

Puchta | Holzmann | Lewis-Jones | Biggs | Jory

Student's Book

# MORE!

1



mit App für Audios,  
Videos und Stories



# Schritt für Schritt zum Multimedia-Angebot

Mit dem untenstehenden Code erhalten Sie Zugriff auf

- das **E-BOOK+** zum **MORE! 1 Student's Book** auf der **HELBLING e-zone**
- Audios, Videos und *Stories* in der **HELBLING Media App** zum **MORE! 1 Student's Book**

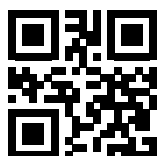
## E-BOOK+ auf der HELBLING e-zone

### 1. Registrieren

Gehen Sie auf [www.helbling-ezone.com](http://www.helbling-ezone.com) und registrieren Sie sich als LehrerIn oder melden Sie sich wie gewohnt mit Ihrem HELBLING Konto auf der e-zone an.

### 2. E-BOOK+ freischalten

Gehen Sie auf [www.helbling-ezone.com](http://www.helbling-ezone.com) und klicken Sie im Hauptmenü auf **CODES**. Geben Sie den untenstehenden Code in das Eingabefeld ein und bestätigen Sie mit *Code aktivieren*, um das E-BOOK+ freizuschalten.




DEMO-K5R9-84LM-7QFG

## Inhalte in der HELBLING Media App

### 1. App herunterladen

Laden Sie die kostenlose **HELBLING Media App** im *Apple App Store* oder im *Google Play Store* auf Ihr Smartphone oder Tablet.

### 2. Inhalte hinzufügen

Starten Sie die Media App und tippen Sie auf . Scannen Sie den QR-Code oder geben Sie unter „MANUELLE EINGABE“ den untenstehenden Code ein und bestätigen Sie die Eingabe. Die Inhalte werden der Media App hinzugefügt.

### 3. Inhalte verwenden



Die Inhalte der Media App sind im Buch mit diesen Symbolen gekennzeichnet. Starten Sie die Media App, tippen Sie auf **MORE! 1 Student's Book** und wählen Sie die gewünschten Inhalte über das Menü aus.

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

## MORE! Student's Book 1 – Prüfexemplar

**Student's Book + E-Book:** SBNR 210.813 | ISBN 978-3-7114-0000-0  
**Student's Book E-Book Solo:** SBNR 211.320 | ISBN 978-3-7114-0004-8

by  
Herbert Puchta  
Christian Holzmann  
Peter Lewis-Jones  
Gavin Biggs  
Chris Jory

© HELBLING Languages 2022, Rum/Innsbruck  
[helbling.com](http://helbling.com)

This publication is in copyright.

All rights reserved. This work is wholly and in each of its parts protected by copyright. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means (photocopies, processing in electronic media) or translated without the prior written permission of the publisher.

**Student's Book mit E-Book+:** SBNR 210.819 | ISBN 978-3-7114-0002-4  
**Student's Book E-Book+ Solo:** SBNR 211.319 | ISBN 978-3-7114-0006-2

Edited by Verena Rainer, Christina Freudenschuss-Heigl, Dorothee Bliem  
Design and layout by Amanda Hockin  
Cover design by Stewart Grieve  
Illustrated by Pietro Dichiara, Svjetlan Junaković, Roberta Maddalena,  
Manuela Nerolini, Arianna Nicora, Giovanni Giorgi Pierfranceschi,  
Elisa Rocchi, Matteo Settegrana  
Cover image: © Monkey Business Images | Dreamstime.com  
Printed by Athesia, Innsbruck  
First published 2022, Rum/Innsbruck  
3758/10-22

Student's Book

# MORE!

1

# So lernst du am besten Englisch mit MORE!

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

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

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




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


Verschafe dir jetzt am besten gleich einen Überblick darüber, was dich in **MORE! 1** erwartet:

- Auf den Seiten 4–7 findest du das Inhaltsverzeichnis mit den 15 Themen in MORE! 1.
- Im Student's Book findest du mehrere Symbole, die dir Folgendes anzeigen:


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


1/5


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

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

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

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

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

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

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

At the end of unit 1 ...

you know	you can
<input type="checkbox"/> the alphabet	<input type="checkbox"/> meet and greet people
<input type="checkbox"/> the numbers 1–25	<input type="checkbox"/> understand and spell names / email addresses
<input type="checkbox"/> plural nouns / irregular plurals	<input type="checkbox"/> read and understand a short story about animals
<input type="checkbox"/> 10 words for colours, 11 school things and 11 classroom objects	<input type="checkbox"/> understand a short video about school uniforms
<input type="checkbox"/> how to use imperatives ( <i>Befehlsformen</i> )	<input type="checkbox"/> understand, ask and answer simple questions
	<input type="checkbox"/> understand and give instructions ( <i>Anweisungen</i> )
	<input type="checkbox"/> write about you and your classroom

-  **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 die Zahlen von 1–25. 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.




**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.

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

 **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.

 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.

**Noch ein Hinweis:** Solltest du das E-BOOK+ zum MORE! 1 Student's Book noch nicht haben, kann es auch nachträglich noch erworben werden, z.B. im Webshop unter [www.helbling.com](http://www.helbling.com).

# CONTENTS

## Unit 1: Time for school

8-15

<b>Vocabulary</b>	The alphabet / Numbers 1–25 / School things / Colours / Classroom objects
<b>Grammar</b>	Plural nouns / Irregular plurals (1) ( <i>babies, children, fish</i> ) / Questions / Imperatives
<b>Listening</b>	Dialogues / Midnight in the classroom / Children talking about their school ties
<b>Speaking</b>	Meeting and greeting people / Asking someone to spell their name / email address / Understanding and giving instructions
<b>Reading</b>	The wide-mouthed frog
<b>Writing</b>	Writing about you and your classroom
<b>Our Young World 1</b>	Luna's school uniform
<b>MORE!</b>	A song 4 U: I want MORE! Sounds right: /z/



## Unit 2: At the zoo

16-21

<b>Vocabulary</b>	At the wildlife park
<b>Grammar</b>	<i>there is, there are</i> / Prepositions of place ( <i>in, on, under, in front of, next to, behind</i> ) / <i>to be</i> (affirmative)
<b>Listening</b>	Welcome to Cotswold Wildlife Park and Gardens! / Children talking about themselves
<b>Speaking</b>	Talking about yourself and others / Asking/Saying where things are
<b>Reading</b>	Where's the parrot?
<b>Writing</b>	Writing about school things and objects
<b>MORE!</b>	Grammar chant: <i>to be</i> The Story of the Stones 1: They're here!
<b>Everyday English</b>	<i>Let me see. How strange! At last!</i>



## Unit 3: Pirates

22-29

<b>Vocabulary</b>	Parts of the body
<b>Grammar</b>	<i>have got – haven't got</i> / Irregular plurals (2) ( <i>feet, teeth</i> )
<b>Listening</b>	Stavros the Strong / Guess my pirate
<b>Speaking</b>	Talking about what you have got / haven't got Saying what another person has got / hasn't got The Twins 1: Feeling bored? (activities / making suggestions / responding)
<b>Reading</b>	Pirates of the Caribbean / Dana, the pirate / Famous pirates
<b>Writing</b>	Writing a description of somebody
<b>MORE!</b>	A song 4 U: The pirate song Sounds right: /p/



## Unit 4: Emotions

30-37

<b>Vocabulary</b>	Feelings / Days of the week and times of the day
<b>Grammar</b>	<i>to be</i> (negative) / Questions with <i>to be</i>
<b>Listening</b>	Radio play: The magic bottle
<b>Speaking</b>	Talking about feelings
<b>Reading</b>	The school play / A day in the life of Richard
<b>Writing</b>	Writing about your week
<b>MORE!</b>	A song 4 U: Just be you Sounds right: Days of the week The Story of the Stones 2: Don't worry – it's me!
<b>Everyday English</b>	<i>Try it! Let go! What's happening!</i>



## Unit 5: This is our band

38-45

<b>Vocabulary</b>	Musicians and instruments / Verbs for movement
<b>Grammar</b>	Possessives (besitzanzeigende Fürwörter) / <i>can – can't</i>
<b>Listening</b>	James and his band
<b>Speaking</b>	Saying/Asking what you or others can or can't do The Twins 2: Kitty isn't here (places / asking for help / asking for repetition)
<b>Reading</b>	The perfect job
<b>Writing</b>	Writing about what you can or can't do
<b>Our Young World 2</b>	Jamie's money
<b>MORE!</b>	A song 4 U: Music is our life Grammar chant: Possessives Sounds right: <i>can – can't</i>



## Unit 6: The world's best detective

46-51

<b>Vocabulary</b>	Action verbs
<b>Grammar</b>	Present simple / <i>a lot of / lots of</i>
<b>Listening</b>	Paws and Claws – Animal detectives
<b>Speaking</b>	Telling a detective story
<b>Reading</b>	The lost bird / A famous detective
<b>Writing</b>	Writing a detective story
<b>MORE!</b>	A song 4 U: Call Groans Sounds right: /w/ The Story of the Stones 3: Don't be scared! <i>Go on. But it's true. Well done! Promise.</i>
<b>Everyday English</b>	



## Unit 7: I love noodles

52-59

<b>Vocabulary</b>	Food
<b>Grammar</b>	Present simple negative / Articles <i>a, an</i> / Adverbs of frequency ( <i>always, usually, often, sometimes, never</i> )
<b>Listening</b>	People talking about food
<b>Speaking</b>	Saying what you or other people (don't) like / Saying what food is (not) healthy / Talking about food and eating habits
<b>Reading</b>	The Twins 3: The birthday present (presents for Mum / asking for something in a shop / expressing uncertainty)
<b>Writing</b>	Kids around the world / Two puzzles
<b>MORE!</b>	Writing an email about your eating habits Sounds right: /tʃ/ Time for a sketch: Burgers



## Unit 8: Clothes

60-65

<b>Vocabulary</b>	Clothes
<b>Grammar</b>	Present simple questions and short answers
<b>Listening</b>	Radio play: The superhero of the year
<b>Speaking</b>	Talking about clothes / Asking what other people are wearing
<b>Reading</b>	The birthday party
<b>Writing</b>	Creating a mind map / Writing about your clothes
<b>MORE!</b>	Grammar chant: Present simple questions Sounds right: /ɜ:/ The Story of the Stones 4: Rats! <i>Let's get out of here! Good idea! Rats!</i>
<b>Everyday English</b>	



## Unit 9: Unusual pets

66-75

<b>Vocabulary</b>	Pets
<b>Grammar</b>	Question words ( <i>What / Where / How often</i> ) / Object pronouns / Irregular plurals (3) ( <i>mice, ponies</i> ) / Possessive 's
<b>Listening</b>	Mr White and his unusual pet
<b>Speaking</b>	Talking/Asking about pets The Twins 4: The blue T-shirt (clothes / complimenting / responding to compliments)
<b>Reading</b>	A newspaper article: Pets in the UK / Archie's toys / A letter to Olivia, the clever owl
<b>Writing</b>	Writing an email about a problem
<b>Our Young World 3</b>	Jamie's pet
<b>MORE!</b>	A song 4 U: Hamster Blues Sounds right: /æ/



## Unit 10: In a shop

76-81

<b>Vocabulary</b>	Numbers: 25–1,000 / Prices / Shopping phrases
<b>Grammar</b>	<i>This/that – these/those / How much is/are ... ?</i>
<b>Listening</b>	Shopping dialogues / The price is right
<b>Speaking</b>	Talking about prices
<b>Reading</b>	The horse in the shop
<b>Writing</b>	Writing a shopping dialogue
<b>MORE!</b>	A song 4 U: Clever Jolly Sounds right: /ð/ Time for a sketch: The jeans The Story of the Stones 5: Two more to go!
<b>Everyday English</b>	<i>Oh, come on. I'm not sure. Be careful! Just a minute.</i>



## Unit 11: What's the time?

82-91

<b>Vocabulary</b>	Time / Free time activities
<b>Grammar</b>	Present continuous
<b>Listening</b>	A surprise for Suzy (part 2)
<b>Speaking</b>	Asking and telling the time / Asking/Talking about what someone is doing right now The Twins 5: The train ride (means of transport / telling someone to be quick / asking someone to wait)
<b>Reading</b>	A day in the life of Mary and Li / A surprise for Suzy (part 1)
<b>Writing</b>	Writing a postcard
<b>MORE!</b>	A song 4 U: Waiting ...



## Unit 12: The birthday cake

92-99

<b>Vocabulary</b>	Months and dates / Rooms in a house
<b>Grammar</b>	Ordinal numbers / Time prepositions: <i>in (January), on (May 12<sup>th</sup>), at (6 o'clock)</i> / Past simple (1) <i>was – were</i>
<b>Listening</b>	Sue's diary / The case of the missing cake (part 2)
<b>Speaking</b>	Talking/Asking about dates / Saying/Asking where people were
<b>Reading</b>	The case of the missing cake (part 1)
<b>Writing</b>	Writing a dialogue in the past
<b>MORE!</b>	Grammar chant: <i>was – were</i> Sounds right: /θ/ in ordinal numbers (e.g. <i>fifth</i> ) / Months and dates The Story of the Stones 6: Three stones to rule the universe!
<b>Everyday English</b>	<i>How dare you! You're welcome. That was close.</i>





## Unit 13: Help!

100-109

<b>Vocabulary</b>	Emergency services / An accident in the mountain
<b>Grammar</b>	Past simple (2): regular verbs / Linking words ( <i>and, but, because</i> )
<b>Listening</b>	Emergency services / A phone call / Radio play: Space rescue
<b>Speaking</b>	Calling the emergency services and spelling names / Telling a story in the past The Twins 6: The black eye (injuries / arousing interest / encouraging someone to say what happened)
<b>Reading</b>	Rescue! / A magazine article: Mountain danger
<b>Writing</b>	Writing a story in the past
<b>Our Young World 4</b>	Luna's helping out
<b>MORE!</b>	Sounds right: /t/ /d/ /ɪd/



## Unit 14: It's my favourite

110-117

<b>Vocabulary</b>	Screen time / <i>weak, skin, lying under a tree, lake, spots, hug, leaves, bend down, hunt</i> / Kinds of books and stories
<b>Grammar</b>	Past simple (3): Verneinung mit <i>didn't</i> / Past simple (4): irregular verbs / Past simple (5): more irregular verbs
<b>Listening</b>	Paula and Michael talk about their screen time / The leopard and the giraffe / Interviews about reading habits
<b>Speaking</b>	Talking about screen time / Talking about books and reading / Telling a story
<b>Reading</b>	The remote control
<b>Writing</b>	Writing a picture story
<b>MORE!</b>	A poem: Watching TV Sounds right: Stress time



## Unit 15: What are you going to do?

118-121

<b>Grammar</b>	<i>(be) going to</i>
<b>Listening</b>	Dialogues
<b>Speaking</b>	Talking/Asking about future plans
<b>Reading</b>	Holiday plans
<b>Writing</b>	Writing an email answer
<b>MORE!</b>	A song 4 U: Hey, it's summertime Grammar chant: <i>be going to</i> A poem: When I go on holiday



## GRAMMAR

122-128

## CLASSROOM LANGUAGE

129

## ENGLISH SOUNDS

130

## WORDLIST

131-148

# UNIT 1 Time for school

At the end of unit 1 ...

## you know

- the alphabet
- the numbers 1–25
- plural nouns / irregular plurals
- 10 words for colours, 11 school things and 11 classroom objects
- how to use imperatives (*Befehlsformen*)

## you can

- meet and greet people
- understand and spell names / e-mail addresses
- read and understand a short story about animals
- understand a short video about school uniforms
- understand, ask and answer simple questions
- understand and give instructions (*Anweisungen*)
- write about you and your school

## A SONG 4 U

1/1+2



### 1 Listen and sing.

I want MORE!



Don't be shy, it's fun to speak  
Say it in English, speak it well  
Come on, listen, read and write.  
English only – day and night.

*Hey, give me more, more, more.  
Really more, more, more?  
Give me more every day.  
Give me MORE! – that's the way!*

English words are really cool.  
Get ready for school.  
Hello world – now we come.  
We speak English, play the drum.

*Hey, give me more, more, more.  
Really more, more, more?  
Give me more every day.  
Give me MORE! – that's the way!*

From north to south,  
From east to west.  
We love our English,  
we're the best.

*Hey, give me more, more, more.  
Really more, more, more?  
Give me more every day.  
Give me MORE! – that's the way!*

Meet young people everywhere.  
Talk to them – here and there.  
Enjoy it and communicate.  
Every day and that is great.

*Hey, give me more, more, more.  
Really more, more, more?  
Give me more every day.  
Give me MORE! – that's the way!*

**LISTENING & SPEAKING**

Asking someone to spell their name / email address

1/3



**2 Listen and repeat the alphabet.**



1/4



**3 Listen and circle the correct letters in 2.**

**4 CHOICES**

1/5



**Listen to the dialogues. Then read out the pairs.**

**A DIALOGUE 1**

**Boy** Hi, I'm Ahmed. What's your name?  
**Girl** I'm Chloe.  
**Boy** Nice to meet you.  
**Girl** Erm ... my name's Chloee ... h - l - o - e.  
**Boy** Oh, I'm sorry.  
**Girl** That's OK, Ahmed.



**B DIALOGUE 2**

**Girl** Hi, can you tell me your email address?  
**Boy** It's noah11@zpn.com.  
**Girl** Can you spell it, please?  
**Boy** Sure. n - o - a - h - o - n - e - o - n - e - a - t -  
 z - p - n - d - o - t - c - o - m.  
**Girl** Thank you.



**5 Work with a partner. Create a dialogue and act it out.**

**VOCABULARY** Numbers

1/6



**6** Listen. Then write the numbers.

six   twenty-two   seventeen   eight   twelve   fifteen   ~~two~~



one



.....two.....



three



four



seven



.....



nine



ten



eleven



.....



thirteen



fourteen



.....



sixteen



.....



eighteen



nineteen



twenty



twenty-one



.....



twenty-three



twenty-four



twenty-five

1/7



**7** Look and count. Tick or correct the numbers. Then listen and check.

- 8 babies      10 cats      25 balls      1 cat
- 7 bears      17 apples      7 dogs      12 fish



**READING**



**8 a** Look. What's the frog's name?

.....

**b** Read the story.

**Note**

I'm = I am  
What's = What is

**The wide-mouthed frog**

Hi. I'm a wide-mouthed frog!

**Frog** Hi. How are you?  
**Gorilla** I'm fine, thanks. What's your name?  
**Frog** I'm Freddy. I'm a wide-mouthed frog and I eat insects. And you?  
**Gorilla** I'm Gordon. I'm a gorilla and I eat bananas.  
**Frog** Well, nice to meet you! Bye, gorilla!  
**Gorilla** Bye, frog!

**Frog** Hi. How are you?  
**Bear** I'm fine, thanks. What's your name?  
**Frog** I'm Freddy. I'm a wide-mouthed frog and I eat insects. And you?  
**Bear** I'm Betty. I'm a bear and I eat honey.  
**Frog** Well, nice to meet you! Bye, bear!  
**Bear** Bye!

**Frog** Hi. How are you?  
**Crocodile** I'm fine, thanks. What's your name?  
**Frog** I'm Freddy. I'm a wide-mouthed frog and I eat insects. And you?  
**Crocodile** I'm Carl. I'm a crocodile and I eat ... wide-mouthed frogs!  
**Frog** Oh, oh, oh! Well. I must go.  
 Bye!

Oh, oh, oh!  
Well. I must go. Bye!

**9** How many of the questions can you do?

Circle the correct answer.

- 1 Freddy is a  frog.  bear.  crocodile.
- 2 Frogs eat  honey.  insects.  bananas.

Answer the questions.

- 3 What animal is Betty? .....
- 4 What animal is Carl? .....

Circle T (True) or F (False).

- 5 Carl eats honey. T / F
- 6 The wide-mouthed frog is not happy. T / F

1/8+9



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

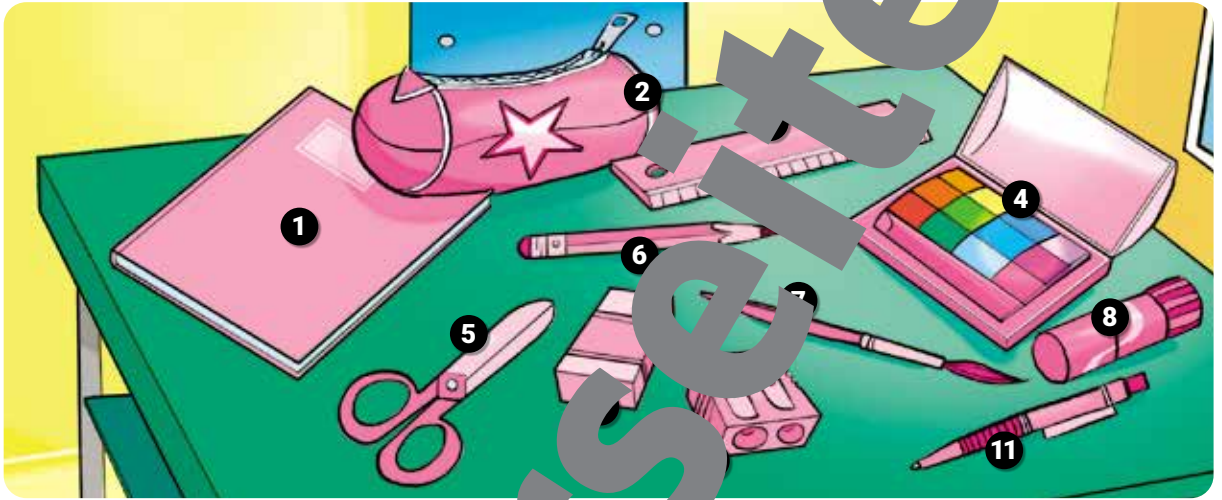
**VOCABULARY** School things

1/10



**11** Listen and point. Then number the words.

- |  |                                       |   |                                   |
|--|---------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> glue stick    | <input type="checkbox"/> rubber       | <input type="checkbox"/> pencil sharpener | <input type="checkbox"/> pen      |
| <input type="checkbox"/> exercise book | <input type="checkbox"/> watercolours | <input type="checkbox"/> ruler            | <input type="checkbox"/> scissors |
| <input type="checkbox"/> pencil case   | <input type="checkbox"/> paintbrush   | <input type="checkbox"/> pencil           |                                   |



**LISTENING**

1/11



**12** a Look. What's the problem?

b Listen and colour.

- red
- yellow
- blue
- orange
- green
- brown
- pink
- white
- black
- grey



Animals in the classroom

# OUR YOUNG WORLD 1

## Luna's school uniform



1 Watch the video. What colour is Luna's tie? What's on it?

2 Watch again. Read the words and number the pictures.

- 1 hairband
- 2 hat
- 3 jeans
- 4 shirt
- 5 skirt
- 6 socks
- 7 sunglasses
- 8 T-shirt
- 9 tie
- 10 sweater
- 11 blazer
- 12 shoes



LAB LARY: \*introduce – (sich/jdn.) vorstellen; dark – dunkel; light – hell

### School ties

1/12



3 Listen. Then read the texts. Number them 1–4. Then say.

**Hello, I'm Leah.** I go to West Woods Middle School. My school tie is green and white. Can you find it?



**Hi, I'm Leo.** My school is Green Comprehensive. My school tie is orange and black. Can you find it?



**Hi, I'm Ellen.** I go to St. Peter's School in York. My school tie is yellow and blue. Can you find it?



**I'm Frank.** I go to the City of London School. Can you find my school tie? It's yellow and grey.



**Note**  
it's = it is

Leah's tie is number ...



### CYBER PROJECT: Our school uniform

4 Create a school uniform for your school: • Make a school tie. • Make a video.

# VOCABULARY Classroom objects

**Note**  
isn't = is not

1/13

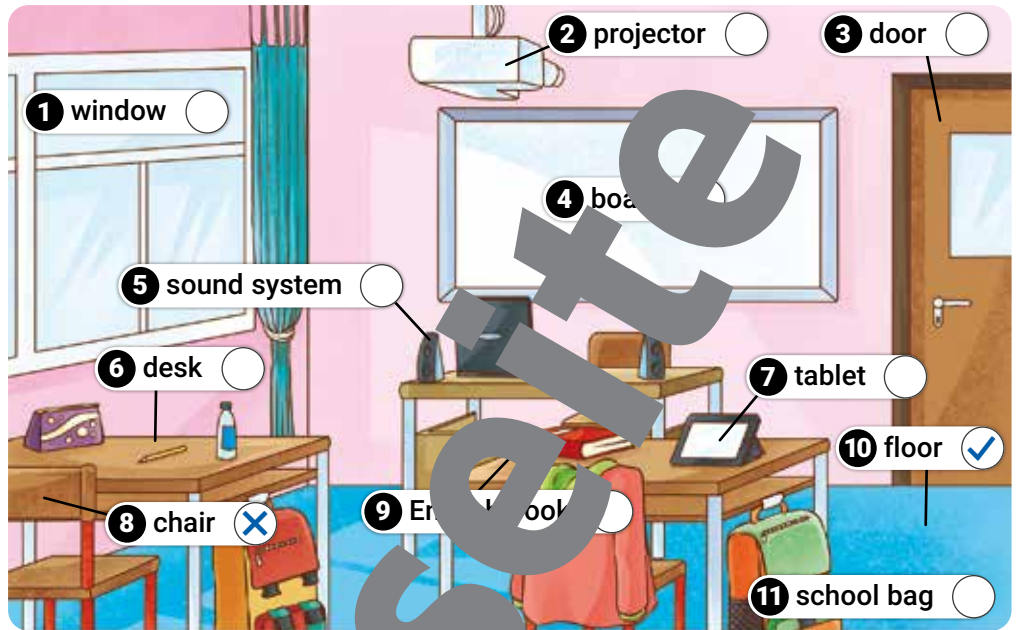


**13** Listen. Are the sentences correct? Write  or .

Number 10 is correct.



Number 8 isn't correct.



**14** Work in pairs. Cover up **13**. Can you remember?

What colour is the chair?  is brown and red.

# LISTENING Understanding following instructions

**Note**  
don't = do not

1/14



**15** Listen and number the pictures.



**16** Match the bubbles with the pictures in **15**. Write the numbers.

- Switch off your tablets.
- Clean the board.
- Don't open your books.
- Open the window.
- Sit down, children.
- Don't speak.
- Don't stand up.
- Close the door.
- Take out your books.
- Switch off your tablets.



## SOUNDS RIGHT /z/

1/15



### 17 Listen and repeat.

A baby, a ball, a bear and a dog.

2 babies, 3 balls, 4 bears and 5 frogs.



## WRITING

### 18 Read Mike's text. Then write your own text and draw a picture.

I'm Mike. I'm ten. I'm in class 1A. My email address is *mi@linkways.com*. In my classroom, the floor is green. The desks and the chairs are brown and black. The door is light green and the board is white. My pencil case is blue and red. Red is my favourite colour.



## GRAMMAR



### Plural nouns (Mehrzahlformen) + Irregular plurals (1)

Du bildest den Plural von Nomen üblicherweise, indem du ein **-s** an das Nomen hängst.

a dog – 4 dogs

a bear – 7 bears



Kannst du im Text auf S. 17 auf unterschiedliche Nomen mit unregelmäßigen Pluralformen achten? Wie heißen sie?

Wenn ein Nomen auf eine Konsonant + **y** endet (z.B. **-by**), schreibe die Pluralformung so:

a baby – babies (→ **ies**)

Aber: a boy – 2 boys

Es gibt auch Ausnahmen!

a child – 5 children

a fish – many fish



### Questions (Fragen)

Wie fragst du nach dem Namen, der E-Mail-Adresse und nach dem, was jemandem geht:

What's your name? – I'm Sue. (I am ...)

What's your email address? / Can you spell it, please?

How are you? – I'm fine, thanks. And you?

### Imperatives (Befehlsformen)

So sagst du, dass jemand etwas tun soll:

Stand up!

Close the window!

Open your books!

Take out your books!

So sagst du, dass jemand etwas nicht tun soll:

Don't stand up! (Do not ...!)

Don't open your books!

Don't close the window!

Don't take out your books!



Suche in Übung 16 einen weiteren Satz, in dem ausgedrückt wird, dass jemand etwas nicht tun soll.

Schreibe den Satz hier auf: .....

.....



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

# UNIT 2 At the zoo

At the end of unit 2 ...

## you know

- the verb *to be*
- how to use prepositions of place
- how to use *there is / there are*
- 11 words for animals and things in a wildlife park

## you can

- talk and write about yourself and others
- understand other people talking about themselves
- understand, ask and say why things are
- write about school and other objects

## READING

### Note

where's = where is  
there's = there is  
they're = they are



1 Read the story.

### Note



Where's the parrot?



Maria Hello David, it's nice to see you. There's a big giraffe.  
David Good. And there's a parrot under the tree.  
Maria Where?  
David Oh yes! The parrot is blue and yellow. It's beautiful.  
Maria Oh yes. Buddy, you like giraffes!  
Buddy WOOF!  
David Look - there are three monkeys. They're behind the tree.  
Maria The tree?  
David Yes, the tree in front of you!  
Maria Oh yes! And there's the parrot!  
David Where?  
Maria It's next to the brown monkey. I like monkeys!  
Buddy WOOF-WOOF. WOOF!  
Maria What is it, Buddy?  
David The parrot!  
Maria Where?  
David It's on Buddy now!  
Buddy WOOF?!



2 How many of the tasks can you do?

Circle the correct answer.

- 1 The giraffe is *big / small*.
- 2 The parrot is *blue and yellow / green and yellow*.

Circle T (True) or F (False).

- 3 There are two monkeys. T / F
- 4 The tree is behind Maria. T / F

Answer the questions.

- 5 Where is the brown monkey? .....
- 6 Where is the parrot now? .....

1/16+17



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



4 a Look at the poster. Where is this?

in England     in Italy

b Listen to the guide. What is the order of the sentences? Write the numbers.

**WELCOME TO COTSWOLD WILDLIFE PARK AND GARDENS!**

See a lion.

Go on a train.

Feed the giraffes.

Feed the penguins.

Bring your dog.

**Fact box**  
Dogs are welcome at Cotswold Wildlife Park and Gardens! But they can't run around!

Adults £14.40

Children 9.90

5 Look at the pictures in 4 and say.

There is a train.  
There are penguins.  
giraffes.  
...

You can go on ...  
see ...  
...



**6 Listen and tick what the children say.**

- |          |   |  |                                    |   |
|----------|---|--|------------------------------------|---|
| <b>1</b> | <input type="checkbox"/> I'm Rebecca.             | <input type="checkbox"/> I'm from Oxford.      | <input type="checkbox"/> I'm 11.   | <input type="checkbox"/> I'm in Year 7.   |
|          | <input type="checkbox"/> I'm Veronica.            | <input type="checkbox"/> I'm from Cambridge.   | <input type="checkbox"/> I'm 12.   | <input type="checkbox"/> I'm in Year 8.   |
| <b>2</b> | <input type="checkbox"/> I'm Robert.              | <input type="checkbox"/> I'm from York.        | <input type="checkbox"/> I'm 12.   | <input type="checkbox"/> I'm in Year 7.   |
|          | <input type="checkbox"/> I'm Roger.               | <input type="checkbox"/> I'm from Cork.        | <input type="checkbox"/> I'm 11.   | <input type="checkbox"/> I'm in Year 8.   |
| <b>3</b> | <input type="checkbox"/> We're Sam and Catherine. | <input type="checkbox"/> We're from London.    | <input type="checkbox"/> We're 14. | <input type="checkbox"/> We're in Year 8. |
|          | <input type="checkbox"/> We're Karen and Benny.   | <input type="checkbox"/> We're from Liverpool. | <input type="checkbox"/> We're 14. | <input type="checkbox"/> We're in Year 9. |



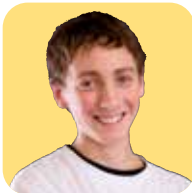
**7 Talk about the boys and girls in 6.**

- Veronica's from ... . She's ... . She's in ... .
- ... from ... . He's ... . He's in ... .
- ... and ... are from ... . They're ... . They're in ... .

**Note**  
 I'm = I am  
 you're = you are  
 he's / she's = he is / she is  
 we're = we are  
 they're = they are



**8 In pairs, talk about yourself. Listen and talk about your partner.**



I'm ... | I'm from ... | I'm ... | I'm in ...



You're ... | You're from ... | You're ... | You're in ...

**GRAMMAR CHANT** *to be*



**9 A chant. Listen and repeat.**

Monkeys, monkeys,  
 monkeys in the zoo.  
 Monkeys, monkeys  
 here's a monkey for you.

You're not happy.  
 I'm not happy.  
 Let me out.

Monkeys, monkeys ...



Ken is in.  
 Lucy's out.  
 Ken's not happy.  
 Let Ken out.

Monkeys, monkeys ...

We are in.  
 They are out.  
 We're not happy.  
 Let us out.

Monkeys, monkeys ...

**SPEAKING** Asking/Saying where things are

1/21



**10** Where's the parrot? Complete with *in / on / under / in front of / behind / next to*. Then listen and check.

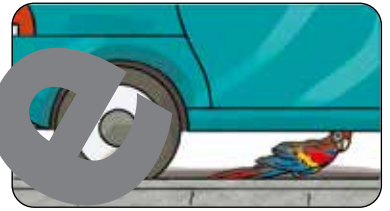
**Note**  
it's = it is



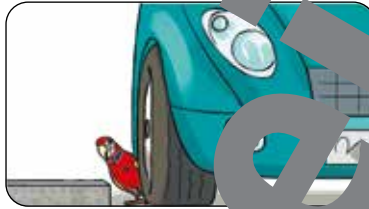
1 It's ..... the car.



2 It's ..... the ..... It's ..... the car.



4 It's ..... the car.



5 It's ..... the car.



6 It's ..... the car.

**11 CHOICES**



**A** Work in pairs. Look at the things in the picture. Ask and answer.

Where's the chair?  
Where's the frog?  
Where's the cat?  
Where's the dog?  
Where's the banana?

It's	in under behind on next to in front of	the desk. the school bag. the chair. the computer.
------	---	---



**B** Work in pairs. Look at the things in the picture. Ask about the following things: desk, window, school bag, book.

## WRITING

### 12 CHOICES

#### A Write what's in your pencil case.

In my pencil case there is a ... ,  
there are ... , there is a ... and ...

#### B Look at the picture and write.

There is a book on the desk.  
Next to ...



## GRAMMAR

### ▶ there is / there are

So kannst du ausdrücken, dass etwas vorhanden ist.

*There is* a train.

*There are* two trains.

*There is* a penguin.

*There are* two penguins.

### ▶ Prepositions of place

So fragst du, wo sich etwas befindet. Die Antwort ist du:

*Where's* the frog?

It's *in* the shoe.



behind



under



in



on



next to



in front of

### ▶ to be (firm)

Das Verb „to be“ (ich bin, du bist, er ist, ...) hat im Englischen die folgenden Formen:

*I am* (I **am**.)

*He is* nice. (He **is** nice.)

*He is* in class 4A. (He **is** in class 4A.)

*She is* 11. (She **is** 11.)

*It is* yellow. (It **is** yellow.)

*We're* from York. (We **are** from York.)

*You're* happy. (You **are** happy.)

*They're* from London. (They **are** from London.)

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

# THE STORY OF THE STONES 1

**▶ They're here!**

**1 Look and say.**

- I think it's a fantasy story.
- I think it's a real story.



**2 Watch episode 1. Write the names.**

.....

1/22



**3 Listen and complete the rhyme. Then choose a colour. Draw a face or stick in a photo. Complete the sentence and colour your stone.**

One stone is .....

One stone is .....

One stone is .....

Watch our story.

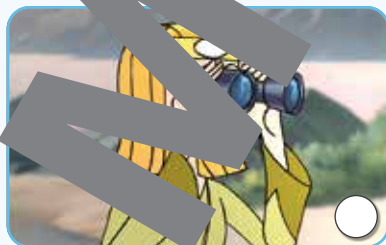
Here's what they can do!

My stone is .....

## EVERYDAY ENGLISH

**4 Match the pictures with phrases.**

- 1 Let me see.      2 Wow!      3 At last!



**5 Can you do the puzzle?**

**CODE:** ◆ = P    ❁ = W    ○ = E    □ = S

◆
❁
○
□
□
○
□

# UNIT 3 Pirates

At the end of unit 3 ...

## you know

- 14 words for parts of the body
- how to use *have got* – *haven't got*
- a few irregular plural forms

## you can

- understand descriptions of people
- describe yourself and other people
- understand what other people have got
- say what you and other people have got
- use a mind map to write a description of somebody

1 Read and number the pictures.

## Pirates of the Caribbean



Blackbeard is Edward Teach. He's a pirate. His real name is Blackbeard. People are very scared of him.

Blackbeard has got a ship. It's called *Queen Anne's Revenge*. It's a big ship. It's 32 metres long. It has got 40 cannons.

There is a famous series of pirate films called *Pirates of the Caribbean*. Blackbeard is also in the films. In the film, Blackbeard has got very long hair.

## VOCABULARY Parts of the body

1/23

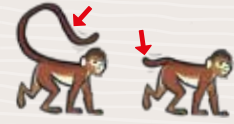


2 Listen and point. Then number the words.

- beard
- left arm
- right leg
- 1 fingers
- mouth
- eyes
- nose
- tooth/teeth
- wooden leg
- ear
- left foot
- feet
- left shoulder
- hair



### Note



long

short



tall



short

### Note

1 tooth – 2 teeth

1 foot – 2 feet



**LISTENING & SPEAKING**

Talking about what you have got / haven't got

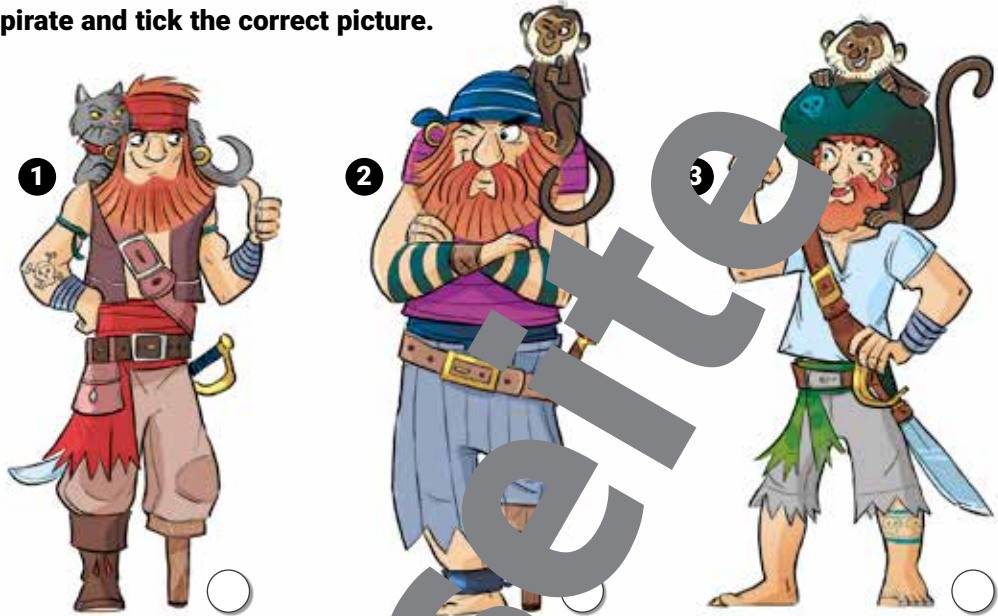
1/24



**3** Listen to the pirate and tick the correct picture.

**Note**

I've got = I have got

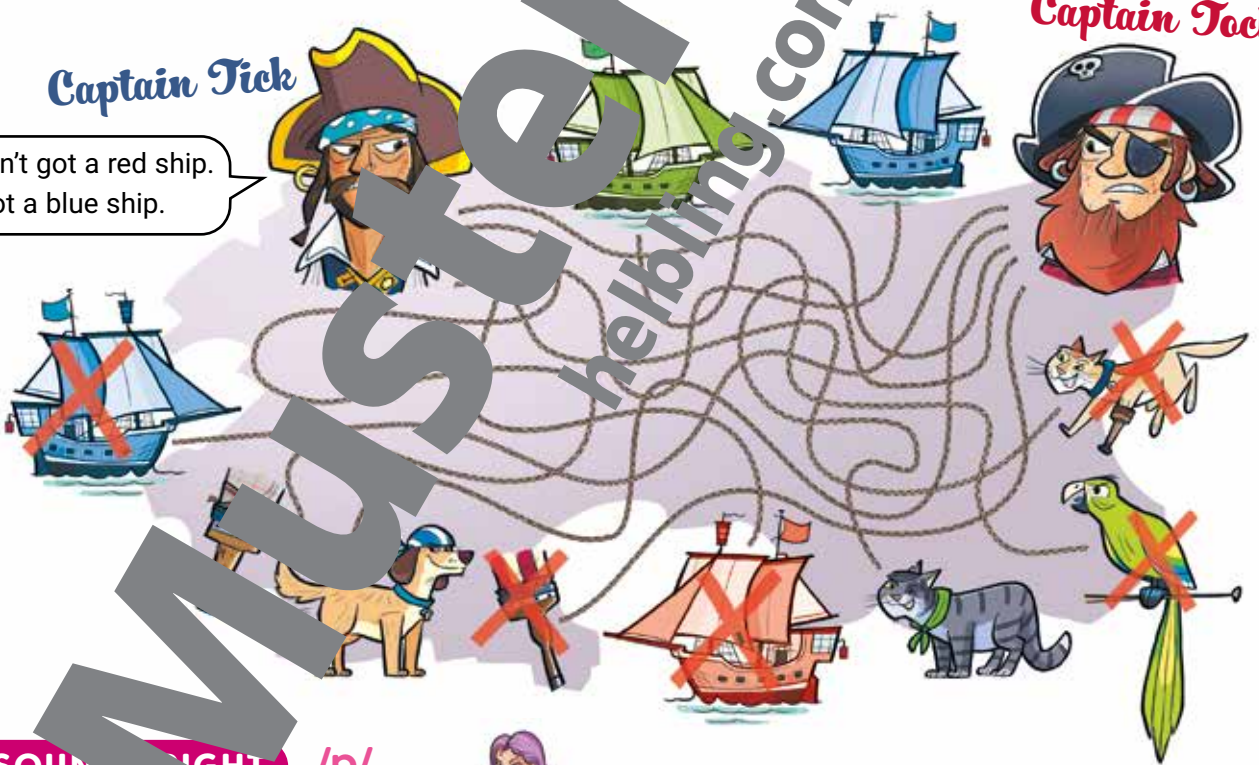


**4** Work in pairs. One of you is Captain Tick and one of you is Captain Tock. Tell your partner what you have got / haven't got.

Captain Tick

Captain Tock

I haven't got a red ship.  
I've got a blue ship.



1/25



**5** Listen and repeat.

Purple hair and pink eyes,  
Polly Pym – the pretty pirate.



**READING**

**(Dana, the pirate)**

1/26



**6 a Look and tick.**

Dana is  a pirate.  
 a girl.

**b Read the story.  
 Then listen to it.**



**1**

This is Dana. Dana loves pirates. She's got a lot of books about pirates.

Lots of books.



**3** Dana is in bed now. She is tired. She is very tired.



**4** Dana is a pirate. She's got a parrot on her shoulder and she's got a golden tooth in her mouth. Also she's got a ship. A big ship.



But Dana hasn't got friends. And the pirates haven't got a ship.



**6** Oh, no ...! Dana hasn't got a ship now.



**8** It's a dream!

**9** Just a dream ...

**7 Look at the pictures and answer the questions.**



**Note**

Answer with:

Yes, she has. / No, she hasn't.

1 Has Dana got a book?

.....

2 Has Dana got a wooden leg?

.....

3 Has Dana got a pirate ship?

.....

4 Has Dana got a pirate ship?

.....

**LISTENING & SPEAKING**

Saying what another person has got / hasn't got

1/27



**8** Listen to Matt and Anna play "Guess my pirate". Complete.

- 1 Matt's pirate is .....
- 2 Anna's pirate is .....



**9** Read and complete

**Boy** OK. Has your pirate got a big nose?  
**Girl** A big nose, but he's got a big nose.  
**Boy** Has your pirate got black hair?  
**Girl** No, he hasn't got black hair. He's got grey hair.  
**Boy** Has your pirate got a beard?  
**Girl** No, he hasn't got a beard.  
**Boy** Has your pirate got blue eyes?

**Girl** His eyes are brown, but he's only got one eye.  
**Boy** OK, he's got a big nose. He's got grey hair. He hasn't got a beard and he's got one brown eye. Is your pirate ..... ?  
**Girl** Yes, he is!



**10** In pairs, play "Guess my pirate". Ask questions to find your partner's pirate.

Has your pirate got ...?  
 Is your pirate ...?

Yes, he's got ... / No, he hasn't got ...  
 He's got a ...  
 Yes, he is. / No, he isn't.

# 11 CHOICES

**A** Read and look at the picture to find the two mistakes. Say what's wrong.

This is Tamara the Terrible. She is tall. She has got red hair. She hasn't got a big nose. She has got blue eyes. She has got a pelican, Trevor. Trevor hasn't got a real left leg. He has got a wooden left leg.



**B** Read the texts and look at the pictures. How many mistakes can you find?

This is Greybeard the Great. He is short. He has got a black eye. He has got grey hair. He has got one green eye. He hasn't got a left ear. He hasn't got a strong left leg. He hasn't got a wooden left leg. He has got a small blue nose. He has got a dog.



Fred and Frank are brothers. Fred has got a pelican on his right shoulder, and Frank has got a pelican on his left shoulder. Fred has got a brown beard. Frank has got a beard. They've got blonde hair. Frank hasn't got a small nose. Fred hasn't got a wooden leg.



## A SONG 4 U

1/28+29



**12** Listen and sing.

### The pirate song



Ho, ho, hey, hey! Ho, ho, hey, hey!  
Hey, ho, this is the pirate song.  
Hey, ho, and here we go.

A cutlass\* sings.  
A pirate sings.  
Ho, ho, hey, hey!  
Ho, ho, hey, hey!  
We're pirates true.  
And we want you!  
Ho, ho, hey, hey!  
Ho, ho, hey, hey!

We're ready for action.  
Let's go on a trip.  
We're ready for action.  
Let's board the ship.

Ho, ho, hey, hey! Ho, ho, hey, hey!  
Hey, ho, this is the pirate song.  
Hey, ho, and here we go.



A cutlass\* sings.  
A pirate sings.  
Ho, ho, hey, hey!  
Ho, ho, hey, hey!  
We're pirates true.  
And we want you!  
Ho, ho, hey, hey!  
Ho, ho, hey, hey!

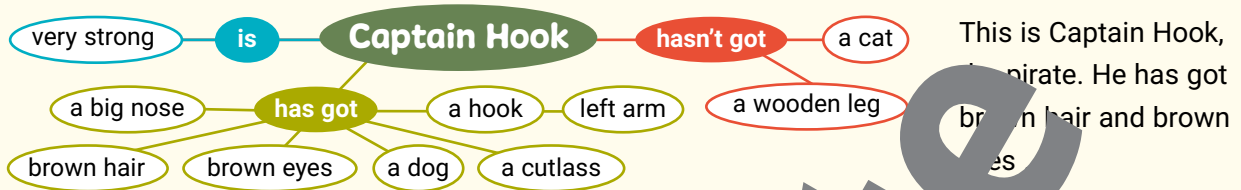
We're ready for action.  
Let's go on a trip.  
We're ready for action.  
Let's board the ship.



**VOCABULARY:** \*cutlass – Piratensäbel; cannonball – Kanonenkugel

## WRITING

13 Look at the mind map. Use it to write a short text about a pirate (40–50 words).



## GRAMMAR

### ▶ have got – haven't got

+	-	?
I/You <b>have got</b> a cat.	I/You <b>haven't got</b> a cat.	<b>Have</b> I/you <b>got</b> ...?
He/She/It <b>has got</b> a small nose.	He/She/It <b>hasn't got</b> a small nose.	<b>Has</b> he/she/it <b>got</b> ...?
We/You/They <b>have got</b> a big ship.	We/You/They <b>haven't got</b> a big ship.	<b>Have</b> we/you/they <b>got</b> ...?

### 🔍 Setze *I haven't got* oder *I've got* ein:

Mithilfe von 1..... sagst du, dass du etwas hast.

Mithilfe von 2..... sagst du, dass du etwas nicht hast.

**Note:** He **has got** a cat. = He's **got** a cat.  
 They **have got** strong arms. = They **ve got** strong arms.  
 I **have not got** blue eyes. = I **haven't got** blue eyes.  
 He **has not got** a dog. = He **hasn't got** a dog.



### ▶ Irregular plurals (2)

one foot → two **feet**      one tooth → five **teeth**



◀ Now go back to page 22. Check  with a partner what you know / can do.

# THE TWINS 1

## ▶ Feeling bored?

### Developing speaking competencies

#### Language function

I can make suggestions (*Vorschläge machen*)

#### Speaking strategy

I can respond (*auf Vorschläge antworten*)

### VOCABULARY Activities

1/30



1 Write the activities under the pictures. Then listen and check.

go to the cinema      go shopping      go bowling  
go swimming      go skateboarding      go to the park



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

1/31




2 Watch and listen to the dialogue. Then read it. What activities does Lucy suggest?

Leo I'm bored.  
Lucy Me too! Let's do something.  
Leo What? But what?  
Lucy What's about swimming.  
Leo Swimming? No, I hate swimming.  
Lucy OK, we could go shopping.  
Leo Boring.  
Lucy OK, no swimming, no shopping. I know!  
Leo Let's go to the cinema.  
Leo The cinema?




Lucy Yes, there's a great new pirate film at the Odeon.  
Leo No, I hate pirates.  
Lucy I give up!

**3** Read and circle T (True) or F (False).



**Lucy**



**Leo**

1 I'm bored. T / F

3 Swimming is a bad idea. T / F

2 Let's go to the cinema. T / F

4 A pirate film? ... thanks! T / F

**USEFUL PHRASES** Making suggestions

**4** Write the words in the correct order to make sentences

- 1 shopping / we / go / could     We could go shopping.
- 2 swimming / go / let's     .....

**?** What do you think? Complete the sentence.

Lucy and Leo go .....

**MOBILE HOMEWORK**



Watch part 2 of the video and check your answer.

**SPEAKING STRATEGY** Responding

**5** Look at the responses. Draw a smiley or a frowny face next to each one.

Boring.      Good idea!      I love swimming.      I hate swimming.

**6 CHOICE**



**A** Work in pairs.

A Suggest an activity from 1. → B Respond.

A Let's go swimming.

B Good idea!



**B** ROLE PLAY Work in pairs. Look at your role card and act out.

**Student A**

You are bored. Tell student B and suggest:

- go to the cinema
- go to the theme park
- go skateboarding
- go shopping
- go swimming
- go bowling

**Student B**

You are bored. Listen to student A's suggestions and respond:

- ☹️ – the theme park
- ☹️ – swimming
- ☹️ – shopping
- ☹️ – skateboarding
- ☹️ – bowling
- ☹️ – the cinema

## At the end of unit 4 ...

### you know

- 11 words for feelings
- the days of the week and times of the day
- how to make questions with the verb *to be*
- how to use the negative form of *to be*

### you can

- talk about your and other people's feelings
- understand others talking about their feelings and week
- talk and write about you

## VOCABULARY Feelings

1 Follow the lines and say the sentences.

John's happy

John

Linda

Paul

Vanessa

Jason

Fiona

Lucy

Wayne

Emma

Victor

Becky

angry

cold

bored

excited

scared

nervous

sad

hot

1/32



2 Listen and circle the correct words.

- |  |  |  |
|--|--|--|
| 1 He is <i>hot</i> / <i>hot</i> .          | 4 He is <i>bored</i> / <i>scared</i> .     | 7 He is <i>angry</i> / <i>happy</i> .      |
| 2 She is <i>excited</i> / <i>scared</i> .  | 5 She is <i>proud</i> / <i>hungry</i> .    | 8 She is <i>nervous</i> / <i>excited</i> . |
| 3 They are <i>happy</i> / <i>excited</i> . | 6 They are <i>bored</i> / <i>excited</i> . | 9 He is <i>hot</i> / <i>proud</i> .        |

## READING

1/33



3 a Look at the story on page 31. Where are they? .....

b Listen to the story. Then read it and answer the questions.

- 1 Is Mike happy at the end of the story?
- 2 Is Miss Baker angry at the end of the story?
- 3 Is Mike's mum proud at the end of the story?



# The school play

I've got a part in the school play. I'm Harry Potter!

That's great.

Mike is excited.

The next day. On the stage.

I haven't got many friends.

Mike, in this scene Harry isn't happy.

Miss Baker isn't happy.

Be quiet, Malfoy!

No, no, no, Mike. Now Harry is angry. He isn't happy!

Miss Baker still isn't happy.

Please, go away!

In this scene Harry isn't happy. He's scared.

Miss Baker still isn't happy.

Later at home.

It's no good, Mum. I'm terrible.

No, you're not Mike. Let me see you.

It's a lot of work, but it's fun.

The big day.

There are a lot of people!

Mike is nervous.

After the play.

Bravo!

Great!

Fantastic!

Miss Baker is proud. Mum is proud. Mike is happy. He's very happy.

**READING**

1/34



- 4** a Look. Find out the name of the city.  
b Listen to the story. Then read it.

**A day in the life of Richard**



Richard is a guard at Buckingham Palace. He has got a red jacket and a big black hat. It's early morning. It's wet. Richard's cold.

There are five tourists. The tourists are excited. They've got a camera. Is Richard excited? No, he isn't. He's angry.



It's lunchtime. The tourists have got hamburgers. Richard hasn't got a hamburger. Richard isn't happy. He's hungry.

It's afternoon. The sun is out. Richard is cold now. He's hot. He's very hot!



It's evening. Is Richard tired? He's just tired.

Richard isn't at work now. Richard's at home. Is he happy? No idea. He's asleep.



**5** How many of these can you do?

Choose the correct answer.

- 1 Richard's hat is *red* / black / brown.
- 2 Richard is *wet* / cold / tired.
- 3 The tourists are *bored* / happy / excited.
- 4 All the tourists have got cameras. T / F
- 5 One tourist has got a hamburger. T / F
- 6 Richard has got no lunch. T / F

Circle *True* or **F (False)**.

Complete the sentences.

- 7 When the sun is out, Richard .....
- 8 In the evening, Richard isn't .....
- 9 Now, he's .....

**SPEAKING** Talking about feelings

1/35



**6 CHOICES**

Listen and put the two dialogues in the correct order. Act one of them out.



**A DIALOGUE 1**

- Oh dear. Why?
- How are you today?
- I've got a lot of homework.
- I'm not very happy.

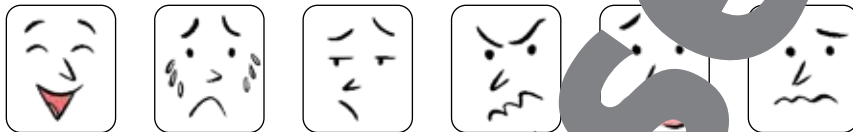


**B DIALOGUE 2**

- Is it big?
- Are you OK?
- Scared? Why?
- Oh dear. Why?
- No, he isn't.
- There's something in our room.
- We're very scared.
- It's very big.



**7** Work in pairs. Draw on each face how the kids are feeling. Then find out about your partner's kids and draw.



**Student A**



**Student B**



A Is ... happy?      A Is ... happy?      A Are ... and ... happy?

B Yes, ... is.      B No, he/she isn't. He/She is sad.      B Yes, they are. / No, they aren't.

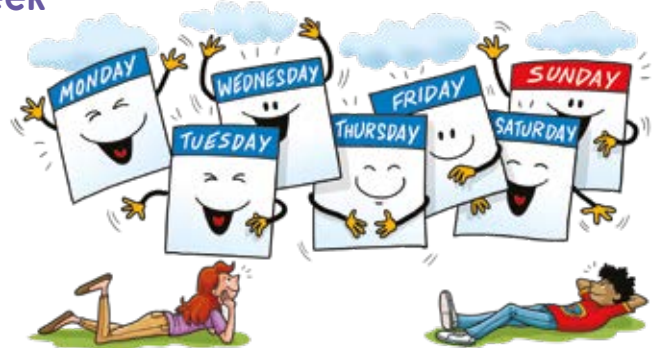
**SOUNDS RIGHT** Days of the week

1/36



**8** Listen and repeat.

Monday, Tuesday, Wednesday – cool.  
Thursday, Friday – no more school!  
Saturday and Sunday – great!  
 Tomorrow's Monday – don't be late!



9 Look at Gina's diary. Write the days of the week under the pictures.



1 ..... Tuesday



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....

10 Work in pairs. Talk about the picture in 9.

It's Monday. Gina is t...



It's Tuesday. Gina is ...

## A SONG FOR YOU

1/37+38



11 Listen and sing.

## Just be you

I'm not sad.  
I'm not sad.  
Things are good.  
They're not sad.

I am proud  
of who I am.  
I'm not scared,  
I've got a plan.

*Just be you.  
It's what you do.  
Be yourself  
and no one else.  
Happy, scared,  
bored or sad.  
It's who you are.  
So just be glad.*

I'm excited  
for today.  
I've a feeling.  
I know the way.  
I'm so happy.  
I'm OK.  
I'm with my friends  
at school today.



*Just be you...*

# LISTENING

1/39



12 Listen to Bob and Jill. Sing along.

# THE MAGIC BOTTLE

I'm a monster,  
my name's Bob.  
I'm a monster  
and I rob\*,  
yeah I rob, rob, rob  
feelings,  
hey, hey, hey,  
every day,  
I rob feelings.



I am Jill, Jill, Jill  
and I will\*, will, will  
get the feelings back.  
I am good, Bob is bad.  
I am nice, Bob is mad\*.

BOB

VOCABULARY – stehlen; will – werden; mad – zornig, wütend

1/40



13 Listen to the radio play  
*The magic bottle* and  
complete the sentences  
with the words from the  
box.

sad bored excited angry

- 1 Tim is .....
- 2 Lilian is .....
- 3 Ron is .....
- 4 Jill is .....
- 5 Bob is .....

1/40



14 Put the pictures in the correct order. Listen again and check.



## WRITING

### 15 CHOICES

**A** Use Gina's diary in 9 to complete the sentences.

- I've got ..... on Thursday.
- It's ..... today. I've got football and I'm excited.
- I'm happy because it's my birthday on .....
- It's the school play on ..... and I'm nervous.
- I'm so excited there's a ..... on .....

**B** Choose four days from your week and write a sentence for each.

.....

.....

.....

.....

## GRAMMAR

### ▶ to be (negative)

So bildest du die Verneinung mit *to be*:

I'm **not** (*am not*) happy.

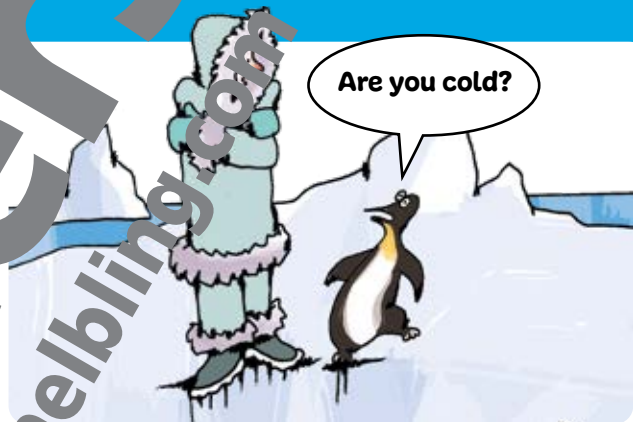
You **aren't** (*are not*) excited.

He/She/It **isn't** (*is not*) cold.

We **aren't** (*are not*) hungry.

You **aren't** (*are not*) hot.

They **aren't** (*are not*) angry.



### ▶ Questions with *to be*

So bildest du Fragen und Antworten mit den verschiedenen Formen von *be*:

	+	-
Are you happy?	Yes, I am.	No, I'm not.
Is he happy?	Yes, he is.	No, he isn't.
Is she happy?	Yes, she is.	No, she isn't.
Is it happy?	Yes, it is.	No, it isn't.
Are you happy?	Yes, we are.	No, we aren't.
Are they happy?	Yes, they are.	No, they aren't.

◀ Now go back to page 30. Check  with a partner what you know / can do.

# THE STORY OF THE STONES 2

## ▶ Don't worry – it's me!

1 Remember and say: The green stone is for ... The orange ...

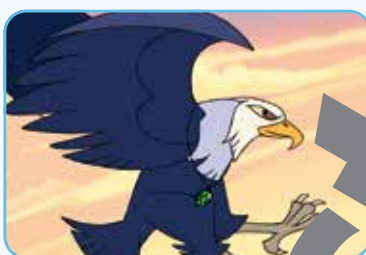
2 Can you say the rhyme of the stones?

1 st i o.  
 1 st i g.  
 1 st i b.  
 W o s.  
 H w t c d!



▶ 3 Watch episode 2. Write the names of the animals.

rat eagle tiger



1 .....

3 .....

### EVERYDAY ENGLISH

4 Match the pictures with the phrases. Write the numbers.

1 Try it. 2 Look. 3 What's happening?



# UNIT 5 This is our band

At the end of unit 5 ...

## you know

- 5 words for musicians and 4 musical instruments
- 4 verbs for movement
- how to use *can / can't*
- how to use possessives (*besitzanzeigende Fürwörter*)

## you can

- say what you can or can't do
- ask and understand what others can or can't do
- write about what you can or can't do

## VOCABULARY Musicians and instruments

2/1



1 Listen and look at the pictures. Then number the words.

- drummer
- saxophone player
- singer
- guitarist
- keyboard player



2/2



2 Listen to James. Complete with the words from the box.

~~James~~ Ellie Bacon Steve Jack Dan

Hi, I'm 1..... James ..... in the first band of our band. Its name is *Project 11*.  
 This is 2..... keyboard player. And this is her boyfriend,  
 3..... He's our saxophone player. This is 4.....  
 and his brother 5..... They play the guitar. And this is their  
 dog. His name is 6.....



This is my sister, 7.....  
 She's our drummer.



**READING**

**3** Read the story.

**The perfect job**



**Pete** Erm ... Erm ... Can I play in your band?  
**James** Can you play the guitar?  
**Pete** Yes, I can.  
**Jessica** No, he can't.

**Pete** Wow! Cool! You're a great band.  
**James** Thanks. I'm James. What's your name?  
**Pete** Hi, I'm Pete.  
**James** Nice to meet you, Pete. Meet my friends.  
 This is Jessica. She plays the drums.  
**Pete** Hi, Jessica!  
**Jessica** Hi!  
**James** And there's Dan, Steve, Ellie and Jack.  
**Pete** Hi there.  
**Band** Hi!



**Ellie** Can you play the keyboards?  
**Pete** I'm not sure. Let me try.  
**Jessica** No, you can't.



**James** Can you play the keyboards?  
**Pete** I'm not sure. Let me try. ... I love you so ...  
**Jack** Oooops!  
**Pete** No, I can't.  
**James** Oh, don't worry.  
**Ellie** We've got the perfect job for you.  
**Pete** Really? Wow!  
**Jessica** Yes, come back tomorrow at five. We've got a concert at eight.



**6** The next day at five o'clock.

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

- 1 For Pete, the band is  loud.  OK.  great.
- 2 They ask Pete: Can you play the  keyboards?  drums?  saxophone?
- 3 They say to Pete, "Come back  in five hours."  tomorrow at five."  at five in the morning."
- 4 Pete can play the guitar. T / F
- 5 Pete can't sing. T / F
- 6 Jessica says she has the perfect job for Pete. T / F
- 7 Who is the drummer in the band? .....
- 8 How many people are in the band? .....
- 9 Is Pete happy with his new job? .....

2/3+4



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

**A SONG 4 U**

2/5+6



**6 Listen and sing.**

Music is our life

*When the drummer gets going  
and the band starts to rock,  
it's time to move your body  
and dance around the clock.  
Yeah, music, music, music – Music is our life!*

Hear the beat – it's so cool!  
There's music here at our school.  
Shake your arms and shake your head!  
Swing in time with the band!  
Don't forget the tests – have some fun.  
Enjoy the music, everyone!  
Move your body, left and right.  
Dance and sing, day and night!

*When the drummer gets going ...  
When the drummer gets going ...*



**7 Complete the sentences with can or can't.**

- 1 ..... you play the guitar, Pete? – Yes, I .....
- 2 ..... you sing, Pete? – No, I .....
- 3 ..... I sit ..... play the guitar.
- 4 Bacon ..... sing.
- 5 Ellie ..... play the keyboards.
- 6 Pete ..... carry their instruments.

2/7



**8 Listen and write the words.**

- nose
- ears
- hands
- head



- 1 wiggle your .....
- 2 stand on your .....
- 3 walk on your .....
- 4 touch your ..... with your tongue

**SOUNDS RIGHT** *can - can't*

**Note**

I can't = I cannot



2/8



**9 Listen and repeat.**

Can you carry fifteen cans?

I can't carry fifteen cans.

Can you drink them in one go?

I can't drink them in one go.

Can you eat a hundred apples?

I can't eat a hundred apples.

Can you really? Is that so?

I'm not a hippo, no no no!

**SPEAKING** *Saying/Asking what you or others can or can't do*



**10 Find out five things your partner can do and three things he/she can't do.**

A I can ..., but I can't ...  
Can you ... ?



C No, I can't.

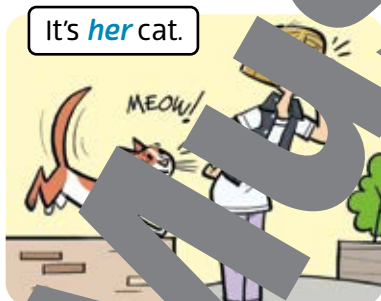
B Yes, I can.

**GRAMMAR CHANT** *Possessives*

2/9



**11 A chant. Listen and repeat.**



## WRITING

### 12 Read the text. Then write a text about yourself.

This is me.  
 I can write with my left hand and my right hand.  
 I can't touch my nose with my tongue, but I can wiggle my ears.  
 I can walk on my hands. I'm Super Girl!



## GRAMMAR

### Possessives (besitzanzeigende Fürwörter)

Mithilfe der Wörter *my, your, his, her* usw. kannst du ausdrücken, zu wem etwas gehört.

- I – **my** This is **my** sister Jessica.
- you – **your** What's **your** name? – I'm James.
- he – **his** **His** name's Jack.
- she – **her** **Her** name's Ellie.
- it – **its** This is a new band. **Its** name's Project 11.
- we – **our** We are Dan and Steve. And we have **our** dog.
- you – **your** Dan and Steve, **your** guitars are great.
- they – **their** Dan and Steve are brothers. **Their** dog is Bacon.

**His** elephant can wiggle its ears.

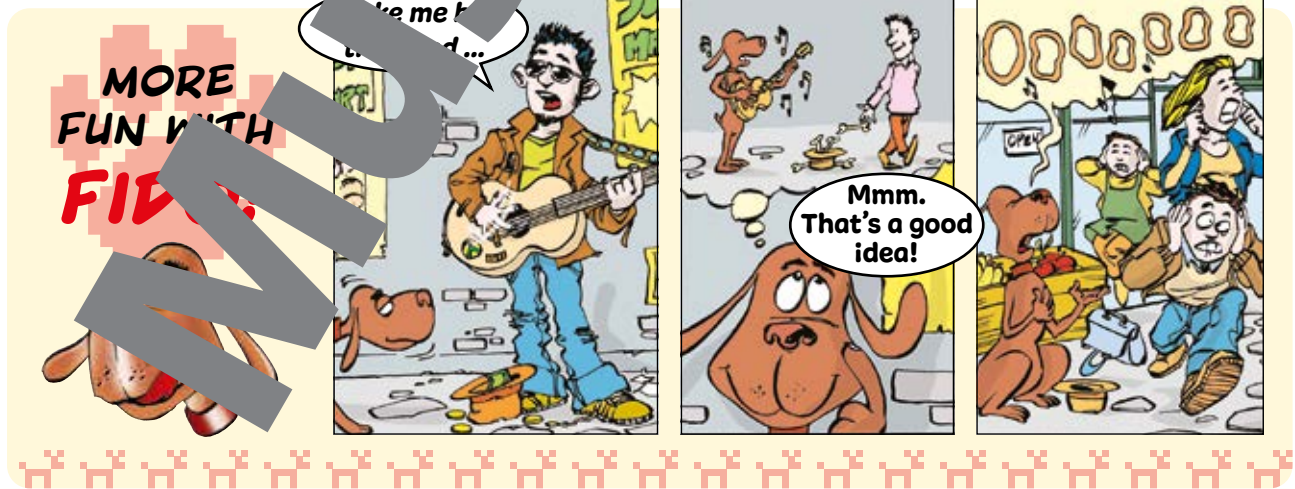


### can – can't

- James **can** sing.
- The dog **can't** sing.

Beispiel: [www.helping.com](http://www.helping.com) Setze dann **can** oder **can't** ein:

- Mit Hilfe des Wortes 1 ..... sagst du, dass jemand etwas kann.
- Mithilfe des Wortes 2 ..... sagst du, dass jemand etwas nicht kann.



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

# OUR YOUNG WORLD 2

## Jamie's money



1 Watch the video and complete Jamie's sentence:

I get pocket money from .....

2 Watch again. Put Jamie's sentences in the correct order.

My profit is £120.

But Mr Davis, my teacher, isn't happy!

A cup of apple juice at the school canteen is £2.

At the supermarket, a litre of apple juice is £1.

I give my profit to the Cloth Doctors.

I get ten litres of apple juice from the supermarket.

### FIND OUT The economy

3 Match the questions with the answers.

- 1 What's the economy?  When a lot of people have a job and get good money.
- 2 When is the economy good?  When not a lot of people have a job.
- 3 When is the economy bad?  It's the world of money.

### Our money world

4 What are good ways to earn money? What are bad ways? Write g (good) or b (bad).

- 1 go shopping for clothes
- 2 wash the car for someone
- 3 help at home
- 4 ask a friend for money



### CYBER PROJECT: Jamie's problem

- 5 Work in groups.
  - Create a role play about Jamie's problem.
  - Think of a good ending
  - Make a video.

# THE TWINS 2

## Kitty isn't here

### Developing speaking competencies

#### Language function

I can ask for help (*jemanden um Hilfe bitten*)

#### Speaking strategy

I can ask for repetition (*Wiederholung* and *Wiederholung*, *etwas zu wiederholen*)

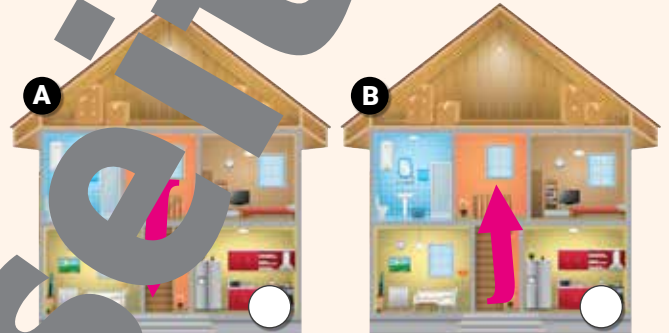
### VOCABULARY Places

2/10



**1** Look at the photos. Match the places with the photos. Then listen and check.

- |            |              |            |
|------------|--------------|------------|
| 1 garage   | 3 downstairs | 5 kitchen  |
| 2 bathroom | 4 garden     | 6 upstairs |



2/11



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



Lucy Can you help me?  
 Leo Sorry?  
 Lucy Can you help me, please, Leo?  
 Leo Yes, of course. What's the problem?  
 Lucy Kitty isn't here.  
 Leo Where?  
 Lucy In the garden, please.  
 Leo Show me Kitty's room!  
 Lucy I don't know where it is.  
 Leo Show me Kitty's room!  
 Lucy I don't know where it is. Can you help me? Look in the garden, please.  
 Leo OK. I'll go.  
 Lucy I'll look upstairs.  
 Leo OK, I'll go.



**3** Read the dialogue in **2** again. Then circle T (True) or F (False).

- |                           |       |                            |       |
|---------------------------|-------|----------------------------|-------|
| 1 Lucy asks Leo for help. | T / F | 3 Leo looks in the garden. | T / F |
| 2 Leo has got a problem.  | T / F | 4 Lucy looks downstairs.   | T / F |

## USEFUL PHRASES Asking for help

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

- 1 you / can / me, / please / help / ? .....  
 2 garden, / in / look / the / please / . .....  
 3 Answer: Yes, o..... c.....

? What do you think? Answer the questions.

- Where is Kitty?
- Who finds her – Lucy or Leo?

## MOBILE HOMEWORK

Watch part 2 of the video. Fill in Lucy or Leo. Then check your answers to the questions above.

- 1 ..... looks under the bridge.      3 ..... goes to the kitchen to get  
 2 ..... looks behind the ..... some juice.  
 bushes.      ..... sits down on the sofa.

## SPEAKING STRATEGY Asking for repetition

5 Complete the dialogues with the correct words. Check with the dialogue in 2.

- 1 Lucy Can you help me?  
 Leo S..... ?  
 Lucy Can you help me, Leo?
- 2 Lucy Kitty isn't here.  
 Leo ?  
 Lucy Kitty isn't here.

## 6 CHOICES

**A** Work in pairs. Student A asks for help. Student B doesn't understand and asks for repetition. Use the words from the box.

help / homework / open / for me  
 get me / sandwich / school bag

**B** **ROLEPLAY.** Work in pairs. Look at the situation and the roles. Think of a roleplay with a partner. Take two or three minutes to practise it. Don't write it down. Act it out in class.

A Can you help me with my homework, please?

B Pardon?

A Can you help me with my homework, please?

B Yes, of course.

**Roles:** You and your friend

**Situation:** You are at home. You can't find your pen. Ask your friend for help. Ask your friend to look in different places before you find it.

**Language:** Don't forget to ask for repetition.

At the end of unit 6 ...

**you know**

- 14 action verbs
- how to use the present simple
- how to use *a lot of / lots of*

**you can**

- understand and tell a detective story
- understand a comic
- write a detective story

**VOCABULARY**

2/12



**1 Listen and look at the pictures. Then number the words.**



- fall out of the window
- mirror
- climb up a tree
- close a door
- smile
- put on a hat
- take off a hat
- open a window
- jump
- leave

**READING**



**2 Read the story.**

**The lost bird**

Sherlock Groans is in his office. He looks in the mirror. He smiles. He puts his hat on. He is the world's best detective! He opens the window. It's a nice day.

"Sherlock!" says a man. It is Doctor Grey.

"Good morning, Doctor!" says Sherlock.

"How are you?"

"I'm fine, Doctor," says Doctor Grey. "There is a man here. He has a problem. Can you help him?"

"Yes! I can help him," says Sherlock. "Bring him in!"

Doctor Grey leaves the office and closes the door. Sherlock looks out the window. Oh no! His hat! His hat falls out of the window.

Sherlock runs out of the office and into the reception room\*.

"Sherlock, this is ...", says Doctor Grey. There is an old man next to her.

"Sorry!" says Sherlock.

Sherlock goes out the door and runs down the street. He looks for his hat. There! It's in a tree. He climbs up the tree. He picks up his hat. There's a blue bird in his hat!

"Go away!" says Sherlock. The bird jumps on his head.

"OK. Fine!" says Sherlock. He puts the hat on his head.

Sherlock climbs down the tree. He walks back to the office.

Doctor Grey and the old man are in his office.

"Good morning, Sherlock Groans," says the man.

"Please help me. I can't find my bird!"

Sherlock looks at the man. He takes his hat off.

"Umm ... is this your bird?"

Doctor Grey asks Sherlock. The old man looks at the blue bird.

"Yes! WOW! Sherlock Groans, you are the world's best detective!"



**VOCABULARY:** \*reception room – Wartezimmer



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

- 1 Sherlock Groans is in the park. T / F
- 2 Sherlock Groans closes the window. T / F
- 3 Doctor Grey is Sherlock's friend. T / F
- 4 Sherlock Groans looks for *his hat* / *his bird* / *his friend*.
- 5 The hat is *in the street* / *on the window* / *in the tree*.
- 6 Sherlock Groans puts the bird *in the tree* / *in his jacket* / *under his hat*.
- 7 Doctor Grey and the old man are .....
- 8 The old man can't find .....
- 9 The old man thinks Sherlock Groans is .....

2/13+14



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

**SPEAKING Telling a detective story**

**5 Look at the pictures. Tell the story "Sherlock Groans finds the dog". Use the words below.**



Sherlock Groans leaves his office. First, he goes to the park. He ... the dog. Then he ... a tree. He ... the dog. Then he ... the tree. The dog ... Sherlock Groans. Now, the dog ... Sherlock Groans to a hospital.



**6 Read the text.**

# A FAMOUS DETECTIVE



It's the year 1887. Sir Conan Doyle writes a book about a detective. His name is Sherlock Holmes. He lives at 221B Baker Street in London. Holmes wears a funny hat and smokes a pipe. He is very tall and has got brown hair. Holmes plays the violin. It helps him to think.

Sherlock has got a friend. His name is Dr Watson. Dr Watson helps Sherlock Holmes. People come to Holmes and ask for help. Holmes and Watson are very clever. They catch all the bad people. There are many books and 56 stories about Sherlock Holmes. There are also a lot of films about Sherlock Holmes.

**7 Cover up the text and complete the sentences.**

- Sherlock Holmes l\_\_\_\_\_ in London. Holmes and Watson a\_\_\_ very clever.
- He s\_\_\_\_\_ a pipe. Holmes c\_\_\_\_\_ all the bad
- Sherlock Holmes p\_\_\_\_\_ the violin. \_\_\_\_\_
- Holmes h\_\_\_ g\_\_\_ a very good friend. There a\_\_\_ a lot of films about
- People c\_\_\_\_\_ to Holmes and ask for help. \_\_\_\_\_ Sherlock Holmes.

**SOUNDS RIGHT /w/**

2/15



**8 Listen and repeat.**

There's a wolf, a wolf,  
a wild wolf in the wood.  
He's looking for Little Red Riding Hood.



**A SONG 4 U**

2/16+17



**9 Listen and sing.**

The cat is lost!  
The dog is gone!  
Call Sherlock Groans.  
Come on, come on!

Groans – he solves the problem,  
Come on, come on, your stuff.  
Come on, come on, the answer,  
Groans – he solves the problem, it is enough.

A watch is lost!  
A keyboard's gone!  
Call Sherlock Groans.  
Come on, come on!



Groans – he solves the problem ...

A drum is lost!  
My goldfish's gone!  
Call Sherlock Groans.  
Come on, come on!

Groans – he solves the problem ...

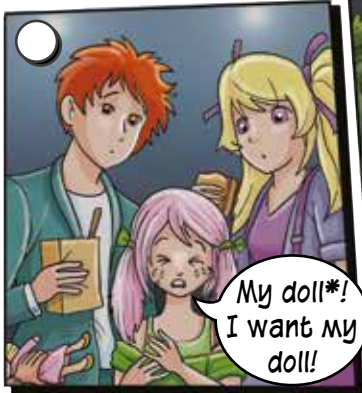
**LISTENING**

2/18



**10** Listen and put the pictures in order. Then read the comic.

**PAWS AND CLAWS ANIMAL DETECTIVES**



**VOCABULARY** \*doll; necklace; hat; kiosk

**Fact box**

This picture story is a Manga. Manga is the name for Japanese comic books.

**11** Who says what? Match the sentences with the people. There is one extra name.

- |                              |   |                                      |
|------------------------------|---|--------------------------------------|
| 1 "My doll! I want my doll!" | <input type="checkbox"/> woman          | <input type="checkbox"/> man         |
| 2 "OK, we get him!"          | <input type="checkbox"/> Detective Paws | <input type="checkbox"/> little girl |
| 3 "My necklace! Oh, no!"     |   |                                      |

2/19



**12** Choose a picture for the ending. Listen and check your answer.



## WRITING

### 13 CHOICES

**A** You are a detective. Write four sentences.

I'm a detective. My name is ... I live ... My friend is ... We look for ...

**B** Write the story "Sherlock Groans finds the dog!"

**How to start:** Groans leaves his office. "Find the dog, find the dog," ... He goes ...

**How to go on (start with a new paragraph\*):**

First he looks for ... Then he ... And then he ... Oh no! He ...

**How to end (start with a new paragraph):**

Now Mr Groans is ... And the dog is ...

**VOCABULARY:** \*paragraph – Absatz

## GRAMMAR



### Present simple

Wenn du sagst *I like ice cream*, dann bedeutet das, dass du im Allgemeinen gern Eis magst. Diese Zeitform nennt man das Present simple.

Singular	Plural
I <b>love</b> dogs.	We <b>love</b> dogs.
You <b>live</b> in Vienna.	They <b>live</b> in Vienna.

Wenn du über eine Person, ein Tier oder ein Ding sprichst, musst du beim Verb ein **-s** anhängen.

He **lives** in London.

My dog **loves** ice cream.

She **plays** football.

**Achtung!**

go – goes

earn – earns

catch – catches

catch – catches



Our dog plays football.

Du verwendest das Present simple auch, um eine Geschichte oder einen Witz im Präsens zu erzählen.

I'm in bed. I **hear** something. I **get up**. I ...

Sherlock Groans **leaves** his house. He **goes** to the park. He **sees** ...

### a lot of / lots of

Für „viel/viele“ kannst du im Englischen sowohl *a lot of* als auch *lots of* verwenden.

*a lot of* homework / *lots of* homework

*a lot of* books / *lots of* books

*a lot of* different colours / *lots of* different colours

⏪ Now go back to page 46. Check  with a partner what you know / can do.

# THE STORY OF THE STONES 3

## ▶ Don't be scared!

### 1 Remember and say the sentences.

Sarah has got the ... stone. She rubs it. She becomes ...  
 Emma has got the ... stone. She rubs it. She becomes ...  
 Daniel has got the ... stone.



### 2 Imagine that Daniel rubs his stone. Say what you think he becomes. Ask your teacher for more words for animals.



## EVERYDAY ENGLISH

### ▶ 3 Watch episode 3. Complete the dialogues with the phrases from the box.

Go on  
 But it's true  
 Well done  
 Promise

**Daniel** Don't make fun of me!  
**Sarah** 1.....!  
**Emma** 2..... Daniel.  
 Rub your stone!  
**Daniel** No, I don't want to.

**Sarah** OK. Me first, then you. Promise?  
**Daniel** 3.....!  
**Sarah** Great, Daniel!  
 4.....!

### 4 Can you find the pictures and out what Sunborn says to the children?

1 His name is ...

2 Emma rubs her stone. She becomes a ...

3 Emma, Sarah and Daniel find three ...

4 Her name is ...

5 His name is ...

6 Sarah rubs her stone. She becomes an ...

7 Sarah's stone is ...

# UNIT 7 I love noodles

At the end of unit 7 ...

## you know

- 17 words for food
- how to use the present simple negative
- how to use the articles *a* and *an*
- how to use adverbs of frequency

## you can

- say what food you and your family like or don't like
- say what food is healthy / not so healthy
- talk and write about your eating habits
- understand what other children are saying and like or don't like
- understand a short sketch
- write an email

## VOCABULARY Food

2/20



1 Listen. Then number the words.

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> ham         | <input type="checkbox"/> an apple      |
| <input type="checkbox"/> an egg      | <input type="checkbox"/> an orange     |
| <input type="checkbox"/> cheese      | <input type="checkbox"/> grapes        |
| <input type="checkbox"/> brown bread | <input type="checkbox"/> nuts          |
| <input type="checkbox"/> fish        | <input type="checkbox"/> mineral water |
| <input type="checkbox"/> cucumbers   | <input type="checkbox"/> ice cream     |
| <input type="checkbox"/> red peppers | <input type="checkbox"/> meat          |
| <input type="checkbox"/> sausages    | <input type="checkbox"/> pumpkin       |
| <input type="checkbox"/> milk        | <input type="checkbox"/> corn          |



## SPEAKING Saying what you (don't) like / Saying what food is (not) healthy



2 Work in groups.  
Say five things that are true for you.

I like orange juice.  
I like milk.  
Fruit is healthy.  
Sausages are not so healthy.



I like ...  
I don't like ...  
... is/are healthy.  
... is/are not so healthy.

## SOUND RIGHT /tʃ/

2/21



3 A chant. Listen and repeat.

Chicken, chicken,  
eggs and cheese.  
Some more rice?  
Oh, yes, please!

Lots of chicken,  
lots of cheese,  
and some rice.  
Oh, that's nice!



**READING**

**4 Read about the children.**

**➤ Kids around the world**



**➤ I'm Linh.**


I live in Saigon in Vietnam. In my family we often eat rice and noodles.

I really like noodles. In the morning, we usually have a soup with meat and noodles. My mum and my dad always put extra chillies into the soup, but I don't like chillies.

I love spring rolls\*. You take rice paper and put meat or fish and vegetables on the rice paper. Then you roll it. I always put fish sauce on it. I love fish sauce.

For dessert I like rice pudding\*. We also have a lot of fruit. My favourite fruit is papaya.

We all usually eat with chopsticks\* – but not the rice pudding.



**➤ I'm Lethabo.**

I live in Cape Town in South Africa. In our family meat is very important. My favourite is sausage. We all like it, only my sister doesn't – she's a vegetarian. She never eats meat or sausages. She loves animals and she says it's bad for the climate\* to eat meat. She really likes pumpkins. And sometimes she eats a vegetable curry (when we have a fish or meat curry).

In the morning we usually have tea and corn bread. My parents often have meat. My family often comes together and grills lots of meat and sausages – and vegetables for my sister. There is music and food and we have a lot of fun.




**➤ I'm Tamar.**

I live in Batumi in Georgia. For breakfast we often have tea and eggs and bread. I love it. I also love walnuts – and I usually buy them from my brother. I usually buy them when we are in Georgia.

For lunch or dinner we have soups, stews and kebabs and a lot of rice and potatoes. We also have very good salads and we like walnuts on a lot of our food. They're good for you.

We always drink tea.

My favourite food is bread with cheese in it. You can also put an egg on it. It's fantastic!



**VOCABULARY:** \*spring roll – Frühlingsrolle; rice pudding – Milchreis; chopstick – Essstäbchen; climate – Klima; stew – Eintopf

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

- 1 Linh always uses chopsticks for all meals.
- 2 Linh's mum sometimes puts fish sauce on her spring roll.
- 3 Linh uses chopsticks for most\* / all meals.
- 4 Lethabo's family eats vegetable curry.  T / F
- 5 Lethabo has a favourite with corn bread.  T / F
- 6 Lethabo's family enjoys music with their food.  T / F
- 7 In the morning, Tamar and her brother often .....
- 8 Tamar says that salads in Georgia .....
- 9 Tamar loves ..... very much.

**VOCABULARY:** \*most – die meisten

**6 Check your answers with a partner.**

# SPEAKING Talking about food and eating habits

2/22



7 Listen and complete the sentences with the words from the box.

- always
- usually
- often
- sometimes
- never



I <sup>1</sup> .....  
drink tea for breakfast.  
I <sup>2</sup> .....  
have soup for lunch.



I <sup>3</sup> .....  
drink milk.  
I <sup>4</sup> .....  
have an egg for  
breakfast.

I <sup>5</sup> .....  
eat rice and curry.  
We <sup>6</sup> .....  
have a pizza for lunch  
or dinner.



We <sup>7</sup> .....  
have ..... on Friday.  
I .....  
have cereal and an  
apple for breakfast.



VOCABULARY: \*cereal – Müsli



8 Say five sentences that are true for you. Write them down.



I never eat rice and curry.

You can say: I sometimes drink milk for breakfast.  
I often eat cheese for lunch.  
I sometimes have milk for breakfast.  
I often have cheese for lunch.

# LISTENING & SPEAKING Saying what people like / don't like

2/23



9 Listen and tick. Then write four sentences about Kate and Mark.

## Kate

<p><b>likes</b></p> <p><input type="radio"/> apples</p> <p><input type="radio"/> oranges</p> <p><input type="radio"/> bananas</p> <p><input type="radio"/> kiwis</p>	<p><b>doesn't like</b></p> <p><input type="radio"/> apples</p> <p><input type="radio"/> oranges</p> <p><input type="radio"/> bananas</p> <p><input type="radio"/> kiwis</p>
--	---

## Mark

<p><b>likes</b></p> <p><input type="radio"/> hamburgers</p> <p><input type="radio"/> rice</p> <p><input type="radio"/> pizza</p> <p><input type="radio"/> noodles</p>	<p><b>doesn't like</b></p> <p><input type="radio"/> hamburgers</p> <p><input type="radio"/> rice</p> <p><input type="radio"/> pizza</p> <p><input type="radio"/> noodles</p>
---	--



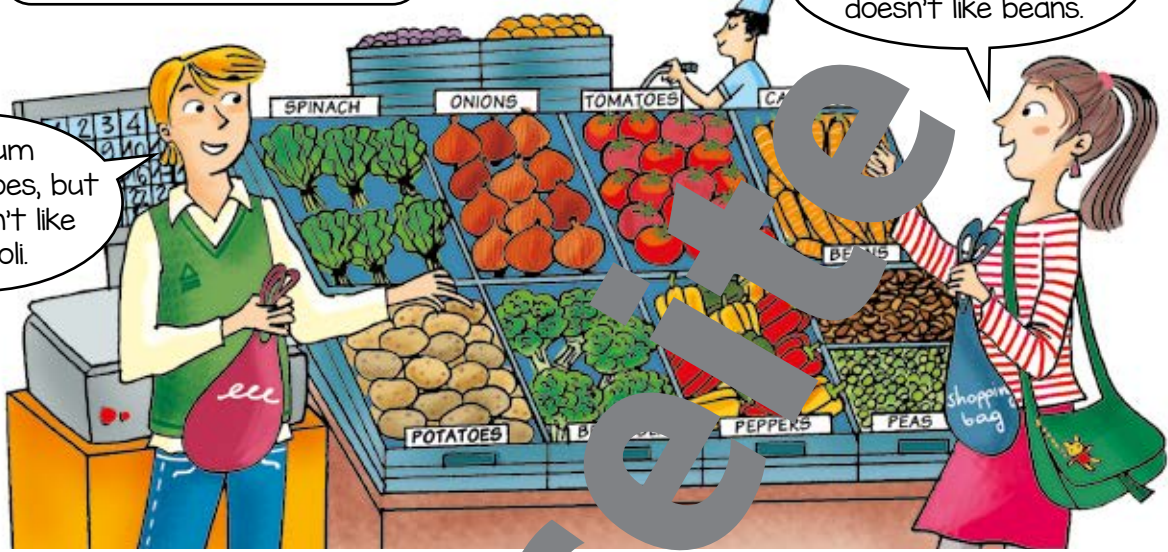
10 Look at the picture and say three things people in your family like and three things they don't like.



My mum/dad/sister/brother ...  
My best friend ...

My mum likes carrots, but she doesn't like beans.

My mum likes potatoes, but she doesn't like broccoli.



11 Two puzzles. Read and think. Find out why the people like the food.



Nella

What they **LIKE** 😊  
and **DON'T LIKE** ☹️

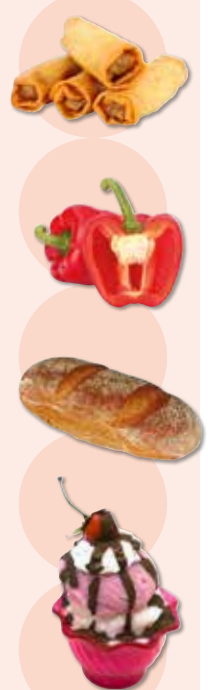


Nella likes **apples**,  
but she doesn't like **oranges**.  
She likes **cheese**,  
but she doesn't like **milk**.  
She likes **eggs**,  
but she doesn't like **chicken**.  
She likes **peppers**,  
but she doesn't like **cucumbers**.  
She likes **carrots**,  
but she doesn't like **tomatoes**.  
She likes **noodles**,  
but she doesn't like **rice**.  
She likes **spaghetti**,  
but she doesn't like **bread**.



Shu-hui

Shu-hui likes **fish sauce**,  
but he doesn't like **fish**.  
He likes **spring rolls**,  
but he doesn't like **meat**.  
He likes **mineral water**,  
but he doesn't like **tea**.  
He likes **red peppers**,  
but he doesn't like **carrots**.  
He likes **brown bread**,  
but he doesn't like **cheese**.  
He likes **ice cream**,  
but he doesn't like **oranges**.



12 Work in pairs. Write your own puzzle. Then present your puzzle to another pair.

## TIME FOR A SKETCH Burgers

2/24



13 Listen and complete the sketch with the words from the box.

funny really hungry  
week vegetable chips

### Scene 1

**Oliver** Boy, I'm so <sup>1</sup>.....

**Mary** Yes, me too.

**Miss B** (*dinner lady*)  
Hello, kids. What ...?

**Oliver** Two burgers, please.

**Mary** And chips\*. Lots of chips, please.

**Oliver** And ketchup. Lots of ketchup.

**Miss B** We've also got a nice  
<sup>2</sup>..... stew.

**Mary** Uh, uh, no stew.

**Oliver** And no veggies, I mean vegetables

**Miss B** (*sighs*) OK, OK.

### Scene 2

**Miss B** And today? A vegetable stew.

**Oliver** Very <sup>3</sup>..... Miss B.

**Mary** Two burgers, please.

**Oliver** And chips, please.

**Miss B** Here you are. Two sup... burgers.

And <sup>4</sup>.....  
ketchup?

**Mary** No, thank you. No... today.



### Scene 3

**Oliver** (*chewing*) Mmmm, Miss B. This is a  
great burger.

**Miss B** Is it?

**Oliver** Yes, I really like it.

**Miss B** And you, Mary?

**Mary** (*chewing*) Fantastic.

**Miss B** Burgers again for the rest of the  
..... ?

**Mary** Yes, please.

**Oliver** Why are they so good today?

**Miss B** Well, one is a tofu burger and one is a  
veggie burger.

**Oliver** Awww! No meat?

**Mary** But they are <sup>6</sup>.....  
good.

**Miss B** I also think they are. So burgers  
tomorrow?

**Mary** Yes, please.

**Oliver** Yeah, OK.

**Miss B** With some carrot cake\*?

**Mary** Errr ...

**Oliver** Not really! No, thank you.



**VOCABULARY:** \*chips – Pommes frites; cake – Kuchen

14 Read and act out the sketch. Who eats healthy food?



15 In groups, plan and create your own role play. Act it out in class.

## WRITING

### 16 CHOICES

Jacob is from Dublin. Read his email to you.

#### A Write an email to Jacob (30–35 words).

Tell him what you usually have for breakfast, lunch and dinner.

#### B Write your answer to Jacob (50–60 words). Use the words *always, sometimes, often, usually, never*.

Tell him:

- what your family has for breakfast, lunch and dinner
- what your family likes
- what your family doesn't like

FROM: jacob11@mailconnect.com

SUBJECT: What I eat ...

Hi,  
How are you? Here are my answers to your questions about my family and food. I always have a fruit for breakfast. I sometimes have a sandwich. My little brother doesn't like eggs. He has milk, bread and butter. At lunch we often have noodles. We sometimes have pizza. We sometimes go to a restaurant on Sunday. I don't have beef. My brother doesn't like beef. He has potatoes or rice or noodles.  
Jacob

## GRAMMAR

### Present simple negative

So bildest du die Verneinung

Present simple:

I **don't (do not)** like vegetables.

He/She **doesn't (does not)** like...

We **don't (do not)** like...

### Articles a/an

Du verwendest **a** oder **an**, wenn du ein Wort nennst, das folgt. Die Wörter **a** und **an** sind Vokale. Die Wörter **a** und **an** kommen am Anfang ausgesprochenen Wörter vor.

I like **a** hot dog.

I like **a** banana.

I like **a** hot dog.

I like **a** hot dog.

I like **a** hot dog.

### Adverbs of frequency

I'm **always** hungry.

Simon and I are **usually** tired.

She **often** eats beef.

We **sometimes** have curry.

I **never** drink milk.



Wähle die richtigen Wörter ein und bilde die Regel:  
Die Wörter *always, usually, often, sometimes, never* kommen <sup>1</sup> **vor / nach** dem Verb.

I **never** drink milk.

I **often** read books.

Beim Verb *to be (am/is/are)* kommen die Wörter *always, usually, often, sometimes, never*

<sup>2</sup> **vor / nach** dem Verb.

I'm **always** hungry.

They're **often** late.



He **always** watches TV.

Now go back to page 52. Check  with a partner what you know / can do.

# THE TWINS 3

## The birthday present

### Developing speaking competencies

#### Language function

I can ask for something in a shop (beim Einkaufen nach etwas fragen)

#### Speaking strategy

I can express uncertainty (etwas unklar ausdrücken)

### VOCABULARY Presents for Mum

2/25



1 Match the words with the pictures. Then listen and check.

a book                      a purse  
a scarf                      a vase  
a bottle of perfume      a necklace



1 .....

4 .....

3 .....

6 .....

2/26



2 Watch or listen to the audio. Then read it. What present do Lucy and Leo buy?

**Assistant** Can I help you?

**Lucy** Can I see that vase, please?

**Assistant** Here you are. Be careful.

**Lucy** Thank you. Look, Leo.

**Leo** It's perfect for Mum.

**Leo** Hmm... don't know. How much is it?

**Assistant** £23.

**Leo** I'm not sure. That's nearly all our money.

**Lucy** But it's perfect. Let's buy it.

**Assistant** Would you like it in a bag?

**Lucy** Yes, please.



**Assistant** Here you are ... and here's your change. £7.

**Lucy** Thank you. Bye.

**3 Read the sentences and circle T (True) or F (False).**

- 1 Lucy thinks the vase is a good present for Mum. T / F
- 2 Leo thinks the vase is cheap. T / F
- 3 Lucy wants the vase in a bag. T / F
- 4 Lucy gives the man £30. T / F

**USEFUL PHRASES In a shop**

**4 Who says what? Write C (Customer) or S (Shop assistant).**

- 1 Can I help you?
- 2 Would you like it in a bag?
- 3 Let's buy it.
- 4 How much is it?
- 5 Can I have the vase, please?
- 6 Here's your change.

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

- Is it the perfect present for Mum?

**MOBILE HOMEWORK**



Watch part 2 of the video and complete each sentence with the word.

- 1 ..... drops the bag.
- 2 They've only got ..... by a present.
- 3 Mum's birthday is on .....
- 4 They decide to make Mum a .....
- 5 The twins get a ..... the library.
- 6 Dad gets Mum a ..... for her birthday.

**SPEAKING STRATEGY Expressing uncertainty**

**5 Complete the dialogue with the words from the box. Then check with the dialogue in 2.**

sure      Lucy      "Look, Leo. This is perfect for Mum."  
 don't     Leo      "..... How much is it?"  
 not        Assistant      "£25."  
 know     Leo      "..... That's nearly all our money."

**6 CHALLENGE**



**A Work in pairs.**

Choose a present from 1 to buy. → B Express uncertainty.

Example: A Let's buy a bottle of perfume. B I don't know. How much is it?



**B ROLE PLAY: Work in pairs. You are in a shop. Student A wants to buy a present for his/her mum and dad. Student B is the shop assistant. Think of a role play.**

Take two or three minutes to practise it. Then act it out in class.

# UNIT 8 Clothes

At the end of unit 8 ...

## you know

- 17 words for clothes
- how to use questions in the present simple

## you can

- talk about your and other people's clothes
- ask and understand what other people are wearing
- write a short text about your clothes
- create a mind map

## VOCABULARY Clothes

1 Look at the picture. Remember the clothes and their colours.



2 A memory test. Close your books. In pairs, ask and answer questions.

A What colour is the jacket?

B It's blue.

A What colour are the boots?

B They're ...

## SPEAKING Talking about clothes

3 Work in pairs. Ask and answer questions about your partner's clothes.

- Do you buy your own clothes?
- Do you wear a hat for your birthday?
- Do you wear T-shirts with animals on them?
- Do you wear pink clothes?
- Do you wear jeans with holes?
- Do you wear caps?
- Do you wear a ring?
- Do you like red / blue / ... ?



**READING**

**The birthday party**

**4 Read the story.**

**Sophia** Come in.

**Debbie** Hi, Sophia. There's a birthday party this afternoon.

**Sophia** That's great.

**Debbie** No, it isn't.

**Sophia** It isn't?

**Debbie** No, I haven't got anything to wear.

**Sophia** Come on. You've got lots of clothes.

**Debbie** No, I haven't. Sophia, can I borrow your red sweater?

**Sophia** No, you can't.

**Debbie** Sophia, please.

**Sophia** OK, you can borrow my red sweater.

**Debbie** Alright. Can I borrow your green jeans, too?

**Sophia** No, you've got lots of jeans.

**Debbie** Only three pairs. Black jeans, red jeans and blue jeans.

**Sophia** What's wrong with the red jeans?

**Debbie** Come on, Sophia. They're old. Sophia, you're my favourite sister.

**Sophia** OK. Here you are.

**Debbie** Can I try them on?

**Sophia** OK.



Two minutes later.

**Sophia** Do they fit you?

**Debbie** Yes, they do. They fit! Hooray! Can I borrow your yellow trainers, too?

**Sophia** No. What about your pink trainers?

**Debbie** I don't like the colour.

**Sophia** I think they are nice.

**Debbie** Please, Sophia. Can I borrow your yellow trainers?

**Sophia** OK. Try them on.

**Debbie**

**Sophia** Let me see.

**Debbie** They're perfect.

Thirty minutes later.

**Debbie** How do I look?

**Sophia** You look great, Debbie.

**Debbie** I'm ready to go.

**Sophia** Have you got your invitation?

**Debbie** Yes, here it is.

**Sophia** Let me see. Erm ... Debbie. There's a problem.

**Debbie** A problem? What problem?

**Sophia** The invitation says Saturday.

**Debbie** So what? Today is Saturday.

**Sophia** Yes, Saturday the 14<sup>th</sup>. The invitation says "Saturday the 7<sup>th</sup>!"

**Debbie** Oh, no!



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

- 1 Sophia and Debbie borrow a party invitation.
- 2 Debbie borrows Sophia's red / blue sweater.
- 3 Debbie borrows jeans that are old / new.
- 4 Sophia's jeans fit Debbie? .....
- 5 Debbie borrows her pink trainers? .....
- 6 Does Debbie like the yellow trainers? .....
- 7 Sophia thinks Debbie looks good. T / F
- 8 Debbie can't find her invitation. T / F
- 9 The party is next week. T / F

2/27+28

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

## GRAMMAR CHANT Present simple questions

2/29



### 7 A chant. Listen and repeat.



Sue and Jack. Blue and black.  
Jack and Sue. Black and blue.

What does Sue wear?  
What does Jack wear?  
Listen to the chant.  
They're a funny pair.

Does he wear a grey cap?  
No, he doesn't.  
Does he wear a red shirt?  
No, no, no!

Don't you know, his name is Jack.  
His name is Jack and he only  
wears black.

Does she wear a black skirt?  
No, she doesn't.

Does she wear a pink shirt?  
No, no, no!

Don't you know, her name is Sue.  
Her name is Sue and she only  
wears blue.

## SOUNDS RIGHT /3:/

2/30



### 8 Listen to the poem. Then repeat it.

Does Bert wear a shirt?  
Does Bert wear a skirt?  
He does. They're from Scotland  
and they tickle and they hurt.



## SPEAKING Asking what other people are wearing

### 9 CHOICE



**A** Think of somebody in class.  
Your partner asks you questions.

Is his/her shirt blue?  
Does he/she have long hair?  
Are his/her jeans black?

**B** No, it isn't. / Yes, it is.  
No, he/she hasn't. / Yes, he/she has.  
No, they aren't. / Yes, they are.



**B** Think of somebody in class. Work with a partner.  
Ask and answer questions.

Example: **A** Does he sometimes wear blue jeans?  
**B** Yes, he does.  
**A** Does he often wear brown shoes?  
**B** No, he doesn't.  
**A** Does he always wear T-shirts?  
**B** Yes, he does.  
**A** Is it John?  
**B** Yes, it is.



**LISTENING & SPEAKING**

2/31



- 10 Listen to part 1 of the radio play and write the names under the superheroes. There are two extra names.**

Wall Walker    The Number Boy  
The Anger    Exciter    Alphabet Girl

**THE SUPERHERO OF THE YEAR**

**THE HOST**



**VOCAB** ... Zimmer-Pöcke; **costume** – Kostüm; **lift up** – hochheben; **throw** – werfen

2/31



- 11 Listen again and answer the questions.**

- 1 Does the host like Wall Walker's costume? Yes, he does.
- 2 Do the people like her superhero? .....
- 3 Does Alphabet Girl like to wear blue? .....
- 4 Does the host like her costume? .....
- 5 Does the Anger like his own clothes? .....
- 6 Does the Exciter like his superpower? .....

- 12 In pairs. Answer the questions.**

- 1 What is Wall Walker's superpower?
- 2 What is Alphabet Girl's superpower?
- 3 What is the Anger's superpower?

He/She can ...

2/32



- 13 Who is the best? Choose a winner. Then listen to part 2 and check.**



- 14 Draw a superhero – don't show your partner. Describe your superhero and what he/she wears and can/can't do. Your partner draws your superhero.**

## WRITING

- 15 Look at Jessica's mind map and read her text. Find the two differences.



Hi, I'm Jessica. I often wear blue jeans, blue socks and blue and white trainers. My favourite sweater is pink. There is a picture of a horse in it. I like jeans, but I don't like skirts or trousers.

- 16 Cover up the text. Look at the mind map and talk about Jessica.

Jessica often wears ...

She likes ...

Her favourite ...

- 17 Create your own mind map and write a text about yourself.

## GRAMMAR

### Present simple | Do / Does

So bildest du Ja/Nein-Fragen in Present simple:

- Do** you **buy** your own clothes?  
Yes, I **do**.  
No, I **don't**.
- Does** he **like** T-shirts with animals?  
Yes, he **does**.  
No, he **doesn't**.
- Does** she **wear** your trainers?  
Yes, she **does**.  
No, she **doesn't**.
- Do** they **wear** blue jeans?  
Yes, they **do**.  
No, they **don't**.



- What** colour **is** your **dress**?  
**It's** green.
- What** colour **is** your new **T-shirt**?  
**It's** pink.
- What** colour **are** your **trainers**?  
**They're** red and white.
- What** colour **are** your **jeans**?  
**They're** blue.

Now go back to page 60. Check  with a partner what you know / can do.

# THE STORY OF THE STONES 4

## ▶ Rats!

1 Read and answer before you watch episode 4.

- 1 The children get a message. Who is it from?  
.....
- 2 Can you guess the message?

Come to the .....  
in .....  
at ..... o'clock.

▶ 2 Watch episode 4. Put the pictures in the correct order.



3 Complete the sentences with the words from the box.

net      scared  
morph      get out  
building

- 1 Sarah, Emma, and Daniel go into the .....
- 2 Suddenly, they are in a big .....
- 3 They can't get out and they are very .....
- 4 Sarah and Emma ....., but they can't help.
- 5 Finally Daniel morphs and the children ..... of the net.

## EVERY ENGLISH

4 Complete the dialogue.

Let's get out of here  
Good idea  
Rats

- Emma I've got an idea. You morph and then you free us.  
Sarah 1.....  
Daniel Quick. 2.....!  
Sarah Well done, Daniel!  
Darkman 3.....!

At the end of unit 9 ...

### you know

- 11 words for pets
- how to use question words (*what, where, how often*)
- how to use object pronouns (*Pronomen als Objekte*)
- how to use the possessive 's
- more irregular plural forms

### you can

- talk and ask questions about pets
- understand a short newspaper article about pets
- understand a short text about a problem
- write an email about a problem

## VOCABULARY Pets

3/1



1 Look and write the words and the correct number of animals under the pictures. Then listen and check.

house rabbit pony cat  
pig tortoise fish  
dog rat budgie hamster

1



one dog



six mice



2



3



4



two ponies



## LISTENING

3/2



2 Listen to Mr White talk about his unusual pet and tick the correct answers.



- 1 Mr White's pet is:  a shark  a pig  an owl
- 2 His pet's name is:  Mr Big Mouth  Mr Bacon  Mr One-Eye
- 3 His pet lives in:  a cage  a tank  a swimming pool
- 4 His pet eats:  fish and beef  bananas  fish and chips
- 5 He feeds his pet:  once a day  twice a day  three times a day

**READING**

**3 Read the newspaper article.**

# Pets in the UK\*

There are more than 66 million people in the UK and between them they own about 51 million pets. In fact, 45% of the population have a pet, so many families have more than one. The UK's favourite pets are dogs. There are 9 million dogs and 8 million cats in the UK. Other pets are fish, rabbits, birds, guinea pigs, hamsters, lizards, mice, spiders and ponies.

Some families in the UK have very unusual or dangerous pets. At the moment, there are about 700 dangerous snakes, 36 camels, 36 scorpions, about 75 crocodiles, nearly 300 big cats and one zebra in homes across Britain. One family in Cambridge has got a snow leopard. A man near Chester has a cheetah at an old farm.



**lizard**



**zebra**



**spider**



**camel**



**snow leopard**



**cheetah**

VOICING: (United Kingdom) – Vereinigtes Königreich

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

- 1 Dogs are the number 1 pets in the UK.  F
- 2 There are 7 million cats in the UK.  T
- 3 Hamsters are the UK's favourite pets.  T / F
- 4 How many people are there in the UK?
  - about 51 million
  - about 66 million
  - about 60 million
- 5 What animal is not a pet in the UK?  a camel  a snake  a bear
- 6 What pet has a man got in Chester?  a cheetah  a tiger  a snow leopard
- 7 Are there more dogs than cats in the UK? .....
- 8 Can you name three big dangerous pets? .....
- 9 Can you name two dangerous pets? .....

3/3



**5 Check your answers with a partner. Then listen to the text.**

**6 Read the interview and complete it with the questions from the box.**

- What does he eat?
- Where do you keep it?
- What is it?
- What's his name?
- How often does he see it?

**Presenter** Mrs Manson, you've got an unusual pet.  
1 .....

**Mrs Manson** An elephant.

**Presenter** Wow. 2 .....

**Mrs Manson** Mr Big Ears.

**Presenter** 3 .....

**Mrs Manson** Three or four times a day.

**Presenter** 4 .....

**Mrs Manson** A lot of grass and fruit.

**Presenter** 5 .....

**Mrs Manson** In my garden. It's very big.

3/4



**7 Now listen and check.**

**SPEAKING** Talking/Asking about pets

**8 CHOICES**



**A** Read the dialogue. Then act it out.

**Girl** Have you got a pet?  
**Boy** Yes, a cat. His name is Roonie.  
**Girl** What colour is he?  
**Boy** Brown and white.



**B** Work in pairs. Student A asks questions about his/her partner's pet. Student B completes the information in box 2. Student B looks at box 1 on page 83 of the Workbook. Then swap roles.

What's your unusual pet?  
 What's its name?  
 Where do you keep it?  
 What does it eat?  
 How often do you feed it?

**1 Your pet:**

- Your pet is a spider.
- Its name is Mr Longlegs.
- It lives in a box.
- You feed it once a week.
- It eats insects.

**2 Your partner's pet:**

- ..... has got an unusual pet.
- It's a .....
- Its name is .....
- It lives in a .....
- ..... feeds his/her pet ..... a day.

**A SONG 4 U**

3/5+6



**9 Listen and sing.**

**Hamster Blues**

Day after day,  
 running in a wheel.  
 Day after day,  
 how would you feel?

Let me go, let me go  
 where the hamsters are free.  
 Let me be. Let me be,  
 let me just be me.

Day after day,  
 it's the same old meal.  
 Day after day,  
 well – how would you feel?

Let me go. Let me go ...  
 I run and I run,  
 day after day.  
 And so I think  
 I'll just run away.



Hooray!  
 Now listen and see –  
 I'm free!

**READING**



**10 Read the story.**



**Archie's toys**

"I'm sorry, Clare," Mum says one morning to her daughter\*. "We can't keep Archie, he must go and live with Grandpa. The country is good for Archie, the city isn't the right place for him. All day long he plays with his cuddly toys\* but he doesn't often go out to play."

"Oh, Mum," Clare answers. "NO! That's too far away."

"I'm really sorry," Mum says. Clare is very sad.

On Sunday they drive to Grandpa's house. Archie likes it there, he can run and run. There is also a cat and Archie likes the cat because he can chase\* it.



But when Clare and her mother leave, Archie looks very sad, and he doesn't want to run any more and he doesn't want to chase the cat any more.

A week later, Grandpa calls Clare's mother. "I'm very sorry, dear, but I can't find Archie." Clare's mother doesn't tell her daughter. The next day, Grandpa calls again. "Sorry, I still can't find him."

Now Clare's mother tells Clare about Archie. She wants to go to Grandpa right now but Mum says, "Let's wait until Sunday."

On Sunday they visit Grandpa. He says there's no Archie. Everyone is sad. Grandpa gives Clare two baskets of apples and plums\* from his garden. Clare likes them, but she is still sad about Archie and does not eat them.

When they get home again, Mum opens the door to the apartment. Then she goes back to the car and sees Archie. Clare carries the fruit baskets into the apartment. Clare hears a noise. "What's that?" she asks.

She goes into her room – and there is Archie. Archie's two favourite cuddly toys are his two favourite cuddly toys. "Oh dear, oh dear," Mum says, "he wants his toys." "Yes," Clare says, "and he can find his way home! What a clever dog!"

Archie stays a week with Clare and then they take him back to Grandpa.

With his cuddly toys, of course.



**VOCABULARY:** \*daughter – Tochter; **cuddly toy** – Stofftier; **chase** – jagen; **plum** – Zwetschke

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

- 1 What place is good for Archie?
 

<input type="checkbox"/> the country	<input type="checkbox"/> the apartment	<input type="checkbox"/> the city
--------------------------------------	--	-----------------------------------
- 2 At Grandpa's place, Archie can now
 

<input type="checkbox"/> play with his toys	<input type="checkbox"/> chase the cat.	<input type="checkbox"/> play with the birds.
---	---	---
- 3 Archie is sad when
 

<input type="checkbox"/> he goes to Grandpa's house.	<input type="checkbox"/> Clare and her mum leave.	<input type="checkbox"/> the cat stops playing.
--	---	---
- 4 Grandpa says twice to say that he can't find Archie. T / F
- 5 Clare and her mother wait for two days before they go to Grandpa again. T / F
- 6 At Grandpa's place, Clare eats oranges and plums. T / F
- 7 How does Clare feel at Grandpa's place? .....
- 8 Why does Clare call Archie a clever dog? .....
- 9 Where does Archie live at the end of the story? .....

3/7+8



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

# OUR YOUNG WORLD 3

## Jamie's pet



1 Which of these do you think is Jamie's pet? Watch and tick.



2 Watch again and answer the questions.

- 1 How many teeth does Tammy have? .....
- 2 What are her teeth called? .....
- 3 Where is Tammy in her tank? .....
- 4 What have both Tammy and Jamie got? .....
- 5 What does Tammy eat? .....
- 6 Who doesn't like Tammy very much? .....

VOCABULARY: \*fur – Fell

### FIND OUT

3 In pairs. Write two questions for Jamie.

- 1 .....
- 2 .....

4 Swap questions with another pair. Write the answers to their questions.

## Our digital world

5 In pairs. Read and answer the questions.

Having your own blog can be a cool hobby. You can tell people about the things you are interested in. It's also a good way to meet people who are interested in the same things.

1 What would you write about on your blog?

But you mustn't put personal information on your blog.

2 What things should you not put on your blog?



## CYBER PROJECT: The digital world

6 Work in groups. What should you (not) put on your blog?

- Create a powerpoint presentation.
- Show it in class.



**READING**

**13 Read the letter.**



**Have you got a problem?**

Write to Olivia, the clever owl.

Dear Auntie Olivia,

I've got a problem. I'm a hamster. I live in a small cage with my brother and my sister. Our owners are a boy and a girl. The girl's name is Mandy. We like her a lot. She gives us lots of nice food. She often plays with us. Mandy's school bag is big. She sometimes carries us to school in her school bag. Yes, we love her.

The problem is Mandy's brother Bob. We don't like him very much. He doesn't give us nice food. He only feeds us spiders – we hate them. Bob sometimes pulls my ears. I don't like it. What can I do?

Best wishes,

Harry the hamster

Contact: harry@hamster.co.uk



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

- 1 Harry is a hamster.
- 2 Mandy often plays with the hamsters.
- 3 Harry the hamster has an email address.  T / F
- 4 The hamsters ..... in a small cage.
- 5 Bob is Mandy's .....
- 6 The hamsters do not ..... Bob.
- 7 How many hamsters are there? .....
- 8 Why does Harry like Mandy? .....
- 9 What is the problem with Bob? .....

**15 Check your answers with a partner.**

**16 Read Auntie Olivia's answer. Complete it with the words from the box.**

her  
them  
he  
they  
you  
him

**To:** harry@hamster.co.uk

**Subject:** your problem with Bob

Dear Harry,

I got your letter. It's great that Mandy is so nice. She gives you great food. Mandy loves <sup>1</sup>..... and you love <sup>2</sup>..... Bob isn't bad. He loves you, but <sup>3</sup>..... doesn't understand hamsters. He thinks <sup>4</sup>..... eat spiders. He doesn't know that hamsters don't eat <sup>5</sup>..... The next time Bob pulls your ears, bite <sup>6</sup>..... !

Love,  
Auntie Olivia

# SOUNDS RIGHT /æ/

3/9



## 17 Listen and repeat.

Sam the rat  
 had a chat  
 with Billy the bat  
 and Carl the cat  
 on a mat  
 in front of my flat.



## WRITING

18 Look at Harry's letter in 13 and Olivia's email in 16. What do they say at the beginning? And at the end?

.....

.....

19 Read the different ways to begin or end an email. Write B (Beginning) or E (End) next to them.

Hi John,

Bye, love, Sam

Dear Peter,

Best wishes, Anne

Hello Tony,

Love, Sheila

20 Imagine you are a pet and you've got a problem.

Think about:

- what pet you are
- your name
- when you were born
- what you like to do
- what you don't like to do
- what you have



21 Now write an email (60–80 words) about your problem to Olivia, the owl. Use Harry's letter in 13 to help you. Use a good beginning and ending.

# GRAMMAR

## ▶ Question words

So stellst du Fragen mithilfe der Fragewörter  
**What / Where / How often:**

<b>What</b>	is your pet? is its name? does it eat?
<b>Where</b>	is your dog? does she keep her hamster? do you live?
<b>How often</b>	does he feed his pet? do you phone your friends?



## ▶ Object pronouns

**Pronomen als Objekte:**

<b>I – me</b>	Do you like <b>me</b> ?
<b>you – you</b>	Nice to meet <b>you</b> .
<b>he – him</b>	We don't like <b>him</b> .
<b>she – her</b>	We love <b>her</b> .
<b>it – it</b>	How often do you feed <b>it</b> ?
<b>we – us</b>	She carries <b>us</b> to school.
<b>they – them</b>	We hate <b>them</b> .

## Irregular plurals (3)

- one mouse → two **mice**
- one pony → two **ponies**

## Possessive 's

So sagst du, dass ein Ding, ein Tier oder eine Person zu jemandem gehört:

- Mandy's brother is the problem.
- Mr White's pet is a shark.
- Mandy's school bag is big.

**MORE FUN WITH FIDO!**



◀ Now go back to page 66. Check  with a partner what you know / can do.

# THE TWINS 4

## The blue T-shirt

### Developing speaking competencies

#### Language function

- I can compliment someone (*jemandem Komplimente machen*)

#### Speaking strategy

- I can respond to compliments (*auf ein Kompliment reagieren*)

### VOCABULARY Clothes

- 1 Look at the photos. What clothes can you see? Guess who they belong to. Lucy or Leo? Discuss with a partner.



3/10



- 2 Watch or listen to the dialogue. Then read it. What clothes do Lucy and Leo talk about?

**Lucy** Hey, Leo. I can't find my blue T-shirt. Do you know where it is?

**Leo** Yes, I have your blue T-shirt.

**Lucy** I don't have a blue T-shirt. My favourite blue T-shirt. Do you know where it is?

**Leo** Um ... I don't.

**Lucy** Oh, that's a shame. I want to go out and I really need it.

**Leo** Well, I really like your T-shirt, the blue one. I'll wear the T-shirt you've got on now.

**Lucy** Thank you.

**Leo** Yes, your T-shirt really suits you.

**Lucy** Um ... That's kind of you.

**Leo** You look good in red.



**Lucy** Um ... Thanks. Leo, are you OK? I mean is everything alright?

**Leo** Yes, I'm fine. Why?

**Lucy** No reason.

**3 Complete the sentences with one word.**

- 1 Lucy can't ..... her blue T-shirt.
- 2 Leo ..... know where Lucy's T-shirt is.
- 3 Lucy has got a ..... T-shirt on.
- 4 Leo ..... likes her T-shirt.

**USEFUL PHRASES Complimenting**

**4 Write the words in the correct order to make sentences.**

- 1 your / I / T-shirt / like / really .....
- 2 really / T-shirt / you / your / suits .....
- 3 look / red / good / you / in .....

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

- Why is Leo so nice?
- Where is Lucy's T-shirt?

**MOBILE HOMEWORK**

Watch part 2 of the video and put the events in the correct order.

- Lucy finds her T-shirt.
- Lucy asks Leo for some help.
- Leo turns Lucy's bike over.
- Lucy splashes Leo with water.
- Lucy gets her bike from the garage.
- Leo washes her bike.
- Lucy asks for Leo's cloth.

**SPEAKING STRATEGY Responding to compliments**

**5 Complete the dialogue with the correct words. Then check with the dialogue in 2.**

Leo Well, I really like your T-shirt. The T-shirt you've got on now.  
 Lucy T-shirt? .....  
 Leo Yes, your T-shirt ..... suits you.  
 Lucy That's kind of you. Thank you. .... of you. ....

**6 CHALLENGES**



**A** Write the compliments.

A Compliment your friend's shoes/shirt/socks. → B Respond.

A I like your shoes.

B Thank you.



**B** Walk around the classroom.

- Compliment the other students on their clothes.
- Respond to their compliments.

# UNIT 10 In a shop

At the end of unit 10 ...

## you know

- the numbers 25–1,000
- how to use *this/that* – *these/those*
- how to use *How much is/are ...?*
- what to say when shopping

## you can

- understand and talk about prices
- understand a story in a shop
- write a shopping dialogue

## VOCABULARY Numbers

3/11



1 Listen and tick. Then listen and repeat.

- |                                  |   |
|----------------------------------|---|
| <input type="checkbox"/> thirty  | <input type="checkbox"/> ninety                       |
| <input type="checkbox"/> forty   | <input type="checkbox"/> one hundred                  |
| <input type="checkbox"/> fifty   | <input type="checkbox"/> three hundred and twelve     |
| <input type="checkbox"/> sixty   | <input type="checkbox"/> four hundred and eighty-two  |
| <input type="checkbox"/> seventy | <input type="checkbox"/> nine hundred and ninety-nine |
| <input type="checkbox"/> eighty  | <input type="checkbox"/> one thousand                 |

## SPEAKING Talking about prices

3/12



2 Listen and say the prices.





**READING**



**6 Read the story.**

**The horse in the shop**



Mr Anderson has got a small shop in a small town in the Midwest of the USA. Mr Anderson has got everything: food, things for the house and the garden, and clothes too.

Mr Anderson knows all his customers' names. Many of them are his friends. They like the shop, they like the food, the things for the house and the garden, and the clothes too. And they all love their chats with Mr Anderson.

It's a Wednesday. Mr Anderson is in the shop. There are no customers this morning. Mr Anderson sits down on his chair. He falls asleep.

Suddenly, he hears the doorbell. He opens his eyes. There's a horse in the shop!

"Can you help me, please?" someone says. It's the horse.

"Erm ... yes, of course!" Mr Anderson answers. "How can I help you, Mr ...?"

"The name is Jolly. Jolly Horse. I want to buy a lot of things today."

"Great," Mr Anderson thinks. "So, what would you like?"

"Well, first I'd like 30 kilos of beans. I love beans!"  
 "Right. Beans, 40 kilos. What else?"  
 "Then I'd like 20 kilos of rice."  
 "OK, and then?" Mr Anderson says and he laughs.  
 "And then I want 20 kilos of carrots."  
 "OK," says Mr Anderson. "That's \$120 for the beans, \$108.60 for the rice and \$48 for the carrots. So, that's ..."  
 "\$228.60," says the horse and gives him the money.  
 "What a clever horse", Mr Anderson thinks.  
 "Erm ... we don't often see horses in this shop!" he says.  
 The horse looks around the shop.  
 "No wonder, with your prices. Your things are very expensive! Goodbye!"  
 The horse picks up the food and walks away.

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

- 1 Mr Anderson's shop is big / not big.
- 2 The customers think it's boring / great to have a chat with him.
- 3 On a Wednesday morning, there are no / lots of customers there.
- 4 Mr Anderson falls asleep. What happens then? .....
- 5 The horse says, "How can I help you?" .....
- 6 What does the horse buy? .....
- 7 Mr Anderson knows the horse. T / F
- 8 Mr Anderson thinks the horse is clever. T / F
- 9 Horses often come to the shop to buy things. T / F

3/17+18



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



## A SONG 4 U

3/19+20



### 9 Listen and sing.

## Clever Jolly

*Jolly is so clever.  
Yeah, Jolly is so wise.  
Jolly is the smartest horse.  
Hey, give that horse a prize.*

Now Joe's in a bank.  
There are robbers everywhere.  
The horse pulls out a gun  
and shoots into the air.

*Jolly is so clever.  
Yeah, Jolly is so wise.  
Jolly is the smartest horse.  
Hey, give that horse a prize.*



The robbers run away  
with horror in their eyes.  
Joe comes and pulls out a gun  
and says, "My horse  
*Jolly is so clever.  
Yeah, Jolly is so wise.  
Jolly is the smartest horse.  
Hey, give that horse a prize.*

## TIME FOR A SKETCH The jeans

3/21



### 10 Listen to the sketch. Then read it

**Assistant** Can I help you?

**Boy** Yes, please. How much is this T-shirt?

**Assistant** £16.80. Do you like it?

**Boy** I'm not sure.

**Assistant** Look. That T-shirt is nice.

**Boy** I don't like it now. Forget T-shirts. I think I'd like a pair of socks first. How much are these socks?

**Assistant** The blue socks? They're £19.99.

**Boy** OK. How much are those socks for them in the window?

**Assistant** They are £11.99.

**Boy** OK. I'm not sure. Forget socks. I think I'd like a pair of jeans.

**Assistant** Do you like these blue jeans?

**Boy** No. I don't like blue.

**Assistant** No problem. What about those green jeans over there?

**Boy** Erm ... I don't like green.



**Assistant** You don't like the blue jeans. You don't like the green jeans. But don't worry. Do you like those orange jeans?

**Boy** No. I don't like orange.

**Assistant** Hmm ... Let me think.

**Boy** Ah, I know. Can I try on the black jeans in the window, please?

**Assistant** Try them on ... in the window? No, sorry. You can't try them on in the window. Go to the changing room\*, please.

**VOCABULARY:** \*changing room – Umkleidekabine

# SOUNDS RIGHT /ð/

3/22



## 11 Listen and repeat.

This blue shirt and these green socks –  
I can put them in this box!  
Those black trousers, this red sweater –  
in the drawer? Yes, that's better!



## WRITING

### 12 Look at the useful phrases for shopping below. Who say them? Write C (Customer), S (Shop assistant) or B (Both) next to the sentences.

- |  |  |
|--|--|
| <input type="checkbox"/> Can I help you?               | <input type="checkbox"/> Have you got ... ?            |
| <input type="checkbox"/> How much is this / are these? | <input type="checkbox"/> I'll take ...                 |
| <input type="checkbox"/> What can I do for you?        | <input type="checkbox"/> You're welcome.               |
| <input type="checkbox"/> What would you like?          | <input type="checkbox"/> Good morning. Can I help you? |
| <input type="checkbox"/> Thank you very much, Madam.   | <input type="checkbox"/> Can I try them on?            |
| <input type="checkbox"/> That's £12.30.                | <input type="checkbox"/> Goodbye. Have a nice day.     |

### 13 Now write your own shopping dialogue (80 words). Then act it out with a partner.

- Think about what things you want to buy. Don't forget to say hello and goodbye.
- Ask for the price, too.

## GRAMMAR



### this/that – these/those

- 1 I'd like **this** T-shirt.     2 I'd like **that** red sweater.  
3 I'd like **these** shoes.     4 I'd like **those** blue trainers.



### 🔍 Schreib „weiter“ und „nein“ in die Lücken und bilde die Regel.

Du verwendest **this/that**, um auf etwas hinzuweisen, das <sup>1</sup>..... ist.  
Du verwendest **these/those**, um auf etwas hinzuweisen, das <sup>2</sup>..... ist.

### How much/are ...?

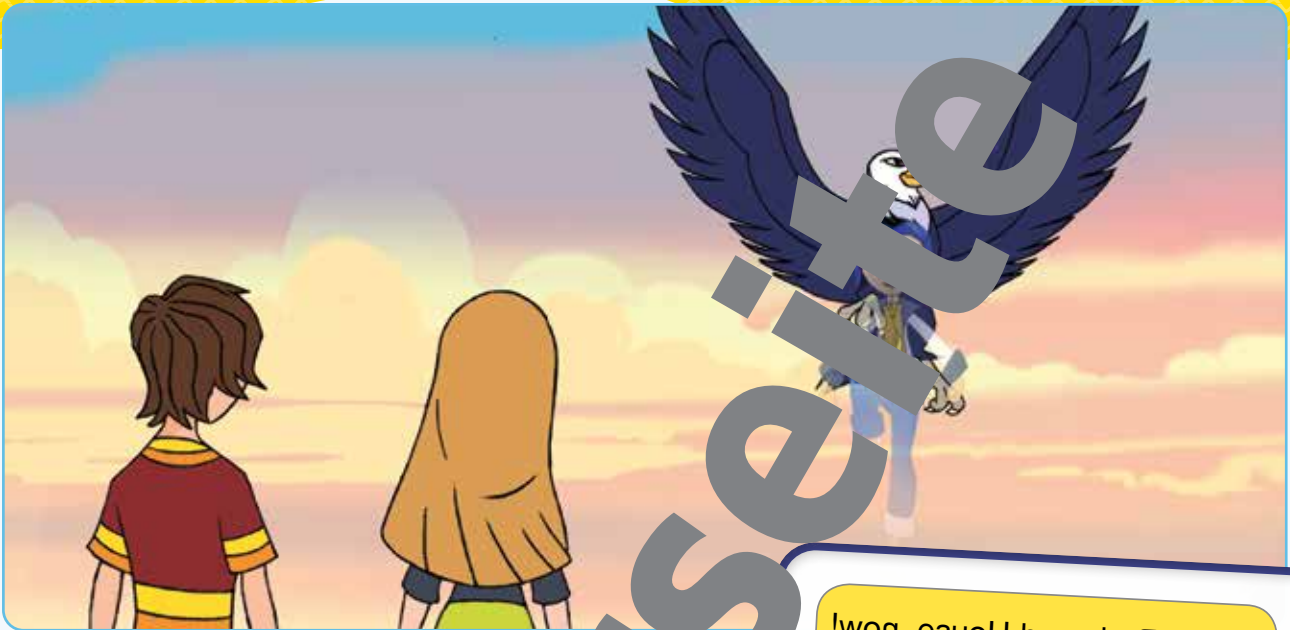
So wie du nach dem Preis: **How much is ...?** wird mit der Einzahl (Singular) verwendet, **How much are ...?** mit der Mehrzahl (Plural). **Achtung: jeans = Plural!**

- | **How much is** this scooter? | **How much are** the green T-shirts? | **How much are** the jeans?

⏪ Now go back to page 76. Check  with a partner what you know / can do.

# THE STORY OF THE STONES 5

**▶ Two more to go!**



Go to Redwood House, now!  
It's on fire. There's a man  
on the roof. He needs  
help. Be quick!

**1** Before you watch episode 5, find out what the text message on Daniel's mobile is:

## EVERYDAY ENGLISH

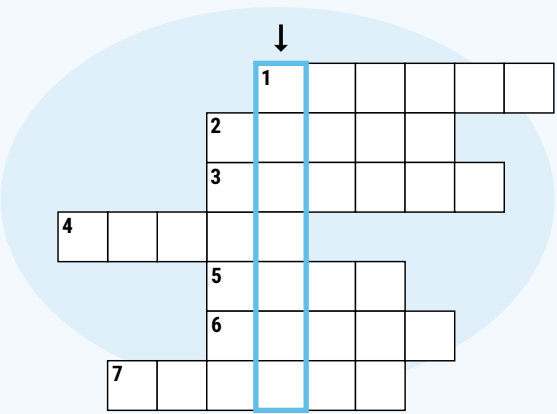
**▶ 2** Watch episode 5. Complete the dialogue with the phrases from the box.

Oh, come on  
I'm not sure  
be careful  
Just a minute

**Emma** 1..... This message is from ... ?  
**Daniel** I don't know. Sunborn, I guess, but 2.....  
**Emma** I'm sure it's a man. Let's not go.  
**Sarah** 3..... We're fast. We're strong. We're  
 clever. What do you think, Daniel?  
**Daniel** I'm not sure. Remember the net! Remember Darkman! He's bad and he's clever.  
**Sarah** Oh, come on. I can't try. Nothing can happen to me. I want to check it out, OK?  
**Emma** OK. Sarah - 4..... !

**3** Do the puzzle. Fill in the name of the person.

- 1 The name of the boy who changes into a rat.
- 2 The name of the girl who changes into an eagle.
- 3 The name of Emma's stone.
- 4 Come at eleven o'clock.....
- 5 The name of the girl who changes into a tiger.
- 6 Sarah changes into this animal.
- 7 There are three of them.



# UNIT 11 What's the time?

At the end of unit 11 ...

## you know

- how to tell the time
- 11 words for free time activities
- how to use the present continuous

## you can

- ask and answer what time it is
- ask and talk about what someone is doing right now
- understand and talk about daily routines
- write a postcard
- write a text message

## VOCABULARY Time

3/23



1 Match the times with the pictures. Then listen and check.

- |                                |                             |                               |
|--------------------------------|-----------------------------|-------------------------------|
| 1 It's twenty-five past three. | 5 It's five to four.        | 9 It's twenty to four.        |
| 2 It's three o'clock.          | 6 It's twenty-five to four. | 10 It's ten to four.          |
| 3 It's a quarter to four.      | 7 It's five past three.     | 11 It's half past three.      |
| 4 It's ten past three.         | 8 It's twenty past three.   | 12 It's a quarter past three. |



2 Work in pairs. Cover the times in 1. Ask and answer.

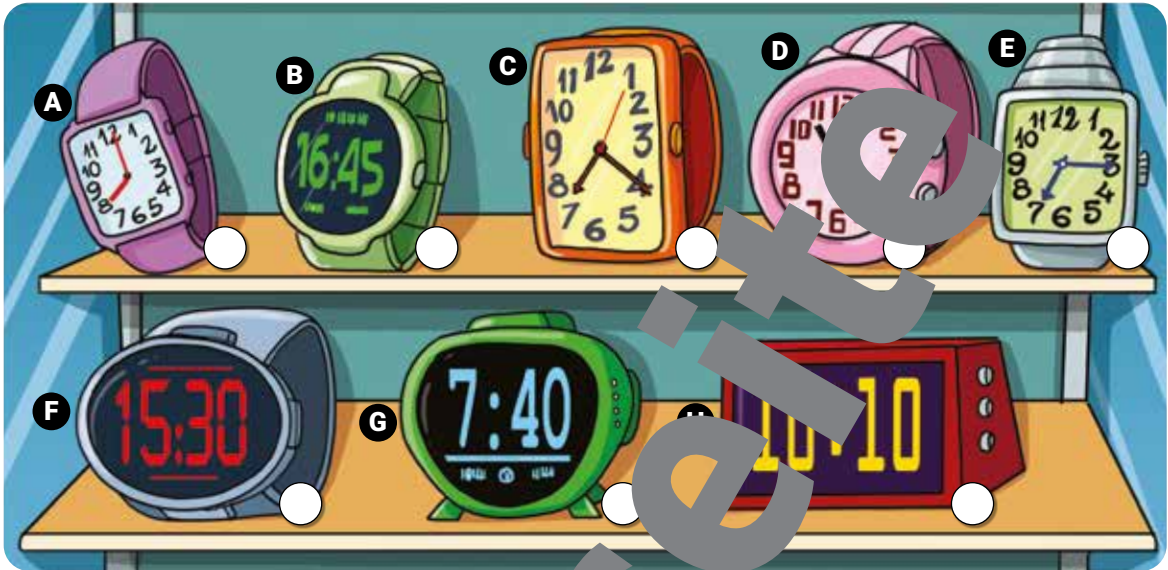


**SPEAKING** Asking and telling the time

3/24



**3** Listen and write the numbers.



**4 CHOICES**

**A** Say what the clocks show.

In Vienna it's three o'clock in the afternoon.  
In New York it's nine o'clock in the morning.



**Note**

- a.m. – p.m.
- a.m. – from midnight to 12 midday
- p.m. – from 12 midday to midnight



**B** Ask and answer questions about the places in A.

It's 1 p.m. in Vienna.  
What's the time in New York?



It's 7 a.m.



**Asking for the time**

So kannst du im Englischen nach der Zeit fragen:

- Excuse me, what time is it?
- oder Excuse me, what's the time?

5 Read the texts about Mary and Li.

# A day in the life of Mary and Li

Hi! I'm Mary, I live in Australia.

I live on a farm with my family. I get up at half past five. My father and I feed the animals at six o'clock. At a quarter to seven, I have breakfast with my mother and brothers. I don't go to school - I have school at home because there aren't any schools near us. My mother is the teacher. She teaches me and my two brothers. I start home schooling at half past seven. At a quarter to nine, I have a break. I like to go and watch the horses or read a book. At half past ten, I study art or drawing. Lunchtime is at twelve o'clock. Homeschool finishes at half past two or three o'clock. Once a week



I go shopping in town with my brothers and see my friends. Our family has dinner at half past seven. In the evening, I go online and play games with friends or watch shows on the internet. I go to bed at nine o'clock.

Hello! My name is Li. I live in China.



My mother and father work a long way, so I live at my school. I get up at a quarter to seven. The school plays a very loud song to wake us up. I sleep in a room with other people. At seven, I have breakfast in the canteen. At eight o'clock, I go to my classroom for self-study\*. Classes start at nine. At a quarter to ten, we do our daily exercise outside. Sometimes it's very hot. I have lunch at one o'clock.

At five to two, we do eye exercises! It helps us study. Afternoon classes start at two o'clock. At a quarter to five, I have extra class - my extra class is for English reading. After extra class, I help to clean the classroom and dorm room\*. At ten past six, I have free time and then dinner. At twenty past seven, I go to my classroom for self-study and homework. Bedtime is at ten o'clock.

**Fact box**

Children in China do eye exercises in class. They make them to help their eyes in class!



**VOCABULARY:** \*self-study - Eigenstudium; daily exercise - tägliche Bewegung/Betätigung; dorm room - Schlafsaal

6 How many of these tasks do you do?

- 1 Mary lives in Australia. T / F
- 2 In the morning, Mary feeds the animals. T / F
- 3 Mary's brother is her teacher. T / F
- 4 Mary has lunch at ..... o'clock.
- 5 Li gets up at ..... seven.
- 6 At ..... o'clock, Li goes to his classroom.
- 7 At ten past seven, Li studies English / goes outside for exercise / has a snack.
- 8 In the afternoon, Li sleeps in the afternoon / plays games outside / does eye exercises.
- 9 After school, Li does his homework / talks with his friends / goes to bed.

7 Check your answers with a partner. Say six sentences about your day.

I get up at ... At ... I have breakfast. I go to school at ...  
I come home from school at ... Dinner is at ... I go to bed at ...

**READING & LISTENING**

3/25



**8 Read the first part of the story. Then listen to it.**

**A surprise for Suzy**

It's half past ten on Saturday morning. Suzy is sitting in the living room with her mum. Suzy is playing with her phone. Her mum is watching TV. There's a knock at the door.



"Answer the door, Suzy!" says her mum, "I'm watching TV!"

Suzy goes to the door and opens it. It's her friend, Tim, with a skateboard.

"Hi, Suzy! Can you come to the park? I want to show you something!"

"What?"

"Something amazing!"

"OK ... Mum? Can I go out with Tim, please?"

"OK, but come back at one o'clock!" says her mum.

Suzy and Tim walk down the street. It's a nice day and Suzy is happy. She sees her friend John walking his dog\*.

"Hi, Suzy! What are you doing?" asks John.

"Hi, John! We're going to the park," says Suzy.

"Have fun!" says John.

Suzy walks to the park with Tim. Tim stands next to the tree.

"What are you looking at?"

"Something ..."

Tim points to the tree.

"Oh! Let's go over there ..."

"Ah ..."

"And hide behind the bush ... look ... it's ...!"



**VOCABULARY:**

\*walk a dog – mit einem Hund Gassi gehen

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

- 1 It's half past ten in the morning. T / F
- 2 Suzy is watching TV. T / F
- 3 Tim wants to go to the park. T / F
- 4 Suzy walks to the park with her mum / Tim / John.
- 5 The skateboard is in the tree / next to the tree / in a bush.
- 6 Suzy and Tim hide in the tree / behind a bush / under a slide\*.

**VOCABULARY:** \*slide – Rutsche

3/26



**10 What happens next? Now listen to the end of the story.**

3/26



**11 Listen to the end of the story again and answer the questions.**

- 1 How does Tim feel? .....
- 2 What do Tim and Suzy see? .....
- 3 What is Suzy doing? .....

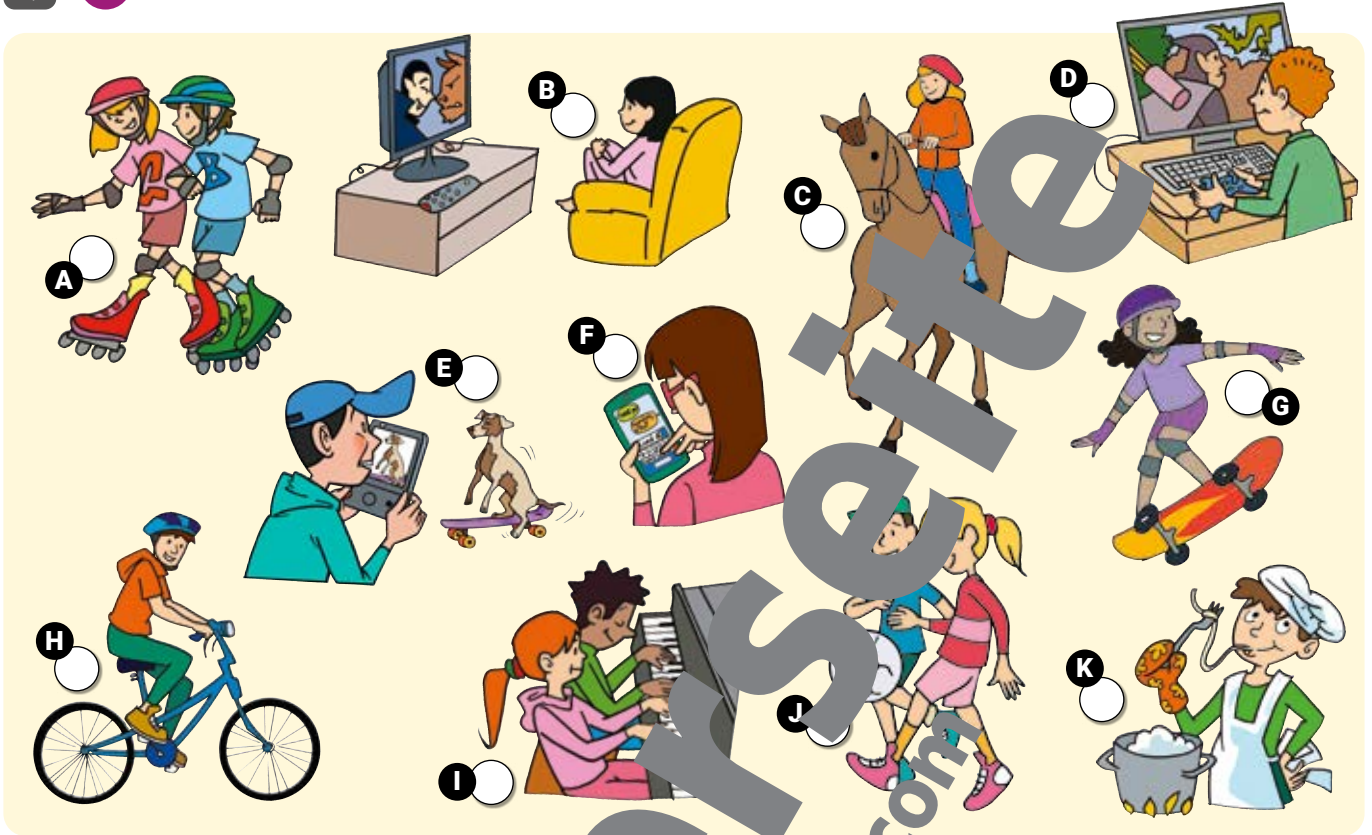
**12 Check your answers with a partner.**

**VOCABULARY** Free time activities

3/27



**13** Listen and number the pictures.



**14** Complete and match.

riding   watching   sending   making   cooking   playing   ~~looking after~~



- 5 She's looking after her cat.
- They're ..... football.
- He's ..... spaghetti.
- They're ..... TV.

- She's ..... her bike.
- She's ..... a video.
- He's ..... a text message.





**15 Listen and number the sentences.**

- She's playing a computer game.
- She's sending a text message.
- They're playing football.
- She's riding a horse.
- 1 He's cooking an egg.
- He's skating.
- He's riding his bike.
- They're playing the piano.
- He's looking after his cat.
- She's skateboarding.



**16 Listen and check.**

**A SONG 4 U**



**17 Listen and sing.**

**Waiting ...**



I'm walking down the road  
I'm looking at the trees.  
I'm waiting for your call.  
I'm thinking, call me please.

*But you don't, don't ...*  
*You don't call me ...*  
*Tell me why, why, why.*  
*I am waiting. Can you see?*  
*Tell me why, why, why.*  
*I am waiting. Can you see?*

I'm sitting on my room.  
I'm watching the TV.  
I'm waiting for your call.  
I'm thinking, call me please.  
*But you don't, don't, don't ...*



We're waiting. Yes, we're waiting.  
That's all there is to say.  
We're waiting. Yes, we're waiting.  
But no one calls today.

**SPEAKING Asking/answering about what someone is doing**



**18 In groups, make and answer questions about activities.**



# 19 CHOICES

3/32



**A Listen to the phone conversation. Act it out in pairs.**

**Jenny** Hi, Jenny here.  
**Billy** Hi, Jenny.  
**Jenny** What are you doing?  
**Billy** I'm playing *Dragon Hunt II*. Can you come over?  
**Jenny** Sorry, I can't.  
**Billy** Why not? What are you doing?  
**Jenny** I'm playing *Dragon Hunt III*.  
**Billy** Oh! Can I come to your place?  
**Jenny** Sure.



**B Practise phone conversations. Use your own ideas.**

- TV programmes
- Music
- Computer games
- ...



**20 Work in pairs. Look at the pictures for a minute. Close your book and remember.**



**Jacob**



What is Jacob doing?

I can't remember. Give me a clue.

He's riding ...

He's riding a scooter.



**Emma**



**Sandra and Shannon**



**Vivi**



**Ken**



**Lisa**



**Jim and Barry**



**Simon**

## WRITING

### 21 Read Robert's postcard.



Dear Grandma,  
It's three o'clock in the afternoon. I'm sitting in a café and I'm drinking hot chocolate. It's nice and warm in here. It's very cold outside and it's snowing. Jack's snowboarding and Mum and Dad are skiing. We're having fun. See you soon,  
Robert

Write your own holiday postcard.

Think about:

- who you are writing to
- where you are
- what you are doing there
- the weather
- the food you get to eat
- how to end your postcard



## GRAMMAR



### Present continuous

+	-
I'm (I am) <b>helping</b> my dad.	I'm (I am) <b>not helping</b> my mum.
You're (You are) <b>writing</b> an email.	You aren't (You are not) <b>writing</b> a letter.
Dana's (Dana is) <b>watching</b> TV.	Dana isn't (Dana is not) <b>reading</b> a book.
He's (He is) <b>looking</b> at his mobile phone.	He isn't (He is not) <b>playing</b> football.
We're (We are) <b>cooking</b> dinner.	We aren't (We are not) <b>eating</b> pizza.
They're (They are) <b>listening</b> to music.	They aren't (They are not) <b>watching</b> TV.

	+	-
<b>Are you playing</b> a computer game?	<b>Yes, I am.</b>	<b>No, I'm not.</b>
<b>Is Peter doing</b> his homework?	<b>Yes, he is.</b>	<b>No, he isn't.</b>
<b>Are Jack and Christine playing</b> tennis?	<b>Yes, they are.</b>	<b>No, they aren't.</b>



Was ist richtig? Markiere mit Häkchen.

Die Leute **are having** breakfast now?

Die Leute **are having** breakfast.

- Die Leute tun gerade etwas.  
 Die Leute machen diese Handlungen jeden Tag.

Mum and Dad are skiing.



Now go back to page 82. Check  with a partner what you know / can do.

# THE TWINS 5

## The train ride

### Developing speaking competencies

#### Language function

I can tell someone to be quick (*jemanden auffordern, sich zu beeilen*)

#### Speaking strategy

I can ask someone to wait (*jemanden bitten zu warten*)

### VOCABULARY Means of transport

3/33



1 Look at the photos. Match the means of transport with the photos. Then listen and check.

1 bus 2 train 3 plane 4 taxi



3/34



2 Watch or listen to the dialogue. Then read it. What means of transport do Lucy and Leo mention?

Leo Come on, Lucy. It's time to go.  
 Lucy Just a minute. I can't find my sweater.  
 Leo Your sweater? Here it is.  
 Lucy Thanks, Leo.  
 Leo We have to leave in 35 minutes.  
 Lucy What time does the bus leave?  
 Leo Quarter to three. Come on.  
 Lucy What time does the train leave?  
 Leo It leaves in 35 minutes. Get a move on.  
 Lucy OK, OK. I'm ready. Let's go!  
 Leo Phew!



3 Read the dialogue in 2 again. Then write the answers to the questions.

- 1 What time does the bus leave? .....
- 2 What time does the train leave? .....

## USEFUL PHRASES Telling someone to be quick

4 Complete the phrases with the words from the box. Then check with the dialogue in 2.

up on on

- 1 Come ....., Lucy. It's time to go.
- 2 Hurry .....
- 3 Get a move .....

? What do you think? Answer the questions.

- Do they catch the bus?
- Do they catch the train?

## MOBILE HOMEWORK

Watch part 2 of the video. Complete the sentences with Lucy and Leo. Then check your answers to the questions above.

- 1 Lucy and Leo get to the bus stop. .... is tired.
- 2 Then ..... has got a problem. The money is on the kitchen table.
- 3 ..... feels sorry.

## SPEAKING STRATEGY Asking someone to wait

5 Look at 2 again. Complete with the correct phrases.

- 1 Leo Come on, Lucy. It's time to go. Lucy .....
- 2 Leo Come on. Lucy Wait .....

## 6 CHOICES

A Work in pairs. Student A tells Student B to hurry up. B asks him/her to wait. Use the words from the box.

train / leaves in half an hour  
 bus / leaves in one minute  
 plane / leaves at 10.30

A Hurry up, Tom. The train leaves in half an hour.

B Just a minute. I can't find my shoes.

B ROLE PLAY: Work in pairs. Student A and the role player play a role play with a partner. Take two or three minutes to practise it. Don't write it down. Act it out in class.

Roles: You and your friend

Situation: You and your friend want to get the bus and then the train. You tell your friend to hurry up, but your friend has got a lot of problems (he/she can't find things, is hungry, etc.) Your friend asks you to wait. You get more and more nervous.

# UNIT 12 The birthday cake

At the end of unit 12 ...

## you know

- months and dates
- how to use ordinal numbers
- how to use time prepositions
- 10 words for rooms in a house
- how to use the past simple (was, were)

## you can

- talk and ask about dates
- say and ask where people were
- use a calendar in the past

## SOUNDS RIGHT /ə/

4/1



### 1 Listen and repeat.



The first piece is for Sue. The second and seventh go to Bill.  
 The second goes to you. He eats them – and he's feeling ill.  
 The third piece is for Peter. You're right! The eighth piece? True!  
 He's a messy eater. The eighth piece is for you.  
 The fourth piece is for Steve. The ninth piece is for Jeremy.  
 The fifth piece goes to Kate. The tenth piece is – for me!  
 They think the cake is great. He, he, he, he, he!

4/2



### 2 Listen and repeat.

- 10<sup>th</sup> – the tenth
- 11<sup>th</sup> – the eleventh
- 12<sup>th</sup> – the twelfth
- 13<sup>th</sup> – the thirteenth
- 20<sup>th</sup> – the twentieth
- 21<sup>st</sup> – the twenty-first
- 22<sup>nd</sup> – the twenty-second
- 23<sup>rd</sup> – the twenty-third
- 30<sup>th</sup> – the thirtieth
- 31<sup>st</sup> – the thirty-first

## LISTENING & SPEAKING Talking/Asking about dates

4/3



### 3 Listen and circle. When do Sue and her dad go to the cinema?

SAT 11 <sup>TH</sup>	volleyball / Joe's party
SUN 12 <sup>TH</sup>	football / tennis
MON 13 <sup>TH</sup>	Tom's birthday / football
TUE 14 <sup>TH</sup>	
WED 15 <sup>TH</sup>	
THU 16 <sup>TH</sup>	volleyball / tennis
FRI 17 <sup>TH</sup>	
SAT 18 <sup>TH</sup> - SUN 19 <sup>TH</sup>	concert / football
MON 20 <sup>TH</sup>	
TUE 21 <sup>ST</sup>	

WED 22 <sup>ND</sup>	
THU 23 <sup>RD</sup>	volleyball / Mum's birthday
FRI 24 <sup>TH</sup>	
SAT 25 <sup>TH</sup> - SUN 26 <sup>TH</sup>	
MON 27 <sup>TH</sup>	
TUE 28 <sup>TH</sup>	
WED 29 <sup>TH</sup>	tennis / Jack's party
THU 30 <sup>TH</sup>	
FRI 31 <sup>ST</sup>	

### 4 Cover up Sue's diary in 3. Test your memory and answer these questions.

- 1 The 14<sup>th</sup> is a Tuesday. What days are the 15<sup>th</sup>, the 17<sup>th</sup>, the 24<sup>th</sup>, the 31<sup>st</sup>?
- 2 What is on the 11<sup>th</sup> – Joe's party or a volleyball match?
- 3 Can Sue play tennis on the 16<sup>th</sup>?
- 4 On what day of the week can they go to the cinema?



5 Listen and act out similar dialogues. Use sentences from the box.



Can you come to my party?

When is it?

On the 12<sup>th</sup>.

Sorry, I can't. It's my grandma's birthday.

A Let's go to the Project 11 concert. the football match. Tom's party.

B Sorry, I can't. It's my birthday. I've got a maths test. I have a tennis match.

**SOUNDS RIGHT** Months and dates



6 Listen and repeat.

January and February, March and April, May and June, then July is coming soon.

August and September, October and November, and finally ... December!



7 Listen and say the dates.

The party's on Friday, February 22<sup>nd</sup>.

The concert's on Thursday, ... 5<sup>th</sup>.

Can you come on Sunday, October 12<sup>th</sup>?

Are you in London on Monday, July 7<sup>th</sup>?

**Note**  
We write: May 7<sup>th</sup>  
We say: the seventh of May or May the seventh

8 Work in pairs. Say the dates.

Party

- \* Saturday, June ...
- \* Friday, December 12<sup>th</sup>
- \* Sunday, August 5<sup>th</sup>
- \* Tuesday, January 4<sup>th</sup>

**9** **CL** **ES**



Listen to the dialogues. Then act one of them out in class.



**A** How old are you, Julian?  
B Twelve.  
A And when's your birthday?  
B On December 18<sup>th</sup>.



**B** A How old are you, Julie?  
B I'm twelve.  
A And when's your birthday?  
B On April 12<sup>th</sup>.  
A What day is it this year?  
B A Friday, I think.

**READING & LISTENING**

4/8



**10** Listen to the beginning of Jessie's story. Then read it.

**(The case of the missing cake)**

Yesterday was my birthday. It was a great day. My party was fun, but the best thing was my cake. A chocolate cake with twelve red candles. It was delicious.

Last night, I went\* to bed at 9 p.m. There was one piece of cake left. It was on the table – perfect for my breakfast. This morning, the piece of cake wasn't there! Last night, there was a robbery in my kitchen! I want to find the robber.



**VOCABULARY:**

\*went – past simple form of go

4/9



**11** Jessie is in the kitchen. She is looking for clues.

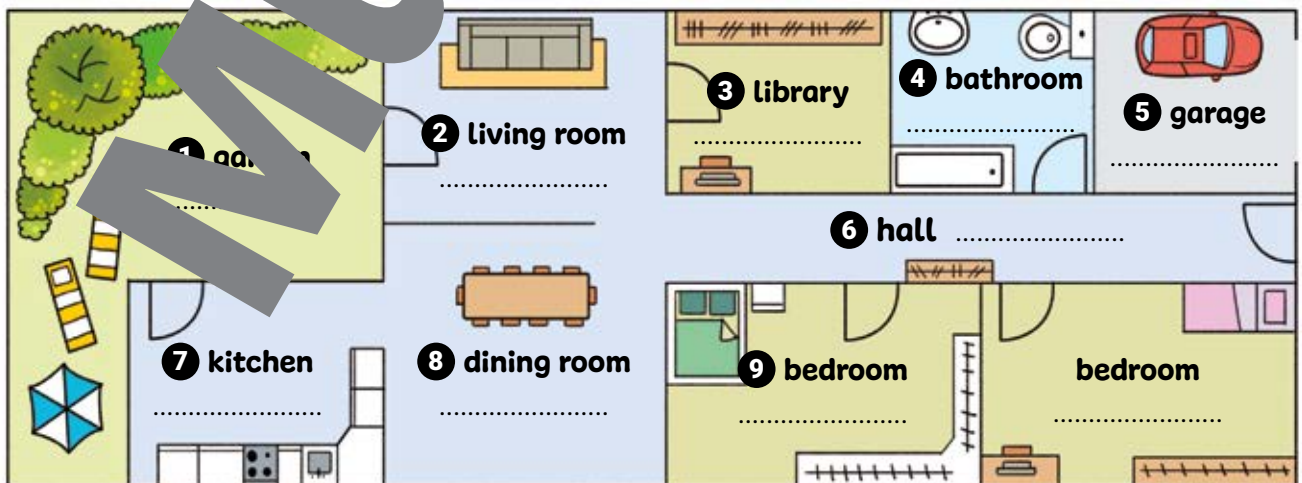
Listen to part 2 of the story and answer the questions.

- 1 What does she find on the floor? .....
- 2 What time is it on the clock? .....
- 3 What time was the robbery? .....
- 4 Who was in the house last night? .....

4/10



**12** Look at the picture and match to the words.







**13** Read and listen to the interviews. Look at the picture in **12** and write the names of the people in the rooms where they were last night.



**Jessie** Mum, where were you at 9:15 p.m. last night?  
**Mum** I'm not sure. Why?  
**Jessie** Just think, Mum. It's important.  
**Mum** OK, I think I was in the living room with your dad. Of course, we were watching a good film on TV.

**Jessie** Were you with Mum last night at 9:15 p.m.?  
**Dad** Sorry?  
**Jessie** Were you with Mum last night at 9:15 p.m.?  
**Dad** Probably ... umm ... yes, we were in the living room. Why?  
**Jessie** No reason.



**Jessie** Grandpa, were you in the kitchen last night at 9:15 p.m.?  
**Grandpa** I wasn't. I was in the garden.  
**Jessie** The garden? At 9:15?  
**Grandpa** Yes, there was a beautiful sunset.

**Jessie** Can I ask you a question, Tom?  
**Tom** What?  
**Jessie** Where were you last night at 9:15?  
**Tom** Here in my bedroom. I was only with my friends.  
**Jessie** Of course.



**Jessie** Ellie, were you in the kitchen last night at 9:15?  
**Ellie** No, I wasn't. I was in the dining room.  
**Jessie** The dining room?  
**Ellie** Yes. I was. I remember because there was a loud noise in the kitchen.  
**Jessie** A loud noise? Ah ha!



**14** In pairs. Who do you think was the robber? Listen and check your answer.

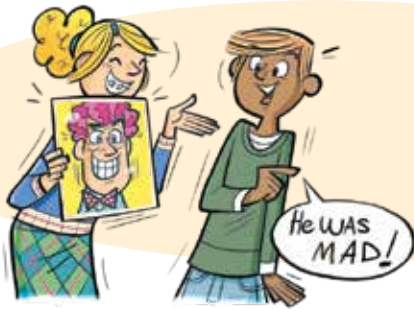
**15** Look at the picture in **10**. What can you find to show that Ellie is right?

**GRAMMAR CHANT** was - were

4/13



**16** A chant. Listen and repeat.



- A He was happy.
- B I was hot.
- A She was happy.
- B I was not.
- A Were you happy?
- B I was sad.
- A Was he happy?
- B He was mad.
- A Was she happy?
- B Yes, she was.
- A Were they happy?
- B ... because ...
- A ... was ...
- B ... true.
- A I was happy.
- B ... for you!

**SPEAKING** Saying/Asking where people were

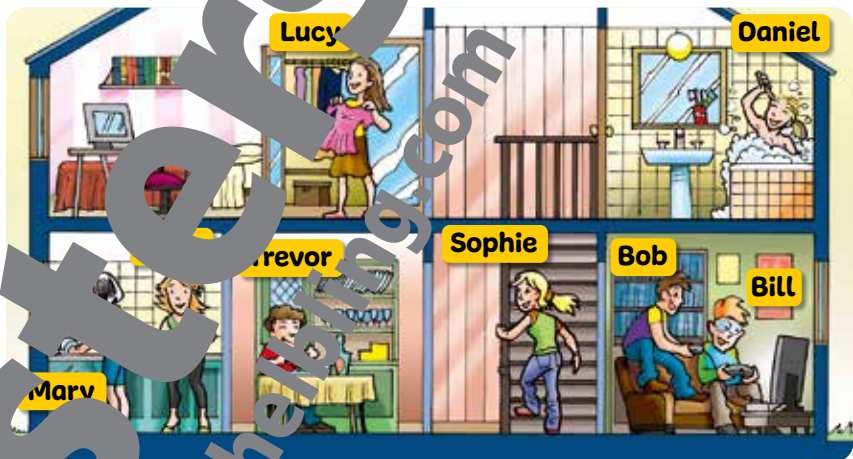
**17 CHOICES**

**A** Work in pairs. Look at the picture for a minute. Remember the names and the rooms. Close your books. Ask your partner about where people were in the picture.

Where were Bob and Bill?



They were in the living room.



**B** Look at the picture and think about the people. Use the words in the box.

sad happy hungry cold scared angry

At 5 o'clock ...  
was in the ...  
He was hungry.

At ... and  
Fred were ...  
They were ...



**18 Complete the sentences so they are true for you.**

On Sunday ...

- 1 at 7 a.m. I was ..... **in bed** .....
- 2 at 9 a.m. I .....
- 3 at 12 p.m. I .....
- 4 at 3 p.m. I .....
- 5 at 8 p.m. I .....
- 6 at midnight I .....

**19 In pairs, ask and answer questions.**

Where were you at 7 a.m. yesterday?

I was in the .....

So was I\* / I wasn't. I was in bed. Asle...

**VOCABULARY:** \*So was I. – Ich auch.

**WRITING**

**20 CHOICES**

**A Complete the dialogue with the words from the box.**

all was your where thing there

**Inspector** Mr Clark, 1.....  
were you yesterday evening?

**Mr Clark** I 2..... in the  
living room every evening.

**Inspector** Aha, 3.....  
evening?

**Mr Clark** Yes, 4..... was  
an interesting film on TV.

**Inspector** Mr Clark, 5..... pen?

**Mr Clark** Yes. Why do you ask?

**Inspector** This pen was in the library. I 6..... you are the robber,  
Mr Clark.



**B Write a dialogue. Use the following ideas.**

- The inspector interviews a man or a woman.
- They say they were in a room all evening.
- The inspector finds something of this person in another room.

# GRAMMAR

## ▶ Ordinal numbers

Für Aufzählungen (der erste, der zweite, usw.) verwendest du die folgenden Wörter:

one → <b>first</b>	five → <b>fifth</b>	nine → <b>ninth</b>
two → <b>second</b>	six → <b>sixth</b>	ten → <b>tenth</b>
three → <b>third</b>	seven → <b>seventh</b>	eleven → <b>eleventh</b>
four → <b>fourth</b>	eight → <b>eighth</b>	twelve → <b>twelfth</b>

Ordnungszahlen über 20 bildest du nach dem gleichen Prinzip.

1. → twenty-**first** | 32. → thirty-**second** | 43. → forty-**third** | 54. → fifty-**fourth** (etc.)

## ▶ Time prepositions

Du verwendest unterschiedliche Präpositionen (Vorwörter) um über Tage, das Datum und die Uhrzeit zu sprechen.

- My birthday is **on** February 12<sup>th</sup> / May 28<sup>th</sup> / September 10<sup>th</sup>.
- The concert's **on** Thursday, July 15<sup>th</sup>.
- My sister's birthday is **in** December / April / June.
- The film starts **at** 7 o'clock / half past eight / 8:45 (etc.).
- I have maths **in** the morning / the afternoon / the evening.
- We go to bed late **at** night.



## ▶ Past simple (1) was – were

Du verwendest das Past simple, um das Vergangene zu erzählen. **was** und **were** werden gleich verwendet wie „ich war“ bzw. „ich war“ usw. im Deutschen.

- At 9 o'clock I **was** at school. The teacher **wasn't** there.
- Peter and John **were** in the library.
- Sandra and Kate **were** not there.



+	-	?
I <b>was</b> in the hall.	I <b>wasn't (was not)</b> in the library.	<b>Was</b> I ... ?
You <b>were</b> at home at 9 p.m.	You <b>weren't (were not)</b> with him.	<b>Were</b> you ... ?
He <b>was</b> with us.	He <b>wasn't (was not)</b> with us.	<b>Was</b> he ... ?
She <b>was</b> with us.	She <b>wasn't (was not)</b> in her bedroom.	<b>Was</b> she ... ?
It <b>was</b> there in the morning.	It <b>wasn't (was not)</b> there in the morning.	<b>Was</b> it ... ?
We <b>were</b> in the living room.	We <b>weren't (were not)</b> at home at 9 p.m.	<b>Were</b> we ... ?
You <b>were</b> in the bedroom.	You <b>weren't (were not)</b> at home.	<b>Were</b> you ... ?
They <b>were</b> in the library.	They <b>weren't (were not)</b> alone.	<b>Were</b> they ... ?

◀ Now go back to page 92. Check  with a partner what you know / can do.

# THE STORY OF THE STONES 6

## ▶ Three stones to rule the universe!

- 1 Look at the pictures from episode 6. Make up a story of your own.

Start like this:

The children are knocking at the door of Cairn Castle.  
The door opens ...



- ▶ 2 Watch episode 6. Then answer the questions below.

- Where are Emma and Daniel at the beginning of the episode?
- What does Sarah say to Emma when Darkman wants Emma's stone?
- What does Darkman do with the stones?
- Why does Darkman lift Daniel up?
- Who is watching the children?
- Who is Darkman running?

### EVERYDAY ENGLISH

- 3 Complete the dialogues with the phrases from the box.

How dare you!  
You're welcome.  
That was close.

**Darkman** It's mine stone. ....

**Daniel** Hey! ? .....

**Sunborn** Thank you all very much. You were a great help.

**Emma** .....

- 4 Can you write a message?

▼ = e   ♥ = i   ▶ = o   □ = u   \* = h   ● = l   + = m   ○ = n   ▲ = s

\*   □   ○   !   ●   □   ▼   ▲   □   ▶   +   □   ▶   \*   □

▶   ●   \*   ▶   □   ▲   □   ♥   ○   □   ▶   □

♥   □   ▶   ▶   □   ▲   ▶   ○   □   ▲   ▶   ▶   □

# UNIT 13 Help!

At the end of unit 13 ...

### you know

- who to call in an emergency
- 7 words for emergency services and 8 for accidents
- how to use the past simple (regular verbs)
- how to use linking words

### you can

- talk about emergency situations
- call the emergency services and say the words
- understand a short magazine article about a rescue operation
- understand a short video about helping
- write and tell a story in the past simple

1 Read the article and answer the questions. Tell your partner.

## Rescue!



Coastguard



Bomb disposal



Cave rescue



Mountain rescue

In Australia it's 000. In New Zealand it's 111. In the US and Canada it's 911 and in the UK and many other countries around the world it's 999. That's the number to call in an emergency.

And of course you know that

- when there's a crime you ask for the police.
- when you need medical help, you ask for an ambulance.
- when there's a fire you ask for the fire brigade.

But these aren't the only emergency services to help you.



1 You are climbing in the mountains. You fall and break a leg. You're lucky because you've got a phone with you. You dial 999.

**Who do you ask for?**

2 You are sailing at sea. The weather gets bad. The waves get really big and your boat is in trouble. You've got a radio on the boat. You call 999.

**Who do you ask for?**

3 You are exploring a deep cave. Some rocks fall and you can't get out. You're lucky because you've still got a phone signal. You dial 999.

**Who do you ask for?**

4 You are walking in the park. You see a strange parcel on the park bench. You pick it up. It's ticking. You put it down and phone 999.

**Who do you ask for?**

- Which number do you call in an emergency situation in Austria?



Ambulance:



Fire brigade:



Police:

- Which number do you call in an emergency from a mobile? (the number works in all European countries)

2 Read the article in 1 again and write the emergency services under the pictures.



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

**SPEAKING** Calling the emergency services and spelling names

4/14



3 Listen. Write the names of the streets. Then ask and answer.

- 1 An accident in ..... street.
- 2 A fire in ..... street.
- 3 A robbery in ..... street.

A Can you spell the street, please?

B Yes, it's ...

**4 CHOICES**

4/15



A Listen. Then act out the dialogue. B Make dialogues. Use this information.

- |   |                           |
|---|---------------------------|
| A Hello. There's a fire in Narrow Street. | 1 fire / Jerry Street     |
| B Can you spell the street, please?       | 2 accident / Mungo Street |
| A Yes. It's H - A - double H - C.         | 3 robbery / Hardy Street  |
| B OK.                                     |                           |

**VOCABULARY** An accident in the mountain

4/16



5 Listen and look at the picture. Then number the words.

- jetpack
- slip on the wet rocks
- storm
- radio the rescue team
- helicopter
- shout for help
- fly up the mountain
- be in danger



**READING**

**6** Read the magazine article quickly. In the UK, what number do you need to call the mountain rescue team?

**7** Read the article again.



# MOUNTAIN DANGER

**Imagine ...** you are climbing in the mountains. There are no roads and no people. Yesterday there was a storm. The rocks are wet. You fall down and break your leg. You can't move. The sky is dark and it is very windy.

You are lucky because you've got a phone with you. You dial 999 and speak to mountain rescue. They tell you it is too windy for a helicopter, but they do have an idea.

There is a noise. You look up. There is a man flying up the mountain. He is wearing a jetpack. Is he you dreaming? No. He is a member of the mountain rescue team. He lands next to you. He checks your leg, gives you medicine and

keeps you warm. Then, he radios his team and tells them where they can find you. One hour later the mountain rescue team arrives. You are safe!

This is not science fiction – it's real. In the UK, they are testing a new jetpack to help people on mountains.

It is difficult for helicopters to land on a mountain. The mountain rescue team can take a long time to find people in danger. The jetpack is fast and easy to use. It is easy to land on a mountain with a jetpack!

What do you think? Do you want to fly a jetpack and help people?

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

- 1 There was a storm, so the rocks were wet.
- 2 The weather is not very good.  T / F
- 3 There is no phone signal.  T / F
- 4 The young person in the story breaks a leg, but  it is cold and windy.  the man can call for help.  the sky is dark.
- 5 A man from the rescue team flies up the mountain and  lands a helicopter.  takes some photos.  finds the young person in trouble.
- 6 The man calls the mountain rescue team because the young person  is hungry.  is very tired.  can't walk.
- 7 Why can't a helicopter land on the mountain? .....
- 8 What is the job of the man with the jetpack? .....
- 9 Why does the jetpack help? .....

4/17



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

**10** Write the sentences with *and*, *but* or *because*.

- 1 The rocks were wet ..... there was a storm yesterday.
- 2 He falls down ..... breaks his leg.
- 3 You are lucky ..... you have a phone with you.
- 4 It's too windy for a helicopter, ..... mountain rescue have an idea.
- 5 The man gives you medicine ..... keeps you warm.
- 6 It is difficult for helicopters to land on the mountain, ..... easy with a jetpack!



## LISTENING

4/18



11 The person in trouble was a fifteen-year-old girl, Sophia. Listen to her phone call with a friend.

4/18



12 Complete Sophia's diary with the verbs from the box. Then listen to the phone call again and check.



helped  
shouted  
arrived  
radioed  
called  
wanted  
happened  
looked  
slipped  
landed  
rescued  
remembered  
started

Dear Diary,  
I'm in hospital! Yesterday was a very bad day for me. I <sup>1</sup>..... to climb up a mountain, but that wasn't a good idea. First, everything was OK. But then I <sup>2</sup>..... to climb on some rocks. They were all very wet, so I <sup>3</sup>.....! I <sup>4</sup>..... It was terrible. I <sup>5</sup>..... for help. But I was alone in the mountains. It was windy and cold. Then I <sup>6</sup>..... what my phone was in my backpack. I <sup>7</sup>..... 999 to call a mountain rescue team. But it was difficult for a helicopter to land in the weather. Suddenly there was a noise..... up! There was a man with a jetpack. He <sup>9</sup>..... next to me. The man <sup>10</sup>..... and then he <sup>11</sup>..... the mountain rescue team. They <sup>12</sup>..... an hour later and <sup>13</sup>.....



13 Look at these pictures and use the language from 12 to tell the story. Use *and*, *but*, *because*.



SOUND CHECK /t/ /d/ /ɪd/

4/19



14 Listen and write what.

/t/

- 1 She jumped ed into the river.
- 2 My dog chased ed a cat.
- 3 We watched ed a film.

/d/

- 4 She phoned ed at 5 o'clock.
- 5 He arrived ed on Monday.
- 6 We carried ed our books.

/ɪd/

- 7 I waited ed an hour.
- 8 They shouted ed at me.
- 9 She wanted ed an ice cream.

**SPEAKING** Telling a story in the past

**15 CHOICES**

**A** Complete the two stories. Use the verbs from the box in the past simple. Then tell one of the stories to a partner.

- be
- arrive
- jump
- rescue
- phone
- be
- chase
- shout



- 1 There ..... **was** ..... a boy in the river.
- 2 He ..... "He .....
- 3 I ..... into the .....
- 4 I ..... the boy .....



- 1 There ..... a robbery.
- 2 We ..... the police.
- 3 The police .....
- 4 They ..... the woman.

**B** Work with a partner. Tell the story like this:

Yesterday was a sunny day.



be / sunny day



walk / park



phone / friends



wait / 10 minutes



friends / arrive



play / football



stop / 7 o'clock



walk / my house



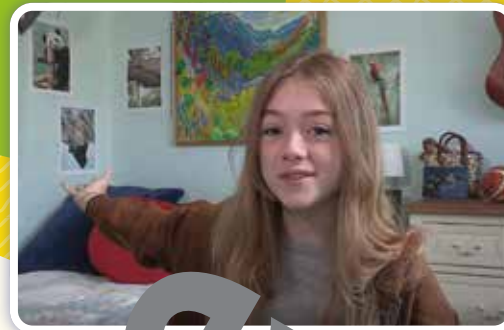
Dad / cook dinner



watch TV / until midnight

# OUR YOUNG WORLD 4

## Luna's helping out



1 Watch the video. What does Luna do in her free time?

2 Watch again. Circle T (True) or F (False).

- 1 In her free time, Luna helps at an animal shelter. T / F
- 2 She gets money for her work. T / F
- 3 The shelter has a big problem – there's not enough money. T / F
- 4 Luna decided to write an email to the mayor. T / F
- 5 Luna is now feeling very pessimistic. T / F
- 6 In her programme, Luna asks people to help the animal shelter. T / F

**VOCABULARY:**  
\*animal shelter – Tierheim

### FIND OUT Political education

3 Match the words with their definitions.

- |                 |                          |  |
|-----------------|--------------------------|--|
| 1 class speaker | <input type="checkbox"/> | In a ... the people have power. They vote for their parliament.                            |
| 2 vote          | <input type="checkbox"/> | The leader of your own council*.   |
| 3 mayor         | <input type="checkbox"/> | choose a person from a list of people  |
| 4 democracy     | <input type="checkbox"/> | At the beginning of the school year, all the boys and girls in a class choose this person. |

**VOCABULARY:**  
\*town council – Gemeinderat

### Our local politics world



4 Discuss in pairs.

- 1 Would you like to be the class speaker? Why (not)?
- 2 Who is the mayor in your town?
- 3 What would you like to talk to him/her about?



### CYBER PROJECT: A role play

5 Imagine you have got a meeting with your mayor: • Plan a role play. • Make a video.

## LISTENING & READING

16 Look at the picture. Where can you see:

- a small spaceship?
- gas clouds?
- a button?
- the eye of a storm?
- a robot arm?
- planet Jupiter?



17 Read the title and the introduction to the radio play. In pairs, guess words from the story. Write a list. Then make a story.

The year is 3210 and the Earth is dying. There are no trees and no forests. People are living on very big spaceships. The spaceships need gas from the planet Jupiter. But it is very dangerous ...

4/20



18 Listen to the story. Then read the text and circle the correct words.

Captain Diana was above the storm. She was sitting in her spaceship. Diana and the pilot were in front of a big screen. Suddenly, they saw a big storm and they <sup>1</sup>happened / noticed a little spaceship.

"Fly into the eye of the storm!" shouted the pilot. He landed Diana, but the pilot was not happy.

"We can't," he said, "because it's too dangerous!" Diana wanted to rescue the spaceship because her friends were on it.

The pilot <sup>4</sup>walked / moved the spaceship into the eye of the storm. Then Diana <sup>5</sup>pressed / helped a button. The front of the spaceship <sup>6</sup>opened / arrived and a big robot arm <sup>7</sup>reached / walked out. The robot hand <sup>8</sup>closed / opened around the spaceship.

After that, the two spaceships <sup>9</sup>moved / stopped out of the storm. Finally, Diana's friends were safe!

## WRITING

19 Write your own story in the past tense (80–100 words) about an adventure in space. Write three paragraphs.

- Paragraph 1: Write where the character(s) was (were).
- Paragraph 2: Write about something dramatic.
- Paragraph 3: Say how the story ended.
- Find a good title for your story.

### Useful language

It was the year (2099).

Suddenly ...

Then ...

Later ...

After that ...

Finally ...

Check on p. 123 for the past tense forms of many verbs.

# GRAMMAR

## Past simple (2) regular verbs

Du verwendest das Past simple, um über Vergangenes zu sprechen oder zu schreiben. Du verwendest für alle Personen in der Einzahl und Mehrzahl jeweils die gleiche Form des Verbs.

**Bildung:** Bei einem regelmäßigen Verb hängst du an den Infinitiv (Nennform) **-ed** an.

jump – I jumped

wait – she waited

shout – you shouted

play – they played

start – he started

happen – it happened

help – we helped

**Endet ein regelmäßiges Verb auf -e, fügst du nur ein -d an.**

rescue – they rescued

arrive – you arrived

**BUT:** carry – carried

slip – slipped

stop – stopped



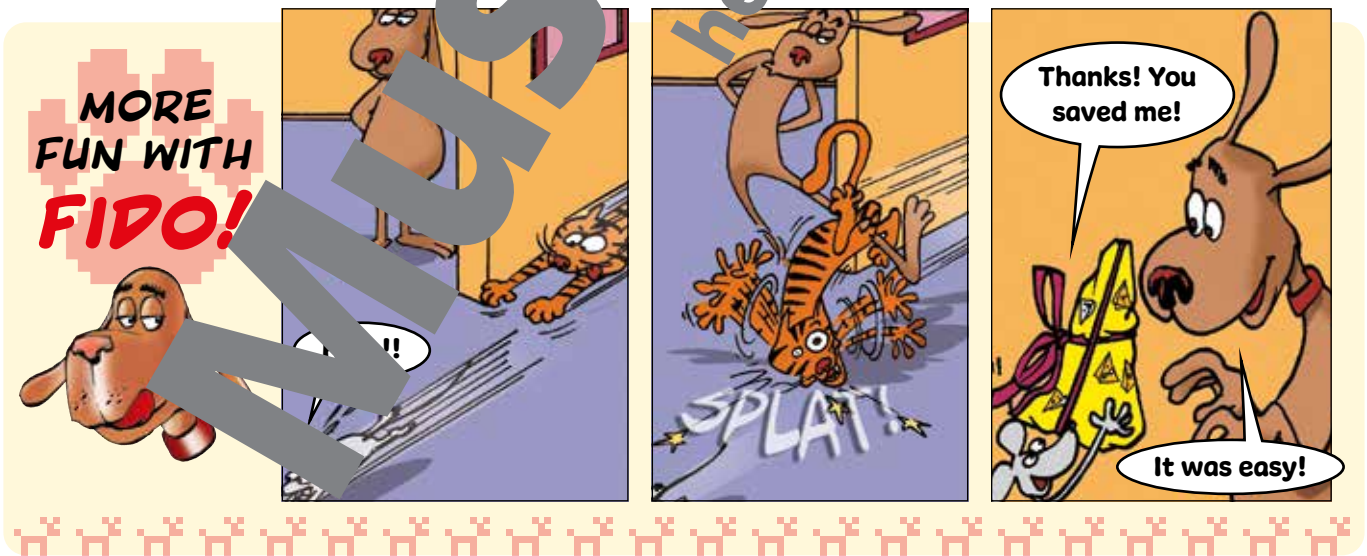
## Linking words (and, but, because)

So kannst du Sätze verbinden:

Diana wanted to rescue the spaceship **because** her friends were on it.

"Fly into the eye of the storm!" shouted Diana **but** the pilot was not happy.

The front of the spaceship **and** a big robot arm reached out.



◀ Now go back to page 100. Check  with a partner what you know / can do.

# THE TWINS 6

## The black eye

### Developing speaking competencies

#### Language function

I can arouse interest (*Interesse wecken*)

#### Speaking strategy

I can encourage someone to tell what happened (*jemanden zum Erzählen ermutigen*)

### VOCABULARY Injuries

4/21



1 Look at the photos. Match the injuries with the photos. Then listen and check.

- 1 a cut knee    2 a swollen ankle    3 a broken leg    4 a black eye



4/22



2 Watch or listen to the dialogue. Then read it. Who did Leo meet on his way home?

**Leo** Hi.  
**Lucy** You're late.  
**Leo** I know. Look.  
**Lucy** Oh, dear. What happened?  
**Leo** Well, I was on my way home. I was in the park ... and ... what?  
**Lucy** What?  
**Leo** ... were three boys. Very young ...  
**Lucy** I see. ... even or eight years old.  
**Lucy** I see. ... football. And you won't believe what happened.



**Lucy** Tell me.  
**Leo** One of the boys kicked it. High up in the sky. And an amazing thing happened.  
**Lucy** Really? Tell me more.

3 Read the dialogue in 2 again. Then write the answers to the questions.

- 1 Who's late? .....
- 2 Why does Lucy ask what happened? .....
- 3 Something happened to Leo. Where did it happen? .....
- 4 What did one of the boys do with the football? .....

## USEFUL PHRASES **Arousing interest**

**4** Complete the sentences with the words from the box. Then check with the dialogue in **2**.

believe  
amazing  
what

- 1 I was on my way home. I was in the park and guess ..... ?  
 2 You won't ..... what happened.  
 3 An ..... thing happened.

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

- What happened with the football?
- How did Leo get his eye?

## MOBILE HOMEWORK

Watch part 2 of the video and put the events in the correct order.

- |   |   |
|---|---|
| <input type="checkbox"/> Finally, Leo started to play football with them.                                 | <input type="checkbox"/> One of the boys kicked the football high up in the sky.            |
| <input type="checkbox"/> The ball got stuck in a tree and the kids were very unhappy.                     | <input type="checkbox"/> Leo climbed up and got the ball back.                              |
| <input type="checkbox"/> Leo tried to help. He started throwing stones at the ball, but that didn't work. | <input type="checkbox"/> The kids were very happy and thanked Leo.                          |
|   | <input type="checkbox"/> One of the boys passed Leo the ball, and he ran into the field.    |
|   | <input type="checkbox"/> They got a ladder and put it against the tree with the ball in it. |

## SPEAKING STRATEGY **Encouraging someone to say what happened**

**5** Complete the dialogues with the words from the box. Then check with the dialogue in **2**.

me  
more  
what

- 1 **Leo** I know. I was in the park and guess ..... ?  
**Lucy** Oh, dear. What happened?  
 2 **Leo** You won't believe what happened.  
**Lucy** Tell .....  
 3 **Leo** An amazing thing happened.  
**Lucy** Really? Tell me .....

## 6 CHOICES

**A** Work in pairs. A tells B that something happened. B wants to know more.

in class (this morning)  
 on the way home (yesterday afternoon)  
 at the market (last Saturday)  
 at the bus stop (last Sunday)

**A** I was in class this morning. An amazing thing happened.

**B** Tell me more.

**B** **ROLE PLAY:** Work in pairs. Look at the situation and the roles. Think of a role play with a partner. Take 2 or 3 minutes to practise it. Act it out in class.

**Roles:** You and your friend

**Situation:** You want to meet up with a friend, but your friend is late. You notice that your friend has got a problem (see **1**). You want to know what happened. Encourage your friend to tell you the story. Use the language from **4** and **5**.

# UNIT 14 It's my favourite

At the end of unit 14 ...

## you know

- 12 words for TV programmes
- 8 words for kinds of books and stories
- how to use the past simple (negative)
- some irregular past forms

## you can

- talk about your screen time
- understand a story in the past
- talk about books and reading
- tell a story
- write a picture story

## VOCABULARY Screen time

4/23



1 Look at the pictures and number the words below. Then listen and check.



- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> 1 cartoon      | <input type="checkbox"/> 5 nature programme     | <input type="checkbox"/> 9 reality show      | <input type="checkbox"/> 12 nature programme |
| <input type="checkbox"/> 2 the news     | <input type="checkbox"/> 6 science-fiction film | <input type="checkbox"/> 10 quiz show        | <input type="checkbox"/> 11 romantic film    |
| <input type="checkbox"/> 3 fantasy film | <input type="checkbox"/> 7 detective film       | <input type="checkbox"/> 12 sports programme |  |

4/24



2 What are they watching? Listen and write the numbers.

- |                           |                          |                            |
|---------------------------|--------------------------|----------------------------|
| 1 ... TV1 .....           | 5 George and Freda ..... | 9 Jack .....               |
| 2 ... ..                  | 6 Jane .....             | 10 Emily and Holly .....   |
| 3 Joan .....              | 7 Veronica .....         | 11 Alexandra .....         |
| 4 Linda and Stephen ..... | 8 Paul .....             | 12 James and Charles ..... |

3 Check with a partner.

David's watching a cartoon on TV1.

That's right. / I think he's watching a ...



# LISTENING & SPEAKING Talking about screen time

4/25



**4 Listen to Paula and Michael talk about what they watch. Tick True or False.**



**Paula**

- 1 She spends two hours a day looking at screens.
- 2 She always watches TV in the morning and at the weekend.
- 3 She likes cartoons, nature programmes and reality shows.
- 4 Her favourite cartoons are *Henry Danger*, *Teen Titans* and *Spongebob*.
- 5 The family often watches the news together.
- 6 Her dad loves cartoons.

True False

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



**Michael**

- 1 He watches TV for about two hours every day.
- 2 He never watches it in the evening before he goes to bed.
- 3 He streams five detective films every week.
- 4 Every day he watches two or three episodes of *Angelo Rules* on his computer.
- 5 He watches gamers on his mobile phone.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



**5 In groups, talk about your screen time. Use the sentences to help you.**

I watch films or series for about \_\_\_\_\_ hours a day.

I \_\_\_\_\_ watch nature programmes \_\_\_\_\_ in the morning.  
 always \_\_\_\_\_ in the afternoon.  
 usually \_\_\_\_\_ in the evening.  
 sometimes \_\_\_\_\_ at the weekends.  
 never \_\_\_\_\_

I usually watch YouTube channels \_\_\_\_\_ on my laptop.  
 \_\_\_\_\_ with my family.  
 \_\_\_\_\_ programmes \_\_\_\_\_ on TV.

I really like \_\_\_\_\_ cartoons.  
 I don't like \_\_\_\_\_ nature programmes.  
 I don't like \_\_\_\_\_ detective films.  
 \_\_\_\_\_ sports programmes.  
 \_\_\_\_\_ the news.  
 ...

My favourite programmes are ...

My \_\_\_\_\_ favourite programme is ...  
 mum's  
 dad's  
 brother's  
 sister's



READING



6 Read the story.

The remote control\*



The shop in Mill Street sold lots of things. In the window I saw a TV remote control. I went into the shop because I needed a new one. There was an old woman behind the desk. I picked up the remote control and she looked up at me.

“Be careful,” said the old woman. “This is not a normal TV remote control because it has special powers.”

“Special powers?” I laughed.

“Yes,” she replied. “Use it carefully and never press this button here.” She pointed to a small button with a star on it.

“OK,” I said. I paid and walked home.

“What a strange lady,” I thought.

My brother Tom was in the living room. He was watching a film about dinosaurs, but I wanted to watch a cartoon.

“Can we watch a cartoon?” I asked.

“No,” he replied.

I took out the remote control and pointed it at the TV. I pressed a button, but nothing happened. I did it again. Still nothing.

“What’s that?” Tom asked.

“A new TV remote control,” I said.

“It doesn’t work,” he laughed.



I pointed the remote control at him and pressed a button. Tom froze\*. What! I looked at the button. It was the pause button. I pressed it again. He was normal again. I pressed the rewind button\*. My brother started talking backwards. I pressed the fast forward button\*. He started moving really fast.

The TV remote control controlled my brother. This was fantastic, but then I remembered the old lady and her words: “Use it carefully.” So I stopped.

“Let me look at the remote control,” Tom asked.

“No,” I replied.

He jumped up and tried to take the remote control from me. My finger pressed a button. I looked at the remote control. My finger was on the star button. Where was Tom?

And then I heard a noise. It was Tom’s voice, but it was tiny.

“Help me! Help!”

I looked at the TV.

“Help me, Annie! Please, help me!”

There was Tom. He was inside the TV screen. And behind him was a huge T-Rex with its mouth wide open.

Help me, Annie!  
Please, help me!



VOCABULARY

\*remote control – Fernbedienung; freeze/froze – erstarren/erstarrte; rewind button – Rückspultaste; fast forward button – Vorspultaste

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

- 1 The girl saw a ..... in the shop window.
- 2 The shopkeeper was an old .....
- 3 At home there was a film about ..... on TV.
- 4 The shop in Mill Street was a TV shop. T / F
- 5 The girl wanted to watch a cartoon. T / F
- 6 Tom fought his sister to get the control. T / F
- 7 Why is the remote control different? .....
- 8 What button does the woman say never to press? .....
- 9 What happens when you press that button? .....

4/26+27



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

**9 Look at the story again. Write the past forms of the verb**

do ..... pay ..... take ..... think .....  
 hear ..... say ..... sell ..... freeze .....  
 go ..... is ..... see .....

**10 Complete the texts with the verbs from the box.**

held put  
 ran caught  
 left didn't see

1 The robber ..... into the bank. He  
 ..... a gun in his hand. He  
 a lot of money into his bag. He ..... the  
 police car outside the bank. He ..... the  
 bank and the police ..... him.



gave  
 told  
 said  
 didn't think  
 found



2 Jill ..... on a park bench. There, she  
 ..... a ring. She ..... it to her  
 friend Andrew. Jill ..... to him it was a  
 magic ring. Andrew ..... it was a magic ring.  
 Jill ..... him to turn it three times. Andrew  
 did that – and disappeared\*.

**VOCABULARY:**

\*disappear – verschwinden

4/28



**11 Listen to the poem. Read it.**



**Watching TV**

Mum and Dad and me, we often watch TV.  
 We spend a lot of time on quiz shows, news and crime.  
 We often have our tea in front of the TV.  
 But sometimes I say no and leave them and I go  
 into my room. I need a thrilling\* book to read.

**VOCABULARY:** \*thrilling – aufregend, spannend

**Say what you think:**

How much screen time is too much for a boy/girl your age?

**VOCABULARY**

4/29



**12 Listen and look at the pictures. Then number the words.**

- |   |                                    |
|---|------------------------------------|
| <input type="checkbox"/> weak               | <input type="checkbox"/> spots     |
| <input type="checkbox"/> skin               | <input type="checkbox"/> hug       |
| <input type="checkbox"/> lying under a tree | <input type="checkbox"/> leaves    |
| <input type="checkbox"/> lake               | <input type="checkbox"/> bend down |
| <input type="checkbox"/> hunt               | <input type="checkbox"/>           |



**LISTENING**

4/30



**13 Listen to the story. Then put the pictures in the correct order.**

**The leopard and the giraffe**



The giraffe was too fast.



The leopard wanted an animal to come near him so that he could...



One day a giraffe came to the lake.



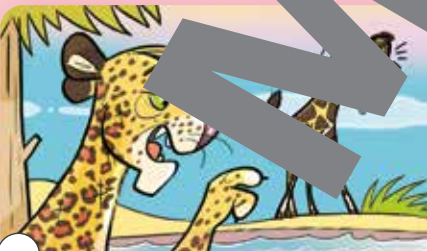
The weak leopard asked the giraffe to hug him.



The giraffe got the leopard some magic leaves.



The leopard said, "The skin and the spots show that we are family."



The leopard said, "Aren't you the daughter of my old friend?"



The leopard became strong again.

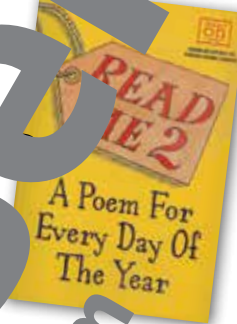
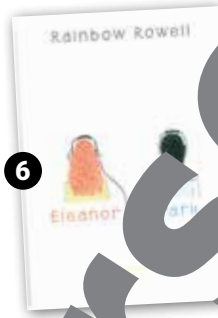
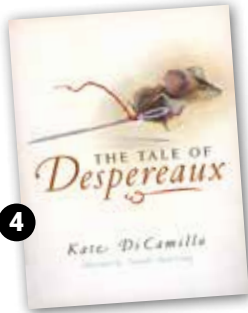
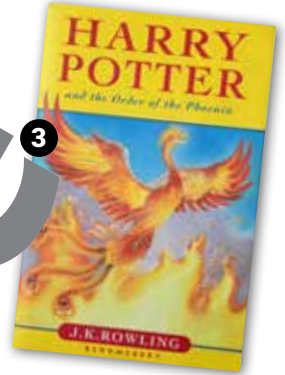


The strong leopard tried to catch the giraffe.

## VOCABULARY Kinds of books and stories

14 Match the book covers with the kinds of stories.

- animal story
- adventure story
- fantasy story
- detective story
- horror story
- story about friendship
- comic book
- poems



## LISTENING & SPEAKING Talking about books and reading

4/31



15 Listen to the interview. Circle T (True) or F (False).

- |   |       |
|---|-------|
| 1 Mike reads a lot.   | T / F |
| 2 He doesn't read fantasy stories.  | T / F |
| 3 When he was six, his favourite book was <i>The Tale of Despereaux</i> . | T / F |
| 4 When he was a child, his grandpa read to him.                           | T / F |
| 5 Alison reads a lot.   | T / F |
| 6 Alison likes stories about friendship and family.                       | T / F |
| 7 Alison hasn't got a favourite book.                                     | T / F |
| 8 When she was six, her favourite book was <i>The Gruffalo</i> .          | T / F |

16 Study the language and complete the sentences so they are true for you.



I read a lot.  
I read a lot of ... stories.  
My favourite book is ... .  
When I was six, my favourite book was ... .  
My ... read stories to me.

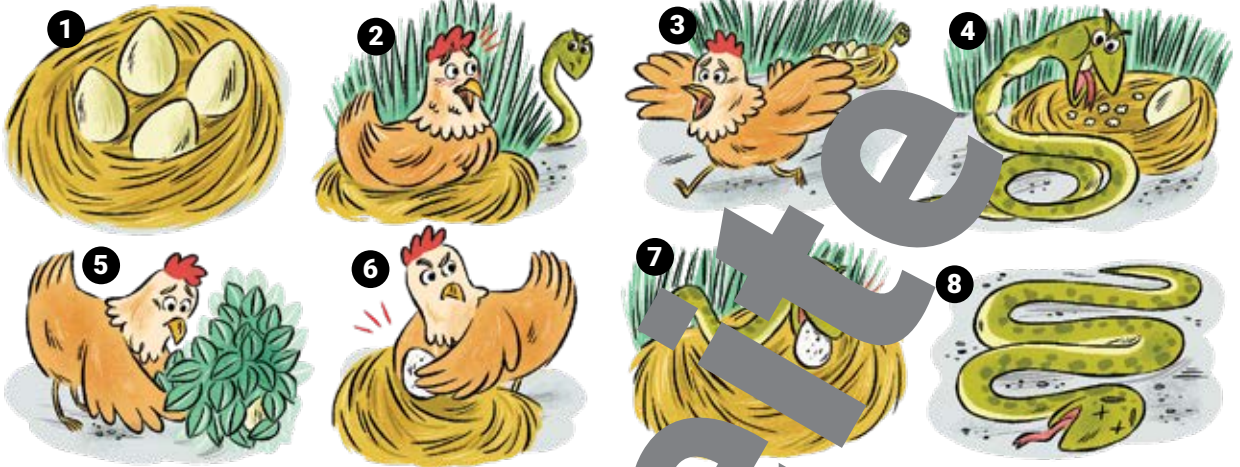


I don't read a lot.  
I like ... stories, but I don't like ... stories.  
My favourite book is ... .  
When I was six, my favourite book was ... .  
My ... didn't read stories to me.

**SPEAKING** Telling a story

**17** Look at the pictures. Say what happened. Use the verbs from the box in the past simple.

- put
- saw
- ran
- ate
- ate
- put
- died
- were



There <sup>1</sup>..... four eggs in the chicken's nest. The chicken <sup>2</sup>..... the snake. It was scared. The chicken <sup>3</sup>..... away. The snake <sup>4</sup>..... three eggs and went away. The chicken went back and <sup>5</sup>..... the last egg under leaves. The chicken <sup>6</sup>..... a white stone in the nest. The snake came back and <sup>7</sup>..... the stone. The snake <sup>8</sup>.....

**WRITING**

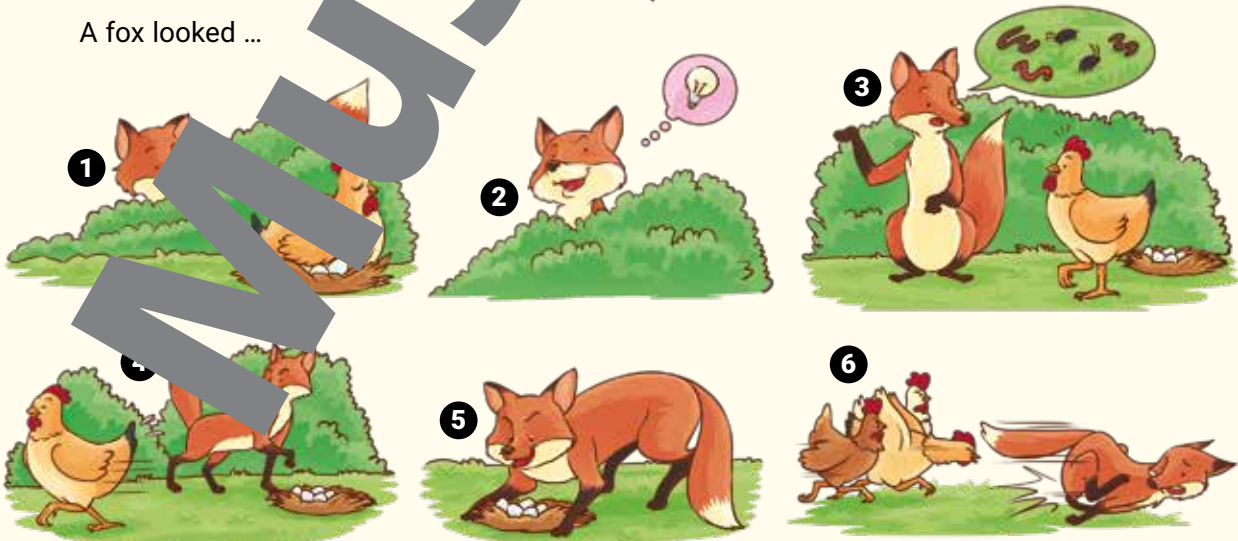
**18 CHOICES**

**A** Look at **17** again. Write the story.

There were four eggs in the chicken's nest. The chicken saw the snake. It was ...

**B** Look at the pictures below. Write the story.

A fox looked ...





19 Listen and repeat.

- A I didn't do it.
- B Who did?
- B You didn't? You didn't?
- A The neighbour's bad kid.
- A I didn't.



GRAMMAR

Past simple (3) Verneinung mit *didn't*

Die Verneinung im Past simple ist für alle Personen gleich. Du bildest die Verneinung: Person + *didn't* (*did not*) + Infinitiv (Nennform des Verbs)

- I *didn't read* the book.
- She *didn't read* the Sherlock Holmes stories.
- We *didn't like* the film.
- You *didn't tell* me.
- It *didn't catch* the giraffe.
- You *didn't listen* to Mum.
- He *didn't catch* the snake.
- They *didn't run* away.

Past simple (4) irregular verbs

- have – **had** I **had** milk and bread for breakfast.
- sell – **sold** The shop **sold** lots of things.
- go – **went** I **went** into the shop.
- say – **said** "Be careful," **said** the old woman.
- pay – **paid** I **paid** an old woman.
- take – **took** I **took** out the gun and pointed it at the TV.
- do – **did** I **did** it again.
- freeze – **froze** Tom **froze**.
- hear – **heard** They **heard** a noise.
- hold – **held** The man **held** a gun in his hand.
- meet – **met** He **met** Carol's sister.



- read – **read** When he was a child, his grandpa **read** to him.
- run – **ran** They **ran** out of the classroom.
- put – **put** I **put** on my blue cap.
- think – **thought** "What a lovely cat," she **thought**.
- see – **saw** She **saw** a remote control in the window.

Past simple (5) more irregular verbs

- become – **became**
- catch – **caught**
- fight – **fought**
- tell – **told**
- leave – **left**
- bend (down) – **bent** (down)
- die – **died**
- sit – **sat**

Now go back to page 110. Check  with a partner what you know / can do.

# UNIT 15 What are you going to do?

At the end of unit 15 ...

## you know

- how to use *(be) going to*
- how to talk about future plans and holiday activities

## you can

- talk and ask about future plans
- write an email about future plans

## READING

- 1 Read the four texts. Then say what you are going to do in your holidays.



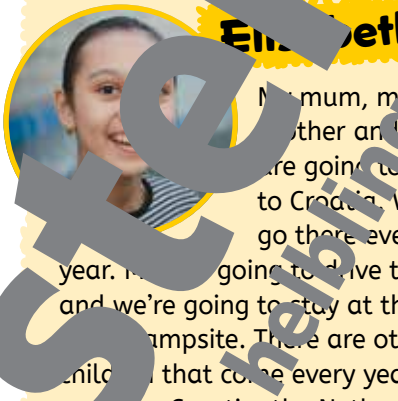
**Bilal**

I'm going to fly to Tunisia. My grandparents live there. I've got lots of friends there. We are going to play football on the beach every day. And when we are tired we are going to swim in the sea. My grandma is a very good cook. I love the food she cooks. In the evening we are going to watch TV or play board games. Backgammon is my favourite game.



**Paul**

I'm going to stay at home this summer, because my mum and dad have no holiday. They're going to work all summer. When the weather is fine, I'm going to go swimming with my friends or ride my bike. I got new roller skates for my birthday and so I'm going to learn to skate. On Saturday and Sunday I'm going to go fishing.



**Elizabeth**

My mum, my father and I are going to go to Croatia. We go there every year. I'm going to live there and we're going to stay at the campsite. There are other children that come every year. They are from Croatia, the Netherlands, France, Germany, Great Britain and Russia. So I speak a lot of English there. I'm going to play a lot of badminton and tennis. And my friends and I are going to swim in the sea a lot. I love it there. The only thing I don't like is the long drive.



**Julia**

My parents and I are going to fly to the United States. We want to see some of the National Parks. First, we are going to visit New York City. My mum's aunt lives there and she's going to show us the city. I'm so excited. I'm going to write postcards to all my friends. Later we are going to fly to California. I'm a little bit scared of flying, but I hope that I can sleep on the plane most of the time. I'm really going to enjoy my trip. It's going to be great.







- 2 Listen to the poem.  
Then read it.

## When I go on holiday

When hamsters go on holiday,  
they go to Hungary.  
They really like the goulash there  
and all the things to see.

When hippos go on holiday,  
they go to Ireland.  
They swim in all the rivers there  
and join an Irish band.

When horn sharks go on holiday,  
they just lie in the sun  
and dream of fish they can eat.  
That's what they do for fun.

When I go on holiday,  
I play it really well.  
I go outside and play tennis  
in my own swimming pool.



### GRAMMAR CHANT *be going to*



- 3 A chant. Listen and repeat.

It's my birthday!  
What are we going to do?  
Are we going to have some food?  
Are we going to go to the zoo?  
Are we going to have a party?  
Are we going to wear something new?  
No – we're going to stay at home  
And do nothing. Just me and you.  
  
Just joking ...  
Happy birthday surprise!



### SPEAKING *Talking/Asking about future plans*

- 4 In groups play a chain game.

A In the holidays, I'm going to swim a lot.

B In the holidays, I'm going to swim a lot and I'm going to play football with my friends.

C In the holidays, I'm going to swim a lot, I'm going to play football with my friends and I'm going to read a book every week.

## 5 CHOICES

4/35



Listen to the dialogues. Then act one of them out in class.

### A DIALOGUE 1



A What are you going to do in your holidays?

B I'm going to lie in the garden in the sun.

A What if there's no sun?

B I'm going to watch a lot of series.

### B DIALOGUE 2



A What are you going to do on Friday?

B Friday? That's the last day of school.

A I know.

B Well, I'm going to meet my friends, we're going to have a big party.

A Great.



## A SONG 4 U

4/36+37



### 6 Listen and sing.

## Hey, it's summertime

*Hey, it's summertime.*

*It's the holidays.*

*Yeah, it's summertime*

*and we go our ways.*

Work is over, work is done

Soon we'll have a lot of fun

School is over, school is out.

Here we sing and here we shout:

*Hey, it's summertime.*

Going home so far,

going off to my summer.

School is over, school is out.

Here we sing and here we shout:

*Hey, it's summertime ...*

... meeting people, meeting friends,

I hope the summer never ends.

School is over, school is out.

Here we sing and here we shout:

*Hey, it's summertime ...*



## WRITING

### 7 CHOICES

Read Alison's email to her friends.

**SUBJECT: Party**

Hi,  
 Friday is our last day at school and I'm going to have a party!  
 We're going to meet in our garden and we're going to have a lot of fun. Mum's going to make her famous sandwiches and Dad's going to make his summer fruit drinks. I'm going to make a playlist, so please tell me what songs you want to dance to.  
 The party starts at 2 p.m. Don't be late.  
 Love,  
 Alison

**A Write an email answer to Alison. Write the words in the correct order to make sentences.**

- Alison, / Hi
- great / a / idea! / We
- for / Thank you for / your / help.
- sure / great / idea / party / it's / to / I'm / a / bring
- sandwich / Mum's / your / love
- going / bring / your / cupcakes. / to
- help / with / not / to / music. / going / the / and / you
- you'll / love / sure / to / I'm / the / songs. / best / going

**B Write an email answer to Alison (70–80 words). Write in your own words.**

- say thank you
- say when you're going to be there
- say that you're going to bring something (you decide)
- say that you're going to help with the music
- suggest two or three songs

## GRAMMAR



### (be) going to

Wenn du über Pläne für die Zukunft sprichst, verwendest du **(be) going to**.

What **are you going to do** your holidays?

I'm **really going to enjoy** my trip.

She's **going to show** me the city.

**Are you going to lie** in the sun?

We're **going to swim** in the sea a lot.

They're **going to work** all summer.

Formen des Present simple von **be + going to + Infinitiv**:

I **am going to visit** their friends.

So bildest du die Verneinung: Present simple von **be + not + going to + Infinitiv**:

I **are not (aren't) going to stay** at home.



Now go back to page 118. Check  with a partner what you know / can do.

## TENSES (ZEITEN)

### PRESENT TENSE

#### Present simple (Einfache Gegenwartsform)

Das Present simple verwendest du, wenn du über Gewohnheiten, Vorlieben und feste Termine sprichst. Die Form des Present simple ist für alle Personen gleich.

Ausnahme: In der 3. Person Singular wird ein **-s** angehängt. Verneinung und Fragen werden mit dem Hilfsverb **do** (3. Person Singular **does**) gebildet.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I <b>like</b> London.	I <b>don't (do not) like</b> London.	<b>Do/Don't</b> I like London?	Yes, I <b>do</b> .	No, I <b>don't</b> .
You <b>like</b> London.	You <b>don't (do not) like</b> London.	<b>Do/Don't</b> you like London?	Yes, you <b>do</b> .	No, you <b>don't</b> .
He <b>likes</b> London.	He <b>doesn't (does not) like</b> London.	<b>Does/Doesn't</b> he like London?	Yes, he <b>does</b> .	No, he <b>doesn't</b> .
She <b>likes</b> London.	She <b>doesn't (does not) like</b> London.	<b>Does/Doesn't</b> she like London?	Yes, she <b>does</b> .	No, she <b>doesn't</b> .
It <b>likes</b> fish.	It <b>doesn't (does not) like</b> fish.	<b>Does/Doesn't</b> it like fish?	Yes, it <b>does</b> .	No, it <b>doesn't</b> .
We <b>like</b> London.	We <b>don't (do not) like</b> London.	<b>Do/Don't</b> we like London?	Yes, we <b>do</b> .	No, we <b>don't</b> .
You <b>like</b> London.	You <b>don't (do not) like</b> London.	<b>Do/Don't</b> you like London?	Yes, you <b>do</b> .	No, you <b>don't</b> .
They <b>like</b> London.	They <b>don't (do not) like</b> London.	<b>Do/Don't</b> they like London?	Yes, they <b>do</b> .	No, they <b>don't</b> .

#### Present continuous (Verlaufsform, Progressive)

Wenn du beschreiben möchtest, was jemand gerade tut oder gerade in diesem Augenblick passiert, verwendest du im Englischen die sogenannte continuous Form der Verbs. Das Present continuous wird mit der richtigen Form von **be (am/is/are)** und der **-ing**-Form des Vollverbs gebildet.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I'm (I <b>am</b> ) <b>playing</b> football.	I'm <b>not</b> (I <b>am not</b> ) <b>playing</b> football.	<b>Am</b> I <b>playing</b> football?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
You're (You <b>are</b> ) <b>playing</b> football.	You <b>aren't</b> (You're <b>not</b> ) <b>playing</b> football.	<b>Are</b> you <b>playing</b> football?	Yes, you <b>are</b> .	No, you <b>aren't</b> . / No, you're <b>not</b> .
He's (He <b>is</b> ) <b>playing</b> football.	He <b>isn't</b> (He <b>is not</b> ) <b>playing</b> football.	<b>Is</b> he <b>playing</b> football?	Yes, he <b>is</b> .	No, he <b>isn't</b> . / No, he's <b>not</b> .
She's (She <b>is</b> ) <b>playing</b> football.	She <b>isn't</b> (She <b>is not</b> ) <b>playing</b> football.	<b>Is</b> she <b>playing</b> football?	Yes, she <b>is</b> .	No, she <b>isn't</b> . / No, she's <b>not</b> .
It's (It <b>is</b> ) <b>snowing</b> .	It <b>isn't</b> (It <b>is not</b> ) <b>snowing</b> .	<b>Is</b> it <b>snowing</b> ?	Yes, it <b>is</b> .	No, it <b>isn't</b> . / No, it's <b>not</b> .
We're (We <b>are</b> ) <b>playing</b> football.	We <b>aren't</b> (We're <b>not</b> ) <b>playing</b> football.	<b>Are</b> we <b>playing</b> football?	Yes, we <b>are</b> .	No, we <b>aren't</b> . / No, we're <b>not</b> .
You're (You <b>are</b> ) <b>playing</b> football.	You <b>aren't</b> (You're <b>not</b> ) <b>playing</b> football.	<b>Are</b> you <b>playing</b> football?	Yes, you <b>are</b> .	No, you <b>aren't</b> . / No, you're <b>not</b> .
They're (They <b>are</b> ) <b>playing</b> football.	They <b>aren't</b> (They're <b>not</b> ) <b>playing</b> football.	<b>Are</b> they <b>playing</b> football?	Yes, they <b>are</b> .	No, they <b>aren't</b> . / No, they're <b>not</b> .

## PAST TENSE

### Past simple – was / were (Einfache Vergangenheitsform)

Wenn du sagen willst, was war (bzw. nicht war), verwendest du die Past simple Form von **be**. Diese wird folgendermaßen gebildet:

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten
I <b>was</b> tired.	I <b>wasn't (was not)</b> tired.	<b>Was/Wasn't</b> I tired?	Yes, I <b>was</b> . / No, I <b>wasn't (was not)</b> .
You <b>were</b> tired.	You <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> you tired?	Yes, you <b>were</b> . / No, you <b>weren't (were not)</b> .
He <b>was</b> tired.	He <b>wasn't (was not)</b> tired.	<b>Was/Wasn't</b> he tired?	Yes, he <b>was</b> . / No, he <b>wasn't (was not)</b> .
She <b>was</b> tired.	She <b>wasn't (was not)</b> tired.	<b>Was/Wasn't</b> she tired?	Yes, she <b>was</b> . / No, she <b>wasn't (was not)</b> .
It <b>was</b> blue.	It <b>wasn't (was not)</b> blue.	<b>Was/Wasn't</b> it blue?	Yes, it <b>was</b> . / No, it <b>wasn't (was not)</b> .
We <b>were</b> tired.	We <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> we tired?	Yes, we <b>were</b> . / No, we <b>weren't (were not)</b> .
You <b>were</b> tired.	You <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> you tired?	Yes, you <b>were</b> . / No, you <b>weren't (were not)</b> .
They <b>were</b> tired.	They <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> they tired?	Yes, they <b>were</b> . / No, they <b>weren't (were not)</b> .

### Past simple – Regular verbs (Regelmäßige Verben)

- Das Past simple wird bei regelmäßigen Verben mit **-ed** gebildet.
- Endet ein regelmäßiges Verb auf **-e** (z.B. like), fügst du nur ein **-d** an.
- Endet das Verb auf **-y** (z.B. carry), verwandelt sich dieses in ein **-i** und du fügst **-ed** an.

Positive Aussagen	Negative Aussagen
I liked London.	I <b>didn't (did not) like</b> London.
You laughed a lot.	You <b>didn't (did not) laugh</b> a lot.
He walked home.	He <b>didn't (did not) walk</b> home.
She looked up.	She <b>didn't (did not) look</b> up.
It slipped.	It <b>didn't (did not) slip</b> .
We jumped into the water.	We <b>didn't (did not) jump</b> into the water.
You carried our books.	You <b>didn't (did not) carry</b> our books.
They loved the film.	They <b>didn't (did not) love</b> the film.

### Past simple – Irregular verbs (Unregelmäßige Verben)

Es gibt auch Verben, deren Past simple Form nicht auf den Anhängsel der Endung **-ed** gebildet werden kann. Diese Verben nennt man unregelmäßige Verben. Ihre Formen lernst du am besten auswendig.

Hier findest du eine Liste mit einer Auswahl der wichtigsten unregelmäßigen Verben.

Present tense	Past simple tense	Übersetzung	Present tense	Past simple tense	Übersetzung
be	was/were	sein	hear	heard	hören
become	became	werden	hold	held	halten
catch	caught	fangen	leave	left	verlassen
come	came	kommen	make	made	machen
die	died	sterben	pay	paid	(be-)zahlen
do	did	tun, machen	put	put	legen, setzen, stellen
drive	drove	fahren; treiben	read	read [red]	lesen
eat	ate	essen	run	ran	laufen
fight	fought	kämpfen	say	said	sagen
find	found	finden	see	saw	sehen
forget	forgot	vergessen	sell	sold	verkaufen
freeze	froze	erstarren	send	sent	senden, schicken
get	got	bekommen; werden	take	took	nehmen
give	gave	geben	tell	told	sagen, erzählen
go	went	gehen; fahren	think	thought	denken
have	had	haben	write	wrote	schreiben

## FUTURE TENSE

### going to-future (Zukunft mit going to)

Wenn du ausdrücken möchtest, was jemand für die Zukunft plant oder vorhat, verwendest du eine Form von **be** und **going to** und die Grundform des Vollverbs.

Positive Aussagen		Negative Aussagen		Fragen		Kurzantworten	
I'm	going to play football.	I'm not	going to play football.	Am I	going to play football.	Yes, I am. / No, I'm not.	
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).	
He's		He isn't (He's not)		Is/Isn't he		Yes, he is. / No, he isn't (he's not).	
She's		She isn't (She's not)		Is/Isn't she		Yes, she is. / No, she isn't (she's not).	
We're		We aren't (We're not)		Are/Aren't we		Yes, we are. / No, we aren't (we're not).	
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).	
They're		They aren't (They're not)		Are/Aren't they		Yes, they are. / No, they aren't (they're not).	

## BESONDERE VERB

### to be – affirmative, negative

Das Verb **be** wird wie das deutsche Verb **sein** verwendet. Du kannst die Formen von **to be** in der Langform (**I am**) oder der Kurzform (**I'm**) schreiben. Beim Sprechen verwendest du fast immer die Kurzform.

Positive Aussagen	Negative Aussagen
I'm (I am) tired.	I'm not tired.
You're (You are) happy.	You aren't (You're not) happy.
He's (He is) nice.	He isn't (He's not) nice.
She's (She is) in class 3B.	She isn't (She's not) in class 3B.
It's (It is) blue.	It isn't (It's not) blue.
We're (We are) out.	We aren't (We're not) out.
You're (You are) from York.	You aren't (You're not) from York.
They're (They are) twelve.	They aren't (They're not) twelve.

### Questions with to be

Fragen	Kurzantworten	
Am I tired?	Yes, I am.	No, I'm not.
Are/Aren't you happy?	Yes, you are.	No, you aren't. / No, you're not.
Is/Isn't he nice?	Yes, he is.	No, he isn't. / No, he's not.
Is/Isn't she in class 3B?	Yes, she is.	No, she isn't. / No, she's not.
Is/Isn't it blue?	Yes, it is.	No, it isn't. / No, it's not.
Are/Aren't we out?	Yes, we are.	No, we aren't. / No, we're not.
Are/Aren't you from York?	Yes, you are.	No, you aren't. / No, you're not.
Are/Aren't they twelve?	Yes, they are.	No, they aren't. / No, they're not.

## have got / haven't got

**Have got** wird wie das deutsche Verb **haben** (besitzen) verwendet.

Die richtige Form für die 3. Person der Gegenwart (**he/she/it**) ist **has got**.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I've got (I have got) a dog.	I haven't got (have not got) a dog.	Have/Haven't I got a dog?	Yes, I have.	No, I haven't.
You've got (You have got) a dog.	You haven't got (have not got) a dog.	Have/Haven't you got a dog?	Yes, I have.	No, you haven't.
He's got (He has got) a dog.	He hasn't got (has not got) a dog.	Has/Hasn't he got a dog?	Yes, he has.	No, he hasn't.
She's got (She has got) a dog.	She hasn't got (has not got) a dog.	Has/Hasn't she got a dog?	Yes, she has.	No, she hasn't.
It's got (It has got) big ears.	It hasn't got (has not got) big ears.	Has/Hasn't it got big ears?	Yes, it has.	No, it hasn't.
We've got (We have got) a dog.	We haven't got (have not got) a dog.	Have/Haven't we got a dog?	Yes, we have.	No, we haven't.
You've got (You have got) a dog.	You haven't got (have not got) a dog.	Have/Haven't you got a dog?	Yes, you have.	No, you haven't.
They've got (They have got) a dog.	They haven't got (have not got) a dog.	Have/Haven't they got a dog?	Yes, they have.	No, they haven't.

## there is / there are

**There is / there are** wird verwendet, um auszudrücken, dass etwas vorhanden ist oder dass es etwas gibt.

There's a parrot in the tree. (= There is a parrot in the tree.)

There are three frogs on the desk.

## can / can't

Wenn du ausdrücken möchtest, dass jemand etwas kann oder nicht kann verwendest du **can / can't**. **Can** ist ein Modalverb und wird deshalb immer in Verbindung mit einem Vollverb verwendet. Die Verneinung lautet **cannot** oder **can't**.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I can speak French.	I can't (cannot) speak French.	Can/Can't I speak French?	Yes, I can.	No, I can't.
You can speak French.	You can't (cannot) speak French.	Can/Can't you speak French?	Yes, you can.	No, you can't.
He can speak French.	He can't (cannot) speak French.	Can/Can't he speak French?	Yes, he can.	No, he can't.
She can speak French.	She can't (cannot) speak French.	Can/Can't she speak French?	Yes, she can.	No, she can't.
It can run fast.	It can't (cannot) run fast.	Can/Can't it run fast?	Yes, it can.	No, it can't.
We can speak French.	We can't (cannot) speak French.	Can/Can't we speak French?	Yes, we can.	No, we can't.
You can speak French.	You can't (cannot) speak French.	Can/Can't you speak French?	Yes, you can.	No, you can't.
They can speak French.	They can't (cannot) speak French.	Can/Can't they speak French?	Yes, they can.	No, they can't.

## MODAL VERBS (ADVERBIEN)

### Adverbs of frequency (Häufigkeitsadverbien)

Mithilfe dieser Wörter kannst du sagen, wie oft jemand etwas macht oder wie oft etwas geschieht.

**Achtung:** Die Wortstellung im Englischen ist anders als im Deutschen.

Im Englischen steht das Adverb of frequency immer direkt vor dem Verb.

0%	XXXXXX	never
	✓XXXXX	sometimes
	✓✓XXXX	often
	✓✓✓XXX	usually
100%	✓✓✓✓✓	always

We **sometimes** go to the cinema on Fridays.

Nur bei **to be** steht es dahinter.

She is **always** happy.

## IMPERATIVES (IMPERATIV / BEFEHLSFORMEN)

Die Befehlsform ist immer gleich wie die Grundform des Verbs (ohne **to**).

Die Verneinung wird mit **do not (don't)** + Grundform gebildet.

Run!	<b>Don't</b> run!
Sit down.	<b>Don't</b> sit down.
Open the window.	<b>Don't</b> open the window.

## ARTICLES (ARTIKEL)

### Indefinite article (Unbestimmter Artikel)

Der unbestimmte Artikel **a** (im Deutschen **ein/eine**) wird vor einem zählbaren Hauptwort verwendet, **an** wird vor jenen zählbaren Hauptwörtern verwendet, die mit einem Selbstlaut (a, e, i, o, u) beginnen.

a bike	Vor den Vokalen (Selbstlaute a, e, i, o, u)
a teacher	
a dog	
	an egg [ən 'eg]
	an apple [ən 'æpl]

### Definite article (Bestimmter Artikel)

Der bestimmte Artikel, der wie **der/die/das** im Deutschen verwendet wird, ist im Englischen immer **the**.

the bike	the teacher	the dog
----------	-------------	---------

## NOUNS (NOMENWÖRTER)

### Plural nouns – Irregular plurals (Mehrzahlformen)

Regelmäßige Mehrzahlformen werden gebildet, indem ein **-s** angehängt wird.

Regelmäßig			
dog – dogs	bear – bears	cat – cats	boy – boys

Bei unregelmäßigen Formen wird am Wortende **-ies** (bei Vokal vor **-y** bleibt **-y**) und **-f** oder **-fe** zu **-ves**. Aber es gibt auch Ausnahmen, die keine Pluralformen haben und keiner Regel folgen. Diese lernst du am besten auswendig, um sie dir merken zu können.

Unregelmäßig							
baby – babies	leaf – leaves	fish – fish	child – children	mouse – mice	foot – feet	tooth – teeth	man – men

### Possessive (Genitiv)

Das **'s** nach einem Namen oder einer Personenbezeichnung verwendest du, um auszudrücken, wem oder zu wem etwas gehört. Wenn das Wort auf **-s** endet, setzt du ans Ende des Wortes ein **'** (Apostroph).

It's <b>John's</b> dog.	<b>James'</b> mum is very nice.
It's <b>my brother's</b> computer.	The <b>kids'</b> school bags are green.



# PRONOUNS (PRONOMEN)

## Personal pronouns – Subject and object pronouns (Personalpronomen)

Personalpronomen haben zwei Formen, je nachdem wie sie in einem Satz gebraucht werden:

- als Subjekt: subject pronoun
- als Objekt: object pronoun

<b>subject pronoun</b>	I	you	he	she	it	we	you	they
<b>object pronoun</b>	me	you	him	her	it	us	you	them

Das unpersönliche deutsche **man** kann im Englischen durch **you, they** oder **one** ausgedrückt werden.

## Possessives

Possessives (possessive pronouns) stehen immer vor dem Hauptwort und zeigen an, wem etwas gehört.

<b>possessive pronoun</b>	my	your	his	her	our	your	their
---------------------------	----	------	-----	-----	-----	------	-------

## Question words (Fragewörter)




Wenn du eine Frage stellst, auf die du eine ausführlichere Antwort erwartest als nur ja oder nein, verwendest du z.B. folgende Fragewörter:

Who (Wer?)	What (Was?)	Where (Wo?)	How often (Wie oft?)	Why (Warum?)
Who is the best?	What's your name?	Where are you?	How often do you feed your pet?	Why are you scared?
Who are you?	What eats insects?	Where do you live?		Why do you ask?
Who likes ice cream?	What does your dog eat?			Why does Harry like Mandy?
Who doesn't like her?	What's in your pencil case?			Why can't a helicopter land?

## this / that – these / those

**This / that** (Einzahl) und **these / those** (Mehrzahl) sind demonstrativpronomen – sie weisen also auf eine spezielle Person, einen Gegenstand oder einen Satz hin.

**This / these** beschreibt etwas in der Nähe, **that / those** etwas weit / Entferntes.

I like <b>this</b> T-shirt here.		I like <b>that</b> sweater over there.	
I like <b>these</b> shoes here.		I like <b>those</b> shoes over there.	

# PREPOSITIONS (PRÄPOSITIONEN)

Präpositionen stehen immer vor dem Hauptwort oder Pronomen und zeigen die Richtung, den Ort (siehe "Prepositions of place"), oder die Zeit ("Prepositions of time") an.

## Prepositions of place (Präpositionen des Ortes)

on	in	behind	next to	in front of	under
----	----	--------	---------	-------------	-------

## Time prepositions (Präpositionen der Zeit)

Wenn du sagen möchtest, wann etwas stattfindet, verwendest du die Präpositionen **on**, **in** oder **at**.

My birthday is <b>on</b> February 12 <sup>th</sup> / May 28 <sup>th</sup> / September 5 <sup>th</sup> .	Tage
My sister's birthday is <b>in</b> December / April / June.	Monate
The film starts <b>at</b> 7 o'clock / half past eight / six forty-five.	Uhrzeit
We have maths <b>in</b> the morning / <b>in</b> the afternoon.	Tageszeit
We go to bed late <b>at</b> night.	
The concert is <b>on</b> Thursday.	

## CONJUNCTIONS (KONJUNKTIONEN)

### Linking words (*and, but, because*)

Konjunktionen (Bindewörter) verbinden Hauptsätze und Nebensätze mit **and**, **but** oder **because**.

We went to the cinema	<b>and</b> watched a great film.
	<b>but</b> it was closed.
	<b>because</b> we had free tickets.

## QUANTITY / MEASUREMENT (MENGMENGENANGABEN)

### How much is / are ...?

Mit **how much** wird nach der Menge (bei nicht zählbaren Dingen) oder nach dem Preis gefragt.

<b>How much</b> ice cream do you eat every day?	<b>How much</b> is the ice cream?
<b>How much</b> money have you got?	<b>How much</b> are the trainers?

### Ordinal numbers

Ordnungszahlen (der/die/das erste, zweite, dritte usw.) werden im Englischen durch spezielle Endungen gebildet.

Merkregel: Hänge beim Schreiben an 1 **-st**, an 2 **-nd** und an 3 **-rd** an, sonst immer **-th**!

Cardinal	Ordinal	Cardinal	Ordinal	Cardinal	Ordinal
1 one	1 <sup>st</sup> first	11 eleven	11 <sup>th</sup> eleventh	21 twenty-one	21 <sup>st</sup> twenty-first
2 two	2 <sup>nd</sup> second	12 twelve	12 <sup>th</sup> twelfth	30 thirty	30 <sup>th</sup> thirtieth
3 three	3 <sup>rd</sup> third	13 thirteen	13 <sup>th</sup> thirteenth	40 forty	40 <sup>th</sup> fortieth
4 four	4 <sup>th</sup> fourth	14 fourteen	14 <sup>th</sup> fourteenth	50 fifty	50 <sup>th</sup> fiftieth
5 five	5 <sup>th</sup> fifth	15 fifteen	15 <sup>th</sup> fifteenth	60 sixty	60 <sup>th</sup> sixtieth
6 six	6 <sup>th</sup> sixth	16 sixteen	16 <sup>th</sup> sixteenth	70 seventy	70 <sup>th</sup> seventieth
7 seven	7 <sup>th</sup> seventh	17 seventeen	17 <sup>th</sup> seventeenth	80 eighty	80 <sup>th</sup> eightieth
8 eight	8 <sup>th</sup> eighth	18 eighteen	18 <sup>th</sup> eighteenth	90 ninety	90 <sup>th</sup> ninetieth
9 nine	9 <sup>th</sup> ninth	19 nineteen	19 <sup>th</sup> nineteenth	100 hundred	100 <sup>th</sup> hundredth
10 ten	10 <sup>th</sup> tenth	20 twenty	20 <sup>th</sup> twentieth	101 a/one hundred and one	101 <sup>st</sup> the (one) hundred and first

# CLASSROOM LANGUAGE

## Can you understand your teacher?

We have plenty of time.

Have a go.

Have a guess.

Don't worry about your pronunciation.

Don't worry, it'll get better.

Maybe this will help you.

Can anybody correct this sentence?

That's very good.

Well done.

That's nice.

I like that.

You did a great job.

That's correct.

That's quite right.

Yes, you've got it.

That's much better.

That's a lot better.

You didn't make a single mistake.

Your pronunciation is very good.

You're getting better all the time.

Work in pairs/threes/fours/fives.

Work in groups of two/three/four.

Stand up and find an activity partner.

Have you finished?

Do the next activity.

Let's check answers.

Come out and write on the board.

Repeat after me.

Again, please.

Would you like to answer question 3?

Right. No, we'll go on to the next exercise.

Next time, please.

You have ten minutes to do this.

Put this up.

Are you ready?

Any questions?

I'm afraid it's time to finish now.

We'll have to stop here.

Hang on a moment.

Just a moment, please.

One more thing before you go.

This is your homework.

Do exercise 11 on page 22 for your homework.

There is no homework today.

## When you have a problem, say this:

Sorry? / Pardon?

Can you help me, please?

Can you repeat that, please?

What's the answer?

I don't understand this.

Sorry, I've forgotten ...

Sorry, what's our homework?

# ENGLISH SOUNDS

[ɑ:] arm	[eə] there	[ŋ] song, long
[ʌ] fun	[eɪ] take, they	[p] present, top
[e] desk	[ɪə] here	[r] red, right
[ə] a, an	[ɔɪ] boy	[s] sister, class
[ɜ:] girl, bird	[əʊ] go, old	[tʃ] he, cat
[æ] apple	[ʊə] tourist	[z] nose, dogs
[ɪ] in, it	[b] bag, club	[tʃ] television
[i] every	[d] duck, card	[dʒ] orange
[i:] easy, eat	[f] fish, laugh	[ʃ] sure, English
[ɒ] orange, sorry	[g] get, dog	[tʃ] child, cheese
[ɔ:] all, call	[h] hot	[ð] these, mother
[ʊ] look	[j] you	[θ] think, mouth
[u] February	[k] can, clock	[v] very, have
[u:] food	[l] lot, milk	[w] what, word
[aɪ] eye, buy	[m] me, mum	
[aʊ] our	[n] no, nurse	

## The English alphabet:

<b>A</b> [eɪ]	<b>Q</b> [kju:]
<b>B</b> [bi:]	<b>R</b> [ɹ]
<b>C</b> [si:]	<b>S</b> [s]
<b>D</b> [di:]	<b>T</b> [ti:]
<b>E</b> [i:]	<b>U</b> [ju:]
<b>F</b> [ef]	<b>V</b> [vi:]
<b>G</b> [dʒi]	<b>W</b> [ˈdʌbəlju:]
<b>H</b> [eɪtʃ]	<b>X</b> [eks]
<b>I</b> [aɪ]	<b>Y</b> [waɪ]
<b>J</b> [dʒeɪ]	<b>Z</b> [zed/zi:]
<b>K</b> [keɪ]	
<b>L</b> [el]	
<b>M</b> [em]	
<b>N</b> [en]	
<b>O</b> [əʊ]	
<b>P</b> [pi:]	

# WORDLIST

**U2/4** = Unit 2 Exercise 4; **OYW1** = Our Young World Episode 1; **T1** = The Twins Episode 1;  
**S1** = The Story of the Stones Episode 1; **G** = Grammar; **F** = Fido

## A

<b>a / an</b> U1/1	[ə, eɪ / ən]	ein/e	<b>another</b> U4/13	[ə'nʌðə]	ein anderer / eine andere / anderes
<b>a.m.</b> U11/4	[eɪ 'em]	vormittags	<b>answer</b> U1/10	['ɑ:nsə]	Antwort; Lösung
<b>about</b> U1	[ə'baʊt]	über	<b>to answer</b> U1	[tə ɑ:nsə]	antworten
<b>about</b> U9/4	[ə'baʊt]	ungefähr	<b>to answer the door</b> U11/9	[tə ɑ:nsə ðə dɔ:]	die Tür aufmachen/ öffnen
<b>above</b> U5/T2	[ə'baʊv]	(dar-)über, oberhalb	<b>any</b> U11/5	[eni]	irgendein/e; kein/e; etwas
<b>accident</b> U13/3	['æksɪdənt]	Unfall	<b>anything</b> U8/4	['ɛnɪθɪŋ]	(irgend-)etwas
<b>across</b> U9/3	[ə'krɒs]	quer durch	<b>anything</b> U9/3	[eɪ'θɪŋ els]	Darf es noch etwas sein?
<b>to act out</b> U1/4	[tə ækt aʊt]	vorspielen, nachspielen	<b>anyway</b> U10/OY1	[eniweɪ]	auf alle Fälle, jedenfalls
<b>action</b> U3/12	[ækʃn]	Handlung, Tat	<b>apartment</b> U1/10	ə'pɑ:tmənt]	Wohnung, Apartment
<b>activity</b> U3/T1	[æk'tɪvətɪ]	Aktivität, Beschäftigung	<b>apple</b> U1/10	[æpl]	Apfel
<b>address</b> U1	[ə'dres]	Adresse	<b>apple juice</b> U5/OYW2	[æpl dʒu:s]	Apfelsaft
<b>adult</b> U2/4	[ædʌlt]	Erwachsene/r	<b>April</b> U1/10	[eɪ.prəl]	April
<b>adventure</b> U13/19	[əd'ventʃə]	Abenteuer, Erlebnis	<b>Are you OK?</b> U4/6	[ɑ: ju: əʊ'keɪ]	Ist alles in Ordnung bei dir?
<b>affirmative</b> U2/G	[ə'fɜ:mətɪv]	positiv, bejahend	<b>Are you ready?</b> U1/12	[ɑ: ju:'redi]	Bist du so weit?
<b>Africa</b> U7/4	[æfrɪkə]	Afrika	<b>arm</b> U2/2	[ɑ:m]	Arm
<b>after</b> U4/3	[ɑ:ftə]	nach	<b>around</b> U2/4	[ə'raʊnd]	herum; um
<b>after that</b> U13/18	[ɑ:ftə ðæt]	anschließend, danach	<b>around the clock</b> U5/3	[ə'raʊnd ðə klɒk]	rund um die Uhr
<b>afternoon</b> U4/4	[ɑ:ftə'nu:z]	Nachmittag	<b>arouse interest</b> U13/16	[tə ə'raʊz 'ɪntrɪst]	Interesse wecken
<b>again</b> U1/OYW1	[ə'geɪn]	wieder, noch einmal	<b>to arrive</b> U13/7	[tə ə'raɪv]	ankommen
<b>against</b> U13/T6	[ə'geɪnst]	gegen; entgegen	<b>art</b> U1/5	[ɑ:t]	Kunst
<b>air</b> U10/9	[eə]	Luft	<b>article</b> U7	[ɑ:tɪkl]	Artikel, Begleiter (Grammatik)
<b>alarm clock</b> U12/11	[ə'lɑ:m klɒk]	Wecker	<b>article</b> U13/1	[ɑ:tɪkl]	(Zeitungs-)Artikel
<b>all</b> U1/12	[ɔ:l]	alle, alles	<b>as</b> U6/S3	[əz]	als; wie
<b>all day long</b> U9/10	[ɔ:l deɪ lɒŋ]	den ganzen Tag lang	<b>to ask</b> U1	[tə ɑ:sk]	fragen; bitten
<b>all summer</b> U15/1	[ɔ:l 'sʌmə]	den ganzen Sommer	<b>to ask about sb./sth.</b> U2/11	[tə ɑ:sk ə'baʊt]	sich über jdn./etw. erkundigen
<b>all week</b> U1/1	[ɔ:l wi:k]	die ganze Woche	<b>to ask for</b> U5/OYW2	[tə ɑ:sk fə]	fragen nach, bitten um
<b>alone</b> U12/G	[ə'ləʊn]	allein	<b>to be asleep</b> U4/4	[tə bi: ə'sli:p]	schlafen
<b>alphabet</b> U1	[ælfəbet]	Alphabet	<b>assistant</b> U7/T3	[ə'sɪstənt]	Verkäufer/Verkäuferin
<b>already</b> U9/OYW3	[ɔ:l'reɪdɪ]	schon, bereits	<b>at</b> U2/5	[æt]	bei; auf; um; zu
<b>alright</b> U1/12	[ə'raɪt]	in Ordnung; schön, na gut	<b>at five o'clock</b> U5/3	[ət faɪv ə'klɒk]	um fünf Uhr
<b>the Alps</b> U11/21	[ðe əlps]	die Alpen	<b>at home</b> U4/4	[ət həʊm]	zu Hause
<b>also</b> U3/1	[ɔ:lsoʊ]	außerdem	<b>at last</b> U2/S1	[ət lɑ:st]	endlich, schließlich
<b>always</b> U7/4	[ɔ:lweɪz]	immer	<b>at the beginning</b> U9/18	[ət ðə bɪ'gɪnɪŋ]	am Anfang
<b>amazing</b> U11/8	[ə'maɪzɪŋ]	erstaunlich	<b>at the end</b> U4/3	[ət ðə end]	am Ende, zum Schluss
<b>ambulance</b> U13/1	əm'bju:ləns]	Krankenwagen	<b>at the moment</b> U9/3	[ət ðə 'məʊmənt]	momentan; im Augenblick
<b>and</b> U1	[ənd]	und	<b>August</b> U12/6	[ɔ:'gʌst]	August
<b>anger</b> U8/10	[æŋgə]	Zorn, Ärger			
<b>angry</b> U4/1	[æŋgrɪ]	verärgert, zornig, wütend			
<b>animal</b> U1	[ænɪmə]	Tier			
<b>animal shelter</b> U13/OYW4	[ænɪmə]	Tierheim			
<b>ankle</b> U13/T6	[æŋkl]	Fußgelenk, Knöchel			

<b>aunt</b>	U15/1	[ɑ:nt]	Tante
<b>aunty (informal)</b>	U9/13	[ɑ:nti]	Tantchen
<b>Australia</b>	U11/5	[ɒs'treɪliə]	Australien
<b>Austria</b>	U11/6	[ɒstriə]	Österreich
<b>away</b>	U4/3	[ə'weɪ]	weg
<b>awful</b>	U1/12	[ɔ:fəl]	schrecklich, scheußlich

## B

<b>baby</b>	U1/7	[beɪbi]	Baby, Säugling
<b>back</b>	U1	[bæk]	zurück
<b>backpack</b>	U13/11	[bækpæk]	Rucksack
<b>backwards</b>	U8/10	[bækwədz]	rückwärts
<b>bad</b>	U3/T1	[bæd]	schlecht, böse
<b>badminton</b>	U15/1	[bædmɪntən]	Federball
<b>bag</b>	U6/12	[bæg]	Tasche
<b>ball</b>	U1/7	[bɔ:l]	Ball
<b>banana</b>	U1/8	[bə'nɑ:nə]	Banane
<b>band</b>	U5	[bænd]	Band
<b>bank</b>	U10/9	[bæŋk]	Bank
<b>based on</b>	U3	[beɪst ɒn]	basierend auf, anhand von
<b>basket</b>	U9/10	[bɑ:skɪt]	Korb
<b>bat</b>	U9/17	[bæt]	Fledermaus
<b>bathroom</b>	U5/T2	[bɑ:θru:m]	Bad, Badezimmer
to <b>be</b>	U1/1	[tə bi:]	sein
<b>beach</b>	U15/1	[bi:tʃ]	Strand
<b>bean</b>	U7/10	[bi:n]	Bohne
<b>bear</b>	U1/7	[beə]	Bär
<b>beard</b>	U3/2	[biəd]	Bart
<b>beat</b>	U5/6	[bi:t]	Takt, Rhythmus
<b>beautiful</b>	U2/1	[bju:tɪfl]	schön
<b>because</b>	U4/15	[brɪ'kəz]	weil
to <b>become</b>	U6/S3	[tə brɪ'kʌm]	werden
<b>bed</b>	U3/6	[bed]	Bett
<b>bedroom</b>	U12/13	[bedru:m]	Schlafzimmer
<b>bedtime</b>	U11/5	[bedtaɪm]	Schlafzeit
<b>beef</b>	U7/16	[bi:f]	Rindfleisch
<b>before</b>	U5/T2	[brɪ'fɔ:]	vorher; vor; vor
to <b>begin</b>	U9/19	[brɪ'n]	beginnen
<b>beginning</b>	U9/18	[brɪ'nɪŋ]	Anfang
<b>behind</b>	U2/1	[brɪ'haɪnd]	hinten
to <b>believe</b>	U13/T1	[tə brɪ'li:v]	glauben
to <b>belong to sb</b>	U9/T4	[tə brɪ'lɒŋ tu: sɪ]	(zu) jemandem gehören
<b>below</b>	U6/5	[brɪ'ləʊ]	unten; darunter
<b>belt</b>	U8/1	[belt]	Gürtel
<b>bench</b>	U13/1	[bentʃ]	(Sitz-)Bank
to <b>bend down</b>	U14/12	[tə bend daʊn]	sich bücken
<b>best</b>	U1/1	[best]	bester/beste/bestes
<b>best wishes</b>	U9/13	[best 'wɪʃɪz]	herzliche Grüße
to <b>bet</b>	U9/OYW3	[tə bet]	wetten

<b>better</b>	U10/11	[betə]	besser
<b>between</b>	U9/3	[brɪ'twi:n]	zwischen
<b>big</b>	U2/1	[bɪg]	groß
<b>bike</b>	U9/T4	[baɪk]	Fahrrad
<b>bin</b>	U4/S2	[bɪn]	Mülltonne
<b>bird</b>	U6/2	[bɜ:d]	Vogel
<b>birthday</b>	U4/15	[bɜ:θdeɪ]	Geburtstag
to <b>bite</b>	U9/16	[taɪt]	beißen
<b>black</b>	U1/12	[blæk]	schwarz
<b>black eye</b>	U13/11	[blæk aɪ]	Wundmal, Quälchen, blaues Auge
<b>blonde</b>	U3/11	[blɒnd]	blond
<b>blouse</b>	U1/11	[bləʊz]	Bluse
<b>blue</b>	U1/11	[blu:]	blau
<b>board</b>	U1/13	[bɔ:d]	Tafel
to <b>board</b>	U3/12	[bɔ:d]	an Bord gehen
<b>board game</b>	U1/13	[bɔ:d geɪm]	Brettspiel
<b>boat</b>	U1/11	[bəʊt]	Boot
<b>body</b>	U3/11	[bɒdi]	Körper
<b>bomb disposal</b>	U1/11	[bɒm dɪ'spəʊzəl]	Bombenräumungskommando
<b>book</b>	U1/11	[bʊk]	Buch
<b>book cover</b>	U4/14	[bʊk 'kʌvə]	Buchumschlag
<b>boots</b>	U8/11	[tu:ts]	Stiefel
<b>bound</b>	U3/T1	[baʊnd]	gelangweilt
<b>bow</b>	U3/T1	[bəʊ]	langweilig
to <b>borrow</b>	U8/4	[tə bɒrɒ]	(sich) ausleihen
<b>both</b>	U9/OYW3	[bəʊθ]	beide
<b>bottle</b>	U4/13	[bɒtl]	Flasche
<b>bowls</b>	U3/11	[bəʊl]	Schüssel; hier: Teller
<b>box</b>	U1/8	[bɒks]	Box
<b>boy</b>	U1/4	[bɔɪ]	Junge
<b>boyfriend</b>	U5/2	[bɔɪfrɛnd]	fester Freund
<b>brand new</b>	U10/4	[brænd 'nju:]	nagelneu, brandneu
<b>bread</b>	U7/1	[bred]	Brot
to <b>break</b>	U4/13	[tə breɪk]	brechen
<b>break</b>	U11/5	[breɪk]	Pause
<b>breakfast</b>	U7/4	[brekfəst]	Frühstück
<b>bridge</b>	U5/T2	[brɪdʒ]	Brücke
to <b>bring</b>	U2/4	[tə brɪŋ]	(mit-)bringen
<b>Britain</b>	U9/3	[brɪtn]	Großbritannien
<b>broccoli</b>	U7/10	[brɒkəli]	Brokkoli
<b>broken</b>	U12/13	[brəʊkən]	kaputt; gebrochen
<b>brother</b>	U3/11	[brʌðə]	Bruder
<b>brown</b>	U1/12	[braʊn]	braun
<b>brown bread</b>	U7/1	[braʊn bred]	Schwarzbrot
<b>bubble</b>	U1/16	[bʌbəl]	Blase
<b>budgie (informal)</b>	U9/1	[bʌdʒi]	Wellensittich
<b>building</b>	U8/S4	[bɪldɪŋ]	Gebäude
to <b>bump into sth.</b>	U6/5	[tə ʌmp 'ɪntə]	mit etw zusammenstoßen
<b>bus</b>	U11/T5	[bʌs]	Bus

<b>bus stop</b> U11/T5	[bʌs stɒp]	Bushaltestelle
<b>bush (pl bushes)</b> U5/T2	[bʊʃ, bʊʃɪz]	Busch
<b>business</b> U5/OYW2	[ˈbɪznəs]	Geschäft
<b>but</b> U2/4	[bʌt]	aber
<b>But it's true!</b> U6/S3	[bət its tru:]	Aber es ist wahr!
<b>butter</b> U7/15	[ˈbʌtə]	Butter
<b>button</b> U13/16	[ˈbʌtən]	Knopf, Taste
to <b>buy</b> U7/4	[tə baɪ]	kaufen
<b>buzzer</b> U14/3	[ˈbʌzə]	Buzzer
<b>by</b> U5/F	[baɪ]	an; bei
<b>bye</b> U1/8	[baɪ]	(auf) Wiedersehen, tschau, tschüss

## C

<b>café</b> U11/21	[ˈkæfeɪ]	Kaffeehaus, Café
<b>cage</b> U9/2	[keɪdʒ]	Käfig
<b>cake</b> U7/13	[keɪk]	Kuchen
<b>California</b> U15/1	[ˌkæləˈfɔːniə]	Kalifornien
to <b>call</b> U3/12	[tə kɔːl]	(an-)rufen
to <b>call for help</b> U13/8	[tə kɔːl fɔː help]	um Hilfe rufen
<b>called</b> U3/1	[kɔːld]	genannt
<b>camel</b> U9/3	[ˈkæml]	Kamel
<b>camera</b> U4/4	[ˈkæmrə]	Kamera, Fotoapparat
<b>campsite</b> U15/1	[ˈkæmpsɑːt]	Campingplatz
<b>can</b> U1	[kæn]	können
<b>can</b> U5/9	[kæn]	Dose
<b>Canada</b> U13/1	[ˈkænədə]	Kanada
<b>candle</b> U12/12	[ˈkændl]	Kerze
<b>cannon</b> U3/1	[ˈkænən]	Kanone
<b>(school) canteen</b> U5/OYW2	[ˈskɑːl kænˈtiːn]	(Schul-)Kantine
<b>cap</b> U8/1	[kæp]	(Schul-)Kappe
<b>cape</b> U8/1	[keɪp]	Umhang
<b>captain</b> U3/4	[ˈkæptɪn]	Kapitän
<b>car</b> U2/10	[kɑː]	Auto
<b>careful</b> U7/T3	[ˈkeəfl]	vorsichtig
<b>carrot</b> U7/11	[ˈkærət]	Karotte
to <b>carry</b> U5/T2	[ˈkæri]	tragen
<b>cartoon (series)</b> U14/5	[ˈkɑːtuːn sɪəriːz]	Zeichentrick(serie)
<b>case</b> U12/10	[keɪs]	Fall
<b>castle</b> U12/S6	[ˈkæsl]	Schloss
<b>cat</b> U1/7	[kæt]	Katze
to <b>catch</b> U6/6	[kætʃ]	fangen; festnehmen
to <b>catch the bus/train</b> U11/T5	[tə kætʃ ðə bʌs/treɪn]	den Bus/Zug erwischen
<b>cave</b> U13/1	[keɪv]	Höhle
<b>cave rescue</b> U13/1	[keɪv ˈreskjuː]	Höhlenrettung
<b>ceiling</b> U8/10	[ˈsiːlɪŋ]	Zimmerdecke
<b>cereal</b> U7/7	[sɪəriəl]	Müsli

<b>certainly</b> U10/3	[sɜːtnli]	sicherlich, bestimmt
<b>chair</b> U1/13	[tʃeə]	Stuhl
<b>change</b> U11/T5	[tʃeɪndʒ]	Wechselgeld
to <b>change (into)</b> U6/S3	[tə tʃeɪndʒ ˈɪntə]	sich verwandeln (in)
<b>changing room</b> U10/10	[tʃeɪndʒɪŋ ru:m]	Umkleidekabine
<b>channel</b> U14/5	[ˈtʃænl]	Fernsehsender, Fernsehkanal
<b>chant</b> U2/9	[tʃɑːnt]	Gebet, Gesang, Hymnengesang
<b>character</b> U13/19	[ˈkæktər]	Charakter, Figur
to <b>chase</b> U9/10	[tə tʃeɪs]	verfolgen, jagen
<b>chat</b> U9/17	[tʃæt]	Unterhaltung, Plauderei
<b>cheap</b> U5/3	[tʃi:p]	billig
to <b>check</b> U1/7	[tə tʃek]	überprüfen, kontrollieren
<b>cheese</b> U7/1	[tʃiːz]	Käse
<b>cheetah</b> U9/3	[tʃiːtə]	Gepard
<b>chicken</b> U7/3	[ˈtʃɪkɪn]	Huhn
<b>child (pl children)</b> U1/16	[tʃaɪld, ˈtʃɪldrən]	Kind
<b>chili</b> U7/4	[ˈtʃɪliːs]	Chilis
<b>China</b> U1/1	[tʃaɪnə]	China
<b>chips</b> U7/13	[tʃɪps]	Pommes frites
<b>chocolate</b> U7/21	[tʃɒklət]	Schokolade
<b>choice</b> U1/4	[tʃɔɪs]	Alternative, Wahl; hier: Wahlmöglichkeit
to <b>choose</b> U1/9	[tə tʃuːz]	(aus-)wählen
<b>chopstick</b> U7/4	[tʃɒpstɪk]	Esstäbchen
<b>Christmas</b> U10/3	[ˈkrɪsməs]	Weihnachten
<b>cinema</b> U3/1	[ˈsɪnəmə]	Kino
to <b>circle</b> U7/3	[tə sɜːkəl]	einkreisen
<b>city</b> U1/4	[sɪti]	(Groß-)Stadt
<b>class</b> U5/18	[klɑːs]	Schulklasse
<b>class speaker</b> U7/3/OYW4	[klɑːs ˈspiːkə]	Klassensprecher/ Klassensprecherin
<b>classroom</b> U1	[klɑːsru:m]	Klassenzimmer
to <b>clean</b> U1/15	[tə kliːn]	sauber machen, putzen
<b>clever</b> U6/6	[klevə]	klug, schlau
<b>climate</b> U7/4	[klaɪmət]	Klima
to <b>climb</b> U6/1	[klaɪm]	steigen; klettern
to <b>climb up/down</b> U6/1	[tə klaɪm ʌp/daʊn]	hinauf-/hinuntersteigen; hinauf-/hinunterklettern
<b>clock</b> U5/3	[klɒk]	Uhr
to <b>close</b> U1/15	[tə kləʊz]	schließen, zumachen
<b>That was close!</b> U12/S6	[ðæt wəz kləʊz]	Das war knapp!
<b>closer</b> U14/14	[ˈkləʊsə]	näher heran
<b>cloth</b> U9/T4	[klɒθ]	Tuch
<b>clothes</b> U8	[ˈkləʊðz]	Kleidung
<b>cloud</b> U13/18	[klaʊd]	Wolke
<b>clown doctor</b> U5/OYW2	[klaʊn ˈdɒktə]	Clowndoktor/ Clowndoktorin
<b>clue</b> U11/20	[kluː]	Hinweis, Tipp
<b>coastguard</b> U13/1	[kəʊstgɑːd]	Küstenwache

<b>cocoa</b> U6/10	[kəʊkəʊ]	Kakao
<b>cold</b> U4/1	[kəʊld]	kalt
<b>colour</b> U1	[kʌlə]	Farbe
to <b>colour</b> U1/12	[tə kʌlə]	anmalen, (ein-)färben
to <b>come</b> U1/1	[tə kʌm]	kommen
to <b>come back</b> U5/3	[tə kʌm bæk]	zurückkommen, zurückkehren
to <b>come down</b> U8/10	[tə kʌm daʊn]	herabsteigen; heruntergehen
<b>Come here!</b> U1/12	[kʌm hɪə]	Komm(t) her!
<b>Come in!</b> U8/4	[kʌm ɪn]	Komm(t) herein!
to <b>come near</b> U14/14	[tə kʌm nɪə]	sich nähern
<b>Come on!</b> U1/1	[kʌm ɒn]	Komm(t) jetzt!, Mach(t) schon!
to <b>come over</b> U11/19	[tə kʌm 'əʊvə]	vorbeikommen
to <b>come to</b> U6/6	[tə kʌm tə]	kommen zu
<b>comedy</b> U14/5	[kɒmədi]	Komödie
<b>comic (book)</b> U6/10	[kɒmɪk bʊk]	Comic, Comicbuch/-heft
to <b>communicate</b> U1/1	[tə kə'mju:nɪkeɪt]	kommunizieren
<b>competency</b> U3/T1	[kɒmpɪtənsi]	Kompetenz
to <b>complete</b> U2/10	[tə kəm'pli:t]	vervollständigen
to <b>compliment sb.</b> U9/T4	[tə kɒmplɪmənt]	jemandem Komplimente machen
<b>computer game</b> U10/3	[kəm'pjʊ:tə geɪm]	Computerspiel
<b>concert</b> U5/3	[kɒnsət]	Konzert
<b>Congratulations!</b> U10/4	[kɒŋgrætʃ ə'leɪʃənz]	Herzlichen Glückwünsche
<b>conversation</b> U11/19	[kɒnvə'seɪʃən]	Unterhaltung, Gespräch
to <b>cook</b> U11/13	[tə kʊk]	kochen
<b>cook</b> U15/1	[kʊk]	Koch/Köchin
<b>corn</b> U7/1	[kɔ:n]	Mais
<b>corn bread</b> U7/4	[kɔ:n bred]	Maisbrot
<b>correct</b> U1/3	[kə'rekt]	richtig, korrekt
to <b>cost</b> U13/OYW4	[tə kɒst]	kosten
<b>costume</b> U8/10	[kɒstjʊ:m]	Kostüm
<b>could</b> U3/T1	[kʊd]	könnte, könnte
to <b>count to</b> U1	[tə kaʊnt tə]	zählen
<b>country</b> U7/5	[kʌntri]	Land
<b>cover</b> U14/14	[kʌvə]	Umschlag; Titelseite
to <b>cover (up)</b> U1/14	[tə kʌvə(r) ʌp]	bedecken, verdecken
to <b>create</b> U8	[tə kri'eɪt]	erstellen, entwerfen
<b>cricket</b> U9/OYW4	[kri:kɪt]	Grille
<b>crime</b> U13/1	[kraɪm]	Verbrechen
<b>Croatia</b> U15/1	[kroʊʃə]	Kroatien
<b>crocodile</b> U1/8	[krɒkə'dɪl]	Krokodil
<b>cucumber</b> U7/1	[kju:kʌmbə]	Gurke
<b>cuddly toy</b> U9/10	[kʌdli tɔɪ]	Stofftier
<b>a cup of</b> U5/OYW2	[ə kʌp ɒv]	eine Tasse
<b>cupcake</b> U15/7	[kʌpkɛɪk]	Cupcake
<b>curry</b> U7/4	[kʌri]	Curry

<b>customer</b> U7/T3	[kʌstəmə]	Kunde/Kundin
to <b>cut</b> U13/T6	[tə kʌt]	schneiden
<b>cutlass</b> U3/12	[kʌtləs]	Piratensäbel
<b>D</b>		
<b>dad</b> U5/OYW2	[dæd]	Papa
<b>daily exercise</b> U11/5	[deɪli 'eksɪzɪz]	tägliche Bewegung
to <b>dance</b> U5/3	[tə dɑ:ns]	tanz
<b>danger</b> U13/5	[dæŋdʒə]	Gefahr
to <b>be in danger</b> U13/5	[bi: ɪn dæŋdʒə]	in Gefahr sein
<b>dangerous</b> U9/10	[deɪŋdʒəs]	gefährlich
<b>dark</b> U1/OYW4	[dɑ:k]	dunkel
<b>date</b> U12	[deɪt]	Datum
<b>daughter</b> U11/11	[dɔ:tə]	Tochter
<b>day</b> U1	[deɪ]	Tag
<b>day after</b> U9/9	[deɪ 'ɑ:ftə deɪ]	Tag für Tag
<b>day of the</b> U13/13	[deɪz ɒv ðə wɪ:k]	Wochentage
<b>dead</b> U13/13	[ded]	tot
<b>dear</b> U9/13	[diə]	liebe/lieber
<b>December</b> U12/6	[dɪ'sembə]	Dezember
<b>decide</b> U7/T3	[tə dɪ'saɪd]	entscheiden
<b>decision</b> U14/3	[dɪ'sɪʒn]	Entscheidung
<b>deep</b> U13/1	[di:p]	tief
<b>delicious</b> U12/10	[dɪ'lɪʃəs]	köstlich
<b>democracy</b> U13/OYW4	[dɪ'mɒkrəsi]	Demokratie
to <b>describe</b> U3	[tə dɪ'skraɪb]	beschreiben
<b>description</b> U3	[dɪ'skrɪpʃn]	Beschreibung
<b>desk</b> U13/13	[desk]	(Schreib-)Tisch
<b>dessert</b> U7/4	[dɪ'zɜ:t]	Nachspeise, Nachtisch
<b>detective</b> U6	[dɪ'tektɪv]	Detektiv/Detektivin
to <b>develop</b> U3/T1	[tə dɪ'veləp]	entwickeln, entfalten
to <b>dial</b> U13/1	[tə daɪəl]	wählen (Nummer)
<b>dialogue</b> U1/4	[daɪələʊg]	Gespräch, Dialog
<b>diary</b> U4/9	[daɪəri]	Tagebuch
to <b>die</b> U13/17	[tə daɪ]	sterben
<b>different</b> U4/13	[dɪfrənt]	verschieden/e; anders
<b>difficult</b> U13/6	[dɪfɪkəlt]	schwierig
<b>digital</b> U9/OYW3	[dɪdʒɪtl]	digital
<b>dining room</b> U12/12	[daɪnɪŋ ru:m]	Esszimmer
<b>dinner</b> U7/4	[dɪnə]	Abendessen
<b>dinosaur</b> U14/6	[daɪnəsɔ:]	Dinosaurier
to <b>disappear</b> U14/10	[tə dɪsə'pɪə]	verschwinden
to <b>discuss</b> U9/T4	[tə dɪ'skʌs]	besprechen, diskutieren
to <b>do</b> U1/9	[tə du:]	machen, tun
<b>doctor</b> U5/OYW2	[dɒktə]	Arzt/Ärztin
<b>dog</b> U1/7	[dɒg]	Hund
<b>doll</b> U6/10	[dɒl]	Puppe
<b>done</b> U15/6	[dʌn]	fertig, erledigt



<b>door</b> U1/13	[dɔːr]	Tür
<b>doorbell</b> U10/6	[dɔːbel]	Türklingel
<b>dorm</b> U11/5	[dɔːm]	Schlafsaal
<b>down</b> U1/15	[daʊn]	nieder; hinunter
<b>downstairs</b> U5/T2	[daʊn'steəz]	unten
<b>dramatic</b> U13/19	[drə'mætɪk]	dramatisch
to <b>draw</b> U1/18	[tə drɔː]	zeichnen, malen
<b>drawer</b> U10/11	[drɔː]	Schublade
<b>drawing</b> U11/5	[drɔːɪŋ]	Zeichnen
<b>dream</b> U3/6	[dri:m]	Traum
to <b>dream</b> U13/6	[tə dri:m]	träumen
<b>dress</b> U8/1	[dres]	Kleid
<b>drink</b> U15/7	[drɪŋk]	Getränk
to <b>drink</b> U5/9	[tə drɪŋk]	trinken
to <b>drive</b> U9/10	[tə draɪv]	fahren
<b>drive</b> U15/1	[draɪv]	Fahrt
to <b>drop</b> U7/T3	[tə drɒp]	fallen lassen
<b>drum</b> U1/1	[drʌm]	Trommel
<b>drummer</b> U5/1	[drʌmə]	Schlagzeuger/ Schlagzeugerin
<b>drums</b> U5/3	[drʌmz]	Schlagzeug, Trommeln

## E

<b>each</b> U3/T1	[i:tʃ]	jeder/jede/jedes
<b>eagle</b> U4/S2	[i:gl]	Adler
<b>ear</b> U3/2	[iə]	Ohr
<b>earpod</b> U10/3	[iə pɒd]	Ohrstöpsel
<b>early</b> U4/4	[ɜ:li]	früh
<b>Earth</b> U13/17	[ɜ:θ]	Erde
<b>east</b> U1/1	[i:st]	Osten
<b>easy</b> U13/6	[i:zi]	einfach
to <b>eat</b> U1/8	[i:t]	essen, essen
<b>eater</b> U12/1	[i:tə]	Esser, Esserin
<b>eating habits</b> U7	[i:tɪŋ 'hæbɪts]	Essgewohnheit
<b>economy</b> U5/OYW2	[i'kɒnəmi]	Wirtschaft
<b>education</b> U13/OYW4	[edʒʊ'keɪʃən]	Bildung, Erziehung
<b>egg</b> U7/1	[eg]	Ei
<b>eight</b> U1/1	[eɪt]	Acht
<b>eighteen</b> U1/1	[eɪ'ti:n]	achtzehn
<b>eighty</b> U10/1	[eɪ'ti:]	achtzig
<b>elephant</b> U5/10	[elɪfənt]	Elefant
<b>eleven</b> U1/1	[ɪ'ven]	elf
<b>email address</b> U11/1	[i'meɪl 'ædres]	E-Mail-Adresse
<b>embarrassing</b> U9/OYW3	[ɪm'bærəsɪŋ]	peinlich
<b>emergency</b> U13	[ɪ'mɜ:dʒənsi]	Notfall, Notlage
<b>emergency service</b> U13	[ɪ'mɜ:dʒənsi 'sɜ:vɪs]	Notfalldienst
<b>emotion</b> U4	[ɪ'məʊʃn]	Gefühl, Emotion
to <b>encourage</b> U13/T6	[tə ɪn'kʌrɪdʒ]	ermutigen, ermuntern

<b>end</b> U4/3	[end]	Ende
to <b>end</b> U6/13	[tə end]	(be-)enden, aufhören
<b>ending</b> U6/12	[endɪŋ]	Ende, Schluss
<b>England</b> U13/6	[ɪŋɡlənd]	England
<b>English</b> U1/13	[ɪŋɡlɪʃ]	Englisch
to <b>enjoy</b> U1/1	[tə ɪn'dʒɔɪ]	genießen
<b>enough</b> U5/OYW2	[ɪ'nʌ]	genug
<b>episode</b> U2/S1	[ɪ'pɪsəʊd]	Folge, Episode
<b>European</b> U13/1	[jʊ'rɒpiən]	europäisch; Europäer/ Europäerin
<b>evening</b> U4/4	[ɪ'vniŋ]	Abend
<b>event</b> U12/5	[ɪ'vent]	Ereignis, Veranstaltung
<b>ever</b> U1/1	[evə]	je(mals)
<b>every</b> U1/1	[evri]	jeder/jede/jedes
<b>everybody</b> U1/12	[evri'bɒdi]	jede/r
<b>everyday</b> U1/1	[evri'deɪ]	Alltags-; täglich
<b>everyone</b> U1/1	[evriwʌn]	jede/r
<b>everything</b> U1/4	[evriθɪŋ]	alles
<b>everywhere</b> U1/1	[evriweə]	überall
<b>exactly</b> U1/12	[ɪg'zæktli]	genau, exakt
<b>example</b> U1/1	[ɪg'zɑ:mpl]	Beispiel
<b>excellent</b> U1/8	[eksələnt]	ausgezeichnet
<b>excited</b> U4/1	[ɪk'saɪtɪd]	aufgeregt, begeistert
<b>exciter</b> U8/10	[ɪk'saɪtə]	Aufreger, Erreger
<b>exciting</b> U8/10	[ɪk'saɪtɪŋ]	aufregend, spannend
<b>Excuse me!</b> U8/13	[ɪk'skju:z mi]	Entschuldigen Sie bitte!, Entschuldigung!
<b>exercise</b> U1/1	[eksəsaɪz]	Aufgabe, Übung
<b>exercise</b> U11/5	[eksəsaɪz]	hier: Bewegung
<b>exercise book</b> U1/11	[eksəsaɪz bʊk]	(Aufgaben-)Heft
<b>expensive</b> U10/6	[ɪk'spensɪv]	teuer
to <b>explore</b> U13/1	[tə ɪk'splɔ:r]	erforschen, erkunden, untersuchen
<b>express</b> U7/T3	[tə ɪk'spres]	ausdrücken
<b>extra</b> U5/OYW2	[ekstrə]	zusätzlich
<b>eye</b> U3/2	[aɪ]	Auge

## F

<b>face</b> U2/S1	[feɪs]	Gesicht
<b>fact</b> U2/4	[fækt]	Fakt, Tatsache
<b>fair</b> U5/OYW2	[feə]	gerecht, angemessen
to <b>fall</b> U6/1	[tə fɔ:l]	fallen
to <b>fall asleep</b> U10/6	[tə fɔ:l ə'sli:p]	einschlafen
to <b>fall out of</b> U6/1	[tə fɔ:l aʊt əv]	aus etwas herausfallen; hinausstürzen
<b>false</b> U1/9	[fɔ:ls]	falsch
<b>family</b> U6/10	[fæməli]	Familie
<b>famous</b> U3/1	[feɪməs]	berühmt
<b>fang</b> U9/OYW3	[fæŋ]	Eckzahn; Reißzahn
<b>fantastic</b> U4/3	[fæn'tæstɪk]	toll, fantastisch

<b>fantasy story</b> U2/S1	[fæntəsi stɔ:ri]	Fantasiegeschichte
<b>far</b> U14/13	[fɑ:]	weit
<b>far away</b> U9/10	[fɑ: ə'weɪ]	weit weg
<b>farm</b> U9/3	[fɑ:m]	Bauernhof
<b>fast</b> U5/OYW2	[fɑ:st]	schnell
<b>fast forward button</b> U14/6	[fɑ:st 'fɔ:wəd 'bʌtn]	Vorspultaste
<b>father</b> U11/5	[fɑ:ðə]	Vater
<b>favourite</b> U1/18	[feɪvərɪt]	Liebblings-
<b>February</b> U12/6	[februəri]	Februar
to <b>feed</b> U2/4	[tə fi:d]	zu essen geben, füttern
to <b>feel</b> U4	[tə fi:l]	(sich) fühlen
<b>feeling</b> U4	[fi:lɪŋ]	Gefühl
a <b>few</b> U3	[ə fju:]	einige, ein paar
<b>fifteen</b> U1/1	[fɪf'ti:n]	fünfzehn
<b>fifth</b> U12/1	[fɪfθ]	fünfte
<b>fifty</b> U10/1	[fɪfti]	fünfzig
to <b>fight</b> U14/7	[tə faɪt]	kämpfen; hier: sich streiten
to <b>fill in</b> U5/T2	[tə fɪl ɪn]	ausfüllen, eintragen
<b>film</b> U3/1	[fɪlm]	Film
<b>finally</b> U8/10	[faɪnəli]	schließlich, endlich
to <b>find</b> U1/OYW1	[tə faɪnd]	finden
to <b>find one's way home</b> U9/10	[tə faɪnd wənz heɪm]	heimfinden
to <b>find out</b> U5/OYW2	[tə faɪnd aʊt]	herausfinden
<b>fine</b> U1/4	[faɪn]	in Ordnung, gut
<b>finger</b> U3/2	[fɪŋgə]	Finger
to <b>finish</b> U11/5	[tə fɪnɪʃ]	enden, beenden
<b>fire</b> U13/1	[faɪə]	Feuer
to <b>be on fire</b> U10/S5	[tə bi ɒn 'faɪə]	brennen
<b>fire brigade</b> U13/1	[faɪə brɪ'geɪd]	Feuerwehr
<b>first</b> U6/5	[fɜ:st]	zuerst, zuerst
<b>fish (pl fish)</b> U1/7	[fɪʃ, fɪʃ]	Fisch
<b>fish and chips</b> U9/3	[fɪʃ ən 'tʃɪps]	Fisch mit Pommes frites
<b>fish sauce</b> U7/4	[fɪʃ sɔ:s]	Fischsauce
<b>fishing</b> U15/1	[fɪʃɪŋ]	Fischen, Angeln
to <b>fit</b> U8/4	[tə fɪt]	passen, passen
<b>five</b> U1/1	[faɪv]	fünf
<b>flat</b> U9/17	[flæt]	Wohnung
<b>floor</b> U1/13	[flɔ:]	(-)Boden
to <b>fly</b> U6/10	[tə flaɪ]	fliegen
to <b>fly up</b> U13/1	[tə flaɪ ʌp]	hochfliegen, emporfliegen
to <b>follow</b> U4/1	[tə fɒləʊ]	folgen
<b>following</b> U2/12	[fɒləʊɪŋ]	folgender/folgende/folgendes
<b>food (no pl)</b> U6/10	[fu:d]	Essen
<b>foot (pl feet)</b> U3/2	[fʊt, fi:t]	Fuß
<b>football</b> U4/9	[fʊtbɔ:l]	Fußball
<b>for</b> U1	[fɔ:]	für

<b>for a long time</b> U14/14	[fɔ:r ə lɒŋ taɪm]	für eine lange Zeit
<b>for fun</b> U15/2	[fɔ: fʌn]	zum Spaß
<b>for now</b> U9/S1	[fə naʊ]	vorerst, fürs Erste
<b>forest</b> U13/17	[fɒrɪst]	Wald
to <b>forget</b> U5/6	[tə fə'get]	vergessen
<b>form</b> U4	[fɔ:m]	Form
<b>forty</b> U10/1	[fɔ:ti]	vierzig
<b>four</b> U1/1	[fɔ:]	vier
<b>fourteen</b> U1/1	[fɔ:ti:n]	vierzehn
<b>fourth</b> U12/1	[fɔ:θ]	vierte
<b>fox (pl foxes)</b> U14/1	[fɒks]	Fuchs
<b>France</b> U1/1	[fræns]	Frankreich
to <b>free sb.</b> U8/1	[tə fri:]	jd. befreien
<b>free</b> U9/9	[fri:]	frei
<b>free time</b> U11/1	[fri: taɪm]	Freizeit
to <b>freeze</b> U14/1	[tə fri:z]	erstarren
<b>Friday</b> U11/1	[fraɪdeɪ]	Freitag
<b>friend</b> U11/1	[frend]	Freund/Freundin
<b>friendship</b> U14/14	[frendʃɪp]	Freundschaft
<b>frog</b> U11/1	[frɒg]	Frosch
<b>from</b> U2/6	[frəm]	von, aus
<b>fruit</b> U7/1	[fru:t]	Frucht; Obst
<b>fun</b> U1/1	[fʌn]	Spaß
<b>function</b> U3/T1	[fʌŋkʃn]	Funktion
<b>funny</b> U6/6	[fʌni]	lustig, komisch
<b>fur</b> U9/OYW3	[fɜ:]	Pelz
<b>future</b> U15/1	[fju:tʃə]	Zukunft
<b>G</b>		
<b>game</b> U10/4	[geɪm]	Spiel
<b>game show</b> U14/1	[geɪm ʃəʊ]	Spielshow
<b>game player</b> U14/4	[geɪmɪə]	Spieler/Spielerin, Zocker/Zockerin
<b>gaming</b> U14/4	[geɪmɪŋ]	Spielen
<b>garage</b> U5/T2	[gæra:ʒ]	Garage
<b>garden</b> U5/T2	[gɑ:dn]	Garten
<b>gas</b> U13/16	[gæs]	Gas
<b>Georgia</b> U7/4	[dʒɔ:dʒə]	Georgien
<b>Germany</b> U15/1	[dʒɜ:məni]	Deutschland
to <b>get</b> U4/12	[tə get]	holen; bekommen; werden
<b>Get a move on!</b> U11/T5	[get ə mu:v ɒn]	Beeil dich!, Beeilt euch!
to <b>get back</b> U4/12	[get bæk]	zurückbekommen; zurückholen
to <b>get home</b> U9/10	[tə get həʊm]	heimkommen
to <b>get into</b> U9/11	[tə get ɪntə]	in ... hineingelangen
to <b>get stuck</b> U13/T6	[tə get stʌk]	stecken bleiben
to <b>get talking</b> U1/4	[tə get 'tɔ:kɪŋ]	ins Gespräch kommen
to <b>get up</b> U6/G	[tə get ʌp]	aufstehen
<b>giraffe</b> U2/1	[dʒə'ra:f]	Giraffe

<b>girl</b> U1/4	[gɜ:l]	Mädchen
to <b>give</b> U1	[tə ɡɪv]	geben
<b>Give me a hug!</b> U14/14	[ɡɪv mi: ə hʌɡ]	Gib/Gebt mir eine Umarmung!
to <b>give up</b> U3/T1	[tə ɡɪv ʌp]	aufgeben
<b>glad</b> U4/11	[glæd]	froh
<b>glue stick</b> U1/11	[ɡlu: stɪk]	Klebestift
to <b>go</b> U1/8	[tə ɡəʊ]	gehen
to <b>go away</b> U4/3	[tə ɡəʊ ə'weɪ]	fortgehen, wegggehen
to <b>go back</b> U4/13	[tə ɡəʊ bæk]	zurückgehen
to <b>go into</b> U8/S4	[tə ɡəʊ 'ɪntə]	hineingehen
to <b>go on</b> U6/13	[tə ɡəʊ ɒn]	weitermachen; weitergehen
to <b>go on a train</b> U2/4	[tə ɡəʊ ɒn ə treɪn]	mit dem Zug fahren
to <b>go on a trip</b> U3/12	[tə ɡəʊ ɒn ə trɪp]	verreisen, wegfahren
to <b>go on holiday</b> U15/2	[tə ɡəʊ ɒn 'hɒlədeɪ]	in den Urlaub fahren
to <b>go out</b> U9/T4	[tə ɡəʊ aʊt]	ausgehen, fortgehen
to <b>go outside</b> U15/2	[tə ɡəʊ aʊt'saɪd]	nach draußen gehen
to <b>go shopping</b> U5/OYW2	[tə ɡəʊ 'ʃɒpɪŋ]	einkaufen gehen
to <b>go swimming</b> U3/T1	[tə ɡəʊ swɪmɪŋ]	schwimmen gehen
to <b>go to bed</b> U11/6	[tə ɡəʊ tu: bɛd]	zu Bett gehen
to <b>go to school</b> U11/5	[tə ɡəʊ tu: sku:l]	zur Schule gehen
to <b>go to the cinema</b> U3/T1	[tə ɡəʊ tə ðə 'sɪnəmə]	ins Kino gehen
to <b>go up</b> U13/11	[tə ɡəʊ ʌp]	hinaufgehen
<b>golden</b> U3/6	[ɡəʊldən]	aus Gold, golden
<b>goldfish</b> U6/9	[ɡəʊldfɪʃ]	Goldfisch
<b>gone</b> U6/9	[ɡɒn]	gegangen, verstorben
<b>good</b> U1/4	[ɡʊd]	gut
<b>Good evening.</b> U8/10	[ɡʊd 'i:vnɪŋ]	Guten Abend.
<b>Good for you!</b> U12/16	[ɡʊd fə ju]	Schönes!; Gut gemacht!
<b>Good idea!</b> U3/T1	[ɡʊd aɪ'dɪə]	Gute Idee!
<b>Good morning.</b> U6/2	[ɡʊd 'mɔ:ɪŋ]	Guten Morgen.
<b>Good work.</b> U6/12	[ɡʊd wɜ:k]	Gute Arbeit.
<b>goodbye</b> U10/6	[ɡʊd'baɪ]	Wiedersehen, Tschüss
<b>goodnight</b> U1/11	[ɡʊd'naɪt]	gute Nacht
<b>gorilla</b> U1/8	[ɡɒrɪlə]	Gorilla
<b>Gosh!</b> U10/3	[ɡɒʃ]	Meine Güte!
<b>goulash</b> U15/2	[ɡu:læʃ]	Gulasch
<b>grammar</b> U1/G	[ɡræmə]	Grammatik
<b>grandma</b> U5/OYW2	[ɡrænmə:]	Oma, Omi
<b>grandpa</b> U9/10	[ɡrænpe:]	Opa, Opi
<b>grandparents</b> U7/4	[ɡræn peərənts]	Großeltern

<b>grape</b> U7/1	[ɡreɪp]	Traube
<b>grass</b> U9/6	[ɡrɑ:s]	Gras
<b>great</b> U1/1	[ɡreɪt]	großartig, wunderbar
<b>great</b> U12/S6	[ɡreɪt]	groß, riesig
<b>green</b> U1/12	[ɡri:n]	grün
to <b>greet</b> U1	[tə ɡri:t]	(be-)grüßen
<b>greeting</b> U11/21	[ɡri:ɪŋ]	Gruß
<b>grey</b> U1/12	[ɡreɪ]	grau
to <b>grill</b> U7/4	[tə ɡrɪl]	grillen
<b>guard</b> U4/4	[ɡɑ:ɹd]	Wache
to <b>guess</b> U3/8	[tə ɡes]	(er-)raten
<b>guess what!</b> U6/S3	[ɡes wɒt!]	Du wirst es nicht glauben.
<b>guide</b> U2/11	[ɡaɪd]	Reiseführer/Reiseführerin
<b>guinea pig</b> U9/11	[ɡɪni piɡ]	Meerschweinchen
<b>guitar</b> U5/1	[ɡɪtɑ:]	Gitarre
<b>guitarist</b> U5/1	[ɡɪtɑ:rɪst]	Gitarrist/Gitarristin
<b>gun</b> U1/11	[ɡʌn]	(Schuss-)Waffe
<b>guys (plural)</b> U6/S3	[ɡaɪz]	Leute
<b>hair</b> U3/2	[heə]	Haare
<b>hairband</b> U1/OYW1	[heəbænd]	Haarband, Haarreif
<b>half an hour</b> U11/T5	[hɑ:f ən 'aʊə]	eine halbe Stunde
<b>half (three)</b> U11/1	[hɑ:f pa:st]	halb (vier)
<b>hall</b> U12/12	[hɔ:l]	Hausflur
<b>ham</b> U7/1	[hæm]	Schinken
<b>hamster</b> U9/11	[hæmstə]	Hamster
<b>hand</b> U5/8	[hænd]	Hand
to <b>happen</b> U4/S2	[tə hæpən]	geschehen, passieren
<b>happy</b> U1/9	[hæpi]	glücklich, fröhlich, zufrieden
<b>hard</b> U5/OYW2	[hɑ:d]	schwierig; schwer, hart
<b>hat</b> U1/OYW1	[hæt]	Hut
to <b>hate</b> U1/12	[tə heɪt]	hassen, nicht ausstehen können
to <b>have</b> OYW2	[tə hæv]	haben
to <b>have a break</b> U11/5	[tə hæv ə breɪk]	eine Pause machen
<b>Have a nice day.</b> U10/12	[hæv ə naɪs deɪ]	Schönen Tag noch.
to <b>have a party</b> U15/3	[tə hæv ə 'pɑ:ti]	eine Party feiern/geben
to <b>have breakfast</b> U11/5	[tə hæv 'brekfəst]	frühstücken
to <b>have fun</b> U5/6	[tə hæv fʌn]	Spaß haben
to <b>have (not) got</b> U3	[tə hæv nɒt ɡɒt]	(nicht) haben, (nicht) besitzen
to <b>have lunch</b> U11/6	[tə hæv lʌntʃ]	zu Mittag essen
<b>he</b> U2/7	[hi]	er
<b>head</b> U5/8	[hed]	Kopf
<b>headline</b> U14/3	[hedlaɪn]	Schlagzeile

<b>headphones</b> U10/3	[hedfəʊnz]	Kopfhörer
<b>healthy</b> U7	[helθi]	gesund
to <b>hear</b> U5/6	[tə hiə]	hören
<b>helicopter</b> U13/5	[helɪ,kɒptə]	Hubschrauber
<b>hello</b> U1/1	[he'ləʊ]	hallo
<b>help</b> U13/5	[help]	Hilfe
to <b>help</b> U4/3	[tə help]	helfen
<b>Help me!</b> U6/2	[help mi]	Hilf mir!
to <b>help out</b> U13/OYW4	[tə help aʊt]	aushelfen
<b>her</b> U3/6	[hə]	sie, ihr
<b>here</b> U1/1	[hiə]	hier, her
<b>Here we go!</b> U3/12	[hiə wi 'gəʊ]	Jetzt geht's los!
<b>Here you are.</b> U7/13	[hiə ju ə]	Hier, bitte!, Bitteschön!
<b>Hey!</b> U1/1	[heɪ]	Hey!, He!
to <b>hide</b> U11/8	[tə haɪd]	verstecken
<b>high up in the sky</b> U13/T6	[haɪ ʌp ɪn ðə skaɪ]	hoch oben im Himmel
<b>him</b> U3/1	[hɪm]	ihm, ihn
<b>hippo (=hippopotamus)</b> U5/9	[hɪpəʊ ,hɪpə' pɒtəməs]	Nilpferd
<b>his</b> U3/1	[hɪz]	sein/e
<b>hobby</b> U9/OYW3	[hɒbi]	Hobby
to <b>hold</b> U14/10	[tə həʊld]	(fest-)halten
<b>hole</b> U8/3	[həʊl]	Loch
<b>holidays</b> U15/1	[hə'lədeɪz]	Urlaub, Ferien
<b>home</b> U4/3	[həʊm]	zu/nach Hause; Zuhause
<b>home schooling</b> U11/5	[həʊm'sku:lɪŋ]	Heimunterricht
<b>homework</b> U3/T1	[həʊmwɜ:k]	Hausaufgabe
<b>honey</b> U1/8	[hʌni]	Honig
<b>hoodie</b> U8/1	[hudi]	Kapuzenpullover
<b>hook</b> U3/13	[hʊk]	Haken
to <b>hope</b> U7/T3	[tə həʊp]	hoffen
<b>horn shark</b> U15/2	[hɔ:n fɑ:k]	Hornhai
<b>horror</b> U10/9	[hɒrə]	Entsetzen, Grauen
<b>horror story</b> U14/14	[hɒrə 'stɔ:ri]	Horrorroman, Horrorgeschichte
<b>horse</b> U8/15	[hɔ:s]	Pferd
<b>hospital</b> U5/OYW2	[hɒspɪtl]	Krankenhaus
<b>host</b> U8/10	[hɒst]	Gastgeber/Gastgeberin
<b>hot</b> U4/1	[hɒt]	heiß
<b>hot chocolate</b> U11/21	[hɒt 'tʃɒlət]	heiße Schokolade, heißer Kakao
<b>hour</b> U5/4	[aʊə]	Stunde
<b>house</b> U6/G	[haʊs]	Haus
<b>how</b> U1/8	[haʊ]	wie
<b>How are you?</b> U1/8	[haʊ ər ju:]	Wie geht es dir/Ihnen/ euch?
<b>How dare you!</b> U12/S6	[haʊ deə ju:]	Wie kannst du es wagen!
<b>how many</b> U1/9	[haʊ 'meni]	wie viele
<b>How much?</b> U7/T3	[haʊ mʌtʃ]	Wie viel?

<b>how often</b> U9	[haʊ 'ɒfn]	wie oft
<b>How strange!</b> U2/S1	[haʊ streɪndʒ]	Wie merkwürdig!
<b>how to</b> U1	[haʊ tu:]	wie man
<b>hug</b> U14/13	[hʌg]	Umarmung
to <b>hug</b> U14/13	[tə hʌg]	umarmen
<b>huge</b> U14/6	[hju:dʒ]	riesig
<b>hundred</b> U5/9	[hʌndrəd]	hundert
<b>Hungary</b> U15/2	[hʌŋgəri]	Ungarn
<b>hungry</b> U4/1	[hʌŋgrɪ]	hungrig
to <b>hunt</b> U14/13	[tə hʌnt]	jagen
to <b>hurry up</b> U11/7	[tə hʌri ʌp]	sich beeilen
to <b>hurt</b> U12/2	[hɜ:t]	wehtun, schmerzen
<b>I</b> U1/1	[aɪ]	ich
<b>I don't know.</b> U1/1	[aɪ dəʊnt nəʊ]	Ich weiß nicht.
<b>I see.</b> U1/1	[aɪ si:]	Ich verstehe.
<b>ice cream</b> U6/8	[aɪs kri:m]	Eiscreme
<b>I'd like.</b> U6/6	[aɪd laɪk]	Ich hätte gerne ...
<b>idea</b> U12/1	[aɪ'diə]	Idee, Einfall
<b>ill</b> U12/1	[ɪl]	krank
<b>I'm (I am)</b> U1/4	[aɪm, aɪ æm]	Ich bin; Ich heiße
<b>I'm fine.</b> U1/4	[aɪm faɪn]	Es geht mir gut.
<b>I'm good.</b> U1/4	[aɪm gʊd]	Es geht mir gut.
<b>I'm in hospital.</b> U3/11	[aɪm ɪn 'hɒspɪtəl]	Ich bin im Krankenhaus.
<b>I'm not sure.</b> U5/3	[aɪm nɒtʃʊə]	Ich bin mir nicht sicher.
<b>I'm ready to go.</b> U8/4	[aɪm 'redi tə ɡəʊ]	Ich bin bereit zu gehen.
<b>I'm right to think ...</b> U12/2	[aɪm raɪt tə θɪŋk]	Ich habe Recht, das zu denken.
<b>I'm sorry.</b> U1/4	[aɪm 'sɒri]	Es tut mir leid.
to <b>imagine</b> U6/S3	[tə ɪ'mædʒɪn]	sich vorstellen
<b>imperative</b> U1/G	[ɪm'perətɪv]	Befehlsform
<b>important</b> U7/4	[ɪm'pɔ:tnt]	wichtig
<b>in</b> U1/3	[ɪn]	in
<b>in front of</b> U2/1	[ɪn frʌnt ɒv]	vor
<b>in one go</b> U5/9	[ɪn wʌn ɡəʊ]	in einem Zug
<b>in pairs</b> U1/4	[ɪn peəz]	zu zweit
<b>in the lead</b> U14/3	[ɪn ðə li:d]	in Führung
<b>In your dreams.</b> U10/3	[ɪn ju: dri:mz]	Du träumst wohl.; Nie im Leben.
<b>information</b> U9/8	[ɪnfə'meɪʃn]	Information
<b>injury</b> U13/T6	[ɪndʒəri]	Verletzung
<b>insect</b> U1/8	[ɪnsekt]	Insekt
<b>inside</b> U14/6	[ɪn'saɪd]	in, innerhalb
<b>inspector</b> U12/20	[ɪn'spektə]	Inspektor/Inspektorin
<b>instruction</b> U1	[ɪn'strʌkʃən]	Anweisung
<b>instrument</b> U5	[ɪnstrəmənt]	Instrument
<b>interest</b> U13/T6	[ɪntrəst]	Interesse

to <b>be interested in</b> U9/OYW3	[tə be ɪntrəstɪd ɪn]	interessiert sein an
<b>interesting</b> U12/20	[ɪntrəstɪŋ]	interessant
<b>interview</b> U9/6	[ɪntəvju:]	Interview
to <b>interview sb.</b> U8/3	[tə ɪntəvju:]	jdn. interviewen
<b>into</b> U4/6	[ɪntə]	in (... hinein)
to <b>introduce</b> U1/OYW1	[tə ɪntrə' dʒu:s]	(sich/jdn.) vorstellen
<b>introduction</b> U13/17	[ɪntrə'dʌkʃn]	Einleitung
<b>invitation</b> U8/5	[ɪnvɪ'teɪʃn]	Einladung
to <b>invite</b> U15/7	[tə ɪn'vaɪt]	einladen
<b>Ireland</b> U15/2	[aɪələnd]	Irland
<b>Irish</b> U15/2	[aɪrɪʃ]	irisch
<b>irregular</b> U1	[ɪ'regjələ]	unregelmäßig
<b>it</b> U1/1	[ɪt]	es
<b>It doesn't matter.</b> U14/15	[ɪt dʌznt 'mætə]	Es macht nichts., Das ist nicht wichtig.
<b>its</b> U5/2	[ɪts]	sein/e; ihr/e
<b>It's no good.</b> U4/3	[ɪts nəʊ ɡʊd]	Es bringt nichts.
<b>It's your turn.</b> U3/8	[ɪts jɔ: tɜ:n]	Du bist dran., Du bist an der Reihe.

## J

<b>jacket</b> U4/4	[dʒækɪt]	Jacke
<b>January</b> U12/6	[dʒænjuəri]	Jänner
<b>Japanese</b> U6/10	[dʒæpə'ni:z]	japanisch
<b>jeans</b> U1/OYW1	[dʒi:nz]	Jeans
<b>jetpack</b> U13/5	[dʒetpæk]	Raketentrucksack
<b>job</b> U5/3	[dʒɒb]	Beruf, Arbeit, Aufgabe
to <b>join</b> U15/2	[tə dʒɔɪn]	beitreten, anschließen
<b>juice</b> U5/T2	[dʒu:s]	Saft
<b>July</b> U12/6	[dʒu'laɪ]	Juli
to <b>jump</b> U6/1	[tə dʒʌmp]	springen, hüpfen
to <b>jump down</b> U11/9	[tə dʒʌmp daʊn]	hinuntergehen
to <b>jump into</b> U6/12	[tə dʒʌmp 'ɪntə]	(sich) springen in
to <b>jump up</b> U14/6	[tə dʒʌmp ʌp]	aufspringen
<b>June</b> U12/6	[dʒu:n]	Juni
<b>just</b> U1/1	[dʒʌst]	nur, gerade
<b>Just a minute.</b> U10/S5	[dʒʌst ə mɪnɪt]	Einen Augenblick bitte.; Moment mal.
<b>Just a moment.</b> U11/3	[dʒʌst ə məʊnt]	Einen Moment bitte.; Moment mal.
<b>Just joking!</b> U13/S1	[dʒʌst dʒɔɪkɪŋ]	Ich mach nur Witze.
<b>Just kidding!</b> U1/OYW1	[dʒʌst kɪdɪŋ]	Ich scherze nur., War nur Spaß!

## K

<b>kebab</b> U7/4	[kɪ'bæb]	Kebab
to <b>keep</b> U9/6	[tə ki:p]	(be-)halten

<b>key ring</b> U10/3	[ki: rɪŋ]	Schlüsselanhänger
<b>keyboard</b> U5/2	[ki:bɔ:d]	Keyboard
to <b>kick</b> U13/T6	[tə kɪk]	treten
<b>kid</b> U4/13	[kɪd]	Kind
to <b>kill</b> U14/13	[tə kɪl]	töten
<b>kilo</b> U10/6	[ki:ləʊ]	Kilo
<b>kind</b> U9/T4	[kaɪnd]	nett, freundlich
<b>kind (of)</b> U14/14	[kaɪnd ɒv ɒf]	(von) Sorte (von)
<b>That's kind of you.</b> U9/OYW3	[ðætz kaɪnd ɒv ju:]	Das ist nett von dir.
<b>kindergarten</b> U13/OYW4	[kɪndə'ɡɑ:tn]	Kindergarten
<b>kitchen</b> U12	[kɪtʃn]	Küche
<b>kitchen table</b> U11/T5	[kɪtʃɪn 'teɪbl]	Küchentisch
<b>kiwi</b> U7/9	[ki:wi]	Kiwi
<b>knee</b> U11/6	[ni:]	Knie
<b>knock</b> U8	[nɒk]	Klopfen
to <b>know</b> U14/13	[tə nəʊ]	wissen; kennen

<b>ladder</b> U13	[lædə]	Leiter
<b>Ladies and gentlemen</b> U8/10	[leɪdɪz ənd' dʒentlmən]	Verehrtes Publikum!, Meine Damen und Herren!
<b>lake</b> U4/12	[leɪk]	See
to <b>land</b> U13/6	[tə lænd]	landen
<b>language</b> U11	[læŋgwɪdʒ]	Sprache
<b>last</b> U12/U	[lɑ:st]	letzter/letzte/letztes
<b>late</b> U4/3	[leɪt]	(zu) spät
<b>late at night</b> U12/G	[leɪt ət naɪt]	spät in der Nacht
<b>later</b> U4/3	[leɪtə]	später
(the) <b>latest</b> U14/3	[leɪtɪst]	(das) Neueste, (das) Aktuellste
to <b>laugh</b> U5/OYW2	[tə lɑ:f]	lachen
<b>leader</b> U13/T6	[li:də]	Leiter/Leiterin, Anführer/ Anführerin
<b>leaf (pl leaves)</b> U14/12	[li:f, li:vz]	Blatt
to <b>learn</b> U1	[tə lɜ:n]	lernen
to <b>leave</b> U6/1	[tə li:v]	verlassen, weggehen
<b>left</b> U3/2	[left]	linker/linke/linkes; links
<b>leg</b> U3/2	[leg]	Bein
<b>(snow) leopard</b> U9/3	[snəʊ 'lepəd]	(Schnee-)Leopard
<b>Let me see.</b> U2/S1	[let mi si:]	Zeig mal her.
<b>Let me think.</b> U10/10	[let mi θɪŋk]	Lass mich nachdenken.
<b>Let go!</b> S2	[let ɡəʊ]	Lass(t) los!
to <b>let sb. out</b> U2/9	[tə let 'sʌmbədi aʊt]	jdn. hinauslassen
<b>let's (= let us)</b> U1/12	[lets]	Lass(t) uns
<b>Let's get out of here!</b> U8/S4	[lets get aʊt əv hɪə]	Lass(t) uns von hier verschwinden!

<b>Let's go!</b> U2/4	[ləts ɡəʊ]	Los! Gehen wir!
<b>letter</b> U1/3	[letə]	Buchstabe
<b>letter</b> U9/13	[letə]	Brief
<b>library</b> U7/T3	[laɪbrəri]	Bibliothek
<b>life (pl lives)</b> U4/4	[laɪf, laɪvz]	Leben
to <b>lift up</b> U8/10	[tə lɪft ʌp]	(hoch-)heben
<b>light</b> U1/OYW1	[laɪt]	hier: hell
to <b>like</b> U2/1	[tə laɪk]	mögen
<b>like</b> U12/S6	[laɪk]	so wie ..., ähnlich ...
<b>line</b> U4/1	[laɪn]	Linie
<b>linking word</b> U13	[lɪŋkɪŋ wɜ:ɪd]	Bindewort
<b>lion</b> U2/4	[laɪən]	Löwe
<b>list</b> U13/OYW4	[lɪst]	Liste
to <b>listen</b> U1/1	[tə lɪsən]	zuhören
to <b>listen to music</b> U11/G	[tə lɪsn tə 'mju:zɪk]	Musik hören
<b>litre (of)</b> U5/OYW2	[lɪ:tə ɒv]	Liter (von)
<b>little</b> U6/8	[lɪtl]	klein
<b>Little Red Riding Hood</b> U6/8	[lɪtl red 'raɪdɪŋ hʊd]	Rotkäppchen
to <b>live</b> U6/6	[tə lɪv]	leben
<b>living room</b> U11/8	[lɪvɪŋ ru:m]	Wohnzimmer
<b>lizard</b> U9/3	[lɪzəd]	Eidechse
<b>local</b> U13/OYW4	[ləʊkl]	lokal, ansässig, einheimisch
<b>long</b> U3/1	[lɒŋ]	lang
<b>a long way away</b> U11/5	[ə lɒŋ weɪ ə'weɪ]	weit weg, weit entfernt
to <b>look</b> U1/7	[tə lʊk]	schauen, sehen
to <b>look after</b> U11/14	[tə lʊk 'ɑ:ftə]	sich kümmern um
to <b>look around</b> U10/6	[tə lʊk ə'raʊnd]	sich umsehen
to <b>look at</b> U2/5	[tə lʊk ət]	betrachten, ansehen
to <b>look for</b> U6/5	[tə lʊk fə]	suchen, nachsuchen
to <b>look out</b> U6/2	[tə lʊk aʊt]	hinausschauen
to <b>look up</b> U13/6	[tə lʊk ʌp]	hochschauen
<b>lost</b> U6/1	[lɒst]	verloren
<b>a lot of</b> U3/6	[ə lɒt ɒv]	viel/e, eine Menge
<b>lots of</b> U2/4	[lɒts ɒv]	viel/e Menge
<b>loud</b> U5/4	[laʊd]	laut
to <b>love</b> U1/1	[lʌv]	lieben, mögen
<b>Love, ...</b> U9/16	[lʌv]	die Liebe, ...
<b>lovely</b> U10/4	[lʌvlɪ]	großartig, reizend, nett
to <b>be lucky</b> U11/1	[tə bi lʌki]	Glück haben
<b>lunch</b> U4/5	[lʌntʃ]	Mittagessen
<b>lunch box</b> U7/1	[lʌntʃ bɒks]	Jausenbox
<b>lunchtime</b> U4/4	[lʌntʃ taɪm]	Mittagspause

## M

<b>mad</b> U4/12	[mæd]	böse, wütend
<b>madam</b> U10/12	[mædəm]	(gnädige) Frau

<b>magazine</b> U10/3	[mæɡə'zi:n]	Zeitschrift, Magazin
<b>magazine article</b> U13/6	[mæɡə'zi:n 'ɑ:tɪkl]	Zeitschriftenartikel
<b>magic</b> U4/12	[mædʒɪk]	magisch
<b>magic</b> U4/13	[mædʒɪk]	Magie
to <b>make</b> U1/5	[tə meɪk]	machen
to <b>make friends</b> U14/13	[tə meɪk frɛnds]	sich anfreunden
to <b>make fun of sb.</b> U6/S3	[tə meɪk fʌn əv]	über jdn. lustig machen
to <b>make up</b> U12/1	[tə meɪk ʌp]	erfinden
<b>man (pl men)</b> U6/1	[mæn, men]	Mann
<b>many</b> U11/1	[meni]	viele
<b>March</b> U12/6	[mɑ:tʃ]	März
<b>market</b> U6/10	[mɑ:kɪt]	Markt
<b>mask</b> U8/1	[mɑ:sk]	Maske
to <b>mass</b> U11/1	[tə mæsə:z]	massieren
<b>mat</b> U9/1	[mæt]	Matte
<b>match</b> U11/1	[mætʃ]	Match, Spiel
<b>math</b> U12/5	[mæθs]	Mathe(matik)
<b>May</b> U11/1	[meɪ]	Mai
<b>maybe</b> U4/1	[meɪbi]	vielleicht
<b>mayor</b> U12/1 W4	[meə]	Bürgermeister/ Bürgermeisterin
<b>me</b> U1/12	[mi:]	mir; mich
<b>me</b> U3/T1	[mi: 'tu:]	Ich auch.
<b>meal</b> U7/5	[mi:l]	Mahlzeit, Essen
to <b>mean</b> U7/2	[tə mi:n]	meinen; bedeuten
<b>means of transport</b> U11/T5	[mi:nz əv 'trænsپɔ:t]	Verkehrsmittel
<b>meat</b> U7/1	[mi:t]	Fleisch
<b>medical help</b> U13/1	[medɪkl help]	medizinisch, ärztlich
<b>medicine</b> U13/6	[medsn]	Medizin
to <b>meet</b> U1	[tə mi:t]	(sich) treffen, kennenlernen
to <b>meet up with sb.</b> U13/T6	[tə mi:t ʌp wɪð]	sich mit jdm. treffen
<b>meeting</b> U13/T6	[mi:tɪŋ]	Besprechung; Sitzung
<b>memory</b> U8/2	[meməri]	Gedächtnis; Erinnerung
to <b>mention</b> U11/T5	[tə menʃn]	erwähnen
<b>message</b> U6/S3	[mesɪdʒ]	Nachricht
<b>messy</b> U12/1	[mesi]	unordentlich, schlampig
<b>metre</b> U3/1	[mi:tə]	Meter
<b>midday</b> U11/4	[mɪd'deɪ]	Mittag
<b>midnight</b> U1/12	[mɪdnɑ:t]	Mitternacht
<b>Midwest</b> U10/6	[mɪd'west]	Mittlerer Westen (USA)
<b>milk</b> U7/1	[mɪlk]	Milch
<b>million</b> U9/3	[mɪljən]	Million
to <b>mime</b> U11/18	[tə maɪm]	mimen
<b>mind map</b> U3	[maɪnd mæp]	Mindmap, Gedankenkarte
<b>mineral water</b> U7/1	[mɪnərəl wɔ:tə]	Mineralwasser

<b>minus</b> U5/OYW2	[maɪnəs]	Minus
<b>minute</b> U5/T2	[mɪnɪt]	Minute
<b>mirror</b> U6/1	[mɪrə]	Spiegel
<b>missing</b> U7/7	[mɪsɪŋ]	fehlend
<b>mistake</b> U3/11	[mɪ'steɪk]	Fehler
<b>mobile phone</b> U10/3	[məʊbaɪl 'fəʊn]	Handy, Mobiltelefon
<b>moment</b> U9/3	[məʊmənt]	Moment, Augenblick
<b>Monday</b> U4/8	[mʌndeɪ]	Montag
<b>money</b> U5/OYW2	[mʌni]	Geld
<b>monkey</b> U2/1	[mʌŋki]	Affe
<b>monster</b> U4/12	[mɒnstə]	Monster
<b>month</b> U12	[mʌnθ]	Monat
<b>moon</b> U14/2	[mu:n]	Mond
<b>more</b> U1/1	[mɔ:]	mehr
<b>more than</b> U9/3	[mɔ: ðən]	mehr als
<b>morning</b> U4/4	[mɔ:nɪŋ]	Morgen
to <b>morph</b> U8/S4	[tə mɔ:f]	sich verwandeln
<b>most</b> U7/5	[məʊst]	am meisten; die meisten
<b>most of the time</b> U15/1	[məʊst ɒv ðə taɪm]	meistens, die meiste Zeit
<b>mother</b> U8/10	[mʌðə]	Mutter
<b>mountain</b> U13/1	[maʊntən]	Berg
<b>mountain rescue</b> U13/1	[maʊntən 'reskjʊ:]	Bergrettung
<b>mouse (pl mice)</b> U9/1	[maʊs, maɪs]	Maus
<b>mouth</b> U3/2	[maʊθ]	Mund
to <b>move</b> U5/3	[tə mu:v]	(sich) bewegen
<b>much</b> U7/5	[mʌtʃ]	viel; sehr
<b>mum</b> U4/3	[mʌm]	Mama
<b>music</b> U5	[mju:zɪk]	Musik
<b>music show</b> U14/1	[mju:zɪk ʃəʊ]	Musikshow
<b>musical</b> U5	[mju:zɪkl]	musikalisch, melodisch
<b>musician</b> U5	[mju:'zɪʃn]	Musiker
<b>must</b> U1/8	[mʌst]	müssen
<b>my</b> U1/4	[maɪ]	mein

## N

<b>name</b> U1/4	[neɪm]	Name
<b>national park</b> U15/1	[nəʃənəl 'pɑ:k]	Nationalpark
<b>nature</b> U14/1	[neɪtʃə]	Natur
<b>near</b> U9/3	[nɪə]	nahe, in der Nähe von
<b>nearly</b> U7/T3	[nɪəli]	fast, beinahe
<b>necklace</b> U6/10	[nekləs]	Halskette
to <b>need</b> U8/10	[tə ni:d]	brauchen
<b>negative</b> U4	[neɡətɪv]	negativ; verneinend
<b>neighbour</b> U14/22	[neɪbə]	Nachbar/Nachbarin
<b>nervous</b> U4/1	[nɜ:vəs]	nervös
<b>nest</b> U14/17	[nest]	Nest
<b>net</b> U8/S4	[net]	Netz
<b>the Netherlands</b> U15/1	[ðə neðələndz]	die Niederlande

<b>never</b> U7/4	[nevə]	nie(mals)
<b>new</b> U1/12	[nju:]	neu
<b>New Zealand</b> U13/1	[nju: 'zi:lənd]	Neuseeland
<b>the news (pl)</b> U14/1	[ðə nju:z]	die Nachrichten
<b>newspaper</b> U9/3	['nju:zpeɪpə]	Zeitung
<b>next</b> U4/3	[nekst]	nächster/nächste/ nächstes
<b>next to</b> U1/11	[nɛkst tu]	neben
<b>nice</b> U1/4	[naɪs]	öfentlich, schön, angenehm; nett
<b>Nice to meet you!</b> U1/4	[naɪs tu mi:t ju]	Es freut mich, dich/Sie kennen zu lernen!
<b>night</b> U1/1	[naɪt]	Nacht
<b>night-time</b> U6/10	['naɪt taɪm]	nachts
<b>nine</b> U1/1	[naɪn]	neun
<b>nineteen</b> U1/1	[naɪn'ti:n]	neunzehn
<b>ninety</b> U1/1	[naɪn'ti]	neunzig
<b>no</b> U1/1	[nəʊ]	nein
<b>No idea</b> U1/1	[nəʊ aɪ'dɪə]	Keine Ahnung.
<b>no one</b> U1/1	[nəʊ wʌn]	niemand, keine/r
<b>No problem.</b> U10/10	[nəʊ 'prɒbləm]	Kein Problem.
<b>No way!</b> U1/35	[nəʊ weɪ]	Nur so., Einfach so.
<b>No wonder.</b> U10/6	[nəʊ 'wʌndə]	Auf keinen Fall!
<b>noise</b> U9/10	[nɔɪz]	Kein Wunder.
<b>noisy</b> U7	[nu:z]	Geräusch; Lärm, Krach
<b>normal</b> U14/6	[nɔ:ml]	Nudel
<b>north</b> U1/1	[nɔ:θ]	normal
<b>nose</b> U3/1	[nəʊz]	Norden
<b>not</b> U1/1	[nɒt]	Nase
<b>not ... any more</b> U9/10	[nɒt enɪ 'mɔ:]	nicht
<b>note</b> U1/8	[nəʊt]	nicht mehr
<b>nothing</b> U5/T2	[nʌθɪŋ]	Anmerkung, Notiz
to <b>notice</b> U13/18	[tə nəʊtɪs]	nichts
<b>noun</b> U1	[naʊn]	bemerk
<b>November</b> U12/6	[nəʊ'vembə]	Nomen, Substantiv
<b>now</b> U1	[naʊ]	November
<b>number</b> U1	[nʌmbə]	jetzt; sofort
<b>nut</b> U7/1	[nʌt]	Zahl; Ziffer, Nummer
		Nuss

<b>(one) o'clock</b> U1/12	[ə'klɒk]	(ein) Uhr
<b>October</b> U12/6	[ɒk'təʊbə]	Oktober
<b>of</b> U1/4	[əv]	von
<b>of course</b> U5/11	[əv kɔ:s]	natürlich, gewiss
<b>off</b> U1/16	[ɒf]	weg; hinunter; hier: aus
<b>office</b> U6/2	[ɒfɪs]	Büro
<b>often</b> U7/4	[ɒfn]	oft, häufig
<b>Oh dear.</b> U4/6	[əʊ dɪə]	Oje!, Ach du liebe Zeit.
<b>old</b> U6/2	[əʊld]	alt
<b>on</b> U1/16	[ɒn]	auf; weiter; hier: ein

<b>on the way</b> U13/T6	[ɒn ðə weɪ]	auf dem Weg
<b>once (a day)</b> U9/2	[wʌns]	einmal (am Tag)
<b>once upon a time</b> U14/13	[wʌns ə'pʊn ə taɪm]	es war einmal
<b>one</b> U1/1	[wʌn]	eins
<b>one day</b> U14/13	[wʌn deɪ]	eines Tages
<b>one of</b> U1/4	[wʌn əv]	eine/r von
<b>onion</b> U7/10	[ənjən]	Zwiebel
<b>online</b> U11/5	[ɒn'laɪn]	online
<b>only</b> U1/1	[əʊnli]	nur
to <b>open</b> U1/16	[tə əʊpən]	öffnen
<b>or</b> U1/7	[ɔ:r]	oder
<b>orange</b> U1/12	[ɒrɪndʒ]	orange
<b>orange juice</b> U5/OYW2	[ɒrɪndʒ dʒu:s]	Orangensaft
<b>order</b> U2/4	[ɔ:də]	Reihenfolge
<b>ordinal number</b> U12	[ɔ:dɪnl 'nʌmbə]	Ordnungszahl
<b>other</b> U9/3	[ʌðə]	anderer/andere/anderes
<b>our</b> U2/2	[aʊə]	unser/e
<b>out</b> U1/16	[aʊt]	aus; hinaus
<b>outside</b> U11/5	[aʊt'saɪd]	draußen; außerhalb
<b>over here</b> U11/8	[əʊvə hɪə]	hier drüben
<b>over there</b> U10/10	[əʊvə 'ðeə]	da/dort drüben
<b>owl</b> U6/10	[aʊl]	Eule
<b>own</b> U1/18	[əʊn]	eigen/e/er/es
to <b>own</b> U9/3	[tə əʊn]	besitzen
<b>owner</b> U9/13	[əʊnə]	Besitzer/Besitzerin Eigentümer/ Eigentümerin

**P**

<b>p.m.</b> U11/4	[pi: 'em]	nachmittags, abends
<b>page</b> U1/OYW1	[peɪdʒ]	Seite
<b>paintbox</b> U1/11	[peɪntbɒks]	Malbox
<b>paintbrush</b> U1/11	[peɪntbrʌʃ]	Farbrolle
<b>a pair of</b> U8/1	[ə peə əv]	ein Paar (von)
<b>paragraph</b> U6/13	[pærəgrɑ:f]	Absatz
<b>parcel</b> U13/1	[pɑ:səl]	Paket, Päckchen
<b>Pardon?</b> U5/T2	[pɑ:dən]	Entschuldigung
<b>parents</b> U15/1	[peərənts]	Eltern
<b>park</b> U2/4	[pɑ:k]	Park
<b>parliament</b> U13/OYW4	[pɑ:ləmənt]	Parlament, Volksvertretung
<b>parrot</b> U2/1	[pærət]	Papagei
<b>part</b> U3	[pɑ:t]	Teil
<b>partner</b> U1/5	[pɑ:tən]	Partner/Partnerin
<b>party</b> U8/4	[pɑ:ti]	Party, Feier
to <b>pass</b> U13/T6	[tə pɑ:s]	hier: reichen, geben
<b>past</b> U11/1	[pɑ:st]	nach
<b>past</b> U12	[pɑ:st]	Vergangenheit
to <b>pat</b> U10/9	[tə pæt]	tätscheln

<b>pause button</b> U14/6	[pɔ:z 'bʌtn]	Pausetaste
to <b>pay</b> U14/9	[tə peɪ]	(be-)zahlen
<b>pea</b> U7/10	[pi:]	Erbse
<b>pelican</b> U3/11	[pelɪkən]	Pelikan
<b>pen</b> U1/11	[pen]	Feder; Stift
<b>pencil</b> U1/11	[pensl]	Bleistift
<b>pencil case</b> U1/11	[pensl keɪs]	Federpenal
<b>pencil sharpener</b> U1/11	[pensl 'ʃɑ:pənə]	(Bleistift-)Spitzer
<b>penguin</b> U2/4	[penjɪn]	Pinguin
<b>people (pl)</b> U1	[pi:pl]	Leute, Menschen
<b>pepper</b> U7/1	[pepə]	Paprika
<b>perfect</b> U12	[pɜ:fekt]	perfekt
<b>perfume</b> U7/7	[pɜ:fju:m]	Parfüm
<b>person</b> U10/S5	[pɜ:sn]	Person
<b>personal</b> U10/S3	[pɜ:sənl]	persönlich; privat
<b>pessimist</b> U13/OYW1	[pesɪ'mɪstɪk]	pessimistisch
<b>pet</b> U9	[pet]	Haustier
to <b>phone</b> U9/6	[tə fəʊn]	anrufen
<b>phone number</b> U11	[fəʊn kɔ:li]	(Telefon-)Anruf
<b>phone conversation</b> U11/19	[fəʊn kɔnvə'seɪʃn]	Telefongespräch
<b>phone signal</b> U13/1	[fəʊn 'sɪgnl]	Handy-Signal
<b>photo</b> U1/OYW1	[fəʊtəʊ]	Foto
<b>pick</b> U11/13	[pɪk]	Klavier
to <b>pick up</b> U6/2	[tə pɪk ʌp]	aufheben
<b>picture</b> U1/13	[pɪktʃə]	Bild
<b>picture story</b> U6/10	[pɪktʃə 'stɔ:ri]	Bildergeschichte
<b>piece</b> U12	[pi:s]	Stück
<b>pig</b> U9/2	[pɪg]	Schwein
<b>pilot</b> U13/18	[paɪlət]	Pilot/Pilotin
<b>pink</b> U1/12	[pɪŋk]	pink
<b>pipe</b> U6/6	[paɪp]	Pfeife
<b>pirate</b> U3	[paɪrət]	Pirat/Piratin, Seeräuber/ Seeräuberin
<b>place</b> U2	[pleɪs]	Ort, Platz
<b>place</b> U9/11	[pleɪs]	hier: Wohnung, Zuhause
<b>plan</b> U4/11	[plæn]	Plan
<b>plane</b> U11/T5	[pleɪn]	Flugzeug
<b>planet</b> U13/16	[plænɪt]	Planet
to <b>play</b> U1/1	[tə pleɪ]	spielen
<b>player</b> U5/1	[pleɪə]	Spieler/Spielerin
<b>playground</b> U5/OYW2	[pleɪgraʊnd]	Spielplatz
<b>please</b> U1/4	[pli:z]	bitte
<b>plum</b> U9/10	[plʌm]	Zwetschke
<b>plural</b> U1	[plʊərəl]	Mehrzahl
<b>pocket money</b> U5/OYW2	[pɒkɪt 'mʌni]	Taschengeld
<b>poem</b> U8/8	[pəʊɪm]	Gedicht
to <b>point (to, at)</b> U1/11	[tə pɔɪnt]	zeigen (auf)
<b>police (no pl)</b> U13/1	[pə'li:s]	Polizei



<b>political</b> U13/OYW4	[pə'litɪkəl]	politisch
<b>political education</b> U13/OYW4	[pə'litɪkəl ,ɛdʒu:'keɪʃən]	politische Bildung
<b>politics</b> U13/OYW4	[pə'lətɪks]	Politik
<b>pony</b> U9/1	[pəʊni]	Pony
<b>population</b> U9/3	[pɒpjʊ'leɪʃn]	Bevölkerung
<b>portfolio</b> U1/18	[pɔ:'tɒʃiəliəʊ]	Portfolio, Mappe
<b>possession</b> U5	[pə'zeɪʃn]	Besitz
<b>possessive</b> U5	[pə'zesɪv]	besitzanzeigend
<b>postcard</b> U11	[pəʊstkɑ:d]	Postkarte
<b>potato (pl potatoes)</b> U7/4	[pə'teɪtəʊ, pə'teɪtəʊz]	Kartoffel
<b>pound</b> U5/OYW2	[paʊnd]	Pfund
<b>power</b> U2/S1	[paʊə]	Macht
<b>power</b> U8/13	[paʊə]	Kraft, Fähigkeit
to <b>practise</b> U3/9	[tə 'præktɪs]	üben
<b>preposition</b> U2	[prepə'zɪʃn]	Präposition, Vorwort
<b>present</b> U6/G	[preznt]	Gegenwart, Präsens
<b>present</b> U7/T3	[preznt]	Geschenk
to <b>present</b> U7/12	[pri'zent]	präsentieren
<b>presenter</b> U9/6	[pri'zentə]	Moderator/Moderatorin
<b>president</b> U14/3	[prezɪdnt]	Präsident/Präsidentin
to <b>press</b> U13/18	[tə pres]	drücken
<b>pretty</b> U3/5	[prɪti]	hübsch
<b>price</b> U10	[praɪs]	Preis, Rechnungsbetrag
<b>prize</b> U8/10	[praɪz]	Siegespreis, Auszeichnung
<b>probably</b> U12/13	[prɒbəbli]	wahrscheinlich
<b>problem</b> U5/T2	[prɒbləm]	Problem
<b>profit</b> U5/OYW2	[prɒfɪt]	Gewinn
<b>programme</b> U11/19	[prəʊgræm]	Programm
<b>projector</b> U1/13	[prə'dʒektə]	Projektor
<b>promise</b> U6/S3	[prɒmɪs]	Versprechen
<b>pronoun</b> U9	[prəʊnaʊn]	Personalpronomen
<b>proud</b> U4/1	[praʊd]	stolz
to <b>pull</b> U6/5	[tə pʊl]	ziehen
to <b>pull sth. out</b> U10/9	[tə pʊl aʊt]	etw. herausziehen
<b>pumpkin</b> U7/1	[pʌmpkɪn]	Kürbis
<b>purple</b> U1/OYW1	[pɜ:pl]	lila
<b>purse</b> U7/T3	[pɜ:s]	Geldtasche, Geldbörse
to <b>push</b> U11/9	[tə pʊʃ]	schieben
to <b>put</b> U4/6	[tə pʊt]	setzen, legen, stellen
to <b>put on</b> U6/1	[tə pʊt ɒn]	anziehen, aufsetzen
<b>puzzle</b> U2/S1	[pʌzəl]	Rätsel; Puzzle
<b>pyjamas</b> U8/1	[pɪ'dʒæməz]	Schlafanzug, Pyjama

## Q

<b>a quarter past (three)</b> U11/1	[ə 'kwɔ:tə pa:st]	Viertel nach (drei)
<b>a quarter to (nine)</b> U11/1	[ə 'kwɔ:tə tu]	Viertel vor (neun)

<b>question</b> U1	['kwestʃən]	Frage
<b>quick</b> U8/S4	[kwɪk]	schnell
<b>quiet</b> U1/12	['kwaɪət]	leise, ruhig
<b>quite</b> U14/4	[kwaɪt]	ziemlich
<b>quiz show</b> U14/1	[kwɪz ʃəʊ]	Quizshow, Quizsendung

## R

<b>rabbit</b> U9/1	['ræbɪt]	Hase, Kaninchen
to <b>radio</b> U13/1	[tə 'reɪdɪəʊ]	(Fern-)funken
<b>radio</b> U13/5	['reɪdɪəʊ]	Funkgerät; Radio
<b>radio play</b> U4/13	['reɪdɪəʊ pleɪ]	Hörspiel
<b>rat</b> U4/6	[ræt]	Ratte
<b>Rats!</b> U8/S4	[ræts]	Mist!
to <b>reach out</b> U13/1	[tə ri:tʃ aʊt]	ausstrecken
to <b>read</b> U1	[ri:d]	lesen
to <b>read out</b> U7/1	[tə ri:d aʊt]	vorlesen
<b>ready (for)</b> U1/12	['redi]	bereit (für); fertig
<b>real</b> U2/1	[ri:əl]	wirklich; echt, real
<b>reality show</b> U14/1	[ri:'æləti ʃəʊ]	Realityshow
<b>really</b> U14/1	[ri:'əli]	wirklich
<b>red</b> U2/2	[red]	rot
<b>regular</b> U1	[regjələ]	regelmäßig
to <b>remember</b> U1/14	[tə rɪ'membə]	sich erinnern (an)
to <b>remote control</b> U14/6	[ri'məʊt kən'trəʊl]	Fernbedienung
to <b>repeat</b> U1/2	[tə ri:'pi:t]	wiederholen
<b>repetition</b> U5/T2	[repə'tɪʃn]	Wiederholung
<b>reply</b> U14/1	[tə ri:'plai]	antworten
to <b>rescue</b> U13/13	[tə reskju:]	retten
<b>rescue</b> U13/1	[reskju:]	Rettung
to <b>respond</b> U3/T1	[tə ri'spɒnd]	antworten
<b>response</b> U3/T1	[ri'spɒns]	Antwort
<b>rest</b> U7/13	[rest]	Rest
<b>restaurant</b> U7/15	[restrɒnt]	Restaurant
<b>rewind button</b> U14/6	[ri:'waɪnd 'bʌtn]	Rückspultaste
<b>rhyme</b> U2/S1	[raɪm]	Reim
<b>rice</b> U7/3	[raɪs]	Reis
<b>rice paper</b> U7/4	[raɪs 'peɪpə]	Reispapier
<b>rice pudding</b> U7/4	[raɪs 'pu:dɪŋ]	Milchreis
to <b>ride</b> U11/T5	[tə raɪd]	reiten; fahren
to <b>ride a bike</b> U11/13	[tə raɪd ə baɪk]	radfahren
to <b>ride a horse</b> U11/13	[tə raɪd ə hɔ:s]	ein Pferd reiten
<b>right</b> U1/12	[raɪt]	richtig, korrekt
<b>right</b> U3/2	[raɪt]	rechter/rechte/rechtes; rechts
<b>right now</b> U9/10	[raɪt naʊ]	jetzt sofort, im Augenblick
<b>ring</b> U8/3	[rɪŋ]	Ring
<b>river</b> U6/12	[rɪvə]	Fluss
<b>road</b> U11/17	[rəʊd]	Straße

to <b>rob</b> U4/12	[tə rɒb]	stehlen
<b>robber</b> U10/9	[rɒbə]	Räuber/Räuberin
<b>robbery</b> U12/12	[rɒbəri]	Raubüberfall
<b>robot</b> U13/16	[rəʊbɒt]	Roboter
<b>rock</b> U13/1	[rɒk]	Stein, Fels
<b>role</b> U5/OYW2	[rəʊl]	Rolle
<b>role play</b> U5/OYW2	[rəʊl pleɪ]	Rollenspiel
to <b>roll</b> U7/4	[tə rɒl]	rollen
to <b>roll down</b> U11/9	[tə rɒl daʊn]	herunterrollen
<b>roller skates</b> U15/1	[rəʊlə skeɪts]	Rollschuhe
<b>romantic</b> U14/1	[rəʊ'mæntɪk]	romantisch
<b>romantic film</b> U14/1	[rəʊ'mæntɪk fɪlm]	Liebesfilm
<b>roof</b> U10/S5	[ru:f]	Dach
<b>room</b> U4/6	[ru:m]	Zimmer, Raum
to <b>rub</b> U6/S3	[tə rʌb]	reiben
<b>rubber</b> U1/11	[rʌbə]	Radiergummi
<b>rule</b> U10/4	[ru:l]	Regel
to <b>rule</b> U12/S6	[tə ru:l]	(be-)herrschen
<b>ruler</b> U1/11	[ru:lə]	Lineal
to <b>run</b> U2/4	[tə rʌn]	laufen, rennen
to <b>run after</b> U14/13	[tə rʌn 'ɑ:ftə]	nachlaufen, hinterherrennen
to <b>run around</b> U2/4	[tə rʌn ə'raʊnd]	herumlaufen, herumrennen
to <b>run away</b> U6/12	[tə rʌn ə'weɪ]	weglaufen, wegrennen
to <b>run down</b> U6/2	[tə rʌn daʊn]	hinunterlaufen; entlang laufen
to <b>run out of</b> U6/4	[tə rʌn aʊt əv]	hinausrennen; auslaufen
<b>Russia</b> U15/1	[rʌʃə]	Russland

## S

<b>sad</b> U4/1	[sæd]	traurig
<b>safe</b> U13/6	[seɪf]	sicher
to <b>sail</b> U13/1	[tə seɪl]	segeln
<b>salad</b> U7/1	[sæləd]	Salat
<b>the same</b> U9/OYW3	[ðə seɪm]	der-/die/das selbe
<b>sandwich</b> U5/T2	[sæn'wɪtʃ]	Sandwich belegtes Brot
<b>Saturday</b> U4/8	[sætə'deɪ]	Sonntag
<b>sauce</b> U7/4	[sɔ:s]	Soße
<b>sausage</b> U7/1	[sɔ:sɪdʒ]	Schinken, Würstel
to <b>save</b> U13/F	[tə seɪv]	retten
<b>saxophone</b> U5/1	[sæksə'fəʊn]	Saxophon
to <b>say</b> U1/1	[tə seɪ]	sagen
<b>scared</b> U4/1	[skæd]	ängstlich, verängstigt
to <b>be scared of</b> U3/1	[tə bi: skæd əv]	Angst haben vor
<b>scarf</b> U7/T3	[skɑ:f]	Schal
<b>scene</b> U4/3	[si:n]	Szene
<b>school</b> U1	[sku:l]	Schule
<b>school bag</b> U1/13	[sku:l bæɡ]	Schultasche

<b>school things</b> U1	[sku:l θɪŋz]	Schulsachen
<b>school uniform</b> U1/OYW1	[sku:l 'ju:nɪfɔ:m]	Schuluniform
<b>school year</b> U13/OYW4	[sku:l jɪə]	Schuljahr
<b>science fiction film</b> U14/1	[saɪəns 'fɪkʃn fɪlm]	Science-Fiction-Film
<b>scissors (pl)</b> U1/11	[sɪzəz]	Schere
<b>scooter</b> U10/3	[sku:tə]	Motorroller
<b>scorpion</b> U9/3	[skɔ:pjən]	Skorpion
<b>screen</b> U13/18	[skri:n]	Bildschirm
<b>screen time</b> U14/1	[skri:n taɪm]	Bildschirmzeit
<b>sea</b> U13/1	[si:]	Meer
<b>second</b> U12/1	[sekənd]	zweiter/zweite/zweites
to <b>see</b> U2/4	[ti:]	sehen
<b>See you soon</b> U9/OYW1	[si: ju: su:n]	Bis bald.
<b>self-study</b> U1/13	[self 'stʌdi]	Eigenstudium
to <b>sell</b> U10/1	[tə sel]	verkaufen
to <b>send</b> U11/18	[tə send]	senden, (ver-)schicken
<b>sentence</b> U3	[sentəns]	Satz
<b>September</b> U6/6	[sep'tembə]	September
<b>series</b> U3	[sɪəri:z]	Serie, Reihe
<b>seven</b> U1/1	[sevn]	sieben
<b>seventeen</b> U1/1	[sevn'ti:n]	siebzehn
<b>seventy</b> U10/1	[sevnti]	siebzig
to <b>shake</b> U5/6	[tə feɪk]	schütteln
<b>That's a shame</b> U9/T4	[ðæts ə feɪm]	Das ist schade.
<b>shark</b> U9/2	[ʃɑ:k]	Hai(fisch)
<b>she</b> U2/7	[ʃi]	sie
<b>ship</b> U3/1	[ʃɪp]	Schiff
<b>shirt</b> U1/OYW1	[ʃɜ:t]	Hemd
<b>shoe</b> U1/OYW1	[ʃu:]	Schuh
to <b>shoot</b> U10/9	[tə ʃu:t]	schießen
<b>shop</b> U5/OYW2	[ʃɒp]	Geschäft, Laden
<b>shop assistant</b> U7/T3	[ʃɒp ə'sɪstənt]	Verkäufer/Verkäuferin
<b>shopkeeper</b> U14/7	[ʃɒpki:pə]	Ladenbesitzer/ Ladenbesitzerin
<b>shopping</b> U5/OYW2	[ʃɒpɪŋ]	Einkaufen
<b>short</b> U3/11	[ʃɔ:t]	klein
<b>short</b> U3/13	[ʃɔ:t]	kurz
<b>short story</b> U6/6	[ʃɔ:t 'stɔ:ri]	Kurzgeschichte
<b>should</b> U9/OYW3	[ʃʊd]	sollte/n, solltest
<b>shoulder</b> U3/2	[ʃəʊldə]	Schulter
to <b>shout</b> U13/5	[tə ʃaʊt]	schreien, rufen
to <b>shout at sb.</b> U13/14	[tə ʃaʊt ət]	jd. anschreien, anbrüllen
to <b>shout for help</b> U13/5	[tə ʃaʊt fə help]	um Hilfe rufen
to <b>show</b> U5/OYW2	[tə ʃəʊ]	zeigen
<b>shy</b> U1/1	[ʃaɪ]	schüchtern

<b>signal</b> U13/1	[sɪgnəl]	Signal, Empfang	<b>to speak</b> U1/1	[tə spi:k]	sprechen
<b>similar</b> U12/5	[sɪmələ]	ähnlich, vergleichbar	<b>special</b> U14/6	[speʃl]	besonders; besonderer/ besondere/besonderes
<b>to sing</b> U1/1	[tə sɪŋ]	singen	<b>speech bubble</b> U1/16	[spi:tʃ 'bʌbl]	Sprechblase
<b>Sing along.</b> U4/12	[sɪŋ ə'ləŋ]	Sing(t) mit.	<b>to spell</b> U1/4	[tə spel]	buchstabieren
<b>singer</b> U5/1	[sɪŋə]	Sänger/Sängerin	<b>to spend (time)</b> U14/4	[tə spend]	(Zeit) verbringen
<b>sir</b> U6/6	[sɜ:]	Herr (Anrede)	<b>spider</b> U9/3	[spaɪdər]	Spinne
<b>sister</b> U5/2	[sɪstə]	Schwester	<b>spinach</b> U7/10	[sɪ'nɒdʒ]	Spinat
<b>to sit</b> U1/16	[tə sɪt]	sitzen	<b>to splash sb.</b> U9/T4	[tə splæʃ]	anspritzen
<b>to sit down</b> U1/16	[tə sɪt daʊn]	sich (hin-)setzen	<b>spooky</b> U12/S6	[spu:ki]	heimlich, schaurig
<b>situation</b> U5/T2	[sɪtʃu'eɪʃn]	Situation, Lage	<b>spot</b> U14/12	[spɒt]	Punkt
<b>to skate</b> U11/13	[tə skeɪt]	Rollschuh fahren, Rollerskate fahren	<b>sports</b> U14/1	[spɔ:ts]	Sport, Sportarten
<b>to skateboard</b> U3/T1	[tə skeɪtbɔ:d]	Skateboard fahren	<b>spring roll</b> U7/1	[sprɪŋ rɒl]	Frühlingsrolle
<b>sketch</b> U7/13	[sketʃ]	Sketch	<b>stage</b> U4/3	[steɪdʒ]	Bühne
<b>to ski</b> U11/21	[tə ski:]	Ski fahren	<b>to stand</b> U1/16	[tə stænd]	stehen
<b>skin</b> U14/12	[skɪn]	Haut	<b>to stand up</b> U1/16	[tə stænd ʌp]	aufstehen
<b>skirt</b> U1/OYW1	[skɜ:t]	Rock	<b>star</b> U1/1	[stɑ:]	Stern
<b>sky</b> U13/6	[skaɪ]	Himmel	<b>to start</b> U1/1	[tə stɑ:t]	anfangen, beginnen
<b>to sleep</b> U4/13	[tə sli:p]	schlafen	<b>to stay</b> U9/1	[tə steɪ]	bleiben
<b>slide</b> U11/9	[slɑɪd]	Rutsche	<b>step</b> U7/1	[stju:]	Eintopf
<b>to slip</b> U13/5	[tə slɪp]	ausrutschen	<b>stick</b> U1/1	[tə stɪk ɪn]	einkleben
<b>small</b> U2/2	[smɔ:l]	klein	<b>still</b> U4/3	[stɪl]	(immer) noch
<b>smartest</b> U10/9	['smɑ:tɪst]	klügster/klügste/klügste	<b>stone</b> U2/1	[stəʊn]	Stein
<b>to smell</b> U4/S2	[tə smel]	riechen; hier: stinken	<b>to stop</b> U9/11	[tə stɒp]	stoppen, aufhören
<b>to smile</b> U6/2	[tə smaɪl]	lächeln	<b>stop</b> U1/12	[stɒp ɪt]	Hör(t) auf!
<b>to smoke</b> U6/6	[tə sməʊk]	rauchen	<b>storm</b> U13/5	[stɔ:m]	Sturm
<b>snack</b> U6/10	[snæk]	Snack, Imbiss	<b>story</b> U1/8	[stɔ:ri]	Geschichte, Erzählung
<b>snake</b> U9/3	[sneɪk]	Schlange	<b>story time</b> U1/8	[stɔ:ri taɪm]	Zeit für eine Geschichte
<b>to snow</b> U11/21	[tə snəʊ]	schneien	<b>strategy</b> U3/T1	[strætədʒi]	Strategie
<b>to snowboard</b> U11/21	[tə snəʊbɔ:d]	Snowboard fahren	<b>to stream</b> U14/4	[tə stri:m]	streamen
<b>so</b> U1/OYW1	[səʊ]	so (sehr)	<b>street</b> U5/2	[stri:t]	Straße
<b>So was I.</b> U12/19	[səʊ wəz aɪ]	Ich auch	<b>street</b> U14/19	[stres]	Betonung
<b>sock</b> U1/OYW1	[sɒk]	Socke	<b>strong</b> U3/11	[strɒŋ]	stark
<b>sofa</b> U5/T2	[səʊfə]	Sofa	<b>stuck</b> U13/T6	[stʌk]	hängen geblieben / stecken geblieben
<b>to solve</b> U6/9	[tə sɒlv]	auflösen	<b>student</b> U3/T1	[stju:dnt]	Schüler/Schülerin; Student/Studentin
<b>some</b> U4/13	[sʌm]	einige, paar	<b>to study</b> U11/5	[tə stʌdi]	studieren, lernen
<b>somebody</b> U3	[sʌmbədi]	jemand	<b>stuff (informal)</b> U6/9	[stʌf]	Zeug, Kram, Sachen
<b>someone</b> U1/4	[sʌmwʌn]	jemand	<b>subject</b> U7/15	[sʌbdʒɪkt]	Betreff
<b>something</b> U3/T1	[sʌmθɪŋ]	etwas	<b>suddenly</b> U8/S4	[sʌdnli]	plötzlich
<b>sometimes</b> U5/OYW2	[sʌmtaɪmz]	manchmal	<b>to suggest</b> U3/T1	[tə sə'dʒest]	vorschlagen
<b>song</b> U1/1	[sɒŋ]	Lied	<b>suggestion</b> U3/T1	[sə'dʒestʃən]	Vorschlag
<b>sorry</b> U1/4	[sɒri]	Verzeihung, Entschuldigung	<b>to suit sb.</b> U9/T4	[tə su:t]	jdm. gut stehen
<b>sort (of)</b> U14/15	[sɔ:t əv]	Art/Sorte (von)	<b>summer</b> U15/1	[sʌmə]	Sommer
<b>sound system</b> U1/13	[saʊnd sɪstəm]	Tonanlage, Soundsystem	<b>summertime</b> U15/6	[sʌmətaɪm]	Sommerzeit
<b>soup</b> U7/4	[su:p]	Suppe	<b>sun</b> U4/4	[sʌn]	Sonne
<b>south</b> U1/1	[saʊθ]	Süden	<b>Sunday</b> U4/8	[sʌndeɪ]	Sonntag
<b>South Africa</b> U7/4	[saʊθ 'æfrɪkə]	Südafrika	<b>sunglasses</b> U1/OYW1	[sʌŋɡlɑ:sɪz]	Sonnenbrille
<b>space</b> U13/17	[speɪs]	Weltraum	<b>sunny</b> U13/15	[sʌni]	sonnig
<b>spaceship</b> U13/16	[speɪsʃɪp]	Raumschiff	<b>sunset</b> U12/13	[sʌnset]	Sonnenuntergang

<b>superhero</b> U8/10	[su:pəhɪərəʊ]	Superheld/Superheldin
<b>supermarket</b> U5/OYW2	[su:pəmɑ:kɪt]	Supermarkt
<b>superpower</b> U8/10	[su:pəpaʊə]	Superkraft
<b>sure</b> U1/4	[ʃʊə]	sicher
<b>surprise</b> U11/8	[sə'praɪz]	Überraschung
<b>surprising</b> U11/10	[sə'praɪzɪŋ]	überraschend, verwunderlich
<b>swan</b> U6/S3	[swɒn]	Schwan
to <b>swap</b> U9/OYW3	[tə swɒp]	(ver-)tauschen
<b>sweater</b> U1/OYW1	[swetə]	Pullover
<b>sweet</b> U13/OYW4	[swi:t]	süß; angenehm
<b>sweets</b> U10/3	[swi:ts]	Süßigkeiten
to <b>swim</b> U6/12	[tə swɪm]	schwimmen
<b>swimming pool</b> U9/2	[swɪmɪŋ pu:l]	Schwimmbecken
to <b>swing</b> U3/12	[tə swɪŋ]	schwingen
to <b>switch off</b> U1/16	[tə swɪtʃ ɒf]	ausschalten
to <b>switch on</b> U1/16	[tə swɪtʃ ɒn]	an-/einschalten
<b>swollen</b> U13/T6	[swɒləʊn]	geschwollen
<b>sword</b> U14/3	[sɔ:d]	Schwert

## T

<b>table</b> U11/T5	[teɪbl]	Tisch
<b>tablet</b> U1/13	[tæblət]	Tablet
to <b>take</b> U7/4	[tə teɪk]	(mit-)nehmen
to <b>take sb. back</b> U9/10	[tə teɪk sɪb bæk]	jdn. zurückbringen
to <b>take (a long time)</b> U13/6	[tə teɪk ə lɒŋ taɪm]	(lange) dauern
<b>Take me by the hand!</b> U5/F	[teɪk mi baɪ ðə hænd]	Nimm mich an der Hand!
to <b>take off</b> U6/1	[tə teɪk ɒf]	herunternehmen, ausziehen
to <b>take out</b> U1/16	[tə teɪk aʊt]	herausnehmen
to <b>take photos</b> U13/8	[tə teɪk fəʊtəʊz]	Fotos machen
to <b>take place</b> U12/5	[tə teɪk pleɪs]	stattfinden
to <b>talk</b> U1/1	[tɔ:tɔ:k]	sprechen, unterhalten
to <b>talk about</b> U2/8	[tɔ:tɔ:k əbʌt]	über ... sprechen
to <b>talk to sb.</b> U13/OYW4	[tɔ:tɔ:k tu: sɪb]	mit jdm. sprechen
<b>tall</b> U3/11	[tɔ:l]	groß; hoch
<b>tank</b> U9/2	[tæŋk]	hier: Aquarium
<b>task</b> U1/9	[tæsk]	Aufgabe, Übung
<b>taxi</b> U11/T5	[tæksɪ]	Taxi
<b>tea</b> U7/4	[ti:]	Tee
to <b>teach</b> U11/5	[tə ti:tʃ]	unterrichten, lehren
<b>teacher</b> U5/OYW2	[ti:tʃə]	Lehrperson
<b>team</b> U13/5	[ti:m]	Team
<b>telephone</b> U14/G	[telɪfəʊn]	Telefon
to <b>tell</b> U3/4	[təl]	erzählen

<b>ten</b> U1/1	[ten]	zehn
<b>tennis</b> U12/3	[tenɪs]	Tennis
<b>terrible</b> U1/12	[tə'reɪbl]	schrecklich, scheußlich
to <b>test</b> U12/4	[tə test]	überprüfen
<b>test</b> U5/6	[test]	Test, Prüfung
<b>text</b> U1/18	[tekst]	Text
<b>text message</b> U10/S5	[tekst mə'seɪʒ]	Textnachricht, SMS
<b>Thank you.</b> U1/4	[θæŋk ju:]	Danke., Dankeschön.
<b>Thank you very much.</b> U10/13	[θæŋk ju: vɪri mʌtʃ]	vielen Dank.
<b>thanks</b> U1/4	[θæŋks]	danke
<b>that</b> U1/1	[ðæt]	das; der/die/das
<b>the</b> U1/1	[ðə]	der/die/das
<b>their</b> U1/4	[ðeə]	ihr; deren
<b>them</b> U1/1	[ðəm]	sie; ihnen
<b>theme park</b> U10/1	[θi:m pɑ:k]	Vergnügungspark
<b>then</b> U1/1	[ðen]	dann, danach
<b>there</b> U1/1	[ðeə]	da, dort
<b>there is/are</b> U1/1	[ðeə ɪz ɑ:]	es gibt, da ist/sind
<b>this</b> U1/9	[ðɪz]	diese (dort)
<b>this is</b> U1/9	[ðɪs]	sie
<b>this is</b> U1/9	[θɪŋ]	Ding, Gegenstand
to <b>think</b> U1/OYW1	[tə θɪŋk]	denken
to <b>think about</b> U9/2	[tə θɪŋk ə'baut]	nachdenken über
to <b>think of</b> U5/T2	[tə θɪŋk əv]	denken an
<b>thirteen</b> U1/1	[θɜ:'ti:n]	dreizehn
<b>this</b> U1/OYW1	[ðɪs]	dieser/diese/dieses
<b>this is me</b> U5/12	[ðɪs ɪz mi]	Das bin ich.
<b>those</b> U1/9	[ðəʊz]	diese; jene
<b>thousand</b> U10/1	[θaʊznd]	tausend
<b>three</b> U1/1	[θri:]	drei
<b>thrilling</b> U14/11	[θrɪlɪŋ]	aufregend, spannend
to <b>throw</b> U8/10	[tə θrəʊ]	werfen
<b>Thursday</b> U4/8	[θɜ:zdeɪ]	Donnerstag
to <b>tick</b> U1/7	[tə tɪk]	an-/abhaken
to <b>tickle</b> U8/8	[tə tɪkl]	kitzeln
<b>tie</b> U1/OYW2	[taɪ]	Krawatte
<b>tiger</b> U4/S2	[taɪgə]	Tiger
<b>tights</b> U8/1	[taɪts]	Strumpfhose
<b>time</b> U1	[taɪm]	Zeit
<b>(three) times a day</b> U9/2	[taɪmz ə deɪ]	(drei) Mal am Tag
<b>time of the day</b> U4	[taɪm ɒv ðə deɪ]	Tageszeit
<b>time preposition</b> U12	[taɪm prepə'zɪʃn]	Zeitpräposition
<b>tin</b> U10/3	[tɪn]	Dose
<b>tiny</b> U14/6	[taɪni]	winzig
<b>tired</b> U3/6	[taɪəd]	müde
<b>title</b> U13/17	[taɪtl]	Titel
to <b>to</b> U1/1	[tə]	zu; bis; nach

<b>(five) to (four)</b> U11/1	[tu:]	(fünf) vor (vier)
<b>today</b> U4/6	[tə'deɪ]	heute
<b>tofu</b> U7/13	[təʊfu:]	Tofu
<b>together</b> U7/4	[tə'geðə]	zusammen
<b>tomato (pl tomatoes)</b> U7/4	[tə'mɑ:təʊ, tə'mɑ:təʊz]	Tomate
<b>tomorrow</b> U1/12	[tə'mɒrəʊ]	morgen
<b>tongue</b> U5/8	[tʌŋ]	Zunge
<b>tonight</b> U8/10	[tə'naɪt]	heute Abend; heute Nacht
<b>too</b> U1/12	[tu:]	auch
<b>tooth (pl teeth)</b> U3/2	[tu:θ, ti:θ]	Zahn
<b>tortoise</b> U9/1	[tɔ:təs]	Schildkröte
to <b>touch</b> U5/8	[tə tʌtʃ]	berühren, anfassen
<b>tourist</b> U4/4	[tʊərɪst]	Tourist/Touristin
<b>town</b> U10/6	[taʊn]	Stadt
<b>town council</b> U13/OYW4	[taʊn 'kaʊnsl]	Stadtrat
<b>toy</b> U9/10	[tɔɪ]	Spielzeug
<b>train</b> U2/4	[treɪn]	Zug
<b>trainers</b> U8/1	[treɪnəz]	Turnschuhe
<b>trap</b> U10/S5	[træp]	Falle
<b>treasure</b> U3/F	[trezə]	Schatz
<b>tree</b> U2/1	[tri:]	Baum
<b>trip</b> U3/12	[trɪp]	Ausflug, Reise
to <b>be in trouble</b> U13/1	[tə bi: ɪn trʌbl]	in Schwierigkeiten sein
<b>trousers (no pl)</b> U8/1	[traʊzəz]	Hose
<b>true</b> U1/9	[tru:]	richtig; wahr
to <b>try</b> U5/3	[tə traɪ]	versuchen
<b>Try it!</b> U4/S2	[traɪ ɪt]	Versuch!
to <b>try on</b> U8/4	[tə traɪ ɒn]	anprobieren
<b>Tuesday</b> U4/8	[tju:zdeɪ]	Dienstag
<b>Tunisia</b> U15/1	[tju:'nɪziə]	Tunesien
to <b>turn over</b> U9/OYW3	[tə tɜ:n 'əʊvə]	umdrehen
to <b>turn</b> U14/13	[tə tɜ:n]	umdrehen
<b>TV</b> U7/G	[ti:'vi:]	Fernsehen
<b>twelve</b> U1/1	[twelv]	zwölf
<b>twenty</b> U1/1	[tventɪ]	zwanzig
<b>twice</b> U9/2	[tu:ɪs]	zweimal
<b>twin</b> U3/T1	[tuɪn]	Zwilling
<b>two</b> U1/1	[tu:]	zwei
<b>Two more to go!</b> U10/S5	[tu: mɔ:ə tə ɡo:]	Noch zwei weitere (ausstehend)!
<b>type (of)</b> U14	[taɪp ɒv]	Art/Sorte (von)

## U

<b>uncertainty</b> U7/T3	[ʌn'sɜ:ntntɪ]	Unsicherheit
<b>uncle</b> U5/OYW2	[ʌŋkl]	Onkel
<b>under</b> U2/1	[ʌndə]	unter
to <b>understand</b> U1	[tə ʌndə'stænd]	verstehen

<b>unfair</b> U5/OYW2	[ʌn'feə]	ungerecht, unfair
<b>unhappy</b> U13/T6	[ʌn'hæpi]	unglücklich
<b>unit</b> U1	[ju:nɪt]	Lektion; Einheit
<b>universe</b> U12/S6	[ju:nɪvɜ:s]	Universum
<b>until</b> U9/10	[ən'tɪl]	bis
<b>unusual</b> U9	[ʌn'ju:zʊəl]	ungewöhnlich, außergewöhnlich
<b>up</b> U1/16	[ʌp]	hin auf; hier: auf
<b>upstairs</b> U5/T2	[ʌp'staɪəz]	oben
<b>us</b> U2/9	[əs]	uns
<b>USA (United States of America)</b> U10/1	[ju:zes'eɪ, 'æmərɪkə]	Vereinigte Staaten (von Amerika)
to <b>use</b> U1	[tə ju:z]	verwenden, benutzen
<b>useful</b> U3/T1	[ju:sfəl]	nützlich
<b>usually</b> U7/1	[ju:ʃuəli]	gewöhnlich, normalerweise

## V

<b>vase</b> U7/T3	[vɑ:z]	Vase
<b>vegetable</b> U7/4	[vedʒtəbl]	Gemüse
<b>vegetarian</b> U4	[vedʒə'teəriən]	Vegetarier/Vegetarierin
<b>veggie (informal)</b> U7/13	[vedʒi]	Gemüse
<b>verb</b> U2	[vɜ:b]	Verb, Zeitwort
<b>very</b> U1/12	[veri]	sehr
<b>vet</b> U13/OYW4	[vet]	Tierarzt/Tierärztin
<b>violin</b> U6/6	[vaɪə'li:n]	Geige
<b>visit</b> U9/1	[tə vɪzɪt]	besuchen
<b>vlog</b> U1/OYW1	[vlɒɡ]	Videoblog
<b>vocabulary</b> U1/6	[və'kæbjələri]	Vokabeln, Wortschatz
<b>voice</b> U4/6	[vɔɪs]	Stimme
to <b>vote (for)</b> U13/OYW4	[tə vəʊt fə]	wählen, abstimmen (für)

## W

to <b>wait</b> U6/10	[tə weɪt]	warten
<b>Wait a moment.</b> U11/T5	[weɪt ə 'məʊmənt]	Warte(t) einen Moment.
to <b>wait for</b> U6/S3	[tə weɪt fə]	warten auf
to <b>wake sb. up</b> U11/5	[tə weɪk ʌp]	jdn. aufwecken
to <b>walk</b> U5/8	[tə wɔ:k]	(zu Fuß) gehen
to <b>walk around</b> U9/T4	[tə wɔ:k ə'raʊnd]	umhergehen, herumspazieren
to <b>walk away</b> U10/6	[tə wɔ:k ə'weɪ]	fortgehen, weggehen
to <b>walk down</b> U11/8	[tə wɔ:k daʊn]	hinuntergehen
to <b>walk home</b> U14/6	[tə wɔ:k hæʊm]	nach Hause gehen
to <b>walk the dog</b> U11/8	[tə wɔ:k ðə dɒɡ]	mit dem Hund Gassi gehen
<b>wall</b> U8/10	[wɔ:l]	Wand
<b>walnut</b> U7/4	[wɔ:lnʌt]	Walnuss

<b>to want</b> U1/1	[tə wɒnt]	wollen; wünschen
<b>warm</b> U7/4	[wɔ:m]	warm
<b>to wash</b> U5/OYW2	[tə wɒʃ]	waschen
<b>washing machine</b> U10/4	[wɒʃɪŋ məʃi:n]	Waschmaschine
<b>watch</b> U6/9	[wɒtʃ]	Uhr
<b>to watch</b> U1/OYW1	[tə wɒtʃ]	ansehen; zuschauen
<b>to watch TV</b> U7/G	[tə wɒtʃ ,ti: 'vi:]	fernsehen
<b>water</b> U7/1	[wɔ:tə]	Wasser
<b>watercolour</b> U1/11	[wɔ:təkʌlə]	Wasserfarbe
<b>wave</b> U13/1	[weɪv]	Welle
<b>way</b> U5/OYW2	[weɪ]	Art, Weise
<b>way</b> U1/1	[weɪ]	Weg
<b>we</b> U1/1	[wi]	wir
<b>weak</b> U14/12	[wi:k]	schwach
<b>to wear</b> U1/OYW1	[tə weə]	tragen (Kleidung)
<b>weather</b> U11/21	[weðə]	Wetter
<b>Wednesday</b> U4/8	[wenzdeɪ]	Mittwoch
<b>week</b> U1/1	[wi:k]	Woche
<b>weekend</b> U14/5	[wi:k'end]	Wochenende
<b>welcome</b> U1/OYW1	[welkəm]	willkommen
<b>You're welcome.</b> U10/12	[jɔ: 'welkəm]	Nichts zu danken., Keine Ursache., Gern geschehen.
<b>well</b> U1/8	[wel]	nun (ja), tja
<b>Well done.</b> U6/S3	[wel dʌn]	Gut gemacht!
<b>west</b> U1/1	[west]	Westen
<b>wet</b> U4/4	[wet]	nass, feucht
<b>what</b> U1/9	[wɒt]	was
<b>What about ...?</b> U8/4	[wɒt ə'baʊt]	Was ist mit ...? wär's mit ...?
<b>What can I do for you?</b> U10/12	[wɒt kən aɪ du: fə(r) ju:]	Was kann ich für dich/Sie tun?
<b>What else?</b> U10/6	[wɒt els]	Was noch?
<b>what if</b> U15/5	[wɒt ɪf]	Was passiert dann?
<b>What is it?</b> U2/1	[wɒt ɪz ɪt]	Was ist das?
<b>What's it about?</b> U14/16	[wɒts ɪt ə'baʊt]	Worum geht es?
<b>What's happening?</b> U4/S2	[wɒts hæpənɪŋ]	Was (hier) los?
<b>What's the problem?</b> U5/T2	[wɒts ðə 'prɒbləm?]	Was ist das Problem?
<b>What's the time?</b>	[wɒts ðə taɪm?]	Wie spät ist es?
<b>What's your name?</b> U1/4	[wɒts jɔ: 'neɪm?]	Wie heißt du?, Wie heißen Sie?
<b>wheel</b> U9/9	[wi:l]	Rad; hier: Laufrad
<b>when</b> U4/5	[wen]	wenn, als
<b>where</b> U2/1	[weə]	wo; wohin
<b>which</b> U9/OYW3	[wɪtʃ]	welcher/welche/welches
<b>white</b> U1/12	[waɪt]	weiß
<b>who</b> U5/4	[hu:]	wer

<b>why</b> U4/6	[waɪ]	warum
<b>wide</b> U14/6	[waɪd]	weit; breit
<b>wide-mouthed frog</b> U1/8	[waɪdməʊθd frɒɡ]	Breitmaulfrosch
<b>to wiggle</b> U5/8	[tə wɪɡl]	wackeln (mit)
<b>wild</b> U6/8	[waɪld]	wild
<b>wildlife park</b> U2/4	[waɪldlaɪf pɑ:k]	Naturpark, Wildpark
<b>to win</b> U8/10	[tə wɪn]	gewinnen
<b>window</b> U1/16	[wɪndəʊ]	Fenster
<b>windy</b> U13/8	[wɪndi]	windig
<b>winner</b> U8/10	[wɪnə]	Gewinner/Gewinnerin
<b>wise</b> U1/1	[waɪz]	weise
<b>with</b> U1/5	[wɪð]	mit
<b>wolf (pl wolves)</b> U1/1	[wʊlf, wʊlvz]	Wolf
<b>woman (pl women)</b> U6/2	[wɪmən, wɪmɪn]	Frau
<b>wood</b> U1/1	[wʊd]	Holz
<b>wood(s)</b> U1/1	[wʊd]	Wald
<b>wooden leg</b> U1/1	[wʊdn leg]	Holzbein
<b>word</b> U1/1	[wɜ:d]	Wort
<b>to work</b> U1/1	[tə wɜ:k]	arbeiten
<b>world</b> U1/1	[wɜ:ld]	Welt
<b>to worry</b> U4/S2	[tə wʌrɪ]	sich Sorgen machen
<b>worst</b> U13/OYW4	[wɜ:st]	schlimmste/r/s; schlechteste/r/s
<b>would</b> U7/T3	[wʊd]	würde/n, würdest
<b>Wow!</b> U1/12	[waʊ]	Wow! Toll!
<b>to write</b> U1/1	[tə raɪt]	schreiben
<b>wrong</b> U5/11	[rɒŋ]	falsch; nicht in Ordnung

## Y

<b>year</b> U2/6	[jɪə]	Jahr(gang)
<b>yellow</b> U1/12	[jeləʊ]	gelb
<b>yes</b> U1/4	[jes]	ja
<b>yesterday</b> U12/10	[jestədeɪ]	gestern
<b>you</b> U1	[ju:]	du
<b>young</b> U1/1	[jʌŋ]	jung
<b>your</b> U1	[jə]	dein/e
<b>yourself</b> U2	[jɔ:'self]	du/Sie/ihr selbst
<b>yummy (informal)</b> U7/1	[jʌmi]	lecker

## Z

<b>zebra</b> U9/3	[zi:brə]	Zebra
<b>zoo</b> U2	[zu:]	Zoo
<b>zookeeper</b> U13/OYW4	[zu:ki:pə]	Zoowärter/Zoowärterin; Tierpfleger/Tierpflegerin

## Acknowledgements

The publisher would like to thank the following for their kind permission to reproduce the following photographs and other copyright material:

p13 Tetra Images (Ellen), p17 Cheltenham Media (lion), p53 imageBROKER (Linh) / Ian Allenden (Tamar) / Cavan Images (barbecue), p76 Malcolm Haines (fifty pound note, twenty pound note) / PhotoEdit (five pound note, ten pound note), Andrew Walters (one pound coin), p77 sjbooks (book) / David J. Green (magazine), p84 Lou Linwei (eye exercise left) / Imaginechina Limited (eye exercise middle, eye exercise right), p100 Ladi Kirn (cave rescue) / Ashley Cooper (mountain rescue), p102 Jeff Gilbert, p110 RGR Collection (quiz show) / STUDIO GHIBLI / Ronald Grant Archive (cartoon), p115 Greg Balfour Evans (Harry Potter book cover) / razorpix (Gangsta Granny book cover) / Art Directors & TRIP (Action Comics) | **Alamy**; © **Bloomsbury** p115 cover image of PIRATES! by Celia Rees / HARRY POTTER AND THE DEATHLY HALLOWS by Joanne K. Rowling; © **DC Comics** p115 cover image of SUPERMAN 1 by Dennis O'Neil and E. Nelson Bridwell; p2 Iakov Filimonov (kids playing football) / Robert Kneschke (guitar lesson) / Monkey Business Images (kids doing homework), p8 Martinmark (blackboard) / Katarzyna Bialasiewicz (children), p11 Sofya Dushkina (background), p13 Anton Starikov (hairband) / Doupix (hat) / Igor Zakharevich (jeans) / Chernetskaya (shirt, socks, T-shirt) / Denya Kovtun (skirt) / Marilyn Gould (sunglasses) / Ingvald Kaldhussater (blue and red tie) / Marusea Turcu (sweater) / Edwardshtern (blazer) / Phillip Roberts (shoes) / Pixelrobot (green and white tie) / MorganStudios (Leo) / Iofoto (Leah) / Monkey Business Images (girl, Freddie), p14 Stockyimages (girl) / Nicholas Burningham (boy), p15 Romrodinka (boy), p17 Angela Ho (giraffes) / Dean Bertoncej (penguins) / Qualit Design (background) / Marsymn (dog), p25 Yevgenii Movliev (skull and crossbones) / Andreykuzmin (game background) / p28 Adam121 (cinema) / Photopassionata (funfair) / Satjawat Boontanataweepol (shopping) / Softdreams (swimming) / Blake Billings (skateboarder) / Arne 9001 (bowling), p30 Nikhil Patil (happy boy), p34 Syda Productions (boy), p41 Monkey Business Images, p43 Seventyfourimages (boy at the supermarket) / Lacheev (girl in the kitchen) / Ocusfocus (money) / Kurhan (two boys washing a car), p44 Aleksandar Tatic (house) / Joe Hendrickson (bathroom) / Alterfalter (kitchen) / Irina88w (garden) / Daniel Krylow (garage), p47 Monkey Business Images, p48 Fcsabi (London background), p51 Manav Lohia (girl) / Monkey Business Images (classroom) / Afxhome (fish) / Roman Samokhon (gorilla) / Isselee (lion) / Kerry Hill (pelican), p52 Natika (red peppers) / Sai0112 (water) / Kaan Kurdoglu (bread) / Boarding1now (cucumbers) / Gcpics (nuts) / Chernetskaya (ham) / Ashwin Kharidehal Abhirama (grapes) / Yuliia Davydenko (sausages) / Grafner (ice cream) / Nevinates (apple) / Ovydyborets (cheese) / David Koscheck (egg) / Prostockstudio (fish) / Yurakp (orange) / Petro Korchmar (meat) / Tharvron Posri (corn) / Katerynabibro (pumpkin) / Rainer Junker (milk) / Syda Productions (children), p53 DiversityStudio1 (Lethabo) / Daniela Baumann (spring rolls) / Jspring (khachapuri) / Natalia Mylova (corn bread), p54 Noriko Cooper (man in blue shirt) / Darren Baker (woman) / Onion (girl with pink cap) / Dragonimages (boy with blue shirt) / Monkey Business Images (boy in classroom) / Sergey Novikov (Kate, Mark), p55 Pipa100 (girl) / Pahham (Nella) / Annworthy (Shu-hui) / Atoss1 (orange) / Maria Kunz (cucumber) / Supot Trakulworapunya (carrot) / Inga Nielsen (spaghetti) / Philip Kinsey (spring rolls) / Natika (peppers) / Mada Jimmy (bread) / Karenr (ice cream), p56 Monkey Business Images (canteen) / Chernetskaya (hamburgers), p58 Pixelrobot (purse) / Viktoriia Kulish (vase) / Elnur (necklace) / Lonely11 (perfume) / Tany Dimitrova (scarf) / Jelena Katavic (book), p60 Syda Productions (boy and girl), p66 Farinoza (dog) / Verastuchelova (six mice) / Vasyl Helevachuk (budgie, pony) / Ovydyborets (one fish) / Alptrraum (mouse) / Andrii Hrytsenko (rat) / Subbotina (hamster) / Lars Christnsen (eight fish) / Nynke Van Holten (cat) / Jamraslamyai (tortoise) / Judith Kiener (two cats) / Cynoclub (two ponies) / Zts (rabbit) / Isselee (three guinea pigs) / Galyna Syngalievka (guinea pig) / Steven Melanson (shark) / Lasse Ansahrju (pot bellied pig) / Brian Kushner (owl) / Sylvain Robin (man) / Willeecole (cage) / JaCrispy (tank) / Darko Pohl (pool), p67 Brad Thompson (camel) / Pixworld (cheetah) / Abeselom Zerit (snow leopard) / Amanda Melones (lizard) / Nicholaas Van Huyssteen (zebra) / Leerobin (spider), p68 Jose Manuel Gelpi Diaz (boy) / Murali Nath (girl), p70 Fifoprod (frog) / Isselee (cat) / Volodymyr Melnyk (dog) / Kontur-vid (tortoise) / Micw (spider) / Vasyl Helecachuk (budgie) / Monkey Business Images (blogger), p74 Hou Guima (T-shirt) / Jaka Vukotič (musical element) / Photobox28 (skirt) / Yana Bardichevska (jeans) / Ian Andreiev (shoes) / Meepoohya (dress) / Firina (cap), p76 Claudiividivizia (fifty pence coin, five pence coin, one penny, ten pence coin, twenty pence coin, two pence coin, two pounds), p77 Wavemovies (mobile phone) / Thatpichai (T-shirt) / Saiko3p (jeans) / Richard Van Der Spuy (dog food) / Dean Bertoncej (computer game) / Juan Moyano (sweets) / Destina156 (red headphones) / Dimitrii Kiselev (black headphones) / Anton Starikov (scooter) / Petr Malyshev (key ring) / Seksan Panpinyo (black smartphone), p82 Monkey Business Images (two students), p83 Roman Sambroskyi (boy 1) / Sergey Novikov (boy 2) / Hongqi Zhang (aka Michael Zhang) (girl), p88 Andrea Demidova (girl) / Trendsetterimages (boy), p89 BY (cottage) / Lianem (postcard), p90 Eugenesergeev (taxi) / Tung Cheung (train) / Juwangkun (bus) / Ssuaphoto (plane) p93 Darren Baker (boy), p96 Mohamed Osama (boy) / Rido (girl), p99 Jarenwicklund, p100 Bob Suir (coastguard) / Kiattisak Chaisamutr (bomb disposal), p103 Lacheev (broken leg), p105 Antonello Marangi (girl with poster) / Belish (girl with plastic bac) / Kawaiiavachay (boy with poster), p108 Mark Fairay (black eye) / Canduscamera (cut knee) / Yulia Petrova (broken leg), p110 Wisconsinart (fantasy film) / 3000ad (science fiction film) / Christian Bertrand (music show) / Leerobin (reality show) / Ondřej Prosický (nature programme) / Osons163 (romantic film) / Cristi Bucurie (news programme) / Stokkete (detective film) / Agenzia LiveMedia (sports programme), p111 Tracy Whiteside (Paula) / Denis Ivanov (Michael) / Prostockstudio (girl with laptop), p115 Sirikornt (boy) / Darrinhenry (girl), p118 Monkey Business Images (Bilal) / Natalya Vilman (Elisabeth) / Daniel Thornberg (Paul) / Poike2017 (Croatia) / Marco Antonio Rodriguez Rodriguez (holiday icons) / Sean Pavone (New York) | **Dreamstime.com**; © **Hanser** p115 cover image of ELEANOR & PARK by Rainbow Rowell; © **Gareth James** p17 Cotswold Park and Gardens (<https://www.geograph.org.uk/photo/5413819>), train (<https://www.geograph.org.uk/photo/5413823>); © **HELBLING** p87, p88 (children in classroom); © **iStockphoto.com** p17 kali9 (guide), p18 Jbryson (girl) / imagepointphoto (boy), p22 Paolo Scarlata (Jack Sparrow), p34 Rawpixel Ltd (girl), p84 Jasonfang (boy running), p93 PeopleImages (girl), p108 vidka (swollen ankle), p110 RichLegg (game show), p118 ipandastudio (Julia), p120 Fatcamera (children); © **MacMillan Children's Books** p115 cover image of READ ME 2 by Gaby Morgan (Editor); © **Scholastic** p115 cover image of GOOSEBUMPS by R.L. Stine; p13 homydesign (red-black-white tie) / S. Togulev (yellow-grey tie) / Alvin Ganesh (black-orange tie), p38 Pavel K (drummer) / Dervish45 (saxophone player) / NiklsN (singer) / Petrafler (guitarist, keyboard player), p48 Woodhouse (Holmes), p76 pixeldreams.eu (background), p84 LizCoughlan (girl with horse), p100 kelttt (emergency icons) | **Shutterstock.com**; © **Walker Books** p115 cover image of THE TALE OF DESPERAUX by Kate DiCamillo

# MORE!

Student's Book

1

[helbling.com](http://helbling.com)

3758/10-22

