

ENGLISH Step by Step

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Prüfexemplar

Student's Book

3



mit App für Audios,
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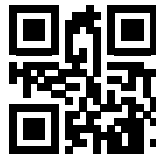
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So lernst du am besten mit ENGLISH Step by Step

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

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

Mit **ENGLISH Step by Step 3** entwickelst du Kompetenzen in vier Bereichen:

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

Verschaffe dir jetzt am besten gleich einen Überblick darüber, was dich in **ENGLISH Step by Step 3** erwartet:

- Auf den Seiten 4–7 findest du das Inhaltsverzeichnis – dort siehst du die Themen der 12 Units in **ENGLISH Step by Step 3**.
- Am Beginn jeder Unit siehst du eine Liste jener Dinge, die du am Ende der jeweiligen Unit **wissen** und **können** wirst.

At the end of unit 1 ...

you know	you can
<input type="checkbox"/> words for places in the countryside	<input type="checkbox"/> understand an interview with someone talking about where they live
<input type="checkbox"/> words for buildings in a town	<input type="checkbox"/> understand texts about teenagers from different parts of the world
<input type="checkbox"/> words for family members	<input type="checkbox"/> ask and answer questions about your life
<input type="checkbox"/> how to use the present simple (revision)	<input type="checkbox"/> write a text about where you live / how you spent the weekend
<input type="checkbox"/> how to use the past simple (revision)	

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









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

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

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

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

1/2

-  Zu dieser Übung gibt es eine Audioaufnahme. (Erste Zahl: CD Nummer / Zweite Zahl: Tracknummer)
-  Zu dieser Übung gibt es ein Video.
-  Von diesem Text gibt es eine vereinfachte oder eine anspruchsvollere Version, die du lesen bzw. anhören kannst.
-  Mit dieser Übung trainierst du zusammenhängendes Sprechen.
-  Mit dieser Übung trainierst du dialogisches Sprechen.
-  **CYBER Homework** Dazu gibt es eine Hausübung auf der HELBLING e-zone. (www.helbling-ezone.com)
-  **WEB Project** Hier kannst du ein Projekt mithilfe der HELBLING e-zone durchführen.
-  **WB** p. 10 Dazu gibt es passende Übungen im Workbook (auf Seite 10).

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

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



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



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



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



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



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



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



My personal learning track ▶

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

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

Contents

1

Me and my world

8–17

Vocabulary Places in a town and the countryside (revision) / Family members

Grammar Present simple (revision) / Past simple (revision)

Listening Welcome to our world / An interview with Martin

Speaking Talking about extreme animals / Asking and answering questions about where you live

Reading Understanding texts about teenagers / Briany's blog: My weekend

Writing Writing a text about where you live / Writing a text about how you spent the weekend

The café 1 Welcome to Brighton

Extra Project 1: The perfect town



2

Food

18–27

Vocabulary Food adjectives / Fruit and vegetables

Grammar Comparatives (revision) / Superlatives (revision)

Listening Understanding short radio commercials / Understanding a dialogue about restaurants

Speaking Discussing where your food comes from / A food commercial / Checking people understand what you are saying

Reading The world's biggest cucumber! / Understanding a recipe / Understanding a food diary entry / Story Time: The greatest cheese sandwich in the world

Writing Writing a text about your favourite sandwich / Writing a food diary entry

Watching the world 1 Food miles

Sounds right Sentence stress in comparatives



3

My sporting life

28–37

Vocabulary Types of sport / Sport verbs

Grammar Present perfect with *ever/never* (revision) / Present perfect with *just, already* and *not yet* (revision)

Listening Understanding a trailer for a film / Understanding people talking about sports competitions

Speaking Talking about what might happen in a story or film / Telling and reacting to news

Reading Swimming / Understanding an article in a school magazine / Literature: Mr Football

Writing Writing about your exercise routine / Writing about a sport event or a school sports day

The café 2 The meeting



4

Rules

38–47

Vocabulary Teenage activities / Outdoor activities

Grammar *be (not) allowed to / was/were able to / could(n't)*

Listening Lost in the forest / Understanding holiday camp rules

Speaking Talking about rules / Playing a word game

Reading Family meeting / Understanding short apology letters and notes

Writing Writing an apology note

Watching the world 2 Rules are everywhere

Sounds right Sentence stress

Extra Project 2: A new sport

5

Amazing young people

48–57

Vocabulary Personality adjectives / Jobs

Grammar Present simple vs. Present continuous / Relative pronouns

Listening Understanding people talking about their jobs / Understanding a conversation

Speaking Saying that you are following / Talking about qualities needed for a job / Congratulating and supporting people

Reading The youngest and the best / Profile: Nicholas D'Aloisio / Story time: Maggie's story

Writing Filling in a table with information about a person / Writing a profile of a person

The café 3 Circus school

Sounds right Intonation



6

Into the unknown

58–67

Vocabulary A road trip / An adventure

Grammar Past continuous / Past continuous vs. Past simple, *when/while*

Listening Understanding a text about explorers and expeditions / Understanding a conversation about a camping trip

Speaking Talking about an expedition / Talking about the things you need on an adventure / Giving and following instructions

Reading An adventure on the Atlantic / In the mountains for the weekend / Literature: Out of the Maze

Writing Writing an interview / Writing a story

Watching the world 3 Route 66

Sounds right Consonant and vowel linking

7

That looks great!

68–77

Vocabulary Art / Types of pictures

Grammar *should / have to / must / could be / must be / can't be*

Listening Understanding descriptions of paintings / Understanding a presentation about an ad / Understanding a conversation about a film

Speaking Describing a picture / Giving your opinion about a film

Reading Sculpture worth millions gone overnight / Understanding a magazine article about a street artist

Writing Writing a short paragraph / Writing an email about an event

The café 4 The art park

Extra Project 3: An advert

8

The price of fame

78–87

Vocabulary Becoming successful / Adjectives to describe successful people

Grammar Present perfect with *for* and *since* / Present perfect vs. Past simple

Listening Understanding a poem / Understanding a radio show about becoming successful

Speaking Describing successful people / Giving advice to a friend

Reading Understanding a text about a famous person / Mo Salah / Emails about giving advice / Story time: Queen Elizabeth II

Writing Writing an interview / Writing an email giving advice

Watching the world 4 Being famous

Sounds right Word stress

9

One world

88–97

Vocabulary Our natural world / The environment

Grammar *going to* and *might* for plans / The 1st conditional

Listening Understanding a radio show about the environment / Understanding a family talking about their summer holidays

Speaking Talking about plans / Talking about environmental problems and suggesting solutions

Reading Cleaning up the planet / Understanding descriptions / Literature: Operation Osprey

Writing Creating a poster / Writing a description of a place

The café 5 A walk in the countryside

Sounds right Stress in the 1st conditional

10

Talk to me

98–107

Vocabulary Ways of communicating / Communication verbs

Grammar Quantifiers / *-ing* or infinitive

Listening Understanding a podcast / Understanding a conversation in a shop

Speaking Talking about ways of communicating / Saying you don't understand, asking for explanations and explaining

Reading The future of communication / Teen talk forum

Writing Writing a comment about a text / Writing a reply to a forum post

Watching the world 5 All about communication

Extra Project 4: Design an app



11

Well, what would you do?

108–117

Vocabulary Places to hang out / Free time activities

Grammar *If I were you ...* / The 2nd conditional

Listening Teenagers from around the world / Dialogues

Speaking Giving advice to a person who's got a problem / Talking about unreal situations

Reading Ask Linda / An email thanking someone for advice / Story time: In a faraway land

Writing Writing three sentences giving advice / Writing an email to say thank you

The café 6 The tower



Vocabulary Crime and the law / Good and bad behaviour

Grammar Present simple passive / Past simple passive

Listening Understanding poems about schools / Understanding a conversation about crime facts

Speaking Talking about crime / Talking about good and bad behaviour / Expressing surprise

Reading A school with no rules / Cybercrime / Literature: Dan and the Hong Kong Mystery

Writing Writing sentences and comparing schools / Writing a blog post

Watching the world 6 The world's silliest criminals

Sounds right -ed endings

Grammar rules, raps & revision

128–152

Unit 1 Present simple (revision) / Past simple (revision)

Unit 2 Comparatives (revision) / Superlatives (revision)

Unit 3 Present perfect with *ever/never* / Present perfect with *just, already* and *not yet* (revision)

Unit 4 *be (not) allowed to* / *was/were able to* / *could(n't)*

Unit 5 Present simple vs. Present continuous / Relative pronouns

Unit 6 Past continuous / Past continuous vs. Past simple, *when/while*

Unit 7 *should* / *have to* / *must* / *could be* / *must be* / *can't be*

Unit 8 Present perfect with *for* and *since* / Present perfect vs. Past simple

Unit 9 *going to* and *might* for plans / The 1st conditional

Unit 10 Quantifiers / -ing or infinitive

Unit 11 *If I were you ...* / The 2nd conditional

Unit 12 Present simple passive / Past simple passive

Classroom language

153

English sounds

154

Wordlist

155–171

At the end of unit 1 ...

you know

- ☐ words for places in the countryside
- ☐ words for buildings in a town
- ☐ words for family members
- ☐ how to use the present simple (revision)
- ☐ how to use the past simple (revision)

you can

- ☐ understand an interview with someone talking about where they live
- ☐ understand texts about teenagers from different parts of the world
- ☐ ask an interviewee questions about your life
- ☐ write a text about where you live / how you spend your weekend

Vocabulary Places in a town and the countryside (revision)



1 a Look at the words. Tick the words that are buildings.

- | | | | | |
|---------------------------------|-------------------------------|--------------------------------|--|--------------------------------------|
| <input type="checkbox"/> forest | <input type="checkbox"/> sea | <input type="checkbox"/> bank | <input type="checkbox"/> railway station | <input type="checkbox"/> supermarket |
| <input type="checkbox"/> bank | <input type="checkbox"/> café | <input type="checkbox"/> field | <input type="checkbox"/> lake | <input type="checkbox"/> museum |

b Work in pairs. How many other words for places and buildings can you think of?

2 a Watch part 1 of the video.

b Read the dialogue on page 4. Which of these tasks can you do?

- 1 Brighton is in the north of England. T / F
- 2 Kylie hangs out with her friends on Saturdays. T / F
- 3 Kylie loves playing ...
- 4 Connor's favourite place in Brighton is the
- 5 When does Connor start school?
- 6 Where does he think he made friends?

3 a Watch part 2 of the video and complete the sentence.

BRIGHTON The place to be in the UK!

b Complete the fact sheet about Brighton.



- ★ Tourists per year: 1..... million
- ★ Time from London by train: 2..... hour(s)
- ★ Royal Pavilion: built in 3..... for King 4..... IV
- ★ Brighton Pier: built in 5.....
- ★ Brighton i360 tower: built in 6....., 7..... m tall
- ★ Population: 8..... thousand





Presenter Hello and welcome to *Out and About*. And today we're in Brighton.

Kylie Hi, I'm Kylie. I'm from Brighton, on the south coast of England.

Presenter Do you like Brighton?

Kylie I love Brighton! It's got some great places to go to: parks, cafés, record shops ... Brighton isn't a boring city. It's fun!

Presenter ¹What do you get up to at the weekends?

Kylie Most Saturdays, I meet up with my friends and we hang out at the park. Or go to the cinema. On Sundays, I play tennis all day. I love tennis. I want to be a professional one day. ²It's my dream!

Connor Hi, I'm Connor. I moved here two weeks ago. I don't know Brighton very well, but it seems like a cool city. I really like the beaches here. I should ³check them out.

Presenter Have you got any friends here?

Connor I haven't got any friends yet, but the people are friendly. My new school starts on Monday, and I'm sure I'll make some new friends there.

Presenter What are your plans?

Connor Plans? Well, the first thing I want to do is find a tennis club. I'm mad about tennis ... and I need somewhere to play. Maybe I'll make friends there too.

Let's talk

4a Match the underlined expressions above with their meanings.

- a Go and see what something is like. ☐
- b I really like something. ☐

- c It's what I'd really love to do. ☐
- d What do you do ... ? ☐

b In pairs, do exercise 4b.

A Make mini-dialogues with the underlined expressions from the dialogue above. Act them out.

A Would you like to be a professional footballer?

B ¹..... I'd love it.

A You've got a lot of car posters on your wall.

B Yes, ²..... them.

B Choose two of the underlined expressions from the dialogue above. Make mini-dialogues and act them out.

1 a Remember the dialogue on page 9. Choose the correct options.

be

- 1 The people *is / are* friendly.
- 2 Brighton *aren't / isn't* a boring city.
- 3 What *are / is* your plans?

have got

- 4 *Have / Has* you got any friends here?
- 5 I *haven't / hasn't* got any friends yet.
- 6 It *have / has* got some great places to hang out.

Present simple

- 7 Brighton *seem / seems* like a cool city.
- 8 I *don't / doesn't* know Brighton very well.
- 9 What *do / does* you do in your free time?
- 10 *Does / Do* you like Brighton?

1/1



b Listen and check.

1/2



2 a Listen and read.

LANGUAGE BOX

- 1 Brighton **is** 76 km south of London.
- 2 Brighton **has got** a lot of restaurants.
- 3 I **think** Brighton is a wonderful city.
- 4 Lots of people **visit** Brighton in the summer.
- 5 I **don't like** the crowds in summer.

b Which of the sentences in the language box...

- a talks about things that happen regularly*?
- b gives a fact about the world?
- c talks about our likes and dislikes?
- d talks about possession?
- e gives an opinion?

☐
☐
☐
☐
☐

VOCABULARY: *regularly – regelmäßig

3 a Write questions using the present simple to ask your partner to find out about...

b In pairs, ask and answer your questions.

Where do you live?

What do you do at the weekends?

Have you got any pets?



Where do you live?

What's your favourite school subject?

Do you like football?

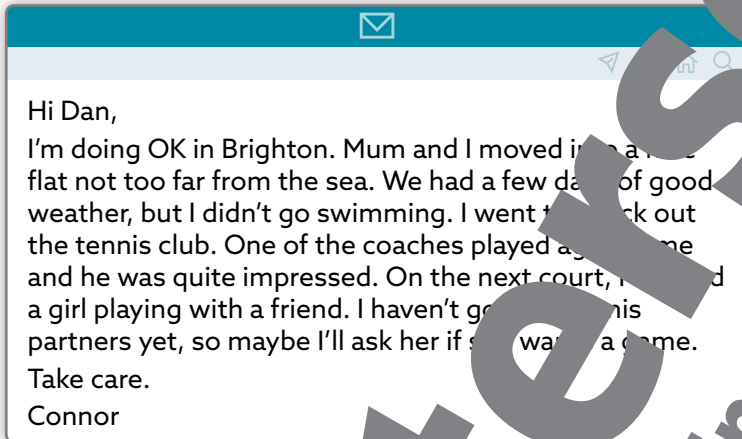


1 a Read Kylie's diary entry and Connor's email. Where did they see each other?



MONDAY

Yesterday was good. Mum, Dad, my brother and my aunt Mel had a big breakfast. I ate two bagels because Aunt Mel didn't eat hers. For lunch, we went to see our grandparents for the food! In the afternoon, I played tennis with my cousin Jamie. I won, so Jamie didn't want to play any more. So then, I didn't have a partner. I saw a boy on another court playing with one of the coaches. He was good. Maybe I'll ask him if he wants a game sometime. In the evening, we all watched a film on Netflix, but I was so tired that I fell asleep.



b Read the texts again. Match the sentences to the halves.

- | | |
|----------------------------------|--|
| 1 For breakfast, Kylie | <input type="checkbox"/> lived in a flat near the sea. |
| 2 At lunchtime, | <input type="checkbox"/> she played tennis with her cousin. |
| 3 In the afternoon, | <input type="checkbox"/> ate two bagels. |
| 4 She saw a boy | <input type="checkbox"/> he went to check out the tennis club. |
| 5 Connor and his mum | <input type="checkbox"/> she saw her grandparents. |
| 6 Connor didn't swim in the sea, | <input type="checkbox"/> he saw a girl playing with a friend. |
| 7 He played bagels | <input type="checkbox"/> playing with a coach. |
| 8 On the next court, | <input type="checkbox"/> one of the coaches. |

c Look at the texts again. Write down all the words for family members you can find.

.....

2 In pairs, choose A or B.

A What other words for family members can you think of? Make a list.

B What other words for family members can you think of? Think of famous examples for each one.

Charles III is Prince William's dad.

- 1 a** Read the text. Underline the past simple forms. How many examples of each of the following can you find?

regular verbs ☐the verb *be* ☐questions ☐irregular verbs ☐negatives ☐

What did I do last weekend? Well, we had a big family get-together. All my grandparents were there. My uncles, Ken and Toby, were there too but Aunt Janice didn't come. My four cousins joined us. We all met at our house. Mum made a huge brunch and I baked so many muffins. There was enough for the whole family for two days. Dad tried to do a barbecue, but he didn't do a great job and he burnt all of the vegetables. Did we have fun? Absolutely!

1/3



- b** Listen and check.

1/4



- 2 a** Listen and read.

LANGUAGE BOX

- 1 Did you **like** the film? 3 I **played** with Lucy and Olivia.
2 He **ate** two salad sandwiches and a carrot. 4 We **didn't see** her last night.

- b** Use the sentences in 2a to complete the mini-dialogues.

- 1 A Did you tell Ellen about the party?
B No,
2 A
B Yes, it was really good.
3 A What did Jim have for lunch?
B
4 A Did you do anything at the pool yesterday?
B Yes,

- 3 a** Complete the mini-dialogues with the past simple forms of the verbs in brackets.

- 1 A you Brighton last year? (visit)
B No,
2 A she at the tennis club? (be)
B Yes, she
3 A Kylie Tina? (phone)
B
4 A Kylie the boy? (see)
B She him at the tennis club.

- b** Write five questions to ask your partner about what he/she did yesterday.

- c** In pairs, ask and answer.

When did you get up?

Who did you meet ... ?

1/5



- 1 a** Look at the pictures of the four animals. What do you think they have in common?
b Listen to the radio show and check your ideas.



1/5



- c** Listen again and make notes about each animal.

1 Snailfish	2 Sahara Desert ant	3 Himalayan jumping spider	4 Tardigrade



- 2 a** In pairs, talk about the four animals in 1. Decide which you think is the most interesting and why about each one.

It's the most interesting fact about the ... is that it ...

I agree.

I don't agree. I think ...

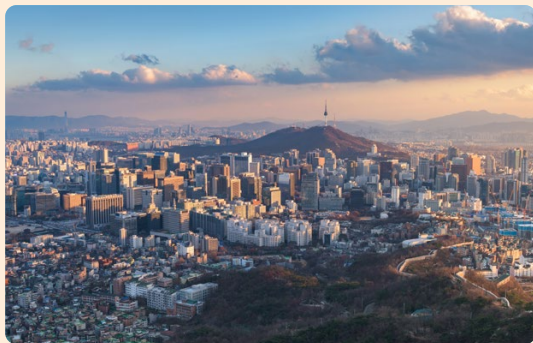
- b** Work in pairs. What other extreme animals do you know about? What makes them 'extreme'?

Some birds fly thousands of miles every year to exactly the same place.

1 a Look and read. Which place would you like to live most?



Hi. I'm Mi-Young. I'm 13 and I live in Seoul, the largest city in South Korea. More than 10 million people live there. There are many high buildings in Seoul, but there are also old small buildings.



And there are great markets. I love them. I also love the parks here, but I can't go there very often, because I go to school from 8 to 5. Mum and Dad work at an office. They work long hours*. I love the weekends when we all do something together.



Hi. I'm Frederick and I'm 13. I live in Palmer, Alaska. Palmer is a small place. In winter it is freezing, but I like it. My parents like the farm and my two brothers and I help them with work on the farm. I also like riding very much, and I can go for miles on my horse. I love it.



My brothers and I also like going for long walks. Where I live there are only 30 families, so everybody knows everybody. That's great, I think.



VOCABULARY: *work long hours – lange arbeiten (Überstunden machen)

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

- 1 There are only high buildings in Seoul. T / F
- 2 Mi-Young loves the markets in Seoul. T / F
- 3 Mi-Young goes to school for hours.
- 4 The winters in Palmer are
- 5 Frederick likes horse riding?
- 6 Frederick is great about the place where he lives?

2 Write a short text (60–80 words) about where you live. Use these ideas to help you.

I live in ...

It's a big/small/... city in the north/south/east/west of ...

What I like best is/are ... I also like ...

I think ... is a ... place to live.

1/6



1 a Listen to an interview with Martin about where he lives. Where does he want to live when he is older?

.....

1/6



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

- | | |
|--|-------|
| 1 Droitwich is a big city. | T / F |
| 2 Droitwich is quite close to Birmingham. | T / F |
| 3 Martin moved to Droitwich when he was ten. | T / F |
| 4 There is a swimming pool in the park. | T / F |
| 5 Martin doesn't have many friends in Droitwich. | T / F |
| 6 The nearest cinema is 10 km away. | T / F |



2 a Read the dialogue. Complete it with the question in box.

- | | |
|--|---|
| a What isn't so good about living there? | d When did you live there? |
| b How long have you lived there? | e What's the best thing about living there? |
| c Do you like living there? | f Where's that? |

Interviewer 1
Martin I live in Droitwich.
Interviewer 2
Martin It's in the centre of England. It's a small town. Birmingham is the nearest big city.
Interviewer 3
Martin All my life.
Interviewer 4
Martin It's in the middle of the countryside, so you can go for a walk or cycle very easily.
Interviewer 5
Martin There isn't much to do in the town. It hasn't got many shops.
Interviewer 6
Martin Yes, I do now. But when I'm older, I definitely want to live somewhere new.

b In pairs, think of other possible answers for each of the questions.

Where's that?

How long have you lived there?

It's in the north/south/east/west of ...

Since I was ten. / Ten years ...



3 Interview A or B.

A Interview each other about where you live. Look at the questions in 2a to help you with the interview.

B Think of a place you've been to. Imagine you live there. Take turns to interview each other about your life in the place.

1 a Read Briany's blog about her weekend. Where does she live?

Briany's blog



My weekend

1 Last weekend, I went to stay with my penfriend Alice. It was our first meeting and we had an amazing time.



2 She has a great house. Her bedroom is really cool. I want to paint my bedroom blue now! Her mum and dad were very kind and her little sister is very funny. They made me feel very welcome.

3 She lives in a town called Halifax. It's a really interesting place. It's got a wonderful park, and I had fun meeting her friends there. We also took a train to the beach. It was fun.

4 I had a fantastic weekend, and it was brilliant to finally meet Alice. Now, she wants to come and visit me here in Liverpool. We're already making plans.

b Read again. Answer the questions.

- 1 When did Briany visit Alice?
- 2 What colour is Alice's bedroom?
- 3 Who does Alice live with?
- 4 Where does Alice live?
- 5 What did they do there?
- 6 How did they get to the beach?

c In what paragraph does Briany ...

- a talk about Alice's house and family? ☐
- b talk about the weekend? ☐
- c talk about what they did? ☐

d Read the text again and underline:

- 1 examples of the past and present tense in different colours.
- 2 words which mean 'very good'.

2 Do one of A or B.

A Write a short text about your weekend (60–80 words). In your text, write about:

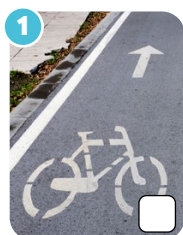
- what you did
- why you had a good/bad time

B You have just spent the weekend at your friend's house. Write a text about what you did there (80–100 words).

Project 1 The perfect town

1

1 a Look and tick. Which of these things can you find in your town?



cycle lanes



fountain



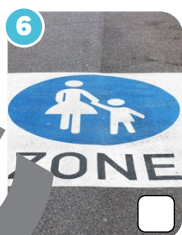
playground



car park



park bench



no car zone

b In pairs, discuss how important these things are in a town.

2 a Listen to Karim and Alice talking about their perfect town. What do they plan to do at the weekends? Complete the table.

	Saturdays	Sundays
Karim		
Alice		

b Listen again. Tick ☒ the things they talk about.

☐ good public transport

☐ feeling safe

☐ shopping

☐ good places to eat

☐ places to exercise

☐ going out at night

☐ being close to nature

☐ good schools

c In pairs, decide how important the things in 2b are for you. Give each one a mark.

3 – very important

2 – quite important

1 – not very important

d Discuss in pairs. What else is important for you in a town?

I think ... is really important.
I couldn't live without it ...
There are ... in my perfect town.

My perfect town is ...
... is not really very important.

Web project

3 a Design a new centre for your town.

b Present your map to the class and talk about your town. What are the strengths of the present town?

c Have a class vote to decide on the best town.



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

2

Food

At the end of unit 2 ...

you know

- ☐ adjectives to describe food
- ☐ words for fruits and vegetables
- ☐ how to use comparatives (revision)
- ☐ how to use superlatives (revision)

you can

- ☐ understand short radio commercials
- ☐ understand and follow a simple recipe
- ☐ make and present your own short food commercial
- ☐ check people understand what you are saying
- ☐ understand a diary entry about a story
- ☐ write a short diary entry

▶ Watching the world 1 Food miles

1 a Before you watch, look at the photos. What do you think the video is about?



b Watch and answer how many of these tasks can you do?

- 1 It's easy to eat food which is local. T / F
- 2 The ingredients of a pizza can come from many places. T / F
- 3 Tomatoes often come from
- 4 The video tells about miles.
- 5 How many food miles were there in making this pizza?
- 6 It is important to think about where your food comes from?



2

Discuss in pairs.

Think about what you eat. Which do you think is local and which comes from far away? Make a list of three items for each.

I think our strawberries come from ... / are local.

I think our tomatoes are from ... / are local.

I know our beef comes from ...

1/8



1 a Look at the picture below. What fruit and vegetables can you see?

b Read and listen to the sketch. What fruit and vegetables are left at the end?

At the market

Mr Simpson OK, ladies and gentlemen, what have we got for you today? We've got fresh broccoli and delicious beans ...

Mrs Leish Don't listen to him. Our beans are more delicious than his. Our broccoli is fresher and we also have local onions and carrots from the farm.

Mr Simpson My carrots are tastier than hers. Come and try one.

Mrs Leish Forget his carrots. Come and try our mangoes. They're as juicy as the oranges I've got here. Come and try the oranges as well.

Mr Simpson Well, her oranges aren't as sweet as my oranges, I'm sure. My oranges come from Italy and they're juicier and sweeter than any other oranges at this market. And they're healthier. Come and try one. Don't be shy.

A few minutes later.

Mr Simpson OK, OK. That's enough trying. Why not try something? I'm sorry, I'm sorry, no more tasting. Go and taste her fruit and vegetables.

Mrs Leish Well, I've only got one mango left.

Mr Simpson Hey, where is everyone going? If they want to buy anything, they all just want to taste our food.

Mrs Leish Maybe next time don't invite them all to try our fruit. We've got nothing left to sell now.

Mr Simpson I think you're right. I've only got some frozen spinach and chilli. Do you want to try one?

Mrs Leish Very funny.



c Match the adjective to the definition.

- | | | | |
|---------|---------|-----------|-------------|
| 1 fresh | 2 tasty | 3 local | 4 delicious |
| 5 juicy | 6 sweet | 7 healthy | 8 frozen |

- | | |
|---|---|
| a <input type="checkbox"/> healthy and good | e <input type="checkbox"/> for example an apple just picked from the tree |
| b <input type="checkbox"/> vegetables stored in ice | f <input type="checkbox"/> from somewhere close |
| c <input type="checkbox"/> good for you | g <input type="checkbox"/> really tasty |
| d <input type="checkbox"/> a lot of juice | h <input type="checkbox"/> tasting like sugar |

2 In pairs, choose A or B.

A Think of a meal that is healthy and delicious. Then describe it to your partner.

B Design a meal, main course and dessert, that is both healthy and delicious. Imagine you are a waiter/waitress. Think about how to describe the meal to a customer.

For the main course, we have chicken from the local farm with fresh vegetables.

2 Steps to grammar 1 Comparatives (revision)

1 a Complete the sentences with the adjectives in the box. Use the sketch to help you.

delicious tasty juicy (x2) sweet (x2)

- Our beans are more than his, our broccoli is fresher.
- My carrots are than hers.
- The mangoes are as as the oranges.
- Her oranges aren't as as my oranges.
- My oranges are and than other oranges at this market.

1/9



b Listen and check.

1/10

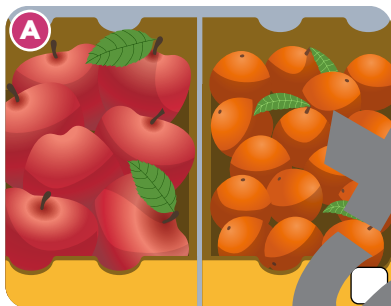



2 a Listen and read.


LANGUAGE BOX


- The bananas are **as expensive as** the oranges.
- The oranges are **more expensive than** the bananas.
- The apples are **bigger than** the oranges.
- The apples are **not as big as** the oranges.
- The apples are **tastier than** the oranges.


b Match the sentences in **2a** with the pictures. There is one extra picture.

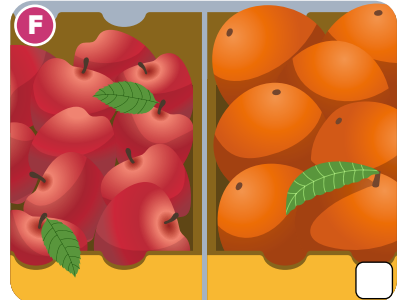
A 

E 

C 

D 



F 

c Write a sentence for the extra picture in **2b**.

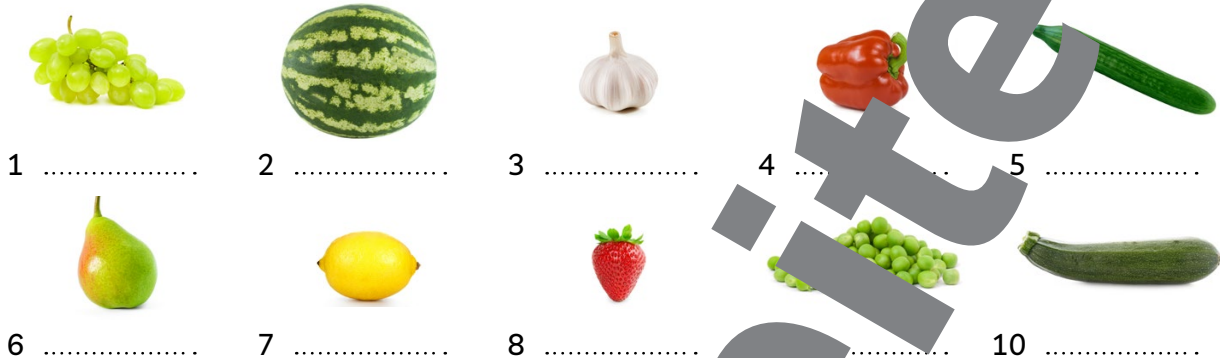
3 a Think of a fruit or a vegetable. Write down three sentences using comparatives.

It's juicier than a banana. It isn't as big as an orange. ...

b In pairs, take turns to read out your sentences. Can your partner guess what it is?

1 a Look at the pictures and write the words.

cucumber grapes pear peas zucchini
strawberry garlic watermelon lemon pepper



1/11



b Listen and check.

2 a Read the text. Is a cucumber a fruit or a vegetable?

The world's BIGGEST cucumber!

Sebastian Suski lives in Southampton in the UK. He loves gardening. In August 2022, he grew a cucumber that was an amazing 1.12 m long. He knew it was a world record and he called the GUINNESS WORLD RECORDS to come and have a look. They told him it was a new world record. It was 5 cm longer than the previous* record.

Mr Suski grew the cucumber in a special plastic tunnel to protect it from the birds and the weather. He also grew watermelons and zucchinis in the tunnel. He says the secret to growing giant* fruit is using the correct* seeds* and giving the plants lots of water.

Cucumber facts:

- Mr Suski's amazing fruit is enough for more than 400 cucumber sandwiches.
- Cucumbers are usually about 10 cm long.
- Many people think cucumbers are a vegetable, but in fact, they're a fruit. They're popular in salads.
- Cucumbers are around 96% water!
- The first cucumbers came from India about 4,000 years ago.
- Cucumbers came to England in the 14th century.
- China grows more cucumbers than any other country.



VOCABULARY: *previous – vorherige/r/s; giant – riesig; seed – Samen

b Read the text again and answer the questions.

- How long was the previous world record cucumber?
- What other fruit and vegetables does Mr Suski grow?
- What does he say is the secret to growing large fruit?
- How old are cucumbers?
- Which country grows the most cucumbers?



3 Do option A or B.

A In pairs, find out which of the fruit and vegetables in **1a** your partner likes.

B Work in groups of four. Look at the fruit and vegetables in **1a** and find out which three are the most and which are the least popular.

2 Steps to grammar 2 Superlatives (revision)

1 a Read the texts. Guess what the answers for 1 and 3 are.

Record breaking fruit and vegetables



1 In 2013, American Chris Kent grew the world's heaviest watermelon. It weighed kg.



2 The Scoville scale measures how hot a chilli is. The world's hottest is called the Pimiento. It is 2,693,000 on the Scoville scale. That is very hot!



3 The world's most expensive grapes come from Japan. They are called the Ruby Roman grapes. In 2020, someone bought a bunch of these grapes for \$.....!

1/12



b Listen and complete the texts.

1/13



2 a Listen and read.

LANGUAGE BOX

- | | | |
|----------|---|------------------------------------|
| 1 big | → | It's the world's dog. |
| 2 old | → | He's the world's man. |
| 3 lovely | → | It's the lake. |
| 4 famous | → | She's the world's woman. |
| 5 good | → | It's the world's city. |
| 6 bad | → | It's the world's restaurant. |

b Complete the sentences if they are true for you.

- The longest book I've read is
- The best person I know is
- The best place in the world I know is
- The most famous person I know is
- The best day of the week is
- The worst day of the day is

3 a Go online and find out about more amazing food. Use some of these ideas or think of your own.

- The world's most expensive pizza.
- The world's heaviest carrot.
- The world's biggest pancake.
- The world's longest noodle.

b Write sentences about the food in your exercise book.

The world's heaviest carrot weighs 10.7 kg.

Sounds right Sentence stress in comparatives

1/14



1 a Listen and underline the stressed parts of the sentences.

- 1 This bread is fresher than that one.
- 2 The apples are tastier than the pears.
- 3 Dad's cooking isn't as delicious as Mum's.
- 4 Fresh food is healthier than frozen food.
- 5 The strawberries are as juicy as the mangoes.

1/15



b Practise saying the sentences.

2 a Look at the signs. Listen to the radio commercials and complete them with the names of the owners.



1/15



b Listen again and answer the questions.

- 1 How many different pizzas does the place offer?
- 2 How much are the large pizzas there?
- 3 Where's the cheese at the corner shop?
- 4 When does your order come when you order online?
- 5 How many fruit salads does the salad bar offer?
- 6 How do you feel after eating at the salad bar?

3 a In pairs, put the places in the order you'd like to go to them.

I'd go to ... first, because I love ...

Then I'd ...



b In pairs, make your own short food commercial (60–80 words) and present it to the class. Think about:

- What kind of shop/place is it?
- What is its name?
- What is your slogan?
- What is special about your shop/place?
- Do you have special offers?

1 a Read the ingredients for the recipe. Which do you like / not like?

Healthy white bean and vegetable soup

This is a delicious soup. It doesn't take long to make. Best of all, most of the ingredients are fresh.

Ingredients:

- a can of white beans
- two carrots
- one onion
- a handful of kale*
- one large potato
- two tomatoes
- a small piece of parmesan cheese
- some oregano, salt and pepper
- olive oil
- water



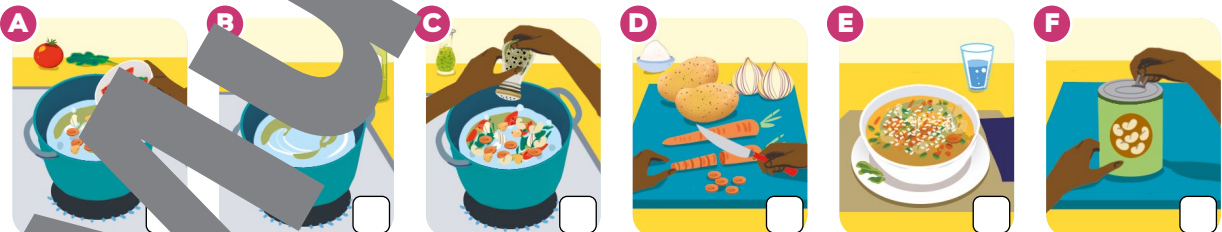
VOCABULARY: *kale – Grünkohl

b Read the recipe. How long does the soup take to make?

- 1 Heat water in a pot with some olive oil.
- 2 Cut the carrots, the onion, and the potato into small pieces and put them into the water. Add some salt. Boil for 15 minutes.
- 3 Cut and add the kale and the tomatoes. Boil for another 10 minutes.
- 4 Open the can of beans and add. Boil for 5 minutes.
- 5 Finally, add oregano and pepper.
- 6 Serve and add the parmesan on top.

I think the soup is even better the next day, so make lots of it!

c Read again. Look at the pictures and put them into the correct order.



2 a Write down what goes into your favourite sandwich or on your favourite pizza. Ask a partner (or the teacher) to help you with the words you need.

In my favourite sandwich there is ...

On my favourite pizza there is ...

b In pairs, read out your texts. Would you like your partner's sandwich/pizza? Why (not)?

1/16



- 1 a** Look at the restaurants. What kind of food do you think each one serves?
b Listen to the dialogue. Which restaurant are Danny and Izzy going to? Tick.



1/16



- c** Listen again and complete Danny's notes.

Where: 1.....
 Address: 2.....
 Time: 3.....
 With: Izzy, 4..... 5.....

- 2 a** Put the words in the correct order to make expressions.

- 1 that / clear / is / ?
 2 that / you / did / get / ?
 3 check / me / you / with / let / that /
 4 me / following / you / are / ?
 5 me / you / want / say / do / again / to / that / ?

1/17



- b** Listen and check.



- 3** In pairs, do option A or B.

- A a** Write your answers to the questions.

- What's your favourite singer?
- Who's your favourite writer?
- What are your parents' names?
- What's your phone number?
- What's your favourite pizza?

b Ask and answer the questions. Check your partner has understood what you said.

My favourite singer is Bruno Mars. Did you get that?

Yes, Bruno Mars.

- B a** You want to invite your partner out for dinner to celebrate your birthday. Decide:

- where you are going
- where it is
- what time you are meeting
- who you are going with

- b** Sit back to back. Have conversations. Take turns to invite each other to dinner. Check your partner has all the correct information.

Let me check that with you. So, we're meeting at The Pizza House at 7.30 p.m.

1 a Read Poppy's food diary. Match the photos with the paragraphs.

TUESDAY 3RD MARCH**MORNING**

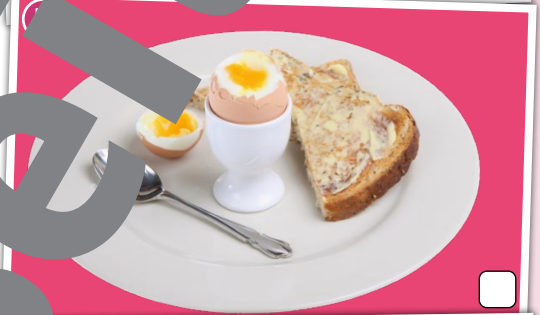
- 1 I had the usual breakfast, two slices of toast, an egg and a glass of sweet orange juice. Nothing special. I think I should try and eat different things in the morning. I need to get up earlier and spend more time making a better breakfast. I had a bar of chocolate for a snack at break time because I was hungry.

AFTERNOON

- 2 I had a terrible lunch at school. I think it was fried chicken, but I'm not sure. It really wasn't very tasty. It had a tiny bit of salad with it, but it wasn't fresh and I didn't eat it. I think school meals should be healthier than this! I'm going to talk to the headmaster!

EVENING

- 3 The best food of the day. Much better than lunch for sure. Dad cooked a delicious vegetable curry with rice. Dad was really proud of it. "Only local ingredients," he said. He used potatoes, peas and loads of vegetables. After that, he served us a piece of really juicy watermelon. It was perfect. I went to bed very happy.



b Read the text again and match each paragraph with the correct emoji.

- 1 Morning - 😊 😐 😞
 2 Afternoon - 😊 😐 😞
 3 Evening - 😊 😐 😞

c Answer the questions.

- 1 Why does Poppy call her breakfast "nothing special"?
 2 Why does she want to talk to the headmaster?
 3 Why is Poppy so proud of his curry?

d Read the text again and ...

- 1 Underline the different food Poppy writes about.
 2 Write down the adjectives she uses to talk about food.

2 Do up A or B.

A Write about a meal you had yesterday (60–80 words). In your text, write about:

- what meal it was
- what you liked / didn't like about it

B Write a food diary for yesterday (80–100 words).

Story time

- 1 a Read the story. Was Danny's cheese sandwich a 'success'? Why (not)?

The greatest cheese sandwich in the world

Danny was excited. Ana said that when the summer arrived, she would go out with him for a picnic in the countryside. Danny was very excited – he really liked Ana. But it was December and he had a long time to wait. He wanted the picnic to be perfect, so he decided to make the best cheese salad sandwich in the world. "This sandwich must be perfect", he said to himself. "So I'll make everything myself. And when I say everything, I mean everything!"

When spring arrived and it became warmer, he started to make a garden, so that he could grow his own vegetables for the salad: lettuce*, onions and tomatoes.

While he waited for the vegetables to grow, he thought about the cheese. He didn't want cheese from the supermarket. He wanted to make his own.

He had a friend who was a cow farmer. His friend said he could milk one of the cows

It was difficult because the cow wasn't happy with the way he milked her, but finally he had enough. He went home and over the next week made the milk into cheese. He put the cheese in the fridge to keep it fresh.

Now it was time to make bread. He had another friend who grew wheat*. Danny took some of the wheat home and started to bake bread. It was hard work, but finally he had his bread.

Then he remembered that he needed some butter and that he still had some milk. So, he made butter from the milk, and that was a lot of work too.

It was now summer. The day of the picnic arrived. The vegetables in the garden were ready to eat and he had everything he needed to make his perfect sandwich. He cut the bread and put butter on it. He cut the cheese and added the salad. He put the other piece of bread on top. There it was – the perfect sandwich.

"I hope you like it, Ana." He smiled.

"What's in it?" she asked.

"Cheese," Danny answered.

"Oh," she said. "I don't really like cheese. Have you got anything else?"



VOCABULARY: *lettuce – Blattsalat; wheat – Weizen

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

- 1 Ana and Danny decided to go for a picnic in the summer. T / F
- 2 He wanted to buy the best cheese sandwich he could find. T / F
- 3 He went to a friend's house and he milked her.
- 4 Danny used wheat to make the bread.
- 5 What was the last ingredient to be ready for the sandwich?
- 6 How did Ana react to the sandwich?

c Listen and check.

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



At the end of unit 3 ...

you know

- ☐ words for types of sport
- ☐ verb phrases to talk about sport
- ☐ how to use the present perfect with *ever/never* (revision)
- ☐ how to use the present perfect with *just, already* and *not yet* (revision)

you can

- ☐ agree with someone
- ☐ understand a text for a film
- ☐ understand a text about swimming
- ☐ tell so. so. so. and react to news
- ☐ read and understand a magazine article
- ☐ write a short report about a sport event
- ☐ understand a literary extract

Vocabulary Types of sport

1 a Look at the photos and write the sports.

bouldering
volleyball
basketball
running
skiing
ice skating
football
tennis
swimming
badminton
diving
cycling



1



2



4



5



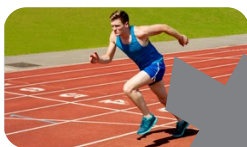
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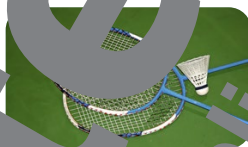
7



8



9



10



11



12



b In pairs, talk about which sports you ...

- play
- watch on TV
- have never played, but would like to play

1/20



2 Listen to Kylie and Connor and answer the questions.

- 1 Where are they and what are they going to do? 2 Who is Jess?



3 a Watch part 1 of the video.

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

- 1 Connor and Kylie both enjoyed the game. T / F
- 2 They were in Wimbledon last year. T / F
- 3 Connor was to get for a tennis competition.
- 4 Connor plans to watch on TV.
- 5 Where does Kylie invite Connor to go?
- 6 What does she want to tell him about?



4 Watch part 2 of the video and make notes.

- 1 Who does Connor live with? Who does Kylie live with?
- 2 What are Connor and Kylie's hobbies?

Kylie That was a great game. Thanks!

Connor No, thank you! I really enjoyed that.

Kylie You're very good.

Connor ¹You too. You were amazing!

Kylie Thanks. I love tennis. ²Don't laugh, but ... one day I'd love to be a professional player.

Connor Wouldn't that be great? Imagine playing all those tournaments ... the US Open, Wimbledon ...

Kylie Have you ever been to Wimbledon?

Connor No ... I've never seen a professional tennis match.

Kylie Neither have I. I'd love to go to one.

Connor There's a competition starting here in a few weeks. Maybe we could get tickets.

Kylie That would be great. I'd love that.

Connor Well, thanks again. Maybe we could play again?

Kylie Absolutely! Hey, are you busy next week?

Connor Not really, there's a football game on TV, but I don't really have to watch it. And I should go running, but that can wait. What about you?



Kylie Well, no ... I've never been to the café ... It's really nice.

Connor No, I'm new in Brighton. I don't know any places.

Kylie Why don't I take you there? I'll buy you some lemonade.

Connor Sounds great.

Kylie And then I can tell you about all the wonderful places to go in Brighton.

Connor OK, but I'm buying the lemonade.

Kylie OK. ⁴It's a deal!

Let's talk

5 a Match the underlined expressions from the dialogue above with their meanings.

- | | | | |
|-----------------------------|--------------------------|------------------------|--------------------------|
| a So are you. | <input type="checkbox"/> | c I'm being serious. | <input type="checkbox"/> |
| b OK, I agree. Let's do it. | <input type="checkbox"/> | d That's a great idea. | <input type="checkbox"/> |

b In pairs, do option A or B.

A Complete mini-dialogues with the underlined expressions from the dialogue above. Act them out.

A ... one day I'd like to be a professional tennis player.

B Well, maybe you could be one. You're really good at playing.

A Let's go for a picnic after school tomorrow!

B ²..... The weather is going to be good.

B Choose two of the underlined expressions from the dialogue above. Make mini-dialogues and act them out.

1 Rewrite the sentences using *ever/never*. Use the dialogue on page 29 to help you.

- 1 Have you been to Wimbledon? (ever)
- 2 I've seen a professional tennis match. (never)
- 3 Have you been to the café here? (ever)

1/21



2 Listen and read.

LANGUAGE BOX

- 1 **Have** you **ever met** a professional sports person? Yes, I have. / No, I haven't.
- 2 **Has** she **ever beaten** you? Yes, she has. / No, she hasn't.
- 3 I've **never played** tennis.
- 4 He's **never been** to a football match.

3 a Match the verbs and nouns to make phrases.

- | | |
|---------|--|
| 1 meet | <input type="checkbox"/> a poem |
| 2 cook | <input type="checkbox"/> a competition |
| 3 run | <input type="checkbox"/> a piano |
| 4 play | <input type="checkbox"/> Australia |
| 5 write | <input type="checkbox"/> a famous person |
| 6 drive | <input type="checkbox"/> a car |
| 7 win | <input type="checkbox"/> a marathon |
| 8 go to | <input type="checkbox"/> an egg |

b In pairs, ask each other about the things.

Have you ever met a famous person?

Yes, I have. / No, I haven't.



c Work with another student. Tell them about your first partner.

Paulo's met a famous person.

He's never cooked an egg.

4 Read the rules and play "I've never".

- Work in groups of four.
- Think of three things you've never done.

- Read out your things. If you are the only person to have never done it, you score a point.
- The person with the most points wins.

I've never eaten meat.

I have.

Neither have I.

1 a Look at the sports commentators. Match each one with where they are.



a At the swimming pool. ☐

b Beside the athletics track. ☐

c Inside the football stadium. ☐

d On the sports field. ☐

1/22



b Listen and answer the questions.

- How long do the cyclists have to go until the end of the race?
- What happens in the cycling race?
- Who is Carl Long?

- What was the score in the football match?
- How fast did Anna Mabbott run the 100 m?
- Where were the World Athletics Championships?

2 a Match the sentence halves.

- | | |
|---|---|
| 1 He's happy because his team have won | <input type="checkbox"/> five gold medals in the Olympics. |
| 2 He was fast and set | <input type="checkbox"/> a goal just before half time. |
| 3 She has now won | <input type="checkbox"/> the world record too. |
| 4 Manchester scored | <input type="checkbox"/> second in the race after Smith. |
| 5 She won the race easily and broke | <input type="checkbox"/> a time of 24 minutes 13 seconds. |
| 6 Daley came | <input type="checkbox"/> the finish line . |
| 7 Thompson was the last man to cross | <input type="checkbox"/> five laps of the track. |
| 8 The runners have to do | <input type="checkbox"/> promotion to the top league. |

b Complete the questions with the missing words. Then try to answer them in pairs.

- How many 400 m of a running track does an athlete have to do in a 5000 m race?
- Which teams in your country to the top league last year?
- What position do you have to to win a gold medal at the Olympics?
- What other kind of can an athlete at the Olympics?
- Who the goal in the last world cup final?
- What time did Carl Long when he the world record for the 100 m in 2009?

3 In pairs, do activities A and B.

A

Complete all sentences using the vocabulary in **2a**.

He a goal in the last minute of the game.

b Read your sentences out to a partner. Can he/she say the missing word?

B

a Use four of the phrases in **2a** to write questions for another pair.

Who won the gold medal in the 100 m final at the last Olympics?

b Swap questions with another pair and answer them.

1 a Circle the correct words.

- 1 Neither side has scored a goal *yet* / *just*.
- 2 United, of course, have *already* / *yet* won promotion to League 1.
- 3 The riders have *yet* / *just* crossed the finish line.
- 4 Fiona Mabbot has *just* / *yet* broken the British record for the 100 m.
- 5 The swimmers haven't come out *already* / *yet*.
- 6 Jackson has *already* / *yet* won gold in the 100 m in this Olympics.

1/23



b Listen and check.

1/24

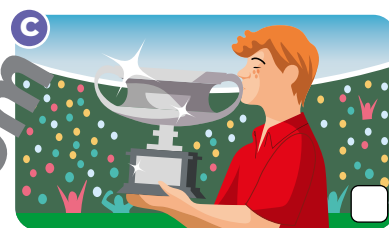
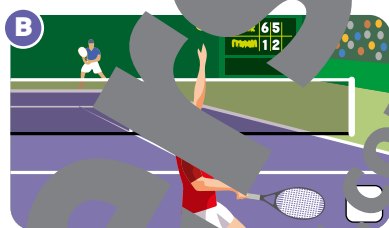
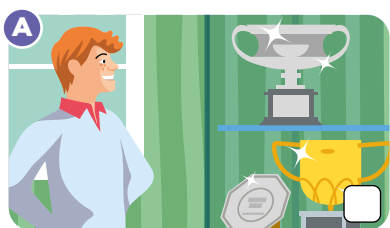


2 a Listen and read.

LANGUAGE BOX

- 1 He **hasn't won** the championship **yet**.
- 2 He's **already won** a lot of championships.
- 2 He's **just won** the championship.

b Match the sentences in 2a with the pictures.

c Look at the picture. Rewrite the sentences adding *just*, *already* and *(not) yet*.

- 1 Number 10 has scored.
- 2 City have scored 4 goals.
- 3 United haven't scored a goal.
- 4 The first half hasn't finished.
- 5 The goalkeeper has picked the ball up.
- 6 I think United have lost the match.



3 a Tick the sentences that are true for you.

- 1 I've already made plans for the weekend.
- 2 I have done all my homework for this week yet.
- 3 I've just started playing a new game on my computer.
- 4 I've already sent a text message today.
- 5 I haven't done anything today yet.
- 6 It's just time to do this exercise.

☐
☐
☐
☐
☐
☐

b Correct the sentences that aren't true for you.

c In pairs, discuss and find out more.

I've already made plans for the weekend.

Really? What are you going to do?

1 a Look at the scenes from the film *Race Rage*. What do you think the story is about?



1/25



1/25



b Listen to a trailer for the film and choose your ideas.

c Listen again and answer the questions.

- 1 How many months of training does Ben still need?
- 2 By how many seconds does he miss the qualification time?
- 3 Who is Carol?
- 4 Why is she angry?
- 5 What does Ben promise?
- 6 What does Ben say about the prize?



2 In pairs, discuss what might happen. Think about:

- Why is the commentator excited?
- Who do you think will win the race?
- What happens to Ben and Carol?

The commentator is excited because ...

I think ... might (not) ...

3 a Work in groups and think of a story for a film about sports.

Think about these questions:

- What sport is it?
- Who is the hero/heroine?
- What does he/she want?
- What problems does he/she face*?
- Does the film have a happy ending?

VOCABULARY: *face a problem – sich einem Problem stellen



b Present your ideas to the class and vote on the best idea.

1 a Read the text. How many hours does Manuela swim every day?

Swimming

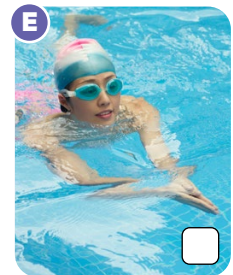
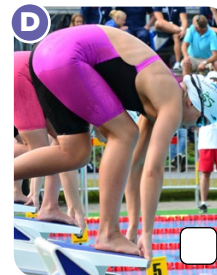
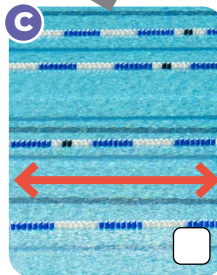
Hi. I'm Manuela and I love swimming. I'm now 14 and swimming has been my hobby and my favourite sport for more than eight years. I swim for the Under 15s England schoolgirls team and take part in many ¹competitions in the UK and abroad. I do the 100 m and 200 m ²breaststroke. I have a professional ³coach and she has a strict programme for me. Every day, I swim twice. First, in the early morning before school, and then in the late afternoon. All in all, I do ⁴lengths in the pool for about three hours. I'm trying to swim the 200 m breaststroke in under two and a half minutes. That is really fast and I still need to do a lot more training. I don't just swim, but I also go running or cycling, and I ⁵lift weights. It doesn't leave me much time for my friends. In the holidays, I go to swimming camps where I meet interesting people. As long as I love swimming as much as I do now, I'm happy. My dream is to win the national championship and go on to win an Olympic medal. What about you?



b Read again. How many of these things can you do?

- 1 Manuela started swimming when she was eight. T / F
- 2 She takes part in international competitions. T / F
- 3 She trains every day in the morning and in the afternoon. T / F
- 4 She wants to swim the 200 m breaststroke in under two and a half minutes. T / F
- 5 What other sports does she do?
- 6 What are her hopes for the future?

c Match the pictures with the underlined words in the text above.



2 Write a short paragraph (60–80 words) about how much you exercise in a week.

- what you do at school
- what sports you do at school
- what sports you do as a hobby

I walk to school for ...

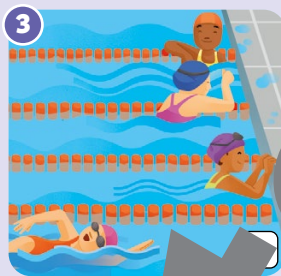
At school I have ... sports lessons. There we ...

My favourite sport is I train ... a week.

1/26



1 a Listen and write **S** (Stacy), **P** (Paul), **O** (Owen) or **L** (Lucy).



1/26



b Listen again and circle **T** (True) or **F** (False).

- 1 Stacy came first in the golf competition. T / F
- 2 She's already won two other competitions. T / F
- 3 Owen's team played in the top league. T / F
- 4 Paul is very unhappy about the tennis team. T / F
- 5 He is in the football team now. T / F
- 6 Lucy came last in the swimming competition. T / F

2 Read. Look at the underlined expressions and write numbers in the table below.

<p>1</p> <p>A <u>¹Guess what?</u></p> <p>B What?</p> <p>A Stacy's won a gold medal in the girl's golf competition.</p> <p>B <u>²That's wonderful.</u> She must be very proud.</p> <p>A She is. It's her first competition too.</p>	<p>5</p> <p>A <u>Have you heard the news?</u></p> <p>B No, what is it?</p> <p>A Owen's lost his place in the school tennis team.</p> <p>B <u>⁶I'm sorry.</u> How is he?</p> <p>A He isn't too upset. He wants to try and get in the football team now.</p>
<p>2</p> <p>A <u>³You won't believe it.</u></p> <p>B What?</p> <p>A Owen's football team has won promotion.</p> <p>B <u>⁴I'm really happy to hear that.</u></p> <p>A Yes, they'll be in the top league next year. He's really excited.</p>	<p>7</p> <p>A <u>⁷I've got some bad news.</u></p> <p>B <u>⁸Oh dear, what is it?</u></p> <p>A Remember that Lucy was in the swimming competition?</p> <p>B Yes, how did she do?</p> <p>A She came last, I'm afraid.</p> <p>B <u>⁹Never mind.</u> She should be proud that she got to the final.</p>

Giving news

Reacting to good news

Reacting to bad news



3 In pairs, use A or B.

A Make two pieces of good news and two pieces of bad news. Take it in turns to give your news and react.

- A Guess what? A I've failed my English test.
- B What? B Oh dear.

B Write two short dialogues (6 lines each), one giving good news, the other giving bad news. Practise the dialogues. Act them out in class.

1 a Read the article in the school magazine. Write names under the photographs.

This year's school sports day was a great success. There were many highlights.

Football – The final was between class 4 and class 8. It was a really exciting match. Charlie Brown scored three goals for class 4 before half time. But in the second half, two goals from Tina Roberts and a really amazing one from Dave Thomas meant the game ended 3–3. Everyone got a gold medal.

100 m (boys) – Liam Fox broke the school record with a time of 12.5 seconds. Dave Thomas came second and Yusuf Adams came third.

1500 m (girls) – Jenny Davis did an amazing last lap to win the race. At the beginning of the final 400 m she was in last place. She set a time of 65 seconds for the final lap to overtake everyone and cross the finish line first.

Tennis (girls) – Zara Kaminski won the girls' singles final. She beat Yana Slovak 6–4 in an exciting final.

A big congratulations to everyone who took part. It was an amazing day and everyone had a lot of fun.

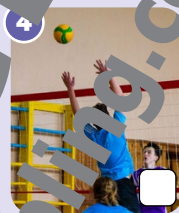
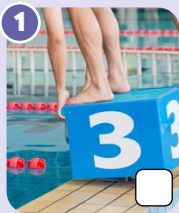


Congratulations to!



Well done, ².....!

b Read the text again. Which of these sports does it mention?



c Read again and answer the questions.

- How many goals were there in the football final?
- Who won the football final?
- What is the new 100 m school record?
- What position was Jenny Davis in after 1100 m of the 1500 m race?
- How fast did she run the last lap?
- Who won the school girls' tennis final?

d Read the text again. Underline all the verbs about sport in one colour and all the nouns about sport in another colour.

2

A Write about a sport event you saw (60–80 words). In your text, write about:

- what sport it was
- who won
- what the game was like (*exciting, boring, ...*)

B Write a report for a school sports day. Choose and write about three events (80–100 words).

Literature

1 a In *Mr Football* by Janet Olearski, Gary dreams of being a professional footballer. In pairs, discuss what you think are the three most important things you need if you want to be a professional sportsperson.



b Read part of the story. Who scored the only goal in the game?

In the living room Gary sat down on the sofa and switched on the TV. He looked through the channels until he found some cartoons. As he relaxed on the sofa and ate his crisps, he started looking at the photographs on the walls. There was a black and white newspaper photo of Dad kicking a football. Next to that there was an old colour photo of his dad receiving a football trophy*. Then, on the table, there was a large photo of the whole football team. His dad was in the front. Gary drank some orange from a can. He was going to be a professional footballer like his dad. And this was going to be his lucky year. First, he wanted to join the Crossbridge Football Academy. Then they would choose him for the National Skills Final. So he would get into the Under-15s team. For that, he would soon be a star – a football star like his dad was. There was no doubt about it. His success was certain.



Gary was just fifteen, but he already knew what he wanted to do. Life wasn't easy since his dad's company closed. His parents were much more careful about money now. They always said to him: "Switch off the lights, Gary. Don't throw away food, Gary. Don't waste your money, Gary." Only his mother had a job – in a supermarket. So, right now, they had to be careful with money, but soon he would have all the money he could dream of. A door opened. "Anyone home?" shouted a voice. "Me," Gary called. A tall dark-haired man walked into the living room. "So, how was the match?" asked the man. "Hi, Dad! I scored a goal – the only goal in the game!" Gary said. "Fantastic!" said his dad. "I knew you could do it."

VOCABULARY: *trophy – Pokal

c Read the passage again. Circle T (True) or F (False). Then listen and check.

- 1 Gary didn't concentrate on the cartoons. T / F
- 2 His dad was once a professional footballer. T / F
- 3 Gary isn't sure what he wants to do when he leaves school. T / F
- 4 His family doesn't have a lot of money. T / F

d Discuss in pairs. Do you think Gary's dad no longer plays football?

2 Listen to the next part of the story and check your ideas. Then answer the questions.

- 1 Why did Gary's dad go to the game?
- 2 When did Gary's dad stop playing football?
- 3 What did he do after he stopped playing?
- 4 How does Gary's dad spend his days at the moment?

3 Research a famous sportsperson you like and present them to the class. Find out:

- what their early life was like
- what great things they did in their sport
- how their family helped them
- why you like them so much

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

4

Rules

At the end of unit 4 ...

you know

- ☐ words for teenage activities
- ☐ words for outdoor activities
- ☐ how to use *be (not) allowed to*
- ☐ how to use *was/were able to* and *couldn't*

you can

- ☐ talk about rules
- ☐ understand and sketch about rules
- ☐ understand and talk about family rules
- ☐ understand and write notes and letters
- ☐ write a note when you are sorry

▶ Watching the world 2 Rules are everywhere

1 a Before you watch, look at the photos. What do you think the video is about?



b Watch and answer. How many of these tasks can you do?

- 1 The dad tells the girl to get her feet off the bed. T / F
- 2 The mum tells the girl to wear a helmet. T / F
- 3 The boy kicks the girl's ...
- 4 The boy swims at the beach before ...
- 5 What are the rules at school?
- 6 What does John's mother ask him when he is in bed?



2

1 Which of the rules in the video are rules you have to follow too?

Wear a helmet when you ride your bike.

Don't eat too fast.

2 What other rules do you have in your life?

No food in bed.

Homework before gaming.

1 a Write the activities under the pictures.

have a friend over
get a tattoo

spend money on sweets
dye your hair

go to parties
stay up late

have a lot of fun
hang out with friends



b Read and listen to the sketch. Number the activities in 1a in the order you hear them.

Rules – now and then

Grandpa Is everything alright, Laura?

Laura Not really.

Grandpa What's the matter?

Laura There's a party this weekend. I'm not allowed to stay up late.

Grandpa How late do you want to stay?

Laura Until midnight.

Grandpa Wow, that is very late. When I was your age, I wasn't allowed to go to parties.

Laura Really? But you were allowed to have your friends over.

Grandpa Yes, but not stay the night. We didn't have enough room for that. You weren't allowed to do that?

Laura Yes, sometimes. And I'm allowed to hang out with friends at the moment.

Grandpa Every weekend? You are lucky. Occasionally, on a Saturday afternoon, I was allowed to go into town, when my dad didn't need me to work on the farm.

Laura And were you allowed to spend your money on sweets and stuff?

Grandpa What money? I didn't have any money. You have to remember Laura, life was very different then. I wasn't allowed to have much fun.

Laura How sad. And are you having fun now that you're old?

Grandpa Of course. There aren't any rules for me now. I can stay out till 3 a.m., I can get up at 1 p.m., I can hang out with my friends, I can get a tattoo, I can even dye my hair!

Laura Grandpa? What hair?

2 In pairs, choose one A or B.

A Look at the pictures in 1a. Which are the two most important things for you? Compare with a partner.

B Look at the pictures in 1a. Which are the three most important and the two least important things for you? Compare with a partner.

1 a Complete the sentences. Use the sketch on page 39 to help you.

What Laura says:

- I'm not late.
- Were you your friends over?
- I'm out with friends at the weekend.
- Were you your money on sweets and stuff?

What Grandpa says:

- I wasn't to parties.
- Now that I'm old, I can

2/2

**b** Listen and check.

2/3

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

- He **isn't allowed to** stay out late.
- I **'m not allowed to** invite my friends over.
- Are they allowed to** go to the cinema?
- When I was young, I **wasn't allowed to** go swimming with my friends.
- She **wasn't allowed to** use her mobile phone after 8 p.m.
- We **weren't allowed to** ride our bikes to school.

b Complete the mini-dialogues with the sentences from **2a**. Write the numbers.

- | | |
|--|---|
| 1 A Did you go swimming at the weekend when you were young?
B No, I didn't. My parents were too worried. | 4 A What about Sandy and Lily?
.....
B I don't know. Let's phone them. I think they want to see the film. |
| 2 A Where's Steven?
B
A But it's only 9 o'clock. | 5 A Can we meet at your place, Sandra?
B Sorry, this weekend. Mum's got guests. |
| 3 A Wake up, Fred. It's 8 o'clock. You're late!
B so we have to walk. | 6 A Why didn't Anne phone you yesterday evening?
B |

3 a Write down three things that you are always allowed to do and three things you are not allowed to do.**b** In pairs, it's your turn to read out your sentences. What rules are the same? Agree on one rule that is fair and one that isn't.

I'm always allowed to ...
I think it's good that I'm allowed to ...

I'm not allowed to ...
I think it's really unfair that I'm not allowed to ...

2/4

1 Complete the rules with the verbs from the box. Then listen and check.

feed take (x2) stay have make light swim

Rules of the forest

Do

- on the paths
- your rubbish home
- photos
- a good time

Don't

- fire
- wild animals
- a log house
- in the river

2/5

2 a Listen to the story *Lost in the forest* and put the pictures in the correct order. There is one extra picture.



2/5

b Listen again. Which rules do they break and which rules do they follow? Tell your partner.

Don't light a fire – they break that rule.



3 In pairs, discussion.

A Here are some rules for the beach. Rank them from most to least important (1 = most important, 6 = least important).

- ☐ Don't swim too far.
- ☐ Listen to the lifeguard.
- ☐ Don't play ball close to people.
- ☐ Don't drop litter.
- ☐ Don't throw anything into the water.
- ☐ Don't shout.

B Imagine you are at a concert / in the cinema / at a restaurant. Agree on five important rules for each place. Get together with another pair and compare your notes.

1 Read the extracts from the story. Underline the words that show ability* or no ability in the past.

1 "Come on," said Dad, "let's cross the river". The water wasn't very deep. We were able to get across, but then we were wet and cold. Dad made and lit a fire and we were soon warm and dry again.

3 After about an hour, we saw a beautiful deer* on the path. The deer wasn't very shy and we were able to take some good photos of it.

2 We followed the deer into the forest, but we weren't able to find it again. When we tried to find the path, we couldn't find the either.

4 It was dark now. We lit the torches on our path to help us through the trees, but our torches ran out of battery. We couldn't see anything. I was ...

2/6 **VULGAR** *ability – Fähigkeit; deer – Reh



2 a Listen and read.

LANGUAGE BOX

- 1 I **couldn't** find my school bag.
- 2 She **was able to** answer all the questions.
- 3 They **were able to** eat all their dinner.
- 4 I **wasn't able to** see a thing.
- 5 We **couldn't** go to the party.

Look!

couldn't = could not

b Complete with the sentences from the language box.

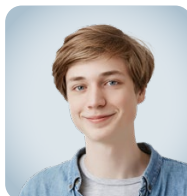
- 1 We were on holiday, so ...
- 2 The cinema was so dark that ...
- 3 The children were really hungry ...
- 4 The test was difficult ...
- 5 I was late to school ...

3 a Use your own ideas to complete the sentences. Use *was/were (not) able to* or *could(n't)*.

- 1 He spoke very fast, I **couldn't** ...
- 2 We missed the bus ...
- 3 My phone ran out of battery ...
- 4 The ... really tired ...
- 5 You tell all your money at home ...
- 6 She had a bad headache ...

b ... your sentences.

He spoke very fast, I couldn't understand anything.



We missed the bus, so we weren't ...

Sounds right Sentence stress

2/7



1 a Listen to the sentences. How many words do you hear in each one?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

2/7

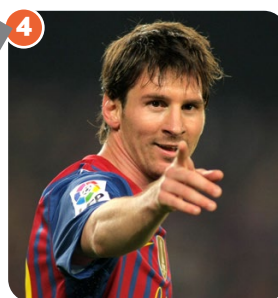


b Listen again and write the sentences.

1 4
2 5
3 6

c Practise saying the sentences.

2 a Look at the pictures. Who do you know? What do you know about them?



2/8



b Listen to Aylin and Philip. Which of the people in **2a** did Aylin think of?

2/8



c Listen again and make notes.

Name of the game:
1st rule:
2nd rule:
3rd rule:

2/8



3 a Work in pairs. Which of the questions did Philip ask? Listen again and check.

- | | |
|---|---|
| <input type="checkbox"/> Are you a man? | <input type="checkbox"/> Are you dead? |
| <input type="checkbox"/> Are you a character in a book? | <input type="checkbox"/> Are you an actress? |
| <input type="checkbox"/> Are you Austrian? | <input type="checkbox"/> How old are you? |
| <input type="checkbox"/> Are you a sportsman? | <input type="checkbox"/> Are you a real person? |

b Think of more questions you could ask.

1 5
2 6
3 7
4 8



4 In pairs, play the game.

Remember:

- only yes or no questions → only one guess → only famous people
→ Think about what verb tense to use for people who are alive/dead.

Good luck!

- 1 a** Read the text. How many people in the family are allowed to have the mobile phones on at 11 p.m.?

Family meeting

"We need a family meeting, Sarah and James. I'll let Dad know too," Mum said. My brother and I weren't happy. Family meetings are always bad news.

"We have to talk about your screen time," Mum said.

"What's the problem?" my brother asked.

"Let's talk about it in the meeting," said Mum.

As usual, the family meeting didn't go well.

"New rules," Mum said. "Mobile phones to me by 9 p.m. and in bed by 10 p.m."

We tried for 9.30 p.m. and 11 p.m.

"Well. Let's vote," said Mum.

The vote was two for and two against – that wasn't a surprise. Mum always has the deciding vote*, so the adults won.

"OK," I said. "But no phones for you and Dad after 10 p.m. is only fair."

"OK," said Mum. "It's a deal."

The next night, I was reading in bed. It was 10 p.m. Mum came into my room and shouted, "Lights out by ten – it's the new rule. Remember."

"Sorry," I said. "The book was so exciting."

And then I noticed her mobile phone. "What's that?" I said. "Is that your phone? Why is it on?"

"Err ...", Mum said, "I'm watching the end of a film."

"I think we need a family meeting," she said and turned off the lights.



1/9+10+11



- b** Read again. How many of the tasks can you do? Then listen and check.

- 1 Everybody in the writer's family enjoys family meetings. T / F
- 2 Mum wanted to talk about screen time. T / F
- 3 The new bedtime was T / F
- 4 and won the vote. T / F
- 5 What was the new rule for the parents? T / F
- 6 Why did they have another family meeting? T / F

- c** Write down what you think of the new rules.

Having mobile phones after 9 p.m. is OK.

- 2 a** Write down four rules for your parents or for your teachers.

Parents are not allowed to wake us before midday on Saturdays.
Teachers are not allowed to shout at us. ...

- b** In small groups, compare your rules and decide on the best two.

2/12



1 a Camp Sunshine is a holiday camp. Listen to the camp leader talking about the rules.

What is the number one rule?

.....

.....

.....



2/12



b Listen again and complete the rules.

☺ Rules of the camp ☺

- No noise after ¹ p.m.
- All children must be up by ² a.m.
- Make your own ³ after.
- No phones for ⁵ or ⁶
- Shop has ⁷ ⁸
- And don't forget to smile ☺



2/12



c Discuss in pairs. Would you like to stay at this camp? Why (not)?

d Listen again and put the sentences in order you hear them.

Giving rules

- ☐ It's forbidden* to phone your parents.
- ☐ You are not allowed to make any noise after that.
- ☐ No staying up late.
- ☐ All children must be up by 6 a.m. in the morning.
- ☐ It's OK to use your phones to take photos.
- ☐ You can spend your money here.

Asking about rules

- ☐ Are we allowed to use our phones?
- ☐ Can we spend money on sweets?

VOCABULARY: *forbidden – verboten



2 In pairs, choose A or B.

A Choose one of the places below and think of four rules. Tell your partner about the rules.

- a school
- a hotel
- a sports centre

B Choose one of the places in **A** and think of four rules. Think of a short sketch. One of you gives the rules and the other asks about them. Act out the sketch in class.

1 a Read the letters and notes. What have they all got in common?

Dear Mrs Patel,

I'd like to apologise for making so much noise last Saturday evening. It was my birthday and Mum said I was allowed to have some friends over. Mum and Dad went to the cinema and I think my friends and I got too excited playing computer games. We also had the music on too loud. I'm sorry I forgot about my neighbours. I hope we didn't disturb you too much and I promise we'll be a lot quieter next time.

Best wishes,
Alison from next door

Henry,

Sorry I didn't get you a present for your birthday. I spent all my money this month on the new Warlord game and I haven't got any left. I promise I'll buy you something when I get my pocket money next week. Is there anything you want?

Tommy

Mum,

Sorry for staying out until 11 p.m. on Saturday. I know I'm not allowed to do that, but I completely forgot what the time was. I know you and Dad were worried and I'm sorry it will happen again. I promise.

Can I please go to Greg's party next weekend? I'm really sorry!

b Read the texts again and complete the table.

Who is apologising?	Who are they apologising to?	Why are they apologising?	What do they promise?
Alison	1	2	3
Tommy	4	5	6
Carly	7	8	9

c Answer the questions.

- Why did Alison's friends come over?
- Why weren't her parents there?
- Why hasn't Tommy got any money?
- When will he get some more money?
- What did he do wrong?
- What does he want to do next weekend?

d Underline all the sentences in the texts that show the person is apologising.

2

A You borrowed your brother's bike without asking. He wasn't happy. Write a short note (40–60 words) and apologise. In your note:

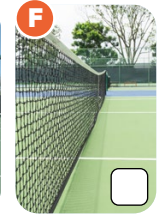
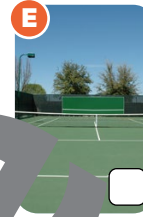
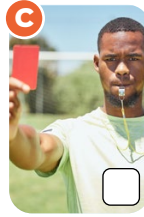
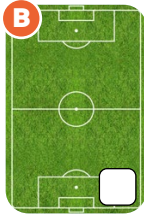
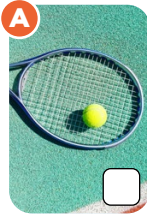
- write what you are apologising for
- write why you took the bike
- promise not to do it again

B Choose one of the situations below and write a short apology note (60–80 words).

- You didn't do your maths homework.
- You broke your dad's laptop.
- You forgot your best friend's birthday.

1 a Match the words and the pictures.

- | | |
|------------|----------|
| 1 net | 4 pitch |
| 2 red card | 5 racket |
| 3 court | 6 goal |



b Read the rules. Which sport is each one for? Write T (tennis) or F (football).

- A red card means you must leave the pitch.
- The team that scores the most goals wins.
- The players are allowed take a short break.
- You can't touch the ball with your hand.
- Your racket mustn't hit the net.

☐
☐
☐
☐
☐

2 a Work in small groups. Choose a sport that you know well and write down as many rules for the sport as you can think of.

b Read the rules to another group. Can they guess your sport?

A (red card) means ...

The team/player that ... wins.

You must/mustn't ...

2/13



3 a Listen and complete the poster.

BIKE BALL

BIKES HAVE NEVER BEEN SO MUCH FUN!

THE RULES

- There are players in each team.
- There are no
- Bike ball is played on football pitch.
- To win the game, a team must score 4 goals.
- All players must wear a 5



b Do you think bike ball is a good idea? Would you like to try it? Why (not)?

Web project

4 a Work in groups. Think of a new sport. Think about:

- how the game works
- the number of players
- the equipment needed
- the rules of the game

b Design a poster for your sport.

c Present your sport to the class. Make videos of the presentations.

Useful language

It's a bit like ...
All players must ...
To win the game, ...
You need ...
You are (not) allowed to ...
You must/mustn't ...

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

At the end of unit 5 ...

you know

- ☐ adjectives to describe personality
- ☐ words for jobs
- ☐ when to use the present simple and the present continuous
- ☐ how to use relative pronouns

you can

- ☐ say that you are feeling ...
- ☐ understand a short article about a world record
- ☐ understand an article about young people
- ☐ congratulate a sportsperson
- ☐ fill in a table with information about a person
- ☐ write a short story of a teenager

Vocabulary Personality adjectives

1 a Match the words with their definitions.

A person who is ...

- 1 careful 2 helpful 3 talented 4 active 5 polite 6 clever 7 funny 8 positive

- ☐ is happy to help others.
- ☐ always sees the good in things.
- ☐ has lots of interests, does lots of things.
- ☐ makes other people laugh.
- ☐ can't often make mistakes.
- ☐ is intelligent.
- ☐ always says please and thank you.
- ☐ is very good at something.

2/14



b Listen and check.

c Find more words to describe people.

friendly, cool, ...

d Choose four words that describe a good friend. Compare with a partner.

A good friend should be ...

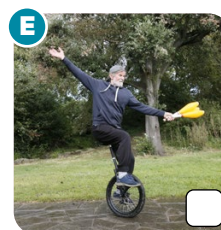
e Look at the dialogue on page 49. Find the personality adjectives.

2 a Watch part 1 of the video.

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

- 1 The man is sitting by a window. T / F
- 2 The man is holding a camera. T / F
- 3 The man is talking to his wife. ☐ his wife. ☐ a friend. ☐ his son.
- 4 Kylie and Connor saw the man ☐ in a shop. ☐ in a park. ☐ on the way to school.
- 5 What does the man do on Sunday mornings?
- 6 What does the man want to ask the man. What does she want to ask him?

3 Watch part 2 of the video. Tick the activities that Kylie and Connor do.



Kylie Can you see that man over there?
The man by the door?

Connor Yes.

Kylie That's the man, the man from the park.

Connor What man?

Kylie You know. The man with the knives?

Connor I'm sorry. 1I'm not following you.

Kylie OK. There's a man by the door. He's sitting by the window. And he's with a friend. They're drinking some tea.

Connor Yes, I can see him. I just don't know what you're talking about.

Kylie Well, we saw that man. In the park. A few weeks ago.

Connor In the park?

Kylie Yes, he does all that stuff with the knives and fire. Remember?

Connor The circus guy?

Kylie Yes, that's it! The circus guy. He teaches circus tricks.

Connor 2Are you sure? Is that him?

Kylie It is. He's really talented. He does some amazing things.



Connor 3Oh, I see. I think you're right. It is the man. He teaches the kids on Sunday mornings.

Kylie He's so polite. And he's so helpful.

Connor I'd love to learn some of his tricks.

Kylie So. So why don't we?

Connor What? What are you doing? Where are you going?

Kylie I'm going to talk to him. I want to ask him to teach me. And to teach you. Come on!

Connor Teach me circus tricks? Oh, yes.

Let's talk Saying that you are following

4a Match the underlined expressions above with their meanings.

- a I don't understand what you're saying. ☐
- b Do you think you're right? ☐
- c Follow me. ☐
- d Oh, I understand. ☐

b In pairs, choose one for A.

A Complete the mini-dialogues with the underlined expressions from the dialogue above. Make them out.

- A 1..... this shirt looks good on me?
- B Absolutely. It looks great.
- A Look. This is how it works.
- B 2..... Thanks for showing me.

B Choose two underlined expressions from the dialogue above. Make mini-dialogues and act them out.

1 a Remember the dialogue on page 49. Circle the correct form of the verbs.

- 1 He *sits* / *is sitting* by the window.
- 2 They *drink* / *are drinking* some tea.
- 3 He's really talented. He *does* / *is doing* some amazing things.
- 4 The circus guy. He *teaches* / *is teaching* circus tricks.

b Read the dialogue again and check.

2/15



2 a Listen and read.

LANGUAGE BOX

- | | |
|---|---|
| 1 He teaches history. | 3 She's having lunch. |
| 2 My dog doesn't sleep in the house. | 4 They aren't singing at the moment. |

b Complete with the sentences in the language box and the numbers.

My mum



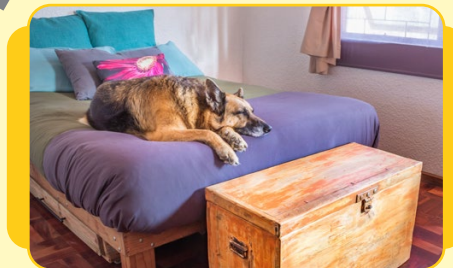
- 1 My dad is a teacher
He isn't teaching at the moment.
He's drinking coffee.



- 2 My mum works in a bank. She isn't
working at the moment.



- 3 They sing very well. They also
watch TV They're
listening to music.



- 4 He sleeps outside. But
at the moment, he is sleeping on my
mum's bed. For now!

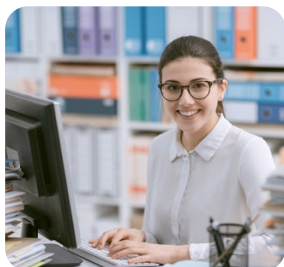
3 Use the questions. Write sentences about two of your family members.

- Who are you thinking of?
- What does he/she (normally) do?
- What is he/she doing at the moment?

I'm thinking of my mum. She works in a bank. But at the moment, she isn't working.
She's watching TV.

1 a Write the words under the photos.

hairdresser graphic designer musician sportsperson photographer
car mechanic police officer teacher secretary electrician



1



2



3



4



5



6



7



8



9



10

2/16



b Listen and check.

2 a Choose two adjectives that you need to be for each job in 1a.

Teacher funny

b In pairs, do one on A or B.

A Make sentences.

I want to be a(n) ...

A(n) ... needs to be ...

I want to be an electrician. An electrician needs to be careful.

B Say what you think about each job. Can your partner guess the job?

You need to be polite and funny to be a/an ...

A teacher?

That's right.

5 Steps to grammar 2 Relative pronouns

2/17

1 a Listen and write their jobs under the pictures.



Steve



Alfie



Claire



Anna

1 2 3

2/17

b Listen again. Who says these things?

LANGUAGE BOX

- 1: The subject **that** I liked most at school was ...
- 2: I think he was the teacher **who** I liked best.
- 3: My uncle **who** lived in the house next door was a police officer.
- 4: When I was ten, I read a book **which** was called *How to repair 1000 things*.

c Which sentences in the language box talk about ...

- 1 a person: ☐ and ☐ 2 a thing: ☐ and ☐

2 Complete the sentences with **who**, **which** or **that**.

- 1 My bike is the one is very old.
- 2 Dave is the friend helped me with my homework.
- 3 I like films have a lot of action.
- 4 I sometimes talk English to the next door, are from the US.
- 5 We can play football in the park is behind the school.
- 6 Mr Soanes is the teacher is teaching us in biology.
- 7 My mum is the person understands me the best.
- 8 We live in a street is very quiet.

3 a Complete the sentences if they are true for you. Use **who**, **which** or **that**.

- 1 the subject I like best.
- 2 the teacher last year I liked most.
- 3 is a film I can see many times.
- 4 I never want to see again.
- 5 is the person I often play sports with.
- 6 the singer never makes a bad song.
- 7 is the sport I am really good at.
- 8 is the toy I liked best when I was five.



b In pairs, compare your sentences from 3a.

English is the subject
which I like best.



Oh, really? The subject
that I like best is ...

2/18



2/18



1 a Listen to Marisa and Noah. What's Noah doing?

b Listen again. Put the pictures in the correct order. Write 1–6.



2/18



c Listen again and tick the correct answers.

- Marisa asks Noah what he is doing. He ☐ can't hear her. ☐ is busy. ☐ is angry at her.
- Marisa sees that Noah is ☐ not happy. ☐ not good at computing. ☐ very tired.
- Noah tells her that he ☐ write a story. ☐ play a game. ☐ break a world record.
- The world record for the most clicks with a computer mouse in 30 seconds is ... ☐ almost 900. ☐ more than 900. ☐ 137.
- Marisa tells Noah he should ... ☐ stop what he is doing. ☐ practise more. ☐ get a new mouse.
- Noah's got a problem. ☐ He can't hear her. ☐ He needs to study for school. ☐ His finger hurts.

2 a What world records would you like to break? Write sentences.

I'd like to be the best/fastest ... footballer/guitarist/writer/singer/... in the world.

I'd like to break the world record for ... playing tennis/swimming/running the 100 m race/...



b In pairs, tell your partner.

- 1 a** Read the website. Who was the youngest when he or she set a world record?

The youngest and the best

Let's meet some amazing young people who have broken records.

1 Marjorie Gestring was a springboard diver* from the US. She was the youngest girl ever to win an Olympic gold medal. She was 13 years and 268 days old when she won the medal. That happened in the 1936 Berlin games.

2 Every year, *Time Magazine* gives the title "Person of the Year" to an important man or woman. In 2019, Greta Thunberg from Sweden was the youngest person ever to get that title. Greta, a climate change activist, was 16 years and 354 days old.

3 When he was seven, Que Jianyu from China became the youngest person to solve a Rubik's Cube while blindfolded*.

4 700 children from all over the world took part in a maths competition in 2020. Ten-year-old Nadub Gill from Derby in England won the competition. He could answer 196 mathematical tasks in one minute on his computer.

VOCABULARY: *springboard diver – Feder Springer/in; blindfolded – mit verbundenen Augen

2/19+20+21



- b** Read again. How many of the tasks can you do? Then listen and check.

- 1 Marjorie won a gold medal when she was younger than 14. T / F
- 2 The title "Person of the Year" always goes to someone who is very young. T / F
- 3 When Greta got the title, she was ☐ older than 17. ☐ 17. ☐ younger than 17.
- 4 When Que Jianyu set his record, he couldn't
☐ touch the Rubik's Cube. ☐ see the Rubik's Cube. ☐ smell the Rubik's Cube.
- 5 How many children were able to win the competition?
- 6 Which of the records would be the most difficult to break for you? Why?

- c** Complete the table with information about the people.

Name	Age	Achievement
Marjorie Gestring	1 13 years and 268 days	2 won a gold medal in the Berlin games in 1936
Greta Thunberg	3	4
Que Jianyu	5	6
Nadub Gill	7	8

1 a Read the fact box. What do the head girl and head boy do?

Fact box

Schools in England

Every year, the teachers choose a head boy and a head girl from the top year. What's the job of these two children? They have to write a welcome letter to the new students. And they have to give a speech for the students and their parents. So they have to be good at speaking and writing.

b Listen to the conversation. Which adjectives do they use to describe Annie and Ryan?

2 a Listen and read. Complete with *Annie* or *Ryan*.

- 1 is worried about the job. congratulates
- 2 gets the job too. congratulates

Annie Hi, Ryan! You look worried.

Ryan I am, Annie.

Annie Why? What's the problem?

Ryan Well, there's no problem really, but Mr Owen wanted to see me this morning.

Annie Mr Owen. The headmaster?

Ryan Yes. He says he wants me to be the head boy for next year.

Annie Head boy – that's fantastic.
¹ Congratulations!

Ryan Thanks, but I'm not sure I can do it.

Annie ² Of course you can do it.

Ryan But I have to give a speech to the new students and their parents. I'm scared.

Annie Don't worry. ⁴ You're a great speaker.

Ryan I am sure. And I have to write a welcome letter too.

Annie No problem. ⁵ You're really good at English.

Ryan Thanks, Annie – you are so helpful.

Annie And we'll make a great team.

Ryan We?

Annie Yes. They want me to be the head girl!

Ryan Oh, really? ⁶ That's fantastic news.

Annie Oh, thank you.

b Look at the underlined expressions above. Write the numbers on the correct lines.

Congratulating

Supporting someone who is nervous

Sounds right **Intonation**

3 Listen. Mark the sentences ☐ (if the voice goes up) or ☒ (if it stays the same).

- 1 ☐ Congratulations!
- 2 ☐ Of course you can do it.
- 3 ☐ You're a great speaker.
- 4 ☐ Don't worry.
- 5 ☐ You're really good at English.
- 6 ☐ That's fantastic news.

4 In pairs, do situation A and B.

A You are the head girl. Your friend is Annie. Prepare a speech to play for the situation in **2a**. Use the underlined expressions.

B Student A: Your teacher wants you to be captain of a school sports team. What worries do you have? Tell student B your news and your worries. Student B: Listen to student A's news. Congratulate him/her and offer him/her encouragement.

Guess what, I'm the new ...

That's amazing.

I'm a bit nervous.

1 a Read the profile of Nicholas D'Aloisio. What does the Summly app do?

Profile Nicholas D'Aloisio

- 1 Some teenagers are extremely successful at business. They become business people or 'entrepreneurs' at a young age and make a lot of money.
- 2 Such a person is Nicholas D'Aloisio. Nicholas was born in Melbourne, Australia, in 1995. He lived there with his parents until he was seven. After that, he moved to London with his family. Nicholas became interested in computing when he was very young. He also taught himself basic programming.
- 3 At the age of only 16, he programmed an app. He called it Summly and launched* it in 2011. The app automatically summarises newspaper articles and other texts. In 2013, he sold this app to Yahoo for \$30 million. In the same year, he started working for Yahoo. He was



with a company from 2013 until 2015. In 2015, he founded Sphere Knowledge, a start-up company where people can swap information quickly. This service is now part of a company (previously Twitter).

I think that Nicholas is amazing because at that age is not always important. With a good idea, you can earn a lot of money and offer people a good service.

VOCABULARY: *launch – auf den Markt bringen

b Match the paragraphs with what they do. Write the paragraph numbers.

a Who he is. ☐

c Introduction ☐

b Why I think he is amazing. ☐

d What he did. ☐

c Complete the information with the dates.

Biographical data:

- 1: he was born
- 2: he moved to London

His achievements:

- 3: he produced Summly
- 4: he sold Summly

2 Complete the sentences with *after*, *in* or *at*.

- 1 He was born 1995.
- 2 he moved to London.
- 3 the age of 16, he produced an app.
- 4 Yahoo bought his app.

3 Do question A or B.

A Write the profile of an amazing teenager. Write the profile (60–80 words).

... was born in ... in ...

At the age of ... he/she ...

He/She became very famous. He/She ...

I think ... is/was amazing because ...

B Do some internet research and write a profile of an amazing teenager (80–100 words). Use the language on this page to help you.

Story time

1 a Read the story. How many children go to Maggie's school?

Maggie's story

In 2005, 18-year-old Maggie Doyne finished her high school* in America. She watched as her friends all moved away to start college. But Maggie didn't join them. She had other plans. A few weeks later, she was on a plane with nothing but a backpack. She had plans to spend a year in Asia. During that time, she wanted to see as much as possible.

While she was in the north of India, she volunteered* to work in a children's home. There she met and became friends with a young woman from Nepal. Her new friend invited her to come and visit the village she was from. Nepal, at that time, was in the middle of a civil war*, so they had to wait for the fighting to pause before they could make the journey.

It was a journey that changed Maggie's life forever. In Nepal, she met a six-year-old girl



called Himani. She didn't go to school and to stay in her village she had to spend weeks collecting stones from a deep river. The stones were used to make the stones sell. She earned only a



few rupees, but it was enough that her family needed so they could buy food.

Maggie knew she had to do something. She started paying for Himani to go to school. But it wasn't enough. Maggie saw there were many other children who had no money and couldn't go to school. Back in the US, Maggie had a bank account with \$100. It was money she earned by sitting on the couch while she was at high school. She persuaded her parents and asked them to send the money over to her so she could start paying for more children to go to school.

Maggie knew she could do more. In 2007, she started an organisation called BlinkNow with a partner from Nepal, Tope Malla. They asked people to give BlinkNow money so they could help poor children of Nepal. When they had enough money, they bought some land, and in 2010, they opened the Kopila Valley School. These days the school has a children's home, a women's centre and a health clinic. It offers a future to around 400 children and all because a young American girl decided she wanted to see the world before she went to college.

VOLUNTEER – high school – Sekundarschule, Gymnasium; **volunteer** – sich freiwillig melden; **civil war** – Bürgerkrieg; **rupee** – Rupie (Währung in Indien und Nepal)

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

- 1 Maggie Doyne is from the
- 2 Maggie travelled to
- 3 When Maggie went to Nepal, the country was at war. T / F
- 4 Himani was very important for her family. T / F
- 5 Who started the BlinkNow organisation?
- 6 What did BlinkNow do with their money?

c Listen and check.

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



6

Into the unknown

At the end of unit 6 ...

you know

- ☐ words to describe a road trip
- ☐ words for things you need when you go on an adventure
- ☐ how to use the past continuous
- ☐ how to use the past continuous with the past simple and *when/while*

you can

- ☐ tell so. about a road trip or an expedition
- ☐ talk about the things you need on an adventure, and what they are used for
- ☐ understand about money and trips
- ☐ give an itinerary
- ☐ write a story

▶ Watching the world 3 Route 66



1 a Before you watch, look at the pictures. What can you see? Why do you think this road is famous?



b Watch the video. How many of these tasks can you do?

- 1 Route 66 is 3,100 / 390 kilometres long.
- 2 On Route 66 you can travel through *three / eight / sixty-six* different states.
- 3 You can travel through eight different time zones. T / F
- 4 Part of Route 66 is closed, but you can still visit parts of it. T / F
- 5 What can you visit at the start of Route 66?
- 6 What can you see in Oklahoma?



2 Discuss in pairs. Would you like to travel on Route 66? Why (not)?

I think it would be exciting/boring.

I'd like to see it because ...

1 a Read the beginning of two short stories from Route 66. Match each story with a title.

☐ **PROBLEMS ON ROUTE 66**

☐ **A NEW FRIEND ON ROUTE 66**

1

I packed my bag and started my journey on Route 66. Two hours later, I stopped the car and looked at the map. I was lost! I was feeling worried. What a stupid idea to go on a trip along Route 66.

It was raining, but I could see a person outside. Someone was walking towards the car. Then I saw blue lights. It was the police. I opened the window slowly.

"I'm sorry. Was I going too fast?"

"No, I just wanted to check that you're OK ..."

That was the first time I heard his voice ...



2

I was travelling in the car with my mum and my sister, Annie. Mum was going down. We were driving the road. We could see a restaurant near the road.

Annie wasn't feeling well. She wanted to take a break.

"Can we stop for a meal?" she asked.

"Not now," Mum replied. "It's 50 kilometres to the hotel. We want to get there before it gets dark."

"But I'm hungry," Annie said. "I'm tired. I don't want to see the sights. And I don't want to sleep in a hotel every night."

Just then the car stopped.

"Oh no!" said Mum. "Why didn't I fill up the tank at the petrol station? We haven't got any petrol!"

b In pairs, choose one of the stories and decide what happens next.

2 Match the words to meanings. Use the texts to help you.

1 go on

2 take

3 see

4 sleep

5 be

6 fill up

7 pack

8

☐ the sights

☐ lost

☐ in a hotel

☐ a road trip

☐ the car

☐ a bag

☐ a meal

☐ a break

3 In pairs, choose option A or B.

A Imagine the beginning of a story about a road trip. Write 30–40 words. Use some of the phrases in **2**.

B Imagine the beginning of a story about a road trip. Write 40–60 words. Try to use all of the phrases in **2**. Then tell a partner about what happens at the end of your story.

1 a Complete the phrases from the Route 66 stories. Use **was**, **wasn't** or **were**.

- | | |
|-----------------------------|-----------------------------|
| 1 I feeling worried. | 4 The sun going down. |
| 2 Annie feeling good. | 5 It raining. |
| 3 I going too fast? | 6 We getting tired. |

2/27



b Listen and check.

2/28



2 a Listen and read.

LANGUAGE BOX

- | | |
|--|--|
| 1 I wasn't running . I was walking . | 4 The sun was shining , the birds were singing . |
| 2 Were you waiting a long time? | 5 We were doing some shopping. |
| 3 He wasn't feeling very well. | 6 They were feeling tired. |

b Complete with the sentences from the language box. Write the numbers.

- | | |
|------------------|---|
| 1 Teacher | Where's Mehmet? |
| Girl | So he went home. |
| 2 | It was a beautiful morning. |
| 3 Teacher | Why are you running, Mehmet? Are you late again? |
| Lucy | |
| 4 | and they were still hundreds of metres from home. |
| 5 Police officer | What were you doing at eight o'clock last night? |
| Man | Eight o'clock? |
| Woman | Yes, we were in the supermarket. |
| 6 Boy | Jim was really late for the cinema! |
| Girl | I'm sorry about that. |
| Boy | Yes, twenty minutes! |

3 a What were you doing at these times yesterday? Write down your answers.

- | | |
|-------------|--------------------------|
| 1 5 a.m. | I was sleeping at 5 a.m. |
| 2 7.30 a.m. | |
| 3 10 a.m. | |
| 4 2 p.m. | |
| 5 7 p.m. | |



b In pairs, guess what your partner was doing.

What were you doing at 5 a.m.? Were you sleeping?

Yes, I was.

Were you having breakfast at half past seven?

No, I wasn't. I was sleeping.

2/29



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

tent sleeping bag torch map first aid kit sun cream matches backpack



1 2 3 4



5 6 7 8

b In pairs, take turns to mime using one of the objects in **1a** for your partner to guess.

Are you using sun cream?

Yes, I am.

2/30



2 a Listen and write the words in **1a**.

1 3 5 7
2 4 6 8

b In pairs, choose a word from **1a** and tell your partner what it is used for.

Can your partner guess what it is?

You use this to light a fire.

You need this to see at night.



3 In pairs, choose a word from **1a** and...

A You are going on a camping trip in a forest.

You need to take four of the things in **1a**.

What do you need to take?

We should take ...

We don't really need a ...

A tent is very important because ...

B You are going on a camping trip in the mountains. Make a list of things to take with you. Say why you need each thing.

2/31

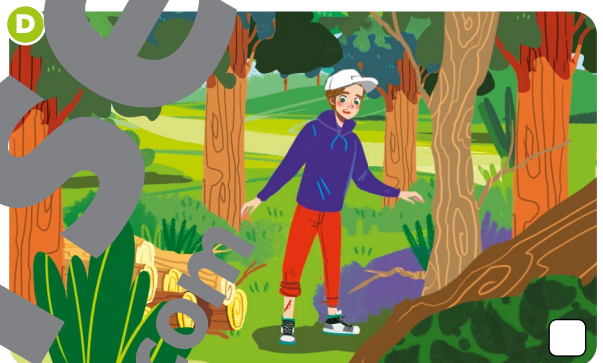


1 a Listen to Liam talking to his mum about his camping trip. How many nights did he go camping for?

2/31



b Listen again and put the pictures in the order he talks about them.



2/32



2 a Listen and read.

LANGUAGE BOX

- 1 ☐ While I **was sleeping**, my tent **flew up** into a tree.
- 2 ☐ I **slept** without a tent while it **was raining**.
- 3 ☐ I **was walking** in the forest when I **dropped** my matches.
- 4 ☐ I **was walking** in the forest when I **cut** my leg on a tree.

b Match the sentences in the language box to the pictures in **1b**. Write A-D.

3 Use the ideas in the language box to make more sentences about camping problems.

- 1 I put my tent up / I fell over While I was putting the tent up, I fell over.
- 2 I looked at the map / It started to rain I was looking ...
- 3 I was walking in the forest / I dropped my phone
- 4 I was walking in the forest / I looked for first aid kit
- 5 I was walking in the forest / I burned my finger
- 6 I carried my backpack / My clothes fell out

4 In pairs, take turns to make sentences to describe 'my worst day ever'.

While I was getting out of bed, I hit my head on the wall.

My toothbrush broke while I was brushing my teeth.

Sounds right Consonant and vowel linking

2/33



1 a Listen and repeat.

- 1 take a break (sounds like tay-ka-break)
- 2 sleep in a motel (sounds like slee-pin-a-motel)
- 3 stop for a meal (sounds like stop-fora-meal)
- 4 run out of petrol (sounds like ru-nout-of-petrol)

b Underline the links between the consonants and the vowels.

- 1 I wake up at night.
- 2 They found out my secret.
- 3 I fell off my bike.
- 4 I stayed in a hotel.
- 5 There's a cat in the living room.

2/34



c Listen, check and repeat.

d Practise saying the sentences in 1a and 1b.

2 a Can you match these explorers with their expeditions? Write in you guess?

1

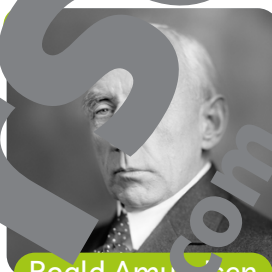


Captain James Cook

2

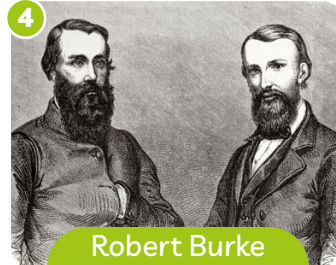


Ibn Battuta



Roald Amundsen

4



Robert Burke and William Wills

- | | |
|---|--|
| <input type="checkbox"/> The Arctic and Antarctic 1897–1906 | <input type="checkbox"/> Australia in 1770 |
| <input type="checkbox"/> Asia in the 1300s | <input type="checkbox"/> Australia in 1860 |

2/35



b Listen and check your ideas.

2/35



c Listen again. Which explorer(s) ...

- 1 ... died on his third big expedition?
- 2 ... went from the south of Australia to the north?
- 3 ... told stories when he was old?
- 4 ... travelled more than any other explorer at that time?
- 5 ... went to the most remote part of the world?
- 6 ... went on an expedition that finished in 1775?

3 In pairs, answer the questions.

- 1 Which of the explorers and expeditions do you think is the most interesting? Why?
- 2 Which explorers do you know? Where did they go? What did they do?

4 Imagine you are an explorer. It's the end of a big expedition. Tell a partner about it.

- What part of the world did you go to?
- Why did you go there?
- What happened on your expedition?
- What did you see?
- What happened at the end?

I went to South Africa because I wanted to see lots of animals ...
When I arrived, I ...



1 a Read the text. Did the men beat the world record?

An adventure on the Atlantic

New York, June 2022. Two friends, Damian Browne and Fergus Farrell, got into their boat. They were starting a journey of 5,000 kilometres across the Atlantic Ocean, from the USA to their home country of Ireland. They left New York in a positive mood.

They wanted to beat the world record. Two men from Norway rowed* across the Atlantic from New York to Le Havre in France in just over 60 days – 125 years before!

Damian and Fergus knew that they needed to be lucky. They knew they needed good weather. And they knew they mustn't fall into the water.

Their boat was full of equipment. They had food for two months, and they had a machine to take the salt out of seawater – they needed this machine to make water to drink.

After 13 days, Fergus decided to give up, because it was too dangerous. Now Damian was travelling in the boat alone. It was very dangerous. On 4th October, after 112 days at sea, he arrived in Galway, Ireland. He didn't beat the record, but it was an amazing adventure!



1/36+37+38



b Read again. How many of the statements can you do. Then listen and check.

- 1 Damian and Fergus did not know what they were doing before the journey. T / F
- 2 They wanted to get to France in less than 60 days. T / F
- 3 They had enough food for 125 days.
- 4 They had a lot of water and machines/equipment on the boat.
- 5 Who gave up after 13 days? Why?
- 6 How long was Damian alone in the boat?

c Look at the underlined words and phrases in the text and write them next to the correct meaning.

- 1 things you need to do to do a job
- 2 the way you feel about something
- 3 feel something
- 4 stop doing something
- 5 something better than anyone has done before

2 a In pairs, ask of three questions to ask Damian and Fergus. What do you think their answers are?

How did you feel when you finished?

I felt very happy!

b Write an interview with Damian and Fergus (50–60 words), using the questions and answers in 2a.

2/39



1 a Listen to the conversation. Number the items in the order you hear them.



stones ☐



matches ☐



tent ☐



umbrella ☐



wood ☐

2/39



b Listen again and choose the correct names to complete the sentences.

George and Amy are camping. ¹ Amy / George is giving instructions. ² Amy / George is following instructions.

2 Read the dialogue. Look at the underlined expressions and write **G** (giving instructions) or **F** (following instructions) next to them.

George Right. OK, the tent looks good. Now let's make a fire. What do we do first? ☐

Amy OK. First of all, we need ☐ some wood. Cut it into small pieces. I'll look for some bigger pieces.

(15 minutes later.)

Amy OK, I think that's enough wood.

George Great. What's next? ☐

Amy Next, we need to ☐ clear a space and after that ☐ we need to put some stones around to keep the fire in it.

George OK, like this ... Is this OK? ☐

Amy Yes, that's good.

George Great. Now what? ☐

Amy Now we ☐ light the fire! Pass me the matches.

George Here are the matches. Be careful. There are only two of them.

Amy Don't worry. And finally, ☐ we light the fire. Oh no, it's starting to rain. Give me the umbrella.

George What umbrella?



3 In pairs, do option A or B.

A You need to prepare a camping trip. Give each other instructions. Use the pictures to help you.



B Think of a simple task, for example making a cup of tea or cooking an egg. Practise giving and following instructions.

1 a Read the beginning of the story. Where are Rita and her mum going to sleep tonight?

In the mountains for the weekend

Mum and I were going to our holiday home in the mountains for the weekend. I was very ¹excited. While we ²were driving, it ³started to snow. I was happy. I really wanted to do some skiing. "Two more hours," Mum said. "I want to arrive before it gets dark."

It was snowing more ⁵heavily now, and it was getting difficult to see. Mum was feeling a bit worried. She started driving more slowly. After a few more minutes, she said, "I don't like driving in snow. I'm going to stop at the side of the road."

After half an hour, the snow stopped, but now it was getting dark. Mum tried to start the car, but it made a strange noise. The engine didn't start. "That's strange," she said. "We've got lots of petrol. I went to the petrol station before we left home."

Mum got her phone out to call for some help. While she was calling, her phone switched off. No battery! She put the phone in her pocket. "I think we're going to sleep in the car tonight," she said.

b Read again. Answer the questions.

- 1 Who is the story about?
- 2 Where are they now?
- 3 Where are they going? Why?
- 4 What are the problems?

c Work in pairs. What do you think happens next? Compare your ideas.

2 a Read the text again and underline the underlined phrases. Which one is:

- | | | | |
|---------------------------------------|---|--|-------------------------------------|
| <input type="checkbox"/> past simple? | <input type="checkbox"/> past continuous? | <input type="checkbox"/> an adjective? | <input type="checkbox"/> an adverb? |
|---------------------------------------|---|--|-------------------------------------|

b Find another example of each of the things above and underline them.

3 Do option A or B

- A** Look at the picture and write the first half of a story (60–80 words). Think about the questions in 1b, and include examples of all the things in 2a.



It was a beautiful day. Anna was in her boat. Suddenly, the weather started to get worse ...

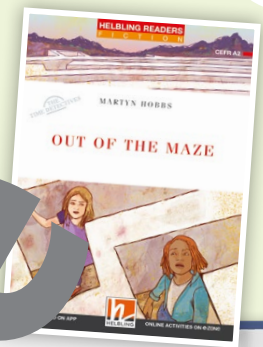
- B a** Look at the picture and write the first half of a story (60–80 words). Think about the questions in 1b, and include examples of all the things in 2a.



- b** Swap with a partner. Write an ending for their story (40–60 words).
- c** Read your partner's ending for your story. What do you think of it?

Literature

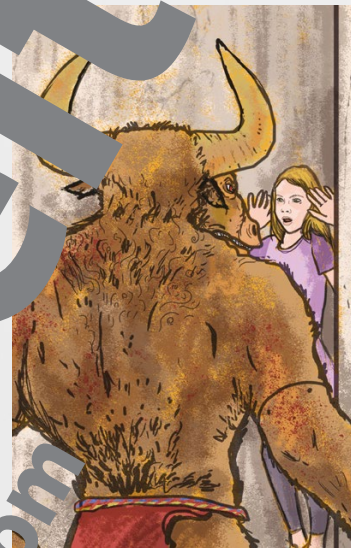
1 a In *Out of the Maze* by Martyn Hobbs, Liam and Rose are two time travellers who find themselves in ancient Greece. In pairs, discuss what you know about that place.



b Read part of the story. What monster is walking towards Rose?

“Rose!” he shouted, “What’s happening? What have you seen?” “I don’t know. There was a really scary noise.” There was a pause. When Rose spoke again, Liam could hear the terror in her voice. “There’s a ... oh no ... there’s some kind of monster. You’ve got to find me, Liam. Quick!” Suddenly he heard a terrible roar*. His blood went cold*. He stood alone in the long empty corridor, the bright sun shining in his eyes. Why was this happening? How could he find Rose? He did the only thing he could do. He started running. But the first corridor he took had no way out. He called out her name. Rose called back. He knew the direction he had to go. So he ran back the way he came, then turned right. But when he reached the end of that corridor, the beast* roared again. Now it was further away! He started running again, then stopped at the end of another corridor, breathing heavily and sweating*. “Liam!” shouted Rose. He had to find her! But how? Think, Liam! A maze is made of many

you. It tries to take you in the wrong direction. So, should he go left or right? He decided to run away from her voice. He turned left, he went right, and then ... there he was! The Minotaur. Liam knew the Minotaur from pictures in books. The reality was much more terrifying. He was standing at its big hairy back. It was standing on its legs. Its head was huge, with two horns on either side. Its arms were like human arms, but much stronger. It was moving slowly towards Rose.



VOCABULARY: *roar – Gebrüll; His blood went cold. – Er hatte schreckliche Angst.; beast – Biest; sweat – schwitzen

c Read the passage again. Circle (True) or (False). Then listen and check.

- | | |
|--|-------|
| 1 At the beginning, Liam and Rose are not in the same place. | T / F |
| 2 Rose couldn’t hear him when he called her name. | T / F |
| 3 Liam found it difficult to find his way in the maze. | T / F |
| 4 The Minotaur started to attack Liam. | T / F |

2 a In pairs, discuss what you think happens next. Then listen and check your ideas.

b Listen again and answer the questions.

- | | |
|---|---------------------------------------|
| 1 How could Liam run away? | 3 How did the Minotaur react to Liam? |
| 2 How could Liam try to fight the Minotaur? | 4 Why did Rose close her eyes? |

3 Research another monster from Greek mythology and make a presentation on it to show to the class. Think about:

- what it was called
- what it looked like
- if it had special powers

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

7

That looks great!

At the end of unit 7 ...

you know

- ☐ words to talk about and describe art
- ☐ words for types of pictures
- ☐ how to talk about things you should / have to / must do
- ☐ how to say what something could / must and can't be

you can

- ☐ describe a picture
- ☐ understand and give a presentation about an ad
- ☐ understand and give a presentation about a sculpture
- ☐ understand and give a presentation about a film
- ☐ give your opinion
- ☐ understand a text about a street artist
- ☐ write about a past event

Vocabulary Art

1 a Look at the pictures and write the words.

sculpture painting street art photograph drawing cartoon



3/1



b Listen and check.

c Say what you (don't) like in 1a

I (don't) like the ...

I really like / love the ...



d In pairs, ask and answer

How do you like ... ?

I think it looks ...

The ... looks cool / boring / beautiful / ugly ...

e Look at the art words on page 69. Find and say the art words.



2 a Watch part 1 of the video.

b Read the dialogue on page 69. How many of these tasks can you do?

- 1 I don't like Kylie's project. T / F
- 2 Connor finds it difficult. T / F
- 3 Connor shows Kylie a ...
- 4 The art piece is full of ...
- 5 What is Connor's idea?
- 6 What does Kylie think of his idea?



3 Watch part 2 of the video. Number the photos on the next page in the order you see them. Which of them is on sale for £17,500?

Connor Hey Kylie, ¹what are you up to?

Kylie I'm working on my art project.

Connor ²Let's have a look. Wow, that's good.

Kylie Thanks, but it's just a drawing. I still need to do a painting too. I have to finish it all by next Tuesday. And it must be good.

Connor You shouldn't worry so much. Art is easy.

Kylie Well, it's easy for you, but not for me. I still haven't got any ideas for my painting.

Connor Hey Kylie, I've got a great idea. Have a look at this.

Kylie What?

Connor Wait. Ah, here we are. Look at this website.

Kylie What is it?



Connor It's a real ³art park. It's full of fantastic sculptures. You should visit it – for ideas. I'll come with you if you like.

Kylie Oh, I'm really busy.

Connor You don't have to decide now. Think about it and ⁴let me know. But it would be fun.

Kylie Oh, I've got to go. I've got my English class now. I mustn't be late. Wow, you really are busy.



Let's talk

4a Match the underlined expressions above with their meanings.

- | | |
|-----------------------|---------------------------------|
| a Show me. | c Tell me what you decide. |
| b What are you doing? | d I can't stay. I'm in a hurry. |

b In pairs, choose one of the mini-dialogues above.

A Choose the mini-dialogues with the underlined expressions from the dialogue above. Act them out.

- A I don't think my drawing is good.
 B ¹..... I think it's very good.
- A I'm not sure I've got time for the cinema tomorrow.
 B Well, think about it and ².....

B Choose two underlined expressions from the dialogue above. Make mini-dialogues and act them out.

7 Steps to grammar 1 *should / have to / must*

1 a Complete the sentences from the dialogue with the words in the box.

should must have to shouldn't mustn't don't have to

- 1 **Kylie** I still need to do a painting too. I finish it all by next Tuesday. And it be good.
- 2 **Connor** You worry so much. Art is easy.
- 3 **Connor** You visit the art park – for ideas. I'll come with you if you like.
- 4 **Connor** You decide now. Think about it, let me know.
- 5 **Kylie** OK. I've got to go. I've got my English class now be late.

b Read the dialogue on page 69 again and check.

3/2



2 a Listen and read.

LANGUAGE BOX

- 1 He **should** go to bed earlier.
- 2 You **shouldn't** eat so many sweets.
- 3 Passengers **must** have a ticket for the journey.
- 4 You **mustn't** tell anyone.
- 5 I **have to** leave now.
- 6 Passengers **have to** go to bed early tonight.

b Look at the sentences in 2a again. How would you say these sentences in German?

c Match the sentences in the language box with the sentences below.

- a ☐ There's no school tomorrow.
- b ☐ I don't want to be late.
- c ☐ He looks tired.
- d ☐ Or they have to leave the car.
- e ☐ It's a secret.
- f ☐ They're bad for your teeth.

3 a Choose the best word to complete the rules for an English class.

shouldn't must don't have to should mustn't

- Students 1 buy their books. They get them from the school.
- School starts at nine. All students 2 arrive ten minutes before that.
- Students 3 spend more than five hours a week on homework. Please talk to your teacher if your homework takes too much time.
- Students 4 listen to the teachers and to each other.
- Students 5 eat in the class. Please eat in the student café or in the outside area.

b Check with a partner.

c In pairs, write three rules for your perfect school.

All the students should ... In class, you have to ... Students mustn't ...

1 a Read the definitions and match each word in bold with the pictures below.

- 1 A **landscape** shows a picture of the countryside.
- 2 A **portrait** shows someone's face.
- 3 A **poster** is a large print that you put on a wall to make a room look nice.
- 4 An **ad** shows a product that people can buy.



3/3



b Listen. Which of the pictures above is each person talking about?

Speaker 1 -

Speaker 2 -

Speaker 3 -

2 a Look at the picture. Write A-E next to the phrases.



- 1 ☐ in the background
- 2 ☐ in the centre
- 3 ☐ in the foreground
- 4 ☐ on the right-hand side
- 5 ☐ on the left-hand side

3/4



b Listen and draw the picture on a piece of paper. Then compare it with your partner's.

3 In pairs, describe picture A.

A Describe picture 1a or the painting in 2a.

The picture is a ...

In the centre we can see ...

The background shows ...

On the left-hand side there is/are ...

B Draw a simple picture. Put things in the centre, background, foreground and on the left- and right-hand side. Don't show the picture to your partner. A describes their picture to B. B listens to A and draws. Compare the pictures. Then B listens to A.

3/5



- 1 a** Listen to Alice and Michael talking about these two paintings. Use the words from the box to answer the questions.

trees an island a child a bird

- 1 What does Michael say about painting 1? It could be the face of
- 2 What does Alice say about painting 1? It must be
- 3 What does Alice say about painting 2? The green things must be
- 4 What does Michael say about painting 2? It could be



3/5



- b** Listen again. Who says these things? *Alice or Michael.*

Painting 1

- 1.....: I think number one must be a portrait.
- 2.....: Look. This must be a
- 3.....: It could be a child.

Painting 2

- 4.....: I think this must be a landscape.
- 5.....: The brown things could be cows.
- 6.....: There's a fire. This must be a fire.

- 2 a** Read and point to parts of the picture that these sentences can refer to.

LANGUAGE BOX

- 1 It **could be** a ...
- 2 It **must be** a ...
- 3 It **can't be** a ...

- b** In pairs, look, point and say.

Look. It **could be** ...

I think it **can't be** ...

This **must be** ...



1 a Look at the picture and answer the questions below.



- 1 Where in the picture can you see a lollipop?
- 2 Where can you see ants?
- 3 What do you think Chupa Chups is?
- 4 What type of picture is this?
- 5 Where can you see a slogan?

b Listen to David giving a presentation about the picture. What is interesting for him?

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

- | | |
|--|-------|
| 1 David says the lollipop is in the center of the picture. | T / F |
| 2 David thinks there could be 20 or 30 ants. | T / F |
| 3 He says ants don't love sugar. | T / F |
| 4 He says ants would not go directly to the lollipop. | T / F |
| 5 He thinks the photo is part of a cartoon. | T / F |

d Look at the false sentences from 1c. Correct them and say them.

e Listen to the end of the presentation. Complete it and read it out.

It's an 1..... for lollies. They are called *Chupa Chups* lollies. There is also a sentence. Look at the 2..... It says, "Chupa Chups: It's sugar free." I think it's a very good 3..... Some people like 4....., but they don't want to eat 5..... When they look at the ad, they will believe that these lollies are 6.....! And they'll 7..... the lollies.

2 Read the questions. Think about them for a minute. Then talk to a partner.

- 1 What's an example of a good or bad ad you have seen?
- 2 What does it show?
- 3 What does the slogan say?
- 4 Why do you think it's a good/bad ad?

1 a Look at the photo below and answer the questions.

- 1 How much do you think the sculpture weighs in kilos?
- 2 How much money do you think the sculpture is worth?



b Read the magazine article and check your ideas.

Sculpture worth millions gone overnight

Museums around the world have the best security systems. But sometimes even the best security systems can't stop thieves*.

It happened in 2005 in a museum in Hertfordshire in England. There were lots of beautiful paintings in the museum. Outside of the museum there was a huge bronze sculpture by the famous artist, Henry Moore. One morning, when the people working for the museum arrived, they were shocked. The bronze sculpture was gone. How was that possible? The sculpture weighed two tonnes! How could the thieves take it away from one day to the next? A mystery. The sculpture was worth £3 million. The police worked very hard to find the thieves and the sculpture, but they couldn't. Nobody knows who stole the sculpture.

This is what the police now think: The thieves stole the sculpture, but they didn't sell it. They cut it up into pieces, melted it down*, and then they sold the bronze. How much money was the bronze worth? Not more than £1,500. That's maybe what the thieves got for the metal. £1,500. And the famous statue worth £3 million? That's gone for good.



VOCABULARY: *thief – Dieb/Diebin; melt down – einschmelzen

3/8+9+10



c How many of these things can you do? Then listen and check.

- 1 In a museum in Hertfordshire there was a famous painting by Henry Moore. T / F
- 2 There was a famous sculpture outside of the museum. T / F
- 3 Thieves stole the sculpture.
 - ☐ in a lunch break ☐ overnight. ☐ during the Christmas holidays.
- 4 The police worked very hard. They found
 - ☐ the thieves, but not the sculpture. ☐ the sculpture, but not the thieves. ☐ nothing.
- 5 The article says that the story is 'a mystery'. What do you think is mysterious about it? What do the police know about the theft*? What do they think about it?

VOCABULARY: *theft – Diebstahl

2 Read and think about the questions. Write a short paragraph of 3–4 sentences.

- How do you think the thieves took the sculpture away?
- Why do you think nobody noticed the theft during the night?

I think first they Then they

I think the thieves were They

3/11



1 a Listen to Jenny and Oliver talking about a film. Which of these photos is from the film they saw?

1



2



3



3/11



b Listen again. Where did Jenny and Oliver watch it?

Jenny: ☐ on TV ☐ on video ☐ at the cinema

Oliver: ☐ on TV ☐ on video ☐ at the cinema

3/12



2 a Did Jenny and Oliver like the film? Listen and answer the questions.

1 Who thinks watching this film is a waste of time?

2 Who loves it because it's an action film?

3/12



b Listen again. What do they think? Write Jenny and Oliver.

1: The story was really silly.

2: This film is a waste of time.

3: I thought the actors were OK.

4: I thought the actors were really bad.

5: There was never a boring moment in the film.

6: I wanted to switch off the TV because the film was so boring.

7: I don't recommend this film.

8: You must see it. It's really exciting.



3 Do option A or B.

A Tell a partner about a film or TV series you have seen recently.

- What was the name of the film?

I saw a film on ... It was called ...

- What was the story? What did you think of the story?

The film was about ...

I thought the story was ...

- What did you think of the actors?

The actors were some / no famous actors.

I thought they were ...

- What's your opinion of the film?

I think the film is OK / exciting / ...

You must watch it. It's ...

Don't watch it. It's ...

B a Choose a film or TV series you have seen recently. Think about the questions below and make notes.

- What was it?
- When did you see it?
- Where did you see it?
- What did you like about it?
- What didn't you like about it?
- Would you recommend it? Why (not)?

b Use your notes to give a one-minute speech to the class.

1 a Read the magazine article. Choose the best title.

☐ It started in 1990☐ A mysterious artist☐ Freehand graffiti

You can see it in most cities in the world. It's on walls, bridges, railway stations, trains – it's everywhere. Graffiti. For some people it's street art. For others it looks ugly and should be forbidden.

Maybe the world's most famous street artist is Banksy. But nobody really knows who Banksy is. We don't even know for sure that Banksy is a man. But this is what we do know: Banksy started his street art in the 1990s in Bristol in England. First, he created freehand graffiti. But that takes a long time. So there was always a danger the police would arrest Banksy. These days Banksy uses stencils* to make his art. With the help of stencils, he can get his pictures on the walls much more quickly.

Banksy's art is worth millions. Many people would like to have a Banksy. Some of Banksy's favourite things to paint are rats, monkeys, police officers, soldiers, children and old people. His art always makes people think.



VOCABULARY: *stencil – Schablone

b Read again and answer the questions.

1 What do we not know about Banksy?

2 What are two facts about Banksy?

2 a Imagine you saw a piece of street art this morning. Use your imagination to answer the question and take notes.

1 Where did you see it?

3 Who do you think made it?

2 What did it show?

4 What did you think of it?

b Use your notes and the suggestions below to write an email to a friend about what happened (80–100 words).

...

From: ... <your email address>

To: ... <your friend's email address>

... <your name> ...,

Imagine what happened this morning. It was ... o'clock. I looked ... and ...

It showed ... and ...

I think the street art was by ...

I think ...

See you soon,

<your name>

1 a In pairs, make a list of all the places you can find adverts.



b Think of adverts you like / don't like. Say what you think about them.

Useful language

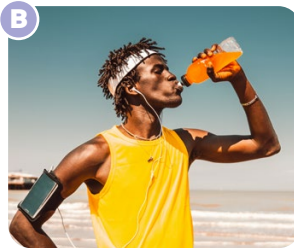
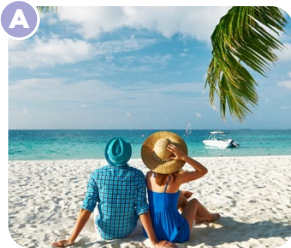
I can't stand the advert for ...
I really like the one for ...
I don't like those adverts that ...
I love the way it ...
I find it really annoying/interesting/funny.



2 a Look at the adverts and discuss in pairs.

• What do you think each one is advertising?

• Who do you think the adverts are for?



b Match the slogans to the adverts in 2a. Write A–D.

1 Dreams can come true. ☐

3 Enjoy yourself! ☐

2 Talk to the future. ☐

4 Eat what you love at home. ☐



c Discuss in pairs.

1 How good do you think each of the slogans above is?

2 What famous slogans can you think of?

3 Translate them into German. Do they sound good?

3/13



3 a Listen to the radio adverts. Which products in 2a are they for?

1 Advert 1: Advert 2:

3/13



b Listen again and answer the questions.

1 What time does Miss Kingman want Harry's report?

3 Why don't Mum and Dad want to cook?

2 Where is Harry at 5 p.m.?

4 What flavour does the son want?

5 What is Papa Roma's promise?



Web project



4 a Work in small groups. Choose one of the products below or use your own idea.



b Design a magazine advert and think of a slogan.

c Write a short radio advert for your product.

d Present your magazine advert to the class and perform your radio advert. Make videos of the presentations.

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

8

The price of fame

At the end of unit 8 ...

you know

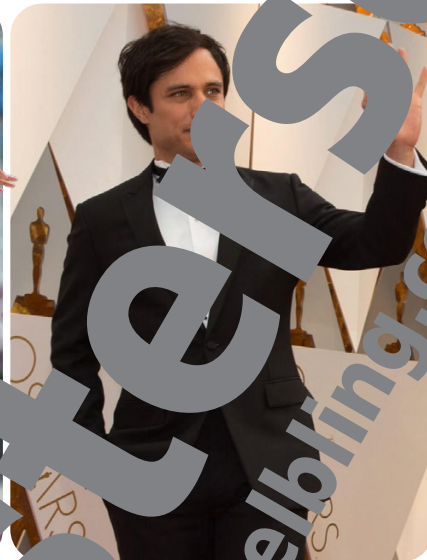
- ☐ words to talk about becoming successful
- ☐ adjectives to describe successful people
- ☐ how to use the present perfect with *for* and *since*
- ☐ how to use the present perfect and the past simple

you can

- ☐ talk about success and describe successful people
- ☐ understand and write a postcard
- ☐ understand and write about a famous person
- ☐ give advice to a friend
- ☐ write an email giving advice

▶ Watching the world 4 Being famous

1 a Before you watch, look at the pictures. What is happening? Who are the people? How are they feeling?



b Watch the video. How many of these tasks can you do?

- 1 The Olympics happen every four / five / six years.
- 2 The Oscars happen every summer / year / two years in spring.
- 3 Actors who win the Oscars get \$400 as prize money.
- 4 The D'Or is given to the best French footballer.
- 5 Why would a girl like to be famous?
- 6 What do you think is the worst thing about being famous?

T / F

T / F



2

1 Which famous person would you give a prize to? Why?

I would give a prize to ...

What I like about him/her is ...

2 Would you like to be famous? Why (not)?

I'd like to be famous because ...

I think it's difficult to be famous because ...



1 a Read the text quickly. Who has been famous for the longest time, Keke Palmer or Carlos Alcaraz?

Keke Palmer and Carlos Alcaraz have dreamt of becoming stars since they were young. They have worked hard for many years. They have achieved many of their goals already.

Keke Palmer has been on TV for many years. She has been in films since she was a child. When she was younger, she was one of the most successful child stars in the US – and she made a lot of money. Since then, she has worked as an actress, singer and TV star. She has been successful and she has won prizes – lots of prizes! We can expect a lot more from this wonderful actor in the future.



Carlos Alcaraz is a professional tennis player. He has had a very successful start to his career. Sports journalists have said he has a lot of talent. They have said he could be the next Rafael Nadal. Alcaraz has won more than one important competition, including the US Open. He said it was a dream come true. "This is something I've dreamt of since I was a kid," he said after he won the US Open. Carlos has had a lot of success. The world of tennis is excited about his future.



b Read again. What is similar about Keke and Carlos and what is different about them? Tell a partner.

2 a Match the words to make phrases. Use the text above to help you.

- | | |
|----------------|---|
| 1 make | <input type="checkbox"/> successful |
| 2 be | <input type="checkbox"/> a lot of talent |
| 3 win | <input type="checkbox"/> have |
| 4 have | <input type="checkbox"/> a dream come true |
| 5 achieve | <input type="checkbox"/> a lot of money |
| 6 dream | <input type="checkbox"/> a goal |
| 7 make a dream | <input type="checkbox"/> a prize |
| 8 work | <input type="checkbox"/> of becoming a star |

b Read and circle the correct word.

My sister Kate has ¹*dreamt* / *worked* of becoming a star since she was a young child. I think she ²*has* / *wins* a lot of talent. She is ³*a* / *an* singer and dancer. She has already ⁴*been* / *achieved* some of her goals. She hasn't ⁵*made* / *worked* a lot of money, but she has ⁶*been* / *had* quite successful. She has ⁷*made* / *won* two important prizes. She has ⁸*worked* / *dreamt* hard for many years. She ⁹*has* / *will* make her dreams come true. Maybe one day she will be a star!

3 In pairs, do the same as A and B.

What do you know about Keke Palmer and Carlos Alcaraz?

Keke has been a star since she was a child.

Yes, and Carlos has won ...

B Talk about successful people using the phrases in 2a.

Kylian Mbappé has a lot of talent. He has won ...

Elle Fanning is a famous actor. She has made a lot of money ...

1 a Read and correct the false sentences about Keke Palmer and Carlos Alcaraz.

- 1 Keke Palmer has had a very successful career as a tennis player.
- 2 She hasn't been on TV for a long time.
- 3 She has been very successful, but she hasn't won any prizes.
- 4 Sports journalists have watched Carlos Alcaraz for six months.
- 5 Since last year, people have said he has a lot of talent.
- 6 He has won one competition.

3/14

**b Listen and check.**

3/15

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

- 1 How many goals have you scored **since** you joined the team?
- 2 She hasn't played **since** she broke her hand three months ago.
- 3 They've worked hard **for** many years.
- 4 I've won all my matches **since** my 15th birthday.
- 5 He's been my PE teacher **for** two years.

b Complete with the sentences in the language box. Write numbers.

- 1 A I'm really surprised they've become so successful.
B Well, I'm not.
- 2 A
B A lot, including three international matches.
- 3 A Would you say you're a good player?
B I'm not really sure, but
- 4 A How long have you known Mr Wu?
B
A Since last year.
- 5 A Does Sarah still play in your team?
B
A Yes, she has.

c Complete the sentences with *for* or *since*.

- 1 It hasn't rained months.
- 2 I haven't spoken to John last week.
- 3 How many times have you been on holiday 2022?
- 4 Have you eaten any yesterday?
- 5 They've been away more than three hours.
- 6 She hasn't called 10 o'clock this morning.

3

Use the phrases in the box with *for* or *since*. Make as many true sentences about yourself as you can.

the first time I
started school
I was given a new phone

dream of becoming a ...
have my English teacher
live in my house

study English
know my best friend
have my pet



I've had my bike for three years / ... since I was nine.

1 a Match the words in the box with the definitions.

brilliant creative hard-working kind optimistic popular rich smart

Someone who is ...

- 1 is clever or intelligent.
- 2 is very good at something.
- 3 has a lot of money.
- 4 is nice to other people.
- 5 always does a lot of work.
- 6 thinks good things will happen.
- 7 has a lot of new ideas.
- 8 is liked by people.



3/16



b Listen and check.

2 Read and circle the correct word.

- 1 The singer Rihanna is very *optimistic* / *rich* – she has earned more than \$1 billion!
- 2 My best friend is very *creative* / *hard-working*. She's really good at painting and music.
- 3 Young tennis stars are often *smart* / *hard-working* – they have to practise every day.
- 4 The singer Miley Cyrus is very *optimistic* / *kind* – she often gives money to charity.
- 5 Vicky Lopez is a very *popular* / *creative* football player – she has almost 100 followers on Instagram.



3 In pairs, do option A or B.

A Test each other. One reads the definition from 1a and the other says the word.

Someone who is ... is
nice to other people.

kind?

That's right.

B Think of a famous person – or a friend or family member – that you like. Why do you like them?

I like Emma Watson.
She's a brilliant actor.

I really like my dad. He's very
creative and hard-working.

My friend Marco is
great. He's really smart!



3/17



1 a Listen to the podcast. Who has helped their mum, Bella or Max?

3/17



b Listen again and number the pictures in the order you hear them.



3/18



2 a Listen and read.

LANGUAGE BOX

- | | |
|--|---|
| 1 I've read six books. | 5 I haven't climbed a mountain. |
| 2 I read two books in English last week. | 6 She's taught me how to make lasagne. |
| 3 Have you read any books? | 7 I made lasagne yesterday. |
| 4 We went for a walk on Saturday morning with Mum and Dad. | 8 Did you eat all the lasagne last night? |

b Answer the questions.

- Which sentences in the language box only tell you **what** has happened?
- Which sentences also tell you **when** it happened?

3 Complete the sentences using the present perfect or past simple form of the verbs.

- My brother is very hard-working. He (do) homework all day yesterday!
- I've been to Spain. I (not visit) Italy last summer, but I (go) to France last summer.
- My sister (leave) home last year. She's studying at university in Paris now. She (be) smart.
- Mo'Nique (play) for teams in England and Italy. He (be) playing for Liverpool in 2017.
- you (see) the new Dwayne Johnson film? Dwayne Johnson? The Rock? Yes, I (see) it last week.

4 In pairs, tell your partner about things you have done this week.

I've done my biology homework. I did it on Monday. It was easy.

I've played a lot of sport. Football and tennis.



3/19



1 a Listen and repeat the poem. How many pairs of rhyming words are there?

My talented mum

Since I was young, I've always dreamt of being a star.
I've got a lot of talent, my mum says I'll go far.
I practise an instrument after school every day.
But can you guess which instrument I play?
No, I can't play the piano, I only play the drums.
But these drums aren't mine, no, these drums are my mum's.
She's played loud music for years – since 1993!
And she plays really well, much better than me!



3/20



b Complete the poem with rhyming words. Then listen and check.

My best friend

My best friend is so ¹..... the best kid at my school
And he's got a brilliant mind. And his clothes are really ³.....
At maths he's really ²..... We've got the same mother -
And he's really good at art. My best friend is my ⁴.....!

c In pairs, practise saying the two poems. Which do you like the most?

Sounds right Word strategy

3/21



2 a Listen and write the words in the correct row.

creative kind rich happy optimistic brilliant smart popular talented

1 syllable				
2 syllables				
3 syllables				
4 syllables				

3/21



b Listen again. Circle the stressed syllables in **2a**. Then practise saying the words.

3 a Write ten questions about your best friend. The lines don't have a rhyme – but they can if you want.

b In pairs, take turns to tell your partner about your best friend. Your partner asks questions.

I've known my best friend for five years. He's a very good singer – he's got a lot of talent.

Has he won any prizes?

- 1 a** Read the text quickly. How did the boy feel at the end of the story? Why?

Mo Salah

Mo Salah is one of the world's best footballers. He loves the game. He smiles a lot when he is playing. His fans also love him because he is a very ¹fair player.

Not everybody knows what Mo Salah is like as a person, but there are many stories about how kind he is. For example, he has ²forgiven a man who robbed his father. And he helped the man to find a job!

And there's a story about how Mo Salah helped an 11-year-old fan in Liverpool. The boy, Louis Fowler, was waiting for the Liverpool players when they finished ³training. When he saw Salah in his car, Louis ⁴hurried along next to the car. He wanted to say hello to him. While he was running, Louis didn't see a streetlight in front of him. He hit his head and broke his nose.

Salah saw the accident. He stopped his car and helped the boy. He ⁵hugged him and said he was so happy. People from the ⁶neighbourhood couldn't believe it! They took photos of Louis with his hero.

Louis went to hospital, but he was happy. He will never forget what Mo Salah did for him.



3/22+23+24

- b** Read the text again. How many of these tasks can you do? Then listen and check.

- 1 Mo Salah is a very good footballer and a nice person too. T / F
- 2 This story happened when Mo Salah was eleven. T / F
- 3 Louis hit his head on the car / the road / a streetlight.
- 4 When Mo Salah saw the accident, he went home / stopped his car / was angry.
- 5 Which part of his body did Louis break?
- 6 What did people do when they saw what was happening?

- 2** Look at the underlined words in the text. Tick the correct meaning.

- | | |
|--|---|
| 1 <input type="checkbox"/> honestly | <input type="checkbox"/> talented |
| 2 <input type="checkbox"/> forgiven | <input type="checkbox"/> stopped feeling angry with |
| 3 <input type="checkbox"/> practised | <input type="checkbox"/> travelling |
| 4 <input type="checkbox"/> moved | <input type="checkbox"/> shouted |
| 5 <input type="checkbox"/> hugged | <input type="checkbox"/> put his arms around |
| 6 <input type="checkbox"/> the village | <input type="checkbox"/> an area in a town |

- 3 a** Imagine you are going to interview Louis about his accident. Write two questions to ask him.

- b** In pairs, compare your questions. Write an interview with Louis using the questions you wrote in **3a**. Then act out the interview.

3/25



1 a Listen to the podcast. What is the presenter trying to do?

- ☐ help people to be successful
- ☐ make people laugh

3/25



b Listen again and number the advice in the order you hear it.

- ☐ You can always improve.
- ☐ Give yourself a clear goal.
- ☐ It's fine to change your mind and try something else.
- ☐ Mistakes are not a bad thing.
- ☐ It's important to be optimistic.

c Match the sentence halves.

- | | |
|---------------|---|
| 1 Make sure | <input type="checkbox"/> try something new instead? |
| 2 Don't worry | <input type="checkbox"/> learning to do it. |
| 3 Why not | <input type="checkbox"/> about making mistakes. |
| 4 How about | <input type="checkbox"/> you want to achieve. |



2 Imagine your friend has the 'life dream' below. In pairs, do option A or B.



A What advice do you give your friend for each life goal?

Make sure you study every day ...

Don't worry if you're not good at music yet.

B You meet your friend to give them advice. Act out the conversation.

I really want to study engineering at university.

Well, make sure you ...

1 a Read the emails. What does Carla want to do? Does Felipe think it's a good idea?

Hi Felipe,

How are you? I have a problem: I don't know what subjects to choose in high school. You know I really want to be an influencer. It has always been my dream. But do you think it's a good idea? Is it really a job? What else could I do?

Thanks!

Carla

Hi Carla,

Thanks for your email. It's always good to hear from you!

I'm writing to answer your question about what subjects to choose and what job to do. Here's my advice.

I'm not sure you should try to have a career as an influencer. Why not try a YouTube channel as a hobby first, not as a job? Don't worry about being successful. Just enjoy it.

Also, make sure you work hard at school. Then you can get a good job, whatever you decide. Maybe you could study to be a doctor or a teacher. And I know how much you like sports. How about being a sports teacher? I hope that helps. Please write again soon.

Bye for now!

Felipe

b Put a–f in the order Felipe does in his email.

- a ☐ gives advice
- b ☐ gives a friendly greeting
- c ☐ says goodbye
- d ☐ says thanks for writing
- e ☐ asks for a reply
- f ☐ says why he's writing

c Read Felipe's email again. Underline the phrases he uses to give advice.

2 Do option A or B.

A Read the request for advice below. Write a reply. Write three sentences. Then compare your reply with a partner.

Help! I need some advice with a problem. I have two best friends. I really like both of them. I want us to spend time together. But they don't really talk to each other. What can I do?

B Read the request for the advice below. Write a reply, giving your advice (60–80 words).

Can you help me with an important decision? I want to have time this summer to relax, but my mum's friend has asked me to help in her photography studio during the school holidays. She'll pay me some pocket money, but I want to spend the summer with my friends. What should I do?

Story time

1 a Read the story. How many stories about the Queen does it tell?

Queen Elizabeth II

Elizabeth II was the Queen of the UK for 70 years before she died in 2022. She was one of the most famous people in the world. However, there were a few times when she met people who had no idea who she was. The Queen, who was famous for her sense of humour, never missed the chance to make a joke.

The Queen liked to spend her summers at Balmoral Castle in the middle of the beautiful Scottish countryside.

One day, when she was walking around the local village with her bodyguard, she met a group of American tourists.

"Do you live around here?" they asked. The Queen explained she had a house nearby. The Americans got excited.

"Have you ever met the Queen?" they asked.

The Queen pointed to her bodyguard and said, "No, but I think this police officer has." She then said goodbye and walked on. The tourists got really excited and asked the police officer lots of questions about the Queen.

At another of her country homes, she met someone else who didn't recognise her. The Queen was at Sandringham, one of the royal palaces in the east of England. She was having a picnic when they ran out of coffee. The Queen



walked to the local shop to buy some more. When she walked into the village. As she came out of the shop, she met an old woman who said, "Gosh, you look just like the Queen." The Queen said she was happy to meet her and walked back home with her cake.

The Queen loved horses and had several of her own. One of her favourite events was the Royal Windsor Horse Show that took place each year near her home at Windsor Castle. The Queen liked to go there. However, that nearly didn't happen one year when a new security guard, who didn't know who she was, told her, "Sorry love, you can't come in here without a ticket." The Queen answered, "I think if you check, I will be allowed to come in."

VOCABULARY: *run out of – an etw. knapp werden, nicht mehr haben

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

- 1 Elizabeth II had a good sense of T / F
- 2 Balmoral Castle is in T / F
- 3 The Queen told American tourists that she didn't live in the area. T / F
- 4 The Queen's bodyguard was also a police officer. T / F
- 5 Why did the Queen leave Sandringham?
- 6 Why did she have trouble getting into the Royal Windsor Horse Show one year?

c Listen and check.

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



At the end of unit 9 ...

you know

- ☐ words to describe the natural world
- ☐ words to talk about environmental problems
- ☐ how to use *going to* and *might* for plans
- ☐ how to use the 1st conditional

you can

- ☐ talk about and make plans
- ☐ understand texts about the environment
- ☐ understand conversation about a family making a decision
- ☐ make suggestions about what you think and make decisions with someone else
- ☐ give a description of a place

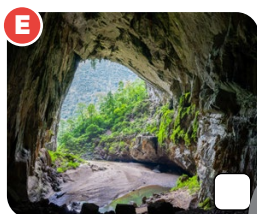
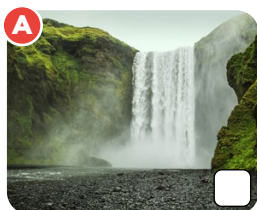
Vocabulary Our natural world

3/28



1 a Look. Match the words to the pictures. Then listen and check.

- 1 cave
- 2 rainforest
- 3 cliffs
- 4 canyon
- 5 woods
- 6 volcano
- 7 waterfall
- 8 coast



b Work in pairs. Which of these places have you visited?

I've been to a cave.

I've been to a canyon.

c Look at the dialogue on page 89. Find and say the natural world words.



2 a Watch part 1 of the video.

b Read the dialogue on page 89. How many of these tasks can you do?

- 1 Connor is going to help his dad on Saturday
- 2 Connor is going to ... with his mum in the afternoon.
- 3 Kylie is going to get up early on Saturday. T / F
- 4 Kylie and Connor have planned for Sunday. T / F
- 5 What do Kylie and Connor want to do at Devil's Dyke?
- 6 What do they want to do at the coast?



3 Watch part 2 of the video. Put the pictures in the order you see them.



- Kylie** Have you got any plans for the weekend?
- Connor** Well ... I'm busy on Saturday. I'm going to help Dad in the morning. In the afternoon, I'm going to go shopping with Mum. What about you?
- Kylie** On Saturday? Well, I'm not going to get up early, ¹that's for sure. I'm going to have a lie-in. In the afternoon? I'm not sure. I might go to the football with Dad. Or maybe I'll just stay at home.
- Connor** Hey. ²Are you free on Sunday?
- Kylie** I am. We can go out for the day!
- Connor** Where to?
- Kylie** What about Devil's Dyke? It's really nice there. We could walk through the woods to the river.



- Connor** Really? It sounds a bit ... boring.
- Kylie** You've never been there? It's a great place. The view from the top is amazing.
- Connor** I want something different. Let's go to the coast.
- Kylie** The coast?
- Connor** Yes, you can have a lot of fun there. You can jump off cliffs into the water. You can go into caves, swim in the sea – ³that sort of thing. Let's do it.
- Kylie** ⁴That's not really my thing.
- Connor** Really?
- Kylie** Yes, I'm not very adventurous. And I hate getting wet.



Let's talk

4a Match the underlined expressions above with their meanings.

- a Are you doing anything? ☐
- b I don't really like doing things like that. ☐
- c Absolutely not. ☐
- d Things like that, for example ☐

b In pairs, do exercise B.

A Write mini-dialogues with the underlined expressions from the dialogue above. Make them up.

- A What are your plans for this evening?
- B I'm going to watch a video, ¹.....
- A ².....tomorrow?
- B No, I'm not. I'm going to go out with Mum.

B Choose two underlined expressions from the dialogue above. Make mini-dialogues and act them out.

- 1** What are Kylie's and Connor's plans for the weekend? Complete the table. Use the dialogue on page 89 to help you.

go to the football help Dad go shopping have a lie-in

	Kylie	Connor
Sat morning	I'm going to ...	
Sat afternoon	I might ...	

3/29



- 2 a** Listen and read.

LANGUAGE BOX

- | | |
|--|--|
| 1 I might go for a long walk. | 3 I might stay at home. |
| 2 I'm not going to play tennis. | 4 I'm going to see the new Batman film. |

- b** Match the sentences in the language box with sentences a–d. Write 1–4.

- | | |
|---|--|
| a <input type="checkbox"/> I've heard it's really good. | c <input type="checkbox"/> I need a rest. |
| b <input type="checkbox"/> But only if the weather is good. | d <input type="checkbox"/> I've got a lot of work to do. |

- c** Write dialogues. Start with a question, an answer from the language box, and add sentence a, b, c or d.

- 1 this weekend
 A *What are you going to do this weekend?*
 B *I'm going to see the new Batman film. I've heard it's really good.*
- 2 next Saturday
 A
 B
- 3 this evening
 A
 B
- 4 on Sunday morning
 A
 B

- 3 a** What are you going to do at the weekend? Write four sentences. Use *going to* and *might*.

play computer games ride my bike play the guitar
 read a good book play table tennis see my best friend

I'm going to listen to music. I might go to the park.



- b** In pairs, ask each other about your plans for the weekend.

What are you going to do this weekend?

I'm going to ... / I might ...

1 a Read the slogans. Look at the underlined words. Match them with the definitions.



- a lots of trees burning ☐ f what dangerous chemicals do to the
b the planet's temperature going up ☐ g weather that is not normal ☐
c energy from the wind and the sun ☐ h make something clean ☐
d might die ☐
e use again ☐

b Complete the sentences with the underlined words from **1a**.

- Every summer there are in many countries in Europe.
- We are doing a project to the forest behind our school.
- More and more houses have solar panels to make
- A Why is the planet's temperature going up?
B Because there is so much
- There's a shop on our street where they old phones.
- The US had a lot of last year. There were many hurricanes.
- It's so hot here. It must be that makes it so hot.
- Tigers are They might all die out in the next 50 years.

2 a Read the questions. Take notes of your answers.

- How do you see pollution in or around your town?
- Do you recycle things? Give examples.
- What animals are endangered where you live?
- What forms of green energy are produced where you live?
- What countries do you know where forest fires are a real problem?
- What can be done to clean up the environment where you live?

b Ask and answer the questions in class.



9 Steps to grammar 2 The 1st conditional

3/30



1 a Listen to Tim and Ruth talking about solutions for our world. Put the things in the order you hear them.

- | | |
|--|--|
| <input type="checkbox"/> recycling | <input type="checkbox"/> climate change |
| <input type="checkbox"/> millions of fish will die | <input type="checkbox"/> green energies |
| <input type="checkbox"/> pollution | <input type="checkbox"/> clean up our seas |

3/30



b Match the sentence halves. Listen again and check.

- | | |
|----------------------------------|--|
| 1 If we don't do things now, | <input type="checkbox"/> millions of fish will die |
| 2 If we don't clean up our seas, | <input type="checkbox"/> it will be too late |
| 3 If we recycle more, | <input type="checkbox"/> we won't have so much climate change. |
| 4 If we use green energies, | <input type="checkbox"/> we won't have to throw away so many things. |

3/31



2 a Listen and read.

LANGUAGE BOX

- If I **don't study** hard, I **won't do** well in the test.
- I'll **do** well in the test **if** I **study** hard.
- If** we **win** this game, we'll **be** champion.
- We'll **be** sad **if** we **don't win** this game.

b Match the sentences in the language box with the pictures.



3 Complete the sentences so they are true for you.

- If I find some money on the way home from school,
- If I don't go to bed early tonight,
- If I don't get up early tomorrow,
- If the weather is good this weekend,
- If I don't work hard,
- I'll be very happy if

4 Write your own conditional sentences. Read them out in class.

If it's sunny tomorrow, we'll ...

If it rains, we won't ...

If someone gives me €5, I'll buy ...

If I have no homework tomorrow, I'll ...

If the weather is nice on Sunday, I'll ...

If the weather isn't nice on Sunday, I'll ...

Sounds right Stress in the 1st conditional

3/32



1 a Listen and repeat.

- 1 If we leave now, we'll be too early.
- 2 If we don't act soon, it'll be too late.
- 3 They'll do well if they study.
- 4 I'll phone you if she calls.

3/33



b Practise saying the sentences.

c Underline the stressed words in the sentences. Then listen and repeat.

- 1 If you don't eat, you'll be hungry.
- 2 She'll be tired if she doesn't go to bed.
- 3 If it's sunny tomorrow, we'll go to the beach.
- 4 He'll be angry if he doesn't see him.

2 a Read through the quiz and tick your answers.

- 1 How many litres of water does a person use when taking a 1-minute shower?

☐ 25l
 ☐ 50l
 ☐ 100l
- 2 Is there plastic in cosmetics?

☐ Yes
 ☐ No
- 3 What's the ideal room temperature in winter?

☐ 18–19 °C
 ☐ 20–21 °C
 ☐ 22–23 °C
- 4 Which of these is a problem for the environment?

☐ people eating lots of meat
 ☐ people eating less meat
 ☐ people eating vegetables
- 5 What percentage of food is thrown away each year worldwide?

☐ 5%
 ☐ 10%
 ☐ 20%

3/34



b Compare your answers with a partner. Then listen and check.

1/35



3 a Listen to the radio show. Talk about what you can remember.

1/35



b Listen again. Look at the pictures. Put a tick ☒ for things that are good for the environment, and a cross ☐ for things that are bad.



4 a Say what's good and what's bad. Use the phrases in the box.

eat a lot of meat every day eat meat on one or two days a week drive a car too fast
have a shower for 10 minutes use a lot of cosmetics walk or ride your bike

It's good for the environment to ...

It's bad for the environment to ...

b Say what is / isn't so easy for you. Then say what you will do to help the environment.

For me, it's easy / not so easy to ...

From now on, I'll ... / I won't ...

1 a Read the text. How much waste did people collect in 2022 on World Cleanup Day?



Cleaning up the planet

What will our planet look like in a hundred years? Will there be more pollution? Or will all countries work together for a better and greener world? Have you heard about World Cleanup Day? Every year in September a lot of countries and people take part. It started in 2008 in Estonia*. 50,000 people took part. In 2018, World Cleanup Day was international. On World Cleanup Day 2022, 191 countries and more than 60 million men, women and children took part.

They cleaned up rivers, coasts and forests. They collected 303 tonnes of plastic. And they told other people that they should help too!

YOU can help too. You can take part in World Cleanup Day.

But cleaning up is not enough. Every year 1 million tonnes of plastic get into the ocean. If we stop using plastic, the world will be a cleaner place. Think about it – and do the right things!

VOCABULARY: *Estonia – Estland

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

- 1 World Cleanup Day is in September. T / F
- 2 World Cleanup Day began in 2018. T / F
- 3 In 2022, countries took part.
- 4 In 2022, people took part.
- 5 Who can take part in World Cleanup Day?
- 6 Cleaning up is not enough. What else should we do?

c Cover up the text. Put the words in the right in the sentences. Say the sentences. Then check with the teacher.

- | | |
|--|-----------|
| 1 What will our planet look in a hundred years. | like |
| 2 In 2022, 191 countries and more than 60 million people part. | took |
| 3 They cleaned rivers, coasts and forests. | up |
| 4 They 303 tonnes of plastic. | collected |
| 5 Every year, 1 million tonnes of plastic into the ocean. | get |
| 6 If we stop using plastic, the world a cleaner place. | will be |

2 In pairs, choose option A or B.

A Read the text again. Choose the most important information. Create a poster to inform people about World Cleanup Day. Add some pictures too.

B Make a poster to motivate people to take part in World Cleanup Day. Read the slogans on page 91 and the text above again. Think about:

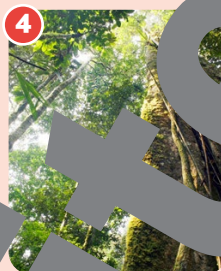
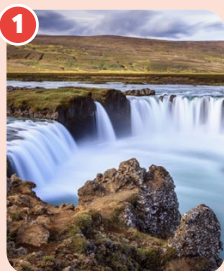
- a good slogan for your poster
- what information you want to add
- what pictures could help to make the poster look very motivating for others

3/36



- 1 a** Listen to a family talking about their summer holidays. Where do they want to go? Write the names under the places. There is one extra picture.

Mum Luke Tommy Ruby



3/36



- b** Listen again and answer the questions.

- Where does Luke first want to go to?
- Where does Mum want to go to?
- Who wants to go to the rainforest?
- Why doesn't Luke want to go to the rainforest?
- Why does Ruby want to go to Iceland?
- Why does Tommy not want to go to Iceland?
- Where does Luke want to go in the end?

- 2 a** Match the sentence halves.

- | | |
|---------------------------|--|
| 1 Let's go to the sea, | <input type="checkbox"/> to Iceland. |
| 2 I'd rather go somewhere | <input type="checkbox"/> in the rainforest. |
| 3 I think that's | <input type="checkbox"/> with sun. |
| 4 Why don't we go | <input type="checkbox"/> somewhere on the coast. |
| 5 I'd love to | <input type="checkbox"/> to the sea? |
| 6 I'm not so keen | <input type="checkbox"/> a good idea. |

- b** Look at the sentences in 2a. Use the phrases from the sentences to complete the table.

Ways to make a suggestion

Ways to say no

Ways to say yes

Let's ...



- 3** Decision Making

- A** In pairs, think of 5 places for a holiday.

- Suggest a place to go – your partner says yes or no.
- Then your partner makes a suggestion. You say what you think.
- Make a decision together.

- B** Work in groups of four. Discuss four of the natural places on page 88 as a possible place for a holiday.

- Each of you suggests a place.
- Say what you think.
- Come to a group decision about where to go.

- 1 a** Read Lisa's and Henry's descriptions of their favourite places. How do they make each of them feel?

My favourite place (Lisa)



When I want some time to think, I take a walk. It is a twenty-minute walk through the woods and it takes me to a lovely small lake. I walk past beautiful old trees. There are lots of colourful flowers too. They have a lovely smell. The water of the lake is a beautiful blue. The lake is very quiet, but sometimes I see a big bird there. I love this lake and the walk through the woods. I always come back from it feeling happy.

My favourite place (Henry)



When I'm tired, I go to my room. I love it because it's tidy and it's decorated in bright colours. Then I sit down on my comfortable bed and close my eyes for a few minutes. I think of times when I was full of energy. For example, an exciting football match or a great get-together with my friends or a fascinating film. Sometimes I wear my headphones and listen to some loud music. After twenty minutes or so I'm really energetic again.

- b** Read the texts again. Use different colours and underline the parts of the text that describe **sound**, **colour**, **smell** and **other**.

- c** Compare with a partner.

- 2 a** Look at the underlined adjectives in the text and write them in the table below.

	Lisa	Henry
a) sound		
b) colour		
c) smell		
d) other		

- b** Find two adjectives for each of these places.

- 1 a rain forest: beautiful, wet
- 2 a volcano: dangerous
- 3 a beach:
- 4 a city:

- 3** Do option B.

- A** You are on holiday. Write a short email to a friend (60–80 words). Describe where you are and what you like. Use adjectives.

- B** Write an entry for a writing competition "My favourite place" (100–120 words). Read through the texts above again for some ideas.

Literature

1 a Discuss in pairs. What hobbies are there that bring you close to nature? Have you got any of these hobbies?



b Read the beginning of *Operation Osprey** by David A. Hill. What is Don's hobby?

I was coming home from school on the bus on Tuesday, when I got a text message from Mike. It was very short: Mkt X 7. UGNT. I realised that this meant he wanted to meet me at the Market Cross at 7 o'clock that evening and that it was something urgent*. It was a bit unusual.

We'd arranged* to meet after school on Friday to plan our weekend's birdwatching as usual, so this must be something special. I felt excited!

Let me give you some background. My name's Don Brown, I'm eleven and I go to Blueway Comprehensive School. Mike (or Mike Peters, give him his full name) is the same age and goes to the same grammar school, but we've been friends since junior school. We both live in the village of Saltley, which is in the Midlands. We've been birdwatching together since we were eleven. I suppose* we're quite good at it now. We do it regularly, read about it, use the internet to find out about birds, and we're members of a club for birdwatchers, too.

When I got home, I got some biscuits and orange juice. I went up to my room to get on with* my homework so that I could go out to meet Mike later. It took me longer than usual to do it because my mind kept wandering*, thinking of what Mike wanted to tell me.

He must have seen an unusual bird. (Of course, I thought his text message must be because of a bird!!)

It was early April and birds which had gone south to warmer countries for the winter were coming back to Britain for the summer months.

We were looking forward to seeing our 'usuals' ... but there was always the chance of something rare and unusual coming, too.



VOCABULARY: *osprey – Fischadler; urgent – dringend; had arranged – hatten vereinbart; suppose – annehmen; get on with – mit etw. weitermachen; wander – umherstreifen

3/37+38



c Read the passage again. Circle (True) or (False). Then listen and check.

- | | |
|---|---|
| 1 Don got a message from Mike on Friday. T / F | 3 They are in a club for birdwatchers. T / F |
| 2 Don and Mike go to the same grammar school. T / F | 4 Every year, birds go to warmer countries. T / F |

2 a Discuss in pairs. What news do you think Mike has for Don?

3/39



b Listen to the next part of the story and check. Then answer the questions.

- 1 What did Mike make the day off school?
- 2 What did Mike know where Redman's Pools were?
- 3 How did Don react to Mike's news?
- 4 Why does the RSPB (Royal Society for the Protection of Birds) protect ospreys?

VOCABULARY: *swallow – Schwalbe; chiffchaff – Zilpzalp

3 Choose a bird or animal that needs protection. Make a PowerPoint presentation that shows the birds and add a short description. Present it to the class.

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

10

Talk to me

At the end of unit 10 ...

you know

- ☐ words to talk about different ways of communicating
- ☐ communication verbs
- ☐ how to use quantifiers
- ☐ how to use -ing and infinitive after verbs

you can

- ☐ talk about different ways of communicating
- ☐ express your opinion and give reasons
- ☐ understand a post about communication
- ☐ understand a text about the future of communication
- ☐ say you don't understand for explanations, and ask for clarification
- ☐ write a forum post

▶ Watching the world 5 All about communication

1 a Before you watch, look at the pictures. Which languages can you see? Which ways of communicating can you see?



b Watch the video. How many of these tasks can you do?

- 1 Sometimes people touch ears / noses / feet when they say hello.
- 2 There are around 10 billion people / phones / email users in the world.
- 3 Most phone calls are less than two minutes. T / F
- 4 On average, people check their phone 58 times a day. T / F
- 5 What is the earliest form of communication?
- 6 About how many languages are there in the world today?



2 Discuss in pairs.

1 Which ways of communicating can you think of? When do you use them?

1 Text messages. I send texts to my friends every day.

2 Communication can be positive and negative. Think of examples.

Communication is good when you chat with your friends or when ...

Communication is bad when people tell lies or when ...

1 a Read the text quickly. Which animals use a secret language?

Amazing animal communicators

Animals can't speak. They can't have a conversation or send a text or phone a friend. But they can share ideas in lots of ways:

Groupers are big fish. They eat small fish. But some small fish hide in the rocks. Now the grouper needs some help, so it uses body language – it shakes its body. Moray eels understand this message. They go into the rocks. The small fish tries to escape, but the grouper and moray eel catch it. They don't get much food – but they each get at least a little food.

Elephants live in groups, but they can communicate with each other a few kilometres

away. To do this, they make a sound we have deep sound. When elephants do this, humans can't hear any sound. Our ears are different.

When gorillas want some time to relax or to be alone, they can communicate this to others. They start singing. When they are singing, the other gorillas know their friend wants to be sociable* again.

Humans can also communicate without speaking. We can use sign language – making 'words' with our hands. Not many people know how to do that – but we all have a lot of technology to help us to communicate.



grouper



elephant



gorilla



moray eel

VOCABULARY sociable = kontaktfreudig, gesellig

b Read the text again. Answer the questions.

- Which animal uses body language?
- Which animal can communicate from far away?
- Which animal sometimes communicates by singing?
- Which parts of our bodies do we use sign language?

2 a Match to make phrases. Use the text to help you.

1 have 2 communicate 3 use sign language 4 use sign language 5 phone 6 share 7 send 8 make

- | | | | |
|-----------------------------------|---|---------------------------------------|--|
| <input type="checkbox"/> language | <input type="checkbox"/> someone | <input type="checkbox"/> a sound | <input type="checkbox"/> body language |
| <input type="checkbox"/> ideas | <input type="checkbox"/> a conversation | <input type="checkbox"/> with someone | |

b In pairs, test each other. Partner A says the first part of a phrase and B completes it.

Make? ... a sound.

3 In pairs, discuss with A and B.

A Cover up the text. What can you remember about how animals communicate? Give me some examples.

Groupers use body language ...

My cat makes a sound when she's happy ...

B What are your favourite ways of communicating? What technology do you use?

I love using WhatsApp. I can have a conversation with a friend in another country.

I like to share ideas with ...

- 1 a** Read the text on page 99 again. Then complete the sentences with *much*, *many*, *some*, *any*, *a few*, *a little*.

Countable nouns

- Not **people** know how to do that.
- **small fish** hide in the rocks.
- Elephants can communicate from **kilometres** away.

Uncountable nouns

- They don't get **food**.
- They each get **food**.
- Humans can hear **sound**.

4/1



- b** Listen and check.

4/2



- 2 a** Listen and read.

LANGUAGE BOX

- Not **many** people can use sign language.
- Some** kids in my class can speak three languages.
- I learnt **a few** new words.
- There isn't **much** food at school today.
- Can I have **a little** water?
- I don't do **any** homework at the weekend.

- b** Complete with the sentences in the language box.

- We've got a test today? Oh no!
- I'm hungry.
- I'm thirsty.
- I speak two languages, German and English.
- A
B That's true, but we can use body language.
- A What did you do in your English class today?
B

- 3 a** Replace the underlined word with *a few* or *a little*.

- Reading some books helped me to learn how to write better.
- It only took me two minutes to send texts to my friends.
- I'm sure I could find some time to talk to you.
- I usually have some in my tea.

- b** Replace the underlined words with *much* or *many*.

- I watched a documentary last night, but didn't learn a lot from it.
- Some people find it difficult to communicate.
- They don't have a lot of time to speak to their friends.
- The teacher gave me a lot of ideas for my project – I can share them with you.

- 4** Complete the sentences. Then compare your sentences with a partner.

- Last weekend, I didn't eat any ...
- Sometimes I have too much ...
- I've read a few ...
- I have little time to ...
- Not many people like ...
- I'd like to have lots of ...

1 a Complete the table with the words in the box.

goodbye hello a joke a lie the price a question a story the truth

say ...	tell ...	ask ...

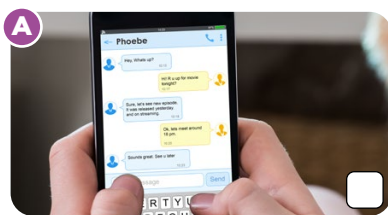
4/3



b Listen and check.

2 a Match the verbs to the pictures.

1 call 2 chat 3 present 4 shout 5 text 6 translate



b Complete each sentence with a verb from 2a.

- I don't like calling my friends on the phone. I prefer to them.
- Hi Juan. Can you this Spanish for me?
- My sister likes to with her friends at the café after school. They talk for hours!
- Please don't at me and why are you so angry?
- The teacher asked me to my ideas to the class. I felt very nervous!
- Can you on your phone? I want to speak to you.



3 In pairs, do option A or B.

A Cover the table in 1. Test your partner by showing them a picture in 2a, and your partner must use the verb.

A joke

Tell

Yes, that's right!

What's picture F?

Call?

No, it's 'shout'.

B Tell your partner about your communication habits* using the verbs above.

I never tell a lie.

I never shout at my sister, but she sometimes shouts at me.

I often call my friends at the weekend.

VOCABULARY: *habit – Gewohnheit

4/4



1 a Listen. What does Maria want for dinner?

4/4



b Listen again. Which things did Peter buy at the supermarket?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> pizza | <input type="checkbox"/> tomatoes |
| <input type="checkbox"/> ham | <input type="checkbox"/> cheese |
| <input type="checkbox"/> cheesecake | <input type="checkbox"/> chocolate cake |

4/5



2 a Listen and read.



LANGUAGE BOX

Verbs followed by a gerund (-ing)

- 1 He's very **good at** playing guitar.
- 2 I'm **interested in** making things.
- 3 I **enjoy** eating pizza with lots of cheese on it.

Verbs followed by an infinitive (to + base form)

- 4 We **wanted** to eat Italian food.
- 5 I **failed** to make a pizza.
- 6 I **forgot** to get a cake.
- 7 I **remembered** to buy the tomatoes.
- 8 I **forgot** to buy the cheese.
- 9 You **promised** to make pizza with cheese.

b Complete with sentences from the language box. Write numbers.

- 1 My brother's doing a concert at school tonight.
- 2 We didn't go to a French restaurant for my mum's birthday.
- 3 A Do you like sandwiches with cheese?
B Yes, and I like cheese!
- 4 I forgot to buy the ham, but
- 5 Oh no! This is spaghetti. I wanted pizza.
- 6 It was my friend's birthday, so

3 Complete the sentences with the gerund or infinitive form of the verb.

- 1 I enjoy (watch) films on my phone.
- 2 I want (play) basketball this weekend.
- 3 I'm not very good at (get up) early.
- 4 I sometimes (help) my friends with their homework.
- 5 I did (do) my homework last week.
- 6 I've already (learn) another language.
- 7 I promise (take) the dog for a walk this evening.
- 8 I'm (learn) about the past.
- 9 My mum once (make) a sandwich for me yesterday.

4 Work in pairs. Which sentences in **3** are true for you? Change the others so that they are true for you.

I don't enjoy watching films on my phone.

Me neither. I like watching films at the cinema.

4/6



1 a Listen to the podcast. Choose the best title for it.

- ☐ The songs of animals
- ☐ Music for communication
- ☐ Music makes people happy



4/6



b Listen again and circle T (True) or F (False).

- 1 People started to make music 3,500 years ago. T / F
- 2 Birds started to sing millions of years ago. T / F
- 3 Music is a very old way of communicating. T / F
- 4 Music can make ill people feel better. T / F
- 5 When people don't like the music, it is usually a problem. T / F

4/7



2 a Listen to Emma. Choose the correct option.

- 1 Emma likes *lots of* / *a few* types of music.
- 2 Emma listens to *a little* / *a lot of* pop music.
- 3 Emma *likes* / *doesn't like* listening to music when she does her homework.
- 4 Emma feels *surprised* when she hears classical music.



b What type of music do you like listening to? When do you listen to it? Tell a partner.

3 In groups, choose songs for the list below. Compare with your partner.

- 1 Your favourite song
- 2 A song that makes you want to dance
- 3 A song that makes you feel happy or sad
- 4 A song that helps you to remember things from the past
- 5 A song that helps you to relax

My favourite song is ... because ...

-  **1 a** Read the text quickly. How many new ways of communicating are mentioned?

The future of communication



How will we communicate in the future? Will it be better or worse than now? Take a look — and decide for yourself!

Have you heard of 'augmented reality' (or AR)? We can already use it. Imagine you want to go on holiday. You find two hotels online, but you can't decide which one to visit. You can put on your AR ¹glasses, and take a ²virtual trip to see them.

And now, something we can't do yet. Imagine you're in a ³crowded street. You look around, and you can read information about every person you see. How could that work? Well, you put on your AR glasses and see each person's name

⁴contact details, hobbies, and interests. But I'm not sure everybody would like that!

Another ⁵idea for the future, we might send our ⁶thoughts to another person's brain. A small microchip in our brains could send direct messages to other brains.

And one day, it might be possible to communicate easily with everyone in any language too. How? A microchip in our brain could translate everything for us.

**Is this all just science fiction?
Maybe. Or maybe not!**

4/8+9+10



- b** Read the text again. How many of these tasks can you do? Then listen and check.

- 1 It will be 50 years before we can use AR. T / F
- 2 AR allows you to 'visit' a place without going there. T / F
- 3 The writer thinks everyone / some people / no one will like idea 2.
- 4 In the future, we might send messages to a person's *phone* / *email address* / *brain*.
- 5 In future, we might need to learn any languages. Why?
- 6 How many of the ideas in the text exist already?

- 2** Match the underlined words in the text to the correct meanings.

- a very crowded
- b not real
- c things you look through to see better
- d a small chip
- e something we think
- f phone number or email address

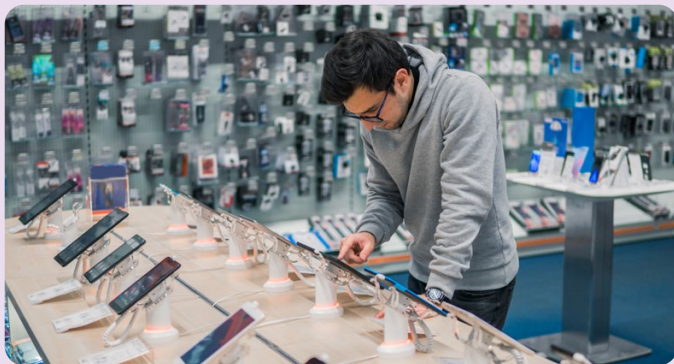
☐
☐
☐
☐
☐
☐

- 3** Which idea in the text do you like the most? Which do you like the least? Why? Write 60–80 words.

I like idea 4 the most because ...

I didn't like idea 2 because ...

1 a Look at the photo. What's the situation? How do you think the man feels?



.....

.....

.....

.....

.....

.....

.....

.....

b Listen to the conversation. Does the man buy anything?

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

- 1 The man knows a lot about phones. T / F
- 2 The phone has got a really good camera. T / F
- 3 The woman answers all the man's questions. T / F
- 4 The phone is very expensive. T / F

d Listen again. Number the phrases in the order you hear them.

1

- ☐ I don't really understand.
- ☐ I'm a bit confused.

2

- ☐ What do you mean by ...
- ☐ Can you explain?

3

- ☐ Let me explain ...
- ☐ In other words ...
- ☐ It means that ...

2 a Match these headings to the groups of phrases in 1d.

- a Explaining b Asking someone to explain c Saying you don't understand

b Listen and repeat the phrases in 1d.

3 In pairs, do option A or B.

A Plan a role play on the situation above. Use the phrases in 1d and below to help. Then act it out.

It's got a really big camera. That's the phone I'm looking for.

It's got a great camera. That means a graphic processing unit.

It's got a great camera ... not just a camera ... not just a camera ...

It costs a thousand euros.

Hi. Can I help you?

Yes, I'm interested in this phone. Can you tell me about it?

B Plan a role play for one of the situations below using phrases from 1d. Then act it out.

- 1 A teacher is telling a student what to do for homework. The student doesn't understand.
- 2 A shop assistant is describing something in a shop. The customer is confused.

Sorry, I'm a bit confused about the homework ...

Let me explain ...

1 a Read the forum posts. Do you think YK08 will get an expensive phone?

Teen talk forum

Posts: Phone problem – what should I do??

- **YK08:** Hi everyone! Help! I need a new phone. But new phones are so expensive! Mum says I can't have a new one ...
- **AndyKid:** Hiya! Thanks for sharing your problem. I had the same problem last year. My phone was so old and slow. I couldn't even watch videos on it. A new phone costs so much. Why don't you look for a cheaper one? Maybe one you bought a couple of years ago? It will be much cheaper. Or if you really want the new one ... maybe you could get a part-time job? Then you can earn some money. Your mum might give you some money too. I hope that helps.
- **YK08:** Thanks a lot AndyKid! Good advice. My friend TrixiS said I should get a new phone with a 12MP UltraPixel camera and BoomSound. But I think a cheaper one will be OK for me ...
- **AndyKid:** Eh? BoomSound?? I'm a little confused. What does that mean by that?
- **YK08:** It just means that the sound is great. Or loud. Or ... well, I don't really know!
- **AndyKid:** 😊😊 See you!
- **YK08:** Bye! Have a great day!

b Which of these things are in the forum posts?

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> advice | <input type="checkbox"/> friendly goodbye | <input type="checkbox"/> thanks |
| <input type="checkbox"/> friendly hello | <input type="checkbox"/> long sentences | <input type="checkbox"/> questions |
| <input type="checkbox"/> very polite language | <input type="checkbox"/> sorry for writing | <input type="checkbox"/> real names |

c Underline these phrases in the forum posts. Write them in the table below.

Bye! Thanks for ... Maybe you could ... Hi everyone! Why don't you ...?
Have a great day! Help! Thanks a lot ... See you!

Friendly hello	Giving advice	Saying thanks	Friendly goodbye

2 Do option A or B

- A** Read the forum post below. What could you say to FlipKat14? Write a reply (60–80 words). Use the phrases from 1c.

Forum friends

- **FlipKat14:** Hi! My little brother always comes into my bedroom and asks me silly questions. He's done it three times this evening! And he looks at my phone screen when I'm texting my friends. What can I do??

- B** In pairs, imagine a problem and tell your partner about it. Then write a reply (100–120 words) to your partner's problem giving advice. Remember to use phrases from 1c.

1 In pairs, look at the phone screen and answer the questions.



- 1 Which of these apps do you have on your phone?
.....
- 2 What does each of these apps do?
.....
- 3 What other apps do you have?
.....
- 4 If you could only have three apps on your phone, what would they be?
.....
- 5 If you had to delete three apps, what would they be?
.....

2 a Look at the names of four of the craziest apps you can find. In pairs, think how each app might work.

SMTH
(send me to heaven)

Nothing

10

\$1,000,000

Perhaps it's an app for ...

Why is ...

What do you think?

I think when you open this ...

It could/might be an app to ...

4/13



b Listen and check your answers.

c In pairs, put the apps in order of how crazy you think they are (1 = the craziest, 4 = the least crazy).

d Discuss in pairs what other crazy or useful apps can you think of?

Web page

3 a Work in small groups. Think of an idea for an app. It can be a serious one or a crazy one. Think about:

- what it does
- a name for it
- who it's for
- a logo for it

b Design a home screen for it.

c Make a video to promote your app. Watch all videos in class. Vote for the best app.

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

At the end of unit 11 ...

you know

- ☐ words for places to hang out
- ☐ phrases for free time activities
- ☐ how to use *If I were you* ...
- ☐ how to use the 2nd conditional

you can

- ☐ understand teenagers talking about themselves
- ☐ ask and answer questions about where you would like to live
- ☐ understand letters / emails about problems
- ☐ give advice to someone who's got a problem
- ☐ write an email

Vocabulary Places to hang out

1 a Look at the pictures. Write the words.

outdoor pool sports centre skateboard park friend's house
youth club town centre gym go-kart track



1



2



3



4



5



6



7



8

4/14



b Listen and check.

c Work in pairs. Which of these places do you hang out at with your friends? What other places do you hang out at?

My friends and I often hang out at ... / meet up at ...

d Look at the dialogue on page 109. Find and say the words for places to hang out.



2 a Watch part 1 of the video.

b Read the tasks on page 109. How many of these tasks can you do?

- 1 The i360 is a on Brighton seafront.
- 2 The i360 is a party on the i360 will be
- 3 loves boarding. T / F
- 4 Connor suggests an ice skating party. T / F
- 5 What day is Kylie's party?
- 6 Why can't Connor come to the party?



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

Connor doesn't want to go to Kylie's party because he is ¹ ² teaches him how to overcome his fear. He goes to the party and has ³

Kylie It's my birthday in a few weeks.
Connor Cool. What are you going to do for it?
Kylie I'm thinking of having a party. You're invited.
Connor Thanks. Where are you going to have your party?
Kylie You know the i360?
Connor That really big, tall tower thing on the seafront. 1What about it?
Kylie Well, I think you can rent it out for parties. It would be really cool.
Connor No, no, no. That's not a good place at all.
Kylie 2What are you talking about?
Connor No one wants to go there. And it will be really expensive. It costs a lot of money. If I were you, I'd have the party at the skateboard park. Everyone loves skateboarding.
Kylie I don't.
Connor OK. You should have it at the outdoor pool.
Kylie 3Are you sure about that? It's really cold!
Connor OK. How about the go-kart track? That would be fun.
Kylie No, I don't like go-karting. I want the i360.



Connor Well, if I were you, I would think of somewhere different ... the youth club, the gym, the ...
Kylie And if I were you, I wouldn't worry. I'll have the party and I'll have it where I want to have it.
Connor When's your birthday?
Kylie Come 13th, I'll be 18.
Connor Let me see ... It's a Saturday.
Kylie That's great, because I can have the party on the same day.
Connor Oh, that's a real shame. I'm busy on that day.



Let's talk

4a Match the underlined expressions above with their meanings.

- a I'm just checking. ☐
- b What does that mean? ☐
- c I don't think it's a good idea. ☐
- d I don't understand what you are saying that. ☐

b In pairs, choose A or B.

A Complete the mini-dialogues with the underlined expressions from the dialogue above. Act them out.

- A Can I have a coffee too?
- B ¹.....? You said you don't like coffee.
- A Are you free on Sunday?
- B ²..... I'm not sure.

B Choose two underlined expressions from the dialogue above. Make mini-dialogues and act them out.

1 a Remember the dialogue. Match the sentence halves.

- | | |
|--------------------------------|--|
| 1 If I were you, I'd have | <input type="checkbox"/> of somewhere different. |
| 2 If I were you, I would think | <input type="checkbox"/> worry. |
| 3 If I were you, I wouldn't | <input type="checkbox"/> the party at the skateboard park. |

b Who says each one? Write the names. Then check in the dialogue on page 109.

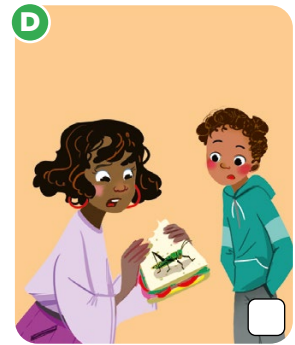
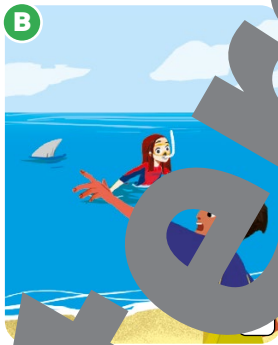
- 1 2 3

4/15

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

- If I were you, I'd call a taxi.
- If I were you, I wouldn't move.
- If I were you, I'd swim very fast!
- If I were you, I wouldn't eat that.

I would ... I'd ...
I wouldn't ... I wouldn't

b Match the sentences from the language box with the pictures.

4/16

**3 a** Complete the sentences with *would* or *wouldn't*. Then listen and check.

- If I were you, I touch the snake. It's dangerous.
- If I were you, I buy this T-shirt. It's too expensive.
- If I were you, I buy this T-shirt. It's very nice.
- If I were you, I take a coat. It's cold.
- If I were you, I take a coat. It isn't cold.
- If I were you, I go by bike. It's nice today.

b Write advice to these people. Start with *If I were you ...*

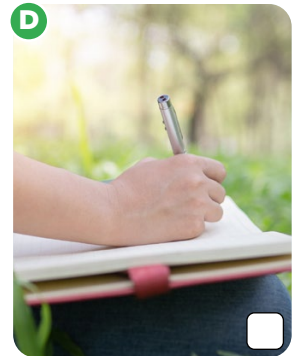
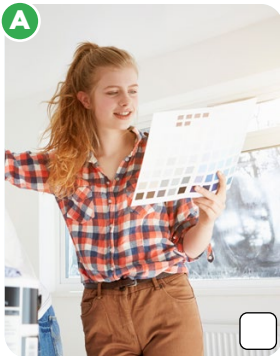
1 a Complete the sentences with the words in the box.

play dye go decorate raise learn write

7 things to do before you're 16

- 1 to cook – everyone needs to eat!
- 2 a poem – it doesn't have to rhyme.
- 3 your hair – orange, pink, orange and pink?
- 4 money for charity – it will make you feel like a better person.
- 5 camping – with friends or family.
- 6 in a band – the louder, the better.
- 7 your bedroom – put your favourite posters on the wall.

b Match the sentences above with the photos.



4/17



2 Listen to two people talking about the list. Which things have they done?

Lucy:

Dev:

3 In each box, write A or B.

A Say of the things you have and haven't done.

I've ...

I haven't ... yet.

B Say:

- which things you've already done
- which things you'd like to do
- which things you'll never do

4/18



1 a Listen and match the children with their ideas. Then say what would be your number 1, 2 etc.

- | | |
|---------|---|
| 1 Tom | <input type="checkbox"/> More money! |
| 2 Jenny | <input type="checkbox"/> More sports centres! |
| 3 Ana | <input type="checkbox"/> Shorter school days! |
| 4 Dan | <input type="checkbox"/> Drive slowly! |

My number 1 would be ...

4/18



b Match the sentence halves. Listen again and check.

- | | |
|--------------------------------------|---|
| 1 What would you do | <input type="checkbox"/> they'd be rich. |
| 2 If I had magic powers, I'd | <input type="checkbox"/> I wouldn't have to pay my mum for money. |
| 3 If there were more sports centres, | <input type="checkbox"/> if you had magic power? |
| 4 If I had £1,000, | <input type="checkbox"/> people would be healthier. |
| 5 If kids had more free time, | <input type="checkbox"/> build more sports centres. |
| 6 If people drove slowly, | <input type="checkbox"/> there wouldn't be so many accidents. |

4/19



2 a Listen and read.

LANGUAGE BOX

- | | |
|--|--|
| 1 <u>If I had</u> some money, I'd give it to you. | 3 <u>If I didn't</u> like this T-shirt, I wouldn't wear it. |
| 2 <u>If I weren't</u> so busy, I'd help you. | 4 <u>If I didn't have</u> school today, I'd stay in bed. |

b Complete the mini-dialogues with sentences from the language box. Write the numbers.

- | | |
|---------|--|
| 1 Owen | So, do you really like this T-shirt? |
| Beth | Yes, I do. |
| 2 Malik | Please, Dad. I only need £5. |
| Dad | But I'm sorry, I can't give any. |
| 3 Tim | Look at the clothes I've got to wash up. |
| Meera | |
| 4 Mum | You look tired, Paul. |
| Paul | I am. |



4/20



3 Listen and circle the correct options.

- If I were a teacher, I **wouldn't be** very friendly. / I **wouldn't give** a lot of homework.
- If I had more money, I **would give** it to people who need it. / I'd **buy** a new laptop.
- If I didn't have school today, I'd **go to the sports club**. / I'd **watch** a video.
- If I weren't invited to my best friend's party, I'd **be sad**. / I'd **stop speaking** to my friend.
- I **wouldn't be** very happy. / I **wouldn't be** very happy. I have an allergy.
- If I didn't have so much homework, I'd **have more time** for sports. / I'd **have more time** for sports.



4 In pairs, ask and answer.

What would you do if you ...

- | | |
|---------------------|-------------------------------------|
| 1 were famous? | 3 found €1,000 on the street? |
| 2 had magic powers? | 4 saw someone stealing from a shop? |

4/21



1 a Listen to Orla, Keith and Olivia. Where is each of them from?

Teenagers from around the world

THIS WEEK: Canada, Ireland and New Zealand



Orla



Keith



Olivia

4/21



b Read the sentences. Listen again and write the names.

- 1 is a good musician.
- 2 is from a bigger city in Ireland.
- 3 is one of four children.
- 4 lives in a house near the water.
- 5 sometimes goes out with her dad.
- 6 spends a lot of time practicing his sport.
- 7 wants to work in the tourist business one day.
- 8 wouldn't like to live in a city.

c Test a partner. Your partner must ask you their book.

Who wouldn't like to live in a big city?

I think that's ...

Who is a good musician?

Let me think. Is it ... ?

Who ... ?

2 a Match the questions

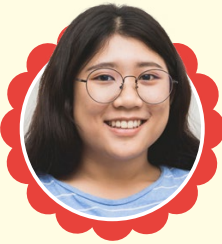
- | | |
|---|---|
| 1 Where would you like to live? | <input type="checkbox"/> to play in a sports club? |
| 2 Would you like to work in the tourist business one day? | <input type="checkbox"/> in the tourist business one day? |
| 3 Would you like to live in a big city? | <input type="checkbox"/> in a band? |
| 4 Would you like to live on the coast? | <input type="checkbox"/> like to live? |
| 5 Would you like to be a musician? | <input type="checkbox"/> live on the coast? |
| 6 Would you like to play in a sports club? | <input type="checkbox"/> from a big family? |

b In pairs, ask and answer the questions from 2a. Give reasons.

Where would you like to live?

I'd love to live in a big city. There are more things to do in a city.

- 1 a** Read the two letters to the problem page of a youth magazine. Which is the bigger problem do you think?



Ask
Linda

Have you got problems with your parents? Is it difficult for you to understand your parents? Or do you not know what to do with your life? We'll try to help. Write an email to Linda. She has got the answers.

Dear Linda,

I really like football. I'm pretty good at it. My club trains three times a week. We have a match every Sunday. My coach thinks that's great. However, I don't like the matches on Sunday.

Before the last match I texted my coach. I said, "I'm not feeling well. I can't play today." Then I met with my friends in the skateboard park. I'm really feeling bad now. He could find out that I wasn't ill. So what should I do? Should I find an excuse again next time? Should I talk to my trainer? Or something else?

Yours,
Mo



Dear Linda,

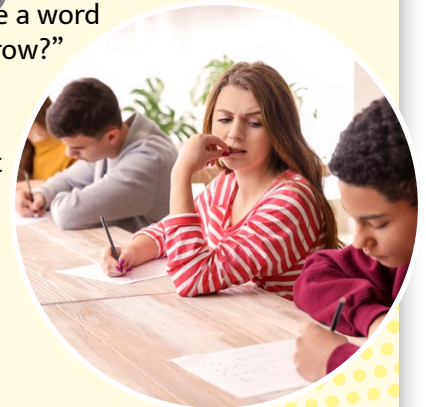
I'm an excellent volleyball player. Playing volleyball makes me really happy. But my problem is maths. Last month, I got less than 40% in my math test. Dad said, "I think it's time to stop playing volleyball!" I was very unhappy.

There's a boy sitting next to me who always cheats on his tests. So in the next test I cheated. I didn't get 100%, but 75% was good enough, even for my dad. I did the same in the test two days ago. But yesterday my teacher stopped me and said,

"Clara, can I have a word with you tomorrow?"

Now I'm really worried. Has she found out? What should I do?

Yours,
Clara



VOCABULARY: *cheat – schwindeln

- b** Read the letters. How many of these tasks can you do?

1 Mo has a problem training three times a week.

T / F

2 Mo texted his coach and lied to him.

T / F

3 Mo is feeling bad now.

4 Mo is doing badly in ...

5 What should Clara do?

6 Why is she worried now?

- 2** What should Mo and Clara do? Write three sentences each. Start like this:

I think Mo/Clara should ...

If I were Mo's coach, ...

If I were Mo/Clara, I'd ...

If I were Clara's dad, ...

4/22



1 a Listen to two dialogues and write the correct name under the pictures. There are two extra names.

Seb
Robyn
Chloe
Fred



1



2

4/22



b Listen again and answer the questions.

- 1 What is Robyn afraid her dad might do?
- 2 What does Fred suggest?
- 3 What does Chloe think of a black bedroom?
- 4 What does she suggest?

4/22



2 a Who says these things? Write *Chloe* or *Fred*. Listen again and check.

- 1 What's the matter with you, Robyn? ☐
- 2 Are you alright, Seb? ☐
- 3 Is everything OK? ☐
- 4 You should say you're sorry. ☐
- 5 Why don't you use one of those doors? ☐
- 6 If I were you, I'd talk to her. ☐

b Read the sentences again. Write **S** for making a suggestion or **C** for showing concern*.

VOCABULARY: *concern – Besorgnis, Anliegen

4/23



3 a Listen to Joe, Mark and Eve talking about a problem they have. Make notes for each one in the 'Problem' column.

	Problem	Suggestions
Joe		
Mark		
Eve		

b What advice could you give each of these people? Write it in the 'Suggestions' column.

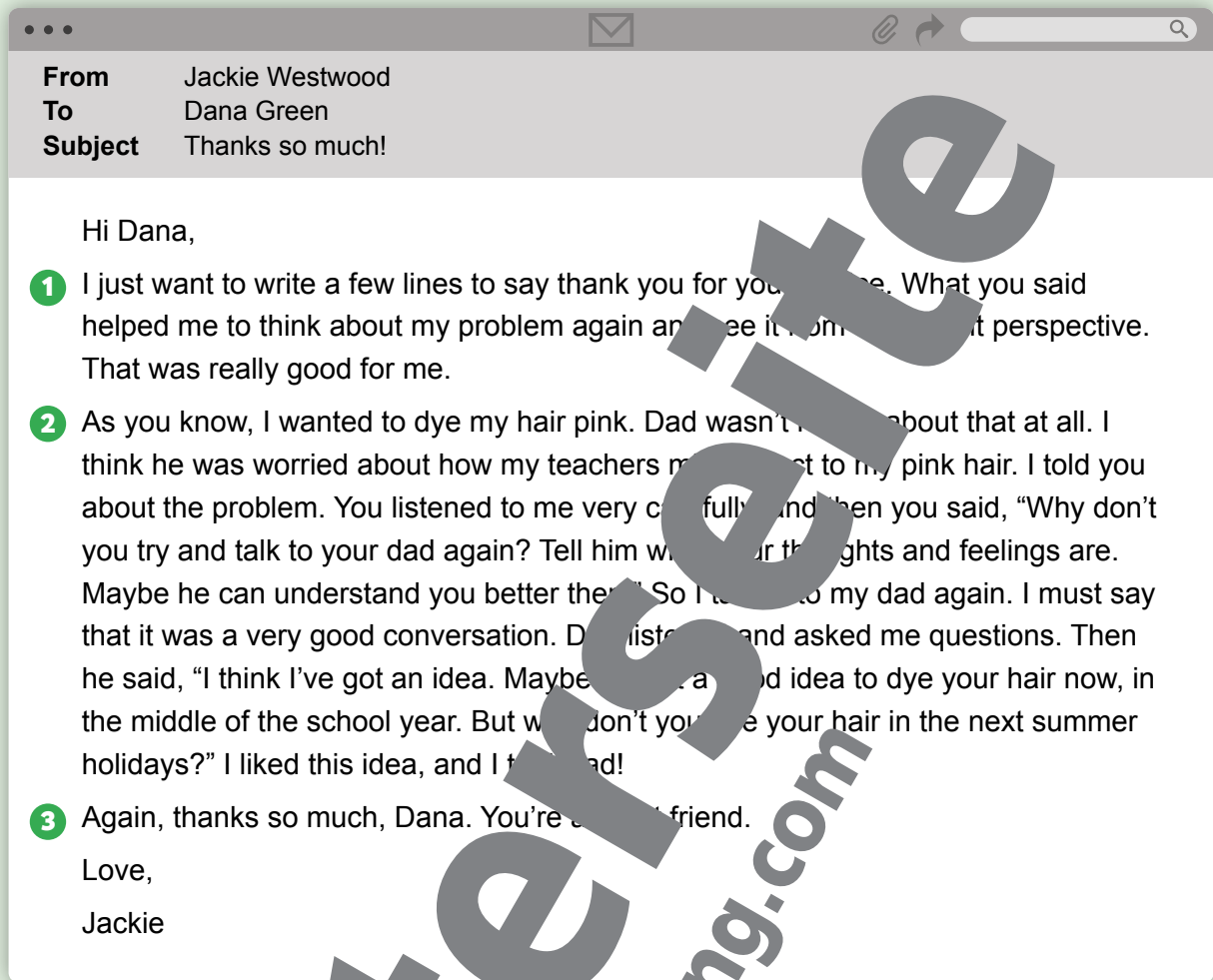


4 In pairs, choose option A or B.

A Choose one of the situations in **3a**. Imagine you are this person. Speak to a friend. Tell them what your problem is. Your friend listens and asks a few questions.

B Plan a role play. Think of a situation where someone has a problem. One of you is the person with the problem. The other one gives advice. Practise the role play. Then act it out.

1 a Read Jackie's email to a friend. Why is she writing?



b Read Jackie's email again. Match the paragraphs with what they are about.

- ☐ What you want to thank the person for.
- ☐ Thanking again and sending your email.
- ☐ The reason why you are writing.

c How does Jackie start and finish her email? Underline the words.

2 Do option A or B.

A Go to page 115. Imagine you are Mark or Emily. Imagine a problem you have. Write an email to your friend. Thank you (60–80 words).

B Imagine you had a problem with maths. In your test, you only got 20% right. You were very worried. Your best friend noticed your problem and sat down with you to help you with your maths. Write an email to him/her (100–120 words). In your email:

- say why you are writing
- tell your friend how he/she helped you
- thank him/her again and finish the email

Story time



1 a Read the story quickly. Who is Bertol?

In a faraway land

Many years ago, in a faraway land, there lived a poor but happy family; there was the wife, Adele, her husband, Solomon, and their daughter, Gisele. Gisele was only one year old, but she was already the love of her parents' lives. Each day as the sun rose, Solomon left home to work in the fields of a rich local landowner*, Mahrid. Each day as the sun set, he returned home to his wife and daughter.

Adele and Solomon were poor but happy, while Mahrid and his wife Rachel were rich but unhappy. They had a lot of money, but they had no child and really wanted one.

Then one day a tragedy* happened. Solomon was working in the fields when he was hit and killed by a runaway cow. But the tragedy did not end there. Adele could no longer pay Mahrid the rent* to stay in the house. Mahrid and Rachel made Adele an offer – she should let Gisele live with them and Adele could stay in the house for free. Adele was very sad, but she didn't have any money. She had to say goodbye to her daughter.

A few years passed. Adele found work as a seamstress*. She was good and soon was making enough money to pay the rent on the house easily. She asked Mahrid if Gisele could now return, but he didn't want to give her back to her mother.



He came before a wise old judge* called Bertol. He was very, very clever. He listened carefully to both sides, Mahrid and Rachel, and Gisele's mum, Adele.

"There is only one thing we can do," he said. "You must cut the child in two so both mothers can have half of her."

When Adele heard his words, she turned to Rachel and said, "Take her. She is yours."

Rachel was very happy when she heard that. But before Rachel and Mahrid could leave the room, Bertol told them to stop. "Give the child to this woman," he said as he pointed to Adele. "Only a true mother would choose to lose her child forever than see the child hurt." And with those words, the wise old judge returned the child to Adele.

VOCABULARY landowner – Landbesitzer/Landbesitzerin; **tragedy** – Tragödie; **rent** – Miete; seamstress – Schneiderin; **judge** – Richter/Richterin

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

- 1 Adele and Solomon didn't have much money. T / F
- 2 Mahrid and his wife had two children. T / F
- 3 Adele stayed in the house because Adele
- 4 When Adele had enough money, she wanted to get
- 5 How did Bertol suggest they solve the problem?
- 6 Why did he give the child to Adele?

4/24+25



c Listen and check.

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

At the end of unit 12 ...

you know

- ☐ words to talk about crime and the law
- ☐ words and phrases to talk about good and bad behaviour
- ☐ how to use the present simple passive
- ☐ how to use the past simple passive

you can

- ☐ give reasons for opinions
- ☐ understand short texts
- ☐ understand text about a school with no rules
- ☐ express surprise
- ☐ write a long poem

▶ Watching the world 6 The world's silliest criminals

1 a Before you watch, look at the photos. How do you think the photos are connected to crimes?



▶ **b** Watch the video and check your answers in **1a** correct?

▶ **c** Watch again. How many of these tasks can you do?

- 1 A man in Glasgow rob a shop with a friend / banana / knife.
- 2 A man phone a friend / watched TV / fell asleep when he was stealing from a house.
- 3 A man and wife home and found a man asleep on their sofa. T / F
- 4 Two men an animal in Australia. T / F
- 5 Where was the man taken to?
- 6 Who called the police?



2

- 1 Which story did you like the most? Which criminal do you think was the silliest?
- 2 Do you think the criminals in the stories should go to prison?
- 3 Do you know any other funny stories about crimes or criminals?

I like the story about ... because ...

The man who ... was the silliest.

I heard a story about ...



1 a In pairs, do the quiz. Then listen and check.

FUNNY CRIME QUIZ!

Which of these laws do you think are true? Which are false?

- | | | |
|----------|--|------------|
| 1 | In Blythe, California, it's a crime to wear cowboy boots if you don't have at least two (or | T/F |
| 2 | In New York, it isn't a crime to rob a bank on a Sunday. | T/F |
| 3 | In Los Angeles, it is a crime to wash your neighbour's car without asking them first. | T/F |
| 4 | In Turin, Italy, many dogs are taken for a walk three times a day. If not, the owners are criminals. It is believed this law keeps dogs healthy. | T/F |
| 5 | You aren't allowed to feed the birds in St Mark's Square, Venice. But if you who break this law don't go to prison – instead, they must pay a fine. How much are they asked to pay? 700 euros! | T/F |
| 6 | In Arizona, USA, it's a crime to cut down a cactus – cacti are protected by the law. The police can arrest you – in other words, they can take you to the police station. And you go to prison for 25 years. | T/F |
| 7 | And finally ... you aren't allowed to eat chocolate on a bus in London. But no one is arrested for it these days! | T/F |

b Work in pairs. Which law in the quiz do you think is the funniest?

2 a Find these words in the text. Then match them with the definitions.

- | | |
|------------------|---|
| 1 arrest | <input type="checkbox"/> rules that say what you can and can't do in a country |
| 2 the law | <input type="checkbox"/> a building where the police work |
| 3 a crime | <input type="checkbox"/> go to a place for criminals |
| 4 a criminal | <input type="checkbox"/> something that is not allowed by the law |
| 5 go to prison | <input type="checkbox"/> a person who does things that are not allowed by the law |
| 6 a fine | <input type="checkbox"/> take someone to a police station |
| 7 police station | <input type="checkbox"/> steal money from someone |
| 8 rob | <input type="checkbox"/> a punishment you must pay when you commit* a small crime |

VOCABULARY: *commit – begehen

b Complete the text with words in the box. There is one extra word.

arrested crime fine law prison rob

Mr. Carter was at the bank when two men came in. Both men had a banana. They wanted to ¹..... the bank. They asked the bank manager to give them money. The police arrived and ²..... the men. The men told the police that it was a joke. Who robs a bank with a banana? Was it really a crime? "Yes," said the police. But did the men go to ⁴.....? No, they were lucky. They only paid a ⁵..... of £100 each.

3 In pairs, choose option A or B.

A Cover up the text in **1a**. Try to remember the funny laws.

B Invent five silly laws using words from **2a**.

In Canada, it's a crime to throw a snowball at a polar bear.

In Switzerland, you aren't allowed to eat chocolate in the bath.

1 a Match the sentence halves. Use the text on page 119 to help you.

- | | |
|---------------------------|--|
| 1 Many dogs are taken | <input type="checkbox"/> for it these days. |
| 2 It is believed this law | <input type="checkbox"/> for a walk three times a day. |
| 3 You aren't allowed | <input type="checkbox"/> keeps dogs healthy. |
| 4 But no one is arrested | <input type="checkbox"/> are they asked to |
| 5 How much | <input type="checkbox"/> to eat chocolate |

4/27



b Listen and check.

4/28



2 a Listen and read.

LANGUAGE BOX

- Chocolate **is made** from cacao beans.
- Chocolate **isn't** usually **made** in Africa, because trees **aren't** there.
- Four hundred cacao beans **are needed** to make a kilo of chocolate.
- Cacao trees **aren't grown** in Europe. They **are** usually **found** in West Africa.
- Is** chocolate **eaten** everywhere in the world?

b Match the sentences in the language box to the questions below.

- | | |
|--|--------------------------|
| a What is chocolate made from? | <input type="checkbox"/> |
| b Are cacao trees grown in Europe? | <input type="checkbox"/> |
| c Yes, but it isn't eaten often in China. | <input type="checkbox"/> |
| d How many cacao beans are needed to make chocolate? | <input type="checkbox"/> |
| e Is chocolate made in Africa? | <input type="checkbox"/> |

3 Complete the sentences with the verbs in the present passive form.

Amazing facts!

- More chocolate (make) in Switzerland than in any other country.
- In the UK, a car (steal) every five minutes. Only 30% of these cars (find) and returned to their owners.
- In the UK, 60,000 phones (lose) every day. Most are or found.
- (not make) in the USA – it is only made in other countries like China and South Korea.
- Around the world, how many text messages (send) every day? and 330 billion emails! Many of these emails are a waste of time – they (not read) by anyone!

4 In pairs, write four 'facts' – some true and some false – using the present passive. Tell them to another pair. Can they guess if they are true or false?

Potatoes aren't eaten in England.

That's false!

1 a Match the verbs with the situations below.

- | | | | |
|--|----------------------------------|--------------------------------------|----------------------------------|
| <input type="checkbox"/> bully | <input type="checkbox"/> cheat | <input type="checkbox"/> concentrate | <input type="checkbox"/> lie |
| <input type="checkbox"/> pay attention | <input type="checkbox"/> respect | <input type="checkbox"/> steal | <input type="checkbox"/> support |

- Paula always listens in class when the teacher is speaking.
- Jon took some money from another kid's school bag.
- Anna did badly in her test, but she told her mum that she got 100%.
- Kurt is always polite to his parents and teachers, and he thinks their ideas are important.
- Luisa often does homework for two hours without looking at her phone.
- Marco hit a smaller kid and called him bad names.
- Before the test, Sara secretly looked at the answers on the teacher's desk.
- Eddie is good at listening to his friends and he helps them when they have a problem.

4/29



b Listen and check.

c Work in pairs. Which words in 1a are positive and which are negative?

Bully – that's negative.

Yes, it's bad if you bully someone.

4/30



2 Listen and write the words from 1a.

- | | | | |
|---------|---------|---------|---------|
| 1 | 3 | 5 | 7 |
| 2 | 4 | 6 | 8 |

3 Circle the correct word in each sentence.

- I always *cheat* / *pay attention* in class. I usually remember what the teacher said.
- You shouldn't *bully* / *respect* other kids. It isn't nice.
- David can't *support* / *concentrate* very well. He looks at his phone every two minutes!
- Where did she get all that money? A hundred pounds! Did she *lie* / *steal* it?
- He tried to *cheat* / *concentrate* in the test – he was looking at my answers. But the teacher saw him and ... away with him.



4 In pairs, do option A or B.

A Test each other. One reads a sentence from the list and the other chooses the word from the words in 1a.

Marco hit a smaller kid and called him bad names.

Bully?

Yes, that's right!

B Discuss what you would do in these situations.

- You see someone bullying another kid at school.
- You have lots of homework to do and your friends are sending you lots of texts.
- You know someone cheated in a test.
- You see someone stealing a chocolate bar in a shop.
- Your friend lies to you about something – and you know what they said isn't true.

That's a difficult one. I think I would tell a teacher ...

Or maybe I would ...

4/31

**1 a Listen. Which of these things did Billy do?**

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> lie | <input type="checkbox"/> cheat |
| <input type="checkbox"/> concentrate | <input type="checkbox"/> study |
| <input type="checkbox"/> steal | <input type="checkbox"/> go to hospital |



4/31

**b Listen again. Number the sentences in the order that you hear them.**

- | | |
|---|--|
| <input type="checkbox"/> He was seen by the teacher. | <input type="checkbox"/> He was never cheat again. |
| <input type="checkbox"/> My money was stolen from my bag. | <input type="checkbox"/> We were asked to move our desks. |
| <input type="checkbox"/> I wasn't told about the test. | <input type="checkbox"/> We weren't told about the test yesterday. |
| <input type="checkbox"/> His mum was called. | |

4/32

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

- The money **was stolen** by a girl in my class.
- The boy **was told** to pay attention in class.
- I **wasn't given** a new phone for my birthday.
- We **were asked** to leave the classroom.
- The men **were seen** by the police and they **were taken** to the police station.
- Her shoes **weren't made** in China. They **were made** in Italy.

b Complete with bold words from the language box.

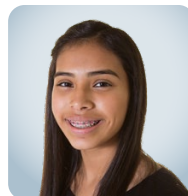
- He was sad yesterday. _____ his birthday and he _____ any presents.
- We _____ to the airport by taxi.
- My dad's car _____ yesterday, so today he has to go to work by bus.
- Yesterday, lunch and dinner _____ by my mum – they were made by my dad.
- I wasn't listening to the teacher, so I _____ to pay attention.
- We _____ by the teacher to arrive at the school ten minutes before class.

3 Rewrite the sentences in the past passive.

- Someone stole my phone. **My phone was stolen.**
- No one saw the woman at the bank.
- Our teacher gave us a lot of homework.
- The police didn't take the criminals to the police station.
- The teacher asked them to pay attention.
- The police asked the man to pay a fine.

**4 In pairs, retell the story from 1a. Use the sentences in 1b to help you. Use examples of the past passive.**

We had a test at school today. We were told about the test last week. ...



Sounds right -ed endings

4/33



1 a Listen and write the words in the correct column.

robbed phoned concentrated needed arrested
attacked noticed stopped asked called

/d/	/t/	/ɪd/
robbed		

4/34



b Listen, check and repeat.

4/35



2 a Read and listen to the poems. Match each poem to two pictures.
Write 1 (School one) or 2 (School two) in the boxes.



School one

My school is really cool
Because there are no ¹.....
We can sing when we like.
We can even ride a ².....
The teachers aren't allowed
To talk to us too loud.
In class we can use a ³.....
And we don't have to study hard.
We aren't given any ⁴.....
My school is the best!

School two

At my school we are ⁵.....
That's because we are old
We must learn many ⁶.....
And learn to 'use our wings'.
But kids aren't like birds.
We need facts, we need ⁷.....
So we study eight hours a day
from Monday to Saturday.
And Sunday is no day of rest,
We have to study for a ⁸.....

4/35



b Complete the poems with the missing words. Then listen again and check.

4/36



c In pairs, discuss the two poems. Which poem do you like the most?

4/36



3 a Listen to two children talking about the poems. Which school do they like best?

b Listen to their notes about the reasons for their choices.



4 Work in pairs. Which school in the poems do you think is the best school? In what ways are the two schools similar or different to your school?

I like school number ... because ...

I don't like school number ... so much because ...

In school one, there are no rules. But
in my school, we have lots of rules ...

Yes, and ...

**1 a** Read the text quickly. What type of children go to this school?

A school with no rules

Imagine a school with no rules. There is a school like this in London. It's a special school. It's for boys aged 11 to 16 – boys who have difficult lives and difficult families. These boys need a special school where their problems are understood.

There are only forty boys, and ¹a maximum of eight boys in each class. The school building is ²a pleasant environment. The walls are painted in ³bright colours. The teachers are friendly, and the boys are allowed to call them by their first names. No one has to wear a uniform.

No one shouts at the boys, and they are not ⁴punished when they do something wrong. They are respected and they are taught to respect each other. They are asked not to use their phones all the time. Instead, they are taught to listen to each other and teachers ⁵encourage them to speak. They are given time to play and to be creative. And they are taught how to cook. They can also listen to music during school lunch. And the school has a cat and the boys are allowed to play with it!

Ten years ago, things were different. Many of the boys had problems with the police when they left school. A lot of them were sent to prison. But nowadays*, most of the boys find a job when they leave school.

It isn't possible for all schools to be like this. But it's possible that these boys will have a better life because of this special school.

VOCABULARY: *nowadays – heutzutage

4/37+38+39

**b** Read the text again. How many of these tasks can you do? Then listen and check.

- 1 This school is for all children aged 11–16. T / F
- 2 The children have to wear a uniform at this school. T / F
- 3 The boys are taught to listen to each other.
- 4 The school has a cat that the boys can play with.
- 5 Ten years ago, when many of the boys have problems with when they left school?
- 6 What happens to most of the boys nowadays when they leave school?

2 Look at the underlined words in the text. Underline the correct explanation for each word.

- 1 no more than / just as many as
- 2 a pleasant place to be / in the countryside
- 3 a mix of different / long colours
- 4 listened to / something bad is done to you
- 5 don't do / ask

3 a Read the text again. Make notes of at least three good things about the school. Do any of these things surprise you? Tell a partner.**b** How is this school different to your school? Write four sentences. Then compare your sentences in pairs.

4/40



1 a Listen to the conversation between Lexi and Simone. How does Simone feel?

b Number the expressions in the order you hear them.

- ☐ No way.
- ☐ Really?
- ☐ Wow!
- ☐ Seriously?
- ☐ You must be joking.
- ☐ You can't be serious.



c What is Simone trying to do when she uses these phrases?

- ☐ interrupt the girl
- ☐ show that she is surprised

4/41



d Listen and repeat the phrases.

4/40



2 Listen to the conversation again. Match the questions to the answers.

- | | |
|---|--|
| 1 How many crimes were reported to the police last year? | <input type="checkbox"/> more than a million |
| 2 How many cars were stolen in the US last year? | <input type="checkbox"/> 40 million |
| 3 How many times were things stolen from people's homes? | <input type="checkbox"/> 5 trillion dollars |
| 4 How many drivers were asked to pay a fine? | <input type="checkbox"/> more than 170,000 |
| 5 What is the cost of cybercrime around the world every year? | <input type="checkbox"/> a million |



3 In pairs, do option A or B.

A

Remember the conversation in **1a**. Act out as much of it as you can. Use the language in **1b** and **2** to help you.

Have conversations about the food facts below. One student says the information and the other reacts with surprise. Take turns.

Student A

Tomatoes weren't grown in Italy before the 15th century. At first, tomatoes were used for decoration. The first tomato sauce was produced in the 17th century. More tomatoes are stolen now than in the past – because food is more expensive now. Around 30% of all the tomatoes in the world are eaten in China.

Student B

Cheese can be very expensive. A British company makes cheese with gold in it. People pay £400 for half a kilo! There's a place in Serbia where cheese is made from donkey milk. It costs more than €1,000 per kilo! In 1928, a group of criminals in the US were called the 'Cheese Bandits' – they didn't steal any cheese, but they always ate cheese when they robbed the shops. 25 shops in two months!

1 a Read the blog post quickly. Does the writer agree with the statement in the title?

Cybercrime is growing, and the internet is the main reason.

Do you agree?

- 1** When my grandparents were my age, life was different. ... people didn't have much stress. And of course there was no internet – so there were no cybercrimes. Does that mean cybercrime is all the internet's fault?
- 2** Some people think that's true. More and more people buy things online. They use their credit card details to make the payments. Criminals have found ways of stealing the details. And so, millions of euros are stolen every year.
- 3** I agree this is a big problem, but I don't believe it's caused by the internet. So why does cybercrime exist? The answer is easy. It is caused by technology, it's caused by bad people. I don't think driving too fast is caused by fast cars either, and stealing isn't caused by online shops. Crimes are done by people, not by technology. Criminals are responsible for cybercrime.
- 4** In my opinion, the internet has so many advantages. It's a fantastic technology that has improved communication between people all over the world. And it makes it possible to find important information very quickly. The internet is great fun too. We can play online games and watch videos from all over the world.
- 5** To sum up, I think that the internet is a wonderful invention. It has so many advantages, and we cannot blame cybercrime – it just makes it possible.

b Match the following information with the five paragraphs in the text.

- ☐ A second point of view – a different point of view, with examples
- ☐ One point of view – with examples
- ☐ Conclusion – finishing by saying, in one or two sentences, what you've decided.
- ☐ Introduction – say something to show you understand the topic, and include a question (to make the reader more interested)
- ☐ Your opinion – say what you think, and why

c Find the phrases in the text – you can use them to give an opinion:

... I think ... I (don't) believe ... I agree ... In my opinion ... Some people think ...

2 Do you agree with A or B.

A 'Online shopping is a bad idea and causes cybercrime. Do you agree?'
Write a short blog post (60–80 words).
Use **1a/b/c** to help you.

B 'A school should have lots of rules. Do you agree?' Write a blog post (100–120 words).
Use **1b/c** to help you.

Literature

- 1 a In *Dan and the Hong Kong Mystery* by Richard MacAndrew, two friends, Dan and Kay from England, are visiting Sue's grandparents in Hong Kong. Read part of the story. How many elephants are killed each year for their tusks?

Just then Michael Li, Sue's grandfather, came into the kitchen. He was short too, with a friendly face. He was also wearing glasses, and was dressed for work in a light-colored suit and a white shirt. "Hello, you two," he said. "Did you sleep well?" "Yes, thank you," said Dan and Sue together. Michael turned on the radio. "... and yesterday there was some important news about ivory*. 'This is Andrew Wong from the Department of Conservation*. We in Hong Kong feel strongly about the buying and selling of ivory. We feel we should do everything possible to stop the unnecessary* and illegal killing of elephants. About 29,000 elephants die every year for the ivory in their tusks. This cannot continue. The government* has decided to destroy 29 tonnes of ivory this year..."

"How much is 29 tonnes, Granddad?" asked Sue. Michael turned the radio off. "It's a lot," he replied. "29,000 kilograms." "And why does the government have so much ivory?" asked Dan. "Well, you are not allowed to bring ivory into Hong Kong any more," explained Michael. "It's illegal. But some people try and bring it in because you can make a lot of money selling it. When we catch someone trying to bring ivory into Hong Kong, they take the ivory away and the government destroys it. But it's terrible to kill elephants," said Sue, "so why do so many people want ivory?" Michael smiled. "I'll show you," he said. He turned the radio off and left the room. A couple of minutes later he came back with something in his hand. He put it on the table in front of Sue and Dan. "Ivory hasn't always been illegal," he explained. "In fact, even today there are some shops where you can buy ivory legally." He pointed to the object on the table. "That is legal ivory," he said, smiling. "Actually, my great-grandfather made it." "Wow," said Dan. "It's beautiful," said Sue.



4/42



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

- 1 Michael Li is wearing his white clothes. T / F
- 2 People in Hong Kong want to stop ivory trade. T / F
- 3 The Hong Kong government has a lot of ivory. T / F
- 4 Nobody tries to bring ivory into Hong Kong these days. T / F
- 5 It's impossible to buy ivory in Hong Kong. T / F
- 6 People used ivory to make beautiful things. T / F

VOCABULARY ivory – Elfenbein; conservation – Naturschutz; unnecessary – unnötig, nutzlos; government – Regierung; trade – Handel

4/43



- c Listen to the next part of the story and answer the questions.

- 1 What do people believe about ivory?
- 2 What have children in Hong Kong been doing?

- 2 a Read the information about animals below or choose one of your own. Find out:

- where the animals from
- what we can do to stop this
- why people buy and sell it (or parts of it)

pangolin rhino green turtle helmeted hornbill

- b Make a poster about your animal. Use the information you found out in 2a.

Now go back to page 118. Check with a partner what you know / can do.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du über den Tagesablauf oder Gewohnheiten sprichst, verwendest du das *Present simple*.

I always **get up** at 7 o'clock.

Kylie **has** lunch at school.

Connor **plays** tennis in the afternoon.

We **hang out** with friends on Saturdays.

Das *Present simple* verneinst du mit dem Hilfsverb **do/does** und **not** (**don't/doesn't**).

I **don't like** football.

We **don't play** computer games.

He **doesn't get up** early.

They **don't play** football.

Wenn du eine Frage im *Present simple* stellen möchtest, stell **do** bzw. **does** (bei *he, she, it*) an den Anfang des Satzes, dann folgen Person und Verb.

Do you **play** tennis? Yes, I do. / No, I don't.

Does he **go** to the cinema? Yes, he does. / No, he doesn't.

Achtung: Das *-s* der 3. Person Singular ist schon in **does** enthalten, daher heißt es in der Frage:

Does he go to school at eight?

Und nicht: *Does he goes to school at eight?*

b Circle the correct options.

- 1 The kids in my class *is / are* nice.
- 2 London *aren't / isn't* a small city.
- 3 What *are / is* their names?
- 4 *Have / Has* you got a pet?
- 5 She *have / has* got a new bike.
- 6 I *don't / doesn't* know that boy very well.
- 7 What *do / does* he do at the weekend?
- 8 *Does / Do* you like basketball?



c Complete the sentences with the correct form (positive or negative) of the verbs in the box.

eat get up go go to bed walk watch

- 1 She always at seven o'clock. Yes, every day!
- 2 Marc football three times a week, but he never it on TV.
- 3 We to the supermarket on Sunday. We always go on Saturday.
- 4 I a vegetarian.
- 5 My mother to work. She goes in the car.
- 6 When you at the weekend?

d Write six sentences about the things you and/or your family usually do and don't do.

Th.....
 I at the weekend.
 My sister computer games every day.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du über abgeschlossene Handlungen und Zustände, die vergangen sind, redest, hängst du an die Grundform der regelmäßigen Verben **-ed** an. Endet ein Verb bereits auf -e, hängst du nur ein **-d** an.

walk – walk**ed**

play – play**ed**

live – liv**ed**

Wenn ein Verb auf einen Konsonanten + **-y** endet, lässt du das **y** weg und hängst **-ed** an.

carry – carri**ed**

hurry – hurri**ed**

marry – marri**ed**

Die Vergangenheitsform vieler Verben ist unregelmäßig. Diese lernst du am besten auswendig. Auf Seite 152 findest du eine Liste der am häufigsten verwendeten unregelmäßigen Verben.

go – **went**

eat – **ate**

think – **thought**

Um zu sagen, dass sich eine Handlung oder ein Zustand nicht zugefallen hat, setzt du **didn't (did not)** vor die Grundform des Verbs.

*I **didn't like** scary films when I was younger.*

Um Fragen im Past simple zu stellen, verwendest du **did** an die Grundform des Verbs.

***Did** you **like** the film?*

*Who **did** you **talk** to?*

***Did** they **see** it?*

b Watch the video and rap part 1 of the grammar rap.

1 What did you play with your best friend Kay?

I played football with him.

We didn't go for a swim.

3 Where did they go, Sue and Joe?

They went to the beach.

Joe sat down under a tree.

2 When did Sue leave for the zoo?

She didn't leave at eight.

She left at nine, much too late!

4 What did you eat with your friend Pete?

We didn't eat bread.

We ate some fruit instead.

c Match the pictures with the paragraphs in b.



d Now watch and rap part 2 of the grammar rap.

Last year I moved to a new city
so far away. 'What a pity!' I thought.
I didn't hear from her for almost a year.
And she has new friends she has here.
But this month she sent me a text.
I was very surprised at what she said next.
She gave me the news that her new home
was now in Italy – she moved to Rome.

So I went to see her there just last week.
We went to a café and I tried to speak.
But I didn't know Italian, I couldn't say a word.
And I didn't understand anything I heard.
So the waiter brought me a pizza, not a cake.
It wasn't his fault, it was my mistake.
But I ate the pizza, it was nice anyway.
And my friend and I had a lovely day!

e What did you do last weekend? Write three positive and three negative sentences. Then share them with a partner.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du zwei Dinge oder Personen miteinander vergleichen möchtest, verwendest du die **Komparativform + *than***. So bildest du die erste Steigerungsstufe (Komparativ):

- 1 Bei Adjektiven mit einer Silbe:

Adjektiv + **-er** + **than**

The mangoes are sweeter **than** the apples.

- 2 Bei Adjektiven mit zwei Silben, wenn sie mit *-y*, *-ow*, *-er*, *-le* enden.

Adjektiv + **(i)er** + **than**

The mangoes are juicier **than** the apples.

- 3 Bei Adjektiven mit drei oder mehr Silben:

more + Adjektiv + **than**

The mangoes are **more expensive than** the apples.

Willst du ausdrücken, dass etwas gleich oder nicht gleich ist (bei Größe, Beschaffenheit, usw.), dann verwendest du **(not) as ... as**.

The bananas are **as expensive as** the grapefruit.

The oranges are **not as expensive as** the kiwis.

Beachte:

Endet ein Adjektiv mit *-e*, fügst du nur ein *-r* hinzu: *beautifuller*

Hat ein Adjektiv nur eine Silbe und einen kurzen Vokal, dann verdoppelt sich der letzte Buchstabe: *big* – **bigger**

Unregelmäßige Steigerung:

good – **better** *bad* – **worse**

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



- | | |
|--|-------|
| 1 The apples are cheaper than the oranges. | T / F |
| 2 The mangoes are smaller than the oranges. | T / F |
| 3 The mangoes are as expensive as the apples. | T / F |
| 4 The oranges are bigger than the apples. | T / F |
| 5 The apples are not as big as the oranges. | T / F |
| 6 The oranges are not as expensive as the mangoes. | T / F |

c Complete the false sentences in b.

.....

.....

.....

.....

d Compare fruit. Write six sentences that are true for you.

I think oranges are juicier than bananas. ...

.....

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest die **Superlativform**, um zu sagen, dass etwas am größten, kleinsten, ältesten usw. ist. So bildest du die zweite Steigerungsstufe (Superlativ):

- 1 An einsilbige Adjektive hängst du **-est** an (oder **-st**, wenn ein Adjektiv auf -s endet).

old – **the oldest**

new – **the newest**

small – **the smallest**

cold – **the coldest**

quiet – **the quietest**

nice – **the nicest**

- 2 Wenn ein einsilbiges Adjektiv auf einen einzelnen Vokal oder Konsonant endet, verdoppelst du den letzten Konsonanten und fügst -est an.

big – **the biggest**

London is **the biggest** city in the UK.

hot – **hottest**

Mali is one of **the hottest** countries in the world.

- 3 Um den Superlativ längerer Adjektive (mit zwei oder mehr Silben) zu bilden, verwendest du **the most** + das Adjektiv.

expensive – **the most expensive**

Where do **the most expensive** grapes come from?

beautiful – **the most beautiful**

This is **the most beautiful** park in our town.

- 4 Wenn Adjektive auf -y enden, verwendest du die Endung **-iest**.

lovely – **the loveliest**

This is **the loveliest** town in the country.

- 5 Einige Adjektive bilden einen unregelmäßigen Superlativ.

good – **the best**

Janet is my **best** friend.

bad – **the worst**

This is **the worst** restaurant in town.

b Watch the video and rap part 1 of the grammar rap.

It's the tastiest.

It's the best.

It's the juiciest.

It's so fresh.

It's the most delicious.

It's so great.

It's the sweetest.

It's my dad's garlic,

watermelon cake!

c Look at the pictures. Tick the things that are in Dad's cake.

1


☐

2


☐

3


☐

4


☐

d Now watch and rap part 2 of the grammar rap.

A It's the greatest shop on the street.

B It sells fruit and veg – doesn't sell meat.

A It has the most delicious healthy treats.

B The tastiest apples you'll ever eat.

A The tastiest mangoes – they're so sweet.

B For the freshest grapes – it's hard to beat*.

A So come on in, to the best shop on our street.

B With the happiest customers you'll ever meet.

A It's got the coolest owner – a man called Pete.

B The songs he plays have the funkier beat.

A So come on in, out of the heat.

B Enjoy the fruit – this shop is a treat!

A+B It's the best shop in town – a real treat.

VOCABULARY: *beat – schlagen

e Think about your favourite shop. Write five sentences about why it is so good.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin

Du verwendest das *Present perfect*, um über Dinge zu sprechen, die in der Vergangenheit begonnen haben und einen Bezug zur Gegenwart haben. Du verwendest *ever* mit dem *Present perfect*, um nach Erfahrungen zu fragen – nach den Dingen, die du in deinem Leben gemacht hast.

Have you **ever been** to Wimbledon? *Have* you **ever met** a famous sports person?

Have you **ever played** tennis? *Have* you **ever won** a match?

So bildest du Fragen im *Present perfect*:

Have/Has + Person + *ever* + Past participle

Wenn du sagen willst, dass du etwas noch nie getan oder erlebt hast, verwendest du *I've never* + Past participle (dritte Form des Verbs).

I've never won a competition.

I've never played in a football team.

Auf Seite 152 findest du eine Liste der unregelmäßigen Past participle Formen.

b Put the words in the correct order.

1 you / hours? / ever / Have / three / for / trained / more than

2 you / TV? / Have / watched / on / a / ever / tennis match

3 won / your / Has / team / ever / competition / many

4 never / team / played / Champion League / has / the / Our / in

5 won / has / marathon / never / He /

6 I / a / never / exercised / than / on / day / more / hour / for

c Write three questions about the sentences in the present perfect in your exercise book. Use *ever* or *never*.

1 Lin / play badminton / ever / ?

2 Ken and Liz / watch a sports show / ever / ?

3 Fatima / take swimming lessons / ever / ?

4 Patrick / cross-country running* / never / .

5 Rose / win an international sports event / never / .

6 Michael / stop a rugby game / never / .

VOCABULARY: *cross-country running – Geländelauf

d In pairs ask your partner six questions using *ever*. Your partner answers, then take turns. Use the things in c and your own ideas.

Have you ever played ...?



Yes, I have.

No, I have never played ...

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du sagen willst, was jemand gerade gemacht hat oder was gerade geschehen ist, verwendest du das *Present perfect* mit dem Wort **just**.

Jane **has just passed** the finish line. The plane **has just landed**.

Wenn du sagen willst, dass jemand etwas schon gemacht hat oder was schon geschehen ist, verwendest du das *Present perfect* mit dem Wort **already**.

I've **already swum** 20 lengths. She's **already finished** her training.

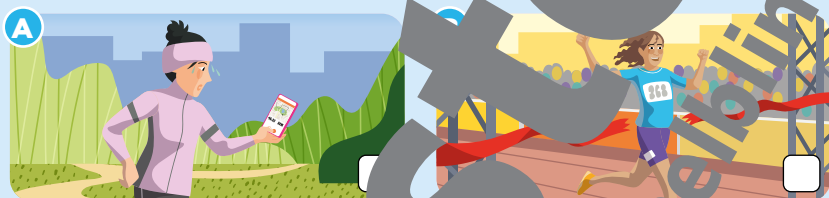
Wenn du sagen willst, was noch nicht geschehen ist oder was jemand noch nicht gemacht hat, verwendest du **(not) yet** mit dem *Present perfect*. Das Wort *yet* stellst du am Satzende.

I **haven't done** my morning run **yet**. **Have they been to** the new tennis court **yet**?

b Watch the video and rap part 1 of the grammar rap.

- 1 You've just passed the finish line.
- 2 She's just trained from six to nine.
- 3 He's just climbed the Eiffel Tower.
- 4 We've just swum for half an hour.
- 5 You've already run a lot.
- 6 But they all feel really hot.
- 7 And my phone is very wet.
- 8 I haven't done any sport yet.
- 9 I must have had a lovely shower.
- 10 I was in there for half an hour.
- 11 Now I've just turned off my phone.
- 12 I'll call me if I stay at home.

c Look at the pictures. Match them to the sentences in part 1. Write numbers.



d Now watch and rap part 2 of the grammar rap.

- | | | |
|--|---|-------------------------------------|
| My little brother Paul and his best friend Ali have already played tennis. | Paul wants to watch the game with me. | I've just told him about the score. |
| But we've just watched a game of football on TV. | Two hours later, Mum and I have enjoyed a brilliant game. | He's said he can't believe it. |
| And my mum has just announced | Our team has won 10-nil. | Now he's fallen on the floor. |
| | Paul has missed it – what a shame! | We all feel really happy. |
| | Now my brother's just got home. | It's a match we won't forget. |
| | | But Paul still can't believe it. |
| | | He hasn't watched it yet! |



e In pairs, talk about three things you've just/already done and three things you haven't done yet.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest *be allowed to* um auszudrücken, dass du etwas darfst oder dir jemand etwas erlaubt (hat).

She **is allowed to** have her friends over later.

We **were allowed to** have a party last Saturday.

Du verwendest *be not allowed to* um auszudrücken, dass du etwas nicht darfst oder dir jemand etwas nicht erlaubt (hat).

I **'m not allowed to** go out when it's dark.

We **aren't allowed to** play ballgames there.

b Watch the video and rap part 1 of the grammar rap.

I'm not allowed to

You aren't allowed to

He isn't allowed to

She isn't allowed to

It isn't allowed to

We aren't allowed to

You aren't allowed to

They aren't allowed to

no way!

c In pairs, match the sentence halves.

- | | |
|--|---|
| 1 I went to John's birthday party. I was | <input type="checkbox"/> allowed to go swimming. |
| 2 It was 11 p.m. She wasn't allowed | <input type="checkbox"/> weren't allowed to ride their bikes. |
| 3 It was too hot. They | <input type="checkbox"/> were allowed to go to the cinema. |
| 4 She helped her mum all day. She | <input type="checkbox"/> allowed to stay there until 10 p.m. |
| 5 The weather was bad. They were | <input type="checkbox"/> to go out. |
| 6 You did well in your test, so you | <input type="checkbox"/> was allowed to see her friends in the evening. |

d Now watch and rap part 2 of the grammar rap.

We went away for the weekend.

My dad, my brother, me and a friend.

We stayed at what seemed like a hotel.

But it was a nightmare as far as I can tell.

It was on the sea. Not bad at all.

With a lovely garden and trees quite tall.

But we weren't allowed to swim in the sea

and not allowed to climb a tree.

Dad wasn't allowed to park his car

in front of the hotel, it was bizarre*.

They weren't allowed to use my phone in the

lobby.

The man who told me called himself Bobby.

When Sunday came, we wanted to leave,

But we weren't allowed to, said a man named Steve.

He said, "You've booked till Monday!", which wasn't true.

He was totally wrong. He had no clue.

All weekend Dad kept saying, "Let's not complain!"

But we knew we would never see that place again.

Driving home was good fun though, and that's true.

We were laughing 'bout the things we weren't allowed to do.

VOCABULARY: *bizarre – seltsam, skurril

e Write four sentences in your exercise book. Write what your pet (or a friend's pet) is (not) allowed to do. Then share with a partner.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Mit dem Modalverb *could* bzw. *couldn't* drückst du aus, dass du zu etwas (nicht) fähig warst.
*I **could** dance.*
*She **couldn't** help me.*

Could/Couldn't kann auch mit *was/were (not) able to* umschrieben werden.

*I **was able to** dance.*
*She **wasn't able to** help him.*
*They **weren't able to** go to the party.*

Du kannst beide Formen verwenden, um eine Fähigkeit auszudrücken. Wenn es sich um ein Einzelereignis handelt, verwendest du eher *be able to*.

*Dad **was able to** get the car going again.*
*We **were able to** finish the test.*
*We **were able to** find the restaurant.*

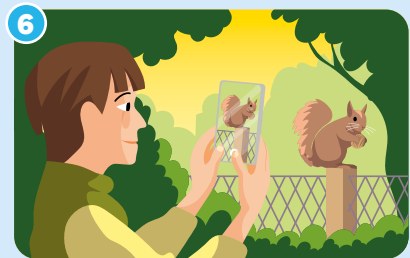
b Complete the sentences with the correct past tense form of *be able to* (not) able to.

- 1 She to play the next game because she was hurt.
- 2 I to help her with the test and she did very well.
- 3 They to keep up the speed in the last.
- 4 We to find a solution to the problem, so everybody was happy.
- 5 The cat to climb down the tree, so we had to call for help.
- 6 Selina to answer questions 2-6, so she got a bad grade.

c Use the pictures and your own ideas to write sentences using *was/were (not) able to* or *could/couldn't*.



.....



.....

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest das **Present simple**, um

- über Gewohnheiten zu sprechen.
*I **get up** at 7 o'clock.* *He **teaches** the kids on Sunday mornings.*
- über Fakten und Tatsachen zu sprechen.
*He **plays** in my tennis club.* *My mum **works** in a bank.*
- auszudrücken, wie oft jemand etwas macht. Dabei helfe dir die Adverb frequency (always, often, sometimes, never). Sie stehen meist an zweiter Position im Satz, vor dem Verb. Wenn das Verb *be* ist, stehen sie nach dem Verb.
*You **always say** please and thank you.* *I **am never** late for school.*

Um Fragen und Verneinungen zu bilden, brauchst du das **Verb to be**.

***Do you play** tennis? Yes, I do. / No, I don't.*
*She **doesn't play** tennis.*

Du verwendest das **Present continuous**, um auszudrücken, was jemand gerade jetzt macht. Zusammen mit dem **Present continuous** kannst du das **Adverb now** oder **at the moment** verwenden.

*He **is sitting** by the window.* *She **isn't teaching** at the moment.*

Du bildest das **Present continuous** mit dem **Verb to be** und der **Form des Verbs**.

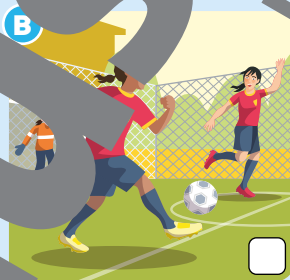
I	you, we, they	he, she, it
I'm working right now.	They're working right now.	He's working right now.
I'm not working.	We aren't working.	She isn't working.
Am I working?	Are you working?	Is he working?
Yes, I am. / No, I'm not.	Yes, we are. / No, we aren't.	Yes, he is. / No, he isn't.

Mit den folgenden Verben verwendest du normalerweise nicht das Present continuous:

be (am, is, are), like, love, know, think, understand und want.

*I **want** a cup of tea. Und I **amn't drinking** a cup of tea.*

b Match the sentences with the pictures.



- 1 Jason is always football.
- 2 My dad is always playing for school's football team.
- 3 My dad is writing emails.
- 4 My uncle works for the police.

c Circle the correct form of the verb.

- 1 Jason *plays* / *playing* tennis at the sports centre right now.
- 2 The kids *have* / *are having* yoga classes on Monday evenings.
- 3 We *don't go* / *aren't going* to school at the moment. It's the holidays.
- 4 Dua Lipa is amazing. I *love* / *'m loving* her music.
- 5 It *gets* / *'s getting* very cold at night in the desert.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest ein *Relative pronoun* (*who, which, that*) als Einleitung für einen Relativsatz (*relative clause*). Mithilfe des Relativsatzes fügst du Information zu einem Nomen hinzu.

*The teacher is very nice. → The teacher **who** helped me understand this is very nice.*

*The book was interesting. → The book **which** I'm reading right now is very interesting.*

Für **Personen** verwendest du **who** oder **that**.

*She's the teacher **who/that** I like most.*

Für **Dinge** und **Tiere** verwendest du **which** oder **that**.

*This is the book **which/that** I'm reading right now.*

b Watch the video and rap part 1 of the grammar rap.

He's the man who
She's the girl that
It's the song which
It's the book that

They're the kids who
I'm the boy that
It's the cat which
It's the time that

Who for people
Which for things
That for either
We're rap kings!

c Choose two correct relative pronouns for each space.

- A doctor is a person ... looks after sick people.
☐ who ☐ which ☐ that
- That cat video ... I watched online was really funny.
☐ who ☐ which ☐ that
- The teacher ... helped us was very patient.
☐ who ☐ which ☐ that
- Mike to do a job ... is useful for other people.
☐ who ☐ which ☐ that

d Now watch and rap part 2 of the grammar rap.

I'm the boy who likes to rap.
I rap all day, no time to nap.
Rap's the thing which I like best.
I rap all day, no time to rest.
I'm the girl who likes to dance.
Stop me dancing? There's no chance.
Dance's the thing that gives me smile.
Dance all day, that's my style.
I'm the girl who likes to run.
I run all day – I can't stop run.

Running's the thing that makes me fit.
I can run all day – I just love it.
I'm the boy who likes to play.
I'm in a band with Sam and Jay.
Guitar's the thing which I play there.
You can hear our music everywhere.
We're the kids who like to do!
No time to waste – how about you?
What's the thing that you do best?
Better than all the rest?

e Complete the questions with *who, which* or *that*. More than one answer is possible.

- Can you tell me the name of a book you loved as a child?
- Can you tell me the name of a friend you don't see often?
- Can you tell me a sport or hobby you are good at?
- Can you tell me the name of a place you think is very interesting?
- Can you tell me the name of a famous person you have met?

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest das *Past continuous*, um auszudrücken, was jemand zu einem bestimmten Zeitpunkt in der Vergangenheit gemacht hat.

At five o'clock, I **was sleeping**. At one o'clock, we **were eating** lunch.

Du verwendest das *Past continuous* auch, um über eine Handlung in der Vergangenheit zu sprechen, die länger andauerte.

A I saw you in town yesterday. What **were you doing**?

B I **was doing** some shopping.

Du bildest das *Past continuous* mit der *Past tense* von *be* und der *Past tense* Form des Verbs.

Affirmative		
I / He / She / It	was	walking.
We / You / They	were	walking.

Questions		
Was	I / he / she / it	walking?
Were	you / we / they	walking?

Negative		
I / He / She / It	wasn't	walking.
We / You / They	weren't	walking.

Answers		
Yes	I / he / she / it	was.
	you / we / they	were.
No	I / he / she / it	wasn't.
	you / we / they	weren't.

b Watch the video and rap part 1 of the grammar rap.

I was walking. She was phoning. They were playing. We were walking to school.
You were talking. He was mowing. They were saying.

c Complete the sentences with the *Past continuous* form of the verbs.

- At 8 o'clock this morning (wait) to school when I saw my friend.
- They (play) when I arrived.
- It was a beautiful morning. The sun (shine) and the birds (sing).
- Bea (listen) to the radio when I called her. She (read) a book.
- Ted and Sam (play) football. They (not do) their homework.

d Now watch and rap part 2 of the grammar rap.

We were camping – having fun.
Mum, Dad, Jack and Rose – everyone.
Dad was cooking for tea.
Of course – none of me.
Mum was cutting for some wood.
The wood was wet – that's no good.
Jack and Rose were playing about.
They didn't hear me shout – "Look out!"
A cat was running right their way.
I think it only wanted to play.

It knocked Jack over – he fell down.
Jack was lying there on the ground.
Rose was shouting, Jack was crying.
Mum ran over – was he dying?
Of course he wasn't, he was fine.
Jack's like this all the time.
I was filming on my phone.
Something to watch when we get home.
Yes, we were camping – having fun.
That is all – my rap is done.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest das *Past continuous* und das *Past simple*, wenn du über eine längere und eine kurze Handlung sprichst, die sich gleichzeitig in der Vergangenheit ereignet haben.

longer action

short action

I **was walking** in the forest when I **cut** my leg.

While verwendest du für die längere Handlung und **when** für die kürzere. **While** kann nur zu Beginn eines *Past continuous*-Satzes stehen.

While I **was sleeping**, it **started** to rain. Und nicht: ~~While it started to rain, I was sleeping.~~

Look!

To get it right, ask yourself:
Which is the longer action?
Which action is short?

b Tick the correct sentence halves.

1 Evie was running in the park ...

☐ when she fell over.☐ while she was falling over.

2 I got a text message ...

☐ when I had breakfast.☐ while I was having breakfast.

3 Dad was telling us a story, ...

☐ while we heard a strange noise.☐ when we heard a strange noise.

4 We were sitting in our tent ...

☐ when she phoned us.☐ while she phoned us.

5 While Sophie and Jane were looking at the photos, ...

☐ when somebody took Jane's bike.☐ while somebody took Jane's bike.

c Complete the sentences with the past continuous or past simple form of the verbs.

1 I was reading a book in my bedroom when another Dane (come) in.

2 While Max bread, he cut his finger.

3 We saw some beautiful birds (walk) in the mountains.

4 He was looking at the map when some people (stop) to help him.

5 Maddie write her blog when her computer crashed.

6 you (wait) at the station when Grandpa's train arrived?

d Complete the dialogue with the past continuous or past simple form of the verbs in the box.

eat lose give go talk

Dad How was your school trip, Olly?

Olly It was the worst trip ever! The bus broke down while we ¹ **were driving** to the hostel. We arrived really late, and when I ² to bed, everyone was talking so loudly and I couldn't sleep.

Dad Did you enjoy hiking?

Olly No, I didn't. While we were hiking in the forest, I ⁴ my glasses.

Dad Oh no! What about the food?

Olly It was terrible! When we ⁵ back at the hostel after our hike, my friends ⁶ dinner. But there wasn't any food left for me. 😞

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest *should*, um auszudrücken, dass jemand etwas tun sollte, *must* und *have to*, um auszudrücken, dass jemand etwas tun muss.

You **should** go to bed earlier tonight.

I **have to** leave now.

Passengers **must** have a ticket.

Mustn't (must not) ist ein Verbot:

You **mustn't** tell anyone.

Don't have to drückt aus, dass etwas nicht notwendig ist.

I **don't have to** do my homework today – I can do it tomorrow.

I, you, he, she, it, we, they

You **must wear** a school uniform.

She **should drink** more water.

They **mustn't write** in their books.

He **shouldn't go** to bed so late.

Where **should I put** my tent up?

Should we drink water?

Have to verändert je nach Person die Form (*I have to...* She **has to**...). Zur Bildung von Fragen und der Verneinung verwendest du *do*.

I, you, we, they

I **have to** leave.

He **has to** leave.

They **don't have to** study tonight.

He **doesn't have to** study tonight.

Do you have to wear a uniform at school?

Does she have to wear a uniform at school?

b Look at the signs. Tick the correct sentence.

1



- ☐ You mustn't feed the birds.
- ☐ You don't have to feed the birds.



- ☐ You mustn't drive slowly here.
- ☐ You don't have to drive slowly here.

3



- ☐ You should be careful here.
- ☐ You shouldn't be careful here.

c Circle the correct verb forms.

- I **must** study this evening. I've got a test tomorrow.
- We **mustn't / don't have to** walk to school. We can take the bus.
- You **must / don't have to** be late for class.
- You **don't have to / shouldn't** talk when the teacher is talking.
- Rima **has to / mustn't** get up early on weekdays because the bus leaves at 7 a.m.
- Shh! You **must / shouldn't** be quiet in the library.
- What you said wasn't nice. You **should / don't have to** say sorry.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest **could be**, wenn du dir nicht sicher bist, ob etwas wahr ist.
 Du verwendest **can't be**, wenn du dir sicher bist, dass etwas nicht wahr ist.
 Du verwendest **must be**, wenn du dir sicher bist, dass etwas wahr ist.

A Look! What's that?

B It **could be** a tiger. (Es ist möglich, aber ich bin mir nicht sicher.)

C It **can't be** a tiger. (Es ist unmöglich. Ich bin mir sicher.)

D It **must be** a cat. (Es muss so sein. Ich bin mir sicher.)

Mustn't und **can** kannst du nicht verwenden, wenn du eine Vermutung anstellen willst.

It **can't be** Ella's phone. Und nicht: ~~It mustn't be Ella's phone.~~

It **could be** Mike's phone. Und nicht: ~~It can be Mike's phone.~~

b Watch the video and rap part 1 of the grammar rap



Who's the person in the picture? But that's just a guess.
 It can't be Claire because she's got red hair. It could be Bo,
 but I really don't know.
 It could be Sue, Wait! It must be Stig
 but I'm not sure that's true. and he's wearing a wig*.
 It may be Jess,

VOCABULARY: *wig – Perücke

c Match the sentences.

- | | |
|---|---|
| 1 I've just called Ella. She didn't answer her phone. | <input type="checkbox"/> Don't worry, it must be around here somewhere. |
| 2 Is that Sofia in the background of that photo? | <input type="checkbox"/> Really? He must be very tired now! |
| 3 James stayed up until 11 o'clock last night. | <input type="checkbox"/> I'm not sure. It could be her sister. |
| 4 I don't know where my tennis racket is. | <input type="checkbox"/> It's quite late. She could be asleep. |

d Now watch and rap part 2 of the grammar rap.

A present? Who could it be from?
 It looks like a drum, but it's not from Mum,
 so it could be from Dad.
 But the wheel was bad,
 so it could be from Grandma.
 Who else knows the music?
 Hmm, it can't be from Patrick.

No, it can't be from Patrick.
 He isn't into music.
 Well, it must be from Mum.
 She promised me a drum.
 Let's see what it is.
 Oh, a cake – then it must
 be from my gran.

e Circle the correct verbs.

- Everybody is taking photos of this sculpture. It *can't* / *must* be famous.
- Bring your jacket. It *could* / *must* be cold!
- I've never seen that girl before. She *can't* / *must* be new here.
- I haven't seen Mehmet today. He *can* / *must* be sick.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du sagen willst, dass eine Situation in der Vergangenheit begonnen hat und immer noch andauert, verwendest du das *Present perfect*. Wenn du sagen willst, seit wann die Situation besteht, verwendest du **since**. Mit **for** drückst du aus, wie lange die Situation schon andauert.

I've had my new phone **since** Christmas.

Mr Brown **has been** my PE teacher **for** three years.

Achtung: Im Deutschen verwendest du hier immer das Präsens (die 3. Person Singular). Lass dich dadurch nicht verwirren: Mr Brown ist seit drei Jahren mein Lehrer.

Folgende Zeitangaben verwendest du häufig mit **for**:

for a long time, for two years, for 5 weeks, for 10 days ...

Folgende Zeitangaben verwendest du häufig mit **since**:

since 2023, since last year, since Christmas, since 2 o'clock, ... I was ten ...

Du bildest das *Present perfect* mit *have/has* und dem *Participle* (dritte Form des Verbs). Auf Seite 152 findest du eine Liste der unregelmäßigen Verben.

I, you, we, they	he, she, it
They've lived here for four years.	He has lived here for four years.
We haven't lived here since 2021.	She hasn't lived here since June.
Have you lived here for a long time? Yes, I have. / No, I haven't.	Has he lived here for a long time? Yes, he has. / No, he hasn't.
How long have you lived here? For five years.	How long has she lived here? Since last summer.

b Circle the correct words.

- 1 *for* / *since* 1999
- 2 *for* / *since* last Monday
- 3 *for* / *since* 12th November
- 4 *for* / *since* a long time

c Complete the sentences with *for* or *since*.

- 1 My sister has been a professional tennis player 2023.
- 2 Josh hasn't played any tennis three weeks.
- 3 We haven't been on holiday a long time.
- 4 They haven't seen lunchtime.
- 5 Has Mr Grey taught at your school a long time?
- 6 I've wanted to see an actor I saw that film.

d Put the words in the correct order to make sentences.

- 1 rained / it / has / for / months
- 2 ago / She / two / been / for / weeks / two
- 3 / breakfast / since / I / eaten
- 4 got / / ages / played / for / haven't

e Complete the sentences with the present perfect form of the verbs and *for* or *since*.

- 1 Alba's mum (be) a police officer five years.
- 2 Our uncles (work) very hard they opened a restaurant last year.
- 3 They (not win) any matches weeks.
- 4 A How long you (know) her?
B I (know) her two months.



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest das *Present perfect* und das *Past simple* oft im selben Kontext. Dabei verwendest du mit dem *Past simple* meist genaue Zeitangaben, um zu sagen, wann sich eine Handlung ereignete, z. B.: *yesterday, last Monday/week/year, two weeks ago, in 2022 ...*

Mo Salah **has played** for teams in England and Italy. He **started** playing for Liverpool in 2017.

I **ve watched** lots of detective films. Last Sunday I **watched** a brilliant Sherlock Holmes. We **ve been** to London. We **went** there with our family a few weeks ago. I **ll show** all the sights.

Beachte: Die *Past simple* Form ist für alle Personen gleich.

b Watch the video and rap part 1 of the grammar rap.

I bought some pizza yesterday.

I ate it with a friend.

But we didn't really enjoy the food.

It just wasn't very good.

I've spent this morning in the kitchen.

I've cooked a veggie pie.

I've invited a friend to eat with me.

I hope she likes it, but we'll see!

c Circle the correct verb forms.

1 Monica *was / has been* to a lot of art shows. She *has gone / went* to a great photo show last weekend.

2 Charlotte *has been / was* very successful with her photos. She *has won / won* prizes last year.

3 Alex *has been / was* a mountain climber for years. Two days ago, he *climbed / has climbed* Großglockner.

4 We *visited / have visited* Madrid many times. Last February, I *went / have gone* there with my uncle.

d Now watch and rap part 2 of the grammar rap

She's thought a lot about a fancy costume.
Yesterday she tried different ideas in her room.
She's bought a jacket and new shoes.
But she hasn't decided which pair to choose.
This morning she spent a really long time
locked up in her room now she thinks she
looks fine.
She's looking carefully at all the details.

She's put on green lipstick and violet nails.
She's turned herself into a frightening clown.
So I really don't know – should I laugh,
should I frown*?
She's spent ages creating this fancy dress.
I wish I could honestly just say "Yes!"
But I learnt an hour ago when talking to Joe,
she's got the wrong day – the party's
tomorrow!

VOCABULARY: *frown – die Stirn runzeln

e Complete the sentences with the present perfect or past simple form of the verbs.

- I (learn) a lot of new vocabulary since I got the app.
- Last week, my brother (start) a new job at the hospital.
- We (not see) the game on Sunday – we were at the beach.
- Nathan (forget) to bring his football yesterday, so we couldn't play.
- They (not buy) a new car. They still drive their old car.
- I (read) a fantastic book last week.

9 Grammar 1 *going to and might for plans*

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du über einen fixen Plan sprichst, dann kannst du **(not) going to** verwenden.

She's **going to** see her best friend next weekend.

We **aren't going to** work tomorrow.

Bildung: be + (not) going to + base form of the verb

Wenn du über einen Plan sprichst, der noch nicht ganz fix ist, verwende **might (not)**.

I **might** have a lie-in in the afternoon. We **might not** play basketball after school.

b Read the sentences. Put a ☒ if the plan is certain. Put a ☐ if it isn't certain.

1 We might go to Scotland or Wales this summer. ☐

2 I'm going for a long walk tomorrow morning. ☐

3 I might go to Camilla's house after school. ☐

4 I'm not going to get up early tomorrow. ☐

5 We're going to visit some famous caves. ☐

6 She might watch the tennis match in the evening. ☐

c Complete the mini-dialogues. Use *going to* or *might*.

1 A What time will your friends arrive tomorrow?

B At 6.30. I (meet) them at the airport.

2 A Where will you go on Sunday?

B I (go) to the beach. I'm not sure.

3 A What is Luke doing for his birthday?

B I'm not sure. He (have) a party.

4 A What are your plans for the evening?

B I (read) the new thriller.

A Are you sure?

B Absolutely. And you?

A I (meet) some friends. But I don't know for sure yet.

d What about Helen's weekend? Write four sentences. Use *going to* or *might*.

1 go to the cinema ☐

3 meet my best friend ☒

2 watch a series ☐

4 do some homework ☒



Look!

I'm **going to** play football.

→ You're sure!

I **might** play football.

→ You aren't so sure.

- 1
- 2
- 3
- 4

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest den 1st conditional, um über mögliche Auswirkungen von gegenwärtigen oder vergangenen Handlungen auf die Gegenwart oder Zukunft zu sprechen.

So bildest du den 1st conditional:

If-Satz: If + Person + Present simple

Hauptsatz: Person + will/won't + Grundform des Verbs

If I **get up** late, I'll **miss** the bus.

If I **don't get up** late, I **won't miss** the bus.

Wir können die Satzteile auch vertauschen. Wenn wir mit dem if-Satz beginnen, wird ein Komma zwischen den Satzteilen gesetzt.

If we win this game, we'll have a party. We'll have a party if we win this game.

Unless bedeutet if not.

Unless I get up early, I'll miss the bus.

b Watch the video and rap part 1 of the grammar rap.

If I don't have homework, I'll have time for you. If it rains, we'll go to the gym.
If you want, we can go to the zoo. If the weather is nice, we can go for a swim.
If Poppy comes along, that'll be great. Or if you agree, we'll go for a climb.
So let's meet at five, but don't be late. And then we'll have some pizza unless you
don't have time.

c Circle the correct words.

- 1 If I *have* / *'ll have* enough time, I'll come along with you.
- 2 Max *will go* / *goes* to school tomorrow if he feels better.
- 3 If more people cycle, the air in the city *is* / *will be* cleaner.
- 4 Unless it *rains* / *will rain*, we'll meet at the park later.

d Now watch and rap part 2 of the grammar rap.

Our planet is in danger, we can't wait.
Unless we act soon, it'll be too late.
We'll all be in trouble if the bees die out.
We'll have no problems, just no doubt.
If the bees *become extinct**, most plants and
most fruit will *disappear* – and that isn't
good.
It's the work of the bees that makes them grow.
We'll lose a lot of our food and that's a no-go.
If we do nothing, it'll be really sad.
Life in the future will be very bad.
But if we show we care, we can save the bees.
It's for all of us, so will you help, please?

VOCABULARY: *become extinct – aussterben

e Complete the text with the correct form of the verbs.

Everyone knows that climate change is the biggest problem we face. The world will get hotter if we ¹..... (not do) something now. If deforestation* continues, a lot of animals ²..... (become) extinct and many countries ³..... (have) more extreme weather. Unless we ⁴..... (act) now, there will be more problems in the future! If you join Student Planet Action, you ⁵..... (be) part of the solution, not part of the problem.

VOCABULARY: *deforestation – Abholzung

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest *Quantifiers* vor einem Nomen, um die Größenordnung einer Menge anzugeben.

much / many

Du verwendest *many* (zählbare Größenordnungen) und *much* (nicht zählbare Größenordnungen), um nach Größe oder Quantität zu fragen.

How **much** money do you need to buy a new phone?

How **many** students are there in your school?

lots of / a lot of

Du verwendest auch *lots of / a lot of*, um über große Mengen zu sprechen. Du verwendest diese mit zählbaren und nicht zählbaren Mengen.

I listen to **a lot of / lots of** music in my free time.

A lot of / Lots of people communicate by text message.

a little / a few

Du verwendest *a little* (nicht zählbar) und *a few* (zählbar) um über kleinere Mengen zu sprechen.

Can I have **a little** milk in my coffee, please?

Today I learnt **a few** difficult words.

some / any

Du verwendest *some* und *any* vor zählbaren und nicht zählbaren Nomen. Du verwendest *some* in Aussagesätzen und gelegentlich auch in Fragesätzen (wenn du eine positive Antwort erwartest). Du verwendest *any* in Verneinungen und in den meisten Fragesätzen.

I want to buy **some** flowers for my mum.

Would you like **some** cake?

I don't have **any** time to hang out with my friends.

Do you have **any** tips for maths homework?

b Choose the correct quantifiers.

1 I've got ... photos on my phone.

☐ a lot ☐ lots of ☐ much

2 Harry doesn't spend ... time on his computer.

☐ much ☐ many ☐ a few

3 Are there ... tomatoes in the fridge?

☐ much ☐ many ☐ any

4 Dad has bought ... chocolate ice cream.

☐ some ☐ any ☐ much

5 I know ... words in Japanese.

☐ little ☐ a few ☐ any

6 Not ... people visit this city.

☐ much ☐ many ☐ any

c Circle the correct quantifiers.

Only ¹a few / ²a little animals can recognise their own faces in the mirror. Dolphins can, and this means that they are intelligent. They also have ³a lot of / ⁴much clever ways to communicate with each other. Dolphins can make ⁵a little / ⁶many different sounds that other dolphins can understand. When they want to send ⁷some / ⁸any information to other dolphins, they also use body language. They can tell other dolphins about places where there's ⁹many / ¹⁰a lot of food.

d Complete the sentences with *a little*, *a few* or *a lot of*.

1 People leave comments on Dan's blog. It's very popular.

2 Can you buy things on the way home? Just some eggs, milk and coffee.

3 I don't have homework tonight, so let's play a game.

4 Harry only ate pasta. He wasn't hungry.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Nach einigen Wörtern bzw. Phrasen, wie z. B. *enjoy*, *be good at* ... verwendest du die *ing*-Form (Gerund).

*I enjoy **reading** outside in the garden.*

Nach einigen Wörtern, wie *want*, *decide*, *forget* ... verwendest du den Infinitiv + Grundform des Verbs).

*Don't **forget to buy** some milk. We haven't got any.*

Nach **like**, **hate** und **love** kannst du entweder die *-ing*-Form oder das to-Infinitiv verwenden.

b Choose the correct option.

- 1 She isn't interested in *talking* / *to talk* to you.
- 2 We're pretty good *to play* / *at playing* the new computer game.
- 3 Sorry, I forgot *to phone* / *phoning* you.
- 4 They promise *being* / *to be* there by eight o'clock.
- 5 My sister enjoys *talking* / *to talk* to her friend on the phone every year.

c Watch the video and rap part 1 of the grammar rap

I'm good at telling people that they're great. You've promised to spend time with us and
You like to use your hands when you communicate. Now you're away.
People are all different in their communication.
He expects to get phone calls from us a lot. Communication.
She's always very keen to share the ideas. Some are shy, but others love to share
she's got. Information.
We're interested in listening to what you have to say.

d Now watch and rap part 2 of the grammar rap

There are a lot of stories about communication where things went really wrong because of lack of information.
But I would like to share with you a funny anecdote about a US president – you must take note.
During a visit to a foreign country far away, Jimmy Carter was asked to give a speech, and he said, "OK".
He was giving a speech – and that is no surprise.
He knew it's how you give your speech that makes you wise.

So the president decided to tell a joke straight away and expected to get smiles from the people on that day.
Then the person who translated said something very short.
The visitor from the US was grateful for her support. But he was totally surprised when he heard very loud laughter.
Interested in knowing why, he went to speak to her straight after.
"How did you translate my words? What did you tell the crowd?"
"I said, 'He's told a funny joke. Now you must laugh out loud!'"

e Complete the sentences so that they are true for you. Use gerund or infinitive.

- 1 I enjoy ...
- 2 I promise ...
- 3 I decide ...
- 4 I often forget ...

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wir verwenden den Ausdruck *If I were you ...*, um Vorschläge zu machen.

Im *If*-Satz verwenden wir *were*. Im Hauptsatz verwenden wir *would/wouldn't* und die Grundform des Verbs.

If I were you, I would have a late breakfast.

If I were you, I'd leave early.

If I were you, I wouldn't wait.

I'd just hang out in the afternoon *if I were you*.

Beachte: Statt *If I were ...* kannst du auch *If I was ...* verwenden.

b Ben's Spanish friend is coming to visit him. Complete Ben's suggestions with 'd and the verbs from the box.

go show introduce take spend play

- 1 If I were you, I *'d show* him around the town centre. can visit the museum too.
- 2 If I were you, I tennis at the sports centre. You can book a court.
- 3 I to the go-kart track if I were you. drive you there.
- 4 If I were you, I him to some of your friends and maybe have a barbecue.
- 5 If I were you, I him to the outdoor pool – that's always fun.
- 6 If I were you, I a day in You can take him on the London Eye.

c Look at the pictures and complete the suggestions.

If I were you, I'd the one.



..... a new bike.



..... to bed earlier.



..... a coat.

d Make suggestions for these people. Use *If I were you ...*

- 1 I'm not feeling well. *If I were you, ...* a doctor.
- 2 I'm worried about my exams this summer. a little every day.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest den 2nd conditional, um dir Situationen in der Gegenwart oder Zukunft vorzustellen, die vermutlich nicht eintreffen.

So bildest du den 2nd conditional:

If-Satz: If + Person + Past simple

Hauptsatz: Person + would/wouldn't + Grundform des Verbs

If you **were** a star, you'd **be** a famous drummer. (You're not a star.)

If we **didn't live** near the school, we **wouldn't walk** to school. (We live near the school.)

Beginnen wir den Satz mit dem if-Satz, dann wird ein Komma zwischen den beiden Satzteilen gesetzt.

If the water **wasn't cold**, I **would swim** in the outdoor pool.

I **would swim** in the outdoor pool if the water **wasn't cold**.

Beachte: Bei I, he, she und it kannst du bei dem Verb be auch *was* oder *were* verwenden.

b Watch the video and rap part 1 of the grammar rap.

What would you do if you had more time? I'd study more to do better in my test.
Would you write a song or learn how to climb? I'd learn to play the piano and the violin too.
If I had more time, I wouldn't only rest. And then I'd write a song, a song just for you!

c Circle the correct verb forms.

- If I *would have* / *had* more time, I *would go* / *go* to the gym twice a week.
- Ben *would go* to the climbing centre / *go* if he *wouldn't be* / *isn't* scared of heights.
- If Valeria *wrote* a blog, it *would be* / *is* about music.
- My sister *wouldn't be* so tired if she *wasn't* / *didn't* work so hard.
- If you *had* a time machine, which centre *would* / *do* you visit?
- If there *wasn't* / *wouldn't* be a skateboard park, our town *would be* / *is* boring.

d Now watch and rap part 2 of the grammar rap.

What would you do if you had more time?
Would you stay at home or go outside to play?
If I had a free day, what would I do?
I'd go climbing with Mum and then I'd go to the zoo.
Then I'd go to the skatepark,
And we'd skate together until it got dark.
The next day, in the morning, I'd go to the gym.
I'd do a lot of training, and I'd go for a swim.
Then I'd go to the town centre with my best friend Anne,

and we'd spend a bit of time making a good plan.
We wouldn't go home, we'd go camping instead.
We'd sleep in a tent, and not in a bed.
Or if the weather wasn't nice, I'd read a good book,
and then in the evening, Mum and I would cook.
We'd eat pasta, cheese ... and tomatoes too.
That's what I would do. What about you?

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Im Englischen verwendest du das Passiv, wenn du eine Handlung betonen willst. Dabei ist nicht so wichtig, wer die Handlung ausführt.

Du bildest das *Present simple passive* mit dem *Present simple* von *be* und der dritten Form des Verbs.

*In the US, a bike **is stolen** every 30 seconds.*

*Only a small number of bikes **are returned** to their owners.*

*Many bikes **aren't registered**.*

*Why **aren't** more bikes **found**?*

Wenn du auch sagen willst, wer eine Handlung ausführt, dann verwendest du **by**.

*Sometimes bikes **are taken** back to their owners **by** the police.*

*Sometimes a bike **is returned by** a friendly neighbour.*

b Complete the sentences with the verb forms in the box.

isn't sold are taken aren't grown is arrested

- The dogs for a walk three times a day.
- Mangoes in the north of Spain.
- That mobile phone online.
- No one for eating chocolate on a bus nowadays.

c Complete the text with the verbs in the present simple passive.

Olive oil ¹ (use) for cooking all over the world. It ² (make) from both green and black olives. Most olive oil ³ (produce) in Mediterranean countries. Spain, Italy and Greece are the top three producers. Different types of olives ⁴ (grow) in the three countries and they all taste different.

d Rewrite the sentences in the present simple passive. You don't need to say who does the action.

- The baker bakes the bread in the oven. *The bread is baked in the oven.*
- Somebody designs the houses in California.
- They build thousands of houses every year.
- The company doesn't make these cars in Japan.
- The school recycles all of its rubbish.
- They don't sell this food in the UK.

e Complete the sentences using the passive. Use the words from the box.

clean produce sponsor make prepare look after

- The house *is cleaned* by a robot.
- These by Mrs Welch.
- These cookies by GoodCookies Comp.
- This phone by BananaPhone.
- This play by CityTheatre.
- This food by the best chefs.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Das Passiv verwendest du im Englischen, wenn du eine Handlung betonen willst. Dabei ist nicht so wichtig, wer die Handlung ausführt.

Du bildest das *Past simple passive* mit dem *Past simple* von *be* und der dritten Form des Verbs.

The money **was taken** from his bag.

The paintings **were stolen** in the night.

Wenn du auch sagen willst, wer eine Handlung ausführt, dann verwendest du *by*.

The bicycle **was stolen by** two people in a van.

b Watch the video and rap part 1 of the grammar rap.

A bank was robbed
and a car was stolen.
Lots of crimes were committed
and none were admitted*.
Is the world full of crime?
Well, it happens all the time!

The police were called.
The men were arrested.
The men were not given a fine.
Is the world full of crime?
Well, it happens all the time!

VOCABULARY: *admit – zugeben, eingestehen

c Complete the text with the past simple passive form of the verbs.

- Last year, thousands of mobile phones (leave) on buses and trains.
- The man (arrest) in the town centre for pickpocketing*.
- The theft (not report) to the police.
- Early films (not make) in colour.
- Sara (give) a pair of headphones for her birthday.
- Matt and Faye (drive) to the skateboard park by their aunt.

VOCABULARY: *pickpocketing – Taschendiebstahl

d Now watch and rap part 2 of the grammar rap.

Once I was told about a very funny
Not the kind of crime that happens all the time.
Three young men were in Cambodia on holiday.
They were told by the guide how to have a fun day.
In that town there was an amazing zoo.
It was filled with small birds and big animals too.
The men were given a nice taxi driver.
But the zoo doors were closed – it closed at five,
argh!
Then the three men saw a window wasn't locked.
They could get inside, the window wasn't blocked.
Inside the zoo there were no people at all.

Just lions and monkeys and a giraffe so tall!
Then a monkey was stolen by these three silly men.
They got back to their hotel just shortly after ten.
The monkey was noisy and banged on the floor.
So the police were called by the guest next door.
The police were told about what the three men did.
And the men were arrested by a policeman called Sid.
The men went on trial*, a decision was made.
They weren't sent to prison, but a fine was paid.
And the poor little monkey, what did he do?
He was sent straight back to his home at the zoo.

VOCABULARY: *go on trial – vor Gericht kommen

Irregular verbs

Present	Past simple	Past participle	Übersetzung
be	was/were	been	sein
beat	beat	beaten	schlagen; besiegen
become	became	become	werden
begin	began	begun	beginnen
blow	blew	blown	blasen
break	broke	broken	brechen; kaputt werden
bring	brought	brought	bringen
build	built	built	bauen
burn	burnt	burnt	(ver-)brennen
buy	bought	bought	kaufen
catch	caught	caught	fangen
choose	chose	chosen	(aus-)wählen
come	came	come	kommen
cut	cut	cut	(sich) schneiden
do	did	done	tun, machen
draw	drew	drawn	zeichnen
dream	dreamt (dreamed)	dreamt (dreamed)	träumen
drink	drank	drunk	trinken
drive	drove	driven	fahren
eat	ate	eaten	essen
fall	fell	fallen	fallen
feel	felt	felt	fühlen
fight	fought	fought	kämpfen
find	found	found	finden
fly	flew	flown	fliegen
forget	forgot	forgotten	vergessen
get	got	got	bekommen
get up	got up	got up	aufstehen
give	gave	given	geben
go	went	gone	gehen; fahren
grow (up)	grew	grown	(auf-)wachsen
hang out	hung out	hung out	herumhängen
have	had	had	haben
hear	heard	heard	hören
hide	hid	hidden	verstecken
hit	hit	hit	schlagen
hold	held	held	(fest-)halten
hurt	hurt	hurt	schmerzen, wehtun
keep	kept	kept	(be-)halten
know	knew	known	wissen; kennen
learn	learnt (learned)	learnt (learned)	lernen

Present	Past simple	Past participle	Übersetzung
leave	left	left	verlassen, weggehen
let	let	let	lassen
light	lit	lit	anzünden
lose	lost	lost	verlieren
make	made	made	machen
meet	met	met	sich treffen, kennenlernen
pay	paid	paid	(be-)zahlen
put	put	put	legen, setzen, stellen
read	read [red]	read [red]	lesen
ride	rode	ridden	reiten
rise	rose	risen	(an-)steigen
run	ran	run	laufen, rennen
say	said	said	sagen
see	saw	seen	sehen
sell	sold	sold	verkaufen
send	sent	sent	(ver-)schicken
set off	set off	set off	losfahren, abfahren
shine	shone	shone	scheinen
show	showed	shown (showed)	zeigen
sing	sang	sung	singen
sit	sat	sat	sitzen
sleep	slept	slept	schlafen
speak	spoke	spoken	sprechen
spend	spent	spent	verbringen; ausgeben
stand	stood	stood	stehen
steal	stole	stolen	stehlen
swim	swam	swum	schwimmen
take	took	taken	nehmen, (mit-)bringen
take off	took off	taken off	abfliegen
teach	taught	taught	lehren, unterrichten
tell	told	told	erzählen
think	thought	thought	denken
throw	threw	thrown	werfen
understand	understood	understood	verstehen
wear	wore	worn	tragen (Kleidung)
wake up	woke up	woken up	aufwachen
win	won	won	gewinnen
write	wrote	written	schreiben

Can you understand your teacher?

We have plenty of time.
Have a go.
Have a guess.
Don't worry about your pronunciation.
Don't worry, it'll get better.
Maybe this will help you.
Can anybody correct this sentence?
That's very good.
Well done.
That's nice.
I like that.
You did a great job.
That's correct.
That's quite right.
Yes, you've got it.
That's much better.
That's a lot better.
You didn't make a single mistake.
Your pronunciation is very good.
You're getting better all the time.
Work in pairs/threes/fours/fives.
Work in groups of two/three/four.
Open your books at page 25.

Stand up and find a partner.
Have you finished?
Do the next activity.
Let's check the answers.
Come up and write on the board.
Repeat after me.
Again, please.
Would you like to answer question 3?
Right, now we will go on to the next exercise.
Next, please.
You have 5 minutes to do this.
Our time is up.
Are you ready?
Any questions?
I'm afraid it's time to finish now.
I will have to stop here.
Hang on a moment.
Just a moment, please.
One more thing before you go.
This is your homework.
Do exercise 11 on page 22 for your homework.
There is no homework today.

When you have a problem, say this:

Sorry? / Pardon?
Can you help me, please?
Can you repeat that, please?
What's that in English, please?
I don't understand.
Sorry, I've mixed up my ...
Sorry, what's our homework?

[ɑ:] arm	[eə] there	[ŋ] song, long
[ʌ] fun	[eɪ] take, they	[p] present, top
[e] desk	[ɪə] here	[r] red, rich
[ə] a, an	[ɔɪ] boy	[s] sister, grass
[ɜ:] girl, bird	[əʊ] go, old	[t] time, cat
[æ] apple	[ʊə] tourist	[z] zebra, dogs
[ɪ] in, it	[b] bag, club	[ʒ] jeans
[i:] every	[d] duck, card	[dʒ] jungle
[i:] easy, eat	[f] fish, laugh	[j] join, English
[ɒ] orange, sorry	[g] get, dog	[tʃ] chicken, cheese
[ɔ:] all, call	[h] hot	[θ] these, mother
[ʊ] look	[j] you	[ŋ] thank, mouth
[u:] February	[k] can, duck	[v] very, have
[u:] food	[l] lot, small	[w] what, word
[aɪ] eye, buy	[m] more, mum	
[aʊ] our	[n] now, sun	

The English alphabet:

A [eɪ]	Q [kju:]
B [bi:]	R [ɹ]
C [si:]	P [pi:]
D [di:]	G [gi:]
E [i:]	H [hi:]
F [ef]	S [es]
G [dʒi]	T [ti:]
H [ertʃ]	V [vi:]
I [aɪ]	W [dʌbəlju:]
J [dʒeɪ]	X [eks]
K [keɪ]	Y [waɪ]
L [el]	Z [zed/zi:]
M [em]	

A

a / an Level 1	[ə, eɪ / ən]	ein/eine
a bit Level 1	[ə bɪt]	ein bisschen, ein wenig
a bunch of Level 2	[ə bʌntʃ əv]	eine Menge (von)
a couple of U10	[ə 'kʌpl əv]	ein paar, einige
a day/week/year U12	[ə deɪ, wɪk, jɪə(r)]	pro Tag/Woche/Jahr
a lot (of) Level 1	[ə lɒt (əv)]	viel, viele
ability U4	[ə'bɪləti]	Fähigkeit
to be able to U4	[tə bi: 'eɪbl tə]	zu etw. fähig sein
about Level 2	[ə'baʊt]	über; ungefähr
above Level 2	[ə'bʌv]	darüber, über
abroad Level 2	[ə'brɔ:d]	im Ausland
absolutely Level 2	[ˈæbsəlu:tli]	durchaus, unbedingt
accident Level 2	[ˈæksɪdənt]	Unfall
to achieve U8	[tə ə'tʃi:v]	erreichen
achievement U5	[ə'tʃi:vmənt]	Leistung, Erfolg
across Level 2	[ə'krɒs]	durch, über, quer über
to act Level 2	[tə ækt]	schauspielern, darstellen
to act out Level 1	[tə ækt aʊt]	vorspielen, nachspielen
action film Level 1	[ækʃn fɪlm]	Actionfilm
active Level 2	[æktiv]	aktiv
activist U5	[ˈæktɪvɪst]	Aktivist/Aktivistin
activity Level 1	[æk'tɪvəti]	Aktivität, Beschäftigung
actor, actress Level 2	[ˈæktə, 'æktɹəs]	Schauspieler, Schauspielerin
actually Level 2	[ˈæktʃʊəli]	eigentlich
ad (advertisement) U7	[æd, əd'vɜ:tɪsmənt]	Werbung
to add Level 1	[tə æd]	ergänzen, hinzufügen
address Level 1	[ə'dres]	Adresse
to admit G12	[tə əd'mɪt]	gestehen, einräumen
adult Level 2	[ədʌlt]	Erwachsener
advantage Level 2	[əd'vɑ:ntɪdʒ]	Vorteil
adventure Level 2	[əd'ventʃə]	Abenteuer
advice (no pl) U8	[əd'vɪs]	Rat, Ratschlag
to be afraid of sth. U11	[tu: bi: ə'faɪd əv sth.]	sich vor etw. fürchten
Africa Level 2	[ə'frɪkə]	Afrika
after Level 1	[ɑ:ftə]	nach
afternoon Level 1	[ɑ:ftənu:n]	Nachmittag
again Level 1	[ə'geɪn]	wieder, noch einmal
against Level 1	[ə'geɪnst]	gegen
age Level 2	[eɪdʒ]	Alter
aged U12	[eɪdʒd]	im Alter von
(for) ages G	[fɔ: 'eɪdʒɪz]	seit Ewigkeiten
ago Level 1	[ə'ɡəʊ]	vor, vergangen
to agree Level 1	[tə ə'ɡri:]	zustimmen
ahead of U3	[ə'hed əv]	vor, voraus
air Level 2	[eə]	Luft
airport Level 2	[ˈeəpɔ:t]	Flughafen
alive U4	[ə'laɪv]	lebendig, lebend

all Level 1	[ɔ:l]	alle; alles
all in all U3	[ɔ:l ɪn ɔ:l]	alles in allem
all over Level 1	[ɔ:l əʊvə]	überall
all the time Level 2	[ɔ:l ðə taɪm]	immer, die ganze Zeit (über)
all the way WTW3	[ɔ:l ðə weɪ]	die ganze Strecke
allergy U11	[ə'lɜ:dʒi]	Allergie
to allow Level 2	[tə ə'laʊ]	erlauben
to be allowed to U4	[tə bi: ə'laʊd tu:]	etw. tun dürfen
almost Level 1	[ɔ:l'mɒst]	fast, beinahe
alone Level 1	[ə'ləʊn]	alleine
along U6	[ə'lɒŋ]	entlang
already Level 2	[ə'lɔ:di]	schon
alright Level 1	[ə'raɪt]	in Ordnung; schön, na gut
also Level 1	[ɔ:l'səʊ]	auch
always Level 1	[ɔ:lweɪz]	immer
amazing Level 1	[ə'meɪzɪŋ]	erstaunlich
and Level 1	[ænd]	und
angry Level 1	[æŋɡri]	verärgert, zornig, wütend
animal Level 1	[ænɪməl]	Tier
to announce U11	[tə ə'naʊns]	ankündigen
annoying TC2	[ə'noɪɪŋ]	lästig, nervig
another Level 1	[ə'nʌðə]	ein anderer / eine andere / ein anderes
answer Level 1	[ɑ:nsə]	Antwort; Lösung
to answer Level 1	[tə ɑ:nsə]	antworten
ant U1	[ænt]	Ameise
Antarctica U6	[æn'tɑ:ktɪkə]	Antarktis
any Level 1	[eni]	irgendein/ irgendeine; keiner/ keine/keines; etwas
anybody Level 1	[eni'bɒdi]	jeder/jede; irgendjemand
anything Level 1	[eniθɪŋ]	irgendetwas
anyway Level 2	[eniweɪ]	jedenfalls, also
anywhere Level 2	[eniweə]	irgendwo
apart from TC2	[ə'pɑ:t frəm]	außer, abgesehen von
to apologise Level 2	[tə ə'pɒlədʒaɪz]	sich entschuldigen
apology U4	[ə'pɒlədʒi]	Entschuldigung
apple Level 1	[æpl]	Apfel
area U7	[ˈeəriə]	hier: Bereich
arm Level 1	[ɑ:m]	Arm
around U1	[ə'raʊnd]	etwa, ungefähr; um ... herum
to arrest U7	[tə ə'rest]	festnehmen
to arrive Level 1	[tə ə'raɪv]	ankommen
art U1	[ɑ:t]	Kunst
art park TC4	[ɑ:t pɑ:k]	Kunstpark
article Level 1	[ɑ:tɪkl]	Artikel, Begleiter
artist Level 2	[ˈɑ:tɪst]	Künstler/Künstlerin
as Level 2	[æz]	als; wie
as well Level 2	[æz wel]	auch
to ask Level 1	[tə ɑ:sk]	fragen; bitten
asleep Level 2	[ə'sli:p]	eingeschlafen
astronaut Level 2	[ˈæstrɒnɔ:t]	Astronaut/ Astronautin
at Level 1	[æt]	bei; auf; um; zu

(not) at all Level 2	[ˈnɒt ət ɔ:l]	überhaupt (nicht)
at night Level 1	[æt naɪt]	nachts, in der Nacht
at sea U6	[æt si:]	auf See
at the moment U3	[æt ðə 'məʊmənt]	im Moment
athlete U3	['æθli:t]	Athlet/Athletin
to attack Level 2	[tə ə'tæk]	angreifen
attention U12	[ə'tenʃn]	hier: Aufmerksamkeit
attraction TC1	[ə'trækʃən]	Attraktion, Sehenswürdigkeit
augmented reality (AR) U10	[ɔ:g,mentɪd ri'æləti]	erweiterte Realität
aunt U1	[a:nt]	Tante
Austrian Level 2	['ɒstriən]	österreichisch; Österreicher/ Österreicherin
autograph WTW4	['ɔ:təgrɑ:f]	Autogramm
automatically U5	[ɔ:tə'mætɪkli]	automatisch
away Level 1	[ə'weɪ]	weg

B

back Level 1	[bæk]	zurück; Rücken
background U7	['bækgraʊnd]	Hintergrund
backpack Level 1	[bækpæk]	Rucksack
back to back U2	[bak tə bak]	Rücken an Rücken
bad Level 1	[bæd]	schlecht, böse
badminton U3	['bædmɪntən]	Badminton
bag Level 1	[bæg]	Tasche; Tüte
bagel U1	['beɪɡəl]	Bagel, ringförmig Brötchen
to bake Level 2	[tə beɪk]	backen
baker G12	['beɪkə]	Bäcker/Bäckerin
ball Level 1	[bɔ:l]	Ball
banana Level 1	[bə'nɑ:nə]	Banane
to bang G12	[tə bæŋ]	hier: schlagen
bank Level 2	[bæŋk]	
bar (of chocolate) U2	[bɑ:r ɒv 'tʃɒkəlɪt]	(von Schokolade)
barbecue U1	['bɑ:bɪkjʊ:]	hier: Grillfest
basic U5	['beɪsɪk]	grundlegend
basketball Level 1	['bɑ:skɪtbɔ:l]	Basketball
bathroom Level 1	[bɑ:θru:m]	Badezimmer
battery Level 1	['bætri]	Batterie; Akku
to be Level 1	[tə bi:]	sein
beach Level 2	[bi:tʃ]	Strand
bean Level 2	[bi:n]	Bohne
to beat Level 2	[tə bi:t]	schlagen; besiegen
beautiful Level 1	[bjʊ:tɪfəl]	schön
because Level 1	[bi'kɔ:z]	weil
to become Level 1	[tə bɪ'kʌm]	werden
to become extinct U2	[tə bɪ'kʌm ɪn'tɪŋkt]	aussterben
bed Level 1	[bed]	Bett
bedroom U1	['bedru:m]	Schlafzimmer
bedtime U1	['bedtaɪm]	Schlafenszeit
bee G9	[bi:]	Biene
beef U2	[bi:f]	Rindfleisch
before Level 1	[bɪ'fɔ:]	bevor; zuvor; vor
to begin Level 2	[tə bɪ'ɡɪn]	beginnen, anfangen
beginning Level 1	[bɪ'ɡɪnɪŋ]	Anfang
behaviour U12	[bɪ'heɪvjə(r)]	Benehmen, Verhalten
behind Level 1	[bɪ'hɑɪnd]	hinter

to believe Level 1	[tə bɪ'li:v]	glauben
below Level 2	[bɪ'ləʊ]	darunter, unter, unterhalb
beside Level 2	[bɪ'saɪd]	neben
best Level 1	[best]	bester/beste/bestes
best wishes Level 2	[best 'wɪʃz]	herzliche Grüße, beste Grüße
between Level 1	[bi'twi:n]	zwischen
big Level 1	[bɪg]	groß
bike (bicycle) Level 1	['baɪk]	Fahrrad
billion Level 2	['bɪljən]	Milliarde
biology Level 1	['baɪɒlədʒi]	Biologie
bird Level 1	[bɜ:d]	Vogel
birthday Level 1	['bɜ:θdeɪ]	Geburtstag
bits of U9	[bɪts ɒv]	Stücke von
bizarre G4	['bɪzɑ:]	seltsam, skurril
to blindfold U5	[tə 'blaɪndfəʊld]	die Augen verbinden
to block U12	[tə blɒk]	blockieren
blog post U12	[blɒg pəʊst]	Blogbeitrag
to blow U12	[tə bləʊ əp]	hier: hinaufwehen; aufblasen
boot Level 1	[bəʊt]	Boot
body Level 1	['bɒdi]	Körper
body language U10	['bɒdi 'læŋɡwɪdʒ]	Körpersprache
boil U12	[tə bɔɪl]	sieden; kochen lassen
bold U7	['bəʊld]	hier: fettgedruckt
book Level 1	['bʊk]	Buch
to book Level 2	[tə bʊk]	buchen
bookshop Level 2	['bʊk ʃɒp]	Buchhandlung
bored Level 1	[bɔ:d]	gelangweilt
boiling Level 1	[bɔ:ɪŋ]	langweilig
both Level 1	[bəʊθ]	beide
bottle Level 1	['bɒtl]	Flasche
bouldering U3	['bəʊldərɪŋ]	Bouldern
to bow U5	[tə baʊ]	verbeugen
boy Level 1	[bɔɪ]	Junge
bracket Level 2	['bræktɪ]	(Satz-)Klammer
brain U10	['breɪn]	Gehirn
brand new U10	['brænd nju:]	brandneu, nagelneu
bread Level 1	[bred]	Brot
to break Level 2	[tə breɪk]	kaputtmachen, (zer-)brechen
to break a law U12	[tə 'breɪk ə lɔ:]	gegen ein Gesetz verstoßen
to break a record U3	[tə 'breɪk ə 'rekɔ:d]	einen Rekord brechen
break U2	['breɪk]	Pause
breakfast Level 1	['brekfəst]	Frühstück
breaststroke U3	['brestrəʊk]	Brustschwimmen
to breathe Level 1	[tə bri:ð]	atmen
bridge Level 2	['brɪdʒ]	Brücke
bright Level 2	['braɪt]	hell, strahlend
brilliant Level 2	['brɪliənt]	brillant, hervorragend
to bring Level 2	[tə brɪŋ]	(mit-)bringen
broccoli Level 2	['brɒkəli]	Brokkoli
bronze U7	['brɒnz]	Bronze
brother Level 1	['brʌðə]	Bruder
to brush one's teeth WTW2	[tə brʌʃ wʌnz ti:θ]	seine Zähne putzen
to build Level 2	[tə bɪld]	bauen
building Level 2	['bɪldɪŋ]	Gebäude

to bully U12	[tə 'bʊli]	mobben
to burn Level 2	[tə bɜ:n]	brennen
bus Level 2	[bʌs]	Bus
business U5	['biznəs]	Geschäft, Business
busy Level 2	['bɪzi]	beschäftigt
but Level 1	[bʌt]	aber
butterfly Level 2	['bʌtəflaɪ]	hier: Schmetterlings- schwimmen
to buy Level 1	[tə baɪ]	kaufen
by Level 2	[baɪ]	von; bei; durch
bye Level 1	[baɪ]	tschau, tschüss

C

cacao U12	[kə'kaʊ]	Kakao
cactus (pl cacti) U12	[kæktəs, kæktaɪ]	Kaktus (Kakteen)
café Level 1	[kafeɪ]	Kaffeehaus, Café
cake Level 1	[keɪk]	Kuchen
call U4	[kɔ:l]	Anruf
to call Level 1	[tə kɔ:l]	(an-)rufen; (be-)nennen
to call sb. bad names U12	[tə kɔ:l 'sʌmbədi bəd neɪmz]	jdn. beschimpfen
camera Level 1	['kæmərə]	Kamera, Fotoapparat
to camp Level 2	[tə kæmp]	campen, zelten
camping trip U6	['kæmpɪŋ trɪp]	Campingausflug
canyon U9	['kænjən]	Canyon, Schlucht
captain U5	['kæptɪn]	Kapitän/Kapitänin
car Level 1	[kɑ:]	Auto
card Level 1	[kɑ:d]	Karte
to care Level 1	[tə keə]	sich kümmern
career U8	[kə'riə(r)]	Karriere
careful Level 1	[keəfl]	vorsichtig
carrot Level 2	['kærət]	Karotte
to carry Level 2	[tə 'kæri]	tragen
cartoon U7	[kɑ:'tu:n]	Cartoon, Karikatur
case U12	[keɪs]	Fall
cat Level 1	[kæt]	Katze
catastrophe U11	[kə'tæstrəfi]	Katastrophe
to catch Level 1	[tə kætʃ]	fangen, fassen
to catch up Level 2	[tə kætʃ ʌp]	aufholen
category U9	['kætəgəri]	Kategorie, Gruppe
cave Level 1	[keɪv]	Höhle
to celebrate Level 2	[tə 'selɪbreɪt]	feiern
centre Level 2	['sentə(r)]	Zentrum
century U2	['senʧəri]	Jahrhundert
ceremony WTW4	['serəməni]	Zeremonie
certain U3	[sə'teɪn]	sicher; gewiss
certainly Level 2	[sə'teɪnlɪ]	natürlich, sicherlich
chair Level 1	[tʃeə]	Stuhl
champion Level 2	[tʃæmpiən]	Meister/Meisterin
champions U11	['tʃæmpjənɪp]	Meisterschaft
chance U11	[tʃæns]	Chance, Möglichkeit
change U2	[tʃeɪndʒ]	Veränderung
to change one's mind U11	[tʃeɪndʒ wʌnz maɪnd]	sich umentscheiden; seine Meinung ändern
character Level 2	['kærəktə]	Charakter, Figur
charity U8	['tʃærəti]	Wohltätigkeits- organisation
to chat U10	[tə tʃæt]	chatten; plaudern
cheap Level 1	[tʃi:p]	billig

to cheat U11	[tə tʃi:t]	schwindeln
to check out Level 2	[tə tʃek aʊt]	ausprobieren, hier: ansehen
cheese Level 1	[tʃi:z]	Käse
cheesecake U10	['tʃi:zkeɪk]	Käsekuchen
chemicals U9	['kemɪklz]	Chemikalien
chess G6	[tʃes]	Schach
chicken Level 1	['tʃɪkən]	Huhn
child (pl children) Level 1	[tʃaɪldrən]	Kind
chilli Level 1	['tʃɪli]	Chili
chocolate Level 1	['tʃɒklət]	Schokolade
choice U12	[tʃɔɪs]	Wahl; Wahlmöglichkeit
to choose U11	[tə tʃu:z]	(aus-)wählen
Christmas U7	['krɪsməs]	Weihnachten
cinema Level 1	['sɪnəmə]	Kino
circus U5	['sɜ:kəs]	Zirkus
city Level 1	['sɪti]	(Groß-)Stadt
class Level 1	['klɑ:s]	Klasse; Unterricht
classical music U12	[kæsɪkl 'mju:zɪk]	klassische Musik
classroom U11	['klɑ:srʊm]	Klassenzimmer
to clean (up) U11	[tə kli:n (ʌp)]	sauber machen, putzen
clear Level 1	[kliə]	eindeutig, klar
to clear a space U11	[tə kliə ə speɪs]	Platz freimachen
clearly Level 2	['kliəli]	offensichtlich, deutlich
clever Level 1	['klevə]	klug, schlau
click U5	[klɪk]	Klick
climb U11	[klaɪp]	Klippe
climate change U5	['klaɪmət tʃeɪndʒ]	Klimawandel
to climb Level 1	[tə klaɪm]	klettern
close Level 1	[kləʊz]	nah, in der Nähe
clothes (pl) Level 1	[kləʊðz]	Kleidung
club Level 1	[klʌb]	Verein, Club
clue G4	[klu:]	Hinweis
coach Level 1	[kəʊtʃ]	Trainer/Trainerin
coat U11	[kəʊt]	Küste
coat Level 12	[kəʊt]	Mantel
coffee Level 2	['kɒfi]	Kaffee
cold Level 1	[kəʊld]	kalt
to collect Level 2	[tə kə'lekt]	sammeln
colour Level 1	['kʌlə]	Farbe
colourful Level 1	['kʌləfʊl]	bunt
column U11	['kɒləm]	Spalte
to come Level 1	[tə kʌm]	kommen
to come along Level 2	[tə kʌm ə'lɒŋ]	mitkommen
to come from Level 2	[tə kʌm frəm]	kommen aus ...
to come last U3	[tə kʌm lɑ:st]	Letzte/r werden
Come on! Level 1	[kʌm ɒn]	Komm(t) schon!
to come out Level 2	[tə kʌm aʊt]	herauskommen
to come second U3	[tə kʌm 'sekənd]	den zweiten Platz belegen, Zweite/r werden
to come true U7	[tə kʌm tru:]	wahr werden
comfortable Level 2	['kʌmfəbl]	bequem, angenehm
commentator Level 2	['kɒmentətə]	Kommentator/ Kommentatorin
commercial U2	[kə'mɜ:ʃl]	Werbespot
to commit G12	[tə kə'mɪt]	begehen
to communicate Level 2	[tə kə'mju:ˌnɪkeɪt]	kommunizieren
communication Level 2	[kə,mju:ˌnɪ'keɪʃn]	Kommunikation

company Level 2	['kʌmpəni]	Unternehmen, Firma
to compare Level 1	[tə kəm'peə]	vergleichen
competition Level 1	[ˌkɒmpɪ'tɪʃən]	Wettbewerb
to complain Level 2	[tə kəm'pleɪn]	(sich) beschweren
to complete Level 1	[tə kəm'pli:t]	vervollständigen, ergänzen
completely U4	[kəm'pli:tli:]	völlig
computer game Level 1	[kəm'pjʊ:təˌgeɪm]	Computerspiel
computing U5	[kəm'pjʊ:tɪŋ]	Computerwesen; Datenverarbeitung
to concentrate Level 2	[tə 'kɒnsntreɪt]	(sich) konzentrieren
concern U11	[kən'sɜ:n]	Besorgnis, Anliegen
concert Level 2	['kɒnsət]	Konzert
conclusion U12	[kən'klu:ʒn]	Schlussfolgerung
confident U8	['kɒnfɪdənt]	selbstbewusst
confused Level 2	[kən'fju:zd]	verwirrt
to congratulate U5	[tə kən'grætʃəleɪt]	gratulieren
congratulations U3	[kən'grætʃə'leɪʃns]	Glückwunsch!
to connect Level 2	[tə kə'nekt]	verbinden
contact details U10	['kɒntækt 'di:teɪlz]	Kontaktinformationen
to continue U5	[tə kən'tɪnju:]	fortsetzen, weitermachen
conversation Level 2	[ˌkɒnvə'seɪʃn]	Gespräch, Unterhaltung
to cook Level 1	[tə kʊk]	kochen
cool Level 2	[ku:l]	kühl; cool
corner shop U2	['kɔ:nə ʃɒp]	Kiosk
correct Level 1	[kə'rekt]	richtig, korrekt
to correct U3	[tə kə'rekt]	korrigieren; ausbessern
cosmetics U9	[kɒz'metɪks]	Kosmetik
cost U12	[kɒst]	Kosten
to cost Level 1	[tə kɒst]	kosten
could (not) Level 1	[kʊd (nɒt)]	könnten, (nicht)
to count Level 2	[tə kaʊnt]	zählen
country Level 1	[kʌntri]	Land; Staat
countryside Level 2	['kʌntrisaɪd]	Landschaft; ländliche Gegend
(tennis) court U1	[kɔ:t]	Hof; Tennisplatz
cousin U1	[kʌzn]	Cousin/Cousine
to cover up Level 2	[tə kʌvəp]	abdecken, verdecken
cow U2	[kaʊ]	Kuh
cowboy boots U12	['kɔɪbɔɪ bu:tz]	Stiefel
crash U3	[kræʃ]	Sturz, Zusammenstoß
crazy Level 1	['kreɪzi]	verrückt
to create Level 1	[kri'eɪt]	erstellen, entwerfen
creative Level 2	[kri'eɪtɪv]	kreativ, gestalterisch
creature U1	['kri:tʃə(r)]	Kreatur; Wesen
credit card U1	[kredɪt kɑ:d]	Kreditkarte
crime U1	[kraɪm]	Verbrechen
criminal U1	['krɪmɪnəl]	Verbrecher/Verbrecherin
to cross Level 2	[krɒs]	überqueren
cross-country running U1	[krɒskʌntriˌrʌnɪŋ]	Geländelauf
crowd U1	[kraʊd]	Menschenmenge
crowded Level 2	['kraʊdɪd]	überfüllt, voll (mit Leuten)
to cry U10	[tə kraɪ]	weinen
cucumber U2	['kju:kʌmbə(r)]	Gurke
culture TC1	['kʌltʃə(r)]	Kultur

cup U6	[kʌp]	Tasse; Becher
currently U3	['kʌrəntli]	derzeit, aktuell
customer Level 2	['kʌstəmə]	Kunde/Kundin
to cut U2	[tə kʌt]	schneiden
to cut down U9	[tə kʌt daʊn]	hier: abholzen
to cut sth. up into pieces U7	[tə kʌt stʌɪŋ ɪn tuː pi:ses]	in Stücke zerschneiden
cybercrime U12	['saɪbəkraɪm]	Internetkriminalität
to cycle Level 1	[taɪkəl]	zufahren
cyclist U3	['saɪklɪst]	Radfahrer/Radfahrerin

D

dad Level 1	[dɑ:d]	Papa
dance Level 1	[da:ns]	Tanz
to dance Level 1	[tə da:ns]	tanzen
dancer Level 2	[ˈdɑ:nsə]	Tänzer/Tänzerin
danger U7	[ˈdændʒə(r)]	Gefahr
dangerous Level 1	[dɛɪndʒərəs]	gefährlich
dark Level 1	[da:k]	dunkel
darkness U1	['dɑ:knəs]	Dunkelheit
data (no pl) U1	['deɪtə]	Daten; Zahlen; Fakten
date Level 1	[deɪt]	Datum
day U1	[deɪ]	Tag
daydream U5	['deɪdri:mɪŋ]	tagträumen
dead Level 1	[ded]	tot
Dear... Level 2	[dɪə]	Liebe/r...
decide Level 2	[tə dɪ'saɪd]	entscheiden
decision U8	[dɪ'sɪʒn]	Entscheidung
to decorate Level 1	[tə de'keɪreɪt]	dekorieren
decoration U12	[ˌdekə'reɪʃn]	Dekoration
deep Level 2	[di:p]	tief
deer (no pl) U4	[dɪə]	Reh
definitely Level 1	['defɪnətli]	bestimmt, definitiv
definition U2	[ˌdefɪ'nɪʃn]	Definition
deforestation U1	[ˌdi:fɒ'reɪ'steɪʃən]	Abholzung
delicious Level 1	[dɪ'lɪʃəs]	lecker, köstlich
to describe Level 1	[tə dɪ'skraɪb]	beschreiben
description Level 2	[dɪ'skrɪpʃn]	Beschreibung
desert U1	['dezət]	Wüste
desk Level 1	[desk]	Schreibtisch
dessert U2	[dɪ'zɜ:t]	Nachschinken
detail Level 2	['di:teɪl]	Detail
to develop WTW5	[tə dɪ'veləp]	entwickeln
dialogue Level 1	[daɪələg]	Gespräch, Dialog
diary Level 1	[daɪəri]	Tagebuch
to die Level 1	[tə daɪ]	sterben
to die out U9	[tə daɪ aʊt]	aussterben
different Level 1	[dɪfrənt]	verschieden/verschiedene; anders
difficult Level 1	[dɪfɪkəlt]	schwierig
dinner Level 1	[dɪnə]	Abendessen
direct U10	[daɪ'rekt]	direkt
direction Level 2	[daɪ'rekʃn]	Richtung
directly U7	[dɪ'rektli]	direkt
to discuss Level 1	[tə dɪ'skʌs]	besprechen, diskutieren
dishes (pl) U11	['dɪʃɪz]	hier: Geschirr
dislike Level 2	[dɪs'laɪk]	Abneigung
distant U10	['dɪstənt]	fern

to disturb U4	[tə dɪ'stɜ:b]	stören
diving U3	['daɪvɪŋ]	Tauchen
to do Level 1	[tə du:]	machen, tun
to do lengths U3	[tə du: lenkθs]	Längen schwimmen
doctor Level 2	['dɒktə]	Arzt/Ärztin
documentary U10	[ˌdɒkjʊ'mentri]	Dokumentarfilm
dog Level 1	[dɒg]	Hund
dolphin U12	[dɒlfɪn]	Delfin
Don't worry. Level 1	[dəʊnt 'wʌri]	Mach dir keine Sorgen.
donkey U12	['dɒŋki]	Esel
door Level 1	[dɔ:ɹ]	Tür
down Level 1	[daʊn]	herunter, hinunter
drawing U7	['drɔ:ɪŋ]	Zeichnung
to draw Level 2	[tə drɔ:]	zeichnen, malen
to drive Level 2	[tə draɪv]	fahren
driver Level 1	['draɪvə]	Fahrer/Fahrerin
to drop Level 2	[tə drɒp]	fallen lassen; hier: zusammenbrechen
drummer Level 2	['drʌmə]	Schlagzeuger/ Schlagzeugerin
drums Level 2	[drʌmz]	Schlagzeug
dry U4	[draɪ]	trocken
during Level 2	['djʊərɪŋ]	während
to dye U4	[daɪ]	färben

E

each Level 1	[i:tʃ]	jeder/jede/jedes
each other Level 1	[i:tʃ 'ʌðə(r)]	einander; gegenseitig
early Level 1	[ɜ:li]	früh
to earn U5	[tə ɜ:n]	verdienen
Earth Level 2	[ɜ:θ]	Erde
east U1	[i:st]	Ost
easy Level 1	[i:zi]	einfach
to eat Level 1	[tə i:t]	essen
egg Level 1	[eg]	Ei
either Level 1	['aɪðə]	auch nicht; oder
electrician U5	[ɪˌlek'trɪʃn]	Elektriker/Elektrikerin
else Level 2	[els]	sonst
embarrassing Level 1	[ɪm'bærəsɪŋ]	embarrassierend
to encourage U12	[tə ɪn'kʌrɪdʒ]	ermutigen
encouragement U5	[ɪn'kʌrɪdʒmənt]	Ermunterung
end Level 1	[end]	Ende
to end WTW3	[tə ɛnd]	beenden
energetic Level 2	[ˌenə'dʒetɪk]	energiegeladen, kraftvoll
energy Level 1	[ˌenə'dʒi]	Energie
engineering U8	[ˌendʒɪ'nɪərɪŋ]	Ingenieurwesen
to enjoy Level 1	[tə ɪn'dʒɔɪ]	genießen
enough Level 1	[ɪnə'ʌf]	genug
entrepreneur U10	[ˌɒn'trepɹə'naɪz]	Unternehmer/ Unternehmerin
entry U1	['entri]	hier: Eintrag
environment Level 2	[ˌɪnvə'rɒnmənt]	Umwelt
equipment U6	['ɛqmənt]	Ausrüstung
to escape Level 2	[tə ɪ'skeɪp]	entkommen, fliehen
Estonia U9	[ˌe'stəʊniə]	Estland
even Level 1	['i:vən]	sogar
evening Level 1	['i:vniŋ]	Abend
event Level 1	['ɪvnt]	Ereignis, Veranstaltung

ever Level 1	[evə]	je(mals)
every Level 1	[evri]	jeder/jede/jedes
everybody Level 1	['evribɒdi]	jeder/jede
everyone Level 1	[ˌevriwʌn]	jeder/jede
everything Level 1	[ˌevriθɪŋ]	alles
everywhere Level 1	[ˌevriweə]	überall
exactly Level 1	[ɪg'zæktli]	genau, exakt
exam Level 2	[ɪg'zɑ:m]	Prüfung; Test
(for) example Level 1	[fɔ:r ɪg'zɑ:m]	(zum) Beispiel
excellent Level 2	[ˌeksələnt]	ausgezeichnet
exciting Level 1	[ɪk'saɪtɪŋ]	aufregend, spannend
Excuse me! Level 1	[ɪk'skʌz mi]	Entschuldigen Sie bitte!, Entschuldigung!
exercise Level 2	['eksəsaɪz]	Übung; Bewegung
to exercise Level 2	[tə ɪk'səsaɪz]	sich bewegen, Sport machen
exhausted TC1	[ɪg'zɔ:st]	erschöpft
to exist U1	[tə ɪg'zɪst]	existieren
to expect Level 2	[tə ɪk'spekt]	erwarten
expedition U1	[ˌekspe'dɪʃn]	Expedition
expensive Level 1	[ɪk'spensɪv]	teuer
to explain Level 1	[tə ɪk'spleɪn]	erklären
explanation U1	[ˌeksplə'neɪʃn]	Erklärung
to explode U1	[ɪk'spləʊd]	explodieren
explorer Level 1	[ɪk'splɔ:rə]	Forscher/Forscherin; Entdecker/ Entdeckerin
expression Level 1	[ˌekspreʃn]	Ausdruck
extra U1	['ekstrə]	zusätzlich
extract U4	['ekstrækt]	Auszug, Ausschnitt
extreme Level 1	[ɪk'stri:m]	extrem
extremely U5	[ɪk'stri:mli:]	extrem
eye Level 1	[aɪ]	Auge
face Level 1	[feɪs]	Gesicht
to face a problem U3	[tə feɪs ə 'prɒbləm]	sich einem Problem stellen
fact Level 1	[fækt]	Fakt, Tatsache
fact sheet U1	['fækt ʃi:t]	Datenblatt, Informationsblatt
to fail U3	[tə feɪl]	nicht bestehen, durchfallen
fair Level 2	[feə]	fair, gerecht
to fall Level 1	[tə fɔ:l]	fallen
to fall asleep Level 2	[tə fɔ:l ə'sli:p]	einschlafen
to fall off U3	[tə fɔ:l ɒf]	herunterfallen
to fall over Level 2	[tə fɔ:l 'əʊvə]	umfallen
false Level 1	[fɔls]	falsch
family Level 1	[fæməli]	Familie
famous Level 2	['feɪməs]	berühmt
fan Level 2	[fæn]	Fan
fancy dress G8	['fænsi dres]	Kostum, Verkleidung
fantastic Level 1	[fæn'tæstɪk]	toll, fantastisch
far (away) Level 2	[fa: (ə'weɪ)]	weit (weg)
farm Level 2	[fa:m]	Bauernhof
farmer Level 1	['fa:mə]	Bauer/Bäuerin
farmhouse U11	['fa:mhaʊs]	Bauernhaus
fascinating U9	['fæsnetɪŋ]	faszinierend
fashionable TC1	['fæʃnəbl]	modisch, trendig
fast Level 1	[fa:st]	schnell
father Level 1	[fa:ðə]	Vater

fault Level 2	[fɔ:lt]	Schuld
favourite Level 1	[ˈfeɪ.vər.ɪt]	Lieblings-
to feed Level 1	[tə fi:d]	füttern
to feel Level 1	[tə fi:l]	(sich) fühlen, empfinden
feeling Level 1	[ˈfi:liŋ]	Gefühl
(a) few Level 2	[(ə) fju:]	einige, ein paar; wenig
field Level 2	[fi:ld]	Feld
to fight Level 2	[tə faɪt]	streiten; kämpfen
to fill up U6	[tə fɪl ʌp]	hier: auftanken; auffüllen
filled (with) G12	[fɪld (wɪð)]	gefüllt, voll (mit)
final U3	[ˈfaɪnəl]	hier: Finale, Endlauf; letzter/letzte/letztes
finally Level 1	[ˈfaɪnəli]	schließlich, endlich
to find Level 1	[tə faɪnd]	finden
to find out Level 1	[tə faɪnd aʊt]	herausfinden
fine U12	[faɪn]	hier: Strafe; in Ordnung, gut
finger Level 1	[ˈfɪŋɡə]	Finger
to finish Level 1	[tə ˈfɪnɪʃ]	fertigstellen; abschließen
finish line U3	[ˈfɪnɪʃ laɪn]	Ziellinie
fire Level 2	[ˈfaɪə]	Feuer
first Level 1	[fɜ:st]	zuerst, zunächst; erster/erste/erstes
first aid kit U6	[ˌfɜ:st ˈeɪd kɪt]	Erste-Hilfe-Kasten
first half U3	[fɜ:st hɑ:f]	hier: erste Halbzeit
first of all U6	[ˌfɜ:st ɒv ɔ:l]	zunächst, zuallererst
fish (pl fish) U7	[fɪʃ]	Fisch
fisherman (pl fishermen) Level 2	[ˈfɪʃməŋ, ˌfɪʃməŋ]	Fischer
fishing U11	[ˈfɪʃɪŋ]	Angeln
flag Level 1	[flæg]	Fahne, Flagge
flat Level 2	[flæt]	flach
flexible U8	[ˈfleksəbl]	flexibel
floor Level 2	[flɔ:r]	Boden
flower Level 2	[ˈflaʊə]	Blume
to fly Level 1	[tə flaɪ]	fliegen
to follow Level 1	[tə fɒləʊ]	folgen
food (no pl) Level 1	[fu:d]	Nahrung
food miles U2	[ˈfu:d maɪlz]	Transportwege
football Level 1	[ˈfʊtbɔ:l]	Fußball
football team Level 1	[ˈfʊtbɔ:l ti:m]	Fußballmannschaft
footballer U1	[ˈfʊtbɔ:lə(r)]	Fußballspieler/ Fußballspielerin
for Level 1	[fɔ:]	für
for now U1	[fɔr naʊ]	für das Moment, derzeit
for sure U2	[fɔr ʃʊə]	sicherlich, gewiss
forbidden U4	[fəˈbɪdɪn]	verboten
foreground U7	[ˈfɔ:ɡraʊnd]	Vordergrund
forest Level 1	[ˈfɒrest]	Wald
forest fire U1	[ˈfɒrɪst aɪə]	Waldbrand
forever Level 1	[fəˈevə]	für immer
to forget Level 1	[tə fəˈɡet]	vergessen
to forgive U8	[tə fəˈɡɪv]	vergeben, verzeihen
to found U5	[tə faʊnd]	gründen
France Level 1	[ˈfra:ns]	Frankreich
free Level 1	[fri:]	frei; gratis
freehand U7	[ˈfri:hænd]	freihändig
freezing U1	[ˈfri:zɪŋ]	eiskalt
French Level 1	[ˈfrentʃ]	Französisch

fresh Level 2	[freʃ]	frisch
fridge Level 2	[ˈfrɪdʒ]	Kühlschrank
fried chicken U2	[ˈfraɪd ˈtʃɪkɪn]	Backhendl
friend Level 1	[ˈfrend]	Freund/Freundin
friendly Level 1	[ˈfrend.li]	freundlich
frightening Level 2	[ˈfraɪtənɪŋ]	beängstigend, erschreckend
from Level 1	[frɒm]	von, aus
to frown G8	[tə ˈfraʊn]	Stirn runzeln
frozen U2	[ˈfrəʊzn]	gefroren; tiefgekühlt
fruit Level 1	[fru:t]	Obst
to fry U1	[tə ˈfraɪ]	braten
full Level 1	[fʊl]	voll
fun Level 1	[fʌn]	Spaß
funny Level 1	[ˈfʌni]	lustig, komisch
future Level 2	[ˈfju:tʃə]	Zukunft

G

gadget U1	[ˈɡædʒɪt]	Gerät
game U1	[ɡeɪm]	Spiel
garden U1	[ˈɡɑ:dn]	Garten
gardening U1	[ˈɡɑ:dnɪŋ]	Gartenarbeit
garlic U2	[ˈɡɑ:lɪk]	Knoblauch
to get U1	[tə ɡet]	holen; bekommen; werden
to get a good night's sleep U1	[tə ɡet ə ɡʊd naɪts sli:p]	gut schlafen
to get across U4	[tə ɡet əˈkros]	überqueren
to get rid of U11	[tə ɡet rɪd ɒv]	loswerden
to get together U1	[ˈɡet təɡeðə(r)]	Beisammensein, Treffen
to get up Level 1	[tə ɡet ʌp]	aufstehen
to get up to U2	[ˈdʒaɪənt]	riesig
girl Level 1	[ɡɜ:l]	Mädchen
to give Level 1	[tə ɡɪv]	geben
to give a speech U5	[tə ɡɪv ə spi:tʃ]	eine Rede halten
to give up U3	[tə ɡɪv ʌp]	aufgeben
glass Level 2	[ɡlɑ:s]	Glas
glasses (pl) Level 2	[ˈɡlɑ:sɪz]	Brille
to go Level 1	[tə ɡəʊ]	gehen
to go ahead U4	[ɡəʊ əˈhed]	hier: Schieß los.
to go for a walk Level 2	[tə ɡəʊ fɔ:(r) ei wɔ:k]	spazieren gehen
to go on trial G	[tə ɡəʊ ɒn traɪəl]	vor Gericht kommen
to go out Level 1	[tə ɡəʊ aʊt]	ausgehen
to go up U9	[tə ɡəʊ ʌp]	hier: steigen
goal Level 1	[ɡəʊl]	Tor; Ziel
goalkeeper U3	[ˈɡəʊlki:pə(r)]	Torwart/Torwartin
go-kart track U11	[ˈɡəʊ kɑ:t træk]	Go-Kart-Bahn
gold Level 2	[ɡəʊld]	Gold
gold medal U3	[ɡəʊld ˈmedl]	Goldmedaille
golden U8	[ˈɡəʊldən]	goldene/goldener/ goldenes
golf Level 2	[ɡɒlf]	Golf
good Level 1	[ɡʊd]	gut
Good point. Level 2	[ɡʊd pɔɪnt]	Gutes Argument.
goodbye Level 2	[ˌɡʊdˈbaɪ]	auf Wiedersehen
gorilla U10	[ɡəˈrɪlə]	Gorilla
GPU (graphic processing unit) U10	[ˌdʒi: pi: ˈju:]	Grafikprozessor
grade G4	[ɡreɪd]	hier: Note; Klasse
graphic designer U5	[ˈɡræfɪk dɪˈzaɪnə]	Grafiker/Grafikerin

gran G7	[græn]	Oma
grandpa Level 1	[grænpɑ:]	Opa, Opi
grandparents Level 1	[grænpæərənts]	Großeltern
grape U2	[greɪp]	Traube
grass Level 1	[grɑ:s]	Gras
grateful G10	[ˈɡreɪtful]	dankbar
great Level 1	[ɡreɪt]	großartig, wunderbar
Greek U2	[ɡri:k]	griechisch
green energy U9	[ɡri:n ˈenədʒi]	Ökostrom, grüne Energie
greeting U8	[ˈɡri:tɪŋ]	Begrüßung
ground Level 2	[ɡraʊnd]	(Erd-)Boden
group Level 1	[ɡru:p]	Gruppe
grouper (fish) U10	[ˈɡru:pə (fɪʃ)]	Zackenbarsch
to grow U2	[tə ɡrəʊ]	hier: anbauen; wachsen
to grow up U11	[tə ɡrəʊ ʌp]	erwachsen werden
to guess Level 1	[tə ɡes]	(er-)raten
guess U4	[ɡes]	Rateversuch; Vermutung
guest U4	[ɡest]	Gast
guitar Level 1	[ɡɪˈtɑ:]	Gitarre
guitarist U5	[ɡɪˈtɑ:rɪst]	Gitarrist/Gitarristin
guy U3	[ɡaɪ]	Typ, Kerl; Person
gym Level 1	[dʒɪm]	Fitnessstudio; Turnhalle

H

habit U10	[ˈhæbɪt]	Gewohnheit
hair (no pl) Level 1	[heə]	Haare
hairdresser U5	[ˈheədresə]	Friseur/Friseur
half (pl halves) Level 1	[hɑ:f, hɑ:vz]	Hälfte
half a kilo U12	[hɑ:f ə ˈki:ləʊ]	ein halbes Kilo
half (past) two Level 1	[hɑ:f (pɑ:st) tu:]	halb drei
half time U3	[hɑ:f taɪm]	Halbzeit
ham Level 1	[hæm]	Schinken
hand Level 1	[hænd]	Hand
(a) handful U2	[ˈhændfʊl]	(eine) Handvoll
handshake WTW5	[ˈhændʃeɪk]	Handschütteln
to hang out U4	[tə hæŋ aʊt]	hanteln
to happen Level 1	[tə hæpən]	geschehen; passieren
happy Level 1	[ˈhæpi]	glücklich, zufrieden
happy ending U3	[ˈhæpi ˈendɪŋ]	glückliches Ende
hard Level 1	[hɑ:d]	hart, schwierig
hard-working U8	[hɑ:d ˈwɜ:kɪŋ]	hustig
to hate Level 1	[tə ˈheɪt]	hassen
to have (got) Level 1	[tə ˈhæv (ɡɒt)]	haben
to have a word with sb. U11	[tə ˈhæv ə wɜ:ð wɪθ sb.]	kurz mit jdm. sprechen
to have friends U11	[tə ˈhæv frendz]	Freunde zu Besuch haben
to have sth. in common U1	[tə ˈhæv stʌɪn ˈkɒmən]	etw. gemeinsam haben
to have to Level 2	[tə ˈhæv tə]	müssen
head Level 1	[hed]	Kopf
head boy, head girl U5	[hed ˈbɔɪ, ˈhed ˈɡɜ:l]	Schulsprecher/ Schulsprecherin
headache U4	[ˈhedərk]	Kopfschmerzen
heading U10	[ˈhedɪŋ]	Überschrift
headmaster Level 2	[hedˈma:stə]	Schuldirektor/in

headphones (pl) U9	[ˈhedfəʊnz]	Kopfhörer
health U5	[helθ]	Gesundheit
healthy Level 1	[helθi]	gesund
to hear Level 1	[tə hɪə]	hören
heat U1	[hi:t]	Hitze
to heat U2	[tə hi:t]	erhitzen
heavy Level 2	[ˈhevi]	schwer; stark
height U1	[haɪt]	Höhe
helmet U4	[ˈhelmɪt]	Helm
to help Level 1	[tə help]	helfen
help U4	[help]	Hilfe
helpful Level 2	[ˈhelpfʊl]	hilfsbereit; hilfreich, nützlich
here Level 1	[hɪə]	hier, her
hero/heroine U3	[ˈhɪə.rəʊ, ˈherəʊɪn]	Held/Heldin
heroine U3	[ˈhɪə.rɪn]	Heldin
to hide Level 1	[tə haɪd]	verstecken
high Level 1	[haɪ]	hoch
high school U8	[ˈhaɪ sku:l]	Sekundarstufe; Gymnasium
highlight U8	[ˈhaɪlaɪt]	Höhepunkt
hike U5	[haɪk]	Wanderung
hill Level 2	[hɪl]	Hügel
Himalaya U11	[ˌhɪməˈleɪən]	Himalaya-
hemp U11	[ˈdʒʌmpɪn ˈspaɪd]	Spinnweb
himself Level 2	[ˈhɪmself]	er selbst
history Level 1	[ˈhɪstri]	Geschichte
hit Level 2	[hɪt]	schlagen
hobby Level 2	[ˈhɒbi]	Hobby, Freizeit- beschäftigung
to hold Level 2	[tə həʊld]	halten
holiday(s) Level 1	[ˈhɒlədeɪ(z)]	Urlaub, Ferien
holiday home U6	[ˈhɒlədeɪ ˈhəʊm]	Ferienhaus
home Level 1	[həʊm]	Zuhause; zu/nach Hause
home-baked U12	[həʊmbeɪkt]	selbstgebacken, hausgemacht
home country U6	[həʊm ˈkʌntri]	Heimat(land)
homework (no pl) Level 1	[həʊmwɜ:k]	Hausaufgaben
honest U3	[ˈɒnɪst]	ehrlich
honestly Level 2	[ˈɒnɪstli]	ehrlicherweise
to hope Level 1	[tə həʊp]	hoffen
horse Level 1	[hɔ:s]	Pferd
horse riding U1	[hɔ:s ˈraɪdɪŋ]	Reiten
hospital U8	[ˈhɒspɪtl]	Krankenhaus
hot Level 1	[hɒt]	heiß; scharf
hotel Level 1	[həʊˈtel]	Hotel
hour Level 1	[aʊə]	Stunde
house Level 1	[haʊs]	Haus
how Level 1	[haʊ]	wie
How about ...? Level 2	[haʊ əˈbaʊt]	Wie wäre es mit ...?
how far U3	[haʊ fa:]	wie weit
how many Level 1	[haʊ ˈmeni]	wie viele
how much Level 2	[haʊ mʌʃ]	wie viel
however U11	[haʊˈevə(r)]	jedoch
to hug U8	[tə hʌɡ]	umarmen
huge U1	[hju:dʒ]	riesig
human Level 1	[ˈhju:mən]	Mensch
hundred Level 2	[ˈhʌndrəd]	hundert
hungry Level 1	[ˈhʌŋɡri]	hungrig
hurricane Level 2	[ˈhʌrɪkən]	Wirbelsturm, Orkan
to hurry U7	[tə ˈhʌri]	sich beeilen

to hurt Level 1	[tə hɜ:t]	schmerzen, wehtun
I		
I don't care. U3	[aɪ dəʊnt keə]	Es ist mir egal.
I'd love to ... Level 2	[aɪd lʌv tə]	Ich würde gerne ...
Iceland U9	['aɪslənd]	Island
idea Level 1	[aɪ'diə]	Idee, Einfall
ideal Level 2	[aɪ'di:əl]	ideal, optimal
if Level 1	[ɪf]	falls; wenn; ob
ill Level 2	[ɪl]	krank
imagination Level 2	[ɪ,mædʒɪ'neɪʃn]	Vorstellungskraft, Fantasie
to imagine Level 1	[tə ɪ'mædʒɪn]	sich vorstellen
important Level 1	[ɪm'pɔ:tnt]	wichtig
impossible U8	[ɪm'pɒsəbl]	unmöglich
to be impressed U1	[tə bi ɪm'prest]	beeindruckt sein
to improve U8	[tə ɪm'pru:v]	verbessern
in Level 1	[ɪn]	in
in fact Level 2	[ɪn fækt]	tatsächlich, sogar
in front U3	[ɪn frʌnt]	vorne
in front of Level 1	[ɪn frʌnt ɒv]	vor
in my opinion U12	[ɪn maɪ ə'pɪnjən]	meiner Meinung nach
in other words U10	[ɪn 'ʌðə wɜ:dz]	in anderen Worten; anders ausgedrückt
in pairs Level 1	[ɪn peəz]	zu zweit
in the afternoon U9	[ɪn ðə ,ɑ:ftə'nu:n]	am Nachmittag
in the end Level 1	[ɪn ðə end]	am Ende
in the middle Level 2	[ɪn ðə 'mɪdl]	in der Mitte
in turns U3	[ɪn tɜ:nz]	abwechselnd
to include U1	[tə ɪn'klud]	umfassen; beinhalten
incredible Level 2	[ɪn'kredəbl]	unglaublich
influencer U8	[ɪnfluənsə(r)]	Influencer, Influencerin
to inform U9	[tə ɪn'fɔ:m]	informieren
information (no pl) Level 1	[ɪnfə'meɪʃn]	Information
ingredient U2	[ɪn'ɡri:diənt]	Zutat
insect Level 1	[ɪnsekt]	Insekt
inside Level 2	[ɪn'saɪd]	innen; innerhalb
instead Level 2	[ɪn'sted]	anstatt; anstatt
instruction Level 1	[ɪn'strʌkʃən]	Anweisung
instrument Level 1	['ɪnstɹəmənt]	Instrument
intelligent Level 2	[ɪn'telɪdʒənt]	intelligent
interest U5	['ɪnterɪst]	Interesse
interesting Level 1	[ɪn'terɪsənt]	interessant
international Level 1	[ɪntə'næʃənəl]	international
to interrupt U3	[tə ɪntə'rʌpt]	unterbrechen
interview Level 1	[ɪn'tervju:]	Interview
to interview Level 2	[tə ɪn'tervju:]	interviewen, befragen
into Level 1	[ɪntə]	in (... hinein)
to introduce Level 2	[tə ɪn'dju:s]	vorstellen
introduction U12	[ɪn'trədʌkʃn]	Einleitung
to invent Level 2	[tə ɪn'vent]	erfinden
invention U12	[ɪn'venʃn]	Erfindung
to invite Level 2	[tə ɪn'vaɪt]	einladen
Ireland U11	['aɪələnd]	Irland
island Level 2	['aɪlənd]	Insel
It doesn't matter. Level 2	[ɪt 'dʌznt 'mætə]	Es spielt keine Rolle.
It's a deal. TC2	[ɪts ə di:l]	Abgemacht.
It's a shame. U5	[ɪts ə ʃeɪm]	Es ist schade.

It's my dream. TC1	[ɪts maɪ dri:m]	Das ist mein Traum.
Italian Level 2	['ɪtæliən]	Italienisch; Italiener/Italienerin
Italy Level 1	['ɪtəli]	Italien
item U2	['aɪtəm]	Artikel; Gegenstand
J		
job Level 2	[dʒɒb]	Arbeit
to join Level 2	[tə dʒɔɪn]	treten; sich anschließen; mitmachen
joke U9	[dʒəʊk]	Witz
journalist WTW4	[ˌdʒɜ:nəlɪst]	Journalist/Journalistin
journey Level 2	['dʒɜ:ni]	Reise
juice Level 1	[dʒu:s]	Saft
juicy U2	[dʒu:si]	saftig
to jump Level 1	[tə dʒʌmp]	springen, hüpfen
to jump on sb. U6	[tə dʒʌmp ɒn sʌmbədi]	von etw. springen hier: sich auf jdn. stürzen
just Level 1	[dʒʌst]	nur; einfach; gerade
Just kidding.	[dʒʌst 'kɪdɪŋ]	Ich scherze nur!
K		
to be keen on sth. U9	[tə bi ki:n ɒn sʌmθɪŋ]	von etw. begeistert sein; auf etw. Lust haben
to keep Level 2	[tə ki:p]	behalten, aufbewahren
to keep up G4	[tə ki:p ʌp]	mithalten
to kick Level 1	[tə kɪk]	treten; schießen
kind Level 1	[kɪd]	Kind
to kill Level 2	[tə kɪl]	töten
kilo Level 1	['ki:ləʊ]	Kilo(gramm)
kilometre U3	[kɪ'lɒmɪtə]	Kilometer
kind Level 2	[kaɪnd]	nett, lieb
kind of Level 2	[kaɪnd əv]	Art von
king Level 2	[kɪŋ]	König
knife (pl knives) TC3	[naɪf]	Messer
to knock over G6	[tə nɒk 'əʊvə]	umwerfen
to know Level 1	[tə nəʊ]	wissen; kennen
L		
Ladies and gentlemen... U2	['leɪdɪz ænd 'dʒentəlmən]	Meine Damen und Herren...
lake Level 1	['leɪk]	See
land U9	['lænd]	Land
landscape U7	['lændskeɪp]	Landschaft; Landschaftsmotiv
language Level 1	['læŋɡwɪdʒ]	Sprache
lap U3	['læp]	hier: Runde
large Level 2	['lɑ:dʒ]	groß
last Level 1	['lɑ:st]	letzter/letzte/letztes
late Level 1	['leɪt]	(zu) spät
later Level 1	['leɪtə]	später
to laugh Level 2	[tə lɑ:f]	lachen
to laugh out loud G10	[tə lɑ:f aʊt laʊd]	laut loslachen
laughter G10	['lɑ:ftə]	Gelächter, Lachen
to launch U5	[tə ˈlɔ:ntʃ]	einführen; auf den Markt bringen
law U12	['lɔ:]	Gesetz
lead U3	['li:d]	hier: Vorsprung

leader Level 1	[li:də]	Leiter/Leiterin, Anführer/Anführerin
league Level 1	[li:g]	Liga
to learn Level 1	[tə lɜ:n]	lernen
least U2	[li:st]	geringster/geringste/geringstes; wenigster/wenigste/wenigstes
to leave Level 2	[tə li:v]	verlassen, hier: übrigbleiben
left Level 1	[left]	links
left-hand side Level 2	[ˈleft hænd saɪd]	linke Seite
leg Level 1	[leg]	Bein
lemon U2	[ˈlemən]	Zitrone
lemonade U3	[ˌleməˈneɪd]	Limonade
length U3	[lenθ]	Länge
less Level 2	[les]	weniger
lesson Level 1	[ˈles.ən]	(Unterrichts-)Stunde
to let Level 2	[tə let]	lassen; erlauben
Let me know. TC4	[let mi nəʊ]	Lass es mich wissen.; Sag mir Bescheid.
Let me see. Level 1	[let mi si:]	Zeig mal her., Lass mich mal sehen.
Let's ... Level 1	[lets]	Lass(t) uns ...
letter Level 2	[ˈletə]	Brief; Buchstabe
library G7	[ˈlaɪbrəri]	Bibliothek
lie U10	[laɪ]	Lüge
to lie Level 2	[tə laɪ]	liegen; lügen
to lie down WTW6	[tə laɪ daʊn]	hinlegen
life (pl lives) Level 1	[laɪf, laɪvz]	Leben
to lift weights U3	[lɪft weɪts]	Gewichte heben
light Level 2	[laɪt]	Licht; leicht
to light a fire U4	[tə laɪt ə ˈfaɪə]	ein Feuer anzünden
to like Level 1	[tə laɪk]	mögen
line Level 1	[laɪn]	Linie
lion Level 2	[ˈlaɪən]	Löwe
lipstick G8	[ˈlɪpstɪk]	Lippenstift
list Level 1	[lɪst]	Liste
to listen (to) Level 1	[tə ˈlɪsn (tu:)]	hören
listener Level 2	[ˈlɪsənə(r)]	Hörer; Zuhörer; Zuhörerin
litre U9	[ˈli:tə]	Liter
litter Level 2	[ˈlɪtə]	Müll
little Level 1	[lɪtl]	klein
to live Level 1	[tə lɪv]	leben
loads more TC4	[ləʊd mɔ:(r)]	viel mehr
loads of Level 2	[ləʊd əv]	vielleicht
local Level 2	[ləʊkl]	lokal; örtlich; ortsansässig
local people U6	[ləʊkl pi:pəl]	heimische Bevölkerung
locked Level 2	[lɒkd]	eingesperrt
lollipop (lolly) U7	[ˈlɒlɪpɒp]	Lutscher
long Level 1	[lɒŋ]	lang
to look Level 1	[lʊk]	schauen
to look at Level 1	[tə lʊk ət]	sich umschauen
to look at Level 1	[tə lʊk ət]	betrachten, ansehen
to look for Level 2	[tə lʊk fɔ:]	suchen
to look forward to Level 2	[tə lʊk ˈfɔ:wəd tə]	(sich) freuen auf
to look like Level 2	[tə lʊk laɪk]	aussehen wie
to lose Level 2	[tə lu:z]	verlieren
lots of Level 1	[lɒts əv]	viel, eine Menge
loud Level 2	[laʊd]	laut
to love Level 1	[tə lʌv]	lieben, mögen
lovely Level 1	[ˈlʌvli]	schön, lieblich

lucky Level 1	[ˈlʌki]	glückbringend
lunch Level 1	[lʌntʃ]	Mittagessen
lunch break U7	[lʌntʃ breɪk]	Mittagspause

M

machine Level 1	[məʃi:n]	Maschine
to be mad about sth. TC1	[tə bi: əˈbaʊt n.θɪŋ]	verrückt nach etw. sein; für etw. schwärmen
magazine Level 1	[ˈmæɡəzi:n]	Zeitschrift, Magazin
magic powers U11	[ˈmædʒɪk ˈpaʊəz]	magische Kräfte, Zauberkräfte
main Level 2	[meɪn]	Haupt-; Wichtigste
main course U8	[ˈmeɪn kɔ:s]	Hauptgang
to make Level 1	[tə meɪk]	machen
to make a fire U6	[tə meɪk ə ˈfaɪə]	Feuer machen
to make notes U1	[tə meɪk ˈnoʊts]	Notizen machen
to make sure U1	[tə meɪk ʃʊə]	sicherstellen
man (pl men) Level 1	[mæn, men]	Mann
manager Level 2	[ˈmænɪdʒə]	Leiter/Leiterin
mango U10	[ˈmæŋɡəʊ, ˈmæŋɡəʊz]	Mango
many Level 1	[ˈmeni]	viele
map Level 1	[mæp]	(Land-)Karte
marathon Level 1	[ˈmærəθən]	Marathon
March Level 1	[mɑ:tʃ]	März
market Level 1	[ˈmɑ:kɪt]	Markt
match Level 1	[mætʃ]	Match, Spiel
maths U6	[mæθɪz]	Streichhölzer
mathematical U5	[mæθəˈmætɪkl]	mathematisch
maths Level 1	[mæθs]	Mathe(matik)
maximum U12	[ˈmæksɪmə]	maximal
maybe Level 1	[ˈmeɪbi]	vielleicht
meal Level 1	[mi:l]	Mahlzeit, Essen
mean Level 1	[tə mi:n]	meinen; bedeuten
meaning Level 2	[ˈmi:nɪŋ]	Bedeutung
to measure U2	[tə ˈmeɪʒə(r)]	(ab-)messen
meat Level 2	[mi:t]	Fleisch
mechanic Level 2	[məˈkænɪk]	Mechaniker/ Mechanikerin
medal U3	[ˈmedl]	Medaille
to meet Level 1	[tə mi:t]	(sich) treffen, kennenlernen
to meet up with sb. Level 2	[tə mi:t ʌp wɪð sʌmbədi]	sich mit jdm. treffen
megapixel U10	[ˈmegəpɪksl]	Megapixel
melon U2	[ˈmelən]	Melone
to melt down U7	[tə melt daʊn]	einschmelzen
member Level 2	[ˈmembə]	Mitglied
memory U10	[ˈmeməri]	hier: Speicher; Gedächtnis
to mention U3	[tə ˈmenʃn]	erwähnen
to mess up U8	[tə mes ʌp]	vermasseln
message Level 2	[ˈmesɪdʒ]	Nachricht
metal U7	[ˈmetl]	Metall
metre Level 1	[ˈmi:tə]	Meter
microchip U10	[ˈmaɪkrəʊtʃɪp]	Mikrochip
midday U4	[ˈmɪdˈdeɪ]	Mittag
middle Level 1	[ˈmɪd.əl]	Mitte
midnight Level 1	[ˈmɪdnɑ:t]	Mitternacht
might (not) Level 2	[maɪt (nɒt)]	vielleicht (nicht), möglicherweise (nicht)

mile Level 2	[maɪl]	Meile
milk Level 1	[mɪlk]	Milch
million Level 1	[mɪljən]	Million
to mime Level 1	[tə maɪm]	mimen, pantomimisch darstellen
mind Level 2	[maɪnd]	Verstand, Geist
minute Level 1	[mɪnɪt]	Minute
mirror G10	['mɪrə]	Spiegel
to miss Level 2	[tə mɪs]	verpassen; vermissen
missing Level 2	['mɪsɪŋ]	fehlend
mistake Level 1	[mɪ'steɪk]	Fehler
to moan G6	[tə məʊn]	stöhnen
mobile phone Level 2	['məʊbaɪl fəʊn]	Handy
moment Level 2	['məʊmənt]	Moment
Monday Level 1	[mʌndeɪ]	Montag
money Level 1	[mʌni]	Geld
monkey Level 2	['mʌŋki]	Affe
month Level 1	[mʌnθ]	Monat
mood Level 2	[mu:d]	Stimmung
more Level 1	[mɔːr]	mehr
morning Level 1	[mɔːnɪŋ]	Morgen
mosquito (pl mosquitoes) Level 1	[mæski:təʊ, mæski:təʊz]	(Stech-)Mücke
most Level 1	[məʊst]	am meisten; die meisten
mother Level 1	[mʌðə]	Mutter
to motivate U9	[tə 'məʊtɪveɪt]	motivieren
mountain Level 1	[maʊntən]	Berg
mountain climber G8	['maʊntɪn 'klaɪmə]	Bergsteiger
mouse (pl mice) Level 2	[maʊs, maɪs]	(Comput-)Maus
mouth Level 1	[maʊθ]	Mund
to move Level 2	[tə mu:v]	(sich) bewegen
much Level 1	[mʌtʃ]	viel
mum Level 1	[mʌm]	Mutter
museum Level 2	[mju:'zi:əm]	Museum
mushroom WTW1	['mʌʃrʊm]	Pilz, Champignon
music Level 1	[mju:zɪk]	Musik
musical instrument Level 2	['mju:zɪkl 'ɪnstɹəmənt]	Musikinstrument
musician Level 2	[mju:'zɪən]	Musikerin
Muslim U6	['mʊzɪlɪm]	Muslimisch; Muslime/Muslimin
must (not) Level 1	[mʌst]	müssen (nicht dürfen)
mysterious U7	[mɪ'stɪəriəs]	mysteriös; geheimnisvoll
mystery Level 2	['mɪstəri]	Mysterium, Rätsel

N

nail G8	[neɪl]	Nagel
name U4	[neɪm]	Name
nap U4	[næp]	Nickerchen
national U3	[næʃnəl]	National-
national park U4	[næʃnəl pɑ:k]	Nationalpark
natural U9	['nætʃrəl]	natürlich, Natur-
near Level 2	[nɪə(r)]	nah, in der Nähe von
to need Level 1	[tə ni:d]	brauchen
negative Level 1	['neg.ə.tɪv]	negativ
neighbour Level 2	['neɪbə]	Nachbar/Nachbarin
neighbourhood U8	['neɪbəhʊd]	Nachbarschaft

neither U3	['naɪðə]	keine/r/s; auch nicht
nervous Level 1	[nɜ:vəs]	nervös
never Level 1	[nevə]	nie(mals)
new Level 1	[nju:]	neu
New Zealand U11	[nju: 'zi:lənd]	Neuseeland
news (pl) Level 2	[nju:z]	Neuigkeiten; Nachrichten
newspaper Level 2	['nju:spəpə]	Zeitung
next U1	[nekst]	nächster/nächste/nächstes
next door Level 1	[nekst dɔː]	nebenan
next time U2	[nekst taɪm]	nächstes Mal
next to Level 1	[nekst tu:]	neben
nice Level 1	[naɪs]	schön, angenehm; nett
Nice to meet you U1	[naɪs tu: mi:t ju]	Es freut mich, dich/Sie kennen zu lernen!
night Level 1	[naɪt]	Nacht
nightmare G4	['naɪtmə]	Albtraum
nil U3	[nɪl]	Null
no doubt U1	[nəʊ daʊt]	zweifellos
no one Level 1	[nəʊ wʌn]	niemand, keiner
now Level 1	[nəʊ weɪ]	hier: Wirklich?
nowhere U1	['nəʊbədi]	niemand
noise Level 1	[nɔɪz]	Geräusch; Lärm
none Level 1	[nʌn]	nichts; keine/r
noodle U2	['nu:dl]	Nudel
normal Level 1	[nɔːml]	normal
normally U5	['nɔːməli]	normalerweise
north Level 2	[nɔːθ]	Norden
north of U12	[nɔːθ ɒv]	nördlich von, im Norden von
North Pole U6	[(ðə), nɔːθ 'pəʊl]	Nordpol
nose Level 1	[nəʊz]	Nase
not Level 1	[nɒt]	nicht
not so sure U5	[nɒt səʊ ʃʊə]	nicht ganz sicher
nothing Level 1	[nʌθɪŋ]	nichts
to notice Level 2	[tə 'nəʊtɪs]	bemerken
now Level 1	[naʊ]	jetzt; sofort
nowadays U12	[naʊədeɪz]	heute, heutzutage
number Level 1	[nʌmbər]	Zahl; Ziffer, Nummer
to number Level 1	[tə nʌmbər]	nummerieren
nurse U8	[nɜ:s]	Krankenpfleger/Krankenpflegerin
nut Level 1	[nʌt]	Nuss

O

(one) o'clock Level 1	[(wʌn) ə'klɒk]	(ein) Uhr
object Level 1	['ɒb.dʒɪkt]	Objekt
occasionally U4	['ækʃənəli]	gelegentlich, ab und zu
ocean Level 1	['əʊʃn]	Ozean
of Level 1	[əv]	von; aus; über
of course Level 1	[ɒv kɔ:s]	natürlich, gewiss
offer U2	['ɒfə]	Angebot
to offer Level 2	[tə 'ɒfə]	anbieten
office U1	['ɒfɪs]	Büro
often Level 1	['ɒfn]	oft, häufig
Oh dear! Level 2	[əʊ dɪə]	Oje!
old Level 1	[əʊld]	alt
olive oil U2	['ɒlɪv 'ɔɪl]	Olivenöl

Olympic Games U3	[ə,lɪmpɪk 'geɪmz]	die Olympischen Spiele
olympics U3	[ə,lɪmpɪks]	Olympiade
on Level 1	[ɒn]	auf; bei; an
on average Level 1	[ɒn 'ævərɪdʒ]	durchschnittlich, im Durchschnitt
on sale U7	[ɒn seɪl]	zum Verkauf
on the one/other hand U1	[ɒn ðə wʌn/'ʌðə hænd]	einerseits, andererseits
on top U2	[ɒn tɒp]	hier: obendrauf
once Level 2	[wʌns]	einmal; sobald
onion Level 1	['ʌnjən]	Zwiebel
only Level 1	[əʊnli]	nur
open U6	[əʊpən]	offen, geöffnet
to open (up) Level 1	[tə əʊpən (ʌp)]	öffnen
opinion U1	[ə'pɪnjən]	Meinung
optimistic U10	[,ɒptɪ'mɪstɪk]	optimistisch
option Level 1	['ɒpʃən]	Option, Möglichkeit
or Level 1	[ɔːr]	oder
orange Level 1	[ɒrɪndʒ]	Orange; orange
order U2	[ɔːdə]	hier: Bestellung; Reihenfolge
to order U2	[tə ɔːdə]	hier: bestellen; ordnen
oregano U2	[ɒrɪ'gɑːnəʊ]	Oregano
other Level 1	[ʌðə]	anderer/andere/anderes
outdoor Level 2	['aʊtdɔː]	draußen, außen
outer space U1	[aʊtə 'speɪs]	Weltraum
outside Level 1	[aʊt'saɪd]	draußen, außerhalb
oven G12	['ʌvən]	Ofen
over U1	['əʊvə(r)]	über
overnight U7	[,əʊvə'naɪt]	über Nacht
to overtake U3	[tə əʊvə'teɪk]	überholen
own Level 1	[əʊn]	eigener/eigene/eigenes
owner U2	['əʊnə(r)]	Besitzer/Besitzerin
P		
Pacific Ocean WTW3	[pə'sɪfɪk 'əʊʃn]	Pazifischer Ozean
to pack Level 2	[tə pæk]	packen
page Level 1	[peɪdʒ]	Seite
to paint Level 1	[tə peɪnt]	malen, zeichnen
painting Level 1	['peɪntɪŋ]	Gemälde
pancake U2	['pæŋkeɪk]	Pfannkuchen
paper Level 1	['peɪpə]	Papier
paragraph Level 2	['pærəgræf]	Absatz, Paragraph
parents Level 1	['peərənts]	Eltern
park Level 2	[pɑːk]	Park
parmesan cheese U1	[pɑː'meɪzən 'tʃiːz]	Parmesankäse
part Level 1	[pɑːt]	Teil
part-time U1	[pɑːt'taɪm]	Teilzeit
particle U1	['pɑːtlɪk]	Teilchen, Partikel
partner U1	['pɑːtnə]	Partner/Partnerin
to pass Level 2	[tə pɑːs]	bestehen; vorbeigehen
passenger U7	['pɑːsɪndʒə(r)]	Passagier/Passagierin
past U4	[pɑːst]	Vergangenheit; vergangen
path Level 2	[pɑːθ]	Weg
patient G5	['peɪʃənt]	geduldig
to pay Level 2	[tə peɪ]	(be-)zahlen

to pay attention U12	[tə peɪ ə'tenʃn]	aufpassen; aufmerksam sein
payment U12	['peɪmənt]	Bezahlung
pea U2	[piː]	Erbse
pear U2	[peə(r)]	Birne
penfriend U1	['penfrend]	Brieffreund/Brieffreundin
penguin U12	['penɡɪn]	Pinguin
people (pl) Level 1	[piːpl]	Leute, Menschen
pepper U2	['pepə]	Paprika; Pfeffer
per cent U6	[pə'sent]	Prozent
per Level 2	[pə]	pro
percentage U9	['pɜːsɪntɪdʒ]	Prozent(satz); Anteil
perfect Level 1	['pɜːfɪkt]	perfekt
to perform Level 2	[tə pɜːfɔːm]	auftreten, aufführen
period U6	['pɪəriəd]	Zeitraum
person (pl people) Level 1	[pɜːsn (pl)]	Person
personal best U1	[pɜːsənl 'best]	persönliche Bestleistung
personality Level 1	[pɜːsə'næləti]	Persönlichkeit
perspective U1	[pɜː'spektɪv]	Perspektive
pet Level 1	[pet]	Haustier
petrol U6	['petrəl]	Benzin
petrol station U1	['petrəl steɪʃn]	Tankstelle
phone U1	[fəʊn]	Telefon
phone call Level 2	[fəʊn kɔːl]	Anruf
phone number U2	[fəʊn nʌmbə]	Telefonnummer
photo U1	['fəʊtəʊ]	Foto
photograph U3	['fəʊtəgrɑːf]	Fotografie
photographer U5	['fəʊtəgrəfə]	Fotograf/Fotografin
phrase Level 1	['freɪz]	Phrase; Satz
piano Level 1	['piːnəʊ]	Klavier
pick up Level 2	[tə pɪk ʌp]	aufheben, aufsammeln; abholen
pickpocketing U6	['pɪkpɒkɪtɪŋ]	Taschendiebstahl
picnic U2	['pɪknɪk]	Picknick
picture Level 1	['pɪktʃə]	Bild
piece Level 1	[piːs]	Stück
piece of paper U7	[piːs əv 'peɪpə(r)]	ein Blatt Papier
pier U1	['pɪə(r)]	Pier
pigeon U12	['pɪdʒɪn]	Taube
pizza place U2	['pɪtsə pleɪs]	Pizzeria, Pizzaladen
place Level 1	['pleɪs]	Platz, Ort; Zuhause
plan Level 1	['plæn]	Plan
to plan Level 2	[tə plæn]	planen
planet Level 1	['plænɪt]	Planet
plant Level 2	['plɑːnt]	Pflanze
plastic Level 1	['plæstɪk]	Plastik, Kunststoff
plate Level 2	['pleɪt]	Teller
to play Level 1	[tə pleɪ]	spielen
player Level 1	['pleɪə]	Spieler/Spielerin
pleasant U12	['pleznt]	angenehm
please Level 1	['pliːz]	bitte
plenty (of) TC4	['plenti (əv)]	reichlich; eine Menge von
pocket Level 2	['pɒkɪt]	(Hosen-)Tasche
pocket money U4	['pɒkɪt 'mʌni]	Taschengeld
poem U3	['pəʊɪm]	Gedicht
poet U11	['pəʊɪt]	Dichter/Dichterin
point Level 2	[pɔɪnt]	Punkt

to point (at) Level 1	[tə pɔɪnt (æt)]	zeigen (auf)
point of view U12	[pɔɪnt əv vju:]	Standpunkt
polar bear U12	['pəʊlə beə(r)]	Eisbär
police U6	[pə'li:s]	Polizei
police officer U5	[pə'li:s ɒfɪsə]	Polizist/Polizistin
police station Level 2	[pə'li:s steɪʃn]	Polizeistation
policeman (pl policemen) Level 2	[pə'li:smən, pə'li:smən]	Polizist
polite Level 2	[pə'laɪt]	höflich
pollution U9	[pə'lu:ʃn]	Verschmutzung
pool Level 2	[pu:l]	Schwimmbad
poor Level 1	[pɔ:]	arm
popular Level 2	['pɒpjələ]	beliebt
population U1	[ˌpɒpjʊ'leɪʃn]	Bevölkerung
portrait U7	['pɔ:treɪt]	Porträt
position Level 2	[pə'zɪʃn]	Position
positive Level 1	['pɒz.ə.tɪv]	positiv
possession U1	[pə'zeɪʃn]	Besitz
possible Level 2	['pɒsəbl]	möglich
poster Level 1	['pəʊ.stə]	Poster
pot U2	[pɒt]	Topf
potato (pl potatoes) U2	[pə'tetəʊ]	Kartoffel
pound (£) Level 1	['paʊnd]	Pfund
power Level 2	['paʊə]	Kraft, Energie; Macht
to practise Level 1	[tə 'præktɪs]	üben
to prefer Level 2	[tə 'prɪfə:]	bevorzugen
to prepare Level 2	[tə 'prɪ'peə]	vorbereiten
present Level 1	[preznt]	Geschenk
to present Level 2	[tə 'prɪ'zent]	präsentieren
presentation Level 2	[ˌprezn'teɪʃn]	Präsentation
presenter Level 2	[prɪ'zentə]	Moderator
pretty Level 2	['prɪti]	hübsch; zierlich
previous U2	['pri:vɪəs]	vorhergehend
price Level 1	['praɪs]	Preis
print U7	['prɪnt]	Druck
prison Level 1	['prɪzən]	Gefängnis
prize Level 1	['praɪz]	Preis; Auszeichnung
probably Level 2	['prɒbəbli]	wahrscheinlich
problem Level 1	['prɒbləm]	Problem
to process U10	[tə 'prɒsəs]	verarbeiten
to produce U5	[tə 'prɒdʊs]	produzieren
producer G12	[prə'dju:sə]	Hersteller
professional Level 2	[ˌprɒfə'ʃənəl]	professionell
profile U5	['prɒfaɪl]	Profil; Steckbrief
programme U3	['prəʊɡræm]	Programm; Sendung
to programme U3	[tə 'prəʊɡræm]	programmieren
project Level 1	['prɒdʒekt]	Projekt
to promise Level 2	[tə 'prɒmɪs]	versprechen
to protect U12	[tə 'prɒtekt]	(be-)schützen
proud U12	[praʊd]	stolz
pullover U12	['pʊləvə(r)]	Pullover
to punish U12	[tə 'pʌnɪʃ]	bestrafen
to push U12	[puʃ]	drücken; hier: schubsen
to put Level 1	[tə put]	setzen, legen, stellen
to put up Level 2	[tə put ʌp]	aufhängen

Q

qualification U3	[ˌkwɒlɪfɪ'keɪʃn]	Qualifikation
qualifying race U3	[ˌkwɒlɪfaɪɪŋ reɪs]	Qualifikationsrennen

question Level 1	['kwestʃən]	Frage
quickly U5	['kwɪkli]	schnell
quiet Level 2	['kwaɪət]	leise, still
quite Level 1	[kwaɪt]	ziemlich

R

race Level 1	[reɪs]	Rennen
racket U4	['rækt]	Tennis-)Schläger
railway station Level 2	['reɪlweɪ 'steɪʃn]	Bahnhof, Bahnstation
to rain Level 2	[tə reɪn]	regnen
rainforest U9	['reɪnfɒrɪst]	Regenwald
RAM (random access memory) U10		Arbeitsspeicher
to rank Level 2	[tə ræŋk]	reihen, einstufen
rat Level 1	['ræt]	Ratte
rather U9	['rɑ:ðə(r)]	vielmehr, lieber
to reach Level 1	[tə ri:tʃ]	erreichen
to react Level 1	[tə ri'ækt]	reagieren
to read Level 1	[tə ri:d]	lesen
to read Level 1	[tə ri:d aʊt]	vorlesen
ready Level 1	['red.i]	bereit, fertig
really Level 1	['ri:əl]	wirklich; echt, real
realistic Level 1	['ri:əlɪstɪk]	realistisch
really Level 1	['ri:əli]	wirklich
reason Level 1	['ri:zn]	Grund
to receive U5	[tə ri'si:v]	erhalten, bekommen
recently Level 2	['ri:sntli]	letztens, vor Kurzem
recipe U2	['resəpi]	Rezept
to recognise U8	[tə 'rekəɡnaɪz]	erkennen
to recommend Level 2	[tə ,rekə'mend]	empfehlen
record U11	['rekɔ:d]	Rekord; hier: (Schall-)Platte
record shop U11	['rekɔ:d ʃɒp]	Plattenladen
to recycle Level 1	[tə ,ri:'saɪkl]	recyceln, wiederverwerten
to refer (to) U7	[tə rɪ'fə:(r)]	sich auf etw. beziehen
regularly U1	['regjələli]	regelmäßig
to relax Level 2	[tə ri'læks]	entspannen
to remember Level 1	[tə ri'membə]	sich erinnern (an)
to rent out TC6	[tə rent aʊt]	vermieten
to repair Level 2	[tə ri'peə]	reparieren
to repeat Level 1	[tə ri'pi:t]	wiederholen
to replace U10	[tə ri'pleɪs]	ersetzen
reply Level 2	['ri'plai]	Antwort
to reply U6	[tə ri'plai]	antworten
report Level 2	['ri'pɔ:t]	Bericht
to report U12	[tə ri'pɔ:t]	berichten; hier: anzeigen, melden
request U8	['ri'kwest]	Anfrage
research U3	['ri:sɜ:tʃ]	Recherche, Forschung
respect U12	['ri'spekt]	Respekt
to respect U12	[tə ri'spekt]	respektieren
responsible U12	['ri'spɒnsəbl]	verantwortlich
rest Level 2	[rest]	Rest; hier: Ruhe, Erholung
to rest Level 2	[tə rest]	rasten, ruhen
restaurant Level 1	['restrɒnt]	Restaurant
to return Level 2	[tə ri'tɜ:n]	zurückkommen; zurückgeben
revision Level 1	['ri:vɪʒ.ən]	Wiederholung

to rewrite U3	[ˈriːraɪt]	neu schreiben; umschreiben
to rhyme Level 2	[tə raɪm]	reimen
rice Level 1	[raɪs]	Reis
rich Level 2	[rɪtʃ]	reich
to ride Level 1	[tə raɪd]	reiten; fahren
rider U3	[ˈraɪdə]	Reiter/Reiterin; Fahrer/Fahrerin
right Level 1	[raɪt]	richtig, korrekt; genau
right now Level 1	[raɪt naʊ]	gerade jetzt
right-hand side U7	[raɪt hænd saɪd]	rechte Seite
river Level 1	[ˈrɪvə]	Fluss
road Level 2	[rəʊd]	Straße, Weg
to rob Level 2	[tə rɒb]	ausrauben
robber Level 2	[ˈrɒbə]	Räuber/Räuberin
robbery Level 2	[ˈrɒbəri]	Raubüberfall
rock Level 2	[rɒk]	Stein
role play Level 2	[rəʊl pleɪ]	Rollenspiel
room Level 1	[ruːm]	Raum; Platz
route WTW3	[ruːt]	Route, Straße
rubbish Level 2	[ˈrʌbɪʃ]	Müll
rule Level 2	[ruːl]	Regel
to run Level 1	[tə rʌn]	laufen, rennen
to run out of U6	[tə rʌn aʊt ɒv]	an etw. knapp werden, nicht mehr haben
running track U3	[ˈrʌnɪŋ træk]	Laufbahn, Laufstrecke

S

sad Level 1	[sæd]	traurig
safe Level 1	[seɪf]	sicher, gefahrlos
salad Level 1	[sæləd]	Salat; Salatteller
salad bar U2	[ˈsæləd bɑː]	Salatbar
salt U2	[sɔːlt]	Salz
(the) same Level 1	[(də) seɪm]	derselbe, gleich, selbe/ das gleiche
Saturday Level 1	[sætədeɪ]	Samstag
sauce Level 1	[sɔːs]	Sauce
sausage Level 1	[ˈsɔːsɪdʒ]	Wurst
to save Level 2	[tə seɪv]	sparen
to say Level 1	[tə seɪ]	sagen
to be scared Level 1	[tə biː skeəd]	verängstigt sein
scene Level 2	[siːn]	Szene
school Level 1	[skuːl]	Schule
school bag Level 1	[skuːl bæg]	Schultasche
school meal U2	[skuːl miːl]	Schulmahlzeit
(school) subject Level 1	[ˈsʌbdʒɪkt]	(Schul-)Fach
school year U11	[skuːl jɪə]	Schuljahr
schoolgirl U3	[ˈskuːlɡɜːl]	Schülerin
science fiction U10	[ˈsaɪəns ˈfɪkʃn]	Science-Fiction
score Level 1	[skɔː]	Bewertung; Punktezahl
to score Level 1	[tə skɔː]	treffen; schießen
screen Level 2	[skriːn]	Bildschirm
screen time U4	[skriːn taɪm]	Bildschirmzeit
sculpture U7	[ˈskʌlptʃə(r)]	Skulptur
sea Level 2	[siː]	Meer
seafloor TC6	[ˈsiːfrʌnt]	Meeresfront, direkt am Meer
to search WTW5	[tə sɜːtʃ]	suchen

seaside Level 2	[ˈsiːsaɪd]	am Meer, an der Küste
seawater U6	[ˈsiːwɔːtə]	Meerwasser
second Level 1	[sekənd]	Sekunde; zweiter/ zweite/zweites
secondly U4	[ˈsekəndli]	zweitens
secret Level 2	[ˈsiːkrət]	Geheimnis
secretary U5	[ˈsekɪtəri]	Sekretär/Sekretärin
security U7	[sɪˈkjʊərəti]	Sicherheit
to see Level 1	[tə siː]	sehen
See you in a bit. TC6	[siː juː ɪn ə bɪt]	In einem Moment später.
seed U2	[siːd]	Samen
to seem Level 2	[tə siːm]	scheinen, wirken
to sell Level 1	[tə sel]	verkaufen
to send Level 2	[tə send]	senden, verschicken
sentence Level 1	[ˈsentəns]	Satz
Serbia U12	[ˈsɜːbiə]	Serbien
serious Level 1	[ˈsɪəriəs]	ernst
Seriously? U2	[ˈsɪəriəsli]	Im Ernst?
to serve U5	[tə sɜːv]	bedienen, servieren
service U5	[ˈsɜːvɪs]	Dienstleistung
to set time U6	[tə set ə taɪm]	eine Zeit festlegen
to shake Level 1	[tə ʃeɪk]	schütteln
to share Level 1	[tə ʃeə]	teilen
sharp U2	[ʃɑːk]	Hai
sharp U6	[ʃɑːp]	scharf
shine Level 1	[ʃaɪn]	scheinen, strahlen
shirt Level 1	[ʃɜːt]	Hemd
shocked U7	[ʃɒkt]	schockiert
shoe Level 1	[ʃuː]	Schuh
shop Level 1	[ʃɒp]	Geschäft, Laden
to shop Level 1	[tə ʃɒp]	einkaufen
shop assistant U6	[ʃɒp əˈsɪstənt]	Verkäufer/ Verkäuferin
short Level 1	[ʃɔːt]	kurz; klein
short story Level 2	[ʃɔːt ˈstɔːri]	Kurzgeschichte
should Level 1	[ʃʊd (nɒt)]	(nicht) sollen
to shout Level 1	[tə ʃaʊt]	schreien; rufen
to show Level 1	[tə ʃəʊ]	vorzeigen, vorführen
show U9	[ˈʃəʊə(r)]	Dusche
shy Level 2	[ʃaɪ]	schüchtern
sick G5	[sɪk]	krank; übel, schlecht
side Level 2	[saɪd]	Seite
sight U6	[saɪt]	Sehenswürdigkeit
sign Level 2	[saɪn]	Schild; Zeichen
sign language U10	[ˈsaɪn læŋɡwɪdʒ]	Gebärdensprache
signal U4	[ˈsɪɡnəl]	Empfang
silly Level 2	[ˈsɪli]	albern
similar Level 2	[ˈsɪmələ(r)]	ähnlich
simple Level 1	[ˈsɪmpəl]	einfach
since U1	[sɪns]	seit
to sing Level 1	[tə sɪŋ]	singen
singer Level 1	[ˈsɪŋə]	Sänger/Sängerin
singles match U3	[ˈsɪŋɡlz mətʃ]	Einzelspiel
sir Level 1	[sɜː]	Herr (Anrede)
sister Level 1	[ˈsɪstə]	Schwester
to sit Level 1	[tə sɪt]	sitzen
to sit down Level 1	[tə sɪt daʊn]	sich (hin-)setzen
to sit up straight WTW2	[tə sɪt ʌp streɪt]	gerade sitzen
situation Level 2	[ˌsɪtʃuˈeɪʃn]	Situation
to skateboard U11	[tə skeɪtbɔːd]	Skateboard fahren

skateboard park U11	['skɛrtbɔ:d pɑ:k]	Skatepark
sketch Level 1	[skɛtʃ]	Sketch
to ski Level 1	[tə ski:]	Ski fahren
skill Level 1	[skɪl]	Fähigkeit
sleep Level 2	[sli:p]	Schlaf
to sleep Level 1	[tə sli:p]	schlafen
sleeping bag U6	['sli:pɪŋ bæɡ]	Schlafsack
slice U2	[slaɪs]	Scheibe; Stück
slogan U2	['sləʊɡən]	Slogan, Werbespruch
slow Level 2	[sləʊ]	langsam
to slow down Level 2	[tə sləʊ daʊn]	abbremsen, langsamer werden
slowly U6	['sləʊli]	langsam
small Level 1	[smɔ:l]	klein
smart Level 1	[smɑ:t]	klug, intelligent
to smell Level 1	[tə smel]	riechen
smile Level 1	[smaɪl]	Lächeln
to smile Level 1	[tə smaɪl]	lächeln
snack Level 1	[snæk]	Snack, Imbiss
snailfish U1	[sneɪlfɪʃ]	Schneckenfisch, Scheibenbauch
snake Level 1	[sneɪk]	Schlange
snow Level 2	[snəʊ]	Schnee
to snow Level 2	[tə snəʊ]	schneien
snowball U12	['snəʊbɔ:l]	Schneeball
so Level 1	[səʊ]	so; sehr
So are you. U3	[səʊ ɑ: ju:]	Du auch.
sociable U10	['səʊjəbl]	gesellig, kontaktfreudig
sock Level 1	[sɒk]	Socke
sofa Level 1	[səʊfə]	Sofa
solar panel U9	[,səʊlə 'pænl]	Solarpanel
soldier U7	['səʊldɜ:(r)]	Soldat/Soldatin
solution Level 2	[sə'lu:ʃn]	Lösung
to solve Level 2	[tə sɒlv]	auflösen, aufklären
some Level 1	[sʌm]	ein paar
somebody Level 2	['sʌmbədi]	jemand
someone Level 1	[sʌmwʌn]	jemand
something Level 1	[sʌmθɪŋ]	etwas
sometime U1	[sʌmtaɪm]	irgendwann
sometimes Level 1	[sʌmtaɪmz]	manchmal
somewhere Level 2	['sʌmwɛə]	irgendwo
son Level 2	[sʌn]	Sohn
song Level 1	[sɒŋ]	Lied
soon Level 1	[su:n]	früher, bald
sorry Level 1	['sɒri]	Entschuldigung, Mitleid
sort of Level 2	[sɔ:t əv]	mehr oder weniger, ziemlich
sound Level 2	[saʊnd]	Klang, Geräusch
Sounds great. TC2	[saʊndz grɛt]	Das klingt toll, Das hört sich großartig an.
soup U6	[saʊp]	Suppe
south Level 2	[saʊθ]	Süden
(the) South Pole U6	[ðə ,saʊθ 'pəʊl]	Südpol
Spanish U8	[spæniʃ]	Spanisch
to speak Level 1	[tə spi:k]	sprechen
speaker Level 2	['spi:kə]	Sprecher/Sprecherin; Lautsprecher
special Level 2	['speʃl]	besonders; Spezial-
speech U5	[spi:tʃ]	Rede

speech bubble Level 2	[spi:tʃ 'bʌbl]	Sprechblase
speed Level 1	[spi:d]	Geschwindigkeit
to spend Level 2	[tə spend]	verbringen; ausgeben
spider Level 1	[spaɪdə]	Spinne
spinach Level 2	['spɪnɪʃ]	Spinat
sport(s) Level 1	[spɔ:t]	Sport
sports centre U4	['spɔ:t sɛntrə]	Sportzentrum
sports club U11	['spɔ:t klʌb]	Sportverein
sportsperson (pl sportspeople) U7	['spɔ:tspɜ:(n)]	Sportler/Sportlerin
sportswoman (pl sportswomen) U7	['spɔ:tswʊmən, 'spɔ:tswɪmən]	Sportlerin
spring U6	[sprɪŋ]	Frühling
springboard diving U15	['sprɪŋbɔ:d 'daɪvɪŋ]	Turnspringer/Turnspringerin
sprinter U3	['sprɪntə]	Sprinter/Sprinterin
stadium U6	['stædɪəm]	Stadion
star Level 1	[stɑ:]	Star; Stern
start Level 2	[stɑ:t]	Start, Beginn
to start Level 1	[tə stɑ:t]	starten, beginnen
start-up U7	[stɑ:t ʌp]	Start-up-Unternehmen
state U6	[steɪt]	Staat
statement U2	['steɪtmənt]	Aussage
statue Level 1	['stætʃu:]	Statue
to stay Level 1	[tə steɪ]	bleiben
to stay out U4	[tə steɪ aʊt]	ausbleiben
stay the night U4	[tə steɪ ðə naɪt]	übernachten
stay up late Level 2	[tə steɪ ʌp leɪt]	lange aufbleiben
to steal Level 2	[tə sti:l]	stehlen
stencil U7	['stensl]	Schablone
step Level 1	[step]	Schritt
still Level 1	[stɪl]	(immer) noch
stone U5	[stəʊn]	Stein
to stop Level 1	[tə stɒp]	stoppen, aufhören
storm Level 1	[stɔ:m]	Sturm
story Level 1	['stɔ:ri]	Geschichte
straight (away) G10	[streɪt (ə'weɪ)]	sofort, gleich
strange Level 1	[streɪndʒ]	komisch, eigenartig
strawberry Level 1	['strɔ:beri]	Erdbeere
to stream videos U12	[tə stri:m 'vɪdɪəʊz]	Videos streamen
street Level 1	[stri:t]	Straße
street art U7	[stri:t ɑ:t]	Street-Art, Straßenkunst
street artist U7	[stri:t 'ɑ:tɪst]	Straßenkünstler/Straßenkünstlerin
street light U8	['stri:t laɪt]	Straßenlampe
stress U12	[stres]	Stress
strict Level 2	['strikt]	streng, strikt
strong Level 1	[strɒŋ]	stark
student Level 1	['stju:dnt]	Schüler/Schülerin; Student/Studentin
to study Level 1	[tə stʌdi]	studieren, lernen
stuff Level 1	[stʌf]	Zeug, Kram
stupid Level 1	['stju:pɪd]	dumm
to succeed U8	[tə sək'si:d]	Erfolg haben
success Level 2	[sək'ses]	Erfolg
successful Level 2	[sək'sesfl]	erfolgreich
such Level 2	[sʌtʃ]	solch, so, dieser Art
suddenly Level 1	['sʌdnli]	plötzlich
sugar U2	['ʃʊɡə(r)]	Zucker
sugar-free U7	['ʃʊɡə fri:]	zuckerfrei

to suggest Level 2	[tə sə'dʒest]	vorschlagen
suggestion Level 2	[sə'dʒestʃən]	Vorschlag, Anregung
to sum up U12	[tə sʌm ʌp]	zusammenfassen
to summarise U5	[ˈsʌməraɪz]	zusammenfassen
summer Level 2	[ˈsʌmə]	Sommer
sun Level 1	[sʌn]	Sonne
sun cream U6	[ˈsʌn kri:m]	Sonnencreme
Sunday Level 1	[ˈsʌndeɪ]	Sonntag
sunny Level 2	[ˈsʌni]	sonnig
supermarket Level 2	[ˈsu:pəma:kit]	Supermarkt
to support U7	[tə sə'pɔ:t]	unterstützen
to suppose U9	[tə sə'pəʊz]	annehmen, vermuten
sure Level 1	[ʃʊə]	sicher
surprise Level 1	[sə'praɪz]	Überraschung
to be surprised U8	[tə bi: sə'praɪzd]	überrascht sein
to survive U1	[tə sə'vaɪv]	überleben
to swap Level 2	[tə swɒp]	(aus-)tauschen
Sweden U5	[ˈswi:dn]	Schweden
sweet U2	[swi:t]	süß
sweets (pl) Level 2	[swi:ts]	Süßigkeiten
to swim Level 1	[tə swɪm]	schwimmen
to swim out far WTW2	[tə swɪm aʊt fa:]	weit rausschwimmen
swimmer Level 2	[ˈswɪmə]	Schwimmer/ Schwimmerin
swimming pool Level 2	[ˈswɪmɪŋ pu:l]	Schwimmbecken; Schwimmbad
to switch off Level 2	[tə swɪtʃ ɒf]	ausschalten, abschalten
Switzerland U12	[ˈswɪtsələnd]	Schweiz

T

table Level 1	[teɪbl]	Tisch; Tabelle
to take Level 1	[tə teɪk]	(mit-)nehmen
to take a break U6	[tə teɪk ə breɪk]	Pause machen
to take a look U2	[tə teɪk ə lʊk]	eine ... betrachten
to take a shower U9	[tə teɪk ə ʃaʊə]	schuschen
to take a walk U9	[tə teɪk ə wɔ:k]	spazieren gehen
Take care. U1	[teɪk keə(r)]	Vorsicht!
to take down U3	[tə teɪk daʊn]	mitnehmen
to take long U2	[tə teɪk lɒŋ]	lange dauern
to take part in U3	[tə teɪk pɑ:t ɪn]	teilnehmen an
to take turns Level 2	[tə teɪk ˈtɜ:ns]	abwechseln
talent Level 2	[ˈtælənt]	Talent
talented U5	[ˈtæləntɪd]	talentiert
to talk Level 1	[tɔ:k]	sprechen, reden
tall Level 1	[tɔ:l]	groß
task Level 1	[tɜ:sk]	Aufgabe, Übung
to taste Level 2	[teɪst]	schmecken, kosten
tasty Level 2	[ˈteɪsti]	lecker, schmackhaft
tea Level 1	[ti:]	Tee
to teach Level 1	[ti:tʃ]	lehren, unterrichten
teacher Level 1	[ˈti:tʃə]	Lehrperson
team Level 1	[ti:m]	Mannschaft, Team
technology Level 2	[tek'nɒlədʒi]	Technologie
teenager Level 2	[ˈti:neɪdʒə]	Jugendlicher/ Jugendliche
to tell Level 1	[təl]	erzählen
temperature Level 2	[ˈtemprətʃə]	Temperatur
(a) tenner U2	[ə ˈtenə]	(ein) Zehner

tent Level 2	[tent]	Zelt
terrible Level 1	[ˈterəbl]	schrecklich, scheußlich
test Level 1	[test]	Test
to test Level 1	[tə test]	testen; prüfen
to text Level 2	[tə tekst]	eine Kurznachricht schreiben
text message Level 2	[tekst ˈsɪdʒ]	Kurznachricht (SMS)
than Level 2	[ðən]	als
Thank you. Level 1	[θæŋk ju:]	Bitte, Danke schön.
thanks U1	[θæŋks]	Danke
thanks a lot U10	[θæŋks ə lɒt]	vielen Dank
that Level 1	[ðæt]	das; der/die/das
That's right. Level 2	[ðæt s]	So ist es., Das stimmt.
theft U7	[teft]	Diebstahl
then Level 1	[ðen]	dann, danach
there Level 1	[ðeə]	da, dort
these Level 1	[ði:z]	diese (hier)
They don't mind.	[ði dəʊnt maɪnd]	Es macht ihnen nichts aus.
thief (pl thieves)	[θi:f, θi:vz]	Dieb/Diebin
thing Level 1	[θɪŋ]	Ding, Gegenstand, Sache
to think Level 1	[tə θɪŋk]	denken
to think of Level 1	[tə θɪŋk ɒv]	denken an
third Level 1	[θɜ:d]	dritter/dritte/drittes
thirsty U10	[θɜ:sti]	durstig
this Level 1	[ðɪs]	dieser/diese/dieses
those Level 1	[ðəʊz]	diese (dort), jene
though Level 2	[ðəʊ]	jedoch, obwohl
thousand Level 2	[ˈθaʊznd]	tausend
three-headed U5	[θri: ˈhedɪd]	dreiköpfig
through Level 2	[θru:]	durch
to throw Level 1	[tə θrəʊ]	werfen
to throw away U3	[tə θrəʊ ə ˈweɪ]	wegschmeißen, entsorgen
to tick Level 1	[tɪk]	ankreuzen, abhaken
ticket Level 2	[ˈtɪktɪt]	Ticket, Eintrittskarte
tidy U9	[ˈtaɪdi]	aufgeräumt, ordentlich
tiger Level 2	[ˈtaɪgə]	Tiger
till Level 1	[tɪl]	bis
time Level 1	[taɪm]	(Uhr-)Zeit
time zone WTW3	[taɪm zəʊn]	Zeitzone
tiny Level 2	[ˈtaɪni]	winzig
tip Level 1	[tɪp]	Tipp, Hinweis
tired Level 1	[ˈtaɪəd]	müde
title Level 1	[ˈtaɪtl]	Titel
to to Level 1	[tə]	zu; bis; nach
toast Level 1	[təʊst]	Toast
today Level 1	[tə ˈdeɪ]	heute
together Level 1	[tə ˈgeðə]	zusammen
tomato (pl tomatoes) Level 1	[tə ˈmɑ:təʊ, tə ˈmɑ:təʊz]	Tomate
tomorrow Level 1	[tə ˈmɒrəʊ]	morgen
tonight Level 1	[tə ˈnaɪt]	heute Abend; heute Nacht
tonne U7	[tʌn]	Tonne
too Level 1	[tu:]	auch; zu
toothbrush U6	[ˈtu:θbrʌʃ]	Zahnbürste
top Level 2	[tɒp]	erstklassig; Spitze
topic Level 2	[ˈtɒpɪk]	Thema

torch Level 1	[tɔ:tʃ]	Taschenlampe
a total of U2	[ə 'təʊtl ɒv]	insgesamt
to touch Level 1	[tə tʌtʃ]	berühren, anfassen
tourist Level 2	['tʊərɪst]	Tourist/Touristin
tourist guide U11	['tʊərɪst gaɪd]	Touristenführer/ Touristenführerin
tournament Level 1	['tuənəmənt]	Turnier, Wettkampf
towards U4	[tə'wɔ:dz]	in Richtung
tower TC1	['taʊə]	Turm
town Level 1	['taʊn]	Stadt; Kleinstadt
town centre U11	['taʊn 'sentə]	Stadtzentrum
toy Level 1	['tɔɪ]	Spielzeug
track U3	['træk]	hier: Laufbahn (Leichtathletik)
trailer U3	['treɪlə]	Filmvorschau, Trailer
train Level 1	['treɪn]	Zug
to train U3	[tə treɪn]	trainieren
to translate U10	[tə trænz'leɪt]	übersetzen
to travel Level 2	[tə 'trævl]	reisen
treat Level 2	['tri:t]	Leckerbissen, Süßigkeit
tree Level 1	['tri:]	Baum
trick Level 1	['trɪk]	Trick, Streich
trillion U12	['trɪljən]	Billion
trip Level 1	['trɪp]	Ausflug, Reise
trouble U8	['trʌbəl]	Schwierigkeit(en)
true Level 1	['tru:]	richtig; wahr
to trust Level 2	[tə trʌst]	vertrauen
truth Level 2	['tru:θ]	Wahrheit
to try Level 1	[tə traɪ]	versuchen, ausprobieren
Tuesday Level 1	['tju:zdeɪ]	Dienstag
tunnel U2	['tʌnl]	Tunnel
to turn Level 1	[tə tɜ:n]	drehen
to turn off Level 2	[tə tɜ:n ɒf]	abstellen
TV U3	['ti:vi:]	Fernsehen
TV series U7	['ti:vi: 'sɪəri:z]	Fernsehserie
twice Level 2	['twɑɪs]	zweimal
type Level 2	['taɪp]	Art

U

ugly U7	['ʌɡli]	hässlich
umbrella U6	['ʌm'brelə]	Regenschirm
uncle Level 2	['ʌŋkl]	Onkel
under Level 1	['ʌndə]	unter
to underline Level 1	[tə 'ʌndəlaɪn]	unterstreichen
to understand U1	[tə ʌndə'stænd]	verstehen, begreifen
unfair U4	['ʌnfə]	unfair, ungerecht
unhappy U3	['ʌnhæpi]	unglücklich
uniform Level 2	['ju:nɪfɔ:m]	Uniform
unit Level 1	['ju:nɪt]	Lektion; Einheit
university U1	['ju:nɪvɜ:səti]	Universität
unlucky U3	['ʌnlʌki]	unglücklich
until Level 1	['ʌn'tɪl]	bis
to be up U4	[bi: ʌp]	auf sein, wach sein
up there TC6	[ʌp ðeə]	da oben
up to U2	[ʌp tu]	bis zu
upset U3	['ʌp'set]	aufgebracht, verärgert
to use Level 1	[tə ju:z]	verwenden, benutzen
useful Level 2	['ju:sfl]	nützlich, hilfreich

user WTW5	['ju:zə(r)]	(Be-)Nutzer/(Be-)Nutzerin
usual U2	['ju:ʒuəl]	üblich
usually Level 1	['ju:ʒuəli]	gewöhnlich, normalerweise

V

vegetable Level 1	['vedʒəbəl]	Gemüse
Venice U12	['venɪs]	Venedig
very Level 1	['veri]	sehr
view Level 2	['vju:]	Aussicht, Ausblick; Ansicht, Meinung
village Level 2	['vɪlɪdʒ]	Dorf
violin Level 2	['vɪəlɪn]	Geige
virtual Level 2	['vɜ:tʃʊəl]	virtuell
to visit Level 2	[tə 'vɪzɪt]	besuchen
visitor G10	['vɪzɪtə]	Besucher/Besucherin
voice Level 2	['vɔɪs]	Stimme
volcano U12	['vɒl'keɪnəʊ]	Vulkan
volleyball Level 2	['vɒlɪ'bɔ:l]	Volleyball
vote Level 2	['vəʊt]	Stimme; Abstimmung
to vote Level 2	[tə vəʊt]	wählen, abstimmen

to wait (for) Level 1	[tə weɪt (fə(r))]	warten (auf)
waiter, waitress U2	['weɪtə(r), 'weɪtrəs]	Kellner/Kellnerin
to wake sb. U4	[tə weɪk 'sʌmbədi]	jdn. aufwecken
to walk Level 1	[tə wɔ:k]	(zu Fuß) gehen
to walk past U9	[tə wɔ:k pɑ:st]	vorbeigehen
wall Level 2	[wɔ:l]	Wand
to want Level 1	[tə wɒnt]	wollen; wünschen
warm Level 1	[wɔ:m]	warm
warm up U1	[tə wɔ:m ʌp]	(sich) aufwärmen
to wash Level 2	[tə wɒʃ]	waschen
to wash out U11	[tə wɒʃ aʊt]	auswaschen
to wash up U4	[tə wɒʃ ʌp]	abspülen
waste U3	['weɪst]	Abfall, Müll
to waste U3	[tə weɪst]	verschwenden
waste of time U7	['weɪst ɒv taɪm]	Zeitverschwendung
to watch Level 1	[tə wɒtʃ]	ansehen; zuschauen
to watch out (for) Level 2	[tə wɒtʃ aʊt fə(r)]	auf etw. aufpassen, achtgeben (auf)

water Level 1	['wɔ:tə]	Wasser
waterfall U9	['wɔ:təfɔ:l]	Wasserfall
watermelon Level 2	['wɔ:təmelən]	Wassermelone
way Level 2	['weɪ]	Art, Weise; Weg
to wear Level 1	[tə weə]	tragen (Kleidung)
weather Level 2	['weðə]	Wetter
website Level 1	['web,sait]	Webseite
week Level 1	['wi:k]	Woche
weekday G7	['wi:kdeɪ]	Wochentag
weekend Level 1	['wi:k'end]	Wochenende
to weigh U2	['weɪ]	wiegen
welcome Level 1	['welkəm]	willkommen
welcome letter U5	['welkəm 'letə]	Willkommensbrief, Begrüßungsschreiben
well Level 1	[wel]	nun (ja), tja
Well done! Level 2	[wel dʌn]	Gut gemacht!
west U1	['west]	Westen
wet U4	['wet]	nass
whale Level 1	['weɪl]	Wal
what Level 1	['wɒt]	was

What a pity! Level 1	[wɒt ə 'pɪti]	Wie schade!
What a shame! G3	[wɒt ə 'ʃeɪm]	Wie schade!
What about ...? U4	[wɒt ə'baʊt...]	Was ist mit ...?
What about it? TC1	[wɒt ə'baʊt ɪt]	Was ist damit?
What are you up to? Level 2	[wɒt ə ju ʌp tu]	Was machst du gerade?
What do you get up to ...? TC1	[wɒt du: ju: get ʌp tu:]	Was machst du?, Was hast du geplant?
What else? Level 2	[wɒt els]	Was sonst?
What's the matter? Level 2	[wɒts ðə mə'tɜ]	Was ist (denn) los?
What's up? U4	[wɒts ʌp]	Was gibt's?, Was geht ab?
whatever Level 2	[wɒt'eɪvə]	was auch immer
wheat U2	[wi:t]	Weizen
when Level 1	[wen]	wann, wenn; als
where Level 1	[weə]	wo; wohin
which Level 1	[wɪtʃ]	welcher/welche/welches
while Level 2	[waɪl]	während
white bean U2	[waɪt bi:n]	weiße Bohne
who Level 1	[hu:]	wer
whole Level 2	[həʊl]	ganz, gesamt
why Level 1	[waɪ]	warum
wife (pl wives) Level 2	[waɪf, waɪvz]	Ehefrau
wig G7	[wɪɡ]	Perücke
wild animal Level 2	[waɪld 'æniml]	Wildtier
will, won't (will not) Level 1	[wɪl, wəʊnt]	werden, nicht werden
to win Level 1	[tə wɪn]	gewinnen
to win promotion U3	[tə wɪn prə'məʊʃn]	hier: in die näch. Liga aufsteigen
wind Level 2	[waɪnd]	Wind
window Level 1	[wɪndəʊ]	Fenster
winner Level 2	[wɪnə]	Gewinnler
winter Level 2	['wɪntə]	Winter
wise G10	[waɪz]	weis, klug
to wish Level 2	[tə wɪʃ]	wünschen
with Level 1	[wɪð]	mit
without Level 2	[wɪ'ðaʊt]	ohne
wolf (pl wolves) U10	[wʊlf, wʊlvz]	Wolf
woman (pl women) Level 1	[wʊmən, 'wɪmən]	Frau
wonderful Level 1	['wʌndəfəl]	wunderbar, toll
wood Level 1	[wʊd]	Feld, Wald
woods Level 2	[wʊdz]	Wälder
word Level 1	[wɜ:d]	Wort
work Level 1	[wɜ:k]	Arbeit; Aufgabe
to work Level 2	[tə wɜ:k]	arbeiten; funktionieren
to work out Level 2	[tə wɜ:k aʊt]	herausfinden
world Level 1	[wɜ:ld]	Welt
world cup U9	[wɜ:ld kʌp]	Weltmeisterschaft
world record U9	[wɜ:ld 'rekɔ:d]	Weltrekord
worldwide U9	[wɜ:ld'waɪd]	weltweit
worry (pl worries) U5	[wə'ri:]	Sorge
to worry Level 2	[tə 'wɜ:ri]	(sich) Sorgen machen
to be worried Level 2	[tə bi: 'wɜ:riɪd]	besorgt sein
worth U7	[wɜ:θ]	Wert
would Level 2	[wʊd]	würde(n)
wrapping G7	['ræpɪŋ]	Verpackung

to write Level 1	[tə raɪt]	schreiben
to write down Level 1	[tə raɪt daʊn]	aufschreiben, hinschreiben
writer Level 2	['raɪtə]	Schriftsteller/Schriftstellerin
wrong Level 1	[rɒŋ]	falsch; nicht in Ordnung

Y

year Level 1	[jɪə]	Jahr
yesterday Level 1	[ˌjestədeɪ]	gestern
yet Level 1	[jet]	bisher
young Level 1	[jʌŋ]	jung
Your turn. U11	[jɜ: 'tɜ:n]	Du bist dran.
yourself (pl yourselves) Level 1	[jɜ:'self, jɜ:'sɛlvz]	du/Sie/ihr selbst
youth club U11	[ju:θ klʌb]	Jugendtreff
youth magazine Level 1	[ju:θ 'meɡəzi:n]	Jugendmagazin

Z

zoo G2	[zu:]	Zoo
zucchini U2	[zu:'ki:ni]	Zucchini

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p131 Sarawut Kaewboonrueang (cucumber) / Nevinates (garlic) / Igor Zakharevich (pepper) / Kkovaleva (watermelon), p142 Igor Mojzes | **Dreamstime.com**; © **Emilija Jefremova** p64; © **Gérard Stricher** p72 (painting 2); © **Getty Images** p22 STR (Ruby Roman grapes); © **Courtesy of Guinness World Records Limited** p22 (Chris Kent), p54 (Nadub Gill); © **HELBLING** p37, p67, p75 (3-headed shark), p127; © **Henry Moore Foundation** p74 (Henry Moore sculpture Reclining Figure); © **Robert P. ...** p71 (landscape with waterfall and rainbow); **Banksy** p18 (art); © **Pest Control Office** p76; © **iStockphoto.com** p2551, p880 (writing poem); © **Land and Wave Ltd** (2) (seering); © **Martyn Davis** p21 giant cucumber / **Mirror** p71 (Mo Salah with young fan); p13 RLS Photo (boy) / **Macronatura.es** (Sahara Desert ant) / Pichit Sansupa (Himalayas) / (spider), p23 Ground picture (teenagers parking), p24 (curry) / Fumi901 (fried chicken), p25 7/9/12 / spaxio (background), p39 Africa Studio (tattoo) / (go to parties), p41 Smileus (leaves), p42 Cookie Studio (boy) / Photo (girl), p50 Inside Creative House (male teacher) / plpro (having lunch in the office) / asife (twin sisters), p54 Per Grun (Marta Thunberg) / goodmoments (Rubik's Cube) / (Roulette) / DiegoMarottini (petrol station) / (yellow), p61 New Africa (first aid kit) / Volodymyr... Dyrbavk (sleeping bag) / natoly43 (torch) / HomeStudio (map) / Onur Koz (Africa Studio (tent) / Passakorn sakulphat (map) / CoolPhotoGirl (backpack), p65 zhenacheng (Chatchawal Kittirojana (matches) / M... (tent) / (umbrella) / xpixel (wood), p68 studiostoks (moon) / (flowers) / Marianna_Fedorova (painting) / (Blue Bridge) / Chris Allan (Blue Bear sculpture), p78 (ski boarding) / Victor Velter (Kilian Mbappé), p79 Fred (keke P... / Victor Velter (Carlos Alcaraz), p82 Kathy Hutchins (D... Johnson), p84 mohsen nabil (Mo Salah playing football), p85 Kostiantyn (radio presenter), p86 Ground (teen girl) / Trends (teen boy), p88 Kseniya (waterfall) / Castro Cicero (coast) / Rudmer Zwerver (woods) / (Seven Steps Cliffs) / kid315 (cave) / Sorn340 Studio (rainforest) / (volcano) / silky (Colorado river), p89 Marius Comanescu (Devil's Dyke), p91 Korosi Francois-Zoltan (thermometer) / Nora Hachio (tiger) / Rauf Aliyev (wind power icon) / (planet on fire) / Net Vector (planet on fire) / ocularityArt (tree) / Z... Boris (clean planet), p93 Jacek Chabraszewski (teenage girl) / (boy cycling) / 123object (make-up) / Andrey tiyk (shower) / (timer), p94 Stock-Asso, p95 Ant Clausen (coast) / (Ingvarsson (volcano) / Dr Morely Read (rainforest) / natalia (cave), p98 IB Photography (subway sign) / Desizned (light) / Catarina Belova (street sign of Piazza del Duomo) / (Calle de Don Ramon) / Ella_Ca (road sign in Türkiye) / Paola (linesman holding flag) / 4kclips (swimming and fishing) / (limited sign) / Damir Khabirov (man waving), p99 Rich Carey (eel) / Avigator Fortuner (elephant) / Jurgen Vogt (gorilla), p101 Kaspars Grinvalds (language translation app) / Monkey Business Images (giving a presentation) / G-Stock Studio (teen on phone) / Pheelings media (shouting), p104 Takayuki (girl with VR headset), p105 Kardasov Films, p106 Anna.zabella (background), p107 Frame studio (phone screen) / naKorncreate, (clock app, weather app, camera app, calculator app, maps app, music app, messaging app) / Macrovector (video app), p108 Soonthorn Wongsaita (gym) / wavebreakmedia (youth club) / fiphoto (sports centre) / Ron Ellis (outdoor pool) / guteksk7 (skatepark) / Thomas Dekiere (town centre) / mariakray (go-kart track), p111 Image Source Trading Ltd (girl choosing paint colour) / Peter Fuchs (boy cooking) / Monkey Business Images (girl singing) / bodnar.photo p91 (girl with dyed hair) / simoly (camping scene) / EleniVasilou (donation jar), p113 Pi-Lens (Lunenbourg) / Milosz Maslanka (Galway, Wellington city) / Pixel-Shot (Keith) / byswat (Olivia) / zzkurniax (background), p114 GNT STUDIO (Mo) / Pixel-Shot (Clara), p115 bodnar.photo (girl with blue hair) / vlatukinv (painting walls), p125 sirtravelatol (girls in disbelief), p126 MagicMary (cybercrime background), p132 UfaBizPhoto (girl, boy), p140 Sudowoodo (don't feed the birds sign) / Didikhar28 (max speed sign) / Arcady (hazard sign), p142 Igor Mojzes, p144 Krakenimages.com / **Shutterstock.com**; © **The BlinkNow Foundation** p57; **Wikimedia Commons** p72 Vasily Kandinsky (Upward) (https://commons.wikimedia.org/wiki/File:Upward_by_Vasily_Kandinsky,_1929.jpg)

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3

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