story? That's still a mystery!

VOCABULARY: *ancient – (u)lt; lift up – hochheben; suck up – aufsaugen

b Read the story again. Circle the correct answer (T or F (True or False)).

- Heraclides told a story about dogs falling out of the sky. T / F
- A woman phoned the police about lots of dead frogs in her lake. T / F
- The police didn't know where the frogs came from. T / F
- There aren't many stories about strange things falling out of the sky. T / F
- Cynthia Barnett explains the mystery of frog rain. T / F
- Weather experts say that strong storms can lift up the frogs. T / F

2 Do one of the tasks in A or B.

A Imagine you got a very strange rain yesterday. Write a message (40–50 words) to a friend about it. Use the sentence starters below.

Hi, ...
Yesterday I was
Suddenly, it started to
I saw It was
I
Hope you are
Bye,
...

B Imagine you are a newspaper reporter. Write a story about a strange rain (60–80 words).

1/37

1 a Look at the picture and listen to part 1 of *The story of the missing bananas*. Find six mistakes in the picture.

The vase isn't broken.



VOCABULARY: **knock** – einschlagen; **knock off** – abschließen; **robber** – Räuber/in; **robbery** – Raubüberfall; **a burglar** – ein Dieb (von); **tricky** – knifflig, kompliziert; **knock off** – stoßen von

1/38

- b** Discuss your answers in pairs.
- c** In pairs, what do you think happened? Then listen to part 2 and check.

I think it was a dream. I think my husband ate the bananas.

2 a In pairs, choose one of the pictures and make up* a short story.



VOCABULARY: *make up – sich ausdenken

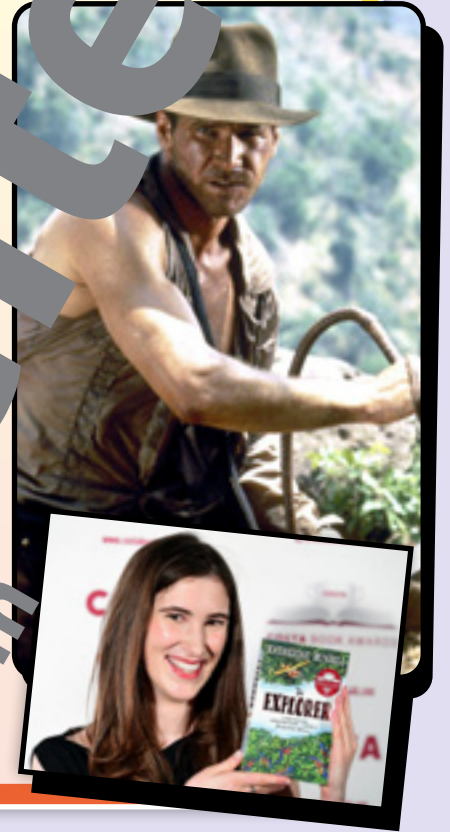
b Tell your story to another pair of students.

1 a Read the magazine article. Do we know what happened to Percy?

The mystery of the missing explorer

Percy Harrison Fawcett was born in England in 1867. From a very young age Percy knew he wanted to be an explorer. As a young man he believed there was an ancient city full of gold and diamonds somewhere in the jungles of Brazil. He called this lost city 'Z'. In 1895 he travelled by himself to try and find the city, but he didn't find it. In 1924, he returned* to Brazil with his son and his son's friend. On the 20th April 1925, the three men left the city of Cuiaba, and they walked into the jungle. On the 29th May 1925, he sent his wife Nina a message about a new part they wanted to explore*. It was the last thing anyone ever heard from him. Many people went to look for the three men, but no one ever found them. In January 1927, British newspapers said that they were dead.

People had many different ideas about what happened to them. Some people believed that the native people* of Brazil killed them. Other people believed they had no food and died. But some people believed that Percy found the lost city of Z and lived there forever. What really happened? We will probably never know. The mystery of Percy Fawcett lives on. Film director Stephen Spielberg used Percy as a model for his action hero Indiana Jones. In 2018 the author Katherine Rundell wrote a book called *The Explorer*. It tells the story of four children who escape* a plane crash in the Amazon jungle. They find an ancient city where an old explorer lives. Could he be Percy Harrison Fawcett?



VOCABULARY: *return – zurückkehren; explore – entdecken, erforschen; native people – Ureinwohner; escape – fliehen

b Read again. Circle T (True) or F (False).

- 1 As a boy, Percy lived in England. T / F
- 2 As a young man he believed there was a city in all the jungles of the world. T / F
- 3 He looked for the lost city he called Z, but couldn't find it. T / F
- 4 He went to the jungle again later with his son and the son's friend. T / F
- 5 Nobody saw the three men again. T / F
- 6 Some people believed they found the city and stayed there. T / F

c Listen to the audio.

2 Do option B or B.

What do you think happened to Percy Harrison Fawcett? Write 3–4 sentences and explain your ideas.

B Use your own ideas to finish the story (80–100 words).

Start like this:

"Come with me," the old man said. "Let me show you the amazing city of Z." The children followed him through the jungle. "And while we walk, let me tell you my amazing story ..."

1/39+40+41



1 Work in pairs. Choose a role card. Read and plan.

Student A

You are spending a night all alone in a haunted house. Suddenly you hear funny noises. You also think you saw something strange. You phone your friend and talk to him/her. Think about these things:

- Where in the house are you?
- What did you bring with you?
- Did you charge your mobile phone?
How full is the battery?
- What exactly did you hear/see?
- How scared are you?

Hello, I'm in ...

Believe it or not, but ...

I'm scared / not really scared ...

I can hear ...

A few minutes ago I saw ...



haunted house

Student B

Your friend is in a haunted house. Suddenly the phone rings. It's your friend. Think about these things:

- Where are they?
- Why are they calling?
- How can you help?
- What suggestions can you make?

Did you check ... ?

I don't think it's a ...

Maybe it's a ...

Why don't/didn't you ... ?

I can't come and help you because ...

Can you come and help you ...



2 a Act out the role play. Make a video. Watch it. Discuss.

- 1 What are you doing well?
- 2 What can you make better?

b Act out the role play again. Make another video.

Now go back to page 28. Check with a partner what you know / can do.

4

A healthy life

At the end of unit 4 ...

you know

- words for healthy activities
- words for (un)healthy food
- how to use (not) going to
- how to use some and any

you can

- react to bad news
- talk about healthy activities and food
- understand and talk about pure maths
- understand information about a well-known person
- understand a simple article about a topic
- write an email about how you keep fit and healthy

Vocabulary Healthy activities

2/1

1 a Listen to the phrases. Write **B** for a healthy body, **M** for a healthy mind or **BO** for both.



play a sport



do a puzzle



eat healthy food



do (some) exercise



go jogging



do some stretching



keep a diary



be positive

b In pairs, compare your answers.

c Look at the photo stories on page 39. Find and say the words for healthy activities.

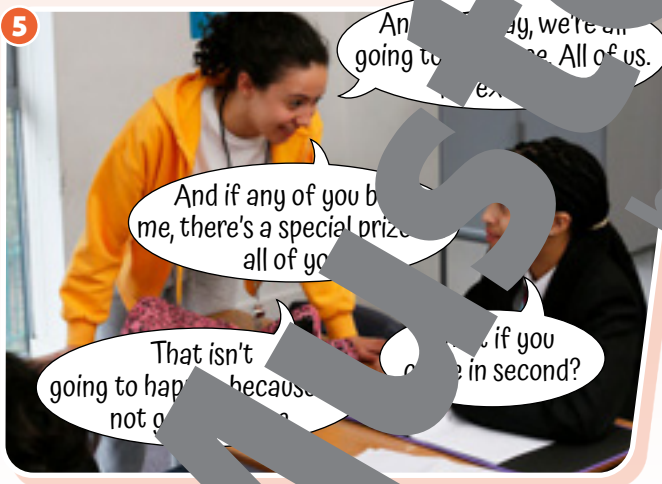
2 a Watch part 1 of the video.

b Read the phrases. How many of these tasks can you do?

- 1 Miss Ellis is going to the park with them for weeks.
- 2 Miss Ellis is teacher.
- 3 The kids are excited about the exercise. T / F
- 4 Miss Ellis is going to do some puzzles with them. T / F
- 5 What are they going to do on Friday?
- 6 What do Miss Ellis want them to do at the end of the story?

3 Watch part 2 of the video. Answer the questions.

- 1 How do the kids feel about the race?
- 2 What do they think about the exercises they did with Miss Ellis?
- 3 Who thinks they are going to win the race?
- 4 Why doesn't Miss Ellis want to race?
- 5 Who wins the race?
- 6 What is the prize?



Let's Practice Reporting to bad news

4 In pairs, give your partner 'bad news'. Your partner reacts.

The PE teacher is ill, so we aren't going to play football tomorrow.

There's a lot of maths homework to do.

The Wi-Fi isn't working.

Really?

I don't believe it. / Oh no!

You're joking!

1 a Look at the photo story on page 39 again. Circle T (True) or F (False).

- 1 Miss Ellis is going to do some fitness activities with the kids. T / F
- 2 They're also going to do some puzzles. T / F
- 3 Everybody is going to do the race.
- 4 Miss Ellis thinks she isn't going to lose the race. T / F

2/2



b Listen and check.

2/3



2 a Listen and read.

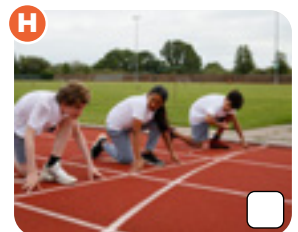
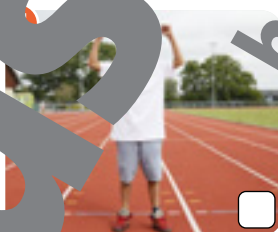
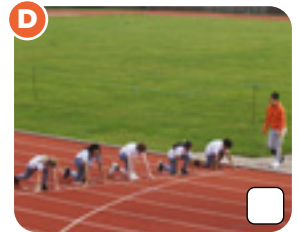
LANGUAGE BOX

- 1 I'm going to win that race.
- 2 You aren't going to win.
- 3 He's going to do some puzzles.
- 4 She's going to do some stretching.
- 5 It's going to be exciting.
- 6 We're going to go jogging.
- 7 You're going to get a great prize.
- 8 They aren't going to run with Miss Ellis.

Look!

Am I going to win the race?
Is he/she going to win the race?
Are you/we/they going to win the race?

b Match the sentences from 2a with the pictures. Write 1-8 in the boxes.



3 Write sentences using (not) going to in your exercise book.

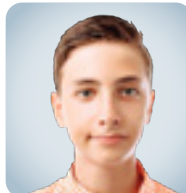
- 1 I / listen to music
- 2 I / go swimming
- 3 I / have a party
- 4 They / not do exercise
- 5 He / not win the race
- 6 You / not pass the exam



4 In pairs talk about what you're (not) going to do on Saturday.

I'm going to have a party next Saturday.

I'm not going to do my homework.



Wow! Can I come?

Really? Why not?

A song

2/4+5



1 a Listen and sing.

Superfood

We're in the mood*
for some superfood.
Something healthy for you and me.
Tell us more – what can it be?

This is what we want to eat.
This is what we call a treat.
Can we have some crisps, some chips
and some really tasty dips?
Are there any fizzy drinks?
'Cause we really love these things.

Sorry, but that will not do.
Here's some food that's good for you.
Apples, mangoes, broccoli
or some good fish from the sea.
Spinach, lentils, nuts and beans,
they are really good for teens.

We're in the mood ...

This is what we want to eat.
This is what we call a treat.
We don't want any broccoli.
We don't want any spinach, you see.
We want some crisps, we want some meat.
This is what we want to eat.

Sorry, but that will not do.
Here's some food that's good for you.
Tofu burgers are first-rate*!
Some carrot cake – that's great!
This is what is good for you.
This is what is healthy too.

We're in the mood ...



*be in the mood for sth. – zu etw. Lust haben; first-rate – erstklassig

2/4 b Listen again. Tick the things that are healthy.



apples



crisps



spinach



gooey cake



fizzy drink



tofu burger



carrot cake



crisps



broccoli



lentils



2 In pairs, talk about the things you (don't) like.

I like broccoli.

So do I.

I often eat carrot cake.

I don't.

2/6

**1 a Listen and read.**

Rose Do you want some broccoli, Chang?
 Chang Broccoli? No, thank you. I don't want any green stuff*.
 Rose Do you want an apple?
 Chang Is it green?
 Rose Yes, it is. Sorry about that. But it's really healthy to eat some every day.
 Chang OK, have you got any red fruit then?
 Rose Like what?
 Chang Some watermelon or some strawberries, for example.
 Rose I'm sorry, no.
 Chang What else have you got in your lunchbox?
 Rose I've got some jelly beans.
 Chang Mmm. Jelly beans are good.
 Can I have one?
 Rose Sorry, Chang,
 but they're all green.

**VOCABULARY:** *stuff – Zeug, Kram

2/6

**b Listen and read again. Underline *some* or *any*.**

2/7

**2 Listen and read.****LANGUAGE BOX**

- | | |
|---|---|
| 1 I want some apples, please. | 4 She doesn't have any strawberries. |
| 2 Do you want any bread? | 5 We want some milk, please. |
| 3 He doesn't like any green stuff. | 6 They don't want any lunch today. |

3 Complete the sentences with *some* or *any*.

- I've got strawberries for you.
- I did oranges.
- She doesn't have vegetables, not even carrots.
- I'm hungry. Did you see restaurants on your way here?
- Put fresh tomatoes into the spaghetti sauce.

**4 Interview your partner about your perfect pizza.**

My perfect pizza has
got some ham on it.

It has got some ...



It hasn't got any
broccoli on it.

It hasn't got any ...

1 a Read the text about Joe Wicks quickly. Answer the questions.

- 1 What is his programme for kids called?
- 2 What was his first fitness programme on YouTube?

Joe Wicks

**Are you happy with your fitness?
Do you need some help to get fit?
Then check out Joe Wicks.**

Joe Wicks is a famous man. Some people call him the Body Coach, because that's what he does – he helps you to make your body fit and healthy. Joe wrote



his first book in 2015. It is about short fitness programmes and healthy eating. The book was a bestseller. Joe wrote more books about fitness and food. In 2022, for example, he wrote a book called *Feel Good Food*.

But Joe became really famous during the COVID-19 pandemic in 2020. He began *PE with Joe* on YouTube to help



children stay active during lockdown. He started a programme for a million followers, and children loved his programme. In 2022, he stopped doing the show as children started going back to school.

Joe donated £500,000 to the National Health Service.*

Before *PE with Joe*, Wicks had another YouTube programme called *The Body Coach TV*. He started it in 2014. He still does this show and now it is really popular. He has got millions of followers.

So what are you waiting for? Join Joe and get fit!

vocabulary: *donate – spenden; **National Health Service** – staatlicher Gesundheitsdienst

b Read again. Answer the questions.

- 1 Why do people call Joe Wicks the “Body Coach”?
- 2 What was his first book about?
- 3 Why did he become really famous?
- 4 Where could you watch Joe Wicks?
- 5 How did he spend the money from *PE with Joe*?
- 6 What did Joe start his first fitness programme?

2 Write an email (60–80 words) to your friend in Great Britain. Tell him/her how you keep fit and healthy. In your email, write about:

- what you do to keep fit
- how often you do your fitness programme
- what healthy food you eat
- if you're really strict with your programme

Sounds right /dʒ/

2/8



1 Listen and repeat.

Jogging with Joe in the gym.
Just to be healthy and slim!



2/9



2 a Listen to the dialogue between Lucas and Clare. What's what? Write the names next to the sentences.

- 1 What happened? Lucas
- 2 I do some exercise every day.
- 3 I do his exercises for 20 minutes.
- 4 Yes, 20 minutes is the minimum.
- 5 Sounds good. Where do you watch it?
- 6 Do you want to join me?
- 7 I'm going to join you tomorrow.



2/9



b Listen again. Circle T (True) or F (False).

- 1 Clare is late. T / F
- 2 She goes to a club to keep fit. T / F
- 3 She watches Joe Wicks on YouTube. T / F
- 4 Sometimes she watches him for only 10 minutes. T / F
- 5 She's going to exercise tomorrow. T / F
- 6 Lucas is going to join her the next day. T / F



3 a In pairs, tell your partner about what you're going to do for your fitness next week.

On Monday, I'm going to play volleyball with the school team. On Tuesday, I'm ...

b Tell your partner about some healthy food you ate yesterday.

Yesterday, I had some spinach.



In the morning, I had ...

2/10



1 a Listen to the sketch and complete the sentence.

1 When Tonio can't sleep he

2/10



b Listen again and fill in the missing words.



Karen's tips

Karen You look ¹....., Tonio. Is everything alright?
Tonio Well, yes and no. The problem is, I'm finding it difficult to sleep at the moment.
Karen That's ²..... Are you very busy at the moment?
Tonio No, not really. I just find it ³..... to fall asleep. I'm never ⁴..... sleep 8 hours again.
Karen Maybe I can help. I read a book about healthy sleeping a few months ago. Let me ask you some questions.
Tonio Right.
Karen Do you do any ⁵..... during the day?
Tonio Yeah, sometimes. But it doesn't me tired.

Karen Do you ⁶..... a lot?
Tonio Sometimes.
Karen You shouldn't use before going to bed. Switch ⁷..... before.
Tonio Yeah, no problem.
Karen And ⁸..... do you do when you can't sleep?
Tonio I usually ⁹..... No, I just lie in bed.
Karen You shouldn't lie in bed too long. You should get up, ¹⁰..... don't fall asleep after 20 minutes, ¹¹..... again and listen to music or do a bit of reading.
Tonio OK. Any more tips?
Karen Of course. Keep your ¹²..... cool. Don't drink coffee or tea in the evening. And you should ... Tonio, can you help me?
Tonio Yeah, sure.

c In pairs, read out the sketch.

2/11



2 In pairs, do option A or B.



A Listen. Act out the dialogues.

B Listen. Act out the dialogues. Choose one. Change it.

1 Mum Get up, the sun is shining.
 Ronnie Oh, I can't get me sleep.
 Mum You've had eight hours of sleep.
 Ronnie No way. Get up.
 Mum Many people have had their sleep.
 Mum And somebody needs your help. And that's me. Get up!

2 Frank You look really tired, Anna.
 Anna I am. I couldn't sleep.
 Frank Why not?
 Anna I played a computer game till midnight. And I had a coke after that.
 Frank No surprise you couldn't sleep.
 Anna Yeah, I only slept for one or two hours, I think.
 Frank Right. So what are you going to do tonight? Sleep?
 Anna No, I've got to finish the computer game.
 Frank Oh, Anna!

1 a Read the article quickly. Which fact do you think is most surprising?

8 amazing things about sleep

Did you know that ...

- ★ Most people spend 33% of their lives sleeping. Sleep is really important for our bodies and our minds.
- ★ 12% of people dream in black and white. Why is this? Maybe they are the very old people because they had no colour TV when they were young.
- ★ The world record for not sleeping is for 11 days and 25 minutes. This is very dangerous for your health. You can go without* food or water for some time, but not without sleep.
- ★ You can't catch up on* sleep. You can't go for two nights without sleep and then sleep for twelve hours. It doesn't work. You should try and sleep 8 hours every day.
- ★ It's very healthy to take a nap. About 30% of people in the world take a nap of 20–30 minutes every day.
- ★ A person dreams about different dreams in one night. Some people dream too. But we aren't sure what they dream about.
- ★ Giraffes only need 1.9 hours of sleep in 24 hours. This is because it's dangerous for them to sleep too long. Or they make a tasty snack for humans.
- ★ Koalas sleep for a long time. They sleep 66% of their lives. What about koalas? They spend between 18–22 hours a day snoozing*.



VOCABULARY: *go without – verzichten, entbehren; catch up on – aufholen; snooze – dösen

b Read again. Match the sentences with the options. Draw lines.

- | | |
|---|-------------------------------------|
| 1 Many people sleep for a long time. | a take a nap every day. |
| 2 For people it's very dangerous to go without sleep. | b you can't catch up on it. |
| 3 When you miss sleep, you can't catch up on it. | c 33% of their lives. |
| 4 A lot of people take a nap every day. | d up to 22 hours. |
| 5 Some animals sleep for a long time. | e to go without sleep for too long. |

2/12+13+14



c Listen and check.

Web project

2 In groups, do options A and B.

A Find out about the sleeping time of animals. Present three animals and how long they sleep. One animal should sleep a long time and one should sleep very little to you. If possible, find out why they sleep so long/little.

The giraffe sleeps very little. It only sleeps ...

This is because ...

The cat sleeps very long ...

B Find out how long children should sleep. Then ask your classmates how long they sleep. Present the results for the boys and for the girls. Is there a difference? If yes, guess why there is a difference.

Children between 6-12 should sleep ...

Teenagers should sleep ...

The boys/girls in our class sleep ...

We can't explain ... / We think ...

1 Write the words under the pictures. Use the colours to reveal* Druff and Draven's plan.



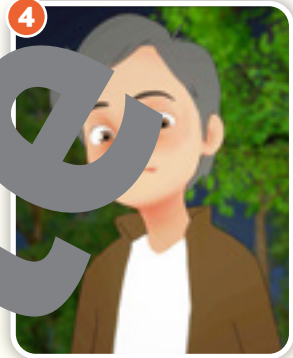
1 R O O O O R



O O O



O O O O O



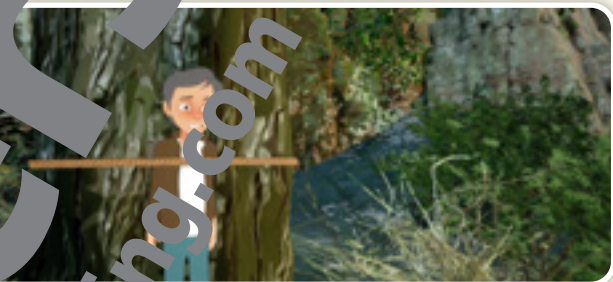
O O O O O

Druff and Draven's plan: O O O O O O O O O O O O

VERB GLOSSARY: *reveal – enthüllen, aufzeigen

2 Remember episode 1. Discuss in pairs, what do you think happens to Aiden? Watch episode 2 and check your ideas.

.....



3 Watch episode 2 again. Put the events in the order they happen.

- The T-Rex runs up the tree.
- Draven ties up Aiden.
- Aiden tells Jenna his plan.
- Aiden starts a fire.
- Draven and Druff leave.
- Aiden falls out of the tree.

Everyday English

4 Match the phrases to the pictures.

- 1 Here you go.
- 2 Get it?



Now go back to page 38. Check with a partner what you know / can do.

5

The weather

At the end of unit 5 ...

you know

- words for free time activities
- words to describe the weather
- how to say what you might (not) do
- how to use adverbs of manner

you can

- talk, ask and answer questions about plans
- describe and talk about the weather
- understand a weather forecast
- understand and answer questions about the weather
- understand the main points of a news story
- write a weather report

Vocabulary Free time activities

2/15 **1 a** Listen to the phrases. Where do you usually do these activities? Write *I* for indoor and *O* for outdoor.



study for an exam



play video games



ride a bike



practise an instrument



have a lie-in



have a picnic



watch something online



take the dog for a walk

b Compare with a partner.

I usually study for an exam indoors.

c Look at the photo stories on page 49. Find and say the words for free time activities.

2 a Watch part 1 of the video.

b Read the photo stories. How many of these tasks can you do?

- 1 The weather outside is good / bad.
- 2 Alissa is going to study / watch TV.
- 3 The weather that the weekend is going to be good. T / F
- 4 Most of the people will change their plans. T / F
- 5 What are Oliver's plans for the weekend?
- 6 What are Lily's plans for the weekend?

3 Watch part 2 of the video. Answer the questions.

- 1 What was the weather like at the weekend?
- 2 Where did Alissa study?
- 3 How did Ahmed get a cold?
- 4 How did Oliver get a cold?
- 5 Did Lily enjoy her picnic?
- 6 Who didn't change their plans?



Let's think about plans

4 In pairs, think about possible plans.

Plan A: You are given £20. What do you buy?

I might buy a computer game.

I might ...

Plan B: The weather is going to be bad on Saturday.

I might go to the cinema.

I might ...

5 Steps to grammar 1 *might / might not*

1 Remember the photo story. Match the children to the pictures. Draw lines.



2/16



2 a Listen and read.

LANGUAGE BOX

- 1 I **might study** for my exams outside in the garden.
- 2 I **might not play** video games at all.
- 3 I **might play** football with my friends after the game.
- 4 I **might take** my dog for a walk.

b Match the sentences in 2 a with the pictures in 1. Write A-D.

3 Complete the sentences with *might* and *might not*.

- 1 a I go to Alice's party. I want to have some fun.
b I go to Alice's party. I'm very tired.
- 2 a We go to Paris for our holidays. It's very expensive.
b We go to Paris for our holidays. We want to practise our French.
- 3 a He go to school tomorrow. He's feeling a lot better.
b He go to school tomorrow. He wasn't feeling very well this evening.
- 4 a I play tennis after school. The weather's good.
b They play tennis after school. They've got a lot of homework for tomorrow.

4 Write how many different endings you can find for each sentence?

- 1 I might invite Tom to my party.
- 2 I might go to the cinema tonight.
- 3 I might ask Simone for help with my homework.
- 4 I might not have dinner tonight.

I might invite Tom to my party. He's very funny. ...

I might not go to the cinema tonight. I haven't got any money. ...

A song

2/17+18 **1 a** Listen and sing. Number the pictures in the order you hear them.

Home again

We can live with sunshine.
 We can live with rain.
 We can live with thunderstorms.
 We'll soon be home again.

The sun is shining fiercely*.
 It's ten more miles to roam*.
 The temperature is falling quickly.
 It's nine more miles to home.

The sun is shining fiercely*.
 It's five more miles to roam.
 There are no clouds in the sky.
 It's four more miles to home.

We can live with sunshine.
 We can live with rain.
 We can live with thunderstorms.
 We'll soon be home again.

The rain is falling hard on us.
 It's two more miles to roam.
 The lightning's flashing brightly.
 It's one more mile to home.

We can live with sunshine.
 We can live with rain.
 We can live with thunderstorms.
 We'll soon be home again.

VOCABULARY: *roam – wandern; fiercely – heftig, erbittert

b Find the weather words in the song. Write them under the pictures.

1 2 3 4

5 6 7

2 In pairs, talk about the weather you like / don't like.

I love snow. I don't like rain.

5 Steps to grammar 2 Adverbs of manner

1 Put the pictures in order to tell a story. Compare with a partner.



2 a Listen and read.

LANGUAGE BOX

- | | | |
|--|---|--------------------------|
| 1 The sun is shining brightly . | 4 The man is running quickly . | <input type="checkbox"/> |
| 2 The man is working hard . | 5 The man is breathing heavily . | <input type="checkbox"/> |
| 3 The dog is barking fiercely . | 6 The dog is eating happily . | <input type="checkbox"/> |

b Match the sentences in 2a with the pictures in 1.

3 a Write the adverbs for these adjectives.

- | | | |
|----------------------|------------------|----------------|
| 1 good – <u>well</u> | 4 quick – | 7 hard – |
| 2 bad – | 5 heavy – | 8 slow – |
| 3 happy – | 6 fierce – | |

b Use the adverbs in 3a to complete the sentences.

- Our team played and we lost.
- She is a good student. She always studies
- It's raining Take a coat.
- He's in a band. He plays guitar really
- He was very He spoke to us.
- We had to walk so We're going to be late.
- He speaks English very I don't understand what he says.
- The children are playing in the garden. They're having a lot of fun.

4 In pairs, tell your partner three things you do well and three things you do badly.

I play video games well.

I speak French badly.

Sounds right /θ/

2/20



1 Listen and repeat.

Our thermometer says thirty-three.
Thunderstorms are coming.
 It's too hot for me!



2 a In pairs, look at the pictures and say what weather they show.

Number 7 is cold weather.



b In pairs, talk about what weather is good for...

- 1 playing a sport outside
- 2 a school day
- 3 the weekend
- 4 a skiing holiday
- 5 a holiday by the sea
- 6 your perfect day

| | | | |
|---------------|-------------------|----------|---------------------------|
| Cold weather | is ... are ... | great | playing football outside. |
| Hot weather | | good | for a holiday. |
| Sunshine | | bad | ... |
| Rain | | terrible | ... |
| Clouds | | ... | ... |
| Snow | | ... | ... |
| Thunderstorms | | ... | ... |

Cold weather is ... for ... because ...

2/21



3 a Listen to the weather report and answer the question.

- 1 What different types of weather does the presenter talk about?

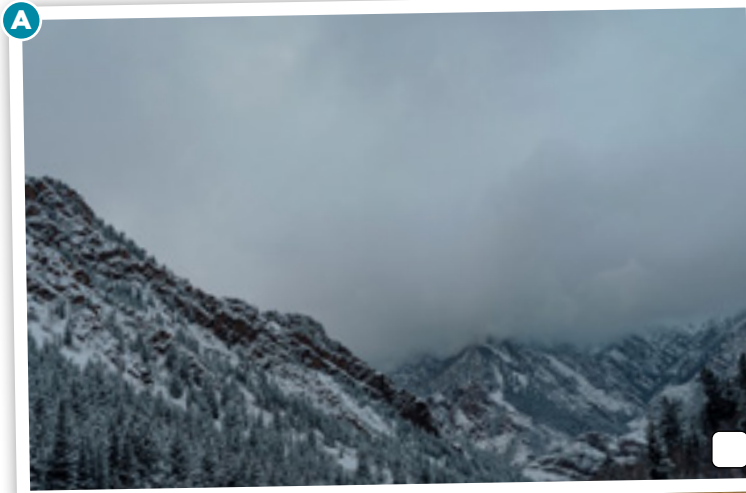
2/21



b Listen again and draw the weather symbols from 2a on the maps.

| | | | | | | |
|-------------|--------------|--------------|----------------|----------------|---------------|---------------|
| | | | | | | |
| Monday a.m. | Tuesday a.m. | Tuesday p.m. | Wednesday a.m. | Wednesday p.m. | Thursday a.m. | Thursday p.m. |

1 a Read the postcards. Match them with the photos.



1

Hi Lucy,
I'm having a terrible holiday. It's really cold. The sky is always grey. Grey clouds, that's all I see. The temperature is 0°C! It snows every day. I hate snow. Mum and Dad are having a great time. But they love skiing and I hate skiing. I ski really badly and they ski really well. Yesterday I fell over in the snow. I fell hard and it hurt! Mum and Dad laughed. They thought it was funny. It wasn't funny. I want to go home. I need some sun. I don't want to ever see snow again.
Save me!
Elena

2

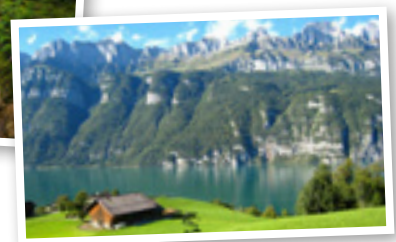
Hello Lucy,
I'm having a great holiday. Very hot! The temperature is 30°C every day. The sun shines brightly every day. There are no clouds in the sky. It was great for a few days, but now I'm bored. When I arrived here, I didn't swim very well. I'm not an amazing swimmer because all we do is swim in the sea. Every day! I'm also very red because of the sun. I look like a tomato. One more week and I'm back home in the cold and the rain. I can't wait. Please tell me the weather is terrible in Brighton.
See you soon,
Liam

b Read again. Circle T (True) or F (False).

- Elena's parents are enjoying the holiday. T/F
- Elena is a good skier. T/F
- Elena laughed when she fell over. T/F
- Liam isn't enjoying his holiday. T/F
- Liam is a good swimmer. T/F
- Liam will be home in seven days. T/F

2 Choose one of the postcards below. Imagine you are on holiday there. Write a postcard (40-50 words) to your friend. Write about:

- what the place is like
- what you think of the holiday
- what you are doing



2/22

1 a Listen to the news stories and number the pictures.



VOCABULARY: *damage – zerstören; electricity – Elektrizität; ban on hosepipes – Bewässerungsverbot; be stuck – festsitzen

2/22

b Listen again and complete the sentences with a number.

- 1 The storm damaged more than ... houses.
- 2 The winds were more than ... m/h.
- 3 The temperature in London is more than ... °C.
- 4 A bottle of water costs £... in some London shops.
- 5 The temperature in parts of ... and was ... °C.
- 6 For help you should call ...
- 7 The emergency services rescued ... people from their homes.
- 8 This is flood number ... in ... year.

2/23

2 In pairs, do option A or B.

A Listen. Act out the dialogue. Then change it.

- 1 Ryan: Have you got any plans for the weekend?
Ruth: Yes, I'm going to play tennis with my sister.
Ryan: What if it rains?
Ruth: I might go shopping instead.

B Put the dialogue in the correct order. Change it. Act it out.

- 2 Owen: My weather app says it might rain.
- Owen: What are you going to do this weekend, Ruth?
- Owen: A picnic? But what about the weather?
- Ruth: It's going to be sunny. What's the problem?
- Ruth: I'm going to have a picnic in the park with Jenny and Alan.
- Ruth: Rain? Well, then we might have the picnic in my house.

1 a Read the newspaper article quickly. Answer the questions.

- 1 What was Michael Fish's job?
- 2 What was his big mistake?

Michael's big mistake

On Thursday 15th October 1987, a man called Michael Fish stood in front of a TV camera. He told millions of people watching TV at home about the weather for the next few days. There was nothing unusual about that. It was his job. He was a very famous weather presenter on the BBC. People liked him and they believed what he told them.

On that day, the 15th October, he told them about strong winds arriving that night and the next morning. He also said, "Earlier on today a woman rang the BBC and said she had heard there was a hurricane on the way. Well, if you're watching, don't worry, there isn't!"

People went to bed happily. No one worried about the weather.

In the middle of the night, many people in the south of the country woke up with the sound of strong winds. It was the Great Storm of 1987. Over the next few hours, the



storm blew down* thousands of trees and destroyed many homes and other buildings. Sadly 22 people were killed. It was the worst storm in the UK for more than 300 years.

And what about Michael Fish? Well, he became even more famous. He was the man

who got the weather wrong. And he carried on* telling people all about the weather for

another 48 years. Even today, more than 35 years after the storm, people in England

will stop him in the street and talk with him about his big mistake.

VOCABULARY: blow down – umblasen; destroy – zerstören; carry on – weitermachen

b Read the article again. Answer the questions.

- 1 What was the date of the famous weather forecast?
- 2 Why did one woman phone the BBC that day?
- 3 Why were people worried about the weather that night?
- 4 When did the storm arrive?
- 5 How many people did the storm kill?
- 6 What did Michael stop being a weather presenter?

c Listen and check.

2 Use your own ideas to finish the story (60–80 words).

Start like this:

It was two o'clock in the morning. I was in bed asleep. There was a loud noise.

I woke up and ran to the window. The wind was really strong – it blew the window shut violently*. The storm was here and I was all alone in the house ...

VOCABULARY: *violently – heftig, gewaltsam



1 a Work in groups of three or four. How important are these rules for group work (5 = very important / 0 = not important at all)? What are your top three rules?

In our group we speak English.

We don't laugh when someone makes a mistake.

We listen to each other.

We help each other.

We are kind to each other: Can you please ...? / Thank you for ... that's a great idea.

b Say what you think.

I think it's important that we ...

I think so too. / I don't think ... I think ...

2 a Carry out a class survey. Write questions about the activities.
 How many hours a week do you play video games?
 How many hours a week do you ... ?

Ask your teacher
 What's ... in English?

b Walk around the classroom. Ask your questions to as many students as you can. Write down their answers.

3 a Work in your group again. Put all the answers together. Take notes.

My question was ...

I asked ... children.

Together, they play video games for ... hours a week.

b Draw a chart. Find out how many hours on average the children in your class do the activities.



4 Write a group report and present it to the class. Make a video of the presentations.

We asked 16 class ... how many hours a week they play video games. Here are the results of our survey ... our class plays video games for 23 hours a week. On an example that's 1.4 hours per child.

Presentation tips
 Speak loudly, clearly and not too fast.
 Keep eye contact.
 Be friendly.

5 Think and discuss why you worked in your group.

These were our rules: 1. We help each other. 2. We don't ...
 I think we had no problem with our rule number ...
 Number ... wasn't so easy, but we managed.

We all tried very hard and ...
 I think next time we're going to ...
 I liked our group work because ...

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

6

wildlife

At the end of unit 6 ...

you know

- words for wild animals
- adjectives to describe animals
- how to use comparatives
- how to use *(not) as ... as*

you can

- agree and disagree with someone
- describe and compare different animals
- understand and write job advertisement
- apply for a job
- understand text about a day
- ask for repetition about a day
- write a report about a endangered animal

Vocabulary Wild animals

2/27



1 a Listen and write the words.

giraffe rhino hippo mouse zebra elephant monkey lion tiger



1



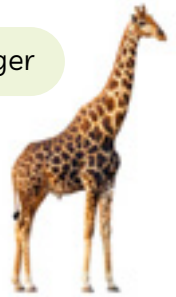
2



3



4



5



6



7



9



10

b In pairs, say which is your favourite.

Lions are my favourite.

c Look at the photo story on page 59. Find and say the words for wild animals.

2 a Watch part 1 of the video.

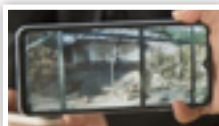
b Read the photo story. How many of these tasks can you do?

- 1 The kids are going to go to the zoo *today / tomorrow*.
- 2 Olivia's favourite animal is the *monkey / elephant*.
- 3 Lily likes tigers. They are
- 4 Ahmed thinks tigers are fierce and
- 5 What's Mohamed's favourite animal?
- 6 What's the competition they're going to have at the zoo?

3 Watch part 2 of the video. Who took the photos? Write the names.



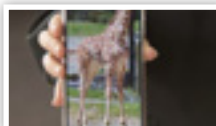
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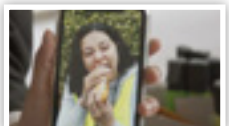
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3



4



5

The After School Club 6 The zoo



Let's Agreeing and disagreeing

4 In pairs, make sentences. Agree or disagree.

- 1 Dogs are ... than ...
- 2 Golf is more interesting than ...
- 3 Boys are funnier than ...

That's so true!

What!

Exactly.

Don't be silly.

Yes, I agree.

I don't agree.

1 a Remember the photo story. What do the children say about the animals? Complete the sentences.

- 1 I think elephants are better than
- 2 are bigger than monkeys.
- 3 are funnier than elephants.
- 4 are fiercer than all the animals.
- 5 are more dangerous than lions.

2/28



b Listen and check.

2/29



2 a Listen and read.

LANGUAGE BOX

- 1 Mira's painting is **better than** Mary's.
- 2 Steven's cooking is **worse than** Sean's.
- 3 Kitty is **fiercer than** Spot.
- 4 Goldie is **cuter than** Chip.
- 5 Tim is **smaller than** Tom.
- 6 Sandra is **smaller than** Sally.
- 7 Leo is **funnier than** Pete.
- 8 Don is **more dangerous than** Fitz.

b Look at the pictures. Use the sentences in the Language Box and write the names.



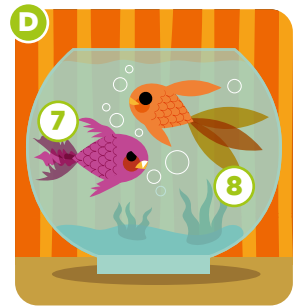
- 1
- 2



- 3
- 4



- 5
- 6



- 7
- 8



- 9
- 10



- 11
- 12



- 13
- 14



- 15
- 16

3 a Choose an animal. Write down three sentences using comparatives. Don't say which animal it is.

It's smaller than a rhino. It's cuter than a hippo. It's bigger than a butterfly.

b In pairs, take turns to read out your sentences. Ask your partner to guess the animal.

Is it a ... ?

No, it isn't. / Yes, it is!

A song

2/30+31



1 a Listen and sing.

Amazing animals

I went into the jungle
to have a look around.
Suddenly I heard a noise
and rumble on the ground.

*Animals, animals, amazing animals.
They're cute and they're furry,
they're scary and lazy.
They live in the jungle,
and always amaze me!*

They jumped out of the river,
they flew down from the tree.
All the funny animals,
they came to play with me!

*Animals, animals, amazing animals.
They're cute ...*

I saw lots of common animals
and then some rare ones too.

Jungle life is so much more fun
It's better than the zoo.
*Animals, animals, amazing animals.
They're cute ...*



b Look at the underlined adjectives in the song. Ask your teacher.

What do scary mean?

2 Think of some more animals and use the adjectives from the song to talk about them. Share with a partner.

I think funny are funny.



I think parrots* are ...

VOCABULARY: *parrot – Papagei

6 Steps to grammar 2 (not) as ... as

2/32



1 a Listen and read.

1 Anna Look at that giraffe! It's so scary!
Amy Scary? I think it's as cute as a kitten.
Anna Don't be silly! It's not as cute as a kitten. Kittens are cuter than giraffes.
Amy Well, I like giraffes. And I like kittens too.

2 Gary Look at those monkeys! They're so lazy!
Ben Yes, they are. They're as lazy as elephants.
Gary Elephants aren't lazy. Monkeys are lazy. Elephants!
Ben Really?
Gary Well, elephants are very intelligent. They're more intelligent than dogs.
Ben

2/33



b In pairs, act out the dialogues.

2 a Listen and read.

LANGUAGE BOX

- 1 It's **as** cute **as** a kitten.
- 2 It **isn't** as scary **as** a snake.
- 3 It's **as** funny **as** a monkey.
- 4 It's **as** lazy **as** an elephant.
- 5 It's **as** furry **as** a rabbit.
- 6 It **isn't** as common **as** a parrot.

b In pairs, think of an animal for each sentence in the language box.

A puppy* is as cute as a kitten.

VOCABULARY: *puppy – Welp

3 a Create a new animal from two or three real animals. Think of sentences using (not) as ... as to describe it. Look at the example and the list of animals to help you.

giraffe rhino hippo monkey zebra elephant camel monkey lion tiger



My animal is a Girabramel! It's as tall as a giraffe, as fast as a zebra and as funny as a camel. It isn't as scary as a lion.



b Present your animal to the class.

Sounds right Word stress

2/34



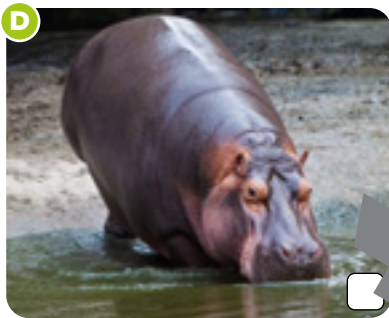
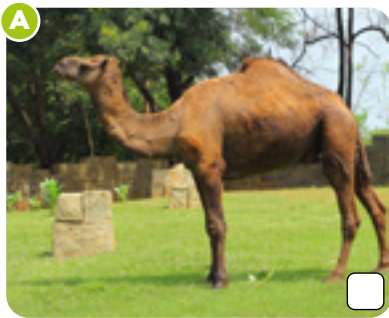
1 a Listen carefully. Which animal is the odd one out?

- monkey lion rhino tiger
 hippo giraffe camel zebra

2/35



b In pairs, practise saying the animal words.
 2 a Listen to the interview. Put the pictures in the order you hear them. There is one extra picture.



2/35



- b Listen again. Circle T (True) or F (False).
- 1 Andrea thinks tigers are bigger than lions. T / F
 - 2 She says tigers are dangerous. T / F
 - 3 Tigers aren't dangerous. T / F
 - 4 Snakes are more dangerous than hippos. T / F
 - 5 Andrea's dad is afraid of a monkey. T / F
 - 6 Elephants are as big as a car. T / F



3 Imagine you went on a trip to the zoo. In pairs:

- talk about what animals you saw
- describe the animals
- describe your favourite animals

Today I saw a camel, a zebra and a giraffe! I think camels are really interesting. Camels are more interesting than elephants.

Wow, that's cool. I think camels are scary.

1 a Read the job advertisement.

Looking for help!

Do you like animals? Do you want to know more about wild animals? Then you can do something amazing!

Animal Park is looking for volunteers* to come and help over the summer holidays.

This is a very special place to learn about beautiful and dangerous animals from all over the world. In the mornings, you can feed a baby tiger and in the afternoon you can help wash an elephant. In the evenings, you can watch zebras playing together and see how monkeys like to sleep.

Our volunteers sleep in tents in the park and all food and drink is free. At night, there are special lessons all about our animals. You can get free park tickets for all your family members and a discount of 25% in our gift shop as well.

Do you want to work with amazing animals? Do you think animals are interesting or scary? Do you think they are cute or fierce? Please fill out the form below and tell us why you are the right person to help!



Do you know how fast hippos run? **48 km/h!**

Do you know how tall giraffes are? **5 m!**

Do you know how heavy rhinos are? **2,000 kg!**

| | |
|-------------------------|---|
| Job information: | Animal Park Volunteer |
| Hours: | 9 a.m. – 4 p.m. (Monday – Friday) 1–2 p.m. (Saturday) |
| Place: | Animal Park |
| Extra: | Free food and drink, free tickets for family members |

VOCABULARY: *volunteer – Freiwillige/r

b Read the text again. Answer the questions.

- 1 What time of year do you work at Animal Park?
- 2 What can you do in the mornings?
- 3 What do you do in the evenings?
- 4 What do you sleep?
- 5 What happens at night?
- 6 What do you get for free?
- 7 How many hours do you work every day?
- 8 What is 5 m tall?



2 Fill out the form to apply for the job of Animal Park Volunteer (60–80 words).

| |
|--|
| <p>Why do you want to work at Animal Park?</p> <p>I want to work at the park because ...</p> <p>My favourite animals are ...</p> <p>I think that they are ...</p> <p>I want to learn more about ...</p> |
|--|

2/36 **1 a** Listen to the family talking about their holiday. Answer the question.

1 Who wants to start a website? Why?

2/36 **b** Listen again and fill in the missing words.

Safari story

Dad Ah, it's great to be home! I'm so tired.

Mum Me too. But it was an amazing trip to Africa. I loved it. What did you think Sarah?

Sarah It was really nice to see all the animals. It was ¹..... than a wildlife park. I didn't know that ²..... were so tall! But I really wanted to see a tiger.

Jack Don't be ³.....! There aren't any tigers in Africa! Tigers live in Asia! And I think it was ⁴..... than a wildlife park. The animals are happy in parks, but they aren't happy in the wild.

Dad Why do you say that Jack?

Jack Because in the wild it's dangerous. The lions eat the ⁵....., the crocodiles eat the ⁶..... the ⁷..... eat the people!

Sarah What! That's terrible! Hippos don't eat people. Sometimes they attack people. Oh, usually when something scares them. Hippos are really The guide said that hippos were more dangerous than and crocodiles.

Mum Yes, I thought. Hippos are really dangerous, but people are really too.

Jack The guide said that people kill And they sell their horns for medicine! That's not right. It's terrible. But what can we do?

Sarah We can start a website! And tell everyone about rhinos. Or ... I took some really cool photos, we can sell the photos and send the money to a *Save the Rhinos* project.

Jack That's a good idea!



c In groups, read out the story.

2 In pairs, say what the story is about. Take notes. Think about:

- where they were
- what happened

This story is about ...
They went to ...
They saw ...
The important thing is ...
Now they want to ...

What happened?
Sorry, can you repeat that?
Wait, who did what?
Why did he/she say that?

1 a Read the text quickly. Complete the sentence.

- 1 Some people use animal horns for

Are humans more dangerous than animals?

Did you know that people kill rare and endangered* animals and take parts of their body?

Two really endangered animals are the elephant and the rhino. People kill the elephants for their tusks and the rhinos for their horns.

Elephants can live for 70 years. That's longer than rhinos. Elephants live in large family groups, but rhinos like to live alone. Rhinos and elephants eat grass and plants. They are both very intelligent



animals. Elephants are more intelligent than dogs and other human pets.

There are five types of rhino. They live in Africa and Asia. In Asian countries, rhino horns are used for

medicine. In 2015, people killed 1,349

rhinos in Africa to sell for

medicine. In 2020, people will kill 400. Think about it: 100 years ago there were hundreds of thousands of rhinos in the world, now there are only 27,000

rhinos in the world. Every year there are fewer rhinos in the wild. And not only rhinos, but many other animals are also endangered every year.

The sad thing is that it's all about money. For example, a kilo of rhino horn can cost \$65,000. And this is worse: doctors say that eating rhino horn is good for you at all.



VOCABULARY: *endangered – gefährdet, vom Aussterben bedroht

b Read the text again. Answer the questions.

- How long can elephants live for?
- What do elephants and rhinos eat?
- What is more intelligent, an elephant or a dog?
- How many types of rhino are there?
- Where do rhinos live?
- Why do people kill rhinos?
- Are there more or less rhinos now?
- Is eating rhino horn good for your health?

2/37+38+39



c Listen and check.



Web project

2 Do a web project. A or B?

A Choose one animal to find out about an endangered animal. Write a short report (100–120 words). Write about:

- what it looks like (*colour, size*)
- where it lives (*jungle, Africa, sea*)
- what it eats (*fish, meat, plants*)
- compare it to other animals (*bigger than, as ... as*)

B Go online to find out about two different endangered animals. Write a short report (100–120 words). Write about:

- what they look like
- where they live
- what they eat
- why they are endangered and compare them

1 Remember episode 2. In pairs, answer the questions.

- 1 Why is Draven angry with Druff?
- 2 What is Draven's plan for Aiden?
- 3 Where is Draven going to go?
- 4 What does Aiden use to escape?
- 5 Who finds Aiden?
- 6 How does Aiden plan to hide the secret spring?

2 Discuss in pairs. What do you think Draven is going to do in episode 3 and check your ideas.



.....

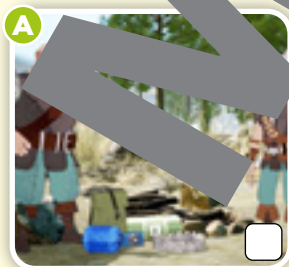
3 Watch episode 3 again. Circle T (True) or F (False).

- 1 Draven is going to catch the dinosaur. T / F
- 2 Jenna is waiting in the tree. T / F
- 3 Draven brings chocolate. T / F
- 4 Druff likes the camera. T / F
- 5 Aiden takes the chocolate. T / F
- 6 Druff gets angry. T / F

Everyday English

4 Match the phrases to the pictures.

- 1 I'm on my way. Hang on! 3 Oh, poor you! 4 Too late.



Now go back to page 58. Check with a partner what you know / can do.

7

Around town

At the end of unit 7 ...

you know

- words for buildings in a town
- words for giving directions
- words for types of shops
- how to use prepositions of place

you can

- ask for information
- understand and give directions
- describe and talk about buildings and shops in a town
- understand a computer shop
- communicate about a problem
- design a set of unusual city

Vocabulary Buildings in a town

3/1

1 a Listen and write the words.

church chemist's bus station police station supermarket
 park bank museum railway station post office



1



2



3



4



5



6



7



8



9



10

b In pairs, mime and guess.

Are you in a chemist's?

Yes, I am. / No, I'm not.

c Look at the photo story on page 69. Find and say the words for buildings in a town.

2 a Watch part 1 of the video.

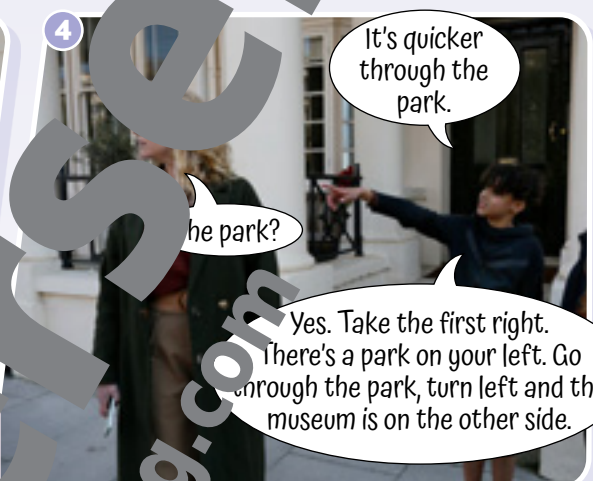
b Read the photo story. How many of these tasks can you do?

- 1 The woman ... to know the way to the *supermarket / museum*.
- 2 Alice ... *gave* directions first.
- 3 Ahm ... *told* the woman to go through the
- 4 Lily tells the woman to go past the
- 5 ... the man confused?
- 6 ... can't ... *use* her phone?

3 Watch part 2 of the video. Complete what Miss Chapel says.

Hi, I'm Miss ¹..... I'm a ².....
 teacher at the school. My subject is ³.....
 Oh, and I didn't go in the ⁴..... I was too
⁵..... and it was already ⁶.....



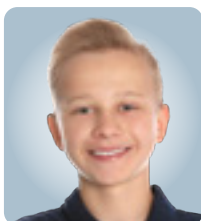


Let's ... Asking for information

4 In pairs, ask your partner for information.

Do you know where the post office is?

Can you tell me how to get to the police station?



Yes, I do. / No, I don't.

Yes, I can. / No, I can't. Sorry.

1 Look at the photo story on page 69 again. Complete the sentences.

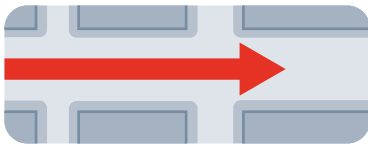
- 1 Go ahead, take the left, and then the road.
- 2 Go the park, then turn
- 3 past the bus station.

3/2



2 Listen and read.

LANGUAGE BOX

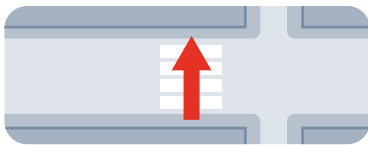


1 Go straight ahead.



2 Go past the café

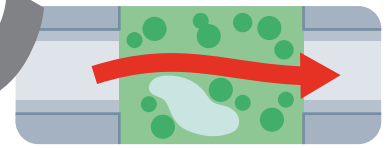
3 Take the second left.



4 Cross the road.



5 Turn right



6 Go through the park.

3 a Look at the map. Read the dialogues. Tick the correct directions.

- 1 A Excuse me, how do I get to the cream shop?
B Go straight ahead, go past the bus stop and then turn right.
 Go past the bus stop and then go straight ahead.
- 2 A Excuse me, how do I get to the café?
B Turn left, take the first left, go straight ahead and take the second left.
 Go straight ahead, take the first left, then turn right and right again.
- 3 A Excuse me, how do I get to the museum?
B Go straight on, past the bus stop and past the café, turn right and go through the park. The museum is in the park.
 Go straight ahead, go past the shopping centre, cross the street and then turn right.



b Work with a partner. Choose a place on the map above. Say how to get there.

A song

3/3+4



1 a Listen and sing.

Shopping with Frank

Shopping with Frank. (x3)

He never wants to stop.

Shopping with Frank.

You shop until you drop.

Next to the bookshop,
opposite the bank,
just behind the restaurant,
that's where I met Frank.

We went into a clothes shop.
The one in Dover street.
He bought a lot of clothes.
He likes to look quite neat.

Shopping with Frank ...

Between the supermarket
and the record store,
there's another clothes shop
and that's where he bought n

Next to it was the tech shop
where he bought some things
And then in the department store,
he bought two diamond rings.

Shopping with Frank ...

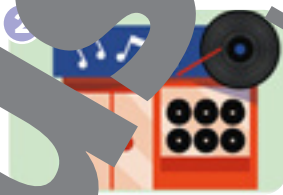
We went into a café
to have a cup of tea.
And guess who had to pay the bill?
That's right ... it was me!
I didn't have any money.

Fact box

Did you know that some words are different in American English and British English? In British English we say 'shop' but in American English we say 'store'. Sometimes British English also uses 'store', e.g. in 'department store'.



b Find the underlined words in the song and write them under the pictures.



2

In pairs, say what your favourite shops are.

I really like clothes shops.

I don't like bookshops.

I prefer record stores.

I love department stores.

7 Steps to grammar 2 Prepositions of place

1 Remember the song. Complete the sentences with the words in the box.

behind next to between opposite

- The singer met Frank ¹..... the bookshop, ²..... the post ³..... the restaurant.
- The second clothes shop was ⁴..... the supermarket and ⁵..... the corner store.

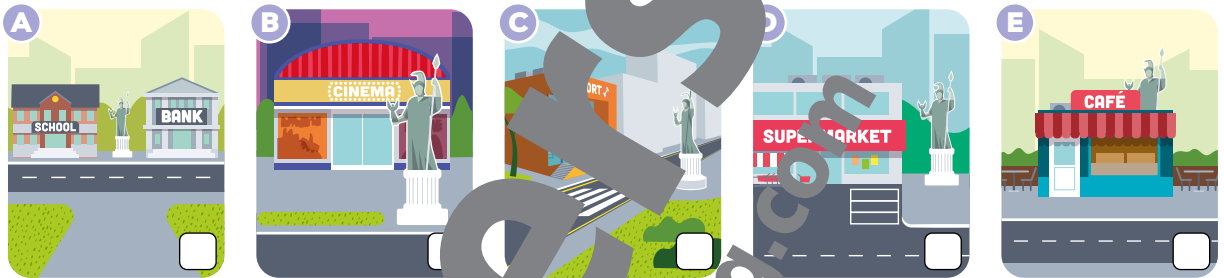


2 a Listen and read.

LANGUAGE BOX

- The statue is **next to** the supermarket.
- The statue is **in front of** the cinema.
- The statue is **opposite** the sports shop.
- The statue is **behind** the café.
- The statue is **between** the school and the bank.

b Match the sentences in 2a with the pictures. Write 1-5.



3 Listen. Write the shops on the shopping centre map.



4 Think of your three favourite shops in your town. Tell your partner where they are.



I love Gino's pizza place. It's on Hope Street. It's next to a clothes shop and opposite the bank.

Sounds right c and ch sounds

3/7



1 a Listen and repeat.

The cinema is between the church and the café.

3/8



b Listen carefully to the underlined sounds. Write the words in the correct list.

chemist's ch choose Miss Chapel chlothes shop chross ch chentre chice chream

| cinema | church | chemist's | school |
|--------|--------|-----------|--------|
| | | | |
| | | | |

3/9



2 a Listen to the four dialogues. Number the places. Then check with a partner.

school church supermarket bookshop



b In pairs, ask your partner the way to one of the other places/shops on the map.

Excuse me, how do I get to ...

Is it far?

Excuse me, can you help me?
I'm trying to find ...

Thank you.

You're welcome.

1 a Read the advert quickly. Answer the questions.

- 1 How many escape rooms does OpenDoors offer?
- 2 What age groups are they for?

Fact box

Escape rooms are real rooms. Every escape room is a different adventure. You have to solve riddles and puzzles over and over again.

NEW IN CHESTER

OpenDoors

The escape room adventures

Finally in Chester – four escape room adventures for kids from 5–14.

We offer:

- Lost in the Woods (5–9 years)
- Time Machine (5–9 years)
- The Dangerous Pyramid (10–15 years)
- Ghost Ship (10–15 years)

Ideal to play in groups of 4–6.

How it works:

- You are locked in and want to escape.
- Work together to find the best way out. Thinking skills are important.
- You have to press the right buttons, find a key, solve a puzzle.
- Some rooms are more difficult than others.
- Always read the instructions carefully.

It's a lot of fun! We promise!

Book your escape room NOW!!!
www.opendoorstechest.com

Special offer for the weekend: £50

Where to find us:
122 Langley Road



b Read the text and write T (True) or F (False).

- 1 The company offers four escape room adventures for kids from 10–15. T / F
- 2 The ideal group size is 4–6. T / F
- 3 Working in a group is important. T / F
- 4 Thinking and problem-solving skills are also important. T / F
- 5 Some rooms are more difficult than others. T / F

2 In pairs, research out escape rooms for children near you. What do they offer? How much is an adventure? Then write an email (40–50 words) to a friend and tell him/her about it.

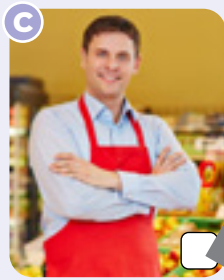
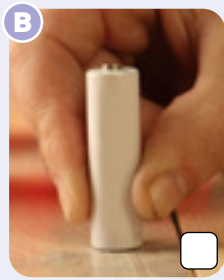
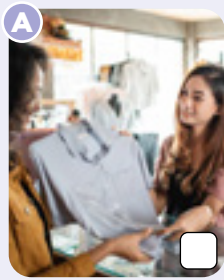
Start like this:

Hi ... , where we live there are no escape rooms, but in ... there is one ...

Hi, in our ... there's an escape room. It's in ...

1 Match the words with the pictures. Write 1-5.

- 1 battery 2 to exchange 3 special offer 4 receipt 5 manager



3/10



2 a Listen to the four dialogues. What is the problem? Do the customers get help? Complete the table.

| | They want ... / They complain about ... | Do they get help? |
|---|---|-------------------|
| 1 | | yes / no |
| 2 | | yes / no |
| 3 | | yes / no |
| 4 | | yes / no |

3/10



b Listen again. Answer the questions.

- 1 What was the problem with the man's mobile phone?
- 2 Why could the girl not exchange her watch?
- 3 When did the man buy his watch?
- 4 What did the shop assistant at the watch shop want from the man?
- 5 Why do you think did he want to see the manager?



c In pairs, say what you think.

- 1 Who of the four customers was right? Why?
- 2 Who of the four shop assistants was right? Why?



3 Do option A or B.

A Work in pairs. You are a shop assistant. Your partner is a customer who has a problem. They will give you the problem. They will ask you questions.

B Work in pairs. Write the customer's sentences in a shopping dialogue. Hand them to another pair. They have to write the shop assistant's sentences.

Start like this:

A

B **Yes, my phone doesn't work.**

A

Useful language: Customer

- My watch doesn't work / is broken.
- Can I exchange it for another one?
- How much is it to repair ...?
- I want to exchange it (for) ...
- I want to return this ...
- I haven't got a receipt.
- Can I see the manager?

Useful language: Shop assistant

- Can I help you?
- What can I do for you?
- Have you got a receipt?
- I'm sorry, we don't ...
- That's no problem.

1 a Read the text. Look at the pictures. Guess which one is the real Hallstatt.

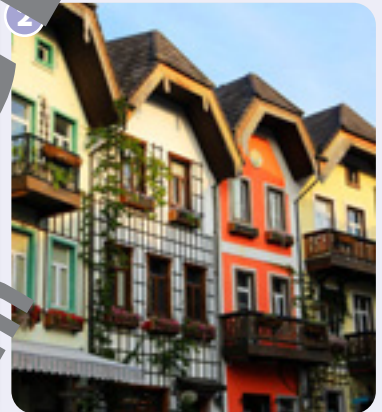
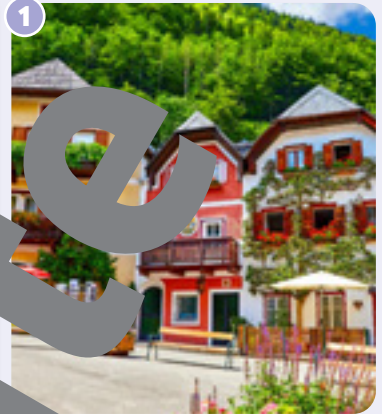
The top unusual city

Hallstatt is a small and beautiful old town in Upper Austria. Only 750 people live there. Every year, thousands of tourists come to Hallstatt. Many of them come from Asia. Why is that? Well, in 2006, a South Korean film producer made a romantic film in Hallstatt. It became very popular and people in South Korea and other Asian countries loved the stunning images of Hallstatt, its lake and the mountains around it.

Six years later, a Chinese company built a copy of Hallstatt in the south of China. Chinese companies love rebuilding famous buildings. For example, there is an Eiffel Tower in China, there is a Chinese Manhattan, there are lots of castles and there is a Chinese Venice!

First, they built the church in the Chinese Hallstatt, and then they built houses next to the church and streets that looked exactly like the small streets in Austrian Hallstatt. But there are differences. What is on the left side in Austrian Hallstatt, is on the right side in the Chinese copy, and what is on the right is on the left in the Chinese copy.

Tourism can be good for the economy of a place, but many people in Hallstatt feel that their town gets too many tourists. They think there should be a limit to the number of tourists and buses that can go there.



b Read again and match the sentences with the words. Draw lines.

- | | |
|-----------------------------------|--|
| 1 Every year, thousands | a built a copy of Hallstatt in China. |
| 2 Many of the tourists | b so good for a town. |
| 3 In 2006, many South Korean | c of tourists come to Hallstatt. |
| 4 Soon Hallstatt became famous in | d unhappy about the thousands of tourists. |
| 5 In 2012, a company | e other Asian countries. |
| 6 The Chinese love | f come from Asia. |
| 7 Many people in Hallstatt are | g rebuilding famous buildings. |
| 8 Tourism is not always | h a film about Hallstatt. |

3/11+12+13



c Listen and check.

2 Do optional activities.

A Think of some unusual cities. Imagine an unusual city and write a paragraph (60–80 words) about it.

In our unusual city there are no streets for cars.

In our unusual city there are three ice cream shops next to the school.



Web project

B In groups, find out about another unusual city. Prepare a short presentation with five pictures and five facts. Present it to the class.

1 Work in groups of three. Choose a role card. Read and plan.

Hello, I've got a problem with my jacket.



I can't help you with that, I have to ask the manager.

Student A

You bought a mobile phone a few days ago, but it doesn't work. It seems the battery isn't working. Think about:

- When did you buy your phone?
- What happened when you switched it on?
- What did you try?
- Who did you ask for help?
- How do you react to the offer by the manager?

- Hello, I've got a problem ...
- A few days ago I bought ...
- I tried to charge it ...
- My receipt is ...
- I'd like ... now ...
- I've tried it many times, but ...
- What do you suggest?

Student B

You are the shop assistant. Think about:

- What is the customer's problem?
- How are you trying to help?
- Why can't you make a good offer?
- Why do you need the manager?

- How can I help you?
- Did you charge it?
- Let me see ...
- You're right ...
- What about your receipt?
- I can't help you with that, I have to ask the manager.

Student C

You are the manager. You have to sort out the problem. Think about:

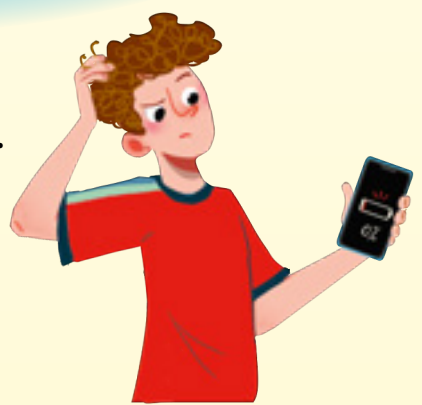
- What do you ask the customer and the shop assistant to do?
- How are you trying to make the phone work?
- Why do you want to see a receipt?
- Do you want to see Student A as a customer?
- What can you offer the customer?

- What is the problem?
- I'm sorry, but ...
- We can offer you ...
- Can I see the receipt?
- I understand, but ...
- We can repair it / send it in, but ...

2 a Act out your role play. Make a video. Watch it. Discuss.

- 1 What did you do well?
- 2 What did you do better?

b Act out the role play again. Make another video.



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

At the end of unit 8 ...

you know

- words for places in the countryside
- how to use (*don't/doesn't*) *have to*
- adjectives to describe places
- how to use superlatives

you can

- make suggestions
- understand information from a tourist guide
- understand and ask questions in a tourist office
- identify different text types
- ask for and suggest what you do and what ideas
- write a short story

Vocabulary Places in the countryside

3/14

1 a Listen and write the numbers.

- sea
- river
- valley
- stream
- field
- hill
- forest
- beach
- mountain
- lake



b Choose the best three places for a holiday. Compare with a partner.

My number one place for a holiday is a lake.

c Look at the story on page 85 and say the words for places in the countryside.

2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

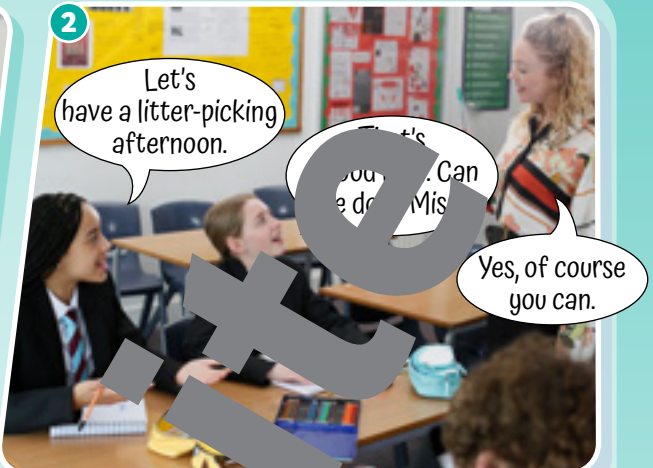
- 1 May has read about mountains / river.
- 2 Ali suggests a litter-picking afternoon.
- 3 The children have to ask the headmaster for permission*. T / F
- 4 The school has some litter pickers. T / F
- 5 They are going to put the litter in?
- 6 Where are they going to clean up the fields?

VOCABULARY: *permission – Erlaubnis

3 Watch part 2 of the video. Put the events in the correct order.

- They meet up after half an hour.
- Ahmed suggests they make it a competition.
- They start picking up litter.
- They notice* something strange is happening.
- They see the bags have got holes in them.
- They check how much rubbish they've got.
- They decide to work in teams.

VOCABULARY: *notice – bemerken



Let's ... Making suggestions to clean up the environment

- 4 In pairs, think of places near your school. What problems are there? Think of suggestions and create dialogues. Present your dialogues to the class.
- A The river is full of litter. There's lots of paper and plastic in it.
 - B Let's have a litter-picking day.
 - A The fields look awful. There's a lot of ...
 - B Let's put up big posters. Let's ask people to ...

8 Steps to grammar 1 *have to / don't have to*

1 a Remember the photo story. Complete with *have to* and *don't have to*.

- | | |
|---|-------------------------------------|
| 1 We do something about this problem. | 3 A Do we ask the headmaster? |
| 2 We buy some litter pickers. | B No, we ask him. |
| | 4 You worry about bags. |

3/15



b Listen and check.

3/16



2 a Listen and read.

LANGUAGE BOX

- I **have to** buy a lot of things for Mum.
- You **don't have to** worry about homework. There's no school tomorrow!
- He **doesn't have to** worry about food. I have an apple with me for him.
- We **have to** be home by nine o'clock tonight.
- You **have to** learn the new words for tomorrow. Nick and Ross.
- Oh, don't worry. They **don't have to** be there at lunchtime.

b Which sentence in the language box do you like best? Learn it, close your book and say it in class.

c Complete the mini-dialogues with sentences from 2a.

- A I have no time to do my homework this evening.
B
- C+D What's the homework for tomorrow?
A
- A What did Mum say about homework?
B
- A I feel sorry for my mum. I'm feeling hungry.
B
- A I hope Mum and Dad aren't late this morning.
B
- A Why are you busy this afternoon?
B

d In pairs, read out the mini-dialogues.

3 What (you and your partner) have to do this week? Make notes. Then tell your partner.

- I have to do my homework.
- I don't have to cook dinner.



- I have to ...
- I don't have to ...

A song

3/17+18



1 Listen and sing.

I'd love to see ...

Are there any places
where you'd like to be?
Are there any places
that you'd like to see?

I'd love to see the city centre.
It's such a famous place.
OK, but it's so crowded* there.
You haven't got much space.

I'd love to see the concert hall.
It's beautiful they say.
OK, but you need lots of time.
There are traffic jams today.

Are there any places ...

I'd love to see that river
with the charming picnic ground.
Well, that is near a factory.
It's polluted all around.

Oh, really? Then I'd love to see
just one place that you like.
Even if it's far away.
We can surely go by bike.

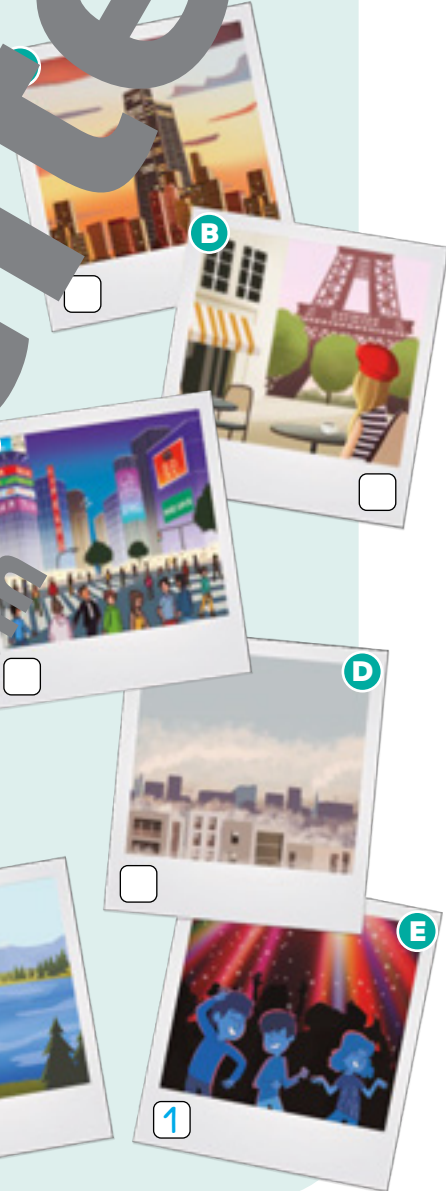
Are there any places ...

My garden is the place to go.
I'm sure you'll love it there.
Listen to the lovely birds
and smell the fresh air.

Yes, your garden is the place
where I'd like to be.

I think your city is the place
that I'd like to see.

OK? Come with me!



VOCABULARY: *crowded – überfüllt (mit Menschen)

3/19



2 a Listen to the phrases. Write numbers.

- a noisy place
- a charming place
- a lively street
- a famous bridge
- a polluted city
- a peaceful lake
- a noisy place
- a beautiful garden

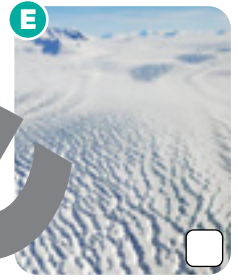
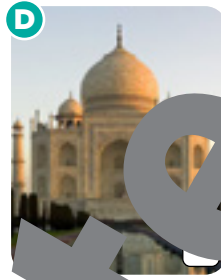
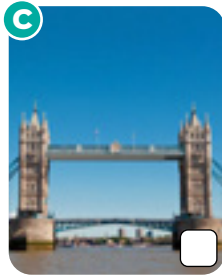
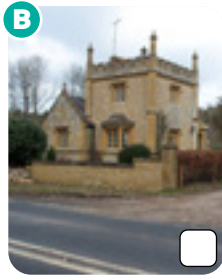
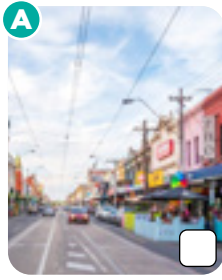
b Find the places from 2a and number the pictures in 1.

c Study the pictures and the phrases for two minutes. Close your books. In pairs, test each other.

What's number 4?

It's a peaceful lake.

1 a Read the texts. Match them with the photos.



1 Seven to eight million people visit this place every year. It's in India and it's one of the world's **most stunning** buildings.

2 This is the world's **coldest** place. It's as big as Australia and temperatures can go down to -40°C .

3 This is one of the world's **smallest** castles. It's only got a living room, a dining room, a kitchen, a bedroom and a bathroom. But it's also one of **the most charming** places.

4 Travel magazines often say that this street has all the restaurants, little shops and live music. It's the world's **coolest** and **most lively** street.

5 This is certainly the UK's **most famous** bridge and one of **the most beautiful** bridges in the world. It can open up for big ships to go through.

b In pairs, write sentences about the pictures. Read them out in class.

Picture ... shows the ... It's the (most) ...

3/20



2 Listen and read.

LANGUAGE BOX

small – the **smallest**

old – the **oldest**

cold – the **coldest**

hot – the **hottest**

quiet – the **quietest**

living – the **most interesting**

busy – the **noisiest**

stunning – the **most stunning**

famous – the **most famous**

beautiful – the **most beautiful**

Look!

good – the **best**

bad – the **worst**

3 a In pairs, choose one and find out about:

- the world's hottest place
- the world's deepest lake
- one of the world's most beautiful parks
- one of the world's oldest cities

b Make sentences and read them out in class.

The world's hottest place is ... in ...

The temperature there is sometimes ...

c Find out about places in your country. Make sentences with superlatives.

The most famous castle is in ... It's called ... It's in ...

Sounds right *have to*

3/21



1 Listen and repeat.

You have to go to London.
You have to see the King.

You have to wave a little flag
and wear some silly things.

3/22



2 a Listen to a London tourist guide. Number the photos in order you hear them.

A



B



C



3/22



b Listen again. Complete the sentences.

- Buckingham Palace is one of the most palaces in the world.
- It's the of the Royal Family.
- London has one of the parliament buildings in the world.
- Next to it, there is a famous clock tower. Its name is Ben.
- From the top of the Eye you have the best views of the inner city.
- You can the Crown Jewels in the Tower of London.

3/23



3 a Listen and complete the dialogues. Then act it out in pairs.

- A Good morning. Can I help you? B It's £..... for, and
- B Good morning. I'd like to visit of £..... for children.
- London. When is it? B Ok, thank you. One last question, please.
- A From 9 to 5:30? B What's the nearest underground station?
- B That's great. How much is? A That's Tower Hill. It's minutes' walk to the Tower of London from there.



b In pairs, act out dialogues in a tourist office. One of you is the tourist, the other one the assistant. Look at your role card only. Cover up the other one.

Tourist Ask for information about one of these places in London:

- The British Museum
- The London Eye
- Harry Potter Studio Tour

Say: I would like to go to:

Ask when you can visit:

Ask what the opening hours are:

Ask for the price of a ticket:

Ask for the nearest underground station:

Assistant Offer to help: *Can I ... ?*

Harry Potter Studio Tour:
Opening hours: 8:30 a.m. – 10 p.m.
Prices: £49.95 adults / £39.95 children
Nearest underground station: Watford Junction

The London Eye:
Opening hours: 11 a.m. – 6 p.m.
Prices: £24 adults / £22 children
Nearest underground station: London Eye (one minute's walk)

The British Museum:
Opening hours: 10 a.m. – 5 p.m.
Prices: Tickets are free
Nearest underground station: Tottenham Court Road (five minutes' walk)

1 a Read the texts. Answer the questions.

1 Spend some time in New York City – the most wonderful city in the world. We have the biggest parks, the most interesting museums and the friendliest people! We have hotels and restaurants for everybody! Come and visit New York. It's the one place in the world that you will never forget!

2 Hi Sam,
This is our hotel in New York. We're in a hotel near Central Park. The weather is really sunny and warm here. Today we went to Central Park and then we saw the Statue of Liberty.
Dorothy, Karen & Tony

3 **Supercar running wild – 3 damaged**
A security camera near the Garden Hotel in New York City showed the moment when a \$625,000 Ferrari SF90 supercar crashed into a row of parked cars last night. The driver of the Ferrari was injured* and had to climb out of the window of the car. There were no people in the other three cars.

4 @17 A love with you – NY's a great place to live. But the prices that drive me mad, man! It's expensive. Everything: food, cinemas, and even housing! Don't think I want to stay here for long. Need to move to a cheaper place soon! Not enough \$\$

5 Meet me at 5 p.m. at Joe's café. 😊

VOCABULARY: *injure – verletzen

- 1 What's the name of the city in text 1?
- 2 Karen and Tony are in text 2 near a famous park. What's it called?
- 3 How many cars were damaged in the sports car accident?
- 4 How many people were injured in the car crash?
- 5 What is the writer of text 4 happy about?
- 6 What are his or her plans for the future?

b Look at the text types. Match them with the texts in 1a.

- news story
- text message
- tourist information
- poster
- social media post

c Compare with a partner.

Text 1 is a ... I agree. I don't agree. I think it's ...

2 Do options A or B.

A Write a text (50–60 words) for tourists coming to your town. Suggest what places they should see.

B Write a news story (80–100 words) about something that happened in your town last week.

3/24

1 a Listen to Dan and Ana. Answer the questions.

1 What are they talking about?



2 What is Ana going to do?

3/25

b Listen to the class meeting. Who makes the suggestions? Write the names.

Dan Lucy Gareth Elaina

- 1 make posters
- 2 talk to the town council*
- 3 talk to people on the beach
- 4 organise a litter-picking day

VOCABULARY: *town council – Stadtrat

3/25

c Listen again. What does Ana think of each idea? Make notes.

| | |
|----------------------------|-------|
| 1 make posters | |
| 2 litter-picking day | |
| 3 talk to people | |
| 4 talk to the town council | |

3/26

d Listen to the results of the vote. What are they going to do?

2 a Work as a class. Discuss one of the problems in the photos in 1a.

b Discuss the problem and make suggestions about what to do.

Useful language: Making suggestions

- talking/cleaning ...
- We should ...
- Let's ...
- We have to ...

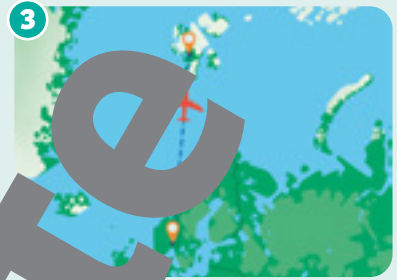
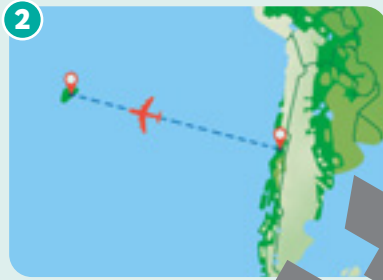
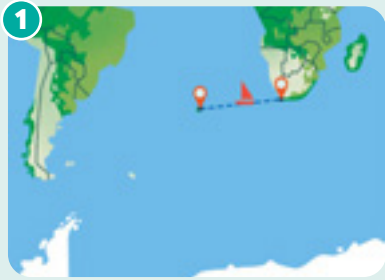
Useful language: Asking for/about ideas

- Has anybody got any ideas?
- Any more ideas?
- What do you say?
- What do you think?

c Have a class vote and choose the best idea.

- Who is for ... ?
- Hands up for ...

- 1 a Look at the trips on the map. How long do you think each of the three trips takes? Then use the text and internet to check your answers.



- b Read again. Circle T (True) or F (False).

So remote

What is a remote place? It's a place very, very far away, so it's difficult to get there. And, of course, only very few people live there. The most remote place on Earth where people live is an island of Tristan da Cunha. It's in the South Atlantic Ocean, 3,000 km from Cape Town in South Africa. There's only one very small town on the island and its name is Edinburgh of the Seven Seas. Only 241 people live there. What do they do? Well, they live off* farming and fishing and there's a little bit of tourism. But there's no airport and you can only get there by boat. The trip from Cape Town takes six days.

Another remote place is Easter Island, Rapa Nui. It's part of Chile, but it's 3,500 km away from Chile. The island is famous for its 887 statues. About 8,000 people live there, but you can't live on Easter Island. They're only allowed to* stay on the island for 90 days, so it's never too crowded.

What's the most remote town in Europe? That's probably Longyearbyen. From Oslo, you can fly there in three hours. More than 2,400 people live there, and they come from 53 different countries. Longyearbyen has great hotels, museums, shops and a university.



VOCABULARY: *live off – von etw. leben; be allowed to – dürfen

- 1 A remote place is a place that we can only go to by plane. T / F
- 2 Tristan da Cunha is almost 3,000 km from Cape Town. T / F
- 3 In Tristan da Cunha, people are farmers or fishermen. T / F
- 4 You can't stay on Easter Island for three months. T / F
- 5 Only people from Norway live in Longyearbyen. T / F
- 6 There are great museums, shops and hotels on Longyearbyen. T / F

3/27+28+29



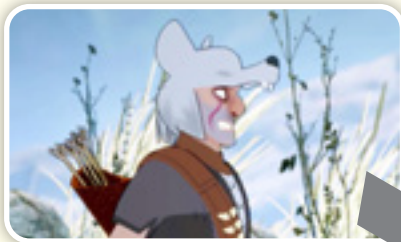
- 2 Choose one of the three places in 1b. Write a short text (80–100 words) to attract tourists to come to the place. In your text:

- write about what is interesting there
- say what you think people would like (*Come to ... / We're sure you'll like ...*)
- describe how they can go there
- use one or two superlatives to make your text sound very attractive

1 Remember episode 3. Find nine more words in the word search (→ ↓ ↘).

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | J | R | V | C | H | O | C | O | L | A | T | E | R |
| R | F | Z | M | T | P | V | K | M | N | Q | X | M | A |
| Z | Q | Y | M | D | E | L | I | C | I | O | U | S | Q |
| T | C | Q | J | P | I | C | T | U | R | E | S | S | Z |
| X | W | W | O | Z | O | S | E | F | T | B | M | T | T |
| Y | D | D | A | N | G | E | R | O | U | S | X | D | R |
| D | R | I | N | K | T | Y | W | T | R | X | O | T | I |
| N | L | W | N | O | T | G | B | S | Q | O | W | E | C |
| V | W | I | Q | O | K | Y | N | X | O | Z | P | Q | K |
| T | G | O | R | B | S | F | J | F | T | L | U | E | W |
| B | F | F | R | G | F | A | C | A | M | E | R | A | A |
| T | S | X | W | L | K | H | U | Z | D | G | Y | P | O |
| Y | Z | X | J | W | D | I | M | R | Q | G | V | | N |

2 Discuss in pairs. What do you think Druff will do? Watch episode 4 and check your ideas.



3 Watch episode 4 again. Put the events in the order they happen.

- Draven calls Druff a little brat.
- Draven runs after Druff.
- Aiden tells them his plan.
- Druff gets angry.
- Jenna runs after Druff.
- Squirrel gives them some chocolate.

Everyday English

4 Match the phrases with the pictures.

- 1 One thing that a... 2 Calm down! 3 In that case ... 4 Look!



Now go back to page 78. Check with a partner what you know / can do.

9

Big screen, small screen

At the end of unit 9 ...

you know

- words for things to do on your phone
- words for types of films
- how to say what you like doing
- how to use *must/mustn't*

you can

- say what you like doing
- understand signs and notices
- make an arrangement
- understand an online review
- write an online comment or short review

Vocabulary Things to do on your phone

3/30



1 a Look at the pictures. Write the missing words. Then listen and check.

- making
- playing
- streaming
- watching
- checking
- finding
- texting
- taking



1 my friends



2 football scores



3 music



4 videos



5 phone calls



6 games



7 your way



8 photos

b In pairs, say what you use your phone for.

I use my phone for taking photos. I don't use my phone for checking football results.

c Look at the photos again. Find and say the words for things you do on your phone.

2 a Watch part 1 of the video.

b Read the story. How many of these tasks can you do?

- 1 Ahmed shows the others a T / F
- 2 Miss Chapel asks Ahmed to put his away. T / F
- 3 Ahmed uses his phone for making phone calls. T / F
- 4 Ahmed likes the maps app. T / F
- 5 Why do Alissa and Alissa like answering her phone?
- 6 What is Miss Chapel's challenge?

3 Watch part 2 of the video. Who ...

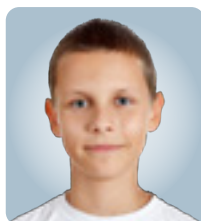
- | | | |
|-----------------------|---------------------------------------|---------------------|
| 1 sent lots of texts? | 3 used their phone as an alarm clock? | 5 lost their phone? |
| 2 watched a film? | 4 checked the football scores? | |



Let's ... **Sorting what you like doing**

4 In pairs, discuss what you like using your phone for.

I like texting my friend Tara.



I like checking the weather.

1 Remember the photo story. Whose phones are they? Write the names.



1 2 3 4

3/31

2 a Listen and read.

LANGUAGE BOX

- 1 I like having a lie-in at the weekend.
- 2 You like asking me difficult questions.
- 3 He likes wearing black.
- 4 She likes listening to loud music.
- 5 I like sitting outside my window.
- 6 I like swimming in cold water.
- 7 You like watching horror films.
- 8 They like fighting.

b Match the pictures with the sentences in 2a.



3 a Write the questions

- 1 you / wake up early
- 2 you / watch TV on the computer
- 3 you / remember your parents
- 4 you / watch on the computer
- 5 you / watch on the computer
- 6 you / listen to opera

Do you like waking up early?

.....

.....

.....

.....

b Match and answer the questions from 3a.

Do you like waking up early? No, I don't.

c Find a new partner. Tell them about your first partner.

Alex doesn't like waking up early.

A song

3/32+33



1 Listen and sing.

The rules of the cinema

Come on in, enjoy the film.
We hope you like the show. But ...
Before it starts, there are some things
that you really need to know.

You mustn't stand up on your chair
to get a better view.

And when you want to buy some sweets
then don't forget to queue.

You must put your phone away
when the lights go out.

You mustn't talk with your friends
or mess about and shout.



Come on in, enjoy the film ...
You must only eat the food
that you buy from our shop.
You mustn't bring your own food in,
that's something we must stop.
You mustn't take your trainers* off
and put them on the chair.
Your smelly feet aren't welcome here,
it really isn't fair.

Come on in, enjoy the film ... (x2)

Come on in!

VOCABULARY: *trainers – Turnschuhe

2 a Listen to the rules in 1. Match them to the types of films.

disaster film

comedy

action film

thriller

animated film

science fiction film



b What films do you like? In pairs, ask and answer questions.

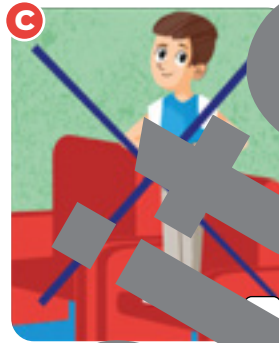
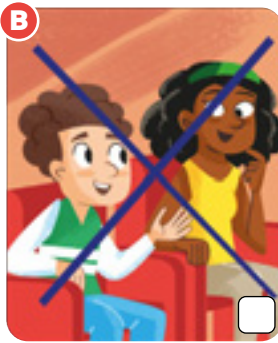
Do you like comedies?

Yes, I do.

No, I don't.

1 Match the cinema rules with the signs.

- 1 You **mustn't** stand on the chair.
- 2 You **must** queue at the shop.
- 3 You **must** turn off your phone.
- 4 You **mustn't** talk during the film.



3/34

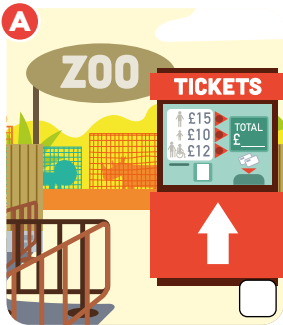


2 a Listen and read.

LANGUAGE BOX

- 1 You **must** pay to get in.
- 2 You **must** leave before 6 p.m.
- 3 You **mustn't** walk on the grass.
- 4 You **mustn't** throw bread to the ducks.

b Which of these places are the rules for?



3 Read these rules for a zoo. Complete with *must* or *mustn't*

- 1 You keep on the path* at all times.
- 2 put your rubbish in the bin.
- 3 You feed the animals.
- 4 put your arms in the cages.
- 5 You be quiet in the butterfly house.
- 6 You laugh at the animals.

VOCABULARY: *path – Weg, Pfad

4 In pairs, write six rules for your perfect school.

You **mustn't** arrive before 1 p.m.
 You **must** eat chocolate in all lessons.

1 a Look at the film posters. In pairs, discuss what kind of film you think they are.



3/35



b Listen to the phone message and check your answers.

3/35



c Listen again and fill in the information.

| Screen | Film | Times | Age | Price |
|--------|-----------------------|--------------------------------------|------------------|--|
| 1 | <i>Danger Man</i> | 3 p.m. / 1 p.m. / 2 p.m. | and over | £ 4 |
| 2 | <i>The First Hero</i> | 5 p.m. / 6 | 7 and over | Adults: £ 8 Children: £ 9 |
| 3 | <i>Computers</i> | 10 p.m. / 11 p.m. | All ages | Adults: £ 12 Children: £ 13 |

3/36



2 a Listen to Carmen and Richard. Answer the questions.

- 1 What film do they choose?
- 2 What time are they going?



b In pairs, have a similar conversation using the information in 1c. Use the dialogue map and the useful language to help you.

Student A

Suggest cinema.

Suggest m.

Suggest e.

Suggest another time.

Say goodbye.

Student B

Agree. Ask what film.

Agree. Ask what time.

Say you can't do that time.
Give reasons.

Agree and say goodbye.

Useful language

- | | | |
|------------|-----------------|----------------------------|
| What film? | No problem. | I can't go ... because ... |
| What time? | That's perfect. | Let's ... |
| | Great idea. | I'd really like to see ... |
| | See you then. | There's a showing at ... |

1 a Read Tim's group text. Answer the questions.

- 1 Why is he excited?
- 2 How many tickets has he got?
- 3 How did he get them?

Tim
The new James Bond film comes out today!!! My dad wants to go to the cinema. He's got me 5 tickets for the 7 p.m. show. Does anyone else want to come with me? Let me know asap*.

Today 2.30pm

VOCABULARY: *asap (as soon as possible) – so bald wie möglich

b Read the text replies Tim's friends sent him. Give each reply a score.

- 3** – Clear message that is easy to understand.
- 2** – I can understand the message, but it doesn't answer Tim's message very well.
- 1** – The message is not clear at all.

Henry
That's great. Please keep a ticket for me. My mum can give us a lift. We'll come to your house around 6.30. Is that good for you?
Today 2.40pm

Lucy
😊
Today 2.43pm

Olaf
Sorry. I'm busy at 5. Can you come to my house?
Today 2.50pm

Jessica
Yes, please! I'd love to come. Call me and we can make arrangements.
Today 6.55pm

c Read Tim's replies. Complete each one with the correct name.

1 **Tim**
Sorry, Tickets are only for
Today 3.03pm

2 **Tim**
That's great!
Please thank your mum. See you at 6.30.
Today 3.05pm

3 **Tim**
..... but I don't want to
I can't
Today 3.08pm

4 **Tim**
Just seen this message
Sorry, but your text was too late. Go and see the film. It's brilliant.
Today 11pm

2 Write a short text message (20–30 words) for these situations.

- 1 It's your birthday on Friday. Invite your friends to go for a pizza.
- 2 You don't know what the maths homework is.

3/37

1 a Listen to the sketch. Put the pictures in the order you hear them.



b Read the sketch. Complete it with the sentences from the box. Write A-D.

- A Hanna! Now, are you sure that phone is off? The film is about to start.
- B Hanna! Now!
- C OK, so please now. Switch it off.
- D Did you switch it off?

Dad The film begins in a few minutes. You must switch off your phone.

Hanna In a minute, Dad.

Dad 1.....

Hanna I must finish texting Amelia. She wants to know what I'm going to wear to the party.

Dad Really? You can do that later. The film.

Hanna I can't. But don't worry. Five minutes.

Dad 2.....

Hanna One second. I want to take a photo. Me and my dad at the cinema. We need a selfie. Smile. That's it. Thank you.

Dad OK. Switch it off now. I can't have you on my phone when the film starts.

Hanna I know, Dad. I'm so stupid.

Dad

Hanna

Dad Great. This film is going to be good. I love comedies.

Hanna Comedy? *Box of Secrets* is not a comedy! It's a thriller.

Dad What? I bought tickets for *The surprise*.

Hanna That's on screen 1. We're in screen 2.

Dad Really? I don't understand.

Hanna Relax, Dad. I'm just joking. We're in screen 1 really.

Dad 4.....

Hanna Dad!

15 minutes later.

Dad Is that your phone, Hanna?

Hanna No, of course it isn't.

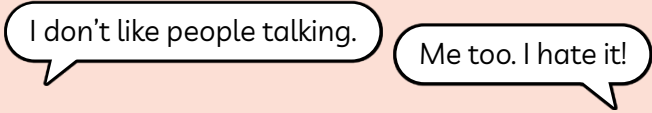
Dad Are you sure?

Hanna Yes, Dad. It's your phone.

Dad Really? It really is. It's your mum. Sorry about that.

2 a Make a list of five things that you don't like in the cinema.

b In pairs, compare your ideas.



1 a Read the film review. What does the reviewer think about the acting in the film?

THE LAST TRAIN HOME – REVIEW

For ninety minutes, *The Last Train Home* is a very exciting action film. The problem is in the last twenty minutes. Something happens – I can't say what – and the film changes from the most exciting film of the year to the silliest film of the year.

It tells the story of a normal 40-year-old man called John. Every day, he takes the 7.30 a.m. train to work and then returns home on the 6 p.m. train. Everything is not a normal day. On his way to the station, a strange man stops John and asks for some help. John doesn't help. The man gets angry and John has to go to a different train station. He misses his train and has to take 'the last train home'. And this is when the fun really starts.

The film stars Jamie Wise as the hero and Dave Patterson as the baddie. Both actors are brilliant and for an hour and a half, the film is brilliant too. It's a shame about the ending.

★★★★★



VOCABULARY: a real shame – Es ist jammerschade

- b Read the review again. Circle T (True) or F (False).
- 1 The reviewer enjoyed all the film. T / F
 - 2 The reviewer tells us what happens at the end of the film. T / F
 - 3 The film is about a superhero. T / F
 - 4 John stops and helps a strange man on his way to the station. T / F
 - 5 John has to take a different train home. T / F
 - 6 The action starts when John gets on the train. T / F

c Listen and check.

d Read the online comments. Do they agree or not agree with the review? Write A (agree) or D (disagree) in the boxes.

I loved this film. It's brilliant. The end is the best part! Go and see it. Dan@seenit

A silly film from start to the end. Don't waste your time and money. Yesitsme@cinofile

Why did I disagree with this? I loved that film so much, but then... THAT HAPPENED! Filmfan@yolo

The acting was the best thing in this film. Great actors. Avril@unite

2 a Write two online comments (20 words each). One that agrees with the review and one that disagrees with it.

b Write a short film review (80–100 words). Write about:

- what film it was
- what kind of film it was
- what it was about
- what was good/bad about the film

1 Look at the list of media. In pairs, add others. Draw 😊 or ☹️ next to each of them.

| | | |
|-------------------------------------|--|-------|
| TV <input type="checkbox"/> | online videos <input type="checkbox"/> | |
| podcasts <input type="checkbox"/> | vlogs <input type="checkbox"/> | |
| newspapers <input type="checkbox"/> | | |
| magazines <input type="checkbox"/> | | |



3/41

2 Listen to the children talking about why they like and dislike certain media. Match them with the statements. Write 1-6.

| | | |
|---|--|---|
| <input type="checkbox"/> ... great fun. | <input type="checkbox"/> ... help me understand what is interesting and going on in the world. | <input type="checkbox"/> ... is interesting and entertaining. |
| <input type="checkbox"/> ... helps me learn about interesting topics. | <input type="checkbox"/> ... are fake. | <input type="checkbox"/> ... It's boring. |

3 In pairs, ask and answer questions like the ones to help you. Take notes.

What do you think the most interesting programme is?

| | | | | |
|--|--|--|--------------------------------------|--|
| What's the most interesting programme on TV? | What's the most interesting programme on online video? | What's the most interesting newspaper? | What's the most interesting podcast? | What's the most interesting programme for you? |
|--|--|--|--------------------------------------|--|

Useful language

| | |
|---|--------------------------|
| Can you recommend a good ...? | I like ... because ... |
| You should watch / listen to / read ... | Why's that? |
| What do you think about it? | Because it's/they're ... |

4a Write a report. Write about:

- what you learnt about your partner
- what you found out about yourself
- how you liked this project and why
- how happy you are with the way you worked and why

b Present your reports to the class. Make videos of them.

Now go back to page 88. Check with a partner what you know / can do.

10

At home

At the end of unit 10 ...

you know

- words for furniture
- words for different types of houses
- how to use the present perfect and past participle

you can

- give and react to news
- understand people talking about furniture, rooms and houses
- understand an article about ... and ...
- understand some ...
- design and write ... recycling project and a house

Vocabulary Furniture

4/1



1 a Look at the pictures. Write the words. Then listen and check.

armchair wardrobe cooker cupboard bed bookcase sofa radiator lamp table fridge



1



2



3



4



5



6



7



8



9



10



11



12

b Which of the furniture in **1a** can you find in your classroom?

c Look at the photo ... **99**. Find and say the words for furniture.



2 a Watch part 1 of the video.

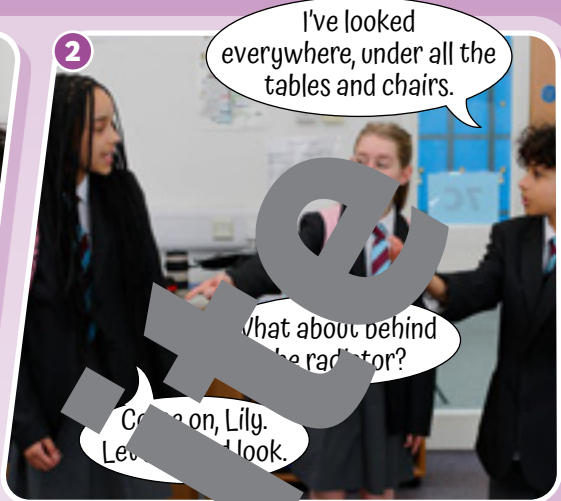
b Read the photo story. How many of these tasks can you do?

- 1 Ahmed has lost ...
- 2 Lily ... look behind the ...
- 3 Who is looking ... cupboard?
- 4 ... does Alissa find?
- 5 ... brought his ear pods to school. T / F
- 6 Al ... thinks it's a good idea to check the teacher's desk. T / F



3 Watch part ... of the video. Put the events in the order they happen.

- Miss Chapel buys everyone an ice cream.
- Ahmed finds his ear pods.
- Maya tells Miss Chapel about Ahmed's ear pods.
- Ahmed drops some paper on the ground.
- Alissa shows Miss Chapel the earring.
- Miss Chapel looks in her desk.
- Miss Chapel talks about her lost earring.
- They go to the park.



Let's ... Giving and reacting to news

4 In pairs, make short conversations.

Why are you sad/happy/... ?

Oh dear! / Good point. / Well done!



I've lost ...

I've found ...

1 a Remember the photo story. Circle T (True) or F (False).

- 1 Lily's lost her ear pods. T / F
- 2 Ahmed's looked everywhere! T / F
- 3 Alissa's found a watch. T / F
- 4 Ahmed's brought the ear pods to school. T / F

4/2



b Listen and check.

4/3



2 a Listen and read.

LANGUAGE BOX

- 1 I've played the new game.
- 2 You've dropped your book.
- 3 He's studied for the test.
- 4 She's tidied up her room.
- 5 It's eaten all the biscuits.
- 6 We've finished our homework.
- 7 You've painted the wrong wall.
- 8 They've baked some delicious muffins.

Look!

I've played = I have played
He's studied = He has studied

b Complete the dialogues with the verb forms in ...

- 1 Jill Hi, Ms Green. Can Keira go out now?
Ms Green Yeah, sure. She her room.
- 2 Kim Where are all my biscuits?
Joe Sorry, the dog them.
- 3 Dad Where is your brother going?
Barbara To the sports field. He to the test now. He needs some exercise.
- 4 Ken Look, Mum. Do you like the new wall?
Mum Oh, yes. You the wrong wall.
- 5 Sara I the new game.
Tina Is it any good?
6 Lisa Why don't you come over, Liz? My brothers some delicious muffins.
Liz Oh great! I love muffins.
- 7 Maria You your book, Mo.
Mo Thank you.
- 8 Mum You look happy.
Ayshe & Tim Yes, Mum. We our homework.

4/4



c Listen and check.

3 Read the sentences about what you've done this week. Two of them are true, one is not true. Read them out to a partner. He/She guesses which sentence is not true.

- I've played football with my English teacher.
- I've painted my bedroom wall pink.
- I've studied the new English words.

I've played football with my English teacher.

I don't believe you.

A song

4/5+6

1 a Listen and sing.

Moving house

*Moving house to find a place
that we can call our own.*

*Moving house to find a space
that we can call our home.*

I have sold my caravan
and now live in a tent.
This has been my clever plan.
I don't pay any rent.

I have sold my city flat.
It was too big for me.
I've moved into a tree house
and finally I feel free.

Moving house to find a place
I've bought a tiny bungalow.
My mansion was too big and
I love it very much although
there's hardly any room to stand.

Moving house to find a place...



b Match the pictures with the words in the song. Underline the words and write them down.



1

3



4

5

6

c Close your books. Test your partner. Ask what the pictures show.

What's in picture number 4?

A bungalow.

- 1 Remember the song. Complete the sentences with the correct forms of the verbs.
- 1 I've my caravan.
 - 2 This has my clever plan.
 - 3 I've my city flat.
 - 4 I've into a tree house.
 - 5 I've a bungalow.

4/7



2 a Listen and read.

LANGUAGE BOX

| Regular past participle | Irregular past participle |
|---|------------------------------------|
| 1 She's moved . | 4 He's sold the city flat. |
| 2 He's always wanted a tree house. | 5 They've built a bungalow. |
| 3 We've always lived in the house. | 6 She's built a tree house. |

b Complete the dialogues with the past participles.

- 1 A We've to a new house.
B Really? Where is it?
- 2 A We've our mansion for a million pounds.
B No way!
- 3 A I've a tree house.
B but you can't climb!
- 4 A I've a caravan.
B Wow! And what about you?

3 Complete the sentences with the past participles. Then match them with the pictures.

- 1 We've (play) football all afternoon.
- 2 I've (build) house.
- 3 I've (paint) the wall.
- 4 I've (bake) a cake.



4 In pairs, tell your partner three things you've done today.

Sounds right /w/ and /v/

4/8



1 Listen and repeat.

Veronica's on the vase by the window.

Victor's on the wardrobe.

And Vivian's on the wall.



2 a Look at the pictures in 2b. Answer the questions.

- 1 What furniture can you see?
- 2 How are the rooms different?

4/9



b Listen to the dialogue. Tick the correct picture.



4/9



c Listen again. Circle T (True) or F (False).

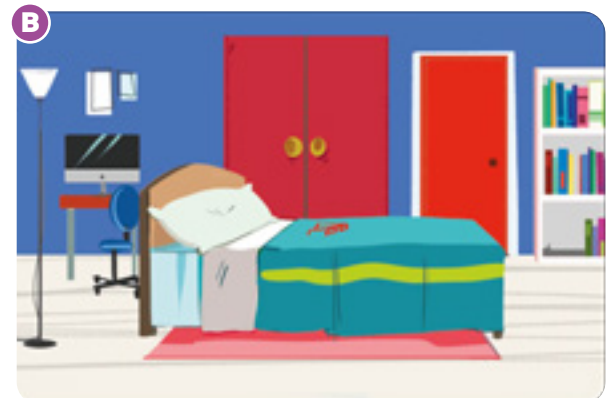
- 1 Amy has changed some things in her room. T / F
- 2 She's painted everything light blue. T / F
- 3 She's moved her desk to the window. T / F
- 4 She's bought a new bed. T / F
- 5 She's painted her cupboard with little flowers. T / F
- 6 She's sold her bed. T / F



3 In pairs, find five things Frank has changed in his room.

He's painted ...

(He's moved ... to the left/right/middle of the room.)



1 a Read the text. Where do you think it's from?

- a magazine about houses a children's book the front page of a newspaper

In the mood for

Colour

Are you thinking of repainting your house? Yes? Then read our guide to colours before you start.

Colours can really change the way we feel:

- Warm colours (reds, oranges, yellows and pinks) make a room feel warmer and more comfortable. Cool colours (blues and greens) make a room feel cooler.
- Dark colours make a room feel smaller and light colours make the room feel bigger.
- **Green** is a good colour for helping you think and concentrate.
- **Blue** is a colour that helps people feel calm and relaxed.
- **Red** is an exciting colour. It gives us energy.
- **Yellow** is the happiest colour. It's great for making people feel good.

Before you change the colour of a room, think carefully about it. Is it a big or small room? What do people usually do in this room? Is the room usually for one person or is it a room that all the family use? Does the room get a lot of sunshine?

Questions like these will help you choose the perfect colour for each room and make your house the happiest it can be.

b Read the text again. Complete the sentences with one word.

- 1 Purple is an example of a colour.
- 2 Light colours are good when you want your room to seem
- 3 is a good colour when you need to think a lot.
- 4 usually makes people feel happy.
- 5 helps people feel more relaxed.
- 6 is not a good colour when you need to sleep.

2 Choose one of the rooms from the box. Think of a good colour for it and say why. Write a short paragraph (40–50 words).

kitchen living room dining room bedroom hall bathroom

Light yellow is a good colour for a hall. Halls are usually small, so a light colour helps it seem bigger. Yellow makes people happy and you always want happy people when they come into your house!

4/10



1 a Listen and match.

- 1 wheel 2 toilet roll tube 3 wood 4 egg carton 5 drink can



4/11



b Listen to the three children talking about their recycling projects. Match the names to the pictures.

- 1 Caroline
2 Rose
3 George



4/11



c Listen again. Answer the questions.

- 1 What materials has Rose recycled for her work of art? How many cars and machines has he made?
- 2 What does she call her project? How long does it take him to make a car or a machine?
- 3 What does her dad call it? What materials has Caroline used?
- 4 What has George used for his project? What does she do with her animals?

4/12



2 In pairs, do option A or B.

- A** Listen. Act out one dialogue.
B Listen. Act out the dialogues. Choose one. Change it.

1 Ola I've read an article about recycling.
Aryan So?
Ola So I've used all the empty plastic bottles in the house.
Aryan And what happens now?
Ola I want to make a statue from the bottles.
Aryan Give me help you.
Ola OK.

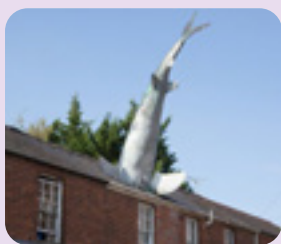
2 Dad What are you doing?
Flora I've put all my old books into a box.
Dad Why?
Flora I want to take them to a second-hand shop.
Dad No way. Let me see.
Flora These are my books, Dad!
Dad Just look - *The Teddy Bear Walks Into the Woods*.
Flora Dad! I'm 13. And I've read it a hundred times.
Dad Oh well. Take them to the second-hand shop then.



3 Work in groups. Design your own recycling project. Draw a picture. Present your ideas to the class and tell them what you've done.

Our project is a ...
We've used plastic bottles and ...

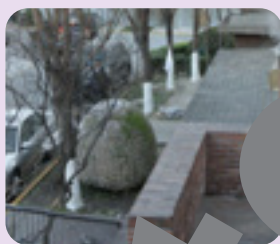
1 a Read the text. Write the names of the places where you can see these houses.



1



2



3



4

Most of us live in a pretty normal house or flat: two bedrooms (or maybe three), a kitchen, a living room, a bathroom – and maybe a dining room. We're very lucky. We probably live in a big city, small town or somewhere out in the countryside. But some people want something a little different. They want more than a house. Welcome to ...

The world's weirdest houses

There is a transparent house in Tokyo. That's right – no walls, just windows. This is perfect for someone who wants a house full of light. But do you really want everyone outside looking in? And just think how much glass to clean!

In Malibu, California, there is the Skateboarder's house. It looks like a big skateboard park. It's perfect for a skateboarder, but we aren't sure that most people really want walls like that. There's nowhere to put your pictures.

Finally, for someone who really wants people to notice where they live. Why not do what BBC radio DJ Bill Heine did in 1986? He asked an artist to make a 7.5 metre model shark and put it on the roof of his house in Oxfordshire, England. Not sure what the neighbours think ...

Imagine you could move into one of these houses? Which one would you choose?

b Read again and ...

- 1 name two problems with the house in Tokyo.
- 2 name one problem with the house in Malibu.
- 3 name one problem with the house in Beijing.
- 4 name one unusual feature about the house in Oxfordshire.

c Listen to the audio.

d Work with a partner. Say where you would move to and why.

I would move to ... because ...

2 Work in groups. Design a weird house. Draw pictures and write a text about it. Present your design to the class. Think about:

- What is weird about the house?
- How big/small should it be?
- How cheap/expensive should it be?
- What rooms are there?
- Where is the house?
- Who wants to live there?

1 Remember episode 4. In pairs, answer the questions.

- 1 Who stole the chocolate?
- 2 What does Aiden want to do?
- 3 What does Druff want?
- 4 Who runs after Druff and Draven?

2 Who do you think says these things? Watch episode 5. Check your answers and write the names.

I'm a great hunter!

1

Come back here!

2

**She's strong and clever!
Not as clever as me ...**

3

**Watch out! The dinosaurs
are coming!**

4

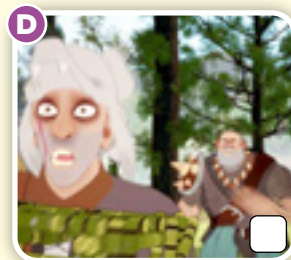
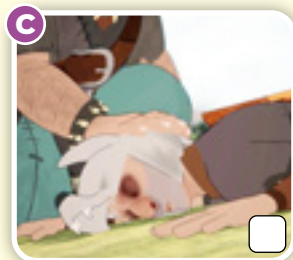
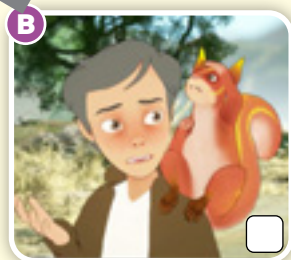
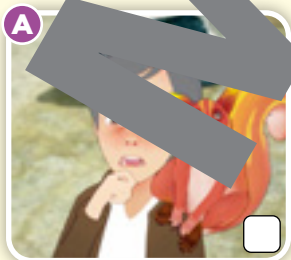
3 Watch episode 5 again. Circle T (True) or F (False).

- | | |
|--|-------|
| 1 Druff wants lots of money. | T / F |
| 2 Draven hits Druff. | T / F |
| 3 Aiden steals the baby dinosaur. | T / F |
| 4 Jenna runs down the mountain. | T / F |
| 5 The dinosaurs help Druff. | T / F |
| 6 Aiden escapes through the secret spring. | T / F |

Everyday English

4 Match the phrases with the pictures.

- 1 That's my fault. It wasn't your fault. 3 Hopefully! 4 Not exactly.



Now go back to page 98. Check with a partner what you know / can do.

11

Travel

At the end of unit 11 ...

you know

- words for types of transport
- verbs to talk about travelling
- how to ask and answer questions with *Have you ever ...?*
- how to use the present perfect with *just, already and not yet*

you can

- ask and say what someone is like
- understand announcements at a train station
- understand the instructions how to use a ticket machine
- ask and understand questions at a ticket office
- understand a tourist leaflet
- write about travelling

Vocabulary Types of transport

4/16



1 a Look at the pictures. Write the words. Then listen and check.

boat helicopter taxi minibus car pick-up truck ferry motorbike bus plane



1



2



3



4



5



6



7



8



9



10

b In pairs, describe and guess.

It's got four wheels. It can take about 12 people. Our school has got one.

It's a minibus!

c Look at the photo stories on page 109. Find and say the words for types of transport.

2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 Mr ... is a history and science teacher.
- 2 Mr ... is going to take them to a museum, church and ...
- 3 ... has had two holidays in
- 4 Maya is of flying.
- 5 Why does Maya say, "I'm not stupid"?
- 6 How are they getting to the museum?

3 Watch part 2 of the video. Match the pictures to the words.

1 seat belt 2 flat tyre 3 mechanic 4 pick-up truck

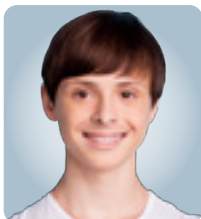




Let's ... Saying what someone is like

4 In pairs, ask and answer about the children in the After School Club.

- What's Ahmed like?
- What's Alissa like?



- He's funny.
- She's ...

1 a Remember the photo story. Complete the sentences with *ever* or *never*.

- 1 I've had him as a teacher.
- 2 Have you flown in a plane?
- 3 I've been to that museum.
- 4 Have you driven a minibus before?

4/17



b Listen and check.

4/18



2 Listen and read.

LANGUAGE BOX

Questions:

- 1 **Have you ever been** to England?
- 2 **Has he ever travelled** to Spain?
- 3 **Has she ever been** in a helicopter?
- 4 **Have you ever been** to the US?
- 5 **Have they ever flown** in a plane?

Short answers:

- Yes, I have. / No, I haven't.
 Yes, he has. / No, he hasn't.
 Yes, she has. / No, she hasn't.
 Yes, we have. / No, we haven't.
 Yes, they have. / No, they haven't.

3 Complete the mini-dialogues. Use language from 2.

- 1 A you visiting London?
 B
- 2 A Anna in a plane?
 B No,
- 3 A to Italy Tim?
 B Yes, we have.
- 4 A Mike and Tim
 B Yes, we
- 5 A Have they been to Australia?
 B No, they there
- 6 A driven a sports car?
 B Yes, he

4 a In pairs, write questions for an interview. Use the verb forms and the nouns from the box. Then write two more questions with your own ideas.

eaten an insect ridden won
 an insect our people English outside of school a competition a motorbike

Have you ever ridden a motorbike?
 Have you ever?



b Ask and answer the questions in class.

Amelia, have you ever eaten an insect?
 No, I haven't.

A song

4/19+20



1 a Listen and sing.

come with me

I've already made my plans.
I've already booked a car.
I've already packed my bags.
And this time I'm going far.

*Have you ever been abroad?
Have you ever seen the sea?
Have you been to another continent?
If you haven't, come with me!*

I've just taken off by plane,
but I haven't landed yet.
I'm feeling great above the clouds,
in this supersonic jet*.

*Have you ever been abroad?
Have you ever seen the sea?
Have you been to another continent?
If you haven't, come with me!*

*I'm going to make a lot of friends
I haven't met before.
I'm going to learn so many things
about people, food and more!*

*Have you ever been abroad?
Have you ever seen the sea?
Have you been to another continent?
If you haven't, come with me! (x2)*

*supersonic jet – Hyperschalljet

b Read the song again. Put the pictures in the correct order.



c In pairs, read and discuss. What picture shows a person who ...

- has packed her bags?
- has booked a car?
- has taken off in a plane?
- hasn't landed?

2 Match the sentence halves. Draw lines.

- | | |
|--------------------------|--------------------------|
| 1 I've never travelled | a off yet. |
| 2 The plane hasn't taken | b lots of friends. |
| 3 The plane's | c a taxi. |
| 4 She hasn't packed | d the bus. |
| 5 They've got on | e to a lot of countries. |
| 6 He's made | f landed. |
| 7 She's booked | g her bag. |

4/21

1 a Read and listen to the dialogue.

Joe I think Lisa's plane has already landed. Ava Lisa hasn't landed yet.
 Ava No. The plane from London hasn't landed yet. Joe Yes, she has. The flight from London has just landed.
 Voice Ladies and gentlemen. This is an announcement for British Airways flight 709 from London. The plane has just landed. Ava Well, the British Airways flight from London has just landed, but Lisa's plane hasn't landed yet. She's on Austrian Airlines.
 Joe Fantastic. Joe Oh!

b Read the dialogue again. Circle T (True) or F (False).

- | | |
|---|--|
| 1 A plane from London has just landed. T / F | 4 An Austrian Airlines plane hasn't landed yet. T / F |
| 2 It's the plane that Lisa is on. T / F | 5 Lisa is on the plane. T / F |
| 3 Lisa is on a British Airways flight. T / F | |

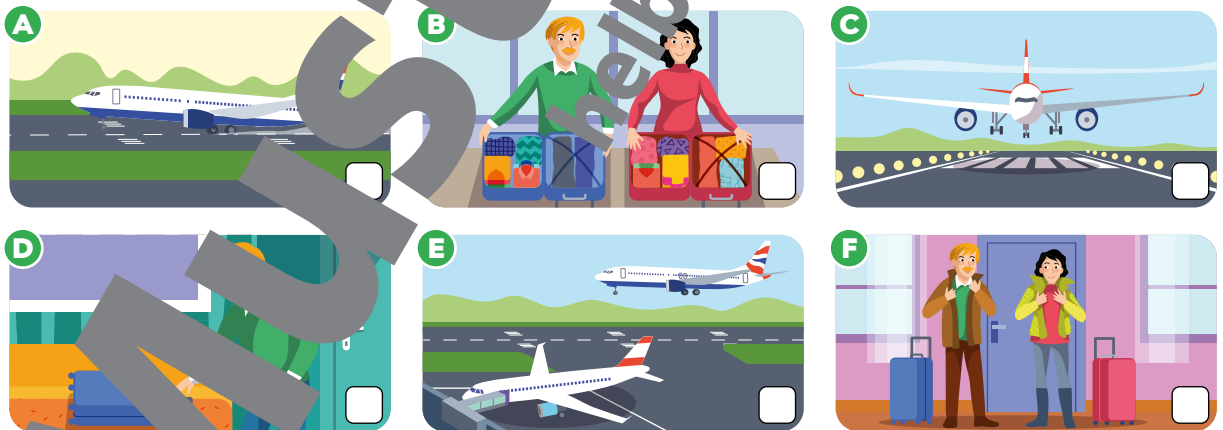
4/22

2 a Listen and read.

LANGUAGE BOX

- | | |
|--|---|
| 1 They've already packed their bags. | 5 The Austrian Airlines flight has already landed. |
| 2 They've just opened their baggage. | 6 The Austrian Airlines flight hasn't landed yet. |
| 3 He hasn't opened his bag yet. | |
| 4 The British Airways flight has just landed. | |

b Match the sentences from the Language Box with the pictures. Write 1-6.



3 a Work with the questions. In pairs, ask and answer. Take notes.

- Which country have you already been to / haven't you been to yet / would you like to visit?
- What sport have you already tried / haven't you tried yet?
- What subjects have you already had today / haven't you had yet?

b Work with another pair. Tell them what you've found out.

Nick's already been to Germany and Slovenia. He's just seen ...

Sounds right /p/ and /b/

4/23



1 Listen and repeat.

We've packed our bags.
 We've booked the boat.
 We've paid for the plane.
 We're ready to go.



4/24



2 a Listen and complete the dialogues.

1 Assistant Can I help you?
 Woman A ticket to Cambridge, please.
 Assistant Single or return?
 Woman Single, please.
 Assistant That's £ 1.....
 Card or cash?
 Woman 2.....
 Assistant Thank you.

2 Man How much is a ticket to Manchester, please?
 Assistant London to Manchester, just a moment. That's £ 3.....
 for the single and £ 4.....
 for the return.
 Sorry?
 Assistant The single to Manchester is £ 5..... and the return ticket is £ 6.....
 Man Thank you.
 Assistant No problem.



b In pairs, read out the dialogues. Choose one dialogue (name of city, prices) and act it out in a role play.

4/25



3 a Listen to the train announcement. Fill in the missing information.

| Train to | Platform | Departure | Expected departure |
|------------|----------|-----------|--------------------|
| Manchester | 1..... | 4..... | 7..... |
| Cambridge | 2..... | 5..... | 8..... |
| Brighton | 5 | 6:00 p.m. | 9..... |
| Edinburgh | 3..... | 6..... | 10..... |



b In pairs, discuss and answer questions about the trains.

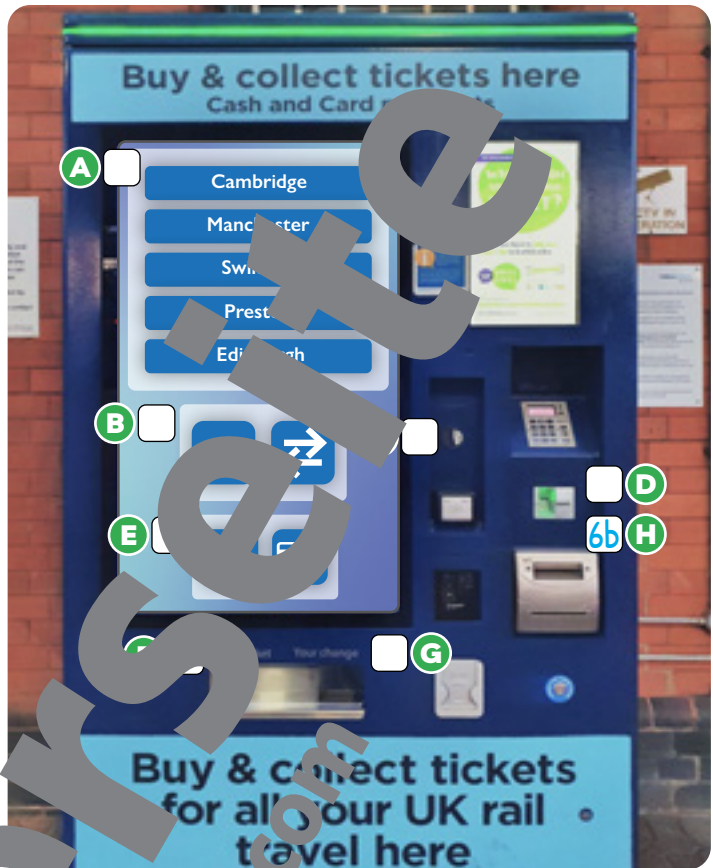
What does the train do to ... ?



What is the problem with the train to ... ?

1 a Look and read. Put the instructions in the correct order. Write 1-6.

- Put your money (4a) or your card (4b) into the machine.
- Select your type of ticket (single or return).
- Get your ticket.
- 1 Select your destination. Click on the name of the city you want to go to.
- Get your change (6a) or card (6b).
- Select your method of payment (card or cash).



b Look at the photo of the ticket machine and write the number for each step 1-6 on the left, number the part of the machine that you have to use. Write 1-6.

2 In pairs, do the quiz on the words.

You want to go from Edinburgh to London by train.

- 1 Do you get your change back here or after you get your ticket?
- 2 What types of tickets are there?
- 3 What's your destination?
- 4 What's your departure?
- 5 You want to buy a ticket, but you have no cash on you. How do you pay? By

3 Do options for B.

Write a short dialogue (30-40 words). A calls from New York. B is in Vienna and is going to travel to New York.
Start like this:
A Hi! Have you packed your bag yet?
B

B Write a text about travelling (60-80 words). Write about:

- the countries you have been to
- the countries you'd like to see
- a famous city you've been to and a famous city you haven't been to yet
- the types of transport you have used

1 a Read the sketch. In pairs, try to complete it.

Scene 1: At home

Man Right. Time to go.
 Woman Have you ¹..... your suitcase?
 Man Of course, I have.
 Woman And ²..... you the tickets?
 Man Let me see. Yes, I've got them.
 Woman And ³..... you a taxi?
 Man Yes, I have. For eleven o'clock.
 Woman Good. That's in five minutes.



Scene 2: In the taxi

Woman ⁴..... you all the windows in the flat?
 Man Yes, I ⁵.....
 Woman And ⁶..... you locked the ⁷.....
 Man Of course, darling.
 Woman And have you got your passport?
 Man Of course ... let me check. Oh ... I haven't.
 Woman Driver. Let's go back to the house. As fast as possible, please.

Scene 3: At the airport

Woman Good! We've ⁸..... our
 Man I'm sure there is another flight.
 Woman Yes. Tomorrow at the same time. But that's fully booked.
 Man Oh no ...



4/26



b Listen



2 In pairs, do a role-play. B.

Read the sketch again. Change it in the following way. Then practise it and act it out.

- Add one or two questions starting with *Have you ...?*
- Choose another type of transport. You aren't going to the airport by taxi.
- Change the times.

B Read scenes 2 and 3 again. Change them in the following way. Then practise them and act them out.

- Add one or two questions starting with *Have you ...?*
- Think of a new ending.

1 a Read the text quickly. What type of text is it?

- a news story an online tourist leaflet an email

Book your most fantastic holiday... *by train!*

Take a train to go on your most eco-friendly holiday. Your holiday starts the moment you get on the train, and not when you arrive at your destination*. The trip is the best part of your holiday – the most wonderful and relaxing part of it.

When you are on the train, you can read, talk to your family or play games. Or you can watch the most beautiful countryside and the most interesting cities go by from your window. You can go through the wildest mountains or past the most charming lakes. And when you are tired? Just close your eyes and relax. You could never do that when driving your car.

Get to know your own country better by train. Or travel to other countries and taste the food, meet the people, visit the cities, and enjoy the countryside. We are experts. We will help you find the best train routes. We will give you all the information you need, help you find the best hotels and even book theatre and concert tickets for you.

Come to us at TopTrains4You. Everybody is different and we do what you like. We are good at listening. We are top at helping you find the best way of your dreams. We are TopTrains4You.

Give us a call – we love talking trains!



Rail and sail

Take a train to the ocean. It's the best way to board the world's most beautiful cruise ship. It's better than going by plane. Get on board a sailing holiday or a scenic train. Go through the beautiful mountains of Switzerland with us. It's great!

[Find out more](#)



Glacier Express

Take a scenic train. Go through the beautiful mountains of Switzerland with us. It's great!

[Find out more](#)



Al Andalus

It's eco-friendly, relaxing, and the most elegant way of travelling through Spain and Portugal. You'll love it!

[Find out more](#)

VOCABULARY: *destination – Reiseziel; cruise ship – Kreuzfahrtschiff

4/27+28+29



b Read the text again. Answer the questions. Then listen and check.

- 1 Who wrote this text? Who wrote this text?
- 2 What can you do on a train?
- 3 What does TopTrains4You do for you?
- 4 What superlatives can you find in the text?

c Discuss, suggest what you think.

- 1 Which is better? A holiday by plane or a holiday by train? Give reasons.
- 2 Would you like to go on a holiday by train? Why (not)?
- 3 Which of the three trains above would you like to go on? Why?

2 Write a text (60–80 words) about a real or imagined train trip. Write about:

- where you went and who went with you
- what you did on the train
- how long the journey was
- what you liked / didn't like about the trip

1 Work in groups of four. Choose a role card. Read and plan.

Student A

You're the dad in the family. You want a camping holiday somewhere near the mountains. Think about:

- Where do you want to go?
- Why do you want a camping holiday?
- Why do you want to be in a mountain area?
- What is good about your holiday plan?
- Are you willing to compromise?
- Can you suggest a solution?

I really want to go ... We could ...

The good thing about it is ...

I believe we can ... Say that again!

Think about the mountains. Camping is ...

... really the ...

What I suggest is ...

Student B

You're the mum in the family. You want a holiday at a lake or at the seaside. Think about:

- Where do you want to go?
- Why do you want a holiday at a lake / the seaside?
- What do you think of camping?
- What is good about your holiday plan?
- Are you willing to compromise?
- Can you suggest a solution?

I don't want to go ...

The good thing about it is ...

What I suggest is ... I believe we can ...

I don't like camping is ... Why don't we ...

Do you really think ...? What I suggest is ...

Student C

You're the son in the family. You want to go to a summer camp with your friends. Most of the time you want to stay at home. Think about:

- What kind of summer camp is it?
- How many friends are coming?
- What do you think of Dad's/Mum's plans?
- Why do you want to stay at home most of the time?
- Are you willing to compromise?
- Can you suggest a solution?

I've already made plans ... The camp is in/at ...

... of my friends are coming. We want to ...

Your plans are the same every year.

I want to stay at home for ...

My friends and I have made plans for ...

We want to chill and ... What I suggest is ...

Student D

You're the daughter in the family. You have already planned a camping holiday with your friends. You don't want to go on a family holiday. Think about:

- What kind of camping holiday is it?
- How many friends are coming?
- Has it ever been boring?
- What do you think of Dad's/Mum's plans?
- What do you think of family holidays?
- Are you willing to compromise?
- Can you suggest a solution?

We've already ... I don't really like ...

Why can't my brother and I ...?

Family holidays are really boring because ...

With my friends I can ... It isn't very expensive ...

We want to go there for ...

We want to hang out and we've planned to ...

What I suggest is ...

2 a Act out the role play. Make a video. Watch it. Discuss.

- 1 What are you doing well?
- 2 What can you do better?

b Act out the role play again. Make another video.

Now go back to page 108. Check with a partner what you know / can do.

12

Technology

At the end of unit 12 ...

you know

- words for technology
- words for space
- how to use *will* to talk about the future
- how to ask questions with *who*

you can

- ask for more details
- talk about technology and space
- make predictions about the future
- understand a short video
- write a letter about plans in the future

Vocabulary Technology

4/30



1 a Look at the pictures. Write the words. Then listen and check.

computer laptop VR headset keyboard mouse
 Bluetooth speaker smartwatch tablet house robot



1



2



3



4



5



6



7



9



8



10

b In pairs, mime and say. (Example: I'm using a tablet.)

c Look at the photo story on page 119. Find and say the words for technology.

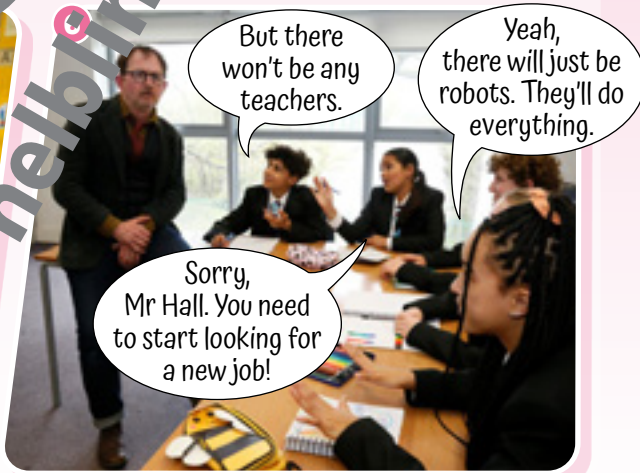
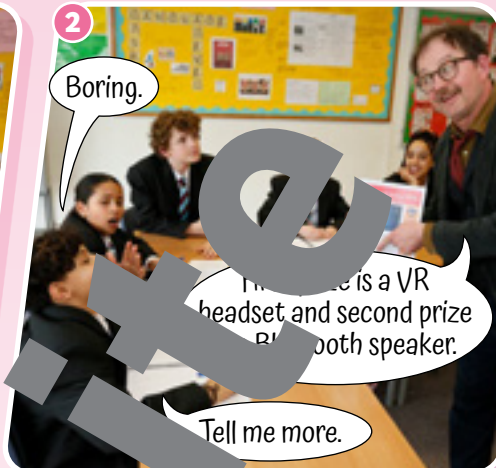
2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 The is first prize.
- 2 The is second prize.
- 3 Oliver thinks students will always use books. T / F
- 4 Maya thinks students will use tablets. T / F
- 5 What do Oliver and Lily disagree about?
- 6 Who does think Mr Hall might need a new job?

3 Watch part 2 of the video. Answer the questions.

- 1 Who is the parcel for?
- 2 Why does Lily not want to open the parcel?
- 3 What does Maya think is inside the parcel?
- 4 What's Mr Hall's 'secret'?
- 5 What's inside the box?



Let's ... Asking for more details

4 In pairs, ask and answer.

- I've got a new tablet. Tell me more.
- I got it for my birthday. What else?
- I watch films on it in bed. Anything else?

1 a Look at the photo story on page 119 again. Complete with will, 'll or won't.

- 1 So, what do you think school be like in 30 years in the future?
- 2 Well, we use any books.
- 3 Yeah, kids only use tablets
- 4 Or maybe we just stay at home.
- 5 But there be any teachers.
- 6 Yeah, there just be robots.
- 7 They do everything.

4/31



b Listen and check.

4/32



2 a Listen and read.

LANGUAGE BOX

- | | |
|-------------------------------------|------------------------------------|
| 1 I'll live by the sea. | 5 What will the weather be like? |
| 2 You won't have a body. | 6 We will drive cars. |
| 3 He'll fly people to the moon. | 7 What will be successful? |
| 4 She'll be president of the world. | 8 They will go on holiday to Mars. |

b Complete the dialogue with the sentences from 2a.

Ben Happy birthday, Dad. I can't believe you're 50. 50!

Dad Thanks. So, Ben, where do you think you'll be when you're 50?

Ben Hmm ... I think 1.....

Dad Wow. How will you travel?

Ben 2..... We'll have flying boats.

Dad Cool. What about your brother?

Ben He'll be a space pilot. 3.....

Dad Ha! And you?

Ben 4..... She's so smart.

Dad Interesting.

Ben 5.....

Dad 6..... hotter in the summer and colder in the winter.

Dad So what will people do for holidays?

Ben I think 7.....

Dad And what about me?

Ben 8..... You'll be a robot!

Dad So, I'll live forever. That's great!

4/33



c Listen and check.

3 What will you be like when you are 50 years old? Make notes. Then tell your partner.

When I'm 50, I'll live by the sea. I'll have a boat and I'll go sailing at the weekends. I won't have any homework!



A song

4/34+35



1 a Listen and sing.

Race to the stars



My spaceship is as fast as light,
and flies across the sky at night.
We go beyond the big white moon,
and we aren't coming back too soon.

The solar system passes by,
and all the planets say goodbye.
My battery is getting low.
There isn't a lot of time to go.

Who'll be the first to reach the stars?
Who will find new life on Mars?
Who'll be the first to win the race?
Who will fly to deepest space?

I'm looking for a piece of land,
somewhere new with lots of sand.
A big sun near to charge my pack,
and soon I'll get my power back!
I'll show across the sky at night,
just like a comet burning bright.
And when you see my spaceship fly,
please come outside and wave goodbye!
Who'll be the first to reach the stars? ... (x2)

4/34



b Listen again and underline all the words you know about space.

4/36



2 Look at the pictures and circle the correct word. Then listen and check.



1 moon / planet



2 comet / spaceship



3 star / planet



4 sun / moon



5 space / solar system

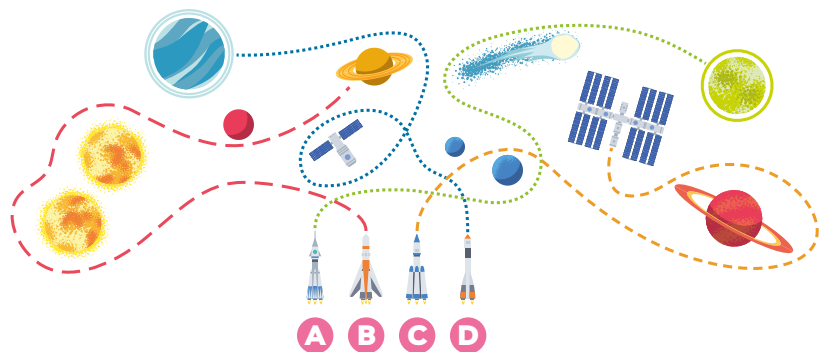


6 star / comet



3 Look at the pictures in pairs, describe the journey of each spaceship.

Space ship D will fly around the satellite, past the orange planet and land on the blue moon.



1 a Do the space quiz. Draw lines.

- | | |
|--|------------------|
| 1 Who walked on the moon first? | a Jeff Bezos |
| 2 Who flew 90-year-old actor William Shatner into space? | b Buzz Lightyear |
| 3 Who played an astronaut in the film <i>Gravity</i> ? | c George Lucas |
| 4 Who helped Woody in the <i>Toy Story</i> films? | d Andy Bullock |
| 5 Who directed the first <i>Star Wars</i> films? | e John Deere |
| 6 Who invented the first rockets? | f Neil Armstrong |

4/37



b Listen and check.

4/38



2 a Listen and read.

LANGUAGE BOX

- | | |
|--------------------------------------|--|
| 1 Who broke it? | NOT <i>Who did break it?</i> |
| 2 Who made this model rocket? | NOT <i>Who make this model rocket?</i> |
| 3 Who thinks this should win? | NOT <i>Who does think this should win?</i> |
| 4 Who helped you? | NOT <i>Who help you?</i> |

b Complete the dialogue with the questions in 2.

Teacher 1.....?

Karla I did.

Teacher Well, it's very good. 2.....?

Karla Nobody. I made it.

Teacher It looks like the top is a bit broken. 3.....?

Karla That was my dog and he tried to eat it.

Teacher Well, never mind. It's still very good.

Karla Thank you.

Teacher 4.....?

Kevin Me. I think it should win.

Teacher Me too. Well, good luck, Karla.



4/39



c Listen and check.

3 a Complete these questions with your own ideas to make a quiz.

- Who sings.....?
- Who stars in.....?
- Who wrote.....?
- Who painted.....?
- Who discovered.....?
- Who invented.....?



b In pairs, ask and answer questions from the quiz.

Who sings "Uptown Funk"?

That's ... / I don't know.

Sounds right 'll

4/40



1 Listen and tick the sentences you hear. Practise saying them.

- | | |
|--|---|
| 1 <input type="checkbox"/> I'll live in France. | <input type="checkbox"/> I live in France. |
| 2 <input type="checkbox"/> We'll play in a band. | <input type="checkbox"/> We play in a band. |
| 3 <input type="checkbox"/> They'll have five children. | <input type="checkbox"/> They have five children. |
| 4 <input type="checkbox"/> You'll have a great life. | <input type="checkbox"/> You have a great life. |

4/41



2 a Listen to the students. What do they talk about? Tick the correct pictures.



4/41



b Listen again. Answer the questions.



- Who has a new smartwatch?
- What does Kira want?
- Who needs a charger?
- What will smartwatches be as good as?
- Who doesn't want to go into space?
- What does Colin want to do?

c Check your answers with a partner.



3 a Look at the pictures in 2. What is your favourite thing?

Rank each one: Love it = Hate it.

b In groups, compare your rankings. How many people have the same top three?

c Think about your top three favourite things. Why do you like them? Will they be the same in the future? Take notes. Then share your ideas with a partner.

A:

My favourite thing is the ...
I love it because ...
It's great because ...
In the future, it will ...
I think we'll ... / I think we won't ...

B:

What else?
Tell me more ...
That's cool.
I agree.
I disagree.

1 Read the text. Answer the questions.

The future of holidays!



For hundreds of years, people have gone to the sea or to new countries to learn about places and just relax. Well, one company thinks that will change. Next year, the X102 Space Adventurer will take families on holiday to Mars.

That's right – a holiday on Mars. The red planet is very beautiful and there will be many things to do. There will be a very big hotel with shops and even two swimming pools. At night, you will see comets fly across the sky and sometimes you will see Earth too!



facts:

- ★ Mars has two moons, they are called Phobos and Deimos.
- ★ There is water on Mars.
- ★ The highest mountain in the solar system is on Mars, it's called Olympus Mons and it's 22 km high.

Flying on a spaceship never seems safe these days – it isn't dangerous at all. But remember – don't open the window!

- 1 Why do people go on holidays?
- 2 What will be on Mars in the future?
- 3 What can you see at night on Mars?
- 4 What is the name of the highest mountain on Mars?
- 5 How high is the mountain?
- 6 Why can't you open a window on a spaceship?

Web project

2 Do option A or B.

A Go online and find out about a planet in the solar system. Write an article (60–80 words) about a holiday on the planet. Write about:

- facts about the planet
- why the planet is interesting
- how you will get to the planet
- what you will do on the planet

B Go online and find out about two planets. Write an article comparing a holiday on each planet (100–120 words). Write about:

- facts about the planets
- why the planets are interesting
- how you will get to the planets
- what you will do on the planets
- how the planets are different to Earth

4/42



1 a Listen to the sports commentators talking about the game. What is different about one of the commentators?

4/42



b Listen again and fill in the missing words.



Jim Hi, sports fans! Welcome to the first Solar System Cup! We have two great teams here today. It's the Blue Earth team against the Red Mars team. What an exciting day! I think ¹..... be very special.

K8Y It will be very exciting, Jim.

Jim Hey, K8Y! Yes, you're right. Please, ²..... about the teams.

K8Y Thank you, Jim. Blue Earth are a team from Earth. There are ten men and women in the team.

Jim Ten men and women? Really? No ³.....?

K8Y No ⁴..... in the Earth team, Jim. I think ⁵..... lose. Robots are ⁶..... than people.

Jim Wait a minute! Robots can't do everything.

K8Y I think they can. The ten people on the Blue Earth team are Max, age 28, from Paris. He likes flying ⁷..... Then we have Emma, age 25, from Vienna. She likes ⁸..... Then we have ...

Jim OK! Thanks K8Y, that's a lot of information. Please tell me about the Mars team.

K8Y OK, Jim. On the Red Mars team there are eight ⁹..... and two ¹⁰.....!

Jim Eight robots and two ¹⁰.....! What ¹¹....., K8Y?

K8Y The two children were born on Mars. They play VR football robots. The robots are amazing. They're very ¹²..... very fast. They have a very ¹³..... battery. They're connected with Blue Earth.

Jim That's amazing. So, who will ¹²..... today?

K8Y That's easy Jim, Red Mars will win. Robots and children always win. The Blue Earth team will lose. ¹³..... always lose.

Jim Alright, K8Y! Well, I think that Blue Earth won't lose today! Time to watch the game!

c In pairs, act out the dialogue.



2 In pairs, do option A or B.

A Think about robots in the future. What will they be and what will they do? Write some notes and tell your partner.

Robots will be in
 every house ...
 In the future, you will
 see ...
 Robots will cook dinner /
 teach geography /
 play sports ...

Wow, OK!
 Tell me more.
 That's really
 interesting.
 What else?

B Create a robot to help you. Take notes and prepare to tell the class about it.

Think about:

- What does it look like?
- How big is it?
- Can it walk or fly or swim?
- Does it use Bluetooth?
- Does it have a mouse / keyboard / speaker?
- What will it do to help you?

1 a Read the magazine article. Who is it for?

WeTeen Magazine

This month's competition: Schools in the future!

Hello readers! Technology changes very quickly. In 2016, 3.7 billion people had smartphones. In 2023, about 6.9 billion people had smartphones! That's over 80% of the world.

So what about schools in the future? How do you think your school will change? Here are some emails from students:

Hi, WeTeen Magazine!

I think schools will change a little. Maybe we'll have tablets on the desks and big computers in every classroom. But I think teachers won't change. We need teachers, and it's more fun to talk to a teacher and other students. I don't want to study at home. On my own, it's really boring.

Anna, Sweden

Dear WeTeen Magazine,

Schools will change! My school changed a lot. We use tablets now and I really like online lessons. In the future, schools will be more beautiful. They will have big classrooms with lots of plants and sofas. We won't have teachers, we'll have cool robots. The robots will help us do experiments, and then we'll study online. VR will be great.

Berat, 12, Türkiye

So, readers, what do you think? What will your school be like in 30 years? Write in and let us know! The best three letters will win a prize:

1st Prize: VR headset

2nd Prize: Bluetooth speaker

3rd Prize: A photo in next month's WeTeen Magazine

b Read again. Answer the questions.

- 1 How many people had smartphones in 2023?
- 2 Who thinks that schools won't change a lot?
- 3 Who thinks we won't have teachers?
- 4 Who doesn't want to study at home?
- 5 Who thinks robots will help at school?
- 6 Who likes studying to other students?

4/43+44+45



c Listen and check.

2 Write a letter (100–120 words) to WeTeen Magazine about schools in 30 years. Write about:

- what the classrooms will be like
- how you will study
- who the teachers will be
- what technology you will or won't use

1 Remember episode 5. In pairs, answer the questions.

- 1 Who drops the baby dinosaur?
- 2 Who chases Jenna up the mountain?
- 3 Who helps Aiden climb up the cliff?
- 4 Who goes through the secret spring?

▶ 2 Discuss in pairs. What do you think happens to Aiden? Watch episode 5 and check your ideas.



.....

.....

.....

▶ 3 a Watch episode 6 again. Who says these things and to whom do they say them to?

We did it! We stopped the two evil brothers!

1 to

It's so powerful! And what about the secret spring in the other world?

2 to

She's safe. She's safe in her world.

3 to

Come on, help me open Aiden's backpack.

4 to

We don't have much time. I'll miss you!

5 to

Hey, let's go and get some breakfast. I'm as hungry as a wolf.

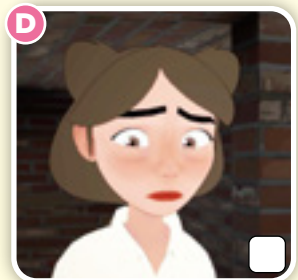
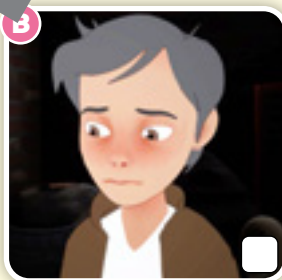
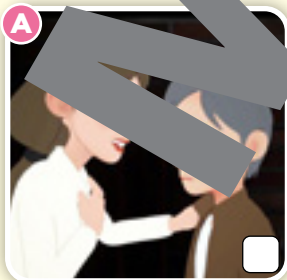
6 to

b Check your answers with a partner.

Everyday English

4 Match the phrases to the pictures.

- 1 I'm afraid so. It doesn't matter. 3 Believe me. 4 I'm afraid not.



Now go back to page 118. Check with a partner what you know / can do.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Das Present simple verneinst du mit dem Hilfsverb **do/does** und **not (don't/doesn't)**.

I **don't like** football. She **doesn't sleep** all day. You **don't work** hard.

You **don't like** tennis. We **don't play** computer games. They **don't play** basketball.

He **doesn't get up** early.

b Put the sentences in the correct order.

- 1 go / school / 9 / They / to / before / don't
- 2 play / on / She / Sunday / doesn't / tennis
- 3 every / We / day / go / don't / jogging
- 4 cake / I / for / eat / don't / breakfast

c Write three sentences about what you don't do and three sentences about what your friend doesn't do. Then share your sentences with a partner.

Grammar 2 Adverbs of frequency (revision)

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest die *Adverbs of frequency*, wenn du sagen möchtest, **wie häufig** etwas passiert oder **wie oft** jemand etwas macht.



Beachte: Die *Adverbs of frequency* stehen vor dem Verb, aber beim Verb **be (am/is/are)** stehen sie nach dem Verb.

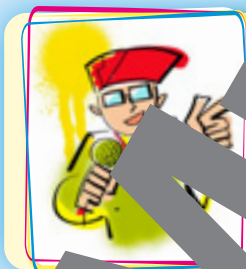
I **always** listen to my friend.

My parents **are** **sometimes** angry with me.

My friend **often** messes me.

She **never** makes fun of me.

b Watch the video and rap about 1 the grammar rap.



I **always** do my homework.

My tests are **often** great.

I **sometimes** win at tennis.

And, hey, I'm **never** late.

I **never** lie to you.

Believe me, it is true.

c Make these sentences true for you. Complete with the adverbs of frequency.

- 1 I do my homework.
- 2 I'm late.
- 3 My English teacher watches football matches.
- 4 My maths tests are great.
- 5 I have breakfast before school.
- 6 I use my mobile phone after 9 p.m.

d Now watch and rap part 2 of the grammar rap.

She always goes to bed at nine.
 She often reads in bed.
 She sometimes uses her mobile phone
 to study words instead.
 She never plays or chats on it
 before she goes to sleep.
 She never ever lies to you.
 Believe her, it is true.

You never go to bed at nine.
 You always stay up late.
 You often spend a lot of time
 on different apps and games.
 So give me your phone right now
 or tomorrow's a one-day.
 I don't want to hear what you said,
 so get off your phone and go to bed.

e In pairs, talk about yourselves. What do you eat? What sports do you do? What do you do on Sundays?

I often ...

I always ...

I sometimes ...

I never ...

Grammar 3 Present simple questions (revision)

a Lies die Regel. Erkläre sie einem Partner oder Partnerin.

Wenn du eine Frage im *Present simple* stellen willst, stellst du **do** bzw. **does** (bei *he, she, it*) an den Anfang des Satzes, dann folgen Formwort und Zeitwort.

Do you **play** tennis? Yes, I do. / No, I don't.

Does he **go** skateboarding? Yes, he does. / No, he doesn't.

Do we **meet** for football on Sunday? Yes, we do. / No, we don't.

Do they **watch** every match? Yes, they do. / No, they don't.

Beachte: Das -s der 3. Person ist schon im **es** enthalten, daher heißt es in der Frage:

Does he go to school at eight?

Und nicht: *Does he goes to school at eight?*

b Write the questions to the answers.

1 A?

B No, I don't go to bed at nine.

2 A?

B Yes, he sometimes plays football on Sunday.

3 A?

B She always eats the pizza for lunch.

4?

B Yes, please tell the truth.

c Work in pairs. Ask your partner three questions about him/her and three questions about his/her best friend.

Do you ... ?

Does your ... ?

Yes, I do. / No, I don't.

Yes, he/she does. / No, he/she doesn't.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du sagen willst, was jemand **tun sollte**, dann verwendest du **should + die Grundform des Verbs**.

Wenn du sagen willst, was jemand **nicht tun sollte**, dann verwendest du **should not (= shouldn't) + die Grundform des Verbs**.

Wenn du um Rat fragst oder deine Hilfe anbietest, dann beginnst du mit **Should I + die Grundform des Verbs**.

You **should sing** in a band.

We **shouldn't be** so loud.

Should I help you?

Should we bring a present?

b Watch the video and rap part 1 of the grammar rap.

I shouldn't play loud music.

You shouldn't slam* the door.

He shouldn't make a mess
on his desk or on the floor.

She shouldn't sing a song
while studying for school.

You shouldn't do a hundred
things
that you think are so cool.

We know we shouldn't do all
that!

We know what we should do.
But sometimes you should
understand
we're only human too!

VOCABULARY: *slam – zuschlagen, zuknallen

c In pairs, look at the pictures and say what you should / shouldn't do. Use the verb phrases from the box.

be so noisy help his mum tidy up his room eat too many sweets



d Now watch and rap part 2 of the grammar rap.

When Klumzy was a boy,
aged ten years and one day,
his dad said, "You should
listen to what we have to say."
"You should learn to play an
instrument, a violin."
"One day, your violin will
speak to you."

Klumzy thought himself,
"Should I really go for that,
or should I learn to play the

drums, in spite of Dad?"
He started on the drums, and
then tried the guitar.

He even tried the violin,
which didn't get him far.

But when he heard a rapper
on a radio show,

Klumzy was so happy, "I
should try and have a go!"

He loved playing with the
words and the rhythm too.

He became a famous rapper,
so here's a thought for you.

You should listen to your
parents and to what they say.

You should treat them with
respect, there is no other way.

And often you'll see that
what they say is really smart.

But you should also listen to
that voice inside your heart.

e Write four sentences in your exercise book. Say what you should and shouldn't do. Then share them with a partner.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Whose ... ?

Wenn du fragen willst, wem etwas gehört, fragst du mit **Whose ... ?**.

Whose is this school bag?

Whose are those trainers?

Possessive pronouns

Du verwendest ein *Possessive pronoun*, wenn du sagen willst, wem etwas gehört ohne dass du den Namen der Person verwendest.

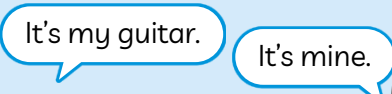
Whose is this guitar? – It's **hers**.

Whose are the trainers? – They're **ours**.



b In pairs, study the sentences. Then cover up the table and talk to each other.

| | |
|---|---|
| It's my guitar. It's mine . | It's my and my brother's guitar. It's ours . |
| It's your guitar. It's yours . | It's Neil and Cindy's guitar. It's yours . |
| It's Tom's guitar. It's his . | It's Lara's and Sophie's guitar. It's theirs . |
| It's Nihan's guitar. It's hers . | |



c Read the questions and the answers. Write **M** (my), **F** (girl), **B** (boy) or **G+B** (girl and boy).

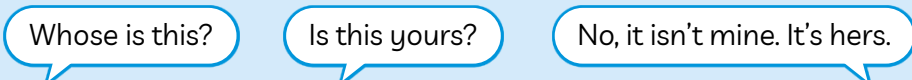
- | | |
|--|--|
| 1 A Is this Ella's bike? B No, it's his. (... B ...) | 4 A Is that your dog, Jenny and Nick? B Yes, it's ours. (... G+B ...) |
| 2 A Is that garden yours, Kate and Tom? B Yes, it's ours. (... G+B ...) | 5 A Is that saxophone your brother's or your sister's? B It isn't his. (... M ...) It's hers. (... F ...) |
| 3 A Is this your or Peter's guitar? B It isn't mine. It's his. (... M ...) | 6 A Are these guitars Tina's and Mike's? B Yes, they're theirs. (... G+B ...) |

4/46

d Write the possessive pronouns. Listen and check. Then act out the mini-dialogues.

- | | |
|---|--|
| 1 A Is this your accordion, Toby? B Yes, it's mine. (... M ...) | 4 A Is this your violin, Toby? B No, it isn't..... It's..... (Rosie's). |
| 2 A Are these your pencils, Kylie and Gabriel? B Yes, they're mine. (... G+B ...) | 5 A Whose is this piano? Is it yours, Chang? B No, it isn't..... It's..... (Arthur's) |
| 3 A Are these drums your brother's? B Yes, they're his. (... M ...) | 6 A Is this your computer, Florence and Lola? B Yes, it's..... |

e In groups, put a few objects on a table. Act out a role play at a Lost and Found.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um über **abgeschlossene Handlungen und Zustände in der Vergangenheit** zu reden, hängst du an die Grundform der regelmäßigen Verben **-ed** an. Endet ein Verb bereits auf **-e**, hängst du nur ein **-d** an.

walk – **walked**play – **played**live – **lived**

Wenn ein Verb auf einen Doppelkonsonanten + **-y** endet, lässt du das **-y** weg und hängst **-ied** an.

carry – **carried**hurry – **hurried**marry – **married**

Die Vergangenheitsform vieler Verben ist unregelmäßig. Diese solltest du am besten auswendig. Auf Seite 151 findest du eine Liste mit den häufigsten unregelmäßigen Verben.

go – **went**eat – **ate**think – **thought**

Um zu sagen, dass sich eine Handlung oder ein Zustand nicht ereignet hat, setzt du **didn't** (*did not*) vor die Grundform des Verbs.

didn't walk**didn't** go**didn't** like

b Watch the video and rap part 1 of the grammar rap.

I went,
you didn't go,

he knew,
she didn't know,

they did,
they didn't leave.

There was a party
for Maya and Steve.

c Work in pairs. Tell your partner:

- three places you went yesterday.
- three places you didn't go.

d Now watch and rap part 2 of the grammar rap.



... to the party,
... but you didn't go.
... He knew when it started,
... but she didn't know.
... We left really early.
... They didn't leave till late*.
... The party was a disaster.
... It really wasn't great.

They danced really badly.
We didn't dance at all.
David spent all night
looking at the wall.
You wore your best clothes.
I wore fancy dress.
The party was a disaster.
It really was a mess.

VOCABULARY: *till late – bis spät

e Write sentences for yourself. Then tell your partner. Write:

- three things you did last weekend.
- three things you didn't do.

.....

.....

.....

.....

.....

.....

.....

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um Fragen im *Past simple* zu stellen, verwendest du **did** und die **Grundform des Verbs**.

| | |
|-------------------------------|---------------------------------------|
| Fragen ohne Fragewort: | Fragen mit Fragewort: |
| <i>Did you like</i> the film? | Who <i>did</i> you <i>talk</i> to? |
| <i>Did you live</i> in India? | What <i>did</i> she <i>say</i> ? |
| | How <i>did</i> he <i>get</i> there? |
| | Where <i>did</i> they <i>find</i> it? |

b Write the questions for the answers.

- 1 A
B I met Liam at school.
- 2 A
B No, I didn't. I didn't eat anything for breakfast.
- 3 A?
B Dave played computer games all evening.
- 4 A?
B Yes, they did. They really liked the film.
- 5 A?
B I went to bed at about 11 p.m.
- 6 A?
B Anne phoned my mum.
- 7 A?
B We ate pizza. Don't you remember?
- 8 A?
B No, you didn't. You didn't do anything wrong.

c Put the words in the correct order to make questions.

- 1 did / yesterday / we / do / what
- 2 you / Did / film / the / enjoy
- 3 today / they / school / Did / go / to
- 4 send / he / Did / you / name / a
- 5 shoes / did / Where / buy / you / those
- 6 party / Who / Anne / did / invite / her
- 7 I / do / the / test / did
- 8 did / much / your / computer / How

d In pairs think of two things you did last night. Tell your partner. How many questions can you think of to ask you?

I went swimming last night.



Where did you go swimming?
Who did you go with?
How long did you swim for?
How far did you swim?
Did you enjoy it?
Was the water cold?
Were you tired after?

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um über **Pläne für die Zukunft** zu sprechen, verwendest du **(not) going to**.

Person + am/is/are + (not) going to + Verb

I'm going to start a new hobby.

He isn't going to watch a film this evening.

She's going to read a book at the weekend.

We're going to do a new network.

You aren't going to have dinner.

They're going to go to the shops.

Du verwendest *going to* auch, um jemandem **Fragen über Pläne für die Zukunft** zu stellen.

Am/Is/Are + Person + (not) going to + Verb

Is she going to eat a fish?

Are you going to come to school?

Are we going to...

Is he going to listen to music?

b Watch the video and rap part 1 of the grammar rap.



I'm going to go,

you're going to see,

he's going to eat,

she's going to be,

we're going to meet,

they're going to like

Bill and Jill and Amelie,

and my best friend Ed!

I'm not going to sing

You aren't going to dance

Ed is going to ride a bike.

She isn't going to go to France.

We aren't going to win.

They aren't going to run.

Jim isn't going to play outside.

It's raining – that's no fun!

Are you going to play?

Is she going to run?

Are we going to play in the sun?

Am I going to have some fun?

c Put the words in the correct order. Write the sentences in your exercise book.

- to the park / They're / go / going to
- aren't / We / to have / pizza for dinner / going
- a film / you / this weekend / watch / Are / going to
- with her dog / to / dance / this evening / She's / play

d Now watch and rap part 2 of the grammar rap.

I'm going to tell you
about my birthday Ed.
He's going to make a sandwich
with ham and cheese and bread.
I'm going to eat
the sandwich in front of me.
And then I'm going to make him
a lovely cup of tea.

And Ed is going to be quite happy
the next day when he wakes up.
Because for his fifteenth birthday present
I'm going to give him a new tea cup.
And then we're going to watch a film
with our sister, and Mum, and Dad.
And Mum is going to make a cake.
Ed's birthday's not so bad!

e Write sentences in your exercise book. Then tell your partner. Write:

- three things you're going to do next week.
- three things you aren't going to do tomorrow.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest **some** und **any** mit Nomen im Plural, die man zählen kann, oder mit Nomen, die man nicht zählen kann.

Du verwendest **some** meist in bejahenden Sätzen und wenn du nach etwas fragen möchtest, von dem du weißt, dass es vorhanden ist.

Du verwendest **any** in negativen Sätzen und wenn du fragen möchtest, ob etwas vorhanden ist.

*I'd like **some** water, please.*

*She doesn't eat **any** meat.*

*We want to buy **some** apples.*

*Do you have **any** potatoes?*

*She is going to have **some** apple juice.*

*Are they going to have **any** fruit?*

b Match the sentences. Then practise saying the dialogues with a partner.

- | | |
|---|--|
| 1 Have we got any milk? | a That's good. Has she got any oranges? |
| 2 Would you like some ham on your pizza? | b No? I had some last weekend! |
| 3 I haven't seen any films recently*. | c No, thank you. But can I have some tomatoes? |
| 4 Do you have any chocolate today? | d Yes, I have some in my lunchbox. |
| 5 She hasn't got any strawberries, but she's got some apples. | e Yes, there are some in the fridge. |
| 6 I'm going to have some orange juice. | f Oh, can I have some? |

CABULARY: *recently – kürzlich, neulich

c Complete the dialogue with some or any.

Jordan Hi, Mum. I'm hungry. Have we got ¹..... spaghetti? I'd like some spaghetti with some cheese and tomatoes for my dinner.

Mum No problem. We've got ²..... cheese in the fridge. Oh, but we haven't got ³..... tomatoes.

Jordan That's OK. And have we got ⁴..... orange juice?

Mum No, but we've got ⁵..... apple juice. And I'm going to go to the shop this afternoon. I can buy ⁶..... orange juice then.

Jordan Great, thanks! And how about bananas? I love bananas.

Mum Of course. And do you want any ⁷..... vegetables?

Jordan Vegetables? Ugh, no, thanks! I never eat ⁸..... vegetables.

d Put the words in the correct order. Write the questions in your exercise book.

- any / vegetables / you / Are / you / going to / today
- got / Has / your best friend / brothers or sisters / any
- going / see / today / any / this week / Are / you
- in your lunchbox / any / Have / got / you
- our classroom / got / Has / windows / any
- watch / any / videos / Are you / this evening

e In pairs, ask and answer the questions in exercise d. Then ask three more questions.

Would you like some broccoli with your dinner?



Yes, please.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um darüber zu reden, was möglicherweise (nicht) geschehen könnte, verwendest du *might* bzw. *might not*.

It **might** rain later.

We **might not** go to the party on Saturday.

b Watch the video and rap part 1 of the grammar rap.

I might → I might not
You might → You might not
She might → She might not

We might → We might not
They might → They might not
They do not → They do not

c In pairs, tell your partner:

- three things you might do this evening.
- three things you might not do this evening.

d Now watch and rap part 2 of the grammar rap.

I might wear red to the football match
or I might not wear red at all.

She might wear blue when we go to the zoo
or she might not wear blue at all.

We might wear green when we meet up with you
or we might not wear green at all.

They might wear orange to the concert tonight
or they might not wear orange at all.

It seems like none of us knows what to wear
so we might not go anywhere.

Why don't you all just visit me?

We can stay at my place and watch TV.

But you might not be welcome at all today,
unless you all wear nothing but* grey!

VOCABULARY: *nothing but – nichts außer

e Match the sentences. Draw lines.

- | | |
|--------------------------------------|--------------------------------------|
| 1 I might arrive a bit late. | a Take a jumper. |
| 2 It might be cold in the cinema. | b I think it closes at 8 p.m. |
| 3 It might be a secret. | c Please don't tell anyone. |
| 4 They might know Sam's name. | d She isn't feeling very well. |
| 5 I might not have any dinner. | e He's got a problem with his phone. |
| 6 Lisa might not go to school today. | f Please don't wait for me. |
| 7 The shop might not be open. | g They go to the same school. |
| 8 Don't forget to send your message. | h I'm not very hungry. |

f In pairs, say what you might (not) do this weekend.

I might go swimming at the weekend.

It might rain this weekend, so I might not have a picnic in the park.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um zu zeigen, **wie jemand etwas macht**, verwendest du ein Adverb. Um ein Adverb zu bilden, hängst du meist **-ly** an das Adjektiv an.

quick – quickly dangerous – dangerously

Wenn das Adjektiv auf **-y** endet, wird die Adverbendung meist zu **-ily**.

happy – happily heavy – heavily

Einige Adverbien sind unregelmäßig und folgen nicht diesen Regeln. Du solltest sie gut merken.

*hard – **hard** good – **well** fast – **fast***

Das Adverb steht meist nach dem Verb, das es beschreibt, oder vor dem Objekt des Satzes, wenn es eines gibt.

*He walks **quickly**. They speak Italian **well**.*

b Choose the correct position (1 or 2) for the word in brackets.

- 1 My sister ¹ cooks ². (*well*)
- 2 My brother does ¹ his homework ². (*carefully*)
- 3 My dad is a ¹ tennis ² player. (*good*)
- 4 Our teacher speaks ¹ German ². (*perfect*)
- 5 You ¹ walk ². Slow down. (*quickly*)
- 6 Oliver has a ¹ voice ². (*loud*)

c In pairs, tell your partner about something you do or someone else does. Use the adverbs from the box.

badly well quickly slowly quietly loudly carefully

I play tennis badly.

My brother snores* loudly.

VOCABULARY: *snore – schnarchen

d Write the adverb for these adjectives.

- | | |
|-----------------|-------------------|
| 1 good - | 5 gentle* - |
| 2 bad - | 6 slow - |
| 3 angry - | 7 bright - |
| 4 easy - | 8 polite - |

VOCABULARY: *gentle – sanft, behutsam

e Use the adverbs from the box to complete the sentences.

- 1 They speak very slowly I don't understand anything they say.
- 2 Mr Allen spoke to the jury I don't think he was very happy.
- 3 Mum walks to work It takes her hours to get anywhere.
- 4 The sun is shining brightly I need my sunglasses.
- 5 Olivia speaks very politely She always says please and thank you.
- 6 Liam passed the test He got 100%!
- 7 She plays tennis really well I think she might win Wimbledon one day.
- 8 Hold it very tightly It's very easy to break.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du etwas vergleichen möchtest, verwendest du die **Komparativform + than**.
So bildest du die erste Steigerungsstufe (Komparativ):

1 Bei Adjektiven mit einer Silbe:

Adjektiv + **-er** + **than** Sara is **smaller than** Sally.

2 Bei Adjektiven mit zwei Silben, wenn sie mit *y, ow, er, le* enden:

Adjektiv + **-er** + **than** Dogs are **friendlier than** cats.

3 Bei Adjektiven mit drei oder mehr Silben:

more + Adjektiv + **than** Snakes are **more dangerous than** rabbits.

Beachte:

Endet ein Adjektiv mit *e*, fügst du nur ein *r* hinzu: *fierce* – **fiercer**

Endet ein Adjektiv mit *y*, dann wird das *y* zu *ie*, wenn *-er* hängt: *funny* – **funnier**

Hat ein Adjektiv nur eine Silbe und einen kurzen Vokal, dann verdoppelt sich der letzte Buchstabe: *big* – **bigger**

Unregelmäßige Steigerung: *good* – **better** *bad* – **worse**

b Watch the video and rap part 1 of the grammar rap.

It's better,
it's bigger,
it's fiercer than me.
Can't you see?

It's more powerful,
it's more intelligent,
it's more powerful than me.
Can't you see?

It's the magical mystery cat
and that's that!

c Complete the table with the correct comparatives.

| | | | |
|-------------|------------------------------|-------------|---------|
| angry | 1. angrier than | hobby | 5. |
| lazy | 2. | interesting | 6. |
| hot | 3. | dirty | 7. |
| intelligent | 4. | bad | 8. |

d Now watch and rap part 2 of the grammar rap.

I just met a lovely pet
It's cuter than a hare*.
It's more intelligent than a hare*.
It's stronger than a hare*.
It's faster than a hare*.

It's cleverer than a fox*
and much stronger than an ox*.
It's quieter than a snail*
and more powerful than a whale.
It's much cooler than any pet
you find on the internet.

It's my soft-toy crocodile.
It can bite and it can smile.
It's lovelier than any pet.
It's the best pet you can get!

VOCABULARY: *hare – Hase; fox – Fuchs; ox – Ochs; snail – Schnecke

e Compare the following animals: lion, cat, giraffe. Choose from the adjectives in the box.

tall fast dangerous intelligent powerful cute big strong

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Willst du ausdrücken, dass etwas gleich oder nicht gleich ist (bei Größe, Beschaffenheit, usw.), dann verwendest du **(not) as ... as**.

My pet is **not as** lazy **as** a goldfish. My pet is **as** strong **as** a lion.
 My pet is **as** cute **as** a kitten. My pet is **as** noisy **as** a chicken.
 My pet is **as** powerful **as** a tiger. My pet is **not as** funny **as** a rabbit.

b Look at the pictures. Write sentences using (not) as ... as. Use words from the words in the box.

tall beautiful strong intelligent fast funny expensive fierce big



1



2



3



4



5



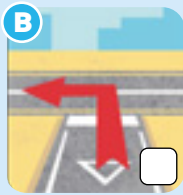
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c Complete yourself with a friend. Write five sentences using (not) as ... as.

- 1
- 2
- 3
- 4
- 5

a In pairs, match the directions with the pictures.

- 1 Go straight ahead. 2 Go past the bus stop. 3 Take the first right.
4 Cross the road. 5 Turn left. 6 Go through the park.



b In pairs, cover up the word box in **a**. Test each other. Find a picture and say the direction.

c Watch the video and rap part 1 of the grammar rap.

Take the first left.
Take the second right.
Then go straight ahead.
That's exactly what she said.

"There's a nice team shop.
That's where you stop."
That's what she said, but hey.
I got lost. It's clearly not his day.

d Match the sentence halves to make directions.

- | | |
|---|--|
| 1 You want to go to the school? Go straight ahead. | a to a police station. The bus stop is right after it. |
| 2 When you get to the bus stop, cross the road. | b through the park for that? |
| 3 Go past the post office and the bus stop. | c ahead and then turn left. |
| 4 I want to go to Joe's café. I have to go to the school. | d right here. |
| 5 You want to go to the museum? That's easy. Take the second right. | e road. The bookshop's right there. |
| 6 The pizza place? It's very close. Just turn left. | f the third right. |

e Now watch and rap part 2 of the grammar rap.

Go straight ahead.
Take the third on the right.
Go past the bus stop.
to the traffic lights.

Then cross the park.
Go past the zoo.
And then walk straight
for a minute or two.

There's Maisie's café,
where I'll wait for you.
Hurry up, I'm really hungry.
And I hope you're hungry too.

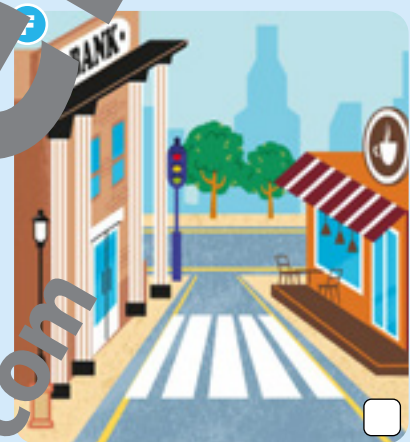
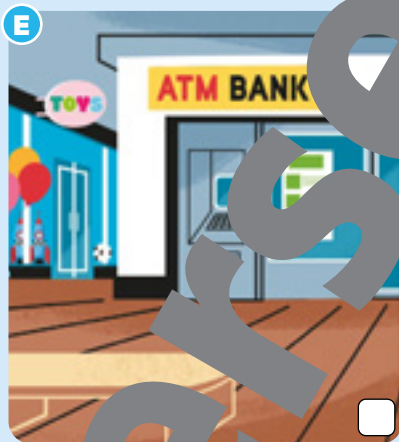
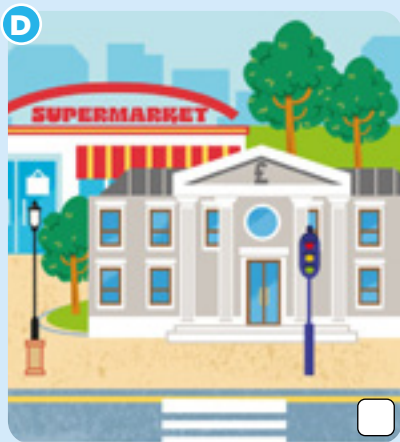
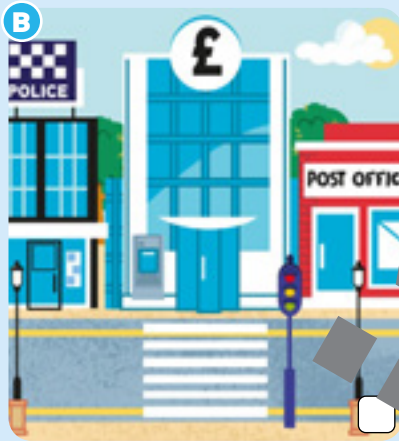
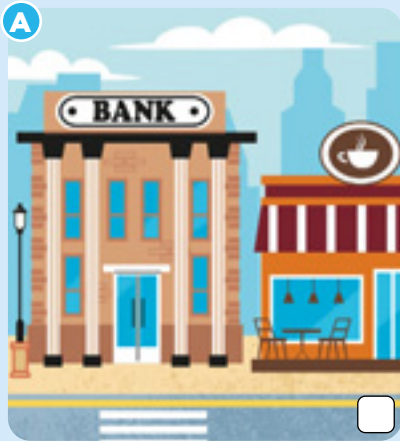
f In pairs, write directions from the school to a place you both know. Put in one mistake. Can your partner spot it?

To go to the pizza place,
go straight ahead. Then
take the second right.
It's on Mill Road.



That's wrong. It's, 'Go
straight ahead. Then
take the second left.'

a Match the sentences from **b** with the pictures.



b In pairs, take turns and read the sentences.

- 1 The bank is **behind** the supermarket.
- 2 The bank is **between** the post office and the police station.
- 3 The bank is **next to** the café.
- 4 The bank is **in front of** the supermarket.
- 5 The bank is **opposite** the school.
- 6 The bank is **in** the shopping centre.

c Match the sentence halves.

- | | |
|---|------------------------------|
| 1 The bookshop is in the shopping centre. | a in front of the museum. |
| 2 The sweet shop is between the bus stop and the café. | b supermarket. |
| 3 The supermarket is behind the bank. | c the bus stop and the café. |
| 4 The school is opposite the bank. | d the bank. |

d Think of a place in your town that everybody knows. Write a quiz question. Put all the questions in a box. Who can guess the most answers?

It's on Schlossstraße.
It's opposite the bank and next to the museum. What is it?

It's on Bahnhofstraße.
It's between the cinema and the big bookshop. What is it?

It's in the centre. It's opposite the big statue. What is it?

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest *have to*, um über Dinge zu sprechen, die erledigt werden müssen.

Person + **has/have to** + Verb

*I **have to get up** early tomorrow. We're going to the airport at 6 in the morning!*

*They **have to listen** to the teacher. It's important.*

*She **has to learn** these new words for homework today. There's a test tomorrow.*

Du verwendest *don't have to*, um über Dinge zu sprechen, die nicht erledigt werden müssen.

Person + **doesn't/don't have to** + Verb

*I **don't have to do** any homework today – I did it yesterday.*

*You **don't have to cook** dinner today. I'm going to do it.*

*He **doesn't have to walk** to school. He can take the bus.*

b Watch the video and rap part 1 of the grammar rap.

I have to → I don't have to

You have to → You don't have to

He has to → He doesn't have to

She has to → She doesn't have to

We have to → We don't have to

They have to → They don't have to

c Choose the correct option.

- 1 My mum *has to / doesn't have to* get up early. She starts work at 7 in the morning.
- 2 My sister is sad. She *has to / doesn't have to* do a lot of homework this weekend.
- 3 We *have to / don't have to* study for the test tomorrow. It's important.
- 4 They *have to / don't have to* go to school tomorrow. Tomorrow is Sunday!
- 5 When I go to the supermarket, I *have to / don't have to* go by bus. I can walk.
- 6 You *have to / don't have to* take your dog for a walk at least twice a day.

d Now watch and rap part 2 of the grammar rap.

When the kids all go to school,
they have to follow every rule.
You have to arrive at half past eight.
You can't be there any later!
You don't have to go to school by bike.
You can walk or go by bus if you like.
And when your teacher starts to speak,
you have to listen, listen – listen all week!

You have to sit and write new words.
You can't sit there and watch the birds.
You don't have to take a lunchtime snack.
You have to wear socks and they have to be black.
And when the bell rings, you have to go.
Go back home, in rain or snow!

e In pairs, say what you have to and don't have to do at school and at home.

We have to listen to the teacher at school.

I don't have to cook dinner at home.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du ausdrücken willst, dass dir eine Tätigkeit gefällt, verwendest du **like + -ing**.
I **like** swimming. NOT *I like swim*.

b Ask your partner questions. How many questions can you think of?

Do you like watching TV?

Do you like doing homework?

Do you like playing football?



Yes, I do. / No, I don't.

c Write four sentences about you, your best friend, your family, your pet etc.

I like reading books, but I don't like reading newspapers.

My dad likes driving, but he doesn't like riding a bike.

Grammar 2 must / mustn't

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um zu sagen, dass jemand etwas tun **must** oder **mustn't** tun, oder **keinen Fall tun darf**, verwendest du **must** oder **mustn't**.

You **must be** in bed by 10 p.m. You **mustn't eat** in the classroom.

b Watch the video and rap part of the grammar rap.

I must → I mustn't

You must → You mustn't

She must → She mustn't

We must → We mustn't

They must → They mustn't

Rules! Argh!

c In pairs, tell your partner:

- two things you must do at home.

- two things you mustn't do at home.

d Now watch and rap part of the grammar rap.

You must turn the TV off when you go to bed.
You mustn't turn the TV on, turn it off instead.

She must turn her smartphone off, when the teacher says.
She mustn't leave her smartphone on, turn it off instead.

We mustn't spend hours in front of a screen.
We must understand that!
You all know what I mean.

e In pairs, write down six rules for your classroom. Three rules using **must** and three rules using **mustn't**.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest das *Present perfect*, wenn du sagen willst, dass etwas **in einer (unbestimmten) Vergangenheit geschehen ist** und die **Folgen** dieses Geschehnisses **noch andauern**.
 So bildest du das *Present perfect*:
 Person + **have/has ('ve/'s)** + Past participle

| | |
|-----------------------------------|---------------------------------------|
| <i>I've played</i> a new game. | <i>She's cleaned</i> her room. |
| <i>You've changed</i> your hair. | <i>We've baked</i> a delicious cake. |
| <i>He's studied</i> for the test. | <i>They've painted</i> the walls all. |

b Watch the video and rap part 1 of the grammar rap.



| | |
|-----------------------------|-------------------------------------|
| I've painted the walls. | You've painted the table. |
| You've cleaned the windows. | I've been busy all day. |
| He's tidied his room. | And what can I say? What can I say? |
| She's baked some muffins. | We've done our best, |
| We've made some sandwiches. | so now we can rest. |

c Complete the sentences with the present perfect form of the verbs in brackets.

- She (read) two books in three days.
- They (bake) some muffins.
- I (sell) my mountain bike.
- He (buy) a new notebook.
- We (build) a new house.
- Amy (travel) to Ireland and Scotland.

d Now watch the video and rap part 2 of the grammar rap.

| | | |
|----------------------------|-----------------------------|-----------------------------|
| I've tidied my room. | I've painted the wall. | I've picked up the rubbish, |
| I've studied for the test. | I've read a new book. | and I've washed our car. |
| I've finished my homework. | I've baked muffins for all. | I've done other things too! |
| I've done what is best. | I've helped in the garden, | But nobody, nobody |
| I've tried a new game. | and I've played my guitar. | has said, "Thank you!" |

e Work in pairs. Ask your partner three things that you've done recently. How many are the same as your partner's?

I've moved to a new house. We live on Hamilton Street now.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Das *Past participle* ist die dritte Form des Verbs.

Die **dritte Form der regelmäßigen Verben** ist **gleich wie die *Past simple* Form.**

listen – listen**ed** – listen**ed**

stop – stop**ped** – stop**ped**

Die **dritte Form der unregelmäßigen Verben** musst du gut **lernen.**

go – went – **gone**

write – wrote – **written**

Auf Seite 151 findest du eine Liste mit den häufigsten unregelmäßigen Verben.

b Complete the table with the past participles.

| Present simple | Past simple | Past participle |
|----------------|-------------|-----------------|
| move | moved | 1. |
| sell | sold | 2. |
| build | built | 3. |
| buy | bought | 4. |
| paint | painting | 5. |
| read | read | 6. |

c Complete the sentences with the correct past participles of the verbs in the box. There are three extra verbs.

buy read win make play stop move build



1 Anna's all the Harry Potter books.



2 Karen's three new video games. They were expensive.



3 We've hard for the test.



4 I've the tennis match.



5 They've their car.



6 Colin's some muffins.

a Lies die Regeln. Erkläre sie einem Partner / einer Partnerin.

Wenn du fragen willst, ob jemand irgendwann **in der Vergangenheit etwas getan oder erlebt hat**, dann verwendest du meist das *Present perfect*.

Du verwendest es auch um auszudrücken, dass du etwas **noch nie getan oder erlebt hast**.

Have you ever been to London?

Have you ever driven a car?

Have you ever listened to Beethoven?

Have you ever visited the USA?

So bildest du Fragen im *Present perfect*:

Have/Has + Person + **ever** + 3. Form des Verbs

Wenn du sagen willst, dass du etwas **noch nie getan oder erlebt hast**, verwendest du **I've never + dritte Form des Verbs**.

I've never been to London.

I've never driven a car.

b Watch the video and rap part 1 of the grammar rap.

Have you ever eaten frog legs?
Has she ever touched a snake?
Has he ever met a king?
Have they ever baked a cake?

Have you ever climbed a mountain?
Has she ever heard you sing?
Has he ever seen a crocodile?
Me, we never done these things!

c In pairs, cover up part 1 of the grammar rap. How many questions can you remember? Write them down.

.....

.....

d In pairs, use the questions from the rap to ask each other. Change the form where necessary.

Have you ever touched a snake?

e Now watch the video and rap part 2 of the grammar rap.

She said, "Have you ever been to the USA?"
He said, "Of course I have, ten times to this day!"
She said, "What and how many times have you flown a plane?"
He said, "I've flown my plane so many times, soon I'm flying again!"

She said, "Have you ever run a marathon?"
He said, "Of course I have, it was me who won!"
Then she looked at him, and only said, "Come on!"
No one has ever lied more than John.

f In pairs, ask and answer the questions from the rap. Give serious or funny answers.

Have you ever been to the USA?

Of course. 25 times!

Have you ever eaten frog legs?

No, I haven't. I've never eaten frog legs.

a Lies die Regeln. Erkläre sie einem Partner / einer Partnerin.

Wenn du sagen willst, was jemand gerade gemacht hat oder was gerade geschehen ist, verwendest du das *Present perfect* mit dem Wort **just**. Das Wort *just* steht zwischen *have/has* ('ve/'s) und der dritten Form des Verbs.

I've just written an email to James.

The plane from New York **has just landed**.

Our friends **have just phoned** from the airport.

Wenn du sagen willst, dass jemand etwas schon gemacht hat oder was schon geschehen ist, verwendest du das *Present perfect* mit dem Wort **already**. Das Wort *already* steht zwischen *have/has* ('ve/'s) und der dritten Form des Verbs.

I've already packed my bags.

She's **already left** the house.

They've **already arrived**.

Wenn du sagen willst, was noch nicht geschehen ist oder was jemand noch nicht gemacht hat, verwendest du **not yet** mit dem *Present perfect*. Das Wort *not yet* kommt nach *have* oder *has* (*haven't/hasn't*), das Wort *yet* stellst du an das Satzende.

I haven't done my homework **yet**.

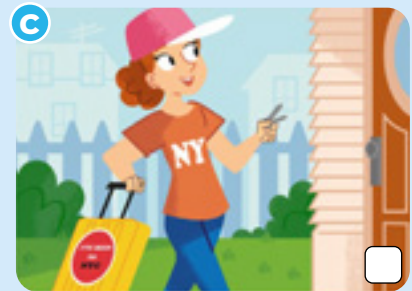
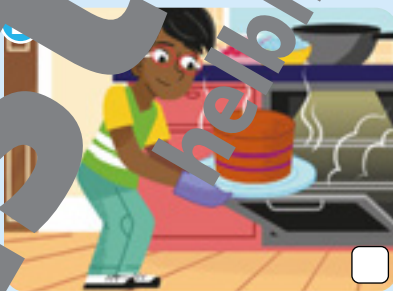
My sister **hasn't come back** from London.

They **haven't made** plans for their holidays **yet**.

b Put the words in the correct order. Write sentences in your exercise book.

- 1 played / They've / football / already / She's / already / cake / baked / He's / a
- 2 football / haven't / yet / played / They / 5 just / She's / returned / the / USA / from
- 3 just / a / cake / He's / baked 6 She / has / from / returned / hasn't / the / USA

c Match the sentences from a with the pictures.



d In pairs, talk about:

- something you've just done
- something you haven't done yet today
- an important task you've already done today

I've just finished my homework.

I haven't done my homework yet.

a Lies die Regeln. Erkläre sie einem Partner / einer Partnerin.

Du verwendest **will ('ll)** und **won't (will not)**, um zu sagen, was jemand **in der Zukunft machen wird** oder was geschehen wird.

So bildest du die will-Form:

Person + **will/won't** + Verb

- I think I'll **do** well at school next year.
- I think England **will win** the football World Cup.
- The weather **will be** hotter in the summer.
- In five years, we **won't drive** cars.
- In the future, we **won't use** so many books. More things **will be** online.
- I **won't live** in a house when I'm older. I'll **live** in a flat.

Du verwendest **will** auch, um **Fragen über die Zukunft** zu stellen.

So bildest du Fragen mit **will**:

Will/Won't + Person + Verb

- Will** we **have** an English test next week?
- Will** you **go** to university when you finish school?
- Will** your sister **be** a doctor?

In bejahenden Sätzen änderst du **will** zu **'ll**, bejahend in der gesprochenen Sprache.
In negative Sätzen änderst du **will not** zu **won't**.

b Watch the video and rap part 1 of the grammar rap.



I'll do well in school, but I won't be the best.
You'll have something to eat, but it won't be great.
She'll learn how to play, but she won't play every day.
We'll live in space quite soon, but we won't live on the moon.

c Complete the dialogues with 'll/won't and a verb from the box.

be do go have live spend

- Katya: What do you think your lives will be like in 20 years?
 Aaron: That's an interesting question! Well, I think Klaus ¹..... in a big house.
 Katya: Yes, I agree. And Hanna ²..... a doctor. Or a dentist.
 Aaron: She'll have a good job.
 Katya: What about Karim? What ³..... he.....?
 Aaron: I think he'll ⁴..... to live in France. He loves France. But he ⁵..... the language very well. He isn't very good at French!
 Katya: And you?
 Aaron: I'll be married, but I ⁶..... any children – I'll be too busy!

d Now watch and rap part 2 of the grammar rap.

Next week we're going to Italy.
What will we eat? What will we see?
I'll eat some pasta, so much to choose.
I won't eat pizza, but I'll buy new shoes.

And Dad will buy a funny cap.
We'll get lost and we'll need a map.
We won't know how to get back home.
We'll stay an extra day in Rome.

Then we'll go to France or Spain.
Not by car, we'll go by train.
And there we'll spend time on the beach.
We'll eat ten or twelve ice cream treats each.

And back at home we'll go for a run,
because we are so much, and that's no fun.
Then I'll sleep for hours on Sunday,
so I'll be ready for school on Monday.

e Work in pairs. What will your life be like in five years and in ten years?

In five years, I'll be at school and I'll still live with my family.

Grammar 2 Questions with *who*

a Lies die Regel. Erkläre sie einem Partner oder einer Partnerin.

Du verwendest Fragen mit *who*, um zu fragen, wer etwas macht, gemacht hat oder machen wird.

Who plays football on Saturdays? **Who went** to the cinema yesterday?

Who goes to that school? **Who will live** there in 10 years?

Wenn du eine Frage mit *Who ...?* oder *Who ...?* stellst, steht das Verb in der Form der 3. Person Einzahl.

Who lives in that house? NOT *Who does live in that house?*

Who cooks dinner in your family? NOT *Who does cook dinner in your family?*

Who painted that picture? NOT *Who did paint that picture?*

Who ate my homework? The dog! NOT *Who did eat my homework?*

b Match the questions to the answers. Draw lines.

- | | |
|-------------------------------------|-----------------------|
| 1 Who stars in the film 'Titanic'? | a Captain James Cook. |
| 2 Who wrote the Harry Potter books? | b Karl Benz. |
| 3 Who painted the Mona Lisa? | c Zoe Saldaña. |
| 4 Who invented Australia? | d Leonardo da Vinci. |
| 5 Who invented the car? | e J. K. Rowling. |

c Complete the questions with the correct form of the verbs in the box.

buy know listen play want

- | | |
|-------------------------------------|-------------------------------------|
| 1 Who video games last night? | 4 Who a new phone last year? |
| 2 Who to be an astronaut? | 5 Who to music every evening? |
| 3 Who how to drive a car? | 6 Who you that laptop? |

d Write six questions with *Who ...?* to ask your classmates about their friends and family. Then ask and answer in pairs.

Irregular verbs

| Present | Past simple | Past participle | Übersetzung |
|-----------|-------------|-----------------|-------------------------------|
| be | was/were | been | sein |
| beat | beat | beaten | schlagen; besiegen |
| become | became | become | werden |
| blow | blew | blown | blasen |
| break | broke | broken | brechen; kaputt werden |
| bring | brought | brought | bringen |
| build | built | built | bauen |
| buy | bought | bought | kaufen |
| choose | chose | chosen | (aus-)wählen |
| come | came | come | kommen |
| do | did | done | tun, machen |
| draw | drew | drawn | zeichnen |
| drive | drove | driven | fahren |
| eat | ate | eaten | essen |
| fall | fell | fallen | fallen |
| find | found | found | finden |
| fly | flew | flown | fliegen |
| get | got | got | bekommen |
| get up | got up | got up | aufstehen |
| give | gave | given | geben |
| go | went | gone | gehen; fahren |
| grow (up) | grew (up) | grown (up) | aufwachsen |
| hang out | hung out | hung out | hängen |
| have | had | had | haben |
| hear | heard | heard | hören |
| hit | hit | hit | schlagen |
| hurt | hurt | hurt | wehtun |
| keep | kept | kept | (be-)halten |
| know | knew | known | kennen; wissen |
| leave | left | left | lassen, abgehen |
| lose | lost | lost | verlieren |
| make | made | made | machen |
| meet | met | met | sich treffen, kennenlernen |
| pay | paid | paid | (be-)zahlen |
| put | put | put | legen, setzen, stellen |
| read | read | read | lesen |
| ride | rode | ridden | reiten |
| rise | rose | risen | (an-)steigen |
| run | ran | run | laufen, rennen |
| say | said | said | sagen |

| Present | Past simple | Past participle | Übersetzung |
|------------|-------------|-----------------|--------------------------|
| see | saw | seen | sehen |
| sell | sold | sold | verkaufen |
| send | sent | sent | (ab-)schicken |
| set off | set off | set off | ausfahren, abfahren |
| sing | sang | sung | singen |
| sleep | slept | slept | schlafen |
| speak | spoke | spoken | sprechen |
| spend | spent | spent | verbringen; ausgeben |
| stand | stood | stood | stehen |
| take | took | taken | nehmen, (mit-)bringen |
| take off | took off | taken off | abheben, losfahren |
| tell | told | told | erzählen |
| think | thought | thought | denken |
| throw | threw | thrown | werfen |
| understand | understood | understood | verstehen |
| wear | wore | worn | tragen (Kleidung) |
| wake up | woke up | woken up | aufwachen |
| win | won | won | gewinnen |
| write | wrote | written | schreiben |

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 answer partner.
Have you finished ...?
Do the next activity.
Let's check the answers.
Come out and write on the board.
Repeat ... to me.
Again, please ...
Would you like to answer question 3?
Right. Now who will go on to the next exercise.
Next, please ...
You have ... minutes to do this.
Your time is up.
Are you ready?
Any questions?
I'm afraid it's time to finish now.
We'll have to stop here.
Hang on for 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 hear me, please?
Can you repeat that, please?
Who speaks English, please?
I don't understand.
Sorry, I've forgotten my ...
Sorry, what's the homework?

| | | |
|--------------------------|------------------------|----------------------------|
| [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 | [t] time, cat |
| [æ] apple | [ʊə] tourist | [z] zoo, dogs |
| [ɪ] in, it | [b] bag, club | [ʒ] jeans |
| [i] every | [d] duck, card | [ʒ] jungle |
| [i:] easy, eat | [f] fish, laugh | [ʃ] ship, English |
| [ɒ] orange, sorry | [g] get, dog | [tʃ] church, choice |
| [ɔ:] all, call | [h] hot | [θ] these, mother |
| [ʊ] look | [j] you | [ð] this, mouth |
| [u] February | [k] can, duck | [v] very, have |
| [u:] food | [l] lot, small | [w] what, word |
| [aɪ] eye, buy | [m] more, mum | |
| [aʊ] our | [n] now, sun | |

The English alphabet:

| | |
|-----------------|----------------------|
| A [eɪ] | N [neɪ] |
| B [bi:] | O [oʊ] |
| C [sɪ:] | P [pi:] |
| D [di:] | Q [kju:] |
| E [i:] | R [eɪ] |
| F [ef] | S [es] |
| G [dʒi] | T [ti:] |
| H [ertʃ] | U [ju:] |
| I [aɪ] | V [vi:] |
| J [dʒeɪ] | W [ˈdʌbəlju:] |
| K [keɪ] | X [eks] |
| L [el] | Y [waɪ] |
| M [em] | Z [zed/zi:] |

A

| | | | | | |
|-----------------------------------|----------------------|--------------------------------------|------------------------------------|---------------------|--|
| a / an Level 1 | [ə, eɪ / ən] | ein/eine | almost Level 1 | ['ɔ:lmeəst] | fast, beinahe |
| a little bit U1 | [ə'lɪtl bɪt] | ein kleines bisschen, ein wenig | alone Level 1 | [ə'ləʊn] | alleine |
| a lot (of) Level 1 | [ə lɒt əv] | viel/viele | already U7 | [ɔ:l'reɪ] | schon |
| A pleasure. U2 | [ə 'pleʒə] | Es ist mir ein Vergnügen. | alright Level 1 | [ɔ:lraɪt] | in Ordnung; schön, gut |
| about Level 1 | [ə'baʊt] | über | also Level 1 | [ɔ:l'səʊ] | auch |
| about U3 | [ə'baʊt] | ungefähr | although U10 | [ɔ:l'ðəʊ] | dennoch, trotzdem |
| above U7 | [ə'bʌv] | darüber | always Level 1 | [ɔ:lweɪz] | immer |
| abroad U11 | [ə'brɔ:d] | im Ausland | to amaze U6 | [ə'meɪz] | verwundern, erstaunen |
| absolutely ASC8 | [ˌæbsəlu:tli] | durchaus, unbedingt | amazing Level 1 | [ə'meɪzɪŋ] | erstaunlich |
| accident U8 | [ˌæksɪdɪnt] | Unfall | American English U11 | [ə'merɪkən 'ɪŋɡlɪʃ] | amerikanisches Englisch |
| accordion U2 | [ə'kɔ:diən] | Ziehharmonika | ancient city U11 | [ˌænt 'sɪti] | alte (antike) Stadt |
| across U5 | [ə'krɒs] | durch, über, quer über | and Level 1 | [ænd] | und |
| to act U9 | [tə ækt] | schauspielen, darstellen | angry U11 | [æŋɡri] | verärgert, zornig, wütend |
| to act out Level 1 | [tə ækt aʊt] | vorspielen, nachspielen | animal Level 1 | [ænɪməl] | Tier |
| action film U9 | [ˌækʃn fɪlm] | Actionfilm | animal park U6 | [ænɪməl pɑ:k] | Tierpark |
| active U4 | [ˌæktɪv] | aktiv | animation U9 | [ænɪmeɪʃn] | Animation |
| activity Level 1 | [æk'tɪvəti] | Aktivität, Beschäftigung | announcement U2 | [ə'naʊnsmənt] | Ankündigung; hier: Durchsage |
| actor U8 | [ˌæktə] | Schauspieler | another Level 1 | [ə'nʌðə] | ein anderer / eine andere / ein anderes |
| actually U1 | [æk'tʃuəli] | eigentlich, tatsächlich | answer Level 1 | [a:nsə] | Antwort; Lösung |
| to add Level 1 | [tə æd] | ergänzen, hinzufügen | to answer Level 1 | [tə a:nsə] | antworten |
| adult U8 | [ˌædʌlt] | Erwachsener, erwachsen | any Level 1 | [eni] | irgendein/ irgendeine; keiner/ keine/keines; etwas |
| advantage U5 | [əd'vɑ:ntɪdʒ] | Vorteil | any luck? ASC1 | [eni lʌk] | Hattest du Glück? / Hatten Sie Glück? |
| adventure U3 | [əd'ventʃə] | Abenteuer | (not) anymore Level 1 | [(nɒt) eni 'mɔ:] | (nicht) mehr |
| adventure story U3 | [əd'ventʃə 'stɔ:ri] | Abenteuerroman | any time U4 | [eni taɪm] | jederzeit |
| Africa U6 | [æ'frɪkə] | Afrika | anybody U8 | [eni'bɒdi] | irgendjemand |
| after Level 1 | [ɑ:ftə] | nach | any more U8 | [eni 'mɔ:] | noch mehr |
| After School Club Level 1 | [ɑ:ftə sku:l klʌb] | After School Club | anyone U1 | [eniwʌn] | jeder/jede; irgendjemand |
| afternoon Level 1 | [ɑ:ftə'nʌ:n] | Nachmittag | anything Level 1 | [eniθɪŋ] | irgendetwas |
| again Level 1 | [ə'ɡeɪn] | wieder, noch einmal | anyway ASC3 | [eniwei] | jedenfalls, also |
| against U2 | [ə'ɡeɪnst] | gegen | anywhere U5 | [eniweə] | irgendwo |
| age U1 | [eɪʒ] | Alter | apartment U1 | [ə'pɑ:tmənt] | Apartment |
| ago Level 1 | [ə'ɡəʊ] | vor, vergangen | to apologise U11 | [tə ə'pɒlədʒaɪz] | sich entschuldigen |
| to agree Level 1 | [tə ə'ɡri:] | zustimmen | apple Level 1 | [æpl] | Apfel |
| air U8 | [eə] | Luft | apple juice U4 | [æpl dʒu:s] | Apfelsaft |
| airport U8 | [eə'pɔ:t] | Flughafen | to apply for U6 | [tə ə'plai fə] | sich bewerben für |
| alarm clock U2 | [ə'lɑ:m klɒk] | Wecker | April Level 1 | [eɪprəl] | April |
| alien U11 | [eɪ'li:ən] | Alien, Außerirdischer/ Außerirdische | Are you willing to ...? U11 | [ɑ: ju wɪlɪŋ tu:] | Bist du bereit für/zu ...? / Sind Sie bereit für/zu ...? |
| all Level 1 | [ɔ:l] | alle, alles | arm Level 1 | [ɑ:m] | Arm |
| all day U5 | [ɔ:l deɪ] | den ganzen Tag | armchair U10 | [ɑ:mtʃeə] | (Lehn-)Sessel |
| all over Level 1 | [ɔ:l 'əʊvə(r)] | überall | around Level 1 | [ə'raʊnd] | herum; um |
| all over the world Level 1 | [ɔ:l 'əʊvə ðə wɜ:ld] | weltweit | around U3 | [ə'raʊnd] | ungefähr; um |
| all the best U2 | [ɔ:l ðə best] | alles Gute | to arrive Level 1 | [tə ə'raɪv] | ankommen |
| all the time U1 | [ɔ:l ðə taɪm] | immer, die ganze Zeit (über) | article Level 1 | [ɑ:tɪkl] | Artikel |
| to allow U8 | [tə ə'laʊ] | erlauben | artist U10 | [ɑ:tɪst] | Künstler/Künstlerin |
| | | | as U1 | [æz] | als; wie |

| | | |
|-------------------|-------------------|--|
| as well U2 | [æz wel] | auch |
| as ... as Level 1 | [æz ... æz] | genauso ... wie |
| to ask Level 1 | [tə ɑ:sk] | fragen nach, bitten um |
| to ask around U4 | [tə ɑ:sk ə'raʊnd] | herumfragen |
| astronaut U12 | [æ'strɔ:nɔ:t] | Astronaut/ Astronautin |
| at Level 1 | [æt] | bei; auf; um; zu |
| (not) at all ASC1 | [nɒt ət ɔ:l] | überhaupt (nicht) |
| at all times U9 | [æt ɔ:l taɪmz] | jederzeit, immer |
| at night Level 1 | [æt naɪt] | nachts, in der Nacht |
| to attack SS1 | [tə ə'tæk] | angreifen |
| to attract U8 | [tə ə'trækt] | anziehen, anlocken |
| attractive U8 | [ə'træktɪv] | attraktiv, anziehend |
| Austrian U7 | [ɒ'striən] | österreichisch; Österreicher/ Österreicherin |
| author U3 | ['ɔ:θə] | Autor/Autorin |
| awake ASC3 | [ə'weɪk] | wach |
| away Level 1 | [ə'weɪ] | weg |
| awesome Level 1 | ['ɔ:səm] | fantastisch, großartig |
| awful SS1 | ['ɔ:fl] | schrecklich |

B

| | | |
|--------------------|----------------|-------------------------------|
| baby Level 1 | [beɪbi] | Baby, Säugling |
| back Level 1 | [bæk] | zurück; Rücken |
| backpack Level 1 | [bækpæk] | Rucksack |
| bad Level 1 | [bæd] | schlecht, böse |
| baddie U9 | ['bædi] | Bösewicht |
| to bake U10 | [tə beɪk] | backen |
| ball Level 1 | [bɔ:l] | Ball |
| ban U5 | [bæn] | Verbot |
| banana Level 1 | [bə'nɑ:nə] | Banane |
| bank U7 | [bæŋk] | Bank |
| bar Level 1 | [bɑ:] | Riese |
| to bark U5 | [tə bɑ:k] | bellend |
| basketball Level 1 | ['bɑ:skɪtbɔ:l] | Basketball |
| bass guitar U2 | [bæs ɡɪ'tɑ:] | Bassgitarre |
| bath U1 | [bɑ:θ] | Badezimmer |
| bathroom Level 1 | [bɑ:θru:m] | Badezimmer |
| battery Level 1 | ['bætri] | Batterie |
| to be Level 1 | [tə bi:] | sein |
| beach U8 | [bi:tʃ] | Strand |
| bean U4 | [bi:n] | Bohne |
| to beat U4 | [tə bi:t] | besiegen; besiegen |
| beautiful Level 1 | [bi:'ju:fl] | schön |
| because Level 1 | [bi:'kɔ:z] | weil |
| to become U2 | [tə bɪ'kɒm] | werden |
| bed Level 1 | [bed] | Bett |
| bedroom | | Schlafzimmer |
| before Level 1 | [bɪ'fɔ: | bevor; zuvor; vor |
| to begin U3 | [tə bɪ'ɡɪn] | beginnen, anfangen |
| beginning Level 1 | [bɪ'ɡɪnɪŋ] | Anfang |
| behind Level 1 | [bɪ'haɪnd] | hinter |
| to believe Level 1 | [tə brɪ'li:v] | glauben |
| bell U8 | [bel] | Glocke |
| below U1 | [brɪ'ləʊ] | darunter, unter, unterhalb |
| beside U3 | [brɪ'saɪd] | neben |

| | | |
|-----------------------|---------------------|---------------------------------|
| best Level 1 | [best] | besten/beste/bestes |
| (the) best U9 | [ðə best] | das Beste |
| best wishes U8 | [best 'wɪʃəz] | herzliche Grüße, beste Grüße |
| bestseller U4 | [.best'selə] | Bestseller |
| to bet ASC11 | [tə bet] | wetten |
| between Level 1 | [brɪ'twi:n] | zwischen |
| beyond U12 | [brɪ'jɒnd] | darüber hinaus, jenseits |
| big Level 1 | [bɪg] | groß |
| bike Level 1 | [baɪk] | Fahrrad |
| bill U7 | [bɪl] | Rechnung |
| billion U12 | [bɪ'lɪən] | Milliarde |
| bin U9 | [bɪn] | Mülleimer |
| bird Level 1 | [bɜ:d] | Vogel |
| birthday Level 1 | [ˈbɜ:θdeɪ] | Geburtstag |
| birthday present U12 | [ˈbɜ:θdeɪ 'preznt] | Geburtstags- geschenk |
| biscuit U12 | ['bɪskɪt] | Keks, Plätzchen |
| to bite U6 | [taɪt] | beißen |
| black Level 1 | [blæk] | schwarz |
| blind ASC3 | [blaɪndz] | Jalousien; Rolläden |
| to blow U12 | [tə bləʊ daʊn] | umwehen, umblasen |
| to blow U3 | [tə bləʊ əf] | wegblasen, herunterblasen |
| blue Level 1 | [blu:] | blau |
| Bluetooth speaker U12 | ['blu:tu:θ 'spi:kə] | Bluetooth Lautsprecher |
| boat U11 | ['bəʊtɪŋ] | Einsteigen, Anbordgehen |
| boot Level 1 | [bəʊt] | Boot |
| body Level 1 | [bɒdi] | Körper |
| book U7 | [tə bʊk] | buchen |
| book Level 1 | [bʊk] | Buch |
| bookcase ASC3 | ['bʊkəz] | Bücherregal |
| bookshop U7 | [bʊk ʃɒp] | Buchhandlung |
| to bore Level 1 | [tə bɪ ɔ:bɔ:d] | sich langweilen |
| born Level 1 | [bɔ:n] | langweilig |
| born (in) Level 1 | [bɔ:n (ɪn)] | geboren (in) |
| both Level 1 | [bəʊθ] | beide |
| bottle Level 1 | ['bɒtl] | Flasche |
| box Level 1 | [bɒks] | Box |
| boy Level 1 | [bɔɪ] | Junge |
| boyfriend Level 1 | [bɔɪfrend] | fester Freund |
| bracket U5 | ['brækɪt] | (Satz-)Klammer |
| bread Level 1 | [bred] | Brot |
| to break U3 | [tə breɪk] | kaputtmachen, (zer-)brechen |
| breakfast Level 1 | [brekfəst] | Frühstück |
| to breathe Level 1 | [tə bri:ð] | atmen |
| bridge U8 | [brɪdʒ] | Brücke |
| bright ASC5 | [braɪt] | hell, strahlend |
| brilliant U2 | ['brɪliənt] | brillant, hervorragend |
| to bring Level 1 | [tə brɪŋ] | (mit-)bringen |
| British English U7 | ['brɪtɪʃ 'ɪŋɡlɪʃ] | britisches Englisch |
| broccoli U4 | ['brɒkəli] | Brokkoli |
| brother Level 1 | [brʌðə] | Bruder |
| brown Level 1 | [braʊn] | braun |
| to build U7 | [tə bɪld] | bauen |

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| building U3 | ['bɪldɪŋ] | Gebäude |
| (a) bunch of U3 | [(ə) bʌntʃ əv] | eine Menge, ein Haufen von |
| bungalow U10 | ['bʌŋɡələʊ] | Bungalow, eingeschossiges Haus |
| to burn U12 | [tə bɜ:n] | brennen |
| bus U2 | [bʌs] | Bus |
| bus station ASC7 | ['bʌs steɪʃn] | Busstation, Busbahnhof |
| bus stop U7 | ['bʌs stɒp] | Bushaltestelle |
| busy U4 | ['bɪzi] | beschäftigt |
| but Level 1 | [bʌt] | aber |
| butterfly U6 | ['bʌtəflaɪ] | Schmetterling |
| button U7 | ['bʌtn] | Knopf |
| to buy Level 1 | [tə baɪ] | kaufen |
| by U1 | [baɪ] | durch |
| by Level 1 | [baɪ] | von; bei; bis |
| by boat U8 | [baɪ bəʊt] | mit dem Boot |
| by far U2 | [baɪ fɑ:] | bei weitem, mit Abstand |
| bye Level 1 | [baɪ] | tschau, tschüss |

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| café Level 1 | [kæfeɪ] | Kaffeehaus, Café |
| cage Level 1 | [keɪdʒ] | Käfig |
| cake Level 1 | [keɪk] | Kuchen |
| to call Level 1 | [tə kɔ:l] | (an-)rufen; (be-)nennen |
| Calm down! SS4 | [kɑ:m daʊn] | Beruhige dich |
| camel U6 | ['kæmɪ] | Kamel |
| camera Level 1 | ['kæmrə] | Kamera |
| to camp U11 | [tə kæmp] | campen, zelieren |
| camp U11 | [kæmp] | Zeltlager, Camp |
| can, can't (cannot) Level 1 | [kæn, kɑ:nt ('kænɒt)] | können, nicht können |
| can U10 | [kən] | Dose |
| to cancel U5 | [tə 'kænsəl] | absagen, streichen; aufheben |
| cap U12 | [kæp] | Kappe, Mütze |
| car Level 1 | [kɑ:] | Auto |
| car crash U8 | [kɑ: kræʃ] | Autounfall |
| caravan U10 | ['kærəvæn] | Wohnwagen |
| card Level 1 | [kɑ:d] | Karte |
| careful Level 1 | ['keəfəl] | vorsichtig |
| carrot U4 | ['kærət] | Rotte |
| to carry U2 | ['kæri] | tragen |
| to carry out U5 | ['kæri aʊt] | ausführen, durchführen |
| cash U11 | [kæʃ] | Bargeld |
| castle U11 | ['kæsl] | Schloss |
| cat Level 1 | [kæt] | Katze |
| to catch Level 1 | [tə kætʃ] | fangen; festnehmen |
| to catch up U4 | [tə kætʃ ʌp] | aufholen |
| to cause U5 | [tə kɔ:z] | verursachen, auslösen |
| 'cause (because) U2 | [kɔ:z] | weil |
| cave Level 1 | [keɪv] | Höhle |
| to celebrate U10 | [tə 'selɪbreɪt] | feiern |
| certain U9 | ['sɜ:tn] | bestimmter/ bestimmte/ bestimmtes |

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| certainly U5 | ['sɜ:tnli] | natürlich, sicherlich |
| chain story U3 | [tʃeɪn 'stɔ:ri] | Kettengeschichte |
| chair Level 1 | [tʃeə] | Stuhl |
| challenge Level 1 | ['tʃæl.ɪndʒ] | Herausforderung |
| champion U2 | ['tʃæmpjən] | Meister/Meisterin |
| championship U5 | ['tʃæmpjənʃɪp] | Meisterschaft |
| to change U1 | [tə tʃeɪndʒ] | ändern, verändern |
| change Level 1 | ['tʃeɪnʒ] | Umschlaggeld; Wechsel |
| character U2 | ['kærəktə] | Charakter, Figur |
| to charge U3 | [tə tʃɑ:dʒ] | aufladen |
| to charge U5 | [tə tʃɑ:dʒ] | berechnen, verlangen |
| charming U3 | ['tʃɑ:mɪŋ] | charmant |
| chart U5 | [tʃɑ:t] | Diagramm |
| to chase U12 | [tə tʃeɪs] | jagen |
| to chase away SS12 | [tə tʃeɪs ə'weɪ] | davonjagen, verjagen |
| cheap U1 | [tʃi:p] | billig |
| to check U1 | [tə tʃek] | überprüfen, kontrollieren |
| to check out U1 | [tə tʃek aʊt] | ausprobieren; hier: ansehen |
| cheese U1 | [tʃi:z] | Käse |
| cheetah U1 | ['tʃi:tə] | Gepard |
| chemist's U1 | ['kemɪst] | Apothek |
| chicken U1 | ['tʃɪkɪn] | Huhn |
| child (pl children) Level 1 | ['tʃaɪld, 'tʃɪldrən] | Kind |
| to chill U11 | [tə tʃɪl] | entspannen, relaxen |
| Chinese Level 1 | [tʃaɪ'ni:z] | chinesisch; Chinese/ Chinesin |
| chips Level 1 | [tʃɪps] | Pommes frites |
| chocolate Level 1 | [tʃɒklət] | Schokolade |
| to choose U11 | [tə tʃu:z] | (aus-)wählen |
| chorus U1 | ['kɔ:rəs] | Refrain |
| church U7 | [tʃɜ:tʃ] | Kirche |
| cinema Level 1 | ['sɪnəmə] | Kino |
| to circle Level 1 | [tə sɜ:kəl] | einkreisen |
| city Level 1 | ['sɪti] | Stadt |
| city centre U8 | ['sɪti 'sentə] | Stadtzentrum |
| to clap U1 | [tə klæp] | klatschen |
| class Level 1 | [kla:s] | Klasse; Unterricht |
| class meeting U8 | [kla:s 'mi:tɪŋ] | Klassenversammlung |
| classical music U2 | ['klæsɪkl 'mju:zɪk] | klassische Musik |
| classmate Level 1 | ['kla:smet] | Mitschüler/ Mitschülerin |
| classroom Level 1 | ['kla:srʊm] | Klassenzimmer |
| to clean (up) Level 1 | [tə kli:n (ʌp)] | sauber machen, putzen |
| clean U8 | [kli:n] | sauber |
| clear U5 | [kliə] | klar; wolkenlos |
| clear U9 | [kliə] | eindeutig, klar |
| clearly U7 | ['kɪəli] | offensichtlich |
| clever Level 1 | ['klevə] | klug, schlau |
| to click on U11 | [tə klɪk ɒn] | anklicken |
| cliff U12 | [klɪf] | Klippe |
| to climb (up) Level 1 | [tə klaɪm (ʌp)] | (hinauf-)steigen, (hinauf-)klettern |
| to climb out U8 | [tə klaɪm aʊt] | hinausklettern, herausklettern |
| clock tower U8 | ['klɒk taʊə] | Uhrturm |

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| close ASC1 | [kləʊz] | nah, in der Nähe |
| to close Level 1 | [tə kləʊz] | schließen, zumachen |
| closed U7 | [kləʊzd] | geschlossen |
| clothes (pl) Level 1 | [kləʊðz] | Kleidung |
| clothes shop U7 | [kləʊðz ʃɒp] | Kleidergeschäft |
| cloud U5 | [klaʊd] | Wolke |
| club Level 1 | [klʌb] | Verein, Club |
| coat U5 | [kəʊt] | Mantel |
| coffee U4 | [ˈkɒfi] | Kaffee |
| coke U4 | [kəʊk] | Cola |
| cold Level 1 | [kəʊld] | kalt |
| to collect U10 | [tə kəˈlekt] | sammeln |
| collection U3 | [kəˈleɪʃn] | Sammlung |
| colour Level 1 | [ˈkʌlər] | Farbe |
| colourful Level 1 | [ˈkʌləfʊl] | bunt |
| to come Level 1 | [tə kʌm] | kommen |
| to come along ASC2 | [tə kʌm əˈlɒŋ] | mitkommen |
| to come back SS4 | [tə kʌm bæk] | zurückkommen |
| to come from U2 | [tə kʌm frəm] | kommen aus ... |
| to come here U8 | [tə kʌm hɪə] | herkommen |
| to come in U3 | [tə kʌm ɪn] | hereinkommen |
| to come in second ASC4 | [tə kʌm ɪn ˈsekənd] | den zweiten Platz belegen, Zweite/r werden |
| Come on! SS1 | [kʌm ɒn] | Komm(t) schon!; Hör(t) auf! |
| to come out U1 | [tə kʌm aʊt] | herauskommen |
| to come over U10 | [tə kʌm ˈəʊvə] | vorbeikommen, herüberkommen |
| comedy U9 | [ˈkɒmədi] | Komödie |
| comet U12 | [ˈkɒmɪt] | Komet |
| comfortable U3 | [ˈkɒmfətəbl] | bequem, angenehm |
| comment U9 | [ˈkɒment] | Kommentar |
| commentator U12 | [ˈkɒməntətə] | Kommentator |
| common U6 | [ˈkɒmən] | gewöhnlich; hier: häufig |
| to communicate U9 | [tə kəˈmjuːnɪkeɪt] | kommunizieren |
| communication U9 | [kəˈmjuːnɪkeɪʃn] | Kommunikation |
| company U7 | [ˈkʌmpəni] | Firma, Unternehmen |
| to compare Level 1 | [tə kəmˈpeɪ] | vergleichen |
| competition Level 1 | [ˌkɒmpɪˈtɪʃən] | Wettbewerb |
| to complain U7 | [tə kəmˈpleɪn] | (sich) beschweren |
| complaint U7 | [kəmˈpleɪnt] | Beschwerde |
| to complete Level 1 | [tə kəmˈpliːt] | vollständigen, ergänzen |
| compliment U2 | [ˈkɒmplɪmənt] | Kompliment |
| to compromise U11 | [tə kəmˈpraɪz] | Kompromisse machen, sich einigen |
| computer game Level 1 | [ˈkɒmpjuːtəˌgeɪm] | Computerspiel |
| to concentrate U11 | [tə ˈkɒnsɪtreɪt] | (sich) konzentrieren |
| concert U2 | [ˈkɒnsət] | Konzert |
| concert hall U2 | [ˈkɒnsət hɔːl] | Konzerthalle |
| confused U3 | [kənˈfjuːzd] | verwirrt |
| to connect U12 | [tə kəˈnekt] | verbinden |
| connected U12 | [kəˈnektɪd] | verbunden |
| connection U3 | [kəˈnekʃn] | Verbindung; Zusammenhang |

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| continent U11 | [ˈkɒntɪnənt] | Kontinent |
| continuation U3 | [kənˌtɪnjuˈeɪʃn] | Fortsetzung |
| to continue U5 | [tə kənˈtɪnjuː] | fortsetzen, weitermachen |
| conversation U9 | [ˌkɒnvəˈseɪʃn] | Gespräch, Unterhaltung |
| to cook Level 1 | [tə kʊk] | kochen |
| cooker U10 | [ˈkʊkə] | Herd |
| cool U4 | [kuːl] | kühl |
| corner U7 | [ˈkɔːnə] | Ecke |
| correct Level 1 | [kəˈrekt] | richtig, korrekt |
| to cost Level 1 | [tə kɒst] | kosten |
| could Level 1 | [kəd] | könnte, könnten, könntest |
| couldn't U3 | [ˈkʊd.ənt] | konnte/konnten nicht |
| council U8 | [ˈkaʊnsəl] | Rat |
| to count Level 1 | [tə kaʊnt] | zählen |
| to count up U10 | [tə kaʊnt ʌp] | zusammenrechnen, zusammenzählen |
| country U11 | [ˈkʌntri] | Land; Staat |
| countryside U11 | [ˈkʌntrɪsaɪd] | Landschaft; ländliche Gegend |
| to cover Level 1 | [tə kʌvə] | bedecken, zudecken |
| to cover sb. U10 | [tə kʌvə ʌp] | abdecken, verdecken |
| to crash into U10 | [tə kræʃ ˈɪntə] | hineinkrachen |
| crazy Level 1 | [ˈkreɪzi] | verrückt |
| to create Level 1 | [tə kriˈeɪt] | erstellen, entwerfen |
| to be creative U1 | [tə biˈkriːtɪv] | kreativ, gestalterisch |
| to crawl on sb. U3 | [tə kriːp ʌp ɒn sʌmbədi] | sich an jdn. anschleichen |
| crisp Level 1 | [krɪsp] | (Kartoffel-)Chip |
| crocodile Level 1 | [krɒkədaɪl] | Krokodil |
| to cross ASC7 | [tə krɒs] | überqueren |
| crowded U5 | [ˈkraʊdɪd] | überfüllt |
| crown U10 | [kraʊn] | Krone |
| crown jewels U8 | [ˌkraʊn ˈdʒuːəlz] | Kronjuwelen |
| crui- ship U11 | [kruːz ʃɪp] | Kreuzfahrtschiff |
| (a) cup of tea U4 | [(ə) kʌp əv tiː] | eine Tasse Tee |
| cupboard U10 | [ˈkʌbəd] | (Geschirr-)Schrank |
| customer U7 | [ˈkʌstəmə] | Kunde/Kundin |
| to cut in half U10 | [tə kʌt ɪn haːf] | in der Mitte durchschneiden, halbieren |
| to cut out U10 | [tə kʌt aʊt] | ausschneiden |
| cute U6 | [kjuːt] | süß |
| D | | |
| dad Level 1 | [dæd] | Papa |
| to damage U5 | [tə ˈdæmɪdʒ] | beschädigen |
| to dance Level 1 | [tə daːns] | tanzen |
| dance Level 1 | [daːns] | Tanz |
| dancer U2 | [ˈdaːnsə] | Tänzer/Tänzerin |
| dangerous Level 1 | [deɪndʒərəs] | gefährlich |
| Danish U1 | [ˈdeɪnɪʃ] | Dänisch |
| dark Level 1 | [dɑːk] | dunkel |
| darling U11 | [ˈdɑːlɪŋ] | Liebling |
| date Level 1 | [deɪt] | Datum |
| daughter Level 1 | [ˈdɔːtə] | Tochter |
| day Level 1 | [deɪ] | Tag |
| dead U3 | [ded] | tot |

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|--------------------------------|--------------------|---|
| dear ... U12 | [dɪə] | Liebe/r ... |
| to decide U8 | [tə dɪ'saɪd] | entscheiden |
| deep U12 | [di:p] | tief |
| definitely Level 1 | ['defɪnətli] | bestimmt, definitiv |
| delayed U11 | [dɪ'leɪd] | verspätet |
| delicious Level 1 | [dɪ'ljʃəs] | lecker, köstlich |
| democratic U8 | [,demə'krætɪk] | demokratisch |
| dentist U12 | ['dentɪst] | Zahnarzt/ Zahnärztin |
| to depart U11 | [tə dɪ'pɑ:t] | abfahren, abfliegen |
| department store U7 | [dɪ'pɑ:tmənt stɔ:] | Kaufhaus, Warenhaus |
| departure U11 | [dɪ'pɑ:tʃə] | Abfahrt, Abreise |
| to describe Level 1 | [tə dɪ'skraɪb] | beschreiben |
| description U3 | [dɪ'skrɪpʃn] | Beschreibung |
| to design Level 1 | [tə dɪ'zain] | entwerfen, gestalten |
| desk U2 | [desk] | Schreibtisch |
| destination U11 | [,destɪ'neɪʃn] | Reiseziel |
| to destroy U5 | [tə dɪ'strɔɪ] | zerstören |
| detail U12 | ['di:teɪl] | Detail |
| dialogue Level 1 | [daɪələg] | Gespräch, Dialog |
| diamond U3 | ['daɪmənd] | Diamant |
| diary Level 1 | [daɪəri] | Tagebuch |
| to die Level 1 | [tə daɪ] | sterben |
| difference U4 | ['dɪfrəns] | Unterschied |
| different Level 1 | [dɪfrənt] | verschieden/ verschiedene; anders |
| difficult Level 1 | [dɪfɪkəlt] | schwierig |
| dining room U8 | ['daɪnɪŋ ru:m] | Esszimmer |
| dinner Level 1 | [dɪnə] | Abendessen |
| dinosaur (dino) Level 1 | ['daɪnəsɔ:] | Dinosaurier |
| dip U4 | [dɪp] | Dip, Taufe |
| to direct U12 | [tə daɪ'rekt] | führen |
| direction U7 | [daɪ'rekʃn] | Richtung |
| director U3 | [daɪ'rektə] | Regisseur, Regisseurin |
| dirty U6 | ['dɜ:ti] | schmutzig |
| to disagree U6 | [tə ,dɪsə'gri:] | unterschiedlich sein, unvereinbar sein |
| disaster Level 1 | [dɪ'zɑ:sə] | Katastrophe, Schicksalsschlag |
| disaster film U9 | [dɪ'zɑ:sə fɪlm] | Katastrophenfilm |
| discount U6 | ['dɪskəʊnt] | Nachlass, Rabatt, Ermäßigung |
| to discover U3 | [tə dɪ'skʌvə] | entdecken |
| to discuss Level 1 | [tə dɪ'skʌs] | besprechen, diskutieren |
| to dislike U1 | [dɪs'laɪk] | nicht mögen |
| dislike U1 | [dɪs'laɪk] | Abneigung |
| distance U1 | ['dɪstəns] | Distanz, Entfernung |
| to do Level 1 | [tə du:] | machen, tun |
| doctor U6 | ['dɒktə] | Arzt/Ärztin |
| dog Level 1 | [dɒg] | Hund |
| doll U12 | [dɒl] | Puppe |
| to donate U4 | [tə dəʊ'neɪt] | spenden |
| Don't be silly! ASC2 | [dəʊnt bi 'sɪli] | Red keinen Unsinn! |
| Don't worry. Level 1 | [dəʊnt 'wʌri] | Mach dir keine Sorgen. |
| door Level 1 | [dɔ:r] | Tür |

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| down Level 1 | [daʊn] | herunter, hinunter |
| to draw U1 | [tə drɔ:] | zeichnen, malen |
| dream U3 | [dri:m] | Traum |
| to dream Level 1 | [tə dri:m] | träumen |
| dress Level 1 | [dres] | Kleid |
| drink Level 1 | [drɪŋk] | Getränk |
| to drink Level 1 | [tə drɪŋk] | trinken |
| to drive U2 | [tə draɪv] | fahren |
| to drive sb. mad U8 | [tə draɪv sɪ mæd] | jdn. verrückt machen, jdn. in den Wahnsinn treiben |
| driver Level 1 | ['draɪvə] | Fahrer/Fahrerin |
| to drop U1 | [tə drɒp] | fallen lassen; hier: zusammenbrechen |
| drummer U2 | ['drʌmə] | Schlagzeuger/ Schlagzeugerin |
| drums U2 | ['drʌmz] | Schlagzeug |
| duck U9 | [dʌk] | Ente |
| during U1 | ['djʊərɪŋ] | während |
| E | | |
| each Level 1 | [i:tʃ] | jeder/jede/jedes |
| each other Level 1 | [i:tʃ 'ʌðə(r)] | einander, miteinander; gegenseitig |
| ear Level 1 | [ɪə] | Ohr |
| ear pod U10 | [ɪə pɒd] | kabelloser Kopfhörer |
| early Level 1 | [ɜ:li] | früh |
| earring U10 | ['ɪərɪŋ] | Ohrring |
| Earth U8 | [ɜ:θ] | Erde |
| easy Level 1 | [i:zi] | einfach |
| eat Level 1 | [ti:t] | essen; fressen |
| eco-friendly U1 | [i:kəʊ 'frendli] | umweltfreundlich |
| egg Level 1 | [eg] | Ei |
| egg carton U10 | [eg 'kɑ:tɒn] | Eierkarton |
| either Level 1 | ['aɪðə] | auch nicht; entweder |
| electricity U5 | [ɪ,lek'trɪsəti] | Elektrizität, Strom |
| elegant U11 | ['elɪɡənt] | elegant, vornehm |
| elephant Level 1 | [elɪfənt] | Elefant |
| emergency service U5 | [ɪ'mɜ:dʒənsɪ 'sɜ:vɪs] | Notfalldienst |
| empty U7 | ['empti] | leer |
| end Level 1 | [end] | Ende |
| endangered U6 | [ɪn'deɪndʒəd] | vom Aussterben bedroht |
| ending U3 | ['endɪŋ] | Ende, Schluss |
| energetic U1 | [,enə'dʒetɪk] | energiegeladen, lebhaft |
| energy Level 1 | ['enədʒi] | Energie |
| to engage in U9 | [tə ɪn'geɪdʒ ɪn] | sich an etw. beteiligen |
| to enjoy Level 1 | [tə ɪn'dʒɔɪ] | genießen |
| enough U1 | ['ɪnʌf] | genug |
| entertaining U9 | [,entə'teɪnɪŋ] | unterhaltsam |
| environment U8 | [ɪn'vaɪrənmənt] | Umwelt |
| to escape U3 | [tə ɪ'skeɪp] | entkommen, entfliehen |
| especially U8 | ['ɪspeʃəli] | besonders |
| even Level 1 | ['i:vən] | sogar |
| evening Level 1 | ['i:vɪŋ] | Abend |
| event Level 1 | ['ɪvent] | Ereignis, Veranstaltung |

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| ever Level 1 | [evə] | je(mals) |
| every Level 1 | [evri] | jeder/jede/jedes |
| everybody Level 1 | [ˈevrɪbɒdi] | jeder/jede/jedes |
| everyday Level 1 | [ˈevri deɪ] | täglich |
| everyone Level 1 | [evriwʌn] | jeder/jede/jedes |
| everything Level 1 | [evriθɪŋ] | alles |
| everywhere Level 1 | [evriweə] | überall |
| evil SS12 | [ˈiːvl] | böse |
| exactly Level 1 | [ɪɡˈzækt.li] | genau, exakt |
| exam U4 | [ɪɡˈzæm] | Prüfung; Test |
| example Level 1 | [ɪɡˈzɑːmpl] | Beispiel |
| excellent Level 1 | [ˈeksələnt] | ausgezeichnet |
| except U3 | [ɪkˈsept] | außer, abgesehen von |
| to exchange U7 | [tə ɪksˈtʃeɪndʒ] | umtauschen, austauschen |
| excited Level 1 | [ɪkˈsaɪtɪd] | aufgeregt |
| exciting Level 1 | [ɪkˈsaɪtɪŋ] | aufregend, spannend |
| Excuse me! Level 1 | [ɪkˈskjuːz mi] | Entschuldigen Sie bitte, Entschuldigung! |
| exercise U3 | [ˈeksəsaɪz] | hier: Bewegung, Sport |
| to expect U5 | [tə ɪkˈspekt] | erwarten |
| expensive Level 1 | [ɪkˈspensɪv] | teuer |
| experiment U12 | [ɪkˈspɛrɪmənt] | Experiment |
| expert U3 | [ˈekspɜːt] | Experte/Expertin |
| to explain Level 1 | [tə ɪksˈpleɪn] | erklären |
| to explore U3 | [tə ɪkˈsplɔː] | erforschen, erkunden |
| explorer U3 | [ɪkˈsplɔːrə] | Forscher/Forscherin; Entdecker/Entdeckerin |
| extra Level 1 | [ˈekstrə] | zusätzlich |
| eye Level 1 | [aɪ] | Auge |
| F | | |
| fact Level 1 | [fækt] | Fakt; Tatsache |
| fact box U7 | [fækt bɒks] | Faktenbox |
| factory U8 | [ˈfæktəri] | Fabrik |
| fair U9 | [feə] | gerecht |
| fairy tale U3 | [feəri teɪl] | Märchen |
| fake U9 | [feɪk] | falsch; gerätscht |
| to fall Level 1 | [tə fɔːl] | fallen |
| to fall asleep ASC3 | [tə fɔːl əsliːp] | einchlafen |
| to fall down SS4 | [tə fɔːl daʊn] | hinunterfallen |
| to fall out of U4 | [tə fɔːl aʊt əv] | herausfallen aus |
| to fall over U5 | [tə fɔːl əvə] | umfallen |
| false Level 1 | [fɔːls] | falsch |
| family Level 1 | [ˈfæmli] | Familie |
| famous U7 | [ˈfæməs] | berühmt |
| fan U2 | [fæn] | Fan |
| fantastic Level 1 | [fænˈtæstɪk] | toll, fantastisch |
| far Level 1 | [fɑː] | weit |
| far away U8 | [fɑː əweɪ] | weit weg |
| farmer Level 1 | [ˈfɑːmə] | Bauer/Bäuerin |
| farming U8 | [ˈfɑːmɪŋ] | Landwirtschaft betreiben |
| fast Level 1 | [fɑːst] | schnell |
| fast train service U11 | [fɑːst treɪn ˈsɜːvɪs] | Schnellzug |

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| father Level 1 | [ˈfɑːðə] | Vater |
| fault SS5 | [fɔːlt] | Schuld |
| favourite Level 1 | [ˈfeɪ.vər.ɪt] | Lieblings- |
| to feed U6 | [tə fiːd] | füttern |
| to feel Level 1 | [tə fiːl] | (sich) fühlen, empfinden |
| to feel sorry for sb. U8 | [tə fiːl sɔːri fɔː] | mit jdm. Mitleid haben |
| (a) few U1 | [ə ˈfjuː] | ein paar; wenig |
| field U8 | [fiːld] | Feld |
| fierce U5 | [fiːs] | heftig, wild |
| to fight U2 | [tə faɪt] | streiten; kämpfen |
| to fill in Level 1 | [tə fɪl ɪn] | ausfüllen, eintragen |
| to fill out U6 | [tə fɪl aʊt] | ausfüllen |
| to film U2 | [tə fɪlm] | filmen |
| finally Level 1 | [ˈfaɪnli] | schließlich, endlich |
| to find Level 1 | [tə faɪnd] | finden |
| to find out Level 1 | [tə faɪnd aʊt] | herausfinden |
| fine Level 1 | [faɪn] | in Ordnung, gut |
| finger Level 1 | [ˈfɪŋgə] | Finger |
| to finish off ASC2 | [tə ˈfɪnɪʃ əv] | beenden, fertigstellen |
| fire U2 | [ˈfaɪə] | Feuer |
| first Level 1 | [fɜːst] | zuerst, zunächst; erster/erste/erstes |
| first prize ASC12 | [fɜːst praɪz] | Hauptgewinn |
| first rate U4 | [fɜːst reɪt] | erstklassig |
| fish U2 | [fɪʃ] | Fisch |
| fisherman (pl. fishermen) U8 | [ˈfɪʃmən, ˈfɪʃmənz] | Fischer |
| fishing U8 | [ˈfɪʃɪŋ] | Fischen, Angeln |
| fishing boat U8 | [ˈfɪʃɪŋ bəʊt] | Fischerboot |
| fit Level 1 | [fɪt] | fit; tauglich |
| fitness programme U4 | [ˈfɪtnəs ˈprəʊɡræm] | Fitnessprogramm |
| fizzy drink Level 1 | [ˈfɪzi drɪŋk] | kohlensäurehaltiges Getränk, Soda |
| flag Level 1 | [flæg] | Fahne, Flagge |
| to flash U5 | [tə flæʃ] | aufleuchten, blitzen |
| flat U10 | [flæt] | Wohnung |
| flat tyre ASC11 | [flæt ˈtaɪə] | Platten, platter Reifen |
| flight U11 | [flaɪt] | Flug |
| flood U5 | [flʌd] | Überflutung, Flut |
| floor U3 | [flɔːr] | Boden; hier: Etage, Stockwerk |
| flower U10 | [ˈflaʊə] | Blume |
| to fly Level 1 | [tə flai] | fliegen |
| to fly down U6 | [tə flai daʊn] | herunterfliegen |
| folk music U2 | [fəʊk ˈmjuːzɪk] | Folk-Musik |
| to follow Level 1 | [tə fɒləʊ] | folgen |
| Follow my lead. U4 | [ˈfɒləʊ maɪ liːd] | Mache es mir nach. / Machen Sie es mir nach. |
| following U1 | [fɒləʊɪŋ] | folgender/folgende/folgendes |
| food (no pl) Level 1 | [fuːd] | Essen |
| fool U2 | [fuːl] | Dummkopf |
| football Level 1 | [ˈfʊtbɔːl] | Fußball |
| for Level 1 | [fɔːr] | für |
| for example U4 | [fə ɪɡˈzɑːmpl] | zum Beispiel |

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|--------------------------|-----------------|-----------------------------|
| for life U1 | [fɔːr laɪf] | lebenslang |
| forest Level 1 | [ˈfɒrɪst] | Wald |
| forever U3 | [fəˈrevə] | für immer |
| to forget Level 1 | [tə fəˈget] | vergessen |
| form U2 | [fɔːm] | Form; hier: Formular |
| to form U1 | [tə fɔːm] | formen; formulieren |
| fox (pl foxes) G6 | [fɒks, ˈfɒksɪz] | Fuchs |
| free Level 1 | [friː] | frei; gratis |
| free time U5 | [friː taɪm] | Freizeit |
| French Level 1 | [frentʃ] | Französisch |
| fresh U4 | [frefʃ] | frisch |
| Friday Level 1 | [ˈfraɪdeɪ] | Freitag |
| fridge U10 | [ˈfrɪdʒ] | Kühlschrank |
| friend Level 1 | [ˈfrend] | Freund/Freundin |
| friendly Level 1 | [ˈfrend.li] | freundlich |
| friendship U1 | [ˈfrendʃɪp] | Freundschaft |
| to frighten U3 | [tə ˈfraɪtn] | erschrecken, Angst einjagen |
| frightening U3 | [ˈfraɪtnɪŋ] | beängstigend, erschreckend |
| frog Level 1 | [frɒɡ] | Frosch |
| from Level 1 | [frəm] | von, aus |
| front page U10 | [frʌnt peɪdʒ] | Titelseite |
| fruit Level 1 | [fru:t] | Obst |
| full U3 | [fʊl] | voll |
| fully booked U11 | [ˈfʊli bukt] | ausgebucht |
| fun Level 1 | [fʌn] | Spaß |
| funny Level 1 | [ˈfʌni] | lustig, komisch |
| furniture U10 | [ˈfɜːnɪtʃə] | Möbelstück |
| furry U6 | [ˈfɜːri] | pelzig |
| future U2 | [ˈfjuːtʃə] | Zukunft |

G

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| game Level 1 | [geɪm] | Spiel |
| garden U2 | [ˈgɑːdn] | Garten |
| gentleman (pl gentlemen) U11 | [ˈdʒentlmən, ˈdʒentəlmən] | Herr |
| geographical feature U8 | [ˌdʒiːəˈgræfɪkəl ˈfi:tʃə] | geographische Merkmale |
| geography Level 1 | [dʒɪˈbɒɡ.rə.fi] | Geografie |
| German Level 1 | [ˈdʒɜːm] | Deutsch |
| to get Level 1 | [tə get] | bekommen; erhalten; ankommen |
| to get a cold ASC5 | [tə get ə kəʊld] | sich erkälten |
| Get down! SS3 | [get daʊn!] | Deckung! |
| to get in U9 | [tə get ɪn] | einsteigen |
| to get into U2 | [tə get ɪntə] | einsteigen |
| to get lost U3 | [tə get lɒst] | sich verlaufen; verloren gehen |
| to get off U2 | [tə get ɒf] | verlassen, aussteigen |
| Get off me! U11 | [get ɒf mi] | Geh runter von mir! |
| to get on Level 1 | [tə get ɒn] | einsteigen |
| to get out of Level 1 | [tə get aʊt ɒv] | verschwinden aus; hinauskommen aus |
| to get sth. SS2 | [tə get stʌm.θɪŋ] | etw. verstehen |
| to get to know sb. U11 | [tə get tə nəʊ] | jd. kennenlernen |
| to get up Level 1 | [tə get ʌp] | aufstehen |
| ghost U3 | [ɡəʊst] | Geist, Gespenst |
| ghost ship U7 | [ɡəʊst ʃɪp] | Geisterschiff |

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| gift shop U6 | [ɡɪft ʃɒp] | Souvenirladen |
| gig U2 | [ɡɪɡ] | kleines Konzert, Auftritt |
| giraffe Level 1 | [dʒəˈrɑːf] | Giraffe |
| girl Level 1 | [ɡɜːl] | Mädchen |
| to give Level 1 | [tə ɡɪv] | geben |
| to give so. a lift U9 | [tə ɡɪv sɔː ə lɪft] | jd. mitnehmen, mitfahren lassen |
| glass U10 | [ɡlɑːs] | Glas |
| to go Level 1 | [tə ɡəʊ] | gehen |
| to go back U8 | [tə ɡəʊ bæk] | zurückgehen |
| to go by (bike) U11 | [tə ɡəʊ baɪ] | mit (dem Fahrrad) fahren |
| to go for a walk U11 | [tə ɡəʊ fɔː ə wɔːk] | spazieren gehen |
| to go missing U5 | [tə ɡəʊ ˈmɪsɪŋ] | verschwinden, verloren gehen |
| to go out U11 | [tə ɡəʊ aʊt] | ausgehen |
| to go past ASC | [tə ɡəʊ pɑːst] | vorbeigehen an |
| to go straight ahead U11 | [tə ɡəʊ streɪt əˈhed] | geradeaus gehen |
| to go without U11 | [tə ɡəʊ wɪˈðaʊt] | ohne etw. auskommen, entbehren |
| gold U10 | [ɡəʊld] | Gold |
| goldfish U6 | [ˈɡəʊldfɪʃ] | Goldfisch |
| golf U6 | [ɡɒlf] | Golf |
| good Level 1 | [ɡʊd] | gut |
| Good job! SS3 | [ɡʊd dʒɒb] | Gut gemacht! |
| Good luck! U2 | [ɡʊd lʌk] | Viel Glück! |
| Good morning! U11 | [ɡʊd ˈmɔːnɪŋ] | Guten Morgen! |
| Good one. U8 | [ɡʊd wʌn] | Das ist gut., Gute Idee. |
| Good point. ASC2,0 | [ɡʊd pɔɪnt] | Gutes Argument. |
| goodbye U6 | [ˌɡʊdˈbaɪ] | auf Wiedersehen |
| Got you! ASC3 | [ɡɒt ju] | Erwischt! |
| grass U10 | [ɡrænd] | groß; großartig |
| grass Level 1 | [ɡrɑːs] | Gras |
| great Level 1 | [ɡret] | großartig, wunderbar |
| green Level 1 | [ɡriːn] | grün |
| grey Level 1 | [ɡrei] | grau |
| ground U6 | [ɡraʊnd] | (Erd-)Boden |
| group Level 1 | [ɡruːp] | Gruppe |
| guard U8 | [ɡɑːd] | Wache |
| to guess Level 1 | [tə ges] | (er-)raten |
| guide U6 | [ɡaɪd] | Reiseführer/ Reiseführerin |
| guitar Level 1 | [ɡɪˈtɑː] | Gitarre |
| guitar player U2 | [ɡɪˈtɑː ˈpleɪə] | Gitarrenspieler/ Gitarrenspielerin |
| gym Level 1 | [dʒɪm] | Fitnessstudio; Turnhalle |

H

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|---------------------------------|--------------------|---------------|
| hair (no pl) Level 1 | [heə] | Haare |
| half (pl halves) Level 1 | [haːf, haːvz] | Hälfte |
| half (past) two Level 1 | [haːf (paːst) tuː] | halb drei |
| hall Level 1 | [hɔːl] | Flur; Vorraum |
| ham Level 1 | [hæm] | Schinken |
| hand Level 1 | [hænd] | Hand |

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| to hand U7 | [tə hænd] | geben, reichen |
| Hang on! SS3 | [hæŋ ɒn] | Warte mal! |
| to hang up U9 | [tə hæŋ ʌp] | auflegen |
| to happen Level 1 | [tə hæpən] | geschehen, passieren |
| happy Level 1 | [hæpi] | glücklich, zufrieden |
| hard Level 1 | [hɑ:d] | hart; schwierig |
| hardly U10 | ['hɑ:dlɪ] | kaum |
| hare G6 | [heə] | Hase |
| to hate Level 1 | [tə heɪt] | hassen |
| haunted house U3 | ['hɑ:ntɪd haʊs] | Geisterhaus |
| to have (got) Level 1 | [tə hæv (gɒt)] | haben |
| Have a go! U2 | [hæv ə gəʊ] | Versuch's doch mal! |
| to have a lie-in U5 | [tə hæv ə laɪ'ɪn] | ausschlafen |
| Have a look! ASC9 | [hæv ə lʊk] | Schau(t) mal! / Schauen Sie mal! |
| to have a look around U6 | [tə hæv ə lʊk ə'raʊnd] | sich umsehen |
| to have a look at sth. U6 | [tə hæv ə lʊk ət] | sich etw. ansehen |
| to have fun U1 | [tə hæv fʌn] | Spaß haben |
| to (not) have to U8 | [tə (nɒt) hæv tə] | (nicht) müssen |
| he Level 1 | [hi:] | er |
| headmaster ASC8 | [hed'mɑ:stə] | Schuldirektor |
| health U4 | [helθ] | Gesundheit |
| healthy Level 1 | [helθi] | gesund |
| to hear Level 1 | [tə hɪə] | hören |
| heart Level 1 | [hɑ:t] | Herz |
| heartbeat U12 | ['hɑ:tbɪt] | Herzschlag |
| heatwave U5 | ['hi:tweɪv] | Hitzewelle |
| heavy U5 | ['hevi] | schwer, stark |
| helicopter U11 | ['helɪkɒptə] | Hubschrauber |
| to help Level 1 | [tə help] | helfen |
| help U4 | [help] | Hilfe |
| helpful U1 | ['helpfl] | hilfreich, nützlich |
| here Level 1 | [hɪə] | hier, her |
| Here you are. SS2 | [hɪə ju ə] | Bitte sehr., Da hast du es. |
| Here you go. U12 | [hɪə ju gəʊ] | Bitte sehr. |
| hero (pl heroes) Level 1 | ['hɪə.rəʊ, 'hɪrəʊz] | Held |
| to hide Level 1 | [tə haɪd] | verstecken |
| high Level 1 | [haɪ] | hoch |
| hill U4 | [hɪl] | Hügel |
| himself U2 | [hɪm'self] | selbst |
| hippo U6 | ['hɪpəʊ] | Elefant |
| historical story U1 | ['hɪstərɪkəl 'stɔ:ri] | historische Geschichte |
| history ASC11 | ['hɪstri] | Geschichte |
| to hit U10 | [tə hɪt] | schlagen |
| hobby U1 | ['hɒbi] | Hobby, Freizeitbeschäftigung |
| to hold (up) U2 | [tə həʊld (ʌp)] | (hoch-)halten |
| hole U8 | [həʊl] | Loch |
| holiday Level 1 | ['hɒlədeɪ] | Urlaub, Ferien |
| home Level 1 | [həʊm] | Zuhause; zu/nach Hause |
| homework (no pl) Level 1 | [həʊmwɜ:k] | Hausaufgaben |
| honestly U3 | ['ɒnɪstli] | ehrlich, ehrlicherweise |

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| to hope Level 1 | [tə həʊp] | hoffen |
| hopefully U10 | ['həʊpfəli] | hoffentlich |
| horn U6 | ['hɔ:n] | Horn |
| horrible U8 | ['hɒrəbl] | schrecklich |
| horror story U3 | ['hɒrə 'stɔ:ri] | Horrorgeschichte |
| hosepipe U5 | ['həʊzpaɪp] | Gartenschlauch |
| hot Level 1 | [hɒt] | heiß; scharf |
| hour Level 1 | [aʊə] | Stunde |
| house Level 1 | [haʊs] | Haus |
| housing U8 | ['hʌʒɪŋ] | Wohnen |
| how Level 1 | [haʊ] | wie |
| How about ...? ASC3 | [haʊ əbʌt ...] | Wie wäre es mit ...? |
| How long does it take? U7 | [haʊ lɒŋ dɪz ɪt teɪk] | Wie lange dauert es? |
| how many Level 1 | [haʊ 'meni] | wie viele |
| how much ASC8 | [haʊ 'mʌtʃ] | wie viel |
| How much is/are ...? Level 1 | [haʊ 'mʌtʃ ɪz/ɑ:] | Wie viel kostet/kosten ...? |
| human Level 1 | ['hju:mən] | Mensch |
| (a) hundred U1 | (ə)'hʌndrəd] | (ein) hundert |
| hungry Level 1 | ['hʌŋɡri] | hungrig |
| hunter Level 1 | ['hʌntə] | Jäger/Jägerin |
| hurricane Level 1 | ['hʌrɪkən] | Wirbelsturm, Orkan |
| Hurry up! Level 1 | ['hʌrɪ ʌp] | Beeil dich!, Beeilt euch! |
| hurt Level 1 | ['hɜ:t] | schmerzen, wehtun |
| husband U3 | ['hʌzbənd] | Ehemann |
| I Level 1 | [aɪ] | ich |
| I can't take this any more. U3 | [aɪ kɑ:n't teɪk ðɪs, eni 'mɔ:] | Ich kann nicht mehr., Ich halte es nicht mehr aus. |
| I can't wait. U3 | [aɪ kɑ:n't weɪt] | Ich kann es kaum erwarten. |
| I'd like ... U7 | [aɪd laɪk] | Ich möchte ..., Ich hätte gerne ... |
| I'd love to ... U8 | [aɪd lʌv tə] | Ich würde gerne ... |
| idea Level 1 | [aɪ'di:ə] | Idee, Einfall |
| ideal U1 | [aɪ'di:əl] | ideal, optimal |
| to identify U8 | [tə aɪ'dentɪfaɪ] | identifizieren |
| if Level 1 | [ɪf] | falls; wenn; ob |
| ill U2 | [ɪl] | krank |
| I'm afraid ... U4 | [aɪm ə'freɪd] | Leider ... |
| I'm afraid not. SS6 | [aɪm ə'freɪd nɒt] | Leider nicht. |
| I'm afraid so. SS6 | [aɪm ə'freɪd səʊ] | Leider ja. |
| I'm joking. ASC1 | [aɪm dʒəʊkɪŋ] | Ich mache nur Spaß! |
| I'm off now. SS3 | [aɪm ɒf naʊ] | Ich bin jetzt weg. |
| I'm sorry. Level 1 | [aɪm 'sɒri] | Tut mir leid., Entschuldigung. |
| imagination U3 | [ɪ,mædʒɪ'neɪʃn] | Vorstellungskraft, Fantasie |
| to imagine Level 1 | [tə ɪ'mædʒɪn] | sich vorstellen |
| importance U10 | [ɪm'pɔ:tns] | Bedeutung, Wichtigkeit |
| important Level 1 | [ɪm'pɔ:tnt] | wichtig |
| impressed ASC12 | [ɪm'prest] | beeindruckt |
| in Level 1 | [ɪn] | in |
| in a row U5 | [ɪn ə rəʊ] | nacheinander, in Folge |
| in fact U3 | [ɪn fækt] | tatsächlich, sogar |

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| in front of Level 1 | [ɪn frʌnt əv] | vor |
| in pairs Level 1 | [ɪn peəz] | zu zweit |
| in spite of U2 | [ɪn spaɪt əv] | trotz |
| in that case U8 | [ɪn ðæt keɪs] | in diesem Fall |
| in the back ASC11 | [ɪn ðə bæk] | hinten; hier: auf der Rückbank |
| in the front U11 | [ɪn ðə frʌnt] | vor, vorne; hier: auf dem Vordersitz |
| in the middle U5 | [ɪn ðə 'mɪdl] | in der Mitte |
| in total U5 | [ɪn 'təʊtl] | in Summe, insgesamt |
| inconvenience (no pl) U11 | [ɪnkən'vi:niəns] | Unannehmlichkeit |
| incredible SS1 | [ɪn'kredəbl] | unglaublich |
| indoor(s) U5 | [ɪn'dɔ:(z)] | drinnen, innen |
| information (no pl) Level 1 | [ɪnfə'meɪʃn] | Information |
| to injure U8 | [tə 'ɪndʒə] | verletzen |
| inner city U8 | [ɪnə 'sɪti] | Innenstadt |
| insect Level 1 | [ɪnsekt] | Insekt |
| inside U1 | [ɪn'saɪd] | innen, innerhalb |
| instead U5 | [ɪn'sted] | stattdessen, anstatt |
| instruction Level 1 | [ɪn'strʌkʃən] | Anweisung |
| instrument Level 1 | [ɪn'strəmənt] | Instrument |
| intelligent U6 | [ɪn'telɪdʒənt] | intelligent |
| interesting Level 1 | [ɪn'trəstɪŋ] | interessant |
| interview Level 1 | [ɪntə'vju:] | Interview |
| to interview U2 | [tə ɪntə'vju:] | interviewen, befragen |
| into Level 1 | [ɪntə] | in (... hinein) |
| to introduce U1 | [tə ɪn'trə'dju:s] | vorstellen |
| invasion U3 | [ɪn'veɪʒn] | Invasion, Invasion |
| to invent U12 | [tə ɪn'vent] | erfinden |
| to invite Level 1 | [tə ɪn'vaɪt] | einladen |
| irregular U5 | [ɪ'regjələ] | unregelmäßig |
| Is it any good? U10 | [ɪz ɪt eni gud] | Was ist das? Ist es gut? |
| island U8 | ['aɪlənd] | Insel |
| it Level 1 | [ɪt] | es |
| It doesn't matter. ASC4 | [ɪt 'dʌznt 'mɪtə] | Es spielt keine Rolle. |
| Italian U1 | [ɪ'tæliən] | italienisch, Italiener/Italienerin |

J

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|------------------------------|----------------------|-----------------------------|
| January Level 1 | [dʒænjuəri] | Januar |
| jazz U2 | [dʒæz] | Jazz |
| jelly beans U4 | [dʒeli bi:ns] | Gummibohnen (Süßigkeit) |
| jet U11 | [dʒet] | Düsenflugzeug |
| job U5 | [dʒɒb] | Arbeit |
| job advertisement U11 | [dʒɒb ɪd'vɜ:tɪsmənt] | Stellenanzeige |
| jogging U11 | [dʒɒɡɪŋ] | Joggen, Laufen |
| to join U11 | [tə dʒɔɪn] | beitreten, sich anschließen |
| to join in ASC2 | [tə dʒɔɪn ɪn] | mitmachen |
| journey U11 | [dʒɜ:ni] | Reise |
| judge ASC12 | [dʒʌdʒ] | Juror/Jurorin |
| July Level 1 | [dʒu'laɪ] | Juli |
| to jump Level 1 | [tə dʒʌmp] | springen, hüpfen |
| to jump out U6 | [tə dʒʌmp aʊt] | herausspringen |
| jumper Level 1 | [dʒʌm.pə] | Pullover |

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|-----------------------------|--------------------|------------------------|
| jungle U3 | ['dʒʌŋɡl] | Dschungel, Urwald |
| just Level 1 | [dʒʌst] | nur; einfach; gerade |
| Just a moment. U11 | [dʒʌst ə 'məʊmənt] | Einen Moment. |
| Just be yourself! U1 | [dʒʌst bi jə'self] | Sei einfach du selbst! |
| Just joking! U9 | [dʒʌst dʒɔʊk] | Ich scherze nur! |
| Just kidding! U2 | [dʒʌst kɪdɪŋ] | Ich scherze nur! |

K

| | | |
|---|-------------------------------|-------------------------|
| to keep U3 | [tə ki:p] | halten, aufbewahren |
| to keep a secret U11 | [tə ki:p ə 'si:kət] | ein Geheimnis bewahren |
| to keep on U9 | [tə ki:p ɒn] | bleiben, beibehalten |
| to keep one's fingers crossed for sb U12 | [tə ki:p ɒn ɪz 'fɪŋɡəz krɒst] | jdm. die Daumen drücken |
| key U3 | [ki:] | Schlüssel |
| keyboard U2 | ['ki:bɔ:d] | Keyboard |
| keyboard U2 | ['ki:bɔ:d] | Tastatur |
| kid Level 1 | ['kɪd] | Kind |
| to kill U11 | [tə kɪl] | töten |
| kilo U6 | ['ki:ləʊ] | Kilo, Kilogramm |
| kind U1 | [kaɪnd] | nett, lieb |
| kind of U11 | [kaɪnd əv] | Art von |
| king U1 | [kɪŋ] | König |
| kitchen Level 1 | ['kɪtʃɪn] | Küche |
| kitten U11 | ['kɪtn] | Kätzchen, Katzenbaby |
| to knock down U5 | [tə nɒk daʊn] | niederschlagen, umhauen |
| to knock off U3 | [tə nɒk ɒf] | herunterstoßen |
| to know Level 1 | [tə nəʊ] | wissen; kennen |
| koala U4 | [kəʊ'ɑ:lə] | Koalabär |

L

| | | |
|--------------------------|-------------------|--------------------------------------|
| lake Level 1 | [leɪk] | See |
| lamp U11 | [læmp] | Lampe |
| to land U11 | [tə lænd] | landen |
| landslide SS2 | ['lændslaɪd] | Erdrutsch |
| language Level 1 | [læŋɡwɪdʒ] | Sprache |
| large U6 | [lɑ:dʒ] | groß |
| last Level 1 | [lɑ:st] | letzter/letzte/letztes |
| last U3 | [lɑ:st] | zuletzt |
| to last U5 | [tə lɑ:st] | dauern |
| late Level 1 | [leɪt] | (zu) spät |
| later Level 1 | [leɪtə] | später |
| to laugh U1 | [tə lɑ:f] | lachen |
| to laugh at U9 | [tə lɑ:f ət] | auslachen |
| lazy U4 | ['leɪzi] | faul |
| leader Level 1 | [li:də] | Leiter/Leiterin, Anführer/Anführerin |
| leaflet Level 1 | ['li:flət] | Broschüre, Flugblatt |
| to learn Level 1 | [tə lɜ:n] | lernen |
| to leave U6 | [tə li:v] | verlassen; hier: übrig bleiben |
| left Level 1 | [left] | links |
| left-hand side U8 | ['left hænd saɪd] | linke Seite |
| leg Level 1 | [leg] | Bein |
| lentil U4 | ['lentɪ] | Linse |
| less U6 | [les] | weniger |
| lesson Level 1 | ['les.ən] | (Unterrichts-)Stunde |

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|-----------------------|---------|-------------------|-------------------------------------|
| to let | ASC1 | [tə let] | lassen |
| Let me see! | Level 1 | [let mi si:] | Zeig mal her., Lass mich mal sehen. |
| Let's ... | Level 1 | [lets] | Lass(t) uns ... |
| Let's go! | Level 1 | [lets gəʊ] | Los!, Gehen wir! |
| Let's see. | ASC4 | [lets si:] | Mal schauen. |
| Let's talk soon! | U1 | [lets tɔ:k su:n] | Wir sprechen uns bald! |
| letter | Level 1 | [letə] | Brief, Buchstabe |
| level | U7 | [levl] | Niveau |
| to lick | U3 | [tə lik] | lecken |
| to lie | U1 | [tə laɪ] | lügen |
| to lie | U4 | [tə laɪ] | liegen |
| life (pl lives) | Level 1 | [laɪf, laɪvz] | Leben |
| to lift up | U3 | [tə lift ʌp] | aufheben, hochheben |
| light | U3 | [laɪt] | Licht |
| light | Level 1 | [laɪt] | leicht; hier: hell |
| lightning | U5 | [laɪtnɪŋ] | Blitz |
| to like | Level 1 | [tə laɪk] | mögen |
| like | Level 1 | [laɪk] | so wie ..., ähnlich wie ... |
| line | Level 1 | [laɪn] | Linie |
| lion | U1 | [laɪən] | Löwe |
| list | Level 1 | [lɪst] | Liste |
| to listen (to) | Level 1 | [tə 'lɪsn (tu:)] | hören, zuhören |
| Listen up. | ASC2 | [lɪsn ʌp] | Hör(t) zu. |
| listener | U1 | [lɪsənə(r)] | Zuhörer/Zuhörerin |
| litter | ASC8 | [lɪtə] | Müll |
| litter picker | ASC8 | [lɪtə 'pɪkə] | Abfallpflücker |
| litter-picking | ASC8 | [lɪtə 'pɪkɪŋ] | Müllsammeln |
| to live | Level 1 | [tə lɪv] | leben |
| live music | U8 | [laɪv 'mju:zɪk] | Livemusik |
| to live off | U8 | [tə lɪv ɒf] | von ... leben |
| lively | U8 | [laɪvli] | begeistert, lebhaft |
| living room | Level 1 | [lɪvɪŋ ru:m] | Wohnzimmer |
| loads of | ASC9 | [ləʊdz əv] | viel/viele |
| local | U5 | [ləʊkl] | örtlich, ortsansässig |
| to lock | U3 | [tə lɒk] | versperren, sperren |
| lockdown | U4 | [lɒkdaʊn] | Ausgangssperre, Lockdown |
| locked | U7 | [lɒkt] | versperrt |
| long | Level 1 | [lɒŋ] | lang |
| to look | Level 1 | [tə lʊk] | sehen, schauen, sehen |
| to look after | U1 | [tə lʊk ɑ:ftə] | betreuen, kümmern, kümmern, passen |
| to look at | Level 1 | [tə lʊk ət] | betrachten, ansehen |
| to look for | U3 | [tə lʊk fɔ:] | suchen |
| looking forward to | ASC6 | [lʊkɪŋ fɔ:wəd tə] | (sich) freuen auf |
| to look like | U3 | [tə lʊk laɪk] | aussehen wie |
| lorry | U11 | [lɒri] | Lastwagen |
| to lose | U4 | [tə lu:z] | verlieren |
| lost | U3 | [lɒst] | verloren |
| Lost and Found office | U2 | [lɒst ənd faʊnd] | Fundbüro |
| lots of | Level 1 | [lɒts əv] | viel, eine Menge |
| loud | U2 | [laʊd] | laut |
| to love | Level 1 | [tə lʌv] | lieben, mögen |
| lovely | Level 1 | [lɒvli] | schön, lieblich |
| low (battery) | U12 | [ləʊ] | hier: schwach, leer |

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|-----------------------------|---------|---------------------------|---|
| lucky | Level 1 | [lʌki] | Glück haben |
| lunch | Level 1 | [lʌntʃ] | Mittagessen |
| lunchtime | Level 1 | [lʌntʃ taɪm] | Mittagszeit |
| M | | | |
| magazine article | U2 | [mægə'zɪn ɑ:tɪkəl] | Zeitschriftenartikel |
| magical | Level 1 | [mædʒɪkəl] | magisch |
| main | U5 | [meɪn] | Haupt; wichtigste |
| to make | Level 1 | [tə meɪk] | machen |
| to make a mess | U2 | [tə meɪk ə 'mes] | Unordnung machen |
| to make an arrangement | U9 | [tə meɪk ən ˈɑ:rdʒmənt] | eine Vereinbarung treffen |
| to make friends with | U2 | [tə meɪk frɛnz wɪð] | Freundschaft(en) schließen, sich anfreunden |
| to make fun of sb. | U2 | [tə meɪk fʌn əv] | sich über jdn. lustig machen |
| to make sb. laugh | U2 | [tə meɪk sʌmbədi ˈlɑ:f] | jdn. zum Lachen bringen |
| to make up | U3 | [tə meɪk ʌp] | sich ausdenken |
| Make yourselves comfortable | U2 | [meɪk jɔ:selvz kəmftəbəl] | Macht es euch gemütlich. |
| man (men) | Level 1 | [mæn, men] | Mann |
| to manage | U2 | [tə 'mæn.ɪdʒ] | leiten, bewältigen |
| manager | U2 | [mænɪdʒə] | Leiter/Leiterin |
| mango (pl mangoes) | U4 | [mæŋɡəʊ, mæŋɡəʊz] | Mango |
| mansión | U10 | [mænʃjən] | Villa |
| many | Level 1 | [meni] | viele |
| map | U1 | [mæp] | (Land-)Karte |
| marathon | Level 1 | [mæərəθən] | Marathon |
| market | Level 1 | [mɑ:kɪt] | Markt |
| married | U3 | [mæɪrɪd] | verheiratet |
| to marry | U3 | [tə 'mæəri] | heiraten |
| match | Level 1 | [mætʃ] | Match, Spiel |
| mate | U2 | [meɪt] | Kumpel |
| material | U10 | [mə'tɪəriəl] | Material |
| maths | Level 1 | [mæθs] | Mathe(matik) |
| Mai | Level 1 | [meɪ] | Mai |
| maybe | Level 1 | [meɪbi] | vielleicht |
| Me neither. | ASC9 | [mi 'naɪə] | Ich auch nicht. |
| Me too. | Level 1 | [mi: 'tu:] | Ich auch. |
| to mean | Level 1 | [tə mi:n] | meinen; bedeuten |
| meaning | U4 | [mi:nɪŋ] | Bedeutung |
| meat | U1 | [mi:t] | Fleisch |
| mechanic | ASC11 | [mə'kænɪk] | Mechaniker/ Mechanikerin |
| medicine | U6 | [ˈmedɪsn] | Medizin |
| to meet | Level 1 | [tə mi:t] | (sich) treffen, kennenlernen |
| to meet up with sb. | U5 | [tə mi:t ʌp] | sich mit jdm. treffen |
| member | U5 | [ˈmembə] | Mitglied |
| mess | U3 | [mes] | Unordnung |
| to mess about | U9 | [tə mes ə'baʊt] | herumalbern |
| message | U2 | [mesɪdʒ] | Nachricht |
| to message | U1 | [tə 'mesɪdʒ] | eine Nachricht senden |
| method of payment | U11 | [ˈmeθəd əv 'peɪmənt] | Zahlungsmethode |
| metre | Level 1 | [mi:tə] | Meter |
| middle | Level 1 | [ˈmɪd.əl] | Mitte |

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|------------------------------|-------------------------|--|
| midnight Level 1 | [ˈmɪdnɑːt] | Mitternacht |
| might (not) U5 | [maɪt (nɒt)] | vielleicht (nicht), möglicherweise (nicht) |
| mile U5 | [maɪl] | Meile |
| milk Level 1 | [mɪlk] | Milch |
| million Level 1 | [ˈmɪljən] | Million |
| to mime Level 1 | [tə maɪm] | mimen, pantomimisch darstellen |
| mind U4 | [maɪnd] | Verstand, Geist |
| minibus U11 | [ˈmɪnɪbʌs] | Kleinbus |
| minimum U4 | [ˈmɪnɪməm] | Minimum |
| minute Level 1 | [mɪnɪt] | Minute |
| to miss U4 | [tə mɪs] | verpassen; vermissen |
| missing Level 1 | [ˈmɪsɪŋ] | fehlend |
| mistake Level 1 | [mɪˈsteɪk] | Fehler |
| mobile phone U1 | [ˈməʊbaɪl fəʊn] | Handy |
| model U3 | [ˈmɒdl] | Modell |
| moment U4 | [ˈmɒmənt] | Moment |
| Monday Level 1 | [ˈmʌndeɪ] | Montag |
| money Level 1 | [ˈmʌni] | Geld |
| monkey U3 | [ˈmʌŋki] | Affe |
| monster U3 | [ˈmɒnstə] | Monster |
| month Level 1 | [mʌnθ] | Monat |
| mood U4 | [muːd] | Stimmung |
| moon U12 | [muːn] | Mond |
| more Level 1 | [mɔːr] | mehr |
| morning Level 1 | [ˈmɔːnɪŋ] | Morgen |
| most Level 1 | [məʊst] | am meisten, die meisten |
| mostly ASC2 | [ˈməʊstli] | meistens |
| mother Level 1 | [ˈmʌðə] | Mutter |
| motorbike U11 | [ˈməʊtəbaɪk] | Motorrad |
| mountain Level 1 | [maʊntən] | Berg |
| mountain area U11 | [ˈmaʊntən ˈeəriə] | Bergregion |
| mouse Level 1 | [maʊs] | (Computer-)Maus |
| mouse (pl mice) ASC6 | [maʊs, maɪs] | Mäuse |
| mouth Level 1 | [maʊθ] | Mund |
| to move Level 1 | [tə muːv] | (sich) bewegen |
| to move (house) U8 | [tə muːv] | umziehen |
| much Level 1 | [mʌtʃ] | sehr |
| mum Level 1 | [mʌm] | Mutter |
| museum U7 | [ˈmjuːziəm] | Museum |
| music Level 1 | [ˈmjuzɪk] | Musik |
| music shop U7 | [ˈmjuzɪk ʃɒp] | Musikladen |
| musical instrument U7 | [ˈmjuzɪkəl ɪnstruːmənt] | Musikinstrument |
| musician U7 | [ˈmjuzɪʃn] | Musiker/Musikerin |
| must (not) U5 | [mʌst (nɒt)] | müssen (nicht dürfen) |
| mystery U5 | [ˈmɪstri] | Mysterium, Rätsel |
| mystery story ASC6 | [ˈmɪstri ˈstɔːri] | Kriminalgeschichte |

N

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|-------------------------|---------------------|------------------|
| name Level 1 | [neɪm] | Name |
| to name U10 | [tə neɪm] | benennen |
| nap U4 | [næp] | Nickerchen |
| native people U3 | [ˈneɪ.tɪv ˈpiː.pəl] | Ureinwohner |
| naughty U3 | [ˈnɔːti] | ungezogen, frech |

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|-----------------------------|-----------------------|--|
| near ASC1 | [nɪə(r)] | in der Nähe von |
| neat U7 | [ni:t] | ordentlich, gepflegt |
| necessary U11 | [ˈnesəsəri] | notwendig |
| to need Level 1 | [tə ni:d] | brauchen |
| negative Level 1 | [ˈneg.ə.tɪv] | negativ |
| neighbour U10 | [ˈneɪbər] | Nachbar/Nachbarin |
| never Level 1 | [nevə] | nie(mals) |
| Never mind! U12 | [ˈnevə maɪnd] | Kein Problem!, Halb so wild! |
| new Level 1 | [njuː] | neu |
| news (pl) U4 | [njuːz] | Neuigkeiten |
| news story U5 | [njuːz ˈstɔːri] | Nachrichten- meldung |
| newspaper U3 | [ˈnjuːzpeɪpə] | Zeitung |
| newspaper article U5 | [ˈnjuːzpeɪpə ˈɑːtɪkl] | Zeitungsartikel |
| next door U8 | [ˈnekst ˈdɔː] | nebenan |
| next to U8 | [ˈnekst tuː] | neben |
| nice Level 1 | [naɪs] | schön, angenehm; nett |
| Nice to meet you! U8 | [naɪs tuː mi:t ju] | Es freut mich, dich/ Sie kennen zu lernen! |
| night Level 1 | [naɪt] | Nacht |
| no Level 1 | [nəʊ] | keine |
| no (ASC) U5 | [nəʊ ɪkˈskjuːs] | Keine Ausrede. |
| no (ASC) U5 | [nəʊ lʌk] | kein Glück |
| No problem. Level 1 | [nəʊ ˈprɒbləm] | Kein Problem. |
| No surprise. U4 | [nəʊ səˈpraɪz] | Kein Wunder. |
| No way! Level 1 | [nəʊ weɪ] | Niemals!, Auf keinen Fall! |
| nobody Level 1 | [ˈnəʊbɒdi] | niemand |
| noise ASC3 | [nɔɪz] | Geräusch |
| noisy U2 | [ˈnɔɪzi] | laut, lärmend |
| none Level 1 | [nʌn] | nichts; keine/r |
| normal Level 1 | [ˈnɔːml] | normal |
| north U5 | [nɔːθ] | Norden |
| Norwegian U1 | [ˈnɔːwiːdʒən] | Norwegisch |
| nose Level 1 | [nəʊz] | Nase |
| not Level 1 | [nɒt] | nicht |
| not bad U2 | [nɒt bæd] | nicht schlecht |
| not yet U10 | [nɒt jet] | noch nicht |
| notebook U10 | [ˈnəʊtbʊk] | Heft; Notizblock |
| nothing Level 1 | [nʌθɪŋ] | nichts |
| to notice U8 | [tə ˈnəʊtɪs] | bemerken |
| now Level 1 | [naʊ] | jetzt; sofort |
| nowhere Level 1 | [ˈnəʊweə] | nirgends |
| number Level 1 | [ˈnʌmbər] | Zahl, Ziffer, Nummer |
| to number Level 1 | [tə ˈnʌmbər] | nummerieren |
| nut Level 1 | [nʌt] | Nuss |

O

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|------------------------------|-------------------|-------------------|
| (one) o'clock Level 1 | [(wʌn) əˈklɒk] | (ein) Uhr |
| object Level 1 | [ˈɒbdʒɪkt] | Objekt |
| ocean Level 1 | [əʊʃn] | Ozean |
| October Level 1 | [ɒkˈtəʊbə] | Oktober |
| (the) odd one out U6 | [(ðɪ) ɒd wʌn aʊt] | nicht dazugehören |
| of Level 1 | [əv] | von |
| of course Level 1 | [ɒv kɔːs] | natürlich, gewiss |
| to offer U7 | [tə ˈɒfə] | anbieten |
| often Level 1 | [ɒfn] | oft, häufig |

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|--------------------------------|---------------------|-----------------------------------|
| Oh dear! U10 | [əʊ diə] | Oje!, Ach du meine Güte! |
| old Level 1 | [əʊld] | alt |
| on Level 1 | [ɒn] | auf; bei; an |
| on average Level 1 | [ɒn avərɪdʒ] | durchschnittlich, im Durchschnitt |
| on board U11 | [ɒn bɔ:d] | an Bord |
| on one's own U12 | [ɒn wʌnz əʊn] | alleine, selbstständig |
| on record U5 | [ɒn 'rekɔ:d] | laut Aufzeichnungen |
| on the spot U4 | [ɒn ðə spɒt] | auf der Stelle, an Ort und Stelle |
| once U4 | [wʌns] | sobald; einmal |
| one thing at a time SS4 | [wʌn θɪŋ ət ə taɪm] | eins nach dem anderen |
| online profile U2 | [ɒn'laɪn 'prəʊfaɪl] | Onlineprofil |
| only Level 1 | [əʊnli] | nur |
| to open (up) Level 1 | [tə əʊpən (ʌp)] | öffnen |
| opening hours U8 | [əʊpənɪŋ aʊəz] | Öffnungszeiten |
| opera U2 | ['ɒpərə] | Oper |
| opposite U7 | ['ɒpəzɪt] | gegenüber |
| option Level 1 | ['ɒpʃən] | Option, Möglichkeit |
| or Level 1 | [ɔ:r] | oder |
| orange Level 1 | [ɒrɪndʒ] | orange; Orange |
| order Level 1 | [ɔ:də] | Reihenfolge |
| to organise Level 1 | [tə 'ɔ:ɡənəɪz] | organisieren, ordnen |
| ostrich U1 | ['ɒstrɪtʃ] | Strauß |
| other Level 1 | [lðə] | anderer/andere/anderes |
| otherwise U9 | ['lðəwaɪz] | ansonsten |
| ourselves U8 | [ɑ:'selvz] | uns selbst |
| outdoor U5 | ['aʊtdɔ:] | draußen, außen |
| outside Level 1 | [aʊt'saɪd] | draußen, außen |
| over here ASC8 | ['əʊvə hɪə] | hier drüben |
| own Level 1 | [əʊn] | eigen, eigene/eigene/eigenes |
| ox (pl oxen) G6 | [ɒks, 'ɒksən] | Ochse |

P

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|-------------------------------|----------------------|-----------------------|
| to pack U11 | [tə pæk] | packen |
| page Level 1 | [peɪdʒ] | Seite |
| to paint Level 1 | [tə peɪnt] | malen, zeichnen |
| pal U1 | [pæl] | Kumpel |
| pandemic U4 | [pæn'demɪk] | Epidemie |
| paper Level 1 | ['peɪpə] | Papier |
| paragraph U3 | ['pærəɡræf] | Absatz, Paragraph |
| parcel U12 | ['pɑ:sl] | Paket; Geschenk |
| parents Level 1 | ['peərənts] | Eltern |
| park U1 | [pɑ:k] | Park |
| parliament building U8 | ['pɑ:liəmənt bɪldɪŋ] | Parlamentsgebäude |
| parrot U6 | ['pærət] | Papagei |
| part Level 1 | [pɑ:t] | Teil |
| partner Level 1 | ['pɑ:tənə] | Partner/Partnerin |
| party Level 1 | ['pɑ:ti] | Party, Feier |
| to pass U4 | [tə pɑ:s] | bestehen; vorbeigehen |
| passport U11 | ['pɑ:spɔ:t] | Reisepass |
| past U3 | [pɑ:st] | Vergangenheit |
| past Level 1 | [pɑ:st] | nach; vorbei |
| path U9 | [pɑ:θ] | Weg, Pfad |
| to pay U7 | [tə peɪ] | (be-)zahlen |

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|------------------------------------|-----------------------------|----------------------------------|
| peaceful U8 | ['pi:sfl] | friedlich |
| pen Level 1 | [pen] | Füllfeder; Stift |
| people (pl) Level 1 | [pi:pl] | Leute, Menschen |
| per U5 | [pə] | pro |
| perfect Level 1 | [pɜ:fɪkt] | perfekt |
| to perform U2 | [tə pɜ:fɔ:m] | auftreten, aufführen |
| perhaps Level 1 | [pə'hæps] | vielleicht, möglicherweise |
| permission U8 | [pə'mɪʃən] | Erlaubnis |
| person (pl people) Level 1 | ['pɜ:sn, pɜ:sn] | Person |
| personal U1 | ['pɜ:snəl] | persönlich |
| personality U1 | [pɜ:snə'lɪti] | Persönlichkeit |
| pet Level 1 | [pet] | Haustier |
| phone Level 1 | ['fəʊn] | Telefon |
| to phone Level 1 | [tə fəʊn] | anrufen |
| phone call ASC9 | ['fəʊn kɔ:l] | Anruf |
| phrase Level 1 | ['freɪz] | Phrase; Satz |
| piano Level 1 | ['pi:ənəʊ] | Klavier |
| to pick up U8 | [tə pɪk ʌp] | aufheben, einsammeln |
| pick-up truck U8 | ['pɪkʌp trʌk] | kleiner Lastwagen mit Ladefläche |
| picnic U5 | ['pɪknɪk] | Picknick |
| picture Level 1 | ['pɪktʃə] | Bild |
| piece Level 1 | ['pi:s] | Stück |
| place Level 1 | ['pleɪs] | Platz, Ort; Zuhause |
| place to be U2 | ['pleɪs tə bi:] | angesagtester Ort |
| plan U1 | ['plæn] | Plan |
| to plan U2 | [tə plæn] | planen |
| plane crash U3 | [pleɪn kræʃ] | Flugzeugabsturz |
| planet Level 1 | [plænɪt] | Planet |
| plant U6 | [plɑ:nt] | Pflanze |
| plastic Level 1 | ['plæstɪk] | Plastik; Kunststoff |
| plate U6 | [pleɪt] | Teller |
| platform U11 | ['plætfɔ:m] | Bahnsteig |
| to play Level 1 | [tə pleɪ] | spielen |
| player Level 1 | ['pleɪə] | Spieler/Spielerin |
| please Level 1 | ['pli:z] | bitte |
| packet U10 | ['pɒkɪt] | Tasche, Hosentasche |
| poetry U3 | ['pəʊətri] | Poesie, Gedichte |
| point U5 | [pɔɪnt] | Punkt |
| to point (at) Level 1 | [tə pɔɪnt (æt)] | zeigen (auf) |
| police station U7 | ['pəli:s steɪʃn] | Polizeistation |
| policeman (pl policemen) U8 | ['pəli:smən, pəli:smən] | Polizist |
| polite U1 | [pə'laɪt] | höflich |
| to pollute U8 | [tə pə'lju:t] | verschmutzen |
| poor Level 1 | [pɔ:] | arm |
| Poor you! Level 1 | [pʊə ju:] | Du Arme/r! |
| popular U2 | ['pɒpjələ] | beliebt |
| position U5 | ['pəzɪʃn] | Position |
| positive Level 1 | ['pɒz.ə.tɪv] | positiv |
| possible U4 | ['pɒsəbl] | möglich |
| post office U7 | ['pəʊst ɒfɪs] | Postamt |
| to post videos online U2 | [tə pəʊst 'vɪdiəʊz ɒn'laɪn] | Videos online stellen |
| postcard U5 | ['pəʊstkɑ:d] | Postkarte |
| poster Level 1 | ['pəʊ.stə] | Poster |

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|----------------------------|-------------------------|---------------------------------|
| pound Level 1 | [paʊnd] | Pfund |
| power U12 | [ˈpaʊə] | Kraft, Energie; Macht |
| powerful U6 | [ˈpaʊəfl] | stark, mächtig, kraftvoll |
| to practise Level 1 | [tə ˈpræktɪs] | üben |
| prediction U12 | [prɪˈdɪkʃn] | Vorhersage |
| to prefer U3 | [tə ˈprɪfəː] | bevorzugen |
| to prepare U5 | [tə ˈprɪˈpeə] | vorbereiten |
| present Level 1 | [ˈpreznt] | Geschenk |
| to present U4 | [tə ˈpreznt] | präsentieren |
| presentation U1 | [ˌpreznɪˈteɪʃn] | Präsentation |
| presenter U5 | [ˈprezɪntə] | Moderator/ Moderatorin |
| president U12 | [ˈprezɪdnt] | Präsident/Präsidentin |
| to press U7 | [tə pres] | drücken |
| pretty U2 | [ˈprɪti] | hier: ziemlich |
| price Level 1 | [praɪs] | Preis |
| priced U9 | [praɪst] | bepreist |
| prize Level 1 | [praɪz] | Preis, Auszeichnung |
| probably U3 | [ˈprɒbəbli] | wahrscheinlich |
| problem solver U1 | [ˈprɒbləm ˈsɒlvə(r)] | Problemlöser/ Problemlöserin |
| professional U2 | [ˌprəˈfeʃənl] | professionell |
| programme Level 1 | [ˈprəʊgræm] | Programm, Sendung |
| project Level 1 | [ˈprɒdʒekt] | Projekt |
| project work U5 | [ˈprɒdʒekt wɜ:k] | Projektarbeit |
| to promise Level 1 | [tə ˈprɒmɪs] | versprechen |
| puppy U6 | [ˈpʊpi] | Welpen |
| purple U10 | [ˈpɜːpl] | lila |
| purse U2 | [pɜːs] | Geldtasche |
| to put Level 1 | [tə pʊt] | setzen, legen, stellen |
| to put up U8 | [tə pʊt ʌp] | aufhängen |
| puzzle U4 | [ˈpʌzl] | Rätsel, Puzzle |
| pyramid U7 | [ˈpɪrəˌmɪd] | Pyramide |

Q

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|-------------------------|-------------|---|
| queen U8 | [kwi:n] | Königin |
| question Level 1 | [ˈkwɛstʃən] | Frage |
| to queue U9 | [tə kjuː] | Warteschlange bilden, an einer Warteschlange stehen |
| quick Level 1 | [kwɪk] | schnell |
| quiet U2 | [kwaɪət] | ruhig |
| quite Level 1 | [kwaɪt] | ziemlich |

R

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|---------------------------|--------------------|---------------------|
| rabbit Level 1 | [ˈræbɪt] | Kaninchen |
| race Level 1 | [reɪs] | Rennen |
| radiator ASC10 | [ˈreɪdɪeɪtə] | Heizkörper |
| radio U7 | [ˈreɪdɪəʊ] | Radio |
| rail U7 | [reɪl] | Eisenbahn, Schiene |
| railway station U7 | [ˈreɪlweɪ ˈsteɪʃn] | Bahnhof, Bahnhof |
| rain U3 | [reɪn] | Regen |
| to rain U2 | [tə reɪn] | regnen |
| to rank U12 | [tə ræŋk] | reihen, einstufen |
| ranking U12 | [ˈræŋkɪŋ] | Rangliste, Reihung |
| to rap Level 1 | [tə ræp] | rapen |
| rap music U2 | [ræp ˈmjuːzɪk] | Rapmusik |
| rapper U2 | [ˈræpə] | Rapper/Rapperin |

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| rare U6 | [rɛə] | selten |
| rat Level 1 | [ræt] | Ratte |
| to reach U12 | [tə ri:tʃ] | erreichen |
| to react Level 1 | [tə riˈækt] | reagieren |
| reaction U2 | [riˈækʃn] | Reaktion |
| to read Level 1 | [tə riːd] | lesen |
| to read out Level 1 | [tə riːd aʊt] | vorlesen |
| reader U12 | [ˈriːdər] | Leser/Leserin |
| ready Level 1 | [ˈreɪdi] | bereit, fertig |
| real Level 1 | [riːəl] | wirklich; echt, real |
| really Level 1 | [ˈriːəli] | wirklich |
| reason U8 | [ˈriːzn] | Grund |
| to rebuild U7 | [tə riːˈbɪl] | nachbauen, wiederaufbauen |
| receipt U7 | [riːˈsiːt] | Rechnung |
| recently U10 | [ˈriːntli] | kürzlich, neulich |
| to recommend U7 | [tə ˌrekəˈmend] | empfehlen |
| to reconnect U7 | [tə ˌriːkəˈnekt] | wiederverbinden |
| record U10 | [ˈrekɔːd stɔː] | Plattenladen |
| to recycle U7 | [tə ˌriːˈsaɪkl] | recyclen, wiederverwerten |
| red Level 1 | [red] | rot |
| relax U10 | [tə ˈrɪləks] | entspannen |
| relaxed U10 | [ˈrɪləkst] | entspannt |
| to remember Level 1 | [tə ˈrɪmembə] | sich erinnern (an) |
| to remind sb. ASC5 | [tə ˈrɪmaɪnd] | jdn. erinnern |
| remote U8 | [rɪˈməʊt] | fern, abgelegen |
| rent U9 | [rent] | Miete |
| to repaint U10 | [tə ˈriːpeɪnt] | übermalen |
| to repair U7 | [tə ˈrɪpeə] | reparieren |
| to repeat Level 1 | [tə ˈriːpiːt] | wiederholen |
| repetition U7 | [ˌrepəˈtɪʃn] | Wiederholung |
| reply U9 | [rɪˈplɑː] | Antwort |
| report U13 | [rɪˈpɔːt] | Bericht |
| to rescue U5 | [tə ˈreskjʊː] | retten |
| respect U2 | [rɪˈspekt] | Respekt |
| rest U5 | [rest] | Rest |
| to rest U10 | [tə rest] | rasten, ruhen |
| to restart U7 | [tə ˈriːstɑːt] | neu starten |
| restaurant Level 1 | [ˈrestɒrənt] | Restaurant |
| result U5 | [rɪˈzʌlt] | Ergebnis |
| to return U3 | [tə ˈrɪːtʃn] | zurückkommen; zurückgeben |
| return ticket U11 | [rɪˈtʃn tɪk.ɪt] | Hin- und Rückfahrkarte |
| to reveal U4 | [tə ˈriːviː] | verraten, aufzeigen, offenbaren |
| review U2 | [rɪˈvjuː] | Bericht; Rezension |
| revision Level 1 | [rɪˈvɪz.ən] | Wiederholung |
| rhino U6 | [ˈraɪnəʊ] | Nashorn |
| to rhyme U3 | [tə raɪm] | reimen |
| rhythm U2 | [ˈrɪðəm] | Rhythmus |
| rich SS1 | [rɪtʃ] | reich |
| to ride U6 | [tə raɪd] | reiten |
| to ride a bike Level 1 | [tə raɪd ə baɪk] | Radfahren |
| right Level 1 | [raɪt] | richtig, korrekt; genau |
| right U7 | [raɪt] | rechts |
| right away U1 | [raɪt əˈweɪ] | sofort |
| to ring U3 | [tə rɪŋ] | läuten |

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|---------------|---------|--------------------|------------------------|
| to ring | U5 | [tə rɪŋ] | anrufen |
| ring | U7 | [rɪŋ] | Ring |
| to rise | U5 | [tə raɪz] | (an-)steigen |
| river | Level 1 | [ˈrɪvə] | Fluss |
| road | U3 | [rəʊd] | Straße, Weg |
| to roam | U5 | [tə rəʊm] | (umher-)wandern |
| to rob | U3 | [tə rɒb] | ausrauben |
| robber | U3 | [ˈrɒbə] | Räuber/Räuberin |
| robbery | U3 | [ˈrɒbəri] | Raubüberfall |
| robot | ASC12 | [ˈrəʊbɒt] | Roboter |
| rock | U2 | [rɒk] | Rock(-musik) |
| rock | U8 | [rɒk] | Stein |
| rocket | U12 | [ˈrɒkɪt] | Rakete |
| role card | U3 | [rəʊl kɑ:d] | Rollenkarte |
| role play | U2 | [rəʊl pleɪ] | Rollenspiel |
| romance story | U3 | [rəʊ'mæns 'stɔ:ri] | Liebesgeschichte |
| roof | U10 | [ru:f] | Dach |
| room | Level 1 | [ru:m] | Raum; Platz |
| rope | U4 | [rəʊp] | Seil |
| row | U8 | [rəʊ] | Reihe |
| rubbish | ASC8 | [ˈrʌbɪʃ] | Müll |
| rude | U1 | [ru:d] | unhöflich, unverschämt |
| rule | ASC2 | [ru:l] | Regel |
| rumble | U6 | [ˈrʌmbl] | Rumpeln |
| to run | Level 1 | [tə rʌn] | laufen, rennen |
| to run after | U10 | [tə rʌn 'ɑ:ftə] | nachrennen |
| to run down | U10 | [tə rʌn daʊn] | hinunterrennen |

S

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|----------------------|---------|-----------------------|-----------------------------|
| sad | Level 1 | [sæd] | traurig |
| sadly | U5 | [ˈsædli] | trauriger Weise |
| safari | U6 | [sə'fɑ:ri] | Safari |
| safe | Level 1 | [seɪf] | sicher, abstrichlos |
| sail | U11 | [seɪl] | Segel |
| to sail | U11 | [tə seɪl] | segeln |
| sailing boat | U11 | [ˈseɪlɪŋ bəʊt] | Segelboot |
| salad | Level 1 | [sæləd] | Salat |
| sand | U12 | [sænd] | Sand |
| sandwich | Level 1 | [sænwrɪtʃ] | Sandwich, belegtes Brot |
| Saturday | Level 1 | [sætədeɪ] | Samstag |
| sauce | Level 1 | [sɔ:s] | Sauce |
| to save | U5 | [tə seɪv] | sparen |
| saxophone | U2 | [sə'sɒfəʊn] | Saxophon |
| to say | Level 1 | [tə seɪ] | sagen |
| to scare | U3 | [tə skeə] | erschrecken, verängstigen |
| to be scared | | [tə bi: 'siəd] | ängstlich, verängstigt sein |
| scary | Level 1 | [skəɪ] | gruselig, furchterregend |
| scene | U11 | [si:n] | Szene |
| school | Level 1 | [sku:l] | Schule |
| school bag | Level 1 | [sku:l bæɡ] | Schultasche |
| science fiction film | U9 | [ˌsaɪəns 'fɪkʃn fɪlm] | Science-Fiction-Film |
| score | U2 | [skɔ:] | Spielstand; Auswertung |
| to scratch | U1 | [tə skrætʃ] | (zer-)kratzen |

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| screen | U9 | [skri:n] | Bildschirm |
| sea | U1 | [si:] | Meer |
| seaside | U11 | [ˈsi:saɪd] | am Meer |
| seat belt | ASC11 | [ˈsi:t belt] | Sicherheitsgurt |
| second | Level 1 | [ˈsekənd] | zweiter/zweite/zweites; Sekunde |
| secret | U1 | [ˈsi:kret] | Geheimnis |
| security camera | U8 | [sɪ'kjʊərə 'kæmə] | Überwachungskamera |
| to see | Level 1 | [tə si:] | sehen |
| See you soon! | U5 | [si: ju su:n] | Bis bald! |
| to seem | U5 | [tə si:m] | scheinen, wirken |
| to select | U1 | [tə seɪkt] | auswählen |
| to sell | U2 | [tə sel] | verkaufen |
| to send | U3 | [tə send] | senden |
| sentence | Level 1 | [ˈsentəns] | Satz |
| serious | U11 | [ˈsɪəriəs] | ernst |
| to set a challenge | U9 | [tə set ə 'tʃælɪndʒ] | eine Herausforderung stellen |
| settings | ASC11 | [ˈsetɪŋz] | Einstellungen |
| several | U5 | [ˈsevrəl] | mehrere, verschiedene |
| shadow | U1 | [ˈʃædəʊ] | Schatten |
| to share | Level 1 | [tə ʃeə] | teilen |
| sharp | U10 | [ʃɑ:p] | Hai |
| sheep | Level 1 | [ʃi:p] | sie |
| sheep (pl sheep) | Level 1 | [ʃi:p] | Schaf |
| to shine | U1 | [tə ʃaɪn] | scheinen, strahlen |
| shiny | U1 | [ˈʃaɪni] | glänzend, funkelnd |
| shoe (pl shoes) | Level 1 | [ʃu:, ʃu:z] | Schuh |
| to shoot | U12 | [tə ʃu:t] | schießen |
| shop | Level 1 | [ʃɒp] | Geschäft, Laden |
| to shop | Level 1 | [tə ʃɒp] | einkaufen |
| shop assistant | Level 1 | [ʃɒp ə'sɪstənt] | Verkäufer/Verkäuferin |
| shopping centre | U7 | [ˈʃɒpɪŋ sentə] | Einkaufszentrum |
| short | Level 1 | [ʃɔ:t] | kurz; klein |
| short story | U3 | [ˌʃɔ:t 'stɔ:ri] | Kurzgeschichte |
| should (not) | Level 1 | [ʃʊd (nɒt)] | (nicht) sollen |
| to shout | Level 1 | [tə ʃaʊt] | schreien, rufen |
| show | Level 1 | [ʃəʊ] | Show |
| to show | Level 1 | [tə ʃəʊ] | vorzeigen, vorführen |
| showing | U9 | [ˈʃəʊɪŋ] | Vorstellung, Vorführung |
| shut | U5 | [ʃʌt] | zu, geschlossen |
| shuttle bus | U8 | [ˈʃʌtl bʌs] | Shuttlebus, Zubringerbus |
| shy | U1 | [ʃaɪ] | schüchtern |
| side | U7 | [saɪd] | Seite |
| sign | U9 | [saɪn] | Schild; Zeichen |
| to sign up | U1 | [tə saɪn ʌp] | (sich) anmelden |
| silly | U9 | [ˈsɪli] | albern |
| similar | U1 | [ˈsɪmələ(r)] | ähnlich |
| to sing | Level 1 | [tə sɪŋ] | singen |
| singer | Level 1 | [sɪŋə] | Sänger/Sängerin |
| single ticket | U11 | [ˈsɪŋgl tɪkɪt] | Einzelticket |
| sink | U10 | [sɪŋk] | Waschbecken |
| sir | Level 1 | [sɜ:] | Herr (Anrede) |
| sister | Level 1 | [sɪstə] | Schwester |

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|---------------------|------------------|------------------------------------|--------------------------|----------------------|---|
| to sit Level 1 | [tə sɪt] | sitzen | spaceship U12 | ['speɪʃɪp] | Raumschiff |
| to sit down Level 1 | [tə sɪt daʊn] | sich (hin-)setzen | to speak Level 1 | [tə spi:k] | sprechen |
| situation U2 | [ˌsɪtʃu'eɪʃn] | Situation | speaker U12 | ['spi:kə] | Sprecher/Sprecherin; Lautsprecher |
| size Level 1 | [saɪz] | Größe | special U2 | ['speʃl] | besonders |
| sketch Level 1 | [sketʃ] | Sketch | special announcement U11 | ['speʃl ə'naʊnsmənt] | Sonderdurchsage |
| to ski Level 1 | [tə ski:] | Ski fahren | special offer U7 | ['speʃl ə'fɔː] | Sonderangebot |
| skier U5 | ['ski:ə] | Skifahrer/Skifahrerin | speech bubble U2 | ['spi:tʃ bʌbl] | Sprechblase |
| skill Level 1 | ['skɪl] | Fähigkeit | to spend (money) Level 1 | [tə spend (mɔ:ni)] | (Geld) ausgeben |
| sky Level 1 | ['skaɪ] | Himmel | to spend (time) Level 1 | [tə spend (taɪm)] | (Zeit) verbringen |
| to slam U2 | [tə slæm] | zukunft, zuschlagen | spinach U4 | ['spɪnətʃ] | Spinat |
| sleep U4 | [sli:p] | Schlaf | to spook U4 | [tə spuk] | verängstigen, erschrecken |
| to sleep Level 1 | [tə sli:p] | schlafen | spooky ASC3 | ['spu:ki] | gruselig, unheimlich |
| slim U4 | [slɪm] | schlank | sport(s) Level 1 | ['spɔ:t] | Sport |
| slow U5 | [sləʊ] | langsam | sports shop U7 | ['spɔ:tʃ ʃɒp] | Sportgeschäft |
| to slow down ASC1 | [tə sləʊ daʊn] | abbremsen, langsamer werden | sporty U1 | ['spɔ:ti] | sportlich |
| small Level 1 | [smɔ:l] | klein | to squawk U2 | [tə skwɔ:k] | krächzen, kreischen |
| smart Level 1 | [smɑ:t] | klug, intelligent | squirrel U1 | ['skwɪrəl] | Eichhörnchen |
| to smell Level 1 | [tə smel] | riechen | stadium U1 | ['stædiəm] | Stadion |
| smelly Level 1 | ['smel.i] | stinkend, übelriechend, muffig | stand Level 1 | [tə stænd] | stehen |
| to smile Level 1 | [tə smaɪl] | lächeln | stand up U1 | [tə stænd ʌp] | stehen auf |
| snack Level 1 | [snæk] | Snack, Imbiss | to star U9 | [tə stɑ:] | eine Hauptrolle spielen |
| snail G6 | [sneɪl] | Schnecke | start U5 | ['stɑ:t] | Start, Beginn |
| snake Level 1 | ['neɪk] | Schlange | start Level 1 | [tə stɑ:t] | starten, beginnen |
| to snooze U4 | [tə snu:z] | schlummern, döseln | statement U9 | ['stætɪmənt] | Aussage |
| to snore U5 | [tə snɔ:] | schnarchen | statue U7 | ['stætʃu:] | Statue |
| snow U5 | [snəʊ] | Schnee | stay U3 | [tə steɪ] | bleiben |
| to snow U5 | [tə snəʊ] | schneien | stay active U1 | [tə steɪ 'æktɪv] | aktiv bleiben |
| so Level 1 | [səʊ] | so; sehr | to stay up late U1 | [tə steɪ ʌp leɪt] | lange aufbleiben |
| So do I. U2 | [səʊ du: aɪ] | Ich auch, ebenfalls | to steal U1 | [tə sti:l] | stehlen |
| social media U8 | [ˌsəʊʃl 'mi:diə] | soziale Medien | still Level 1 | [sti:l] | (immer) noch |
| sock Level 1 | [sɒk] | Socke | to stop Level 1 | [tə stɒp] | stoppen, aufhören |
| sofa Level 1 | [səʊfə] | Sofa | store U7 | [stɔ:] | Geschäft, Laden |
| soft ASC3 | [sɒft] | weich; leise | storm Level 1 | [stɔ:m] | Sturm |
| solar system U12 | ['səʊlə sɪstəm] | Solar-System | story Level 1 | ['stɔ:ri] | Geschichte |
| solution U11 | [sə'lu:ʃn] | Lösung | straight on U7 | [streɪt ɒn] | gerade weiter |
| to solve U7 | [tə sɒlv] | lösen, auflösen | strange Level 1 | [streɪndʒ] | komisch, eigenartig |
| some Level 1 | [sʌm] | einige, ein paar | strawberry Level 1 | ['strɔ:beri] | Erdbeere |
| somebody U4 | ['sʌmbədi] | jemand | stream U8 | ['stri:m] | Fluss, Strom |
| someone Level 1 | ['sʌmwʌn] | jemand | street Level 1 | ['stri:t] | Straße |
| someone else U3 | ['sʌmwʌn elz] | jemand anderer/ anderen/anderes | strength U1 | ['streŋθ] | Stärke, Kraft |
| something Level 1 | ['sʌmθɪŋ] | etwas | stretching U4 | ['stretʃɪŋ] | Dehnen |
| sometimes Level 1 | ['sʌmtaɪmz] | manchmal | strict U4 | ['strikt] | streng, strikt |
| somewhere U3 | ['sʌmweə] | irgendwo | strong Level 1 | ['strɒŋ] | stark |
| son U3 | ['sʌn] | Sohn | to be stuck U5 | [tə bi: stʌk] | festsitzen, feststecken |
| song U1 | ['sɒŋ] | Lied | student Level 1 | ['stju:dnt] | Schüler/Schülerin; Student/Studentin |
| Sorry. U1 | ['sɒri] | Verzeihung., Entschuldigung. | studio U8 | ['stju:diəʊ] | Studio |
| sort of U9 | [sɔ:t əv] | mehr oder weniger, ziemlich | to study Level 1 | [tə stʌdi] | studieren, lernen |
| sound U5 | [saʊnd] | Klang, Geräusch | stuff Level 1 | [stʌf] | Zeug, Kram |
| Sounds good. U4 | [saʊndz gud] | Klingt gut. | stunning Level 1 | ['stʌn.ɪŋ] | erstaunlich |
| south U5 | [saʊθ] | Süden | stupid Level 1 | ['stju:pɪd] | dumm |
| space U8 | [speɪs] | Platz; Raum | subject Level 1 | ['sʌbdʒɪkt] | Schulfach |
| space U12 | [speɪs] | Weltraum | success U2 | ['sʌkses] | Erfolg |

| | | |
|--------------------------------|---------------------|-----------------------------------|
| successful U12 | [sək'sesfɪ] | erfolgreich |
| such U2 | [sʌtʃ] | solch, so, dieser Art |
| to suck up U3 | [tə sʌk ʌp] | aufsaugen |
| suddenly Level 1 | [sʌdnəli] | plötzlich |
| to suggest U7 | [tə sədʒest] | vorschlagen |
| suggestion U2 | [sədʒestʃən] | Vorschlag, Anregung |
| suitcase U11 | ['su:tkeɪs] | Koffer |
| summer Level 1 | ['sʌmə] | Sommer |
| sun Level 1 | [sʌn] | Sonne |
| Sunday Level 1 | [sʌndə] | Sonntag |
| sunny U5 | ['sʌni] | sonnig |
| sunshine U2 | ['sʌnʃaɪn] | Sonnenschein |
| super U1 | ['su:pə(r)] | sehr, extrem |
| superhero U9 | ['su:pəhɪərəʊ] | Superheld |
| supermarket U7 | ['su:pəmə:kɪt] | Supermarkt |
| supersonic jet U11 | [.su:pə'sɒnɪk dʒet] | Hyperschalljet |
| superstar U2 | ['su:pəstɑ:] | Superstar |
| sure Level 1 | [ʃʊə] | sicher |
| surely U8 | ['ʃɜ:li] | sicherlich |
| surprise Level 1 | [sə'praɪz] | Überraschung |
| surprising U1 | [sə'praɪzɪŋ] | überraschend |
| survey U5 | ['sɜ:veɪ] | Umfrage |
| to swap U7 | [tə swɒp] | (aus-)tauschen |
| sweets U1 | [swi:tɪz] | Süßigkeiten |
| sweet shop U7 | [switʃɒp] | Süßwarenladen |
| to swim Level 1 | [tə swɪm] | schwimmen |
| swimmer U5 | ['swɪmə] | Schwimmer/ Schwimmerin |
| swimming pool U12 | ['swɪmɪŋ pu:l] | Schwimmbad |
| to switch off U4 | [tə swɪtʃ ɒf] | ausschalten, abschalten |
| symbol U5 | ['sɪmbəl] | Symbol, Zeichen |
| T | | |
| table Level 1 | [teɪbl] | Tisch, Tabelle |
| table tennis Level 1 | [teɪbl 'tenɪs] | Tischtennis |
| to take Level 1 | [tə teɪk] | (mit-)nehmen |
| to take a nap U4 | [tə teɪk ə næp] | erodieren |
| to take a photo Level 1 | [tə teɪk ə 'fəʊtə] | ein Foto machen |
| to take notes U1 | [tə teɪk nəʊts] | Notizen machen |
| to take off U11 | [tə teɪk ɒf] | abheben, abfliegen |
| to take turns U6 | [tə teɪk tɜ:nz] | sich abwechseln |
| talent ASC2 | ['tælənt] | Talent |
| to talk (about) Level 1 | [tə 'tɔ:k (ə'baʊt)] | sprechen (über), sich unterhalten |
| tall Level 1 | [tɔ:l] | groß; hoch |
| task Level 1 | [tɑ:k] | Aufgabe, Übung |
| to taste U7 | [tə teɪst] | schmecken, kosten |
| tasty U4 | ['tæsti] | lecker, schmackhaft |
| taxi U11 | ['tæksi] | Taxi |
| tea Level 1 | [ti:] | Tee |
| tea cup U4 | [ti:kʌp] | Teetasse |
| to teach U1 | [tə ti:tʃ] | lehren, unterrichten |
| teacher Level 1 | [ti:tʃə] | Lehrperson |
| team player U1 | [ti:m 'pleɪə(r)] | Teampolyspieler/Teampolyspielerin |
| tech shop U7 | [tekʃɒp] | Technikgeschäft |

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|-----------------------------|----------------------|----------------------------------|
| technology U12 | [tek'nɒlədʒi] | Technologie |
| teddy bear U3 | ['tedi beə] | Teddybär |
| teen (teenager) U4 | ['ti:n, 'ti:n,eɪdʒə] | Jugendlicher/ Jugendliche |
| telephone | ['telɪfəʊn] | Telefondurchsage |
| announcement U9 | ə'naʊnsmənt] | |
| to tell Level 1 | [tə tel] | erzählen |
| temperature U5 | ['temperətʃə] | Temperatur |
| tent U6 | [tent] | Zelt |
| terrible Level 1 | ['terəbl] | schrecklich, schmerzhaft |
| test Level 1 | [test] | Test |
| to test Level 1 | [tə test] | testen; prüfen |
| to text U3 | [tə tekst] | eine Kurznachricht schreiben |
| text message U8 | ['tekst məsɪdʒ] | Kurznachricht (SMS) |
| than U2 | [ðən] | als |
| to thank sb | [tə θæŋk] | jdm. danken |
| Thank you Level 1 | [θæŋk ju:] | Danke., Danke schön. |
| that Level 1 | [ðæt] | das; der/die/das |
| That's a shame | [ðæt ə 'ʃeɪm] | Das ist schade. |
| That's for sure. SS3 | [ðæt ə 'ʃʊə] | Das ist sicher., Das steht fest. |
| That's right. | [ðæt ə raɪt] | So ist es., Das stimmt. |
| the Level 1 | [ðə] | der/die/das |
| the same Level 1 | [ðə seɪm] | derselbe/dieselbe/ dasselbe |
| theater U2 | ['θiətə] | Theater |
| themselves U1 | [ðəm'selvz] | sich selbst |
| then Level 1 | [ðen] | dann, danach |
| there Level 1 | [ðeə] | da, dort |
| thermometer U2 | [θə'mɒmɪtə] | Thermometer |
| these Level 1 | [ði:z] | diese (hier) |
| they Level 1 | [ðeɪ] | sie |
| thin U4 | [θɪn] | dünn |
| thing Level 1 | [θɪŋ] | Ding, Gegenstand, Sache |
| to think Level 1 | [tə θɪŋk] | denken |
| to think about U1 | [tə θɪŋk ə'baʊt] | denken über |
| to think of Level 1 | [tə θɪŋk ɒv] | denken an |
| this Level 1 | [ðɪz] | dieser/diese/dieses |
| those Level 1 | [ðəʊz] | diese (dort), jene |
| though U1 | [ðəʊ] | jedoch, obwohl |
| thousand U2 | ['θaʊznd] | tausend |
| thriller U9 | ['θrɪlə] | Thriller |
| through U1 | [θru:] | durch |
| to throw Level 1 | [tə θrəʊ] | werfen |
| thumb U2 | [θʌm] | Daumen |
| thunder U5 | ['θʌndə] | Donner |
| thunderstorm U5 | ['θʌndəstɔ:m] | Gewitter |
| Thursday Level 1 | [θɜ:zdeɪ] | Donnerstag |
| to tick Level 1 | [tə tɪk] | ankreuzen, abhaken |
| ticket U1 | ['tɪktɪ] | Ticket, Eintrittskarte |
| ticket machine U11 | ['tɪktɪ məʃɪ:n] | Ticketautomat |
| to tidy up U2 | [tə 'tɪdi ʌp] | aufräumen |
| to tie up SS2 | [tə taɪ ʌp] | fesseln, festbinden |
| tiger U6 | ['taɪgə] | Tiger |
| till Level 1 | [tɪl] | bis |
| time Level 1 | [taɪm] | (Uhr-)Zeit |

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|--|----------------------------|-----------------------------|
| time machine U7 | [ˈtaɪm məʃiːn] | Zeitmaschine |
| Time's up. ASC8 | [ˈtaɪmz ʌp] | Die Zeit ist um. |
| tiny U10 | [ˈtaɪni] | winzig |
| tip Level 1 | [tɪp] | Tipp, Hinweis |
| tired Level 1 | [ˈtaɪəd] | müde |
| to Level 1 | [tə] | zu; bis; nach |
| To be honest ... U2 | [tə biː ˈɒnɪst] | Um ehrlich zu sein ... |
| today Level 1 | [təˈdeɪ] | heute |
| toe Level 1 | [təʊ] | Zehe |
| together Level 1 | [təˈgeðə] | zusammen |
| toilet Level 1 | [ˈtɔɪlɪt] | Toilette |
| toilet paper U10 | [ˈtɔɪlɪt ˈpeɪpə] | Toilettenpapier |
| toilet roll tube U10 | [ˈtɔɪlət rɔʊl tjuːb] | Toilettenpapierrolle |
| tomato (pl tomatoes) Level 1 | [təˈmɑːtəʊ, təˈmɑːtəʊz] | Tomate |
| tomorrow Level 1 | [təˈmɒrəʊ] | morgen |
| tonight Level 1 | [təˈnaɪt] | heute Abend; heute Nacht |
| too Level 1 | [tuː] | auch; zu |
| too late SS3 | [tuː leɪt] | zu spät |
| tooth (pl teeth) Level 1 | [tuːθ, tiːθ] | Zahn |
| top U2 | [tɒp] | erstklassig, beste/r/s |
| top U8 | [tɒp] | Spitze |
| topic U9 | [ˈtɒpɪk] | Thema |
| to touch Level 1 | [tə ˈtʌtʃ] | berühren, anfassen |
| tourism U7 | [ˈtʊərɪzəm] | Tourismus |
| tourist U7 | [ˈtʊərɪst] | Tourist/Touristin |
| tourist information U8 | [ˈtʊərɪst ɪnfəˈmeɪʃn] | Touristeninformation |
| tourist office U8 | [ˈtʊərɪst ɒfɪs] | Tourismusbüro |
| town Level 1 | [taʊn] | Stadt; Kleinstadt |
| town council U8 | [taʊn ˈkaʊnsəl] | Stadttrat |
| toy Level 1 | [tɔɪ] | Spielzeug |
| traffic jam U8 | [ˈtræfɪk dʒæm] | Stau |
| traffic lights U7 | [ˈtræfɪk laɪts] | Ampel |
| train U9 | [treɪn] | Zug |
| train route U11 | [treɪn ruːt] | Zugstrecke |
| train service U5 | [treɪn ˈsɜːvɪs] | Zugverbindung |
| train station U11 | [treɪn ˈsteɪʃn] | Zugbahnhof |
| trainers (pl) U9 | [ˈtreɪnə] | Turnschuhe |
| transparent U10 | [trænsˈpærənt] | transparent; offensichtlich |
| trap Level 1 | [træp] | Falle |
| to travel U2 | [tə ˈtrævl] | reisen |
| travel magazine U8 | [ˈtrævl məˈɡiːzɪn] | Reisezeitschrift |
| treasure U3 | [ˈtreʒə] | Schatz |
| to treat U2 | [tə ˈtriːt] | behandeln |
| treat U4 | [triːt] | Leckerbissen, Genuss |
| tree Level 1 | [triː] | Baum |
| tree house U7 | [triː ˈhaʊs] | Baumhaus |
| trick Level 1 | [trɪk] | Trick, Falle |
| tricky U3 | [ˈtrɪki] | verzwickt, schwierig |
| trip Level 1 | [trɪp] | Ausflug, Reise |
| trouble SS2 | [ˈtrʌbl] | Ärger |
| true Level 1 | [truː] | richtig; wahr |
| true story U3 | [truː ˈstɔːri] | wahre Geschichte |
| to trust U1 | [tə ˈtrʌst] | vertrauen |
| truth U1 | [truːθ] | Wahrheit |

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|--------------------------------|--------------------|---------------------------------|
| to try Level 1 | [tə ˈtraɪ] | versuchen, ausprobieren |
| Tuesday Level 1 | [ˈtjuːzdeɪ] | Dienstag |
| to turn Level 1 | [tə ˈtɜːn] | drehen |
| to turn off ASC3 | [tə ˈtɜːn ɒf] | ausschalten |
| to turn on Level 1 | [tə ˈtɜːn ɒn] | einschalten |
| tusk U6 | [tʌsk] | Elfantenzahn, Stoßzahn |
| TV (television) Level 1 | [tɪˈviːʒən] | Fernseher; Fernsehen |
| TV programme U8 | [tɪˈviː ˈprɒɡræmə] | Fernsehsendung |
| TV show U2 | [tɪˈviː ʃəʊ] | Fernsehshow |
| twice ASC11 | [tuːsɪz] | zweimal |
| type U2 | [taɪp] | Art, Typ |
| transport U12 | [ˈtrænsˌpɔːt] | Verkehrsmittel, Transportmittel |

U

| | | |
|-------------------------------|---------------------------|---------------------------|
| UFO U8 | [ˈjuː ef ˈəʊ] | UFO |
| unable U8 | [ʌnˈeɪbl] | unfähig |
| uncle U8 | [ˈʌŋkl] | Onkel |
| under Level 1 | [ʌndə] | unter |
| underground U8 | [ˌʌndəˈgraʊnd] | U-Bahn |
| underground station U8 | [ˌʌndəˈgraʊnd ˈsteɪʃn] | U-Bahnstation |
| to underline Level 1 | [tə ˈʌndəleɪn] | unterstreichen |
| to understand Level 1 | [tə ˌʌndəˈstænd] | verstehen, begreifen |
| uniform U8 | [ˈjuːnɪfɔːm] | Uniform |
| unit Level 1 | [juːnɪt] | Lektion; Einheit |
| university U8 | [ˌjuːnɪˈvɜːsəti] | Universität |
| unknown U4 | [ʌnˈnəʊn] | unbekannt |
| unless U5 | [ənˈles] | außer, es sei denn |
| unlock U9 | [tə ˌʌnˈlɒk] | entsperren, aufsperrern |
| until Level 1 | [ənˈtɪl] | bis |
| unusual U1 | [ʌnˈjuːzʊəl] | ungewöhnlich |
| to upload U2 | [tə ˌʌpˈləʊd] | hochladen |
| upstairs ASC9 | [ˌʌpˈsteəz] | oben (im Obergeschoss) |
| usage U9 | [ˈjuːsɪdʒ] | Anwendung |
| to use Level 1 | [tə juːz] | verwenden, benutzen |
| useful U2 | [ˈjuːsfəl] | nützlich, hilfreich |
| usually Level 1 | [ˈjuːʒʊəli] | gewöhnlich, normalerweise |

V

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|--------------------------|----------------|--------------------------------------|
| valley U8 | [ˈvæli] | Tal |
| various U8 | [ˈveəriəs] | verschieden, divers, mehrere |
| vase U3 | [vaɪz] | Vase |
| vegetable Level 1 | [ˈvedʒtəbl] | Gemüse |
| vehicle ASC11 | [ˈviːəkl] | Fahrzeug |
| very Level 1 | [veri] | sehr |
| video game ASC5 | [ˈvɪdiəʊ ɡeɪm] | Videospiel |
| view U2 | [vjuː] | Aussicht, Ausblick; Ansicht, Meinung |
| village U7 | [ˈvɪlɪdʒ] | Dorf |
| violently U5 | [ˈvaɪələntli] | gewaltsam, heftig |
| violin U2 | [ˌvaɪəlɪn] | Geige |
| virtual ASC12 | [ˈvɜːtʃuəl] | virtuell |

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|--------------------------|----------------------------------|------------------------------|
| to visit U5 | [tə 'vɪzɪt] | besuchen |
| voice ASC2 | [vɔɪs] | Stimme |
| volleyball Level 1 | ['vɒlɪ,bɔ:l] | Volleyball |
| volunteer U6 | ['vɒlən'tiə] | Freiwilliger/ Freiwillige |
| vote U8 | [vəʊt] | Stimme; Abstimmung |
| to vote U8 | [tə vəʊt] | wählen, abstimmen |
| VR (virtual reality) U12 | [vi: 'ɑ: (vɜ:tʃuəl ri'æləti)] | VR (virtuelle Realität) |

W

| | | |
|-------------------------------|-----------------------|---|
| to wait Level 1 | [tə weɪt] | warten |
| Wait a minute. Level 1 | [weɪt ə 'mɪnɪt] | Warte(t) eine Minute. |
| Wait and see. U4 | [weɪt ənd si:] | Abwarten und Tee trinken. |
| to wake up U3 | [tə weɪk ʌp] | aufwachen |
| walk U1 | [wɔ:k] | Spaziergang |
| to walk Level 1 | [tə wɔ:k] | (zu Fuß) gehen |
| to walk around U1 | [tə wɔ:k ə'raʊnd] | herumgehen, herumspazieren |
| wall U3 | [wɔ:l] | Wand |
| to want Level 1 | [tə wɒnt] | wollen; wünschen |
| wardrobe U10 | ['wɔ:drəʊb] | Kleiderschrank |
| warm Level 1 | [wɔ:m] | warm |
| to wash U5 | [tə wɒʃ] | waschen |
| to waste U9 | [tə weɪst] | verschwenden |
| watch U10 | [wɒtʃ] | Armbanduhr |
| to watch Level 1 | [tə wɒtʃ] | ansehen; zuschauen |
| to watch out (for) U1 | [tə wɒtʃ aʊt fə(r)] | auf etw. aufpassen achtgeben |
| water Level 1 | [wɔ:tə] | Wasser |
| watermelon U4 | ['wɔ:təmelən] | Wassermelone |
| wave Level 1 | [weɪv] | Welle |
| way Level 1 | [weɪ] | Ausgangsweg |
| way out U7 | [weɪ aʊt] | Ausgang |
| we Level 1 | [wi] | wir |
| to wear Level 1 | [tə weə] | tragen (Kleidung) |
| weather U3 | ['weðə] | Wetter |
| weather forecast U5 | ['weðə 'fɔ:kəst] | Wettervorhersage |
| weather presenter U5 | ['weðə pri:zən.tə] | Wettermoderator/ Wettermoderatorin |
| website Level 1 | ['weɪb,saɪt] | Webseite |
| Wednesday Level 1 | ['wenzdeɪ] | Mittwoch |
| week Level 1 | ['wi:k] | Woche |
| weekend Level 1 | ['wi:kend] | Wochenende |
| weird ASC3 | ['weəd] | seltsam, schräg |
| welcome Level 1 | ['welkəm] | willkommen |
| well Level 1 | [wel] | nun (ja), tja |
| Well done! Level 1 | [wel dʌn] | Gut gemacht! |
| well-known Level 1 | ['wel'nəʊn] | wohlbekannt, renommiert |
| whale Level 1 | [weɪl] | Wal |
| what Level 1 | [wɒt] | was |
| What about you? U2 | [wɒt əbʌt ju:] | Was ist mit dir?; Wie sieht's bei dir aus? |
| What are you all up to? ASC10 | [wɒt ə ju: ɔ:l ʌp tu] | Was macht ihr gerade?; Was habt ihr alle vor? |
| What else? ASC12 | [wɒt els] | Was sonst? |
| What's your name? Level 1 | [wɒts jɔ: neɪm] | Wie heißt du?; Wie heißen Sie? |

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|-----------------------------|-------------------|-------------------------------------|
| What's the matter? ASC1 | [wɒts ðə mə'tə] | Was ist (denn) los? |
| whatever ASC2 | [wɒt'evə] | was auch immer |
| wheel U8 | [wi:l] | Rad |
| when Level 1 | [wen] | wann, wenn; als |
| where Level 1 | [weə] | wo; wohin |
| which Level 1 | [wɪtʃ] | welcher/welche/ welches |
| while U2 | [waɪl] | während |
| white Level 1 | [waɪt] | weiß |
| who Level 1 | [hu] | wer |
| whole ASC9 | [həʊl] | ganz, gesamt |
| whose U2 | [hu:z] | wessen |
| why Level 1 | [waɪ] | warum |
| wife (pl wives) U3 | [waɪf, waɪvz] | Ehefrau |
| wild Level 1 | [waɪld] | wild |
| wild U6 | [waɪld] | Wildnis |
| wild animal U12 | [waɪld ænɪml] | Wildtier |
| wildlife U12 | ['waɪldlaɪf] | wilde Tierwelt |
| wildlife park U12 | ['waɪldlaɪf pɑ:k] | Naturpark, Wildtierpark |
| will, won't (won't) Level 1 | [wɪl, wəʊnt] | werden, nicht werden |
| to win Level 1 | [tə wɪn] | gewinnen |
| wind U10 | [waɪnd] | Wind |
| window Level 1 | ['wɪndəʊ] | Fenster |
| winner ASC8 | ['wɪnə] | Gewinner/ Gewinnerin |
| winter U12 | ['wɪntə] | Winter |
| to wish U12 | [tə wɪʃ] | wünschen |
| with Level 1 | [wɪð] | mit |
| witout U4 | [waɪ'ðaʊt] | ohne |
| wolf (pl wolves) U12 | [wʊlf, wʊlvz] | Wolf |
| woman U12 | [wʊmən, 'wʊmən] | Frau |
| to wonder ASC12 | [tə 'wʌndə] | sich wundern, erstaunt sein |
| wonderful Level 1 | ['wʌndəfəl] | wundervoll |
| woods U7 | [wʊdz] | Wald |
| word Level 1 | [wɜ:d] | Wort |
| word search U8 | ['wɜ:d sɜ:tʃ] | Wortsuchrätsel |
| word stress Level 1 | [wɜ:d stres] | Wortbetonung |
| work Level 1 | [wɜ:k] | Arbeit; Aufgabe |
| to work U4 | [tə wɜ:k] | arbeiten; hier: funktionieren |
| to work out U5 | [tə wɜ:k aʊt] | herausfinden |
| work of art U10 | [wɜ:k əv 'ɑ:t] | Kunstwerk |
| workout U4 | ['wɜ:kəʊt] | Training |
| world Level 1 | [wɜ:ld] | Welt |
| world record Level 1 | [wɜ:ld 'rekɔ:d] | Weltrekord |
| to be worried U5 | [tə bi: 'wʌrɪd] | besorgt sein |
| to worry U5 | [tə 'wʌri] | (sich) Sorgen machen |
| would U3 | [wʊd] | würde(n) |
| to write Level 1 | [tə raɪt] | schreiben |
| to write down Level 1 | [tə raɪt daʊn] | aufschreiben, hinschreiben |
| writer U8 | ['raɪtə] | Schriftsteller/ Schriftstellerin |
| wrong Level 1 | [rɒŋ] | falsch; nicht in Ordnung |

Y

| | | |
|-------------------------------------|-----------------------|--|
| to yawn U11 | [tə ʤɔ:n] | gähnen |
| year Level 1 | [jɪə] | Jahr(gang) |
| yellow Level 1 | [jeləʊ] | gelb |
| yesterday Level 1 | [ˈjestədeɪ] | gestern |
| yet Level 1 | [jɛt] | bisher |
| you Level 1 | [ju:] | du; ihr |
| young Level 1 | [jʌŋ] | jung |
| You're right. U1 | [jɔ: raɪt] | Du hast recht. |
| You're welcome. Level 1 | [jɔ: 'welkəm] | Nichts zu danken., Keine Ursache., Gern geschehen. |
| You're wrong. U1 | [jɔ: rɒŋ] | Du liegst falsch. |
| yours U2 | [jɔ:z] | deiner/deine/deines; euer/eure/eures |
| yourself (pl yourselves) Level 1 | [jɔ:'self, jɔ:'selvz] | du/Sie/ihr selbst |

Z

| | | |
|-------------|-------------------|-------|
| zebra U1 | [ˈzebrə, 'zi:brə] | Zebra |
| zoo Level 1 | [zu:] | Zoo |

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Step by Step

Student's Book

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