

ENGLISH Step by Step

Herbert Puchta
Christian Holzmann
Peter Lewis-Jones
Chris Jory



Student's Book

2



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 **ENGLISH Step by Step Student's Book 2** auf der **HELBLING e-zone**
- Audios, Videos und *Stories* in der **HELBLING Media App** zum **ENGLISH Step by Step Student's Book 2**

E-BOOK+ auf der HELBLING e-zone

1. Auf der e-zone anmelden

Gehen Sie auf www.helbling-ezone.com und melden Sie sich als Lehrerin/Lehrer an oder registrieren Sie sich.

2. Code aktivieren

Gehen Sie auf www.helbling-ezone.com, geben Sie den untenstehenden Code ein und aktivieren Sie ihn.

3. Inhalte verwenden


Sie finden alle freigeschalteten Inhalte nun unter Ihren Materialien.

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 **ENGLISH Step by Step Student's Book 2** und wählen Sie die gewünschten Inhalte über das Menü aus.



DEMO-GRQF-UGYF-2GJQ

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

ENGLISH Step by Step Student's Book 2 – Prüfexemplar

Student's Book + E-Book: SBNR 216.087 | ISBN 978-3-7114-0086-4
Student's Book E-Book Solo: SBNR 216.090 | ISBN 978-3-7114-0090-1

by
Herbert Puchta
Christian Holzmann
Peter Lewis-Jones
Chris Jory

© HELBLING LANGUAGES 2023, Rum/Innsbruck
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 216.089 | ISBN 978-3-7114-0088-8
Student's Book E-BOOK+ Solo: SBNR 216.091 | ISBN 978-3-7114-0092-5

Edited by Verena Rainer, Davina Timmins, Nadine Huber
Design and layout by Stewart Grieve
Illustrated by Elisa Bellotti, Mattia Cerato, Paolo Masiero, Joaquin Paris,
Elisa Patrissi, Lorenzo Sabbatini, Rossella Trionfetti
Video production & editing by Matt Devitt, Pete Durgerian
Video animation by Cloth Cat Animation, Roberto Mezzano
Printed by Athesia, Innsbruck
First published 2023
4111/11-23

Herbert Puchta
Christian Holzmann
Peter Lewis-Jones
Chris Jory

ENGLISH Step by Step

Student's Book

2



So lernst du am besten mit ENGLISH Step by Step

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

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

Mit **ENGLISH Step by Step 2** entwickelst du Kompetenzen in vier Bereichen:

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

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

- Auf den Seiten 4–7 findest du das Inhaltsverzeichnis – dort siehst du die Themen der 12 Units in **ENGLISH Step by Step 2**.
- Am Beginn jeder Unit siehst du eine Liste jener Dinge, die du am Ende der jeweiligen Unit **wissen** und **können** wirst.

At the end of unit 1 ...

you know	you can
<input type="checkbox"/> adjectives for personality	<input type="checkbox"/> introduce yourself and others
<input type="checkbox"/> friendship verbs	<input type="checkbox"/> describe your friends and family
<input type="checkbox"/> how to use the present simple negative (revision)	<input type="checkbox"/> understand personal posts about people and their likes/dislikes
<input type="checkbox"/> how to use adverbs of frequency (revision)	<input type="checkbox"/> fill in a form and write a personal profile
<input type="checkbox"/> how to form present simple questions and short answers (revision)	<input type="checkbox"/> understand a short podcast interview
	<input type="checkbox"/> understand a short article about unusual animal friends
	<input type="checkbox"/> give a short presentation

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

Am Ende jeder Unit findest du einen Hinweis darauf, dass du nun wieder zum Anfang der Unit gehen und die Ziele abhaken kannst, die du erreicht hast. Das machst du am besten mit einem Partner / einer Partnerin. Stellt euch dann gegenseitig Fragen nach den neuen Wörtern – in der Unit 1 sind das zum Beispiel Adjektive und Verben, um Personen zu beschreiben. Wenn du sie alle weißt, kannst du sie abhaken. So erhältst du einen guten Überblick über deinen Lernfortschritt.

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

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

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

1/2



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



Zu dieser Übung gibt es ein Video.



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



Mit dieser Übung trainierst du zusammenhängendes Sprechen.



Mit dieser Übung trainierst du dialogisches Sprechen.



CYBER Homework

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



WEB Project

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

WB

p. 10

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

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

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



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



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



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



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



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



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



My personal learning track ▶

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

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

Contents

1

Friendship

8–17

Vocabulary Adjectives for personality / Friendship verbs

Grammar Present simple negative (revision) / Adverbs of frequency (revision) / Present simple questions (revision)

Listening Understanding people talking about their friends / Understanding a short podcast interview

Speaking Introducing yourself and others / Giving a short presentation about an ideal friend / Describing your friends and family

Reading Understanding personal posts about people and their likes/dislikes / Understanding a short article about unusual animal friends

Writing Filling in a form / Writing a short profile / Writing a short text about friends

The After School Club 1 The new student

A song My best friend

Sounds right /p/

Extra Project 1: Our strengths



2

Music

18–27

Vocabulary Types of music / Musical instruments

Grammar *should* / *shouldn't* / *Whose...?* / Possessive pronouns

Listening Understanding simple announcements at a concert / Understanding interviews about music

Speaking Giving someone a compliment / Making suggestions about what someone should/shouldn't listen to / Interviewing a classmate about music

Reading Understanding a magazine article about different bands / It wasn't my idea.

Writing Writing a short magazine article about a band / Using information to fill in a form

The After School Club 2 The talent show

A song Whose is this guitar?

Sounds right *should* / *shouldn't*

Extra The Secret Spring 1: Another world



3

It's a mystery

28–37

Vocabulary Types of stories / Scary things

Grammar Past simple (affirmative and negative) / Past simple questions

Listening The mystery of the missing cake / The story of the missing bananas

Speaking Saying that something is strange / Saying what you (don't) like or prefer / Telling a story in the past

Reading Frog rain / The mystery of the missing explorer

Writing Writing a story in the past / Writing a continuation of a story

The After School Club 3 A bad night's sleep

A song All the things that scare me

Extra Act out: Alone in a haunted house



4

A healthy life

38–47

Vocabulary Healthy activities / Healthy food

Grammar (not) going to / some and any

Listening Dialogues about fitness / Karen's tips

Speaking Reacting to bad news / Talking about healthy activities and food / Talking about future plans

Reading Joe Wicks / 8 amazing things about sleep

Writing Writing an email

The After School Club 4 The race

A song Superfood

Sounds right /dʒ/

Extra The Secret Spring 2: Captured

5

Weather

48–57

Vocabulary Free time activities / Weather

Grammar might / might not / Adverbs of manner

Listening Understanding a weather forecast / Understanding the main points of a news story

Speaking Talking about plans / Talking about what the weather is good for

Reading Elena and Liam's postcards / Michael's big mistake

Writing Writing a postcard / Finishing a story

The After School Club 5 Change of plans

A song Home again

Sounds right /θ/

Extra Project 2: Our free time



6

Wildlife

58–67

Vocabulary Wild animals / Adjectives to describe animals

Grammar Comparatives / (not) as ... as

Listening Understanding a podcast about a zoo trip / Safari story

Speaking Agreeing and disagreeing / Describing and comparing different animals / Talking about visiting a zoo / Talking about a story

Reading Looking for help! / Are humans more dangerous than wild animals?

Writing Applying for a job / Web project: Writing a report about endangered animals

The After School Club 6 The zoo

A song Amazing animals

Sounds right Word stress

Extra The Secret Spring 3: Chocolate



7

Around town

68–77

Vocabulary Buildings in a town / Types of shops

Grammar Directions / Prepositions of place

Listening Understanding directions

Speaking Asking for information / Asking for and giving directions / Complaining about a problem

Reading OpenDoors: The escape room adventure / The top unusual city

Writing Writing about an unusual city / Web project: Finding out facts online

The After School Club 7 Looking for the museum

A song Shopping with Frank

Sounds right c and ch sounds

Extra Act out: Complaining at a shop



8

Our world

78–87

Vocabulary Places in the countryside / Adjectives to describe places

Grammar *have to / don't have to / Superlatives*

Listening Understanding information from a tourist guide / Understanding a class meeting

Speaking Asking questions at a tourist office / Discussing problems and making suggestions / Asking for and saying what you think about ideas

Reading Understanding different text types / So remote

Writing Writing a text to attract tourists

The After School Club 8 Litter-picking day

A song I'd love to see ...

Sounds right *have to*

Extra The Secret Spring 4: Aiden's plan



9

Big screen, small screen

88–97

Vocabulary Things to do on your phone / Types of films

Grammar *like + -ing / must / mustn't*

Listening Understanding a dialogue about a cinema trip / At the cinema

Speaking Saying what you like doing / Having a conversation about going to the cinema / Comparing ideas

Reading Understanding text messages / The Last Train Home – Review

Writing Writing a short text message / Writing an online comment / Writing a short film review

The After School Club 9 The phone challenge

A song The rules of the cinema

Extra Project 3: The media

10

At home

98–107

Vocabulary Furniture / Types of houses

Grammar Present perfect / Past participle

Listening Understanding a dialogue about someone changing their room / Understanding a conversation about recycling projects

Speaking Giving and reacting to bad news / Comparing and talking about two pictures / Presenting ideas and talking about what you've done

Reading In the mood for colour / The world's weirdest houses

Writing Writing a short paragraph about colours

The After School Club 10 The lost ear pods

A song Moving house

Sounds right /w/ and /v/

Extra The Secret Spring 5: Confrontation

11

Travel

108–117

Vocabulary Types of transport / Travelling

Grammar *Have you ever ... ? – I've never ... / Present perfect with just, already and not yet*

Listening Understanding dialogues about buying train tickets / Understanding train announcements

Speaking Saying what someone is like / Talking about travelling

Reading Understanding instructions on how to use a ticket machine / Airport sketch / Book your most fantastic holiday... by train!

Writing Writing a short dialogue / Writing a text about travelling

The After School Club 11 A trip to the museum

A song Come with me

Sounds right /p/ and /b/

Extra Act out: Where to go on summer holiday?



12

Technology

118–127

Vocabulary Technology / Space

Grammar *will* (future predictions) / Questions with *who*

Listening Understanding dialogues about technology / The Solar System Cup

Speaking Asking for more details / Talking about technology / Talking about the future

Reading The future of holidays! / WeTeen Magazine

Writing Web project: Writing about a holiday on a planet / Writing a letter about schools in the future

The After School Club 12 Schools in the future

A song Race to the stars

Sounds right 'll

Extra The Secret Spring 6: Worlds apart



Grammar rules, raps & revision

128–151

Unit 1 Present simple negative (revision) / Adverbs of frequency (revision) / Present simple questions (revision)

Unit 2 *should* / *shouldn't* / *Whose ...?* / Possessive pronouns

Unit 3 Past simple (affirmative and negative) / Past simple questions

Unit 4 *(not) going to* / *some* and *any*

Unit 5 *might* / *might not* / Adverbs of manner

Unit 6 Comparatives / *(not) as ... as*

Unit 7 Directions / Prepositions of place

Unit 8 *have to* / *don't have to* / Superlatives

Unit 9 *like + -ing* / *must* / *mustn't*

Unit 10 Present perfect / Past participle

Unit 11 *Have you ever ...?* – *I've never ...* / Present perfect with *just*, *already*, and *not yet*

Unit 12 *will* (future predictions) / Questions with *who*

Classroom language

152

English sounds

153

Wordlist

154–172

1

Friendship

At the end of unit 1 ...

you know

- adjectives for personality
- friendship verbs
- how to use the present simple negative (revision)
- how to use adverbs of frequency (revision)
- how to form present simple questions and short answers (revision)

you can

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

Vocabulary Adjectives for personality

1/1

1 a Listen and write the names.

Ana
Tom
Jill
Sam
Ben
Lucy
Dan
Katy



1 is friendly.



2 is polite.



3 is funny.



4 is sporty.



5 is clever.



6 is rude.



7 is helpful.



8 is sporty.

b In pairs, remember the names.



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

2 a Watch part 1 of the video.

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

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

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

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

VOCABULARY: *uncle – Onkel



Let's ... Introducing yourself and others

4 Work in groups of four. Act out.

A Hello, ...

B Lily, this is ...

C Oliver, say hi to ...

D Nice to meet you.

C Nice to meet you too!

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

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

.....

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

.....

3 there. / sometimes / play / tennis / We

.....

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

.....

- ssa
- Lily
- Maya

1/2

2 a Listen and read.

LANGUAGE BOX

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

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

A 

B 

C 

D 

E 

G 


H 


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

I like cats. I don't like pizza.

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

I think you don't like dogs!





You're right! / You're wrong!

A song

1/3+4



1 a Listen and sing.

My best friend

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

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

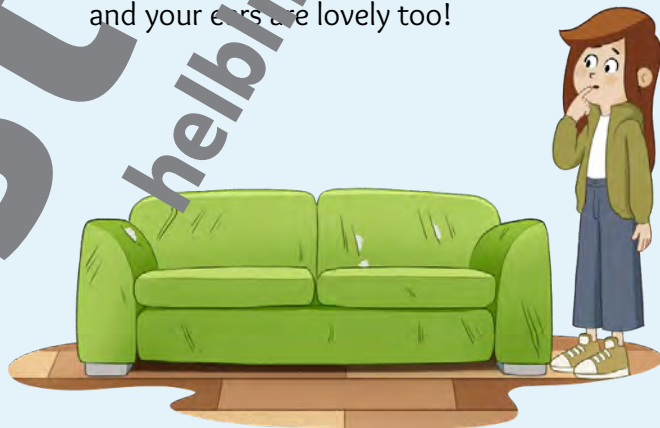


Can you keep a secret?
What do you say?
Do you want to play with me?
Are we best friends today? (x2)

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

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

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



VOCABULARY: *through – durch; scratch – kratzen

1/3



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

Her best friend is

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

A good friend is someone who ...

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

1/5



1 a Listen and complete the dialogues.

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

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

1/6



b In pairs, act out the dialogues.

2 Listen and read.

LANGUAGE BOX

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

1/7



3 Complete the sentences. Listen and check.



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

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

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

4a Complete the table for you.

My favourite colour:	colour:	sport:	hobby:	food:	TV show:
.....

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

Hi! Do you like the colour red?

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

Sounds right /p/

1/8



1 Listen and repeat.

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



VOCABULARY Friend/Freundin, Kumpel

1/9




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



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




b In pairs, talk about Maria and Tim.



... is from ...

... is(n't) shy, ...

As a friend, she always ...



... is really good at ...

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

He/She often/sometimes/never ...



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

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

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

- 1 Who likes dancing? Sebastian Emilie

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



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

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



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

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

VOCABULARY: *exchange – Austausch; sign up – anmelden

b Read the text again. Answer the questions.

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

2 Do open-ended questions.

A Fill in your information.

Name:

Age:

Country:

Languages:

Likes:

Dislikes:

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

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

Then read out your profile to your partner.

1/10

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

1 Who has one best friend?



VOCABULARY: *trust – vertrauen

1/10

b Listen again. Write the correct names.

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

1/11

2

In pairs, do option A or B.

A Listen. Act out one dialogue.

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

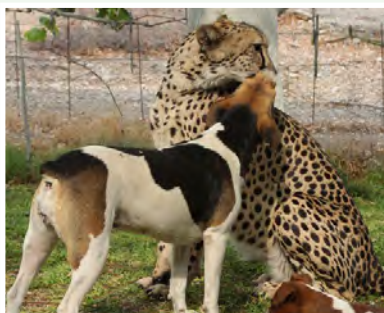
1 Verity Hi, Moira. Do you have a best friend?
 Moira Yes, I do.
 Verity What makes someone a best friend?
 Moira I am ... best friend is always nice, always friendly and funny! A best friend listens to your secrets and doesn't tell anyone!
 Verity Good answer! OK, last question. Who is your best friend?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

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

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

Unusual friends

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



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



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



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

VOCABULARY though – jedoch, obwohl; **wildlife** – wilde Tierwelt; **watch out for** – achtgeben, aufpassen auf

b Read the article quickly. Answer the questions.

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

1/12+13+14



c Listen and check.

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

.....

.....

.....

.....

1 a Think about this:

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

b What are my strengths?

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

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

VOCABULARY: *go for a walk – spazieren gehen

2 a What strengths do you see in others?

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

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

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

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

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

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

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

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

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

2

Music

At the end of unit 2 ...

you know

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

you can

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

Vocabulary Types of music

1/15



1 a Listen and write the numbers.



opera



rap



rock music



jazz



rock



classical music



dance music



dance music

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

c Look at the photo story on page 19. Find and say the words for types of music.

2 a Watch part 1 of the video.

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

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

3 Listen to the video. Complete the chorus*. Then say what you think about it.

Hey,
 We're The School Club.
 The really really Club.
 The 'we don't have no' club.
 We're the After School Club.
 Why don't you ?

I really like this song. / I think it's OK. / I don't like it at all. What about you?

VOCABULARY: *chorus – Refrain



Let's ... Giving a compliment

4 Work in pairs. Give each other compliments.

You're a really good singer.

You're a great ... player.

You've got a really nice ...



Thank you.

Your ... looks great.

You ... really well.

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

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

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

1/16



b Listen and check.

1/17



2 a Listen and tick the sentences you hear.

LANGUAGE BOX

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

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



1/18



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

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



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

A song

1/19+20



1 a Listen and sing.

Whose is this guitar?



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

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

People get into your cars ...

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

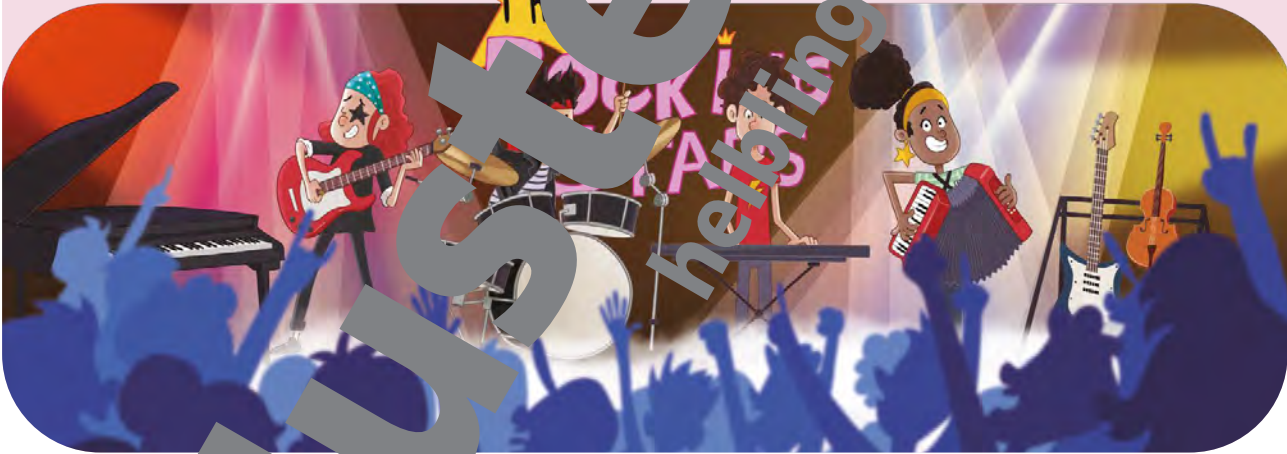
People get into your cars ...

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

People get into your cars ...

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

People get into your cars ...



1/19



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

- | | |
|---|-----------------------------------|
| 1 Whose is the keyboard? ... <u>It's Robin's.</u> | 4 Whose is the guitar? |
| 2 Whose is the accordion? | 5 Whose is the violin? |
| 3 Whose are the drums? | 6 Whose is the bass guitar? |



2 Close your book. Ask and answer.

Whose is the bass guitar?



It's 's.

1/21



1 a Read and listen to the dialogue.

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

1/21



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

1/22



2 Listen and read.

LANGUAGE BOX

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

Look!

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

3 Look at the pictures. Choose the correct sentences.



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



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



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



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



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



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

Sounds right *should / shouldn't*

1/23



1 Listen and repeat.

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

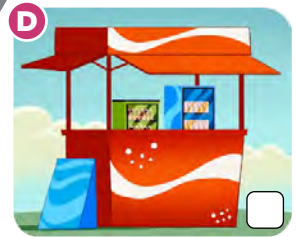
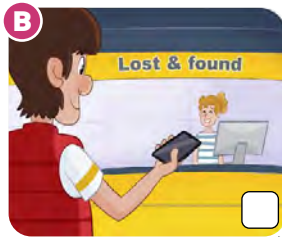
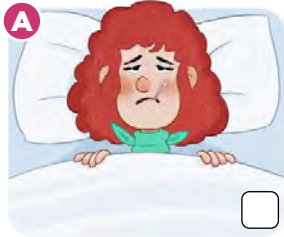


VOCA squawk – kreischen

1/24



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



1/24



b Listen again. Complete what the messages say.

Message 1:

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

Message 2:

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

Message 3:

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

1/25



3 a Listen to the dialogues and answer the question.

1 Who is Iris's favourite rapper?

1/25



b Listen again. Choose the correct option.

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



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

Ideas box

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

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

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

b Read again. Which bands play pop music? and



1



2



3

Fouever

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

FireTime

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

Electric Storm

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

c Read again. Answer the questions.

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

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

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

1/26



1 Listen to the interviews. Tick the correct answers.



Arabella

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



Elias

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



2 a Hold an interview with a classmate about music.

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

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

b Write down your questions.

c Interview someone in your class. Take notes.

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



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

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

b Read the text and check your answers.

It wasn't my idea.

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

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

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

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

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



VOCABULARY: *sunshine – Sonnenschein

1/27+28+29



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

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

2 Do one of A or B.

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

Name:	Stevie	Jasmin
Instrument:		
Song/video on:		
Number of likes:		
Number of followers:		
Plan for the future:		

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

Start like this:

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

1 Match the pictures with the names. Draw lines.

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

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

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

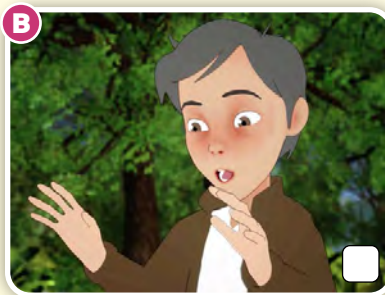
▶ 4 Watch again and answer the questions. Then check with your partner.

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

Everyday English

5 Match the pictures with the phrases.

- 1 I probably mean 3 Come on!



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

3

It's a mystery

At the end of unit 3 ...

you know

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

you can

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

Vocabulary Types of stories

1/30

1 a Listen and match.

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



b In pairs, say what you like.

I like adventure stories.

I prefer romance stories.

VOCABULARY: *prefer – bevorzugen, lieber mögen

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

2 a Watch part 1 of the video.

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

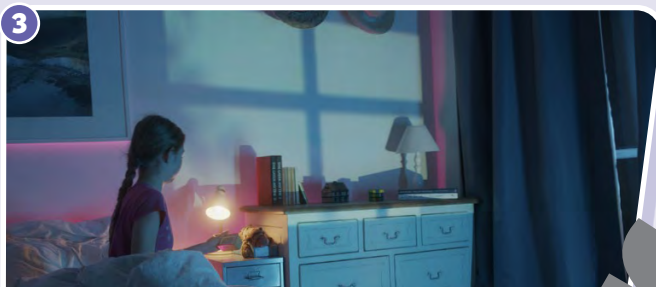
- 1 Alissas brother is tired.
- 2 Lily works at a ... mystery / romance story.
- 3 Lily works at a ...
- 4 ...
- 5 ... at Ahmeds house on her bedroom wall?
- 6 Why does Alissa call Ahmed 'silly'?

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

Who wants ...

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

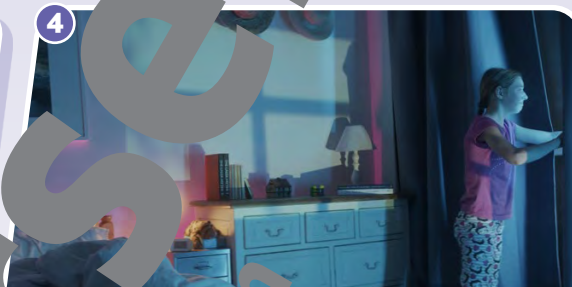
VOCABULARY: *awake – wach



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

Oliver Spooky.

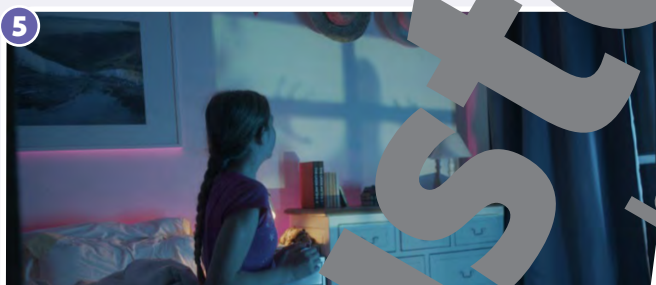
Maya That's strange.



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

Maya And?

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



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

Alissa How weird. It's unusual.

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



Let's ... Saying that something is strange

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

I saw a yellow cat yesterday.

I saw a monster in my garden last night.



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

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

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

1/31



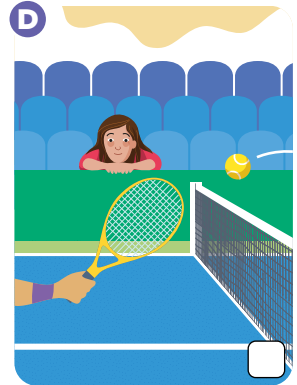
2 a Listen and read.

LANGUAGE BOX

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

didn't = did not

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



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

- 1 I **liked** the beginning of the film, but I **didn't like** the ending. (like)
- 2 My mum the cake, but she the biscuits. (make)
- 3 We to France, but they to Paris. (go)
- 4 I David at the party, but I his brothers. (see)
- 5 Jo her English homework, but she her English homework. (do)
- 6 They Jason, but they me! (call)

4 In pairs, tell a story. Student A says an affirmative sentence. Student B says a negative sentence.

I left my house at 8 a.m. yesterday.
I went ...



But I didn't go to school.
But I didn't ...

A song

1/32+33



1 a Listen and sing.

All the things that scare me

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

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

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

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

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

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



VOCABULARY: *creep – schleichen, kriechen

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



1 3 4

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

1 to 2 to

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

I was scared of dark rooms.

Dogs frightened me.

Look!

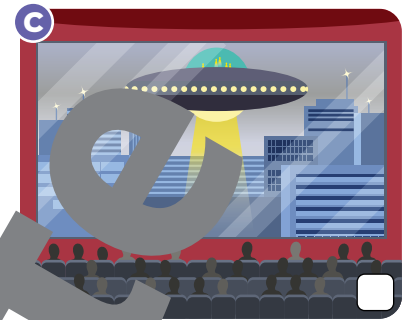
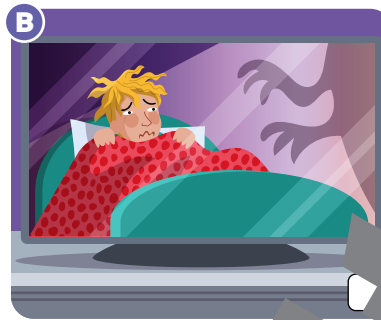
Sometimes the dark **scares** me.
I'm not **scared of** dogs.
I love **scary** movies.

3 Steps to grammar 2 Past simple questions

1/34



1 Listen and match the dialogues to the pictures.



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

LANGUAGE BOX

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

1/35



b Listen and check.

3 Answer the questions for you.

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

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

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

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

1/36

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

1 What kind of cake is Tommy's cake?



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



3 What kind of sandwich did Ruby eat?



4 What time did Ruby eat her sandwich?



5 Where's Dad?



6 Who ate the cake?



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

Student A

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

Student B

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

Student C

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

VOCABULARY: *honestly – ehrlich

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

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

B No, I don't like chocolate.

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

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

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

Solving the mysteries of our world – frog rain

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



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

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

So what really happened? In her book *Rain: A Natural and Cultural History* Cynthia Burnett writes that weather experts often explain those mysteries. They say that a strong tornado or hurricane can lift up* lots of things – even big cars. They can also suck up* water from a lake or the sea and everything that is in it – fish, frogs or other things – and then carry them over long distances. Then it rains them down in another place, often far away.

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

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

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

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

2 Do one of the tasks in A or B.

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

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

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

1/37

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

The vase isn't broken.



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

1/38

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

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

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



VOCABULARY: *make up – sich ausdenken

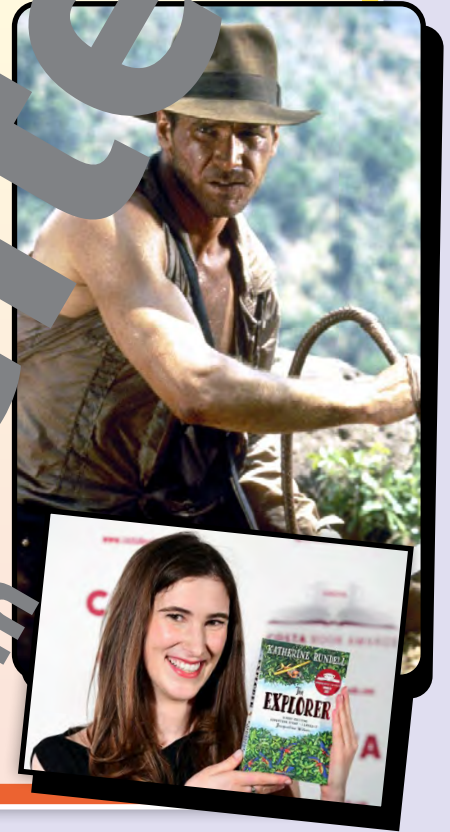
b Tell your story to another pair of students.

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

The mystery of the missing explorer

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

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



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

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

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

c Listen to the audio.

2 Do option B or B.

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

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

Start like this:

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



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

Student A

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

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

Hello, I'm in ...

Believe it or not, but ...

I'm scared / not really scared ...

I can hear ...

A few minutes ago I saw ...



haunted house

Student B

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

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

Did you check ... ?

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

Maybe it's a ...

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

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

Can you come and help you ...



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

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

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

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

4

A healthy life

At the end of unit 4 ...

you know

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

you can

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

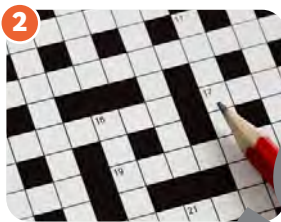
Vocabulary Healthy activities

2/1

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



play a sport



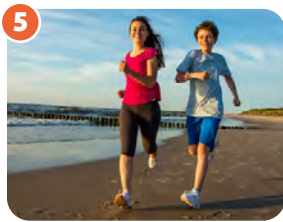
do a puzzle



eat healthy food



do (some) exercise



go jogging



do some stretching



keep a diary



be positive

b In pairs, compare your answers.

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

2 a Watch part 1 of the video.

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

1 Miss Ellis is going to the gym with them for weeks.

2 Miss Ellis is teacher.

3 The kids are excited about the exercise. T / F

4 Miss Ellis is going to do some puzzles with them. T / F

5 What are they going to do on Friday?

6 Why does Miss Ellis want them to do at the end of the story?

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

1 How do the kids feel about the race?

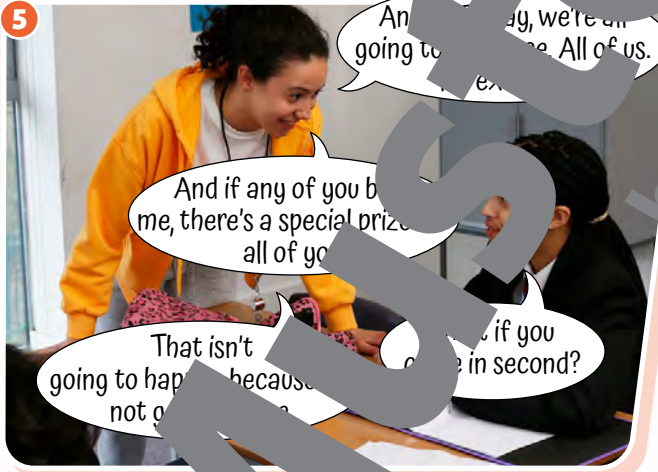
4 Why doesn't Miss Ellis want to race?

2 What do they think about the exercises they did with Miss Ellis?

5 Who wins the race?

3 Who thinks they are going to win the race?

6 What is the prize?



Let's Practice Reporting to bad news

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

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

There's a lot of maths homework to do.

The Wi-Fi isn't working.

Really?

I don't believe it. / Oh no!

You're joking!

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

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

2/2



b Listen and check.

2/3



2 a Listen and read.

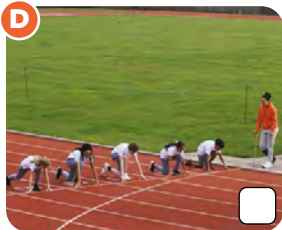
LANGUAGE BOX

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

Look!

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

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



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

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



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

I'm going to have a party next Saturday.

I'm not going to do my homework.



Wow! Can I come?

Really? Why not?

A song

2/4+5



1 a Listen and sing.

Superfood

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

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

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

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

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

We're in the mood ...



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

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



apples



crisps



spinach



gooey cake



fizzy drink



tofu burger



carrot cake



crisps



broccoli



lentils



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

I like broccoli.

So do I.

I often eat carrot cake.

I don't.

2/6

**1 a Listen and read.**

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

**VOCABULARY:** *stuff – Zeug, Kram

2/6

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

2/7

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

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

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

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

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

My perfect pizza has
got some ham on it.

It has got ...



It hasn't got any
broccoli on it.

It hasn't got ...

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

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

Joe Wicks

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

Joe Wicks is a famous man. Some people call him the Body Coach, because that's what he does – he helps you to make your body fit and healthy. Joe wrote his first book in 2015. It is about short fitness programmes and healthy eating. The book was a bestseller. Joe wrote more books about fitness and food. In 2022, for example, he wrote a book called *Feel Good Food*.



But Joe became really famous during the COVID-19 pandemic in 2020. He began *PE with Joe* on YouTube to help children stay active during lockdown. He started it in 2020 and now it has over a million followers, and children love his programme. In 2022, he stopped doing the show as children started going back to school.

Joe donated £500,000 to the National Health Service. Before *PE with Joe*, Wicks had another YouTube programme called *The Body Coach TV*. He started it in 2014. He still does this show and now it is really popular. He has got millions of followers. So what are you waiting for? Join Joe and get fit!

children stay active during lockdown. He started it in 2020 and now it has over a million followers, and children love his programme. In 2022, he stopped doing the show as children started going back to school.

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

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

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

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

b Read again. Answer the questions.

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

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

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

Sounds right /dʒ/

2/8



1 Listen and repeat.

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



2/9



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

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



2/9



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

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



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

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

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

Yesterday, I had some spinach.



In the morning, I had ...

2/10

1 a Listen to the sketch and complete the sentence.

1 When Tonio can't sleep he

2/10

b Listen again and fill in the missing words.



Karen's tips

Karen You look ¹....., Tonio. Is everything alright?

Tonio Well, yes and no. The problem is, I'm finding it difficult to sleep at the moment.

Karen That's ²..... Are you very busy at the moment?

Tonio No, not really. I just find it ³..... to fall asleep. I'm never ⁴..... sleep 8 hours again.

Karen Maybe I can help. I read a book about healthy sleeping a few months ago. Let me ask you some questions.

Tonio Right.

Karen Do you do any ⁵..... during the day?

Tonio Yeah, sometimes. But it doesn't make me tired.

Karen Do you ⁶..... a lot?

Tonio Sometimes.

Karen You shouldn't use ⁷..... before going to bed. Switch ⁸..... before.

Tonio Yeah, no problem.

Karen And what do you do when you can't sleep?

Tonio I usually ⁹..... No, I just lie in bed ¹⁰.....

Karen You shouldn't lie in bed too long.

Try to get up if you don't fall asleep after 20 minutes, ¹¹..... again and listen to music or do a bit of reading.

Tonio OK. Any more tips?

Karen Of course. Keep your ¹²..... cool. Don't drink coffee or tea in the evening. And you should ... Can you hear me?

Tonio Yeah.

c In pairs, read out the sketch.

2/11

2 In pairs, do option A or B.



A Listen. Act out the dialogues.

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

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

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

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

8 amazing things about sleep

Did you know that ...

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



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

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

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

2/12+13+14



c Listen and check.

Web project

2 In groups, do project A or B.

A Find out about the sleeping time of animals. Present three animals that sleep a long time and three animals that sleep very little to your class. If possible, find out why they sleep so long/little.

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

This is because ...

The cat sleeps very long ...

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

Children between 6-12 should sleep ...

Teenagers should sleep ...

The boys/girls in our class sleep ...

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

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



Druff and Draven's plan:

VERB GLOSSARY: *reveal – enthüllen, aufzeigen

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

.....



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

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

Everyday English

4 Match the phrases to the pictures.

- 1 Here you go. 2 Get it?



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

5

The weather

At the end of unit 5 ...

you know

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

you can

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

Vocabulary Free time activities

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



study for an exam



play video games



ride a bike



practise an instrument



have a lie-in



have a picnic



watch something online



take the dog for a walk

b Compare with a partner.

I usually study for an exam indoors.

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

2 a Watch part 1 of the video.

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

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

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

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

The After School Club 5 Change of plans



Let's think about plans

4 In pairs, think about possible plans.

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

I might buy a computer game.

I might ...

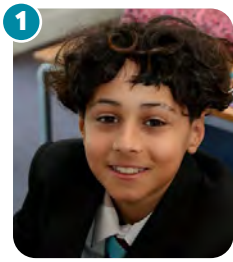
Plan B: The weather is going to be bad on Saturday.

I might go to the cinema.

I might ...

5 Steps to grammar 1 *might / might not*

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



2/16



2 a Listen and read.

LANGUAGE BOX

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

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

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

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

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

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

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

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

A song

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

Home again

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

The snow is falling heavily.
 It's ten more miles to roam*.
 The temperature is falling quickly.
 It's nine more miles to home.

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

We can live with sunshine ...



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

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



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

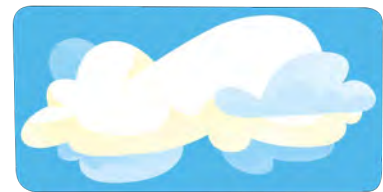
b Find the weather words in the song. Write them under the pictures.



1

2

3 4



5

6

7

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

I love snow.

I don't like rain.

5 Steps to grammar 2 Adverbs of manner

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



2 a Listen and read.

LANGUAGE BOX

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

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

3 a Write the adverbs for these adjectives.

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

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

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

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

I play video games well.

I speak French badly.

Sounds right /θ/

2/20



1 Listen and repeat.

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



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

Number 7 is cold weather.



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

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

Cold weather	is	great	for	playing football outside.
Hot weather	are	good	for	a school day.
Sunshine		bad		...
Rain		ter		...
Clouds				...
Snow				...
Thunderstorms				...

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

2/21



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

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

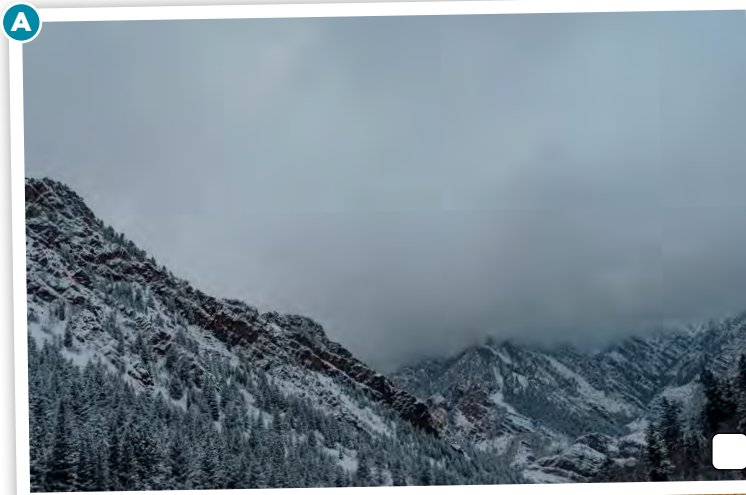
2/21



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

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

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



1

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

2

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

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

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

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

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



2/22

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



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

2/22

b Listen again and complete the sentences with a number.

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

2/23

2 In pairs, do option A or B.

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

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

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

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

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

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

Michael's big mistake

On Thursday 15th October 1987, a man called Michael Fish stood in front of a TV camera. He told millions of people watching TV at home about the weather for the next few days. There was nothing unusual about that. It was his job. He was a very famous weather presenter on the BBC. People liked him and they believed what he told them. On that day, the 15th October, he told them about strong winds arriving that night and the next morning. He also said, "Earlier on today a woman rang the BBC and said she had heard there was a hurricane on the way. Well, if you're watching, don't worry, there isn't!" People went to bed happily. No one worried about the weather. In the middle of the night, people in the south of the country woke up with the sound of strong winds. It was the Storm of 1987. Over the next few hours the wind blew down* thousands of trees and destroyed many homes and other buildings. Sadly 22 people were killed. It was the worst storm in the UK for more than 300 years. And what about Michael Fish? Well, he became even more famous. He was the man who got the weather wrong. And he carried on* telling people all about the weather for another 48 years. Even today, more than 35 years after the storm, people in England will stop him in the street and talk with him about his big mistake.



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

b Read the article again. Answer the questions.

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

2/24+25+26



c Listen and check.

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

Start like this:

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

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

VOCABULARY: *violently – heftig, gewaltsam

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

In our group we speak English.

We don't laugh when someone makes a mistake.

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

We listen to each other.

We help each other.

b Say what you think.

I think it's important that we ...

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

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

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

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

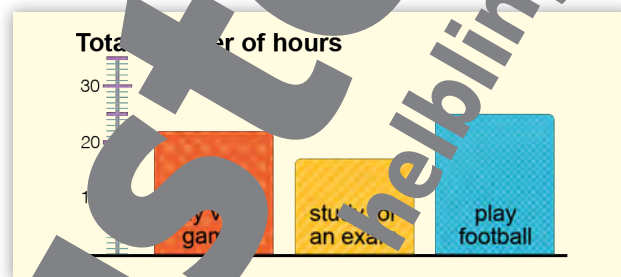
3 a Work in your group again. Put all the answers together. Take notes.

My question was ...

I asked ... children.

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

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



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

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

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

5 Think and say what you worked in your group.

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

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

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

6

wildlife

At the end of unit 6 ...

you know

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

you can

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

Vocabulary Wild animals

2/27



1 a Listen and write the words.

giraffe rhino hippo mouse zebra elephant monkey lion tiger



1



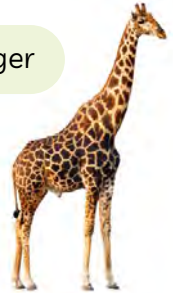
2



3



4



5



6



7



9



10

b In pairs, say which is your favourite.

Lions are my favourite.

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

2 a Watch part 1 of the video.

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

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

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



1



2



3

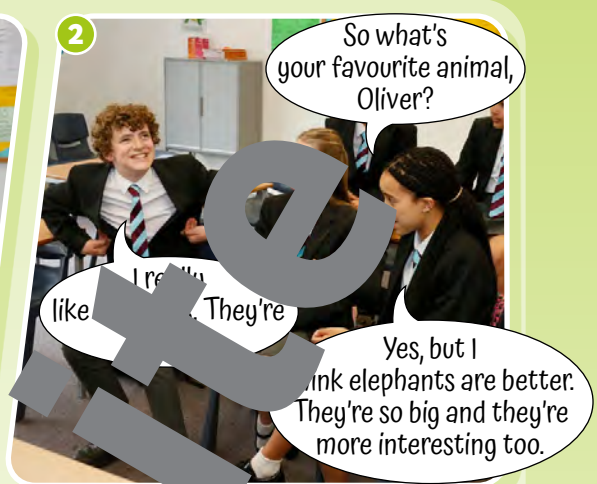


4



5

The After School Club 6 The zoo



Let's Agreeing and disagreeing

4 In pairs, make sentences. Agree or disagree.

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

That's so true!

What!

Exactly.

Don't be silly.

Yes, I agree.

I don't agree.

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

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

2/28



b Listen and check.

2/29



2 a Listen and read.

LANGUAGE BOX

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

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



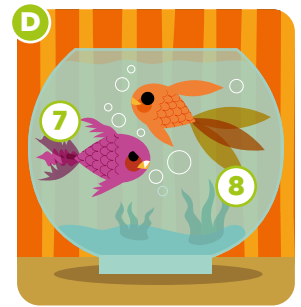
- 1
- 2



- 3
- 4



- 5
- 6



- 7
- 8



- 9
- 10



- 11
- 12



- 13
- 14



- 15
- 16

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

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

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

Is it a ... ?

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

A song

2/30+31



1 a Listen and sing.

Amazing animals

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

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

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

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

I saw lots of common birds
and then some rare ones too.
Jungle life is so much better
It's better than the zoo!

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



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

What does scary mean?

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

I think hippos are funny.



I think parrots are ...

2/32



1 a Listen and read.

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

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

b In pairs, act out the dialogues.

2/33



2 a Listen and read.

LANGUAGE BOX

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

VOCABULARY: *parrot – Papagei

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

A puppy* is as cute as a kitten.

VOCABULARY: *puppy – Welpe

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

giraffe rhino hippo zebra elephant camel monkey lion tiger



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



b Present your animal to the class.

Sounds right Word stress

2/34



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

- monkey
 lion
 rhino
 tiger
 hippo
 giraffe
 camel
 zebra

2/35



b In pairs, practise saying the animal words.

2 a Listen to the interview. Put the pictures in the order you hear them. There is one extra picture.



2/35



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

- 1 Andrea thinks tigers are scarier than lions. T / F
- 2 She says tigers are dangerous. T / F
- 3 Tigers aren't dangerous. T / F
- 4 Snakes are more dangerous than hippos. T / F
- 5 Andrea's dad is afraid of a monkey. T / F
- 6 Elephants are as big as a car. T / F



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

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

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

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

1 a Read the job advertisement.

Looking for help!

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

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

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

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

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



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

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

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

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

VOCABULARY: *volunteer – Freiwillige/r

b Read the text again. Answer the questions.

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



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

Name:	
Age:	
Why do you want to work at Animal Park?	
I want to work at the park because ...	
My favourite animals are ...	
I think that they are ...	
I want to learn more about ...	

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

1 Who wants to start a website? Why?

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

Safari story

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

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

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

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

Dad Why do you say that Jack?

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

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

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

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

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

Jack That's a good idea!



c In groups, read out the story.

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

- what the story is about
- where they were
- what happened

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

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

1 a Read the text quickly. Complete the sentence.

- 1 Some people use animal horns for

Are humans more dangerous than animals?

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

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

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



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

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

medicine. In 2015, people killed 1,349

rhinos in Africa to sell for

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

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

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



VOCABULARY: *endangered – gefährdet, vom Aussterben bedroht

b Read the text again. Answer the questions.

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

2/37+38+39



c Listen and check.



Web project

2 Do a web project. A or B?

A Choose one endangered animal. Write a short report (60–80 words). Write about:

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

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

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

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

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

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



.....

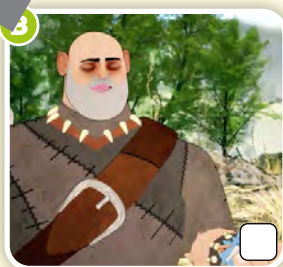
3 Watch episode 3 again. Circle T (True) or F (False).

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

Everyday English

4 Match the phrases with the pictures.

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



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

7

Around town

At the end of unit 7 ...

you know

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

you can

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

Vocabulary Buildings in a town

3/1

1 a Listen and write the words.

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



1



2



3



4



5



6



7



8



9



10

b In pairs, mime and guess.

Are you in a chemist's?

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

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

2 a Watch part 1 of the video.

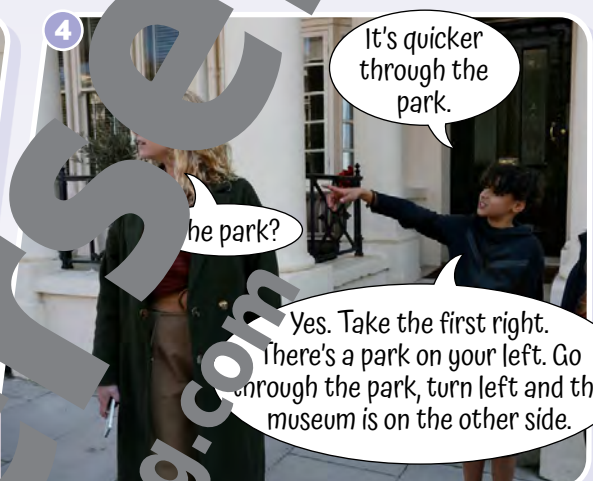
b Read the photo story. How many of these tasks can you do?

- 1 The woman ... to know the way to the *supermarket / museum*.
- 2 Alice ... gave ... directions first.
- 3 Ahm ... woman to go through the
- 4 Lily tells ... woman to go past the
- 5 ... the ... man confused?
- 6 ... can ... use her phone?

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

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





Let's Ask for information

4 In pairs, ask your partner for information.

Do you know where the post office is?

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



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

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

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

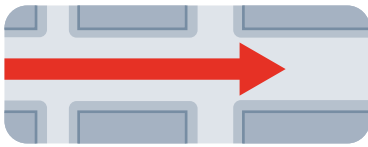
- 1 Go ahead, take the left, and then the road.
- 2 Go the park, then turn
- 3 past the bus station.

3/2



2 Listen and read.

LANGUAGE BOX

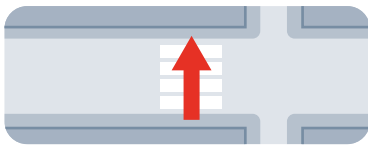


1 Go straight ahead.



2 Go past the café

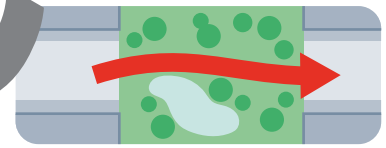
3 Take the second left.



4 Cross the road.



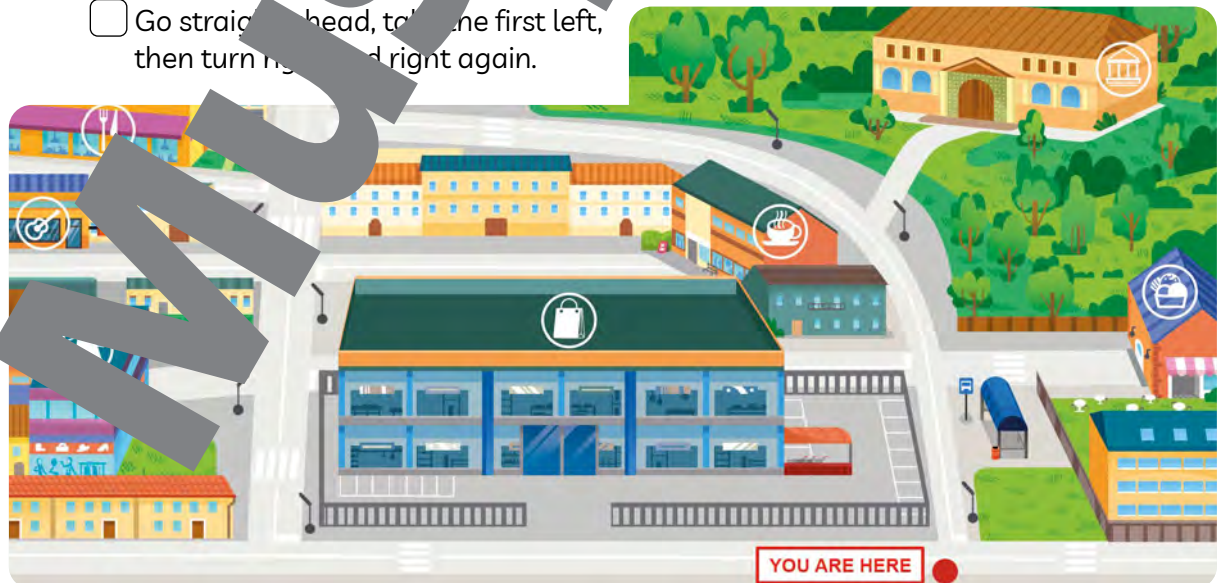
5 Turn right



6 Go through the park.

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

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



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

A song

3/3+4



1 a Listen and sing.

Shopping with Frank

Shopping with Frank. (x3)
 He never wants to stop.
 Shopping with Frank.
 You shop until you drop.

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

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

Shopping with Frank ...

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

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

Shopping with Frank ...

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

Fact box

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



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



2

In pairs, say what your favourite shops are.

I really like clothes shops.

I don't like bookshops.

I prefer record stores.

I love department stores.

7 Steps to grammar 2 Prepositions of place

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

behind next to between opposite

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

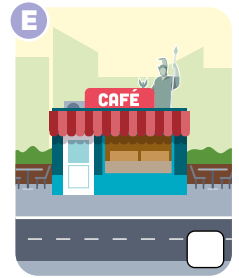
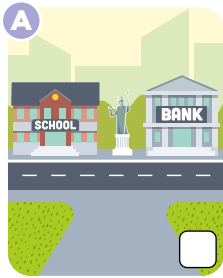


2 a Listen and read.

LANGUAGE BOX

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

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



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



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



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

Sounds right c and ch sounds

3/7



1 a Listen and repeat.

The cinema is between the church and the café.

3/8



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

chemist's ch choose Miss Chapel chlothes shop chross chop chentre ch ice chcream

<u>cinema</u>	<u>church</u>	<u>café</u>
.....
.....

3/9



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

- school church supermarket workshop



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

Excuse me, how do I get to ...

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

Is it far?

Thank you.

You're welcome.

Fact box

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

1 a Read the advert quickly. Answer the questions.

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

NEW IN CHESTER

OpenDoors

The escape room adventures

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

We offer:

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

Ideal to play in groups of 4–6.

How it works:

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

It's a lot of fun! We promise!

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

Special offer for the weekend: £50

Where to find us:
122 Langley Road






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

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

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

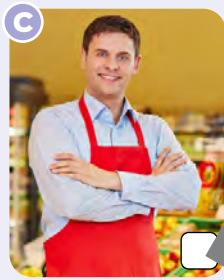
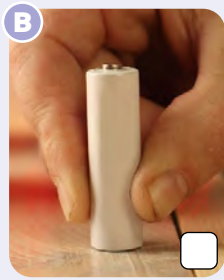
Start like this:

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

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

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

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



3/10

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

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

3/10

b Listen again. Answer the questions.

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



c In pairs, say what you think.

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



3 Do option A or B.

A Work in pairs. One of you is the shop assistant and the other is a customer who has a problem. They have 1 minute.

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

Start like this:

- A?
- B **Yes, my phone doesn't work.**
- A

Useful language: Customer

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

Useful language: Shop assistant

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

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

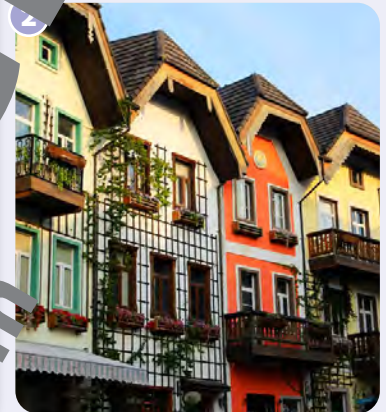
The top unusual city

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

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

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

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



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

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

3/11+12+13



c Listen and check.

2 Do optional activities.

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

In our unusual city there are no streets for cars.

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



Web project

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

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

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



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

Student A

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

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

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

Student B

You are the shop assistant. Think about:

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

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

Student C

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

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

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

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

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

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



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

At the end of unit 8 ...

you know

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

you can

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

Vocabulary Places in the countryside

3/14

1 a Listen and write the numbers.

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



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

My number one place for a holiday is a lake.

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

2 a Watch part 1 of the video.

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

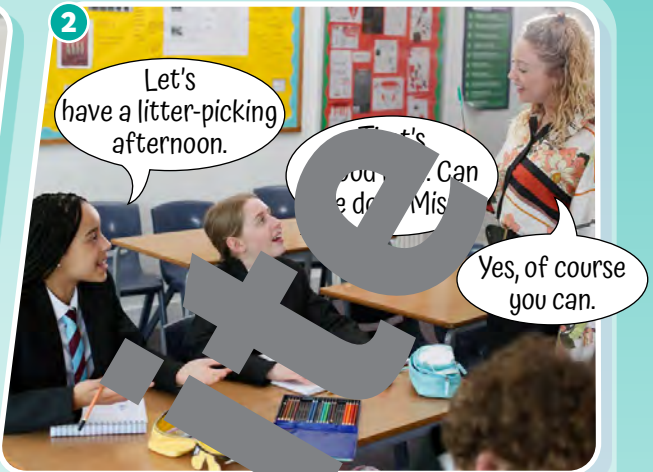
- 1 May read about the fields / river.
- 2 Ali suggests a litter-picking afternoon.
- 3 The children have to ask the headmaster for permission*. T / F
- 4 The school has some litter pickers. T / F
- 5 They are going to put the litter in?
- 6 Where are they going to clean up the fields?

VOCABULARY: *permission – Erlaubnis

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

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

VOCABULARY: *notice – bemerken



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

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

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

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

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

3/15



b Listen and check.

3/16



2 a Listen and read.

LANGUAGE BOX

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

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

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

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

d In pairs, read out the mini-dialogues.

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

I have to do my homework.

I don't have to cook dinner.



I have to ...

I don't have to ...

A song

3/17+18



1 Listen and sing.

I'd love to see ...

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

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

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

Are there any places ...

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

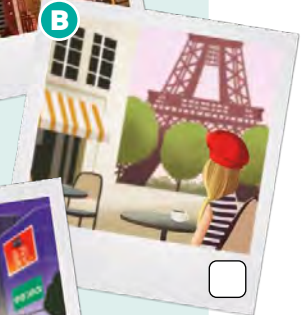
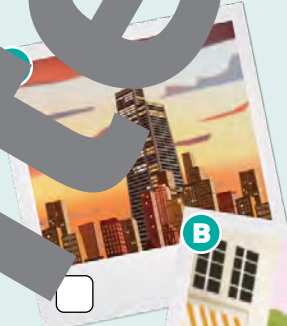
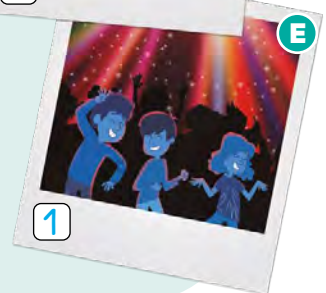
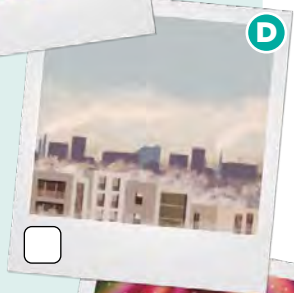
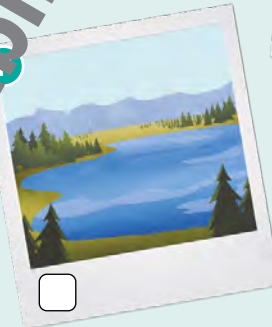
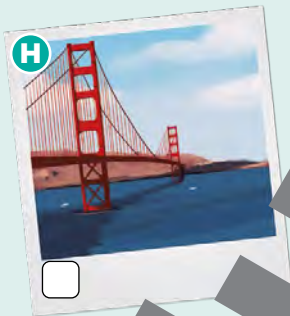
Oh, really? Then I'd love to see
just one place that you like.
Even if it's far away.
We can surely go by bike.

Are there any places ...

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

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

OK? I'll come with me!



VOCABULARY: *crowded – überfüllt (mit Menschen)

3/19



2 a Listen to the phrases. Write numbers.

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

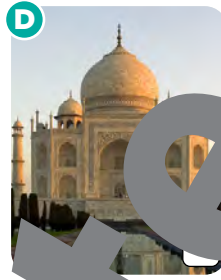
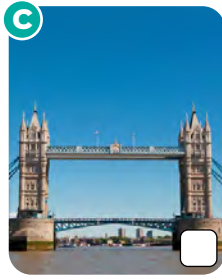
b Find the places from 2a and number the pictures in 1.

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

What's number 4?

It's a peaceful lake.

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



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

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

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

4 Travel magazines often say that this street is full of restaurants, little shops and live music. This place is the world's **coolest** and **busiest** street.

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

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

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

3/20



2 Listen and read.

LANGUAGE BOX

small – the **smallest**

old – the **oldest**

cold – the **coldest**

hot – the **hottest**

quiet – the **quietest**

living – the **most interesting**

city – the **noisiest**

stunning – the **most stunning**

famous – the **most famous**

beautiful – the **most beautiful**

Look!

good – the **best**

bad – the **worst**

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

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

b Make sentences and read them out in class.

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

The temperature there is sometimes ...

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

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

Sounds right *have to*

3/21



1 Listen and repeat.

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

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

3/22



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

A



B



C



3/22



b Listen again. Complete the sentences.

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

3/23



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

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



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

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

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

Say what you want to go to:

Ask when you can go to visit:

Ask what the price is:

When is it ...?

Ask for the price of a ticket:

How much is ...?

Ask for the nearest underground station:

What's the nearest ...?

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

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

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

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

1 a Read the texts. Answer the questions.

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

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

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

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

5 Meet me at 5 p.m. at Joe's café. 😊

VOCABULARY: *injure – verletzen

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

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

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

c Compare with a partner.

... is a ...

I agree.

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

2 Do options A or B.

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

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

3/24

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

1 What are they talking about?



2 What is Ana going to do?

3/25

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

Dan Lucy Gareth Elaina

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

VOCABULARY: *town council – Stadtrat

3/25

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

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

3/26

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

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

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

Useful language: Making suggestions

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

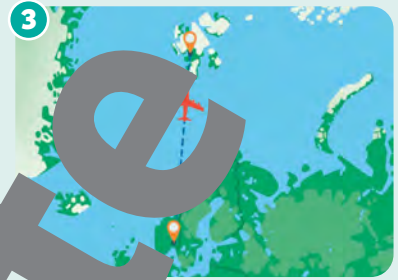
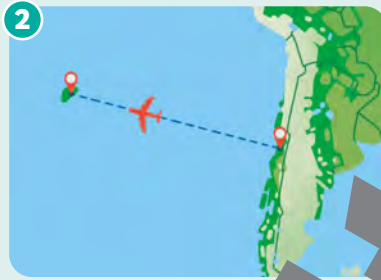
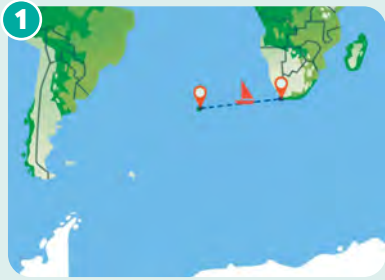
Useful language: Asking for/about ideas

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

c Have a class vote and choose the best idea.

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

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



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

So remote

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

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

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



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

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

3/27+28+29



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

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

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

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

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



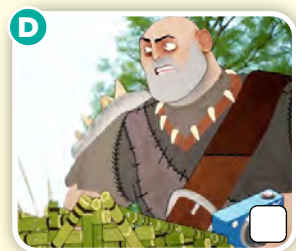
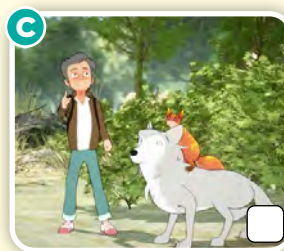
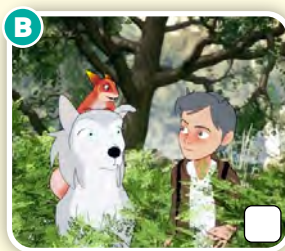
3 Watch episode 4 again. Put the events in the order they happen.

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

Everyday English

4 Match the phrases with the pictures.

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



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

9

Big screen, small screen

At the end of unit 9 ...

you know

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

you can

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

Vocabulary Things to do on your phone

3/30

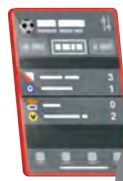


1 a Look at the pictures. Write the missing words. Then listen and check.

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



1 my friends



2 football scores



3 music



4 videos



5 phone calls



6 games



7 your way



8 photos

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

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

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

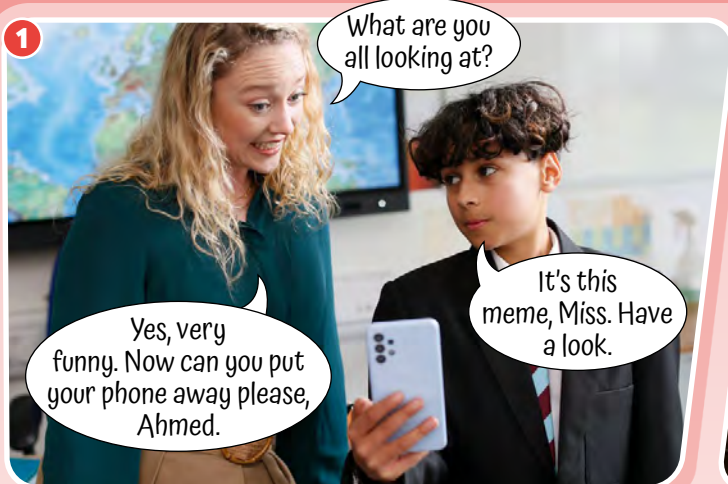
2 a Watch part 1 of the video.

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

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

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

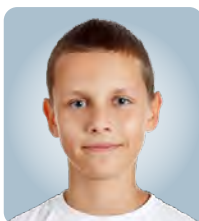
- | | | |
|-----------------------|-----------------------|---------------------------------------|
| 1 watched a film? | 3 lost their phone? | 5 used their phone as an alarm clock? |
| 2 checked the scores? | 4 sent lots of texts? | |



Let's ... Saying what you like doing

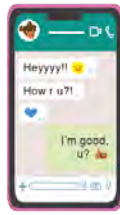
4 In pairs, say what you like using your phone for.

I like texting my friend Tara.



I like checking the weather.

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



1 2 3 4

3/31

2 a Listen and read.

LANGUAGE BOX

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

b Match the pictures with the sentences in 2a.



3 a Write the question

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

Do you like waking up early?



b In pairs, ask and answer the questions from 3a.

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

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

Alex doesn't like waking up early.

A song

3/32+33



1 Listen and sing.

The rules of the cinema

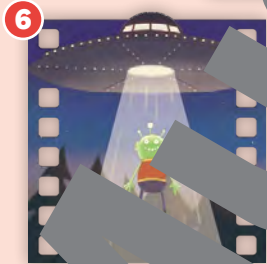
Come on in, enjoy the film.
We hope you like the show. But ...
Before it starts, there are some things
that you really need to know.

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

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

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

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



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

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

Come on in!

VOCABULARY: *trainers – Turnschuhe

2 a Look at the screens in 1. Match them to the type of films they are showing.

Disney film

comedy

action film

thriller

animated film

science fiction film



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

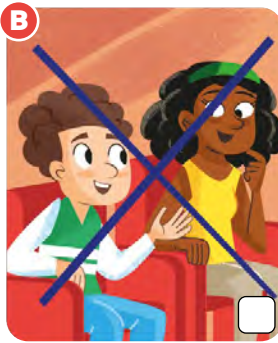
Do you like comedies?

Yes, I do.

No, I don't.

1 Match the cinema rules with the signs.

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



3/34

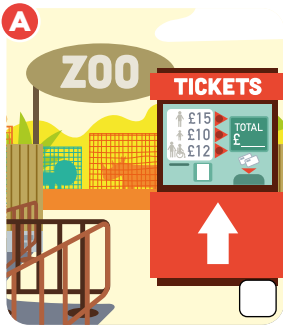


2 a Listen and read.

LANGUAGE BOX

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

b Which of these places are the rules for?



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

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

VOCABULARY: *path – Weg, Pfad

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

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

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



3/35



b Listen to the phone message and check your answers.

3/35



c Listen again and fill in the information.

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

3/36



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

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



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

Student A

Suggest cinema.

Suggest m.

Suggest e.

Suggest another time.

Say goodbye.

Student B

Agree. Ask what film.

Agree. Ask what time.

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

Agree and say goodbye.

Useful language

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

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

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

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

Today 2.30pm

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

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

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

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

Lucy
😊
Today 2.43pm

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

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

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

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

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

3 but I don't want to
I don't understand
Today 3.08pm

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

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

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

3/37

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



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

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

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

Hanna In a minute, Dad.

Dad 1.....

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

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

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

Dad 2.....

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

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

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

Dad

Hanna

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

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

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

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

Dad Really? I don't understand.

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

Dad 4.....

Hanna Dad!

15 minutes later.

Dad Is that your phone, Hanna?

Hanna No, of course it isn't.

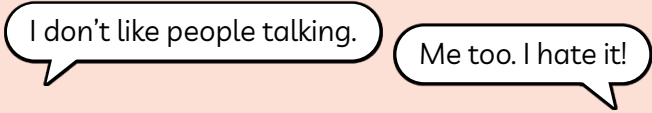
Dad Are you sure?

Hanna Yes, Dad. It's your phone.

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

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

b In pairs, compare your ideas.



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

THE LAST TRAIN HOME – REVIEW

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

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

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

★★★★★



VOCABULARY real shame – Es ist jammerschade

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

c Listen and check.

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

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

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

Why did I love it so much? I loved that film so much, but then... THAT HAPPENED! Filmfan@yolo

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

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

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

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

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

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



3/41

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

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

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

What do you think the most interesting programme is?

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

Useful language

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

4a Write a report. Write about:

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

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

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

10

At home

At the end of unit 10 ...

you know

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

you can

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

Vocabulary Furniture

4/1



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

armchair wardrobe cooker cupboard bed bookcase sofa radiator lamp table fridge



1



2



3



4



5



6



7



8



9



10



11



12

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

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

2 a Watch part 1 of the video.

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

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

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

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



Let's ... Giving and reacting to news

4 In pairs, make short conversations.

Why are you sad/happy/... ?

Oh dear! / Good point. / Well done!



I've lost ...

I've found ...

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

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

4/2



b Listen and check.

4/3



2 a Listen and read.

LANGUAGE BOX

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

Look!

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

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

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

4/4



c Listen and check.

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

- I've played football with my English teacher.
- I've painted my bedroom wall pink.
- I've studied the new English words.

I've played football with my English teacher.

I don't believe you.

A song

4/5+6

1 a Listen and sing.

Moving house

Moving house to find a place
that we can call our own.

Moving house to find a space
that we can call our home.

I have sold my caravan
and now live in a tent.
This has been my clever plan.
I don't pay any rent.

I have sold my city flat.
It was too big for me.
I've moved into a tree house
and finally I feel free.

Moving house to find a place
I've bought a tiny bungalow.
My mansion was too big and
I love it very much although
there's hardly any room to stand.

Moving house to find a place...



b Match the pictures with the words in the song. Underline the words and write them down.



1

3



4

5

6

c Close your books. Test your partner. Ask what the pictures show.

What's in picture number 4?

A bungalow.

- 1 Remember the song. Complete the sentences with the correct forms of the verbs.
- 1 I've my caravan.
 - 2 This has my clever plan.
 - 3 I've my city flat.
 - 4 I've into a tree house.
 - 5 I've a bungalow.

4/7



2 a Listen and read.

LANGUAGE BOX

Regular past participle	Irregular past participle
1 She's moved .	4 He's sold the city flat.
2 He's always wanted a tree house.	5 They've built a bungalow.
3 We've always lived in the house.	6 She's built a tree house.

b Complete the dialogues with the past participles.

- 1 A We've to a new house.
B Really? Where is it?
- 2 A We've our mansion for a million pounds.
B No way!
- 3 A I've a tree house.
B but you can't climb!
- 4 A I've a caravan.
B Wow! And what about you?

3 Complete the sentences with the past participles. Then match them with the pictures.

- 1 We've (play) football all afternoon.
- 2 I've (build) a house.
- 3 I've (paint) the wall.
- 4 I've (bake) a cake.



4 In pairs, tell your partner three things you've done today.

Sounds right /w/ and /v/

4/8



1 Listen and repeat.

Veronica's on the vase by the window.
 Victor's on the wardrobe.
 And Vivian's on the wall.



2 a Look at the pictures in 2b. Answer the questions.

- 1 What furniture can you see?
- 2 How are the rooms different?

4/9



b Listen to the dialogue. Tick the correct picture.



4/9



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

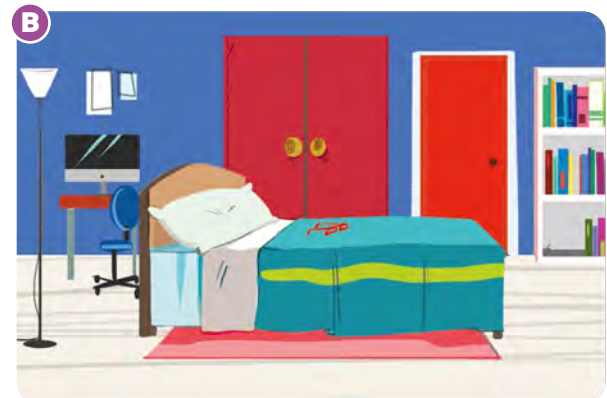
- 1 Amy has changed some things in her room. T / F
- 2 She's painted everything light blue. T / F
- 3 She's moved her desk to the window. T / F
- 4 She's bought a new bed. T / F
- 5 She's painted her cupboard with little flowers. T / F
- 6 She's sold her bed. T / F



3 In pairs, find five things Frank has changed in his room.

He's painted ...

(He's moved ... to the left/right/middle of the room.)



1 a Read the text. Where do you think it's from?

- a magazine about houses a children's book the front page of a newspaper

In the mood for

Colour

Are you thinking of repainting your house? Yes? Then read our guide to colours before you start.

Colours can really change the way we feel:

- Warm colours (reds, oranges, yellows and pinks) make a room feel warmer and more comfortable. Cool colours (blues and greens) make a room feel cooler.
- Dark colours make a room feel smaller and light colours make the room feel bigger.
- **Green** is a good colour for helping you think and concentrate.
- **Blue** is a colour that helps people feel calm and relaxed.
- **Red** is an exciting colour. It gives us more energy.
- **Yellow** is the happiest colour. It's great for making people feel good.

Before you change the colour of a room, think carefully about it. Is it a big or small room? What do people usually do in this room? Is the room usually for one person or is it a room that all the family use? Does the room get a lot of sunshine?

Questions like these will help you choose the perfect colour for each room and make your house the happiest it can be.

b Read the text again. Complete the sentences with one word.

- 1 Purple is an example of a colour.
- 2 Light colours are good when you want your room to seem
- 3 is a good colour when you need to think a lot.
- 4 usually makes people feel happy.
- 5 helps people feel more relaxed.
- 6 is not a good colour when you need to sleep.

2 Choose one of the rooms from the box. Think of a good colour for it and say why. Write a short paragraph (40–50 words).

kitchen living room dining room bedroom hall bathroom

Light yellow is a good colour for a hall. Halls are usually small, so a light colour helps it seem bigger. Yellow makes people happy and you always want happy people when they come into your house!

4/10



1 a Listen and match.

- 1 wheel 2 toilet roll tube 3 wood 4 egg carton 5 drink can



4/11



b Listen to the three children talking about their recycling projects. Match the names to the pictures.

- 1 Caroline
2 Rose
3 George



4/11



c Listen again. Answer the questions.

- 1 What materials has Rose recycled for her work of art? How many cars and machines has he made?
- 2 What does she call her project? How long does it take him to make a car or a machine?
- 3 What does her dad call it? What materials has Caroline used?
- 4 What has George used for his project? What does she do with her animals?

4/12



2 In pairs, do option A or B.

- A** Listen. Act out one dialogue.
B Listen. Act out the dialogues. Choose one. Change it.

1 Ola I've read an article about recycling.
Aryan So?
Ola So I've recycled all the empty plastic bottles in the house.
Aryan And what happens now?
Ola I want to make a statue from the bottles.
Aryan Great. Let me help you.
Ola OK.

2 Dad What are you doing?
Flora I've put all my old books into a box.
Dad Why?
Flora I want to take them to a second-hand shop.
Dad No way. Let me see.
Flora These are my books, Dad!
Dad Just look - *The Teddy Bear Walks Into the Woods*.
Flora Dad! I'm 13. And I've read it a hundred times.
Dad Oh well. Take them to the second-hand shop then.



3 Work in groups. Design your own recycling project. Draw a picture. Present your ideas to the class and tell them what you've done.

Our project is a ...
We've used plastic bottles and ...

1 a Read the text. Write the names of the places where you can see these houses.



1



2



3



4

Most of us live in a pretty normal house or flat: two bedrooms (or maybe three), a kitchen, a living room, a bathroom – and maybe a dining room. We're very lucky. We probably live in a big city, small town or somewhere out in the countryside. But some people want something a little different. They want more than a house. Welcome to ...

The world's weirdest houses

There is a transparent house in Tokyo. That's right – no walls, just windows. This is perfect for someone who wants a house full of light. But do you really want everyone outside looking in? And just think how much glass to clean!

In Malibu, California, there is the Skateboarder's house. It looks like a big skateboard park. It's perfect for a skateboarder, but we aren't sure that most people really want walls like that. There's nowhere to put your pictures.

Imagine you could move into one of these houses? Which one would you choose?

b Read again and ...

- 1 name two problems with the house in Tokyo.
- 2 name one problem with the house in Malibu.
- 3 name one problem with the house in Beijing.
- 4 name one unusual feature about the house in Oxfordshire.

c Listen to the audio.

d Work with a partner. Say where you would move to and why.

I would move to ... because ...

2 Work in groups. Design a weird house. Draw pictures and write a text about it. Present your design to the class. Think about:

- What is weird about the house?
- How big/small should it be?
- How cheap/expensive should it be?
- What rooms are there?
- Where is the house?
- Who wants to live there?

1 Remember episode 4. In pairs, answer the questions.

- 1 Who stole the chocolate?
- 2 What does Aiden want to do?
- 3 What does Druff want?
- 4 Who runs after Druff and Draven?

2 Who do you think says these things? Watch episode 5. Check your answers and write the names.

I'm a great hunter!

1

Come back here!

2

**She's strong and clever!
Not as clever as me ...**

3

**Watch out! The dinosaurs
are coming!**

4

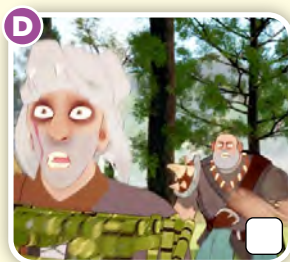
3 Watch episode 5 again. Circle T (True) or F (False).

- | | |
|--|-------|
| 1 Druff wants lots of money. | T / F |
| 2 Draven hits Druff. | T / F |
| 3 Aiden steals the baby dinosaur. | T / F |
| 4 Jenna runs down the mountain. | T / F |
| 5 The dinosaurs help Druff. | T / F |
| 6 Aiden escapes through the secret spring. | T / F |

Everyday English

4 Match the phrases with the pictures.

- 1 That's my fault. It wasn't your fault. 3 Hopefully! 4 Not exactly.



Now go back to page 98. Check with a partner what you know / can do.

11

Travel

At the end of unit 11 ...

you know

- words for types of transport
- verbs to talk about travelling
- how to ask and answer questions with *Have you ever...?*
- how to use the present perfect with *just, already and not yet*

you can

- ask and say what someone is like
- understand announcements at a train station
- understand the instructions how to use a ticket machine
- ask and understand questions at a ticket office
- understand a tourist leaflet
- write about travelling

Vocabulary Types of transport

4/16



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

boat helicopter taxi minibus car pick-up truck ferry motorbike bus plane



1



2



3



4



5



6



7



8



9



10

b In pairs, describe and guess.

It's got four wheels. It can take about 12 people. Our school has got one.

It's a minibus!

c Look at the photo stories on page 109. Find and say the words for types of transport.

2 a Watch part 1 of the video.

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

- | | |
|--|--|
| 1 Mr ... is a history and science teacher. | 4 Maya is of flying. |
| 2 Mr ... is going to take them to a museum and church. | 5 Why does Maya say, "I'm not stupid"? |
| 3 ... has had two holidays in | 6 How are they getting to the museum? |

3 Watch part 2 of the video. Match the pictures to the words.

1 seat belt 2 flat tyre 3 mechanic 4 breakdown truck



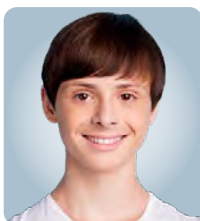


Let's ... Saying what someone is like

4 In pairs, ask and answer about the children in the After School Club.

What's Ahmed like?

What's Alissa like?



He's funny.

She's ...

1 a Remember the photo story. Complete the sentences with *ever* or *never*.

- 1 I've had him as a teacher.
- 2 Have you flown in a plane?
- 3 I've been to that museum.
- 4 Have you driven a minibus before?

4/17



b Listen and check.

4/18



2 Listen and read.

LANGUAGE BOX

Questions:

- 1 **Have you ever been** to England?
- 2 **Has he ever travelled** to Spain?
- 3 **Has she ever been** in a helicopter?
- 4 **Have you ever been** to the US?
- 5 **Have they ever flown** in a plane?

Short answers:

- Yes, I have. / No, I haven't.
 Yes, he has. / No, he hasn't.
 Yes, she has. / No, she hasn't.
 Yes, we have. / No, we haven't.
 Yes, they have. / No, they haven't.

3 Complete the mini-dialogues. Use language from 2.

- 1 A you visiting London?
 B
- 2 A Anna in a plane?
 B No,
- 3 A to Italy Tim?
 B Yes, we have.
- 4 A Mike and Tim
 B Yes, we
- 5 A Have they been to Australia?
 B No, they there
- 6 A driven a sports car?
 B Yes, he

4 a In pairs, write questions for an interview. Use the verb forms and the nouns from the box. Then write two more questions with your own ideas.

eaten an insect / ridden a motorbike / won a competition / English outside of school

Have you ever ridden a motorbike?
 Have you ever won a competition?



b Ask and answer the questions in class.

Amelia, have you ever eaten an insect?
 No, I haven't.

A song

4/19+20



1 a Listen and sing.

come with me

I've already made my plans.
I've already booked a car.
I've already packed my bags.
And this time I'm going far.

*Have you ever been abroad?
Have you ever seen the sea?
Have you been to another continent?
If you haven't, come with me!*

I've just taken off by plane.
But I haven't landed yet.
I'm feeling great above the clouds.
In this supersonic jet*.

*Have you ever been abroad?
Have you ever seen the sea?
Have you been to another continent?
If you haven't, come with me!*

*I'm going to make a lot of friends
I haven't met before.
I'm going to learn so many things
about people, food and more!*

*Have you ever been abroad?
Have you ever seen the sea?
Have you been to another continent?
If you haven't, come with me!*

*supersonic jet – Hyperschalljet

b Read the song again. Put the pictures in the correct order.



c In pairs, read and discuss what picture shows a person who ...

- has packed her bags?
- has booked a car?
- has taken off in a plane?
- hasn't landed?

2 Match the sentence halves. Draw lines.

- | | |
|--------------------------|--------------------------|
| 1 I've never travelled | a off yet. |
| 2 The plane hasn't taken | b lots of friends |
| 3 The plane's | c a taxi. |
| 4 She hasn't packed | d the bus. |
| 5 They've got on | e to a lot of countries. |
| 6 He's made | f landed. |
| 7 She's booked | g her bag. |

4/21



1 a Read and listen to the dialogue.

Joe I think Lisa's plane has already landed. Ava Lisa hasn't landed yet.
 Ava No. The plane from London hasn't landed yet. Joe Yes, she has. The flight from London has just landed.
 Voice Ladies and gentlemen. This is an announcement for British Airways flight 709 from London. The plane has just landed. Ava Well, the British Airways flight from London has just landed, but Lisa's plane hasn't landed yet. She's on Austrian Airlines.
 Joe Fantastic. Joe Oh!

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

- | | |
|---|--|
| 1 A plane from London has just landed. T / F | 4 An Austrian Airlines plane hasn't landed yet. T / F |
| 2 It's the plane that Lisa is on. T / F | 5 Lisa is on the plane. T / F |
| 3 Lisa is on a British Airways flight. T / F | |

4/22

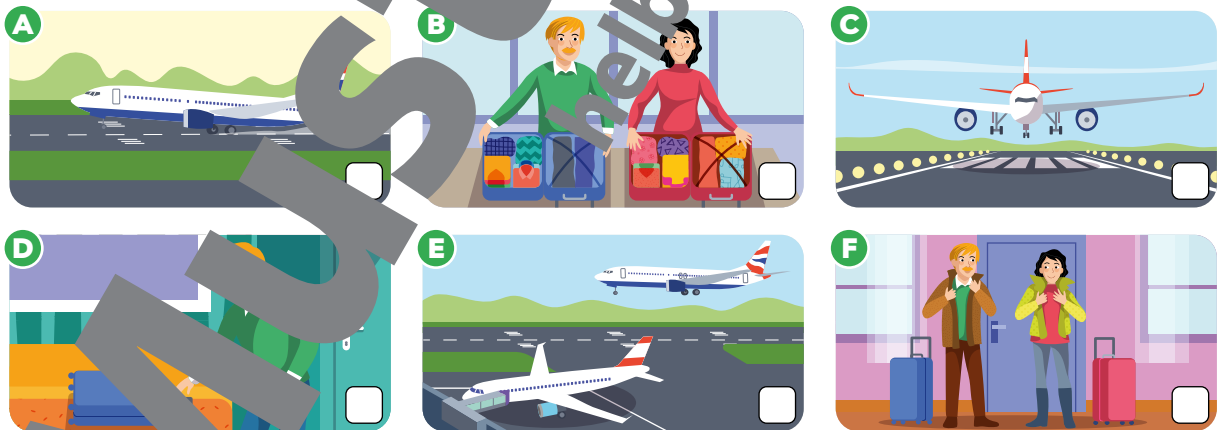


2 a Listen and read.

LANGUAGE BOX

- | | |
|--|---|
| 1 They've already packed their bags. | 5 The Austrian Airlines flight has already landed. |
| 2 They've just opened their bags. | 6 The Austrian Airlines flight hasn't landed yet. |
| 3 He hasn't opened his bag yet. | |
| 4 The British Airways flight has just landed. | |

b Match the sentences from the Language Box with the pictures. Write 1-6.



3 a Work with a partner. In pairs, ask and answer. Take notes.

- What country have you already been to / haven't you been to yet / would you like to visit?
- What sport have you already tried / haven't you tried yet?
- What subjects have you already had today / haven't you had yet?

b Work with another pair. Tell them what you've found out.

Nick's already been to Germany and Slovenia. He's just seen ...

Sounds right /p/ and /b/

4/23



1 Listen and repeat.

We've packed our bags.
 We've booked the boat.
 We've paid for the plane.
 We're ready to go.



4/24



2 a Listen and complete the dialogues.

1 Assistant Can I help you?
 Woman A ticket to Cambridge, please.
 Assistant Single or return?
 Woman Single, please.
 Assistant That's £ 1.....
 Card or cash?
 Woman 2.....
 Assistant Thank you.

2 Man How much is a ticket to Manchester, please?
 Assistant London – Manchester, just a moment. That's £ 3.....
 for the single and £ 4.....
 for the return.
 Sorry?
 Assistant The single to Manchester is £ 5..... and the return ticket is £ 6.....
 Man Thank you.
 Assistant No problem.



b In pairs, read out the dialogues. Choose one dialogue (name of city, prices) and act it out in a role play.

4/25



3 a Listen to the train announcement. Fill in the missing information.

Train to	Platform	Departure	Expected departure
Manchester	1.....	4.....	7.....
Cambridge	2.....	5.....	8.....
Brighton	5	6:00 p.m.	9.....
Edinburgh	3.....	6.....	10.....



b In pairs, discuss and answer questions about the trains.

What does the train do to ... ?



What is the problem with the train to ... ?

1 a Look and read. Put the instructions in the correct order. Write 1-6.

- Put your money (4a) or your card (4b) into the machine.
- Select your type of ticket (single or return).
- Get your ticket.
- Select your destination. Click on the name of the city you want to go to.
- Get your change (6a) or card (6b).
- Select your method of payment (card or cash).



b Look at the photo of the ticket machine and write the number for each step 1-6 on the left, number the part of the machine that you have to use. Write 1-6.

2 In pairs, do the quiz on the words.

You want to go from Edinburgh to London by train.

- 1 Do you get your change back here or after you get your ticket?
- 2 What types of tickets are there?
- 3 What's your destination?
- 4 What's your starting point?
- 5 You want to buy a ticket, but you have no cash on you. How do you pay? By

3 Do options for B.

Write a short dialogue (30-40 words). A calls from New York. B is in Vienna and is going to travel to New York.
Start like this:
A **Hi! Have you packed your bag yet?**
B

B Write a text about travelling (60-80 words). Write about:

- the countries you have been to
- the countries you'd like to see
- a famous city you've been to and a famous city you haven't been to yet
- the types of transport you have used

1 a Read the sketch. In pairs, try to complete it.

Scene 1: At home

Man Right. Time to go.
 Woman Have you ¹..... your suitcase?
 Man Of course, I have.
 Woman And ²..... you the tickets?
 Man Let me see. Yes, I've got them.
 Woman And ³..... you a taxi?
 Man Yes, I have. For eleven o'clock.
 Woman Good. That's in five minutes.



Scene 2: In the taxi

Woman ⁴..... you all the windows in the flat?
 Man Yes, I ⁵.....
 Woman And ⁶..... you locked the ⁷.....
 Man Of course, darling.
 Woman And have you got your passport?
 Man Of course ... let me check. Oh ... I haven't.
 Woman Driver. Let's go back to the house. As fast as possible, please.

Scene 3: At the airport

Woman Good! We've ⁸..... our
 Man I'm sure there is another flight.
 Woman Yes. Tomorrow at the same time. But that's fully booked.
 Man Oh no ...



4/26



b Listen



2 In pairs, do a role-play. B.

Read scene 1 again. Change it in the following way. Then practise it and act it out.

- Add one or two questions starting with *Have you ...?*
- Choose another type of transport. You aren't going to the airport by taxi.
- Change the times.

B Read scenes 2 and 3 again. Change it in the following way. Then practise it and act it out.

- Add one or two questions starting with *Have you ...?*
- Think of a new ending.

1 a Read the text quickly. What type of text is it?

- a news story an online tourist leaflet an email

Book your most fantastic holiday... *by train!*

Take a train to go on your most eco-friendly holiday. Your holiday starts the moment you get on the train, and not when you arrive at your destination*. The trip is the best part of your holiday – the most wonderful and relaxing part of it.

When you are on the train, you can read, talk to your family, play games. Or you can watch the most beautiful countryside and the most interesting cities go by from your window. You can go through the wildest mountains or past the most charming lakes. And when you are tired? Just close your eyes and relax. You could never do that when driving your car.

Get to know your own country better by train. Or travel to other countries and taste the food, meet the people, visit the cities, and enjoy the countryside. We are experts. We will help you find the best train routes. We will give you all the information you need, help you find the best hotels and even book theatre and concert tickets for you.

Come to us at TopTrains4You. Everybody is different and we do what you like. We are good at listening. We are top at helping you find the holiday of your dreams. We are TopTrains4You.

Give us a call – we love talking trains!



Rail and sail

Take a train to the ocean. It's the best way to board the world's best cruise ship. It's better than going by plane. Get on board a sailing holiday for a scenic train. Go through the beautiful mountains of Switzerland with us. It's great!

[Find out more](#)



Glacier Express

Take a scenic train. Go through the beautiful mountains of Switzerland with us. It's great!

[Find out more](#)



Al Andalus

It's eco-friendly, relaxing, and the most elegant way of travelling through Spain and Portugal. You'll love it!

[Find out more](#)

VOCABULARY: *destination – Reiseziel; cruise ship – Kreuzfahrtschiff

4/27+28+29



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

- 1 Who wrote this text? Who wrote this text?
- 2 What can you do on a train?
- 3 What does TopTrains4You do for you?
- 4 What superlatives can you find in the text?

c Discuss, suggest what you think.

- 1 Which is better? A holiday by plane or a holiday by train? Give reasons.
- 2 Would you like to go on a holiday by train? Why (not)?
- 3 Which of the three trains above would you like to go on? Why?

2 Write a text (60–80 words) about a real or imagined train trip. Write about:

- where you went and who went with you
- what you did on the train
- how long the journey was
- what you liked / didn't like about the trip

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

Student A You're the dad in the family. You want a camping holiday somewhere near the mountains. Think about:

- Where do you want to go?
- Why do you want a camping holiday?
- Why do you want to be in a mountain area?
- What is good about your holiday plan?
- Are you willing to compromise?
- Can you suggest a solution?

- I really want to go...
- We could ...
- The good thing about it is ...
- I believe we can ...
- Say that again!
- Think about the main problem. It is ...
- ... really think ...?
- What I suggest is ...

Student B You're the mum in the family. You want a holiday at a lake or at the seaside. Think about:

- Where do you want to go?
- Why do you want a holiday at a lake / the seaside?
- What do you think of camping?
- What is good about your holiday plan?
- Are you willing to compromise?
- Can you suggest a solution?

- I don't really like ...
- Why can't my brother and I ...?
- Family holidays are really boring because ...
- With my friends I can ...
- It isn't very expensive ...
- We want to go there for ...
- We want to hang out and we've planned to ...
- What I suggest is ...

Student C You're the son in the family. You want to go to a summer camp with your friends. Most of the time you want to stay at home. Think about:

- What kind of summer camp is it?
- How many friends are coming?
- What do you think of Dad's/Mum's plans?
- Why do you want to stay at home most of the time?
- Are you willing to compromise?
- Can you suggest a solution?

- I've already made plans ...
- The camp is in/at ...
- ... of my friends are coming.
- We want to ...
- Your plans are the same every year.
- I want to stay at home for ...
- We and my friends have made plans for ...
- We want to chill and ...
- What I suggest is ...

Student D You're the daughter in the family. You have already planned a camping holiday with your friends. You don't want to go on a family holiday. Think about:

- What kind of camping holiday is it?
- How many friends are coming?
- Has it ever been boring?
- What do you think of Dad's/Mum's plans?
- What do you think of family holidays?
- Are you willing to compromise?
- Can you suggest a solution?

- We've already...
- I don't really like ...
- Why can't my brother and I ...?
- Family holidays are really boring because ...
- With my friends I can ...
- It isn't very expensive ...
- We want to go there for ...
- We want to hang out and we've planned to ...
- What I suggest is ...

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

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

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

Now go back to page 108. Check with a partner what you know / can do.

12

Technology

At the end of unit 12 ...

you know

- words for technology
- words for space
- how to use *will* to talk about the future
- how to ask questions with *who*

you can

- ask for more details
- talk about technology and space
- make predictions about the future
- understand a short video
- write a letter about plans in the future

Vocabulary Technology

4/30



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

computer laptop VR headset keyboard finger
Bluetooth speaker smartwatch tablet mouse robot



1



2



3



4



5



6



7



9



10



b In pairs, mime and say. (Example: I am using a tablet.)

c Look at the photo story on page 119. Find and say the words for technology.

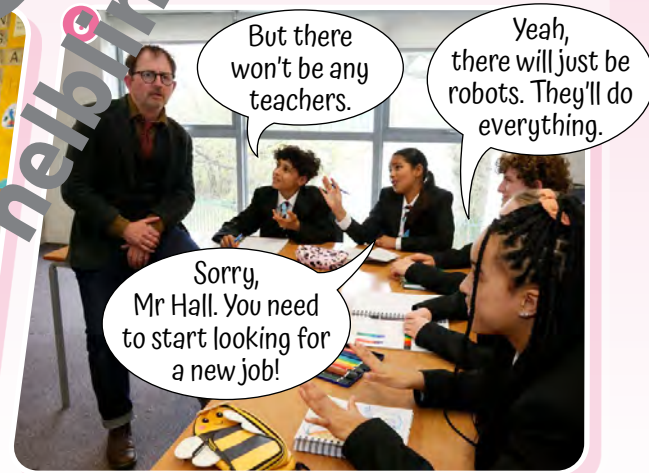
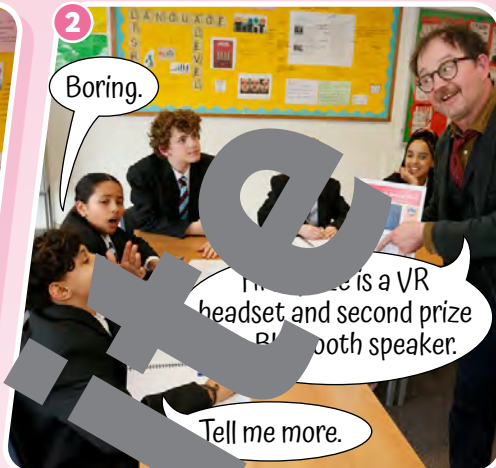
2 a Watch part 1 of the video.

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

- 1 The is first prize.
- 2 The is second prize.
- 3 Oliver and his parents will always use books. T / F
- 4 Maya thinks students will use tablets. T / F
- 5 What do Oliver and Lily disagree about?
- 6 Who does think Mr Hall might need a new job?

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

- 1 Who is the parcel for?
- 2 Why does Lily not want to open the parcel?
- 3 What does Maya think is inside the parcel?
- 4 What's Mr Hall's 'secret'?
- 5 What's inside the box?



Let's ... Asking for more details

4 In pairs, ask and answer.

I've got a new tablet.

Tell me more.

I got it for my birthday.

What else?

I watch films on it in bed.

Anything else?

1 a Look at the photo story on page 119 again. Complete with will, 'll or won't.

- 1 So, what do you think school be like in the future?
- 2 Well, we use any books.
- 3 Yeah, kids only use tablets
- 4 Or maybe we just stay at home.
- 5 But there be any teachers.
- 6 Yeah, there just be robots.
- 7 They do everything.

4/31



b Listen and check.

4/32



2 a Listen and read.

LANGUAGE BOX

- | | |
|-------------------------------------|------------------------------------|
| 1 I'll live by the sea. | 5 What will the weather be like? |
| 2 You won't have a body. | 6 We will drive cars. |
| 3 He'll fly people to the moon. | 7 What will be successful? |
| 4 She'll be president of the world. | 8 They will go on holiday to Mars. |

b Complete the dialogue with the sentences from 2a.

Ben Happy birthday, Dad. I can't believe you're 50. 50!

Dad Thanks. So, Ben, where do you think you'll be when you're 50?

Ben Hmm ... I think 1.....

Dad Wow. How will you travel?

Ben 2....., we'll have flying boats.

Dad Cool. What about your brother?

Ben He'll be a space pilot. 3.....

Dad Half and you'll be a robot, right?

Ben 4..... She's so smart.

Dad Interesting.

Ben 5.....

Dad 6..... hotter in the summer and colder in the winter.

Dad So what will people do for holidays?

Ben I think 7.....

Dad And what about me?

Ben 8..... You'll be a robot!

Dad So, I'll live forever. That's great!

4/33



c Listen and check.

3 What will you be like when you are 50 years old? Make notes. Then tell your partner.

When I'm 50, I'll live by the sea. I'll have a boat and I'll go sailing at the weekends. I won't have any homework!



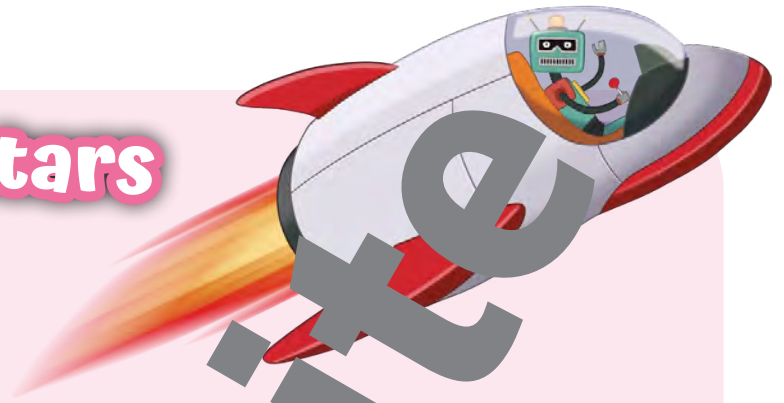
A song

4/34+35



1 a Listen and sing.

Race to the stars



My spaceship is as fast as light,
and flies across the sky at night.
We go beyond the big white moon,
and we aren't coming back too soon.

The solar system passes by,
and all the planets say goodbye.
My battery is getting low,
There isn't a lot of time to go.

Who'll be the first to reach the stars?
Who will find new life on Mars?
Who'll be the first to win the race?
Who will fly to deepest space?

I'm looking for a piece of land,
somewhere new with lots of sand.
A big sun near to charge my pack,
and soon I'll get my power back!

I'll shoot across the sky at night,
just like a comet burning bright.
And when you see my spaceship fly,
please come outside and wave goodbye!

Who'll be the first to reach the stars? ... (x2)

4/34



b Listen again and underline all the words you know about space.

4/36



2 Look at the pictures and circle the correct word. Then listen and check.



1 moon / planet



2 comet / spaceship



3 star / planet



4 sun / moon



5 space / solar system

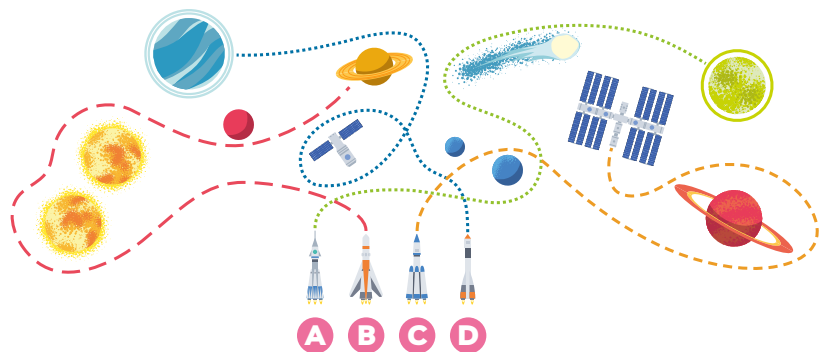


6 star / comet



3 Look at the pictures in pairs, describe the journey of each spaceship.

Space ship D will fly around the satellite, past the orange planet and land on the blue moon.



A B C D

1 a Do the space quiz. Draw lines.

- | | |
|--|------------------|
| 1 Who walked on the moon first? | a Jeff Bezos |
| 2 Who flew 90-year-old actor William Shatner into space? | b Buzz Lightyear |
| 3 Who played an astronaut in the film <i>Gravity</i> ? | c George Lucas |
| 4 Who helped Woody in the <i>Toy Story</i> films? | d Andy Bullock |
| 5 Who directed the first <i>Star Wars</i> films? | e John Deere |
| 6 Who invented the first rockets? | f Neil Armstrong |

4/37



b Listen and check.

4/38



2 a Listen and read.

LANGUAGE BOX

- | | |
|--------------------------------------|--|
| 1 Who broke it? | NOT <i>Who did break it?</i> |
| 2 Who made this model rocket? | NOT <i>Who make this model rocket?</i> |
| 3 Who thinks this should win? | NOT <i>Who does think this should win?</i> |
| 4 Who helped you? | NOT <i>Who help you?</i> |

b Complete the dialogue with the questions in 2.

Teacher 1.....?

Karla I did.

Teacher Well, it's very good. 2.....?

Karla Nobody. I made it.

Teacher It looks like the top is a bit 3.....?

Karla That was my do..... to get it.

Teacher Well, never mind. It's still..... good.

Karla Thank you.

Teacher 4.....?

Kevin Me. I think it should win.

Teacher Me too. Well,..... Karla.



4/39



c Listen and check.

3 a Complete these questions with your own ideas to make a quiz.

- Who.....?
- Who started.....?
- Who wrote.....?
- Who painted.....?
- Who discovered.....?
- Who invented.....?



b In pairs, ask and answer questions from the quiz.

Who sings "Uptown Funk"?

That's ... / I don't know.

Sounds right 'll

4/40



1 Listen and tick the sentences you hear. Practise saying them.

- | | |
|--|---|
| 1 <input type="checkbox"/> I'll live in France. | <input type="checkbox"/> I live in France. |
| 2 <input type="checkbox"/> We'll play in a band. | <input type="checkbox"/> We play in a band. |
| 3 <input type="checkbox"/> They'll have five children. | <input type="checkbox"/> They have five children. |
| 4 <input type="checkbox"/> You'll have a great life. | <input type="checkbox"/> You have a great life. |

4/41



2 a Listen to the students. What do they talk about? Tick the correct pictures.



4/41



b Listen again. Answer the questions.



- Who has a new smartwatch?
- What does Kira want?
- Who needs a charger?
- What will smartwatches be as good as?
- Who doesn't want to go into space?
- What does Colin want to do?

c Check your answers with a partner.



3 a Look at the pictures in 2. What is your favourite thing?

Rank each one: Love it = Hate it.

b In groups, compare your rankings. How many people have the same top three?

c Think about your top three favourite things. Why do you like them? Will they be the same in the future? Take notes. Then share your ideas with a partner.

A:

My favourite thing is the ...
I love it because ...
It's great because ...
In the future, it will ...
I think we'll ... / I think we won't ...

B:

What else?
Tell me more ...
That's cool.
I agree.
I disagree.

1 Read the text. Answer the questions.

The future of holidays!



For hundreds of years, people have gone to the sea or to new countries to learn about places and just relax. Well, one company thinks that will change. Next year, the X102 Space Adventurer will take families on holiday to Mars.

That's right – a holiday on Mars. The red planet is very beautiful and there will be many things to see. There will be a very big hotel with shops and even two swimming pools. At night, you will watch as comets fly across the sky and sometimes you will see Earth too!



facts:

- ★ Mars has two moons, they are called Phobos and Deimos.
- ★ There is water on Mars.
- ★ The highest mountain in the solar system is on Mars, it's called Olympus Mons and it's 22 km high.

Flying on a spaceship never seems safe these days – it isn't dangerous at all. But remember – don't open the window!

- 1 Why do people go on holidays?
- 2 What will be on Mars in the future?
- 3 What can you see at night on Mars?
- 4 What is the name of the highest mountain on Mars?
- 5 How high is the mountain?
- 6 Why can't you open a window on a spaceship?

Web project

2 Do option A or B.

A Go online and find out about a planet in the solar system. Write an article (60–80 words) about a holiday on the planet. Write about:

- facts about the planet
- why the planet is interesting
- how you will get to the planet
- what you will do on the planet

B Go online and find out about two planets. Write an article comparing a holiday on each planet (100–120 words). Write about:

- facts about the planets
- why the planets are interesting
- how you will get to the planets
- what you will do on the planets
- how the planets are different to Earth

4/42



1 a Listen to the sports commentators talking about the game. What is different about one of the commentators?

4/42



b Listen again and fill in the missing words.



Jim Hi, sports fans! Welcome to the first Solar System Cup! We have two great teams here today. It's the Blue Earth team against the Red Mars team. What an exciting day! I think ¹..... be very special.

K8Y It will be very exciting, Jim.

Jim Hey, K8Y! Yes, you're right. Please, ²..... about the teams?

K8Y Thank you, Jim. Blue Earth are a team from Earth. There are ten men and women in the team.

Jim Ten men and women? Really? No ³.....?

K8Y No ⁴..... in the Earth team, Jim. I think ⁵..... lose. Robots are ⁶..... than people.

Jim Wait a minute! Robots can't do everything.

K8Y I think they can. The ten ⁷..... on the Blue Earth team are Max, ⁸..... from Paris. He likes flying ⁹..... Then we have Emma, ¹⁰..... 25, from Vienna. She likes ¹¹.....

Jim OK! Thanks K8Y, that's a lot of information. Please tell me about the Mars team.

K8Y OK, Jim. The Red Mars team there are eight robots and two ⁹.....

Jim Eight robots and two ¹⁰.....! What ¹¹....., K8Y?

K8Y The children were born on Mars. They use VR football robots. The robots are amazing. They're very ¹²..... very fast. They have a very ¹³..... battery. They're connected with Bluetooth.

Jim That's amazing. So, who will ¹²..... today?

K8Y What's else, Jim, Red Mars will win. Robots and children always win. The Blue Earth team will lose. ¹³..... always lose.

Jim Alright, K8Y! Well, I think that Blue Earth won't lose today! Time to watch the game!

c In pairs, act out the dialogue.



2 In pairs, do option A or B.

A Think about robots in the future. What will they be and what will they do? Write notes and tell your partner.

What robots will be in the future?
 Robots will be in the future, you will see robots ...
 Robots will cook dinner / teach geography / play sports ...

Wow, OK! Tell me more. That's really interesting. What else?

B Create a robot to help you. Take notes and prepare to tell the class about it.

Think about:

- What does it look like?
- How big is it?
- Can it walk or fly or swim?
- Does it use Bluetooth?
- Does it have a mouse / keyboard / speaker?
- What will it do to help you?

1 a Read the magazine article. Who is it for?

WeTeen Magazine

This month's competition: Schools in the future!

Hello readers! Technology changes very quickly. In 2016, 3.7 billion people had smartphones. In 2023, about 6.9 billion people had smartphones! That's over 80% of the world.

So what about schools in the future? How do you think your school will change? Here are some emails from students:

Hi, WeTeen Magazine!

I think schools will change a little. Maybe we'll have tablets on the desks and big computers in every classroom. But I think teachers won't change. We need teachers, and it's more fun to talk to a teacher and other students. I don't want to study at home. On my own, it's really boring.

Anna, Sweden

Dear WeTeen Magazine,

Schools will change! My school changed a lot. We use tablets now and I really like online lessons. In the future, I think schools will be more beautiful. They will have big classrooms with lots of plants and sofas. We won't have teachers, we'll have cool robots. The robots will help us do experiments, and then we'll study online. VR will be great.

Berat, 12, Türkiye

So, readers, what do you think? What will your school be like in 30 years? Write in and let us know! The best three letters will win a prize:

- 1st Prize: VR headset
- 2nd Prize: Bluetooth speaker
- 3rd Prize: A photo in next month's WeTeen Magazine

b Read again. Answer the questions.

- 1 How many people had smartphones in 2023?
- 2 Who thinks that schools won't change a lot?
- 3 Who thinks we won't have teachers?
- 4 Who doesn't want to study at home?
- 5 Who thinks robots will help at school?
- 6 Who likes studying to other students?

4/43+44+45



c Listen and check.

2 Write a letter (100–120 words) to WeTeen Magazine about schools in 30 years. Write about:

- what the classrooms will be like
- how you will study
- who the teachers will be
- what technology you will or won't use

1 Remember episode 5. In pairs, answer the questions.

- 1 Who drops the baby dinosaur?
- 2 Who chases Jenna up the mountain?
- 3 Who helps Aiden climb up the cliff?
- 4 Who goes through the secret spring?

▶ 2 Discuss in pairs. What do you think happens to Aiden? Watch episode 6 and check your ideas.



.....

.....

.....

▶ 3 a Watch episode 6 again. Who says these things and to whom do they say them to?

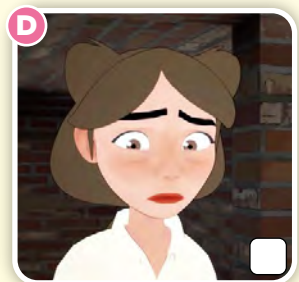
<p>We did it! We stopped the two evil brothers!</p> <p>1 to</p>	<p>It's so powerful! And what about the secret spring in the other world?</p> <p>2 to</p>
<p>She's safe. She's safe in her world.</p> <p>3 to</p>	<p>Come on, help me open Aiden's backpack.</p> <p>4 to</p>
<p>We don't have much time. I'll miss you!</p> <p>5 to</p>	<p>Hey, let's go and get some breakfast. I'm as hungry as a wolf.</p> <p>6 to</p>

b Check your answers with a partner.

Everyday English

4 Match the phrases to the pictures.

- 1 I'm afraid so. 2 It doesn't matter. 3 Believe me. 4 I'm afraid not.



Now go back to page 118. Check with a partner what you know / can do.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Das Present simple verneinst du mit dem Hilfsverb **do/does** und **not (don't/doesn't)**.

I **don't like** football. She **doesn't sleep** all day. You **don't work** hard.

You **don't like** tennis. We **don't play** computer games. They **don't play** basketball.

He **doesn't get up** early.

b Put the sentences in the correct order.

- 1 go / school / 9 / They / to / before / don't
- 2 play / on / She / Sunday / doesn't / tennis
- 3 every / We / day / go / don't / jogging
- 4 cake / I / for / eat / don't / breakfast

c Write three sentences about what you don't do and three sentences about what your friend doesn't do. Then share your sentences with a partner.

Grammar 2 Adverbs of frequency (revision)

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest die *Adverbs of frequency*, wenn du sagen möchtest, **wie häufig** etwas passiert oder **wie oft** jemand etwas macht.



Beachte: Die *Adverbs of frequency* stehen vor dem Verb, aber beim Verb **be (am/is/are)** stehen sie nach dem Verb.

I **always** listen to my friend.

My parents **are** **sometimes** angry with me.

My friend **often** messes me.

She **never** makes fun of me.

b Watch the video and rap about 1 the grammar rap.



I **always** do my homework.

My maths tests are **often** great.

I **sometimes** win at tennis.

And, hey, I'm **never** late.

I **never** lie to you.

Believe me, it is true.

c Make three sentences true for you. Complete with the adverbs of frequency.

- 1 I do my homework.
- 2 I'm late.
- 3 My English teacher watches football matches.
- 4 My maths tests are great.
- 5 I have breakfast before school.
- 6 I use my mobile phone after 9 p.m.

d Now watch and rap part 2 of the grammar rap.

She always goes to bed at nine.
 She often reads in bed.
 She sometimes uses her mobile phone
 to study words instead.
 She never plays or chats on it
 before she goes to sleep.
 She never ever lies to you.
 Believe her, it is true.

You never go to bed at nine.
 You always stay up late.
 You often spend a lot of time
 on different apps and games.
 So give me your phone right now
 or tomorrow's it's gone one-day.
 I don't want to hear what you just said,
 so get off your phone and go to bed.

e In pairs, talk about yourselves. What do you eat? What sports do you do? What do you do on Sundays?

I often ...

I always ...

I sometimes ...

I never ...

Grammar 3 Present simple questions (revision)

a Lies die Regel. Erkläre sie einem Partner oder Partnerin.

Wenn du eine Frage im *Present simple* stellen willst, stellst du **do** bzw. **does** (bei *he, she, it*) an den Anfang des Satzes, dann folgen **Fragewort** und **Zeitwort**.

Do you **play** tennis? Yes, I do. / No, I don't.

Does he **go** skateboarding? Yes, he does. / No, he doesn't.

Do we **meet** for football on Sunday? Yes, we do. / No, we don't.

Do they **watch** every match? Yes, they do. / No, they don't.

Beachte: Das *-s* der 3. Person ist schon im *Verb* enthalten, daher heißt es in der Frage:

Does he go to school at eight?

Und nicht: Does he goes to school at eight?

b Write the questions to the answers.

1 A?

B No, I don't go to bed at nine.

2 A?

B Yes, he sometimes plays football on Sunday.

3 A?

B She always eats the pizza for lunch.

4?

B Yes, please tell the truth.

c Work in pairs. Ask your partner three questions about him/her and three questions about his/her best friend.

Do you ... ?

Does your ... ?

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

Yes, he/she does. / No, he/she doesn't.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du sagen willst, was jemand **tun sollte**, dann verwendest du **should + die Grundform des Verbs**.

Wenn du sagen willst, was jemand **nicht tun sollte**, dann verwendest du **should not (= shouldn't) + die Grundform des Verbs**.

Wenn du um Rat fragst oder deine Hilfe anbietest, dann beginnst du mit **Should I + die Grundform des Verbs**.

You **should sing** in a band.

We **shouldn't be** so loud.

Should I help you?

Should we bring a present?

b Watch the video and rap part 1 of the grammar rap.

I shouldn't play loud music.

You shouldn't slam* the door.

He shouldn't make a mess
on his desk or on the floor.

She shouldn't sing a song
while studying for school.

You shouldn't do a hundred
things
that you think are so cool.

We know we shouldn't do all
that!

We know what we should do.
But sometimes you should
understand,
we're only human too!

VOCABULARY: *slam – zuschlagen, zuknallen

c In pairs, look at the pictures and say what you should / shouldn't do. Use the verb phrases from the box.

be so noisy help his mum tidy up his room eat too many sweets



d Now watch and rap part 2 of the grammar rap.

When Klumzy was a boy,
aged ten years and one day,
his dad said, "You should
listen to what I have to say."
"You should learn to play an
instrument, a violin."
"One day, your violin will
speak to you."

Klumzy thought himself,
"Should I really go for that,
or should I learn to play the

drums, in spite of Dad?"
He started on the drums, and
then tried the guitar.

He even tried the violin,
which didn't get him far.

But when he heard a rapper
on a radio show,

Klumzy was so happy, "I
should try and have a go!"

He loved playing with the
words and the rhythm too.

He became a famous rapper,
so here's a thought for you.

You should listen to your
parents and to what they say.

You should treat them with
respect, there is no other way.

And often you'll see that
what they say is really smart.

But you should also listen to
that voice inside your hearts.

e Write four sentences in your exercise book. Say what you should and shouldn't do. Then share them with a partner.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Whose ... ?

Wenn du fragen willst, wem etwas gehört, fragst du mit **Whose ... ?**.

Whose is this school bag?

Whose are those trainers?

Possessive pronouns

Du verwendest ein *Possessive pronoun*, wenn du sagen willst, wem etwas gehört ohne dass du den Namen der Person verwendest.

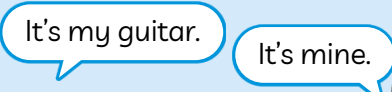
Whose is this guitar? – It's **hers**.

Whose are the trainers? – They're **ours**.



b In pairs, study the sentences. Then cover up the table and talk to each other.

It's my guitar. It's mine .	It's my and my brother's guitar. It's ours .
It's your guitar. It's yours .	It's Neil and Cindy's guitar. It's yours .
It's Tom's guitar. It's his .	It's Lara's and Sophie's guitar. It's theirs .
It's Nihan's guitar. It's hers .	



c Read the questions and the answers. Write **M** (my), **F** (girl), **B** (boy) or **G+B** (girl and boy).

- | | |
|--|--|
| 1 A Is this Ella's bike?
B No, it's his. (... B ...) | 4 A Is that your dog, Jenny and Nick?
B Yes, it's ours. (... G+B ...) |
| 2 A Is that garden yours, Kate and Tom?
B Yes, it's ours. (... G+B ...) | 5 A Is that saxophone your brother's or your sister's?
B It isn't his. (... M ...) It's hers. (... F ...) |
| 3 A Is this your or Peter's guitar?
B It isn't mine. It's his. (... M ...) | 6 A Are these guitars Tina's and Mike's?
B Yes, they're theirs. (... G+B ...) |

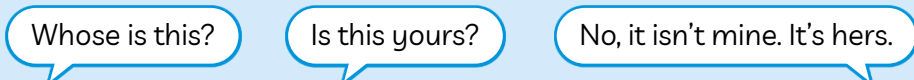
4/46



d Write the possessive pronouns. Listen and check. Then act out the mini-dialogues.

- | | |
|---|--|
| 1 A Is this your accordion, Toby?
B Yes, it's mine. (... M ...) | 4 A Is this your violin, Toby?
B No, it isn't..... It's..... (Rosie's). |
| 2 A Are these your pencils, Kylie and Gabriel?
B Yes, they're mine. (... G+B ...) | 5 A Whose is this piano? Is it yours, Chang?
B No, it isn't..... It's..... (Arthur's) |
| 3 A Are these drums your brother's?
B Yes, they're his. (... M ...) | 6 A Is this your computer, Florence and Lola?
B Yes, it's..... |

e In groups, put a few objects on a table. Act out a role play at a Lost and Found.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um über **abgeschlossene Handlungen und Zustände in der Vergangenheit** zu reden, hängst du an die Grundform der regelmäßigen Verben **-ed** an.

walk – **walked**play – **played**live – **lived**

Wenn ein Verb auf einen Doppelkonsonanten + **-y** endet, lässt du das **-y** weg und hängst **-ied** an.

carry – **carried**hurry – **hurried**marry – **married**

Die Vergangenheitsform vieler Verben ist unregelmäßig. Die Formen lernst du am besten auswendig. Auf Seite 151 findest du eine Liste mit den häufigsten unregelmäßigen Verben.

go – **went**eat – **ate**think – **thought**

Um zu sagen, dass sich eine Handlung oder ein Zustand **nicht**getragen hat, setzt du **didn't** (did not) vor die Grundform des Verbs.

didn't walk**didn't** go**didn't** like

b Watch the video and rap part 1 of the grammar song.

I went,
you didn't go,

he knew,
she didn't know,

he left,
she didn't leave.

There was a party
for Maya and Steve.

c Work in pairs. Tell your partner:

- three places you went yesterday.
- three places you didn't go.

d Now watch and rap part 2 of the grammar song.



I went to the party,
you didn't go.
He knew when it started,
but he didn't know.
She left really early,
they didn't leave till late*.
The party was a disaster,
it really wasn't great.

They danced really badly,
we didn't dance at all.
David spent all night
looking at the wall.
You wore your best clothes,
I wore a fancy dress.
The party was a disaster,
it really was a mess.

VOCABULARY: *till late – bis spät

e Write sentences for yourself. Then tell your partner. Write:

- three things you did last weekend.
- three things you didn't do.

.....

.....

.....

.....

.....

.....

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um Fragen im *Past simple* zu stellen, verwendest du **did** und die **Grundform des Verbs**.

Fragen ohne Fragewort:	Fragen mit Fragewort:
<i>Did you like</i> the film?	Who <i>did</i> you <i>talk</i> to?
<i>Did you live</i> in India?	What <i>did</i> she <i>say</i> ?
	How <i>did</i> he <i>get</i> there?
	Where <i>did</i> they <i>find</i> it?

b Write the questions for the answers.

- 1 A
B I met Liam at school.
- 2 A
B No, I didn't. I didn't eat anything for breakfast.
- 3 A?
B Dave played computer games all evening.
- 4 A?
B Yes, they did. They really liked the film.
- 5 A?
B I went to bed at about 11 p.m.
- 6 A?
B Anne phoned my mum.
- 7 A?
B We ate pizza. Don't you remember?
- 8 A?
B No, you didn't. You didn't do anything wrong.

c Put the words in the correct order to make questions.

- 1 did / yesterday / we / do / what
.....
- 2 you / did / film / the / enjoy
.....
- 3 today / they / school / did / go / to
.....
- 4 send / he / did / you / the / a
.....
- 5 shoes / did / where / buy / you / those
.....
- 6 party / who / Anne / did / invite / her
.....
- 7 I / do / the / test / did /
.....
- 8 did / much / your / computer / how
.....

d In pairs think of two things you did last night. Tell your partner. How many questions can you think of to ask you.

I went swimming last night.



Where did you go swimming?
Who did you go with?
How long did you swim for?
How far did you swim?
Did you enjoy it?
Was the water cold?
Were you tired after?

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um über **Pläne für die Zukunft** zu sprechen, verwendest du **(not) going to**.

Person + am/is/are + (not) going to + Verb

I'm going to start a new hobby.

He isn't going to watch a film this evening.

She's going to read a book at the weekend.

We're going to do a new network.

You aren't going to have dinner.

They're going to go to the shops.

Du verwendest **going to** auch, um jemandem **Fragen über Pläne für die Zukunft** zu stellen.

Am/Is/Are + Person + (not) going to + Verb

Is she going to eat a fish?

Are you going to come to school?

Are we going to go to the park?

Is he going to listen to music?

b Watch the video and rap part 1 of the grammar rap.



I'm going to go,

you're going to see,

he's going to eat,

she's going to be,

we're going to meet,

they're going to like,

Bill and Jill and Amelie,

and my best friend, Ed!

I'm not going to sing,

You aren't going to dance,

Ed is going to ride a bike.

She isn't going to go to France.

We aren't going to win.

They aren't going to run.

Jim isn't going to play outside.

It's raining – that's no fun!

Are you going to play?

Is she going to run?

Are we going to play in the sun?

Am I going to have some fun?

c Put the words in the correct order. Write the sentences in your exercise book.

- to the park / They're / go / going to
- aren't / We / to have / pizza for dinner / going
- a film / you / this weekend / watch / Are / going to
- with her dog / to / dance / this evening / She's / play

d Now watch and rap part 2 of the grammar rap.

I'm going to tell you
about my birthday. Ed.
He's going to make a sandwich
with ham and cheese and bread.
I'm going to eat
the sandwich in front of me.
And then I'm going to make him
a lovely cup of tea.

And Ed is going to be quite happy
the next day when he wakes up.
Because for his fifteenth birthday present
I'm going to give him a new tea cup.
And then we're going to watch a film
with our sister, and Mum, and Dad.
And Mum is going to make a cake.
Ed's birthday's not so bad!

e Write sentences in your exercise book. Then tell your partner. Write:

- three things you're going to do next week.
- three things you aren't going to do tomorrow.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest **some** und **any** mit Nomen im Plural, die man zählen kann, oder mit Nomen, die man nicht zählen kann.

Du verwendest **some** meist in bejahenden Sätzen und wenn du nach etwas fragen möchtest, von dem du weißt, dass es vorhanden ist.

Du verwendest **any** in negativen Sätzen und wenn du fragen möchtest, ob etwas vorhanden ist.

*I'd like **some** water, please.*

*We want to buy **some** apples.*

*She is going to have **some** apple juice.*

*She doesn't eat **any** meat.*

*Do you have **any** tomatoes?*

*Are they going to have **any** fruit?*

b Match the sentences. Then practise saying the dialogue with a partner.

- | | |
|---|--|
| 1 Have we got any milk? | a That's good. Has she got any oranges? |
| 2 Would you like some ham on your pizza? | b No? I had some last weekend! |
| 3 I haven't seen any films recently*. | c No, thank you. But can I have some tomatoes? |
| 4 Do you have any chocolate today? | d Yes, I have some in my lunchbox. |
| 5 She hasn't got any strawberries, but she's got some apples. | e Yes, there are some in the fridge. |
| 6 I'm going to have some orange juice. | f Oh, can I have some? |

CABULARY: *recently – kürzlich, neulich

c Complete the dialogue with some or any.

Jordan Hi, Mum. I'm hungry. Have we got ¹..... spaghetti? I'd like some spaghetti with some cheese and tomatoes for my dinner.

Mum No problem. We've got ²..... cheese in the fridge. Oh, but we haven't got ³..... tomatoes.

Jordan That's OK. And have we got ⁴..... orange juice?

Mum No, but we've got ⁵..... apple juice. And I'm going to go to the shop this afternoon. I can buy ⁶..... orange juice then.

Jordan Great, thanks! And how about bananas? I love bananas.

Mum Of course. And do you want any ⁷..... vegetables?

Jordan Vegetables? Ugh, no, thanks! I never eat ⁸..... vegetables.

d Put the words in the correct order. Write the questions in your exercise book.

- any / vegetables / you / Are / you / going to / today
- got / Has / your best friend / brothers or sisters / any
- going / see / today / any / this week / Are / you
- in your lunchbox / any / Have / got / you
- our classroom / got / Has / windows / any
- watch / any / videos / Are you / this evening

e In pairs, ask and answer the questions in exercise d. Then ask three more questions.

Would you like some broccoli with your dinner?



Yes, please.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um darüber zu reden, was möglicherweise (nicht) geschehen könnte, verwendest du *might* bzw. *might not*.

It **might** rain later.

We **might not** go to the party on Saturday.

b Watch the video and rap part 1 of the grammar rap.

I might → I might not
You might → You might not
She might → She might not

We might → We might not
They might → They might not
They do not know!

c In pairs, tell your partner:

- three things you might do this evening.
- three things you might not do this evening.

d Now watch and rap part 2 of the grammar rap.

I might wear red to the football match. Or I might not wear red at all.
She might wear blue when we go to the zoo. Or she might not wear blue at all.
We might wear green when we meet up with friends. Or we might not wear green at all.
They might wear orange to the concert tomorrow. Or they might not wear orange at all.

It seems like none of us knows what to wear. So we might not go anywhere.
But why don't you all just visit me? You can stay at my place and watch TV.
But you might not be welcome at all today, unless you all wear nothing but* grey!

VOCABULARY: *nothing but – nichts außer

e Match the sentences. Draw a line.

- | | |
|---|--------------------------------------|
| 1 I might arrive a bit late. | a Take a jumper. |
| 2 It might be cold in the classroom. | b I think it closes at 8 p.m. |
| 3 It might be a sporty jacket. | c Please don't tell anyone. |
| 4 They might not know the answer. | d She isn't feeling very well. |
| 5 I might eat a lot of food at my dinner. | e He's got a problem with his phone. |
| 6 Lisa might not get to school today. | f Please don't wait for me. |
| 7 The supermarket might not be open. | g They go to the same school. |
| 8 They might not read your message. | h I'm not very hungry. |

f In pairs, discuss what you might (not) do this weekend.

I might go swimming at the weekend.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um zu zeigen, **wie jemand etwas macht**, verwendest du ein Adverb. Um ein Adverb zu bilden, hängst du meist **-ly** an das Adjektiv an.

quick – quickly dangerous – dangerously

Wenn das Adjektiv auf **-y** endet, wird die Adverbendung meist zu **-ily**.

happy – happily heavy – heavily

Einige Adverbien sind unregelmäßig und folgen nicht diesen Regeln. Du solltest sie gut merken.

*hard – **hard** good – **well** fast – **fast***

Das Adverb steht meist nach dem Verb, das es beschreibt, oder vor dem Objekt des Satzes, wenn es eines gibt.

*He walks **quickly**. They speak Italian **well**.*

b Choose the correct position (1 or 2) for the word in brackets.

- 1 My sister ¹ cooks ². (*well*)
- 2 My brother does ¹ his homework ². (*carefully*)
- 3 My dad is a ¹ tennis ² player. (*good*)
- 4 Our teacher speaks ¹ German ². (*perfect*)
- 5 You ¹ walk ². Slow down. (*quickly*)
- 6 Oliver has a ¹ voice ². (*loud*)

c In pairs, tell your partner about something you do or someone else does. Use the adverbs from the box.

badly well quickly slowly quietly loudly carefully

I play tennis badly.

My brother snores* loudly.

VOCABULARY: *snore – schnarchen

d Write the adverb for these adjectives.

- | | |
|-----------------|-------------------|
| 1 good - | 5 gentle* - |
| 2 bad - | 6 slow - |
| 3 angry - | 7 bright - |
| 4 easy - | 8 polite - |

VOCABULARY: *gentle – sanft, behutsam

e Use the adverbs from the box to complete the sentences.

- 1 They speak very I don't understand anything they say.
- 2 Mr Allen spoke to the jury I don't think he was very happy.
- 3 Mum walks It takes her hours to get anywhere.
- 4 The sun is shining I need my sunglasses.
- 5 Olivia speaks She always says please and thank you.
- 6 Liam passed the test He got 100%!
- 7 She plays tennis really I think she might win Wimbledon one day.
- 8 Hold it very It's very easy to break.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du etwas vergleichen möchtest, verwendest du die **Komparativform + than**.
So bildest du die erste Steigerungsstufe (Komparativ):

1 Bei Adjektiven mit einer Silbe:

Adjektiv + **-er** + **than** Sara is **smaller than** Sally.

2 Bei Adjektiven mit zwei Silben, wenn sie mit *y, ow, er, le* enden:

Adjektiv + **-er** + **than** Dogs are **friendlier than** cats.

3 Bei Adjektiven mit drei oder mehr Silben:

more + Adjektiv + **than** Snakes are **more dangerous than** rabbits.

Beachte:

Endet ein Adjektiv mit *e*, fügst du nur ein *r* hinzu: *fierce* – **fiercer**

Endet ein Adjektiv mit *y*, dann wird das *y* zu *ie*, wenn **-er** hängt: *funny* – **funnier**

Hat ein Adjektiv nur eine Silbe und einen kurzen Vokal, dann verdoppelt sich der letzte Buchstabe: *big* – **bigger**

Unregelmäßige Steigerung: *good* – **better** *bad* – **worse**

b Watch the video and rap part 1 of the grammar rap.

It's better,
it's bigger,
it's fiercer than me.
Can't you see?

It's more powerful,
it's more intelligent,
it's more powerful than me.
Can't you see?

It's the magical mystery cat –
and that's that!

c Complete the table with the correct comparatives.

angry	1. angrier than	hobby	5.
lazy	2.	interesting	6.
hot	3.	dirty	7.
intelligent	4.	bad	8.

d Now watch and rap part 2 of the grammar rap.

I just met a lovely pet
It's cuter than a hare*.
It's more intelligent than a hare*.
It's stronger than a hare*.
It's faster than a hare*.

It's cleverer than a fox*
and much stronger than an ox*.
It's quieter than a snail*
and more powerful than a whale.
It's much cooler than any pet
you find on the internet.

It's my soft-toy crocodile.
It can bite and it can smile.
It's lovelier than any pet –
It's the best pet you can get!

VOCABULARY: *hare – Hase; fox – Fuchs; ox – Ochs; snail – Schnecke

e Compare the following animals: lion, cat, giraffe. Choose from the adjectives in the box.

tall fast dangerous intelligent powerful cute big strong

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Willst du ausdrücken, dass etwas gleich oder nicht gleich ist (bei Größe, Beschaffenheit, usw.), dann verwendest du **(not) as ... as**.

My pet is **not as lazy as** a goldfish.
 My pet is **as cute as** a kitten.
 My pet is **as powerful as** a tiger.

My pet is **as strong as** a lion.
 My pet is **as noisy as** a chicken.
 My pet is **not as funny as** a rabbit.

b Look at the pictures. Write sentences using (not) as ... as. Use some of the words in the box.

tall beautiful strong intelligent fast funny expensive fierce big



1



2



3



4



5



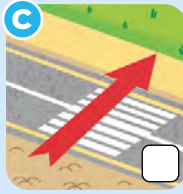
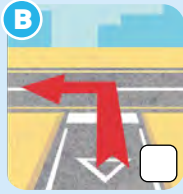
6

c Complete yourself with a friend. Write five sentences using (not) as ... as.

- 1
- 2
- 3
- 4
- 5

a In pairs, match the directions with the pictures.

- 1 Go straight ahead. 2 Go past the bus stop. 3 Take the first right.
4 Cross the road. 5 Turn left. 6 Go through the park.



b In pairs, cover up the word box in **a**. Test each other. Find a picture and say the direction.

c Watch the video and rap part 1 of the grammar rap.

Take the first left.
Take the second right.
Then go straight ahead.
That's exactly what she said.

"There's a nice team shop.
That's where you stop."
That's what she said, but hey –
I got lost – it's clearly not his day!

d Match the sentence halves to make directions.

- | | |
|---|--|
| 1 You want to go to the school? Go straight ahead. | a to a police station. The bus stop is right after it. |
| 2 When you get to the bus stop, cross the road. | b through the park for that? |
| 3 Go past the post office and the bank. | c ahead and then turn left. |
| 4 I want to go to Joe's café. I have to go to the school first. | d right here. |
| 5 You want to go to the museum? That's easy. Take the second right. | e straight ahead. The bookshop's right there. |
| 6 The pizza place? It's very close. Just turn left. | f Take the third right. |

e Now watch and rap part 2 of the grammar rap.

Go straight ahead,
take the third on the right.
Go past the bus stop
to the traffic lights.
Then cross the park,
go past the zoo,
and then walk straight
for a minute or two.

There's Maisie's café,
where I'll wait for you.
Hurry up, I'm really hungry,
and I hope you're hungry too.
Yeahh!

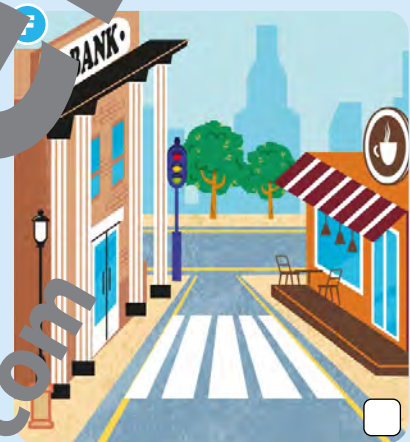
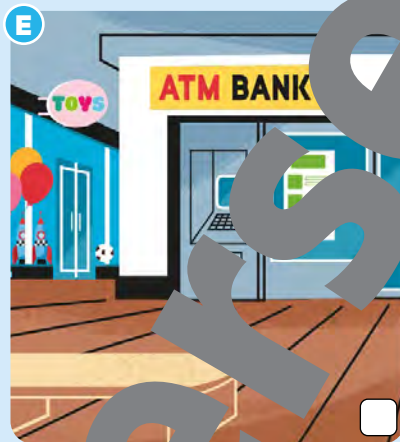
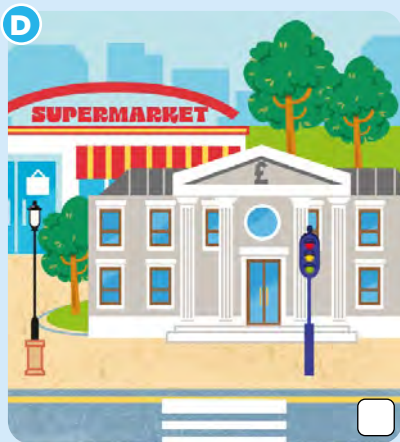
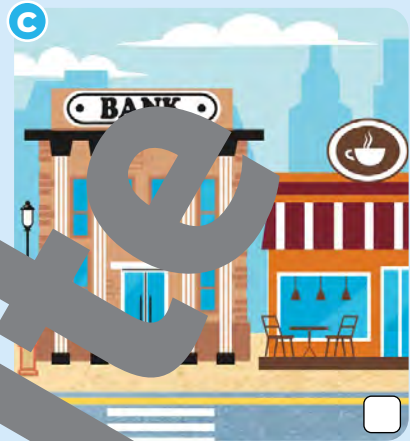
f In pairs, write directions from the school to a place you both know. Put in one mistake. Can your partner spot it?

To go to the pizza place, go straight ahead. Then take the second on the right. It's on Mill Road.



That's wrong. It's, 'Go straight ahead. Then take the second left.'

a Match the sentences from **b** with the pictures.



b In pairs, take turns and read the sentences.

- 1 The bank is **behind** the supermarket.
- 2 The bank is **between** the post office and the police station.
- 3 The bank is **next to** the café.
- 4 The bank is **in front of** the supermarket.
- 5 The bank is **opposite** the school.
- 6 The bank is **in** the shopping centre.

c Match the sentence halves.

- | | |
|---|------------------------------|
| 1 The bookshop is in the centre. | a in front of the museum. |
| 2 The sweet shop is opposite the school. | b supermarket. |
| 3 The supermarket is behind the bank. | c the bus stop and the café. |
| 4 The school is opposite the bus stop. | d the bank. |

d Think of a place in your town that everybody knows. Write a quiz question. Put all the questions in a box. Who can guess the most answers?

It's on Schlossstraße.
It's opposite the bank and next to the museum. What is it?

It's on Bahnhofstraße.
It's between the cinema and the big bookshop. What is it?

It's in the centre. It's opposite the big statue. What is it?

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest *have to*, um über Dinge zu sprechen, die erledigt werden müssen.

Person + **has/have to** + Verb

I **have to get up** early tomorrow. We're going to the airport at 6 in the morning!

They **have to listen** to the teacher. It's important.

She **has to learn** these new words for homework today. There's a test tomorrow.

Du verwendest *don't have to*, um über Dinge zu sprechen, die nicht erledigt werden müssen.

Person + **doesn't/don't have to** + Verb

I **don't have to do** any homework today – I did it yesterday.

You **don't have to cook** dinner today. I'm going to do it.

He **doesn't have to walk** to school. He can take the bus.

b Watch the video and rap part 1 of the grammar rap.

I have to – I don't have to

You have to – You don't have to

He has to – He doesn't have to

She has to – She doesn't have to

We have to – We don't have to

They have to – They don't have to

c Choose the correct option.

- 1 My mum *has to / doesn't have to* get up early. She starts work at 7 in the morning.
- 2 My sister is sad. She *has to / doesn't have to* do a lot of homework this weekend.
- 3 We *have to / don't have to* study for the test tomorrow. It's important.
- 4 They *have to / don't have to* go to school tomorrow. Tomorrow is Sunday!
- 5 When I go to the supermarket, I *have to / don't have to* go by bus. I can walk.
- 6 You *have to / don't have to* take your dog for a walk at least twice a day.

d Now watch and rap part 2 of the grammar rap.

When the kids all go to school,

they have to follow every rule.

You have to arrive at half past eight,

you can't be there any later!

You don't have to go to school by bike,

you can walk or go by bus if you like.

And when your teacher starts to speak,

you have to listen, listen – listen all week!

You have to sit and write new words.

You can't sit there and watch the birds.

You don't have to take a lunchtime snack.

You have to wear socks and they have to be black.

And when the bell rings, you have to go.

Go back home, in rain or snow!

e In pairs, say what you have to and don't have to do at school and at home.

We have to listen to the teacher at school.

I don't have to cook dinner at home.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest die Superlativform, um zu sagen, dass etwas am größten, kleinsten, ältesten usw. ist.

So bildest du die zweite Steigerungsstufe (Superlativ):

1 An einsilbige Adjektive hängst du **-est** an (oder **-st**, wenn ein Adjektiv auf -en endet).

old – **the oldest**

quiet – **the quietest**

cold – **the coldest**

small – **the smallest**

new – **the newest**

nice – **the nicest**

Castel Sant'Angelo in Rome is **the oldest** castle in Italy.

This is **the newest** shop in my town.

2 Wenn ein einsilbiges Adjektiv auf einen einzelnen Vokal oder Konsonanten endet, verdoppelst du den letzten Konsonanten und fügst **-est** an.

big – **the biggest**

London is **the biggest** city in the UK.

hot – **hottest**

Malta is **the hottest** country in Europe.

3 Um den Superlativ längerer Adjektive (mit zwei oder drei Silben) zu bilden, verwendest du **the most** + das Adjektiv.

famous – **the most famous**

Who is **the most famous** person in the world?

beautiful – **the most beautiful**

This is **the most beautiful** park in our town.

4 Wenn Adjektive auf -y enden, verwendest du die Endung **-iest**.

lively – **the liveliest**

She's **the liveliest** girl in our class.

noisy – **the noisiest**

My brother is **the noisiest** person in my family.

5 Einige Adjektive bilden einen unregelmäßigen Superlativ.

good – **the best**

Anna is my **best** friend.

bad – **the worst**

John's is **the worst** restaurant in town.

b Complete the sentences with the superlative form of the adjective in brackets.

- Who is the city in the class?
- My dad is a good cook, but my mum is the (good) cook in our family.
- July is usually the (hot) month in Italy.
- What's the (cold) place on Earth? – I think it's Antarctica.
- Who is the (famous) actor from your country?
- That's the (big) dog in the world. And it lives next door!
- She gave me the (big) piece of cake!
- This is the (nice) restaurant in my town. It's great!

c Go online. Research and find out about another country and write sentences about:

- the biggest city
- the tallest mountain
- the most famous person
- the oldest castle
- the best beach
- the most beautiful lake
- the coldest month

d In pairs, write superlative sentences about your country. Write three true sentences and three false sentences. Read them out in class. Can your classmates guess which are false?

The second biggest city in England is Oxford.

That's false! It's Birmingham.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du ausdrücken willst, dass dir eine Tätigkeit gefällt, verwendest du **like + -ing**.
I **like swimming**. NOT *Hike swim*.

b Ask your partner questions. How many questions can you think of?

Do you like watching TV?

Do you like doing homework?

Do you like playing football?



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

c Write four sentences about you, your best friend, your family, your pet etc.

I like reading books, but I don't like reading newspapers.

My dad likes driving, but he doesn't like riding a bike.

Grammar 2 must / mustn't

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um zu sagen, dass jemand etwas tun **must** oder **mustn't** tun, oder keinen Fall tun darf, verwendest du **must** oder **mustn't**.

You **must be** in bed by 10 p.m. You **mustn't eat** in the classroom.

b Watch the video and rap part of the grammar rap.

I must → I mustn't

You must → You mustn't

She must → She mustn't

We must → We mustn't

They must → They mustn't

Rules! Argh!

c In pairs, tell your partner:

- two things you must do at home.

- two things you mustn't do at home.

d Now watch and rap part of the grammar rap.

You must turn the TV off when you go to bed.
You mustn't turn the TV on, turn it off instead.

She must turn her smartphone off, when the teacher says.
She mustn't leave her smartphone on, turn it off instead.

We mustn't spend hours in front of a screen.
We must understand that!
You all know what I mean.

e In pairs, write down six rules for your classroom. Three rules using *must* and three rules using *mustn't*.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest das *Present perfect*, wenn du sagen willst, dass etwas **in einer (unbestimmten) Vergangenheit geschehen ist** und die **Folgen** dieses Geschehnisses **noch andauern**.

So bildest du das *Present perfect*:

Person + *have/has ('ve/'s)* + past participle

I've played a new game.

You've *changed* your hair.

He's *studied* for the test.

She's *cleaned* her room.

We've *baked* a delicious cake.

They've *ainted* the walls.

b Watch the video and rap part 1 of the grammar rap.



I've painted the walls.

You've cleaned the windows.

He's tidied his room.

She's baked some muffins.

We've made some sandwiches.

You've put plates on the table.

I've been busy all day.

And what can I say? What can I say?

We've done our best,

so now we can rest.

c Complete the sentences with the present perfect form of the verbs in brackets.

- 1 She (read) two books in three days.
- 2 They (bought) some muffins.
- 3 I (sell) my mountain bike.
- 4 He (bought) a new notebook.
- 5 We (built) a new house.
- 6 Amy (traveled) to Ireland and Scotland.

d Now watch the video and rap part 2 of the grammar rap.

I've tidied my room.

I've studied for the test.

I've finished my homework.

I've done what is best.

I've tried a new game.

I've painted the wall.

I've read a new book.

I've baked muffins for all.

I've helped in the garden,

and I've played my guitar.

I've picked up the rubbish,

and I've washed our car.

I've done other things too!

But nobody, nobody

has said, "Thank you!"

e Work in pairs. Ask your partner three things that you've done recently. How many are the same as your partner's?

I've moved to a new house. We live on Hamilton Street now.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Das *Past participle* ist die dritte Form des Verbs.

Die **dritte Form der regelmäßigen Verben** ist **gleich wie die *Past simple* Form.**

listen – *listen***ed** – *listen***ed**

stop – *stop***ped** – *stop***ped**

Die **dritte Form der unregelmäßigen Verben** musst du gut **lernen.**

go – *went* – ***gone***

write – *wrote* – ***written***

Auf Seite 151 findest du eine Liste mit den häufigsten unregelmäßigen Verben.

b Complete the table with the past participles.

Present simple	Past simple	Past participle
move	moved	1.
sell	sold	2.
build	built	3.
buy	bought	4.
paint	painting	5.
read	read	6.

c Complete the sentences with the correct past participles from the verbs in the box. There are three extra verbs.

buy read win make play stop move build



1 Anna's all the Harry Potter books.



Karen's three new video games. They were expensive.



3 We've hard for the test.



4 I've the tennis match.



5 They've their car.



6 Colin's some muffins.

a Lies die Regeln. Erkläre sie einem Partner / einer Partnerin.

Wenn du fragen willst, ob jemand irgendwann **in der Vergangenheit etwas getan oder erlebt hat**, dann verwendest du meist das *Present perfect*.

Du verwendest es auch um auszudrücken, dass du etwas **noch nie getan oder erlebt hast**.

Have you ever been to London?

Have you ever driven a car?

Have you ever listened to Beethoven?

Have you ever visited the USA?

So bildest du Fragen im *Present perfect*:

Have/Has + Person + **ever** + 3. Form des Verbs

Wenn du sagen willst, dass du etwas **noch nie getan oder erlebt hast**, verwendest du **I've never + dritte Form des Verbs**.

I've never been to London.

I've never driven a car.

b Watch the video and rap part 1 of the grammar rap.

Have you ever eaten frog legs?

Has she ever touched a snake?

Has he ever met a king?

Have they ever baked a cake?

Have you ever climbed a mountain?

Has she ever heard you sing?

Have you ever seen a crocodile?

Me and we never done these things!

c In pairs, cover up part 1 of the grammar rap. How many questions can you remember? Write them down.

.....

.....

d In pairs, use the questions from the rap to ask each other. Change the form where necessary.

Have you ever touched a snake?

e Now watch the video and rap part 2 of the grammar rap.

She said, "Have you ever been to the USA?"

He said, "Of course I have, ten times to this day!"

She said, "What and how many times have you flown a plane?"

He said, "I've flown my plane so many times that soon I'm flying again!"

She said, "Have you ever run a marathon?"

He said, "Of course I have, it was me who won!"

Then she looked at him, and only said, "Come on!"

No one has ever lied more than John.

f In pairs, ask and answer the questions from the rap. Give serious or funny answers.

Have you ever been to the USA?

Of course. 25 times!

Have you ever eaten frog legs?

No, I haven't. I've never eaten frog legs.

a Lies die Regeln. Erkläre sie einem Partner / einer Partnerin.

Wenn du sagen willst, was jemand gerade gemacht hat oder was gerade geschehen ist, verwendest du das *Present perfect* mit dem Wort **just**. Das Wort *just* steht zwischen *have/has* ('ve/'s) und der dritten Form des Verbs.

I've just written an email to James.

The plane from New York **has just landed**.

Our friends **have just phoned** from the airport.

Wenn du sagen willst, dass jemand etwas schon gemacht hat oder was schon geschehen ist, verwendest du das *Present perfect* mit dem Wort **already**. Das Wort *already* steht zwischen *have/has* ('ve/'s) und der dritten Form des Verbs.

I've already packed my bags.

She's **already left** the house.

They've **already arrived**.

Wenn du sagen willst, was noch nicht geschehen ist oder was jemand noch nicht gemacht hat, verwendest du **not yet** mit dem *Present perfect*. Das Wort *not yet* kommt nach *have* oder *has* (*haven't/hasn't*), das Wort *yet* stellst du an das Satzende.

I haven't done my homework **yet**.

My sister **hasn't come back** from London.

They **haven't made** plans for their holidays **yet**.

b Put the words in the correct order. Write sentences in your exercise book.

- 1 played / They've / football / already / She / already / cake / baked / He's / a
- 2 football / haven't / yet / played / They / 5 just / She's / returned / the / USA / From
- 3 just / a / cake / He's / baked 6 She / has / from / returned / hasn't / the / USA

c Match the sentences from a with the pictures.



d In pairs, talk about:

- something you've just done
- something you haven't done yet today
- an important task you've already done today

I've just finished my homework.

I haven't done my homework yet.

a Lies die Regeln. Erkläre sie einem Partner / einer Partnerin.

Du verwendest **will ('ll)** und **won't (will not)**, um zu sagen, was jemand machen wird oder was geschehen wird.

So bildest du die will-Form:

Person + will/won't + Verb

- I think I'll do well at school next year.
- I think England will win the football World Cup.
- The weather will be hotter in the summer.
- In five years, we won't drive cars.
- In the future, we won't use so many books. More things will be online.
- I won't live in a house when I'm older. I'll live in a flat.

Du verwendest will auch, um Fragen über die Zukunft zu stellen.

So bildest du Fragen mit will:

Will/Won't + Person + Verb

- Will we have an English test next week?
- Will you go to university when you finish school?
- Will your sister be a doctor?

In bejahenden Sätzen änderst du will to 'll, bei negativen in der gesprochenen Sprache. In negative Sätzen änderst du will not zu won't.

b Watch the video and rap part 1 of the grammar rap.



I'll do well in school, but I won't be the best.
 You'll have something to eat, but it won't be great.
 She'll learn how to play, but she won't play every day.
 We'll live in space quite soon, but we won't live on the moon.

c Complete the dialogues with 'll/won't and a verb from the box.

be do go have live spend

- Katya: What do you think your lives will be like in 20 years?
 Aaron: That's an interesting question! Well, I think Klaus ¹..... in a big house.
 Katya: Yes, I agree. And Hanna ²..... a doctor. Or a dentist.
 Aaron: She'll have a good job.
 Katya: What about Karim? What ³..... he ⁴.....?
 Aaron: I think he ⁵..... to live in France. He loves France. But he ⁶..... the language very well. He isn't very good at French!
 Katya: And you?
 Aaron: I'll be married, but I ⁶..... any children – I'll be too busy!

d Now watch and rap part 2 of the grammar rap.

Next week we're going to Italy.
What will we eat? What will we see?
I'll eat some pasta, so much to choose.
I won't eat pizza, but I'll buy new shoes.

And Dad will buy a funny cap.
We'll get lost and we'll need a map.
We won't know how to get back home.
We'll stay an extra day in Rome.

Then we'll go to France or Spain.
Not by car, we'll go by train.
And there we'll spend time on the beach.
We'll eat ten or twelve ice cream each.

And back at home we'll go for a run,
because we are so much, and that's no fun.
Then I'll sleep for hours on Sunday,
so I'll be ready for school on Monday.

e Work in pairs. What will your life be like in five years and in ten years?

In five years, I'll be at school and I'll still live with my family.

Grammar 2 Questions with *Who ...?*

a Lies die Regel. Erkläre sie einem Partner oder einer Partnerin.

Du verwendest Fragen mit *who*, um zu fragen, wer etwas macht (gemacht hat oder machen wird).

Who plays football on Saturdays? **Who went** to the cinema yesterday?

Who goes to that school? **Who made** this pizza?

Wenn du eine Frage mit *Who ...?* oder *Who ...?* stellst, steht das Verb in der Form der 3. Person Einzahl.

Who lives in that house? NOT *Who does live in that house?*

Who cooks dinner in your family? NOT *Who does cook dinner in your family?*

Who painted that picture? NOT *Who did paint that picture?*

Who ate my homework? The dog! NOT *Who did eat my homework?*

b Match the questions to the answers. Draw lines.

- | | |
|---|-----------------------|
| 1 Who stars in the film <i>Avatar</i> ? | a Captain James Cook. |
| 2 Who wrote the Harry Potter books? | b Karl Benz. |
| 3 Who painted the Mona Lisa? | c Zoe Saldaña. |
| 4 Who invented Australia? | d Leonardo da Vinci. |
| 5 Who invented the car? | e J. K. Rowling. |

c Complete the questions with the correct form of the verbs in the box.

buy know listen play want

- | | |
|-------------------------------------|-------------------------------------|
| 1 Who video games last night? | 4 Who a new phone last year? |
| 2 Who to be an astronaut? | 5 Who to music every evening? |
| 3 Who how to drive a car? | 6 Who you that laptop? |

d Write six questions with *Who ...?* to ask your classmates about their friends and family. Then ask and answer in pairs.

Irregular verbs

Present	Past simple	Past participle	Übersetzung
be	was/were	been	sein
beat	beat	beaten	schlagen; besiegen
become	became	become	werden
blow	blew	blown	blasen
break	broke	broken	brechen; kaputt werden
bring	brought	brought	bringen
build	built	built	bauen
buy	bought	bought	kaufen
choose	chose	chosen	(aus-)wählen
come	came	come	kommen
do	did	done	tun, machen
draw	drew	drawn	zeichnen
drive	drove	driven	fahren
eat	ate	eaten	essen
fall	fell	fallen	fallen
find	found	found	finden
fly	flew	flown	fliegen
get	got	got	bekommen
get up	got up	got up	aufstehen
give	gave	given	geben
go	went	gone	gehen, fahren
grow (up)	grew (up)	grown (up)	wachsen
hang out	hung out	hung out	hängen
have	had	had	haben
hear	heard	heard	hören
hit	hit	hit	schlagen
hurt	hurt	hurt	schmerzen wehtun
keep	kept	kept	halten
know	knew	known	kennen; wissen
leave	left	left	lassen, weggehen
lose	lost	lost	verlieren
make	made	made	machen
meet	met	met	sich treffen, kennenlernen
pay	paid	paid	(be-)zahlen
put	put	put	legen, setzen, stellen
read	read	read	lesen
ride	rode	ridden	reiten
rise	rose	risen	(an-)steigen
run	ran	run	laufen, rennen

Present	Past simple	Past participle	Übersetzung
say	said	said	sagen
see	saw	seen	sehen
sell	sold	sold	verkaufen
send	sent	sent	(ab-)schicken
set off	set off	set off	losfahren, abfahren
sing	sang	sung	singen
sleep	slept	slept	schlafen
speak	spoke	spoken	sprechen
spend	spent	spent	verbringen; ausgeben
stand	stood	stood	stehen
take	took	taken	nehmen, (mit-)bringen
take off	took off	taken off	abfliegen
tell	told	told	erzählen
think	thought	thought	denken
throw	threw	thrown	werfen
understand	understood	understood	verstehen
wear	wore	worn	tragen (Kleidung)
wake up	woke up	woken up	aufwachen
win	won	won	gewinnen
write	wrote	written	schreiben

Can you understand your teacher?

We have plenty of time.

Have a go.

Have a guess.

Don't worry about your pronunciation.

Don't worry, it'll get better.

Maybe this will help you.

Can anybody correct this sentence?

That's very good.

Well done.

That's nice.

I like that.

You did a great job.

That's correct.

That's quite right.

Yes, you've got it.

That's much better.

That's a lot better.

You didn't make a single mistake.

Your pronunciation is very good.

You're getting better all the time.

Work in pairs/threes/fours/fives.

Work in groups of two/three/four.

Open your books at page ...

Stand up and find an answer partner.

Have you finished ...?

Do the next activity.

Let's check the answers.

Come out and write on the board.

Repeat ... to me.

Again, please ...

Who would like to answer question 3?

Right. Now who will go on to the next exercise.

Next, please ...

You have ... minutes to do this.

Your time is up.

Are you ready?

Any questions?

I'm afraid it's time to finish now.

We'll have to stop here.

Hang on for a moment.

Just a moment, please.

One more thing before you go.

This is your homework.

Do exercise 11 on page 22 for your homework.

There is no homework today.

When you have a problem, say this:

Sorry? / Pardon?

Can you hear my ... please?

Can you repeat that, please?

Who speaks English, please?

I don't understand.

Sorry, I've ... written my ...

Sorry, what's the homework?

[ɑ:] arm	[eə] there	[ŋ] song, long
[ʌ] fun	[eɪ] take, they	[p] present, top
[e] desk	[ɪə] here	[r] red, right
[ə] a, an	[ɔɪ] boy	[s] sister, class
[ɜ:] girl, bird	[əʊ] go, old	[t] time, cat
[æ] apple	[ʊə] tourist	[z] dogs
[ɪ] in, it	[b] bag, club	[ʒ] treasure
[i] every	[d] duck, card	[ʒ] jungle
[i:] easy, eat	[f] fish, laugh	[ʃ] English
[ɒ] orange, sorry	[g] get, dog	[tʃ] child, choice
[ɔ:] all, call	[h] hot	[θ] these, mother
[ʊ] look	[j] you	[ð] this, mouth
[u] February	[k] can, duck	[v] have
[u:] food	[l] lot, small	[w] what, word
[aɪ] eye, buy	[m] more, mum	
[aʊ] our	[n] now, sun	

The English alphabet:

A [eɪ]	N [neɪ]
B [bi:]	O [oʊ]
C [sɪ]	P [pi:]
D [di:]	Q [kju:]
E [i:]	R [eɪ]
F [ef]	S [es]
G [dʒi]	T [ti:]
H [ertʃ]	U [ju:]
I [aɪ]	V [vi:]
J [dʒeɪ]	W [ˈdʌbəlju:]
K [keɪ]	X [eks]
L [el]	Y [waɪ]
M [em]	Z [zed/zi:]

A

a / an Level 1	[ə, eɪ / ən]	ein/eine
(a) hundred U2	[(ə)'hʌndrəd]	(ein) hundert
a little bit U1	[ə'lɪtl bɪt]	ein kleines bisschen, ein wenig
a lot (of) Level 1	[ə lɒt ɒv]	viel/viele
A pleasure. U2	[ə 'pleɪzə]	Es ist mir ein Vergnügen.
about Level 1	[ə'baʊt]	über
about U3	[ə'baʊt]	ungefähr
above U7	[ə'bʌv]	darüber
abroad U11	[ə'brɔ:d]	im Ausland
absolutely ASC8	[ˌæbsəlu:tli]	durchaus, unbedingt
accident U8	[ˌæksɪdɪnt]	Unfall
accordion U2	[ˌækɔ:diən]	Ziehharmonika
across U5	[ə'krɒs]	durch, über, quer über
to act U9	[tə ækt]	schauspielen, darstellen
to act out Level 1	[tə ækt aʊt]	vorspielen, nachspielen
action film U9	[ˌækʃn fɪlm]	Actionfilm
active U4	[ˌæktɪv]	aktiv
activity Level 1	[æk'tɪvəti]	Aktivität, Beschäftigung
actor U8	[ˌæktə]	Schauspieler
actually U1	[ˌæktʃʊəli]	eigentlich, tatsächlich
to add Level 1	[tə æd]	ergänzen, hinzufügen
adult U8	[ˌædʌlt]	Erwachsener/ Erwachsene
advantage U5	[əd'vɑ:ntɪdʒ]	Vorteil
adventure story U3	[əd'ventʃə 'stɔ:ri]	Abenteuerroman
Africa U6	[ˌæfrɪkə]	Afrika
after Level 1	[ɑ:ftə]	nach
After School Club Level 1	[ɑ:ftə sku:l klʌb]	Nachmittags- Betriebsclub
afternoon Level 1	[ɑ:ftə'nju:n]	Nachmittag
again Level 1	[ə'geɪn]	noch einmal
against U2	[ə'gænst]	gegen
age U1	[eɪdʒ]	Alter
ago Level 1	[ə'gəʊ]	vor, vergangen
to agree Level 1	[tə ə'gri:]	zustimmen
air U8	[eə]	Luft
airport U8	[ˌeəpɔ:rt]	Flughafen
alarm clock U2	[ə'lɑ:m klɒk]	Wecker
alien U1	[ˌeɪliən]	Alien, Außerirdischer/ Außerirdische
all Level 1	[ɔ:l]	alle, alles
all day U5	[ɔ:l deɪ]	den ganzen Tag
all over Level 1	[ɔ:l əʊvə(r)]	überall
all over the world Level 1	[ɔ:l əʊvə ðə wɜ:ld]	weltweit
all the best U2	[ɔ:l ðə best]	alles Gute
all the time U1	[ɔ:l ðə taɪm]	immer, die ganze Zeit (über)
to allow U8	[tə ə'laʊ]	erlauben

almost Level 1	[ɔ:l'mɔ:st]	fast, beinahe
alone Level 1	[ə'ləʊn]	alleine
already U7	[ɔ:l'reɪ]	schon
alright Level 1	[ɔ:lraɪt]	in Ordnung; schön, gut
also Level 1	[ɔ:l'səʊ]	auch
although U10	[ɔ:l'ðəʊ]	dennoch, trotzdem
always Level 1	[ɔ:lweɪz]	immer
to amaze U6	[tə ə'meɪz]	verwundern, erstaunen
amazing Level 1	[ə'meɪzɪŋ]	erstaunlich
American English U11	[ə'merɪkən 'ɪŋɡlɪʃ]	amerikanisches Englisch
ancient city U11	[ˌæntɪk 'sɪti]	alte (antike) Stadt
and Level 1	[ænd]	und
angry U11	[æŋɡri]	verärgert, zornig, wütend
animal Level 1	[ænɪmə]	Tier
animal park U6	[ænɪməl pɑ:k]	Tierpark
animation U9	[ænɪmeɪʃn]	Animation
animation film U9	[ænɪmeɪʃn fɪlm]	Animationsfilm
announcement U2	[ə'naʊnsmənt]	Ankündigung; hier: Durchsage
another Level 1	[ə'nʌðə]	ein anderer / eine andere / ein anderes
answer Level 1	[ɑ:nswə]	Antwort; Lösung
to answer Level 1	[tə ɑ:nswə]	antworten
any Level 1	[eni]	irgendein/ irgendeine; keiner/ keine/keines; etwas
any luck? ASC1	[eni lʌk]	Hattest du Glück? / Hatten Sie Glück?
(not) anymore Level 1	[(nɒt) eni 'mɔ:]	(nicht) mehr
any time U4	[eni taɪm]	jederzeit
anybody U8	[eni'bɒdi]	irgendjemand
any more U8	[eni 'mɔ:]	noch mehr
anyone U1	[eniwʌn]	jeder/jede; irgendjemand
anything Level 1	[eniθɪŋ]	irgendetwas
anyway ASC3	[eniweɪ]	jedenfalls, also
anywhere U5	[eniweə]	irgendwo
apartment U1	[ə'pɑ:tmənt]	Apartment
to apologise U11	[tə ə'pɒlədʒaɪz]	sich entschuldigen
apple Level 1	[æpl]	Apfel
apple juice U4	[æpl dʒu:s]	Apfelsaft
to apply for U6	[tə ə'plai fə]	sich bewerben für
April Level 1	[eɪprəl]	April
Are you willing to ...? U11	[ɑ: ju 'wɪlɪŋ]	Bist du bereit für/zu ...? / Sind Sie bereit für/zu ...?
arm Level 1	[ɑ:m]	Arm
armchair U10	[ɑ:mtʃeə]	(Lehn-)Sessel
around Level 1	[ə'raʊnd]	herum; um
around U3	[ə'raʊnd]	ungefähr; um
to arrive Level 1	[tə ə'raɪv]	ankommen
article Level 1	[ɑ:tɪkl]	Artikel
artist U10	[ɑ:tɪst]	Künstler/Künstlerin
as U1	[æz]	als; wie

as well U2	[æz wel]	auch
as ... as Level 1	[æz ... æz]	genauso ... wie
to ask Level 1	[tə ɑ:sk]	fragen nach, bitten um
to ask around U4	[tə ɑ:sk ə'raʊnd]	herumfragen
astronaut U12	[æ'strɒnɔ:t]	Astronaut/ Astronautin
at Level 1	[æt]	bei; auf; um; zu
(not) at all ASC1	[nɒt ət ɔ:l]	überhaupt (nicht)
at all times U9	[æt ɔ:l taɪmz]	jederzeit, immer
at night Level 1	[æt naɪt]	nachts, in der Nacht
to attack SS1	[tə ə'tæk]	angreifen
to attract U8	[tə ə'trækt]	anziehen, anlocken
attractive U8	[ə'træktɪv]	attraktiv, anziehend
Austrian U7	[ɒ'striən]	österreichisch, Österreicher/ Österreicherin
author U3	['ɔ:θə]	Autor/Autorin
awake ASC3	[ə'weɪk]	wach
away Level 1	[ə'weɪ]	weg
awesome Level 1	['ɔ:səm]	fantastisch, großartig
awful SS1	['ɔ:fl]	schrecklich

B

baby Level 1	[beɪbi]	Baby, Säugling
back Level 1	[bæk]	zurück; Rücken
backpack Level 1	[bækpæk]	Rucksack
bad Level 1	[bæd]	schlecht, böse
baddie U9	['bædi]	Bösewicht
to bake U10	[tə beɪk]	backen
ball Level 1	[bɔ:l]	Ball
ban U5	[bæn]	Verbot
banana Level 1	[bə'nɑ:nə]	Banane
bank U7	[bæŋk]	Bank
bar Level 1	[bɑ:]	Ries
to bark U5	[tə bɑ:k]	bellend
basketball Level 1	['bɑ:skɪtbɔ:l]	Basketball
bass guitar U2	[bæs ɡɪ'tɑ:]	Bassgitarre
bath U1	[bɑ:θ]	Badezimmer
bathroom Level 1	[bɑ:θru:m]	Badezimmer
battery Level 1	['bætri]	Batterie
to be Level 1	[tə bi:]	sein
beach U8	[bi:tʃ]	Strand
bean U4	[bi:n]	Bohne
to beat U4	[tə bi:t]	besiegen; besiegen
beautiful Level 1	[bju:tɪfəl]	schön
because Level 1	[bi'kɔ:z]	weil
to become U2	[tə bɪ'kʌm]	werden
bed Level 1	[bed]	Bett
bedroom U7	[bedru:m]	Schlafzimmer
before Level 1	[bɪ'fɔ:]	bevor; zuvor; vor
to begin U3	[tə bɪ'ɡɪn]	beginnen, anfangen
beginning Level 1	[bɪ'ɡɪnɪŋ]	Anfang
behind Level 1	[bɪ'haɪnd]	hinter
to believe Level 1	[tə bɪ'lɪ:v]	glauben
bell U8	[bel]	Glocke
below U1	[bɪ'ləʊ]	darunter, unter, unterhalb
beside U3	[bɪ'saɪd]	neben

best Level 1	[best]	besten/beste/bestes
best U9	[best]	das Beste
best wishes U8	[best 'wɪʃ-əz]	herzliche Grüße, beste Grüße
bestseller U4	[,best'selə]	Bestseller
to bet ASC11	[tə bet]	wetten
between Level 1	[brɪ'twi:n]	zwischen
beyond U12	[brɪ'jɒnd]	darüber hinaus, jenseits
big Level 1	['bɪg]	groß
bike Level 1	['baɪk]	Fahrrad
bill U7	['bɪl]	Rechnung
billion U12	['bɪljən]	Milliarde
bin U9	[bɪn]	Mülleimer
bird Level 1	[bɜ:d]	Vogel
birthday Level 1	['bɜ:θdeɪ]	Geburtstag
birthday present U12	[bɜ:θdeɪ 'preznt]	Geburtstags- geschenk
biscuit U12	['bɪskɪt]	Keks, Plätzchen
to bite U6	[tə baɪt]	beißen
black Level 1	[blæk]	schwarz
blind ASC3	[blaɪndz]	Jalousien; Rollläden
to blow U12	[tə bləʊ daʊn]	umwehen, umblasen
to blow U3	[tə bləʊ ɒf]	wegblasen, herunterblasen
blue Level 1	[blu:]	blau
Bluetooth speaker U12	[blu:tu:θ 'spi:kə]	Bluetooth Lautsprecher
boat U11	[bəʊt]	Einsteigen, Anbordgehen
boat Level 1	[bəʊt]	Boot
body Level 1	[bɒdi]	Körper
book U7	[tə bʊk]	buchen
book Level 1	[bʊk]	Buch
bookcase ASC3	['bʊkkeɪs]	Bücherregal
bookshop U7	[bʊk ʃɒp]	Buchhandlung
to bother Level 1	[tə bɪ ɒ:ðə]	sich langweilen
born Level 1	[bɔ:n]	langweilig
born (in) Level 1	[bɔ:n (ɪn)]	geboren (in)
both Level 1	[bəʊθ]	beide
bottle Level 1	['bɒtl]	Flasche
box Level 1	[bɒks]	Box
boy Level 1	[bɔɪ]	Junge
boyfriend Level 1	[bɔɪfrend]	fester Freund
bracket U5	['bræktɪ]	(Satz-)Klammer
bread Level 1	[bred]	Brot
to break U3	[tə breɪk]	kaputtmachen, (zer-)brechen
breakfast Level 1	[brekfəst]	Frühstück
to breathe Level 1	[tə bri:ð]	atmen
bridge U8	['brɪdʒ]	Brücke
bright ASC5	[braɪt]	hell, strahlend
brilliant U2	['brɪljənt]	brillant, hervorragend
to bring Level 1	[tə brɪŋ]	(mit-)bringen
British English U7	['brɪtɪʃ 'ɪŋɡlɪʃ]	britisches Englisch
broccoli U4	['brɒkəli]	Brokkoli
brother Level 1	[brʌðə]	Bruder
brown Level 1	[braʊn]	braun
to build U7	[tə bɪld]	bauen

building U3	['bɪldɪŋ]	Gebäude
(a) bunch of U3	[(ə) bʌntʃ əv]	eine Menge / ein Haufen
bungalow U10	['bʌŋɡələʊ]	Bungalow, eingeschossiges Haus
to burn U12	[tə bɜ:n]	brennen
bus U2	[bʌs]	Bus
bus station ASC7	['bʌs steɪʃn]	Busstation, Busbahnhof
bus stop U7	['bʌs stɒp]	Bushaltestelle
busy U4	['bɪzi]	beschäftigt
but Level 1	[bʌt]	aber
butterfly U6	['bʌtəflaɪ]	Schmetterling
button U7	['bʌtn]	Knopf
to buy Level 1	[tə baɪ]	kaufen
by U1	[baɪ]	durch
by Level 1	[baɪ]	von; bei; bis
by boat U8	[baɪ bəʊt]	mit dem Boot
by far U2	[baɪ fɑ:]	bei weitem, mit Abstand
bye Level 1	[baɪ]	tschau, tschüss

C

café Level 1	[kæfeɪ]	Kaffeehaus, Café
cage Level 1	[keɪdʒ]	Käfig
cake Level 1	[keɪk]	Kuchen
to call Level 1	[tə kɔ:l]	(an-)rufen; (be-)nennen
Calm down! SS4	[kɑ:m daʊn]	Beruhige dich
camel U6	['kæml]	Kamel
camera Level 1	['kæmrə]	Kamera
to camp U11	[tə kæmp]	campen, zelieren
camp U11	[kæmp]	Zeltlager, Camp
can, can't (cannot) Level 1	[kæn, kɑ:nt ('kænɒt)]	können, nicht können
can U10	[kən]	Dose
to cancel U5	[tə 'kænsəl]	absagen, streichen; aufheben
cap U12	[kæp]	Kappe, Mütze
car Level 1	[kɑ:]	Auto
car crash U8	[kɑ: kræʃ]	Autounfall
caravan U10	['kærəvæn]	Wohnwagen
card Level 1	[kɑ:d]	Karte
careful Level 1	['kɛəfəl]	vorsichtig
carrot U4	['kærət]	Rotte
to carry U2	['kæri]	tragen
to carry out U5	['kæri aʊt]	ausführen, durchführen
cash U11	[kæʃ]	Bargeld
castle U10	['kæsl]	Schloss
cat Level 1	[kæt]	Katze
to catch Level 1	[tə kætʃ]	fangen; festnehmen
to catch up U4	[tə kætʃ ʌp]	aufholen
to cause U5	[tə kɔ:z]	verursachen, auslösen
'cause (because) U2	[kɔ:z]	weil
cave Level 1	[keɪv]	Höhle
to celebrate U10	[tə 'selɪbreɪt]	feiern
certain U9	['sɜ:tn]	bestimmter/ bestimmte/ bestimmtes

certainly U5	['sɜ:tnli]	natürlich, sicherlich
chain story U3	[tʃeɪn 'stɔ:ri]	Kettengeschichte
chair Level 1	[tʃeə]	Stuhl
challenge Level 1	['tʃæl.ɪndʒ]	Herausforderung
champion U2	['tʃæmpiən]	Meister/Meisterin
championship U5	['tʃæmpiənʃɪp]	Meisterschaft
to change U1	[tə tʃeɪndʒ]	ändern, verändern
change Level 1	['tʃeɪnʒ]	Umschlag, Wechselgeld
character U2	['kærɪktə]	Charakter, Figur
to charge U3	[tə tʃɑ:dʒ]	aufladen
to charge U5	[tə tʃɑ:dʒ]	berechnen, verlangen
charming U5	['tʃɑ:mɪŋ]	charmant
chart U5	[tʃɑ:t]	Diagramm
to chase U12	[tə tʃeɪs]	jagen
to chase away SS12	[tə tʃeɪs əweɪ]	davonjagen, verjagen
cheap U1	[tʃi:p]	billig
to check U1	[tə tʃek]	überprüfen, kontrollieren
to check out U1	[tə tʃek aʊt]	ausprobieren, hier: ansehen
cheese U1	[tʃi:z]	Käse
cheetah U1	[tʃi:tə]	Gepard
chemist's U1	['kɛmɪst]	Apothek
chicken U1	['tʃɪkɪn]	Huhn
child (pl children) Level 1	['tʃaɪld, 'tʃɪldrən]	Kind
to chill U11	[tə tʃɪl]	entspannen, relaxen
Chinese Level 1	['tʃaɪni:z]	chinesisch; Chinese/ Chinesin
chips Level 1	[tʃɪps]	Pommes frites
chocolate Level 1	[tʃɒklət]	Schokolade
to choose U11	[tə tʃu:z]	(aus-)wählen
chorus U1	['kɔ:rəs]	Refrain
church U7	[tʃɜ:tʃ]	Kirche
cinema Level 1	['sɪnəmə]	Kino
to circle Level 1	[tə sɜ:kəl]	einkreisen
city Level 1	['sɪti]	Stadt
city centre U8	['sɪti 'sentə]	Stadtzentrum
to clap U1	[tə klæp]	klatschen
class Level 1	[kla:s]	Klasse; Unterricht
class meeting U8	[kla:s 'mi:tɪŋ]	Klassenversammlung
classical music U2	['klæsɪkl 'mju:zɪk]	klassische Musik
classmate Level 1	['kla:smeɪt]	Klassenkamerad/ Klassenkameradin
classroom Level 1	['kla:smeɪt]	Klassenzimmer
to clean (up) Level 1	[tə kli:n]	sauber machen, putzen
clean U8	[kli:n]	sauber
clear U5	[kliə]	klar; wolkenlos
clear U9	[kliə]	eindeutig, klar
clearly U7	['kliəli]	offensichtlich
clever Level 1	['klevə]	klug, schlau
to click on U11	[tə klɪk ɒn]	anklicken
cliff U12	[klɪf]	Klippe
to climb (up) Level 1	[tə klaɪm (ʌp)]	(hinauf-)steigen, (hinauf-)klettern
to climb out U8	[tə klaɪm aʊt]	hinausklettern, herausklettern
clock tower U8	['klɒk taʊə]	Uhrturm

close ASC1	[kləʊz]	nah, in der Nähe
to close Level 1	[tə kləʊz]	schließen, zumachen
closed U7	[kləʊzd]	geschlossen
clothes Level 1	[kləʊðz]	Kleidung
clothes shop U7	[kləʊðz ʃɒp]	Kleidergeschäft
cloud U5	[klaʊd]	Wolke
club Level 1	[klʌb]	Verein, Club
coat U5	[kəʊt]	Mantel
coffee U4	['kɒfi]	Kaffee
coke U4	[kəʊk]	Cola
cold Level 1	[kəʊld]	kalt
to collect U10	[tə kə'lekt]	sammeln
collection U3	[kə'lekʃn]	Sammlung
colour Level 1	[kʌlər]	Farbe
colourful Level 1	['kʌləfʊl]	bunt
to come Level 1	[tə kʌm]	kommen
to come along ASC2	[tə kʌm ə'lɒŋ]	mitkommen
to come back SS4	[tə kʌm bæk]	zurückkommen
to come from U2	[tə kʌm frəm]	kommen aus ...
to come here U8	[tə kʌm hɪə]	herkommen
to come in U3	[tə kʌm ɪn]	hereinkommen
to come in second ASC4	[tə kʌm ɪn 'sekənd]	den zweiten Platz belegen, Zweiter werden
Come on! SS1	[kʌm ɒn]	Komm(t) schon!; Hör(t) auf!
to come out U1	[tə kʌm aʊt]	herauskommen
to come over U10	[tə kʌm 'əʊvə]	vorbeikommen, herüberkommen
comedy U9	['kɒmədi]	Komödie
comet U12	['kɒmɪt]	Komet
comfortable U3	['kʌmfətəbl]	bequem, angenehm
comment U9	['kɒment]	Kommentar
commentator U12	['kɒmentətə]	Kommentator
common U6	['kɒmən]	gewöhnlich, üblich
to communicate U9	[tə kə'mju:nɪkeɪt]	kommunizieren
communication U9	[kə'mju:nɪkeɪʃn]	Kommunikation
company U7	['kʌmpəni]	Firma, Unternehmen
to compare Level 1	[tə kəm'peə]	vergleichen
competition Level 1	['kɒmpɪtɪʃən]	Wettbewerb
to complain U7	[tə kəm'pleɪn]	(sich) beschweren
complaint U7	[kəm'pleɪnt]	Beschwerde
to complete Level 1	[tə kəm'pli:t]	vollständigen, ergänzen
compliment U2	['kɒmplɪmənt]	Kompliment
to compromise U11	[tə kəm'praɪz]	Kompromisse machen, sich einigen
computer game Level 1	['kɒmpju:tə 'geɪm]	Computerspiel
to concentrate U1	[tə 'kɒnsɪtreɪt]	(sich) konzentrieren
concert U2	['kɒnsət]	Konzert
concert hall U2	['kɒnsət hɔ:l]	Konzerthalle
confused U3	[kən'fju:zd]	verwirrt
to connect U12	[tə kə'nekt]	verbinden
connected U12	[kə'nektɪd]	verbunden
connection U3	[kə'nekʃn]	Verbindung, Zusammenhang

continent U11	['kɒntɪnənt]	Kontinent
continuation U3	[kən'tɪnju'eɪʃn]	Fortsetzung
to continue U5	[tə kən'tɪnju:]	fortsetzen, weitergehen
conversation U9	['kɒnvə'seɪʃn]	Gespräch, Unterhaltung
to cook Level 1	[tə kʊk]	kochen
cooker U10	['kʊkə]	Herd
cool U4	[ku:l]	kühl
corner U7	['kɔ:nə]	Ecke
correct Level 1	[kə'rekt]	richtig, korrekt
to cost Level 1	[tə kɒst]	kosten
could Level 1	[kʊd]	könnte, könnten, könntest
couldn't U3	['kʊd.ənt]	konnte, konnten nicht
council U8	['kaʊnl]	Rat
count Level 1	[kaʊnt]	zählen
to count up U10	[tə kaʊnt ʌp]	zusammenrechnen, zusammenzählen
country U11	['kʌntri]	Land; Staat
countryside U11	['kʌntrɪsaɪd]	Landschaft; ländliche Gegend
to cover Level 1	[tə kʌvə]	bedecken, zudecken
to cover up U10	[tə kʌvə ʌp]	abdecken, verdecken
to crash into U10	[tə kræʃ 'ɪntə]	hineinkrachen
crazy Level 1	['kreɪzi]	verrückt
to create Level 1	[tə kri'eɪt]	erstellen, entwerfen
to be creative U1	[tə bi:kri'eɪtɪv]	kreativ, gestalterisch
to crie on sb. U3	[tə kri:ɪp ɒn sɒn]	sich an jdn. anschleichen
crisp Level 1	['krɪsp]	(Kartoffel-)Chip
crocodile Level 1	['krɒkədaɪ]	Krokodil
to cross ASC7	[tə krɒs]	überqueren
crowded U5	['kraʊdɪd]	überfüllt
crown U10	['kraʊn]	Krone
crown jewels U8	['kraʊn 'dʒu:əlz]	Kronjuwelen
crucial ship U11	['kru:z ʃɪp]	Kreuzfahrtschiff
(a) cup of tea U4	[(ə) kʌp əv ti:]	eine Tasse Tee
cupboard U10	['kʌbəd]	Geschirrschrank
customer U7	['kʌstəmə]	Kunde/Kundin
to cut in half U10	[tə kʌt ɪn ha:f]	in der Mitte durchschneiden, halbieren
to cut out U10	[tə kʌt aʊt]	ausschneiden
cute U6	[kju:t]	süß
D		
dad Level 1	[dæd]	Papa
to damage U5	[tə 'dæmɪdʒ]	beschädigen
to dance Level 1	[tə da:ns]	tanzen
dance Level 1	[da:ns]	Tanz
dancer U2	['da:nsə]	Tänzer/Tänzerin
dangerous Level 1	[deɪndʒərəs]	gefährlich
Danish U1	['deɪnɪʃ]	Dänisch
dark Level 1	[dɑ:k]	dunkel
darling U11	['dɑ:lɪŋ]	Liebling
date Level 1	[deɪt]	Datum
daughter Level 1	[dɔ:tə]	Tochter
day Level 1	[deɪ]	Tag
dead U3	[ded]	tot

to decide U8	[tə dɪ'saɪd]	entscheiden
deep U12	[di:p]	tief
definitely Level 1	['defɪnətli]	bestimmt, definitiv
delayed U11	[dɪ'leɪd]	verspätet
delicious Level 1	[dɪ'lɪʃəs]	lecker, köstlich
democratic U8	[,demə'krætɪk]	demokratisch
dentist U12	['dentɪst]	Zahnarzt/ Zahnärztin
to depart U11	[tə dɪ'pɑ:t]	abfahren, abfliegen
department store U7	[dɪ'pɑ:tmənt stɔ:]	Kaufhaus, Warenhaus
departure U11	[dɪ'pɑ:tʃə]	Abfahrt, Abreise
to describe Level 1	[tə dɪ'skraɪb]	beschreiben
description U3	[dɪ'skrɪpʃn]	Beschreibung
to design Level 1	[tə dɪ'zain]	entwerfen, gestalten
desk U2	[desk]	Schreibtisch
destination U11	[,destɪ'neɪʃn]	Reiseziel
to destroy U5	[tə dɪ'strɔɪ]	zerstören
detail U12	['di:teɪl]	Detail
dialogue Level 1	[daɪələg]	Gespräch, Dialog
diamond U3	['daɪmənd]	Diamant
diary Level 1	[daɪəri]	Tagebuch
to die Level 1	[tə daɪ]	sterben
difference U4	['dɪfrəns]	Unterschied
different Level 1	[dɪfrənt]	verschieden/ verschiedene; anders
difficult Level 1	[dɪfɪkəlt]	schwierig
dining room U8	['daɪnɪŋ ru:m]	Esszimmer
dinner Level 1	[dɪnə]	Abendessen
dinosaur (dino) Level 1	['daɪnəsɔ:]	Dinosaurier
dip U4	[dɪp]	Dip, Taufe
to direct U12	[tə daɪ'rekt]	leiten, führen
direction U7	[daɪ'rekʃn]	Richtung
director U3	[daɪ'rektə]	Regisseur, Regisseurin
dirty U6	['dɜ:ti]	schmutzig
to disagree U6	[tə ,dɪsə'grɪ:]	unterschiedlich sein, Uneinigung sein
disaster Level 1	[dɪ'zɑ:stə]	Katastrophe, Unheil, Unglück
disaster film U9	[dɪ'zɑ:stə fɪlm]	Katastrophenfilm
discount U6	['dɪskəʊnt]	Rabatt, Preisnachlass, Rabattmäßigung
to discover U3	[tə dɪ'skʌvə]	entdecken
to discuss Level 1	[dɪ'skʌs]	besprechen, diskutieren
to dislike U1	[tə dɪs'laɪk]	nicht mögen
dislike U1	[dɪs'laɪk]	Abneigung
distance U1	['dɪstəns]	Distanz, Entfernung
to do Level 1	[tə du]	machen, tun
doctor U6	['dɒktə]	Arzt/Ärztin
dog Level 1	[dɒg]	Hund
doll U12	[dɒl]	Puppe
to donate U4	[tə dəʊ'neɪt]	spenden
don't/doesn't have to U8	[dəʊnt/dʌznt həv tə]	nicht müssen
Don't be silly! ASC2	[dəʊnt bi 'sɪli]	Red keinen Unsinn!

Don't worry. Level 1	[dəʊnt 'wʌri]	Mach dir keine Sorgen.
door Level 1	[dɔ:ɹ]	Tür
down Level 1	[daʊn]	herunter, hinunter
to draw U1	[tə drɔ:]	zeichnen, malen
dream U3	[dri:m]	Traum
to dream Level 1	[tə dri:m]	träumen
dress Level 1	[dres]	Kleid
drink Level 1	[drɪŋk]	Getränk
to drink Level 1	[tə drɪŋk]	trinken
to drive U2	[tə draɪv]	fahren
to drive sb. mad U7	[tə draɪv sɪ 'bædɪ]	jdn. verrückt machen, jdn. in den Wahnsinn treiben
driver Level 1	['draɪvə]	Fahrer/Fahrerin
to drop U7	[tə drɒp]	fallen lassen; hier: zusammenbrechen
drum U1	['drʌm]	Schlagzeuger/ Schlagzeugerin
drums U1	['drʌmz]	Schlagzeug
duck U9	[dʌk]	Ente
during U4	['dʒʊərɪŋ]	während
each Level 1	[i:tʃ]	jeder/jede/jedes
ear Level 1	[ɪə]	Ohr
ear pod ASC10	[ɪə pɒd]	kabelloser Kopfhörer
early Level 1	[ɜ:li]	früh
earring ASC10	['ɪərɪŋ]	Ohrring
Earth U8	[ɜ:θ]	Erde
easy Level 1	[i:zi]	einfach
eat Level 1	[ti:t]	essen; fressen
eco-friendly U1	[i:kəʊ 'frendli]	umweltfreundlich
egg Level 1	[eg]	Ei
egg carton U10	[eg 'kɑ:tɒn]	Eierkarton
either Level 1	['aɪðə]	auch nicht; entweder
electricity U5	[ɪ,lek'trɪsəti]	Elektrizität, Strom
elegant U11	['elɪgənt]	elegant, vornehm
elephant Level 1	[elɪfənt]	Elefant
emergency service U5	['ɪmɜ:dʒənsɪ 'sɜ:vɪs]	Notfalldienst
empty U7	['empti]	leer
end Level 1	[end]	Ende
endangered U6	[ɪn'deɪndʒəd]	vom Aussterben bedroht
ending U3	['endɪŋ]	Ende, Schluss
energetic U1	[enə'dʒetɪk]	energiegeladen, lebhaf
energy Level 1	['enədʒi]	Energie
to engage in U9	[tə ɪn'geɪdʒ ɪn]	sich an etw. beteiligen
to enjoy Level 1	[tə ɪn'dʒɔɪ]	genießen
enough U1	['ɪnʌf]	genug
entertaining U9	[entə'teɪnɪŋ]	unterhaltsam
environment U8	[ɪn'vaɪrənmənt]	Umwelt
to escape U3	[tə ɪ'skeɪp]	entkommen, entfliehen
especially U8	['ɪspeʃəli]	besonders
even Level 1	['i:vən]	sogar
evening Level 1	['i:vɪnɪŋ]	Abend
event Level 1	['ɪvent]	Ereignis, Veranstaltung

ever	Level 1	[evə]	je(mals)
every	Level 1	[evri]	jeder/jede/jedes
everybody	Level 1	[ˈevri bɒdi]	jeder/jede/jedes
everyday	Level 1	[ˈevri deɪ]	täglich
everyone	Level 1	[ˈevri wʌn]	jeder/jede/jedes
everything	Level 1	[ˈevri θɪŋ]	alles
everywhere	Level 1	[ˈevri weə]	überall
evil	SS12	[ˈiːvl]	böse
exactly	Level 1	[ɪɡˈzækt.li]	genau, exakt
exam	U4	[ɪɡˈzæm]	Prüfung; Test
example	Level 1	[ɪɡˈzɑːmpl]	Beispiel
excellent	Level 1	[ˈeksələnt]	ausgezeichnet
except	U3	[ɪkˈsept]	außer, abgesehen von
to exchange	U7	[tə ɪksˈtʃeɪndʒ]	umtauschen, austauschen
excited	Level 1	[ɪkˈsaɪtɪd]	aufgeregt
exciting	Level 1	[ɪkˈsaɪtɪŋ]	aufregend, spannend
Excuse me!	Level 1	[ɪkˈskjuːz mi]	Entschuldigen Sie bitte, Entschuldigung!
exercise	U3	[ˈeksəsaɪz]	Bewegung, Sport
to expect	U5	[tə ɪkˈspekt]	erwarten
expensive	Level 1	[ɪkˈspensɪv]	teuer
experiment	U12	[ɪkˈspɛrɪmənt]	Experiment
expert	U3	[ˈekspɜːt]	Experte/Expertin
to explain	Level 1	[tə ɪksˈpleɪn]	erklären
to explore	U3	[tə ɪkˈsplɔː]	erforschen, erkunden
explorer	U3	[ɪkˈsplɔːrə]	Forscher/Forscherin, Entdecker/Entdeckerin
extra	Level 1	[ˈekstrə]	zusätzlich
eye	Level 1	[aɪ]	Auge
F			
fact	Level 1	[fækt]	Fakt, Tatsache
fact box	U7	[fækt bɒks]	Faktenbox
factory	U8	[ˈfæktəri]	Fabrik
fair	U9	[feə]	fair
fairy tale	U3	[ˈfeəri teɪl]	Fairy-Tale
fake	U9	[feɪk]	falsch, unecht, täuschend
to fall	Level 1	[tə fɔːl]	fallen
to fall asleep	ASC3	[tə fɔːl əsliːp]	einfallen
to fall down	SS4	[tə fɔːl daʊn]	hinunterfallen
to fall out of	U4	[tə fɔːl aʊt əv]	ausfallen aus
to fall over	U5	[tə fɔːl əvə]	umfallen
false	Level 1	[fəʊls]	falsch
family	Level 1	[ˈfæmɪli]	Familie
famous	U2	[ˈfeɪməs]	berühmt
fan	U2	[fæn]	Fan
fantastic	Level 1	[fænˈtæstɪk]	toll, fantastisch
far	Level 1	[fɑː]	weit
far away	U8	[fɑː əˈweɪ]	weit weg
farmer	Level 1	[ˈfɑːmə]	Bauer/Bäuerin
farming	U8	[ˈfɑːmɪŋ]	Landwirtschaft betreiben
fast	Level 1	[fɑːst]	schnell
fast train service	U11	[fɑːst treɪn ˈsɜːvɪs]	Schnellzug
father	Level 1	[ˈfɑːðə]	Vater

fault	SS5	[fɔːlt]	Schuld
favourite	Level 1	[ˈfeɪ.vər.ɪt]	Lieblings-
to feed	U6	[tə fiːd]	füttern
to feel	Level 1	[tə fiːl]	(sich) fühlen, empfinden
to feel sorry for sb.	U8	[tə fiːl ˈsɒri fɔː]	mit jdm. Mitleid haben
(a) few	U1	[(ə)fuː]	ein, ein paar, wenige
field	U8	[fiːld]	Feld
fierce	U5	[fiːs]	wütend, heftig, wild
to fight	U2	[tə faɪt]	kämpfen, streiten; kämpfen
to fill in	Level 1	[tə fiːl ɪn]	ausfüllen, eintragen
to fill out	U6	[tə fiːl aʊt]	ausfüllen
to film	U2	[tə fɪlm]	filmen
finally	Level 1	[fɪnəli]	schließlich, endlich
to find	Level 1	[tə faɪnd]	finden
to find out	Level 1	[tə faɪnd aʊt]	herausfinden
fine	Level 1	[faɪn]	in Ordnung, gut
finger	Level 1	[ˈfɪŋɡə]	Finger
to finish off	ASC11	[tə ˈfɪnɪʃ əf]	beenden, fertigstellen
fire	U2	[ˈfaɪə]	Feuer
first	U2	[fɜːst]	zuerst, zunächst; erster/erste/erstes
first prize	ASC11	[fɜːst praɪz]	Hauptgewinn
first-rate	U4	[fɜːst reɪt]	erstklassig
fish	(fish) Level 1	[fɪʃ]	Fisch
fisherman	(pl fisherman) U8	[ˈfɪʃmən, ˈfɪʃmən]	Fischer
fishing	U8	[ˈfɪʃɪŋ]	Fischen, Angeln
fishing boat	U8	[ˈfɪʃɪŋ bəʊt]	Fischerboot
fit	Level 1	[fɪt]	fit; tauglich
fitness programme	U4	[ˈfɪtnəs ˈprəʊɡræm]	Fitnessprogramm
fizzy drink	Level 1	[ˈfɪzi drɪŋk]	kohlensäurehaltiges Getränk, Soda
flag	Level 1	[flæɡ]	Fahne, Flagge
to flash	U5	[tə flæʃ]	aufleuchten, blitzen
flat	U2	[flæt]	Wohnung
flat tyre	ASC11	[flæt ˈtaɪə]	platter Reifen
flight	U11	[flaɪt]	Flug
flood	U5	[flʌd]	Überflutung, Flut
floor	U3	[flɔːr]	Boden; hier: Etage, Stockwerk
flower	U10	[ˈflaʊə]	Blume
to fly	Level 1	[tə flai]	fliegen
to fly down	U6	[tə flai daʊn]	herunterfliegen
folk music	U2	[fəʊk ˈmjuːzɪk]	Folk-Musik
to follow	Level 1	[tə fɒləʊ]	folgen
Follow my lead.	U4	[ˈfɒləʊ maɪ liːd]	Mache es mir nach./Machen Sie es mir nach.
following	U1	[fɒləʊɪŋ]	folgender/folgende/folgendes
food (no pl)	Level 1	[fuːd]	Essen
fool	U2	[fuːl]	Dummkopf
football	Level 1	[ˈfʊtbɔːl]	Fußball
for	Level 1	[fɔːr]	für
for example	U4	[fɔː ɪɡˈzɑːmpl]	zum Beispiel
for life	U1	[fɔːr laɪf]	lebenslang

forest Level 1	[ˈfɒrɪst]	Wald
forever U3	[fəˈevə]	für immer
to forget Level 1	[tə fəˈget]	vergessen
form U2	[fɔ:m]	Form; hier: Formular
to form U1	[tə fɔ:m]	formen; formulieren
fox (pl foxes) G6	[fɒks, ˈfɒksɪz]	Fuchs
free Level 1	[fri:]	frei; gratis
free time U5	[fri: taɪm]	Freizeit
French Level 1	[frentʃ]	Französisch
fresh U4	[frefʃ]	frisch
Friday Level 1	[ˈfraɪdeɪ]	Freitag
fridge U10	[ˈfrɪdʒ]	Kühlschrank
friend Level 1	[ˈfrend]	Freund/Freundin
friendly Level 1	[ˈfrendli]	freundlich
friendship U1	[ˈfrendʃɪp]	Freundschaft
to frighten U3	[tə ˈfraɪtn]	erschrecken, Angst einjagen

frightening U3	[ˈfraɪtnɪŋ]	beängstigend, erschreckend
frog Level 1	[frɒɡ]	Frosch
from Level 1	[frəm]	von, aus
front page U10	[frʌnt peɪdʒ]	Titelseite
fruit Level 1	[fru:t]	Obst
full U3	[fʊl]	voll
fully booked U11	[ˈfʊli bukt]	ausgebucht
fun Level 1	[fʌn]	Spaß
funny Level 1	[ˈfʌni]	lustig, komisch
furniture U10	[ˈfɜ:nɪtʃə]	Möbelstück
furry U6	[ˈfɜ:ri]	pelzig
future U2	[ˈfju:tʃə]	Zukunft

G

game Level 1	[ɡeɪm]	Spiel
garden U2	[ˈɡɑ:dn]	Garten
gentleman (pl gentlemen) U11	[ˈdʒentlmən, ˈdʒentəlmən]	Herr
geographical feature U8	[dʒi:əˈgræfɪkl ˈfi:tʃə]	geografische Besonderheit
geography Level 1	[dʒiˈɒɡ.rə.fi]	Geographie
German Level 1	[ˈdʒɜ:mən]	deutsch
to get Level 1	[tə ɡet]	erhalten; kommen; werden
to get a cold ASC5	[tə ɡet ə ˈkəʊld]	erhalten; kälten
Get down! SS3	[ɡet ˈdaʊn]	Deckung!
to get in U9	[tə ɡet ɪn]	einsteigen
to get into U2	[tə ɡet ɪn tə]	einsteigen
to get lost U3	[tə ɡet ˈlɒst]	sich verlaufen; verlorengehen
to get off U1	[tə ɡet ɒf]	verlassen, aussteigen
Get off! U1	[ɡet ɒf]	Geh runter von mir!
to get on U1	[tə ɡet ɒn]	einsteigen
to get out of U1	[tə ɡet aʊt ɒv]	verschwinden aus; hinauskommen aus
to get sth. SS2	[tə ɡet stʌm.θɪŋ]	etw. verstehen
to get to know sb. U11	[tə ɡet tə nəʊ]	jd. kennenlernen
to get up Level 1	[tə ɡet ʌp]	aufstehen
ghost U3	[ɡəʊst]	Geist, Gespenst
ghost ship U7	[ɡəʊst ʃɪp]	Geisterschiff
gift shop U6	[ɡɪft ʃɒp]	Souvenirladen

gig U2	[ɡɪɡ]	kleines Konzert, Auftritt
giraffe Level 1	[dʒəˈrɑ:f]	Giraffe
girl Level 1	[ɡɜ:l]	Mädchen
to give Level 1	[tə ɡɪv]	geben
to give so. a lift U9	[tə ɡɪv sɔ: ə ˈlɪft]	jd. mitnehmen, mitfahren lassen
glass U10	[ɡlɑ:s]	Glas
to go Level 1	[tə ɡəʊ]	gehen
to go back U8	[tə ɡəʊ bæk]	zurückgehen
to go by (bike) U1	[tə ɡəʊ baɪ (baɪk)]	mit (dem Fahrrad) fahren
to go for a walk U1	[tə ɡəʊ fɔ: ə ˈwɔ:lk]	spazieren gehen
to go missing U1	[tə ɡəʊ ˈmɪsɪŋ]	verschwinden, verloren gehen
to go out Level 1	[tə ɡəʊ aʊt]	ausgehen
to go past U1	[tə ɡəʊ pɑ:st]	vorbeigehen an
to go straight ahead U7	[tə ɡəʊ streɪt əˈhed]	geradeaus gehen
to go wrong U4	[tə ɡəʊ wɪˈɒŋ]	ohne etw. auskommen, entbehren

gold U2	[ɡəʊld]	Gold
goldfish U2	[ˈɡəʊldfɪʃ]	Goldfisch
goldfish U2	[ˈɡɒlf]	Golf
good Level 1	[ɡʊd]	gut
Good job! SS3	[ɡʊd dʒɒb]	Gut gemacht!
Good luck! U2	[ɡʊd lʌk]	Viel Glück!
Good morning! Level 1	[ɡʊd ˈmɔ:niŋ]	Guten Morgen!
Good one. U8	[ɡʊd wʌn]	Das ist gut., Gute Idee.
Good point. U9	[ɡʊd pɔɪnt]	Gutes Argument.
Goodbye U2	[ˈɡʊdˈbaɪ]	auf Wiedersehen
Got you! U23	[ɡɒt ju]	Erwischt!
grand U10	[ɡrænd]	groß; großartig
grass Level 1	[ɡrɑ:s]	Gras
great Level 1	[ɡreit]	großartig, wunderbar
green Level 1	[ɡri:n]	grün
grey Level 1	[ɡrei]	grau
ground U6	[ɡraʊnd]	(Erd-)Boden
group Level 1	[ɡru:p]	Gruppe
guard U8	[ɡɑ:d]	Wache
to guess Level 1	[tə ɡes]	(er-)raten
guide U6	[ɡaɪd]	Reiseführer/ Reiseführerin
guitar Level 1	[ɡɪˈtɑ:]	Gitarre
guitar player U2	[ɡɪˈtɑ: ˈpleɪə]	Gitarrenspieler/ Gitarrenspielerin
gym Level 1	[dʒɪm]	Fitnessstudio; Turnhalle

H

hair (no pl) Level 1	[heə]	Haare
half (pl halves) Level 1	[ha:f, ha:vz]	Hälfte
half (past) two Level 1	[ha:f pɑ:st tu:]	halb drei
hall Level 1	[hɔ:l]	Flur; Vorraum
ham Level 1	[hæm]	Schinken
hand Level 1	[hænd]	Hand
to hand U7	[tə hænd]	geben, reichen

Hang on! SS3	[hæŋ ɒn]	Warte mal!
to hang up U9	[tə hæŋ ʌp]	auflegen
to happen Level 1	[tə hæpən]	geschehen, passieren
happy Level 1	[hæpi]	glücklich, zufrieden
hard Level 1	[hɑ:d]	hart; schwierig
hardly U10	['hɑ:dlɪ]	kaum
hare G6	[heə]	Hase
to hate Level 1	[tə heɪt]	hassen
haunted house U3	['hɑ:ntɪd haʊs]	Geisterhaus
to have (got) Level 1	[tə hæv gɒt]	haben
Have a go! U2	[hæv ə gəʊ]	Versuch's doch mal!
to have a lie-in U5	[tə hæv ə laɪ'ɪn]	ausschlafen
Have a look! ASC9	[hæv ə lʊk]	Schau(t) mal! / Schauen Sie mal!
to have a look around U6	[tə hæv ə lʊk ə'raʊnd]	sich umsehen
to have a look at sth. U6	[tə hæv ə lʊk ət]	sich etw. ansehen
to have fun U1	[tə hæv fʌn]	Spaß haben
to (not) have/to U8	[tə hæv tə]	(nicht) müssen
he Level 1	[hi:]	er
headmaster ASC8	[hed'mɑ:stə]	Schuldirektor
health U4	[helθ]	Gesundheit
healthy Level 1	[helθi]	gesund
to hear Level 1	[tə hɪə]	hören
heart Level 1	[hɑ:t]	Herz
heartbeat U12	['hɑ:tbɪt]	Herzschlag
heatwave U5	['hi:tweɪv]	Hitzewelle
heavy U5	['heɪvi]	schwer, stark
helicopter U11	['helɪkɒptə]	Hubschrauber
to help Level 1	[tə help]	helfen
help U4	[help]	Hilfe
helpful U1	['helpfl]	hilfreich
here Level 1	[hɪə]	hier
Here you are. SS2	[hɪə ju ə]	Bitte sehr., Danke
Here you go. U12	[hɪə ju gəʊ]	Bitte schön.
hero (pl heroes) Level 1	['hɪərəʊ, 'hɪərəʊz]	Held, Helden
to hide Level 1	[tə haɪd]	verstecken
high Level 1	[haɪ]	hoch
hill U4	[hɪl]	Hügel
himself U2	[hɪm'self]	er selbst
hippo U6	['hɪpəʊ]	Nilpferd
historical story U3	['hɪstərɪkəl]	historische Geschichte
history ASC11	['hɪstəri]	Geschichte
to hit U10	[tə hɪt]	schlagen
hobby U1	['hɒbi]	Hobby, Freizeitbeschäftigung
to hold (up) U10	[tə həʊld (ʌp)]	(hoch-)halten
hole U8	[həʊl]	Loch
holiday Level 1	['hɒlɪdeɪ]	Urlaub, Ferien
home Level 1	[həʊm]	Zuhause; zu/nach Hause
homework Level 1	[həʊmwɜ:k]	Hausaufgaben
honestly U3	['ɒnɪstli]	ehrlich, ehrlicherweise
to hope Level 1	[tə həʊp]	hoffen
hopefully U10	['həʊpfəli]	hoffentlich

horn U6	[hɔ:n]	Horn
horrible U8	['hɒrəbl]	schrecklich
horror story U3	['hɒrə stɔ:ri]	Horrorgeschichte
hosepipe U5	['həʊzpaɪp]	Gartenschlauch
hot Level 1	[hɒt]	heiß; scharf
hour Level 1	[aʊə]	Stunde
house Level 1	[haʊs]	Haus
housing U8	['haʊzɪŋ]	Wohnen
how Level 1	[haʊ]	wie
How about ...? ASC9	ə'baʊt	Wie wäre es mit ...?
How long does it take U6	lɒŋ dʒz	Wie lange dauert es?
how many U11	[haʊ mʌni]	wie viele
how much ASC8	[haʊ mʌʃ]	wie viel
How much? is/are ... Level 1	mʌʃ ɪz/ɑ:	Wie viel kostet/ kosten ...?
human Level 1	['hju:mən]	Mensch
hungry Level 1	['hʌŋɡri]	hungrig
hunter Level 1	['hʌntə]	Jäger/Jägerin
hurricane U6	['hʌrɪkən]	Wirbelsturm, Orkan
Hurry up! Level 1	['hʌrɪ ʌp]	Beeil dich!, Beeilt euch!
to hurt U10	[tə hɜ:t]	schmerzen, wehtun
husband U3	['hʌzbənd]	Ehemann
ice cream U12	['aɪs kri:m]	Eiscreme
iceberg U6	['aɪsbɜ:ɡ]	Eisberg
ice cream van U12	['aɪs kri:m vʌn]	Eiscreme- wagen
ice cream truck U12	['aɪs kri:m trʌk]	Eiscreme- LKW
I can't take this any more. U12	ʌɪ kɑ:nt teɪk mɔ:s enɪ 'mɔ:z]	Ich kann nicht mehr, Ich halte es nicht mehr aus.
I can't wait. U3	ʌɪ kɑ:nt weɪt]	Ich kann es kaum erwarten.
I'd like ... U8	[aɪd laɪk]	Ich möchte ..., Ich hätte gerne ...
idea Level 1	[aɪ'dɪə]	Idee, Einfall
ideal U1	[aɪ'di:əl]	ideal, optimal
to identify U8	[tə aɪ'dentɪfaɪ]	identifizieren
if Level 1	[ɪf]	falls; wenn; ob
ill U1	[ɪl]	krank
I'm afraid ... U4	[aɪm ə'freɪd]	Leider ...
I'm afraid not. SS6	[aɪm ə'freɪd nɒt]	Leider nicht.
I'm afraid so. SS6	[aɪm ə'freɪd səʊ]	Leider ja.
I'm joking. ASC1	[aɪm dʒəʊkɪŋ]	Ich mache nur Spaß!
I'm off now. SS3	[aɪm ɒf naʊ]	Ich bin jetzt weg.
I'm sorry. Level 1	[aɪm'sɒri]	Tut mir Leid., Entschuldigung.
imagination U3	[ɪ,mædʒɪ'neɪʃn]	Vorstellungskraft, Fantasie
to imagine Level 1	[tə ɪ'mædʒɪn]	sich vorstellen
importance U10	[ɪm'pɔ:tns]	Bedeutung, Wichtigkeit
important Level 1	[ɪm'pɔ:tnt]	wichtig
impressed ASC12	[ɪm'prest]	beeindruckt
in Level 1	[ɪn]	in
in a row U5	[ɪn ə rəʊ]	nacheinander, in Folge
in fact U3	[ɪn fækt]	tatsächlich, sogar
in front of Level 1	[ɪn frʌnt ɒv]	vor
in pairs Level 1	[ɪn peəz]	zu zweit
in spite of U2	[ɪn spaɪt əv]	trotz
in that case U8	[ɪn ðæt keɪs]	in diesem Fall

in the back ASC11	[ɪn ðə bæk]	hinten, hier: auf der Rückbank
in the front U11	[ɪn ðə frʌnt]	vor, vorne; hier: auf dem Vordersitz
in the middle U5	[ɪn ðə 'mɪdl]	in der Mitte
in total U5	[ɪn 'təʊtl]	in Summe, insgesamt
inconvenience (no pl) U11	[ɪnkən'vi:niəns]	Unannehmlichkeit
incredible SS1	[ɪn'kredəbl]	unglaublich
indoor(s) U5	[ɪn'dɔ:(z)]	drinnen, innen
information (no pl) Level 1	[ɪnfə'meɪʃn]	Information
to injure U8	[tə 'ɪndʒə]	verletzen
inner city U8	[ɪnə 'sɪti]	Innenstadt
insect Level 1	[ɪnsekt]	Insekt
inside U1	[ɪn'saɪd]	innen, innerhalb
instead U5	[ɪn'sted]	stattdessen, anstatt
instruction Level 1	[ɪn'strʌkʃən]	Anweisung
instrument Level 1	[ɪn'strəmənt]	Instrument
intelligent U6	[ɪn'telɪdʒənt]	intelligent
interesting Level 1	[ɪn'trəstɪŋ]	interessant
interview Level 1	[ɪntə'vju:]	Interview
to interview U2	[tə ɪntə'vju:]	interviewen, befragen
into Level 1	[ɪntə]	in (... hinein)
to introduce U1	[tə ɪn'trə'dju:s]	vorstellen
invasion U3	[ɪn'veɪzən]	Invasion, Übergriff
to invent U12	[tə ɪn'vent]	erfinden
to invite Level 1	[tə ɪn'vaɪt]	einladen
irregular U5	[ɪ'regjələ]	unregelmäßig
Is it any good? U10	[ɪz ɪt eni ɡʊd]	Taugt es überhaupt?
island U8	['aɪlənd]	Insel
it Level 1	[ɪt]	es
It doesn't matter. ASC4	[ɪt 'dʌznt 'mætə]	Das ist keine Rolle.
Italian U1	[ɪ'tæliən]	Italiener / Italienisch

J

January Level 1	['dʒænjuəri]	Jänner
jazz U2	[dʒæz]	Jazz
jelly beans U4	['dʒeli bi:ns]	Jelly Beans (Gelatinebonnen), Süßigkeit
jet U11	[dʒet]	Jet, Flugzeug
job U5	[dʒɒb]	Arbeit
job advertisement U5	[dʒɒb ɪdvɜ:tɪsmənt]	Stellenanzeige
jogging U1	[dʒɒɡɪŋ]	Joggen, Laufen
to join U2	[tə dʒɔɪn]	beitreten, sich anschließen
to join in U2	[tə dʒɔɪn ɪn]	mitmachen
journey U5	[dʒɜ:ni]	Reise
judge ASC1	[dʒʌdʒ]	Juror/Jurorin
July Level 1	[dʒu'laɪ]	Juli
to jump Level 1	[tə dʒʌmp]	springen, hüpfen
to jump out U6	[tə dʒʌmp aʊt]	herausspringen
jumper Level 1	[dʒʌm.pə]	Pullover
jungle U3	['dʒʌŋɡl]	Dschungel, Urwald
just Level 1	[dʒʌst]	nur; einfach; gerade
Just a moment. U11	[dʒʌst ə 'məʊmənt]	Einen Moment.

Just be yourself! U1	[dʒʌst bi jə'self]	Sei einfach du selbst!
Just joking! U9	[dʒʌst dʒəʊk]	Ich scherze nur!
Just kidding! U2	[dʒʌst 'kɪdɪŋ]	Ich scherze nur!

K

to keep U3	[tə ki:p]	behalten, aufbewahren
to keep a secret U1	[tə ki:p ə 'si:kri:t]	ein Geheimnis wahren
to keep on U9	[tə ki:p ɒn]	weitergehen, beibehalten
to keep one's fingers crossed for sb. U1	[tə ki:p ɒn 'fɪŋgəz ˌkrɒstəd fɔ: sɪ]	jdm. die Daumen drücken
key U3	[ki:]	Schlüssel
keyboard U1	['ki:bɔ:d]	Keyboard
kid Level 1	[kɪd]	Kind
to kill U3	[tə kɪl]	töten
kilo U6	['ki:lə]	Kilogramm
kind U1	[kaɪnd]	nett, lieb
kind of U1	[kaɪnd əv]	Art von
king U1	[kɪŋ]	König
kitchen U1	[kɪtʃɪn]	Küche
kit U6	['kɪt]	Kätzchen, Katzenbaby
to knock down U5	[tə nɒk daʊn]	niederschlagen, umhauen
to knock off U1	[tə nɒk ɒf]	herunterstoßen
to know Level 1	[tə nəʊ]	wissen; kennen
koala U4	[kəʊ'ɑ:lə]	Koalabär

L

lake Level 1	['leɪk]	See
lamp U10	['læmp]	Lampe
land U11	[tə lænd]	landen
landslide U5	['lændslaɪd]	Erdbeben
language Level 1	['læŋɡwɪdʒ]	Sprache
large U10	['lɑ:dʒ]	groß
last U1	['lɑ:st]	letzter/letzte/letztes
last U3	['lɑ:st]	zuletzt
last U5	[tə lɑ:st]	dauern
late Level 1	['leɪt]	(zu) spät
later Level 1	['leɪtə]	später
to laugh U1	[tə lɑ:f]	lachen
to laugh at U9	[tə lɑ:f ət]	auslachen
lazy U4	['leɪzi]	faul
leader Level 1	['li:də]	Leiter/Leiterin, Anführer/Anführerin
leaflet Level 1	['li:flet]	Broschüre, Flugblatt
to learn Level 1	[tə lɜ:n]	lernen
to leave U6	[tə li:v]	verlassen, hier: übrigbleiben
left Level 1	[left]	links
left-hand side U8	['left hænd saɪd]	linke Seite
leg Level 1	[leg]	Bein
lentil U4	['lentɪ]	Linse
less U6	[les]	weniger
lesson Level 1	['les.ən]	(Unterrichts-)Stunde
to let ASC1	[tə let]	lassen
Let me see! Level 1	[let mi si:]	Zeig mal her., Lass mich mal sehen.
Let's ... Level 1	[lets]	Lass(t) uns ...

Let's go! Level 1	[ləts ɡəʊ]	Los!, Gehen wir!
Let's see. ASC4	[ləts si:]	Mal schauen.
Let's talk soon! U1	[ləts tɔ:k su:n]	Wir sprechen uns bald!
letter Level 1	[letə]	Brief; Buchstabe
level U7	[ˈlevl]	Niveau
to lick U3	[tə lɪk]	lecken
to lie U1	[tə laɪ]	lügen
to lie U4	[tə laɪ]	liegen
life (pl lives) Level 1	[laɪf, laɪvz]	Leben
to lift up U3	[tə lɪft ʌp]	aufheben, hochheben
light U3	[laɪt]	Licht
light Level 1	[laɪt]	leicht; hier: hell
lightning U5	[ˈlaɪtnɪŋ]	Blitz
to like Level 1	[tə laɪk]	mögen
like Level 1	[laɪk]	so wie ...; ähnlich wie ...
line Level 1	[laɪn]	Linie
lion U1	[ˈlaɪən]	Löwe
list Level 1	[lɪst]	Liste
to listen (to) Level 1	[tə ˈlɪsn tu:]	hören, zuhören
Listen up. ASC2	[ˈlɪsn ʌp]	Hör(t) zu.
listener U1	[ˈlɪsənə(r)]	Zuhörer/Zuhörerin
litter ASC8	[ˈlɪtə]	Müll
litter picker ASC8	[ˈlɪtə ˈpɪkə]	Abfallpflücker
litter-picking ASC8	[ˈlɪtə ˈpɪkɪŋ]	Müllsammeln
to live Level 1	[tə lɪv]	leben
live music U8	[laɪv ˈmju:zɪk]	Livemusik
to live off U8	[tə lɪv ɒf]	leben von ...
lively U8	[ˈlaɪvli]	belebt, lebhaft
living room Level 1	[ˈlɪvɪŋ ru:ɪm]	Wohnzimmer
loads of ASC9	[ləʊdz əv]	viel/viele
local U5	[ˈləʊkl]	örtl./ortsansässig
to lock U3	[tə lɒk]	versperren, zu- oder abschließen
lockdown U4	[ˈlɒkdaʊn]	Ausgangssperre, Lockdown
locked U7	[lɒkt]	geschlossen, gesperrt
long Level 1	[lɒŋ]	lang
to look Level 1	[tə lʊk]	schauen, schauen nach
to look like U1	[tə lʊk laɪk]	aussehen wie
to look after U1	[tə lʊk ɑ:ftə(r)]	beaufsichtigen, kümmern, versorgen
to look at Level 1	[tə lʊk ət]	betrachten, ansehen
to look for U3	[tə lʊk fɔ:]	suchen
looking forward to U1	[lʊkɪŋ ˈfɔ:wəd tə]	(sich) freuen auf
lorry U11	[ˈlɒrɪ]	Lastwagen
to lose U4	[tə ˈlɔ:z]	verlieren
lost U3	[lɒst]	verloren
Lost and Found U1	[lɒst ənd ˈfaʊnd]	Fundbüro
lots of Level 1	[ləʊts əv]	viel, eine Menge
loud U2	[laʊd]	laut
to love Level 1	[tə lʌv]	lieben, mögen
lovely Level 1	[ˈlʌvli]	schön, lieblich
low (battery) U12	[ləʊ]	hier: schwach, leer
lucky Level 1	[ˈlʌki]	Glück haben
lunch Level 1	[lʌntʃ]	Mittagessen
lunchtime Level 1	[lʌntʃ taɪm]	Mittagszeit

M

magazine article U2	[ˈmæɡəzɪn ˈɑ:tɪkl]	Zeitschriftenartikel
magical Level 1	[ˈmædʒɪ.kəl]	magisch
main U5	[meɪn]	Haupt-; Wichtigste
to make Level 1	[tə meɪk]	machen
to make a mess U2	[tə meɪk ə ˈmes]	Unordnung machen
to make an arrangement U9	[tə meɪk ən ˈæreɪndʒmənt]	eine Vereinbarung treffen
to make friends U1	[tə meɪk ˈfrɛnds]	Freundschaft(en) knüpfen, sich anfreunden
to make fun of sb. U1	[tə meɪk fʌn əv]	sich über jdn. lustig machen
to make sb. laugh U1	[tə meɪk sɪd ˈlɑ:f]	jdn. zum Lachen bringen
to make up U3	[tə meɪk ʌp]	sich ausdenken
Make yourselves comfortable U1	[meɪk jəzəlv ˈkɒmfətəbəl]	Macht es euch gemütlich.
man (pl men) Level 1	[mæn (men)]	Mann
to manage U1	[tə ˈmænɪdʒ]	leiten, bewältigen
manager U1	[ˈmænɪdʒə]	Leiter/Leiterin
marble (pl marbles) U4	[ˈmɑ:nbəl, ˈmæŋɡəʊz]	Mango
marble U1	[ˈmænbəl]	Villa
many Level 1	[ˈmeni]	viele
map Level 1	[mæp]	(Land-)Karte
marathon Level 1	[ˈmæɪtəθən]	Marathon
market Level 1	[ˈmɑ:kt]	Markt
married U3	[ˈmæɪrɪd]	verheiratet
to marry U3	[tə ˈmæəri]	heiraten
match Level 1	[mætʃ]	Match, Spiel
mate U2	[meɪt]	Kumpel
material U1	[məˈtɪəriəl]	Material
maths Level 1	[mæθs]	Mathe(matik)
May Level 1	[meɪ]	Mai
maybe Level 1	[ˈmeɪbi]	vielleicht
Me neither. ASC9	[mi ˈnaɪðə]	Ich auch nicht.
Me too. Level 1	[mi ˈtu:]	Ich auch.
to mean Level 1	[tə mi:n]	meinen; bedeuten
meaning U4	[ˈmi:nɪŋ]	Bedeutung
meat U1	[mi:t]	Fleisch
mechanic ASC11	[məˈkænik]	Mechaniker/ Mechanikerin
medicine U6	[ˈmedɪsn]	Medizin
to meet Level 1	[tə mi:t]	(sich) treffen, kennenlernen
to meet up with sb. U5	[tə mi:t ʌp]	sich mit jdm. treffen
member U5	[ˈmembə]	Mitglied
mess U3	[mes]	Unordnung
to mess about U9	[tə mes əˈbaʊt]	herumalbern
to message U1	[tə ˈmesɪdʒ]	Nachricht schreiben
method of payment U11	[ˈmeθəd əv ˈpeɪmənt]	Zahlungsmethode
metre Level 1	[ˈmi:tə]	Meter
middle Level 1	[ˈmɪd.ləl]	Mitte
midnight Level 1	[ˈmɪdnɑ:t]	Mitternacht
might (not) U5	[maɪt (nɒt)]	vielleicht (nicht), möglicherweise (nicht)
mile U5	[maɪl]	Meile

milk Level 1	[mɪlk]	Milch
million Level 1	[mɪljən]	Million
to mime Level 1	[tə maɪm]	mimen, pantomimisch darstellen
mind U4	[maɪnd]	Verstand, Geist
minibus U11	['mɪnɪbʌs]	Kleinbus
minimum U4	['mɪnɪməm]	Minimum
minute Level 1	[mɪnɪt]	Minute
to miss U4	[tə mɪs]	verpassen; vermissen
missing Level 1	['mɪsɪŋ]	fehlend
mistake Level 1	[mɪ'steɪk]	Fehler
mobile phone U1	['məʊbaɪl fəʊn]	Handy
model U3	['mɒdl]	Modell
moment U4	['mɒmənt]	Moment
Monday Level 1	[mɒndeɪ]	Montag
money Level 1	['mʌni]	Geld
monkey U3	['mʌŋki]	Affe
monster U3	['mɒnstə]	Monster
month Level 1	[mʌnθ]	Monat
mood U4	[mu:d]	Stimmung
moon U12	[mu:n]	Mond
more Level 1	[mɔ:r]	mehr
morning Level 1	[mɔ:nɪŋ]	Morgen
most Level 1	[məʊst]	am meisten; die meisten
mostly ASC2	['məʊstli]	meistens
mother Level 1	[mʌðə]	Mutter
motorbike U11	['məʊtəbaɪk]	Motorrad
mountain Level 1	[maʊntən]	Berg
mountain area U11	['maʊntən 'eəriə]	Bergregion
mouse Level 1	[maʊs]	(Computer)maus
mouse (pl mice) ASC6	[maʊs, maɪs]	Mäuse
mouth Level 1	[maʊθ]	Mund
to move Level 1	[tə mu:v]	umziehen
to move (house) U8	[tə mu:v (haʊs)]	umziehen
much Level 1	[mʌʃ]	viel; sehr
mum Level 1	[mʌm]	Mutter
museum U7	['mju:ziəm]	Museum
music Level 1	['mjuzɪk]	Musik
music shop U7	['mjuzɪkʃɒp]	Musikladen
musical instrument U2	['mjuzɪklɪ 'ɪnstrəmənt]	Musikinstrument
musician U2	['mjuzɪʃən]	Musiker/Musikerin
must (not) Level 1	[mʌst (nɔ:t)]	müssen (nicht dürfen)
mystery U3	['mɪstri]	Mysterium, Rätsel
mystery story ASC5	['mɪstri:stɔ:ri]	Kriminalgeschichte

N

name	Name
to name U1	benennen
nap U4	Schläfchen
native people U3	Ureinwohner
naughty U3	ungezogen, frech
near ASC1	in der Nähe von
neat U7	ordentlich, gepflegt
necessary U11	notwendig

to need Level 1	[tə ni:d]	brauchen
negative Level 1	['neg.ə.tɪv]	negativ
neighbour U10	['neɪbə]	Nachbar/Nachbarin
never Level 1	[nevə]	nie(mals)
Never mind! U12	['nevə maɪnd]	Egal!, Halb so wild!
new Level 1	[nju:]	neu
news U4	['nju:z]	Neuigkeiten
news story U5	['nju:zstɔ:ri]	Nachrichtenmeldung
newspaper U3	['nju:zpeɪpə]	Zeitung
newspaper article U3	['nju:zpeɪpə 'aɪkəl]	Zeitungsartikel
next door U2	['nekst dɔ:]	nebenan
next to Level 1	['nekst tu:]	neben
nice Level 1	['naɪs]	schön, angenehm; nett
Nice to meet you! Level 1	['naɪs tu: mi:t ju:]	Es freut mich, dich/Sie kennen zu lernen!
night Level 1	[naɪt]	Nacht
No excuse U1	[nəʊ ɪk'skju:s]	Keine Ausrede.
no luck ASC1	[nəʊ lʌk]	kein Glück
no problem Level 1	[nəʊ prɒbləm]	Kein Problem.
No way! Level 1	[nəʊ sə'praɪz]	Kein Wunder.
No way! Level 1	[nəʊ weɪ]	Niemals!, Auf keinen Fall!
nobody Level 1	['nəʊ.bɒd]	niemand
noise ASC3	[nɔɪz]	Geräusch
noisy U2	['nɔɪzi]	laut, lärmend
none Level 1	[nʌn]	nichts; keine/r
normal Level 1	[nɔ:ml]	normal
north U5	[nɔ:θ]	Norden
Norwegian U1	[nɔ:'wi:dʒən]	Norwegisch
nose Level 1	[nəʊz]	Nase
not Level 1	[nɒt]	nicht
not bad U2	[nɒt bæd]	nicht schlecht
not yet U10	[nɒt jet]	noch nicht
notebook U10	['nəʊtbʊk]	Heft; Notizblock
nothing Level 1	[nʌθɪŋ]	nichts
to notice U8	[tə 'nəʊtɪs]	bemerken
now Level 1	[naʊ]	jetzt; sofort
nowhere Level 1	['nəʊweə]	nirgends
number Level 1	[nʌmbə]	Zahl, Ziffer, Nummer
nut Level 1	[nʌt]	Nuss

O

(one) o'clock Level 1	[(wʌn) ə'klɒk]	(ein) Uhr
object Level 1	['ɒb.dʒɪk]	Objekt
ocean Level 1	['əʊʃn]	Ozean
October Level 1	['ɒktəʊbə]	Oktober
(the) odd one out U6	[(ðɪ: ɒd wʌn aʊt]	nicht dazugehören
of Level 1	[əv]	von
of course Level 1	[ɒv kɔ:s]	natürlich, gewiss
to offer U7	[tə 'ɒfə]	anbieten
often Level 1	['ɒfn]	oft, häufig
Oh dear! U10	[əʊ dɪə]	Oje!
old Level 1	[əʊld]	alt
on Level 1	[ɒn]	auf; bei; an

on average Level 1	[ˈævərɪdʒ]	durchschnittlich, im Durchschnitt
on board U11	[ɒn bɔ:d]	an Bord
on one's own U12	[ɒn məʊ əʊn]	alleine, selbstständig
on record U5	[ɒn ˈrekɔ:d]	laut Aufzeichnungen
on the spot U4	[ɒn ðə spɒt]	auf der Stelle, an Ort und Stelle
once U4	[wʌns]	sobald; einmal
one thing at a time SS4	[wʌn θɪŋ ət ə taɪm]	eins nach dem anderen
online profile U2	[ɒnˈlaɪn ˈprəʊfaɪl]	Onlineprofil
only Level 1	[əʊnli]	nur
to open (up) Level 1	[tə əʊpən (ʌp)]	öffnen
opening hours U8	[əʊpənɪŋ aʊəz]	Öffnungszeiten
opera U2	[ˈɒprə]	Oper
opposite U7	[ˈɒpəzɪt]	gegenüber
option Level 1	[ˈɒpʃən]	Option, Möglichkeit
or Level 1	[ɔ:r]	oder
orange Level 1	[ˈɒrɪndʒ]	orange
order Level 1	[ɔ:də]	Reihenfolge
to organise Level 1	[tə ˈɔ:ɡənəɪz]	organisieren, ordnen
ostrich U1	[ˈɒstrɪtʃ]	Strauß
other Level 1	[ʌðə]	anderer/andere/ anderes
otherwise U9	[ˈʌðəwaɪz]	ansonsten
ourselves U8	[ɑ:ˈselvz]	uns selbst
outdoor U5	[ˈaʊtdɔ:]	draußen, außen
outside Level 1	[aʊtˈsaɪd]	draußen, außerhalb
over here ASC8	[ˈəʊvə hɪə]	hier drüben
own Level 1	[əʊn]	eigener/eigene/ eigenes
ox (pl oxen) G6	[ɒks, ˈɒksən]	Ochse
P		
to pack U11	[tə pæk]	packen
page Level 1	[peɪdʒ]	Seite
to paint Level 1	[tə peɪnt]	malen, zeichnen
pal U1	[pæl]	umgangssprachlich: Kumpel
pandemic U4	[pænˈdemɪk]	epidemieartig
paper Level 1	[ˈpeɪpə]	Papier
paragraph U3	[ˈpærəɡrɑ:f]	Textabsatz, Paragraph
parcel U12	[ˈpɑ:sl]	Paket, Geschenk
parents Level 1	[ˈpeərənts]	Eltern
park U1	[pɑ:k]	Park
parliament building U1	[ˈpɑ:liəmənt buɪldɪŋ]	Parlamentsgebäude
parrot U6	[ˈpærət]	Papagei
part Level 1	[pɑ:t]	Teil
partner Level 1	[ˈpɑ:nə]	Partner/Partnerin
party Level 1	[ˈpɑ:ti]	Party, Feier
to pass U11	[tə pɑ:s]	bestehen; vorbeigehen
passport U11	[ˈpɑ:spɔ:t]	Reisepass
past U3	[pɑ:st]	Vergangenheit
past Level 1	[pɑ:st]	nach; vorbei
path U9	[pɑ:θ]	Weg
to pay U7	[tə peɪ]	(be-)zahlen
peaceful U8	[ˈpi:sfl]	friedlich
pen Level 1	[pen]	Füllfeder; Stift
people Level 1	[pi:pl]	Leute, Menschen

per U5	[pə]	pro
perfect Level 1	[pɜ:frɪkt]	perfekt
to perform U2	[tə pɜ:fɔ:m]	auftreten, aufführen
perhaps Level 1	[pəˈhæps]	vielleicht, möglicherweise
permission U8	[pəˈmɪʃn]	Erlaubnis
person (pl people) Level 1	[pɜ:sn (pl pi:pl)]	Person
personal U1	[ˈpɜ:snəl]	persönlich
personality U1	[ˌpɜ:snəˈlɪti]	Persönlichkeit
pet Level 1	[pet]	Haustier
phone Level 1	[fəʊn]	Telefon
to phone Level 1	[tə fəʊn]	anrufen
phone call U1	[ˈfəʊn kɔ:l]	Anruf
phrase Level 1	[frez]	Phrase; Satz
piano Level 1	[pɪˈnəʊ]	Klavier
to pick up ASC8	[tə ˈpɪk ʌp]	aufheben, einsammeln
pick-up truck U11	[ˈpɪk ʌp trʌk]	Kleintransporter
picnic U5	[ˈpɪknɪk]	Picknick
picture Level 1	[ˈpɪktʃə]	Bild
piece Level 1	[pi:s əv]	Stück
place Level 1	[pleɪs]	Platz, Ort; Zuhause
place to stay U1	[pleɪs tə bi]	angesagtester Ort
plan U1	[plæn]	Plan
to plan U2	[tə plæn]	planen
plane crash U5	[pleɪn kræʃ]	Flugzeugabsturz
planet Level 1	[ˈplænɪt]	Planet
plant Level 1	[plɑ:nt]	Pflanze
plastic Level 1	[ˈplæstɪk]	Plastik; Kunststoff
plate U3	[pleɪt]	Teller
platform U11	[ˈplætfɔ:m]	Bahnsteig
to play Level 1	[tə pleɪ]	spielen
player Level 1	[ˈpleɪə]	Spieler/Spielerin
please Level 1	[pli:z]	bitte
pocket U1	[ˈpɒkɪt]	Tasche, Hosentasche
poet U3	[ˈpəʊətri]	Dichtung, Gedichte
point U5	[pɔɪnt]	Punkt
to point (at) Level 1	[tə pɔɪnt ət]	zeigen (auf)
police station U7	[pəˈli:s steɪʃn]	Polizeistation
policeman (pl policemen) U8	[pəˈli:smən, pəˈli:smən]	Polizist
polite U1	[pəˈlaɪt]	höflich
to pollute U8	[tə pəˈlu:t]	verschmutzen
poor Level 1	[pɔ:]	arm
Poor you! Level 1	[pɔə ju:]	Du Arme/r!
popular U2	[ˈpɒpjələ]	beliebt
position U5	[pəˈzɪʃn]	Position
positive Level 1	[ˈpɒz.ə.tɪv]	positiv
possible U4	[ˈpɒsəbl]	möglich
post office U7	[ˈpəʊst ɒfɪs]	Post
to post videos online U2	[tə pəʊst ˈvɪdiəʊz ˌɒnˈlaɪn]	Videos online stellen
postcard U5	[ˈpəʊstkɑ:d]	Postkarte
poster Level 1	[ˈpəʊ.stə]	Poster
pound Level 1	[paʊnd]	Pfund
power U12	[ˈpaʊə]	Kraft, Energie; Macht
powerful U6	[ˈpaʊəfl]	stark, mächtig, kraftvoll

to practise	Level 1	[tə ˈpræktɪs]	üben
prediction	U12	[prɪˈdɪkʃn]	Vorhersage
to prefer	U3	[tə ˈprɪfəː]	bevorzugen
to prepare	U5	[tə ˈprɪˈpeə]	vorbereiten
present	Level 1	[ˈpreznt]	Geschenk
to present	U4	[tə ˈpreznt]	präsentieren
presentation	U1	[ˌpreznɪˈteɪʃn]	Präsentation
presenter	U5	[ˈprɪzntə]	Moderator/ Moderatorin
president	U12	[ˈprezɪdnt]	Präsident/Präsidentin
to press	U7	[tə ˈpres]	drücken
pretty	U2	[ˈprɪti]	hier: ziemlich
price	Level 1	[praɪs]	Preis
priced	U9	[praɪst]	bepreist
prize	Level 1	[praɪz]	Preis, Auszeichnung
probably	U3	[ˈprɒbəbli]	wahrscheinlich
problem solver	U1	[ˈprɒbləm ˈsɒlvə(r)]	Problemlöser/ Problemlöserin
professional	U2	[ˌprəˈfeʃnəl]	professionell
programme	Level 1	[ˌprəʊgræm]	Programm, Sendung
project	Level 1	[ˈprɒdʒekt]	Projekt
project work	U5	[ˈprɒdʒekt wɜ:k]	Projektarbeit
to promise	Level 1	[tə ˈprɒmɪs]	versprechen
puppy	U6	[ˈpʌpi]	Welpen
purple	U10	[ˈpɜːpl]	lila
purse	U2	[pɜːs]	Geldtasche
to put	Level 1	[tə ˈpʊt]	setzen, legen, stellen
to put up	U8	[tə ˈpʊt ʌp]	aufhängen
puzzle	U4	[ˈpʌzl]	Rätsel, Puzzle
pyramid	U7	[ˈpɪrəˌmɪd]	Pyramide

Q

queen	U8	[kwɪn]	Queen
question	Level 1	[ˈkwɛstʃən]	Frage
to queue	U9	[tə ˈkjuː]	(Warte-)schlange bilden
quick	Level 1	[kwɪk]	schnell
quiet	U2	[kwɪət]	leise
quite	Level 1	[kwɪt]	ziemlich

R

rabbit	Level 1	[ˈræbɪt]	Hase
race	Level 1	[reɪs]	Wettrennen
radiator	ASC10	[ˈreɪdɪeɪtə]	Heizkörper
radio	U2	[ˈreɪdɪəʊ]	Radio
rail	U11	[reɪl]	Eisenbahn, Schiene
railway station	U7	[ˈreɪlweɪ ˈsteɪʃn]	Bahnhof, Bahnhof
rain	U3	[reɪn]	Regen
to rain	U3	[tə ˈreɪn]	regnen
to rank	U5	[tə ˈræŋk]	reihen, einstufen
ranking	U12	[ˈræŋkɪŋ]	Rangliste, Reihung
to rap	Level 1	[ræp]	rappen
rap music	U2	[ræp ˈmjuːzɪk]	Rapmusik
rapper	U2	[ˈræpə]	Rapper/Rapperin
rare	U6	[reə]	selten
rat	Level 1	[ræt]	Ratte
to reach	U12	[tə ˈri:tʃ]	erreichen

to react	Level 1	[tə ˈriːækt]	reagieren
reaction	U2	[rɪˈækʃn]	Reaktion
to read	Level 1	[tə ˈri:d]	lesen
to read out	Level 1	[tə ˈri:d aʊt]	vorlesen
reader	U12	[ˈriːdə]	Leser/Leserin
ready	Level 1	[ˈredɪ]	bereit, fertig
real	Level 1	[riːəl]	wirklich; echt, real
really	Level 1	[ˈriːəli]	wirklich
reason	U9	[ˈriːzn]	Grund
to rebuild	U7	[tə ˈriːbɪl]	nachbauen, wiederaufbauen
receipt	U7	[rɪˈsiːpt]	Rechnung
recently	U12	[ˈriːntli]	kürzlich, vor Kurzem
to recommend	U5	[tə ˌrekəˈmend]	empfehlen
to reconnect	U5	[tə ˌrɪkəˈnekt]	wiederverbinden
record store	U7	[ˈrekɔːd stɔː]	Plattenladen
to recycle	U7	[tə ˌriːˈsaɪkl]	recyclen, wiederverwerten
red	Level 1	[red]	rot
to relax	U7	[tə ˈrɪləks]	entspannen
relaxed	U10	[rɪˈlæktst]	entspannt
remember	Level 1	[tə ˈrɪməmbə]	sich erinnern (an)
to remember	U5	[tə ˈrɪˈmaɪnd]	erinnern
remote	U8	[rɪˈməʊt]	fern, abgelegen
rent	U10	[rent]	Miete
to repaint	U10	[tə ˈriːpeɪnt]	übermalen
to repair	U7	[tə ˈriːpeə]	reparieren
to repeat	Level 1	[tə ˈriːpiːt]	wiederholen
repetition	U6	[ˌrepəˈtɪʃn]	Wiederholung
reply	U9	[rɪˈplɑː]	Antwort
report	U3	[rɪˈpɔːt]	Bericht
to rescue	U7	[tə ˈreskjʊː]	retten
respect	U2	[rɪˈspekt]	Respekt
rest	U5	[rest]	Rest
to rest	U10	[tə ˈrest]	rasten, ruhen
to restart	U7	[tə ˈriːstɑːt]	neu starten
restaurant	Level 1	[ˌrestɔːtrɒnt]	Restaurant
result	U5	[rɪˈzʌlt]	Ergebnis
to return	U3	[tə ˈrɪːtʃn]	zurückkommen; zurückgeben
return ticket	U11	[ˈrɪːtʃn tɪk.ɪt]	Hin- und Rückfahrkarte
to reveal	U4	[tə ˈriːviː]	verraten, aufzeigen, offenbaren
review	U2	[rɪˈvjuː]	Bericht, Rezension
revision	Level 1	[rɪˈvɪz.ən]	Wiederholung
rhino	U6	[ˈraɪnəʊ]	Nashorn
to rhyme	U3	[tə raɪm]	reimen
rhythm	U2	[ˈrɪðəm]	Rhythmus
rich	SS1	[rɪtʃ]	reich
to ride	U6	[tə ˈraɪd]	reiten
to ride a bike	Level 1	[tə ˈraɪd ə baɪk]	radfahren
right	Level 1	[raɪt]	richtig, korrekt; genau
right	U7	[raɪt]	rechts
right away	U1	[raɪt əˈweɪ]	sofort
to ring	U3	[tə ˈrɪŋ]	läuten
to ring	U5	[tə ˈrɪŋ]	anrufen
ring	U7	[rɪŋ]	Ring
to rise	U5	[tə ˈraɪz]	(an-)steigen

river	Level 1	[rɪvə]	Fluss
road	U3	[rəʊd]	Straße, Weg
to roam	U5	[tə rəʊm]	(umher-)wandern
to rob	U3	[tə rɒb]	ausrauben
robber	U3	[ˈrɒbə]	Räuber/Räuberin
robbery	U3	[ˈrɒbəri]	Raubüberfall
robot	ASC12	[ˈrəʊbɒt]	Roboter
rock	U2	[rɒk]	Rock(-musik)
rock	U8	[rɒk]	Stein
rocket	U12	[ˈrɒkɪt]	Rakete
role card	U3	[rəʊl kɑ:d]	Rollenkarte
role play	U2	[rəʊl pleɪ]	Rollenspiel
romance story	U3	[rəʊˈmæns ˈstɔ:ri]	Liebesgeschichte
roof	U10	[ru:f]	Dach
room	Level 1	[ru:m]	Raum; Platz
rope	U4	[rəʊp]	Seil
row	U8	[rəʊ]	Reihe
rubbish	ASC8	[ˈrʌbɪʃ]	Müll
rude	U1	[ru:d]	unhöflich, unverschämt
rule	ASC2	[ru:l]	Regel
rumble	U6	[ˈrʌmbəl]	Rumpeln
to run	Level 1	[tə rʌn]	laufen, rennen
to run after	U10	[tə rʌn ˈɑ:ftə]	nachrennen
to run down	U10	[tə rʌn daʊn]	hinunterrennen

S

sad	Level 1	[sæd]	traurig
sadly	U5	[ˈsædli]	traurigerweise
safari	U6	[səˈfɑ:ri]	Safari
safe	Level 1	[seɪf]	sicher, ungenügend
sail	U11	[seɪl]	Segel
to sail	U11	[tə seɪl]	segeln
sailing boat	U11	[ˈseɪlɪŋ bəʊt]	Segelboot
salad	Level 1	[sæləd]	Salat, Salate
sand	U12	[sænd]	Sand
sandwich	Level 1	[sænwrɪʃ]	Handwich, belegtes Brot
Saturday	Level 1	[sætədeɪ]	Sonntag
sauce	Level 1	[sɔ:s]	Soße
to save	U5	[tə seɪv]	sparen
saxophone	U2	[ˈsæksəfəʊn]	Saxophon
to say	Level 1	[tə seɪ]	sagen
to scare	U3	[tə skeɪ]	erschrecken, erschrecken
to be scared	Level 1	[tə bi: skæd]	angstlich, verängstigt sein
scary	Level 1	[ˈskəri]	gruselig, furchterregend
scene	U11	[si:n]	Szene
school	Level 1	[sku:l]	Schule
school bag	Level 1	[sku:l bæɡ]	Schultasche
science fiction film	U1	[ˈsaiəns ˈfɪkʃn fɪlm]	Science-Fiction-Film
score	U2	[skɔ:]	Bewertung; Punktezahl
to scratch	U1	[tə skrætʃ]	kratzen
screen	U9	[skri:n]	Bildschirm
sea	U1	[si:]	Meer
seaside	U11	[ˈsi:sɑɪd]	am Meer
seat belt	ASC11	[ˈsi:t belt]	Sicherheitsgurt

second	Level 1	[sekənd]	zweiter/zweite/zweites
second	Level 1	[ˈsekənd]	Sekunde
secret	U1	[ˈsi:kret]	Geheimnis
security camera	U8	[sɪˈkjʊərəti ˈkæmərə]	Überwachungskamera
to see	Level 1	[tə si:]	sehen
See you soon!	U5	[si: ju: sn]	Bis bald!
to seem	U5	[tə si:m]	scheinen, wirken
to select	U11	[tə ˈsɪlekt]	wählen
to sell	U2	[tə sel]	verkaufen
to send	U3	[tə send]	senden
sentence	Level 1	[ˈsentəns]	Satz
serious	U11	[ˈsɪəriəs]	ernst
to set a challenge	U11	[tə set ə ˈtʃælɪndʒ]	eine Herausforderung stellen
settings	ASC11	[ˈsetɪŋz]	Einstellungen
several	U11	[ˈsevrəl]	mehrere, verschiedene
shadow	ASC11	[ˈædəʊ]	Schatten
to share	Level 1	[tə ʃeə]	teilen
sheep	U10	[ʃi:p]	Hai
sheep	U10	[ʃi:p]	sie
sheep	U10	[ʃi:p]	Schaf
shine	U4	[ʃaɪn]	scheinen, strahlen
shiny	U1	[ˈʃaɪni]	glänzend, funkelnd
shoes	Level 1	[ʃu:z]	Schuh
to shoot	U12	[tə ʃu:t]	schießen
shop	Level 1	[ʃɒp]	Geschäft, Laden
to shop	Level 1	[tə ʃɒp]	einkaufen
shop assistant	Level 1	[ʃɒp əˈsɪstənt]	Verkäufer/Verkäuferin
shopping centre	U7	[ˈʃɒpɪŋ sentə]	Einkaufszentrum
short	Level 1	[ʃɔ:t]	kurz; klein
short story	U3	[ˌʃɔ:t ˈstɔ:ri]	Kurzgeschichte
should (not)	Level 1	[ʃʊd (nɒt)]	(nicht) sollen
to shout	Level 1	[tə ʃaʊt]	schreien, rufen
show	Level 1	[ʃəʊ]	Show
to show	Level 1	[tə ʃəʊ]	vorzeigen, vorführen
showing	U9	[ˈʃəʊɪŋ]	Vorstellung, Vorführung
shut	U5	[ʃʌt]	zu, geschlossen
shuttle bus	U8	[ˈʃʌtl bʌs]	Shuttlebus, Zubringerbus
shy	U1	[ʃaɪ]	schüchtern
side	U7	[saɪd]	Seite
sign	U9	[saɪn]	Schild; Zeichen
to sign up	U1	[tə saɪn ʌp]	(sich) anmelden
silly	U9	[ˈsɪli]	albern
similar	U1	[ˈsɪmələ(r)]	ähnlich
to sing	Level 1	[tə sɪŋ]	singen
singer	Level 1	[sɪŋə]	Sänger/Sängerin
single ticket	U11	[ˈsɪŋgl tɪk.ɪt]	Einzelticket
sink	U10	[sɪŋk]	Waschbecken
sir	Level 1	[sɜ:]	Herr (Anrede)
sister	Level 1	[sɪstə]	Schwester
to sit	Level 1	[tə sɪt]	sitzen
to sit down	Level 1	[tə sɪt daʊn]	sich (hin-)setzen
situation	U2	[sɪtʃuˈeɪʃn]	Situation

size Level 1	[saɪz]	Größe	special U2	['speʃl]	besonders
sketch Level 1	[sketʃ]	Sketch	special announcement U11	['speʃl ə'naʊnsmənt]	Sonderdurchsage
to ski Level 1	[tə ski:]	Ski fahren	special offer U7	['speʃl 'ɒfə]	Spezialangebot
skier U5	['ski:ə]	Skifahrer/Skifahrerin	speech bubble U2	[spi:tʃ 'bʌbl]	Sprechblase
skill Level 1	[skɪl]	Fähigkeit	to spend (money) Level 1	[tə spend 'mʌni]	(Geld) ausgeben
sky Level 1	[skaɪ]	Himmel	to spend (time) U3	[tə spend 'taɪm]	(Zeit) verbringen
to slam U2	[tə slæm]	zukunft, zuschlagen	spinach U4	['spɪnətʃ]	Spinat
sleep U4	[sli:p]	Schlaf	to spook U3	[tə spuk]	erschrecken, erschrecken
to sleep Level 1	[tə sli:p]	schlafen	spooky ASC3	['spu:ki]	gruselig, unheimlich
slim U4	[slɪm]	schlank	sport(s) Level 1	['spɔ:t]	Sport
slow U5	[sləʊ]	langsam	sports shop U7	['spɔ:tʃɒp]	Sportgeschäft
to slow down ASC1	[tə sləʊ daʊn]	abbremsen, langsamer werden	sporty Level 1	['spɔ:tɪ]	sportlich
small Level 1	[smɔ:l]	klein	to squawk U2	[tə skwɔ:k]	krächzen, kreischen
smart Level 1	[smɑ:t]	klug, intelligent	squirrel Level 1	['skwɪəl]	Eichhörnchen
to smell Level 1	[tə smel]	riechen	stadium U1	['stædiəm]	Stadium
smelly Level 1	['smel.i]	stinkend, übelriechend, muffig	to stand Level 1	[tə stænd]	stehen
to smile Level 1	[tə smaɪl]	lächeln	to stand on U1	[tə stænd ɒn]	stehen auf
snack Level 1	[snæk]	Snack, Imbiss	to stand up U1	[tə stænd ʌp]	aufstehen
snail G6	[sneɪl]	Schnecke	to star U9	[tə stɑ:]	eine Hauptrolle spielen
snake Level 1	[fneɪk]	Schlange	start U1	[stɑ:t]	Start, Beginn
to snooze U4	[tə snu:z]	schlummern, dösen	start active U4	[tə stɑ:t]	starten, beginnen
to snore U5	[tə snɔ:]	schnarchen	statement U7	['steɪtmənt]	Aussage
snow U5	[snəʊ]	Schnee	statue U7	['stætʃu:]	Statue
to snow U5	[tə snəʊ]	schneien	stay U3	[teɪ steɪ]	bleiben
so Level 1	[səʊ]	so; sehr	stay active U4	[tə steɪ 'æktɪv]	aktiv bleiben
So do I. U2	[səʊ du: aɪ]	Ich auch., Genauso ich.	to stay up late U1	[tə steɪ ʌp]	lange aufbleiben
social media U8	[ˌsəʊʃl 'mi:diə]	soziales Netzwerk	to steal U2	[tə sti:l]	stehlen
sock Level 1	[sɒk]	Socke	steal Level 1	[sti:l]	noch, immer noch
sofa Level 1	[səʊfə]	Sofa	stop Level 1	[tə stɒp]	stoppen, aufhören
soft ASC3	[sɒft]	weich, sanft, sanft, sanft	store U7	[stɔ:]	Geschäft, Laden
solar system U12	['səʊlə sistəm]	Sonnensystem	storm Level 1	[stɔ:m]	Sturm
solution U11	[sə'lu:ʃn]	Lösung	story Level 1	['stɔ:ri]	Geschichte
to solve U7	[tə sɒlv]	lösen, aufklären	straight on U7	[streɪt ɒn]	gerade weiter
some Level 1	[sʌm]	einige, paar	strange Level 1	[streɪndʒ]	komisch, eigenartig
somebody U4	['sʌmbədi]	jemand	strawberry Level 1	['strɔ:ˌbɛr.i]	Erdbeere
someone Level 1	['sʌmwʌn]	jemand	stream U8	['stri:m]	Fluss, Strom
someone else U3	['sʌmwʌn ɛlɪs]	jemand anderen/anderes	street Level 1	['stri:t]	Straße
something Level 1	[sʌmθɪŋ]	etwas	strength U1	['streŋkθ]	Stärke
sometimes Level 1	[sʌm'taɪmz]	manchmal	stretching U4	['stretʃɪŋ]	Dehnen
somewhere U3	['sʌmweə]	irgendwo	strict U4	['strikt]	streng, strikt
son U3	[sʌn]	Sohn	strong Level 1	['strɒŋ]	stark
song Level 1	[sɒŋ]	Lied	to be stuck U5	[tə bi stʌk]	festsitzen, feststecken
Sorry. Level 1	['spri:]	Verzeihung., Entschuldigung.	student Level 1	[ˈstju:dnt]	Schüler/Schülerin; Student/Studentin
sort of U1	[sɔ:t əv]	mehr oder weniger, ziemlich	studio U8	['stju:diəʊ]	Studio
Sounds good U1	[saʊndz gʊd]	Klingt gut.	to study Level 1	[tə stʌdi]	studieren, lernen
south U5	[saʊθ]	Süden	stuff Level 1	[stʌf]	Zeug, Kram, Sachen
space U8	[speɪs]	Platz; Raum	stunning Level 1	['stʌn.ɪŋ]	erstaunlich
space U12	[speɪs]	Weltraum	stupid Level 1	['stju:pɪd]	dumm
spaceship U12	['speɪʃɪp]	Raumschiff	subject Level 1	['sʌbdʒɪkt]	Schulfach
to speak Level 1	[tə spi:k]	sprechen	success U2	['sək'ses]	Erfolg
speaker U12	['spi:kə]	Sprecher/Sprecherin; Lautsprecher	successful U12	['sək'sesfl]	erfolgreich
			such U2	[sʌtʃ]	solch, so, dieser Art
			to suck up U3	[tə sʌk ʌp]	aufsaugen

suddenly Level 1	[ˈsʌdnli]	plötzlich
to suggest U7	[tə sədʒest]	vorschlagen
suggestion U2	[sədʒestʃən]	Vorschlag, Anregung
suitcase U11	[ˈsu:tkeɪs]	Koffer
summer Level 1	[ˈsʌmə]	Sommer
sun Level 1	[sʌn]	Sonne
Sunday Level 1	[ˈsʌndəɪ]	Sonntag
sunny U5	[ˈsʌni]	sonnig
sunshine U2	[ˈsʌnʃaɪn]	Sonnenschein
super U1	[ˈsu:pə(r)]	sehr, extrem
superhero U9	[ˈsu:pəhɪərəʊ]	Superheld
supermarket U7	[ˈsu:pəmə:kɪt]	Supermarkt
supersonic jet U11	[ˌsu:pəˈsɒnɪk dʒet]	Hyperschalljet
superstar U2	[ˈsu:pəstɑ:]	Superstar
sure Level 1	[ʃʊə]	sicher
surely U8	[ˈʃɜ:lɪ]	sicherlich
surprise Level 1	[səˈpraɪz]	Überraschung
surprising U1	[səˈpraɪzɪŋ]	überraschend
survey U5	[ˈsɜ:veɪ]	Umfrage
to swap U7	[tə swɒp]	(aus-)tauschen
sweets U1	[swi:tɪz]	Süßigkeiten
sweet shop U7	[swi:tʃ ʃɒp]	Süßwarenladen
to swim Level 1	[tə swɪm]	schwimmen
swimmer U5	[ˈswɪmə]	Schwimmer/ Schwimmerin

swimming pool U12	[ˈswɪmɪŋ pu:l]	Schwimmbecken; Schwimmbad
to switch off U4	[tə swɪtʃ ɒf]	ausschalten, abschalten
symbol U5	[ˈsɪmbəl]	Symbol, Zeichen

T

table Level 1	[teɪbl]	Tisch; Tabelle
table tennis Level 1	[teɪbl ˈtenɪs]	Tischtennis
to take Level 1	[tə teɪk]	(mit)nehmen
to take a nap U4	[tə teɪk ə næp]	ein Nickerchen nehmen
to take a photo Level 1	[tə teɪk ə ˈfəʊtəʊ]	ein Foto nehmen
to take notes U1	[tə teɪk nəʊts]	Notizen nehmen
to take off U11	[tə teɪk ɒf]	abheben, abfliegen, abheben
to take turns U6	[tə teɪk təʊnz]	sich abwechseln
talent ASC2	[ˈtælənt]	Talent
to talk (about) Level 1	[tə tɔ:k (əˈbaʊt)]	sprechen (über), sich unterhalten
tall Level 1	[tɔ:l]	tall
task Level 1	[tɑ:k]	Aufgabe, Übung
to taste U11	[tə steɪt]	schmecken, kosten
tasty U4	[ˈtæsti]	lecker, schmackhaft
taxi U11	[ˈtæksɪ]	Taxi
tea Level 1	[ti:]	Tee
tea cup U11	[ˈti:tʃ]	Teetasse
to teach U1	[tə ti:tʃ]	lehren, unterrichten
teacher Level 1	[ˈti:tʃə]	Lehrperson
team player U1	[ˈti:m pleɪə(r)]	Teampspieler/ Teampspielerin
tech shop U7	[tek ʃɒp]	Technikgeschäft
technology U12	[tekˈnɒlədʒi]	Technologie
teddy bear U3	[ˈtedi beə]	Teddybär
teen (teenager) U4	[ˈti:n]	Jugendlicher/ Jugendliche

telephone	[ˈtelɪfəʊn]	Telefondurchsage
announcement U9	əˈnaʊnsmənt]	
to tell Level 1	[tə tel]	erzählen
temperature U5	[ˈtemprətʃə]	Temperatur
tent U6	[tent]	Zelt
terrible Level 1	[ˈterəbl]	schrecklich, scheußlich
to test Level 1	[tə test]	testen; prüfen
test Level 1	[test]	Test
to text U3	[tekst]	Kurznachricht schreiben
text message U8	[ˈtekst məsɪdʒ]	Kurznachricht (SMS)
than U2	[ðən]	als
to thank sb.	[tə θæŋk sɪ]	jdm. danken
Thank you. Level 1	[θæŋk ju:]	Danke., Dankeschön.
that Level 1	[ðæt]	das; der/die/das
That's a shame U12	[ðæt ɪz ʃeɪm]	Das ist schade.
That's for sure U12	[ðæt ɪz ʃəʊə]	Das ist sicher., Das steht fest.
That's right U12	[ðæt ɪz raɪt]	So ist es., Das stimmt.
the Level 1	[ðə]	der/die/das
(the same) Level 1	[ðə seɪm]	derselbe/dieselbe/ dasselbe
theater U1	[ˈθi:tə]	Theater
themselves U1	[ðəmˈselvz]	sich selbst
then Level 1	[ðen]	dann, danach
there Level 1	[ðeə]	da, dort
thermometer U5	[θəˈmɒmɪtə]	Thermometer
these Level 1	[ði:z]	diese (hier)
they Level 1	[ðeɪ]	sie
thin U4	[θɪn]	dünn
thing Level 1	[θɪŋ]	Ding, Gegenstand, Sache
to think Level 1	[tə θɪŋk]	denken
to think about U1	[tə θɪŋk əˈbaʊt]	denken über
to think of Level 1	[tə θɪŋk ɒv]	denken an
this Level 1	[ðɪs]	dieser/diese/dieses
those Level 1	[ðəʊz]	diese (dort), jene
though U1	[ðəʊ]	jedoch, obwohl
thousand U2	[ˈθaʊznd]	tausend
thriller U9	[ˈθrɪlə]	Thriller
through U1	[θru:]	durch
to throw Level 1	[tə θrəʊ]	werfen
thumb U2	[θʌm]	Daumen
thunder U5	[ˈθʌndə]	Donner
thunderstorm U5	[ˈθʌndəstɔ:m]	Gewitter
Thursday Level 1	[θɜ:zdeɪ]	Donnerstag
to tick Level 1	[tə tɪk]	ankreuzen, abhaken
ticket U1	[ˈtɪkɪt]	Ticket, Eintrittskarte
ticket machine U11	[ˈtɪkɪt məʃi:n]	Ticketautomat
to tidy up U2	[tə ˈtɪdi ʌp]	aufräumen
to tie up SS2	[tə taɪ ʌp]	fesseln, festbinden
tiger U6	[ˈtaɪgə]	Tiger
till Level 1	[tɪl]	bis
time Level 1	[taɪm]	(Uhr-)Zeit
time machine U7	[ˈtaɪm məʃi:n]	Zeitmaschine
Time's up. ASC8	[taɪmz ʌp]	Die Zeit ist um.
tiny U10	[ˈtaɪni]	winzig

tip Level 1	[tɪp]	Tipp, Hinweis
tired Level 1	[taɪəd]	müde
to Level 1	[tə]	zu; bis; nach
To be honest ... U2	[tə bi 'hɒnɪst]	Um ehrlich zu sein ...
today Level 1	[tə'deɪ]	heute
toe Level 1	[təʊ]	Zehe
together Level 1	[tə'geðə]	zusammen
toilet Level 1	['tɔɪlɪt]	Toilette
toilet paper U10	['tɔɪlɪt 'peɪpə]	Toilettenpapier
toilet roll tube U10	['tɔɪlɪt rəʊl tju:b]	Toilettenpapierrolle
tomato (pl tomatoes) Level 1	[tə'mɑ:təʊ, tə'mɑ:təʊz]	Tomate
tomorrow Level 1	[tə'mɒrəʊ]	morgen
tonight Level 1	[tə'naɪt]	heute Abend; heute Nacht
too Level 1	[tu:]	auch; zu
too late SS3	[tu: leɪt]	zu spät
tooth (pl teeth) Level 1	[tu:θ, ti:θ]	Zahn
top U2	[tɒp]	erstklassig, beste
top U8	[tɒp]	Spitze
topic U9	['tɒpɪk]	Thema
to touch Level 1	[tə tʌtʃ]	berühren, anfassen
tourism U7	['tʊərɪzəm]	Tourismus
tourist U7	['tʊərɪst]	Tourist/Touristin
tourist information U8	['tʊərɪst ɪnfə'meɪʃn]	Touristeninformation
tourist office U8	['tʊərɪst ɒfɪs]	Tourismusbüro
town Level 1	[taʊn]	Stadt; Kleinstadt
town council U8	[taʊn 'kaʊnsl]	Stadtrat
toy Level 1	[tɔɪ]	Spielzeug
traffic jam U8	['træfɪk dʒæm]	Stau
traffic lights U7	['træfɪk laɪts]	Ampel
train U9	[treɪn]	Zug
train route U11	[treɪn ru:t]	Zugroute
train service U5	[treɪn 'sɜ:vɪs]	Zugverkehr
train station U11	[treɪn 'steɪʃn]	Bahnhof, Bahnstation
trainers U9	['treɪnəz]	Turnschuhe
transparent U10	[træns'pærən t	transparent
trap Level 1	[træp]	Falle
to travel U2	[tə 'trævl]	reisen
travel magazine U8	['trævl mæɡə'zɪn]	Reisezeitschrift
treasure U3	['treʒə]	Schatz
to treat U2	[tə 'tri:t]	behandeln
treat U4	['tri:t]	leckerbissen, Genuss
tree Level 1	[tri:]	Baum
tree house U10	['tri: haʊs]	Baumhaus
trick Level 1	[trɪk]	Trick, Falle
tricky Level 1	['trɪki]	verzwickt, schwierig
trip Level 1	[trɪp]	Ausflug, Reise
trouble SS2	['trʌbl]	Ärger
true Level 1	[tru:]	richtig; wahr
true story U3	[tru: 'stɔ:ri]	wahre Geschichte
to trust U1	[tə trʌst]	vertrauen
truth U1	[tru:θ]	Wahrheit
to try Level 1	[tə traɪ]	versuchen, ausprobieren
Tuesday Level 1	[tju:zdeɪ]	Dienstag

to turn Level 1	[tə tɜ:n]	drehen
to turn off ASC3	[tə tɜ:n ɒf]	ausschalten
to turn on Level 1	[tə tɜ:n ɒn]	einschalten
tusk U6	[tʌsk]	Elefantenzahn, Stoßzahn
TV (television) Level 1	[ti:'vi:ʒn]	Fernseher; Fernsehen
TV programme U9	[tɪ'vɪz 'prɒɡræmə]	Fernsehsendung
TV show U2	[tɪ'vɪz 'ʃəʊ]	Fernsehshow
twice ASC11	['twɑ:ɪs]	zweimal
type U2	[taɪp]	Art, Typ
transport U11	[træns'pɔ:t]	Verkehrsmittel, Transportmittel
U		
UFO U3	[ju:'ef'əʊ]	UFO
unable U5	[ʌn'eɪbl]	unfähig
uncle U1	['ʌŋkl]	Onkel
under U1	[ʌndə]	unter
underground U1	[ʌndə'graʊnd]	U-Bahn
underground station U3	[ʌndə'graʊnd 'steɪʃn]	U-Bahnstation
underline Level 1	[tə 'ʌndəleɪn]	unterstreichen
understand Level 1	[tə ʌndə'stænd]	verstehen, begreifen
uniform U8	['ju:nɪfɔ:m]	Uniform
unit Level 1	[ju:nɪt]	Lektion; Einheit
university U8	[ju:nɪ'vɜ:səti]	Universität
unknown U4	[ʌn'həʊn]	unbekannt
unless U5	[ən'les]	außer, es sei denn
to unlock U3	[tə ʌn'lɒk]	entsperren, aufsperrern
until Level 1	[ən'tɪl]	bis
unusual U1	[ʌn'ju:zʊəl]	ungewöhnlich
to upload U2	[tə ʌp'ləʊd]	hochladen
upstairs ASC9	[ʌp'steəz]	oben (im Obergeschoss)
usage U9	['ju:sɪdʒ]	Anwendung
to use Level 1	[tə ju:z]	verwenden, benutzen
useful U2	['ju:sfɪl]	nützlich, hilfreich
usually Level 1	[ju:zʊəli]	gewöhnlich, normalerweise
V		
valley U8	['væli]	Tal
various U8	['veəriəs]	verschieden, divers, mehrere
vase U3	[va:z]	Vase
vegetables Level 1	['vedʒtəbl]	Gemüse
vehicle ASC11	['vi:əkl]	Fahrzeug
very Level 1	['veri]	sehr
video game ASC5	['vɪdiəʊ geɪm]	Videospiel
view U2	['vju:]	Aussicht, Ausblick; Ansicht, Meinung
village U7	['vɪlɪdʒ]	Dorf
violently U5	['vaɪələntli]	gewaltsam, heftig
violin U2	['vaɪə'li:n]	Geige
virtual ASC12	['vɜ:tʃʊəl]	virtuell
to visit U5	[tə 'vɪzɪt]	besuchen
voice ASC2	['vɔɪs]	Stimme

volleyball Level 1	[ˈvɒlɪ,bɔːl]	Volleyball
volunteer U6	[ˌvɒlənˈtɪə]	Freiwilliger/ Freiwillige
vote U8	[vəʊt]	Stimme; Abstimmung
to vote U8	[tə vəʊt]	wählen, abstimmen
VR (virtual reality) U12	[viːˈɑː (vɜːtʃuəl riˈæləti)]	VR (virtuelle Realität)

W

to wait Level 1	[tə weɪt]	warten
Wait a minute. Level 1	[weɪt ə ˈmɪnɪt]	Warte eine Minute.
Wait and see. U4	[weɪt ənd siː]	Abwarten und Tee trinken.
to wake up U3	[tə weɪk ʌp]	aufwachen
walk U1	[wɔːk]	Spaziergang
to walk Level 1	[tə wɔːk]	(zu Fuß) gehen
to walk around U1	[tə wɔːk əˈraʊnd]	herumgehen, herumspazieren
wall U3	[wɔːl]	Wand
to want Level 1	[tə wɒnt]	wollen; wünschen
wardrobe U10	[ˈwɔːdrəʊb]	Kleiderschrank
warm Level 1	[wɔːm]	warm
to wash U5	[tə wɒʃ]	waschen
to waste U9	[tə weɪst]	verschwenden
watch U10	[wɒtʃ]	Armbanduhr
to watch Level 1	[tə wɒtʃ]	ansehen; zuschauen
to watch out (for) U1	[tə wɒtʃ aʊt fə(r)]	auf etw. aufpassen, achtgeben
water Level 1	[wɔːtə]	Wasser
watermelon U4	[ˈwɔːtəmelən]	Wassermelone
wave Level 1	[weɪv]	Welle
way Level 1	[weɪ]	Art, Weise; Weg
way out U7	[weɪ aʊt]	Abweg
we Level 1	[wi]	wir
to wear Level 1	[tə weə]	tragen
weather U3	[ˈweðə]	Wetter
weather forecast U5	[ˈweðə ˈfɔːkɑːst]	Wettervorhersage
weather presenter U5	[ˈweðə ˈprɪzən.tə]	Wettermoderator/ Wettermoderin
website Level 1	[ˈweɪb.saɪt]	Webseite
Wednesday Level 1	[ˈwenzdeɪ]	Mittwoch
week Level 1	[wiːk]	Woche
weekend Level 1	[wiːkˈend]	Wochenende
weird ASC3	[wiəd]	komisch, schräg
welcome Level 1	[ˈwelkəm]	kommen
well Level 1	[wel]	nun (ja), tja
Well done! Level 1	[ˈwel ˈdʌn]	Gut gemacht!
well-known U4	[ˌwel ˈnəʊn]	wohlbekannt, renommiert
whale Level 1	[weɪl]	Wal
what Level 1	[wɒt]	was
What about you? U12	[wɒt əˈbaʊt juː]	Was ist mit dir?; Wie sieht's bei dir aus?
What are you all up to? ASC10	[wɒt əz ju ɔːl ʌp tuː]	Was macht ihr gerade?; Was habt ihr alle vor?
What else? ASC12	[wɒt els]	Was sonst?
What's your name? Level 1	[wɒts jɔː neɪm]	Wie heißt du?; Wie heißen Sie?
whatever ASC2	[wɒtˈevə]	was auch immer

What's the matter? ASC1	[wɒts ðə mətə]	Was ist (denn) los?
wheel U8	[wiːl]	Rad
when Level 1	[wen]	wann, wenn; als
where Level 1	[weə]	wo; wohin
which Level 1	[wɪtʃ]	welcher/welche/ welches
while U2	[waɪl]	während
white Level 1	[waɪt]	weiß
who Level 1	[huː]	wem
whole ASC9	[həʊl]	ganz, gesamt
whose U2	[huːz]	wessen
why Level 1	[waɪ]	warum
wife (pl wives) U3	[waɪf]	Ehefrau
wild Level 1	[waɪld]	wild
wild U6	[waɪld]	Wildniss
wild animal U6	[ˈwaɪld ˈænɪml]	Wildtier
wildlife U1	[ˈwaɪldaɪf]	wilde Tierwelt
wildlife park U1	[ˈwaɪldaɪf pɑːk]	Naturpark, Wildpark
will, won't (will not) U1	[wɪl, wəʊnt]	werden, nicht werden
to win Level 1	[tə wɪn]	gewinnen
wind U3	[wɪnd]	Wind
window U1	[ˈwɪndəʊ]	Fenster
winner U8	[ˈwɪnə]	Gewinner/ Gewinnerin
winter U12	[ˈwɪntə]	Winter
wish U2	[tə wɪʃ]	wünschen
with U1	[wɪð]	mit
without U4	[wɪˈðaʊt]	ohne
wolf (pl wolves) Level 1	[wʊlf]	Wolf
woman (pl women) Level 1	[ˈwʊmən, ˈwʊmən]	Frau
wonder ASC1	[tə ˈwʌndə]	sich wundern, erstaunt sein
wonderful Level 1	[ˈwʌndəfəl]	wundervoll
wood U7	[wʊd]	Wald
word Level 1	[wɜːd]	Wort
word search U8	[ˈwɜːd sɜːtʃ]	Wortsuchrätsel
word stress Level 1	[wɜːd strɛs]	Wortbetonung
work Level 1	[wɜːk]	Arbeit; Aufgabe
to work out U5	[tə wɜːk aʊt]	herausfinden
to work U4	[tə wɜːk]	arbeiten; hier: funktionieren
work of art U10	[ˈwɜːk əv ˈɑːt]	Kunstwerk
workout U4	[ˈwɜːkaʊt]	Training
world Level 1	[wɜːld]	Welt
world record Level 1	[wɜːld ˈrekɔːd]	Weltrekord
to be worried U5	[tə biː ˈwʌrɪd]	besorgt sein
to worry U5	[tə ˈwʌri]	(sich) Sorgen machen
would U3	[wʊd]	würde(n)
to write Level 1	[tə raɪt]	schreiben
to write down Level 1	[tə raɪt daʊn]	aufschreiben, hinschreiben
writer U8	[ˈraɪtə]	Schriftsteller/ Schriftstellerin
wrong Level 1	[rɒŋ]	falsch; nicht in Ordnung

Y

to yawn U11	[tə ʒɔ:n]	gähnen
year Level 1	[jɪə]	Jahr
yellow Level 1	[jeləʊ]	gelb
yesterday Level 1	[ˈjestədeɪ]	gestern
yet Level 1	[jɛt]	bisher
you Level 1	[ju:]	du; ihr
young Level 1	[jʌŋ]	jung
You're right. U1	[jɔ: raɪt]	Du hast recht.
You're welcome. Level 1	[jɔ: 'welkəm]	Nichts zu danken., Keine Ursache., Gern geschehen.
You're wrong. U1	[jɔ: rɒŋ]	Du liegst falsch.
yours U2	[jɔ:z]	deiner/deine/deines; eurer/eure/eures
yourself (pl yourselves) Level 1	[jɔ:'self, ʒɔ:'selvz]	du/Sie/ihr selbst

Z

zebra U1	['zebrə, 'zi:brə]	Zebra
zoo Level 1	[zu:]	Zoo

Musterseite
helbling.com

Acknowledgements

The publishers would like to thank the following for their kind permission to reproduce the following photographs and other copyright material:

p14 Tetra Images (girl), p16 Juniors Bildarchiv GmbH (crocodile with bird) / Guy Harrop (sheep and pig) / maurice joseph (cheetah and dog), p18 ZUMA Press, Inc. (opera singer, rap artist), p18 PA Images (pop band), p29 Pongtorn Hiranlikit (girl), p36 Maximum Film (Indiana Jones) / PA Images (the explorer book), p42 Aleksandr Davydov (girl), p43 Matt Crossick (Joe Wicks) / PA Images (children working out), p56 Roger Hutchings (Michael Fish), p75 MediaWorldImages (special offer / Jeffre Blackler (receipt), p82 Colin Harris / era-images (Eastern Antarctic Plateau), p106 Jeff Saunders Travel Stock (skateboard house) / WENN Rights Ltd (egg house) / Afl Co. Ltd. (transparent house), p116 Hemis (Al Andalus), p123 rapisan sawangphon (robot) / **Alamy Stock Foto**; © **Charlotte MacPherson** p9, p19, p29, p39, p40 (race photos), p49, p50 (Ahmed, Alissa, Lily, Oliver), p58 (Ellis eating a hot dog), p59, p68 (Miss Chapel), p69 (photo story), p79, p89 (photo story), p99 (photo story), p109 (photo story), p119; p10 Glenda Powers (girl) / Rawlik (boy), p13 Petro (girls chatting) / Monkey Business Images (boys playing video games) / Lunamarina (girl) / Panham (boy), p14 Vladimir Nikulin (boy), p15 Wavebreakmedia Ltd (recording studio) / Anna Demidova (girl- Yasmin) / Warangkana Charuyodhin (boy) / Lopolo (girl- Mira), p16 Wirestock (zebras and ostrich), p18 Moonb007 (folk) / Volodymyr Melnyk (jazz) / Lightfieldstudiospro (rock) / Trak (classical) / Aleksandr Kiriak (dance), p19 Hongqi Zhang (aka Michael Zhang) (girl) / Momentum R (boy), p21 Gabe Palmer (girl) / Albershapiro (boy), p25 Wavebreakmedia Ltd (girl) / Brostock (boy) / Feverpitched (kids in classroom), p26 Seventyfourimages (boy with headphones) / Andreadonetti (girl on piano), p29 Meinzahn (boy), p35 (boy), p38 Famveldman (tennis) / Flynt (crossword) / Ian Allenden (salad) / Nomadsoul1 (boy in gym) / Jacek Chabraszewski (jogging) / Syda Productions (stretching) / Rawpixelimages (diary) / Roman Samborskyi (girl jumping), p40 Dontcut (girl) / Mark Dymchenko (boy), p41 Julia Burlachenko (tofu burger) / Nipa Sawangsri (carrot cake) / Rui Vale De Sousa (gooey cake) / Mariusz Blach (broccoli) / Elena Elisseeva (lentils) / Norman Chan (spinach) / Roksana Bashyrova (crisps) / Luca Santilli (chips) / Atlasfotoreception (fizz drink) / Ivan Mikhaylov (apples), p44 Kostiantyn Voitenko (partners talking), p46 Syda Productions (girl sleeping) / Igor Zhorov (cat sleeping), p47 Natis76 (money), p48 Renaud Philippe (girl studying) / Photographerlondon (girl playing video games) / Ramon Simona Pujado (boy on bike) / Soloway (boy playing guitar) / 8213profoto (lie-in) / Goldenkb (picnic) / Andrii Klemenchenko (teenagers with tablet) / Rohappy (woman walking dog), p54 Wirestock (snowy mountains) / Mario Lopes (sunny beach) / Csls (Eiffel tower) / Alohafoto (swiss lake) / Rui BaiÃ£o (jungle lodge), p55 Richardjohnsonuk (flood) / Siahei Tsiareshka (blown over tree) / Vquang90 (hosepipe) / Jim Mcdowall (snow), p58 Isselee (monkey, lion, mouse, hippo, camel) / Yobro10 (elephant) / Johannes Gerhardus Swanepoel (giraffe / Lerka555 (tiger) / Ferli Achirulli Kamaruddin (zebra) / Prapass Wannapinij (rhino) / Deviney (elephant in zoo) / Valentin Ivantsov (empty enclosure) / Ren  Yann Sanchez (monkey crouching) / Vladimir Venediktov (giraffe) p61 Sergiyn (boy) / Chernetskaya (girl), p63 Seagames50 (camel) / Ewastudio (elephant) / Paddy Godsolve (zebra and giraffe / Liurangtiger (hippo) / Lizu Zhao (lion) / Charlotte Leaper (tigers), p63, p66 Apoplexia (elephant) / Craig Russell (rhino), p69 Chernetskaya (boy) / Akulamatiu (girl), p72 Rido (girl), p74 Reddogs (lock and key) / Leerobin (cabin in woods), p75 Ferli Achirulli Kamaruddin (exchanging item in shop) / Wojciech Boruch (battery) / Robert Kneschke (supermarket manager), p76 Yasonya (Hallstatt) / Tsangming Chang (Chinese Hallstatt), p77 Iakov Filimonov (clothes shop), p82 Javier Catano (Smith Street) / Snicol24 (Tower Bridge) / Steve Allen (Taj Mahal), p83 Krisztian Miklosy (Buckingham palace) / Kmiragaya (Tower of London) / Claudiu Alexandru (London Eye) / C ft fli Gagi  (Big Ben), p85 Oleksiy Oleksyuk (roundabout) / Paulus Rusyanto (filth river) / Pavel Losevsky (graffiti / Brainstormoff (beach with litter), p86 Rfoxphoto (Easter Island statues), p89 Lopolo (girl) / Verdatoe (boy), p97 Georgrudny, p98 Ihor Savenchuk (table) / Vapsik662 (armchair) / Marcel De Grijs (bookcase) / Dmitriy Moroz (cupboard) / Pioneer111 (radiator, sink) / Dan Heighton (wardrobe) / Anthony Paz (bed) / Marusea Turcu (cooker) / Bonsa (sofa) / Oleg Magurenco (fridge) / Micha Klootwijk (lamp), p99 Jose Manuel Gelpi Diaz (boy) / Jelena Ivanovic (girl), p105 Newlight (egg carton) / Chernetskaya (toilet roll) / Alexey Polikarpov (wood) / Feng Yu (soda can) / la64 (wheel), p106 Ben Molyneux (shark house), p108 Empire331 (motorbike) / Ssuaphoto (plane) / Banol2007 (taxi) / Mikael Damkier (boat) / Nancy Dressel (car) / Juri Bizgamjer (minibus) / Invictus999 (pickup truck, bus) / Maxim Petrichuk (helicopter) / Dmitry Kalinovsky (lorry) / Piksel (mechanic) / Tom Wang (seatbelt) / Chernetskaya (breakdown truck) / Lzf (fla tyre), p109 Roman Samborskyi (boy, girl), p113 imtmphoto (kids talking), p114 Michelle Bridges (ticket machine), p116 Robert Dutton (boat) / Jia Li (glacier express), p118 Haiyin (VR headset) / Phanuwatn (Bluetooth speaker) / H368k742 (tablet) / Tomislav Pinter (computer) / Dmitrii Melnikov (robot) / Alexey Boldin (laptop) / Rangizzz (keyboard) / Garjon (charger) / Artboxoflif (smartwatch) / Ronstik (computer mouse), p120 Jelena Ivanovic (girl), p123 Petr Malyshev (keyboard and mouse) / Narupon Nimpaboorn (moon) / Wisconsinart (spaceship) / Micha Klootwijk (smartwatch) / Mohamad Shafi Shabri (Bluetooth speaker) / Kyolshin (laptop) / Alexey Boldin (VR headset) / Lisa F. Young (two girls) / Yuri Arcurs (two boys) / Wavebreakmedia Ltd (boy and girl), p 144 Wrangel (girl) / Tara Grebinets (boy), p145 Svyatoslav Lypynskyy | **Dreamstime.com**; © **HELBLING** p105 (recycling projects); © Final Escape p74 (ghost ship); © Klaus Spielmann p30 (kids talking), p122, p131 (girl with guitar, kids with pen), p133 (kids talking), p135 (girl, boy), p140 (kids working together), p144 (girl, boy), p145 (girl); © National world p59 (Eastbourne storm) (<https://www.sussexpress.co.uk/heritage-and-retro/retro/21-pictures-of-the-great-storm-in-eastbourne-35-years-on-3424260>); p44 monkeybusinessimages (Lucas and Clare), p80 PeopleImages.com - Yuri A (two kids talking), p92 Garder Elena (zebra print), p94 Sasha Al (messaging app background) / **Shutterstock.com**; **Wikimedia Commons** p82 Michael Dibb (Molly's Lodge) (https://commons.wikimedia.org/wiki/File:Molly%27s_Lodge_-_geograph.org.uk_-_1731682.jpg);

Cover image FatCamera | © iStockphoto.com

ENGLISH
Step by Step

Student's Book

2

helbling.com

