

ENGLISH Step by Step

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Student's Book

1



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ENGLISH Step by Step Student's Book 1

Mit Bescheid vom 16. Februar 2023, GZ: 2022-0.317.183, erklärt das Bundesministerium für Bildung, Wissenschaft und Forschung das Unterrichtsmittel *ENGLISH Step by Step Student's Book 1* 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.

Student's Book + E-Book: SBNR 210.984 | ISBN 978-3-7114-0065-9
Student's Book E-Book Solo: SBNR 211.324 | ISBN 978-3-7114-0069-7

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Student's Book mit E-BOOK+: SBNR 210.986 | ISBN 978-3-7114-0067-3
Student's Book E-BOOK+ Solo: SBNR 211.323 | ISBN 978-3-7114-0071-0

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Printed by Athesia, Innsbruck
First published 2023, Rum/Innsbruck

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ENGLISH Step by Step

Student's Book

1



So lernst du am besten mit ENGLISH Step by Step

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

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

Mit **ENGLISH Step by Step 1** entwickelst du Kompetenzen in vier Bereichen:

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

Verschaffe dir jetzt am besten gleich einen Überblick darüber, was dich in **ENGLISH Step by Step 1** erwartet:

- Auf den Seiten 4–7 findest du das Inhaltsverzeichnis – dort siehst du die Themen der 12 Units in **ENGLISH Step by Step 1**.
- 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 numbers 1–20 | <input type="checkbox"/> greet people and understand greetings |
| <input type="checkbox"/> words for colours and school things | <input type="checkbox"/> understand and ask simple questions |
| <input type="checkbox"/> how to ask simple questions | <input type="checkbox"/> understand a short video |
| <input type="checkbox"/> how to use <i>there is / there are</i> | <input type="checkbox"/> understand simple instructions |
| <input type="checkbox"/> what to say when meeting people | <input type="checkbox"/> say what there is in your school bag |
| | <input type="checkbox"/> write sentences about your school bag |
| | <input type="checkbox"/> design a poster |

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

Am Ende jeder Unit findest du einen Hinweis darauf, dass du nun wieder zum Anfang der Unit gehen und die Ziele abhaken kannst, die du erreicht hast. Das machst du am besten mit einem Partner / einer Partnerin. Stellt euch dann gegenseitig Fragen nach den neuen Wörtern – in der Unit 1 sind das zum Beispiel die Zahlen von 1–20. Wenn du sie alle weißt, kannst du sie abhaken. So erhältst du einen guten Überblick über deinen Lernfortschritt.

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

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

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

1/2



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



Zu dieser Übung gibt es ein Video.



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



Mit dieser Übung trainierst du zusammenhängendes Sprechen.



Mit dieser Übung trainierst du dialogisches Sprechen.



CYBER Homework

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



WEB Project

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

WB

p. 10

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

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

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



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



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



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



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



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



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



My personal learning track ▶

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

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

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1

Hi!

At the end of unit 1 ...

you know

- the numbers 1–20
- words for colours and school things
- how to ask simple questions
- how to use there is / there are
- what to say when meeting people

you can

- greet people and understand greetings
- understand and ask simple questions
- understand and show video
- understand and give instructions
- check there is / there are in your school bag
- write messages about your school bag
- design a...

Vocabulary Numbers and colours

1/1

1 a Listen and say.

| | | | | | | | |
|----------------------|----------------------|------------------------|-----------------------|-----------------------|---------------------|-----------------------|-----------------------|
| 1 one | 2 two | 3 three | 4 four | 5 five | 6 six | | |
| 7 seven | 8 eight | 9 nine | 10 ten | 11 eleven | 12 twelve | 13 thirteen | 14 fourteen |
| 15 fifteen | 16 sixteen | 17 seventeen | 18 eighteen | 19 nineteen | 20 twenty | | |

1/2

b Listen and say.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |
| green | blue | brown | yellow | orange | red | black | white |

c Close your book. In pairs, remember. Say a number and the colour.

12 is blue. Yes. 17 is red. No, 17 is yellow.

2 a Watch part 1 of the video.

b Read the photos to see who is in class on page 9. Circle the correct answer.

| | | | |
|---|---|--|---|
|  1 My name is Ahmed / <u>Oliver</u> . |  2 Hi, I'm Lily / Alissa. |  3 I'm 11 / 12. |  4 I'm 11 / 12. |
|---|---|--|---|

3 Watch part 2 of the video. Complete the sentences with the words from the box.

7A 7B 7B 7C

- | | |
|----------------------------|----------------------------|
| 1 Ahmed is in class | 3 Lily is in class |
| 2 Alissa is in class | 4 Oliver is in class |



Let's learn Introductions

4 In groups, say...

Hi, I'm Barbara.



Hello, Barbara. My name's ...



1 a Look at the pictures. Write *are*, *name* or *old*.

1 What's your?

2 How you?

How you?

1/3



2 Listen and read.

LANGUAGE BOX

What's your name? My name's Paul.
 How are you? I'm fine, thanks and you?
 How old are you? I'm 13.

Look!

What's → What is

3 a Put the dialogue in the correct order.

- Boy I'm fine, too. What's your name?
- Boy I'm Harry.
- 1 Boy Hello, how are you?
- Boy I'm 12.
- Girl I'm fine, thanks you?
- 8 Girl Me too. I'm 12 too. When's your birthday?
- Girl And how old are you, Harry?
- Girl My name's Anna. What's your name?



1/4



b Listen and check. Then practice the dialogue.



4 In pairs, ask and answer.

How are you?

What's your ...

How old ...

I'm fine, thanks.

A song

1/5+6



1 Listen and sing.

My name's ...



My name's Ahmed.
Hi – and look!
Here's my pencil,
here's my book.

Hi, I'm Oliver.
How are you?
Here's my pencil
and my ruler too.



My name's Lily.
Here's my chair.
It is brown
not like my hair.



I'm Alissa
and I'm great.
Here's my school bag
and I'm late. Bye ...

It's the After School Club.
Come and meet the friends.
It's the After School Club.
Come and meet the friends.

It's the After School Club.
Come and meet the friends.
It's the After School Club.
Come and meet the friends. (x2)

2 a Look at the school things. Tick the ones in the song.



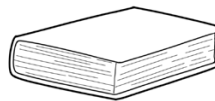
pen



pencil



pencil case



book



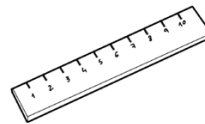
table



chair



rubber



ruler



school bag

b Colour the school things in 2a.

c In pairs, look at 2a again. Ask and answer.

What colour is your pencil case?

My pencil case is yellow.

My pencil case is green. And what colour is your pencil case?

1 Steps to grammar 2 *there is / there are*

1/7

1 Listen and match the children with the pencil cases. Draw lines.



Alfie



Megan



ru




1/8

2 Listen and read.

LANGUAGE BOX

1  There is (There's) a pen.

2  There are three pens.

3  There is (There's) a table.

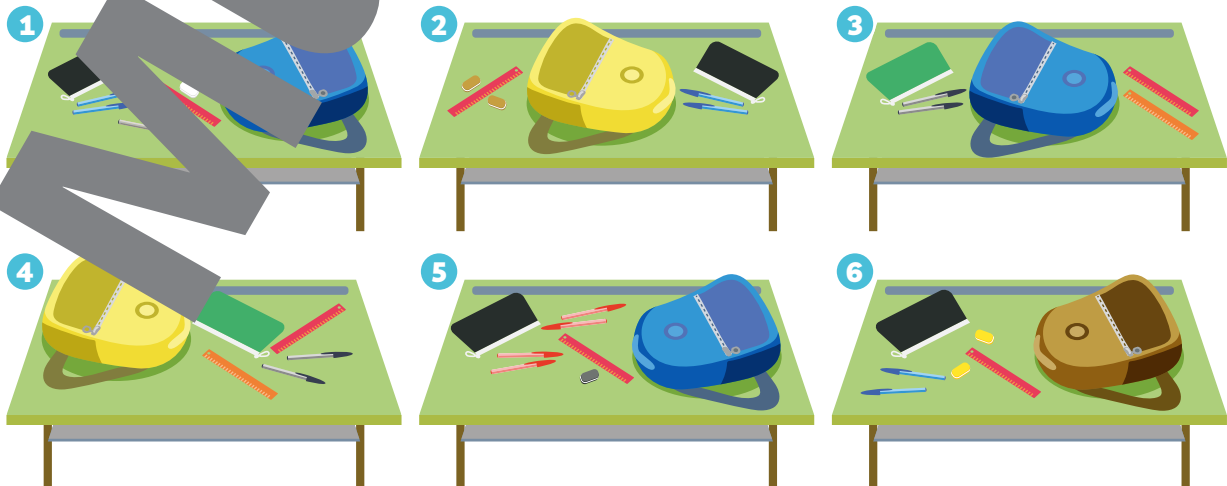
4  There are two tables.

Look!

1 pencil → 2 pencils 1 school bag → 4 school bags 1 child → 3 children

3 In pairs, look and talk.

There are two black... It's number ...



1/9



1 a Look at the pictures. Listen and colour the objects.



b Cover up the pictures. Remember and say.

The school bag is ... The pens are ...

Sounds /p/ /t/ /z/

1/10



2 Listen and repeat.

A pen, a chair and a pencil case.

Two pens, three chairs and four pencil cases.

1 Read and match the school bags with the children.

Anita

In my school bag, there's one book. It's red. My pencil case is black and white. There are three blue pens and a red pen in my pencil case. There's also a rubber and a ruler. They are white. My school bag is green and yellow.

Tom

Here's my school bag. It's blue and white. In my bag, there are four books and a pencil case. My pencil case is yellow. In my pencil case, there are three pencils and a blue pen. There's a white ruler and a blue and red rubber.

Molly

There are three books in my school bag. They are blue. There's a pencil case too. It's black and white. In my pencil case, there's a red pen, a blue pen and a black pen. There are two pencils. There's a white ruler and a white rubber. My school bag is red.

1



2



3



2 a Your friend wants to know about your school bag. Say what it is like.

This is my ...

It's ...

In my school bag, there are ...

b Draw a picture of your school bag and write about it.



.....

.....

.....

.....

.....

.....

1/11

1 a Listen and fill in the missing words.

Annie's school bag

Annie What's in my school bag, Tom?
 Tom Hmm ... a pencil case? A ¹..... pencil case.
 Annie Right. And?
 Tom No idea.
 Annie Come on.
 Tom Well, there's a ²..... in the pencil case.
 Annie Right. And?
 Tom There are twelve ³..... in your pencil case.
 Annie No, there are fifteen pencils.
 Tom And fifteen rulers?
 Annie Ha ha. No, there are two ⁴..... and ...
 Tom Four books.
 Annie No, there are only ⁵..... books.
 Tom That's it?
 Annie No! There's one more thing.
 Tom I've no idea.
 Annie There's a ⁶.....
 Tom A poster?
 Annie A poster with cool words on it. It's my work!



b In pairs, read out the dialogue

2 In pairs, do option A or B

A Tell your partner the things that are in your school bag.

In my school bag, there are three books.



B Tell your partner five things that are in your school bag. Say what colour they are.

In my school bag, there are three books. There are two green books and there's one red book. ...

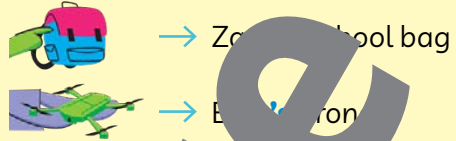


1 a Read the dialogue. Put the pictures in the correct order.

The school bags

Zaph Look! My school bag.
 Brox Wow! Cool! What's in it?
 Zaph Only twenty blue pencils, nineteen orange pencils, eighteen yellow pencils, seventeen red pencils ...
 Brox OK, OK, stop. Only pencils?
 Zaph No. There are twenty blue pens, nineteen orange pens, eighteen ...
 Brox OK, OK, stop! And twenty green books and nineteen brown books and ...
 Zaph No! Stop! There are only twelve green books and eleven brown books and ...
 Brox OK, OK.
 Zaph And eight black and white rubbers and one orange ruler. And a football. And a basketball. And ...

Look!



Brox Stop!
 Zaph And what's in it?
 Brox Still nothing!
 Zaph OK. ... What's in your school bag?
 Brox There's a blue pencil case and there are five blue books.
 Zaph ...
 Brox ... there's a green drone.
 Zaph What?
 Brox ... drone. And now we put the school bags on the drone. Bye, bye school bags.
 Zaph Bye, bye. No school!



b Read again. Complete the sentences.

- In Zaph's school bag there are orange pens.
- In Zaph's school bag there is one orange
- In Zaph's school bag there are balls.
- In 's school bag there is one pencil case.
- In Brox's school bag there is one drone.

c Listen to the dialogue. Then read it out in funny voices.

2 Do up A or B.

A Write two sentences about Zaph's school bag and one sentence about Brox's school bag.

B Write three sentences about Zaph's school bag and two sentences about Brox's school bag.

1 In groups, make a poster.

COOL WORDS



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

2

My teachers

At the end of unit 2 ...

you know

- words for school subjects
- the alphabet
- how to use the verb *be*
- how to use *a/an*
- how to use subject pronouns

you can

- say what you like
- talk about school subjects and teachers
- talk about yourself and your classmates
- understand a short text
- write a short text about yourself, your school and your teachers

Vocabulary School subjects

1/15



1 a Listen and write the numbers.



English



German



maths



biology



music



art



PE



geography

b Think and say.

My number one is English.
My number two is ...

Look at photos 3, 4 and 5 on page 19. What subjects can you find?

Photo 3 is the ... homework.

2 a Watch part 1 of the video.

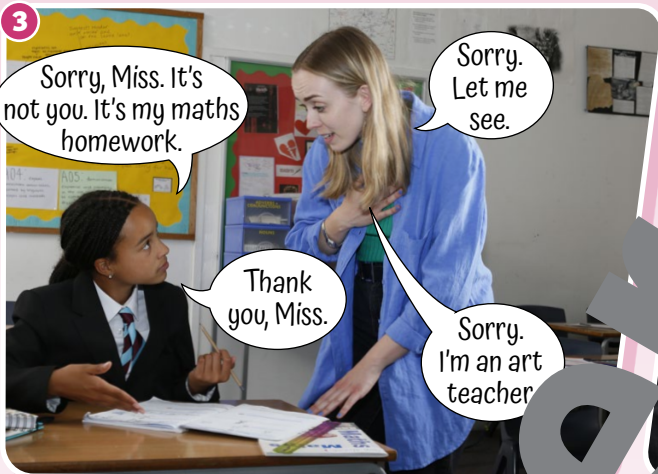
b Read the photo story on page 19. How many of these tasks can you do?

- 1 Alissa is in ... 7A. 7B. 7C.
- 2 Lily ... 7A. 7B. 7C.
- 3 The problem for Alissa is ... the maths homework. the German homework.
- 4 Miss Bloch is ... a maths teacher. an art teacher.

- 5 ... them for Oliver?
- 6 What is the problem for Lily?

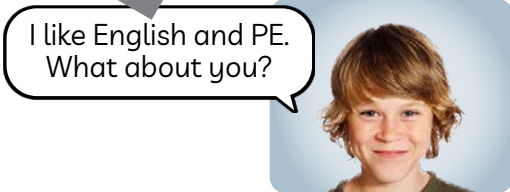
3 Watch part 2 of the video. Who says it? Write Ahmed, Oliver, Alissa or Lily.

- 1 "Oh, no! Biology homework!"
- 2 "It's for tomorrow!"
- 3 "I like biology. It's my number one!"
- 4 "And I like German."
- 5 "Look! It's Mr Clark. He's my maths teacher."
- 6 "Wait. Tomorrow?"



Let's ... what you like

4 In pairs, ... and say.



2 Steps to grammar 1 *be* (affirmative)

1/16 1 Look at the pictures. Write *class 7B, Ahmed, Alissa and art teacher*. Listen and check.



I'm an



You're in



He's



She's

1/17 2 Listen and read.

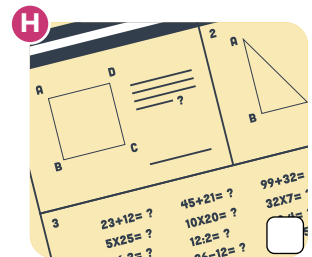
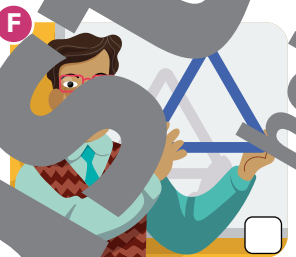
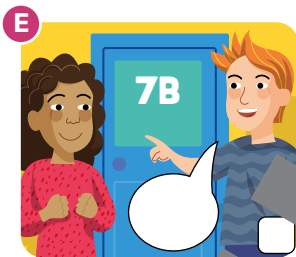
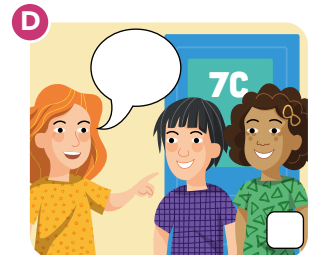
LANGUAGE BOX

- 1 I **am** in class 7B.
- 2 You **are** in class 7B.
- 3 He **is** a maths teacher.
- 4 She **is** an art teacher.
- 5 It **is** the maths homework.
- 6 We **are** in class 7A.
- 7 You **are** in class 7C.
- 8 They **are** in different classes.

Look!

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

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



4 Cover the language box. Look at the pictures in 3. Say sentences with *am, is, are*.

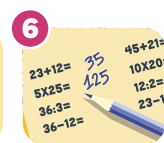
Picture 1. I'm in class 7B.

Picture 2. You're ...

Picture 3. He's ...

Picture 4. ...

5 Write the answers.



What about number 1?

He's/She's a/an ... teacher.

It's the ... homework.

A song

1/18+19



1 Listen, sing and complete. What are the two countries in German?

The alphabet rock

Come with me on a trip
to a land far away.

1

ABCDEF G, yeah!
HIJK
LMNOP
QRS and
TUV
WXY and Z.

Come with me on a trip
to a land far away.

2

ABCDEF G, yeah!
HIJK
LMNOP
QRS and
TUV
WXY and Z.



2 a What are the names of the two countries?



Look!
1 country → 2 countries



Number ... is ...

1/20



b Listen and write the names of the four countries.



1 _____ 2 _____ 3 _____ 4 _____

c In pairs, play the alphabet game.

Come with me on a trip to a land far away.

Where are you going?

Listen. ...

You're going to ... Wow!

2 Steps to grammar 2 Subject pronouns

1/21

1 a Listen, read and find out: Who are Kim's friends?



b Circle the correct answer.

- The classroom is nice. It / He is nice.
- Mr Smith is a maths teacher. He / It is a maths teacher.
- Miss Davies is an art teacher. She / It is an art teacher.
- Mr Wilson and Miss Watson are PE teachers. They / We are PE teachers.

Look!

- a maths teacher
- an art teacher

1/22

2 Listen and read.

LANGUAGE BOX

- I am 11 years old. He is a boy.
- You are my friend. She is a girl.
- It is a school bag.
- We are happy!
- You are friends.
- They are teachers.

3 a Read and circle the correct word.

1 Hello! This is my friend David. ² It / I am 12 years old. Look! This is Samantha and this is my friend. ³ She / They are my friends!

Hi! ⁴ We / You are Samantha and Tim. ⁵ He / It is David. ⁶ They / We are in class 6A!

b In pairs, talk about yourself and your classmates.

Hi! I am ...

Look! This is He/She is my friend.

Sounds right The alphabet

1/23



1 Listen and repeat.



1/24




2 a Listen and write the words.

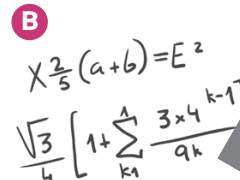
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

b Match the words in 2a with the pictures. There are three extra pictures.


A




B




C




D




E




F




G




H




I




J



K



L





3 a In pairs, spell the words from 2b.

b Check your partner's words and spell them.



1 Look at the pictures and read the sentences. Circle T (True) or F (False).



1 This is Ahmed. T/F



2 This is Alissa. T/F



3 This is ... T/F



4 This is Miss Bloom. T/F

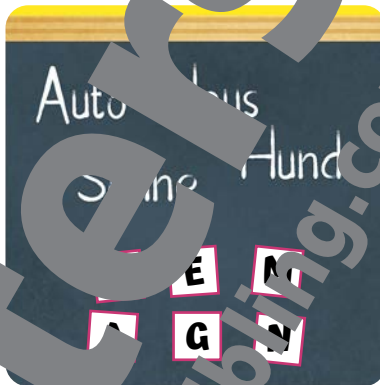


5 This is ... T/F

2 Unscramble the letters and write the school subjects.



1



2



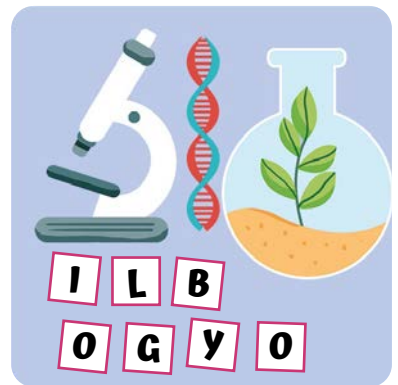
3



4



5



6

3 a Choose four words and jumble the letters.

b Spell the letters of the words to your partner. Can they write the words?

1/25



1 a Listen and answer: What's the teacher's subject?

1/25



b Listen again. Fill in the missing words.

The new teacher

Teacher Classroom 6. Hmm ...
No! Not here. Classroom 7...
And not here!

Sam Umm ... excuse me?

Teacher Hello! What's your name?

Sam I'm Sam.

Jack And I'm Jack.

Teacher Nice to meet you! I'm Mr Wood.

Sam You're a teacher?

Teacher Yes, I am! I'm a new teacher.

Jack What's your subject, Mr Wood?

Teacher Aha! You can guess ... I like numbers.

Sam You're a ¹..... er!

Teacher No! And I like pictures.

Jack You're an ²..... teacher.

Teacher No! And I like stories!

Sam You're an ³..... teacher!

Teacher No! And ... I like Great Britain* and the USA ...

Jack You're a ⁴..... teacher!

Teacher Yes! Very good boys!
Now ... umm ... the classroom is ... ?

Sam It's there, Mr Wood!

Teacher Ah, I need a map!



VOCABULARY: *Great Britain – Großbritannien

1/26



2 In pairs, act out one dialogue for B.



A Act out one dialogue.

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

1 Trevor Yay! It's lesson time.
Viv What lesson?
Trevor My number one ...
My favourite lesson!
Viv Oh! Music!

2 Paul Oh, no! My red pencil!
Hannah Don't worry ... Look – there it is.
Paul Thank you! It's my favourite.
Hannah You have a favourite pencil?
Paul Yes! For art!

- 1 a Read the text quickly. Two people like numbers. Say their names.
- b Read again. Choose the correct school subjects.

☰

✕



Guess the subject!



Chris

Hi! I'm Chris. I'm 12 years old. I like numbers and ¹ . I like ²  and ³ .

What's my favourite subject?

music
 German
 biology



Wendy

Hello! My name's Wendy. I'm 11 years old. I like skating and ⁴ . I like ⁵  and ⁶ . What's my favourite subject?

art
 geography
 PE



Amy & Ellis

Hello! We're Amy and Ellis. We're 11 years old. We like pencils and ⁷ . We like ⁸  and ⁹ . Guess my subject!

music
 English
 art



Mr Willow

Hello! My name's Mr Willow. I like numbers! And I like ¹⁰  and ¹¹ . I love my students!

PE
 maths
 biology

- c Read the text again. Who says it? Write *Chris, Wendy, Amy and Ellis* or *Mr Willow*.

| | |
|------------------------------|-------------------------------|
| 1 "I love my students" | 3 "We're 11 years old." |
| 2 "I'm 12 years old." | 4 "I like skating." |

d Find the pictures of these words in the text. Write the numbers.


2 Look at the pictures and write a text for you. Do option A or B.

A Hello! My name's Tom. I'm 10 years old. My favourite subject is PE.

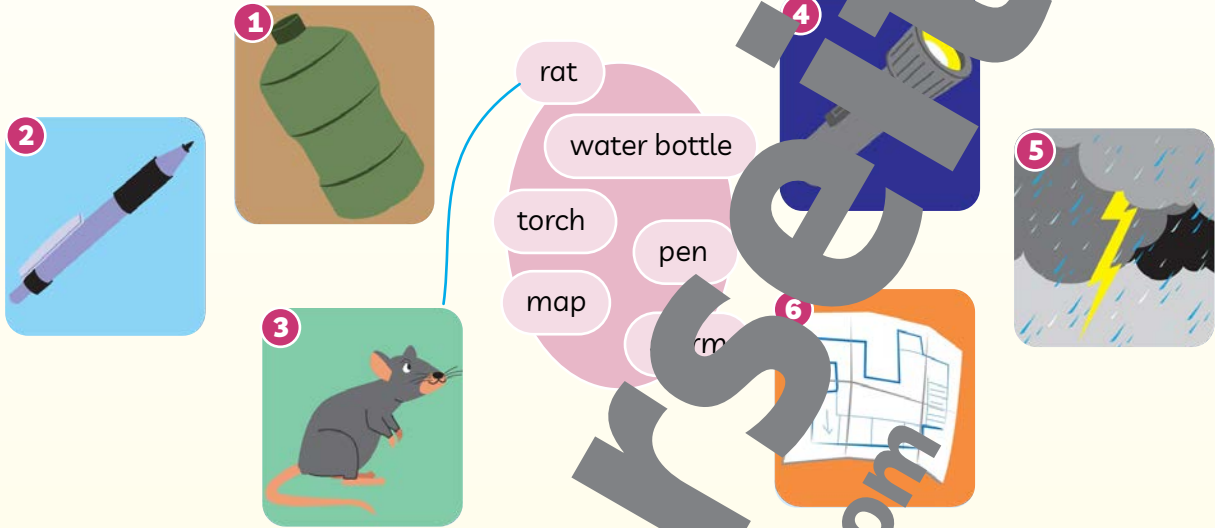
B Hi! My name's Sandra. I'm 10 years old. I like  and . What's my favourite subject?







▶ 1 Watch episode 1. Write the names.

1  **iendA**
Hi, I'm Ai _ _ e _ _.

2  **rvDena**
This _ _ _ e _ _.

2 Match the words with the pictures. Draw lines.



1  2  3  4  5  6 

rat
water bottle
torch
pen
map

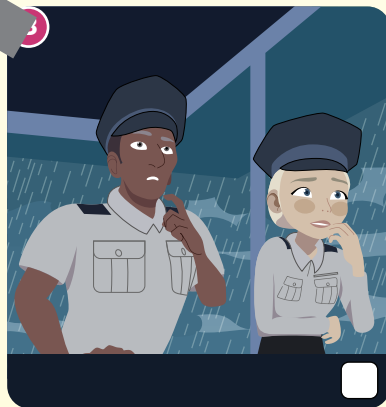
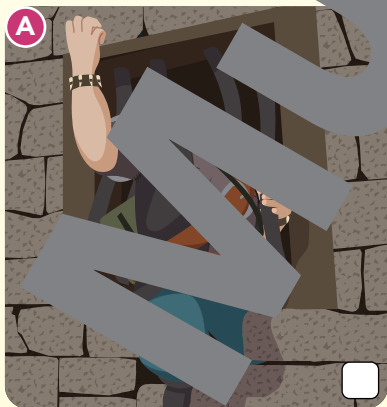
▶ 3 Watch episode 1 again. Put the words in the order you see them.

- rat
- water bottle
- torch
- pen
- map
- storm

Everyday English

4 Match the pictures and the sentences.

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



VOCABULARY: *free – frei; be in danger – in Gefahr sein; backpack – Rucksack

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

3

Our feelings

At the end of unit 3 ...

you know

- words for feelings
- words for rooms in the house
- how to form questions with the verb *be*
- how to use the negative form of the verb *be*

you can

- say how you feel
- talk about and care for other people's feelings
- ask and understand questions about feelings
- understand a short text
- understand short articles about feelings
- say what rooms there are in a house
- write sentences about a picture

Vocabulary Feelings

1/27

1 a Listen and write the numbers.



happy



sad



nervous



tired



hungry



angry



bored



hot



cold

b In pairs, mime a feeling and guess.

You're hungry.

Yes. / No.

c Look at the photo story on page 29. Find the feelings.

Photo 1: tired and ...

2 a Watch part 1 of the video.

b Read the photo story on page 29. How many of these tasks can you do?

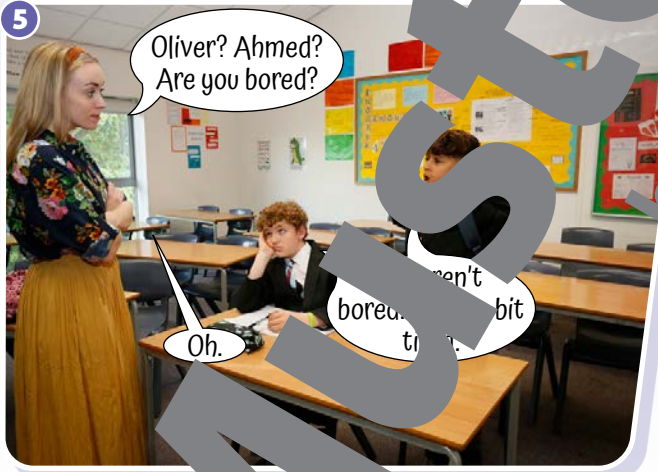
- | | | |
|--|--|---------------------------------------|
| 1 In photo 1, Ahmed is ... | <input checked="" type="checkbox"/> tired. | <input type="checkbox"/> sad. |
| 2 Olivia is ... | <input type="checkbox"/> hungry. | <input type="checkbox"/> tired. |
| 3 What is the problem in photo 3? | <input type="checkbox"/> He's tired. | <input type="checkbox"/> He's hungry. |
| 4 What is ... Where is she? | <input type="checkbox"/> In the bathroom. | <input type="checkbox"/> In the hall. |
| 5 In photo 2, Ahmed and Alissa aren't ... They're tired. | | |
| 6 In photo 3, Alissa isn't ... She's ... | | |

3 Watch part 2 of the video. Complete the sentences with the words from the box.

happy angry sorry angry

- | | |
|------------------|----------------------------------|
| 1 Ahmed's | 3 Lily's |
| 2 Alissa's | 4 In the end, Alissa isn't |

The After School Club 3 Ahmed's hungry



Let's ... for someone's feelings

4 In pairs ... and say.



- I'm tired.
- Poor you.
- I'm happy!
- Great!

3 Steps to grammar 1 *be* (negative)

1/28



1 Look at the pictures. Write *hungry*, *tired* and *angry*. Listen and check.



1 She isn't happy. She's

2 He isn't sad. He's

3 We aren't bored. We're

1/29



2 Listen and read.

LANGUAGE BOX

- | | |
|---|--|
| 1 I'm not happy. I'm angry. | 5 It isn't hungry. It's happy. |
| 2 You aren't happy. You're sad. | 6 We aren't cold. We're nervous. |
| 3 He isn't tired. He's hot. | 7 You aren't tired. You're tired. |
| 4 She isn't nervous. She's cold. | 8 They aren't sad. They're bored. |

Look!

isn't = is **not**
aren't = are **not**

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



4 Cover the language box. Look at the pictures in 3. Say sentences with *not*.

Picture ... I'm **not** happy.

Picture ... You **aren't** ...

Picture ... He **isn't** ...

1/30



5 a Listen to the sentences. Listen for the feelings. Write the correct feelings.

- | | |
|---|---------------------------|
| 1 Tom is not happy. cold | 4 Isabelle is happy. |
| 2 Sophie is not sad. | 5 Poppy is cold. |
| 3 Harry is hungry. | 6 Jack is sad. |

b Look at 5a again. Say the correct sentences.

Tom isn't happy. He's ...

Sophie isn't ... She's ...

A song

1/31+32



1 Listen and sing.

The feelings boat

Come on board the feelings boat,
come on board.

We are happy, angry, tired,
hot and cold and bored.

Tom is in the living room.
He's so sad.
Harry's in the bathroom.
Look – that's bad!

Lisa's in the kitchen.
She's very hungry.
Jonathan is happy.
Annabel is angry.

Come on board ...
So, hey you girls
and boys,
come to the hall.
Hurry up and listen,
and get ready you all!

Let's jump in the water. Come on board the feelings boat.
Yeah, okay.
Now we're all cold.
Yeah, yeah, yay!



1/33



2 a Look at the feelings boat and write the numbers. Then say the words.

- kitchen
- living room
- hall
- toilet
- living room
- bedroom

b In pairs, test your partner.

What number is ...



The bedroom.

c Look at the items in 1. Find these things in the feelings boat. Tell your partner.

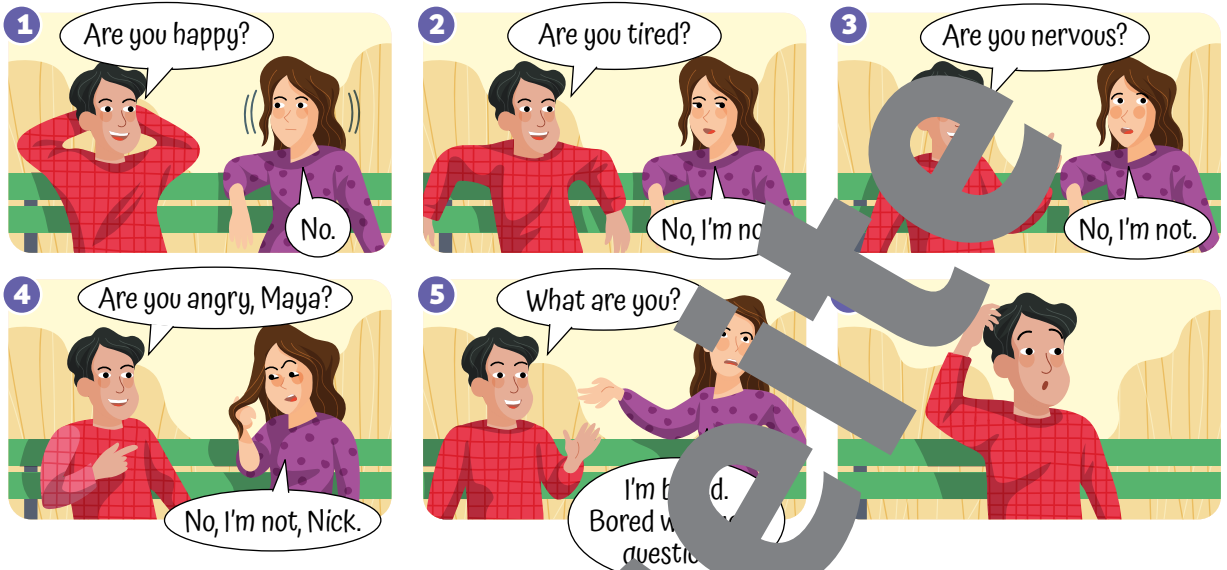
Number 1 is in the ...



1/34



1 a Listen, read and find out: What's the girl's name? What's the boy's name?



b Read the questions. Find the answers. Draw a line.

- 1 Are you happy? a No, he isn't.
- 2 Is Maya nervous? b No, he is.
- 3 Is Maya bored? c I'm not.
- 4 Is Nick happy? d He is.

1/35



2 Listen and read.

LANGUAGE BOX

- 1 Are you angry? Yes, I am. / No, I'm not.
- 2 Is she nervous? Yes, she is. / No, she isn't.
- 3 Is he happy? Yes, he is. / No, he isn't.
- 4 Is it good? Yes, it is. / No, it isn't.
- 5 Are we tired? Yes, we are. / No, we aren't.
- 6 Are they cold? Yes, they are / No, they aren't.

3 a Look and read. Choose the correct answer.

| | | | |
|--|--|---|---|
| <p>1 </p> <p>Is he sad? <input type="checkbox"/> Yes, he is. <input type="checkbox"/> No, he isn't.</p> | <p>Is she nervous? <input type="checkbox"/> Yes, she is. <input type="checkbox"/> No, she isn't.</p> | <p>3 </p> <p>Are they angry? <input type="checkbox"/> Yes, they are. <input type="checkbox"/> No, they aren't.</p> | <p>4 </p> <p>Is it cold? <input type="checkbox"/> Yes, it is. <input type="checkbox"/> No, it isn't.</p> |
|--|--|---|---|

b In pairs, look at a child. Ask and answer.



1 Think, pair and share.

- a Look at the pictures. What words can you think of?
- b In pairs, write down the words.
- c Compare your words in class.

1/36

2 a Listen and put the pictures in the correct order.



b In pairs, look at the pictures in 2a. Tell the story.

Picture 1. Andrea isn't happy. She's in ...

Picture 2. Andrea isn't ...

Sounds right Word stress

1/37

3 Listen and repeat.

Kitchen, bedroom, toilet, hall.

Bathroom, living room – that's all!



1 Read the sentences and look at the picture. Circle T (True) or F (False).

- 1 There's a girl in the living room. T / F
- 2 The kitchen is yellow and white. T / F
- 3 The girl in the bathroom is cold. T / F
- 4 The boy in the bedroom is tired. T / F
- 5 The bedroom is blue. T / F
- 6 Two girls are in the kitchen. T / F
- 7 The boy in the living room is angry. T / F
- 8 The door is yellow. T / F

2 Write four true sentences about the picture.

- 1
- 2
- 3
- 4

1/38



1 a Listen and answer: How many people have a problem?

1/38



b Listen again. Fill in the missing words.

And, Mum ...?

| | | | |
|--------|------------------------------|--------|--------------------------------|
| Mum | How are you, Adrian? | Adrian | And, Mum, I'm |
| Adrian | Oh, Mum, I'm | | |
| | 1..... | Rose | I'm bored AND tired. |
| Mum | What's the problem? | Mum | What's so happy? Are you never |
| Adrian | The German test tomorrow ... | | happy? |
| Mum | And you, Rose? What's your | Adrian | What's happy? |
| | problem? | Rose | Yeah, who's that? |
| Rose | I'm 2..... | Mum | I'm happy. |
| Mum | OK, have a sandwich. | Adrian | You're happy? |
| Adrian | And, Mum? | Mum | I am. Listen. You two are |
| Mum | Yes, Adrian? | | |
| Adrian | I'm 3..... | | So go to bed, then I'm |
| | Can I close the window? | | |
| Rose | No! I'm hot. | Rose | Ha ha, very funny. |



1/39



2 In pairs, do option A or B.



A Listen to the dialogue. Write the missing words.

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

1 Dad: Aghh ...
 Dad: Are you tired, Ayshe?
 Ayshe: Yes, I am. And I'm also bored.
 Dad: Oh, dear.

2 Helen: Arrgh! Not again!
 Mehmet: What is it? Helen?
 Helen: My pen. This is my pen, Mehmet.
 Mehmet: No, it isn't.



1 Look at the photos in 2a. What are the feelings? Do option A or B.

A Say.

Photo A: Angry.



B

| | | | | |
|-----|----------|-------------|-----|--------|
| The | girl boy | in photo... | is | happy. |
| | people | in ... | | angry. |
| | kids | ... | ... | ... |

2 a Read the article.

Learn to... manage your feelings

Girls have feelings. Boys have feelings. Teachers have feelings, and mums and dads have feelings too.

It's good to have positive feelings. And it's OK to have negative feelings.
Learn to manage your feelings. It's easy.

What's the feeling here? Yes, they are angry!

When you're angry, you can do this:

B



1 Count to ten and breathe one ... two ... three ...

C



2 Rip up paper.



3 Pop bubble wrap.

E



4 Think of a funny picture.

F



5 Go outside. Shout: I'm soooo angry!

b Read the article. Circle T (True) or F (False).

- | | |
|---|-------|
| 1 Boys have no feelings. | T / F |
| 2 It's good to have positive feelings. | T / F |
| 3 It's not good to have negative feelings. | T / F |
| 4 The person in photo F isn't happy. | T / F |
| 5 In the article, there are three photos of angry people. | T / F |

Story time

1 a Read the text. Complete the sentences.

- Rose is She can watch her series.
- Rose is in the garden. Soon she's very

Rose is hangry

Rose is angry. Something is wrong with her tablet. No pictures, no sound. The screen is black. "Dad, help me. I can't watch my series." Dad isn't happy. He's in the garden. "Not now, Rose. I'm in the garden." "Please, Dad, help me now." "OK, where's the tablet?" "Here it is." Dad checks the tablet. "Oh, Rose. The tablet is OK. Recharge* it, please. Then there's no problem." Rose is happy. Now she can watch her series. Then she's bored. "Dad! I'm bored." Dad isn't happy. "I'm in the garden, Rose. Help me in the garden." "OK, but isn't it too hot?"

"No, it isn't. Come to me." "Soon Rose is very tired. Dad, Dad. And I'm hot." "Soon she's back in the house again." "Now, Dad is in the house again too. "How are you? Rose, are you tired?" "No, I'm not." "Are you alright now?" "I'm not." "What's the problem, Rose?" "I'm hangry." "You are what? What is hangry?" "Hangry is when you're angry and hungry. I'm hangry because I'm hungry." "OK. Here's a sandwich for you, Rose." "Thanks, Dad. Now I'm fine."

VOCABULARY: *recharge – wiederaufladen

b Read the text again. Put the pictures in the correct order. Then write the correct feelings words under the pictures.



1/40+41



c Listen and check.

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

4

Pets

At the end of unit 4 ...

you know

- words for pets
- how to use *have/has got* and *haven't/hasn't got*
- how to use prepositions of place

you can

- talk about your and other people's pets
- express disbelief
- say what you and other people have (n't) got
- understand, say and write what things are
- write a short text about an animal
- find out about an animal online

Vocabulary Pets

2/1



1 a Listen and write the numbers.



fish



rabbit



hamster



cat



dog



snake



hamster



budgie

b Ask other kids in class.

What is your favourite pet?

My favourite pet is a ...

c Look at the photo story

39 What photos are the words for pets in?



Snake is in photo ...

2 a Watch part 1 of the video.

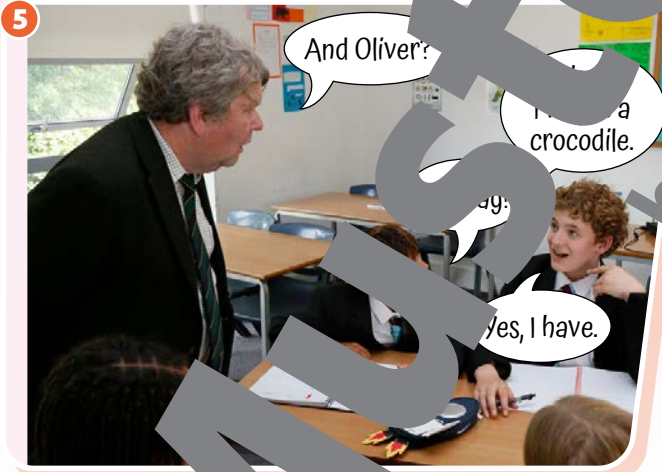
b Read the photo story again. How many of these tasks can you do?

- 1 Mr Hart has got a white pet. T / F
- 2 Mr Hart has got a snake. T / F
- 3 Mr Hart has got a crocodile and white.
- 4 Ahmed has got a crocodile.
- 5 Ahmed's family have got a dog. rabbit.
- 6 Oliver's pet is a snake. crocodile.

3 Watch part 2 of the video. Who says it? Write **Ahmed, Mr Hart or Alissa**.

- 1 "Where's Oliver?"
- 2 "Or in his crocodile?"
- 3 "Uhh. Help, help, a crocodile!"
- 4 "On his crocodile?"

The After School Club 4 A puzzle



Let's Expressing disbelief

4 In pairs

I've got a crocodile.

I've got 17 red cats.



No way!

Really?

1 a Match. Write the numbers.



1 I've got a



2 Alissa, you've got a



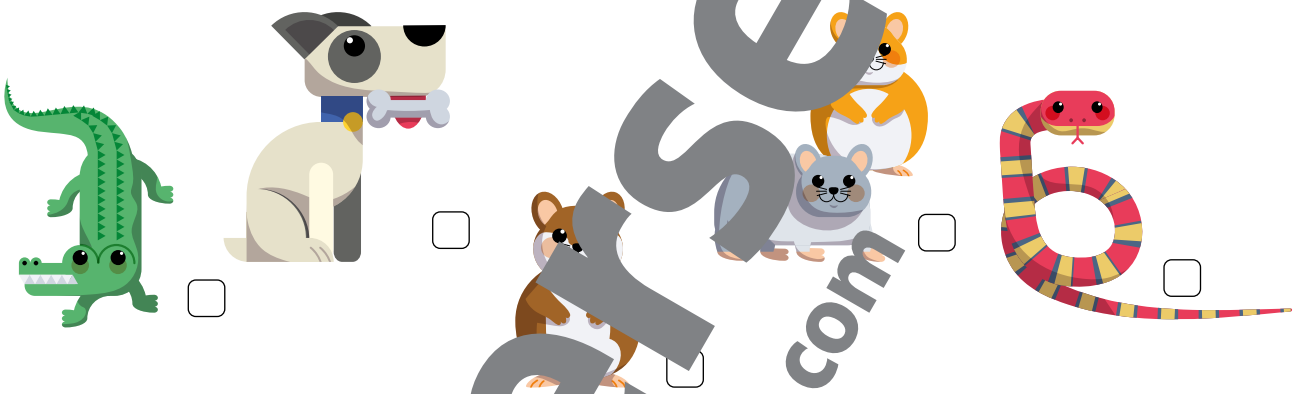
Oliver's got a



4 We've got a



5 I've got



2/2
2/3

b Listen and check.

2 Listen and read.

LANGUAGE BOX

| | |
|----------------------------------|---------------------------|
| 1 I've got two dogs. | 4 We've got two cats. |
| 2 You've got a green school bag. | 5 You've got two budgies. |
| 3 He's/She's got a pen. | 6 They've got a hamster. |

Look!

I've got = I have got he's got = he has got we've got = we have got

3 In pairs, talk to each other about pets for half a minute.



A song

2/4+5



1 a Listen and sing.

Where are my pets?



Rover, my dog,
where are you?
You're on my bed.
My house is a zoo!

Where are my pets, pets?
Come on let's, let's,
get the pets, pets.
Right now!

Kitty, my cat,
where are you?
You're behind my sofa.
My house is a zoo!



Susie, my snake,
where are you?
You're in my school bag.
My house is a zoo!

Where are my pets, pets, pets?
Come on let's, let's, let's
get the pets, pets, pets.
Right now!

Bernie, my budgie,
where are you?
You're under my table.
My house is a zoo!

Roger, my rabbit,
where are you?
You're in front of the house.
My house is a zoo!



Harry, my hamster,
where are you?
You're next to the chair.
My house is a zoo!

Where are my pets, pets, pets?
Come on let's, let's, let's
get the pets, pets, pets.
Right now! (x2)



2/4



b Listen and answer. Where are the animals? Circle T (True) or F (False).

- | | | | |
|------------------------------|-------|-----------------------------------|-------|
| 1 Rover is under the bed. | T / F | 4 Harry is next to the chair. | T / F |
| 2 Kitty is on the bed. | T / F | 5 Susie is behind the school bag. | T / F |
| 3 Bernie is under the table. | T / F | 6 Roger is in front of the house. | T / F |

c Look at the pictures in 1a. In pairs, ask and answer.

Where's the crocodile?

Where's the fish?

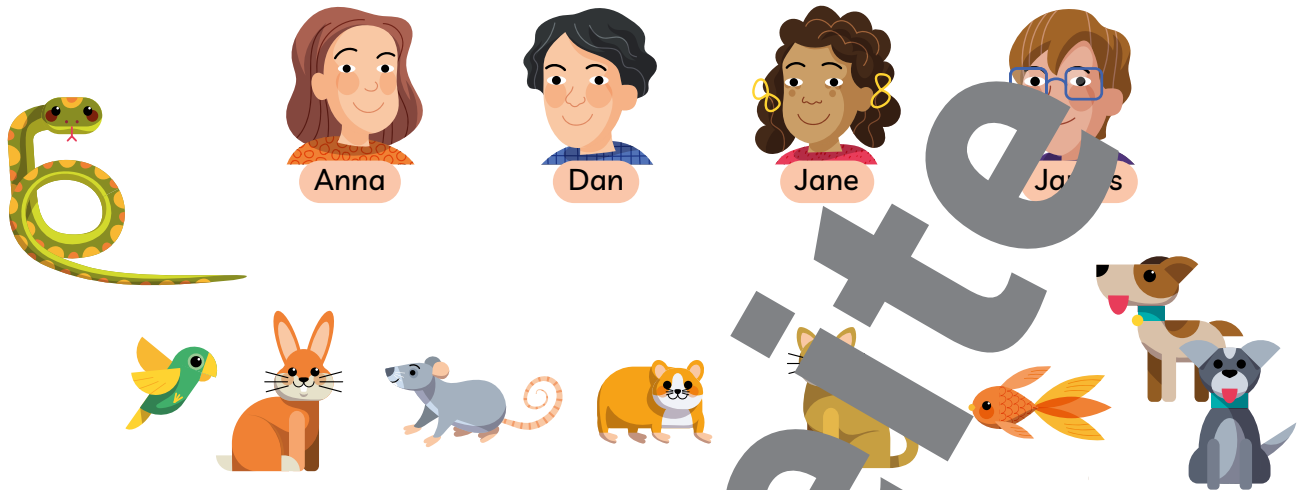


It's ...

2/6



1 Listen and match the children with the pets. Draw lines.



2/7



2 Listen and read.

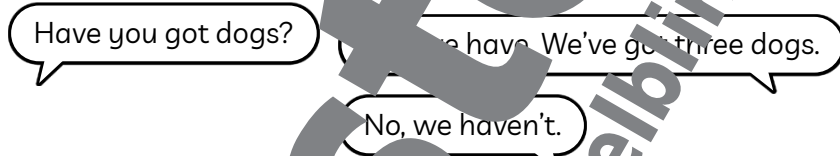
LANGUAGE BOX

- 1 **Have you got** a hamster? Yes, I **have** / No, I **haven't**.
- 2 **Has he/she got** a dog? Yes, he/she **has** / No, he/she **hasn't**.
- 3 **Have you got** a cat? Yes, we **have** / No, we **haven't**.
- 4 **Have they got** a budgie? Yes, they **have** / No, they **haven't**.

Look!

hasn't = has **not**
haven't = have **not**

3 a In pairs: Student A looks at picture A. Student B closes the book and asks questions.



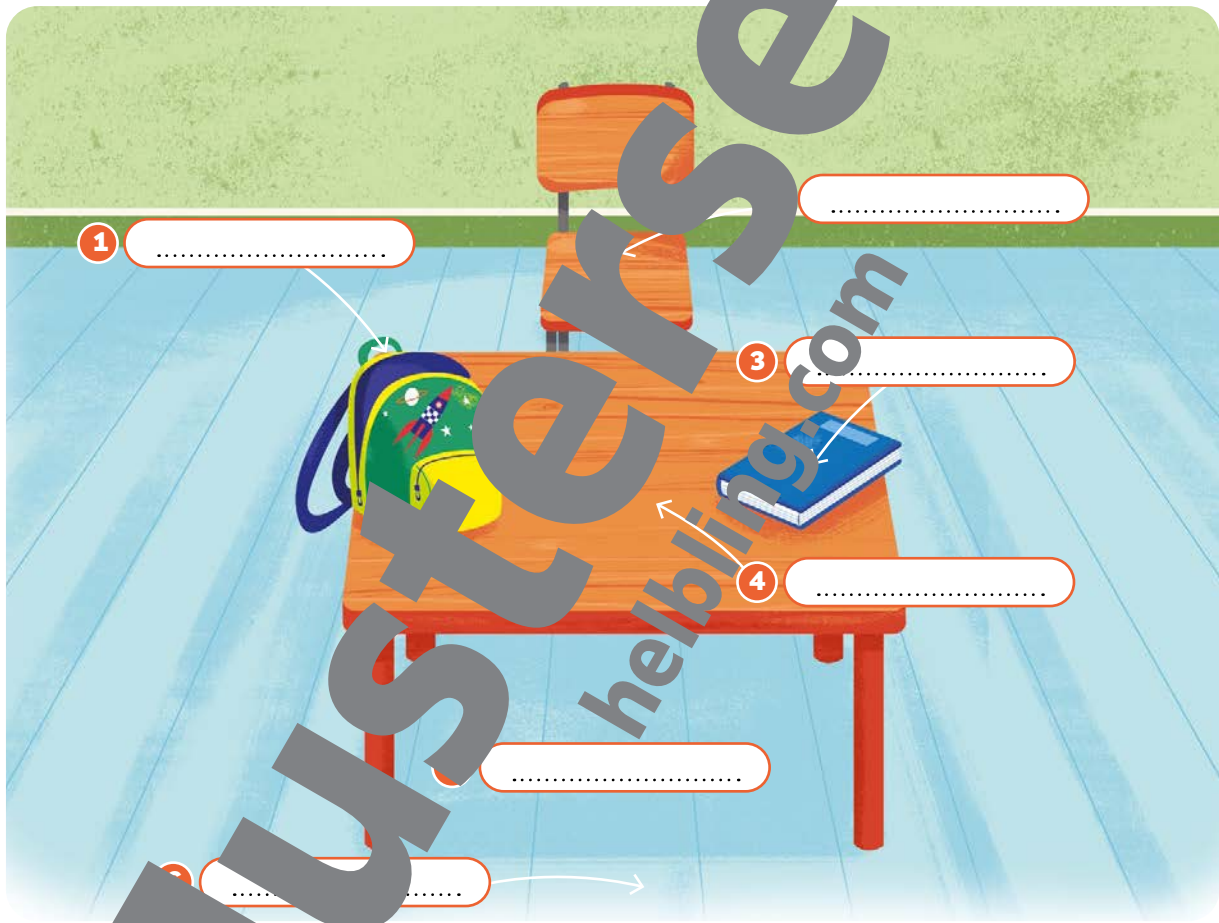
Look!

1 fish → 4 fish



b Now student B looks at picture B. Student A closes the book and asks questions.

- 1 Think, pair and share.
 - a Look at the pictures. What words can you think of?
 - b In pairs, write down the words.
 - c Compare your words in class.
- 2 Listen and write the animal words in the correct places.



- 3 In groups, close your books and remember.



1 Read and write the names under the pictures. There are four extra pictures.

Our pets

↔

Tell us about your pet. Send us a photo.

My pet is a budgie. She's called Clara. She's very beautiful. She's brown.

I've got a snake. Her name's Silvia. She's brown and ... she's very beautiful.

I've got a dog. Her name's Luna. She's black and white. I really like my dog.

My pet is called Bobby. He's a rabbit. He's small and ... white.

I've got a budgie. He's blue. He's from Brazil. His name's Bertie.

I've got a pet called Lupin. He's a black rabbit and he's got long ears.

My pet is a dog. She's got brown fur and ... I love her. Her name's Lucy.

My pet's name is Sid. He's a snake and ...



1



2



3



4



5



6



7



8



9



10



11



12

2 Write about your pet.

A Write about your (imaginary*) pet.

B

- a** Think of names for the four extra animals in the photos.
- b** Write about each of the animals.
I've got a rabbit called ...

VOCABULARY: *imaginary – erfunden

2/9 **1 a** Listen and draw Wally in the three places the children see him.



2/9 **b** Listen again. Circle T (True) or F (False).

- 1 Linda's pet is a rat. T / F
- 2 The pet's name is William. T / F
- 3 Aryan's friend hasn't got a pet. T / F
- 4 Wally is behind the sofa. T / F
- 5 Wally is on the table, then on the floor. T / F
- 6 Wally is on Linda's head. T / F

2/10 **2** In pairs, do option A or B.

A Listen. Act out the dialogue.

- 1 Rose: Where's the budgie?
Benji: It's behind the sofa?
Rose: No, it isn't.
Benji: Where's it for your bed?
Rose: No, it isn't. It's on the green chair.

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

- 2 Sophie: Where's my budgie?
Nick: In the cage*?
Sophie: No, it isn't. Oh dear, oh dear.
Nick: Is it behind the bed?
Sophie: Behind the bed? No.
Nick: Oh, there it is.
Sophie: Where?
Nick: Next to the window.
Sophie: Oh, no! Get it. Quick!

VOCABULARY: *cage – Käfig

1 a Read the text. Choose a good title.

Millions of cats

Pets in the UK

Dogs cost a lot of money

30 million people in the United Kingdom* (UK) have got a pet. In the UK, there are 10.1 million pet dogs. Every year, people in the UK spend about* 7 billion* pounds on pets. Have you got a dog? In the UK, a small dog costs about 1,800 pounds a year.



In the United States (US) 10 million families have got one or more pets. About 10 million people have got dogs. Every year, people in the US spend about 29 billion dollars on pets. Have you got a dog? In the US, a dog costs you about 700 dollars a year.



VOCABULARY: *United Kingdom – Vereinigtes Königreich; about – ungefähr; billion – Milliarde

2/11+12+13



b Listen and check.

c Go online. Find out the following:

- 1 How much is 1,800 pounds in euros?
- 2 How much is 700 dollars in euros?
- 3 How much is it for five families in the UK to have small dogs?
- 4 How much is it for one million in the US to have dogs?
- 5 How much is it a year for a dog in Austria?

Web project

2 In groups do project A or B.

A Choose a country: UK, US or Austria. Find out:
 • How many people have got a cat?
 • How much is it a year for a cat?
 • Write down the facts. Read them out in class.
 In the US ... people have got a ...
 It costs ... a year for a ...

B Choose a country: UK, US or Austria. Pick two pets. Find out:
 • How many people have got these pets?
 • How much money is it a year for these pets?
 • Write down the facts. Read them out in class.

1 Remember episode 1. Look at the pictures and write the names.

Draven
Aiden



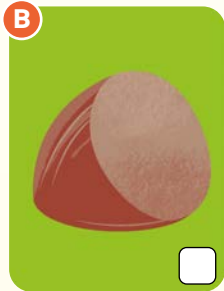
1



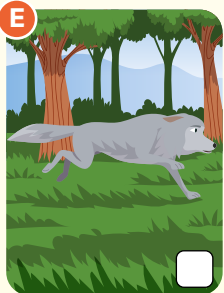
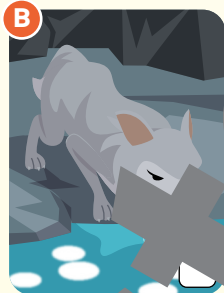
.....

2 Match the words with the pictures.

1 nut 2 squirrel 3 wolf 4 strawberry 5 trap



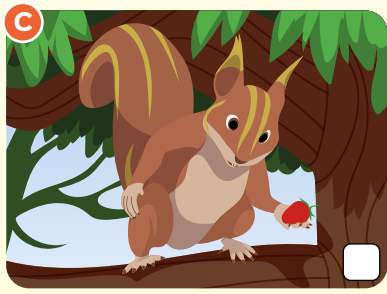
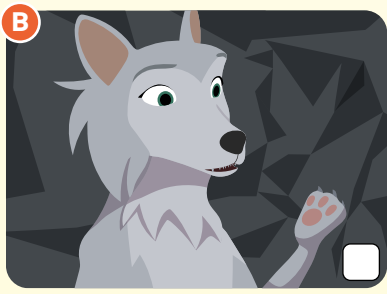
▶ 3 Watch episode 2. Put the pictures in the correct order.



Everyday English

4 Match the pictures with the phrases.

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



VOCABULARY: *smell – riechen; lovely – schön, lieblich; You can't catch me! – Du kannst mich nicht (ein)fangen!; I'm very fast! – Ich bin sehr schnell!; I can climb up trees! – Ich kann auf Bäume klettern!

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

5

My week

At the end of unit 5 ...

you know

- words for daily routines
- how to use the present simple
- how to use adverbs of frequency
- the days of the week

you can

- say what you and other people do every day
- say how often you do something
- understand simple instructions
- understand someone talking about their daily routine
- ask simple questions about a picture
- write sentences about your daily routine

Vocabulary Routine words

2/14

1 a Listen and write the numbers.



get up



have breakfast



go to school



have dinner



do homework



go to bed

b In pairs, mime, ask and answer.

Have breakfast?

Yes! That's right!

c Look at the photo stories on page 49. Find and say the routine words.

Photo 5: get up

2 a Watch part 1 of the video.

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

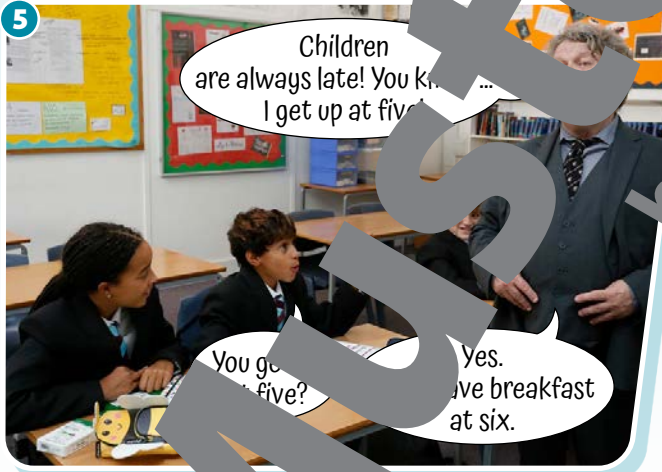
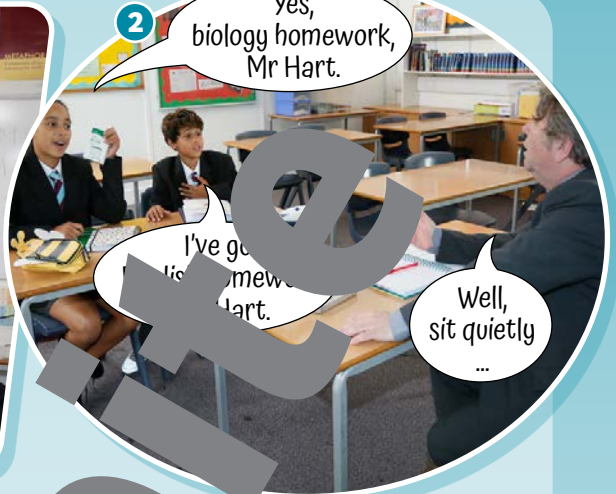
- 1 Alis T / F
- 2 Oliv T / F
- 3 Mr Hart angry. happy.
- 4 five. six.
- 5 ... friend at four.
- 6 Lily's fr at five.

VOCABULARY: *at (three) – um (3 Uhr)

3 Watch part 2 of the video. Who says it? Write Mr Hart, Oliver or Lily.

- 1 "I go to bed at nine!"
- 2 "My friend has dinner at six."
- 3 "Bluebell."
- 4 "She's my friend, too!"
- 5 "Bluebell hasn't got homework."
- 6 "Oh, very good."

The After School Club 5 Late!



Let's talk about what you do every day

4 In pairs, look and say.

I get up at six. What about you?

I have breakfast at ... and I go to school at ... What about you?



I get up at ... I have breakfast at ... What about you?

5 Steps to grammar 1 Present simple (affirmative)

2/15

1 Look and write *Ahmed and Alissa, Mr Hart or Bluebell*. Listen and check.



1 gets up at five.
2 has breakfast at seven.
3 do homework at four.

2/16

2 Listen and read.

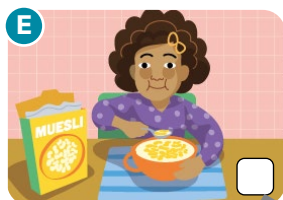
LANGUAGE BOX

- | | |
|---------------------------------------|--------------------------------------|
| 1 I get up at six. | 5 It goes to bed at night. |
| 2 You have breakfast at seven. | 6 We have dinner at seven. |
| 3 He does homework at five. | 7 You do homework at five. |
| 4 She gets up at seven. | 8 They go to school at eight. |

Look!

| | |
|---------------|-----------|
| I/you/we/they | he/she/it |
| get | gets |
| have | has |
| go | goes |
| do | does |

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



4 Cover the language box and look at the pictures in 3. Say sentences with *I, you, he, she, it, we, they*.

- Picture 1. It ... up. Picture 2. You ... Picture 3. He ... Picture 4. It ...

5 Check your answer.

- What about number 1? She ... at ... They ... at ...



A song

2/17+18



1 Listen and sing.

The cool cat



This is Clementine, the cool, cool cat.
She's always hungry, and she eats all that! (x2)

- On **Monday** she eats lots of burgers.
- On **Tuesday** she eats lots of steaks.
- On **Wednesday** she eats lots of hot dogs.
- On **Thursday** she eats lots of cakes.

This is Clementine ...

- On **Friday** she eats lots of ice cream, and pizzas and pasta too. She eats and eats lots of pasta. It's all too much – there you go!

This is Clementine ...

- On **Friday** evening she goes to bed. She has no dinner. She feels so sick.
- On **Saturday** and **Sunday** she sleeps all day. But on **Monday** morning she's really quick!

This is Clementine ...

- She goes outside every day to run. She runs and runs and runs in the sun. She goes to the pool and she starts to swim. She does every day, and has lots of fun.

This is Clementine, the cool, cool cat.
She's always hungry, and she eats all that!
And our Clementine, the cool, cool cat,
is now super fit and looks like that!
This is Clementine.



2/17



2 a Look at the pictures. Listen carefully and write the days of the week.



1



2



3



4



5



6 **Friday evening**



7and



8 **Monday morning**

b In pairs, look and say.

Monday. She eats lots of ...

5 Steps to grammar 2 Adverbs of frequency

2/19



1 a Listen and read.

First:



always / eat burgers



often / eat pasta



never / swim

Then:



always / go to the gym



often / run in the sun



sometimes / eat pizza

b Look at the pictures and say.

| | | | | |
|--------|--------------|-----------|-----------|--|
| First, | the cool cat | always | eats ... | Look! I <u>often</u> do homework at four. Dinner <u>is always</u> at six. |
| Then, | | often | swims ... | |
| | | sometimes | goes ... | |
| | | never | runs ... | |

2/20



2 Listen and read.

LANGUAGE BOX

| | always | often | sometimes | never |
|-----------|------------|---------------|---------------|---------------|
| Monday | ✓ | | ✓ | |
| Tuesday | | ✓ | | |
| Wednesday | ✓ | ✓ | ✓ | |
| Thursday | | ✓ | | |
| Friday | ✓ | | | |
| Saturday | | | | |
| Sunday | ✓ | | | |
| | get up ... | eat ice cream | run to school | sleep all day |

- I **always** get up at seven.
- You **often** eat ice cream.
- She **sometimes** runs to school.
- They **never** sleep all day.

3 a Write sentences about you. Use adverbs of frequency.

| | | |
|----------|---------------------------------------|-----------------------|
| Monday | always often sometimes never | get up at ... |
| Tuesday | | have breakfast at ... |
| On ... | | go to school at ... |
| Saturday | | eat ... |
| Sunday | | go to bed at ... |

b Read the sentences out to a partner.

c Read your sentences out in class.

Sounds right Word stress

2/21



1 Listen and repeat.

Monday, Tuesday, Wednesday. Great.
Thursday, Friday. I can't wait!

Saturday and Sunday.
the 'no school today' day!

2/22



2 a Listen to the interview. Circle T (True) or F (False).

- 1 The questions are about Thursdays. T / F
- 2 The children go to the same school. T / F

2/22



b Listen again and write the correct times.



| | | |
|--------|---------|---------|
| Gary | 1 | 3 |
| Nicola | 2 | 6 |



| | | |
|--------|----------|----------|
| Gary | 9 | 11 |
| Nicola | 10 | 12 |

3 a Listen to the audio from 2b again. Talk about Gary and Nicola.

On Mondays, Gary gets up at ...

b Now try to talk about your week for a minute.

On Mondays, I get up at ... On Tuesdays, I ...

- 1 Look at the pictures and read the story. There are two mistakes in each part of the story. Find them and write the correct information.

Ruby and Fred get up. They are tired. They go downstairs to the kitchen and have breakfast. It's nine. They get their school bags. Ruby has got a red school bag and Fred has got a blue school bag. Hurry up, children! It's school time!



1 It isn't nine. It's eight.

2

The children leave the house and go to school. They are very late. They run. They get to school at eight. But there is a problem. The school is closed. There are no children outside the school. There is only an old man and his dog. "This is strange*," Ruby says. "Yes, very strange," says Fred.



3

4

"Have you got your phone?" Ruby asks Fred. "Yes," says Ruby. "This phone is yellow," says Fred. "No," says Ruby. "Fred's phone is blue." The old man says "Hello," says Ruby, "Hello." There is no school today. The children walk home. They are angry, but they are also happy.



5

6

- 2/23 **1 a** Listen and answer: Who is the farmer's friend?
- 2/23 **b** Listen again. Fill in the missing words.

The farmer's friend

Farmer Oh, what a day! I'm so tired! Look at you, happy sheep. You know, I ¹..... at five every day! You ²..... at six. Then I ³..... at seven!

Voice Baaa!

Farmer I know! Poor me. I'm so hungry ... I sometimes ⁴..... at nine! And I ⁵..... at eleven!

Voice Baaa-baaa! Poor you!

Farmer I know! Poor me ... I'm so tired. You sheep are never happy ... you always eat!

Voice Yes, we are hungry! We sometimes ⁶..... at nine. We often ⁷..... at nine.

Farmer I know!

Voice Poor me! Here's an apple.

Farmer Eh? An apple? Thank you! Wait a minute ... are you ... are you a sheep?

Voice Yes! I'm a sheep! Baaa baaa.

Farmer Oh, dear. A talking sheep! I am tired. Is it a dream?

Voice Yes, it is, it's a dream! Here's the apple!

Farmer Now! Thank you, sheep!

Voice You're welcome, Dad!

Farmer Dad? Wait a minute! Tara is that you?

Voice Ha ha, yes, it's me! I'm in the tree!



- 2/24 **2** In pairs, do **A** and **B**.
- A** Listen to one dialogue.
- B** Listen. Act out the dialogues. Choose one. Change it.

1 Mum: Jonny! Go to bed!
 Jonny: But Mum ...
 Mum: Jonny! Go to bed now!
 Jonny: But Mum ... the cat is in my bed!

2 Marco: What's that?
 Diane: It's my breakfast! I often have breakfast at school.
 Marco: But not in class! The teacher is here!
 Diane: Ah!

2/25



1 Look at the photos. Listen to the words.



1 listen to music



2 read a book



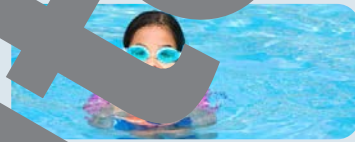
3 sleep



4 say please and thank you



5 start the day with a positive thought*



6 do what I like

*positive thought – positiver Gedanke



2 a Read the article.

HERE ARE FIVE TIPS FOR

FIVE TIPS FOR A GOOD LIFE

Learn to ... have a good life

1 Start the day with a positive thought.

Lara is twelve. She is a very positive girl. She is nice to people. Her friends like her very much. "From Monday to Friday I always get up at six. On Saturday and Sunday I get up at eight. I get out of bed. I say, 'I'm a nice person. Thank you please and thank you. Today is a wonderful day for me.'"

2 Read.

Jamie is eleven. He starts his day with a book. Jamie says, "I always read before breakfast. I love books. Books are my friends."

3 Make a list for the day.

Lara says, "I often make a list for the day. That helps me plan my list for today:

- Pack my school bag.
- Take my school bag to school.
- It's Annie's birthday. Write a card for her.
- Buy a new apple!

Play table tennis with Jane and Yusuf."



4 Do what you really like.

Jamie says, "I love music. So I often listen to music. I do my homework. Then I stop for twenty minutes and listen to my favourite music. It's great!"

5 Sleep.

An old person sleeps five hours a day. A horse sleeps three hours. A guinea pig sleeps four hours. A cat sleeps 12–16 hours. And you? Lara says, "Sleep is important. I sleep nine or ten hours every night. This gives me a lot of energy!"

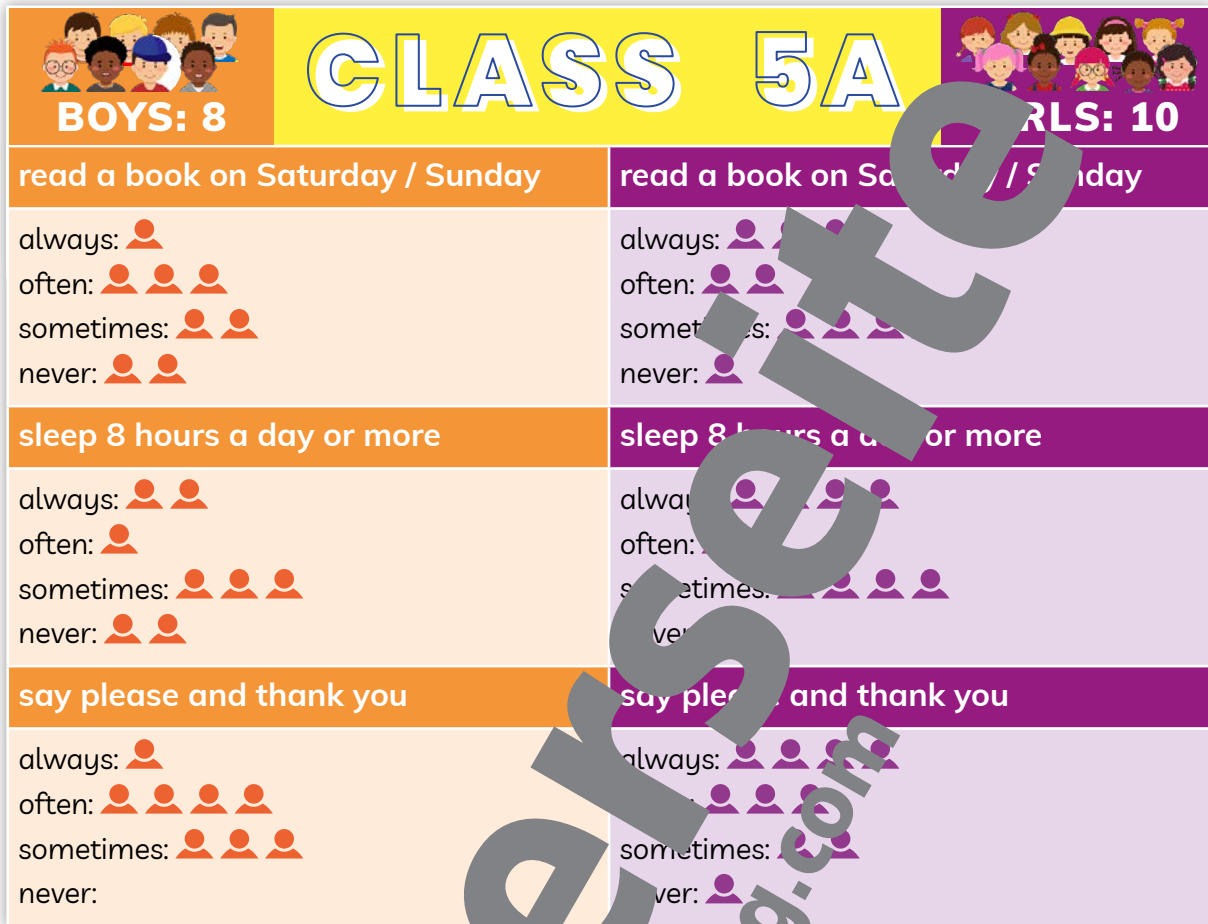
2/26+27+28



b Read again. Circle T (True) or F (False). Then listen and check.

- | | | | |
|---------------------------------|-------|--|-------|
| 1 Lara is a very positive girl. | T / F | 4 Jamie always reads a book before dinner. | T / F |
| 2 Lara's friends like her. | T / F | 5 He never listens to music. | T / F |
| 3 She always gets up at six. | T / F | 6 A cat sleeps three hours a day. | T / F |

1 a Look at the chart. How many children are in class 5A?



b Look at the chart again. Write five sentences about class 5A.

One boy always reads a book on ...
 ... boys sometimes ...
 ... girls always read a book on ...
 ... girls never ...
 ... boys often ...

2 a Choose three routines in your class.

- eat pizza on Saturday / Sunday
- eat chocolate
- watch a film on Saturday
- listen to music in bed
- play football
- go to bed at ten or later on Saturday

b Say one sentence for each of the routines.

I always go to bed at ten or later on Saturday.
 I always listen to music in bed.

3 a Make a checklist on the board.

b Look at the poster in 1a. Make a poster for your class.

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

6

Food

At the end of unit 6 ...

you know

- words for food and drinks
- verbs to talk about food
- how to use the present simple negative
- how to use object pronouns

you can

- say what you, your family and friends like or don't like
- understand short texts and dialogues about food
- understand a simple recipe
- write sentences about your lunchbox
- write a dialogue about food

Vocabulary Food

2/29

1 a Listen and write the numbers.

| | | | | | |
|--|--|--|---|--|--|
|  |  |  |  |  |  |
| <input type="checkbox"/> bacon | <input type="checkbox"/> sausages | <input type="checkbox"/> chicken | <input type="checkbox"/> cheese | <input type="checkbox"/> an onion | <input type="checkbox"/> a chilli |
|  |  |  |  |  |  |
| <input type="checkbox"/> bread | <input type="checkbox"/> water | <input type="checkbox"/> milk | <input type="checkbox"/> crisps | <input type="checkbox"/> ketchup | <input type="checkbox"/> a sandwich |

b In pairs, ask and answer.

I like chicken. What about you?

Me, too. / I don't like it.

Photo 1: crisp

c Look at the photo story on page 59. Find and say the food words.

2 a Watch part 1 of the video.

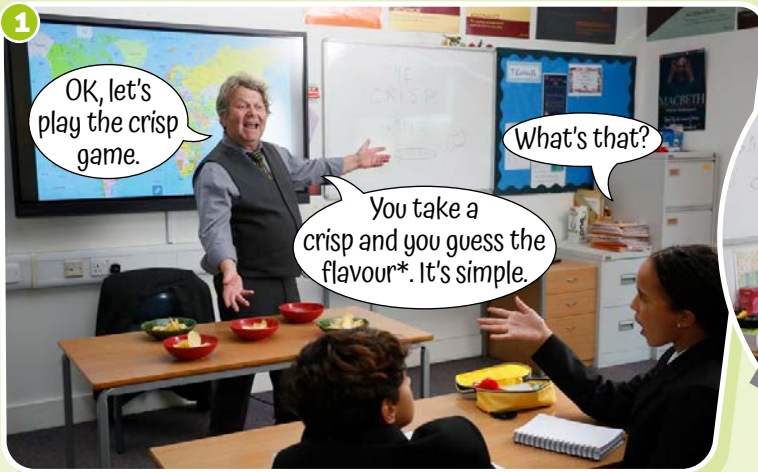
b Read the photo story. How many of these tasks can you do?

- 1 The children play the crisp game. sandwich game.
- 2 The crisp is bacon and onion. cheese and onion.
- 3 Lily likes and onion crisps. T / F
- 4 Alissa likes chicken crisps. T / F
- 5 Mr Hart doesn't like sausage and crisps.
- 6 Lisa and don't like the game.

3 Watch part 2 of the video. Complete the sentences.

- 1 asks Mr Hart to play the crisp game.
- 2 He gets some crisps from his
- 3 says, "Eat it, Mr Hart."
- 4 The crisps are flavour.
- 5 Alissa gives Mr Hart some

The After School Club 6 The crisp game



VOCABULARY: *flavour – Geschmack

Let's ... to food

4 In pairs, ... and say. Then point at a picture in 1a and say.



apple



banana



orange



broccoli



tomato

Yuck.

It's delicious.

That's good/bad for you.

6 Steps to grammar 1 Present simple (negative)

1 a Look at the photo story on page 59 again. Write the missing names.

- 1 doesn't like the cheese and onion crisps.
- 2 likes the cheese and onion crisps.
- 3 and like the chicken crisps.
- 4 and don't like the sausage and ketchup crisps.

2/30



b Listen and check.

2/31



2 Listen and read.

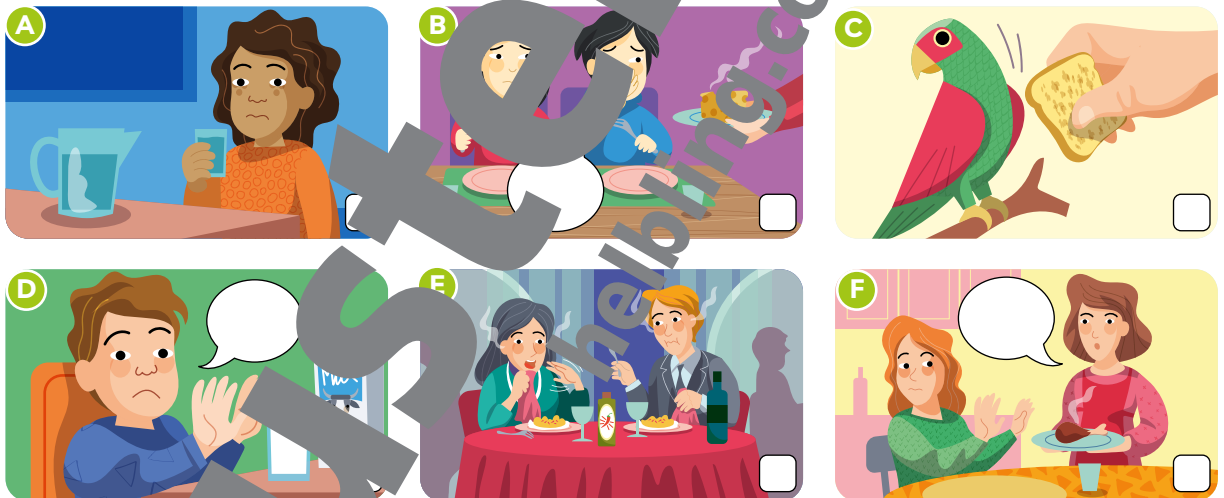
LANGUAGE BOX

- | | |
|----------------------------------|---------------------------------|
| 1 I don't like milk. | 4 It doesn't like bread. |
| 2 You don't like chicken. | 5 We don't like ... |
| 3 She doesn't like water. | 6 They don't like ... |

Look!

I/You/We/They **don't** like onions. **don't** like onions.
 He/She/It **doesn't** like onions. **doesn't** like onions.

3 Match the sentences from 2 with the pictures. Write 1-6 in the boxes.



4 Cover the language box. Look at the pictures in 3. Say sentences with *I, you, she, it, we, they*.

- Picture A. I don't like ...
- Picture B. We ...
- Picture ...

5 In pairs, talk about you, your family and your friends.

I don't like ...
My best friend doesn't like ...





My sister doesn't like ...
My mum and dad don't like ...

A song

2/32+33



1 a Listen and sing.

Luke's café

Every day,
hey, hey, hey,
we meet at
Luke's café. (x2)

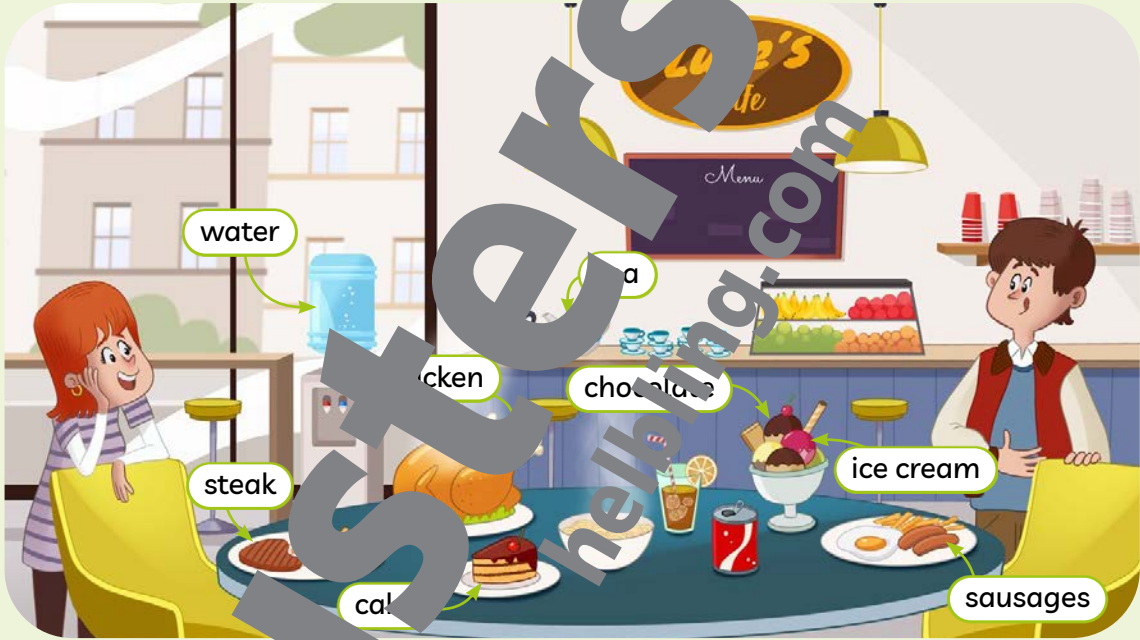
We eat chicken.
We eat steak.
We eat ice creams.
We eat cake.

We love crisps,
and burgers too.
We like sausages.
What about you?

Every day,
hey, hey, hey,
we meet at
Luke's café. (x2)

We order a plate. Every day,
We order a plate. hey, hey, hey,
We drink the water. We meet at
that's for you! Luke's café. (x2)

The things we had. Every day.
is when it's late,
and brought it out
at Luke's.



2/32



b Listen and cross out the food in the picture that is not mentioned in the song.

2 In pairs, talk about your favourite restaurant/café for a minute.

- We sometimes/... go to ...
- I ...
- I like, but I don't like ...
- I hate ...
- My dad/mum/brother orders ...
- He/She often eats/drinks ...
- He/She loves ...
- He/She doesn't like / hates ...



6 Steps to grammar 2 Object pronouns

2/34



1 a Listen and read.

Dad The food's here. Mmh. I'm hungry.
 Waiter OK. A nice big steak and chips. Is that for you, sir?
 Bob No, the steak is for me.
 Dad Yes, give the steak to him, please.
 Waiter And I've got some chicken and chips. Who's that for?
 Julia Me.
 Dad OK, so please give the chicken to her.
 Waiter And I've got some sausages and chips. Who wants sausages?
 Max & May The sausages are for us.
 Dad The twins. OK, give the sausages to them, please.
 Waiter OK, enjoy your meal.
 Dad What about me? Where's my food? Waiter. Waiter!
 Julia Here, Dad. Have a chip.



2/35



2 Listen and read.

b Look at the picture. Draw lines from the food to the people.

LANGUAGE BOX

- | | |
|-------------------------------------|--|
| 1 The steak is for me . | 5 The water is for it . |
| 2 The bacon is for you . | 6 The sandwich is for us . |
| 3 The sausages are for him . | 7 The chilli crisps are for you . |
| 4 The crisps are for her . | 8 The bread is for them . |

Look!

| | |
|------|------|
| I | me |
| you | you |
| he | him |
| she | her |
| it | it |
| we | us |
| you | you |
| they | them |

3 In groups play the 'present' game.

VOCABULARY: *present – Geschenk

a Draw three presents on separate pieces of paper.

b Give your presents to people in your group.



Anna, this is for you.

Is this for me? Chocolates. Thank you.

Jakob and Nihan, this is for you.

Is this for us? Thank you.

Sounds right /tʃ/

2/36



1 Listen and repeat.

Ketchup, chicken,
chilli, cheese.

Put it in a sandwich.
Hurry, please!

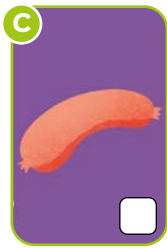
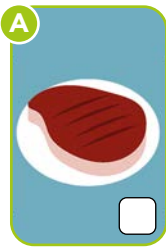
2/37



2 a Listen to the mini-dialogues. Choose the correct answer.

1 What is for lunch today at school?

4 What is Jim's favourite flavour of crisps?



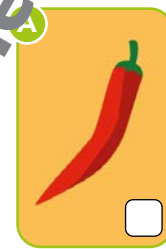
2 What has Alex got in his sandwich?

5 What time is dinner?



3 What drink is in Lucy's lunchbox?

6 What's on the pizza?



2/37



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

- | | |
|---|-------|
| 1 Jim is happy to have steak for lunch. | T / F |
| 2 Lucy has got chicken in her sandwich. | T / F |
| 3 Lucy has got cheese and onion crisps in her lunchbox. | T / F |
| 4 Lucy gives her brother a chocolate bar. | T / F |
| 5 Alex has got two packets of crisps in his packed lunch. | T / F |
| 6 Jim doesn't like pizza. | T / F |
| 7 None* of the children like the pizza. | T / F |

VOCABULARY: *none – keiner/keine

1 a Read and match the lunchboxes with the children. Write the names.



1

2

3

There's a packet of cheese and onion crisps in my lunchbox. Great. I love them. There's a banana. That's good. There's a tomato and cheese sandwich – my favourite! And a bottle of orange juice. Perfect. Thanks, Dad.



Lana

What's for lunch today? – a cheese sandwich. No crisps. No banana. No water. No crisps. No banana. It's a disaster!



Lucy

I've got a cheese sandwich in my lunchbox today. I always have cheese sandwiches. They're OK. I've got a packet of chicken crisps and a bottle of water. It's not very exciting.



I've got a sausage sandwich for lunch today. I love sausage sandwiches. They're my favourite. I've also got my favourite crisps – bacon and onion. I've got a bottle of orange juice and an apple. It's the perfect lunch.



Liam

b Read again and draw a face (circle) for each person.



2 What's in your lunchbox? Draw a picture and write about it.



.....

.....

.....

.....

.....

.....

.....

.....

2/38



1 a Listen to the sketch. Then read it out.



At a Chinese restaurant

Mum Mmmh – Chinese food! I love it.
 Tony Yeah, great. I love it too.
 Waiter Good evening. Here are the menus.
 Tony I want the sweet and sour pork*.
 Mum You always order the sweet and sour pork. Try something different.
 Tony I don't want to. You try something new.
 Mum OK. Let's see. I'll take number 124. I feel lucky today.
 Waiter Are you sure?
 Mum Yes, of course.
 Waiter Are you really, really sure? You want Jī zhuǎ.
 Mum Jī zhuǎ. Exactly. One sweet and sour pork and one Jī zhuǎ.
 Waiter Very good. (Fifteen minutes.)
 Waiter Here's your sweet and sour pork, young man.
 Tony Thank you.
 Waiter And here's your Jī zhuǎ.
 Mum Oh my gosh! What is that?
 Waiter Number 124. It's Jī zhuǎ.
 Mum What is it?
 Waiter Chicken feet. In a hot* sauce.
 Mum I can't eat that.
 Tony Don't worry. I'll eat it, Mum.

VOCABULARY: *sweet and sour pork – Schweinefleisch süß-sauer; hot – scharf

2/38



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

- | | | |
|---|--------------------------|-------|
| 1 Mum and Tony love Chinese food. | 4 Mum feels lucky. | T / F |
| 2 Tony wants to order sweet and sour chicken. | 5 Mum orders 124. | T / F |
| 3 Mum tells Tony to try another meal. | 6 She knows what it is. | T / F |
| | 7 Mum gets chicken feet. | T / F |
| | 8 She loves them. | T / F |

2/39



2 In pairs, do option A or B.

A Listen. Act out one dialogue.

1 Hanna Dad, can I order the burger?
 Dad Yes, of course. You always order burgers.
 Hanna I love burgers.
 Dad They aren't healthy. Order something healthy.
 Hanna The chicken nuggets?
 Dad Oh, Hanna!

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

2 Mum Here's a cheese and tomato salad for you.
 Noah But I hate tomatoes.
 Mum They're good for you. Very healthy.
 Noah Mum, I don't like them. What else is there?
 Mum Spaghetti.
 Noah With tomato sauce?
 Mum Yes, of course.
 Noah OK, I'll take it.

Look!

1 tomato → 2 tomatoes

1 a Read Marisa's diary.

My big brother - the cook

Monday

Mum and Dad are away. My brother Alan is the cook. He thinks that he's a very good cook. "I can cook for you, Marisa," he says. "No problem, I'm an excellent cook and I love to experiment!"

In the morning, he puts muesli in front of me. I don't like it very much, but with lots of milk it's OK.

In my lunchbox, he puts four apples. "Very healthy, Marisa," he says. At school, I give three apples to my friend Jenny. She loves apples.

In the evening, he cooks jam and eggs. "Jam and eggs?!" I say. "Well," he says, "ham and eggs is unhealthy. But jam is OK. It's an experiment. Try it."

I don't eat it. I'm not crazy.



Tuesday

It's the same again in the morning. Muesli, muesli, muesli. Mum for my lunchbox: a sandwich with crisps in it. Cheese and crisps. "Try it," Alan says. "It's my favourite kind of sandwich. I think it's disgusting."

For dinner, we eat sausages in milk. "What?" I say. "In milk?" Alan says, "You know it's very good for you." "But not with sausages," I say.

"Why not? It's an experiment," he says. Mum! Dad! Where are you?

Muesli in the morning. No lunchbox. I buy a big sandwich and a bottle of apple juice. At school, I have a great lunch. At school, hooray! Mum and Dad are back.

Let's have a Chinese takeaway," Dad says. "Good idea!" Mum and I shout. "But I want to make a pineapple-banana pizza," my brother says. "I like to experiment."

"No way, Alan!" I shout.



2/40+41+42



b Read the text again. Match the sentence halves. Draw lines. Listen and check.

- | | |
|--------------------------------|--------------------------|
| 1 For breakfast, Alan says | a sausages in milk. |
| 2 For lunch on Monday she gets | b gets a crisp sandwich. |
| 3 Monday dinner | c a Chinese takeaway. |
| 4 For lunch on Tuesday she | d gets muesli. |
| 5 Mum and Dad is | e jam and eggs. |
| 6 On Wednesday, Dad orders | f four apples. |

2 It's lunchtime on Saturday. Mum and Dad are away again. Marisa's the cook. Write a diary entry for Alan (50–70 words). Write about:

- what Marisa cooks
- what experiment she makes
- what you like / don't like about the food

Start like this:

Mum and Dad are away again. But today Marisa's the cook. ...

1 Remember episode 2. Write the words under the pictures.

squirrel Druff wolf



1

2

2 Use the code to write the words. CODE: A = 1, B = 2, etc.



— (4) — (18) — (5) — (19) — (19)

— (3) — (5) — (2) — (12) — (1) — (18)



— (6) — (9) — (18) — (5)

— (16) — (1) — (9) — (20) — (9) — (14) — (7)



3 Watch episode 3. Complete the sentences with the verbs.

meets helps jumps calls finds take walks* sees

- 1 Jenna out of the Aiden Jenna upstairs.
- 2 Jenna Aiden 6 Jenna the painting.
- 3 Aiden name. 7 Victoria into the room.
- 4 Aiden Jenna's walk. 8 Aiden out Victoria has a secret.

Everyday English

VOCABULARY: *walk – gehen

4 Complete the missing sentences with the phrases from the box.

Well done! But it's true. Promise.

- Jenna Is it safe? Jenna Look. I can walk.
- Aiden Yes, you can. 3 Aiden Yes, you can. 3
- Jenna I can walk. Aiden I don't believe* you.
- Aiden You can't try it. 2 Victoria 4 You must* believe me.

VOCABULARY: *safe – sicher; believe – glauben; must – müssen

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

7

My family and friends

At the end of unit 7 ...

you know

- family words
- how to use present simple questions
- possessive adjectives
- adjectives to describe people

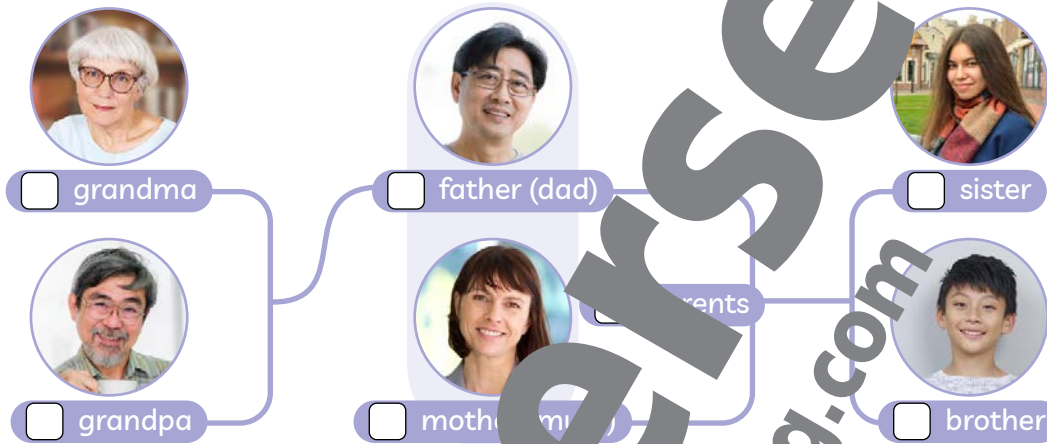
you can

- ask someone what they can do
- ask and answer simple questions about family and friends
- describe your family
- understand and talk about their families
- understand a video and a sketch
- understand a youth magazine about animal families

Vocabulary Family

3/1

1 a Listen and write the numbers.



best friend

b Talk about your family and friends.

I've got two brothers. I have a ...
 My grandma's name is ...

c Look at the photo story on page 69. What does Miss Tilki say about sports?

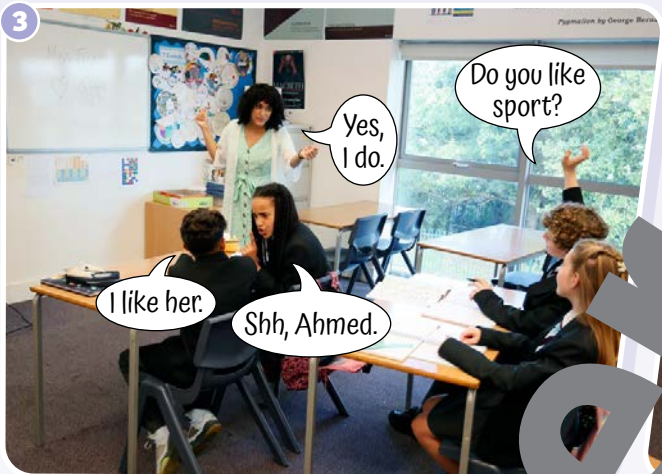
2 a Watch part 1 of the video.

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

- 1 The teacher's name is Miss Tilki. T / F
- 2 She is 70 years old. T / F
- 3 Miss Tilki likes BMX biking. basketball.
- 4 ... is Miss Tilki's boyfriend. cat.
- 5 Do you know if Miss Tilki likes pets? Why (not)?
- 6 What do we know about Miss Tilki's family?

3 Watch part 2 of the video. Who says it? Write *Miss Tilki*, *Miss Tilki's father* or *Lily*.

- 1 "There's someone at the door."
- 2 "Oh, really?"
- 3 "These are for you."
- 4 "Thanks, Dad!"



Let's ... you like ...? / Does he/she like ...?

4 In pairs ... and answer.

Do you like basketball? Yes, I do. / No, I don't. Does ... like ...? Yes, he/she does. / No, he/she doesn't.



7 Steps to grammar 1 Present simple questions

3/2



1 Remember the photo story. Write the answers from the box. Listen and check.

Yes, I do. No, I don't. No, she doesn't. Yes, he does.

- 1 "Miss Tilki, do you like football?"
- 2 "Miss Tilki, do you like basketball?"
- 3 "Miss Tilki, does your mother own a restaurant?"
- 4 "Miss Tilki, does your father cook?"

3/3



2 Listen and read.

LANGUAGE BOX

- 1 Do you **like** cats? – No, I **don't**.
- 2 Do you **like** snakes? – Yes, I **do**.
- 3 **Does** your mum **like** football? – Yes, **she does**.
- 4 Pam and Sue, **do** you **like** music? – Yes, **we do**.
- 5 **Do** Tim and Sue **like** ice cream? – No, **they do** not.

- Look at the questions and write the correct answer in the box.
- A Do you/we/they **like** sport?
 B Yes, I/you/we/they **do**.
 C No, I/you/we/they **don't**.
- A Does he/she/it **like** cornflakes?
 B Yes, he/she/it **does**.
 C No, he/she/it **doesn't**.

3 a Find the questions and answers in 2 and write them under the pictures.



A Do you?
 B No,



A
 B



A Tim and Sue
 B



A
 B



A it
 B



A he
 B

3/4



b Listen and check. Then act out the mini-dialogues.



c In pairs, ask and answer.

Do you like ... ?
 Do your parents ... ?
 Does your mother/father/
 brother/sister/best friend ... ?

Yes, I do. / No, I don't.
 Yes, they do. / No, they don't.
 Yes, he/she does. / No, he/she doesn't.

A song

3/5+6



1 a Listen and sing.

Family and friends

Tall and short and chubby,
pretty, fit and smart.
My friends and all my family,
are always in my heart.

Does your mum like to run?
Does she do sport all day?
My mum is tall and fit.
She always wants to play!
Tall and short and chubby ...

Do your friends like to dance?
Do they jump into the sky?
My friend Steve is short and chubby,
but he jumps up very high.
Tall and short and chubby ...
Does your dad like to read?
Does he always have a book?
Yes, he's really smart and tall,
but he never likes to cook!
Tall and short and chubby ...



b In pairs, ask and answer the questions from the song.

Does your mum like to run? Yes, she does. / No, she doesn't.

2 a Look at the pictures. Choose the correct word.



tall / short



short / tall



fit / chubby



tall / pretty



fit / chubby



b In pairs, ask and answer.

Does your mum like to play sport?

Yes, she does. She's very ... /
No, she doesn't. She likes ...

Does your dog eat everything?

Yes, he does. He's very ... /
No, he doesn't. He doesn't like ...

3/7



1 a Listen and read.

| | | | |
|-------|------------------------------------|---------|-------------------------------|
| Mum | What is this?! Kyra, come here! | Rohan | They aren't my shoes, Mum! |
| Kyra | What? | | Ask Dad! They're his shoes! |
| Mum | Look at this! Clean up your shoes! | Dad | What?! |
| Kyra | They aren't my shoes, Mum! | Mum | Clean up your shoes! |
| | Ask Rohan! They are his shoes! | Dad | ... let's see ... wait a |
| Mum | Rohan! Come here! | | |
| Rohan | What's wrong, Mum? | Grandpa | Hello, everyone! Where are my |
| Mum | Clean up your shoes! | Mum | Grandpa |

b Read again. Circle the correct answer.

- Clean up *our* / *your* shoes!
- They aren't *my* / *their* shoes.
- They are *its* / *his* shoes.

3/8



2 Listen and read.

LANGUAGE BOX

- This is **my** friend, Kyra.
- Your** friend is short.
- His** name's Rohan.
- Her** name's Julie.
- This is **his** cat. **Its** name is Speedy!
- Our** parents are tall.
- Hi, Julie! **Your** hair is nice today.
- My** animals are friendly.

Look!

| | |
|------|--------------|
| I | my |
| you | your |
| he | his |
| she | her |
| it | its |
| we | our |
| you | your |
| they | their |

3 Look at the pictures. Complete the sentences with the words from the box.

your his my their



1 This is car.



2 This is baby.



3 This is dog.



4 My parents and I live here. This is house.



5 Hey! This is book!



6 This is Tina! She's best friend.

Sounds right /w/



3/9



1 Listen and repeat.

William, Wanda, Wendy and Wayne are all in my family. What's your name?

3/10



2 a Listen and write the names in the picture.

- Lucy
- Jackie
- Mike
- Tom



VOCABULARY: *forty - three - dreiundvierzig; forty-nine - neunundvierzig

3/10



b Listen again. How old are Lucy and Tom?

Lucy: Tom:

3 a Draw a picture of your family in your exercise book.

b In pairs, ask and answer questions about your families.

What's his/her name?

How old is he/she?

That's ...

His/Her name's ...

He/She's ...

1 a Look and read. Write the number of the sentences in the correct speech bubble. There is one extra sentence.

- | | |
|--------------------------------|--------------------------------------|
| 1 Chocolate – my favourite! | 4 I want to go back to the hotel. |
| 2 Where is my hat? | 5 The water looks very cold. |
| 3 Stop, Spike! I want my ball. | 6 Come on, Dad. Let's go for a swim. |



b Look at the picture. Circle T (True) or F (False).

- | | |
|---|-------|
| 1 The dog has got a blue and yellow ball. | T / F |
| 2 The little boy is running. | T / F |
| 3 The woman has got a sandwich. | T / F |
| 4 The little girl wants to swim. | T / F |
| 5 The big girl likes the sun. | T / F |
| 6 The man wants the ball. | T / F |

2 Write questions about the picture for your partner to answer.

- 1
- 2
- 3
- 4

3/11
3/11

- 1 a Listen and answer: What is Derek?
 b Listen again. Fill in the missing words.



Grandpa's story

Anna Grandpa! Please tell me and Daisy a story!

Grandpa Daisy?

Anna Yes, Daisy. My ¹.....

Grandpa Your fish? Does your fish like stories?

Anna Oh yes, she ².....

Grandpa OK! Do you like stories about ³.....?

Anna Yes, we do!

Grandpa Great! So ... this is a story about a bird called Derek.

Anna ⁴..... name is Derek?

Grandpa Yes! And Derek is very happy. Derek has got a ⁵.....

Anna What is ⁶..... brother called?

Grandpa Umm ... his brother's called Eric.

Anna His brother is called ...

Grandpa Yes! Eric is a very smart bird. Derek isn't very smart. He eats everything. One day, Eric sees a cake.

Anna Mmm ... I like it.

Grandpa Yes ... but this cake is orange and ... And it's in a ⁷.....

Anna A ⁸.....?

Grandpa Yes! No ... does Derek ⁹.....?

Anna Yes! Derek eats the cake.

Grandpa Oh! Eric says, "Don't eat the cake! It's not a cake!"

Anna And who does Derek do?

Grandpa Derek says, "I want to eat the cake." But Eric is right. The cake is not a cake ... The cake ... is a ¹⁰.....! And that's the ¹¹..... of Derek.

Anna Grandpa! That's a ¹²..... story! Tell me a ¹³..... story, please!

Grandpa OK ... well, there's a ¹⁴..... cat in a tree.

Anna Grandpa!!

c In pairs, read out the skits.

3/12

2 In pairs, ...

A Listen. Act out the dialogue.

1 Teacher Do you want to play?
 Jane Sorry, Jane. I'm tired.
 Jane Does Dad want to play?
 Dad Yes! Here! Yes, I want to listen to music and dance!
 Jane Umm ... OK ... but not your music!

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

2 Teacher William? Do you have your homework?
 William Sorry, Miss! My brother's got my homework.
 Teacher And where is your brother?
 William He's at home!
 Teacher But it's school time!
 William Yes, Miss, but my brother is two years old!

1 Do option A or B.

A In pairs, ask and answer.

- Do you like elephants?
- Do elephants live in families?
- Do elephant mums and dads live together?

B Find out on the internet:

- What's 'male' and 'female' in German?
- Do elephants live in a zoo or in the wild?
- What's 'daughter' in German?

2 a Read the article.

A mum is the boss

Do elephants live in families?

Yes, they do. Elephants often live in big families. The families are called herds. In one herd there are sometimes 20 elephants or more.

Does an elephant dad lead* the herd?

No, he doesn't. The elephants in a herd are usually* all mums, sisters and daughters. The leader is always an older elephant mum. The mum is the boss. And there are the daughters, and the children of the daughters. The mums help each other. They 'babysit' for each other.

Do other animals also 'babysit' for each other?

Yes, they do, but it doesn't happen very often.

Do male elephants live with the family?

No, they usually don't. They often live alone or in small groups with other male elephants.

Do elephants live for a very long time?

In the wild, elephants usually live for 60 years. In zoos elephants can live longer. There are 80-year-old elephants in some zoos.



VOCABULARY: *lead – führen, usually – normalerweise, gewöhnlich

3/13+14+15



b Read again. Circle (True) or (False). Then listen and check.

- | | |
|--|-------|
| 1 Elephants often live in families. | T / F |
| 2 In an elephant herd, there are elephant mums, dads and children. | T / F |
| 3 The leader in an elephant herd is usually female. | T / F |
| 4 Male elephants babysit for each other. | T / F |
| 5 Male elephants always live alone. | T / F |
| 6 In the wild elephants have a shorter life. | T / F |

3

Read the questions below. Find information on the internet. Write a short article (50–70 words). Find a good title and add a photo.

- | | |
|-----------------------------|-------------------------------|
| • What big cats* are there? | • Do they like or hate water? |
| • Do they live in families? | • How long do big cats live? |

VOCABULARY: *big cat – Großkatze

Story time

1 a Read the text. Answer the questions.

- 1 Do the people think the rat is scary?
- 2 Does the cat think the rat is scary?

The elephant and the rat

The rat is in the big city. It walks down the street and says, "Look at me. I'm a great animal. I'm scary and I'm amazing." But the people don't look at the rat. They are looking* the other way. There's a big elephant. "Look, how scary," they shout. "And how amazing." The people are looking at the big elephant. On its back, there's the king. He's got a big white cat in his arms. "Look at me," the rat shouts, "I'm scary. I'm amazing." But all the people look at the elephant. "Look how strong he is," the people say. "What a big trunk* he's got. What big ears he's got." The rat doesn't like that. "That trunk is just a nose. And I've got ears too. And I'm grey – just like the elephant. So why aren't you looking at me?" Suddenly the big white cat jumps down from the elephant's back and says to the rat: "Are you're like the elephant? Maybe you're from the same family?" Now the rat's scared. "Erm ... no," it says. "My nose isn't like the elephant's trunk. And my ears aren't like the elephant's ears. But we're both grey." The cat picks up the rat. "I should do



... think I can pick up the elephant like I can pick up a mouse." Now the rat is really scared. The cat puts her face close to the rat's face. "And do you think I can eat the elephant?" "Nnnnnooooo," the rat says. Now it looks very small. The cat turns to the people. "Look what I've got," she says. "Oh, is it a mouse?" the people ask. "Here's your lesson", the cat says to the rat. "A rat and an elephant are the same colour. But they aren't the same size. Don't forget that – Mr. Rat." "OK, OK," the rat says. "I'm sorry." And then it goes the other way. And it's very, very quiet now.

VOCABULARY: ***looking** – sie schauen gerade jetzt; **trunk** – Rüssel; **turn to** – sich wenden an

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

- 1 The rat thinks it's scary. T / F
- 2 All the people look at it. T / F
- 3 The rat shouts at the people, but they don't look at it. T / F
- 4 The cat thinks the elephant and the rat are from the same family. T / F
- 5 The rat is scared of the cat. T / F
- 6 The cat eats the rat. T / F
- 7 The people think the rat is a mouse. T / F
- 8 The rat and the elephant are both grey, but they aren't the same size. T / F

c Listen and check.

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



8

Our bodies

At the end of unit 8 ...

you know

- words for parts of the body
- words for body movements
- how to use *can/can't*
- how to use imperatives

you can

- say what you or other people can/can't do
- ask someone what they can do
- give and understand instructions
- understand a short text about an animal and describe an animal
- describe simple health problems
- understand information in a factual text
- understand and write text messages

Vocabulary Parts of the body

3/18

1 a Listen and write the numbers.



eyes



nose



hand



toes



fingers



mouth



ear



arm



left leg



head



right hand



foot



tooth

Look!

- 1 foot – 2 feet
- 1 tooth – 2 teeth

b Point at a picture and say the name of the part.

What's this in English?

leg

c Look at the photo on page 79. Find and say the body words.

2 a Watch the video of the video.

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

- 1 Only Oliver and Ahmed is in the classroom.
- 2 Oliver's right eye is broken.
- 3 Oliver can't move his hand. T/F
- 4 Oliver can write with his left hand. T/F
- 5 Oliver can use his
- 6 Oliver can't do his today.

3 Watch part of the video. Match the kids with the injury*. Write the numbers.

1 Oliver 2 Alissa 3 Lily 4 Ahmed

- broken right arm
- broken right leg
- broken left arm
- broken left leg

VOCABULARY: *injury – Verletzung



Let's practice

4 In pairs, ask and answer.

Can you speak French? / Can you cook? / Can you play the piano? / Can you write with your left/right hand?

Can you speak French?



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

1 a Look at the photo story on page 79 again. Put a tick or cross in the boxes.

Can Oliver ...

- | | | | |
|----------------------|--------------------------|------------------------------|--------------------------|
| 1 do homework today? | <input type="checkbox"/> | 4 write with his left hand? | <input type="checkbox"/> |
| 2 move his fingers? | <input type="checkbox"/> | 5 write with his right hand? | <input type="checkbox"/> |
| 3 move his hand? | <input type="checkbox"/> | 6 use his phone? | <input type="checkbox"/> |

3/19



b Listen and check.

c In pairs, talk about your answers.

Oliver can't do homework today.

Oliver can ...

3/20



2 Listen and read.

LANGUAGE BOX

- I **can** speak French.
- You **can** speak French.
- He/She **can** speak French.
- We **can** speak French.
- They **can** speak French.

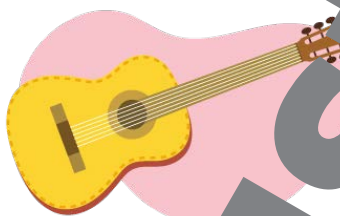
Questions answers

- Can you cook? Yes, I **can**. / No, I **can't**.
- Can he/she dance? Yes, he/she **can**. / No, he/she **can't**.
- Can you speak? Yes, we **can**. / No, we **can't**.
- Can they speak? Yes, they **can**. / No, they **can't**.

3 a Play "Find someone who can ..." Write the names.

Can you ... ?

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



- | | | |
|----------------------------|--------------------------|----------------|
| 1 play the guitar | 2 speak Turkish | 3 ski |
|----------------------------|--------------------------|----------------|



- | | | |
|-----------------------|------------------------|------------------|
| 4 cook a | 5 ride a bike | 6 paint |
|-----------------------|------------------------|------------------|

b Tell the class.

Anika can play the guitar.

A song

3/21+22



1 Listen and sing.

The body song

*This is the body song,
the song of body parts.
This is the body song,
and this is how it starts.*

See my fingers,
I can shake them.
See my legs,
I can kick them.

Shake, kick.

This is the body song ...

See my arms,
I can wave them.
See my knees,
I can bend them.

Wave, bend.

This is the body song ...

See my ears,
I can move them.
See my eyes,
I can close them.

Move, close.

This is the body song ...

See my head,
I can turn it.
See my mouth,
I can open it.

Turn, open.

*This is the body song,
I sing with my friends.
This is the body song,
and this is how it ends.*



2 In pairs, tell your partner what you do.

- shake
- wave
- bend
- move
- close
- open
- turn



1 a Match the phrases with the pictures. Draw lines.

move your ears

bend your knees

jump

touch your nose

shake your arms

close your eyes

turn your head



b Play "Simon says".

3/23



2 Listen and read.

LANGUAGE BOX

1 Stop!

3 Run!

5 Don't run!

7 Don't wave!

2 Jump!

4 Write!

6 Don't dance!

8 Don't touch your nose.

3 Read the text. Then add more imperatives.

Every day...

Mum comes and shouts: "Get up!"

A teacher comes and shouts: "Open the windows."

Another teacher says: "Close your books."

A teacher says: "Don't talk."

Another teacher says: "Read the text."

Another teacher says: "Listen to the song."

Another teacher says: "Don't watch TV! Do your homework."

I say: "Let me be*!"

.....



VOCABULARY: *Let me be. – Lass mich in Ruhe.

Sounds right can/can't

3/24



1 Listen and repeat.

Can you sing? – No, I can't.
 Can you dance? – No, I can't.
 Can you paint? – No, I can't. I can't do anything.



3/25



2 a Listen and put a tick or cross in the boxes.



Tom

Ruby

| | | | |
|--|----------------|--------------------------|--------------------------|
| | play the piano | <input type="checkbox"/> | <input type="checkbox"/> |
| | speak Chinese | <input type="checkbox"/> | <input type="checkbox"/> |
| | cook a steak | <input type="checkbox"/> | <input type="checkbox"/> |
| | sing | <input type="checkbox"/> | <input type="checkbox"/> |

b In pairs, check your answers.

| | | |
|-------------------------|--|--------------------------------|
| Can Tom play the piano? | | Yes, he can. / No, he can't. |
| Can Ruby speak Chinese? | | Yes, she can. / No, she can't. |



c In pairs, ask questions about the activities in 2a.

| | |
|-------------------------|----------------------------|
| Can you play the piano? | Yes, I can. / No, I can't. |
|-------------------------|----------------------------|

1 Read the text. Choose the best word for each gap.

Spiders



Spiders are amazing animals. They live all over the world. Most spiders are ¹..... **black**..... or brown, but some have other colours. This one in the picture has a ²..... black.

All spiders have got ³..... parts of their body and, of course, they have got eight ⁴..... They can ⁵..... very fast. Most spiders have got eight eyes, so they can ⁶..... very well.

Some spiders are dangerous, but most are not dangerous at all. They usually eat insects like ⁷.....

- | | | |
|-----------------------------------|---------------------------------|--------------------------------|
| 1 <input type="checkbox"/> yellow | <input type="checkbox"/> black | <input type="checkbox"/> green |
| 2 <input type="checkbox"/> red | <input type="checkbox"/> yellow | <input type="checkbox"/> black |
| 3 <input type="checkbox"/> two | <input type="checkbox"/> four | <input type="checkbox"/> six |
| 4 <input type="checkbox"/> heads | <input type="checkbox"/> arms | <input type="checkbox"/> legs |
| 5 <input type="checkbox"/> swim | <input type="checkbox"/> move | <input type="checkbox"/> jump |
| 6 <input type="checkbox"/> see | <input type="checkbox"/> hear | <input type="checkbox"/> see |
| 7 <input type="checkbox"/> apples | <input type="checkbox"/> flies | |

2 Read the text and write five sentences about it.

It's got

It lives

It can

It eats

.....

3/26

1 a Listen to the sketch. Fill in the missing words.

Get up, Annie!

Mum Get up, Annie. Get up now.
 Annie What? I can't ¹..... you.
 Mum GET UP!
 Annie Oh, Mum. I can't.
 Mum What is it?
 Annie Everything. My ²..... hurts. And my legs hurt. I can't get up.
 Mum Let me see.
 Annie I can't turn my head. And I can't move my ³..... And look! My ⁴..... I can't move them.
 Mum Look at me.
 Annie Where are you? I can't see you. My ⁵..... hurt.
 Mum I'm right in front of you.
 Annie Oh, Mum, everything hurts.
 Mum Can you get up?
 Annie No, of course not. I can't ⁶..... I can't go to school.
 Mum I see.
 Annie And I can't do my English homework today.
 Mum Really? English homework and you can't do it?
 Annie No, I can't.
 Mum What about the school dance ⁷..... this evening?
 Annie The school ⁸.....? What about today?
 Mum Oh, I'm really sorry that you can't go to school.
 Annie Mum?
 Mum Yes?
 Annie I can move a little. Maybe I can go to school.
 Mum That's great. Now ⁹..... You don't want to be late for the test.
 Annie Oh, Mum...

3/26

b In pairs, read out the sketch.

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

- 1 Annie says her fingers hurt. T / F
- 2 Annie's eyes hurt. T / F
- 3 Annie says she can't move her head. T / F
- 4 She says she can't do her English homework. T / F
- 5 There's a school dance today. T / F
- 6 Annie can go to school. T / F

3/27

2 In pairs, do option A or B.

A Listen to one dialogue.

1 Milo Mum, my knee hurts. What's the problem? Mum I can't bend it. Mum Show me. Milo Oh! I can't. It hurts. Mum Let's go to the doctor's.

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

2 Linda Look, Dad. A new dance. I can do a new dance.
 Dad Very nice. Can you help me now?
 Linda Ouch, my leg hurts. I can't walk.
 Dad You can't walk to the table and get the cake?
 Linda The cake? Alright. I can do that.
 Dad And then you can help me in the kitchen.
 Linda Ouch! My leg hurts again.

1 a Read the text. Write the numbers from the box in the correct spaces.

4.2 8.65 20 635 8.8 176

People are amazing. They can be short or tall, they can have long legs and long noses. They can be heavy, they can be fast. And they can be normal. But what is normal?

Here are some facts:

- ★ The average* woman is about 163 cm tall; the average man is about 1..... cm tall.
- ★ How tall can a man be? The record is 272 cm.
- ★ How short can a woman be? The record is 62.8 cm.
- ★ How heavy can a man be? The record is 2.....
- ★ How long can a woman's legs be? The record is 132 cm.
- ★ How long can a man's arms be? The record is 97.....
- ★ How long can a large foot be? The record is 46.35 cm.
- ★ How long can a man's nose be? The record is 3..... cm.
- ★ And how long can a woman's fingernails be? The record is 4..... m.



You think people can be amazing. Look at the animal world.

A whale can be 5..... and weigh about 60 tons.
The ear of an African elephant is 3 cm long.
A giraffe is between 6..... m and 5 m tall.
And there is a frog that is only 7.7 mm.



3/28



b Listen and check.

VOCABULARY: *average – durchschnittlich; fingernail – Fingernagel

Web project

2 Read the questions below. Find information on the internet. Write a list of amazing facts (6) and present them to the class.

- How many centimetres on average does a person's hair grow* in a week?
- How long can a person's hair be? What's the record?
- What animal has got lots of teeth?
- What animals have got lots of feet? What's the record?
- What other amazing facts are there about people or animals?

On average, a person's hair ...

The record for the world's longest* hair...

The following animals have got ...

The record is ...

An amazing fact about ... is: They ...

VOCABULARY: *grow – wachsen; longest – längster/längste/längstes

1 Remember episode 3. In pairs, answer the questions.

1 What is the name of the other world?

.....

2 Who lives there? Write down the names of two people.

.....

3 How do you get there?

.....

2 In pairs, discuss. What do you think Victoria's secret is? Watch episode 4 and check your ideas.



3 Watch episode 4 again. Read the sentences and correct the mistakes.

- 1 Victoria is very hungry.....
- 2 Jenna eats the pizza.....
- 3 The secret spring is a window to Forest World.....
- 4 Victoria is a squirrel in the Forest World.....
- 5 Druff falls into the cave.....

Everyday English

4 Match the phrases and pictures.

- 1 Rats! 2 Good! 3 Let's get out of here.



VOCABULARY: *human – Mensch; magic – magisch, verwunschen; was – war; a long time ago – vor langer Zeit; hunter – Jäger; everywhere – überall; nowhere – nirgends

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

9

Shopping

At the end of unit 9 ...

you know

- words for clothes
- how to use the present continuous
- how to use *How much is/are ...?*
- how to use *this/these, that/those*

you can

- say that something looks good
- understand and ask for price
- describe what someone is wearing
- find and understand information on a leaflet
- agree with someone
- write a short text about your favourite clothes

Vocabulary Clothes

3/29

1 a Listen and write the numbers.



T-shirt



jacket



socks



shoes



dress



skirt



jumper



jeans



shorts



hoodie

b Mime, ask and answer.

What?

Yes! That's right!

c Look at the photo story on page 89. Find and say the words for clothes.

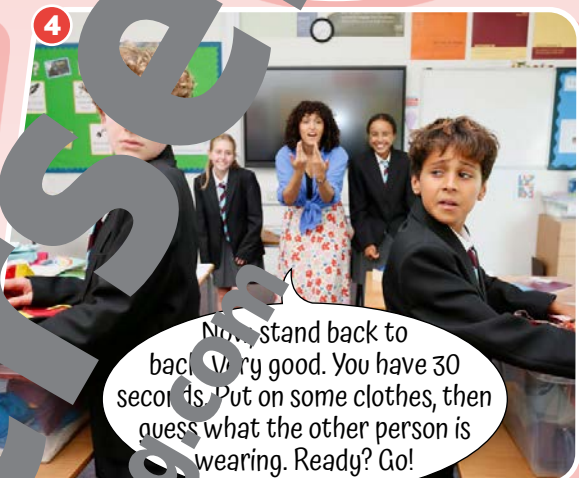
2 a Watch part 1 of the video.

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

- 1 Alissa is hungry. T / F
- 2 Oliver has a lot of homework. T / F
- 3 Miss Tilki wants to play a game. study.
- 4 Ahmed is going to sports club. drama club.
- 5 Ahmed is wearing and
- 6 Ahmed is wearing and

3 Watch part 2 of the video. Who says it? Write *Miss Tilki, Oliver, Alissa* or *Ahmed*.

- 1 "The dress?"
- 2 "The socks ... and the shoes!"
- 3 "Poor Mr Hart."
- 4 "Not a problem, Miss!"
- 5 "Let's all go and help him."
- 6 "Yes, he's very happy!"



Let's play a game that something looks nice

4 In pairs, play and mime.



9 Steps to grammar 1 Present continuous

3/30



1 Look at the pictures. Write *T-shirt*, *skirts* and *hoodie*. Listen and check.



- 1 Ahmed is wearing a blue
- 2 Oliver is wearing a red
- 3 Alissa and her friend are wearing

3/31



2 Listen and read.

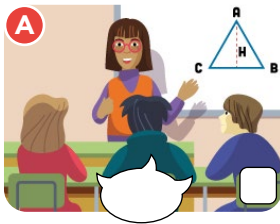
LANGUAGE BOX

- | | |
|-------------------|--------------------|
| 1 I'm reading. | 5 It's flying. |
| 2 You're walking. | 6 We're listening. |
| 3 He's eating. | 7 You're studying. |
| 4 She's playing. | 8 They're talking. |

Look

- 1 She's reading.
- 2 He isn't reading.
- 3 Is she reading?

3 Match the sentences from **2** with the pictures. Write 1-8 in the boxes.



4 In pairs, stand back to back and say.

I think you're wearing...



Yes, you're right! / No, try again.

5 Look at the pictures in **3**. Mime and guess.

...are reading!

6 In pairs, imagine. Use the words in the box and say.

eat play read walk fly

I can see a man. He's eating.

A song

3/32+33

1 a Listen and sing.

Going into town



Come on, we're going into town.
 Yes, town's the place to go.
 Come along, we're walking around.
 We're looking for some cool stuff, you know.

How much is that T-shirt in the window?
 It's twenty pounds forty, you see.
 What, twenty pounds forty for that T-shirt?
 Hey, you've got to be kidding me.

Come on, we're going into town ...

How much are those jeans in the window?
 They're ninety pounds sixty, you see.
 What, ninety pounds sixty for those jeans?
 Hey, you've got to be kidding me.

Come on, we're going into town ...

How much is that jumper in the window?
 It's twelve pounds, you see.
 What, only twelve pounds for that jumper?
 Hey, that's just the right price for me!

Come on, we're going into town ...

Oh, but that jumper's got holes.
 There are seven or eight you see.
 No problem, those holes look cool!
 And they perfectly fit my jeans!



3/32

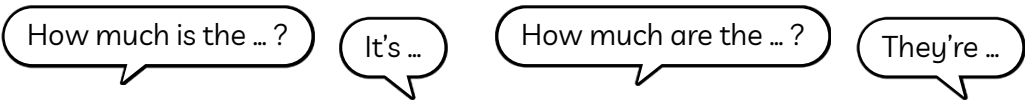
b Listen and ... clothes you hear in the pictures.

3/34

2 a Listen to ... Write the numbers.



b In pairs, point at the clothes in the picture in 1a. Ask and answer.



3/35



1 a Listen and read. Match each dialogue with a picture. Write the numbers.

Dialogue 1

Girl Excuse me.
Shop assistant Yes?
Girl How much is this T-shirt?
Shop assistant It's £9.99.
Girl OK, thanks. And how much are these socks?
Shop assistant They're £6.40.

Dialogue 2

Girl Excuse me.
Shop assistant Yes?
Girl How much is that T-shirt?
Shop assistant It's £20.50.
Girl That's expensive. How much are those socks?
Shop assistant They're £9.30.



3/36



b In pairs, read out the dialogues and act them out.
 2 Listen and read.

LANGUAGE BOX



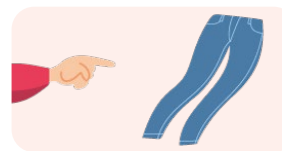
1 How much is this T-shirt?



2 How much is that T-shirt?



3 How much are these jeans?



4 How much are those jeans?

3/37



3 a Listen and say the price.
 b In pairs, ask and answer the price in the picture. Your partner says it.
 c In pairs, ask and answer.

How much is/are that/those ...?

How much are these/those ...?

It's ... / They're ...



Sounds right /ɜ:/

3/38



1 Listen and repeat.

Bert and Dirk are wearing a skirt and a shirt.
It's not a skirt, it's a kilt!



2 Think, pair and share.

- a Look at the pictures in 3. What words can you think of?
- b In pairs, write down the words.
- c Compare your words in class.

3/39



3 Listen and write the names under the photos. There is one extra name.

- Sam Nicky Jim Jenny Jack Bill Eve



1

2

3



4

5

6

4 Choose someone from the picture and describe them to your partner.

This person is wearing ...

Is it ... ?

1 a Read and write the names of the children under the pictures.



1



2

My favourite clothes are blue jeans and a red T-shirt. I wear them every weekend when I go out with my friends. I've got three pairs of jeans and five red T-shirts. They are all the same.

Janice

I love my school uniform. I think it's really cool. I usually wear it with a white T-shirt and blue jeans. It's what I wear every day after school.



3

I love my clothes. I've got lots of them. When it's my birthday, I always ask for clothes. It's difficult to choose my favourite. Perhaps it's my black dress and red shoes. It's what I usually wear to parties.

Monica



4



5

I don't really like clothes. I never want them for my birthday or Christmas. At the weekends, I often wear red jeans and a blue hoodie. My mum buys my clothes. I don't really care.

Miss

I only wear black. Black jeans, black T-shirts, black hoodies, black shoes. Anything as long as it's black. I hate colourful clothes.

Phoebe

b Read again and answer the questions.

- 1 Who only wears one colour?
- 2 Who asks their mum to buy clothes to meet their friends?
- 3 Who asks for clothes?
- 4 Who lets his mum buy his clothes?
- 5 Who wears their favourite clothes after school?

2 Read the texts in 1a again. Write a text about your clothes. Look at the mind map for ideas.



3/40



1 a Look at the photo. Where is the market?

b Listen to the sketch. Fill in the missing words.

The floating market



Jake Dad, it's hot! I'm tired! Let's go back to the hotel.

Dad Don't worry! I've got an idea.

Jake Please, no more. I'm hungry.

Dad Come on. ¹..... is a beautiful country! Let's go to a market.

Jake OK.

Dad This way ... over there ... aha! Yes, look! There it is.

Jake What? That? ²..... a boat.

Dad Yes, I know it's a boat. We ³..... a boat to the market.

Jake Hmm.

Dad See? Isn't the river beautiful? Look at ⁴..... fish!

Jake Hmm.

Dad And ... here we are! Wow, there are lots of people.

Jake There are ⁵..... boats.

Dad It's a market on the water! Be careful - don't fall in the water!

Seller Hello! Hello! Look here ... vegetables, fruit, ⁶.....

Dad Thank you! How much are ⁷..... bananas?

Seller They are ⁸.....

Dad Oh, that's cheap. I'll take them.

Seller Here you are!

Jake Thank you.

Seller And here, look at ⁹.....

A lucky ¹⁰..... for you!

Oh, ¹¹.....

Dad OK! I'll take it.

Seller Here you are.

Dad Thank you! Here, Jake, a lucky ¹²..... for you. Oh no - it's in the water!

Jake Hmm. ¹³..... not a very lucky ¹⁴.....

3/41



c In groups of three, read out the sketch.

2 In pairs, do a role-play. Use A and B.

A Write one dialogue.

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

1 Sally Mum! How much is the dress?
Mum Let me see ... it's 70 pounds!
Sally Oh ... it's very pretty.
Mum Wait! It's on sale, only 30 pounds!
Sally Yes! I have 30 pounds!

2 Grandpa Oh, no. Where are my socks?
Grandma I don't know!
Grandpa I can't see my socks!
Grandma Wait a minute ... Here!
Grandpa Have you got my socks?
Grandma No! I've got your glasses!

1 Look at the photos in 2a. Where can you see:

- our world
- waste
- the ocean
- presents
- plastic
- packaging
- a torch
- rechargeable batteries

2 a Read the text.

Think before you shop




Our world is beautiful. But there is a problem. There is too much waste. In the oceans there's a lot of waste. Most of it is plastic. What can we do? Here are some ideas.

Think before you shop. Is it the right present?



Look at the packaging of the present. Is there a lot of plastic?



Buy rechargeable batteries.



Don't use plastic bags.



Think and recycle!

3/42



b Read again. Circle T (True) or F (False) when listen and check.

- 1 Waste is a big problem on our planet. T / F
- 2 We can find a lot of waste in the oceans. T / F
- 3 Plastic waste is a problem. T / F
- 4 It's good to look for presents with a lot of plastic packaging. T / F
- 5 It's not good to buy rechargeable batteries. T / F
- 6 When you go shopping, use plastic bags. T / F

3 Read Jasmine's email and write a reply (50–70 words). You can use *always, sometimes, or never*. Think about the following questions:

- Do you like shopping?
- Do you often go to town?
- Do you sometimes look for cool stuff in the shop windows?
- What do you buy?
- What do you not want to buy?

Jasmine@getintouch.org **Subject:** Shopping

Hi,

How are you? This email is about shopping. I really like shopping. But I know that it's good to think before you shop. I like going into town with my friends. Then we look at cool stuff in the shop windows. But I don't often buy things. I always ask myself: Do I really need this? I look at the packaging. I don't want to buy a lot of plastic. And I don't use plastic bags. What about you?

Jasmine

A poster project

A flea market to collect money for a good cause*

1 a Imagine you're having a flea market at your school. Think about these questions:

- What can you bring? (books, toys, clothes ...)
- What is a good price for each of your things?

b In groups, say.

I can bring a T-shirt.
It's green and blue.
It looks nice.

I think a good price
for the T-shirt is £5.

Great idea.



I think
that's too much. /
I think the price
should be £3.

VOCABULARY cause – guter Zweck, gute Sache

2 Create a poster. Add pictures and sentences. Here's an example.



3 At the flea market, choose an A or B.

A Say



This is a very
good book:
Harry Potter 1.
It's for sale. It's
only £3.90.
Please, have
a look.

B In pairs, make a shopping
dialogue. Act it out.

A How much is/are ... ?

B It's/They're ...

A OK, I'll take it/them.

B Here you are.

A Thank you!

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



My personal learning track ▶



CYBER Homework 36 (Revision)

10

The sporting world

At the end of unit 10 ...

you know

- words for different countries
- how to use *was/were*
- words for sports

you can

- say and ask where you or others are from
- say what you or others do/where you do it
- understand facts and figures about sport
- understand and find information in a real text about sport
- find out about an event online and describe it
- write a short email about your favourite sport

Vocabulary Countries

4/1

1 a Listen and repeat.



1 the United States



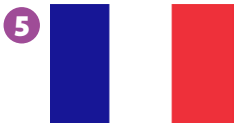
2 Brazil



3 China



4 Australia



5 France



6 Great Britain



7 Türkiye



8 Italy



9 Germany



10 Spain



11 South Africa



12 Austria

b In pairs, describe the flags. (This flag is yellow and red. Is it Spain?)

c Look at the photo stories on page 99. Find and say the countries.

2 a Watch part 1 of the video.

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

- 1 Ali is from Spain. T / F
- 2 Ahmed lives in South Africa. T / F
- 3 Kevac was born in South Africa. Türkiye.
- 4 Ali's grandpa was from Türkiye. Spain.
- 5 His grandpa was from
- 6 His grandparents were from Spain and

3 Watch part 2 of the video. Match the children with the countries. Draw lines.

- | | |
|----------|---------------------|
| 1 Oliver | a Türkiye |
| 2 Lily | b Great Britain |
| 3 Ahmed | c the United States |



Let's ...

4 In pairs ... and answer.



4/2



1 Look at the photo story on page 99 again. Match Mr Kovac's relatives with the countries. Listen and check.

father

mother

grandparents



4/3

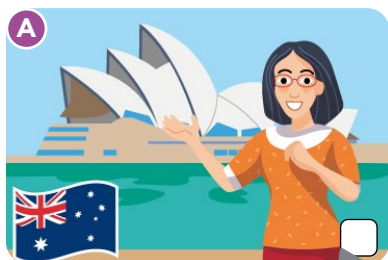


2 Listen and read.

LANGUAGE BOX

- 1 I **was** born in London.
- 2 You **were** born in Vienna.
- 3 He **was** born in Berlin.
- 4 She **was** born in Sydney.
- 5 We **were** born in Rio de Janeiro.
- 6 They **were** born in Beijing.

3 Match the sentences from 2 with the pictures 1-6 in the boxes.



4 In pairs, talk about your family.

My **father** was born ...
My **mother** was born ...

My **parents** were born ...
My **grandparents** were ...

5 Look at the photos. What do you know about these people? Say.



This is ...

He's/She's from ...

He/She was born in ...

A song

4/4+5



1 a Listen and sing.

Super-duper sporty kids

When he was a young boy,
he was good at volleyball.
And when she was a young girl,
she was best at basketball.



They were super-duper sporty kids,
and sport was all they ever did.
They were great and very strong and fast,
they were the sporty heroes of the past.
Oh yeah!

*They were super-duper sporty kids,
and sport was all they ever did.
They were great and very strong and fast,
they were the sporty heroes of the past.
Oh yeah!*

She was good at football,
he was a pro.
They both were great at swimming,
they were stars of every show.

He was good at running,
and she at skiing, skating too.
They were really stunning,
they were the sporty two.



*They were super-duper sporty kids,
and sport was all they ever did.
They were great and very strong and fast,
they were the sporty heroes of the past.
Oh yeah!*

b In pairs, make up some of the sports in the song.

c Tick the sports you are/were good at.



2 a Interview your partner. Ask him/her questions about sport.

Are you good at football/tennis/ ... ?

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

b Ask your partner questions about the kids in the song.

Was he/she good at ... ?
Were they ... ?

4/6



1 Listen and read. Tick the sports they talk about.

Max Grandpa, were you good at sports?
 Grandpa Yes, of course. I was good at many sports.
 Max Were you good at tennis?
 Grandpa No, not really. I wasn't good at it. But my parents were.
 Max Then were you good at swimming?
 Grandpa No, I wasn't. But my sister was.
 Max Were you good at running? Or was your sister good at running?
 Grandpa How do you know? Yes, she was. I wasn't.
 Max Grandpa? What were you good at?
 Grandpa I was good at watching sports.



4/7



2 Listen and read.

LANGUAGE BOX

Negatives

I **wasn't** good at football.
 You **weren't** good at skiing.
 He **wasn't** in the basketball team.
 She **wasn't** good at skating.
 We **weren't** good at running.
 They **weren't** in the swimming club.

Questions

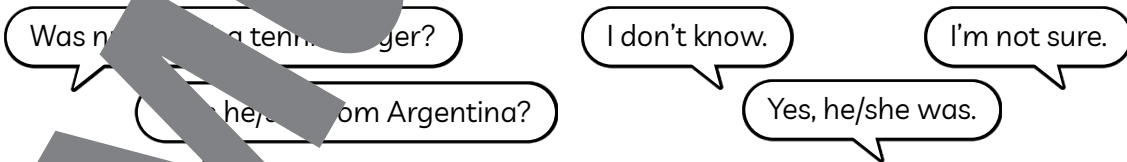
Were you good at running?
Was your sister good at volleyball?
Were they tennis players?
Was she a volleyball player?

Look!

wasn't = was **not**
 weren't = were **not**

3 Look at the pictures. Ask the teacher. Use the words in the box to help you.

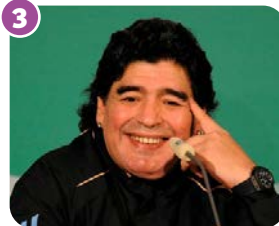
runner racing driver basketball player Argentina
 United States football player Brazil



Ayrton Senna



Florence Griffith Joyner



Maradona



Kobe Bryant

- 1 Think, pair and share.
 - a Look at the picture in 2. What words can you think of?
 - b In pairs, write down the words.
 - c Compare your words in class.
- 2 Listen and answer the questions.

4/8



- 1 What is the new girl's name? Alice
- 2 How old is the new girl?
- 3 What is Alice's last name?
- 4 Which street does Alice live on? Street
- 5 What number is Alice's house?
- 6 How old was Alice when she started swimming lessons?
- 7 Who was her teacher?

- 3 In pairs, look at the picture and act out a dialogue.



1 a Read the texts. Write the names under the pictures.



1



2



3

My favourite sport is football. I love it. My favourite team is PSG. They are from Paris in France. I watch all their games. The best player is Neymar. He's from Brazil. I also play football. I play for my school team. We're quite good. Last year, we were in second place in the league. Our coach is Mr Hamond. He's a very good player, too. He was a professional when he was younger. He helps me a lot. One day, I want to be a professional too.

I love tennis. I play tennis every day in the afternoon after school. I play for four hours every Saturday. The only day I don't play tennis is Sunday. I'm quite good at tennis and I want to be a professional, but it's very difficult and I have to work. My favourite player is Rafael Nadal. He's amazing. I wasn't even there when he won his first tournament.

Sam

My favourite sport is running. I really like the marathon. It's 42 km long. I can't run that far yet, but one day, I hope I can. I run every day. I run between five and ten km. I'm in the school running team and my teacher says I'm very good. One day, I want to go to the Olympics. Imagine running there for Great Britain! I don't watch running on TV because it's a bit boring. But it's not boring when you do it. It's exciting!

Nicky

b Read again. Answer the questions.

- 1 Who does Mr Hamond play for?
- 2 What was Mr Hamond's job when he was younger?
- 3 How many days a week does Sam play tennis?
- 4 Who is Sam's favourite player?
- 5 How long is a marathon?
- 6 Why does Nicky not watch running on TV?

2 Write an email (50–70 words) to your friend in Great Britain. Write about your favourite sport to watch or play. In your email:

- say what sport it is
- say where you do it
- explain why you like it
- say who you do it with

4/9

1 a Listen to the sports reporter and complete the table.

| | country | record for 100m |
|--|-----------------------|-----------------------------------|
|  Usain Bolt | 1 Jamaica | 2 9.58 seconds (2009) |
|  Luther Cary | 3 | 4 seconds (1891) |
|  Florence Griffith Joyner | 5 | 6 seconds (1988) |
|  Mary Lines | 7 | 8 seconds (1922) |

b Look at the table again and complete the dialogues.

..... from

His/Her time was ...

4/10

2 In pairs, use the information in A and B to act out the dialogues.

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

1 Carla Who was the winner at the swimming last week?
 Adrian In the 100-metre race?
 Carla Yes, who was it?
 Adrian That was Mehmet from 7B.
 Carla And how fast was he?
 Adrian One minute, 20 seconds, I think.

2 Martin Who were the two best football players in the match?
 Anahita From our team?
 Martin Yes, of course.
 Anahita They were Lisa and Ayshe.
 Martin Yes! I think they were great.
 Anahita Yes. They weren't so great last year, but this year they are!

1 a Read the text quickly. What are the countries with Crankworx World Tour events?



The Crankworx WORLD TOUR

Are you and your friends mountain bikers? Are you interested in extreme sports? Then it's time to find out more about the Crankworx World Tour.

The beginnings: It all started in Whistler, Canada, in 2004. Then there were competitions* in France and New Zealand. And in 2017, the World Tour came* to Innsbruck, Austria.

Who is it for? Only 32 racers* can take part every year. They are the world's best mountain bikers. But millions of people from all over the world watch the competitions. They are real challenges. They are extreme!

The whip-off: In this competition, the bikers do big jumps. When they land, they whip* the back end of the bike to the left or to the right.

The dual slalom: Two bikers race down the mountain, who is faster? A dangerous competition!

The speed & style competition: Two bikers race down the mountain. They do tricks at the same time. Who is faster? Who has the best tricks?

Slopestyle: This is a freestyle competition. The bikers can show all their tricks. They spin, they flip, they jump and they ride backwards.



You can't go to Whistler or to Innsbruck? No problem. Crankworx has an internet channel. You can watch it all online. And every day, you can learn some of the tricks too. And when you're under 13, you can try the Kidsworx competition. Time to start practicing!

VOCABULARY: competition – Wettbewerb; came – kam; racer – Rennfahrer/in; whip – schlagen

4/11+12+13

b Read again. Circle True (T) or False (F). Then listen and check.

- | | |
|--|--|
| 1 Crankworx started in France. T / F | 4 In a whip-off competition the bikers do jumps. T / F |
| 2 There are five competitions on the World Tour. T / F | 5 In slopestyle the racers can't jump. T / F |
| 3 The challenges are easy. T / F | |

Well-known

2 a Work in groups. Find information about an international sports event on the internet. Write a list of facts.

b Read the text again. Write a similar text about your international sports event. Use your list of facts and the following ideas:

- What sport event is it?
- Where does it happen?
- How often does it happen?
- What is the prize money?
- Who was the winner (were the winners) last year?
- What do the fans think about it?

1 Read the secret message in the water. What is the missing word?

The door between our world and the forest world is in the cellar.

2 Write the words under the pictures. Then watch episode 5 and number the pictures in the order you hear them.

prison dinosaur smelly cave



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

- 1 Victoria is Draven's friend. T / F
- 2 Victoria wants to live in the Forest World. T / F
- 3 Draven is in prison. T / F
- 4 There are dinosaurs in the Forest World. T / F
- 5 Jenna wants to go home. T / F
- 6 Aiden doesn't want to call the police. T / F

Everyday English

4 Watch episode 5 again. Complete the dialogues with phrases from the box.

Just a minute No problem Oh, come on Be careful

Jenna: Welcome to Forest World ... my home ... it's beautiful ... it's warm, the grass is green, the trees are tall ... the dinosaurs are big and smelly.

Aiden: The what? Dinosaurs! 1.....!

Aiden: Victoria, what can we do?

Victoria: , but Draven is on his way here. I have to stop him.

Aiden: 3..... , Vic. Let's call the police!

Victoria: The police are on their way here too. They know Draven wants to come here.

Aiden: 4..... , Vic.

Now go back to page 98. Check with a partner what you know / can do.

11

Fun times

At the end of unit 11 ...

you know

- verb phrases (entertainment)
- how to use the past simple (regular and irregular)

you can

- say what you will do
- make and respond to suggestions
- talk about and describe past activities
- understand a story
- understand a story about a past holiday
- write a story about a holiday

Vocabulary Entertainment

4/14

1 a Listen and write the numbers.



listen to music



hang out with friends



play an instrument



play computer games



watch TV



watch in a video



go to town



go to the cinema

b In pairs. Mime, ask and answer.

Listen to music? Yes! That's right!

c Look at the photo story on page 109. Find and say the entertainment words.

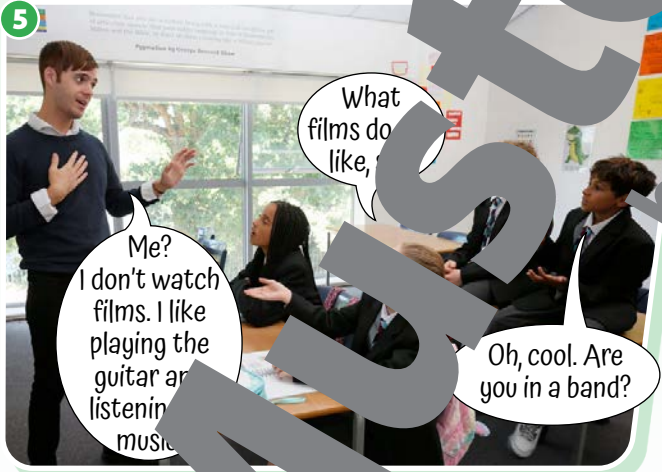
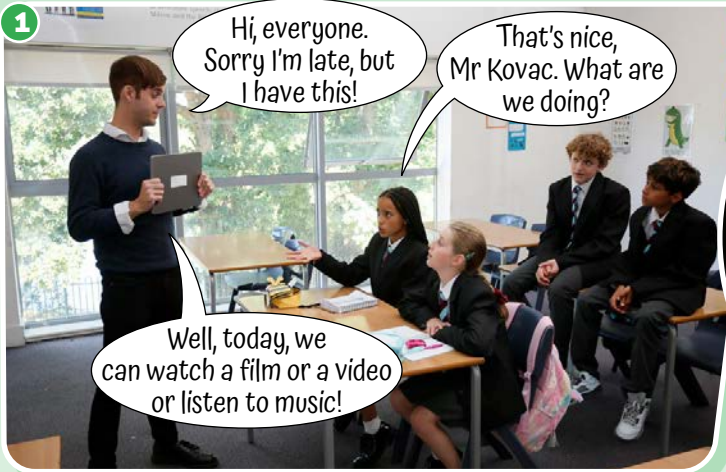
2 a Watch part 1 of the video.

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

- 1 Ahmed likes superhero films. T / F
- 2 Oliver likes watching TV shows. T / F
- 3 Oliver went to the cinema. listen to music. watch TV.
- 4 Mr Kovac likes playing the projector. laptop.
- 5 Mr Kovac doesn't watch ...
- 6 Mr Kovac likes ... and ...

3 Watch part 2 of the video. Who says it? Write *Mr Kovac, Oliver, Ahmed or Lily*.

- 1 "Let's have a vote!"
- 2 "Hands up for a TV show."
- 3 "What do you think?"
- 4 "That was awesome!"
- 5 "You are great, sir!"
- 6 "I liked it."



Let's ... / Let's ...

4 In pairs, choose and say.

- watch an internet video
- play computer games
- go into town
- go to the cinema

I want to ... / I have an idea. Let's ...

Yes, OK! / No! Let's ...

1 a Look at the photo story on page 109 again. Circle T (True) or F (False).

- 1 Lily watched the new superhero film. T / F
- 2 Mr Kovac watched a vampire TV show. T / F
- 3 Ahmed listened to Willow's new song. T / F

4/15



b Listen and check.

4/16

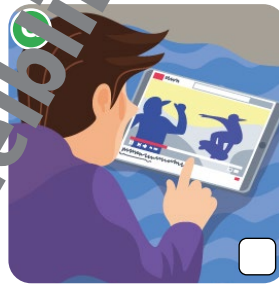


2 Listen and read.

LANGUAGE BOX

- 1 I played a computer game.
- 2 You listened to music.
- 3 He watched TV.
- 4 She played an instrument.
- 5 It listened to me.
- 6 We watched a ball.
- 7 You watched an internet video.
- 8 They played basketball.

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



b Complete the sentences.

- 1 Last night, I to music.
- 2 Last night, you TV.
- 3 Last night, she football.

Look!

| | | | |
|-----------|--------|------|----------|
| I/You | play | + ed | played |
| He/She/It | listen | | listened |
| We/They | watch | | watched |

4 In pairs, talk about last night.

Last night, I ...



Oh cool! Last night, I ...



A song

4/17+18

1 a Listen and sing.

A great weekend

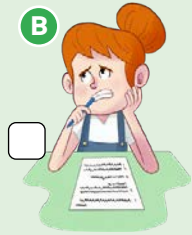
Last week was really stressful.
I had a lot of tests.
But then I had the weekend.
And now I'm far less stressed.

I walked around the park,
and picked up a nice feather.
I built myself* a cool machine
to tickle* my toes – how clever!

Last week was really stressful ...

I had a lovely day at the park.
I was a superstar.
My fans were just fantastic.
They came from near and far.

The weekend was just great.
I had a lot of fun.
It put a big smile on my face –
Just try it, even if you're stressed!



VOCABULARY: *myself – mir selbst; tickle – kitzeln

4/17

b Listen again. Put the pictures in the correct order. Write 1-7.

c Match the sentences. Draw lines.

- | | |
|---------------------------|-------------------------------|
| 1 For the girl, last week | a walked around the park. |
| 2 At the weekend, she | b wonderful daydream. |
| 3 She picked up a | c machine to tickle her toes. |
| 4 She built | d was really stressful. |
| 5 She had | e from near and far. |
| 6 In her daydream, she | f feather. |
| 7 Her fans came from | g was a superstar. |

d Imagine you are the girl in the song. Say the sentences.



For me, last week ...
At the weekend, I ...
I ...

4/19



1 a Listen and read.

Jane Good weekend?
 James Yeah. It was very good in the end.
 Jane In the end?
 James Yes. It was a little boring first.
 Jane OK. And then?
 James Well, I went for a walk for two hours. I took lots of photos.
 Jane Sounds good.
 James Yes. Then I came home. I printed the photos out and I wrote a sentence for each photo.

Jane Really?
 James Yes, I put the photos and the sentences on the wall in my room and I wrote my friends to see them.
 Jane I'm sure they'll like them very nice.
 James Yes. When we had a lot of fun. We went to the shopping centre and hung out there.
 Jane So... cool.

4/19



b Listen again. Tick the past forms you hear.

| present: | past: | present: | past: |
|----------|--------------------------------|----------|-----------------------------------|
| build | <input type="checkbox"/> built | put | <input type="checkbox"/> had |
| take | <input type="checkbox"/> took | find | <input type="checkbox"/> put |
| come | <input type="checkbox"/> came | go | <input type="checkbox"/> found |
| am | <input type="checkbox"/> was | hang out | <input type="checkbox"/> went |
| are | <input type="checkbox"/> were | | <input type="checkbox"/> hung out |

4/20



2 Listen and read.

LANGUAGE BOX

Last weekend / Last Sunday / Last week / Yesterday:

- I **built** a cool machine.
- You **took** lots of photos.
- He **wrote** a nice story.
- She **sent** a message.
- It **was** very cold.
- We **were** so happy.
- You **hung** out with friends.
- They **went** to the park.

3 Write sentences about the pictures. Read them out. Use *Last weekend, Last Sunday ...*



1 I / write



2 Mr Ward / take photos



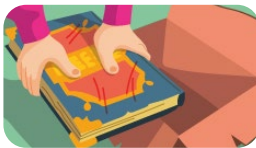
3 Tom / is sad



4 My sisters / are nervous



5 Mum / have a long daydream



6 I / find an old book



7 you / send an email



8 Ms Green / come home at ten

4 Write sentences about your last weekend. Read them out.

Sounds right -ed endings

4/21



1 Listen and write the words in the correct column.

played jumped shouted phoned watched
 wanted voted listened walked

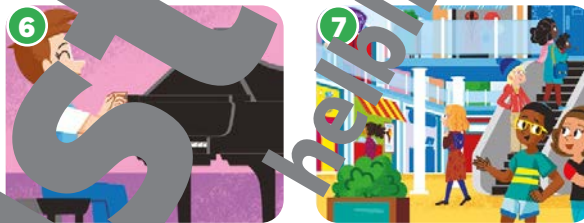
| | | |
|--------------------|--------------------|---------------------|
| /d/ | /t/ | /i/ |
| played | jumped | shouted |
| | | |
| | | |

4/22



2 a Listen to the interviews with Daniel and Lucy. Look at the activities below and write the numbers in the boxes.

| | Saturday | | | Sunday | | |
|--------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | morning | afternoon | evening | morning | afternoon | evening |
| Daniel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lucy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - |



4/22



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

- 1 Daniel went in the morning with his parents. T / F
- 2 Daniel listened to exciting music Saturday. T / F
- 3 Daniel read a newspaper when he saw on Sunday. T / F
- 4 Lucy went to the shopping centre with her friends. T / F
- 5 Lucy played computer games with her brother. T / F
- 6 Daniel had fun on Sunday evening. T / F



3 a In pairs, talk about what Lucy and Daniel did.

On Saturday morning, Daniel listened to ...

b Talk about what you did last weekend.

On Saturday morning, I ...

1 Read the text. Where do these sentences go? Write the number of the correct space next to each sentence. There is one extra sentence.

- it's all finished
- I saw that film last week.
- my beautiful, old, bright red guitar
- He was cooking in the kitchen.
- some rock music to make me happy

Last night

Last night, I was very bored. "Do some homework," Mum said. "I haven't got any, **1**," I said. I looked around my bedroom. What can I do? I thought. Watch TV? No, too boring. Watch an internet video? No, too boring. I know I can listen to some music — **2**. I picked up my phone and turned it on.

Nothing. The battery was dead*. I put it back on the desk. "Read a book," my dad shouted from downstairs. **3** "Too boring," I shouted back. When I saw my old guitar behind the chair, **4** and picked it up. "Hello, old friend," I said. "Let's make some music!"



VOCABULARY: *The battery was dead. – Der Akku war leer.

2 When you are bored? Write five sentences.

When I am bored, I

.....

.....

.....

.....

.....

4/23



1 a Listen to the sketch and complete the sentence.

Alisha's birthday party is

4/23



b Listen again and fill in the missing words.

A stressful weekend

Alisha Hey, Mark! Are you OK? You look stressed.

Mark Yeah, I ¹..... a stressful weekend.

Alisha Oh yeah?

Mark Yeah, it ²..... my dad's birthday!

Alisha And that ³..... stressful?

Mark Well ... not really. There ⁴..... lots of my family there and we ⁵..... games.

Alisha Sounds fun!

Mark It ⁶.....! We ⁷..... burgers and hot dogs. We ⁸..... pasta and pasta too.

Alisha OK ... and?

Mark Then we ⁹..... cake! And I ate four pieces!

Alisha So ...



Mark ... when we ¹⁰..... to my ... and ¹¹.....

Alisha ...??

Mark And I ¹²..... sick*!

Alisha Oh, no! That is stressful.

Mark Yeah ...

Alisha Mark, it's my birthday party next weekend.

Mark Brilliant! Can I come?

Alisha Um ... yes ... but ...

Mark But what?

Alisha But don't eat too much cake!

VOCABULARY: *sick – übel, schlecht

c In pairs, read out the sketch.

4/24



2 In pairs, do the options.

A Listen to the dialogue.

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

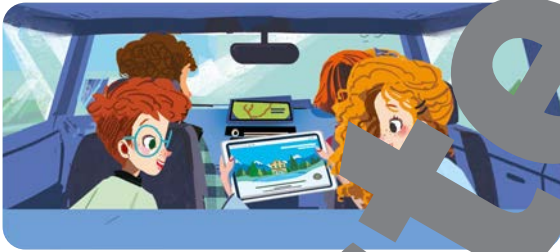
1 Lucy Mark, how are you?
 Mary Hi! Fine. Last night, my dad and I took photos of the moon.
 Lucy Last night?
 Mary Yes! We took photos of the moon!

2 Suzie Hi, Grandpa!
 Grandpa Hello, Suzie. How was your weekend?
 Suzie It was great! I went to the cinema!
 Grandpa That's nice.
 Suzie Yes, it was fantastic. Then I hung out with my friends at the shopping centre.
 Grandpa That sounds fun.
 Suzie And ... this is for you!
 Grandpa Wow! A book! Thank you, Suzie!

- 1 a** Read the text quickly. Find out how many people the text is about and who they are.
- b** The story is about a place. Where is it?

A fantastic place

It was last summer in June. We were in our car, on the way to Finland for our family holiday. It was a long drive, but that wasn't a problem for me. I listened to music on my phone for hours. Then my brother and I played a video game on my mum's tablet. And then we looked at the website of our summer place again: *Hyönteisten paratiisi*. A lovely name. The photos on the website were great. They showed a nice little house made of wood. Just the right place for my parents, my brother and me – his sister. And the house was on a beautiful lake. The lake was perfect for me. I love swimming.



When we got to the place it was night. Too late to look around. We were swimming in the lake. The landlady was very nice. But I found it strange that she said these times, "Please don't open the windows at night! Never open the windows at night!" We went to our room. My brother looked at me and said at my brother. "Please don't open the windows at night! Never

open the windows at night! We have lots of mosquitoes here. *paratiisi*. Ooooooh!"

We laughed and laughed. And we opened a window.



My brother wanted to stay for three weeks. We went back home after five days. There were millions of mosquitoes. Millions.

On the way home, I used a translation app on my phone to check the name of our holiday place. *Hyönteisten paratiisi*. It's Finnish. In English, it means ... yes, 'insect paradise'! Then I checked other websites about the place.

My mum said: 'A fantastic place. But don't go there in June. June is the mosquito month'.



4/25+26+27



c Listen again and answer the questions. Then listen and check.

- 1 Is the narrator of the text a boy or a girl?
- 2 What feelings do you think the writer had in the car and why?
- 3 Why do you think the two children laughed when they were in their room?
- 4 How was the holiday for the family?
- 5 On the way back home, the writer used the phone. What was the name of the holiday place?
- 6 Why was it a problem that they went on holiday in June?

Story time

1 a Read the text. Answer the questions.

- 1 Where did Oscar and Maisie go first?
- 2 What did they take to go back?

Parks in the city

“Let’s go and explore* the city,” Maisie said to Oscar. “Good idea,” Oscar answered. First, they took the underground to the north. After ten stops, they got off. There was a lovely park and they had great fun there. They ran around the park. They saw some kids with a football. They talked to them and then they played football with them. Maisie even scored a goal*. “That was great,” Oscar said. “Now let’s go to the south.”

They took the tram to the south of the city. There they saw a great ice cream place. They bought two ice creams. They were delicious. “There are really amazing places in the city,” Maisie said.

They walked around a bit and saw another park. “You can do fitness training here” Oscar said. “Come on, let’s train a bit.” Half an hour later, they were tired. “Let’s take a bus back. There’s the number 17. Let’s see where it goes,” Oscar said. “I don’t know,” Maisie answered. “But I’ve got no idea where it really goes to.”



“That doesn’t matter,” Oscar said. They got on the bus. After 20 minutes, Maisie said, “Look! There’s a wonderful park on the left.” “You’re right,” Oscar said. “It looks a bit like* the park next to our house. Let’s get off here.” They got off and went to the park. It looked like a really great park, but Maisie stopped. “Oscar?” she said. “It doesn’t just look like our park ... it is our park!” Then they both laughed. And they had great fun in their park.

VOCABULARY *explore – erkunden; score a goal – ein Tor schießen; look like – aussehen wie

b Read the text again. Match the sentence halves. Draw lines.

- | | |
|---------------------------|--|
| 1 First, Maisie and Oscar | a two delicious ice creams. |
| 2 They had great fun | b some fitness training in another park. |
| 3 Maisie and Oscar | c took the underground to the north. |
| 4 They had a great time | d at a lovely park. |
| 5 They played football | e football with some kids in the park. |
| 6 When they were tired | f took the tram to the south. |
| 7 They got on the bus | g it was their park. |
| 8 They saw that | h they took a bus. |

c Listen and check.

Now go back to page 108. Check with a partner what you know / can do.



12

Time

At the end of unit 12 ...

you know

- words for the months of the year
- ordinal numbers
- how to make offers and promises
- how to tell the time

you can

- say when your birthday is
- make offers and promises
- tell the time and the date
- understand a story about past events
- write a short text about your (past) day
- write an invitation

Vocabulary Months

4/30

1 a Listen and repeat.



b In pairs, ask and answer.



Sounds right Ordinal numbers

4/31

2 a Listen and repeat.

- | | | | |
|--------------------------|---------------------------|---------------------------------|----------------------------------|
| 1 st – first | 6 th – sixth | 11 th – eleventh | 22 nd – twenty-second |
| 2 nd – second | 7 th – seventh | 12 th – twelfth | 23 rd – twenty-third |
| 3 rd – third | 8 th – eighth | 13 th – thirteenth | 30 th – thirtieth |
| 4 th – fourth | 9 th – ninth | 20 th – twentieth | 31 st – thirty-first |
| 5 th – fifth | 10 th – tenth | 21 st – twenty-first | |

4/32

b How do you say: 15th, 18th, 24th, 28th? Listen and check.

c In pairs, ask and answer.



3 a Watch part 2 of the video.

b Read the story and say how many of these tasks you can do?

- 1 The boy is from ... Thursday. Friday.
- 2 Alissa's birthday is on ... Friday. Saturday.
- 3 ... don't know about Alissa's birthday. T / F
- 4 ... wants to bring the music. T / F
- 5 Ahmed ... to bring the
- 6 Alissa wants to decorate the

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

- 1 Who is first in the classroom?
- 2 Who is second in the classroom?
- 3 Who is third in the classroom?
- 4 Who is the party for?



Let's practice saying when your birthday is

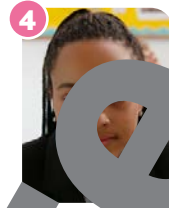
5 In pairs, ask and answer.

When is your birthday?



It's on the 8th of May.

1 a Look at the photo story on page 119 again. Match the children with the objects. Draw lines.



b Work in pairs. What do the people say?

c Listen and check.

4/33



4/34



2 Listen and read.

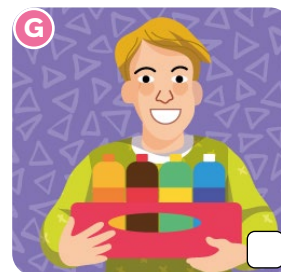
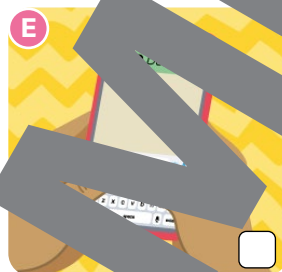
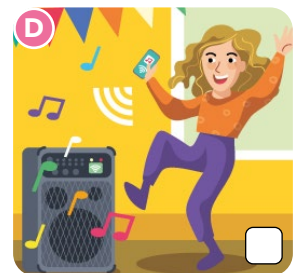
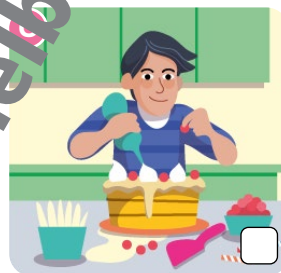
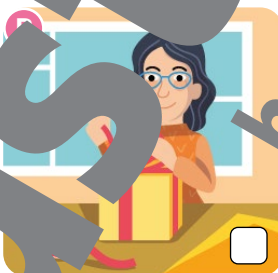
LANGUAGE BOX

- 1 I'll buy the present.
- 2 I'll send the invitations.
- 3 I'll blow up the balloons.
- 4 I'll bring the drinks.
- 5 I'll turn on the music.
- 6 I'll make the cake.
- 7 I'll decorate the room.
- 8 I'll have a party.

Look!

I'll = I will

3 Match the sentences from the Language Box with the pictures. Write 1-8 in the boxes.



4 In groups, organise a birthday party. Say.

It's my birthday on ...
Let's have a party.
I'll ...

And I'll ...

A song

4/35+36



1 a Listen and sing.

The birthday song

My birthday's on a Sunday,
it's the second day in June.
The party starts at three
in the afternoon.

*Happy birthday to you.
Happy birthday to you.
We hope you get presents
and a birthday cake too.*

My birthday's on a Wednesday,
it's the fifteenth day of May.
I want a lot of presents.
I hope that is okay.

Happy birthday to you ...

My birthday's on a Monday,
it's October twenty-third.
You've got me a great present
well, that is what I heard.

Happy birthday to you ...

My birthday's on the first day of the month,
it's a Friday in July.
I am a bit unlucky,
I get no presents. Oh why?

*Happy birthday to you.
Happy birthday to you.
We hope you get presents,
and a birthday cake. Happy birthday!*



4/35



b Listen again. Make a list of months that are not in the song.

c Complete the sentences.

- 1 My birthday's day this year.
- 2 My birthday's April.
- 3 My birthday's the July.
- 4 My birthday's on the third day May.
- 5 My party is the afternoon.
- 6 My party is three o'clock.



2 In pairs, choose A or B.

A Read. Act out one dialogue.

- 1 Tim When's your birthday?
Leah The twenty-second of March.
Tim Will there be a birthday party?
Leah I hope so.

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

- 2 Sarah When's your birthday?
Luis The ninth of November.
Sarah Oh? Next week then?
Luis Yes, and I'll have a big party.
Sarah When?
Luis It starts at seven in the evening.

4/37



1 a Listen and read. Underline the time expressions.

Sonia Will you be at my party next week? Sonia Yes. Can you come over in the afternoon at about quarter past three?
 Jerry Yes, of course. When is it?
 Sonia On Saturday, at six o'clock. Jerry To do what?
 Jerry And how long will it be? Sonia To help me decorate the room.
 Sonia It finishes at half past eleven. Jerry Oh dear! I've got no lesson till quarter to five.
 Jerry OK. Can I help? Sonia When is it?

b Write the time expressions from 1a under the clocks.



1 2 3 4

4/38



2 Listen and read.

LANGUAGE BOX



at half past two



at quarter past one



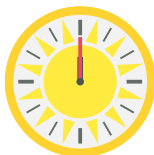
at quarter to three



at twenty-to six



at ten to nine



at lunchtime



at midnight



at six o'clock in the morning



at five o'clock in the afternoon



at eleven o'clock at night

3

In pairs, talk about your day.

I get up at ...
I go to school at ...

School starts at ...
I have lunch at ...

Look!

a.m. – from midnight to lunchtime
p.m. – from lunchtime to midnight

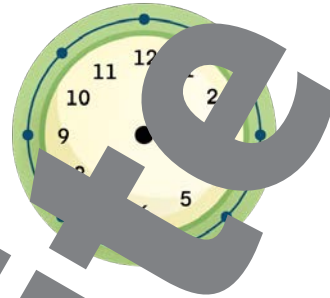
4/39

1 a Listen and draw the time on the clocks.

1 What time is the party?



4 What time does school start?



2 What time is the film?



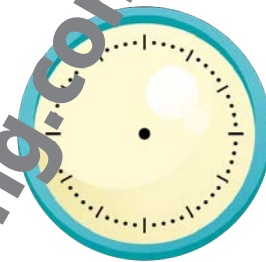
5 What time does school finish?



3 When does the party finish?



6 When does the football game start?



b In pairs, choose a clock from **1a** and say the time. How fast can your partner find it?

2 a Answer the questions and go yourself.

What time do you...

- 1 get up on a Monday?
- 2 get up on a Sunday?
- 3 go to bed on Tuesday?
- 4 go to bed on Saturday?
- 5 have lunch on the weekend?
- 6 go to school on the weekend?

b In pairs, it's your turn to guess.

I think you get up on Mondays at ...



That's right.

Almost, I get up at ...

You're wrong. I get up at ...



1 Read and match the pictures with the clocks. Draw lines. There are three extra clocks.

A perfect day

Last Sunday was the perfect day. I got up at half past ten and had breakfast watching TV. Then I went to town to see my friends. I met them at quarter to twelve outside my favourite café. I wasn't very hungry but I ate a big burger and chips. It was delicious. At ten to three, we went outside the football stadium for the game. The game started at three p.m. and was 5-0. It was fantastic. We left the stadium at quarter to five and went to the cinema. We watched the new Marvel film. It was very exciting. The film finished at twenty past eight. At ten to nine, we were in the new pizza restaurant. Their pizzas are the best. Then I walked home with my best friend happy, football, Marvel film and pizza. Days don't get better than that.

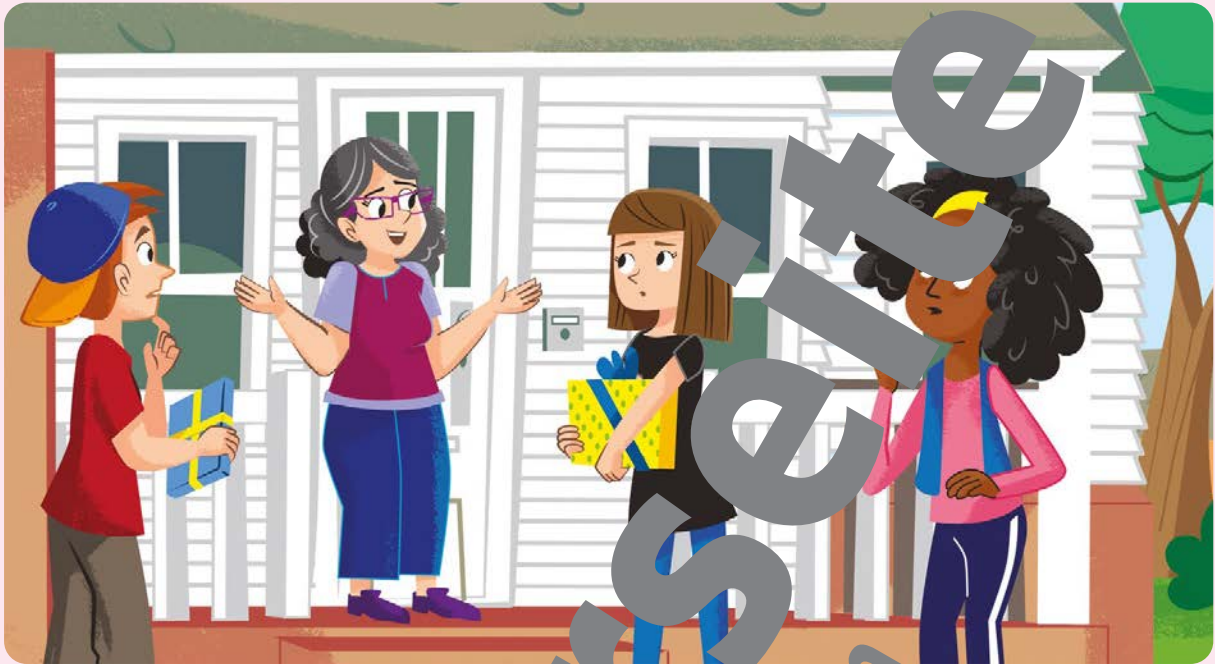


2 Use the three extra clocks in 1 to write a short text (60–80 words) about your perfect day.

At half past nine, I

4/40

1 a Listen to Cathy's story. What was the problem?



4/40

b Listen again and match the sentence halves on a new line.

- | | | |
|------------------------------|---|----------------------------------|
| 1 Cathy wanted to | a | sure there was a birthday party. |
| 2 Cathy wanted | b | friends at ten past six. |
| 3 Amy and Jason weren't | c | make a birthday card for Evie. |
| 4 They got her a | d | to wrap the present for Evie. |
| 5 Cathy met her | e | at her house. |
| 6 Then Evie's grandma called | f | book. |
| 7 Evie wasn't | g | next Friday. |
| 8 The party will be | h | to the door. |

4/41

2 In pairs, do option A or B.




A Listen. Act out one dialogue.

- 1 Matt is having his birthday.
 Tanja: How was it?
 Matt: It was great. I'm sure it is. There's a party at seven o'clock.
 Tanja: Let me phone her.
 Matt: Who?
 Tanja: My friend. Is there a party?
 Matt: Yes, there is. Next week.

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

- 2 Harry: Ellie, can we meet at quarter to five?
 Ellie: Why?
 Harry: I want to buy a birthday present.
 Ellie: For who?
 Harry: My mum.
 Ellie: Right. So where do you want to meet?
 Harry: At the cake shop.
 Ellie: Really?
 Harry: Let's have some cake before we go and buy a present.

-  **1 a** Read the story on the website and put the pictures in the correct order.

Embarrassing stories

A terrible birthday party

Never again! That was my last birthday party! Everything was so embarrassing!

It all started OK. Mum and Dad and I decorated the room. Mum put the cake on the table and Dad got all the drinks.

The party was at six. At six, nobody was there. Where were my friends? They all got their invitations and they all said yes. I looked at my invitation again. It said seven o'clock. How stupid of me.

At seven o'clock my friends arrived. The first thing Lisa said was: "Sorry, I forgot your birthday present at home." And Isabel said, "I made a cake for you. But I dropped it on the way here. I'm so sorry." I smiled and said, "Don't worry. We've got a backup plan." But then I saw Fred shake a bottle of fizzy drink. Of course, he sprayed everybody with the drink and Lisa ran away from Fred and she ran right into the birthday cake. There was cake on the floor, and everybody was covered in fizzy drink. Isabel cried because her hair was all wet. And then I cried because everything was a mess. And Dad said, "Maybe we can stop the party now. And we'll try again next Saturday." But I'm not sure. I think this was my last birthday party!



4/42+43+44



- b** Listen and check.

- 2** Do one for A or B.

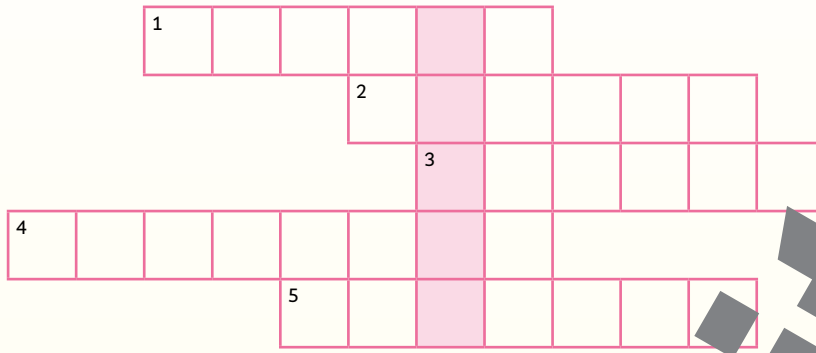
A Make an invitation card for a birthday party. Don't forget to write the date and place. Design it and sign it.

Hi,
I want to invite you ...
The party is at ...
It starts at ...
It ends at ...
I'm looking forward to seeing you.

B You want to invite eight kids to your birthday party. Make a to-do list (what to buy, plans for games, music ..., who will help you, etc.)

Who do I invite?
For the party I have to buy ...
The games we could play:
My playlist (music):
Ask ... for help.
...

1 Use the clues to do the crossword. Find the name of one of our heroes.



- 1 The secret spring is in the
- 2 Victoria is Aiden's
- 3 is Druff's brother.
- 4 The is Jenna's friend in the Forest World.
- 5 The are (They catch animals.)

▶ 2 Remember episode 5. In pairs, answer the questions. Then watch episode 6 and check your answers.

- 1 Who do you think is at the door?
.....
- 2 What do you think Aiden, Victoria and Jenna do?
.....

▶ 3 Watch episode 6 again. Put the events in the order they happen.

- Aiden and Jenna jump into the water.
- It goes dark.
- Aiden sees dinosaurs.
- Aiden arrives in the Forest World.
- Jenna scares Aiden.
- Aiden and Jenna go into the cellar.

Everyday English

4 Match the phrases with the pictures.

- 1 You're welcome.
- 2 How dare you!
- 3 That was close.



VOCABULARY: *lock – versperren; hide – verstecken

Now go back to page 118. Check with a partner what you know / can do.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich eine Frage stellen möchte, beginne ich oft mit einem Fragewort.

- 1 **What's** your name? 2 **How** are you? 3 **How** old are you?

b Ordne die richtigen Antworten den Fragen in **a** zu. Schreibe 1-

- I'm OK, thanks. I'm 12. My name's Tom.

c Complete the questions with the correct question word from **a**.

- 1 colour is your pen? 4 in your pencil case?
 2 's in your school bag? 5 are you, Tina?
 3 are you, Tom? 6 's your name?

d Do a quiz with your partner. Ask a question from **c** and an answer from the box. Then swap roles.

- A book, a pencil case, and a ruler. It's blue. Ten pencils and a rubber.
 I'm Chris. I'm OK, thanks. I'm eleven.

Grammar 2 *there is / there are*

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich sagen will, dass da (zum Beispiel in meiner Schultasche) ein Buch ist, sage ich:

There is a book in my school bag.

Wenn ich sagen will, dass da mehrere Bücher sind, sage ich:

There are three books in my school bag.

Look!

there is = there's

b Watch the video and do the grammar rap.



- Boy There are six girls.
 Girl There are six boys.
 Girl There are six boys.
 Girl There's a football.
 Boy There's a football.
 Girl There's a match.
 Girl There's a match.

- Boy and girl** GOAL!
Girl There's a goal.
Boys and girls There are six girls.
 There are six boys.
 There's a football.
 There's a match.
 There's a goal.

c In pairs look at the picture. Make sentences with *There is / There are*.



Grammar 1 be (affirmative)

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich das Wort **be** (sein) verwende, achte ich auf die richtige Form.

- I'm (I **am**) Tom.
- Sandra's (Sandra **is**) nine.
- You're (You **are**) Sue and Kim.
- You're (You **are**) Sandra.
- It's (It **is**) blue.
- They're (They **are**) teachers.
- Tom's (Tom **is**) ten.
- We're (We **are**) in class 7C.

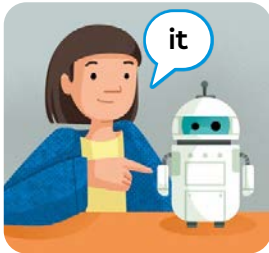
b In pairs, complete the sentences. Ask and answer.

- Hi, I Lily. What your name?
- Ahmed 11. How old you?
- Oliver in class 7C. What class you in?
- My ruler green. What colour ruler?

Grammar 2 Subject pronouns

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Subjektpronomen *I, you, he, she, it, we, you, they* verwenden wir, um über Personen zu sprechen.



b Watch the video and listen to the grammar rap.

I, I'm
 you, you're Ken.
 he, he's Tom.
 we, She's Milly.
 you, it's so chilly*! Brrrrrr!
 they.

I,
 you,
 he, she, it,
 we,
 you,
 they.

We're from Austria.
 You're from England.
 They're from Finland.
 Let's make a rock band.
 Yeah!

VOCABULARY: *chilly – kühl, kalt

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du *I am ... , you are ...* usw. verneinen willst, hängst du das Wort **not** an:

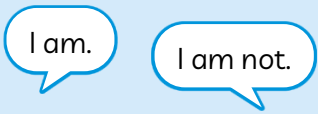
| affirmative | negative (Kurzform) | negative (Langform) |
|----------------------------|--|---------------------------------|
| <i>I'm happy</i> | <i>I'm not happy.</i> | <i>I am not happy.</i> |
| <i>You're great.</i> | <i>You aren't great. / You're not great.</i> | <i>You are not great.</i> |
| <i>He/She/It's hungry.</i> | <i>He/She/It isn't hungry. / He/She/It's not hungry.</i> | <i>He/She/It is not hungry.</i> |
| <i>We're tired.</i> | <i>We aren't tired. / We're not tired.</i> | <i>We are not tired.</i> |
| <i>They're bored.</i> | <i>They aren't bored. / They're not bored.</i> | <i>They are not bored.</i> |

b Watch the video and rap part 1 of the grammar rap.



I am → I'm not It isn't
 You are → You aren't We are → We aren't
 He is → He isn't You are → You aren't
 She is → She isn't They are → They aren't

c Do a quiz with your partner. Swap roles.



d Now watch and rap part 2 of the grammar rap.

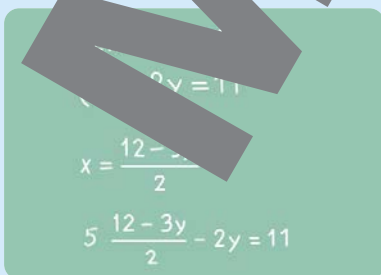


I'm happy. I'm not sad.
 You're great. You aren't bad.
 He's smart. He isn't cold.
 She's young*. She isn't old.
 It's fake. It isn't true.
 We're ten. We aren't two.
 You're active. You aren't lazy*.
 They're clever. They aren't crazy*.

VOCABULARY: *young – jung; lazy – faul; crazy – verrückt

e In pairs, use the pictures to make sentences. Use *I, you, ...* and the words in the box.

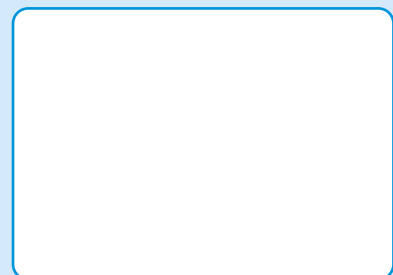
funny great simple happy awesome clever correct red blue nice cold



It isn't simple.



She isn't two.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich eine Frage mit dem Verb **be** stellen will, brauche ich **am, are, is** + die Person.
Am I ten? **Are you** happy? **Is he** cold? **Is she** tired?
 Um eine Frage zu beantworten, verwende ich **Yes** oder **No** + die Person (**negative**).
 Yes, **I am**. No, **I'm not**. Yes, **he is**. No, **she isn't**.

b In pairs, read the questions and answers.

- | | |
|---------------------------------|-------------------------------------|
| A Am I happy? | A Is it blue? |
| B Yes, I am. / No, I'm not. | B Yes, it is. / No, it isn't. |
| A Are you OK? | A Are we angry? |
| B Yes, I am. / No, I'm not. | B Yes, we are. / No, we aren't. |
| A Is he cold? | A Are you OK? |
| B Yes, he is. / No, he isn't. | B Yes, I am. / No, we aren't. |
| A Is she ten? | A Are they ten? |
| B Yes, she is. / No, she isn't. | B Yes, they are. / No, they aren't. |

c Complete the short answers.

- Am I lazy? – Yes, you **are**
- Are you hungry? – No, I
- Is she cold? – No, she
- Is he nine? – Yes, he
- Is it true? – No, it
- Are we crazy? – No, you
- Are you tired? – Yes, we
- Are they OK? – No, they

d In pairs, ask and answer questions about the pictures.

Number 3. Is she happy? No, she isn't.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du sagen möchtest, was dir oder jemandem gehört, verwendest du **have got** bzw. **has got**.

I've got three cats.

He's/She's/It's got two best friends.

We've/You've/They've got two pets.

Look!

I've got / have got
has got

b Watch the video and rap part 1 of the grammar rap.



| | | | | | |
|--------------|---|------------|---------------|---|-------------|
| I have got | → | I've got | It has got | → | It's got |
| You have got | → | You've got | We have got | → | We've got |
| He has got | → | He's got | You have got | → | You've got |
| She has got | → | She's got | They have got | → | They've got |

c Do a quiz with your partner. Swap roles.

I have got



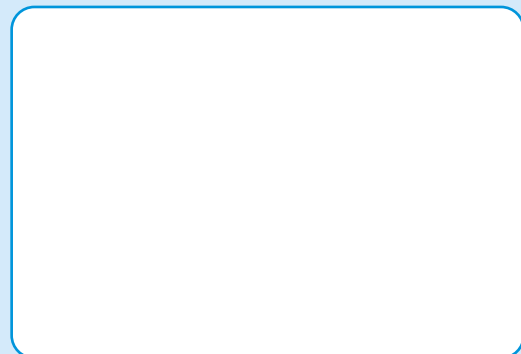
I've got

d Now watch and rap part 2 of the grammar rap.

I've got a fish. They've got a crocodile.
You've got a cat. She's got a name – Sue.
Molly's got a snake. We all got animals.
And Fred's got a rat. They live in a zoo!

e In pairs, look at the pictures and make sentences. Choose an animal and use *have/has got*.

.....
He's got a spider.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Verneinung von *have/has got* bildest du mit **not**.

- I have not got a brother.* → *I haven't got a brother.*
- He/She/It has not got a pet.* → *He/She/It hasn't got a pet.*
- We/You/They have not got a crocodile.* → *We/You/They haven't got a crocodile.*

Wenn du Ja/Nein-Fragen mit *have/has got* bilden möchtest, änderst du die Wortstellung folgendermaßen:

Have/Has + *Person* + *got* + *Objekt*

- Have you got a pet?*
- Has he/she got a green school bag?*
- Has it got four legs?*
- Have we/you/they got a zoo?*

b In pairs, read the questions and answers.

- A Have you got a basketball? / No, I haven't.
- B Yes, I have. / No, I haven't.
- A Have I got a brother? / No, I haven't.
- B Yes, you have. / No, you haven't.
- A Has she got a sandwich? / No, she hasn't.
- B Yes, she has. / No, she hasn't.
- A Have I got a sister? / No, I haven't.
- B Yes, you have. / No, you haven't.
- A Have you got a dog? / No, I haven't.
- B Yes, you have. / No, you haven't.
- A Have they got a cat? / No, they haven't.
- B Yes, they have. / No, they haven't.

c In pairs, ask and answer questions about the animals.

Has your best friend got ... ?

Do you got ... ?

Have your parents got ... ?



5 Grammar 1 Present simple (affirmative)

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du über den **Tagesablauf** sprechen möchtest, verwendest du das **Present simple** (Gegenwartsform). In der 3. Person Singular (*he/she/it*) musst du ein **-s** an das Verb anhängen.

I **get** up at eight. He/She/It **gets** up at eight. We/You/They **get** up at eight.

Achtung: I **have** breakfast at six. → He/She/It **has** breakfast at six.
I **go** to school at eight. → He/She/It **goes** to school at eight.

b Watch the video and rap part 1 of the grammar rap.



I get up. She gets up. They get up.
You get up. It gets up. He gets up.
He gets up. We get up. We're ready for the day!

c Now watch and rap part 2 of the grammar rap.



I get up at eight. We go to bed at nine.
You get up at eight. They go to bed at ten.
It gets up at eight. It goes to bed at eleven.
(cock-a-doodle-doo) (cock-a-doodle-doo)
Now we're all awake! Oh no. Not again!

d In pairs, talk about the rooster's routine.

get up have breakfast go to bed

It gets up at eight.

Grammar 2 Adverbs of frequency

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest die **adverbs of frequency**, wenn du sagen möchtest, **wie häufig** etwas passiert. **often** jemand etwas macht.



Die **adverbs of frequency** stehen **vor** dem Verb.

Achtung: Im Verb *be* (*am/is/are*) stehen sie **nach** dem Verb.

I **often** get up at seven.
He **is never** late.

She **sometimes** goes to the gym.
They **are always** hungry.

b In pairs, talk about something you ...

- ... always do on a Monday.
- ... often do on a Wednesday.
- ... sometimes do on a Friday.
- ... never do on a Sunday.

I always get up at seven on a Monday.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

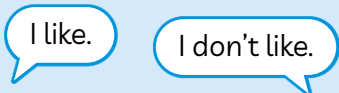
Das Present simple verneinst du mit dem Hilfsverb **do/does** und **not**.
 I **do not** like hamburgers. → I **don't** like hamburgers.
 He/She/It **does not** like steak. → He/She/It **doesn't** like steak.
 We/You/They **do not** like chilli crisps. → We/You/They **don't** like chilli crisps.

b Watch the video and rap part 1 of the grammar rap.



| | | | | | |
|-----------|---|------------------|-----------|---|-----------------|
| I like | → | I don't like | It likes | → | It doesn't like |
| You like | → | You don't like | We like | → | We don't like |
| He likes | → | He doesn't like | You like | → | You don't like |
| She likes | → | She doesn't like | They like | → | They don't like |

c Do a quiz with your partner. Swap roles.



d Now watch and rap part 2 of the grammar rap.

| | |
|-------------------------|------------------------|
| I don't like milk. | It doesn't like bread. |
| You don't like steak. | We don't like meat. |
| He doesn't like crisps. | They don't like milk. |
| She doesn't like cake. | Give us some crisps. |



VOCABULARY: *treat – Leckerei, Süßigkeit

e In pairs, write sentences. Choose a food word and use **don't/doesn't**.

- They don't like sausages.
-
-
-

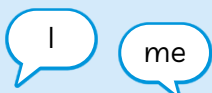
Grammar 2 Object pronouns

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verneinst die **object pronouns**, um über das Objekt im Satz zu sprechen.

| | | | |
|------------------|------------------|----------------|--------------------|
| I – me | he – him | it – it | you – you |
| you – you | she – her | we – us | they – them |

b Do a quiz with your partner. Swap roles.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du eine Frage im *Present simple* stellen willst, stellst du **do** bzw. **does** (bei *he, she, it*) an den Anfang des Satzes, dann hängst du die Frage an.

They **like** animals. → **Do** they **like** animals?

She **likes** pizza. → **Does** she **like** pizza?

Achtung: Das **-s** der 3. Person ist schon in *does* enthalten; daher heißt die Frage auch *like* und nicht *likes*.

b Watch the video and rap part 1 of the grammar rap.



| | | | | | |
|---------------|---|---------------------|--------------------|---|--------------------|
| I like ... | → | Do I like ... ? | We like ... | → | Do we like ... ? |
| You like ... | → | Do you like ... ? | They like ... | → | Do they like ... ? |
| He likes ... | → | Does he like ... ? | Do you like ... ? | → | Do you like ... ? |
| She likes ... | → | Does she like ... ? | Do they like ... ? | → | Do they like ... ? |
| It likes ... | → | Does it like ... ? | Do they like raps? | → | Do they like raps? |
| | | | Do they do! | | Do they do! |

c In pairs, ask and answer.

Do you like ... ?

Does your friend like ... ?



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

Yes, he/she does. / No, he/she doesn't.

d Now watch and rap part 2 of the grammar rap.

- | | |
|--|---|
| A Do you like ice cream? | A Does she like music? That girl over there. |
| B Yes, I do. | B No, she doesn't. Her name is Claire. |
| A Do you like cheese? | A Does he like books? That boy over there. |
| B No, I don't. | B Yes, he does. His name's Pierre. |
| A Can I have your ice cream? And you can have my... | A Why do you know who they are? |
| B Oh, yes, please, Louise. | B Because I'm smart. Because I'm a star. |
| | A Ha! |

e Write three questions for your friend and write three questions about your friend's

- 1
- 2
- 3
- 4
- 5
- 6

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So kannst du sagen, wem etwas gehört. Dazu musst du die *Possessive adjectives* lernen.
 Zum Beispiel:
 This is **my** book. (**my** ist das *possessive adjective*)

| | | | |
|-------------------|------------------|-----------------|---------------------|
| I – my | he – his | it – its | you – your |
| you – your | she – her | we – our | they – their |

b Match the pronouns and the possessive adjectives. Draw lines.

your her its their
 his my we you she he your our
 I they it she you we you

c Look at the pictures. Complete the sentences.



1 This is friend Lucy.



2 This is school.



3 Is this ball?



4 This is cat. name is Tiddles.



5 This is party.



6 T-shirt is yellow.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So sagst du, dass du etwas tun bzw. nicht tun kannst.

*I **can** speak German, but I **can't** speak French.*

So fragst du, ob jemand etwas tun kann.

***Can** she speak English? Yes, she **can**. / No, she **can't**.*

b Ask a partner *can*-questions.

Can you play the piano?

Can your German teacher speak French?

Can your parents play football?



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

Yes, he can. / No he can't.

Yes, they can. / No, they can't.

Grammar 2 Imperatives

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So bildest du die Befehlsform (*Imperative*). Die Form ist gleich wie die Grundform des Verbs.

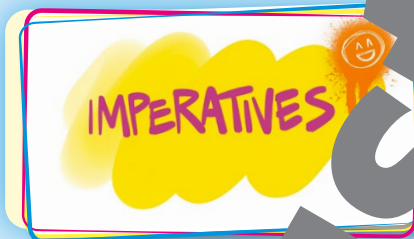
***Go** to the door.*

***Close** the door.*

***Don't open** it!*

Stop!

b Watch the video and rap part 1 of the grammar rap.



Go around!
Look at me!
Now come here!
Close your eyes!

Try a plum*!
Now say Yum!
Yum!
Don't eat all the plums!

VOCABULARY: *plum – Zwetschke

c Tell a partner to do something he/she must do.

Go to the door.

d Now watch and do part 2 of the grammar rap. Follow the commands.



Shake your fingers,
touch your nose.
Turn around –
so it goes.

Jump and wave.
Bend your knees.
Touch your ears.
And now freeze*!

Walk one metre,
then sit down.
Make a face
like a clown.

VOCABULARY: *freeze – erstarren, einfrieren

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Mit dem **Present continuous** drückst du aus, dass jemand **gerade jetzt etwas tut**.

So bildest du das **Present continuous**:

Person + **am/is/are** + Verb + **-ing**

*I'm (I **am**) talking!* *She's (She **is**) writing.* *We're (We **are**) listening.*

Das **Present continuous** verneinst du mit **not**:

*I'm **not** talking.* *She **isn't** writing.* *We **aren't** listening.*

So bildest du Fragen im **Present continuous**:

Am/Is/Are + Person + Verb + **-ing**

***Am** I reading?* ***Is** he listening?* ***Are** they sleeping?*

Achtung auf die Rechtschreibung: write → writing

b Watch the video and rap part 1 of the grammar rap.



Psst! I'm sleeping.
You're writing.
He's jumping.
She's waving.
It's eating.

You're singing.
You're dancing.
They're turning around.
And what do you see?
A dog is sitting in the tree!

c Work with a partner. Ask what the dog is doing. Then swap roles.

What's the dog doing?

It's eating.



d Now watch and rap part 2 of the grammar rap.

A What is she doing?

B They're having lunch. What's she eating?

A She's eating a m...e.

B She's eating a cake. She's eating a m...

A What are you doing?

B I'm watching her.

A Why?

B She's eating a muffin, Sue. And I'm so hungry too!

e Look at your teacher and three of your classmates. What are they doing right now? Write four sentences.

1

2

3

4

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So fragst du danach, wieviel etwas kostet:



How much is the T-shirt?



How much are the socks?

Sind die Sachen in deiner Nähe, verwendest du **this** (Einzahl) und **these** (Mehrzahl). Sind sie weiter weg, dann verwendest du **that** (Einzahl) und **those** (Mehrzahl).



How much is this T-shirt?

How much are these shoes?



How much is that hoodie over there?

How much are those shorts over there?

b In pairs, look at the picture. Ask How much is/are ... Your partner tells you the price. Then swap roles.

How much is/are ... ?

It's ... / They're ...



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest das **Past simple**, um über Dinge zu sprechen, die in der **Vergangenheit** passiert sind. Das Verb **be** (*am/is/are*) wird im *Past simple* zu **was** bzw. **were**.


*I'm English. I **was** born in London.*

*You're Austrian. You **were** born in Vienna.*

*Last night, my house **was** cold. Today, it's hot!*

*Yesterday, my friends **were** angry. Today, they're happy!*

b Watch the video and rap part 1 of the grammar rap.



| | | | | | |
|---------|---|----------|----------|---|-----------|
| I am | → | I was | It is | → | It was |
| You are | → | You were | We are | → | We were |
| He is | → | He was | You are | → | You were |
| She is | → | She was | They are | → | They were |

c In pairs, tell your partner.



d Now watch and rap part 2 of the grammar rap.

I was born in China! She was born in Brazil.
 You were born in Spain. We were born in France.
 He was born in Africa. They were born in Italy,
 And we were all the same age and they love to dance!



e Write 4 sentences about you and a friend. Use *was/were*.

- 1
- 2
- 3
- 4

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Verneinung von *was/were* bildest du, indem du **not (n't)** an das Verb hängst.
Um Fragen mit *was/were* zu bilden, stellst du die *Past simple* Form des Verbs an die erste Stelle.

| Questions | Negatives |
|---|--|
| Were you good at sport? | I wasn't good at sport when I was 10. |
| Was I good at art? | You weren't good at art in my garden. |
| Was your brother in the football team? | He wasn't in the football team last year. |
| Was your sister a swimmer? | She wasn't a swimmer when she was 6. |
| Were we at the cinema? | We weren't at the cinema on Tuesday. |
| Were they at school? | They weren't at school on Monday. |

b Complete the table with your own ideas.

| + | - | ? |
|-------------------------------|----------------------------------|----------------------------------|
| I was good at running. | I wasn't good at running. | Were you good at running? |
| You | You | |
| He | He | |
| She | She | |
| We | We | |
| They | They | |

c Complete the dialogue

1 Sam 1. **Was** you 2. **you** good at football?
Dad No, 3. **wasn't** I 4. **wasn't** good at football!
5. **wasn't** I 6. **wasn't** good at football!

2 7. **Was** you 8. **you** good at geography?
Dad No, 9. **wasn't** I 10. **wasn't** good at geography!
11. **wasn't** I 12. **wasn't** good at maths!
Sam 13. **Was** your friend good at geography?
Dad Yes, 14. **was** your friend 15. **was** good at geography!



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Past simple Form von regelmäßigen Verben (regular verbs) bildest du, indem du an die Grundform die Endung **-ed** hängst. Endet ein Verb bereits auf **-e**, hängst du nur ein **-d** an.

Yesterday, I play**ed** a game.
Last night, he watch**ed** TV.

On Monday, you listen**ed** to music.
I lik**ed** the film yesterday.

Achtung auf die Schreibweise:

tid**y** → tid**ied** chat → chat**ted** drop → drop**ped**

b Watch the video and rap part 1 of the grammar rap



| | | | | | |
|------------|---|--------------|-------------|---|---------------|
| I play | → | I played | it listens | → | it listened |
| you listen | → | you listened | we listen | → | we listened |
| he listens | → | he listened | you play | → | you played |
| she plays | → | she played | they listen | → | they listened |

c Work with a partner. Complete the sentence

Yesterday, I ...

Last night, my friend ...



On Monday, my family ...

d Now watch and rap part 2 of the grammar rap

Yesterday you played guitar, in my dream I played guitar,
My sister watched TV, my sister danced along.
My brother listened to a rap, My parents started singing too –
but no-one talked to me. oh, what a lovely song!
Mum and Dad walked in the park.
My cat played with the ball.
I closed my eyes, good night –
and I dreamt of you all.



e Write four sentences about you and your family. Use the past simple (regular).

- 1
- 2
- 3
- 4

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Nicht alle Verben bilden das *Past simple* mit der Endung **-ed**. Bei unregelmäßigen Verben (*irregular verbs*) ändert sich oft der gesamte Wortstamm. Zum Beispiel:

I **had** a dream. (have) She **sent** a message. (send) We **came** home. (come)
 You **took** a photo. (take) He **wrote** a song. (write) They **went** to the park. (go)

| Present | Past simple | Deutsch |
|----------|-------------|----------------------------|
| be | was/were | sein |
| build | built | bauen |
| buy | bought | kaufen |
| come | came | kommen |
| do | did | tun, machen |
| eat | ate | essen |
| find | found | finden |
| get | got | erhalten, bekommen |
| get up | got up | aufstehen |
| give | gave | geben |
| go | went | gehen |
| hang out | hung out | herumhängen |
| have | had | haben |
| hear | heard | hören |
| leave | left | (ver-)lassen, weggehen |
| make | made | machen |
| meet | met | sich treffen, kennenlernen |
| put | put | legen, setzen, stellen |
| read | read | lesen |
| run | ran | laufen, rennen |
| say | said | sagen |
| see | saw | sehen |
| send | sent | (ver-)schicken |
| sing | sang | singen |
| take | took | nehmen |
| wake up | woke up | aufwachen |
| win | won | gewinnen |
| write | wrote | schreiben |

b In pairs look at the pictures. Write sentences in your exercise book.



Last night, I ...



Yesterday, we ...



Last night, he ...

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um etwas zu versprechen, das du in der **Zukunft** machen wirst, verwendest du die Kurzform von **will ('ll)**.

I'll buy the present. I'll bring the drinks. I'll send the invitation.

b Watch the video and rap part 1 of the grammar rap.

| | | | |
|-------------------|-------------------|---------------------|-------------------|
| I will → I'll | She will → She'll | It will → It'll | You will → You'll |
| You will → You'll | It will → It'll | They will → They'll | |
| He will → He'll | We will → We'll | | |

c Work with a partner. Talk about what you will do for a party.

For the party on Saturday, I'll ...

And I'll ...

OK

d Now watch and rap part 2 of the grammar rap.

| | | | |
|-----------------------|-------------------------|-----------------------|-------------------------|
| It's the end of term! | I'll have a party. | It's the end of term! | I'll play my guitar. |
| What will you do? | I'll call my friends. | What will you do? | I'll watch TV. |
| | We'll have lots of fun, | | I'll play all day long. |
| | until the day ends! | | Come and play with me! |

e Write four sentences about your next weekend in your exercise book. What will you do?

Grammar 2 Telling the time

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Mit den folgenden Ausdrücken kannst du Zeitangaben machen:



I go to school at **half past eight**.



I have English at **quarter to eleven**.



I have a break at **lunchtime**.



I go to the park at **quarter past three**.



I go to bed at **ten to ten**.



I can't sleep at **midnight**.



My mum goes to work at **nine o'clock in the morning**.



My mum comes home at **five o'clock in the afternoon**.



My mum goes to bed at **eleven o'clock at night**.

b Write sentences about your daily routines in your exercise book. Read them out.

Can you understand your teacher?

We have plenty of time.

Have a go.

Have a guess.

Don't worry about your pronunciation.

Don't worry, it'll get better.

Maybe this will help you.

Can anybody correct this sentence?

That's very good.

Well done.

That's nice.

I like that.

You did a great job.

That's correct.

That's quite right.

Yes, you've got it.

That's much better.

That's a lot better.

You didn't make a single mistake.

Your pronunciation is very good.

You're getting better all the time.

Work in pairs/threes/fours/fives.

Work in groups of two/three/four.

Stand up and find an answer partner.

Have you finished?

Do the next activity.

Let's check the answers.

Come out and write on the board.

Repeat after me.

Again, please.

Who would like to answer question 3?

Right. Now who will go on to the next exercise.

Next, please.

You have ten minutes to do this.

Your time is up.

Are you ready?

Any questions?

I'm afraid it's time to finish now.

We'll have to stop here.

Hang on for a moment.

Just a moment, please.

One more thing before you go.

This is your homework.

Do exercise 11 on page 22 for your homework.

There is no homework today.

When you have a problem, say this:

Sorry? / Pardon?

Can you hear me, please?

Can you repeat that, please?

Who speaks English, please?

I don't understand.

Sorry, I've forgotten my ...

Sorry, what's the homework?

| | | |
|--------------------------|------------------------|------------------------------------|
| [ɑ:] arm | [eə] there | [ŋ] song, long |
| [ʌ] fun | [eɪ] take, they | [p] present, top |
| [e] desk | [ɪə] here | [r] red, right |
| [ə] a, an | [ɔɪ] boy | [s] sister, class |
| [ɜ:] girl, bird | [əʊ] go, old | [t] time, cat |
| [æ] apple | [ʊə] tourist | [z] zero, buzz |
| [ɪ] in, it | [b] bag, club | [ʒ] jeans, garage |
| [i] every | [d] duck, card | [ʃ] ship, fish, English |
| [i:] easy, eat | [f] fish, laugh | [tʃ] church, child, machine |
| [ɒ] orange, sorry | [g] get, dog | [dʒ] age, base, mother |
| [ɔ:] all, call | [h] hot | [ŋk] think, mouth |
| [ʊ] look | [j] you | [v] have |
| [u] February | [k] can, duck | [w] what, word |
| [u:] food | [l] lot, small | |
| [aɪ] eye, buy | [m] more, mum | |
| [aʊ] our | [n] now, sun | |

The English alphabet:

| | |
|-----------------|----------------------|
| A [eɪ] | N [neɪ] |
| B [bi:] | O [oʊ] |
| C [sɪ] | P [pi:] |
| D [di:] | Q [kju:] |
| E [i:] | R [eɪ] |
| F [ef] | S [es] |
| G [dʒi] | T [ti:] |
| H [ertʃ] | U [ju:] |
| I [aɪ] | V [vi:] |
| J [dʒeɪ] | W [ˈdʌbəlju:] |
| K [keɪ] | X [eks] |
| L [el] | Y [waɪ] |
| M [em] | Z [zed/zi:] |

A

| | | |
|-------------------------------|---------------------|---|
| a / an U1 | [ə, eɪ / ən] | ein/eine |
| a bit of U8 | [ə bɪt əv] | ein wenig/bisschen von |
| a little U5 | [ə lɪtl] | ein wenig |
| a lot (of) U5 | [ə lɒt (əv)] | viel/viele |
| a week U10 | [ə wɪk] | pro Woche |
| ability U8 | [ə'bɪləti] | Fähigkeit |
| about U1 | [ə'baʊt] | über |
| to act out U2 | [tə ækt aʊt] | vorspielen, nachspielen |
| to add U8 | [tə æd] | ergänzen, hinzufügen |
| address U10 | [ə'dres] | Adresse |
| adjective U7 | ['ædʒɪktɪv] | Adjektiv, Eigenschaftswort |
| adverb U5 | ['ædvə:b] | Adverb, Umstandswort |
| African U8 | ['æfrɪkən] | afrikanisch |
| after U5 | [ɑ:ftə] | nach |
| After School Club ASC1 | ['ɑ:ftə sku:l klʌb] | Nachmittagsbetreuung |
| afternoon U5 | [ɑ:ftə'nu:n] | Nachmittag |
| again U1 | [ə'geɪn] | wieder, noch ein |
| (100 years) ago U10 | [(100) jɪəz ə'gəʊ] | vor (hundert Jahren) |
| to agree U9 | [tə ə'gri:] | zustimmen |
| all U3 | [ɔ:l] | alle/alles |
| all over U8 | [ɔ:l əʊvə] | überall |
| all over the world U8 | [ɔ:l əʊvə ðə wɜ:ld] | auf der ganzen Welt |
| almost U12 | ['ɔ:lməʊst] | fast, nahezu |
| alone U7 | [ə'ləʊn] | allein |
| Come along! U9 | [kʌm ə'lɒŋ] | Komm(e) mit! |
| alphabet U2 | [ælfəbet] | Alphabet |
| alright U3 | [ɔ:l'raɪt] | in Ordnung; schön, okay |
| also U1 | [ɔ:lsəʊ] | auch |
| always ASC5 | [ɔ:lweɪz] | immer |
| a.m. U12 | [eɪ ɛm] | Vormittags |
| amazing U7 | [ə'meɪzɪŋ] | erstaunlich |
| and U1 | [ənd] | und |
| angry U3 | [æŋgrɪ] | wütend, zornig, gereizt |
| animal U4 | ['ænɪmə] | Tier |
| another U6 | [ə'nʌðə] | ein anderer/eine andere/ein anderes |
| answer U1 | ['ɑ:nsə] | Antwort, Lösung |
| to answer U1 | [tə ɑ:nsə] | antworten |
| any U6 | [eni] | irgendein/irgendeine; kein/keine; etwas |
| (not) any more SS5 | [nɒt eni mɔ:] | (nicht) noch mehr |
| anything U7 | ['eniθɪŋ] | etwas |
| apple U5 | [æpl] | Apfel |
| April U12 | ['eɪprəl] | April |
| April fool! ASC8 | ['eɪprəl fu:l] | April, April! |
| Argentina U10 | [ɑ:ʤən'ti:nə] | Argentinien |

| | | |
|----------------------------|------------------|---|
| arm U7 | [ɑ:m] | Arm |
| around U9 | [ə'raʊnd] | herum; um |
| to arrive U12 | [tə ə'raɪv] | ankommen |
| art U2 | [ɑ:t] | Kunst |
| article U3 | ['ɑ:tɪkəl] | (Zeitung(s)-)Artikel |
| as ... as U9 | [əz ... əz] | so ... lange; genauso wie |
| to ask U1 | [tə ɑ:sk] | fragen; bitten |
| to ask for U9 | [tə ɑ:sk fɔ:] | fragen nach; bitten um |
| (shop) assistant U9 | ['jʊzənt] | Verkäufer/Verkäuferin |
| at U1 | [æt] | bei; auf; um; zu |
| at home U6 | [ət 'həʊm] | zu Hause |
| at last SS9 | [ət ɔ:lɪst] | endlich, schließlich |
| at lunch U10 | [ət 'lʌntʃ,taɪm] | zu Mittag |
| at midnight U10 | [ət 'mɪdnɑ:t] | um Mitternacht |
| at night U10 | [ət naɪt] | in der Nacht |
| at the door U10 | [ət ðə dɔ:] | an der Tür |
| August U10 | ['ɔ:gəst] | August |
| Australia U10 | [ɒs'treɪliə] | Australien |
| Austria U10 | ['ɒstriə] | Österreich |
| Austrian U10 | ['ɒstriən] | österreichisch; Österreicher/Österreicherin |
| average U8 | [ə'verɪdʒ] | durchschnittlich; Durchschnitts- |
| away U2 | [ə'weɪ] | weg |
| awesome ASC11 | ['ɔ:səm] | fantastisch, großartig |

B

| | | |
|--------------------------|-----------------|-------------------------|
| baby U7 | [beɪbi] | Baby, Säugling |
| to babysit U7 | [tə 'beɪsɪt] | babysitten, Kinderhüten |
| back U3 | [bæk] | zurück |
| back to back ASC9 | [bæk tə bæk] | Rücken an Rücken |
| backpack SS2 | [bækpæk] | Rucksack |
| backwards U10 | [bækwədʒ] | rückwärts |
| bacon U6 | ['beɪkən] | Speck |
| bad U2 | [bæd] | schlecht, böse |
| bad luck U6 | [bæd lʌk] | Pech; Missgeschick |
| bag U4 | [bæg] | Tasche; Tüte |
| ball U1 | [bɔ:l] | Ball |
| balloon U12 | [bə'lʊ:n] | Ballon |
| banana U6 | [bə'nɑ:nə] | Banane |
| bar ASC3 | [bɑ:] | Riegel |
| basketball U1 | ['bɑ:skɪtbɔ:l] | Basketball |
| bathroom U3 | [bɑ:θru:m] | Bad, Badezimmer |
| battery U11 | ['bætri] | Batterie; Akku |
| to be U2 | [tə bi:] | sein |
| Be careful! U9 | [bi: 'keəfʊl] | Sei vorsichtig! |
| to be good at U10 | [tə bi: gʊd æt] | etw. gut können |
| beautiful U4 | [bju:tɪfl] | schön |
| because U8 | [brɪ'kɔ:z] | weil |
| bed U3 | [bed] | Bett |

| | | |
|---------------------------|-----------------|---------------------------|
| bedroom U3 | [bedru:m] | Schlafzimmer |
| before U5 | [bɪ'fɔ:] | bevor; zuvor; vor |
| beginning U10 | [bɪ'gɪnɪŋ] | Anfang |
| behind U4 | [bɪ'haɪnd] | hinten |
| Beijing U10 | [beɪ'ʒɪŋ] | Peking |
| to believe SS3 | [tə bɪ'li:v] | glauben |
| below U7 | [bɪ'ləʊ] | darunter, unterhalb |
| to bend U8 | [tə bend] | beugen, neigen, krümmen |
| best U4 | [best] | besten/beste/bestes |
| better U12 | [betə] | besser |
| between U8 | [bɪ'twi:n] | zwischen |
| big U6 | [bɪɡ] | groß |
| bike U8 | [baɪk] | Fahrrad |
| biker U10 | ['baɪkə] | Radfahrer/ Radfahrerin |
| billion U4 | ['bɪljən] | Milliarde |
| biology U2 | [baɪ'ɒlədʒi] | Biologie |
| bird U7 | [bɜ:d] | Vogel |
| birthday U1 | [bɜ:θdeɪ] | Geburtstag |
| black U1 | [blæk] | schwarz |
| to blow up U12 | [tə bləʊ ʌp] | aufblasen |
| blue U1 | [blu:] | blau |
| board U5 | [bɔ:d] | Tafel |
| boat U3 | [bəʊt] | Boot |
| body U8 | [bɒdi] | Körper |
| body part U8 | ['bɒdi pɑ:t] | Körperteil |
| book U1 | [bʊk] | Buch |
| to be bored U3 | [tə bi: bɔ:d] | sich langweilen |
| boring U10 | [bɔ:ɪŋ] | langweilig |
| born U10 | [bɔ:n] | geboren |
| boss U7 | [bɒs] | Chef, Vorgesetzter |
| both ASC6 | [bəʊθ] | beide |
| bottle U6 | ['bɒtl] | Flasche |
| box U1 | [bɒks] | Box |
| boy U1 | [bɔɪ] | Junge |
| boyfriend U7 | [bɔɪfrend] | Freund |
| Brazil U10 | [brə'zɪl] | Brazilien |
| bread U6 | [bred] | Brot |
| break ASC9 | [breɪk] | Pause |
| breakfast U5 | [brekfəst] | Frühstück |
| to breathe U3 | [tə brɪəð] | atmen |
| to bring ASC4 | [tə brɪŋ] | (mit)bringen |
| broccoli U6 | ['brɒkəli] | Broccoli |
| broken ASC8 | ['brɒkən] | gebrochen |
| brother U7 | ['brʌðə] | Bruder |
| brown U1 | [braʊn] | braun |
| bubble wrap U8 | ['bʌbl̩ wɹeɪp] | Luftpolsterfolie |
| budgie U4 | ['bʊdʒi] | Wellensittich |
| burger U5 | ['bɜ:ɡə] | Burger |
| but U2 | [bʌt] | aber |
| But it's true! SS3 | [bʌt ɪt's tru:] | Aber es ist wahr! |
| to buy U6 | [tə baɪ] | kaufen |
| by U10 | [baɪ] | an; bei; von |
| by U12 | [baɪ] | bis |
| bye U1 | [baɪ] | tschau, tschüss |

C

| | | |
|-------------------------------|---------------------|--|
| café U6 | [kæfeɪ] | Kaffeehaus, Café |
| cage U4 | [keɪdʒ] | Käfig |
| cake U5 | [keɪk] | Kuchen |
| called U4 | [kɔ:ld] | genannt |
| to call SS5 | [tə kɔ:l] | (an-)rufen |
| camera U2 | [kæmə] | Kamera |
| can U1 | [kæn] | können |
| Canada U10 | ['kænədə] | Canada |
| can't (cannot) SS2 | [kænt (kænɒt)] | nicht können |
| Cape Town ASC10 | ['keɪptaʊn] | Kapstadt |
| car U7 | [kɑ:] | Auto |
| card U5 | [kɑ:d] | Karte |
| to care U3 | [tə keə] | sich kümmern |
| careful U9 | ['keəfəl] | vorsichtig |
| cat U4 | [kæt] | Katze |
| to catch U5 | [tə kætʃ] | fangen; festnehmen |
| cave SS4 | [keɪv] | Höhle |
| cellar SS3 | ['selə] | Keller |
| centimetre U8 | ['sentɪ,mɪtə] | Zentimeter |
| chair U1 | [tʃeə] | Stuhl |
| challenge U2 | ['tʃælɪndʒ] | Herausforderung |
| change U2 | [tʃeɪndʒ] | Wechselgeld |
| channel U10 | ['tʃænl] | Kanal; Programm |
| cheap U9 | [tʃi:p] | billig |
| check U1 | [tʃek] | überprüfen, kontrollieren |
| checklist U5 | ['tʃeklɪst] | Checklist; Prüfliste, Vergleichsliste |
| cheese U6 | [tʃi:z] | Käse |
| chicken U6 | [tʃɪkɪn] | Huhn |
| child (pl children) U1 | [tʃaɪld, 'tʃɪldrən] | Kind |
| chilli U6 | ['tʃɪli] | Chili |
| China U10 | [tʃaɪnə] | China |
| Chinese U1 | [tʃaɪ'nɪz] | Chinesisch; Chinese/ Chinesin |
| chips U5 | [tʃɪps] | Pommes frites |
| chocolate ASC3 | [tʃɒklət] | Schokolade |
| to choose U2 | [tə tʃu:z] | (aus-)wählen |
| Christmas U9 | [krɪsməs] | Weihnachten |
| chubby U7 | ['tʃʌbi] | mollig, pummelig |
| cinema U11 | ['sɪnəmə] | Kino |
| to circle U1 | [tə sɜ:kl] | einkreisen |
| city U7 | [sɪti] | Stadt |
| class U1 | [kla:s] | (Schul-)Klasse |
| class project U5 | [kla:s 'prɒdʒekt] | Klassenprojekt |
| classmate U2 | ['kla:smet] | Klassenkamerad/ Klassenkameradin |
| classroom U2 | [kla:sru:m] | Klassenzimmer |
| to clean (up) U7 | [tə kli:n (ʌp)] | sauber machen, putzen |
| clever U11 | [klevə] | klug, schlau |
| to climb (up) SS2 | [tə klaɪm (ʌp)] | (hinauf-)klettern, (hinauf-)steigen |
| clock U12 | [klɒk] | Uhr |
| to close U1 | [tə kləʊz] | schließen, zumachen |
| close U7 | [kləʊz] | nah |
| clothes U9 | [kləʊðz] | Kleidung |

| | | |
|--------------------------|-------------------|-----------------------------------|
| club U1 | [klʌb] | Verein, Club |
| coach U10 | [kəʊtʃ] | Trainer/Trainerin |
| cold U3 | [kəʊld] | kalt |
| colour U1 | ['kʌlə] | Farbe |
| to colour U1 | [tə kʌlə] | anmalen |
| colour-blind U7 | ['kʌlə-blʌɪnd] | farbenblind |
| colourful U9 | ['kʌləfʊl] | bunt |
| Come along! U9 | [kʌm əlɒŋ] | Komm(t) mit! |
| to come U1 | [tə kʌm] | kommen |
| Come on! U1 | [kʌm ɒn] | Komm(t) jetzt!, Mach(t) schon! |
| Come on board! U3 | [kʌm ɒn bɔ:d] | Komm(t) an Bord! |
| to compare U3 | [tə kəm'peə] | vergleichen |
| competition U10 | [ˌkɒmpɪ'tɪʃən] | Wettbewerb |
| to complete U1 | [tə kəm'pli:t] | vervollständigen, ergänzen |
| complicated ASC10 | ['kɒmplɪkətɪd] | kompliziert |
| computer game U11 | [kəm'pjʊ:tə_ɡeɪm] | Computerspiel |
| cook U6 | [kʊk] | Koch/Köchin |
| to cook U6 | [tə kʊk] | kochen |
| cornflakes U7 | ['kɔ:nfleɪks] | Cornflakes |
| correct U1 | [kə'rekt] | richtig, korrekt |
| to cost U4 | [tə kɒst] | kosten |
| cotton U9 | ['kɒtən] | Baumwolle |
| could U12 | [kʊd] | könnte, könnten, könntest |
| to count U3 | [tə kaʊnt] | zählen |
| country U2 | [kʌntri] | Land; Staat |
| of course U6 | [ɒv kɔ:s] | natürlich, g |
| to cover U1 | [tə kʌvə] | bedecken |
| cow ASC5 | [kaʊ] | Kuh |
| crazy U6 | ['kreɪzi] | verrückt |
| ice cream U6 | [aɪs kri:m] | Eiscreme |
| to create U9 | [tə kri'eɪt] | entwerfen |
| crisps U6 | [kri:spz] | Knabbercrisp |
| crocodile ASC4 | ['krɒkədɪl] | Krokodil |
| to cross U3 | [tə krɒs] | (an-)kreuzen |
| to cycle ASC9 | [tə'saɪkl] | Rad fahren |

D

| | | |
|----------------------------|-------------------|----------------------------|
| dad U2 | [dæd] | Papa, Vati |
| daily U5 | ['deɪli] | täglich |
| dance U8 | [dɑ:ns] | Tanz |
| to dance U7 | [tə dɑ:ns] | tanzen |
| to be in danger U9 | [tə bi: ɪn dʒæŋə] | in Gefahr sein |
| dangerous SS5 | [dʒərəs] | gefährlich |
| How dare you! SS5 | [haʊ deɪə ju:] | Wie kannst du es wagen! |
| dark SS6 | [dɑ:k] | dunkel |
| date U1 | [deɪt] | Datum |
| daughter U1 | [ˈdɔ:tə] | Tochter |
| day ASC1 | [deɪ] | Tag |
| daydream U11 | [ˈdeɪdri:m] | Tagtraum |
| days of the week U5 | [deɪz ɒv ðə wi:k] | Wochentage |
| December U12 | [dɪ'sembə] | Dezember |
| to decorate U12 | [tə 'dekəreɪt] | dekorieren |
| definitely ASC6 | ['defɪnɪtli] | definitiv |
| delicious ASC6 | [dɪ'lɪʃəs] | lecker, köstlich |
| to describe U7 | [tə dɪ'skraɪb] | beschreiben |

| | | |
|--------------------------|--------------------|--|
| to design U1 | [tə dɪ'zain] | entwerfen, gestalten |
| dialogue U1 | [daɪələg] | Gespräch, Dialog |
| diary U6 | [daɪəri] | Tagebuch |
| to die U10 | [tə daɪ] | sterben |
| different ASC2 | [dɪfrənt] | verschieden/ verschiedene; anders |
| difficult U9 | [dɪfɪkəl] | schwierig |
| dinner U5 | [dɪnə] | Abendessen |
| dinosaur SS5 | [daɪnəsɔ:] | Dinosaurier |
| disaster U6 | [dɪ'zɑ:stə] | Katastrophe, Unglück |
| disbelief U9 | [dɪs'bi:ljə] | Zweifel, Unglaube |
| to discuss U8 | [tə dɪ'skʌs] | besprechen, diskutieren |
| disgusting U6 | [dɪs'gʌstɪŋ] | ekelhaft |
| to do U1 | [tə du:] | machen, tun |
| to do homework U3 | [tə du: həʊm,wɜ:k] | Hausaufgaben machen |
| doctor U1 | [dɒktə] | Arzt/Ärztin |
| dog U4 | [dɒg] | Hund |
| dollar U4 | ['dɒlə] | Dollar |
| done U1 | [dʌn] | Fertig!, Erledigt! |
| Don't worry U1 | [dəʊnt 'wʌri] | Mach dir keine Sorgen!, Macht euch keine Sorgen! |
| door ASC7 | [dɔ:ɹ] | Tür |
| down U7 | [daʊn] | hinunter, hinab |
| downstairs U5 | [daʊn'steəz] | unten |
| drama club ASC9 | ['dra:mə klʌb] | Theater-AG |
| drama game ASC3 | ['dra:mə geɪm] | Theaterspiel |
| draw U3 | [tə drɔ:] | zeichnen, malen |
| dream U5 | [dri:m] | Traum |
| dress SS3 | [dres] | Kleid |
| drink U6 | [drɪŋk] | Getränk |
| to drink U6 | [tə drɪŋk] | trinken |
| drive U11 | [draɪv] | Fahrt |
| driver U10 | ['draɪvə] | Fahrer/Fahrerin |
| drop U1 | [drɒp] | Drohne |
| to drop U12 | [tə drɒp] | fallen lassen |
| dual U10 | ['dju:(r)əl] | doppelt, zweifach |

E

| | | |
|-----------------------|------------|--|
| each U4 | [i:tʃ] | jeder/jede/jedes |
| ear U7 | [ɪə] | Ohr |
| earlier U5 | ['ɜ:lɪə] | früher |
| early ASC12 | [ɜ:li] | früh |
| easy U3 | [i:zi] | einfach |
| to eat U5 | [tə i:t] | essen; fressen |
| egg U6 | [eg] | Ei |
| eight U1 | [eɪt] | acht |
| eighteen U1 | [eɪ'ti:n] | achtzehn |
| eighteenth U12 | [eɪ'ti:nθ] | achtzehnter/ achtzehnte/ achtzehntes |
| eighth U12 | [eɪtθ] | achter/achte/achtes |
| eighty U9 | [eɪti] | achtzig |
| either ASC6 | ['aɪðə] | entweder; hier: auch nicht |
| elephant U7 | [elɪfənt] | Elefant |

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|-------------------|-------------------|--|
| eleven U1 | [ɪˈlevən] | elf |
| eleventh U12 | [ɪˈlevnθ] | elfter/elfte/elftes |
| else U6 | [els] | sonst; anders |
| email U10 | [ˈi:meɪl] | Email |
| end U1 | [end] | Ende |
| energy U5 | [ˈɛnədʒi] | Energie |
| English U2 | [ˈɪŋɡlɪʃ] | Englisch |
| to enjoy U6 | [tə ɪnˈdʒɔɪ] | genießen |
| entertainment U11 | [ˌɛntəˈteɪnmənt] | Unterhaltung |
| entry U6 | [ˈɛntri] | Eintrag |
| episode SS1 | [epɪsəʊd] | Folge, Episode |
| even U10 | [ˈi:vən] | sogar |
| evening U5 | [ˈi:vniŋ] | Abend |
| event U10 | [ɪˈvent] | Ereignis, Veranstaltung |
| ever U10 | [evə] | je(mals) |
| every U4 | [evri] | jeder/jede/jedes |
| every day U5 | [ˈevri deɪ] | täglich |
| everybody ASC2 | [ˈevri:bɒdi] | jeder/jede/jedes |
| everyone U2 | [evriwʌn] | jeder/jede/jedes |
| everything U7 | [evriθɪŋ] | alles |
| everywhere SS4 | [evriweə] | überall |
| exactly U6 | [ɪɡˈzæktli] | genau, exakt |
| example U9 | [ɪɡˈzɑ:mpəl] | Beispiel |
| excellent U6 | [eksələnt] | ausgezeichnet |
| excited U12 | [ɪkˈsaɪtɪd] | aufgeregt |
| exciting U6 | [ɪkˈsaɪtɪŋ] | aufregend, spannend |
| Excuse me! U2 | [ɪkˈskju:z mi] | Entschuldigen Sie bitte!, Entschuldigung |
| expensive U9 | [ɪkˈspensɪv] | teuer |
| to experiment U6 | [tə ɪksˈpɛrɪmənt] | experimentieren |
| to explain U10 | [tə ɪksˈpleɪn] | erklären |
| to explore U11 | [tə ɪkˈsplɔ:ɪ] | erkunden, erforschen |
| to express U4 | [tə ɪksˈpres] | ausdrücken |
| extra U2 | [ekstrə] | zusätzlich |
| extreme U10 | [ɪksˈtri:m] | extrem |
| eye U8 | [aɪ] | Auge |

F

| | | |
|------------------|--------------|-----------------------|
| face U6 | [feɪs] | Gesicht |
| fact U4 | [fækt] | Tatsache |
| factual U8 | [ˈfæktʃl] | tatsächlich, faktisch |
| to fall into SS4 | [tə fɔ:l ɪn] | in ... fallen |
| false U2 | [fɔ:ls] | falsch |
| family U4 | [ˈfæmli] | Familie |
| fantastic U11 | [fəˈtæstɪk] | toll, fantastisch |
| far U2 | [fɑ:] | weit weg |
| farmer U5 | [ˈfɑ:mə] | Bauer/Bäuerin |
| fast SS2 | [fɑ:st] | schnell |
| father U7 | [ˈfɑ:ðə] | Vater |
| favourite U2 | [ˈfævərɪt] | Liebungs- |
| feather U11 | [ˈfeðə] | Feder |
| February U12 | [ˈfebrʊəri] | Februar |
| to feel U3 | [tə fi:l] | (sich) fühlen |
| feeling U3 | [ˈfi:lɪŋ] | Gefühl |
| feet U8 | [fi:t] | Füße |
| female U7 | [ˈfi:meɪl] | weiblich |

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|---------------------|-------------------|------------------------------------|
| fifteen U1 | [fɪfˈti:n] | fünfzehn |
| fifteenth U12 | [ˌfɪfˈti:nθ] | fünfzehnter/fünfzehnte/fünfzehntes |
| fifth U12 | [fɪfθ] | fünfter/fünfte/fünftes |
| fifty U9 | [ˈfɪfti] | fünfzig |
| figure U10 | [ˈfɪgə] | Menge, Zahl, Betrag |
| to fill in U1 | [tə fɪl ɪn] | ausfüllen, eintragen |
| film U5 | [fɪlm] | Film |
| finally U3 | [ˈfɪnəli] | schließlich, endlich |
| to find U1 | [tə faɪnd] | finden |
| to find out U2 | [tə faɪnd aʊt] | herausfinden |
| finding U8 | [ˈfaɪndɪŋ] | Erkenntnis, Feststellung |
| fine ASC1 | [faɪn] | in Ordnung, gut |
| finger U8 | [ˈfɪŋɡə] | Finger |
| finger nail U8 | [ˈfɪŋɡə ˈneɪl] | Fingernagel |
| Finnish U1 | [ˈfɪnɪʃ] | Finnisch |
| Finland U1 | [ˈfɪnlənd] | Finnland |
| first U5 | [fɜ:st] | zuerst, zunächst |
| fish (n'fish) U2 | [fɪʃ] | Fisch |
| fit U2 | [fɪt] | fit, tauglich |
| to fit U9 | [tə fɪt] | passen |
| five U2 | [faɪv] | fünf |
| five to (three) U2 | [faɪv tə (θri:)] | fünf vor (drei) |
| fizzy drink U1 | [ˈfɪzi ˈdrɪŋk] | kohlensäurehaltiges Getränk, Soda |
| flag U2 | [flæɡ] | Fahne, Flagge |
| flavour ASC6 | [ˈfleɪvə] | Geschmacksrichtung |
| flea market U9 | [fli: ˈmɑ:kt] | Flohmarkt |
| to flip U10 | [tə flɪp] | Salto machen |
| floating market U1 | [ˈfləʊtɪŋ ˈmɑ:kt] | schwimmender Markt |
| floor U4 | [flɔ:r] | (Fuß-)Boden |
| to fly U9 | [tə flai] | fliegen |
| to follow U3 G | [tə fɒləʊ] | folgen |
| the following U4 | [ðə fɒləʊɪŋ] | das Folgende |
| food (n'pl) U6 | [fu:d] | Essen |
| foot (n'pl feet) U8 | [fʊt, fi:t] | Fuß |
| football U1 | [ˈfʊtbɔ:l] | Fußball |
| football player U10 | [ˈfʊtbɔ:l ˈpleɪə] | Fußballspieler/Fußballspielerin |
| for U1 | [fɔ:r] | für |
| for sale U9 | [fɔ: seɪl] | zum Verkauf |
| forest SS3 | [ˈfɒrɪst] | Wald |
| to forget U7 | [tə fəˈget] | vergessen |
| form U3 | [fɔ:m] | Form |
| forty U9 | [ˈfɔ:ti] | vierzig |
| forward U12 | [ˈfɔ:wəd] | vorwärts |
| four U1 | [fɔ:r] | vier |
| fourteen U1 | [fɔ:ˈti:n] | vierzehn |
| fourth U12 | [fɔ:θ] | vierter/vierte/viertes |
| France U10 | [frɑ:ns] | Frankreich |
| free SS1 | [fri:] | frei |
| freestyle U10 | [ˈfri:staɪl] | Freistil |
| French U8 | [frentʃ] | Französisch; Franzose/Französin |
| frequency U5 | [ˈfri:kwənsɪ] | Häufigkeit |
| Friday U5 | [ˈfraɪdeɪ] | Freitag |

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|-------------|------------|-----------------|
| friend U1 | [frend] | Freund/Freundin |
| friendly U7 | ['frendli] | freundlich |
| frog U8 | [frɒg] | Frosch |
| from U2 | [frəm] | von, aus |
| fruit U9 | [fru:t] | Obst |
| fun U5 | [fʌn] | Spaß |
| funny U1 | [ˈfʌni] | lustig, komisch |
| fur U4 | [fɜ:] | Pelz |

G

| | | |
|----------------------|----------------------|------------------------------------|
| game U2 | [geɪm] | Spiel |
| garden U3 | [ˈgɑːdən] | Garten |
| geography U2 | [dʒɪˈɒɡrəfi] | Geographie |
| German U2 | ['dʒɜ:mən] | Deutsch |
| Germany U10 | [dʒɜ:məni] | Deutschland |
| to get U4 | [tə get] | holen; bekommen; werden |
| to get off U11 | [tə get ɒf] | aussteigen |
| to get on U11 | [tə get ɒn] | einsteigen |
| to get out of U5 | [tə get aʊt ɒv] | verschwinden aus; hinauskommen aus |
| to get up U5 | [tə get ʌp] | aufstehen |
| ghost U11 | [ɡəʊst] | Geist |
| giraffe U8 | [dʒəˈrɑ:f] | Giraffe |
| girl U1 | [gɜ:l] | Mädchen |
| to give U5 | [tə ɡɪv] | geben |
| to give up ASC10 | [tə ɡɪv ʌp] | aufgeben |
| glasses U9 | ['glɑ:sɪz] | Brille |
| to go U2 | [tə ɡəʊ] | gehen |
| to go on SS3 | [tə ɡəʊ ɒn] | weitermachen; weitergehen |
| to go out U6 | [tə ɡəʊ aʊt] | ausgehen; gehen |
| to go to bed U3 | [tə ɡəʊ tə bed] | ins Bett gehen |
| to go to school U5 | [tə ɡəʊ tə sku:l] | zur Schule gehen |
| to go to the gym U5 | [tə ɡəʊ tu: ðə dʒɪm] | ins Fitnessstudio gehen |
| goal U11 | [ɡəʊl] | Tor |
| good U2 | [ɡʊd] | gut |
| Good afternoon! ASC5 | [ɡʊd ˈɑ:ftərn] | Guten Nachmittag! |
| Good idea! U6 | [ɡʊd aɪə] | Gute Idee! |
| Good morning! U10 | [ɡʊd mɔ:ɪŋ] | Guten Morgen! |
| grammar U1 | [græmə] | Grammatik |
| grandma U7 | [ˈgrɑ:mɑ:] | Großmutter, Omi |
| grandpa U7 | [ˈgrɑ:pɑ:] | Großvater, Opa, Opi |
| grass SS5 | [grɑ:s] | Gras |
| great U1 | [ɡreɪt] | großartig, wunderbar |
| Great Britain U10 | [ɡreɪt brɪtən] | Großbritannien |
| green U1 | [ɡri:n] | grün |
| to greet U1 | [tə ɡri:t] | (be-)grüßen |
| greeting U1 | [ɡri:tɪŋ] | Gruß |
| grey U7 | [ɡreɪ] | grau |
| group U1 | [ɡru:p] | Gruppe |
| to grow U8 | [tə ɡrəʊ] | wachsen |
| to guess U2 | [tə ɡes] | (er-)raten |
| guinea pig U5 | [ɡni piɡ] | Meerschweinchen |
| guitar U8 | [ɡɪˈtɑ:] | Gitarre |
| gym U5 | [dʒɪm] | Fitnessstudio |

H

| | | |
|----------------------------|--------------------------|---------------------------------|
| hair U7 | [heə] | Haare |
| half (pl halves) U4 | [ha:f, ha:vz] | Hälfte |
| half past (three) U12 | [ha:f pa:st (θri:)] | halb (vier) |
| hall U3 | [hɔ:l] | Flur; Vorraum |
| ham U6 | [hæm] | Schinken |
| hamster U4 | [ˈhæmstə] | Hamster |
| hand U8 | [hænd] | Hand |
| Hands up! ASC11 | [hændz ʌp] | Hände hoch! |
| to hang out U12 | [tə hæŋ aʊt] | abhängen |
| to happen U4 | [tə hæpən] | geschehen, passieren |
| happy U1 | [ˈhæpi] | glücklich; fröhlich; zufrieden |
| Happy birthday to you! U12 | [ˈhæpi ˈbɜ:θdeɪ tu: ju:] | Alles Gute zum Geburtstag! |
| hard ASC9 | [hɑ:d] | schwierig; schwer, hart |
| hard work U10 | [hɑ:d wɜ:k] | harte Arbeit |
| hat U7 | [hæt] | Hut |
| to hate U1 | [tə heɪt] | hassen, nicht ausstehen können |
| have U1 | [hæv] | haben |
| have breakfast U5 | [tə hæv ˈbrekfəst] | frühstücken |
| have dinner U5 | [tə hæv ˈdɪnə] | zu Abend essen |
| to have fun U1 | [tə hæv fʌn] | Spaß haben |
| to have (not) got U1 | [tə hæv (nɒt) ɡɒt] | (nicht) haben, (nicht) besitzen |
| head U4 | [hed] | Kopf |
| healthy U6 | [helθi] | gesund |
| hear U8 | [tə hiə] | hören |
| heart U7 | [hɑ:t] | Herz |
| heavy U8 | [ˈhevi] | schwer |
| hello ASC1 | [heˈləʊ] | Hallo |
| Help! ASC4 | [help] | Hilfe! |
| to help U3 | [tə help] | helfen |
| he U1 | [hi:] | er |
| he U1 | [hæ] | sie, ihr |
| herd U7 | [hɜ:d] | Herde |
| here U1 | [hiə] | hier, her |
| hero (pl heroes) U10 | [ˈhɪərəʊ, ˈhɪərəʊz] | Held |
| to hide SS6 | [tə haɪd] | verstecken |
| high U7 | [haɪ] | hoch |
| him U10 | [hɪm] | ihm, ihn |
| his U4 | [hɪz] | sein/seine |
| hole U9 | [həʊl] | Loch |
| holiday U11 | [ˈhɒlədeɪ] | Urlaub, Ferien |
| home U5 | [həʊm] | zu/nach Hause; Zuhause |
| homework U1 | [ˈhəʊmwɜ:k] | Hausaufgaben |
| hoodie U9 | [ˈhʊdi] | Kapuzenpullover |
| Hooray! U6 | [həˈreɪ] | Hurra! |
| to hope U10 | [tə həʊp] | hoffen |
| horse U5 | [hɔ:s] | Pferd |
| horse riding lesson U10 | [hɔ:s ˈraɪdɪŋ ˈlesn] | Reitstunde |
| hot U3 | [hɒt] | heiß |
| hot U6 | [hɒt] | scharf |
| hotel U7 | [həʊˈtel] | Hotel |
| hour U5 | [aʊə] | Stunde |
| house U7 | [haʊs] | Haus |
| how U1 | [haʊ] | wie |

| | | |
|-------------------------|------------------------|-------------------------------|
| How are you? U1 | [haʊ a: ju:] | Wie geht es dir/ Ihnen? |
| How dare you! SS6 | [haʊ deə ju:] | Wie kannst du es wagen! |
| how many U2 | [haʊ 'meni] | wie viele |
| How much is/are ...? U4 | [haʊ mʌʃ ɪz/a:] | Wie viel kostet/ kosten ... ? |
| How old are you? ASC1 | [haʊ əʊld a: ju:] | Wie alt bist du? |
| How strange! SS1 | [haʊ streɪndʒ] | Wie merkwürdig! |
| How stupid of me! U12 | [haʊ 'stju:pid əv mi:] | Wie dumm von mir! |
| how to U1 | [haʊ tu:] | wie man |
| human SS4 | ['hju:mən] | Mensch |
| hungry U3 | [hʌŋɡri] | hungrig |
| hunter SS4 | ['hʌntə] | Jäger/Jägerin |
| to hurry up U5 | [tə hɜ:ri ʌp] | sich beeilen |
| to hurt U8 | [tə hɜ:t] | wehtun, schmerzen |

I

| | | |
|---------------------------|--------------------------|---------------------------|
| I U1 | [aɪ] | ich |
| I don't know. ASC8 | [aɪ dəʊnt nəʊ] | Ich weiß es nicht. |
| I see. ASC2 | [aɪ si:] | Ich verstehe. |
| ice cream U5 | [aɪs kri:m] | Eiscreme |
| idea U1 | [aɪ'diə] | Idee, Einfall |
| if ASC12 | [ɪf] | ob, wenn, falls |
| I'm (I am) ASC1 | [aɪm, aɪ æm] | Ich bin; Ich heiße |
| I'm fine. ASC1 | [aɪm faɪn] | Es geht mir gut. |
| I'm from ... U10 | [aɪm frɒm] | Ich komme aus ... |
| I'm not sure. U10 | [aɪm nɒt ʃʊə] | Ich bin mir nicht sicher. |
| I'm OK. U1 | [aɪm 'əʊkeɪ] | Mir geht es gut. |
| I'm sorry. ASC2 | [aɪm 'sɒri] | Tut mir leid. |
| imaginary U4 | [ɪ'mædʒɪnəri] | erfunden |
| to imagine U6 | [tə ɪ'mædʒɪn] | sich etw. vorstellen |
| important U5 | [ɪm'pɔ:tnt] | wichtig |
| in U1 | [ɪn] | in |
| in front of U4 | [ɪn frʌnt əv] | vor |
| in pairs U1 | [ɪn peəz] | zwei |
| in the morning U6 | [ɪn ðə 'mɔ:ɪnɪŋ] | Morgens |
| information U5 | [ɪnfə'meɪʃn] | Information |
| injury U8 | [ɪndʒəri] | Verletzung |
| insect U8 | [ɪnsekt] | Insekt |
| instruction U1 | [ɪn'strʌkʃən] | Anweisung |
| to play an instrument U11 | [tə pleɪ ən ɪn'strʌmənt] | ein Instrument spielen |
| to be interested in U11 | [tə bi: ɪn'terɪstɪd ɪn] | interessiert sein an |
| interesting ASC10 | [ɪn'terɪstɪŋ] | interessant |
| international U10 | [ɪn'teɪʃnəl] | international |
| interview U5 | [ɪn'təvju:] | Interview |
| into U1 | [ɪn'tu:] | in (... hinein) |
| invitation U1 | [ɪnvɪ'teɪʃn] | Einladung |
| to invite U1 | [tə ɪnvaɪt] | einladen |
| it U1 | [ɪt] | es |
| it's (it is) U1 | [ɪt ɪz] | es ist |
| Italy U10 | [ɪ'tæli] | Italien |
| its U7 | [ɪts] | sein/seine; ihr/ihre |

J

| | | |
|-----------|----------|-----------|
| jacket U9 | [dʒækɪt] | Jacke |
| jam U6 | [dʒæm] | Marmelade |

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|--------------------|-----------------|--------------------------------------|
| January U12 | ['dʒænjuəri] | Jänner |
| Japan U2 | [dʒə'pæn] | Japan |
| jeans U9 | [dʒi:nz] | Jeans |
| juice U6 | [dʒu:s] | Saft |
| July U12 | [dʒʊ'laɪ] | Juli |
| to jumble U2 | [tə 'dʒʌmbl] | durcheinanderbringen |
| to jump U3 | [tə dʒʌmp] | springen, hüpfen |
| jumper U9 | [dʒʌmpə] | Pullover |
| June U11 | [dʒu:n] | Juni |
| just U1 | [dʒʌst] | gerade; einfach |
| Just a minute. SS5 | [dʒʌst ə mɪnɪt] | Einen Augenblick bitte.; Moment mal. |

K

| | | |
|-------------|-----------|--------------------|
| ketchup U6 | ['kætʃəp] | Ketchup |
| to kick U3 | [tə kɪk] | treten |
| kid U3 | [kɪd] | Kind |
| kilt U9 | ['kɪlt] | Kilt, Schottenrock |
| kind of U11 | [kɪnd əv] | Art von |
| kitchen U3 | ['kɪtʃɪn] | Küche |
| knee U8 | ['ni:] | Knie |
| to know U1 | [tə nəʊ] | wissen; kennen |

L

| | | |
|----------------------------|------------------------|--------------------------------------|
| land U11 | ['lænd] | See |
| land U2 | ['lænd] | Land |
| landlady U11 | ['lænd,leɪdi] | Vermieterin; Hausherrin |
| language U1 | ['læŋɡwɪdʒ] | Sprache |
| large U8 | ['lɑ:dʒ] | groß, reichlich |
| last U10 | ['lɑ:st] | letzter/letzte/letztes |
| last time on SS5 | ['lɑ:st taɪm ɒn] | Das letzte Mal bei |
| late U1 | ['leɪt] | (zu) spät |
| later U5 | ['leɪtə] | später |
| to laugh U11 | [tə lɑ:f] | lachen |
| to lead U7 | [tə li:d] | führen |
| leader U7 | ['li:də] | Leiter/Leiterin, Anführer/Anführerin |
| leaflet U9 | ['li:flət] | Broschüre, Flugblatt |
| league U10 | ['li:g] | Verband, Liga |
| to learn U3 | [tə lɜ:n] | lernen |
| to leave U5 | [tə li:v] | verlassen, weggehen |
| left U8 | ['left] | linker/linke/linkes; links |
| leg U8 | ['leg] | Bein |
| lesson U2 | ['lesən] | (Unterrichts-)Stunde |
| Let go! U4 | ['let gəʊ] | Lass(t) los! |
| Let me out! SS3 | ['let mi: aʊt] | Lass(t) mich raus! |
| Let me see. ASC2 | ['let mi si:] | Zeig mal her. |
| Let's ... U1 | ['lets] | Lass(t) uns |
| Let's get out of here! SS4 | ['lets get aʊt əv hɪə] | Lass(t) uns hier verschwinden! |
| Let's go! U7 | ['lets gəʊ] | Los! Gehen wir! |
| letter U2 | ['letə] | Buchstabe |
| life (pl lives) U5 | ['laɪf, laɪvz] | Leben |
| light U6 | ['laɪt] | hier: hell |
| like U1 | ['laɪk] | so wie ...; ähnlich ... |
| to like U2 | [tə laɪk] | mögen |
| line U1 | ['laɪn] | Linie |

| | | |
|------------------------|----------------|----------------------|
| list U5 | [lɪst] | Liste |
| to listen to U1 | [tə 'lɪsn tu:] | zuhören |
| little U7 | ['lɪtl] | klein |
| to live U7 | [tə lɪv] | leben |
| living room U3 | ['lɪvɪŋ ru:m] | Wohnzimmer |
| to lock SS6 | [tə lɒk] | abschließen, sperren |
| long ASC4 | [lɒŋ] | lang |
| to look ASC1 | [tə lʊk] | schauen, sehen |
| to look at U1 | [tə lʊk ət] | betrachten, ansehen |
| lots of U5 | ['lɒts əv] | viel, eine Menge |
| to love U2 | [tə lʌv] | lieben, mögen |
| lovely SS2 | ['lʌvli] | schön, lieblich |
| luck U6 | [lʌk] | Glück |
| lucky U6 | ['lʌki] | glückbringend |
| lunch U6 | ['lʌntʃ] | Mittagessen |
| lunchbox U6 | ['lʌntʃbɒks] | Jausenbox |
| lunchtime U12 | ['lʌntʃ taɪm] | Mittagspause |

M

| | | |
|------------------------|--------------|------------------------------|
| machine U11 | [məʃi:n] | Maschine |
| magazine U7 | [mægə'zi:n] | Zeitschrift, Magazin |
| magic SS4 | [mædʒɪk] | magisch, verwunschen |
| to make U1 | [tə meɪk] | machen |
| male U7 | [meɪl] | männlich |
| man (pl men) U5 | [mæn, men] | Mann |
| to manage U3 | [tə 'mænɪdʒ] | kontrollieren |
| many U2 | [meni] | viele |
| map SS1 | [mæp] | Karte |
| marathon U10 | ['mærəθən] | Marathon |
| March U12 | [mɑ:tʃ] | März |
| market U9 | [mɑ:kɪt] | Markt |
| match U10 | [mætʃ] | Match, Spiel |
| to match U1 | [tə mætʃ] | passen, zusammenbringen |
| maths U2 | [mæθs] | Mathe |
| May U12 | [meɪ] | Mai |
| maybe U7 | [meɪbi] | vielleicht |
| me U1 | [mi:] | ich |
| Me too. U1 | [mi: 'tu:] | Ich auch |
| meal U6 | [mi:l] | Mahlzeit, Essen |
| to mean U11 | [tə mi:n] | bedeuten, meinen |
| meat G | [mi:t] | Fleisch |
| to meet U1 | [mi:t] | (sich) treffen, kennenlernen |
| menu U6 | [ˈmenju:] | Menü, Speisekarte |
| metre U8 | [ˈmi:tə] | Meter |
| midnight U12 | [mɪd'naɪt] | Mitternacht |
| milk U6 | [mɪlk] | Milch |
| million U9 | [ˈmɪljən] | Million |
| to mime U4 | [maɪm] | mimen |
| minute U4 | [mɪnɪt] | Minute |
| to miss U1 | [tə mɪs] | verpassen, verfehlen |
| Miss U2 | [mɪs] | Frau (Anrede) |
| missing U1 | [mɪsɪŋ] | fehlend; verschwunden |
| mistake U5 | [mɪ'steɪk] | Fehler |
| Monday U5 | [mʌndeɪ] | Montag |
| money U4 | [mʌni] | Geld |

| | | |
|-------------------------------------|-----------------------|----------------------------------|
| month U12 | [mʌnθ] | Monat |
| moon U11 | [mu:n] | Mond |
| more U1 | [mɔ:r] | mehr |
| morning U5 | [mɔ:nɪŋ] | Morgen |
| mosquito (pl mosquitoes) U11 | [ˈmɒskɪtəʊ, mæskɪtəʊ] | (Stech-)Mücke |
| most U8 | [məʊst] | am meisten; die meisten |
| mother U7 | [ˈmʌðə] | Mutter |
| mountain U10 | [maʊntɪn] | Berg |
| mountain biker U10 | [ˈmaʊntɪn baɪkə] | Mountainbiker |
| mouse (pl mice) U10 | [maʊs, maɪs] | Maus |
| mouth U10 | [maʊθ] | Mund |
| to move U1 | [tə mu:v] | (sich) bewegen |
| movement U8 | ['mu:vmənt] | Bewegung |
| Mr U2 | [mɪs'tɜ:] | Herr (Anrede) |
| much U4 | [mʌtʃ] | viel; sehr |
| muesli U10 | ['mju:zli] | Müsli |
| mum U10 | [mʌm] | Mama, Mutti |
| music U10 | [mju:zɪk] | Musik |
| must SS3 | [mʌst] | müssen |
| my U1 | [maɪ] | mein/meine |
| My name is ... U1 | [maɪ 'neɪmz] | Ich heiße ..., Mein Name ist ... |
| myself U1 | [maɪ'self] | ich/mich selbst |

N

| | | |
|------------------------------|--------------------|--|
| name U1 | [neɪm] | Name |
| near U12 | [nɪəli] | fast, beinahe |
| to need U2 | [tə ni:d] | brauchen |
| negative U3 | ['negətɪv] | negativ |
| nervous U3 | [nɜ:vəs] | nervös |
| never U3 | [nevə] | nie(mals) |
| new U2 | [nju:] | neu |
| New Zealand U10 | [nju: 'zi:lənd] | Neuseeland |
| next to U4 | [nekst tu:] | neben |
| nice U2 | [naɪs] | schön, angenehm; nett |
| Nice to meet you! U2 | [naɪs tu: mi:t ju] | Es freut mich, dich/ Sie kennen zu lernen! |
| night U5 | [naɪt] | Nacht |
| nine U1 | [naɪn] | neun |
| nineteen U1 | [naɪn'ti:n] | neunzehn |
| ninety U9 | [naɪntɪ] | neunzig |
| ninth U12 | [naɪnθ] | neunter/neunte/ neuntes |
| no U1 | [nəʊ] | nein; kein/keine |
| No problem. | [nəʊ pɹɒble:m] | Kein Problem. |
| No way! ASC4 | [nəʊ weɪ] | Auf keinen Fall! |
| nobody U12 | ['nəʊbədi] | niemand |
| none U6 | [nʌn] | nichts; keine |
| normal U8 | [nɔ:ml] | normal |
| north U11 | [nɔ:θ] | Norden |
| nose U7 | [nəʊz] | Nase |
| not U2 | [nɒt] | nicht |
| not again U3 | [nɒt ə'geɪn] | nicht schon wieder |
| not even U10 | [nɒt i:vən] | nicht einmal |
| Not you as well! ASC8 | [nɒt ju: əz wel] | Nicht du auch noch! |

| | | |
|---------------|------------|----------------------|
| nothing U11 | [nʌθɪŋ] | nichts |
| November U12 | [nəʊvembə] | November |
| now U1 | [naʊ] | jetzt; sofort |
| Now you! ASC3 | [naʊ ju:] | Jetzt du! |
| nowhere SS4 | [ˈnaʊweə] | nirgends |
| number U1 | [ˈnʌmbə] | Zahl; Ziffer, Nummer |
| nut SS2 | [nʌt] | Nuss |

O

| | | |
|---------------------|-------------------------|----------------------------|
| (three) o'clock U12 | [θri: ə'klɒk] | (drei) Uhr |
| object U6 | ['ɒbdʒɪk] | Objekt |
| object pronoun U6 | ['ɒbdʒɪkt 'prəʊnəʊn] | Objektpronomen |
| ocean U9 | [əʊʃən] | Ozean |
| October U12 | [ɒk'təʊbə] | Oktober |
| of U1 | [ɒv] | von |
| of course U6 | [ɒv kɔ:s] | natürlich, gewiss |
| offer U12 | ['ɒfə] | Angebot |
| often U5 | [ɒfn] | oft, häufig |
| Oh, come on! SS5 | [əʊ kʌm ɒn] | Ach, komm schon! |
| Oh dear! ASC3 | [əʊ dɪə] | Oje!, Ach du liebe Zeit! |
| old ASC1 | [əʊld] | alt |
| Olympics U10 | [ə'lɪmpɪks] | Olympischen Spiele |
| on U1 | [ɒn] | auf; weiter; hier: ein |
| on the way SS5 | [ɒn ðə weɪ] | auf dem Weg |
| one U1 | [wʌn] | eins |
| onion U6 | ['lɪʃən] | Zwiebel |
| only U1 | [əʊnli] | nur |
| to open U8 | [tə əʊpən] | öffnen |
| option U1 | ['ɒpʃən] | Option, Möglichkeit |
| or U1 | [ɔ:r] | oder |
| orange U1 | [ɒrɪndʒ] | orange |
| order U1 | [ɔ:də] | Bestellung |
| ordinal U12 | ['ɔ:dɪnəl] | Ordinalzahl |
| to organise U12 | [tə ɔ:'gənəɪz] | organisieren, organisieren |
| other U2 | [lðə] | anderer/andere/anderes |
| our U4 | [aʊər] | unser/unsere/unsere |
| outside U3 | [aʊt'saɪd] | draußen/außerhalb |
| own U2 | [əʊn] | eigen/eigene/eigenes |

P

| | | |
|------------------|---------------|-------------------|
| packed lunch U6 | ['pækt lʌntʃ] | Essenpaket |
| packaging U9 | ['pækɪdʒɪŋ] | Verpackung |
| packet U6 | ['pæktɪt] | Paket |
| page U1 | [peɪʒ] | Seite |
| to paint U8 | [tə peɪnt] | malen, zeichnen |
| painting U6 | ['peɪntɪŋ] | Gemälde |
| paper U3 | ['peɪpə] | Papier |
| paradise U11 | ['pærədəs] | Paradis |
| parents U7 | ['peərənts] | Eltern |
| part U1 | ['pɑ:t] | Teil |
| partner U1 | ['pɑ:tənə] | Partner/Partnerin |
| party U11 | ['pɑ:tɪ] | Party, Feier |
| past U10 | ['pɑ:st] | Vergangenheit |
| pasta (no pl) U5 | ['pɑ:stə] | Nudeln, Teigwaren |

| | | |
|----------------------------|------------------------|---------------------------|
| PE (physical education) U2 | [pi:i-ɪ] | Sportunterricht; Turnen |
| pen U1 | [pen] | Feder; Stift |
| pencil U1 | [pensl] | Bleistift |
| pencil case U1 | [pensl keɪs] | Federpenal |
| people (pl) U1 | [pi:pəl] | Leute, Menschen |
| perfect U6 | [pɜ:fɪkt] | perfekt |
| perhaps U9 | [pə'hæps] | vielleicht |
| person (pl people) U3 | [pɜ:sn] | Person |
| pet U4 | ['pet] | Haustier |
| p.m. U12 | [pɛm] | Nachmittags |
| phone U5 | [fəʊn] | Handy |
| to phone U5 | [tə fəʊn] | anrufen |
| photo U1 | ['fəʊtəʊ] | Foto |
| photo story U1 | ['fəʊtəʊ 'stɔ:ri] | Bildgeschichte |
| phrase U2 | ['fraz] | Phrase; Satz |
| piano U8 | ['piænəʊ] | Klavier |
| to pick U4 | [tə pɪk] | wählen |
| to pick up U4 | [tə pɪk ʌp] | aufheben, aufsammeln |
| picture U1 | ['pɪktʃə] | Bild |
| pie U6 | ['pi:] | Stück |
| piece U6 | ['pi:s ɒv 'peɪpə] | ein Stück Papier |
| pine U6 | ['paɪn,æpəl] | Ananas |
| place U4 | ['pleɪs] | Platz |
| plan U5 | ['plæn] | Plan |
| planet U9 | ['plænɪt] | Planet |
| plastic U9 | ['plæstɪk] | Plastik |
| to play U2 | [tə pleɪ] | spielen |
| player U10 | ['pleɪə] | Spieler/Spielerin |
| please U3 | ['pli:z] | bitte |
| to point at U5 | [tə pɔɪnt æt] | zeigen (auf) |
| police (no pl) SS5 | ['pəli:s] | Polizei |
| pond ASC3 | ['pɒnd] | Teich, Tümpel |
| pool SS5 | ['pu:l] | Teich, Becken |
| pool of water SS3 | ['pu:l ɒv 'wɔ:tə] | Wasserteich, Wasserbecken |
| poor (pl) U5 | ['pʊə mi:t] | Ich Ärmste/r! |
| poor you! ASC3 | ['pʊə ju:] | Du Arme/r! |
| to pop U3 | [tə pɒp] | aufplatzen, knallen |
| pork U6 | ['pɔ:k] | Schweinefleisch |
| portal SS4 | ['pɔ:təl] | Portal, Pforte |
| positive U3 | ['pɒzətɪv] | positiv |
| possessive U7 | ['pɒzɪsɪv] | besitzanzeigend |
| pound U4 | ['paʊnd] | Pfund |
| to practise U1 | [tə præktɪs] | üben |
| preposition U4 | ['prepə'zɪʃn] | Präposition, Vorwort |
| preposition of place U4 | ['prepə'zɪʃn ɒv pleɪs] | Ortspräposition |
| present U6 | ['preznt] | Geschenk |
| pretty U7 | ['prɪti] | hübsch |
| price U9 | ['praɪs] | Preis |
| to print out U11 | [tə prɪnt aʊt] | ausdrucken |
| prison SS5 | ['prɪzən] | Gefängnis |
| prize U10 | ['praɪz] | Preis, Auszeichnung |
| problem U2 | ['prɒbləm] | Problem |
| professional U10 | ['prə'feʃənəl] | Prof, Experte/Expertin |
| programme U12 | ['prəʊgræm] | Programm, Sendung |

| | | |
|------------------------|--------------|------------------------|
| project U1 | [ˈprɒdʒekt] | Projekt |
| projector ASC11 | [ˈprɒdʒektə] | Beamer, Projektor |
| to promise SS3 | [tə ˈprɒmɪs] | versprechen |
| pronoun U2 | [ˈprəʊnaʊn] | Pronomen, Fürwort |
| pullover U3 | [ˈpʊləʊvə] | Pullover |
| to put U1 | [tə ˈpʊt] | setzen, legen, stellen |
| to put on ASC9 | [tə ˈpʊt ɒn] | anziehen; aufsetzen |
| to put up U11 | [tə ˈpʊt ʌp] | aufhängen, aufstellen |

Q

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|---------------------------------|--------------------------|---------------------|
| quarter U12 | [ˈkwɔ:tə] | Viertel |
| quarter past (three) U12 | [ə ˈkwɔ:tə paːst (θriː)] | Viertel nach (drei) |
| quarter to (nine) U12 | [ə ˈkwɔ:tə tə (naɪn)] | Viertel vor (neun) |
| question U1 | [ˈkwɛstʃən] | Frage |
| quick U2 | [kwɪk] | schnell |
| quietly ASC5 | [ˈkwaɪətli] | leise, ruhig |
| quite U10 | [kwaɪt] | ziemlich |

R

| | | |
|--------------------------|------------------|---------------------------------|
| rabbit U4 | [ˈræbɪt] | Kaninchen |
| race U10 | [reɪs] | Rennen |
| to race down U10 | [tə reɪs daʊn] | hinunterrasen |
| racer U10 | [reɪsə] | Rennfahrer/ Rennfahrerin |
| racing U10 | [ˈreɪsɪŋ] | Rennen |
| to rap U1 | [tə ræp] | rappen |
| rat SS1 | [ræt] | Ratte |
| Rats! SS4 | [ræts] | Mist! |
| to react U6 | [tə riˈækt] | reagieren |
| to read U1 | [tə ri:d] | lesen |
| to read out U1 | [tə ri:d aʊt] | vorlesen |
| ready ASC9 | [ˈredi] | fertig |
| real U10 | [ri:əl] | echt, real |
| really U4 | [ri:əli] | wirklich |
| to recharge U3 | [tə riːtʃɑ:dʒ] | wiederaufladen (Akku) |
| rechargeable U9 | [riːtʃɑ:dʒəbəl] | wiederaufladbar |
| record U8 | [rekɔ:d] | Aufzeichnung |
| record holder U10 | [rekɔ:d haʊldə] | Rekordhalter/ Rekordhalterin |
| to recycle U9 | [tə ˈriːsaɪkəl] | recyceln |
| red U1 | [red] | rot |
| relative U10 | [ˈrɪlətɪv] | Verwandter/ Verwandte |
| to remember U1 | [tə rɪˈmeɪbər] | sich erinnern (an) |
| to repeat U1 | [riːˈpi:t] | wiederholen |
| restaurant U6 | [ˈrestɒrənt] | Restaurant |
| revision U1 | [rɪˈvɪʒən] | Wiederholung |
| rice SS4 | [raɪs] | Reis |
| to ride U1 | [raɪd] | reiten; fahren |
| to ride a bike U1 | [tə raɪd ə baɪk] | radfahren |
| right U1 | [raɪt] | richtig, korrekt |
| right now U4 | [raɪt naʊ] | gerade jetzt |
| to rip up U3 | [tə rɪp ʌp] | zerreißen |
| river U9 | [ˈrɪvə] | Fluss |
| room U3 | [ru:m] | Raum |
| routine U5 | [ruːˈti:n] | Routine |
| rubber U1 | [ˈrʌbə] | Radiergummi |

| | | |
|-------------------|----------|-----------------|
| ruler U1 | [ru:lə] | Lineal |
| to run U5 | [tə rʌn] | laufen, rennen |
| runner U10 | [ˈrʌnə] | Läufer/Läuferin |

S

| | | |
|----------------------------|-------------------|--------------------------------|
| sad U3 | [sæd] | traurig |
| safe SS3 | [seɪf] | sicher |
| salad U6 | [səˈlæd] | Salat, Salatteller |
| sale U9 | [seɪl] | Verkauf, Verkauf |
| the same U5 | [ðə seɪm] | derselbe/dieselbe/ dasselbe |
| sandwich U3 | [ˈsændwɪtʃ] | Sandwich, belegtes Brot |
| Saturday ASC2 | [ˈsætədi] | Samstag |
| sauce U6 | [sɔ:s] | Soße |
| sausage U6 | [ˈsɔ:sɪdʒ] | Wurst, Würstel |
| to say U1 | [seɪ] | sagen |
| scared U1 | [skeəd] | ängstlich, verängstigt |
| scary U1 | [skeə.ri] | gruselig, furchterregend |
| school U1 | [sku:l] | Schule |
| school bag U1 | [sku:l bæɡ] | Schultasche |
| school dance U1 | [sku:l da:ns] | Schultanz, Schulball |
| school subject U2 | [sku:l ˈsʌbdʒɪkt] | Schulfach |
| school things U1 | [sku:l θɪŋz] | Schulsachen |
| to score U11 | [tə skɔ:z] | treffen; schießen |
| screen U3 | [skri:n] | Bildschirm |
| second U9 | [ˈsekənd] | Sekunde |
| second U10 | [sekənd] | zweiter/zweite/ zweites |
| secret SS1 | [ˈsi:kret] | geheim |
| to see U2 | [tə si:] | sehen |
| seller U9 | [ˈselə] | Verkäufer/ Verkäuferin |
| sentence U1 | [sentəns] | Satz |
| separate U6 | [sepəreɪt] | getrennt, separat |
| September U12 | [sepˈtembə] | September |
| seven U1 | [sevən] | sieben |
| seventeen U1 | [sevnti:n] | siebzehn |
| seventh U12 | [ˈsevənθ] | siebter/siebte/ siebtes |
| seventy U9 | [ˈsevntɪ] | siebzig |
| to shake U8 | [tə ʃeɪk] | schütteln |
| to share U3 | [tə ʃeə] | teilen |
| she ASC2 | [ʃi] | sie |
| sheep (pl sheep) U5 | [ʃi:p] | Schaf |
| shirt U9 | [ʃɜ:t] | Hemd |
| shoe (pl shoes) U7 | [ʃu:, ʃu:z] | Schuh |
| shop U9 | [ʃɒp] | Geschäft, Laden |
| to shop U9 | [tə ʃɒp] | einkaufen |
| short U1 | [ʃɔ:t] | klein; kurz |
| should U9 | [ʃʊd] | sollte/n, solltest |
| to shout U3 | [tə ʃaʊt] | schreien, rufen |
| show U11 | [ʃəʊ] | Sendung, Show |
| to show U8 | [tə ʃəʊ] | zeigen |
| to sign U12 | [tə saɪn] | unterschreiben |
| simple U1 | [ˈsɪmpəl] | einfach |
| to sing U1 | [tə sɪŋ] | singen |

| | | |
|-------------------------|----------------|--------------------------------------|
| singer U8 | [sɪŋə] | Sänger/Sängerin |
| sir ASC4 | [sɜ:] | Herr (Anrede) |
| sister U4 | [sɪstə] | Schwester |
| to sit ASC5 | [tə sɪt] | sitzen |
| to sit down ASC5 | [tə sɪt daʊn] | sich (hin-)setzen |
| six U1 | [sɪks] | sechs |
| sixteen U1 | [sɪks'ti:n] | sechzehn |
| sixth U12 | [sɪksθ] | sechster/sechste/ sechstes |
| sixty U9 | [sɪksti] | sechzig |
| size U7 | [saɪz] | Größe |
| to skate U2 | [tə sket] | Eislaufen |
| sketch U2 | [sketʃ] | Sketch |
| to ski U8 | [tə ski:] | Ski fahren |
| skill U1 | [skɪl] | Fähigkeit |
| skirt U9 | [skɜ:t] | Rock |
| sky U7 | [skaɪ] | Himmel |
| to sleep U5 | [tə sli:p] | schlafen |
| small U4 | [smɔ:l] | klein |
| smart U7 | [smɑ:t] | klug, intelligent |
| to smell SS2 | [tə smel] | riechen; hier: stinken |
| smelly SS5 | [ˈsmeli] | stinkend, übelriechend, muffig |
| smile U11 | [smaɪl] | Lächeln |
| to smile U12 | [tə smaɪl] | lächeln |
| snack U5 | [snæk] | Snack, Imbiss |
| snake U4 | [fneɪk] | Schlange |
| so U2 | [səʊ] | so (sehr) |
| sock U9 | [sɒk] | Socke |
| sofa U4 | [səʊfə] | Sofa |
| some U5 | [sʌm] | einige, ein paar |
| someone U3 | [sʌmwʌn] | jemand |
| something U3 | [sʌmθɪŋ] | etwas |
| sometimes U5 | [sʌmtaɪmz] | manchmal |
| song U1 | [sɒŋ] | Lied |
| soon U3 | [su:n] | früher |
| sorry ASC2 | [sɒri] | bedauern, erzeihen, entschuldigen |
| sour U6 | [saʊə] | sauer |
| south U11 | [saʊθ] | Süden |
| South Africa U10 | [saʊθ ˈæfrɪkə] | Südafrika |
| Spain U10 | [speɪn] | Spanien |
| to speak U1 | [tə spi:k] | sprechen |
| speed U10 | [spi:d] | Geschwindigkeit |
| to spell U2 | [tə spel] | spellen, buchstabieren |
| to spend U4 | [tə spend] | (Geld) ausgeben |
| spider U8 | [ˈspaɪdə] | Spinne |
| to spin U10 | [tə spin] | drehen |
| sports U7 | [spɔ:t] | Sport |
| sporty U7 | [ˈspɔ:ti] | sportlich |
| to spray U12 | [tə spreɪ] | spritzen, sprühen |
| spring SS1 | [sprɪŋ] | Brunnen, Quelle |
| squirrel SS2 | [ˈskwɪr-əl] | Eichhörnchen |
| stadium U12 | [ˈstædiəm] | Stadium |
| to stand U9 | [tə stænd] | stehen |
| star U10 | [stɑ:] | Star |
| to start U5 | [tə stɑ:t] | beginnen, starten |
| to stay U11 | [tə steɪ] | bleiben |

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|---------------------------|-----------------------|---|
| steak U5 | [steɪk] | Steak |
| step U1 | [step] | Schritt |
| still ASC8 | [stɪl] | trotzdem; noch |
| stop U11 | [stɒp] | Haltestelle |
| to stop U1 | [tə stɒp] | stoppen, aufhören |
| storm SS1 | [stɔ:m] | Sturm |
| story U1 | [ˈstɔ:ri] | Geschichte |
| strange U5 | [streɪŋ] | komisch, eigenartig |
| strawberry SS2 | [ˈstrɔ:b-əri] | Erdbeere |
| street U10 | [stri:t] | Straße |
| stress U3 | [stres] | Betonung |
| to be stressed U11 | [tə bi ˈstrest] | gestresst sein |
| stressful U11 | [ˈstresfəl] | stressig |
| strong U10 | [strɒŋ] | stark |
| student U2 | [ˈstju:dnt] | Schüler/Schülerin; Student/Studentin |
| to study ASC11 | [tə stʊdi] | studieren, lernen |
| stuff U9 | [stʌf] | Zeug, Kram, Sachen |
| stunning U11 | [ˈstʌnɪŋ] | erstaunlich |
| stupid U12 | [ˈstju:pɪd] | dumm |
| style U9 | [stɑɪl] | Stil |
| subject U2 | [ˈsʌbdʒɪkt] | Schulfach; Subjekt |
| subject pronoun U2 | [ˈsʌbdʒɪkt ˈprəʊnəʊn] | Subjektpronomen |
| suddenly U7 | [sʌd.n.li] | plötzlich |
| summer U11 | [ˈsʌm.ə] | Sommer |
| sun U5 | [sʌn] | Sonne |
| to stay U11 | [steɪ] | bleiben |
| Sunday U5 | [ˈsʌndeɪ] | Sonntag |
| superhero ASC11 | [ˈsu:pəˈhɪərəʊ] | Superheld |
| superstar U11 | [ˈsu:pəˈstɑ:] | Superstar |
| sure U6 | [ʃʊə] | sicher |
| surprise ASC2 | [səˈpraɪz] | Überraschung |
| sweet U6 | [swi:t] | süß |
| sweet and sour U6 | [swi:t ənd ˈsaʊə] | süß-sauer |
| to swim U5 | [tə swim] | schwimmen |
| T | | |
| table U1 | [teɪbl] | Tisch |
| table U5 | [ˈteɪbl] | Tabelle |
| table tennis U5 | [ˈteɪbl ˈtenɪs] | Tischtennis |
| to take U5 | [tə teɪk] | (mit-)nehmen, bringen |
| to take photos U11 | [tə teɪk ˈfəʊtəʊz] | Fotos machen |
| takeaway U6 | [ˈteɪkəweɪ] | Essen zum Mitnehmen |
| to talk U1 | [tə ˈtɔ:k] | sprechen, sich unterhalten |
| to talk about U2 | [tə ˈtɔ:k əˈbaʊt] | sprechen über |
| tall U7 | [tɔ:l] | groß; hoch |
| task U2 | [tɑ:sk] | Aufgabe, Übung |
| tea U6 | [ti:] | Tee |
| teacher ASC2 | [ti:tʃə] | Lehrer/Lehrerin |
| team U10 | [ti:m] | Mannschaft, Team |
| to tell U1 | [tə tel] | erzählen |
| ten U1 | [ten] | zehn |
| tennis U5 | [tenɪs] | Tennis |
| tennis player U10 | [tenɪs ˈpleɪə] | Tennispieler/ Tennispielerin |

| | | |
|---------------------------------|------------------|--|
| tennis pro U10 | [ˈtenɪs prəʊ] | Tennisprofi |
| tenth U12 | [tɛnθ] | zehnter/zehnte/ zehntes |
| terrible U8 | [tɛrəbl̩] | schrecklich, scheußlich |
| test U3 | [tɛst] | Test |
| to test U3 | [tə tɛst] | testen |
| text U2 | [tɛkst] | Text |
| thanks ASC1 | [θæŋks] | danke, dankeschön |
| Thank you. ASC2 | [θæŋk juː] | Danke., Dankeschön. |
| that U1 | [ðæt] | das; der/die/das |
| That doesn't matter. U11 | [ðæt dɒznt mətə] | Es macht nichts., Das ist nicht wichtig. |
| That's it? U1 | [ðæts ɪt] | Ist das alles? |
| That was close! SS6 | [ðæt wəz kləʊz] | Das war knapp! |
| the U1 | [ðə] | der/die/das |
| their U2 | [ðeə] | ihr; deren |
| them U2 | [ðəm] | sie |
| then U1 | [ðen] | dann, danach |
| there U2 | [ðeə] | da, dort |
| there is/are U1 | [ðeə ɪz/ɑː] | es gibt, da ist/sind |
| these U2 | [ðiːz] | diese (dort) |
| they U1 | [ðeɪ] | sie |
| thing U1 | [θɪŋ] | Ding, Gegenstand |
| to think U2 | [tə θɪŋk] | denken |
| to think of U3 | [tə θɪŋk ɒv] | denken an |
| third U12 | [θɜːd] | dritter/dritte/drittes |
| thirteen U1 | [θɜːˈtiːn] | dreizehn |
| thirteenth U12 | [ˈθɜːˈtiːnθ] | dreizehnter/ dreizehnte/ dreizehntes |
| thirtieth U12 | [ˈθɜːtiəθ] | dreißigster/ dreißigste/ dreißigtes |
| thirty U1 | [ˈθɜːti] | dreißig |
| thirty-first U12 | [ˈθɜːti-fɜːst] | einunddrei- ßigster/ einunddrei- ßigste |
| this U2 | [ðɪs] | dieser/diese/dieses |
| those U9 | [ðəʊz] | die |
| three U1 | [θriː] | drei |
| to throw SS6 | [tə θrəʊ] | werfen |
| Thursday U5 | [θɜːzdeɪ] | Donnerstag |
| to tick U1 | [tɪk] | knöpfen/ knöpfchen abhaken |
| to tickle U11 | [tɪkl̩] | zuzeln |
| till U12 | [tɪl] | bis |
| time U2 | [taɪm] | Zeit |
| Time's up! ASC9 | [taɪm ɪz ʌp] | Die Zeit ist um! |
| tip U5 | [tɪp] | Tipp, Hinweis |
| tired U3 | [tɪəd] | müde |
| to U1 | [tuː] | zu; bis; nach |
| toast U1 | [təʊst] | Toast |
| today U1 | [təˈdeɪ] | heute |
| toe U8 | [təʊ] | Zehe |
| together U7 | [təˈgeðə] | zusammen |
| toilet U3 | [ˈtɔɪlɪt] | Toilette |
| tomato (pl tomatoes) U6 | [təˈmɑːtəʊ] | Tomate |
| tomato sauce U6 | [təˈmɑːtəʊ sɔːs] | Tomatensoße |

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|-----------------------------------|-----------------------|--|
| tomorrow ASC2 | [təˈmɒrəʊ] | morgen |
| ton U8 | [tʌn] | Tonne |
| tonight U12 | [təˈnaɪt] | heute Abend; heute Nacht |
| too U1 | [tuː] | auch; zu |
| tooth (pl teeth) U8 | [tuːθ, tiːθ] | Zahn |
| torch SS1 | [tɔːtʃ] | Taschenlampe |
| to touch U8 | [tə ˈtʃʊ] | berühren, anfassen |
| tour U10 | [tʊə] | Tour |
| tournament U11 | [ˈtʊənmənt] | Wettbewerb |
| town U9 | [taʊn] | Stadt |
| toy U9 | [tɔɪ] | Spielzeug |
| to train U11 | [tə treɪn] | trainieren |
| tram U11 | [træm] | Straßenbahn |
| translation app U11 | [trænsleɪʃən æp] | Übersetzungsapp |
| trap SS2 | [træp] | Falle |
| tree U5 | [triː] | Baum |
| trick U11 | [trɪk] | Trick, Kunststück |
| trip U2 | [trɪp] | Ausflug, Reise |
| true U2 | [truː] | richtig; wahr |
| trunk U7 | [trʌŋk] | Rüssel |
| try U11 | [tɹaɪ] | versuchen |
| try to U11 | [tɹaɪ ɪt] | Versuch(t) es! |
| Tuesday U5 | [tjuːzdeɪ] | Dienstag |
| Türkiye U11 | [ˈtyrkije (tɜːki)] | Türkei |
| Turkish U8 | [ˈtɜːkɪʃ] | Türkisch |
| turn U8 | [tɜːn] | drehen |
| to turn on U11 | [tə tɜːn ɒn] | einschalten |
| to turn to U7 | [tə tɜːn tuː] | sich wenden an |
| television (television) U8 | [tiːˈviː (tɛlɪvɪʒən)] | Fernseher; Fernsehen |
| twelfth U12 | [twɛlfθ] | zwölfter/zwölfte/ zwölftes |
| twelve U12 | [twelv] | zwölf |
| twenty U12 | [ˈtwentɪəθ] | zwanzigster/ zwanzigste/ zwanzigstes |
| twenty U1 | [ˈtwenti] | zwanzig |
| W. Z. W. Z. U6 | [ˈtwɪn] | Zwilling |
| two U1 | [tuː] | zwei |

U

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|-------------------------------|---------------------|---------------------------|
| under U4 | [ʌndə] | unter |
| underground U11 | [ʌn.dəˈgraʊnd] | U-Bahn |
| to underline U12 | [tə ˈʌndəlaɪn] | unterstreichen |
| to understand U1 | [tə ʌndəˈstænd] | verstehen |
| unhealthy U6 | [ʌnˈhelθi] | ungesund |
| unit U1 | [juːnɪt] | Lektion; Einheit |
| United Kingdom (UK) U4 | [jʊˈnaɪtɪd ˈkɪŋdəm] | Vereinigtes Königreich |
| unlucky U12 | [ʌnˈlʌki] | erfolglos, Pech haben |
| to unscramble U2 | [tə ʌnˈskræmbl̩] | entwirren |
| until U7 | [ənˈtɪl] | bis |
| up SS6 | [ʌp] | hinauf; hier: auf |
| upstairs SS3 | [ʌpˈsteəz] | oben; im Obergeschoss |
| us U4 | [əs] | uns |

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|--|-------------------------|---------------------------|
| USA (United States of America) U2 | [ju:ˈes-er, juˈnɑ:rtɪd] | Vereinigte Staaten |
| to use U1 | [tə ju:z] | verwenden, benutzen |
| usually U7 | [ju:ʒuəli] | gewöhnlich, normalerweise |

V

| | | |
|----------------------|----------------|----------------------|
| vampire U11 | [ˈvæmpaɪə] | Vampir/Vampirin |
| vegetable U9 | [ˈvedʒtəbl] | Gemüse |
| verb U3 | [vɜ:b] | Verb, Zeitwort |
| very U2 | [veri] | sehr |
| Vienna U10 | [viːnə] | Wien |
| vocabulary U1 | [vəˈkæbjələri] | Vokabeln, Wortschatz |
| voice U1 | [vɔ:ɪs] | Stimme |
| volleyball U1 | [ˈvɒliːbɔ:l] | Volleyball |
| vote ASC11 | [vəʊt] | Abstimmung |

W

| | | |
|----------------------------------|----------------------|--|
| to wait ASC2 | [tə weɪt] | warten |
| Wait a minute. U5 | [weɪt ə ˈmɪnɪt] | Warte(t) einen Moment. |
| waiter U6 | [ˈweɪtə] | Kellner/Kellnerin |
| to walk U5 | [tə wɔ:k] | (zu Fuß) gehen |
| to want U1 | [tə wɒnt] | wollen; wünschen |
| warm SS5 | [wɔ:m] | warm |
| waste U9 | [weɪst] | Abfall, Müll |
| to watch U1 | [tə wɒtʃ] | ansehen; zuschauen |
| water U2 | [wɔ:tə] | Wasser |
| water bottle U2 | [ˈwɔ:tə ˈbɒtl] | Wasserflasche |
| to wave U8 | [tə weɪv] | winken |
| way U9 | [weɪ] | Art, Weise |
| we U1 | [wi] | wir |
| to wear ASC9 | [tə weə] | tragen (Kleidung) |
| website U11 | [ˈweb,saɪt] | Webseite |
| Wednesday U5 | [ˈwenzdeɪ] | Mittwoch |
| week U5 | [wi:k] | Woche |
| weekend U9 | [wi:kˈend] | Wochenende |
| welcome U2 | [ˈwelkəm] | Willkommen |
| well U1 | [wel] | gut (ja), nicht schlecht |
| Well done! SS3 | [wel dʌn] | Gut gemacht! |
| wet ASC9 | [wet] | Wette |
| whale U8 | [weɪl] | Wale |
| what U1 | [wɒt] | was |
| What a mess! U12 | [wɒt ə ˈmes] | Was ist das für eine Schandnummer! |
| What a pity! U12 | [wɒt ə ˈpɪti] | Wie schade! |
| What else is there? U6 | [wɒt ɪz ðeə] | Was gibt es da noch?, Was ist da noch? |
| What's the problem? U6 | [wɒt ɪz ðə ˈprɒbləm] | Was ist das Problem? |
| What's your name? U6 | [wɒt ɪz jɔ: neɪm?] | Wie heißt du?, Wie heißen Sie? |
| when U1 | [wen] | wenn, als |
| where U2 | [weə] | wo; wohin |
| Where are you from? ASC10 | [weə ə: ju: frɒm] | Woher kommst du?, Woher kommen Sie? |
| which U10 | [wɪtʃ] | welcher/welche/welches |

| | | |
|-----------------------------|------------------|--------------------------|
| to whip U10 | [tə wɪp] | schlagen |
| white U1 | [waɪt] | weiß |
| who ASC1 | [hu:] | wer |
| Who's next? ASC3 | [hu:z nekst] | Wer ist der/die nächste? |
| why U6 | [waɪ] | warum |
| wild U7 | [waɪld] | wild |
| will U12 | [wɪl] | Wille |
| to win U10 | [tə wɪn] | gewinnen |
| window U3 | [ˈwɪndəʊ] | Fenster |
| winner ASC3 | [ˈwɪnə] | Gewinner/Gewinnerin |
| with U1 | [wɪð] | mit |
| wolf (pl wolves) SS2 | [wʊlf, wɒlf] | Wolf |
| woman (pl women) SS2 | [ˈwʊmən, ˈwɪmɪn] | Frau |
| wonderful U5 | [wʌndəfʊl] | wundervoll |
| wood U11 | [wʊd] | Holz |
| word U1 | [wɜ:d] | Wort |
| world SS2 | [wɜ:ld] | Welt |
| world record U10 | [ˈwɜ:ld rekɔ:d] | Weltrekord |
| world tour U10 | [ˈwɜ:ld tuə] | Welttour |
| work U10 | [wɜ:k] | Arbeit; Aufgabe |
| to work U10 | [tə wɜ:k] | arbeiten |
| Wow! U10 | [waʊ] | Wow! Toll! |
| to write U1 | [tə raɪt] | schreiben |
| write down U3 | [raɪt daʊn] | aufschreiben |
| wrong U3 | [rɒŋ] | falsch; nicht in Ordnung |

| | | |
|--|-----------------------------|--|
| year U2 | [jɪə] | Jahr(gang) |
| yellow U1 | [jeləʊ] | gelb |
| yes U1 | [jes] | ja |
| yesterday U11 | [jestədeɪ] | gestern |
| yet U10 | [jet] | bisher |
| you U1 | [ju:] | du |
| young U6 | [jʌŋ] | jung |
| you're U1 | [jɔ:] | dein/deine |
| You're here! ASC3 | [jɔ: tɜ:n] | Du bist dran! |
| You're welcome. U5 | [jɔ: ˈwelkəm] | Nichts zu danken., Keine Ursache., Gern geschehen. |
| yourself U2 | [jɔ:'self] | du/Sie/ihr selbst |
| youth magazine U7 | [ju:θ ˌmæɡəˈzi:n] | Jugendmagazin |
| You've got to be kidding me! U9 | [ju:v gɒt tə bi ˈkɪdɪŋ mi:] | Du machst wohl Witze! |
| Yuck! ASC6 | [jʌk] | Igitt!, Pfui! |
| yummy U5 | [jʌmi] | lecker |

Z

| | | |
|---------------|-------|-----|
| zoo U4 | [zu:] | Zoo |
|---------------|-------|-----|

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Step by Step

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