

Puchta | Holzmann | Lewis-Jones | Biggs | Jory

Student's Book

MORE!

1



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Videos und Stories



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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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Student's Book

MORE!

1

So lernst du am besten Englisch mit MORE!

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

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

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




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


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

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


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


1/5


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

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

CHOICES Bei dieser Übung stehen dir zwei Varianten zur Verfügung.

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

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

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

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

At the end of unit 1 ...

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

- 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!



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.



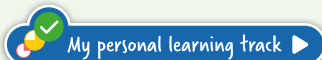
In der **interaktiven Wordlist** kannst du Wörter suchen, nachschlagen und anhören.



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: 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.

CONTENTS

Unit 1: Time for school

8-15

Vocabulary	The alphabet / Numbers 1–25 / School things / Colours / Classroom objects
Grammar	Plural nouns / Irregular plurals (1) (<i>babies, children, fish</i>) / 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	<i>there is, there are</i> / Prepositions of place (<i>in, on, under, in front of, next to, behind</i>) / <i>to be</i> (affirmative)
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?
Writing	Writing about school things and objects
MORE!	Grammar chant: <i>to be</i> The Story of the Stones 1: They're here!
Everyday English	<i>Let me see. How strange! At last!</i>



Unit 3: Pirates

22-29

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



Unit 4: Emotions

30-37

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



Unit 5: This is our band

38-45

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



Unit 6: The world's best detective

46-51

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



Unit 7: I love noodles

52-59

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



Unit 8: Clothes

60-65

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



Unit 9: Unusual pets

66-75

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



Unit 10: In a shop

76-81

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



Unit 11: What's the time?

82-91

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



Unit 12: The birthday cake

92-99

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



Unit 13: Help!

100-109

Vocabulary	Emergency services / An accident in the mountain
Grammar	Past simple (2): regular verbs / Linking words (<i>and, but, because</i>)
Listening	Emergency services / A phone call / Radio play: Space rescue
Speaking	Calling the emergency services and spelling names / Telling a story in the past The Twins 6: The black eye (injuries / arousing interest / encouraging someone to say what happened)
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/ /Id/



Unit 14: It's my favourite

110-117

Vocabulary	Screen time / <i>weak, skin, lying under a tree, lake, spots, hug, leaves, bend down, hunt</i> / Kinds of books and stories
Grammar	Past simple (3): Verneinung mit <i>didn't</i> / 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 / Telling a story
Reading	The remote control
Writing	Writing a picture story
MORE!	A poem: Watching TV Sounds right: Stress time



Unit 15: What are you going to do?

118-121

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



GRAMMAR

122-128

CLASSROOM LANGUAGE

129

ENGLISH SOUNDS

130

WORDLIST

131-148

UNIT 1 Time for school

At the end of unit 1 ...

you know

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

you can

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

A SONG 4 U

1/1+2



1 Listen and sing.

I want MORE!



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

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

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

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

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

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

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

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

LISTENING & SPEAKING

Asking someone to spell their name / email address

1/3



2 Listen and repeat the alphabet.



1/4



3 Listen and circle the correct letters in 2.

4 CHOICES

1/5



Listen to the dialogues. Then read out the pairs.

A DIALOGUE 1

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



B DIALOGUE 2

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



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

VOCABULARY Numbers

1/6



6 Listen. Then write the numbers.

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



one



.....two.....



three



four



seven



.....



nine



ten



eleven



.....



thirteen



fourteen



.....



sixteen



.....



eighteen



nineteen



twenty



twenty-one



.....



twenty-three



twenty-four



twenty-five

1/7



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

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



READING



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

.....

b Read the story.

Note

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

The wide-mouthed frog

Hi. I'm a wide-mouthed frog!

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

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

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

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

9 How many of the questions can you do?

Circle the correct answer.

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

Answer the questions.

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

Circle T (True) or F (False).

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

1/8+9



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

OUR YOUNG WORLD 1

Luna's school uniform



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

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

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



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

School ties

1/12



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

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



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



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



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



Note
it's = it is

Leah's tie is number ...



CYBER PROJECT: Our school uniform

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

VOCABULARY Classroom objects

Note
isn't = is not

1/13

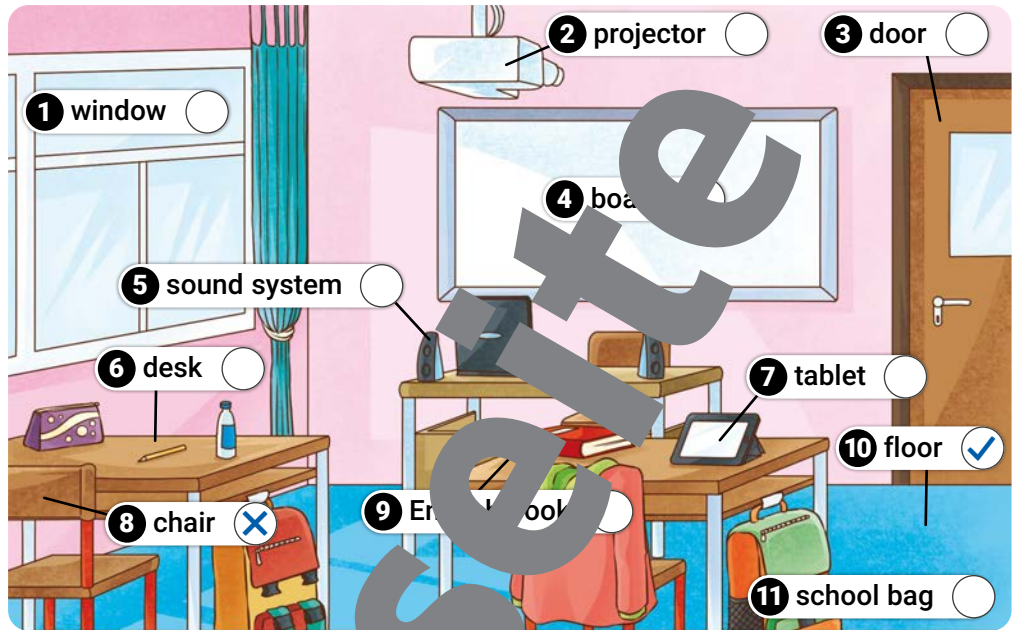


13 Listen. Are the sentences correct? Write or .

Number 10 is correct.



Number 8 isn't correct.



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

What colour is the chair? It's brown and red.

LISTENING Understanding following instructions

Note
don't = do not

1/14



15 Listen and number the pictures.



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

Switch off your tablets.

Clean the board.

Don't open your books.

Open the window.

Sit down, children.

Don't speak.

Don't stand up.

Close the door.

Take out your books.

Switch off your tablets.

SOUNDS RIGHT /z/

1/15



17 Listen and repeat.

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

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



WRITING

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

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



GRAMMAR



Plural nouns (Mehrzahlformen) + Irregular plurals (1)

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

- a dog – 4 dogs
- a bear – 7 bears



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

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

- a baby – babies

Aber: a boy – boys

Es gibt auch Ausnahmen!

- a child – children
- a fish – fish



Questions (Fragen)

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

- What's your name? – I'm Sue. (I am ...)
- What's your email address? / Can you spell it, please?
- How are you? – I'm fine, thanks. And you?

Imperatives (Befehlsformen)

So sagst du, dass jemand etwas tun soll:

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

So sagst du, dass jemand etwas nicht tun soll:

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



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

Schreibe den Satz hier auf:



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



UNIT 2 At the zoo

At the end of unit 2 ...

you know

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

you can

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

READING

Note

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



1 Read the story.

Note



Where's the parrot?



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



2 How many of the tasks can you do?

Circle the correct answer.

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

Circle T (True) or F (False).

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

Answer the questions.

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

1/16+17



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



4 a Look at the poster. Where is this?

in England in Italy

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

WELCOME TO COTSWOLD WILDLIFE PARK AND GARDENS!

See a lion.

Go on a train.

Feed the giraffes.

Feed the penguins.

Bring your dog.

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

Adults
£14.40

Children
£9.90

5 Look at the pictures in 4 and say.

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

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



6 Listen and tick what the children say.

- | | | | | |
|----------|---|--|------------------------------------|---|
| 1 | <input type="checkbox"/> I'm Rebecca. | <input type="checkbox"/> I'm from Oxford. | <input type="checkbox"/> I'm 11. | <input type="checkbox"/> I'm in Year 7. |
| | <input type="checkbox"/> I'm Veronica. | <input type="checkbox"/> I'm from Cambridge. | <input type="checkbox"/> I'm 12. | <input type="checkbox"/> I'm in Year 8. |
| 2 | <input type="checkbox"/> I'm Robert. | <input type="checkbox"/> I'm from York. | <input type="checkbox"/> I'm 12. | <input type="checkbox"/> I'm in Year 7. |
| | <input type="checkbox"/> I'm Roger. | <input type="checkbox"/> I'm from Cork. | <input type="checkbox"/> I'm 11. | <input type="checkbox"/> I'm in Year 8. |
| 3 | <input type="checkbox"/> We're Sam and Catherine. | <input type="checkbox"/> We're from London. | <input type="checkbox"/> We're 13. | <input type="checkbox"/> We're in Year 8. |
| | <input type="checkbox"/> We're Karen and Benny. | <input type="checkbox"/> We're from Liverpool. | <input type="checkbox"/> We're 14. | <input type="checkbox"/> We're in Year 9. |



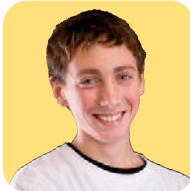
7 Talk about the boys and girls in 6.

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

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



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



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



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

GRAMMAR CHANT *to be*

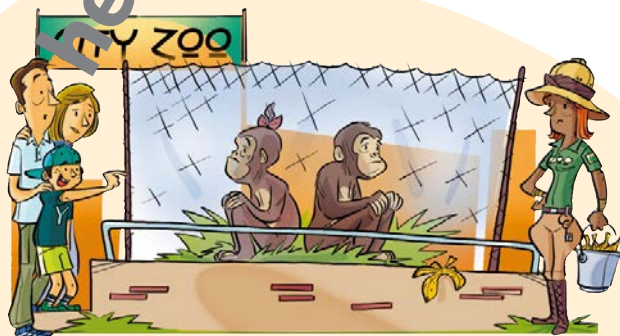


9 A chant. Listen and repeat.

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

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

Monkeys, monkeys ...



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

Monkeys, monkeys ...

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

Monkeys, monkeys ...

SPEAKING Asking/Saying where things are

1/21



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

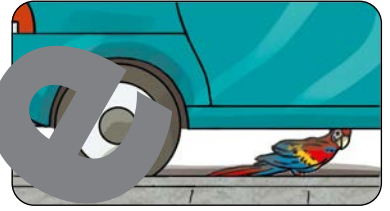
Note
it's = it is



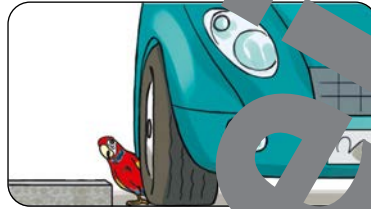
1 It's the car.



2 It's the It's the car.



4 It's the car.



5 It's the car.



6 It's the car.

11 CHOICES



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

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

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

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

WRITING

12 CHOICES

A Write what's in your pencil case.

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

B Look at the picture and write.

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



GRAMMAR

▶ there is / there are

So kannst du ausdrücken, dass etwas vorhanden ist.

There is a train.

There are two trains.

There is a penguin.

There are two penguins.

▶ Prepositions of place

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

Where's the frog?

It's *in* the shoe.



behind



in



under



on



next to



in front of

▶ to be (firm)

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

I am (I **am**.)

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

You are nice. (You **are** nice.)

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

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

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

She's 11. (She **is** 11.)

It's yellow. (It **is** yellow.)

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

THE STORY OF THE STONES 1

▶ They're here!

1 Look and say.

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



2 Watch episode 1. Write the names.

.....

1/22



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

One stone is

One stone is

One stone is

Watch our story.

Here's what they can do!

My stone is

EVERYDAY ENGLISH

4 Match the pictures with phrases.

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



5 Can you do the puzzle?

CODE: ◆ = P ❁ = W ○ = E □ = S

◆ _ _ _ _ _ ❁ _ _ _ _ _ ○ _ _ _ _ _ □ _ _ _ _ _ ○ □

UNIT 3 Pirates

At the end of unit 3 ...

you know

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

you can

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

1 Read and number the pictures.

Pirates of the Caribbean



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

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

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

VOCABULARY Parts of the body

1/23

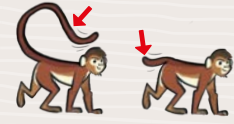


2 Listen and point. Then remember the words.

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



Note



long

short



tall

short

Note

1 tooth – 2 teeth

1 foot – 2 feet

LISTENING & SPEAKING

Talking about what you have got / haven't got

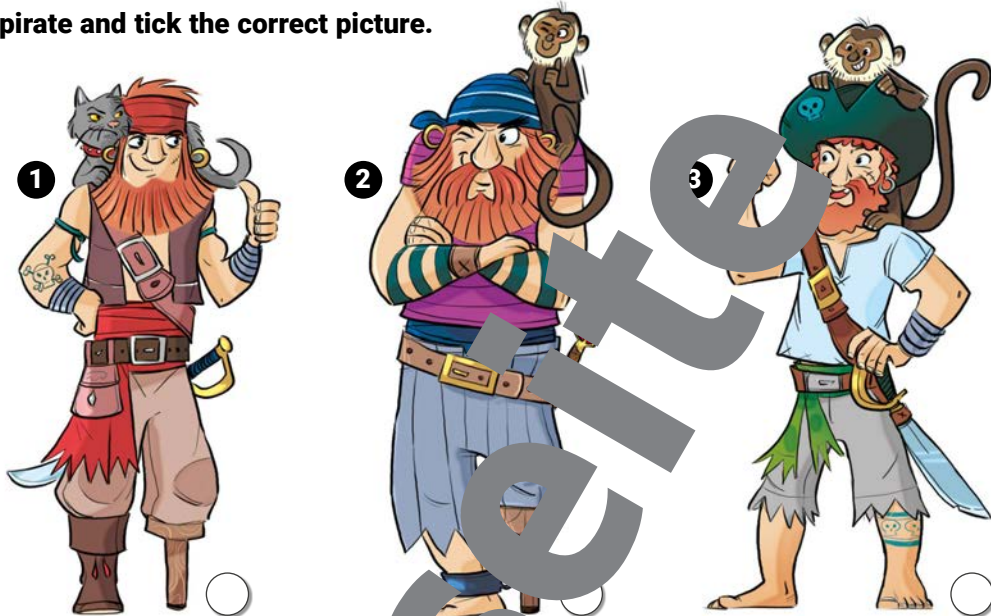
1/24



3 Listen to the pirate and tick the correct picture.

Note

I've got = I have got

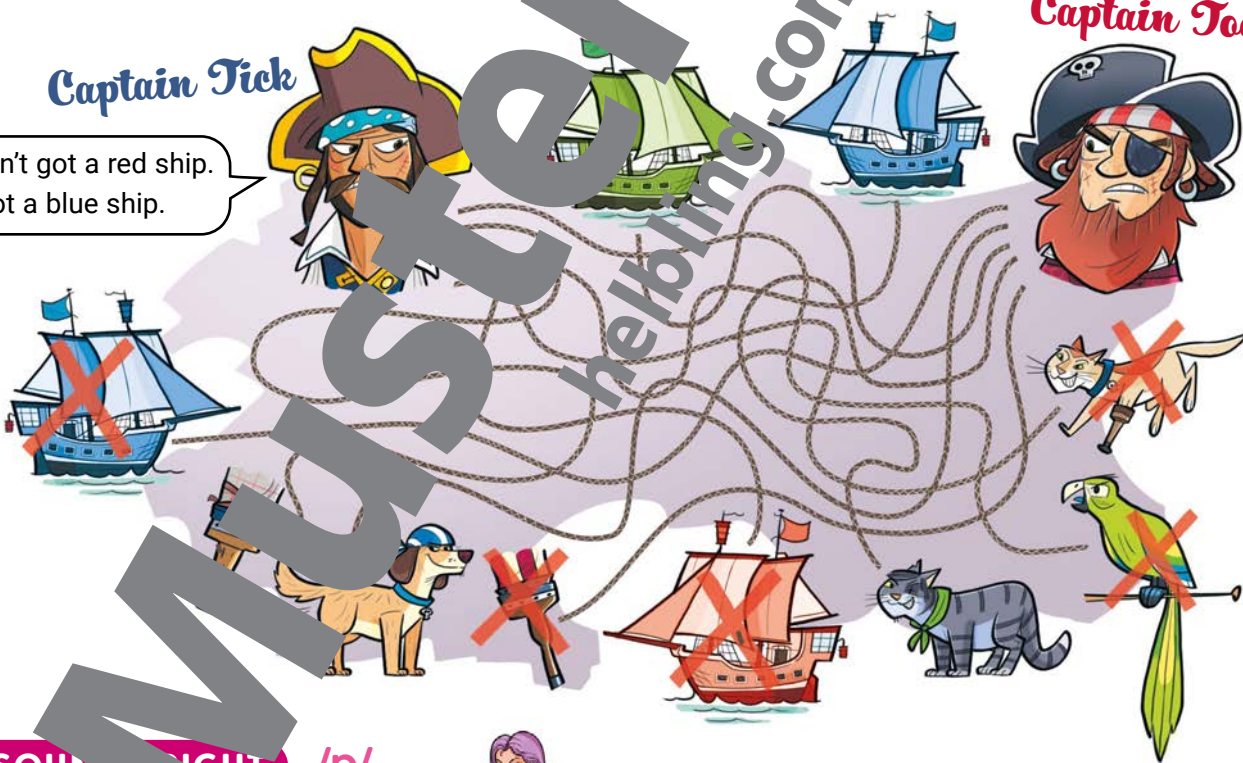


4 Work in pairs. One of you is Captain Tick and one of you is Captain Tock. Tell your partner what you have got / haven't got.

Captain Tick

Captain Tock

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



1/25



5 Listen and repeat.

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



READING

(Dana, the pirate)

1/26



6 a Look and tick.

Dana is a pirate.
 a girl.

b Read the story.
Then listen to it.



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



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



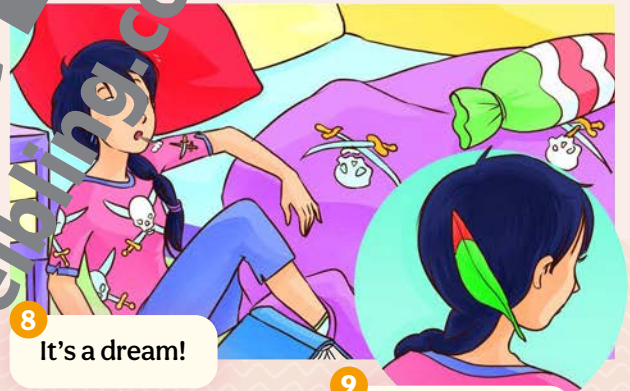
4 Dana is a pirate. She's got a parrot on her shoulder and she's got a golden tooth in her mouth. Also she's got a ship. A big ship.



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



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



8 It's a dream!

9 Just a dream ...

7 Look at the pictures and answer the questions.



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

- 1 Has Dana got a book?

- 2 Has Dana got a wooden leg?

- 3 Has Dana got a pirate ship?

- 4 Has Dana got a pirate ship?



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

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



9 Read and complete

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

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



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

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

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

11 CHOICES

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

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



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

This is Greybeard the Great. He is short. He has got a black 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 hasn't got a wooden left leg. He has got a small blue nose. He has got a dog.



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



A SONG 4 U

1/28+29



12 Listen and sing.

The pirate song



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

Ho, ho, hey, hey!
Ho, ho, hey, hey!
We're pirates true.
And we want you!
Ho, ho, hey, hey!
Ho, ho, hey, hey!

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

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

A cutlass* sings.
A pirate sings
Ho, ho, hey, hey!
Ho, ho, hey, hey!
The pirates sing!
Ho, ho, hey, hey!
Ho, ho, hey, hey!

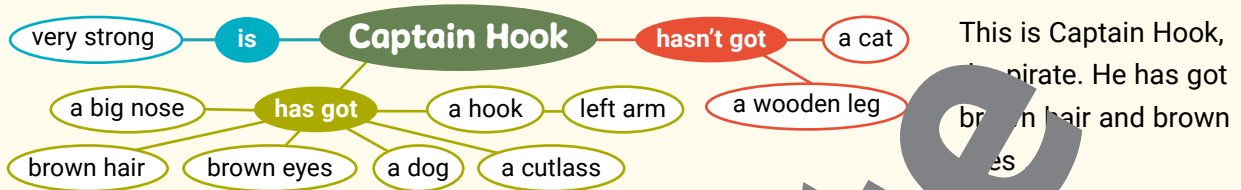
*We're ready for action.
Let's go on a trip.
We're ready for action.
Let's board the ship.*



VOCABULARY: *cutlass – Piratensäbel; cannonball – Kanonenkugel

WRITING

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



This is Captain Hook, a pirate. He has got brown hair and brown eyes.

GRAMMAR

▶ have got – haven't got

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

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

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

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

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



▶ Irregular plurals (2)

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



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

THE TWINS 1

▶ Feeling bored?

Developing speaking competencies

Language function

I can make suggestions (*Vorschläge machen*)

Speaking strategy

I can respond (*auf Vorschläge antworten*)

VOCABULARY Activities

1/30



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

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



1



2



3



4



5



6

1/31




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

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




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

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



Lucy



Leo

1 I'm bored. T / F

3 Swimming is a bad idea. T / F

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

4 A pirate film? Yes, thanks! T / F

USEFUL PHRASES Making suggestions

- 4** Write the words in the correct order to make sentences
- 1 shopping / we / go / could We could go shopping.
 - 2 swimming / go / let's

? What do you think? Complete the sentence.
 Lucy and Leo go

MOBILE HOMEWORK



Watch part 2 of the video and check your answer.

SPEAKING STRATEGY Responding

- 5** Look at the responses. Draw a smiley or a frowny face next to each one.
- Boring. Good idea! I love swimming. I hate swimming.

6 CHOICE



A Work in pairs.

A Suggest an activity from 1. → B Respond.

A Let's go swimming.

B Good idea!



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

Student A

You are bored. Tell student B and suggest:

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

Student B

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

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

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

REVISION

1/33

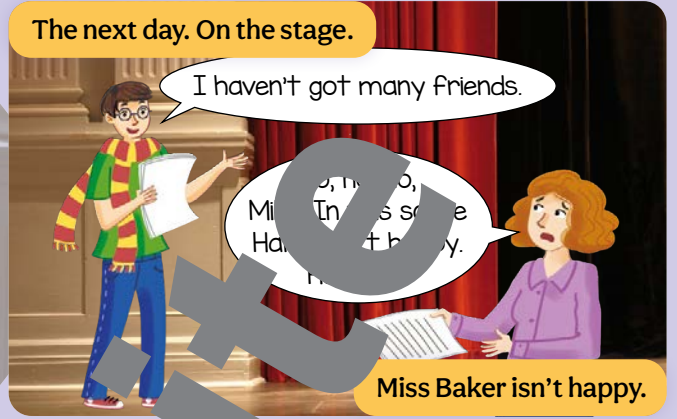


3 a Look at the story on page 31. Where are they?

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

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

The school play



READING

1/34



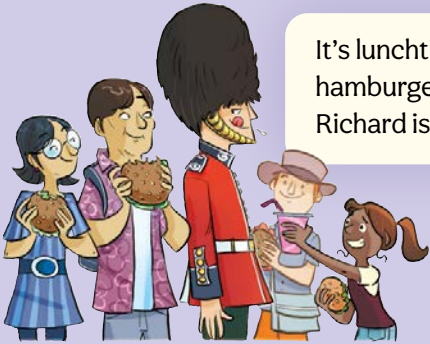
- 4** a Look. Find out the name of the city.
b Listen to the story. Then read it.

A day in the life of Richard



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

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



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

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



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

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



5 How many of these tasks can you do?

Choose the correct answer.

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

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

Complete the sentences.

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

SPEAKING Talking about feelings

1/35



6 CHOICES

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



A DIALOGUE 1

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

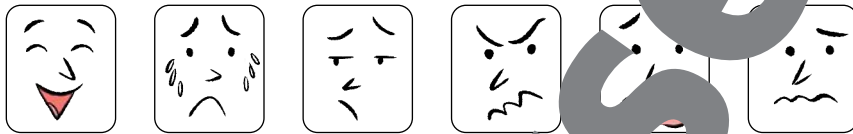


B DIALOGUE 2

- Is it big?
- Are you OK?
- Scared? Why?
- Oh dear. Why?
- I'm not very happy.
- I've got a lot of homework.
- I'm not very happy.
- We're very scared.
- It's very big.



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



Student A



Student B



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

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

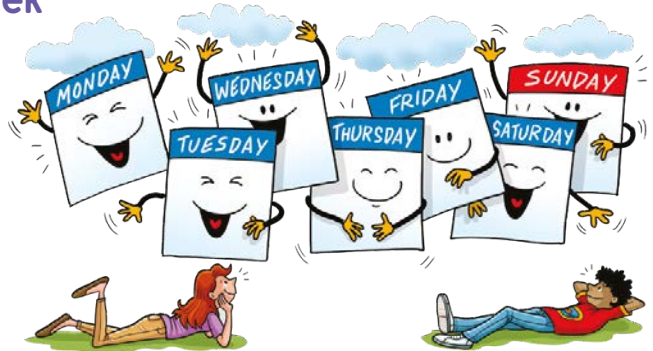
SOUNDS RIGHT Days of the week

1/36



8 Listen and repeat.

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



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



1 Tuesday



2



3



4



5



6



7

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

It's Monday. Gina is t...



It's Tuesday. Gina is ...

A SONG FOR YOU

Just be you

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

LISTENING

1/39



12 Listen to Bob and Jill. Sing along.

THE MAGIC BOTTLE

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



BOB



JILL

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*.

1/40



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

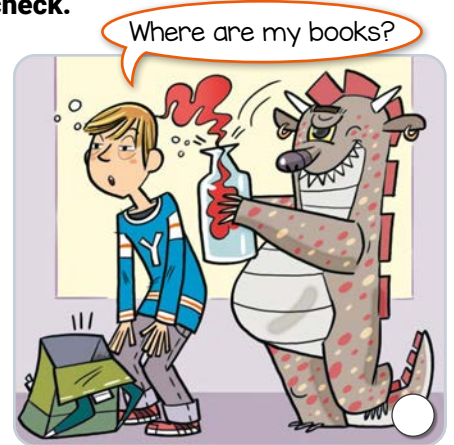
sad bored tired angry

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

1/40



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



WRITING

15 CHOICES

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

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

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

.....

.....

.....

.....

GRAMMAR

▶ to be (negative)

So bildest du die Verneinung mit to be:

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

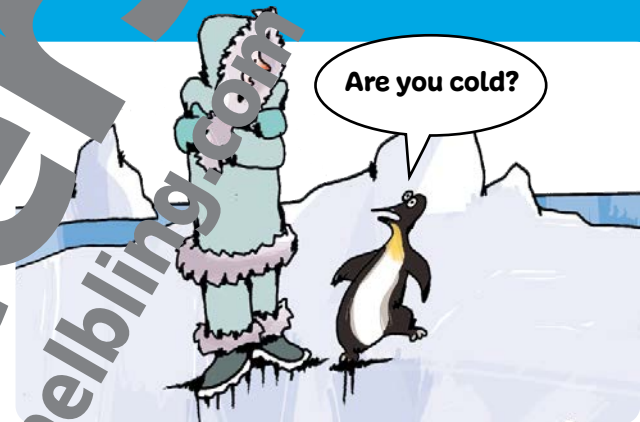
You **aren't** (are **not**) excited.

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

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

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

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



▶ Questions with to be

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

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

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

THE STORY OF THE STONES 2

▶ Don't worry - it's me!

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

2 Can you say the rhyme of the stones?

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



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

rat eagle tiger



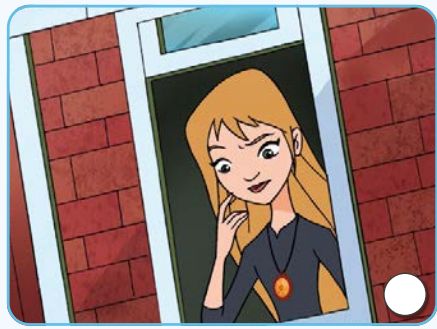
1

3

EVERYDAY ENGLISH

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

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



UNIT 5 This is our band

At the end of unit 5 ...

you know

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

you can

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

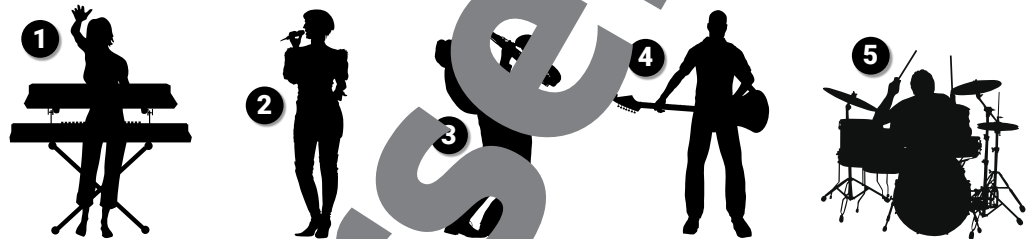
VOCABULARY Musicians and instruments

2/1



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

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



2/2



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

~~James~~ Ellie Bacon Steve Jack Dan

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



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

READING

3 Read the story.

The perfect job



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

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



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



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



6 The next day at five o'clock.

Phew!
 Perfect job?
 I don't know ...

4 How many of these tasks can you do?

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

2/3+4



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

A SONG 4 U

2/5+6



6 Listen and sing.

Music is our life

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

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

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



7 Complete the sentences with can or can't.

- 1 you play the guitar, Pete? – Yes, I
- 2 you sing, Pete? – No, I
- 3 I can't play the guitar.
- 4 Bacon sing.
- 5 Ellie play the keyboards.
- 6 Pete carry their instruments.

2/7



8 Listen and write the words.

nose
ears
hands
head



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

SOUNDS RIGHT *can - can't*

Note

I can't = I cannot



2/8



9 Listen and repeat.

Can you carry fifteen cans?

I can't carry fifteen cans.

Can you drink them in one go?

I can't drink them in one go.

Can you eat a hundred apples?

I can't eat a hundred apples.

Can you really? Is that so?

I'm not a hippo, no no no!

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



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

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



C No, I can't.

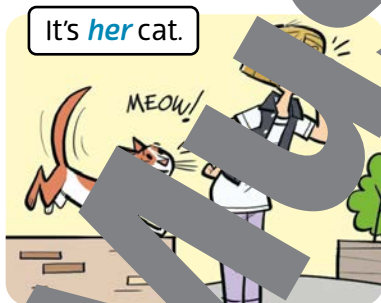
B Yes, I can.

GRAMMAR CHANT *Possessives*

2/9



11 A chant. Listen and repeat.



WRITING

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

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



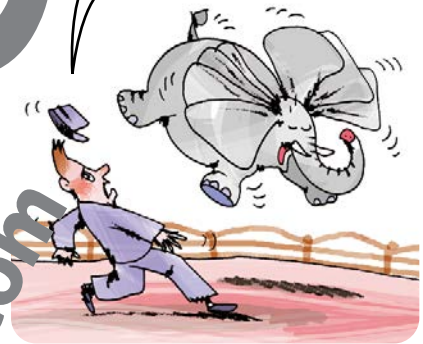
GRAMMAR

Possessives (besitzanzeigende Fürwörter)

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

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

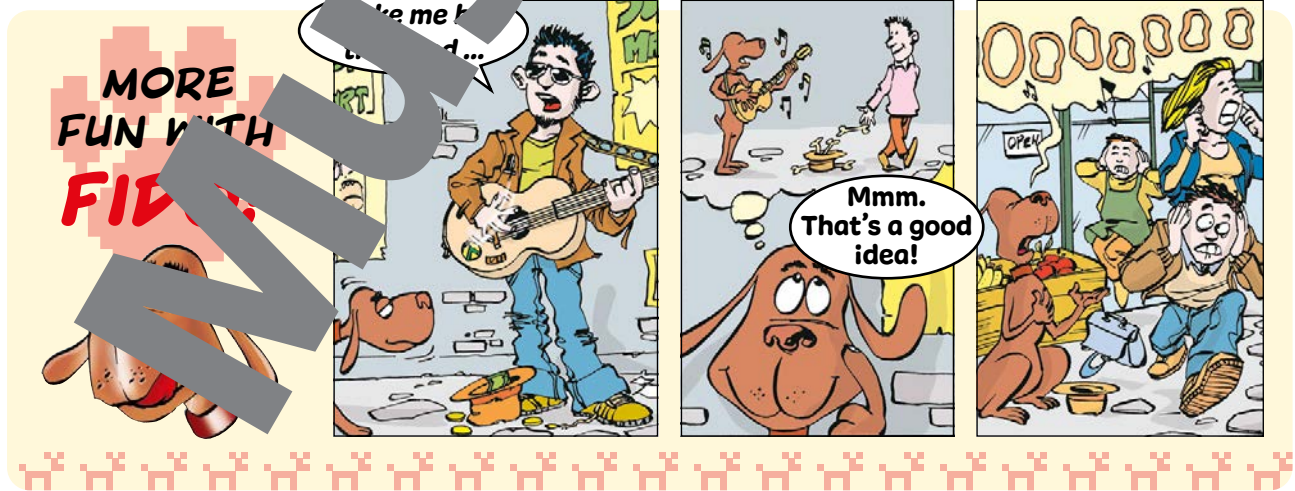
This elephant can wiggle its ears.



can – can't

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

Beispiel: **can** – **can't** Links: Setze dann **can** oder **can't** ein:
 Mithilfe des Wortes 1 sagst du, dass jemand etwas kann.
 Mithilfe des Wortes 2 sagst du, dass jemand etwas nicht kann.



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

OUR YOUNG WORLD 2

Jamie's money



1 Watch the video and complete Jamie's sentence:

I get pocket money from

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

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

FIND OUT The economy

3 Match the questions with the answers.

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

Our money world

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

- 1 go shopping for 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.

THE TWINS 2

Kitty isn't here

Developing speaking competencies

Language function

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

Speaking strategy

I can ask for repetition (*Wiederholung*) and repetition (*Wiederholung*)

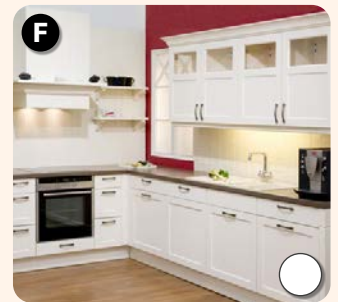
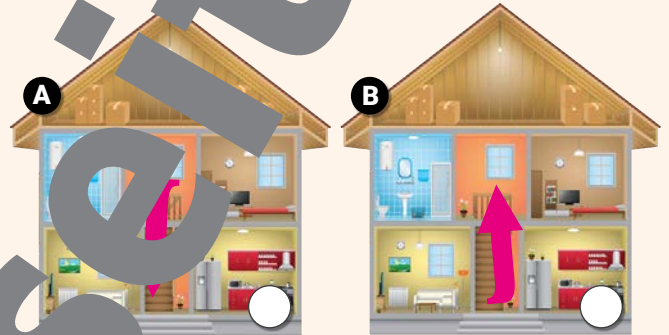
VOCABULARY Places

2/10



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

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



2/11



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



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



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

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

USEFUL PHRASES Asking for help

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

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

? What do you think? Answer the questions.

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

MOBILE HOMEWORK

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

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

SPEAKING STRATEGY Asking for repetition

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

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

6 CHOICES

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

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

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

A Can you help me with my homework, please?

B Pardon?

A Can you help me with my homework, please?

B Yes, of course.

Roles: You and your friend

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

Language: Don't forget to ask for repetition.

At the end of unit 6 ...

you know

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

you can

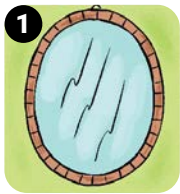
- understand and tell a detective story
- understand a comic
- write a detective story

VOCABULARY

2/12



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



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

READING



2 Read the story.

The lost bird

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

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

"Good morning, Doctor!" says Sherlock.

"How are you?"

"I'm fine, Doctor," says Doctor Grey. "There is a problem here. I have 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?"

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

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



VOCABULARY: *reception room – Wartezimmer

3 How many of these tasks can you do?

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

2/13+14



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

SPEAKING Telling a detective story



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



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



6 Read the text.

A FAMOUS DETECTIVE



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

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

7 Cover up the text and complete the sentences.

- Sherlock Holmes l_____ in London. Holmes and Watson a___ very clever.
- He s_____ a pipe. Holmes c_____ all the bad
- Sherlock Holmes p_____ the violin. _____
- Holmes h___ g___ a very good friend. There a___ a lot of films about
- People c_____ to Holmes and ask for help. _____ Sherlock Holmes.

SOUNDS RIGHT /w/

2/15



8 Listen and repeat.

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



A SONG 4 U

2/16+17



9 Listen and sing.

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

Groans – he solves the problem,
Come on to find your stu
Groans – he gives the answer,
Groans – that is enough.

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



Groans – he solves the problem ...

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

Groans – he solves the problem ...

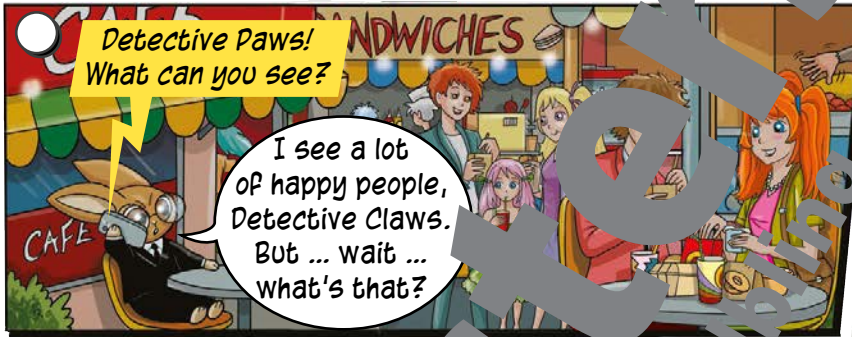
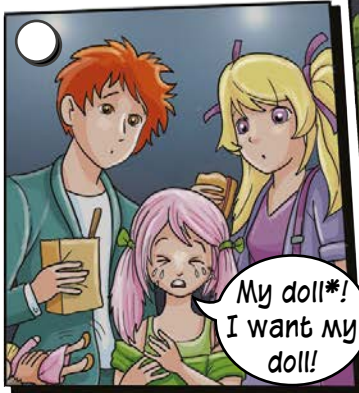
LISTENING

2/18



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

PAWS AND CLAWS ANIMAL DETECTIVES



VOCABULARY *doll; necklace; hat; kiosk

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

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

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

2/19



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



WRITING

13 CHOICES

A You are a detective. Write four sentences.

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

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

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

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

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

How to end (start with a new paragraph):

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

VOCABULARY: *paragraph – Absatz

GRAMMAR



Present simple

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

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

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

He **lives** in London.

My dog **loves** ice cream.

She **plays** football.

Achtung!

go – goes

earn – earns

catch – catches

catch – catches

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.

THE STORY OF THE STONES 3

▶ Don't be scared!

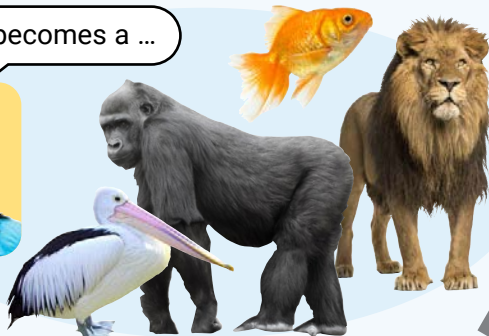
1 Remember and say the sentences.

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



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

I think he becomes a ...



What's 'Sarah' ...
 ...?

Swan.



EVERYDAY ENGLISH

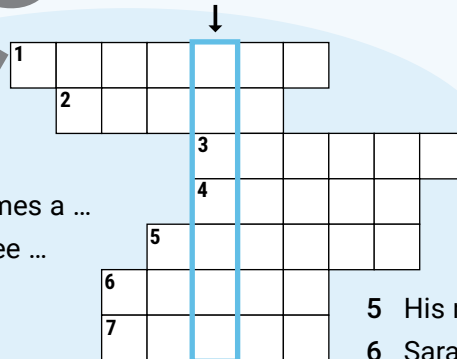
▶ 3 Watch episode 3. Complete the dialogues with the phrases from the box.

Go on
 But it's true
 Well done
 Promise

Daniel Don't make fun of me!
Sarah 1.....!
Emma 2..... Daniel.
 Rub your stone!
Daniel No, I don't want to.
Sarah OK. Me first, then you. Promise?
Daniel 3.....!
Sarah Great, Daniel!
 4.....!

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

1 His name is ...



Wait for my
 -----!



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

3 Emma, Sarah and Daniel find three ...

4 Her name is ...



5 His name is ...



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

7 Sarah's stone is ...

UNIT 7 I love noodles

At the end of unit 7 ...

you know

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

you can

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

VOCABULARY Food

2/20



1 Listen. Then number the words.

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



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



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

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



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

SOUND RIGHT /tʃ/

2/21



3 A chant. Listen and repeat.

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

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




READING

4 Read about the children.

⊙ Kids around the world



⊙ I'm Linh.




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

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

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

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

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



⊙ I'm Lethabo.




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

In the morning we usually have tea and corn bread. My parents and I often have a picnic in the country. They eat a lot of corn. We sometimes have a stew and rice, and we often have meat. My family often comes together and grills lots of meat and sausages – and vegetables for my sister. There is music and food and we have a lot of fun.



⊙ I'm Tamar.



I live in Batumi in Georgia. For breakfast we often have tea and eggs and bread. I love it – and my brother and I usually go to the market to buy the bread. It's fantastic when we eat it.

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

We always drink tea.

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



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

5 How many of these tasks do you do?

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

VOCABULARY: *most – die meisten

6 Check your answers with a partner.

SPEAKING Talking about food and eating habits

2/22



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

- always
- usually
- often
- sometimes
- never



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



I ³.....
drink milk.
I ⁴.....
have an egg for
breakfast.

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



We ⁷.....
have.....
on Friday.
I.....
eat a meal and an
apple for breakfast.



VOCABULARY: *cereal – Müsli



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



I never eat rice and curry.

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

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

2/23



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

Kate

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

Mark

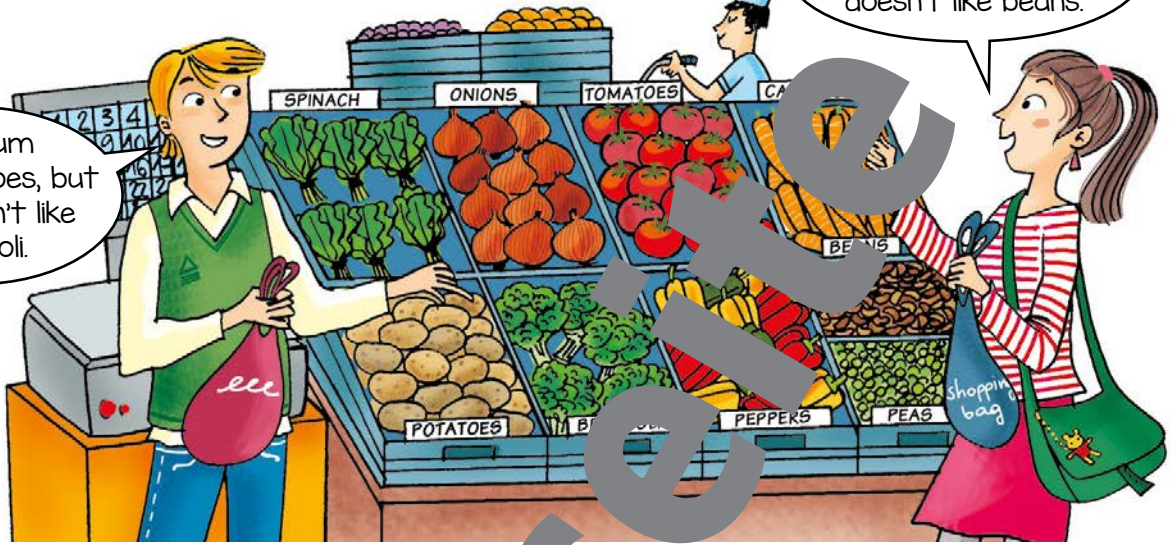
<p>likes</p> <p><input type="radio"/> hamburgers</p> <p><input type="radio"/> rice</p> <p><input type="radio"/> pizza</p> <p><input type="radio"/> noodles</p>	<p>doesn't like</p> <p><input type="radio"/> hamburgers</p> <p><input type="radio"/> rice</p> <p><input type="radio"/> pizza</p> <p><input type="radio"/>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

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



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

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



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

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

Nella



What they **LIKE** 😊

and **DON'T LIKE** 😞



Nella likes **apples**,
but she doesn't like **oranges**.



She likes **cheese**,
but she doesn't like **milk**.



She likes **eggs**,
but she doesn't like **chicken**.



She likes **peppers**,
but she doesn't like **cucumbers**.

She likes **carrots**,
but she doesn't like **tomatoes**.

She likes **noodles**,
but she doesn't like **rice**.

She likes **spaghetti**,
but she doesn't like **bread**.

Shu-hui



Shu-hui likes **fish sauce**,
but he doesn't like **fish**.



He likes **spring rolls**,
but he doesn't like **meat**.

He likes **mineral water**,
but he doesn't like **tea**.



He likes **red peppers**,
but he doesn't like **carrots**.



He likes **brown bread**,
but he doesn't like **cheese**.



He likes **ice cream**,
but he doesn't like **oranges**.

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

TIME FOR A SKETCH Burgers

2/24



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

funny really hungry
week vegetable chips

Scene 1

Oliver Boy, I'm so 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... burgers.

And ⁴.....
ketchup?

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



Scene 3

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

Miss B Is it?

Oliver Yes, I really like it.

Miss B And you, Mary?

Mary (*chewing*) Fantastic.

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

Mary Yes, please.

Oliver Why are they so good today?

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

Oliver Awww! No meat?

Mary But they are 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.

WRITING

16 CHOICES

Jacob is from Dublin. Read his email to you.

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

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

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

Tell him:

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

FROM: jacob11@mailconnect.com

SUBJECT: What I eat ...

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

GRAMMAR

Present simple negative

So bildest du die Verneinung.

Present simple:

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

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

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

Articles a/an

Du verwendest *a/an*, wenn du ein Wort nennst, das folgt. Die Wörter *a/an* sind Vokale. *a* ist am Anfang ausgesprochen und *an* ist am Anfang ausgesprochen.

at Kate's house

an apple

a banana

a hot dog

Adverbs of frequency

I'm **always** hungry.

Simon and I are **usually** tired.

She **often** eats beef.

We **sometimes** have curry.

I **never** drink milk.



Wähle die richtigen Wörter ein und bilde die Regel: Die Wörter *always, usually, often, sometimes, never* kommen 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
(etwas ungewiss 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



2/26



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

Assistant: Can I help you?
Lucy: Can I see that vase, please?
 Assistant: Here you are. Be careful.
Lucy: Thank you. Look, Leo.
 Assistant: It's perfect for Mum.
Leo: Hmm, I don't know. How much is it?
 Assistant: £23.
Leo: I'm not sure. That's nearly all our money.
Lucy: But it's perfect. Let's buy it.
 Assistant: Would you like it in a bag?
Lucy: Yes, please.



Assistant: Here you are ... and here's your change. £7.
Lucy: Thank you. Bye.

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

- 1 Lucy thinks the vase is a good present for Mum. T / F 3 Lucy wants the vase in a bag. T / F
 2 Leo thinks the vase is cheap. 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? 3 Let's buy it. 5 Can I have the vase, please?
 2 Would you like it in a bag? 4 How much is it? Here's your change.

? What do you think? Answer the question.

- Is it the perfect present for Mum?

MOBILE HOMEWORK



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

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

SPEAKING STRATEGY Expressing uncertainty

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

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

6 CHALLENGE



A Work in pairs.

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

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



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

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

UNIT 8 Clothes

At the end of unit 8 ...

you know

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

you can

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

VOCABULARY Clothes

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



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

A What colour is the jacket?

B It's blue.

A What colour are the boots?

B They're ...

SPEAKING Talking about clothes

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

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



READING

The birthday party



4 Read the story.

Sophia Come in.

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

Sophia That's great.

Debbie No, it isn't.

Sophia It isn't?

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

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

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

Sophia No, you can't.

Debbie Sophia, please.

Sophia OK, you can borrow my red sweater.

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

Sophia No, you've got lots of jeans.

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

Sophia What's wrong with the red jeans?

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

Sophia OK. Here you are.

Debbie Can I try them on?

Sophia OK.



Two minutes later.

Sophia Do they fit you?

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

Sophia No. What about your pink trainers?

Debbie I don't like that colour.

Sophia I think they are nice.

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

Sophia OK. Try them on.

Debbie

Sophia Let me see.

Debbie They're perfect.

Thirty minutes later.

Debbie How do I look?

Sophia You look great, Debbie.

Debbie I'm ready to go.

Sophia Have you got your invitation?

Debbie Yes, here it is.

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

Debbie A problem? What problem?

Sophia This invitation says Saturday.

Debbie So what? Today is Saturday.

Sophia Yes, Saturday the 14th. The invitation says "Saturday the 7th!"

Debbie Oh, no!



5 How many of these tasks do you do?

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

2/27+28



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

GRAMMAR CHANT Present simple questions

2/29



7 A chant. Listen and repeat.



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

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

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

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

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

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

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

SOUNDS RIGHT /3:/

2/30



8 Listen to the poem. Then repeat it.

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



SPEAKING Asking what other people are wearing

9 CHOICE



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

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

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



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

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

LISTENING & SPEAKING

2/31



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

Wall Walker The Number Boy
The Anger Exciter Alphabet Girl

THE SUPERHERO OF THE YEAR

THE HOST



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

2/31



- 11 Listen again and answer the questions.**

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

- 12 In pairs. Answer the questions.**

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

He/She can ...

2/32



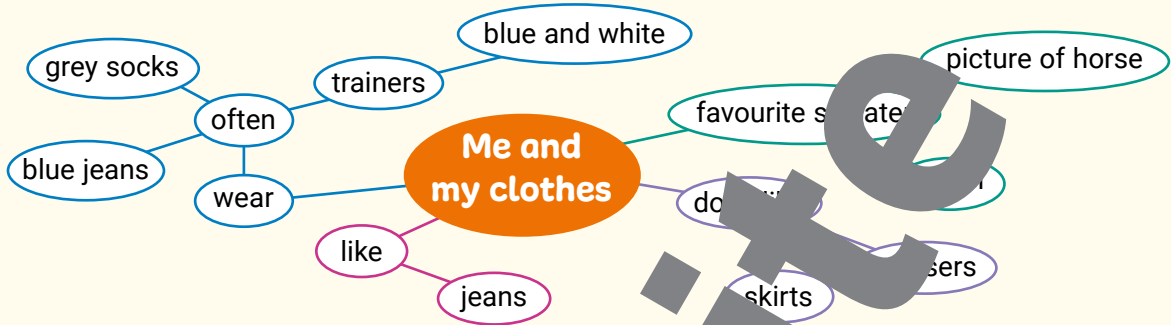
- 13 Who is the best? Choose a winner. Then listen to part 2 and check.**



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

WRITING

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



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

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



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

GRAMMAR

Present simple | Do/Does

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

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



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

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

THE STORY OF THE STONES 4

▶ Rats!

1 Read and answer before you watch episode 4.

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

Come to the
in
at o'clock.

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



3 Complete the sentences with the words from the box.

net
scared
morph
get out
building

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

EVERY ENGLISH

4 Complete the dialogue.

Let's get out of here
Good idea
Rats

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

At the end of unit 9 ...

you know

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

you can

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

VOCABULARY Pets

3/1



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

house rabbit pony cat
pig tortoise fish
dog rat budgie hamster

1



one dog



six mice



2



3



4



two ponies



LISTENING

3/2



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



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

READING

3 Read the newspaper article.

Pets in the UK*

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

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



lizard



zebra



spider



camel



snow leopard



cheetah

VOICING KEY: (United Kingdom) – Vereinigtes Königreich

4 How many of these tasks can you do?

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

3/3



5 Check your answers with the audio. Then listen to the text.

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

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

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

Mrs Manson An elephant.

Presenter Wow. 2

Mrs Manson Mr Big Ears.

Presenter 3

Mrs Manson Three or four times a day.

Presenter 4

Mrs Manson A lot of grass and fruit.

Presenter 5

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

3/4



7 Now listen and check.

8 CHOICES



A Read the dialogue. Then act it out.

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



B Work in pairs. Student A asks questions about his/her partner's pet. Student B completes the information in box 2. Student B looks at box 1 on page 26 of the Workbook. Then swap roles.

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

1 Your pet:

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

2 Your partner's pet:

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

A SONG 4 U

3/5+6



9 Listen and sing.

Hamster Blues

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

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

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

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



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

READING



10 Read the story.



Archie's toys

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

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

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

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



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

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

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

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

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

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

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

With his cuddly toys, of course.



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

11 How many of these tasks do you do?

- 1 What place is good for Archie?

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

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

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

3/7+8



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

OUR YOUNG WORLD 3

Jamie's pet



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



2 Watch again and answer the questions.

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

VOCABULARY: *fur – Fell

FIND OUT

3 In pairs. Write two questions for Jamie.

- 1
- 2

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

Our digital world

5 In pairs. Read and answer the questions.

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

- 1 What would you write about on your blog?
- 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.

READING

13 Read the letter.



Have you got a problem?

Write to Olivia, the clever owl.

Dear Auntie Olivia,

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

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

Best wishes,

Harry the hamster

Contact: harry@hamster.com



14 How many of these tasks can you do?

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

15 Check your answers with a partner.

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

her
them
he
they
you
him

To: harry@hamster.co.uk

Subject: your problem with Bob

Dear Harry,

I got your letter. It's great that Mandy is so nice. She gives you great food. Mandy loves ¹..... and you love ²..... Bob isn't bad. He loves you, 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,
Auntie Olivia

SOUNDS RIGHT /æ/

3/9



17 Listen and repeat.

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



WRITING

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

.....

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

Hi John,

Bye, see you soon, Sam

Dear Peter,

Best wishes, Anne

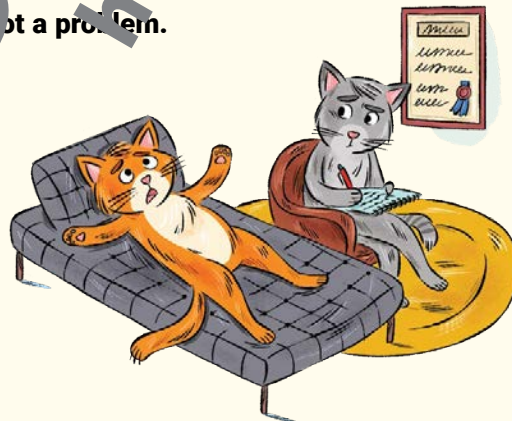
Hello Tony,

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 don't like
- what you do 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.

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 feed it ?
we – us	She carries us to school.
they – them	We hate them .

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.

THE TWINS 4

The blue T-shirt

Developing speaking competencies

Language function

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

Speaking strategy

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

VOCABULARY Clothes

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



3/10



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

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

Leo Yes, I have your blue T-shirt.

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

Leo Um ... I don't.

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

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

Lucy Thank you.

Leo Yes, your T-shirt really suits you.

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

Leo You look good in red.



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

Leo Yes, I'm fine. Why?

Lucy No reason.

3 Complete the sentences with one word.

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

USEFUL PHRASES Complimenting

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

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

? What do you think? Answer the questions.

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

MOBILE HOMEWORK

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

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

SPEAKING STRATEGY Complimenting to compliments

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

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

6 CHALLENGES



A Write the compliments.

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

A I like your shoes.

B Thank you.



B Walk around the classroom.

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

UNIT 10 In a shop

At the end of unit 10 ...

you know

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

you can

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

VOCABULARY Numbers

3/11



1 Listen and tick. Then listen and repeat.

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

SPEAKING Talking about prices

3/12



2 Listen and say the prices.



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 read them and act them out.

DIALOGUE 1

Boy How much are the jeans?
Assistant They're £69.99.
Boy And the T-shirt?
Assistant It's £8.99. Or £13.99 for three.
Boy Thank you.

Assistant How much is the key ring? There's no price on it.
Assistant The key rings are all £3.50.
Assistant Thank you.
Assistant But look. You can get three for the price of two.
Girl Oh! I'll take three then.
Assistant Anything else?
Girl No, thank you.

LISTEN

3/15



4 Listen to *The Price is Right*, 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.



READING



6 Read the story.

The horse in the shop



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

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

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

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

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

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

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

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

"Well, first I'd like 30 kilos of beans. I love beans!"

"Right. Beans, 40 kilos. What else?"

"Then I'd like 20 kilos of rice."

"OK, 20 kilos," Mr Anderson says and he weighs the rice.

"And then I want 20 kilos of carrots."

"OK," says Mr Anderson. "That's \$120 for the beans, \$106.60 for the rice and \$48 for the carrots. So, that's ..."

"\$228.60," says the horse and gives him the money.

"What a clever horse", Mr Anderson thinks.

"Erm ... we don't often see horses in this shop!" he says.

The horse looks around the shop.

"No wonder, with your prices. Your things are very expensive! Goodbye!"

The horse picks up the food and walks away.

7 How many of these tasks do you do?

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

3/17+18



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

A SONG 4 U

3/19+20



9 Listen and sing.

Clever Jolly

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

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

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



The robbers run away
with horror in their eyes.
Joe comes and pulls out a gun
and says, "My horse

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

TIME FOR A SKETCH The jeans

3/21



10 Listen to the sketch. Then read it

Assistant Can I help you?

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

Assistant £16.80. Do you like it?

Boy I'm not sure.

Assistant Look. That T-shirt is nice.

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

Assistant Blue socks? They're £19.99.

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

Assistant They are £11.99.

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

Assistant Do you like these blue jeans?

Boy No. I don't like blue.

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

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



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

Boy No. I don't like orange.

Assistant Hmm ... Let me think.

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

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

VOCABULARY: *changing room – Umkleidekabine

SOUNDS RIGHT /ð/

3/22



11 Listen and repeat.

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



WRITING

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

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

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

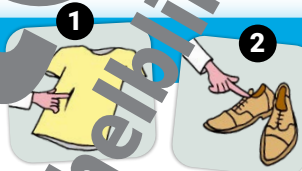
- Think about what things you want to buy. Don't forget to say hello and goodbye.
- Ask for the price, too.

GRAMMAR



this/that – these/those

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



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

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

How much/are ...?

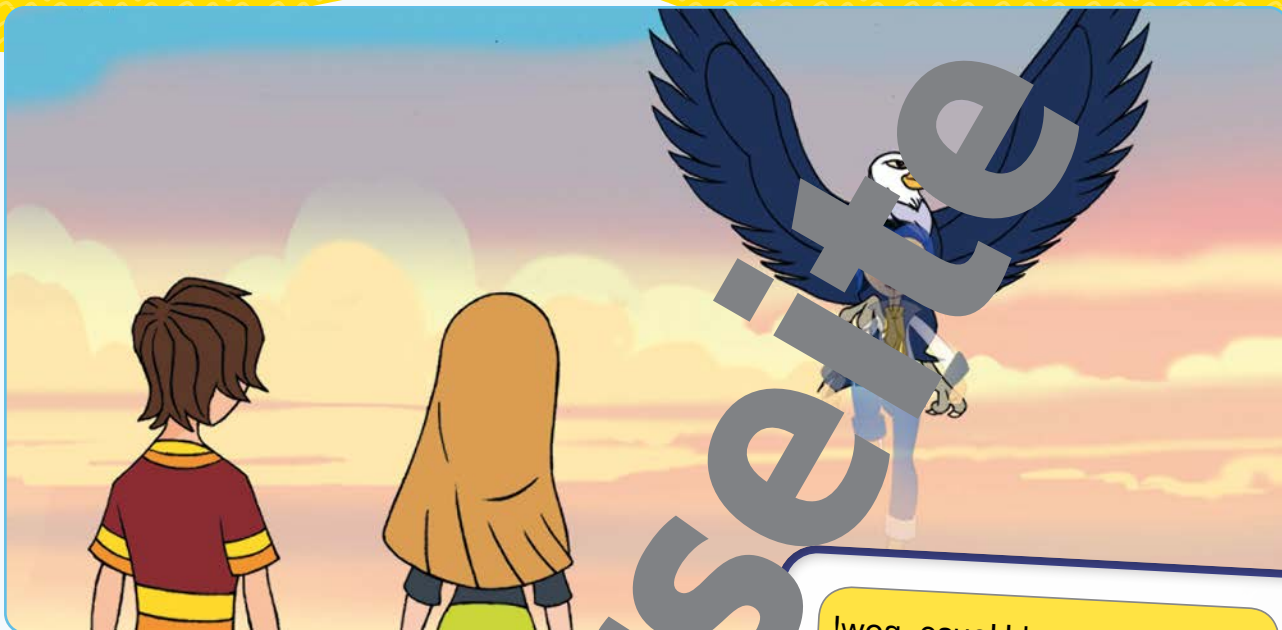
So fragst du nach dem Preis: **How much is ...?** wird mit der Einzahl (Singular) verwendet, **How much are ...?** mit der Mehrzahl (Plural). **Achtung: jeans = Plural!**

- | **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.

THE STORY OF THE STONES 5

▶ Two more to go!



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

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

EVERYDAY ENGLISH

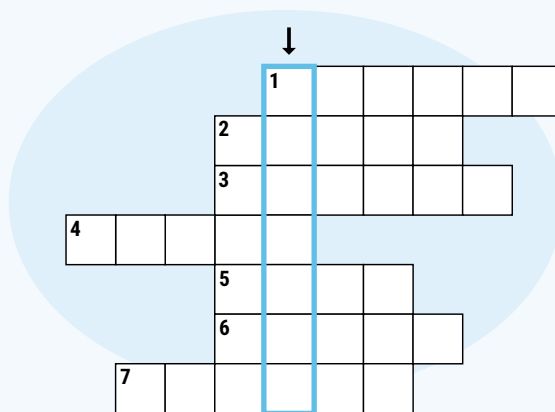
▶ 2 Watch episode 5. Complete the dialogue with the phrases from the box.

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

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

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

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



UNIT 11 What's the time?

At the end of unit 11 ...

you know

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

you can

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

VOCABULARY Time

3/23



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

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



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



SPEAKING Asking and telling the time

3/24



3 Listen and write the numbers.



4 CHOICES

A Say what the clocks show.

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



Note

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



B Ask and answer questions about the places in A.

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



It's 7 a.m.

Asking for the time

So kannst du im Englischen nach der Zeit fragen:

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

5 Read the texts about Mary and Li.

A day in the life of Mary and Li

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

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



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

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



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

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

Fact box

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



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

6 How many of these tasks do you do?

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

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

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

READING & LISTENING

3/25



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

A surprise for Suzy

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



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

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

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

"What?"

"Something amazing!"

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

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

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

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

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

"Have fun!" says John.
Suzy walks to the park with Tim. Tim stands next to a tree.

"What are you looking at?"

"Something ..."

Tim points to a tree next to the tree.

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

"Ah ..."

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



VOCABULARY:

*walk a dog – mit einem Hund Gassi gehen

9 How many of these tasks can you do?

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

VOCABULARY: *slide – Rutsche

3/26



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

3/26



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

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

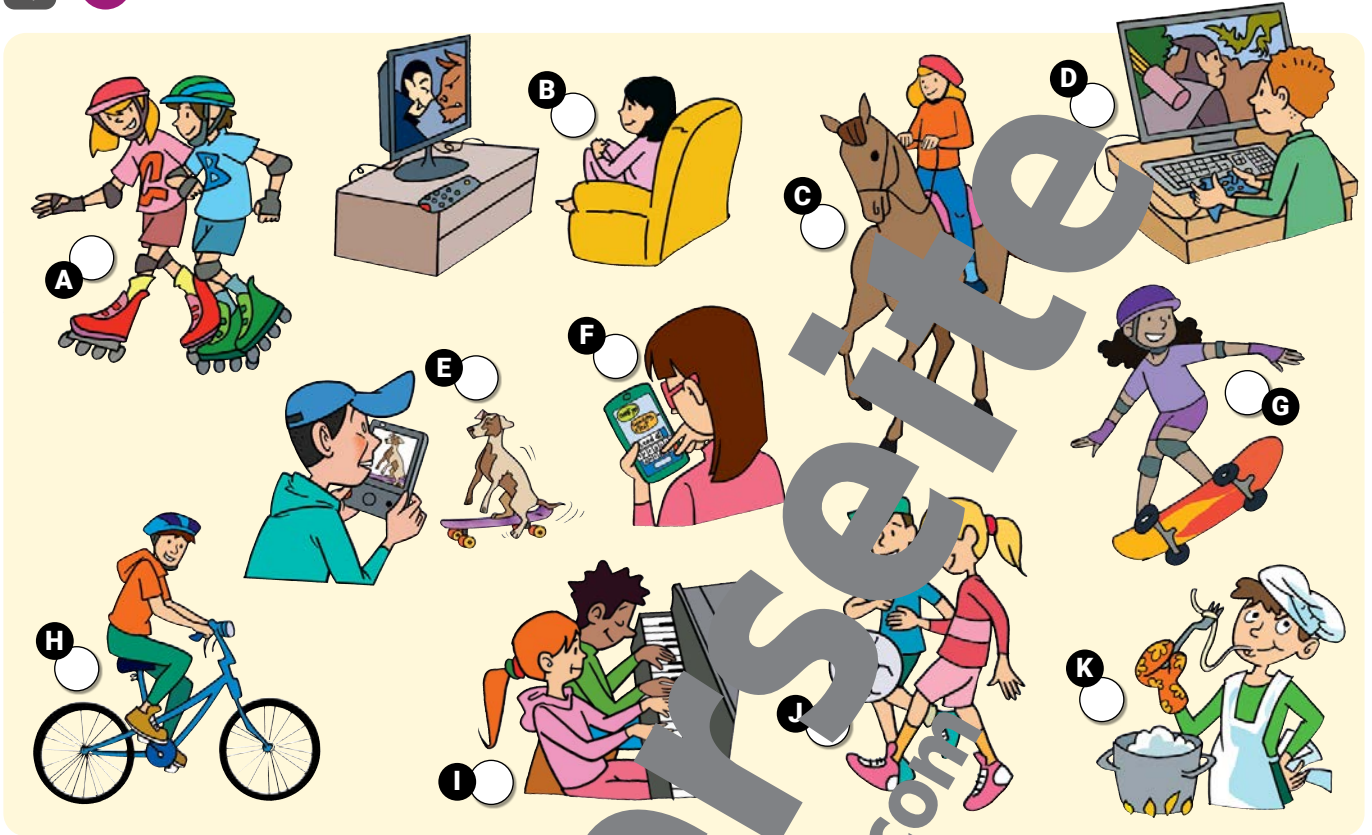
12 Check your answers with a partner.

VOCABULARY Free time activities

3/27



13 Listen and number the pictures.



14 Complete and match.

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



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

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



15 Listen and number the sentences.

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



16 Listen and check.

A SONG 4 U



17 Listen and sing.

Waiting ...



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

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

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



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

SPEAKING Asking/answering about what someone is doing



18 In groups, do these activities.



19 CHOICES

3/32



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

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



B Practise phone conversations. Use your own ideas.

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



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



Jacob



What is Jacob doing?

I can't remember. Give me a clue.

He's riding ...

He's riding a scooter.



Emma



Sandra and Shannon



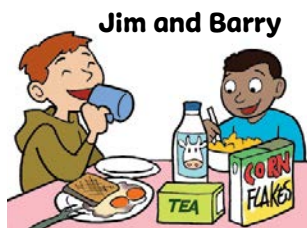
Vivian



Ken



Lisa



Jim and Barry



Simon

WRITING

21 Read Robert's postcard.



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

Write your own holiday postcard.

Think about:

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



GRAMMAR



Present continuous

+	-
I'm (I am) helping my dad.	I'm (I am) not helping my mum.
You're (You are) writing an email.	You aren't (You are not) writing a letter.
Dana's (Dana is) watching TV.	Dana isn't (Dana is not) reading a book.
He's (He is) looking at his mobile phone.	He isn't (He is not) playing football.
We're (We are) cooking dinner.	We aren't (We are not) eating pizza.
They're (They are) listening to music.	They aren't (They are not) watching TV.

	+	-
Are you playing a computer game?	Yes, I am.	No, I'm not.
Is Peter doing his homework?	Yes, he is.	No, he isn't.
Are Jack and Christine playing tennis?	Yes, they are.	No, they aren't.

Was ist richtig? Markiere mit Häkchen.

Die Leute **are having** breakfast now?

Die Leute **are having** breakfast.

- Die Leute tun gerade etwas.
 Die Leute machen diese Handlungen jeden Tag.

Mum and Dad are skiing.



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



THE TWINS 5



The train ride

Developing speaking competencies

Language function

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

Speaking strategy

I can ask someone to wait (*jemanden bitten zu warten*)

VOCABULARY Means of transport

3/33



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

1 bus 2 train 3 plane 4 taxi



3/34



2 Watch or listen to the dialogue. Then read it. What means of transport do Lucy and Leo mention?

Leo Come on, Lucy. It's time to go.
 Lucy Just a minute. I can't find my sweater.
 Leo Your sweater? Here it is.
 Lucy Thanks, Leo.
 Leo We have to leave in 35 minutes.
 Lucy What time does the bus leave?
 Leo Quarter to three. Come on.
 Lucy What time does the train leave?
 Leo It leaves in 35 minutes. Get a move on.
 Lucy OK, OK. I'm ready. Let's go!
 Leo Phew!



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

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

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

USEFUL PHRASES Telling someone to be quick

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

up on on

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

? What do you think? Answer the questions.

- Do they catch the bus?
- Do they catch the train?

MOBILE HOMEWORK

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

- 1 Lucy and Leo get to the bus stop. is tired.
- 2 Then has got a problem. The money is on the kitchen table.
- 3 feels sorry.

SPEAKING STRATEGY Asking someone to wait

5 Look at 2 again. Complete with the correct phrases.

- 1 Leo Come on, Lucy. It's time to go. Lucy
- 2 Leo Come on. Lucy Wait

6 CHOICES

A Work in pairs. Student A tells Student B to hurry up. B asks him/her to wait. Use the words from the box.

train / leaves in half an hour
 bus / leaves in one minute
 plane / leaves at 10.30

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

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

B ROLE PLAY: Work in pairs. Student A and the role player play a role play with a partner. Take two or three minutes to practise it. Don't write it down. Act it out in class.

Roles: You and your friend

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

UNIT 12 The birthday cake

At the end of unit 12 ...

you know

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

you can

- talk and ask about dates
- say and ask where people were
- use a calendar in the past

SOUNDS RIGHT /ə/

4/1



1 Listen and repeat.



The first piece is for Sue. The second goes to you. The third piece is for Peter. He's a messy eater. The fourth piece is for Steve. The fith piece goes to Kate. They think the cake is great.

The sixth and seventh go to Bill. He eats them – and he's feeling ill. You're right! The eighth piece? True! The eighth piece is for you. The 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 twentieth
- 21st – the twenty-first
- 22nd – the twenty-second
- 23rd – the twenty-third
- 30th – the thirtieth
- 31st – the thirty-first

LISTENING & SPEAKING Talking/Asking about dates

4/3



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

SAT 11 TH	volleyball / Joe's party
SUN 12 TH	football / tennis
MON 13 TH	Tom's birthday / football
TUE 14 TH	
WED 15 TH	
THU 16 TH	volleyball / volleyball
FRI 17 TH	
SAT 18 TH – SUN 19 TH	concert / football
MON 20 TH	
TUE 21 ST	

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

4 Cover up Sue'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?



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



Can you come to my party?

When is it?

On the 12th.

Sorry, I can't. It's my grandma's birthday.

- A Let's go to the Project 11 concert.
the football match.
Tom's party.
- B Sorry, I can't. It's my birthday.
I've got a maths test.
I have a tennis match.

SOUNDS RIGHT Months and dates



6 Listen and repeat.

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

August and September,
October and November,
and finally ... December!



7 Listen and say the dates.

The party's on Friday, February 22nd.

The concert's on Thursday, ... 5th.

Can you come on Sunday, October 12th?

Are you in London on Monday, 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

- * Saturday, June ...
- * Friday, December 12th
- * Sunday, August 5th
- * Tuesday, January 4th

9 **CONVERSATIONS**



Listen to the dialogues. Then act one of them out in class.



A How old are you, Julian?
B Twelve.
A And when's your birthday?
B On December 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.

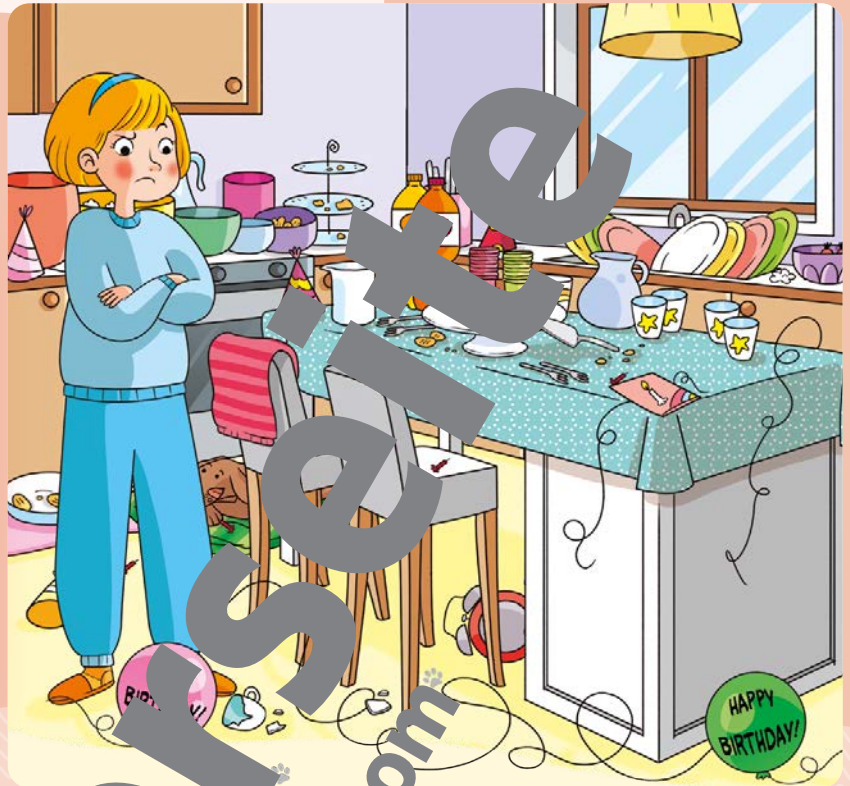


10 Listen to the beginning of Jessie's story. Then read it.

The case of the missing cake

Yesterday was my birthday. It was a great day. My party was fun, but the best thing was my cake. A chocolate cake with twelve red candles. It was delicious.

Last night, I went* to bed at 9 p.m. There was one piece of cake left. It was on the table - perfect for my breakfast. This morning, the piece of cake wasn't there! Last night, there was a robbery in my kitchen! I want to find the robber.



VOCABULARY:

*went - past simple form of go



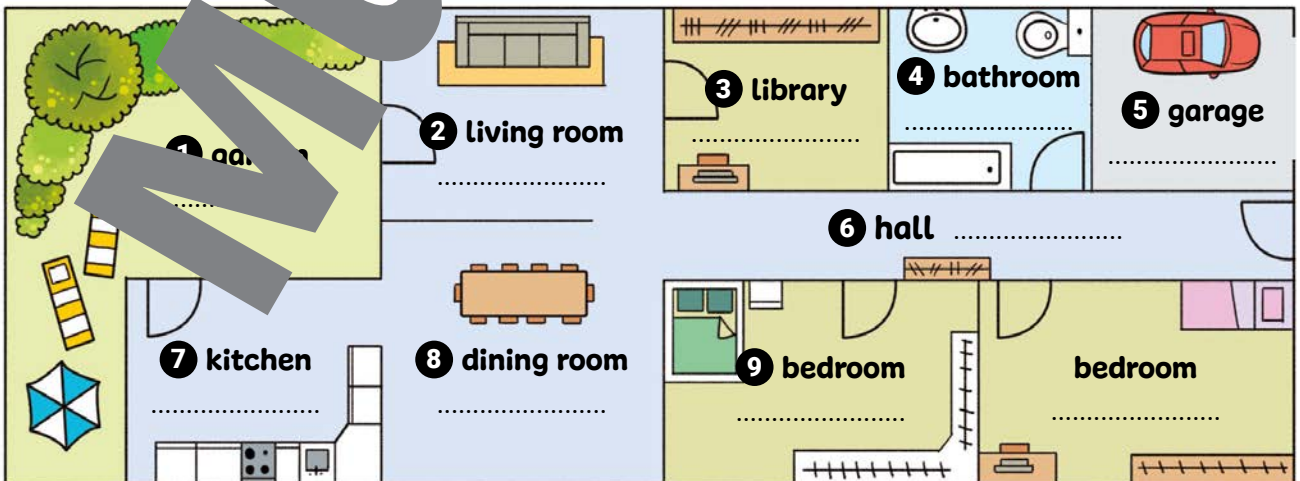
11 Jessie is in the kitchen. She is looking for clues.

Listen to part 2 of the story and answer the questions.

- 1 What does she find on the floor?
- 2 What time is it on the clock?
- 3 What time was the robbery?
- 4 Who was in the house last night?



12 Look at the picture and match the words.





13 Read and listen to the interviews. Look at the picture in **12** and write the names of the people in the rooms where they were last night.



Jessie Mum, where were you at 9:15 p.m. last night?
Mum I'm not sure. Why?
Jessie Just think, Mum. It's important.
Mum OK, I think I was in the living room with your dad. Of course, we were watching a good film on TV.

Jessie Were you with Mum last night at 9:15 p.m.?
Dad Sorry?
Jessie Were you with Mum last night at 9:15 p.m.?
Dad Probably ... umm ... yes, we were in the living room. Why?
Jessie No reason.



Jessie Grandpa, were you in the kitchen last night at 9:15 p.m.?
Grandpa I wasn't. I was in the garden.
Jessie The garden? At 9:15?
Grandpa Yes, there was a beautiful sunset.

Jessie Can I ask you a question, Tom?
Tom What?
Jessie Where were you last night at 9:15?
Tom Here in my bedroom. I was only with my friends.
Jessie Of course.



Jessie Ellie, were you in the kitchen last night at 9:15?
Ellie No, I wasn't. I was in the dining room.
Jessie The dining room?
Ellie Yes. I was. I remember because there was a loud noise in the kitchen.
Jessie A loud noise? Ah ha!



14 In pairs. Who do you think was the robber? Listen and check your answer.

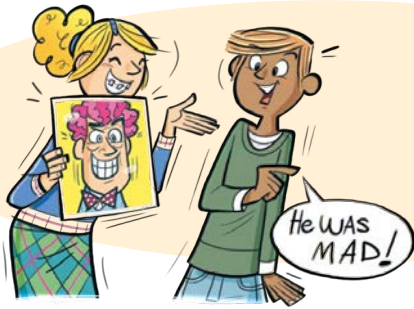
15 Look at the picture in **10**. What can you find to show that Ellie is right?

GRAMMAR CHANT was - were

4/13



16 A chant. Listen and repeat.



- A He was happy.
- B I was hot.
- A She was happy.
- B I was not.
- A Were you happy?
- B I was sad.
- A Was he happy?
- B He was mad.
- A Was she happy?
- B Yes, she was.
- A Were they happy?
- B ... because ...
- A ... was ...
- B ... true.
- A I was happy.
- B ... for you!

SPEAKING Saying/Asking where people were

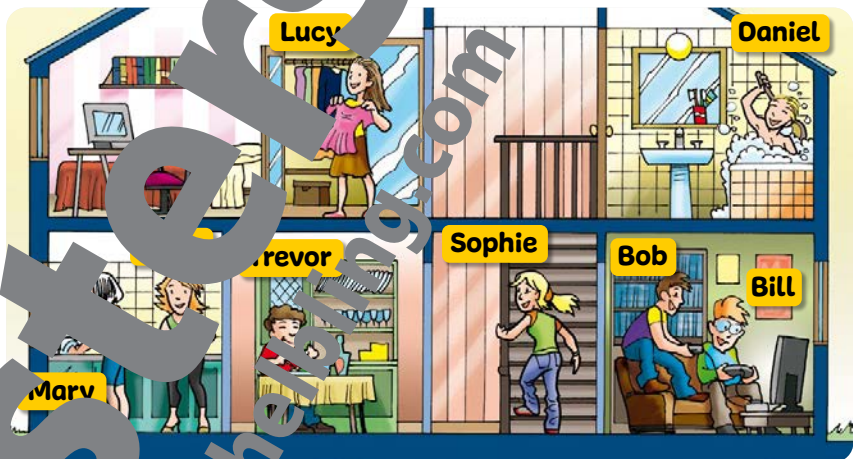
17 CHOICES

A Work in pairs. Look at the picture for a minute. Remember the names and the rooms. Close your books. Ask your partner about where people were in the picture.

Where were Bob and Bill?



They were in the living room.



B Look at the picture and think about the people. Use the words in the box.

sad happy hungry cold scared angry

At 5 o'clock ...
was in the ...
He was hungry.

At ... and
Fred were ...
They were ...



18 Complete the sentences so they are true for you.

On Sunday ...

- 1 at 7 a.m. I was **in bed**
- 2 at 9 a.m. I
- 3 at 12 p.m. I
- 4 at 3 p.m. I
- 5 at 8 p.m. I
- 6 at midnight I

19 In pairs, ask and answer questions.

Where were you at 7 a.m. yesterday?

I was in the

So was I* / I wasn't. I was in bed. Asle...

VOCABULARY: *So was I. – Ich auch.

WRITING

20 CHOICES

A Complete the dialogue with the words from the box.

all was your where thing there

Inspector Mr Clark, 1.....
were you yesterday evening?

Mr Clark I 2.....
living room every evening.

Inspector Aha, 3.....
evening.

Mr Clark Yes, 4..... was
an interesting film on TV.

Inspector Mr Clark, 5..... pen?

Mr Clark Yes. Why do you ask?

Inspector This pen was in the library. I 6..... you are the robber,
Mr Clark.



B Write a dialogue. Use the following ideas.

- The inspector interviews a man or a woman.
- They say they were in a room all evening.
- The inspector finds something of this person in another room.

GRAMMAR

▶ Ordinal numbers

Für Aufzählungen (der erste, der zweite, usw.) verwendest du die folgenden Wörter:

one → first	five → fifth	nine → ninth
two → second	six → sixth	ten → tenth
three → third	seven → seventh	eleven → eleventh
four → fourth	eight → eighth	twelve → twelfth

Ordnungszahlen über 20 bildest du nach dem gleichen Prinzip.

17. → **seventeenth** | 18. → **eighteenth** | 19. → **nineteenth** | 20. → **twentieth**
 21. → **twenty-first** | 32. → **thirty-second** | 43. → **forty-third** | 54. → **fifty-fourth** (etc.)

▶ Time prepositions

Du verwendest unterschiedliche Präpositionen (Vorwörter) um über Tage, das Datum und die Uhrzeit zu sprechen.

My birthday is **on** February 12th / May 28th / September 10th.
 The concert's **on** Thursday, July 15th.
 My sister's birthday is **in** December / April / June.
 The film starts **at** 7 o'clock / half past eight / 8:45 (etc.).
 I have maths **in** the morning / the afternoon / the evening.
 We go to bed late **at** night.



▶ Past simple (1) was – were

Du verwendest das **Past simple**, um das **Vergangene** zu erzählen. **was** und **were** werden gleich verwendet wie „ich war“ / „ich war“ usw. im Deutschen.

At 9 o'clock I **was** at school. The teacher **wasn't** there.
 Peter and John **were** in the library.
 Sandra and Kate **were** not there.



+	-	?
I was in the hall.	I wasn't (was not) in the library.	Was I ... ?
You were at home at 9 p.m.	You weren't (were not) with him.	Were you ... ?
He was with us.	He wasn't (was not) with us.	Was he ... ?
She was with us.	She wasn't (was not) in her bedroom.	Was she ... ?
It was there in the morning.	It wasn't (was not) there in the morning.	Was it ... ?
We were in the living room.	We weren't (were not) at home at 9 p.m.	Were we ... ?
You were in the 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.

THE STORY OF THE STONES 6

▶ Three stones to rule the universe!

1 Look at the pictures from episode 6. Make up a story of your own.

Start like this:

The children are knocking at the door of Cairn Castle.
The door opens ...



▶ 2 Watch episode 6. Then answer the questions below.

- 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 What is Darkman running?

EVERYDAY ENGLISH

3 Complete the dialogues with the phrases from the box.

How dare you!
You're welcome.
That was close.

Darkman It's time for the stone.

Daniel Huh? ...

Sunborn Thank you all very much. You were a great help.

Emma ...

4 Can you read the message?

▼ = e ♥ = i ▶ = o □ = u ✳ = h ● = l + = m ○ = n ▲ = s

✳ □ ○ ● □ ▼ ▲ □ ▶ + □ ▶ ✳ □

▶ ● ✳ ▶ □ ▲ □ ♥ ○ □ ▶ □

♥ □ ▶ ▶ □ ▲ ▶ ○ □ ▲ ▶ ▶ □

UNIT 13 Help!

At the end of unit 13 ...

you know

- who to call in an emergency
- 7 words for emergency services and 8 for accidents
- how to use the past simple (regular verbs)
- how to use linking words

you can

- talk about emergency situations
- call the emergency services and some nouns
- understand a short magazine article about a rescue operation
- understand a short video about helping
- write and tell a story in the

1 Read the article and answer the questions. Tell your partner.

Rescue!



In Australia it's 000. In New Zealand it's 111. In the US and Canada it's 911 and in the UK and many other countries around the world it's 999. That's the number to call in an emergency.

And of course you know that

- when there's a crime you ask for the police.
- when you need medical help, you ask for an ambulance.
- when there's a fire you ask for the fire brigade.

But these aren't the only emergency services to help you.



- 1 You are climbing in the mountains. You fall and break a leg. You're lucky because you've got a phone with you. You dial 999.
Who do you ask for?
- 2 You are sailing at sea. The weather gets bad. The waves get really big and your boat is in trouble. You've got a radio on the boat. You call 999.
Who do you ask for?
- 3 You are exploring a deep cave. Some rocks fall and you can't get out. You're lucky because you've still got a phone signal. You dial 999.
Who do you ask for?
- 4 You are walking in the park. You see a strange parcel on the park bench. You pick it up. It's ticking. You put it down and phone 999.
Who do you ask for?

- Which number do you call in an emergency situation in Austria?



Ambulance:

.....



Fire brigade:

.....



Police:

.....

- Which number do you call in an emergency from a mobile? (the number works in all European countries)

2 Read the article in 1 again and write the emergency services under the pictures.



1



2



4



5



SPEAKING Calling the emergency services and spelling names

4/14



3 Listen. Write the names of the streets. Then ask and answer.

- 1 An accident in street.
- 2 A fire in street.
- 3 A robbery in street.

A Can you spell the street, please?

B Yes, it's ...

4 CHOICES

4/15



A Listen. Then act out the dialogue. B Make dialogues. Use this information.

- | | |
|---|---------------------------|
| A Hello. There's a fire in Marrow Street. | 1 fire / Jerry Street |
| B Can you spell the street, please? | 2 accident / Mungo Street |
| A Yes. It's H - A - double H - C. | 3 robbery / Hardy Street |
| B OK. | |

VOCABULARY An accident in the mountain

4/16



5 Listen and look at the picture. Then number the words.

- jetpack
- slip on wet rocks
- storm
- radio the rescue team
- helicopter
- shout for help
- fly up the mountain
- be in danger



READING

6 Read the magazine article quickly. In the UK, what number do you need to call the mountain rescue team?

7 Read the article again.



MOUNTAIN DANGER

Imagine ... you are climbing in the mountains. There are no roads and no people. Yesterday there was a storm. The rocks are wet. You fall down and break your leg. You can't move. The sky is dark and it is very windy.

You are lucky because you've got a phone with you. You dial 999 and speak to mountain rescue. They tell you it is too windy for a helicopter, but they do have an idea.

There is a noise. You look up. There is a man flying up towards you. He is wearing a jetpack. Is he you dreaming? No. He is a member of the mountain rescue team. He lands next to you. He checks your leg, gives you medicine and

keeps you warm. Then, he radios his team and tells them where they can find you. One hour later the mountain rescue team arrives. You are safe!

This is not science fiction – it's real. In the UK, they are testing a new jetpack to help people on mountains.

It is difficult for helicopters to land on a mountain. The mountain rescue team can take a long time to find people in danger. The jetpack is fast and easy to use. It is easy to land on a mountain with a jetpack!

What do you think? Do you want to fly a jetpack and help people?

8 How many of these tasks can you do?

- 1 There was a storm, so the rocks were wet.
- 2 The weather is not very good. T / F
- 3 There is no phone signal. T / F
- 4 The young person in the story breaks a leg, but it is cold and windy. he can't call for help. the sky is dark.
- 5 A man from the rescue team flies up the mountain and lands a helicopter. takes some photos. finds the young person in trouble.
- 6 The man calls the mountain rescue team because the young person is hungry. is very tired. can't walk.
- 7 Why can't a helicopter land on the mountain?
- 8 What is the job of the man with the jetpack?
- 9 Why does the jetpack help?

4/17



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

10 Write the sentences with *and*, *but* or *because*.

- 1 The rocks were wet there was a storm yesterday.
- 2 He falls down breaks his leg.
- 3 You are lucky you have a phone with you.
- 4 It's too windy for a helicopter, mountain rescue have an idea.
- 5 The man gives you medicine keeps you warm.
- 6 It is difficult for helicopters to land on the mountain, easy with a jetpack!

LISTENING & 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 day for me. I ¹..... to climb up a 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 wet so it ³.....! I ⁴..... It was terrible. I ⁵..... for help. But I was alone in the mountains. It was windy and cold. Then I ⁶..... what my phone was in my backpack. I ⁷..... 999 to get a mountain rescue team. But it was difficult for a helicopter to land in the weather. Suddenly there was a noise..... up! There was a man with a jetpack. He ⁹..... next to me. The man ¹⁰..... and then he ¹¹..... the mountain rescue team. They ¹²..... an hour later and ¹³.....



13 Look at these pictures and use the language from 12 to tell the story. Use *and, but, because*.



SOUND CHECK /t/ /d/ /ɪd/

4/19



14 Listen and write what.

/t/

- 1 She jumped ed into the river.
- 2 My dog chased ed a cat.
- 3 We watched ed a film.

/d/

- 4 She phoned ed at 5 o'clock.
- 5 He arrived ed on Monday.
- 6 We carried ed our books.

/ɪd/

- 7 I waited ed an hour.
- 8 They shouted ed at me.
- 9 She wanted ed an ice cream.

SPEAKING Telling a story in the past

15 CHOICES

A Complete the two stories. Use the verbs from the box in the past simple. Then tell one of the stories to a partner.

- be
- arrive
- jump
- rescue
- phone
- be
- chase
- shout



- 1 There was a boy in the river.
- 2 He "Help!"
- 3 I into the water.
- 4 I the boy.



- 1 There a robbery.
- 2 I the police.
- 3 The police
- 4 They the woman.

B Work with a partner. Tell the story like this:

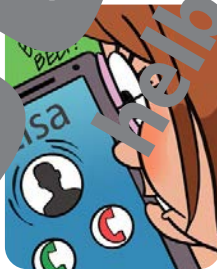
Yesterday was a sunny day.



be / sunny day



walk / park



phone / friends



wait / 10 minutes



friends / arrive



play / football



stop / 7 o'clock



walk / my house



Dad / cook dinner



watch TV / until midnight

OUR YOUNG WORLD 4

Luna's helping out



1 Watch the video. What does Luna do in her free time?

2 Watch again. Circle T (True) or F (False).

- 1 In her free time, Luna helps at an animal shelter. T / F
- 2 She gets money for her work. T / F
- 3 The shelter has a big problem – there's not enough money. T / F
- 4 Luna decided to write an email to the mayor. T / F
- 5 Luna is now feeling very pessimistic. T / F
- 6 In her programme, Luna asks people to help the animal shelter. T / F

VOCABULARY:
*animal shelter – Tierheim

FIND OUT Political education

3 Match the words with their definitions.

- | | | |
|-----------------|--------------------------|--|
| 1 class speaker | <input type="checkbox"/> | In a ... the people have power. They vote for their parliament. |
| 2 vote | <input type="checkbox"/> | The leader of a town council*. |
| 3 mayor | <input type="checkbox"/> | choose a person from a list of people |
| 4 democracy | <input type="checkbox"/> | At the beginning of the school year, all the boys and girls in a class choose this person. |

VOCABULARY:
*town council – Gemeinderat

Our local politics world



4 Discuss in pairs.

- 1 Would you like to be the class speaker? Why (not)?
- 2 Who is the mayor in your town?
- 3 What would you like to talk to him/her about?



CYBER PROJECT: A role play

5 Imagine you have got a meeting with your mayor: • Plan a role play. • Make a video.

LISTENING & READING

16 Look at the picture. Where can you see:

- a small spaceship?
- gas clouds?
- a button?
- the eye of a storm?
- a robot arm?
- planet Jupiter?



SPACE RESCUE

17 Read the title and the introduction to the radio play. In pairs, guess words from the story. Write a list. Then make a story.

The year is 3210 and the Earth is dying. There are no trees and no forests. People are living on very big spaceships. The spaceships need gas from the planet Jupiter. But it is very dangerous ...

4/20



18 Listen to the story. Then read the text and circle the correct words.

Captain Diana was above the storm. She was sitting in her spaceship. Diana and the pilot were in front of a big screen. Suddenly, they saw a big storm and they ¹ happened / noticed a little spaceship.

"Fly into the eye of the storm!" shouted the pilot. He landed Diana, but the pilot was not happy.

"We can't," he said, "because it's too dangerous!" Diana wanted to rescue the spaceship because her friends were on it.

The pilot 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.

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 – carryed

slip – slipped

stop – stopped



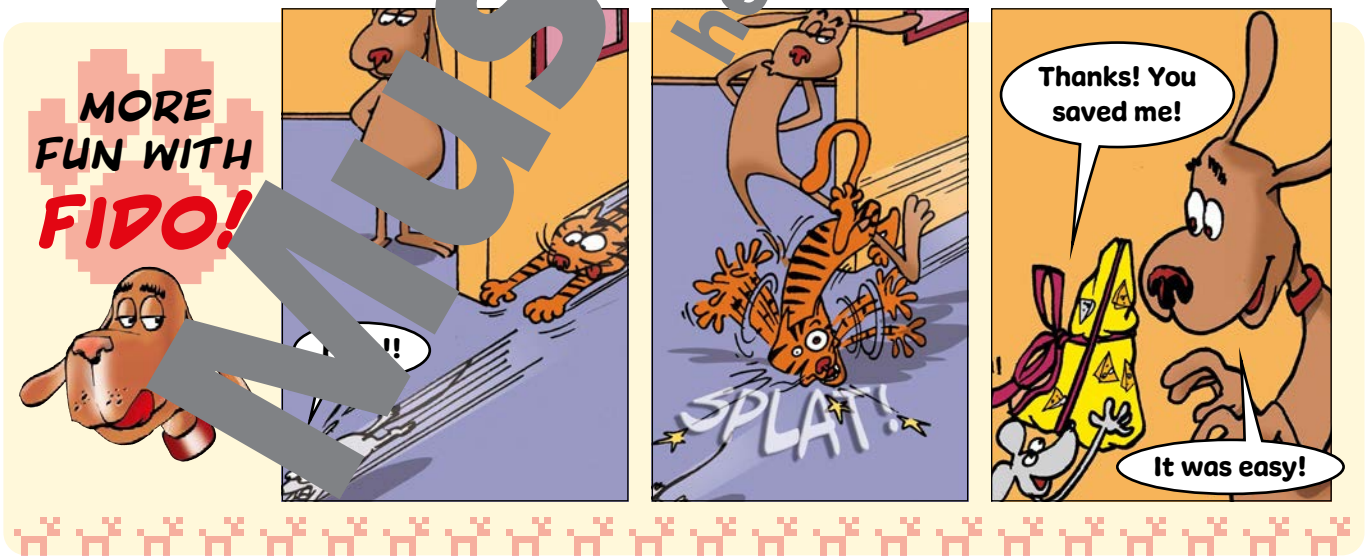
Linking words (and, but, because)

So kannst du Sätze verbinden:

Diana wanted to rescue the spaceship **because** her friends were on it.

"Fly into the eye of the storm!" shouted the pilot **but** the pilot was not happy.

The front of the spaceship **and** a big robot arm reached out.



◀ Now go back to page 100. Check with a partner what you know / can do.

THE TWINS 6

The black eye

Developing speaking competencies

Language function

I can arouse interest (*Interesse wecken*)

Speaking strategy

I can encourage someone to tell what happened (*jemanden zum Erzählen ermutigen*)

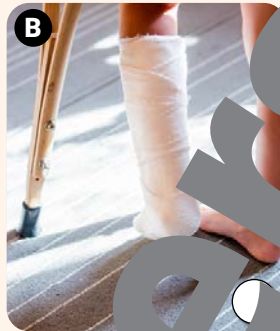
VOCABULARY Injuries

4/21



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

- 1 a cut knee
- 2 a swollen ankle
- 3 a broken leg
- 4 a black eye



4/22



2 Watch or listen to the dialogue. Then read it. Who did Leo meet on his way home?

Leo Hi.
Lucy You're late.
Leo I know. Look.
Lucy Oh, dear. What happened?
Leo Well, I was on my way home. I was in the park ... and ... what?
Lucy What?
Leo There were three boys. Very young boys. About seven or eight years old.
Lucy I see. I see. You were playing football. And you won't believe what happened.



Lucy Tell me.
Leo One of the boys kicked it. High up in the sky. And an amazing thing happened.
Lucy Really? Tell me more.

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

- 1 Who's late?
- 2 Why does Lucy ask what happened?
- 3 Something happened to Leo. Where did it happen?
- 4 What did one of the boys do with the football?

USEFUL PHRASES Arousing interest

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

believe
amazing
what

- 1 I was on my way home. I was in the park and guess ?
2 You won't what happened.
3 An thing happened.

? What do you think? Answer the questions.

- What happened with the football?
- How did Leo react to his injury?

MOBILE HOMEWORK

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

- 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 the boys kicked the football high up in the sky.
- Leo climbed up and got the ball back.
- The kids were very happy and thanked Leo.
- One of the boys passed Leo the ball, and he ran into the field.
- They got a ladder and put it against the tree with the ball in it.

SPEAKING STRATEGY Encouraging someone to say what happened

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

me
more
what

- 1 Leo I know. I was in the park and guess ?
Lucy Oh, dear. What happened?
2 Leo You won't believe what happened.
Lucy Tell
3 Leo An amazing thing happened.
Lucy Really? Tell me

6 CHOICES



A Work in pairs. A tells B that something happened. B wants to know more.

in class (this morning)
on the way home (yesterday afternoon)
at the market (last Saturday)
at the bus stop (last Sunday)

A I was in class this morning. An amazing thing happened.

B Tell me more.



B ROLE PLAY: Work in pairs. Look at the situation and the roles. Think of a role play with a partner. Take 2 or 3 minutes to practise it. Act it out in class.

Roles: You and your friend

Situation: You want to meet up with a friend, but your friend is late. You notice that your friend has got a problem (see 1). You want to know what happened. Encourage your friend to tell you the story. Use the language from 4 and 5.

UNIT 14 It's my favourite

At the end of unit 14 ...

you know

- 12 words for TV programmes
- 8 words for kinds of books and stories
- how to use the past simple (negative)
- some irregular past forms

you can

- talk about your screen time
- understand a story in the past
- talk about books and reading
- tell a story
- write a picture story

VOCABULARY Screen time

4/23



1 Look at the pictures and number the words below. Then listen and check.



- | | | | |
|---|---|--|--|
| <input type="checkbox"/> 1 cartoon | <input type="checkbox"/> 5 science-fiction film | <input type="checkbox"/> 9 reality show | <input type="checkbox"/> 12 nature programme |
| <input type="checkbox"/> 2 the news | <input type="checkbox"/> 6 science-fiction film | <input type="checkbox"/> 10 quiz show | <input type="checkbox"/> 11 romantic film |
| <input type="checkbox"/> 3 fantasy film | <input type="checkbox"/> 7 music show | <input type="checkbox"/> 11 detective film | <input type="checkbox"/> 12 sports programme |

4/24



2 What are they watching? Listen and write the numbers.

- | | | |
|---------------------|--------------------|----------------------|
| 1 ... on TV1 | 5 George and Freda | 9 Jack |
| 2 ... show | 6 Jane | 10 Emily and Holly |
| 3 Joan | 7 Veronica | 11 Alexandra |
| 4 Linda and Stephen | 8 Paul | 12 James and Charles |

3 Check with a partner.

David's watching a cartoon on TV1.

That's right. / I think he's watching a ...

LISTENING & SPEAKING Talking about screen time

4/25



4 Listen to Paula and Michael talk about what they watch. Tick True or False.



Paula

- 1 She spends two hours a day looking at screens.
- 2 She always watches TV in the morning and at the weekend.
- 3 She likes cartoons, nature programmes and reality shows.
- 4 Her favourite cartoons are *Henry Danger*, *Teen Titans* and *Spongebob*.
- 5 The family often watches the news together.
- 6 Her dad loves cartoons.

True False

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Michael

- 1 He watches TV for about two hours every day.
- 2 He never watches it in the evening before he goes to bed.
- 3 He streams five detective films every week.
- 4 Every day he watches two or three episodes of *Angelo Rules* on his computer.
- 5 He watches gamers on his mobile phone.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



5 In groups, talk about your screen time. Use the sentences to help you.

I watch films or series for about _____ hours a day.

I _____ watch nature programmes _____ in the morning.
 always _____ in the afternoon.
 usually _____ in the evening.
 sometimes _____ at the weekends.
 never _____

I usually watch YouTube channels _____ on my laptop.
 _____ with my family.
 _____ programmes _____ on TV.

I really like _____ cartoons.
 _____ programmes.
 I don't like _____ detective films.
 _____ sports programmes.
 _____ the news.
 ...

My favourite programmes are ...

My _____ favourite programme is ...
 mum's
 dad's
 brother's
 sister's



READING



6 Read the story.

The remote control*



The shop in Mill Street sold lots of things. In the window I saw a TV remote control. I went into the shop because I needed a new one. There was an old woman behind the desk. I picked up the remote control and she looked up at me.

“Be careful,” said the old woman. “This is not a normal TV remote control because it has special powers.”

“Special powers?” I laughed.

“Yes,” she replied. “Use it carefully and never press this button here.” She pointed to a small button with a star on it.

“OK,” I said. I paid and walked home.

“What a strange lady,” I thought.

My brother Tom was in the living room. He was watching a film about dinosaurs, but I wanted to watch a cartoon.

“Can we watch a cartoon?” I asked.

“No,” he replied.

I took out the remote control and pointed it at the TV. I pressed a button, but nothing happened. I did it again. Still nothing.

“What’s that?” I asked.

“A new TV remote control,” I said.

“It doesn’t work,” he laughed.



I pointed the remote control at him and pressed a button. Tom froze*. What! I looked at the button. It was the pause button. I pressed it again. He was normal again. I pressed the rewind button*.

My brother started talking backwards. I pressed the fast forward button*. He started moving really fast.

The TV remote control controlled my brother. This was fantastic, but then I remembered the old lady and her words: “Use it carefully.” So I stopped.

“Let me look at the remote control,” Tom asked.

“No,” I replied.

He jumped up and tried to take the remote control from me. My finger pressed a button. I looked at the remote control. My finger was on the star button.

Where was Tom? And then I heard a noise. It was Tom’s voice, but it was tiny.

“Help me! Help!”

I looked at the TV.

“Help me, Annie! Please, help me!”

There was Tom. He was inside the TV screen. And behind him was a huge T-Rex with its mouth wide open.

VOCABULARY

*remote control – Fernbedienung; freeze/froze – erstarren/erstarrte; rewind button – Rückspultaste; fast forward button – Vorspultaste

Help me, Annie!
Please, help me!



7 How many of these tasks can you do?

- 1 The girl saw a in the shop window.
- 2 The shopkeeper was an old
- 3 At home there was a film about on TV.
- 4 The shop in Mill Street was a TV shop. T / F
- 5 The girl wanted to watch a cartoon. T / F
- 6 Tom fought his sister to get the control. T / F
- 7 Why is the remote control different?
- 8 What button does the woman say never to press?
- 9 What happens when you press that button?

4/26+27



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

9 Look at the story again. Write the past forms of the verbs

do pay take think
 hear say sell freeze
 go is see

10 Complete the texts with the verbs from the box.

held put
 ran caught
 left didn't see

1 The robber into the bank. He
 a gun in his hand. He
 a lot of money into his bag. He
 the police car outside the bank. He
 the bank and the police him.



gave
 told
 said
 didn't think
 found



2 Jill on a park bench. There, she
 a ring. She it to her
 friend Andrew. Jill to him it was a
 magic ring. Andrew it was a magic ring.
 Jill him to turn it three times. Andrew
 did that – and disappeared*.

VOCABULARY:

*disappear – verschwinden

4/28



11 Listen to the poem. Read it.

Watching TV

Say what you think:

How much screen time is too much for a boy/girl your age?

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



VOCABULARY

4/29



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

- | | |
|---|------------------------------------|
| <input type="checkbox"/> weak | <input type="checkbox"/> spots |
| <input type="checkbox"/> skin | <input type="checkbox"/> hug |
| <input type="checkbox"/> lying under a tree | <input type="checkbox"/> leaves |
| <input type="checkbox"/> lake | <input type="checkbox"/> bend down |
| | <input type="checkbox"/> hunt |



LISTENING

4/30



13 Listen to the story. Then put the pictures in the correct order.

The leopard and the giraffe



The giraffe was too fast.



The leopard wanted an animal to come near him so that he could...



One day a giraffe came to the lake.



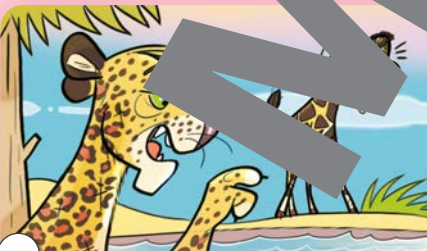
The weak leopard asked the giraffe to hug him.



The giraffe got the leopard some magic leaves.



The leopard said, "The skin and the spots show that we are family."



The leopard said, "Aren't you the daughter of my old friend?"



The leopard became strong again.



The strong leopard tried to catch the giraffe.

VOCABULARY Kinds of books and stories

14 Match the book covers with the kinds of stories.

- animal story
- adventure story
- fantasy story
- detective story
- horror story
- story about friendship
- comic book
- poems



LISTENING & SPEAKING Talking about books and reading

4/31



15 Listen to the interview. Circle T (True) or F (False).

- | | |
|---|-------|
| 1 Mike reads a lot. | T / F |
| 2 He doesn't read fantasy stories. | T / F |
| 3 When he was six, his favourite book was <i>The Tale of Despereaux</i> . | T / F |
| 4 When he was a child, his grandpa read to him. | T / F |
| 5 Alison reads a lot. | T / F |
| 6 Alison likes stories about friendship and family. | T / F |
| 7 Alison hasn't got a favourite book. | T / F |
| 8 When she was six, her favourite book was <i>The Gruffalo</i> . | T / F |

16 Study the language and complete the sentences so they are true for you.



I read a lot.
I read a lot of ... stories.
My favourite book is
When I was six, my favourite book was
My ... read stories to me.

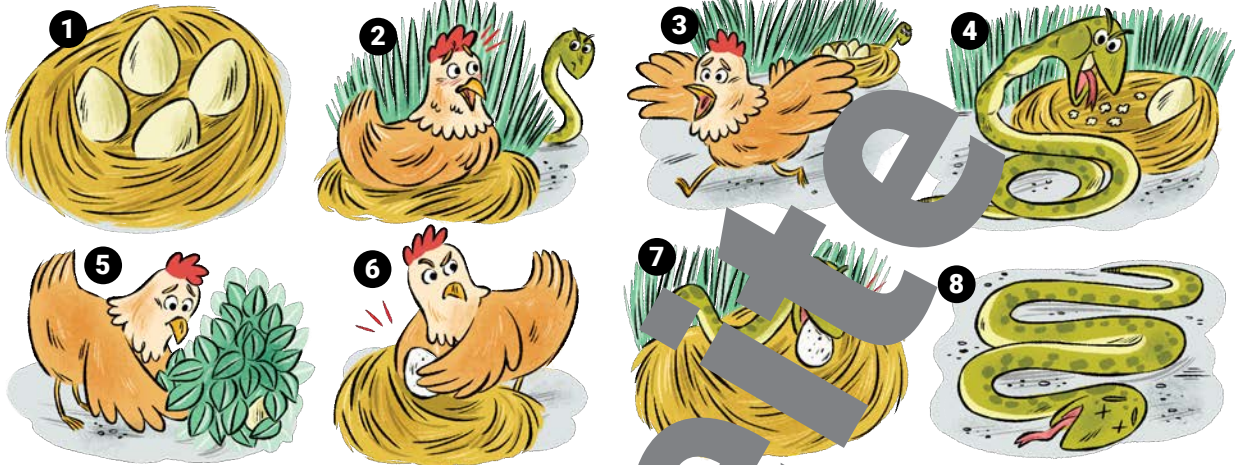


I don't read a lot.
I like ... stories, but I don't like ... stories.
My favourite book is
When I was six, my favourite book was
My ... didn't read stories to me.

SPEAKING Telling a story

17 Look at the pictures. Say what happened. Use the verbs from the box in the past simple.

- put
- saw
- ran
- ate
- ate
- put
- died
- were



There ¹..... four eggs in the chicken's nest. The chicken ²..... the snake. It was scared. The chicken ³..... away. The snake ⁴..... three eggs and went away. The chicken went back and ⁵..... the last egg under leaves. The chicken ⁶..... a white stone in the nest. The snake came back and ⁷..... the stone. The snake ⁸.....

WRITING

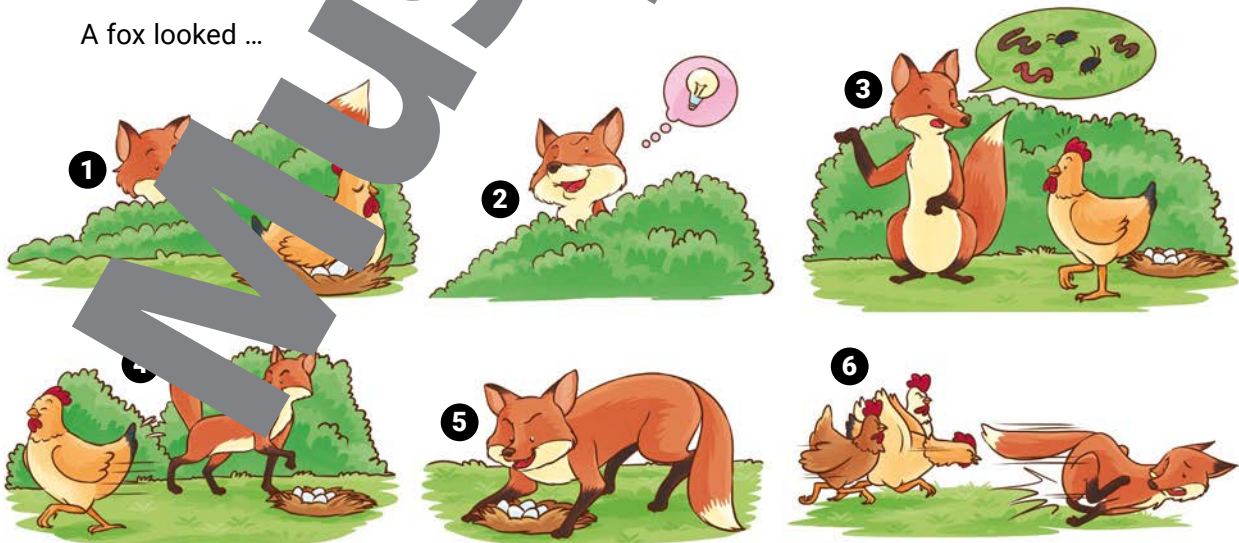
18 CHOICES

A Look at **17** again. Write the story.

There were four eggs in the chicken's nest. The chicken saw the snake. It was ...

B Look at the pictures below. Write the story.

A fox looked ...





19 Listen and repeat.

- A I didn't do it.
- B 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 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 Sherlock Holmes stories.
- It *didn't catch* the giraffe.
- 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** an old woman.
- take – **took** I **took** out the gun and pointed it at the TV.
- do – **did** I **did** it again.
- freeze – **froze** Tom **froze**.
- hear – **heard** They **heard** a noise.
- hold – **held** The man **held** a gun in his hand.
- meet – **met** They **met** Carol's sister.



- read – **read** When he was a child, his grandpa **read** to him.
- run – **ran** They **ran** out of the classroom.
- put – **put** I **put** on my blue cap.
- think – **thought** "What a lovely cat," she **thought**.
- see – **saw** She **saw** a remote control in the window.

Past simple (5) more irregular verbs

- become – **became**
- catch – **caught**
- fight – **fought**
- tell – **told**
- leave – **left**
- bend (down) – **bent** (down)
- die – **died**
- sit – **sat**

Now go back to page 110. Check with a partner what you know / can do.

UNIT 15 What are you going to do?

At the end of unit 15 ...

you know

- how to use *(be) going to*
- how to talk about future plans and holiday activities

you can

- talk and ask about future plans
- write an email about future plans

READING

- 1 Read the four texts. Then say what you are going to do in your holidays.



Bilal

I'm going to fly to Tunisia. My grandparents live there. I've got lots of friends there. We are going to play football on the beach every day. And when we are tired we are going to swim in the sea. My grandma is a very good cook. I love the food she cooks. In the evening we are going to watch TV or play board games. Backgammon is my favourite game.



Paul

I'm going to stay at home this summer, because my mum and dad have no holiday. They're going to work all summer. When the weather is fine, I'm going to go swimming with my friends or ride my bike. I got new roller skates for my birthday and so I'm going to learn to skate. On Saturday and Sunday I'm going to go fishing.



Elizabeth

Mum, my father and I are going to go to Croatia. We go there every year. I'm going to live there and we're going to stay at the campsite. There are other children that come every year. They are from Croatia, the Netherlands, France, Germany, Great Britain and Russia. So I speak a lot of English there. I'm going to play a lot of badminton and tennis. And my friends and I are going to swim in the sea a lot. I love it there. The only thing I don't like is the long drive.



Julia



My parents and I are going to fly to the United States. We want to see some of the National Parks. First, we are going to visit New York City. My mum's aunt lives there and she's going to show us the city. I'm so excited. I'm going to write postcards to all my friends. Later we are going to fly to California. I'm a little bit scared of flying, but I hope that I can sleep on the plane most of the time. I'm really going to enjoy my trip. It's going to be great.





- 2 Listen to the poem.
Then read it.

When I go on holiday

When hamsters go on holiday,
they go to Hungary.
They really like the goulash there
and all the things to see.

When hippos go on holiday,
they go to Ireland.
They swim in all the rivers there
and join an Irish band.

When horn sharks go on holiday,
they just lie in the sun
and dream of fish they can eat
That's what they do for fun.

When I go on holiday,
I play it really well.
I go outside and play tennis
in my own swimming pool.



GRAMMAR CHANT *be going to*



- 3 A chant. Listen and repeat.

It's my birthday!
What are we going to do?
Are we going to have some food?
Are we going to go to the zoo?
Are we going to have a party?
Are we going to wear something new?
No – we're going to stay at home
And do nothing. Just me and you.

Just joking ...
Happy birthday surprise!



SPEAKING *Talking/Asking about future plans*

- 4 In groups play a chain game.

A In the holidays, I'm going to swim a lot.

B In the holidays, I'm going to swim a lot and I'm going to play football with my friends.

C In the holidays, I'm going to swim a lot, I'm going to play football with my friends and I'm going to read a book every week.

5 CHOICES

4/35



Listen to the dialogues. Then act one of them out in class.

A DIALOGUE 1



A What are you going to do in your holidays?

B I'm going to lie in the garden in the sun.

A What if there's no sun?

B I'm going to watch a lot of series.

B DIALOGUE 2



A What are you going to do on Friday?

B Friday? That's the last day of school.

A I know.

B Well, I'm going to meet my friends, we're going to have a big party.

A Great.



A SONG 4 U

4/36+37



6 Listen and sing.

Hey, it's summertime

Hey, it's summertime.

It's the holidays.

Yeah, it's summertime

and we go our ways.

Work is over, work is done

Soon we'll have a lot of fun

School is over, school is out

Here we sing and here we shout:

Hey, it's summertime

Going home so far,

going off to my summer

School is over, school is out

Here we sing and here we shout:

Hey, it's summertime ...

... meeting people, meeting friends,

I hope the summer never ends.

School is over, school is out.

Here we sing and here we shout:

Hey, it's summertime ...



WRITING

7 CHOICES

Read Alison's email to her friends.

SUBJECT: Party

Hi,
 Friday is our last day at school and I'm going to have a party!
 We're going to meet in our garden and we're going to have a lot of fun. Mum's going to make her famous sandwiches and Dad's going to make his summer fruit drinks. I'm going to make a playlist, so please tell me what songs you want to dance to.
 The party starts at 2 p.m. Don't be late.
 Love,
 Alison

A Write an email answer to Alison. Write the words in the correct order to make sentences.

- Alison, / Hi
- great / a / idea! / We
- for / Thank you for / your /
- sure / great / idea! / party / it's / to / I'm / a / b
- sandwich / Mum's / your / Mum's / love
- going / bring / your / cupcakes. / to
- help / with / not / to / music. / going / the / and / you
- you'll / be / sure / to / I'm / the / songs. / best / going

B Write an email answer to Alison (70–80 words). Write in your own words.

- say thank you
- say when you're going to be there
- say that you're going to bring something (you decide)
- say that you're going to help with the music
- suggest two or three songs

GRAMMAR



(be) going to

Wenn du über Pläne für die Zukunft sprichst, verwendest du **(be) going to**.

What **are you going to do** your holidays?

I'm really **going to enjoy** my trip.

She's **going to show** me the city.

Are you going to lie in the sun?

We're **going to swim** in the sea a lot.

They're **going to work** all summer.

Formen des Present simple von **be + going to + Infinitiv**:

I **am going to visit** their friends.

So bildest du die Verneinung: Present simple von **be + not + going to + Infinitiv**:

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.



TENSES (ZEITEN)

PRESENT TENSE

Present simple (Einfache Gegenwartsform)

Das *Present simple* verwendest du, wenn du über Gewohnheiten, Vorlieben und was deine Handlungen sprichst. Die Form des *Present simple* ist für alle Personen gleich.

Ausnahme: In der 3. Person Singular wird ein **-s** angehängt. Verneinung und Fragen werden mit dem Hilfsverb **do** (3. Person Singular **does**) gebildet.

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* – *washes*

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I like London.	I don't (do not) like London.	Do/Don't I like London?	Yes, I do.	No, I don't.
You like London.	You don't (do not) like London.	Do/Don't you like London?	Yes, you do.	No, you don't.
He likes London.	He doesn't (does not) like London.	Does/Doesn't he like London?	Yes, he does.	No, he doesn't.
She likes London.	She doesn't (does not) like London.	Does/Doesn't she like London?	Yes, she does.	No, she doesn't.
It likes fish.	It doesn't (does not) like fish.	Doesn't it like fish?	Yes, it does.	No, it doesn't.
We like London.	We don't (do not) like London.	Do/Don't we like London?	Yes, we do.	No, we don't.
You like London.	You don't (do not) like London.	Don't you like London?	Yes, you do.	No, you don't.
They like London.	They don't (do not) like London.	Don't they like London?	Yes, they do.	No, they don't.

Present continuous (Verlaufzeitform, -ing-Form)

Wenn du beschreiben möchtest, was jemand gerade tut, 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 are 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 are 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 are not) playing football.	Are they playing football?	Yes, they are.	No, they aren't. / No, they're not.

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 into the water.	We didn't (did not) jump into the water.
You 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 den Anhängel der Endung **-ed** gebildet werden kann. Diese Verben nennt man unregelmäßige Verben. Ihre Formen lernst du am besten auswendig.

Hier findest du eine Liste mit einer Auswahl der wichtigsten unregelmäßigen Verben.

Present tense	Past simple tense	Übersetzung	Present tense	Past simple tense	Übersetzung
be	was/were	sein	hear	heard	hören
become	became	werden	hold	held	halten
catch	caught	fangen	leave	left	verlassen
come	came	kommen	make	made	machen
die	died	sterben	pay	paid	(be-)zahlen
do	did	tun, machen	put	put	legen, setzen, stellen
drive	drove	fahren; treiben	read	read [red]	lesen
eat	ate	essen	run	ran	laufen
fight	fought	kämpfen	say	said	sagen
find	found	finden	see	saw	sehen
forget	forgot	vergessen	sell	sold	verkaufen
freeze	froze	erstarren	send	sent	senden, schicken
get	got	bekommen; werden	take	took	nehmen
give	gave	geben	tell	told	sagen, erzählen
go	went	gehen; fahren	think	thought	denken
have	had	haben	write	wrote	schreiben

FUTURE TENSE

going to-future (Zukunft mit going to)

Wenn du ausdrücken möchtest, was jemand für die Zukunft plant oder vorhat, verwendest du eine Form von **be** und **going to** und die Grundform des Vollverbs.

Positive Aussagen		Negative Aussagen		Fragen		Kurzantworten	
I'm	going to play football.	I'm not	going to play football.	Am I	going to play football.	Yes, I am. / No, I'm not.	
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).	
He's		He isn't (He's not)		Is/Isn't he		Yes, he is. / No, he isn't (he's not).	
She's		She isn't (She's not)		Is/Isn't she		Yes, she is. / No, she isn't (she's not).	
We're		We aren't (We're not)		Are/Aren't we		Yes, we are. / No, we aren't (we're not).	
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).	
They're		They aren't (They're not)		Are/Aren't they		Yes, they are. / No, they aren't (they're not).	

BESONDERE VERB

to be – affirmative, negative

Das Verb **be** wird wie das deutsche Verb **sein** verwendet. Du kannst die Formen von **to be** in der Langform (**I am**) oder der Kurzform (**I'm**) schreiben. Beim Sprechen verwendest du fast immer die Kurzform.

Positive Aussagen	Negative Aussagen
I'm (I am) tired.	I'm not tired.
You're (You are) happy.	You aren't (You're not) happy.
He's (He is) nice.	He isn't (He's not) nice.
She's (She is) in class 3B.	She isn't (She's not) in class 3B.
It's (It is) blue.	It isn't (It's not) blue.
We're (We are) out.	We aren't (We're not) out.
You're (You are) from York.	You aren't (You're not) from York.
They're (They are) twelve.	They aren't (They're not) twelve.

Questions with to be

Fragen	Kurzantworten	
Am I tired?	Yes, I am.	No, I'm not.
Are/Aren't you happy?	Yes, you are.	No, you aren't. / No, you're not.
Is/Isn't he nice?	Yes, he is.	No, he isn't. / No, he's not.
Is/Isn't she in class 3B?	Yes, she is.	No, she isn't. / No, she's not.
Is/Isn't it blue?	Yes, it is.	No, it isn't. / No, it's not.
Are/Aren't we out?	Yes, we are.	No, we aren't. / No, we're not.
Are/Aren't you from York?	Yes, you are.	No, you aren't. / No, you're not.
Are/Aren't they twelve?	Yes, they are.	No, they aren't. / No, they're not.

have got / haven't got

Have got wird wie das deutsche Verb **haben** (besitzen) verwendet.

Die richtige Form für die 3. Person der Gegenwart (**he/she/it**) ist **has got**.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I've got (I have got) a dog.	I haven't got (have not got) a dog.	Have/Haven't I got a dog?	Yes, I have.	No, I haven't.
You've got (You have got) a dog.	You haven't got (have not got) a dog.	Have/Haven't you got a dog?	Yes, I have.	No, you haven't.
He's got (He has got) a dog.	He hasn't got (has not got) a dog.	Has/Hasn't he got a dog?	Yes, he has.	No, he hasn't.
She's got (She has got) a dog.	She hasn't got (has not got) a dog.	Has/Hasn't she got a dog?	Yes, she has.	No, she hasn't.
It's got (It has got) big ears.	It hasn't got (has not got) big ears.	Has/Hasn't it got big ears?	Yes, it has.	No, it hasn't.
We've got (We have got) a dog.	We haven't got (have not got) a dog.	Have/Haven't we got a dog?	Yes, we have.	No, we haven't.
You've got (You have got) a dog.	You haven't got (have not got) a dog.	Have/Haven't you got a dog?	Yes, you have.	No, you haven't.
They've got (They have got) a dog.	They haven't got (have not got) a dog.	Have/Haven't they got a dog?	Yes, they have.	No, they haven't.

there is / there are

There is / there are wird verwendet, um auszudrücken, dass etwas vorhanden ist, oder dass es etwas gibt.

There's a parrot in the tree. (= There is a parrot in the tree.)

There are three frogs on the desk.

can / can't

Wenn du ausdrücken möchtest, dass jemand etwas kann oder nicht kann verwendest du **can / can't**. **Can** ist ein Modalverb und wird deshalb immer in Verbindung mit einem Vollverb verwendet. Die Verneinung lautet **cannot** oder **can't**.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I can speak French.	I can't (cannot) speak French.	Can/Can't I speak French?	Yes, I can.	No, I can't.
You can speak French.	You can't (cannot) speak French.	Can/Can't you speak French?	Yes, you can.	No, you can't.
He can speak French.	He can't (cannot) speak French.	Can/Can't he speak French?	Yes, he can.	No, he can't.
She can speak French.	She can't (cannot) speak French.	Can/Can't she speak French?	Yes, she can.	No, she can't.
It can run fast.	It can't (cannot) run fast.	Can/Can't it run fast?	Yes, it can.	No, it can't.
We can speak French.	We can't (cannot) speak French.	Can/Can't we speak French?	Yes, we can.	No, we can't.
You can speak French.	You can't (cannot) speak French.	Can/Can't you speak French?	Yes, you can.	No, you can't.
They can speak French.	They can't (cannot) speak French.	Can/Can't they speak French?	Yes, they can.	No, they can't.

MODAL VERBS (ADVERBIEN)

Adverbs of frequency (Häufigkeitsadverbien)

Mithilfe dieser Wörter kannst du sagen, wie oft jemand etwas macht oder wie oft etwas geschieht.

Achtung: Die Wortstellung im Englischen ist anders als im Deutschen.

Im Englischen steht das **adverb of frequency** immer direkt vor dem Verb.

0%	XXXXXX	never
	✓XXXXX	sometimes
	✓✓XXXX	often
	✓✓✓XXX	usually
100%	✓✓✓✓✓	always

We **sometimes** go to the cinema on Fridays.

Nur bei **be** steht es nach dem Verb.

She is **always** happy.

IMPERATIVES (IMPERATIV / BEFEHLSFORMEN)

Die Befehlsform ist immer gleich wie die Grundform des Verbs (ohne **to**).

Die Verneinung wird mit **do not (don't)** + Grundform gebildet.

Run!	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	Vor den Vokalen (Selbstlaute a, e, i, o, u)
a teacher	an egg [ən 'eg]
a dog	an apple [ən 'æpl]

Definite article (Bestimmter Artikel)

Der bestimmte Artikel, der wie **der/die/das** im Deutschen verwendet wird, ist im Englischen immer **the**.

the bike	the teacher	the dog
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NOUNS (NOMENWÖRTER)

Plural nouns – Irregular plurals (Mehrzahlformen)

Regelmäßige Mehrzahlformen werden gebildet, wenn ein **-s** angehängt wird.

Regelmäßig			
dog – dogs	bear – bears	cat – cats	boy – boys

Bei unregelmäßigen Formen wird am Wortende **-ies** (bei Vokal vor **-y** bleibt **-y**) und **-f** oder **-fe** zu **-ves**. Aber es gibt auch Ausnahmen, die keine Pluralformen haben und keiner Regel folgen. Diese lernst du am besten auswendig, um sie dir merken zu können.

Unregelmäßig							
baby – babies	leaf – leaves	fish – fish	child – children	mouse – mice	foot – feet	tooth – teeth	man – men

Possessive (Genitiv)

Das **'s** nach einem Namen oder einer Personenbezeichnung verwendest du, um auszudrücken, wem oder zu wem etwas gehört. Wenn das Wort auf **-s** endet, setzt du ans Ende des Wortes ein **'** (Apostroph).

It's John's dog.	James' mum is very nice.
It's my brother's computer.	The kids' school bags are green.

PRONOUNS (PRONOMEN)

Personal pronouns – Subject and object pronouns (Personalpronomen)

Personalpronomen haben zwei Formen, je nachdem wie sie in einem Satz gebraucht werden:

- als Subjekt: *Subject pronoun*
- als Objekt: *Object pronoun*

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** ausgedrückt werden.

Possessives


Possessives stehen immer vor dem Hauptwort und zeigen an, wem oder zu wem etwas gehört.

Possessives	my	your	his	her	our	your	their
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this / that – these / those

This / that (Einzahl) und **these / those** (Mehrzahl) sind Demonstrativpronomen – sie weisen also auf eine spezielle Person, einen Gegenstand oder einen Satz hin.

This / these beschreibt etwas in der Nähe, **that / those** etwas weiter entfernt.

I like this T-shirt here.		I like that sweater over there.	
I like these shoes here.		I like those shoes over there.	

Question words (Fragewörter)

Wenn du eine Frage stellst, auf die du eine bestimmte Antwort erwartest, als nur ja oder nein, verwendest du z.B. folgende Fragewörter:

Who (Wer?)	What (Was?)	Where (Wo?)	How often (Wie oft?)	Why (Warum?)
Who is the best?	What's your name?	Where are you now?	How often do you feed your pet?	Why are you scared?
Who are you?	What eats insects?	Where do you live?		Why do you ask?
Who likes ice cream?	What does your pencil case contain?			Why does Harry like Mandy?
Who doesn't like her?	What's in your pencil case?			Why can't a helicopter land?

CONJUNCTIONS (KONJUNKTIONEN)

Linking words (and, but, because)

Konjunktionen (*Linking words*) verbinden Hauptsätze und Nebensätze miteinander.

We went to the cinema	and watched a great film.
	but it was closed.
	because we had free tickets.

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)

on	in	behind	next to	front of	under
----	----	--------	---------	----------	-------

Time prepositions (Präpositionen der Zeit)

Wenn du sagen möchtest, wann etwas stattfindet, verwendest du die Präpositionen **on** oder **at**.

My birthday is on February 12 th / May 28 th / September 5 th .	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.	Tag / Zeit
We go to bed late at night.	Tag / Zeit
The concert is on Thursday.	Wochentag

QUANTITY / MEASUREMENT (MENGMENGMANGABEN)

How much is / are ...?

Mit **how much** wird nach der Menge (bei nicht zählbaren Hauptwörtern) oder nach dem Preis gefragt.

How much ice cream do you eat every day?

How much money have you got?

How much is the ice cream?

How much are the trainers?

Ordinal numbers

Ordnungszahlen (der/die/das erste, zweite, dritte usw.) werden im Englischen durch spezielle Endungen gebildet.

Merkregel: Hänge beim Schreiben an die 1. an 2 **-th**, an 2 **-nd** und an 3 **-rd** an, sonst immer **-th**!

Cardinal	Ordinal	Cardinal	Ordinal
1 one	1 st first	11 eleven	11 th eleventh
2 two	2 nd second	12 twelve	12 th twelfth
3 three	3 rd third	13 thirteen	13 th thirteenth
4 four	4 th fourth	14 fourteen	14 th fourteenth
5 five	5 th fifth	15 fifteen	15 th fifteenth
6 six	6 th sixth	16 sixteen	16 th sixteenth
7 seven	7 th seventh	17 seventeen	17 th seventeenth
8 eight	8 th eighth	18 eighteen	18 th eighteenth
9 nine	9 th ninth	19 nineteen	19 th nineteenth
10 ten	10 th tenth	20 twenty	20 th twentieth

Cardinal	Ordinal
21 twenty-one	21 st twenty-first
30 thirty	30 th thirtieth
40 forty	40 th fortieth
50 fifty	50 th fiftieth
60 sixty	60 th sixtieth
70 seventy	70 th seventieth
80 eighty	80 th eightieth
90 ninety	90 th ninetieth
100 hundred	100 th hundredth
101 a/one hundred and one	101 st the (one) hundred and first

CLASSROOM LANGUAGE

Can you understand your teacher?

We have plenty of time.

Have a go.

Have a guess.

Don't worry about your pronunciation.

Don't worry, it'll get better.

Maybe this will help you.

Can anybody correct this sentence?

That's very good.

Well done.

That's nice.

I like that.

You did a great job.

That's correct.

That's quite right.

Yes, you've got it.

That's much better.

That's a lot better.

You didn't make a single mistake.

Your pronunciation is very good.

You're getting better all the time.

Work in pairs/threes/fours/fives.

Work in groups of two/three/four.

Stand up and find a partner.

Have you finished?

Do the next activity.

Let's check answers.

Come out and write on the board.

Repeat after me.

Again, please.

Would you like to answer question 3?

Right. No, we'll go on to the next exercise.

Next time.

You have ten minutes to do this.

Put this up.

Are you ready?

Any questions?

I'm afraid it's time to finish now.

We'll have to stop here.

Hang on a moment.

Just a moment, please.

One more thing before you go.

This is your homework.

Do exercise 11 on page 22 for your homework.

There is no homework today.

When you have a problem, say this:

Sorry? / Pardon?

Can you help me, please?

Can you repeat that, please?

What's the question?

I don't understand this.

Sorry, I've forgotten ...

Sorry, what's our homework?

ENGLISH SOUNDS

[ɑ:] arm	[eə] there	[ŋ] song, long
[ʌ] fun	[eɪ] take, they	[p] present, top
[e] desk	[ɪə] here	[r] red, right
[ə] a, an	[ɔɪ] boy	[s] sister, class
[ɜ:] girl, bird	[əʊ] go, old	[tʃ] he, cat
[æ] apple	[ʊə] tourist	[z] nose, dogs
[ɪ] in, it	[b] bag, club	[tʃ] television
[i] every	[d] duck, card	[dʒ] orange
[i:] easy, eat	[f] fish, laugh	[ʃ] sure, English
[ɒ] orange, sorry	[g] get, dog	[tʃ] child, cheese
[ɔ:] all, call	[h] hot	[ð] these, mother
[ʊ] look	[j] you	[θ] think, mouth
[u] February	[k] can, clock	[v] very, have
[u:] food	[l] lot, milk	[w] what, word
[aɪ] eye, buy	[m] me, mum	
[aʊ] our	[n] no, nurse	

The English alphabet:

A [eɪ]	Q [kju:]
B [bi:]	R [ɹ]
C [si:]	S [s]
D [di:]	T [ti:]
E [i:]	U [ju:]
F [ef]	V [vi:]
G [dʒi]	W [ˈdʌbəlju:]
H [eɪtʃ]	X [eks]
I [aɪ]	Y [waɪ]
J [dʒeɪ]	Z [zed/zi:]
K [keɪ]	
L [el]	
M [em]	
N [en]	
O [əʊ]	
P [pi:]	

WORDLIST

U2/4 = Unit 2 Exercise 4; **OYW1** = Our Young World Episode 1; **T1** = The Twins Episode 1;
S1 = The Story of the Stones Episode 1; **G** = Grammar; **F** = Fido

A

a / an U1/1	[ə, eɪ / ən]	ein/e	another U4/13	[ə'nʌðə]	ein anderer / eine andere / anderes
a.m. U11/4	[eɪ 'em]	vormittags	answer U1/10	[ɑ:nsə]	Antwort; Lösung
about U1	[ə'baʊt]	über	to answer U1	[tə ɑ:nsə]	antworten
about U9/4	[ə'baʊt]	ungefähr	to answer the door U11/9	[tə ɑ:nsə ðə dɔ:]	die Tür aufmachen/ öffnen
above U5/T2	[ə'bvʌ]	(dar-)über, oberhalb	any U11/5	[eni]	irgendein/e; kein/e; etwas
accident U13/3	[ˈæksɪdənt]	Unfall	anything U8/4	[ɪnɪθɪŋ]	(irgend-)etwas
across U9/3	[ə'krɒs]	quer durch	anything U13/3	[ɪnɪθɪŋ els]	Darf es noch etwas sein?
to act out U1/4	[tə ækt aʊt]	vorspielen, nachspielen	anyway U1/OY1	[eniweɪ]	auf alle Fälle, jedenfalls
action U3/12	[ækʃn]	Handlung, Tat	apartment U1/10	[ə'pɑ:tmənt]	Wohnung, Apartment
activity U3/T1	[æk'tɪvətɪ]	Aktivität, Beschäftigung	apple U1/1	[æpl]	Apfel
address U1	[ə'dres]	Adresse	apple juice U5/OYW2	[æpl dʒu:s]	Apfelsaft
adult U2/4	[ædʌlt]	Erwachsene/r	April U1/1	[eɪ.prəl]	April
adventure U13/19	[əd'ventʃə]	Abenteuer, Erlebnis	Are you OK? U4/6	[ɑ: ju: əʊ'keɪ]	Ist alles in Ordnung bei dir?
affirmative U2/G	[ə'fɜ:mətɪv]	positiv, bejahend	Are you ready? U1/12	[ɑ: ju:'redi]	Bist du so weit?
Africa U7/4	[æfrɪkə]	Afrika	arm U12/2	[ɑ:m]	Arm
after U4/3	[ɑ:ftə]	nach	around U2/4	[ə'raʊnd]	herum; um
after that U13/18	[ɑ:ftə ðæt]	anschließend, danach	around the clock U5/3	[ə'raʊnd ðə klɒk]	rund um die Uhr
afternoon U4/4	[ɑ:ftə'nu:z]	Nachmittag	arouse interest U13/16	[tə ə'raʊz 'ɪntrɪst]	Interesse wecken
again U1/OYW1	[ə'geɪn]	wieder, noch einmal	to arrive U13/7	[tə ə'raɪv]	ankommen
against U13/T6	[ə'geɪnst]	gegen; wider	art U11/5	[ɑ:t]	Kunst
air U10/9	[eə]	Luft	article U7	[ɑ:tɪkl]	Artikel, Begleiter (Grammatik)
alarm clock U12/11	[ə'lɑ:m klɒk]	Wecker	article U13/1	[ɑ:tɪkl]	(Zeitungs-)Artikel
all U1/12	[ɔ:l]	alle, alles	as U6/S3	[əz]	als; wie
all day long U9/10	[ɔ:l deɪ lɒŋ]	den ganzen Tag lang	to ask U1	[tə ɑ:sk]	fragen; bitten
all summer U15/1	[ɔ:l 'sʌmə]	den ganzen Sommer	to ask about sb./sth. U2/11	[tə ɑ:sk ə'baʊt]	sich über jdn./etw. erkundigen
all week U1/1	[ɔ:l wɪ:k]	die ganze Woche	to ask for U5/OYW2	[tə ɑ:sk fə]	fragen nach, bitten um
alone U12/G	[ə'ləʊn]	allein	to be asleep U4/4	[tə bi: ə'sli:p]	schlafen
alphabet U1	[ælfəbet]	Alphabet	assistant U7/T3	[ə'sɪstənt]	Verkäufer/Verkäuferin
already U9/OYW3	[ɔ:l'reɪdɪ]	schon, bereits	at U2/5	[æt]	bei; auf; um; zu
alright U1/12	[ə'raɪt]	in Ordnung; schön, na gut	at five o'clock U5/3	[ət faɪv ə'klɒk]	um fünf Uhr
the Alps U11/21	[ðe əlps]	die Alpen	at home U4/4	[ət həʊm]	zu Hause
also U3/1	[ɔ:lsoʊ]	außerdem	at last U2/S1	[ət lɑ:st]	endlich, schließlich
always U7/4	[ɔ:lweɪz]	immer	at the beginning U9/18	[ət ðə bɪ'gɪnɪŋ]	am Anfang
amazing U11/8	[ə'maɪzɪŋ]	erstaunlich	at the end U4/3	[ət ðə end]	am Ende, zum Schluss
ambulance U13/1	[æm'bju:ləns]	Krankenwagen	at the moment U9/3	[ət ðə 'məʊmənt]	momentan; im Augenblick
and U1	[ænd]	und	August U12/6	[ɔ:'gʌst]	August
anger U8/10	[æŋgə]	Zorn, Ärger			
angry U4/1	[æŋgrɪ]	verärgert, zornig, wütend			
animal U1	[ænɪmə]	Tier			
animal shelter U13/OYW4	[ænɪməl 'ʃeltə]	Tierheim			
ankle U13/T6	[æŋkl]	Fußgelenk, Knöchel			

aunt U15/1	[ɑ:nt]	Tante
aunty (informal) U9/13	[ɑ:nti]	Tantchen
Australia U11/5	[ɒs'treɪliə]	Australien
Austria U11/6	[ɒstriə]	Österreich
away U4/3	[ə'weɪ]	weg
awful U1/12	[ɔ:fəl]	schrecklich, scheußlich

B

baby U1/7	[beɪbi]	Baby, Säugling
back U1	[bæk]	zurück
backpack U13/11	[bækpæk]	Rucksack
backwards U8/10	[bækwədʒ]	rückwärts
bad U3/T1	[bæd]	schlecht, böse
badminton U15/1	[bædmɪntən]	Federball
bag U6/12	[bæg]	Tasche
ball U1/7	[bɔ:l]	Ball
banana U1/8	[bə'nɑ:nə]	Banane
band U5	[bænd]	Band
bank U10/9	[bæŋk]	Bank
based on U3	[beɪst ɒn]	basierend auf, anhand von
basket U9/10	[bɑ:skɪt]	Korb
bat U9/17	[bæt]	Fledermaus
bathroom U5/T2	[bɑ:θru:m]	Bad, Badezimmer
to be U1/1	[tə bi:]	sein
beach U15/1	[bi:tʃ]	Strand
bean U7/10	[bi:n]	Bohne
bear U1/7	[beə]	Bär
beard U3/2	[biəd]	Bart
beat U5/6	[bi:t]	Takt, Rhythmus
beautiful U2/1	[bju:tɪfl]	schön
because U4/15	[brɪ'kəz]	weil
to become U6/S3	[tə brɪ'kʌm]	werden
bed U3/6	[bed]	Bett
bedroom U12/13	[bedru:m]	Schlafzimmer
bedtime U11/5	[bedtaɪm]	Schlafzeit
beef U7/16	[bi:f]	Rindfleisch
before U5/T2	[brɪ'fɔ:]	vorher; vor; vor
to begin U9/19	[tə brɪ'n]	beginnen
beginning U9/18	[brɪ'nɪŋ]	Anfang
behind U2/1	[brɪ'haɪnd]	hinten
to believe U13/T1	[tə brɪ'li:v]	glauben
to belong to sb U9/T4	[tə brɪ'lɒŋ tu: sɪ]	(zu) jemandem gehören
below U6/5	[brɪ'ləʊ]	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	[brɪ'twi:n]	zwischen
big U2/1	[bɪg]	groß
bike U9/T4	[baɪk]	Fahrrad
bin U4/S2	[bɪn]	Mülltonne
bird U6/2	[bɜ:d]	Vogel
birthday U4/15	[bɜ:θdeɪ]	Geburtstag
to bite U9/16	[taɪt]	beißen
black U1/12	[blæk]	schwarz
black eye U13/11	[blæk aɪ]	Bläue, Quälchen, blaues Auge
blonde U3/11	[blɒnd]	blond
blouse U1/11	[bləʊz]	Bluse
blue U1/11	[blu:]	blau
board U1/13	[bɔ:d]	Tafel
to board U3/12	[bɔ:d]	an Bord gehen
board game U1/13	[bɔ:d geɪm]	Brettspiel
boat U1/11	[bəʊt]	Boot
body U3/11	[bɒdi]	Körper
body disposal U1/11	[bɒm dɪ'spəʊzəl]	Bombenräumungskommando
book U1/11	[bʊk]	Buch
book cover U4/14	[bʊk 'kʌvə]	Buchumschlag
boots U8/11	[tu:ts]	Stiefel
bound U3/T1	[baʊnd]	gelangweilt
bow U3/T1	[bəʊɪŋ]	langweilig
to borrow U8/4	[tə bɒrɒʊ]	(sich) ausleihen
both U9/OYW3	[bəʊθ]	beide
bottle U4/13	[bɒtl]	Flasche
bowl U3/11	[bəʊl]	Schüssel; hier: Teller
box U1/11	[bɒks]	Box
boy U1/11	[bɔɪ]	Junge
boyfriend U5/2	[bɔɪfrɛnd]	fester Freund
brand 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	[brekfæst]	Frühstück
bridge U5/T2	[brɪdʒ]	Brücke
to bring U2/4	[tə brɪŋ]	(mit-)bringen
Britain U9/3	[brɪtɪn]	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 ʌmp 'ɪntə]	mit etw zusammenstoßen
bus U11/T5	[bʌs]	Bus

bus stop U11/T5	[bʌs stɒp]	Bushaltestelle
bush (pl bushes) U5/T2	[bʊʃ, bʊʃɪz]	Busch
business U5/OYW2	[ˈbɪznəs]	Geschäft
but U2/4	[bʌt]	aber
But it's true! U6/S3	[bət its tru:]	Aber es ist wahr!
butter U7/15	[ˈbʌtə]	Butter
button U13/16	[ˈbʌtən]	Knopf, Taste
to buy U7/4	[tə baɪ]	kaufen
buzzer U14/3	[ˈbʌzə]	Buzzer
by U5/F	[baɪ]	an; bei
bye U1/8	[baɪ]	(auf) Wiedersehen, tschau, tschüss

C

café U11/21	[ˈkæfeɪ]	Kaffeehaus, Café
cage U9/2	[keɪdʒ]	Käfig
cake U7/13	[keɪk]	Kuchen
California U15/1	[ˌkæləˈfɔːniə]	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	[ˈkæml]	Kamel
camera U4/4	[ˈkæmrə]	Kamera, Fotoapparat
campsite U15/1	[ˈkæmpsɑːt]	Campingplatz
can U1	[kæn]	können
can U5/9	[kæn]	Dose
Canada U13/1	[ˈkænədə]	Kanada
candle U12/12	[ˈkændl]	Kerze
cannon U3/1	[ˈkænən]	Kanone
(school) canteen U5/OYW2	[ˈskɑːl kænˈtiːn]	(Schul-)Kantine
cap U8/1	[kæp]	(Schul-)Kappe
cape U8/1	[keɪp]	Umhang
captain U3/4	[ˈkæptɪn]	Kapitän
car U2/10	[kɑː]	Auto
careful U7/T3	[ˈkeəfl]	vorsichtig
carrot U7/11	[ˈkærət]	Karotte
to carry U5/T2	[ˈkæri]	tragen
cartoon (series) U14/5	[ˈkɑːtuːn sɪəriːz]	Zeichentrick(serie)
case U12/10	[keɪs]	Fall
castle U12/S6	[ˈkæsl]	Schloss
cat U1/7	[kæt]	Katze
to catch U6/6	[kætʃ]	fangen; festnehmen
to catch the bus/train U11/T5	[tə kætʃ ðə bʌs/treɪn]	den Bus/Zug erwischen
cave U13/1	[keɪv]	Höhle
cave rescue U13/1	[keɪv ˈreskjuː]	Höhlenrettung
ceiling U8/10	[ˈsiːlɪŋ]	Zimmerdecke
cereal U7/7	[sɪəriəl]	Müsli

certainly U10/3	[sɜːtnli]	sicherlich, bestimmt
chair U1/13	[tʃeə]	Stuhl
change U11/T5	[tʃeɪndʒ]	Wechselgeld
to change (into) U6/S3	[tə tʃeɪndʒ ˈɪntə]	sich verwandeln (in)
changing room U10/10	[tʃeɪndʒɪŋ ru:m]	Umkleidekabine
channel U14/5	[ˈtʃænl]	Fernsehsender, Fernsehkanal
chant U2/9	[tʃɑːnt]	Chorgesang
character U13/19	[ˈkærəktə]	Charakter, Figur
to chase U9/10	[tə tʃeɪs]	verfolgen, jagen
chat U9/17	[tʃæt]	Unterhaltung, Plauderei
cheap U5/3	[tʃi:p]	billig
to check U1/7	[tə tʃek]	überprüfen, kontrollieren
cheese U7/1	[tʃiːz]	Käse
cheetah U9/3	[tʃiːtə]	Gepard
chicken U7/3	[ˈtʃɪkɪn]	Huhn
child (pl children) U1/16	[tʃaɪld, ˈtʃɪldrən]	Kind
chili U7/4	[ˈtʃɪliːs]	Chilis
China U1/1	[tʃaɪnə]	China
chips U7/13	[tʃɪps]	Pommes frites
chocolate U7/21	[tʃɒklət]	Schokolade
choice U1/4	[tʃɔɪs]	Alternative, Wahl; hier: Wahlmöglichkeit
to choose U1/9	[tə tʃuːz]	(aus-)wählen
chopstick U7/4	[tʃɒpstɪk]	Esstübchen
Christmas U10/3	[ˈkrɪsməs]	Weihnachten
cinema U3/4	[ˈsɪnəmə]	Kino
to circle U7/3	[tə sɜːkəl]	einkreisen
city U1/4	[sɪti]	(Groß-)Stadt
class U5/18	[klɑːs]	Schulklasse
class speaker U7/3/OYW4	[klɑːs ˈspiːkə]	Klassensprecher/ Klassensprecherin
classroom U1	[klɑːsru:m]	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	[ˈkləʊsə]	näher heran
cloth U9/T4	[klɒθ]	Tuch
clothes U8	[ˈkləʊðz]	Kleidung
cloud U13/18	[klaʊd]	Wolke
clown doctor U5/OYW2	[klaʊn ˈdɒktə]	Clowndoktor/ Clowndoktorin
clue U11/20	[kluː]	Hinweis, Tipp
coastguard U13/1	[kəʊstgɑːd]	Küstenwache

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'mju:nɪkeɪt]	kommunizieren
competency U3/T1	[kɒmpɪtənsi]	Kompetenz
to complete U2/10	[tə kəm'pli:t]	vervollständigen
to compliment sb. U9/T4	[tə kɒmplɪmənt]	jemandem Komplimente machen
computer game U10/3	[kəm'pjʊ:tə geɪm]	Computerspiel
concert U5/3	[kɒnsət]	Konzert
Congratulations! U10/4	[kɒŋgrætʃ ə'leɪʃənz]	Herzlichen Glückwünsche
conversation U11/19	[kɒnvə'seɪʃən]	Unterhaltung, Gespräch
to cook U11/13	[tə kʊk]	kochen
cook U15/1	[kʊk]	Koch/Köchin
corn U7/1	[kɔ:n]	Mais
corn bread U7/4	[kɔ:n bred]	Maisbrot
correct U1/3	[kə'rekt]	richtig, korrekt
to cost U13/OYW4	[tə kɒst]	kosten
costume U8/10	[kɒstjʊ:m]	Kostüm
could U3/T1	[kʊd]	könnte, könnte
to count to U1	[tə kaʊntə]	zählen
country U7/5	[kʌntri]	Land
cover U14/14	[kʌvə]	Umschlag; Titelseite
to cover (up) U1/14	[tə kʌvə]	bedecken, verdecken
to create U8	[tə kri'eɪt]	erstellen, entwerfen
cricket U9/OYW4	[kri:kɪt]	Grille
crime U13/1	[kraɪm]	Verbrechen
Croatia U15/1	[kraʊʃiə]	Kroatien
crocodile U1/8	[krɒkə'dɪl]	Krokodil
cucumber U7/1	[kju:kʌmbə]	Gurke
cuddly toy U9/10	[kʌdli tɔɪ]	Stofftier
a cup of U5/OYW2	[ə kʌp ɒv]	eine Tasse
cupcake U15/7	[kʌpkɛɪk]	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	[deɪli 'eksɪzɪz]	tägliche Bewegung
to dance U5/3	[tə dɑ:ns]	tanz
danger U13/5	[dæŋdʒə]	Gefahr
to be in danger U13/5	[bi: ɪn dæŋdʒə]	in Gefahr sein
dangerous U9/10	[deɪŋdʒəs]	gefährlich
dark U1/OYW1	[dɑ:k]	dunkel
date U12	[deɪt]	Datum
daughter U11/11	[dɔ:tə]	Tochter
day U1	[deɪ]	Tag
day after U9/9	[deɪ 'ɑ:ftə deɪ]	Tag für Tag
day of the U13/13	[deɪz ɒv ðə wɪ:k]	Wochentage
dead U13/13	[ded]	tot
dear U9/13	[diə]	liebe/lieber
December U12/6	[dɪ'sembə]	Dezember
decide U7/T3	[tə dɪ'saɪd]	entscheiden
decision U14/3	[dɪ'sɪʒn]	Entscheidung
deep U13/1	[di:p]	tief
delicious U12/10	[dɪ'lɪʃəs]	köstlich
democracy U13/OYW4	[dɪ'mɒkrəsi]	Demokratie
to describe U3	[tə dɪ'skraɪb]	beschreiben
description U3	[dɪ'skrɪpʃn]	Beschreibung
desk U13/13	[desk]	Schreibtisch
dessert U7/4	[dɪ'zɜ:t]	Nachtisch, Nachspeise
detective 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	[daɪələʒ]	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 ru:m]	Esszimmer
dinner U7/4	[dɪnə]	Abendessen
dinosaur U14/6	[daɪnəsɔ:]	Dinosaurier
to disappear U14/10	[tə dɪsə'pɪə]	verschwinden
to discuss U9/T4	[tə dɪ'skʌs]	besprechen, diskutieren
to do U1/9	[tə du:]	machen, tun
doctor U5/OYW2	[dɒktə]	Arzt/Ärztin
dog U1/7	[dɒg]	Hund
doll U6/10	[dɒl]	Puppe
done U15/6	[dʌn]	fertig, erledigt

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	[dri:m]	Traum
to dream U13/6	[tə dri:m]	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	[i:tʃ]	jeder/jede/jedes
eagle U4/S2	[i:gl]	Adler
ear U3/2	[iə]	Ohr
earpod U10/3	[iə pɒd]	Ohrstöpsel
early U4/4	[ɜ:li]	früh
Earth U13/17	[ɜ:θ]	Erde
east U1/1	[i:st]	Osten
easy U13/6	[i:zi]	einfach
to eat U1/8	[i:t]	essen, essen
eater U12/1	[i:tə]	Esser, Esserin
eating habits U7	[i:tɪŋ 'hæbɪts]	Essgewohnheit
economy U5/OYW2	[i'kɒnəmi]	Wirtschaft
education U13/OYW4	[edʒʊ'keɪʃən]	Bildung, Erziehung
egg U7/1	[eg]	Ei
eight U1/1	[eɪt]	acht
eighteen U1/1	[eɪ'ti:n]	achtzehn
eighty U10/1	[eɪ'ti:	achtzig
elephant U5/10	[elɪfənt]	Elefant
eleven U1/1	[ɪ'ven]	elf
email address U11/1	[i'meɪl 'ædres]	E-Mail-Adresse
embarrassing U9/OYW3	[ɪm'bærəsɪŋ]	peinlich
emergency U13	[ɪ'mɜ:dʒən'si]	Notfall, Notlage
emergency service U13	[ɪ'mɜ:dʒən'si 'sɜ:vɪs]	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	[ɪŋɡlənd]	England
English U1/13	[ɪŋɡlɪʃ]	Englisch
to enjoy U1/1	[tə ɪn'dʒɔɪ]	genießen
enough U5/OYW2	[ɪ'nʌ]	genug
episode U2/S1	[ɪ'pɪsəʊd]	Folge, Episode
European U13/1	[jʊ'rɒpiən]	europäisch; Europäer/ Europäerin
evening U4/4	[ɪ'vniŋ]	Abend
event U12/5	[ɪ'vent]	Ereignis, Veranstaltung
ever U1/1	[evə]	je(mals)
every U1/1	[evri]	jeder/jede/jedes
everybody U1/12	[evri'bɒdi]	jede/r
everyday U1/1	[evri'deɪ]	Alltags-; täglich
everyone U1/1	[evriwʌn]	jede/r
everything U1/4	[evriθɪŋ]	alles
everywhere U1/1	[evriweə]	überall
exactly U1/12	[ɪg'zæktli]	genau, exakt
example U1/1	[ɪg'zɑ:mpl]	Beispiel
excellent U1/3	[eksələnt]	ausgezeichnet
excited U4/1	[ɪk'saɪtɪd]	aufgeregt, begeistert
exciter U8/10	[ɪk'saɪtə]	Aufreger, Erreger
exciting U8/10	[ɪk'saɪtɪŋ]	aufregend, spannend
Excuse me! U8/13	[ɪk'skju:z mi]	Entschuldigen Sie bitte!, Entschuldigung!
exercise U1/1	[eksəsaɪz]	Aufgabe, Übung
exercise U11/5	[eksəsaɪz]	hier: Bewegung
exercise book U1/11	[eksəsaɪz bʊk]	(Aufgaben-)Heft
expensive U10/6	[ɪk'spensɪv]	teuer
to explore U13/1	[tə ɪk'splɔ:r]	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 fɔ:l]	fallen
to fall asleep U10/6	[tə fɔ:l ə'sli:p]	einschlafen
to fall out of U6/1	[tə fɔ:l aʊt əv]	aus etwas herausfallen; hinusstürzen
false U1/9	[fɔ:ls]	falsch
family U6/10	[fæməli]	Familie
famous U3/1	[feɪməs]	berühmt
fang U9/OYW3	[fæŋ]	Eckzahn; Reißzahn
fantastic U4/3	[fæn'tæstɪk]	toll, fantastisch

fantasy story U2/S1	[fæntəsi stɔ:ri]	Fantasiegeschichte
far U14/13	[fɑ:]	weit
far away U9/10	[fɑ: ə'weɪ]	weit weg
farm U9/3	[fɑ:m]	Bauernhof
fast U5/OYW2	[fɑ:st]	schnell
fast forward button U14/6	[fɑ:st 'fɔ:rwəd 'bʌtn]	Vorspultaste
father U11/5	[fɑ:ðə]	Vater
favourite U1/18	[feɪvərɪt]	Liebblings-
February U12/6	[februəri]	Februar
to feed U2/4	[tə fi:d]	zu essen geben, füttern
to feel U4	[tə fi:l]	(sich) fühlen
feeling U4	[fi:lɪŋ]	Gefühl
a few U3	[ə fju:]	einige, ein paar
fifteen U1/1	[fɪf'ti:n]	fünfzehn
fifth U12/1	[fɪfθ]	fünfte
fifty U10/1	[fɪfti]	fünfzig
to fight U14/7	[tə faɪt]	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 wənz heɪm]	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, beenden
fire U13/1	[faɪə]	Feuer
to be on fire U10/S5	[tə bi ɒn 'faɪə]	brennen
fire brigade U13/1	[faɪə brɪ'geɪd]	Feuerwehr
first U6/5	[fɜ:st]	zuerst, zuerst
fish (pl fish) U1/7	[fɪʃ, fɪʃ]	Fisch
fish and chips U9/3	[fɪʃ ən 'tʃɪps]	Fisch mit Pommes frites
fish sauce U7/4	[fɪʃ sɔ:s]	Fischsauce
fishing U15/1	[fɪʃɪŋ]	Fischen, Angeln
to fit U8/4	[tə fɪt]	passen, passen
five U1/1	[faɪv]	fünf
flat U9/17	[flæt]	Wohnung
floor U1/13	[flɔ:]	(-)Boden
to fly U6/10	[tə flaɪ]	fliegen
to fly up U13/1	[tə flaɪ ʌp]	hochfliegen, emporfliegen
to follow U4/1	[tə fɒləʊ]	folgen
following U2/12	[fɒləʊɪŋ]	folgender/folgende/folgendes
food (no pl) U6/10	[fu:d]	Essen
foot (pl feet) U3/2	[fʊt, fi:t]	Fuß
football U4/9	[fʊtbɔ:l]	Fußball
for U1	[fɔ:]	für

for a long time U14/14	[fɔ:r ə lɒŋ taɪm]	für eine lange Zeit
for fun U15/2	[fɔ: fʌn]	zum Spaß
for now U9/S1	[fə naʊ]	vorerst, fürs Erste
forest U13/17	[fɒrɪst]	Wald
to forget U5/6	[tə fə'get]	vergessen
form U4	[fɔ:m]	Form
forty U10/1	[fɔ:ti]	vierzig
four U1/1	[fɔ:]	vier
fourteen U1/1	[fɔ:ti:n]	vierzehn
fourth U12/1	[fɔ:θ]	vierte
fox (pl foxes) U14/1	[fɒks]	Fuchs
France U1/1	[fræns]	Frankreich
to free sb. U8/1	[tə fri:]	jd. befreien
free U9/9	[fri:]	frei
free time U11/1	[fri: taɪm]	Freizeit
to freeze U14/1	[tə fri:z]	erstarren
Friday U11/1	[fraɪdeɪ]	Freitag
friend U11/1	[frend]	Freund/Freundin
friendship U14/14	[frendʃɪp]	Freundschaft
frog U11/1	[frɒg]	Frosch
from U2/6	[frəm]	von, aus
fruit U7/1	'fru:t]	Frucht; Obst
fun U1/1	'fʌn]	Spaß
function U3/T1	[fʌŋkʃn]	Funktion
funny U6/6	[fʌni]	lustig, komisch
fur U9/OYW3	[fɜ:]	Pelz
future U15/1	[fju:tʃə]	Zukunft
G		
game U10/4	[geɪm]	Spiel
game show U14/1	[geɪm ʃəʊ]	Spielshow
gamer U14/4	[geɪmə]	Spieler/Spielerin, Zocker/Zockerin
gaming U14/4	[geɪmɪŋ]	Spielen
garage U5/T2	[gæra:ʒ]	Garage
garden U5/T2	[gɑ:dn]	Garten
gas U13/16	[gæs]	Gas
Georgia U7/4	[dʒɔ:dʒə]	Georgien
Germany U15/1	[dʒɜ:məni]	Deutschland
to get U4/12	[tə get]	holen; bekommen; werden
Get a move on! U11/T5	[get ə mu:v 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 ɪntə]	in ... hineingelangen
to get stuck U13/T6	[tə get stʌk]	stecken bleiben
to get talking U1/4	[tə get 'tɔ:kɪŋ]	ins Gespräch kommen
to get up U6/G	[tə get ʌp]	aufstehen
giraffe U2/1	[dʒə'ra:f]	Giraffe

girl U1/4	[gɜ:l]	Mädchen
to give U1	[tə ɡɪv]	geben
Give me a hug! U14/14	[ɡɪv mi: ə hʌɡ]	Gib/Gebt mir eine Umarmung!
to give up U3/T1	[tə ɡɪv ʌp]	aufgeben
glad U4/11	[glæd]	froh
glue stick U1/11	[ɡlu: stɪk]	Klebestift
to go U1/8	[tə ɡəʊ]	gehen
to go away U4/3	[tə ɡəʊ ə'weɪ]	fortgehen, wegggehen
to go back U4/13	[tə ɡəʊ bæk]	zurückgehen
to go into U8/S4	[tə ɡəʊ 'ɪntə]	hineingehen
to go on U6/13	[tə ɡəʊ ɒn]	weitermachen; weitergehen
to go on a train U2/4	[tə ɡəʊ ɒn ə treɪn]	mit dem Zug fahren
to go on a trip U3/12	[tə ɡəʊ ɒn ə trɪp]	verreisen, wegfahren
to go on holiday U15/2	[tə ɡəʊ ɒn 'hɒlədeɪ]	in den Urlaub fahren
to go out U9/T4	[tə ɡəʊ aʊt]	ausgehen, fortgehen
to go outside U15/2	[tə ɡəʊ aʊt'saɪd]	nach draußen gehen
to go shopping U5/OYW2	[tə ɡəʊ 'ʃɒpɪŋ]	einkaufen gehen
to go swimming U3/T1	[tə ɡəʊ swɪmɪŋ]	schwimmen gehen
to go to bed U11/6	[tə ɡəʊ tu: bɛd]	zu Bett gehen
to go to school U11/5	[tə ɡəʊ tu: sku:l]	zur Schule gehen
to go to the cinema U3/T1	[tə ɡəʊ tə ðə 'sɪnəmə]	ins Kino gehen
to go up U13/11	[tə ɡəʊ ʌp]	hinaufgehen
golden U3/6	[ɡəʊldən]	aus Gold, golden
goldfish U6/9	[ɡəʊldfɪʃ]	Goldfisch
gone U6/9	[ɡɒn]	gegangen, verstorben
good U1/4	[ɡʊd]	gut
Good evening. U8/10	[ɡʊd 'i:vnɪŋ]	Guten Abend.
Good for you! U12/16	[ɡʊd fə ju:]	Schönes!; Gut gemacht!
Good idea! U3/T1	[ɡʊd aɪ'dɪə]	Gute Idee!
Good morning. U6/2	[ɡʊd 'mɔ:ɪnɪŋ]	Guten Morgen.
Good work. U6/12	[ɡʊd wɜ:k]	Gute Arbeit.
goodbye U10/6	[ɡʊd'baɪ]	Wiedersehen, Tschüss
goodnight U1/11	[ɡʊd'naɪt]	gute Nacht
gorilla U1/8	[ɡɒrɪlə]	Gorilla
Gosh! U10/3	[ɡɒʃ]	Meine Güte!
goulash U15/2	[ɡu:læʃ]	Gulasch
grammar U1/G	[ɡræmə]	Grammatik
grandma U5/OYW2	[ɡrænmə:]	Oma, Omi
grandpa U9/10	[ɡrænpe:]	Opa, Opi
grandparents U7/4	[ɡrænpeərənts]	Großeltern

grape U7/1	[ɡreɪp]	Traube
grass U9/6	[ɡrɑ:s]	Gras
great U1/1	[ɡreɪt]	großartig, wunderbar
great U12/S6	[ɡreɪt]	groß, riesig
green U1/12	[ɡri:n]	grün
to greet U1	[tə ɡri:t]	(be-)grüßen
greeting U11/21	[ɡri:ɪŋ]	Gruß
grey U1/12	[ɡreɪ]	grau
to grill U7/4	[tə ɡrɪl]	grillen
guard U4/4	[ɡɑ:ɹd]	Wache
to guess U3/8	[tə ɡes]	(er-)raten
guess what! U6/T6	[ɡes wʌt!]	Du wirst es nicht glauben.
guide U2/11	[ɡaɪd]	Reiseführer/Reiseführerin
guinea pig U9/11	[ɡɪni piɡ]	Meerschweinchen
guitar U5/1	[ɡɪtɑ:]	Gitarre
guitarist U5/1	[ɡɪtɑ:rɪst]	Gitarrist/Gitarristin
gun U1/11	[ɡʌn]	(Schuss-)Waffe
guys (plural) U6/S3	[ɡaɪz]	Leute
hair U3/2	[heə]	Haare
hairband U1/OYW1	[heəbænd]	Haarband, Haarreif
half an hour U11/T5	[hɑ:f ən 'aʊə]	eine halbe Stunde
half (three) U11/1	[hɑ:f pa:st]	halb (vier)
hall U12/12	[hɔ:l]	Hausflur
ham U7/1	[hæm]	Schinken
hamster U9/11	[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	[hɑ:d]	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 'pɑ:ti]	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 hæv nɒt ɡɒt]	(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

headphones U10/3	[hedfəʊnz]	Kopfhörer
healthy U7	[helθi]	gesund
to hear U5/6	[tə hiə]	hören
helicopter U13/5	[helɪ,kɒptə]	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	[hiə]	hier, her
Here we go! U3/12	[hiə wi 'gəʊ]	Jetzt geht's los!
Here you are. U7/13	[hiə 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 ,hɪpə' 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	[hə'lədeɪz]	Urlaub, Ferien
home U4/3	[həʊm]	zu/nach Hause; Zuhause
home schooling U11/5	[həʊm'sku:lɪŋ]	Heimunterricht
homework U3/T1	[həʊmwɜ:k]	Hausaufgabe
honey U1/8	[hʌni]	Honig
hoodie U8/1	[hudi]	Kapuzenpullover
hook U3/13	[hʊk]	Haken
to hope U7/T3	[tə həʊp]	hoffen
horn shark U15/2	[hɔ:n fɑ:k]	Hornhai
horror U10/9	[hɒrə]	Entsetzen, Grauen
horror story U14/14	[hɒrə 'stɔ:ri]	Horrorroman, Horrorgeschichte
horse U8/15	[hɔ:s]	Pferd
hospital U5/OYW2	[hɒspɪtl]	Krankenhaus
host U8/10	[hɒst]	Gastgeber/Gastgeberin
hot U4/1	[hɒt]	heiß
hot chocolate U11/21	[hɒt 'tʃɒlət]	heiße Schokolade, heißer Kakao
hour U5/4	[aʊə]	Stunde
house U6/G	[haʊs]	Haus
how U1/8	[haʊ]	wie
How are you? U1/8	[haʊ ər ju:]	Wie geht es dir/Ihnen/ euch?
How dare you! U12/S6	[haʊ deə ju:]	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 tu:]	wie man
hug U14/13	[hʌg]	Umarmung
to hug U14/13	[tə hʌg]	umarmen
huge U14/6	[hju:dʒ]	riesig
hundred U5/9	[hʌndrəd]	hundert
Hungary U15/2	[hʌŋgəri]	Ungarn
hungry U4/1	[hʌŋgrɪ]	hungrig
to hunt U14/13	[tə hʌnt]	jagen
to hurry up U11/7	[tə hʌri ʌp]	sich beeilen
to hurt U11/8	[tə hɜ:t]	wehtun, schmerzen
I U1/1	[aɪ]	ich
I don't know. U11/1	[aɪ dəʊnt nəʊ]	Ich weiß nicht.
I see. U11/1	[aɪ si:]	Ich verstehe.
ice cream U6/8	[aɪs kri:m]	Eiscreme
I'd like. U6/6	[aɪd laɪk]	Ich hätte gerne ...
idea U12/1	[aɪ'diə]	Idee, Einfall
ill U12/1	[ɪl]	krank
I'm (I am) U1/4	[aɪm, aɪ æm]	Ich bin; Ich heiße
I'm fine. U1/4	[aɪm faɪn]	Es geht mir gut.
I'm good. U1/4	[aɪm gʊd]	Es geht mir gut.
I'm in hospital. U3/11	[aɪm ɪn 'hɒspɪtəl]	Ich bin im Krankenhaus.
I'm not sure. U5/3	[aɪm nɒt ʃʊə]	Ich bin mir nicht sicher.
I'm ready to go. U8/4	[aɪm 'redi tə ɡəʊ]	Ich bin bereit zu gehen.
I'm right to think ... U12/2	[aɪm raɪt tə θɪŋk]	Ich habe Recht, das zu denken.
I'm sorry. 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'pɔ:tnt]	wichtig
in U1/3	[ɪn]	in
in front of U2/1	[ɪn frʌnt ɒv]	vor
in one go U5/9	[ɪn wʌn ɡəʊ]	in einem Zug
in pairs U1/4	[ɪn peəz]	zu zweit
in the lead U14/3	[ɪn ðə li:d]	in Führung
In your dreams. U10/3	[ɪn ju: dri:mz]	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

to be interested in U9/OYW3	[tə be ɪntrəstɪd ɪn]	interessiert sein an
interesting U12/20	[ɪntrəstɪŋ]	interessant
interview U9/6	[ɪntəvju:]	Interview
to interview sb. U8/3	[tə ɪntəvju:]	jdn. interviewen
into U4/6	[ɪntə]	in (... hinein)
to introduce U1/OYW1	[tə ɪntrə' dʒu:s]	(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 ɡʊd]	Es bringt nichts.
It's your turn. U3/8	[ɪts jɔ: tɜ:n]	Du bist dran., Du bist an der Reihe.

J

jacket U4/4	[dʒækɪt]	Jacke
January U12/6	[dʒænjuəri]	Jänner
Japanese U6/10	[dʒæpə'ni:z]	japanisch
jeans U1/OYW1	[dʒi:nz]	Jeans
jetpack U13/5	[dʒetpæk]	Raketenrucksack
job U5/3	[dʒɒb]	Beruf, Arbeit, Aufgabe
to join U15/2	[tə dʒɔɪn]	beitreten, anschließen
juice U5/T2	[dʒu:s]	Saft
July U12/6	[dʒu'laɪ]	Juli
to jump U6/1	[tə dʒʌmp]	springen, hüpfen
to jump down U11/9	[tə dʒʌmp daʊn]	hinuntergehen
to jump into U6/12	[tə dʒʌmp 'ɪntə]	(sich) springen in
to jump up U14/6	[tə dʒʌmp ʌp]	aufspringen
June U12/6	[dʒu:n]	Juni
just U1/1	[dʒʌst]	nur, gerade
Just a minute. U10/S5	[dʒʌst ə mɪnɪt]	Einen Augenblick bitte.; Moment mal.
Just a moment. U11/3	[dʒʌst ə məʊnt]	Einen Moment bitte.; Moment mal.
Just joking! U15/1	[dʒʌst dʒɔɪkɪŋ]	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 ki:p]	(be-)halten

key ring U10/3	[ki: rɪŋ]	Schlüsselanhänger
keyboard U5/2	[ki:bɔ:d]	Keyboard
to kick U13/T6	[tə kɪk]	treten
kid U4/13	[kɪd]	Kind
to kill U14/13	[tə kɪl]	töten
kilo U10/6	[ki:ləʊ]	Kilo
kind U9/T4	[kaɪnd]	nett, freundlich
kind (of) U14/14	[kaɪnd ɒv ɔ:f]	(von) Sorte (von)
That's kind of you. U9/OYW3	[ðætz kaɪnd ɒv ju:]	Das ist nett von dir.
kindergarten U13/OYW4	[kɪndə'gɑ:tn]	Kindergarten
kitchen U12/2	[kɪtʃn]	Küche
kitchen table U11/T5	[kɪtʃɪn 'teɪbl]	Küchentisch
kiwi U7/9	[ki:wi]	Kiwi
knee U11/6	[ni:]	Knie
knock U8/8	[nɒk]	Klopfen
to know U11/1	[tə nəʊ]	wissen; kennen

ladder U13/1	[lædə]	Leiter
Ladies and gentlemen U8/10	[leɪdɪz ənd' dʒentlmən]	Verehrtes Publikum!, Meine Damen und Herren!
lake U4/12	[leɪk]	See
to land U13/6	[tə lænd]	landen
language U11/1	[læŋgwɪdʒ]	Sprache
last U12/U	[lɑ:st]	letzter/letzte/letztes
late U4/3	[leɪt]	(zu) spät
late at night U12/G	[leɪt ət naɪt]	spät in der Nacht
later U4/3	[leɪtə]	später
(the) latest U14/3	[leɪtɪst]	(das) Neueste, (das) Aktuellste
to laugh U5/OYW2	[tə lɑ:f]	lachen
leader U13/T6	[li:də]	Leiter/Leiterin, Anführer/ Anführerin
leaf (pl leaves) U14/12	[li:f, li:vz]	Blatt
to learn U1	[tə lɜ:n]	lernen
to leave U6/1	[tə li:v]	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 si:]	Zeig mal her.
Let me think. U10/10	[let mi θɪŋk]	Lass mich nachdenken.
Let go! S2	[let ɡəʊ]	Lass(t) los!
to let sb. out U2/9	[tə let 'sʌmbədi aʊt]	jdn. hinauslassen
let's (= let us) U1/12	[lets]	Lass(t) uns
Let's get out of here! U8/S4	[lets get aʊt əv hɪə]	Lass(t) uns von hier verschwinden!

Let's go! U2/4	[ləts ɡəʊ]	Los! Gehen wir!
letter U1/3	[letə]	Buchstabe
letter U9/13	[letə]	Brief
library U7/T3	[laɪbrəri]	Bibliothek
life (pl lives) U4/4	[laɪf, laɪvz]	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	[laɪn]	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	[lɪtə 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 ru:m]	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, nachsuchen
to look out U6/2	[tə lʊk aʊt]	hinausschauen
to look up U13/6	[tə lʊk ʌp]	hinaufschauen
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 Menge
loud U5/4	[laʊd]	laut
to love U1/1	[lʌv]	lieben, mögen
Love, ... U9/16	[lʌv]	die Liebe, ...
lovely U10/4	[lʌvlɪ]	großartig, reizend, nett
to be lucky U11/1	[tə bi lʌki]	Glück haben
lunch U4/5	[lʌntʃ]	Mittagessen
lunch box U7/1	[lʌntʃ bɒks]	Jausenbox
lunchtime U4/4	[lʌntʃ taɪm]	Mittagspause

M

mad U4/12	[mæd]	böse, wütend
madam U10/12	[mædəm]	(gnädige) Frau

magazine U10/3	[mæɡə'ziːn]	Zeitschrift, Magazin
magazine article U13/6	[mæɡə'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 meɪk frɛnds]	sich anfreunden
to make fun of sb. U6/S3	[tə meɪk fʌn əv]	über jdn. lustig machen
to make up U12/1	[tə meɪk ʌp]	erfinden
man (pl men) U6/1	[mæn, men]	Mann
many U11/1	[meni]	viele
March U12/6	[mɑːtʃ]	März
market U6/10	[mɑːkɪt]	Markt
mask U8/1	[mɑːsk]	Maske
to mass U11/1	[tə mæsəːz]	massieren
mat U9/1	[mæt]	Matte
match U11/1	[mætʃ]	Match, Spiel
math U12/5	[mæθs]	Mathe(matik)
May U7/1	[meɪ]	Mai
maybe U4/1	[meɪbi]	vielleicht
mayor U12/W4	[meə]	Bürgermeister/ Bürgermeisterin
me U1/12	[miː]	mir; mich
me U3/T1	[miː 'tuː]	Ich auch.
meal U7/5	[miːl]	Mahlzeit, Essen
to mean U7/2	[tə miːn]	meinen; bedeuten
means of transport U11/T5	[miːnz əv 'trænsɔːt]	Verkehrsmittel
meat U7/1	[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	[mɪdnɑːt]	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

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	[mu:n]	Mond
more U1/1	[mɔ:]	mehr
more than U9/3	[mɔ: ðən]	mehr als
morning U4/4	[mɔ:nɪŋ]	Morgen
to morph U8/S4	[tə mɔ:f]	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 'reskjʊ:]	Bergrettung
mouse (pl mice) U9/1	[maʊs, maɪs]	Maus
mouth U3/2	[maʊθ]	Mund
to move U5/3	[tə mu:v]	(sich) bewegen
much U7/5	[mʌtʃ]	viel; sehr
mum U4/3	[mʌm]	Mama
music U5	[mju:zɪk]	Musik
music show U14/1	[mju:zɪk ʃəʊ]	Musikshow
musical U5	[mju:zɪkl]	musikalisch, melodisch
musician U5	[mju:'zɪʃn]	Musiker/In
must U1/8	[mʌst]	müssen
my U1/4	[maɪ]	mein

N

name U1/4	[neɪm]	Name
national park U15/1	[nəʃənəl 'pɑ:k]	Nationalpark
nature U14/1	[neɪtʃə]	Natur
near U9/3	[nɪə]	nahe, in der Nähe von
nearly U7/T3	[nɪəli]	fast, beinahe
necklace U6/10	[nekləs]	Halskette
to need U8/10	[tə ni:d]	brauchen
negative U4	[neɡətɪv]	negativ; verneinend
neighbour U14/19	[neɪbə]	Nachbar/Nachbarin
nervous U4/1	[nɜ:vəs]	nervös
nest U14/17	[nest]	Nest
net U8/S4	[net]	Netz
the Netherlands U15/1	[ðə ˌneðələndz]	die Niederlande

never U7/4	[nevə]	nie(mals)
new U1/12	[nju:]	neu
New Zealand U13/1	[nju: 'zi:lənd]	Neuseeland
the news (pl) U14/1	[ðə nju:z]	die Nachrichten
newspaper U9/3	['nju:zpeɪpə]	Zeitung
next U4/3	[nekst]	nächster/nächste/ nächstes
next to U1/11	[nekst tu]	neben
nice U1/4	[naɪs]	öftlich, schön, angenehm; nett
Nice to meet you! U1/4	[naɪs tu mi:t ju]	Es freut mich, dich/Sie kennen zu lernen!
night U1/1	[naɪt]	Nacht
night-time U6/10	['naɪt taɪm]	nachts
nine U1/1	[naɪn]	neun
nineteen U1/1	[naɪn'ti:n]	neunzehn
ninety U1/1	[naɪn'ti]	neunzig
no U1/1	[nəʊ]	nein
No idea U1/1	[nəʊ aɪ'dɪə]	Keine Ahnung.
no one U1/1	[nəʊ wʌn]	niemand, keine/r
No problem U10/10	[nəʊ 'prɒbləm]	Kein Problem.
No problem. U1/4	[nəʊ ri:zn]	Nur so., Einfach so.
No way! U1/35	[nəʊ weɪ]	Auf keinen Fall!
No wonder. U10/6	[nəʊ 'wʌndə]	Kein Wunder.
Noise U9/10	[nɔɪz]	Geräusch; Lärm, Krach
noisy U7	[nu:ɪd]	Nudel
normal U14/6	[nɔ:ml]	normal
north U1/1	[nɔ:θ]	Norden
nose U3/3	[nəʊz]	Nase
not U1/1	[nɒt]	nicht
not ... any more U9/10	[nɒt enɪ 'mɔ:]	nicht mehr
note U1/8	[nəʊt]	Anmerkung, Notiz
nothing U5/T2	[nʌθɪŋ]	nichts
to notice U13/18	[tə nəʊtɪs]	bemerkend
noun 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

(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 kɔ:s]	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

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'pʊn 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	[ənjən]	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	[ɔːdɪnəl 'nʌmbə]	Ordnungszahl
other U9/3	[ʌðə]	anderer/andere/anderes
our U2/2	[aʊə]	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]	Malbox
paintbrush U1/11	[peɪntbrʌʃ]	Farb Pinsel
a pair of U8/1	[ə peə əv]	ein Paar (von)
paragraph U6/13	[pærəgrɑːf]	Absatz
parcel U13/1	[pɑːsəl]	Paket, Päckchen
Pardon? U5/T2	[pɑːdn]	Entschuldigung
parents U15/1	[peərənts]	Eltern
park U2/4	[pɑːk]	Park
parliament U13/OYW4	[pɑːləmənt]	Parlament, Volksvertretung
parrot U2/1	[pærət]	Papagei
part U3	[pɑːt]	Teil
partner U1/5	[pɑːtnə]	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	[pensl keɪs]	Federpenal
pencil sharpener U1/11	[pensl ʃɑːpənə]	(Bleistift-)Spitzer
penguin U2/4	[penjɪn]	Pinguin
people (pl) U1	[piːpl]	Leute, Menschen
pepper U7/1	[pepə]	Paprika
perfect U12	[pɜːfekt]	perfekt
perfume U7/7	[pɜːfjuːm]	Parfüm
person U10/S5	[pɜːsn]	Person
personal U10/S5	[pɜːsənl]	persönlich; privat
pessimist U13/OYW1	[pesɪ'mɪstɪk]	pessimistisch
pet U9	[pet]	Haustier
to phone U9/6	[tə fəʊn]	anrufen
phone call U11	[fəʊn kɔːl]	(Telefon-)Anruf
phone conversation U11/19	[fəʊn kɒnvə'seɪʃn]	Telefongespräch
phone signal U13/1	[fəʊn 'sɪgnl]	Handy-Signal
photo U1/OYW1	[fəʊtəʊ]	Foto
piano U11/13	[pi'ænəʊ]	Klavier
to pick up U6/2	[tə pik ʌp]	aufheben
picture U1/13	[pɪktʃə]	Bild
picture story U6/10	[pɪktʃə 'stɔːri]	Bildergeschichte
piece U12	[piːs]	Stück
pig U9/2	[pɪg]	Schwein
pilot U13/18	[paɪlət]	Pilot/Pilotin
pink U1/12	[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

political U13/OYW4	[pə'litɪkəl]	politisch
political education U13/OYW4	[pə'litɪkəl ,ɛdʒu:'keɪʃən]	politische Bildung
politics U13/OYW4	[pə'lətɪks]	Politik
pony U9/1	[pəʊni]	Pony
population U9/3	[pɒpjʊ'leɪʃn]	Bevölkerung
portfolio U1/18	[pɔ:t'fəʊliəʊ]	Portfolio, Mappe
possession U5	[pə'zeɪʃn]	Besitz
possessive U5	[pə'zesɪv]	besitzanzeigend
postcard U11	[pəʊstkɑ:d]	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	[pri'zent]	präsentieren
presenter U9/6	[pri'zentə]	Moderator/Moderatorin
president U14/3	[prezɪdnt]	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]	Problem
profit U5/OYW2	[prɒfɪt]	Gewinn
programme U11/19	[prəʊgræm]	Programm
projector U1/13	[prə'dʒektə]	Projektor
promise U6/S3	[prəmɪs]	Versprechen
pronoun U9	[prəʊnaʊn]	Pronomen
proud U4/1	[praʊd]	stolz
to pull U6/5	[tə pʊl]	ziehen
to pull sth. out U10/9	[tə pʊl aʊt]	etw. herausziehen
pumpkin U7/1	[pʌmpkɪn]	Kürbis
purple U1/OYW1	[pɜ:pl]	lila
purse U7/T3	[pɜ:s]	Geldtasche, Geldbörse
to push U11/9	[tə pʊʃ]	schieben
to put U4/6	[tə pʊt]	setzen, legen, stellen
to put on U6/1	[tə pʊt ɒn]	anziehen, aufsetzen
puzzle U2/S1	[pʌzəl]	Rätsel; Puzzle
pyjamas U8/1	[pɪ'dʒæməz]	Schlafanzug, Pyjama

Q

(a) quarter past (three) U11/1	[ə 'kwɔ:tə pa:st]	Viertel nach (drei)
(a) quarter to (nine) U11/1	[ə 'kwɔ:tə tu]	Viertel vor (neun)

question U1	['kwɛstʃən]	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	['ræbɪt]	Hase
to radio U13/1	[tə 'reɪdɪəʊ]	(-)funken
radio U13/5	['reɪdɪəʊ]	Funkgerät; Radio
radio play U4/13	['reɪdɪəʊ pleɪ]	Hörspiel
rat U4/6	[ræt]	Ratte
Rats! U8/S4	[ræts]	Mist!
to reach out U13/1	[tə ri:tʃ aʊt]	ausstrecken
to read U1	[ri:d]	lesen
to read out U7/1	[tə ri:d aʊt]	vorlesen
ready (for) U1/12	['redi]	bereit (für); fertig
real U2/1	[ri:əl]	wirklich; echt, real
reality show U14/1	[ri:'æləti ʃəʊ]	Realityshow
really U14/1	[ri:'əli]	wirklich
red U2/2	[red]	rot
regular U1	[regjələ]	regelmäßig
to remember U1/14	[tə rɪ'membə]	sich erinnern (an)
to remote control U14/1	[ri:məʊt kən'trəʊl]	Fernbedienung
to repeat U1/2	[tə ri:'pi:t]	wiederholen
repetition U5/T2	[repə'tɪʃn]	Wiederholung
reply U14/1	[tə ri:'plai]	antworten
to rescue U13/13	[tə reskju:]	retten
rescue U13/1	[reskju:]	Rettung
to respond 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	[ri:'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 'pu:dɪŋ]	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 hɔ:s]	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

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 rɒl]	rollen
to roll down U11/9	[tə rɒl 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	[ru:f]	Dach
room U4/6	[ru:m]	Zimmer, Raum
to rub U6/S3	[tə rʌb]	reiben
rubber U1/11	[rʌbə]	Radiergummi
rule U10/4	[ru:l]	Regel
to rule U12/S6	[tə ru:l]	(be-)herrschen
ruler U1/11	[ru:lə]	Lineal
to run U2/4	[tə rʌn]	laufen, rennen
to run after U14/13	[tə rʌn 'ɑ:ftə]	nachlaufen, hinterherrennen
to run around U2/4	[tə rʌn ə'raʊnd]	herumlaufen, herumrennen
to run away U6/12	[tə rʌn ə'weɪ]	weglaufen, wegrennen
to run down U6/2	[tə rʌn daʊn]	hinunterlaufen; entlanglaufen
to run out of U6/4	[tə rʌn aʊt əv]	hinausrennen; auslaufen
Russia U15/1	[rʌʃə]	Russland

S

sad U4/1	[sæd]	traurig
safe U13/6	[seɪf]	sicher
to sail U13/1	[tə seɪl]	segeln
salad U7/1	[sæləd]	Salat
the same U9/OYW3	[ðə seɪm]	der-/die/das selbe
sandwich U5/T2	[sænwɪtʃ]	Sandwich belegtes Brot
Saturday U4/8	[sætədi]	Sonntag
sauce U7/4	[sɔ:s]	Soße
sausage U7/1	[sɔ:sɪdʒ]	Schinken, Würstel
to save U13/F	[tə seɪv]	retten
saxophone U5/1	[sæksə'fəʊn]	Saxophon
to say U1/1	[seɪ]	sagen
scared U4/1	[skæd]	ängstlich, verängstigt
to be scared of U3/1	[tə bi:skæd əv]	Angst haben vor
scarf U7/T3	[skɑ:f]	Schal
scene U4/3	[si:n]	Szene
school U1	[sku:l]	Schule
school bag U1/13	[sku:l bæɡ]	Schultasche

school things U1	[sku:l θɪŋz]	Schulsachen
school uniform U1/OYW1	[sku:l 'ju:nɪfɔ:m]	Schuluniform
school year U13/OYW4	[sku:l jɪə]	Schuljahr
science fiction film U14/1	[saɪəns 'fɪkʃn fɪlm]	Science-Fiction-Film
scissors (pl) U1/11	[sɪzəz]	Schere
scooter U10/3	[sku:tə]	Motorroller
scorpion U9/3	[skɔ:pɪən]	Skorpion
screen U13/18	[skri:n]	Bildschirm
screen time U14/1	[skri:n taɪm]	Bildschirmzeit
sea U13/1	[si:]	Meer
second U12/1	[sekənd]	zweiter/zweite/zweites
to see U2/4	[si:]	sehen
See you soon U9/OYW1	[si:ju su:n]	Bis bald.
self-study U1/13	[self 'stʌdi]	Eigenstudium
to sell U1/1	[tə sel]	verkaufen
to send U11/T3	[tə send]	senden, (ver-)schicken
sentence U3/3	[sentəns]	Satz
September U1/6	[sep'tembə]	September
series U3/3	[sɪəri:z]	Serie, Reihe
seven U1/1	[sevn]	sieben
seventeen U1/1	[sevn'ti:n]	siebzehn
seventy U10/1	[sevnti]	siebzig
to shake U5/6	[tə feɪk]	schütteln
It's a shame U9/T4	[ɪts ə feɪm]	Das ist schade.
shark U9/2	[ʃɑ:k]	Hai(fisch)
she U2/7	[ʃi]	sie
ship U13/1	[ʃɪp]	Schiff
shirt U1/OYW1	[ʃɜ:t]	Hemd
shoe U1/OYW1	[ʃu:]	Schuh
to shoot U10/9	[tə ʃu:t]	schießen
shop U5/OYW2	[ʃɒp]	Geschäft, Laden
shop assistant U7/T3	[ʃɒp ə'sɪstənt]	Verkäufer/Verkäuferin
shopkeeper U14/7	[ʃɒpki:pə]	Ladenbesitzer/ Ladenbesitzerin
shopping U5/OYW2	[ʃɒpɪŋ]	Einkaufen
short U3/11	[ʃɔ:t]	klein
short U3/13	[ʃɔ:t]	kurz
short story U6/6	[ʃɔ:t 'stɔ:ri]	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]	jd. 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

signal U13/1	[ˈsɪgnəl]	Signal, Empfang	to speak U1/1	[tə spi:k]	sprechen
similar U12/5	[ˈsɪmələ]	ähnlich, vergleichbar	special U14/6	[speʃl]	besonders; besonderer/ besondere/besonderes
to sing U1/1	[tə sɪŋ]	singen	speech bubble U1/16	[spi:tʃ 'bʌbl]	Sprechblase
Sing along. U4/12	[sɪŋ ə'ləŋ]	Sing(t) mit.	to spell U1/4	[tə spel]	buchstabieren
singer U5/1	[sɪŋə]	Sänger/Sängerin	to spend (time) U14/4	[tə spend]	(Zeit) verbringen
sir U6/6	[sɜ:]	Herr (Anrede)	spider U9/3	[spaɪdə]	Spinne
sister U5/2	[sɪstə]	Schwester	spinach U7/10	[sɪnədʒ]	Spinat
to sit U1/16	[tə sɪt]	sitzen	to splash sb. U9/T4	[tə splæʃ]	anspritzen
to sit down U1/16	[tə sɪt daʊn]	sich (hin-)setzen	spooky U12/S6	[ˈspuːki]	unheimlich, schaurig
situation U5/T2	[sɪtʃu'eɪʃn]	Situation, Lage	spot U14/12	[spɒt]	Punkt
to skate U11/13	[tə skeɪt]	Rollschuh fahren, Rollerskate fahren	sports U14/1	[spɔ:ts]	Sport, Sportarten
to skateboard U3/T1	[tə skeɪtbɔ:d]	Skateboard fahren	spring roll U7/1	[sprɪŋ rɒl]	Frühlingsrolle
sketch U7/13	[sketʃ]	Sketch	stage U4/3	[steɪdʒ]	Bühne
to ski U11/21	[tə ski:]	Ski fahren	to stand U1/16	[tə stænd]	stehen
skin U14/12	[skɪn]	Haut	to stand up U1/16	[tə stænd ʌp]	aufstehen
skirt U1/OYW1	[skɜ:t]	Rock	star U1/1	[stɑ:]	Stern
sky U13/6	[skaɪ]	Himmel	to start U1/1	[tə stɑ:t]	anfangen, beginnen
to sleep U4/13	[tə sli:p]	schlafen	to stay U9/1	[tə steɪ]	bleiben
slide U11/9	[slɑɪd]	Rutsche	step U7/1	[stju:]	Eintopf
to slip U13/5	[tə slɪp]	ausrutschen	stick U1/1	[tə stɪk ɪn]	einkleben
small U2/2	[smɔ:l]	klein	still U4/3	[stɪl]	(immer) noch
smartest U10/9	[ˈsmɑ:tɪst]	klügster/klügste/klügste	stone U2/1	[stəʊn]	Stein
to smell U4/S2	[tə smel]	riechen; hier: stinken	to stop U9/11	[tə stɒp]	stoppen, aufhören
to smile U6/2	[tə smaɪl]	lächeln	stop U1/12	[stɒp ɪt]	Hör(t) auf!
to smoke U6/6	[tə sməʊk]	rauchen	storm U13/5	[stɔ:m]	Sturm
snack U6/10	[snæk]	Snack, Imbiss	story U1/8	[stɔ:ri]	Geschichte, Erzählung
snake U9/3	[sneɪk]	Schlange	story time U1/8	[stɔ:ri taɪm]	Zeit für eine Geschichte
to snow U11/21	[tə snəʊ]	schneien	strategy U3/T1	[strætədʒi]	Strategie
to snowboard U11/21	[tə snəʊbɔ:d]	Snowboard fahren	to stream U14/4	[tə stri:m]	streamen
so U1/OYW1	[səʊ]	so (sehr)	street U5/2	[stri:t]	Straße
So was I. U12/19	[səʊ wəz aɪ]	Ich auch	stress U14/19	[stres]	Betonung
sock U1/OYW1	[sɒk]	Socke	strong U3/11	[strɒŋ]	stark
sofa U5/T2	[səʊfə]	Sofa	stuck U13/T6	[stʌk]	hängen geblieben / stecken geblieben
to solve U6/9	[tə sɒlv]	auflösen	student U3/T1	[stju:dnt]	Schüler/Schülerin; Student/Studentin
some U4/13	[sʌm]	einige, paar	to study U11/5	[tə stʌdi]	studieren, lernen
somebody U3	[sʌmbədi]	jemand	stuff (informal) U6/9	[stʌf]	Zeug, Kram, Sachen
someone U1/4	[sʌmwʌn]	jemand	subject U7/15	[sʌbdʒɪkt]	Betreff
something U3/T1	[sʌmθɪŋ]	etwas	suddenly U8/S4	[sʌdnəli]	plötzlich
sometimes U5/OYW2	[sʌmtaɪmz]	manchmal	to suggest U3/T1	[tə sə'dʒest]	vorschlagen
song U1/1	[sɒŋ]	Lied	suggestion U3/T1	[sə'dʒestʃən]	Vorschlag
sorry U1/4	[sɒri]	Verzeihung, Entschuldigung	to suit sb. U9/T4	[tə su:t]	jdm. gut stehen
sort (of) U14/15	[sɔ:t əv]	Art/Sorte (von)	summer U15/1	[sʌmə]	Sommer
sound system U1/13	[saʊnd sɪstəm]	Tonanlage, Soundsystem	summertime U15/6	[sʌmətaɪm]	Sommerzeit
soup U7/4	[su:p]	Suppe	sun U4/4	[sʌn]	Sonne
south U1/1	[saʊθ]	Süden	Sunday U4/8	[sʌndeɪ]	Sonntag
South Africa U7/4	[saʊθ 'æfrɪkə]	Südafrika	sunglasses U1/OYW1	[sʌŋɡlɑ:sɪz]	Sonnenbrille
space U13/17	[speɪs]	Weltraum	sunny U13/15	[sʌni]	sonnig
spaceship U13/16	[speɪsʃɪp]	Raumschiff	sunset U12/13	[sʌnset]	Sonnenuntergang

superhero U8/10	[su:pəhɪərəʊ]	Superheld/Superheldin
supermarket U5/OYW2	[su:pəmə:kɪt]	Supermarkt
superpower U8/10	[su:pəpaʊə]	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	[swi:t]	süß; angenehm
sweets U10/3	[swi:ts]	Süßigkeiten
to swim U6/12	[tə swɪm]	schwimmen
swimming pool U9/2	[swɪmɪŋ pu:l]	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	[swɒlən]	geschwollen
sword U14/3	[sɔ:d]	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 sɪmbæk]	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 mich an der Hand!
to take off U6/1	[tə teɪk ɒf]	herunternehmen, ausziehen
to take out U1/16	[tə teɪk aʊt]	herausnehmen
to take photos U13/8	[tə teɪk fəʊtəʊz]	Fotos machen
to take place U12/5	[tə teɪk pleɪs]	stattfinden
to talk U1/1	[tɔ:tɔ:k]	sprechen, unterhalten
to talk about U2/8	[tɔ:tɔ:k əbʌt]	über ... sprechen
to talk to sb. U13/OYW4	[tɔ:tɔ:k tu: sɪ]	mit jdm. sprechen
tall U3/11	[tɔ:l]	groß; hoch
tank U9/2	[tæŋk]	hier: Aquarium
task U1/9	[tæsk]	Aufgabe, Übung
taxi U11/T5	[tæksɪ]	Taxi
tea U7/4	[ti:]	Tee
to teach U11/5	[tə ti:tʃ]	unterrichten, lehren
teacher U5/OYW2	[ti:tʃə]	Lehrperson
team U13/5	[ti:m]	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	[tə'reɪbl]	schrecklich, scheußlich
to test U12/4	[tə test]	überprüfen
test U5/6	[test]	Test, Prüfung
text U1/18	[tekst]	Text
text message U10/S5	[tekst mə'seɪʒ]	Textnachricht, SMS
Thank you. U1/4	[θæŋk ju:]	Danke., Dankeschön.
Thank you very much. U10/13	[θæŋk ju: vɛri mʌtʃ]	vielen Dank.
thanks U1/4	[θæŋks]	danke
that U1/1	[ðæt]	das; der/die/das
the U1/1	[ðə]	der/die/das
their U1/4	[ðeə]	ihr; deren
them U1/1	[ðəm]	sie; ihnen
theme park U10/1	[θi:m pɑ:k]	Vergnügungspark
then U1/1	[ðen]	dann, danach
there U1/1	[ðeə]	da, dort
there is/are U1/1	[ðeə ɪz ɑ:]	es gibt, da ist/sind
this U1/9	[ðɪz]	diese (dort)
this is U1/9	[ðɪs]	sie
this is U1/9	[θɪŋ]	Ding, Gegenstand
to think U1/OYW1	[tə θɪŋk]	denken
to think about U9/2	[tə θɪŋk ə'baut]	nachdenken über
to think of U5/T2	[tə θɪŋk əv]	denken an
thirteen U1/1	[θɜ:'ti:n]	dreizehn
this U1/OYW1	[ðɪs]	dieser/diese/dieses
this is me U5/12	[ðɪs ɪz mi]	Das bin ich.
those U1/9	[ðəʊz]	diese; jene
thousand U10/1	[θaʊznd]	tausend
three U1/1	[θri:]	drei
thrilling U14/11	[θrɪlɪŋ]	aufregend, spannend
to throw U8/10	[tə θrəʊ]	werfen
Thursday U4/8	[θɜ:zdeɪ]	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 to U1/1	[tə]	zu; bis; nach

(five) to (four) U11/1	[tu:]	(fünf) vor (vier)
today U4/6	[tə'deɪ]	heute
tofu U7/13	[təʊfu:]	Tofu
together U7/4	[tə'geðə]	zusammen
tomato (pl tomatoes) U7/4	[tə'mɑ:təʊ, tə'mɑ:təʊz]	Tomate
tomorrow U1/12	[tə'mɒrəʊ]	morgen
tongue U5/8	[tʌŋ]	Zunge
tonight U8/10	[tə'naɪt]	heute Abend; heute Nacht
too U1/12	[tu:]	auch
tooth (pl teeth) U3/2	[tu:θ, ti:θ]	Zahn
tortoise U9/1	[tɔ:təs]	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 'kaʊns]	Stadtrat
toy U9/10	[tɔɪ]	Spielzeug
train U2/4	[treɪn]	Zug
trainers U8/1	[treɪnəz]	Turnschuhe
trap U10/S5	[træp]	Falle
treasure U3/F	[trezə]	Schatz
tree U2/1	[tri:]	Baum
trip U3/12	[trɪp]	Ausflug, Reise
to be in trouble U13/1	[tə bi: ɪn trʌbl]	in Schwierigkeiten sein
trousers (no pl) U8/1	[traʊzəz]	Hose
true U1/9	[tru:]	richtig; wahr
to try U5/3	[tə traɪ]	versuchen
Try it! U4/S2	[traɪ ɪt]	Versuch!
to try on U8/4	[tə traɪ ɒn]	anprobieren
Tuesday U4/8	[tju:zdeɪ]	Dienstag
Tunisia U15/1	[tju:'nɪziə]	Tunesien
to turn over U9/OYW3	[tə tɜ:n 'əʊvə]	umdrehen
to turn U14/13	[tə tɜ:n]	umdrehen
TV U7/G	[ti:'vi:]	Fernsehen
twelve U1/1	[twelv]	zwölf
twenty U1/1	[tventɪ]	zwanzig
twice U9/2	[tu:ɪs]	zweimal
twin U3/T1	[tuɪn]	Zwilling
two U1/1	[tu:]	zwei
Two more to go! U10/S5	[tu: mɔ:ə tə ɡo:]	Noch zwei weitere (ausstehend)!
type (of) U14	[taɪp ɒv]	Art/Sorte (von)

U

uncertainty U7/T3	[ʌn'sɜ:ntntɪ]	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	[ju:nɪt]	Lektion; Einheit
universe U12/S6	[ju:nɪvɜ:s]	Universum
until U9/10	[ən'tɪl]	bis
unusual U9	[ʌn'ju:zʊəl]	ungewöhnlich, außergewöhnlich
up U1/16	[ʌp]	hin auf; hier: auf
upstairs U5/T2	[ʌp'staɪəz]	oben
us U2/9	[əs]	uns
USA (United States of America) U10/10	[ju:z'es'eɪ, 'ju:z'etrd'eɪts]	Vereinigte Staaten (von Amerika)
to use U1	[tə ju:z]	verwenden, benutzen
useful U3/T1	[ju:sfəl]	nützlich
usually U7/10	[ju:'ʒuəli]	gewöhnlich, normalerweise

V

vase U7/T3	[vɑ:z]	Vase
vegetable U7/4	[vedʒtəbl]	Gemüse
vegetarian U7/4	[vedʒə'teəriən]	Vegetarier/Vegetarierin
veggie (informal) U7/13	[vedʒi]	Gemüse
verb U2	[vɜ:b]	Verb, Zeitwort
very U1/12	[veri]	sehr
veterinarian U13/OYW4	[vet]	Tierarzt/Tierärztin
vet U6/6	[vaɪə'ɪn]	Geige
visit U1/10	[tə vɪzɪt]	besuchen
vlog U1/OYW1	[vlɒɡ]	Videoblog
vocabulary U1/6	[və'kæbjələri]	Vokabeln, Wortschatz
voice U4/6	[vɔɪs]	Stimme
to vote (for) U13/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 wɔ:k]	(zu Fuß) gehen
to walk around U9/T4	[tə wɔ:k ə'raʊnd]	umhergehen, herumspazieren
to walk away U10/6	[tə wɔ:k ə'veɪ]	fortgehen, weggehen
to walk down U11/8	[tə wɔ:k daʊn]	hinuntergehen
to walk home U14/6	[tə wɔ:k hæʊm]	nach Hause gehen
to walk the dog U11/8	[tə wɔ:k ðə dɒɡ]	mit dem Hund Gassi gehen
wall U8/10	[wɔ:l]	Wand
walnut U7/4	[wɔ:lnʌt]	Walnuss

to want U1/1	[tə wɒnt]	wollen; wünschen
warm U7/4	[wɔ:m]	warm
to wash U5/OYW2	[tə wɒʃ]	waschen
washing machine U10/4	[wɒʃɪŋ məʃi:n]	Waschmaschine
watch U6/9	[wɒtʃ]	Uhr
to watch U1/OYW1	[tə wɒtʃ]	ansehen; zuschauen
to watch TV U7/G	[tə wɒtʃ ,ti: 'vi:]	fernsehen
water U7/1	[wɔ:tə]	Wasser
watercolour U1/11	[wɔ:təkʌlə]	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	[wi:k]	schwach
to wear U1/OYW1	[tə weə]	tragen (Kleidung)
weather U11/21	[weðə]	Wetter
Wednesday U4/8	[wenzdeɪ]	Mittwoch
week U1/1	[wi:k]	Woche
weekend U14/5	[wi:k'end]	Wochenende
welcome U1/OYW1	[welkəm]	willkommen
You're welcome. U10/12	[jɔ: 'welkəm]	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	[west]	Westen
wet U4/4	[wet]	nass, feucht
what U1/9	[wɒt]	was
What about ...? U8/4	[wɒt ə'baʊt]	Was ist mit ...? wär's mit ...?
What can I do for you? U10/12	[wɒt kən aɪ du: fə(r) ju:]	Was kann ich für dich/Sie tun?
What else? U10/6	[wɒt els]	Was noch?
what if U15/5	[wɒt ɪf]	Was geschieht dann?
What is it? U2/1	[wɒt ɪz ɪt]	Was ist das?
What's it about? U14/16	[wɒts ɪt ə'baʊt]	Worum geht es?
What's happening? U4/S2	[wɒts hə'pɛnɪŋ]	Was (hier) los?
What's the problem? U5/T2	[wɒts ðə 'prɒbləm]	Was ist das Problem?
What's the time?	[wɒts ðə taɪm]	Wie spät ist es?
What's your name? U1/4	[wɒts jɔ: 'neɪm]	Wie heißt du?, Wie heißen Sie?
wheel U9/9	[wi:l]	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	[hu:]	wer

why U4/6	[waɪ]	warum
wide U14/6	[waɪd]	weit; breit
wide-mouthed frog U1/8	[waɪdmaʊθd frɒg]	Breitmaulfrosch
to wiggle U5/8	[tə wɪɡl]	wackeln (mit)
wild U6/8	[waɪld]	wild
wildlife park U2/4	[waɪlfaɪv]	Naturpark, Wildpark
to win U8/10	[tə wɪn]	gewinnen
window U1/16	[wɪndəʊ]	Fenster
windy U13/8	[wɪndi]	windig
winner U8/10	[wɪnə]	Gewinner/Gewinnerin
wise U1/1	[waɪz]	weise
with U1/5	[wɪð]	mit
wolf (pl wolves) U1/1	[wʊlf, wʊlvz]	Wolf
woman (pl women) U6/2	[wɪmən, wɪmɪn]	Frau
wood U1/1	[wʊd]	Holz
wood(s) U1/1	[wʊd]	Wald
wooden leg U1/1	[wʊdn leg]	Holzbein
word U1/1	[wɜ:d]	Wort
to work U1/1	[tə wɜ:k]	arbeiten
world U1/1	[wɜ:ld]	Welt
to worry U4/S2	[tə wɒri]	sich Sorgen machen
worst U13/OYW4	[wɜ:st]	schlimmste/r/s; schlechteste/r/s
would U7/T3	[wʊd]	würde/n, würdest
Wow! U1/12	[waʊ]	Wow! Toll!
write U1/1	[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	[ju:]	du
young U1/1	[jʌŋ]	jung
your U1	[jə]	dein/e
yourself U2	[jɔ:'self]	du/Sie/ihr selbst
yummy (informal) U7/1	[jʌmi]	lecker

Z

zebra U9/3	[zi:brə]	Zebra
zoo U2	[zu:]	Zoo
zookeeper U13/OYW4	[zu:ki:pə]	Zoowärter/Zoowärterin; Tierpfleger/Tierpflegerin

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