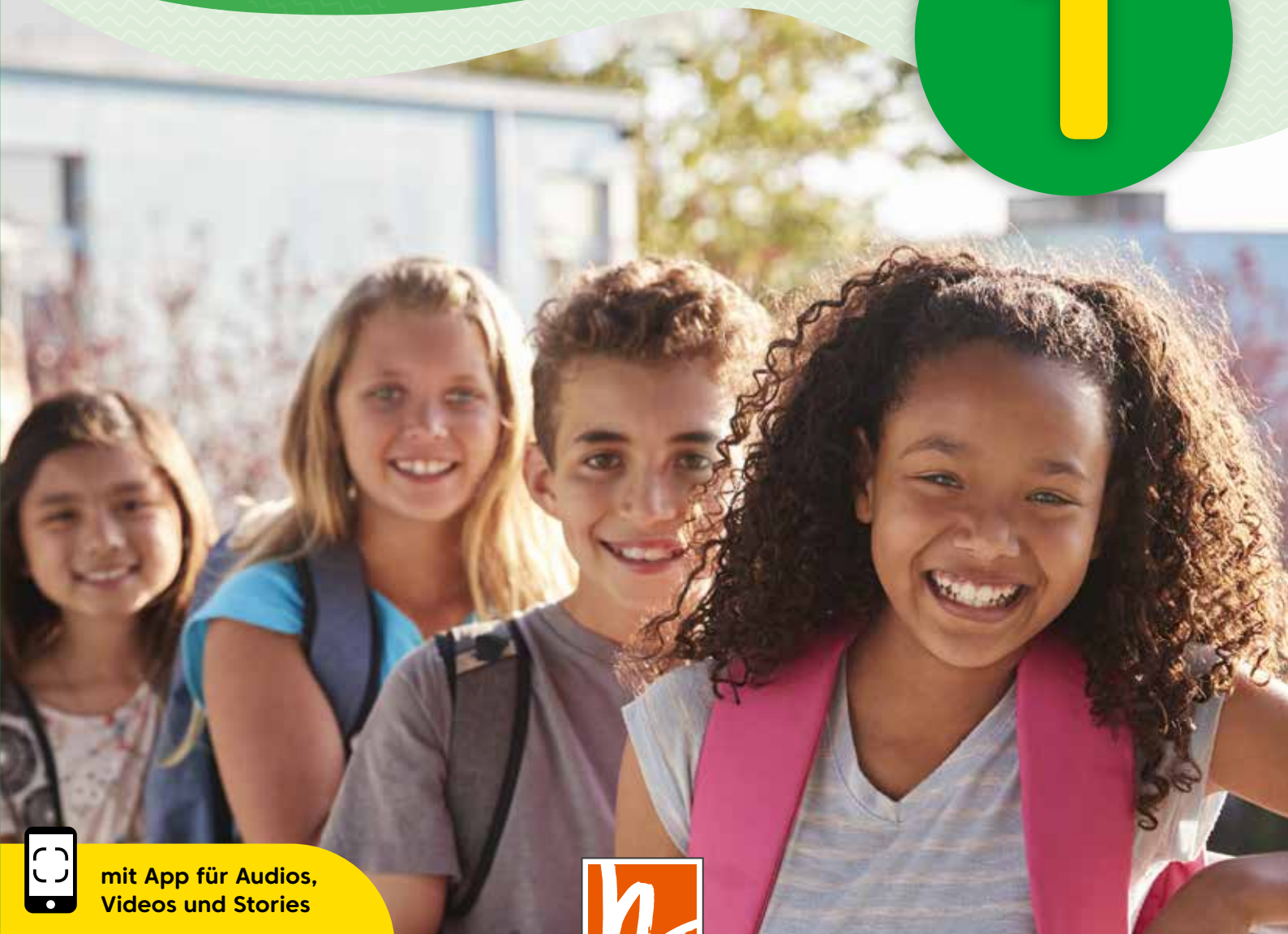
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Student's Book

MORE!

1



mit App für Audios, Videos und Stories

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HELBLING Media App

Mit der **HELBLING Media App** hast du Zugriff auf alle Audios, Videos und *Stories* zu *MORE! 1*.

So einfach geht's:

1. **App herunterladen**
   Lade dir die kostenlose HELBLING Media App im *Apple App Store* oder im *Google Play Store* auf ein Smartphone oder Tablet herunter.
2. **Inhalte hinzufügen**
   Starte die HELBLING Media App und tippe auf ⊕. Scanne den QR-Code oder gib unter MANUELLE EINGABE den untenstehenden Code ein und bestätige die Eingabe. Die Inhalte werden der Media App hinzugefügt.
3. **Inhalte verwenden**



Die Inhalte der HELBLING Media App sind im Buch mit diesen Symbolen gekennzeichnet. Starte die HELBLING Media App, tippe auf **MORE! 1 Student's Book** und wähle die gewünschten Inhalte über das Menü aus.

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

AEN3-NQXD-VUTM-S8XA

MORE! 1 Student's Book

Mit Bescheid vom 1. März 2023, GZ: 2022-0.272.098, erklärt das Bundesministerium für Bildung, Wissenschaft und Forschung das Unterrichtsmittel *MORE! 1 Student's Book* in der vorliegenden Fassung gemäß § 14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86, und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 1. Klasse an Mittelschulen und allgemein bildenden höheren Schulen - Unterstufe im Unterrichtsgegenstand Englisch (Lehrplan 2023) geeignet.

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Puchta | Holzmann | Lewis-Jones | Biggs | Jory

Student's Book

MORE! 1

HELBLING

So lernst du am besten Englisch mit MORE!

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

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

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

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

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

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

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



Zu dieser Übung gibt es eine Audioaufnahme.

Zu dieser Übung gibt es ein Video.

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



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



Bei dieser Übung stehen dir zwei Varianten zur Verfügung.



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



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



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

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

At the end of unit 1 ...

you know

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

you can

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

- Am Ende jeder Unit findest du einen Hinweis darauf, dass du nun wieder zum Anfang der Unit gehen und die Ziele abhaken kannst, die du erreicht hast. Das machst du am besten mit einem Partner / einer Partnerin. Stellt euch dann gegenseitig Fragen nach den neuen Wörtern – in der Unit 1 sind das zum Beispiel die Zahlen von 1–25. Wenn du sie alle weißt, kannst du sie abhaken. So erhältst du einen guten Überblick über deinen Lernfortschritt.

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

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

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

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

E-BOOK+

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

- Alle Übungen aus dem Student's Book sind im E-BOOK+ bearbeitbar und werden **automatisch ausgewertet**.
- Du kannst alle **Audios, Videos und *Stories*** direkt abspielen bzw. anschauen und lesen. Wenn du möchtest, kannst du Audios auch langsamer abspielen.
- In der **interaktiven *Wordlist*** kannst du Wörter suchen, nachschlagen und anhören.
- Der **integrierte Lernplaner** ist ein praktisches Tool, das dich z. B. bei der Vorbereitung auf Tests unterstützt. Du kannst Übungen aus dem Student's Book zum Lernen auswählen und einen Zieltermin im Kalender eintragen.
- ***Dialogue karaoke*:** Hier trainierst du dialogisches Sprechen. Höre dir die Dialoge an und nimm dich selbst auf.

My personal learning track

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

Noch ein Hinweis: Solltest du das E-BOOK+ zum MORE! 1 Student's Book noch nicht haben, kann es auch nachträglich noch bestellt werden.

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Unit 1: Time for school 8-15

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



Unit 2: At the zoo 16-21

Vocabulary	At the wildlife park
Grammar	*there is*, *there are* / Prepositions of place (*in*, *on*, *under*, *in front of*, *next to*, *behind*) / *to be* (af rmative)
Listening	Welcome to Cotswold Wildlife Park and Gardens! / Children talking about themselves
Speaking	Talking about yourself and others / Asking/Saying where things are
Reading	Where's the parrot?
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Speaking	Talking/Asking about pets The Twins 4: The blue T-shirt (clothes / complimenting / responding to compliments)
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Our Young World 3	Jamie's pet
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Writing	Writing a shopping dialogue
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Vocabulary	Months and dates / Rooms in a house
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Speaking	Talking/Asking about dates / Saying/Asking where people were
Reading	The case of the missing cake (part 1)
Writing	Writing a dialogue in the past
MORE!	Grammar chant: *was – were* Sounds right: /θ/ in ordinal numbers (e.g. *fifth*) / Months and dates The Story of the Stones 6: Three stones to rule the universe!
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Reading	Rescue! / A magazine article: Mountain danger
Writing	Writing a story in the past
Our Young World 4	Luna's helping out
MORE!	Sounds right: /t/ /d/ /ɪd/



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Grammar	Past simple (3): Verneinung mit *didn't* / Past simple (4): irregular verbs / Past simple (5): more irregular verbs
Listening	Paula and Michael talk about their screen time / The leopard and the giraffe / Interviews about reading habits
Speaking	Talking about screen time / Talking about books and reading / Tellling a story
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Unit 15: What are you going to do? 118-121

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Listening	Dialogues
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CLASSROOM LANGUAGE 129

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WORDLIST 131-148

UNIT 1 Time for school

At the end of unit 1 ...

you know

- ☐ the alphabet
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- ☐ how to use imperatives (*Befehlsformen*)

you can

- ☐ meet and greet people
- ☐ understand and spell nam… / e…l addresses
- ☐ read and understand a s… st…y ab…t animals
- ☐ understand a short video … uniforms
- ☐ understand, ask… …swer simple questions
- ☐ understand and g… …ctions (*Anweisungen*)
- ☐ write abo… …ou and you… …om

A SONG 4 U

1/1+2

1 **Listen and sing.**



Don't be shy, it's fun to s…k.
Say it in English, speak…t w…
Come on, listen, read a…te.
English only – day …night.

Hey, give me more, mor…e.
Really more, m… …more?
Give m… …every …
Give m… …hat's the way!

English wor… …re re…ly cool.
C… …for school.
H… …rld – h… we come.
We spe… …lish, play the drum.

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

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

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

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

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

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WB p. 4

LISTENING & SPEAKING Asking someone to spell their name / email address

1/3

2 **Listen and repeat the alphabet.**



1/4

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

4 **CHOICES**

1/5

Listen to the dialogues. Then rea[d] ou[t] pairs.

A DIALOGUE 1

Boy Hi, I'm Ahmed. What's you[r]

Girl I'm Chloe.

Boy Nice to meet yo[u]

Girl Erm … my na[me] is Chloe – h – l – o – e.

Boy Oh, I'm sorry.

Girl That's O[K] Ahmed.



B DIALO[GUE 2]

Girl Hi[,] ah[…] your email address?

Bo[y] It's *no[ah]11@zp[m].com*.

[Co]ul[d] it, please?

Boy [Of] sure. N – o – a – h – one – one – at – z[ero] – n – dot – c – o – m.

Girl Thank you.



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

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VOCABULARY Numbers

1/6

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

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



one



two



three



four



.....



seven



.....



nine



ten



el[illegible]n



.....



thirteen



fourteen



.....



six[illegible]


.....



eighteen



nineteen



twenty



twenty-[illegible]


[illegible]


tw[illegible]nty-three



twenty-four



twenty-five

1/7

7 **Look and count. Tick or correct the [illegible]bers. Then listen and check.**

- [x] 8 babies
- [ ] [illegible]
- [ ] 25 b[illegible]s
- [ ] 1 cat
- [x] ~~7~~ bears
- [ ] 17 apples
- [ ] 7 dogs
- [ ] 12 fish



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WB p. 4, 6

READING

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

.....

b **Read the story.**

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

The wide-mouthed frog



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

Frog Hi. How a
Bear I'm fine, tha Wha your name?
Frog I'm Fre y. I'm a -mouth frog and I eat insects. And you?
Bear I'm 'm a bear and I ea oney.
Frog Well, nic et you! By ear!
Bear

Frog Hi. How are yo
Crocodile I'm fine, th . What's your name?
Frog I'm Fredd m mouthed f g and I eat insects. And you?
Crocodile I'm Carl. I oco and I ... wide-mouthed frogs!
Frog Oh, o h! Well. I t go.
Bye!

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9 **How ma f th ks can you do?**

C the c ct answer.

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

Answe estions.

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

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

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

1/8+9

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

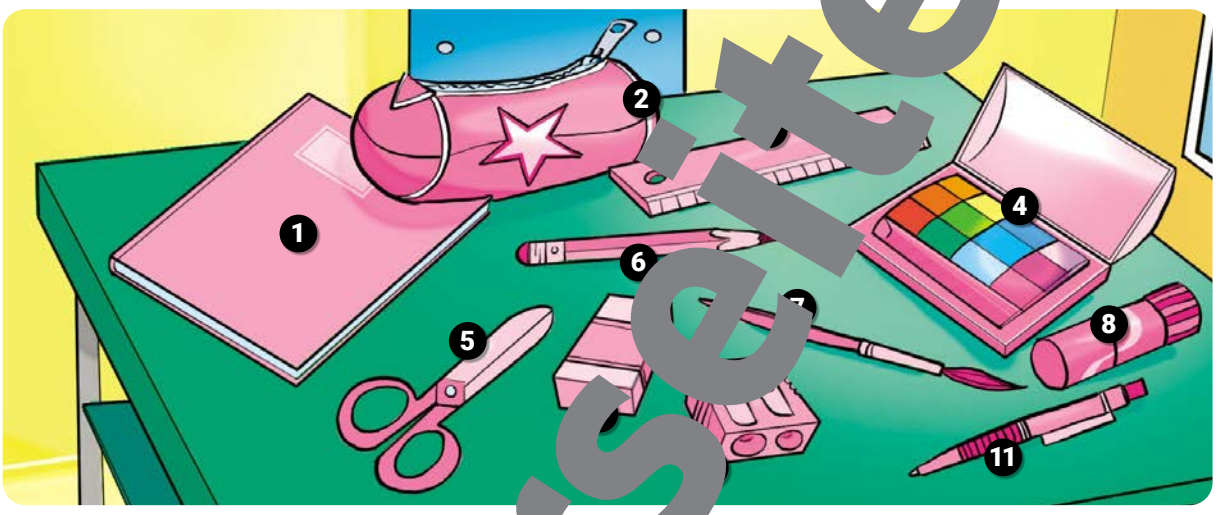
WB p. 9
CYBER Homework 1

VOCABULARY School things

1/10

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

- [ ] glue stick
- [ ] exercise book
- [ ] pencil case
- [ ] rubber
- [ ] watercolours
- [ ] paintbrush
- [ ] pencil sharpener
- [ ] ruler
- [ ] pencil
- [ ] pen
- [ ] scissors



LISTENING

1/11

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

b **Listen and colour.**

red
yellow
blue
orange
green
brown
pink
white
black
grey



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WB p. 4 CYBER Homework 2

OUR YOUNG WORLD 1

Luna's school uniform



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

.....

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

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



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

School ties

1/12

3 **Listen. Then read the texts, number them 1–4 and then say.**

Hello, I'm Leah. I go to West [illegible]rs Middle School. My school tie is green and w[illegible]. C[illegible] find it?

Hi, I'm Leo. My school is [illegible] Comprehensive. My school tie is orange and bl[illegible]n you find it?

Hi, I'm Elle[illegible] [illegible]t. Pet[illegible]chool in York. My school tie is [illegible] blue. Can you find it?

I'm F[illegible] [illegible] the City of London School. Can y[illegible] my sch[illegible]ie? It's yellow and grey.



Leah's tie is number ...



Note
it's = it is

CYBER PROJECT: Our school uniform

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

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VOCABULARY Classroom objects

1/13

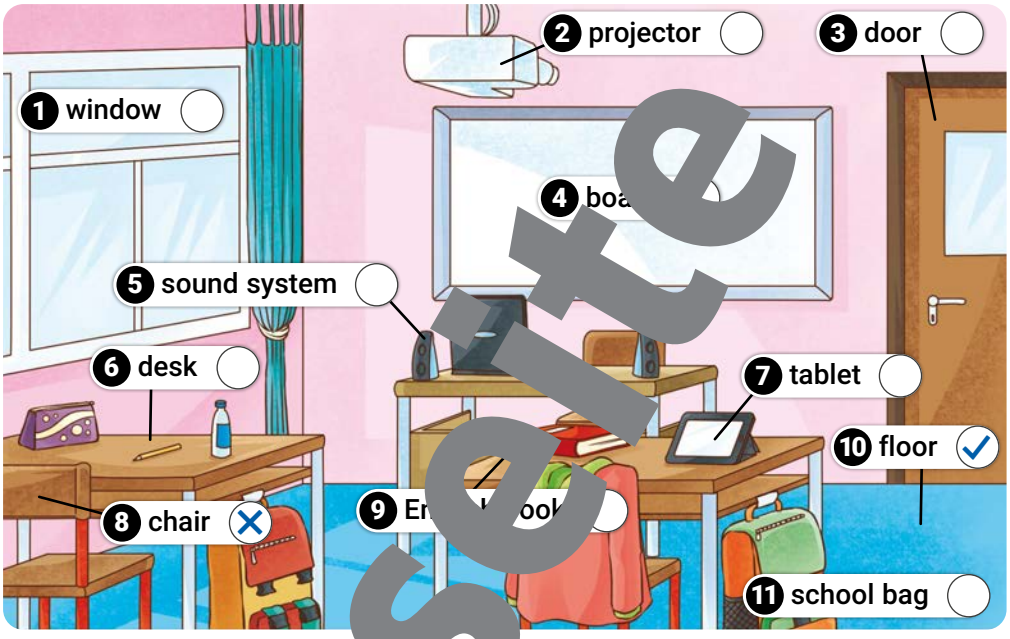
13 **Listen. Are the sentences correct? Write ✓ or ✗.**

Number 10 is correct.





Number 8 isn't correct.



Note
isn't = is not

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

What colour is the chair? ... brown and red.

LISTENING Understanding and following instructions

1/14

15 **Listen and number the pict**



Note
don't = do not

16 **ubbles with the pictures in 15. Write the numbers.**

Switch tablets. ◯ Clean the board. ◯ Don't open your books. ◯

Open the window. ◯ Sit down, children. ◯ Don't speak. ◯ Don't stand up. ◯

Close the door. ◯ Take out your books. ◯ Switch off your tablets. ◯

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WB p. 5, 7, 8

SOUNDS RIGHT /z/

1/15

17 **Listen and repeat.**

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

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





WRITING

18 **Read Mike's text. Then write your own text and draw a pict**

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



GRAMMAR

Plural nouns (Mehrzahlformen) + Irregular plurals (1)

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

a dog – 4 dogs
a bear – 7 bears

Kannst du im Text auf S. *(The wide-mouthed frog* ei unterschiedliche Nomen ural finden? Wie heißen

Wenn ein Nome auf eine Konsona ten + -by), schrei ie Plu ung so:

a baby → *ies)*
Aber: *a bo 3 boy*

Ausnahmen!

a ch ve children
a fish – th sh

Questi s (Fragen)

fragst du nach dem Namen, der E-Mail-Adresse u es jema m geht:

What's your na e? – I'm Sue. (I am …)
at's you mail address? / Can you spell it, please?
ow are u? – I'm fine, thanks. And you?

Imp atives (Befehlsformen)

So sagst du, dass jemand etwas tun soll:

***Stand** up!*
***Open** your books!*
***Close** the window!*
***Take out** your books!*

So sagst du, dass jemand etwas nicht tun soll:

***Don't stand** up! (Do not …!)*
***Don't open** your books!*
***Don't close** the window!*
***Don't take out** your books!*

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

Schreibe den Satz hier auf: .....
.....

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

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UNIT 2 At the zoo

At the end of unit 2 ...

you know

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

you can

- ☐ talk and write abo… urself and others
- ☐ understand oth… tal… about themselves
- ☐ understand, as… nd … wh… things are
- ☐ write about scho… d objects

READING

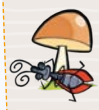
1 **Read the story.**

Note


next to


behind


on


under


in front of



Note

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

Maria How… David, …
…e… a big giraffe.
David …oo… And … there's a parrot under the …
M…a Where?
…id …e! The parrot is blue and yellow. It's be…iful.
Maria …yes. Buddy, you like giraffes!
Buddy WOOF!
…id Look – the…e are three monkeys. They're behind t…e tree.
Maria The tree?
…vid Ye…, …e tree in front of you!
…aria …yes! And there's the parrot!
David …here?
Maria …t's next to the brown monkey. I like monkeys!
B…dy WOOF-WOOF. WOOF!
M…ia What is it, Buddy?
David The parrot!
…aria Where?
David It's on Buddy now!
Buddy WOOF?!



2 **How ma… f th… ks can you do?**

C… the c… ct answer.

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

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

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

Answer the questions.

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

1/16+17

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

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WB p. 14, 15, 18 CYBER Homework 4 (Revision)

LISTENING & SPEAKING Understanding/Saying where animals are

1/18

4 **a** **Look at the poster. Where is this?**

☐ in England ☐ in Italy

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



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

5 **Look at the pictures in 4 and say.**

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

You can	go on … . / see … . / …

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LISTENING & SPEAKING Talking about yourself and others

1/19

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

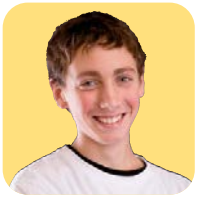
1	☐ I'm Rebecca.	☐ I'm from Oxford.	☐ I'm 11.	☐ I'm in Year 7.
	☐ I'm Veronica.	☐ I'm from Cambridge.	☐ I'm 12.	☐ I'm in Year 8.
2	☐ I'm Robert.	☐ I'm from York.	☐ I'm 12.	☐ I'm in Year 7.
	☐ I'm Roger.	☐ I'm from Cork.	☐ I'm 13.	☐ I'm in Year 8.
3	☐ We're Sam and Catherine.	☐ We're from London.		☐ We're in Year 8.
	☐ We're Karen and Benny.	☐ We're from Liverpool.	☐ We're 14.	☐ We're in Year 9.

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

1 Veronica's from … . She's … . She's in … .
2 … from … . He's … . He's in … .
3 … and … are from … . They're … . They're in …

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

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



I'm … | I'm from … | I'm … | …in …

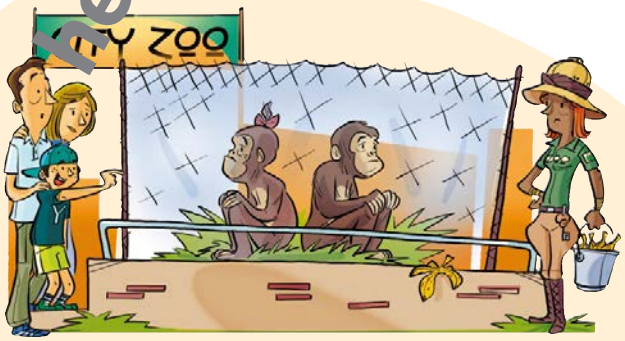
You're … | You're from … | You're … | You're in …



GRAMMAR CHANT *to be*

1/20

9 **A chant. Listen and repe…**



Monkeys, monkeys,
monkeys in the …
Monke… …keys
here's a …



You …
I'm not ha…
Let me out.

Monkeys, monkeys …

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

Monkeys, monkeys …

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

Monkeys, monkeys …

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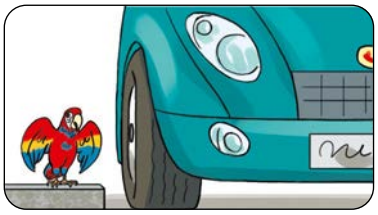
WB p. 17, 18 CYBER Homework 5

SPEAKING Asking/Saying where things are

1/21

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

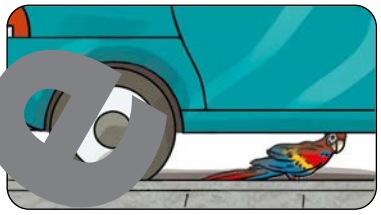
Note
it's = it is



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



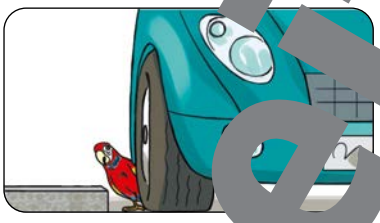
2 It's ..... the car.



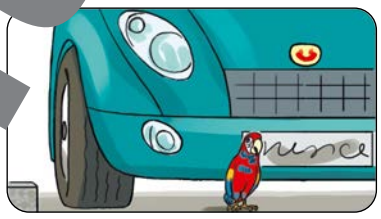
3 It's ..... the car.



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



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



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

11 **CHOICES**



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

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

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

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

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WRITING

12 CHOICES

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

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

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

There is a book on the desk.
Next to …



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GRAMMAR

there is / there are

So kannst du ausdrücken, dass etwas vorhanden ist / sind:

There is a train.
There is a penguin.

There are two trains.
There are two penguins.

Prepositions of place

So fragst du, wo sich etwas befindet, und so antwortest du:

Where's the frog?

It's in the shoe.



to be (affirmative)

Das Verb „sein" (ich bin, du bist, er ist, …) hat im Englischen die folgenden Formen:

I'm (I am) …
You're nice. (You are nice.)
He's in class 4A. (He is in class 4A.)
She's 11. (She is 11.)
It's yellow. (It is yellow.)

We're from York. (We are from York.)
You're happy. (You are happy.)
They're from London. (They are from London.)

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

My personal learning track

WB p. 16, 17, 19

CYBER Homework 6

THE STORY OF THE STONES 1

They're here!







1 **Look and say.**

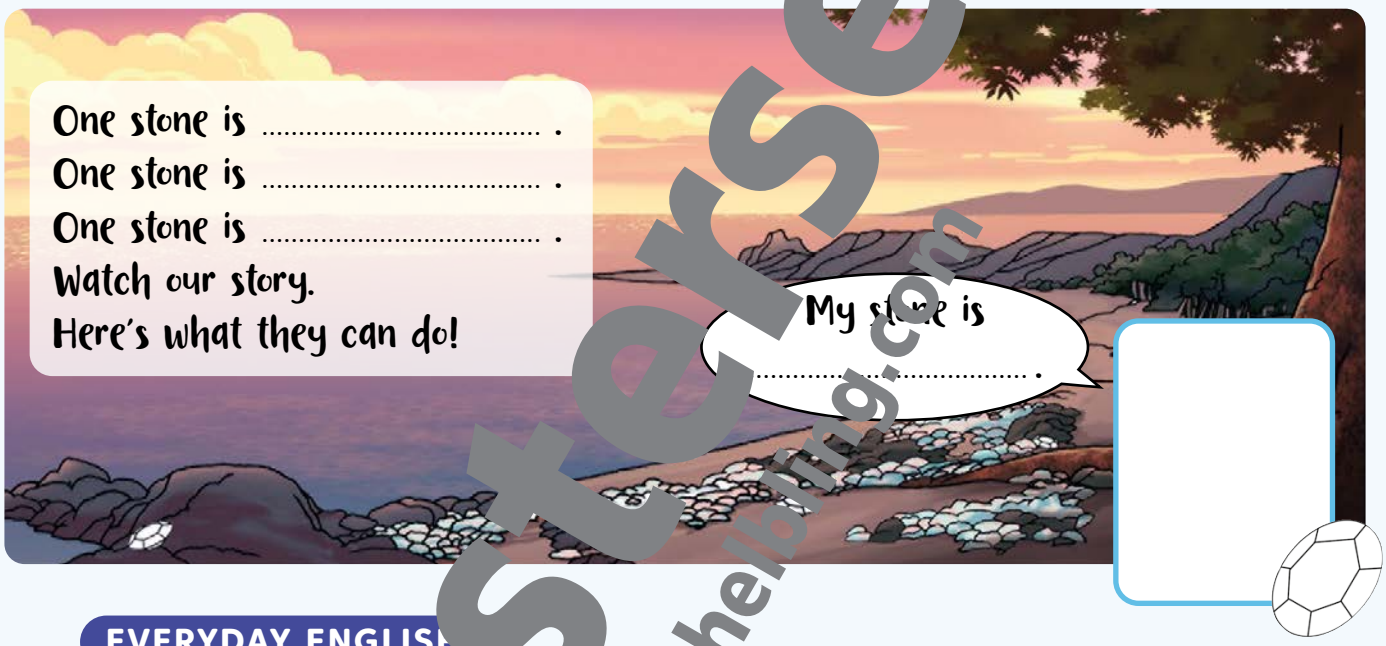
☐ I think it's a fantasy story.
☐ I think it's a real story.

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

....

1/22

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



EVERYDAY ENGLISH

4 **Match the pictures with the phrases.**

1 Let me see. 2 How strange! 3 At last!







5 **Can you do the puzzle?**

CODE: ◆ = P ✿ = W ○ = E □ = S

_ _ _ _ _ _ _ _ _ _ _ _
◆ ✿ ○ □ ○ □

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UNIT 3 Pirates

At the end of unit 3 ...

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

you can
- ☐ understand descriptions of people
- ☐ describe yourself and other peo
- ☐ understand what other people h ave got
- ☐ say what you and other people h t got
- ☐ use a mind map to wri cription somebody

1 **Read and number the pictures.**

Pirates of the Caribbean





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

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

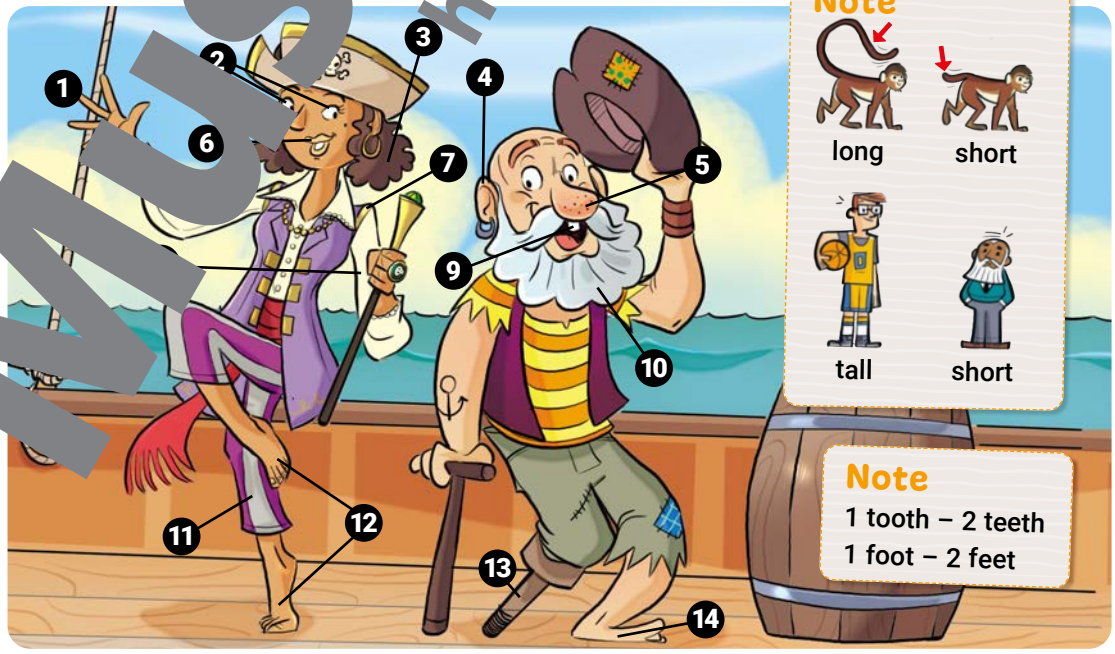
There is a famous series of pirate films called *Pirates of the Caribbean*. Blackbeard is also in the films. In the film, Blackbeard has got very long hair.

VOCABULARY Parts b dy

1/23

2 **Listen and point. Then mber the words.**

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



Note

Note
1 tooth – 2 teeth
1 foot – 2 feet

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WB p. 22, 23

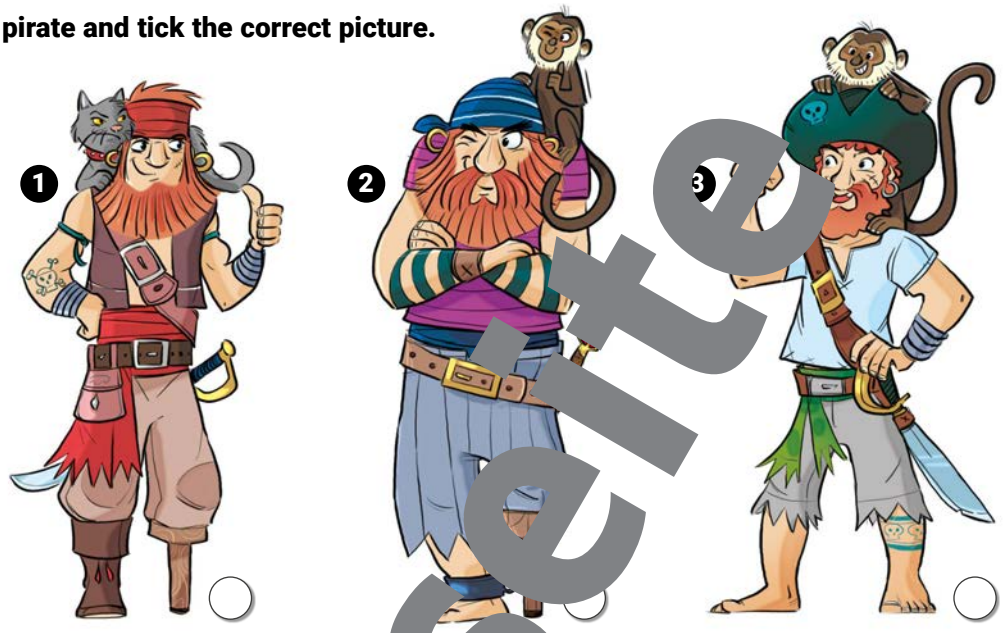
CYBER Homework 7 (Revision)

LISTENING & SPEAKING Talking about what you have got / haven't got

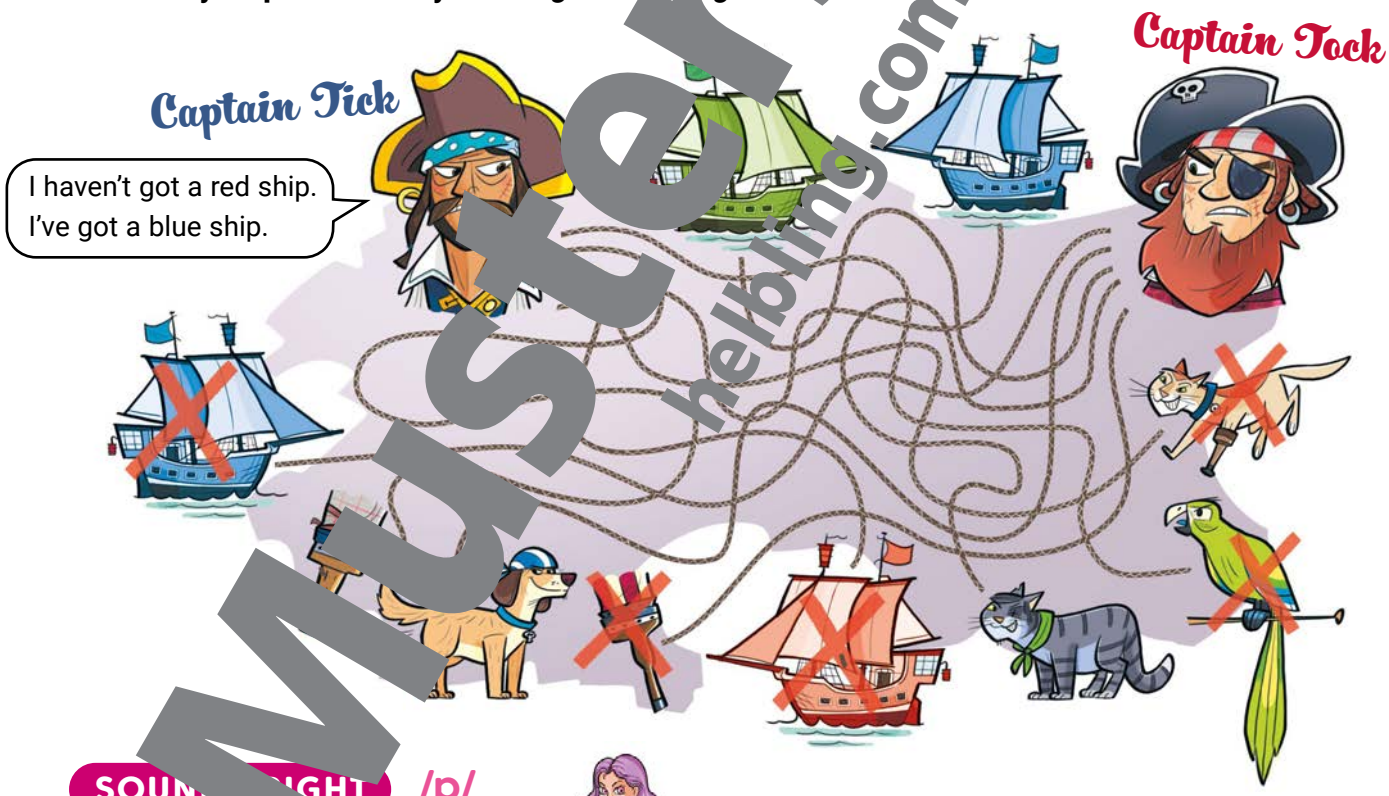
1/24

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

Note
I've got = I have got



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



SOUND & LIGHT /p/

1/25

5 **Listen and repeat.**

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



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READING

Dana, the pirate

1/26

6 a Look and tick.

Dana is ☐ a pirate.
☐ a girl.

b Read the story. Then listen to it.





1 This is Dana. Dana loves pirates. She's got a lot of books ab…es.

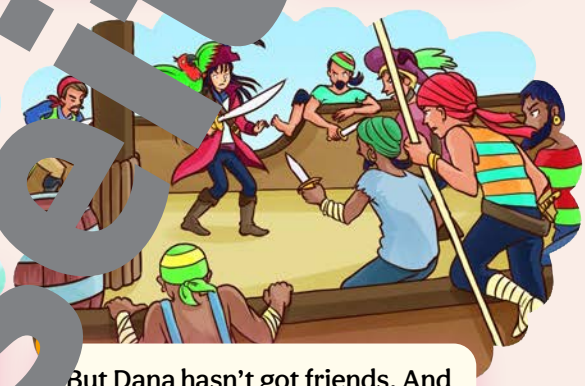
Lots of books.



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



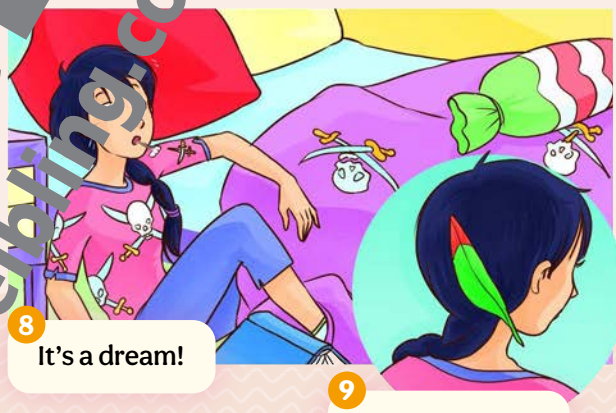
4 Dana is a pirate. She's got a parr… on her shoulder and she's got a golden tooth in her mouth. A… she's got a ship. A big ship.



But Dana hasn't got friends. And the pi…tes haven't got a ship.



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



8 It's a dream!

9 Just a dream …

7 Look at … picture… …swer the questions.









Note
Answer with:
Yes, she has. / No, she hasn't.

1 Has Dana got a book?
……

2 Has Dana got a wooden leg?
……

3 Has Dana got a pirate ship?
……

4 Has Dana got a pirate ship?
……

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WB p. 25, 26, 28

LISTENING & SPEAKING Saying what another person has got / hasn't got

1/27

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

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



9 **Read and complet**

Boy OK. Has your pirat… a big nose?
Girl A big no… …got a big nose.
Boy …ot blac…ir?
Girl …ot black hair. He's got grey …
B… …a beard?
Gi… …o, he ha…'t got a beard.
Boy …got blue eyes?
Girl His eyes are brown, but he's only got one eye.
Boy OK, he's got a big nose. He's got grey hair. He hasn't got a beard and he's got one brown eye. Is your pirate ..... ?
Girl Yes, he is!

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

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

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

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11 CHOICES

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



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

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



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



Fred and Frank are brothers. Frank has got a pelican on his right shoulder, and Fred has got a pelican on his left shoulder. Fred has got a brown beard. Frank has got a beard. They've got blonde hair. Frank has got a small nose. Fred has got a wooden leg.

Fred Frank

A SONG 4 U

1/28+29

12 **Listen and sing.**

The pirate song



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

A cutlass* rings.
A pirate sings.
Ho, ho, hey, hey!
Ho, ho, hey, hey!
Pirates' voyages!
We're pirates true.
Ho, ho, hey, hey!
Ho, ho, hey, hey!

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

Ho, ho, hey, hey! Ho, ho, hey, hey!
Ho, ho, hey, hey!
A cannonball*.
The pirates call.
Ho, ho, hey, hey!
Ho, ho, hey, hey!
We're pirates true.
And we want you!
Ho, ho, hey, hey!
Ho, ho, hey, hey!

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

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







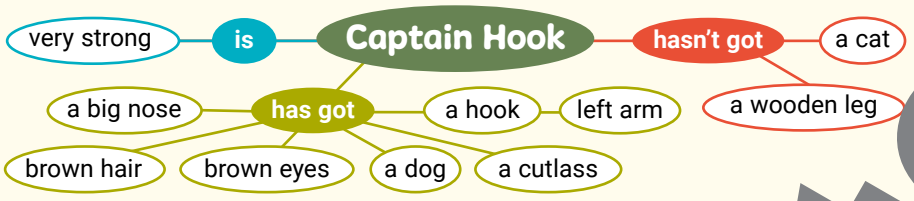
VOCABULARY: ***cutlass** – Piratensäbel; **cannonball** – Kanonenkugel

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WB p. 26, 27

WRITING

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



This is Captain Hook, [illegible] pirate. He has got br[illegible]n hair and brown [illegible]es

GRAMMAR

have got – haven't got

+	–	?
I/You **have got** a cat.	I/You **haven't got** a ca[illegible]	**Have** I/you **got** …?
He/She/It **has got** a small nose.	He/She/It **hasn't** [illegible]t a sh[illegible]	**Has** he/she/it **got** …?
We/You/They **have got** a big ship.	We/You/They [illegible]**en't** [illegible]ig ship.	**Have** we/you/they **got** …?

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

Mithilfe von [1]..... [illegible]gst du, dass du [illegible]as hast.

Mithilfe von [2]..... [illegible]u, dass du [illegible]was nicht hast.

Note:
*He **has got** a cat. = He's got [illegible]*
*They **have got** strong arms. The[illegible]e g[illegible]strong a[illegible]ms.*
*I **have not got** blue eyes. = I [illegible]lue eye[illegible]*
*He **has not got** a d[illegible]e **hasn't got** a dog.*



Irregular plurals (2)

*one foot → two **feet** [illegible] → five **teeth***



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

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THE TWINS 1

Feeling bored?

Developing speaking competencies

Language function

☐ I can make suggestions (*Vorschläge machen*)

Speaking strateg

☐ I can respond (*auf V[illegible]ge a[illegible]worten*)

VOCABULARY Activities

1/30

1 **Write the activities under the pictures. Then listen and c[illegible]**

go to the cinema	go shopping	go bowl[illegible]
go swimming	go skateboarding	go to t[illegible] the[illegible] pa[illegible]



1 .....



2 .....



3 .....



4 .....



.....



6 .....

1/31

2 **Watch [illegible]en to t[illegible]gue. Then read it. What activities does Lucy suggest?**

Leo I [illegible]ore

Lucy Me t[illegible] let's [illegible] something.

L[illegible] [illegible]But what?

Lu[illegible] [illegible]et's go [illegible]mming.

Leo [illegible]ing? No, I hate swimming.

Lucy OK, we could go shopping.

Leo Boring.

Lucy OK, no swimming, no shopping. I know! Let's go to the cinema.

Leo The cinema?



Lucy Yes, there's a great new pirate film at the Odeon.

Leo No, I hate pirates.

Lucy I give up!

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



1 I'm bored. T / F

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

Lucy



3 Swimming is a bad idea. T / F

4 A pirate film? No, thanks! T / F

Leo

USEFUL PHRASES Making suggestions

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

1 shopping / we / go / could — We could go shopping.

2 swimming / go / let's — .....

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

Lucy and Leo go .....

MOBILE HOMEWORK

Watch part 2 of the video and check your answer.

SPEAKING STRATEGY Responding

5 **Look at the responses. Draw ☺ or ☹ next to each one.**

Boring. ◯ Good idea! ◯ I like swimming. ◯ I hate swimming. ◯

6 **CHOICE**

A **Work in pairs.**

A Suggest an activity from 1. → B Respond.

A Let's go swimming.

B Good idea!

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

Student A

You are bored. Tell student B and suggest:

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

Student B

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

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

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UNIT 4 Emotions

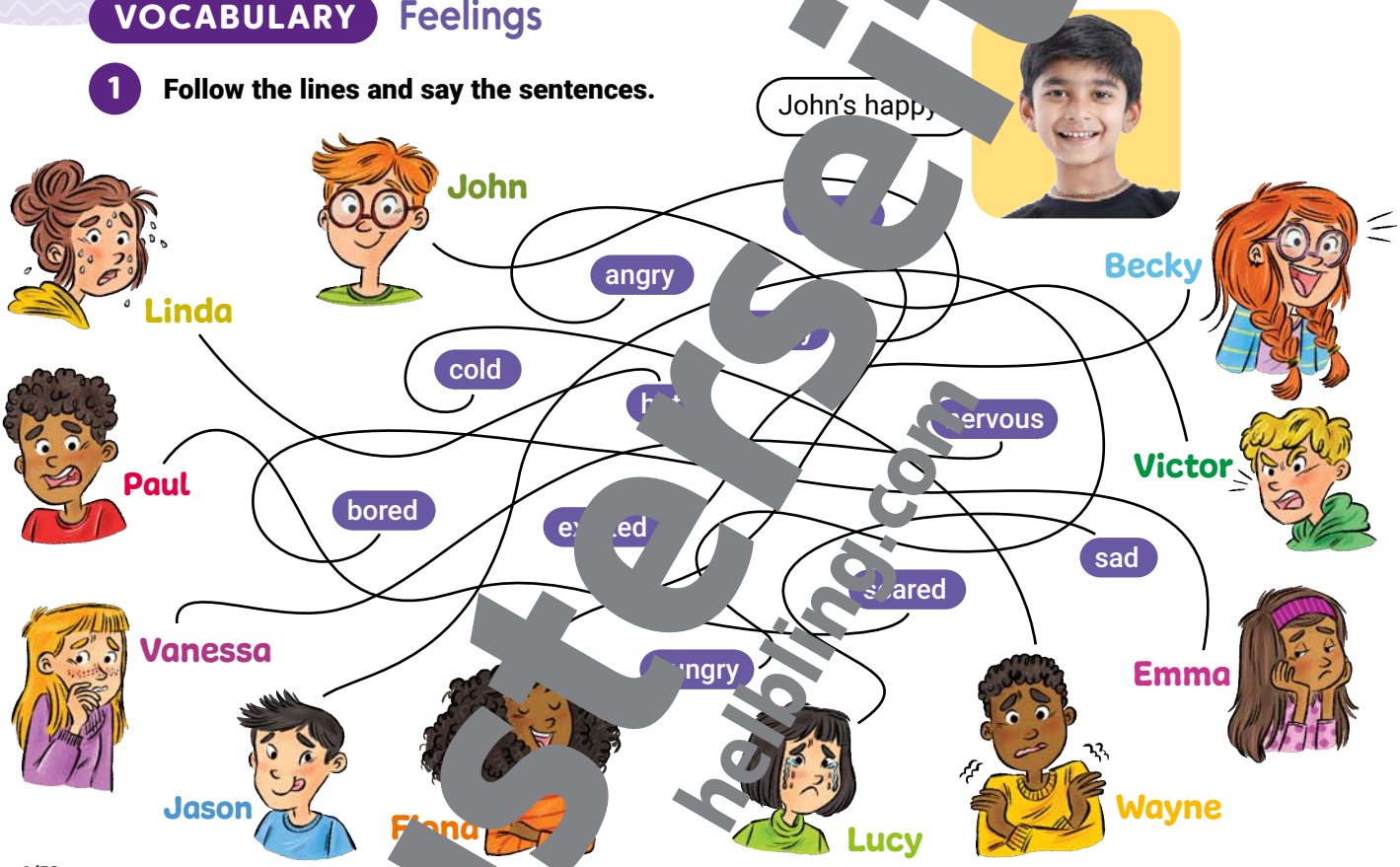
At the end of unit 4 ...

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

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

VOCABULARY Feelings

1 **Follow the lines and say the sentences.**



1/32 **2** **Listen and circle the correct words.**

1 He is *cold* / *hot*.
2 She is *sad* / *bored*.
3 They are *happy* / *angry*.
4 He is *bored* / *scared*.
5 She is *proud* / *hungry*.
6 They are *bored* / *excited*.
7 He is *angry* / *happy*.
8 She is *nervous* / *excited*.
9 He is *hot* / *proud*.

READING

1/33 **3** **a** **Look at the story on page 31. Where are they?** .....

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

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

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WB p. 31, 32 CYBER Homework 10 (Revision)

The school play



Mike is excited.



Miss Baker isn't happy.



Miss Baker still isn't ha



Miss Baker still isn't happy.







Mike is nervous.



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

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READING

1/34

4 **a** **Look. Find out the name of the city.**

b **Listen to the story. Then read it.**

A day in the life of Richard



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



There are fi e tourists. The uri s are
excited. They've got a camera. I
excited? No, he isn't. He's angry.



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



It's aft n. The sun is out.
Richard ld now.
He's ot. He y hot!



It's evening. Is Richard e's just red.



chard is at work now.
Richard's at home.
Is he happy? No idea.
He's a eep.

5 **How m ese t an you do?**

Choose t ori wer.

1 Richard's hat is *red* / *black* / *brown*.
2 Richard is *wet* / *cold* / *tired*.
3 The tourists are *bored* / *happy* / *excited*.

Circle a) or F (*False*).

4 All the tourists have got cameras. T / F
5 One tourist has got a hamburger. T / F
6 Richard has got no lunch. T / F

Complete the sentences.

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

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WB p. 34, 35

SPEAKING Talking about feelings

1/35

6 CHOICES

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

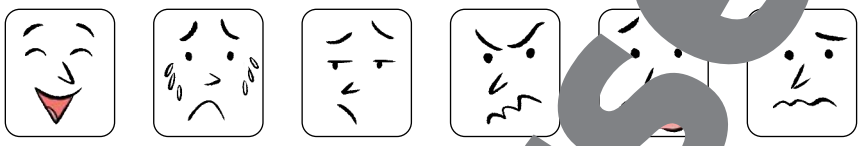
A DIALOGUE 1

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

B DIALOGUE 2

- ☐ Is it big?
- ☐ Are you OK?
- ☐ Scared? Why?
- ☐ Oh dear. Why?
- ☐ [illegible]t.
- ☐ [illegible]at in our room.
- ☐ We're very scared.
- ☐ [illegible]ery big.

7 Work in pairs. Draw on each face how the kids are f[illegible]. Then find out about your partner's kids and draw.



Student A



Liz



m



Peter and Ahmet



Karen

Student B



Sue



Noah



Yasmin and Jane



Jim

A Is … happy?

B Yes, [illegible] is.

A Is … happy?

B No, he/she isn't. He/She is sad.

A Are … and … happy?

B Yes, they are. / No, they aren't.

SOUNDS RIGHT Days of the week

1/36

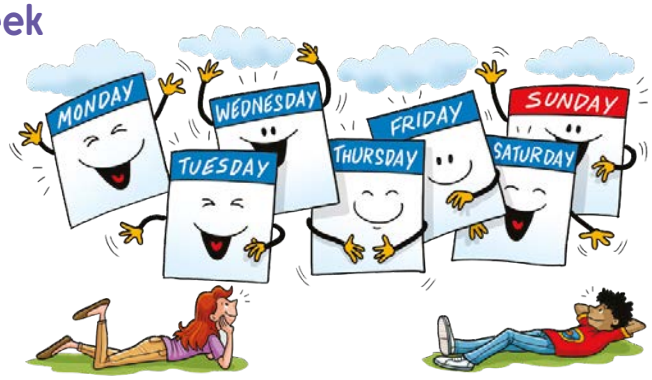
8 A [illegible] Listen and repeat.

Monday, Tuesday, Wednesday – cool.

Thursday, Friday – no more school!

Saturday and Sunday – great!

Tomorrow's Monday – don't be late!



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





1 ..... Tuesday .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....

10 **Work in pairs. Talk about a picture in 9.**



It's Monday. Gina is t...

It's Tuesday. Gina is ...

A SONG ABOUT U

1/37+38

11 **Listen a... sing.**

Just be you

I ... sad.
Things ... od.
They're not ... bad.

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

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

I'm excited
for today.
I've a feeling.
I know the way.

I'm so happy.
I'm OK.
I'm with my friends
at school today.



Just be you...

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WB p. 32

LISTENING

THE MAGIC BOTTLE

1/39

12 **Listen to Bob and Jill. Sing along.**

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





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

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

1/40

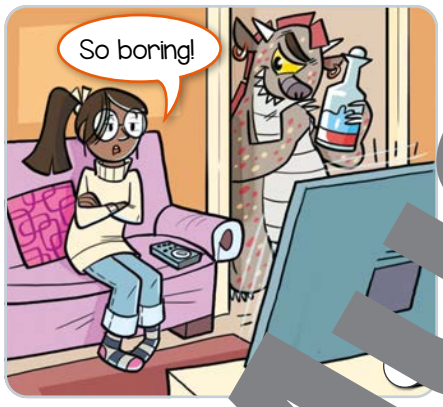
13 **Listen to the radio play *The magic bottle* and complete the sentences with the words from the box.**

sad bored ed angry

1 Tim is .....
2 Lilian is .....
3 Ro .....
4 Jill is ..... .
5 Bob is ..... .

1/40

14 **Put the pictures in the correct ord en l en again a check.**















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WRITING

15 CHOICES

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

1 I've got ..... on Thursday.
2 It's ..... today. I've got football and I'm ..ed.
3 I'm happy because it's my birthday on .....
4 It's the school play on ..... an.. ..rvous.
5 I'm so excited there's a ..... on ..... .

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

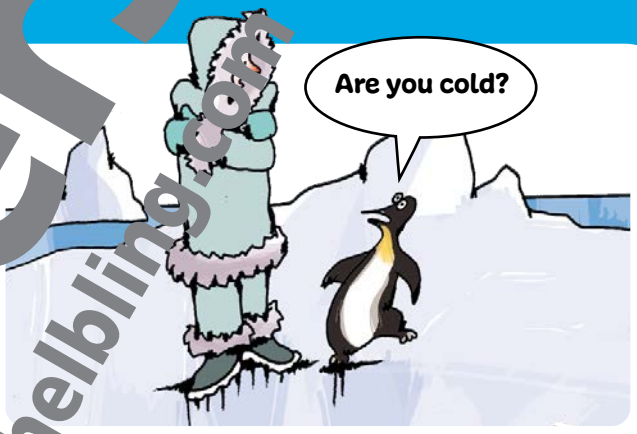
.....
.....
.....
.....

GRAMMAR

to be (negative)

So bildest du die Verneinung mit ..e:

I'm not (am not) happy.
You aren't (are not) excit..
He/She/It isn't (is not) cold.
We aren't (are not) hungry.
You aren't (are not) hot.
They aren't (are not) a..y.



Questions w.. be

So bildest du F..n und A..worten mit den verschiedenen Formen von *be*:

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

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

THE STORY OF THE STONES 2

Don't worry – it's me!

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



2 **Can you say the rhyme of the stones?**

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

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

rat eagle tiger







1 .....

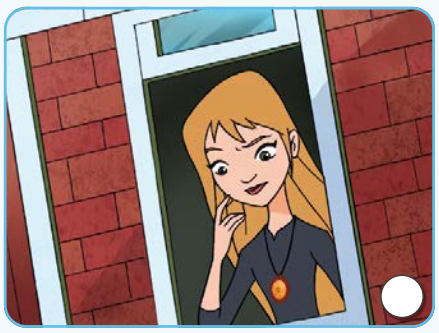
3 .....

EVERYDAY ENGLISH

4 **Match the pictures to the phrases. Write the numbers.**

1 Try it! 2 [illegible] 3 What's happening?







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UNIT 5 This is our band

At the end of unit 5 ...

you know

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

you can

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

VOCABULARY Musicians and instruments

2/1

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

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



2/2

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

~~James~~ Ellie Bacon Steve Jack Dan

Hi, I'm [1] James. I'm the singer of our band. Its name is *Project 11*. This is [2] Ellie. She's the keyboard player. And this is her boyfriend, [3] Steve. He's our saxophone player. This is [4] Bacon and his brother [5] Jack. They play the guitar. And this is their dog. His name is [6] Dan.



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

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WB p. 40, 41 CYBER Homework 13 (Revision)

READING

3 **Read the story.**

The perfect job





Pete Wow! Cool! You're a great band.
James Thanks. I'm James. What's your nam
Pete Hi, I'm Pete.
James Nice to meet you, Pete. Meet my frie
This is Jessica. She plays th dru .
Pete Hi, Jessica!
Jessica Hi!
James And there's Dan, Steve, Ell and Jack.
Pete Hi there.
Band Hi!



Pet Erm ... Erm ... Can I play in your band?
Can you play the guitar?
Pete Yes, I can.
Jess a No, can't.



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



James Ca ing?
Pete I'm not me try. ... *I lov you so* ...
Jack Oooops!
Pete No, I can't.
James Oh, don't worry.
Ellie We've got the perfect job for you.
Pete Really? Wow!
Jessica Yes, come back tomorrow at fi e. We've got a concert at eight.



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

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

2/3+4 **5** **Check your answers with a partner. Then listen to t**

A SONG 4 U

2/5+6 **6** **Listen and sing.**

Music is our



When the drummer gets going
and the band starts to rock,
it's time to move your body
and dance around the clock.
Yeah, music, music, music – Musi[illegible] life

Hear the beat – it's so co[illegible]
There's music here at our s[illegible]
Shake your arms and shake you[illegible]
Swing in time with the [illegible]t!

When the drummer ge[illegible]

[illegible]orget the tests – have some fun.
E[illegible]joy the music, everyone!
Move your body, left and right.
Dance and sing, day and night!

When the drummer gets going …

7 **Complete the s[illegible]tences w[illegible] *can* or *can't*.**

1 ..... you p[illegible] guitar, Pete? – Yes, ...
2 ..... you[illegible]g, Pete? – No, I ..... .
3 [illegible] ..... play the guitar.
4 Bacon ..... sing.
5 Ellie ..... play the keyboards.
6 Pete ..... carry their instruments.

2/7 **8** **Liste[illegible]rite the words.**

nose
ears
hands
head



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

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WB p. 40, 42, 44 CYBER Homework 14

SOUNDS RIGHT *can – can't*

2/8

9 **Listen and repeat.**

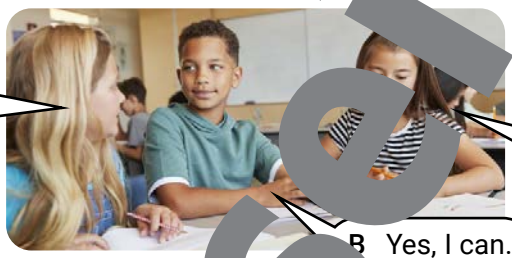
Note
I can't = I cannot



Can you carry fifteen cans?	I **can't** carry fifteen cans.
Can you drink them in one go?	I **can't** drink them in one go.
Can you eat a hundred apples?	I **can't** eat a hundred apples.
Can you really? Is that so?	I'm not a hippo, no no no!

SPEAKING Saying/Asking what you or oth[illegible]an or can't do

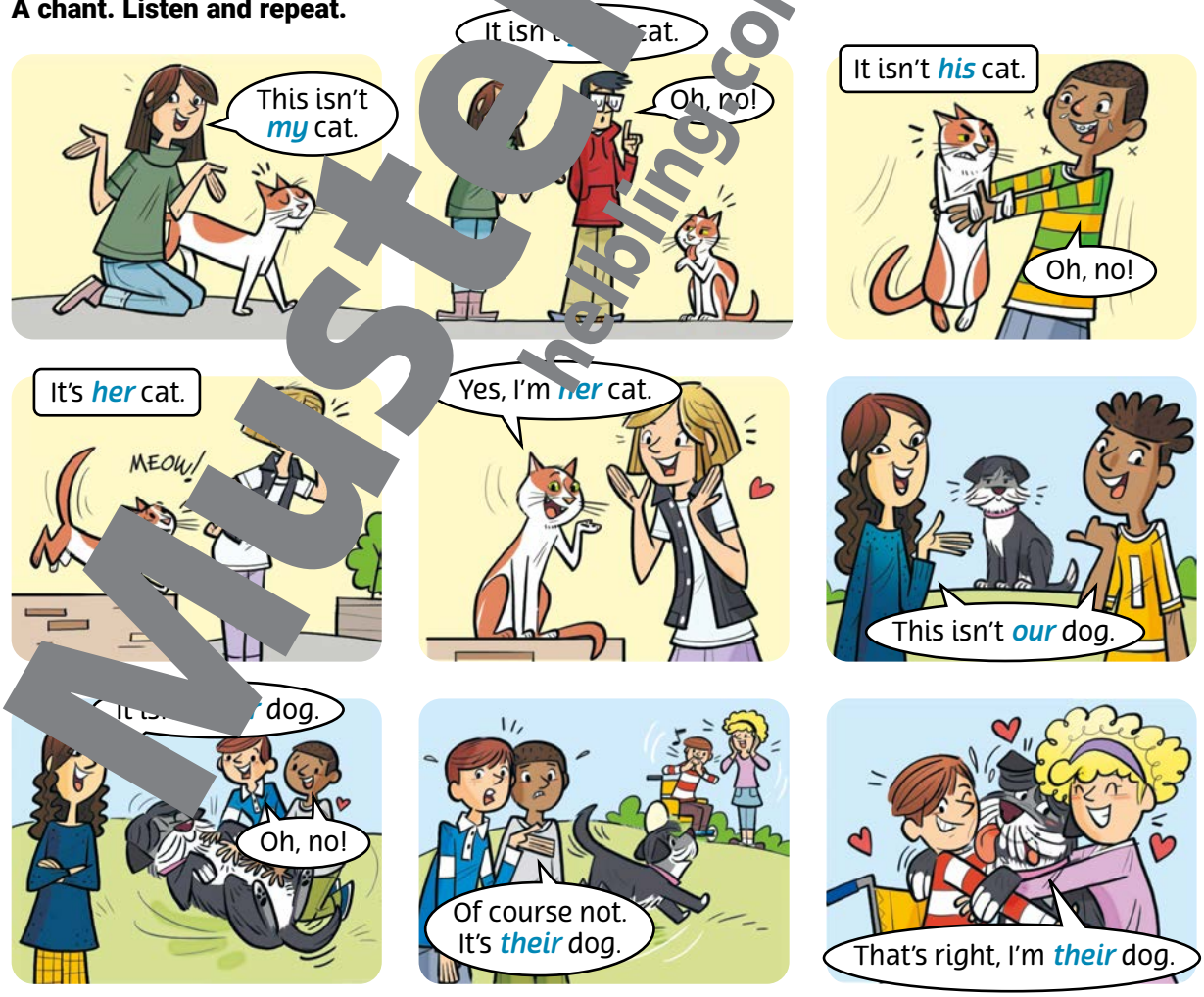
10 **Find out five things your partner can do and three t[illegible]gs he/she [illegible].**



GRAMMAR CHANT Possessives

2/9

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



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WRITING



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

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

GRAMMAR

Possessives (besitzanzeigende Fürwörter)

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

I – **my**	*This is **my** sister Jessica.*
you – **your**	*What's **your** name? – I'm James.*
he – **his**	***His** name's Jack.*
she – **her**	***Her** name's Ellie.*
it – **its**	*This is a new band. **Its** nam… Project 11.*
we – **our**	*We are Dan and Steve. And … **ur** dog.*
you – **your**	*Dan and Steve, **your** guit… are gr…*
they – **their**	*Dan and Steve are br…ers … **eir** dog is Bacon.*



can – can't

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

…Beis… links. Setze dann *can* oder *can't* ein:

M… …s Wortes [1]…… sagst du, dass jemand etwas kann.
Mithilfe … …es [2]…… sagst du, dass jemand etwas nicht …nn.



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

OUR YOUNG WORLD 2

Jamie's money





1 **Watch the video and complete Jamie's sentence:**

I get pocket money from ..... .

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

- My profit is £120.
- But Mr Davis, my teacher, isn't happy!
- A cup of apple juice at the school canteen is £2.
- At the supermarket, a litre of apple juice is £1.
- I give my profit to the Clothes Doctors.
- I get ten litres of apple juice from the supermarket.

FIND OUT The economy

3 **Match the questions with the answers.**

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

Our money world

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

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







CYBER PROJECT: Jamie's problem

5 **Work in groups.**

- **Create a role play about Jamie's problem.**
- **Think of a good ending**
- **Make a video.**

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THE TWINS 2

Kitty isn't here

Developing speaking competencies

Language function

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

Speaking strateg

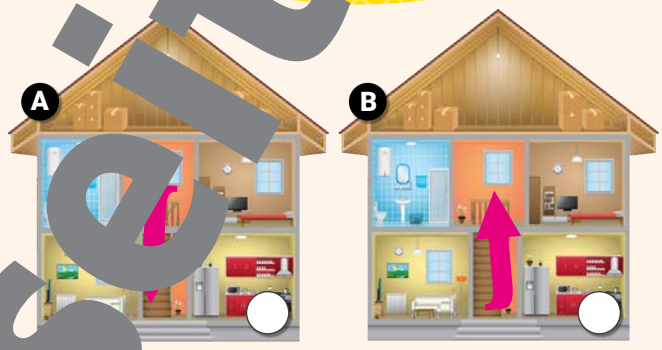
☐ I can ask for repetit… and …bitten, etwas zu wiederhole…)

VOCABULARY Places

2/10

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

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











2/11

2 **Watch or listen to the dia…gue. The… ad it. Wha… places do Lucy and Leo mention?**



Lucy Can you help m…
Leo Sorry?
Lucy Can you he… lease, …eo?
Leo Yes, of course. W… …e problem?
Lucy Kitty is…
Leo …?
Lucy …re.
Leo Shh… Kitty… …ty!
L… …thin… …an you help me? Look in the garden, please.
L… OK. A… …?
Lucy …look upstairs.
Leo OK, le… …go.

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

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

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USEFUL PHRASES Asking for help

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

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

? What do you think? Answer the questions.

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

MOBILE HOMEWORK

Watch part 2 of the video. Fill in *Lucy* or *Leo*. Then ch... ur ans...ers to the questions above.

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

SPEAKING STRATEGY Asking fo... repetition

5 **Complete the dialogues with the correct word... eck wit... e dialogue in 2.**

1 **Lucy** Can you help me?
Leo S..... ?
Lucy Can you help m... e, Leo?

2 **Lucy** Kitty isn't here.
Leo ..... ?
Lucy Kitty isn't here.

6 CHOICES

A **Work in pairs. Student ... fo... help. Student B do... unders...d and asks for repetitio... the words from the ...x.**

help / home... open ... for me
get me / sand... ... / school bag

A Can you help me with my homework, please?
B Pardon?
A Can you help me with my homework, please?
B Yes, of course.

B **PLAY: W... n pairs. Look a... situation and the roles. Think of a r... play with a partner. Take two or three minutes to practise it. Don't write it down. Act it out in class.**

Roles: You and your friend
Situation: You are at home. You can't find your pen. Ask your friend for help. Ask your friend to look in different places before you find it.
Language: Don't forget to ask for repetition.

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UNIT 6 The world's best detective

At the end of unit 6 ...

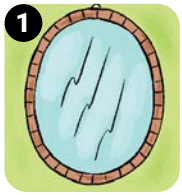
you know
- ☐ 14 action verbs
- ☐ how to use the present simple
- ☐ how to use *a lot of / lots of*

you can
- ☐ understand and tell a detective story
- ☐ understand a comic
- ☐ write a detective story

VOCABULARY

2/12

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












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

READING

2 **Read the story.**

The lost bird

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

"Sherlock!" says a man. It's Grey, Doctor Grey.

"Good morning, Doctor Grey!" says Sherlock. "How are you?"

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

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

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

Sherlock runs out of the office and to the reception room*.

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

"Sorry!" says Sherlock.

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

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

"OK. Fine!" says Sherlock. He puts the hat on his head. Sherlock climbs down the tree. He walks back to the office.

Doctor Grey and the old man are in his office.

"Good morning, Sherlock Groans," says the man. "Please help me. I can't find my bird!"

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

"Umm ... is this your bird?" asks Sherlock. The old man looks at the blue bird.

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



VOCABULARY: ***reception room** – Wartezimmer

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WB p. 49, 53 | CYBER Homework 16 (Revision)

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

1 Sherlock Groans is in the park. T / F
2 Sherlock Groans closes the window. T / F
3 Doctor Grey is Sherlock's friend. T / F

4 Sherlock Groans looks for *his hat* / *his bird* / *his friend*.
5 The hat is *in the street* / *on the window* / *in the tree*.
6 Sherlock Groans puts the bird *in the tree* / *in his jacket* / *under h*

7 Doctor Grey and the old man are ..... .
8 The old man can't find ..... .
9 The old man thinks Sherlock Groans is ..... .

2/13+14

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

SPEAKING Telling a detective story

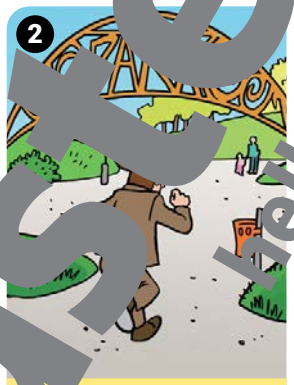
5 **Look at the pictures. Tell the story "Sherloc roa ds the dog". Use the words below.**



Sherlock Groans le his office. First, h goes to the park. He … the dog. Then he … a tree. He ead. Then he … the tree. The dog … Sherlock Groans. Now, th … Sh ock Gro ns to a hospital.



1 leave


2 go to


3 look for


4 climb (up)


5 bump


6 fall out of


7 find



8 pull

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6 **Read the text.**

A FAMOUS DETECTIVE



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

Sherlock has got a friend. His name is Dr Watson. Dr Watson helps Sherlock Holmes. People come to Holmes and ask for help. Holm atson are very cleve he atch l the bad peopl

here books and 56 t stories about Sherlock also in lots of fil s.

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

1 Sherlock Holmes l__ __ __ __ in London.
2 He s__ __ __ __ __ a pipe.
3 Sherlock Holmes p__ __ __ __ the violin.
4 Holmes h__ __ g__ __ a very good friend
5 People c__ __ __ to Holmes and ask for he

H nes nd Watson a__ __ very clever.
olm c__ __ __ __ __ __ all the bad
p ple.
here a__ __ a lot of films about
erlock Holmes.

SOUNDS RIGHT /w/

2/15

8 **Listen and repeat.**

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



A SONG 4 U

2/16+17

9 **Listen and sing.**

Call Groans



The cat is lost!
The dog is gon
Call She k Groa
Come

Groans – h lves problem,
G our stu
– he the answer,
Groan t is enough.

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

Groans – he solves the problem …

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

Groans – he solves the problem …

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WB p. 54

LISTENING

2/18

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



VOCABULARY: *doll; necklace

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

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

1 "My doll! I want my doll!"
2 "OK, we get him!"
3 "My necklace! My necklace! Oh, no!"

- ☐ woman
- ☐ Detective Paws
- ☐ man
- ☐ little girl

2/19

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



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WRITING

13 CHOICES

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

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

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

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

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

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

How to end (start with a new paragraph):

Now Mr Groans is … And the dog is …

VOCABULARY: ***paragraph** – Absatz

GRAMMAR

Present simple

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

Singular	Plural
I **love** dogs.	We **love** …
You **live** in Vienna.	They **live** …

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

*He **lives** in London.*
*My dog **loves** ice cream.*
*She **plays** football.*

Achtung!

go – goes
carry – carries
watch – watches
wash – washes



Our dog plays football.

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

*I'm in bed. I **hear** something. I **get up**. I …*
*Sherlock Groans **leaves** his house. He **goes** to the park. He **sees** …*

a lot of / lots of

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

a lot of homework / lots of homework
a lot of books / lots of books
a lot of different colours / lots of different colours

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

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THE STORY OF THE STONES 3

Don't be scared!



1 **Remember and say the sentences.**

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

2 **Imagine that Daniel rubs his stone. Say what you t… he become… Ask your teacher for more words for animals.**





EVERYDAY ENGLISH

3 **Watch episode 3. Complete the di… …n the phra…s from the box.**

Go on
But it's true
Well done
Promise

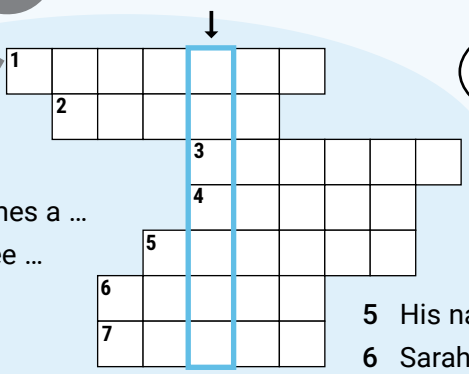
Daniel Don't make fu… …e!
Sarah [1]…….!
Emma [2]…… …… …… , Da…iel.
Rub yo… …tone!
Daniel No, I don… …to.
Sarah OK. Me first, then you. Promise?
Daniel [3]…… !
Sarah Great, Daniel!
[4]…… !

4 **Can you … the p… …nd out what Sunborn says to the children?**





1 His name is …



2 Emma rubs her … She becomes a …
3 Emma, Sarah and Dan… find three …
4 Her name is …





5 His name is …
6 Sarah rubs her stone. She becomes an …
7 Sarah's stone is …

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UNIT 7 I love noodles

At the end of unit 7 ...

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

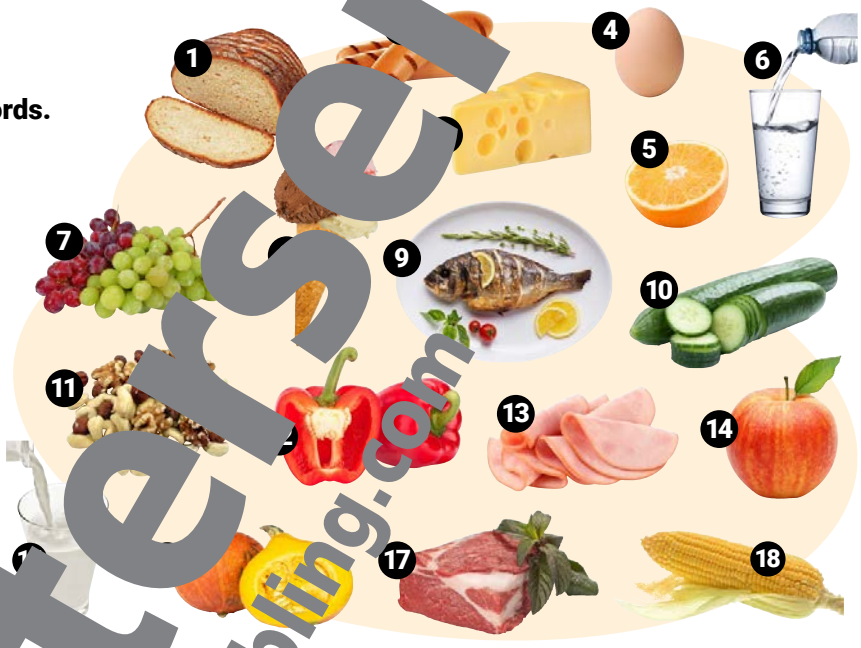
you can
- ☐ say what food you and your family like or don't like
- ☐ say what food is healthy / not so healthy
- ☐ talk and write about your eating habits
- ☐ understand what other children are saying they like or don't like
- ☐ understand a short sketch
- ☐ write an email

VOCABULARY Food

2/20

1 **Listen. Then number the words.**

- ☐ ham
- ☐ an egg
- ☐ cheese
- ☐ brown bread
- ☐ fish
- ☐ cucumbers
- ☐ red peppers
- ☐ sausages
- ☐ milk
- ☐ an apple
- ☐ an orange
- ☐ grapes
- ☐ nuts
- ☐ mineral water
- ☐ ice cream
- ☐ meat
- ☐ pumpkin
- ☐ corn



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

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

I like orange juice.
I don't like milk.
... are healthy.
Sausages are not so healthy.



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

SOUNDS RIGHT /tʃ/

2/21

3 **A chant. Listen and repeat.**

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

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



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WB p. 58, 59 CYBER Homework 19 (Revision)

READING

4 **Read about the children.**

Kids around the world

I'm Linh.



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

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

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

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

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



I'm Lethabo.



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

In the m[illegible] we usu[illegible] have te[illegible] cor[illegible] bread. [illegible]parents [illegible] countr[illegible] they eat a lot of corn.



[illegible]times have stew [illegible]d rice, and we often have meat. My family often co[illegible]s together and grills lots of meat [illegible] sausages – and vegetables for my sister. There is music and food and we have a lot of fun.

[illegible] Tam[illegible]



[illegible]m Batumi in G[illegible]. For [illegible]akfast we [illegible]ter have tea and [illegible]gs and [illegible]oes – a[illegible] of course. My brother a[illegible] I u[illegible]t up and buy the bread. It's stil[illegible]en we [illegible]

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

We always drink tea.

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



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

5 **How many of th[illegible]se tasks [illegible]you do?**

1 Linh [illegible]/ does[illegible]illies.
2 Lin[illegible]metimes puts fish sauce on her spring roll.
3 Linh us[illegible]hop[illegible] for *most** / *all* meals.

4 [illegible]ats vegetable curry. T / F
5 [illegible]bo ha[illegible] with corn bread. T / F
6 Leth[illegible] family enjoys music with their food. T / F

7 In the morning, Tamar and her brother often ..... .
8 Tamar says that salads in Georgia ..... .
9 Tamar loves ..... very much.

VOCABULARY: ***most*** – die meisten

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

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SPEAKING Talking about food and eating habits

2/22

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

always
usually
often
sometimes
never



I [1].....
drink tea for breakfast.
I [2].....
have soup for lunch.



I [3].....
nk milk.
[4].....
an egg for
eakfast.

I [5].....
eat rice and curry.
We [6].....
have a pizza for lunch
or dinner.



We [7].....
ha on Fr y.
I .....
rea nd an
ap akfast.



VOCABULARY: ***cereal** – Müsli

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



I never eat ri curry.

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

LISTENING & SPEA ying what people like / don't like

2/23

9 **Listen and tick. Then ur sentences about Kate and Mark.**



Kate

s	doesn't like
ap	apples
oranges	oranges
bananas	bananas
kiwis	kiwis



Mark

likes	doesn't like
hamburgers	hamburgers
rice	rice
pizza	pizza
noodles	noodles

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WB p. 60, 61, 62 CYBER Homework 20

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



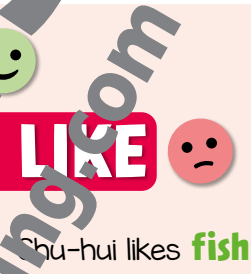
My mum/dad/sister/brother ...
My best friend ...

11 **Two puzzles. Read and think. Find out why t… e t… ood.**



What they LI… and D…N'T LIKE

Ne… app…,
but she doesn't …ng…
…e likes cheese,
but she … milk.
She … eggs,
but she do… …ike chicken.
She …kes peppers,
…e does… …e cucumbers
She likes carrots,
but … doesn't like tomatoes.
She likes noodles,
but she doesn't like rice.
She likes spaghetti,
but she doesn't like bread.



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

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

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TIME FOR A SKETCH Burgers

2/24

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

funny	really	hungry
week	vegetable	chips



Scene 1

Oliver Boy, I'm so [1]..... .
Mary Yes, me too.
Miss B (*dinner lady*)
Hello, kids. What ...?
Oliver Two burgers, please.
Mary And chips*. Lots of chips, please.
Oliver And ketchup. Lots of ketchup.
Miss B We've also got a nice [2]..... stew.
Mary Uh, uh, no stew.
Oliver And no veggies, I mean vegetables.
Miss B (*sighs*) OK, OK.

Scene 2

Miss B And today? A vegetable stew?
Oliver Very [3]..... Miss B.
Mary Two burgers, please.
Oliver And chips, please.
Miss B Here you are. Two sup[illegible]gers. And [4]..... . N[illegible] ketchup?
Mary No, thank you. I[illegible]ay.



Sc[illegible]3

Oliv[illegible] (*chewing*) Mmmm, Miss B. This is a [illegible]reat burger.
Miss [illegible] [illegible]s it?
Oliver Yes, [illegible]ally like it.
[illegible]s B An[illegible]ou, Mary?
M[illegible]ry (*[illegible]hewing*) Fantastic.
Miss B B[illegible]rgers again for the rest of the [illegible]..... ?
Mar[illegible] Yes, please.
Oliv[illegible] Why are they so good today?
M[illegible]s B Well, one is a tofu burger and one is a veggie burger.
Oliver Awww! No meat?
Mary But they are [6]..... good.
Miss B I also think they are. So burgers tomorrow?
Mary Yes, please.
Oliver Yeah, OK.
Miss B With some carrot cake*?
Mary Errr ...
Oliver Not really! No, thank you.

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

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

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

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WB p. 64

WRITING

16 CHOICES

Jacob is from Dublin. Read his email to you.

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

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

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

Tell him:

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

FROM: jacob11@mailconnect.com

SUBJECT: What I eat ...

Hi,
How are you? H[illegible]y answers to your questio[illegible]abo[illegible]my [illegible]mily and food. I always [illegible]a fo[illegible]reakfast. I some[illegible]e[illegible]ave [illegible]My little brother[illegible]'t like eggs. He has milk, [illegible]ead a[illegible]bu[illegible]unch we often [illegible]ave [illegible]odles. We [illegible]ometimes have pizza. [illegible]etimes go to a restaurant on Sunday. [illegible] have beef. My [illegible]oesn't like beef. He has [illegible]ta[illegible]s o[illegible]ce or noodles.

Jaco[illegible]

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GRAMMAR

Present simple negative

So bildest du die Verneinu[illegible] *Present simple*:

*I **don't** (**do not**) **like** vegetables.*
*He/She **doesn't** (**does not**) **like** [illegible]*
*We **don't** (**do not**) **like** [illegible]*

Articles *a / an*

Du verwendest [illegible]lann, w[illegible]n das folg[illegible]e Wort[illegible]n Vokal[illegible]) am Anfang ausgespr[illegible]en v[illegible]

[illegible]skate[illegible]rd
[illegible]og
an [illegible]
a banana
a hot dog

Adverbs of frequency

*I **always** [illegible]ngry.*
*Simon and [illegible]are **usually** tired.*
*She **often** eats beef.*
*We **sometimes** have curry.*
*I **never** drink milk.*

100% always
usually
often
sometimes
0% never

Kreise die richtigen Wörter ein und bilde die Regel: Die Wörter *always*, *usually*, *often*, *sometimes*, *never* kommen [1] *vor* / *nach* dem Verb.

*I **never** drink milk.*
*I **often** read books.*

Beim Verb *to be (am/is/are)* kommen die Wörter *always, usually, often, sometimes, never* [2] *vor* / *nach* dem Verb.

*I'm **always** hungry.*
*They're **often** late.*



He always watches TV.

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

THE TWINS 3

The birthday present

Developing speaking competencies

Language function

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

Speaking strategy

☐ I can express uncertainty *(Unsicherheit ausdrücken)*

VOCABULARY Presents for Mum

2/25

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

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



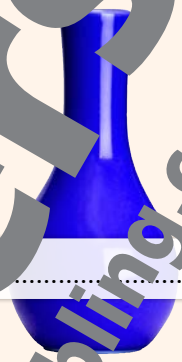
4 .....



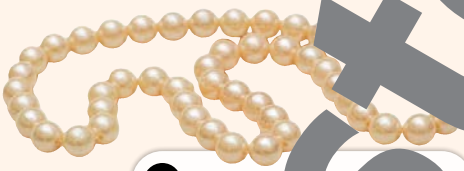
5 .....



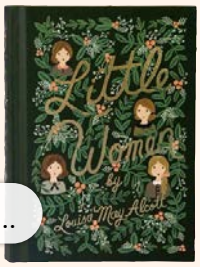
1 .....



.....



3 .....



6 .....

2/26

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

Assistan... Can...

Lucy ... Can I ... that vase, please?

Assistan... ...re. Be careful.

Lucy ...k yo... Look, Leo.

... perfect for Mum.

Le... Hmm... don't know. How much is it?

Assista... £23.

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

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

Assistant Would you like it in a bag?

Lucy Yes, please.



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

Lucy Thank you. Bye.

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

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

USEFUL PHRASES In a shop

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

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

What do you think? Answer the question.

- Is it the perfect present for Mum?

MOBILE HOMEWORK

Watch part 2 of the video and complete each sente… …e word.

1 ..... drops the bag.
2 They've only got ..... …y a …esent.
3 Mum's birthday is on ..... .
4 They decide to make Mum a ..... .
5 The twins get a ..... …the libra…y.
6 Dad gets Mum a ..... …. for her birt…day.

SPEAKING STRATEGY …pressing unc…tainty

5 **Complete the dialogue wi… the wo… …om t… …x. Then check with the dialogue in 2.**

sure
don't
not
know

Lucy …ar… Look, Leo, …is is perfect for Mum.
Leo …. I [1] .... How much is it?
Assista… …'s £2…
Leo .... That's nearly all our money.

6 **C… H… …1 C… …3**

A **Work in pa…**

…ggest …nt from 1 to buy. → B Express uncertainty.

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

B **ROLE PLAY: Work in pairs. You are in a shop. Student A wants to buy a present for his/her mum and dad. Student B is the shop assistant. Think of a role play. Take two or three minutes to practise it. Then act it out in class.**

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UNIT 8 Clothes

At the end of unit 8 ...

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

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

VOCABULARY Clothes

1 **Look at the picture. Remember the clothes and their co**



2 **A memory test. Close yo books. ... airs, as ... answer questions.**

A What colour is the ...
B ... blue.

A What colour are the boots?
B They're ...

SPEAKING T... out clothes

3 **Work i... out about your partner's clothes.**

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



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WB p. 67, 68
CYBER Homework 22 (Revision)

READING

The birthday party

4 **Read the story.**

Sophia Come in.
Debbie Hi, Sophia. There's a birthday party this afternoon.
Sophia That's great.
Debbie No, it isn't.
Sophia It isn't?
Debbie No, I haven't got anything to wear.
Sophia Come on. You've got lots of clothes.
Debbie No, I haven't. Sophia, can I borrow your red sweater?
Sophia No, you can't.
Debbie Sophia, please.
Sophia OK, you can borrow my red sweater.
Debbie Alright. Can I borrow your green jeans, too?
Sophia No, you've got lots of jeans.
Debbie Only three pairs. Black jeans, red jeans and blue jeans.
Sophia What's wrong with the red jeans?
Debbie Come on, Sophia. They're old. Sophia, please. You're my favourite sister.
Sophia OK. Here you are.
Debbie Can I try them on?
Sophia OK.



Two minutes later.

Sophia Do they fit you?
Debbie Yes, they do. They fit! Hooray! Can I borrow your yellow trainers, too?
Sophia No. What about your pink trainers?
Debbie I don't like the colour.
Sophia I think it is fine.
Debbie Please, Sophia. Can I borrow your yellow trainers?
Sophia OK. Try them on.
Debbie
Sophia Let me see.
Debbie They're perfect.

Thirty minutes later.

Debbie How do I look?
Sophia You look great, Debbie.
Debbie I'm ready to go.
Sophia Have you got your invitation?
Debbie Yes, here it is.
Sophia Let me see. Erm ... Debbie. There's a problem.
Debbie A problem? What problem?
Sophia This invitation says Saturday.
Debbie So what? Today is Saturday.
Sophia Yes, Saturday the 14th. The invitation says "Saturday the 7th"!
Debbie Oh, no!





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

1 Sophia / Debbie invites / a party invitation.
2 Debbie wants to borrow Sophia's *red* / *blue* sweater.
3 Debbie needs jeans that are *old* / *new*.

4 What jeans fit Debbie? .....
5 Does Debbie like her pink trainers? .....
6 Does Sophia like the yellow trainers? .....

7 Sophia thinks Debbie looks good. T / F
8 Debbie can't find her invitation. T / F
9 The party is next week. T / F

2/27+28

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

GRAMMAR CHANT Present simple questions

2/29

7 **A chant. Listen and repeat.**



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

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

Does he wear a grey cap?
No, he doesn't.
Does he wear a red shirt?
No, no, no!
Don't you know, his name is Ja
His name is Jack and he
wears black.

D s sh a black skirt?
o, she doesn't.
o ar a pink shirt?
No, no, no!
't you know, her name is Sue.
He me is Sue and she only
wears blue.

SOUNDS RIGHT /ɜː/

2/30

8 **Listen to the poem. Then repeat i**

Does Bert wear a shirt?
Does Bert wear a skirt?
He does. They're from Scot
and they tickle and they h rt.



SPEAKING Asking her people are wearing

9 **CHOICE**

A **Think o ebody . Your p questions.**

A Is his/h shirt blue?
long hair?
is/her jeans black?

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

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

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

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WB p. 68, 69, 70, 71

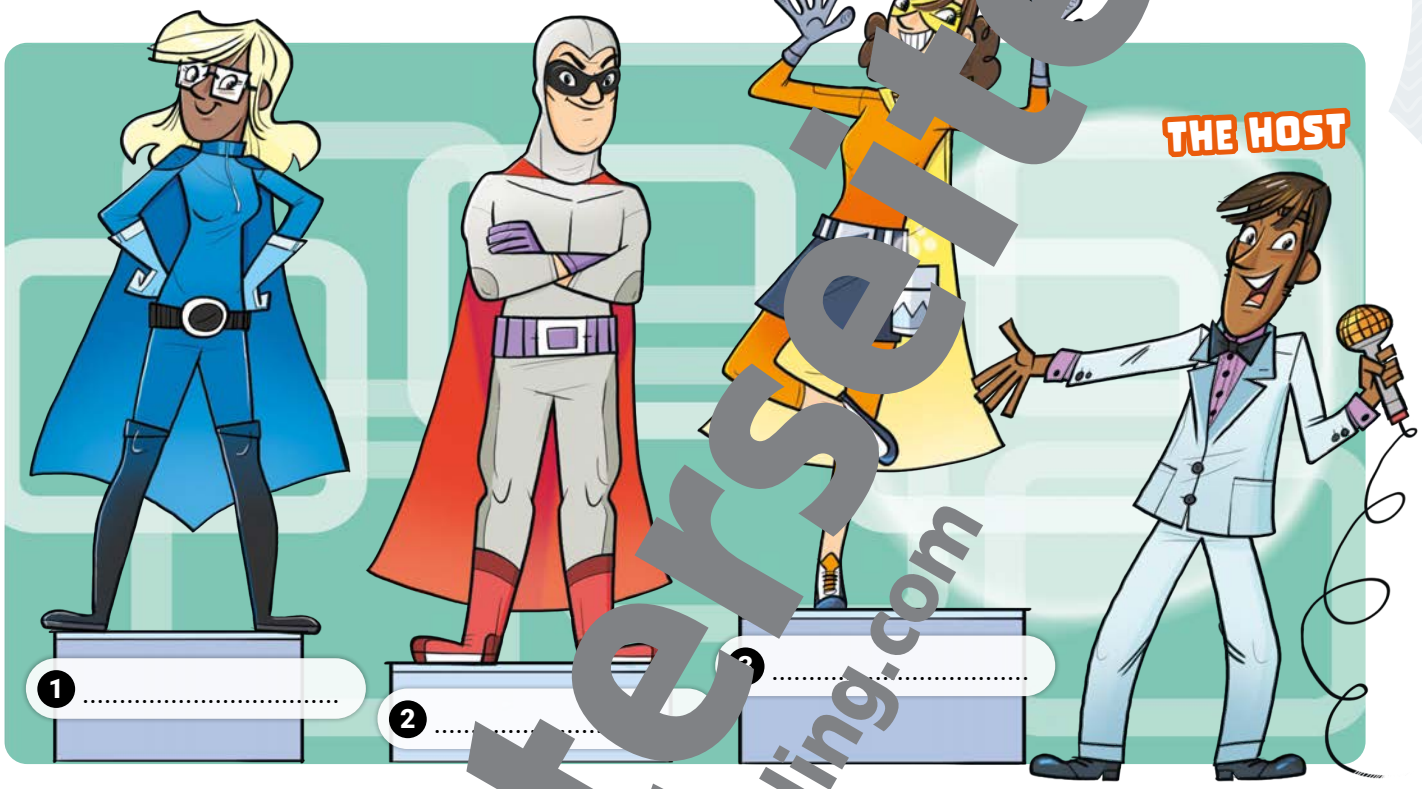
LISTENING & SPEAKING

2/31

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

Wall Walker The Number Boy
The Anger Exciter Alphabet Girl

THE SUPERHERO OF THE YEAR



VOCAB ...(Zimmer-)Decke; **costume** – Kostüm; **lift up** – hochheben; **throw** – werfen

2/31

11 **Listen again and answer the questions.**

1 Does the host like W... ...costu... ..... Yes, he does.
2 Do the people li... ...r super... ...ver? .....
3 Does Alphabet Gir... ...wear blue? .....
4 Does the ho... like her ...ume? .....
5 Does ...e Ange... ...wn clothes? .....
6 Do... ...his superpower? .....

12 **In pairs. An... ...r the questions.**

...ker's superpower?
2 W... ...Alphabet Girl's superpower?
3 What is ...Anger's superpower?

He/She can ...

2/32

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

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

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WRITING

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



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

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

Jessica often wears …

She likes …

[illegible] like …

Her favourite …

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

GRAMMAR

Present simple | [illegible]

So bildest du Ja/Nein-Fragen im *Present simple*:

Do you ***buy*** your own c[illegible]
Yes, I ***do***.
No, I ***don't***.
Does he ***like*** T[illegible]rts with [illegible]als?
Yes [illegible] ***does***.
No [illegible]
Does sh[illegible]***ear*** y[illegible]rainers?
Yes, she [illegible]
No, [illegible]
Do [illegible]***ear*** blue jeans?
Yes, th[illegible]
No, they ***don't***.



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

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

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THE STORY OF THE STONES 4

Rats!

1 **Read and answer before you watch episode 4.**

1 The children get a message. Who is it from?

.....

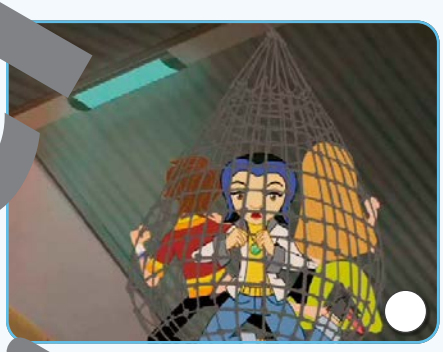
2 Can you guess the message?

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

2 **Watch episode 4. Put the pictures in the correct or...**













3 **Complete the sentence... ...ords f... ...the box.**

net	scared
morph	get out
building	

1 Sa...mma, ...d Daniel go into the ..... .
2 Sudden... ...are in a big ..... .
3 ...ca... ...et out and they are very ..... .
4 Sar... ...Emma ..... , but they can't help.
... ...lly Daniel morphs and the children ..... of the net.

EVE... ...LISH

4 **Comp... ...e dialogue.**

Let's get out of here	
Good idea	
Rats	

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

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UNIT 9 Unusual pets

At the end of unit 9 ...

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

you can
- ☐ talk and ask questions about pets
- ☐ understand a short newspaper article about pets
- ☐ understand a problem
- ☐ write an e-mail about a problem

VOCABULARY Pets

3/1

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

mouse rabbit pony cat
pig tortoise fish
dog rat budgie hamster



LISTENING

3/2

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



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

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WB p. 75, 76, 80 CYBER Homework 25 (Revision)

READING

3 **Read the newspaper article.**

Pets in the UK*













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

Some families in the UK have very unusual or dangerous pets. At the moment, there are about 700 dang… snakes, 36 camels, 36 scorpions, ab… 75 crocodiles, nearly 300 bi… ats ar… one zebra in homes across B…ain. A family in Cambridge has got a sno… leopard. A man near Chester has a cheetah at an old farm.

VO… …RY: … **(United Kingdom)** – Vereinigtes Königreich

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

1 Dogs are the number 1 pets in the UK. F
2 There are 7 million cats in the UK. T
3 Hamsters are the UK's favourite pets. T / F
4 How many people are there in the UK?
☐ about 51 million ☐ about …illion ☐ about …0 million
5 What animal is not a pet in the …K? ☐ a camel ☐ a snake ☐ a bear
6 What pet has a man got in Che… ☐ a cheeta… ☐ a tiger ☐ a snow leopard
7 Are there more dogs o… …n the UK? .....
8 Can you name three big … .....
9 Can you name two da…erous pe… .....

3/3

5 **Check your answers w… …. Then li…n to the text.**

6 **Read the interview … …mple… it with the questions from the box.**

What does he eat?
Where do you keep…
What is it?
What's his na…?
How often …

Pre…ter Mrs Manson, you've got an unusual pet.
1 .....
…rs Manson An elephant.
Presenter Wow. 2 .....
Mrs Manson Mr Big Ears.
Presenter 3 .....
Mrs Manson Three or four times a day.
Presenter 4 .....
Mrs Manson A lot of grass and fruit.
Presenter 5 .....
Mrs Manson In my garden. It's very big.

3/4

7 **Now listen and check.**

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WB p. 77, 80

SPEAKING Talking/Asking about pets

8 CHOICES

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

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

B **Work in pairs. Student A asks questions about his/[illegible] partner's p[illegible] completes the information in box 2. Student B looks at box 1 on page [illegible] the Workbook. Then swap roles.**





What's your unusual pet?

What does it eat?

What[illegible]s name?

Where do you keep it?

[illegible] often do you feed it?

1 Your pet:

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

2 Your pa[illegible]r's pet:

- [illegible]s got an[illegible]usual pet.
- It's a [illegible].
- Its n[illegible]e i[illegible].
- It live[illegible]bio[illegible].
- [illegible] fee[illegible]his/her pet [illegible] a day.
- [illegible]ts [illegible].

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A SONG 4 U

3/5+6

9 **Listen and sing.**

[illegible]mster Blues

Day af[illegible]
running i[illegible]
D[illegible]
[illegible]ou feel?

Let me g[illegible]me go
where the ha[illegible]sters are free.
Let me be. Let me be,
let me just be me.

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

Let me go. Let me go …

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



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

WB p. 83 CYBER Homework 26

READING

10 **Read the story.**



Archie's toys

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

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

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

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



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

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

Now Clare's mother tell… bout Archie. She wants to go to Grand… igh… ow, but Mum says, "Let's wait until Sund…

On Sunday t… y … Gra… t there's no Archie. Ever… sad. Grandpa gives Clare two basket… of app… from his garden. Clare likes th…, b… she is still … about Archie and does not eat them.

When th… get hom… gain, Mum opens the door to the … art… nt. Then she goes back to the car and s… an… Clar… arry the fruit baskets into the apart… … hears a noise. "What's that?" she … s. She goes into her room – and there is Archie. … hi… … are his two favourite cuddly toys. … de… oh dear," Mum says, "he wants his toys." "… ," Clare says, "and he can find his … ay home! What a cl… er dog!"

… ie stays a w…ek with Clare an… then the… take him … back to Grandpa. … With his c…dd…y toys, of cour…e.



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

11 **How many of these tas… …o?**

1 What place is g… …r Arch…
- ☐ the country
- ☐ the apartment
- ☐ the city

2 At Grandpa'… …e, Arc… …e can now
- ☐ p… …ith his…
- ☐ chase the cat.
- ☐ play with the birds.

3 Arc… … …hen
- ☐ he … Gr…
- ☐ Clare and her mum leave.
- ☐ the cat stops playing.

4 … …ice to say that he can't find Archie. T / F

5 … and … …wait for two days before they go to Grandpa again. T / F

6 At G… …'s place, Clare eats oranges and plums. T / F

7 How does Clare feel at Grandpa's place? .....

8 Why does Clare call Archie a clever dog? .....

9 Where does Archie live at the end of the story? .....

3/7+8

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

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OUR YOUNG WORLD 3

Jamie's pet



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













2 **Watch again and answer the questions.**

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

VOCABULARY: ***fur** – Fell

FIND OUT

3 **In pairs. Write two questions for Tammy.**

1 ..... ?
2 ..... ?

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

Our digital world

5 **In pairs. Read and answer the questions.**



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

1 What would you write about on your blog?

Be careful. Don't put personal information on your blog.

2 What things should you not put on your blog?

CYBER PROJECT: The digital world

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

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

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READING

13 **Read the letter.**



Dear Aunty Olivia,

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

The problem is Mandy's brother Bob. We [illegible] like[illegible]m very much. He doesn't give us nice food. He [illegible]eads [illegible]rs – we hate them. Bob sometimes pulls my e[illegible] I don't like it. What can I do?

Best wishes,

Harry the hamster

Contact: harry@hamster.c[illegible]



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

1 Harry is a hamster.
2 Mandy often plays with the hamsters. T / F
3 Harry the hamster has an email addr[illegible] T / F
4 The hamsters ..... in [illegible]mall cage.
5 Bob is Mandy's .....
6 The hamsters do not ..... Bob.
7 How many hamsters a[illegible] th[illegible]e? .....
8 Why does Harry like M[illegible] .....
9 What is the problem wit[illegible] .....

15 **Check your answers w[illegible] a p[illegible].**

16 **Read Aunty Olivia's [illegible]swer. Co[illegible]lete it with the words from the box.**

her
them
he
they
you
him

To: [illegible]ha[illegible]er.co.uk

Sub[illegible] **[illegible]our pro[illegible]em with Bob**

Dear Ha[illegible]

[illegible]ou [illegible]our letter. It's great that Mandy is so nice.

[illegible]reat [illegible] loves [1]..... and you love [2]..... . Bob isn't bad. He [illegible]u, but [3]..... doesn't understand hamsters. He thinks [4]..... eat spiders. He doesn't know that hamsters don't eat [5]..... . The next time Bob pulls your ears, bite [6]..... !

Love,
Aunty Olivia

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SOUNDS RIGHT /æ/

3/9

17 **Listen and repeat.**

Sam the r<u>a</u>t
h<u>a</u>d a ch<u>a</u>t
with Billy the b<u>a</u>t
and Carl the c<u>a</u>t
on a m<u>a</u>t
in front of my fl<u>a</u>t.



WRITING

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

.....

.....

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

Hi John, ◯ Bye Sam ◯ Dear Peter, ◯

Best wishes, Anne ◯ Hello Tony, ◯ Love, Sheila ◯

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

Think about:

- what pet you are
- your name
- where you live
- what you look like
- what you have



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

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WB p. 81

GRAMMAR

Question words

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

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



Object pronouns

Pronomen als Objekte:

*I – **me***	*Do you like **me**?*
*you – **you***	*Nice to meet **you**.*
*he – **him***	*We don't like **him**.*
*she – **her***	*We love **her**.*
*it – **it***	*How often do you f... **it**?*
*we – **us***	*She carries **us** to s...*
*they – **them***	*We hate **t...***

Irregular plurals (3)

*one mouse → two **mice***

*one pony → two **ponies***

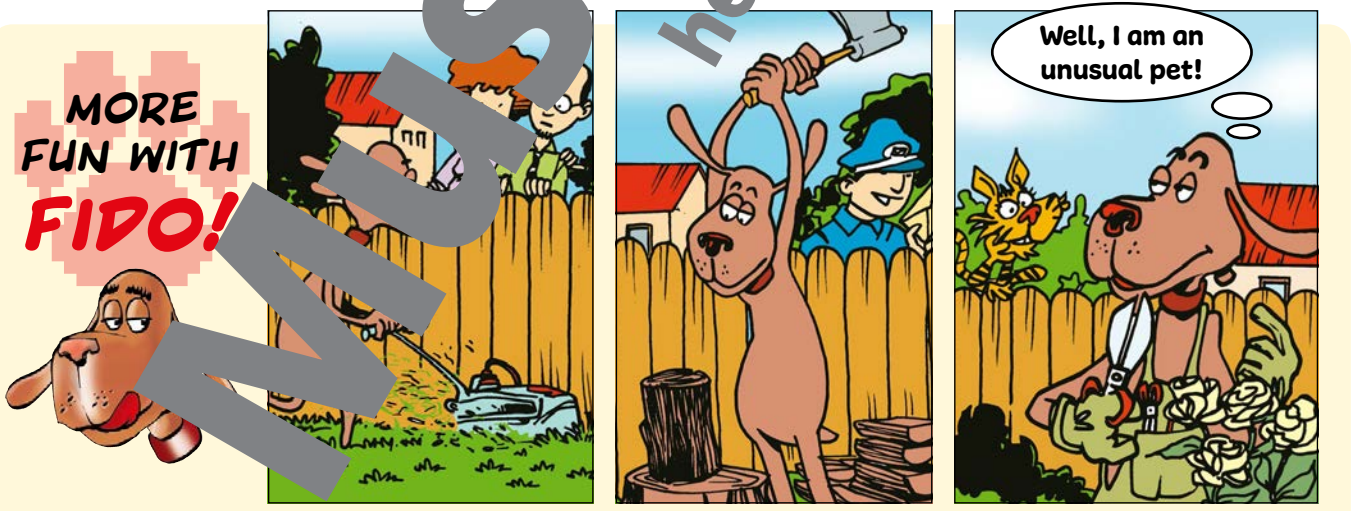
Possessive 's

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

Mandy's brother is the problem.

Mr White's pet is a shark.

Mandy's school bag is big.



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

WB p. 77, 78, 79

CYBER Homework 27

My personal learning track

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THE TWINS 4

The blue T-shirt

Developing speaking competencies

Language function

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

Speaking strategy

☐ I can respond to compli… *ein Kompliment bedan…*)

VOCABULARY Clothes

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



3/10

2 **Watch or listen to t… dialogue… …en read it. What clothes do Lucy and Leo talk about?**

Lucy Hey, Leo. I can't f… blue T-shirt. Do you … wher… is?

Leo …lue T-…

Lucy …T-shirt. My favourite blu… shir… …ou know where it is?

Le… Um … … I don't.

Lu… …hame. I want to go out and …lly need it.

Leo We… …ally like your T-shirt, the T-shirt you've got on now.

Lucy Thank you.

Leo Yes, your T-shirt really suits you.

Lucy Um … That's kind of you.

Leo You look good in red.



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

Leo Yes, I'm fine. Why?

Lucy No reason.

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

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

USEFUL PHRASES Complimenting

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

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

What do you think? Answer the questions.

- Why is Leo so nice?
- Where is Lucy's [illegible]?

MOBILE HOMEWORK

Watch part 2 of the video and put the ev[illegible] in the c[illegible]ect order.

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

SPEAKING STRATEGY [illegible]ing to compliments

5 **Complete the dialogue [illegible]h th[illegible]orrect words. Then check with the dialogue in 2.**

Leo Well, I really like y[illegible]-sh[illegible] the T-sh[illegible]rt you've got on now.
Lucy T[illegible]y .....
Leo Yes, your T-shirt [illegible]uits you.
Lucy That's k[illegible] of y[illegible] .

6 C[illegible]E S

A **W[illegible]airs.**

A [illegible]liment your friend's shoes/shirt/socks. → B Respond.

A I like your shoes.
B Thank you.

B **Walk around the classroom.**

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

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UNIT 10 In a shop

At the end of unit 10 ...

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

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

VOCABULARY Numbers

3/11

1 Listen and tick. Then listen and repeat.

- ☐ thirty
- ☐ forty
- ☐ fifty
- ☐ sixty
- ☐ seventy
- ☐ eighty
- ☐ ninety
- ☐ one hun ed
- ☐ three h d twelve
- ☐ four ndred d eighty-two
- ☐ nin ndred and ni ty-nine
- ☐ one th d

SPEAKING Talking t prices

3/12

2 Listen and say the prices.



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WB p. 85, 86 CYBER Homework 28 (Revision)

3 CHOICES

Find out
How much are these prices in €?

3/13 **A** **Work in pairs. Guess how much the objects are. Then listen and check.**



£8.99 | £179.00 | £34.99 | £46.50 | £3.50 | £9.00

99p | £79.99 | £5.50 | £1.99 | £69.99 | £104.99

3/14 **B** **Listen to the shopping dialogues. Then r m and act the n out.**

DIALOGUE 1		DIALOGUE 2	
Boy	How much are the jeans?	**Assistant**	n I help y ?
Assistant	They're £69.9	**Girl**	ow mu is the key ring? There's no price on it.
Boy	And the T-shirt?	**Assistant**	The ke rings are all £3.50.
Assistant	It's £8.99. Or £13.99 for t		Tha you.
		Assistant	Bu look. You can get three for the price of two.
		Girl	I'll take three then.
Boy	Thank you.	**sistant**	Anything else?
		Girl	No, thank you.

LISTEN

3/15 **4** **Lis en to *Th ice is ght*, a guessing game. Then write the guesses and the real price.**

(guess 2) (real price)

£..... £..... £.....

3/16 **5** **In pairs, guess how much the mobile phone and the headphones are. Then listen and check.**





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READING

6 **Read the story.**

The horse in the shop



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

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

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

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

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

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

"The name is Jolly. Jolly Horse. I wa y a lot of things today."

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

"Well, first I'd like kilos of beans. I love beans!"
"R t. B s. 40 kilos. What else?"
"T I ke kilos of rice."
"Ok ," Mr Anderson says and he ghs.
"A I want 20 kilos of carrots."
"K," s Mr Anderson. "That's $120 for the beans .60 for the rice and $48 for the carrots. So, that's ..."
"$228.60," s the horse and gives him the m ey.
"What a clever horse", Mr Anderson thinks.
"Erm . we don't often see horses in this shop!" he says.
The horse looks around the shop.
"No wonder, with your prices. Your things are very expensive! Goodbye!"
The horse picks up the food and walks away.

7 **How many of th se tasks you do?**

1 Mr A son's s g / *not big*.
2 The think it's *boring* / *great* to have a chat with him.
3 On a W esd ning, there are *no* / *lots of* customers there.
4 lls asleep. What happens then? .....
5 says, can I help you?" .....
6 Wha the horse buy? .....

7 Mr Anderson knows the horse. T / F
8 Mr Anderson thinks the horse is clever. T / F
9 Horses often come to the shop to buy things. T / F

3/17+18

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

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WB p. 90

A SONG 4 U

3/19+20

9 **Listen and sing.**

Clever Jolly



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

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

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

The robbers run aw… with horror in the…eye…
Joe comes and pa… …hors…
and says, "Mu… horse…

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

TIME FOR A SKETCH The jeans

3/21

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



Assistant Can I help yo…
Boy Yes, please. Ho… …h is this T-shirt?
Assistant £16.80. Do… …like it?
Boy I'm not sur…
Assistant Look. T…t T-shirt is…ce.
Boy I don't li… …w. Forget T-shirts. I thi…k I'd like … of socks first. How… …ese socks?
Assist… blue …s? They're £19.99.
Boy OK… …much are those socks …r the…n the window?
A… …are £11.99.
Bo… OK… …not sure. Forget socks. …hink I'd like a pair of jeans.
Assistant Do you like these blue jeans?
Boy No. I don't like blue.
Assistant No problem. What about those green jeans over there?
Boy Erm … I don't like green.
Assistant You don't like the blue jeans. You don't like the green jeans. But don't worry. Do you like those orange jeans?
Boy No. I don't like orange.
Assistant Hmm … Let me think.
Boy Ah, I know. Can I try on the black jeans in the window, please?
Assistant Try them on … in the window? No, sorry. You can't try them on in the window. Go to the changing room*, please.

VOCABULARY: ***changing room** – Umkleidekabine

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SOUNDS RIGHT /ð/

3/22

11 **Listen and repeat.**



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

WRITING

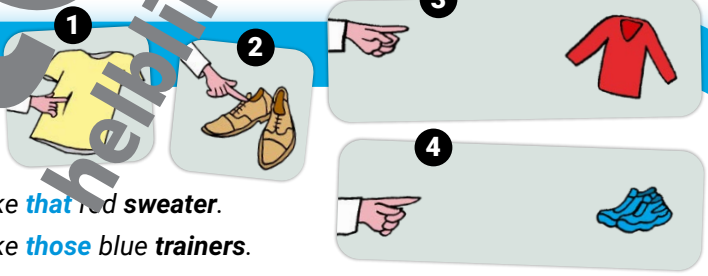
12 **Look at the useful phrases for shopping below. Who say them? Write C (*Customer*), S (*Shop assistant*) or B (*Both*) next to the sentences.**

- ☐ Can I help you?
- ☐ How much is this / are these?
- ☐ What can I do for you?
- ☐ What would you like?
- ☐ Thank you very much, Madam.
- ☐ That's £12.30.
- ☐ Ha… …t … ?
- ☐ I'… …ke … .
- ☐ Yo… …elo… …e.
- ☐ Good m…ning. Can I help you?
- ☐ C… … them on?
- ☐ Good… …e. Have a nice day.

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

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

GRAMMAR



this/that – these/those

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

Schreib „weiter" … „und „h… …e" in die Lücken und bilde die Regel.

Du verwendest *this/…* auf etwas hinzuweisen, das [1] ….. ist.
Du verwendest …/*those*, um auf etwas hinzuweisen, das [2] ….. ist.

…w much is/are …?

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

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

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

My personal learning track

WB p. 87, 88, 89, 90

CYBER Homework 30

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THE STORY OF THE STONES 5

Two more to go!



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

1 **Before you watch episode 5, find out w… e text message on Daniel's mobile is:**

EVERYDAY ENGLISH

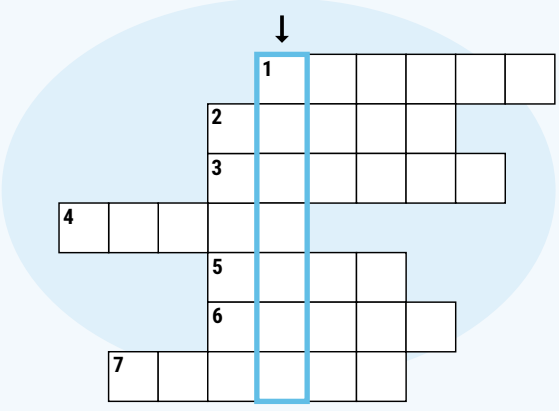
2 **Watch episode 5. Comple… dialog… with the ph…ses from the box.**

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

Emma [1]..... . This message is from … ?
Daniel I don't kn… Sunborn, I guess … but [2]..... .
Emma I'm sur… s a… Let's not g…
Sarah [3]..... . We're fast. We're strong. We're cle… What d… u think, Daniel?
Daniel I'm not … Remember the net! Remember Darkman! He's bad and he's clever.
Sarah …n. I c… ny. Nothing can happen to me. I want to check it out, OK?
… OK… …h – [4]..... !

3 **Do the pu… . F… name of the person.**

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



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UNIT 11 What's the time?

At the end of unit 11 ...

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

you can
- ☐ ask and answer what time it is
- ☐ ask and talk about what someo[illegible] right now
- ☐ understand and talk about dai[illegible]s
- ☐ write a postcard
- ☐ write a text message

VOCABULARY Time

3/23

1 **Match the times with the pictures. Then listen and c[illegible]**

1 It's twenty-five past three.
2 It's three o'clock.
3 It's a quarter to four.
4 It's ten past three.
5 It's five to four.
6 It's twenty-five to fo[illegible]
7 It's five pas[illegible]ree.
8 It's twenty [illegible]
[illegible]t's twenty to four.
[illegible] It's ten to four.
11 It's half past three.
12 It's a quarter past three.



2 **Wo[illegible]irs. Cover the times in 1.**
Ask and [illegible]



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WB p. 93, 94
CYBER Homework 31 (Revision)

SPEAKING Asking and telling the time

3/24

3 **Listen and write the numbers.**



4 CHOICES

A **Say what the clocks show.**

In Vienna it's three o'clock in the …
In New York it's nine o'clock in t… mo…ng …



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



B **Ask and an… qu…ons about the places in A.**

It's 1 p.m… …nna.
What's the tim…
New York?





It's 7 a.m.

Asking for the time

So kannst du im Englischen nach der Zeit fragen:

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

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READING & SPEAKING

5 **Read the texts about Mary and Li.**

A day in the life of Mary and Li

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



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

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



My mother and [illegible] work a long way, so I live at my school [illegible] up at a quarter to seven. The school plays a very loud song to wake us! I sleep in a room with [illegible] people. At seven, I have breakfast in the canteen at o'clock, I go to my classroom for self-study*. Classes start at nine. At a quarter to ten we do our daily exercises outside. Sometimes it's very cold! We have lunch at one o'clock. At five to two, we do eye exercises! It helps us study. Afternoon classes start at two o'clock. At a quarter to five, I have extra class – my extra class is for English reading. After extra class, I help to clean the classroom and dorm room*. At ten past six, I have free time and then dinner. At twenty past seven, I go to my classroom for self-study and homework. Bedtime is at ten o'clock.

Fact box

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







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

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

1 Mary lives in Australia. T / F
2 In the morning, Mary feeds the animals. T / F
3 Mary's brother is her teacher. T / F

4 Mary has lunch at ..... o'clock.
5 Li gets up at ..... seven.
6 At ..... o'clock, Li goes to his classroom.

7 At ten, Li *studies English / goes outside for exercise / has a snack*.
8 After lunch Li *sleeps in the afternoon / plays games outside / does eye exercises*.
9 After dinner, Li *does his homework / talks with his friends / goes to bed*.

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

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

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WB p. 97, 98

READING & LISTENING

3/25

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

A surprise for Suzy



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

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

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

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

"What?"

"Something amazing!"

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

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

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

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

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

"Have fun!" s

Suzy walks ne k with Tim. Tim stands next to ee.

"W t a you n?"

"Ss tch ..."

Tim ard next to the tree.

"O Let's go here ..."

"A

"And hid d the bush ... look ... it's !"



VOCABULARY:
***walk a dog** – mit einem Hund Gassi gehen

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

1 It's half past ten in th nin T / F
2 Suzy is watchin T / F
3 Tim wants to go to t T / F
4 Suzy walks ark th *her mum / Tim / John*.
5 The ard is tree / *next to the tree / in a bush*.
6 Suzy in the tree / *behind a bush / under a slide**.

VOCABULARY: ***slide** – Rutsche

3/26

10 **W you t k happens next? Now listen to the end of the story.**

3/26

11 **Listen nd of the story again and answer the questions.**

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

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

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VOCABULARY Free time activities

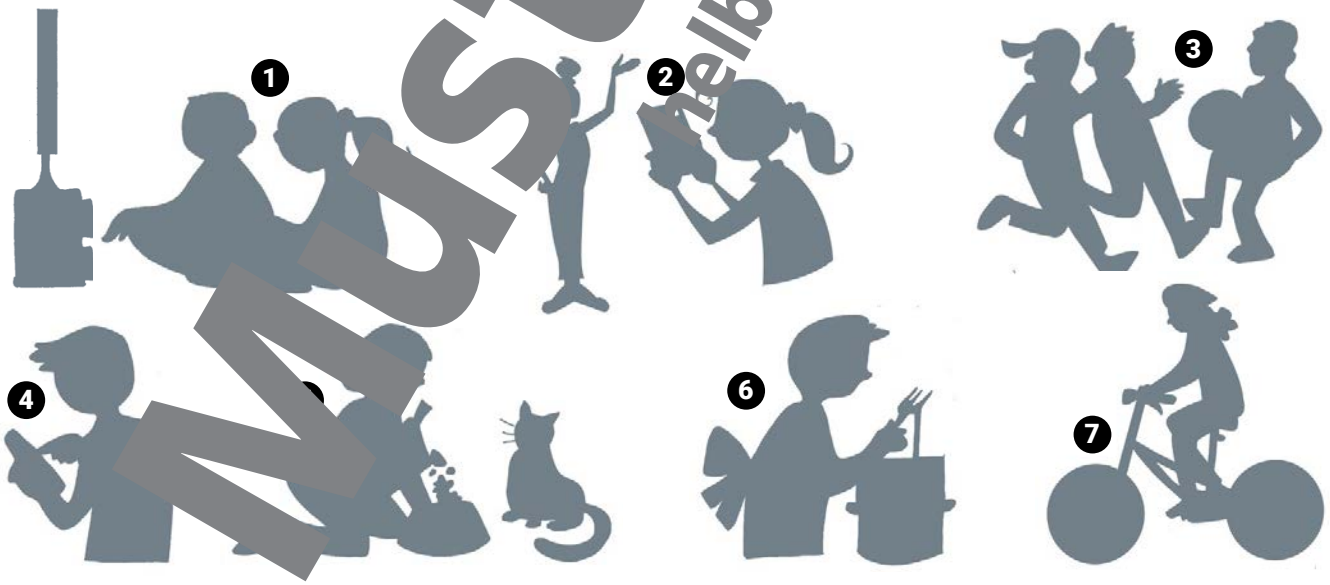
3/27

13 **Listen and number the pictures.**



14 **Complete and match.**

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



5 She's looking after her cat.
They're ..... football.
He's ..... spaghetti.
They're ..... TV.
She's ..... her bike.
She's ..... a video.
He's ..... a text message.

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WB p. 93, 94

3/28

15 **Listen and number the sentences.**

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

3/29

16 **Listen and check.**

A SONG 4 U

3/30+31

17 **Listen and sing.**

Waiting ...



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

But you don't, don't
You don't call me
Tell me why, wh why.
I am waiting. ou see?
Tell me why, why,
I am wait you see?

I'm sittin g ro .
I w hin TV.
I ing for your cal
I'm me pl e.
ut don't, don't, on't ...



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

SPEAKING A king/ ng about what someone is doing

18 **In grou e and activities.**



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19 CHOICES

3/32

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

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



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

- TV programmes
- Music
- Computer games
- …

I'm watch… / great / fantastic!

I'm listeni… to … . It's grea… / fantastic!

I'm playing … . It's great / fantastic!

20 **Work in pairs. Look at the picture … minute. Close your book and remember.**





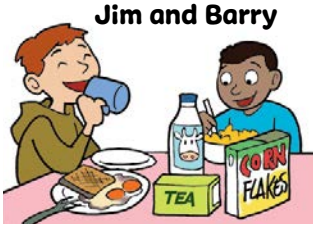














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WB p. 99

WRITING

21 **Read Robert's postcard.**



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

Write your own holiday postcard.

Think about:

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



GRAMMAR

Present continuous

+	–
I'm (I **am**) **help**ing my dad.	I'm (I **am**) **not help**ing my mum.
You're (You **are**) **writ**ing an e	You aren't (You **are not**) **writ**ing a letter.
Dana's (Dana **is**) **watch**ing TV.	Dana isn't (Dana **is not**) **read**ing a book.
He's (He **is**) **look**ing at his mobile phone.	He isn't (He **is not**) **play**ing football.
We're (We **are**) **cook**ing dinner.	We aren't (We **are not**) **eat**ing pizza.
They're (They **are**) **listen**ing to music.	They aren't (They **are not**) **watch**ing TV.

	+	–
Are you **play**ing a computer game?	**Yes**, I **am**.	**No**, I'm **not**.
Is Peter **do**ing his homework?	**Yes**, he **is**.	**No**, he **isn't**.
Are Jen and Christine **sing**ing?	**Yes**, they **are**.	**No**, they **aren't**.

Was ist richtig? Machen Häkchen.

What are they doing now?

They're having breakfast.

☐ Die Leute machen gerade etwas.

☐ Die Leute machen diese Handlungen jeden Tag.



Now go back to page 82. Check ☑ with a partner what you know / can do.

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THE TWINS 5

The train ride

Developing speaking competencies

Language function

☐ I can tell someone to be quick (*jemanden auffordern, sich zu beeilen*)

Speaking strategy

☐ I can ask someone to wa… …der bitten zu warten)

VOCABULARY Means of transport

3/33

1 **Look at the photos. Match the means of transport with the photos. Then listen and check.**

1 bus 2 train 3 plane 4 taxi









3/34

2 **Watch or listen to the di… …gue. Then …ead it. …hat means of transport do Lucy and Leo mention?**

Leo Come on, Lucy. It …ime t… …go.
Lucy Just a minu… …n't fin… my sweater.
Leo Your sweater? He…
Lucy Thanks,
Leo … leave… …n minutes.
Lucy …t t… …it now?
Leo Qua… to t… . Come on.
L …it a …ment. I can't find my trainers.
L …Your t… …s? They're over there.
… …p.
Lucy OK, O… What time is the train then?



Leo It leaves in 35 minutes. Get a move on.
Lucy OK, OK. I'm ready. Let's go!
Leo Phew!

3 **Read the dialogue in 2 again. Then write the answers to the questions.**

1 What time does the bus leave? .....
2 What time does the train leave? .....

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USEFUL PHRASES Telling someone to be quick

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

up on on

1 Come ..... , Lucy. It's time to go.
2 Hurry ..... .
3 Get a move ..... .

What do you think? Answer the questions.

- Do they catch the bus?
- Do they catch the t...?

MOBILE HOMEWORK

Watch part 2 of the video. Complete the sentences with *Lucy* ... *Leo*. Then check your answers to the questions above.

1 Lucy and Leo get to the bus stop. ..... is tired.
2 Then ..... has got a probl... ...oney is on the kitchen table.
3 ..... feels sorry.

SPEAKING STRATEGY Asking someone to wai...

5 **Look at 2 again. Complete with the correct ...s.**

1 **Leo** Come on, Lucy. It's tim... to g...
Lucy ....e.

2 **Leo** Come on.
Lucy ...Wait ..... .

6 CHOICE

A **Work in pairs. Student ...tell ...dent B to hu...y up. B asks him/her to wait. Use the words from the box.**

train / leaves in half a...
bus / leaves in ...e minute
plane / ...aves at ...

A Hurry up, Tom. The train leaves in half an hour.

B Just a minute. I can't find my shoes.

B **ROLE PLAY: ...k in pairs. ...n and the role... ...ink of a role play with a pa... Take two or three minutes to practise it. Don't write it down. Act it out in class.**

Roles: You and your friend

Situation: You and your friend want to get the bus and then the train. You tell your friend to hurry up, but your friend has got a lot of problems (he/she can't find things, is hungry, etc.) Your friend asks you to wait. You get more and more nervous.

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UNIT 12 The birthday cake

At the end of unit 12 ...

you know

- ☐ months and dates
- ☐ how to use ordinal numbers
- ☐ how to use time prepositions
- ☐ 10 words for rooms in a house
- ☐ how to use the past simple (*was, were*)

you can

- ☐ talk and ask about dates
- ☐ s… and …k where people were
- ☐ … a … alo… in the past

SOUNDS RIGHT /θ/

4/1

1 **Listen and repeat.**



Birthday Cake

The first piece is for Sue
The second goes to you.
The third piece is for Pe…
He's a messy eater.
The fourth piece is fo… Steve
The fi…th piece goe… to Ka…
They think the cak…

…th and seventh go to Bill.
He ea… them – and he's feeling ill.
Yo…'re right! The eighth piece? True!
T… eighth piece is for you.
…e ninth piece is for Jeremy.
The tenth piece is – for me!
He, he, he, he, he!

4/2

2 **Listen and repeat.**

10th – the tenth
11th – the eleventh
12th – the twelfth
13th – the thirteenth

20th – the twen…
21st – …ty-firs…
22nd – …e t…nty…econd
23rd – …ven…hird

…0th – the thirtieth
31st – the thirty-first
…

LISTENING & SPEAKIN… …alking/Asking about dates

4/3

3 **Listen and circle. When … Sue go to the cinema with her dad?**

SAT 11TH	voll… /(…s party)
SUN 12TH	…ootbal… …ennis
MON 13TH	Tom… …hday / Football
TUE 14TH	
WED …TH	
T…	…tball / volleyball
FR…	
SAT 18TH – SU… …TH	
…TH	concert / Football
…E 21	

WED 22ND	
THU 23RD	volleyball / Mum's birthday
FRI 24TH	
SAT 25TH – SUN 26TH	
MON 27TH	
TUE 28TH	
WED 29TH	tennis / Jack's party
THU 30TH	
FRI 31ST	

4 **Cover up S… …diary in 3. Test your memory and answer these questions.**

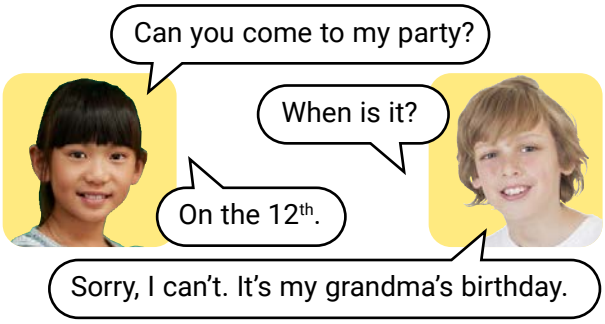
1 The 14th is a Tuesday. What days are the 15th, the 17th, the 24th, the 31st?
2 What is on the 11th – Joe's party or a volleyball match?
3 Can Sue play tennis on the 16th?
4 On what day of the week can they go to the cinema?

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WB p. 102, 103 CYBER Homework 34 (Revision)

4/4

5 **Listen and act out similar dialogues. Use sentences from the box.**



A	Let's go to	the *Project 11* concert. the football match. Tom's party.
B	Sorry, I ca…	…e g… a maths test. …he… a tennis match.

SOUNDS RIGHT Months and dates

4/5

6 **Listen and repeat.**

January and **February**,
March and **April**, **May** and **June**,
then **July** is coming soon.

August an… **…ep… …ber**,
October a… **N… …em…**,
and finally … **…er**!

4/6

7 **Listen and say the dates.**

The party's on Friday, February 22nd.

The co… …'s on Thursday, …5th.

Can you come on S… …day October 12th?

Are you in London on M… …ay, July 7th?

Note
We write: May 7th
We say: the seventh of May or May the seventh

8 **Work in pairs. Say the dates.**

Party
* Satur… …June …th
* Friday, D… …ber 12th
* Sunday, August 5th
* Tuesday, January 4th

9 **CHANGES**

4/7

Listen to th… …logue…. Then act one of them out in class.

A

… …old … Julian?
B Tw…
A And whe… …our birthday?
B On December 18th.

B

A How old are you, Julie?
B I'm twelve.
A And when's your birthday?
B On April 12th.
A What day is it this year?
B A Friday, I think.

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READING & LISTENING

4/8

10 **Listen to the beginning of Jessie's story. Then read it.**

The case of the missing cake

Yesterday was my birthday. It was a great day. My party was fun, but the best thing was my cake. A chocolate cake with twelve red candles. It was delicious.

Last night, I went* to bed at 9 p.m. There was one piece of cake left. It was on the table – perfect for my breakfast. This morning, the piece of cake wasn't there! Last night, there was a robbery in my kitchen! I want to find the obber.



VOCABULARY:
***went** – past simple form of *go*

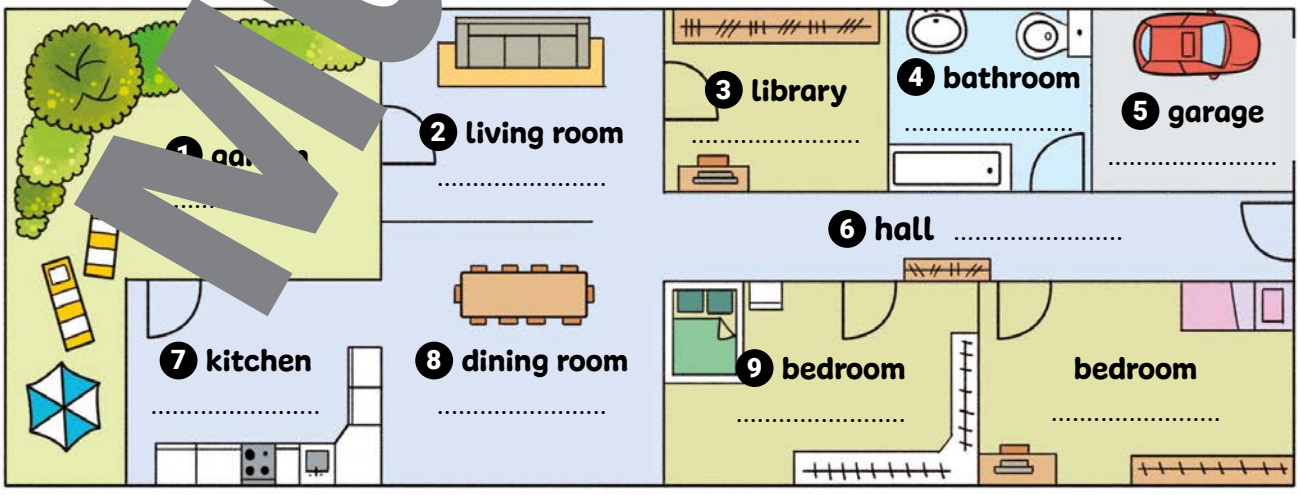
4/9

11 **Jessie is in the kitchen. She i[illegible]ues.**
Listen to part 2 of the sto[illegible]nswer the ques[illegible].

1 What does she find on the floo[illegible] .....
2 What time is it on th[illegible]lock? .....
3 What time was the [illegible] .....
4 Who was in the k[illegible]se last ni[illegible]? .....

4/10

12 **Look at the pict[illegible]re and l[illegible]o the words.**



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WB p. 106, 107

4/11

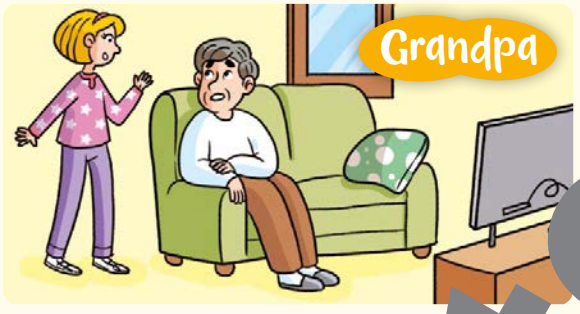
13 **Read and listen to the interviews. Look at the picture in 12 and write the names of the people in the rooms where they were last night.**



Jessie Mum, where were you at 9:15 p.m. last night?
Mum I'm not sure. Why?
Jessie Just think, Mum. It's [illegible]t.
Mum OK, I think I was in [illegible] with your dad. Of course, we [illegible] was a good film on TV.

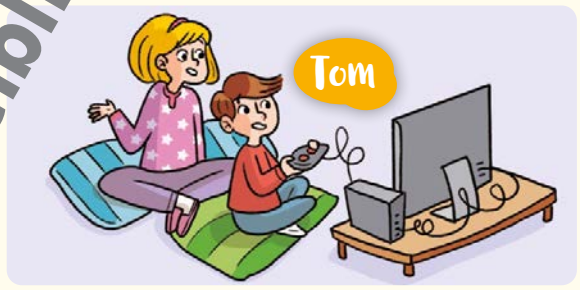
Jessie Were you with Mum last night at 9:15 p.m.?
Dad Sorry?
Jessie Were you with Mum last night at 9:15 p.m.?
Dad Probably ... umm ... yes, we were in the living room. Why?
Jessie No reason.

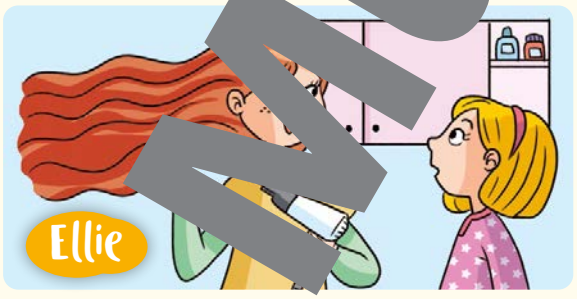




Jess Gran[illegible], were [illegible] in the kitchen last night at 9:15 p.m.?
Grandp [illegible] I wasn't. I was in the garden.
[illegible] garde[illegible]? At 9:15?
Gr[illegible]dp Yes, there was a beautiful sunset.

Jessie Can I ask you a question, Tom?
Tom What?
Jessie Where were you las[illegible]?
Tom Here in my bedroom. [illegible] with my friends.
Jessie Of course.





Jessie Ellie, were you in the kitchen last night at 9:15?
Ellie No, I wasn't. I was in the dining room.
Jessie The dining room?
Ellie Yes. I was. I remember because there was a loud noise in the kitchen.
Jessie A loud noise? Ah ha!

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4/12

14 **In pairs. Who do you think was the robber? Listen and check your answer.**

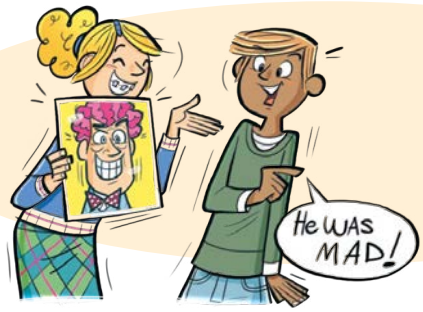
15 **Look at the picture in 10. What can you find to show that Ellie is right?**

WB p. 102, 103, 106, 107

GRAMMAR CHANT *was – were*

4/13

16 **A chant. Listen and repeat.**



A He was happy.
B I was hot.
A She was happy.
B I was not.
A Were you happy?
B I was sad.
A Was he happy?
B He was mad.

A Was she happy?
B Yes, she was.
A W[illegible]hey happy?
B [illegible]be[illegible]use …
[illegible]wa[illegible]
Th[illegible]ue.
I was happy.
[illegible]r you!

SPEAKING *Saying/Asking where people were*

17 CHOICES

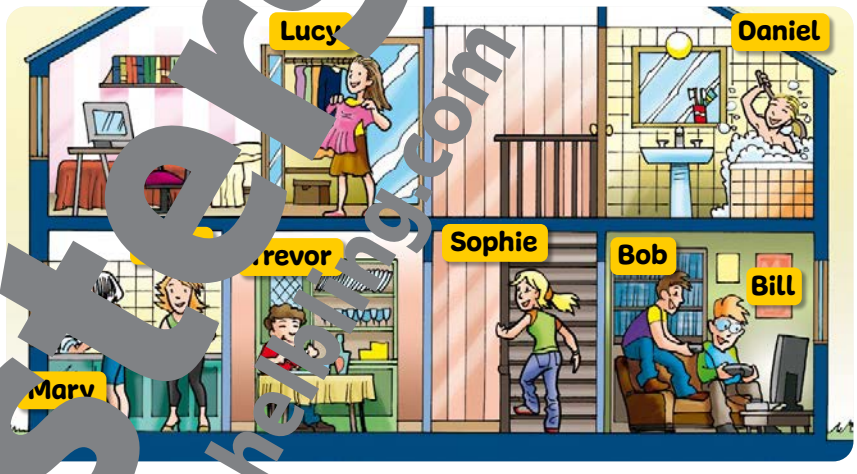
A **Work in pairs. Look at the picture for a minut[illegible]emember the names and the rooms. Close your books. Ask your partner about fo[illegible]the picture.**

Where were Bob and Bill?





They were in the living room.

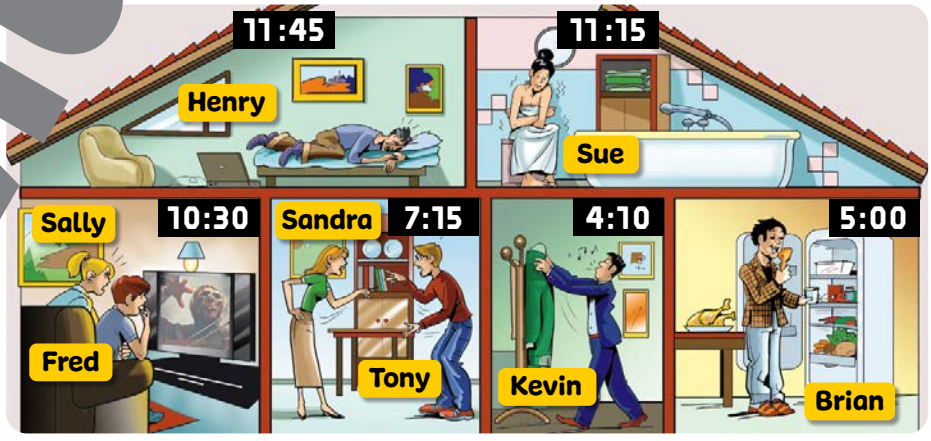


B **Look at the picture a[illegible]k about the people. Use the words in [illegible]ox.**

sad happy hungry cold scared angry

At 5 o'clo[illegible] was in the [illegible]e. He was hungr[illegible]

At [illegible]k and Fred we[illegible] They were …



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WB p. 105

18 **Complete the sentences so they are true for you.**

On Sunday ...

1 at 7 a.m. I was in bed .....
2 at 9 a.m. I .....
3 at 12 p.m. I .....
4 at 3 p.m. I .....
5 at 8 p.m. I .....
6 at midnight I .....

19 **In pairs, ask and answer questions.**

Where were you at 7 a.m. yesterday?

I was in the [illegible]

So was I*. / I wasn't. I was in bed. Asle[illegible]

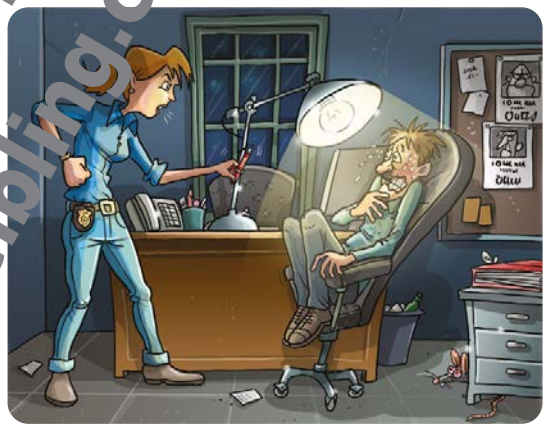
VOCABULARY: ***So was I.*** – Ich auch.

WRITING

20 **CHOICES**

A **Complete the dialogue with the words from the box.**

all was your where thin[illegible] th[illegible]e



Inspector Mr Clark, [1]..... were you yeste[illegible]0 p[illegible]?

Mr Clark I [2]..... living room[illegible] ev[illegible]

Inspector Aha, [3]..... evenin[illegible]

Mr Clark Yes, [4]..... was an[illegible]sting[illegible]m on TV.

Inspect[illegible] Clar[illegible] [5]..... pen?

Mr Clar[illegible] Why do you ask?

Inspector [illegible]s pe[illegible]as in the library. I [6]..... you are the robber, M[illegible]rk.

B **Write a[illegible]ue. Use the following ideas.**

The inspector interviews a man or a woman.
They say they were in a room all evening.
The inspector finds something of this person in another room.

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GRAMMAR

Ordinal numbers

Für Aufzählungen (der erste, der zweite, usw.) verwendest du die folgenden Wörter:

*one → **first***	*five → fif**th***	*nine → nin**th***
*two → **second***	*six → six**th***	*ten → ten**th***
*three → **third***	*seven → seven**th***	*eleven → eleven**th***
*four → four**th***	*eight → eigh**th***	*twelve → twelf**th***

Ordnungszahlen über 20 bildest du nach dem gleichen Prin

*21. → twenty-**first** | 32. → thirty-**second** | 43. → **-third** | 5[illegible]y-four**th** (etc.)*

Time prepositions

Du verwendest unterschiedliche Präpositionen (Vo[illegible]rte[illegible]um über Tage, das Datum und die Uhrzeit zu sprechen.

*My birthday is **on** February 12th / May 28th / Septembe[illegible]*
*The concert's **on** Thursday, July 15th.*
*My sister's birthday is **in** December / April / Ju[illegible].*
*The film starts **at** 7 o'clock / half past eigh[illegible]:45 (etc.)*
*I have maths **in** the morning / the afterno[illegible]*
*We go to bed late **at** night.*



Past simple (1) *was – w[illegible]e*

Du verwendest das *Past simple*, u[illegible]s Vergangenes zu erzählen[illegible] *were* w[illegible]den gleich verwendet wie „ich w[illegible]wars" usw. im Deutschen.

*At 9 o'clock I **was** at sc[illegible]ol. T[illegible]**asn't** there.*
*Peter and John **were** i[illegible]as[illegible]om.*
*Sandra and Kate w[illegible]**n't** there.*



+	–	?
I **was** in the hall[illegible]	I **wasn't (was not)** in the library.	**Was** I … ?
You **we**[illegible]me at [illegible]	You **weren't (were not)** with him.	**Were** you … ?
He **was**[illegible]	He **wasn't (was not)** with us.	**Was** he … ?
She **was** wi[illegible]	She **wasn't (was not)** in her bedroom.	**Was** she … ?
[illegible]	It **wasn't (was not)** there in the morning.	**Was** it … ?
[illegible] in the li[illegible]room.	We **weren't (were not)** at home at 9 p.m.	**Were** we … ?
You **wer**[illegible]bedroom.	You **weren't (were not)** at home.	**Were** you … ?
They **were** in the library.	They **weren't (were not)** alone.	**Were** they … ?

Now go back to page 92. Check ☑ with a partner what you know / can do.

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THE STORY OF THE STONES 6

Three stones to rule the universe!

1 **Look at the pictures from episode 6. Make up a story of your own.**

Start like this:



The children are knocking at the door of Cairn Cast
The door opens …







2 **Watch episode 6. Then answer the questions below.**

1 Where are Emma and Daniel at the beginning of the episode?
2 What does Sarah say to Emma when Darkman wants Emma's stone?
3 What does Darkman do with the stones?
4 Why does Darkman lift Daniel up?
5 Who is watching the children?
6 Where is Darkman running?

EVERYDAY ENGLISH

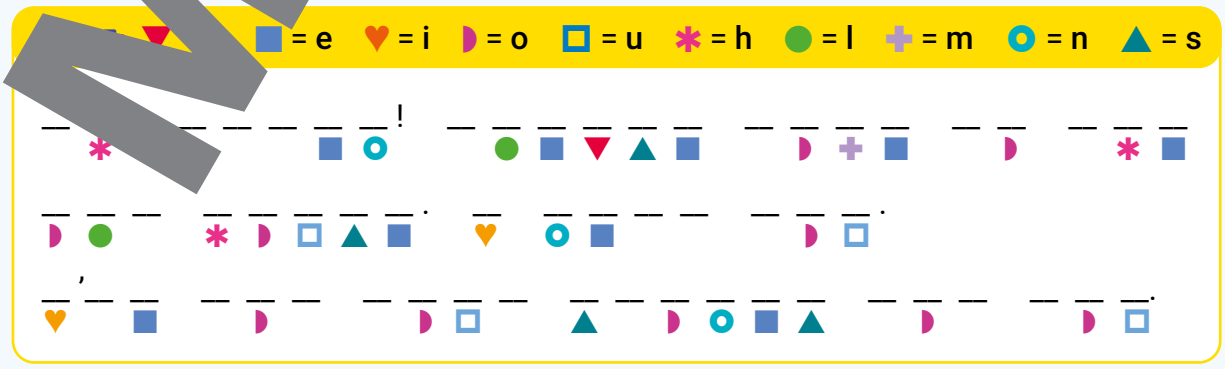
3 **Complete the dialogue with the phrases from the box.**

How dare you!
You're welcome.
That was close.

Darkman It's the [1] stone! .....
Daniel Whew! [2] ....
Sunborn Thank you all very much. You were a great help.
Emma [3] ....

4 **Can you read the message?**

■ = e ♥ = i ◗ = o □ = u ✱ = h ● = l ✚ = m ○ = n ▲ = s



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UNIT 13 Help!

At the end of unit 13 ...

you know

- ☐ who to call in an emergency
- ☐ 7 words for emergency services and 8 for accidents
- ☐ how to use the past simple (regular verbs)
- ☐ how to use linking words

you can

- ☐ talk about emergency situations
- ☐ call the emergency services and s… h… s
- ☐ understand a short magazine art… ab… t a rescue operation
- ☐ understand a short vide… helpin…
- ☐ write and tell a story in th…

1 **Read the article and answer the questions. Tell your partne…**

Rescue!









In Australia it's 000. … Zea…nd it's 111. In the US and Canada it's 911 a… …e UK and many other countries ar… …d the …ld it's 999. That's the number to c… in an… …cy.

And of cours… …ow that

- when there'… …rim… …ask for the police.
- whe… …u need… …dical help, you ask for an ambulance.
- wh… …u ask for the fire brigade.

…t these aren't the only …ergency services to …elp you.



1. You are climbing in the mountains. You fall and break a leg. You're lucky because …ou've got a phone with you. You dial 999.
   Who do you ask for?
2. You are sailing at sea. The weather gets bad. The waves get really big and your boat is in trouble. You've got a radio on the boat. You call 999.
   Who do you ask for?
3. You are exploring a deep cave. Some rocks fall and you can't get out. You're lucky because you've still got a phone signal. You dial 999.
   Who do you ask for?
4. You are walking in the park. You see a strange parcel on the park bench. You pick it up. It's ticking. You put it down and phone 999.
   Who do you ask for?

- Which …er do you call in an emergency situation in Austria?





Ambulance: .....



Fire brigade: .....



Police: .....

- Which number do you call in an emergency from a mobile? (the number works in all European countries) .....

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WB p. 110, 111 CYBER Homework 37 (Revision)

2 **Read the article in 1 again and write the emergency services under the pictures.**



1 .....



2 .....



.....



4 .....



5 .....



.....

SPEAKING Calling the emergency se ice and spelling names

4/14

3 **Listen. Write the names of the streets. Then a k and ...**

1 An accident in ..... treet.
2 A fire in ..... Stree
3 A robbery in ..... treet.

A Can you spell the street, please?

B Yes, it's ...

4 **CHOICES**

4/15

A **Listen. Then act out the dialogue**

A Hello. There's a fire in Harro Stre
B Can you spell the stree e?
A Yes. It's H – A – double
B OK.

B **Make dialogues. Use this information.**

1 fire / Jerry Street
2 accident / Mungo Street
3 robbery / Hardy Street

VOCABULARY A ident in the mountain

4/16

5 **Listen and loo pic e. Then number the words.**

- [ ] jetpack
- [ ] slip on wet rocks
- [ ] storm
- [ ] radio the re m
- [ ] helicopter
- [ ] shout for help
- [ ] fly up the mountain
- [2] be in danger



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READING

6 **Read the magazine article quickly. In the UK, what number do you need to call the mountain rescue team?**

7 **Read the article again.**



MOUNTAIN DANGER

Imagine ... you are climbing in the mountains. There are no roads and no people. Yesterday there was a storm. The rocks are wet. You fall down and break your leg. You can't move. The sky is dark and it is very windy.

You are lucky because you've got a phone with you. You dial 999 and speak to mountain rescue. They tell you it is windy for a helicopter, but they have an idea.

There is a noise. You look up. There is a man flying up [illegible]. He is wearing a jetpack. Are you dreaming? No. He is the mountain rescue team. He lands next to you, [illegible] your leg, gives you [illegible] keeps you warm. Then, he radios his team and tells them where they can find you. One hour later the mountain rescue team arri[illegible] safe!

This is not science fiction – it's real. In Englan[illegible] they are testing new [illegible] to help people on mountains.

It is difficult for helicopters to land on a mountain. The mountain rescue team can take a long time to find people in danger. The jetpack is fast and easy to use. It is easy to land on a mountain with a jetpack!

What do you think? Do you want to fly a jetpack and help people?

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

1 There was a storm, so the rocks [illegible].
2 The weather is not very good. T / F
3 There is no phone signal. T / F
4 The young person in the [illegible] breaks a leg, but
☐ it is cold and windy. ☐ [illegible] can call for help. ☐ the sky is dark.
5 A man from the rescue team flies up the mountain and
☐ lands a helicopter. ☐ [illegible] some photos. ☐ finds the young person in trouble.
6 The man calls the mountain rescue team because the young person
☐ is hungry. ☐ is very tired. ☐ can't walk.
7 Why can't a helicopter [illegible] .....
8 What is the jetpack [illegible] with the jetpack? .....
9 Why [illegible] gives you [illegible] .....

4/17

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

10 **Complete the sentences with *and*, *but* or *because*.**

1 The rocks are wet ..... there was a storm yesterday.
2 He falls down ..... breaks his leg.
3 You are lucky ..... you have a phone with you.
4 It's too windy for a helicopter, ... mountain rescue have an idea.
5 The man gives you medicine ..... keeps you warm.
6 It is difficult for helicopters to land on the mountain, ... easy with a jetpack!

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WB p. 111, 112

LISTENING & SPEAKING

4/18 **11** **The person in trouble was a fifteen-year-old girl, Sophia. Listen to her phone call with a friend.**

4/18 **12** **Complete Sophia's diary with the verbs from the box. Then listen to the phone call again and check.**



helped
shouted
arrived
radioed
called
wanted
happened
looked
slipped
landed
rescued
remembered
started

Dear Diary,
I'm in hospital! Yesterday was a very bad d... for me. I [1] ..... to ... up ... mountain, but that wasn't a good idea.
First, everything was OK. But then I [2] ..... to climb on some rocks. They were all very w... it [3] ..... ! I [4] ..... . It was ...ri...e. I ..... for help. But I was alone in the mount... it was windy and cold. Then I [6] ..... that ... phone was in my backpack. I [7] ..... 999 ... m...tain rescue team. But it was difficult for a helicopter to ...nd in th... weather.
Suddenly there was a noi... ..... up! There was a man with a jetpack. He [9] ..... next to me. The man [10] ..... and then he [11] ..... the mountain rescue tea... ...y [12] ..... an hour later and [13] .....

13 **Look at these pictures ...se l... ...ge from ... to tell the story. Use *and*, *but*, *because*.**





SO... RIG... /t/ /d/ /ɪd/

4/19 **14** **Listen and r... at.**

/t/
1 She jump**ed** into the river.
2 My dog chas**ed** a cat.
3 We watch**ed** a film.

/d/
4 She phon**ed** at 5 o'clock.
5 He arriv**ed** on Monday.
6 We carri**ed** our books.

/ɪd/
7 I wait**ed** an hour.
8 They shout**ed** at me.
9 She want**ed** an ice cream.

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SPEAKING Telling a story in the past

15 CHOICES

A **Complete the two stories. Use the verbs from the box in the past simple. Then tell one of the stories to a partner.**

~~be~~
arrive
jump
rescue
phone
be
chase
shout





1 There .....was..... a boy in the river.
2 He ..... "He .....
3 I ..... into the .....
4 I ..... the boy.





1 There ..... a robbery.
2 We ..... the police.
3 The police ..... .
4 They ..... the woman.

B **Work with a partner. Tell the story like this:**

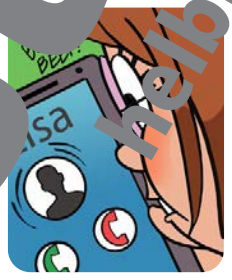
Yesterday was a sunny day.



be / sunny day



walk / park



phone / friends



wait / 10 minutes



friends / arrive



play / football



stop / 7 o'clock



walk / my house



Dad / cook dinner



watch TV / until midnight

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WB p. 112, 113, 114

OUR YOUNG WORLD 4

Luna's helping out



1 **Watch the video. What does Luna do in her free time?**

.....

2 **Watch again. Circle T (*True*) or F (*False*).**

1 In her free time, Luna helps at an animal shelter*. T / F
2 She gets money for her work. T / F
3 The shelter has a big problem – there's not enough money. T / F
4 Luna decided to write an email to the mayor. T / F
5 Luna is now feeling very pessimistic. T / F
6 In her programme, Luna asks people to help the a... ter. T / F

VOCABULARY:
***animal shelter** – Tierheim

FIND OUT Political educatio

3 **Match the words with their definitions.**

1 class speaker
2 vote
3 mayor
4 democracy

☐ In a ... the people h... power. T... vote for their parliament.
☐ The leader ... wn council*.
☐ choose a ... s... ro... list of ... ple
☐ A... the ... gi... e scho... year, all the boys and girls in a class c... this person.

VOCABULARY:
***town council** – Gemeinderat

Our local politics ... orld

4 **Discuss in pairs.**

1 Would you like t... he cla... speaker? Why (not)?
2 Who is the mayor in y... wn?
3 What would you like to talk to him/her about?







CYBER PROJECT: A role play

5 **Imagine you have got a meeting with your mayor:** • **Plan a role play.** • **Make a video.**

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LISTENING & READING

16 **Look at the picture. Where can you see:**

- a small spaceship?
- gas clouds?
- a button?
- the eye of a storm?
- a robot arm?
- planet Jupiter?



17 **Read the title and the introduction to the radio play. In pairs, guess words from the story. Write a list. Then make a story.**

SPACE RESCUE

The year is 32[illegible] and the Earth is dying. There are no trees and no forests. People are living on very big spaceships. The spaceships need gas from the planet Jupiter. But it is very dangerous ...

4/20

18 **Listen to the story. Then read the text and circle the correct words.**

Captain Diana was above Jupiter. She was in her spaceship. Diana and the pilot were in front of a big screen. Suddenly, they saw a big storm and they [1]*happened / noticed* a little spaceship.

"Fly into the eye of the storm!" [2]*shouted / landed* Diana, but the pilot was not happy.

"We can't," he said, "because it's too dangerous!" Diana [3]*wanted / waited* to rescue the spaceship because her friends were on it.

The pilot [4]*walked / moved* the spaceship into the eye of the storm. Then Diana [5]*pressed / helped* a button. The front of the spaceship [6]*opened / arrived* and a big robot arm [7]*reached / walked* out. The robot hand [8]*closed / opened* around the spaceship.

After that, the two spaceships [9]*moved / stopped* out of the storm. Finally, Diana's friends were safe!

WRITING

19 **Write your own story in the past tense (80–100 words) about an adventure in space. Write three paragraphs.**

- **Paragraph 1:** Write where the character(s) was (were).
- **Paragraph 2:** Write about something dramatic.
- **Paragraph 3:** Say how the story ended.
- Find a good title for your story.

Useful language

It was the year (2099).
Suddenly ...
Then ...
Later ...
After that ...
Finally ...

Check on p. 123 for the past tense forms of many verbs.

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WB p. 114

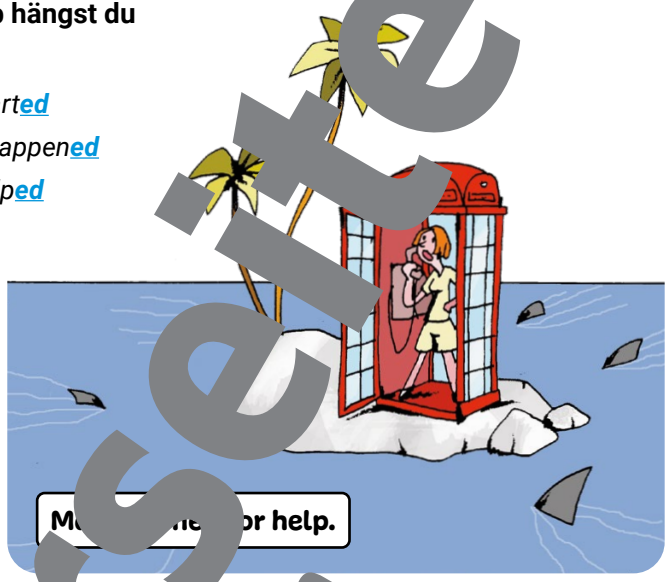
GRAMMAR

Past simple (2) regular verbs

Du verwendest das *Past simple*, um über Vergangenes zu sprechen oder zu schreiben. Du verwendest für alle Personen in der Einzahl und Mehrzahl jeweils die gleiche Form des Verbs.

Bildung: Bei einem regelmäßigen Verb hängst du an den Infinitiv (Nennform) -ed an.

jump – I jumped
wait – she waited
shout – you shouted
play – they played
start – he started
happen – it happened
help – we helped



Endet ein regelmäßiges Verb auf -e, fügst du nur ein -d an.

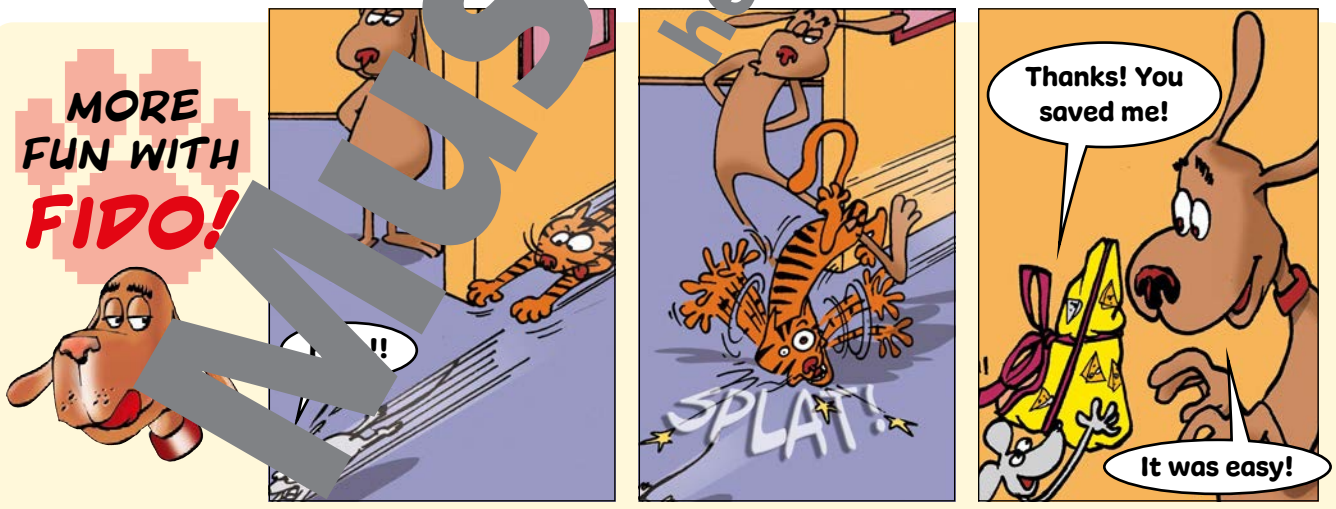
rescue – they rescued
arrive – you arrived

Aber: *carry – carried*
slip – slipped
stop – stopped

Linking words (*and*, *but*, *bec*

So kannst du Sätze verbinden:

Diana wanted to rescue the space *aus* *er frien* *ere on it.*
"Fly into the eye of the st *!" Dout* *but the pilot was not happy.*
The front of the spaceship *and a big robot* *eached out.*



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Now go back to page 100. Check ☑ with a partner what you know / can do.

THE TWINS 6

The black eye

Developing speaking competencies

Language function

☐ I can arouse interest (*Interesse wecken*)

Speaking strategy

☐ I can encourage someone to tell me what happened (*jemanden zum Erzählen ermutigen*)

VOCABULARY Injuries

4/21

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

1 a cut knee 2 a swollen ankle 3 a broken leg 4 a black eye


A


B


C


D

4/22

2 **Watch or listen to the dialogue. Then read it. Who did Leo meet on his way home?**

Leo Hi.
Lucy You're late.
Leo I know. Look.
Lucy Oh, dear. What happened?
Leo Well, I was on my way home. I was in the park … and guess what?
Lucy What?
Leo I saw three boys. Very young boys. About seven or eight years old.
Lucy I see.
Leo They had a football. And you won't believe what happened.



Lucy Tell me.
Leo One of the boys kicked it. High up in the sky. And an amazing thing happened.
Lucy Really? Tell me more.

3 **Read the dialogue in 2 again. Then write the answers to the questions.**

1 Who's late? .....
2 Why does Lucy ask what happened? .....
3 Something happened to Leo. Where did it happen? .....
4 What did one of the boys do with the football? .....

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USEFUL PHRASES Arousing interest

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

believe
amazing
what

1 I was on my way home. I was in the park and guess ..... ?
2 You won't ..... what happened.
3 An ..... thing happened.

What do you think? Answer the questions.

- What happened with the football?
- How did ... t his ... eye?

MOBILE HOMEWORK

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

- ☐ Finally, Leo started to play football with them.
- ☐ The ball got stuck in a tree and the kids were very unhappy.
- ☐ Leo tried to help. He started throwing stones at the ball, but that didn't work.
- ☐ One of th... ...cked the football high up in the sky.
- ☐ Leo clim... ...nd ... t the ball back.
- ☐ The kids w... ...ppy and thanked Leo.
- ☐ One ... the boys passed Leo the ball, and he ran into the ... dd...
- ☐ They ... a la... ...er and put it against the tree with the ... in it.

SPEAKING STRATEGY Enc... ...ing someone to say what happened

5 **Complete the dialogues with the ... fro... ...e box. Th... check with the dialogue in 2.**

me
more
what

1 **Leo** I know. I ...
Lucy Oh, dear.
....
happe... ...d?

2 **Leo** You won't believe what happened.
Lucy Tell ..... .
3 **Leo** An amazing thing happened.
Lucy Really? Tell me ..... .

6 CHOICES

A **Work in pairs. A ... lls B th... ...omething happene... B wa... ...more.**

in clas... ...g)
on the wa... ...me (... ...rday afternoon)
... marke... ...t Saturday)
... ...unday)

A I was in cla... ...s morning. An amazing thing happened.
B Tell me more.

B **ROLE PLAY: Work in pairs. Look at the situation and the roles. Think of a role play with a partner. Take 2 or 3 minutes to practise it. Act it out in class.**

Roles: You and your friend
Situation: You want to meet up with a friend, but your friend is late. You notice that your friend has got a problem (see 1). You want to know what happened. Encourage your friend to tell you the story. Use the language from 4 and 5.

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UNIT 14 It's my favourite

At the end of unit 14 ...

you know

- ☐ 12 words for TV programmes
- ☐ 8 words for kinds of books and stories
- ☐ how to use the past simple (negative)
- ☐ some irregular past forms

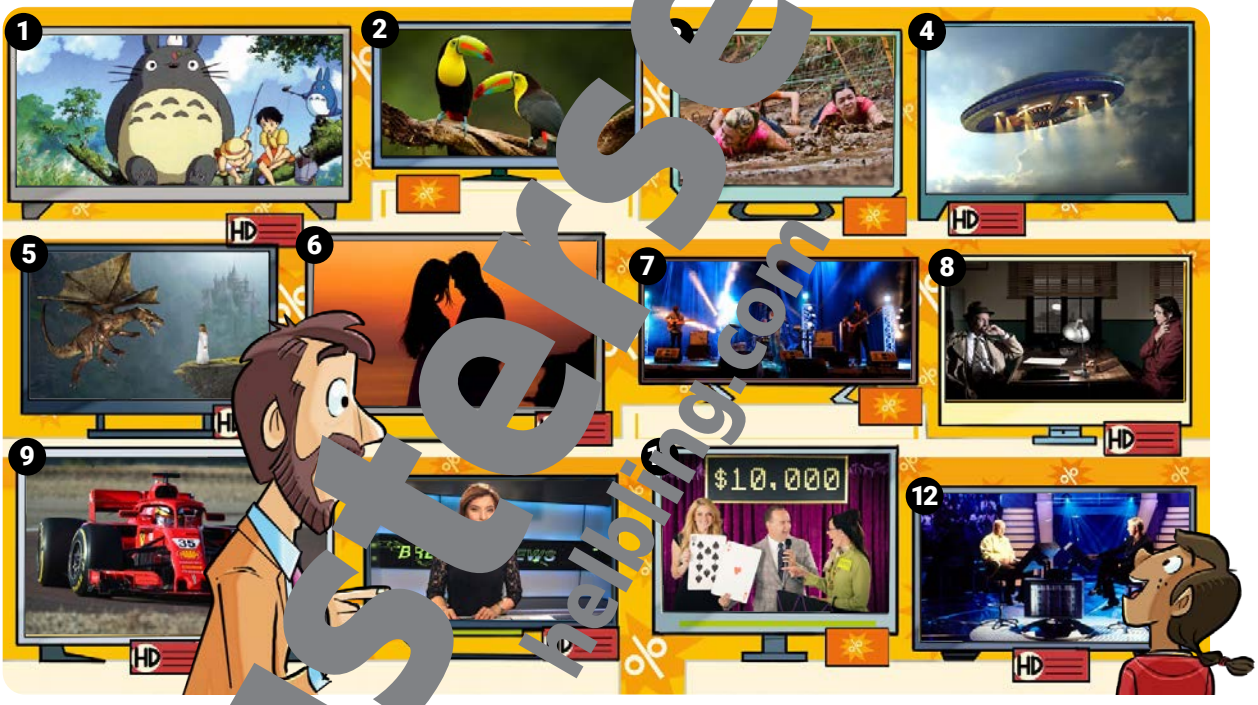
you can

- ☐ talk about your screen time
- ☐ understand a story in the n
- ☐ talk about books and rea
- ☐ tell a story
- ☐ write a picture st

VOCABULARY Screen time

4/23

1 **Look at the pictures and number the words below. Th listen a check.**



- [1] cartoon
- ☐ the news
- ☐ fant lm
- ☐ g how
- ☐ sc nce-fiction film
- ☐ ic show
- ☐ reality show
- ☐ quiz show
- ☐ detective film
- ☐ nature programme
- ☐ romantic film
- ☐ sports programme

4/24

2 **What are wa ? Listen and write the numbers.**

1	TV1	5 George and Freda	.....	9 Jack	.....
2 aw	.....	6 Jane	.....	10 Emily and Holly	.....
3 Joa	.....	7 Veronica	.....	11 Alexandra	.....
4 Linda and ephen	.....	8 Paul	.....	12 James and Charles	.....

3 **Check with a partner.**

David's watching a cartoon on TV1.

That's right. / I think he's watching a ...

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WB p. 119, 120 CYBER Homework 40 (Revision)

LISTENING & SPEAKING Talking about screen time

4/25

4 **Listen to Paula and Michael talk about what they watch. Tick *True* or *False*.**



Paula

		True	False
1	She spends two hours a day looking at screens.	☐	☐
2	She always watches TV in the morning and at the weekend.	☐	☐
3	She likes cartoons, nature programmes and reality sh[illegible].	☐	☐
4	Her favourite cartoons are *Henry Danger*, *Teen Titans* [illegible] *Spongebob*.	☐	☐
5	The family often watches the news together.	☐	☐
6	Her dad loves cartoons.	☐	☐



Michael

1	He watches TV for about two hours every day.	☐	☐
2	He never watches it in the evening befor[illegible]oes to[illegible]ed.	☐	☐
3	He streams five detective films every [illegible]ek.	☐	☐
4	Every day he watches two or three epi[illegible]of *A[illegible]elo Rules* on his computer.	☐	☐
5	He watches gamers on his mob[illegible]pho[illegible]	☐	☐

5 **In groups, talk about your screen time. U[illegible]the sent[illegible]ces to h[illegible]p you.**

I | watch films or series for abo[illegible] o[illegible] two thr[illegible] | hou(s) a day.

I | always / usually / sometimes / never | wat[illegible]your programm[illegible]es | in the morning. / in the afternoon. / in the evening. / at the weekends.

I | usually | [illegible]n watch Y[illegible]ube channels / [illegible]h programmes | on my laptop. / with my family. / on TV.

I really [illegible] / I don't lik[illegible]ate | ca[illegible]ons. / [illegible]e programmes. / detective films. / [illegible]sports programmes. / the news. / …

My favour[illegible]grammes are … .

My | mum's / dad's / brother's / sister's | favourite programme is … .



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READING

6 **Read the story.**

The remote control*





The shop in Mill Street sold lots of things. In the window I saw a TV remote control. I went into the shop because I needed a new one. There was an old woman behind the desk. I picked up the remote control and she looked up at me.

"Be careful," said the old woman. "This is not a normal TV remote control because it has special powers."

"Special powers?" I laughed.

"Yes," she replied. "Use it carefully and never press this button here." She pointed to a small button with a star on it.

"OK," I said. I paid and walked home.

"What a strange lady," I thought.

My brother Tom was in the living room. He was watching TV. It was a film about dinosaurs, but I wanted to watch a cartoon.

"Can we watch a cartoon?" I asked.

"No," he replied.

I took out the remote control and pointed it at the TV. I pressed a button, but nothing happened. I did it again. Still nothing.

"What's that?" Tom asked.

"A new TV remote control," I replied.

"It doesn't work," he laughed.



I pointed the remote control at him and pressed a button. Tom froze*. What! I looked at the TV. It was the pause button. I pressed it again. He was normal again. I pressed the rewind button*. My brother started talking backwards. I pressed the fast forward button*. He started moving really fast.

The TV remote control controlled my TV. This was fantastic, but then I remembered the old lady and her words: "Use it carefully." So I stopped.

"Let me look at the remote control," Tom asked.

"No," I replied.

He jumped up and tried to take the remote control from me. My finger pressed a button. I looked at the remote control. My finger was on the star button. Where was Tom?

And then I heard a noise. It was Tom's voice, but it was tiny.

"Help me! Help!"

I looked at the TV.

"Help me, Annie! Please, help me!"

There was Tom. He was inside the TV screen. And behind him was a huge T-Rex with its mouth wide open.



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VOCABULARY

***remote control** – Fernbedienung; **freeze/froze** – erstarren/erstarrte; **rewind button** – Rückspultaste; **fast forward button** – Vorspultaste

WB p. 126

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

1 The girl saw a ..... in the shop window.
2 The shopkeeper was an old ..... .
3 At home there was a film about ..... on TV.

4 The shop in Mill Street was a TV shop. T / F
5 The girl wanted to watch a cartoon. T / F
6 Tom fought his sister to get the control. T / F

7 Why is the remote control different? .....
8 What button does the woman say never to press? .....
9 What happens when you press that button? .....

4/26+27

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

9 **Look at the story again. Write the past forms of th... verb...**

do ..... pay ..... take ..... think .....
hear ..... say ..... tell ..... freeze .....
go ..... is ..... s... .....

10 **Complete the texts with the verbs from t... box.**

held put
ran caught
left didn't see



1 The robber ..... in... bank. He ..... a gun in h... hand. H... ..... a lot of money into his ...g. H... ..... the police car outside the ...e ..... the bank and the p... ..... him.

gave
told
said
didn't think
found



2 Jill .... on a park bench. There, she .... a ring. She ..... it to her friend Andrew. Jill ..... to him it was a m...ic ring. Andrew ..... it was a magic ring. Jill ..... him to turn it three times. Andrew did that – and disappeared*.

VOCABULARY:
***disappear** – verschwinden

4/28

11 **Listen t... poem... ...ad it.**



Watching TV

Mum and Dad and me, we often watch TV.
We spend a lot of time on quiz shows, news and crime.
We often have our tea in front of the TV.
But sometimes I say no and leave them and I go
into my room. I need a thrilling* book to read.

VOCABULARY: ***thrilling** – aufregend, spannend

Say what you think:
How much screen time is too much for a boy/girl your age?

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VOCABULARY

4/29

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

- [ ] weak
- [ ] skin
- [ ] lying under a tree
- [ ] lake
- [ ] spots
- [ ] hug
- [ ] leaves
- [ ] bend down
- [ ] hunt



LISTENING

4/30

13 **Listen to the story. Then put the pictures in the correct order.**

The leopard and the giraffe



The giraffe was too fast.



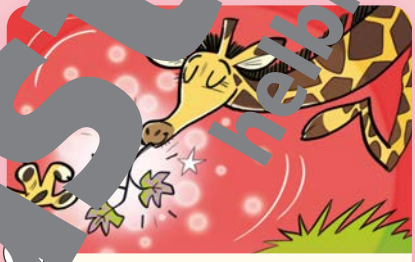
The leopard w[illegible] an[illegible] to co[illegible] him so that he c[illegible]



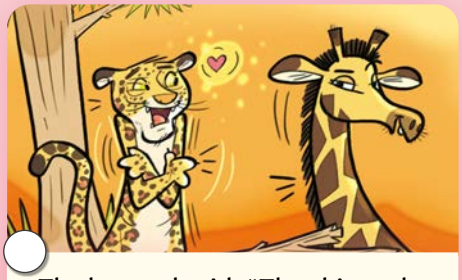
One day a giraffe came to the lake.



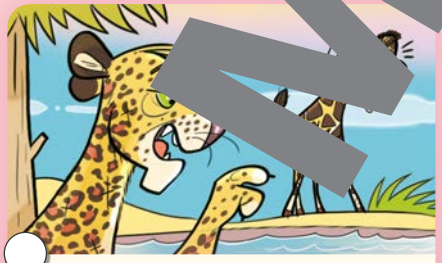
The weak leopard a[illegible] giraffe to hug him



[illegible]he giraffe got the leopard some magic leaves.



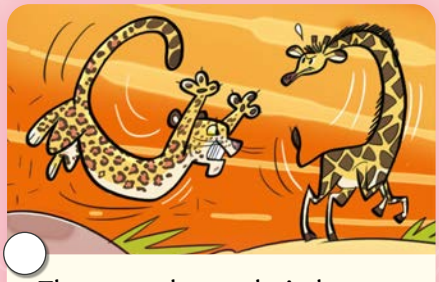
The leopard said, "The skin and the spots show that we are family."



The leopard said, "Aren't you the daughter of my old friend?"



The leopard became strong again.



The strong leopard tried to catch the giraffe.

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WB p. 125

VOCABULARY Kinds of books and stories

14 **Match the book covers with the kinds of stories.**

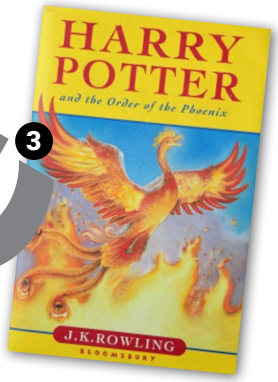
- ☐ animal story
- ☐ adventure story
- ☐ fantasy story
- ☐ detective story
- ☐ horror story
- ☐ story about friendship
- ☐ comic book
- ☐ poems



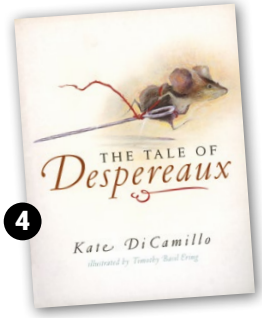
1



2



3



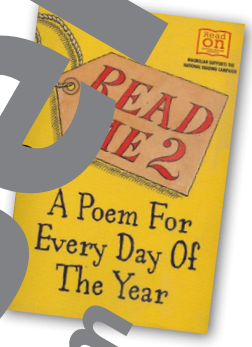
4



5



6





8

LISTENING & SPEAKING Talking about books and reading

4/31

15 **Listen to the interview. Circle T (*True*) or F (*False*).**

1	Mike reads a lot.	T / F
2	He doesn't read fantas[illegible]s.	T / F
3	When he was six, his fav[illegible]ns *The Tale of Despereaux*.	T / F
4	When he was a child, [illegible] grandpa read to him.	T / F
5	Alison reads a lot.	T / F
6	Alison likes stories ab[illegible]rien[illegible]hip and [illegible]mily.	T / F
7	Alison hasn't go[illegible]ourite [illegible]ok.	T / F
8	When she was six, he[illegible]rite book was *The Gruffalo*.	T / F

16 **Study th[illegible]nguag[illegible]mplete the sentences so they are true for you.**



I read a lot.
I read a lot of … stories.
My favourite book is … .
When I was six, my favourite book was … .
My … read stories to me.



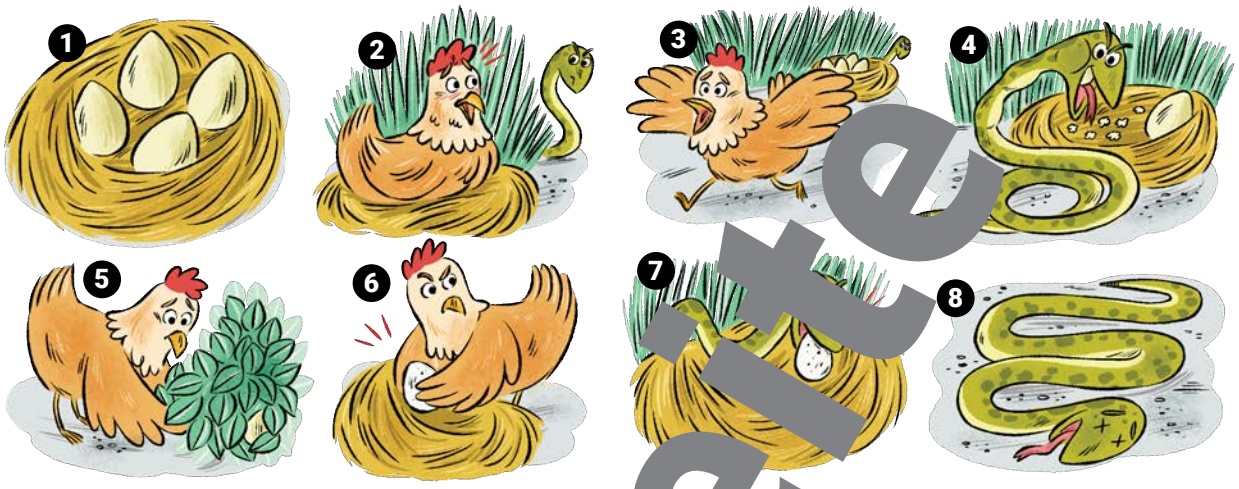
I don't read a lot.
I like … stories, but I don't like … stories.
My favourite book is … .
When I was six, my favourite book was … .
My … didn't read stories to me.

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SPEAKING Telling a story

17 **Look at the pictures. Say what happened. Use the verbs from the box in the past simple.**

put
saw
ran
ate
ate
put
died
were



There [1]..... four eggs in the chicken's nes... chic...n [2]..... the snake. It was scared. The chicken [3]..... aw... The sn... ..... three eggs and went away. The chicken went back and [5]..... last egg under leaves. The chicken [6]..... a white stone in the nest. ... snake c... back and [7]..... the stone. The snake [8]..... .

WRITING

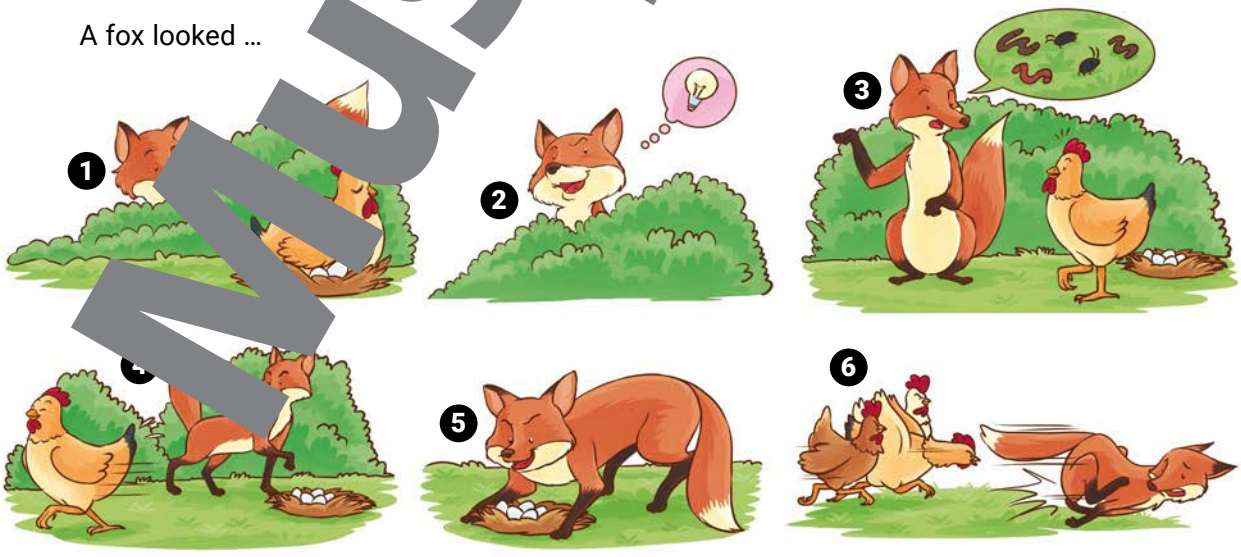
18 CHOICES

A **Look at 17 again. Write th...**

There were four eggs in ... chicken's nest. The chicken saw the snake. It was ...

B **Look at the pictures be... rite ...e story.**

A fox looked ...



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WB p. 126

SOUNDS RIGHT Stress time

4/32

19 **Listen and repeat.**

A I didn't do it.
B You didn't? You didn't?
A I didn't.

B Who did?
A The neighbour's bad kid.



GRAMMAR

Past simple (3) Verneinung mit *didn't*

Die Verneinung im *Past simple* ist für alle Personen gleich. Du bildest du die Verneinung:
Person + *didn't* (*did not*) + Infinitiv (Nennform des Verbs)

*I **didn't** **read** the book.*
*You **didn't** **tell** me.*
*He **didn't** **catch** the snake.*

*She **didn't** **read** the S... Holmes stories.*
*It **didn't** **catch** the gira...*

*We **didn't** **like** the film.*
*You **didn't** **listen** to Mum.*
*They **didn't** **run** away.*

Past simple (4) irregular verbs

*have – **had*** — *I **had** milk and bread for breakfast.*
*sell – **sold*** — *The shop **sold** lots of things.*
*go – **went*** — *I **went** into the shop.*
*say – **said*** — *"Be careful," **said** the old woman.*
*pay – **paid*** — *I **paid** and ... home.*
*take – **took*** — *I **took** out t... and pointed it at the T...*
*do – **did*** — *I **did** it ... un.*
*freeze – **froze*** — *Tom f...*
*hear – **heard*** — *Th... I **heard** a n... e.*
*hold – **held*** — *The ... **held** a gun in his hand.*
*meet – **met*** — *... **met** Carol's sister.*



They held hands because they were scared.

*read – **read*** — *When he was a child, his grandpa **read** to him.*
*run – **ran*** — *They **ran** out of the classroom.*
*put – **put*** — *I **put** on my blue cap.*
*think – **thought*** — *"What a lovely cat," she **thought**.*
*see – **saw*** — *She **saw** a remote control in the window.*

Past simple (5) more irregular verbs

*... – **ate***
*... – **...***
*fi... – **...nd***
*give – **g...***
*get – **got***

*become – **became***
*catch – **caught***
*fight – **fought***
*tell – **told***
*leave – **left***

*bend (down) – **bent** (down)*
*die – **died***
*sit – **sat***

Now go back to page 110. Check ☑ with a partner what you know / can do.

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UNIT 15 What are you going to do?

At the end of unit 15 ...

you know
- ☐ how to use (*be*) *going to*
- ☐ how to talk about future plans and holiday activities

you can
- ☐ talk and ask about future plans
- ☐ write an email about future plans

READING

1 **Read the four texts. Then say what you are going to do in your holidays.**

Paul



I'm going to stay at home this summer, because my mum and dad have no holidays. They're going to work all summer. When the weather is fine, I'm going to go swimming with my friends or ride my bike. I got new roller skates for my birthday and so I'm going to learn to skate. On Saturday and Sunday I'm going to go fishing.



Bilal



I'm going to fly to Tunisia. My grandparents live there. I've got lots of friends there. We are going to play football on the beach every day. And when we are tired we are going to swim in the sea. My grandma is a very good cook. I love the food she cooks. In the evening we are going to watch TV or play board games. Backgammon is my favourite game.

Elizabeth



My mum, my brother and I are going to go to Croatia. We go there every year. My dad is going to drive there and we're going to stay at the campsite. There are other children that come every year. They are from Croatia, the Netherlands, France, Germany, Great Britain and Russia. So I speak a lot of English there. I'm going to play a lot of badminton and tennis. And my friends and I are going to swim in the sea a lot. I love it there. The only thing I don't like is the long drive.





Julia



My parents and I are going to fly to the United States. We want to see some of the National Parks. First, we are going to visit New York City. My mum's aunt lives there and she's going to show us the city. I'm so excited. I'm going to write postcards to all my friends. Later we are going to fly to California. I'm a little bit scared of flying, but I hope that I can sleep on the plane most of the time. I'm really going to enjoy my trip. It's going to be great.



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WB p. 130 CYBER Homework 43 (Revision)

4/33

2 **Listen to the poem. Then read it.**

When I go on holiday

When hamsters go on holiday,
they go to Hungary.
They really like the goulash there
and all the things to see.

When hippos go on holiday,
they go to Ireland.
They swim in all the rivers there
and join an Irish band.

When horn sharks go on holiday,
they just lie in the sun
and dream of fish they ... eat
That's what they do fo ... un

When I go on ... lid ...
I play it really ...
I go outs ... an ... pe ... y
in my own sw ... ming pool.









GRAMMAR CHANT *be going to*

4/34

3 **A chant. Listen and repeat.**

It's my birthday!
What are we going to do?
Are we going to have so ...
Are we going to go to the z ...
Are we going to have a party?
Are we going to wear s ... ething new?
No – we're going to st ...
And do nothing. Just me and yo ...

Just joking ...
Happy birthda ... urprise



SPEAKING Talking/Asking about future plans

4 **... in gro ... y a chain game.**

A In the ... ays, I'm going to swim a lot.

B In the holidays, I'm going to swim a lot and I'm going to play football with my friends.

C In the holidays, I'm going to swim a lot, I'm going to play football with my friends and I'm going to read a book every week.

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5 CHOICES

4/35

Listen to the dialogues. Then act one of them out in class.

A DIALOGUE 1



A What are you going to do in your holidays?
B I'm going to lie in the garden in the sun.
A What if there's no sun?
B I'm going to watch a lot of series.

B DIALOGUE 2

A What are you going to do on Friday?
B Friday? That's the last day of school.
A I know.
B Well, I'm going to meet my friends, we're going t[illegible] a bi[illegible]arty.
A Great.

A SONG 4 U

4/36+37

6 Listen and sing.

Hey, it's summertime

Hey, it's summertime.
It's the holidays.
Yeah, it's summertime
and we go our ways.

Work is over, work is d[illegible]
Soon we'll have a lot of [illegible]
School is over, sch[illegible]ut.
Here we sing and here [illegible]ut:

Hey, it's [illegible]mme[illegible]

Going [illegible]g far,
going off [illegible]y h[illegible]zar.
Sc[illegible]l is ove[illegible]hool is out.
[illegible]re we shout:

Hey, it[illegible]mertime …

[illegible]ting pe[illegible]le, meeting friends,
I hope the [illegible]mmer never ends.
[illegible]chool is [illegible]ver, school is out.
Here we [illegible]ng and here we shout:

Hey it's summertime …



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WB p. 131 CYBER Homework 44

WRITING

7 CHOICES

Read Alison's email to her friends.

SUBJECT: **Party**

Hi,
Friday is our last day at school and I'm going to have a party!
We're going to meet in our garden and we're going to have a lot of fun. Mum's going to make her famous sandwiches and Dad's going to make his summer fruit drinks. I'm going to make a playlist, so please tell me what songs you want to dance to.
The party starts at 2 p.m. Don't be late.
Love,
Alison

A **Write an email answer to Alison. Write the words in the correct order to make sentences.**

- Alison, / Hi
- great / a / idea! / W
- for / Thanl ng / y e.
- sure / great / party / it's / to / I'm / a / b
- sandwich / your / Mum's / love
- going / bring / upcakes. / to
- help th / not / to / music. / going / the nd you
- you' sure / to / I'm / the / ngs. / best / going

B **W n e il answer to Alison (70–80 words). n your :**

- say thank you
- when yo e going to be there
- say that yo e going to bring something (you de e)
- say that you're going to help with the music
- su est two or three songs

GRAMMAR

(be) going to

Wenn du über P für di ukunft sprichst, verwendest du (*be*) *going to*.

What going your holidays?
I'm re o njoy my trip.
She's goi she the city.

***Are** you **going to** **lie** in the sun?*
*We're **going to** **swim** in the sea a lot.*
*They're **going to** **work** all summer.*

P imple von *be* + *going to* + Infinitiv:

I going to sit their friends.

So bildest Verneinung: Present simple von *be* + *not* + *going to* + Infinitiv:

*We **are** **not** (**aren't**) **going to** **stay** at home.*

Now go back to page 118. Check with a partner what you know / can do.

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TENSES (ZEITEN)

PRESENT TENSE

Present simple (Einfache Gegenwartsform)

Das *Present simple* verwendest du, wenn du über Gewohnheiten, Vorlieben und [illegible] sprichst. Die Form des *Present simple* ist für alle Personen gleich.

Ausnahme: In der 3. Person Singular wird ein ***-s*** angehängt. Verneinung und Fragen werden mit dem Hilfsverb ***do*** (3. Person Singular ***does***) gebildet.

Achtung: Bei einigen Wörtern ändert sich bei der 3. Person Singular die Schreibweise durch das Anhängen des ***-s***:

go – goes carry – carries watch – watches catch – catches wash – [illegible]

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I **like** London.	I **don't** (**do not**) **like** London.	**Do/Don't** I **like** Lo[illegible]	Yes, I **do**.	No, I **don't**.
You **like** London.	You **don't** (**do not**) **like** London.	**Do/Don't** [illegible]ike London?	Yes, you **do**.	No, you **don't**.
He **likes** London.	He **doesn't** (**does not**) **like** London.	**Does/D**[illegible]on?	Yes, he **does**.	No, he **doesn't**.
She **likes** London.	She **doesn't** (**does not**) **like** London.	**Do**[illegible]she **like**[illegible]don?	Yes, she **does**.	No, she **doesn't**.
It **likes** sh.	It **doesn't** (**does not**) **like** fish	[illegible]**oesn't** it **like** fish	Yes, it **does**.	No, it **doesn't**.
We **like** London.	We **don't** (**do not**) **like** London.	**Do/**[illegible]**ike** London?	Yes, we **do**.	No, we **don't**.
You **like** London.	You **don't** (**do not**) **like** London.	[illegible]**n't** you[illegible] London?	Yes, you **do**.	No, you **don't**.
They **like** London.	They **don't** (**do not**) **like** London.	[illegible]**on't**[illegible]**y like** London?	Yes, they **do**.	No, they **don't**.

Present continuous (Verlauf[illegible], ***-ing***-Form)

Wenn du beschreiben möchtest, was jemand [illegible]a[illegible] was gerade in diesem Augenblick passiert, verwendest du im Englischen die sogenannte *Continuous* Form des Verbs. Das *Present continuous* wird mit der richtigen Form von ***be*** (***am/is/are***) und der ***-ing***-Form des Vollverbs gebildet.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I'**m** (I **am**) **playing** football.	I'**m not** (I **am not**) **playing** football.	**Am** I **playing** football?	Yes, I **am**.	No, I'**m not**.
You'**re** (You **are**) **playing** football.	You **aren't** (You **are not**) **playing** football.	**Are** you **playing** football?	Yes, you **are**.	No, you **aren't**. / No, you'**re not**.
He'**s** (He **is**) **playing** football.	He **isn't** (He **is not**) **playing** football.	**Is** he **playing** football?	Yes, he **is**.	No, he **isn't**. / No, he'**s not**.
She'**s** (She **is**) **playing** football.	She **isn't** (She **is not**) **playing** football.	**Is** she **playing** football?	Yes, she **is**.	No, she **isn't**. / No, she'**s not**.
It'**s** (It **is**) **snowing**.	It **isn't** (It **is not**) **snowing**.	**Is** it **snowing**?	Yes, it **is**.	No, it **isn't**. / No, it'**s not**.
We'**re** (We **are**) **playing** football.	We **aren't** (We'**re not**) **playing** football.	**Are** we **playing** football?	Yes, we **are**.	No, we **aren't**. / No, we'**re not**.
You'**re** (You **are**) **playing** football.	You **aren't** (You'**re not**) **playing** football.	**Are** you **playing** football?	Yes, you **are**.	No, you **aren't**. / No, you'**re not**.
They'**re** (They **are**) **playing** football.	They **aren't** (They'**re not**) **playing** football.	**Are** they **playing** football?	Yes, they **are**.	No, they **aren't**. / No, they'**re not**.

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PAST TENSE

Past simple – *was / were* (Einfache Vergangenheitsform)

Wenn du sagen willst, was war (bzw. nicht war), verwendest du die *Past simple* Form von ***be***. Diese wird folgendermaßen gebildet:

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I **was** tired.	I **wasn't (was not)** tired.	**Was/Wasn't** I tired?	Yes, I **was**.	No, I **wasn't (was not)**.
You **were** tired.	You **weren't (were not)** tired.	**Were/Weren't** you tired?	Yes, you **were**.	No, you **weren't (were not)**.
He **was** tired.	He **wasn't (was not)** tired.	**Was/Wasn't** he tired?	Yes, he **was**.	No, he **wasn't (was not)**.
She **was** tired.	She **wasn't (was not)** tired.	**Was/Wasn't** she tired?	Yes, she **was**.	No, she **wasn't (was not)**.
It **was** blue.	It **wasn't (was not)** blue.	**Was/Wasn't** it blue?	Yes, it **was**.	No, it **wasn't (was not)**.
We **were** tired.	We **weren't (were not)** tired.	**Were/Weren't** we tired?	Yes, we **were**.	No, we **weren't (were not)**.
You **were** tired.	You **weren't (were not)** tired.	**Were/Weren't** you tired?	Yes, you **were**.	No, you **weren't (were not)**.
They **were** tired.	They **weren't (were not)** tired.	**Were/Weren't** they tired?	Yes, they **were**.	No, they **weren't (were not)**.

Past simple – Regular verbs (Regelmäßige Verben)

- Das *Past simple* wird bei regelmäßigen Verben mit ***-ed*** gebildet.
- Endet ein regelmäßiges Verb auf ***-e*** (z.B. like), fügst du nur ein ***-d*** an.
- Endet das Verb auf ***-y*** (z.B. carry), verwandelt sich dieses in ein ***-i*** und du fügst ***-ed*** an.

Positive Aussagen	Negative Aussagen
I liked London.	I **didn't (did not) like** London.
You laughed a lot.	You **didn't (did not) laugh** a lot.
He walked home.	He **didn't (did not) walk** home.
She looked up.	She **didn't (did not) look** up.
It slipped.	It **didn't (did not) slip**.
We jumped in the water.	We **didn't (did not) jump** into the water.
They carried our books.	You **didn't (did not) carry** our books.
They loved the film.	They **didn't (did not) love** the film.

Past simple – Irregular verbs (Unregelmäßige Verben)

Es gibt auch Verben, deren *Past simple* Form nicht durch Anhängen der Endung ***-ed*** gebildet werden kann. Diese Verben nennt man unregelmäßige Verben. Ihre Formen lernst du am besten auswendig.
Hier findest du eine Liste mit einer Auswahl der wichtigsten unregelmäßigen Verben.

Present tense	Past simple tense	Übersetzung
be	was/were	*sein*
become	became	*werden*
catch	caught	*fangen*
come	came	*kommen*
die	died	*sterben*
do	did	*tun, machen*
drive	drove	*fahren; treiben*
eat	ate	*essen*
fight	fought	*kämpfen*
find	found	*finden*
forget	forgot	*vergessen*
freeze	froze	*erstarren*
get	got	*bekommen; werden*
give	gave	*geben*
go	went	*gehen; fahren*
have	had	*haben*

Present tense	Past simple tense	Übersetzung
hear	heard	*hören*
hold	held	*halten*
leave	left	*verlassen*
make	made	*machen*
pay	paid	*(be-)zahlen*
put	put	*legen, setzen, stellen*
read	read [red]	*lesen*
run	ran	*laufen*
say	said	*sagen*
see	saw	*sehen*
sell	sold	*verkaufen*
send	sent	*senden, schicken*
take	took	*nehmen*
tell	told	*sagen, erzählen*
think	thought	*denken*
write	wrote	*schreiben*

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FUTURE TENSE

going to-future (Zukunft mit *going to*)

Wenn du ausdrücken möchtest, was jemand für die Zukunft plant oder vorhat, verwendest du eine Form von ***be*** und ***going to*** und die Grundform des Vollverbs.

Positive Aussagen		Negative Aussagen		Fragen		Kurzantworten
I'm	going to play football.	I'm not	going to play football.	Am I	going to play football?	I am. / No, I'm not.
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).
He's		He isn't (He's not)		Is/Isn't he		Yes, he is. / No, he isn't (he's not).
She's		She isn't (She's not)		Is/Isn't she		Yes, she is. / No, she isn't (she's not).
We're		We aren't (We're not)		Are/Aren't we		Yes, we are. / No, we aren't (we're not).
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).
They're		They aren't (They're not)		Are/Aren't they		Yes, they are. / No, they aren't (they're not).

BESONDERE VERB

to be – affirmative, negative

Das Verb ***be*** wird wie das deutsche Verb **sein** verwendet. Du kannst die Formen von ***to be*** in der Langform (*I **am***) oder der Kurzform (*I'**m***) schreiben. Beim Sprechen verwendest du fast immer die Kurzform.

Positive Aussagen	Negative Aussagen
I'm (I am) tired.	I'm not tired.
You're (You are) happy.	You aren't / You're not happy.
He's (He is) nice.	He isn't / He's not nice.
She's (She is) in class 3B.	She isn't / She's not in class 3B.
It's (It is) blue.	It isn't / It's not blue.
We're (We are) out.	We aren't / We're not out.
You're (You are) from York.	You aren't / You're not from York.
They're (They are) twelve.	They aren't / They're not twelve.

Questions with *to be*

Fragen	Kurzantworten	
Am I tired?	Yes, I am.	No, I'm not.
Are/Aren't you happy?	Yes, you are.	No, you aren't. / No, you're not.
Is/Isn't he nice?	Yes, he is.	No, he isn't. / No, he's not.
Is/Isn't she in class 3B?	Yes, she is.	No, she isn't. / No, she's not.
Is/Isn't it blue?	Yes, it is.	No, it isn't. / No, it's not.
Are/Aren't we out?	Yes, we are.	No, we aren't. / No, we're not.
Are/Aren't you from York?	Yes, you are.	No, you aren't. / No, you're not.
Are/Aren't they twelve?	Yes, they are.	No, they aren't. / No, they're not.

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have got / haven't got

Have got wird wie das deutsche Verb **haben** (besitzen) verwendet.
Die richtige Form für die 3. Person der Gegenwart (***he/she/it***) ist ***has got***.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I**'ve got** (I **have got**) a dog.	I **haven't got** (**have not got**) a dog.	**Have/Haven't** I **got** a dog?	Yes, I **have**.	No, I **haven't**.
You**'ve got** (You **have got**) a dog.	You **haven't got** (**have not got**) a dog.	**Have/Haven't** you **got** a dog?	[illegible]**have**.	No, you **haven't**.
He**'s got** (He **has got**) a dog.	He **hasn't got** (**has not got**) a dog.	**Has/Hasn't** he **got** a dog?	Ye[illegible]**has**.	No, he **hasn't**.
She**'s got** (She **has got**) a dog.	She **hasn't got** (**has not got**) a dog.	**Has/Hasn't** she **got** a dog?	[illegible]	No, she **hasn't**.
It**'s got** (It **has got**) big ears.	It **hasn't got** (**has not got**) big ears.	**Has/Hasn't** it **got** [illegible]	Yes, it **has**.	No, it **hasn't**.
We**'ve got** (We **have got**) a dog.	We **haven't got** (**have not got**) a dog.	**Have/Haven't** we **got** [illegible]	Ye[illegible]**have**.	No, we **haven't**.
You**'ve got** (You **have got**) a dog.	You **haven't got** (**have not got**) a dog.	**Have/Hav**[illegible] you [illegible]**t** a dog?	[illegible]you **have**.	No, you **haven't**.
They**'ve got** (They **have got**) a dog.	They **haven't got** (**have not got**) a dog.	**Have/Haven't** they [illegible]	Yes, they **have**.	No, they **haven't**.

there is / there are

There is / ***there are*** wird verwendet, um auszudrücken, dass etwas vorha[illegible] od[illegible]ass es etwas gibt.

There's a parrot in the tree. (= **There is** a parrot in the tree.)

T[illegible]**are** three frogs on the desk.

can / can't

Wenn du ausdrücken möchtest, dass jemand etwas kann o[illegible]cht kann ve[illegible]wendest du ***can*** / ***can't***. ***Can*** ist ein Modalverb und wird deshalb immer in Verbindung mit einem Vollverb ve[illegible]. Die Verneinung lautet ***cannot*** oder ***can't***.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I **can speak** French.	I **can't** (**cannot**) **speak** Frenc[illegible]	[illegible]**/Can't** I speak French?	Yes, I **can**.	No, I **can't**.
You **can speak** French.	You **can't** (**cannot**) **speak** Fre[illegible]	[illegible]**n/Can't** you [illegible]a French?	Yes, you **can**.	No, you **can't**.
He **can speak** French.	He **can't** (canno[illegible]ench.	**Can/Ca**[illegible]**'t** he speak French?	Yes, he **can**.	No, he **can't**.
She **can speak** French.	She **can't** (**cannot**)[illegible].	**Can/Can**[illegible]she speak French?	Yes, she **can**.	No, she **can't**.
It **can run** fast.	It **can't** (**cannot**) **run** fast.	**Can/**[illegible]it run fast?	Yes, it **can**.	No, it **can't**.
We **can speak** French.	We **can't** (ca[illegible] **speak** French.	**C**[illegible]**/Can't** we speak French?	Yes, we **can**.	No, we **can't**.
You **can speak** French.	You **can't** (c[illegible].	**Can/Can't** you speak French?	Yes, you **can**.	No, you **can't**.
They **can speak** French.	They **ca**[illegible]**(cannot) speak**[illegible].	**Can/Can't** they speak French?	Yes, they **can**.	No, they **can't**.

[illegible]VERBS (ADVERBIEN)

Adverbs of fre[illegible]ufigkeitsadverbien)

Mithilfe dieser W[illegible]kannst [illegible]agen, wie oft jemand etwas macht oder wie oft etwas geschi[illegible]

0%	✕✕✕✕✕	never
	✓✕✕✕✕	sometimes
	✓✓✕✕✕	often
	✓✓✓✕✕	usually
100%	✓✓✓✓✓	always

Achtung: Die Wort[illegible]im Englischen ist anders als im Deutschen.
Im Englischen steht das [illegible]*of frequency* immer direkt vor dem Verb.

We **sometimes** go to the cinema on Fridays.

Nur bei ***be*** steht es nach dem Verb.

She is **always** happy.

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IMPERATIVES (IMPERATIV / BEFEHLSFORMEN)

Die Befehlsform ist immer gleich wie die Grundform des Verbs (ohne ***to***).
Die Verneinung wird mit ***do not*** (***don't***) + Grundform gebildet.

Run!	**Don't** run!
Sit down.	**Don't** sit down.
Open the window.	**Don't** open the window.

ARTICLES (ARTIKEL)

Indefinite article (Unbestimmter Artikel)

Der unbestimmte Artikel ***a*** (im Deutschen ***ein***/***eine***) wird vor einem zählbaren Hauptwort verwendet, ***an*** wird vor jenen zählbaren Hauptwörtern verwendet, die mit einem Selbstlaut (a, e, i, o, u) beginnen.

a bike
a teacher
a dog

Vor den Vokalen (Selbstlaute a, e, i, o, u
an egg [ən ˈeg]
an apple [ən ˈæpl]

Definite article (Bestimmter Artikel)

Der bestimmte Artikel, der wie **der**/**die**/**das** im Deutschen verwendet wird, ist im Englischen immer ***the***.

the bike	**the** teacher	**the** dog

NOUNS (HAUPTWÖRTER)

Plural nouns – Irregular plurals (Mehrzahlformen)

Regelmäßige Mehrzahlformen werden gebildet, indem ein ***-s*** angehängt wird.

Regelmäßig			
dog – dog**s**	bea	cat – cat**s**	boy – boy**s**

Bei unregelmäßigen Formen wird am Wortende ***-y*** zu ***-ies*** (bei Vokal vor ***-y*** bleibt ***-y***) und ***-f*** oder ***-fe*** zu ***-ves***.
Aber es gibt auch Ausnahmen, die andere Formen haben und keiner Regel folgen. Diese lernst du am besten auswendig, um sie dir zu merken.

Unregelmäßig							
baby – bab**ies**	lea**f** – lea**ves**	fish – fish	child – **children**	mouse – **mice**	foot – **feet**	tooth – **teeth**	man – **men**

Possessive case (Genitiv)

Das ***'s*** nach einem Namen oder einer Personenbezeichnung verwendest du, um auszudrücken, wem oder zu wem etwas gehört. Wenn das Wort auf ***-s*** endet, setzt du ans Ende des Wortes ein ***'*** (Apostroph).

It's **John's** dog.
It's **my brother's** computer.

James' mum is very nice.
The **kids'** school bags are green.

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PRONOUNS (PRONOMEN)

Personal pronouns – Subject and object pronouns (Personalpronomen)

Personalpronomen haben zwei Formen, je nachdem wie sie in einem Satz gebraucht werden:
– als Subjekt: *Subject pronoun*
– als Objekt: *Object pronoun*

Subject pronoun	I	you	he	she	it	we	you	they
Object pronoun	me	you	him	her	it	us	you	them

Das unpersönliche deutsche **man** kann im Englischen durch ***you***, ***they*** oder ***one*** au… …kt werden.

Possessives

Possessives stehen immer vor dem Hauptwort und zeigen an, wem oder zu wem et… …hört.

Possessives	my	your	his	her		our	your	their

this / that – these / those

This / ***that*** (Einzahl) und ***these*** / ***those*** (Mehrzahl) sind Demonstra…pron…n – sie weisen also auf eine spezielle Person, einen Gegenstand oder einen Satz hin.
This / ***these*** beschreibt etwas in der Nähe, ***that*** / ***those*** etwas …iter Entfern…

I like **this** T-shirt here.		I like **that** sweat… …re.	
I like **these** shoes here.		I like **tho**… …over th…	

Question words (Fragewörter)

Wenn du eine Frage stellst, auf die du eine a… …ichere Antwort erw…t als nur ja oder nein, verwendest du z.B. folgende Fragewörter:

Who (Wer?)	**What** (Was?)	**Where** (Wo?)	**…w often** (Wie oft?)	**Why** (Warum?)
Who is the best?	**What**'s your name?	…re you now?	**…ow often** do you feed your pet?	**Why** are you scared?
Who are you?	**What** eats insects?	**Wh**…o you live?		**Why** do you ask?
Who likes ice cream?	**What** does your …			**Why** does Harry like Mandy?
Who doesn't like her?	**What**'s in your pencil ca…			**Why** can't a helicopter land?

…UNCTIONS (KONJUNKTIONEN)

Linking w… …t, because)

Konjunktionen (Bi… …er) verbinden Hauptsätze und Nebensätze miteinander.

We went to the cinema	**and** watched a great film.
	but it was closed.
	because we had free tickets.

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PREPOSITIONS (PRÄPOSITIONEN)

Präpositionen stehen vor einem Hauptwort oder Pronomen und zeigen die Richtung, den Ort (siehe *Prepositions of place*), oder die Zeit (siehe *Time prepositions*) an.

Prepositions of place (Präpositionen des Ortes)



Time prepositions (Präpositionen der Zeit)

Wenn du sagen möchtest, wann etwas statt ndet, verwendest du die Präpositionen der ***at***.

My birthday is **on** February 12th / May 28th / September 5th.	Tage
My sister's birthday is **in** December / April / June.	Monate
The film starts **at** 7 o'clock / half past eight / six forty-five	Uhrzeit
We have maths **in** the morning / **in** the afternoon.	Ta zeit
We go to bed late **at** night.	
The concert is **on** Thursday.	Wochentag

QUANTITY / MEASUREMEN MENGENANGABEN)

How much is / are ...?

Mit ***how much*** wird nach der Menge (bei ni aren Hau wörtern) oder nach dem Preis gefragt.

How much ice cream do you eat every day?	**How** is the ice cream?
How much money have you got?	**How much are** the trainers?

Ordinal numbers

Ordnungszahlen (der/die/das erste, dritte v.) werden im Englischen durch spezielle Endungen gebildet.
Merkregel: Hänge beim Schreiben an die t, an 2 ***-nd*** und an 3 ***-rd*** an, sonst immer ***-th***!

Cardinal	Ordinal
1 one	1st fi st
2 two	2nd second
3 three	3rd third
4 four	4th
5 ve	5
6 six	6th sixth
7 seven	7th seventh
8 eight	8th eighth
9 nine	9th ninth
10 ten	10th tenth

Cardinal	Ordinal
11 eleven	11th eleventh
12 twelve	12th twelfth
13 thirteen	13th thirteenth
14 fourteen	14th fourteenth
15 fifteen	15th fiftee th
16 sixteen	16th sixteenth
17 seventeen	17th seventeenth
18 eighteen	18th eighteenth
19 nineteen	19th nineteenth
20 twenty	20th twentieth

Cardinal	Ordinal
21 twenty-one	21st twenty-fir t
30 thirty	30th thirtieth
40 forty	40th fortieth
50 fi ty	50th fif ieth
60 sixty	60th sixtieth
70 seventy	70th seventieth
80 eighty	80th eightieth
90 ninety	90th ninetieth
100 hundred	100th hundredth
101 a/one hundred and one	101st the (one) hundred and rst

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CLASSROOM LANGUAGE

Can you understand your teacher?

We have plenty of time.
Have a go.
Have a guess.
Don't worry about your pronunciation.
Don't worry, it'll get better.
Maybe this will help you.
Can anybody correct this sentence?
That's very good.
Well done.
That's nice.
I like that.
You did a great job.
That's correct.
That's quite right.
Yes, you've got it.
That's much better.
That's a lot better.
You didn't make a single mistak
Your pronunciation is very good.
You're getting better all the time
Work in pairs/threes/fours/fi
Work in groups of two/three/

Stand up and find ar tner.
Have you finished
Do the next activity.
Let's chec nswers.
Com ut a w e board.
Repeat a me.
Again, please.
Wou e to answer question 3?
Rig No we ll go on to the next exercise.
Next e.
You have ten minutes to do this.
ti is up.
Are y eady?
Any questions?
afraid it's time to finish no .
We'll have to stop here.
Hang on a moment.
Just a moment, please.
One more thing before you go.
This is your homework.
Do exercise 11 on page 22 for your homework.
There is no homework today.

When you have a proble ay this:

Sorry? / Pard
Can you help
Can you repeat th lease
What's e?
I don't un d this.
Sorry, I've forgot ...
Sorry, what's our homework?

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ENGLISH SOUNDS

[ɑː]	**ar**m
[ʌ]	f**u**n
[e]	d**e**sk
[ə]	**a**, an
[ɜː]	g**ir**l, b**ir**d
[æ]	**a**pple
[ɪ]	**i**n, **i**t
[i]	**e**very
[iː]	**ea**sy, **ea**t
[ɒ]	**o**range, s**o**rry
[ɔː]	**a**ll, c**a**ll
[ʊ]	l**oo**k
[u]	Febr**u**ary
[uː]	f**oo**d
[ɑɪ]	**eye**, b**uy**
[ɑʊ]	**ou**r
[eə]	th**ere**
[eɪ]	t**a**ke, th**ey**
[ɪə]	h**ere**
[ɔɪ]	b**oy**
[əʊ]	g**o**, **o**ld
[ʊə]	t**our**ist
[b]	**b**ag, cl**b**
[d]	**d**uck, car**d**
[f]	**f**ish, lau**gh**
[g]	**g**et, do**g**
[h]	**h**ot
[j]	**y**ou
[k]	**c**an, **ck**
[l]	lot
[m]	**m**, **m**um
[n]	**n**
[ŋ]	so**ng**, lo**ng**
[p]	**p**resent, to**p**
	red, **r**ight
	si**ss**er, cla**ss**
	cine, ca**t**
[z]	no**s**e, dog**s**
	televi**s**ion
[dʒ]	**g**orange
[ʃ]	**s**ure, Engli**sh**
[tʃ]	**ch**ild, **ch**eese
[ð]	**th**ese, mo**th**er
[θ]	**th**ink, mou**th**
[v]	**v**ery, ha**v**e
[w]	**w**hat, **w**ord

The English alphabet:

A	[eɪ]
B	[biː]
C	[siː]
D	[diː]
E	[iː]
F	[ef]
G	[dʒi]
H	[eɪtʃ]
I	[ɑɪ]
J	[dʒeɪ]
K	[ke
L	[e
M	[em]
N	[en]
O	[əʊ]
P	[piː]
Q	[kjuː]
S	
	[tiː]
	[juː]
	[viː]
W	[ˈdʌbəljuː]
X	[eks]
Y	[wɑɪ]
Z	[zed/ziː]

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WORDLIST

U2/4 = Unit 2 Exercise 4; **OYW1** = Our Young World Episode 1; **T1** = The Twins Episode 1;
S1 = The Story of the Stones Episode 1; **G** = Grammar; **F** = Fido

A

a / an U1/1	[ə, eɪ / ən]	ein/e
a.m. U11/4	[eɪ 'em]	vormittags
about U1	[ə'baʊt]	über
about U9/4	[ə'baʊt]	ungefähr
above U5/T2	[ə'bʌv]	(dar-)über, oberhalb
accident U13/3	['æksidənt]	Unfall
across U9/3	[ə'krɒs]	quer durch
to **act out** U1/4	[tə ækt aʊt]	vorspielen, nachspielen
action U3/12	[ækʃn]	Handlung, Tat
activity U3/T1	[æk'tɪvəti]	Aktivität, Beschäftigung
address U1	[ə'dres]	Adresse
adult U2/4	[ædʌlt]	Erwachsene/r
adventure U13/19	[əd'ventʃə]	Abenteuer, Erlebnis
affirmative U2/G	[ə'fɜːmətɪv]	positiv, bejahend
Africa U7/4	[æfrɪkə]	Afrika
after U4/3	[ɑːftə]	nach
after that U13/18	[aːftə ðæt]	anschließend, dann
afternoon U4/4	[ɑːftə'nuːn]	Nachmittag
again U1/OYW1	[ə'gen]	wieder, noch einmal
against U13/T6	[ə'genst]	gegen;
air U10/9	[eə]	Luft
alarm clock U12/11	[ə'laːm klɒk]	Wecker
all U1/12	[ɔːl]	alle, all
all day long U9/10	[ɔːl deɪ lɒŋ]	den ganzen Tag lang
all summer U15/1	[ɔːl 'sʌmə]	den ganzen Sommer
all week U1/1	[ɔːl wiːk]	die ganze Woche
alone U12/G	[ə'ləun]	
alphabet U1	[ælfəbet]	Alphabet
already U9/OYW3	[ɔːl'redi]	schon, bereits
alright U1/12		; schön, na gut
the Alps U11/21		die Alpen
also U3/1	[ɔː	
always U7/4	[ɔːlweɪ	immer
amazing U11/8		erstaunlich
ambulance U13/	mbjʊlə	Krankenwagen
and U1		und
anger U8/10	[æŋgə	Zorn, Ärger
angry U4/1	[æŋgri]	verärgert, zornig, wütend
animal U1	[ænɪməl]	Tier
animal shelter U13/OYW4	[ænɪməl ʃeltə]	Tierheim
ankle U13/T6	[æŋkl]	Fußgelenk, Knöchel
another U4/13	[ə	ein anderer / eine andere / ein anderes
answer U1/10	[ɑːn	Antwort; Lösung
to **answer** U1	tə ɑːnsə]	antworten
to **answer the door** U11/9	dɔː	die Tür aufmachen/ öffnen
any U11/5	[eni]	irgendein/e; kein/e; etwas
anything U8/4	ɪŋ]	(irgend-)etwas
anything /3	[e ɪŋ els]	Darf es noch etwas sein?
anyway /OY	[eniweɪ]	auf alle Fälle, jedenfalls
apartment 0	[ə'pɑːtmənt]	Wohnung, Apartment
apple U1/	[æpl]	Apfel
apple juice U5/OYW2	[æpl dʒuːs]	Apfelsaft
April	[eɪ.prəl]	April
Are you OK? 4/6	[ɑː juː əʊ'keɪ]	Ist alles in Ordnung bei dir?
Are you ready? U1/	[ɑː juː'redi]	Bist du so weit?
/2	[ɑːm]	Arm
around U2/4	[ə'raʊnd]	herum; um
around the clock U5/3	[ə'raʊnd ðə klɒk]	rund um die Uhr
to arouse interest U13/	[tə ə'ɹaʊz 'ɪntrɪst]	Interesse wecken
to **arrive** U13/7	[tə ə'raɪv]	ankommen
art U1/5	[ɑːt]	Kunst
article U7	[ɑːtɪkl]	Artikel, Begleiter (Grammatik)
article U13/1	[ɑːtɪkl]	(Zeitungs-)Artikel
as U6/S3	[əz]	als; wie
to **ask** U1	[tə ɑːsk]	fragen; bitten
to **ask about sb./sth.** U2/11	[tə ɑːsk ə'baʊt]	sich über jdn./etw. erkundigen
to **ask for** U5/OYW2	[tə ɑːsk fə]	fragen nach, bitten um
to **be asleep** U4/4	[tə biː ə'sliːp]	schlafen
assistant U7/T3	[ə'sɪstənt]	Verkäufer/Verkäuferin
at U2/5	[æt]	bei; auf; um; zu
at five o'clock U5/3	[ət faɪv ə'klɒk]	um fünf Uhr
at home U4/4	[ət həʊm]	zu Hause
at last U2/S1	[ət lɑːst]	endlich, schließlich
at the beginning U9/18	[ət ðə bɪ'gɪnɪŋ]	am Anfang
at the end U4/3	[ət ðə end]	am Ende, zum Schluss
at the moment U9/3	[ət ðə 'məʊmənt]	momentan; im Augenblick
August U12/6	[ɔː'gast]	August

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aunt U15/1 [ɑːnt] Tante
aunty (informal) U9/13 [ɑːnti] Tantchen
Australia U11/5 [ɒs'treɪliə] Australien
Austria U11/6 [ɒstriə] Österreich
away U4/3 [ə'weɪ] weg
awful U1/12 [ɔːfəl] schrecklich, scheußlich

B

baby U1/7 [beɪbi] Baby, Säugling
back U1 [bæk] zurück
backpack U13/11 [bækpæk] Rucksack
backwards U8/10 [bækwədz] rückwärts
bad U3/T1 [bæd] schlecht, böse
badminton U15/1 [bædmɪntən] Federball
bag U6/12 [bæg] Tasche
ball U1/7 [bɔːl] Ball
banana U1/8 [bə'nɑːnə] Banane
band U5 [bænd] Band
bank U10/9 [bæŋk] Bank
based on U3 [beɪst ɒn] basierend auf, anhand von
basket U9/10 [bɑːskɪt] Korb
bat U9/17 [bæt] Fledermaus
bathroom U5/T2 [bɑːθruːm] Bad, Badezimmer
to **be** U1/1 [tə biː] sein
beach U15/1 [biːtʃ] Strand
bean U7/10 [biːn] Bohne
bear U1/7 [beə] Bär
beard U3/2 [bɪəd] Bart
beat U5/6 [biːt] Takt, Rhy
beautiful U2/1 [bjuːtɪfl] schön
because U4/15 [bɪ'kəz] weil
to **become** U6/S3 [tə bɪ'kʌm] wer
bed U3/6 [bed] Bett
bedroom U12/13 [bedruːm] lafzimmer
bedtime U11/5 [bedtaɪm] S eit
beef U7/16 [biːf] Rindfle
before U5/T2 [b 'fɔː] or; vor
to **begin** U9/19 [ ] b
beginning U9/18 [ ] Anfang
behind U2/1 [bɪ d] r
to **believe** U13/T [tə bɪ glauben
to **belong to sb** U9/T4 (zu) jemandem gehören
below U6/5 unten; darunter
belt U8/1 [belt] Gürtel
bench U13/1 [bentʃ] (Sitz-)Bank
to **bend down** U14/12 [tə bend daʊn] sich bücken
best U1/1 [best] bester/beste/bestes
best wishes U9/13 [best 'wɪʃɪz] herzliche Grüße
to **bet** U9/OYW3 [tə bet] wetten

better U10/11 [betə] besser
between U9/3 [bɪ'twiːn] zwischen
big U2/1 [bɪg] groß
bike U9/T4 [baɪk] Fahrrad
bin U4/S2 [bɪn] Mülltonne
bird U6/2 [bɜːd] Vogel
birthday U4/15 [bɜ Geburtstag
to **bite** U9/16 [tə ɪt] b ßen
black U1/12 [b warz
black eye U13/ læk eilchen, blaues Auge
blonde U3/11 lɒnd] blond
blouse U 1 Bluse
blue U1/ [bluː] blau
board U1/13 [bɔːd] Tafel
to **board** U3/12 ːd] an Bord gehen
board ga [bɔːd geɪm] Brettspiel
boat U 1 'bəʊt] Boot
body U [bɒdi] Körper
bo dispos 1 [bɒm dɪ'spəʊzəl] Bombenräumungs-kommando
[bʊk] Buch
boo cover 4/14 [bʊk 'kʌvə] Buchumschlag
boots U8/ uːts] Stiefel
red U3/T1 ɔːd] gelangweilt
U3/T1 [bɔːrɪŋ] langweilig
to **bo ow** U8/4 [tə bɒrəʊ] (sich) ausleihen
U9/OYW3 [bəʊθ] beide
tle U4/1 [bɒtl] Flasche
bowl U3/ 1 [bəʊl] Schüssel; hier: Teller
box U /8 [bɒks] Box
bo 4 [bɔɪ] Junge
boy iend U5/2 [bɔɪfrend] fester Freund
b new U10/4 [brænd 'nju] nagelneu, brandneu
bread U7/1 [bred] Brot
to **break** U4/13 [tə breɪk] brechen
break U11/5 [breɪk] Pause
breakfast U7/4 [brekfəst] Frühstück
bridge U5/T2 [brɪdʒ] Brücke
to **bring** U2/4 [tə brɪŋ] (mit-)bringen
Britain U9/3 [brɪtn] Großbritannien
broccoli U7/10 [brɒkəli] Brokkoli
broken U12/13 [brəʊkən] kaputt; gebrochen
brother U3/11 [brʌðə] Bruder
brown U1/12 [braʊn] braun
brown bread U7/1 [braʊn bred] Schwarzbrot
bubble U1/16 [bʌbəl] Blase
budgie (informal) U9/1 [bʌdʒi] Wellensittich
building U8/S4 [bɪldɪŋ] Gebäude
to **bump into sth.** U6/5 [tə bʌmp 'ɪntə] mit etw zusammenstoßen
bus U11/T5 [bʌs] Bus

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bus stop U11/T5 [bʌs stɒp] Bushaltestelle

bush (pl bushes) U5/T2 [bʊʃ, bʊʃɪz] Busch

business U5/OYW2 [bɪznəs] Geschäft

but U2/4 [bʌt] aber

But it's true! U6/S3 [bət ɪts truː] Aber es ist wahr!

butter U7/15 [bʌtə] Butter

button U13/16 [bʌtən] Knopf, Taste

to **buy** U7/4 [tə baɪ] kaufen

buzzer U14/3 [bʌzə] Buzzer

by U5/F [baɪ] an; bei

bye U1/8 [baɪ] (auf) Wiedersehen, tschau, tschüss

C

café U11/21 [kæfeɪ] Kaffeehaus, Café

cage U9/2 [keɪdʒ] Käfig

cake U7/13 [keɪk] Kuchen

California U15/1 [kælə'fɔːniə] Kalifornien

to **call** U3/12 [tə kɔːl] (an-)rufen

to **call for help** U13/8 [tə kɔːl fɔː help] um Hilfe rufen

called U3/1 [kɔːld] genannt

camel U9/3 [kæml] Kamel

camera U4/4 [kæmrə] Kamera, Fotoapparat

campsite U15/1 [kæmpsaɪt] Campingplatz

can U1 [kæn] können

can U5/9 [kæn] Dose

Canada U13/1 [kænədə] Kanada

candle U12/12 [kændl] Kerze

cannon U3/1 [kænən] Kanone

(school) canteen U5/OYW2 [skuːl kæn'tiːn] (Schul-)Kantine

cap U8/1 [kæp] (Sc…)K

cape U8/1 [keɪp] Umh…

captain U3/4 [kæptɪn] …än

car U2/10 [kɑː] Au…

careful U7/T3 [keəfl] vorsich…

carrot U7/11 […rət]

to **carry** U5/T2 tra…

cartoon (series) U14/5 […ːn sɪə…] Zeichentrick(serie)

case U12/10 [keɪs] Fall

castle U12/S6 […] Schloss

cat U1/7 […t] Katze

to **catch** U6/6 […] fangen; festnehmen

to **catch the bus/train** U11/T5 [tə kæ… bə bʌs/treɪn] den Bus/Zug erwischen

cave U13/1 [keɪv] Höhle

cave rescue U13/1 [keɪv 'reskju] Höhlenrettung

ceiling U8/10 [siːlɪŋ] Zimmerdecke

cereal U7/7 [siəriəl] Müsli

certainly U10/3 [sɜːtnli] sicherlich, bestimmt

chair U1/13 [tʃeər] Stuhl

change U11/T5 [tʃeɪndʒ] Wechselgeld

to **change (into)** U6/S3 [tə tʃeɪndʒ 'ɪntə] sich verwandeln (in)

changing room U10/10 [tʃeɪndʒɪŋ ruːm] Umkleidekabine

channel U14/5 [tʃ…] Fernsehkanal

chant U2/9 [tʃ…t] …echgesang

character U13/19 [kæ… Charakter, Figur

to **chase** U9/10 […ə tʃeɪs] verfolgen, jagen

chat U9/17 […t] Unterhaltung, Plauderei

cheap U… [tʃ…] billig

to **check** U1/7 [tə tʃek] überprüfen, kontrollieren

cheese U7/1 […z] Käse

cheetah U… […ə] Gepard

chicken …/3 [tʃɪkɪn] Huhn

child (p… ild…) U1/16 [tʃaɪld, tʃɪldrən] Kind

ch… U7/4 [tʃɪlis] Chilis

…a U… [tʃaɪnə] China

… [tʃɪps] Pommes frites

chocolate …/21 [tʃɒklət] Schokolade

choice U1/… [tʃɔɪs] Alternative, Wahl; hier: Wahlmöglichkeit

…e U1/9 [tə tʃuːz] (aus-)wählen

chopstick U7/4 [tʃɒpstɪk] Essstäbchen

…istmas U10/3 [krɪsməs] Weihnachten

…ema U3/… [sɪnəmə] Kino

to **circle** …1/3 [tə sɜːkəl] einkreisen

city …1/4 [sɪti] (Groß-)Stadt

cla… …/18 [klɑːs] Schulklasse

cla… speaker …3/OYW4 [klɑːs 'spiːkə] Klassensprecher/ Klassensprecherin

…ssroom U1 [klɑːsruːm] Klassenzimmer

to **clean** U1/15 [tə kliːn] sauber machen, putzen

clever U6/6 [klevə] klug, schlau

climate U7/4 [klaɪmət] Klima

to **climb** U6/1 [klaɪm] steigen; klettern

to **climb up/down** U6/1 [tə klaɪm ʌp/ daʊn] hinauf-/hinuntersteigen; hinauf-/hinunterklettern

clock U5/3 [klɒk] Uhr

to **close** U1/15 [tə kləʊz] schließen, zumachen

That was close! U12/S6 [ðæt wəz kləʊz] Das war knapp!

closer U14/14 [kləʊsə] näher heran

cloth U9/T4 [klɒθ] Tuch

clothes U8 [kləʊðz] Kleidung

cloud U13/18 [klaʊd] Wolke

clown doctor U5/OYW2 [klaʊn 'dɒktə] Clowndoktor/ Clowndoktorin

clue U11/20 [kluː] Hinweis, Tipp

coastguard U13/1 [kəʊstgɑːd] Küstenwache

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cocoa U6/10	[kəʊkəʊ]	Kakao
cold U4/1	[kəʊld]	kalt
colour U1	[kʌlə]	Farbe
to **colour** U1/12	[tə kʌlə]	anmalen, (ein-)färben
to **come** U1/1	[tə kʌm]	kommen
to **come back** U5/3	[tə kʌm bæk]	zurückkommen, zurückkehren
to **come down** U8/10	[tə kʌm daʊn]	herabsteigen; heruntergehen
Come here! U1/12	[kʌm hɪə]	Komm(t) her!
Come in! U8/4	[kʌm ɪn]	Komm(t) herein!
to **come near** U14/14	[tə kʌm nɪə]	sich nähern
Come on! U1/1	[kʌm ɒn]	Komm(t) jetzt!, Mach(t) schon!
to **come over** U11/19	[tə kʌm 'əʊvə]	vorbeikommen
to **come to** U6/6	[tə kʌm tə]	kommen zu
comedy U14/5	[kɒmədi]	Komödie
comic (book) U6/10	[kɒmɪk bʊk]	Comic, Comicbuch/-heft
to **communicate** U1/1	[tə kə'mjuːnɪkeɪt]	kommunizieren
competency U3/T1	[kɒmpɪtənsi]	Kompetenz
to **complete** U2/10	[tə kəm'pliːt]	vervollständigen
to **compliment sb.** U9/T4	[tə kɒmplɪmənt]	jemandem Komplimente machen
computer game U10/3	[kəm'pjuːtə geɪm]	Computerspiel
concert U5/3	[kɒnsət]	Konzert
Congratulations! U10/4	[kəngrætʃ ə'leɪʃənz]	Herzlichen Glück[illegible]sch
conversation U11/19	[kɒnvə'seɪʃən]	Unterh[illegible]spra
to **cook** U11/13	[tə kʊk]	kochen
cook U15/1	[kʊk]	Koch/Kö[illegible]
corn U7/1	[kɔːn]	Mais
corn bread U7/4	[kɔːn bred]	Mai[illegible]ot
correct U1/3	[kə'rekt]	rich[illegible]
to **cost** U13/OYW4	[tə kɒst]	[illegible]sten
costume U8/10	[kɒstjuːm]	
could U3/T1	[kʊd]	könnt[illegible]ntest
to **count to** U1	[tə kaʊn[illegible]	[illegible]ählen
country U7/5	[illegible]	[illegible]t
cover U14/14	[illegible]	Umschlag; Titelseite
to **cover (up)** U1/14	[tə [illegible]r ʌ[illegible]	[illegible]cken, verdecken
to **create** U8	[tə kri[illegible]	erstellen, entwerfen
cricket U9/OYW[illegible]	[illegible]	Grille
crime U13/1	[illegible]kraɪm]	Verbrechen
Croatia U15/1	[illegible]ʃə]	Kroatien
crocodile U1/8	[krɒk[illegible]l]	Krokodil
cucumber U7/1	[kjuːkʌmbə]	Gurke
cuddly toy U9/10	[kʌdli tɔɪ]	Stofftier
a cup of U5/OYW2	[ə kʌp ɒv]	eine Tasse
cupcake U15/7	[kʌpkeɪk]	Cupcake
curry U7/4	[kʌri]	Curry
customer U7/T3	[kʌstəmə]	Kunde/Kundin
to **cut** U13/T6	[tə kʌt]	schneiden
cutlass U3/12	[kʌtləs]	Piratensäbel

D

dad U5/OYW2	[dæd]	Papa
daily exercise U11/5	[de[illegible] 'el[illegible]ɪz]	tägliche Bewegung
to **dance** U5/3	[tə[illegible]	[illegible]zen
danger U13/5	[deɪnd[illegible]	Gefahr
to **be in danger** U[illegible]	[illegible]biː in [illegible]	in Gefahr sein
dangerou[illegible] U9/[illegible]	[deɪn[illegible]ʒəs]	gefährlich
dark U1/OYW[illegible]	[dɑːk]	dunkel
date U12		Datum
daughte[illegible]	[dɔːtə]	Tochter
day U1[illegible]	[deɪ]	Tag
day afte[illegible] 9/9	[deɪ 'ɑːftə deɪ]	Tag für Tag
da[illegible]f the [illegible]	[deɪz ɒv ðə wiːk]	Wochentage
d[illegible]	[ded]	tot
dea[illegible] 9/13	[diə]	liebe/lieber
Decembe[illegible] 2/6	[di'sembə]	Dezember
[illegible]decide U7/T3	[tə dɪ'saɪd]	entscheiden
[illegible] U14/3	[dɪ'sɪʒn]	Entscheidung
deep U13/1	[diːp]	tief
d[illegible]icious U12/10	[di'liʃəs]	köstlich
[illegible]mocracy [illegible]/OYW4	[dɪ'mɒkrəsi]	Demokratie
to describ[illegible] U3	[tə dɪ'skraɪb]	beschreiben
descr[illegible]tio[illegible] U3	[dɪ'skrɪpʃn]	Beschreibung
desk U[illegible]/13	[desk]	Schreibtisch
dess[illegible]rt U7/4	[dɪ'zɜːt]	Nachtisch, Nachspeise
d[illegible]tective U6	[dɪ'tektɪv]	Detektiv/Detektivin
to develop U3/T1	[tə dɪ'veləp]	entwickeln, entfalten
to dial U13/1	[tə daɪəl]	wählen (Nummer)
dialogue U1/4	[daɪəlɒg]	Gespräch, Dialog
diary U4/9	[daɪəri]	Tagebuch
to **die** U13/17	[tə daɪ]	sterben
different U4/13	[dɪfrənt]	verschieden/e; anders
difficult U13/6	[dɪfɪkəlt]	schwierig
digital U9/OYW3	[dɪdʒɪtl]	digital
dining room U12/12	[daɪnɪŋ ruːm]	Esszimmer
dinner U7/4	[dɪnə]	Abendessen
dinosaur U14/6	[daɪnəsɔː]	Dinosaurier
to **disappear** U14/10	[tə dɪsə'pɪə]	verschwinden
to **discuss** U9/T4	[tə dɪ'skʌs]	besprechen, diskutieren
to **do** U1/9	[tə duː]	machen, tun
doctor U5/OYW2	[dɒktə]	Arzt/Ärztin
dog U1/7	[dɒg]	Hund
doll U6/10	[dɒl]	Puppe
done U15/6	[dʌn]	fertig, erledigt

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door U1/13 [dɔːr] Tür
doorbell U10/6 [dɔːbel] Türklingel
dorm U11/5 [dɔːm] Schlafsaal
down U1/15 [daʊn] nieder; hinunter
downstairs U5/T2 [daʊn'steəz] unten
dramatic U13/19 [drə'mætɪk] dramatisch
to **draw** U1/18 [tə drɔː] zeichnen, malen
drawer U10/11 [drɔː] Schublade
drawing U11/5 [drɔːɪŋ] Zeichnen
dream U3/6 [driːm] Traum
to **dream** U13/6 [tə driːm] träumen
dress U8/1 [dres] Kleid
drink U15/7 [drɪŋk] Getränk
to **drink** U5/9 [tə drɪŋk] trinken
to **drive** U9/10 [tə draɪv] fahren
drive U15/1 [draɪv] Fahrt
to **drop** U7/T3 [tə drɒp] fallen lassen
drum U1/1 [drʌm] Trommel
drummer U5/1 [drʌmə] Schlagzeuger/ Schlagzeugerin
drums U5/3 [drʌmz] Schlagzeug, Trommeln

E

each U3/T1 [iːtʃ] jeder/jede/jedes
eagle U4/S2 [iːgl] Adler
ear U3/2 [ɪə] Ohr
earpod U10/3 [ɪə pɒd] Ohrstöpsel
early U4/4 [ɜːli] früh
Earth U13/17 [ɜːθ] Erde
east U1/1 [iːst] Osten
easy U13/6 [iːzi] einfach
to **eat** U1/8 [iːt] esse essen
eater U12/1 [iːtə] Ess
eating habits U7 [iːtɪŋ 'hæbɪts] Essg heit
economy U5/OYW2 [ɪ'kɒnəmi] haft
education U13/OYW4 [ˌedʒʊ'keɪʃən] Bild hung
egg U7/1 [eg] Ei
eight U1/1 [
eighteen U1/1 ach
eighty U10/1 [htzig
elephant U5/10 [elɪf ant
eleven U1/1 elf
email address E-Mail-Adresse
embarrassing U9/OYW3 ærəsɪŋ] peinlich
emergency U13 [ɪ'mɜːdʒ nsi] Notfall, Notlage
emergency service U13 [ɪ'mɜːdʒənsi 'sɜːvɪs] Notfalldienst
emotion U4 [ɪ'məʊʃn] Gefühl, Emotion
to **encourage** U13/T6 [tə ɪn'kʌrɪdʒ] ermutigen, ermuntern

end U4/3 [end] Ende
to **end** U6/13 [tə end] (be-)enden, aufhören
ending U6/12 [endɪŋ] Ende, Schluss
England U13/6 [ɪŋglənd] England
English U1/13 [ɪŋglɪʃ] Englisch
to **enjoy** U1/1 [tə ɪn'dʒɔɪ] genießen
enough U5/OYW2 [ɪ'n genug
episode U2/S1 [e ɔʊd ge, Episode
European U13/1 [jʊ n] opäisch; Europäer/ uropäerin
evening U4/4 ːvnɪŋ] Abend
event U1 /5 Ereignis, Veranstaltung
ever U1 [evə] je(mals)
every U1/1 [evri] jeder/jede/jedes
everybody U1/12 ɒdi] jede/r
everyday [evrɪdeɪ] Alltags-; täglich
everyone U1/1 [evriwʌn] jede/r
everything 4 [evriθɪŋ] alles
everywhere [evriweə] überall
exactly 12 [ɪg'zæktli] genau, exakt
[ɪg'zɑːmpl] Beispiel
excellent 3 [eksələnt] ausgezeichnet
excited U4/ ɪk'saɪtɪd] aufgeregt, begeistert
exciter U8/10 [ɪk'saɪtə] Aufreger, Erreger
U8/10 [ɪk'saɪtɪŋ] aufregend, spannend
Excuse me! U8/ [ɪk'skjuːz miː] Entschuldigen Sie bitte!, Entschuldigung!
exercise U1/ [eksəsaɪz] Aufgabe, Übung
exercise 11/5 [eksəsaɪz] hier: Bewegung
exercise book U1/11 [eksəsaɪz bʊk] (Aufgaben-)Heft
expensive U10/6 [ɪk'spensɪv] teuer
to **explore** U13/1 [tə ɪk'splɔːr] erforschen, erkunden, untersuchen
to **express** U7/T3 [tə ɪk'spres] ausdrücken
extra U5/OYW2 [ekstrə] zusätzlich
eye U3/2 [aɪ] Auge

F

face U2/S1 [feɪs] Gesicht
fact U2/4 [fækt] Fakt, Tatsache
fair U5/OYW2 [feə] gerecht, angemessen
to **fall** U6/1 [tə fɔːl] fallen
to **fall asleep** U10/6 [tə fɔːl ə'sliːp] einschlafen
to **fall out of** U6/1 [tə fɔːl aʊt əv] aus etwas herausfallen; hinausstürzen
false U1/9 [fɒls] falsch
family U6/10 [fæməli] Familie
famous U3/1 [feɪməs] berühmt
fang U9/OYW3 [fæŋ] Eckzahn; Reißzahn
fantastic U4/3 [fæn'tæstɪk] toll, fantastisch

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fantasy story U2/S1	[fæntəsi stoːri]	Fantasiegeschichte
far U14/13	[fɑː]	weit
far away U9/10	[fɑː əˈweɪ]	weit weg
farm U9/3	[fɑːm]	Bauernhof
fast U5/OYW2	[fɑːst]	schnell
fast forward button U14/6	[fɑːst ˈfɔːwəd ˈbʌtn]	Vorspultaste
father U11/5	[fɑːðə]	Vater
favourite U1/18	[feɪvərɪt]	Lieblings-
February U12/6	[februəri]	Februar
to **feed** U2/4	[tə fiːd]	zu essen geben, füttern
to **feel** U4	[tə fiːl]	(sich) fühlen
feeling U4	[fiːlɪŋ]	Gefühl
a **few** U3	[ə fjuː]	einige, ein paar
fifteen U1/1	[fɪfˈtiːn]	fünfzehn
fifth U12/1	[fɪfθ]	fünfte
fifty U10/1	[fɪfti]	fünfzig
to **fight** U14/7	[tə fait]	kämpfen; hier: sich streiten
to **fill in** U5/T2	[tə fɪl ɪn]	ausfüllen, eintragen
film U3/1	[fɪlm]	Film
finally U8/10	[faɪnəli]	schließlich, endlich
to **find** U1/OYW1	[tə faɪnd]	finden
to **find one's way home** U9/10	[tə faɪnd wʌnz weɪ həʊm]	heimfinden
to **find out** U5/OYW2	[tə faɪnd aʊt]	herausfinden
fine U1/4	[faɪn]	in Ordnung, gut
finger U3/2	[fɪŋgə]	Finger
to **finish** U11/5	[tə fɪnɪʃ]	enden; [illegible]ßen
fire U13/1	[faɪə]	Feuer
to **be on fire** U10/S5	[tə bi ɒn ˈfaɪə]	brennen
fire brigade U13/1	[faɪə brɪˈgeɪd]	Feuer[illegible]r
first U6/5	[fɜːst]	zue[illegible]zu
fish (pl fish) U1/7	[fɪʃ, fɪʃ]	Fisch
fish and chips U9/3	[fɪʃ ən ˈtʃɪps]	[illegible] mit Po[illegible]s frites
fish sauce U7/4	[fɪʃ sɔːs]	Fis[illegible]
fishing U15/1	[fɪʃɪŋ]	Fischen; [illegible]eln
to **fit** U8/4	[t[illegible]fɪt]	[illegible]
five U1/1	fu[illegible]	
flat U9/17	[illegible]	Wohnung
floor U1/13	[flɔ[illegible]	[illegible])Boden
to **fly** U6/10	[tə flaɪ]	fliegen
to **fly up** U13/[illegible]	[t[illegible]	hochfliegen, emporfliegen
to **follow** U4/1	[illegible]	folgen
following U2/12	[fɒləʊɪ[illegible]	folgender/folgende/folgendes
food (no pl) U6/10	[fuːd]	Essen
foot (pl feet) U3/2	[fʊt, fiːt]	Fuß
football U4/9	[fʊtbɔːl]	Fußball
for U1	[fɔː]	für
for a long time U14/14	[fɔːr ə lɒŋ taɪm]	für eine lange Zeit
for fun U15/2	[fɔː fʌn]	zum Spaß
for now U9/S1	[fə naʊ]	vorerst, fürs Erste
forest U13/17	[fɒrɪst]	Wald
to **forget** U5/6	[tə fəˈget]	vergessen
form U4	[fɔːm]	Form
forty U10/1	[fɔ[illegible]	vierzig
four U1/1	[fɔ[illegible]	
fourteen U1/1	[fɔːt[illegible]	erzehn
fourth U12/1	[fɔːθ]	vierte
fox (pl foxes) U14[illegible]	[illegible]fɒ[illegible]ɪ]	Fuchs
France [illegible]1	[frɑ[illegible]	Frankreich
to **free sb.** U8	[tə friː]	jdn. befreien
free U9/9	[illegible]	frei
free time [illegible]	[fr[illegible]taɪm]	Freizeit
to **freez**[illegible]14/[illegible]	[tə friːz]	erstarren
Friday [illegible]	[illegible]fraɪdeɪ]	Freitag
friend U1[illegible]	[frend]	Freund/Freundin
fr[illegible]**ship** U14/14	[frendʃɪp]	Freundschaft
[illegible] U[illegible]	[frɒg]	Frosch
fr[illegible]2/6	[frəm]	von, aus
fruit U7/[illegible]	[fruːt]	Frucht; Obst
[illegible]un U1/1	[illegible]fʌn]	Spaß
[illegible]on U3/T1	[fʌŋkʃn]	Funktion
funn[illegible]U6/6	[fʌni]	lustig, komisch
f[illegible]**r** U9/OYW3	[fɜː]	Pelz
[illegible]ure U15	[fjuːtʃə]	Zukunft

G

ga[illegible]10/4	[geɪm]	Spiel
ga[illegible]**show** U14/1	[geɪm ʃəʊ]	Spielshow
g[illegible]**r** U14/4	[geɪmə]	Spieler/Spielerin, Zocker/Zockerin
gaming U14/4	[geɪmɪŋ]	Spielen
garage U5/T2	[gærɑːʒ]	Garage
garden U5/T2	[gɑːdn]	Garten
gas U13/16	[gæs]	Gas
Georgia U7/4	[dʒɔːdʒə]	Georgien
Germany U15/1	[dʒɜːməni]	Deutschland
to **get** U4/12	[tə get]	holen; bekommen; werden
Get a move on! U11/T5	[gɛt ə muːv ɒn]	Beeil dich!, Beeilt euch!
to **get back** U4/12	[get bæk]	zurückbekommen; zurückholen
to **get home** U9/10	[tə get həʊm]	heimkommen
to **get into** U9/11	[tə get ˈɪntə]	in … hineingelangen
to **get stuck** U13/T6	[tə get stʌk]	stecken bleiben
to **get talking** U1/4	[tə get ˈtɔːkɪŋ]	ins Gespräch kommen
to **get up** U6/G	[tə get ʌp]	aufstehen
giraffe U2/1	[dʒəˈrɑːf]	Giraffe

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girl U1/4	[gɜːl]	Mädchen
to **give** U1	[tə gɪv]	geben
Give me a hug! U14/14	[gɪv miː ə hʌg]	Gib/Gebt mir eine Umarmung!
to **give up** U3/T1	[tə gɪv ʌp]	aufgeben
glad U4/11	[glæd]	froh
glue stick U1/11	[gluː stɪk]	Klebestift
to **go** U1/8	[tə gəʊ]	gehen
to **go away** U4/3	[tə gəʊ ə'weɪ]	fortgehen, wegggehen
to **go back** U4/13	[tə gəʊ bæk]	zurückgehen
to **go into** U8/S4	[tə gəʊ 'ɪntə]	hineingehen
to **go on** U6/13	[tə gəʊ ɒn]	weitermachen; weitergehen
to **go on a train** U2/4	[tə gəʊ ɒn ə treɪn]	mit dem Zug fahren
to **go on a trip** U3/12	[tə gəʊ ɒn ə trɪp]	verreisen, wegfahren
to **go on holiday** U15/2	[tə gəʊ ɒn 'hɒlədeɪ]	in den Urlaub fahren
to **go out** U9/T4	[tə gəʊ aʊt]	ausgehen, fortgehen
to **go outside** U15/2	[tə gəʊ aʊt'saɪd]	nach draußen gehen
to **go shopping** U5/OYW2	[tə gəʊ 'ʃɒpɪŋ]	einkaufen gehen
to **go swimming** U3/T1	[tə gəʊ swɪmɪŋ]	schwimmen gehen
to **go to bed** U11/6	[tə gəʊ tuː bɛd]	zu Bett gehen
to **go to school** U11/5	[tə gəʊ tuː skuːl]	zur Schule gehen
to **go to the cinema** U3/T1	[tə gəʊ tə ðə 'sɪnəmə]	ins Kino gehen
to **go up** U13/11	[tə gəʊ ʌp]	hinaufgehen
golden U3/6	[gəʊldən]	aus Gold, golden
goldfish U6/9	[gəʊldfɪʃ]	Goldfisch
gone U6/9	[gɒn]	gegangen
good U1/4	[gʊd]	gut
Good evening. U8/10	[gʊd 'iːvnɪŋ]	Guten Abend.
Good for you! U12/16	[gʊd fə juː]	Schön für dich!; Gut gemacht!
Good idea! U3/T1	[gʊd aɪ'dɪə]	Gute Idee!
Good morning. U6/2	[gʊd 'mɔːnɪŋ]	Guten Morgen.
Good work. U6/12	[gʊd wɜːk]	Gute Arbeit.
goodbye U10/6	[gʊdbaɪ]	Auf Wiedersehen, Tschüss
goodnight U1/	[gʊd naɪt]	gute Nacht
gorilla U1/8	[gə'rɪlə]	Gorilla
Gosh! U10/3	[gɒʃ]	Meine Güte!
goulash U15/2	[guːlæʃ]	Gulasch
grammar U1/G	[græmər]	Grammatik
grandma U5/OYW2	[grænmɑː]	Oma, Omi
grandpa U9/10	[grænpɑː]	Opa, Opi
grandparents U7/4	[græn peərənts]	Großeltern
grape U7/1	[greɪp]	Traube
grass U9/6	[grɑːs]	Gras
great U1/1	[greɪt]	großartig, wunderbar
great U12/S6	[greɪt]	groß, riesig
green U1/12	[griːn]	grün
to **greet** U1	[tə griːt]	(be-)grüßen
greeting U11/21	[griː	Gruß
grey U1/12	[g	
to **grill** U7/4	[tə	
guard U4/4	[gɑːd	Wache
to **guess** U3/8	[tə ges]	(er-)raten
guess what T6		Du wirst es nicht glauben.
guide U2/	[gaɪd]	Reiseführer/Reiseführerin
guinea pig U9/	[gɪni pɪg]	Meerschweinchen
guitar U5/1	]	Gitarre
guitarist	[gɪtɑːrɪst]	Gitarrist/Gitarristin
gun U1	[gʌn]	(Schuss-)Waffe
guys (pl. / gal) U6/S3	[gaɪz]	Leute
hair U3/2	[heə]	Haare
hairband U1/OYW1	[heəbænd]	Haarband, Haarreif
half an hour U11/T5	[hɑːf ən 'aʊə]	eine halbe Stunde
half (three) U11/1	[hɑːf pɑːst]	halb (vier)
hall U12/12	[hɔːl]	Hausflur
ham U7/1	[hæm]	Schinken
hamster U3/1	[hæmstə]	Hamster
hand U5/8	[hænd]	Hand
to **happen** U4/S2	[tə hæpən]	geschehen, passieren
happy U1/9	[hæpi]	glücklich, fröhlich, zufrieden
hard U5/OYW2	[hɑːd]	schwierig; schwer, hart
hat U1/OYW1	[hæt]	Hut
to **hate** U1/12	[tə heɪt]	hassen, nicht ausstehen können
to **have** OYW2	[tə hæv]	haben
to **have a break** U11/5	[tə hæv ə breɪk]	eine Pause machen
Have a nice day. U10/12	[hæv ə naɪs deɪ]	Schönen Tag noch.
to **have a party** U15/3	[tə hæv ə 'pɑːti]	eine Party feiern/geben
to **have breakfast** U11/5	[tə hæv 'brekfəst]	frühstücken
to **have fun** U5/6	[tə hæv fʌn]	Spaß haben
to **have (not) got** U3	[tə həv nɒt gɒt]	(nicht) haben, (nicht) besitzen
to **have lunch** U11/6	[tə hæv lʌntʃ]	zu Mittag essen
he U2/7	[hi]	er
head U5/8	[hed]	Kopf
headline U14/3	[hedlaɪn]	Schlagzeile

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headphones U10/3	[hedfəʊnz]	Kopfhörer
healthy U7	[helθi]	gesund
to **hear** U5/6	[tə hɪə]	hören
helicopter U13/5	[helɪˌkɒptə]	Hubschrauber
hello U1/1	[he'ləʊ]	hallo
help U13/5	[help]	Hilfe
to **help** U4/3	[tə help]	helfen
Help me! U6/2	[help mi]	Hilf mir!
to **help out** U13/OYW4	[tə help aʊt]	aushelfen
her U3/6	[hə]	sie, ihr
here U1/1	[hɪə]	hier, her
Here we go! U3/12	[hɪə wi 'gəʊ]	Jetzt geht's los!
Here you are. U7/13	[hɪə ju ə]	Hier, bitte!, Bitteschön!
Hey! U1/1	[heɪ]	Hey!, He!
to **hide** U11/8	[tə haɪd]	verstecken
high up in the sky U13/T6	[haɪ ʌp ɪn ðə skaɪ]	hoch oben im Himmel
him U3/1	[hɪm]	ihm, ihn
hippo (=hippopotamus) U5/9	[hɪpəʊ ˌhɪpə' pɒtəməs]	Nilpferd
his U3/1	[hɪz]	sein/e
hobby U9/OYW3	[hɒbi]	Hobby
to **hold** U14/10	[tə həʊld]	(fest-)halten
hole U8/3	[həʊl]	Loch
holidays U15/1	[hɒlədeɪz]	Urlaub, Ferien
home U4/3	[həʊm]	zu/nach Hause; Zuhause
home schooling U11/5	[həʊm'skuːlɪŋ]	Heimunterricht
homework U3/T1	[həʊmwɜːk]	Hausa[illegible]fgabe
honey U1/8	[hʌni]	Honig
hoodie U8/1	[hʊdi]	Kapuzen[illegible]
hook U3/13	[hʊk]	Haken
to **hope** U7/T3	[tə həʊp]	hoff[illegible]
horn shark U15/2	[hɔːn ʃɑːk]	Hor[illegible]
horror U10/9	[hɒrə]	Entsetz[illegible], Grau
horror story U14/14	[hɒrə 'stɔːri]	Gru[illegible]ichte
horse U8/15	[hɔːs]	Pferd
hospital U5/OYW2	[h[illegible]ɪtl]	[illegible]us
host U8/10		Ga[illegible]ber/Gastgeberin
hot U4/1	[h[illegible]	[illegible]eiß
hot chocolate U11/21	[hɒt [illegible]lət]	[illegible]e Schokolade, heißer Kakao
hour U5/4	[a[illegible]	Stunde
house U6/G	[[illegible]ɪs]	Haus
how U1/8	[h[illegible]	wie
How are you? U1/8	[haʊ ɑː[illegible]ju]	Wie geht es dir/Ihnen/euch?
How dare you! U12/S6	[haʊ deə juː]	Wie kannst du es wagen!
how many U1/9	[haʊ 'meni]	wie viele
How much? U7/T3	[haʊ mʌtʃ]	Wie viel?
how often U9	[haʊ 'ɒfn]	wie oft
How strange! U2/S1	[haʊ streɪndʒ]	Wie merkwürdig!
how to U1	[haʊ tuː]	wie man
hug U14/13	[hʌg]	Umarmung
to **hug** U14/13	[tə hʌg]	umarmen
huge U14/6	[hjuːdʒ]	riesig
hundred U5/9	[hʌ[illegible]	hundert
Hungary U15/2	[h[illegible]əri]	U[illegible]arn
hungry U4/1	[hʌ[illegible]	[illegible]ngrig
to **hunt** U14/13	[[illegible]ə hʌ[illegible]	[illegible]jagen
to **hurry up** U11/[illegible]	[[illegible]ə hɜri ʌp]	sich beeilen
to **hurt** U[illegible]	[illegible]	wehtun, schmerzen

I

I U1/1	[illegible]	ich
I don't k[illegible]w. U[illegible]	[aɪ dəʊnt [illegible]ləʊ]	Ich weiß nicht.
I see. U[illegible]	[aɪ siː]	Ich verstehe.
ic[illegible]eam U6/[illegible]	[aɪs kriːm]	Eiscreme
[illegible]ike [illegible]6	[aɪd laɪk]	Ich hätte gerne …
i[illegible] [illegible]12	[aɪ'dɪə]	Idee, Einfall
[illegible]ll U12/1	[ɪl]	krank
I'm (I am) U1/4	[aɪm, aɪ æm]	Ich bin; Ich heiße
I'm f[illegible]ine. U1/4	[aɪm faɪn]	Es geht mir gut.
I'm g[illegible]ood. U1/4	[aɪm gʊd]	Es geht mir gut.
I'm in hospital. [illegible]3/11	[aɪm ɪn 'hɒspɪtəl]	Ich bin im Krankenhaus.
I'm not sur[illegible] U6/[illegible]8	[aɪm nɒt ʃʊə]	Ich bin mir nicht sicher.
I'm ready to go. U8/4	[aɪm 'redi tə gəʊ]	Ich bin bereit zu gehen.
I'm [illegible]ight to think … U[illegible]12	[aɪm raɪt tə θɪŋk]	Ich habe Recht, das zu denken.
I'm s[illegible]orry. U1/4	[aɪm 'sɒri]	Es tut mir leid.
to **imagine** U6/S3	[tə ɪ'mædʒɪn]	sich vorstellen
imperative U1/G	[ɪm'perətɪv]	Befehlsform
important U7/4	[ɪm'pɔːtnt]	wichtig
in U1/3	[ɪn]	in
in front of U2/1	[ɪn frʌnt ɒv]	vor
in one go U5/9	[ɪn wʌn gəʊ]	in einem Zug
in pairs U1/4	[ɪn peərz]	zu zweit
in the lead U14/3	[ɪn ðə liːd]	in Führung
In your dreams. U10/3	[ɪn jɔː driːmz]	Du träumst wohl.; Nie im Leben.
information U9/8	[ɪnfə'meɪʃn]	Information
injury U13/T6	[ɪndʒəri]	Verletzung
insect U1/8	[ɪnsekt]	Insekt
inside U14/6	[ɪn'saɪd]	in, innerhalb
inspector U12/20	[ɪn'spektə]	Inspektor/Inspektorin
instruction U1	[ɪn'strʌkʃən]	Anweisung
instrument U5	[ɪnstrəmənt]	Instrument
interest U13/T6	[ɪntrəst]	Interesse

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to **be interested in** U9/OYW3	[tə be ɪntrəstɪd ɪn]	interessiert sein an
interesting U12/20	[ɪntrəstɪŋ]	interessant
interview U9/6	[ɪntəvjuː]	Interview
to **interview sb.** U8/3	[tə ɪntəvjuː]	jdn. interviewen
into U4/6	[ɪntə]	in (… hinein)
to **introduce** U1/OYW1	[tə ɪntrə'dʒuːs]	(sich/jdn.) vorstellen
introduction U13/17	[ɪntrə'dʌkʃn]	Einleitung
invitation U8/5	[ɪnvɪ'teɪʃn]	Einladung
to **invite** U15/7	[tə ɪn'vaɪt]	einladen
Ireland U15/2	[aɪələnd]	Irland
Irish U15/2	[aɪrɪʃ]	irisch
irregular U1	[ɪ'regjələ]	unregelmäßig
it U1/1	[ɪt]	es
It doesn't matter. U14/15	[ɪt dʌznt 'mætə]	Es macht nichts., Das ist nicht wichtig.
its U5/2	[ɪts]	sein/e; ihr/e
It's no good. U4/3	[ɪts nəʊ gʊd]	Es bringt nichts.
It's your turn. U3/8	[ɪts jɔː tɜːn]	Du bist dran., Du bist an der Reihe.

J

jacket U4/4	[dʒækɪt]	Jacke
January U12/6	[dʒænjuəri]	Jänner
Japanese U6/10	[dʒæpə'niːz]	japanisch
jeans U1/OYW1	[dʒiːnz]	Jeans
jetpack U13/5	[dʒetpæk]	Raketenrucksack
job U5/3	[dʒɒb]	Beruf, Arbeit, Aufgabe
to **join** U15/2	[tə dʒɔɪn]	beitreten, sich anschließen, lachen
juice U5/T2	[dʒuːs]	Saft
July U12/6	[dʒu'laɪ]	Juli
to **jump** U6/1	[tə dʒʌmp]	springen, hüpfen
to **jump down** U11/9	[tə dʒʌmp daun]	hinunterspringen
to **jump into** U6/12	[tə dʒʌmp 'ɪntə]	(hinein)springen (in)
to **jump up** U14/6	[tə dʒʌmp ʌp]	aufspringen
June U12/6	[dʒuːn]	Juni
just U1/1		nur, gerade, noch
Just a minute. U10/S5	[dʒʌst ə mɪnɪt]	Einen Augenblick bitte.; Moment mal.
Just a moment. U11/3	[dʒʌst ə məʊmənt]	Einen Moment bitte.; Moment mal.
Just joking! U15/	[dʒʌst dʒəʊkɪŋ]	Ich mach nur Witze.
Just kidding! U1/OYW1	[dʒʌst kɪdɪŋ]	Ich scherze nur., War nur Spaß!

K

kebab U7/4	[kɪ'bæb]	Kebab
to **keep** U9/6	[tə kiːp]	(be-)halten
key ring U10/3	[kiː rɪŋ]	Schlüsselanhänger
keyboard U5/2	[kiːbɔːd]	Keyboard
to **kick** U13/T6	[tə kɪk]	treten
kid U4/13	[kɪd]	Kind
to **kill** U14/13	[tə kɪl]	töten
kilo U10/6	[kiːləʊ]	Kilo
kind U9/T4	[kaɪ]	nett, freundlich
kind (of) U14/14	[k d ɒv]	A /Sorte (von)
That's kind of you. U9/OYW3	[ðæ d ju]	s ist nett von dir.
kindergarten U13/OYW4	[kɪndəgɑːtn]	Kindergarten
kitchen T2	[kɪtʃ]	Küche
kitchen table U11/T5	[kɪtʃɪn 'teɪbl]	Küchentisch
kiwi U7/9	[kiːwi]	Kiwi
knee U 6	[niː]	Knie
knock /8	[nɒk]	Klopfen
to **know**	[tə nəʊ]	wissen; kennen

ladder U13	[lædə]	Leiter
Ladies and gentlemen U8/10	[leɪdɪz ənd' dʒentlmən]	Verehrtes Publikum!, Meine Damen und Herren!
lake 4/12	[leɪk]	See
to **land** U13/6	[tə lænd]	landen
language U 7	[læŋgwɪdʒ]	Sprache
last U12/ 0	[lɑːst]	letzter/letzte/letztes
late U4/	[leɪt]	(zu) spät
late at night U12/G	[leɪt ət naɪt]	spät in der Nacht
later /3	[leɪtə]	später
(the) latest U14/3	[leɪtɪst]	(das) Neueste, (das) Aktuellste
to **laugh** U5/OYW2	[tə lɑːf]	lachen
leader U13/T6	[liːdə]	Leiter/Leiterin, Anführer/Anführerin
leaf (pl leaves) U14/12	[liːf, liːvz]	Blatt
to **learn** U1	[tə lɜːn]	lernen
to **leave** U6/1	[tə liːv]	verlassen, weggehen
left U3/2	[left]	linker/linke/linkes; links
leg U3/2	[leg]	Bein
(snow) leopard U9/3	[snəʊ 'lepəd]	(Schnee-)Leopard
Let me see. U2/S1	[let mi siː]	Zeig mal her.
Let me think. U10/10	[let mi θɪŋk]	Lass mich nachdenken.
Let go! S2	[let gəʊ]	Lass(t) los!
to **let sb. out** U2/9	[tə let 'sʌmbədi aʊt]	jdn. hinauslassen
let's (= let us) U1/12	[lɛts]	Lass(t) uns
Let's get out of here! U8/S4	[lets get aʊt əv hɪə]	Lass(t) uns von hier verschwinden!

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Let's go! U2/4	[lɛts gəʊ]	Los! Gehen wir!
letter U1/3	[letə]	Buchstabe
letter U9/13	[letə]	Brief
library U7/T3	[laɪbrəri]	Bibliothek
life (pl lives) U4/4	[laɪf, laivz]	Leben
to **lift up** U8/10	[tə lɪft ʌp]	(hoch-)heben
light U1/OYW1	[laɪt]	hier: hell
to **like** U2/1	[tə laɪk]	mögen
like U12/S6	[laɪk]	so wie ...; ähnlich ...
line U4/1	[lain]	Linie
linking word U13	[lɪŋkɪŋ wɜːd]	Bindewort
lion U2/4	[laɪən]	Löwe
list U13/OYW4	[lɪst]	Liste
to **listen** U1/1	[tə lɪsən]	zuhören
to **listen to music** U11/G	[tə lɪsn tə 'mjuːzɪk]	Musik hören
litre (of) U5/OYW2	[liːtə ɒv]	Liter (von)
little U6/8	[lɪtl]	klein
Little Red Riding Hood U6/8	[lɪtl red 'raɪdɪŋ hʊd]	Rotkäppchen
to **live** U6/6	[tə lɪv]	leben
living room U11/8	[lɪvɪŋ ruːm]	Wohnzimmer
lizard U9/3	[lɪzəd]	Eidechse
local U13/OYW4	[ləʊkl]	lokal, ansässig, einheimisch
long U3/1	[lɒŋ]	lang
a long way away U11/5	[ə lɒŋ weɪ ə'weɪ]	weit weg, weit entfernt
to **look** U1/7	[tə lʊk]	schauen, sehen
to **look after** U11/14	[tə lʊk 'ɑːftə]	sich kümmern um
to **look around** U10/6	[tə lʊk ə'raʊnd]	sich umsehen
to **look at** U2/5	[tə lʊk ət]	betrachten, ansehen
to **look for** U6/5	[tə lʊk fə]	suchen
to **look out** U6/2	[tə lʊk aʊt]	hinausschauen
to **look up** U13/6	[tə lʊk ʌp]	nachschauen
lost U6/1	[lɒst]	verloren
a lot of U3/6	[ə lɒt ɒv]	viel/e, eine Menge
lots of U2/4	[lɒts ɒv]	viel/e, eine Menge
loud U5/4		laut
to **love** U1/1		lieben, mögen
Love, ... U9/16	[lʌv]	Liebe, ...
lovely U10/4		großartig, reizend, nett
to **be lucky** U1		Glück haben
lunch U4/5		Mittagessen
lunch box U7/1	[lʌn	Jausenbox
lunchtime U4/4	[lʌntʃ taɪm]	Mittagspause

M

mad U4/12	[mæd]	böse, wütend
madam U10/12	[mædəm]	(gnädige) Frau
magazine U10/3	[mægə'ziːn]	Zeitschrift, Magazin
magazine article U13/6	[mægə'ziːn 'ɑːtɪkl]	Zeitschriftenartikel
magic U4/12	[mædʒɪk]	magisch
magic U4/13	[mædʒɪk]	Magie
to **make** U1/5	[tə meɪk]	machen
to **make friends** U14/13	[tə m fr	sich anfreunden
to **make fun of sb.** U6/S3	[t əv	über jdn. lustig machen
to **make up** U1	[tə me	erfinden
man (pl men) U6/	[mən, mɛn]	Mann
many U1	[	viele
March U12/6	[mɑːtʃ]	März
market U6/10	[ɑːkɪt]	Markt
mask U8/1	[sk]	Maske
to **mass** U	[tə mæsɑːʒ]	massieren
mat U9	mæt]	Matte
match U	[mætʃ]	Match, Spiel
m U12/5	[mæθs]	Mathe(matik)
U	[meɪ]	Mai
4/	[meɪbi]	vielleicht
mayor U1 W4	[meə]	Bürgermeister/ Bürgermeisterin
U1/12	[miː]	mir; mich
U3/T1	[miː 'tuː]	Ich auch.
meal U7/5	[miːl]	Mahlzeit, Essen
mean U7/	[tə miːn]	meinen; bedeuten
means of tra rt U11/T5	[miːnz əv 'trænspɔːt]	Verkehrsmittel
meat U7/	[miːt]	Fleisch
medical help U13/1	[medɪkl help]	medizinisch, ärztlich
medicine U13/6	[medsn]	Medizin
to **meet** U1	[tə miːt]	(sich) treffen, kennenlernen
to **meet up with sb.** U13/T6	[tə miːt ʌp wɪð]	sich mit jdm. treffen
meeting U13/T6	[miːtɪŋ]	Besprechung; Sitzung
memory U8/2	[meməri]	Gedächtnis; Erinnerung
to **mention** U11/T5	[tə menʃn]	erwähnen
message U6/S3	[mesɪdʒ]	Nachricht
messy U12/1	[mesi]	unordentlich, schlampig
metre U3/1	[miːtə]	Meter
midday U11/4	[mɪd'deɪ]	Mittag
midnight U1/12	[mɪdnaɪt]	Mitternacht
Midwest U10/6	[mɪd'west]	Mittlerer Westen (USA)
milk U7/1	[mɪlk]	Milch
million U9/3	[mɪljən]	Million
to **mime** U11/18	[tə maɪm]	mimen
mind map U3	[maɪnd mæp]	Mindmap, Gedankenkarte
mineral water U7/1	[mɪnərəl wɔːtə]	Mineralwasser

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minus U5/OYW2 [maɪnəs] Minus
minute U5/T2 [mɪnɪt] Minute
mirror U6/1 [mɪrə] Spiegel
missing U7/7 [mɪsɪŋ] fehlend
mistake U3/11 [mɪ'steɪk] Fehler
mobile phone U10/3 [məʊbaɪl 'fəʊn] Handy, Mobiltelefon
moment U9/3 [məʊmənt] Moment, Augenblick
Monday U4/8 [mʌndeɪ] Montag
money U5/OYW2 [mʌni] Geld
monkey U2/1 [mʌŋki] Affe
monster U4/12 [mɒnstə] Monster
month U12 [mʌnθ] Monat
moon U14/2 [muːn] Mond
more U1/1 [mɔː] mehr
more than U9/3 [mɔː ðən] mehr als
morning U4/4 [mɔːnɪŋ] Morgen
to **morph** U8/S4 [tə mɔːf] sich verwandeln
most U7/5 [məʊst] am meisten; die meisten
most of the time U15/1 [məʊst ɒv ðə taɪm] meistens, die meiste Zeit
mother U8/10 [mʌðə] Mutter
mountain U13/1 [maʊntən] Berg
mountain rescue U13/1 [maʊntən 'reskjuː] Bergrettung
mouse (pl mice) U9/1 [maʊs, maɪs] Maus
mouth U3/2 [maʊθ] Mund
to **move** U5/3 [tə muːv] (sich) bewegen
much U7/5 [mʌtʃ] viel; sehr
mum U4/3 [mʌm] Mama
music U5 [mjuːzɪk] Musik
music show U14/1 [mjuːzɪk ʃəʊ] Musikshow
musical U5 [mjuːzɪkl] mus[illegible]isch, melodisch
musician U5 [mju'zɪʃn] Mu[illegible]
must U1/8 [mʌst] müss[illegible]
my U1/4 [maɪ] [illegible]

N

name U1/4 [illegible]
national park U15/1 [illegible] Nationalpark
nature U14/1 [illegible]
near U9/3 [nɪə] [illegible], in der Nähe von
nearly U7/T3 fast, beinahe
necklace U6/10 [illegible]eklәs] Halskette
to **need** U8/10 [illegible] brauchen
negative U4 [nege[illegible] negativ; verneinend
neighbour U14/19 [neɪbə] Nachbar/Nachbarin
nervous U4/1 [nɜːvəs] nervös
nest U14/17 [nest] Nest
net U8/S4 [net] Netz
the Netherlands U15/1 [ðə nɛðələndz] die Niederlande
never U7/4 [nevə] nie(mals)
new U1/12 [njuː] neu
New Zealand U13/1 [njuː 'ziːlənd] Neuseeland
the news (pl) U14/1 [ðə njuːz] die Nachrichten
newspaper U9/3 ['njuːzpeɪpə] Zeitung
next U4/3 [nekst] nächster/nächste/nächstes
next to U1/11 [n[illegible] tu[illegible] neben
nice U1/4 [n[illegible] ön, angenehm; nett
Nice to meet you! U1/4 [naɪs [illegible]niːt juː] s freut mich, dich/Sie kennen zu lernen!
night U1/1 [illegible] Nacht
night-time U6/10 ['n[illegible]] nachts
nine U1/1 [naɪn] neun
nineteen U1/1 [illegible]n'tiːn] neunzehn
ninety U1[illegible] [illegible]nti] neunzig
no U1/[illegible]1 [nəʊ] nein
No idea. [illegible] [nəʊ aɪ'dɪə] Keine Ahnung.
no one U[illegible] [nəʊ wʌn] niemand, keine/r
N[illegible]oblem. U10/10 [nəʊ 'prɒbləm] Kein Problem.
N[illegible]on. [illegible]T4 [nəʊ riːzn] Nur so., Einfach so.
No way! [illegible]S5 [nəʊ weɪ] Auf keinen Fall!
No wonder. U10/6 [nəʊ 'wʌndə] Kein Wunder.
[illegible] U9/10 [nɔɪz] Geräusch; Lärm, Krach
noo[illegible] U7 [nuːdl] Nudel
normal U14/6 [nɔːml] normal
[illegible]th U1/1 [nɔːθ] Norden
[illegible]se U3/[illegible] [nəʊz] Nase
not U1/[illegible] [nɒt] nicht
not ... any more U9/10 [nɒt eni 'mɔː] nicht mehr
n[illegible]te [illegible]/8 [nəʊt] Anmerkung, Notiz
n[illegible]thing U5/T2 [nʌθɪŋ] nichts
to notice U13/18 [tə nəʊtɪs] bemerken
[illegible]oun U1 [naʊn] Nomen, Substantiv
November U12/6 [nəʊ'vembə] November
now U1 [naʊ] jetzt; sofort
number U1 [nʌmbə] Zahl; Ziffer, Nummer
nut U7/1 [nʌt] Nuss

O

(one) o'clock U1/12 [ə'klɒk] (ein) Uhr
October U12/6 [ɒk'təʊbə] Oktober
of U1/4 [əv] von
of course U5/11 [əv kɔːs] natürlich, gewiss
off U1/16 [ɒf] weg; hinunter; hier: aus
office U6/2 [ɒfɪs] Büro
often U7/4 [ɒfn] oft, häufig
Oh dear. U4/6 [əʊ dɪə] Oje!, Ach du liebe Zeit.
old U6/2 [əʊld] alt
on U1/16 [ɒn] auf; weiter; hier: ein

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on the way U13/T6 [ɒn ðə weɪ] auf dem Weg
once (a day) U9/2 [wʌns] einmal (am Tag)
once upon a time U14/13 [wʌns ə'pɒn ə taɪm] es war einmal
one U1/1 [wʌn] eins
one day U14/13 [wʌn deɪ] eines Tages
one of U1/4 [wʌn əv] eine/r von
onion U7/10 [anjən] Zwiebel
online U11/5 [ɒn'laɪn] online
only U1/1 [əʊnli] nur
to **open** U1/16 [tə əʊpən] öffnen
or U1/7 [ɔːr] oder
orange U1/12 [ɒrɪndʒ] orange
orange juice U5/OYW2 [ɒrɪndʒ dʒuːs] Orangensaft
order U2/4 [ɔːdə] Reihenfolge
ordinal number U12 [ɔːdɪnl 'nʌmbə] Ordnungszahl
other U9/3 [ʌðə] anderer/andere/anderes
our U2/2 [aʊər] unser/e
out U1/16 [aʊt] aus; hinaus
outside U11/5 [aʊt'saɪd] draußen; außerhalb
over here U11/8 [əʊvə hɪə] hier drüben
over there U10/10 [əʊvə 'ðeə] da/dort drüben
owl U6/10 [aʊl] Eule
own U1/18 [əʊn] eigen/e/er/es
to **own** U9/3 [tə əʊn] besitzen
owner U9/13 [əʊnə] Besitzer/Besitzerin, Eigentümer/Eigentümerin

P

p.m. U11/4 [piː 'em] nachmittags, abends
page U1/OYW1 [peɪdʒ] Seite
paintbox U1/11 [peɪntbɒks] Malkasten
paintbrush U1/11 [peɪntbrʌʃ] Pinsel
a pair of U8/1 [ə peə əv] ein Paar (von)
paragraph U6/13 [pærəgrɑːf] Absatz
parcel U13/1 [pɑːsl] Paket, Päckchen
Pardon? U5/T2
parents U15/1 Eltern
park U2/4 [pɑː
parliament U13/OYW4 [pɑːlə Parlament, Volksvertretung
parrot U2/1 [pærət] Papagei
part U3 Teil
partner U1/5 [pɑːt Partner/Partnerin
party U8/4 [pɑːti] Party, Feier
to **pass** U13/T6 [tə pɑːs] hier: reichen, geben
past U11/1 [pɑːst] nach
past U12 [pɑːst] Vergangenheit
to **pat** U10/9 [tə pæt] tätscheln
pause button U14/6 [pɔːz 'bʌtn] Pausetaste
to **pay** U14/9 [tə peɪ] (be-)zahlen
pea U7/10 [piː] Erbse
pelican U3/11 [pelɪkən] Pelikan
pen U1/11 [pen] Feder; Stift
pencil U1/11 [pensl] Bleistift
pencil case U1/11 [pen Federpenal
pencil sharpener U1/11 [p ʃɑ ə] (Bleistift-)Spitzer
penguin U2/4 [per nguin
people (pl) U1 piːpl] Leute, Menschen
pepper U7/1 Paprika
perfect 12 [pɜː perfekt
perfume U7/ [pɜːfjuːm] Perfum
person U10/S5 n] Person
personal [pɜːsənl] persönlich; privat
pessim U13/O [pesɪ'mɪstɪk] pessimistisch
pet U9 [pet] Haustier
t one U9/G [tə fəʊn] anrufen
ne /11 [fəʊn kɔːl] (Telefon-)Anruf
p onve tion U11/19 [fəʊn kɒnvə'seɪʃn] Telefongespräch
hone signal U13/1 [fəʊn 'sɪgnl] Handy-Signal
o U1/OYW1 [fəʊtəʊ] Foto
pia 11/13 [pi'ænəʊ] Klavier
to **pick up** U6/2 [tə pɪk ʌp] aufheben
ure U1/ [pɪktʃə] Bild
cture st U6/10 [pɪktʃə 'stɔːri] Bildergeschichte
piece U [piːs] Stück
pig U9/ [pɪg] Schwein
pilot U /18 [paɪlət] Pilot/Pilotin
pink 1/12 [pɪŋk] pink
pipe U6/6 [paɪp] Pfeife
pirate U3 [paɪrət] Pirat/Piratin, Seeräuber/Seeräuberin
place U2 [pleɪs] Ort, Platz
place U9/11 [pleɪs] hier: Wohnung, Zuhause
plan U4/11 [plæn] Plan
plane U11/T5 [pleɪn] Flugzeug
planet U13/16 [plænɪt] Planet
to **play** U1/1 [tə pleɪ] spielen
player U5/1 [pleɪə] Spieler/Spielerin
playground U5/OYW2 [pleɪgraʊnd] Spielplatz
please U1/4 [pliːz] bitte
plum U9/10 [plʌm] Zwetschke
plural U1 [plʊərəl] Mehrzahl
pocket money U5/OYW2 [pɒkɪt 'mʌni] Taschengeld
poem U8/8 [pəʊɪm] Gedicht
to **point (to, at)** U1/11 [tə pɔɪnt] zeigen (auf)
police (no pl) U13/1 [pə'liːs] Polizei

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political U13/OYW4 [pə'lɪtɪkl] politisch
political education U13/OYW4 [pə'lɪtɪkəl ˌɛdjuː'keɪʃən] politische Bildung
politics U13/OYW4 [pɒlətɪks] Politik
pony U9/1 [pəʊni] Pony
population U9/3 [pɒpju'leɪʃn] Bevölkerung
portfolio U1/18 [pɔːt'fəʊliəʊ] Portfolio, Mappe
possession U5 [pə'zeʃn] Besitz
possessive U5 [pə'zesɪv] besitzanzeigend
postcard U11 [pəʊstkɑːd] Postkarte
potato (pl potatoes) U7/4 [pə'teɪtəʊ, pə'teɪtəʊz] Kartoffel
pound U5/OYW2 [paʊnd] Pfund
power U2/S1 [paʊə] Macht
power U8/13 [paʊə] Kraft, Fähigkeit
to **practise** U3/9 [tə præktɪs] üben
preposition U2 [prepə'zɪʃn] Präposition, Vorwort
present U6/G [preznt] Gegenwart, Präsens
present U7/T3 [preznt] Geschenk
to **present** U7/12 [prɪ'zent] präsentieren
presenter U9/6 [prɪ'zentə] Moderator/Moderatorin
president U14/3 [prezɪdənt] Präsident/Präsidentin
to **press** U13/18 [tə pres] drücken
pretty U3/5 [prɪti] hübsch
price U10 [praɪs] Preis, Rechnungsbetrag
prize U8/10 [praɪz] Siegespreis, Auszeichnung
probably U12/13 [prɒbəbli] wahrscheinlich
problem U5/T2 [prɒbləm] Proble
profit U5/OYW2 [prɒfɪt] Gewin
programme U11/19 [prəʊgræm] Program
projector U1/13 [prə'dʒektə] Projek
promise U6/S3 [prɒmɪs] Ver chen
pronoun U9 [prəʊnaʊn] Pro
proud U4/1 [praʊd] olz
to **pull** U6/5 [tə pʊl]
to **pull sth. out** U10/9 [tə pʊl aʊt] etw. h hen
pumpkin U7/1 [pʌmpkɪ Kürbis
purple U1/OYW1
purse U7/T3 Geldtasche, Geldbörse
to **push** U11/9 [tə ken; schieben
to **put** U4/6 [tə pʊ se zen, legen, stellen
to **put on** U6/1 anziehen, aufsetzen
puzzle U2/S1 ʌzl] Rätsel; Puzzle
pyjamas U8/1 məz] Schlafanzug, Pyjama

Q

(a) quarter past (three) U11/1 [ə 'kwɔːtə pɑːst] Viertel nach (drei)
(a) quarter to (nine) U11/1 [ə 'kwɔːtə tu] Viertel vor (neun)
question U1 ['kwestʃən] Frage
quick U8/S4 [kwɪk] schnell
quiet U1/12 ['kwaɪət] leise, ruhig
quite U14/4 [kwaɪt] ziemlich
quiz show U14/1 [kwɪz ʃəʊ] Quizshow, Quizsendung

R

rabbit U9/1 [r t] inchen
to **radio** U13/1 [tə -)funken
radio U13/5 eɪdiəʊ] Funkgerät; Radio
radio play U4/13 rdiəʊ pleɪ] Hörspiel
rat U4/6 Ratte
Rats! U8/S4 [ræts] Mist!
to **reach out** U13 riːtʃ aʊt] ausstrecken
to **read** U1 d] lesen
to **read** [tə riːd aʊt] vorlesen
ready (U redi] bereit (für); fertig
real U2/ [riːəl] wirklich; echt, real
re show [ri'æləti ʃəʊ] Realityshow
ly [riːəli] wirklich
[red] rot
egular U1 [regjələ] regelmäßig
to **remember** U1/14 [tə rɪ'membə] sich erinnern (an)
te control U14/ [rɪˌməʊt kən'trəʊl] Fernbedienung
to **repeat** U1/2 [tə rɪ'piːt] wiederholen
etition U5/T2 [repə'tɪʃn] Wiederholung
reply U14/ [tə rɪ'plaɪ] antworten
to **rescue** U13/13 [tə reskjuː] retten
rescue U13/1 [reskjuː] Rettung
to **nd** U3/T1 [tə rɪ'spɒnd] antworten
response U3/T1 [rɪ'spɒns] Antwort
rest U7/13 [rest] Rest
restaurant U7/15 [restrɒnt] Restaurant
rewind button U14/6 [riː'waɪnd 'bʌtn] Rückspultaste
rhyme U2/S1 [raɪm] Reim
rice U7/3 [raɪs] Reis
rice paper U7/4 [raɪs 'peɪpə] Reispapier
rice pudding U7/4 [raɪs 'pʊdɪŋ] Milchreis
to **ride** U11/T5 [tə raɪd] reiten; fahren
to **ride a bike** U11/13 [tə raɪd ə baɪk] radfahren
to **ride a horse** U11/13 [tə raɪd ə hɔːs] ein Pferd reiten
right U1/12 [raɪt] richtig, korrekt
right U3/2 [raɪt] rechter/rechte/rechtes; rechts
right now U9/10 [raɪt naʊ] jetzt sofort, im Augenblick
ring U8/3 [rɪŋ] Ring
river U6/12 [rɪvə] Fluss
road U11/17 [rəʊd] Straße

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to **rob** U4/12	[tə rɒb]	stehlen
robber U10/9	[rɒbə]	Räuber/Räuberin
robbery U12/12	[rɒbəri]	Raubüberfall
robot U13/16	[rəʊbɒt]	Roboter
rock U13/1	[rɒk]	Stein, Fels
role U5/OYW2	[rəʊl]	Rolle
role play U5/OYW2	[rəʊl pleɪ]	Rollenspiel
to **roll** U7/4	[tə rəʊl]	rollen
to **roll down** U11/9	[tə rəʊl daʊn]	herunterrollen
roller skates U15/1	[rəʊlə skeɪts]	Rollschuhe
romantic U14/1	[rəʊ'mæntɪk]	romantisch
romantic film U14/1	[rəʊ'mæntɪk fɪlm]	Liebesfilm
roof U10/S5	[ruːf]	Dach
room U4/6	[ruːm]	Zimmer, Raum
to **rub** U6/S3	[tə rʌb]	reiben
rubber U1/11	[rʌbə]	Radiergummi
rule U10/4	[ruːl]	Regel
to **rule** U12/S6	[tə ruːl]	(be-)herrschen
ruler U1/11	[ruːlə]	Lineal
to **run** U2/4	[tə rʌn]	laufen, rennen
to **run after** U14/13	[tə rʌn 'ɑːftə]	nachlaufen, hinterherrennen
to **run around** U2/4	[tə rʌn ə'raʊnd]	herumlaufen, herumrennen
to **run away** U6/12	[tə rʌn ə'weɪ]	weglaufen, wegren
to **run down** U6/2	[tə rʌn daʊn]	hinunterlaufen; e ng laufen
to **run out of** U6/4	[tə rʌn aʊt əv]	hinaus nner aus
Russia U15/1	[rʌʃə]	Russl

S

sad U4/1	[sæd]	trau
safe U13/6	[seɪf]	sich
to **sail** U13/1	[tə seɪl]	eln
salad U7/1	[sæləd]	
the same U9/OYW3	[ðə seɪm]	der-/d elbe
sandwich U5/T2	[sænwɪtʃ ndw	belegtes Brot
Saturday U4/8		]
sauce U7/4		Soße
sausage U7/1	[sɒ 1	t, Würstel
to **save** U13/F	[tə seɪ	retten
saxophone U5/		Saxophon
to **say** U1/1	seɪ]	sagen
scared U4/1	[	ängstlich, verängstigt
to **be scared of** U3/1	[tə bi ed əv]	Angst haben vor
scarf U7/T3	[skɑːf]	Schal
scene U4/3	[siːn]	Szene
school U1	[skuːl]	Schule
school bag U1/13	[skuːl bæg]	Schultasche
school things U1	[skuːl θɪŋs]	Schulsachen
school uniform U1/OYW1	[skuːl 'juːnɪfɔːm]	Schuluniform
school year U13/OYW4	[skuːl jɪə]	Schuljahr
science fiction film U14/1	[saɪəns 'fɪkʃn fɪlm]	Science-Fiction-Film
scissors (pl) U1/11	[sɪ	Schere
scooter U10/3	[s ə]	er
scorpion U9/3	[sk	orpion
screen U13/18	skriːn]	Bildschirm
screen time U14/	iːn taɪm]	Bildschirmzeit
sea U13	[s	Meer
second U12/1	[sekənd]	zweiter/zweite/zweites
to **see** U2/4	siː]	sehen
See you so U9/OY	u suːn]	Bis bald.
self-stu U1	self 'stʌdi]	Eigenstudium
to **sell** U	[tə sel]	verkaufen
to d U11/1	[tə send]	senden, (ver-)schicken
ten 3	[sentəns]	Satz
ber /6	[sep'tembə]	September
series U3	[sɪəriːz]	Serie, Reihe
seven U1/1	[sevn]	sieben
teen U1/1	[sevn'tiːn]	siebzehn
sev U10/1	[sevnti]	siebzig
to **shake** U5/6	[tə ʃeɪk]	schütteln
t's a sha e	[ðæts ə ʃeɪm]	Das ist schade.
9/T4		
shark U9/2	[ʃɑːk]	Hai(fisch)
she U2/7	[ʃi]	sie
ship U3/1	[ʃɪp]	Schiff
shirt U1/OYW1	[ʃɜːt]	Hemd
sh U1/OYW1	[ʃuː]	Schuh
to **shoot** U10/9	[tə ʃuːt]	schießen
shop U5/OYW2	[ʃɒp]	Geschäft, Laden
shop assistant U7/T3	[ʃɒp ə'sɪstənt]	Verkäufer/Verkäuferin
shopkeeper U14/7	[ʃɒpkiːpə]	Ladenbesitzer/ Ladenbesitzerin
shopping U5/OYW2	[ʃɒpɪŋ]	Einkaufen
short U3/11	[ʃɔːt]	klein
short U3/13	[ʃɔːt]	kurz
short story U6/6	[ʃɔːt 'stɔːri]	Kurzgeschichte
should U9/OYW3	[ʃʊd]	sollte/n, solltest
shoulder U3/2	[ʃəʊldə]	Schulter
to **shout** U13/5	[tə ʃaʊt]	schreien, rufen
to **shout at sb.** U13/14	[tə ʃaʊt ət]	jdn. anschreien, anbrüllen
to **shout for help** U13/5	[tə ʃaʊt fə help]	um Hilfe rufen
to **show** U5/OYW2	[tə ʃəʊ]	zeigen
shy U1/1	[ʃaɪ]	schüchtern

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signal U13/1 [sɪgnəl] Signal, Empfang
similar U12/5 [sɪmələ] ähnlich, vergleichbar
to **sing** U1/1 [tə sɪŋ] singen
Sing along. U4/12 [sɪŋ ə'lɒŋ] Sing(t) mit.
singer U5/1 [sɪŋə] Sänger/Sängerin
sir U6/6 [sɜː] Herr (Anrede)
sister U5/2 [sɪstə] Schwester
to **sit** U1/16 [tə sɪt] sitzen
to **sit down** U1/16 [tə sɪt daʊn] sich (hin-)setzen
situation U5/T2 [sɪtʃu'eɪʃn] Situation, Lage
to **skate** U11/13 [tə skeɪt] Rollschuh fahren, Rollerskate fahren
to **skateboard** U3/T1 [tə skeɪtbɔːd] Skateboard fahren
sketch U7/13 [sketʃ] Sketch
to **ski** U11/21 [tə skiː] Ski fahren
skin U14/12 [skɪn] Haut
skirt U1/OYW1 [skɜːt] Rock
sky U13/6 [skaɪ] Himmel
to **sleep** U4/13 [tə sliːp] schlafen
slide U11/9 [slaɪd] Rutsche
to **slip** U13/5 [tə slɪp] ausrutschen
small U2/2 [smɔːl] klein
smartest U10/9 ['smɑːtɪst] klügster/klügste/klügste
to **smell** U4/S2 [tə smel] riechen; hier: stinken
to **smile** U6/2 [tə smaɪl] lächeln
to **smoke** U6/6 [tə sməʊk] rauchen
snack U6/10 [snæk] Snack, Imbiss
snake U9/3 [sneɪk] Schlange
to **snow** U11/21 [tə snəʊ] schnei
to **snowboard** U11/21 [tə snəʊbɔːd] Snowboa
so U1/OYW1 [səʊ] so (sehr)
So was I. U12/19 [səʊ wəz aɪ] Ich a
sock U1/OYW1 [sɒk] Soc
sofa U5/T2 [səʊfə] Sofa
to **solve** U6/9 [tə sɒlv] lösen
some U4/13 [sʌm] ei paar
somebody U3 [sʌmbədi] jeman
someone U1/4 [s mwʌn]
something U3/T1 e
sometimes U5/OYW2 manchmal
song U1/1 [sɒ
sorry U1/4 [sɒri] Verzeihung, Entschuldigung
sort (of) U14/15 t əv] Art/Sorte (von)
sound system U1/13 [sɪstə] Tonanlage, Soundsystem
soup U7/4 [suːp] Suppe
south U1/1 [saʊθ] Süden
South Africa U7/4 [saʊθ 'æfrɪkə] Südafrika
space U13/17 [speɪs] Weltraum
spaceship U13/16 [speɪsʃɪp] Raumschiff

to **speak** U1/1 [tə spiːk] sprechen
special U14/6 [speʃl] besonders; besonderer/besondere/besonderes
speech bubble U1/16 [spiːtʃ 'bʌbl] Sprechblase
to **spell** U1/4 [tə spel] buchstabieren
to **spend (time)** U14/4 [tə spend] (Zeit) verbringen
spider U9/3 [spa Spinne
spinach U7/10 [s dʒ] Spinat
to **splash sb.** U9/T4 [tə anspritzen
spooky U12/S6 [spu heimlich, schaurig
spot U14/12 spot] Punkt
sports U14/1 Sport, Sportarten
spring r U7/ [spri l] Frühlingsrolle
stage U4/3 [steɪdʒ] Bühne
to **stand** U1/16 end] stehen
to **stand** [tə stænd ʌp] aufstehen
star U [stɑː] Stern
to **start** [tə stɑːt] anfangen, beginnen
to **y** U9/ [tə steɪ] bleiben
U7/ [stjuː] Eintopf
1 [tə stɪk ɪn] einkleben
till U4/3 [stɪl] (immer) noch
stone U2/ [təʊn] Stein
top U9/11 [tə stɒp] stoppen, aufhören
U1/12 [stɒp ɪt] Hör(t) auf!
storm U13/5 [stɔːm] Sturm
y U1/8 [stɔːri] Geschichte, Erzählung
ry time [stɔːri taɪm] Zeit für eine Geschichte
strategy /11 [strætədʒi] Strategie
to **stre m** U14/4 [tə striːm] streamen
str 6/2 [striːt] Straße
stres U14/19 [stres] Betonung
s g U3/11 [strɒŋ] stark
stuck U13/T6 [stʌk] hängen geblieben / stecken geblieben
student U3/T1 [stjuːdnt] Schüler/Schülerin; Student/Studentin
to **study** U11/5 [tə stʌdi] studieren, lernen
stuff (informal) U6/9 [stʌf] Zeug, Kram, Sachen
subject U7/15 [sʌbdʒɪkt] Betreff
suddenly U8/S4 [sʌdənli] plötzlich
to **suggest** U3/T1 [tə sə'dʒest] vorschlagen
suggestion U3/T1 [sə'dʒestʃən] Vorschlag
to **suit sb.** U9/T4 [tə suːt] jdm. gut stehen
summer U15/1 [sʌmə] Sommer
summertime U15/6 [sʌmətaɪm] Sommerzeit
sun U4/4 [sʌn] Sonne
Sunday U4/8 [sʌndeɪ] Sonntag
sunglasses U1/OYW1 [sʌnglɑːsɪz] Sonnenbrille
sunny U13/15 [sʌni] sonnig
sunset U12/13 [sʌnset] Sonnenuntergang

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superhero U8/10 [suːpəhɪərəʊ] Superheld/Superheldin

supermarket U5/OYW2 [suːpəmɑːkɪt] Supermarkt

superpower U8/10 [suːpəpaʊə] Superkraft

sure U1/4 [ʃʊə] sicher

surprise U11/8 [sə'praɪz] Überraschung

surprising U11/10 [sə'praɪzɪŋ] überraschend, verwunderlich

swan U6/S3 [swɒn] Schwan

to **swap** U9/OYW3 [tə swɒp] (ver-)tauschen

sweater U1/OYW1 [swetə] Pullover

sweet U13/OYW4 [swiːt] süß; angenehm

sweets U10/3 [swiːts] Süßigkeiten

to **swim** U6/12 [tə swɪm] schwimmen

swimming pool U9/2 [swɪmɪŋ puːl] Schwimmbecken

to **swing** U3/12 [tə swɪŋ] schwingen

to **switch off** U1/16 [tə swɪtʃ ɒf] ausschalten

to **switch on** U1/16 [tə swɪtʃ ɒn] an-/einschalten

swollen U13/T6 [swəʊlən] geschwollen

sword U14/3 [sɔːd] Schwert

T

table U5/OYW2 [teɪbl] Tisch

tablet U1/13 [tæblət] Tablet

to **take** U7/4 [tə teɪk] (mit-)nehmen

to **take sb. back** U9/10 [tə teɪk sʌmbədi bæk] jdn. zurückbringen

to **take (a long time)** U13/6 [tə teɪk ə lɒŋ taɪm] (lange) dauern

Take me by the hand! U5/F [teɪk mi baɪ ðə hænd] Nimm … der Hand!

to **take off** U6/1 [tə teɪk ɒf] herunterne… ausz…

to **take out** U1/16 [tə teɪk aʊt] her… …ehr…

to **take photos** U13/8 [tə teɪk fəutouz] Fot… …n

to **take place** U12/5 [tə teɪk pleɪs] …den

to **talk** U1/1 [tə tɔːk] sprec… …h unterha…

to **talk about** U2/8 […ɔːk …ber

to **talk to sb.** U13/OYW4 […ɔːk …mit jdm. sprechen

tall U3/11 [tɔːl] groß; hoch

tank U9/2 […] hier: Aquarium

task U1/9 […ɑːsk] Aufgabe, Übung

taxi U11/T5 […] Taxi

tea U7/4 [tiː] Tee

to **teach** U11/5 [tə tiːtʃ] unterrichten, lehren

teacher U5/OYW2 [tiːtʃə] Lehrperson

team U13/5 [tiːm] Team

telephone U14/G [telɪfəʊn] Telefon

to **tell** U3/4 [tə tel] erzählen

ten U1/1 [ten] zehn

tennis U12/3 [tenɪs] Tennis

terrible U1/12 [terəbl] schrecklich, scheußlich

to **test** U12/4 [tə test] überprüfen

test U5/6 [test] Test, Prüfung

text U1/18 [tekst] Text

text message U10/S5 [tek…] Textnachricht, SMS

Thank you. U1/4 […k ju…] …nke., Dankeschön.

Thank you very much. U10/13 […veri …en Dank. mʌtʃ]

thanks U1/4 […θæŋks] danke

that U1/1 […] das; der/die/das

the U1 […] der/die/das

their U1/4 […ðeə] ihr; deren

them U1/1 […] sie; ihnen

theme pa… […n paːk] Vergnügungspark

then U… […ðen] dann, danach

there U… […ðeə] da, dort

there is/a… […ðeə ɪz ɑː] es gibt, da ist/sind

t… U1/9 […ðiːz] diese (dort)

… […ðeɪ] sie

th… […θɪŋ] Ding, Gegenstand

to **think** …YW1 […tə θɪŋk] denken

…think about U9/2… […tə θɪŋk ə'baʊt] nachdenken über

to **t… of** U5/T2 […tə θɪŋk əv] denken an

thirteen U1/1 [θɜː'tiːn] dreizehn

… U1/OYW… […ðɪs] dieser/diese/dieses

…his is me …5/T2 […ðɪs ɪz mi] Das bin ich.

those U… […ðəʊz] diese; jene

thousand U10/1 […θaʊznd] tausend

three …/1 […θriː] drei

th…lling U14/11 […θrɪlɪŋ] aufregend, spannend

…throw U8/10 […tə θrəʊ] werfen

Thursday U4/8 […θɜːzdeɪ] Donnerstag

to **tick** U1/7 […tə tɪk] an-/abhaken

to **tickle** U8/8 […tə tɪkl] kitzeln

tie U1/OYW1 […taɪ] Krawatte

tiger U4/S2 […taɪgə] Tiger

tights U8/1 […taɪts] Strumpfhose

time U1 […taɪm] Zeit

(three) times a day U9/2 […taɪmz ə deɪ] (drei) Mal am Tag

time of the day U4 […taɪm ɒv ðə deɪ] Tageszeit

time preposition U12 […taɪm prepə'zɪʃn] Zeitpräposition

tin U10/3 […tɪn] Dose

tiny U14/6 […taɪni] winzig

tired U3/6 […taɪəd] müde

title U13/17 […taɪtl] Titel

to U1/1 […tə] zu; bis; nach

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(five) to (four) U11/1	[tuː]	(fünf) vor (vier)
today U4/6	[tə'deɪ]	heute
tofu U7/13	[təʊfuː]	Tofu
together U7/4	[tə'geðə]	zusammen
tomato (pl tomatoes) U7/4	[tə'mɑːtəʊ, tə'mɑːtəʊz]	Tomate
tomorrow U1/12	[tə'mɒrəʊ]	morgen
tongue U5/8	[tʌŋ]	Zunge
tonight U8/10	[tə'naɪt]	heute Abend; heute Nacht
too U1/12	[tuː]	auch
tooth (pl teeth) U3/2	[tuːθ, tiːθ]	Zahn
tortoise U9/1	[tɔːtəs]	Schildkröte
to **touch** U5/8	[tə tʌtʃ]	berühren, anfassen
tourist U4/4	[tʊərɪst]	Tourist/Touristin
town U10/6	[taʊn]	Stadt
town council U13/OYW4	[taʊn 'kaʊnsl]	Stadtrat
toy U9/10	[tɔɪ]	Spielzeug
train U2/4	[treɪn]	Zug
trainers U8/1	[treɪnəz]	Turnschuhe
trap U10/S5	[træp]	Falle
treasure U3/F	[treʒə]	Schatz
tree U2/1	[triː]	Baum
trip U3/12	[trɪp]	Ausflug, Reise
to **be in trouble** U13/1	[tə biː ɪn trʌbl]	in Schwierigkeiten sein
trousers (no pl) U8/1	[traʊzəz]	Hose
true U1/9	[truː]	richtig; wahr
to **try** U5/3	[tə traɪ]	versuch
Try it! U4/S2	[traɪ ɪt]	Versuch
to **try on** U8/4	[tə traɪ ɒn]	anprobier
Tuesday U4/8	[tjuːzdeɪ]	Dien
Tunisia U15/1	[tjuːnɪziə]	Tun
to **turn over** U9/OYW3	[tə tɜːn 'əʊvə]	umd
to **turn** U14/13	[tə tɜːn]	umdreh
TV U7/G	[tiː'viː]	Fernsehen
twelve U1/1	[twelv]	zwölf
twenty U1/1	[twenti]	
twice U9/2		
twin U3/T1		Zwilling
two U1/1	[tu	
Two more to go! U10/S5	[tuː m	Noch zwei weitere (ausstehend)!
type (of) U14	[taɪp ɒv]	Art/Sorte (von)

U

uncertainty U7/T3	[ʌn'sɜːtnti]	Unsicherheit
uncle U5/OYW2	[ʌŋkl]	Onkel
under U2/1	[ʌndə]	unter
to **understand** U1	[tə ʌndə'stænd]	verstehen
unfair U5/OYW2	[ʌn'feə]	ungerecht, unfair
unhappy U13/T6	[ʌn'hæpi]	unglücklich
unit U1	[juːnɪt]	Lektion; Einheit
universe U12/S6	[juːnɪvɜːs]	Universum
until U9/10	[ən'tɪl]	bis
unusual U9	[ʌn'juːʒuəl]	ungewöhnlich, außergewöhnlich
up U1/16	[ʌ	hinauf; hier: auf
upstairs U5/T2	[ʌp	n
us U2/9	[əs]	ns
USA (United St of America) U10/	iuːes'eɪ, tɪd ɪts bv]	Vereinigte Staaten (von Amerika)
to **use** U1	[tə juːz]	verwenden, benutzen
useful U3/T1	sfl]	nützlich
usually U7	uəli]	gewöhnlich, normalerweise

V

v U7/T3	[vɑːz]	Vase
ve U7/4	[vedʒtəbl]	Gemüse
ve an 4	[vedʒə'teəriən]	Vegetarier/Vegetarierin
veggie (i al) U7/13	[vedʒi]	Gemüse
U2	[vɜːb]	Verb, Zeitwort
ver /12	[veri]	sehr
vet U13/OYW4	[vet]	Tierarzt/Tierärztin
in U6/6	[vaɪə'lɪn]	Geige
visit U	[tə vɪzɪt]	besuchen
vlog U1, YW1	[vlɒg]	Videoblog
vocabulary U1/6	[və'kæbjələri]	Vokabeln, Wortschatz
v ice 4/6	[vɔɪs]	Stimme
te (for) /OYW4	[tə vəʊt fə]	wählen, abstimmen (für)

W

to **wait** U6/10	[tə weɪt]	warten
Wait a moment. U11/T5	[weɪt ə 'məʊmənt]	Warte(t) einen Moment.
to **wait for** U6/S3	[tə weɪt fə]	warten auf
to **wake sb. up** U11/5	[tə weɪk ʌp]	jdn. aufwecken
to **walk** U5/8	[tə wɔːk]	(zu Fuß) gehen
to **walk around** U9/T4	[tə wɔːk ə'raʊnd]	umhergehen, herumspazieren
to **walk away** U10/6	[tə wɔːk ə'weɪ]	fortgehen, weggehen
to **walk down** U11/8	[tə wɔːk daʊn]	hinuntergehen
to **walk home** U14/6	[tə wɔːk həʊm]	nach Hause gehen
to **walk the dog** U11/8	[tə wɔːk ðə dɒg]	mit dem Hund Gassi gehen
wall U8/10	[wɔːl]	Wand
walnut U7/4	[wɔːlnʌt]	Walnuss

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to **want** U1/1	[tə wɒnt]	wollen; wünschen
warm U7/4	[wɔːm]	warm
to **wash** U5/OYW2	[tə wɒʃ]	waschen
washing machine U10/4	[wɒʃɪŋ məˈʃiːn]	Waschmaschine
watch U6/9	[wɒtʃ]	Uhr
to **watch** U1/OYW1	[tə wɒtʃ]	ansehen; zuschauen
to **watch TV** U7/G	[tə wɒtʃ ˌtiː ˈviː]	fernsehen
water U7/1	[wɔːtə]	Wasser
watercolour U1/11	[wɔːtəkʌlə]	Wasserfarbe
wave U13/1	[weɪv]	Welle
way U5/OYW2	[weɪ]	Art, Weise
way U1/1	[weɪ]	Weg
we U1/1	[wi]	wir
weak U14/12	[wiːk]	schwach
to **wear** U1/OYW1	[tə weə]	tragen (Kleidung)
weather U11/21	[weðə]	Wetter
Wednesday U4/8	[wenzdeɪ]	Mittwoch
week U1/1	[wiːk]	Woche
weekend U14/5	[wiːkˈend]	Wochenende
welcome U1/OYW1	[welkəm]	willkommen
You're welcome. U10/12	[jɔː ˈwelkəm]	Nichts zu danken., Keine Ursache., Gern geschehen.
well U1/8	[wel]	nun (ja), tja
Well done. U6/S3	[wel dʌn]	Gut gemacht!
west U1/1	[wɛst]	Westen
wet U4/4	[wet]	nass, feucht
what U1/9	[wɒt]	was
What about ...? U8/4	[wɒt əˈbaʊt]	Was ist m… wär's mit …?
What can I do for you? U10/12	[wɒt kən aɪ duː fə(r) juː]	Was k… ich für dich/ Sie …
What else? U10/6	[wɒt els]	Was …
what if U15/5	[wɒt ɪf]	…s geschieht …nn
What is it? U2/1	[wɒt ɪz ɪt]	…los?
What's it about? U14/16	[wɒts ɪt əˈbaʊt]	Worum … s?
What's happening? U4/S2	[… …er) los?
What's the problem? U5/T2	[… …as ist das Problem? ˈprɒ…
What's the time?	[…ɒts …	Wie spät ist es?
What's your name? U1/4	[…ɒts jɔː	Wie heißt du?, Wie heißen Sie?
wheel U9/9	[wiːl]	Rad; hier: Laufrad
when U4/5	[wen]	wenn, als
where U2/1	[weə]	wo; wohin
which U9/OYW3	[wɪtʃ]	welcher/welche/welches
white U1/12	[waɪt]	weiß
who U5/4	[huː]	wer
why U4/6	[waɪ]	warum
wide U14/6	[waɪd]	weit; breit
wide-mouthed frog U1/8	[waɪdmauθd frɒg]	Breitmaulfrosch
to **wiggle** U5/8	[tə wɪgl]	wackeln (mit)
wild U6/8	[waɪld]	wild
wildlife park U2/4	[waɪ… pɑ…	Naturpark, Wildpark
to **win** U8/10	[tə …n]	…winnen
window U1/16	[wɪ…	…nster
windy U13/8	[…wɪndi]	windig
winner U8/10	[…ə]	Gewinner/Gewinnerin
wise U1…	[…]	weise
with U1/5	[wɪð]	mit
wolf (pl wolves) U…	[…lf, wʊlvz]	Wolf
woman (pl …) U6/2	[…mən, wɪmɨn]	Frau
wood U…	[…wʊd]	Holz
wood(s)	[wʊd]	Wald
w… leg U…	[wʊdn leg]	Holzbein
…d U…	[wɜːd]	Wort
… U…	[tə wɜːk]	arbeiten
world U1/…	[wɜːld]	Welt
to **worry** U4/S2	[tə wʌri]	sich Sorgen machen
…t U13/OYW4	[wɜːst]	schlimmste/r/s; schlechteste/r/s
would U7/T3	[wʊd]	würde/n, würdest
…w! U1/12	[waʊ]	Wow! Toll!
…write U1…	[tə raɪt]	schreiben
wrong U5/11	[rɒŋ]	falsch; nicht in Ordnung

Y

year U2/6	[jɪə]	Jahr(gang)
yellow U1/12	[jeləʊ]	gelb
yes U1/4	[jes]	ja
yesterday U12/10	[jestədeɪ]	gestern
you U1	[juː]	du
young U1/1	[jʌŋ]	jung
your U1	[jə]	dein/e
yourself U2	[jɔːˈself]	du/Sie/ihr selbst
yummy (informal) U7/1	[jʌmi]	lecker

Z

zebra U9/3	[ziːbrə]	Zebra
zoo U2	[zuː]	Zoo
zookeeper U13/OYW4	[zuːkiːpə]	Zoowärter/Zoowärterin; Tierpfleger/Tierpflegerin

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