

Puchta | Holzmann | Lewis-Jones | Jory

Student's Book

MORE!

3



Prüfexemplar



mit App für Audios,
Videos und Stories



HELBLING Media App


Mit der **HELBLING Media App** haben Sie Zugriff auf alle Audios, Videos und *Stories* zu **MORE! 3**.

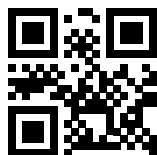
So einfach geht's:

1. App herunterladen

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

2. Inhalte hinzufügen

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



DEMO-BSKJ-SS2P-WQ42

3. Inhalte verwenden



Die Inhalte der HELBLING Media App sind im Buch mit diesen Symbolen gekennzeichnet. Starten Sie die HELBLING Media App, tippen Sie auf **MORE! 3 Student's Book** und wählen Sie die gewünschten Inhalte über das Menü aus.

Die Media App Inhalte werden gestreamt. Wir empfehlen, eine WLAN-Verbindung zu nutzen. Wahlweise können Sie die Inhalte auch temporär offline nutzen, wenn diese zuvor für d Offlinenutzung heruntergeladen wurde

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Puchta | Holzmann | Lewis-Jones | Jory

Student's Book

MORE!

3

So lernst du am besten Englisch mit MORE!

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

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

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


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


Verschafe dir jetzt am besten gleich einen Überblick darüber, was dich in **MORE! 3** erwartet:


- Auf den Seiten 4–7 findest du das Inhaltsverzeichnis mit den 14 Themen in MORE! 3.
- Im Student's Book findest du mehrere Symbole, die dir Folgendes anzeigen:


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

1/5


 Zu dieser Übung gibt es eine Audioaufnahme.


 Zu dieser Übung gibt es ein Video.


 Von diesem Text gibt es eine *Graphic story* (Version im Comic-Stil), oder einen *Simplified text*, welche/n du lesen bzw. anhören kannst.

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

CHOICES Bei dieser Übung stehen dir zwei Varianten zur Verfügung.

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

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

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

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

At the end of unit 1 ...

you know

- ☐ 8 verb phrases to talk about auditions
- ☐ 12 words for musical styles
- ☐ how to use the present simple (revision)
- ☐ how to use the past simple (revision)

you can

- ☐ understand a magazine article about musical facts
- ☐ understand people at a talent show
- ☐ give and ask for opinions
- ☐ understand an interview about music
- ☐ talk about music you like / don't like
- ☐ write an email / a short article about a concert

-  **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 macht ihr am besten zu zweit. Stellt euch dann gegenseitig Fragen nach den neuen Wörtern – in der Unit 1 sind das zum Beispiel die englischen Wörter für Musikgenres (*musical styles*). 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 Nachschlagliste am Ende dieses Buches. Mithilfe dieser Liste kannst du schnell die Bedeutung neu vorgekommener Wörter nachschlagen.

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

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



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



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



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



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



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



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



My personal learning track ▶

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

Noch ein Hinweis: Solltest du das E-BOOK+ zum MORE! 3 Student's Book noch nicht haben, kann es auch nachträglich noch bestellt werden.

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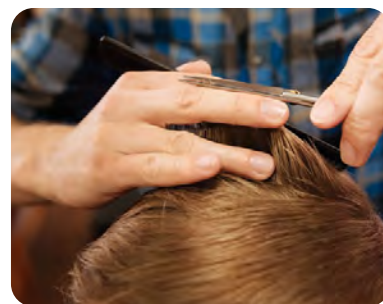
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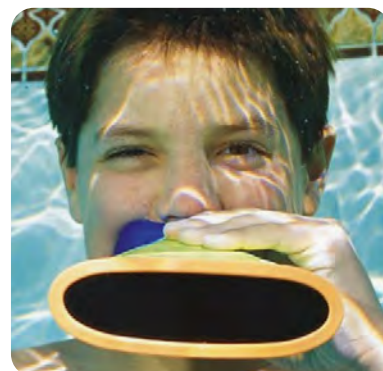
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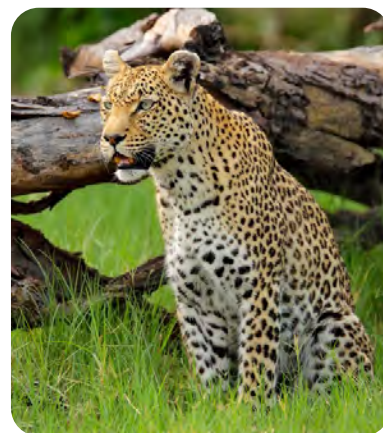
Vocabulary	Making decisions
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UNIT 1

Music makes the world go round

At the end of unit 1 ...

you know

- ☐ 8 verb phrases to talk about auditions
- ☐ 12 words for musical styles
- ☐ how to use the present simple (revision)
- ☐ how to use the past simple (revision)

you can

- ☐ understand a magazine article about musical facts
- ☐ understand people at a table
- ☐ give and ask for opinions
- ☐ understand an interview about
- ☐ talk about music / don't like
- ☐ write an email / a sentence about a concert

READING

Understanding a magazine article

- 1 Read the magazine article. Match the pictures with the paragraphs.

Everything you never knew about music

A famous person once said, "Without music, life would be a mistake" and I think many people would agree. Music is big business. So to celebrate music, I thought I'd share with you some of my favourite amazing musical acts.

People and music

1 Is classical music dead? Certainly not.

In 2016, more people bought CDs by Mozart than by Beyoncé. Probably because most Beyoncé fans didn't buy CDs but downloaded her music instead.

2 In 2015, astronaut Chris Hadfield made his first album. He recorded all eleven songs in space and called the album *Space Sessions: Songs for a Tin Can*.

3 Many people consider *The Beatles* the greatest band of all time. In 2018, their lead singer Paul McCartney said that none of *The Beatles* could read or write musical notes. "The music just came to us," he said.

4 Most people will hear about 1.3 million songs in their lifetime. To listen to every song in the world would take more than 600 years – that's more than six lifetimes!



Music in history

5 The oldest musical instruments in the world are two flutes. They're 40,000 years old. They probably belonged to my great, great, great, great, great, great, ... grandparents.

6 Adelina Patti wore the most expensive opera costume of all time at Covent Garden in 1895. It was covered with diamonds and it was worth £15 million. I hope she didn't spill any coffee on it!

7 The composer Franz Liszt was famous for his beautiful hair. In fact, many people wrote to him and asked for locks of his hair. So what did he do? He bought a dog and sent them hair from the dog instead.

8 The composer Gioachino Rossini wrote the famous aria "Di tanti palpiti" ("For so many worries") for his opera *Tancredi* while he was sitting in a restaurant in Venice, waiting for some risotto. It probably wasn't a fast food restaurant.

Instruments

9 A single violin is made from over 100 individual pieces of wood. You would have to know where you put them all. So, if you want to own your own, be careful not to lose a piece.

10 In 2011, a Stradivarius violin sold for \$15.9 million; this was a world record. However, there is another Stradivarius that is worth even more, \$4 million – but no one wants to buy it.

11 Prince was one of the most popular and successful artists of the 20th century. He was also extremely talented. On his first album *For You* (1978) he sang and played all 27 instruments – but not at the same time, I hope!



Music in the 21st century

12 There are special taxis in South Korea for fans to follow their favourite K-Pop idols. For \$600 your driver will drive you behind your favourite star for the whole day.

13 In 2012, Psy introduced K-Pop to the world with "Gangnam Style". The song was so successful that they even built a statue for it in Seoul. Every day, hundreds of tourists stand under it and the song starts playing.

14 People on social media platforms are crazy about lip synching. With an app you can create a lip-sync video that gives the impression that you're singing the song. There are even official lip sync world championships.

15 Most people these days use a streaming service to listen to music. In 2023, the most popular was *Spotify*. Its 515 million users had over 100 million songs from around 11 million singers and bands to choose from.

2 How many of these tasks can you do?

Complete the sentences.

- 1 Chris Hadfield made his record in
- 2 *The Beatles* write musical notes.
- 3 There are two that are 40,000 years old.

Circle T (True) or F (False).

- 4 Franz Liszt had some big fans. T / F
- 5 The most expensive violin in the world is worth \$45 million. T / F
- 6 Prince didn't sing on his first album. T / F

Answer the questions.

- 7 Why do some people hire special taxis in South Korea?
.....
- 8 Why is there a "Gangnam Style" statue in Seoul?
.....
- 9 How many different artists were there on *Superstar* in 2023?
.....

1/1



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

LISTENING Understanding people on a talent show

1/2



4 Paul Sacks and Sally Green are judges on the hit TV talent show *Superstar*. What do they think of Dave and Jasmine?

Listen and draw: 😊 ☹️

	Dave	Jasmine
Paul Sacks		
Sally Green		

DID YOU KNOW ... ?

Talent shows like *American Idol* or *The X-Factor* have been very popular for years. They have produced singing stars like Kelly Clarkson and Adam Lambert in the US, and *Little Mix*, *One Direction* and Leona Lewis in Britain.



VOCABULARY Audition

1/3



5 Complete what they say with the words from the box. Then listen and check.

a try
training
audition
make it
takes
give up
way up
get back

“Dave, you’re a brave man, but don’t 1..... your real job. Sing at home under the shower, when you’re not wearing that suit. But don’t waste our time, OK? You’re never going to 2..... as a pop

“You’re not going to be our next superstar. In fact, you’ve even got to be a background singer in a band. You haven’t got what it 3..... But don’t be too unhappy. You gave it 4..... and that’s 5..... important.”

“Maybe you could move a little more when you’re singing and not just stand there. But that’s not really a problem. I think with the right 5..... you could be a big star. We’ll certainly 6..... you.”

“There’s quite a lot of work ahead, but if you’re 7..... to work hard, then I think what Sally says is true. You could be on the 7..... We certainly want to talk to you after the 8.....”

SPEAKING Giving an opinion

1/4



6 Work in pairs. You are the critics in the box. Listen to these three performers and say what you think.



... looks fantastic / doesn't look like a pop star.

... could be the next pop star / is never going to make it as a pop star / is(n't) on the way up.

... has got a beautiful / terrible voice / needs a lot of (no) training.

... is an excellent singer / was out of tune / has(n't) got what it takes.

VOCABULARY Musical styles

7 Rank the musical styles (1 = your favourite, 12 = your least favourite).

- | | | |
|--------------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> blues | <input type="checkbox"/> classical | <input type="checkbox"/> folk |
| <input type="checkbox"/> heavy metal | <input type="checkbox"/> hip-hop | <input type="checkbox"/> indie |
| <input type="checkbox"/> jazz | <input type="checkbox"/> opera | <input type="checkbox"/> pop |
| <input type="checkbox"/> rock | <input type="checkbox"/> reggae | <input type="checkbox"/> dance |



READING

Understanding an interview about music

8 Read the interview and write the number of the question next to the answer.

- 1 What song do you like best?
- 2 Do you like dancing?
- 3 Where do you get your music?
- 4 What's your favourite band?
- 5 Tell us about a song that is special for you.
- 6 Where do you like listening to music?
- 7 What's the most important part in a song for you?

On the spot

This week,
Suzie X from Fantasia
talks about music.

1 The *Red Hot Chili Peppers*. I know they are a very old band from the 1980s, before I was born, but I've got all their albums and never get tired of listening to them. I've also seen them live several times.

2 I like songs with a good tune. Something you can sing along to. The lyrics should be meaningful, too. I don't like songs that don't make sense.

3 Taylor Swift's "Anti-hero" means a lot to me. She's a brilliant artist and she writes some brilliant songs. I think "Anti-hero" is one of her greatest songs. She sings about her fears and what she hates about herself. Whenever I feel bad about something, I listen to that song.

4 "Don't Tell Me" by Madonna is the best song ever. I love that song and I think Madonna is one of the greatest. She doesn't seem to get old.

5 I love it. I make up special dances for my fans on my media platforms.

6 I usually listen to music everywhere. I always got my headphones on. I usually from streaming. But the song's really good, I might buy the vinyl. I love having good music on vinyl. I usually buy two or three records a week.



9 Look at the more than one answers to the questions in 8. Match them with the numbers of the questions above.

- ☐ A Yes, I love it. / I don't mind it sometimes. / No, I can't stand it.
- ☐ B I love it. / I stream it online. / I listen to the radio.
- ☐ C On my laptop. / On the radio. / On my phone.
- ☐ D The lyrics. / The rhythm. / A good melody.

SPEAKING

Talking about music



10 a Work in pairs. Ask and answer the questions in 8.

b In groups of four, talk about music you like / don't like. Talk as long as you can.

WRITING

11

CHOICES

A You saw your favourite singer/ band in a concert last weekend. Your English friend James wanted to come along, but fell ill. Write an email (60–80 words) in which you:

- say how you feel about the fact that he couldn't come with you
- tell James what was good / not so good about the concert
- invite James to come to your place and listen to some of your music

B A website is organising a writing competition about a visit to a concert. In your entry (120–180 words) include:

- where and when the concert took place
- who the singer/ band was
- how you liked the concert
- what other people liked or didn't like about it
- which of the songs you remember best and why
- some thoughts on the concert you want to go to

GRAMMAR



Present simple (revision)

How to use it: You use the **present simple** to give an opinion (1) or to talk about facts (2) and habits (3).

Write 1–3 to match the sentences with what you read above.

- ☐ Every day, hundreds of tourists **stand** under the statue.
- ☐ I usually **buy** two or three records a week.
- ☐ I **think** Madonna is one of the greatest.

How to form it: person + **verb + s** for the 3rd person singular.

I like ... / It likes ...

Negative: person + **don't / doesn't + verb**

I **don't** like ... / She **doesn't** like ...

I **don't** like this good tune.

I **don't** know why you came here.

She **doesn't** like brilliant songs.

She **doesn't** seem to get old.



Past simple (revision)

He **bought** a dog and **sent** them hair from the dog.

Byoncé fans **didn't buy** CDs.

He **recorded** all eleven songs in space and **called** the album Space Sessions: Songs for a Tin Can.

Complete:

To make the negative of the present simple, use ¹..... + the base form of the verb.

To make the negative of the past simple, use ²..... + the base form of the verb.

To form questions in the present simple, use ³..... + person + the base form of the verb.

To form questions in the past simple, use ⁴..... + person + the base form of the verb.



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



THE GIRL NEXT DOOR 1

The new neighbour

Developing speaking competencies

Language function

☐ I can offer and ask for opinions

Speaking strategy

☐ I can respond to an opinion

VOCABULARY

1/5



1 Watch or listen to the dialogue. Then read it.

Tom Hello!

Kate Oh, hello. I didn't see you there. I hope I'm not making too much noise?

Tom No, not at all. It was really good. Erm ... Sounds sort of like *Catfish and the Bottlemen*. Did you write it?

Kate Well, I'm just messing about, but thanks. I love *Catfish and the Bottlemen*. In fact, I just got their latest album.

Tom Is it any good?

Kate Well, I'm really enjoying it so far but then I think they're the best band around.

Tom Me too. What did you think about their last one?

Kate *The Ride*?

Tom Yeah.

Kate I loved it. In my opinion, it's the best they've done.

Tom Do you think so? I mean, don't get me wrong, I really enjoyed it but I still think *The Balcony* is their best.

Kate Yeah, I know what you mean. There's something special about it. Maybe because it's their first one. I reckon they just keep getting better and better. How about you?



Tom I couldn't agree more. I think they're going to be massive.

Kate Well, I hope they don't get too popular. Bands always seem to get worse when they get too popular. Take *Coldplay* for example. I can't listen to their music any more.

Tom Me neither. You know, it's funny to think that it was only four years ago that they were my favourite band. Sorry. I haven't introduced myself. I'm Tom.

Kate And I'm Kate. I guess I'm your new next-door neighbour. We moved in yesterday.

2 Write the answers with Kate, Tom or both.

- 1 Who wrote the new album by the band?
- 2 Whose favourite band is *Catfish and the Bottlemen*?
- 3 Who thinks *The Ride* is their best album?
- 4 Who thinks *The Balcony* is their best album?
- 5 Who doesn't like *Coldplay*?
- 6 Who is new to the area?

.....

.....

.....

.....

.....

.....

USEFUL PHRASES Offering and asking for opinions

3 Write A (asking for an opinion) or O (offering an opinion).

- | | | | |
|----------------------------------|--------------------------|----------------------|--------------------------|
| 1 Is it any good? | <input type="checkbox"/> | 4 I reckon ... | <input type="checkbox"/> |
| 2 I think ... | <input type="checkbox"/> | 5 In my opinion, ... | <input type="checkbox"/> |
| 3 What did you think about ... ? | <input type="checkbox"/> | 6 How about you? | <input type="checkbox"/> |

? What do you think? Answer the questions.

- Are Tom and Kate going to be friends?
- What does Kate invite ... to do next?

MOBILE HOMEWORK

Watch part 2 of the video and complete Kate's diary entry.

Met my new neighbour today. His name's ¹..... He seems really nice and I think I've found a new friend. He likes to say ²..... as me. That's always a good thing. Anyway, can't believe he's never listened to an ³..... on vinyl! So I invited him over to my house to listen to one. He tried to jump over the fence, but he's ⁴..... It was funny and we laughed. He's got a good sense of humour! Anyway, we got to my house and we walked into the living room and guess what we saw? ⁵..... ! It was really embarrassing.

SPEAKING STRATEGY Responding to an opinion

4 Complete the sentences. Then check with the dialogue in 1.

- Kate** I think they're ... and around ...

Tom M..... t.....
- Kate** How about ...

Tom I c..... m.....
- Kate** I can't listen to your music any more.

Tom n.....
- Kate** ... the ... they've done.

D..... y..... t..... s..... ?

5 ROLE PLAY: You went to the cinema together. Afterwards you discuss the film. Say what you liked / didn't like about:

- the film (overall)
- the ending of the film
- the story
- the actors
- the special effects
- the music

Take 4–5 minutes to practise your dialogue. Don't write it down.
Act it out for the rest of the class.

At the end of unit 2 ...

you know

- ☐ 8 phrases for activities
- ☐ how to use the past continuous

you can

- ☐ understand a short documentary video
- ☐ understand, talk and ask about past events
- ☐ understand and tell a story about coincidences
- ☐ write an ending to a story
- ☐ set goals and learn from your mistakes

Teen Talk 1

1 a Watch the video. How many stories about coincidences do Mia and Jack tell?



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

- 1 Two men called Jim met for the first time when they were 39 years old. T / F
- 2 Both men had a son and a dog. T / F
- 3 The two girls had the same name and one had a balloon. T / F
- 4 Both girls had a brown dog. T / F



2 In pairs, tell each other as much as you can remember about each story. Do you think the stories are true? Why (not)?

READING

3 a Before you read the text, think through it quickly and find out:

- where the accidents happened
- the names of the ships

CRAZY BUT TRUE – The Titanic disaster story

In 1898, the American author Morgan Robertson wrote a novel called *The Titan*. It is about a huge ship, the first of its kind, travelling from the UK to America. The story says that this 'unsinkable' ship hit an iceberg halfway across the ocean and sank, with most of its 2,500 passengers dying. The name of this first ship was *The Titan*.

Fifty years later, in real life, the most famous ship, the Titanic, was also crossing the Atlantic when it hit an iceberg. Of the 2,200 passengers, only 705 survived. And there are more similarities between these two stories. Both ships were crossing the ocean in the month of April and both boats had very few lifeboats.

But the coincidences don't stop there. In 1935, another ship was crossing the Atlantic in April. This time it was travelling from England to Canada.

As the ship got close to the area of the Titanic tragedy, a member of the crew remembered the famous ship and called to the captain to stop. When the ship finally stopped, it was metres away from a giant iceberg. All the crew were saved. And the name of that ship? The *Titanian*!



b Now read the text carefully. Then answer the questions.

- 1 Which of these ships were real?
- 2 How many passengers died in the Titanic disaster?
- 3 What coincidences between the Titan and the Titanic are there?
- 4 Where was the Titanian going to in 1935?
- 5 Why did a member of the Titanian crew ask the captain to stop the ship?
- 6 How long after Robertson's book did the Titanian nearly hit an iceberg?

- 4 Study the picture for half a minute. Then cover it up.



- 5 What did the man in black see? Tell your partner. Check with the picture.

The man with a brown hat	was	buying	on her mobile.
The man with a green cap	was	drinking	the bill.
The woman with a baby	was	eating	some tablets.
A man in shorts	was	listening	sunglasses.
A boy and a girl	was	talking	orange juice.
The woman at the table	was	trying to	a newspaper.
Two boys	was	paying	to music.
Two girls	was	looking at	ice cream.

SPEAKING & LISTENING Talking about past events

- 6 With a partner try to guess what happened next in the picture above. Use these phrases.

The man in black saw ...

... went to the police.

... the ... shouted, "My money!"

Suddenly he saw ...

- 7 Listen to what happened. Then correct these sentences.

- 1 The man was watching the two boys and the woman with the mobile phone.
- 2 He decided that he wanted to steal the woman's money.
- 3 Suddenly the woman noticed that her money was missing.
- 4 She went to the police station and saw a handbag on a policewoman's desk.
- 5 The mobile phone looked exactly like hers.
- 6 When the policeman opened the handbag, there was a photo of the woman's boyfriend.
- 7 The woman found out that her boyfriend was the policewoman's brother.
- 8 The policewoman phoned the brother up and told him the story of the coincidence.

READING

Understanding a story about coincidences

8 Read the information box quickly and find out.

- 1 Where was the photo taken?
- 2 Why do lots of tourists visit this place every year?

Did you know?

The Greenwich Meridian is an imaginary line around the Earth that connects the South Pole and the North Pole. It divides* the eastern and western hemispheres* of the Earth - just as the Equator divides the northern and southern hemispheres. With these two imaginary lines to guide them, people were able to create the first precise maps of the world.



Thousands of people come to visit the Royal Greenwich Museum every year. They want their picture taken standing with one foot in the eastern hemisphere, and the other in the western hemisphere.

VOCABULARY: *hemisphere – Hemisphäre, Erdhalbkugel



9 Look at the pictures first. Guess what the story is about. Then read the text.

The lost phone

It was a great day. The sun was shining and we were having a lot of fun. But then, we saw the people. Lots of them. They were all queuing up at the entrance of the Greenwich Museum.





We were there with our kids, Amelia and Lucas. They wanted to see the Meridian. Lucas was very much looking forward to it. "We learnt about it in science," he said.

While we were waiting, Amelia suddenly cried out.

"Oh no," she said.

Quite a few people turned around to look at us.

"What is it?" my husband said. "Aren't you leaving your sister alone, Lucas?"

"Honestly, I didn't do anything," Lucas said.

"That's right," added Amelia. "I didn't do anything; it's just that I've lost my mobile phone. We've got to go and look for it."

"Don't panic," I said. "When did you last have it?"

"At the River Gardens Café. I took a few minutes and sent a message to Grandma. I'll go and get it when we go back there?"

"Mum, you lost it on the way here. I was just asked."

"Or she took it out of your pocket when I was asked."

"No way," Amelia said.

"Please, please, please. Let's go back and check."

"Look, Amelia," I said. "We've paid for the tickets to see the Meridian. Let's do that first. We can go back to the café afterwards. I'm sure someone found it and handed it in to the café."

Amelia was crying a little bit, but I said it would be alright. And the queue was getting shorter and shorter.

"Look, Dad! I think someone's waving at us from the front of the queue," Lucas said suddenly. "I can't see who it is. I'll go and check?"

"Sure," my husband said.

When Lucas came back, he said, "It's your friends, Margaret and Dave Buckell from Scotland."

"What?" my husband said. "I can't believe it. We've seen them for more than a year, and now we're meeting them here! What a coincidence!"

The queue was now moving a bit faster.

"They'll wait for us inside," Lucas said.

A few minutes later, we were in. We looked at the Meridian, took some photos, and then we met up with the Buckells.

"How amazing to see you here," my husband said.

"Well, we're spending a few days with Margaret's sister in London, and so we thought it would be a good idea to come here for a change," said Dave. "And kids, what about you? Are you alright?"

"I am," Lucas said, "but Amelia isn't."

"Oh dear, why not?" Margaret wanted to know.

"I've lost my mobile. And I wanted to go back to the café, but Mum said ..."

"Hold on, hold on," Dave said. "Which café was that?"

"The River Gardens Café," Amelia said.

"That's funny," Margaret said. "We picked up some coffee to go from there before we came here. I think we must have missed you by a minute then."

"Another coincidence," I said.

"And what is even funnier ...," Margaret continued, "while Dave was getting the coffee, I sat down for a minute. And there, on the table, was a mobile phone."

"Really!?" Amelia shouted. "What did you do with it?"



10 How many of these tasks can you do?

Circle T (True) or F (False).

- 1 The family weren't enjoying the day. T / F
- 2 Lucas didn't know what the Meridian was. T / F
- 3 In the queue Lucas started to annoy Amelia. T / F

Complete the sentences with no more than 4 words.

- 4 Amelia was upset because she couldn't
- 5 Amelia last used her phone to send some
- 6 Amelia's mum is sure someone

Answer the questions.

- 7 Why are the Buckells in London?
- 8 Where did Margaret find the mobile phone?
- 9 What are the two coincidences in the story?

1/7+8



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

READING & WRITING

12 Read and complete the summary of the story *The lost phone*. Then check with a partner.

Two English children, Amelia and Lucas, were in Greenwich with their parents. It was a beautiful day and the sun ¹..... The family wanted to see the Greenwich Meridian. When they arrived, they saw a lot of people. They were all ²..... Suddenly, Amelia noticed that she ³..... She remembered that she last had it ⁴..... girl wanted to go back straight away. Mum said it was best to see ⁵..... first and then go and look for the phone. The family went inside and looked at the ⁶..... They ⁷....., and then they had a chat with the Buckells from Scotland. They are friends of the children's parents, and it was ⁸..... that they were at the place on the same day. When they heard the story of the missing ⁹....., they remembered that they saw a mobile on ¹⁰..... at the River Gardens Café. When Amelia heard that, she wanted to know what they ¹¹..... it.

1/9



13 Read and listen to the audio.

The coincidence



I saw her at the bus stop.
She looked a lot like me.
I asked her, "Have we ever met?"
We went to have some tea.
She said, "My name is Deborah."
I said, "That's my name, too."
She said, "I am from Chichester,
but tell me more of you."

We talked and talked and soon found out that so much was the same:
our date of birth, our favourite film
and both our pet dogs' names.
"It's time to go. Goodbye," she said.
She walked out through the door.
And me? I am still sitting here,
just looking at the floor.

SPEAKING Talking about coincidences



- 14** How many coincidences can you find with your classmates? Ask questions and write names in the table.

What were you doing at 8 p.m. last night?

Hang on a minute. Oh, I know. I was walking my dog.

What day of the month were you born on?

I was born on the 5th. What about you?



Me too! What a coincidence!

I was born on the 14th.

Find someone who	Name
1 was doing the same thing as you at 8 p.m. last night.
2 was doing the same thing as you last Sunday at 10 a.m.
3 was born on the same day of the month as you.
4 likes the same singers as you.
5 has got the same number of brothers and sisters as you.

SOUNDS RIGHT /wɪtʃtʃ/

1/10



- 15** Listen and repeat the words.

- 1 waiter woman wonderful went when
2 very video visit vegetable

WRITING

16 CHALLENGE

- A** Write an ending to the story on pages 18–19 (60–80 words). Use the questions below to help you.

- What happened at the café?
- What happened then?
- Did Amelia get her mobile phone?

- B** Write what happened next in the story (100–120 words). Use the beginning below to help you.

They hurried back to the café. Amelia asked the waiter about her phone, but he ...



Past continuous

How to use it:

(1) You use the *past continuous* to talk or write about a longer action that happened at a certain time in the past.

What **were you doing** at 8 o'clock?
I **was walking** my dog.



(2) You also use the *past continuous* to describe what happens at the beginning of a story (in the background). When the actual action begins, you often use the *past simple*.

It was a great day. The sun **was shining** and we **were having** a lot of fun. But then, we **saw** the people. Lots of them. They **were all queuing** up at the entrance of the Greenwich Museum.

The Titanic **was crossing** the Atlantic when it **hit** an iceberg.

While the hunter was looking through his binoculars, the seals got an idea.



Look at the examples above. Then complete the rule with *past simple* and *past continuous*.

You often use the 1 for longer actions in the past, that are interrupted by a shorter action. Use the 2 for the shorter action.

How to form it:

To form the *past continuous*, we use the past tense of *be* and the *-ing* form of the verb.

Read and write (2).

- ☐ The children **were sleeping**. Mum and Dad were watching TV in the living room. Suddenly, Blackie the dog **started to bark**.
- ☐ The detective **was driving** down the street. It was raining. The wind was blowing hard. Suddenly, he **saw** a man with a knife on the other side of the street.
- ☐ At 6 o'clock, she **was having** a shower.

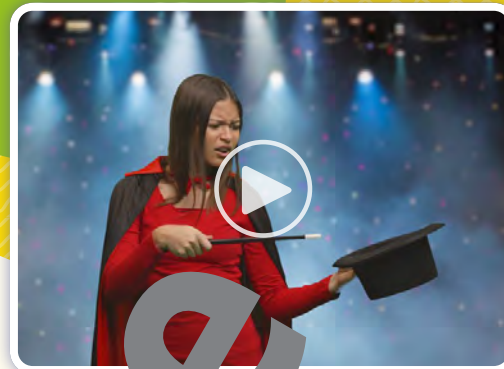


Now go back to page 16. Check ☒ with a partner what you know / can do.



OUR YOUNG WORLD 1

Ruby's talent show coincidence



 **1 Watch the video. How much of her act did Ruby do?**

.....

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

- 1 How much was the prize for the talent show?
- 2 Why did her mum and dad suggest doing jokes?
- 3 How did she find her jokes?
- 4 How many school children watched the show?
- 5 How many acts were there in the show?
- 6 Who won the talent show?

FIND OUT Trying to achieve

3 Match the verb with the noun.

- 1 to draw 2 to learn 3 to achieve
- ☐ from a mistake ☐ a goal ☐ right conclusion

4 Write the phrases from 3 next to their definition.

- 1 To see where you went wrong and make sure you don't do it again. –
- 2 To look at all the information you need to help you make a correct decision. –
- 3 To know what you want and how to get it. –

Learning from mistakes



5 In pairs, discuss these questions about the video.

- 1 What goal was Ruby trying to achieve?
- 2 What mistakes did she make?
- 3 What advice did she draw from her mistakes?

She didn't find out if her jokes were funny before she memorised them.

Never go last in a talent show.

CYBER PROJECT: My motivational speech



6 Think about a time you were trying to achieve a goal and made mistakes. Think about:

- What was the goal?
- What did you learn from your mistake(s)?
- What mistake(s) did you make?

Use your story to prepare a motivational speech and make a video of it.

At the end of unit 3 ...

you know

- ☐ 21 words and phrases to talk about travelling
- ☐ how to use time linkers

you can

- ☐ understand a story about famous travellers
- ☐ understand an interview about an adventure journey
- ☐ understand and talk about a (bad) holiday experience
- ☐ write an email or a story for the school magazine about a past holiday

READING Understanding a story about famous travellers



1 Read the text about James Holman.



James Holman:

THE RECORD TRAVELLER

*"He had eyes in his mouth,
eyes in his nose,
eyes in his ears and eyes in his mind."*

William Jerdan



James Holman lived more than a hundred and fifty years ago. During his lifetime, he travelled more than 400,000 km – further than anyone before him. In those days, travelling long distances was hard even for fit people.

James Holman wasn't fit. In fact, he was blind, and he suffered from rheumatism. He had much pain and was often difficult to get in and out of bed in the morning, but even on days when he felt better, he suffered very badly, and he was unable to move, in spite of his pain.

Born in Exeter, in the south of England in 1786, James was a healthy boy with perfect eyesight*, and it was his dream to see the world. At the age of twelve, he joined the Royal Navy.

Soon he found himself working extremely hard on board a ship sailing across the Atlantic towards the coast of Canada.

Life at sea was brutal. The freezing, wet weather had a very bad effect on his health. He started to feel terrible pains in his bones. His feet hurt so badly that walking became difficult for him. He stayed in the Royal Navy until 1810 when they sent him back to England. He was disabled.



But things got worse. By the time he was 25, Holman was not only unable to walk, he was completely blind too.

In the early 19th century, blind people had extremely hard lives. Medical treatment* was poor. Most of them didn't have jobs. They usually ended up in the streets, begging* for money. Not Holman. He got himself a metal walking stick. Listening carefully to the tap-tap-tap that came from the stick, he started to explore the streets of London, all alone. He was blind, but he learnt to 'see' using his ears.

A few years later, nothing could stop him any more. His first journey took him to France. The roads were awful and coaches were overcrowded with people. Holman didn't speak a word of French. Nobody spoke English. The blind man was all alone – but starting to travel was the best decision in Holman's life! His health improved. He felt great. He was becoming a man of adventure.

Holman became very good at finding his way around strange cities, tap-tap-tapping his way, noticing the sounds and smells of town squares and market places. People asked him how a blind man could enjoy sightseeing. He said, "Being blind doesn't stop

me from enjoying travelling. It makes me more curious. I take my time to explore everything deeply, using all my other senses."

His next trip was to Italy. He became the first blind person to reach the top of Mount Vesuvius – an active volcano at that time. Back in England, Holman started to write. Two of his books became very successful and he became famous. Now he could set out on a journey around the world.

The adventures of the blind man were amazing. In Brazil he accepted an invitation to a gold mine. In South America he taught himself to ride and went off into the wild with a

young African who didn't speak English. In Ceylon he took part in an elephant hunt. He crossed Zanzibar and Tasmania on foot. And in China a swarm of wasps* attacked him – a very painful experience. But he never gave up. He achieved his big dream – his ears to 'see' the world.



VOCABULARY: *eyesight – Sehkraft; treatment – Behandlung; leg – Bein; wasp – Wespe

2 How many of these tasks can you do?

Complete the sentences with not more than 4 words.

- James used a to help him walk.
- James because he wanted to travel the world.
- Life was for disabled people in the 19th century.
- Holman found his first journey
☐ very difficult. ☐ helped him feel better. ☐ lonely.
- Holman said his blind eyes
☐ helped him meet new people.
☐ made him want to know more about the world.
☐ made sightseeing enjoyable.
- Holman used information from his books to help
☐ travel further than Europe.
☐ move comfortably.
☐ other people with disabilities.
- What task he found most difficult about his travels?

- Why do you think people were so interested in travellers in those days?

- How is travelling easier these days for people with disabilities?



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



4

Read the text about another traveller, Mary Kingsley.



Mary Kingsley:

A VICTORIAN LADY IN AFRICA



Mary Kingsley was born in North London in 1862. When she was a girl, her mother became quite ill, and her father was never at home. So Mary had to look after her mother and had little time to go to school. But while looking after her mother, she studied physics, chemistry, biology and maths on her own. She learnt Latin and German too. Mary had a big dream. She wanted to see the world. She wanted to be an explorer. She wanted to travel to Africa. When both her parents died in 1891, she saw an opportunity to start travelling. That was not easy because in the 19th century women did not usually travel alone. But that didn't stop Mary Kingsley. She began to make her dream come true and set out to Africa all on her own. Mary made two long African journeys, one in 1893 and one in 1895. There are many wild stories about her travels. On her first journey she went to Angola, Congo, Cameroon

and Nigeria. She lived with the people in their huts and she ate their food. And Mary always dressed in black from head to toe. In the middle of the wilderness she looked like a lady going to a tea party! She collected rare* fish for the British Museum, and she had quite a few dangerous adventures. Once while she was resting in her tent, she heard a noise outside; it was a leopard. She threw a water jug at it and it ran away. And when some hippos blocked her way, she hit them with an umbrella. The most famous adventure was probably when a crocodile tried to climb into her boat, but she hit it with her paddle so it gave up and went back into the water. In 1895, she was the first woman to see the Fang people who were unknown to Europeans. First, she took a canoe up the Ogooué River, and then she went alone on foot. The Fang people were not hostile, even

and on one night Mary found a bag with a snake in hand, three big toes, four eyes, and two ears in her tent. She finished her second adventure by climbing Mount Cameroon (4,040 metres) alone, because the men with her were too weak to get to the top. After her travels, Mary wrote two bestsellers (*Travels in West Africa* and *West African Studies*), and back in England she gave many lectures and interviews. There she criticised the Europeans, especially the missionaries, for destroying so much of the African culture, which, she said, had its own rules. Mary returned to Africa (to South Africa actually) just before the Second Boer War broke out in 1899. She worked in a hospital that was full of typhoid* patients. She got typhoid and died on June 3rd, 1900. She is still seen as one of the great female explorers of the 19th century.

VOCABULARY:

*rare – selten; typhoid – Typhus

1/13+14



5

How many of these tasks do you do? Check your answers with a partner.

Then listen to the audio.

- Mary Kingsley didn't spend much time in the house. T / F
- Mary started travelling after her parents' deaths. T / F
- Mary didn't have to meet the local people when she travelled. T / F

Complete the sentences with no more than 4 words.

- Mary wasn't scared of and chased them away.
- Mary was the to meet the Fang people.
- Mary wasn't with what European missionaries were doing in Africa.
- Why do you think Victorian women didn't travel much?
- Which of her adventures do you think was the most amazing?
- How should we behave in other countries?



- 6 Read and listen to the podcast interview. Would you like to go on an adventure like this? Why (not)?

Off on an adventure

Interviewer Hi, Celia, and thank you for talking to us on *Radio Kansas One*.

Celia It's my pleasure, Lenny.

Interviewer Celia is cycling the TransAmerica Bicycle Trail and if I'm correct, you've nearly done half of it.

Celia That's right Lenny. I've done about 3,200 km and I've got 3,580 km to go.

Interviewer So why did you decide to do this bike ride?

Celia Well, I really wanted to cross the States from east to west. I know some people can do it the easy way but I wanted a challenge. I wanted to get close to nature and meet interesting people. For me, that happens when you go by bike.

Interviewer Sounds like a lot of fun. But it must be hot too?

Celia Of course. What's raining in the heat and keeping it a bit cooler. When you can't escape the heat, you have to go up to 3,500 metres and get altitude sickness.

Interviewer Do you ever feel like giving up?

Celia Not of course not.

Interviewer How are you paying for your adventure?

Celia I'm an influencer, and a healthy and active lifestyle is my thing. Every evening, I work on my blog, I post pictures mostly, but I also write short texts. The last one was about crossing a river, carrying my bike. I got a lot of clicks for that. And clicks make me money.

Interviewer You're travelling on your own, do you ever get lonely?

Celia Not really. There always seems to be someone interesting to talk to. For the last bit in Oregon I'm meeting up with my boyfriend. I'm looking forward to that.

Interviewer Well, Celia, all the best for your adventure. I hope you make it and I hope you'll have a great time.

Celia Thank you, Lenny. I'm sure I will.

VOCABULARY Travelling (1)

- 7 Write the verb phrases. Use a word or word group from box A and B each time.

A

sleep
escape

get
cross

get close to
work on

meet
meet up with

B

in a tent
altitude sickness

my boyfriend
nature

a river
the midday heat

3,500 metres
my blog

a car
interesting people



- 8 In pairs, talk about Celia. Use the phrases from 7.

VOCABULARY Travelling (2)

1/16



9 Read and match the sentences with the pictures. Then listen and check.

Minnie is a pilot. Every day she flies from London Gatwick to Munich and back.



- ☐ Minnie **sets off** for work at about 5.30 a.m.
- ☐ She **gets into** her car.
- ☐ She **gets to** the airport at about 6.10 a.m.
- ☒ She **gets on** the plane at 6.50 a.m., half an hour before the passengers.
- ☐ The plane **takes off** at 7.30 a.m.
- ☐ The journey **takes** about an hour and a half. The plane **lands** at about 9 a.m.
- ☐ After a rest in Munich, she **flies back**. She **gets off** the plane at about 3 p.m.
- ☐ She **drives home**. She **gets out** of her car at about 5 p.m.

READING Understanding text about a past holiday

10 a Quickly read through the texts and answer the question.

Who went swimming on their holiday?

b Now read the texts and refer to the pictures.

A holiday at the lake

by Tony Miller

Last summer, my friend and I stayed at my grandparents' house, which is in a small village about 80 miles from where I live. The house is close to some woods and a small river. There is also a lake. It takes me twenty minutes to cycle to the lake. I planned to stay with my grandparents for a weekend, but in the end we stayed for more than a week.

Every day before breakfast, we cycled to the lake and went for a swim. The lake was pretty cold, but after a minute or so it wasn't too bad. By the time we got back and sat down for Grandma's big breakfast, we felt really awake.



There were two mornings we didn't go swimming. On those days, we went out with Grandpa. One day, we went looking for mushrooms. We found loads and then we cooked them and had them on toast for breakfast. The other day, we went fishing with him. We cooked the fish we caught later that day on the barbeque.

We didn't do much during the daytime. It was nice just to relax. But on two afternoons, we played football with some local kids. That was really fun.

All in all, we had a great time. We're already making plans to go back next year.



Sightseeing in Barcelona

by Amy Gallagher

My best holiday ever was to Barcelona with my parents and my two brothers, Josh and I. It didn't only take us an hour and a half to fly there. This was only half an hour longer than it took us to get to the airport. We rented a great apartment with four bedrooms and a lovely verandah. The view was fine all the time, very different to the UK.

We did a lot of sightseeing. We saw the Sagrada Familia church, hung out in the park and walked down Las Ramblas. I quite enjoyed that even though I'm not really into sightseeing. What I loved best were all the street artists. I loved sitting in one of the many street cafés, eating an ice cream and watching them do all those amazing things.

The other thing that was really great was the beach. It was in walking distance from our apartment and we went there nearly every day. The water was still a bit cold, but we didn't mind. Only Dad didn't go into the water.

We all loved the food. We had loads of 'tapas', which are small plates of food. We always ordered a lot of tapas so we could share them and try lots of new things. We ate late in the evening and always ended up going to bed late. Unfortunately, all good things come to an end and after a week, we had to fly home to rainy England.

11 Read again and complete the sentences.

- 1 I stayed for two days, but
- 2 Tony was in the lake for a minute or so,
- 3 They had a barbecue with
- 4 On a couple of afternoons, they
- 5 Amy went on holiday with
- 6 One of Amy's favourite things was to sit in a café and
- 7 They ate a lot of tapas because
- 8 The only bad thing about the holiday was

1/17



12 Listen to the dialogues. Act them out in pairs.

DIALOGUE 1

Woman Yes, can I help you?
Customer We missed our flight to New York.
Woman Can I see your tickets, please? (pause)
 I see. Well, I can put you on the 3 o'clock flight, but there's a charge.
Customer How much?
Woman It's £90 per person, I'm afraid.
Customer OK.
Woman And please note that check-in is two hours before departure.
Customer Thanks.

DIALOGUE 2

Man Can I help you?
Customer Yes, I want to make a reservation for a sleeping compartment on the 8 p.m. train to Glasgow.
Man How many people, sir?
Customer One.
Man One moment, please. I'll see what we've got.

1/18



13 a Listen to Dean and Lily talking about their worst journeys. Write their names under the photos. There is one extra photo.



1 2 3

VOCABULARY properly – richtig, ordnungsgemäß; nearby – nahegelegen

1/18



b Listen again and take notes.

	to	went by	What problems did they encounter?
Dean			



14 c Tell each other about a journey that went wrong.

It was the summer holidays last year / two years ago / last weekend.
 My ... and ... on a trip to ...
 We started from ... First, we went by train/car/plane/boat from ... to ... Then we ...
 Suddenly, we noticed ... / there was a problem with ... / someone ...
 We couldn't ... / It was impossible to ... / We missed ... / We had a real problem with ...
 We were all very angry/frustrated/sad because ...
 The next day, we ...

WRITING

15 CHOICES

A Your family went for a short holiday recently that was the worst journey you ever made. You are back home now. Write an email to a friend in the USA (50–70 words). Tell him or her:

- where you went and who was with you
- what the problem was
- how you travelled

B There's a story-writing competition in your school magazine. Write 120–180 words about a journey you made. To help you, think about the questions and write a good title.

- Where did you go? How long did it take?
- What did you see?
- Who was with you?
- Did anything unusual happen?
- What was interesting/boring about it?
- Would you do the journey again? Why (not)?

GRAMMAR

when, before, after, while, during, until, by the time

How to use it: You use *when, before, after, while, during, until, by the time* to talk about actions or events that happened at a certain time.

When some hippos blocked her way, she left them with her umbrella.

Mary returned to Africa **before** the Second World War broke out.

After her travels, Mary wrote two novels.

While she was resting in her tent, she heard a noise outside.

He stayed in the Royal Navy **until** 1910.

By the time he was 25, Holmes was completely blind.

Note the difference between *while* and *during*. *After* and *while* you use a verb. *After* and *during* you use a noun.

While looking after her mother, she studied physics, chemistry, biology and maths on her own.

During his lifetime, he travelled more than 400,000 km.



While the tourists were lying on the beach, the monkeys were having a feast.

take time to do

How to use it: You use *take time to do* to say how long an activity lasts, then you use *take time to do*.

How to use it: *It + takes/took + person + time + to do*, for example:

It takes me 15 minutes to cycle there.

It only took us an hour and a half to fly there.



Now go back to page 24. Check ☒ with a partner what you know / can do.

THE GIRL NEXT DOOR 2



Cuckmere Haven

Developing speaking competencies

Language function

☐ I can recommend something

Speaking strategy

☐ I can check information

1/19



1 Watch or listen to the dialogue. Then read it. What does Kate want Tom to do?

Tom Hello, Kate.

Kate Oh, hi, Tom. Come on in.

Tom Do you need a hand?

Kate No, I'm alright. I'm just checking over my bike. See if it's still working OK after the move.

Tom You going anywhere special?

Kate I thought I'd do some exploring – get to know the countryside around my new hometown. Can you recommend anywhere?

Tom Oh, you have to go to Cuckmere Haven.

Kate Did you say Cuckmere Haven? What's that exactly?

Tom Well, it's where the river Cuckmere meets the sea. If you like coastal scenery then you should definitely start there. You don't forget to bring a camera. You'll want to take photos, I promise.

Kate So how do I get to Cuckmere Haven?

Tom Well, there's a short way or the long way via the Long Horse and the Big White Horse. I recommend the long way. It's easier.

Kate I'm completely sure what you're talking about. It sounds fun. I'll take the long way then. Which way is it?



Tom OK, so down to the bottom of the road, then take a right, then keep on going until you reach the King's Head pub. Then it's left and left again ...

Kate So that's right at the King's Head ...

Tom No, left.

Kate And then right. Is that correct?

Tom No, left. Or is it right? I'm getting confused. Let me start again.

Kate You know what. Why don't you come with me? If you're not doing anything, of course.

Tom No. Yes. I mean no, I'm not busy and yes, I'd love to come. I'll just get my bike.

Kate OK, I'll see you around the front.

2 Answer the questions.

- 1 What does Tom offer to do?
- 2 What is Kate doing?
- 3 Where does she want to go?
- 4 What is Cuckmere Haven?
- 5 Why is Tom confused?

USEFUL PHRASES **Recommending**

3 Put the words in order to make recommendations. Check in the dialogue.

- 1 go / have / Cuckmere Haven / to / to / you
- 2 there / should / you / start / definitely
- 3 camera / bring / don't / to / a / forget
- 4 way / long / recommend / I'd / the

? What do you think? Answer the questions.

- Does Tom go with Kate? • Does Tom really know the way to Cuckmere Haven?

MOBILE HOMEWORK

Watch part 2 of the video. Find four mistakes in Kate's story and correct them.

I was getting my bike ready to go on a ride when Tom asked if I needed help. He's so sweet. He told me to go to a place called the River but he was confused about where it was. So I invited him along. He had to use his sister's bike and it was too big for him. He looked really funny. We got on the way and it took us ages to get there. But it was great.

It's a really lovely place. I had to leave because I needed to get back by 6 p.m. Tom had a puncture so I had to leave him there. I felt terrible. The weather was great when I left Tom.

SPEAKING STRATEGY **Checking information**

4 Complete, then check with the dialogue in 1.

- 1 **Tom** Oh, you have to go to Cuckmere Haven.
Kate D..... Cuckmere Haven?
- 2 **Kate** S..... right at the King's Head ...
Tom No, left.
- 3 **Kate** And right t..... c..... ?
Tom Then it's

5 ROLE PLAY Work in pairs. Look at your role cards. Take 4–5 minutes to practise your dialogue. Don't write it down. Act it out for the rest of the class.

Student A
You are a tourist in town. You want to know where to find the following things (add two ideas of your own):
• a good restaurant • a good cinema • a swimming pool, etc.
Go to the tourist office and ask for recommendations.
Check you understand the correct information.

Student B
You work in a tourist office.
Listen to A and make recommendations.

UNIT 4

Wild and dangerous?

At the end of unit 4 ...

you know

- ☐ 9 adjectives for describing animals
- ☐ how to form comparatives and superlatives (revision)
- ☐ how to use as ... as (revision)
- ☐ how to use *much* and *nearly*

you can

- ☐ understand a documentary about brown bears
- ☐ describe, compare and talk about wild animals
- ☐ understand a magazine and website article
- ☐ understand an interview about sea creatures
- ☐ understand and write an interview / article about an animal
- ☐ get your message across

Teen Talk 2

- 1** a Watch the video. How many types of bears are mentioned?
b Choose the correct option.
- 1 There are about 22,000 / 17,000 brown bears in Europe.
 - 2 When a brown bear is born, it is smaller than a cat / mouse.
 - 3 Female brown bears can be as heavy as a pig / lioness / lions.
 - 4 Brown bears can run as fast as / faster than humans.
- 2** Which facts in the video do you think are surprising? Compare with a partner.



READING Understanding a magazine article

- 3** a Read the magazine article.

Cute but deadly

Not all animals are as lovely as they look. Here are some that you probably don't want to get too close to.

- 1 The slow loris** Among the rainforests of South Asia, you might find a slow loris. It's the slowest animal in the world. ☐ But be careful. This creature produces a poison to protect its young. One bite from this cutie can be fatal and could even kill you.

- 2 Pfeffer's flamboyant cuttlefish** This stunning 8 cm creature looks like something from another world. But it isn't. It's found in the oceans around Australia. This cuttlefish is definitely one sea creature you don't want to pick up ☐. Its poison is as deadly as the famous blue-ringed octopus.

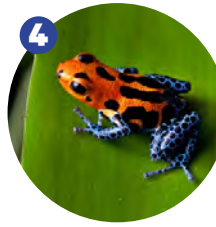
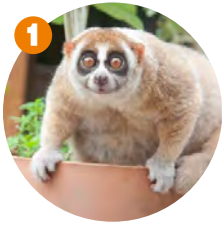
- 3 The leopard seal** Everyone loves a baby seal. They're soft and white and furry. But their parents are not as adorable. ☐ an adult leopard seal is as dangerous as a killer whale. They attack penguins, large fish and even humans. This is one animal you don't want to go for a swim with.

- 4 The poison dart frog** These tiny frogs come in an amazing variety of colours: yellows, reds, blues, greens and oranges. ☐ As their name suggests, these frogs are very poisonous, so don't drink water they swim in. It could make you very ill.

- 5 The swan** Swans are commonly found on lakes and rivers in many countries. They are one of the most elegant of all birds, but they are also more dangerous than other birds. ☐ swans are often very aggressive. They attack anyone who gets close to their chicks and don't stop until they are sure their young are safe.

- 6 The Siberian chipmunk** What could be so dangerous about this cuddly mammal from North America and Asia? Chipmunks really are sweet, and they aren't aggressive at all. The worst thing they might do to you is try and take a sandwich from your picnic. But they are famous for spreading diseases like rabies. ☐ it's best to stay away from them.

b Which two of these animals are the best parents?



4 Now read the article again. Complete it with the lines below. Write the lines in the boxes.

- A when you are snorkelling C Just look at those big eyes E In the sea
B And for this reason D But these colours are a warning F When they are nesting

VOCABULARY Adjectives describing animals

1/20



5 Listen and complete the dialogues with the expressions in the box. Practise the dialogues in pairs.

cuter than cooler than the cutest the most aggressive not as cool as

- 1 A Have you seen Dave's new lizard?
B Yes, I have.
A What did you think of it?
B I thought it was really cute.
A Cute! Are you crazy? It tried to bite my finger off. It's pet ever.
- 2 A Have you seen Jade's new dog?
B No, I haven't. What's it like?
A It's really cute. In fact, it's dog I've ever seen.
B Really? But her last dog Spike was cute. He was really furry and cuddly.
A I know, but Fido's Spike. He's adorable.
- 3 A Have you seen Brian's pet snake?
B I have. I thought it was really cool.
A It is pretty cool, but his snake.
B I don't agree. I think it's his snake.



6 Look at the adjectives that can be used to describe animals. In your exercise book, put them into two lists: positive and negative. Add three of your own adjectives to each list.

cuter than cooler than the cutest the most aggressive not as cool as

SPEAKING Talking about animals



7 In pairs, think of three dangerous animals.

- Describe the animals.
- Say what we can admire about these animals.
- Say why these animals are dangerous.



8

Look at the photos. What injuries did the girl suffer from, and why do you think they happened to her? Read the text very quickly to find out if you were right. Then read the story carefully.

TEEN LIFE

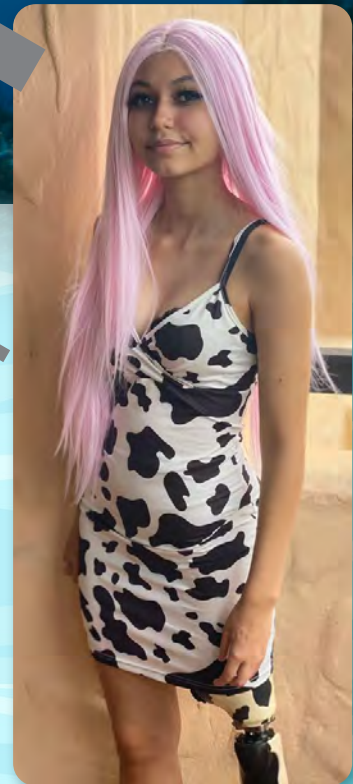
Online magazine

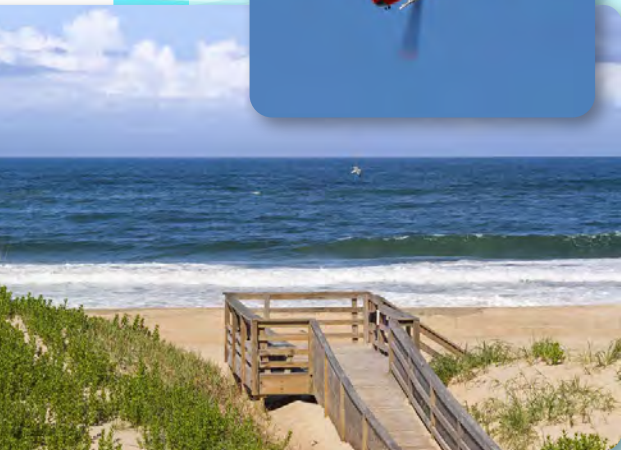
AN AMAZING YOUNG PERSON

What happened on June 2, 2019, at Fort Monmouth Beach, North Carolina, USA, was a terrible tragedy. It changed the life of 17-year-old Paige Winter and her family. Paige, her sister, her best friend Kate and her parents, Charlie and Marcy, wanted to have a great day out on the beach. They were standing in water that was only a metre deep. There was a lot of rain the day before, so the water wasn't very clear. Paige and the others were having fun, when she suddenly stepped on something and could feel it moving. At first, she thought it was her dad. A moment later, she felt a sharp pain in her leg. Her sister Anna was the first one to notice what was going on. There was a big bull shark, and it was pulling Paige down into the water. When Paige came up again for a moment, there was a lot of blood, and the shark was still pulling at her leg.

Paige's father Charlie didn't wait for a moment. He dived into the water, and tried to lift the girl out. But the shark wouldn't let go of her. Charlie started to beat the shark with his fists. He kept at it as hard as he could. Finally, after what seemed like ages, he managed to chase the fish away. Charlie saw that his daughter had horrible injuries. It was difficult for him to carry her, but he managed to get her out of the water. Several people were on the beach. They were watching the drama, but they also called for the ambulance, and one of them managed to stop the blood that was flowing from her injured leg.

As Paige was in hospital, the doctors started to fight to save her life, and that fight was a success. Paige survived, but she suffered very bad injuries. She lost a leg and two fingers. The doctors said that there were several heroes in the story: Paige's parents, the person who managed to stop the bleeding, and Paige herself. "A patient who is optimistic has a much greater chance to survive bad injuries," a doctor we spoke to explained.





The situation wasn't easy for Paige, but she showed a lot of strength. The hospital staff and the other patients were surprised to see how she held up. She never complained. She stayed optimistic and positive, and that helped her with her extremely difficult new life situation.

Maybe the most amazing thing about Paige is that she isn't scared or sad about what happened. She accepts things as they are, even if that isn't always easy. In a film that was made about her story, Paige tells us that she has always loved all animals, especially Sushi, her cat. But she says that she doesn't feel angry about the shark that injured her so badly. Paige still thinks that sharks are as fascinating as other creatures, and she hopes that if people hear that from her, they will feel the same way too!



VOCABULARY: *beat with your fists – mit den Fäusten schlagen

9 How many of these tasks can you do?

- 1 Paige couldn't really see what was in the water, because
 - ☐ there were too many people in it.
 - ☐ there was so much blood.
 - ☐ the water was dark after heavy rain.
- 2 The shark injured the girl and her father
 - ☐ before the family even saw it.
 - ☐ after her father beat it with his fists.
 - ☐ when Paige's sister screamed loudly.
- 3 Paige's father found it difficult to carry his daughter. She
 - ☐ was injured.
 - ☐ wasn't bleeding any more.
 - ☐ said she was OK.
- 4 The first person to stop the bleeding was a young doctor at the hospital. T / F
- 5 It was clear that it was important that Paige was such a positive person. T / F
- 6 Paige tries to accept her situation and she doesn't even feel angry about sharks. T / F
- 7 How do you think Paige felt immediately after the attack?
- 8 How do you think Paige managed to smile so often?
- 9 Do you agree with Paige that sharks are wonderful creatures? Why (not)?
.....

1/21+22



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



WB p. 33, 34



CYBER Homework 11

UNIT 4

37



11 Listen to an expert talking about shark attacks. Tick the correct answer.

The truth about ...

SHARK ATTACKS



With Gillian Hitchcock

1 Gillian is

- ☐ a news reporter.
- ☐ a scientist who knows the truth about sea life.
- ☐ a scientist with the Californian Shark Institute.

2 Gillian advises against

- ☐ holidaying on the Californian coast.
- ☐ swimming and surfing out too far at the moment.
- ☐ letting kids play too close to the water.

3 Gillian says that

- ☐ most of the sharks we know don't attack humans.
- ☐ about 30% of sharks in the world are very dangerous.
- ☐ the great white shark attacks so many people.

4 Gillian explains that the most-feared shark is

- ☐ the bull shark.
- ☐ the great white shark.
- ☐ the tiger shark.



Great white shark

5 The great white shark kills by

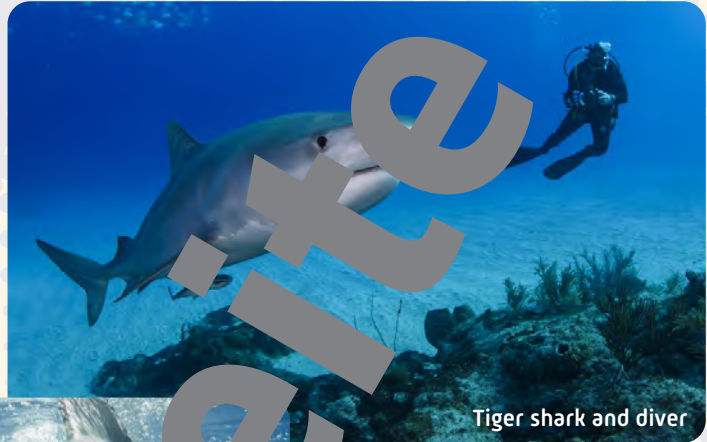
- ☐ biting off big pieces of meat.
- ☐ letting people bleed to death.
- ☐ biting the leg first and then the head.

6 Sharks kill

- ☐ to feed themselves and their families.
- ☐ when you swim into their territory in daylight.
- ☐ to get food or to defend their territory.



Seals and sea lions – the great white's favourite food.



Tiger shark and diver

7 Sharks also attack humans

- ☐ because it is in their nature.
- ☐ because of the noise humans make.
- ☐ because they mistake them for seals or sea lions.



People snorkelling are in greater danger.

8 Gillian explains that

- ☐ sharks usually attack under water.
- ☐ swimmers and people snorkelling are in more danger than scuba divers.
- ☐ slow swimmers are in more danger than fast swimmers.

READING

1/24



12 Read and listen to the poem.

The crocodile

Oh, she sailed away
on a fine and sunny day
on the back of a crocodile.
"You see," said she,
"he's as tame as tame can be.
I'll ride him down the Nile."

The croc winked his eye
as the lady waved goodbye,
wearing a great big smile.
But at the end of the ride,
the lady was inside
and the smile was on the crocodile!



13 Read the film review. Answer the questions.

- 1 What's the film about? Say it in one sentence.
- 2 What's the story of the film?
- 3 Did the writer like the film? Say why (not).



Troodon World: The Rise of the Troodons

Troodon World is the latest and truly fantastic film by director Julia Wells and stars up-and-coming actors Tasmin Archer and Tom Ford.

Dr Lydia Russell has built a time machine, and she decides to go back 65 million years to study dinosaurs. There she finds the Troodon, a dinosaur that was only 1.2 m tall and weighed no more than 70 kg. They are the most dangerous meat-eaters, and Dr Russell and her two assistants have to be very careful.

Soon they find out that Troodons can communicate. Dr Russell thinks that they are so intelligent that they could one day become the dominant creature on Earth and become a real threat to humans.

Dr Russell's team don't know what to do. They don't know if they should try and fight the Troodons. One of her young friends, with a Troodon they call Creta, that becomes a possibility anyway. Then they find out that an asteroid might hit Earth. Can they save Creta – and humans?



This is a first-class adventure film with great visual effects. There are some scary and some funny scenes too. If you like exciting adventure films, this is for you!



SOUND CHECK and stress

1/25



14 Put the words in the correct column. Then listen, check and repeat.

amazing
ambulance
dangerous
exciting
fantastic
horrible
hospital
scientist

● (e.g. crocodile)

●●● (e.g. expensive)

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WRITING

15 CHOICES

A Look at the film posters. Imagine you have seen one of these films. Write a short review of it for your school magazine (60–80 words). In your review:

- tell the story of the film
- say what you thought about it
- say who starred in it
- say who the film is for



B Your class is doing a biology project in English on a dangerous animal. Search the internet for information and write a fact file (120–180 words). Say:

- what the animal is and what it looks like
- where it can be found
- what is dangerous about the animal
- what happens if a person comes into contact with it
- what humans can do to avoid dangerous situations with it
- how you personally find the animal

GRAMMAR

▶ Comparatives (revision)

Swans are **more dangerous than** other birds.
Brian's spider is **cooler than** his snake.
Leopards are **bigger than** cheetahs.

much / nearly

You can use the words **much** and **nearly** to stress comparatives.

Swans are **much** more dangerous than other birds.
The parents are not **nearly** as adorable as the young. (D: nicht so herzlich wie ...)

▶ Superlatives (revision)

The slow loris is the **cutest** animal in the world.
The most **dangerous** sharks are the bull shark, the tiger shark and everyone's **greatest** fear, the great white shark.

as ... as (revision)

Paige still thinks sharks are **as** fascinating **as** other creatures.
The parents are **not as** adorable **as** the young.

🔍 Complete with as / the / than:

The test was easier ¹..... last week's.
This is ²..... best holiday I've ever had.
I'm good at tennis, but I'm not as good ³..... you!

She was hoping for bigger waves!



◀ Now go back to page 34. Check ☒ with a partner what you know / can do.

OUR YOUNG WORLD 2

▶ Luke's animal campaign



- ▶ 1 Watch the video and complete the quotation from Abraham Lincoln.



"You can please ¹ of the people ² of the time,
you can please ³ of the people ⁴ of the time,
but you can never please ⁵ of the people ⁶ of the time."

- ▶ 2 Watch again and answer the questions.

- 1 Why do some people want foxes off the streets?
- 2 What do foxes usually eat?
- 3 What does HOOOF mean?
- 4 How many visitors has Luke had to his webpage?
- 5 Who has Luke written letters to and why?
- 6 Why is Luke going to the radio station?

FIND OUT

Getting your message across

- 3 Match the phrases and the definitions.

- 1 to target an audience
- 2 to reach an audience
- 3 to get your message across
- 4 to make people understand what you want to say
- 5 to decide which people you need to communicate with
- 6 to find a way of communicating with the people you want to talk to

Reaching an audience

- 4 Read the situations. For each one, think about:

- 1 who might want each message across
 - 2 the best way to reach them
- Warn teenagers about the dangers of swimming in rivers.
 - Tell primary school children about eating healthily.
 - Inform the public about changes to the voting system.
 - Tell the elderly* about a new charity that helps with loneliness*.

VOCABULARY: *the elderly – Senioren/Seniorinnen; loneliness – Einsamkeit

CYBER PROJECT: A class presentation



- 5 Work in groups. Decide on a message you want to get across. Use one of the ideas in the box. Decide:

- who you want to target
- how you're going to reach them
- what you want to say and how you're going to say it

Present your ideas to the class.

- 1 Let's keep our street clean.
- 2 Be careful when you cross the street.
- 3 Bullying ruins* lives.

VOCABULARY: *ruin – ruinieren, zerstören

UNIT 5 Superstitions

At the end of unit 5 ...

you know

- ☐ 8 words and phrases to talk about superstitions in different countries
- ☐ how to use the 1st conditional
- ☐ how to use *unless*

you can

- ☐ understand a play and a text about superstitions
- ☐ understand an interview about superstitions
- ☐ talk about superstitions and consequences
- ☐ write *if*-sentences about superstitions
- ☐ write a dialogue about superstitions

READING Understanding a play



1 Read the play.

Candyman



Scene 1

Ana, Nick and Dan are on a school trip to the countryside. They are sitting around a campfire at night.

Ana That's just silly. Of course it's not true.

Nick Are you sure? Why don't you try it?

Ana Because I don't want to. What do you think, Dan? Dan? Dan?

Dan What? ...
I think I feel a bit nervous for a few minutes. What are you talking about?

Ana Nick says that if you look into a mirror and say "Candyman" three times, an evil spirit will appear in front of you.

Nick Yes, and then he leaves the mirror to come and ... GET YOU!

Ana ... It's not funny.

Nick Did I make you jump?

Dan ... listen to him, Ana. He just wants to scare you.

Nick ... that's what people are supposed to do around campfires, Dan. Scare each other. So it's not true.

Dan Of course not. It's just a silly superstition like if you break a mirror, it brings you seven years' bad luck.

Ana ... if you see a rainbow, you can make a wish.

Dan Exactly. Those wishes never come true, do they?

Nick They do if you wish for something bad, but no one ever does that.

Dan Ignore him, Ana. He's just being silly.

Scene 2

Mr Wallis, the teacher, arrives and sits down beside them.

Mr Wallis Are you three still awake? Everyone else is already in bed.

Nick Sorry, Mr Wallis. We're just telling some campfire stories.

Mr Wallis Nothing too scary I hope. *(laughing)*
I don't want any of you waking me up in the middle of the night with your screams.

Ana Well, Nick is trying to scare me, but I know he's just being silly.

Mr Wallis Good, because I want you three in your tents and fast asleep in ten minutes. We've got a big day tomorrow and I want everyone up and having breakfast by 7 a.m.

Dan OK, I'm really ready for bed anyway.

Nick I know you are. You keep falling asleep.

Mr Wallis OK then. Goodnight and remember, be careful what you dream about.

Ana What do you mean?

Mr Wallis Well, you know what they say about your first night in a new bed.

Nick No, what do they say?

Mr Wallis They say that whatever you dream about comes true.

Dan Mr Wallis! You're worse than Nick!

Scene 3



Nick is in his sleeping bag. He is dreaming.

Ana Come on, Nick. Follow me.

Nick Where are we going?

Ana Don't you worry. Just follow me.

Nick Wow, this house is really special. Who lives here?

Ana Oh, no one special. Just a family by the name of Wallis.

Nick I'm not scared.

Ana He's here - the bathroom. After you.

Nick What's that? Am I living here?

Dan I'm waiting for you.

Nick And Mr Wallis is that you?

Mr Wallis Yes, it is, Nick. We're all here.

Ana So what are you waiting for?

Nick What do you mean?

Ana There's the mirror. Remember: three times. Nice and loud.

Nick Don't be silly. I'm not doing that.

Ana What's the matter? Are you scared?

Dan It's only a silly superstition, after all.

Ana Do it.

Dan Do it.

Mr Wallis Do it.

Nick Oh, alright, I can do it. Is that OK?

Ana And again.

Nick Candyman.

Dan ...more time.

Nick Really, I really have to do this?

Mr Wallis Of course you do. Come on now.

Nick CANDYMAN!



Scene 4

It's the next morning. Dan is sitting eating his breakfast. Ana joins him with a tray of food.

Ana Hi, Dan, do you mind if I sit and join you?

Dan Not at all. Have a seat.

Ana So, did you sleep well?

Dan I had a wonderful night's sleep. I really didn't want to get up when my alarm clock rang.

Ana Me too. I never knew sleeping in a tent could be so good.

Dan It's all that fresh country air.

Ana So did your dreams come true?

Dan Did my dreams come true?

Ana I'm not sure what you mean.

Ana Don't you remember, before we went to bed last night? Mr Wallis said that dreams in a new bed always come true.

Dan Oh yes, I remember. Well, I guess he was right.

Ana He was right?

Dan Yes, I dreamed about eating a delicious bowl of porridge and here I am ... with a delicious bowl of porridge.

Ana Ha, ha – very funny.

Dan I'm not joking, Ana. I really did dream about eating breakfast. What about you?

Ana Well, I don't really remember very much. I think I dreamed about Nick. He went missing and no one could find him. It was very strange.

Dan Well, he's not here yet. Maybe your dream has come true. Spooky.

Ana Stop it. I'm worried. Maybe we should go and look for him.

Dan Oh alright. I'll go and look for him after breakfast, unless he comes here first, of course.

Scene 5

Dan and Ana meet outside the camp washrooms.

Ana Any luck?

Dan No. There's no sign of him anywhere.

Ana I'm starting to get really worried.

Dan Don't be silly. You know Nick. It's just one of his silly jokes.

Ana But Mr Wallis wants us all ready to go in five minutes.

Dan He'll be here. I promise you. Now, if you'll excuse me.

Ana Where are you going?

Dan In here. I'm just going to wash my face and brush my teeth.

Scene 6



Dan ... in the washroom brushing his teeth.

Ana ♪♪ Because I'm happy ... happy ... ♪♪

Voice ... p.p.y ... happy ♪♪

Voice Help me! Help!

Dan What! What's that? Who's there?

Voice It's me, Dan. Nick. It's Nick.

Ana Nick? Nick, is that you? Where are you?

Voice I'm here, Dan. I'm right in front of you. Look.

Dan What does he mean, right in front of me?

Ana There's nothing but a mirror in front of ... Oh my god! Nick – what happened?

Voice Help me! Help ...

2 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 Candyman is an evil ... who lives
- 2 Tomorrow the children have to wake up 7 a.m.
- 3 In his dream, Nick ... and Mr Wallis.
- 4 When ... up he ☐ wanted to stay in bed. ☐ felt strange.
☐ forgot he was in the countryside.
- 5 ... ☐ was very unusual. ☐ was funny. ☐ came true.
- 6 ... ☐ more worried than Ana about Nick. ☐ ready to go out for the day.
☐ ... that Nick is playing a trick on them.
- 7 What do you think happened to Nick?
- 8 What do you think happens next?
- 9 What superstitions do you have?

2/1+2



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

VOCABULARY Luck

4 Complete the sentences with the words in the box.

superstitions
brings
spooky
believe
wish
unlucky
come
make

- 1 If you break a mirror, it you seven years' bad luck.
- 2 If you see a rainbow, you can a wish.
- 3 Those wishes never true, do they?
- 4 They come true if you for something bad.
- 5 I think are silly and so are the people who believe them.
- 6 Do you in ghosts?
- 7 Dan's so Bad things always to happen to him.
- 8 I broke a mirror and bad things are happening to me. It's a

READING & SPEAKING Talking about superstitions

5 a Read the texts about superstitions in different countries.

1 China

Traditional homes in China have large spirit screens to trick ghosts. When you want to enter your home, you have to turn sharply to the left or right. Ghosts can only go in straight lines, so they will end up in the spirit screen.



The Caribbean

If you put your handbag on the floor, you will never have money.



3 Japan

If you don't cover your ears when it thunders, Raiju, the thunder beast, will come and eat you.



4 Vietnam

If you get a haircut before an exam, you will forget everything you learnt.



5 Norway

If you whistle when the sun is shining, it will shine for more than two hours.



6 Italy

In Italy, the unlucky number is 17, and 13 is a lucky number. Why 17? If you know Latin, you'll know the answer. The Latin XVII is an anagram of VIXI which means, "I lived".



2/3



Half of the superstitions are not true. Discuss with a partner which ones you think are true and which are not. Listen and find out.

I don't think number 1 is true. If there are ghosts, they couldn't be tricked like that.



Hmmm ... good point. I agree with you.



Well, I'm not so sure. Look at the photograph!

LISTENING

Understanding an interview about superstitions

2/4



- 6 Listen to the interviews with Aileen, Brian, Catherine and Damon. Write the first letters of their names (A, B, C and D) beside the superstitions they believe in.

- ☐ If you break a mirror, you'll have bad luck.
- ☐ If a black cat crosses the street in front of you, you'll have bad luck.
- ☐ If you have a tiger's eye on you, it will bring you good luck.
- ☐ You'll get rich if you hear a cuckoo and shake your money.
- ☐ If you kill a spider in the house, you'll have bad luck.
- ☐ If you buy a ticket with the number 13 on it, you'll have bad luck.
- ☐ If you walk under a ladder, you'll have bad luck.
- ☐ You'll have bad luck if you walk on the cracks in the pavement.



tiger's eye

SOUNDS RIGHT Sentence stress

2/5



- 7 Listen to the sentences and mark the stressed words. Say the sentences yourself.

- 1 If you break a mirror, you'll have bad luck.
- 2 If you kill a spider, you'll have bad luck.
- 3 If you don't whistle, there won't be any rain.
- 4 If you see a magpie*, you'll get bad news.
- 5 If you close your eyes and make a wish, your wish will come true.

VOCABULARY:

*magpie – Elster

SPEAKING Talking about superstitions



- 8 Work in pairs. Ask and answer questions. Think of funny dialogues.
A chooses a picture, B a sentence.



for two hours



at midnight



in the afternoon



in the morning



late on Sunday



at Easter

A What will happen if you dance on your desk for two hours?

B You will be a social media star next month.

- You will wake up as a princess the next day.
- You will only get up at lunchtime the next day.
- You will do great in the next school test.
- You will win a lot of money.
- You will meet the president.
- You will be a social media star next month.

WRITING

9 CHOICES

A Make up six funny superstitions (60–80 words). Write them down.

e.g. If you drop your toothbrush in the morning, you'll catch a cold the next day.

- Make sure you use correct *if*-sentences.
- Make sure they have a surprise element so your readers find them funny.
- Make sure you don't repeat yourself with your ideas.

Tip

Try working in pairs. If you do that, you'll probably have more ideas and you can help each other to get the language right.

B Write a dialogue between two people (100–120 words). One of them tells the other about a superstition and how he/she believes in it. The other person doesn't believe in superstitions.

- Use at least two examples of the 1st conditional.
- Use at least one sentence using *unless*.

GRAMMAR



1st conditional

You use the **1st conditional** to describe what consequences an action or a situation will have.

If you **put** your handbag on the floor, you'll never **have** money.

You'll **have** bad luck **if** you **walk** on the pavement.

If you **don't whistle**, there **won't be** any rain.

What **will happen** if you **read** a horror?



Complete with **will** / present simple / verb:

If-clause If + person + +

Main clause person + 2 +

3 +



You'll have bad luck if you walk on cracks in the pavement.

unless

Unless means **if ... not**.

I'll look for him after breakfast, **unless** he comes here first. (= ... if he doesn't come here first)

Unless you put up a spirit screen, the ghosts can follow you into your home.

(= If you don't put up a spirit screen, ...)



Now go back to page 42. Check ☒ with a partner what you know / can do.

THE GIRL NEXT DOOR 3

The lucky charm

Developing speaking competencies

Language function

☐ I can make arrangements

Speaking strategy

☐ I can think about what to say

2/6



1 Watch or listen to the dialogue. Then read it.

What's Kate's problem?

Tom Hey, Kate. Just the person I wanted to see.

Kate Really? Lucky me.

Tom *The 1975* are playing in Brighton a week on Friday! Are you free?

Kate Let me see. Am I free? Of course I'm free.

Tom So how about that? Do you want to go and see them?

Kate I'd love to. I'll have to check with my mum and dad, but I'm sure they won't mind. How do you want to get there?

Tom We could go by train. It's only an hour away from here.

Kate Hmm ... possibly, but I'm not sure my dad would like that. He thinks I'm a little girl.

Tom We could ask my mum. She'd talk to us, I'm sure. Her best friend lives in Brighton so she could go and see her and pick us up after the show.

Kate That'd be great. Your mum's so cool.

Tom I know. She might let me use her credit card to buy the tickets too.

Kate I'll get my mum to give me some money to buy the tickets. I'll just put this in my bag. See you next week, you say.



Tom That's right.

Kate Oh! Oh dear. Tom, I'm really sorry but I can't make it.

Tom Have you got something else arranged?

Kate No, I haven't. It's just that next Friday is the 13th!

Tom And?

Kate Friday the 13th! I can't travel anywhere. It's unlucky!

Tom You're joking, right.

Kate I'm not. Sorry.

Tom Wait. So, we're not going to see *The 1975* because of a superstition.

Kate I'm sorry. I'm superstitious. There's nothing I can do about it.

2 Complete the sentences.

1 Tom's favourite bands have a concert in Brighton this Friday.

2 Kate doesn't really like *The 1975*.

3 Tom thinks they should take a bus to the concert.

4 Tom's dad doesn't always let him do what he wants to do.

5 Tom's mum's sister lives in Brighton.

6 Tom's going to ask his dad for the credit card.

.....

.....

.....

.....

.....

.....

USEFUL PHRASES Making arrangements

3 Match the sentence halves. Check in the dialogue.

- | | |
|---------------|--|
| 1 Are you | <input type="checkbox"/> to go and see them? |
| 2 How about | <input type="checkbox"/> free? |
| 3 We could | <input type="checkbox"/> be great. |
| 4 Do you want | <input type="checkbox"/> go by train? |
| 5 That'd | <input type="checkbox"/> to. |
| 6 I'd love | <input type="checkbox"/> that? |

? What do you think? Answer the questions.

- Is Kate really superstitious?
- Do they go to the concert?

MOBILE HOMEWORK

Watch part 2 of the video and complete Kate's story ending.

A list of the superstitions I told Tom I believed in and he believed me!:

- Never travel on ¹ for good luck.
- Never walk under a ² for good luck.
- Always knock on wood ³ for good luck.
- Breaking a mirror brings ⁴ for good luck.
- Never have a ⁵ cat.
- Throw spilled salt over ⁶ for good luck.

SPEAKING STRATEGY Thinking about what to say

4 Complete. Then check with the dialogue in 1.

- 1 **Tom** The 1975 album is coming in Brighton a week on Friday! Are you free?
Kate L..... S..... Am I free? Of course I'm free!
- 2 **Tom** We could go by train. It's only half an hour away from here.
Kate I'd love to, but I'm not sure my dad will like that.

5 ROLE PLAY. Work in pairs. Look at your role cards. Take 4–5 minutes to practise your role. Then write it down. Act it out for the rest of the class.

Student A
 Think of a list of things to do for a perfect Saturday. Find out if your partner is free and arrange to do these things with him/her.

Student B
 Listen to your partner's plans. Think before accepting the invitation.

UNIT 6 We love London!

At the end of unit 6 ...

you know

- ☐ 12 words for buildings and places around town
- ☐ how to use relative pronouns

you can

- ☐ understand a documentary about London
- ☐ understand a tourist text about London
- ☐ talk about London and your town
- ☐ understand a historical text about the Plague
- ☐ give recommendations
- ☐ write an email about a trip to London

Teen Talk 3

1 a Watch the video. Which of these are mentioned?

- | | | |
|-----------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> football | <input type="checkbox"/> rugby | <input type="checkbox"/> tennis |
| <input type="checkbox"/> planes | <input type="checkbox"/> trains | <input type="checkbox"/> buses |

b Watch again. What do these numbers refer to?

54,000 90,000 22 (over) 4,000 (about) ...



2 Which of the things in the video would you most like to go to see? Tell a partner.

READING



3 Read the text about London.

Walking through London

The Thames

Length: 5 km

Time needed: 60 minutes

One of the best ways to see many of London's most celebrated sights is to take a walk along the banks of the river – the Thames. But it's not just about the famous buildings, a walk by the river brings you closer to the people who make London such a fascinating city.

Fascinating fact: The clock hands are 2.7 and 4.3 metres long.

Start your walk at the **Houses of Parliament** (nearest tube station: Westminster). This is one of the most photographed places in London. It is where the British government meets, but it's also open to visitors. At the end of the Parliament buildings is the famous clock tower. It's 98 m tall. Many people think it's called **Big Ben**, but they are wrong. Big Ben is actually the name of the clock's great bell and not the tower.

Cross over the River Thames at **Westminster Bridge**. Don't forget to look back for a great view of the Houses of Parliament and Big Ben!

On the other side of the river, walk down the steps and along the river to the **London Aquarium**. Here you can see sharks, fish and all kinds of other sea creatures.



Next door to the Aquarium is the **London Dungeon**. If you are feeling brave, then go inside and enjoy the history of horror in the city. There are 18 shows, 20 actors and three rides which bring the dark side of London to life, including the Great Fire of London, the Plague and Jack the Ripper.



Fascinating fact: Jack the Ripper probably killed 18 people, but was never caught. Among the suspects were many people, including members of the Royal Family, a Lord, and Lewis Carroll (author of *Alice in Wonderland*).



Not far from the Dungeon is one of London's more modern attractions, the **London Eye**. It opened on December 31st, 1999 and for this reason it is also called the Millennium Wheel. The 25-minute ride on the wheel gives you some of the best views of London you can get. If you want to avoid* the long queues – book in advance.

Fascinating fact: The London Eye has 32 capsules and carries up to 800 people. More than 3.5 million people take a ride on the wheel every year.

From the London Eye walk on, past the Tate Modern and galleries, past the National Theatre, you get to **Tate Modern**. This was an old power station and is now an art gallery whose collection of modern art is one of the best in the world. It was opened in 2000 and every year around five million people visit the gallery. From the top of the building there is a great view of the Millennium Bridge and St Paul's Cathedral.



Fascinating fact: In 2016, the museum added a new historic building. More than 1 million visitors came to see it the day it opened – a record number of visitors!

The next building of interest is the **Globe Theatre**. Back in the early 1600s, there was a round theatre here, where Shakespeare acted. The old theatre burnt down, but now there's a new Globe Theatre which looks almost the same as the old one. You can watch Shakespeare's plays at the Globe, but bring an umbrella – the Globe doesn't have a roof.



Fascinating fact: The original Globe Theatre had 3,000 seats, but people could also watch a play standing on the floor of the theatre. That cost only a penny!



Continue your way towards **Tower Bridge**. On the left is a famous battleship, the HMS Belfast, which fought in the Second World War. Tower Bridge is one of the oldest bridges in London. It is a drawbridge, so when a big ship comes up the Thames, they raise the bridge so that the ship can go through.

Fascinating fact: In 1952, the bridge began to open while a bus was still on it. The driver went as fast as he could and jumped a small, three-foot gap. He got £10 for his bravery*.

On the other side of the river is the **Tower of London** and this is where your walk ends. It was built in 1078 as a castle, then it was a prison, and now it is a museum. Check out the Beefeaters whose job is to protect the King's Crown Jewels. Look out also for the ravens. These big black birds have always lived at the Tower.



Fascinating fact: There is a legend that when the ravens leave the Tower of London, it will be the end of the Royal Family and the British Isles.

VOCABULARY: *avoid – vermeiden; power station – Kraftwerk; bravery – Mut

4 How many of these tasks can you do?

- 1 Tourists can't go into the Houses of Parliament. T / F
- 2 Some people find the London Dungeon scary. T / F
- 3 You may have to wait for a long time to go on the London Eye. T / F

Complete the sentences with no more than 4 words.

- 4 People can a the new Globe Theatre.
- 5 There aren't many bridges in London that are as Tower Bridge.
- 6 The Tower of London was originally
- 7 Where do you think you would find this text?
- 8 Which of the attractions would you like to see more and why?
- 9 Which of the fascinating facts is most interesting?

2/7+8



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

SPEAKING Planning a day out



6 You have one day in London. You can go to three places. Which ones do you want to see and why?

I'd like to see / go to ...
because I'm interested in ...

It would be great to see ...
because ...

VOCABULARY Places around town



7 Which three places in your town/area would you recommend for visitors? Why? Here are some places you could talk about.

a street a building a museum /
a bridge a river a gallery
a square a park a shop
a tower a district a shopping centre

I would recommend going to the park in our town. You can play football or volleyball, or have a picnic there. There's also a pond with lots of ducks.



SOUNDS RIGHT Words with /ð/ and /θ/

2/9



8 Listen and tick.

	/ð/	/θ/
1 there		✓
2 then	✓	
3 that		

	/ð/	/θ/
4 there		
5 throw		
6 Thursday		

2/10



9 Listen and repeat.

Let's throw a thrilling party on Thursday the thirteenth!

- 10 a Look at the text quickly. What were the worst things about the Plague for the people?

The Great Plague – the cruel killer

In the 16th and 17th centuries, Britain suffered very badly because of the Plague. In 1563, the London Plague killed nearly 25% of the city's population, and in the early years of the 17th century, the Plague returned to Britain many times. But it was in 1665 and 1666 that the Great Plague killed approximately 100,000 people in London. That was 20% of the total population.

If somebody caught the Plague and showed the usual symptoms like fever and coughing up blood, the house where they lived was closed for 40 days and the people couldn't go out. But many people didn't want to be locked in, and so they didn't report their symptoms. Of course many people who were ill wanted to leave the city, but the poor had to stay – only people who were rich were able to escape. When they left, they often carried the disease to other parts of the country.

The worst point of the epidemic was the week of 19–20 September 1665 when 7,165 people died. In his diary, the writer Samuel Pepys (1633–1703) wrote:

"But, Lord! How a sight it is to see the streets empty of people". Pepys said that out of every thousand shops only one was still open.

Where did people think the Plague came from? Many believed it came from other countries. Even Pepys thought that a comet which he saw in 1664 caused it. Doctors believed that bad smells caused the Plague. People wore masks and carried herbs in their pockets. They also thought that good smells could fight the Plague – but 300 years later, scientists found out that black rats and fleas carried the Plague. Finally, in the summer of 1666, the Plague ended. In September of the same year, however, another tragedy happened: The Great Fire of London, which destroyed much of the city.



VOCABULARY: *herbs – Kräuter

- b Now read the text carefully. Then circle T (True) or F (False).

- 1 The Plague hit Britain twice over a period of two hundred years. T / F
- 2 The Great Plague of London killed millions of people. T / F
- 3 People who caught the Plague had to stay in their house for more than a month. T / F
- 4 Many people didn't want to talk about their symptoms. T / F
- 5 Poor people carried the Plague to areas outside of the city. T / F
- 6 During the worst week, more than 8,000 people died. T / F
- 7 Doctors thought that a comet caused the Plague. T / F
- 8 When the Plague finished, people in London had many years of a happy life. T / F

READING & LISTENING

- 11** Look at the photos first. Which of the places do you know? What do you know about them? Then read.

Your top 5 places in LONDON



1 Madame Tussauds

Madame Tussauds has been a popular tourist attraction for many years and the queues outside it these days are as long as they have always been. People go there to see waxworks of famous people; kings and queens alongside Taylor Swift and Cristiano Ronaldo. You can also take a selfie with your favourite character from the Star Wars universe or experience one of the many interactive attractions.

"I loved it! There's a fantastic Chamber of Horrors. It was REALLY scary. But my favourite was the Marvel 4D Experience. The Marvel Super Heroes battle it out to save London!"

Alan, 14



2 Covent Garden

Until the 1970s, Covent Garden was a flower market, but now it has cool shops, cafes, restaurants and street theatre. Theatres and museums are close, too.

"I love going there in the summer. You can stand in the square and watch the street entertainment - it's great!"

Aisha, 14

- 12** Here are five more comments about the places. Which place is each comment about? Write the numbers.

1 "Scared spiders? You'll see lots of creepy-crawly things. They're all on screen, but they're really scary. Scared of spiders, you must have closed your eyes!"
Laila, 14 ☐

2 "I love it! Especially the singers like Adele. She's my favourite."
Jane, 14 ☐

3 "It's cool. The old buildings are really nice and there are good shops."
Enzo, 15 ☐

4 "I like running there at the weekend. When I get tired, I stop and feed the ducks. It's one of my favourite places in the whole city."
Marsha, 14 ☐

5 "It's just got so many different things - old cars, machines, planes, and things like that. Great on a rainy Sunday!"
Mila, 14 ☐



3 The BBC Earth Experience

This is an amazing new London attraction for everyone who admires nature. It uses the latest audio-visual technology and takes you on a 360-degree journey to the most stunning places on each of the world's seven continents.

"I loved it all, but what I loved most was the spectacular light show created by fireflies in North America. An experience!"

Barney, 14



4 The Science Museum

In Kensington, there's an area where three of London's biggest museums can be found together: The Natural History Museum, The Victoria and Albert Museum and The Science Museum. The last of these is the most popular with teenagers – and not only because of the free

"I love it because there's a lot of 'hands-on' things. You know, things to touch and pull and play with. Lots of fun!"

Andy, 13



5 Hyde Park

One of several parks in central London, Hyde Park, is great for people that like fresh air! With kilometres of paths, a lake and lots of trees, it's a nice place to relax or take a bit of exercise. You can also see a memorial to Princess Diana.

"Hyde Park is one of the reasons I like living in London. When I'm there, I'm a long way away from traffic and noise. Do you like nature? Go there!"

Joanna, 15

2/11



13 a Listen to three teenagers. What do they talk about these things?

- 1 adventure Julie
- 2 Hyde Park
- 3 cinema
- 4 travel
- 5 new places
- 6 air

Cindy

Anthony

Julie



2/11



b Listen again and answer the questions.

- 1 How long has Cindy lived in London?
- 2 What does Cindy say about shops near her house?
- 3 What does Anthony think are bad things about London?
- 4 What sometimes happens in Hyde Park?
- 5 What does Julie like doing on the underground train?
- 6 What did Julie find last week?

WRITING

14 CHOICES

A You are in London for the weekend. Write a short email (60–80 words) to your friend Millie in Scotland in which you:

- say where you are
- say what you did yesterday and how you liked it
- say what other things you want to do during the rest of your stay

B You are in London with your family. You are writing an email (60–80 words) to a friend. Write about:

- where you're staying
- some of the sights
- the thing(s) you like best
- what you've bought
- the weather
- your plans for tomorrow

GRAMMAR



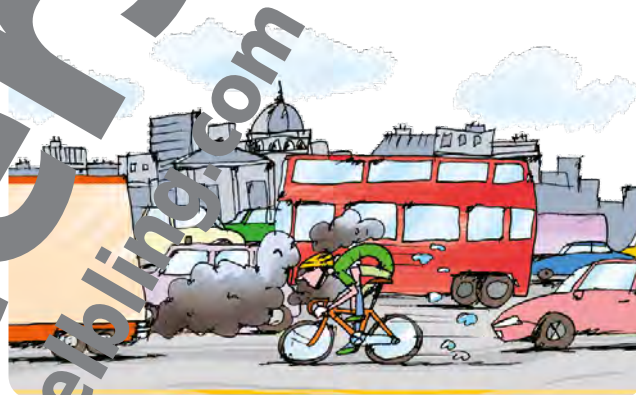
Relative pronouns

How to use them: You can use *relative pronouns* to add new information about a person or a thing.

The old theatre burnt down, but now there's a new Globe Theatre.

which / that looks almost the same.

A walk by the river brings you closer to the people **who / that** make London such a fascinating city.



Cycling is great for people who like fresh air.



Read the sentences about London. Complete the rule with *who / which / that*.

We use *who* for people.

We use *which / that* for things.

You use *whose* when you can use *dessen* or *deren* in German. *Whose* can refer to people, things or animals.

He is one of the bodyguards **whose** job is to protect the King's Crown Jewels.

Tate Modern is an art gallery **whose** collection of modern art is one of the best in the world.



Now go back to page 50. Check ☒ with a partner what you know / can do.



OUR YOUNG WORLD 3

Ruby's money-making ideas



- 1 Watch the video. How much money does Ruby earn each week?



- 2 Watch again and answer the questions.

- Why does Ruby need money?
- What was Ruby's first idea for getting some money?
- What does she do for her Uncle Martin?
- What is her other job?

FIND OUT Money

- 3 Match the phrases and the definitions.

- | | |
|----------------------|--|
| 1 to sign a contract | <input type="checkbox"/> to get paid for doing something |
| 2 to save up for | <input type="checkbox"/> to formally* agree something |
| 3 to make a profit | <input type="checkbox"/> to not spend your money, so you can add to it until you have enough |
| 4 to earn ethically | <input type="checkbox"/> to buy something |
| | <input type="checkbox"/> to get money in a way that is good and does not harm* other people |

VOCABULARY: *formally – förmlich; harm – verletzen; schaden

Earning money



- 4 In pairs, decide if each of the ways of making money is ethical or not. Say why (not).

- Jamie does his friend's homework for them. He charges* them £3.
- Henry helps his sister design the website for her business. She pays him £5 an hour.
- Lucy does the shopping for an elderly woman. She charges her £5 each time.
- Ian buys cans of sugary drinks and sells them to his friends at school for twice the price.
- Chris picks flowers from the local woods and sells them to his mother and her friends.
- Liam works at the local shop for four hours every Saturday morning.

VOCABULARY:
*charge – berechnen

CYBER PROJECT: Our money-making ideas

- 5 In groups, think of a project which you need to save up money for.

- Think of three ethical ways of making money for it.
- Think of two unethical ways of making money for it.
- Make a video of your ideas and present it to the class.
- Can your classmates decide which methods are unethical?



UNIT 7 Friends forever

At the end of unit 7 ...

you know

- ☐ 6 verb phrases to talk about relationships
- ☐ how to use the present perfect with *for* and *since*

you can

- ☐ understand a story and a newspaper article about friendship
- ☐ understand interviews about possessions
- ☐ talk about friendship, possession and duration
- ☐ understand a questionnaire
- ☐ write about your favourite possession
- ☐ write an email to the editor
- ☐ write about your best friend

READING Understanding a story about friendship



1 Read the story.

Alessia



I've been friends with Alessia for two years, but it wasn't always that way. When she and her family moved here, I wasn't really happy.

A girl from another country – so it would be difficult to talk to her. “She still has to learn the language,” Mum said. Fine by me, I thought, let her learn it, but it's none of my business. But I knew my mum. “Come on,” she said, “you must help her.” “Why me?” I said. “I've never done anything like that. I'm not a teacher. All I can do is teach her how to play,” I said. “Don't be silly,” Mum said. “And take some of your old books, the simple ones, and maybe one or two soft toys.” “Mum!” I cried, “I've had those books for years. I love them. They were my favourites when I was a little kid. And the soft toys too. I've had them since I was born. I didn't say take all of them; just one or two. I'm sure you'll get the books back once she can read them. And take her one or two games as well.”

I knew my mum. Once she has made up her mind about something, she doesn't let go. So I did as she told me; I took the stuff and said hello to the family. They seemed really happy, and Alessia smiled and smiled – but didn't say a word.

“You've been a great help,” Mum said when I came back. “Now let's see what else we can do for her.” “On damn,” I thought, “why can't I have presents that are kind to others without giving up on my son?”

Then on it was like this: Mum: Take these headphones to Alessia! Me: But... Mum: Well, you haven't used them for years, you listen to your music on your new ear pods anyway. Or Mum: Take this skateboard to Alessia. Me: But Mum, I've just started to use it again. Mum: Only because you knew I wanted to give it away.

Anyway, again and again I went next door, and of course, I talked to Alessia about this and that. And I kind of liked the way she smiled when she got these presents. And I liked the cookies her mum gave me.

Then one day, a kid was making fun of her at school and I stepped in*. Some of the kids laughed at me for that, but I didn't really mind. After all, I am the school's best footballer, so nobody would give me a hard time.

Anyway, what happened was that Alessia and I became friends. Just like that, I think. We talked to each other every day and spent some time together. I quite liked talking to her, and I also noticed that her English got much better. For some time her parents kept saying, “You've been such a big help, George, thank you very much.” But then they stopped because they began to understand that I quite liked helping her. And I actually like Alessia, too. There's only one little problem now. Her parents are talking about moving to another city. And Alessia and I are now talking about how we can stop them.

VOCABULARY: *step in – eingreifen, dazwischengehen

2 How many of these tasks can you do?

- 1 When Alessia's family moved in near George's,
 - ☐ he didn't want to help Alessia.
 - ☐ he was happy.
 - ☐ he invited her to play football.
- 2 George's mum told him to
 - ☐ teach her how to play football.
 - ☐ go and say hello.
 - ☐ take her some of his things.
- 3 When he first took Alessia some of his things,
 - ☐ she said thank you.
 - ☐ she looked happy.
 - ☐ her parents didn't seem very happy.

- 4 George was happy to give away his headphones. T / F
- 5 George was worried about children bullying him at school. T / F
- 6 George doesn't want Alessia's family to move again. T / F
- 7 When does this text come from?
- 8 How does George's relationship with Alessia change over time?
- 9 What do you think happens next?

2/12+13



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

LISTENING & SPEAKING Talking about possession and duration

2/14



4 a Listen and write the names under the pictures.

Jack
Liam
Chloe
Sonia



1 2 3 4

2/14



b Listen again and complete the table.

	How long have you had it?	How often do you use it? / How much time do you spend with it?
Liam	1	2
Sonia	3	4
Jack	5	6
Chloe	7	8

2/15



5 Look at the questions in 4 again. Now listen to two more interviews and take notes for John and Pat in your exercise book.

SPEAKING Talking about duration



6 In pairs, ask and answer questions.

How long have you ...

- known your best friend?
- had your camera (mobile phone, surfboard, earrings, skateboard, mountain bike, necklace ...)?
- lived in your house/flat?

Note:

How long have you lived in your house/flat?

For 2 months / 3 years / a long time.
Since 2010 / Christmas / I was ten / my childhood.

- Use 'how long' when you can say 'lang' in German.
2 Monate / 3 Jahre lang, etc.

READING Understanding a questionnaire

7 a Read the questionnaire and tick your answers.

Are you a good friend?

So just how good a friend are you? Answer these questions honestly and we'll tell you.



1 Your friend bought you a T-shirt for your birthday that you really don't like. What do you do?

- a Tell your friend you hate it and ask for another present. ☐
- b Thank them. Say you like it, but never wear it. ☐
- c Thank them, but explain it's not your favourite colour and ask if you could exchange it. ☐

2 Your teacher told you off* in front of the class for not doing your homework. After the lesson your friend asks you if you're OK. What do you say?

- a Tell them to mind their own business. ☐
- b Say everything is OK and tell them not to worry about you. ☐
- c Tell them about the problems you've been having with the subject. ☐

3 Your best friend has a boyfriend/girlfriend and you're feeling a bit jealous. What do you do?

- a Tell them they should break up with their boyfriend/girlfriend. ☐
- b Do nothing to stop feeling that way. ☐
- c Get to know the new boyfriend/girlfriend so you can all hang out together. ☐

4 Your friend says they can't come to your birthday party because they want to watch a football game on TV. What do you do?

- a Storm out of the room and never speak to them again. ☐
- b Explain that you will feel quite upset if they don't come. ☐
- c Tell them to come and they can watch the game at the party. ☐

5 You have a huge argument with your best friend and you don't speak for a week. What do you do?

- a Find a new best friend. ☐
- b Send them a text saying you'll say 'sorry' if they say 'sorry'. ☐
- c Go around to their house to make up with them. ☐

6 Your friend tells you about a boy/girl they like. They ask you to keep it secret. What do you do?

- a Tell everyone. ☐
- b Listen politely, but you're not really very interested. ☐
- c Start planning with your friend how to talk to the person they like. ☐

VOCABULARY: *tell sb. off – mit jdm. schimpfen

b Work out how many times you chose a, b and c, and check your result on page 62.

VOCABULARY Relationships

8 Find the phrases in the quiz in 7 and the results and match them with their meanings.

- | | |
|--------------------------|--|
| 1 break up with | <input type="checkbox"/> to solve your problems and be friends again |
| 2 fall out with | <input type="checkbox"/> to not interfere with other people's lives |
| 3 make up with | <input type="checkbox"/> to finish a (romantic) relationship |
| 4 get on well with | <input type="checkbox"/> to leave a place angrily |
| 5 mind your own business | <input type="checkbox"/> to have a good relationship with someone |
| 6 storm out of | <input type="checkbox"/> to stop speaking to someone |

READING Understanding a newspaper article

9 Read the newspaper article and choose the best title for it.

Man's Best Friend

The Actor, his Friend and the Dog

IT'S A DOG'S LIFE

They say that a dog is man's best friend. Well, for one famous Hollywood star who might just agree, Sylvester Stallone. Stallone has been a successful actor for over 30 years and films such as *Rocky*, *Rambo* and *The Expendables* have made him a household name all over the world.



For many actors, before they found success, life was not always so easy. In 1975, Stallone was a struggling actor trying to sell his script for a film about boxing called *Rocky*. No one was interested and soon Stallone had no money left and nowhere to go. He only had one possession and there was only one thing to do. With a broken heart Stallone sold his beloved dog to a man called Little Jimmy for \$50.

A week later, Stallone sold the script for a huge sum. As soon as he had the money, he immediately went to see Little Jimmy and asked to buy his dog back. Little Jimmy wasn't interested because his children already loved the dog. So Stallone made him another offer for \$3,000 – 60 times the original price. Now Little Jimmy was interested but he still wanted one more thing. He wanted a role in the film. Stallone agreed. And that is how Sylvester Stallone got his best friend back and Little Jimmy got himself a small part in one of the biggest films of that year. In fact, *Rocky* went on to win three Oscars at the 1976 Academy Awards including one for best picture.

10 Write the words in **italics** from the text in 9 next to their definitions.

- 1 finding it difficult to be successful –
- 2 a part (in a film) –
- 3 the words in a film in written form –
- 4 a lot of money –
- 5 a very famous person –
- 6 something you own –

11 Match the sentence halves.

- | | |
|---------------------------------------|---|
| 1 Stallone has been a | <input type="checkbox"/> for Rocky, but couldn't. |
| 2 As a young man, however, | <input type="checkbox"/> a lot of money. |
| 3 Stallone tried to sell the script | <input type="checkbox"/> got his dog back. |
| 4 So with a broken | <input type="checkbox"/> successful actor for many years. |
| 5 A week later, he sold the | <input type="checkbox"/> want to sell it |
| 6 The new owner, Little Jimmy, didn't | <input type="checkbox"/> a part in the |
| 7 So Stallone offered him | <input type="checkbox"/> he didn't have a lot of money. |
| 8 He also offered him | <input type="checkbox"/> script. Little Jimmy wanted to buy his dog back. |
| 9 Little Jimmy agreed and Stallone | <input type="checkbox"/> meant he sold his dog for \$50. |

SPEAKING Talking about friendship

2/16



12 Complete the statements with the verbs from the box in their correct form. Then listen and check.

lie listen hear keep

- | | | |
|--|-------------------|--------------------------|
| 1 A good friend always | a secret for you. | <input type="checkbox"/> |
| 2 A good friend never | to you. | <input type="checkbox"/> |
| 3 A good friend | to your problems. | <input type="checkbox"/> |
| 4 Good friends don't just say what you want to | | <input type="checkbox"/> |

13 In 12, tick the statements you agree with. Then say what you think.

I think it's important / not important in a friend that he/she ...

A good friend ... / doesn't ...

I think that with a good friend, you can ...

Mostly c:

You're an excellent friend and get on well with everyone. Other people love being with you. Congratulations!

Mostly b:

Lots of people would like to be friends with you. You haven't found your best friend yet? Take it easy - you soon will.

Mostly a:

You probably fall out with a lot of people. Try to be a bit more understanding! Then you'll make good friends.

WRITING

14 CHOICES

A Write about an object you like (60–80 words). Read your text out to your class. The others guess what it is. In your text, don't say what the object is, but include:

- how long you've had it
- how often you use it
- what it is made of

B An English teen magazine is asking its readers to write about their best friends. Write an email of 120–180 words to the editor with your ideas. In your email:

- give a few facts about your friend
- say since when you have been friends
- mention why you are good friends
- say what you (don't) like about your friend
- say why you will be friends for many years

GRAMMAR



Present perfect with *for* / *since*

Q Read the sentences and answer the questions.

I've been friends with Alessia for two years.

- 1 Is the speaker still friends with Alessia?
yes ☐ no ☐

I've had those books for years.

- 2 Does the speaker still have those books?
yes ☐ no ☐

How to use it:

You use the **present perfect** to talk about actions and events that started in the past and continue in the present.

How to form it:

Person + **have/has** + **past participle**

If you want to know how long something has been going on, you can use **for** or **since**. You use **for** when you can say

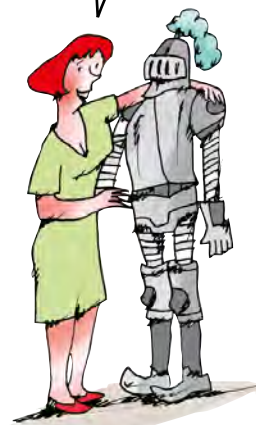
last year, Germany

seven years, **for** years / **for** two months / **for** a week, etc.

(jannetwei Monate lang, eine Woche lang)

I've had those toys since Christmas / since 2015 / since I was seven / since I was a baby, etc.

He's been in the family for 800 years.



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

THE GIRL NEXT DOOR 4

The problem

Developing speaking competencies

Language function

☐ I can talk about health

Speaking strategy

☐ I can show sympathy

2/17



- 1 Watch or listen to the dialogue. Then read it.
How does Kate think Tom is feeling?

Kate There you are. I've spent the last hour looking for you. And you weren't on the bus this morning or yesterday.

Tom What?

Kate I said ... Tom, what's the matter? Are you alright?

Tom Yeah. Yeah. It's nothing. I'm just a bit tired.

Kate It's not nothing. You don't look at all well.

Tom I told you. I'm just a bit tired. I haven't slept well for a few nights.

Kate Poor you. Have you got any idea why?

Tom No, not really. I've got a bit of a stomach ache too. That doesn't help.

Kate That's terrible! Did you eat something bad?

Tom I don't think so. Nothing I can remember any more.

Kate And what's that on your skin?

Tom Where?

Kate On your arm. It looks a bit red.

Tom Oh, that. I've got a bit of a rash. It's on my leg and stomach too.



Kate How awful. When did this start?

Tom A couple of days ago.

Kate About the same time you started sleeping badly and getting stomach ache?

Tom Yeah, I suppose so.

Kate I don't think you're ill, Tom. I think you're stressed.

Tom Stressed? What do you mean?

Kate I think something happened a few days ago and you're worried about it. That's why you're feeling this way. Now, if I'm right and you consider me a good friend, I think you should tell me. After all, that's what good friends are for.

- 2 Complete the medical report for Tom.

- 1 Tom is feeling because he's finding it difficult to
- 2 He's also got a pain in
- 3 There are red marks on his and
- 4 This all started

USEFUL PHRASES Talking about health

3 Write A (asking about someone's health) or T (talking about how you feel).

- 1 What's the matter? ☐
- 2 Are you alright? ☐
- 3 I'm just a bit tired. ☐
- 4 You don't look at all well. ☐

- 5 I've got a bit of a stomach ache. ☐
- 6 What's that on your skin? ☐
- 7 Your arm looks a bit red. ☐
- 8 It's just a bit of a rash. ☐

? What do you think? Answer the questions.

- What do you think is wrong with Tom?
- Will Kate be able to help him?

MOBILE HOMEWORK

Watch part 2 of the video and complete Kate's dialogue.

Found out why Tom was feeling bad. He forgot to give in his ¹..... homework after the lesson so he went back to the classroom. His teacher, ²....., wasn't there so he put his book on the table, but he knocked the books ³....., which were full of paper. How clumsy. Anyway, he left without saying anything, but Ollie ⁴..... it and he wanted ⁵..... every day otherwise he would tell on Tom. I told Tom to admit what happened. He did and Mr. Jones was really with him.

SPEAKING STRATEGY Showing sympathy

4 Complete. Then check with the dialogue in 1.

- 1 **Tom** I told you. I'm not tired. I haven't slept well for a few nights.
Kate P..... y..... Have you got any idea why?
- 2 **Tom** No, not really. I've got a bit of a stomach ache too.
Kate T..... !
- 3 **Tom** Oh that's just a bit of a rash. It's on my legs and stomach too.
Kate a.....

5 ROLE PLAY Work in pairs. Look at your role cards. Take 4–5 minutes to practise your dialogue. Don't write it down. Act it out for the rest of the class.

Student A
You don't look well. Make a list of three problems you have. When your partner asks you about your health, tell him/her what's wrong.

Student B
Your partner looks unwell. Ask what's the matter and offer some sympathy.

At the end of unit 8 ...

you know

- ☐ 8 verbs and phrases to talk about inventions
- ☐ when to use the past simple or the present perfect

you can

- ☐ understand a documentary about inventions
- ☐ understand a text and people talking about inventions
- ☐ talk about inventions and past experiences
- ☐ write an email / a description of a crazy invention
- ☐ talk about your future job

Teen Talk 4

1 Watch the video. How many different inventions do Mia and Jack talk about?



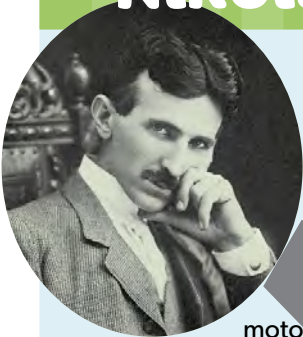
b Circle T (True) or F (False).

- 1 Albert Sadacca invented lights that were too expensive for most people. T / F
- 2 An eight-year-old girl invented something to cook food in a better way. T / F
- 3 Chester Greenwood made something to wear in summer. T / F
- 4 An American from Lake City invented snow skis in 1922. T / F

READING Understanding about inventions

2 What do you know about the Serbian inventor, Nikola Tesla? Make a class list. Read through the text quickly to see if you know any of your facts. Then read the text carefully.

Nikola Tesla: The man who invented the 20th century



When Nikola Tesla arrived in New York in June 1884, he only had 4 cents in his pocket. When he died alone on January 7th 1943 in room 3327 of the Hotel New Yorker, he was penniless.

In the 20 years between those two dates, Tesla was involved with some of the most important inventions of the 20th century. He invented the electric motor, the first light bulbs, the neon lamp, the first remote-controlled boat and the first speedometer. He also designed the world's first hydroelectric power plant* at Niagara Falls, which used the power of the water to produce electricity.

So why wasn't he a billionaire when he died? Perhaps it was his most important invention that was also responsible for his bad luck. In the late 1880s, Tesla developed a new kind of electricity. His alternating current (AC)* was cheaper and easier to use than the direct current (DC)* that people used at the time.

Unfortunately for Tesla, Thomas Edison, perhaps the most famous inventor of the time, had all his money invested in DC. Edison used his influence to tell people that AC was too dangerous. In 1893, at the World Exposition in Chicago, Tesla went on stage to show people how safe AC was. He passed a huge current through his body to power up light bulbs and then used his Tesla coil to shoot large electric lightning bolts into the crowd.

Tesla had to spend much of his life trying to show people how great his ideas were. Many of them were 'years before their time'. People thought he was crazy when he promised a wireless broadcasting system* to send pictures and sounds around the world. They laughed at him when he said he could send energy



waves through water to detect* German submarines at the beginning of the First World War. Tesla had so many brilliant ideas, but the little money he made from them he used on his next invention.

But these days we can see his influence all around us. We all use AC in our homes to power our computers and televisions. Militaries around the world use radar to defend their countries. These and many others are all inventions from the brilliant mind of Nikola Tesla.

VOCABULARY: *hydroelectric power plant – Wasserkraftwerk; alternating current (AC) – Wechselstrom; direct current (DC) – Gleichstrom; wireless broadcasting system – drahtlos; sende-System; detect – aufspüren

3 How many of these tasks can you do?

- 1 Tesla made a lot of money in his life. T / F
- 2 Tesla invented the speedboat. T / F
- 3 Edison told people not to use Tesla's electricity. T / F
- 4 Tesla went on stage and passed electrical current through his body
 - ☐ to show it wasn't dangerous.
 - ☐ to entertain people.
 - ☐ to turn on some lights.
- 5 One of Tesla's biggest problems was
 - ☐ he spent too much money.
 - ☐ he was mad.
 - ☐ people didn't believe his ideas were possible.
- 6 These days,
 - ☐ people call Tesla the greatest inventor of all time.
 - ☐ Tesla's ideas are everywhere.
 - ☐ not many people know about him.

Which of Tesla's inventions

do you think is the most

important?

Who do you think is the greatest inventor of all time and why?

Do you think Tesla was a happy man? Give your reasons.

2/18+19



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

VOCABULARY Inventions

5 Read the text and match the words in *italics* with the meanings.



I've *invented* something that I think might improve my science teacher – it's a time-travelling machine. It wasn't easy. First, I *discovered* a way of making time travel possible. It took me a few weeks, but once I *worked out* that *it* wasn't too difficult.

I *worked* with some pens and *designed* my machine on paper. I *experimented* with different shapes and colours for the machine and found that a red rectangle worked best. I *improved* it by putting an armchair in it. It's important to be comfortable when you travel through time. I've built a prototype, but I haven't *tried* it *out* yet. I'm quite confident it will work, and if it does, I think I'll have to start *producing* my machines so that all families can have one.

- 1 to test to see if something works –
- 2 to make better –
- 3 to try different ways of doing things –
- 4 to find out something that no one knew before –
- 5 to draw plans –
- 6 to build something (usually so it can be sold) –
- 7 to find a solution to a problem –
- 8 to create something new –



- 6** In pairs, take a guess. Match the inventions with the inventors and the dates. Then check with your teacher.

- | | |
|--------------------------------|---|
| 1 Babylonians (2800 BC) | <input type="checkbox"/> World Wide Web |
| 2 Johannes Gutenberg (1439) | <input type="checkbox"/> Lego |
| 3 Alexander Graham Bell (1876) | <input type="checkbox"/> smartphone |
| 4 Karl Benz (1886) | <input type="checkbox"/> telephone |
| 5 Alexander Fleming (1929) | <input type="checkbox"/> motor car |
| 6 Ole Kirk Christiansen (1949) | <input type="checkbox"/> printing press |
| 7 Tim Berners-Lee (1989) | <input type="checkbox"/> soap |
| 8 IBM and Bellsouth (1992) | <input type="checkbox"/> antibiotic |



- 7** In pairs, discuss why each of these inventions was important. Decide on the most and least important.

The ... was important because it allowed us to ...

... new things people could ...

- 8** What are these inventions? Match the pictures with the words in the box.

- ☐ water-talkie
- ☐ wristies
- ☐ ice-lolly
- ☐ hot dog
- ☐ trampoline
- ☐ football goal



2/20



- 9** Which of the objects above do you think were invented by children? Why? Listen and check your answers.

2/20



- 10** Listen again and match the sentences with the objects in **8**.

- 1 The inventor was the youngest of these four inventors.
- 2 The inventor built his garage.
- 3 The inventor came to the inventor on holiday.
- 4 The inventor waited several years before producing his invention.
- 5 The inventor now owns a company.
- 6 The idea came to the inventor when he was at the circus.
- 7 It got a lot of interest from a toy shop.
- 8 It was an accidental invention.

☐
☐
☐
☐
☐
☐
☐
☐

- 11 Look at the photo. What do you think this young girl's invention is and why do you think she invented it? Read the article quickly to see if you were right.

Helping herself, helping others



- 9-year-old Sadie McCallum suffers from Spastic Diplegia Cerebral Palsy. This means that problems with her muscles make it difficult for her to move about and she uses a wheelchair, crutches¹ or a walker² to help her get around.

- Since her family first learnt about her disability more than eight years ago, Sadie has always had a lot of time in hospital and she has had two big operations. When she was seven, she had operations on both legs. It was very complicated, but the doctors hoped it would allow Sadie to walk on her own.

Sadie was in hospital for a week and after that she had to spend another few weeks resting in bed. She had a lot of time to think. One of Sadie's biggest hobbies is reading and she spends a lot of time visiting the library. She thought about how difficult the journey to the library can be for her. She can't just go up and down the stairs with a walker to help her, but needs to look for ramps³. These aren't always in the most practical places. She started thinking of ways to make her walk more flexible⁴.

- After making different drawings, Sadie had a design she thought might work. Now she just needed to bring her plans to life. And she had another reason for wanting to make her ideas a reality. Every year, her school holds an Invention Convention where students can bring in their inventions⁵ and compete for prizes. For two years her illness had stopped Sadie from entering⁶. Now was her big chance. With a little help from her family, Sadie built her Amazing Curb* Climber in time for the competition.

Her invention won first place in the 'Best Use of a Wheel' category at the school convention. But success didn't stop there and Sadie's invention has won two more prizes, including a 'Microsoft Technology Award'.

- Sadie already has plans to improve on her designs and make the walker even better. She's also working on ideas for other inventions to help disabled people, including a wheelchair with an umbrella.

VOCABULARY: *curb – Randstein

- 12 Match the titles with the paragraphs. There are two extra titles.

- | | |
|-------------------------------|----------------------------------|
| 1 Seven operations | 5 Sports competitions |
| 2 Making an idea come to life | 6 A lot of awards |
| 3 Unable to walk | 7 Steps that make life difficult |
| 4 More ideas | |

- 13 Match the definitions (1–6) from the text in 11 with the definitions here.

- | | |
|---|--|
| <input type="checkbox"/> taking part in | |
| <input type="checkbox"/> able to adapt easily to different situations | |
| <input type="checkbox"/> something that has never been made before | |
| <input type="checkbox"/> sticks to help people who have problems with walking | |
| <input type="checkbox"/> a slope for wheelchairs to go up | |
| <input type="checkbox"/> a metal frame with four legs for people who can't walk very well | |

SPEAKING Talking about experiences



14 In pairs, practise the dialogue.

- A Have you ever entered a competition?
 B Yes, I've entered quite a few.
 A Really? What sort of competitions?
 B Competitions for inventors. I like inventing things.
 A Have you ever won one?
 B Yes, I've won three. In fact, I won a competition last week.
 A What was your invention?
 B I created some computer software to help people keep their passwords safe.
 A And what did you win?
 B I got £600.



15 Complete the questions with the correct form of the verb in the box.

have
enter
be

- 1 Have you ever a competition?
 2 Have you ever to hospital?
 3 Have you ever an invention?

16 Match the follow-up questions with the questions in 15.

- a) What was it? ☐ b) How long did you stay there for? ☐ c) Did you win? ☐

17 Think of two more follow-up questions for each of the questions in 15.



18 In pairs, ask and answer questions and find out about your partner's experiences.

SOUNDS RIGHT /ɒ/ vs. /ɔ:/

2/21



19 Listen and tick.

	/ɒ/	/ɔ:/
1 lot	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 caught	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 thought	<input type="checkbox"/>	<input type="checkbox"/>

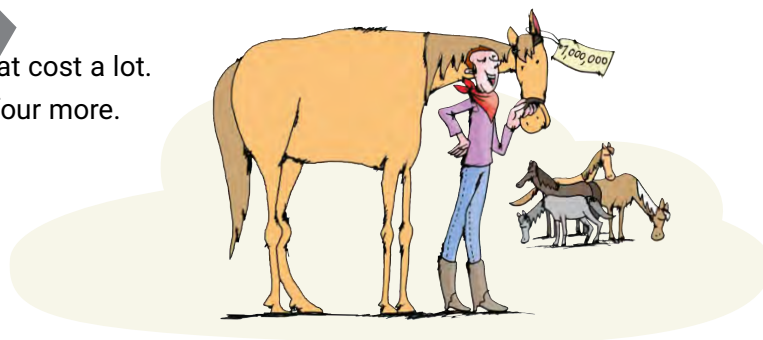
	/ɒ/	/ɔ:/
4 hot	<input type="checkbox"/>	<input type="checkbox"/>
5 got	<input type="checkbox"/>	<input type="checkbox"/>
6 saw	<input type="checkbox"/>	<input type="checkbox"/>

2/22

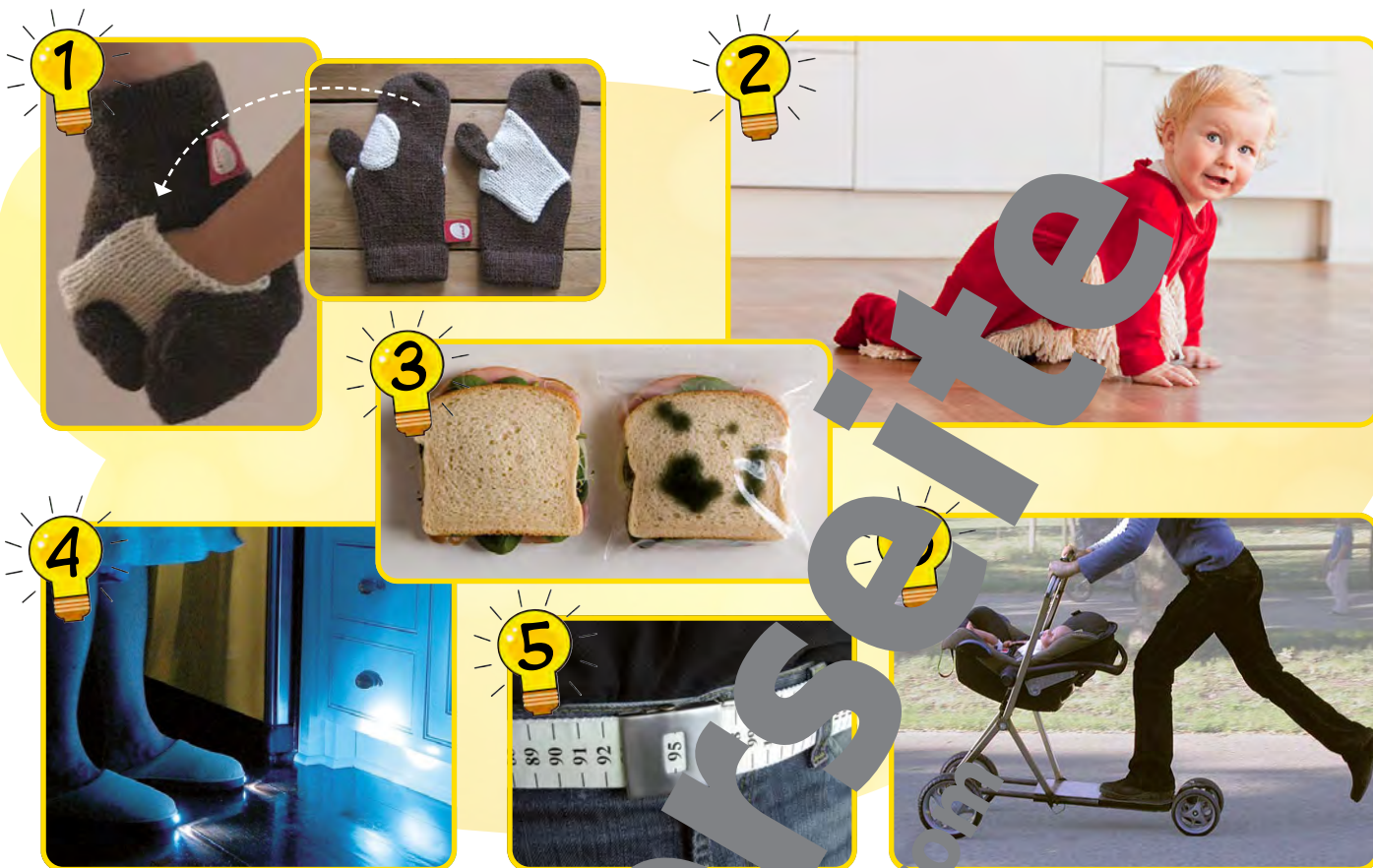


20

I bought a horse that cost a lot.
 And then I bought four more.



21 Look at these crazy inventions. Match each one with its short description.



- ☐ A tape measure that is also a belt.
- ☐ A pair of slippers with LED lights.
- ☐ A pram attached to a skateboard.
- ☐ A plastic bag with fake mould.
- ☐ A babygro* with cleaning pads attached to the arms and the legs.
- ☐ A pair of children's socks attached to a pair of adult gloves.

VOCABULARY: *mould – Schimmel; babygro – Krabbelanzug, Strampler

22 Work in pairs. Choose three of the inventions above. Think of a name for each one and decide who might buy it. Write your ideas on the table.

Name	Who is it for?
The baby-powered pram	Busy parents who don't have enough time for housework.

WRITING

23 CHOICES

A You have just read about an inventor on the internet. Write an email to your friend (60–80 words) in which you tell him/her what you've read.

- Say who the inventor is.
- Say what he/she invented.
- Say why you think it is an interesting/important/great invention.

B Search the internet for crazy inventions and describe two or come up with a crazy invention yourself and write a description (120–150 words). Write about:

- what the invention looks like
- who is interested in it
- who invented it
- where you can get it and how much it is
- what it is good for

GRAMMAR



Past simple and present perfect

You use the **past simple** to talk about something that happened in the past. You often use it in combination with markers like a date, a time period, a time of day, or signal words such as *last Monday/month/year, a week/year ago, yesterday*.

When Sadie was seven, she had an operation on both hips.

You use the **present perfect** to talk about something that has happened recently. You are not interested in the exact time. In general, you want to know if something took place at all, and not when exactly something happened. Signal words are: *ever, never, always, just*.

Sadie has had two operations.

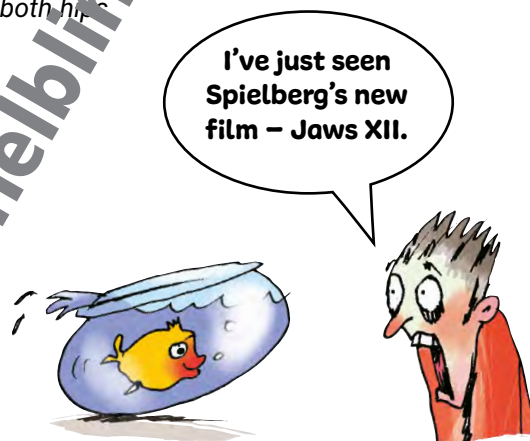
Sadie has won two more prizes.

Sadie has always spent a lot of time in hospital.



Circle the correct options.

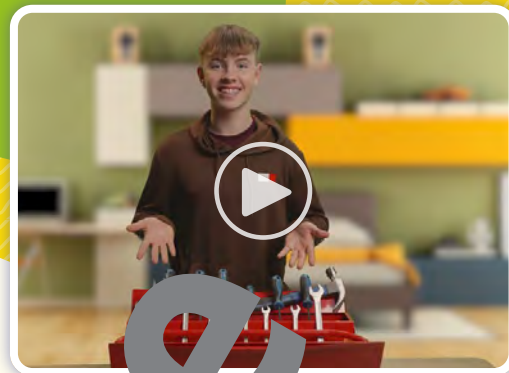
- 1 At the end of the school year, she *won* / *has won* first place in the Invention Convention.
- 2 Not every young inventor *was always* / *has always been* successful.



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

OUR YOUNG WORLD 4

▶ Luke's future plans



▶ 1 Watch the video. What invention has Luke already made?

▶ 2 Watch again and answer the questions.

- 1 What kind of things does Luke's grandpa tell him to dream of?
- 2 What two hobbies does Luke talk about?
- 3 What does Luke often do with his dad at the weekend?
- 4 What subjects does he need to study to be an engineer?
- 5 Where does he want to go to university?
- 6 What's special about the cat flap?

FIND OUT Work

3 Complete the sentences with the words in the box.

in
on
with
as
for

- 1 My mum works a lot of people 100!
- 2 I'm not sure exactly what I want to do but I'd like to work the film industry.
- 3 I'd like to work a multinational company when I finish university.
- 4 I'm working a project for my school teacher.
- 5 My dad works a teacher in the local high school.

Think about your future

4 Read about the three people and think of jobs that might be good for each of them.

DAVE really likes history. It's his favourite subject at school. He really likes sport and plays for the school football team. He is a very sociable person and likes talking to people. People always say they find him very interesting.

OLIVIA is very good at drawing. She spends a lot of time with a pencil in her hand. At school, she is very good in science and maths and she enjoys both subjects. She works well in a team and often has really good ideas. She also plays the violin in the orchestra.

SAM has an amazing imagination and his teacher says he writes the best stories. He has a few good friends but is quite shy and enjoys working on his own. He loves playing video games in his free time. His best subject at school is computer science.

TV
presenter

teacher

architect

computer
game
designer

CYBER PROJECT: Our future jobs

5 Think of someone you know who is very good at their job. Think about:

- what they work as/in
- who they work with/for
- why they are good at their job

Make a short presentation about this person. Produce a short video and show it to the class.

UNIT 9 My world

At the end of unit 9 ...

you know

- ☐ 16 words and phrases for teen activities
- ☐ how to use *be allowed to* and *let*

you can

- ☐ understand a text about the world of different teenagers
- ☐ understand a text about the Amish
- ☐ understand an interview with two Amish teenagers
- ☐ talk about permission and take part in a group discussion
- ☐ write a home report
- ☐ understand and write messages in a group chat

READING Understanding texts about different teenagers

1 Read the texts quickly. How do Amy and Sean help their local communities?

A helping hand

Teenagers trying to make a difference



I'm Amy. I'm 13 and live near Adelaide, which is the capital of South Australia. My parents have a small farm with a difference. It's a farm for children. They can come with their families or with their school and see what life on an animal farm is like.

They're allowed to feed the animals – and it's all very safe. My parents look after everything.

We let children see how to bottle-feed baby lambs or how to hatch chicks. But they aren't allowed to do these things without help from someone on the farm. Lots of people visit, but I also spend a lot of my time on another project: the Murray River.

Adelaide is one of the driest areas in the world so everybody needs a lot of water. Most of that water comes from the Murray River. The farmers want water for their fields, the people want water for their homes, the government wants water for the dams* to produce electricity. The problem is, there is less and less water in the river each year.

So I've organised a group to make people aware of this problem. We have a list of rules we want the politicians to make:

- Don't let farmers take out so much water from the river.
- People aren't allowed to take long showers.
- People aren't allowed to waste electricity.

One of the things we do is to take young children to see the river, so they can learn how important it is to protect it.

VOCABULARY: *dam – Damm





I'm Sean. I'm 14 and I live in Roundstone. Roundstone is a small village in the west of Ireland and we get lots of tourists because it's very beautiful. I live there with my mum and my dad and two brothers and one sister. My dad runs a ceramics shop, and many tourists buy presents there. Dad lets us help in the shop sometimes. And Mum sometimes works for film companies, because Roundstone is a great place for filming nature scenes. It's a pity we're never allowed to hang around the film sets. Mum doesn't let us do that. She's very strict about it.



My brothers and I are often asked to do other things anyway. We help our tourist office by taking tourists on tours of the village and the countryside around it. We aren't allowed to charge money for it, but sometimes tourists give us a tip or buy us an ice cream.

The other thing we do is help the older people of the village. When you're 75 in Ireland, you have to take a regular driving test every three years, and not everybody passes. Those who aren't allowed to drive their cars any longer still need food and stuff from the shops, so we ride our bikes to a town called Clifden, which has all the shops, and get the things they need for them.

2 Read the texts again. How many of these tasks can you do?

- 1 Amy's parents' farm only has sheep. T / F
- 2 At the farm, kids are always allowed to milk cows. T / F
- 3 Adelaide is a very dry town. T / F
- 4 The problem with the Gray River is
- 5 Amy's children go to the river so
- 6 Sean lives in Roundstone with
- 7 What are Sean and his brothers and his sister not allowed to do?
- 8 How do they help tourists?
- 9 Why do they help old people with shopping?

2/23



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



4 Get together in groups of three or four. Think of three questions you would like to ask Amy and Sean.

The old order Amish



The Amish are a group of Christian people that ¹..... to 1693. There are many different groups, but the ²..... community is the Old Order Amish. In 2022, there were over 370,000 Old Order Amish in the United States. They ³..... separate from other Amish people who they call 'beaters'.

The Amish are known for simple living, dress, pacifism and for being slow to adopt modern technology.

What is most important for the Amish? The ⁴..... are the ⁵..... of the Church (often called 'Ordnung') and family life.

The largest groups live in Pennsylvania, Indiana, and Ohio.

The most conservative Amish groups don't allow the use of machines such as tractors or cars. They believe in hard work using only your hands.

Of course, there are also groups of Amish people that are not so strict.

Read again and fill in the missing words from the box.

keep tractors strong technology go back rules

LISTENING

2/24



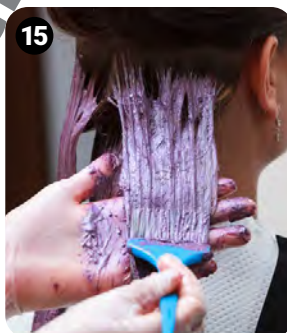
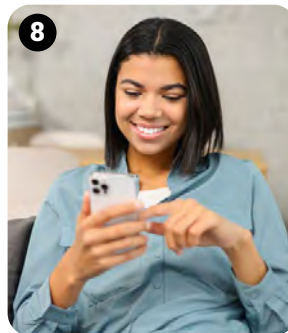
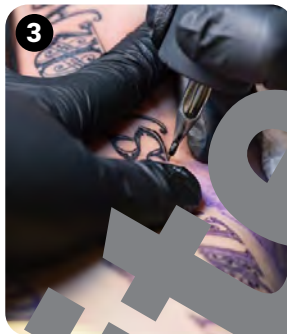
Listen to the interview and circle T (True) or F (False).



- 1 Linda is happy with her life. T / F
- 2 Linda doesn't use a mobile phone very often. T / F
- 3 The families in her church group often pray together. T / F
- 4 At the time of 'rumspringa' you're allowed to be a bit wild. T / F
- 5 Linda met her future husband during 'rumspringa'. T / F
- 6 Jacob likes very big cities. T / F
- 7 Jacob followed all the rules during 'rumspringa'. T / F
- 8 Jacob's family doesn't use electricity. T / F
- 9 Jacob never wants to see his family any more. T / F
- 10 Jacob likes a quiet life best. T / F

VOCABULARY Teen activities

8 Look, read and match.



- ☐ (purple)
- ☐ tattoo
- ☐ go to the disco
- ☐ buy your own clothes
- ☐ have a party at home
- ☐ scroll through your phone
- ☐ go to the disco
- ☐ ride your bike without a helmet

- ☐ come home after ten at the weekend
- ☐ turn your music up really loud
- ☐ eat too many sweets
- ☐ get a nose stud
- ☐ play video games all day
- ☐ watch TV after 10 o'clock
- ☐ wear earrings
- ☐ hang out in shopping centres

SPEAKING Talking about permission



9 Read the dialogues. Then act them out.

DIALOGUE 1

- A Are you allowed to stay up late and watch TV?
 B It depends.
 A What do you mean?
 B Well, I can stay up, but only on Saturdays.
 A Really? Until when?
 B Until eleven. What about you?
 A When there's a good film on, my parents let me watch it.
 B Even if it's a late-night film?
 A Well, if it's a really good film ... yes!

DIALOGUE 2

- A That's a beautiful tattoo.
 B Yes, I like it.
 A Yes, I do. I'm not allowed to have one. Did it hurt?
 B No, it didn't hurt at all. It's fake!
 A Where did you get it? I think I'm going to get one too.
 B To scare my mum.



10 Work in pairs. Use the prompts to make short conversations.

A Are you allowed to ... ?

... your parents let you ... ?

B Yes, but I'm not allowed to ...

B Yes, but they don't let me ...

✓ go to parties

✗ come home very late



✓ invite friends over
 ✗ make a lot of noise

✓ surf the internet

✗ use your phone in bed



✓ buy your own clothes

✗ dye my hair



✓ go to fast food restaurants

✗ eat fast food every day



11 Work in groups. Look at the pictures in **8**. Choose three questions. Ask your partners.



- A Are you allowed to get a nose stud?
- B No way!
- C Really? Why's that?
- B My parents hate them. They've already said no!
- A Well, I think my parents would let me, but I don't want to have a stud anyway.
- C Why not?
- A I don't think studs look cool. What about you?
- C I'm not sure really. My sister has a nose stud and I think it looks nice, but I don't want one for myself.

WRITING Writing a short report

12 Write a short report and read it out to the class.

In your group, one student isn't allowed to have a nose stud. His parents hate them. One student thinks her parents might allow it, but she doesn't think studs look cool and so she doesn't want to have one. Another student doesn't know if he wants to have a stud or not.

READING & WRITING

- 13** Read the thread from a group chat.
Draw the emojis in the spaces.



Robbie Have you heard the news? They aren't allowing kids in the park after 8 p.m. any more.



Ronja What! They can't do that!

Celina

Robbie The mayor says young people are causing too much trouble there. There was some trouble there last weekend. A group of teenagers were having a party and making a lot of noise and when some people asked them to stop, they were rude. And then somebody called the police. And when they finally left the park, there was loads of rubbish all over the place.



Conny It's unbelievable. Just because of the behaviour of some kids, none of us are allowed to go there any more. The problem is people are too quick to judge teenagers. I think some people want to believe we're all the same. They forget they were kids once too.



Celina The problem is that these kids who were making trouble will just go and find a new place to do it. They'll probably start hanging out in the town centre.

Robbie What should we do? Any ideas?

Ronja I think we should all write to the mayor and say what we think of his plan. We could send 10 emails a day!!!



Conny Good idea!

Robbie No, he's just a troublemaker and that's exactly why he's closing the park. We need to do something that shows him that we aren't all the same and that most teenagers are responsible. We can be trusted. How about we organise a meeting? We can meet in the park and clear up the rubbish.



Ronja Yeah – and then we can leave all the bags of rubbish outside of his house. That's a great idea! I love it!

Celina I like it, but maybe not the bit about leaving the rubbish outside the mayor's house. Hope you were joking, Ronja.

Ronja

Robbie Brilliant. How about this Saturday? Let's meet in the park at 9 a.m. My dad's got a friend who's a journalist at the local paper. I'll see if he can come along and do an article on us – something positive about young people for a change.



Celina Can't make it until 10, but I'll be there.

Ronja

Conny See you there!

- 14** Imagine you are part of the group chat. Write three entries for the discussion. Write an * in the thread above to show where they go.

SOUNDS RIGHT Weak sounds

2/25



15 Listen and repeat. Pay attention to the weak sound of the underlined parts.

- We aren't allowed to play in the street.
- I'm not allowed to get a tattoo.
- My brother and sister aren't allowed to go out.
- We can't watch television after eleven.
- We're leaving to go and live in another town.

WRITING

16 CHOICES

A You have been asked to hand in a short report on what you are (not) allowed to do at school. Write a text of 60–80 words. In your text, write down:

- three things that you are not allowed to do
- two things you are allowed to do
- one sentence about what you think of the rules

B Read the beginning of a chat thread and write five more responses. Consider the following:

- Each response should be short (max. 60 words).
- Each response should refer to the one before it.
- Only one response can be an emoji.

Have you heard the news? The headmaster says we aren't allowed to take our phones into school as from Monday!!!



GRAMMAR

be allowed to / let

You use **be (not) allowed to** to say when you are or aren't allowed to do something or don't have permission to do something.

I'm not allowed to go out when it's dark – my parents say it's too dangerous. *We aren't allowed to play ballgames there.* *Are you allowed to have parties at home?*



Match:

- You use **be allowed to** to say ☐ you don't have permission to do something.
- You use **be not allowed to** to say ☐ you have permission to do something.

How to form permission + be allowed to + verb

You use **(not) let** to say when someone gives or doesn't give permission to do something.

When there's a good film on, my parents let me watch it. *I think my parents will let me have a stud anyway.*

Negation.

My parents don't let me dye my hair. *They don't let me eat fast food every day.*



Now go back to page 74. Check ☒ with a partner what you know / can do.



THE GIRL NEXT DOOR 5



The visitor

Developing speaking competencies

Language function

☐ I can make offers

Speaking strategy

☐ I can accept offers

2/26



- 1 Watch or listen to the dialogue. Then read it.
What is the final thing that Kate offers to do?

Kate So, why did you want to see me, Tom?
What's up? You look worried.

Tom I am. Mum's just told me.

Kate Told you what?

Tom We've got a visitor next week. And I've got to look after her.

Kate So? What's the problem?

Tom Did you hear what I said. Her – I've got to look after her. It's a girl. Bianca.

Kate Oh don't be so silly. Who is she any more?

Tom Remember I told you my mum lived in Brazil for a few years when she was younger. Well, she's the daughter of one of my mum's Brazilian friends.

Kate Would you like me to help you?

Tom Would you? That would be great.

Kate So what are you so worried about?

Tom Well, she's from a hot country. She'll freeze over here.

Kate I'm sure she's thought of that, Tom. But, if not, then I could lend her some of my clothes if you like.

Tom What if they don't fit?

Kate Tom,



Tom Sorry. That would really help. But is there another thing. What if her English isn't very good? How am I going to talk to her?

Kate I'm sure her English will be fine. But, listen. Why don't I talk to Laura from school. She's from Portugal.

Tom Really? Thanks, Kate. That's a great idea.

Kate It's no trouble. I'm sure you'll have a great time.

Tom Yeah, but the worst thing is she's going to stay in my bedroom. That means I've got to sleep on the sofa.

Kate Do you want me to ask my parents if she can stay with us? She could sleep in my room with me.

Tom Kate, what would I do without you?

- 2 Complete the sentences.

- 1 Tom is worried because
- 2 The visitor is from
- 3 Tom is worried she'll think the UK is
- 4 Kate says she can borrow
- 5 Tom is also worried he won't be able to
- 6 Kate reminds him that Laura
- 7 Tom is most worried because he has to
- 8 Kate is going to talk with

USEFUL PHRASES Making offers

3 Complete with the verbs in the box. ask help talk lend

Kate Would you like me to ¹..... you?

Kate I could ²..... her some of my clothes if you like.

Kate Why don't I ³..... to Laura from school.

Kate Do you want me to ⁴..... my parents if she can stay with us?

? What do you think? Answer the questions.

- How will Kate and Bianca get on?
- Will the visit be a success?

MOBILE HOMEWORK

Watch part 2 of the video and complete Kate's diary

TO DO:

- Go to book shop and buy a ¹.....
→ Done – Pick up on ².....
- Sort clothes out for Bianca – ³..... and
- Get Brazilian snacks from shop in

UPDATE:

Don't believe it! Bianca is ⁵..... because ⁶.....

SPEAKING STRATEGY Accepting offers

4 Complete the sentences. Tom the dialogue in **1**.

1 Kate Would you like me to help you?

Tom W.....

2 Kate I could lend her some of my clothes.

Tom T..... W..... r..... h.....

3 Kate Why don't I talk to Laura from school. She's from Portugal.

Tom P..... Thanks, Kate.

4 Kate Do you want me to ask my parents if she can stay with us?

Tom Kate, W..... I d..... W.....
y..... ?

5 **PAIRWORK** Work in pairs. Look at your role cards. Take 4–5 minutes to practise your dialogues. Don't write it down. Act it out for the rest of the class.

Student A

You are going to spend a month with your Spanish penfriend next week. Make a list of all your worries and of all the things you still need to do before you go. Tell your partner about these things.

Student B

Listen to your partner's worries. Offer to help.

UNIT 10 Know your rights!

At the end of unit 10 ...

you know

- ☐ 5 verb phrases for getting your message across
- ☐ 8 words and phrases for being green
- ☐ how to talk about past and future ability and permission

you can

- ☐ understand a documentary
- ☐ understand a play
- ☐ discuss a problem and get organised
- ☐ make suggestions
- ☐ understand a radio show and a TV programme about equal rights
- ☐ understand and conduct an interview about children's hopes and heroines
- ☐ design a leaflet

Teen Talk 5

1 a Watch the video. How much of this information do you already know?

b Watch again. Which of these topics are mentioned?

- | | | | |
|---------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> family | <input type="checkbox"/> education | <input type="checkbox"/> work | <input type="checkbox"/> friends |
| <input type="checkbox"/> sport | <input type="checkbox"/> opinions | <input type="checkbox"/> play and | <input type="checkbox"/> pets |



2 Which of the rights in the video do you think are most important? What other rights of the child do you think there are (or should be) with a partner.



VOCABULARY Getting the message across

3 Match the expressions with the pictures.



- 1 to go on a protest march
- 2 to send out emails
- 3 to hand out leaflets
- 4 to sign a petition
- 5 to organise a meeting

READING LIST

4 Read part of the story.

Let's take some action!



Scene 1 Going for a picnic

Elif Why don't we go to the fields?

Nick Good idea. Let me just get my bike and something to drink.

May Hurry up. We wanted to leave 20 minutes ago!

Nick I know. I couldn't leave earlier. I'm sorry.

Elif That's OK.

Scene 2 In the fields

Elif Really? That can't be true.
May 40 cottages here in the fields? Do you know anything about it, Nick?
Nick No, I don't.
May But your dad's on the council. Are you sure you don't know anything?

Nick Believe me, I don't. I haven't been able to talk to him for a few days. He's been so busy recently.
Elif Go and talk to him, Nick.
Nick Sure. As soon as we get home.



Scene 3 Nick talks to his dad

3/1



5 What do you think Nick's dad will say? Listen to scene 3 and check. Then answer the questions.

- 1 What does Dad say about the 40 cottages? What does Dad think is good about the project?
- 2 What does he say will happen to the trees?
- 3 What are the problems Nick says the project will cause?

6 Read part 2 of the play.

Scene 4 Taking action



Nick So that's what my dad said.
Elif We've got to take some action.
May Right. We've got to send out emails and organise a meeting with people from the town. Let's ask people to sign a petition. And we can hand out leaflets in town, and post pictures and comments on social media. And we can ask everyone to go on a protest march with us.
Elif Do you think we've allowed enough time?
Nick Well, let's start with the kids at school. We can ask for a school assembly to explain to them what our plans are.
May Good plan. Let's do that.

Scene 5 The meeting at school

Jack That meeting at school was great.
Elif Yeah. I think most kids will support us.
Jack I spoke to my older brother. He'll be able to print 1,500 leaflets for us, so we can inform people about our protest.
Elif Great. And let's organise a protest march for next Friday. We can use the leaflet to tell people about that too.



Scene 6 After the protest march

Nick There were more than 200 people at the march. Now my dad says there's going to be a public meeting in the town hall next week. The investor will be there as well.
May I've heard they're working on some kind of compromise.
Jack Oh, really? Well, quite a lot of the people are against the project. No wonder the politicians are trying to find a way out of the dilemma.
Elif I'm not sure a compromise is what we want. I think we should take more action. Who knows? I still think we'll be able to stop the project.



Scene 7 The compromise

3/2



7 What do you think? Will there be a compromise? If so, what will it be like? Listen to scene 7 and check.

8 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 The group of friends go to the fields to
- 2 They see a poster and learn that there are plans to
- 3 Nick promises to talk to his dad who
- 4 When the kids hear about the cottage project, they
 - ☐ take action straightaway to protest against the building plan.
 - ☐ decide to start by informing the students at their school first.
 - ☐ decide to talk to the members of the town council.
- 5 After the meeting at their school, the young people
 - ☐ are optimistic about what most other students think.
 - ☐ don't know how they'll manage to get some leaflets printed.
 - ☐ start the preparations for a protest march.
- 6 The group of friends believe that after the protest march,
 - ☐ all the problems will be solved through a compromise.
 - ☐ the politicians are looking for a solution to the problem.
 - ☐ the investor will say they're giving up the plan.
- 7 Which side of the argument do you agree with? Give reasons.
- 8 How realistic is it that in real life a group of teens would act like this? Give reasons.
- 9 Do you think a good compromise was achieved? Why (not)?

9 Check your answers with a partner.

SPEAKING

Discussing a problem and making suggestions

3/3



10 Listen to the dialogues. Put them in order in pairs.

DIALOGUE 1

- Lisa** Have you heard the latest?
- John** No, what is it?
- Lisa** They want to cut down the old tree in front of the school.
- John** That's what I'm hanging out about.
- Lisa** We've got to do something.
- John** Let's organise a meeting.

DIALOGUE 2

- Anna** There's been another accident in our street.
- Jerry** Not again! We need traffic lights there. It's not safe for the kids.
- Anna** Let's organise a petition.
- Jerry** Right. And how about writing hundreds of emails to the city council?
- Anna** Good idea.
- Jerry** And if that doesn't help, we can organise a protest march.
- Anna** Great!



11 Work in pairs. Make similar dialogues. Here are some ideas:

- There have been several car accidents in front of the school.
- All the school computers are old and they don't work very well.
- The school library is not open any more in the afternoon.



12 Practise the sound 'p'. Listen, then say the sentence as fast as you can!

If people have a protest march, and if parents put pen to paper and sign the petition, and if Presley's brother Paul prints leaflets for the public meeting, then they can save part of the place for playing, peace and quiet and picnics.



VOCABULARY How green are you?

13 Match the sentences and the pictures.



- ☐ Don't drop litter in the streets.
- ☐ Recycle paper, glass, plastic and cans.
- ☐ Save water.
- ☐ Save energy.
- ☐ Don't buy a new bag at your supermarket. Bring your own.
- ☐ Don't ask your parents to drive short distances. Ride your bike or walk.
- ☐ Buy locally produced food.
- ☐ Don't leave bottles or cans on the beach.

14 Read the questionnaire and write your answers. Then check how 'green' you are.

How 'green' are you?

1 I ... save water.

- a ☐ always c ☐ hardly ever
b ☐ sometimes d ☐ never

2 We ... buy locally produced food.

- a ☐ always c ☐ hardly ever
b ☐ sometimes d ☐ never

3 I ... take a basket or cloth bag when shopping.

- a ☐ always c ☐ hardly ever
b ☐ sometimes d ☐ never

4 I ... take glass bottles to the bottle bank.

- a ☐ always c ☐ hardly ever
b ☐ sometimes d ☐ never

5 I ... leave litter behind when leaving the beach.

- a ☐ never c ☐ sometimes
b ☐ hardly ever d ☐ always

6 I ... throw paper, wrappings, plastic bottles into the street.

- a ☐ never c ☐ sometimes
b ☐ hardly ever d ☐ always

7 I ... put paper into special containers to be recycled.

- a ☐ always c ☐ hardly ever
b ☐ sometimes d ☐ never

8 I ... ask my parents to drive me short distances.

- a ☐ never c ☐ sometimes
b ☐ hardly ever d ☐ always

You ticked **a** at least six times: You are really 'green'.

You ticked **b** at least six times: Well done! You are quite 'green'.

You ticked **c** at least six times: You probably know what you should do, but you are too lazy.

You ticked **d** at least six times: You are a litterbug. You are not 'green' at all.



- 15** Listen to a radio show in which a reporter interviews a teacher about a project on women's suffrage. Answer the questions.

- 1 What does 'suffrage' mean?
- 2 What did the girls and their teacher research first?
- 3 What did they find out about women's suffrage in
– the UK? – the US? – Switzerland? – Kuwait?
- 4 Why did they like the project?
- 5 What is their next project about?

- 16** Read about the history of women's rights in Austria. Get together in groups and underline the three facts that are most surprising for you.

DID YOU KNOW ... ?

In the early 20th century, women in Britain, Australia and the USA wanted the right to vote. These women were called 'suffragettes' and they had their own newspaper, called *The Suffragette*.

MEN AND WOMEN = equal rights?

Did you know that there are countries where men still vote much against women driving cars? It may sound like a joke, but for women in some parts of the world it isn't. It's real, and it's hard to believe.

At least in Europe, you might say, men and women have the same rights. Well, statistics show that this is not always the case. For example, women do not always get the same amount of money for doing the same kind of work. And often a job goes to a man although there is a woman who is better qualified for it.

In many countries, women have had to fight for their rights over the years. Even in Austria, women haven't always been allowed to do what men have. See for yourself.

- Until **1869**, girls were only allowed to go to school for a maximum of six years. From **1869**, they could go to school for eight years, but they had to learn different things from boys (they had to learn needlework, and learning to sew, for example).
- In **1872**, girls were allowed to pass the final exams ('Matura') for the first time, but they couldn't take the exam at their school – they had to sit for it as 'Externisten' at a boys' school. However, girls were still not allowed to attend university.

- In **1892** saw the first 'Gymnasium' for girls in Austria. At the same time, there were 7 'Gymnasien' for boys. It wasn't until **1906** that girls could take the same exams as a boy and go to university.
- In **1918**, women were allowed to vote for the first time.
- Until **1949**, female teachers were not allowed to marry. (They also earned 10% less than men and had to pay more taxes.)
- Until **1975**, women were not allowed to have a job unless their husbands gave their permission.
- In **1993**, a law was passed that said that men and women have to be treated as equals.

The situation is much better nowadays, but will men and women ever have the same rights completely? Here is some food for thought:

"Human rights are women's rights, and women's rights are human rights."

Hillary Clinton



In 1897, Gabriele Possanner von Ehrental became Austria's first female medical doctor.



17 In groups, discuss the questions below. Come up with three suggestions. Present your ideas to the class.

- What rights should girls have that they have not got yet?
- Are there any rights boys should have that they have not got yet?

Useful language:

We believe that ...
girls should have the right to ...
girls (also) must be allowed to ...
it should be forbidden to ...

18 Read about two famous women who stood up for their rights. Summarise what they each did in one sentence.

ROSA PARKS

When Rosa Parks (1913–2005) refused to give up her seat on the bus to a white man on December 1st, 1955, she wasn't just tired from work. She was also tired of getting up again and again for white men who wanted her seat. The rest is American history – her arrest, a 381-day bus boycott, and, finally, in November 1956, the decision that it was illegal to have different seats for white people and African-Americans. Finally, African-Americans could sit on a bus, the same as white people.



MALALA YOUSAFZAI

15-year-old Malala was walking home from school one day in 2012 when she was attacked and nearly killed by a gunman*.

Her 'crime' was speaking out for girls' rights to go to school in her country.

She survived the attack and her family found safety in the UK.

She started the Malala Fund which continues her fight for education for women all over the world. In 2014, when she was 17, she was given the Nobel Peace Prize for her work.

VOCABULARY: *gunman – Bewaffneter, Schütze

3/6



19 Listen to three interviews about children's favourite heroes and heroines. Fill in the grid.

	Who?	Why?
	1	2
John	3	4
Natasha	5	6

WRITING

20 CHOICES

A A friend has shown you the "Make cycling safe" leaflet. She has asked you to design another leaflet about safety. In your leaflet say:

- how important regular checks of your bike are
- how important good brakes are
- how important what you are wearing is

B Design a leaflet for something you want to stand up for. Make sure:

- find a good slogan
- say what it is all about
- say what you are planning
- use a size A4 leaflet
- come up with a good layout



GRAMMAR

Past ability and permission:
could, was/were able to and was/were allowed to

Read the examples. Complete the rules. Write could/couldn't or was(n't)/were(n't) able to.

They **couldn't** take the exam at their school.
Finally, African-Americans **could** sit on a bus with the same as white people.
We **were able to** stop them this time.
They **weren't able to** get their bikes back.

You use 1..... to say that something was generally possible or allowed in the past.

You use 2..... to say that someone didn't have the ability to do something at a certain point in the past.

Was(n't)/were(n't) allowed to means someone didn't have the permission to do something in the past.

From 1970 onward, women **were allowed to** attend university, but they **weren't allowed to** study all subjects.

Future and present perfect ability and permission

They **won't be allowed to** have a supermarket there.

Even in Austria, women **haven't always been allowed to** do what men have.

My older brother **will be able to** print 1,500 leaflets for us.

We won't be allowed to play football there any longer.

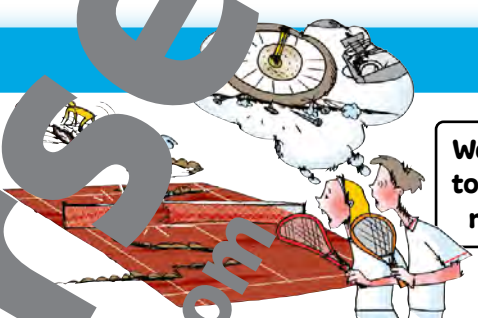
I still think **we'll be able to** stop the project.

We **haven't been able to** discuss everything in detail yet.

How to form it:

Future – will (won't) be able to + base form of the verb

Present perfect – have(n't)/has(n't) been able to + base form of the verb




Now go back to page 84. Check ☒ with a partner what you know / can do.

OUR YOUNG WORLD 5

Ruby's school spending dilemma



 **1 Watch the video. What did the school spend the money on?**

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

- 1 Who gave the money to the school?
- 2 Who did he say should be involved in the decision on spending it?
- 3 How did the kids want to spend the money?
- 4 How did the parents want to spend the money?
- 5 How did the teachers want to spend the money?
- 6 Who made the final decision?

FIND OUT Social groups

3 Answer the questions.

- 1 There were three different social groups involved in Ruby's story. What were they?
 - a
 - b
 - c
- 2 Why do you think they all had different ideas on how to spend the money?
- 3 Why did the headteacher find it difficult to make a final decision?

Different ideas



4 Work in pairs. For each of the situations below, think of the different social groups that might be involved. Say how they might feel about the plan.

- A local businessman wants to build a golf course on some beautiful green fields outside a small town.
- A football club wants to sell its top player to a rival football team.
- The town council wants to put all the homeless people in a local hotel.

CYBER PROJECT: A debate



5 Choose one of the situations in 4 and prepare for a debate.

- Divide into groups, one for each of the social groups involved.
- Each group plans its argument in support of their concerns.
- Take turns to present your arguments.
- Listen to what other groups have to say.
- Video the debate.

UNIT 11 The Golden State

At the end of unit 11 ...

you know

- ☐ 8 words for describing places and sights in Death Valley
- ☐ how to use the present perfect continuous

you can

- ☐ understand information in a commercial
- ☐ understand a quiz and a blog about California
- ☐ understand an interview in a magazine
- ☐ understand a story about a holiday in Death Valley
- ☐ understand information from a tourist website
- ☐ look at your holiday
- ☐ write a postcard
- ☐ write a text about places you would like to visit

LISTENING Understanding information in a commercial

3/7



- 1 Listen to the commercial. Number the places in the map you hear them.





2 Listen again and complete the missing information.



- 1 The Levi's Stadium – home to the San Franciscoers.
- 2 The Hollywood Walk of Fame in
- 3 El Capitan in Yosemite. You might see tall.
- 4 Redwood National Park – some of the trees are tall.
- 5 Death Valley – where the temperature has reached Monterey – we're off to see a

READING & LISTENING



3 Do the quiz. Then listen and check your answers.

How much do you know about California?

- 1 How many people live in California?
a) about 20 million b) about 30 million c) about 40 million
- 2 Which city is the state capital of California?
a) Los Angeles b) Sacramento c) San Francisco
- 3 How many Californians were born in the US?
a) 10% b) 20% c) 25%
- 4 What year did California make statehood?
a) 1850 b) 1860 c) 1950
- 5 How many earthquakes does California have every year?
a) 10,000 b) 100,000 c) 1 million
- 6 The lowest point of the US is in Death Valley National Park. How many metres below sea level is it?
a) 26 m b) 56 m c) 86 m



- 7 What is California sometimes called?
a) the Beach State b) the Golden State c) the Film State
- 8 What is California's biggest export?
a) wine b) almonds c) oranges
- 9 Which of these things were invented in California?
a) Barbie dolls b) skateboards c) the internet
- 10 What creature is on the state flag?
a) a grizzly bear b) a whale c) an eagle



4 Read the interview with Olivia.



← Home from home →

A few months ago, Olivia Thornbury's mother, Claire, got a job as a programmer in Silicon Valley, so she moved to California with her 15-year-old daughter from Manchester in England. Amelia, a classmate of Olivia's from her previous school in Manchester, has interviewed her for the school magazine.

Amelia How long have you been living in California, Olivia?

Olivia A bit less than half a year.

Amelia And where do you live?

Olivia In Silicon Valley, but everybody calls it 'The Valley' here, just as they call San Francisco 'The City'. Actually, we lived in San Francisco at first, and my mum commuted* to the Valley every day. But she really didn't like driving for more than two hours every day, or much longer when the traffic was bad. So we moved. We've been here for about six weeks now.

Amelia How do you like living in your new place?

Olivia We've got a awesome house. It has windows over the place, as many of the houses here do. The weather here is so beautiful. Most of the time, it's sunny and warm. Californians want to feel as though they're ALWAYS outside! And when you walk round, it's not uncommon*

to hear many different languages in the street, such as a mix of different accents, which is awesome. It always reminds me that people don't only exist outside of our little world, that the world is huge and wonderful. And people are so nice here! I've never heard anybody complain about the place.

Amelia Your mum works as a programmer, and Silicon Valley is the world's most famous place for IT companies. How does that feel?

Olivia It's great. I'm so proud of Mum and it's fascinating to hear her talking about her work. But I seriously need to stop acting like I've just met a celebrity when I meet someone who works (or has worked) at Google or Meta. Because that's pretty normal around here. But STILL – it is awesome! Oh, and another thing. The techies – as they call themselves – speak a funny language sometimes.

Amelia What do you mean?

Olivia Well, I'll give you an example. They use 'bandwidth' for 'time'.

Amelia 'Bandwidth' for time? What does that mean?

Olivia Let me give you an example. My mum said the other day, 'I don't think I have the bandwidth for this! I think I'd need some help'. He didn't mean that he needed help because his internet connection was slow. He meant that he hadn't got enough TIME ...

Amelia What other things are you finding different in California?

Olivia Well, fruits and vegetables are fresher. A lot of the fruit you buy from the grocery store is actually local, so you can really taste the difference in freshness. There are farmers' markets on nearly every corner too. And then there's the best avocado in the world – it's like butter! I've been eating avocado every day since we first came here. Before I didn't even like it. Californians put avocado into everything!

Amelia And finally, is there anything that is completely different from how you imagined it?

Olivia Yes, boots. All the girls wear boots. And it's summer now and really hot. 'Why would I need boots in sunny California?' I thought, and left mine at home. Big mistake. Everyone wears boots. I look silly in my flip-flops. But now you have to excuse me. I'm on my way to our garage.

Amelia Sorry?

Olivia Yes, I'm building the next multi-million dollar tech company!

Amelia In your dreams!

VOCABULARY: *commute – pendeln;
uncommon – ungewöhnlich

5 How many of these tasks can you do?

- | | |
|---|--|
| <p>1 Olivia has been living in Silicon Valley for</p> <p><input type="checkbox"/> almost six months.</p> <p><input type="checkbox"/> a month.</p> <p><input type="checkbox"/> one and a half months.</p> <p>2 Olivia's house</p> <p><input type="checkbox"/> is different from other houses in Silicon Valley.</p> <p><input type="checkbox"/> has a lot of glass.</p> <p><input type="checkbox"/> is very warm.</p> <p>3 Most Californians</p> <p><input type="checkbox"/> speak more than one language.</p> <p><input type="checkbox"/> are happy living there.</p> <p><input type="checkbox"/> complain about the weather.</p> | <p>4 Olivia meets a lot of famous people in Silicon Valley. T / F</p> <p>5 Californian avocados are delicious but quite hard. T / F</p> <p>6 Olivia didn't buy boots with her from the UK. T / F</p> <p>7 How happy do you think Olivia is, living in California?</p> <p>8 Which of these does she talk about sounds most attractive to you?</p> <p>9 What would you miss most about California if you moved to another country?</p> |
|---|--|

3/9



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

VOCABULARY Places and sights in Death Valley

7 Match the words with the definitions.

- | | | | |
|----------------------|------------|----------------|----------|
| 1 dry | 3 to spot | 5 headquarters | 7 ridge |
| 2 you have no signal | 4 backpack | 6 dirt road | 8 canyon |

- | | |
|---|--|
| <input type="checkbox"/> rucksack | <input type="checkbox"/> the top of a mountain |
| <input type="checkbox"/> deep valley with steep sides of rock | <input type="checkbox"/> your mobile phone doesn't work here |
| <input type="checkbox"/> road made of hard earth | <input type="checkbox"/> without water |
| <input type="checkbox"/> to notice (someone) | <input type="checkbox"/> main buildings or offices |



LISTENING Understanding a story about a holiday in Death Valley

3/10



8 Now listen to Christine's story about a dramatic adventure in Death Valley and answer the questions.

- What sort of car do Oliver and Christine rent?
- What do they want to take photos?
- What did they stop the car?
- What do they do then?
- How much water did they take with them?
- What did Oliver do when they found out that they were in the wrong canyon?
- What did Christine do?
- How was Christine rescued?

DID YOU KNOW ... ?

Death Valley is about 320 km northeast of L.A. The valley is situated between two mountain ranges. It gets less than 5 cm of rain a year and is very hot – often up to 50 degrees in the summer months. In 1849, during the gold rush in California, a group of gold diggers got lost in this valley and died of thirst – that's why it's called Death Valley.

9 Read the website. Which of these things would you like to do most and why?

TRAVEL BUG

DESTINATIONS

PLAN YOUR TRIP

NEWS & ADVICE

SUBSCRIBE



Four things to do in San Francisco



1 Walk across the Golden Gate Bridge

The Golden Gate Bridge was first opened in 1937 and its famous 230 m tall orange towers have become one of the most familiar sights in San Francisco. With the sea and nature on one side and the city on the other, a walk over this bridge is spectacular. People take more photos of the Golden Gate Bridge than any other bridge in the world ¹ ☐.



2 Take a ferry to Alcatraz Island

Alcatraz was once a lighthouse helping to keep ships lost in the fog safely away from the shore. In 1870, it became one of the most famous prisons in the world. Only five men ever escaped from 'the Rock', but as they were never seen again, they probably all drowned. These days, you can go on a guided tour while listening to the stories of some of the famous criminals ² ☐.



3 Have a picnic in Golden Gate Park

Bigger than New York's Central Park, Golden Gate Park is home to many famous buildings in San Francisco, including a museum and an academy of music. It's a perfect place to have a picnic and enjoy the views ³ ☐. On Sundays, the road that runs through it is closed to cars, and cyclists and roller skaters take over.



4 Walk down Lombard Street

Lombard Street is the craziest street in San Francisco and maybe in all of the US, too. This zigzag road turns sharply eight times from top to bottom. For the complete experience, take one of the famous San Francisco trams to the top. Enjoy the view and then walk down while you look at the amazing houses. Even better, why not hire a bike and ride down this road yourself – ⁴ ☐.

10 Read again. Put the phrases in the correct places. There is one extra phrase.

- | | |
|---|--|
| A who spent time there | D while relaxing in one of the many gardens |
| B it'll be a journey you never forget | E and once you see it, you'll understand why |
| C but these days it is closed to tourists | |

SOUNDS RIGHT Interpretation

3/11



11 Match the beginnings of the questions. Then listen and check.

- | | | |
|---------------------------------------|---|-------|
| 1 How long did you spend there? | <input type="checkbox"/> go first? | ↑ / ↓ |
| 2 Where did you go? | <input type="checkbox"/> a good time? | ↑ / ↓ |
| 3 Did you go on a guided tour? | <input type="checkbox"/> over the bridge? | ↑ / ↓ |
| 4 Did you walk down Lombard Street? | <input type="checkbox"/> come back? | ↑ / ↓ |
| 5 Did you see the Golden Gate Bridge? | <input type="checkbox"/> sightseeing? | ↑ / ↓ |
| 6 Did you go to Alcatraz Island? | <input type="checkbox"/> spend there? | ↑ / ↓ |
| 7 When did you go? | <input type="checkbox"/> a guided tour? | ↑ / ↓ |

3/11



12 Listen again and repeat the questions. Does the voice go up or down at the end of each question? Circle the correct arrows in 11.

SPEAKING Talking about your holiday



- 13** Imagine that you have come back from a holiday. Choose 5 places (cities, parks, attractions, etc.) that you went to see. In pairs, ask and answer questions. Use the questions in **11** to help you.



WRITING

14 CHOICES

A Here's a postcard that Megan wrote to a friend in the UK. Read it and imagine you are that friend. Write a postcard back (60–80 words). In your postcard:

- react to what she's saying
- write about what you're doing
- suggest when you could meet again



B Search the internet for more information about California. Write a text (120–180 words) about places you would like to visit. Don't forget to add some photos to the page. In your text, include information:

- on the place you'd like to visit
- on where it is in California
- on the reason(s) why you would like to visit these places
- on how long you want to stay there
- on who you think might like the places too

GRAMMAR



Present perfect continuous

How to use it:

You use the present perfect continuous to say what someone has been doing or what has been going on for some time.

How long have you **been living** in California, Olivia?

I **have been living** here for about six weeks now.

I **have been eating** avocado every day since we first came here.

How to form:

Person + **have, has + been + -ing form of the verb**



Now go back to page 92. Check ☒ with a partner what you know / can do.



THE GIRL NEXT DOOR 6



The adventure

Developing speaking competencies

Language function

☐ I can ask for information

Speaking strategy

☐ I can ask for more information



3/12



1 Watch or listen to the dialogue. Then read it.



- Tom** Now, it's not the quickest way to get to Chichester. But trust me, you'll love it. And besides, there are hardly any steam train lines left.
- Kate** But do you really need to go to the information desk? I can get it all on my phone! Oh, he's gone.
- Tom** Hello. We want to go to Chichester using the Bluebell steam service. And we need some information.
- Assistant** Sure. How can I help you?
- Tom** So, let's see. How long does it take to get there?
- Assistant** It's about two hours.
- Tom** Really? It's not that far.
- Assistant** Yes, you have to change at East Grinstead on the main line services, I'm afraid.
- Tom** And how much is a return with a young person's railcard?
- Assistant** £8.40.
- Tom** That's not bad. And what time is the next train?
- Assistant** It's at 10.45.
- Tom** Oh, that gives us thirty minutes. And if we want to come back at around 7 p.m., what train should we get?
- Assistant** There's one at 17.44.
- Tom** And what's the next one after that?
- Assistant** 18.44. They're every hour until 20.44. Then that's the last train. Would you like a copy of the timetable?
- Tom** No, it's OK. I'm writing it all down. OK, I think that's all. No. Actually, there is another thing, can you get food on the train?
- Assistant** Not on this one. But there's a café on the platform.
- Tom** Can we have two returns, please?
- Assistant** Sure, that'll be £16.80.
- Tom** And, sorry, just one more thing. What platform does the train leave from?
- Assistant** Platform 1. Here are your tickets. Have a nice journey.
- Tom** Thanks. Come on, Kate, let's get something to eat before we get on the train.
- Kate** Finally!

2 Complete the sentences with the missing numbers and times.

- It takes hours to get to Chichester by train.
- The journey involves change.
- It costs to get there and back.
- Tom decides to get the train at
- The time now is
- The last train back is at
- Tom pays £..... for the tickets.
- They have to go to platform to catch the train.

USEFUL PHRASES Asking for information

3 Match the questions and answers.

- | | |
|--|---|
| 1 How long does it take to get there? | <input type="checkbox"/> It's £8.40. |
| 2 How much is a return with a young person's railcard? | <input type="checkbox"/> Not on this one. |
| 3 What time is the next train? | <input type="checkbox"/> It's 15.15. |
| 4 Can you get food on the train? | <input type="checkbox"/> Platform 1. |
| 5 Can we have two returns, please? | <input type="checkbox"/> It's about two hours. |
| 6 What platform does the train leave from? | <input type="checkbox"/> Sure, it will be £16.80. |

? What do you think? Answer the questions.

- Will they catch the train?
- How do they spend the rest of the day?

MOBILE HOMEWORK

Watch part 2 of the video and put the events in Karen's diary in order.

- ☐ Took a photo of Tom's paper – he realised he had to start using technology.
- ☐ Tom lost all the train info.
- ☐ Found out my phone had no battery.
- ☐ We started thinking about going back home.

SPEAKING STRATEGY Asking for more information

4 Complete. Then check with the dialogue in 1.

- Tom A..... the next one after that?
- Tom I think that's all. No. A....., t..... i.....
a..... t....., can you get food on the train?
- Tom S..... o..... m.....
..... What platform does the train leave from?

5 ROLE PLAY With a partner. Take 4–5 minutes to practise your dialogue. Don't write it down. Act it out for the rest of the class.

Student A
You want to go to London by train. Find out about: the length of the journey, number of changes, cost of a ticket, times of the trains there and back, if you can get food on the train and the platform.

Student B
You want to go to London by train. Find out about: the length of the journey, number of changes, cost of a ticket, times of the trains there and back, if you can get food on the train and the platform.

UNIT 12 Natural disasters

At the end of unit 12 ...

you know

- ☐ 9 words for natural disasters
- ☐ 7 phrases to talk about fire safety
- ☐ how to use the present and past simple passive

you can

- ☐ understand a documentary
- ☐ understand a factual text about volcanoes
- ☐ understand a magazine article about disasters
- ☐ understand a radio interview
- ☐ prepare your choices
- ☐ write a message/story about a natural disaster

Teen Talk 6

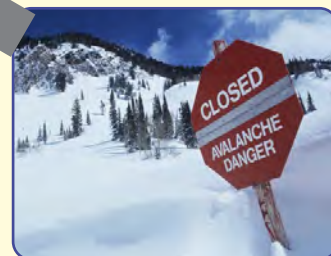


1 a Watch the video. What does it tell you?

- ☐ facts about avalanches
- ☐ how to survive an avalanche
- ☐ both

b Watch again. Choose the correct option.

- 1 Austria / Switzerland has the most avalanches in Europe.
- 2 Every year in Switzerland, around 20-25 houses are destroyed by avalanches.
- 3 In January 2017, a hotel / school was hit by an avalanche in Rigopiano in Italy.
- 4 If you are in an avalanche, you should shout / swim.



VOCABULARY: *research – Forschung, Recherche



2 Work in pairs. How many of the facts and tips in the video can you remember? Tell your partner.

VOCABULARY Natural disasters

3/13

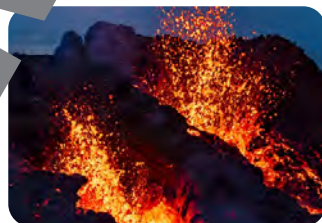


3 Write the words under the pictures. Then listen and check.

- | | | |
|---------------|--------------|---------------------|
| an earthquake | an avalanche | a volcanic eruption |
| a flood | a drought | a tsunami |
| a forest fire | a mudslide | a hurricane |



1 3 4 5



6 7 8 9

READING

4 Read the text about volcanoes.

ALL YOU
NEED TO KNOW
ABOUT ...

VOLCANOES

So what exactly is a volcano?

A volcano is often (but not always) a mountain. It is an opening in the Earth's crust and often has a crater at the top. A volcano also has a hole running down through it to a pool of magma under the surface of the Earth. Think of it as a gateway to the centre of the Earth!

Why do volcanoes erupt?

Inside the volcano there is a lot of gas and this gas creates a lot of pressure. An eruption happens when the pressure becomes too much and the gases force their way out through the crater. This causes a huge explosion and huge rocks are thrown into the sky. Lava is sent down the sides of the mountain, destroying everything that gets in the way. The power of a volcano is enormous. For example, an eruption of Mount St Helen's in 1980 had the power of 500 atom bombs and that wasn't a very big eruption.

How many volcanoes are there in the world?

It's impossible to know because many volcanoes are under the sea, but on Earth there are about 1,500 that have erupted sometime over the last 10,000 years. Most of these are now dormant, which means they are expected to erupt very soon, but there are also between 50 and 60 volcanoes that are active every year.

What is the world's largest volcano?

Mauna Loa in Hawaii is the world's biggest volcano. It is covered by layers and layers of lava and is more than 4,000 m high. It is also one of the world's most active volcanoes and has erupted 34 times since 1843. The last eruption was in 2022. The biggest volcano in our solar system is Olympus Mons on Mars although it is now extinct.

DID YOU KNOW ... ?

The word volcano comes from the Roman god of fire. He was called Vulcan. Early man thought that volcanoes were punishment for angry gods. About 280,000 people have been killed in volcanic eruptions over the last 400 years. In 1963, Mount Surtsey volcano erupted to form the world's newest land mass – a small island off the coast of Iceland.

WORDS YOU NEED TO KNOW

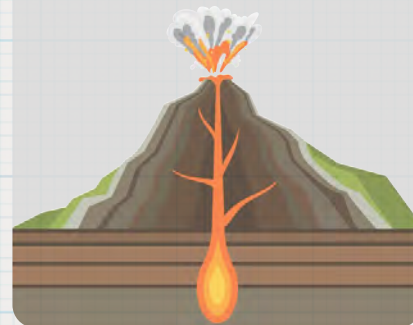
magma – melted rock found inside volcanoes

lava – magma that is thrown out of a volcano in an explosion and runs down the side of the mountain

crater – the top of the volcano

dormant volcano – a volcano that hasn't erupted for a long time

extinct volcano – a volcano that no longer has eruptions



5 Complete the sentences with one or two words.

- 1 A volcano is a mountain which is open at the
- 2 into the sky.
- 3 down the sides of the mountain.
- 4 Many volcanoes are under the
- 5 Many volcanoes on Earth are now so they won't erupt soon.
- 6 One of the world's volcanoes has erupted 34 times since 1843.
- 7 The volcano in our solar system is on Mars.
- 8 Over the last 400 years, about 280,000 people have died as a consequence of

6 Look at the text quickly and decide what type of text it is.

- adventure story • magazine article • news report • letter

Great disasters of the modern world

In January 2010, the island of Haiti was hit by a terrible earthquake. It measured 7.0 on the Richter scale, with 52 aftershocks* measuring 4.5 or greater. About 230,000 people were killed, 300,000 were injured and over a million people were made homeless. Approximately 300,000 homes and buildings were destroyed. It was the worst earthquake in the history of Haiti. The damage caused by the earthquake was even worse than the one in Türkiye and Syria in 2023, where about 60,000 people lost their lives altogether and which was 7.8 on the Richter scale.

Throughout the summer of 2019/20, a large part of Southeast Australia was burnt down by bushfires. The fires burnt mainly from September 2019 to March 2020. They couldn't be controlled for a long time. That is why the fires were called a megafire and the period was called the Black Summer.



Richter scale



All in all, 300,000 people were killed. More than 1 million people were made homeless from the fire and were even injured. About 34 people were killed in the fires and more than 3,500 people lost their homes. The cost of the fires cost billions of dollars. The smoke from the fires drifted* more than 11,000 kilometres and was seen in countries as far away as Chile and Argentina. Finally, the situation became better when a lot of the fires were extinguished* by the heavy rains in February 2020.

The southwest of the USA has been hit by long periods without rain. The so-called "southwestern North American megadrought" began in 2000 and is still ongoing. The regions that are affected* by it reach from North Mexico to California, and include the areas of Colorado and the Colorado River. This means that Lake Mead, the largest reservoir in the United States, is affected too.



Scientists say climate change could make the situation a lot worse. Many people are suffering from the consequences. Often, farmers are hit by severe water cuts. Near the Mexican border with North America, fights over water have led to violent conflicts several times. It is feared that such water wars are only the beginning of what could happen in the future in other parts of the world too.

VOCABULARY:

- *aftershock – Nachbeben; drift – treiben;
extinguish – auslöschen;
affect – betreffen; beeinflussen



7 Read the text carefully. Circle T (True) or F (False). Then listen to the text and check.

- 1 A lot of people lost their lives in the Haiti earthquake, and even more were injured. T / F
- 2 The earthquakes in Türkiye and Syria were stronger than the one in Haiti. T / F
- 3 Almost all of Southeast Australia was burnt down by bushfires in 2019/20. T / F
- 4 During the megafire, a lot of people were rescued by planes and helicopters. T / F
- 5 The water level in Lake Mead has been the same since 2000. T / F
- 6 Experts believe that the droughts could be made worse by violent conflicts. T / F

8 Read and complete with *away* / *near* / *under*.

What to do in an EARTHQUAKE

① If you are INDOORS



- Stay inside so you don't get injured by falling glass or parts of buildings.
- Keep away from windows and heavy furniture that might fall over.



- Get down onto the floor.
- Get strong desk, table or other piece of furniture. Hold on to it.

② If you are OUTDOORS



- Go to an open space.
- Keep from buildings and power lines.

③ If you are DRIVING



- Stop and stay inside your car.
- Try not to stop buildings or under trees and power lines.

LISTENING



9 Listen and read out. Sally and Tom survived an earthquake. Complete the sentences.

- 1 I was having breakfast ready when
- 2 I looked out of the window and saw
- 3 When the earthquake happened, she
- 4 She shouted and some men came. They
- 5 Tom was on his way
- 6 He stopped his car and
- 7 He ran as fast as he could until he
- 8 When he came back to the car,



10 Read the first part of the story.



Chuck worked for a worldwide delivery company in the USA. It was his job to get the really important parcels to their addresses. He often had to travel many kilometres with these parcels across land and sea. He could safely deliver them to the places written on them.

One fateful night, Chuck was travelling with parcels. One of the company's planes when disaster struck. The plane got caught in the middle of a huge tropical storm. There was nothing the pilot could do as the plane fell from the night sky into the ocean below.

Chuck woke up. He was lying on a golden sandy beach. His body was covered in cuts and bruises. His clothes were wet and torn. For a while, he remembered nothing. Then his memories came back. He remembered the plane hitting the water and breaking in two. He remembered reaching the island at night in the light of the flashes of lightning in the sky. He remembered swimming toward the island. He remembered how he was almost dying as he was floating over the rocks.

The first few hours were full of hope. He hoped maybe the pilot was also somewhere on the island. He hoped that a rescue party was on its way and he was happy to be alive. There were a few parcels from the plane on the beach. Chuck didn't open them. He still hoped to be rescued. He kept the unopened one day. But as the hours turned into days, the hope slowly disappeared. When the dead body of the pilot washed up on the beach, all he could do was bury it and go on. There was no rescue plane coming. Chuck was alone on the island.

Now he had to use all his energy to survive. He had to learn how to make fire. It took him days. When he finally saw some flames, he laughed with joy. He couldn't just survive on coconut water. He had to learn how to catch fish. It took him days and when he finally caught one he cried with happiness. He built

himself a shelter from the rain, he built himself a bed from coconut tree leaves. He didn't want to die on this island and he did everything he could to survive. One day, he decided to open the parcels. There was one in them – just clothes and a volleyball with 'Wilson' written on it. Chuck looked at it. Using ash from the ground, he drew a mouth and two eyes on it. Now it was his friend. His name was 'Wilson'. There was still one parcel left. It was from 'Mr. Jamesbridge, Jacksonville, USA' the address on it said. Chuck was not sure if he should open it but he decided to leave it unopened. As the years went by, Chuck got so used to the island that he knew it as well as he knew his hometown. And Chuck got used to 'having conversations' with Wilson. In his imagination, the volleyball wasn't a ball any more, he was a person. So Wilson heard about Chuck's life back in the USA. He heard all of Chuck's dreams for the future. He shared Chuck's hopes when occasionally a ship passed by far away on the horizon. He shared his sadness as the ship disappeared.

Then one day, Chuck woke up and he knew he could stay on the island no longer. He had to get back home even if it killed him. From now on he spent every day building a raft from pieces of wood he found on the island. He took his time. After a few months, he was finally happy with his work. He picked up 'Wilson' and placed him on the raft. He put the unopened parcel next to him. Chuck pushed the raft into the water and jumped on.



11 How many of these tasks can you do?

- 1 Chuck was on the aeroplane for work. T / F
- 2 Chuck didn't know how he got to the island. T / F
- 3 At first, Chuck thought he wouldn't be on the island for very long. T / F

Complete the sentences with no more than 4 words.

- 4 Chuck wasn't the last parcel.
- 5 Sometimes Chuck saw ships in the distance but
- 6 Chuck used to build his raft.
- 7 What do you think happens next?
- 8 Why do you think Wilson was so important for Chuck?
- 9 How would you spend your time if you were a castaway?

3/16+17



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

3/18



13 Discuss what you think happened next. Then listen to the audio of the story.

LISTENING & SPEAKING Explaining choices

3/19



14 Listen to the radio programme. Write down the things Tom Newman chooses.

- 1 song -
- 2 film -
- 3 book -
- 4 special thing -

Radio 1

7.00-7.30 pm... Castaway Choices.

Every week, Janice Jones asks a famous star to imagine spending a year on a small island. Guests are allowed to take four things with them that they really like. The guest in the studio this week is actor Tom Newman from *The Bad and the Beautiful*.

3/19



15 Listen again and match the things in 14 with his reasons for taking them.

	song	film	book	special thing
1 It makes me feel happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 It makes me think that I'm at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 It's full of practical advice on how to survive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 It's really interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



16 Work in pairs. Choose your items for Castaway Choices and interview each other.

What (film) are you going to take?

I want
I'm going
'd like

to take (*Star Wars*) because

it always makes me feel happy.
I never get tired of (watching) it.
it's my favourite (film).
it's a moving (film).

VOCABULARY Fire safety

17 Match the words to the sentences.

- | | |
|---------------------|---|
| 1 Smoke detectors | <input type="checkbox"/> Decide on a place to meet after leaving the house. |
| 2 Escape route | <input type="checkbox"/> Feel the door – if it's hot, don't open it. |
| 3 Fire drills | <input type="checkbox"/> Get under the smoke – crawl on your hands and knees to the nearest exit. |
| 4 Meeting place | <input type="checkbox"/> Plan two ways to get out of every room. |
| 5 Check doors | <input type="checkbox"/> What you do if your clothes are on fire. |
| 6 Crawl low | <input type="checkbox"/> Check the batteries and change them. |
| 7 Stop, drop & roll | <input type="checkbox"/> Practise the escape plan again and again. |



18 Read and complete the sentences with the words from the box. There is one extra word.

hide emergency smoke detectors running drop crawl missing practise matches

Fire safety



Don't play with 1. and lighters.

Install 2. on every floor and in the sleeping areas of your home. They can save lives.

In case of fire don't 3. Go outside!

To escape during a fire: Fall & 4. It is easier to breathe in a fire if you stay low while getting out.

If your clothes are on fire: Stop, 5. & roll until the fire is out. Shout for help, but don't run. Running makes a fire burn faster.

Have an escape plan and 6. it with your family.

NEVER go back into a burning building for any reason. If someone is 7., tell the firefighters.

Know your local 8. number.

DIALOGUE WORK



19 Listen and repeat.

- 1 A My camping holiday was a disaster.
B Why?
A My tent was blown away by the wind.
- 2 B My trip to Italy was a disaster.
A Why?
B The flight was cancelled.



20 In pairs, have similar conversations.

- 1 trip to the restaurant / food burnt
2 picnic / forest fire started
3 canoe / canoe hit a rock and sank
4 shopping / wallet stolen

WRITING

21 CHOICES

- A** Someone has just survived an earthquake and is writing a message to a friend about it. Write that message (60–80 words). In your message, say:
- B** Write a story about someone who survived an earthquake (120–180 words). Use some of these words to help you.

- when and where the earthquake happened
- where you were and what happened to you
- how you survived and what you saw
- to escape to rescue to crush to shake safe to crack to collapse

GRAMMAR



Passive

How to use it: You use the passive if you want to mention who does or did the action, use *by* + object. It is not important (or not clear) who does/did the action.

Haiti **was hit** *by* a terrible earthquake.

How to form it: subject + past participle

Present simple passive

Huge rocks **are thrown** into the sky.
Lava **is sent** down the sides of the mountain.

Past simple passive

A part of Southeast Australia **was destroyed**.
Hundreds of people **were evacuated**.



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



UNIT 13 Difficult decisions

At the end of unit 13 ...

you know

- ☐ 6 phrases to talk about making decisions
- ☐ how to use *if*-sentences (2nd conditional)

you can

- ☐ understand a play about a dilemma
- ☐ understand someone talking about dilemmas
- ☐ talk about dilemmas and give advice
- ☐ understand and do a questionnaire
- ☐ write a text message / a letter about a dilemma
- ☐ write a poem

VOCABULARY Making decisions

1 Read the sentences and match the underlined words with the definitions.

- 1 Pizza or salad or both! I really can't make up my mind.
- 2 I might go to Jo's party or I might not. I'm in two minds about it.
- 3 I'm not sure if I want to enter the tennis competition. Let me sleep on it.
- 4 I don't know what to get Dad for his birthday. I'm at a loss.
- 5 I'm sure we'll find a way out of this dilemma if we think hard enough.
- 6 I'm not happy about the present we had to get for Mum. I'm having second thoughts.

- ☐ to really have no idea what to do
- ☐ to not be sure about a decision you made
- ☐ to be unsure
- ☐ to take some time to think about things
- ☐ to find the solution to a problem
- ☐ to reach a decision

READING Understanding a play



- 2 a Work in pairs. Look at the illustrations for the play. What do you think it is about?
- b Now read the play. Discuss the problems with your partner.



Scene 1

- Tania** I haven't given you an invitation yet, have I?
- Rose** For your birthday party? Yes, you sent me one on WhatsApp.
- Tania** Ah, of course. But I've made an invitation too. I designed it myself. Here you are.
- Rose** That's brilliant – thanks.
- Tania** And you're still OK to come?
- Rose** Absolutely. It's at 3 p.m., isn't it?
- Tania** That's right. 3 p.m. at the cinema, and then pizza afterwards.
- Rose** Sounds great. I can't wait!

Scene 2



- Tania** Thanks for picking me up, Mum.
- Mum** That's alright. How was the training?
- Tania** Great. I think I might get in the first team next year. Miss Williams says I'm doing really well.
- Mum** Really! I'm glad your coach is working you hard.
- Tania** If she wasn't a good coach, I would find another team. We're top of the league and that's where I want to be.
- Mum** I know, I know. And I'm proud of you.
- Tania** Thanks, Mum.

Scene 3



- Rose** Are you going to Tania's party on Saturday?
- Derek** Of course. I'm her best friend.
- Rose** No, you're not. I am.
- Derek** Well, I'm her only male friend.
- Rose** Have you got a present yet?
- Derek** Of course. I've got her something really cool.
- Rose** What?
- Derek** I'm thinking of something to be a surprise.
- Rose** Go on, tell me. I need some inspiration.
- Derek** What! You don't know what to get her?
- Rose** Well, I might get her a dress, but I'm in two minds about it. I'm not sure if she'll really like it.
- Derek** But I thought you were her best friend?
- Rose** Ha ha. Very funny.

Scene 4



- Coach** OK, girls. Before we start, I have to tell you that your game is now on Saturday.
- Tania** Saturday?
- Coach** Yes, the other girls can't make Sunday, so they asked to move it to Saturday. I hope that isn't too big a problem for anyone.
- Tania** (shouting) No! It's a semi-final. Win this game and we're in the final!

- Tania** Coach, can I talk to you after the training?
- Coach** Sure.

Scene 5

I've got a real problem with Saturday, coach.

- Coach** I don't want to hear this, Tania. We need you. I've already made up my mind – you're going to be captain for this game.
- Tania** That's great – but ... it's just that I'm having my birthday party on Saturday. I've invited eight friends to the cinema at 3 p.m.
- Coach** Can't you go to a later showing?
- Tania** Mum's already bought the tickets. And we're having pizza after.
- Coach** Well, I can't make you play, Tania. But it's going to be a big disappointment. As I said, I want you to be captain for this game. But now I'm having second thoughts ... It could be your big chance.
- Tania** I know, coach. And you know how much I love playing in this team.
- Coach** Why don't you go and sleep on it? But please let me know what you decide soon. If you can't make it, then I'm going to have to rethink the team and find a new captain.
- Tania** OK, I'll see if I can find a way out.
- Coach** Please do, Tania. We really need you.



Scene 6



Tania Rose, I've got a big problem.

Rose Really? What is it?

Tania I've got a match on Saturday at 3 p.m. and coach wants me to be the team captain.

Rose What! But that's when your birthday party is.

Tania I know. Is there any chance we could do it all on Sunday?

Rose I can't make Sunday, no way. I'm going to my grandparents with my mum. It's my granddad's birthday.

Tania Oh Rose, I really don't know what to do.

Coach said if I didn't turn up tomorrow ...

Rose Then what? She'd kick you off the team?

Tania She didn't say that exactly, but she did say that this was my big chance.

Rose Look, we're all excited about your birthday.

We've got you presents. Derek's even arranged a special surprise. You can't just cancel it because you want to play football instead. What kind of friend are you?

Tania Rose, don't be so difficult for me,

please. It's just a really important game.

Rose More important than your birthday party?

You care about your friends, this wouldn't be a difficult decision.

Tania That's not true. Anyway, maybe the others

can do it on Sunday?

Rose Maybe they can, but I can't.

It won't be like that, Rose. I'm really at a loss here.

Rose Whatever, Tania – do what you want.

3 How many of these tasks can you do?

- 1 The party starts at
- 2 Mum is glad that
- 3 Tania plays for the team in the league.
- 4 Rose has already bought Tania a present. T / F
- 5 Tania's football game is on Saturday earlier. T / F
- 6 Tania's team are in the final. T / F
- 7 Why does the coach really want Tania to play in the game?
- 8 Why can't Rose make the party on Sunday?
- 9 Why is Rose worried by the news?

3/21+22



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

3/23



5 How many times is the dilemma solved? Listen to scene 7 and compare your ideas.

6 Match the events to the scenes in the play.

- | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|
| A A change of plans. | <input type="checkbox"/> | E A disappointed friend. | <input type="checkbox"/> |
| B A disappointed coach. | <input type="checkbox"/> | F What shall we get her? | <input type="checkbox"/> |
| C A lift home. | <input type="checkbox"/> | G An invitation. | <input type="checkbox"/> |
| D Everyone is happy. | <input type="checkbox"/> | | |

7 Read the dilemmas and match them with the pictures.

Dilemma 1

Imagine your older brother asked you to give him an alibi for last night. He asked you to tell your parents he was with you. What would you do?

Dilemma 2

Imagine someone broke the classroom window when your teacher wasn't there. When she returned she asked you who it was. What would you do?

Dilemma 3

Imagine you were walking down the street and you found a wallet on the ground. What would you do?



3/24



8 Listen to Carla and Derek talking about the dilemmas. Tick the correct answer.

1 Carla says

- ☐ she would never give an alibi if it wasn't true.
- ☐ she would definitely give her brother an alibi if he told her why.
- ☐ she would give her brother an alibi without knowing why.
- ☐ she's sure her brother would never ask for an alibi.

2 Derek says

- ☐ he would give his brother an alibi if his parents told him to.
- ☐ he would definitely not give his brother an alibi.
- ☐ his mother would tell their parents to ask him for an alibi.
- ☐ he would give his brother an alibi if he told him the truth.

3 Carla says

- ☐ she would tell the teacher immediately.
- ☐ she would find it difficult to know what to do.
- ☐ she would tell the teacher after the lesson.
- ☐ she would keep quiet.

4 Derek says

- ☐ he would wait for the other kids to tell the teacher about the broken window.
- ☐ he would not tell the teacher what had happened.
- ☐ he would say he did it.
- ☐ he would tell on the other person.

5 Carla says

- ☐ she would keep it if there was no ID.
- ☐ she would put the wallet back where she found it.
- ☐ she would phone the person so he/she could pick it up.
- ☐ she would give it back or take it to the police station.

6 Derek says

- ☐ he would try to find the owner or give it to the police.
- ☐ he would keep the money.
- ☐ he would keep the money and drop the wallet in front of a police station.
- ☐ he wouldn't pick it up.

9 Match the sentence halves.

DILEMMA 1

- | | |
|---|--|
| a If he asked me to give him an alibi, | <input type="checkbox"/> I wouldn't give him an alibi. |
| b If he didn't tell me why he wanted one, | <input type="checkbox"/> I'd tell them. |
| c If my parents asked me where he was, | <input type="checkbox"/> I'd definitely give him one. |

DILEMMA 2

- | | |
|--|---|
| a If you told the teacher, | <input type="checkbox"/> you'd probably get detention. |
| b If you didn't say anything, | <input type="checkbox"/> I'd say that I did it. |
| c If the teacher asked me what happened, | <input type="checkbox"/> the other students would hate you. |

DILEMMA 3

- | | |
|---|---|
| a If there was an ID card in the wallet, | <input type="checkbox"/> I'd keep it and leave the wallet. |
| b If there wasn't an ID card in the wallet, | <input type="checkbox"/> I'd take it to the police station. |
| c If I needed the money, | <input type="checkbox"/> I'd find the owner and give it back. |

DIALOGUE WORK Giving advice

3/25



10 Listen and repeat.

DIALOGUE 1

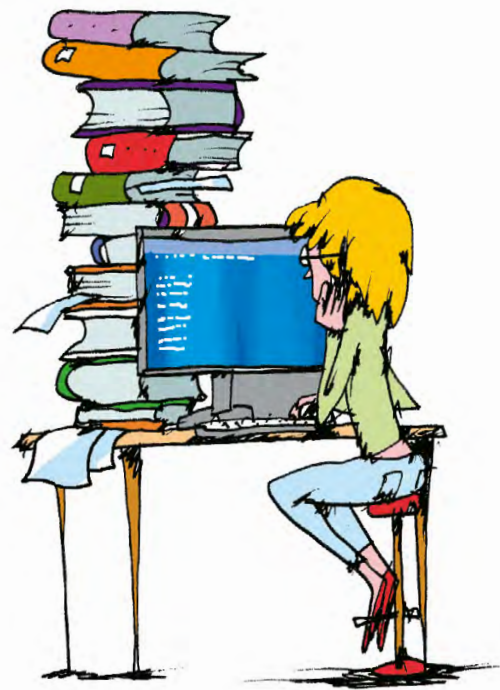
- Girl** Why are you looking at me like that?
- Boy** If I were you, I wouldn't wear that weird outfit.
- Girl** I think it looks cool.

DIALOGUE 2

- Boy** I need some extra money.
- Girl** If I were you, I'd put up a note that says you can fix computers.
- Boy** That's a good idea.

11 Make dialogues using the sentence starters.

- I need more time to finish my portfolio.
If I were you, I'd
- I think Conny hates me.
If I were you, I'd
- The coach doesn't want me to be on the football team.
If I were you, I'd
- I don't know what to give Peter for his birthday.
If I were you, I'd
- John asked me out, but I don't want to go out with him.
If I were you, I'd
- She owes me 20 pounds and I really need the money.
If I were you, I'd



12 Do the questionnaire and discuss your answers with a partner.

How BRAVE are you?



1 Imagine you were at a friend's house. When running down the stairs, you accidentally broke a vase. Nobody saw you. What would you do?

A I'd just say goodnight and hope nobody noticed.

B I'd call my friend and apologise.

C I'd tell my friend immediately and promise to buy a new vase.

2 Imagine your teacher asked you to give a presentation in front of a large group of pupils. What would you do?

A I'd argue with my teacher and tell them I didn't want to do it.

B I'd call in sick* on the day of the presentation.

C I'd be happy and look forward to doing it.



3 Imagine there was a large spider in your room. What would you do?

A I'd shout for help.

B I'd throw whatever I could find at the spider.

C I'd pick it up and put it outside the window.

4 Imagine you saw an older boy taking away the mobile phone from a younger kid and then running away. What would you do?

A I'd run after him.

B I'd call 112.

C I'd ignore him and go away.



5 Imagine people were talking about a friend of yours and making fun of them. What would you do?

A I'd join in and laugh with them.

B I'd pretend I wasn't their friend.

C I'd stand up for my friend.

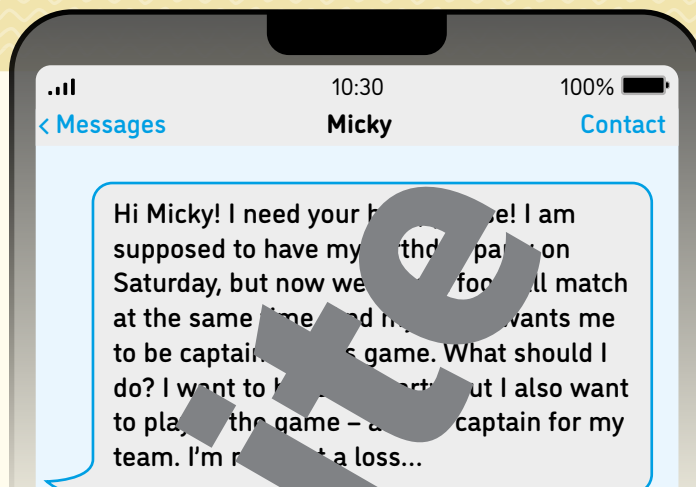
VOCABULARY: *own up – zugestehen, sich zu etw. bekennen; call in sick – sich krank melden

WRITING

13 CHOICES

A You are one of the friends invited to Tania's party. Tania texts you about her dilemma. Send a text message (30–50 words) back to her. In your message:

- tell her what you think of her dilemma
- tell her what you think she should do



B Write a dialogue between Tania and her mother (10–12 lines). In your dialogue, include:

- Tania explaining her dilemma
- Tania accepting or rejecting this advice
- her mother offering her advice

GRAMMAR



if-sentences (2nd conditional)

You use the **2nd conditional** if you want to talk about impossible or unlikely situations and their possible results.

How to form it:

If-clause

If + person + **past simple** + person + **would** + base form of verb

*If she **wasn't** a good coach, she **wouldn't** find another team.*

*If you **cared** about your friends, you **wouldn't** be a difficult decision.*

*Carla **would** give her brother an alibi if he **told** her why he needed one.*

*If I **had** money, I **would** keep it and leave the wallet.*

Sometimes you can hear or see the forms **If he/she/it were ...**. However, these forms are rare in everyday English.



Choose the correct option.

We use the **2nd conditional** to talk about something that **will** / **might** happen.




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

OUR YOUNG WORLD 6

Luke's birthday present dilemma



-  **1 Watch the video. What does Luke decide to give his friend as a birthday present?**
-

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

- 1 Why does Luke have a problem with the present?
- 2 What did he give his friend Mo last year?
- 3 What does BOGOF mean?
- 4 What does a 'maths homework' voucher mean?
- 5 What does a 'school bag 500' voucher mean?
- 6 Why does his mum interrupt the vlog?

FIND OUT Thinking of others

- 3 Complete the sentences with the words in the box.**

about
of
about
for

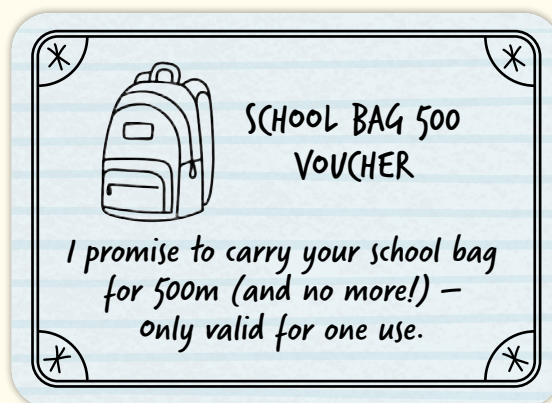
- 1 That's a lovely present. I'll think you every time I wear it.
- 2 I'm thinking buying some cool shoes for her birthday.
- 3 Tim cares his little brother while his mum is at work.
- 4 Of course I care you are my best friend!

Creative presents



- 4 In pairs, discuss.**

- 1 In the vlog, Luke discusses the idea of vouchers. What exactly is a voucher?
- 2 Think of vouchers you could write for the following people:
 - your parents
 - your best friend
 - your teacher
- 3 Discuss the vouchers and design it.



CYBER PROJECT: A sketch on video

- 5 In pairs, write a sketch for the situation below. Create a short video and present it to the class.**
- You want to get your teacher a present to say thank you for teaching you. Neither of you has any money. Discuss what you should do.

UNIT 14 Into the wild

At the end of unit 14 ...

you know

- ☐ 10 verb phrases to talk about holiday plans
- ☐ how to use *be going to* (revision)

you can

- ☐ understand a documentary
- ☐ understand emails and messages about a holiday in Africa
- ☐ talk about holidays and holiday plans
- ☐ write a summary
- ☐ write a story about a holiday adventure

Teen Talk 7



- 1 a Watch the video. What are Mia and Jack going to do this summer?



- b Watch again. Make a note of five facts that you find interesting. Compare with a partner.

*
*
*
*
*



- 2 Work in pairs. Would you like to go on holiday to the places mentioned in the video? Why (not)?

VOCABULARY Holiday plans

- 3 a Complete the sentences with words from the box.

book

find

look at

make

plan

find

find

hire

buy

check

1 a holiday

2 a trip

3 a hotel reservation

4 a car

5 a dictionary

6 a map of the area

7 the area out online

8 out what to do there

9 out about good restaurants

10 information about the best beaches



- b Your partner closes the book. Ask questions to check how much he/she can remember.

A What's number 1?

B Book a holiday.

READING & LISTENING



- 4 Oliver is going to Botswana with his parents. Read the emails he writes to his friend Sam.



FROM: oliver_07@hello.uk

SUBJECT: My holiday

Hi Sam,

Great news. Guess what! I'm going to spend my holidays in Botswana with my parents.

"Where's that?" you'll ask. I'll tell you in a minute because I've chosen a really interesting place.

The story is this: Mum and Dad are going to help people in Botswana. They show them how they can use the little water they have in a better way. I'm not sure exactly what they're going to do, but if you're interested, I'll find out for you. Yesterday they told me that I can come along. Brilliant! We're going to fly out next week. Can you imagine!

See you,

Oliver



Facts for
dimwits like my
friend Sam
(Just kidding)

BOTSWANA

It's not in South America, it's in Africa. It's just north of South Africa. It's almost two and a half times bigger than Great Britain. Any idea how many people live there? You'll never guess. 2.6 million! Imagine. Two and a half times the size of Britain, but only 2.6 million people. There are 68 million of us in the UK, in case you've forgotten. Most of Botswana is desert, so water must be a very important thing. The official language is – you won't be able to guess again – English. Most people speak English and Setswana. So, that's enough for your little head. Look at the map. Check out where Gaborone, the capital, is. That's where we're going to fly first.



- 5 Read the text again and answer the questions.

- 1 Who does Oliver write his emails to?
- 2 Where is Oliver going with his parents?
- 3 What are his parents going to do there?
- 4 How does Botswana compare to Britain (size and number of people)?
- 5 Why is water so important for people in Botswana?
- 6 Where does Oliver's journey start?

We're flying to
BOTSWANA – imagine
that!



Hi Sam,

Sunday. Boring, boring, boring. There isn't much to see here in Gaborone. Mum and Dad have to talk to lots of people. I've been to the museum. I've found out that there are lots of diamond mines in Botswana. I'm going to dig for diamonds tomorrow 😊. We're going to fly to Maun on Tuesday. Check it out on the map I sent you.

CU

Oliver

What a view!



My email to Sam
Tuesday

Hi Sam,
Tuesday. We're in Maun now. Mum's going to do some work with people in the desert for a few days and Dad's going to take me to the Okavango Delta for 6 days. The Okavango is a large wetland. There are lots of wild animals there. I hope we'll see lions, leopards, buffalo, rhinos, elephants, giraffes, zebras, and crocodiles. I'm glad I brought my new camera with me. We're going to fly into the delta tomorrow in a small plane.

Cheers,
Oliver

Hello, Oliver!
Is that a new camera?



Hi Sam,
Still here. You know what happened at lunchtime? Mum and Dad went to the restaurant, but I didn't go because I wasn't hungry. The view of my room in the hotel was open and I saw a man on the balcony next to our room. He had a black beard and was wearing sunglasses. He was making a phone call. I didn't hear everything, but one thing was clear: the man wanted to kill a leopard. 😡 He said: "OK. Let's meet in two days' time at Chitabe." That's a camp and it's where we're going. I told Mum and Dad when they came back from the restaurant. "Are you going to call the police?" I asked them. Dad laughed. "No way!" he said. Killing leopards isn't allowed. It's a crime. They don't believe me! Parents!

CU

Oliver



P.S.: A surprise for you. In the afternoon, I went for a walk. And then guess what I saw? A little shop – and in the window they had leopard skins! So I went in and I talked to the man in the shop. I asked if I could record our conversation. I'm attaching the MP3-file! Cool, eh?

I was really shocked when I went into this shop!

7 Read the text in 6 again. Then complete the sentences.

- 1 Oliver didn't like it in Gaborone because ...
- 2 The Okavango Delta is ...
- 3 There you can see ...
- 4 At lunchtime, Oliver heard a man who wanted to ...

3/26



8 Listen to the conversation between Oliver and the man in the shop. Circle T (True) or F (False).

- 1 Oliver thinks there are leopard skins in the shop window. T / F
- 2 They are just imitations. T / F
- 3 The shop sells lots of animal products. T / F
- 4 The shop doesn't sell anything made of wood. T / F
- 5 Leopards are in danger. T / F
- 6 Tourists never buy wildlife souvenirs in Africa. T / F
- 7 Tourists bring 5,000 illegal wildlife souvenirs back to Britain every year. T / F
- 8 It is illegal to bring things made of ivory into Britain. T / F

9 Read Oliver's messages from the camp.

Going into
the Okavango
Delta

Hi Sam!

Wednesday. The alarm clock rang at 5:30 this morning! Dad was ready ten minutes later. "Get up, Oliver!" he said with a smile. 😊 He was wearing blue trousers and a yellow T-shirt with a hippo on it. Why do dads always know so much? "Today we're going to see the big five: a lion, a rhino, a buffalo, a buffalo and a leopard!" he said. He looked at the five-year-old in front of the Christmas tree!

our plane

our lodge



The plane was already waiting for us when we got to the airport. The pilot was called Simon – he was really nice. The flight was only half an hour and when I looked down everything looked great! Simon said to me, "In five years' time, you can come back and learn to fly this plane!" "I'm going to be a jet pilot one day," I thought. But I didn't say anything – I didn't want to be impolite.

In the afternoon, we had our first trip in a Land Rover. When we drove out of the lodge, we saw a young elephant. It was blocking our road and we had to drive around it. The driver was our guide too – his name was Alex. He explained that elephants sometimes run after humans and that you have to run zigzag if this happens. I'm glad we weren't allowed to get out of the car. I'm really not into running zigzag! (Oh, by the way – I was really glad that the driver didn't say, "In five years' time, you can come back and learn to drive this Land Rover!")



When the elephant slowly walked away I saw some giraffes and zebras on the other side of the river. They were so cute, especially the young ones! I took lots of photos and then I suddenly saw my first leopard! What a great cat!

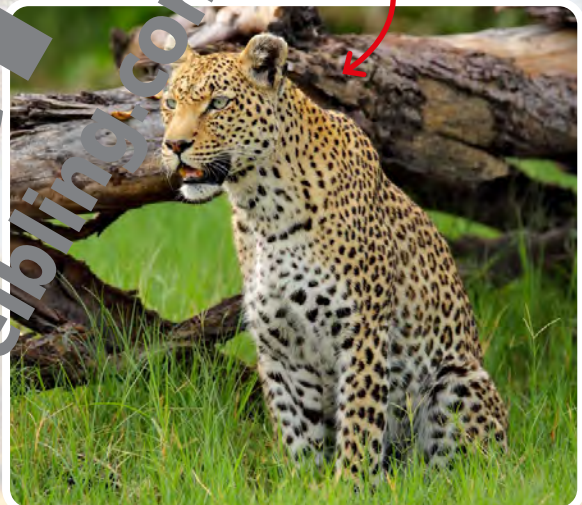


What a great cat!

Really cute!

LEOPARD FACTS – collected by Oliver, a leopard expert – with a lot of help from my friend Alex (our guide) (1)

- Leopards can hear five times better than humans. They can hear sounds that humans can't hear at all!
- Leopards like to climb trees and sleep on the branches.
- Leopards like water and they are strong swimmers. They can run very fast (58 kilometres an hour), jump 6 metres forward and 3 metres straight up.
- Leopards are extremely strong. A leopard can climb as high as 15 metres up a tree holding a dead animal in its mouth, even one that's bigger and heavier than itself! They hide their food up in the trees so that lions or hyenas can't get it. Then they can return later and eat more.



Sam,

When we were driving back, I told Alex about the man in the hotel who wanted to kill a leopard. Alex was very worried when he heard it. I told him the man wanted to go to Chitabe. "Keep your eyes open!" he said. "If you see him, tell me at once!"

Good night!

Oliver

10 Answer the questions.

- 1 What was Oliver's dad wearing in the morning?
- 2 What are the 'big five'?
- 3 How long did the flight to the camp take?
- 4 What did they see when they were driving out of the lodge?
- 5 Leopards are very strong. What can they do?
- 6 Who did Oliver tell about the man who wanted to kill the leopard?

11 Read the ending of Oliver's story.

The day I saved a leopard's life!

Dear Sam,

4 days after my last message.

Today was the most exciting day of my life. We had a great start in the morning. We saw buffalo, a lion, lots of elephants and thousands of hippos. They were in the river and didn't want to come out! You know what Alex said? During the day, hippos stay under water because they're afraid of getting a sunburn!

Later in the afternoon, we went out again. We were driving down the river when Alex suddenly stopped. "There's a black car in the bushes over there!" he said. "I've never seen it before. It's not from our camp. Have you seen this car before?" he asked the other guide who was with us. He looked worried. "No, I haven't," the guide said. "Let's check it out!" Alex drove slowly towards the black car. Suddenly the black car drove off very fast. Alex shook his head. "That's dangerous," he said. We followed the car and when we came round a bend, he shouted, "There it is! And it's going to crash!" The driver had lost control of the car and it went off the road and down a slope. It turned over and landed on its roof!



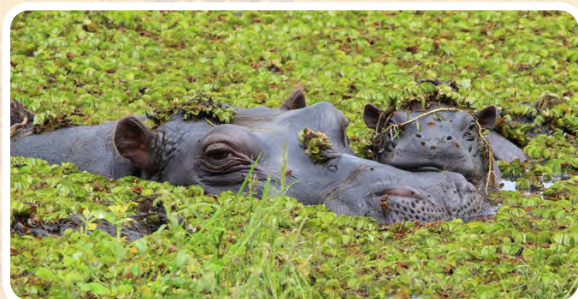
That's really true - no kidding!



Elephants are really quiet



The lions are easy to find, but this is all we saw of the hippo!



Alex drove a bit closer. There were two men in the car. Alex and the other guide got out and helped them. One of the men had a broken arm, the other had a cut on his head. When I looked at the man with the broken arm, I couldn't believe my eyes! It was the man from the hotel who wanted to kill a leopard.

"Alex!" I whispered. "That's the man I told you about!" Alex told us to go back to the car and wait there. Then he and the other guide looked inside the black car. They found two big guns. Then Alex took out his walkie-talkie and called the park rangers. Half an hour later, they arrived on the scene and arrested the two men. When we were driving home, Alex said, "The men wanted to kill a leopard. They wanted to get a leopard skin." And then he looked at my father and said, "You saved a leopard's life! With his help we arrested two criminals!" Dad looked very proud.

Later the same evening, Alex came to our hut and said to my father, "Oliver was a great help today. I'd like to take him out for a ride and show him something." Five minutes later, I was sitting in the front seat of the big Land Rover, next to Alex. He drove for some time and then he stopped and switched the engine off. We waited for quite a long time. Neither of us said a word. And then suddenly we saw a beautiful leopard coming out of some bushes. "Look!" Alex whispered. "See that leopard? You saved its life!" I didn't say anything. I took out my digital camera and then I took the most beautiful photo of my whole life. Oliver

And here it is!



A great way to finish a perfect day!

SPEAKING Talking about holiday plans



12 Complete the dialogue with the correct words. Act it out.

camping ride looked surfing holiday

- A ... are you going on ¹ this year?
 B We're going to Australia on a camping holiday. I'm going to learn ² and windsurfing.
 A Cool! Have you ³ the flight yet?
 B Yes, we have.
 A Have you ⁴ a hotel reservation?
 B No, we haven't. It's a ⁵ holiday!



WRITING

13 CHOICES

A Write a short summary (60–80 words) of Oliver's adventure with the leopard hunter. Make sure you write about:

- what he heard in the hotel
- what happened when they slowly drove towards the black car
- what happened after the car crash

B Write a story about an adventure in a wildlife camp (20–100 words). Give it a good title. You can use these ideas.

In the afternoon, a group of tourists left the camp in a Land Rover.
They stopped when they saw ...
One tourist got out of the car and ...

GRAMMAR



be going to (revision)

Match the examples and the rules 2 or 3.

- | | |
|--|--|
| 1 You use <i>be going to</i> when you want to talk about planned future actions. | <input type="checkbox"/> The car's out of control – it's going to crash. |
| 2 You use <i>be going to</i> when you ask questions about planned future actions. | <input type="checkbox"/> Look at all those clouds – it's going to rain. |
| 3 You use <i>be going to</i> when you want to express that something is very likely to happen in the future. | <input type="checkbox"/> I'm going to dig for diamonds tomorrow. |
| | <input type="checkbox"/> Dad's going to take me to the Okavango Delta for 6 days. |
| | <input type="checkbox"/> I'm not going to buy anything that puts animals in danger. |
| | <input type="checkbox"/> Are you going to call the police? |
| | <input type="checkbox"/> Is he going to shoot the leopard? |



Now go back to page 116. Check ☒ with a partner what you know / can do.

TENSES

PRESENT TENSE

Present simple

You use the *present simple* to talk about habits, facts and repeated actions. To form the *present simple*, you always use the same form of the verb for all subjects, except for the 3rd person singular when you add **s** to the verb form. You use **do** or **does** (for 3rd person singular) to form negative sentences or questions.

Statement	Negation	Question	Short answer	
I like London.	I don't (do not) like London.	Do/Don't I like London?	Yes, I do .	No, I don't .
You like London.	You don't (do not) like London.	Do/Don't you like London?	Yes, you do .	No, you don't .
He likes London.	He doesn't (does not) like London.	Does/Doesn't he like London?	Yes, he does .	No, he doesn't .
She likes London.	She doesn't (does not) like London.	Does/Doesn't she like London?	Yes, she does .	No, she doesn't .
It likes fish.	It doesn't (does not) like fish.	Does/Doesn't it like fish?	Yes, it does .	No, it doesn't .
We like London.	We don't (do not) like London.	Do/Don't we like London?	Yes, we do .	No, we don't .
You like London.	You don't (do not) like London.	Do/Don't you like London?	Yes, you do .	No, you don't .
They like London.	They don't (do not) like London.	Do/Don't they like London?	Yes, they do .	No, they don't .

Present continuous

You use the *present continuous* to talk about actions that are happening at the moment. To form the *present continuous*, you use the correct form of **be** (*am/is/are*) and the **-ing** form of the verb.

Statement	Negation	Question	Short answer	
I'm (I am) playing football.	I'm not (I am not) playing football.	Am I playing football?	Yes, I am .	No, I'm not .
You're (You are) playing football.	You aren't (You're not) playing football.	Are you playing football?	Yes, you are .	No, you aren't . / No, you're not .
He's (He is) playing football.	He isn't (He's not) playing football.	Is he playing football?	Yes, he is .	No, he isn't . / No, he's not .
She's (She is) playing football.	She isn't (She's not) playing football.	Is she playing football?	Yes, she is .	No, she isn't . / No, she's not .
It's (It is) snowing .	It isn't (It's not) snowing .	Is it snowing ?	Yes, it is .	No, it isn't . / No, it's not .
We're (We are) playing football.	We aren't (We're not) playing football.	Are we playing football?	Yes, we are .	No, we aren't . / No, we're not .
You're (You are) playing football.	You aren't (You're not) playing football.	Are you playing football?	Yes, you are .	No, you aren't . / No, you're not .
They're (They are) playing football.	They aren't (They're not) playing football.	Are they playing football?	Yes, they are .	No, they aren't . / No, they're not .

Present perfect for verbs

You often use the *present perfect* to talk about actions and events that started in the past and continue in the present. You can also use the *present perfect* to talk about an action that has happened recently. You don't usually mention when exactly it happened.

To form the *present perfect*, use **have(n't)/has(n't)** and the **past participle** (see irregular verbs list on p. 127).

Statement		Negation		Question		Short answer	
I've (I have)	finished.	I	haven't (have not)	Have/ Haven't	I	Yes, I have.	No, I haven't.
You've (You have)		You			you	Yes, you have.	No, you haven't.
He's (He has)		He	hasn't (has not)	Has/ Hasn't	he	Yes, he has.	No, he hasn't.
She's (She has)		She			she	Yes, she has.	No, she hasn't.
It's (It has)		It	haven't (have not)	Have/ Haven't	it	Yes, it has.	No, it hasn't.
We've (We have)		We			we	Yes, we have.	No, we haven't.
You've (You have)		You			you	Yes, you have.	No, you haven't.
They've (They have)		They			they	Yes, they have.	No, they haven't.

Present perfect + already / yet

If you want to say that someone has already done something or that something has already happened, use the *present perfect* together with the word **already**. The word *already* is placed between **have/has** and the **past participle**.

I've **already** washed the car.

We've **already** seen this film.

If you want to say that something hasn't happened yet, you use the *present perfect* and **not yet**. *Yet* is placed at the end of the sentence.

I **haven't** done my homework **yet**.

She **hasn't** told him **yet**.

Present perfect + ever / never

You put **ever** and **never** between **have/has** and the **past participle**.

If you want to ask if someone has done something at any time in the past, use the *present perfect* with **ever**.

Have you **ever** been to Hollywood?

Has she **ever** met a famous person?

If you want to say that someone has not done something in the past, use the *present perfect* with **never**.

I've **never** been to Hollywood.

He **has never** met a famous person.

Present perfect + since / for

You use **for** to specify the duration of an action. You can use it when you can say 'lang' in German: *for 3 weeks* = *3 Wochen lang*; *for a year* = *ein Jahr lang*)

It's now Sunday. They **have been** here **for** two days.

I've **lived** in this town **for** five years.

She's **had** this bike **for** two months now.

You use **since** if you want to express at what point in time an unfinished action started (*since 2006*; *since Christmas*; *since my last birthday*; *since I got that phone*)

They **have been** here **since** 2010.

I've **lived** in this town **since** 2020.

She's **had** this bike **since** April.

Present perfect continuous

You use the *present perfect continuous* to talk about longer actions or events that began in the past and are still going on in the present or have just been completed. You form the *present perfect continuous* with **have(n't)/has(n't) been** + the **-ing** form of the verb.

How long **have** you **been living** in California? (... You obviously have lived here for a very long time.)

We've been living here for more than eight years. (... We still live here.)

Since I came here, **I've been learning** Spanish. (... I'm still learning Spanish.)

It **hasn't been raining** for months. (... It's still not raining.)

PAST TENSE

Past simple – was / were

You use the *past simple* form of **be** if you want to describe a situation in the past.

Statement	Negation	Question	Short answer	
I was tired.	I wasn't (was not) tired.	Was/Wasn't I tired?	Yes, I was .	No, I wasn't (was not).
You were tired.	You weren't (were not) tired.	Were/Weren't you tired?	Yes, you were .	No, you weren't (were not).
He was tired.	He wasn't (was not) tired.	Was/Wasn't he tired?	Yes, he was .	No, he wasn't (was not).
She was tired.	She wasn't (was not) tired.	Was/Wasn't she tired?	Yes, she was .	No, she wasn't (was not).
It was blue.	It wasn't (was not) blue.	Was/Wasn't it blue?	Yes, it was .	No, it wasn't (was not).
We were tired.	We weren't (were not) tired.	Were/Weren't we tired?	Yes, we were .	No, we weren't (were not).
You were tired.	You weren't (were not) tired.	Were/Weren't you tired?	Yes, you were .	No, you weren't (were not).
They were tired.	They weren't (were not) tired.	Were/Weren't they tired?	Yes, they were .	No, they weren't (were not).

Past time markers

You use *past time markers* to express at what time in the past something happened. You often use the *past simple* in combination with these *past time markers*:

then	ago	later	after	one day	finally	the next ...	in (2020) ...
------	-----	-------	-------	---------	---------	--------------	---------------

Past simple – regular verbs

- To form the *past simple* of regular verbs, add **-ed** to the base form.
- If a regular verb ends in **-e** (e.g. *like*), you just add a **-d** (*liked*).
- If a regular verb ends in **-y** (e.g. *carry*), take off the **-y** and add **-ied** (*carried*).

Statement	Negation	Question	Short answer	
I liked London.	I didn't (did not) like London.	Did I like London?	Yes, I did .	No, I didn't .
You laughed a lot.	You didn't (did not) laugh a lot.	Did you laugh a lot?	Yes, you did .	No, you didn't .
He walked home.	He didn't (did not) walk home.	Did he walk home?	Yes, he did .	No, he didn't .
She looked up.	She didn't (did not) look up.	Did she look up?	Yes, she did .	No, she didn't .
It slipped .	It didn't (did not) slip .	Did it slip ?	Yes, it did .	No, it didn't .
We jumped into the water.	We didn't (did not) jump into the water.	Did we jump into the water?	Yes, we did .	No, we didn't .
You carried our books.	You didn't (did not) carry our books.	Did you carry our books?	Yes, you did .	No, you didn't .
They loved the film.	They didn't (did not) love the film.	Did they love the film?	Yes, they did .	No, they didn't .

Past continuous

To form the *past continuous*, use the *past simple* form of **be** and the **-ing** form of the verb.

Statement	Negation	Question	Short answer	
I was playing football.	I wasn't playing football.	Was I playing football?	Yes, I was .	No, I wasn't .
You were playing football.	You weren't playing football.	Were you playing football?	Yes, you were .	No, you weren't .
He was playing football.	He wasn't playing football.	Was he playing football?	Yes, he was .	No, he wasn't .
She was playing football.	She wasn't playing football.	Was she playing football?	Yes, she was .	No, she wasn't .
It was raining .	It wasn't raining .	Was it raining ?	Yes, it was .	No, it wasn't .
We were playing football.	We weren't playing football.	Were we playing football?	Yes, we were .	No, we weren't .
You were playing football.	You weren't playing football.	Were you playing football?	Yes, you were .	No, you weren't .
They were playing football.	They weren't playing football.	Were they playing football?	Yes, they were .	No, they weren't .

Irregular verbs

For some verbs, you can't use the *-ed* ending to form the *past simple*. These verbs are irregular, which means they have different *past simple* and *past participle* forms. It's best to learn these forms individually. Here is a list of the most frequently used irregular verbs:

Present	Past simple	Past participle	Translation
be	was/were	been	sein
beat	beat	beaten	schlagen
become	became	become	werden
begin	began	begun	beginnen
blow	blew	blown	blasen
bend	bent	bent	beugen; biegen
break	broke	broken	brechen
bring	brought	brought	bringen
build	built	built	bauen
burn	burnt (burned)	burnt (burned)	(ver-)brennen
buy	bought	bought	kaufen
catch	caught	caught	fangen
choose	chose	chosen	(aus-)wählen
come	came	come	kommen
cut	cut	cut	schneiden
do	did	done	tun, machen
draw	drew	drawn	zeichnen
dream	dreamt (dreamed)	dreamt (dreamed)	träumen
drink	drank	drunk	trinken
drive	drove	driven	fahren; treiben
eat	ate	eaten	essen
fall (asleep)	fell (asleep)	fallen (asleep)	fallen (einschlafen)
feel	felt	felt	fühlen
fight	fought	fought	kämpfen
find	found	found	finden
fly	flew	flown	fliegen
forget	forgot	forgotten	vergessen
freeze	froze	frozen	gefrieren; erstarren
get	got	got	kommen; werden
get up	got up	got up	aufstehen
give	gave	given	geben
go	went	gone	gehen; fahren
grow	grew	grown	wachsen; anbauen
hang	hung	hung	hängen
have	had	had	haben
hear	heard	heard	hören
hide	hid	hidden	(sich) verstecken
hit	hit	hit	schlagen
hold	held	held	(fest-)halten
hurt	hurt	hurt	(sich) verletzen, schmerzen

Present	Past simple	Past participle	Translation
keep	kept	kept	(be-)halten
know	knew	known	wissen; kennen
learn	learnt (learned)	learned	lernen
leave	left	left	verlassen
let	let	let	lassen
lose	lost	lost	verlieren
make	made	made	machen
meet	met	met	treffen
pay	paid	paid	(be-)zahlen
put	put	put	legen; setzen; stellen
read	read	read [red]	lesen
ride	rode	ridden	reiten; fahren
ring	rang	rung	läuten
run	ran	run	laufen
say	said	said	sagen
see	saw	seen	sehen
sell	sold	sold	verkaufen
send	sent	sent	senden, schicken
set off	set off	set off	abfahren
shine	shone	shone	scheinen
shoot	shot	shot	schießen
show	showed	shown (showed)	zeigen
sing	sang	sung	singen
sit	sat	sat	sitzen, sich setzen
sleep	slept	slept	schlafen
smell	smelt (smelled)	smelt (smelled)	riechen
speak	spoke	spoken	sprechen, sagen
spend	spent	spent	verbringen; ausgeben
stand	stood	stood	stehen
steal	stole	stolen	stehlen
swim	swam	swum	schwimmen
take	took	taken	nehmen
teach	taught	taught	lehren, unterrichten
tell	told	told	sagen, erzählen
think	thought	thought	denken
throw	threw	thrown	werfen
understand	understood	understood	verstehen
wake (up)	woke (up)	woken (up)	(auf-)wachen
win	won	won	gewinnen
write	wrote	written	schreiben

FUTURE TENSE

going to-future

If you want to talk about plans for the future, you use the correct form of **be + going to** + the base form of the verb.

Statement		Negation		Question		Short answer
I'm	going to play football.	I'm not	going to play football.	Am I	going to play football.	Yes, I am. / No, I'm not.
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).
He's		He isn't (He's not)		Is/Isn't he		Yes, he is. / No, he isn't (he's not).
She's		She isn't (She's not)		Is/Isn't she		Yes, she is. / No, she isn't (she's not).
We're		We aren't (We're not)		Are/Aren't we		Yes, we are. / No, we aren't (we're not).
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).
They're		They aren't (They're not)		Are/Aren't they		Yes, they are. / No, they aren't (they're not).

will-future

You use the *will*-future for predictions, spontaneous decisions or promises. This is how to form it: person + **will / won't (will not)** + the base form of the verb

Statement	Negation	Question	Short answer	
I'll (I will) see you tomorrow.	I won't (will not) see you tomorrow.	Will you see me tomorrow?	Yes, I will.	No, I won't (will not).
You'll (You will) see me tomorrow.	You won't (will not) see me tomorrow.	Will you see me tomorrow?	Yes, you will.	No, you won't (will not).
He'll (He will) see her tomorrow.	He won't (will not) see her tomorrow.	Will he see her tomorrow?	Yes, he will.	No, he won't (will not).
She'll (She will) see him tomorrow.	She won't (will not) see him tomorrow.	Will she see him tomorrow?	Yes, she will.	No, she won't (will not).
It'll (It will) rain tomorrow.	It won't (will not) rain tomorrow.	Will it rain tomorrow?	Yes, it will.	No, it won't (will not).
We'll (We will) see you tomorrow.	We won't (will not) see you tomorrow.	Will we see you tomorrow?	Yes, we will.	No, we won't (will not).
You'll (You will) see me tomorrow.	You won't (will not) see me tomorrow.	Will you see me tomorrow?	Yes, you will.	No, you won't (will not).
They'll (They will) see you tomorrow.	They won't (will not) see you tomorrow.	Will they see you tomorrow?	Yes, they will.	No, they won't (will not).

SPECIAL VERBS

to be – affirmative, negative

You use the verb **be** just like the German **sein**. There are short forms for every person (e.g. *I'm* for *I am*). You usually use the short form in spoken English.

Statement	Negation
I'm (I am) tired.	I'm not tired.
You're (You are) happy.	You aren't / You're not happy.
He's (He is) nice.	He isn't / He's not nice.
She's (She is) in class 3B.	She isn't / She's not in class 3B.
It's (It is) blue.	It isn't / It's not blue.
We're (We are) out.	We aren't / We're not out.
You're (You are) from York.	You aren't / You're not from York.
They're (They are) twelve.	They aren't / They're not twelve.

Questions with *to be*

Question	Short answer	
Am I tired?	Yes, I am .	No, I'm not .
Are/Aren't you happy?	Yes, you are .	No, you aren't . / No, you're not .
Is/Isn't he nice?	Yes, he is .	No, he isn't . / No, he's not .
Is/Isn't she in class 3B?	Yes, she is .	No, she isn't . / No, she's not .
Is/Isn't it blue?	Yes, it is .	No, it isn't . / No, it's not .
Are/Aren't we out?	Yes, we are .	No, we aren't . / No, we're not .
Are/Aren't you from York?	Yes, you are .	No, I'm not . / No, you're not .
Are/Aren't they twelve?	Yes, they are .	No, they aren't . / No, they're not .

have got / haven't got

Have got is used like the German word **haben**. You use it to express that something belongs to someone.

The 3rd person singular form (he/she/it) is **has got**.

Statement	Negation	Question	Short answer	
I've got (I have got) a dog.	I haven't got (have not got) a dog.	Have/Haven't I got a dog?	Yes, I have .	No, I haven't .
You've got (You have got) a dog.	You haven't got (have not got) a dog.	Have/Haven't you got a dog?	Yes, you have .	No, you haven't .
He's got (He has got) a dog.	He hasn't got (has not got) a dog.	Has/Hasn't he got a dog?	Yes, he has .	No, he hasn't .
She's got (She has got) a dog.	She hasn't got (has not got) a dog.	Has/Hasn't she got a dog?	Yes, she has .	No, she hasn't .
It's got (It has got) big ears.	It hasn't got (has not got) big ears.	Has/Hasn't it got big ears?	Yes, it has .	No, it hasn't .
We've got (We have got) a dog.	We haven't got (have not got) a dog.	Have/Haven't we got a dog?	Yes, we have .	No, we haven't .
You've got (You have got) a dog.	You haven't got (have not got) a dog.	Have/Haven't you got a dog?	Yes, you have .	No, you haven't .
They've got (They have got) a dog.	They haven't got (have not got) a dog.	Have/Haven't they got a dog?	Yes, they have .	No, they haven't .

there is / there are

You use **there is / there are** to express that something exists or that it is available.

There's a parrot in the tree. (= **There is** a parrot in the tree.)

There are three frogs on the desk.

like (doing)

You use **like doing** if you want to say that someone enjoys doing something.

How to form it: person + **likes/like/love** + verb + **-ing**

Sometimes the **-ing** form can be used like a noun (in German: *Ich mag Lesen/Schwimmen/Laufen ...*). This form is also called **gerund**.

Samantha **doesn't like** sports, but she **likes listening** to music.

James **likes running**, but he **doesn't like swimming**.

MODAL VERBS

Modal verbs can be used to express things such as abilities, obligations, wishes, possibilities or suggestions. You always use them together with the base form of another verb.

Remember: – you don't add -s to the 3rd person singular form of the verb
– you don't need *do/does* or *did* to form negative sentences or questions

can / can't

You use **can/can't** to express ability. **Can** is a modal verb and is always used together with the base form of another verb. The negative form is **cannot** or **can't**.

Statement	Negation	Question	Short answer
I can speak French.	I can't (cannot) speak French.	Can/Can't I speak French?	Yes, I can . No, I can't .
You can speak French.	You can't (cannot) speak French.	Can/Can't you speak French?	Yes, you can . No, you can't .
He can speak French.	He can't (cannot) speak French.	Can/Can't he speak French?	Yes, he can . No, he can't .
She can speak French.	She can't (cannot) speak French.	Can/Can't she speak French?	Yes, she can . No, she can't .
It can run fast.	It can't (cannot) run fast.	Can/Can't it run fast?	Yes, it can . No, it can't .
We can speak French.	We can't (cannot) speak French.	Can/Can't we speak French?	Yes, we can . No, we can't .
You can speak French.	You can't (cannot) speak French.	Can/Can't you speak French?	Yes, you can . No, you can't .
They can speak French.	They can't (cannot) speak French.	Can/Can't they speak French?	Yes, they can . No, they can't .

have to / don't have to / must / mustn't

You can use **must** or **have to / has to** + the base form of another verb to express that something is necessary or someone needs to do something. If you want to say that something isn't necessary or someone doesn't need to do something, use **don't have to** or **doesn't have to** and the base form of another verb. In English, **mustn't** means that someone is not allowed to do something.

You have to / must come to the party. I really want to see you there.	have to / must („müssen“)
You don't have to come to the party. It will be boring.	doesn't / don't have to („nicht müssen“)
You mustn't come to the party. You are too young.	mustn't („nicht dürfen“)

should / shouldn't

If you want to tell someone what (not) to do, give them advice, use **should** or **shouldn't** and the base form of another verb.

I should do my maths homework now.	You shouldn't eat that much chocolate.	Should I call my friend and say sorry?
---	---	---

might / might not

You use **might / might not** + the base form of another verb to express that something is (not) possible in the future.

It might rain today.	We might not go on holidays this year.
-----------------------------	---

could / couldn't (ability)

You use **could** and **couldn't** to say that something was generally (not) possible for a longer period in the past (**could/couldn't** is the past tense of **can/can't**).

When Sarah was a little girl, she could walk on her hands.	When Timmy was a little boy, he couldn't tie his shoelaces.
---	--

You also use **could** and **couldn't** if you want to describe someone's ability at a certain time in the past. You can also use **was / were able to** for this.

Our dog ran away yesterday but I wasn't able to catch it.	The homework last night was easy – I was able to finish it.
--	--

be allowed to / let

You use **be (not) allowed to** to say that someone has or doesn't have permission to do something.

You use **(not) let** to say that someone gives or does not give permission to do something.

My brothers and I **are allowed to** play in the street because there isn't a lot of traffic.

I'm **not allowed to** go out when it's dark – my parents say it's too dangerous.

Our dad **lets** us stay up late to watch the football match.

Julia's parents **don't let** her have a pet.

CONDITIONAL CLAUSE

1st conditional

You use the *1st conditional* to talk about the consequences of an action.

How to form it: **If-clause:** **If** + person + present simple

Main clause: person + **will/won't** + base form of the verb

If you **break** a mirror, you'll **have** bad luck for seven years.

The teacher **will** be angry if you **don't do** the homework.

If it **is** sunny tomorrow, we'll **have** a picnic.

We **will** go to London at the weekend if my dad **has to** work on Saturday.

Instead of **if ... not** you can say **unless**.

Unless you **go** to Sophia's party, I **won't go** there. (= If you **don't go** to ...)

We'll go swimming tomorrow **unless** it **rains**. (= ... if it **doesn't rain**)

2nd conditional

If you want to talk about the consequences of an imagined action in an unlikely or impossible situation, you use the *2nd conditional*.

How to form it: **If-clause:** **If** + person + past simple

Main clause: person + **would (not)** + base form of the verb

If I **knew** the answer, I **would tell** you.

If they **were** a million euros, they **would travel** around the world.

If she **were** the president, she **would stop** the pollution.

Paul **would visit** his grandma if he **had** time.

If you **went** to bed earlier, you **wouldn't be** so tired.

They **would play** in our hockey team if they **were** two years older.

PASSIVE

You use the *passive* if you want to focus on the **action**. The subject is not important or unknown.

How to form it: **(not) be** + past tense of **verb**

Present simple passive

The classroom **is** cleaned every day.

English **is spoken** in many countries around the world.

Past simple passive

This house **was built** in 1852.

Hundreds of houses **were destroyed** by the fire.

by

If you want to mention who does or did the action, you can add **by** + person.

This blog **is written by** my friend Pauline.

The car **was stolen by** the young man.

IMPERATIVES

The *imperative* has the same form as the base form of the verb (without *to*).

To form negative sentences, use **do not (don't)** + the base form of the verb.

Run!	Don't run!
Sit down.	Don't sit down.
Open the window.	Don't open the window.

CONJUNCTIONS

Linking words (*and, but, because*)

Conjunctions connect clauses or sentences.

We went to the cinema	and watched a great film.
	but it was closed.
	because we had free tickets.

why – because

You use **why** to ask for and find out about reasons, and **because** to give reasons.

Why did you go to the store? – **Because** I needed bread. Are you tired? – **Because** I went to bed late.

So do/have I – Neither do/have I

If you want to agree with someone about something, you can say **So do/have I**. If you want to agree with negative statements, you can say **Neither do/have I**.

If there's a modal verb (**can, should, might**, etc.) in the sentence, repeat the modal verb or **have**.

I like rap. – So do I .	I don't like rap. – Neither do I .
I've got a laptop. – So have I .	I haven't got a laptop. – Neither have I .
I can play the piano. – So can I .	I can't play the piano. – Neither can I .
I went to the cinema last night. – So did I .	I didn't go to the cinema last night. – Neither did I .
I had a great holiday. – So had I .	I didn't have a holiday yesterday. – Neither had I .

when / before / after / while / during / until / by the time

You can use these words and phrases for time sentences. They tell you when something happened.

When we got to London, we went straight to the hotel.
Before we went out, we took a shower.
After we went to the centre of London, we decided to have lunch.
While we were resting in the park, we heard some noise outside.
During our stay, we visited a lot of wonderful sights.
We stayed in London until Sunday.
By the time we came back, it was dark.

ADVERBS

Adverbs describe verbs or adjectives. There are different types of adverbs.

Adverbs of frequency

You use *adverbs of frequency* to talk about how often something happens.

Remember: The word order in English is different to the one in German. In English, the adverb of frequency comes before the verb.

0%	XXXXX	never
20%	XX	sometimes
40%	X	often
60%	✓✓	usually
80%	✓✓✓	always

I **sometimes** go to the cinema on Fridays.

We **usually** visit my grandparents on Sundays.

They **never** play football, but they **often** play basketball.

In sentences with *be*, the adverb of frequency comes after *be*.

She is **always** late.

I am **usually** happy.

They are **never** at home.

Adverbs of manner

You can use *adverbs of manner* to describe the way something happens or is done. For regular adverbs, add **-ly** to the adjective.

Remember: **-y** changes to **-i + ly**; **-e** changes to **-ly**

Regular (+ -ly)

bad – badly

quiet – quietly

Regular (ending in -y or -e)

happy – happily

terrible – terribly

Irregular

fast – fast

good – well

PREPOSITIONS

Prepositions come before a noun or a pronoun and indicate the time (*time prepositions*), direction or a place (*prepositions of place*).

Time prepositions

If you want to express at what time something happens or happened, you use the prepositions **on**, **in** or **at**.

My birthday is on February 12 th / May 2 nd / September 1 st .	days
My sister's birthday is in December / April.	months
The film starts at 7 o'clock / eight / six / five.	time
We have maths in the morning / the afternoon / the evening.	time of day
We go to bed late at night.	time of day
The concert is on Saturday.	days of the week

Prepositions of place

on

in

behind

next to

in front of

under

ARTICLES

Indefinite article

The indefinite article **a** (in German *ein/eine*) is used together with a countable noun. **An** is used before words that start with a vowel (a, e, i, o, u).

a bike
a teacher
a dog

Before vowels: a, e, i, o, u
an egg [ən 'eg]
an apple [ən 'æpl]

Definite article

In English, there is only one definite article: **the** (in German *der/die/das*).

the bike	the teacher	the dog
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NOUNS

Plural nouns – Irregular plurals

To make regular plural forms, add **-s** to the noun.

Regular plural			
dog – dogs	bear – bears	cat – cats	boy – boys

Follow these rules to form irregular plurals:

- for words ending in **-y**, we take off the **-y** and add **-ies** (if there is a vowel before the **-y**)
- for words ending in **-f** or **-fe**, we take off **-f** or **-fe** and add **-ves**

There are also other irregular plural forms that don't follow these rules.

Irregular plural							
baby – babies	leaf – leaves	fish – fish	child – children	mouse – mice	foot – feet	tooth – teeth	man – men sheep – sheep

whose + possessive 's

If you want to ask who something belongs to, use **whose**. Add the possessive **'s** if the answer is a name or a noun. In case there already is an **s** at the end of the name or noun, you still add an **'** (apostrophe) at the end of the word. For irregular plurals you also add a possessive **'s**.

Whose is this book?	It's Amanda's book.	Whose is this room?	It's the teachers' (room).
Whose book is this?	It's Amanda's.	Whose is this room?	It's the children's (room).

PRONOUNS

Personal pronouns – Subject and object pronouns

Personal pronouns have two forms, depending on how they are used in a sentence:

- as subject: subject pronoun
- as object: object pronoun

Subject pronoun	I	you	he	she	it	we	you	they
Object pronoun	me	you	him	her	it	us	you	them

The German *man* can be expressed in English by **you**, **they** or **one**.

Possessives / Possessive pronouns

Possessives are always placed before the noun. You use them to express possession.

Possessives	my	your	his	her	its	our	your	their
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You use *possessive pronouns* when you want to say who something belongs to. You can use them instead of a noun or name that has already been mentioned before, e.g. *This is my bike.* – *It's mine.*

Possessive pronoun	mine	yours	his	hers	its	you	ours	theirs
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this / that – these / those

This/that (singular) and **these/those** (plural) refer to a specific person, object or set of objects.

This/these describes something nearby, *that/those* something further away.

I like **this** T-shirt here.



I like **these** shoes here.

I like **that** sweater over there.



I like **those** shoes over there.



one – ones

You can use **one** or **ones** if you don't want to repeat a noun in the sentence.

Which is your bike? – The red **one**.

What's your favourite T-shirt? – The **one** with pink stars on it.

My shoes are old. I need to buy new **ones**.

I like your sunglasses. – The green **ones**?

Question words

If you ask a question and you expect a more detailed answer than just yes or no, use the following question words:

Who	What	Where	Why
Who is the best?	What's your name?	Where are you now?	Why are you scared?
Who are you?	What eats insects?	Where do you live?	Why do you ask?
Who likes ice cream?	What does he do?		Why does Harry like Mandy?
Who doesn't like her?	What's in your pencil case?		Why can't a helicopter land?

How often	Whose	How many	How much*
How often do you feed your pet?	Whose dog is it?	How many shoes do you have?	How much are the jeans?
How often do you eat meat?	Whose car do you use?	How many kids were in the park?	How much homework do you have?

*You use **How much** when asking about the price or quantity of uncountable nouns (e.g. water, homework, meat, ...).

Relative pronouns

You can use a *relative pronoun* (**who**, **which**, **that**) to add more information to a person or a thing in the main clause. You use **who** or **that** for people, **which** or **that** for things and animals.

He's the man **who** / **that** bought my father's old car.

I've got a dog **which** / **that** chases cats all the time.

There were three questions **which** / **that** were very difficult for everyone.

ADJECTIVES

as ... as

If you want to say that two or more things/animals/people are the same, then you use **as ... as**. If they are not the same, use **not as ... as**.

I am **as** intelligent **as** my sister.

He is **not as** tall **as** his father.

Comparatives & Superlatives

To form the comparative or superlative form of short adjectives with one syllable, add **-er** or **-est**.

Comparative	Superlative
My sister is older than me.	My sister is the strongest girl in her class.
My hair is longer than your hair.	Yesterday was the coldest day.

To form the comparative or superlative form of adjectives with two or more syllables, use **more** + adjective + **than** or **(the) most** + adjective.

Comparative	Superlative
The boots are more expensive than the trainers.	My mum is the most expensive person in our family.
This house looks more modern than the one next to it.	This is the most interesting book I've read.

Here is a list of the most frequently used adjectives and their comparative and superlative forms. Pay attention to the spelling.

Adjective	Comparative	Superlative
big	bigger	biggest
cold	colder	coldest
fast	faster	fastest
hot	hotter	hottest
long	longer	longest
new	newer	newest
old	older	oldest
rich	richer	richest
safe	safer	safest
small	smaller	smallest
strong	stronger	strongest
tall	taller	tallest
young	younger	youngest

Exceptions	Comparative	Superlative
good	better	best
bad	worse	worst

Adjective (-y)	Comparative (-y → i)	Superlative (-y → i)
funny	funnier	funniest
happy	happier	happiest
heavy	heavier	heaviest
ugly	uglier	ugliest

two or more syllables		
beautiful	more beautiful	most beautiful
boring	more boring	most boring
dangerous	more dangerous	most dangerous
difficult	more difficult	most difficult
exciting	more exciting	most exciting
expensive	more expensive	most expensive
handsome	more handsome	most handsome
important	more important	most important
intelligent	more intelligent	most intelligent
poisonous	more poisonous	most poisonous
popular	more popular	most popular
relaxing	more relaxing	most relaxing

QUANTITY / MEASUREMENT

How much is / are ...? / How many ...?

You use *How much* ... to ask for the quantity or the price of uncountable nouns.

You use *How many* ... to ask for the quantity of countable nouns.

How much ice cream do you eat every day?

How much money have you got?

How much is the ice cream?

How much are the trainers?

How much money have you got?

How many cars come to this town?

Ordinal numbers

Ordinal numbers (the first, second, third, etc.) have special endings in English.

Remember: When writing, add **-st** to 1, **-nd** to 2 and **-rd** to 3, otherwise always **-th**.

Cardinal	Ordinal
1 one	1 st first
2 two	2 nd second
3 three	3 rd third
4 four	4 th fourth
5 five	5 th fifth
6 six	6 th sixth
7 seven	7 th seventh
8 eight	8 th eighth
9 nine	9 th ninth
10 ten	10 th tenth

Cardinal	Ordinal
11 eleven	11 th eleventh
12 twelve	12 th twelfth
13 thirteen	13 th thirteenth
14 fourteen	14 th fourteenth
15 fifteen	15 th fifteenth
16 sixteen	16 th sixteenth
17 seventeen	17 th seventeenth
18 eighteen	18 th eighteenth
19 nineteen	19 th nineteenth
20 twenty	20 th twentieth

Cardinal	Ordinal
21 twenty-one	21 st twenty-first
30 thirty	30 th thirtieth
40 forty	40 th fortieth
50 fifty	50 th fiftieth
60 sixty	60 th sixtieth
70 seventy	70 th seventieth
80 eighty	80 th eightieth
90 ninety	90 th ninetieth
100 hundred	100 th hundredth
101 a/one hundred and one	101 st the (one) hundred and first

some – any

You use **some** and **any** with plural nouns.

You generally use **some** with uncountable nouns in positive sentences or if you want to ask about something that you know exists. Use **any** in negative sentences and questions.

some		
We've got some cheese.	We haven't got any cheese.	Is there any milk in the fridge?
I've got some money.	I haven't got any money.	Have we got any strawberries?
Can I have some soup?	There aren't any onions in the kitchen.	Do they sell any sweets?

CLASSROOM LANGUAGE

Can you understand your teacher?

We have plenty of time.
Have a go.
Have a guess.
Don't worry about your pronunciation.
Don't worry, it'll get better.
Maybe this will help you.
Can anybody correct this sentence?
That's very good.
Well done.
That's nice.
I like that.
You did a great job.
That's correct.
That's quite right.
Yes, you've got it.
That's much better.
That's a lot better.
You didn't make a single mistake.
Your pronunciation is very good.
You're getting better all the time.
Work in pairs/threes/fours/fives.
Work in groups of two/three/four.
Open your books at page ...

Stand up and find an ... partner.
Have you finished?
Do the next activity.
Let's check answers.
Come out and write on the board.
Repeat after me.
Again, please.
Would you like to answer question 3?
Right. Now we'll go on to the next exercise.
Next ...
You have ten minutes to do this.
... is up.
Are you ready?
Any questions?
... afraid it's time to finish now.
We'll have to stop here.
Hang on a moment.
Just a moment, please.
One more thing before you go.
... is your homework.
Do exercise 11 on page 22 for your homework.
There is no homework today.

When you have a problem, say this:

Sorry? / Pardon?
Can you help me, please?
Can you ...?
What's ... in English, please?
I don't understand ...
Sorry, I've forgotten my ...
Sorry, what's our homework?

ENGLISH SOUNDS

[ɑ:] arm	[eə] there	[ŋ] song, long
[ʌ] fun	[eɪ] take, they	[p] present, top
[e] desk	[ɪə] here	[r] red, right
[ə] a, an	[ɔɪ] boy	[s] sister, class
[ɜ:] girl, bird	[əʊ] go, old	[t] time, cat
[æ] apple	[ʊə] tourist	[z] nose, dogs
[ɪ] in, it	[b] bag, club	[ʃ] television
[i] every	[d] duck, card	[dʒ] orange
[i:] easy, eat	[f] fish, laugh	[ʒ] sure, English
[ɒ] orange, sorry	[g] get, dog	[tʃ] child, cheese
[ɔ:] all, call	[h] hot	[ð] these, mother
[ʊ] look	[j] you	[θ] think, mouth
[u] February	[k] can, clock	[v] very, have
[u:] food	[l] lot, milk	[w] what, word
[aɪ] eye, buy	[m] me, mum	
[aʊ] our	[n] no, nurse	

The English alphabet:

A [eɪ]	Q [kju:]
B [bi:]	R [ɑ:]
C [si:]	S [s]
D [di:]	T [ti:]
E [i:]	U [ju:]
F [ef]	V [vi:]
G [dʒi]	W ['dʌbəlju:]
H [ertʃ]	X [eks]
I [aɪ]	Y [waɪ]
J [dʒeɪ]	Z [zed/zi:]
K [keɪ]	
L [el]	
M [em]	
N [en]	
O [əʊ]	
P [pi:]	

WORDLIST

U2/4 = Unit 2 Exercise 4; **OYW1** = Our Young World Episode 1; **TGND1** = The Girl Next Door Episode 1; **TT** = Teen Talk; **G** = Grammar

A

a / an MORE 1	[ə, eɪ / ən]	ein/e
a.m. MORE 1	[eɪ 'em]	vormittags
a (week) U1/8	[ə (wi:k)]	pro (Woche)
ability U10/G	[ə'bɪləti]	Fähigkeit
to be able to U2/8	[tə bi: 'eɪbəl tə]	können, fähig sein etw. zu tun
about MORE 1	[ə'baʊt]	über, ungefähr
above MORE 1	[ə'bʌv]	(dar-)über, oberhalb
absolutely MORE 2	[æbsə'lʊ:tli]	absolut
AC (alternating current) U8/2	[eɪ'si, ɒltənɛrɪŋ kʌrənt]	Wechselstrom
to accept U3/1	[tə ək'sept]	akzeptieren
accident MORE 1	[æksɪdənt]	Unfall
accidental U8/10	[æksɪ'dentəl]	versehentlich
to achieve OYW1	[tə ə'tʃi:v]	erreichen
acoustics U8/9	[ə'ku:stɪks]	Akustik
acrobat U8/9	[ækrəbæt]	Akrobat/Akrobatin
across MORE 1	[ə'krɒs]	quer durch, über
to act U10/8	[tə ækt]	verhalten; darste-
to act out MORE 1	[tə ækt aʊt]	vorspielen, nachsp
action MORE 1	[ækʃn]	Handlung
active U3/1	[æktɪv]	aktiv
activity MORE 1	[æk'tɪvəti]	Aktivität, Beschä
actor, actress MORE 2	[æktər, æktrəs]	Schauspieler, Schauspieler
actual U2/G	[æktʃuəl]	eigentlich, tatsächlich
actually MORE 2	[æktʃuəli]	eigentlich; tatsächlich
to adapt U8/13	[tə ə'dæpt]	(sich) anpassen
to add MORE 2	[tə æd]	hinzufügen
address MORE 1	[ə'dres]	Adresse
to admire U4/7	[əd'mɪər]	bewundern, verehren
to admit TGND4	[əd'mɪt]	zugestehen
to adopt U9/5	[tə ə'dɒpt]	übernehmen; hier: annehmen
adorable U4/3	[ədə'reɪbəl]	bezaubernd, liebenswert
adult MORE 1	[ədʌlt]	Erwachsener/Erwachsene
adventure MORE 1	[əd'ventʃər]	Abenteuer, Erlebnis
advice (no pl) MORE 2	[əd'vaɪs]	Ratschlag
to advise U4/11	[tə əd'vaɪz]	(be-)raten
aeroplane U12/11	[eə'reɪpleɪn]	Flugzeug
to affect U12/6	[tə ə'fekt]	betreffen; beeinflussen
to be afraid (of) MORE 2	[tə bi: ə'freɪd (əv)]	Angst haben (vor)

African U3/1	[æf'rɪkən]	Afrikaner/Afrikanerin; afrikanisch
after MORE 1	[ɑ:ftər]	nach
after all U5/1	[ɑ:ftər ɔ:l]	am Ende, schließlich
afternoon MORE 1	[ɑ:ftə'nu:n]	Nachmittag
aftershock U12/6	[ɑ:ftə'shɒk]	Nachbeben
afterwards TGND1	[ɑ:ftə'wɜ:dz]	danach, anschließend
again MORE 1	[ə'geɪn]	wieder, noch einmal
against MORE 1	[ə'geɪnst]	gegen; an
age MORE 1	[eɪdʒ]	Alter
ages TT U2	[eɪdʒɪz]	langer Zeitraum
aggressive U3	[ə'ɡresɪv]	aggressiv
(two days) ago MORE 2	[[tu: deɪz] ə'ɡəʊ]	vor (zwei Tagen)
agree MORE 1	[tə ə'ɡri:]	zustimmen
ahead MORE 1	[ə'hed]	voraus, kommend
air U5/1	[eər]	Luft
air ambulance U4/8	[eər æmbjʊləns]	Luftrettung
airline U3/13	[eəlaɪn]	Fluglinie
airport MORE 2	[eəpɔ:t]	Flughafen
alarm clock U3/1	[ə'lɑ:m klɒk]	Wecker
alive MORE 2	[ə'laɪv]	lebendig, am Leben
all MORE 1	[ɔ:l]	alle; alles
all day U3/8	[ɔ:l deɪ]	den ganzen Tag
all in all U3/10	[ɔ:l ɪn ɔ:l]	alles in allem
all over U7/9	[ɔ:l əʊvər]	überall
to allow U8/11	[tə ə'laʊ]	erlauben
to be allowed to U9/1	[tə bi: ə'laʊd tə]	dürfen
all the best U3/6	[ɔ:l ðə best]	Alles Gute!
all the time U3/10	[ɔ:l ðə taɪm]	die ganze Zeit
almond U11/3	[ɑ:mənd]	Mandel
almost MORE 2	[ɔ:l'məʊst]	fast, beinahe
alone MORE 1	[ə'ləʊn]	alleine
along MORE 2	[ə'lɒŋ]	entlang
alongside U6/11	[ə'lɒŋ'saɪd]	neben
already MORE 1	[ɔ:l'reɪdi]	schon, bereits
alright MORE 1	[ɔ:l'reɪt]	in Ordnung; schön, na gut
also MORE 1	[ɔ:l'səʊ]	auch
although MORE 2	[ɔ:l'ðəʊ]	obwohl
altitude sickness U3/7	[æltɪtʃu:d sɪknəs]	Höhenkrankheit
altogether U12/6	[ɔ:l'tə'geðər]	insgesamt
always MORE 1	[ɔ:lweɪz]	immer
amazing MORE 1	[ə'meɪzɪŋ]	erstaunlich

ambulance MORE 1	[æmbjʊləns]	Krankenwagen
American MORE 2	[əmerɪkən]	Amerikaner/Amerikanerin; amerikanisch
among MORE 2	[ə'mʌŋ]	unter
amount U10/16	[ə'maʊnt]	Menge, Anteil
amusement park OYW5	[ə'mju:zmənt pɑ:k]	Freizeitpark
angry MORE 1	[æŋgri]	verärgert, zornig, wütend
animal MORE 1	[æniməl]	Tier
another MORE 1	[ə'nʌðə]	ein anderer / eine andere / ein anderes
answer MORE 1	[ɑ:nsər]	Antwort; Lösung
to answer MORE 1	[tə ɑ:nsər]	antworten
antibiotics U8/6	[æntibaɪ'ɒtɪks]	Antibiotika
any MORE 1	[eni]	irgendein/e; kein/e; etwas
anybody MORE 2	[eni,bɒdi]	irgendjemand
Any luck? U5/1	[eni lʌk]	Hattest du Glück?
(not) any more MORE 2	[nɒt eni'mɔ:ɹ]	nicht mehr
anyone MORE 2	[eniwʌn]	igendjemand
anything MORE 1	[eniθɪŋ]	(irgend-)etwas
Anything else? U5/6	[eniθɪŋ els]	Sonst noch etwas?
any time U8/TT	[enitaɪm]	jederzeit
anyway MORE 1	[eniweɪ]	auf alle Fälle, jedenfalls
anywhere TGND3	[eniweər]	irgendwo
apart from TGND1	[ə'pɑ:t frɒm]	abgesehen von
to apologise MORE 2	[tə ə'pɒlədʒaɪz]	sich entschuldigen
to appear MORE 2	[tə ə'piə]	erscheinen, auftauchen
approximately U6/10	[ə'prɒksɪmətli]	ungefähr
area MORE 2	[eəriə]	Gebiet, Region
to argue U13/12	[tə ɑ:gju:]	argumentieren, diskutieren
argument U7/7	[ɑ:gjəmənt]	Argument; Diskussion
aria U1/1	[ɑ:riə]	Arie
arm MORE 1	[ɑ:m]	Arm
armchair MORE 2	[ɑ:mtʃeər]	Sessel; Stuhl
around MORE 1	[ə'raʊnd]	herum, um
to arrange TGND3	[tə ə'reɪnʃ]	vereinbaren, arrangieren
arrest U10/18	[ə'rest]	festnehmen, Festnahme
to arrive MORE 1	[tə ə'raɪv]	ankommen
arrow U11/12	[ə'raʊ]	Pfeil
art gallery U6/3	[ɑ:t gæləri]	Kunstgalerie
article MORE 1	[ɑ:tɪkəl]	Artikel, Begleiter
artist MORE 2	[ɑ:tɪst]	Künstler/Künstlerin
as MORE 1	[əz]	als; wie
as from U9/16	[əz frɒm]	ab (Zeit)
ash U12/10	[æʃ]	Asche
to ask MORE 1	[tə ɑ:sk]	fragen; bitten
to ask sb. out U13/11	[tə ɑ:sk sʌmbədi aʊt]	jdn. nach einem Date fragen
association OYW5	[ə'səʊsi'eɪʃən]	Verein, Verband

asteroid U4/13	[æstəɔɪd]	Asteroid
astronaut U1/1	[æstrɒnɔ:t]	Astronaut/Astronautin
as well U7/1	[əz wel]	auch, ebenso
at MORE 1	[æt]	bei; auf; um; zu
(not) at all TGND1	[nɒt ət 'ɔ:l]	gar nicht
at first U4/8	[ət fɜ:st]	zuerst
at home U1/5	[ət hʌm]	zu Hause
at least U5/9	[ət li:st]	zumindest, mindestens
at once U14/9	[ət ɒns]	sofort
to attach U8/21	[tə ə'tætʃ]	anfügen, anhängen
attack U4/9	[ə'tæk]	Angriff
to attack MORE 2	[tə ə'tæk]	angreifen
to attend U10/1	[tə ə'tend]	besuchen (Universität, Veranstaltung)
to attract U5/5	[ə'trækt]	anziehen, anlocken
attraction U11/1	[ə'trækʃən]	Attraktion
attractive U11/1	[ə'træktɪv]	attraktiv, ansprechend
audience U11/1	[ɔ:diəns]	Publikum
audio-visual U11/1	[ɔ:diəʊ vɪʒuəl]	audiovisuell
audiobook U11/1	[ɔ:diəʊ bʊk]	Audiobuch
audition U11/1	[ɔ:diʃən]	Vorsingen; Vorspielen
auk U11/1	[ɑ:nt]	Tante
Austrian U7/16	[ɒstri:ən]	Österreicher/Österreicherin; österreichisch
author U2/3	[ɔ:θər]	Autor/Autorin
automatically OYW4	[ɔ:tə'mætɪkəli]	automatisch
available G	[ə'veɪləbəl]	verfügbar, vorhanden
avalanche U12/1	[ævələntʃ]	Lawine
avoid U4/5	[tə ə'vɔɪd]	vermeiden
awake U5/10	[ə'weɪk]	wach
award U8/11	[ə'wɔ:d]	Preis, Auszeichnung
away MORE 1	[ə'weɪ]	weg
awesome MORE 2	[ɔ:səm]	beeindruckend
awful MORE 1	[ɔ:fəl]	schrecklich, scheußlich

B

back MORE 2	[bæk]	zurück; Rücken
background U2/G	[bækgraʊnd]	Hintergrund
backpack MORE 1	[bækpæk]	Rucksack
bacon U8/TT	[beɪkən]	Speck
bad MORE 1	[bæd]	schlecht, böse
bad luck U5/1	[bæd lʌk]	Unglück
bag MORE 1	[bæg]	Tasche
balcony U14/6	[bælkəni]	Balkon
balloon MORE 2	[bə'lu:n]	Ballon
bank U6/3	[bæŋk]	Bank; hier: Flussufer
barbeque U3/10	[bɑ:bɪkjʊ:]	Grillparty
to bark U2/G	[tə bɑ:k]	bellern
basket MORE 1	[bɑ:skɪt]	Korb
bathroom MORE 1	[bɑ:θru:m]	Bad, Badezimmer
battery TGND6	[bætəri]	Akku; Batterie

to battle sth. out U6/11	[tə bætəl sʌmθɪŋ aʊt]	etw. ausstreiten
battleship U6/3	[bætəlʃɪp]	Kriegsschiff
to be MORE 1	[tə bi:]	sein
to be in two minds about sth. U13/1	[tu: bi: ɪn tu: maɪndz ə'baʊt sʌmθɪŋ]	unschlüssig sein
beach MORE 1	[bi:tʃ]	Strand
bear MORE 1	[beə]	Bär
beard U14/6	[biəd]	Bart
beast U5/5	[bi:st]	Bestie
to beat MORE 1	[tə bi:t]	schlagen
beautiful MORE 1	[bju:tɪfl]	schön
because MORE 1	[br'kəz]	weil
to become U3/1	[tə br'kʌm]	werden
bed MORE 1	[bed]	Bett
bedroom MORE 1	[bedru:m]	Schlafzimmer
beefeater U6/3	[bi:fi:tər]	Beefeater (königlicher Leibgardist)
beetle OYW2	[bi:tl]	Käfer
before MORE 1	[br'fɔ:]	bevor; zuvor; vor
to begin MORE 1	[tə br'ɡɪn]	anfangen, beginnen
beginning MORE 1	[br'ɡɪnɪŋ]	Anfang
to behave U3/5	[tə br'heɪv]	verhalten
behaviour MORE 2	[br'heɪvjər]	Verhalten
behind MORE 1	[br'haɪnd]	hinten
to believe MORE 1	[tə br'i:lv]	glauben
bell U6/3	[bel]	Glocke
belly button U5/5	[beli bʌtən]	Bauchnabel
to belong U1/1	[tə br'lɒŋ]	gehören
beloved U7/9	[br'lʌvɪd]	geliebt
below MORE 1	[br'ləʊ]	unter; darunter
belt MORE 1	[belt]	Gürtel
bend U14/11	[bend]	Kurve
beside U5/1	[br'saɪd]	neben
besides TGND6	[br'saɪdz]	außer; außerdem
best MORE 1	[best]	besten/beste/bestes
between MORE 1	[br'twi:n]	zwischen
big MORE 1	[bɪg]	groß
bike MORE 1	[baɪk]	Fahrrad
bill U2/5	[bɪl]	Rechnung
billion MORE 2	[brɪljən]	Milliarde
billionaire U8/2	[brɪljə'neɪ]	Milliardär/Milliardärin
binoculars (pl) MORE 2	[brɪnɒkjʊləs]	Fernglas
biology U3/4	[brɪ'ɒlɒɡi]	Biologie
bird MORE 1	[bɜ:d]	Vogel
bird bath U14/TT	[bɜ:d bɑ:θ]	Vogeltränke
birth U2/13	[bɜ:θ]	Geburt
birthday MORE 1	[bɜ:θdeɪ]	Geburtstag
bison (pl bison) U14/TT	[baɪsən]	Bison

(a) bit (of) MORE 2	[(ə) bɪt (əv)]	(ein) bisschen (von)
bite U4/3	[baɪt]	Biss
to bite (off) U4/5	[tə baɪt (ɒf)]	(ab-)beißen
to blackmail TGND4	[tə blækmeɪl]	erpressen
to blame U12/13	[tə bleɪm]	beschuldigen
to bleed U4/11	[tə bli:d]	bluten
bleeding U4/8	[bli:ɪŋ]	Blutung
blind U3/1	[blaɪnd]	blind
blindness U3/2	[blaɪndnəs]	Blindheit
to block U3/4	[tə blɒk]	blockieren
blood MORE 2	[blʌd]	Blut
to blow (away) U2/1	[tə bləʊ (əweɪ)]	(weg-)blasen
blue-ringed octopus U4/3	[blu: rɪŋd ɒktəpəs]	blaugeringelte Krake
(on) board MORE 1	[tə bɔ:d]	(an) Bord
boarding TGND6	[bɔ:dɪŋ]	Anbordgehen
boat MORE 1	[bəʊt]	Boot
body MORE 1	[bɒdi]	Körper
bone MORE 2	[bəʊn]	Knochen
to book MORE 2	[bʊk]	Buch
to book MORE 2	[tə bʊk]	buchen
boot MORE 1	[bu:t]	Stiefel
border U12/6	[bɔ:dər]	Grenze
border MORE 1	[bɔ:rɪŋ]	langweilig
born MORE 1	[bɔ:n]	geboren
to borrow MORE 1	[tə bɒrəʊ]	(sich) ausleihen/borgen
boss MORE 2	[bɒs]	Chef/Chefin
both MORE 1	[bəʊθ]	beide
bottle MORE 1	[bɒtl]	Flasche
to bottle-feed U9/1	[tə bɒtəl fi:d]	aus der Flasche ernähren
bottom TGND2	[bɒtəm]	Boden; Grund; hier: Ende
to bounce U8/9	[tə baʊns]	aufspringen, hüpfen
bow MORE 1	[bəʊl]	Schüssel
boxing U7/9	[bɒksɪŋ]	Boxen
boy MORE 1	[bɔɪ]	Junge
boycott U10/18	[bɔɪkɒt]	Boycott
boyfriend U2/7	[bɔɪfrend]	fester Freund, Partner
brake U10/20	[breɪk]	Bremse
branch U14/9	[brɑ:ntʃ]	Ast
brave MORE 2	[breɪv]	tapfer
Brazil U3/1	[brə'zɪl]	Brasilien
Brazilian TGND5	[brə'zɪljən]	brasilianisch
to break MORE 1	[tə breɪk]	(zer-)brechen, kaputt machen
breakfast MORE 1	[brekfəst]	Frühstück
to break in two U12/10	[tə breɪk ɪn tu:]	auseinanderbrechen
to breathe MORE 2	[tə bri:ð]	atmen
bridge MORE 1	[brɪdʒ]	Brücke
bright MORE 2	[braɪt]	hell

brilliant MORE 1	[brɪljənt]	brillant, hervorragend
to bring MORE 1	[tə brɪŋ]	(mit-)bringen
British MORE 1	['brɪtɪʃ]	britisch
brother MORE 1	[brʌðə]	Bruder
bruise U12/10	[bruːz]	Bluterguss; Prellung
to brush MORE 2	[tə brʌʃ]	(ab-)bürsten
brutal U3/1	[bruːtəl]	brutal
bubble U11/4	[bʌbəl]	Blase
buffalo U14/6	[bʌfələʊ]	Büffel
bug U14/TT	[bʌg]	Insekt
to build MORE 1	[tə bɪld]	bauen
building MORE 1	[bɪldɪŋ]	Gebäude
to bully OYW2	[tə bʊli]	schikanieren, mobben
to burn MORE 2	[tə bɜːn]	(ver-)brennen
to burn down U6/3	[tə bɜːn daʊn]	niederbrennen
to bury U12/10	[tə beri]	vergraben
bus stop MORE 1	[bʌs stɒp]	Bushaltestelle
bush U14/11	[bʊʃ]	Busch
bushfire U12/6	[bʊʃfaɪə]	Buschfeuer
business U1/1	[ˈbɪznɪs]	Business, Geschäft
businessman (pl businessmen) OYW5	[ˈbɪznɪsmən]	Geschäftsmann
busy TGND2	[ˈbɪzi]	beschäftigt
but MORE 1	[bʌt]	aber
butter MORE 1	[ˈbʌtər]	Butter
button MORE 1	[ˈbʌtən]	Knopf, Taste
to buy MORE 1	[tə baɪ]	kaufen
by MORE 1	[baɪ]	an; bei; mit
by the name of U5/1	[baɪ ðə neɪm əv]	namentlich
bye MORE 1	[baɪ]	(auf) Wiedersehen; Abschiedsgruß

C

cake MORE 1	[keɪk]	Kuchen
California MORE 1	[kæləˈfɔːniə]	Kalifornien
Californian U4/11	[kælɪˈfɔːniən]	kalifornisch; Kalifornier/Kalifornierin
to call MORE 2	[kɔːl]	(an-)rufen
to call in sick U13/12	[kɔːl ɪn sɪk]	sich krank melden
camera MORE 1	[kæmə]	Kamera, Fotoapparat
camp MORE 1	[kæmp]	Camp, Zeltlager
campaign OYW4	[kæmpeɪn]	Kampagne, Aktion
campfire MORE 1	[kæmpfaɪə]	Lagerfeuer
can OYW3	[kæn]	Dose
can (cannot) MORE 1	[kæn, kənɒt]	(nicht) können
Canada U2/3	[kænədə]	Kanada
to cancel U13/2	[tə kænsəl]	absagen
candle MORE 1	[kændl]	Kerze
cannibal U3/4	[kænɪbəl]	Kannibale/Kannibalin
canoe MORE 2	[kəˈnuː]	Kanu

canvas U8/9	[kænvəs]	Leinwand
canyon U11/7	[kænjən]	Canyon, Schlucht
cap U2/5	[kæp]	Kappe
capital MORE 2	[kæpɪtəl]	Hauptstadt
capsule U6/3	[kæpsjuːl]	Kapsel
captain U2/3	[kæptɪn]	Kapitän/Kapitänin
car MORE 1	[kɑː]	Auto
card MORE 1	[kɑːd]	Karte
to care MORE 2	[tə keə]	sich kümmern
careful MORE 1	[ˈkeəfəl]	vorsichtig
careless U2/7	[ˈkeələs]	unvorsichtig
the Caribbean U5/1	[kəˈreɪbiən]	karibische Inseln
Carpathian mountains U14/TT	[kɑːˈpeɪʃən maʊntɪnz]	Karpaten
carriage U6/TT	[ˈkærɪdʒ]	Kutsche
to carry MORE 1	[tə kæri]	(weg-)tragen
case U11/6	[keɪs]	Fall
castaway	[kɑːstəweɪ]	Schiffsbrüchiger/Schiffsbrüchige
castle	[kɑːsl]	Schloss
cat MORE 1	[kæt]	Katze
to catch MORE 1	[tə kætʃ]	fangen; festnehmen
to catch a cold U5/9	[tə kætʃ ə kəʊld]	sich verkühlen
category MORE 2	[ˈkætəɡri]	Kategorie
cat flap OYW4	[kæt flæp]	Katzenklappe
cause U4/3	[tə kɔːz]	verursachen
celebrate MORE 1	[tə seləbreɪt]	feiern
celebrity U11/4	[səˈlebrəti]	Prominenter/Prominente
centimeter MORE 2	[sentɪˈmiːtər]	Zentimeter
centre U6/12	[sentrəl]	zentral; in der Mitte
centre MORE 1	[sentər]	Zentrum
century MORE 2	[sentjəri]	Jahrhundert
CEO (chief executive officer) U8/9	[siːiːəʊ]	Geschäftsführer/Geschäftsführerin
ceramics U9/1	[səˈræmɪks]	Keramik
certainly MORE 1	[sɜːtnli]	sicherlich, bestimmt
challenge MORE 2	[tʃælɪndʒ]	Herausforderung
chance MORE 2	[tʃɑːns]	Chance, Gelegenheit
to change MORE 1	[tə tʃeɪndʒ]	(sich) (ver-)ändern; umsteigen
for a change U2/9	[fɔːr ə tʃeɪndʒ]	zur Abwechslung
change of plans U13/6	[tʃeɪndʒ əv plæns]	Planänderung
channel U8/9	[tʃænəl]	(Fernseh-)Sender
character MORE 1	[kærəktə]	Charakter, Figur
charge U3/12	[tʃɑːdʒ]	Gebühr
to charge OYW3	[tə tʃɑːdʒ]	berechnen, verrechnen
charity OYW2	[tʃærəti]	Wohltätigkeitsverein
to chase U5/5	[tə tʃeɪs]	verfolgen

to chase away U4/8	[tə tʃeɪs ə'weɪ]	verjagen	clothes (pl) MORE 1	[kləʊðz]	Kleidung
to chat MORE 1	[tə tʃæt]	chatten; plaudern	cloud MORE 1	[klaʊd]	Wolke
cheap MORE 1	[tʃi:p]	billig	clumsy TGND4	[klʌmzi]	ungeschickt
to check MORE 1	[tə tʃek]	überprüfen, kontrollieren	coach U3/1	[kəʊtʃ]	hier: Kutsche, Wagon
check-in U3/12	[tʃekɪn]	Einchecken	coast MORE 2	[kəʊst]	Küste
to check out U6/3	[tə tʃek aʊt]	ausprobieren; hier: ansehen	coat MORE 2	[kəʊt]	Mantel
cheers U14/6	[tʃiəz]	hier: Mach's gut!	coconut U12/10	[kəʊnʌt]	Kokosnuss
chemistry U3/4	[kemɪstri]	Chemie	coffee U1/1	[kə'fi:]	Kaffee
chick U4/3	[tʃɪk]	Küken	coffee machine OYW5	[kə'fi maʃɪn]	Kaffeemaschine
chicken MORE 1	[tʃɪkɪn]	Huhn	coil U8/2	[kɔɪl]	Spule, Rolle
child (pl children) MORE 1	[tʃaɪld, 'tʃɪldrən]	Kind	coincidence U2	[kəʊ'ɪnsɪdəns]	Zufall
childhood U7/6	[tʃaɪldhʊd]	Kindheit	cold MORE 1	[kəʊld]	kalt
Chinese U5/5	[tʃaɪ'ni:z]	chinesisch	to collapse U12/21	[tə kə'læps]	zusammenbrechen
chipmunk U4/3	[tʃɪpmʌŋk]	Streifenhörnchen	collar OYW4	[kə'lər]	Kragen
chocolate MORE 1	[tʃɒklət]	Schokolade	to collect MORE 1	[kə'lekt]	sammeln
choice MORE 1	[tʃɔɪs]	Alternative; Wahl, Wahlmöglichkeit	collection U11/11	[kə'leʃən]	Sammlung
to choose MORE 1	[tə tʃu:z]	(aus-)wählen	colour MORE 1	[kə'lər]	Farbe
Christian U9/5	[krɪstʃən]	christlich	column U11/11	[kə'ləm]	Spalte
Christmas lights U8/TT	[krɪsməs laɪts]	Weihnachtsbeleuchtung	to come MORE 1	[tə kʌm]	kommen
church MORE 2	[tʃɜ:tʃ]	Kirche	to come along U1/11	[tə kʌm ə'lɒŋ]	mitkommen
cinema MORE 1	[sɪnəmə]	Kino	to come back U11/11	[tə kʌm bæk]	zurückkommen
to circle MORE 1	[tə sɜ:kəl]	einkreisen	to come into contact U4/15	[tə kʌm ɪntu: kəntækt]	in Kontakt kommen
circus U8/10	[sɜ:kəs]	Zirkus	Come on! MORE 1	[kʌm ɒn]	Komm(t) jetzt!, Mach(t) schon!
city MORE 1	[sɪti]	(Groß-)Stadt	to come true U3/1	[tə kʌm tru:]	wahr werden
city council U10/10	[sɪti kaʊnsəl]	Stadttr.	to come up U6/1	[tə kʌm ʌp]	auftauchen
to clap OYW1	[tə klæp]	klatschen	to come up with U3/23	[tə kʌm ʌp wɪð]	sich ausdenken
class MORE 1	[klɑ:s]	(Schul-)Klasse	comet U10/10	[kə'mɪt]	Komet
classical music U1/1	[klæsɪkəl mju:zɪk]	klassische Musik	comfortable MORE 2	[kʌmfətəbəl]	bequem
classmate U2/14	[klɑ:smeɪt]	Mitschule Mitschülerin	comment MORE 2	[kəment]	Kommentar
classroom MORE 1	[klɑ:sru:m]	Klassenzimmer	commercial U11/1	[kə'mɜ:ʃəl]	Werbespot
clause U5/G	[klaʊz]	Satz	commonly U4/3	[kə'mənli]	üblicherweise
clean MORE 1	[kli:n]	sauber	to communicate U4/13	[tə kə'mju:nɪkeɪt]	kommunizieren
cleaning pad U8/21	[kli:nɪŋ pæd]	Reinigungskissen	community U9/1	[kə'mju:nəti]	Gemeinschaft; Gemeinde
clear U4/8	[kliə]	klar	to commute U11/4	[tə kə'mju:t]	pendeln
to clear up MORE 2	[tə kliə ʌp]	hier: aufräumen	company U8/10	[kʌmpəni]	Unternehmen
clever MORE 1	[klevə]	schlau	to compare MORE 2	[tə kəm'peə]	vergleichen
climate change MORE 2	[klaɪmət tʃeɪndʒ]	Klimawandel	to compete U8/11	[tə kəm'pi:t]	konkurrieren, gegeneinander antreten
to climb MORE 1	[klaɪm]	klettern	competency MORE 1	[kəm'pɪtənsi]	Kompetenz
clock hand U6/3	[klɒk hænd]	Zeiger	competition MORE 2	[kəm'pɪtɪʃn]	Wettbewerb
clock tower MORE 2	[klɒk taʊə]	Uhrturm	to complain U4/8	[tə kəm'pleɪn]	sich beschweren
close MORE 1	[kləʊz]	nahe	to complete MORE 1	[tə kəm'pli:t]	vervollständigen
to close MORE 1	[tə kləʊz]	schließen, zumachen	complete U11/9	[kəm'pli:t]	komplett, vollständig
to close down U10/19	[tə kləʊz daʊn]	schließen	completely MORE 2	[kəm'pli:tli]	vollständig
cloth bag U10/14	[klɒθ bæɡ]	Stofftasche	complicated U8/11	[kəm'plɪkətɪd]	kompliziert
			composer U1/1	[kəm'pəʊzər]	Komponist/Komponistin
			comprehensive school U10/15	[kəm'prɪ-hensɪv sku:l]	Gesamtschule
			compromise U10/6	[kəm'prəmaɪz]	Kompromiss

computer science OYW4	[kəm'pjʊ:tə saɪəns]	Informatik
concern OYW5	[kən'sɜ:n]	Anliegen, Sorge
concert MORE 1	[kɒnsət]	Konzert
conclusion OYW1	[kən'klu:ʒən]	Schlussfolgerung
cone U8/9	[kəʊn]	Kegel; Eistüte
confident U8/5	[kɒnfɪdənt]	(selbst-)sicher, zuversichtlich
conflict U12/6	[kɒnflɪkt]	Konflikt
confused MORE 1	[kən'fju:zd]	verwirrt
to connect MORE 2	[tə kə'nekt]	verbinden; anschließen
connecting flight U3/13	[kənektɪŋ flaɪt]	Anschlussflug
connection U11/4	[kə'nekʃən]	Verbindung
consequence U5/G	[kɒnsɪkwəns]	Konsequenz, Folge
conservative U9/5	[kən'sɜ:vətɪv]	konservativ
to consider U1/1	[tə kən'sɪdər]	berücksichtigen; jdn. für etw. halten
continent U6/11	[kɒntɪnənt]	Kontinent
to continue MORE 2	[tə kən'tɪnju:]	weitermachen; andauern
contract OYW3	[kɒntrækt]	Vertrag
control MORE 1	[kən'trəʊl]	Kontrolle
controlled U12/6	[kən'trəʊld]	kontrolliert
convention U8/11	[kən'venʃən]	Versammlung, Veranstaltung
Convention on the Rights of the Child U10/TT	[kən'venʃən ɒn ðə raɪts ɒv ðə tʃaɪld]	Konvention über die Rechte des Kindes
conversation MORE 1	[kɒnvə'seɪʃən]	Unterhaltung, Gespräch
to cook MORE 1	[tə kʊk]	kochen
cookie U7/1	[kʊki]	Keks
cool MORE 1	[ku:l]	cool; kühl
copy TGND6	[kɒpi]	Kopie
coral U14/8	[kɒrəl]	Koralle
corner MORE 2	[kɔ:nər]	Ecke
correct MORE 1	[kə'rekt]	richtig; korrekt
to correct MORE 2	[tə kə'rekt]	berichten
cost TGND6	[kɒst]	Kosten
to cost MORE 1	[tə kɒst]	kosten
costume MORE 2	[kɒstʃu:m]	Kostüm
cottage U10/4	[kɒtɪdʒ]	Häuschen; kl. Landhaus
to cough (up) U6/10	[kaʊ]	(aus-)husten
could (not) MORE 1	[kʊd]	konnte/n, könntest (nicht)
council U10/4	[kaʊnsəl]	Rat, Gremium; Vertretung
country MORE 1	[kʌntri]	Land; Staat
countryside MORE 1	[kʌntrisaɪd]	Land, ländliche Gegend
a couple of U3/11	[ə kʌpl əv]	ein paar, einige
cover MORE 1	[kʌvər]	Umschlag; Titelseite
to cover up MORE 1	[tə kʌvər ʌp]	zudecken, verdecken
cow MORE 1	[kaʊ]	Kuh
crack U5/6	[kræk]	Riss, Ritze
to crack U11/8	[tə kræk]	(zer-)brechen, hier: rissig werden

crash U14/13	[kræʃ]	Unfall, Zusammenstoß
to crash MORE 2	[tə kræʃ]	zusammenkrachen
crater U12/4	[kreɪtər]	Krater
to crawl MORE 2	[tə kɹɔ:l]	kriechen, krabbeln
crazy MORE 1	[kreɪzi]	verrückt
to create MORE 1	[tə kri'eɪt]	erstellen, entwerfen
creative U8/9	[kri'eɪtɪv]	kreativ
creature MORE 2	[kri'eɪtʃə]	Kreatur, Lebewesen
credit card TGND3	[kredɪt kɑ:d]	Kreditkarte
creepy-crawly U12/4	[kri:'pi kɹɔ:lɪ]	Krabbeltier
crew MORE 2	[kru:]	Besatzung
crime U14/6	[kɹɪm]	Verbrechen
criminal U1/9	[kɹɪmɪnəl]	Krimineller/Kriminelle
crisp TGND5	[krɪsp]	Kartoffelchips
critic U1/4	[kɹɪtɪk]	Kritiker/Kritikerin
to criticize MORE 1	[tə kɹɪtɪsaɪz]	kritisieren
crocodile MORE 1	[kɹɒkədɪl]	Krokodil
to cross U12/2	[tə krɒs]	überqueren
crowd U8/2	[kraʊd]	Publikum, Menschenmenge
crystal U14/5/3	[kɹaʊn 'dʒu:əlz]	Kronjuwelen
cruel U6/1	[kru:əl]	grausam
crush U12/9	[krʌʃ]	zerschmettern, zerquetschen
crust U12/4	[krʌst]	Kruste, Rinde
crotch U8/11	[krɒtʃɪz]	Krücken
cry MORE 1	[tə krai]	weinen; schreien
to cry out U14/9	[tə krai aʊt]	aufschreien
cub U4/TT	[kʌb]	(Bären-)Junges
cuckoo U3/6	[kʊku:]	Kuckuck
cuddly U4/3	[kʌdli]	kuschelig
culture U3/4	[kʌltʃər]	Kultur
curious U3/1	[kjʊəriəs]	neugierig
current U8/2	[kʌrənt]	(elektrischer) Strom
cut U14/11	[kʌt]	Schnitt(-wunde)
to cut down MORE 2	[tə kʌt daʊn]	fällen
cute MORE 2	[kju:t]	niedlich, süß
cutie U4/3	[kju:ti]	Schätzchen
cuttlefish U4/3	[kʌtəlfɪʃ]	Tintenfisch
to cycle MORE 2	[tə saɪkl]	Radfahren
cyclist U11/9	[saɪklɪst]	Radfahrer/Radfahrerin

D

dad MORE 1	[dæd]	Papa
damage U12/6	[dæmɪdʒ]	Schaden
dam U9/1	[dæm]	Damm
damn U7/1	[dæm]	verdammt
dance U1/8	[dɑ:ns]	Tanz
to dance MORE 1	[tə dɑ:ns]	tanzen
dancer OYW1	[dɑ:nsər]	Tänzer/Tänzerin

danger MORE 1	[deɪndʒə]	Gefahr
dangerous MORE 1	[deɪndʒərəs]	gefährlich
dark MORE 1	[dɑ:k]	dunkel; Dunkelheit
date MORE 1	[deɪt]	Datum; Verabredung
daughter MORE 1	[dɔ:tə]	Tochter
day MORE 1	[deɪ]	Tag
DC (direct current) U8/2	[di:'si: (dɑ:'rekt kərənt)]	Gleichstrom
dead MORE 1	[ded]	tot
deadly U4/3	[dedli]	tödlich
deal U10/7	[di:l]	Abmachung, Abkommen
to deal (with sth.) U11/G	[tə di:l (wɪð sʌmθɪŋ)]	mit etw. umgehen; sich abfinden
death U4/11	[deθ]	Tod
debate OYW5	[dɪ'beɪt]	Debatte
December MORE 1	[dɪ'sembər]	Dezember
to decide MORE 1	[tə dɪ'saɪd]	entscheiden
decision MORE 1	[dɪ'sɪʒn]	Entscheidung
to decorate U8/TT	[tə de'keɪreɪt]	dekoriieren
deep MORE 1	[di:p]	tief
to defeat U10/19	[tə dɪ'fi:t]	besiegen, schlagen
to defend U4/11	[tə dɪ'fend]	verteidigen
definitely TGND2	[defɪ'nətli]	definitiv
definition MORE 2	[defɪ'nɪʃən]	Definition
degree MORE 2	[dɪ'ɡri:]	Grad (°)
delicious MORE 1	[dɪ'liʃəs]	köstlich
to deliver U12/10	[tə dɪ'lɪvər]	liefern, zustellen
delivery company U12/10	[dɪ'lɪvəri kʌmpəni]	Zustelldienst
delta U14/6	[deltə]	Delta
departure U3/12	[dɪ'pɑ:tʃər]	Abflug; Abreise
It depends. U9/9	[ɪt dɪ'pendz]	Es kommt darauf an.
to describe MORE 1	[tə dɪ'skraɪb]	beschreiben
description U8/23	[dɪ'skrɪpʃən]	Beschreibung
desert MORE 2	[dezət]	Wüste
desert island U12/14	[dezət aɪlənd]	Entwüstete Insel
to deserve U13/5	[tə dɪ'zɜ:v]	verdienen
design U8/11	[dɪ'zaɪn]	Gestaltung, Entwurf
to design OYW3	[dɪ'zaɪn]	entwerfen, gestalten
desk MORE 1	[desk]	Schreibtisch
to destroy MORE 2	[tə dɪ'strɔɪ]	zerstören
to detect U8/2	[tə dɪ'tekt]	entdecken, aufspüren; herausfinden
detective U2/G	[dɪ'tektɪv]	Detektiv/Detectivin
detention U13/8	[dɪ'tenʃən]	Nachtsitzen
to develop U8/2	[dɪ'veləp]	entwickeln, ausarbeiten
device U8/9	[dɪ'vaɪs]	Gerät
dialogue MORE 1	[daɪələg]	Gespräch, Dialog
diamond U1/1	[daɪəmənd]	Diamant
diary entry TGND1	[daɪəri entri]	Tagebucheintrag
dictionary U14/3	[dɪkʃənəri]	Wörterbuch
to die MORE 1	[tə daɪ]	sterben

to die out MORE 2	[tə daɪ aʊt]	aussterben
difference MORE 1	[dɪfərəns]	Unterschied
different MORE 1	[dɪfrənt]	verschieden/e; anders
difficult MORE 1	[dɪfɪkəl]	schwierig
to dig U14/6	[tə dɪg]	graben
dimwit U14/4	[dɪmwɪt]	Blödmann
dinner MORE 1	[dɪnər]	Abendessen
dinosaur U4/13	[daɪ'nɒsɔr]	Dinosaurier
director U4/13	[dɪ'rektər]	Regisseur/Regisseurin
dirt road U11/7	[dɜ:t ɹoʊd]	nicht asphaltierte Straße
dirty MORE 2	[dɜ:ti]	dreckig, schmutzig
disability U3/2	[dɪsə'bɪləti]	Einschränkung, Unfähigkeit
disabled U3/2	[dɪ'seɪbəl]	eingeschränkt
to disappear MORE 1	[dɪsə'piə]	verschwinden
disappoint U3	[dɪsə'pɔɪntɪd]	enttäuscht
disappointment MORE 1	[dɪsə'pɔɪntmənt]	Enttäuschung
disaster U3	[dɪ'zɑ:stər]	Unglück, Katastrophe
to discover U2/11	[tə dɪ'skʌvər]	entdecken, herausfinden
to discuss MORE 1	[tə dɪ'skʌs]	besprechen, diskutieren
discussion MORE 2	[dɪ'skʌʃən]	Diskussion
disease U3	[dɪ'zi:z]	Krankheit
dish U8/TT	[dɪʃ]	Gericht
distance MORE 2	[dɪstəns]	Abstand, Distanz
district U6/7	[dɪstrɪkt]	Stadtteil
to dive into U4/8	[tə daɪv ɪntu:]	eintauchen
to divide U2/8	[tə dɪ'vaɪd]	trennen, aufteilen
divorced U2/2	[dɪ'vɔ:st]	geschieden
to do MORE 1	[tə du:]	tun
Do you mind ...? U5/1	[du: ju: maɪnd]	Macht es dir etwas aus ...?
doctor MORE 1	[dɒktə]	Arzt/Ärztin
dog MORE 1	[dɒg]	Hund
doll U11/3	[dɒl]	Puppe
dominant U4/13	[dɒmɪnənt]	dominant
Don't worry! MORE 1	[dəʊnt 'wʌri:]	Mach dir keine Sorgen!
door MORE 1	[dɔ:]	Tür
dormant U12/4	[dɔ:mənt]	inaktiv, schlafend
double-decker bus U6/TT	[dʌbəl'dekər bʌs]	Doppeldeckerbus
down MORE 1	[daʊn]	nieder, hinunter
to download MORE 2	[tə daʊn'ləʊd]	herunterladen
dramatic U11/8	[drə'mætɪk]	dramatisch
to draw MORE 1	[tə drɔ:]	malen, zeichnen
to draw a conclusion OYW1	[tə drɔ: ə kən'klu:ʒən]	eine Schlussfolgerung ziehen
drawbridge U6/3	[drɔ:brɪdʒ]	Zugbrücke
drawing U8/11	[drɔ:ɪŋ]	Zeichnung
dream MORE 1	[dri:m]	Traum
to dream MORE 1	[tə dri:m]	träumen
dress MORE 2	[dres]	Kleid

to dress U3/4	[tə dres]	kleiden, anziehen
to drift U12/6	[tə drɪft]	treiben
drink MORE 1	[drɪŋk]	Getränk
to drink MORE 1	[tə drɪŋk]	trinken
to drive MORE 1	[tə draɪv]	fahren
to drive off U14/11	[tə draɪv ɒf]	wegfahren
driver U1/1	[draɪvər]	Fahrer/Fahrerin
driving test U9/1	[draɪvɪŋ test]	Fahrprüfung
to drop MORE 2	[tə drɒp]	fallen (lassen)
to drop off U8/TT	[tə drɒp ɒf]	absetzen, abladen
drought U12/3	[draʊt]	Dürre
to drown U11/9	[tə draʊn]	ertrinken
dry MORE 2	[draɪ]	trocken
to dry MORE 2	[tə draɪ]	trocknen
duck U6/7	[dʌk]	Ente
dungeon U6/3	[dʌndʒən]	Kerker
duration U7/4	[dʒʊə'reɪʃən]	Dauer
during MORE 1	[dʒʊərɪŋ]	während
to dye U9/8	[tə daɪ]	färben

E

each MORE 1	[i:tʃ]	jeder/jede/jedes
eagle MORE 1	[i:gl]	Adler
ear MORE 1	[ɪər]	Ohr
early MORE 1	[ɜ:li]	früh
earmuffs (pl) U8/TT	[iəməfs]	Ohrenschützer
to earn MORE 2	[tə ɜ:n]	verdienen
earring U7/6	[iəriŋ]	Ohrring
Earth MORE 1	[ɜ:θ]	Erde
earthquake U12/3	[ɜ:θkweɪk]	Erdbeben
east MORE 2	[i:st]	östlich, Ost; Osten
eastern U2/8	[i:stən]	östlich, östlich
easy MORE 1	[i:zi]	einmalig
to eat MORE 1	[tə i:t]	essen
editor U7/14	[edɪtər]	Redakteur/Redakteurin
education MORE 1	[edʒʊ'keɪʃən]	Ausbildung
effect U3/1	[ɪ'fekt]	Auswirkung, Folge, Effekt
egg MORE 1	[eg]	Ei
either MORE 2	[i:ə]	beide; entweder
elderly OYW2	[el'dəli]	ältere/Ältere/Älteren/Seniorinnen
electric U8/2	[ɪ'lektrɪk]	elektrisch
electricity MORE 1	[ɪ'lektrɪsɪti]	Elektrizität
elephant MORE 1	[ɪ'lɛfənt]	Elefant
else MORE 1	[els]	sonst; anders
embarrassing MORE 1	[ɪm'bærəsɪŋ]	peinlich, unangenehm
emergency U12/18	[ɪ'mɜ:dʒənsi]	Notfall
empty U6/10	[empti]	leer
to encounter U3/13	[tə ɪn'kaʊntər]	begegnen, auf etw. stoßen
end MORE 1	[end]	Ende

to end (up) MORE 1	[tə end (ʌp)]	enden, beenden
enemy U10/19	[enəmi]	Feind/Feindin; Gegner/Gegnerin
energy U8/2	[enədʒi]	Energie
engine U8/TT	[endʒɪn]	Motor
engineer OYW4	[endʒɪ'nɪər]	Techniker/Technikerin
to enjoy MORE 1	[tə ɪn'dʒɔɪ]	genießen
enjoyable U3/2	[ɪn'dʒɔɪəbəl]	genießbar
enjoyment U2/TT	[ɪn'dʒɔɪmənt]	Genügen
enormous U12/11	[ɪ'nɔ:məs]	riesig
enough MORE 1	[ɪ'nʌf]	genügend, genug
to ensure U10/15	[tə ɪnʃʊə]	sicherstellen, gewährleisten
to enter U5/5	[tə entər]	betreten; teilnehmen
to entertain MORE 1	[tə ɪntə'teɪn]	unterhalten
entertainment U2/TT	[ɪn'tɜ:ntə'ment]	Unterhaltung, Belustigung
entirely U2/9	[ɪn'taɪəli]	gänzlich
entrance U2/TT	[entrəns]	Eingang
environment U2/12	[ɪn'vaɪrənmənt]	Umwelt
epidemic U2/10	[epɪ'demɪk]	Epidemie
episode MORE 1	[epɪsəd]	Folge, Episode
equal U10/16	[ɪ'kwəl]	Gleichberechtigter/Gleichberechtigte
equally U10/16	[tə bi:kwəl]	gleichberechtigt sein
equator U2/8	[ɪ'kwetər]	Äquator
to erupt U12/4	[tə ɪ'rʌpt]	ausbrechen (Vulkan)
eruption U12/4	[ɪ'rʌpʃən]	Ausbruch (Vulkan)
escalator TGND6	[eskəleɪtər]	Rolltreppe
to escape MORE 2	[tə ɪ'skeɪp]	(ent-)fliehen; entkommen
escape plan U12/17	[ɪ'skeɪp plæn]	Fluchtplan
especially U3/4	[ɪ'speʃəli]	speziell, besonders
ethical OYW3	[eθɪkəl]	ethisch, anständig
Europe MORE 2	[jʊərəp]	Europa
European U3/5	[jʊərə'pi:ən]	europäisch
to evacuate U12/6	[tə ɪ'vækjuet]	evakuieren
even MORE 2	[i:vən]	sogar, noch
evening MORE 1	[i:vɪnɪŋ]	Abend
even though U3/4	[i:vən ðəʊ]	obwohl
eventually U3/13	[ɪ'ventʃuəli]	schlussendlich
ever MORE 1	[evə]	jedemal, je
every MORE 1	[evri]	jeder/jede/jedes
everybody MORE 1	[evrɪbɒdi]	jeder/jede; alle
everyday U13/G	[evrɪdeɪ]	Alltags-, täglich
everyone MORE 1	[evriwʌn]	jeder/jede; alle
everything MORE 1	[evriθɪŋ]	alles
everywhere MORE 1	[evriweə]	überall
evil U5/1	[i:vəl]	böse
exact TGND1	[ɪg'zækt]	exakt, genau
exactly MORE 1	[ɪg'zæktli]	genau
exam U5/5	[ɪg'zæm]	Prüfung

(for) example MORE 1	[(fər) ɪgˈzɑːmpl]	zum Beispiel
excellent MORE 1	[eksələnt]	ausgezeichnet
except U13/5	[ɪkˈsept]	außer
to exchange U7/7	[tə ɪkstʃeɪndʒ]	umtauschen
excited U13/2	[ɪkˈsaɪtɪd]	aufgeregt, begeistert
excitement OYW5	[ɪkˈsaɪtmənt]	Aufregung, Begeisterung
exciting MORE 1	[ɪkˈsaɪtɪŋ]	aufregend, spannend
Excuse me! MORE 1	[ɪkˈskjuːz mi]	Entschuldigen Sie bitte!, Entschuldigung!
exercise MORE 1	[eksəsaɪz]	Übung; Bewegung
to exist U10/TT	[tə ɪgˈzɪst]	existieren
exit U12/17	[eksɪt]	Ausgang
to expect U2/TT	[tə ɪkˈspekt]	erwarten
expensive MORE 1	[ɪkˈspensɪv]	teuer
experience U3/1	[ɪkˈspɪəriəns]	Erfahrung
to experience U6/11	[tə ɪkˈspɪəriəns]	erleben, erfahren
to experiment U8/5	[tə ɪkˈspɪrɪmənt]	experimentieren
expert MORE 2	[ekspɜːt]	Expert/Expertin
to explain MORE 1	[tə ɪkˈspleɪn]	erklären
to explore U3/1	[tə ɪkˈsplɔːr]	erkunden, erforschen
explorer U3/4	[ɪkˈsplɔːrər]	Entdecker/Entdeckerin
explosion U12/4	[ɪkˈspləʊzən]	Explosion
export U11/3	[ɪkˈspɔːt]	Export, Ausfuhr
to express U12/G	[tə ɪkspres]	ausdrücken
expression U4/5	[ɪkˈspreʃən]	Ausdruck
extinct MORE 2	[ɪkˈstɪŋkt]	ausgestorben
to extinguish U12/6	[tə ɪkˈstɪŋɡwɪʃ]	löschen
extremely U1/1	[ɪkˈstriːmli]	extrem
eye MORE 1	[aɪ]	Auge
eyesight U3/1	[aɪsaɪt]	Augsicht

F

fabulous U11/1	[fæbjələs]	fabelhaft
face MORE 1	[feɪs]	Gesicht
fact MORE 1	[fækt]	Tatsache
fact file U4/15	[fækt faɪl]	Faktenblatt
fair MORE 1	[feɪr]	fair; gerecht
Fair enough. OYW3	[feɪr enʃə]	ausreichend.
fake MORE 2	[feɪk]	gefälscht
to fall MORE 1	[fɔːl]	fallen
to fall asleep MORE 1	[tə fɔːl əˈsliːp]	einschlafen
to fall down U12/9	[tə fɔːl daʊn]	hinunterfallen
to fall ill U1/11	[tə fɔːl ɪl]	krank werden
to fall in love U8/9	[tə fɔːl ɪn lʌv]	sich verlieben
to fall off U8/9	[tə fɔːl ɒf]	herunterfallen
to fall out with sb. U7/8	[tə fɔːl aʊt wɪð sʌmbədi]	sich zerstreiten
false MORE 1	[fəʊls]	falsch

familiar U11/9	[fəˈmiliər]	vertraut, bekannt
family MORE 1	[fæməli]	Familie
famous MORE 1	[feɪməs]	berühmt
fantastic MORE 1	[fænˈtæstɪk]	fantastisch
far MORE 1	[fɑːr]	weit
far away MORE 1	[fɑːr əˈweɪ]	weit weg
fare TGND4	[feə]	Fahrpreis
farm MORE 1	[fɑːm]	Bauernhof
farmer MORE 2	[fɑːmə]	Bauer/Bäuerin
fascinating U4/10	[fæˈsɪneɪtɪŋ]	faszinierend
fast MORE 1	[fɑːst]	schnell
fat U8/TT	[fæt]	Fett
fateful U10/10	[feɪtəl]	schicksalhaft
father MORE 1	[fɑːðər]	Vater
fault MORE 2	[fɔːlt]	Schuld
in favour MORE 1	[ɪn feɪvər]	zu Gunsten
favourite MORE 1	[feɪvərɪt]	Liebblings-
fear MORE 1	[fiər]	Furcht, Angst
to fear MORE 1	[tə fiər]	fürchten
February MORE 1	[februəri]	Februar
to feed MORE 1	[tə fiːd]	füttern
to feel MORE 1	[tə fiːl]	(sich) fühlen
feeling MORE 1	[fiːlɪŋ]	Gefühl
female MORE 2	[fiːmeɪl]	weiblich; Weibchen (Tierwelt)
fence TGND1	[fens]	Zaun
ferry U11/9	[feri]	Fähre
fever U6/10	[fiːvər]	Fieber
few MORE 1	[ə fjuː]	ein paar, einige
few U2/5	[fjuː]	wenig
fictional U2/3	[fɪkˈʃənəl]	fiktional, erfunden
field MORE 2	[fiːld]	Feld; Spielfeld
fight MORE 1	[faɪt]	Kampf
fight MORE 2	[tə faɪt]	kämpfen
to fill in MORE 1	[tə fɪl ɪn]	ausfüllen, eintragen
film industry OYW4	[fɪlm ˈɪndəstri]	Filmindustrie
final MORE 1	[faɪnəl]	letzter/letzte; End-
finally MORE 1	[faɪnəli]	schließlich; endlich
to find MORE 1	[tə faɪnd]	finden
to find out MORE 1	[tə faɪnd aʊt]	herausfinden
fine MORE 1	[faɪn]	gut, fein
Fine by me. U7/1	[faɪn baɪ mi]	Soll mir recht sein.
finger MORE 1	[fɪŋɡər]	Finger
to finish MORE 1	[tə fɪnɪʃ]	aufhören, beenden; vervollständigen
fire MORE 1	[faɪər]	Feuer
fire drill U12/17	[faɪə ˈdriːl]	Brandschutzübung
firefighter U12/18	[faɪəˈfaɪtər]	Feuerwehrmann/Feuerwehrfrau
firefly U6/11	[faɪəˈflaɪ]	Glühwürmchen
first MORE 1	[fɜːst]	erster/erste/erstes; zuerst

first-class U4/13	[fɜːst klɑːs]	erstklassig
fish (pl fish) MORE 1	[fɪʃ]	Fisch
fishing U3/10	[fɪʃɪŋ]	Fischen
fist U4/8	[fɪst]	Faust
fit U3/1	[fɪt]	fit, gesund
to fit TGND5	[tə fɪt]	passen
to fix sth. U3/13	[tə fɪks sʌmθɪŋ]	etw. beheben, reparieren
flag U11/3	[flæg]	Flagge, Fahne
flame U12/10	[fleɪm]	Flamme
flash of light MORE 2	[flæʃ ɒv laɪt]	Lichtblitz
flat MORE 1	[flæt]	flach; Wohnung
flea U6/10	[fliː]	Floh
flight U3/12	[flaɪt]	Flug
flight attendant U3/13	[flaɪt ə'tendənt]	Flugbegleiter/ Flugbegleiterin
flood MORE 2	[flʌd]	Flut
floor MORE 1	[flɔː]	Boden; Stockwerk
to flow U4/8	[tə fləʊ]	fließen
flower MORE 1	[flaʊə]	Blume
fluorescent light bulb U8/2	[flɔː'resənt laɪt bʌlb]	Neonleuchtbirne
flute U1/1	[fluːt]	Flöte
to fly MORE 1	[tə flaɪ]	fliegen
to focus G	[tə fəʊkəs]	fokussieren
fog MORE 2	[fɒg]	Nebel
to follow MORE 1	[tə fɒləʊ]	folgen
follow-up U8/16	[fɒləʊʌp]	nachfolgend
food MORE 1	[fuːd]	Essen
foot (pl feet) MORE 1	[fʊt, fiːt]	Fuß
football MORE 1	[fʊtbɔːl]	Fußball
footballer U7/1	[fʊtbɔːlə]	Fußballer/Fußballerin
for MORE 1	[fɔː]	für
for a start U4/11	[fɔːr ə stɑːt]	zunächst
to forbid U10/17	[tə fə'bɪd]	verbieten
to force U12/4	[tə fɔːs]	zwingen, erzwingen
forest MORE 1	[fɒrɪst]	Wald
forever MORE 2	[fə'revər]	für immer
for fun MORE 1	[fɔː fʌn]	zum Spaß
to forget MORE 1	[tə fə'ɡet]	vergessen
form MORE 1	[fɔːm]	Form
to form U1/G	[tə fɔːm]	formen
formally OYW3	[fɔːməli]	förmlich
forward MORE 1	[fɔːwəd]	vorwärts
four-course (meal) U6/TT	[fɔːr kɔːrs meəl]	Viergängenmenü
four-wheel drive U11/8	[fɔːwɪl draɪv]	Allradantrieb
fox (pl foxes) MORE 1	[fɒks, fɒksɪz]	Fuchs
frame U8/13	[freɪm]	Rahmen
France MORE 1	[frɑːns]	Frankreich
free MORE 1	[friː]	frei; gratis

free speech U10/TT	[friː spiːtʃ]	Meinungsfreiheit
free time MORE 1	[friː 'taɪm]	Freizeit
to freeze TGND5	[tə friːz]	(er-)frieren
freezing U3/1	[friːzɪŋ]	eiskalt
French MORE 1	[frentʃ]	Französisch
frequently G	[friːkwəntli]	häufig
fresh U5/1	[freʃ]	frisch
freshness U11/4	[fresnəs]	Frische
Friday MORE 1	[fraɪdeɪ]	Freitag
friend MORE 1	[frend]	Freund/Freundin
friendly MORE 2	[frendli]	freundlich
friendship MORE 1	[frendʃɪp]	Freundschaft
frightening U	[fraɪtənɪŋ]	beängstigend
frog MORE 1	[frɒg]	Frosch
from MORE 1	[frɒm]	von, aus
from head to toe U3/1	[frəm hed tə təʊ]	von Kopf bis Fuß
from top to bottom U	[frəm tɒp tə bɒtəm]	von oben bis unten
front U	[frʌnt]	vorne; Spitze; Vorderseite
front seat U	[frʌnt siːt]	Vordersitz
fruit MORE 1	[fruːt]	Obst
full U3/4	[fʊl]	voll
fun MORE 1	[fʌn]	Spaß
funny MORE 1	[fʌni]	lustig, komisch
fur U8/TT	[fɜːr]	Fell, Pelz
furniture (noun) MORE 2	[fɜːnɪtʃə]	Möbel
furry U4/3	[fɜːri]	pelzig
further U3/1	[fɜːðər]	weiter
future MORE 1	[fjuːtʃə]	Zukunft
game MORE 1	[geɪm]	Spiel
gap U6/3	[ɡæp]	Abstand, Spalt; Lücke
garage MORE 1	[ɡæərəːʒ]	Garage
garden MORE 1	[ɡɑːdn]	Garten
gateway U12/4	[ɡeɪtweɪ]	Tor, Zugang
genius OYW6	[dʒiːniəs]	Genie
German MORE 2	[dʒɜːmən]	Deutsch
to get MORE 1	[tə get]	holen; bekommen
to get a tattoo U9/8	[tə get ə tə'tuː]	ein Tattoo stechen lassen
to get sth. across OYW2	[tə get sʌmθɪŋ ə'krɒs]	etw. verständlich machen
to get around U8/11	[tə get ə'raʊnd]	herumkommen
to get close U3/6	[tə get kləʊz]	(nahe) herankommen an
to get lost TGND2	[tə get lɒst]	sich verirren

to get on well U7/8	[tə get ɒn wel]	gut miteinander auskommen
to get out U12/17	[tə get aʊt]	hinauskommen
to get rid of OYW2	[tə get rɪd əv]	etw./jdn. loswerden
to get to know TGND2	[tə get tə nəʊ]	kennenlernen
to get up MORE 1	[tə get ʌp]	aufstehen
to get used to U12/10	[tə get ju:zd tu]	sich an etw. gewöhnen
to get sb. wrong TGND1	[tə get sʌmbədi rɒŋ]	jdn. falsch verstehen
ghost MORE 2	[ɡəʊst]	Geist
giant U2/3	[dʒaɪənt]	gigantisch, riesig
giraffe MORE 1	[dʒə'ra:f]	Giraffe
girl MORE 1	[ɡɜ:l]	Mädchen
to give MORE 1	[tə gɪv]	geben
to give sb. a hand OYW6	[tə gɪv sʌmbədi ə hænd]	jdm. helfen
to give the impression U1/1	[tə gɪv ðə ɪm'preʃən]	den Eindruck vermitteln
to give up MORE 1	[tə gɪv ʌp]	aufgeben
glad MORE 2	[glæd]	froh
glass MORE 1	[glɑ:s]	Glas
glove U8/21	[glʌv]	Handschuh
to go MORE 1	[tə ɡəʊ]	gehen
to go for a walk MORE 2	[tə ɡəʊ fɔ:r ə wɔ:k]	einen Spaziergang machen
to go missing U5/1	[tə ɡəʊ mɪs.ɪŋ]	verloren gehen
to go out U5/2	[tə ɡəʊ aʊt]	(hinaus)gehen
goal OYW1	[ɡəʊl]	Ziel; Tor
god MORE 2	[ɡɒd]	Gott
gold digger U11/8	[ɡəʊld dɪɡ.ər]	Goldgräber/Goldgräberin
gold mine U3/1	[ɡəʊld maɪn]	Goldmine
gold rush U11/8	[ɡəʊld rʌʃ]	Goldrausch
golden MORE 1	[ɡəʊldən]	aus Gold; goldene
good MORE 1	[ɡʊd]	gut
goodbye MORE 1	[ɡʊd'baɪ]	auf Wiedersehen, tschüss
Good luck! U4/TT	[ɡʊd lʌk]	Gutes Glück!
goodnight MORE 1	[ɡʊd naɪt]	Gute Nacht
government U6/3	[ɡʌvnmənt]	Regierung
to grab U3/1	[tə ɡræb]	packen, greifen
granddad U13/2	[ɡræn'dæd]	Opa
grandma MORE 1	[ɡræn'mɑ]	Oma
grandmother MORE 1	[ɡræn'mʌðər]	Großmutter
grandpa MORE 1	[ɡræn'pɑ]	Opa
grandparents MORE 1	[ɡræn'peərənts]	Großeltern
great MORE 1	[ɡreɪt]	großartig; riesig
great grandparents U1/1	[ɡreɪt ɡræn'peərənts]	Urgroßeltern
greedy U12/13	[ɡri:di]	gierig

grizzly bear U11/3	[ɡrɪzli beər]	Grizzlybär
grocery store U11/4	[ɡrəʊsəri ,stɔ:r]	Lebensmittelgeschäft
ground MORE 2	[ɡraʊnd]	(Erd-)Boden; Erde
group MORE 1	[ɡru:p]	Gruppe
to grow U4/TT	[tə ɡrəʊ]	wachsen
to grow sth. U11/3	[tə ɡrəʊ stʌθ]	(etw.) anbauen
to guess MORE 1	[tə ɡes]	raten
Guess what! U14/4	[ɡes ɪt]	Gute mal!, Stell dir vor!
guest MORE 2	[ɡest]	Gast
guide MORE 1	[ɡaɪd]	Reiseführer/Reiseführerin
guided MORE 1	[ɡaɪd]	geführt, geleitet
guitar MORE 1	[ɡɪ'tɑ:r]	Gitarre
gun MORE 1	[ɡʌn]	(Schuss-)Waffe
gunman MORE 1	[ɡʌn'mæn]	Bewaffneter, Schütze
guys MORE 2	[ɡaɪz]	Leute

H

habit U1/6	[hæbɪt]	Gewohnheit
hair MORE 1	[heər]	Haare
haircut U5/1	[heəkʌt]	Haarschnitt
half (pl halves) MORE 1	[hɑ:f, hɑ:vz]	Hälfte
half an hour MORE 1	[hɑ:f ən aʊə]	eine halbe Stunde
halfway U2/3	[hɑ:fweɪ]	auf halbem Weg
Do you need a hand? TGND2	[du: ju: ni:d ə hænd]	Brauchst du Hilfe?
hand MORE 1	[hænd]	Hand
handbag U12/7	[hændbæg]	Handtasche
to hand in U2/9	[tə hænd ɪn]	einreichen, abgeben
to hand out U10/3	[tə hænd aʊt]	austeilen
Hands off! OYW2	[hænd'z ɒf]	Finger weg!
hands-on U6/11	[hænd'zɒn]	interaktiv, zum Mitmachen
to hang around U9/1	[tə hæŋ ə'raʊnd]	herumhängen, sich herumtreiben
to hang on MORE 2	[tə hæŋ 'ɒn]	durchhalten; hier: warten
to hang out U7/7	[tə hæŋ aʊt]	abhängen
to happen MORE 1	[tə hæpən]	geschehen, passieren
happiness U12/10	[hæpɪnəs]	Glücklichsein, Zufriedenheit
happy MORE 1	[hæpi]	glücklich, fröhlich
hard MORE 2	[hɑ:d]	hart; schwierig
hardly (ever) U10/14	[hɑ:dli (evə)]	kaum (jemals)
to harm OYW3	[tə hæ:m]	verletzen, schaden
hat MORE 1	[hæt]	Hut
to hate MORE 1	[tə heɪt]	hassen, nicht ausstehen können
to have (got) MORE 1	[tə hæv (ɡɒt)]	haben
Have a seat. U5/1	[hæv ə si:t]	Setzen Sie sich., Setz dich.
to have a word TGND4	[tə hæv ə wɜ:d]	mit jdm. sprechen

to have got what it takes U1/6	[tə hæv gɒt wɒt ɪt teɪks]	das Zeug dazu haben
head MORE 1	[hed]	Kopf
headache MORE 2	[hedeɪk]	Kopfschmerzen
headline MORE 1	[hedlaɪn]	Schlagzeile; Überschrift
headmaster MORE 2	[hed'mɑːstər]	Direktor
headphones (pl) MORE 1	[hedfəʊnz]	Kopfhörer
headquarters (pl) U11/7	[hed'kwɔːtəz]	Hauptquartier, Zentrale
headteacher MORE 2	[hed'ti:tʃə]	Schulleiter/Schulleiterin
health U3/1	[helθ]	Gesundheit
healthy MORE 1	[helθi]	gesund
to hear MORE 1	[tə hɪə]	hören
heart OYW1	[hɑːt]	Herz
heat U3/6	[hi:t]	Hitze
heavy MORE 1	[hevi]	schwer
height U11/1	[haɪt]	Höhe
helicopter MORE 1	[helɪ'kɒptər]	Hubschrauber
helmet MORE 2	[helmət]	Helm
help MORE 1	[help]	Hilfe
to help MORE 1	[tə help]	helfen
to help out MORE 1	[tə help aʊt]	aushelfen
a helping hand U9/1	[ə 'helpɪŋ hænd]	Hilfe
hemisphere U2/8	[hemɪsfɪər]	Hemisphäre, Erdhalbkugel
herbs U6/10	[hɜːbz]	Kräuter
here MORE 1	[hɪər]	hier; her
hero, heroine MORE 2	[hɪərəʊ, herəʊɪn]	Held, Heldin
to hide MORE 1	[tə haɪd]	(sich) verbergen
high MORE 1	[haɪ]	hoch
high school OYW4	[haɪ 'sku:l]	Sekundarstufe
hip U8/11	[hɪp]	Hüfte
hippo (= hippopotamus) MORE 1	[hɪpəʊ, hɪpə'pɒtəməs]	Nilpferd
to hire MORE 2	[tə haɪə]	mieten, mieten
history MORE 2	[hɪ'stəri]	Geschichte
to hit MORE 1	[hɪt]	schlagen
to hold MORE 1	[həʊld]	(ab-)halten
Hold on! U2/9	[həʊld ɒn]	Warte(t)!
to hold onto U12/1	[tə haʊld ɒntə]	festhalten
hole MORE 1	[həʊl]	Loch
holiday MORE 1	[hə'lɪdeɪ]	Urlaub, Ferien
home MORE 1	[həʊm]	Zuhause; zu Hause
homeless OYW5	[həʊmləs]	obdachlos
homemade OYW6	[həʊm'meɪd]	hausgemacht
hometown U12/10	[həʊmtaʊn]	Heimatstadt
homework (no pl) MORE 1	[həʊmwɜːk]	Hausaufgabe

honest TGND4	[ɒnɪst]	ehrlich
honestly MORE 2	[ɒnɪstli]	ehrlich; wirklich
hope MORE 2	[həʊp]	Hoffnung
to hope MORE 1	[tə həʊp]	hoffen
horizon U12/10	[hə'raɪzən]	Horizont
horrible MORE 2	[hɒrɪbl]	schrecklich
horror MORE 1	[hɒrər]	Horror
horse MORE 1	[hɔːs]	Pferd
horse riding U7/5	[hɔːs 'raɪdɪŋ]	Pferdereiten
hospital MORE 1	[hɒspɪtəl]	Krankenhaus
hot MORE 1	[hɒt]	heiß; scharf
hour MORE 1	[aʊər]	Stunde
house MORE 1	[haʊs]	Haus
household name U11/1	[haʊshəʊld neɪm]	vertrauter Name
(the) House of Commons U12/10	[(ðə) haʊsɪz ɒv 'pɑːləmənt]	das Parlament (von Großbritannien)
housework U12/10	[haʊswɜːk]	Hausarbeit
how MORE 1	[haʊ]	wie
how about ...? U12/10	[haʊ ə'baʊt ...]	Wie sieht's bei dir aus?
however MORE 2	[haʊ'evə]	allerdings, hingegen
How much .../are ...? U12/10	[haʊ mʌtʃ .../ɑː]	Wie viel kostet/kosten ...?
huge MORE 1	[hjuːdʒ]	riesig
human MORE 2	[hjuːmən]	menschlich; Mensch
hundred MORE 1	[hʌndrəd]	hundert
hungry MORE 1	[hʌŋɡri]	hungrig
to hunt MORE 1	[tə hʌnt]	jagen
hunter U12/10	[hʌntər]	Jäger/Jägerin
hurricane U12/3	[hʌrɪkən]	Wirbelsturm
to hurry (up) MORE 1	[tə hʌri (ʌp)]	sich beeilen
to hurt MORE 1	[tə hɜːt]	wehtun, schmerzen
husband MORE 1	[hʌzbənd]	Ehemann
hut U3/4	[hʌt]	Hütte
hydroelectric power plant U8/2	[haɪdrəʊɪ 'lektɪk paʊə plɑːnt]	Wasserkraftwerk
hyena U14/9	[haɪ'i:nə]	Hyäne

I can't stand it. U1/9	[aɪ kɑːnt stænd ɪt]	Ich kann es nicht ausstehen.
I don't mind. U1/9	[aɪ dəʊnt maɪnd]	Ich habe nichts dagegen.
I'm (I am) MORE 1	[aɪm, aɪ æm]	Ich bin; Ich heiße
I'm joking. U5/1	[aɪm 'dʒəʊkɪŋ]	Ich mache nur Spaß.
I'm sure. TGND3	[aɪm ʃʊːr]	Ich bin mir sicher.
I see. MORE 1	[aɪ siː]	Ich verstehe.
I suppose so. TGND4	[aɪ sə'pəʊz səʊ]	Ich nehme es an.
iceberg U2/3	[aɪsbɜːɡ]	Eisberg

ice cream MORE 1	[aɪs kri:m]	Eiscreme
Iceland U12/4	[aɪslənd]	Island
ice-lolly U8/8	[aɪs 'lɒli]	Stieleis
ice skating MORE 2	[aɪs sketɪŋ]	Eislaufen
ID (card) U13/8	[aɪ'di: (kɑ:d)]	Personalausweis
idea MORE 1	[aɪ'diə]	Idee, Einfall
identity U4/11	[aɪ'dentəti]	Identität
if MORE 1	[ɪf]	wenn; falls
to ignore U5/1	[tə ɪg'nɔ:r]	ignorieren
ill MORE 1	[ɪl]	krank
illegal U10/18	[ɪ'li:gəl]	illegal
illness U8/11	[ɪlnəs]	Krankheit
illustration U13/2	[ɪlə'streɪʃən]	Illustration, Bild
imaginary U2/8	[ɪ'mædʒɪnəri]	imaginär, erfunden
imagination OYW4	[ɪ,mædʒɪ 'neɪʃən]	Vorstellungskraft, Fantasie
to imagine MORE 1	[tə ɪ'mædʒɪn]	sich vorstellen
imitation U14/8	[ɪmɪ'teɪʃən]	Imitat, Fälschung
immediately U4/9	[ɪ'mi:diətli]	sofort
impolite U14/9	[ɪmpəl'aɪt]	unhöflich
important MORE 1	[ɪm'pɔ:tnt]	wichtig
impossible U3/14	[ɪm'pɒsəbəl]	unmöglich
to impress U8/5	[tə ɪm'pres]	beeindrucken
to improve U8/5	[tə ɪm'pru:v]	verbessern
in MORE 1	[ɪn]	in
in advance U6/3	[ɪn əd'vɑ:ns]	im Voraus
in a way OYW3	[ɪn ə weɪ]	auf eine Art
in case of U12/18	[ɪn keɪs əv]	im Falle von ...; falls
to include MORE 2	[tə ɪn'klu:d]	beinhalten
to increase OYW2	[tə ɪn'kri:s]	ansteigen, zunehmen
indeed MORE 2	[ɪn'di:d]	in der Tat
independent U11/3	[ɪndɪ'pendənt]	unabhängig
Indian U10/19	[ɪndiən]	Indisch; Indianerin
to indicate G	[tə ɪndɪkeɪt]	hinweisen, anzeigen
individual U1/1	[ɪndɪ'vɪdʒuəl]	individuell
indoors U12/8	[ɪn'dɔ:z]	drinnen, im Inneren
in fact U1/1	[ɪn fækt]	tatsächlich
influence U8/2	[ɪnfluəns]	Einfluss
to inform OYW2	[ɪn'fɔ:m]	informieren
information office TGND6	[ɪnfə'meɪʃən 'bɔ:ɪs]	Auskunftsbüro
in front of MORE 1	[ɪn frʌnt əv]	vor
in general U10/18	[ɪn dʒenrəl]	generell; im Allgemeinen
to injure MORE 2	[tə ɪn'dʒʊər]	verletzen
injury U4/8	[ɪn'dʒʊəri]	Verletzung
in my opinion TGND1	[ɪn maɪ ə'pɪnjən]	meiner Meinung nach
innovation U11/3	[ɪnə'veɪʃən]	Neuerung, Innovation
in pairs MORE 1	[ɪn peəz]	zu zweit
insect MORE 1	[ɪnsekt]	Insekt
inside MORE 1	[ɪn'saɪd]	in, innerhalb

inspiration OYW4	[ɪnspɪ'reɪʃən]	Inspiration
in spite of U3/1	[ɪn spaɪt əv]	ungeachtet, trotz
to install U12/18	[tə ɪn'stɔ:l]	einbauen, einrichten
instead MORE 2	[ɪn'sted]	stattdessen
instrument MORE 1	[ɪnstrəmənt]	Instrument
intelligent MORE 2	[ɪn'telɪdʒənt]	intelligent
interactive U6/11	[ɪntə'ektɪv]	interaktiv, zum Mitmachen
interest MORE 1	[ɪn'terɪst]	Interesse
to be interested in TGND1	[tə bi: ɪn'terɪstəd ɪn]	etw. interessiert sein
interesting MORE 1	[ɪn'terɪstɪŋ]	interessant
to interfere U7/8	[tə ɪn'teɪfə]	behindern, stören
to interrupt MORE 2	[tə ɪn'təpt]	unterbrechen
to interview U	[tə ɪntə'vju:]	interviewen, befragen
interviewer U3/6	[ɪntə'vju:ər]	Interviewer/Interviewerin
in the middle U	[ɪn ðə mɪdəl]	mitten in ...
into MORE 1	[ɪntu]	in (... hinein)
to introduce MORE 1	[tə ɪn'trə'dʒu:s]	(sich/jdn.) vorstellen
to invent U8/11	[tə ɪn'vent]	erfinden
invention U	[ɪn'venʃən]	Erfindung
inventor U8	[ɪn'ventər]	Erfinder/Erfinderin
to invest U	[tə ɪn'vest]	investieren
investment U10/5	[ɪn'vestmənt]	Investition
investor U10/8	[ɪn'vestər]	Investor/Investorin
invitation MORE 1	[ɪnvɪ'teɪʃən]	Einladung
to invite (sb. over) U10/10	[tə ɪn'vaɪt (səmbədi əʊvər)]	(jdn. zu sich) einladen
to involve OYW5	[tə ɪn'vɒlv]	involvieren, einbeziehen
Ireland MORE 1	[aɪələnd]	Irland
island MORE 1	[aɪlənd]	Insel
it MORE 1	[ɪt]	es
IT (information technology) U11/4	[ɪnfə'meɪʃən tek'nɒlədʒi]	Informatik
It's a pity. U9/1	[ɪts ə 'pɪti]	Das ist schade.
It's a shame. U13/5	[ɪts ə ʃeɪm]	Es ist schade.
It's my pleasure. U3/6	[ɪts maɪ 'plezə]	Es ist mir ein Vergnügen.
italics U7/10	[ɪ'tælɪks]	Kursivschrift
Italy MORE 1	[ɪtəli]	Italien
item U12/16	[aɪtəm]	Gegenstand
ivory U14/8	[aɪvəri]	Elfenbein

J

January MORE 1	[dʒænjuəri]	Januar
jealous U7/7	[dʒeləs]	eifersüchtig
to join MORE 1	[tə dʒɔɪn]	beitreten, mitmachen
joke MORE 2	[dʒəʊk]	Witz
journalist U9/13	[dʒɜ:nlɪst]	Journalist/Journalistin
journey U3/1	[dʒɜ:ni]	Reise
joy U12/10	[dʒɔɪ]	Freude

to judge U9/13	[tə dʒʌdʒ]	beurteilen, bewerten
jug U3/4	[dʒʌg]	Krug
juice MORE 1	[dʒu:s]	Saft
July MORE 1	[dʒu'laɪ]	Juli
to jump MORE 1	[tə dʒʌmp]	hüpfen; springen
to jump over TGND1	[tə dʒʌmp əʊvər]	darüberspringen
June MORE 1	[dʒu:n]	Juni
jungle MORE 2	[dʒʌŋɡl]	Dschungel
just MORE 1	[dʒʌst]	gerade eben
Just kidding! MORE 1	[dʒʌst 'kɪdɪŋ]	Ich scherze nur!

K

to keep MORE 2	[tə ki:p]	(be-)halten
to keep away U12/8	[tə ki:p ə'weɪ]	sich fernhalten
to keep quiet U13/8	[tə ki:p kwaɪət]	still sein
to keep (a) secret U7/7	[tə ki:p (ə) sɪkɹət]	ein Geheimnis für sich behalten
to keep separate U9/5	[tə ki:p sepəɹət]	getrennt halten
to keep up TGND2	[tə ki:p ʌp]	fortführen, aufrecht halten; hier: mithalten
key MORE 2	[ki:]	Schlüssel
keyboard MORE 1	[ki:bɔ:d]	Keyboard
to kick sb. off U13/2	[tə kɪk sʌmbədi ɒf]	rausschmeißen
kid MORE 1	[kɪd]	Kind
to kill MORE 1	[tə kɪl]	töten
killer whale U4/3	[kɪlə 'weɪl]	Killervale
kilometre (per hour) U4/TT	[kɪlə'mi:tər pɜ:r əʊə]	Kilometer (pro Stunde)
kind MORE 1	[kaɪnd]	nett, freundlich
kind of MORE 1	[kaɪnd ɒv]	Art, gewissermaßen
king MORE 2	[kɪŋ]	König
kitchen MORE 1	[kɪtʃən]	Küche
kitchen paper U8/TT	[kɪtʃən peɪpər]	Küchenpapier
knee MORE 1	[ni:]	Knie
to knock MORE 1	[tə nɒk]	klopfen
to know MORE 1	[tə nəʊ]	kennen
known U9/5	[nəʊn]	bekannt (sein)

L

ladder MORE 1	ˈlædər]	Leiter
lady MORE 1	ˈleɪdi]	Dame
lake MORE 1	leɪk]	See
lamb MORE 2	ˈlæm]	Lamm
land U12/10	ˈlænd]	Land
to land MORE 1	[tə lænd]	landen
land mass U12/4	ˈlændmæs]	Landmasse
language MORE 1	ˈlæŋɡwɪdʒ]	Sprache
large MORE 2	ˈlɑ:dʒ]	groß

last MORE 1	[lɑ:st]	letzer/letzte/letztes
late MORE 1	[leɪt]	(zu) spät
Latin U3/4	[lætɪn]	Latein
laugh OYW1	[lɑ:f]	Lachen
to laugh MORE 1	[tə lɑ:f]	lachen
to laugh at sb. U7/1	[tə lɑ:f æt sʌmbədi]	jdn. auslachen
law U10/16	[lɔ:]	Gesetz
to lay down U12/13	[tə leɪ daʊn]	legen
layer U12/4	ˈleɪər]	Schicht, Lage
lazy U10/14	ˈleɪzi]	faul
to lead OYW3	li:d]	führen
lead singer U1/1	[li:ˈsɪŋər]	Frontsänger/Frontsängerin
leaflet MORE 1	[ˈli:flet]	Broschüre
league U13/2	ˈli:ɡ]	Liga
to learn MORE 1	[tə lɜ:n]	lernen
(at) least MORE 1	[æt li:st]	wenigster/wenigste/wenigstes; zumindest
leather MORE 1	[ˈleðə]	Leder
to leave MORE 1	[tə li:v]	verlassen, weggehen
to leave sth. alone U9/5	[tə li:v sʌmbədi ə'ləʊn]	jdn. in Ruhe lassen
lecture U3/4	ˈlektʃər]	Vortrag
leg MORE 1	[leg]	Bein
legend U6/3	[ˈledʒənd]	Legende
legroom U3/13	[ˈlegru:m]	Beinfreiheit
to lend TGND5	[tə lend]	verleihen
length MORE 1	[ˈlenθ]	Länge
leopard MORE 1	[ˈlepəd]	Leopard
less MORE 2	[les]	weniger
lesson MORE 2	[ˈlesən]	Unterrichtsstunde
to let TGND2	[tə let]	lassen
to let sth. go of U4/8	[tə let gəʊ əv]	etw. loslassen
Let me see. TGND3	[let mi si:]	Lass mich einmal sehen.
let's (= let us) MORE 1	[lets]	Lass(t) uns
Let's go! MORE 1	[lets gəʊ]	Los!, Gehen wir!
letter MORE 1	[ˈletər]	Buchstabe; Brief
library MORE 1	[ˈlaɪbrəri]	Bibliothek, Bücherei
lie MORE 1	[laɪ]	Lüge
to lie U7/12	[tə laɪ]	lügen; liegen
life (pl lives) MORE 1	[laɪf, laɪvz]	Leben
lifeboat U2/3	[ˈlaɪfbəʊt]	Rettungsboot
lifestyle U3/6	[ˈlaɪfstɑɪl]	Lebensstil, Lebensweise
lifetime U1/1	[ˈlaɪftaɪm]	Lebenszeit
lift U13/6	[lɪft]	hier: Mitfahrgelegenheit
to lift U4/8	[tə lɪft]	(hoch-)heben
light MORE 1	[laɪt]	hell; leicht; Licht
lighter U12/18	[ˈlaɪtər]	Feuerzeug
lighthouse U11/9	[ˈlaɪthaus]	Leuchtturm
lightning bolt U8/2	[ˈlaɪtnɪŋ bæʊlt]	Blitz
to like MORE 1	[tə laɪk]	mögen

likely U14/G	[laɪkli]	wahrscheinlich, voraussichtlich
line U2/8	[laɪn]	Linie
lion MORE 1	[laɪən]	Löwe
lip U11/8	[lɪp]	Lippe
lip-sync U1/1	[lɪpsɪŋk]	lippensynchron singen, Playback singen
list MORE 1	[lɪst]	Liste
to listen (to) MORE 1	[tə lɪsn (tuː)]	zuhören
litter U10/13	[lɪtər]	Müll, Abfall
litterbug U10/14	[lɪtərbʌg]	Drecksatz
litter-picking U9/13	[lɪtə ˈpɪkɪŋ]	Müllsammeln
little MORE 1	[lɪtəl]	klein
a little (bit) U2/9	[eɪ lɪtəl (bɪt)]	ein kleines bisschen
to live MORE 1	[tə lɪv]	leben
living room MORE 1	[lɪvɪŋ ruːm]	Wohnzimmer
lizard U4/5	[lɪzəd]	Eidechse
loads (of) OYW1	[ləʊdz ɒv]	eine Menge (an)
local MORE 1	[ləʊkəl]	lokal, ortsansässig, einheimisch
locally U10/13	[ləʊkəli]	lokal, vor Ort
to be locked in U6/10	[lɒkt ɪn]	eingesperrt sein
locker TGND4	[lɒkər]	Spind, Schließfach
lock of hair U1/1	[lɒk ɒv heə]	Haarlocke
to lock sb. up OYW2	[tə lɒk sʌmbədi ʌp]	jdn. einsperren
lodge U14/9	[lɒdʒ]	Hütte
loneliness OYW2	[ləʊnlinəs]	Einsamkeit
lonely U3/2	[ləʊnli]	einsam
long MORE 1	[lɒŋ]	lang
to look after U3/4	[tə lʊk ˈɑːftə]	sich um jdn./etw. kümmern
to look (at) MORE 1	[tə lʊk ət]	betrachten, ansehen
to look for MORE 1	[tə lʊk fə]	suchen, nach
to look forward to U2/9	[tə lʊk fɔːwəd tuː]	sich auf etw. freuen
to look out U6/3	[tə lʊk aʊt]	hinschaue, haltpassen
lord MORE 2	[lɔːd]	Herr
to lose MORE 2	[tə luːz]	verlieren
to be at a loss U13/1	[bi ət eɪ ˈlɒs]	überhaupt nicht schlau sein, nicht mehr weiterwissen
lots of / a lot of MORE 1	[lɒts ɒv / ˈa lɒt ɒv]	viel, jede Menge
loud MORE 1	[laʊd]	laut
to love MORE 1	[tə lʌv]	lieben, mögen
lovely MORE 1	[ləvli]	großartig, reizend, nett
low U12/17	[ləʊ]	tief
luck MORE 2	[lʌk]	Glück
luckily OYW1	[lʌkəli]	glücklicherweise, zum Glück
lucky charm TGND3	[lʌki ˈtʃɑːm]	Glücksbringer
Lucky me. TGND3	[lʌki miː]	Ich Glückspilz.

lunch MORE 1	[lʌntʃ]	Mittagessen
lunchtime MORE 1	[lʌntʃtaɪm]	Mittagspause
lynx U14/TT	[lɪŋks]	Luchs
lyrics U1/9	[lɪrɪks]	Liedtext
M		
machine MORE 1	[məˈʃiːn]	Maschine
mad MORE 2	[mæd]	tollwütig, wütend
made of U5/14	[meɪd ɒv]	(aus)gemacht (aus)
magazine MORE 1	[mæɡəˈziːn]	Zeitschrift, Magazin
to do magic OYW1	[duː ˈmædʒɪk]	zaubern
maggie U3/7	[mæɡi]	Elster
main U4/11	[meɪn]	Haupt-
main clause U5/G	[meɪn ˈklaʊz]	Hauptsatz
mainly U10/13	[meɪnli]	hauptsächlich
majority U10/13	[məˈdʒɔːrəti]	Mehrheit
to make MORE 1	[tə meɪk]	machen
to make a friend U10/13	[tə meɪk ə frend]	eine/n Freund/Freundin finden
make a reservation U10/13	[tə meɪk ə ˌrezəˈveɪʃən]	eine Reservierung vornehmen
to make sb. aware of U9/1	[tə meɪk sʌmbədi əˈweər əv]	jdm. etw. bewusst machen
to make a wish U10/13	[tə meɪk ə wɪʃ]	sich etw. wünschen
to make fun of sb. U10/13	[tə meɪk fʌn əv sʌmbədi]	sich über jdn. lustig machen
to make it U11/5	[tə meɪk ɪt]	es schaffen
to make matters worse TGND4	[tə meɪk mætəz wɜːs]	zu allem Übel, obendrein
to make sense U1/8	[tə meɪk sens]	Sinn ergeben
to make sure U2/12	[tə meɪk ʃʊə]	sicherstellen
to make up U1/8	[tə meɪk ʌp]	erfinden, sich ausdenken
to make up one's mind U7/1	[tə meɪk ʌp wʌnz maɪnd]	einen Entschluss fassen
to make up with sb. U7/7	[tə meɪk ʌp wɪð sʌmbədi]	sich mit jdm. versöhnen
male MORE 2	[meɪl]	männlich; Männchen (Tierwelt)
mammal MORE 2	[mæməl]	Säugetier
man (pl men) MORE 1	[mæn, men]	Mann
to manage MORE 2	[tə məneɪdʒ]	etwas schaffen; verwalten
many MORE 1	[meni]	viele
map MORE 1	[mæp]	(Land-)Karte
March MORE 1	[mɑːtʃ]	März
to march up U10/19	[tə mɑːtʃ ʌp]	auf jdn./etw. zumarschieren
mark TGND4	[mɑːk]	hier: Fleck
to mark U5/7	[tə mɑːk]	markieren
market place U3/1	[mɑːkɪt pleɪs]	Marktplatz

married U2/TT	[mærid]	verheiratet
to marry U10/16	[tə mæri]	heiraten
mask MORE 1	[mɑ:sk]	Maske
massive TGND1	[mæsɪv]	riesig
match U12/18	[mætʃ]	Spiel; hier: Zündholz
to match U1/1	[tə mætʃ]	verbinden
maths MORE 1	[mæθs]	Mathe(matik)
maximum MORE 2	[mæksɪmə]	Maximum
may U6/4	[meɪ]	dürfen; könnte
maybe MORE 1	[meɪbi]	vielleicht
mayor U9/13	[meər]	Bürgermeister/ Bürgermeisterin
Me neither. TGND1	[mi: 'naɪðə]	Ich auch nicht.
Me too. MORE 1	[mi: 'tu:]	Ich auch.
meal MORE 1	[mi:l]	Mahlzeit, Essen
to mean MORE 1	[tə mi:n]	meinen; bedeuten
meaningful U1/8	[mi:nɪŋfəl]	bedeutsam; sinnvoll
to measure U12/6	[tə meʒ.ər]	messen
meat-eater U4/13	[mi:t 'i:tə]	Fleischfresser
mechanic U3/13	[mə'kænik]	Mechaniker/Mechanikerin
mechanical engineer OYW4	[mə'kænikəl ,endʒɪ'nɪə]	Maschinenbautechniker/ Maschinenbautechnikerin
medical doctor U10/16	[medɪkəl 'dɒktə]	Arzt/Ärztin
medical treatment U3/1	[medɪkəl tri:tɪmənt]	ärztliche Behandlung
to meet MORE 1	[tə mi:t]	(sich) treffen, kennenlernen
to meet up with U3/7	[tə mi:t əp wɪð]	sich mit jdm. treffen
meeting U10/3	[mi:tɪŋ]	Treffen
meeting place U12/17	[mi:tɪŋ pleɪs]	Treffpunkt
melody U1/9	[melədi]	Melodie
melted U12/4	[meltɪd]	geschmolzen
member MORE 2	[membər]	Mitglied
memorial U6/11	[mə'mɔ:riəl]	Denkmal
to memorise OYW1	[tə meməraɪz]	etw. auswendig lernen, sich einprägen
memory MORE 1	[meməri]	Erinnerung
memory loss U5/5	[meməri lɒs]	Gedächtnisverlust
to mention U4/TT	[tə menʃən]	erwähnen
message MORE 1	[ˈmesɪdʒ]	Nachrichte
to mess about TGND1	[tə mes ə'baʊt]	herumalbern, scherzen
metal MORE 2	[me'tæl]	Metall
method OYW3	[meθəd]	Methode
metre MORE 1	[ˈmi:tə]	Meter
Mexican U12/6	[meksɪkən]	mexikanisch
midday MORE 1	[mɪd'deɪ]	Mittag
might MORE 2	[maɪt]	könnte; vielleicht (tun, sein)
military U8/2	[mɪlɪtəri]	Militär
milk MORE 1	[mɪlk]	Milch
million MORE 1	[mɪljən]	Million

millionaire U8/TT	[mɪljə'neər]	Millionär/Millionärin
mind U3/1	[maɪnd]	Verstand
to mind your own business U7/8	[tə maɪnd jɔ:ɹ əʊn 'bɪznɪs]	sich um seine eigenen Angelegenheiten kümmern
minute MORE 1	[mɪnɪt]	Minute
miracle U12/13	[mɪrəl]	Wunder
mirror MORE 1	[mɪrər]	Spiegel
to miss MORE 2	[tə mɪs]	vermissen; verpassen
missionary U3/4	[mɪʃənəri]	Missionar/Missionarin
mistake MORE 1	[mɪ'steɪk]	Fehler
to mix MORE 2	[tə mɪks]	(ver-)mischen
(a) mix of U11/4	[ə mɪks əv]	eine Mischung aus
mobile phone U11/1	[məʊbaɪl fəʊn]	Handy
modern art U8/2	[mɒdərən ɑ:t]	moderne Kunst
modern technology U9/5	[mɒdərən tek'nɒlədʒi]	moderne Technologie
moment MORE 1	[məʊmənt]	Moment
Monday MORE 1	[mʌndeɪ]	Montag
money MORE 1	[mʌni]	Geld
month MORE 1	[mʌnθ]	Monat
more MORE 1	[mɔ:]	mehr
morning MORE 1	[mɔ:nɪŋ]	Morgen
mosquito MORE 2	[mɒ'ski:təʊ]	Stechmücke, Moskito
most MORE 1	[məʊst]	am meisten; die meisten
mostly U3/6	[məʊstli]	vor allem
mother MORE 1	[mʌðə]	Mutter
motivational speech OYW1	[məʊtɪ- 'veɪʃənəl spi:tʃ]	Motivationsrede
motor car U8/6	[məʊtə ,kɑ:r]	Personenwagen
mould U8/21	[məʊld]	Schimmel
mountain MORE 1	[maʊntən]	Berg
mountain range U11/8	[maʊntɪn ,reɪndʒ]	Bergkette
mouse (pl mice) MORE 1	[maʊs, maɪs]	Maus
mouth MORE 1	[maʊθ]	Mund
move TGND2	[mu:v]	Umzug
to move U7/1	[tə mu:v]	verschieben; (sich) bewegen; hier: (um-) ziehen
to move about U8/11	[tə mu:v ə'baʊt]	(fort-)bewegen
movement TGND6	[mu:vmənt]	Bewegung
movie MORE 2	[mu:vi]	Film
much MORE 1	[mʌtʃ]	viel
mudslide U12/3	[mʌdslaɪd]	Mure, Schlammlawine
multicultural U6/13	[mʌlti- 'kʌltʃərəl]	multikulturell
multinational OYW4	[mʌlti- 'næʃənəl]	multinational

mum MORE 1	[mʌm]	Mama, Mutti
Munich U3/9	[mju:nɪk]	München
muscle U8/11	[mʌsəl]	Muskel
museum MORE 2	[mju:'zi:əm]	Museum
mushroom MORE 2	[mʌʃru:m]	Pilz
music MORE 1	[mju:zɪk]	Musik
musical style U1/7	[mju:zɪkəl stɑ:l]	Musikrichtung
must MORE 1	[mʌst]	müssen
myself MORE 2	[maɪ'self]	mich/mir selbst

N

name MORE 1	[neɪm]	Name
to name TGND1	[tə neɪm]	(be-)nennen
nature U3/7	[neɪtʃər]	Natur
near MORE 1	[nɪə]	nah, in der Nähe von
nearby U3/13	[nɪə'baɪ]	nahegelegen
nearly MORE 1	[nɪəli]	fast, beinahe
necessary G	[nesəseri]	erforderlich, notwendig
necklace U5/6	[nekləs]	Halskette
to need MORE 1	[tə ni:d]	brauchen
needlework U10/16	[ni:dəlwɜ:k]	Handarbeit
negative MORE 1	[negətɪv]	negativ; verneinend
neighbour MORE 1	['neɪbə]	Nachbar/Nachbarin
neither of OYW6	[naɪðər əv]	keiner von
nesting U4/4	[nestɪŋ]	Nisten
net U8/9	[net]	Netz
never MORE 1	[nevə]	nie(mals)
Never mind! TGND5	[nevə,maɪnd]	Egal!, Schon egal!
new MORE 1	[nju:]	neu
news (pl) U5/7	[nju:z]	Neuigkeiten
newspaper MORE 1	['nju:zpeɪpə]	Zeitung
news reporter U4/11	[nju:z ri'pɔ:tər]	Nachrichtenreporter/ Nachrichtensprecherin
next MORE 1	[nekst]	nächst/nächste
next door U6/3	[nekst dɔ:r]	nebenan
next time U2/TT	[nekst taɪm]	nächstes Mal
next to MORE 1	[nekst tu:]	neben
nice MORE 1	[naɪs]	nett, schön, angenehm
night MORE 1	[naɪt]	Nacht
Nile U4/12	[naɪl]	Nil
no MORE 1	[nəʊ]	nein
No idea. MORE 1	[nəʊ aɪdɪə]	Keine Ahnung.
no one MORE 1	[nəʊ wʌn]	niemand, keine/r
No way! MORE 1	[nəʊ weɪ]	Auf keinen Fall!
No wonder. MORE 1	[nəʊ wʌndə]	Kein Wunder.
nobody MORE 2	[nəʊbədi]	niemand
noise MORE 1	[nɔɪz]	Lärm, Krach; Geräusch
none MORE 2	[nʌn]	keiner/keine/keines
It's none of my business. U7/1	[ɪts nʌn ɒv maɪ 'bɪznɪs]	Das geht mich nichts an.

non-violent U10/19	[nɒn'vaɪələnt]	gewaltfrei
(neither) ... nor U4/TT	[(naɪðər) nə:ɪr]	(weder) ... noch
north MORE 1	[nɔ:θ]	Norden; nördlich
North America MORE 2	[nɔ:θ ə'merɪkə]	Nordamerika
North Pole U2/8	[nɔ:θ pəʊl]	Nordpol
northeast U11/8	[nɔ:θi:st]	nordwestlich
northern U2/8	[nɔ:θən]	nördlich
Norway U4/TT	[nɔ:weɪ]	Norwegen
nose stud U9/8	[nəʊz ,stʌd]	Nasenpiercing
not (at all) TGND1	[nɒt (æt ə'l)]	(gar) nicht
note OY	[nəʊt]	Geldschein
note MORE 1	[nəʊt]	Anmerkung, Notiz
to note U3/12	[tə nəʊt]	beachten, feststellen
nothing MORE 1	[nʌθɪŋ]	nichts
to notice MORE 1	[tə nəʊtɪs]	bemerken
novel MORE 1	[nɒvəl]	Roman
now MORE 1	[naʊ]	jetzt; sofort
nowadays U10/16	[naʊədəɪz]	heutzutage
nowhere MORE 1	[nəʊweər]	nirgends
number MORE 1	[nʌmbər]	Zahl; Ziffer, Nummer
object MORE 1	[ɒbdʒɪkt]	Objekt, Gegenstand
obligation G	[ɒblɪ'geɪʃən]	Pflicht, Verpflichtung
obvious U5/5	[ɒbvɪəs]	offensichtlich
occasionally U2/10	[ə'keɪzənəli]	gelegentlich
(one) o'clock MORE 1	[(wʌn) ə'klɒk]	(ein) Uhr
ocean MORE 2	[əʊʃən]	Ozean
of MORE 1	[əv]	von
of course MORE 1	[əv 'kɔ:s]	natürlich
off MORE 1	[ɒf]	aus; weg
offer MORE 2	[ɒfər]	Angebot
to offer TGND2	[tə ɒfər]	anbieten
office MORE 1	[ɒfɪs]	Büro
official MORE 2	[ə'fɪʃəl]	offiziell
off piste U12/TT	[ɒf pi:st]	abseits der Piste
off the coast U4/11	[ɒf ðə kəʊst]	vor der Küste
often MORE 1	[ɒftən]	oft, häufig
Oh dear. MORE 1	[əʊ dɪə]	Oje!, Ach du liebe Zeit!
old MORE 1	[əʊld]	alt
old-fashioned MORE 2	[əʊld'fæʃənd]	altmodisch
Olympics U6/TT	[ə'lɪmpɪks]	Olympische Spiele
omnivore U4/TT	[ɒmnɪvɔ:r]	Allesfresser
on MORE 1	[ɒn]	auf; weiter
on average U4/11	[ɒn ævərɪdʒ]	durchschnittlich, im Durchschnitt
on foot U3/1	[ɒn fʊt]	zu Fuß
on sale U8/TT	[ɒn seɪl]	zum Verkauf
on top TGND4	[ɒn tɒp]	hier: obendrauf

on your own U3/6	[ɒn ʃɔːr əʊn]	allein
once MORE 1	[wʌns]	einmal
one day MORE 1	[wʌn deɪ]	eines Tages
ongoing U12/6	[ɒŋˌɡəʊɪŋ]	anhaltend, fortlaufend
only MORE 1	[əʊnli]	nur
onto TGND6	[ɒntu]	auf
onward U10/16	[ɒnwəd]	fortschreitend, vorwärts
open MORE 1	[əʊpən]	offen
to open MORE 1	[tə əʊpən]	öffnen
opera U1/1	[ɒpərə]	Oper
operation U8/11	[ɒpə'reɪʃən]	Operation
opinion MORE 2	[ə'pɪnjən]	Meinung
opportunity U3/4	[ɒpə'tʃuːnəti]	Gelegenheit, Möglichkeit
optimistic MORE 2	[ɒptɪ'mɪstɪk]	optimistisch
option U4/TT	[ɒpʃən]	Option, Auswahlmöglichkeit
or MORE 1	[ɔːr]	oder
orchestra OYW4	[ɔːkɪstrə]	Orchester
order MORE 1	[ɔːdə]	Reihenfolge; Bestellung
organisation OYW5	[ɔːɡənəɪ'zeɪʃən]	Organisation
to organise MORE 2	[tə ɔːɡənaɪz]	organisieren
originally U6/4	[ə'rɪdʒənəli]	ursprünglich
other MORE 1	[lðər]	anderer/andere/andere
otherwise TGND4	[lðəwaɪz]	ansonsten
our MORE 1	[aʊər]	unser/unsere
out MORE 1	[aʊt]	aus; hinaus
outdoors U12/8	[aʊt'dɔːz]	draußen
out of tune U1/6	[aʊt ɒv 'tjuːn]	verstimmt; nicht in der falschen singen
outside MORE 1	[aʊt'saɪd]	außen, außen
over MORE 1	[əʊvə]	über, herüber
over the top U1/4	[əʊvə ðə tɒp]	über den
over time U7/2	[əʊvə taɪm]	mit der Zeit
overall TGND1	[əʊvə'rɔːl]	insgesamt, alles in allem
overcrowded U3/1	[əʊvə-'kraʊdɪd]	überfüllt, überfüllt
to owe U13/11	[tə əʊ]	schulden
own MORE 1	[əʊn]	eigene/eigenes
to own up U13/12	[tə əʊn ʌp]	zugestehen, sich zu etw. bekennen
owner MORE 1	[əʊnər]	Eigentümer/Besitzerin

P

Pacific Ocean U11/1	[pə'sɪfɪk]	Pazifischer Ozean
pacifism U9/5	[pə'sɪfɪzəm]	Pazifismus, Friedensbestrebung
paddle U3/4	[pædəl]	Paddel
page MORE 1	[peɪdʒ]	Seite
pain MORE 2	[peɪn]	Schmerz
painful U3/1	[peɪnfəl]	schmerzhaft

(a) pair of MORE 1	[(ə) peər ɒv]	ein Paar (von)
panic U4/11	[pænik]	Panik
to panic MORE 2	[tə pænik]	in Panik geraten
paper MORE 2	[peɪpər]	Papier; Zeitung
paragraph MORE 1	[pærə'ɡrɑːf]	Absatz; Abschnitt
parcel U12/10	[pɑːsəl]	Paket
parents MORE 1	[peərənts]	Eltern
park ranger U14/11	[pɑːk ˈræŋdʒər]	Parkwächter/ Parkwächterin
part MORE 1	[pɑːt]	Teil
to pass U10/16	[tə pɑːs]	weitergeben; vorbeifahren; hier: (Prüfung) bestehen
to pass U10/16	[tə pɑːs]	ein Gesetz beschließen
passenger MORE 1	[pæsəndʒər]	Passagier/Passagierin
password MORE 2	[pɑːswɜːd]	Passwort
past MORE 1	[pɑːst]	nach; vergangen; Vergangenheit
path U10/16	[pɑːθ]	Weg
patient MORE 1	[peɪʃənt]	Patient/Patientin
payment U5/6	[peɪvmənt]	Gehsteig
to pay U10/16	[tə peɪ]	(be-)zahlen
to pay attention U9/15	[tə peɪ ə'tenʃən]	aufmerksam sein, aufpassen
pen MORE 1	[pen]	Füllfeder; Kugelschreiber
pen MORE 1	[pensəl]	Bleistift
pen friend TGND5	[penfrend]	Brieffreund/ Brieffreundin
penguin MORE 1	[penɡwɪn]	Pinguin
peniless U8/2	[penɪləs]	mittellos
people (pl) MORE 1	[piːpl]	Leute, Menschen
per cent OYW1	[pə 'sent]	Prozent
per person U3/12	[pɜːr pɜːsən]	pro Person
perfect MORE 1	[pɜːfekt]	perfekt
perhaps U8/2	[pə'hæps]	eventuell, vielleicht
period U6/10	[pɪəriəd]	Periode, Zeitraum
permission U9/9	[pə'mɪʃən]	Erlaubnis
person (pl people) MORE 1	[pɜːsn, piːpl]	Person, Mensch
personal U11/1	[pɜːsənəl]	persönlich
personally U4/15	[pɜːsənəli]	persönlich
pet MORE 1	[pet]	Haustier
petition U10/3	[pə'tɪʃən]	Petition, Unterschriftensammlung
petrol station OYW3	[petrəl 'steɪʃən]	Tankstelle
phone MORE 1	[fəʊn]	Telefon; Handy
phone call U14/6	[fəʊn kɔːl]	Anruf
to phone (up) MORE 1	[tə fəʊn (ʌp)]	anrufen
photo MORE 1	[fəʊtəʊ]	Foto
to photograph U6/3	[tə fəʊtəgrɑːf]	fotografieren
phrase MORE 1	[freɪz]	Phrase
physics U3/4	[fɪzɪks]	Physik

to pick up MORE 1	[tə pik ʌp]	aufheben; abholen
picnic MORE 2	[pɪknɪk]	Picknick
picture MORE 1	[pɪktʃər]	Bild
(a) piece (of) MORE 1	[(ə) pi:s (ɒv)]	(ein) Stück
(a) pile (of) TGND4	[(ə) paɪl (ɒv)]	(ein) Stapel (an)
pilot MORE 1	[paɪlət]	Pilot
place MORE 1	[pleɪs]	Ort, Platz
the Plague U6/3	[ðə pleɪɡ]	die Pest
plain MORE 2	[pleɪn]	einfarbig
plan MORE 1	[plæn]	(Lage-)Plan
to plan MORE 1	[tə plæn]	planen
plane MORE 1	[pleɪn]	Flugzeug
plant MORE 2	[plɑ:nt]	Pflanze
plastic MORE 2	[plæstɪk]	Plastik, Kunststoff
plastic bag U8/21	[plæstɪk bæɡ]	Plastiktasche
plate MORE 2	[pleɪt]	Teller
platform MORE 2	[plætfɔ:m]	Plattform
play MORE 1	[pleɪ]	Theaterstück
to play MORE 1	[tə pleɪ]	spielen
to play a trick on sb. U5/2	[tə pleɪ ə trɪk ɒn sʌmbədi]	jdm. einen Streich spielen
player MORE 1	[pleɪər]	Spieler/Spielerin
please MORE 1	[pli:z]	bitte
to please OYW2	[tə pli:z]	gefallen, zufriedenstellen
plenty U9/7	[plenti]	reichlich
p.m. MORE 1	[pi:'em]	nachmittags, abends
pocket MORE 1	[pɒkɪt]	(Hosen-)Tasche
poem MORE 1	[pəʊɪm]	Gedicht
point U5/5	[pɔɪnt]	Punkt
poison U4/3	[pɔɪzən]	Gift
poisonous MORE 2	[pɔɪznəs]	giftig
Poland U14/TT	[pəʊlənd]	Polen
polar bear U4/TT	[pəʊlə 'beər]	Eisbär
police (no pl) MORE 1	[pə'li:s]	Polizei
police station MORE 2	[pə'li:s ,steɪʃn]	Polizstation
policeman (pl policemen) MORE 1	[pə'li:smən]	Polizist
policewoman (pl policewomen) U2/7	[pə'li:swoman]	Polizist
politely MORE 2	[pə'li:tli]	höflich
politician OYW2	[pə'lɪtɪʃən]	Politiker/Politikerin
pond MORE 2	[pɒnd]	Teich
poor MORE 1	[pɔ:r]	arm
Poor you! MORE 1	[pɔ: ju:]	Du Arme/r!
popsicle U8/9	[pɒpsɪkəl]	Stieleis
popular MORE 2	[pɒpjə'lər]	beliebt
population U6/10	[pɒpjə'leɪʃən]	Bevölkerung
porridge U5/1	[pɒrɪdʒ]	Haferbrei
Portuguese TGND5	[pɔ:tʃə'gi:z]	portugiesisch; Portugiesisch
positive MORE 2	[pɒzətɪv]	positiv
possession U7/4	[pə'zeʃən]	Besitz

possibility U12/TT	[pɒsə'bɪləti]	Möglichkeit
possible MORE 2	[pɒsɪbl]	möglich
possibly TGND3	[pɒsəbli]	möglicherweise
to post MORE 2	[tə pəʊst]	posten, einen Beitrag verfassen (online)
postcard MORE 1	[pəʊstkɑ:d]	Postkarte
pound (£) MORE 1	[paʊnd]	Pfund
power MORE 1	[paʊər]	Kraft; Macht
power line U12/8	[paʊər laɪn]	Stromleitung
power station U6/3	[paʊər steɪʃən]	Stromkraftwerk
to power up U8/21	[tə paʊər ʌp]	einschalten
practical U8/11	[præktɪkəl]	praktisch
practice MORE 1	[præktɪs]	Übung
to practise MORE 1	[tə præk'tɪs]	üben
pram U8/21	[prəm]	Kinderwagen
to pray U8/21	[tə preɪ]	beten
prayer MORE 2	[preɪ]	Gebet
precise MORE 2	[preɪ'saɪs]	präzise, exakt
prediction U12/TT	[prɪ'dɪkʃən]	Vorhersage
to prefer U14/TT	[tə prɪ'fɜ:r]	bevorzugen
to prepare U12/8	[prɪ'peə]	Vorbereitung
to prepare MORE 2	[tə prɪ'peə]	(vor-/zu-)bereiten
present MORE 1	[prezənt]	Geschenk
present MORE 1	[tə prɪ'zent]	präsentieren
presentation MORE 1	[prezən'teɪʃən]	Präsentation
president MORE 1	[prezɪdənt]	Präsident/Präsidentin
pressure U12/4	[preʃər]	Druck
to pretend U13/2	[tə prɪ'tend]	vortäuschen, so tun, als ob
pretty U2/18	[prɪti]	hier: ziemlich
previous U11/4	[pri:vɪəs]	vorherig, vorhergehend
price MORE 1	[praɪs]	Preis
primary school OYW2	[praɪməri ,sku:l]	Volksschule, Grundschule
princess U5/8	[prɪn'ses]	Prinzessin
to print OYW2	[tə prɪnt]	drucken
printing press U8/6	[prɪntɪŋ ,pres]	Druckpresse
prison U6/3	[prɪzən]	Gefängnis
prize MORE 1	[praɪz]	Siegespreis, Auszeichnung
probably MORE 1	[prɒbəbli]	wahrscheinlich
problem MORE 1	[prɒbləm]	Problem
to produce MORE 2	[tə prə'dʒu:s]	produzieren
product U8/9	[prɒdʌkt]	Produkt
programmer U11/4	[prəʊgræmə]	Programmierer/Programmiererin
project MORE 2	[prɒdʒekt]	Projekt
promise G	[prɒmɪs]	Versprechen
to promise TGND2	[tə prɒmɪs]	versprechen
prompt U9/10	[prɒmpt]	Vorgabe, Stichwort
properly U3/13	[prɒpəli]	richtig, ordnungsgemäß
to protect MORE 2	[tə prə'tekt]	(be-)schützen

to protest U10/8	[tə prə'test]	protestieren
protest march U10/3	[prəʊtest ,mɑ:tʃ]	Protestmarsch
prototype U8/5	[prəʊtətaɪp]	Prototyp
proud MORE 1	[praʊd]	stolz
public MORE 2	[pʌblɪk]	öffentlich
to publish OYW2	[tə pʌblɪʃ]	veröffentlichen
to pull U6/11	[tə pʊl]	ziehen
to pull down U4/8	[tə pʊl daʊn]	hinunterziehen
puncture TGND2	[pʌŋktʃər]	Reifenpanne, Loch im Reifen
to punish U9/7	[tə pʌnɪʃ]	bestrafen
punishment U12/4	[pʌnɪʃmənt]	Strafe
pupil MORE 2	[pju:pəl]	Schüler/Schülerin
puppy U7/4	[pʌpi]	Welp
purple U9/8	[pɜ:pəl]	violett, lila
to push MORE 1	[tə pʊʃ]	drücken; schieben
to put MORE 1	[tə pʊt]	setzen, legen, stellen
to put sth. aside OYW1	[tə pʊt ə'saɪd]	beiseitelegen, hier: zurückstellen
to put pen to paper U10/12	[tə pʊt pen tu: 'peɪpə]	zu Papier bringen
to put up U13/10	[tə pʊt ʌp]	aufhängen

Q

qualified U10/16	[kwɒlɪfaɪd]	qualifiziert
quality U10/TT	[kwɒləti]	Qualität
question MORE 1	[kwestʃən]	Frage
questionnaire U7/7	[kwestʃə'neər]	Fragebogen
queue U2/9	[kju:]	Warteschlange
to queue up U2/12	[tə kju: ʌp]	sich anstellen
quick MORE 1	[kwɪk]	schnell
quiet MORE 1	[kwaɪət]	leise, ruhig
quite MORE 1	[kwaɪt]	ziemlich
quotation OYW2	[kwəʊ'teɪʃən]	Zitat

R

rabbit MORE 1	[ræbɪt]	Kaninchen
rabies U4/3	[ˈreɪbi:z]	Rabies
radio programme U12/14	[ˈreɪdɪəʊ 'prɒɡræm]	Radio-Sendung
radio station OYW2	[ˈreɪdɪəʊ 'steɪʃən]	Radio-Sender
raft U12/10	[rɑ:ft]	Floß
railcard TGND6	[ˈreɪl kɑ:rd]	Vorteilskarte für die Bahn
railway TGND6	[ˈreɪlweɪ]	Zug, Eisenbahn
rain MORE 2	[reɪn]	Regen
to rain MORE 1	[tə reɪn]	regnen
rainbow U5/1	[ˈreɪnbəʊ]	Regenbogen
rainy MORE 2	[ˈreɪni]	regnerisch
to raise U6/3	[tə reɪz]	anheben, erhöhen

ramp U8/11	[ræmp]	Rampe
rare U3/4	[reər]	selten
rarely OYW2	[reəli]	selten
rash TGND4	[ræʃ]	Hautausschlag
rat MORE 1	[ræt]	Ratte
rather MORE 2	[rɑ:ðər]	ziemlich; eher, vielmehr
raven U6/3	[reɪvən]	Rabe
to reach U3/1	[tə ri:tʃ]	(hin-)reichen
to react MORE 2	[tə ri:ækt]	reagieren
to read MORE 1	[tə ri:d]	lesen
to read out U7/11	[tə ri:d aʊt]	vorlesen
to read through U10/10	[tə ri:d θru:]	durchlesen
reader U10/10	[ˈri:ðər]	Leser/Leserin
ready TGND2	[redi]	bereit
real MORE 1	[riəl]	wirklich; echt, real
to realise U10/10	[tə ri:əlaɪz]	realisieren, erkennen
realistic U10/8	[riə'lɪstɪk]	realistisch
reality U10/10	[ri:æləti]	Realität
really MORE 1	[ri:əli]	wirklich
reason MORE 2	[ri:zn]	Grund
to recede U10/10	[ri:seɪntli]	vor Kurzem, letztens
to reckon U10/10	[tə rekən]	meinen, glauben
to recommend TGND2	[tə rekə'mend]	empfehlen
recommendation U10/10	[rekə'men- 'deɪʃən]	Empfehlung
record U1/2	['rekɔ:d]	Rekord; hier: (Schall-)Platte
record MORE 2	[tə re'kɔ:d]	aufnehmen, aufzeichnen
rectangle U10/10	[ˈrektæŋɡəl]	Rechteck
to refer U10/10	[tə rɪ'fɜ:r tə]	verweisen, sich auf etw. beziehen
to refuse U10/18	[tə rɪ'fju:z]	(ver-)weigern
region U12/6	[ri:dʒən]	Region, Gebiet
regular U9/1	[regjələr]	regulär; hier: regelmäßig
to reject U13/13	[tə rɪ'dʒekt]	ablehnen, zurückweisen
relationship U7/2	[rɪ'leɪʃənʃɪp]	Beziehung
to release MORE 2	[tə rɪ'li:s]	befreien, freilassen
remarkable U8/9	[rɪ'mɑ:kəbəl]	bemerkenswert
to remember MORE 1	[tə rɪ'membə]	sich erinnern (an)
to remind TGND5	[tə rɪ'maɪnd]	erinnern
remote-controlled U8/2	[rɪ,məʊt- kən'trəʊld]	ferngesteuert
to rename U8/9	[tə ri:'neɪm]	umbenennen
to rent U3/6	[tə rent]	mieten
to repair OYW4	[tə rɪ'peər]	reparieren
to repeat MORE 1	[tə rɪ'pi:t]	wiederholen
reply MORE 1	[rɪ'plai]	Antwort
report U9/12	[rɪ'pɔ:t]	Bericht
to report U6/10	[tə rɪ'pɔ:t]	berichten
reporter MORE 2	[rɪ'pɔ:tər]	Reporter/Reporterin
to rescue MORE 1	[tə reskju:]	retten
research U12/TT	[ri:sɜ:tʃ]	Forschung, Recherche

to research U8/9	[tə rɪ'sɜ:tʃ]	erforschen, recherchieren
to respond MORE 2	[tə rɪ'spɒnd]	antworten
responsible U8/2	[rɪ'spɒnsəbl]	verantwortlich
rest MORE 1	[rest]	Rest; Rast, Erholung
to rest U3/4	[tə rest]	rasten, ausruhen
result MORE 2	[rɪ'zʌlt]	Folge; Ergebnis
to rethink U13/2	[tə rɪ:'θɪŋk]	überdenken
to return U2/TT	[tə rɪ'tɜ:n]	zurückkehren
review MORE 2	[rɪ'vju:]	Rezension, Kritik
revision MORE 2	[rɪ'vɪʒən]	Wiederholung
to rewild U14/TT	[tə rɪ:'waɪld]	renaturieren
to rewrite U2/12	[tə rɪ:'raɪt]	umschreiben, neu schreiben
rheumatism U3/1	[ru:mætɪzəm]	Rheuma
rhino MORE 2	[raɪnəʊ]	Nashorn
rhythm U1/9	[rɪðəm]	Rhythmus
rich U5/6	[rɪtʃ]	reich
Richter scale U12/6	[rɪktə skeɪl]	Richterskala
ride TGND2	[raɪd]	Fahrt
to ride MORE 1	[tə raɪd]	reiten; fahren
ridge U11/7	[rɪdʒ]	Bergkamm
right MORE 1	[raɪt]	richtig, korrekt; rechts; rechter/rechte/rechts
right(s) U10/TT	[raɪt(s)]	Recht(e)
to ring U5/1	[tə rɪŋ]	läuten
to rip TGND1	[tə rɪp]	(zer-)reißen
rise U4/13	[raɪz]	Anstieg, /
rival OYW5	[raɪvl]	Gegner/Gegnerin, gegnerisch
river MORE 1	[rɪvə]	Fluss
road MORE 1	[rəʊd]	Straße
rock MORE 1	[rɒk]	Fels
role MORE 1	[rəʊl]	Rolle
role card TGND2	[rəʊl kɑ:d]	Rollenkarte
role play TGND1	[rəʊl pleɪ]	Rollen spielen
to roll MORE 1	[tə rɒl]	rollen
roller-skating MORE 2	[rɒlə 'sketɪŋ]	Rollschuhlaufen
Roman U12/4	[rəʊmən]	römisch
Romania MORE 1	[rəʊməniə]	Rumänien
romantic MORE 1	[rɒmæn'tɪk]	romantisch
roof MORE 1	[ru:f]	Dach
room MORE 1	[ru:m]	Zimmer, Raum
round MORE 2	[raʊnd]	rund; um ... herum
row MORE 2	[rəʊ]	(Sitz-)Reihe
the Royal Family U6/3	[ðə ˈrɔɪəl 'fæməli]	die königliche Familie

the Royal Navy U3/1	[ðə ˈrɔɪəl neɪvi]	die königliche Marine
rubbish MORE 2	[ˈrʌbɪʃ]	Müll, Abfall
rude U9/13	[ru:d]	unhöflich, unverschämt
to ruin OYW2	[tə ru:ɪn]	ruinieren, zerstören
rule MORE 2	[ru:l]	Regel
to run MORE 1	[tə rʌn]	laufen, rennen
to run after U13/12	[tə rʌn ɑ:fə]	nachlaufen
to run away U3/4	[tə rʌn ə'weɪ]	laufen
to run sth. U9/1	[tə rʌn stw. fʊən 'ʌmθɪŋ]	betw. führen (Unternehmen)

S

sad MORE 1	[sæd]	traurig
sadly U11/3	[sædli]	traurigerweise
sadness MORE 1	[sædnəs]	Traurigkeit
safe MORE 1	[seɪf]	sicher
safety MORE 1	[seɪfti]	Sicherheit
to sail U3/1	[tə seɪl]	segeln
salad MORE 1	[sæləd]	Salatteller
salt MORE 1	[sɔ:lt]	Salz
the same MORE 1	[ðə seɪm]	der-/die-/dasselbe
sandy beach U12/10	[sændi bi:tʃ]	Sandstrand
satisfied U5/1	[sætɪsfɑɪd]	zufrieden
Saturday MORE 1	[sætədeɪ]	Samstag
to save MORE 1	[tə seɪv]	retten; sparen
to save up OYW3	[tə seɪv ʌp]	ansparen
say MORE 1	[tə seɪ]	sagen
to scare MORE 2	[tə skeə]	Angst machen, erschrecken
to be scared of MORE 1	[tə bi skeəd əv]	Angst haben vor
scary MORE 2	[skeəri]	furchterregend, unheimlich
scene MORE 1	[si:n]	Szene
school MORE 1	[sku:l]	Schule
school bag MORE 1	[sku:l bæɡ]	Schultasche
science MORE 1	[saɪəns]	Naturwissenschaft
scientist MORE 2	[saɪəntɪst]	Wissenschaftler/ Wissenschaftlerin
to score MORE 2	[tə skɔ:]	erreichen, erzielen (Tore)
Scotland MORE 1	[skɒtlənd]	Schottland
scream U5/1	[skri:m]	Schrei
to scream MORE 2	[tə skri:m]	schreien; kreischen
screen MORE 1	[skri:n]	Bildschirm, Leinwand
screwdriver OYW4	[skru:ˈdraɪvər]	Schraubenzieher
script U7/9	[skrɪpt]	hier: Drehbuch
scuba diver U4/11	[sku:bə 'daɪvər]	Sporttaucher/ Sporttaucherin
sea MORE 1	[si:]	Meer
sea level MORE 2	[si: ˈlevəl]	Meeresspiegel
sea life U4/11	[si: laɪf]	Leben im Meer

sea lion U4/11	[si: laɪən]	Seelöwe
seal U4/3	[si:l]	Robbe
to search MORE 2	[tə sɜ:tʃ]	suchen
seat MORE 2	[si:t]	Sitzplatz, Sitz
second MORE 2	[sekənd]	zweiter/zweite/zweites; Sekunde
secondly U3/13	[sekəndli]	zweitens
secret MORE 2	[si:krət]	Geheimnis
to see MORE 1	[tə si:]	sehen
to seem U1/8	[tə si:m]	wirken, scheinen
See you (soon). MORE 1	[si: ju (su:n)]	Bis bald.
to sell MORE 1	[tə sel]	verkaufen
to send MORE 1	[tə send]	senden, schicken
to send out U10/3	[tə send aʊt]	ausschicken, verschicken
sensational U1/4	[sen'seɪʃənəl]	sensationell
sense U3/1	[sens]	Sinn
sense of humour MORE 2	[sens əv 'hju:mə]	Sinn für Humor
sentence MORE 2	[sentəns]	Satz
Serbian-Austrian U8/2	[sɜ:biən əstri:ən]	serbisch-österreichisch
serious MORE 2	[siəriəs]	ernst(haft)
seriously TGND3	[siəriəsli]	ernsthaft
service TGND6	[sɜ:vɪs]	hier: (Bus-/Zug-/Flug-) Verbindung
to set off U3/9	[tə set ɒf]	abfahren, losfahren
several MORE 2	[sevərəl]	einige, mehrere
severe U12/6	[sevər]	heftig, heft
shade U11/8	[ʃeɪd]	Schatten
to shake U5/6	[tə ʃeɪk]	schütteln
shall MORE 2	[ʃæl]	sollen
shape U4/11	[ʃeɪp]	Form
to share MORE 2	[tə ʃeə]	teilen
shark MORE 1	[ʃɑ:k]	Haifisch
sharp U4/8	[ʃɑ:p]	scharf, stechend
sheep (pl sheep) MORE 2	[ʃi:p]	Schaf
shelter U12/10	[ʃeltər]	Schutz, Obdach, Unterkunft
to shine MORE 2	[tə ʃaɪn]	schimmern
ship MORE 1	[ʃɪp]	Schiff
shocked U14/6	[ʃɒk]	geschockt
shoe MORE 1	[ʃu:]	Schuh
to shoot U8/2	[tə ʃu:t]	schießen
shop MORE 1	[ʃɒp]	Geschäft, Laden
to do the shopping OYW3	[tə ʃɒpɪŋ]	den Einkauf erledigen
shopping centre MORE 2	[ʃɒpɪŋ 'sentə]	Einkaufszentrum
shop window U14/8	[ʃɒp 'wɪndəʊ]	Schaufenster
shore U11/9	[ʃɔ:r]	Ufer
short MORE 1	[ʃɔ:t]	kurz; klein

shorts (pl) U2/5	[ʃɔ:ts]	kurze Hosen
should (not) MORE 2	[ʃʊd nɒt]	sollte/n, solltest (nicht)
shoulder MORE 1	[ʃəʊldər]	Schulter
to shout MORE 1	[tə ʃaʊt]	rufen
to show MORE 1	[tə ʃəʊ]	zeigen
shower U1/5	[ʃaʊər]	Dusche
shy MORE 1	[ʃaɪ]	schüchtern
Siberian U4/3	[si:'ɪəriən]	sibirisch
sick MORE 2	[sɪk]	krank; krank
side MORE 1	[saɪd]	Seite
sight U4/11	[saɪt]	Anblick
sights U6/TT	[saɪts]	Sehenswürdigkeiten
sightsee U3/1	[saɪt'si:]	Besichtigung von Sehenswürdigkeiten
sign MORE 2	[saɪn]	Zeichen; Schild
to sign OY	[tə saɪn]	unterschreiben
signal U7/7	[sɪgnəl]	Signal, Empfang
silly MORE 1	[sɪli]	dumm, albern
similar U2/1	[sɪmɪlər]	ähnlich
similarity U2/3	[sɪmɪ'lærəti]	Ähnlichkeit
simple MORE 1	[sɪmpl]	einfach
since MORE 1	[sɪns]	seit
to sing MORE 1	[tə sɪŋ]	singen
to sing along U1/8	[tə sɪŋ ə'lɒŋ]	mitsingen
singer U1/11	[sɪŋər]	Sänger/Sängerin
sing U1/1	[sɪŋgəl]	einzel
to sink U2/3	[tə sɪŋk]	sinken
sir MORE 1	[sɜ:r]	Herr
sister MORE 1	[sɪstər]	Schwester
to sit MORE 1	[tə sɪt]	sitzen
to sit down U2/9	[tə sɪt daʊn]	(sich) hinsetzen
to sit for sth. U10/16	[tə sɪt fər səmθɪŋ]	eine Prüfung ablegen
to be situated U11/8	[tə bi sɪtʃu'eɪtɪd]	liegen, sich befinden
situation MORE 1	[sɪtʃu'eɪʃn]	Situation, Lage
size U4/11	[saɪz]	Größe
sketch MORE 1	[sketʃ]	Sketch
ski U8/TT	[ski:]	Ski
to ski MORE 1	[tə ski:]	Ski fahren
skin MORE 1	[skɪn]	Haut
sky MORE 1	[skaɪ]	Himmel
sleep U3/13	[sli:p]	Schlaf
to sleep MORE 1	[tə sli:p]	schlafen
sleeping bag U5/1	[sli:pɪŋ ,bæg]	Schlafsack
sleeping compartment U3/12	[sli:pɪŋ kəm'pɑ:tmənt]	Schlafabteil
to slide MORE 2	[tə slaɪd]	rutschen
slipper MORE 2	[slɪpər]	Hausschuh
slogan U10/20	[sləʊgən]	Werbespruch
slope U8/13	[sləʊp]	Hang; Skipiste
Slovakia U14/TT	[slə'vækiə]	Slowakei

slow MORE 2	[sləʊ]	langsam
small MORE 1	[smɔ:l]	klein
smell MORE 2	[smel]	Geruch
to smell MORE 1	[tə smel]	riechen; stinken
smile U4/12	[smaɪl]	Lächeln
to smile MORE 1	[tə smaɪl]	lächeln
smoke U12/6	[sməʊk]	Rauch
smoke detector U12/17	[sməʊk dɪ'tektər]	Rauchmelder
snake MORE 1	[sneɪk]	Schlange
snorkelling U4/4	[snɔ:kəlɪŋ]	Schnorcheln
snow MORE 1	[snəʊ]	Schnee
snowmobile U8/TT	[snəʊmə'bi:l]	Schneemobil
so U1/1	[səʊ]	also, daher; so
so-called U12/6	[səʊ'kɔ:ld]	sogenannt
soaked TGND4	[səʊkt]	klatschnass, durchnässt
soap U8/6	[səʊp]	Seife
soap opera U12/14	[səʊp ɒpərə]	Seifenoper
soccer coach OYW3	[sɒkər kəʊtʃ]	Fußballtrainer/ Fußballtrainerin
sociable OYW4	[səʊjəbəl]	gesellig, umgänglich
social group OYW5	[səʊjəl gru:p]	gesellschaftliche Gruppe
so far TGND1	[səʊ fɑ:r]	bisher, so weit
soft U4/3	[sɒft]	sanft; weich
soft toy U7/1	[sɒft 'tɔɪ]	Stofftier
software developer U9/7	[sɒftweər dɪ'veləpər]	Softwareentwickler/ Softwareentwicklerin
solar system U12/4	[səʊlə 'sɪstəm]	Sonnensystem
soldier U10/19	[səʊldʒər]	Soldat, Soldatin
solution U8/5	[sə'lu:ʃən]	Lösung
to solve U7/8	[tə sɒlv]	lösen
some MORE 1	[səm]	einige, was
somebody MORE 1	[səmbədi]	jemand
someone MORE 1	[səmwən]	jemand
something MORE 1	[səmθɪŋ]	etwas
sometime U12/4	[səmtaɪm]	irgendeinmal
sometimes MORE 1	[səmtaɪmz]	manchmal
somewhere MORE 2	[səmwɛə]	irgendwo
son MORE 1	[sʌn]	Sohn
song MORE 1	[sɒŋ]	Lied
soon MORE 1	[su:n]	früher, bald
sorry MORE 1	[sɒri]	Verzeihung, Entschuldigung
sort (of) MORE 1	[sɔ:t (əv)]	Art/Sorte (von)
to sort out TGND5	[tə sɔ:t aʊt]	aussortieren
sound U3/1	[saʊnd]	Geräusch, Laut
to sound MORE 1	[tə saʊnd]	klingen
south MORE 1	[saʊθ]	südlich, Süd-; Süden
South Africa U3/1	[saʊθ 'æfrɪkə]	Südafrika
South America U14/4	[saʊθ ə'merɪkə]	Südamerika

South Australia U9/1	[saʊθ əs'treɪliə]	Südaustralien
Southeast Asia U4/3	[saʊθ'i:st eɪ.ʒə]	Südostasien
South Pole U2/8	[saʊθ pəʊl]	Südpol
southeast MORE 2	[saʊθ'i:st]	südost
southern U2/8	[sʌðən]	südlich
southwest U12/6	[saʊθ wes]	südwest
space MORE 2	[speɪs]	Weg, Abstand; Platz
Spain MORE 1	[speɪn]	Spanien
Spanish TGND9	[spæniʃ]	spanisch
to speak MORE 1	[tə spi:k]	sprechen
to speak U10/18	[tə spi:k]	sich für etw./jdn. aussprechen, seine Meinung sagen
special MORE 1	[speʃəl]	speziell, besonders
species U10/18	[spi:ʃi:z]	Spezies, Art
specific OYW7	[spə'sɪfɪk]	speziell, spezifisch
spectacle U11	[spek'tækjələr]	spektakulär
sports OYW1	[spi:t]	Rede
speedboat U3/3	[spi:dbəʊt]	Schnellboot, Rennboot
speedometer U3/2	[spi:'dɒmɪtər]	Tachometer, Geschwindigkeitsmesser
to spend MORE 1	[tə spend]	ausgeben (Geld); verbringen (Zeit)
spindle MORE 1	[spændl]	Spinne
to spill U1/1	[tə spɪl]	verschütten
spirit U5/1	[spɪrɪt]	Geist
spirit screen U1/5	[spɪrɪt skri:n]	Schattenmauer, Geistermauer
spontaneous U6	[spɒn'teɪniəs]	spontan
spooky U5/1	[spu:ki]	gruselig, unheimlich
to spot U11/7	[tə spɒt]	entdecken, erblicken
to spread U4/3	[tə spred]	verbreiten
square U6/7	[skweər]	Platz
square kilometre U14/TT	[skweər kɪlə'mi:tər]	Quadratkilometer
stadium U6/TT	[steɪdiəm]	Stadion
staff U4/8	[stɑ:f]	Personal
stage OYW1	[steɪdʒ]	Bühne
stairs (pl) MORE 2	[steərz]	Treppe, Stiege
to stand MORE 1	[tə stænd]	stehen
to stand up MORE 1	[tə stænd ʌp]	aufstehen
to stand up for U10/15	[tə stænd ʌp fɔ:]	für etw. eintreten
star MORE 1	[stɑ:]	Stern; Promi
to star U4/13	[tə stɑ:]	die Hauptrolle spielen
to start MORE 1	[tə stɑ:t]	starten, beginnen
state U11/3	[steɪt]	Staat
statement U7/12	[steɪtmənt]	Aussage
station MORE 2	[steɪʃn]	Bahnhof; Station
statistic U10/16	[stə'tɪstɪk]	Statistik
statue MORE 2	[stætʃu:]	Statue

to stay MORE 1	[tə steɪ]	bleiben
to stay up U9/9	[tə steɪ ʌp]	aufbleiben
to steal U2/7	[tə sti:l]	stehlen
steamboat U3/4	[sti:mbəʊt]	Dampfer
steam train (line) TGND6	[sti:m treɪn (laɪn)]	Dampfzug(-linie)
steep U11/7	[sti:p]	steil
step MORE 2	[step]	Schritt; Stufe
to step U4/8	[tə step]	treten
to step in U7/1	[tə step ɪn]	eingreifen, dazwischen gehen
stick U8/13	[stɪk]	Stock
still MORE 1	[stɪl]	(immer) noch
stomach TGND4	[stəmæk]	Bauch, Magen
stomach ache MORE 2	[stəmæk ˌeɪk]	Magen-/Bauchschmerzen
stone MORE 1	[stəʊn]	Stein
to stop MORE 1	[tə stɒp]	aufhören, stoppen
storm MORE 1	[stɔ:m]	Sturm
to storm out U7/7	[tə stɔ:m aʊt]	hinausstürmen
story MORE 1	[stɔ:ri]	Geschichte, Erzählung
straight U5/5	[streɪt]	gerade
straightaway MORE 2	[streɪt əˈweɪ]	sofort
strange MORE 1	[streɪndʒ]	seltsam, sonderbar
strategy MORE 1	[strætədʒi]	Strategie
street MORE 1	[stri:t]	Straße
street artist U3/10	[stri:t ˌɑ:tɪst]	Straßenkünstler/ Straßenkünstlerin
strength U4/8	[streŋθ]	Stärke, Widerstandskraft
stress MORE 1	[stres]	Betonung
to stress U4/G	[tə stres]	betonen, verstärken
to be stressed TGND4	[tə bi strest]	gestresst sein
to stretch U8/9	[tə streɪtʃ]	dehnen, strecken
strict U9/1	[strikt]	streng
to strike U12/10	[tə straɪk]	schlagen; zuschlagen
strong MORE 1	[strɒŋ]	stark
to struggle U7/9	[tə ˈstrʌɡl]	kämpfen, sich abmühen
stuck MORE 1	[stʌk]	stecken geblieben / stecken geblieben
student MORE 1	[ˈstju:dənt]	Student/Studentin; Schüler/Schülerin
to study MORE 1	[ˈstʌdi]	studieren, lernen
stuff MORE 1	[stʌf]	Zeug, Kram
stuffed U14/8	[stʌfəd]	ausgestopft
stunning U4/3	[stʌnɪŋ]	atemberaubend
stupid MORE 1	[ˈstju:pɪd]	dumm, blöd
subject MORE 2	[ˈsʌbdʒekt]	(Schul-)Fach; Betreff
submarine U8/2	[ˈsʌbməˈri:n]	U-Boot
success MORE 2	[səkˈses]	Erfolg
successful U1/1	[səkˈsesfəl]	erfolgreich

such MORE 2	[sʌtʃ]	solch, derartig
suddenly MORE 1	[sʌdnli]	plötzlich, auf einmal
to suffer (from) U3/1	[tə sʌfər (frəm)]	leiden (an)
suffrage U10/15	[sʌfrɪdʒ]	Wahlrecht
suffragette U10/15	[sʌfrəˈdʒet]	Frauenrechtlerin
sugar OYW3	[ˈʃʊɡə]	Zucker
sugary OYW3	[ˈʃʊɡəri]	zuckerhaltig
to suggest MORE 1	[tə sʌdʒɪst]	vorschlagen
suggestion MORE 1	[səˈdʒʌstən]	Vorschlag
suit U1/5	[su:t]	Anzug
sum U7/9	[sʌm]	Summe
to sum up U10/18	[tə sʌm ʌp]	zusammenfassen
summary MORE 1	[sʌməri]	Zusammenfassung
summer MORE 1	[ˈsʌmə]	Sommer
sun MORE 1	[sʌn]	Sonne
sunburn U4/1	[ˈsʌnbɜ:n]	Sonnenbrand
Sunday MORE 1	[ˈsʌndeɪ]	Sonntag
sunglasses U12/1	[ˈsʌŋɡlɑ:sɪz]	Sonnenbrille
sunny MORE 1	[ˈsʌni]	sonnig
to supermarket MORE 1	[suːpəˈmɑ:kɪt]	Supermarkt
superstition U5/1	[suːpəˈstɪʃən]	Aberglaube
superstitious U5/6	[suːpəˈstɪʃəs]	abergläubisch
to support OYW4	[tə səˈpɔ:t]	unterstützen
to suppose U4/11	[tə səˈpəʊz]	vermuten, annehmen
to be supposed to do sth. U5/1	[tə biː səˈpəʊzd tə du sʌmθɪŋ]	eigentlich etw. tun müssen
sure MORE 1	[ʃʊə]	sicher
surface U12/4	[ˈsɜ:fɪs]	Oberfläche
to surf U4/11	[tə sɜ:f]	surfen
surprise MORE 1	[səˈpraɪz]	Überraschung
surprising U4/TT	[səˈpraɪzɪŋ]	überraschend
survive U12/9	[səˈvaɪv]	überleben
to survive U2/3	[tə səˈvaɪv]	überleben
suspect U6/3	[sʌspekt]	Verdächtiger/Verdächtige
swan U4/3	[swɒn]	Schwan
swarm of wasps U3/1	[swɔ:m ɒv wɒspz]	Wespenschwarm
sweater MORE 1	[ˈswetər]	Pullover
sweet MORE 1	[swi:t]	süß; angenehm
sweets (pl) MORE 2	[ˈswi:ts]	Süßigkeiten
to swim MORE 1	[tə swim]	schwimmen
swimmer U4/11	[ˈswɪmə]	Schwimmer/ Schwimmerin
to switch off MORE 1	[tə swɪtʃ ɒf]	ausschalten
Switzerland U10/15	[ˈswɪtsələnd]	Schweiz
sympathy TGND4	[ˈsɪmpəθi]	Mitleid, Mitgefühl
symptom MORE 2	[ˈsɪmptəm]	Symptom
Syria U12/6	[ˈsɪriə]	Syrien

T

table MORE 1	[teɪbl]	Tisch; Tabelle
to take MORE 1	[tə teɪk]	(mit-)nehmen
to take an exam U10/16	[tə teɪk ən ɪɡ'zæm]	eine Prüfung ablegen
to take a guess U8/6	[tə teɪk ə ɡes]	raten
to take a right TGND2	[tə teɪk ə raɪt]	rechts abbiegen
to take a walk U6/3	[tə teɪk ə wɔ:k]	einen Spaziergang machen
to take away U13/12	[tə teɪk ə'weɪ]	(mit-)nehmen
to take care U4/11	[tə teɪk keə]	aufpassen
to take off U3/9	[tə teɪk ɒf]	abfliegen
to take out MORE 1	[tə teɪk aʊt]	herausnehmen
to take over U11/9	[tə teɪk əʊvər]	übernehmen
to take part (in) MORE 2	[tə teɪk pɑ:t (ɪn)]	teilnehmen (an)
to take photos MORE 1	[tə teɪk fəʊtəʊz]	Fotos machen
to take place U1/11	[tə teɪk pleɪs]	stattfinden
to take time U3/G	[tə teɪk taɪm]	dauern
talented U1/1	[tæləntɪd]	talentiert, begabt
to talk MORE 1	[tə tɔ:k]	sprechen, sich unterhalten
tall MORE 1	[tɔ:l]	groß; hoch
tame U4/12	[teɪm]	zähm
tape measure U8/21	[teɪp ,meʒər]	Maßband
to target OYW2	[tə tɑ:ɡɪt]	anvisieren, anpeilen
task MORE 1	[tɑ:sk]	Aufgabe, Übung
Tasmania U3/1	[tæz'meɪniə]	Tasmanien
taste MORE 2	[teɪst]	Geschmack
to taste U11/4	[tə teɪst]	schmecken
tasty U2/TT	[teɪsti]	lecker
tax U10/16	[tæks]	Steuer
tea MORE 1	[ti:]	Tee
to teach MORE 1	[tə ti:tʃ]	lehren, unterrichten
teacher MORE 1	[ti:tʃə]	Lehrer, Lehrperson
tech company U11/4	[tek 'kʌmpəni]	Technikunternehmen
technology OYW2	[tek'nɒləʒi]	Technologie
teddy bear U4/TT	[tɛdɪ beə]	Plüschbär
teen MORE 2	[ti:n]	Teenager, Teenie
telephone box U8/5	[tɛlə'fəʊn bɒks]	Telefonzelle
television (TV) MORE 1	[tɛlə'vɪʒən]	Fernseher; Fernsehen
to tell MORE 1	[tɛl]	erzählen
to tell on sb. TGND4	[tɛl ɒn sʌmbəʊ]	jdn. verraten, verpetzen
to tell sb. off U7/7	[tɛl sʌmbədi ɒf]	mit jdm. schimpfen
temperature MORE 2	[temprətʃər]	Temperatur
tent MORE 1	[tent]	Zelt
terrible MORE 1	[terəbəl]	schrecklich, scheußlich

territory U4/11	[terɪtəri]	Territorium, Revier
to test MORE 1	[tə test]	überprüfen, (ab-)testen
the Thames U6/3	[ðə temz]	Themse
(more) than MORE 2	[(mɔ:ɹ) ðæn]	(mehr) als
thank you MORE 1	[θæŋk ju:]	danke, danke schön
that MORE 1	[ðæt]	der/die/das; dass
the MORE 1	[ðə]	der/die/das
theatre U6/3	[θɪətər]	Theater
then MORE 1	[ðen]	dann
there MORE 1	[ðeə]	dort
these MORE 1	[ði:z]	diese (hier)
thief (pl thieves) U11/1	[θi:f]	Dieb/Diebin
thing MORE 1	[θɪŋ]	Ding, Sache
to think MORE 1	[tə θɪŋk]	denken
to think about TGND1	[tə θɪŋk ə'baut]	nachdenken über
third MORE 1	[θɜ:d]	dritter/dritte/drittes
thirst U11/1	[θɜ:st]	Durst
thirsty U3/1	[θɜ:sti]	durstig
this MORE 1	[ðɪs]	dieser/diese/dieses
those MORE 1	[ðəʊz]	jene
thousand MORE 1	[θaʊzənd]	tausend
thread U11/1	[θred]	Faden; hier: Diskussionsstrang
through U6/9	[θru:]	durch
throughout U12/6	[θru:'aʊt]	durchgehend; im Verlauf
throw MORE 1	[tə θrəʊ]	werfen
to throw away U7/4	[tə θrəʊ ə'weɪ]	wegschmeißen
to throw out U12/4	[tə θrəʊ aʊt]	rausschmeißen
thunder U5/5	[θʌndər]	Donner
Thursday MORE 1	[θɜ:zdeɪ]	Donnerstag
to tick MORE 1	[tɪk]	abhaken
ticket MORE 2	[tɪkɪt]	Ticket, Eintrittskarte
to tie U8/TT	[tə taɪ]	binden
tiger's eye U5/6	[taɪgəz aɪ]	Tigerauge
time MORE 1	[taɪm]	Zeit
(three) times U5/1	[(θri:) taɪmz]	(drei) Mal
timetable MORE 2	[taɪmteɪbl]	Stundenplan
time-travelling machine U8/5	[taɪm-trævəlɪŋ mə'fi:n]	Zeitreisemaschine
tiny MORE 1	[taɪni]	winzig
tip MORE 2	[tɪp]	Hinweis, Tipp
tired MORE 1	[taɪəd]	müde
title MORE 1	[taɪtl]	Titel
to MORE 1	[tu]	zu; bis; nach
today MORE 1	[tə'deɪ]	heute
toe MORE 2	[təʊ]	Zeh(e)
together MORE 1	[tə'geðə]	zusammen, gemeinsam
tomorrow MORE 1	[tə'mɒrəʊ]	morgen

too MORE 1	[tu:]	auch; zu
tool MORE 2	[tu:l]	Werkzeug
toolbox OYW4	[tu:l'bɒks]	Werkzeugkiste
tooth (pl teeth) MORE 1	[tu:θ, ti:θ]	Zahn
toothbrush U5/9	[tu:θbrʌʃ]	Zahnbürste
top MORE 1	[tɒp]	ganz oben; Gipfel; Spitze
topic MORE 2	[tɒpɪk]	Thema
torn U12/10	[tɔ:n]	zerrissen
tortoise MORE 1	[tɔ:təs]	Schildkröte
tortoiseshell U14/8	[tɔ:təs'ʃel]	Schildkrötenpanzer
totally TGND6	[təʊtəli]	total
to touch MORE 1	[tə tʌtʃ]	berühren
tour MORE 2	[tuə]	Tour
tourist MORE 1	[tʊərɪst]	Tourist/Touristin
tourist attraction U6/11	[tʊərɪst ə'trækʃən]	Touristenattraktion
tourist office MORE 2	[tʊərɪst 'ɒfɪs]	Fremdenverkehrsbüro
tournament U6/TT	[tʊənəmənt]	Turnier
towards MORE 2	[tə'wɔ:dz]	in Richtung, auf ... zu
tower MORE 1	[taʊə]	Turm
town MORE 1	[taʊn]	Stadt
town centre U9/13	[taʊn 'sentə]	Ortszentrum
town council U10/8	[taʊn kaʊnsəl]	Stadtrat
town hall U10/6	[taʊn hɔ:l]	Rathaus, Gemeindeamt
town square U3/1	[taʊn skweə]	Stadtplatz, Dorfplatz
toy shop U8/10	[tɔɪ ʃɒp]	Spielzeuggeschäft
tractor MORE 2	[træktə]	Traktor
tradition MORE 2	[trə'dɪʃn]	Tradition
traditional U5/5	[trə'dɪʃənəl]	traditionell
traffic U6/11	[træfɪk]	Verkehr
traffic lights MORE 2	[træfɪk laɪts]	Verkehrssampel
tragedy U2/3	[trædʒədi]	Tragödie
train MORE 1	[treɪn]	Zug
tram U11/9	[træm]	Strassenbahn
trampoline U8/8	[træmpəli:n]	Trampolin
transceiver U12/TT	[træn'si:və(r)]	Sender-Empfänger; hier: Piepsgerät
transmitter MORE 2	[trænz'mɪtə]	Sender
transport U6/TT	[træns'pɔ:t]	Verkehrsmittel
to be trapped U12/TT	[træp]	gefangen sein, sitzen
travel U3/2	[trævel]	Reise
to travel MORE 1	[trævel]	reisen
traveller MORE 2	[trævələ]	Reisender/Reisende
tray U5/1	[treɪ]	Tablett
to treat U10/16	[tə tri:t]	behandeln
tree MORE 1	[tri:]	Baum
tremor U12/9	[tremə]	Zittern, Beben
trick MORE 2	[trɪk]	Trick
to trick U5/5	[tə trɪk]	austricksen
tricky U7/4	[trɪki]	knifflig, schwierig

trip MORE 1	[trɪp]	Ausflug, Reise
tropical MORE 2	[trɒpɪkəl]	tropisch
trouble MORE 1	[trʌbəl]	Schwierigkeiten, Problem
troublemaker U9/13	[trʌbəl meɪkə]	Unruhestifter/Unruhestifterin
trousers (pl) MORE 1	[traʊzəz]	Hose
true MORE 1	[tru:]	wahr; richtig
to trust MORE 2	[trʌst]	vertrauen
truth MORE 2	[tru:θ]	Wahrheit
to try MORE 1	[tə tri:]	versuchen; probieren
to try out OYW4	[tə traɪ aʊt]	ausprobieren
the Tube U16/TT	[tʃu:b]	Londoner U-Bahn
Tuesday MORE 1	[tʃu:zdeɪ]	Dienstag
tune U1/8	[tu:n]	Melodie
tunnel U6/TT	[tʌnəl]	Tunnel
Türkiye U10/TT	[tʊ:kijə]	Türkei
to turn MORE 1	[tə tɜ:n]	(um-)drehen
to turn ... into U10/10	[tə tɜ:n ɪntu:]	verwandeln, hier: zu etw. werden
to turn on U8/3	[tə tɜ:n ɒn]	einschalten
to turn out U10/4	[tə tɜ:n aʊt]	sich herausstellen
to turn over MORE 1	[tə tɜ:n əʊvə]	umdrehen; sich überschlagen
to turn up MORE 2	[tə tɜ:n ʌp]	auftauchen, erscheinen
twice MORE 1	[twɑɪs]	zweimal
twins MORE 1	[twɪn]	Zwilling, Zwillingss-
type (of) MORE 1	[taɪp (əv)]	Art; Typ; Sorte (von)
typhoid U3/1	[taɪfɔɪd]	Thyphus
umbrella MORE 1	[ʌm'brelə]	Regenschirm
unable U3/1	[ʌn'eɪbəl]	unfähig
unbelievable U9/13	[ʌnbɪ'li:vəbəl]	unglaublich
uncle MORE 1	[ʌŋkl]	Onkel
uncommon U11/4	[ʌn'kɒmən]	ungewöhnlich
under MORE 1	[ʌndə]	unter
underground MORE 2	[ʌndəgraʊnd]	U-Bahn
to underline MORE 2	[tə ʌndə'laɪn]	unterstreichen
underneath MORE 2	[ʌndə'ni:θ]	unterhalb
undersea U12/4	[ʌndə'si:]	unter Wasser
to understand MORE 1	[tə ʌndə'stænd]	verstehen
underwater MORE 2	[ʌndə'wɔ:tə]	Unterwasser-; unter dem Wasser
unethical OYW3	[ʌn'eθɪkəl]	unethisch
unfair MORE 1	[ʌn'feə]	unfair, ungerecht
unfortunately U3/10	[ʌn'fɔ:tʃənətli]	leider
unhappy U1/5	[ʌn'hæpi]	unglücklich
United Kingdom (UK) U2/3	[jʊˌnætɪd 'kɪŋdəm]	Vereinigtes Königreich
United Nations U10/TT	[jʊˌnætɪd 'neɪʃənz]	Vereinte Nationen

universe MORE 1	[juːnɪvɜːs]	Universum
university OYW4	[juːnɪˈvɜːsəti]	Universität
unknown G	[ʌnəʊn]	unbekannt
unless U5/1	[ənˈles]	außer; es sei denn ...
unlikely U13/G	[ʌnlaɪkli]	unwahrscheinlich
unlucky U5/5	[ʌnˈlʌki]	unglücklich, glücklos
unopened U12/10	[ʌnˈəʊpənd]	ungeöffnet
unsinkable U2/3	[ʌnˈsɪŋkəbəl]	unsinkbar
unsure U13/1	[ʌnˈʃʊə]	unsicher
(up) until MORE 1	[(ʌp) ənˈtɪl]	bis
unusual MORE 1	[ʌnˈjuːʒʊəl]	ungewöhnlich
unwell TGND4	[ʌnˈwel]	unwohl, krank
up MORE 1	[ʌp]	hinauf, auf
up-and-coming U4/13	[ʌp.ənˈkʌmɪŋ]	aufstrebend, Nachwuch-
upbeat U12/14	[ʌpˈbiːt]	optimistisch, fröhlich
upset MORE 2	[ʌpˈset]	verärgert, aufgebracht
USA (United States of America) MORE 1	[juːˈeɪsɪ, (juːˈnʌtɪd steɪts ɒv əˈmerɪkə)]	Vereinigte Staaten von Amerika
to use MORE 1	[tə juːz]	benutzen, verwenden
the use of U9/5	[ðə juːs ɒv]	die Verwendung von
useful MORE 1	[juːsfəl]	nützlich
user U1/1	[juːzər]	Benutzer/Benutzerin
usual U6/10	[juːʒʊəl]	gewöhnlich
usually MORE 1	[juːʒʊəli]	gewöhnlich, normalerweise

V

vacation U11/1	[vəˈkeɪʃn]	Urlaub
valley MORE 2	[væli]	Tal
variety U4/3	[vəˈraɪəti]	Viel-/Vielfalt
vase MORE 1	[vɑːz]	Vase
vegetable MORE 1	[vedʒtəbl]	Gemüse
Venice U1/1	[venɪs]	Venedig
verandah U3/10	[vəˈrændə]	Veranda
very MORE 1	[veri]	sehr
victim U4/11	[ˈvɪktɪm]	Opfer
Victorian U3/4	[vɪkˈtɒriən]	Viktorianisch
Vienna U10/16	[vɪˈniːə]	Wien
view U6/3	[vjʊː]	Ausblick, Aussicht
village MORE 1	[ˈvɪlɪdʒ]	Dorf
vinyl U1/8	[ˈvaɪnɪl]	Schallplatte
violent U12/6	[ˈvaɪələnt]	gewalttätig
violin MORE 1	[vaɪəˈlɪn]	Geige
visit U1/11	[ˈvɪzɪt]	Besuch
to visit MORE 1	[tə ˈvɪzɪt]	besuchen
visitor MORE 2	[ˈvɪzɪtər]	Besucher/Besucherin
vocabulary MORE 1	[vəˈkæbjələri]	Vokabeln, Wortschatz
voice MORE 1	[vɔɪs]	Stimme

volcanic eruption U12/3	[vɒlˈkænɪk ɪˈrʌpʃən]	Vulkanausbruch
volcano U3/1	[vɒlˈkeɪnəʊ]	Vulkan
to vote MORE 1	[tə vəʊt]	wählen, abstimmen
voting system OYW2	[ˈvəʊtɪŋ sɪstəm]	Wahlsystem
voucher OYW6	[ˈvaʊtʃər]	Gutschein

W

to wait MORE 1	[tə weɪt]	warten
to wake up MORE 1	[tə weɪk ʌp]	aufwachen
walk U6/3	[wɔːk]	Spaziergang
to walk MORE 1	[tə wɔːk]	(zu Fuß) gehen
to walk about MORE 1	[tə wɔːk əˈbaʊt]	umhergehen
walker U8/10	[ˈwɔːkər]	Gehhilfe
walking stick U12/10	[ˈwɔːkɪŋ ˈstɪk]	Gehstock
wallet U2/10	[ˈwɒlɪt]	Geldtasche
to want MORE 1	[tə wɒnt]	wollen; wünschen
war MORE 1	[wɔːr]	Krieg
warm MORE 1	[wɔːm]	warm
warning U4/10	[ˈwɔːnɪŋ]	Warnung
to wash MORE 1	[tə wɒʃ]	waschen
to wash up MORE 2	[tə wɒʃ ʌp]	abspülen, abwaschen
washroom U5/1	[ˈwɒʃruːm]	Waschraum
to waste U1/5	[tə weɪst]	verschwenden
to watch MORE 1	[tə wɒtʃ]	ansehen; zuschauen
water MORE 1	[wɔːtə]	Wasser
water cut U12/6	[ˈwɔːtə kʌt]	Wasserausfall/ Wassereinschränkung
water level U12/7	[ˈwɔːtə levl]	Wasserstand, Wasserpegel
water skiing U8/TT	[ˈwɔːtəskiːɪŋ]	Wasserskifahren
wave MORE 1	[weɪv]	Welle
to wave U2/9	[tə weɪv]	winken
waxwork U6/11	[ˈwækswɜːk]	Wachsfigur
way MORE 1	[weɪ]	Weg
way out U13/6	[weɪ aʊt]	Ausweg
weak MORE 1	[wiːk]	schwach
to wear MORE 1	[tə weə]	tragen (Kleidung)
weather MORE 1	[weðə]	Wetter
webpage MORE 2	[ˈwebpeɪdʒ]	Internetseite
Wednesday MORE 1	[ˈwenzdeɪ]	Mittwoch
week MORE 1	[wiːk]	Woche
weekend MORE 1	[ˈwiːkˈend]	Wochenende
to weigh MORE 2	[tə weɪ]	wiegen
weird MORE 2	[ˈwiəd]	seltsam
Welcome! MORE 1	[ˈwelkəm]	Willkommen!
to welcome OYW1	[tə ˈwelkəm]	willkommen heißen
well MORE 1	[wel]	gut; gesund, wohlauf
west MORE 1	[west]	Westen
western MORE 2	[ˈwestən]	westlich

wet MORE 1	[wet]	nass
wetland U14/6	[wetlənd]	Sumpfbereich
whale U4/3	[weɪl]	Wal
what MORE 1	[wɒt]	was
What a coincidence! U2/TT	[wɒt ə kəʊ'ɪnsɪdəns]	Was für ein Zufall!
What's the matter? MORE 2	[wɒts ðə 'mætə]	Was ist los?
whatever U5/1	[wɒt'evər]	was (auch) immer
wheel MORE 1	[wi:l]	Rad
wheelchair U8/11	[wi:l'tʃeər]	Rollstuhl
when MORE 1	[wen]	wenn; als
whenever U1/8	[wen'evər]	wann immer
where MORE 1	[weər]	wo
wherever U14/TT	[weə'revər]	wo immer
which MORE 1	[wɪtʃ]	welcher/welche/ welches
while MORE 2	[waɪl]	während; Weile
to whisper U14/11	[tə wɪspər]	flüstern
to whistle U5/5	[tə wɪsəl]	pfeifen
white MORE 1	[waɪt]	weiß
who MORE 1	[hu:]	wer; der/die/das
whole U1/1	[həʊl]	ganzer/ganze/ganzes
whose MORE 2	[hu:z]	wessen
why MORE 1	[waɪ]	wieso, warum
wife (pl wives) MORE 1	[waɪf, waɪvz]	Ehefrau
wild MORE 2	[waɪld]	wild
wild animal U14/6	[waɪld æniməl]	Wildtier
wilderness U3/4	[wɪldənəs]	Wildnis
wildlife MORE 1	[waɪldlaɪf]	wilde Tierwelt
will MORE 1	[wɪl]	werden
to be willing to do U1/5	[tə bi: wɪlɪŋ tu: du]	bereit sein zu tun
to win MORE 1	[tə wɪn]	gewinnen
wind MORE 1	[wɪnd]	Wind
window MORE 1	[wɪndəʊ]	Fenster
windsurfing MORE 2	[wɪnd'sɜ:fɪŋ]	Windsurfen
wine U11/3	[waɪn]	Wein
to wink U4/12	[tə wɪŋk]	winkeln
winter MORE 1	[wɪntr]	Winter
wire U8/TT	[waɪər]	Kabel
wireless broadcast system U8/2	[waɪə'ləs brɒdkɑ:stɪŋ]	drahtloses Sendesystem
wish MORE 1	[wɪʃ]	Wunsch
to wish U5/1	[tə wɪʃ]	wünschen
with MORE 1	[wɪð]	mit
without MORE 2	[wɪð'aʊt]	ohne
wolf (pl wolves) MORE 1	[wʊlf, wʊlvz]	Wolf

woman (pl women) MORE 1	[wʊmən, wɪmɪn]	Frau
to wonder U9/7	[tə wʌndər]	wundern
wonderful MORE 1	[wʌndəfəl]	wunderbar
wood MORE 1	[wʊd]	Wald; Holz
wooden MORE 1	[wʊdn]	Holz-, hölzern
word MORE 1	[wɜ:ɹd]	Wort
work MORE 1	[wɜ:k]	Arbeit; Aufgabe
to work MORE 1	[tə wɜ:k]	arbeiten; funktionieren
to work out OYW3	[tə wɜ:k aʊt]	funktionieren
world MORE 1	[wɜ:ld]	Welt
world championship U1/1	[wɜ:ld tʃæmpɪənʃɪp]	Weltmeisterschaft
world exposition	[wɜ:ld ɒzɪʃən]	Weltausstellung
world record MORE 2	[wɜ:ld 'rekɔ:d]	Weltrekord
world war U6/1	[wɜ:ld 'wɔ:r]	Weltkrieg
worldwide MORE 2	[wɜ:ld,waɪd]	weltweit
worm MORE 1	[wɜ:m]	Wurm
worry MORE 2	[tə bi 'wɔ:rɪ]	besorgt sein
worry about MORE 1	[tə wɔ:rɪ]	sich Sorgen machen
to be worth MORE 2	[tə bi: 'wɜ:θ]	wert sein
would MORE 1	[wʊd]	würde/n, würdest
wrap OYW6	[tə ræp]	verpacken
wrapping U10/14	[ræpɪŋ]	Verpackung
wrist U8/9	[rɪst]	Handgelenk
to write MORE 1	[tə raɪt]	schreiben
writer MORE 1	[raɪtər]	Schriftsteller/ Schriftstellerin
wrong MORE 2	[rɒŋ]	falsch

year MORE 1	[jɪə]	Jahr
yesterday MORE 1	[jestədeɪ]	gestern
not ... yet MORE 2	[nɒt 'jet]	noch nicht
young MORE 1	[jʌŋ]	jung
yourself MORE 1	[jɔ:'self]	du selbst; ihr selbst; Sie selbst

zebra MORE 1	[zebrə]	Zebra
zigzag U14/9	[zɪgzæg]	Zickzack

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